

SHEILA DIGNEN

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The **BIG** Picture

B1 PRE-INTERMEDIATE Teacher's Book



Richmond

www.richmondelt.com/thebigpicture



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Cover Photo:

Rice Paddy Fields in Southern China, aerial view
Getty Images Sales Spain/Jialiang Gao

We would like to thank the following reviewers for their valuable feedback which has made *The Big Picture* possible. We extend our thanks to the many teachers and students not mentioned here.

(Argentina): Cecilia Chiacchio, Ingrid Suhring; (Brazil): Ana Falcao, Virginia Garcia, Patricia McKay, Cynthia Phillips; (Colombia): Kathleen Canal; (Italy): Morgan Cox, Karen Geiger, Sarah Stats; (Mexico): Emma Dominguez, Melissa Ferrin, Lupita Neve, Coral Ibarra Yunez; (Poland): Malgosia Adams, Marta Rosinska; (Spain): Vicki Anderson, Juan Carlos Araujo, Karen Dyer, Gabby Maguire, Fiona McClelland, Karin Rickatson, Eva Sabater, Almudena Verdugo Valcarce, Merce Vilarrubias, Andy Walsh; (UK): Cathy Ellis, Howard Smith, Jonathan Stoddart

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Printed in Spain

ISBN: 978-84-668-1060-9

First edition: 2011

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INTRODUCTION

the big picture the overall perspective on a situation or issue; the whole situation, including all the things that are related to it: *We need to think about the big picture here.*

WHAT'S THE BIG IDEA?

- 1 The Big Picture is ... visual.** Due to the growing importance of images in today's digitalised world, we are all becoming more visually literate. This has important implications for language teaching: images used in the classroom should not be merely decorative or illustrative, but should play an active role in the learning process. In *The Big Picture*, visual material is used to engage learners, stimulate language and help cross language borders. Class activities develop learners' critical thinking skills by encouraging students not only to describe images, but also to interpret and discuss them.
- 2 The Big Picture is ... international.** As its name suggests, *The Big Picture* aims to take a broader view of the study of English in today's world. The status of English as an international language means we need to consider cultural contexts not only from the traditional English-speaking world but from a variety of different global situations. *The Big Picture* course is built around global topics and cultural material which are both stimulating and immediately relevant to learners' lives and experiences.
- 3 The Big Picture is ... about real lives.** The course aims to make English language learning accessible by grounding tasks in real-life situations. Speaking and writing tasks are designed not only to practise key structures, but to simulate real-life contexts which learners may encounter outside the classroom. Similarly, *The Big Picture* challenges stereotyping and presents positive, sympathetic role models both in the voices heard in the audio material, and in the choice of cultural information made available to learners.
- 4 The Big Picture is ... about real language.** Vocabulary panels at the start of each unit are designed to highlight the high-frequency words and expressions that students will need in the wider world. New structures are always presented and practised in context, facilitating language acquisition and encouraging students to see grammar as a natural and integral part of language learning. In addition, functional language sections promote the acquisition of phrases and conversation strategies to help students perform effectively in the real-life contexts they find themselves in when they leave the classroom.

COURSE COMPONENTS

STUDENT'S BOOK

The Big Picture Student's Book provides 90–120 hours of classroom material. The Student's Book is divided into 12 topic-based units, each with six self-contained lessons and a unit review (approximately ten hours per unit).

The first lesson in each unit uses high-impact images to introduce the topic and present core vocabulary, engaging learners from the outset. The following three lessons present and practise key vocabulary and grammar through integrated skills work. The final lessons focus on language output: functional language for practical, everyday situations and an extended speaking or writing task, which combines the language and skills from the unit in a final 'big picture' task.

The Student's Book provides learners with ample opportunity to review target language. The grammar syllabus is supplemented by an interactive *Grammar reference*, which can be used for additional practice in class, for homework or for self study.

Vocabulary, grammar and functional language are recycled in one *Review* section per unit, and in *Bring it together* sections which combine language from the previous three units in skills-based tasks. Self-assessment questions encourage students to reflect on what they have learnt and evaluate their knowledge and competencies.

The *Writing bank* provides additional writing tasks to ensure that there is one extended writing section per unit. The *Communication bank* contains material for a variety of interactive activities, including role plays and jigsaw readings.

To ensure full exploitation of listening material, selected transcripts are provided at the back of the Student's Book, with full Class Audio transcripts available online at www.richmondelt.com/thebigpicture.

For further information and sample material from the Student's Book, please see pages 8–12.

WORKBOOK

The Big Picture Workbook offers further practice of the vocabulary and grammar presented in each unit of the Student's Book. Additional topic vocabulary is presented and practised in *Vocabulary extension* sections, which supplement the vocabulary building strand of the Student's Book. Target language is combined in *Bring it together* activities, providing further, contextualised practice.

Each unit also contains a double-page *Skills development* section, with carefully staged activities to help learners discover and develop strategies to improve their listening, reading and writing.

Four *Progress tests* give students the opportunity to review the language they have learnt, evaluate their progress and identify any areas of difficulty.

Student's Audio, for use with the Workbook, is provided on CD and online, with transcripts in the back of the Workbook.

For further information and sample material from the Workbook, please see page 13.

TEACHER'S BOOK

The Big Picture Teacher's Book provides full teaching notes with point of use answer keys and transcripts. Aims panels at the start of each unit contain a summary of the language skills and learning outcomes for that unit. *Lead-in* sections suggest activities and warmers to set contexts and elicit language, while *Background notes* offer extra information about the Student's Book content.

Throughout the Teacher's Book, *Extra activity*, *Mixed ability* and *Alternative task* sections provide additional ideas and activities to consolidate and extend Student's Book material, as well as ideas for adapting lessons to suit different abilities and class profiles. Clearly signposted *Grammar* notes supply useful information on form, usage and pronunciation to aid grammar teaching.

Answer keys for the Student's Book *Grammar reference* and the Workbook are included at the back of the book.

CLASS AUDIO

The Class Audio CDs include all the listening material from the Student's Book. A wide range of genres and accents keeps students engaged and helps them to develop their listening skills.

DIGITAL BOOK

The Big Picture Digital Book offers a complete digital version of the course for use on any interactive whiteboard. An optional resource for language presentation and practice in class, the Digital Book provides one-click access to audio, keys, teaching notes and extra activities.

LEARNING PLATFORM

An online Learning Platform is available to all users of *The Big Picture*. The platform brings together key elements of formal and informal learning. Extensive interactive activities give further practice of the grammar, vocabulary, pronunciation and functional language from each unit of the Student's Book. Scores for these activities are tracked and recorded in a gradebook, allowing teachers to monitor their students' progress.

The Learning Platform also includes informal learning features such as regularly updated games, a monthly podcast and *The Big Picture* Blog. Every month a picture is added to the blog, along with a description of the picture written by one of the course authors. Students are invited to participate in the Big Picture community by writing their own descriptions of each picture, an engaging activity which also provides valuable practice for writing and picture description tasks.

The Learning Platform offers total flexibility for teachers. Teachers can simply give their students access to the platform to practise English outside the classroom at their own pace. Other teachers may wish to use interactive features such as the forum or the library to communicate with their students. For teachers wishing to set online activities as homework, the gradebook provides information on when a student started and finished an activity, as well as activity scores. Teachers can see the scores of individual students and the class as a whole.

To access *The Big Picture* Learning Platform, please go to **www.richmondelt.com/thebigpicture**, where you will find detailed instructions on how to register yourself and your students.

TEST STUDIO

The Big Picture Test Studio provides teachers with a wealth of test items, allowing them to monitor their students' learning as they work through the course. The Test Studio is highly flexible: teachers can select which blocks of units they want to test, as well as which of the four skills they would like to include. A choice of five different question types ensures that tests are easily adapted to suit students' needs, from quick progress tests to exam preparation. In addition, teachers can decide how to output the test – on paper or online.

The Test Studio forms part of *The Big Picture* Learning Platform. To access the Test Studio, you must first complete the registration process for the Learning Platform. Please go to **www.richmondelt.com/thebigpicture** for instructions on how to do this.

COMMON EUROPEAN FRAMEWORK


Complete CEFR mapping documents listing objectives and competencies by level and unit are available online. See **www.richmondelt.com/thebigpicture**.

SPREAD 1

Each unit opens with one or more high-impact images which engage learners with the topic from the outset. Learners are encouraged to think critically, not only describing, but also interpreting images.

Core lexical items from each topic are highlighted in the KEY VOCABULARY panel. The language presented here forms the basis of the unit vocabulary and is recycled in extension tasks throughout the unit.

5 LIVE AND LEARN



1 Work in pairs. Look at the photos of different learning situations and discuss the questions.

- Who is the teacher?
- Who are the students?
- Where are they?
- What are they studying?

2 a 5.1 Listen and answer the questions.

- 1 Who's speaking, the teachers or the students?
- 2 What's special about each teaching situation?

b Listen again. Complete the statements with Professor Quarashi (PQ), Matthew Sanford (MS) or Phil Higgins (PH).

- 1 _____ thinks classrooms are ugly places.
- 2 _____ believes everyone can do something special.
- 3 _____ teaches IT.
- 4 _____ teaches at secondary school.
- 5 _____ teaches at a university.
- 6 _____ teaches Science.
- 7 _____ flies to class.
- 8 _____ teaches in the USA.

3 a Work in pairs. Think about a teacher who made an impression on you. What was special about him/her? Tell your partner.

b Share your experiences with the class. Do you think any of the teachers could be 'Teacher of the Year'?

4 a Look at A in the KEY VOCABULARY PANEL. Put the subjects in the correct category. Can you add any more subjects?

b Look again at the list in A and answer the questions.

- Which of these subjects have you studied? Are you studying any now?
- Are there any you would like to study in the future? Why?

5 a Look at B in the KEY VOCABULARY PANEL. Do these types of school exist in your country? Use a dictionary to help you. What is the age group for each one?

b Match the qualifications to the types of school.

6 Work in pairs. Tell your partner about the schools you have attended and the qualifications you have.

7 a 5.2 Listen to Keira talking about a course she is doing. What makes her course different from the ones in the photos? Is she enjoying it? Why/Why not?

b Work in groups. Have you ever done a course online? If yes, what did you think of the experience? If not, would you like to? Why/Why not?

KEY VOCABULARY

Education & learning

A Academic subjects

Art Biology Business Studies
Chemistry Drama Economics
Geography History
IT (Information Technology)
Languages Literature Mathematics
Music Philosophy Physics
Politics Psychology Sport

Arts: _____
Sciences: _____
Social Sciences: _____
Other: _____

B Schools & qualifications

SCHOOLS

high school kindergarten
pre-school primary school
secondary school technical college
university

QUALIFICATIONS

degree masters
professional diploma
school leaving certificate
vocational qualification

NOTICE CAREER, COURSE, STUDIES
Use career to talk about someone's professional life.
Use course or studies to talk about education.
During his long career as a teacher, he lived in the USA.
I've just finished a course at university.
As part of his university studies, he travelled to India.
How do you say career, course and studies in your language?

Initial questions seek out a personal response from students, inviting them to find a link between the images and their own experience.

NOTICE boxes appear throughout each unit, highlighting key points that emerge from language analysis or skills work. They draw attention to language items which are of particular interest because they are frequent, problematic or have multiple meanings.

SPREADS 2, 3 & 4

Clear AIMS introduce learners to the structures and learning outcomes covered in each lesson.

READING texts explore a wide range of genres including print and online texts such as blogs, emails, literary extracts, and adverts. The majority of texts have been adapted from authentic sources. Learners often read a first time for general information and then again to answer more specific questions.

GRAMMAR sections are carefully staged. Learners begin by reflecting on the target language and interacting with the Grammar panel. They then practice the grammar in contextualised tasks, before consolidating their knowledge by using the new structures to discuss relevant topics as a class.

5.2 SCHOOLS AND RULES

VOCABULARY: -ed/-ing adjectives

- Work in pairs. Choose the options which best describe your experience of school.
 - I usually feel *bored* / *interested* in class.
 - Maths lessons were *confusing* / *exciting*.
 - Homework was usually *boring* / *interesting*.
 - I was always *depressed* / *excited* on Sundays. School started on Monday morning!
- Listen. Underline the best option. How do the speakers feel? Who likes/doesn't like school?
 - how somebody feels?
 - something that makes a person feel a certain way? My lessons are...
- Write sentences with the correct adjectives.

amused / *amusing* *fascinated* / *fascinating*
pleased / *pleasing* *tired* / *tiring*

READING

1 Look at the photos and answer the questions.

- What country do you think they show?
- What is the boy doing in each one?
- Where do you think he is in the first one?

2 Read the article quickly and check your ideas. Who is Anselmo? What do the photos tell us about his life?

3 Read the article again. Find and correct the false sentences.

- Ester thinks Anselmo is an annoying student.
- Students with low marks can't go to the school.
- Ester thinks that the most important thing students learn is that life can be difficult.
- Students don't pay any money to the school.
- Anselmo didn't enjoy his job.
- Anselmo wants to work in the circus.

4 Would you like to go to this school? Why/why not?

THE SCHOOL OF FUN

At school yesterday, Anselmo rode a bicycle in the classroom. Then he stood on his head. But his teacher wasn't angry. "Excellent, Anselmo! I'm really pleased!" Ester da Silva said.

Anselmo goes to an unusual school in Rio de Janeiro, in Brazil. At the school, students aged 4 to 24 learn how to dance, sing and do acrobatics in a circus.

That sounds exciting, but it isn't easy. "Students have to work hard," says Ester. "We say that all students of Circus School have to study 'normal' school subjects like Languages and Maths as well – that's very important. They don't have to get the highest marks, but they do have to try their best. They *mustn't* be late for classes, and they *must* always be polite."

Ester thinks that Circus School teaches students many useful things. "Students learn how to work with other people, and they learn about themselves, too. They see that some things in life can be difficult, but if you work hard they can get better. Best of all, they learn that school – and life – can be exciting and enjoyable!"

Circus School is a charity, and all the classes are free. Most of the students come from favelas (poor parts of town), where many children leave school without any qualifications. Anselmo lives in a tiny room with his mother and three brothers. He left secondary school when he was 12, and he washed cars for money. It was tiring, and many drivers didn't pay. Now, thanks to Ester, he's hoping for a better future. "I'm probably not going to be a circus star!" he smiles, "but I might be a teacher one day, like Mrs da Silva. I'm very happy I don't have to clean cars any more!"

GRAMMAR

1 a Read the sentences. Are they true for Anselmo's school?

- All the students **have** to work hard.
- They **don't have** to study Languages and Maths.
- They **mustn't** be late for class.
- They **must** always be polite to their teachers.

b Check your answers in the article in READING 1.

2 a Look at the sentences in 1a again. Which talk about

- rules the students always need to follow?
- things it isn't necessary for the students to do?

b Look at the verbs in **bold** in 1a. Use them to complete 1–4 in the GRAMMAR PANEL.

3 a Read the information and choose the correct option. Sometimes both options are correct.

In Japanese schools, there are many rules. They are called *Kasoku*. Here are some examples:

- Students ⁽¹⁾ **must** / **have** to wear a uniform. They can't even choose their own socks!
- Boys ⁽²⁾ **mustn't** / **don't** have to grow their hair longer than their ears. They can only have short hair. Girls ⁽³⁾ **mustn't** / **don't** have to have short hair. They can have it long or short.
- Students ⁽⁴⁾ **must** / **mustn't** be on time. Late students can't go into class.
- Students ⁽⁵⁾ **must** / **mustn't** have jobs. Teachers think that students who work are too tired to study.
- Students ⁽⁶⁾ **mustn't** / **don't** have to stay in every night, but if they want to go out, they ⁽⁷⁾ **must** / **have** to ask their teacher – even at the weekend!

b Are any of these rules true for schools in your country? Write three more sentences about schools in your country using *have to*, *must*, *mustn't* or *don't have to*.

MUST(N'T) & (DON'T) HAVE TO FOR OBLIGATION

Must & have/has to

We use **must** and **have/has to** to talk about rules and obligations.

Have to is more common than **must**.

We use **mustn't** to talk about prohibition – about things that are against the rules.

We use **(don't) have to** to explain that there is no obligation or rule.

You **mustn't** be late for school. (= this is one of the rules, you don't have a choice)

Anselmo **doesn't have to** work cars anymore. (= it isn't necessary for him to work cars now)

See page 164 for grammar reference and more practice.

SPEAKING

- Work in groups. Imagine you are going to write the rules for your English class next week. Discuss your ideas. Students **don't have to** do any exams. Great idea!
- Make a poster with your five best ideas.

A double page spread usually finishes with a SPEAKING task which rounds up the lesson with a personalised focus, allowing students to make use of the language they have learnt in a real-life context.

GRAMMAR panels encourage learners to notice key aspects of a given structure and actively discover the rules for themselves. The panels are kept brief, with cross-references to further explanations and practice tasks in the interactive Grammar reference section.

SPREADS 2, 3 & 4


LISTENING texts are varied and engaging, covering a range of genres such as radio programmes, podcasts and voxpop monologues. Learners listen for gist and then for more detailed information. Learners are often asked to refer to the transcript to check understanding.

Integrated PRONUNCIATION sections practise individual sounds as well as stress and intonation patterns. Native speaker models are usually provided but international intelligibility is the principal aim throughout.

5.3 CULTURE AND TRADITION ■ PRACTISE ADJECTIVES & PREPOSITIONS ■ TALK ABOUT MUSEUMS & CULTURE

SPEAKING & READING

1 Work in pairs. Look at this photo. Discuss the questions.




2 a Read part of a museum brochure. Where is the museum and what can visitors learn about?

b Have you got any museums like this in your town?

The Museum of Romany Culture isn't a big museum, but it's a fascinating one. At the museum you can learn about the history of the Romany people in the Czech Republic and around the world. You can also learn about Romany culture and art – and buy some amazing souvenirs in the shop!

You can find the museum in Brno, in the centre of the city's Romany district.



NOTICE LEARN/TEACH

I'm learning Romany. (I'm a student.)
I'm teaching Romany. (I'm a teacher.)
She teaches us Romany.
NOT She learns us Romany.

LISTENING

1 Listen to the audio guide. In what order do you learn about = language? = crafts? = music?

2 Listen again. Complete the summaries in the museum brochure.

A Romany musicians prefer to play instruments like the accordion or the ⁽¹⁾ _____, rather than the ⁽²⁾ _____. Romany music has inspired musicians like the ⁽³⁾ _____ player Django Reinhardt (Belgium) and the punk band Gogol Bordello ⁽⁴⁾ _____).

B Today, most Romany people live in ⁽⁵⁾ _____ or ⁽⁶⁾ _____, but not in wagons. Traditional Romany crafts and clothes are ⁽⁷⁾ _____, because this is a lucky colour. At the museum, ⁽⁸⁾ _____ can learn these crafts.

C A lot of Roma people speak Romany, but they don't ⁽⁹⁾ _____ the language. In the past, many Romany people told stories about their ⁽¹⁰⁾ _____ and tradition. At the museum, we teach visitors these stories. You can also buy ⁽¹¹⁾ _____ in the gift shop!

3 Work in pairs. Discuss the questions.

a In your region, what are the traditional: a) foods? (pasta, wine...) b) hobbies or activities? (music, story-telling...)

b What traditional things can you do or make?

PRONUNCIATION: stress in two-syllable words

1 Work in pairs. Complete the table with words from the audio guide. Listen and check.

children enjoy goodbye guitar language lucky music people prefer stories

• •	• •
	music

2 a Is the word stress more often on the first or the second syllable?

b Can you think of two more words for each category?

VOCABULARY: adjectives + prepositions

1 Read the museum's activity programme. How many activities are there?

Museum Activity Programme

All activities are free, and everyone is welcome!

Lectures

Romany culture – 1900 to present day

Workshops

Written and spoken Romany – beginners
Music – all levels
Romany dancing – all levels
Romany crafts – make your own basket!

Other events

Film night

2 Listen to six museum visitors. Choose the best activity for each visitor.

3 a Match 1–7 to a–g.

- I'm bad.
- I'm quite good.
- I'm really interested.
- Flamenco is quite similar.
- I always get excited.
- Japanese is quite different.
- I'm bored.

- from Romany.
- about the cinema.
- with reading.
- in history.
- at art.
- at music.
- to some Romany dances.

b Listen again and check.

4 a Complete the sentences about you. Use the correct preposition after each adjective.

I'm completely different from my sister.

1 I'm really good _____ me is.

2 One person who's quite similar _____ me is.

3 I sometimes get quite bored _____.

4 My best friend and I are both interested _____.

5 I always get excited _____.

6 When I was young, I was bad _____.

b Compare your answers with your partner. Give extra details.

I'm completely different from my sister. She works hard at school. I don't!

5 a Imagine you are visiting the museum. You only have time to go to one event. Which one would you choose?

b Find another student who would like to go with you.

Would you like to go to the...?

Yes, I'd love to. I'm (really) interested in... / (quite) good at...

Sorry, I'm not interested in / not very good at...



VOCABULARY sections focus on lexical sets as well as common combinations of words such as collocations, word families and fixed expressions. New vocabulary is presented in clear contexts, often with visual aids to help acquisition.

SPREAD 5


FUNCTIONAL LANGUAGE pages focus on the practical English phrases and expressions that learners will need in everyday situations.

Learners listen to a common, real-world situation which provides the context and acts as a model for their output. Again, images are often used to help learners relate to the topic.

Each unit culminates in an extended speaking or writing task. Language and skills work from earlier lessons is brought together in a fun, 'big picture' activity.

Well-staged preparation tasks guide learners towards the final outcome, while developing micro-skills and strategies. Students are encouraged to work together to negotiate the task goals, often looking back to topics seen earlier in the unit for ideas.

5.4 FUNCTIONAL LANGUAGE: SOUNDING POLITE



NOTICE REQUESTS WITH CAN, COULD & WOULD
We often use the modal forms can, could and would in polite questions and requests.
Can/Could I have some more, please?
I'd like some more, please.
Could and would are more formal than can.

Intonation: sounding polite
Listen and write three requests. You will hear each request twice.
Listen again. For each request, decide which speaker sounds more polite, a or b.
Do the polite requests have rising (↗) or falling (↘) intonation?
Work in pairs. Practise the polite conversations in the transcript on page 164.

TUNE IN

- Look at the photo. What do you notice about it? Do you have a café at your school, university or workplace? Is it similar or different to this?
- Listen to five conversations. Which students were polite?
- Work in groups. Discuss the questions.
 - Do you think most people are polite?
 - Can you think of any times when you heard someone being impolite? What happened?

FOCUS ON LANGUAGE

- Are these expressions from the conversations polite (P) or impolite (I)?
 - I want a hamburger.
 - I'd like some curry, please.
 - Give me that too.
 - What would you like?
 - Can I have the lasagne, please?
 - Please could I have some curry?
 - What can I get you?
 - I'll have some chips.
- Look at five ways people answered requests. Which reply is NOT polite?
 - Of course.
 - I'm sorry, but...
 - Certainly.
 - I'm afraid...
 - Whatever.
- Complete the table with the polite replies.

Positive (+)	Negative (-)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

OVER TO YOU


- Work in pairs. Choose two of the photos. What are the people doing?
- For each photo, think of a question or request someone might ask in this situation.
- Write a short conversation for each photo. Use polite questions and replies.
- Work in pairs. Practise your conversations.

5.5 SPEAKING TASK: A TELEPHONE ENQUIRY

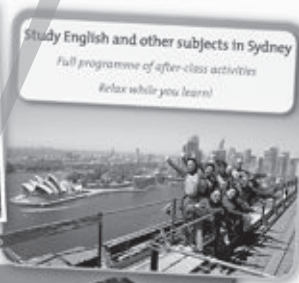
TUNE IN

- Look at the extracts from advertisements for three different language schools. Which countries are they in? Discuss which course you'd like the most and why.


Language school in Dublin
40 hours a week – choose from a number of languages
Small classes



Study English and other subjects in Sydney
Full programme of after-class activities
Relax while you learn!



Come to the beautiful Colorado Mountains
Learn about American culture Good value!



PREPARE FOR TASK

- Listen to a student asking about one of the courses and answer the questions.
 - Which course is he asking about?
 - Do you think he will go on the course? Why/Why not?
- Listen again and complete the first column in the table.

Name of school: Adventures in English	Question
1 Accommodation?	
2 Courses – which subjects?	
3 Class size?	
4 Activities?	
5 Price?	

b What questions did the student ask? Complete the second column with the questions. Check your answers in the transcript on page 164.

TASK

- Work in pairs. Student A, turn to page 159. Student B, turn to page 160. Have your conversations. Remember to be polite.

REPORT BACK

- Now that you have more information about the schools, which course would you choose? Is there a favourite course in the class?

Go to Review B, Unit 5, p. 98 Go to Writing bank B, p. 164

This section highlights the useful language learners need to complete the tasks.

Students make use of the language focus and model in practical, communicative activities, creating their own contextualised dialogues.

INTONATION panels encourage learners to listen for stress and intonation patterns in spoken English.

Learners carry out the task and listen to and/or read one another's work. Class discussion activities allow students to compare their approaches and provide feedback.

Every three units there is a REVIEW section with a one-page review per unit, allowing learners to recycle target language and structures. Varied tasks and an emphasis on classroom interaction make these sections dynamic and communicative.

BRING IT TOGETHER pages are characterised by a 'big picture' approach, with activities which bring together language and skills work seen over three units to give learners a broader perspective and alternative contexts.

UNIT 5

VOCABULARY
Education & learning

1 Add as many words as you can to the word maps.

2 Take turns to describe three words from 1. Can you guess which words your partner is describing?
"2 + 2." "Is it Maths?"
"Study of plants and animals." "Is it Biology?"
-ed/-ing adjectives

3 Choose the correct words. Complete the sentences with your ideas.

- _____ is a really fascinated / fascinating subject.
- I felt pleased / pleasing when _____.
- One of the most interested / interesting things I've done is _____.
- I usually feel tired / tiring when _____.
- I think my _____ is confused / confusing because _____.

Adjectives + prepositions

4 Match adjectives 1-6 to prepositions a-f.

1 bored	a about
2 different	b at
3 excited	c from
4 good	d in
5 interested	e with
6 similar	f to

5 a Choose four adjectives + prepositions from 4. Use them in four different sentences about people or things connected with school.
Mrs Green is different from my other teachers. Her lessons are really funny!
b Work in pairs. Compare your sentences. Explain why these things or people are important to you.

REVIEW B

GRAMMAR
Present continuous & going to

1 a Fill in the diary with your plans for the weekend.

Saturday	morning	afternoon	evening
Sunday	morning	afternoon	evening

b Work in pairs. Tell your partner about your plans. Use the present continuous and going to.

Must & have to

2 a Complete the sentences with must, mustn't, have to or don't have to so that they're true for your country.

- All children _____ go to school.
- Most school students _____ wear a uniform.
- Students _____ stay at school until they're 16.
- University students _____ study for three years.
- Primary school students _____ study English.

b Work in groups. Discuss the sentences. Do you agree with the statements?

FUNCTIONAL LANGUAGE
Sounding polite

1 Write the requests more politely.

- Tell me your address.
- Lend me your pen.
- Help me with my homework.
- Tell me the answers to the exercises on this page.
- Come for a coffee with me.

2 Listen and compare your answers. Then act out the conversations with your partner.

LOOKING BACK

- What was your last English lesson like? What was the most interesting thing you learnt?
- What must you do tonight? What else are you going to do?
- Do you have to go to school or work tomorrow? What are you going to do there?

BRING IT TOGETHER 4, 5 & 6

READING & SPEAKING

1 a Read the online post. How does Tadzio feel about his English exam?

From: Tadzio@

Hi! I'd like some advice. I've got a really important English exam next month. My friends seem quite relaxed about it, but I'm terrified. I'm having nightmares about it! Any ideas?

b Work in pairs. Discuss how you usually feel about tests and exams.

2 Read the replies. Who talks about:

- the month before the exam?
- the night before the exam?
- the day of the exam?

From: jmkhacker

Try revising with friends. You can test each other, practise your speaking - and have a bit of fun, too! But don't do this the night before the exam. You'll get too stressed!

From: Fairy_girl

Don't panic! You've got lots of time. You should write a study plan for the month before the exam. Give details. Don't just write 'English - all week' - that's scary! Write 'the present perfect, Friday, 6 p.m. to 7.30 p.m.' You'll be amazed how much you can learn in the time!

From: Positive_thinker

Nightmares? That's bad. Start looking at your notes now, and read them regularly. I use highlighter pens to colour the most important information - it helps me to remember it. I always use an orange highlighter pen. I read that orange is the best colour for thinking!

From: Red_rose

Don't do lots of revision in the evening before your exam. You should go to bed early.

From: jmkhacker

It's really important to stay calm in the exam. If you aren't sure about a question, don't panic! Give your best answer or just guess. And make sure you answer all of the questions. It's always better to write something than to write nothing.

3 a Read the replies again. What do you think are the best ideas?
b Work in pairs. Compare your ideas and choose the three best ideas.

QUICK CHECK
Complete the checklist below.

Can you...	Yes, I can.	yes, more or less.	I need to look again.
1 talk about your past experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 compare people, places and things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 talk about future plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 ask for information on the telephone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 give advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 talk about your abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 describe your feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 talk about future possibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compare your answers with a partner.

- What else do you know now after studying units 4-6?
- Do you need to look again at any of the sections?
- Do you need any extra help from your teacher?

LOOKING BACK sections give learners an opportunity to reflect on what they have looked at in the unit and think about what else they would like to study in relation to the topic.

At the end of each Review, learners are invited to complete a QUICK CHECK self-assessment section. They are encouraged to think critically about their learning strategies and ways of developing or improving them.

VOCABULARY and GRAMMAR presented in each unit of the Student's Book is reviewed and recycled in the Workbook. Staged activities focus on both form and usage, building learners' confidence in using new language.


VOCABULARY EXTENSION sections present and practise additional topic vocabulary.

Each Vocabulary and Grammar section in the Workbook builds up to a BRING IT TOGETHER section, a 'big picture' activity which offers contextualised practice of all target language from the unit.

5 LIVE AND LEARN

VOCABULARY Education & Learning

1 Complete the crossword with academic subjects.



Across

- This is the study of important books by great writers.
- This is where you add 144, subtract 112, divide 112 and multiply 144.
- You play football, tennis, etc. in this lesson.
- You learn about plants and animals in this class.
- This is a type of science about the human body.

Down

- In this class, you learn about governments and leaders.
- In this class, you do experiments with oxygen, iron, etc.
- You draw and paint in this lesson.
- This is where students learn to play the guitar, the piano or other instruments.
- In this class, you read about important events in the past.

2 Complete the words.

- This learning to be an electrician at a school.
- My three-year-old is starting to read.
- You need a lot of money to go to a school.
- Children are about 10 years old when they start school.
- Your first school is usually a school.
- When you're in or 16, you start school.
- My wife and I are four and five so they're still at school.

3 Complete the sentences. Put the letters in the correct order.

- After my first degree, I decided to do a in statistics.
- When you complete your education, you get a certificate.
- I got a professional in web design.
- It's a good idea to get a qualification in a subject like nursing.
- I want to university for three years to get my

4 a Listen to six conversations. Match the conversations to the academic subjects.

Business Studies	Language
Geography	Science
Information Technology	Philosophy

b Listen again. Complete the sentences.

- I studied Maths on my course of university.
- But she's only six years old! She's at school.
- He's doing a in Business. It's a one-year course.
- We're going to do a performance at the school.
- Is he going to study programming at when she leaves school?
- You're learning some interesting things now you're at school.

5 Choose the correct option.

- I don't understand the Physics homework. I'm confused / puzzled.
- We had a really hard / boring History lesson today.
- I worked on my Geography project all last night. It's really boring / interesting.
- We watched a DVD about / describing programmes about Psychology yesterday.
- Science is the most amazing / amusing subject in the class. It's really at the time.
- I try to teach my English students about literature but they're not interested / interested.
- Simon's really excited / excited because she's starting her degree course next week.
- I think Monday mornings are really depressed / depressing.

Adjectives + prepositions

6 Choose the correct option.

- We're bored **with** / with doing the same thing every day.
- They're **interested** **in** / at the school trip to Paris.
- I'm **pleased** **at** / in Chemistry. It's my least-liked subject.
- Are you **interested** **in** / in Psychology?
- Maths is quite **similar** **to** / with Physics.
- The lessons in secondary school are quite **different** **from** / of the ones in primary school.
- He's **bad** **at** / with sports. He can't run very fast.

VOCABULARY EXTENSION Education

7 Match the words in bold to definitions a-f.

- I got really good **marks** in all my exams.
- The **teacher** on my Advanced Chemistry course is a world-famous **professor**.
- Now that marks for this subject will come from your **coursework** and your end-of-year exams.
- I don't go to bed last night because I have to **revise**.
- In American universities, there are **lecturers**, but in British ones there are **professors**.
- In my spare time, I go to an **evening class** to study Art.

8 a Complete the sentences with the correct form of the words in bold from 7.

- What's the best way for to succeed?
- If you're **bored** with your job, you should go to an
- There are **three** in my History course.
- Dr Smith, Dr Wei and Professor Bull

b Listen and check.

9 Complete the text with the words from the box. There is one word that you don't need.

about / against / being / English / learning / from / Maths / marks / primary

BRING IT TOGETHER

10 Complete the text with the words from the box. There is one word that you don't need.

about / against / being / English / learning / from / Maths / marks / primary

TEACHER'S PET!

When parents take their kids to school, they don't expect to see a dog in the classroom. But some and secondary schools have found that dogs are good helping children to learn and improve their dogs are often used to children to help students with their reading and writing. An owl expert explains, 'Having a dog in the classroom is great for children who usually find reading or difficult. Reading to a dog is different making to students explains to a teacher - the dog doesn't get if a child reads slowly or makes mistakes. This helps the child relax and enjoy what they are reading.' Some teachers also use the dogs as a reward for their lessons. For example, moderate can practice for adding amounts of dog food.

For example, a teacher from the USA, named taking this dog to school last year. The really surprised. The children all dogs excited? having dogs in the classroom that she doesn't distrust them. They are actually much calmer and quieter when she's here! This has been a experience for her!


Each unit in the Workbook includes a double-page SKILLS DEVELOPMENT section. In addition to further practice of functional language from the Student's Book, key skills for listening, reading and writing are practised using a variety of engaging texts and genres.

SKILLS DEVELOPMENT

FUNCTIONAL LANGUAGE

Sounding polite

1 a Look at the photos. Which person do you think is the most polite?



b Match requests and replies 1-8 to the photos.

- I want the salad.
- Can I have the salad, please?
- Give me that one.
- OK, What else?
- What would you like?
- Of course. No problem.
- Certainly.
- Please could I have some water?

2 Rewrite more politely.

- We want two tickets. Could we have two tickets, please?
- What do you want for dinner?
- Give us some money for the bus.
- The shop is closed.

LISTENING

Inferring relationships

1 Listen to three conversations. Tick (✓) the topic they have in common.

Topic	Conversation 1	Conversation 2	Conversation 3
Work and career			
Family and friends			
Education			
Health and medicine			
Travel and transport			
Food and drink			
Shopping			
Weather and climate			
Other			

2 a How do the speakers know each other? Listen again and match conversations 1-3 to three of the relationships.

b Write two or three key words for each conversation which helped you in 2a.

Conversation 1:


Conversation 2:

Conversation 3:

READING

Matching information

1 Read the article about three people, Logan, Genia and Malik, who changed careers. Match jobs a-f to the people.



2 Read the article again. Answer the questions with Logan (L), Genia (G) or Malik (M).

- Is going to do their old job again?
- Doesn't have to get up early?
- Has had a medical problem?
- Has worked with children?
- Is going to study a new language?
- Is sometimes based in their new job?

Guessing unknown words

3 a Find three words in the text. For each word, write adjective (A), noun (N) or verb (V).

- dark (Logan)
- worthwhile (Genia)
- long-suffering (Malik)
- more (Malik)

b Choose the correct definitions for the words in 3a. Read the whole sentence they appear in for clues.

- not right / very late
- enjoying, meeting / good, useful
- very expensive / very successful / good
- look like a long time / not very quiet

STRATEGY

When you find a word you don't know in a text, read the whole sentence carefully. In the word an adjective, a noun or a verb? Then look at the context again and try to guess the meaning.

STRATEGY boxes highlight practical strategies to help learners improve their listening, reading and writing.

1 SPEAKING THE SAME LANGUAGE

Students will practise...

- the present simple & present continuous
- questions

and they will learn how to...

- talk about speaking & learning languages
- discuss free-time activities
- talk about communication & life on other planets

KEY VOCABULARY PAGES 4–5

Lead-in

Ask students: *What languages can you speak? Do you like learning English? Do you find it easy or difficult to learn new languages? Do you think it is important to learn other languages? Why?/Why not?* Elicit a range of responses and encourage a class discussion.

- a** Students discuss the questions in pairs.
b Read through the list of places with the class and make sure students understand them. Students look at the signs and match them to the places.

ANSWERS

a on a beach b at a zoo c on a motorway d at a port
e at a shopping centre f on the side of a building

- Ask students: *Can you say 'hello' in any other languages?* Elicit a few examples, and for each one ask: *What language is it? Which country do you associate this language with?* Students then answer the questions in pairs.

Refer students to A in the Key vocabulary panel and ask them to complete it in pairs. Check answers and model and drill pronunciation of the countries and languages. Elicit any other words for countries or languages that students know.

Point out that *-ese* and *-ish* are typical endings for languages.

ANSWERS

Cantonese – China, Dutch – Holland, English – Australia, French – Belgium, Hindi – India, Japanese – Japan, Mandarin – China, Portuguese – Brazil, Spanish – Peru, Swahili – Kenya

- a** Play the first part of the audio and point out the example answers. Play the remaining audio for students to note down the languages.

ANSWERS

Ellen: Welsh, English, French, Japanese
Ernesto: Guaraní, Spanish



1.1

Ellen

Here in Wales there are two official languages – Welsh and English. Everybody speaks English, but not everybody speaks Welsh – but all road signs and official documents are in both languages. I have two first languages. I speak English and Welsh, and so do all my family. I usually speak Welsh at home, and I studied in both languages at school. I learnt French at school as a foreign language, so I speak some French, but I never practise it, so I've forgotten a lot of it. Oh, I also speak a little Japanese – very little! I'm studying it at the moment.

Ernesto

Hi! I'm Ernesto. I'm from Paraguay. My first language is Guaraní and that's the language I learnt first. My second language is Spanish. It isn't my mother tongue, but I learnt it when I was very small! We have two languages in my country, because Guaraní and Spanish are both official languages in Paraguay. Most government forms and school books are in both languages. Most people here are bilingual, so they speak both languages really well!

- b** Elicit a range of answers to the question from the whole class.

- a** Allow students time to read through the statements. Model pronunciation of *mother tongue* and *bilingual* if you think your students will be unfamiliar with the words. Don't explain the meaning of the words at this stage.

Play the audio again for students to match the statements to the speakers.

ANSWERS

1 both 2 Ellen 3 Ernesto 4 Ernesto 5 Ernesto 6 Ellen

- b** Students do the task individually or in pairs.

ANSWERS

1 bilingual 2 official language 3 first language OR mother tongue 4 second language 5 foreign language

- a** Students discuss the questions in small groups. In a multilingual class, try to ensure that each group has a mix of nationalities.
b Ask one or two students from each group to report back on their discussions.

Extra activity

Ask students to write a brief 'language profile' of themselves, answering the questions in 5a. Collect them in and read them out in turn to the class. See if the class can guess which person wrote each one.

1.1 BEING BILINGUAL PAGE 6

READING

Lead-in

Write *bilingual* on the board and elicit a definition. Ask students: *Are you bilingual? Would you like to be? What are the advantages of being bilingual? Are there any disadvantages?* Elicit a range of ideas.

- 1 Students do the task in pairs. Ask some students to tell the class their ideas, but don't confirm or reject their answers at this stage.

Background notes

Swahili and English are the two official languages of Kenya, and are both widely used as lingua franca.

Belgium has three official languages: Flemish, French and German. 60% of people speak Flemish as their first language, mostly in the northern half of the country. 40% of people speak French, mainly in Wallonia, the southern part of the country. Fewer than 1% of the population speak German as their first language.

Spanish is the official language of Mexico, although the government also recognises 68 indigenous Amerindian languages. Because of the country's proximity to the USA, many people also learn English.

Although English is the predominant language in the USA, 12% of the population is Spanish-speaking, and this percentage is higher in some south-western states. There is a large amount of linguistic diversity in some parts of the USA, which reflects the fact that there are diverse immigrant communities. As well communities of German, Italian and Polish speakers, there are also over 1 million speakers of Vietnamese. There are now very few speakers of native American languages.

- 2 a Students read the text and match the speakers to the photos. Point out to students that they should read the text quite quickly at this stage and not worry if there are words they don't understand.

ANSWERS

Marcela – c, Robert – b, Wotoro – a, Brad – d

b Allow students time to read through the gapped sentences. Students then read the text again and complete the sentences with the names.

ANSWERS

1 Robert 2 Brad 3 Wotoro 4 Marcela
5 Brad 6 Marcela 7 Robert

- 3 Students discuss the questions in small groups. In a multilingual class, try to ensure that each group has a mix of nationalities. Ask one or two students from each group to report back to the class on their discussions.

GRAMMAR PAGE 7

- 1 Refer students back to the sentences in Reading 2b. Elicit the verb in the first sentence and ask students to identify the tense (present simple). Students complete the task individually or in pairs.

ANSWERS

1 lives – present simple 2 is working – present continuous
3 goes – present simple 4 lives / works – present simple
5 uses – present simple / is teaching – present continuous
6 is learning – present continuous
7 travels – present simple

- 2 a Focus on explanations a–c and the example sentences in the Grammar panel. Read the *Notice* box with the class and elicit other expressions we use for something that is happening right now, e.g. *at the moment*. Students then complete the Grammar panel.

ANSWERS

(2) regular habits/routines
(3) things that are happening right now



PRESENT SIMPLE & PRESENT CONTINUOUS

Many languages have only one present tense, and a lot of students find it difficult to make the distinction between present simple and present continuous. Remind students that we use the present continuous for things that are happening now, not for regular habits or routines, e.g. *I go to school five days a week*. NOT *I'm going to school five days a week*.

b Do one example with the whole class before students continue in pairs.

ANSWERS

1 Robert lives in a country where French is an important language.
2 Wotoro goes to school five days a week.
3 Brad is working as a teacher at the moment.

- 3 Ask students to read the email quickly, ignoring the verbs. Ask: *What does Corinne want to do tomorrow?* (Meet Misha for a coffee.) Ask students to choose the correct verb forms to complete the email. Before they start, do the first one with the whole class by eliciting the correct answer (*'m studying*) and the reason (present continuous for things that are happening right now). Remind students to think about the meaning of each sentence and use the notes in the Grammar panel to help them.

ANSWERS

1 'm studying – present continuous for things that are happening right now 2 go – present simple for regular habits/routines 3 're working – present continuous for things that are happening right now 4 spend – present simple for regular habits/routines 5 Are you doing – present continuous for things that are happening right now 6 meet – present simple for regular habits/routines

- 4 a With a weaker class, you could revise the form of the present simple and present continuous before students complete this exercise. Elicit the forms and write them on the board. Point out the use of *don't* / *doesn't* in the negative form of the present simple, and the use of *not* to form the negative of the present continuous. Students write their sentences individually. Ask a few students to read out some of their sentences, and correct any mistakes of form or use.

b Students move around the classroom and find someone who wrote the same answer for each of the questions.

With a stronger class, you could ask students to write two more true sentences about themselves. Students can take turns to read their sentences to the class and see if anyone else wrote something similar.

PRONUNCIATION

- 1 Play the audio and elicit the answers to the questions.

ANSWERS

Speaker 1 – speaking, Speaker 2 – reading, Speaker 3 – writing, Speaker 4 – listening



1.2

- 1 I have a friend who reads and writes English well, but she never speaks it. I think speaking is the most important thing about knowing a language.
- 2 Reading is the best way to learn a language. My brother practises English all the time by reading online.
- 3 The best learner writes everything down and then uses the language that she or he wrote down to help them to remember.
- 4 I have a baby brother – he listens all the time to language. This is the key to learning a language – he listens, and then watches and notices things.

- 2 a Focus on the phonemic symbols and model the pronunciation of the sounds. Play the audio for students to match the sounds with the verbs.

ANSWERS

1 a 2 c 3 b

b Do the first verb with the class as an example. Students continue individually or in pairs.

- 3 Students listen and check their answers.



1.4

/s/ writes, speaks, helps, makes, puts, thinks, wants

/z/ reads, listens, loves, needs, plays

/ɪz/ practises, uses, watches, notices, changes, teaches

1.2 GOOD TALKING TO YOU PAGE 8

SPEAKING

- 1 a Focus on the photos and ask: *Where are the people? What are they doing?* Elicit a range of answers. Students then match the situations to the photos.

ANSWERS

- a going on a first date
b meeting someone for the first time
c interviewing someone for a job
d talking to a good friend

b Put students into pairs to come up with ideas of what people talk about in the situations. Elicit a range of ideas.

- 2 a Play the audio for students to match the conversations to the situations in 1a. Check answers, then ask: *Did the speakers use any of your ideas from 1b?*

ANSWERS

Conversation e – 3, Conversation f – 1, Conversation g – 4, Conversation h – 2



1.5

Conversation e

- A: Hi! How are you doing?
B: Great, thanks! Listen, I'm glad I saw you. You know that squash club I was telling you about? Well, I meant to ask you... would you like to join?
A: Sure, why not? It would be good to do some exercise, instead of watching so much TV! When do you play squash?
B: We usually meet every Thursday at eight.
A: Who do you play with?
B: Oh, lots of different people come along, all ages. They're really nice. You'll like them!
A: OK, I'll come. Thanks for asking! So tell me about...

Conversation f

- A: Do you have any useful experience for this job?
B: Yes, I was a supervisor at Lewis's department store for two years, and before that I was the head waitress at a large city centre coffee shop. So I've got lots of experience of working with customers.
A: Right, good. That will be very useful. And why do you want to work here?
B: Well, I am keen to develop my skills, and I would really enjoy the challenge of becoming a manager at your store. I think I have got a lot to offer.
A: Good, good... Now, I'd like to ask you more about...

Conversation g

- A: Hello! My name's Gaby. I don't think I've met you before.
 B: No, I've just arrived! I'm Lars. I'm from Sweden.
 A: Sweden! Wow, that's a long way away... So, uh, how many languages do you speak? I mean, English and... uh...
 B: Well, English and Swedish, of course... but also some Danish and Norwegian. What about you?
 A: Uh, just Spanish and English! So, what are you doing here? Are you a student?
 B: Yes, that's right.
 A: So, what do you study?
 B: Er... languages!

Conversation h

- A: So,... uh... What do you do in your free time?
 B: I like going to the cinema, or listening to music.
 A: Music? What kind of music do you like?
 B: Mostly pop music, but I like some rock too.
 A: Do you like going to concerts?
 B: Uh, yes. I guess.
 A: How often do you go?
 B: Oh, uh, let me see... Once or twice a month, I suppose...
 A: Maybe we could go to one together sometime?
 B: Oh, uh, maybe. When were you thinking...

- b** Allow students time to read through the topics. Play the audio again for students to tick the topics the people talk about.

ANSWERS

Conversation e – hobbies, Conversation f – skills and experience, Conversation g – name, nationality, languages you speak, Conversation h – hobbies

Mixed ability

With a stronger class, you could ask students in pairs to imagine they are in one of the situations. Ask them to role-play a conversation. Pairs can perform their conversation for the class.

GRAMMAR PAGE 8**QUESTIONS**

In many languages, questions have the same word order as affirmative sentences, but just change the intonation. In English, it is usually necessary to change the word order, e.g. *Are you studying English?* NOT *You are studying English?* In present simple questions, we use the auxiliary verb *do*, not *be*, e.g. *Do you live in Berlin?* NOT *Are you live in Berlin?*

- 1 a&b** Students work in pairs to read the questions and try to remember the answers. Play the audio again for them to check their answers.
- 2** Elicit the answer to the question from the whole class. Tell students that these are *Yes/No* questions, and refer them to the notes on *Yes/No* questions in the Grammar panel.

ANSWERS

Questions 5 and 7

- 3 a** Refer students to the first question and the question word *When*. Do the next example with the whole class. Students then continue underlining the question words.

ANSWERS

When, Who, Why, How many, What (kind of), How often

- b** Students complete the first activity in the Grammar panel. Check answers, then ask students if they can think of any more question words or expressions, e.g. *How*, *How old*, *Which*.

ANSWERS

1 Who 2 What 3 When 4 Why
 5 How often 6 How many

- 4 a** Focus on the first question in 1a and elicit the main verb (*play*) and auxiliary verb (*do*). Students continue in pairs.

ANSWERS

1 do, play 2 do, play 3 do, want 4 do, speak
 5 are 6 do, like 7 do, like 8 do, go

- b** Students choose the correct options in the second activity in the Grammar panel.

ANSWERS

7 before 8 after

Read the *Intonation* box with the class. Play the audio once and get students to listen to hear if the voice goes up or down at the end. If necessary, model the questions again yourself, exaggerating the intonation, then drill the intonation chorally and individually. Students then answer the questions. Play the audio again for students to repeat, encouraging them to use the correct intonation.



1.6

- 1 How are you doing?
- 2 Are you a student?
- 3 Do you like going to concerts?
- 4 What do you study?

ANSWERS

The voice goes up at the end of yes/no questions (2 & 3), and down at the end of questions with a question word (1 & 4).

- 5** Students write the questions in pairs. Remind them to think about word order and the correct auxiliary verbs. With a weaker class, read through the answers first as a class and get students to say which question word they need for each question. Check answers by asking students to come and write the questions on the board so you can correct any errors with the class.

ANSWERS

- 1 What (kind of) films do you like?
- 2 Who is your favourite singer?
- 3 When is your birthday?
- 4 Where do you live?
- 5 How often do you watch TV?
- 6 Why do you want to learn English?
- 7 How many languages do you speak?

6 Students work individually to write four more questions. Ask a few students to read out their questions, and correct any mistakes. With a weaker class, do this exercise with the whole class.

7 a Before students start, refer them back to the notes on intonation in questions. Ask a few students to read out some of their questions, and drill the intonation with the class again if necessary.

Students then ask and answer the questions in pairs. Monitor while they are working, and correct any common mistakes in a short feedback session at the end.

b Ask students to report back on what they learnt about their partner.

VOCABULARY PAGE 9

Lead-in

Write *free time* on the board. Tell the class what you do in your free time. Ask: *What do you do in your free time?* Elicit a range of answers.

1 Students discuss the questions in pairs. Tell students not to worry at this stage if they don't know the vocabulary for the activities in the photos. They can discuss their preferences by pointing to the photos.

2 a Students complete the vocabulary, using dictionaries if necessary. Check answers, and model pronunciation of the vocabulary, especially *gym* and *surfing*.

ANSWERS

- 1 listening to music
- 2 going to the gym
- 3 surfing the internet
- 4 playing football
- 5 having friends round
- 6 eating out at restaurants
- 7 going clubbing
- 8 reading the newspaper
- 9 shopping in town

b Students match six of the activities to the photos.

ANSWERS

a – reading the newspaper **b** – going to the gym **c** – surfing the internet **d** – eating out at restaurants OR having friends round **e** – going clubbing **f** – listening to music

3 With a weaker class, you could brainstorm vocabulary for free-time activities before students do this exercise. Students then make notes of their answers to the questions.

4 a Students mingle and ask the questions, noting down their classmates' answers.

b Ask students to report back on who is the most similar to them. As a class, decide on the most popular free-time activities.

Extra activity

Ask students to write a short paragraph about their free-time activities, without identifying themselves. Collect in the paragraphs, then hand them out around the class. Ask students in turn to read out the paragraph you have given them. See if the class can guess who wrote it.

1.3 IS THERE ANYBODY OUT THERE? PAGE 10

READING & SPEAKING

Lead-in

Ask students: *When do you speak to people? How do you usually speak to them?* Elicit a range of ideas, and a range of ways of speaking, e.g. in person, by phone, over the internet, by text.

1 a Ask the questions to the whole class and elicit a range of ideas. Don't confirm or reject them at this stage.

b Students read the article quickly to check their answers. Tell them not to worry if they don't understand every word.

2 Check understanding of *being* (a creature) and *extra-terrestrial*. Students read the text again and match the questions to the answers.

ANSWERS

1 e 2 a 3 d 4 b 5 f 6 c

3 Allow students time to read through the questions before completing the task. With a stronger class, encourage students to use full sentences for their answers. With a weaker class, you could accept just phrases.

ANSWERS

- 1 SETI is looking for evidence of life on other planets.
- 2 No, SETI methods are improving all the time.
- 3 It is a group of 42 radio telescopes near San Francisco in California.
- 4 There are SETI projects in the USA, Australia and Italy.
- 5 METI sends messages into space, SETI only listens.
- 6 It will take 21 years.

4 Students discuss the questions in small groups. Ask a student from each group to report back on their discussions, and have a short class discussion if there are any questions that students are particularly interested in. Monitor while students are speaking and correct any common mistakes in a short feedback session at the end.

VOCABULARY PAGE 11

- 1 Read the verbs and model pronunciation. Point out that the verbs are all to do with communication. Students complete the sentences with the verbs. They can check their answers in the text on page 10.

ANSWERS

1 sends 2 tell 3 listens 4 receive

- 2 a Students work in pairs to discuss the differences between the expressions, then report back. Make sure that they understand all the distinctions between the different expressions.

b Students discuss the question in pairs. Before they start, you could teach *Me, too* and *So do I* as ways of agreeing.

LISTENING & SPEAKING

- 1 Focus on the text about the *Earth Speaks* project. Ask: *What do you think it is about?* Elicit a few ideas, then ask students to read the text and answer the questions.

Background information

The *Earth Speaks* project is a real project. If students are interested in finding out more about this, they can go to the website www.earthspeaks.seti.org and read other examples of messages that people have submitted, or submit their own message to be sent into space.

ANSWERS

- 1 To investigate whether we should talk to other forms of intelligent life if we discover them, and to discuss what we should tell them about life on Earth.
2 People can send pictures, sounds and text messages that they want to send to other worlds.

- 2 Allow students time to read the statements. Play the audio for students to decide if the statements are true or false. Remind them to correct the false statements.

ANSWERS

- 1 true
2 false – most people are friendly
3 true
4 false – they look forward to hearing from the other planet



1.7

Hello! This is Kay and Nina from Earth. Earth has a lot of different countries. Each country has its own languages. This is an example of how we are different. If you hear this message we just want to tell you that things on Earth are not bad and it's usually a good place to live. Most people are friendly and like to help each other, but we don't have a perfect world. We like to find out about others too and we want to know all about you and your planet.

Thank you for listening to us and we look forward to hearing from you about how you live.

- 3 a With a weaker class, brainstorm ideas with the whole class and write useful vocabulary on the board before students start. Students work in pairs to think of ideas. Monitor and help with vocabulary as necessary. Students can write their messages or record them on a mobile phone. Alternatively, if you have recording equipment, get students to record their messages on this.

b Play the recorded messages to the class, or get students to read them aloud. You could get the class to vote for the best, the most serious and the funniest.

Extra activity

Tell students that the *Earth Speaks* project wants to send some objects into space to give aliens an idea of what life on Earth is like. Ask students to work in groups and choose three objects that they would send, to best represent life on Earth. Ask groups to report back on their ideas, then choose the best three objects as a class.

1.4 FUNCTIONAL LANGUAGE PAGE 12

TUNE IN

Lead-in

Write *Checking understanding* on the board and elicit or explain the meaning. Ask: *Is it easy to understand when someone speaks to you in English? When do you need to check understanding?* Encourage students to talk about their own experiences and difficulties.

- 1 Students discuss the questions in pairs. Elicit ideas from the class and ask: *What do you think the people are saying?* Elicit a range of ideas.
2 Play the audio and ask students to match the conversations with the photos.

ANSWERS

1 d 2 c 3 a 4 b



1.8

Conversation 1

- A: Did you see that programme last night about trying to communicate with people from other planets?
B: Sorry. Could you speak more slowly, please?
A: Oh, sure, sorry. Did you see that programme on TV last night about trying to communicate with people from other planets?
B: Oh, yes, I did. It was on the Discovery Channel, right?

Conversation 2

- A: Can you help me buy my ticket, please?
B: I'm sorry. I didn't hear you.
A: Can you help me buy my ticket, please?
B: Sure. Where do you want to go?
A: I'm trying to get to London Bridge.

Conversation 3

- A: Do you have your deposit slip?
B: What does 'deposit slip' mean?

A: You know... the little piece of paper that shows you put some money in your account.

B: Oh. Yes, I have it here.

Conversation 4

A: Excuse me. Do you have a... Oh, how do you say it in English? The thing you use to make your hair dry.

B: A hairdryer?

A: Yes, a hairdryer. Do you have a hairdryer, please?

B: Certainly. Here you are.

- 3 Read through the problems with the class and make sure students understand them. Play the audio again for students to match the problems to the conversations.

ANSWERS

Conversation 1 – speaking too quickly

Conversation 2 – speaking too quietly

Conversation 3 – the person doesn't understand a word

Conversation 4 – the person doesn't know how to say the word in English

- 4 Allow students time to read the gapped sentences. With a stronger class, students could guess the missing words before you play the audio again for students to complete the sentences.

ANSWERS

1 Could you speak more slowly, please?

2 I'm sorry. I didn't hear you.

3 What does 'deposit slip' mean?

4 How do you say it in English?

FOCUS ON LANGUAGE

- 5 Students do the task in pairs. Check answers and model and drill the questions chorally and individually, encouraging students to use the correct intonation. It is worth spending time on this so that students can say the expressions in a natural and fluent way.

ANSWERS

1 1 2 1 3 2 4 3 5 4

- 6 Students continue in pairs to match the conversations. Check answers by asking students to read the conversations across the class. Pairs then practise the conversations.

With a stronger class, students can cover the responses and practise asking the questions and responding from memory.

ANSWERS

1 c 2 e 3 b 4 a 5 d

OVER TO YOU

- 7 Read the first question in 6 again and elicit the answer (*glasses*). Then read the example sentence in 7 and elicit

the answer (*telling lies*). Students work in groups to write questions for more words.

Get each group to read out their questions, and see if the rest of the class can guess the answers.

- 8 Students work in pairs and take turns to be A and B. They practise asking for the objects, checking the words on page 158. Monitor as they work and correct any common mistakes in a short feedback session at the end.

1.5 SPEAKING TASK PAGE 13

TUNE IN

- 1 Ask students to read the advertisement quickly, then ask the questions to the whole class. Elicit ideas and encourage a class discussion.
- 2 Read the questions with the class and make sure students understand *successful*. Students discuss the questions in groups.

PREPARE FOR TASK

- 3 **a&b** Students read the questionnaire extract and decide which things are true for them, then compare answers in pairs.
- Ask some pairs to report back on whether their answers are similar or not.
- 4 Students can discuss the skills in pairs, or you could do this as a whole-class activity. Encourage all students to participate and think about their own study skills and experiences.
- 5 Allow students time to read through the form before you play the audio.

ANSWERS

Sandra: four hours a week, watch films and TV, listen to music, read my notes before class, do homework

Max: eight hours a week, do homework, write down and study new vocabulary, read books and magazines, use a dictionary, practise exercises online



Sandra

This year I don't have much time to study English, because of my job, but I plan to spend about four hours a week working on English. I like music and films, so I plan to listen to music and to watch films in English once or twice a week. You can learn a lot of vocabulary and slang from this, and it's fun. Sometimes in class I forget what I learnt before, so I plan to read my notes before class to help me to remember what we talked about in the last class. I also plan to study my notes from class when I'm doing my homework. Homework usually takes me about two hours a week. I think this is all I'll have time for.

Max

This year I think I can spend about eight hours a week studying English – one hour in the morning every day before work, and

three hours at the weekend. I have homework twice a week, and I plan to spend a lot of time outside class studying vocabulary. I like to make lists of vocabulary and test myself – usually I write the words by topic and then I write a translation next to the word. I plan to read whatever I can in English and write down all the new words in my vocabulary notebook. I'm an expert with my electronic dictionary – I'm very fast and I use it all the time to help me to understand new language when I'm reading magazines. I also plan to find exercises to help me practise online.

- 6 Students discuss the question in groups. Ask groups to report back to the class on their discussions. Point out that there is no correct answer, but students should feel free to express their own opinions and agree and disagree with each other.

TASK

- 7 Students work individually to complete the form.
- 8 Students compare and talk about their answers in pairs. Encourage them to say why they prefer some activities to others.

REPORT BACK

- 9 Put students into groups, or do the activity as a whole class. Encourage students to exchange ideas about the best ways to improve their English. Ask students to look at their answers to 7 again and decide if they would change anything following the discussions.

Alternative task

With a stronger class, you could ask students to evaluate their needs before they do 7. Ask them to give themselves a score out of 10 for each of the language skills: reading, writing, speaking and listening. They could then work out which areas they need to improve before they complete their personal plan. When they discuss what they have written with a partner, they could explain their choices. You could ask students to keep a diary for one or two weeks to monitor how well they carry out their plans and how well it helps their language learning. As a class, students could discuss their experiences and evaluate the best plan for improving their English.