

Unit 1 Where are you from?

Get ready to listen and speak

Get students to discuss the question in pairs. Tell students to check the meaning of each adjective using their dictionaries. Then read aloud each adjective and ask students to repeat. Tell the class which adjectives you think apply to you and explain why. Then tell students to tick (✓) the adjectives that they think describe themselves, and tell their partner.

A Listening – Introducing yourself

Before students begin, write the following situations on the board: *at a party, with colleagues at work, with friends, with family, with your boss, with relatives*. Point to each situation and ask students to call out if they think formal or informal greetings are appropriate.

- 1–4** Play the recording and ask students to complete the exercises. Feedback as a class. Put students into small groups and get them to role play introductions based on the recordings. They can use their own names or invent characters. Remind students the normal response for *Nice to meet you*, *Pleased to meet you* and *Good to meet you* is to repeat the same, and add *too*, for example, *Nice to meet you too*.

Did you know...?

Read aloud the text and demonstrate each greeting. Ask students how people normally greet each other in their country.

B Listening – Exchanging personal information

Play the recording and ask students to complete the chart. After checking answers, put students into pairs and tell them to ask and answer questions about each person. For example, *Where is Shizuka from? Where does Daniela live?*

Focus on... saying hello

Ask students to complete the exercises. After checking answers, ask students to practise the conversations in pairs. Tell them to swap roles when they finish, so they practise each conversation twice.

Sound smart – Intonation to show interest

- Write the example sentence on the board and mark the intonation with a rising and falling arrow. Play the recording several times, asking students to repeat each time.
- Play the recording and ask students to complete the exercise. After checking answers, emphasize that the more we make our voice go up and down, the more emotion we display, such as interest, surprise, etc. The less we vary our voice, i.e. the more monotone we sound, then the less interested we sound.
- Play the recording again and ask students to repeat the sentences. Next get students to practise in pairs. Ask them to take turns saying a sentence while their partner guesses if they are trying to sound interested.

C Speaking – Taking the initiative

- Ask students to complete the exercise.

- Before students begin, tell them to look at the pictures and describe each person with a partner. Encourage them to talk about each person's appearance, and try to guess a little about their personality too, e.g. are they friendly, shy, etc. In their pairs get students to role play a conversation for each situation. You may wish to have volunteers role play their conversation to the class.

D Listening – Making small talk

- Play the recording and ask students to complete the exercise. After checking answers, play the recording again and point out the main stress and intonation. Then ask students to practise the conversation in pairs.
- Play the recording again and ask students to complete the exercises.
- Play the recording and ask students to answer the question, adding *What about you?* or *How about you?* after their answer. After checking answers, tell students to practise in pairs. Explain they should take turns making statements and responding, using *What about you?* or *How about you?*

Learning tip

Ask for a volunteer to come to the front of the class. Demonstrate the difference between good body language when talking to someone, and poor body language.

E Speaking – Reacting to what you hear

- Tell students that if they try to show interest when they talk to someone in English, it will help the conversation flow more freely. Add that they should not be shy to give their own opinion on a topic, as this will be of interest to the speaker. Also mention that a good technique to keep the conversation going when talking in English is to ask questions. Get students to do the exercise.
- Play the recording and ask students to respond to each statement with an expression from Exercise 1. Ask students if they can think of a question to ask too. After checking answers, tell students to practise in pairs. Explain they should take turns making statements and responding, using one of the expressions provided. Encourage them to ask a follow-up question for more information.

Focus on... saying goodbye

Ask students to complete the exercises. After checking answers, ask students to practise the conversations in pairs.

Class bonus – class role play

If students are shy at first, encourage them by taking part in the activity yourself. Introduce yourself to several students, making sure your voice is animated and your body language appropriate. Make sure students maintain conversations by sounding interested and asking questions.

Unit 2 Do you need any help?

Get ready to listen and speak

Put students into pairs and ask them to look at the picture and describe what they can see. Then tell them to ask and answer the questions with their partner. After checking answers, tell students to take turns choosing someone in the class and describe what he / she is wearing to their partner. Their partner must listen and guess who they are describing.

A Listening – In a clothes shop

1–4 Play the recording and ask students to complete the exercises. After checking answers, put students into pairs and tell them to turn to page 89 and practise Carlos's conversation with their partner.

Learning tip

Tell students that reading the questions first means they are better prepared to listen for the answers. Say that often it is not necessary to understand everything in a listening passage in order to answer the questions. Explain to students they should just try to listen for the information they need.

Focus on... singular and plural

Ask students to complete the exercise. After checking answers, write on the board *How much is / are...?*, *Where is / are...?*, *What size is / are...?* Put students into pairs and tell them to close their books. Explain they should write as many questions using these phrases as they can remember and add any more they can think of. Review answers as a class.

B Speaking – At the shops

- 1 Reinforce the fact that *Right* and *OK* are common phrases students can use to show they understand. If you wish, tell students to practise the conversation in pairs, replacing key information with their own ideas. Ask students to complete the exercise.
- 2 Ask students to complete the exercise. After checking answers, tell students to practise the conversations in pairs.
- 3 Ask students to complete the exercise.
- 4 Play the recording and ask students to complete the exercise.

Sound smart – Sentence stress

Explain to students that the important words in a sentence have more stress and are usually the words that carry the most meaning, such as verbs, adjectives and nouns. Point out that English is a stress-timed language, and that students should try to emphasize key words in a sentence by stressing them, in order to sound more natural when speaking in English.
Play the recording and ask students to complete the exercises.

C Listening – At a market

Before students begin remind them of the learning tip and tell them to read the questions carefully before they listen. Play the recording and ask students to complete the exercise. After checking answers, point out that the stallholder says *dear*. This is a friendly expression in British English used by some people. Write *to bargain* on the board and explain it is common in American English, but in British English *to haggle* is also popular. Explain that *bargain* can be a verb or a noun, and write *It's a bargain!* on the board. Put students into groups to talk about the last time they haggled and got a good bargain!

Did you know...?

Add that in the UK £10 is sometimes called a *tenner*. Explain these are colloquial phrases and that they are not used in formal conversations.

D Listening – Understanding numbers; prices

1–3 Ask students to complete Exercise 1. Play the recordings and ask students to complete the last 2 exercises in this section. After checking answers, put students into small groups and ask them to write five prices. Students then take turns reading aloud their prices to their classmates. Can their classmates write each price correctly?

E Speaking – In a clothes shop

- 1 Ask students to complete the exercise.
- 2 Ask students to complete the exercise; then play the recording and check answers. Put students into pairs to practise the conversation. Explain that when they finish they should swap roles so they practise the conversation twice.
- 3 Play the recording again and ask students to complete the exercise.
- 4 Ask students to complete the exercise.

Class bonus

If you wish, tell the shop assistants to stand behind their desks and write the name of their shop on a piece of paper. Encourage the customers to visit several shop assistants and to bargain hard for what they want! While students are engaged in the activity, walk around and make a note of any errors you hear students make, and review afterwards.

Extra practice

Tell students that there are a lot of free listening materials on the Internet. Explain that some websites are better than others. Add that the BBC *Learning English* website, www.bbc.co.uk/worldservice/learningenglish, has lots of good quality practise material. Encourage them to use the Internet regularly as a way to practise and improve their listening in English.

Unit 3 I'll have pizza, please

Get ready to listen and speak

Put students into pairs. Tell them to look at the picture and describe what they can see with their partner. Then tell them to ask and answer the questions with their partner.

A Listening – Ordering a meal in a restaurant

Before students begin, put them into groups, and ask them to discuss the following questions: *When was the last time you went out for a meal? Where did you go? What did you have to eat?* After they have finished, take a show of hands to find out how often students eat out (once a week, twice a week, once a fortnight, etc.).

1–4 Play the recordings and ask students to complete the exercises.

Did you know...?

Point out that in British English some people say *pudding*, *sweet* or *afters* for dessert, and what Americans call *French fries* are more normally called *chips* in the UK. However, emphasize that students should not worry too much about vocabulary differences, as they seldom cause serious problems.

B Speaking – Understanding the menu

1–2 Ask students to look at Exercise 1 and complete Exercise 2.

Learning tip

Point out that it is often quite easy to predict language you might need to use in certain situations, such as in a restaurant or café. Explain that the better prepared they are, the easier they will find it to communicate. Emphasize that students should think about the language they need to use in advance wherever possible.

Sound smart – Intonation in questions

Put students into groups and ask them to make a list of questions they might want to ask in a restaurant. Then ask them to call out their questions and write them on the board. Review accuracy, making any corrections necessary, and then tell students to identify which questions have rising intonation and which have falling intonation. Finally, model the pronunciation of each sentence as students listen and repeat. Ask students to complete the exercises. Check answers.

C Listening – Talking about food

1–2 Play the recordings and ask students to complete the exercises.

Option: Tell students to note three dishes they like to order when they go out for a meal. Put them into pairs and tell them to exchange lists with their partner. Explain they should take turns asking and answering questions about the dishes on their partner's list.

Focus on... words describing food

Ask students to complete the exercises. After checking answers, put students into pairs. Tell them to choose five adjectives and write at least two foods that can be described using each adjective. For example, fresh – *apple*, *lettuce*, *bread*, etc. Monitor and check for accuracy. When students finish, ask them to read their lists to each other.

D Speaking – Giving opinions about food

- 1 Point out that people often add ... *for me* to explain why they do not like a particular dish. For example, *It's a bit salty for me* / *It's a bit spicy for me*.
- 2 Ask students to do the exercise, then put students into pairs. Tell them to look at the menu and imagine they are at the restaurant eating one of the dishes. Explain they should ask each other about their dishes, and give their opinion.
- 3 Play the recording and ask students to complete the exercise.

E Listening – Fast food

- 1–2** Play the recording and ask students to complete the exercises. After checking answers, ask students how often they eat fast food (once a week, twice a month, etc.). Put students into pairs to discuss the benefits and drawbacks of eating fast food. List their ideas on the board, e.g. benefits: quick, easy, filling, drawbacks: not very tasty, can be expensive, messy.

Class bonus

If possible, rearrange the class so each group is sat around a different table. Try to make sure they are reasonably far apart so they do not distract each other. Monitor and check grammar, vocabulary and pronunciation. Give help where necessary.

Learning tip

Point out that pictures can be a very useful source of information, not just on menus in fast food restaurants, but also in shops, museums and many public buildings where things such as opening times, lifts, toilets and exits are often listed or signed.

Extra practice

Put students into groups and encourage them to exchange any good recipes that they have found. Tell them to explain how each dish is made, and what it tastes like.

More activities

Do a whole class restaurant role play, with several waiters and tables, to review all the language in the unit. Tell students to ask about the menu, order, describe their food, and if you wish encourage students to complain about various things, for example the quality of the food, the service, etc. Take the role of manager and help resolve each problem!

Unit 4 This is your room

Get ready to listen and speak

- Explain that when many students study abroad they often either stay with a host family or they stay in a dormitory with other students. In homestay accommodation you usually have your own room, with a desk. All meals, towels and sheets are included too and your host will usually do your laundry once a week as well. Read aloud the question and ask students to raise their hands according to which type of accommodation they think is better.
- Tell students to read the list of benefits and tick their answers. Then put them into groups to compare their ideas. Encourage them to explain their reasons and discuss any differences of opinion.
- Take a class survey to find out which benefit students think is most important.

Option: Ask students to consider other accommodation options, e.g. staying in a hotel or renting an apartment. Take a show of hands to find which accommodation option students prefer.

A Speaking – Greetings and introductions

- Ask students to read the conversation in Exercise 1 and make sure they understand the phrases in bold. Then ask students to complete Exercise 2. Check answers.
- Explain students are going to listen to a conversation and are asked to give an appropriate response. Remind students to use the expressions from Exercises 1 and 2 in their response. After checking answers, play the recording again and point out the main stress and intonation. Then ask students to practise the conversation in pairs.

Option: Put students into groups to role play similar conversations.

B Listening – Understanding directions

- Play the recordings where indicated and ask students to complete the exercises. After checking answers, put students into groups to take turns describing where they live. The rest of the group should listen and draw a floorplan (similar to the one in the book) for each person's home.

Did you know...?

Point out that in American English people say *take a bath / shower* rather than *have a bath / shower*. You could also point out that in American English people say *across from* rather than *opposite*, e.g. *the lounge is across from the kitchen*.

Sound smart – Linking words together

- Explain to students that English is a stress-timed language, and that native speakers often link words together when they speak in order to 'keep up' with the rhythm. Play the recording and point out that when one word ends in a consonant sound and the next begins with a vowel sound, the final consonant of the first word is pronounced at the start of the word that follows, for example, *this is, an don, right is*, etc. Play the recording again and ask students to repeat the two sentences.

- Play the recording where indicated and ask students to complete the exercises.

Focus on... modal verbs

Ask students to complete the exercises. After checking answers, tell students to write four sentences for rules they have to follow in class. Explain they should write one sentence for each modal verb, *can / can't, have to / don't have to*, for example, I can't talk when the teacher is talking, I have to complete my homework on time.

C Listening – Understanding rules

- Play the recording and ask students to do the exercises. After checking answers, put students into pairs to discuss the rules where they live. Explain they should use the modal verbs *can / can't, have to / don't have to*, for example, I can't have pets in my house, I have to do the washing-up twice a week.

Learning tip

Emphasize that *please* and *thank you* are among the most common words in the English language. Tell students that it is easy to appear impolite or rude by mistake, so always saying *please* or *thank you* will help avoid this problem.

D Speaking – Asking for permission

- Demonstrate the use of these phrases by going up to students and saying things like: *Is it OK if I borrow your pen?* Point out that when responding to requests, students can use phrases like, *yes that's fine* or *sure, go ahead*, but the correct response to *Would you mind if I ...* is *No, not at all* (I would not mind).
- Read aloud the example, then put students into pairs to make as many sentences as they can.
Option: Go round the class asking students to call out a different sentence each time.
- Ask students to complete the exercise.

E Speaking – Talking about your experience

- Point out that in the UK some people say *not bad* meaning *good*. Write the following example on the board *How was your day? Not bad, thanks*. Encourage students to come up with more examples for *Not bad, thanks*. Get students to complete the exercise.
- Ask students to complete the exercise.

Class bonus

Give students time to prepare their ideas, then put them into pairs or small groups to talk about their experience. Encourage students to ask questions where possible.

Extra practice

Direct students to any resources in your school where they can find information on studying abroad.

Unit 5 One first class stamp

Get ready to listen and speak

- Get students to do the exercise and compare their answers with a partner.
- Write the words *post* and *mail* on the board and ask students if they know which word is British English and which word is American English. Ask students to complete the exercise in pairs.

A Listening – Asking about services

- 1 Play the recording and ask students to complete the exercise.

Learning tip

Explain to students that identifying key words in this way can allow them to understand the general meaning, even if they have not understood every word. By identifying important information, they can often guess or ignore the parts they have not understood.

- 2 Play the recording again and ask students to complete the exercise. After checking answers, tell students to close their books and try to remember what service each person asked for.
- 3 Play the recording again and ask students to say each sentence.

Did you know...?

Write on the board any phrases students use to describe an ATM. Then put students into pairs to make a list of services banks offer in their country.

B Listening – In a bank

Before students begin, ask them to discuss in pairs what documents they think are necessary to open a bank account. Explain that trying to predict what they are going to hear can help them understand more when they listen.

- 1–4 Play the recording where indicated and ask students to complete the exercises. After checking answers, put students into pairs to discuss what banking services and facilities they use, and how often.

Focus on... money

Ask students to complete the exercises. After checking answers, put students into pairs to test each other. Explain they should take turns reading a definition while their partner has to remember the correct word.

C Speaking – Using a bank account

Write on the board *I have to pay my electricity bill*, and *I want to pay my electricity bill*. Point out that *I have to* and *I need to* suggest an obligation, while *I want to* and *I'd like to* suggest a preference.

- 1–3 Play the recording where indicated and ask students to complete the exercises.

D Listening – In a post office

- 1–2 Play the recording and ask students to complete the exercises. After checking answers, put students into pairs and tell them to turn to page 91 and practise the conversations. Explain that when they finish, they should swap roles so they practise each conversation twice. Monitor and check pronunciation, stress and rhythm.

E Speaking – Sending mail

- 1 Play the recording again and get students to complete the exercise. Next, ask students to identify the main stress in the expressions they hear, then tell them to listen and repeat once more, being sure to stress the right words.
- 2 Ask students to complete the exercise.
- 3 Play the recording. Explain to students that they need to use the ideas a–f to have a conversation with the post office clerk. When students finish, put them into pairs to practise the conversation once again.

F Speaking – Changing money

Tell students to look at the picture and explain that a *Bureau de change* is exclusively for changing money from one currency into another. Ask any students who have used a Bureau de change to tell the class where and when they used such a service.

Option: Review currencies in different countries, e.g. Russia – ruble, India – rupee, etc. Tell students that over 300 million people live in the *Eurozone*; a group of European countries that all use the *euro*.

- 1–2 Play the recording and ask students to complete the exercises.
- 3 Play the recording. Explain to students that they need to use the ideas e–i to respond to the clerk. After checking answers, put students into pairs to practise the conversations. When they finish they should swap roles so they practise each conversation twice.

Class bonus

Put students into pairs and tell them to sit opposite one another. Explain they should decide who is the customer and who is the bank clerk. Tell them to use the language in the unit to role play several conversations at a bank. When they finish, they should swap roles and role play conversations in a post office. Monitor and check grammar, vocabulary and pronunciation. Give help where necessary.

Extra practice

Point out that to change a large note into smaller notes students can say, *Please can you change this twenty. I'd like four fives?* Explain that in American English, they might hear *Please can you break this twenty?*

Unit 6 I don't feel very well

Get ready to listen and speak

- Read aloud the question and tell students to tick their answers. Ask students to call out any other ideas they have for keeping healthy and write them on the board. Then put them into pairs to discuss the things they do to keep healthy.
- Take a class survey to find out how often students are ill. Read aloud the question and ask students to raise their hands for each answer. Then put students into pairs to talk about a time they were ill.
- Ask students to match health problems (a–h) with a picture (1–8). Check answers.

A Listening – Health problems

- 1 Play the recording and ask students to complete the conversations. After checking answers, mime each health problem to the class and encourage them to call out the correct answer. Write on the board any more health problems students can think of. Point out that in American English people say *have a fever* rather than *have a temperature*.
- 2 Play the recording. Ask students to look at conversations a–c in Exercise 1. Explain that they need to take the expressions from the conversations, and put them into the correct column in the table. After checking answers, tell students to practise the conversations in pairs.

B Speaking – Talking about health problems

- 1 Point out the intonation in these phrases and tell students to practise each one, sounding as sympathetic as they can.
- 2 Play the recording. Ask students what they would say to the people who are ill. Remind them that they need to be sympathetic. After checking answers, tell students to practise in pairs using their own ideas.

Focus on... giving advice

Explain that we use *should* when we think something is a good idea and *shouldn't* when we think it is a bad idea. Ask students to complete the exercises. After checking answers read aloud each complete sentence and ask students to repeat.

C Speaking – At the chemist's

- 1 Remind students that we use *many* for countable nouns, e.g. *How many tablets*. *Much* is used for uncountable nouns, e.g. *How much cream*.
- 2 Explain to students that they need to look at the pictures and ask for the medication for these health problems. When students finish, put them into pairs to role play similar conversations using their own ideas.
- 3 Play the recording. Explain to students that they need to use the ideas a–e to have conversations with the chemist.

D Listening – Making an appointment

- 1–2 Play the recording and ask students to complete the exercises. When students finish, tell them to turn to page 92 and practise the conversation in pairs.
Option: For a greater challenge, ask students to repeat each conversation using only their notes to help them.

Sound smart – the schwa /ə/

Play the recording and ask students to complete the exercises. After checking answers, tell students to look again at the audioscript for the conversations on page 92. Explain they should identify all the schwa sounds they can find.

Learning tip

Tell students that by focusing on only the information they need, for example, in this case, days, times, and names, they can make their listening more effective.

E Speaking – Confirming an appointment

- 1 Choose two students to read aloud the conversations to the class. Ask students to complete the exercise. Check answers.
- 2 Point out that students should make sure they speak clearly, pausing between each piece of information; *OK, so that's Thursday / at 4:30 / with Doctor Park*. Play the recording. Explain to students that they need to use the ideas provided to make a doctor's appointment. When students finish, put them into pairs to role play a conversation between a patient and a doctor's receptionist. Explain that they should make an appointment and confirm all the details.

Focus on... imperatives

Write on the board *drink a lot of water* and *you should drink a lot of water*. Ask students which is stronger. Point out that the imperative is often used as a way of giving strong advice. Ask students to complete the exercises.

F Listening – At the doctor's

Play the recording and ask students to complete the exercise.

Class bonus

If you wish, tell the doctors to sit behind their desks and write their name on a piece of paper. Encourage the patients to visit several doctors. While students are engaged in the activity, walk around and make a note of any errors you hear students make, and review afterwards.

More activities

Get students to listen to any radio or TV programmes about health, for general advice and tips on being healthy. Ask them to write down the tips and bring them to their next lesson to discuss.

Unit 7 Your passport, please

Get ready to listen and speak

Ask students if they have ever been anywhere by plane. Put them into groups with at least one person in each group who has flown before. Tell them to talk about their experiences – where they went, when, why, what the flight was like, etc. Get students to complete the exercises. After checking answers, ask students to think of more words and phrases connected with travelling by plane, e.g. terminal, long-haul, short-haul, passport control. Write their ideas on the board. Then put students into pairs and encourage them to make sentences using the words and phrases in the book and on the board, e.g. *You should take your passport when you go to another country.*

A Listening – At the check-in desk

Before students begin, put them into pairs to discuss the picture. Tell them to describe each person's appearance, where they are and what they are doing.

- 1–3** Ask students to guess which words are missing from Exercise 1. Play the recording and ask students to complete the questions. Play the recording again and get students to complete Exercise 3. Check answers.

Learning tip

If you wish, ask students to make a list of questions they might expect to hear in different travel situations, e.g. at a hotel, taking a taxi, etc.

B Speaking – Providing information

- 1 Play the recording and ask students to tick the expressions they hear. After checking answers, demonstrate the use of these phrases by going up to students and saying things like *Can I have your book?* Encourage students to give an appropriate response, e.g. *Yes, of course. Here it is.* Then put students into groups to practise giving things to each other and responding using the phrases.
- 2 Play the recording. Explain to students that they need to use the ideas a–g to respond to the check-in clerk. After checking answers, put students into pairs to write a conversation at an airport. Give them time to practise, then put students into groups and tell them to role play their conversations to each other.

C Listening – Going through immigration

- 1 Read aloud the questions and indicate the main stress. Then read aloud each question once more and ask students to listen and repeat. Play the recording and ask students to complete the exercise.
- 2 Ask students to complete the exercise. Play the recording again and check answers. Ask students to role play Da-Ho's conversation. Explain they should use the questions in Exercise 1 and the answers in Exercise 2 to help them. In reply to the question *What's the purpose of your visit?* tell students they can answer either *business*, if they are there for work, or *pleasure*, if they are there on holiday, or to see family / friends.

D Speaking – Answering questions

- 1 Explain to students that they need to answer specific questions with specific answers, when giving information to an official. Ask students to complete the exercise.
- 2 Explain to students that they need to use the ideas a–e to have a conversation with the immigration officer. Play the recording. When students finish, put them into pairs to role play a similar conversation between a passenger and immigration officer. Ask for volunteers to role play their conversation in front of the class.

E Speaking – At the Information desk

- 1 Ask students to complete the exercise.

Focus on... locations

Ask students to complete the exercise. After checking answers, tell students to call out sentences about the location of places in the school, using each phrase. Give an example yourself to start, such as *The toilets are straight ahead, on the left.*

- 2 Explain to students that they need to use the ideas a–f to ask for information. Ask students to practise the conversation in pairs. Then get students to swap roles, so they each get to practise asking for information and responding to questions.

Learning tip

Remind students of the importance of being polite when speaking to strangers. Explain that being polite increases the chance that the person will agree to help them.

F Listening – At the meeting point

Before students begin, ask the class questions about the pictures. For example *Where are they? What is she wearing?* etc. Then put students into pairs to ask and answer more questions.

- 1–3** Play the recording and ask students to complete the exercises. After checking answers, put students into pairs and tell them to imagine they are meeting their partner at the airport. Tell them to role play the conversation they have when they meet. Explain they should practise twice, once as friends (using informal language) and again as business associates (using more formal language).

Class bonus

Put students into pairs and tell them to sit opposite one another. Explain they should decide who is the passenger and who is the check-in clerk. Tell them to use the language in the unit to role play a conversation. When they finish, they should swap roles and role play a conversation between an immigration officer and a passenger, and a conversation at the Information desk. Monitor and check grammar, vocabulary and pronunciation. Give help where necessary.

Unit 8 a single room, please

Get ready to listen and speak

- Read aloud the question and put students into pairs to discuss. Tell them to ask and answer questions about the last time they travelled somewhere. Write on the board, *Where did you go? When? How did your travel?* and encourage students to ask each other more questions.
- Before they answer the question get students to match each picture with a type of accommodation. Then divide the class into groups and tell them to discuss the advantages and disadvantages of each type of accommodation. Encourage each group to choose where they think is the best place to stay and then report their reasons to the class.

A Listening – Making a reservation

- 1 Play the recording and ask students to complete the exercise. Tell students to look at the audioscript on page 93. Play the recording again and ask students to repeat each sentence.
- 2 Play the recording and ask students to complete the exercise.
- 3 Play the recording again and ask students to complete the exercise. After checking answers, put students into pairs to role play the conversation. Explain that when they finish, they should swap roles so they practise the conversation twice.

B Speaking – At the check-in desk

- 1 Tell students that often people check details not by asking a question, but by making their voice go up at the end of a statement.
- 2 Ask students to complete the exercise.
- 3 Play the recording and check answers as a class. Play the recording again and pause after each question the guest asks. Tell students to repeat the guest's questions, making sure their voice goes up at the end.
- 4 Explain to students that they need to use ideas a–f to check the details of their hotel booking. After checking answers ask students to practise the conversation in pairs.

Learning tip

Demonstrate this by speaking to a student and repeatedly stopping to think. Explain to students that pausing to think mid-sentence is distracting and will quickly irritate or bore the listener. It would be far better to keep talking even with mistakes than to repeatedly start and stop talking in perfect English.

Focus on... making statements into questions

Ask students to complete the exercise. After checking answers, explain to students that we use rising intonation on question tags when we are asking for confirmation. Then say each sentence aloud (making sure your voice goes up on the question tag at the end) and tell students to repeat.

C Listening – Describing your room

- 1–2 Play the recording and ask students to complete the exercises. After checking answers, tell students to imagine they are staying in a hotel. Put them into pairs to describe their room to their partner.

D Listening – Hotel facilities and services

- 1–3 Play the recordings and ask students to complete the exercises. After checking answers, put students into groups to discuss which things are important to them when they stay in a hotel, e.g. swimming pool, gym, restaurant, internet access. Encourage them to give each facility or service a number according to its importance (1 = most important). Finally, have a class discussion to find out what they think are the top three most important facilities or services in a hotel.

E Speaking – Dealing with problems

- 1 Emphasize that students should be polite when making a complaint. Explain that beginning their complaint using the phrases given here will help them to sound polite.
- 2 Before students begin, tell them to look at the pictures and identify each problem. Ask students to complete the exercise. Check answers.
- 3 Ask students to complete the exercise and practise what they would say with a partner.

Sound smart – /djə/

You may wish to reinforce the pronunciation of /djə/ by drilling, as below:

have—Do you have – Do you have Internet access?

have – Do you have – Do you have a room with a view?

Play the recording and ask students to complete the exercises.

Class bonus

Put students into groups of three and tell them to choose their character. Explain they should decide why the guest is unhappy and plan a conversation. Monitor and help where needed. Encourage students to use the language in this unit. Give them time to practise, then tell each group to role play their conversation to the class.

More activities

Tell students to find video guides of hotels on the Internet to watch and listen to. Suggest to students that they use a search engine and type in "hotel video guide" and they will find sites such as www.hotelview.com.

Unit 9 When is the next train?

Get ready to listen and speak

- Read aloud the question and ask students how often they use public transport.
- Ask students to complete the exercise. After checking answers, write these adjectives on the board: *reliable, safe, efficient, convenient, enjoyable, healthy, expensive, quick*. Put students into groups to compare the various forms of transport using these adjectives. Give an example such as, *travelling by car is more convenient than by bus, but it's more expensive*.

A Speaking – At the train station

- 1 Ask students to complete the exercise. To extend this exercise, write each sentence on the board and mark the main stress. Then say aloud each sentence and ask students to repeat. Encourage students to think of more questions to ask at a train station, and write them on the board, e.g. *Can I have a copy of the timetable, please?* Tell students to predict where the main stress is, then model each sentence for students to repeat.
- 2 Play the recording and get students to check their answers to Exercise 1. Then play the recording again and ask students to repeat Stephen's words.
- 3 Explain students are going to listen to a conversation and are asked to give an appropriate response based on the information in a–e. After checking answers, tell students to practise the conversation in pairs.

Option: Put students into pairs to role play conversations between a passenger and clerk in a ticket office at a train station. Tell students that in British English people say *single* and *return*, but in American English *one-way* and *round-trip* are more common.

B Listening – Times

- 1–2 Play the recording and ask students to complete the exercises. Check answers as a class.
- 3 Play the recording and ask students to complete the exercise. After checking answers, tell students to close their books and repeat everything they can remember about Stacey's day.

Focus on... understanding the time

Ask students to complete the exercises. As an extension exercise say aloud five different times to the class and tell them to write down each time. Check answers, then put students into groups to practise dictating times to each other.

C Listening – Following directions

Before students begin, tell them to study the map and identify each place marked on it.

- 1–2 Play the recording and ask students to complete the exercises. After checking answers, tell students to look at the audioscript on page 94. Put them in pairs to practise the conversations.

Focus on... giving directions

Ask students to complete the exercise. If you wish, tell students to give directions from the school to a place they know nearby, e.g. the train station, supermarket, etc. Check answers.

Sound smart – Intonation

Play the recordings and ask students to complete the exercises. Then put students into pairs to practise. Monitor and make sure students are making their voices go up at the end of each statement, on the key information.

D Speaking – Finding your way

- 1 Ask students to complete the exercise. Point out that students do not need to say *sir* or *madam* when they ask for directions. This may be common in some languages, but in English it is too formal when speaking to a stranger. Explain they can say *excuse me* at the beginning of the conversation and *thank you* after they have been given the directions.
- 2–3 Ask students to complete the exercises. Check answers as a class.
- 4 Explain to students that they are going to listen to five people ask for directions. Play the recording and pause after each question. Ask students to give directions. When students finish Exercise 4, tell them to close their books and try to give directions to as many places as possible to their partner.

Learning tip

Emphasize to students that *thinking* in English is a good habit. Suggest they try to do so at least once a day whenever they have the opportunity, e.g. during a 'quiet time', such as while sitting on the train, in the bath, etc.

Extra practice

Encourage students to use the BBC *Learning English* website, www.bbc.co.uk/worldservice/learningenglish. Explain it has lots of useful practice material. If possible, have a class lesson in the computer lab.

Class bonus

Put students into pairs and tell them to look again at the map on page 44. Tell them to choose a different place to start instead of *You are here*. Explain they should take turns asking for and giving directions to other places on the map. Monitor and provide help where needed.

Unit 10 There's so much to see!

Get ready to listen and speak

- Ask students to complete the exercise. After checking answers, put students into pairs and tell them to mark the stress in each word or phrase, and to group them according to their pronunciation. Check answers, then say aloud each word as students repeat. [museum, street market / castle, palace, statue / monument.]
- Ask students to complete the exercise. To extend this exercise write on the board *What cities have you visited as a tourist? What do you like to do when you visit a new town or city?* Put students into groups to ask and answer questions about the places they like to visit when they go on a sightseeing holiday.
- Ask students to complete the exercise. After checking answers, ask students to call out more words and phrases connected with holidays, e.g. *go swimming, sunbathe on the beach*, etc. Write their ideas on the board.

A Listening – At a Tourist Information Office

Before students begin, put them into groups to make a list of all the services offered by a Tourist Information Office, e.g. they can tell you about events in the area, give you maps and tell you what places to visit and where you can stay. Then go round the class asking each group to call out a service.

- 1–2 Play the recordings and ask students to complete the exercises. Check answers as a class.

Focus on... there is / there are

Before students begin, if necessary review the use of *there is* with singular nouns, and *there are* with plural nouns. Encourage students to call out the question form *Is there a...? Are there any...?* Ask students to complete the sentences.

B Listening – Planning your visit

Before students begin, tell them to look at the picture and describe what they can see. Then put them into groups to discuss what they know about New York.

- 1–2 Play the recording and ask students to complete the exercises. After checking answers, get students to turn to page 95 and ask them to practise the conversation in pairs.

C Speaking – Deciding what to do

- 1 Point out that *Let's* is the strongest suggestion as it is not really asking for a response. Ask students to complete the exercise.
- 2–3 Ask students to complete Exercise 2. Then play the recording and ask students to tick the expressions they hear from Exercise 2.
- 4 Ask students to complete the exercise. After checking answers, put students into pairs and tell them to imagine they are planning a day out in New York. Explain they should make and respond to suggestions in their pairs to decide what to do. When students finish, ask some pairs to feed back their plans to the class.

D Listening – Looking around

Before students begin, tell them that Canberra, not Sydney, is the capital of Australia.

- 1–2 Play the recording and ask students to complete the exercises. After checking answers, tell students to turn to page 95 and practise the conversation. Emphasize they should be careful to use the appropriate stress and intonation for both suggestions and reactions.
To extend these exercises, you can ask students to talk about which places they would like to visit on a day out in Sydney.
- 3 Play the recording again and ask students to complete the exercise.

Sound smart – Using stress to respond to suggestions

Play the recording and put students into pairs to practise the phrases. Monitor to make sure they pronounce each phrase with the correct stress and intonation as well.

Focus on... adjectives

- 1 Ask students to complete the exercise. Put students into pairs and get them to close their books and test each other. Explain they should take turns to say an adjective and their partner must say the opposite.
- 2 Ask students to complete the exercise. Check answers.

E Listening – A guided tour

- 1–2 Play the recording and ask students to complete the exercises. After checking answers, put students into pairs and tell them to close their books. Ask students to talk about what they can remember about Barcelona.

F Speaking – Talking about your experiences

- 1 Check students understand the expressions. Ask students if they can think of places that match these descriptions, e.g. *There's a lot to see in Barcelona, the food is great in Spain / at (name of restaurant).*
- 2 Ask students to complete the exercise using the adjectives from Focus on... on page 48 to help them. Check answers.
- 3 Put students into groups for this activity. Tell them to listen to each other, and then choose the best place to visit.

Learning tip

Tell students that listening to themselves is a good way to monitor their progress. Encourage them to record themselves regularly and keep the recordings. After a few months they should listen again to their early recordings. They should be able to hear how much progress they have made!

Unit 11 I'll do it straight away

Get ready to listen and speak

Write on the board *Where are they? Who are they? What are they wearing? What are they doing? What are they saying?*

Put students into pairs and tell them to look at the pictures and describe what they can see, using the questions to help them.

A Listening – In an electrical shop

1–3 Play the recording and ask students to complete the exercises. After checking answers, put students into pairs and tell them to role play each conversation from the recording with their partner.

Option: Ask for volunteers to act out each conversation in front of the class.

B Speaking – Helping customers

- 1 Demonstrate these phrases by pretending to lift a heavy desk and encouraging students nearby to call out *let me help you*, etc. Ask students to complete the exercise.
- 2 Explain to students that they are going to listen to some customers, and that they need to use ideas a–e to offer them help. Check answers. Then ask students to practise the conversations in pairs.

C Listening – Taking short messages

- 1 Play the recording and ask students to complete Rita's notes. Check answers.
- 2 Play the recording and ask students to complete the exercise. After checking answers, explain to students that when taking notes they should use abbreviations, symbols and any short forms they can to enable them to write the note quickly. Tell them to make a list of other short forms they can use to take notes in English. Explain these do not have to be standard abbreviations, just any that they find useful.
- 3 Play the recording and ask students to complete the exercise.

Learning tip

Reinforce the fact that students should not aim to write every word when taking a message; just the important words. If you wish, give the class more practise by reading aloud a message and asking them to note it down. When they finish, tell them to compare their notes. Write the answer on the board.

D Speaking – Helping colleagues

- 1 Write on the board *to want (someone) to do (something)* and give a few examples, e.g. *Mr Brown wants you to arrange a meeting*. Encourage students to call out further examples.
- 2 Remind students to use *[name] wants you to [action]* and emphasize that they can add *He / She said...* to give additional information, e.g. *He said it's urgent*.

E Listening – Following instructions

1–2 Play the recording and ask students to complete the exercises. After checking answers, explain that *would you / could you* is more polite than asking *can you / will you*, and that *would you mind* is the most polite way to make such a request. Point out that *would you mind* takes the *-ing* form: *would you mind opening the window?* Then put students into pairs to make more requests using *would you mind*. Add that saying *please* helps to make the request even more polite.

Class bonus

Tell students to think of three things they want to say to three classmates (not including their partner). Explain they should tell their partner the message they want to pass on, their partner should take notes and then pass on each message. Remind them to use the target language, *[name] wants you to [action]* and *he / she said...* etc.

F Speaking – Social English

Before students begin, put them into pairs to describe what they can see in the picture.

- 1 Play the recording and ask students to complete the expressions. After checking answers, tell students to practise the conversations in pairs.
- 2 Play the recording and ask students to complete the exercise using the expressions in Exercise 1 to help them. When students finish, tell them to close their books and role play similar conversations. Can they remember the phrases they need to use?

More activities

Tell students to get into groups of three and prepare a conversation either in a shop or in an office. Tell them to decide on the nature of the conversation, and to make sure they use the language in the unit. Give them time to practise, then ask each group to role play their conversation to the class.

Unit 12 When can you deliver?

Get ready to listen and speak

Put students into pairs and tell them to look at the pictures and describe what they see. Ask students to call out the various different methods of transport that are used to deliver the post, e.g. *plane, train, van, bicycle, on foot*, etc.

Read aloud each question, ask students to tick their answers. Then put them into groups to ask and answer the questions. Encourage students to give full answers, and ask additional questions for further details if possible, e.g. *When did you last buy anything online? What was the last parcel you received?*

A Listening – Asking about products and services

Before students begin, put them into pairs to list as many items as they can that are found in an office, e.g. *computer, printer, filing cabinets*. Tell the pair of students with the most items to write their list on the board. Add any additional words; then review pronunciation.

- 1–2 Play the recording and ask students to complete the exercises. Check answers.
- 3 Play the recording and ask students to complete the exercise.
- 4 Play the recording and ask students to match each reply with a question from Exercise 3.

Focus on... some / any

If necessary point out that *some* is used in positive sentences, and that *any* is used in negatives and questions. Ask students to complete the dialogue.

Option: After checking answers, tell students to make more sentences using *some* and *any*.

B Speaking – Explaining what you want

- 1 Remind students that *Could you* is more formal, and therefore more polite, than *Can you*. Ask students to complete the exercise.
- 2 Ask students to complete the exercise.
- 3 Play the recording and check answers as a class. Play the recording again and pause after the customer speaks. Tell students to repeat the customer's words. Put students into pairs to practise the conversation.

Learning tip

Add that, if they wish, students should make notes of what they want to say, and any items they need, before they make an important call. This will help them be clear, and also make sure they do not forget anything.

Class bonus

If you wish, tell the shop assistants to stand behind their desks, and write the name of their shop on a piece of paper. Tell them to make a list of things they sell, and services they offer, with a price for each. Tell customers to decide what products and services they want. Encourage the customers to visit several shop assistants and to find the best bargain.

- 4 Ask students to complete the exercise. Check answers as a class.
- 5 Put students into pairs and ask them to create questions for situations a–e. Check answers. Ask students to role play these conversations and similar ones in their pairs.

C Speaking – Discussing services

- 1 Point out that *no problem* means *yes*. Tell students not to be confused because they hear *no* in this phrase. Ask students to complete the exercise.
- 2–3 Ask students to complete Exercise 2. Then play the recording, pausing after each question, and ask students to say which sentence from Exercise 2 (1–5) they would respond with. Tell students to practise the conversations in pairs. *Option:* In their pairs, ask students to make similar, short conversations.
- 4 Play the recording and ask students to complete the exercise. Check answers.

D Listening – Placing an order

Play the recording and ask students to complete the form. Check answers. Tell students to turn to page 97. Tell them to look at the audioscript for the conversation and to mark the main stress. Review their answers, then put students into pairs to practise.

Focus on... adjectives

Ask students to complete the exercises. After checking answers, ask students to think of more adjectives and to write the comparative form. When students have finished, tell them to call out their ideas and write them on the board.

E Listening – Discussing products

- 1–3 Play the recording and ask students to complete the exercises. After checking answers, tell students to close their books and to talk about the printers from memory.

F Speaking – Choosing between products

- 1 Point out that deciding whether to use *this* or *that* depends on how far you are from the object you are speaking about. Demonstrate this by pointing to two chairs, one near you and one further away. Say *this (chair)* pointing to the one near you and *that (chair)* for the other one.
- 2 Ask students to compare the computers. After checking answers, put students into pairs to talk about the advantages and disadvantages of any electronic items they own, e.g. mobile phones, computers, etc. Encourage them to make comparisons.

Sound smart – Emphasizing alternatives

Play the recording. Tell students to practise in pairs, making more examples of their own such as, *do you want this pen or that one?*

Unit 13 I'll put you through

Get ready to listen and speak

- Ask students to tick which things they do most often on their phone. If the students have jobs, ask them how often they use the phone in their work. Encourage them to specify what they use the phone for, e.g. *placing orders, answering queries, arranging meetings*, etc.
- Ask students to raise their hands if they feel nervous when leaving a voicemail message for someone. Find out if any students have ever had to leave a voicemail message in English, and ask them to talk about the experience, *when / why*, etc.

A Listening – Making a call

Before students begin, ask the class questions about the picture, for example, *Who is she? What is she doing? What is she wearing?*

- 1–2** Play the recording and ask students to complete the exercises. Play the recording again so students can check their answers to Exercise 2. Then tell students to turn to page 97 and ask them to practise the conversation in pairs. Explain that when they finish they should swap roles so they practise the conversation twice.

Did you know...?

Put students into groups to talk about their mobile phone. Write these questions on the board to guide them: *What make is your mobile phone? When did you buy it? What features does it have? Which features do you use most often? How much does it cost per month?*

Focus on... telephoning

Ask students to complete the exercise. If you wish, ask students to write five similar sentences. Explain they should leave gaps in place of the key words. When they finish, put students into pairs and ask them to swap their work and complete their partner's exercises.

B Speaking – Problems understanding

- 1 Ask students to complete the exercise. After checking answers, model each sentence and ask students to repeat.
- 2 Ask students to complete the exercise.
- 3 Play the recording and ask students what sentence from Exercise 1 they would say to the caller for questions a–e. Put students into pairs to prepare a short role play to demonstrate one of the expressions. When they are ready they should act out their role play in front of the class.

Sound smart – Spelling names

Play the recordings where indicated and ask students to complete the exercises. For Exercise 1 ask students to repeat the sounds, model the sounds or play the recording again if necessary. After checking answers, tell students individually to write three names. Then put students into groups to take turns spelling the names to each other. The rest of the group should listen and write each name.

Learning tip

Emphasize to students that if they do not understand, for whatever reason, then they should tell the speaker. The worst thing they can do is say nothing, because this will mean the speaker will think they have understood, when they actually have not! This might well cause problems for them later.

C Listening – Taking messages

- 1–2** Play the recording and ask students to complete the exercises. After checking answers, tell students to look at Genna's notes. Ask them if they can improve her notes, for example by deleting or abbreviating more words, e.g. *Ext.* instead of *Extension*.

Sound smart – Saying telephone numbers

Play the recording and ask students to complete the exercises. For Exercise 3 ask students to say the telephone numbers and then play the recording. For Exercise 4, get pairs to take turns saying their phone number while their partner writes it down. After checking answers, tell students individually to write three telephone numbers. Then put students into groups to take turns saying the numbers to each other. The rest of the group should listen and write each number.

D Speaking – Leaving messages

Point out that *please* and *thank you / thanks* are very common in spoken English. Emphasize that students should not forget to use these important words to be polite.

- 1 Ask students to complete the exercise. Check answers.
- 2 Play the recording and ask students to complete the exercise. Make sure students refer to the expressions in Exercise 1 and use these when leaving each message. Check answers. Put students into pairs to role play. Explain that they should swap roles so they both practise leaving a voicemail message.

Class bonus

Monitor the activity closely, listening as students leave messages and providing help and correction where needed. From time to time, listen to some of the messages to check student's performance.

Option: If it is not possible to use students' mobile phones, tell them to sit back to back with each partner.

Extra practice

You could suggest that students choose a member of the class and agree to leave a message on each other's phone at least once a day.

Unit 14 Are there any questions?

Get ready to listen and speak

- Ask students if they have been to a talk or presentation in English. If possible, put them into groups, with at least one person in each group who has been to a talk or presentation in English.
- Tell students to talk about their experiences within their group, for example, how much they understood and whether they enjoyed it. If just one or two students have been to a talk or presentation in English, ask them to say something about their experience to the class. If no students have been to a talk or presentation in English, then put them into groups to discuss what they think the difficulties are of listening to a talk or presentation in English. When they are ready, ask students to call out their ideas.
- Ask students to complete the exercise. After checking answers, tell students to make a list of things that make a good presentation, e.g. interesting topic and content, clear delivery, good examples, use of visual aids, etc.

A Listening – Beginning a presentation

- 1–3** Play the recording where indicated and ask students to complete the exercises. After checking answers, tell students to turn to page 98 and practise reading aloud each presenter's words.

B Listening – Giving an outline

- 1 Before students begin, give them time to read the sections of Ben's talk. Play the recording and ask students to complete the exercise.
- 2 Play the recording again and ask students to complete the exercise. After checking answers, tell students to turn to page 98. Tell them to underline the signposts Ben uses, and then listen again while you play the recording once more.

Did you know...?

Emphasize that *signposts* are very important because they help the listener to understand what the presenter says. Signposts clarify the organisation of a talk and help the audience follow the presentation.

Sound smart – Stress on important words

Play the recording and ask students to complete the exercises. Monitor closely while students read aloud the extract. Make sure they stress the key words and use appropriate intonation.

C Listening – Main section

- 1–2** Play the recording and ask students to complete the exercises. After checking answers, tell students to turn to page 98 to read along as you play the recording again.

D Listening – Conclusion

- 1–3** Play the recordings and ask students to complete the exercises. After checking answers, get students to close their books. Can they remember the expressions to conclude a presentation?

E Listening – Questions and answers

Point out that some speakers prefer questions at the end of their presentation, so it is a good idea to check with them at the start. If questions are acceptable *during* the talk, tell students that when they do not understand, they can say *Sorry, what do you mean exactly?* or *Can you explain that again, please?*

- 1–2** Play the recording and ask students to complete the exercises.

Class bonus

Give students ideas of topics they might like to present on, e.g. *TV programmes, movies, a hobby they enjoy, their last holiday*, etc. Tell students to use the language in this unit to help them prepare. Point out they should welcome their audience, give an introduction and outline, then some detail in the main section, and finally a short conclusion. Give them time to practise and help students where needed.

When students are ready, ask them to each give their presentation to the class. Tell the class to evaluate each presentation using the form on page 88.

Option: Set this task for homework and have the presentations at the beginning of the next class. To encourage them to do their best, you could grade their presentation.

F Speaking – Talking about the presentation

- 1 Ask students to complete the exercise. After checking answers, ask students to call out any similar expressions they know to ask for, or give opinions. Write their ideas on the board and practise pronunciation.
- 2–3 Ask students to complete Exercise 2. Play the recording and check answers. Play the recording again and ask students to speak Anna's words. Repeat the exercise; this time ask students to speak James's words. Put students into pairs to practise the conversation between Anna and James.
- 4 Play the recording and pause after each question. Tell students to use the faces a–f to answer. Remind students that they can use the expressions in Focus on ... to help give a suitable response. Check answers.

Focus on... giving opinions

Ask students to complete the exercise. Check answers. Put students into groups and tell them to use these expressions to discuss current TV programmes.

More activities

If possible, attend a lecture or talk together as a class. The students will be more likely to go if you accompany them!

Unit 15 What's your opinion?

Get ready to listen and speak

Write on the board *lecture*, *tutorial*, and *seminar*. Tell students to look at the picture and say which of the three is taking place. Explain that a lecture is a formal talk given to students by a professor (or lecturer), and that a tutorial is a one-to-one discussion between a student and a teacher. A seminar, however, is a meeting where a group of students discuss a topic together with a teacher. Often, students take turns to present their ideas, then discuss the subject. It is an important part of study at higher education. Ask students to complete the exercises.

Learning tip

Add that participating in seminars is important so students are able to feel they benefit from them. The teacher, who acts as moderator, should involve all students equally in any discussion. How much a student participates, and the quality of what they say, usually counts towards the final grade.

A Listening – In a seminar

- 1–2** Play the recording and ask students to complete the exercises. After checking answers, tell students to close their books. Put them into pairs and ask them to repeat the points Ana made.

Did you know...?

Put students into pairs to make a list of all the reasons why young children in some parts of the world may not go to primary school, e.g. *they need to help their family by working*. Ask the class if they think the United Nations will achieve its target by 2015.

B Speaking – Asking questions

- 1 Emphasize to students that if they do not fully understand what someone means, it is very important they ask them to explain. Tell them this is not rude, and add that they should not be ashamed to ask for clarification; if they have not understood, then others may not have understood either.
- 2 Play the recording and ask students to complete the exercise.
- 3 Play the recording and pause after each statement. Ask students to use the ideas a–e to ask for clarification. Put students into pairs to practise. Tell them to take turns making a statement while their partner has to respond by asking for clarification.

C Listening – Understanding opinions

Before students begin, put them into pairs to look at the picture and describe what they can see. Ask them to list all the different ways computers are used in education. Tell them to discuss the role of computers in their own education.

- 1–2** Play the recording and ask students to complete the exercises. After checking answers, put students into groups and tell them to recall each of the points made about the future of computers in education. Then ask them to discuss the topic themselves, giving their own opinion. Encourage them to ask for clarification where necessary.

D Speaking – Expressing opinions

- 1 Ask students to complete the exercise. If necessary, reinforce the fact that students should not be afraid to disagree with each other. An important part of a seminar is for the expression of different and sometimes opposing views. Add that rather than saying *I don't agree* students might prefer to use *I'm not sure I agree*, as this is softer and less direct.
- 2 Ask students to complete the exercise. Check answers.
- 3 Explain to students that ✓ means they agree with the statement and ✗ means they disagree. Get students to listen to statements a–f and respond.
- 4 Students listen to the statements again and give their own opinions. Next, put students into groups and ask them to take turns to make statements about their school, for example, *the holidays are too short*. Tell their classmates to agree or disagree with each statement.

E Speaking – Exchanging opinions

- 1 Tell students that in a seminar it is important to include others in the discussion wherever possible by asking them for their opinions. Ask students to complete the exercise. Check answers.
- 2 Ask students to complete the exercise. Check answers.
- 3 Play the recording and pause after each question. Ask students how they would answer, giving their own opinion.

F Listening – Interrupting to make your point

Explain to students that they should not be shy to interrupt someone if they feel they have something important to say. However, they should use the phrases here to interrupt politely so they do not cause offence. Of course, they should be sensitive about when and how often to interrupt, and not interrupt too often.

- 1–3** Play the recording and ask students to complete the exercises. Check answers.

Focus on... Me too / Me neither

- 1–2 Ask students to complete the exercises. Check answers.
- 3 Ask students to complete the exercise. After checking answers, put students into pairs to practise the conversations. Then encourage them to take turns making more statements and agreeing with each other. Emphasize that using *me too* and *me neither* in this way is very common.

Class bonus

Put students into groups and tell them to discuss each statement (a–f) in Exercise 2, Section E. Explain they should give their opinion and ask their classmates for their opinion. They should agree or disagree using the language in this unit. Encourage them to interrupt if necessary.

Unit 16 I'll hand it in tomorrow

Get ready to listen and speak

Read aloud the questions and put students into groups to discuss their experiences of learning English. Encourage them to talk about when they started learning English, whether they enjoyed their classes and how often they study now.

Option: Tell students to decide if they are a 'good' language student. Encourage them to give their reasons.

A Listening – Class schedules

Before students begin, ask the class questions about the picture, for example, *Where are they? Who is he? What is she wearing?* Then put students into pairs to ask and answer more questions.

- 1–2** Play the recording and get students to complete the exercises. After checking answers, put students into pairs to ask and answer questions about Monika's timetable.

Did you know...?

Put students into pairs to make a list of British English words that are different in American English, e.g. *lift - elevator, autumn - fall*, etc. Ask students with the longest list to write their words on the board. Get the rest of the class to call out any additional words and add these on the board. Then tell students to test each other in pairs. Ask one student to turn their back to the board, and get their partner to say a British English word. The other student then says the American English equivalent. After a minute or so, tell students to swap roles.

Focus on... prepositions

Ask students to complete the exercise. After checking answers, put students into pairs to write five similar sentences using *at / in / on*. Tell them to leave a blank for each preposition. Monitor and check students' work. When they finish, tell students to swap their work with their classmates and guess the missing prepositions.

B Speaking – Talking about your studies

- 1 Ask students to complete the exercise. Then write each question on the board and tell students to mark the main stress in each one. Check answers. Then model each question and ask students to repeat. Point to the stressed words as they repeat.
- 2 Play the recording pausing after each statement / question from the secretary. Get students to ask questions based on ideas a–e. After students finish, put them into pairs to practise a similar conversation. Explain one student should be the secretary and answer each question their partner asks. Encourage them to use their own ideas. Then ask students to swap roles so they practise twice.
- 3 Ask students to complete the exercise. Check answers.

Class bonus

You could demonstrate this activity by telling students to ask you questions about your weekly timetable. If students are not full-time students, you could ask them to talk about their typical weekly schedule at work.

C Listening – Listening to announcements

- 1–2** Play the recording and ask students to complete the exercises. After checking answers, encourage students to call out any special lectures or events that are coming up in their study schedule.

Learning tip

Point out that using *How about you? / What about you?* is a good technique to keep a conversation going because it shows you are interested in the other person. Put students into pairs to practise. Tell them to take turns asking questions. Their partner should answer each question and respond with *How about you? / What about you?*

D Listening – Understanding instructions

- 1–2** Play the recording and ask students to complete the exercises.
- 3** Before students begin, point out that days of the week can be abbreviated when making notes, as follows: Monday = Mon, Tuesday = Tue, Wednesday = Wed, Thursday = Thu, Friday = Fri, Saturday = Sat, Sunday = Sun. Play the recording and ask students to complete the exercise. Check answers.

E Listening – Making arrangements

Play the recording and ask students to complete the exercise. After checking answers, tell students to turn to page 99 and practise the conversation in pairs. When they finish, tell them to swap roles so they practise twice.

Sound smart – Intonation to confirm

Play the recordings and ask students to complete Exercise 2. Put students into pairs to practise making more statements and responding using rising intonation. Monitor and check that students are making their voice go up at the end of each statement, so it is clear they are asking for confirmation.

F Speaking – Overcoming difficulties

- 1 Ask students to complete the exercise.
- 2 Emphasize that when apologizing using *very* or *really* makes the apology stronger, i.e. *I'm really sorry but...* is more apologetic than *I'm afraid that...*
- 3 Get students to complete the exercise. Check answers. Ask students to practise the conversation in pairs.
Option: Put students into pairs to role play a similar conversation between a student and a teacher.

Focus on... asking for permission

Ask students to complete the exercises. After checking answers, put students into pairs and get them to practise asking for permission in both formal and less formal ways.

- 4** Ask students to complete the exercise. Explain that they can use the expressions in Focus on ... to help them.

Unit 1

How do you know Mark?

Get ready to listen and speak

Put students in multilingual groups (if possible) to discuss the first question. Ask them to discuss their three favourite activities in small groups.

A Listening – Phoning a friend

- 1 Ask students to guess the reason for Mark's phone call before listening to see if their predictions are correct.

Make sure students know the meaning of *invite* before they listen.

Learning tip

Explain to students they do not need to understand all the detail in a text to understand the text as a whole. Remind students that this applies throughout the whole book, and to whatever they listen to, not just this exercise.

Did you know ...?

Ask students if they know any other differences between US and UK English, e.g. *cookie/biscuit*, *elevator/lift*, *sidewalk/pavement*, *gas/petrol*, *candy/sweets*.

- 2 Give students time to read the summary before they listen. Let students check their answers in pairs before Exercise 3 but don't get class feedback, as they will hear the correct answers in Exercise 3.
- 3 After listening, write the correct version on the board so students can see the answers clearly.

B Speaking – Phoning a friend

- 1–3 Students can do these exercises in pairs or small groups.
- 4–5 Before doing these exercises, elicit some examples of how you can make and decline invitations. Then compare with the examples.
- 6 You could drill the pronunciation of the expressions in the table with the class.
- 7 Ask students to write a list of reasons why they may be unable to attend a party, and get them to practise making polite refusals. Students can work in pairs to do this.

Sound smart – Missing sounds

Emphasize the importance of being aware of missing sounds when listening, as well as speaking, to help students take part more confidently in English conversations.

Focus on ... beginning and ending phone conversations

Before doing Focus on, discuss using the telephone in English with students. Do your students have to do this? How do they feel about it? Elicit how they answer the telephone in English. Then compare with the Focus on examples.

- 8–9 You could put students in pairs and get them to role play their own conversation. Put the information below on the board as a guide, and ask students to invent their own party details.

A You are having a party. Think about what kind of party it is, the day and time, do people bring food? Telephone B and invite them to your party.

B Ask about the party – day, time, what to bring. Decide if you can go or explain why you can't.

C Listening – At a party

- 1 Encourage students to only listen for one piece of information (the number of people) the first time they listen. They will listen for more information in the next exercise.
- 2 Ask students to check their answers in pairs before getting class feedback.

D Speaking – At a party

- 1 Alternatively, elicit topics used to make small talk from the class, and put them on the board. Students then listen and tick any topics they hear mentioned on the class list.
- 2 You could also ask students to ask and answer questions on the topics listed in pairs.

Focus on ... questions to start conversations

Highlight the positive and negative forms in the two parts of the expression and the difference in word order. When getting feedback, highlight the use of the auxiliaries i.e. *don't* for a negative present simple question and *does* for a positive present simple question.

- 3 Encourage students to make a note of these questions, as they will be useful when doing the Class bonus activities.
- 4 Instead of listening to the CD, you could ask the questions to different students in the class. You can choose whether to focus on fluency or pronunciation.

Class bonus

Give students time to think about the topics they will talk about and the questions they will ask before they start the exercise. Encourage them to talk about a variety of topics and to talk to everyone in the class.

Extra practice

Encourage students to keep a vocabulary notebook and to record new expressions that they hear.

Unit 2 I'm phoning about the house

Get ready to listen and speak

Put students in pairs or groups to discuss where they would prefer to live and encourage them to give reasons. You could give an example of your own first.

Did you know ...?

Before students read the text, see if they can guess the meaning of the abbreviations in the advertisements (*brm, pw, apt, n/s, inc, ph, tel, min, f/f*).

A Listening – Phoning a landlord

- 1 Before listening, ask students to look at the photo of Susan on page 16 and to guess which place she will phone about.
- 2 Before students do the exercise, look at Susan's notes and get students to predict whether the answers to questions b – g are numbers or words. This reinforces the Learning tip advice.

B Speaking – Phoning a landlord

- 1 Ask students to do this exercise in pairs and then get group feedback. Make sure students know the correct answer (*Sorry, 36...*) before they do the following exercises.
- 2–3 Practise this intonation with the class. You could do this chorally and with individual students.
- 4 You could do this exercise as an open class activity and then use the pair work exercise below as further practice after Exercise 5. Monitor and correct intonation errors. Exchange roles so all students have the chance to explain and check information.

A	B
Tell B about what you did last weekend or for your last holiday. Talk about: <ul style="list-style-type: none"> • Where you went • What you did • Who you went with • What it was like 	Use the checking information strategy to check what A tells you. Check: <ul style="list-style-type: none"> • Where A went • What A did • Who A went with • What it was like

- 5 You could do this chorally and with individual students. You can read the sentences aloud yourself or use the CD.

Focus on ... asking questions

For further practice ask students to make the following questions below more polite.

What time is it?

What's the address?

What's the date?

What are you doing later?

Sound smart – Sentence stress

- 1 Before listening to the sentence, write: /wəz/ or /wɒz /, /dʒʌst/ or /dʒəst/ on the board. Students listen and choose the correct pronunciation.
- 2–3 Divide the sentences into two chunks and drill them, e.g. *I was just wondering ... where it is.* Then drill the complete sentences.

C Listening – A problem in the house

- 1 Before listening, ask students to work in pairs and to write a list of possible problems in the house. Ask them to predict what Susan's problem is and then check their predictions when they listen.
- 2 Ask students to check their answers in pairs before getting class feedback.

D Speaking – A problem in the house

- 1 Ask students to cover the text under the pictures with some paper, and to only look at the cartoons. Elicit the problems and possible solutions before doing the match-up activity. Ask students if they have ever had these problems and what they did (or would do) about them.
- 2 Ask students to check their answers in pairs before getting class feedback.
- 3–4 You could do these exercises in pairs. Students take turns to read the answerphone message and to leave messages. Exchange roles so all students get a chance to play both tenant and landlord.

Learning tip

Ask students how they feel about speaking English on the phone. Encourage students to share their experiences and advise each other on ways to make it easier.

Class bonus

Ask students to work in pairs and to choose a problem to role play. Let them take notes, but make sure they don't write complete sentences. They could sit back-to-back to simulate talking on the telephone.

During the role play, monitor and take notes of any errors, particularly with question forms and how they check information. After the role play, write up the errors on the board so students can correct them in pairs.

Extra practice

Encourage students to record acronyms and abbreviations in their vocabulary notebooks, along with the full form of the words or expressions.

Unit 3 How do I buy a ticket?

Get ready to listen and speak

Students can discuss these questions in pairs. Alternatively, you could ask students to call out advice in English about public transport in their city. Ask them extra questions to encourage students to offer more advice.

A Listening – Getting information

1 Look at the photograph and ask students to describe what they can see and what the people are doing. Elicit a list of types of information you can find out at a station, before comparing this with the list in Exercise 1. You could lead into the listening by sharing an experience of your own, either about public transport in the country you are teaching in or in your own country.

2–3 Ask students to check their answers in pairs before getting class feedback. Write up the correct answers on the board.

Did you know ...?

Ask students if they know the name of the *underground* in any other cities.

Focus on ... saying numbers

Students could continue this exercise in pairs, with one student calling out a list of numbers, and the other writing what they hear. Students then swap roles.

B Speaking – Getting information

1 Ask students to make other questions using the expressions in bold. They could ask about transport in the city where they are studying, for example.

2–3 Begin with an open class example. First ask a strong student to read Kumiko's role and you take the 'You' role. Then ask another strong student to take the 'You' role, while you read Kumiko's role. Finally ask the two strong students to take a role each. Then put all students in pairs and tell them to take turns at both roles.

C Listening – Asking more questions

1 Get students to discuss their predictions in pairs. Point out that *No-My-Car-Day* is not a typical English expression and elicit any common English phrases that are used in their language.

2 Ask students to work in groups to write a list of similar sentences about travel tickets in their city.

D Speaking – Asking more questions

1 Check that all students have underlined the correct answer (*or*) before moving on to the next exercise.

Sound smart – Stress and intonation on one thing or another

If you prefer, you could model the example sentence yourself.

Learning tip

As a follow on from this activity, you could demonstrate other ways of recording vocabulary to students, for example, using mind maps, recording example sentences, translations, and recording new words in categories.

2 Questions a to f could be put on the board to use as drilling prompts to drill the sentences with the whole class and individual students.

3 When setting up this open conversation, do an example with a strong student in the class, then let students practise in pairs taking turns to play each role. After they have practised the conversation twice, ask students to turn over their books and recreate the conversation. Reassure students by pointing out that their version does not need to be exactly the same, nor does it need to be completely accurate.

Class bonus

Put students in small groups of three or four students to plan their survey questions. Set a time limit for the mingle, then students can get back into groups to collate their answers. Each group can report the results of the survey to the class as a whole.

Extra practice

If you would prefer to look at transport in the US, you could direct students to the following website for information on travel in New York: www.mta.info/metrocard

Unit 4 Shall we go out for dinner?

Get ready to listen and speak

Students can talk about these questions in pairs or small groups. Encourage them to think of two or three of their own food-related questions.

A Listening – Going out for dinner

- 1 Use a map or globe to show students where the different countries mentioned are (if necessary). Ask students if they have visited these countries or if they have tried any of the food listed.
- 2 Make sure you give students an opportunity to read the questions in Exercise 3, as the Learning tip suggests. Ask students to work in pairs but don't get class feedback until after Exercise 3.
- 3 Students can check their answers in pairs by listening again. Check which pair answered the most questions correctly in Exercise 2.

Did you know ...?

Put students in pairs to discuss what the favourite food is in their country. If students are all from the same country, ask them to describe their favourite food.

B Going out for dinner

- 1 Ask students to use the expressions in bold to make suggestions to each other about what to do after class or on the weekend.

An alternative approach to focusing on this strategy is to ask students to look at the audioscript and to underline *Shall we go out for dinner?* Elicit that this is a suggestion and then ask them to read the audioscript and underline more examples of suggestions in the conversation.

Sound smart – Intonation of suggestions

As well as getting students to listen to the intonation patterns, you could also give a model of very flat, bored intonation to demonstrate the importance of having some variation of pitch in order to make a suggestion sound interesting. You could also provide models and drill the examples.

- 2 You could draw the food mentioned onto flashcards. Show one card at a time to students. When they see the image, students make a suggestion to another student in the group.

C Listening – Talking about a meal

- 1 You may want to pre-teach the words in the box before students listen. You could bring in some pictures of the ingredients, or bring in the food items, to show students.

Learning tip

Encourage students to focus on the Learning tip. Elicit examples of when it is important to listen to every word, and when it is more important to get the general idea of a conversation.

- 2 You could read this text aloud yourself as a dictation activity.

D Speaking – Talking about a meal

- 1–2 Ask students to work in pairs to complete these exercises. Allow them enough time to look at the audioscript and to find the answers, before getting class feedback. Direct students to the note on Australian / New Zealand language, and ask students if they know any other language differences between English-speaking countries.
- 3 Pre-teach any vocabulary that you think students will find difficult in this activity before setting it up. Use the example to provide a clear model, then elicit a further example from a strong student. Students can work in pairs and take turns explaining the meals to each other. You could also bring in pictures of food and encourage students to invent their own descriptions.
- 4 Students can interview each other as an alternative to using the CD.

Class bonus

Put students in small groups of three or four students to plan their menus. Set a time limit, then ask students to present their menus to the class.

Extra practice

Encourage students to visit similar websites in their free time. You could direct them to:

www.britishcouncil.org/central
www.bbc.co.uk/worldservice/learningenglish/

Unit 5 You should go to the police

Get ready to listen and speak

Put students in pairs or small groups to discuss the two situations. Would everyone do the same things? Why have they chosen some options over others?

Encourage students to share their opinions and advise each other on what to do if they were to encounter problems when travelling abroad.

A Listening – Saying what happened

- 1 Ask students to work in pairs to make one or two sentences about what happened using all three pictures. Pairs can read their sentences aloud and then check their answers when they listen to the CD. Alternatively, students write sentences individually and then compare with a partner.
- 2 Before class feedback, let pairs discuss their answers and reasons. Make sure students know why the false answers are false.

B Speaking – Saying what happened

- 1–2 Encourage students to listen for examples of avoiding repetition in conversation. Point out that this is very frequent in spoken English so that they are aware of this when listening.
- 3 Write the following expressions on the board. Ask students to look at the conversation again and write the long version of the answers.
 a _____ not bad. (It was...)
 b Did you _____? (...go to the concert?)
 c I didn't _____ (... go to the concert)
 d _____ Star Wars. (I saw ...)
 e I haven't _____ (... seen them all)
 f I'd like to _____ (... see them all)
- 4 You could also use the prompts for a dialogue build. Elicit and drill each line of the conversation chorally. Then divide the class into two groups ('Davids' and 'Arnauds') and chorally drill again. After this, pairs practise the conversation using the prompts.
- 5 Students could interview each other or use the CD.

Sound smart – Pronunciation of *did you*

- 1 This could be done in pairs rather than with the CD. Do question a as an example with a stronger student. Then students work in pairs. One student reads questions b and c of the audioscript and the other asks a question. Students swap roles for questions d and e.

C Listening – At the police station

- 1 Ask students what they can remember about the situation from Listening A. They can complete the form with this information.
- 2 Get students to listen again to see if they are correct and to complete the rest of the form.

Did you know ...?

Write examples of other telephone numbers and emails on the board so students can practise saying them.

D Speaking – At the police station

- 1 When students have completed the questions, ask them to work in pairs. One student asks the question and the other answers, giving as much information as they can remember from the first listening.
- 2 Ask students to work in pairs or small groups to add other words to the table. This could be made into a competitive game, with the group who have written the most words winning.
- 3 Give students a time limit to do this, e.g. five minutes, before getting feedback.
- 4 Put students in pairs to describe the objects.
- 5 Encourage students to explain why the object is important, and to ask each other questions about it.

Class bonus

Give students time to think about their roles and to prepare what they want to say before they start the role play. During the role play, monitor and note down any errors, particularly with describing things. Write these on the board at the end and ask students to correct them.

Extra practice

Ask students to find this out before the next lesson. They can telephone a local office if you are in an English-speaking city, or use the internet to find information. In the next lesson, groups can discuss what they found out.

Unit 6 Have you got a headache?

Get ready to listen and speak

Ask students to cover expressions 1–7 and to look at the pictures and identify what is wrong with the people. Practise pronunciation of the expressions with the students. Focus particularly on /'gɒtə/ in *I've got a ...*

Alternatively, you could play pictictionary with the symptoms. Each student takes turns to draw the symptom on the board and the other students guess what it is.

A Listening – At the chemist's

Make sure students only try to answer one question for each listening, i.e. Exercise 1 for the first listening, Exercise 2 for the second listening.

- 1 You may want to pre teach *medicine, multivitamins, paracetamol* and *lozenge*. Before listening, ask students to predict which symptoms Chu Hua has.
- 2 Before listening the second time, give students time to read the questions. Encourage them to guess what the missing information is, e.g. *a) Is it a number? It says times so it can't be 1.*

B Speaking – At the chemist's

- 1–2 Ask students to work individually for these exercises. They can then check their answers in pairs before class feedback after Exercise 2.

Sound smart – Sentence stress for instructions and advice

You can use the CD or drill the sentences yourself. Do choral and individual pronunciation to make sure everyone has the opportunity to practise.

Learning tip

Remind students to do this whenever possible in an English-speaking situation. It will make the experience less stressful or worrying if they have already practised the pronunciation and know the vocabulary they may need.

- 3 Ask students what other remedies you can use for the problems listed, and if they can name any other health problems and remedies.
- 4 The first time students listen to the problems, let them make notes of their instructions, but make sure they don't write sentences. Play the text again and nominate students to respond (more than one student can respond to each problem). Encourage them to say more than just the instruction when they respond to the problem. They can use the expression given in the example but also try some of their own.

Students could also do this exercise in pairs, using the symptoms in a – f as prompts.

Alternatively, ask students to each write down a health problem on a small piece of paper. Collect the pieces of paper and hand them out around the class. Students mingle, explaining the problem and giving instructions. You could model this with a stronger student.

C Listening – Home remedies

- 1 Refer students to the section title and concept check *home remedy* by asking students for examples of some home remedies before they match the pictures and ingredients.
- 2 Explain that students will hear three different people talking briefly about a remedy from their own country. If you have students from the countries listed, ask students if they can guess what the speakers will describe.
- 3 Give students time to read the summaries before they listen. Encourage them to predict any answers they can.

D Speaking – Home remedies

- 1–2 Ask students to do these exercises individually first, and then check their answers in pairs. Get group feedback after Exercise 2.
- 3 You may want to pre-teach the words by bringing in the items listed.
- 4 Ask students to work in pairs to describe the ingredients to each other.
- 5 If you have a mixed nationality class, put students in nationality groups first so they can make a list of ideas. Then regroup them so there are different nationalities in each group. Students then explain home remedies from their country.

If all your students are the same nationality, they could talk about home remedies they use in their family and compare these with other families.

Class bonus

Give students time to think about their ideas before they discuss these questions.

Extra practice

Encourage students to prepare the questions they want to ask before going to the chemists. This reinforces the Learning tip in Section B.

Unit 7

How about a hostel?

Get ready to listen and speak

You could ask students to make a list of different types of accommodation in pairs, or use pictures to elicit the different types. Ask students which places they have stayed in, or would like to stay in, and encourage them to give reasons for their answers.

A Listening – At the Tourist Information Centre

- 1 Ask students to look at the photograph of Vancouver. Establish where Vancouver is and see what students already know about the city. You could direct them to the following websites if they want to learn more about Vancouver and Canada:

www.vancouver.com

www.vancouver-bc.com

www.gc.ca

Check the answers to Exercise 1 before students do Exercise 2.

- 2 Check students understand the table headings, e.g. *share* in Exercise 2. After listening, ask students which of the four places they would prefer to stay in.

Did you know ...?

Ask students if they can name other countries which call their currency *pounds*, e.g. Cyprus, Lebanon, Egypt, Syria and Sudan.

B Speaking – At the Tourist Information Centre

- 1 To make this exercise more interactive, you could give some students a strategy label (e.g. *making a general enquiry*) and other students an expression (e.g. *I'm looking for somewhere to stay*). Students then mingle with the aim of matching the strategy labels to the expressions. You could provide more support by colour-coding the strategies (e.g. all red) and expressions (e.g. all blue) to make them clearer.
- 2 After completing the exercise, ask students to complete the sentences using other words.

Sound smart – Word stress

You can use the CD or read these sentences aloud yourself.

Learning tip

This could be a good opportunity to show students some good techniques of dictionary use, e.g. checking whether the word they are looking at is a verb or a noun, and checking different possible meanings etc.

- 3–4 You could treat the conversation as a dialogue build and elicit what both speakers say line by line. Each time you elicit a line, you can drill it and then go back to the beginning of the dialogue to practise what has been established. Put prompts on the board to help students. Once you've elicited

the whole dialogue, students can practise in pairs before trying the exercise with the book closed.

C Listening – The guesthouse

- 1 Before listening, ask students to look at the photograph of the guesthouse and predict what different rooms and facilities they think they will find there.
- 2–3 Get students to check their answers in pairs before class feedback.
Ask students if they would like to stay at the guesthouse. Why (not)?

Focus on ... adverbs used with adjectives

Ask students to describe their own bedrooms using the adverbs in Focus on.

D Speaking – The guesthouse

- 1 Get students to work together in pairs, then get class feedback by underlining the correct words and expressions on the board.
- 2 You could introduce this activity by using a personal example, e.g. by bringing the object, or a picture of it, to class.
Do an open class example using the picture of the bedroom and then get students to do questions b to f in pairs.

Class bonus

Before this lesson ask students to bring a possession (or a photo of one) to class. If you don't have time to do this, see if students can produce something from the objects they have with them, e.g. a mobile phone, an MP3 player, a special pen.

Extra practice

If this is not possible, ask students to go online to find out information about a local guesthouse. Ask them to talk about it in English in the next lesson.

Unit 8 What can I do here?

Get ready to listen and speak

Put learners in pairs or small groups to talk about the activities they have done. Encourage them to explain what they thought of the activities and to discuss their experiences. You could give an example of your own to begin with.

You could also elicit the vocabulary by playing hangman or pictionary.

A Listening – Different activities

- 1 Introduce the context by eliciting where you go to find information about what to do when you are on holiday (Tourist Information Centre). Ask students what else they can find out about there. Get feedback and ask students which activity they would do and why.
- 2 Make sure students read the instructions carefully so that they think about what information they are listening for. Before listening, ask students to work in pairs to decide whether the missing words are numbers or words.

Learning tip

Ask students what other factors help them understand people (e.g. body language, no background noise, speed etc).

B Speaking – Different activities

- 1–2 During feedback to these exercises, elicit which expression is used when something is surprising (*wow*).

Sound smart – Intonation of expressions to show interest

Drill the expressions with the class. You can gesture as you drill to highlight the change in intonation, and encourage students to do so as well.

- 3 Rather than using the CD, put students in pairs for this exercise. One student is a tourist and the other student is the Tourist Information Officer. Then repeat the exercise so students can swap roles. Make sure they understand there is more than one correct answer for this activity. Monitor and correct any errors in intonation.
- 4 Give students time to make notes before speaking. This could be set as a homework activity and students could give short presentations in the next lesson.

C Listening – One activity

- 1–2 Give students time to read the questions before listening, and let them check their answers in pairs before getting class feedback.

Did you know ...?

Ask students to look at the photograph and describe the sport they see. Have they tried it?

D Speaking – One activity

- 1 Ask students to do this exercise individually before checking answers in pairs.

Sound smart – Pronunciation of *would like to*

When you drill the sentences, make sure you drill them in chunks before drilling the complete sentence. Build the sentence up gradually, e.g. *I'd/ I'd like / I'd like to/ I'd like to go/ I'd like to go sky diving*.

Learning tip

Students could read the first five exchanges of the conversation and then, in pairs, identify which words they think will be pronounced differently. After this, students listen and check their predictions. The sounds in *a, just, from, of* change because they are not stressed.

Focus on ... *I'd like or I like*

Ask students to work in pairs or small groups and check answers before moving on to the Speak up! activities.

- 2 Put students in small groups to discuss this exercise. You could do an example with a stronger student. The student says one thing they would like to do and explains why. You respond with *ah ha, oh wow* etc. and then say if you would like to do that activity or not.
- 3 Students can write notes if they wish, but make sure they do not write full sentences. You can use the CD or put students in pairs to do the exercise. Make sure all students get the chance to be the tourist.

Class bonus

Change pairs so students are with a different partner for the Class bonus. Make sure students close their books and try not to use notes for the roleplay. They have already practised it in Exercise 3 (above) so they should be able to do it without support. Once students have done the role play, they can exchange roles and repeat it.

Unit 9 When are you flying?

Get ready to listen and speak

This could be made into a competitive game, with students working in teams to complete the anagrams first. Students could also create anagrams for each other.

A Listening – The flight

- 1 Ask students what they know about South Africa, and use a map to show them Johannesburg and Cape Town. Pre-teach the word *rand* and concept check the vocabulary in a to d by asking for examples of the four items.
- 2 Before students do Exercise 2, ask them to fill in any of the information on the computer screen that they can remember from the first listening.

B Speaking – The flight

- 1 Get students to find the two example requests in the audioscript, then elicit the two other forms from them, without looking at the Speaking strategy.

Sound smart – Stress of polite questions

It might be easier for students if you model and drill these two examples yourself. You could beat the stress and gesture to show the direction of the intonation as you model the language, and encourage students to do the same.

- 2 Use the examples to elicit models and teach an affirmative reply e.g. *Yes, of course*. Students can then practise making short two-line conversations in pairs. Monitor and pay particular attention to the intonation of polite questions.

C Listening – A change of plan

You can provide students with more information on tourism in Cape Town by going to the following website: www.tourismcapetown.co.za/ or ask them to visit this site as homework.

- 1 Ask students to look at the pictures and describe what they can see and where they would like to visit. Have any students already visited these places?
- 2 Students can work in pairs to correct the sentences.

D Speaking – A change of plan

- 1 An alternative way of focusing on the expressions is to give students all four clauses from the two sentences on pieces of paper with the words *so* and *because* also on bits of paper. Ask students to rearrange the four clauses and two words into two correct sentences.
- 2 Check answers to 2 before moving on to Speak up!

- 3 This could be turned into a Pelmanism-type game. Write the *Reasons* on strips of paper of one colour and *Situations* on strips of different-coloured paper. Place these face-down. In small groups, students take one *Reason* and one *Situation*. If the student can make a coherent sentence using one of the two linking words, they then win that sentence. The student with the most sentences at the end of the game wins.

Focus on ... so

Ask students to write three more sentences with *so*; one for each of the explanations a to c.

- 4 Do an example with a strong student, taking the part of 'You'. Ask two more strong students to do a further example, then ask all students to practise the conversation in pairs. Students should take turns speaking both roles.

Class bonus

Divide the class into two large groups. One group can practise the flight change scenario and the other half can practise the changing a tourist activity scenario. Give students time to look at the language in the unit again, then ask them to close their books to do the role play. If suitable, suggest that they refer to contexts or situations from the country you are teaching in for their role plays.

Extra practice

Students could also look at online travel agents to research travel information.

Learning tip

Ask students if and how they record vocabulary. Encourage them to share ideas with each other.

Unit 10 The weather is changing

Get ready to listen and speak

Ask students to cover the words and focus on the pictures. Ask them to describe the weather in each picture, and elicit any vocabulary they already know before doing the match up exercise.

A Listening – A news story

- 1 Before listening, ask students what *global warming* is, and elicit any facts they already know about it. You may want to pre-teach the following words: *causing, melting, natural cycle*.
- 2 Before listening, ask students to look at b to i and predict what type of information they are listening for (e.g. *word, number* etc).

Learning tip

Encourage students to try and stress the most important words when they are speaking so that listeners can understand them more easily.

B Speaking – A news story

- 1 Look at this exercise as a class. Ask students to think of different sentences using the expressions in Exercise 1.
- 2 Students could do this exercise individually or in pairs. Then draw the table on the board and ask students to come and write a word in the correct column.

Sound smart – Stressing important information

Students may have different answers in the second exercise. Explain the speaker has a choice and the words they stress depend on what they want to highlight.

- 3–4** Students can do these exercises in pairs. Encourage them to respond to their partner's statements, for example

A: *Summer is getting hotter.*

B: *Yeah you're right* or *Do you think so?*

Model this dialogue with a student, with you taking the role of B.

You could also elicit responses before students start the exercise. If your students are from different countries, they could follow on from the response with *In my country...*

- 5** Ask students to work in small groups for this exercise and to feedback the most interesting changes to the class.

C Listening – Talking about the news

- 1–2** Make an explicit link between the Learning tip and the Listening exercise by asking students to talk in small groups about what they know about environmental problems. You may need to pre-teach *solar energy* and *pollution* before students listen.

- 3** Make sure you give students time to read the questions before they listen. You could elicit what the key word(s) are in each question: *cause/problems/stop global warming/Arctic/weather/problems*.
- 4** Give students time to discuss their answers in pairs before feedback to this exercise and encourage them to give reasons for their answers.

D Speaking – Talking about the news

- 1 Students can do this exercise individually before checking answers in pairs.
- 2 Students can discuss their opinions in small groups rather than using the CD. You could monitor and note any errors for students to correct after the discussion.
- 3 You could use these statements as ideas for class debates. Divide the class into *for* and *against* groups. Students can choose their own side or you can nominate students so you have an equal balance of students in each group. Give groups time to prepare their arguments before they have the debate.

Class bonus

Ask students to find a story in the news for homework then discuss it in groups in the next lesson. It doesn't matter if the story is in English or their own language. Give students time to think about how they will explain their story before starting the exercise. Tell students that everyone in the group must give their opinion about each story.

Extra practice

You could ask students who listens to the news in English. Then discuss what they find difficult about listening to the news and elicit solutions for these difficulties.

Unit 11 I have our schedule

Get ready to listen and speak

Students can discuss these questions in pairs or small groups. You could encourage students to go online to find more information about coffee or Brazil and prepare other quiz questions to ask each other.

A Listening – Plans for the day

Look at the photo of São Paulo and ask if anyone has ever been there. Elicit students' impressions of the city and ask them if they would like to go, saying why or why not. You could direct them to the following websites to get more information on Brazil and São Paulo:

www.geographia.com/brazil/

www.brazil.org.uk/

- 1 Before listening, check students understand the jobs on the name badges. Ask them what typical tasks for each job are.
- 2 Allow students time to read Exercise 2 before listening to the conversation a second time. Encourage them to fill in any information they might have picked up from the first listening.
- 3 When you have checked the order of the activities, ask students to listen for the times of the activities.

B Speaking – Plans for the day

- 1 Get students to do this exercise together in pairs or small groups.

Learning tip

Ask students to share ideas of how to make speaking from notes easier.

- 2 Do an open class example of this activity, then put students into pairs. Student A explains Lilian's schedule and Student B asks questions about it. Give students a couple of minutes of preparation time. Encourage students to react to, and comment on, the schedule when they are in the listener's role.
- 3–4 As the Learning tip suggests, make sure students know they are not expected to memorize the example answer.
- 5 Do an open class example of this activity, then put students into pairs. Student A explains Peter's schedule and Student B asks questions about it. Give students a couple of minutes of preparation time. Encourage students to react to, and comment on, the schedule when they are in the listener's role.

C Listening – Future plans

Ask students to look at the three photographs and describe what they can see.

- 1 Give students time to read the two summaries before they listen for the first time.

- 2 Ask students to check their answers in pairs before getting class feedback.
- 3 Make sure students know that there is one missing word for each dotted line.

D Speaking – Future plans

- 1 Encourage students to record the four expressions (in bold) in their vocabulary notebooks, along with an example sentence for each one that is true for them.
- 2 You can extend each sentence into a mini-dialogue using the following model:
A: *I plan to / I'd like to open a new shop.*
B: *Sounds like a good idea.*
A: *Yeah, but it's not easy.*
- 3 Students can work in pairs or small groups to discuss their hopes and plans. If you have the resources, you could record students speaking.

Focus on ... verbs followed by to

Students can do these exercises in pairs.

Class bonus

Encourage students to describe their day or week in detail, and to ask each other questions about the plans. Remind students that they can invent these schedules!

Unit 12 You did really well

Get ready to listen and speak

Ask students what other tasks are common for the jobs listed, and if they have any experience of these jobs. An alternative way of leading into the listening is asking students if they have had experience working in restaurants and getting them to talk about that experience in class or in pairs. You could then check and pre-teach any of the vocabulary from Listening A that you think will be new for your students, e.g. *napkins, jugs, light, bowls*.

A Listening – Getting ready

- 1 Set the context for the first listening exercise clearly and remind students that it is Francesca's first day at work. Look at the picture of the restaurant with the students and ask them to describe what they can see. This will help to elicit some of the vocabulary on the notepad.
- 2 Students should try and complete as much of Exercise 2 as possible based on what they picked up in the first listening, before listening to the conversation for a second time.

B Speaking – Getting ready

- 1 Ask students to look at the expressions together and complete the exercise in pairs.
- 2 Half the class can take the manager's role and the other half take the waiter's role. Students mingle and the managers ask the waiters about two or three different actions. Students can then change roles and repeat the mingle.
- 3 Give students time to prepare their questions before working in pairs to ask and answer them.

Class bonus

An alternative activity would be to put students into pairs and get them to think of a job they are interested in. Ask them to list four or five tasks associated with the job, and to then take turns to play the manager and employee.

C Listening – A busy evening

Get students to look at Exercises 1–2 and ask them to think about the kind of information they should listen for.

- 1 You may want to pre-teach *half-way, serving, tips*. Check the answers to Exercise 1 before moving on to Exercise 2.
- 2 Before listening, remind students that they only need to write one word on each dotted line.

Did you know ...?

If you are teaching a multilingual group, you could ask students about tipping in their countries. Is it expected? How much?

D Speaking – A busy evening

- 1 An alternative way to focus students on this language is to write up sentences b, c and e on the board without *just*. Tell students that *just* can be added to each sentence. Ask students to work in pairs to put it where they think it should go. They can either check their answers with you, or check the audioscript.
- 2 Encourage students to make a note of this use of *just* in their vocabulary notebooks.

Sound smart – Linking between words

You could encourage students to use these arrows when they record new expressions to help remember the correct pronunciation.

- 3–4 Students can work in pairs or with the CD. Monitor and listen for correct use of *just* and linking between words.

Class bonus

Introduce this with your own example, then give students thinking (or possibly note taking) time before getting them to share their ideas in small groups.

Extra practice

You could organize an English-speaking dinner, or party, with the class to celebrate the end of term.

Unit 13 I've organized the trainer

Get ready to listen and speak

Students can complete the crossword in pairs.

Check that students know the name of any other classroom/office items that are in your classroom.

After the crossword, and before Listening A, you may need to establish what a *training session* is. Give, and elicit from students examples of the kinds of things people have training sessions on in the workplace, e.g. training for a new computer.

A Listening – Organizing the training

Before the exercise, highlight the fact that students will be listening to a voice mail message. You could ask if students have ever had experience of this in English. Indicate that they can listen to voice mail messages more than once (as they will with this message), and also that they will probably need to understand some detailed information. Suggest that they imagine they are Raman when they listen to the message.

- 1–2** Ask students to correct their answers in pairs before getting class feedback.

Did you know ...?

Ask if students have heard any of the Australian English examples before. Have any students visited Australia? What do they know about it?

B Speaking – Organizing the training

- 1** Make sure students understand that these expressions are more direct, but that they are not rude.
- 2** Ask students about manager-employee customs in their country. Could they ask their boss to do things by saying *I need you to...*?
- 3** Ask students to work in pairs and to use a variety of the polite expressions in Speaking strategy.

Focus on ... when you don't know the right word

A way into these expressions is to write up the example from the book on the board, then below it write the following: ... *one of those really big things for writing up notes ... flip charts*. Indicate that the filler language gives Brad thinking time, but it can also help listeners because there are fewer content words placed close together.

- 4** Use the examples in the book and/or bring some other objects into the class that you don't think your students will know the word for. They can share these objects and practise the expressions.

C Listening – Choosing lunch

Before the first listening, you may want to pre-teach *delivery*, *gourmet sandwiches*.

- 1** Encourage students to listen for one piece of information only with the first listening. They will listen for more detail in Exercise 2.
- 2** Ask students to check their answers in pairs before getting class feedback.

D Speaking – Choosing lunch

- 1** Students can do this exercise in pairs or alone. Write the extract on the board and ask students to come up and mark the comparisons.

Sound smart – Sentence stress when comparing things

You can either use the model expressions on the CD, or you can model and drill the examples yourself. Drill the sentences in 2 either chorally or with individual students.

- 2–3** Students can do this exercise in pairs or with the CD.

- 4** Ask students to compare the items in small groups. You could bring in pictures of cars, places etc to help them.

Class bonus

Monitor and make a note of any errors for students to discuss after the activity.

Extra practice

Students can listen to British English at www.bbc.co.uk, Canadian English at www.cbc.ca and American English at www.abc.com

Unit 14 You need a budget

Get ready to listen and speak

Establish the idea of managing your money well by asking students to look at the Get ready options and tick what financial advisors would recommend. You may want to pre-teach *budget, retirement, invest, tax and salary*.

To set the context for the listening activity, look at the photo and explain that Paul is a financial advisor. Elicit what a financial advisor does (gives advice on investing, insurance, setting up businesses etc).

A Listening – Managing money 1

- 1 Check answers with the class before moving on to Exercise 2.
- 2–3 Get students to check their answers to both exercises in pairs before getting class feedback.

Did you know ...?

Ask the class if they know what *e.g.* and *i.e.* mean before they read Did you know...? They could try and guess the meaning from looking at Sara's notes. Elicit or teach other abbreviations, *e.g. &, etc.*

B Speaking – Managing money 1

- 1–2 Rather than reading the examples in Exercise 1, ask students to find the signposting expressions in the audioscript. They could then compare these with the expressions in the exercise.
- 3 Make sure students know they could use these expressions, but they will sound very formal when chatting to friends.

Learning tip

To extend the learning tip, ask students to read the audioscript and find another of Paul's examples, *e.g. Maybe just buy one cup of coffee a day, instead of two*. Highlight the fact you don't always need to say *for example*.

- 4 Put students in pairs to plan their seminars. Explain they will give their seminars individually so they should both take notes.
- 5 Give students time to practise before recording them. After recording, students could listen to their own seminar and self assess using the evaluation questions. Alternatively, they could listen to another student's seminar and use the evaluation questions to give them feedback. If your facilities or time do not allow for recording, students could present their seminars to a partner who then uses the evaluation questions to give feedback.

C Listening – Managing money 2

- 1–2 Ask students to check their answers in pairs before getting class feedback. Before doing Exercise 2, students could predict answers in pairs.

D Speaking – Managing money 2

- 1 Ask students to do this exercise in pairs. You could elicit the two types of question by asking students why people ask questions at the end of a seminar.

Focus on ... how to ask follow-up questions

Make sure students are confident with making less direct questions before moving on to the Speak up! activities.

- 2 Check that students have the correct match-up answers before moving on to Exercise 3. You could also elicit further questions for each seminar topic.
- 3 Students can make, and then ask, these questions in pairs.
- 4 You could ask each pair or small group to think of one question to ask Paul Dugan. Write the suggested questions on the whiteboard. Then regroup students and nominate one financial advisor for each group. Students ask and answer their questions. The advisor can make up the answers if they are not sure.

Learning tip

Remind students of the importance of keeping vocabulary notebooks, and encourage them to record new words in a logical way, as in the Learning tip.

Class bonus

Put students in pairs to choose their seminar topic and prepare the seminar. If you have time, students could research their topic for homework or in your self access centre. If they are preparing ideas in class, give a time limit. Make sure students get enough time to practise the seminar. Depending on your students, they could present their seminar in pairs to the whole class or individually to a smaller group. Explain to the class that each student must ask at least one question after each seminar.

Unit 15 Welcome to the school

Get ready to listen and speak

Depending on where you are teaching, ask students to talk about their first day at the school they are studying English in, or ask them about their first day at another school. Give students some thinking time and get them to share their ideas in pairs or small groups. Students could talk about what they did, who they met and how they felt.

A Listening – The first day at school

You will probably need to pre-teach *self-assessment* and *facilities*. Before students listen, ask them to imagine that they are one of Anna's students.

- 1 Ask students to predict the reason for Anna's talk before they listen. Check answers before listening for the second time.
- 2 Remind students to write only one word in each space. Ask students to check their answers in pairs before getting class feedback.

Did you know ...?

Ask students about which languages are spoken in their country.

B Speaking – The first day at school

- 1–2 Look at the different ways of offering choices as a class. You could ask students to make *either / or* sentences about the possibilities at your school, e.g. where you can study, where to buy books, what to do if you have a problem.
- 3 You could put these prompts on strips of paper and give one strip to each student. Each student reads the prompts aloud and then the group works together to make complete sentences.

C Listening – Class rules

Before listening, ask students to discuss the class rules in your class. What are students allowed and not allowed to do?

- 1 After listening, ask students to compare Toby's rules with the rules in your class. Students can discuss this in pairs.
- 2 Ask students to check their answers in pairs before checking answers with the class.

D Speaking – Class rules

- 1–2 Check answers with the class before moving on to the freer practice in Speak up!
- 3 Students could record themselves explaining the rules for homework. You could extend this activity by asking students to discuss laws and rules in their country or other countries they have visited.

Focus on ... language of obligation

Even if some students do not understand some the subtleties of this language point, it is sufficient if they grasp the idea that overuse of *must* can sometimes make them sound rude and demanding.

Sound smart – Have to

Do an open class example with the strong student. Listen for the pronunciation of *have to* and make sure the *v* is pronounced as /f/ and the vowel sound in *to* is a weak /ə/. If necessary, drill an example, then let students practise in pairs with each student taking both roles.

- 4 Students can work in pairs or with the CD.
- 5 Do an example with a strong student. Take the part of 'You'. Ask two more students to do a further example, then ask all students to practise the conversation in pairs. Exchange roles so students practise both 'You' and 'Toby'. Monitor and make sure students are pronouncing 'have to' using /f/ and /ə/.

Class bonus

You could ask students to work in small groups to design a new set of class rules for your class.

Extra practice

Students can also research this online.

Unit 16 What are your goals?

Get ready to listen and speak

You could do this exercise as a mingle activity. After students rank the skills on their own, they move around the class and compare notes until they find someone who has ranked the skills in the same order for the first question. They could then discuss why they chose that order and give their opinion on the second question.

A Listening – Advice session

- 1 Explain the importance of what students do outside the classroom to improve their English. Ask them to discuss how they try and improve their English out of class.
- 2 Get students to check answers in pairs before checking answers with the class. After this exercise, you could ask students to discuss whether the students think Nigel's advice is useful for them.

Learning tip

Discuss watching movies in English. Do students find this easy? Do they enjoy it? What movies have students seen in English?

B Speaking – Advice session

- 1 Before students look at a to d, ask them to look at the audioscript and underline how Nigel gives advice. They can then compare with a to d.
- 2 Students could do this exercise in pairs or small groups.
- 3 This exercise can be done in small groups. Make sure each student takes notes of the group ideas. After they have compiled a list, mix students so they are in different groups, and let them compare ideas. Remind them to use the Speaking Strategy expressions.

You could also use this Exercise to focus on improving all four skills. Divide the class into four groups and give each group a large piece of paper on which they write ideas for how to improve one of the skills. Groups then rotate round the room looking at the lists and adding new ideas.

C Listening – Learning outside the classroom

- 1 Students can work individually and then check their answers in pairs.
- 2 Tell students they do not need to write Nigel's exact words for questions e–g. Explain that Nigel often repeats key information.

D Speaking – Learning outside the classroom

- 1 Ask students to find and underline Mayuki's goals in the audioscript before doing Exercise 1.
- 2–3 Students can do these exercises in pairs or small groups.
- 4 Give students time to think about this before putting them in small groups to discuss their learning goals. Extend this exercise by encouraging students to plan their learning outside the classroom. You can use Appendix 6 to help students do this.

Elicit the steps Nigel describes in Listening C for making study plans: identify goals, find material, and reflect on what you've done.

- Identify goals – students write down their goals. Make sure they are not too general and encourage students to be specific e.g. *I want to talk to friends in English easily about everyday topics*, rather than *I want to improve my speaking*.
- Find material – students list exercises they can do and material they can use. Put students with similar goals in groups to brainstorm ideas. If you have a self access centre, take them in and help them find material they can use.
- Encourage reflection by following up on their progress in later lessons. You could regularly do a five-minute warmer on what students have done outside class to reach their goals. You could also give them class time to re-evaluate their goals regularly.

More activities

Watch a movie in class and use the techniques Nigel recommends.

Unit 1

How are things?

Get ready to listen and speak

Read the instructions and each phrase to the class. Put students into pairs and get them to do the exercise together.

A Listening – Beginning and ending a conversation

1–3 Before students begin, write the following questions on the board: *Where are they? Who is he? What is she wearing? What do you think they are saying to each other?* Put students into pairs and get them to discuss their answers together. After checking answers, ask students to call out if they think each situation (a, b, c and d) is formal or informal. Finally, put students into small groups and tell them to role play each situation.

B Listening – A friendly chat

1–2 Before students begin, ask the class to look at the pictures and ask *Who are they? What nationality are they? Where do they work?* etc. Play the recordings and get students to do the exercises. Then check their answers.

Did you know ...?

Read aloud the text and ask students what languages people in their country speak. Ask what the most popular languages to learn are.

C Speaking – Reacting to what you hear

- 1 Read the instructions and the examples to the class.
- 2 After students finish, emphasize that *Me too* and *Me neither* are used only when agreeing (to either positive or negative statements). Give an example, by saying *I come to school by train* and encouraging students to call out *Me too*, if they also come to school by train (likewise with the sentence *I don't come to school by bus (Me neither)*). Then put them into pairs to take turns making statements and responding with *Me too* or *Me neither*.

Focus on ... So...I, Neither...I

Before doing the exercise, highlight the fact that *So+* auxiliary verb + subject means the same as *Me too*, and *Neither* + auxiliary verb + subject means the same as *Me neither*. After checking answers, put students into small groups and tell them to find at least five things they all have in common. Explain they should make statements and respond with *So...I* and *Neither... I*. Get feedback from the class.

D Speaking – Maintaining a conversation

- 1 Read the instructions and elicit/explain that follow-up questions are questions we ask to find out more information about something we have just heard. Give an example, by saying *I come to school by train* and encouraging students to call out questions, e.g. *What time train do you get?*

- 2 Do a as an example then ask students to work alone to think of another two questions for each sentence b–e. Then get them to compare what they have written in small groups. Write a selection of the class's answers on the board, encouraging students to check their grammar and spelling is correct.
- 3 Read the instructions and example to the class, play the recording and stop after the first statement to make sure everyone has understood. Then get students to do the rest of the exercise.

Class bonus

Demonstrate the activity first by making five statements about your last holiday, e.g. *I went to the coast* and encouraging students to call out follow-up questions.

Sound smart – Intonation in question tags

Before doing the exercise, write example A on the board and underline the question tag, eliciting from students (or telling them) that it is indeed a question tag. Point out that it is a short question at the end of a statement. Using question tags is a very effective way of involving someone in a conversation and keeping it going.

Without looking at their books, play the recording and ask students what the difference between the pronunciation of the two sentences is, and why they are different. Elicit/Explain that the speaker's voice goes *up* on a question tag to ask a genuine question, but *down* on a question tag when asking for agreement. Get students to do the exercise. After students finish, have them practise in pairs. Tell students to take turns to make a statement while their partner has to add a question tag. Give an example first, such as *This class is an hour long*, and encourage students to call out *isn't it?* Have them say the tag with both a rising and a falling intonation, to highlight the difference between asking a question and asking for confirmation.

Focus on ... question tags

Read the instructions and examples to the class and get students to do the exercise. After checking answers, you may wish to put students into pairs and have them write five similar statements with a line after. When they are ready, have students swap their work and add the missing question tags.

E Listening – Expressing opinions

- 1–3 Read the instructions to the class, get students to do the exercises, and then check their answers. Afterwards, get students to discuss the topics in Exercise 1 (i.e. smoking, exams, etc.). Encourage them to use the expressions provided.

F Speaking – Defending opinions

- 1 Get students to work alone initially before working with a partner. Then check the answers with the class.
- 2–4 Students do these exercises as a class

Unit 2 Can I take your coat?

Before students arrive in class, write the letters from the word *restaurant* in a jumbled order on the board. Put students into pairs and ask them to make as many words as they can using each letter only once (e.g. *rat, star, tuna, stature*). After a set time, ask the pair with the most words to write theirs on the board. Ask for one more word from each other pair. Correct as necessary, and encourage students to record any new vocabulary in their notes.

Get ready to listen and speak

- Read the question and the different kinds of restaurant to the class. Put students into pairs and get them to talk about which type of restaurant they prefer, and to ask and answer follow-up questions. Get feedback from the class.
- Encourage students to work alone to write down their usual choices, including starter, main and dessert (or equivalent in their countries). Then ask them to compare with a partner. Get feedback from the class.

A Listening – In a restaurant

- 1 Before students begin, put them into pairs and ask them to tell each other what they like to do on their birthday. Play the recording and then ask students to compare their answers in pairs. Then check the answers with the class.
- 2 Play the recording and then ask students to compare their answers in pairs. Then check the answers with the class.
- 3 Read the instructions to the class and then ask them to work in pairs to predict what the words are going to be. Collate ideas on the board. Play the recording and then check the answers with the class, referring back to the board to see how much they had guessed correctly. By doing this, students will see how useful predicting answers can be.
Next, ask students to practise each of the short conversations in Exercise 3 in pairs.

Focus on ... describing food

After checking answers, put students into pairs and get them to discuss the kinds of food they like and dislike, encouraging them to use as much vocabulary from this section as possible.

B Listening – Deciding what to have

- 1–2 Before students begin, get them to read the menu, and to tell their partner what they know (if anything) about the dishes they see. Play the recording and get students to do the exercises, before checking the answers with the class.

Learning tip

Reinforce the fact that there are many difference accents, both in native English-speaking countries and among people whose first language is not English. Emphasize to students that there is no 'correct' pronunciation.

Sound smart – The schwa /ə/

Pronounce and encourage students to produce the schwa. Explain that it appears in unstressed syllables. After playing the recordings, ask students to practise pronouncing these words with their partner. Monitor closely.

C Speaking – After a meal

- 1 Read the instructions and the expressions to the class, before eliciting/explaining the meanings of the bold phrases (referring to the **Did you know... ?** section).
- 2 Get students to work alone initially and write their answers, before comparing with a partner. Monitor closely before playing the recording. Check answers with the class.
- 3 Read the instructions to the class, pause the recording after the first statement and make sure students understand what to do. After students finish, ask them to role play a short conversation at the end of the meal. They each want to pay the bill.

D Speaking – Dealing with problems

- 1–2 Read the instructions to the class and get students to work alone initially, before working with a partner to compare their answers. Then check the answers with the class.
- 3 Read the instructions to the class and get students to do the exercise.
- 4 Read the instructions to the class. Encourage students to use the vocabulary from Exercise 1. Put them into pairs and get them to do the exercise together. Monitor and check for accuracy.

E Listening – Describing restaurants

- 1 Get students to read through the review form to prepare themselves. Elicit/Explain the meaning of *atmosphere*. Play the recording and then check the answers.
- 2 Get students to read the notes and try to predict the answers (or at least the word class, e.g. adjective) with a partner. Then play the recording.
After checking answers, put students into small groups and ask them to imagine they own a restaurant together and to invent a name for it. Get them to make a poster to advertize it using as much of the vocabulary from Exercises 1 and 2 as possible.

Class bonus

Rearrange the desks in the classroom into 'tables'. Send the customers outside, get them to enter the restaurant in groups and the waiters to show them to their tables. They can order from the menu on page 15. Later, get students to complain about something, waiters to respond and the manager to try to keep the customers happy! Monitor and make a note of any errors you hear, to review later.

Unit 3 I'm looking for a flat

In pairs, get students to brainstorm all the different kinds of buildings people can live in, e.g. *a flat*. Collate students' ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions and then get students to do the first two exercises, before checking the answers. For the last two exercises, get students to work with a partner to discuss their answers, before getting feedback.

A Listening – Explaining your requirements

- 1 Read the instructions and the two questions to the class and elicit/explain the meanings of *rent*, *agency* and *agent*.
- 2 Elicit/Explain the meaning of *requirement* and the symbol €. Get students to read the form before they listen again and try to remember the answers with their partner. Check the answers with the class.
- 3 Read the instructions and the addresses to the class and get students to do the exercise. After checking answers, ask students in pairs to talk about where they live at the moment using the form to guide them.

B Speaking – Finding the right property

- 1 Elicit/Explain the meaning of *acre*. Get students to work alone initially, before checking their answers with a partner.
- 2 Get students to work in pairs to do this exercise, before checking answers with the class.
- 3 Read the instructions to the class and do the example with them, before getting them to work with a partner. Encourage them to use vocabulary from Exercise 1.

Focus on ... comparatives and superlatives

Before doing the exercise, ask students to tell their partner everything they know about comparative and superlatives. Collate correct ideas on the board, e.g. *Good is irregular, and its comparative and superlative forms are better and best*. Then get students to do the exercise. After checking answers, put students into groups and have them compare where they all live. When they finish, have groups report their findings to the class. For example, *Hugo's apartment is in the most convenient location, because it's next to the station, but it's smaller than everyone else's*.

C Listening – Checking the financial side

- 1–2 Read the instructions to the class. Elicit/Explain the meaning of *deposit*. Get students to read the questions so that they are prepared to listen. After students finish, put them into pairs to role play the conversation.

D Listening – Making sure of the facts

- 1 Read the instructions to the class. Elicit/Explain the meanings of *tenancy agreement*, *sub-let* and *notice*. Get students to read the questions so that they are prepared to listen. Then play the recording and check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meanings of *evict*, *terms*, *lease*, *expire*. Get students to read the sentences and try to remember if they are true or false with a partner. Play the recording for them to check, then tell them the answers. Afterwards, put them into pairs and tell them to try to remember all the conditions of Hassan's tenancy agreement.

E Speaking – Getting what you want

- 1 Read the instructions to the class and do the first expression as an example. Get students to categorize the other expressions with a partner. Check the answers with the class.
- 2–3 Read the instructions to the class and do the first one as an example. Elicit/Explain the meaning of *landlord*. Get students to do the others with a partner. Encourage students to use the vocabulary in Exercise 1.

F Listening – Dealing with problems

Read the instructions to the class. Elicit/Explain the meaning of *tenant*. Get students to read through the table so that they are prepared to listen. Listen to the recording and then check the answers with the class. After students finish, put them into pairs to role play the conversation, referring to the information in the chart.

G Speaking – Overcoming difficulties

- 1 Read the instructions to the class. Get students to read the sentences so that they are prepared to listen. Play the recording and then check the answers with the class.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *forcefully*, *blocked*, *roof*, *leak*, and *lawn*. Do the first one as an example. Get students to do the others with a partner.

Class bonus

Before they begin, make sure you give students who are role playing tenants enough time to make a list of things they would like to change and problems they want to be fixed. Students who are role playing rental agents can use the time to anticipate points they will hear and prepare their responses.

Unit 4 I'd like a refund, please

Put students into pairs and give them one minute to brainstorm as many words beginning with the letters *re-* as they can, with one of them writing their ideas down. Write the winning pair's words on the board, encouraging the class to write down any new vocabulary. Elicit *refund* and *receipt* if they have not already been proffered.

Get ready to listen and speak

- Read the instructions and do the first one as an example. Put students into pairs and get them to do the others together.
- Read the instructions to the class. Play the recording and pause it after the first statement so that you can do it as a class. Play the rest of the recording, and then check answers.

A Listening – In a shop

- 1 Focus students on the photograph, and write the following questions on the board: *Who's in the photo? Where are they? What are they doing? How do they feel? What are they saying?* Get students to discuss these with a partner to prepare themselves for listening. Read the instructions to the class. Get students to read the questions. Play the recording and then check the answers. Check the meaning of *shrink*.
- 2 Read the instructions to the class. Get students to read the form to prepare themselves for listening. Play the recording and then check the answers. Next, put students into pairs to role play the conversation, using the information in Exercises 1 and 2 to guide them if they wish.

B Speaking – Returning items

- 1–2 Read the instructions and examples to the class.
- 3 Read the instructions to the class and do the first one as an example. Elicit/Explain the meaning of *vase* and *fall apart*. Put students into pairs and get them to do the others.

Sound smart – Showing emotion

Without looking at the book, play the recording and elicit from the class what the difference between the pronunciations of the two sentences is. Then read the instructions in the book, before getting students to do the exercises. Check the answers. Then put students into pairs. Explain they should take turns to say a sentence in a different way each time. Their partner must listen and try to identify the emotion they are trying to express.

C Listening – Understanding shop policy

Read the instructions to the class. Elicit/Explain the meaning of *straight away*. Get students to read the statements so that they are prepared to listen. Play the recording and then check answers with the class.

D Listening – Finding out more about a product

- 1 Read the instructions to the class. Play the recording and pause after question a to make sure everyone understands what to do. Play the rest of the recording. Check answers with the class.

- 2 Read the instructions to the class. Put students in pairs to try and remember the questions. Then play the recording, before checking answers with the class. Write the answers on the board so that students can check their spelling.
- 3 Read the instructions to the class. Play the recording again. Then ask the class the question. Next, put them into pairs and tell them to think of a different product (or assign pairs a different product each) and make a list of useful questions to ask. When they are ready, have them read their questions to their classmates. Can they guess the product?
- 4 Read the instructions to the class. Elicit/Explain the meaning of *LCD*. Play the recording and then check the answers.
- 5 Read the instructions and get students to read the labels to prepare themselves for listening. Play the recording and then check the answers.

E Listening – Bargaining

- 1 Read the instructions to the class. Elicit/Explain the meaning of *haggle* and *stallholder*. Get students to read the sentences to prepare themselves for listening. Play the recording and then check the answers with the class.
- 2 Read the instructions to the class. Get students to work with a partner and try to remember the missing words. Play the recording and then check the answers with the class. Next, tell them to turn to the Audioscript. Have them practise the conversation in pairs, trying to copy the stress, rhythm and intonation as closely as they can.

F Speaking – Negotiating the price

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class. Play the first offer then pause the recording. Do this one as an example for the class. Play the rest of the recording, encouraging students to use the expressions in Exercise 1.

Class bonus

This works well as a whole class activity. Before they begin, make sure you give students who are role playing stallholders enough time to make a list of things they have to sell and the prices they want to ask. Students who are role playing customers can use the time to decide what they want to buy and prepare to haggle. You will then need to rearrange the desks in the classroom into 'stalls'. Monitor and make a note of any errors you hear, to review later.

Extra practice

Put students into groups for this activity. Encourage students to ask questions for more information about each item.

Unit 5 Is there anything on?

Put students into pairs and ask them to brainstorm different things they can watch on TV, e.g. *dramas*, *the weather forecast*, different kinds of *films*, *documentaries* etc. Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

- Read the question and answers to the class. Elicit/Explain the meaning of *telly addict*. Do a class vote.
- Read the instructions to the class. Go over the example. Get students to do the exercise in pairs. When checking answers, write them on the board so that students can check the spellings.
- Get students to answer the question in pairs.

Did you know ...?

Ask students to call out any films from their country which have received international success.

A Listening – A film review

- 1 Read the instructions to the class, play the recording and then check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *weak*. Play the recording and pause after you have heard the information about the first statement to make sure students understand. Then play the rest of the recording and check the answers.

B Speaking – Describing films

- 1 Read the instructions to the class. Students may need dictionaries to help them with this exercise, preferably monolingual. Check the answers with class, asking concept questions to make sure students understand the meanings of the words.
- 2 Read the instructions to the class, play the recording and then check the answers.
- 3 Read the instructions to the class. Give students a specific time in which to answer the questions. Students may need/prefer to use the Internet for this activity, if possible.
- 4 Read the instructions to the class. Give them a set time to complete the exercise. Monitor and note errors to correct with the class at a later stage.

C Listening – Describing TV programmes

- 1 Read the instructions and the programme types to the class. Elicit the meaning of *soap opera*.
- 2–4 Read the instructions, play the recordings and then check the answers.
After checking answers, put students into small groups to discuss which types of programme they enjoy, which they do not, and why.

D Listening – Listening to the news

- 1 Before students begin, ask them how often they watch or listen to the news. Read the instructions and elicit/explain the meaning of *headline*. Play the recording and then check the answer.
- 2 Read the instructions and get students in pairs to try to remember the topics that were mentioned. Then play the recording and check the answers.
- 3 Read the instructions and then play the recording until you have heard the key points in the first headline. Then pause the recording to make sure students understand what to do.
- 4 Read the instructions. Elicit/Explain the meanings of *overtake*, *dominant* and *reform*. Give students some time to read through the questions to prepare themselves for listening. Play the recording and then check the answers.

Learning tip

Tell students that occasionally when they watch the news on TV, they could try turning the volume off. Explain that if they simply look at the pictures and imagine what is being said (in English), this is a good way to practise the language.

E Speaking – Talking about the news

- 1 Read the question and give students some time to read the answers and choose the correct one. Get them to compare with a partner before checking the answer with the class.
- 2 Read the instructions, play the recording and get students to compare what they have written with a partner. Next, get students to change partners and give them a set time to give spoken summaries of the news story.

F Listening – Making predictions

- 1 Read the instructions and elicit/explain the meaning of *global warming*. Get students to work with partner to do the exercise. Collate their ideas on the board.
- 2 Focus students on the list on the board and tell them to listen to see if the ideas are mentioned in the report. Play the recording and check answers with the class.
- 3 Read the instructions. Play the recording and nominate a different student at each pause to call out what he/she thinks will come next.

Sound smart – Stress and rhythm

Get students to do the exercises, checking the answers to the second one. Afterwards, put them into pairs and have them practise reading the news report on page 91, reading aloud alternate sentences with their partner.

Class bonus

If possible, try to record students when they give their radio show so that they can evaluate their performance.

Unit 6 I've got a pain in my arm

Review vocabulary of the body. Bring in large pieces of paper and put students into pairs, asking them to draw the outline of a person from head to toe. Next dictate some words (e.g. *throat, shoulder, chest, ankle, stomach*, etc.) and ask students to write them in the correct place on their drawings.

Get ready to listen and speak

- Read the instructions to the class and get students to do this exercise in pairs. Collate ideas on the board, encouraging students to write down any new vocabulary.
- Read the instructions to the class. Students may need to use dictionaries for this exercise, preferably monolingual ones. Check the answers with the class, drilling the pronunciation of the words.
- Read the instructions to the class and get students to do the exercise. Again, they may need dictionaries to help them with this. Next, put students into pairs and get them to discuss their answers.

A Listening – At the doctor's

- 1 Read the instructions to the class. Get them to think about what the answers could be with a partner. Play the recording for them to check their answers. Afterwards, write the correct answers on the board so that students can check their spellings. Elicit/Explain the meaning of *symptom*.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *severe*. Give students time to write their answers and compare with a partner. Play the recording and then check their answers, writing them on the board to confirm spellings. Afterwards, put students into pairs and ask them to role play a similar conversation using questions 1–7.

Focus on ... describing health problems

Read the instructions to the class. Students may need to use dictionaries to help them with these exercises. Check the answers. Afterwards, divide the class into groups. Explain you will say a word and the first group to make a sentence using the word correctly gets one point. Give an example such as *tickly* > *I had a tickly cough so I took some medicine last night*.

B Speaking – Explaining what's wrong

- 1 Read the instructions and the examples to the class.
- 2–3 Read the instructions to the class. Play the recordings, pausing after the first question to make sure students understand what they have to do. Monitor this exercise carefully, making individual corrections.
- 4 Read the instructions to the class. Put students into pairs and get them to work in pairs to list the symptoms of each health problem. Monitor closely. Then give students different partners and get them to role play the conversations between patient and doctor.

C Listening – Getting a diagnosis

- 1 Focus students on the illustrations and ask them to describe what they can see to a partner. Read the instructions, play the recording and then check the answer.
- 2 Get students to answer these two questions with a partner. Check the answers with the class. Elicit/Explain the meanings of *rash* and *blotch*.
- 3 Read the instructions to the class. Give students some time to read the statements. Get them to work with a partner to try and remember the answers. Then play the recording and get them to check their answers. Confirm answers with the class.

D Listening – Understanding the doctor's instructions

- 1 Read the instructions and the questions to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meanings of *mild*. Give students some time to read through the chart to prepare themselves for listening. Play the recording and then check the answers.
- 3 Read through the instructions to the class. Give students time to read through the statements to prepare themselves for listening. Play the recording and then check the answers.

E Speaking – Reacting to news

- 1–2 Read the instructions to the class. Give students some time to read the conversation before getting them to do the exercise with a partner. Check answers with the class.
- 3 Read the instructions to the class. Play the recording and pause after the first statement to make sure students understand what to do. Play the rest of the recording, encouraging students to use the language in Exercise 2. After students finish, put them into groups and tell them to take turns to make a statement similar to those they have just heard. Their classmates should respond using an appropriate expression. Monitor this exercise closely, making individual corrections as necessary.

Sound smart – Linking /w/ and /j/

Read the instructions and play the examples to the class. Get students to do the exercise with a partner and then play the recording so that they can check their answers. Confirm answers with the class. Play the recording again so that they can repeat.

Class bonus

This works well as a whole-class activity. Before they begin, make sure you give students who are role playing patients enough time to make a list of imaginary health problems they have. Students who are role playing doctors can use the time to anticipate what health problems they may face and to decide what diagnosis and instructions they can give. Before they begin, you could also rearrange the desks in the classroom into doctors' surgeries. Monitor and make a note of any errors you hear, to review later.

Unit 7 I could do with a break

Write the word *holiday* on the board. Ask students for questions they could ask their partner about holidays, e.g. *What countries have you travelled to? Where would you like to go that you haven't been to yet?*, etc. Write students' contributions on the board, correcting grammar where necessary. Include the book's *Who do you prefer to travel with?* and *Which is the best way to travel?* Put students into small groups to ask and answer the questions.

Get ready to listen and speak

For the first two questions, have a class vote to see what the most popular answers are. Put students into pairs to do the third exercise. Check answers with the class.

A Listening – Types of holiday

- 1 Read the instructions to the class and play the recording. When checking answers, write them on the board so that students can check their spellings.
- 2 Make sure students read the **Learning tip** before doing this exercise. Read the instructions to the class. Give students some time to read through the expressions. Put them into pairs and get them to try and remember the missing words. Play the recording again so that they can check their answers. Confirm answers with the class and write them on the board so that students can check their spellings.

B Listening – Choosing a holiday

- 1 Before students begin, write ways to describe time and distance on the board: (time) *It takes about four hours*, (time/distance) *It's about an hour/fifty miles away* (place) *It's not far from Calgary*. Have students call out examples that are true in their lives, for example *I live about three miles away*. Read the instructions to the class. Give students some time to read through the form. Play the recording and then check the answers.
- 2 Read the instructions and the questions to the class. Put them into pairs and get them to try and remember the answers. Play the recording again and then check the answers. Afterwards, put students into pairs to work out how much this holiday will cost the Carters. Ask students if they feel the price is reasonable, and if they would like to go on the same holiday. You might wish to point out Mr. Carter's use of *dear* ('*isn't it, dear?*')

C Speaking – Travel tips

- 1–2 Read the instructions to the class, pair students and get them to do the exercises together. Check the answers with the class.
- 3 Read the instructions to the class, play the recording and pause after the first question to make sure students understand what to do. Play the rest of the recording.

Focus on ... phrasal verbs

Elicit/Explain what a *phrasal verb* is. Read the instructions, get students to do the exercise and then check the answers. After checking answers, put students into pairs and tell them to make three sentences using some of the phrasal verbs. Write some of their ideas on the board.

D Speaking – Booking a day trip

- 1 Read the instructions and the questions to the class. Elicit/Explain the meaning of *hidden extra*.
- 2 Read the instructions to the class. Play the recording and pause after the first sentence to make sure that students understand what to do. Play the rest of the recording.
- 3 Read the instructions to the class. Put students into pairs and get them to do the exercise. Check students' answers by writing them on the board so that they can check their spellings. After students finish, put them into groups to talk about a day trip or excursion they have been on. Tell them to ask and answer the questions in Exercise 1, reminding them to change them into the Past Simple, e.g. *What time did it leave?*

F Listening – Renting a car

- 1 Read the instructions to the class. Give students some time to read the questions. Put them into pairs and get them to predict what the answers might be. Play the recording so that they can check their answers. Write the answers on the board so that they can check their spellings.
- 2 Read the instructions to the class, play the recording and then check the answers.
- 3 Focus students on the form. Read the instructions to the class. Play the recording and then check the answers.
- 4 Read the instructions to the class. Play the recording again and then check students' answers. After students finish, put them into pairs to role play a conversation between a car rental clerk and a tourist.

Sound smart – Missing sounds – /t/, /d/ and /h/

Read the instructions and play the examples to the class. Put students into pairs and get them to do the second exercise together. Play the recording so that students can check their answers. Confirm their answers. Play the recording again so students can repeat.

Unit 8 It's an amazing place!

Write the alphabet in two lists on the board. Divide your class into two teams, giving each a different coloured board pen. Tell the class that you would like to see one different world city (in English) for every letter of the alphabet. One student from each team runs to the board and writes a city next to a letter, before running back to his/her team and giving the pen to the next student, who then does the same. Only one city can be written beside each letter. After a few minutes, stop the game and count up which team has written the most words on the board. Make any spelling corrections if necessary.

Get ready to listen and speak

Elicit/Explain the meaning of *sightseeing*. Put students into pairs, get them to do the exercises and then check the answers.

Did you know ...?

Read aloud the information, then ask students to think of other cities they think are popular with tourists, and to explain why.

A Listening – A short break

- 1 Focus students on the photograph and elicit that it is Paris. Ask students if they have ever been to Paris or if they would like to go. Read the instructions and the topics to the class, play the recording and then check the answers.
- 2 Read the instructions to the class. Get students to read the statements. Put students into pairs and get them to try and remember the answers together. Play the recording again and then check the answers.
- 3 Read the questions to the class. Get students to answer the questions in pairs. Check the answers. After checking answers, tell students to close their books and try to remember everything they can that Emmanuel says about Paris.

Focus on ... describing places

Read the instructions and get students to do the exercise. They may need to use dictionaries to help them with this, preferably monolingual ones.

After checking answers, put students into pairs and tell them to describe their hometowns using the adjectives.

B Speaking – Finding out information (1)

- 1 Read the instructions and the extract to the class. Elicit the answer from the class.
- 2 Read the instructions and the expressions to the class. Point out that all these ways of making requests are less direct and more polite than saying simply *Can you/Could you...*?
- 3 Read the instructions to the class. Form the first question as an example. Put students into pairs and get them to form the others, encouraging them to use language from Exercises 1 and 2. Monitor this exercise carefully, making individual corrections as necessary.

C Speaking – Finding out information (2)

- 1 Read the instructions and the questions. Get students to do the exercise, before comparing in pairs. Check the answers with the class.
- 2 Read the instructions to the class and form the first question as an example. Put students into pairs and get them to form the other questions. Monitor this activity carefully and make individual corrections as necessary.

D Listening – Following a talk

- 1 Focus students on the photograph and elicit that it is Lima in Peru. Ask the class what they know about Peru and write their ideas on the board.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *found*. Give students some time to read the sentences. Put them into pairs and get them to try and predict the answers, or at least the kind of answer (e.g. a number). Play the recording. Check the answers by writing them on the board so that students can check their spellings.
- 3 Read the instructions to the class. Elicit/Explain the meaning of *colony* and *survive*. Get students to do the exercise and then check the answers. After students finish, put them into pairs and tell them to repeat everything they can remember about Peru. You might wish to make some true or false statements and have students call out the answers. For example, *Lima is the capital of Ecuador.* (False. *It is the capital of Peru*)

Sound smart – Linking consonant-vowel

Read the instructions and play the examples. Put students into pairs and get them to do the exercise. Play the recording so that they can check. Confirm their answers. Play the recording again so that they can repeat.

E Speaking – Asking questions

- 1 Read the instructions and expressions to the class.
- 2 Read the instructions, play the recording and then check the answers.
- 3 Read the instructions to the class. Play the recording and pause after the first beep to make sure students understand what to do. Play the rest of the recording, encouraging students to use the language in Exercise 1.

F Speaking – Requesting more information

- 1 Read the instructions and the extract to the class. Get students to do the exercise. Check the answer.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Play the recording and pause after the first beep to make sure students understand what to do. Play the rest of the recording, encouraging students to use the language from Exercises 1 and 2.

Unit 9 Shall we say five o'clock?

Begin by asking students how many prepositions there are in English (approximately 150). Get students to call out the prepositions they know and write them on the board, e.g. *with*.

Get ready to listen and speak

Read the instructions to the class, and get them to do the exercises. Check the answers with the class.

A Listening – Asking for services

- 1 Make sure students read the **Learning tip** before doing Exercise 1, and give some examples. Focus students on the illustration. Put them into pairs and ask them to discuss what they can see. Afterwards, elicit/explain *photocopier*. Read the instructions to the class. Elicit/Explain the meaning of *marketing agency*, *supplies*, *guarantee* and *fix*. Get students to read the questions so that they are prepared to listen. Play the recording and then check the answers.
- 2–3 Read the instructions and the answers. Elicit/Explain the meaning of *uncooperative* and its pronunciation. Get students to do the exercises in pairs and then check the answers.

B Speaking – Making appointments

- 1 Read the instructions and the expressions to the class. Point out that *What about.../How about...?* (for example, *What about three o'clock?*) are less formal than *Shall we say three o'clock?*
- 2 Read the instructions to the class, play the recording and then check the answer.
- 3 Read the instructions to the class and do the first one as an example. Put students into pairs and get them to do the others.
- 4 Read the instructions to the class. Play a and then pause the recording to make sure students understand what to do. Encourage them to use the language in Exercise 1. Afterwards, put them into pairs to practise role playing short conversations of their own in which they fix times.

C Speaking – Getting what you want

- 1 Read the instructions to the class. Give students some time to read the extract and answer the question. Check the answer with the class.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Elicit/Explain the meaning of *maintenance department*, *crash*, *disrupt*, *courier*, *out of order*, *productivity*. Give students some time to read the sentences to prepare themselves. Play a and pause the recording to make sure students understand. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.

D Listening – A hard sell

- 1 Before students begin, ask the class questions about the picture, for example, *Where are they? Who is he?* Read the instructions to the class. Elicit/Explain the meanings of *potential* and *insurance*. Get students to read the questions and check any unknown vocabulary in a dictionary. Play the recording and then check the answers.
- 2 Read the instructions and the questions to the class. Elicit/Explain the meanings of *benefit* and *incentive*. Put students into pairs and get them to try to remember the answers. Play the recording and then check the answers.

Did you know ...?

Read aloud the text and ask students which method of selling they think is used most in their country.

Focus on ... conditionals

Before students begin, you may wish to review the form of the first conditional (*If* + present, future) and to point out that the *if* clause can come either at the beginning or end of the sentence. Read the instructions to the class, get students to do the exercises and then check the answers.

E Speaking – Negotiating

- 1 Read the instructions and the extract to the class.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *in bulk*. Play the recording and get students to do the exercise.
- 3 Read the questions to the class. Elicit/Explain the meaning of *deal*. Put students into pairs and get them to answer the questions together. Check the answers.
- 4 Read the instructions to the class. Elicit/Explain the meaning of *reduction*. Do the first one as an example. Put students into pairs and get them to do the others.

Sound smart – Using stress for emphasis

Read the instructions and play the examples to the class. Put students into pairs and get them to do the second exercise. Play the recording so that they can check their answers. Confirm their answers. Play the recording again so that they can repeat. When students finish, put them into pairs to practise making similar short conversations using stress for emphasis. Monitor and provide help as needed.

Unit 10 I'd like to open an account

Put students into pairs and ask them to brainstorm the vocabulary they know related to banks. Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions to the class. Tell students that an ATM (Automated Teller Machine) is usually called a *cash machine* or a *cashpoint* in the UK. Get students to do the exercise and then check the answers.

Afterwards, put students into pairs to and write these questions on the board: *When was the last time you wrote a cheque? Do you always carry a bank card with you? How often do you use an ATM machine? Have you ever bought any traveller's cheques?* Tell them to ask and answer the questions together.

A Listening – At a bank

- 1 Read the instructions to the class. Give students some time to read the notes to prepare themselves for listening. Play the recording. Check answers by writing them on the board so that students can check their spellings.
- 2 Read the instructions to the class. Play the recording and check the answers.
- 3 Make sure students read the **Learning tip** before doing this exercise. Tell students that learning what not to note is an important skill.
Read the instructions to the class. Play the recording and check the answers.
Afterwards, put them into pairs and ask them to tell each other which of the services in Exercise 1 they have asked for in a bank.

B Listening – Understanding details

- 1 Read the instructions to the class, play the recording and then check the answer.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *withdraw* and *withdrawal*. Play the recording and then check the answers.
After students finish, get them to choose which account they think is the best for them.

C Speaking – Confirming details

- 1 Read the instructions to the class. Give students some time to read the extract. Put students into pairs and get them to do the exercise together. Check the answer.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Play the recording and pause after a to check that students understand. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.

D Speaking – Asking about terms you don't understand

- 1 Read the instructions to the class. Give students some time to read the extract. Put students into pairs and get them to do the exercise together. Check the answer.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Play the recording and pause after a to check that students understand. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.
After students finish, put them into pairs and tell them to take turns to role play the same conversations from memory. Can they remember what each term means?

Focus on ... conditionals

Before students begin, you may wish to review the form of the first conditional (*If* + present, future) and to point out that the *if* clause can come either at the beginning or end of the sentence. Read the instructions to the class, get students to do the exercise and then check the answers.

After students finish, put them into pairs and tell them to make five similar sentences (i.e. with verbs and auxiliaries missing). Monitor and check for accuracy. Then have students exchange their work with another pair, and complete the exercise.

E Listening – In a post office

- 1 Read the instructions to the class. Give students some time to read the list of services to prepare themselves for listening. They may need to use dictionaries to check meanings of unknown words. Play the recording and then check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *package*, *label* and *surface mail*. Give students some time to read the questions to prepare themselves for listening. Play the recording and then check the answers.
- 3 Read the instructions to the class. Give students some time to read through the label to prepare themselves for listening. Play the recording and then check the answers.
- 4 Read the instructions to the class. Give students some time to read through the charts. Put students into pairs and get them to try and remember the answers. Play the recording so that they can check their answers. Confirm their answers.

Sound smart – Corrective stress

Read the instructions and play the example to the class. Put students into pairs and get them to do the second exercise together. Play the recording so that they can check their answers. Confirm their answers. Play the recording again so that they can practise their pronunciation.

When students finish, put them into pairs to practise making similar short conversations using corrective stress. Monitor and provide help as needed.

Unit 11 My bag's been stolen

Write the following question on the board: *What telephone numbers do you know off by heart?* Explain the meaning of *off by heart*, put students into pairs and ask them to answer the question together. Get some feedback from the class, and try to include the number of the emergency services (999 in the UK).

Get ready to listen and speak

- Read the question and answers to the class. Elicit/Explain the meaning of *coastguard*. Put students into pairs and ask them to discuss answers to this question with a partner.
- Read the instructions to the class, put students into pairs and get students to do the exercise. Check answers by writing them on the board, encouraging students to write down any new vocabulary.
- Read the instructions to the class and get students to do the exercise. Check answers by writing them on the board so that students can check their spellings.

A Listening – Reporting a crime

- 1 Make sure students read the **Learning tip** before doing this exercise. Ask them if they have ever had anything stolen. Encourage students to talk about their experiences. Read the instructions to the class and get students to do the exercise. Students will probably need dictionaries so that they can check the meanings of any unknown words.
- 2 Read the instructions, play the recording and check the answers.
Afterwards, put students into pairs to role play the conversation from memory. If you wish, ask for two volunteers to act out the situation in front of the class.

Focus on ... adjectives to describe appearance

Read the instructions to the class and get them to do the exercise. Students may need dictionaries to help them with the meanings of unknown words, preferably monolingual ones. Check the answers.

B Speaking – Giving descriptions (1)

- 1 Read the instructions to the class. Give them some time to read the extract. Put them into pairs and get them to do the exercise together. Check the answer.
- 2 Put students into pairs to take turns describing someone from the pictures, including their clothes. Their partner must identify the correct person. Then get students to describe the appearances of other students in the class.

C Speaking – Giving descriptions (2)

- 1–2 Read the instructions to the class. Give them some time to read the examples. Put them into pairs and get them to do the exercises together. Check the answers.

Focus on ... order of adjectives

Read the instructions to the class and get them to do the exercise. Check the answers.

Afterwards, put them into pairs to take turns describing their own possessions.

D Listening – Calling the emergency services

- 1 Focus students on the pictures. Read the instructions to the class. Play the recording and then check the answer.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *operator*. Put students into pairs and get them to do the exercise together. Play the recording so that they can check their answers. Confirm their answers.
- 3 Read the instructions to the class. Play the recording and then check the answer.

E Speaking – Reporting an emergency

- 1 Read the instructions to the class.
- 2 Read the instructions and the situations to the class. Play the first question and answer it, as an example (*Ambulance, please*). Play the rest of the recording
Afterwards, put them into pairs and tell them to imagine one of them has just witnessed a serious incident. Explain they should call the emergency services. Their partner is the operator.

F Listening – Giving a statement to the police

- 1 Focus students on the map. Read the instructions to the class. Play the recording and then check the answer.
- 2 Read the instructions to the class. Give students some time to read the statements. Play the recording and then check the answers.

Sound smart – The schwa /ə/

Elicit the pronunciation of the schwa from the class. Encourage students to practise this sound in isolation. Read the instructions and play the example to the class. Put students into pairs and get them to do the exercise with a partner. Play the recording so that they can check their answers. Confirm their answers. Play the recording again so that they can repeat.

Class bonus

Put students into small groups. Tell them to prepare a role play of the whole situation they have just listened to. Explain they should decide which role each person will play, and what they can say at each stage of the situation. If you wish, ask students to imagine a different emergency situation. When they are ready, have them act out their role play in front of the class.

Unit 12 Can I take a message?

Put students into pairs and ask them to brainstorm ways of communicating (e.g. *letters*, *email*, etc). Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions and the phone types to the class. Get students to do the exercise. They may need to use dictionaries to help them, preferably monolingual ones. After students finish, put them into small groups to make a list of the difficulties of speaking on the phone rather than face-to-face. Then review ideas as a class.

A Listening – Taking a message

- 1 Focus students on the photo. Read the instructions to the class. Play the recording and then check the answer.
- 2 Read the instructions to the class. Give students time to read through the message slip. Put students into pairs and get them to try and remember the answers. Play the recording so that they can check their answers. Confirm their answers.

B Speaking – Getting it right

- 1–2 Read the instructions and the examples to the class. Point out that repeating important information back to the caller is a good way of making sure you have understood correctly. Also, it gives the caller the chance to confirm all the details are correct.
- 3 Read the instructions to the class. Emphasize the fact that they should focus on the key details, such as names, times, places, etc. Play the recording and pause after a to make sure students understand what to do. Then play the rest of the recording.

Focus on ... telephoning

Read the instructions to the class, get students to do the exercises and then check the answers. Afterwards, ask students to call out any more words or phrases connected with telephoning (e.g. *ring someone back*). Write their ideas on the board, encouraging students to write down any new vocabulary.

C Speaking – Making sure you have understood

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class. Play the recording and then check the answers.
- 3 Read the instructions to the class. Play the recording and pause after a to check that students have understood. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.

Learning tip

Point out that *Hang on* used on its own is a very informal way to ask someone to wait or slow down.

D Listening – Note taking

Read the instructions to the class. Elicit/Explain the meaning of *query* and *client*. Give students some time to read through the notes so that they are prepared to listen. Play the recording and then check the answers.

Class bonus

Read the instructions to the class, put students into pairs and get them to do the exercise.

After they finish, tell students to use their notes to relay the message back to their partner. Their partner should listen carefully to check whether the message contains all the key information they gave.

Did you know ...?

Read the **Did you know... ?** box to the class. Get them to discuss with a partner whether they usually leave messages, and if not, why not. Then get them to brainstorm the things you should do when leaving a voicemail message. Get feedback from the class.

E Listening – Leaving a message

- 1 Read the instructions. Give students some time to read through the expressions so that they are prepared to listen. Play the recording and then check the answers by writing them on the board so that students can check their spellings.
- 2–3 Read through the questions. Put students into pairs and get them to do the exercises together. Check the answers.
- 4 Read the instructions, play the recording and then check the answers.

F Speaking – Leaving a voicemail message

- 1 Read the instructions to the class. Give students some time to read the steps. Put them into pairs and get them to do the exercise together. Check the answers.
- 2 Read the instructions to the class. Put students into pairs and get them to do the exercise together. Collate their ideas on the board, encouraging students to write down any new vocabulary.

Sound smart – Connected speech

Read the instructions and play the recordings, checking the answers to the second exercise. Then play the second recording again so that students can repeat.

Unit 13 Let's get started

Put students into pairs and get them to brainstorm different phrases and expressions including the word *meeting*. Examples include: *hold or call a meeting; be in a meeting, emergency meeting, a chance meeting*. Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions to the class, get students to do the exercises and then check the answers. Ask concept questions about some of the more difficult vocabulary, e.g. *minutes*. Write *What makes a good meeting?* on the board, put students into pairs and get them to brainstorm different ideas. Collate them on the board.

A Listening – The language of meetings

- 1 Read the instructions to the class. Give students some time to read the sentences to prepare themselves for listening. Play the recording and then check the answers.
- 2 Read the instructions to the class, play the recording and then check the answers.
Afterwards, tell students individually to write three more sentences. When they are ready, tell them to find a partner and read aloud their sentences to each other. Can they identify the correct number of words they hear?
- 3 Read the instructions to the class, play the recording and then check the answers, writing them on the board so that students can check their spellings.
- 4 Read the instructions to the class and then play the recording so that students can repeat.
- 5–6 Read the instructions to the class, get students to do the exercises and then check the answers.
Then, put students into pairs to note any more expressions they can use for the same functions. Collate ideas on the board, encouraging students to write down any new vocabulary.

B Listening – Participating in a discussion

- 1 Read the instructions and the expressions to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read through the table to prepare themselves for listening. Play the recording and then check the answers.
Afterwards, put students into groups of four. Tell them to turn to the Audioscript and role play the conversation.

C Speaking – Asking for opinions

- 1 Read the instructions and play the examples. Play the recording again so that students can repeat.
- 2 Read the instructions and the questions to the class. Elicit/Explain the meaning of the verb *to chair* and the noun *chair*. Ask if anyone has ever chaired a meeting. Play the recording and then check the answers.
- 3 Read the instructions to the class. Do the first one as an example. Put students into pairs and get them to do the rest.

D Speaking – Responding to suggestions

- 1 Read the instructions to the class. Give students some time to read the expressions. Put students into pairs and get them to do the exercise. Check the answers.
- 2 Read the instructions to the class. Play the recording and then check the answers.
- 3 Read the instructions to the class. Pause the recording after a to make sure students understand. Put students into pairs and get them to do the others, encouraging them to use the language from Exercise 1.

Sound smart – Intonation in questions

Read the instructions and play the examples. Put students into pairs and get them to do the exercise. Play the recording so that they can check their answers. Confirm their answers.

E Speaking – Clarifying what you mean

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *launch*. Pause the recording after a to make sure students understand. Put students into pairs and get them to do the others, encouraging them to use the language from Exercise 1.

F Listening – Finishing a meeting

- 1 Before doing the exercise, point out that towards the end of a meeting the chair often summarizes the main points to help clarify what has been decided and what action is needed.
Read the instructions to the class. Give students some time to read the summary. Put students into pairs and get them to try to predict the answers, or at least the kind of answer (e.g. *a noun* or *a month*).
- 2 Read the instructions to the class. Play the recording and then check the answers, writing them on the board so that students can check their spelling.
- 3 Read the instructions to the class. Give students some time to read the expressions so that they are prepared to listen. Play the recording and then check the answers.

Did you know ...?

Ask if any students have taken part in a videoconference before. Ask the class to call out the advantages and disadvantages of videoconferencing compared with face-to-face meetings.

Class bonus

Encourage students to take different roles (e.g. sales manager, marketing manager, etc.). Monitor and check for accuracy. Alternatively, you could do this using the 'goldfish bowl' approach: have one group role play the situation in the middle of the classroom. Tell students they can raise their hand to exit the role play at any point. A student waiting on the outside can then take over their role. This is a good way to keep everyone listening carefully and to ensure you hear all the language produced.

Unit 14 Good morning, everyone

Get ready to listen and speak

- Read the instructions and the words. Give students some time to read the definitions. Put students into pairs and get them to do the exercise together. Check the answers.
- Ask the class the question.
- Read the instructions to the class. Elicit/Explain the meaning of *informative*. Put students into pairs and get them to do the exercise together. Get feedback on the students' opinions in a whole-class discussion.

A Listening – Understanding the main idea

Focus students on the photo and get them to tell each other what they can see. Elicit/Explain *laboratory* (and its abbreviation *lab*) and *sustainable energy*. Focus students on the **Learning tip** at this point. Read the instructions to the class. Give students some time to read the points for all the extracts. Play the recording and then check the answers.

B Listening – Seeing the big picture

- 1 Before students begin, put them into pairs, focus them on the picture and get them to discuss what they can see. Read the instructions and then tell students that predicting topics is an important listening skill. Get students to do the exercise.
- 2 Read the instructions to the class and then play the recording. Put students into pairs and get them to compare what they predicted with what they heard. Get feedback on whether they predicted correctly or not.
- 3–4 Explain that the main *theme* is different to the main *idea*: the main theme is the general topic being discussed, while the main idea is the key argument that is expressed within that topic.
Read the questions to the class, put students into pairs and get them to answer them together. Check the answers.
- 5 Read the instructions to the class. Elicit/Explain the meanings of *consequence* and *statistics*. Give students some time to read the topics. Put students into pairs and get them to try to remember the answers. Play the recording so that they can check. Confirm the answers.

Focus on ... signposts

Before doing the exercise, tell students that signposts are useful in helping the audience of a lecture understand.
Read the instructions to the class, get students to do the exercise and then check the answers.
After doing the exercise, if you wish, put students into pairs and get them to list other signposts they know, and the functions they fulfil. When they finish, have them write their ideas on the board.

C Listening – Note taking

- 1 Read the instructions to the class. Give students some time to read the notes before playing the recording. Put students into pairs and get them to compare what Jorge and Cynthia have written.
- 2 Ask the pairs the question and get them to discuss the answer together. Get some feedback on the students' opinions.
- 3 Read the instructions to the class. Give them some time to read the headings of the notes. Play the recording and then put students into pairs to compare the notes they have made. Encourage them to give each other advice where possible.

Learning tip

Tell students that they should try to review their notes as soon as possible after they listen to a talk or lecture to make sure they are clear, improving them while the lecture is still fresh in their minds.

Sound smart – Emphasizing important information

Read the instructions to the class. Play the first recording and check the answers. Read the instructions for the third exercise, play the recording, get students to do the exercise and then check the answers.

D Speaking – Summarizing a talk

- 1 Read the instructions to the class. Get students to do the exercise. Check the answers.
- 2 Read the instructions to the class. Explain to students that they should use the notes they have already made to help them. Then give them some time to review their notes and prepare a summary. Next, put students into groups so that they can each give their oral summary of the lecture. Afterwards, tell them to discuss which summary they felt was the best, and why.

Class bonus

Ask students to call out topics connected with the environment, and list these on the board. Then tell each student to choose one, and give them some time to prepare their one-minute presentation. Monitor and help where necessary. Encourage them to use signposts. Group students to give their presentations to each other. Tell students to listen carefully to decide which presentation is best, and note their reasons why. If you wish, use the evaluation form on page 84 to help guide students in their assessment.

Unit 15 Good afternoon, everyone

Put students into pairs and get them to list all the classroom equipment they can see in the room. Collate what they have written on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

- For the first two exercises, read the instructions to the class and get them to do the exercises. They may need to use dictionaries to help them with these, preferably monolingual ones. Check the answers.
- Read the instructions to the class. Put students into pairs and get them to decide together what the order of importance is. Get feedback from pairs on their decisions and reasons for them.

A Listening – Introduction

- 1 Elicit/Explain the meaning of *careers counsellor*. Read the instructions and the stages to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read the expressions. Put students into pairs and get them to try to remember the answers. Play the recording again and check the answers by writing them on the board so that students can check their spellings.

B Speaking – Getting off to a good start

- 1 Read the instructions to the class. Give students some time to do the exercise. Put students into pairs and get them to compare their answers. Check their answers.
- 2 Read the instructions to the class. Put students into pairs and get them to do the exercise together.

C Listening – Keeping on track

- 1 Read the instructions to the class. Remind them what signposts are. Give students some time to read through the extract. Put students into pairs and get them to try to predict the answers. Play the recording and then check the answers, writing them on the board so that students can check their spelling.
- 2 Read the instructions to the class. Give students some time to read through the extract so that they are prepared to listen. Play the recording and then check the answers.

Sound smart – Sounding confident

Read through the tips and explain that these will be useful in helping students to control their nerves and sound more confident. Have students identify the tips that are most useful for them, and make a personal checklist. Read the instructions. Play the recordings and then check the answers.

D Listening – Concluding your presentation

- 1 Before students begin, ask them to recall Stephanie Adams, the careers counsellor. Can they remember what she was talking about?
Read the instructions and the stages to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read the phrases. Play the recording and then check the answers by writing them on the board so that students can check their spellings.
- 3 Read the instructions to the class and then play the recording so that students can repeat.
- 4 Read the instructions, play the recording and then check the answers.

E Listening – Questions and answers

Read the instructions to the class. Give students some time to read the expressions. Play the recording and then check the answers, writing them on the board so that students can check their answers.

Afterwards, ask them if they can remember the questions that the audience asked Stephanie. Write them on the board and then tell them to listen again and note the answer to each question.

F Speaking – Reacting effectively to questions

- 1 Read the instructions and the expressions to the class. Ask students to call out when they might use each expression (e.g. *if they are worried about time*, *if they disagree*, etc). Encourage them to call out more expressions they can use for each function.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *fall behind*. Play the recording and pause after a to make sure students understand what to do. Play the rest of the recording, encouraging them to use the language in Exercise 1.

G Speaking – Giving a short presentation

- 1–2 Read the instructions to the class. Give students plenty of time to develop their ideas, and to organize them. Monitor and help where necessary. Make sure they refer to the format in **Speak up!** to help them, and tell them to use language from the unit wherever possible.

Unit 16 What do you mean?

Elicit the meaning of *seminar*. Write the following on the board: *In a seminar you should...* and *In a seminar you shouldn't...* Put students into pairs, give them a set time and get them to think of as many different ways to complete the two sentences as they can, e.g. *You should take notes, You shouldn't chat*, etc. Get feedback on students' ideas.

Get ready to listen and speak

Read the instructions to the class, get students to do the exercises and then check the answers.

A Listening – Starting your seminar

- 1 Focus students on the Study skills advice. Give students some time to read it. Read the instructions and the questions to the class. Play the recording and then check the answer.
- 2 Ask the class this question.
- 3 Read the instructions to the class. Put students into pairs and get them to try to remember the answers. Play the recording again so that they can check. Confirm their answers.
- 4–5 Read the instructions to the class and put students into groups to do the exercises together. Encourage them to compare their views of Greg's talk, and to discuss any differences of opinion. Get feedback from the class.

B Listening – Presenting an argument

- 1 Read the instructions to the class. Give students some time to read the ideas. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read the statements. Put students into pairs and get them to answer the question together. Check the answer.

Did you know ...?

You may wish to demonstrate the point by talking to the students in different ways.

Sound smart – Sounding enthusiastic

Read the instructions to the class and demonstrate each way of sounding enthusiastic in turn. Play the recording and check the answer. Play the recording again so students can practise their pronunciation.

Put students into pairs and give them plenty of time to do more practice. Monitor and help where necessary. If you wish, have a short competition to find out who can sound the most enthusiastic!

C Speaking – Making a good case

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions, play the recording and then get students to do the exercise.
- 3 Read the instructions to the class. Do a as an example to make sure students understand. Get them to do the others. Monitor this exercise closely, making individual corrections as necessary.

Learning tip

Again, you may wish to demonstrate this by speaking to the class in two ways: first, by fiddling with a pen and pacing from side to side, and then, a second time, standing still and using hand gestures to help explain what you are saying. Encourage them to identify which way is more effective in aiding communication.

D Listening – Debating issues

- 1 Read the instructions to the class and do an example. Get students to write down more questions. Put students into pairs and get them to compare what they have written. Collate questions on the board, correcting grammar as necessary.
- 2 Read the instructions to the class. Play the recording. You may need to pause the CD after each question. Ask the class the question.
- 3 Read the instructions to the class. Put students into pairs and get them to try to remember Greg's answers. Play the recording so that they can check their answers. Confirm them by writing them on the board so that students can check their spellings.

E Speaking – In a discussion

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class, play the recording and then check the answers.
- 3 Read the instructions to the class. Do a as an example. Get students to do the others, encouraging them to use the language in Exercise 1.

Did you know ...?

If you have a chance to take your class to a computer centre, this could be the basis of an interesting lesson. Tell students to take the VARK test themselves! Explain they should go to www.vark-learn.com, and complete the questionnaire to find out what learning style they are.

Class bonus

Tell students they are going to give a short presentation in a seminar environment. Review the stages they need to cover to make this a seminar presentation. If you wish, tell them to prepare a short presentation for homework and hold the next class as a seminar.

Extra practice

Encourage students to note the type of learner they are. They can then use this information to help guide their future studies.

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Unit 1

How's it going?

Get ready to listen and speak

- Students complete this on their own.
- Students work in groups and speculate about each other's characters, based on their answers to the first exercise. You may wish to give a demonstration of this activity by having the class begin by asking you each question, and then encouraging them to say what your answers indicate about your personality. For example, students may say *You don't like going to parties so you're probably quite shy and introverted, but you do like meeting new people so perhaps you're fairly curious, too.*

A Listening – Starting a conversation

1–2 Play the recordings and get students to do the exercises.

B Listening – Making small talk

Before students begin, explain that 'small talk' is conversation about insignificant matters, and we usually *make small talk* with people we do not know well.

- 1 Play the recording and get students to circle the correct answers.
- 2 Play the recording again and get students to discuss the answer. Then point out that there are three techniques here which Nick uses to help keep the conversation going: he asks follow-up questions; he uses question tags and he also asks reply questions. Explain that they will now cover each of these techniques in turn.

C Speaking – Keeping a conversation going (1)

1–3 Before students do the exercises, explain that follow-up questions are questions we ask to find out more information about something we have just heard. Give an example, by saying *I've worked at this school for xx years* and encourage students to ask follow-up questions, e.g. *Where did you work before? Why did you choose to come to this school? What's the best thing about working here?* etc. Get students to do the exercises, playing the recording where indicated.

D Speaking – Keeping a conversation going (2)

- 1 Discuss Exercise 1 as a whole class.
 - 2 Play the recording and check answers as a whole class.
 - 3 After checking answers, make sure students understand that the intonation we use on the question tag can affect its purpose. If we do not know the answer and are asking for clarification, then we use a rising intonation (our voice goes up). However, if we know the answer and are simply asking for the listener to agree with us, then we use falling intonation (our voice goes down).
- 4–5 Students practise rising and falling intonation in pairs.

E Speaking – Keeping a conversation going (3)

- 1 Explain that reply questions are short questions we ask immediately after hearing something, in order to show interest and ask for more information. Point out that the auxiliary is used, in the same way as for question tags.
- 2 Get students to do the exercise.
- 3 Play the recording to check answers. Play the recording again and get students to take the role of B. Tell students to try and speak at the same time.
- 4 Play the recording and get students to do the exercise. After students finish, put them into groups of three and tell them to take turns making statements. Their partners must compete to be the first to respond with the correct reply question.

Focus on... question tags

Get students to do the exercises. Students can work in pairs to read the statements and question tags with rising or falling intonation. Students should identify whether their partner is using rising or falling intonation.

Class bonus

Review the three techniques to keep a conversation going. During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class.

F Listening – Understanding irony

1–5 Explain that irony is fairly common, especially in British English, is often hard to understand but because an ironic comment expresses an idea which is the opposite, or very different, from what is actually meant. Understanding irony is an important skill and helps avoid misunderstandings. Get students to do the exercises, playing the recordings where indicated.

Sound smart – Indicating emotion

Get students to do the exercises. After checking answers, put students into pairs and get them to practise the sentences in Exercise 3 alternating between *enthusiastic* and *bored*. Students have to identify which emotion their partner is expressing.

Focus on... Exclamations

Students could work in pairs to do this exercise. After checking answers, say to the class, *I think we should finish early today*, and encourage students to respond with an appropriate exclamation, such as, *what a great idea! what a relief!* or even, *what a pity!* Then tell students to practise in pairs.

Unit 2 I'm looking for a camera

Get ready to listen and speak

Get students to match the items to the pictures and then tick the ones they own. After students finish, tell them to talk about the items they own. If you wish, write some questions on the board to guide them, e.g. Which item do you use the most? How long have you had it? Where did you buy it from? How much did it cost? etc.

A Listening – In an electrical shop

1–2 Play the recording and get students to do the exercises.

B Listening – Asking for information

1–4 Before students begin, explain that a 'smart phone' is a mobile phone that has many different functions, such as video, Internet browsing and email, personal calendar, etc. Ask if any students have a smart phone, and encourage them to explain what they use it for. Play the recording and get students to do the exercises.

Learning tip

Read aloud the text and point out that students should not be afraid to make notes to plan what they want to say before an important conversation. Add that even native speakers sometimes make notes, especially before important business calls.

Did you know...?

Tell students that the European Union's WEEE Directive will soon affect all businesses, setting collection and recycling targets for all types of electrical goods. Add that there is even a 7 metre tall sculpture of a robot made from 3.3 tonnes of waste electrical products, called the WEEE man. This represents the average waste of electrical and electronic items a UK citizen is responsible for in a lifetime.

Sound smart – The schwa /ə/

Play the recordings and get students to do the exercises. Remind students that the schwa is the unvoiced, or weak, vowel sound that is so common in spoken English. Point out that it does not represent a single letter, but sometimes two or more letters (e.g. *sister*, *thorough*, etc.). Emphasize the fact that if they learn to use the schwa correctly it will help them sound more natural when they speak in English.

C Speaking – Finding out about a product

1–3 You could work through these exercises as a whole class. After students finish, put them into pairs and tell them to exchange their mobile phones (or another electronic device, if they prefer). Explain they should ask and answer questions about their functions, using the language in Exercises 1 and 2 to help them.

D Listening – Making a purchase

1–3 Play the recording for each exercise and get students to write the answers before reviewing answers as a class.

E Speaking – Getting a good deal

- 1 Get students to underline the words James uses to bargain with the assistant.
- 2 Get students to use the words from Exercise 1 to bargain with the assistant in Exercise 2. Explain that in the UK it is not normally possible to haggle (bargain) over the price in a shop, although it may be possible to negotiate a better deal. Ask students if it is possible to haggle in their countries and in which kinds of shops.

Focus on... the language of sales

Get students to circle the correct preposition in each sentence.

Class bonus

Before they begin, make sure you give students who are role playing shop assistants enough time to make a list of items and services they have to sell, and the prices they want to ask. Students who are role playing customers can use the time to decide what items and services they want to buy, and prepare to haggle. You will then need to rearrange the desks in the classroom into 'stalls'. Begin by sending the customers outside, and getting them to enter pretending to be customers in a shop. Monitor and make a note of any errors you hear for review later.

F Listening – Returning an item to a shop

1–2 Before students begin, ask them to raise their hands if they have ever returned an item to a shop. If enough students raise their hands, put them into groups to tell each other. If only one or two students raise their hands, ask volunteers to explain what they returned, when and why. Play the recording and get students to do the exercises.

G Speaking – Returning items

1–3 Get students to look at Exercise 1. Play the recording and get students to do Exercise 2. Get students to use the phrases from Exercises 1 and 2 to explain their problems in Exercise 3. After students finish, get them to role play conversations in pairs, using the items in Exercise 3. Tell them to use the pictures and information to guide them.

Extra practice

Encourage students to record what they say and then listen to themselves afterwards. Explain they should try to identify any areas they could improve, such as their grammar or pronunciation. You may even wish to collect their recordings to grade, and give individual feedback.

Unit 3 I need to see a doctor

Get ready to listen and speak

- Get students to match the problems with the symptoms.
- Get students to discuss what advice they would give to someone suffering from these problems.

A Listening – Getting the right healthcare

1–4 Before students begin, put them into pairs and tell them to take turns describing each picture. Explain that their partner should listen and identify the correct picture. Play the recordings as required and get students to do the exercises. After checking answers, get students to role play each conversation from memory. Explain they can use the pictures and the information on the page to help them.

B Listening – Registering at a doctor's surgery

1–2 Play the recording and get students to do the exercises. After students finish, encourage the class to compare this registration process in the UK with the system in their own country. Do they know what documents and information they need to provide?

Did you know...?

You may wish to also tell students that in the UK over 1.3 million people are employed in the UK's National Health Service, making it the largest employer in Europe and the third largest in the world, according to the specialist recruitment agents, NHS Employers. The annual budget is around £100 billion. Explain that the NHS was set up in 1948 and guarantees free healthcare to all UK citizens (although people have to pay for medication prescribed by their doctor).

C Listening – Finding out about health services

1–3 Before students begin, give them time to look at the Cranfield House Surgery information leaflet. You might want to ask them to explain what they think each section covers (e.g. the Well Person Clinic gives simple health checks and advice on how to stay healthy). Play the recording as required and get students to do the exercises. If you wish, put students into pairs and get them to compare the health services offered at Cranfield House Surgery with those offered by the medical practice they attend.

D Listening – At the doctor's

- 1** Before students begin, make sure they understand the meaning of each of the symptoms. Play the recording and get students to do the exercise.
- 2** Play the recording and get students to complete the doctor's notes.
- 3–5** Get students to do the exercises, playing the recordings where indicated. Check answers as a class after each exercise. At the end, you could write on the board these adjectives to describe pain, and ask students to check the meaning of any they do not know: *sharp, throbbing, stabbing, shooting, dull*.

Learning tip

Emphasize to students the fact that they should not pretend to understand if they do not understand! It is perfectly natural among native speakers to ask for confirmation in this way so they will not appear foolish.

E Speaking – Understanding the diagnosis

- 1–2** You could do these exercises as a class and drill some of the phrases.
- 3** Play the recording, pausing it where appropriate. You could get students to confer with a partner quietly after each statement and then check answers as a whole class.

Sound smart – Using stress to correct misunderstandings

Play the recording for students to notice the word stress. Play the second recording, pausing where necessary and check students stress the important words.

Class bonus

Allow some preparation time for this exercise. Students who are playing doctors should review the language they will need to use when giving a diagnosis by looking at the audioscripts on p88. Students who are role playing patients can use the time to decide what symptoms and illnesses they have. Rearrange the desks in the classroom into 'consultation rooms'. Tell students who are patients to see as many doctors as they can. Tell them to listen to each doctor's diagnosis and advice, and remind them to repeat back the important information. Monitor and make a note of any errors you hear, to review later. Ask students to feedback on which doctor gave the best advice.

Extra practice

Encourage students to visit the BBC *Learning English* website regularly throughout the course. Explain that it offers an excellent source of online practice material, on a wide range of topics and issues.

Unit 4 What's the problem?

Get ready to listen and speak

Get students to label the diagrams and match the expressions. After checking answers, put students into groups to make a list of some more common problems that people encounter in their daily lives with everyday items they use (e.g. a car can have a flat tyre, a light bulb can 'go', etc.). Write their ideas on the board. Then put students into groups to discuss what they would do in each situation. You may wish to give an example yourself, such as *When my car has a flat tyre I never try to repair it myself. I take it to my local garage and they fix it.*

A Listening – Dealing with everyday problems

1–3 Play the recordings and get students to do the exercises, checking and discussing as a class after each individual exercise.

Learning tip

Read aloud the text and emphasize the fact that information can be transmitted not only in the words we hear, but the background noises that accompany them. Tell students you are going to demonstrate this. Ask students to close their eyes, and listen to what you are doing. Walk to the door, open it, step out of the classroom, and then close the door behind you. Wait a moment, then open the door, step into the classroom, close the door behind you, and return to your desk. Get students to open their eyes and tell their partner what they think you did.

Focus on... modals of deduction

Do Exercises 1 and 2 as a whole class to present the language to students.

B Speaking – Finding solutions

- 1** Ask students to say whether the speaker of each of the sentences is sure or not sure about the cause of what has happened.
- 2–3** Get students to work in pairs, allowing enough time between the playing of each example, and then feedback as a whole class. When students finish, you could put them into pairs and ask them to imagine another item of electronic equipment is not working (e.g. their TV, phone, etc.). Tell them to role play the conversation, with one student making suggestions as to the possible causes, and the other student giving replies.

C Speaking – Offering your opinion

- 1** Get students to underline the expressions. Make sure students understand that all the expressions are for giving strong advice. Explain that all the positive expressions are interchangeable and all the negative ones are also interchangeable.
- 2–3** Play the recordings and allow students enough time to practise the language in the responses.

D Speaking – Speculating about consequences

- 1** Get students to underline the consequences. Point out the use of 'will' in the consequence clause.
- 2** For weaker students you may want to allow them to write down the responses after each statement. You could then replay the recording two more times: the first time students should read out the answers, the second time they should respond without looking at their notes.

E Listening – Coping in an emergency

- 1** Before students begin, tell them to speculate about each of the pictures. Write these questions on the board to guide them: *Who can you see? Where are they? What might have happened?* Play the recording and get students to match the emergency to the picture.
- 2–4** Get students to do the exercises. Check the answers as a class after each exercise. After checking answers, put students into pairs and tell them to close their books and say everything they can remember about each of the situations.

Class bonus

Get students to prepare the details of an emergency situation of their choice. Then ask students to prepare a role play for the emergency situation they thought of, including what they decided to do. When they are ready, get volunteers to act out their situation in front of the class. Ask the class if they would do the same if faced with the same situation.

Extra practice

Explain to students that this website offers a wide choice of video material they can watch and listen to, covering practical advice on many topics. Encourage students to find different topics they are interested in and to watch more videos.

Unit 5 What a lot of red tape!

You could ask students if they know what we mean by *red tape* at the start of the class. If they do not know refer them to the **Did you know...?** box.

Get ready to listen and speak

Get students to discuss the questions in pairs.

A Listening – Contacting the visa office

1–2 Play the recordings and get students to do the exercises.

Did you know...?

Get students to read the text. You could also tell them that the origin of the term *red tape* goes back to 17th century England when official documents were tied together using a red tape.

Learning tip

Get students to read the text. Ask students to share examples of symbols that they use in notes, and tell students some of the symbols you use.

B Listening – Enquiring about a visa

1–2 Make sure students read through the questions before they listen. After students finish, you could put them into pairs and tell them to use the questions and their notes to role play the conversation between Yuki and the visa officer.

C Speaking – Making sure you understand

- 1 Get students to underline the expression.
- 2 Get students to rephrase Yuki's question in Exercise 1 with the alternative expressions in Exercise 2.
- 3 Play the recording and allow students time to formulate their responses. After students finish, put them into pairs to role play each conversation. Explain that one student should be the UK visa official while their partner should play the role of enquirer. Can they remember what each of the terms (a–e) means? Refer them to the audioscript on p89 for the answers.

Focus on... official language

Students can do the exercise individually. Get students to check their answers in pairs before checking as a whole class. After checking answers, you could ask students to make one more sentence using each word or phrase from the box. Monitor and check for accuracy, then put students into groups to read aloud their sentences to each other.

D Listening – Applying for a green card in the US

1–2 Check students know what a green card is. If they do not, refer them to the **Did you know...?** box. Play the recording and get students to do the exercises.

- 3 Get students to read the requirements and then play the recording. Students should number each requirement in order.
- 4 Play the recording and get students to tick the relevant requirements. After checking answers, ask if they know what procedures and documents are required in their country for people from other countries to work or live there.

Did you know...?

Get students to read the text. You might also tell students that every year there is a green card lottery in which 50,000 green cards are given away, giving winners the right to live and work in the US without the need to go through all this red tape!

E Speaking – Giving explanations

- 1 Discuss the question as a whole class. Explain that in most cases officials only want clear, short and simple answers to the questions they ask. There is no advantage in giving lots of unnecessary detail, which will only make the process longer.
- 2 Give students a chance to note down the answers the first time they listen. Play the recording a second time and nominate students to give the answers. Then, get students to work in pairs with one playing the role of the immigration official and reading the questions from the audioscript on p90.

Class bonus

Give students enough time to prepare the role play and tell them to use the language and strategies in the unit to help them. During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class. If you wish, conclude the activity by having volunteers come to the front of the class to act out their role play.

Extra practice

As a variation, you may wish to suggest students research the requirements for immigrating to a country they would like to work and live in. At the beginning of the next class, you could ask them to report their findings to each other.

More activities

If it is not too sensitive an issue with your class, you could continue the green card theme and set up a debate about immigration. Divide the class into two groups and tell one group to list the benefits of immigration and the other group to list the drawbacks. When they are ready, put students into pairs (comprising one student from each group) and get them to tell each other their ideas. Finally, encourage students to discuss their own experiences of immigration, and take a class vote to see who is in favour of more immigration control.

Unit 6 What a great view!

Before students begin, get them to call out all the different types of holiday they can think of, and write their ideas on the board, e.g. a camping holiday, a sightseeing holiday, a cruise, a hiking holiday, a city break, a holiday by the beach, an adventure holiday, a skiing holiday, etc. Put them into groups to talk about the type of holiday they prefer and why.

Get ready to listen and speak

Get students to answer the questions in pairs. Next, get students to talk about the last time they visited a city as a tourist. Write these questions on the board: *Where did you go? When? Why did you choose this place? What did you do there? What was the most impressive thing you saw? What was the most entertaining thing you did?* First, get the class to ask you each question in turn and give your own answers. Then tell students to ask and answer the questions together.

A Listening – Showing someone around

- Before students begin, ask them to raise their hands if they have ever shown a friend or relative around their home town. Get any students who raise their hands to tell the class who they showed around, when and what they did. Play the recording and get students to compare their answers in pairs before checking together as a class.
- Play the recording again and get students to do the exercise. After checking answers, you could get students to choose a different place from those in **Get ready to listen and speak**, and make a list of associated words and phrases. When they are ready, get them to talk about the place they chose to the class, using the words and phrases in their list. Can their classmates identify which place they are talking about?

Learning tip

Read the text aloud and point out that we can understand a lot by listening to verbal clues provided by key words and phrases and then 'stepping back' to consider the whole picture in this way.

Focus on... strong adjectives

Get students to do the exercises. Make sure that students understand that you can not use 'very' before strong adjectives and that you can not use 'absolutely' before base adjectives (tired, bad, etc.). After checking answers, you could put students into pairs to take turns making more sentences using the adverbs and adjectives listed. Monitor and check for accuracy, providing help as needed.

Sound smart – Exaggerating

Get students to listen to the recordings and do the exercises. Before students listen to the recording for Exercise 3, model the exaggerated intonation for items a–h (e.g. I'm starving) and get the class to repeat in a choral drill.

B Speaking – Talking about places of interest

- Play the recording and get students to tick the expressions they hear. Make sure students know they can also use the expressions that Sarah and Paul do not use.
- 4 Students could also talk about the town they are in now if it is more interesting for the whole group. Put students into groups for these activities and get them to tell each other about things to do and places of interest in their home town. Tell them to use their notes to help them, and monitor to make sure they use the language presented in Exercise 1.

C Listening – Asking about attractions

- 4 Do not focus too much on the picture as students are asked which city this is in Exercise 4. Play the recordings and get students to do the exercises. After checking answers to Exercises 1–4, put students into pairs to role play the conversation with their partner. Explain one person should be Mark while their partner is the travel agent. Encourage them to refer to the questions and answers to help them.

Sound smart – Stress and rhythm

- Play recording 56 and get students to notice the stress and rhythm.
- Get students to underline where they think the stress is.
- Play recording 57 and get students to check. Play the recording again and get students to repeat the sentences copying the stress and rhythm.

D Speaking – Giving advice on where to go

- Point out that all these expressions are equally strong.
- 4 Play the recording and get students to do the exercises.

Class bonus

Give students enough time to prepare and emphasize they should use the language and strategies in the unit to help them. Then put them into groups and tell them to ask their classmates some questions about the town or city they have chosen. Monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class.

Extra practice

Tell students there are many great podcast sites and tourist sites where they can find audio and video material giving information on popular cities to visit. If you wish, tell them to choose one city they would like to visit and to find out as much as they can about it. In the next class, get them to present their findings to the class.

Unit 7 I'd appreciate it

Explain what a conference centre is and ask whether students have ever been to a conference centre. If they have, ask why they were there and what the facilities were like.

Get ready to listen and speak

Ask students to look at the pictures and explain that the Møller Centre is a top residential conference and training centre in Cambridge, UK. It is part of Churchill College, one of the thirty-one colleges that make up Cambridge University. Get students to match each statement with a picture.

A Listening – Understanding detailed requirements

- 1 Allow students time to read through Exercise 1 before listening and refer them to the **Learning tip**.
- 2 Make sure students understand the Conference Booking sheet before listening. Play the recording and get students to complete the booking sheet.

B Speaking – Asking for services

- 1 Play the recording and get students to tick the expressions they hear. Make sure students understand that the other statements are equally polite.
- 2–3 Get students to do the exercises. After students finish, get them to role play the short conversations with a partner.

C Speaking – Overcoming language difficulties

- 1–2 Get students to do the exercises and play the recording to check. After students finish, you could hand out pieces of paper with other items to describe on them and get students to practise the language.
- 3 Play the recording and get students to respond to the receptionist, using the ideas a–d. Remind students that they can use the expressions in Exercise 1 to explain what they need to the receptionist.

D Listening – Specifying your requirements

- 1 Play the recording and get students to tick the adjectives they think describe Viktor's attitude. Ask students how they identified Viktor's attitude.
- 2 Play the recording again and get students to answer the questions. After checking answers ask students whether they think Viktor is a good boss and why?

Did you know...?

Ask students what they know about Dubai. Dubai is one of the seven emirates that make up the United Arab Emirates. It has the largest population, and is home to the Burj Al Arab, and the Rose Tower, two of the tallest hotels in the world (321m and 333m respectively).

Sound smart – Detecting mood

- 1–2 Before listening, check students understand the meaning of the adjectives. Play the recording and get students to identify the speakers' attitudes. For Exercise 2, encourage students to identify what it is about the way each sentence is spoken that changes the mood it reflects. For example, a lively, high tone indicates friendly, cooperative mood, while a fast, hard tone indicates anger or impatience.
- 3 Play the next recording and get students to identify the attitudes. After checking answers, put students into pairs to take turns saying the same sentence in different ways. Their partner must identify the mood they are trying to reflect.

E Speaking – Arguing your case

- 1–2 Look at the expressions as a whole class. Play the recording and get students to tick the expressions they hear.
- 3 Encourage students to use different expressions for each of the prompts in Exercise 3. Emphasize that using language such as the expressions here can help them to insist on their point without causing an argument or offence.

Focus on ... interrupting

Get students to do the exercises. Point out that it is especially important to be polite and diplomatic when interrupting someone, particularly in a work context. After checking answers, tell students to close their books and try to remember all six phrases they can use to interrupt someone. You might wish to get students to identify the most formal and informal expressions.

Class bonus

Explain to students how the flow diagram works, showing the flow their conversation should take. Give them enough time to prepare and emphasize they should use the language and strategies in the unit to help them. Then get them to role play their conversation in front of the class, and note any language errors you hear. Finish by going through the errors.

More activities

If you wish, tell students to write another conversation similar to the one in Class bonus. Tell them to hand their work in at the next class for you to grade.

Unit 8 This is your office

Get ready to listen and speak

After students have identified each company with its area of business activity, check answers then put them into small groups to discuss the last question. If you wish, finish by having a class debate on the benefits of working for a small or large business. Finally, tell students to discuss which company they would like to work for one day, and to give their reasons.

Did you know...?

Tell students that at Google's headquarters in California employees enjoy free gourmet meals, free transport to and from local stations, free car wash, laundry service and hairdressers, free child care, an excellent gym, a dog walking service, language lessons, and many more perks. Ask students what services *they* think employers should provide to keep their employees happy.

A Listening – Getting an overview

- 1 Play the recording and get students to complete the company profile. Then get students to compare answers in pairs before reviewing as a class.
- 2 Before students begin, point out that many organizations have a 'mission statement' which tries to encapsulate the values and ideals the company stands for. Ask if they know the mission statement for their own company, college or organization. Refer students to the **Learning tip** and tell students that sometimes they need to listen for 'the big picture' as well as small details. Read through the four possible answers (a–d), then tell students to listen while you play the recording and consider which one summarizes the company's values.
- 3 Play the recording and get students to complete the chart. Check students understand the functions of the different departments.

B Speaking – Talking about organizations

- 1–2 Encourage students to describe the company in Exercise 2 using the expressions in Exercise 1.
- 3 Put students into groups to choose a company and work together to share the information they know. Allow students plenty of time for this. They could do some research on the internet if you have the facilities to do this. Each group should present their company profile to the class, with each student in the group presenting one part. Encourage the other students to be prepared to ask questions at the end.

C Listening – Introducing new staff members

- 1 Get students to underline the expressions.
- 2–3 Play the recording and get students to do the exercises. Encourage students to refer back to the organization chart on p40 in order to identify the correct department, if necessary.

Focus on... job titles

Get students to do the exercise. Ask students if they know of any other popular job titles, and write their ideas on the board. Point out that not every job title has an abbreviation.

D Listening – Roles and responsibilities

- 1–2 Play the recording and get students to do the exercises. After checking answers, refer students to the audioscript on p92 and identify any other words or phrases specific to the departments that the people work in.

E Speaking – Describing your personal qualities

- 1 Check students understanding of the vocabulary in Exercise 1.
- 2 Get students to discuss this in pairs and then as a whole class. Ask students to justify their answers.
- 3 If students feel uncomfortable about doing this they can complete the profile for a particular job, or for a different person rather than for themselves.

Sound smart – Word stress

Play the first recording to highlight word stress and get students to do Exercise 1. Encourage students to say the words in Exercise 2 out loud to identify the stress pattern. Then get students to put the words in the correct column. Play the second recording to check answers and get students to repeat each word.

F Speaking – Talking about your work

- 1 Play the recording and get students to identify who uses which expression.
- 2 Give students plenty of time to prepare notes on one of the topics, then put them into small groups and tell them to take turns talking about their topic. Emphasize they should use the language listed. Monitor and correct any errors you hear.

Focus on... prepositions with work

Get students to do the exercise.

Class bonus

Perhaps give an example first by thinking of a job and telling students about the personal qualities needed, and the main responsibilities. Be sure to use the language in the unit. After you finish, get them to guess what the job is. Then tell students to work individually and think of a different job and prepare to talk about the personal qualities a person needs and the main responsibilities involved. When they are ready, get students to talk about the job to the class, or put them into small groups to tell each other. In each case, those listening should try to identify what the job is that is being described.

Extra practice

If you wish, get students to present their findings to the class. Give students time to research their company and practise their presentation. Help students where needed, and when students are ready, ask them to each give their presentation to the class. Tell the class to evaluate each presentation using the form on p85. To encourage them to do their best, you could grade their presentation.

Unit 9 I'll sort it out

Get ready to listen and speak

After students have matched the adjectives, check answers, and then put them into small groups to discuss the top three qualities needed to work in Customer Services. Give them time to decide on the top three, then get each group to report their ideas to the class and encourage students to debate any differences of opinion. Finally, read aloud the saying 'The customer is always right' and ask volunteers to say what they think this phrase means. Then ask the class if they agree with this saying or not, and encourage them to give their reasons.

A Listening – Handling customer complaints

1–2 Play the recording and get students to do the exercises.

Did you know...?

Read aloud the text and ask students if they have ever complained to a friend or relative about poor customer service they have received from a particular company. You may wish to ask students to raise their hands if they have ever sent an email or letter to thank a company for good customer service.

B Speaking – Keeping the customer happy

- Before students begin, brainstorm ways of keeping a customer happy, e.g. *be polite and diplomatic, offer an apology or an explanation if possible, resolve the situation speedily, remain calm and professional however angry or unpleasant the customer is*. Get students to match the expressions from Exercise 2, Section A with the functions in this exercise.
- 2–4 Play the recordings where indicated and get students to do the exercises. After students finish, put them into pairs to role play each conversation with their partner.

C Speaking – Getting it right

- Get students to look at the extracts. Explain that to confirm information you can repeat the details and use the expressions in bold. Emphasize that when taking orders over the phone it is important to make sure you have all the right information from a customer.

Learning tip

Model the key expressions *Is that correct?* and *Is that right?* making sure that your voice goes up at the end. Get students to listen and repeat.

- Get students to do the exercise. After students finish, put them into pairs and tell them to imagine one person works in a call centre and the other is a customer phoning with an order. Tell them to sit back to back and practise placing and taking orders.

Sound smart – Linking – /w/ and /j/

- Play the recording and highlight the linking sounds /w/ and /j/. Get students to practise.
- Tell students to do this exercise in pairs. Then play the recording and check answers as a class. Play the recording again and get students to repeat each sentence.

Class bonus

Before they begin, make sure you give students who are role playing customers enough time to decide what they want to complain about. Students who are role playing customer service assistants can use the time to decide what language and strategies to use, and prepare to deal with complaints. You will then need to rearrange the desks in the classroom into a 'call centre', with customer service assistants sitting individually back to back with an empty chair (which the customers sit on to make their call). Begin by having the customers choose a seat, and sit back to back with a customer service assistant. Encourage customers to 'call' several different customer service assistants. Ask the customers to identify which customer service assistant dealt best with their complaint.

D Listening – Problems in the office

- Play the recording and get students to match the pictures to the speakers.
- 2–5 Play the recordings as appropriate and get students to do the exercises.

Did you know...?

You might add that the remaining 'top ten' complaints here are: 6 – poor indoor air quality, 7 – no privacy, 8 – inadequate parking, 9 – computer problems, 10 – noise. You could ask students to call out any other problems they think office workers might complain about, and then put them into groups to choose which of these problems would bother them most, and to explain why.

E Speaking – Finding solutions

- 2 Get students to underline the relevant expressions. Ask two students to read the dialogue in Exercise 1, replacing the key expressions with the expressions in Exercise 2.
- 3 Play the recording. Explain to students that they need to use ideas a–f to suggest solutions to each problem.

More activities

Write this website address on the board and get students to copy it. [Http://iteslj.org/links/ESL/Pronunciation](http://iteslj.org/links/ESL/Pronunciation). Explain that there are many useful pronunciation activities here which they can try.

Unit 10 Can I call you back?

Ask students if they like using the phone or if they prefer to speak face to face. Elicit some of the advantages of the two types of communication (by phone / face to face).

Get ready to listen and speak

- Get students to tick their answers.
- Get students to write *Do* or *Don't* for each phrase and check their answers with a partner.
- Finally, get them to tell each other whether they think they have good telephone manners or not, and to explain why.

A Listening – Making a call

1–5 Play the recordings where indicated and get students to do the exercises. For Exercise 2 students could try and complete the gaps before listening. For Exercise 4, get students to list any suitable expressions before they listen.

Focus on... telephoning

Get students to do the exercise. After checking answers, write the expressions on the board. Then erase all the prepositions and some other key words and get students to repeat each sentence in full with their partner.

B Speaking – Making calls successfully

- 1 Students can work in pairs to do the exercise.
- 2 Play the recording. Explain to students that they need to use ideas a–e to have a formal conversation with the receptionist.
- 3 Play the recording. Explain to students that they need to use ideas a–e to have an informal conversation with a colleague.
After students finish, emphasize that the conversation in Exercise 2 is more formal than that in Exercise 3, because it is to an outside company rather than an internal call. Ask students to listen again while you take the role of caller in each conversation. Tell them to note the formal and informal language they hear. Play the recording and complete each conversation yourself using the answers suggested in the Answer key. When you finish, review answers and then get students to role play each conversation, to reinforce the formal and informal distinction.

Learning tip

Read aloud the text and ask students if they ever make notes before a call. Explain that many native speakers do this, if the call is important or there are a lot of details to check, so they should not feel embarrassed to do the same.

C Listening – Receiving a call

1–3 Play the recording and get students to do the exercises. Emphasize that students should take care to use the appropriate register for each call they take. For example, to take a call from an important client they should use formal language, while they can use more informal language for a call from a colleague. Encourage them to think of more situations when they might receive calls, and to identify the appropriate register for each one.

D Speaking – Practise receiving calls

- 1 Students can work in pairs to do the exercise.
- 2 Before students begin, remind them that this call comes from a client and therefore they should use more formal language. Play the recording and allow students time to respond.
- 3 This time, remind students that the call is from a colleague so more informal language is appropriate. Again, play the recording and allow students time to respond.

Sound smart – Connected speech

- 1–2 Before students listen and repeat each sentence, you might want to model each target word or phrase (Do you /dʒə/, etc.) and get them to repeat. Then play the recording and get them to listen and repeat each sentence in turn.
- 3–4 Play the recording, get students to count the words and try to write the whole sentence. Refer students to the audioscript on p93 to check their answers. Finally, get students to practise the sentences. After students finish, put them into pairs to write one more sentence (similar to the ones they have just heard and practised). When they are ready, get them to take turns reading their sentence aloud to the class. Their classmates must identify the number of words they hear in each sentence.

E Listening – Overcoming difficulties

- 1 Discuss the picture. Elicit other reasons why it might be difficult to understand someone on the phone.
- 2 Check if any of the students' ideas are listed. Play the recording and get students to match each speaker with a reason why the call is difficult to understand.
- 3 Play the recording and get students to complete the sentences. Then get students to compare their answers in pairs, before checking as a class.
- 4 Play the recording and get students to do the exercise. Then get students to role play the conversations in pairs.

Class bonus

You could prepare some situations on cards to give to students for this role play.

Unit 11 Shall we move on?

Get ready to listen and speak

- Get students to tick their top three factors.
- Get students to note down three things that need to be done to chair a meeting effectively. Next, put students into small groups to discuss their opinions. Encourage them to justify their choices and explain the group must decide together on the most important three factors for both questions. Finally, get each group to report their decisions, and debate any differences. You may wish to finish by asking if there are any other factors that students think are important for an effective meeting, which are not covered here.

A Listening – Starting a meeting

- 1–2** Before students begin, tell them they are going to listen to the start of a formal, high-level business meeting on a very important issue. Students could try to complete the gaps before listening and then listen to check. Then get students to match the expression to the function.
- 3** Write any extra expressions that students can think of on the board. Then point to each one in turn and get students to call out the function each expression fulfils. Finally, mark the sentence stress on each expression, and model it telling students to listen and repeat.
- 4** Before students listen again, get them to read through the sentences and see if they can remember any of the information from the first listening. Get them to write true or false for each statement, then play the recording to check.

B Listening – Identifying opinions

- 1–4** Play the recording where indicated and get students to do the exercises.

Learning tip

Read aloud the text and emphasize the fact that people do not always express their opinion directly and simply. Tell students they need to listen carefully and identify any expressions they can that may reflect someone's real opinion. Add that if they also try to notice people's facial expression and body language while they speak, this can often give them a clue as to their opinion.

Did you know...?

Read aloud the text and add that wasted time in meetings is one of the most common complaints of employees all over the world. Ask students why they think so much time is often wasted in meetings. Can they think of other, more effective ways of managing staff and running a company?

Focus on...the language of meetings

Get students to match the words / phrases to the definitions. After checking answers, you may wish to put students into pairs and get them to test each other by taking turns to say a word or phrase while their partner has to give a definition.

C Speaking – Acting as chair

- 1–3** Before students begin, explain that *to chair* a meeting means to control the meeting, and that *a chair* is the person who fulfils this role. You could also explain that the term, *chair* is often preferred to *chairman* or *chairwoman* because it is not gender specific. Get students to do the exercises and play the recording when appropriate.

Sound smart – Using stress to emphasize a contrast

Play the first recording and elicit the stressed words and pronunciation rules from the students. Get students to do Exercise 3 and play the second recording to check answers. Get students to repeat the sentences.

D Speaking – Avoiding conflict

- 1–3** Before students begin, point out that it can be very important to make sure they avoid causing offence when expressing an opinion that is opposed to someone else's. Explain that speaking too directly is sometimes not a good idea, and that they should try to use language to help soften criticism. This is especially important in meetings where ideas and opinions vary a lot. Do the exercises with the students and get them to practise the language in Exercise 3.

Class bonus

Before students begin, review the language and techniques they can use in a meeting. Then put them into groups and tell them to imagine they are in a meeting. Encourage students to take different roles, e.g. sales manager, marketing manager, etc. If you wish, have one group volunteer to role play the situation to the class.

Alternatively, you could do this activity using the 'goldfish bowl' approach: have just one group role play the situation, in the middle of the classroom. Tell students they can raise their hand to exit the role play at any point. Those students waiting on the outside can then take over their role. This is a good way to keep everyone listening carefully and to ensure you hear all the language produced.

During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class.

Extra practice

You may wish to record a suitable programme yourself, and use it in the following class. Play a short section and get students to note all the language they hear to express various functions and opinions.

Unit 12 I'd like to begin by...

Get ready to listen and speak

Get students to look at the different ways of taking notes. Elicit which example students think is best, and ask them whether they use a system like the ones shown when they take notes. Tell students that obviously each method of note taking has its advantages and disadvantages, and that they should use whichever method they prefer. Point out that some methods are better than others for certain things. Tell students they can find out about each of these methods by looking at the many sources available online. Tell them they can start at: http://edutechwiki.unige.ch/en/Note_taking and follow links of interest from there.

A Listening – Dos and don'ts

- 1 Before listening, ask students to predict what they might hear. Play the recording and get students to make notes in the chart.
- 2 Ask students to try and answer the questions from memory before playing the recording again.

Focus on... arrows, symbols and abbreviations

Get students to do the exercises, compare answers with a partner, and then with the whole class. After checking answers, tell students to work individually to make a list of all the symbols and abbreviations they use when they make notes. Encourage them to add any new ones from the **Focus on...** box they think might be useful.

B Listening – Note taking

Before students begin, explain that they are going to listen to a lengthy extract from a lecture on the Chinese economy. Put them into pairs or small groups to make a list of everything they know about the Chinese economy. Then tell them to note any words or phrases they think they may hear. Explain that reflecting on what they already know before they listen will help to focus their mind.

- 1 Tell students that you will pause the recording after each section of the extract, and that each time you pause they should choose the most suitable heading for the section they have just heard.
- 2 Before students listen again, tell them to make sure they only note the key points, and remind them to use the abbreviations and symbols they wrote down previously.
- 3 When they finish, get students to compare their notes with a partner. They should make suggestions and give each other constructive criticism.

C Speaking – Passing information on

- 1 Explain that talking about a lecture afterwards with friends will help students to review what they have learned, and also help them to make sure they understood all the main points. They might also need to summarize the lecture. Get students to look at the expressions they can use to talk about a lecture and add this list if they can.
- 2 Give students time to prepare a list of the main points, and tell them to use their notes from the extract of the lecture to help them. Then put them into groups to read aloud their summaries. Tell students to listen to their classmates and to choose the best summary from their group. Monitor each group. Ask them which summary is best and to explain their reasons.

D Listening – Summarizing

- 1–2 Now tell students they will hear two other summaries of the extract from the talk on the Chinese economy they have heard. After they choose the best one, tell them to note the strengths and weaknesses of each summary in detail.

E Listening – Time for questions

- 1 Explain that often the question and answer session at the end of a talk can be the most interesting part. Tell students that they should try to identify the main point of each question they hear people ask.
- 2–3 Play the recording and get students to do the exercises. After checking answers, tell students to close their books and repeat the four expressions a speaker might use to clarify what they mean.

F Speaking – Asking questions

- 1 Get students to underline the expressions. You may wish to model the pronunciation of each expression, getting students to repeat in a choral drill.
- 2 Get students to practise the questions in pairs, checking each other's pronunciation.

Class bonus

This can be done in small groups if you prefer, with students listening to each other's mini-presentations and then asking questions. They should then summarize the best presentation together. When they finish, get one student from each group to come together to form new groups, and tell each other about the best presentation they heard.

Unit 13 Let's take a closer look

Get ready to listen and speak

Get students to identify the visual presentations.

A Listening – Charts and statistics

- 1–2 Play the recording and get students to do the exercises.
- 3 Ask students to try and answer the questions from memory before playing the recording again.

Focus on... describing statistics

Get students to do the exercises. After checking answers, you may wish to put students into pairs and get them to take turns to say a verb while their partner has to give the collocating adverb. Give an example first by saying *increase* and encourage students to call out *dramatically*, *sharply*, *slightly*, etc. They should write down all the possibilities they can think of. When they are ready, review answers as a class.

B Speaking – Presenting detailed information

- 1–3 Get students to complete the expressions in Exercise 1. Explain that when presenting detailed statistical information, it is easy for the audience to become lost unless the information is clearly presented both visually and orally. Point out that if they use the expressions in this section, together with the language in **Focus on...**, then this will help them to succeed in presenting information clearly and concisely. Put them into pairs and get them to take turns to talk about each slide, for both Exercise 2 and 3.

Did you know...?

You may wish to find various examples of detailed information presented visually (e.g. in newspapers and magazines, or research reports). Show students and encourage them to assess how accessible the information is, and whether it is presented in the best format, e.g. would a pie chart be better than a bar graph?

Sound smart – Mentioning several points

Play the recordings and get students to do the exercises. After students finish, put them into pairs to practise the sentences once again. Explain they should take turns to listen to their partner and decide whether the intonation they use is correct. Monitor and help as needed.

Learning tip

Read aloud the text and emphasize that to successfully present detailed statistics students should go through each slide first explaining the topic of the information, and then going through the main details. They can use signposts to help clarify what they are taking about. Point out that signposts are words and phrases which help to direct the audience so they can understand the flow of the presentation. You may also wish to remind students they can use a laser pointer, to direct the audience's gaze as they speak.

C Speaking – Using signposts (1)

- 1 Explain that different signposts have different functions. Read aloud the list of words and expressions and point out that these signposts help to either link supporting ideas or contrast different ideas. Tell students to identify which function each signpost fulfils, then compare with a partner.
- 2 In pairs, get students to introduce the information on each chart and link the ideas.

Focus on... expressing contrast

Get students to do the exercise and check answers.

D Listening – Using signposts (2)

- 1 Put students into pairs to make a list of as many expressions as they can think of to fulfil each of the four functions listed.
- 2 If you wish, get students to compare their lists, and then play the recording.
- 3 Play the recording again so that students can note any other expressions. Students could check their answers against the audioscript if necessary.

E Speaking – Making your point

- 1 Get students to match the expressions and functions. Check answers before moving on to Exercise 2.
- 2 Explain to students that they need to use ideas a–e to finish one point, start another and emphasize important points in a presentation. Monitor and make sure students use the signposts correctly. If you wish, go round the class and get volunteers to call out possible sentences for items a–e.

Class bonus

You may wish to set the preparation phase of this activity, where students prepare a talk, for homework. Encourage them to use statistical information where possible.

Before students begin, review the various signposts they have covered in the unit, and the functions they each fulfil. Then get students to either present to each other in groups, or come to the front and present to the whole class. Make a note of any language errors you hear, and go through these at the end of the class.

Extra practice

Point out that there are many sources students can choose from when finding a talk in English to listen to such as the BBC World Service or CNN. There are also many websites with famous speeches from the past they could refer to. Tell students to simply go to a search engine and type 'famous speeches'.

Unit 14 Can you expand on that?

Get ready to listen and speak

Get students to do the exercises. After checking answers, emphasize to students that seminars are an opportunity for them to learn and that how much they get from a seminar depends to a great extent on how much they put in, i.e. if they do the reading, prepare their ideas, and participate actively with an open mind then they should find them fun and informative. Make sure students understand that a seminar is an informal exchange of ideas where they can openly express their ideas. They should not be afraid to argue or defend their opinions.

A Listening – Following a discussion

- 1–4** Play the recording and get students to do the exercises. Check answers after each exercise. Then tell students to close their books and in pairs try to remember what they heard in the discussion.
- If it is appropriate and not too sensitive an issue, you could have a class debate on the value of 'language revitalization' and encourage students to give local examples where they can.

Learning tip

Read aloud the text and tell students that a free-flowing discussion between native speakers can be hard to follow at first, but they should not be deterred from participating. Emphasize that if they are having trouble then they should focus on following the general thread of the discussion, rather than the details.

B Speaking – Expressing your ideas

- 1–3** Ask students to explain the difference between a fact and an opinion. Accept any answer along the lines of a fact is something that can be proved, whereas an opinion is a belief which people can agree or disagree with. Get students to do the exercises, listening to the recordings and practising the language.

Sound smart – Sounding polite

You may wish to demonstrate the difference here by modelling the example sentence yourself. First, in a tentative way with a soft, high tone and then a second time, with a quicker, sharper tone that sounds more aggressive. Encourage volunteers to say the same sentence twice in a similar way. Then get students to listen to the sentences and identify which is more polite, A or B. Finally, put students into pairs to practise.

C Speaking – Making sure you understand

- 1** Explain that it is normally possible to ask questions during a seminar, and that these can be a useful way to further the discussion. Tell students not to worry about interrupting if they want more detail. Get students to underline the expressions.
- 2** Get students to work in pairs and practise asking for more detail using a variety of the expressions from Exercise 1.

D Listening – Asking effective questions

- 1–3** Get students to do the exercises, playing the recording where appropriate. After checking answers, put students into pairs and tell them to close their books. How many of these expressions can they remember?

E Listening – Participating effectively

- 1–2** Play the recording and get students to do the exercises. Check answers after each exercise.
- 3** Put students into pairs and tell them to work together to make a list of any additional expressions they can think of. When they are ready, get them to write their expressions on the board. After checking them, point to each expression, model the pronunciation for students to repeat, and ask which function each one expresses. Tell students to note any expressions they feel are particularly useful.

Class bonus

You may wish to ask students to prepare for this activity, by setting the topic yourself and giving them a list of required reading (i.e. articles on the Internet, or your own handouts). Tell them that the seminar will be held in the next class. If you have a large class, divide students into groups. You might like to ask each student to prepare a short presentation of their ideas on a separate theme connected with the topic. In the next class, hold a seminar and encourage students to use the language and strategies covered in the unit. Monitor and check for accuracy. Make sure that students understand this is not a formal presentation, but a seminar, and encourage them to debate their ideas openly. Make a note of any language errors you hear, and go through these at the end of the class.

More activities

Tell students to listen to a debate on a current affairs programme on the TV or radio, or via the Internet. Point out that there are many videos of news interviews and discussions they can choose from. Tell them to listen out for the language the speakers use to express their opinions, and to agree and disagree with each other.

Unit 15 It'll help me get a good job

Get ready to listen and speak

Get students to think about the questions and then tell a partner about their ideas. Then get each pair to make a list of the advantages of studying abroad, and any disadvantages they can think of. When they finish, ask them to call out their ideas and list them on the board.

A Listening – Making plans

Before students begin, tell them they need to be selective when they make notes. If they have done Unit 12, remind them to use the note-taking techniques they covered there (e.g. using symbols, abbreviations, etc.). Explain they should listen to each person and note the important details, and then try to find three common goals they mention.

B Speaking – Talking about your study plans

- 1–2 Get students to do the exercises, playing the recording at the appropriate time. Get students to practise the expressions to express Stefania and Habib's ambitions. They can then practise the sentences with their own ambitions.
- 3 Get students to look at the advert for San Francisco Language Center. Put students into pairs to talk about what they are going to do and what they hope to achieve on this programme.

Class bonus

Tell students to consider their own study plans and what they hope to achieve. When they are ready, put students into pairs or small groups to tell each other about their plans. You may wish to review students' ideas together as a class, to find out if there are any common interests or study goals they share.

C Speaking – Seeking advice

- 1–2 Play the recording and get students to practise the language in Exercise 1 to make their responses. When students finish, get them to role play the conversation in pairs. Then tell them to use their own ideas to make further conversations. Monitor and check for accuracy, noting any errors you hear to deal with later in the class.

D Listening – Understanding course requirements

- 1–3 Play the recording and get students to do the exercises.

E Listening – A tour of the library

Before students begin, write these questions on the board and put students into pairs to answer them. *How often do you go to the library? When was the last time you went to the library? What do you use the library for most?*

- 1–4 Play the recordings where indicated and get students to do the exercises. Check answers after each exercise. When students have finished, ask them to close their books. Put them into pairs and tell them to take turns giving facts about the university library. For example, *The library opens at 9 am during term*, etc. If you wish, you could ask pairs to make a list of five true or false sentences. When they finish, get them to read their sentences to the rest of the class.

Did you know...?

You could add that the largest library in Britain is the British Library, followed by the Bodleian Library in Oxford. The University Library (or UL as it is known) in Cambridge is Britain's third largest library.

Learning tip

Read aloud the text and emphasize to students that if someone is speaking very quickly they should not be afraid to ask them to slow down by saying *Could you speak a little slower, please?* or *Sorry, can you slow down a bit?*

F Listening – Asking about services

- 1 Give students one minute to brainstorm possible questions to ask. Then write their ideas on the board.
- 2–4 Play the recordings where appropriate and get students to do the exercises. Check answers after each exercise. After checking answers, put students into pairs and tell them to ask and answer questions about what they have just heard. For example, *What's the charge for an InterLibrary loan?*, etc. If appropriate, they should compare these facts with the library they use.

Sound smart – Intonation in questions

Play the recordings where appropriate and get students to do the exercises. For Exercise 4, get students to repeat each question, copying the intonation. After checking answers, put students into pairs and get them to practise making *Yes / No* and *Wh*-questions. Monitor and check that they use the correct rising or falling intonation.

Unit 16 I work well under pressure

Get ready to listen and speak

Get students to do the exercises. After checking answers, put students into groups and tell them to compare their answers. Encourage them to discuss any differences of opinion. Check answers as a class, then write on the board *Have you ever attended an interview? What was it for? How did it go?* and put students into small groups to discuss their answers.

Did you know...?

Point out to students that the more confident and enthusiastic they appear, the more an interviewer will warm to them during the interview. Appearing positive and friendly can go a long way to making a successful interview.

A Listening – Getting off to a good start

Before students begin, tell them that many schools and colleges have a careers counsellor. Ask them what they think a careers counsellor does, and if any students have been to a careers counsellor, encourage them to talk about their experiences.

- 1 Point out that in this exercise students just have to count the number of points. Play the recording.
- 2–4 Play the recordings as appropriate and get students to do the exercises. Check answers after each exercise.

B Speaking – Beginning an interview

- 1–2 Get students to look at the expressions in Exercise 1. Play the recording. Get students to match the expressions to the people.
- 3 Before students begin, review the guidance made in Section A and make sure students know the points they should try to cover. Read aloud the **Learning tip**, then monitor and help as necessary while students prepare their answers.
- 4 Put students into small groups to do this activity. Have them take turns to talk about themselves, and tell their classmates to time them to make sure they do not go over one minute. After each student finishes, tell their classmates to ask at least five questions for further information, based on what they have heard.

Focus on... personal qualities and skills

Get students to do the exercises. For Exercise 3, you may wish to put students into small groups. Tell students to listen to each other and emphasize that they should explain exactly why they think they are strong in the areas they mention, giving concrete examples.

C Listening – Knowing what employers want

- 1–2 Play the recordings as appropriate and get students to do the exercises. Check answers after each exercise. When they finish, put them into pairs and tell them to discuss which of the five skill areas they think they are strongest in. Encourage them to explain why, giving at least one example.

- 3–4 Play the recording and get students to do the exercises.

Then encourage students to discuss and explain their opinions of Raj's performance before checking answers as a class.

Sound smart – Sounding confident

Play the recording and get students to do the exercises.

D Listening – Dealing with difficult questions

- 1 Refer students to the three questions. Elicit that sometimes an interview can be deliberately challenging and even uncomfortable, because the interviewer wants to 'put the interviewee on the spot' and see how they cope with hostile questioning. Remind them that the advice here can help them not to panic in such situations. Play the recording and get students to match each speaker with a question.
- 2 Get students to match each speaker with a strategy. Check answers and discuss the strategies that the interviewees used.
- 3 Put students into groups for this activity and tell them to share their ideas. When they are ready, get each group to report back to the class and encourage a class debate on the best way to tackle each of these difficult questions.

Learning tip

Read aloud the text and emphasize to students that it is vital they always tell the truth in an interview. An experienced interviewer can detect a lie quite easily. They should always be honest, and try to put a positive spin on any negative aspects of their experience or qualifications.

Class bonus

Give students enough time to prepare and tell them to use the language and strategies in the unit to help them. During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class. If you wish, conclude the activity by getting volunteers to come to the front of the class to act out their interview. You might even want to do this in groups, with students evaluating each other's performance. If possible, bring a camcorder into the class and record students interviewing each other.