

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 /dʒɒst/ 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.