

# Teacher's Notes for Photocopiable activities

## GRAMMAR

### 1A Review of tenses

► Photocopiable activity on p.184

You will need one sheet and a dice for each pair or small group.

Put students into pairs or small groups and give each pair/group a sheet and a dice.

Remind students of the tenses looked at in the Student's Book and elicit rules and examples.

Explain that students will take it in turns to roll the dice once to put a counter on a time phrase, and again to put a counter on a verb. They use these to make a sentence of at least seven words. If the other student(s) think this is correct, the student gains a point. If not, the other student(s) can correct the sentence and gain a point themselves.

Put two words on the board and elicit an example, e.g. FIRST / EAT: *I first ate paella when I went to Spain last summer.* Remind students that when they use *after*, they need to add another word (e.g. *after that*), or the past perfect (e.g. *after I had finished dinner, I ...*). Students who use the past perfect get two points instead of one.

If a student lands on the same squares as a previous student, they must give a different sentence.

#### VARIATIONS

- 1 Cut the sheets in half and give one grid to each student in a pair. Students choose a word from their grid and select a number (time phrases = 1–15, verbs = 1–25) from their partner's grid to be given a word. They create a sentence using both words.
- 2 In pairs, each student selects a pair of words from the grids for their partner to make a sentence.
- 3 Cut the grids into two sets of cards and give each pair a set. They take it in turns to pick a card from each pile and make a sentence.

### 1B Questions

► Photocopiable activity on p.185

You will need one sheet for each student.

Put students into pairs and give each student a sheet.

Explain that students are going to imagine themselves in a place or situation. They ask each other questions to find out where their partner is as quickly as possible.

Elicit the different places students can see on the sheet and elicit suggestions for other strange or funny places. Tell students that they are going to imagine they are in a strange or funny place. Their partner must ask questions to find out where they are.

First, in pairs, students write down some questions to ask, using the words given. They should use a variety of different kinds of question. Elicit examples and write some on the board, e.g. *Do you often go to this place? Are you on your own? How long have you been here? What can you hear?*

Ask students to imagine being in their chosen place and think about the details so that they can answer questions about it.

Now put students into different pairs. They take it in turns to ask their questions to find out their new partner's place. Tell them to keep count of the number of questions they ask and allow them to take notes if necessary.

In feedback, find out who guessed their partner's place correctly by asking the fewest questions. Ask for examples of information that students can remember and check this with the student who gave it.

Ask for examples of questions asked and write some on the board to check accuracy.

#### VARIATION

- 1 Before feedback, students return to their original partners and tell them what they can remember of the information the previous student gave them.
- 2 Students could role-play a phone conversation about the place/situation they're in.

#### FAST FINISHERS

Fast finishers can choose another place/situation to ask questions about.

### 2A Narrative tenses

► Photocopiable activity on p.186

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

Divide the class into small groups. Give each group a set of cards face down. The students deal them out among themselves without looking at each other's cards.

Before students start, elicit an example of each narrative tense and write it on the board. Underline the verbs.

Tell students that they're going to make up a story. Tell the class that each student must use each tense at least once during the story telling. Explain that they have a mixture of nouns, adjectives and verbs on the cards. Check understanding of any difficult words. The first student chooses one of his/her own cards, makes a sentence with it, then puts it on the desk face up. The second student then chooses one of his/her cards and continues the story. Students can make more than one sentence if necessary, but they can only use one card per turn. The other students must correct any incorrect sentences.

Monitor and help as necessary, noting down any points to deal with during feedback.

#### VARIATION

Give students a focus before the activity starts. Tell them it's a sad / scary / funny / love / mystery / crime story; it's a story on an island / in the mountains, etc. Alternatively, write the possibilities on the board and let them choose their own focus, or the focus for another group.



### NO-CUT VARIATION

Use the sheet as a board game. Students number the squares 1–24, then throw a dice and use counters to see which word they have to use to continue the story.

## 2B Future time clauses and conditionals

► Photocopiable activity on p.187

You will need one sheet and a pair of scissors for each pair of students.

Divide the class into pairs and give each pair a sheet. Ask students to look at the sentence beginnings in the boxes on the left and complete each one by writing in the boxes on the right. Remind them to be careful about the tenses they use – they need to look at the words in bold to help them. Check through the time phrases and elicit some examples before they begin. Also, point out that after completing the sentences, another pair will have to match their endings with the beginnings so tell them not to make it too easy!

When students have completed their sentences, they cut up the sheet, shuffle and swap the sentence beginnings and endings with another pair to match them.

Check answers and get the class to vote on the most original endings.

#### Suggested answers

- You'll get lost unless you take a map.
- I'll text you as soon as our lesson finishes.
- We'll get another pet if we get a house with a bigger garden.
- He'll get lots of money provided that he concentrates on his work.
- They'll go climbing tomorrow as long as it stops raining.
- I'll take a dictionary in case I do my homework in the café later.
- We'll call a taxi when the conference ends.
- You won't get the job unless you do some research before the interview.



### NO-CUT VARIATION

Students complete the sentences, then fold the paper in half to swap with another pair. They try to remember the beginnings by looking at the other pair's endings. They could also give an alternative beginning for the endings they have.



#### EXTRA ACTIVITY

- 1 In pairs, students take it in turns to read one of the sentence beginnings to their partner but change the time clause. Their partner has to complete the sentence logically. Give them an example: *We'll call a taxi if ... the last bus has gone.*
- 2 Students write their own sentence beginnings and time clauses to give to another pair to complete.

## 3A Multi-word verbs

► Photocopiable activity on p.188

You will need one sheet for each group, with the answer key folded over, so students can't see it.

Divide the class into groups of up to four and give each group a sheet. Explain that students have to make sentences using the verbs and prepositions in the circle, and the prompts in the box. One student acts as 'checker' and refers to the answer key at the bottom of the sheet to check the answers.

Students take it in turns to choose a verb and match it with one or two of the prepositions to create a multi-word verb. They then use one of the prompts in the box to make a sentence. They cross off the verb and prompt once they have been used, but not the prepositions as they can be used again. If the multi-word verb is separable, the student must make a follow-up sentence to show this. Give or elicit some examples of separable multi-word verbs, e.g. *Last week I **threw away** some old boots. I **threw them away** because I didn't like them any more.*

If the sentence is correct, the student gets a point (or two points for two sentences). If they make a mistake, they don't cross off the verb or the prompt, and the next student takes a turn.



#### VARIATION

During the task, each student notes down the pairs of multi-word verbs and prompts they make. At the end, the students take turns to call out a multi-word verb and prompt that they used in a sentence. The other students must remember what the sentence was.



#### EXTRA ACTIVITY

Pairs or groups write gapped sentences omitting the multi-word verb for another pair or group.

## 3B Present perfect simple and continuous

► Photocopiable activity on p.189

You will need one sheet and one dice for each pair or small group.

Put students into pairs or small groups and give each pair/group a sheet and a dice. Tell students that they're going to play a game using the present perfect simple and continuous. Check that they understand all the emotions and feelings on the sheet.

Students take it in turns to throw the dice. When they land on a square, they make two sentences about why they're experiencing that emotion: one in the present perfect simple and one in the present perfect continuous. Give an example on the board: draw a happy face and elicit some sentences in the present perfect to show why they're happy, e.g. *I'm happy because I've just had some good exam results. My sister is happy because she's been talking to her boyfriend.* If a student makes two correct sentences, they stay where they are and wait for their next turn. If they can't make two sentences, they go back one square. Tell them to note down any mistakes they hear to check during feedback.



#### FAST FINISHERS

Fast finishers can play the game again but they must not repeat any sentences from the previous game. Ask for examples of sentences students made during feedback.



#### VARIATION

Other students ask the student who has landed on a square a question in the present perfect to elicit a third sentence, e.g. *How long have you been ... ?*

## 4A used to and would

► Photocopiable activity on p.190

You will need one sheet for each student.

Put students in groups of three or four and explain that they are going to talk about things they used to do / would do when they were children. Elicit examples to show the difference between *used to* and *would*. Give each student a sheet and check any unknown vocabulary. Ask students to think of another activity to add to the sheet.

In their teams, students each choose a prompt from the sheet. They can choose something true to say about themselves or make up a habit/behaviour. Ask them to talk about their choices and help each other with ideas. Point out that they'll have to convince another team that they're all telling the truth, so they need to think of details to support their statements.

Put each group with another group, and call them Team A and Team B. If possible, have them facing each other. First each student on Team A tells Team B what they used to do, giving some details. Team B can ask two questions to each student in the other team to help them decide if they're telling the truth or not. Remind them to use correct question forms, e.g. *Why did you use to do this? What would you do if someone saw you?* Team B then decide together which, if any, of the students on Team A are lying. Teams then swap roles.

During feedback, elicit true facts about what students used to do when they were children.

### FAST FINISHERS

Fast finishers can work in pairs to make a list of common childhood experiences.

## 4B Obligation and permission

► Photocopiable activity on p.191

You will need one sheet for each pair of students.

Put students into pairs and give each pair a sheet. Explain that they need to work together to compare the pictures in each set using the correct forms of *must*, *should*, *have to*, *can*, *supposed to* and *allowed to*. Write the modal verbs on the board.

Choose one set of pictures and give or elicit an example, e.g. Set 1: *You must be 17 (in England) before you're allowed to learn to drive. However, you can learn to ride a bike from a very young age.*

Set a time limit, and monitor and help as necessary. Ask students to keep a note of the comparisons they make. Check comparisons in feedback and have a vote on the best ones.

### EXTRA ACTIVITY

You can extend the activity by asking students to think of similarities rather than differences, e.g. Set 4: *You can relax when you're on holiday on a beach or on a cruise.*

### VARIATION

- 1 Cut up the sets and give them to pairs or small groups face down. A student turns over the first set. Students take it in turns to make a comparison for the pictures. Any student who can't make a sentence drops out of the game until the next set. This continues until no one can make any more comparisons. The group then turns over another set and repeats the game.
- 2 Cut the sheet into individual pictures and give a shuffled set to each pair or small group. A student picks up a card from the pile. They take turns to say a sentence related to the picture using modal verbs. The last student to be able to say something keeps the card.

## 5A Future probability

► Photocopiable activity on p.192

You will need one sheet for each student.

Give each student a sheet. Explain that they have to mingle with other students, and ask and answer questions to complete their sheets. They should also note down a reason or an added detail about the answers they get.

Read through the prompts and elicit types of questions students can make. Point out that for some prompts, they will need to use *Do you think you might ...*, etc.

Give an example of an exchange:

A: *Do you think you will do some sport in the next 24 hours?*

B: *Of course.*

A: *Really?*

B: *Yes, I'll definitely go to the gym at four o'clock and I might play tennis in the evening.*

Allow enough time for the majority of students to mingle and complete their sheets. If you wish, you can also participate and monitor as you do.

After the activity, give students some time to check their notes and compare their findings in small groups. Students report back on what they found out.

### VARIATION

With a small group, students ask and answer the questions in pairs.

### EXTRA ACTIVITY

Write or dictate the following to the class: *Next summer I'll definitely ...; My parents could well ...; Our president is unlikely ...; It's highly unlikely that my country ...; I doubt we ...*

Students then complete the sentences with their own ideas and compare with their partner or in small groups.

## 5B Future perfect and future continuous

► Photocopiable activity on p.193

You will need one sheet for each student.

Put students into pairs and give them a sheet each. Explain that students have to work together to complete the predictions using either the future perfect or the future continuous. Elicit some examples of the forms and check students understand *colonise*. They write their full predictions on their sheets and add two more predictions of their own.

Students then discuss their predictions with other pairs, to see if they agree or disagree with each other, giving reasons. Monitor and check correct use of tenses as they do this and note down which points encourage the most discussions. Discuss these points with the whole class.

#### Suggested answers

- 1 Books will have disappeared.
- 2 Everyone will be working from home.
- 3 Robots and computers will have completely replaced teachers.
- 4 We shall/will be having holidays in space.
- 5 We'll be driving electric cars.
- 6 Everyone will be living in high-rise buildings.
- 7 We'll have found new energy sources.
- 8 We'll have colonised another planet.
- 9 We'll be typing instead of writing.
- 10 Governments will have stopped crime.

#### VARIATION

After they have completed the predictions, tell students to take a different viewpoint and argue that with their partner.

## 6A Gerunds and infinitives

► Photocopiable activity on p.194

You will need one sheet for each student.

Put students into pairs and give them a sheet each. Explain that students should complete the sentences using gerunds and infinitives. Remind them to be careful to use the correct verb patterns. Give or elicit an example: *My memory is awful. I often forget to set my alarm and then I oversleep.* Tell them to be as truthful as possible. If they can't answer truthfully, they should make up something convincing.

Students compare answers with their partners, asking for and giving more details about their statements.

After comparing and talking about each point, students guess which, if any, of their partner's statements were untrue.

Ask for examples from the activity in full group. Students vote on which were the funniest or most unusual statements.

#### VARIATION

Students complete the statements. They read an ending at random to their partner who has to guess which sentence starter they have completed.

#### EXTRA ACTIVITY

Students write their own starter sentences and swap with another pair to complete.

## 6B The passive

► Photocopiable activity on p.195

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

Divide the class into small groups and give each group a set of cards. Explain any difficult language. Explain that students take it in turns to take a card from the pack, place it face up on the desk and think of an example of the word written on it. They mustn't say what it is, but it must be

something that everyone in the group will know. They give three pieces of information about it, at least one of which must be in the passive. Elicit an example of the passive. The rest of the group has to guess what they're thinking about or ask questions until they get the right answer.

For example,

A: *This job is very dangerous. It's done by only a few people.*

*Soon I think it will be done by robots.*

B: *Are the people trained to do this?*

C: *Are they paid well?*

D: *Is it indoors or outdoors?* The person who guesses *high-rise window cleaners* wins a point.

#### NO-CUT VARIATION

- 1 Don't cut up the cards. Students do the activity in pairs and choose a category for their partner or for themselves – which gives them more thinking time.
- 2 Don't cut up the cards. One student picks a category, the other picks an example for it. They both then, without showing their partner, write a passive sentence about it. The aim is to write the same sentence as their partner. Then they compare to see if their 'telepathy' worked!

## 7A too / enough; so / such

► Photocopiable activity on p.196

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

Put students into pairs and give each pair a sheet. Ask students to look at the situations in the pictures. Explain that students have to imagine that they're in these different situations. They write three sentences about the experiences using *too*, (*not*) *enough*, *so* or *such*. They should use a different word in each sentence, e.g. *such* in one, *so* in the second and *too* in the third.

Look at the first picture and give or elicit an example, e.g. *It was so crowded that we couldn't find anywhere to sit down.* Encourage students to give unusual examples when they do the activity. Monitor and check that they're using the words correctly.

Take feedback as a class. Ask students to choose the most original idea for each picture.

#### VARIATION

After the activity, put two pairs together. They take it in turns to give an example from any of the pictures and the other pair guesses which picture they're referring to.

#### EXTRA ACTIVITY

In class or for homework, students choose one of the situations and write an email to a friend about it using as many of the target words as possible.

## 7B Causative have / get

► Photocopiable activity on p.197

You will need one sheet for each pair of students.

Give each pair a sheet and explain that they have a list of prompts for things that have to be done in preparation for a wedding, or when moving house. Ask students to look at the two lists. Clarify any difficult words.



Tell students that some prompts relate to things that will be done by the people getting married or moving and some will be done by someone else. Some prompts can relate to both. Give or elicit some examples, e.g. cake: *We'll choose the sort of cake we want.* / *We'll get the cake made by a specialist chef*; packing: *I'll pack all my clothes in boxes.* / *We'll get someone to move the boxes for us.* Point out that there is a box of useful verbs on the sheet which students can use if they wish.

Students work together to write sentences for the prompts. When they have finished, they can compare their answers with another pair and check that the grammar is correct in the sentences.

### EXTRA ACTIVITY

Ask students to think of prompts for another to-do list, e.g. going on holiday, setting up a video conference, planning a charity event. They swap these with another pair and then write similar sentences with causative *have/get*.

## 8A First and second conditionals

 Photocopiable activity on p.198

You will need one sheet for each student.

Put students into pairs and give each student a sheet. Explain that students will work individually to complete the result clauses of the conditional sentences. Elicit examples of first and second conditional sentences. Put them on the board and underline the verb forms. Tell students that there is a mixture of first and second conditionals on the worksheet. Make sure they understand *raise taxes*.

Give students a few minutes to complete their sentences. Ask students to be truthful in their answers or their opinions. They shouldn't show their partner their completed sentences at this stage.

When they have finished, students compare their ideas. Take feedback as a class and encourage students to comment on each other's ideas.

### VARIATION

- 1 After completing the sentences, students look at the list of conditions together and try to guess what their partner has written for each one. They then say what they've written, see if their guess was correct and discuss their answers if they are different.
- 2 Students complete the sentences as if they were their partner. When they compare the result clauses, they must justify their sentences, e.g. *If you could change your job, you'd be a teacher because you're really good with children.*
- 3 Students use the conditions to make questions and do a survey, e.g. *If you could change your job (or studies) what would you do?* They can do this by mingling or by asking their partner for responses and reporting back in feedback.

## 8B Third conditional; *should have* + past participle

 Photocopiable activity on p.199

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

Put students into pairs and give each student one of the sheet grids. They shouldn't show the grids to each other.

Explain that they're going to have short conversations based on the prompts in the grids and using the third conditional or *should have* + past participle. Elicit some examples. The first student chooses a comment from the grid and tells it to their partner. The partner gives their opinion using *You should* / *shouldn't have* ... and a reason. The first student must then defend what they said by giving an explanation using the third conditional. Give an example:

**A:** *I didn't eat any breakfast this morning.*

**B:** *You should have eaten some breakfast. You need the energy in the morning.*

**A:** *If I'd eaten breakfast, I would have been late for work/school.*

Remind students of the verb forms used in third conditionals.

Students take it in turns to start the conversations. Monitor and note down examples of good language use and common errors to focus on in feedback.

As a class, ask for examples of the conversations and the best excuses or defences.

### VARIATION

Students choose a comment without telling their partner what it is. They then write a condition for it, but without repeating any of the key words in the comment. Their partner must guess which comment they're referring to. For example, the student writes: *If I hadn't, I wouldn't be so tired this morning* to elicit the comment: *I worked until midnight last night.*

## 9A Relative clauses

 Photocopiable activity on p.200

You will need one sheet and a dice for each pair or small group of students.

Divide the class into pairs or small groups and give each pair or group a sheet and a dice.

Explain that students take it in turns to throw the dice. When they land on a square, they have to talk about that topic for 20 seconds. They must try to use relative clauses to add extra information or to make more complex sentences. If a student stops before 20 seconds, they have to move back one square. Students should note down any mistakes they hear and check during feedback.

Elicit and write up some examples of relative clauses with *who/which/where/that*. Give an example, e.g. 'something that excites you': *Something that really excites me is the preparation for Christmas. Christmas is a holiday which I really enjoy. What I like about it is all the bright lights in the shops and streets and the fact that people who are usually bored and complaining look so happy!*

After the game, ask for examples of sentences the students made during feedback.

### FAST FINISHERS

Fast finishers can discuss the topics on the sheet that they haven't already talked about.

## 9B Reported speech; reporting verbs

► Photocopiable activity on p.201

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

Put students into pairs and give each student the A or B half of the sheet. They mustn't show their partners their sheet.

Explain that both students have versions of a conversation between Dean and Anna, but there are several differences between them. They have to report to each other what Dean and Anna said to find the differences, without looking at each other's text.

Elicit and write up verbs students can use, e.g. *say, tell, ask, think*, etc. and elicit some examples of ways to report what someone has said, e.g. *Dean asked Anna what time she was going to finish work; Anna said she was going to finish work at 8:30.*

Students do the activity, then compare their conversations to check. Monitor and note down examples of good language use and common errors to focus on during feedback.

### Answers

**Dean:** Hi, Anna. I'm calling about our arrangements for this evening.

**Anna:** Yes. We're meeting at 7:30 / 7:00 and going to see the film / play which starts at 8:00 / 7:30. Is that right?

**Dean:** Yeah. That's what we arranged, but unfortunately I've got a problem.

**Anna:** What's that, Dean?

**Dean:** I won't be able to leave work until 7:00 / 7:30 because I have to finish a report / talk to my manager.

**Anna:** OK. So, what time shall we meet?

**Dean:** Well, I've been feeling ill today too. I think I've got flu / I have to fly to Paris later tonight.

**Anna:** So, are you phoning to cancel?

**Dean:** Yeah, that's right. I'm really sorry, Anna.

**Anna:** That's OK. I had a feeling you might need to cancel, so I've arranged to go with Josh / Ethan. He wants to see the film / play, too. We've booked a table at a restaurant for a meal afterwards / before the play.

**Dean:** Oh! OK. I'll ring you in a couple of days when I'm feeling better / week when I'm back in London.

**Anna:** Don't bother. You should be more careful. I saw your text / email to Beth / Jodie on her phone / computer this afternoon when we were having a coffee break / working together. I think we're all having a meal in the same restaurant at the same time. Enjoy!

## 10A Modals of deduction

► Photocopiable activity on p.202

You will need one sheet for each student or pair of students.

Divide the class into pairs and give each student or pair a sheet. Explain that students have to write three speculations for each picture using *must, can't* and *could/might + have done*. Elicit and write up some examples of deductive modal sentences.

Ask students to think of as unusual speculations as possible because the winners of the game will be the students with the most unusual ideas – or ideas that no one else has thought of.

In small groups, students write their speculations individually or in pairs. After each picture, they read them out in class and students vote for the most original set of deductions. Keep count of the points.

In big classes, students write sentences individually. Then in groups of six, they take it in turns to read out their sentences for each picture. After each picture they vote as above.

### VARIATION

Use only the pictures and cut up a set for each small group. Students turn over the first picture and take it in turns to make speculations. They get a point for each grammatically correct speculation they make. When students run out of ideas, they move on to the next picture. The student with most points at the end wins.

### EXTRA ACTIVITY

Students work in pairs or small groups and show each other some photos on their phones. They make deductions about each other's photos. The owner confirms and/or gives further details, e.g. *A: You must have taken this photo on your holiday. B: Yes, that's right, it was when I went to Ireland last year.*

## 10B Wishes and regrets

► Photocopiable activity on p.203

You will need one sheet for each student.

Divide the class into small groups and give each student a sheet. Explain that students should write two wishes or regrets about each topic. The sentences must be about different times, i.e. if the first is about the past, the second should be about the present or the future. Elicit examples of wishes in different tenses and write them on the board.

Go through the topics on the worksheet and tell students that their sentences can be anything related to the topic, e.g. for 'your house': *I wish I'd had a bigger room when I was a child and that I hadn't needed to share a room with my sister! or If only I could live in the city centre. It would be much closer to my job.*

After writing their sentences, students read their wishes and regrets to the group. The other students in the group give advice, e.g. *You should have asked your parents for a room of your own; You should find a better job so you can afford to rent a flat in the city centre*, etc. The student who shares their wish/regret chooses the best advice and writes the initials of the person who gave it on the worksheet. At the end of the activity, the person whose initials appear most often is the winner.

### VARIATION

Students take it in turns to make wishes or express regrets on behalf of famous people. They mustn't repeat the same wish as someone else in the group.

## VOCABULARY

### 1A Character adjectives

► Photocopiable activity on p.204

You will need one activity sheet for each student.

In Activity A, students work individually or in pairs to circle the words and add the missing letters. You could make it a race and set a time limit, e.g. three minutes, and call out the time every 30 seconds. Conduct feedback, correcting any pronunciation errors.

#### Answers

respected, inspiring, determined, motivated, stubborn, loyal, passionate, self-confident, optimistic, sensitive, ambitious, arrogant, naive.

For Activity B, you could do the first sentence together as an example, then students work individually and compare answers in pairs. Check answers as a class.

#### Answers

1 sensitive 2 loyal 3 stubborn 4 respected  
5 self-confident 6 arrogant 7 ambitious 8 passionate  
9 inspiring 10 determined 11 motivated 12 naive

Demonstrate Activity C. Remind students that the person answering must not look at their sheet. If necessary, give them two minutes to study the answers before they practice. They swap roles after six sentences. Monitor and help as necessary.

Ask students to look first at the examples in Activity D, then complete the 'Me' column about themselves. Then ask students to find two different students to interview, and to write their ideas in the table. Monitor, and at the end ask students which answers they found interesting. Give feedback on the language used.

### 1B Trying and succeeding

► Photocopiable activity on p.205

You will need one sheet for each student.

For Activity A, you could write the first sentence on the board as an example. Elicit the answer and add *give* in the sentence on the board. Students continue individually or in pairs. Check answers as a class, and deal with any problems.

#### Answers

1 It's easy to give up smoking ...  
2 If you go on a diet, it's almost impossible to keep it up ...  
3 Everyone should have a go at making their own bread.  
4 If you make a real effort to do something ...  
5 If you manage to listen to some English every day ...  
6 ... you should always try it out before you make your decision.  
7 If you start a new job and it doesn't work out ...  
8 ... make a revision timetable and keep to it.

Look at the first sentence in Activity A together, and ask students if they agree, disagree or partly agree with the statement and why. Then give students a few minutes to think about their answers before putting them in groups to discuss their ideas. Monitor and note any errors to deal with at the end.

For Activity C, students note down their reasons. Monitor and help as necessary.

Divide the class into small groups for Activity D. Explain that students are going to take turns to read out a question. The other students take turns giving reasons until they can't think of any more. Point out that they mustn't repeat an idea. They get a point for each new idea. At the end, see who had the most points.

### 2A Expressions with get

► Photocopiable activity on p.206

You will need one activity sheet for each student.

You could do the first sentence in Activity A with the class as an example, then students continue reading the sentences and decide if they're positive or negative. They then compare answers in pairs before you check answers.

#### Answers

1 P 2 P 3 N 4 N 5 P 6 N 7 N 8 P 9 P 10 N

Tell students to fold their sheets for Activity B so they can't look back at Activity A. Do the first sentence as an example, then give students a few minutes to read the advice and add the missing words. Monitor and help as necessary. With a weaker class, you could write the missing words on the board for students to choose from. Check answers with the class, or get students to compare with a partner first.

#### Answers

1 get rid of them 2 don't get involved 3 get a waiter's attention 4 getting on your nerves 5 get your message across  
6 aren't getting anywhere 7 get straight to the point 8 get over a disappointment 9 get the feeling 10 get through an exam

For Activity C, divide the class into groups of three or four students. Give them time to think about their answers and then ask them to discuss each sentence in turn. The answer may not be a straightforward 'good' or 'bad', and you should encourage students to explain exactly the circumstances in which statements could be interpreted in a positive or negative way. Monitor the discussions. At the end, you may wish to take feedback on both the students' ideas and their use of language.

### 2B Animals and the environment

► Photocopiable activity on p.207

You will need one sheet for each student.

Students read the questions in Activity A and think about their answers individually. Then they compare with a partner before checking with the class. If necessary, drill the pronunciation of the target items.

#### Answers

1 chair 2 country 3 cream 4 speak 5 line  
6 late 7 teacher 8 sugar

For Activity B, tell students to fold their sheet so that they see only one set of questions, A or B. Put the students into A and B pairs. When they are working on their own questions, monitor to check that they are getting the answers correct before moving on.

#### Answers

1 No 2 Yes 3 No 4 Yes 5 No 6 Yes 7 Yes 8 No  
1 Yes 2 No 3 Yes 4 No 5 Yes 6 No 7 Yes 8 No

For Activity C, ask pairs of students to sit facing each other. Set a time limit. Only the student asking the questions can look at the sheet. They must answer the questions quickly – if a student can't answer in two or three seconds, their partner should move on to the next question. At the end, see who got the most correct answers.

In Activity D, read the question and elicit some ideas from the class. Divide the class into small groups to discuss ideas. Make sure students write down all their suggestions. This will help when they compare their ideas with another group. Put groups together and ask them to compare ideas. Monitor while they are talking and take feedback as a class.

### 3A Ability and achievement

► Photocopiable activity on p.208

You will need one sheet for each student.

For Activity A, do the example on the board, eliciting the sentence from the class. Point out that there's an extra word they don't need to use. Students then reorder the sentences individually or in pairs.

#### Answers

- 1 My cousin is brilliant at speaking in public. (in)
- 2 Doctors need to be skilled at dealing with people. (able)
- 3 You have to be able to type very quickly. (for)
- 4 Claire has an obvious talent for photography. (brilliance)
- 5 My sister is outstanding at everything she does. (for)
- 6 Marc does have the potential to go very far. (at)

For Activity B, put students into pairs and assign A and B roles. Ask them to cover their partner's eight sentences. Individually, students complete their sentences. Then they work with their partner and check the missing words.

For Activity C, students check each other's answers and take turns to discuss the completed sentences from Activity B. Make sure that they give reasons for their opinions. Take feedback as a class.

### 3B Words connected with sport

► Photocopiable activity on p.209

You will need one sheet for each student.

Cut off the Student A clues for half of the copies, and the Student B clues for the other half, so that each student has one set of clues and the crossword.

Divide the class into Groups A and B, and hand out the activity sheets. In each group, students work in pairs to complete half of the crossword by reading their set of clues. Monitor and help where necessary. Check answers with each pair to avoid mistakes in the next stage.

#### Answers

##### Across

- 1 athletic 2 professional 7 referee 8 record 9 training  
10 champion 12 spectator 15 victory 16 competitor  
17 represent

##### Down

- 1 athletics 3 award 4 championship 5 cheer 6 lead  
11 pitch 13 trainer 14 compete

Reorganise students into A and B pairs, facing each other. Make sure they don't show each other their activity sheets. Students take turns to read the clues to each other and complete the crossword. Monitor and note any errors which you can deal with at the end.

### EXTRA ACTIVITY

Write these words on the board:

*victorious, victory, perform, athlete, athletic, competition, compete, competitor, champion, championship, professional, represent, referee, award, spectator.*

Students work in small teams to produce the correct pronunciation of the items, focusing on both sounds and word stress. Give teams two minutes to agree, then bring the class together.

Ask a student from the first team to choose one word to pronounce. The rest of the class decides if it is correct or not; if it is, they win a point and if not, the word is thrown over to the next team. Conduct this game at a lively pace. You can use this activity to revise the pronunciation of other vocabulary items.

### 4A Cause and result

► Photocopiable activity on p.210

You will need one activity sheet for each student.

For Activity A, put students in pairs. Ask them to match the sentence halves. Check answers with the class. Then ask students to take turns reading out the beginning of a sentence for their partner to complete.

#### Answers

- 1 d 2 f 3 a 4 h 5 b 6 c 7 i 8 g 9 e

For Activity B, tell students to read through the points in the agenda first and check they understand each one. Then give them a few minutes to think about the statements and write their sentences using the prompts in the box. They can use each sentence beginning more than once, but encourage them to use as many as possible over the different statements. Monitor and help as necessary.

When you are happy that everyone has something to say about some of the statements, divide the class into small groups for the discussion. Encourage them to use the sentence beginnings in the box and then continue discussing a topic if it interests them and they have more to say. Students decide as a group when to move on to the next point. Move round and monitor the discussion and give feedback at the end on their ideas and language use.

### 4B Talking about difficulty

► Photocopiable activity on p.211

You will need one sheet for each student.

For Activity A, give students several minutes to complete the activity. If students find the task difficult, put them in pairs to help each other, or give them the first missing vowel (when there is more than one) as a further clue. Check answers with the class, as well as the pronunciation of some of the more difficult items, e.g. *awkward, straightforward* and *delicate*.

#### Answers

- 1 strict 2 awkward 3 tough 4 tricky 5 challenge  
6 gruelling 7 punishing 8 demanding 9 straightforward  
10 stretch 11 delicate 12 testing

For Activity B, tell students to read the mini-dialogues once. Do an example with the whole class. Read the exchange with a student and elicit ideas to explain *My*



father was very strict. For example, he didn't let me stay out late, he made me do my homework every night, etc. Put students in pairs to think of ideas for each mini-dialogue and write them down.

For Activity C, put students in different pairs. They practise acting out the dialogues taking it in turns to be A and B. At the end, encourage them to share any different ideas that they had.

Divide the class into groups of three or four for Activity D. Do an example and point out that there are various possible answers, e.g. a three-hour driving test can be tough, tricky, demanding, etc. Set a time limit of five minutes for the students to discuss the situations. Take feedback as a class.

## 5A Adjectives describing attitude

▶ Photocopiable activity on p.212

You will need one sheet for each student.

Focus students on Activity A. Ask students to complete the sentences with the words in the box. Point out that they need to change the form. Do an example with the class. Students can work individually and then compare their answers before class feedback.

### Answers

- 1 unreliable
- 2 thoughtful
- 3 unrealistic
- 4 critical
- 5 disorganised
- 6 competitive
- 7 unsympathetic
- 8 irresponsible
- 9 cautious



### EXTRA ACTIVITY

Put students into pairs and ask them to test each other. They take turns to read out a sentence from Activity A and say the correct adjective without looking at their sheet. Monitor and check pronunciation.

Students underline the stressed syllables in Activity B. Check answers and drill the words if necessary.

### Answers

- 1 uncritical
- 2 ambitious
- 3 thoughtless
- 4 optimistic
- 5 reliable
- 6 uncompetitive
- 7 sympathetic
- 8 responsible
- 9 organised
- 10 realistic
- 11 unadventurous
- 12 pessimistic

For Activity C, ask students to look at the first description and decide what kind of person is needed to do the job well, using the adjectives from Activity A and B. Encourage them to think of attitudes which would not be appropriate for each job. Give students a few minutes to work through the descriptions and note down the adjectives. Monitor and help as necessary.

When most students have finished, ask them to form small groups to compare their ideas. They may need to say: *They need/have to be ...; They shouldn't be ...; They can't be ...*. Monitor and, at the end, invite students to summarise their conclusions for one of the jobs.



### FAST FINISHERS

Fast finishers could think of more jobs for which the personality adjectives in Activities A and B would be particularly desirable/undesirable.

## 5B The natural world

▶ Photocopiable activity on p.213

You will need one sheet for each student.

For Activity A, ask students to find the collocations and insert the missing letter. You could set a time limit of one minute and make this a race. Take feedback as a class, using the board to highlight the missing letters.

### Answers

solar energy, global warming, climate change, rough weather, environmentally friendly, the Earth's atmosphere, fragile environment, carbon footprint

Put students into pairs to complete their headlines in Activity B. Make sure they can't see their partners' headlines or the words in Activity A. When they have finished, they take turns to read a headline and check their answers. Monitor and note any errors to deal with at the end, and also drill any words if needed.

Activity C focuses on the meaning of individual words in the collocations as well as two-word collocations. Ask students to work in pairs and race to match words from Activity A to the clues. Check answers when the time is up.

### Answers

- 1 global
- 2 climate
- 3 solar
- 4 the environment
- 5 Impact
- 6 carbon footprint
- 7 fragile
- 8 the atmosphere
- 9 energy
- 10 environmentally friendly



### EXTRA ACTIVITY

Ask students to look again at the headlines in Activity B. With a partner, they should choose one headline to discuss and expand. They may wish to make the headline suitable for the place where they are studying, e.g. a local airport.

## 6A Travel and tourism

▶ Photocopiable activity on p.214

You will need one activity sheet for each student.

Cut off the *down* clues for half of the copies, and the *across* clues for the other half.

Divide the class into Groups A and B. Give the students in Group A a crossword with the *across* clues, and the students in Group B a crossword with the *down* clues.

In their groups, students work in pairs to complete half of the crossword. Monitor and check answers as you do so. Students will need to know the answers to do the next step.

Reorganise students into A and B pairs, facing each other. They read their clues to each other so they can complete the crossword. Monitor and encourage students to help their partners with further clues if needed.

At the end, pairs can compare answers and you can then deal with any problems as a class.

### Answers

- Across:** 1 studio 5 unique 10 remarkable 12 stop over  
13 terrace 14 terminal 15 astonishing 16 stunning  
17 exotic  
**Down:** 2 dramatic 3 turn up 4 outskirts 6 memorable  
7 breathtaking 8 lobby 9 venue 11 impressive  
12 superb

## EXTRA ACTIVITY

This activity could work well with a group who all come from the same country and town. Dictate the following list:

- something unique in your town or country
- a restaurant with a terrace
- a place with breathtaking views
- an area or a place on the outskirts of your town
- a very impressive building
- a superb place to visit in your town or country
- a part of your country with some dramatic scenery
- a well-known venue for events in your town

Ask pairs or small groups to write down an example for each of the above. They then find a partner from a different group and say their examples in random order, e.g. *The Prado Museum*, and their partner must say the description, i.e. *a superb place to visit*.

## 6B Verbs describing change

► Photocopiable activity on p.215

You will need one sheet for each student.

For Activity A, students work individually to complete the sentences. When you check the answers, remind students of the different stress in *increase* as a noun and *increase* as a verb.

### Answers

- 1 deterioration
- 2 increase
- 3 lost
- 4 preservation
- 5 disappearance
- 6 decline
- 7 revival

For Activity B, students work individually or in pairs to underline the nouns and phrases that can be used with each verb. When you check the answers, elicit the following differences: *decrease* describes something becoming less (usually in numbers), *decline* can describe something becoming less (in numbers) or generally weaker, e.g. health, the economy. *Decline* also overlaps with *deteriorate* (= get worse): someone's health can decline and deteriorate, but the weather can only deteriorate (it can get worse but not weaker).

### Answers

- 1 The price of food, The rate of inflation
- 2 These traditions, old buildings
- 3 all three are correct
- 4 all three are correct
- 5 Their traditional way of life, This particular species
- 6 certain customs, the company
- 7 The temperature, Crime
- 8 all three are correct

Activity C is probably best done in groups as it is quite challenging. Monitor and help, and make a note of language use for feedback. Once the groups have come up with some ideas, ask students to find a new partner to share the ideas with. At the end, you could also use some of these ideas for class discussion.

## 7A Describing life in cities

► Photocopiable activity on p.216

You will need one sheet for each student.

Put students into pairs for Activity A. Ask students to read the words in the circle but don't check meaning yet. Give

students two minutes to write the collocations. Check answers as a class and drill the collocations.

### Answers

traffic congestion, parking spaces, public transport, air pollution, residential area, urban development, quality of life, local residents

Students work individually or in pairs to complete the sentences in Activity B. Tell students to skim the text to get the gist before they complete it. Take feedback as a class.

### Answers

- 1 residential area
- 2 urban development
- 3 traffic congestion
- 4 air pollution
- 5 local residents
- 6 public transport
- 7 parking spaces
- 8 quality of life

For Activity C, give students time to think about their answers. In a monolingual situation in the students' home country, you could use the questionnaire as the basis for a class survey. Divide the class into two or three groups. Each student should interview several different students within their group, making brief notes of their answers. They then share their findings with a student who interviewed a different set of people. At the end, bring together the main points in an open discussion. With a multilingual class, students could use the questionnaire to find out about other students' home environments and compare with their own. Monitor while students are talking in groups. Then invite students to summarise their ideas for the whole class.

## 7B Film and TV; Houses

► Photocopiable activity on p.217

You will need one activity sheet for each student.

For Activity A, students work individually or in pairs. Give the class a time limit (at least two minutes) to write as many words as they can. Alternatively, the race stops as soon as the first student or pair of students finishes. The winner is the student (or pair of students) to write the most words, or finish first.

### Suggested answers

- 1 cottage, detached, semi-detached, terraced house, bungalow
- 2 basement, cellar
- 3 attic
- 4 passage
- 5 terrace
- 6 chimney
- 7 fence/wall

For Activity B, put students into A and B pairs. Tell them to cover their partner's table.

Point out that the tables contain six words each which the students need to explain to their partner. Give students a few minutes to think about definitions or descriptions for their words. Students could work in AA/BB pairs to prepare for the next task.

For Activity C, put students into A and B pairs, facing each other. They take turns to ask their partner for a description. If a student doesn't know the answer, they can ask for a further explanation. Monitor and note any errors to deal with at the end. When they have finished, they can compare their tables.



### EXTRA ACTIVITY

Vocabulary tennis is played in pairs. Student A makes up a sentence using one of the vocabulary words on the sheet, e.g. *I'd like to live in a cottage by the sea.* Student B then has five seconds to reply with a sentence of their own using the same word. Monitor and note any errors to deal with at the end.

## 8A Money and finance

► Photocopiable activity on p.218

You will need one sheet for each student.

For Activity A, ask students to match the phrases and compare answers in pairs. Then check answers as a class. Point out that the verb *earn* can also be used with both *a living* and *an income*.

### Answers

- 1 make a living
- 2 put aside savings
- 3 donate money to charity
- 4 interest rate
- 5 debit an account
- 6 finance a project
- 7 award someone a grant
- 8 pay off a debt

For Activity B, ask the students to read the text once and notice the phrases from Activity A. Then put students into pairs to answer the questions in the quiz. Give them a time limit of three minutes or challenge the students to a race; the first pair to find the answers wins. Check answers as a class.

### Answers

- 1 \$2,940
- 2 £4,000
- 3 €800
- 4 £71,000

In Activity C, students work individually to complete the sentences. Ask them to compare answers in pairs before checking answers as a class.

### Answers

- 1 paying off
- 2 finance
- 3 donate
- 4 budget
- 5 award
- 6 putting aside
- 7 pay off
- 8 make

Divide the class into groups of three or four students for Activity D, and give them a couple of minutes to think about their answers before they talk about the statements. Monitor the discussions and make notes for language feedback.

## 8B Crime

► Photocopiable activity on p.219

You will need one sheet for each student.

For Activity A, tell students to fold the sheets between the A and B questions. Put students into A and B pairs. Students complete their four sentences. Allow students to use their books or a dictionary if they can't remember the words. Then in pairs they take turns to test each other. Student A reads the prompt, e.g. *Someone who steals things is a ...?* for Student B to say the word. Encourage students to give extra clues if their partner is struggling.

### Answers

- A:** 1 thief 2 shoplifter 3 burglar 4 cheat  
**B:** 1 liar 2 robber 3 murderer 4 kidnapper

For Activity B, students decide in pairs how serious each crime in Activity B is. Point out that they should talk about the crime not the person. Elicit the names of the crimes first (*theft, shoplifting, burglary, cheating, lying, robbery, murder, kidnapping*) and write them on the board. Give students a few minutes to rank each crime, giving reasons for their opinions. Invite pairs of students to compare their opinions in groups of four. Elicit feedback from the whole class.

For Activity C, tell students to fold their paper between the two texts. Divide the class into A and B groups. Ask them to complete their texts and compare with someone who has read the same text. Allow a few minutes for the students to retell the story with someone who read the same text before you put them into A and B pairs. Monitor as the students share their stories and note any points to bring up in feedback at the end.

### Answers

- 1 stolen
- 2 theft
- 3 arrested
- 4 court
- 5 guilty
- 6 sentenced
- 7 burgled
- 8 broken into
- 9 burglar / suspect
- 10 arrested
- 11 stole
- 12 witnesses

Put students into small groups for the discussion in Activity D, but give them several minutes to think about the questions. Let them spend as much time as they wish on each question, but bring the discussion to an end before it loses momentum. Elicit feedback from the whole class.

## 9A Health

► Photocopiable activity on p.220

You will need one sheet for each pair of students, cut in half. Put students into pairs and give out one A or B sheet to each student. Individually, they complete definitions 1–10 on their sheets. Monitor and help with vocabulary as necessary.

Tell students to work together and say each of the 10 definitions, but not the words in italics on their sheet. If their partner can correctly guess the word in italics which is being defined, they win one point.

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

### Answers

#### Student A

- 1 healthy/better/well
- 2 consciousness, down/over
- 3 throat, cold
- 4 better/well
- 5 illness
- 6 shake, ill/sick/unwell, cold
- 7 pain, strong/serious
- 8 dark/blue/black/purple, body/skin, hit/hurt
- 9 illness
- 10 turning/spinning/moving, fall over/fall down

#### Student B

- 1 body/skin, wound/cut
- 2 hitting/knocking
- 3 injury
- 4 after, ill/sick/unwell
- 5 body, using/stretching
- 6 nose, control
- 7 lose, hot
- 8 care/attention/treatment, illness
- 9 lighter
- 10 virus



### EXTRA ACTIVITY

Put students into A and B pairs. Explain that they are going to mime words for their partner to guess. Demonstrate by miming the word *cough*.

Make a copy of these words to give to each student.

**Student A:** *faint, shiver, bump your leg on something, your back is aching*

**Student B:** *pass out, sneeze, dizzy, lose consciousness*

## 9B Verbs describing thought and knowledge

► Photocopiable activity on p.221

You will need one sheet for each student.

For Activity A, students work individually to reorder the sentences and compare answers in pairs.

### Answers

- 1 I always make sure that I bring a dictionary to class.
- 2 I doubt that I'll go to an English-speaking country this year.
- 3 I've no idea what the longest word in English is.
- 4 I assume that I'll be able to study English next year.
- 5 I estimate that I will need two more years to speak English well.
- 6 I've come to the conclusion that English is not hard to learn.
- 7 I wonder if I will ever pronounce all English words correctly.
- 8 I wasn't aware that English is the main language in Singapore.

In Activity B, give students a few minutes to read the sentences in Activity A and decide if they relate to them. Encourage students to change the sentences in order to make them true for themselves. Point out that they may need to change the sentences in different ways to make them true, e.g. 'I am going to an English-speaking country this year.' Put students into pairs to compare their ideas. Take feedback as a class.

Start Activity C by asking students which travel websites they use and for what. Then ask them to read and complete the reviews. Monitor and help as necessary before taking feedback as a class.

### Answers

- 1 realised / was aware 2 wasn't aware / hadn't realised
- 3 wonder 4 (had) assumed
- 5 didn't have any idea / had no idea 6 make sure 7 estimated
- 8 doubt 9 came to the conclusion / realised

### EXTRA ACTIVITY

Put students into pairs and ask them to write a short review of a hotel, restaurant or a café they both know. Encourage them to refer to Activity C for ideas and language to use. Divide the class into small groups, splitting up the previous pairs of students. Ask students to share their reviews and agree or disagree with each other.

## 10A Adjectives with prefixes

► Photocopiable activity on p.222

You will need one sheet for each student.

For Activity A, students rewrite the words with the missing vowels, then compare with a partner before you check answers as a class.

### Answers

- 1 possible 2 legal 3 fortunate 4 patient 5 satisfied
- 6 formal 7 expected 8 polite 9 relevant 10 successful
- 11 believable 12 experienced 13 responsible 14 regular

In Activity B, ask students to read the first mini-dialogue and find the appropriate adjective in Activity A (*possible*). Point out that they need to use the opposite of each adjective, e.g. *impossible*, and that in some cases there is more than one possible answer. Give students a few minutes to complete the task. Monitor and help as necessary, and check the answers. Then put students into pairs to practise the dialogues. They take it in turns to be A or B and encourage them not to look at their sheet when they are speaker B.

### Answers

- 1 impossible 2 unexpected 3 inexperienced 4 informal
- 5 unfortunate/unlucky 6 impolite
- 7 unsuccessful 8 impatient 9 illegal 10 irregular
- 11 irresponsible 12 dissatisfied/unhappy 13 irrelevant
- 14 unbelievable/incredible

For Activity C, divide the class into pairs or small groups. Ask them to read the situations and choose an appropriate adjective for each one. Encourage them to give reasons for their choices. In most cases there is an obvious answer to these situations, but encourage students to consider other possibilities.

### Suggested answers

- 1 inexperienced 2 formal 3 illegal/irresponsible
- 4 impolite/unfortunate 5 unbelievable/incredible
- 6 unfortunate 7 successful/fortunate 8 illegal/irresponsible

## 10B Verbs of effort

► Photocopiable activity on p.223

You will need one sheet for each student.

For Activity A, students reorder the sentence beginnings and then compare with a partner. Check the answers before telling them to extend the sentences using *because*. Monitor and check that they are producing logical extensions. Invite students to read out sentences for the whole class.

### Answers (with possible sentence endings)

- 1 I was forced to give up football because of injury.
- 2 We have to tackle the problem now because it will only get worse.
- 3 I need to work on my accent because people find me hard to understand.
- 4 We can go ahead with the plans because we have all the information we need now.
- 5 We can't overcome this problem because it's too big for us.
- 6 She couldn't cope with the children because she wasn't feeling well.
- 7 I want to try out some new recipes because I've got some friends coming to stay with me.
- 8 We must get on with the game because there's not much time left.

Put students into pairs to complete the book titles in Activity B and discuss which they find interesting and why. Elicit ideas from the class. Explain that *we can tackle this problem* and *we can overcome this problem* are very similar in meaning, but with *tackle* the focus is on making a determined effort to deal with it; with *overcome* it is simply on being successful at dealing with it.

### Answers

- 1 overcome / cope with 2 get on with 3 Work on 4 try out
- 5 tackle 6 give up 7 cope with 8 go ahead with

For Activity C, divide the class into small groups and ask them to read the prompts and note down their ideas. Monitor the discussions and conduct feedback at the end, eliciting different ideas from the whole class.



## WORDPOWER

### Unit 1 *make*

► Photocopiable activity on p.224

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

Put students into A and B, and C and D pairs. Give each student a set of questions, and explain that they are going to interview a partner.

Students interview each other and make brief notes of the answers. In feedback, students tell the class anything interesting they have learned about their partners.

Encourage students to follow up their answers by asking their partner *and you?* or *how about you?*

Put students into different pairs (e.g. A and C, B and D) to interview each other, or ask students to continue in the same pairs but exchange questions with another pair of students.

#### EXTRA ACTIVITY

In small groups, students think of questions to ask another group of students – or the teacher!

### Unit 2 *face*

► Photocopiable activity on p.225

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

Tell students they are going to tell each other anecdotes, but that not all of them will be true.

Put students into pairs and give them a set of prompts. Students place the strips of paper face down on the table between them. Student A picks up a strip, reads it, and tells an appropriate story. The story can be true or made up, but students should be encouraged to make the made-up stories as believable as possible. Students should speak for about a minute, and their partners should ask questions to get further information. Student B then has to guess whether the story is true or false. If Student B guesses correctly, they 'win' the strip of paper. If incorrect, Student A keeps the strip of paper. The process is repeated with Student B picking a strip of paper, and Student A guessing whether the story is true or false.

The winner is the student with the most strips of paper at the end of the activity.

#### VARIATION

Cut the sheet in two and give half to each student. They choose which anecdote to tell first, and points are awarded instead of actually winning the strips of paper.

### Unit 3 *up*

► Photocopiable activity on p.226

You will need one sheet for each pair of students, cut into 24 pieces.

Divide the class into groups of three or four students and give them a set of cards. Ask them to place the cards face down on the table. They take turns to pick up two pieces and see if they match. If they do, they keep the sentence

and play again. If they don't, they put the cards face down again and the next student has a turn. At the end, the student with most cards/sentences wins.

#### EXTRA ACTIVITY

In pairs or groups, ask the students to think of their own examples for each multi-word verb with *up*. Elicit examples from the whole class.

### Unit 4 *as*

► Photocopiable activity on p.227

You will need one sheet for each student.

Students work alone to complete the sentences according to what they think about the class, studying English, etc.

They then mingle as a group and try to find other students who share their ideas. Encourage them to discuss their opinions briefly.

Conduct feedback to find out the most popular/interesting/strange ideas.

#### VARIATION

If the class is too small for mingling, students can complete the sentences as above, but compare and discuss ideas in pairs or groups of three.

### Unit 5 *side*

► Photocopiable activity on p.228

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

Each student has a short list of questions of general knowledge which include an expression with *side*.

The answers to the questions are provided in brackets. Students take it in turns to ask each other the questions.

Afterwards, they can discuss which facts/expressions they found the most interesting.

#### EXTRA ACTIVITY

Students work in pairs to come up with general knowledge questions to ask another pair of students or the whole class. They can use their books, dictionaries and/or their smartphones.

#### VARIATION

You could simply conduct the activity as an ordinary quiz to all the class.

### Unit 6 *out*

► Photocopiable activity on p.229

You will need one sheet for each student.

Each student works individually to complete the sentences for what classmates find easy/difficult, have done, etc. Tell students that they must write a sentence about all their classmates before they use a name for the second time.

Students then mingle as a group and ask each other appropriate questions to find out if their guesses were correct. For weaker/smaller groups, tell students to

complete fewer sentences. Monitor as they mingle. Set a time limit of 5–8 minutes and elicit feedback as a class.

## Unit 7 down

► Photocopiable activity on p.230

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

Students work in pairs and take it in turns to interview each other using their questions. Encourage them to ask follow-up questions: the aim is for them to have discussions rather than simply work through the questions. Monitor as the students discuss the questions and make notes on any points to go over with the whole class.

### NO-CUT VARIATION

Don't cut up the activity sheet. Put students into small groups to discuss the questions, then conduct feedback and hold a class discussion as above.

## Unit 8 take

► Photocopiable activity on p.231

You will need one activity sheet and two dice for each group of three or four students.

*Take a risk* is included in this activity, although it is not in the Student's Book. You may wish to elicit or pre-teach this.

Students take it in turns to roll the dice. The score tells them which *take* expression to use. They then ask one of their partners a question using the expression, e.g. *How seriously do you take your English studies? When did you last take a risk?* They write their question down. Other students in the group can ask follow-up questions. The next student then rolls the dice. If a student rolls the same number as a previous student, they must make a different question.

When everyone has asked five or six questions, they stop rolling the dice. Students take it in turns to read out their questions in the third person to a different partner, who has to try to remember how the first student answered the question, e.g. *How seriously does Maria take her English studies?*

## Unit 9 come

► Photocopiable activity on p.232

You will need one sheet for every four students, cut up into four pieces.

Hand out an equal number (or as close as possible) of A/B/C/D cards.

Students mingle and ask appropriate questions to 'find someone who ...' for each statement on their card. They write the name of that student in the appropriate space. They should also ask a further question to get extra details, such as when, where, etc., and these extra details should be noted in the space provided.

When the activity has finished, divide the class into A/B/C/D groups, and ask them to share their findings, e.g. *Marie finds it easy to come up with excuses for not doing her homework – yesterday she said that her little brother had hidden it. I don't know if the teacher believed her, though. Mark often comes across interesting newspaper articles because he reads the paper every day.*

### VARIATION

If the class is too small for mingling, put the students into A and B, and C and D pairs. Distribute the cards accordingly. Students then interview each other using appropriate question forms (*Have you ever ...*, *Do you often ...*, etc.). As above, encourage students to ask follow-up questions to get as much detail as possible.

## Unit 10 way

► Photocopiable activity on p.233

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

Students lay the cards face down in a pile on the table. The first student takes the top card and reads it out, completing the sentence in a logical way. Each other student then asks a follow-up question, for example:

A: *This year, one way or another, I will get my own flat.*

B: *Where will you live?*

C: *Where do you live now?*

The next student takes the next card, and so on until all the cards have been used.

Still in their groups, students lay the cards face down on the table again, but spread out. The first student takes a card at random. If it is a card they used previously, they replace it and take another one. The student then reads out the card, but instead of completing it for themselves, makes a statement about the student who had the card originally, e.g. *This year, one way or another, Yasmin will get her own flat. She wants to live in the centre of town, but now she lives in the suburbs with her family.* The original student will confirm whether the facts are correct.

### VARIATION

You will need one sheet for each pair of students, cut in half (so each student has eight sentences to complete). Each student numbers their sentences 1–8. Student A calls out a number, and Student B reads out and completes the relevant sentence. Student B then calls out a number for Student A. As above, encourage students to ask follow-up questions to get as much information as possible.

# PRONUNCIATION

## Introduction Phonetic symbols

► Photocopiable activity on p.234

You will need one activity sheet for each student.

Before they do the first exercise, refer students to the phonetic chart on SB p.176 and ask them which symbols are the same as alphabet letters and which are different. When they have finished, drill the words and the target sounds to help them associate the sound and symbol.

### Answers

/u:/ who, /ə/ teacher, /ɪə/ near, /eɪ/ late, /ɜ:/ shirt, /ɔ:/ walk, /ʊə/ tour, /ɔɪ/ boy, /əʊ/ coat, /ɪ/ chip, /æ/ man, /ɪ/ but, /i/ happy, /ɑ:/ part, /ɒ/ got, /eə/ hair, /aɪ/ fine, /aʊ/ now, /tʃ/ chair, /dʒ/ job, /θ/ think, /ð/ the, /ʃ/ shoe, /z/ television, /j/ yes, /ŋ/ sing

For Activity B, write this sequence of phonetic symbols on the board and ask students to pick out the word in the middle: /əʊzʌbədɔ:/ (/kʌbəd/ – cupboard)

Check understanding of the words in the list. Point out the example given in the grid. Ask students to find the phonetic script forms of the other words in the box in the grid. Remind them that words can be horizontal or vertical.

Students then compare with a partner.

Have a class discussion about why it's useful to know phonetic script and how students could use it as a learning tool, e.g. in dictionary work.

### VARIATION

For students who already know phonetic script quite well, ask them to cover up the words in the list and see if they can find ten words in the grid.

### Answers

ə	tʃ	i:	v	m	ə	n	t	ɔ:	e
u:	θ	ʌ	æ	h	m	z	z	v	g
n	b	p	s	ə	p	l	w	r	r
ə	ɪ	g	z	ɔ:	s	t	i	d	æ
v	h	k	ɪ	tʃ	k	n	p	ð	f
ɜ:	eɪ	p	t	l	i:	r	l	θ	ɪ
s	v	aʊ	ə	l	t	b	e	p	k
ɪ	j	ɔ:	l	ð	əʊ	ɪ	z	dʒ	s
t	ə	ɔɪ	θ	ɪ	ŋ	z	ə	aʊ	h
i	v	ð	ə	d	æ	m	ɪ	dʒ	d

## 1A Sounds and spelling: e

► Photocopiable activity on p.235

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

Put students into pairs to play Pelmanism. Spread the cards out face down. Students take it in turns to turn over two cards, saying the word each time, to try to find a sound match for the letter *e*. If the sounds match, they keep the cards. If not, or if they get the pronunciation wrong, the cards are turned over again.

As feedback, drill all the words.

### VARIATION

1 Put students into groups of three. Put the cards face down in a pile and turn over the first one. Student A says the word on the upturned card, then turns over another card and says that word. If the sounds match, Student A keeps both cards. Play then passes to Student B and so on. If a student says an 'e' sound wrongly, they put all their cards back to the bottom of the pile. Set a time limit, or continue until one student has collected all the cards.

2 Don't cut out the cards. Put students into groups of four. They go through the words from left to right, each student saying a word in turn. If a student says a word incorrectly, they are out. This needs to go at an increasingly fast pace! The winner is the last student left in.

### FAST FINISHERS

Fast finishers could see how many of the words they can use in a single sentence. It doesn't have to be true (or sensible), but it must be grammatically correct. Get some fast finishers to read their sentences to the class.

### Answers

/e/: accept, breath, desert, eleven, every, extra, friend, helpful, identity, leopard, remember, slept  
 /ɪ/: before, behave, desire, despite, determined, English, houses, longest, pretty, respect, revise, women  
 /ɜ:/: dessert, early, earn, earth, heard, her, learner, prefer, serve, university, verb, were

## 1C Rapid speech

► Photocopiable activity on p.236

You will need one sheet for each student and three dice for each pair of students (if necessary, they could roll one dice three times or use the dice app on their mobile devices).

Write the following sentence on the board: *You must do the last question.*

Ask students which sounds at the end of words are not pronounced (/t/).

Tell students to look at sentences 3–18 on their activity sheet and to mark all the final sounds which are not pronounced. Check and drill the sentences.

For Activity A, tell students to write down five sentences with decisions they need to make. Give plenty of examples, e.g. buying a new dress, choosing where to go on holiday, what to have for dinner, whether to see a friend tonight, etc.

Put students into pairs for Activity B. Following the instructions on the sheet, they take it in turns to read out their five problems and give advice by rolling the dice, e.g. **A:** *Shall I cycle to work tomorrow?*

**B:** (rolls 3 + 4 + 4 = 11) *Just make a decision!*

Students then swap partners and repeat.

Monitor and help as necessary. Make sure students are not sounding the final /t/ where appropriate.

As feedback, drill all the decision sentences again.

### Answers

- 3 You mus(t) think about tha(t) carefully.
- 4 You can'(t) be serious!
- 5 You ough(t) to ge(t) some advice from a friend.
- 6 Tell me the nex(t) decision you have to make – tha(t) one is too hard!
- 7 Sometimes you've go(t) to decide for yourself.
- 8 This is the firs(t) time I've heard something like this.
- 9 Do what you did las(t) time you were in this situation.
- 10 Someone mus(t) help you with this one.
- 11 Jus(t) make a decision!
- 12 If you can'(t) decide by yourself, how can I help you?
- 13 Do the firs(t) thing you think of.
- 14 This doesn'(t) seem to make any sense.
- 15 Sorry, but I can'(t) talk now.
- 16 My advice wouldn'(t) be very useful here.
- 17 Why didn'(t) you ask me before?
- 18 Sorry, but you mus(t) roll the dice again.

## 2A Sounds and spelling: g

► Photocopiable activity on p.237

You will need one activity sheet for each student.

Drill these /g/ vs /dʒ/ minimal pairs with the students:  
*egg – edge; bag – badge; again – Jane; goose – juice; go – Jo.*

Students follow the instructions for the first maze.  
Demonstrate by saying: After *guard* would the next word be *egg*, *edge* or *biology*? (*egg*). Weaker students could highlight the sounds before they begin. Monitor and help as necessary. Drill all the words with /g/ sounds at the end.

Repeat the procedure for the second maze.

### FAST FINISHERS

Fast finishers can try and make a sentence with as many of the sounds as possible, e.g. *In the magazine there is a picture of a big goat together with an exhausted mountain guide.*

### VARIATION

Students work in pairs, taking it in turns to identify and say the next word. So in the first maze, one student would say *guard*, then their partner *egg*, then the first student *bag*, etc. until they reach the end of the maze. You could make it into a race.

### EXTRA ACTIVITY

As a revision exercise in a later lesson, the students could make their own mazes by filling in a grid with words used in the activity sheet and getting other students to follow the path with either /g/ or /dʒ/ sounds.

### Answers

- 1 guard, egg, bag, forget, agree, go, together, goat, exist, garden, magazine, argue, guide, figure, ago, exhausted, big
- 2 giant, dangerous, juice, imagine, badge, generous, edge, joke, gymnastics, judge, enjoy, pyjamas, soldier, object, major, change, bridge

## 2C Tone in question tags

► Photocopiable activity on p.238

You will need one sheet for each student.

Ask students a tag question using a falling intonation, e.g. *People speak English in Canada, don't they?* Ask whether the intonation on the question tag goes up or down, and why.

(Down, because you are sure of the answer.)

Now ask another question, this time with rising intonation, e.g. *It isn't going to rain tomorrow, is it?* Elicit the same information. (Up, because it's a genuine question – you aren't sure of the answer.)

Read out some of the sentences from the flow chart without saying the tag question. Ask students to supply the correct tag. Tell them whether the tag intonation should rise or fall according to the arrows, then get them to repeat the whole sentence with the correct intonation.

Put students into pairs and give out the flow chart. Demonstrate the activity with a strong student. With weaker classes, go all the way through the flow chart; with stronger classes, just do a few turns. Students take it in turns to start. They can choose different directions in the flow chart. Monitor and help as necessary, making sure that they use the correct intonation on the tags according to the arrows in brackets. They can then repeat the activity with a new partner.

As feedback, drill all the tag questions.

### EXTRA ACTIVITY

Ask students to think of a different situation where people are asking each other questions and make their conversations using question tags. Ideas could be a marketing survey in a shopping centre, a job interview, a police officer talking to a suspect, speed dating, etc.

## 3B Word stress

► Photocopiable activity on p.239

You will need one activity sheet for each pair of students, cut up into 30 dominoes.

The words on the dominoes each fall into one of five stress patterns: ●●, ●●●, ●●●●, ●●●●● and ●●●●●●.

Revise syllables and word stress by writing words on the board and asking students to say how many syllables there are in each word and which one is stressed.

Put students into pairs. They each take 15 dominoes.

Demonstrate by putting a domino down, e.g.

training	forget
----------	--------

. Elicit what domino students could put down so that the two words next to each other have the same stress pattern, e.g.

training	forget	annoy	musical
remember	adverb	training	forget

.

Remind them that they can also set dominoes at right angles to each other.

If a student can't find a word or puts one down with the wrong stress pattern, the other player goes again. Monitor and help as necessary.

As feedback, get students to read out their lines of dominoes and check that there is matching word stress.



### NO-CUT VARIATION

Students could do this in pairs or small groups, or as a whole class.

Don't cut up the activity sheet. Give each student a sheet and get them to circle or highlight in different colours the words with the different stress patterns. Ask them to write a sentence with one of the words, e.g. *Maria is very passionate about her work.*

They mustn't show anyone their sentence. Students take it in turns to read out their sentences, but they mustn't say the word from the activity sheet – they just 'hum' it, emphasising the stress pattern: *Maria is very MMM-mm-mm about her work.*

The other students must say a word with the right stress pattern and which also makes sense in the sentence, so *unhappy* would be wrong because while it makes sense, it isn't the correct stress pattern; *negative* or *sensible* would be correct.

## 3C Sounds and spelling: Consonant sounds

► Photocopiable activity on p.240

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

Drill some minimal pairs with /b/ /p/, /g/ /k/ and /v/ /f/:  
*back – pack; could – good; beat – Pete; fine – vine; lab – lap;  
card – guard; leave – leaf.*

Put students into A/B pairs. Explain the activity. Student A reads a definition to Student B. Student B must first think of the correct word, then look at the list of words below the definitions on their own card and choose the one which makes the minimal pair:

**A:** *A small outside door to get to a field or garden.*

**B:** *gate – Kate?*

**A:** *Yes!*

Students continue, taking it in turns to ask each other questions. Monitor and help as necessary. To make it competitive, students could get one point for the correct answer and another point for the correct minimal pair (which must be pronounced correctly).

As feedback, drill all the minimal pairs.

### VARIATION

To make the activity more challenging, cut the list of words off the student cards, or get them to fold it over, and ask the students to come up with the minimal pair themselves.

## 4B Sounds and spelling: u

► Photocopiable activity on p.241

You will need one sheet, a dice and four counters for each group of four students.

Elicit the different ways the letter *u* can be pronounced, e.g. /ʊ/ *put*, /ʌ/ *run*, /ɪ/ *business*, /u:/ *superband*, /ju:/ *university*. Ask students, in pairs, to see how many words they can think of for each category.

Now put students into groups of four. Students take it in turns to roll the dice, go round the board and read the definitions to the person on their left. That person should answer with a word containing the letter *u*. If their partner cannot answer the question, or takes longer than about

30 seconds to think of an answer, play passes to the next student. Get one group to do a few moves to demonstrate the game. Monitor and help as necessary.

As feedback, drill all the answers.

### Answers

- 1 pullover /ʊ/ 2 punish /ʌ/ 3 business /ɪ/  
4 funny /ʌ/ 5 assume /ju:/ 6 super /u:/ 7 supper /ʌ/  
8 pudding /ʊ/ 9 united /ju:/ 10 subject /ʌ/  
11 unique /ju:/ 12 busy /ɪ/ 13 dull /ʌ/ 14 cushion /ʊ/  
15 rude /u:/ 16 accuse /ju:/ 17 sugar /ʊ/ 18 luck /ʌ/  
19 minutes /ɪ/ 20 June /u:/

### VARIATION

To make the game last longer, or if you don't have dice, students could spin a coin: heads = move one square, tails = move two squares. They could also play the game in pairs.

## 4C Contrastive stress

► Photocopiable activity on p.242

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

Revise the concept of contrastive stress with *not that* by saying these statements and getting the class to contradict you:

**T:** *English is difficult to learn.*

**S1:** *It's not that hard.*

**T:** *It's freezing outside.*

**S2:** *It's not that cold.*

**T:** *Our football team should win the next World Cup.*

**S3:** *We're not that good.*

Put students into groups of three and give each a set of cards – one for each student, and one group card (if there is a group of four, two students could share a card).

Students take it in turns to read the sentence on the group card. They all check the corresponding reply on their list of contradictions, including the student who read the sentence, and the student who has the appropriate response reads it out. You could demonstrate the first item as an example. Monitor and help as necessary. As feedback, drill all the sentences which contradict appropriately. Then get the students to turn over their cards and read out a sentence yourself. See if they can remember the answer.

### Answers

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

### EXTRA ACTIVITY

Students go through the wrong answers on their cards and think of sentences which would make them appropriate, e.g. for number 1: *The service was perfect. It wasn't that good.* or *That was a brilliant film! It wasn't that great.*

## 5A Sounds and spelling: th

► Photocopiable activity on p.243

You will need one sheet for each student.

Ask students to make two columns headed /θ/ and /ð/ in their notebooks. Dictate these words and get students to write them in the correct column according to the letters

th: *weather, sympathetic, seventh, father, month, together, something, therefore, Netherlands, enthusiastic*. Check understanding and drill the words.

#### Answers

/θ/: *sympathetic, seventh, month, something, enthusiastic*

/ð/: *weather, father, together, therefore, Netherlands*

Now focus on the words on the activity sheet and ask students to underline those which contain a /θ/ sound (*thick, earth, health, fourth, path, length, author, thought*). Check understanding and drill all the words.

Put students into pairs. They follow the instructions to copy the words from the list into their grids. They must check with each other so that their activity sheets are identical, otherwise the activity won't work. Check this before you move on to the next stage.

If possible, get pairs to sit facing each other. Give them five minutes to choose eight words of between two and six letters from the vocabulary or reading exercises in SB Unit 5 and to write them, one letter to a square, in their own grid. Words can be horizontal or vertical. Students must not show each other their sheets.

Demonstrate with a stronger student before students play in pairs. Using the /θ/ and /ð/ coordinates, they take it in turns to find letters in each other's words. Remind them to put marks on their own grid as they play, to show which squares they have already guessed.

Monitor and help as necessary, checking pronunciation.

## 5C Tone groups

► Photocopiable activity on p.244

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

Write these sentences on the board and ask students how many tone groups there are in each (*two*).

*The thing is // that it's difficult to choose.*

*The problem is // they all look good!*

Elicit that there is a rise at the end of the first tone unit and then a pause. Drill the sentences.

Put students into groups of four and hand out the cards.

Explain that each student has the profile of a young couple and information about one holiday place to visit. They use the information in the profile to choose the best holiday for the couple.

The group should ask about each other's places and give information about their own places, using the prompts and with the correct intonation. Drill some examples:

*One advantage is that it's good value.*

*The thing is the hotel is near the beach.*

*Another point is there's a gym in the hotel.*

*The trouble is it's a long way to go by coach.*

Monitor and help as necessary, making sure that students speak to each other and don't just read the information.

Ask groups to feed back to the class – did they all choose the same holiday?

## NO-CUT VARIATION

Don't cut up the cards. Give a sheet to each student and let them use all the information to discuss and come to a conclusion. This could be done in pairs or groups of any number.

## EXTRA ACTIVITY

Ask students to think of a holiday that they have been on and to tell the class about it, using the categories on the activity sheet.

## 6A Consonant groups

► Photocopiable activity on p.245

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

Dictate the following words: *studio, outskirts, construction, expensive, contrast, destroy*. Ask students to underline where there are two consonants pronounced together in the same syllable. Drill the words.

Put students into A/B pairs. Hand out the pictures and tell them not to show their partner. They ask and answer questions to find ten differences between their pictures.

When they have finished, they compare pictures. Ask them to list the ten differences, e.g. *In A there's a statue in the studio, but in B there's no statue*. Then get them to underline the consonant groups before you drill the sentences.

#### Suggested answers

- 1 In A there's a statue in the studio, but in B there's no statue.
- 2 In B the wardrobe is open, but in A it's closed.
- 3 There are two cats in B, but only one in A.
- 4 In B the artist has a moustache.
- 5 The artist is painting a portrait in B, but he's painting a picture of the sea in A.
- 6 In B the date is the sixteenth of August, but it's the sixth of August in A.
- 7 There's a basket on the table in A, but there's a bowl in B.
- 8 In B there are some strawberries, but in A there are apples and oranges.
- 9 There are two paint brushes on the table in B, but there are three in A.
- 10 In A there's a poster of an exhibition on the wall, but in B there's a mirror.

## 6C Consonant sounds

► Photocopiable activity on p.246

You will need two sheets for each group of four students, cut up.

Put students into groups of four: Customers A and B and Shop assistants A and B. Hand out two sets of cards to each group. Customers sit opposite shop assistants.

Check understanding of the vocabulary items, e.g. *aubergine* and *television dinner*.

Make sure students understand the instructions: As and Bs can only buy/sell the things on the list which contain their particular four sounds. Customers must ask and write down the prices. If shop assistants don't have what the customer wants, they should offer something else which still has the right sound, for example Shop assistant B could offer *jeans* instead of *trousers*.

Monitor to make sure students are using shopping language, not just saying the item and the price, and check that they are pronouncing the target sounds correctly. Customers and shop assistants both note the total price on their cards. If their totals are different, they should find out where they went wrong. As feedback, get students to identify all the sounds and then drill them.

#### Answers

**Customer A:** thin socks £3.00, cheap tights £1.50, scarf £7.00, boots £45.00, 1 kilo courgettes £0.60, aubergine £0.75, 3 yoghurts £1.80, cereal £1.00, small chicken £3.00, television dinner £2.50 (Total: £66.15)

**Customer B:** leather belt £9.00, jacket £40.00, 2 jumpers £30.00, shirt £12.00, shoes £35.00, 2 pairs jeans £60.00, jar of jam £1.00, 2 kilos cabbages £1.00, 1.5 kilos cucumbers £1.05, 2 kilos Russian mushrooms £3.00 (Total: £192.05)

## 7B Sounds and spelling: o

▶ Photocopiable activity on p.247

You will need one sheet for each group of three students, cut up, or one for each student, folded over so they can't see each other's set of words.

Write the following sentence on the board. Ask students how many different ways the letter *o* can be pronounced. Underline the sounds and write the phonetic symbols as students come up with them.

/ɔ:/ /ʌ/ /əʊ/ /ə/ /aʊ/ /u:/  
*Four mothers showed the visitor how they do it.*

See if students can make another sentence with all six sounds.

Put students into groups of three and give out the cards. Each card has words numbered 1–12. Students say the words on their card for each number in turn, and decide which is the odd one out according to the pronunciation of the letter *o*, e.g. for number 1, *bought* and *fought* both have the sound /ɔ:/, but *though* has the sound /əʊ/.

#### Answers

1 though 2 oven 3 hrough 4 correct 5 crowd  
 6 mountain 7 blow 8 south 9 most 10 low  
 11 accountant 12 store

When they have finished, ask students to put all their words into the six sound categories on the board, according to the pronunciation of the letter *o*. Drill all the words. (You could do this first with a weaker group.)



#### FAST FINISHERS

Fast finishers could look at each other's cards and think of words to substitute for the odd words out so that they all sound the same, e.g. for number 1, *ought* could replace *though*.



#### EXTRA ACTIVITY

Students could make their own set of cards for other groups to play. As here, each set of three words should consist of two where the letter *o* is pronounced the same and one where it's different.

## 7C Stress in compound nouns

▶ Photocopiable activity on p.248

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

Put students into small groups and ask them each to choose a different coloured highlighter or pencil. They take it in turns to choose a word from section A, B or C and find a matching compound from one of the other sections. They can use their words as either the first or second part of a compound, e.g. *motorbike* or *bike shop*.

They say the compound, stressing the first part if it is noun + noun, e.g. *BOOK shelf*, and the second part if it is adjective + noun, e.g. *private CLUB*. If they find and say a compound correctly, they highlight or circle the two words in their chosen colour. If not, they miss their turn.

All the compound nouns are from Unit 7 or earlier, but students might find other combinations. They should be ready to explain their compounds if challenged, by putting them into a sentence and checking with you. Point out that compounds can be all one word or two separate words.

The winner is the student who has highlighted the most compounds.

As feedback, drill all the compounds in the answer sheet.

#### Answers

armchair, bedroom, bookshelf, clothes shop, computer monitor, cookery programme, estate agent, first prize, fishing boat, flower garden, front garden, full moon, haircut, main road, make-up, mobile phone, motorbike, night bus, parking space, photography competition, police station, private club, reality TV, secret agent, solar panel, sound track, sports bag, terraced house, traffic congestion, washing machine  
 (Other combinations include: boat/motor shop, cookery competition, fishing book, front panel, main room, nightclub, private garden, sports clothes, traffic police, etc.)

## 8B Third conditional stress

▶ Photocopiable activity on p.249

You will need one copy of the sheet for each student.

This is a light-hearted quiz but it could be used to generate some serious discussion of the issues. Ask students: *What would you have done if you had seen a man lying in the street this morning?* Get some different answers, e.g. *I would have stopped to help him; I would have asked if he was all right; I wouldn't have phoned an ambulance.* Drill the rhythm of the sentences and elicit that auxiliaries like *would have*, *had* and *been* are not stressed, but that the stress pattern changes with negative modals like *wouldn't*.

Get students to underline all the auxiliaries in the activity sheet and drill the pronunciation of the full sentences.

Put students into pairs. Student A asks the first question and reads out the three options. Student B listens and responds with a full sentence without looking at the activity sheet, to introduce receptive practice. B then asks A: *What would you have done?* and they can have a discussion. After the first five questions, they swap roles.

Monitor to make sure students are using the appropriate sentence stress.

Ask students to see whether they answered mainly A, B or C to the questions and then check what this result means in the key. In feedback, find out what they thought about some

of the situations, and if they would have done something other than the options given for any particular one.

**EXTRA ACTIVITY**

You could follow up with a serious discussion of what it means to be a good citizen. Ask *Is society important today? Most people are selfish – do you agree? Should children at school learn to be good citizens?*

**8C Word groups**

► Photocopiable activity on p.250

You will need a dice and one sheet for each group of four students, cut into four vertical strips: A + E, B + F, C + G and D + H. (Or students could just fold the activity sheet so they see only their own cards.)

Put students into groups of four. They roll the dice and use the phrases on the cards in the order A–F to make a phone message. The phrases they use correspond to the numbers they roll, and they add to the message each time, for example:

**S1:** (rolls 3) *Hello?*

**S2:** (rolls 6) *Hello? // Pat here ...*

**S3:** (rolls 2) *Hello? Pat here // do you remember?*

**S4:** (rolls 1) *Hello? Pat here // do you remember? // Well ...*

Students continue in turn until they have used all eight cards. Demonstrate with one of the groups. Point out that there are pauses between the phrases. Monitor and help as necessary, making sure they're pausing between the phrases, and not in the middle.

**FAST FINISHERS**

Fast finishers can do the activity several times as there are many different combinations.

**EXTRA ACTIVITY**

- When they have finished, students turn over the cards and try to say the message again one by one from memory, helping each other when one student can't remember.
- Students could make new cards with different telephone phrases. Groups of four can each make two cards and use the language in the original activity as a model. Monitor and help as necessary. They play the game themselves and then give the cards to another group to play.

**9A Sounds and spelling: ui**

► Photocopiable activity on p.251

You will need one copy of the sheet for each student.

Ask students to make a table with three columns in their notebooks, headed /ɪ/, /u:/ and /waɪ/ according to the pronunciation of the letters *ui*. Dictate some of the words on the activity sheet and get students to write them in the correct columns, then let students categorise the rest on their own or with a partner. Check answers and drill the words before playing the game.

Students now choose any six of the words from the activity sheet and write them in pencil (so they can play again) in their grid.

Read out words at random with a mix of /ɪ/, /u:/ and /waɪ/ sounds, remembering to mark words as you say them so you can check students' cards later.

/ɪ/ *guitar, build, builder, biscuit, guilt, circuit, guilty*

/u:/ *bruise, fruit, suit, nuisance, cruise, juice*

/waɪ/ *quiet, quietest, inquire, enquiry, require, acquire, quite*

If a word you read out is in a student's grid, they cross it out. The first person to cross out all their six words shouts **BINGO** and reads their words back to you to check.

Students can then play in groups with one student being the teacher and choosing words from the activity sheet to read out.

You could use this activity again as revision in later lessons.

**9C Linking and intrusion**

► Photocopiable activity on p.252

You will need one activity sheet for each pair of students, cut up, or one sheet for each student, folded so they can't see each other's half.

Write the following phrases on the board and elicit the linking sound between the words:

/w/                      /j/                      /r/  
two~apples          three~apples          four~apples

Drill the phrases with the class.

Put students into A/B pairs and give out the cards. Tell them to underline all the words which are connected by a /w/, /j/ or /r/ sound. The first is done as an example. If necessary, elicit another example from each of the cards.

Students then take it in turns to dictate their text to each other until both texts are completed. If necessary, demonstrate with a strong student. Monitor that they are reading out full phrases, and linking words correctly.

Let students compare their answers, then read out the complete text for them to listen and check. Drill it piece by piece. Students then practise reading the whole text aloud, concentrating on the linking.

Get pairs to join up and discuss what the end of the joke could be (see answer key).

**Answers**

/j/ /j/ /r/  
My aunty Emily was walking down the street when she saw a  
/j/  
funny old man sitting with a dog. There was a sign around the dog's  
/j/ /j/ /r/  
neck: 'I am for sale.' Aunty Emily asked the man whether it was a  
/j/ /r/ /w/  
good dog. 'Of course I am!' replied the dog. 'There are two unusual  
/j/ /r/ /j/ /r/  
things about me. First, I am never afraid to protect my owner in  
/j/  
dangerous situations. Second, I really enjoy being around  
/j/ /r/ /w/  
children. I am not like those other aggressive dogs you often  
/j/ /w/ /j/  
see outside. So everyone is always safe with me in the family.' 'That's  
/j/ /j/ /j/  
absolutely amazing!' said Aunty Emily to the old man, 'I could  
/r/ /w/  
never imagine meeting a dog like this. And you actually want to sell  
it! Why?'

The man replied, 'Everything it said is a lie!'



## 10A Word stress

► Photocopiable activity on p.253

You will need one sheet for each student. Cut off the Student A clues for half of the copies, and the Student B clues for the other half, so that each student has one set of clues and the crossword grid.

Give students two minutes to write down as many adjectives beginning with *un-*, *dis-* and *im-* as they can, for example, *unimaginative*, *disgraceful*, *impersonal*. Get them to mark the main (and secondary) stress.

Divide the class into A and B students, and hand out the activity sheets. Students work together in pairs, A + A and B + B, to help each other complete their half of the crossword. Tell them that the answers are all adjectives with negative prefixes. Monitor and help as necessary, and check answers as you go so that there will be no mistakes in the next stage.

Now reorganise students into A/B pairs, so that each student has a different half of the crossword completed. Make sure they don't show each other their sheets. Pre-teach *What's ... across / down?*. Students take it in turns to read clues to each other to complete their crossword. They must think of extra clues or example sentences if their partner can't get the adjective from the original clue.

Monitor and note any errors in pronunciation or stress which you can deal with at the end. When everyone has finished, drill all the words.

### Answers

1 unfortunate 2 improbable 3 impatient 4 unbelievable  
5 inexperienced 6 irresponsible 7 unexpected 8 illegal  
9 irregular 10 irrelevant 11 incredible 12 dishonest  
13 illogical 14 informal 15 dissatisfied 16 impolite

## 10C Consonant groups

► Photocopiable activity on p.254

You will need one copy of the sheet for each pair of students.

Put students into pairs and give out the activity sheets. Ask them if they can see anything in common in the pronunciation of the words in the grid (they all have groups of two or more consonants said together). Take a word from each row and elicit the pronunciation. Drill any words which you think the students might not remember or might have difficulty saying.

Students choose their symbols, X or O. Explain that the aim is to get four symbols in a row vertically, horizontally or diagonally. Student A chooses any word from the bottom line of the square, says it and writes their symbol in pencil on the square. Student B must now choose a word either next to or directly above A's word, e.g. if A chooses *dreams*, B can choose *brilliant*, *chemist* or *crazy*. B also writes their symbol. Students continue in turns, remembering that they can only go next to or directly above a square which already contains an X or O. The first person to get their four symbols in a row is the winner.

Monitor and help as necessary. Drill any words which the students had difficulty with.

### VARIATION

Put students into small groups. They make up a story, taking it in turns to say one sentence using one or more of the words. For example:

**S1:** We heard a scream outside last night.

**S2:** My sister thought it was a ghost.

**S3:** She was really frightened.

**S4:** Of course, I thought she was crazy.