

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.
- 4 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

- 1–2** 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.
- 3** 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

- 1–3** 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

- 1** 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, *thi sis, an don, righ tis*, etc. Play the recording again and ask students to repeat the two sentences.

- 2–3** 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

- 1–2** 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

- 1** 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).
- 2** 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.
- 3** Ask students to complete the exercise.

E Speaking – Talking about your experience

- 1** 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.
- 2** 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 – /dʒə/

You may wish to reinforce the pronunciation of /dʒə/ 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

- 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.
- 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.
- 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

- Ask students to complete the exercise.
- 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...*
- 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.