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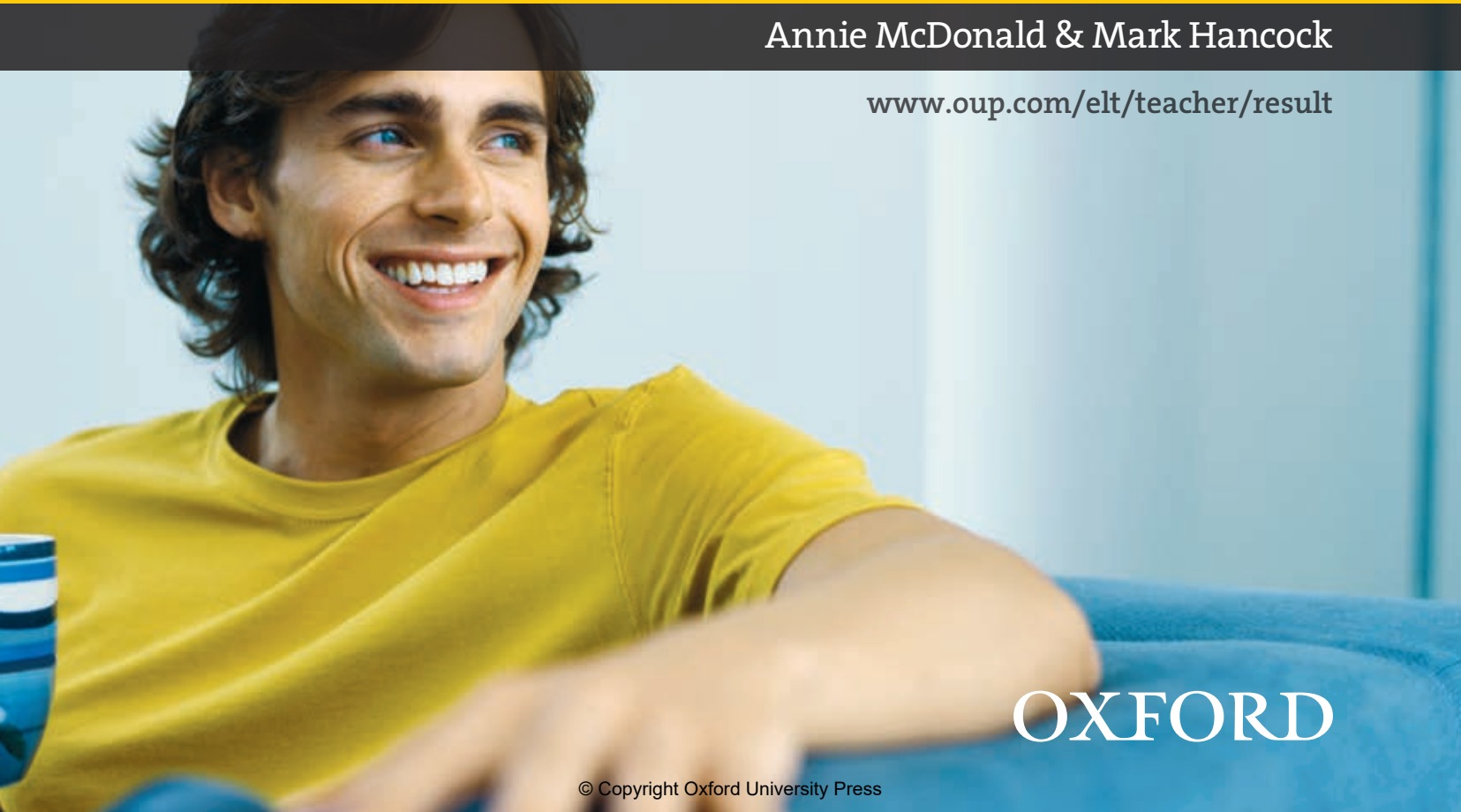
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English **Result**

Intermediate Teacher's Book

Annie McDonald & Mark Hancock

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English **Result**

Intermediate Teacher's Book

Annie McDonald & Mark Hancock
with Rachel Godfrey

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Contents

Introduction	>> p.iii
Student's Book contents	>> p.2
Teacher's notes	
Unit 1	>> p.6
Unit 2	>> p.16
Unit 3	>> p.26
Unit 4	>> p.36
Unit 5	>> p.46
Unit 6	>> p.56
Unit 7	>> p.66
Unit 8	>> p.76
Unit 9	>> p.86
Unit 10	>> p.96
Unit 11	>> p.106
Unit 12	>> p.116
SB Pairwork	>> p.126
SB Grammar Bank	>> p.136
SB Irregular verbs	>> p.148
SB Pronunciation	>> p.149
SB Audio scripts	>> p.150
Grammar Bank key	>> p.160
Unit tests	>> p.162
Tests key	>> p.186

How to talk about your background

g the before geographical names v people and places p spelling and pronunciation c and g



A Vocabulary people and places

- 1 Work with a partner and match these names with the three categories.

Bolivia Christian Guatemala Muslim
Central America the Middle East the South Pacific
Jewish Tanzania East Africa

religious groups	regions / parts of continents	countries
		Bolivia

- 2 Add more names to the three categories.
3 Look at the information in **People and places** opposite. Which photo is it about? Complete the information.
4 Work with a partner. Guess at least two pieces of **People and places** information for the other people.
Example Well, in photo 1 there's a young man, maybe 17 years old ...

B Listen for key words

- 5 **2A.1▶** Listen and read this text. Which photo is it about? Underline the words which helped you.
This picture shows a woman standing beside Lake Titicaca in Bolivia. She's wearing a traditional black hat and carrying a brightly coloured cloth bag. The Aymara people have their own language, called Aymara.
6 **2A.2▶** Listen to these descriptions and match them with the photos. Were your guesses correct in exercise 4?
7 Listen again. Find one extra piece of information for each photo. Compare with a partner.

C Grammar the before geographical names

- 8 Write these names in the grammar box.
Asia the Alps the Arabian Desert India the Atlantic
North Island the Canary Islands London the Nile
Polynesia the United States the Far East Lake Victoria
Mount Everest

use <i>the</i> before ...	don't use <i>the</i> before ...
mountain ranges –	regions – Polynesia
rivers –	single mountains –
oceans and seas –	countries –
island groups –	continents –
deserts –	single islands –
some countries* –	cities –
some regions* –	lakes –

*Examples *the United Kingdom, the Czech Republic; the Middle East*

- 9 Write *the* or nothing in the gaps.

- 1 _____ Lake Titicaca is in the _____ Andes mountains.
2 _____ Atlas Mountains are north of _____ Sahara Desert.
3 _____ Baffin Island is in _____ Canada.
4 _____ Lake Victoria is in _____ Africa.
5 _____ Jordan is in _____ Middle East.
6 _____ Polynesia is in _____ Pacific Ocean.
7 _____ Britain is also called _____ United Kingdom.

More practice? **Grammar Bank** >> p.137.

D Spelling and pronunciation c and g

- 10 Add these words to the rule box.
Africa background city country
gender group place religion

spelling rule	the letter <i>c</i> =	the letter <i>g</i> usually =
Before <i>e, i, y</i>	/s/	/dʒ/*
	the Pacific /pə'sɪfɪk/	age /eɪdʒ/
Before any other letter or at the end of a word	/k/	/g/
	the Arctic /'ɑːktɪk/	Mongolia /mɒŋ'ɡəʊliə/

*Except *give, get, begin, together*

- 11 Read this text. How are the letters in **green** pronounced? Say them with a partner.
My name's Gerry. I'm 19 and I work in a **garage**. I'm from a village near Galway in the west of Ireland. I speak English and Gaelic. I'm not religious but my parents are Catholic. I come from a working class family. I've got cousins in America because my aunt Celia married an American man and moved to the USA. They live in Georgia. I enjoy motor racing and I write articles for a car magazine.



- 12 **2A.3▶** Listen and check.
13 Work with a partner. Close your book. What do you remember about Gerry?

ABCD Put it all together

- 14 Write notes about yourself and your background. Choose at least five of the topics below.
name age home region country job religion
family background ethnic background interests
15 Work in groups. Tell the others in your group about your background. Use your notes to help you.

I can talk about my background.

Tick ✓ the line. with a lot of help with some help on my own very easily

How to tell an anecdote



Orientation

Context

In this lesson, students will practise telling anecdotes using the past simple and past continuous.

The small photos illustrate the main events in the story *Culture Shock*. The writer, Simon Kerrigan, describes cultural mistakes he made in a restaurant with his friends in Japan.

The illustrations in *Time expressions* are grouped according to three general uses: referring to periods of time, relating two events or situations according to time, and sequencing events.

Language

Focus grammar	past simple and past continuous
Focus phrases	time phrases: <i>a bit later, a couple of years ago, after some practice, before it got cold, during the first week, for a moment/while, in the evening, when I returned</i>
Recognition vocabulary	words: <i>chopsticks, culture shock, tissue</i> phrases: <i>blow my/your nose, bowl of rice, feeling pleased with myself, in public, my nose was running, Japanese-style</i>
Recycled language	words: <i>shoulders, beard</i> grammar: <i>past continuous to describe a longer action in progress, regular and irregular past participles (asked, invited, started, went, knew, etc.)</i>
Discourse	time sequencers: <i>first time, then, next time, in the end, finally</i> conversation markers: <i>well, oh, uh huh, anyway, you know, mmm</i>

Language notes

In *English Result Pre-intermediate*, students were introduced to the past simple and past continuous when a shorter action interrupts a longer one. Here, the past continuous is also used to set the scene or context of a story.

Speakers of some languages use *during* to express how long something took, rather than when it happened, e.g. they might say *We went to France during two weeks*.

End product

In *Put it all together*, students tell a partner an anecdote using their notes. Students use conversation markers in audio script 2D.1, both as speakers and listeners.

Preparation

Choose five countries your students know about if you plan to use the *Warmer* (see below). Take recorders to class if you want to record the final activity. Take dictionaries to class.

Warmer

Write the names of five countries on the board, e.g. Alaska, France, Greece, Barbados and Australia. Pair the countries at random and ask students for similarities and differences between them.

Tell students to imagine a person from one country went on holiday to one of the other places. See if they can think of any interesting stories the tourists might have to tell when they get back home.

Write *How to tell an anecdote* on the board.

A Read an anecdote

In this section, students skim the first part of a text for specific information. They predict the content of the second part, before reading to confirm.

- 1 Go through the instructions and the example. Put students into pairs and monitor and join in with the conversations. Nominate individuals to tell the class about their experiences and help students get their ideas across.
- 2 Read the instructions. Ask students how they are going to read the text to find the answers. *Quickly or slowly?* (*Quickly and then slowly when they find words connected with the idea.*) Go over answers as a class and help students with any new vocabulary.

bad thing: had a cold **good thing:** learnt to use chopsticks quickly

- 3 Direct students to the photos and tell them to cover part 2 of the story. Ask them what they can see in each photo and write useful vocabulary on the board, e.g. *chopsticks, bowl*.

In pairs, students guess how they think the story will continue. Monitor and encourage them to justify their ideas as they discuss in pairs. Ask volunteers to explain how they think the story will continue and why. Take a vote on the best idea.

- 4 Direct students to part 2 of *Culture Shock* on >> p.22. Read the questions and check students understand. Give students a few minutes to talk about the first question before nominating a few students to share their answers with the class.

Direct students to the photos one at a time and elicit the events.

a drinking tea b something funny c a person blowing their nose
d leaving chopsticks in bowl of rice e a finger-rinsing bowl

- 5 Read questions 1–2 and check vocabulary. Monitor and help as necessary as students discuss the questions in pairs.

Ask for volunteers to give their opinions. Monitor for the use of the past simple and past continuous and make a note of any problems. Do not correct for accuracy at this point as the grammar is studied in the next section.

B Grammar past simple and past continuous

- 6 Direct students to the first box and write the sentences on the board. Underline the verbs and ask students to identify the past simple and past continuous. Label both tenses.

Ask questions to focus on the different meaning of both tenses, e.g. *Which verb tense tells us about the situation at the beginning of the story?* (*Past continuous.*) Elicit or explain that dots indicate the context of the story (what was happening at the beginning) and the arrows indicate the events of the story (which are told in the past simple). Elicit more examples of events in the story and monitor for correct use of the past simple, e.g. *he blew his nose at the table, he went to the toilet*.

Direct students to the second box and copy the sentence on the board. Ask *Which action is in progress?* (*Friends covering their mouths.*) *What happened?* (*He noticed.*) Elicit or explain that in the second box, they indicate the longer action. Go through rules 1–4 as a class.

1 context 2 events 3 longer 4 shorter

How to talk about your education and career



Orientation

Context

In this lesson, students will practise using education words to talk about a real or imagined education and career, starting in their own country

The magazine article, *Leaving School*, is designed as a maze. It charts the possibilities of a 16-year-old person who has studied in Britain. There are several points at which a decision has to be made, and the reader is directed to a new stage in their career after they have made a choice.

Culture note

Qualifications in different countries and education systems may have similar names, but the duration of courses and the level of certificates might be different. In Britain, GCSEs are qualifications in different subjects, taken at the end of compulsory secondary education. There is no school-leaving exam. 'A' levels are usually taken after a further two years of study and are required for university entrance.

Language

Focus words	qualifications and education: 'A' level, chemistry, degree (BA or BSc), department, doctorate, education, faculty, GCSE, Masters, night school, photography, publicity, professor, qualification, technology
Focus phrases	education: evening class/night school, school teacher/university professor
Recognition vocabulary	words: application, competitive, current, electrician, equivalent, Erasmus, graduate, lectures, programme, place, quit, self-employed, tutorials, well-paid phrases: advertising agency, in-service training, job centre, old-people's home, sign on, secure job, telephone sales operator
Recycled language	education: career, classes, college, economics, further education, history, secondary school, subject, teacher, university grammar: past simple tense
Pronunciation	word endings which can affect stress: -tion, -ogy, aphy, -ity 3D.1

Language notes

In the field of education, students often find that there are both cognates and false friends between their language and English, e.g. *Masters, career professor, doctorate, college*.

The suffix *-tion* changes the meaning of a verb. The noun describes the process or result of the action, e.g. *education* is the process or result of the action *to educate*. The suffix *-ogy* is used for the study of something.

End product

In *Put it all together*, students tell a partner about their real or imagined education and career using their notes. This is based on audio script 3D.2 and exercise 14.

Warmer

Write these stages of education on the board: *primary school, secondary school, university*. Ask students to write the usual ages of people who go to them. Ask for volunteers to give examples and elicit extra information about other educational institutions, what people study, and how old they are.

Write *How to talk about your education and career* on the board.

A Vocabulary education

- 1 Read the question and put students into pairs to compare notes. If your students are from the same country, ask them to listen carefully and check the information is factually correct.

Extra help

If students need more ideas, write these cues on the board: *leave schools, end of school exam, certificate, exam to go to university, free schools*. Name a topic and ask for volunteers to tell the class about their country.

- 2 Go through the names of British qualifications and elicit or give the full form for abbreviations ('A' = *advanced*, *GCSE* = *General Certificate of Secondary Education*, *BA* = *Bachelor of Arts*, *BSc* = *Bachelor of Science*). Students complete the activity in pairs. Go over the answers as a class. Ask students about the equivalents in their country and if any words are cognates or false friends.

2 'A' level 3 degree 4 Masters 5 doctorate

- 3 Read the instructions, the words and the first item with the class. Ask students to read items 2–8 and check vocabulary. Encourage students to use their dictionary to check their answers at the end. Students continue individually and compare in pairs. Check answers as a class and point out collocations, e.g. *night school* and *evening classes*. Ask students if they have these words in their language, and if they mean the same (cognates) or something different (false friends).

2 faculty 3 college 4 classes 5 school 6 professor
7 teacher 8 school

B Read and make decisions

In this section, students read a maze and make decisions at each point which directs them to the next part of the text.

- 4 Direct students to text A in *Leaving School* on >> p.32. Ask students to read the text and elicit one advantage and disadvantage of the two options. Put students into pairs to continue and monitor and help as necessary.

Suggested answers

Option 1: leaving something you're not good at/don't like, can get a job, be independent

Option 2: with further qualifications you might have better job opportunities, it gives you time to decide what you want to do next

- 5 Read the instructions and check students understand the activity. Tell them to imagine that their education took place in Britain. Monitor and help as necessary. Encourage students to guess new vocabulary. Tell students to write letters of their route with their notes.
- 6 Put students into pairs to compare what happens to them in the end. Ask for a show of hands to see which students are happy and which aren't. Ask students to explain why. Help students get their meaning across but do not overcorrect for accuracy.

Extra activity

Tell students to find five new words in the texts they read and guess their meaning before checking in a dictionary.

How to say how you feel about things

G -ed and -ing adjectives V -ed and -ing adjectives P -ed endings



A Read for detail

- Think of hobbies. Use these categories to help you. Tell your partner what you and people you know do in their spare time.
art and music collections games and puzzles
outdoor activities sports
- Look at the headings of **What's your idea of fun?** opposite and match them with photos a–d.
- Work in pairs. Look at **What's your idea of fun?**
Student A read about Chuck and Shania's hobbies.
Student B read about Petra and Jake's hobbies.
Make notes about these topics for each person.
 - Person's name *Chuck Calderon*
 - Name of hobby *BASE jumping*
 - What this person does in their hobby *jumps off ...*
 - Why he/she likes the hobby
 - What other people think of the hobby
 - One problem connected with the hobby
 - Something he/she has achieved
- Describe the two hobbies you read about to your partner. Use your notes from exercise 3. Which of the hobbies would you like to try?

B Grammar and vocabulary -ed and -ing adjectives

- Work with a partner. Find *-ed* or *-ing* adjectives in **What's your idea of fun?** to describe the following.

BASE Jumping

 - something fantastic *amazing*
 - feeling very afraid

Karaoke

 - feeling stupid and ashamed
 - feeling concerned and afraid
 - feeling happy and enthusiastic

Bodybuilding

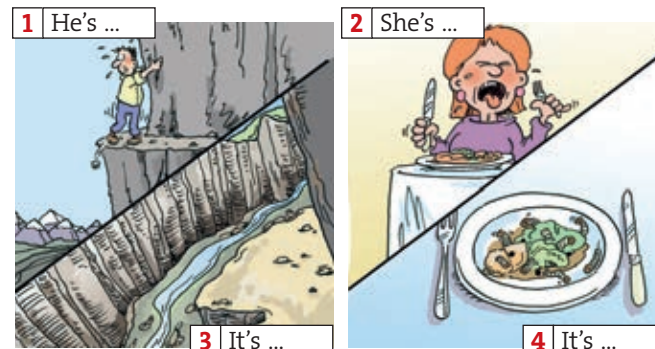
 - feeling very interested
 - something horrible and unpleasant

Sudoku

 - something pleasing that makes you feel good
 - something uninteresting
 - feeling a little angry
- Check your answers in a dictionary.

- Match these words with pictures 1–4. Then complete the rules.

disgusted terrifying terrified disgusting



Rules

Use adjectives ending with _____ to talk about how a person feels.

Use adjectives ending with _____ to talk about the cause of that feeling.

- Finish the words in these sentences.
 - Chuck's hobby is *terrifying*____, but he enjoys being *terrif*_____.
 - Shania thinks Karaoke is *excit*_____, and she never feels *embarrass*_____.
 - Some people feel *disgust*_____ by bodybuilding, but Petra thinks it's *fascinat*_____.
 - Jake feels *satisf*_____ when he finishes a puzzle – he never feels *bor*_____.

More practice? **Grammar Bank** >> p.139.

C Pronunciation -ed endings

- Write these adjectives in the box in normal spelling according to how *-ed* is pronounced.

/ə'meɪzɪd/ /ɪk'saɪtɪd/ /'fæsɪneɪtɪd/ /bɔɪd/
/ɪm'bærəst/ /dɪs'gʌstɪd/ /ɪn'trəstɪd/

/d/	/t/	/ɪd/
amazed		

- 4A.1▶** Listen and repeat.

ABC Put it all together

- Work in pairs. Follow the instructions and write the answers in the shapes. Then ask about the words in your partner's shapes.
Student A Look at **Feelings** on >> p.127.
Student B Look at **Feelings** on >> p.134.

I can say how I feel about things.

Tick ✓ the line. with a lot of help with some help on my own very easily

How to talk about countries and governments

g the or no article in names of institutions v politics p the



A Read for specific information

- Look at the photos in **Symbols of Power** opposite. Tell a partner what they show.
- Read **Symbols of Power**. Find two facts you already knew and two facts you didn't. Tell a partner.
- Read the sentences. Write *true* or *false*.
 - Ballot boxes are all transparent. *False*
 - Left and right have always been symbols for political views.
 - UN peacekeepers wear blue hats so they are not mistaken for the enemy.
 - US public buildings follow Greek and Roman style because it is impressive.
 - The European Union flag has stars to represent the years since it started.
 - Strong animals are popular as national symbols.
- Find words with these meanings.
 - a noun from the word *symbol* (para 2)
 - an adjective from *protect* (para 3)
 - an adjective meaning *very old* (para 4)
 - a noun from the word *strong* (para 6)

B Vocabulary politics

- Look at the words in **Politics** opposite. Are any of them similar in your language? Compare with a partner.
- Complete the text with the words from **Politics**.
 In my country, the ¹ *head of state* is the ² _____. We don't have a king or queen – our country's a ³ _____. The people vote to elect the members of parliament – it's a ⁴ _____. We have ⁵ _____ every five years. There are two main ⁶ _____ parties. The ⁷ _____ Party is more left wing and the ⁸ _____ Party is more right wing. The main government buildings are in the ⁹ _____. My country is a member of the ¹⁰ _____. Our flag has three colours to ¹¹ _____ the sea, the land, and the sky. Our ¹² _____ animal is the eagle.

C Listen for key information

- 5A.1▶** Work in a group. Read and listen to question 1 from a quiz. Choose the correct answer.
 - An election is a system in which the people choose their political leaders. In the past, only men were allowed to vote. Which country, in 1893, became the first nation to allow women to vote in elections?
 - The United Kingdom
 - Indonesia
 - New Zealand
- Which words in the question must you hear correctly in order to be able to choose the answer? Underline them.

- 5A.2▶** Listen to questions 2–8 and choose *a*, *b*, or *c*.
- 5A.3▶** Listen to the correct answers and count your score. Who has the highest score?
- Choose two of your correct answers. Look at the questions and answers in the audio script on >> p.153 and underline the words which helped you.

D Grammar the or no article in names of institutions

- Write these names in the grammar box. Add *the* if necessary. Then complete the rule.
 Australian prime minister head of state Irish government
 King Richard III Liberal Party Queen Elizabeth

individual people	positions	organizations
Princess Diana	the emperor of Japan	the European Union
President Kennedy	the US president	the United Nations

Rule Use *the* with _____ and _____, but not with _____ people.

- Add the missing *the* to these questions.
 - What's *the* name of *the* president of *the* USA?
 - Who's leader of Conservative Party?
 - Where's headquarters of United Nations?
 - Is Prince William from United Kingdom?
 - Is Czech Republic in European Union?
 - Did President Mandela meet president of Tanzania?
- Pronunciation** *the* is pronounced differently in A and B. Can you see why?

A	B
the president /ðə 'prezɪdnt/ the European Union /ðə jʊərə'pi:ən 'ju:niən/	the EU /ði i: 'ju:/ the English /ði 'ɪŋɡlɪʃ/

- 5A.4▶** Look at the phrases in exercise 12. Is *the* pronounced A or B? Listen, check, and repeat.
 More practice? **Grammar Bank** >> p.140.

ABCD Put it all together

- Work with a partner. Write notes about politics in your country, or in another country you know. Try to answer the **Politics** questions on >> p.128.
- Change partners. Tell your new partner about the country from exercise 16. Listen to your partner's description. Is any information surprising?

I can talk about countries and governments.

Tick ✓ the line. with a lot of help with some help on my own very easily

How to express strong feelings

g so and such v extreme adjectives p high intonation



A Read and follow meaning

- What are the best tips for driving safely? Discuss with a partner.
Example Watch the other cars carefully.
- 6A.1** Read and listen to **Crash!** opposite and answer these questions.
 - What reasons has Suzi got to be angry at Paul?
 - What does she do about it?
- Read the story again. Work with a partner and answer the questions. Give reasons.
Do you think ...
 - Suzi was responsible for the crash?
 - Suzi is happy to see Paul again?
 - Suzi and Paul used to have a relationship?
 - Suzi really means it when she says 'you're so kind'?
 - Paul understands what Suzi is doing?
- Work with a partner. What do you think is going to happen next? Compare your answer with other students.

B Vocabulary extreme adjectives

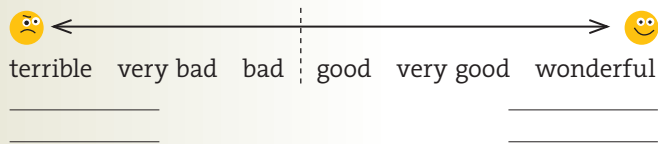
- Look at **Extreme adjectives** opposite and match one adjective with each of these meanings. You can use a dictionary.

very big *enormous* very angry
 very tired very surprising*

very frightened

* also often used to mean *very good*

- Find synonyms for *terrible* and *wonderful* in **Extreme adjectives**. Write them in this diagram.



- Work with a partner. Underline the best word to complete the sentences.
 - He was exhausted/terrified/furious of very high buildings.
 - She was terrified/furious/exhausted after the walk, and needed to rest for a while.
 - I went to see a/an enormous/brilliant/furious film last night.
 - We had such a/an amazing/furious/terrified lunch!
 - She was terrified/furious/exhausted after he damaged her expensive new car.

C Grammar so and such

- Look at the examples and complete the rules.
You were driving **so** badly.
I'm just **so** happy.
You always were **such** an awful driver.

Rules

Use _____ to make a noun* more extreme.

Use _____ to make an adjective or adverb more extreme.

*There may be other words between *such* and the noun.

- Underline examples of *so* and *such* in **Crash!**
- Make these sentences more extreme with *so* or *such*.
 - Why was Paul furious? *Why was Paul so furious?*
 - It's an amazing story.
 - I'm exhausted!
 - Why do you drive an enormous car?
 - Why do you drive fast?
- 6A.2** **Pronunciation** Listen and repeat the sentences on the audio.

I'm **so** exhausted! It's **such** a brilliant film!

Notice that to express strong feelings, the voice goes high on the main syllables.

More practice? **Grammar Bank** >> p.141.

D Listen and identify the topic

- 6A.3** Listen to three conversations. Guess what the people are talking about from the list below.
a restaurant a shop a holiday a film
exam results a job interview
- Listen again. Make a note of the words and phrases that helped you identify the topic. Compare with a partner.
Example Conversation 1 – ending, story, music, see
- Look at the audio script on >> p.154. Underline questions and expressions of sympathy which encourage the other person to continue.
Example Really?
- Choose two of the conversations and practise them with a partner. Use a high voice to express strong feelings.

ABCD Put it all together

- Prepare to tell your partner a story. Look at **Tell a story** on >> p.128.
- Tell your story to your partner. Listen to your partner's story. Encourage him/her to continue by asking questions and expressing sympathy.

I can express strong feelings.

Tick ✓ the line.

with a lot of help

with some help

on my own

very easily

How to say how people look

v looks and character; *look* and *look like* P contrastive stress



A Read for detail

- Which dogs in the photos opposite do you prefer? Why? Tell a partner.
- Read **Does your dog look like you?** opposite quickly. What is the text about? Choose the best answer.
 - Different types of dog.
 - People who try to look like dogs.
 - Research on the appearance of dogs and their owners.
 - People and their dogs in California.
- Read the text again. Write *true* or *false*.
 - Researchers mixed the photos of the dogs and owners.
 - They asked the dog owners to find their dogs.
 - All dogs look like their owners.
 - People are careful when they choose pure-bred dogs.
 - People simply matched hairy dogs with hairy people.
 - People matched friendly-looking people and dogs.
- Work with a partner and match the people in the photos with their dogs. Explain how you did it.

Example photo 2 and 11 – the woman and her dog both have the same curly hair and it's the same colour ...

B Vocabulary looks and character; look and look like

- Look at the example sentences and underline the correct word in the rules.

He looks friendly. He looks like his dog.

 - Use look/look like before a noun, to compare appearances.
 - Use look/look like before an adjective, to guess a person's character from their appearance.
- Complete the sentences with the correct form of *look* or *look like*.
 - He looks like a student.
 - She _____ very happy.
 - She _____ her sister.
 - He doesn't _____ very kind.
 - She _____ my grandmother.
 - He doesn't _____ anyone I know.
- Work with a partner. Look at **Character, Looks,** and **Age** opposite. Match the words and phrases with people in the photos. Use a dictionary to help.
- Make sentences to describe the people in the photos. Compare with a partner.

Example She looks generous. She doesn't look aggressive. She's got curly hair. She's probably in her late sixties. She looks like my grandmother ...

C Listen for key words

- 7A.1** Listen and read. Which photo in **Does your dog look like you?** is being described? Underline the key words which helped you.

This man's in his early twenties, and he's got straight dark hair ... ehm ... it's quite long. He's got quite a long face, and his nose is long and thin too. His eyes are wide open – he looks a bit suprised. He looks a bit shy, nervous perhaps, I don't know.
- 7A.2** Listen to these descriptions and match them with people in the photos. Compare with a partner.
- Work with a partner. Before you listen again, write down any key words you can remember about each photo. When you listen, tick ✓ your words if you hear them.

D Pronunciation contrastive stress

- 7A.3** Listen to two people playing a guessing game. Say which person in **Does your dog look like you?** they're talking about.
- 7A.4** Which word is stressed? Listen and say A or B.

	A	B
1	No, long fair hair.	No, long fair hair.
2	No, curly ginger hair.	No, curly ginger hair.
3	No, late twenties.	No, late twenties .
4	No, big brown eyes.	No, big brown eyes.

- Work with a partner. Match the answers in exercise 13 with these questions. Then ask and answer.
 - B Has he got long dark hair?
 A Has he got short fair hair?
 - Has she got curly grey hair?
 Has she got straight ginger hair?
 - Is he in his early twenties?
 Is he in his late thirties?
 - Has she got small brown eyes?
 Has she got big blue eyes?

Example A Has he got long dark hair?
B No, long **fair** hair.

ABCD Put it all together

- Work in groups. Look at **Portraits of men** on >> p.129. Take turns to choose a photo. The other students ask closed questions to guess the photo.

I can say how people look.

Tick ✓ the line. with a lot of help with some help on my own very easily

How to make small talk

g tag questions v weather p tag questions



A Vocabulary weather

- Look at the words in **Weather** opposite. Decide if they are nouns, verbs, or adjectives. You can use a dictionary. Work with a partner and think of other weather words.
- 9A.1▶** Guess which words normally go together. Match the words in the two columns, then listen, check, and repeat.
 - heavy a cold
 - blowing b hot
 - boiling c a gale
 - freezing d rain
 - pouring e showers
 - soaking f wet
- Complete the sentences with words from **Weather**.
 - The day will start quite mild and dry, but **heavy** _____ are expected in the afternoon.
 - We walked home in the _____ **rain** and got _____ **wet**.
 - We have an extreme climate, with _____ **hot** summers and _____ **cold** winters.
 - As a child, I hated _____ nights because I was afraid of **thunder and** _____.
 - It was _____ **a gale** last night but when I woke up, the **sun** was _____.
- Describe the weather in different parts of the picture in **Weather**.
Example The sun's shining in the city.
- What's your favourite weather? Does the weather change your mood? Why? Tell your partner.

B Read and understand reasons

- Read **Talk about the Weather** opposite. Match summary sentences a–d with reasons 1–4.
 - Most people are interested in the weather, and it can change how we feel.
 - We sometimes talk about the weather just to be sociable, not because we're interested in it.
 - Weather has always been a popular topic.
 - Weather is a good conversation starter because it's a subject we all have in common.
- Answer the questions with a partner.
According to the writer ...
 - why would sailors and farmers be interested in the weather?
 - why is talking about art not a good conversation starter?
 - why did our great-grandparents have a lot of sayings about the weather?
 - why is the weather important to us?
 - why do we say things like 'Lovely day, isn't it?'

C Listen to conversations about the weather

- 9A.2▶** Listen to four conversations between Susan and Tom. What is the weather like in each conversation?
Example winter – cold wind; freezing
- Listen again and tick ✓ the things they do in each conversation. Write the number of the conversation.
 - Talk about extreme weather in other places. ✓ 1, 3
 - Say how nice the weather is.
 - Complain about the weather.
 - Talk about the weather forecast.
 - Say what the weather will be like at the weekend.
 - Agree with each other.
 - Say how typical the weather is for the time of year.

D Grammar tag questions

- Read Susan's sentence and say if 1–3 are *true* or *false*.
Susan It's a lovely day, isn't it?
 - Susan thinks it's a lovely day.
 - She isn't sure if it's a lovely day.
 - She invites Tom to agree with her.
- 9A.3▶ Pronunciation** Listen and repeat the sentences from Susan and Tom's conversation. Notice that although *isn't it?* has a question mark, it isn't really a question, so you pronounce it like a statement.
- Match the sentences with their tag questions.
aren't they? do we? is there? ~~isn't it?~~ don't we?
 - It's amazing, *isn't it?*
 - The days are getting shorter,
 - I guess we need it,
 - There's no wind at all,
 - We don't want floods,
- Answer the questions with a partner.
 - When is the tag question positive or negative?
 - When do we use *be* or *do*?
- Add tag questions to these sentences.
 - The nights aren't very long, *are they?*
 - It's a beautiful evening,
 - It isn't very warm,
 - You don't like hot weather,
 - You like cold weather,

More practice? **Grammar Bank** >> p.144.

ABCD Put it all together

- Work with different partners. Start a conversation about the weather, and continue making small talk for as long as possible. Who did you have the longest conversation with?
Example Hi. It's freezing cold today, isn't it?

I can make small talk.

Tick ✓ the line. with a lot of help with some help on my own very easily

How to exchange opinions

g articles *the, a, an* v shops; agreeing and disagreeing p agreeing and disagreeing intonation

10A

A Read and infer

- 1 Do you like small, local shops or big shopping malls? Why? Think of two or three reasons and tell a partner.
- 2 **10A.1▶** Read and listen to **Death of the High Street** opposite. What opinion of the shopping mall do the shopkeepers have?
- 3 Answer the questions with a partner.
 - 1 Line 3: Who are 'they'?
 - 2 Line 5: 'The greengrocer was driving past' ... past what?
 - 3 Line 7: What does the cashier think?
 - 4 Line 12: 'Say there's nothing worse' ... worse than what?
 - 5 Line 14: 'Walking on the land' ... what land?
 - 6 Lines 19–24: Why are these lines in 'quotation marks'?
 - 7 Was the cashier right? Did they build a jail?
 - 8 How does the mall 'kill' the high street?

B Vocabulary shops

- 4 Work with a partner. Add more words to the lists of shops. Use **Death of the High Street** to help you.
 - a object + shop *shoe shop; clothes shop ...*
 - b job + 's (shop) *butcher's ...*
 - c other *supermarket ...*
- 5 Work with a partner. Underline the correct word and explain why the other is not correct. You can use a dictionary.
 - 1 You can buy milk at a grocer's/greengrocer's.
A greengrocer's sells fruit and vegetables.
 - 2 You pay at the checkout in a market/supermarket.
 - 3 You don't have to go inside to buy a paper at a news-stand/newsagent's.
 - 4 You don't pay to take books from a bookshop/library.
 - 5 There are lots of shops with different owners inside a shopping mall/department store.

C Grammar articles *the, a, an*

- 6 Read these two conversations and answer the questions.
 - a **A** I'm going to the greengrocer's. Do you want anything?
B Yes, can you get some apples, please?
 - b **A** Excuse me, is there a greengrocer's near here?
B Yes, over there on the corner.
 - 1 In which conversation do both people know the shop they're talking about?
 - 2 Why does one speaker say *the greengrocer's* and the other *a greengrocer's*?

- 7 Work with a partner. Complete this summary of **Death of the High Street** with *the, a, or an*.
 - 1 The people on 2 _____ high street all know each other. Everybody knows who 3 _____ butcher is and who 4 _____ greengrocer is. But there are some strange people and vehicles in town – 5 _____ engineer, 6 _____ lorry and 7 _____ bulldozer. Nobody knows what they're doing here. 8 _____ cashier in 9 _____ bank thinks they're building 10 _____ jail. But finally, everybody discovers the truth: they're building 11 _____ shopping mall.

More practice? **Grammar Bank** >> p.145.

D Listen to people exchanging opinions

- 8 Read **Have your say!** opposite. Who do you agree more with, Amrita or Jerry? Tell a partner.
- 9 Underline five or six key points in each opinion text.
Example I think big shopping centres are much more convenient than high-street shops.
- 10 **10A.2▶** Listen to Amrita and Jerry's conversation. Which of your underlined key points do they mention?
- 11 Listen again. Who uses these phrases, Amrita or Jerry?
 - 1 I don't think so. *Jerry*
 - 2 Yes, maybe, but ...
 - 3 Not really, no.
 - 4 OK, that's true, but ...
 - 5 Alright, but ...
 - 6 Well, OK, you're right, I suppose.
 - 7 I'm not so sure about that.
 - 8 Yes, I agree, but ...
- 12 Match the phrases from exercise 11 with a–c.
 - a agree
 - b agree, but not completely
 - c disagree 1
- 13 **10A.3▶ Pronunciation** Listen and repeat the parts of the conversation. Copy the intonation.



ABCD Put it all together

- 14 Work with a partner. Make a list of *for* and *against* points for each topic.
 - 1 'Shopping with friends is better than shopping alone.'
 - 2 'Internet shopping will kill traditional shopping.'
 - 3 'Life in a small town is better than life in a big city.'
- 15 Work in groups. Choose one of the topics and exchange your opinions. Are your opinions similar?
Example **A** I think shopping with friends is more fun.
B I'm not so sure about that ...

I can exchange opinions.

Tick ✓ the line.

with a lot of help with some help on my own very easily