

PRE-INTERMEDIATE ANSWER KEY

UNIT 1

1.1

1A

You could elicit a range of *wh-* question words, e.g. *What, Who, Where, Why, When, What time, How, How much, How many*. etc.

Alternative answers here could be *kind* or *sort*. The audio has *type*.

- 1 Why are you studying English?
- 2 What's your favourite type of music?
- 3 Where do you do your homework?
- 4 How much time do you spend on the internet?
- 5 What was the last film you saw?

1B

As an alternative to 'listen and repeat', it's sometimes very useful for Ss to say words or sentences at the same time as a speaker. This is often called 'shadow reading'. In Ex 1B this will help Ss mimic the sentence stress and pronounce other words quickly and in an unstressed way.

After they finish, Ss in pairs or groups could ask each other the questions.

2A

If your own pronunciation has features which are different, for example pronouncing the 'r' in *part* or shortening /ɑ:/ to /æ/ in *answer*, be careful when drilling. Ss may well be interested that you have a slightly different way of saying these words from the RP accent. Of course, both ways are acceptable but it is recommended that Ss practise one version at this point.

Short sounds: /ɪ/ /ʊ/ /æ/

Long sounds: /i:/ /u:/ /ɑ:/

Phonemics show long sounds with /:/.

2B

It's important that Ss realise the value of learning phonemic symbols. You could write on the board *knee* and *friend* and ask Ss how the spelling is different from the pronunciation and what the problem is in each case.

In *knee* (/ni:/) the spelling and sounds are different. We don't pronounce the 'k'.

In *friend* there are two letters but only one sound /e/.

You could also write on the board /bred/, /sed/ and /it/, ask Ss what the words are (*bread, said* and *eat*) and show them how a good dictionary (electronic or

paper) uses phonemic symbols. Knowing the symbols will help Ss to work out the pronunciation on their own.

Encourage Ss to note any unusual pronunciation when they write a new word in their notebooks. Note that many of the consonant symbols are the same as letters and these are the ones that are used in Ex 2B.

- 1 key 2 minute 3 book 4 school
5 black 6 half

1.2

3A

No, they didn't. They met on a plane, fell in love in Malaga and they got engaged 'soon'.

3B

Joe didn't have a girlfriend,
He met Ann on a plane,
They talked a lot and got on well.
From Mexico to Spain.

They fell in love in Malaga
And Joe proposed to Ann.
She said 'yes', they got engaged.
What a happy man!

Why did she accept so soon?
She doesn't really know.
But they got married there and then
Twenty years ago.

The last word in each line is stressed.

1.3

4B

- 1 Did you 2 do you 3 would you
4 Would you 5 Do you 6 did you

Audio script

- 1 Did you go shopping?
- 2 Where do you go on holiday?
- 3 What would you like to do?
- 4 Would you like to have some time off?
- 5 Do you play a musical instrument?
- 6 Where did you have your barbecue?

UNIT 2

2.1

1A

To focus on strong and weak forms of *be*, you could write on the board:

Are you ready? Yes, we are.

They aren't here yet.

Ask Ss to underline the stressed words and then check how *be* is pronounced. Is it strong or weak? Show them the weak pronunciation /ə/ of the unstressed *Are* in questions. In short answers and negatives, *are/aren't* is stressed. Model and drill the sentences.

Are you ready? Yes, we are.

/ə/ /ɑ:/

They aren't here yet.

/ɑ:nt/

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

2A

Remind Ss that the schwa sound /ə/ is the most common sound in English. It is never used in stressed syllables. /ɜ:/ is the longer form of /ə/. /ɒ/ and /ɔ:/ are similar sounds but /ɔ:/ is longer. For information on making these sounds, see the Starter and Elementary Pronunciation Extra Worksheets.

/ə/ salary, customer, interesting, bonus, conversation

/ɜ:/ services, worker, girlfriend, surname

/ɒ/ wanted, gossip, products, watched

/ɔ:/ important, quarter, walked, taught

2.2

3A

- 1 plumber 2 architect 3 accountant
4 scientist 5 electrician

4B

Words which end in a consonant followed by words starting with a vowel.

4c

You could write on the board: *It's Friday today. It's my birthday.* and ask Ss if the 'y' is pronounced in any of the words. Then add *and* after *today*. Say the sentence emphasising the pronunciation of the 'y' at the end of *today*. Show this sound is represented by the phoneme /j/.

Then show how we add a /j/ sound after 'i'. Ss may well do this automatically but some may try and add an extra sound such as /h/.

On Monday I always go running.

On Tuesday I go for a walk.

On Wednesday I often go swimming
Occasionally I sit down and talk.

Once in a while I play tennis.

Thursdays are sometimes baseball.

I never do sport on a Friday.

Weekends I do nothing at all.

On Saturday I usually sleep late

I hardly ever get up until ten.

I need to relax at the weekend.

On Monday I go running again.

2.3

5A

Make sure you check that Ss have the correct answers before going on to Ex 5B.

- 1 I work in education.
- 2 She works in the fashion industry.
- 3 He's in sales and marketing.
- 4 They work in accounts.
- 5 She's in the tourist industry.
- 6 He works in retail.
- 7 I'm in the entertainment industry.
- 8 We work in the food industry.

5B

- 1 education 2 the fashion industry
- 3 sales and marketing 4 accounts
- 5 the tourist industry 6 retail
- 7 the entertainment industry
- 8 the food industry

6A

I can't stand it. I absolutely love it.
I don't like it. I hate it. I'm keen on it.
I don't mind it. I like it.
I'm not very keen on it.

6B

I can't stand it. L I absolutely love it. H
I don't like it. L I hate it. L
I'm keen on it. H I don't mind it H
I like it. H I'm not very keen on it. L

UNIT 3

3.1

1A/B

Encourage Ss to write down a possible question for each answer. This should help them note the verb form they should be using: the present continuous or *going to*.

Make sure you check that Ss have the correct answers before going on to Ex 1B.

- 1 **Are** you **going to** visit the capital city?
- 2 What **are** you doing tonight?
- 3 How much **are** you **going to** take with you?
- 4 **Are** you doing anything nice at the weekend?
- 5 How **are** you **going to** spend your time?

2A

/ʌ/ bus, money, won, pub
/æ/ band, snack, atmosphere, gallery
/e/ exhibition, many, again, said

2B

Before Ss listen, check they understand all the words and also that they are clear on the pronunciation of *money* /ʌ/ and *many* /e/.

Sentences 1 and 2 practise /æ/ and /ʌ/, sentences 3 and 4 practise /e/ and /æ/, and sentences 5 and 6 /ʌ/ and /æ/.

After the activity you could get Ss in pairs to choose one of the items to say and their partner has to say which one they hear.

- 1 a) 2 b) 1 2 a) 1 b) 2 3 a) 1 b) 2
4 a) 2 b) 1 5 a) 1 b) 2 6 a) 1 b) 2

3.2

3B

Ask Ss: *Why is the sound different for different verbs?* You could then refer them back to Students' Book Unit 1 /t/ /d/ /d/ endings.

After the focus on sounds, Ss could add two questions of their own to the questionnaire and then, as a class activity, find one person who answers yes to each item.

- 1 /ɪz/ 2 /z/ 3 /s/ 4 /s/ 5 /ɪz/
6 /z/

4A

Ss may need particular help with the use of *point* for decimals (as opposed to *dot* for email addresses and *full stop* for punctuation). Note that we normally pronounce numbers individually after the point, i.e. *point four one*, not *point forty-one*.

Ss may also need help with fractions, where we use *half* and *quarter* but for other fractions use ordinal numbers: *a third*, *a fifth*, *three eighths*, etc. For $\frac{1}{2}$ it is also possible to say *one third*. We tend to use *a third*, *a quarter*, *a fifth*, *a hundred*, *a thousand*, etc. when there is only one and then use numbers for larger than one, *three-quarters*, *two-fifths*, *four thousand*, etc.

4B

A disco ball (also known as a mirror ball) reflects the light in many different directions. As its name suggests, it is often found in discos and clubs. The record for the largest disco ball so far is 10.33m in diameter and was achieved by Bestival, a music festival at the Isle of Wight, UK, on 7 September 2014.

- 1 70% 2 10.33 3 87,000,000
4 20th September 5 $\frac{1}{2}$

3.3

5A

Ss should be used to this exercise type by now but you could remind them that they should not go diagonally.

5B

caller, cancel, business, message, rescue, listened, over, married, Wednesday, happened, moment, dinner

6A

There is usually one main stress (called the prominent stress, nuclear stress or main stress) in each phrase even if there are several stressed syllables in a phrase. The main stress is often at the end because in English new information usually comes at the end of a phrase or sentence.

The phrases in this exercise are indicated by commas where they are not full sentences.

Note that in one line the stress is on *phone*, the second to last word in this phrase. Elicit from Ss that *phone* in this case is more important than *me*.

- A: This is Gina. Can I speak to Suzanna?
B: I'm afraid she's not here. She's still at work.
A: Can I leave a message?
B: Of course. Just a moment, I'll get a pen.
OK.
A: Can you ask her to phone me?
B: Sure. And your name is Gina?
A: That's right. Thank you very much.
B: No problem. Goodbye.
A: Goodbye.

UNIT 4

4.1

1A

This activity practises some vocabulary from Students' Book Lesson 4.1 as well as the present perfect and *ever*.

Before Ss read, check *promotion* (when a person is given a higher job).

- c) An Interview for a Promotion

1B

You could show Ss that to link *Have you ever* we add a /w/ sound between *you* and *ever*. This should happen naturally but some Ss may try to insert a /h/ or other sound. You could drill *wever*, *youwever*, *haveyouwever* but remember to keep the *have* weak /həv/.

A: **Have** you ever ...
 B: I **haven't** ...
 A: **Have** you ever ...
 B: I **haven't** ...
 A: **Have** you ever ...
 B: I **have** ...

2A

If Ss have problems with any of the diphthongs, have your right hand represent one sound and the left hand the second. Bring them slowly together as Ss say the sounds faster and faster.

- 1 He never **breaks** his promises.
- 2 We sometimes **wait** over an hour for a train.
- 3 Do you ever fly ✓ business class?
- 4 Do you ever **phone** Australia?
- 5 He **knows** a lot of famous people.
- 6 Do you ever decide ✓ things in the middle of the night ✓?

2B

- 1 He's never **broken** his promises.
- 2 We've sometimes waited over an hour for a train.
- 3 Have you ever **flown** business class?
- 4 Have you ever **phoned** Australia?
- 5 He's **known** a lot of famous people.
- 6 Have you ever decided things in the middle of the night?

There are two new examples of /əʊ/:
broken and *known*.

4.2

3

You could reinforce the learner training done in Worksheet 1 where Ss were encouraged to note any unusual pronunciation in their notebooks. Write the following subjects on the board or dictate them and ask Ss to underline any letters that they find difficult to pronounce. Do the example of *languages* with them and write the phonemes underneath. See if they can do any of the others in pairs or help them as a class.

languages
 /wɪ/

physics, chemistry, design, science, biology
 (Suggested answers, based on what Ss often find difficult:

physics, chemistry, design, science, biology
 /f/ /k/ /ɪ/ /s/ /aɪ/

Oo: science, physics, drama

oo: IT, design, PE, RE

Ooo: history, languages, chemistry

oOoo: biology, geography, technology

Literature /'lɪtərətʃə/ is usually said with four syllables although some people say it with three (/ˈlɪtrətʃə/).

4A

- 1 can't 2 must 3 can 4 can
 5 mustn't 6 must

4B

You could write the following sentences on the board or dictate them and ask Ss to say if *can/must/can't/mustn't* are weak or strong.

You can sit here.

You must speak English.

You can't sit here.

You mustn't speak Italian.

Can we use dictionaries? Yes, you can.

Must you go? Yes, we must.

In natural speech, in positive sentences and questions *can* and *must* are weak: /kən/ /məs(t)/. The negatives *can't* and *mustn't* are strong: /kɑːnt/ /məsənt/.

In short answers *can* and *must* are strong: /kæn/ /mʌst/.

Ss can then go back to the text and tell you which examples are weak (2, 3, 4, 6).

4.3

5A

Make sure you check that Ss have the correct answers before going on to Ex 5B.

- 1 What should I do?
- 2 You should have some time off.
- 3 Should I go to work?
- 4 No, you shouldn't.
- 5 You should go home.
- 6 Should I stay in bed?
- 7 Yes, you should.
- 8 And you shouldn't do any work today.

5B

Should in its weak form can be pronounced /ʃəd/. Its strong form, used in short answers and negatives, is always /ʃʊd/ or /ʃʊdənt/ but pronounced with more force and a little longer. To drill the weak form, if you get Ss to put the stress on the main verb, *should* will naturally weaken.

- 1 w 2 w 3 w 4 s 5 w 6 w 7 s
 8 s

6A

- a) Speaker A in conversation 2
 b) Speaker A in conversation 1

6B

- 1 sightseeing, Wednesday, exhibition, Design, walked
- 2 plumber, eight, half, night, written

UNIT 5

5.1

1A

Before Ss read, check the meaning of *smuggler/smuggle*. You could ask the kinds of things that people try to smuggle into countries. Also check *straw* with a drawing or by telling Ss it's what animals sleep on.

Bikes

1B

- 1 ... a guard **was** standing ...
- 2 The man **was** cycling ...
- 3 ... because he **was** carrying ...
- 4 '**Were** you really only carrying ...
- 5 'Yes, I **was**.'
- 6 'So you **weren't** smuggling anything?'
- 7 'What **were** you smuggling?'

Two are not pronounced as weak forms: *Yes, I was.* (in short answers 'was' is strong) and *So you weren't smuggling ...* (the negative *weren't* is strong).

2A

- 1 flown 2 going 3 famous 4 saw
 5 enough 6 doing

2B

/aʊ/ is often spelt 'ow' or 'ou'.
 /ɔɪ/ is often spelt 'oi' or 'oy'.

5.2

3A

Probably *** The writer liked some things: helpful receptionists, quick service to fix the TV but there was a big problem with the fire alarm at night.

3B

This is an introduction to the idea of elision (omitting/missing out sounds) but only in the very restricted context of verbs followed by infinitives. You could model and drill the examples in the Pronunciation tip, the first with a verb ending with the sound /t/ and the second with a verb ending /d/.

3C

We decided to have a weekend break ...
 ... we wanted to stay in a good hotel.
 ... one of them helped to carry our bags upstairs.
 ... the manager promised to send someone to fix it ...
 We expected to have a good night's sleep, ...
 ... we had to get up and go outside.

5.3

4A

Before Ss listen to the conversation they could read it and notice that A simply repeats the same direction. Elicit ideas from Ss: How is A correcting B?

After the exercise Ss could practise the conversation in pairs.

- 1 No, go right at Greek Street.
- 2 No, go right at Greek Street.
- 3 No, you go right at Greek Street!

4B

Ss can practise the conversations in pairs.

- 1 No, the Grand Motel.
- 2 No, a coach trip.
- 3 No, six euros eighty.
- 4 No, go through the centre.
- 5 No, seven dollars ninety.

UNIT 6

6.1

1

If you want to extend practice of the sports, you could ask Ss to find one sport with the stress pattern O, one with oOo and two with Oooo. Which patterns are all the others?

(Answers: O *squash*; oOo *karate*; Oooo *scuba-diving*, *rollerblading*. All the others are Oo or Ooo.)

- 1 skiing 2 windsurfing 3 football
- 4 surfing 5 volleyball 6 karate

2A

As Ss listen and read they could follow the questions and answers with their fingers to help them see what happens in fast speech.

They are weak: *have* /həv/, *has* /həz/ and *for* /fə/.

6.2

3

If you want to extend practice of food vocabulary, you could write the following on the board, say the words and ask Ss to match the sounds with the underlined letters:

onion, *spinach*, *lettuce*, *yoghurt*, *cabbage*, *grapefruit*, *broccoli*, *orange juice*
/ə/ (x2) /ɪ/ (x4) /ʌ/ /u:/ (x2)

(Answers: *onion* (/ʌ/), *spinach* (/ɪ/), *lettuce* (/ɪ/), *yoghurt* (/ə/), *cabbage* (/ɪ/), *grapefruit* (/u:/), *broccoli* (/ə/), *orange juice* (/ɪ/ and /u:/))

- 1 vegetables 2 mussels 3 bananas
- 4 leg of lamb 5 ice cream

4A

- 1 a) 2 b) 1 2 a) 1 b) 2 3 a) 1 b) 2
- 4 a) 2 b) 1 5 a) 1 b) 2

4B

- 1 A: Do you think she'll come?
B: Yes, I'm sure she will.
- 2 A: I'm certain they'll change their minds.
B: No, they won't.
- 3 A: What do you think you'll do?
B: I don't know yet. I won't make a decision until tomorrow.

6.3

5A

- A: What's the problem?
B: I'm worried about my arm.
A: Can I have a look at it?
B: Yes of course.
A: Where does it hurt?
B: It's painful here.
A: How long have you had this problem?
B: For about two weeks.
A: It's nothing to worry about.
B: Should I have some time off?
A: I'm sure it'll get better soon.

5B

Play the conversation and pause the recording after each of A's lines. Ss use the prompts to answer and then you can play the correct answer for Ss to compare against.

6A

You could use some of the items in the box to show the problems. If Ss put a vowel sound before *clock*, it sounds like *o'clock*, or *dress* can sound like *address*. If they put a sound between *free*, it can sound like *ferry*. If this is a problematic area for your Ss, you could drill the words 'backwards': e.g. *lock*, *clock*, *ress dress*, *ree free* to help them. Ex 6A helps in this way.

UNIT 7

7.1

1A

- 1 for 2 about 3 for 4 to 5 of

1B

To clarify the idea of strong and weak prepositions, write the question and answer on the board and ask Ss where the stresses are.

- A: What are you listening to?
B: I'm listening to some jazz.

Model the sentences and ask Ss to tell you which 'to' is strong (/tu:/) and which is weak (/tə/).

You could drill the two sentences and then ask Ss to do Ex 1B. Note that the main stress is on the verb in both sentences.

After you have checked the answers, you could highlight the change in pronunciation in the strong and weak versions of three of the prepositions: *for* /fɔ:/ > /fə/; *to* /tu:/ > /tə/; *of* /ɒv/ > /əv/. The weak versions have the schwa sound.

The prepositions at the ends of the questions are all strong. The prepositions in the answers are all weak.

Prepositions are usually unstressed and weak in the middle of sentences. When they are at the end of questions, they are usually stressed.

2A

- 1 Hong Kong 2 wrong 3 brown
- 4 town 5 me 6 free 7 sea 8 be

7.2

3A

As Ss have seen before, most two-syllable words have their stress on the first syllable but this activity focuses on a number of common verbs where the stress is on the second syllable.

arrest, *remove*, *travel*, *improve*, *compare*, *pretend*, *design*, *arrive*, *enjoy*, *appear*, *decide*, *exchange*, *repeat*, *happen*, *relax*, *return*

Different stress pattern: *travel*, *happen* Oo; all the others are oO.

3B

- 1 appeared 2 pretended 3 removed
- 4 relaxed 5 decided 6 happened

3C

- oO: appeared, removed, relaxed
Oo: happened
oOo: pretended, decided

4A

You could remind Ss of how a /w/ was added in *Have you* /w/ *ever* in Worksheet 4. This activity builds on this. You could model *to eat/to wheat* and so *I/so why* so that Ss hear that there's no difference. The pronunciation should happen naturally but some Ss may try to insert a sound such as /h/ in between the words. You could drill *weat*, *toweat* to help. Note that in really fast English the examples can sound like *tweet* or *swy*, but at this stage a less reduced sound is more manageable for Ss.

Make sure you check that Ss have the correct answers before going on to Ex 4B.

- 1 To ask a question.
- 2 To open an email.
- 3 To improve my listening.
- 4 So I can play better.
- 5 So I could remember it.
- 6 So everyone can come.

Audio script

- 1 **A:** Why did you stay behind after class?
B: To ask a question.
- 2 **A:** Why are you clicking on that address?
B: To open an email.
- 3 **A:** Why do you go to the study centre?
B: To improve my listening.
- 4 **A:** Why are you practising the piano so much?
B: So I can play better.
- 5 **A:** Why did you write it down?
B: So I could remember it.
- 6 **A:** Why are you going to change the date of the party?
B: So everyone can come.

7.3

5B

- 1 cafeteria /ɪə/ 2 welfare /eə/
- 3 upstairs /eə/ 4 earlier /ɪə/
- 5 experience /ɪə/ 6 Square /eə/
- 7 easier /ɪə/ 8 chairs /eə/

UNIT 8

8.1

1A

You could play the recording and ask Ss where the conversations take place (at home and in a restaurant).

/s/ subtitles, delicious, recipe, it's
/z/ Brazil, subtitles, There's, is
/ʃ/ sure, information, delicious, chef
/ʒ/ television, usually, aubergine, Malaysia

2A

These sentences come from Students' Book Lesson 8.1. You might want to do this after Ex 4B in the Students' Book and before Ss move on to the pairwork in Ex 4C.

You could ask Ss as they listen to follow the words on the page with their finger. They did this in the Students' Book Lesson 7.2 with complex sentences involving purpose, cause and result.

The relative pronouns are not stressed.

8.2

3A

- 1 give 2 take 3 give 4 takes
- 5 turned

3B

- 1 I give up 2 take over 3 give it back
- 4 takes up 5 turned into

4A

For historical reasons the silent 'gh' often occurs in English spelling in spellings such as *-igh, -ight, -eigh, -eight, -aught, -ough, -ought*.

Sometimes 'gh' is pronounced at the end of a word as /f/, e.g. *laugh, enough*. This exercise draws together words that Ss have encountered before and helps them to notice patterns.

'gh' is silent in three groups: /aɪ/, /ɔ:/ and /eɪ/.

4B

- /aɪ/ group: eight
/ɔ:/ group: through
/eɪ/ group: height
/f/ group: thought

8.3

5A

Incorrect: 1 I'd love, 2 amazing, 3 appears, 4 ear-phones
The speaker says: 1 I love, 2 great, 3 looks, 4 camera

5B

High. Because Speaker A is giving a compliment and wants to sound interested and friendly.

UNIT 9

9.1

1A

Some Ss may try to put a sound before the 's'. If this area is a problematic area for your Ss, you could drill words 'backwards': e.g. *tudy, study, ky, sky*. You could also refer to any word in their own language which starts with 's' and has no sound before it.

Another problem is if Ss put a sound between the consonants, so *sport* could sound like *support*. Again backward drilling can help.

You may decide to get Ss to practise the pairs of words in Ex 1A.

1B

- 1 best, hospital
- 2 snacks, sweets
- 3 speak, Just
- 4 stomachache, sleep
- 5 smoke, Sports

9.2

2A

- 1 -, 2 the, the, the 3 -, the, a
- 4 -, a, a 5 an, the 6 -, the, -

Fact 5 is not true. An underground river does not run under the Amazon.

2B

Note that we also add a /j/ sound in *the only* /ðiːjəʊnli/, *the Amazon* /ðiːjæməzɒn/. This is similar to the added /j/ focus in Worksheet 2, Ex 4C where Ss looked at the linking between *I am, I always, we often*.

The is pronounced /ðə/ in all cases except *the only* and *the Amazon*. Here it is pronounced /ðiː/ because the next word starts with a diphthong, /əʊ/ in *only*, or a vowel, /æ/ in *Amazon*.

3A

You could write the following on the board and ask Ss what the differences are between:

- 1 /ʃ/ and /ʒ/ *national television*
- 2 /ʃ/ and /tʃ/ *fresh features*
- 3 /ʒ/ and /dʒ/ *usual, July*
- 4 /tʃ/ and /dʒ/ *H, age*

(Answers:

- 1 /ʃ/ is unvoiced; /ʒ/ is voiced. Both sounds are made in the same way.
- 2 /ʃ/ is a single sound; /tʃ/ is two sounds. Put /t/ in front of /ʃ/.
- 3 /ʒ/ is a single sound; /dʒ/ is two sounds. Put /d/ in front of /ʒ/.
- 4 /tʃ/ is unvoiced; /dʒ/ is voiced. Both sounds are made in the same way.)

3B

- 1 natural, dangerous 2 watch, match
- 3 joined, chess 4 spinach, fridge

3C

Make sure Ss look for all the words with the sounds, not just the jumbled words.

- /tʃ/ sounds: *natural, watch, Chile, match, chess, kitchen*
/dʒ/ sounds: *dangerous, Argentina, joined, spinach, fridge*
/tʃ/ spellings: *t, tch, ch*
/dʒ/ spellings: *g, j, ch, dge*

9.3

4A

Check Ss understand the idea of rhymes. You could ask which word rhymes with *cat*: *but* or *hat*. You could ask for some rhymes for *door* (e.g. *more, four, saw*) to check. In order to choose the correct rhyme, Ss must think carefully about the

pronunciation of the last word in the previous line. Before Ss start, check they know the pronunciation of the River Nile /naɪl/.

4B

- 1 a pair 2 It's nearly caught us!
3 the River Nile 4 a metre

5A

- 1 could 2 can't 3 might 4 Maybe
5 might 6 Perhaps

Audio script

- 1 **A:** What colour is this paint?
B: It's difficult to say. It could be pink. Or purple?
2 **A:** Who's that at the door?
B: It can't be Bill. It's too early.
3 **A:** Where do you think she's from?
B: She might be from Brazil. I think she speaks Portuguese.
4 **A:** What's the matter with Ken?
B: Maybe he didn't get much sleep.
5 **A:** Is that Antonia's coat?
B: It might be hers. But I thought her coat was longer.
6 **A:** Where's Martin? He's usually here at 8.30.
B: Perhaps he missed his train.

5B

Uncertain: sentences: 1, 3, 4, 5
They are uncertain because of the intonation. The speaker says the word longer than usual.

UNIT 10

10.1

1A

After Ss have listened, you could ask them: *What is the same and what is different about each pair of sounds?*

Ss may find it difficult to express their ideas clearly in English, but the key thing is to check they understand the differences even if they are not able to verbalise them.

/p/ /b/: same: we make both by putting lips together and 'exploding' air out; different: /p/ is unvoiced, /b/ is voiced.

/f/ /v/: same: we make both by touching the bottom lip with the top teeth and releasing air slowly; different: /f/ is unvoiced, /v/ is voiced.

/k/ /g/: same: we make this at the back of the throat and 'explode' air out; different: /k/ is unvoiced, /g/ is voiced.

Ss could practise in pairs choosing one of the items from Ex 1A and seeing if their partner can say which one it is.

- 1 a) 1 b) 2 2 a) 2 b) 1 3 a) 1 b) 2
4 a) 1 b) 2 5 a) 2 b) 1 6 a) 1 b) 2

1B

Spend the most time on any pairs of consonants which your Ss have particular difficulty with.

- 1 /p/ /b/ 2 /b/ /v/ 3 /f/ /p/
4 /f/ /v/ 5 /k/ /g/

2A

You could model and drill the items in the Pronunciation tip.

- 1 What's he like?
2 What's she like?
3 What's his flat like?
4 What was he like?
5 What was she like?
6 What was her dress like?

2B

After each prompt, pause the recording so that Ss can answer before the next item.

- 1 What's she like?
2 What was her dress like?
3 What was she like?
4 What's his flat like?
5 What was he like?
6 What's he like?

Audio script

- 1 That's our new manager, Mrs Taylor.
2 Anna got married last weekend. We went to her wedding.
3 I once had dinner with Princess Diana.
4 Today we had lunch at my brother's new place.
5 My grandfather came from Sweden. He died a few years ago.
6 I've got a new boyfriend.

10.2

3

Drill all the words in the box once Ss have finished the exercise.

- 1 victim, murder 2 arrested, shoplifting
3 graffiti, sentences 4 fraud, investigate
5 speeding, drink driving

10.3

4A

Better title: The Worst Things in Life

5A

Some of these sentences are the same as in the Students' Book Lesson 10.3 Ex 5A and could be used for a focus on intonation before Ex 7 or the Speaking in Ex 8.

- 1 2 2 1 3 2 4 1 5 1

UNIT 11

11.1

1A

- 1 d) 2 e) 3 b) 4 a) 5 c)

1B

In Worksheet 5, Lesson 5.2 there was an introduction to the idea of elision (omitting/missing out sounds) with verbs ending in /t/ or /d/ and followed by *to* (*wanted to, promised to*, etc.). The focus here is on dropping the 't' in *just*, which often happens with the present perfect (*I've just done, just finished, just been, just seen*, etc.) and also dropping the 't' in *haven't* (*I haven't been, haven't done, haven't finished*, etc.).

1c

- a) Sorry. I haven't done it yet.
b) It's OK. I've already done it.
c) Yes, I've just finished.
d) No thanks, I've already had one.
e) I haven't yet but I'm going to.

2B

Check Ss remember the meaning of 'rhymes' from Worksheet 9 (the animals poem). You could ask them for rhymes for *hair* (*chair, there, bear, pear*, etc.) or *three* (*tea, be, see, tree*, etc.).

These poems are limericks and have the rhyming structure AABBA.

zoo, bats, cats, flew
because, agree, that he, he was
jam, York, walk, I am.

11.2

3B

- 1 O 2 oO 3 Oo 4 oOo 5 Oo
6 oOoo 7 Oo 8 oO

4A

For item 6, clarify with Ss that we often pronounce *What will* as *What'll* but only write this in very informal emails or text.

- 1 If you go straight on, you'll see the post office on your left.
2 It'll help your English if you watch films with subtitles.
3 I'll phone her when the lesson ends.
4 When we next meet, I'll be married.
5 How much will it cost if we go by train?
6 What will (What'll) happen when it gets dark?

11.3

5A

Ss may find it difficult to express their ideas clearly in English, but the key thing is to check they understand the differences even if they are not able to verbalise them.

- The tongue is in a different place for the four sounds. For /d/ it is on the ridge behind the teeth, for /s/ it is back further and for /ð/ and /θ/ it is on the teeth themselves or can go between the teeth.
/d/ is a short sound where the air builds up and is released (plosive). In /s/, /ð/ and /θ/ we continue to push the air out (fricative).
- a) That's /ð/ b) That's /ð/
c) think /θ/
d) The /ð/, both /θ/, think /θ/, that /ð/, the /ð/

5c

thanks, through, theft, theatre, both, nothing, birthday, month, thirsty, thousand, south, Thursday

UNIT 12

12.1

1A

action film, biopic, blockbuster, cartoon, comedy, documentary, historical drama, horror film, science fiction film, thriller

1B

Ooo: action film, biopic, comedy, horror film
Others: block buster, cartoon, documentary, historical drama, science fiction film, thriller

2A

- 1 c) 2 a) 3 b)

2B

- a) forty b) dentist c) small (flat)
- a) can't (speak French)
b) doesn't (know Paris well)
c) can't (drive)
- a) feels fine
b) at a football match
c) didn't (phone)

Audio script

1

- A: It's my birthday next week.
B: Oh, how old will you be?
A: Forty!
B: I can't believe it. Are you doing anything special?
A: Not really.
B: How's the job?
A: It's OK. I've just joined a new clinic as one of two dentists.

B: And the flat?

A: It's nice but very small.

2

A: Bonjour Madame. Comment allez-vous?

B: Sorry I don't speak French.

A: Oh pardon! So have you been to Paris before?

B: No, it's my first time.

A: What do you think of it?

B: It's beautiful. Erm ... can you organise a taxi for me?

A: Oh, you don't have your own car here?

B: No, I don't drive.

3

A: Hi Mark, how are you?

B: Great. Especially as I'm not working today! A football match is much better than work.

A: Yes. I think our team ...

B: ... That reminds me. What time is it?

A: 6 o'clock.

B: Oh no. I haven't rung work. Where's my mobile?

2c

Pause the recording as necessary so that Ss have the opportunity to listen and repeat. Note that in number 3, *you* is used rather than *he*. Pre-check the meaning of *in fact*. Use the example to check the main stresses.

Audio script

- He said he was thirty-one, but in fact he's forty!
He said he was a lawyer, but in fact he's a dentist!
He said he had a big flat in town, but in fact his flat is small!
- She said she could speak French, but really she can't!
She said she knew Paris well, but really it's her first time here.
She said she could drive, but really she can't!
- You told me you didn't feel well, but actually you're fine.
You told me you were staying in bed today, but actually you're at a football match.
You told me you'd phone me this afternoon, but actually you didn't.

12.2

3A

- I'm a photographer and also a travel writer.
- He's a famous climber. He's very adventurous and goes to dangerous places.
- She's a wonderful doctor, really helpful and very successful.
- I've never met a politician who's also a musician before.

3B

/ə/ photographer, writer, famous, climber, adventurous, dangerous, doctor, politician, musician
/ʊ/ wonderful, helpful, successful

4A

- If I had more money, I'd buy a new phone.
- She'd tell me if she knew anything.
- If I were you, I wouldn't ask.
- He'd do well if he worked harder.

4B

- If I had more money, I'd buy a new phone.
/aɪd/
- She'd tell me if she knew anything.
/ʃɪd/
- If I were you, I wouldn't ask.
/wʊdənt/
- He'd come if you asked him.
/hɪd/

4c

Make sure you check that Ss have the correct answers before going on to practise.

- If I were you, I'd tell him.
- If you left now, you'd catch the bus.
- We'd love it if you came and stayed with us.
- I'd help you if I had the time.
- If I won the lottery, I wouldn't spend all my money at once.

12.3

5A

You could start by asking Ss to look at the sentences and imagine the contexts. (1 and 2 could be in a restaurant, 3 and 4 could be someone offering to help someone who is ill, 5 is on the telephone.)

- 1 dessert 2 decided 3 home 4 get
5 call

5B

They start high.

6A

B is a receptionist in a hotel. She feels a bit irritated/angry because the guest keeps phoning and asking her to do things.