

## OVERVIEW

### 1.1 TIME FOR A CHAT

- SPEAKING** | have interesting conversations  
**LISTENING** | understand informal conversations  
**VOCABULARY** | personality  
**GRAMMAR** | direct and indirect questions  
**PRONUNCIATION** | sentence stress  
**WRITING** | write an advice forum message; learn to edit for accuracy

### 1.2 TRY SOMETHING NEW

- VOCABULARY** | feelings  
**PRONUNCIATION** | word stress  
**READING** | read a web article about trying something new  
**GRAMMAR** | present perfect  
**PRONUNCIATION** | connected speech  
**SPEAKING** | talk about new experiences  
**VOCABULARY PLUS** | word building: nouns

### 1.3 I'D LIKE TO ENQUIRE

- VOCABULARY** | adverts  
**FUNCTION** | polite enquiries  
**PRONUNCIATION** | polite intonation  
**LEARN TO** | manage enquiries  
**SPEAKING** | make phone enquiries

### 1.4 GREAT EXPERIENCES DVD

- DVD** | watch a BBC documentary about adventures  
**speakout** | a recommendation  
**writeback** | a forum entry

### 1.5 LOOKBACK

Communicative revision activities

#### INTERVIEWS

#### What makes a good flatmate?

This video looks at the topic of house or flatsharing and examines the question of what makes a good flatmate. Use this video at the start or end of Unit 1 or set it as homework.

## TIME FOR A CHAT

### Introduction

Ss practise finding out about people using direct and indirect questions and personality vocabulary. They also practise listening to people socialising and role-play socialising.

#### SUPPLEMENTARY MATERIALS

**Resource bank:** p147 and p149

### Warm up

This activity leads into the topic and gives Ss a chance (especially if this is a new class) to get to know each other. It also gives you an opportunity to assess Ss' language skills, especially the use of the present perfect, which is covered in Lesson 1.2. Write *New Things* on the board and elicit examples of times that people start something new in their lives, e.g. a school, a job, a course, a hobby, a relationship, life in a new town, etc. Write these on the board and put Ss into small groups to discuss which of these they have done, giving specific examples. Their aim is to find out how many of the 'New Things' all the people in their group have experienced. One person from each group feeds back to the class.

#### Teaching tip

It is often a good idea, when asking Ss to speak about personal experience, to give an example of your own first, e.g. for the above activity talk about something new you have started. This should encourage Ss to speak about themselves and demonstrate how much detail you expect them to give when they are speaking.

### SPEAKING

**1A** Ask Ss when they last met someone new. Choose one or two Ss and elicit examples of who they met and the things they discussed. Ask Ss to work in pairs and to write down three things they often talk about when meeting new people. In feedback, choose two or three Ss to tell the class about the things they discussed.

**B** Give Ss a minute or two to read the text and then ask them to answer the first question before going on to discuss the other two questions with a partner.

#### Answer:

- 1** The conversations are about unusual topics, you speak to a number of different partners and you can eat mixed mezé at the same time.

### LISTENING

**2A** Play the first conversation and ask Ss to identify the topic discussed from the opening text. Check the answer and then repeat the same process with the second conversation. Check the answer again, before asking Ss to discuss in pairs the things they remember from each conversation.

#### Answers:

##### Conversation 1:

What three questions would you ask a potential flatmate?

##### Conversation 2:

Which three adjectives might people use to describe you?

## Unit 1 Recording 1

## Conversation 1

M = Man W = Woman

**M:** What would you say?

**W:** Erm, for me, an important question is 'Do you keep yourself to yourself, or do you tend to be around a lot?'

**M:** Hmm. What are you trying to find out?

**W:** I suppose I'm looking for a balance, because the last thing you want is a person who comes in and goes straight up to their room and you never see them again till the morning. You know, antisocial. I'm quite sociable, you know, I like having friends around. I suppose I'm a people person.

**M:** Yeah.

**W:** ... but on the other hand, you don't want a flatmate who's always there, so you never get any privacy. And especially in the morning. I'm not a morning person – I can't stand people who are all bright and cheerful first thing. You know, when I haven't woken up yet. So yeah, I'd like someone who is quite sociable but not too sociable.

**M:** Mm, yeah, I agree. I suppose another question is about housework and cleaning.

**W:** Yes, something like 'Who cleans the place where you live now?'

**M:** How would you answer that question?

**W:** Who cleans my flat now? I do.

**M:** Yeah, me too.

**W:** And I'd also ask: 'Are you tidy?'

**M:** What answer do you want the person to give?

**W:** I'd want the answer to be 'Oh yes, extremely.' I don't know. I'd hate to live with someone who was really untidy all the time, that never did the washing up, someone that left their stuff just lying all over the place. Someone who doesn't do their fair share of the housework. No, that would just drive me crazy. I suppose I'm quite tidy myself.

**M:** Yeah, yeah. Um and what about money?

**W:** Yeah it can be a big problem. I had a flatmate once and she used to say 'I know I have to pay the electricity bill but can I pay it next week?' She promised to pay and then never did. Really unreliable.

**M:** Oh yeah. It doesn't matter how nice people are if they've got money problems. You need to know they can afford the rent.

**W:** But I wouldn't ask 'Could you tell me how much you earn?' I think I'd say the rent and the bills have to be paid in advance, so I'd ask 'Can you pay three months in advance?' and see what they say.

## Conversation 2

M = Man W = Woman

**M:** Ooh that's really difficult to answer ... I would like to think: 'handsome', 'witty', 'cool.'

**W:** Well at least you're witty. You're quick and you make me laugh, and you're good with words.

**M:** No, but I don't think they'd describe me like that. I dunno. Let me think. Erm. I suppose they'd say I'm good at coming up with new ideas ... yes ... So I think people would describe me as quite creative.

**W:** And the second one?

**M:** Erm ... well, people know I like doing new things, things that are out of the ordinary.

**W:** Such as?

**M:** Oh well, like last week I was by the sea with some friends and it was a lovely warm evening. And we decided to go for a midnight swim. I mean, we hadn't planned to, it just seemed like a great idea at the time. I like doing new things, different things. So I suppose that means I'm adventurous ... or maybe a better word is spontaneous. Yeah, that's more like it. I get an idea and I do it, no hesitation, so I'm spontaneous. That's useful in my job, too.

**W:** Can I ask what you do?

**M:** I work for a web design company. We design websites for new businesses.

**W:** Mmm, sounds interesting.

**M:** Most of the time!

**W:** So that's two very positive words so far. What's your third one?

**M:** Well, I think people that know me would say that I'm quite messy and disorganised. You should see my desk – papers everywhere – and my bedroom! And I'm always losing things. So yes, my friends would say 'creative, spontaneous and disorganised'.

**W:** I'd be interested to know if you agree with them. What words do you think describe you best?

**M:** Now that's an interesting question. Actually, I'd like to think that I'm fair, you know, non-judgemental.

**W:** What do you mean by non-judgemental?

**M:** Well, I try not to make up my mind about people until I get to know them, so yes, non-judgemental. But I'd stick with 'spontaneous' and 'disorganised'. I think they describe me quite well. What about you?

**W:** Erm. Well, people say I'm fun to be with, a good laugh, if you know what I mean. Erm, I'm very practical and down-to-earth.

**M:** What do you do?

**W:** I train people in advanced computer software. But don't worry, I'm not a computer geek. I don't sit in front of my computer for hours.

**B** Before you play the recording again, focus Ss on the sentences and check the following vocabulary: *sociable* (someone who enjoys being with other people), *salary* (a monthly or weekly income from work) and *outdoor adventure school* (a place to learn activities such as rock climbing, sailing and canoeing).

## Teaching tip

After Ss have listened to the recording, put them into pairs to compare/discuss what they understood. This helps to build their confidence before giving their answers to the class. It also helps you, if they are struggling with the answers, to decide whether you need to play the recording again.

## Answers:

- 1 F She would like someone who's quite sociable (not antisocial) but not too sociable (gives you privacy). A balance.
- 2 F She's not a morning person.
- 3 T
- 4 F She wouldn't ask a flatmate about their salary.
- 5 T
- 6 F He likes doing unplanned things.
- 7 F He works for a web design company.
- 8 T He agrees with the adjectives although he prefers 'non-judgemental' to 'creative'.

**C** Check the following vocabulary: *antisocial* (not good with other people) and *non-judgemental* (open-minded and not quick to judge). Ask Ss to discuss just the first question. Elicit answers from the class before moving on to the second question. Give Ss a few minutes to discuss the second question in pairs.

## Answers:

## Conversation 1:

antisocial: She gives the example of someone who goes straight up to their room when they come home and stays there.

tidy: She gives the example of someone who isn't tidy: they never do the washing-up, leave their stuff lying around and don't do their fair share of the housework.

reliable with money: She gives the example of someone who never pays the electricity bill on time – keeps promising to pay it but never does.

## Conversation 2

creative: People say he's good at coming up with new ideas.

adventurous: He gives the example of going for a midnight swim with friends without planning it in advance.

non-judgemental: He says he tries not to make up his mind about people until he gets to know them.

## Teaching tip

*Weaker Ss* might not be able to give you many ideas when you try to elicit examples from them. If this is the case, play the audio again or refer Ss to the audio script on p164 to build their confidence.

## VOCABULARY PERSONALITY

**3A** Ask Ss some questions to check their understanding of the words and phrases in the box. For example, ask Ss: *Which two describe funny people? (witty and a good laugh) Which one is the opposite of 'a people person'? (keep yourself to yourself)* Give Ss a few minutes to complete the gaps and check the answers together.

**Answers:** 1 keep yourself to yourself 2 a people person  
3 a morning person 4 witty 5 spontaneous 6 a good laugh  
7 down-to-earth 8 a computer geek

**B** Ss may want to work alone on this for a few minutes before discussing their answers in pairs. In feedback, elicit an example person for each word or phrase in the box.

### ▶ VOCABULARYBANK p148 Personality adjectives

Let Ss check the personality adjectives in their dictionaries if they have difficulty in matching the words in Ex 1A. In feedback, elicit the main stress in each adjective. Elicit from the group which adjectives they think the photos in Ex 1B represent.

#### Answers:

**A** 1 sympathetic 2 cautious 3 naive 4 genuine  
5 outgoing 6 mean 7 flexible 8 eccentric  
9 trustworthy 10 moody  
**B** A eccentric/outgoing B sympathetic C moody

## GRAMMAR DIRECT AND INDIRECT QUESTIONS

**4A** Before completing the questions Ss could read the extracts quickly and see which conversation from Ex 2A they come from. They then complete the questions and check with the recording.

**Answers:** 1 Who cleans 2 how much you 3 as 4 what you do  
5 if you 6 do you mean

**B** Ss work on the exercise alone, then discuss their answers in pairs. At this level you may have Ss in the class who are fluent but not very accurate and weaker at analysing language. If so, pair them with **stronger Ss** who can help them. In feedback, ask Ss how they know if a question is indirect (there is an 'introductory phrase' before the actual question). Before moving on to Ex 4C, you could elicit more information from the class about why we use indirect questions and how they are different from the direct form.

**Answers:** a) 6 b) 2, 4, 5 c) 1 d) 3

**C** As they work through this exercise, Ss should find an example from Ex 4A to support each rule. In feedback you could have the following indirect questions on the board to help you check the answers:

*Do you mind me asking if you're in a relationship?* (The question is personal – rule 1; it is also a yes/no question – rule 4.)

*Could you tell me where you are staying?* (The word order is not *Where are you staying?* – rule 2.)

*Have you any idea how long you want to stay?* (The auxiliary *do* is not used – rule 3.)

**Answers:** 1 personal, polite 2 the same as 3 don't use 4 isn't

**5A** Ss should write out the full sentences in their notebooks, as they will need them for marking the stress in Ex 6A. Monitor and check if Ss are forming the direct and indirect questions correctly but don't check answers at this point.

**B** Play the recording for Ss to check their answers. Ask Ss to look at the questions again and decide which one is the most personal.

#### Answers:

1 why you are studying English  
2 how long you plan to study  
3 what you do in the evenings  
4 if/whether you have a full-time job  
5 which countries you've visited  
6 where you got that watch  
7 if/whether there's a good café anywhere near here  
8 if/whether you'd like to come for a coffee  
*Do you mind me asking ... ?* is best for asking a very personal question.

**6A** Do the first sentence as an example on the board with the class, underlining the main stressed syllables. Play the rest of the sentences, stopping after each one if necessary to give Ss time to mark the stress.

#### Teaching tip

Point out to Ss that the main stressed words are always the ones that carry the message, i.e. if the other words weren't there, the message could still be understood. If Ss have difficulty hearing the stressed words and syllables, you could model the questions yourself, emphasising the stresses a little more and/or clicking your fingers or tapping your foot on the stresses.

#### Answers:

1 Can you tell me why you're studying English?  
2 Do you have any idea how long you plan to study?  
3 Can I ask what you do in the evenings?  
4 Do you mind me asking if you have a full-time job?  
5 I'd be interested to know which countries you've visited.  
6 Could you tell me where you got that watch?  
7 Do you know if there's a good café anywhere near here?  
8 I was wondering if you'd like to come for a coffee.

**B** Play the sentences again for Ss to focus on the stress. You could also drill the sentences, either after the recording or from your own model. Even at this level, Ss still need help with word order and natural stress in oral work.

**7A** Ss choose three questions and write two of their own. You might need to provide some prompts to help Ss generate their own questions. Topics could include: hobbies, interests, personal life, studies, work, etc.

**B** Ss can work on this in pairs and practise saying the questions with the appropriate stress before they work with other Ss.

**C** Before doing this stage you could elicit a range of the new questions from Ss and add them to the board. Check the grammar and drill for pronunciation. If Ss wish, they could substitute one or two of their questions for the ones you have added to the board. Give Ss time to ask and answer the questions in pairs or small groups.

#### Teaching tip

While Ss are asking each other their questions, monitor and make notes of examples of good language use and problem areas (particularly with the word order and intonation in indirect questions). You can then write the examples on the board for Ss to look at and correct or make a handout for Ss to work on in the next lesson.

**D** Tell Ss to work with someone different and to exchange information about the things they learnt. After Ss have exchanged information elicit some answers from the class.

### ▶ LANGUAGEBANK 1.1 p128–129

Depending on how well Ss have coped with the language so far, either give them time to read the notes in class and ask you any questions, or tell them to study the notes at home. Ss can do the exercises in class if you feel they need more practice in word order. Ask **stronger Ss** to make their own conversations using the questions in Ex A. They could also act out their dialogues for the class.

#### Answers:

- A** 1 Where have you been?  
 2 Who were you with?  
 3 What was the meeting like?  
 4 Do you know what time it is now?  
 5 Can I ask why you didn't phone?  
 6 Do you have any idea how worried I was/I've been?
- B** 1 Do you know if they accept credit cards here?  
 2 Do you mind me asking how you became a model?  
 3 Do you have any idea where I can get a coffee at this time?  
 4 Would you mind telling me when the computer becomes available?  
 5 Can I ask if you're planning to get married?  
 6 I was wondering where you bought that briefcase.
- C** 1 come 2 to 3 with 4 much 5 time 6 not

### SPEAKING

**8A** Give Ss a few minutes to look at the questions in the text on p8 again. Tell them to choose one each to discuss with a partner.

**B** Ss change partners and talk about new conversation topics. Elicit which conversations people discussed and a range of answers.

#### Alternative approach

You could tell Ss to discuss as many of the questions from the text as possible. Tell Ss they can only ask each question to one person and they only have 30 seconds to discuss each question.

**C** If you have time, you could make this slightly competitive by asking Ss to briefly present their idea for a conversation evening. Each pair has to attract as many people to their night as possible. Ss then vote on the night they would most like to attend.

### WRITING AN ADVICE FORUM MESSAGE; LEARN TO EDIT FOR ACCURACY

**9A** Set this task as pairwork discussion and then elicit answers. During feedback discuss question 1 by writing a scale of 1 to 10 on the board and asking Ss to rank the importance of English for them. Then discuss the other questions as a class.

**B** Ask Ss if they have ever given or asked for advice on an online forum. Ask Ss to read the messages and to discuss the questions with a partner. Elicit reactions to the suggestion. Elicit genres of videos and ask for a show of hands for the most popular genre.

**C** To help Ss do this task, you could write some alternative expressions showing these features on the board, e.g. *I understand how you feel ...*; *Something that I found useful ...*; *Hope this is useful*; *Best of luck*. Check the answers as a class and check Ss know which features they correspond to.

#### Answers:

- 1 *I know exactly how you feel ...*  
 2 *I know a really great idea which has really helped me ...* and the whole of the second paragraph  
 3 No examples in the messages  
 4 *Hope that helps. Good luck!*

**10A** Point out to Ss that the advice contains errors (indicated by the blue teacher's correction code) but that they do not need to worry about these yet. Ask Ss to read the advice and to identify the features from Ex 9C used here.

**Answers:** 2, 4

**B** Before Ss read the advice again, direct them to the correction code and elicit an example of a mistake for each category, e.g. *opportunities* [sp], *We was* [v], *can't* [p], *I exactly know* [wo], etc. Ss correct the mistakes in the advice. Also, ask Ss about the advantages of using a correction code (it forces them to think about the mistake).

**Answers:** 1 do some research 2 on the internet  
 3 you can find 4 aren't 5 practice (Br E spelling)  
 6 meeting new people very much 7 good luck (for the future)

**11A** Ask Ss to read Miki's forum question and to identify the context. Give Ss 10–15 mins to write a reply to either Miki or Rafael's post.

**B** Ask Ss to swap their replies and to first identify the features their partner has used from Ex 9C. They then identify and mark three mistakes in their partner's post. They should also tell their partner things they like about the advice when handing it back.

#### Watch out!

When asking Ss to mark mistakes in a **monolingual class**, many will often not spot mistakes, as they are common ones to speakers of the same language. If you know typical mistakes your Ss might make with this task, elicit five very typical mistakes and tell Ss to see if their partner has made any of them.

**C** After Ss have checked their own posts again, ask Ss to exchange their posts with other Ss and to choose their favourites.

**D** Put the posts on the wall: one wall for advice for Miki and one for advice for Rafael. Tell Ss to read the posts to the person they didn't give advice to and decide which is most useful.

#### Optional extra activity

Take in Ss' posts. Choose one mistake from each post and create a worksheet using the correction code. In the following lesson, use this as a correction activity or play it as a competitive game.

### speakout TIP

Ss check their posts using the techniques described. Many of the speakout tips throughout the course would also make ideal homework tasks.

#### Homework ideas

- Ss research opportunities for socialising in English online and in their hometown and report their findings to the class in the next lesson.
- Ex 11:** write to the person you didn't choose.
- Language bank:** 1.1 Ex A–C, p129
- Vocabulary bank:** p148
- Workbook:** Ex 1–5, p4–5

## TRY SOMETHING NEW

### Introduction

Ss practise speaking about how different activities make them feel, using adjectives and modifiers. They practise reading a text giving advice for lifestyle changes and they revise and practise the present perfect in the context of discussing experiences, unspecified time and incomplete states or actions. Finally, Ss work on noun building to further be able to describe feelings.

#### SUPPLEMENTARY MATERIALS

**Resource bank:** p148 and p150

**Warm up:** prepare pieces of paper with names of activities and criteria, as described below.

**Ex 1D and Ex 10B:** bring monolingual dictionaries for Ss to use.

### Warm up

Lead into the topic via a discussion of a range of activities. Before class, write twelve to fifteen activities on pieces of A4 paper, e.g. *baking a cake, riding a horse, giving a speech, changing a tyre, singing karaoke, ballroom dancing, painting a portrait, sailing, redecorating a room, putting up shelves, planting a garden, going up in a balloon*, etc. On small slips of paper, write different criteria, e.g. *indoor/outdoor, interesting/boring, expensive/cheap, easy/difficult*, etc. Stick the activities on the board, divide Ss into groups of three or four and give each group a 'criteria' slip. Ss discuss how to divide the activities on the board according to their criteria. In feedback, one person from each group comes up to the board and puts the activities into two groups, without saying what their group's criteria were. The rest of the class has to guess.

### VOCABULARY FEELINGS

**1A** This follows on naturally from the Warm up. However, if you haven't done the Warm up, you might want to spend a few minutes brainstorming new things Ss have done recently. To start Ss off, you could give them an example yourself. Ask Ss to tick the statements individually and then compare in pairs.

**B** Ask Ss to look at the photos and elicit a description of what they can see in each picture. Then ask Ss to read the comments and match them to the photos.

**Answers:** 1 B 2 C 3 A 4 D

**C** Ss work in pairs circling the words and phrases. With **weaker Ss** you might want to work through the first comment together as a class. With **stronger Ss** you could elicit their own adjectives for how they would feel before doing this task. Check the answers as a class.

#### Answers:

Comment 1: scared out of my wits; relieved  
 Comment 2: made my stomach turn; awkward; impressed  
 Comment 3: fascinated; over the moon  
 Comment 4: shaking like a leaf; frustrated; wished the earth would swallow me up  
 Positive: relieved, impressed, fascinated, over the moon

**D** For this task you might want to allow Ss time to use a monolingual dictionary. Ask Ss to work individually on these and then to compare their answers with a partner. Check the answers as a class.

**Answers:** 1 frustrated 2 wished the earth would swallow me up  
 3 over the moon 4 made my stomach turn 5 relieved  
 6 fascinated 7 shaking like a leaf 8 scared out of my wits  
 9 impressed 10 awkward

### Optional extra activity

If you have time, put Ss into groups and ask them to mime the adjectives and phrases to the other people in their group. The other Ss should try to guess the word being mimed.

**E** Using *frustrated* as an example, ask Ss where the stress is and show them how to mark it by underlining the 'tra', i.e. *frustrated*. Ss work in pairs identifying and marking the stress, then check with the recording. Use the recording as a model for Ss to repeat, or model the words in short phrases yourself, e.g. *I was over the moon. I felt really relieved.*

**Answers:** 1 frustrated 2 wished the earth would swallow me up  
 3 over the moon 4 made my stomach turn 5 relieved  
 6 fascinated 7 shaking like a leaf 8 scared out of my wits  
 9 impressed 10 awkward

**2A** This will be revision for most Ss at this level, so they should be able to identify the incorrect alternatives and explain the reasons in pairs. However, for **weaker Ss** when checking answers, make sure Ss are familiar with the concept of an ungradable/extreme adjective, i.e. an adjective which already means *very* whatever the state the adjective represents may be and therefore cannot be made stronger or weaker in meaning, e.g. *fascinating* means *very interesting*, so you can't say *It was very fascinating*.

#### Answers:

- A** *frustrating* **B** *embarrassed* – adjectives ending *-ed* refer to how a person feels; adjectives ending *-ing* refer to the thing/person that causes the feeling.
- A** *totally* **B** *very* – *interested* is a gradable adjective and can be used with the modifier *very* but cannot be used with *totally*; *fascinating* is an ungradable/extreme adjective and cannot be used with *very*. It needs a stronger modifier such as *totally* or *absolutely*. *Really* can be used with both gradable and ungradable adjectives.
- A** *absolutely* **B** *very* – *relieved* is gradable and *over the moon* is ungradable/extreme, so the same rules apply here as in the previous item.

**B** If Ss are struggling to think of different modifiers, you could play hangman quickly with the two words.

**Answers:** completely, utterly

**3A** Ask Ss to work individually and make notes. You might want to model this first with an example for yourself.

**B** Ask Ss to discuss their experiences in pairs. Elicit some examples afterwards.

### READING

**4A** Tell Ss they are going to read an article about lifestyles. Lead into the text by writing the title on the board and asking Ss to speculate about the contents of the article.

#### Teaching tip

Making predictions and analysing the title of an article before doing other tasks can help to raise schemata on a topic before moving on to look at it in more detail.

**B** Give Ss a couple of minutes to read the first two paragraphs and check their predictions. Briefly elicit thoughts from Ss about the effectiveness of this advice.

**C** Ask Ss to discuss whether they agree with the classification of the suggested activities or not. Ask Ss to regroup any of the ideas that they think are in the wrong place. Elicit the rationale behind Ss' new lists.

**5A** Ss work in pairs to discuss the comments. In feedback ask them to tell the class which of the challenges from the comments they would most like to do.

**B** Find the first phrase together as a class and then set this task for individual work. In feedback elicit some examples of when Ss were last outside their comfort zone, or what they did the last time they had some time on their hands.

**Answers:**

- 1 outside your comfort zone
- 2 how you get on
- 3 had more time on (my) hands
- 4 digging into
- 5 made much more of an effort to
- 6 carry on

**C** Give Ss a few minutes to discuss the question in pairs. Elicit the activities Ss would want to do and add them to the board. Ask Ss to vote on the best activity from those suggested by the class.

**GRAMMAR PRESENT PERFECT**

**6A** Ask Ss to complete the sentences using the given words. Then ask Ss to check their answers against the text.

**Answers:** 1 've never done 2 've just finished 3 've learnt  
4 've done

**B** Elicit the basic structure for the present perfect and write it on the board. Then ask Ss to match the sentences to the rules.

**Answers:**

- Rule 1 = sentences 1, 3  
Rule 2 = sentence 2  
Rule 3 = sentence 4

**7A** Draw three columns on the board and write *present perfect*, *past simple* and *both* at the top of each. Tell Ss to copy the table into their notebooks. Do an example, then put Ss into pairs to help each other put the time phrases in the box into the correct columns. As you check the answers in feedback complete the table on the board.

**Answers:**

- up to now PP  
so far PP  
this time last week PS  
recently PP  
this morning B (PP if it is still the morning when you are speaking or PS if it is now the afternoon and you are looking back at a finished period, i.e. the morning)  
over the last fortnight PP  
not + yet PP  
still + not PP  
for several years B

**B** Here Ss are focusing on connected speech. The first time you play the recording Ss just need to write down the sentences they hear. With **weaker Ss** you might want to pause after each pair of sentences.

**Answers:** See Ex 7C.

**C** Play the example sentence again and show clearly how it has been marked for the different features of stressed, weak and linked words. Either drill the class or play the recording again and ask Ss to repeat the phrases as they listen.

**Answers:**

- 1 (Have) you tried it before?
- 2 I've thought about it a lot.
- 3 (Has) he seen my last email?
- 4 She's changed her address.
- 5 My kids (have) gone out.
- 6 (Has) she phoned anyone yet?

▶ **LANGUAGEBANK 1.2** p128–129

Ss can read the notes in class or at home, depending on how confident they are about the rules. If you feel Ss need more basic practice of the present perfect and past simple before moving on to Ex 8A, they can do Ex A. Otherwise, set both exercises for homework.

**Answers:**

- A** 1 haven't written 2 was 3 haven't seen 4 has been  
5 took 6 arrived 7 checked 8 saw 9 've stayed  
10 was 11 decided 12 forgot 13 got 14 called  
15 've been/gone 16 has handed  
**B** 1 before 2 this morning 3 Until I took this course  
4 for 5 So far 6 until 7 since 8 this month 9 yet  
10 this time last week

**8A** Give Ss a few minutes to work alone on this, then check answers with the class. Vocabulary to check: *paranoid* (having an extreme and unreasonable worry about something), *hiking* (going for long energetic walks) and *loads (of)* (a large amount of).

**Answers:** 1 've always been 2 learnt 3 've just got 4 gave  
5 've played 6 haven't tried 7 've never bought 8 've lived  
9 has been/gone 10 still haven't done

**B** Ss discuss the activities for a few minutes. In feedback, encourage them to use *both* and *neither*, e.g. *We'd both like to learn to play the guitar. Neither of us would like to edit a film. Sylvia has bought something online, but I haven't.*

**SPEAKING**

**9A** Help Ss with ideas by giving an example for each category for yourself. Give Ss a few minutes to write down their ideas for each one.

**B** Put Ss into groups to discuss their experiences. Elicit one or two examples for each from the class. Check the use of the present perfect as you elicit sentences and write any good examples on the board.

**VOCABULARY PLUS WORD BUILDING: NOUNS**

**10A** Explain to Ss how you would feel in each of the two situations and explain why. Ask Ss to choose adjectives from the box, or use their own ideas, to describe to a partner how each activity would make them feel and why.

**B** Write the endings on the board and tell Ss to match the words in the box to the correct endings. If monolingual dictionaries are available, encourage Ss to use them to check the noun forms if they are unsure.

**Answers:**

- 1 -ion: frustration, fascination
- 2 -ment: embarrassment, disappointment, amusement
- 3 -ity/-ety: creativity, anxiety, spontaneity
- 4 -ness: awkwardness, nervousness
- 5 other: anger, worry

**C** Using *frustration* as an example, show Ss how the main stress is indicated in a dictionary: *frustration*. They can then work in pairs to identify the stress in the other nouns. When you play the recording for Ss to check, stop after each noun for Ss to repeat.

**Answers:**

- 1 frustration, fascination
- 2 embarrassment, disappointment, amusement
- 3 creativity, anxiety, spontaneity
- 4 awkwardness, nervousness
- 5 anger, worry

**D** Use *frustration* and *embarrassment* as examples, then give Ss a few minutes in pairs to work out the rules.

**Answers:**

- 1 *-ion, -ity/-ety* – the stress is on the syllable before the suffix.
- 2 *-ment, -ness* – the stress is on the same syllable as in the adjective.

**11A** Focus Ss on the quiz and elicit the first answer as an example. Point out that they need to be careful with form, as one of the nouns is plural. Vocabulary to check: *intense* (very strong).

- Answers:** 1 spontaneity 2 frustrations 3 awkward  
 4 amusement 5 disappointed 6 anger 7 nervousness  
 8 anxiety

**B** Ask Ss to use nouns and adjectives from Ex 10A and 10B to write two more sentences. With **weaker Ss** you might want them to complete this task in pairs. Monitor and check Ss' use of the nouns and adjectives.

**C** Ss work individually to complete the quiz. Tell them to think about why they agree or disagree as they work through the questions.

**D** Ss work in pairs to compare and give reasons for their answers.

▷ **VOCABULARYBANK** p148 Word building

Give Ss time to work through Ex 2A and B before comparing their answers in pairs. Check the answers and then give Ss time to complete Ex 2C before they take it in turns to ask and answer the questions.

**Answers:**

- A** identify, appreciate; argue, develop; exist, defend; sign, please  
**B** -tion/-ation: contribution, preparation, donation, reaction, prevention  
 -ment: involvement, treatment  
 -ence: interference, preference, reference  
 -ure: failure, mixture  
**C** 1 signature 2 appreciation 3 defence 4 pleasure  
 5 contributions 6 preference 7 identification  
 8 arguments 9 reference 10 development

**Homework ideas**

- Ss try out a new activity in English for a number of days, for example, they choose a 'phrasal verb of the day' to learn, or watch a TV programme in English each evening. In class they feed back on how they felt doing this task using the nouns and adjectives taught in the lesson.
- **Language bank:** 1.2 Ex A–B, p129
- **Vocabulary bank:** p148
- **Workbook:** Ex 1–5, p6–7

## I'D LIKE TO ENQUIRE

### Introduction

Ss listen to and practise making polite enquiries on the phone. They also learn to recognise vocabulary commonly used in adverts.

#### SUPPLEMENTARY MATERIALS

Resource bank: p151

### Warm up

Lead into the topic via a brief discussion about making phone calls in English. If you have had problems understanding or being understood on the phone in another country, tell Ss about your experience then invite them to tell the class about any problems they've had. Alternatively, ask Ss why speaking on the phone in English can be difficult (you can't see the other person's gestures or expressions, you don't know how to deal with a misunderstanding, there are certain phrases commonly used which you don't know, etc.) and what they can do to make phoning in English easier.

### VOCABULARY ADVERTS

**1A** Give Ss a few minutes to discuss these questions in pairs. If you did the Warm up then you can just discuss the first question as a class and focus directly on the adverts. If you know of any examples, e.g. newspapers, websites, etc., you could show these in class.

**B** Give Ss a couple of minutes to scan the adverts quickly and decide which ones interest them the most. They compare their answers with a partner, explaining why they are interested.

**C** Ss should find the words/phrases in bold and try to guess their meaning before looking at the definitions.

**Answers:** **1** two-for-one deal **2** free trial  
**3** non-refundable deposit **4** negotiable **5** sign up for  
**6** limited enrolment **7** fill in your details

**D** Ss discuss this in pairs. Point out that many of the phrases can be used in different contexts. You could do a *restaurant* as an example with the class first.

#### Suggested answers:

restaurant: two-for-one deal  
cookery course: two-for-one deal, free trial, non-refundable deposit, sign up for, limited enrolment, fill in your details  
buying a used car: negotiable, non-refundable deposit  
hotel booking: two-for-one deal, non-refundable deposit, fill in your details

### FUNCTION POLITE ENQUIRIES

**2A** Give Ss time to read the questions before you play the recording. Ss discuss their answers in pairs then check with the class.

#### Answers:

- 1 The English Language College
- 2 She wants to change from a general English course (which she booked online) to a business English course.
- 3 Yes, the receptionist agrees to hold a place open for her until the caller can come in to the school to do the level test.
- 4 Yes, she does.

### Unit 1 Recording 6

M = Man W = Woman

- M:** Hello, English Language College. Can I help you?  
**W:** Yes, I'd like to enquire about a course.  
**M:** OK. Have you seen the information on our website?  
**W:** Well, actually the situation is that I booked myself onto a course through your website yesterday, and now I'd like to change.  
**M:** Uh-huh. Could you tell me your name?  
**W:** Maria Hidalgo.  
**M:** And which course was it?  
**W:** A general English course, pre-advanced.  
**M:** Bear with me a minute. Yes, I've got it. What would you like to change to?  
**W:** I've just noticed this morning that you have an advanced course in business English starting next week.  
**M:** That's right.  
**W:** I was wondering if it would be possible for me to change to that group.  
**M:** OK, let me just check. There are still a few places in that group, but you'll have to do a level test.  
**W:** But I've already done an online test for the other course.  
**M:** Mmm. I appreciate that, but for this course you need to do a level test in person.  
**W:** Erm ... Can you tell me why I have to do it in person?  
**M:** It's because it's a specialised course and there's an oral component to the level test.  
**W:** I see. Would there be any chance of doing the level test on the phone?  
**M:** Hold on, let me check ... Sorry to keep you. No, I'm afraid it has to be in person.  
**W:** I see. Do you mind me asking what it involves?  
**M:** There's a written task that you have to do under timed conditions, and preparation materials for the oral interview.  
**W:** I see. Sorry to be difficult, it's just that I'm really busy this week and can't make it up to the school for the level test.  
**M:** That's going to be a bit of a problem. I'm not sure what we can do about that.  
**W:** I'd really appreciate your help.  
**M:** Hmm ... You couldn't come in on Thursday evening, could you?  
**W:** No, I'm afraid not. But I tell you what. I could come in on Saturday to do the level test.  
**M:** The problem is, that's leaving it very late and we might have other applicants.  
**W:** I'd be really grateful if you could hold a place for me till Saturday morning.  
**M:** Can you hold on a minute? I'll just see ... OK, we can do that. We'll provisionally transfer the course fee over as a deposit.  
**W:** That's great. Oh, I've got one more question, if I'm not keeping you.  
**M:** No, go ahead.  
**W:** If I don't get into this group, do I lose my course fee?  
**M:** I'm afraid we can't refund the deposit, but you could transfer it to another course.  
**W:** Oh, that's a relief. Would you mind putting that in an email for me?  
**M:** Certainly.  
**W:** Thanks. Could you tell me when the school opens?  
**M:** We're open from nine on Saturday. I won't be here myself, but I'll tell my colleague to expect you.  
**W:** Thank you very much for your help.  
**M:** You're welcome. Thank you for calling.



**B** Ss can work in pairs to help each other complete the sentences. If they find the more complex ones too challenging, you could put a 'key' word from each of these sentences on the board, to prompt them (e.g. *possible, chance, asking, could*). Play the recording, pausing after each sentence for Ss to check their answers.

**Answers:** 1'd, enquire 2 was, if, would, possible, me 3 you, me 4 there, chance 5 mind, asking 6 grateful, could 7 putting 8 Could, when

**C** Play the examples, telling Ss to listen for what happens to the intonation at the end of each enquiry. You may then prefer to play the rest of the sentences one at a time, checking the intonation pattern before asking Ss to shadow the enquiries. The tendency is for the intonation to go down and then up at the end of questions (as in 3, 4, 5, 7 and 8) and to go down on other types of sentences (as in 1, 2 and 6).

**D** Ask Ss to discuss this in pairs. Ss can refer to any language they know well and not only their own. Elicit examples, e.g. in many languages there are formal and informal versions of 'you', etc.

### ▷ LANGUAGEBANK 1.3 p128–129

Give Ss a few minutes to study the tables showing the forms that the polite enquiries have in common. Check by asking, e.g. *Which phrases use an -ing form? Which use an infinitive? Which use if or a wh- question word?* Ss practise these forms in the next exercise (Ex 3A) in the lesson, so they could do Ex A from the Language bank for homework.

#### Answers:

- A:** Yourpick.net. My name's Dave. How can I *help* you?  
**B:** Hi, I'm phoning to find *out* about a DVD I ordered. The reference number is 3714.  
**A:** OK. Is *there* a problem?  
**B:** Yes, it hasn't arrived yet and I ordered it a month *ago*. Could you tell me when I can expect it?  
**A:** Bear *with* me a moment. I'm afraid we have no information about the arrival date.  
**B:** And you don't know when it *will* be in?  
**A:** It's coming from the USA so I'm *afraid* not. Do you want to cancel?  
**B:** No, but I'd *be* grateful if you could look into it.  
**A:** No problem *at* all.  
**B:** And would there be any *chance* of phoning me when it arrives?  
**A:** Sure ... let me just *check* if we have your phone number ...

**3A** Do the first one as an example, then give Ss 3–4 mins to write out the enquiries, then compare answers in pairs. As you check the answers with the class, you could drill the enquiries, paying attention to Ss' intonation.

#### Answers:

- Could you tell me where you're located?
- I was wondering if/whether I can use your two-for-one deal more than once.
- I'd like to know if/whether my dog can come with me.
- Would you mind telling me about the other people living there?
- Do you mind me asking how many other people have inquired?
- I'd be grateful if you could explain how the free trial works.

**B** Elicit examples of situations for the first enquiry then put Ss into pairs to discuss the rest.

#### Suggested answers:

- Situation A: 1, 3, 4, 5  
 Situation B: 1, 5  
 Situation C: 1, 6  
 Situation D: 2, 3, 6

## LEARN TO MANAGE ENQUIRIES

**4A** Elicit from/Remind Ss that in the original phone conversation they listened to, the caller asked the receptionist a few 'difficult' questions, which he couldn't answer straightaway. Direct them to the phrases and give them time to decide if the speaker is the receptionist or the caller and mark them R or C.

**B** Ask Ss to check their answers against the audio script.

**Answers:** 1 R 2 R 3 C 4 C 5 R 6 C

**C** Once Ss have found the phrases they could practise saying them as preparation for the next stage.

#### Answers:

- Sorry to be difficult, it's just that ...; I've got one more question, if I'm not keeping you.
- Bear with me a minute.

**5** Tell Ss not to write out the conversation, but to use the flow chart to help them speak. Encourage Ss to try to look at the prompts, then look up to speak, rather than 'reading' from the page, which will make them sound unnatural. For a **weaker class** you could go through the flow chart with the whole class first, eliciting examples at each step. When they have finished, tell Ss to reverse roles and practise the conversation again. Monitor the pairwork and note down examples of good language use and problems for feedback and correction.

## SPEAKING

**6A** Make sure you give Ss enough time to read their instructions carefully and prepare notes to help them in the conversation. Circulate while Ss are preparing and provide help if required. While Ss are talking, monitor and make notes for feedback. You could invite one or two pairs to act out their conversations for the class.

**B** Repeat the same process in this task you did in Ex 6A. If you don't have time for Ss to do both situations in class, you could use the second one for homework (see below).

## speakout TIP

Before directing Ss to the tip, ask them what advice they would give someone who is nervous about making phone enquiries in English.

**7** Put Ss into new pairs and ask them to prepare to role-play the two situations in Ex 1B which they haven't worked on in this lesson, i.e. 'Flatmate wanted' and 'Walk & Talk English', or to think of situations they themselves have been in. Give Ss a few minutes to prepare for the situations before role-playing them.

### Homework ideas

- Ss arrange to phone each other after class and practise the conversation for the situation in Ex 6B.
- If you are in an English-speaking environment, Ss find adverts in the local newspaper and underline examples of the vocabulary from Ex 1C. They could also choose one advert to phone and make an enquiry about, then report back to the class in the next lesson.
- Language bank:** 1.3 Ex A, p129
- Workbook:** Ex 1–4, p8

## GREAT EXPERIENCES

### Introduction

Ss watch an extract from the BBC programme *50 Things To Do Before You Die*, where various people talk about activities they've done. Ss learn and practise how to recommend something they've tried and write about an experience.

#### SUPPLEMENTARY MATERIALS

**Warm up:** Bring in some photos of activities on 'Bucket Lists', (this is another term for things to do before you die and there are many examples on the internet).

### Warm up

If you have prepared photos of activities people often want to do before they die then display these around the room. Ask Ss to look at the photos and choose their top three. In pairs, Ss could discuss which activities they would want to do and why. If you have not prepared photos, lead into the topic by brainstorming the title *50 Things To Do Before You Die*. Write the title on the board (Ss' books are closed) and put Ss into small groups to write as many things that could be on the list as they can in 3 mins. Conduct feedback, eliciting examples from each group and writing a list on the board for Ss to refer back to later.

### DVD PREVIEW

**1** Set this task up by answering the questions yourself first. Ask Ss to work in pairs and to discuss the questions. Elicit activities and places from Ss and reasons why they haven't done them or visited them. Alternatively, you could find out what activities Ss wanted to do or places Ss wanted to visit in the past and elicit when they did/visited them and how they felt.

**2A** If you did the Warm up, Ss could quickly scan the article first, to see which of the activities on their list are mentioned and find out who decided the top fifty things for the programme.

**Answer:** BBC viewers

**B** Ss match the activities mentioned in the text with the photos. Tell Ss that one activity matches two photos.

#### Answers:

- A observing rare and exotic animals in their natural habitat
- B husky dog sledding
- C travelling a historic route by train, car or jet plane
- D wing-walking
- E bungee jumping
- F observing rare and exotic animals in their natural habitat

#### Culture notes

Route 66 is a road many Americans want to drive as it is considered historically important. Many people drove this road to escape from the Great Depression and it is seen as a road to prosperity.

### DVD VIEW

**3A** Give Ss a few minutes to think of words that could be used to describe each activity. Elicit some example words for each activity.

**B** Play the DVD and ask Ss to check their ideas.

**Answers:** The speakers in the video use the following adjectives:  
 husky sledding – beautiful, fantastic, silent, incredible, exhilarating  
 wing-walking – wonderful, amazing  
 Route 66 – legendary, incredible, famous, wonderful  
 bungee jumping – awesome, fun  
 swimming with dolphins – magical, incredible, amazing, fantastic, wonderful  
 Photo A is not in the DVD.

### DVD 1 Great experiences

P = Presenter HC = Helen Child AT = Andy Thomas W = Woman  
 RO = Rebecca Over KE = Kyle Emert DF = Dave Farris  
 NB = Nick Bryant NBr = Nick Brans LR = Lucia Rushton  
 AW = Alan Woods KS = Katie Siddals

- P:** At number 38 it's husky sledding.  
 I've come to Saariselkä in Finland for a test drive.  
 Absolutely beautiful here, the snow is just like ... it's got little bits of crystal all over it and you can really take it in because the dogs are doing all the hard work.
- HC:** Just the sound of the snow and the dogs panting with all the silence around, I think that would be fantastic.
- AT:** Totally silent apart from the sound of the sled and the dogs' paws. Incredible.
- W:** Are you ready?  
**P:** As I'll ever be.  
 This is much, much more exhilarating than just sitting in the sled, actually having the dogs work for you and feeling like you're in (or out of) control is definitely where it's at.  
 Meet Rebecca Over, an estate buyer from Surrey, who like hundreds of you crazy people, wanted nothing more than to be strapped to the outside of a plane and take part in your very own wing-walking display.  
 The craze started when World War One pilots would strap their poor girlfriends to the outside of their planes to entertain the crowds at air shows. We sent Rebecca off to Rendcomb in Gloucestershire.
- RO:** I'm feeling excited, a little bit nervous, can't wait, raring to go.  
**P:** So buckled and braced our daredevil is ready to go.  
**RO:** The wind is really, really strong and it's really hard to do the waving. It's been wonderful, an amazing day.  
**P:** Still in America now and time to go west on the legendary Route 66: 2,400 miles, eight states, three time zones, one incredible journey.  
**KE:** Once upon a time it was, the kind of the thing to do.  
**P:** The famous route from Chicago to Los Angeles was used by thousands of Americans attempting to flee the hard times of the Great Depression, and for many it's remembered as the road to opportunity.  
**DF:** I'd love to experience what they did travelling over two and a half thousand miles, and experience that wonderful feeling of getting somewhere which is better.  
**P:** Next up something you've let get as high as 17 on this list.  
 You're crazy, it's bungee jumping.  
**NB:** The feeling you get when you jump off, fall off, dive off, or whatever, is just awesome.  
**NBr:** Just to fly like that and just sort of end up being stretched and bounced back up, great fun.  
**P:** Throughout history they've intrigued mankind with tales of their mystical powers and super intelligence; their legendary curiosity and playfulness have enchanted us for generations. Thousands and thousands of you have bombarded us with emails and calls to say the number one thing to do before you die is to go swimming with dolphins.  
**LR:** They're absolutely amazing animals. They're so gentle they're so, um, sensitive.  
**AW:** Once you swim with them, you don't want to ... you don't want to leave them.  
**KS:** A one-off, magical experience.  
**P:** And it was incredible.  
 It's ... It's amazing because, they're so responsive and they have, they feel fantastic. Don't you? You feel wonderful, you feel so lovely. And they're so huge and so powerful and yet so playful and, I'm really, really lucky to be here with them.

**C** Give Ss a few minutes to read through the sentences. Explain some of the difficult vocabulary to Ss: *scenery* (the natural views around us), *strap* (to tie to something), *stretched* (made longer by pulling) and *bounced* (to move quickly up and down). Play the DVD again and then check the answers as a class.

**Answers:**

- 1 F People say they love the silence, the sound of the snow and the dogs.
- 2 T '... having the dogs work for you and feeling in (or out of) control is definitely where it's at.'
- 3 F '... pilots would strap their poor girlfriends to the outside of their planes ...'
- 4 F '... it's really hard to do the waving.'
- 5 F It runs to Los Angeles.
- 6 T '... great fun.'
- 7 T '... their legendary curiosity and playfulness have enchanted us for generations.'
- 8 F 'They're so gentle ...', '... so responsive ...', '... so huge and so powerful and yet so playful ...'

**D** Ss should spend a few minutes reading through the sentences and trying to predict some of the missing words before you play the DVD again. You may need to play the DVD a fourth time for Ss to confirm their answers.

**Answers:** 1 take 2 where 3 take 4 thing 5 whatever 6 yet

**E** After Ss have ranked the activities, elicit the most popular order. As an extension you could ask Ss to create their own top five list.

## speakout a recommendation

**4A** Check that Ss understand the instructions, pointing out that these don't need to be particularly unusual activities, just two that they would recommend, e.g. going camping or backpacking, riding a horse/donkey/camel, visiting a wildlife park, working on a farm, skateboarding, water skiing, scuba diving, windsurfing. You could demonstrate how Ss should answer the three questions, e.g.

- 1 *activity: windsurfing*
- 2 *before: nervous, not very confident*  
*while: very frustrated but determined to pull the sail up*  
*after: exhausted but pleased that I'd managed to stay up for longer than a few seconds!*
- 3 *worth trying because: really test your strength and balance as you try to stand up and pull the sail up; get a great feeling of freedom when surfing along the water and a feeling of achievement.*

Give Ss time to make notes on their own. Circulate and help with vocabulary, etc.

**B** After you have played the recording, Ss can compare their answers to the questions.

**Answers:**

- 1 skydiving
- 2 before: scared (it was scary); while: he felt sick because he was spinning so fast – but also he was laughing because it was so much fun; after: he doesn't say.

### Unit 1 Recording 8

I'm not the kind of person who likes to be a daredevil or do anything too exciting. But the most incredible thing I think I've ever done was when I went skydiving. So, we went up in a tiny plane. I mean it's so small, so it was quite scary. And the build-up was just epic. I was attached to another guy, an expert, by a harness. And I was sitting in front of him in this sort of, it was like a, a tiny tube little plane. And we went higher and higher and higher. And um, the suspense was building up. And then suddenly they just open this door and you're flying through the sky, and you can just see for miles. And it's freezing cold and the thing I'll remember most is the cold air

hitting my teeth, 'cos it was just absolutely freezing. And er, we sort of scuttled out to the edge and our legs were dangling through the door of the plane. And erm, he just said, I remember him shouting, he just said 'Smile!' 'Cos there was a camera guy as well, so you can film it. And we just, we sort of fell forward and we were just spinning, until he sort of levels you out. It was like I was completely weightless. And it didn't feel like you were falling at all, you were just sort of hovering. And it was still freezing cold on my teeth as well like that. And then the parachute, I remember lifting out. And it just sort of pulled me all up – I was like oh! Ugh! like that. And we started spinning round, you know he was doing all these kind of tricks and stuff. And that's when I started feeling sick, 'cos it was spinning so fast. But it was just so much fun, it was hilarious, I was laughing, you know even though I felt sick it was just the experience of it all and the adrenaline rush. It was one of the best experiences I've ever had in my life. And it's an activity I'd like to recommend to all my friends because I know they'd absolutely love it, it's hilarious.

**C** Give Ss a minute to read the key phrases. Point out that where there are options in the phrases (e.g. *It's one of the [best/most challenging] experiences I've ever had.*), they need to underline the option(s) they hear. Play the DVD again and ask Ss to tick the phrases they hear.

**Answers:** I'm (not) the kind of person who likes ...; It's one of the [best/most challenging] experiences I've ever had.; The thing I'll remember most is [the feeling of .../the moment when ...]; It's an activity I'd like to recommend to all my friends.

**D** Give Ss time to prepare their recommendation before you put them into groups. Monitor the group work and make notes of good language use and areas for improvement to discuss in feedback.

## writeback a forum entry

**5A** Tell Ss they are going to read a web forum entry and response. Give them a few minutes to read the text and identify the activity the person is doing.

**Answer:** observing rare and exotic animals (probably orang-utans) in their natural habitat (Photo A on p16 in the Students' Book)

**B** Before Ss write their entry, ask them what other kinds of things Stacey wrote about in her entry, e.g. before the extract on the page (what made her decide to go and look at the orang-utans, which country she went to, who she went with, where she stayed, etc.) and after it (how she felt when their eyes met, whether she saw any more orang-utans on the trip, what her travelling companions thought of it, etc.). Ss can write their entry in class or for homework.

**C** Remind Ss about the correction code they used on p10. While they are checking each other's work, be available to deal with any queries about grammar, etc. However, tell Ss that the focus should be on improving the texts by finding any ways to make the experiences sound more exciting.

**D** You could either collect in all the entries and pass them round for other Ss to read, or put them on the walls of the classroom. Ask Ss to make a note of the most interesting entries as they read them, then put them into pairs to discuss the experience they'd most like to have, giving at least two reasons for their choice. In feedback you could have a show of hands to find out which was the most popular experience.

### Homework ideas

Ss research the top fifty things to do before you die on the internet (there are a number of websites devoted to the topic) and choose three they would like to do. They write a short paragraph about why they've chosen each one.

## LOOKBACK

### Introduction

The aim of these activities is to provide revision and further practice of the language from the unit. You can also use them to assess Ss' ability to use the language, in which case you need to monitor but avoid helping them. You may feel that you don't need or have time to do all the activities. If so, you could allocate the activities that would be most beneficial for your Ss, or get individual Ss to decide which activities they'd like to do.

### PERSONALITY

**1A** Ss work alone completing the sentences, then compare answers in pairs. They could also discuss people they know who match the descriptions.

**Answers:** 1 witty 2 keeps himself to himself 3 spontaneous  
4 people person 5 down-to-earth 6 good laugh  
7 morning person 8 geek

**B** After Ss have discussed this in pairs, they can compare and justify their ideas in feedback and try to agree as a class on the qualities for each type of person.

### DIRECT AND INDIRECT QUESTIONS

**2A** For **weaker classes**, you could choose one of the topics in the box and elicit a set of example questions, e.g. for 'transport' – *Do you like driving? What's going up in a hot-air balloon like? How often do you travel by plane? Have you ever driven a really powerful sports car? Would you like to travel in space? Why do you not like public transport?*

Write these up on the board and then give Ss some time to generate their own set of questions, either individually or in pairs.

**B** Tell Ss to imagine that they are going to interview a famous or important person (e.g. a politician, musician, actor, sportsperson) and ask this person their questions. This gives them a reason for making the questions polite and indirect.

**C** If Ss have written questions for a famous person, they need to tell their partner who it is and what topic they've chosen, so the partner can think about how that person would respond. After asking and answering the questions, Ss can tell the class about their partner's answers.

### FEELINGS

**3A** Ss work alone then compare answers.

**Answers:** 1 over the moon 2 relieved 3 shaking like a leaf  
4 awkward 5 wished the earth would swallow me up 6 impressed

**B** Give Ss a few minutes to discuss which adverbs belong in front of each adjective, then check with the class. Encourage Ss to add more lines to the conversations while they are practising, e.g. with follow-up questions. The extra lines can be added anywhere in the conversation, not just at the end. Ss act out their conversations for the class and are awarded points for the most convincing additions and best performance.

**Answers:** 1 really/absolutely/totally/completely 2 very/really  
3 no modifier (it's a verb phrase) 4 very/really  
5 no modifier (it's a verb phrase) 6 very/really

### PRESENT PERFECT

**4A** With a **weaker class**, you could elicit/check the rules of use for the present perfect and past simple before giving Ss a few minutes to work on the exercise. With a **stronger class**, you could set up the exercise as a race. Ss work in pairs on the sentences and put up their hands (or make a pre-arranged 'buzzer' sound) when they have finished. If their sentences are not all correct, the next pair to finish have the chance to win, etc.

**Answers:** 1 started, 've improved 2 've been, haven't been  
3 've never met, thought 4 played, 've started  
5 didn't eat, haven't had

**B** Ss work in pairs and find out how many of the sentences are true for each of them. Then tell them to change the rest of the sentences to make them true. Ss report back to the class on their partner's new sentences.

### POLITE ENQUIRIES

**5A** You could set this up as a team competition. Tell Ss to close their books and divide the class into teams of four or five. Write/Display the first sentence on the board and give the teams a chance to confer on the answer (remind them about the need for polite intonation). When a team is ready, they put up their hands and nominate one student to give the answer. You award points for accuracy and good pronunciation.

#### Answers:

- I'd like to enquire about train times to Vienna.
- Can you tell me which train I need to take to get to Vienna by 3p.m.?
- Can I ask how far it is from the western to the southern train station?
- Do you mind me asking where I can get information on local transport in Vienna?
- I was wondering if/whether I need to book a seat on the train.
- Could you tell me if/whether I can book on the phone?
- I was wondering if you could book it for me.
- I'd be grateful if you could send me an email confirmation.

**B** Give pairs a few minutes to prepare the role-play. The travel agent needs to think of answers to the questions and the customer can rehearse the questions, saying them to themselves and working on the correct intonation. After the first conversation, Ss could reverse roles and enquire about a flight, changing the questions as necessary.

### BBC interviews and worksheet

#### What makes a good flatmate?

This video looks at the topic of house or flatsharing and examines the question of what makes a good flatmate.