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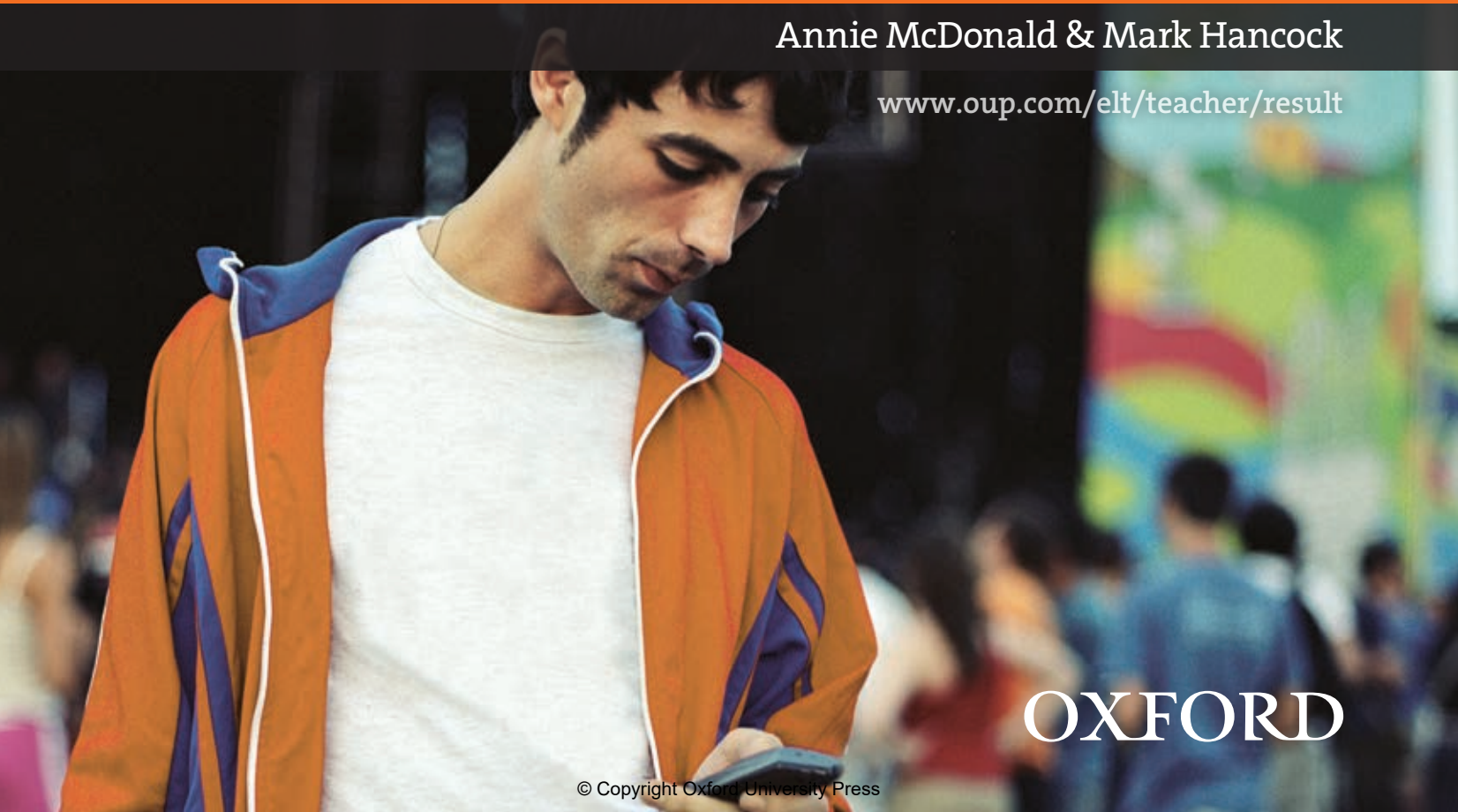
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English **Result**

Elementary Teacher's Book

Annie McDonald & Mark Hancock

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English **Result**

Elementary Teacher's Book

Annie McDonald & Mark Hancock
with Catherine McBeth

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Irregular verbs

verb	past simple
be	was
	were
break	broke
buy	bought /bɔ:t/
can	could /kʊd/
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
find	found
forget	forgot
get	got
give	gave
go	went
have	had
hear	heard /hɜ:d/
know	knew /nju:z/
	learned
learn	learnt
leave	left
lose	lost

verb	past simple
make	made
meet	met
put	put /pʊt/
read	read /red/
ring	rang
run	ran
say	said /sed/
see	saw /sɔ:z/
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood /stʊd/
swim	swam
take	took /tʊk/
tell	told
think	thought /θɔ:t/
understand	understood
wake up	woke up
wear	wore
write	wrote

◀ Look at the verb column.
Cover the past simple column
and test yourself.

11B.3

Estate Agent We have to go up a few stairs, I'm afraid. The lift doesn't work. It's good to get a little exercise!

Woman That's too much exercise for me!

EA Come in.

W The hall isn't very big.

EA This isn't a hall. It's the living room and dining room. Look – there's a table, a chair, a sofa, and a TV.

W There aren't enough windows in this place.

EA You don't want too much light in the TV room.

W What's that shelf?

EA It isn't a shelf. It's the bedroom.

W Ooh! Too many spiders! And there isn't enough space for a double bed.

EA Don't worry. One of you can sleep on the sofa. This is the kitchen. There's a cooker. I'm afraid there isn't enough space for a fridge, but the cupboard's very cold.

W There aren't enough plates and cups.

EA You don't want too many things to wash up! This is the bathroom. There isn't enough space for a bath, but there's a washbasin and a shower. The toilet's always clean! What do you think?

W There isn't enough space for a mouse in this place.

EA Yes, there is – look!

W Yuk!!!

11C.1

Envy

A bigger flat
A warmer bed
A fatter cat
And fresher bread
Sweeter cakes
And greener grass
Bigger steaks
And business class
Expensive wine
A better view
The first in line
Is always you
A smaller flat
A colder bed
A thinner cat
Older bread
Harder chairs
And smaller plates
Higher stairs
And longer waits
Cheaper wine
A worse TV
The last in line
Is always me

11D.1

1 **Ana** I think the most comfortable sofa's the Comfort Zone.

Pablo Yes, me too. And I think the ugliest sofa's the Elegance.

A Oh. I quite like that one. I think the ugliest is the Standard.

P Which one do you think's the most attractive?

A Most attractive? Ehm ... I think the Picasso.

P A ... Yes, me too.

2 **Pablo** OK, what about the chairs?

Ana I think the Avant Garde's the most attractive.

P For me, the Van Gogh's the most attractive, and it's the cheapest. But the Director is the most comfortable.

A Yes. I agree.

3 **Ana** Tables ... hmm, for me, the Milano is the most attractive. I like modern furniture.

Pablo Yes, it's quite nice. But I think the Country Kitchen is the most attractive. And it's the strongest.

A Yes, it's the strongest. And the Favourite is the ugliest.

P Yes, I agree.

4 **Ana** Which desk do you think is the most useful?

Pablo Well, not the Victoria. It isn't big enough. Not enough space for a computer. I think the most useful is the Century.

A Yes, I agree. And the ugliest is the Work Station.

P Yes. And the most attractive?

A Well, for me, the most attractive's the Century.

P I think the most attractive's the Victoria.

5 **Pablo** OK, and the colours. Which colour is the warmest, do you think?

Ana I think red's the warmest.

P Yes, me too. And the coldest colour's blue.

A Green's quite cold too, but ehm ... blue's the coldest, I agree. Green's the most relaxing.

P Yes. And yellow's the most exciting. Or red. What do you think?

A Yellow, I guess.

11D.2

best, west, west
wet, vet, wet
best, vest, best
Ben, Ben, pen
vest, west, vest

11E.1

A polite young guest
From Budapest
Said to the host
'Your cooking's the best.'
'Look', said the host,
'It's only toast.'
'I know', said the guest,
'But it's better than most.'

12

12A.1

Start

first thing tomorrow morning

mid-morning tomorrow

late tomorrow morning

early tomorrow afternoon

mid-afternoon tomorrow

late tomorrow afternoon

early tomorrow evening

tomorrow night

the day after tomorrow

next week

end

12A.2

R Can I help you?

J Yes, I'd like to make an appointment with Ms Steel, please.

R Yes, of course. How about the day after tomorrow?

J Yes, that's fine.

R Morning or afternoon?

J The morning's better for me.

R How about mid-morning, say 11.30?

J Could it be a bit earlier, say 10.30?

R Is 10.45 OK?

J Yes, that's fine.

R OK, 10.45 the day after tomorrow. Name please?

12A.3

This afternoon?

This afternoon.

Tomorrow morning?

Tomorrow morning.

The day after tomorrow?

The day after tomorrow.

12A.4

This afternoon.

This afternoon?

This afternoon?

Tomorrow morning?

Tomorrow morning.

Tomorrow morning?

The day after tomorrow.

The day after tomorrow.

The day after tomorrow?

12A.5

Conversation 1

A Can I help you?

B Yes, I need some new glasses. These glasses aren't strong enough.

A So you want an eye test?

B Yes.

A OK, so let's see – would you like an appointment for tomorrow?

B Yes, tomorrow's fine. Could it be in the afternoon?

A Yes – is four o'clock all right?

B Four o'clock? Yes, that's great.

A OK then. What's your name, please?

Conversation 2

A Can I help you?

B Yes, I'd like an appointment with Doctor Bennett, please.

A OK. How about Friday?

B Could it be sooner – Thursday, for example?

A I'm sorry, there's no room on Thursday.

B OK, Friday then. What time?

A Half past ten in the morning?

B Half past ten? Yes, that's fine.

A OK. What's your name, please?

12B.1

1 head

2 neck

3 heart

4 stomach

5 arm

6 hand

7 leg

8 foot

9 back

10 well

11 ill, sick

12B.2

Put your hand on your heart.

Put your hand on your hat.

I've got a pen in my hand.

I've got a pain in my hand.

I can't fill my stomach.

I can't feel my stomach.

I see the doctor's note, there.

I see the doctor's not there.

There's no fun in the office.

There's no phone in the office.

12B.3

I don't feel well

I think it's flu

I feel really ill

What shall I do?

Don't go to work

Stay home instead

Phone in sick

And stay in bed

12B.4

A I don't feel well.

B Why? What's wrong?

A I've got a headache and back pains. I think it's flu.

B Flu? You look fine to me.

A I'm not. I feel really ill.

B OK. Don't go to work. Phone in sick.

A Can you phone for me?

B Oh, all right ... How do you feel now?

A Much better, thanks. Let's go out!

12B.5

Man Oh no – we haven't got any milk. Could you go to the shop and get some?

Woman I'm not dressed. Why don't you go?

M I don't feel well.

W You look fine to me ...

M I've got a really bad headache.

W Hmm ...

M Oh, go on ...

W Oh, all right then.

M And ... could you phone work for me?

12C.1

Holly You don't look very well. Are you OK?

Justin Yeah, I'm fine. I'm just acting ill for Mr Minnit. I'm taking Friday off sick so I'm preparing him for the phone call!

H Oh, I see! Ha ha, very good.

Grammar

- 1 **Was, were, wasn't, weren't** Complete the sentences with *was, were, wasn't, or weren't*.



Example Where were you last week?

- 1 I _____ at work – I was on holiday!
- 2 Jack and I _____ in Thailand.
- 3 The hotel _____ fantastic – very clean and comfortable.
- 4 The beaches were very quiet. They _____ crowded.
- 5 Jack _____ really happy. He wanted to stay there!

5

- 2 **Was / were questions** Write questions with *was* or *were*.

Example the weather good
Was the weather good?

- 1 the people friendly

- 2 the pool crowded

- 3 the hotel nice

- 4 the rooms big

- 5 the nightlife exciting

5

- 3 **Past simple** Complete the text with the past simple form of these verbs.

arrive knock open stop visit walk

Last year we visited Transylvania. We ¹_____ at the airport at midnight, and travelled to the hotel by taxi. We ²_____ on the door, and an old man ³_____ it. We ⁴_____ into the hall, and suddenly we ⁵_____. The old man disappeared!

5

Vocabulary

- 4 **Transport** Underline the correct word.

Example A Excuse me, is there a station / train / taxi from here to Glasgow?

B No, but there's a bus.

- 1 A Excuse me. Where do I take the train for London?
B It leaves from station / platform / departure gate 2.
- 2 A How can I get to Baker Street?
B It's three stops on the plane / taxi / underground.
- 3 A Excuse me, where's the library?
B Take the number 14 bus / platform / stop. It's opposite the station.
- 4 A How can I get to the plane / taxi / station?
B Turn left at the corner. It's opposite the museum.
- 5 A Is there a train station at the airport / departure gate / platform?
B Yes, it's at terminal 4.

5

- 5 **Adjectives** Complete the text with these adjectives.
clean expensive ~~noisy~~ uncomfortable unfriendly wet

Last year we had a terrible holiday. The hotel was very noisy because it had a big disco. Our room wasn't very ¹_____, and the beds were ²_____. The food in the restaurant was very ³_____, and the waiters were quite ⁴_____. And the weather was terrible – it was ⁵_____ all week!

5

Pronunciation

- 6 **-ed endings** Think about the sound of these words. Write the words in the correct column.

ended ~~looked~~ moved started waited walked

one syllable	two syllables
<i>looked</i>	

5

GVP Total 30

Tests key

Reading and Writing

- 1 1 Graham 2 Lisa 3 Graham 4 Lisa
5 Graham 6 Lisa
- 2 1 c in an office 5 b walks
2 c in the week 6 b five
3 a running 7 c sometimes
4 c reading 8 a cards
- Students can write the letter a, b, or c, or the word. They should not lose marks if they just write the letter or the word.
- 3 1 I like swimming. I **also** enjoy running.
2 Rick doesn't like playing sport, **but** he likes watching football on TV.
3 I often go to the cinema. I **also** go to the theatre.
4 Sylvie studies English. She **also** studies German.
5 We go for a walk every day, **but** we never go to the gym.
6 I study Russian, **but** I don't speak it very well.
- If students spell a word incorrectly when rewriting the sentences, they should still get a mark. The exercise is testing their understanding of the use of *also* and *but*, not their spelling. Also, students should not lose marks if they omit the comma before *but*.

Marking guidelines		marks
Task	Have students included all the information?	4
Grammar	Have students used <i>spend / like + -ing</i> correctly? Have students used adverbs of frequency in the correct order?	4
Vocabulary	Have students spelt activity words correctly?	2

Unit 8

Grammar

- 1 1 for 2 to 3 for 4 to 5 for
- 2 1 'm sitting 2 'm wearing 3 's shining
4 are playing 5 're having
Mark items as correct if students answer using the full form, e.g. *I am sitting*.
- 3 1 is working 2 walks 3 is wearing
4 is sitting 5 listens

Vocabulary

- 4 2 e 3 b 4 a 5 d
- 5 1 suit 2 tie 3 jacket 4 shirt
5 shoes 6 jeans

Pronunciation

- 6 /s:/ shirt, work
/ɔ:/ board, short, walk

Reading and Writing

- 1 1 False 2 True 3 True 4 False
5 False 6 False 7 True 8 False
- 2 It's one o'clock in the morning
People are sleeping, the street's dark
We're at home, but I'm not sleeping
I'm thinking about my friend Laura
She's starting a new life!
Mark answers as correct if students use the full form, e.g. *the street is dark*.
- 3 Students' own answers.

Marking guidelines		marks
Task	Have students included all the information? Does the title match the content of the poem?	4
Grammar	Have students used the present continuous auxiliaries correctly? Have students used the present simple or continuous appropriately?	4
Vocabulary	Have students spelt the <i>-ing</i> forms correctly?	2

Unit 9

Grammar

- 1 1 wasn't 2 were 3 was 4 weren't
5 was
- 2 1 Were the people friendly?
2 Was the pool crowded?
3 Was the hotel nice?
4 Were the rooms big?
5 Was the nightlife exciting?
- 3 1 arrived 2 knocked 3 opened
4 walked 5 stopped

Vocabulary

- 4 1 platform 2 underground 3 bus
4 station 5 airport
- 5 1 clean 2 uncomfortable 3 expensive
4 unfriendly 5 wet

Pronunciation

- 6 **one syllable:** moved, walked
two syllables: ended, started, waited

Reading and Writing

- 1 1 beach 2 three 3 (city) centre
4 postcards 5 presents 6 rained

- 2 1 False 2 True 3 True 4 False
5 False 6 False
- 3 1 France (or Paris)
2 Hotel Grand
3 visiting the Louvre
4 shopping
5 went to the market
6 visited the Picasso Museum
7 good
8 excellent

Marking guidelines		marks
Task	Have students included the information a reader expects?	4
Grammar	Have students used past and present tenses appropriately? Have students used capital letters correctly?	4
Vocabulary	Have students used a variety of activity words?	2

Unit 10

Grammar

- 1 1 Who **did** you meet at Blake's?
2 Where **did you** go last Monday?
3 **Did they** go to the theatre?
4 When **did** his class start?
5 Where did you **have** dinner?
- 2 1 studied 2 left 3 took 4 wrote
5 became
- 3 1 He didn't marry Suzy. He married Sue.
2 She didn't have a son. She had a daughter.
3 They didn't buy a house. They bought a flat.
4 They didn't live in London. They lived in Oxford.
5 He didn't go to Australia. He went to Spain.

Vocabulary

- 4 1 went 2 had 3 business 4 became
5 wrote
- 5 1 eighteen fifty
2 nineteen eighty-eight
3 two thousand and four
4 fourteen ninety-two
5 nineteen eighty-four

Pronunciation

- 6 /s/ peace, price
/z/ peas, prize, these

- 8 Put students into pairs or groups of three. They take turns to listen and check pronunciation. Monitor and help with pronunciation of the *-ty* and *-teen* endings.

Extra help

Students test each other, in pairs or small groups, saying the numbers in the table.

Extra plus

Students invent mini-conversations using the cartoon to act or read out for the class.

C Listen for detail

In this section, students work with two ways of giving the time and listening for specific information.

- 9 **2D.5** Students look at >> p.22. Point to column B on the board. Draw a clock face and say or elicit the times on clocks a–m. Play the audio and pause after each time to give students time to find the clock face.

l, g, c, k, e, i, m, a, d, j, f, h

- 10 Play the audio again and encourage students to experiment by looking up from the page as they repeat the times.

Extra help

In pairs or small groups, a student points to a clock and the other(s) say the time.

Extra plus

Students cover *What's the time?* Call out the letters of the clocks in the following order *a, m* (o'clock), *b, c, d, e, f, g* (past), *h, i, j, k, l* (to) to show the similarities between ways of saying the time.

- 11 **2D.6** Students mark the times they hear and draw the route from start to end. Demonstrate the activity on the board. Play the audio and pause after each item to give students time to mark the route. Students compare routes.

Start 7.20 8.55 12.00 1.30 8.05 12.45 11.00 9.15 6.35 5.30
10.00 7.20 2.40 end

- 12 Students work in pairs or small groups. Give them some time to plan their route and think about how they say the times. Monitor and make sure students say the times correctly. Go through any problems at the end of the activity.

- 13 Say *half past one* and write the words in column B. Now say *one thirty* and write the words in column A on the board. Give one or two more examples, if necessary. Students work individually and then compare in pairs before you check answers.

2 ten thirty 3 nine fifteen 4 twelve forty-five 5 eleven forty

Extra help

Students repeat exercises 11 and 12, using the shorter way of giving the time.

- 14 Go through the instructions as a class. Explain that if a student makes a mistake, the paper stays face down on the desk. The winner is the person with the most pieces of paper. Monitor and help with pronunciation.

Extra plus

Students repeat the game in small groups. One student asks *What's the time?* and nominates another student to answer.

D Grammar prepositions of time *at, on*

- 15 Books closed. Ask students what Paul's first question was and elicit *What time's the news?* See if students can remember the answer. (*It's at six o'clock.*) Students open their books and go through the grammar box. Give or elicit a few more examples of each type of time phrase. Students read and complete the gapped rules in pairs. Check answers.

on Tuesday at six o'clock at 10.30
– this morning – today on Wednesday

- 16 Tell students to read the conversation. Ask *Who asks all the questions? (Paul).* Explain that *What time's ...?* and *When's ...?* can be used to ask about time. Students do the exercise individually and then compare in pairs before you check answers. Monitor and check students are giving the day and the time.

1 on 2 at 3 at 4 on

Extra plus

Call out *time, day, or no preposition* for students to give you a time phrase without looking at their books.

ABCD Put it all together

- 17 Students ask and answer questions about the times things happen. Read A's questions and see if Bs can suggest different activities about to happen. Write these on the board. Ask for two volunteers to have a conversation. Before students continue the activity in pairs, give them some time to make a note of a time and day (or part of a day) for the events. Tell them to ask about three different events, and to make a note of their partner's answers. Tell students to check their answers together at the end of the activity.

Student performance

Students should be able to ask about and give information about the days and times of three different events.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give informative answers? exercise 16
Fluency	Do students say times without long pauses? exercise 14
Pronunciation	Do students pronounce numbers clearly? exercise 14

I can talk about the time.

Students tick *on my own* if they have found out and given the days and times of three events. They tick *with some help* if they need to look at *What's the time?* on >> p.22.

Early finishers

In small groups, students change the times in Anila and Paul, and role play their own version. The other students make a note of the times which cause confusion.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

B Pronunciation *leave* /i:/ or *live* /ɪ/

- 6 **4D.2** Write the first two sentences on the board and point out the symbols. Remind students that they can find these in their dictionary. Say one of the sentences and ask *A* or *B*? If your students find this difficult, exaggerate the length of the vowel sound in *leave* and underline it. Contrast this with the short sound in *live*. Read through the other pairs of sentences in the box and check students understand the difference. Play the audio for students to say *A* or *B*. Check answers. Play the audio a second time if necessary.
- 7 In pairs, students test each other for clear pronunciation of the vowel. After a few minutes, they swap roles. Monitor and check for /i:/ and /ɪ/. Play the audio again and drill the sounds if necessary.

Extra help

Students write the letter of the sentence they intend to say before they say it. Their partner can write what they hear.

C Grammar *adverbs of frequency*

- 8 Write the example sentences on the board and ask students to tell you what the main verb is in each one. Remind them of the meaning of *before* and *after*. Students complete the rule in pairs. Write *leave at five* and elicit a positive, negative, and question to make sure students understand the difference between the main and auxiliary verb.

Always goes **after** *be* and *do*.
Always goes **before** a main verb.

Students look at *Office Life* or point to the sentences you have on the board. Ask *Does the same rule work for usually, never, often, and sometimes?*

Language note

This rule is a simplification. If students find examples where the adverb is in a different position and ask about it, tell them they will study it later.

- 9 Go through the example as a class. Students complete the exercise individually and then check in pairs. Go through answers as a class.

Justin ...
2 usually leaves at five o'clock.
3 never leaves the office late.
4 sometimes has lunch with Holly.
5 and Holly are often at the coffee machine.
6 doesn't always go for lunch with Holly.

- 10 Direct students to *How often?* and tell them to read through sentences 1–6. Check any vocabulary problems. Go through the first item, talking about yourself. Ask around the class for students to give you their answers. As students continue individually, monitor and comment on interesting information. Students compare answers in pairs.

Extra activity

Ask students to say one true sentence about themselves and one false one. The class guesses which statement is false.

- 11 Go through the example question and answer pointing out the time words which are polite and give more information. Give students time to think about their questions. As they mingle to find somebody with the same answers, monitor for word order in questions and a time adverb in the reply.

D Listen for key words

In this section, students are asked to predict words they will hear before listening to a description for specific information.

- 12 **4D.3** Tell students they will listen to a writer talking about his typical working day and to tick the words they hear. Play the audio. Students compare answers and then listen again to check. Play the audio again, pausing after each item.

✓ home lunch news bed evening

- 13 Tell students to read the sentences and check they understand. Ask who *he* is in the sentences. Play the audio.

Extra plus

Students can think about the answers to the questions first, and then listen to check or confirm.

- 14 Students read the audio script to check. Go over any problems.

1 True 2 True 3 True 4 False

Extra activity

Play the audio again and pause at different places to see if students can guess the next word or two. Follow the audio script and pause in the following places:

I don't work in an (p) ... I usually get (p) ... have a cup (p) ... I watch the news (p) ... I finish (p) ... I never work (p) ...

ABCD Put it all together

- 15 Go through the phrases and explain the activity. Remind students that they can also use negative sentences and a dictionary. Encourage them to write neatly and remind them to put their names on the paper. Collect the texts to redistribute for the next activity.
- 16 After you have redistributed the texts, students choose four or more pieces of information. Give them time to read silently and think about changes. They should also check the position of adverbs and correct the text. Students read the sentences and the class guesses the identity of the person. Monitor and ask for repetition as necessary.

Student performance

Students should be able to read a short text for the class to understand.

You can use this checklist to monitor and give feedback or to assess students' performance.

Accuracy	Do students use the adverbs in the correct position? exercise 11
Vocabulary	Do students talk about five or more activities? exercise 11 Do students use two or three different frequency words? exercise 11

I can describe a typical day.

Students tick *on my own* if they are understood by most people in the class. They tick *with some help* if you need to ask them to repeat one or two sentences to say them more clearly.

Early finishers

Students choose one of the characters in *Office Life* and describe their typical day to a partner. The partner guesses who it is.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

C Grammar *much, many, a lot of*

- 8 Review the countable and uncountable nouns in English before starting the exercise. Read through items 1–4 as a class and go through item 1 as an example. Tell students they can find *much, many, and a lot of* in *Sue and Iris*. Elicit the answer. Students continue in pairs. Monitor and help them find examples in the pictures in the cartoon. Check answers.

1 much 2 many 3 a lot of 4 a lot of

- 9 Read the instructions and ask if *is* is used with countable or uncountable nouns (*U*). Repeat with *are*. Monitor and help as students complete the sentences in pairs. Check answers.

countable	uncountable
+ There are a lot of biscuits.	+ There's a lot of milk.
– There aren't many biscuits.	– There isn't much milk.
? How many biscuits are there?	? How much milk is there?

- 10 Demonstrate the activity. Tell students to find the milk in the kitchen (*picture 3*). Ask *Is there a lot of milk?* and direct students to the answer in the cartoon, *there isn't much*. Students work together and continue the exercise. Monitor and help them write the sentences if necessary.

There are a lot of books. There's a lot of bread.
There isn't much butter. There are a lot of carrots. There aren't many eggs. There isn't much fruit. There isn't much milk.
There isn't much orange juice. There aren't many potatoes.
There's a lot of water. There's a lot of yogurt.

Extra activity

In pairs, students tell each other about what they have in their kitchens.

- 11 Students turn to >> p.127. Elicit the example question and write it on the board. Direct students to *Answers* and explain that when *a lot* is at the end of a sentence, it isn't followed by *of*. Students continue in pairs. Monitor for *much/many* and do any further work as necessary at the end.

Extra plus

Students ask a new partner the questions from memory.

D Pronunciation unstressed words *a, of, some, and, with, or*

- 12 6D.4 Direct students to the circles and elicit or explain that the words in bold with the big circles are stressed syllables. Read through the instructions and the examples. Play the audio for students to listen and tap the desk when they hear the word in bold.
- 13 Explain that the words *a, of, some, and, with, or* are not key words, they are not stressed and they have the /ə/ sound. Beat the rhythm and encourage students to do the same as they listen and say the rhyme.

Extra practice

If your students enjoy chanting, divide them into groups, and gesture for them to start saying the rhyme at different times. They try to maintain rhythm in their rhyme.

- 14 Students read through the conversation box. Check any problems. Say a phrase from the last column and get the class to shout out a suitable item from the second column. Ask students how they would respond to the offers. They can look at *Sue and Iris* for a *yes* answer. Point out that for a *no* answer they have to be polite and say *No, thanks.* or *No, thank you.* As students continue in pairs, monitor for pronunciation of unstressed words.

E Listen for key words

In this section, students tune in to a conversation by listening for gist and then listen a second time for key words.

- 15 6D.5 Read the instructions and tell students that they will hear two people talking about food. Play the audio. Ask for the answer (*morning*) and see if students can remember words which helped them decide.
- 16 Go through the instructions and give students time to read the vocabulary items before they listen again. Play the audio, pausing after each answer.

✓ coffee, apple, yogurt, an egg, sausages

Extra practice

Divide the class in two to read the conversation from the audio script on >> p.154.

ABCDE Put it all together

- 17 Read the instructions and tell students they can look at exercise 16 and >> p.58 to find vocabulary words. Encourage students to find other words in their dictionaries if necessary.
- 18 Before students do the activity, tell them to turn to audio script 6D.5 on >> p.154. Read through the conversation as a class. Divide students into A/B pairs. Bs turn to >> p.129. Tell them they have a list of what they have at home in the first column and extra ideas if their partner asks about other food. Remind them to say *Good morning* at the start of their conversation and check they are being polite. Make sure students swap roles and student B looks at >> p.134.

Student performance

Students should be able to make and respond to offers.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students make their guests at least four offers? exercise 14
Vocabulary	Do students use different food and drink words? exercise 14
Pronunciation	Do students use some weak forms? exercise 14

I can offer food and drink.

Students tick *on my own* if, as the host, they have done the activity without looking at *Offers*. They tick *with some help* if they have looked at *Offers* once or twice.

Early finishers

Students work in pairs and discuss what they eat/don't eat for breakfast.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

C Say years

Students review how to say numbers to help them listen for key information in the next section.

- 7 Write some numbers on the board, e.g. 18, 19, 2000, 2009, 67 and ask the class to say them. Go through the example as a class. Monitor and help if necessary as students complete the exercise individually.

2 1914 3 1890 4 1905 5 1900 6 2003

- 8 Go through the example. Ask the question and nominate a student to answer. In small groups of three or four, students write three more questions. Ask for ideas and put them on the board, e.g. *born? leave school?* Monitor and help with pronunciation as students ask and answer.
- 9 **10D.2** Check students understand the activity. Remind them that the years are either horizontally or vertically next. They don't move diagonally. Play the audio and pause after each item to give students time to mark the route. Students compare their routes. Play the audio a second time if necessary.

Start 1990, 1909, 1945, 1999, 1995, 2001, 2004, 2003, 1830, 1918, 1916, 1980, 1981 **end**

- 10 Divide the class into pairs to do the activity. Check students swap roles. Monitor and check they are saying years correctly and make a note of any repeated errors to go over as a class.

D Vocabulary education

- 11 Draw three columns on the board and copy the verbs in each one. Go over one or two examples as a class. In pairs, students continue. Check answers. Ask students about education in their country, e.g. *Do you have a school leaving certificate? How old are you when you go to secondary school?*

go/leave: primary school, secondary school, university
study: chemistry, history, literature
get: certificate, degree, diploma

- 12 Ask students to think about more education words, e.g. *place: college, polytechnic, institute, subjects: Maths, Biology, Computer Science, qualifications: PhD, Masters Degree*. Monitor and help as necessary.

E Listen for key facts

In this section, students identify the text type before listening for key information.

- 13 **10D.3** Go through the instructions and check understanding. Play the audio. Point out or elicit the differences between the three types of programmes.

c a quiz game The speaker begins by saying *OK, first one, number one ...*, suggesting there will be more items to follow.

- 14 In pairs, students find the second example of repetition in the text (*degree*). Explain that people often stop in the middle of a sentence and then start again or make noises like *'ehm ...'* when they are not reading.

- 15 **10D.4** Direct students to *Nobel Prize winners* and tell them to listen to find the answers. Play the audio.

1 Martin Luther King 2 Marie Curie 3 Mother Teresa

Teaching tip

The listenings for this exercise are deliberately long. In some ways this makes it easier, because the speaker repeats the information in different ways. If students don't catch the information at first, they are given more chances later. Encourage them not to give up. They should try to ignore what they don't understand and gradually pick up more and more words as they go along.

- 16 This exercise raises students' awareness to the fact that that they will have realized the answer at different points and that there is often more than one place where they can understand information in a listening. Direct students to the audio script to remember the point in the text when they know the answer. In pairs, students show each other when they know the answer and which information helped them.

ABCDE Put it all together

- 17 In groups of four, students decide who is A, B, C, and D. Give them time to read the information and remind them to use *'ehm'* and repeat words if necessary.

Student performance

Students should be able to describe events in a narrative in chronological order.

You can use this checklist to monitor and give feedback or to assess students' performance.

Coherence	Do students tell the main events in chronological order? exercise 6
Fluency	Do students use <i>'ehm'</i> and repeat words to avoid long pauses? exercise 14
Pronunciation	Do students say years clearly? exercise 10

I can understand and talk about life stories.

Students tick *on my own* if their partner has identified the person being described. They tick *with some help* if their partner has needed to ask and answer questions to find the identity of the person being described.

Early finishers

Students choose a Nobel Prize winner from the lesson. In pairs or small groups, students write quiz questions for other pairs/groups to guess who it is.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

C Grammar *going to* for future intentions

- 7 Write *Intention: I'm going to get fit* on the board, underline *get fit* and check students understand this is the infinitive form. Ask for more examples. Elicit the negative and question forms of the sentence and ask students to check in the first column of the grammar box. Students complete the second and third columns. Check answers.

+ She's **going to eat** fruit.
- They **aren't going to swim**.
? **Is she going to eat** fruit?

- 8 Go through the grammar box with the class, making sure they understand the difference between an arrangement and an intention. Direct students to the first column and ask them to give you examples of sentences from 12C for each arrangement, e.g. *I'm going to Paris. I'm going to the hairdresser's. I'm going with Debbie.*

Write *I'm going to lose weight.* on the board. Elicit or explain that this also refers to the future, but it isn't an arrangement. The speaker is thinking about doing something alone, and can change their mind very easily.

Go through the example as a class, checking that students understand the answer by referring them back to the questions in the table. As students continue the activity individually, monitor and help as necessary by asking questions in the table to lead them to the correct answer. Check answers.

2 going to quit	5 going to do
3 going to relax	6 meeting
4 going	7 playing

Language note

This rule is a simplification. Arrangements are a subset of intentions, so anything which is an arrangement is also an intention. *Going to* could be used in all cases in exercise 8 but present continuous couldn't. Explain this to students if they ask. You could tell them that they could use *going to* in all cases, but the reverse isn't always true.

- 9 Go through the instructions and do the first item as a class to check students understand the activity. Ask *What are you going to learn?* and nominate students to answer.

Extra activity

Tell students to guess your intention (real or imaginary) by asking *yes/no* questions for each of the items.

- 10 Ask for volunteers or nominate two students to have the example conversation. In pairs, students continue the activity. Monitor and check they are giving realistic intentions. Check students swap roles after a few minutes.

Extra help

Ask one student to say an intention and then to name another student to respond. The second student says an intention and nominates another student. Continue until all students have told the class about at least one of their intentions.

D Pronunciation understand fast speech

- 11 12D.2 Go through the instructions and check that students understand the table. Explain that when people speak quickly the pronunciation changes. Play the audio, pausing after each sentence for students to hear the difference.

Language note

Although sounds are reduced and elided in all fast speech, only a few examples are commonly written in an elided form. Two of the most common are *gonna* (going to) and *gotta* (got to). Ask students if they've seen *gonna* in the lyrics of any pop songs. Sometimes, in the words of pop songs *going to* is spelt *gonna* and *want to* spelt *wanna*.

- 12 12D.3 Play the audio, pausing after each item for students to say *normal* or *fast*. Play it a second time if necessary.

Teaching tip

This exercise helps students understand fast speech. You could play the audio again for students to repeat, which will help them develop fluency, but don't expect them to start using *gonna* in their own speech.

ABCD Put it all together

- 13 Go through the instructions and the example as a class. Make sure students understand the activity. Give students a few minutes to think of their intentions and make some notes. Remind them to be realistic and encourage them to refer back to the text on >> p.122. Encourage students to express their ideas.
- 14 In pairs or small groups, students discuss their intentions. Encourage groups to express an opinion on each other's intentions and decide whose will come true.

Student performance

Students should be able to give a short presentation using notes.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give enough detail for each point? exercise 6
Fluency	Do students use <i>going to</i> without a lot of hesitation? exercise 3
Vocabulary	Do students use four or more different verbs? exercise 10

I can talk about intentions.

Students tick *on my own* if they can talk about their intentions using their notes. They tick *with some help* if they need to look at *Good Intentions* two or three times for help.

Early finishers

Students work with two or three different students and talk about their intentions from memory.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources