

## INDEX

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## LEAD-IN

The activities on the Lead-in page are designed to provide revision and communicative practice in lexical sets and functional language that intermediate Ss should be familiar with. Use the Lead-in page to assess your Ss' existing knowledge and revise/teach the target language in each activity.

### GRAMMAR

**1** Focus attention on the text and look at the example together. Ss find the other examples alone then check in pairs. Check answers with the whole class.

**Answers:** 1 looked, married, invited, sat down, heard, shot 2 was dining 3 have been  
4 had been, had died 5 might 6 the best 7 who was also called Umberto  
8 was also called, was born, was told

### PRONUNCIATION

**2A** Focus attention on the example and elicit the common vowel sound (/u:/). Ss match the other pairs alone then check in pairs

**B** Ss listen and check their answers. Play the recording again for Ss to listen and repeat. Check answers with the class, and write the pairs of words in a row across the top of the board.

**Answers:** through – queue; sail – fake; bar – heart; white – shy; boil – toy; cheat – seen;  
boat – flow; put – took

**C** Ss work in pairs to think of and write down more words with the same sounds as the ones in Ex 2A. After a few minutes, give out board pens and ask them to come to the board to write them in the correct column. When they have finished, ask the class to check that the words are in the correct places.

#### Optional extra activity

Put Ss into pairs and ask each pair to stand on opposite sides of the classroom, facing each other. Ss take it in turns to call out one of the words from the board. Their partner then responds with another word in the same group. To make it more challenging, you could play some music in the background.

### VOCABULARY

**3A** Go through the example with the class. Ss complete the phrases alone then check in pairs. Check answers with the class.

**Answers:** 1 have 2 check 3 go 4 do 5 meet 6 do 7 chat 8 take 9 watch 10 play

**B** Ss complete the word webs in pairs then check answers with the class.

**C** In pairs, Ss add more phrases to the word webs then discuss which of the things they do on a normal day.

### COMMON ERRORS

**4A** Do the first one together as an example. Ss correct the mistakes alone then check in pairs. Check answers with the whole class.

#### Answers:

- |   |   |
|---|---|
| 1 She likes listening to music.                 | 6 He <i>doesn't</i> come here often.            |
| 2 I am <i>an</i> architect.                     | 7 We come from <i>Germany</i> .                 |
| 3 Are you feeling <i>alright</i> ?              | 8 Where <i>did</i> you go yesterday?            |
| 4 When <i>can</i> I visit your house?           | 9 I have <i>lived</i> in this town all my life. |
| 5 Let's discuss <del>about</del> this tomorrow. | 10 My wife is a really good <i>cook</i> .       |

**B** Ss match the mistakes and the types in pairs, then check answers with the whole class.

**Answers:** a) 6 b) 3 c) 9 d) 7 e) 1 f) 2 g) 10 h) 4 i) 8 j) 5

## OVERVIEW

### 1.1 ME AND MY LANGUAGES

- VOCABULARY** | language  
**READING** | read about bilingualism  
**GRAMMAR** | question forms  
**PRONUNCIATION** | intonation: *wh*- questions  
**SPEAKING** | talk about important dates in your life  
**WRITING** | emails of introduction; learn to write formal and informal emails

### 1.2 SAME OR DIFFERENT?

- VOCABULARY** | relationships  
**PRONUNCIATION** | word stress  
**LISTENING** | listen to a set of instructions to do a test  
**SPEAKING** | talk about the differences between men and women  
**GRAMMAR** | review of verb tenses  
**VOCABULARY PLUS** | collocations  
**SPEAKING** | talk about your classmates

### 1.3 TELL ME ABOUT YOURSELF

- SPEAKING** | talk about your interview experiences  
**VOCABULARY** | interview advice  
**FUNCTION** | talking about yourself  
**LEARN TO** | use two-word responses  
**PRONUNCIATION** | intonation: sounding polite  
**SPEAKING** | role-play an interview

### 1.4 THE BLIND PAINTER DVD

- DVD** | watch a BBC documentary about a blind artist  
**speakout** | 60 seconds about you  
**writeback** | a personal description

### 1.5 LOOKBACK

Communicative revision activities

#### INTERVIEWS

#### What does 'family' mean to you?

This video extends discussion of the unit topic to family. Ss can view people describing their family and what 'family' means to them. Use this video at the start or end of Unit 1 or set it as homework.

## ME AND MY LANGUAGES

### Introduction

Ss revise/practise question forms (*yes/no* questions, subject and object questions and questions with a preposition) in the context of talking about language and language learning. They also practise writing formal and informal emails.

#### SUPPLEMENTARY MATERIALS

**Resource bank:** p129

### Warm up

With new classes, it's important to build rapport so that the Ss feel comfortable with each other and with you. Write three facts about yourself on the board, two true and one false. Invite Ss to ask questions to find out further information about the facts and then guess which one is false. Ss then write their own sentences and ask and answer in pairs.

### VOCABULARY LANGUAGE

**1A** Put Ss into pairs and give them 5 mins to go through the words in bold and check they understand what they mean. Check understanding with the class and be prepared to give further explanations or examples where necessary. Give Ss another 2–3 mins to think about their answers to the questions alone.

#### Suggested answers:

**mother tongue:** the first language that you learn as a child  
**learning strategies:** plans, activities and techniques that people use to help them learn

**foreign:** from a country that is not your own

**native speakers:** people who learnt a language as their first language when they were a baby

**slang:** very informal language that uses new or rude words instead of more common words

**jargon:** words/phrases used by people in the same profession which are difficult for others to understand

**fluency:** the ability to speak/write a language very well without stopping frequently

**accuracy:** the quality of being correct

**skill:** an ability that needs to be learnt and practised, e.g. writing, playing the piano

**bilingual:** the ability to speak two languages fluently

**B** Arrange Ss into small groups and ask them to discuss the questions together. In feedback, go through each question and nominate a student to share their answer with the class.

#### Alternative approach

You could do this as a whole-class mingling activity instead. Ask Ss to stand up and discuss the questions with as many different classmates as possible.

#### Teaching tip

In group discussions, monitor carefully and note down any common errors and/or examples of good language. After feedback, go through the errors as a class, without naming who made them. Ask Ss to try and correct the errors themselves. Drill any examples of good language.

**2** Write *tongue* on the board. Elicit which letters are silent (*ue*) and cross them out. Ss answer the questions in pairs. When they have finished, check answers with the class.

**Answers:**

- 1 Silent letters: *ue* in *tongue*; *g* in *foreign*; *e* in *native*
- 2 Silent letters: first *c* in *science*; *l* in *talk*; *t* in *listen*; *k* in *know*; *gh* in *right*; *w* in *wrong*; *h* in *hours*; *u* in *guess*
- 3 *b* is true

## speakout TIP

Read the tip with the class and elicit some words which Ss often find difficult to spell. Explain that it's important to learn how words sound as well as how to spell them.

## READING

**3A** Focus attention on the title of the text and check understanding. Ask Ss if they consider themselves to be bilingual. Elicit ideas as to what the text will be about and write them on the board. Give Ss 5 mins to read the text quickly and check. In feedback, go through the list on the board and tick any ideas mentioned.

**Answer:** The text is about some of the most common myths about bilingualism.

**B** Ss read the text again and answer the questions, then check in pairs before checking with the whole class.

**Answers:**

- 1 Danish, English, Portuguese, Spanish, Italian, German
- 2 Danish and English from his mother; Spanish from his father; Portuguese, Italian and German from living in countries where those languages are spoken.
- 3 around fifty percent
- 4 pronunciation
- 5 protection against mental illnesses such as Alzheimer's

**C** Give Ss 3–4 mins to find the words and phrases in the text, working alone then checking with a partner. Elicit the answers and check comprehension by using focused questions, such as *What is your native language? Is studying a language the same as picking it up?* etc. Drill the new vocabulary.

**Answers:** 1 native 2 pick up (pick something up) 3 multilingual 4 persistent myths 5 acquire 6 gain insights

**D** Ss discuss the questions in small groups. When they have finished, nominate a student from each group to share their ideas with the class.

## GRAMMAR QUESTION FORMS

**4A** Ask Ss to look at the example sentences 1–6. Check the meaning of *auxiliaries*, *prepositions* and *subject* by eliciting examples. Ss then read the grammar questions a)–e) and answer them using the six example questions.

### Teaching tip

**Stronger classes** can work alone, then compare their answers in pairs. You could also ask them to think of more examples for each type of question. **Weaker classes** may need more support. Read the notes with the Ss and check they understand how the word order changes in question forms. In each exercise, elicit the first answer as an example and check Ss can form the questions correctly before they do the rest of the exercises. In **mixed-ability classes**, **stronger Ss** could work with **weaker Ss**. This challenges the **stronger Ss** and reinforces their knowledge by having to explain it.

Check the answers with the class. Be prepared to clarify any points Ss aren't sure about, using examples.

**Answers:**

- a) speak, use, talk, happened, talk, is
- b) 1 Do (present) 2 Did (past) 3 did (past) 5 did (past)
- c) 1 and 2 d) 3 and 5 e) 4 and 6

## ▶ LANGUAGEBANK 1.1 p128–129

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the word order in questions and the position of prepositions. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

**Answers:**

- A 1 Where do you live?
- 2 Who won the game?
- 3 Does he eat meat?
- 4 What are they doing?
- 5 What are you writing about?
- 6 When did you arrive?
- 7 Who ate the chocolate?
- 8 Did you like the film?
- B 1 Who killed the President?
- 2 What were you thinking about?
- 3 What happened to the old theatre?
- 4 Where did your great-grandparents come from?
- 5 Did your ancestors come from here?
- 6 Has she worked here for a long time?
- 7 Who is making all that noise?
- 8 Which house are you looking for?

**B** Ss listen to the questions from Ex 4A and decide if the *wh*-question words are said in a higher or lower voice.

**Answer:** The question words are said in a higher voice.

**C** Play the recording again and ask Ss to imitate the questions as they hear them. Repeat this until Ss feel comfortable pronouncing the questions.

### Watch out!

Intonation can be frustrating for Ss due to the lack of hard and fast rules. But intonation is important for expressing meaning, sometimes more so than the words we use. Reassure Ss that the best way to learn it is by shadowing natural spoken language.

**5A** Do the first question together as an example and write it on the board. Ss work alone to make questions, then check their answers in pairs. Elicit the answers.

**Answers:**

- 1 Do you study every day?
- 2 Did your parents teach you any other languages?
- 3 Who is the best language learner you know?
- 4 Who was your first English teacher?
- 5 What do you do to remember words in English?
- 6 What languages do you like listening to?
- 7 What TV programmes do you watch in English?
- 8 When did you first speak a foreign language?

**B** Drill the questions with the class. Ss choose three of the questions and walk around asking them to other Ss in a mingling activity. Invite Ss to share with the class any interesting answers they found out.

**SPEAKING**

**6A** Demonstrate the activity by writing two dates, two names and two places which are important to you on the board and explaining why they are important. Give Ss 5 mins to write their own dates, names and places and make notes about them. Monitor carefully to help with vocabulary, especially with *weaker classes*.

**B** Arrange Ss into groups of four and ask them to explain their information to their group. Monitor and encourage Ss to ask follow-up questions. Note down any common errors for later feedback. Nominate Ss from each group to tell the class any interesting facts they found out.

**Teaching tip**

When nominating Ss to speak, do it randomly (rather than round the class) to prevent Ss from switching off before their turn.

**WRITING** EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

**7A** Ss discuss the question in pairs. In feedback, nominate some Ss to share their answers with the class.

**Suggested answers:** applying for a job, applying for a university or college place, applying for a place on a course

**B** Focus attention on the subject lines of each email and ask Ss why they think the people are writing. Ss read and check. When eliciting the answers, ask them which lines tell us this.

**Answers:**

Julia is writing because she wants to join a class ('She said you'd be happy to accept a few more people.') and wishes to introduce herself ('My name's ...'; 'My mother tongue is ...'; 'I was travelling ...'; 'I really want to ...').

Talya is writing to introduce herself to her new colleagues ('I would like to take this opportunity to introduce myself'; 'I have worked ...'; 'I have been involved in ...'; 'I am married ...').

**8** Ss read the five steps for good email writing and the emails again, then answer the question in pairs. In feedback, elicit Ss' answers.

**Answer:** Yes

**9A** Ss look back at the two emails in Ex 7B and decide which is formal and which is informal. Elicit the answers and ask Ss how they can tell.

**Answers:**

The first is informal. It uses contractions ('My name's', 'you're'). It leaves out words ('Hope to hear from you soon'). It sounds more like spoken English ('I really want to ...'; 'I'd love to ...').

The second is formal. It uses full forms of verbs ('I will', 'I would'). It uses longer, more complex sentences ('I have been involved in a number of ... in eight countries.').

**Teaching tip**

Due to historical influences on British English, longer, Latin-based words tend to be more formal, while shorter, Germanic-based words tend to be more informal. Because of this, Spanish, Italian, French and Portuguese speakers tend to find formal words easier to understand.

**B** Ss look back at the two emails and answer the questions in pairs. In feedback, elicit Ss' answers.

**Answers:** 1 F 2 I 3 I 4 F

**C** Do the first note together as an example. Ss refer back to the emails to find the missing phrases, then check their answers in pairs. Elicit Ss' answers.

**Answers:**

- 1 Dear (name)
- 2 opportunity
- 3 Hope to hear from you soon
- 4 Yours sincerely

**10** Give Ss 3–4 mins to read the information and take notes. Check that Ss are clear about what they need to write and give them 10–15 mins to write a draft of their emails. Monitor carefully and help Ss with any vocabulary they need. Note down any common errors and go over them with the class at the end. Ss exchange drafts with a partner and give each other suggestions for improving their emails.

**Alternative approach**

Ask Ss to write an email to you, introducing themselves and explaining why they've signed up for this course. You could give Ss your email address or create a free one and ask them to send their emails to you.

**Homework ideas**

- **Ex 6A/B:** write about your partner's (or your) important dates, names and places.
- **Ex 10:** write a final draft of your email.
- **Language bank:** 1.1 Ex A–B, p129
- **Workbook:** Ex 1–5, p4–5

## SAME OR DIFFERENT?

### Introduction

Ss revise and practise the present simple, present continuous, past simple and past continuous in the context of talking about the differences between men and women. They also learn and practise common collocations with *take, get, do* and *go*.

#### SUPPLEMENTARY MATERIALS

**Resource bank:** p127, p128 and p130

**Ex 1B:** bring dictionaries for Ss to use.

### Warm up

Lead into the lesson via the website illustration. Ss work in pairs and discuss stereotypes of men and women.

### VOCABULARY RELATIONSHIPS

**1A** Demonstrate the activity by writing your own list on the board. Give Ss a few minutes to write their own lists. When they are ready, ask them to compare and explain their lists in pairs.

**B** Check Ss understand *boss and employee* in the first example. Ss work in pairs to match the rest of the words to the questions. If you've brought dictionaries, give them out for Ss to use. Elicit Ss' answers and check comprehension, especially the meaning of *godfather* and *godmother* to any non-Christian Ss.

**Answers:** 1 boss and employee 2 godfather and godmother  
3 fiancée and fiancé 4 mentor and pupil 5 team-mates  
6 classmates 7 member 8 partner

**C** Ss listen to the sentences and number the words in the box in Ex 1B in the order they hear them. Elicit the correct order.

**Answers:** 1 employee 2 mentor and pupil 3 godmother  
4 boss 5 fiancé 6 member

#### Unit 1 Recording 2

- I think I'm a good employee as I always do my best at work.
- At my school we have a system of mentors who help the younger pupils and I'm one of the mentors.
- My nice news is that I recently became godmother to my best friend's little girl.
- I'm the boss of a small company that sells sports clothes.
- I'll introduce you to my fiancé later. We got engaged two weeks ago.
- I took up judo six months ago and I'm a member of a local club.

**D** Check Ss understand *syllable* in the rubric. Ss work alone to find the words with two syllables and underline the stressed syllable, then check their answers in pairs. Elicit Ss' answers.

**Answers:** Two syllable words: classmates, partner, team-mates, member, mentor, pupil

#### ▶ VOCABULARYBANK p148 Relationships

Focus attention on the family tree. Read the example with the class, then Ss complete the family tree with the words in the box. In feedback, elicit Ss' answers. **Stronger classes** can do the exercise at home.

**Answers:** (from left to right, top to bottom) grandparents on my mother's side, stepfather, in-laws, ex-husband, sister-in-law, stepdaughter, nephew, niece

### speakout TIP

Read the tip with the class and practise saying the two-syllable words using the technique described.

**2** Arrange Ss into small groups to discuss the questions. When they have finished, nominate Ss from each group to share their ideas with the class.

### LISTENING

**3A** Elicit/Check *wired* and *navigating*. Give Ss 3–4 mins to read the text then discuss the questions in pairs. In feedback, elicit Ss' answers and have a class discussion.

**B** Explain that Ss have to listen and follow the instructions and draw a picture.

#### Unit 1 Recording 3

P = Presenter

##### Part 1

**P:** Is your brain male or female? Well, you might think it's a strange question, but some researchers have found that men and women's brains are actually wired differently. So, let's do a test to see if your brain is male or female. In a moment, we're going to ask you to draw a picture of a bicycle. So, make sure you have a pen or pencil ready.

##### Part 2

**P:** OK, so I want you to draw a picture of a bicycle. You have exactly one minute, starting now ...  
Make it as beautiful or normal as you like. Include as much detail as you can. You've got forty-five seconds left ...  
You've got another fifteen seconds ...  
You've got five seconds left ... four, three, two, one, zero, stop. Right, stop drawing, please. Now, write down on your piece of paper, whether you, the artist, are male or female. That's all we need to know for the experiment. Now turn to page 158 to see what a real bike looks like.

**C** Ss listen and compare their picture with the one on p158. Check comprehension.

#### Unit 1 Recording 4

P = Presenter

##### Part 3

**P:** Now, count up the parts on your drawing. Did you include wheels? A handlebar? A saddle? A chain? A crossbar? Pedals? Did your bike have at least five parts? And could it work? Now for the difference between the men's drawings of a bicycle and the women's – female drawings often include a person riding the bike; men's drawings don't usually include a person. This is a clear indication that women think people are important. Men, on the other hand, are more interested in getting the machine right. So, how did you do? Is your brain male or female?

#### Teaching tip

In listening activities, don't play the recording too many times, as this isn't like real-life listening. Before playing the recording again, let Ss check their answers in pairs, as they may be able to get the answers they didn't hear.

**D** Ss discuss the questions in pairs. When they have finished, nominate a few Ss to share their ideas with the class.

**SPEAKING**

**4A** Give Ss 2–3 mins to read the comments and decide which they agree/disagree with and why. Monitor and help where necessary. When they are ready, arrange Ss into small groups to compare their ideas.

**B** Ss discuss the questions in the same groups. In feedback, nominate Ss to share their ideas with the class.

**GRAMMAR REVIEW OF VERB TENSES**

**5A** Focus attention on the underlined verbs in the examples. Ss work alone to match them to the names of the tenses, then check their answers in pairs. In feedback, elicit Ss' answers and check they know how to form the continuous tenses correctly.

**Answers:** 1 c) 2 d) 3 a) 4 b)

**B** Do the first rule together as an example, then Ss complete the rest in pairs. Check answers and clarify if necessary.

**Answers:** 1 c) 2 b) 3 a) 4 d)

**C** Go through the rules with the class, then give Ss 2–3 mins to underline three examples in the comments in Ex 4A. Elicit the answers and other examples of 'state verbs' (verbs that are not usually used in the continuous) and write them on the board.

**Answers:** Women don't know how to read maps.; Women remember every outfit ...; Women like to take three weeks.

**▶ LANGUAGEBANK 1.2 p128–129**

**1A** Teach/Elicit *translator* and *conference* before Ss do the exercise.

**B** Elicit the first answer with the class as an example and check Ss are forming the tense correctly. Ss complete the sentences, then check their answers in pairs.

**Answers:**

**A** 1 speak 2 'm attending 3 was doing 4 heard  
5 arrived 6 don't speak 7 met 8 was looking  
9 do you know 10 found

**B** 1 're winning 2 was travelling 3 died 4 wasn't listening  
5 don't work 6 is burning 7 Did you see 8 causes

**6A** Go through the first sentence together as a class. **Stronger classes** can do the exercise alone, then check their answers in pairs, but **weaker classes** could work in pairs. Elicit Ss' answers.

**Answers:** 1 'm 2 grew up 3 'm learning 4 got 5 seemed  
6 'm enjoying 7 met 8 was looking 9 are 10 sing

**B** Arrange Ss into pairs and elicit the questions they need to ask to find out the information, e.g. *What do you do? What are you doing at the moment?* etc. With **weaker classes**, you could write these on the board. Ss then ask the questions and write their partner's profile.

**VOCABULARY PLUS COLLOCATIONS**

**7A** Introduce the topic and focus attention on the quiz. In pairs, Ss complete the quiz.

**B** Ss turn to p158 and check their answers. Nominate Ss to tell the class how many they got correct.

**Answers:** 1 c) 2 a) 3 c) 4 b) 5 a) 6 b) 7 b) 8 c)

**8A** Ss work alone to find five expressions in the quiz, then check their answers in pairs. In feedback, elicit Ss' answers.

**Answers:** doing exercise, get married, take (more) responsibility for, doing the housework, gone on a diet

**B** Check Ss understand the expressions in italics. They then work alone to put the expressions in the word webs, then check their answers in pairs. Elicit Ss' answers in feedback, and elicit or give example sentences, e.g. *I'm going on a diet starting tomorrow. We get on really well. Could you do me a favour?*

**Answers:** (in correct order)

- 1 go: on a diet, grey, home, off something, for a drink/a walk/a meal
- 2 take: a taxi, part in something, after someone, responsibility for
- 3 get: married, a job/degree, here, on with someone
- 4 do: exercise, housework, research, someone a favour

**▶ VOCABULARYBANK p148**

Collocations with *take*, *get*, *do* and *go*

With **weaker classes**, elicit one or two examples with the class first, then Ss complete the word webs in pairs. **Stronger classes** can do the exercise at home.

**Answers:** (in correct order)

- 1 do: exercise, your best, the cleaning, nothing for you
- 2 get: a prize, fired, food poisoning, excited
- 3 take: sugar, ages, a look, the blame
- 4 go: crazy, badly, on holiday, together

**SPEAKING**

**9A** Elicit Ss' ideas for the first phrase as an example. Ss work alone and write their classmates' names next to the phrases.

**Teaching tip**

With **large classes** and/or **multilingual classes**, it can be difficult for Ss to remember the names of their classmates. For this activity, write all the Ss' names in a list on the board.

**B** Ss discuss their ideas in small groups. When they have finished, nominate Ss to tell the class their ideas and check if other Ss agree.

**Homework ideas**

- **Ex 4A:** write some more opinions for men and women.
- **Ex 8B:** write a short story using the collocations.
- **Language bank:** 1.2 Ex A–B, p129
- **Vocabulary bank:** p148
- **Workbook:** Ex 1–6, p6–7

## TELL ME ABOUT YOURSELF

### Introduction

Ss learn and practise ways of talking about themselves in interviews. They also learn to use formal and informal two-word responses.

#### SUPPLEMENTARY MATERIALS

Resource bank: p131

### Warm up

Lead in to the topic by telling Ss about an interview experience you've had, whether it was for a job or another reason. Encourage Ss to ask you follow-up questions to find out more information.

### SPEAKING

**1A** Check Ss understand the types of interview listed and elicit which of the interviews Ss can see in the pictures. Encourage Ss to give reasons for their choices.

**Suggested answers:** top picture – job interview, interview for a place at university or placement interview for a language course; bottom picture – interview for a talk show/radio programme

**B** Arrange Ss into small groups and ask them to discuss the questions. Monitor and help with vocabulary. In feedback, nominate Ss from each group to share their ideas with the class.

#### Teaching tip

When conducting feedback after discussion activities, going through every question with every student wastes valuable class time. Instead, ask Ss to decide on the most interesting piece of information they found out and share this with the class. This will also give Ss an opportunity to process/think about what they heard during the discussion.

### VOCABULARY INTERVIEW ADVICE

**2A** Elicit one or two ideas as an example, then put Ss into pairs to brainstorm their own ideas. When they have finished, invite Ss to the board to write their ideas.

#### Teaching tip

Ss could do brainstorming activities as a race. Set a strict time limit and ask Ss to write down as many ideas as they can. The pair with the most relevant ideas wins.

**B** In pairs, Ss categorise the expressions. **Stronger Ss** can work alone, but **weaker Ss** may need more help. Elicit Ss' answers and check comprehension using examples, e.g. *If you dress smartly, what clothes will you wear? What kind of research can you do?* etc.

#### Answers:

- Should do during an interview: speak clearly, shake hands firmly, show enthusiasm
- Shouldn't do during an interview: answer briefly, avoid eye contact
- Might do before an interview: dress smartly, send references, arrive on time, do some research, be prepared

**3** Ss read the text and answer the questions alone then check in pairs. Check answers with the whole class.

#### Answers:

- They send flowers, chocolates and other things to get noticed.
- Before an interview: be prepared, do some research about the university/company, dress appropriately, arrive on time or 15 minutes early  
During an interview: shake hands firmly, make eye contact, speak clearly, offer full answers, show enthusiasm

### Culture notes

Harvard is a prestigious university in the USA, particularly in the fields of Business and Law. Competition for entry is very high.

### FUNCTION TALKING ABOUT YOURSELF

**4A** Go through the questions and check Ss know what they need to listen for. Ss listen to the extracts, then check their answers in pairs. In feedback, elicit Ss' answers.

#### Answers:

- Interview 1 = placement interview for a language course  
Interview 2 = job interview  
Interview 3 = interview for a place at university
- Interviewee 2 doesn't show enthusiasm or give full answers.

### Unit 1 Recording 5

#### Conversation 1

T = Teacher S = Student

- T:** And what about your expectations of the course?  
**S:** Well, as I said, I've studied English for many years and spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh ... and try to remember my English and practise speaking and listening.  
**T:** OK. You've got a very good level of English, so we'd put you in the advanced class. Is there anything else?  
**S:** Could I ask a question?  
**T:** Of course.  
**S:** I can take the morning class from 9.00 to 12.00. Is that right?  
**T:** Yes, that's right.  
**S:** And in the afternoon there are options? Optional classes?  
**T:** Yes, err ... these are special classes with a special focus like English idioms, conversation, pronunciation. We have the full list here.  
**S:** I see. Thank you.  
**T:** No problem. OK, well, thank you very much.

#### Conversation 2

I = Interviewer A = Applicant

- I:** There are a couple of things I'd like to ask about, Jade. Your CV says you have some experience of looking after children?  
**A:** Yes, I was a tutor on a summer camp last year.  
**I:** Can I ask you about that? What type of things did you do?  
**A:** Um, well, I organised games.  
**I:** Games for?  
**A:** The children.  
**I:** OK. And what age were the children?  
**A:** Um ... seven to ten.  
**I:** OK. And you enjoyed it?  
**A:** Yes.  
**I:** What aspect, what part did you enjoy, would you say?  
**A:** I suppose I'd have to say I liked the games best.  
**I:** And any problems?  
**A:** Um ... no.  
**I:** What about the different ages? We often find that different ages together can be difficult.  
**A:** It depends. In my opinion, you can usually get the older children to help the younger ones.

#### Conversation 3

I = Interviewer S = Student

- I:** I think that's about it. Do you have any questions? Any queries?  
**S:** Um, yes, actually I do have a query.  
**I:** Yes, go ahead.  
**S:** It's about online classes at the university.  
**I:** Right.  
**S:** If I'm accepted, I saw that there are ... um, that it's possible to take some courses online.  
**I:** That's right.  
**S:** So I wouldn't need to attend classes?

**I:** Not for the online courses. But, erm ... well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses. Certainly in terms of reading and writing, they're really quite demanding.

**B** In pairs, Ss answer the questions with what they can remember from the first listening. Play the recording again for Ss to check their answers. Weaker classes may need to listen again twice. Elicit Ss' answers.

**Answers:**

- 1 speaking and listening
- 2 special classes with a special focus like English idioms, conversation, pronunciation
- 3 games
- 4 different ages together
- 5 if it's possible to take some courses online
- 6 There's a lot of reading and writing.

**Watch out!**

In Conversation 3, the student says ... *actually, I do have a query*. Point out to Ss that when we emphasise things, we often add an auxiliary and stress it in the sentence.

**5A** Focus attention on the underlined example and elicit the function of the expression (to introduce a question). Ss underline three more expressions and check their answers in pairs. In feedback, elicit Ss' answers.

**Answers:**

- Extract 1:** Could I ask a question?  
**Extract 2:** (1) There are a couple of things I'd like to ask about.  
 (2) Can I ask you about that?  
**Extract 3:** I do have a query.

**B** Focus attention on the underlined example and elicit the function of the expression (to introduce an opinion). Ss underline three more expressions and check their answers in pairs. In feedback, elicit Ss' answers.

**Answers:**

- Extract 1:** So for me the most important thing is to just refresh ...  
**Extract 2:** (1) I suppose I'd have to say ... (2) In my opinion, ...  
**Extract 3:** one thing I'd like to say is that ...

### ▶ LANGUAGEBANK 1.3 p128–129

Ss can refer to the notes on p128 when they do the exercise. **Weaker classes** should do the exercises in class before continuing with the lesson. Drill the expressions in the table with the class.

**Answers:**

- A:** There are a couple of things I'd like to ask about.  
**B:** I'd have to say *Millennium Dreamer*.  
**A:** Can I ask you about that?  
**A:** Could I ask a question about your image?  
**B:** No. *One thing* I'd like to say is that these images are invented by the media. *In my opinion*, good actors ...

**6** Do the first sentence together as an example and write it on the board. Ss work alone to put the words in order to make sentences or questions, then check their answers in pairs. Elicit Ss' answers. **Fast-finishers** could write the answers up on the board.

**Answers:**

- 1 I do have a query.
- 2 Could I ask a question?
- 3 There are a couple of things I'd like to ask about.
- 4 Can I ask you about that?
- 5 In my opinion, this isn't true.
- 6 I'd have to say I agree.
- 7 One thing I'd like to say is that the course is difficult.
- 8 The most important thing for me is to study.

**LEARN TO USE TWO-WORD RESPONSES**

**7A** Focus attention on the example, then give Ss 2 mins to match the other expressions alone, then check their answers in pairs. Elicit Ss' answers and drill the expressions chorally and individually. Check comprehension of *I see = I understand*.

**Answers:** 1 d) 2 b) 3 e) 4 c) 5 a)

**B** Elicit which expressions in Ex 7A are more formal. Refer Ss to audio script 1.5 on p164 and ask them to find the expressions. Elicit what is said before each response.

**Answer:** Expressions a)–e) are more formal.

**C** Play the recording, pausing after each expression to highlight the intonation. Ask Ss to repeat each phrase, imitating the intonation patterns.

**Teaching tip**

Two-word responses are relatively easy for Ss to learn and help them sound more natural when they speak. Encourage Ss to use them whenever they can.

**SPEAKING**

**8** Divide the class in half. One half are Student As and the other half are Student Bs. Student As read the information on p158 and prepare their questions. Student Bs read the information on p162 and prepare for the interview. Monitor and help with language and ideas. When they are ready, put Ss into A/B pairs and ask them to role-play the interview. Encourage Ss to use the functional language from the unit. Monitor and note down any common errors and good language for later feedback. When they have finished, ask if the candidates were successful. If you have time, Ss can change roles and role-play the interview again. When they have finished, ask if the candidates were successful and go over any common errors and drill examples of good language.

**Teaching tip**

When practising functional language, encourage Ss to use the phrases by asking one student in each pair to note down every time their partner uses one of the phrases. In feedback, elicit how many times they used them.

**Alternative approach**

If you think Ss would find it more interesting, they could role-play an interview with a celebrity. One student chooses a celebrity to be and the other interviews them. Give some examples to help get them started, e.g. *How did you start your career as a XXX? Did anyone help you before you were famous? What has been your most memorable moment? What do you plan to do in the future?* etc.

**Homework ideas**

- **Ex 7B:** write a conversation using the expressions.
- **Language bank:** 1.3 Ex A, p129
- **Workbook:** Ex 1–3, p8



## THE BLIND PAINTER

### Introduction

Ss watch an extract from a BBC news report about the blind painter Sargy Mann, who talks about his life and how he paints blind. Ss learn and practise how to talk about themselves for 60 seconds and to write a personal description of a classmate.

#### SUPPLEMENTARY MATERIALS

**Warm up:** bring/download photos of Sargy Mann's paintings to show the class.

### Warm up

Before class, find some of Sargy Mann's paintings on the internet and either print them and put them on the walls or show them on a screen. Ask: *What do you think of when you see each painting? Which is your favourite? Do you know the artist?* Ss look at the paintings and discuss the questions in pairs. When they have finished, elicit some answers and have a class discussion. Don't say who the artist is yet.

### DVD PREVIEW

**1A** Check/Elicit: *blind*. Ss discuss the questions in pairs. When they have finished, nominate Ss to share their ideas with the class and find out if there are any common answers, especially for question 1.

**B** If you did the Warm up and nobody knew Sargy Mann, then ask if anyone has heard of him. Explain that he was the artist who painted the pictures in the Warm up if necessary. Ss read the information in the box and answer the questions, then check in pairs. Check answers with the whole class.

**Answers:** Cataracts caused him to go blind. After he went blind he continued to paint and his work sells for a lot of money.

### DVD VIEW

**2** Tell Ss they are going to watch a clip about Sargy and his paintings, and not to worry if they don't understand everything at this stage, as they'll be able to watch it again afterwards. Go through the questions with the class and make sure Ss know what they're watching for.

**Answer:** He uses a cardboard tube and Blu-Tack to help him paint.

#### Teaching tip

The first time Ss watch a video clip it's unlikely that they'll be able or willing to do much writing while they watch, as they'll be more interested in the visual aspect of the clip. Therefore it's a good idea for the first viewing exercise to be a more general, 'heads-up' task (like in Ex 2) which involves watching the video rather than one which focuses on language details.

#### DVD 1 The blind painter

SM = Sargy Mann F = Frances CB = Christopher Burness

**SM:** My name is Sargy Mann and I'm a painter. I now live in a little town in North Suffolk with my wife Frances. For twenty-five years, I've been registered blind.

**F:** 'Duck!'

**SM:** My desire has always been to make paintings, to make visual metaphors for my experience of reality. In the early seventies, when I was thirty-four, thirty-five I got cataracts in both my eyes. With each operation my sight was getting worse and worse, until the eye sort of exploded, and that was the total blindness which I had been trying to prepare myself for, for years. The idea of painting when you were totally blind seemed a

nonsense to me, and so when I came back from hospital, I remember standing in my studio and thinking, you know, 'now what?'

I thought, 'Well I've got this canvas stretched, ready to go, and I've got all this paint, and my brushes, and I thought, 'I wonder what would happen if I give that a go.' So I brush ultramarine up there where the sky was, and I had the most extraordinary sensation. I saw the canvas go blue. I painted for about an hour and then my daughter was sort of walking by, and she said, 'God, Dad, that's beautiful.' So I thought, 'Well, there you go. There is painting after blindness, and I've been doing it ever since. Pre total blindness, I would say I was a landscape painter, and as I got blinder, figures at touching distance became more important. Now, what I had from painting previous paintings with standing figures in was this cardboard tube. It's the height of my wife and that bit of Blu-Tack marks her chin, that marks her waist, that marks her knees. And I then mark down this standing figure on my canvas, the different heights which correspond to those positions, so I begin to build up a drawing in Blu-Tack.

OK. Now the first thing is to find myself. Now the thing about these bits of Blu-Tack of course is that what they are actually is coordinates. They're not all the same size, and that helps me to find myself, because in certain places I put bigger bits.

**CB:** Well, I'm Christopher Burness, and this is Cadogan Contemporary Art Gallery, in London. And on the wall at the minute we have paintings by Sargy Mann. Since he lost his sight, we've had three exhibitions of his work, and they've all been wonderful. We have a lot of really well-known collectors who have his work. Extraordinary people like Stephen Spielberg, and Daniel Day Lewis. Bruce Springsteen was in the gallery last week. Beyond that, we obviously have major serious art collectors who collect Sargy. This painting is actually now sold, and I suppose prices of this size of painting is now around the area of about £50,000. They're not cosy, little conventional paintings. They are edgy, dangerous. They tell stories, they're full of impact through colour. I think they're very individual. It is astonishing and ... He is brilliant.

**SM:** I had to sort of reinvent painting for myself. It seems, sort of, more or less impossible, but if you're just determined to keep going, you know, you don't need to give up. Because if your subject is your own experience, then as long as you're having an experience, you've got a subject. And that has turned out to be true even into total blindness.

**3A** Ss discuss the questions in pairs from what they can remember about the DVD. Elicit their answers but don't confirm any answers yet.

#### Answers:

- (suggested answers) His name is Sargy Mann, he's an artist and he lives in a little town in North Suffolk with his wife Frances. For twenty-five years he's been registered blind, he manages to paint even though he's blind, he paints large colourful paintings of landscapes and figures, his work sells for thousands of pounds.
- He didn't know what else to do.
- He uses it as reference points for different parts of the body that he's painting.
- Well-known collectors and celebrities, including Stephen Spielberg, Daniel Day Lewis and Bruce Springsteen.

**B** Ss complete the sentences alone then check in pairs. Don't give any answers yet.

**Answers:** 1 nonsense 2 go 3 sensation 4 landscape  
5 coordinates 6 edgy

**C** Play the DVD again for Ss to watch and check their answers, then check answers for Ex 3A and 3B with the whole class.

**D** Do the first one together as a class, and point out that the expressions may include other words from the listening, not just those that fill the gaps in Ex 3B (e.g. *extraordinary* in a)). Ss match the words alone then check in pairs. Check answers with the whole class.

**Answers:** a) extraordinary sensation b) landscape painter  
c) edgy d) coordinates e) seem a nonsense f) give that a go

**4** Arrange Ss into small groups to discuss the questions. Monitor and help with vocabulary if needed. When they have finished, nominate Ss from each group to tell the class their ideas.

## spekout 60 seconds about you

**5A** Focus attention on the questions and give Ss a minute to read through and check they understand each one. Ss listen to the recording and note which questions Monica answers. Ss check answers in pairs and discuss what she says about each question. Check answers with the class.

### Answers:

Question 1: happy, talkative and hard-working

Question 5: she likes the house where she lives, but she doesn't like that it's quite small

Question 6: her favourite smell is the smell of the sea

Question 10: she would bring her grandmother back

### Alternative approach

With **weaker classes**, play the recording twice. The first time Ss listen, they tick the questions she answers. The second time they listen they note her answers.

### Unit 1 Recording 7

OK so I'm going to tell you something about myself. My name is Monica Nielson and I live in a small town near Bologna, in Italy. Umm I think three words that describe me would be happy, talkative and hard-working. One of the things I love about my lifestyle is that I love the house where I live. I live in an apartment with my boyfriend, and it's an old apartment in the historical part of town, so it's very beautiful. It's quite small, so I suppose that's one thing I don't like. My favourite smell is ... the smell of the sea. We live quite far from the sea here, but in the summer, I love to drive to the coast and breathe the sea air. It makes me feel good. And, finally ... if I could change one thing about the past, um, I would bring my grandmother back. She was a lovely lady and I miss her a lot.

**B** Go through the key phrases and ask Ss if they can remember the missing words. Ss listen again and complete the phrases, then check in pairs. Elicit the answers and drill the phrases chorally and individually.

### Answers:

I'm going to tell you *something* about myself.

I think three words that describe me would be *happy*, talkative and hard-working.

One of the things I *love* about my lifestyle ...

I suppose that's one *thing* I don't like.

In the summer, I love to *drive* to the coast ...

It makes me feel *good*.

**C** Give Ss plenty of time to choose their questions and plan their answers. Go round and help with new vocabulary, writing any new words/phrases on the board. Ss then practise giving their mini-presentations and timing them. Encourage them to practise them several times until they are confident with them.

**D** When they are ready, put Ss into pairs to give their mini-presentations to each other. Encourage other Ss to listen and note down the main points and anything they have in common, as they will need this information later. While they are speaking, note down any common errors or examples of good language use for later class feedback.

## writeback a personal description

**6A** Elicit/Check: *achievements, pharmacology, to code* and *a computer platform*. Give Ss 3–4 mins to read the text and note down what they think are his achievements.

**Suggested answers:** he finished university; he taught English in Thailand; he taught himself how to code; he set up a business; he won a big contract

**B** Give Ss a few minutes to check their notes from Ex 5D and ask their partner for any more information they need. Ss then write their own texts about their partner. When they have finished, Ss swap texts in their pairs and make any suggestions for changes they'd like, as well as any mistakes they notice. If they're not sure if something is correct, ask them to call you over to check.

### Optional extra activity

Ask Ss to write their texts on pieces of paper, and not to write the name of the person the text describes. When they have finished, collect them in and display them round the classroom. Ask Ss to walk round and guess who each text describes.

### Homework ideas

**Ex 6B:** write a final draft of the text, or write a personal description of yourself.

## LOOKBACK

### Introduction

Ss revise and practise the language of Unit 1. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

### LANGUAGE

**1A** Ss complete the sentences using the words in the box, then check their answers in pairs. In feedback, elicit Ss' answers.

**Answers:** 1 fluency 2 native speakers 3 accuracy  
4 mother tongue 5 strategy 6 jargon 7 bilingual 8 slang  
9 skill 10 foreign

**B** Remind Ss that the advice comes from a 1950s course book and ask them to tick which sentences they think are still useful advice. They then compare their answers in pairs. Monitor and encourage them to ask follow-up questions. Elicit any interesting answers.

### QUESTION FORMS

**2A** Ss correct the mistakes alone, then check their answers in pairs. Elicit the correct answers.

**Answers:**  
1 When *did you start* studying English?  
2 *Who helped* you to learn English?  
3 correct  
4 Did *you learn* anything important at school?  
5 Do *you enjoy* learning languages?  
6 correct  
7 correct  
8 correct

**B** In pairs, Ss choose four of the questions and ask their partner. While they are speaking, monitor and note down any errors and examples of good language. In feedback, elicit any interesting answers and give Ss feedback on their language use.

### RELATIONSHIPS

**3A** Do the first word together as an example, then Ss reorder the letters. Elicit Ss' answers. *Fast-finishers* could write the words up on the board.

**Answers:** 1 godmother 2 fiancé 3 pupil 4 partner  
5 fiancée 6 member 7 classmate 8 godfather 9 boss  
10 employee 11 mentor 12 team-mate

**B** Give Ss 2–3 mins to prepare and make notes on any additional information they can give. Monitor and help with vocabulary if necessary. In pairs, Ss share their information and ask questions. In feedback, elicit any interesting answers.

### REVIEW OF VERB TENSES

**4A** Ss find and correct the five mistakes, then check their answers in pairs. Elicit the answers and ask Ss if they or anyone they know is in a band.

**Answers:** 1 correct 2 saw 3 correct 4 asked 5 'm going  
6 correct 7 correct 8 started 9 correct 10 like  
11 correct 12 correct

### Alternative approach

You could do this as a team game. Arrange Ss into small groups and ask them to do the exercise orally, making sure they don't write any answers down. When they have finished, ask each group to think of a team name and write them on the board. Each turn, call out one of the numbers randomly. Each team must call out the correct answer, or *Correct!* The first team to answer correctly gets a point, which you mark on the board next to their team name. Make sure Ss still don't write the answers at this stage. The team with the most points wins. After the game ask Ss to work alone to do the exercise in their books.

**B** This can be done in class or for homework. Ss write their own diary entries. Monitor and help with vocabulary, writing any new words/phrases on the board.

### TALKING ABOUT YOURSELF

**5A** Focus attention on the example. Ss work alone to complete the conversations with the pairs of words, then check their answers in pairs. Elicit Ss' answers and ask them what situations they think the conversations take place in.

#### Answers:

- 1 **A:** I have a *query about* the class. Do I have to bring a pen?
- 2 **A:** Could *I ask* a question? Where does the tennis class meet?
- 3 **A:** I'd have *to say* I'm not sure you're qualified. Why should we employ you for the library position?
- 4 **A:** There are a couple of things I'd *like to* ask. Firstly, can you work on Saturdays?
- 5 **A:** One *thing I'd* like to say is that you look good for your age. How old are you?
- 6 **A:** Can I ask *you about* your latest film, *Philadelphia*? Where is it set?

**B** In pairs, Ss use the expressions on p15 to write an interview. Monitor and help with vocabulary. When they are ready, they show it to another pair, who guess the situation.

**C** In groups, Ss role-play their interviews. Monitor and note down any errors and examples of good language. In feedback, nominate some pairs to perform their interviews for the class. In feedback, correct any common errors and drill examples of any good language.

### BBC interviews and worksheet

#### What does 'family' mean to you?

This video extends discussion of the unit topic to family. Ss can view people describing their family and what 'family' means to them.

## OVERVIEW

### 2.1 FACT OR FICTION?

**SPEAKING** | talk about Hollywood versus history

**VOCABULARY** | types of story

**LISTENING** | listen to a radio programme about films

**GRAMMAR** | present perfect and past simple

**PRONUNCIATION** | weak forms: *have*

**SPEAKING** | talk about life stories

**VOCABULARY PLUS** | prepositions

### 2.2 WHAT REALLY HAPPENED?

**SPEAKING** | keep up with the news

**READING** | read an article about conspiracy theories

**GRAMMAR** | narrative tenses

**PRONUNCIATION** | weak forms: *had, was, were*

**VOCABULARY** | the news

**SPEAKING** | talk about an important news event

**WRITING** | a news report; learn to use time linkers

### 2.3 I DON'T BELIEVE IT!

**VOCABULARY** | *say/tell*

**FUNCTION** | telling a story

**LEARN TO** | show interest

**PRONUNCIATION** | intonation: sounding interested

**SPEAKING** | tell a true story or a lie

### 2.4 HUSTLE DVD

**DVD** | watch a BBC drama about an art thief

**speakout** | a narrative

**writeback** | a newspaper article

### 2.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

**When is it OK to tell a lie?**

This video extends discussion of the unit topic to telling lies. Ss can view people discussing whether they would ever tell a lie, what lies they've been told and who told them. Use this video at the start or end of Unit 2 or set it as homework.

## FACT OR FICTION?

### Introduction

Ss revise and practise the present perfect simple and past simple and vocabulary to describe types of story in the context of life stories. They also learn and practise common uses of prepositions.

#### SUPPLEMENTARY MATERIALS

**Resource bank:** p133 and p134

**Warm up:** bring a trailer for a film about a famous person's life (a biopic).

### Warm up

To start the lesson and contextualise the topic in a motivating way, show Ss a trailer for a film about a famous person's life. It could be one of the films in Ex 1B, or a similar one. Show the trailer and ask Ss if they can identify the film and if they have seen it.

### SPEAKING

**1A** Introduce the activity by giving Ss an example of a film that has taught you about history. Ss then work in small groups to share their own experiences.

**B** Focus on the quiz and discuss the first question with the class as an example. Ss do the quiz in pairs. Elicit some answers, then direct Ss to p158 to check their answers.

**Answers:** 1 Fiction 2 Fiction 3 Partly true 4 Partly true

**C** Discuss the questions as a class.

### VOCABULARY TYPES OF STORY

#### Teaching tip

When introducing topic vocabulary, first gauge how much the Ss already know. Write *types of story* on the board and give an example, e.g. *action/adventure*. Elicit further examples and write them on the board.

**2A** Do the first one together as an example. Ss match the words in the box to the correct definitions, then compare their answers in pairs. In feedback, check Ss' answers, drilling each word with the class.

**Answers:** a) an action/adventure film  
b) a psychological thriller c) a science fiction film  
d) a biopic e) a crime film f) a period drama  
g) a romantic comedy h) a disaster movie i) a docudrama  
j) a fantasy film k) a mystery

**B** Give Ss 2–3 mins to read the opinion and answer the questions. Make sure you elicit the writer's reason why, too.

**Answer:** The writer enjoys romantic comedies because they are relaxing.

**C** Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.