Photocopiable activities overview

GRAMMAR

	Target language	Activity type	Dynamic	Teacher's notes
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WORDPOWER

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Teacher's notes for photocopiable activities

GRAMMAR

1A Question forms

Photocopiable activity on p.204

You will need one bingo sheet for each student and one set of topic cards, cut up, for each pair.

Hand out the bingo sheets and sets of topic cards. Elicit what kinds of words are on the bingo sheet (question words). Demonstrate the activity by taking a card from the set of topic cards and asking the class to think of questions on the topic using the words on their worksheet. Students do not need to use the word on the topic card in the question, e.g. (languages) How many languages do you speak? (home) Where do you live? (family and friends) Who is your best friend? (music) Do you like Lady Gaga? (films) How often do you go to the cinema?

Repeat with a stronger student. This time, answer the student's question, e.g. **Q:** *How many languages do you speak?* **A:** *Four. Russian, French, English and a bit of Spanish.* The student then crosses out the question word on the bingo worksheet and he/she cannot use that question again. The aim is to cross off all the question words on the worksheet.

Students play, taking turns to choose a card and ask a question (which their partner has to answer), until they have crossed off all the question words. Monitor and help as necessary. In feedback with the class, go over good examples of questions and correct any errors.

1B Present simple and present continuous

Photocopiable activity on p.205

You will need one sheet for each student.

Hand out the sheets. Elicit how to form the questions from the prompts using present simple and present continuous, e.g. Where do you usually live? Where are you living at the moment? Encourage students to think about the most natural question to ask, e.g. Do you go to the supermarket more than three times a week? (Correct version = How often do you go to the supermarket?.

Allow students to work in pairs and make notes on the question forms, if necessary. Ask students to mingle with the class and ask each other the questions. They should write students' names and any interesting answers. Ensure students only ask a maximum of two questions per person that they speak to, in order to talk to as many students as they can. Encourage stronger students to ask follow-up questions and make notes on the answers.

Allow enough time for the majority of students to mingle and complete their questions. Monitor and help as necessary. Put students in small groups to compare their findings. Elicit feedback from the class on any interesting answers.

2A Past simple

Photocopiable activity on p.206

You will need one sheet for each student.

Hand out the sheets. Students work individually. Tell students to read the ideas at the top of the sheet and write their response to each one (just one or two words) in one of the shapes on the worksheet. Encourage the students to choose random shapes to write in.

Students work in pairs and show each other their sheets. Students look at the answers/words in the shapes and ask their partner to tell them about five interesting answers e.g. *Tell me about 'France'*. Students explain their answers e.g. *I went on holiday to France last year*. Encourage students to ask as many follow-up questions as possible, e.g. *Did you have fun? What did you do there? Where did you stay?*

Students report back to the class on their partner's most interesting answers.

2B Past continuous

Photocopiable activity on p.207

You will need one sheet for each pair.

Hand out the sheets. Explain to students they are going to use the sentences in the grid to make a story. They should read the sentences in the grid and connect the squares from START to FINISH to create a logical story. (Explain to students that the capital letters at the beginning of the sentences and the full stops at the end have been removed.) Draw an empty grid on the board and show students that they can connect squares up, down, right, left and diagonally (up or down).

Ask students to look at the START square and say which sentence/square should come next. In fact all three squares are possible. Students then work in pairs to make their story in the grid. Monitor and help as necessary.

Then put students into groups of four. Each pair reads the story they created to the other pair. The group decides which story they like best and why.

Students can continue the story in their groups, either with one student writing and the others contributing ideas, or in speech, taking turns to contribute a sentence.

Possible answers

- 1 I was driving to work when I heard a strange noise. It was coming from the engine of my car. I stopped my car and got out. Smoke was coming out of the back of the car. I didn't know what to do. Then I saw a man walking towards me. He shouted to me, 'Hey! Are you OK?' The man was smiling and holding out his hands. He looked very happy to see me. I was getting back into my car when he suddenly hugged me and said, 'Hello my friend!' I was very surprised and asked 'Who are you?'
- 2 I was driving to work when I saw a man by the side of the road. He was wearing a bright yellow jumper and he wasn't moving. I stopped my car and got out. A bicycle was lying in the grass. It didn't look broken. I walked toward the man and shouted 'Hey! Are you OK?' Then I noticed he was breathing. I wanted to see if he was hurt, so I was looking into his face when he sat up and said 'Who are you?' (Other variations are possible)

3A Present perfect or past simple

Photocopiable activity on p.208

You will need one sheet for each group of four students.

Divide students into groups of four. Hand out the sheets. Students look at the first set of experiences: Travel. Check students understand all of the ideas in the first set of experiences. Explain that they are going to find out about the life experiences of the students in their group using Have you ever ...? and follow-up questions in the past simple. Demonstrate the activity with your own true answers. Elicit a correct question from the first card: Have you ever visited New Zealand? Answer: Yes, I have, and tell the group to ask you more questions. Elicit possible followup questions and answer them, e.g. When did you go? What was it like? Tell students that when they ask the questions in their group, they should write the name of one student who answers yes on the line in each square. If more than one student answers yes, then the group should decide which was the most interesting or unusual experience.

Students take turns in their group to ask the other students about the travel experiences. Monitor and encourage students to ask follow-up questions. When the groups finish the travel experiences, take feedback as a class. Ask how many squares they filled as a group. The group that has filled the most squares with a name are the most experienced travellers.

Repeat the procedure with each set of experiences on the sheet.



▼ VARIATION

For a shorter activity, cut the sheets into four and give one section to each group. Follow the procedure above. Students report back to the class on their group's experiences and the experiences nobody in their group has had. Discuss these experiences as a class.

3B Present perfect with just, already and yet

Photocopiable activity on p.209

You will need one sheet for each group of three or four students, cut up to make two sets of cards.

Hand out the two sets of cards to each group. Students put the two sets of cards face down on the desk and spread out the cards into two groups.

Students need to match the sentences in bold (on the smaller cards) with a logical follow-up sentence (from the larger cards). Demonstrate by turning over two cards and reading them out to the class. Ask if the cards match or not. If the sentence on the larger card follows on logically from the sentence on the first card, this means that the cards match and the students can keep them. They can then turn over another small card to try and find another matching pair. If they don't match, the cards are turned over and placed face down again.

The winner is the student who finds the most matching sentences.



MO-CUT VARIATION

Hand out the sheets. Ask students to match the sentences on the left with the correct sentence on the right.

Answers

Can I borrow your car this evening? 4 Shall we make something for dinner? 9 Let's celebrate tonight! 15 Franco and Maria are planning their wedding. 11 I really want a new car. 12 He's very quick. 8 Are we going to eat soon? 6 I can't come out tonight. 5 Did you go to that new café? 10 Let's go for a walk. 13 You're late. 3 He's very sad today. 14 You're early. 7 We haven't got any money. 2 She's waiting for a phone call. 1 You don't need to email the bank. 16

4A Present continuous and going to

Photocopiable activity on p.210

You will need one sheet for each group of four students, cut up.

Explain to students that this is an acting activity: they will need to demonstrate the preparation for a future plan by miming the preparation for the activities written on the cards they will be given. Demonstrate by miming a future plan yourself, e.g. to elicit I'm going to watch a DVD, you could mime switching on the TV, looking at some DVD boxes, choosing one, opening the case, putting it in the DVD player/computer, sitting down and getting comfortable.

Put students into groups of four and hand out the sets of sentences A-D, one set to each student. Allow time for students to read the sentences on their card and think about how they will show the preparations. Remind students that the acting should stop before beginning the actual activity - the mimes are about a future plan, not an activity happening in the present.

Student A begins. The group must guess what he or she is going to do. During the guessing process, allow students to use the present continuous to describe what Student A is doing. You may wish to accept answers similar to the given sentence and without the exact future time on the card, e.g. I'm making a cake tomorrow for I'm cooking a special meal tonight.



VARIATION

Students think of other activities and act out their preparation for their group/class to guess what they are going to do.

4B will/won't/shall

Photocopiable activity on p.211

You will need one sheet for each group of four students, cut up.

Divide students into groups of four. Hand out the set of sentences and ask students to put them face down on the table. Demonstrate the activity by taking a card and reading it aloud e.g. I can't find my travel card; I have to leave in five minutes. Ask students to make you offers and suggestions using will, won't or shall e.g. I'll help you find out; Shall I look in the living room?

Students take it in turns to take a card and to read the sentence to the group. The group must respond orally with an offer, suggestion, promise or decision using will, won't or shall. Ask students to 'knock' on the table before giving a response. (If students cannot think of any ideas, they can try again with the next sentence.)

The student should choose which response they most like and 'award' the card to that student. The student who has collected the most cards by the end of the activity is the winner. Monitor and help as necessary. In feedback, elicit students' ideas for different offers, suggestions, promises and decisions.

5A must / have to / can

Photocopiable activity on p.212

You will need one worksheet for each student.

Hand out the sheets. Tell students to look at the signs and write down under each one what it means using have to, don't have to, must, mustn't, can or can't, e.g. You mustn't run.

When they have finished, ask the class for suggestions for where they would see each of the three sets of the signs – (set 1 = swimming pool, set 2 = museum, set 3 =railway station). Also elicit some ideas about other possible locations where some of the individual signs could be seen, such as on a coach or train, in a cinema or theatre.

In pairs, students then do a role play for each of the three locations (see below). Encourage them to swap roles so that both Student A and Student B have the opportunity to explain the rules and to listen and ask questions for each situation. The student who is listening should always try to ask at least two questions, e.g. Can I ... ? Do customers/ visitors have to ...?

- 1 Student A is the manager of the pool. Explain the rules to a new member of staff (B).
- Student A is a security guard at the museum. Explain the rules to a visitor (B).
- Student A is a member of the station staff. Explain the rules to a customer (B).

EXTRA ACTIVITY

Pairs think of a rule and draw a sign for it. They swap with another pair and guess what the sign means.

5B will and might for predictions

Photocopiable activity on p.213

You will need one sheet for each student.

Hand out the sheets. Tell students to work in pairs. Explain that the students are going to make predictions about their partner. Ask students to look at the first section: People and elicit predictions about you first. Say: Do you think I'll make some new friends next summer? Take predictions from the students. Encourage them to use full sentences when they speak and remind them of natural language, e.g. I think / I'm sure you'll ..., I don't think you'll ..., I think you might ..., You might not ..., etc. Tell students whether you agree with their predictions and why, e.g. I think I'll make some new friends next summer, because I'm going to ...

Students work in pairs, taking turns to predict their partner's answers and agree or disagree with their partner's predictions, giving reasons. Monitor and help as necessary.

In feedback, ask for any interesting information the students found out about their partner.



Students make predictions about themselves only and explain their answers to their partner. For a shorter activity, cut or fold the sheets so that each pair of students only looks at one section.



FAST FINISHERS

Ask students to write three new predictions about their partner for one topic on the sheet.

6A should / shouldn't; imperatives

Photocopiable activity on p.214

You will need one sheet for each pair.

Put students in pairs. Hand out the sheets. Explain that they are going to give advice about some problems. Ask students to read problem 1 and elicit advice using should, e.g. You should look for a job; shouldn't, e.g. You shouldn't listen to your brother; and an imperative, e.g. Tell your parents you are upset. Ask students to choose which is the most useful piece of advice from the suggestions made and say why.

Ask students to continue to read the other problems and make notes on the advice they would give using should/ shouldn't and imperatives. Monitor and help as necessary.

When students have finished, join two pairs of students together to make a group of four. Ask them to talk about the advice they would give. Ask them to decide on the best piece of advice from their suggestions.

In feedback, ask students to share their best piece of advice for each problem. Correct any language errors. Ask the class to vote on which group has the best advice.



Students work in pairs and choose five problems to role play. They make notes on advice they can give using should/ shouldn't or an imperative.

6B Uses of to + infinitive

Photocopiable activity on p.215

You will need one sheet for each pair.

Put students in pairs. Hand out the sheets. Ask students to read the sentence beginnings and talk about their ideas on how to complete the sentence. Demonstrate this by reading the first sentence (At work, it's important to ...) and eliciting some possible ideas for how to complete it, e.g. not be late, listen to your manager, work hard, be friendly, etc. Ask the class to choose the best idea from their suggestions and write this on the board in a shape.

Students continue to discuss the sentences in pairs and agree on an ending for each one which they write in one of the shapes at the bottom of the worksheet. Monitor and help as necessary. When students have finished, ask pairs to swap sheets and try to guess which shape/answer goes with which sentence. Pairs then work together to check answers and to confirm their completed sentences.

In feedback, elicit an example ending for each sentence and correct any errors.

7A Comparatives and superlatives

Photocopiable activity on p.216

You will need one sheet for each pair.

Hand out the sheets. Students look at the ten topics and use the words in the boxes to write two opinion sentences on each topic – students must agree on the opinion. One sentence should use a comparative structure and one should use a superlative structure. Demonstrate this by eliciting ideas for the first item (animals), e.g. Dogs are friendlier than cats; Snakes are the most dangerous animal. Set a time limit. Monitor and help as necessary. Put two pairs together. The pairs swap sheets and talk about the different opinions. In feedback, elicit students' ideas and opinions about the things in the different categories.

W VARIATIONS

- 1 Groups write gapped sentences where the comparative or superlative structure is NOT included. Groups then swap gapped sentences and try to complete the other group's sentences with the correct comparative and superlative structures. This alternative could also be done orally.
- Students work in pairs and complete the sentences. Then they swap worksheets with another pair and explain the reasons for their different opinions.

7B used to / didn't use to

Photocopiable activity on p.217

You will need one sheet for each pair.

Put students into two groups: A and B. Hand out picture A to Group A, and picture B to Group B. Explain to students that they have two similar pictures. Picture A shows what a man's life used to be like in the past. Picture B shows the same man today. Elicit a sentence from Group A about the man using used to and elicit that he doesn't. e.g. He used to eat a lot of pizza. Then ask Group B if the man eats pizza

Group A work together to write positive and negative sentences, e.g. He used to have a pet (bird). He didn't use to read books. about their picture. Group B students work together to write questions about what the man used to / didn't use to do in the past - e.g. Did he use to drink water? Did he use to listen to music a lot? – using their picture. Monitor and help as necessary. Encourage students to ask you for vocabulary or use their dictionary.

Put students into pairs: A and B. Students say the sentences/questions from their group and find the differences between the two pictures. Students must not show their pictures to each other. Set a time limit and then allow students to look at each other's pictures.

In feedback, elicit the differences that students found and correct any language errors.



W VARIATION

Put students in pairs: A and B. Give the pair both pictures and ask them to write sentences with used to describing the differences between the pictures.

8A The passive: present and past simple

Photocopiable activity on p.218

Put students into pairs. Hand out sheets. Explain that students are going to read some amazing facts. They have to guess what the missing number is in each sentence and complete the gap with the correct passive form of the verb given in brackets. If necessary, read the first sentence with the class and elicit ideas for the number of tigers (5,000) and also elicit the passive form of the verb (are kept). Students work on their own to complete the sheet. Monitor and help as necessary. When they have finished, put students in pairs to compare their ideas and answers.

In feedback, check the passive answers and correct any errors. Then confirm the missing numbers. Award one point to the pair whose numerical answer is closest to the correct answer. The pair with the most points wins.



♥ VARIATION

Write the missing numbers on the board, so students can choose which numbers are missing from the worksheet.

Answers

1 are kept, 5,000 2 were born, 60 3 was told, 102 4 was saved, 3 5 309, were sold 6 75, are served 7 10. was discovered 8 50. was folded 9 149 were scored

8B Present perfect with for and since

Photocopiable activity on p.219

You will need one sheet for each pair.

Copy the shapes onto the board. In the shapes, write time references/numbers, e.g. last summer, ten years, two weeks, December 2012, etc. Write an example sentence beginning on the board, e.g. I've lived in my house for ... Explain the sentence is a true statement about your life and ask students to choose an appropriate sentence ending. Elicit whether a time period (e.g. ten years) or a specific time (e.g. last summer) is correct with for (time period). Then ask students to guess which is the correct time/ending (I've lived in my house for ten years).

Students work in pairs. Hand out the sheets. Ask students to write eight true sentence beginnings in the present perfect with for and since, using the ideas in the box at the top of the page to help them. Students should write the sentence endings (i.e. time periods or specific times) in the shapes at the bottom of the worksheet.

Students then show their sentences and times to their partner. The partner should guess which sentence the times go with, e.g. You've had your mobile since last summer. Monitor and help as necessary. In feedback, elicit sentences from different pairs/groups.

9A First conditional

Photocopiable activity on p.220

You will need one worksheet for each pair, cut up to make two sets of cards.

In pairs, students place all the cards face down in front of them and take turns to turn over two cards.

If the two cards make a correct sentence containing an ifclause (relating to a possible future situation) and a main clause (relating to result), the student keeps the cards. If not, the student turns them back over.

The winner is the person with the most cards when all the pairs are matched.



♥ VARIATION

Make one copy of the worksheet for each pair of students. Fold the worksheet in half so that only the if-clauses are face up. Students work in pairs to complete each sentence with a result clause. When they have finished, they compare their sentences with the ones on the other side of the folded worksheet.

Answers

If I study hard, I'll pass my exams.

If she doesn't get a good mark, she won't be very happy.

If you don't take an umbrella, you might get wet.

If we stay up until the end of the film, you'll be tired at work tomorrow.

If I go to Paris, I might visit the Eiffel Tower.

If my friends go on holiday without me, I'll be lonely.

If the company does well, everyone will get a pay rise.

If the baby is a girl, they're going to call her 'Ruby'.

If he passes his driving test, he's going to buy a car.

If the tickets are still available, I'll get one for you.

If she has enough time, she'll come to visit us.

If I don't get to the concert early, I won't get a seat.

9B Verb patterns

Photocopiable activity on p.221

You will need enough copies of the worksheet to give at least one question strip to each student. In larger classes, more than one student may have the same question.

Give students one question each and explain that for this activity, they have to move round the class talking to as many other students as possible and asking them the question on their piece of paper. Before you start, you may want to model a question and answer to remind students that some verbs are followed by the -ing form and some by the infinitive with to, e.g. What's something you always avoid doing? I always avoid doing the washing up. What's something you often forget to do? I often forget to buy more toothpaste. Students do the activity, making notes of the responses in their notebooks.

When they have finished, put them into groups and ask them to compare their funniest or most interesting responses.



♥ VARIATION

In larger classes (or where mingling is difficult), students could work in pairs or small groups, taking turns to ask and answer the questions.

10A Second conditional

Photocopiable activity on p.222

You will need one sheet for each student.

Hand out the sheets. Write the first if-clause on the board and complete the sentence with your own idea, e.g. If I won a holiday for four in the Caribbean, I would take my family with me. Elicit other alternative possible ways to complete the sentence from the students. Ask students to read the 15 if-clauses and deal with any unknown vocabulary. Then, tell them to work alone and complete the sentences with their own ideas.

When students have completed the sheet, tell them they are going to find another student who would do the same thing as them for each item on the sheet. Tell students they cannot read each other's sheets, they must ask questions. Elicit the question for the first item (What would you do if you won a holiday for four in the Caribbean?). Ask students to mingle with the class and ask each other the questions. They should write down the names of other students who have completed each sentence with the same idea. The words do not have to be exactly the same.

Allow enough time for the majority of students to mingle and complete their sheets as far as possible. Monitor and help as necessary.

Take feedback from the class on whose answers were the most similar and anything surprising that they heard.



VARIATION

Students work in pairs. Together they think of three different ways to complete each sentence and write these as options A, B, C. Students work in new pairs and read out their sheet as a quiz for their new partner who has to choose which option he/she would take.

10B Quantifiers; too / not enough

Photocopiable activity on p.223

You will need one sheet for each pair.

Explain that students have to think of reasons (excuses) why they can't, won't or couldn't do the things on the worksheet using too and enough. They have to think up the best excuses they can for each problem. Provide an example if necessary, or elicit an example from a student, e.g. I can't go on holiday with my friends because they are too disorganised. Set a time limit (five to ten minutes) for students to complete the reasons/excuses in pairs.

Ask each pair in turn to read out their reason/excuse for the first thing they can't do and award points. Then go on to the second one, and so on. Award one point for accurate language and two points for the best excuse in each case. This can be the most creative excuse or the funniest excuse. Students must use the words too or enough somewhere in their excuse.

You could award the points for the best excuse based on a class vote.

11A Defining relative clauses

Photocopiable activity on p.224

You will need one sheet for each pair, cut in half.

Hand out the sheets. Ask students what this game is called in their own language, then ask if they know the English word. If not, introduce crossword, and ask the class questions to find out how many students do crosswords in their own language. Explain that students each have half of the same crossword. They must take it in turns to explain the words on their crossword to their partner, and ask their partner to explain words in order to complete the empty rows on their own crossword. Check that students know how to ask which word they want their partner to explain: teach or elicit the questions:

What's one down? What's two across?

Students should describe the words using: It's a place where ...; It's a person who ...; It's a thing which/that ... They can give further help or information if their partner does not understand.

Monitor and help as necessary. When students have completed their crosswords, ask them to compare crosswords to check spelling and any missing words. Go over any errors with the class.



VARIATION

For classes that need more support, put students into pairs and ask them to look at the half-completed crosswords. Students work together to write simple definitions for the answers. The definitions should include relative pronouns.

11B Articles

Photocopiable activity on p.225

You will need one sheet for each pair or group of three or four students, cut up into sentence strips.

Explain to students that they need to work together to put the strips into the correct order to tell the true story of Aron Ralston, whose adventure was made into a film. Monitor and assist with any vocabulary questions.

When they have finished, students take turns to retell the story from memory. Monitor and correct any mistakes with articles.

VOCABULARY SUPPORT

canyon: a large valley with very steep sides and usually a river flowing along the bottom

12A Past perfect

Photocopiable activity on p.226

You will need one sheet for each pair of students.

Don't hand out the sheets immediately. The aim of the activity is for students to use the past perfect to come up with explanations for the situations described on the sheet. Write the first sentence on the board: I tried to switch on the lights, but nothing happened. Ask students: Why do you think I couldn't switch on the lights? Elicit possible explanations - e.g. I hadn't paid the electricity bill - and write them on the board, paying particular attention to accuracy with past perfect. Say: What if this were a sentence in a novel or a film? Encourage more imaginative explanations, e.g. Somebody had broken all the

light bulbs. If students need more support, write a few ideas yourself, e.g.

There had been a huge storm. A tree had fallen on the power lines. Aliens had attacked the Earth. They were taking the power into their ship. Ask students to vote for the most realistic explanation and the most imaginative one by raising their hands

Ask students to work in pairs. Hand out a sheet to each pair. Explain that students should write two explanations for each situation, a realistic explanation under FACT and an imaginative explanation under FICTION. For each situation one pair in the class will get a point for the most realistic explanation in the class, and one for the most imaginative. Monitor the class as they write and help with vocabulary. Encourage fast finishers to add more details to their explanations.

When students have completed the writing, read out the second sentence on the sheet. Each pair of students should tell you their FACT explanation first. If you wish, you can award all grammatically correct explanations a point. Correct any errors with tenses as students read out their explanations. Take a class vote for the most sensible explanation and award the pair a point. Then move on to the FICTION explanations and take a vote for the most imaginative one. The pair with the most points at the end is the winner.



With very large classes divide the students into groups of four or five pairs for the voting stage. Choose one student in each group to read the situations from the sheet and to conduct the vote. Monitor use of tenses closely during this stage.

12B Reported speech

Photocopiable activity on p.227

You will need one sheet for each group.

Put students into groups of three: A, B and C. Hand out the correct part of the worksheet to each student and ask them not to show each other their worksheets. Explain that each group has to deliver a message from Student A to Student B, then from Student B to Student C, and then finally from Student C to Student A. Then ask all the Student As to go to one part of the classroom, Student Bs to another, and Student Cs to another.

Stand with the Student As and demonstrate the activity by going to a Student B and saying a sentence, e.g. I like chocolate. Then return to the Student As. Ask Student B to think about the sentence and change it into reported speech, e.g. He/She said (that) he/she liked chocolate. Then Student B goes to Student C and says the sentence. Student B returns to his/her group. Student C changes the sentence back into direct speech (I like chocolate) and writes the sentence at the bottom of his/her sheet. Explain that the sentences will be checked at the end of the activity.

Check students understand the procedure and allow students to refer to Grammar Focus on page 165 of the Student's Book, if necessary. Then Student A begins and 'delivers' the four messages. When the four messages have been delivered, it is Student B's turn to deliver the messages to C, then C finally writes the sentence on his/her worksheet. When these four messages have been delivered, it is Student B's turn to deliver the original messages and so on.

Monitor and help as necessary. At the end of the activity, ask students to go back to their original group. They should then check that their sentences match. The group with the most accurate reporting wins. Go over any errors with the



EXTRA ACTIVITY

Students write their own statements in direct speech and pass the sentences to another group to report the sentence in reported speech.

VOCABULARY

1A Common adjectives

Photocopiable activity on p.228

You will need one sheet for each student.

For Activity A, give students a time limit, e.g. two minutes, to revise the adjectives in the Vocabulary Focus and then another one minute to write down all they can remember. In feedback, elicit the adjectives and ask students to spell the words or to write them on the board. The student who remembered the most and spelt them correctly is the winner.

For Activity B, divide the class into two groups: A and B. Ask students to work with someone from the same group and explain that they have to imagine that they have visited these places and write their opinion of them. e.g, The food at Valentino's cafe is delicious; The service is awful. Tell students to include sentences that are positive and negative, and elicit a few examples, e.g. The rooms at the Carlton hotel are lovely; The manager is a bit strange; The adventure park is a bit silly, but OK for small children. Monitor and help as necessary.

For Activity C, divide the class into pairs: Student A and Student B. Tell students they are going to compare their experiences of visiting the two towns Greenwood and Lakeville. Students talk about their towns and decide which one is the best / most interesting place to spend time in.



EXTRA ACTIVITIES

- 1 Ask students to write a short report about the town using their notes. Encourage them to use headings such as food, accommodation, shopping, culture and entertainment.
- 2 Ask students to look up facilities, e.g. hotels or restaurants, in their home town or another, bigger town or city in the area on review-based websites. Encourage students to make notes on what they can understand and to use their dictionaries. Students then write a short report or talk about the facilities in the next lesson.

1B Adverbs

Photocopiable activity on p.229

You will need one sheet for each student.

For Activity A, write a pair of example sentences on the board, e.g.

Tom absolutely loves his job. Tom is fairly happy with his job.

Ask students to say if the meaning is the same or different. Elicit that the meaning is different and ask students which words in the sentences helped them to work this out. Underline the adverbs absolutely and fairly on the board.

Students work individually on the eight sentence pairs and compare their answers with a partner at the end. Monitor and help as necessary. Check answers with the class.

Answers

1D 2D 3D 4S 5S 6D 7S 8D

For Activity B, read through the topics and sentence beginnings with students, then tell them how you would complete the first sentence. This activity is fairly open, so encourage students to ask you for any vocabulary they may need or to use a dictionary.

For Activity C, ask students to mingle with the class and compare their answers. Make sure they understand that they should write the names of students who have similar answers to their own in the last column. Have a final feedback where students can tell the class something true about several students, e.g. Christophe, Marianne and I absolutely love chocolate.

2A Tourism

Photocopiable activity on p.230

You will need one sheet for each student.

Before students start Activity A, make it clear that the items in the list could belong to them or to other people who live in their home. Then give students a minute or two to go through the list of items, underlining those that they have at home, before comparing their answers in small groups. Get feedback from the class and deal with any pronunciation problems.

For Activity B, tell students to read all the phrases before they choose their answers since there is only one correct answer when all nine verbs are used. Check answers with the class.

Answers

pack your luggage get a visa do some sightseeing decide where you are going to stay book your accommodation buy souvenirs unpack your suitcase when you arrive check in to your hotel exchange some money

For Activity C, ask students to work in pairs and agree on the order they would do these things. There is more than one possible order.

Suggested answers

- 1 decide where you are going to stay 2 get a visa
- 3 book your accommodation 4 exchange some money
- 5 pack your luggage 6 check in to your hotel
- 7 unpack your suitcase when you arrive 8 do some sightseeing
- 9 buy souvenirs

Finally, for D tell students to compare their answers for C with a different partner. Can they agree on an overall best or most logical order for the activities? If not, which are the items they have different opinions about? Get feedback from the class.

2B Travel collocations

Photocopiable activity on p.231

You will need one sheet for each student.

Begin Activity A by explaining that students should decide whether the words and phrases in the box are mainly connected with cars, planes or both. Some words can go in different columns, so ask students to justify their answers. Monitor and help as necessary. After students have compared in groups, get feedback from the class.

Suggested answers

Cars: hitchhike, give somebody a lift, get lost, traffic jam, set off **Planes:** turbulence, land, miss, take off, board, a long queue, a strike

Cars or planes: break down, a long delay, there's something wrong with the engine, crash

For Activity B, use the example to encourage students to use the target vocabulary and include any further information. Monitor the activity to check for accuracy, and then conduct a short feedback on the different reasons.

You can set this up as a competition. Students take it in turns to read their reasons, but they cannot repeat a reason already provided by their partner. The first student to run out of reasons is the loser.

3A make, do, give collocations

Photocopiable activity on p.232

You will need one sheet for each student.

Activity A can be done as a race, either in pairs or individually. Draw arrows on the board to help you explain to students that the nine phrases with *make*, *do* and *give* can run in any direction. The verbs are in bold to make the phrases easier to find. Allow students to call out when they have finished, but encourage the rest of the class to carry on until they have found the phrases. Check answers with the class.

Answers

do well at something, make a joke, make someone smile, give someone a hug, do something nice for someone, give someone a tip, give something away, make a friend, give someone directions, do volunteer work

For Activity B, divide the class into pairs and clarify that in the first six sentences, students should use the phrases in A, but that they can use their own ideas for 7–12. Elicit some ideas for sentence 7, e.g. *I gave the little boy a hug because he looked sad / he had been so good / he was so sweet*, etc. before students begin the activity. Monitor and help as necessary, particularly with 7–12.

Suggested answers

- 1 made a joke.
- 2 gave him a (big) tip.
- 3 gave it away (to a friend).
- 4 gave her a hug/made a joke/made her smile.
- 5 didn't do (very) well (at it).
- 6 gave him directions.
- 7 fell over / looked unhappy / was crying.
- 8 I didn't need it / it was old / I don't play tennis any more.
- 9 lived next door / is good fun.
- 10 has a lot of free time / hasn't got a job / is very kind.
- 11 I was happy then / my life is very different now.
- 12 she's not very well / she's always very kind to us / it's her birthday.

For Activity C, give students a few minutes to compare their answers to B with their partner and then ask for volunteers to read out their most interesting answers. Give feedback on any errors you noted during the monitoring, especially with the forms of the phrases.

3B Money

Photocopiable activity on p.233

You will need one sheet for each student.

You can set Activity A up as a competition by setting a time limit, e.g. five minutes, or by having a race to see which pair can finish the quiz first. Depending on your group, you might want to remind students of how to work out percentages - i.e. divide the number by 100 and then multiply it be the percentage you want to find.

Answers

- 1 £136
- 2 £1,800, four and a half months
- 3 £44 on food, £26 on wine, £70 in total
- 4 just under nine months
- 5 £27
- 6 Not quite. The cost of the car is £1530.

Before you begin Activity B, elicit some examples of words related to money from the class, e.g. sales, cost, loan, to make sure they understand what they are looking for. Ask students to underline the word/phrase the first time it appears only. Check answers with the class.

Answers

the sales, cost, (get) a loan, borrow, lend, owe, pay (them) back, bought, euros, special offer, price, spend (on something), save (up), discount, bank account, cash, (can) afford.

Students can complete the adverts in Activity C individually or in pairs. Check answers with the class.

Answers

1 saving 2 offers 3 account 4 lend 5 cash 6 discount 7 afford 8 borrow 9 loan 10 back 11 special 12 save

4A Clothes and appearance

Photocopiable activity on p.234

You will need one worksheet for each student.

For Activity A, students work on their own to complete the table with the clothes words. Give students five minutes for this exercise and monitor the activity. Help with spelling as necessary.

Answers

Feet: boots, high heels, socks, flat shoes, trainers, sandals **Body**: shorts, raincoat, jumper, top, tracksuit, sweatshirt

Jewellery: necklace, earrings, bracelet **Accessories**: belt, handbag, scarf, gloves, tie

Make sure students read their answers aloud to each other for Activity B in order to check their pronunciation of difficult words, especially *bracelet*, *necklace*, *gloves*, *sweatshirt*. Check answers with the class by drawing the table on the board and asking students to come up and complete it. This will allow you to check spelling and check that students are pronouncing the items correctly at the same time. Drill the words as necessary.

For Activity C, set a time limit of five minutes. Students identify examples of clothing describing their colour /

what they are made of and/or by naming the person who is wearing it/them. Students should only have one example of each item. Monitor and help as necessary.

Begin Activity D by bringing the class together to demonstrate how to play the game. Elicit some examples of descriptions from the whole class before leaving students to continue playing in groups. Monitor and make notes of any mistakes to correct with the class. Check the scores and declare a winner for each group.

4B Adjectives: places

Photocopiable activity on p.235

You will need one sheet for each pair, cut in half.

Ask students what this game is called in their own language, then ask if they know the English word. If not, introduce crossword, and see how many students do them in their own language. Explain that students each have half of the same crossword. They must take it in turns to explain the words on their crossword to their partner and to ask their partner to explain words in order to complete the empty rows on their own crossword. Check that students know how to ask which word they want their partner to explain and teach or elicit the questions: What's one down? What's two across?

Students should describe the words using:

What's the opposite of ...?

It's a word that means (the same as) ...

Write crowded (1 across) and noisy (1 down) on the board and elicit possible definitions, (e.g. It's a word that means there are lots of people; The opposite of quiet). Monitor and help as necessary. Check answers with the class.

Answers

Across

- 4 crowded
- 5 magnificent
- 9 huge
- 11 ordinary
- 12 modern
- 13 tiny
- 14 ugly

Down

- 1 noisy
- 2 indoor
- 3 high 6 ancient
- 7 narrow
- 8 peaceful
- 10 pretty

5A Work

Photocopiable activity on p.236

You will need one sheet for each student.

In Activity A, the verbs are in bold to make the phrases easier to find. Students complete the activity individually, then compare with a partner before you check the answers with the class.

Answers

need several years' training, deal with people every day, have a lot of skills, work in a team, deal with serious problems, work long hours, work at weekends, make important decisions, need good qualifications, have a nice working environment, need a university degree, be self-employed

For Activity B, let students choose their jobs or you could assign certain jobs to the class. Give students five minutes to write their sentences; encourage them to include both positive and negative sentences.

Finally, for Activity C, put the students into small groups. They take turns to read their sentences to the group, who tries to guess the job. If the group can't guess the right answer, the student who wrote the sentences must try to give more information.

♥ VARIATION

Think of another job. Write a short text using phrases in A to describe it, but ask students not to write the name of the job in the text. Students then swap their texts with other students and guess the jobs.

Suggested answers

The people who do this job usually need a university degree and they have a lot of skills. They often work long hours and they deal with people every day. They sometimes have to make important decisions. For example, they decide if students pass or fail a test.

5B Jobs

Photocopiable activity on p.237

You will need one sheet for each student.

For Activity A, write the example sentences on the board and tell the class that one job is hidden in each sentence. Underline *driver* in the first sentence, then give students time to find farmer in the second. (Note: driver and farmer are not taught in this unit.) Students can work individually or in pairs to find the remaining eight jobs. Check answers with the class.

```
actor 2 carer 3 musician 4 IT worker
5 builder 6 vet 7 journalist 8 postman
```

Students continue to work on their own in Activity B and decide where to put the words in each category. Give students time to write the jobs on the lines. Monitor and help as necessary.

For Activity C, divide the class into small groups to compare their answers. Encourage students to explain and justify their answers. Monitor and make notes on good use of language and any problems.

For the last activity, tell students to add another job to each line, and then compare again in groups. They can select jobs from other categories or any other jobs that they know. Get feedback from the class and point out good uses of language.

6A Verbs with dependent prepositions

Photocopiable activity on p.238

You will need one sheet cut in half, the board game on page 202 and a dice for each pair of students. Divide the class into pairs and give them the cut-up sheet, the board game and the dice. Don't let students look at each other's sheets at this stage. Tell them to look at the first sentence only and think about the verbs and the dependent prepositions for a few seconds. Then, they turn their paper over. Explain to them the rules of the game: during the game, they can't look at all their questions at once. They

turn their paper over when it is their turn to play. Students take turns to throw the dice and move to the relevant square. They read out a completed sentence to their partner who checks if it's correct by looking at the answer key on their own sheet. If it's correct, they move forward two squares. If it's wrong, they move back two squares. If they land on 'Go' on four squares or 'Go back' four squares, they obey the instruction. The winner is the person to get to the 'Finish' square first. Monitor and note any mistakes to correct with the class afterwards.

6B -ed/-ing adjectives

Photocopiable activity on p.239

You will need one sheet for each student.

For Activity A, give students a time limit (e.g. five minutes) and ask them to work individually. Remind students that two sentences are correct. Students then compare their answers by spelling the words aloud to each other. Check answers with the class.

Answers

- 1 surprised
- 2 disappointed
- 3 amazed
- 4 excited
- 6 shocked
- 8 embarrassed
- 9 annoying
- 10 frightening

The crossword in Activity B is different from standard crosswords in two ways. Firstly, the number of squares at the end of the words is not specified, so students have to decide whether to use an *-ed* or an *-ing* ending. Complete clue 1 with the class as an example to demonstrate this. Secondly, on finishing the crossword accurately, students will find another *-ed/-ing* adjective in the vertical grey squares.

With some classes you may need to point out the difference between *How do you feel?* (e.g. *tired, surprised,* etc.) and *How does it feel?* (e.g. *tiring, surprising,* etc.) in the clues.

Monitor and help as necessary.

Answers 1 tired 2 annoying 3 excited 4 frightened 5 embarrassed 6 relaxed 7 confused 8 disappointing 9 shocked 10 amazed word: interested

Demonstrate Activity C by reading a random clue and asking a student to provide the appropriate adjective, ending in *-ed* or *-ing*. Monitor and help as necessary.

7A Life events with get

Photocopiable activity on p.240

You will need one sheet for each student.

Complete the first sentence in Activity A together by eliciting the correct answer (to get a job) from the group, then give students time to finish completing the statements on their own. Students can compare with a partner before you check answers with the class.

Answers

```
1 a job 2 paid 3 divorced 4 rich
5 in touch 6 ill 7 a place 8 on well
9 to know 10 better 11 old 12 together
```

For Activity B, ask students to briefly discuss the first statement in pairs, then ask the class whether they agree or not and why. This exercise is quite open, and students will need time to think about what to say for the rest of the statements. Monitor and make sure that students are not writing too much. Be prepared to help them with any language they require.

Groups will spend different amounts of time on each statement in Activity C, so monitor carefully. If one group finishes quickly, put these students into different groups who are still continuing their discussion. Monitor and make notes of any mistakes to correct with the class.

Get feedback on the topics which students found interesting and correct language use.

7B Health and fitness collocations

Photocopiable activity on p.241

You will need one sheet for each student.

The wordsearch in Activity A can be done individually or in pairs. Explain that there are nine items relating to health and fitness to be found and that the words can run horizontally, vertically or diagnonally. When most students have finished, check answers with the class and check pronunciation.

Answers

			_					_				
S	0	Н	0	-	S	Υ	0	Н	J	В	D	Ν
G	V	Α	Υ	٧	N	М	I	Α	R	S	0	Р
Υ	0	Ε	R	G	L	S	0	Х	S	Α	0	R
Α	V	В	J	Н	0	R	н	K	Ε	I	Р	Α
L	Е	М	Ε	Е	В	0	W	Α	Е	S	N	K
L	R	Ι	N	Α	J	В	N	0	P	R	М	Ε
Ε	W	Ε	D	L	Χ	В	Α	Α	-	Е	R	F
R	Е	G	Е	Т	F	1	Т	0	D	G	Н	S
G	1	W	Α	Н	I	S	Υ	Н	Ε	I	N	U
Υ	G	1	G	Υ	S	0	G	٧	S	Z	Е	G
Z	Н	Р	U	Т	0	N	w	Е	1	G	Н	Т
0	Т	L	ı	G	Τ	٧	Ε	U	Р	F	0	Р
Н	L	0	S	Ε	W	Е	1	G	Н	Т	0	Α

For Activity B, start by asking students to quickly read through the articles, so that they understand what kind of text it is (short case studies and advice). Complete the first gap together, then let students work individually on the remaining gaps before they compare in pairs. Check answers with the class.

Answers

```
1 overweight 2 lose 3 in shape 4 on a diet 5 healthy
6 fit 7 smoker 8 give up 9 allergies 10 put on
```

Give students a few minutes to read the articles again and decide whether they agree with the advice, or have any other ideas to add. Then divide the class into small groups for the discussion in Activity C. Monitor and make notes of any mistakes to correct with the class. You could open up the discussion to the whole class if students have a lot to say.

8A Art and music

Photocopiable activity on p.242

You will need one sheet for each student.

For Activity A, Students complete the crossword while you monitor and help as necessary. Check answers with the class.

Answers

Across

2 novel 5 written 8 painted 12 classical 13 architecture 14 designed 15 photograph

Down

1 series 3 sculpture 4 directed 6 performed 7 painting 8 play 9 album 10 based 11 poem

In Activity B, students revise the vocabulary from the crossword. Divide the class into new pairs. Students cover the crossword. Then Student A reads out the first clue across for Student B to answer. Student B then reads the first clue down for Student A to answer, and so on.

© VARIATION					
Write the prompts on the board and ask students to work in pairs and complete the sentences with their own examples.					
was painted by					
was written by					
was directed by					
was designed by					
is a new album by					
is a new TV series.					
Students then tell other members of the class what they have written or you could make it into a mini quiz where students leave gaps for the class to complete, e.g.					
Sunflowers was painted by					

8B Sports and activities

Photocopiable activity on p.243

You will need one sheet for each student.

For Activity A, move round the class and help students who are having difficulty remembering the words, e.g. you could tell them the first letter of the word. When students have completed the table, they can compare with another pair before you check the answers with the whole class. Check answers and pronunciation with the class.

Answers

in/on the sea: surfing, scuba diving, windsurfing on land: golf, rock climbing, skateboarding, jogging, athletics, (volleyball)

on snow/ice: snowboarding, ice hockey, ice skating usually indoors: volleyball, gymnastics, yoga, squash, (athletics)

Activity B can be done individually or in pairs. If students work in pairs, put students in new pairs for C.

Answers

1 jogging (skateboarding) 2 volleyball 3 yoga 4 scuba diving 5 squash 6 rock climbing 7 ice hockey or volleyball (NB: ice hockey has a large number of replacement players, but only six on the ice at any one time.) 8 snowboarding, surfing, skateboarding 9 golf

10 gymnastics, ice skating (windsurfing)

When they do Activity C, make sure students read out their answers rather than just look at each other's worksheets. Elicit answers from the class at the end and discuss any differences.

9A Education collocations

Photocopiable activity on p.244

You will need one sheet for each student.

For Activity A, make sure students understand that there are some words/phrases in the wordsnake which are not related to education (e.g. *healthy*). To make this more challenging, you could make it a race to see who is first to finish. Students work individually and then compare in pairs. Get feedback from the class and check pronunciation.

Answers

engineering, essay, fail, marks, medicine, degree, art, revise, take notes, education, law, psychology

The answers to Activity B are words and phrases students encountered in A, except for *handed (in)*, *get (into)* and *business management*. Monitor and help where necessary, especially with the three phrases not in A. Students can compare in pairs before you check answers with the class.

Answers

failed, essay, revising, marks, notes, handed, get, degree, business management, law, medicine

For Activity C, start with the first sentence and ask students to ask you the question, e.g. *Have you ever failed an exam or a test?* If necessary, elicit one or two more questions until you are confident students know what to do. When students find someone for whom the statement is true, they write the name. Find out who has the most names on their questionnaire, and finish with feedback on the answers and students' language use.

9B Verbs followed by to + infinitive / verb + -ing

Photocopiable activity on p.245

You will need one sheet for each pair, cut up and the cards kept separate.

Hand out a verb table and a set of cards to each pair of students. For Activity A, ask students to correct the verb table. Check answers with the class. Draw attention to *like* which can be followed by verb + -ing and to + infinitive.

Answers

Verb + -ing	to + infinitive
avoid imagine like miss recommend regret	agree arrange like forget manage promise refuse

For Activity B, demonstrate what students have to do with one pair/group. Give each pair/group a set of cards and place them face down on a desk. Explain that the beginnings of the sentences with the verbs are on smaller cards and the endings are on larger cards, and students must find the correct sentence endings for the verb cards – both the meanings and forms must be correct. If they win, they keep the cards. It's important that students put any

non-matching cards back in the same position. Monitor and help as necessary.

In feedback, ask students to read out the complete sentences and correct any errors.

This game can also be used as a revision activity later in the course.



EXTRA ACTIVITY

Divide the class into small groups and tell students to put all the verb cards face down in a pile on the table. (They do not need the sentence endings any more.) The first student in each group takes a verb card from the pile and has twenty seconds to complete the sentence in their own words. If the group is not sure whether the sentence is correct or not, they can ask you. Continue until all the cards have been used up.

10A Multi-word verbs

Photocopiable activity on p.246

You will need one sheet for each student.

Demonstrate Activity A by writing the example sentence on the board and eliciting which two of the possible endings are correct. Let students complete the remaining sentences individually, then they can compare in pairs before you check the answers with the class.

Answers

- 1 the watch 2 my suit 3 the discussion 4 the telephone
- 5 her hair 6 the marriage 7 at the restaurant 8 ill

For Activity B, you could begin by writing the example question on the board and asking what the situation might be (studying). Then ask students for a possible reply, e.g. Because I need the qualifications. Students can then work on their own or in pairs. Monitor and help as necessary. While you monitor, remember that students need to write replies that contextualise the exchanges in C.

Suggested answers

- 1 (a party) nobody could come on Saturday
- 2 (the cinema) I had a headache / it was very late
- 3 (homework) I was very busy yesterday / I forgot about it
- 4 (a classmate) I want to see her / she's going to help me with my homework
- 5 (a cat) I'm going on holiday / I don't like cats
- (a game) it looked fun / I was bored
- (a couple) they were unhappy / she met someone else
- 8 (a job/promotion)I wanted more money / I didn't like the new boss

Divide the class into new pairs. For Activity C, start by eliciting some replies at random from different students, and see if the class can pick the question they match with. The students continue in pairs, reading out their answers to Activity B in random order for their partner to match with the correct questions.

Activity D gives students the opportunity to practise the conversations. Monitor and help as necessary.

10B Noun formation

Photocopiable activity on p.247

You will need one sheet for each student.

Students can complete the wordsearch in Activity A individually or in pairs. When most students have finished, check answers with the class and check pronunciation.

Answers

R	Е	G	R	Е	Т	U	N	F
Т	Q	F	0	Х	С	1	0	D
Е	U	Ε	Υ	Р	Α	Т	D	Е
N	Е	Т	K	L	R	Α	Е	S
J	U	F	Р	Α	L	Е	L	С
0	Е	М	L	1	Χ	S	1	R
Υ	0	K	Е	N	N	Е	٧	1
С	Ε	D	Ε	С	1	D	Ε	В
С	Н	0	0	S	Е	В	R	Ε

For Activity B, students have to transform the verbs from A into nouns to complete the sentences. Check pronunciation, especially word stress, when you go over the answers with the class.

Answers

1 explanation 2 decision 3 complaint 4 description 5 queue 6 delivery 7 choice 8 enjoyment

Before students work in pairs for Activity C, do some examples with the class using different students. The aim is to practise the verbs and nouns, but also to deliver the questions and answers fluently and naturally. If necessary, ask students to repeat the sentences until they use the correct rhythm. Monitor and help as necessary.



VARIATION

Ask one student in each pair to read the questions, while the other responds - without looking at the worksheet.

11A Compound nouns

Photocopiable activity on p.248

You will need one sheet for each group of three or four students, cut up.

Demonstrate the activity with one group. Ask students to pick out OFFICE / SCIENCE as the first domino and put it on the desk. Then ask students to take four dominoes each and leave the rest face down. The first player must try to complete the compound beginning with SCIENCE with one of their own dominoes (the first word of the two on their domino). If they can complete the compound, they place the domino next to the first one and get a point. If they cannot, they miss a turn, but take one of the dominoes from the remaining pack. The next player then tries to complete that compound, and so on.

Monitor to make sure the dominoes are correct. When the groups have finished, ask one group to call out their sequence, so that the class can check their answers.

This game can also be used as a revision activity later in the course.

11B Adverbials: luck and chance

Photocopiable activity on p.249

You will need one sheet for each student.

Demonstrate Activity A by writing example sentences on the board, e.g.

Unfortunately, I didn't see him.

Luckily. I didn't see him.

Ask students to say if the meaning of the two sentences is the same or different. Students work individually and compare their answers with a partner at the end. Monitor and help as necessary. Check answers with the class.

1S 2S 3D 4S 5D 6D 7S 8D

For Activity B, look at the example with the class and show students that more than one answer is possible. Monitor and help as necessary. Encourage students to ask you for vocabulary if they need it, and also let them use dictionaries. Check answers with the class.

Possible answers

- 1 it was an accident/mistake
- 2 it didn't rain
- 3 I went shopping / to the cinema
- 4 dropped one/them or broke one/them
- 5 the shop was closed
- 6 it didn't break
- 7 I got it right / I knew it
- 8 it was still there / someone found it and gave it to me
- 9 they said no / they didn't
- 10 he's really horrible / I don't know why he did it

Demonstrate Activity C with a student, then pairs can test each other to see if they can remember their answers to B. Encourage students not to look at their worksheets.

EXTRA ACTIVITY

Ask students to work with a different partner. Student A reads aloud one of their sentence endings, while Student B looks at the sentence beginnings and tries to guess the correct one. For example:

A ... it didn't break.

B I dropped my laptop, but luckily ...

A Yes, that's right!

Then swap roles.

12A Animals

Photocopiable activity on p.250

You will need one sheet for each student.

For activity A, the students find the animal words in the wordsnake. You could make this more challenging by setting a time limit, e.g. one minute. After that, students could compare with a partner. When you check the answers, elicit the correct spelling, e.g. the singular form of mosquito does not have an e at the end; and whale has an h, unlike the country Wales. Drill the pronunciation of any items that students are not pronouncing correctly.

tiger, camel, spider, bee, gorilla, parrot, whale, mosquito

If necessary, pre-teach the verb bite for Activity B. The task will be quite challenging if you set a time limit:

tell students they have one minute, but allow it to lapse slightly if nobody finishes in that time. Monitor, but don't make any corrections at this stage.

For Activity C, tell students to read their questions clearly, but quickly. If their partner cannot answer within five seconds, move on to the next question. Check the answers with the class

```
Answers
Student A:
1 no 2 yes 3 yes 4 no 5 yes 6 yes 7 no 8 yes
Student B:
1 yes 2 no 3 yes 4 no 5 yes 6 yes 7 no 8 yes
```

12B Personality adjectives

Photocopiable activity on p.251

You will need one sheet for each student.

Begin Activity A by going through the adjectives in the box with the class, checking meaning. Give students the opportunity to ask you about any words they can't remember. Then ask them to identify and underline words they find difficult to pronounce and drill the pronunciation of these items in particular. With a monolingual group you may know which words are most difficult, but the following are common problems: reliable, careless, patient, anxious and sociable.

For Activity B, encourage groups not to use any adjective more than twice. This should ensure that all the adjectives have been considered and most will have been used. Monitor and make notes of good language use and any mistakes.

Finally, in Activity C, ask pairs from different groups to compare their answers. Afterwards, you can give language feedback, but also discuss the statements that have produced a range of different adjectives.

WORDPOWER

1 like

Photocopiable activity on p.252

You need one sheet for each student in the class.

Tell the students they are going to talk about films. Hand out the sheets to each student. Tell students to look at the film genres (e.g. horror) at the top of the sheet. Elicit the names of one or two films for each genre type to check understanding. Model the pronunciation of each genre as you go through them.

Look at question 1 together. Tell students your own favourite genre and some examples, e.g. I like sci-fi films like Star Wars and Inception.

In Activity A, students work alone to answer the questions 1-6. Monitor and help with vocabulary as necessary.

In Activity B, divide students into pairs. Tell them they are going to interview each other using the questions. Elicit the necessary change to question 6, e.g. Do you think I should see it? Tell students that when they have finished interviewing their partner, they should tell their partner their opinion of the film using sounds like. If students need more support, you can drill the phrases with sounds like on the sheet.

Monitor and help as necessary.

EXTRA ACTIVITY

Students write a film review together. Divide students into pairs or groups according to the genre of film they most enjoy. Each pair/group chooses a film they have both seen and plans a review. To get them started, write on the board:

Title? Genre? Actors? Story?

Students can complete the review for homework.

2 off

Photocopiable activity on p.253

You will need one sheet for each pair of students, cut in half

Hand out the sheets and divide students into pairs. Tell students they are going to make guesses about their partners and fill the gaps in the sentences.

Do the first sentence as an example - ask students What can you fall off? to elicit bicycle, chair, ladder, etc., and then choose a student and say I think (student's name) has fallen off a bicycle more than once. Then ask the student: Am I right?

Students work alone to complete the sheet about their partner. Give a time limit of five minutes for this. Ask students to talk to their partners to find out how many they got right. Remind students to begin each guess with I think you ... Tell students to ask Why? to get more information from their partners.

In feedback, students can choose the most interesting/ surprising facts about their partners and tell the class, e.g. Maria turns off the TV when a cooking programme is on because she thinks they are really boring.

3 just

Photocopiable activity on p.254

You will need one sheet for each student.

In Activity A, ask students to look at the phrases with just. Do number 1 together. Ask students: What is an expression you've just learned in English? Encourage individuals to come up with different answers. Students work alone to complete the questionnaire. Monitor and help as necessary.

In Activity B, ask the students to look at number 2. Say to a student I am just in time for class (about five) times a week. How about you? Listen to their reply and respond with a follow up question Why ...? Then ask another student about number 3. What is an English expression you learned when you were just a child? Ask students to mingle with the class and discuss their answers. If they hear a new English expression, they should write it down in the space provided and ask their classmate to explain it. Monitor and help students with their explanations.

Divide students into groups of three. Students read out the new English expressions they have found and teach them to the other students in their group.



EXTRA ACTIVITY

In their groups, students take it in turns to try to speak for just over a minute on the topic they suggested in question 10. The other students listen and ask questions when the student hesitates or has finished speaking.

4 look

Photocopiable activity on p.255

You will need one section of a sheet for each student. Cut enough copies of the sheet into four sections.

Tell students they are going to find a student in the class who does each thing (1-5) on their sheet. Write an example on the board: Find someone who is from a large family. Tell students they need to ask questions to find out the information and elicit: Are you from a large family? Ask the question to different students until a student gives you a positive answer. Write the student's name on the board and ask a follow-up question How many brothers and sisters have you got? Also note the student's answer to this question on the board.

Ask students to mingle with the class and 'find someone who ...' by asking questions for each item on their sheet. They should write down students' names and any extra information. Encourage students to ask follow-up questions and make notes on the answers.

Allow enough time for the majority of students to mingle and complete their sheets as far as possible. Monitor and help as necessary.

Put students into groups of A, B, C and D and ask them to report their findings to each other. For example, Marcel likes looking at old black-and-white photographs. He likes them because they're beautiful.

5 job and work

Photocopiable activity on p.256

You will need one sheet for each student.

Tell the group they are going to talk about their preferences for different experiences connected with jobs and work. Tell students to read through all the statements. Ask them to find an experience they like in the list. Take ideas from the class and tell them that there are no right or wrong answers. Tell students to work alone and place the different experiences from best to worst by putting the numbers 1-16 in the 'Me' column.

When students have finished, demonstrate the next stage. Ask a strong student what their number one experience was. Ask why. Tell them your own number one experience and say why. Ask if they agree. Reach an agreement with the student on what your number one as a pair should be. Now divide students into pairs. Tell students to compare their answers and discuss their reasons. Each pair should try to agree on a new order, and write the numbers 1-16 in the 'Pair' column.

Put the pairs into groups of four, and repeat the procedure. This time, students put 1-14 in the 'Group' column.

In feedback, find out what the most popular/unpopular experiences were.

6 Verb + *to*

Photocopiable activity on p.257

You will need one sheet for each pair of students, cut up into strips.

Hand out a set of strips to each pair. Tell students that you have given them a story which they have to put in the correct order. Tell them that the first part of the story has

already been identified for them and has been marked 1. Students work together to reconstruct the rest of the story.

When they have finished, students cover the sheet and retell the story together. Then they look back at the story and find any information they forgot.

Take class feedback on which information each pair remembered and which information they forgot when they retold the story.

EXTRA ACTIVITY

Read out the questions. Ask students to write answers in full sentences using an appropriate verb + to.

- 1 What did Polly read to Graham?
- 2 What did Mr Smith refuse to do?
- 3 What did Graham describe to Polly?
- 4 What did Polly write to Mr Smith?
- 5 What did Mrs Smith ask Graham to give to her after the meal?
- 6 What did Mr Smith know after he ate the meal?

- 1 She read the business plan to Graham.
- 2 Mr Smith refused to lend any money to Polly and Graham.
- 3 Graham described his favourite fish dish to Polly.
- 4 Polly wrote an email to Mr Smith.
- 5 Mrs Smith asked Graham to give the recipe to her.
- 6 Mr Smith knew that Polly and Graham could sell their food to anvbodv.



NO-CUT ALTERNATIVE

You will need one sheet for each pair of students and a few extra sheets.

Put the extra sheets on the walls just outside the classroom. Mark the halfway point in the story on these sheets (after section 6).

Put the class into pairs, A and B. Tell them that A is a reader, and B is a writer. A has to go to the text, read a section, and then come back and tell it accurately to B. B has to write it down. At the halfway point, they swap roles: B reads and A writes.

When each pair finish, hand out the sheets and allow them to check their text against the original. Students should correct their errors. Monitor and help students to decide whether any differences are grammatically correct or not.

7 change

Photocopiable activity on p.258

You will need one sheet for each group of four or five students, cut up into cards.

Divide the class into groups of four or five and hand out the cards. Demonstrate the activity by taking the top card from the pile and reading it to the class. This weekend, I will (BLANK) for a change. Elicit different ways to complete the statement. Tell students your own answer, e.g. This weekend, I will go to the cinema for a change. Encourage the students to ask follow-up questions. What film will you see? Who will you go with?

In their groups, students take turns to take the top card and complete the sentences. Monitor, checking understanding of the uses of change.

When students have used all the cards, tell them to spread out the cards face down on the table. The first student takes a card at random. They try to remember the information other students told them, e.g. This weekend. Maria will go to the cinema for a change. She will see a Johnny Depp film. She will go with her sister. The original student will confirm whether the facts are correct.

If a student picks a card he/she used previously, he/she replaces it and takes another.



NO-CUT ALTERNATIVE

You will need one sheet for each group of four or five students.

Each group puts the sheet face down on the table. Students take it in turns to turn the sheet over and choose one sentence, following the procedure above. The first student then ticks the square on the sheet and turns it back over. The procedure is repeated until all the squares have been ticked.

When they have finished, ask the students to write down as much as they can remember about the student to their left. Put them in the correct pairs to check one student's answers. Then change the pairs to check the second student's answers.

8 by

Photocopiable activity on p.259

You will need one sheet for each student in the class.

If there are more than 15 students in the class, divide them into two groups. Demonstrate the activity using the first sentence. Write on the board. I think (student's name) likes music by The Black Eyed Peas. Students work alone to complete the sentences about the other students in the class. Tell students that they must write a sentence about every student in the class/group before they can use a name for the second time. If you wish, tell students they can include your name in their guesses.

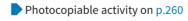
Demonstrate the next stage. Ask the student whose name you wrote on the board, Do you like music by The Black Eyed Peas? If they answer yes, put a tick next to the sentence on the board. If they answer no, put a cross. Tell students to mingle with the class and ask each other appropriate questions to find out if their guesses were correct.



VARIATION

For students who need more support, or a quicker activity, limit the number of sentences they complete to a suitable number.

9 Multi-word verbs with put



You will need one sheet for each student. You will also need two dice for each group (or use a dice app on a phone).

Demonstrate the activity by rolling the dice. Explain that the first die tells them which particle to use with put (e.g. up, through, etc), and the second tells them whether to make a positive, negative, or interrogative sentence. Write a sentence on the board following these rules, e.g. The school restaurant has put up the price of sandwiches again. Explain that students should produce detailed sentences. A sentence like He put his cup down does not give enough detail; they should include information about who, where, when etc. For example, Joe put his coffee cup down next to his chair when he came into the classroom. If the other

students don't think a sentence is detailed enough, they should ask questions to get more information.

If a student rolls numbers that have been rolled before, they must make a sentence with a different context. Also, students must not use the same idea twice. For the example above, *Joe didn't put his coffee cup down next to his chair* or *Did Joe put his coffee cup down next to his chair*? are not allowed.

Students take turns to roll the dice and produce sentences. They write their sentences on the sheet. Monitor and correct mistakes related to the meaning or grammatical usage of the multi-word verbs.

End the activity when each student has six sentences. Now students take it in turns to read out their sentences to each other, this time missing out the particle. For example, *The school restaurant has put* (BLANK) *the price of sandwiches again.* The other students have to call out the missing particle.

10 Multi-word verbs with on

Photocopiable activity on p.261

You will need one sheet for each student.

Tell the students to work alone for the first part of the activity. Ask students to choose eight of the expressions with *on* to talk about and write one or two key words/ phrases for each answer in a shape on the bottom half of the sheet. Demonstrate if necessary.

When students have finished writing, write your own shape and an idea on the board, e.g. teaching English. Ask students: Why did I write teaching English? Take guesses by eliciting questions from students, e.g. Will you carry on teaching English for the next five years / the rest of your life? etc.

Divide students into pairs and tell them to fold their sheets in half with the shapes on the outside so that their partner can see the ones they have written in. Students take it in turns to ask their partner about the key words in the shapes in order to guess which expression with *on* they relate to. Encourage strong students to ask follow-up questions, e.g. *Why do you want to carry on teaching?*

11 Preposition + noun

Photocopiable activity on p.262

You will need one sheet for every two or three students, cut up into cards.

Divide the class into groups of two or three and give each group a set of cards. Explain the rules of pelmanism. Tell students to place the cards on the table in two piles: one pile for the grey cards and one pile for the white cards. They take turns to pick up cards, one from each pile. If the cards do not make a correct phrase, they are replaced face down. If the cards form a correct phrase, the student uses the noun and preposition in a sentence and then they can keep the cards.

Demonstrate by showing students two cards, e.g. *in* and *love*. Say *My brother is in love with a girl he met last weekend*. Explain that students should produce detailed sentences. A sentence like *He is in love* for example does not give enough information. If the other students don't think a sentence is detailed enough, they should ask questions, e.g. *Who is he in love with?* to get more detail.

The student with the most cards at the end is the winner.

12 age

Photocopiable activity on p.263

You will need one copy of the sheet for every two students in the class, cut in half.

Divide students into pairs, A and B. Give half of the sheet to each student.

Tell students that for the first part of the activity they are going to work alone. Students read each statement on their part of the sheet and put a tick or a cross in the 'Me' column according to whether they agree or disagree. Monitor and help students as necessary.

When they have finished, tell students to work with their partner and fill in the 'My partner' column on their sheets. Students take it in turns to read out a sentence and find out if their partner agrees or disagrees. They should ask *Why?* and give their own opinion and reasons. If necessary, encourage pairs who need more support to give reasons and examples by joining in their conversations.

Take feedback by asking if students generally agreed with their partner. Ask if they disagreed strongly about anything and, if you wish, discuss individual statements as a class.

PRONUNCIATION

Introduction Phonetic symbols

Photocopiable activity on p.264

You will need one sheet for each student.

The aim of this sheet is to revise phonetic script. Revise the symbols by writing some simple transcriptions on the board for students to say the word, e.g. /tri:/ (tree), /maus/ (mouse), /windəu/ (window).

For Activity A, ask students to look at the phonetic symbols on page 176 of the Student's Book and find which symbols are the same as alphabet letters (e.g. /w/ and /e/) and which are different (e.g. $/\theta/$ and /e/).

Students then look at the sounds which are different and underline the part of the word in the table which contains that sound. Drill the target sounds and then drill the words to help students link the sound with the phonetic symbol.

Answers

/uː/ who, /ə/ teacher, /ɪə/ near, /eɪ/ late, /ɜː/ shirt, /ɔː/ walk, /ʊə/ tour, /ɔɪ/ boy, /əʊ/ window, /æ/ man, /ʌ/ but, /aː/ part, /ɒ/ got, /eə/ hair, /aɪ/ fine, /aʊ/ now, /tʃ/ chair, /ʤ/ job, /θ/ think, /ð/ the, /ʃ/ shoe, /ʒ/ television, /j/ yes, /ŋ/ sing

For Activity B, demonstrate the activity by eliciting the first sound of an easy word, e.g. *basketball* (= /b/) and a more difficult word, e.g. *themselves* (= $/\delta$ /). Ask the students to then find each of these sounds and, once these have been located, to search in the squares around them to find the other sounds that make up the whole words.

Divide students into pairs. They work in pairs to find the transcriptions in the wordsearch. Remind them that words can go across or down. Check answers with the class.

Answers i S h r Λ 2 t e h uː A æ t Z v ΙƏ Λ 3 b n p S w r e D i k θ v ŋ æ 31 S t k tſ 31 n n w r i 1 31 t n k θ ıә n k Λ b Э d b t w p f ф 3 ΟĬ ŋ r n еә t 1 iː t∫ k h ŋ ลบ r ЭĪ ð 1 2 m S e v 7. V

EXTRA ACTIVITY

Talk about why it is useful to know phonetic script and how the students could use it as a learning tool, for example in being able to read the phonetic script in dictionaries.

1A Syllables and word stress

Photocopiable activity on p.265

You will need one sheet for each student.

Write the words daughter and learner on the board and drill them with the class. Explain that both words contain long vowel sounds. Tell students that there are five principal long vowel sounds in English (excluding diphthongs) and that these are:

/ix/ as in tree

/ɔː/ as in horse

/31/ as in bird

/aː/ as in car and

/uː/ as in boot.

Give each student a sheet and explain that they need to get from daughter to water by following those words with the long vowel sound. They can only move one square at a time, horizontally, vertically or diagonally so, each time they land on a square, they should say out loud the words on the squares in all the possible directions around it to determine which has the long vowel sound. Demonstrate with daughter in the first square and elicit which of the surrounding words - love, fish or call - has a long vowel sound (call). Students work in pairs, taking it in turns to choose and pronounce the words. Monitor and help as necessary. Check and drill answers with the class. The maze in Activity B works in a similar way, except here, the students have to follow the words with short vowel sounds. Again, demonstrate the activity by directing students' attention to the first square with word letter and eliciting which of the surrounding words – scarf, leave or sun – has a short vowel sound (sun). Proceed as in the same way for Activity A, monitoring and helping as necessary.

- A daughter, call, heart, laugh, four, teeth, large, horse, aunt, thought, March, bath, door, water
- B letter, sun, fish, son, many, spell, clock, cat, egg, kiss, bed, sock, met,

VARIATION

Put students into pairs. Students take it in turns to identify and say the next word until they reach the end of the maze.

1B Long and short vowel sounds

visitor

Photocopiable activity on p.266

You will need one set sheet for each pair of students, cut up into dominoes.

Revise syllables and word stress by writing words on the board and asking students to say how many syllables there are and which one is stressed. For example, ta-ble (two syllables), ho-tel (two syllables), dan-ge-rous (three syllables).

Put students into pairs and hand out the sets of dominoes. Each student takes 15 dominoes. Demonstrate by putting a domino on the desk. Tell students they must find a domino with the same stress pattern as one of the words and place it next to the relevant word. For example:

normally	engin <mark>eer</mark>	maga <mark>zine</mark>	shampoo
Or:			
	Г		

normally

engineer

Students continue to play the game. If a student can't find a word with the same stress pattern or puts down an incorrect domino, then the other player has another turn. Students take it in turns to play until one of them has used all their dominoes and is the winner. Monitor and help as necessary.

Check answers with the class. Ask students to read out their lines of dominoes.



instructions

- 1 Hand out the sheet. Students take it in turns to go through the table and read out all the words that have the same stress pattern, e.g. cupboard, grammar, open, boring, kitchen, football, awful and perfect.
- Hand out the sheet. Give some or all of the stress patterns below and elicit one word for each pattern. Ask pairs to find the rest of the words with the stress pattern. The pair who finds all the correct words first is the winner.

Answers

Oo: cupboard, grammar, open, boring, kitchen, football, awful, perfect oO: shampoo, return, asleep, exam, alright, surprise Ooo: chemistry, excellent, calendar, exercise, customer, normally, visitor, horrible, Saturday, negative, telephone, various, sensible, microwave, document, manager, accident

oOo: delicious, umbrella, directions, excited, instructions, expensive, important, another, potato, remember, tomorrow

ooO: engineer, magazine, afternoon, understand

oOoo: photography, activity, available, American

Oooo: supermarket, centimetre, helicopter ooOo: information, punctuation, television

oooOo: examination, communication

ooOoo: electricity, international

2A -ed endings

Photocopiable activity on p.267

You will need one sheet for each pair, cut in half.

Put students into pairs: A and B. Give each student their sheet. Tell students to look at the picture. Ask: *Is this a new or an old story? What is the man doing?* and *Which country is he from?* Teach the meaning of *shave* by first pointing to the man's beard in the picture and eliciting the English word for it. Then ask: *How do you say it in English when you remove the hair on your face?* and mime the act of shaving. Tell students to read quickly through the text and underline the past tense verb endings that are pronounced with an extra syllable /Id/. The first is done as an example. If necessary, elicit another example – one from a Student A and one from a Student B.

For Activity B, explain that Student A and Student B each have half the story. Students dictate their text to each other until they both have a complete text. Monitor and check they are pronouncing *-ed* endings correctly. Students then compare texts to check answers.

For C, put students into new pairs to talk about their ideas. Take feedback as a class. **Note:** In ancient Greece, a beard was an important sign that a boy was becoming a man. If a man's beard was shaved off, people would laugh at him and that is why the student didn't want anyone to see him until his beard grew again.

Answer

A long time ago in ancient Greece, a student <u>needed</u> to pass an important test. He <u>hated</u> tests and he was lazy. He <u>visited</u> his friends, <u>chatted</u> with them and <u>invited</u> them to his parties. He went for long walks and <u>painted</u> pictures. He even <u>started</u> to go fishing with sailors. His parents worried about him. They <u>repeated</u> to him again and again that the test was important. His father <u>shouted</u> at him, but it always <u>ended</u> the same way: the student went fishing. Then his mother had an idea. She <u>contacted</u> the sailors and they <u>decided</u> to help the student. When he was asleep on their boat, the sailors shaved off his beard. The student woke up, went home and <u>studied</u> very hard. He didn't leave his house for a month and he passed the test.

2B was and were

Photocopiable activity on p.268

You will need one sheet for each group, cut up into cards.

Put students into groups and give them a set of cards. Elicit some descriptions for each of the cards e.g. *There was some money. There were some dogs.* Drill the sentences and the weak forms of *was/were*. Remind students we usually use the weak forms of *was/were* (with the /ə/ sound) in connected speech.

Give students one minute to memorise the cards, then tell them to place the cards face down on the desk. Ask students to work together and try to remember what was on the cards. Students should write their answers.

Monitor and help as necessary. In feedback, ask each group to read their sentences. Correct any mistakes.

VARIATIONS

- 1 Hand out the sheets. Give students two minutes to memorise the pictures. They then turn the sheet over and write down all the pictures they can remember using *there was/were*. The winner is the student who can remember the most pictures with the most correct sentences.
- 2 Hand out the cards. For stronger students, ask them to choose a card at random. Then ask them to describe the picture with a *there was/were* sentence with an adjective, prepositional phrase or an adverb, e.g. *There were some high mountains; There were a lot of people at a party.*

Suggested answers

There was some money.

There was a (round) window (in a wall).

There was a (beautiful) cottage.

There was a plane (flying in the sky).

There was a (birthday) party (with lots of people)./There were lots of people at a (birthday) party.

There was a (pretty/big) hat.

There was a couple./There were two people.

There were some (high) mountains.

There were some mushrooms (in a field).

There were some/different numbers.

There were some cards.

There were some/three (small) dogs.

3B Sound and spelling: /dʒ/ and /j/

Photocopiable activity on p.269

You will need one sheet group of four students, cut up.

Put students into groups of four and hand out the cards. Customer A sits across a desk from Shop Assistant A, and Customer B sits across a desk from Shop Assistant B. Preteach any vocabulary items you think students won't know.

Explain that the customers must only buy the things on the shopping list with their sound. Tell As that their sound is /dʒ/ and Bs that their sound is /j/. Ask the customers to underline all the items with these sounds on their shopping lists and the shop assistants to find them on their price lists. Monitor and help as necessary.

Then students go shopping. (If you wish, ask students to look at pages 32 and 33 of the Student's Book and briefly revise useful language for shopping.) Demonstrate by asking one of the shop assistants to buy two kilos of cucumbers and a jumper. Ask him/her what the total price is (£21.20). Monitor and help as necessary whilst the students are shopping. Check they are pronouncing the target sounds correctly. Ask the customer and the shop assistant to check the total price together. Check answers with the class. In feedback, get the students to identify all the words with the /d3/ sound (Customer A's shopping list) and the /j/ sound (Customer B's shopping list). Drill all the words.

Answers

Customer A
2 cabbages £1.00
apple juice £1.25
2 large bars of chocolate £2.00

2 large bars of chocolate £ 1 kilo of oranges 70p sausages £2.70 a jacket £90 blue jeans £40

2 **j**umpers £40 *Total* = £177.65

Customer B

 $\frac{1}{2}$ kilo of c**u**cumbers 30p 3 kilos of n**e**w potatoes £1.20

4 yogurts £3.60 a tin of tuna £3.40 a school uniform £100 The Time newspaper £1.50 a map of Europe £3.00

a student's guide to university £9.00

a m**u**sic magazine £4.50

Total = £126.50

3C Sentence stress

Photocopiable activity on p.270

You will need one sheet for each student and one dice for each group of four.

Put students into groups of four and give them a dice and a sheet. Write this story frame on the board:

It was a A

and I was with my B in a C

when a D E.

I was F

and G.

It was a **H**

Explain that students are going to make a story using the story frame and the phrases on the sheet. Demonstrate with one group. Ask the first student to say the first sentence ($It\ was\ a\ \dots$) and then roll the dice. The student then completes the first sentence with the corresponding number and phrase in section A. For example, a number three on the dice = 3 $Monday\ afternoon$, so $It\ was\ a\ Monday\ afternoon$. The next student continues with $and\ I\ was\ with\ my\ \dots$, and then rolls the dice and completes the sentence with the corresponding number in section B.

Point out that only the words on the sheet are stressed, not the story frame. For example, *It was a beautiful day and I was with my best friend*. Ask the two students to repeat their sentences using the correct stress.

Groups then complete a story together. Monitor and help as necessary. Make sure they are stressing the correct words (the words on the sheet). In feedback, ask one or two groups to read out their story. Then groups repeat the activity. This can be repeated several times due to the many different options.

- Students complete one story together and turn their sheets over. The group work together to retell their story. They can use the story frame on the board, but they need to remember the phrases on the sheet.
- 2 Put students into pairs. They make their own story by writing their own phrases to complete the story frame.

4B Sound and spelling: /p/ and /əʊ/

Photocopiable activity on p.271

You will need one sheet for each student.

Pre-teach *cot*, *rod*, *soak* and *wok* and drill them. Ask what vowel sound is in each word (/p/=cot, *rod*, *wok*; /∂v/=soak). Tell the students that the words in the list are minimal pairs: they sound the same except for the vowel sound, then give students a few minutes to do Activity A in pairs and decide which word in each pair has the /p/ sound.

Check the answers with the class and then draw students' attention to the grids below and explain you are going to play Battleships. Before they play, ask them to copy the words from the box in the two grids. Explain that they must write the /p/ words in 1–6 and the /əʊ/ words in 7–12. Monitor and make sure they copy the words in alphabetical order. They must have the same order of words in both grids or the Battleships game won't work.

Check this before the next stage and drill the words. Explain how to play. Each student has a number of ships that they should plot on their first chart: one large (six squares), two big (four squares), two medium two squares) and four small (one square). Write this on the board. The students plot their ships on their charts. They mustn't overlap and one ship can't be right next to another one. The aim of the game is to 'hit' and sink all your partner's ships. Students play by taking turns to call out word pairs corresponding to the squares on the grids, e.g. cot. soak. If this square corresponds with a square on their partner's grid on which there is a ship or part of a ship, he or she calls out 'hit'. The first student plots this square on the second chart (which is a map of where their partner's ships are) and it is the other student's turn to play. Students continue until one them has successfully plotted/located and therefore 'sunk' all their partner's ships and wins the

4C Sentence stress

Photocopiable activity on p.272

You will need one sheet for each student.

Write these sentences on the board and elicit the correct sentence stress (the content word and the negative auxiliary are stressed).

I did the marathon.

I didn't do the marathon.

Drill the two sentences. If necessary, elicit more examples from the quiz and drill the sentence stress.

Put students into pairs to complete the quiz. Student A is the first interviewer. Student A asks the first question and reads the four options to Student B. Student B chooses the best option. Student A should then repeat the option to Student B, and Student B also repeats it. This allows both students to get productive and receptive practice of sentence stress. At the end of the quiz, Student A tells Student B what the answers mean. Then students swap roles and Student B becomes the interviewer.

Monitor and help as necessary. Make sure students are stressing the content words and negative auxiliaries only. Take feedback as a class and drill examples of sentences with positive and negative auxiliaries. Ask students if they agree with what the answers mean.



EXTRA ACTIVITY

Have a class discussion based on some of the topics. For example, how important is healthy food? (question 2) or how important is sleep? (question 8).

5B Sound and spelling: /ʃ/

Photocopiable activity on p.273

You will need one sheet for each pair, cut in two.

Put students into pairs and give the two different pictures to each pair. Write the words *chef* and *brush* on the board and model the /ʃ/ sound. Elicit the pronunciation of the words in the box, all of which contain the /ʃ/ sound, and drill them. Ask students to label their picture with the words in the box and practise saying the words. They can't look at each other's pictures.

Explain to students that their pictures are similar but there are differences. Explain that they need to talk about their pictures to find the differences. Tell them to use complete sentences. Monitor and help as necessary. Check answers with the class, eliciting complete sentences as above. Drill these sentences, paying attention to the /ʃ/ sound.

Answers

- 1 The chef is a man/woman.
- 2 The chef is cutting tomatoes/mushrooms.
- 3 Someone is washing the floor using a mop/brush.
- 4 There is fish/meat on the table.
- 5 There is salt/sugar on the table.
- 6 The boy is washing dishes/pots and pans.
- The calendar has a plane in the sky/a ship in the ocean.
- 8 The customer is wearing shoes/sandals.
- 9 There is a cushion/no cushion on the chair.
- 10 The man is reading a book with a white/grey cover.

5C Sentence stress: vowel sounds

Photocopiable activity on p.275

You will need one sheet for each student.

Put students into pairs and hand out the sheets. Tell students they are going to have a phone conversation. Demonstrate the activity with a stronger student. Start with Hi, is that Lesley? and let the student follow the arrows and choose an option to respond. Go through a few turns with stronger classes or complete the chart with weaker classes.

Pairs then work through the chart and complete the conversation. Monitor and help as necessary. Monitor how well students use the vowel sounds in shall, would, could and should. In feedback, drill the sentences with shall, would, could and should. Then put students into new pairs to complete another conversation. Monitor and correct students as necessary.

EXTRA ACTIVITY

Students think of different suggestions for the conversation and write their own conversations using shall, would, could and should. Students read the conversations aloud to the class.

6A Sound and spelling: /ux/ and /υ/

Photocopiable activity on p.275

You will need one sheet for each student.

Put students into pairs and hand out the sheets. Read the first exchange to the class and elicit which sounds the underlined words have (/u:/ = news, you; /v/ = good,could). Drill the exchange. If necessary, read another exchange or ask a stronger student to say it and elicit the sounds. Students then read the exchanges in pairs and decide which sounds the other words in the exchanges have.

Answers

/uː/	/ʊ/
news, music, group, school, cool, do, you, June, soon, soup, spoon, moon, Tuesday, through, rude,	
move, lose, two	_

Next, tell the students they're going to play Bingo. Each student fills out their two cards with six words of each type, taken from the exchanges in A. Read out words from the exchanges in A randomly. Students cross out the words on their grid as they hear them. The first student to cross out all the words, shouts Bingo! When they do, ask them to say the words and drill the pronunciation with the class.

Students play again in small groups with one student taking your role. Monitor and help as necessary, and note problematic words to drill with the class afterwards.

6C Main stress

Photocopiable activity on p.276

You will need one set of cards for each group. Before the class, cut up the cards.

Put students into groups of four. Revise the concept of main stress by writing the first item on the board with the three different possible stress patterns. Ask students: How does stressing different words in the sentence change the emphasis? Ask students to match each variant of the sentence with the appropriate response.

Simon is at university in <u>Manchester</u>. (It's a great town.)

Simon is at university in Manchester. (He's doing economics.)

Simon is at university in Manchester. (That's Sue's brother.)

Divide the class into groups of three and give each student a card. (If there is a group of four, two students could share a card.) Make sure students don't look at each other's cards.

There are twelve rounds. In each round, one student reads the sentence on the Group Card, putting main stress on the underlined word. The student with the appropriate follow up reads their sentence. Demonstrate with the example above. Monitor and help when necessary. As feedback, drill all the sentences on the Group Card. Then get the students to turn over the worksheet, you read out a sentence and see if they can remember the answer or think of another appropriate response to match the sentence stress.

1C 2C 3A 4B 5A 6B 7C 8A 9B 10A 11C 12C



VARIATION

You will need one sheet per group. Ask groups to choose the correct option for each number on the Group Card.



EXTRA ACTIVITY

The students change the main stress in each sentence on the Group Card and write a new response for each.

For example, The keys were on the table. = The keys for the car./The keys were on the <u>table</u>. = Near the computer.

7B to + infinitive (weak form)

Photocopiable activity on p.277

You will need one sheet for each student.

Tell students that the grid represents a block of flats and that each sentence is a description of a person living in one of the flats. Write the sentence below on the board and ask how to is pronounced (the weak form). Drill the sentence. Tom is in the first flat and he is learning to play the guitar. Tell students that Tom lives in Flat one and tell them to write Tom in the correct square/flat. Put students into

groups of three or four. Ask them to take turns reading each sentence aloud to each other and underlining the weak forms of to. Monitor and help as necessary. Then ask the groups to read the sentences again and try to work out who lives in which flat. Which group can complete the grid

Don't stop the activity when the first group says they have finished (check briefly to see if they have the correct answers and tell them to continue if not) but give the other groups a few minutes more to try and complete their grids. Then check answers as a class.

Answers

21	22	23	24	25
Phil	Jemma	Maggie	Lara	Brian
16	17	18	19	20
Brenda	Mandy	Rita	Ben	David
11	12	13	14	15
Mike	Wayne	Emma	Jake	Sharon
6	7	8	9	10
Julia	Teresa	Oscar	James	Natasha
1	2	3	4	5
Tom	Carla	Simon	Steven	Maria

EXTRA ACTIVITY

Students work in groups and rearrange the people in the block of flats, so that the people have suitable neighbours. For example, ask students: Which people have similar interests? (Steven and Sharon both like watching TV.) Students then compare their ideas.

7C Tones for asking questions

Photocopiable activity on p.278

You will need one set of cards for the class. If there are more than 20 students in the class, put the class into two large groups of ten and give each group a set of cards.

To play the game, each student has to take a card from the set and the rest of the class then asks yes/no questions to find out what the word on the card is. Demonstrate with the 'key' card. Elicit the tone we use when we don't know the answer (a rising tone) and the tone we use when we think we know the answer and are checking the answer only (a falling tone). Then elicit some yes/no questions for the card. For example,

Is it a person? (rise, we don't know) No.

Is it an animal? (rise, we don't know) No.

So, is it a thing? (fall, we think we know it's a thing) Yes.

Is it big? (rise, we don't know) No.

So, is it small? (fall, we know it's not big) Yes.

Drill the examples and elicit more examples, if necessary.

Students play the game. Tell students they have a maximum of 20 questions to guess the word. Monitor and help as necessary. Take feedback as a class. Ask some students to model the yes/no questions they asked. Correct and drill as necessary.



EXTRA ACTIVITY

Students write new words for the rest of the group to ask yes/ no questions about. They should choose words from Unit 7.

8B Word stress

Photocopiable activity on p.279

You will need one sheet for each pair or group of four students, cut up.

Write the word expensive on the board. Elicit that it has three syllables and that the second one is stressed. Divide the class into pairs or groups of four and give each pair or group a set of cards.

Explain the rules of *Snap*. The aim is to collect all the cards from the other player(s) by finding words with the same stress pattern. The players deal out the cards. They should have the same number. They hold their cards so they can't see the words. One player begins by putting a card on the table. The players then take it in turns to place a card face up, one on top of the other. As they do so, they say the word on the card. If the syllable stress is the same as the previous card, for example expensive-decided, the first person to shout Snap! takes all the cards on the table. If they are wrong, they miss a turn. The winner is the person who collects all the cards.

Monitor and help as necessary, and note problematic words to drill with the class afterwards.



W VARIATIONS

Hand out the sheet. Ask students to circle and read out the two words in each row which have the same stress pattern.

seventeen	national	gymnastics	doctor	athletics
weather	asleep	newspaper	unhappy	station
decide	computer	magazine	beginning	seventy
arrive	yoga	beautiful	surfing	important
repeat	building	elephant	because	banana
hotel	sofa	behind	telephone	amazing
eleven	windsurfing	stadium	usually	revise
million	between	Japanese	remember	afternoon

2 Put students into pairs. Ask students to take turns to read out all the words which have the same stress pattern. For example, seven<u>teen</u>, maga<u>zine</u>, Japan<u>ese</u>, after<u>noon</u>. Students could then make a story using those words, When I was <u>seventeen</u> I used to read a <u>magazine</u> about ...

8C Tones for continuing or finishing

Photocopiable activity on p.280

You will need one sheet for each pair, cut in half. Put students into pairs and hand out the A and B sheets.

Demonstrate the activity by saying these phrases and asking students to complete them if you use a rising tone or say nothing if you use a falling tone.

I want an apple (rise) and a banana.

I want an apple. (fall)

I know Jack. (fall)

I know Jack (rise) so I'm not surprised.

She came home late (rise) and her mum was angry.

She came home late. (fall)

Then drill the phrases with a rise and fall tone.

If necessary, ask one pair to demonstrate using the first phrase on the sheet.

Then Student A starts the activity and Student B chooses the correct response. Monitor and help as necessary. For the second half of the activity, students swap roles.

Check answers with the class and drill the answers using the correct tone.

Answers

- 1 rise but it was closed.
- 2 fall 0
- 3 fall 0
- 4 rise but not very often.
- 5 rise and cheese and milk.
- 6 fall 0
- 7 rise but it will be very expensive.
- 8 fall 0
- 9 rise and I saw a strange light in the sky.
- 10 rise so I went to his flat.
- 11 fall 0
- 12 rise but things got better.
- 13 rise so I told him everything.
- 14 fall 0



EXTRA ACTIVITY

Repeat the activity, but ask students to change some of the rise and fall tones. This will test the receptive and productive skills of each student.

9A Word groups

Photocopiable activity on p.281

You will need one sheet for each pair.

Put students into pairs. Say the first sentence to the class and ask: What did you notice about the pronunciation? (a pause between the two clauses, a rise at the end of the first if clause, a fall at the end of the second clause). Drill some examples from the sheet. Ask pairs to take turns reading sentences to each other. When the first student reads the sentence, his/her partner should assess if the pronunciation is correct or not. The first student can then correct his/her pronunciation if necessary.

Now play four in a row. Explain the rules. Each student chooses to be an 'X' or an 'O'. The first student chooses one of the sentences from the grid and reads it aloud. If he/she reads it with the correct pronunciation, he/she can mark the square with their symbol ('X' or 'O'). If not, the sentence/square is unmarked and can be used again. The second student then chooses a square and reads the sentence. He/She marks the square if he/she uses the correct pronunciation. The first student with four Xs or Os in a row (horizontally, vertically or diagonally) is the winner.



EXTRA ACTIVITY

Students repeat the game, but think of their own way of finishing each conditional sentence. For example, If I become famous, I'll have lots of money.

9C Main stress: contrastive

Photocopiable activity on p.282

You will need one sheet for each pair, cut up into cards.

Put students into pairs and hand out the sets of cards. Students put the cards face down on the desk in two piles (one with sentences and one with pictures).

Tell students they are going to take turns reading sentences and then correcting the sentences. Demonstrate with a stronger pair. Ask one student to take a sentence card and read the first sentence (e.g. The film starts at seven o'clock.). Ask the other student to take a picture card and look at the first picture. The student then corrects the sentence using the information in the picture (No, it starts at eight o'clock.). Elicit that we put the main stress on the word that we are correcting, raise the pitch and have a falling tone. Drill the example.

Students then do the activity, and read and correct the sentences on their cards. Note that the cards must stay in the correct order so that the students pick up the correct picture card which goes with the set of sentences they are working on. Students swap roles after each card, so that each student gets practice in using contrastive stress.

Monitor and help as necessary. Make sure students use contrastive stress on the word they are correcting and raise the pitch and have a falling tone. Check answers with the class. Drill all the corrected sentences using contrastive stress.

Answers

- 1 No, the film starts at <u>eight</u> o'clock.
- 2 No, it's Gran's birthday on Wednesday
- 3 No, the maths homework is on page seventeen.
- 4 No, they went on holiday to London.
- 5 No, a ticket costs <u>sixty</u> pounds.
- 6 No, it's snowing outside
- 7 No, you go straight on and turn right.
- 8 No, Tom loves pizza.
- 9 No, they've got a cat.
- 10 No, Susan's got a new motorbike.
- 11 No, the first letter is <u>B</u>.
- 12 No, Carl can't find his glasses.
- 13 No, Kelly wants to buy a new skirt.
- 14 No, the fridge doesn't work.
- 15 No, they're travelling by train.
- 16 No, the pass mark is sixty per cent.
- 17 No, Alex is having a bath.
- 18 No, the shop is closed

VARIATIONS

- 1 Hand out one sheet to each pair. Students take turns to read through the sentences and say the correct response using contrastive stress.
- Hand out the cards in the left column only. Students guess where the contrastive stress will be in the response. Check ideas with the class. Award one point for guessing the correct words and one point for using the correct contrastive stress.

10A Sentence stress: vowel sounds

Photocopiable activity on p.283

You will need one sheet for each group.

Put the students into groups of three or four and give each group a sheet. Set the scene by explaining to the students that they are in their local museum near closing time and find an object labelled 'Time Machine' in one of the rooms. Nobody is watching so they decide to see if the 'Time Machine' works. It does! Tell the students to find card number 1 and underline all the examples of would. Where would you like to go?

Where would you like to go?
I would go to the past
I would travel to the future
I wouldn't go anywhere

Elicit the pronunciation of *would* - /ə/ in positives and questions and /o/ in negatives – and drill the examples. To do the activity, the students must go through the cards, discuss the options, make decisions and continue their journey until they find one of the happy endings. Monitor and make sure that they take it in turns to read out the cards and pronounce would correctly. As feedback, get the students to underline all the examples of would on the worksheet and drill them.



EXTRA ACTIVITY

Put students into new groups to repeat the activity. There are many different options and students will have more practice in using *would*.

10C Sentence stress

Photocopiable activity on p.284

You will need one sheet for each group. You will also need a dice for each group and counters for each student.

Put students into groups of four and hand out the sheets. Ask groups to look at questions 1–4 on the board game. Elicit the sentence stress in these questions (1 <u>What did</u> you have for <u>breakfast?</u>, 2 Can you <u>sing?</u>, 3 Do you <u>read</u> a <u>lot?</u>, 4 Are you <u>interested</u> in <u>art?</u>). Remind students that the sentence stress usually goes on *wh-* words, nouns and main verbs. Remind students that functional words, like auxiliaries and pronouns, are usually unstressed. Drill questions 1–4.

Demonstrate the game with one group. Ask a student to roll the dice, move their counter forward to the relevant square and ask the person on their left the question. That person answers the question. Encourage students to give full answers. For example:

What did you have for breakfast?

I don't usually have breakfast, but today I had some coffee and

If that person cannot answer the question, then they lose their turn. Play continues clockwise round the group.

Groups play the game. Monitor and help as necessary. In feedback, correct any mistakes. Ask students what interesting answers others gave.



VARIATION

Students do not use a dice, but take turns to choose a question on the board that they would like to ask someone in the group.

11C1 Checking information

Photocopiable activity on p.285

You will need one sheet for each group of four, cut up into four.

Put students into groups of four and hand out the maps. Tell students not to show them to each other.

Explain to students they are going to ask each other for directions, so that they can complete the gaps on their maps. Elicit useful language from page 112 of the Student's Book and write some of the phrases on the board. Elicit the sentence stress, e.g.

It's/<u>Go</u> <u>straight</u> <u>ahead</u>.

Go round the corner.

Turn left/right.

Take the first turning on the right.

It's the first on the right.

It's on the corner. Drill the phrases.

Elicit phrases for checking information and write these on the board. e.g.

The second one?

Next to what?

Sorry, can you repeat that? Drill the phrases using a rising tone.

Write all the places on the campus on the board (art, chemistry, bank, economics, engineering, geography, history, languages, law, physics, sports hall, and student services). Tell students they must give and listen to directions in order to label all the missing places on their own map. Student A starts and asks the group for directions to three places he/she doesn't know. Then Student B asks, and so on. Students give directions from the 'start'.

Monitor and help as necessary. Make sure students are using phrases for checking information with a rising tone. Take feedback as a class. Ask some groups to act out their conversations to the class. Correct any mistakes.

11C2 Sound and spelling: /JI/ and /JI/

Photocopiable activity on p.286

Write the words *early* and *work* on the board and drill them with the class. Explain that both words contain the target sound /3:/. Give each student a sheet and explain that they need to get from *early* to *work* by following those words with the /3:/ sound. Demonstrate by saying, *After 'early' would the next word be 'Thursday' or 'East'?* (Thursday). The students can only move across or down. They could do this in pairs, taking it in turns to choose and pronounce the word with /3:/. Monitor and help as necessary. Check and drill answers with the class.

Answers

early, Thursday, dirty, were, purse, prefer, worse, hurt, turn, girl, nurse, learn, third, word, shirt, birthday, work

For Activity B, write the words *saw* and *four* on the board and drill them with the class. Explain that both words contain the second target sound /ɔː/. Put students into pairs and ask them to decide which word in each pair has the /ɔː/ sound. They should say the words out loud and make their choice. Ask them to compare answers with another pair before checking as a class.

Answers

four, course, board, wore, poor, more, afford, reward, adore, law, sure

In Activity C, the students circle words with the /31/ sound. Check and drill answers with the class.

journey, church, curtain, first, reserve, third, thirteen, hurt, verb, burn

Finally, for Activity D, the students make their own maze using the /31/ or /21/ words from Activities A, B and C. They then exchange mazes with another student and go through theirs. Monitor and help as necessary.

12B Sentence stress: that

Photocopiable activity on p.287

You will need one sheet for each group of four, cut up into cards.

Ask students: What do you call a person who looks after animals in a zoo? When a student says: zookeeper, say: That's right. Write this sentence on the board and underline that. Ask students: Is this a difficult job? and What skills do you need? When a student gives a good answer (e.g. you need to like animals, you should know something about biology), say: I think that you're right. Write this sentence on the board and underline that. Elicit the two different pronunciations of that: the first is a full form, a pronoun; the second is a weak form, after a reporting verb. Drill the sentences.

Put students into groups of four. Set the scene for students. Tell them a zoo needs a trainee zookeeper. There are two candidates, John White and Michelle Peters, and two interviewers. Students quickly decide which role they would prefer or you can assign students to roles. Give students time to read the information on their cards.

Demonstrate the interview by asking one of the interviewer students to ask a question from his/her card to John. The candidate uses the information on his/her card to answer the question whilst the second interviewer makes notes on what the candidate said. Then ask the two interviewers to confirm what the candidate said and write the sentence on the board, e.g. John said that he works in a pet shop. Elicit again the unstressed pronunciation of that and drill the sentence.

Groups then complete the interviews. The first interviewer asks John questions whilst the second interviewer makes notes on what John said. Then the second interviewer asks Michelle questions whilst the first interviewer makes notes on what Michelle said. Monitor and help as necessary.

Then ask the interviewers to work together and write sentences saying what the candidates said. The candidates listen and correct any mistakes. For example, I didn't say that. I said that ... If necessary, again elicit the pronunciation of that (first is stressed; second is unstressed).

Then ask the interviewers to choose the better candidate and explain why using reported speech. For example, John is better because he said that he's sociable and he told us he has some qualifications.

Take feedback as a class. Ask the class to report what each candidate said. Write the sentences on the board and drill them. Ask why the interviewers choose which candidate.

EXTRA ACTIVITY

Students write information for new candidates. Then the interviews are repeated with the two new candidates and the interviewers again choose the better candidate.

12C Main stress: contrastive

Photocopiable activity on p.288

You will need one sheet for each pair, cut in half.

Put students into pairs and hand out the sheets. Tell students you are going to say some false sentences and ask them to correct you, e.g. We're having a French lesson. No, we're having an English lesson. It's nine o' clock. No, it's ten o'clock.

Make sure students use contrastive stress on the word they are correcting and raise the pitch and have a falling tone. Drill the corrected sentences.

Ask students to read the sentences on their sheet to their partner and to correct each other when the information is false. Monitor and help as necessary. Check answers with the class. Drill all the answers using contrastive stress.



EXTRA ACTIVITY

Put students into pairs. Students write five more sentences about general knowledge topics with three options (two false and one correct). Pairs then test each other and use contrastive stress when correcting.

Board game

Vocabulary 6A Verbs with dependent prepositions (Teacher's Notes on page 186).

