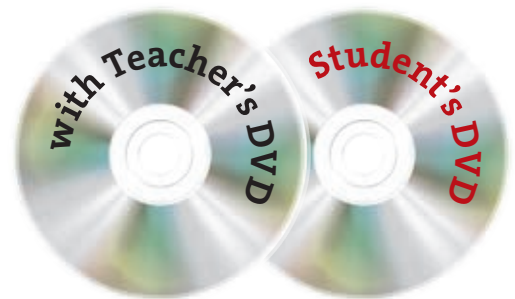


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First published 2008

2012 2011 2010

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ISBN: 978 0 19 430483 2

Printed and bound by Gráfica Maiadouro S.A. in Portugal

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ACKNOWLEDGEMENTS

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The Publishers and Authors would particularly like to thank the following readers and teachers for their help with the initial research and piloting: Maggie Baigent, Jo Cooke, Ana Deptula, Jon Fitch, Anne Fowles, Rachel Godfrey, Amanda Jeffries, Colin Lockhart, Fiona McLelland, Marisa Perazzo, Graham Rumbelow, Enda Scott, Joanna Sosnowska, Meriel Steele, Carol Tabor, Michael Terry.

Recordings directed by: Leon Chambers

Words and music in songs by: Mark Hancock

Musical arrangements by: Phil Chambon

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Pre-intermediate Teacher's Book

Annie McDonald & Mark Hancock
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How to talk about your abilities



Orientation

Context

In this lesson, students will focus on talking about past and present abilities.

Rabbit Kekai ... is a magazine article about a man who is still surfing at the age of 85 and is decorated with pictures showing him in action.

Abilities gives verb and noun collocations for various activities.

Language

Focus grammar	<i>can, can't, can you ...?, could, couldn't, could you ...?</i>
Focus words	<i>chess, fire, jigsaws, sewing machine</i>
Focus phrases	<i>I didn't know you ..., Really?, What about you?, What do you like ...ing?</i>
Recognition vocabulary	<i>Bermuda shorts, bomb, great-grandfather, physically, sunglasses</i>
Recycled language	words: <i>bike, computer, crosswords, golf, guitar, map, nickname, puzzles, table tennis, etc.</i> collocation: <i>do crosswords, etc. make dinner, etc. play the guitar, etc. read a map, etc. ride a bike, etc. use a sewing machine, etc.</i> grammar: <i>past tenses; time phrases: in 1941, when he was six, etc.</i>
Pronunciation	stressing the negative: <i>can't, couldn't</i> 3B.1
Discourse	<i>but</i> to introduce a contrast

Language note

Accurate pronunciation of *can/can't* and *could/couldn't* is important in terms of recognition and production. When a person says, e.g. *I can't drive*, the 't' at the end of *can't* often disappears. However, comprehension doesn't break down because the vowel sound in negatives is also given its full, stressed form.

End product

In *Put it all together*, students have a conversation with a partner about things they can and can't, could and couldn't do. The activity is based on a listening, and students have the conversation from their notes.

Preparation

Take some realia to class, such as chess pieces, a tennis ball, and a dice, to set the context of games.

Warmer

Write some activities from previous lessons on the board. Ask students to put them in order and then label them according to the phrases on the *Can do* bar at the end of each lesson. Example activities: *play football, tennis, guitar, ride a bike, make dinner, do crosswords, read Chinese, etc.* Put students into groups to compare abilities. Do not correct for accuracy but make a note of how well students use *can* and *could* for ability and if they use verb/noun collocations appropriately.

Write *How to talk about your abilities* on the board.

A Vocabulary abilities

- 1 Start students thinking about collocation. Tell them to tick the things they can do, and to use a dictionary to check any new vocabulary. Ask them which words they would look for (*the nouns, not the verbs*). Put students into pairs to ask and answer. Monitor and help with pronunciation as necessary.
- 2 Do the first item as an example. Direct students to *Abilities* to find an example of another language. Elicit the verb and tell students to continue individually, using the examples on >> p.28 to help them if necessary. Students compare answers in pairs before you go over answers as a class.

read: Chinese

ride: a camel

use: a digital camera

do: a Sudoku puzzle

play: tennis

make: a cheese sandwich

Extra activity

Students check their dictionary to see if it gives this information. They might find it in an example sentence after the definition of the word or on a separate page which gives common verb/noun collocations.

- 3 Ask students to look at the verbs and nouns in *Abilities* and ask *What type of words do we use with do?* Elicit or tell students that *do* is generally used with games and quizzes on paper. Repeat for the other verbs. Set a time limit for students, in pairs or small groups, to add more nouns to the lists. Elicit answers briskly around the class and give positive feedback.

Extra help

Give students time to study their lists. Call out a noun for students to say the verb. Students continue testing a partner.

B Read a magazine article

In this section, students anticipate the content of a text from visual clues, before reading for gist and detail.

- 4 Direct students to the title of the text on >> p.28 but tell them not to read it. Put students into pairs and set a short time limit to discuss ideas. Ask for suggestions around the class and write key words on the board.
- 5 Give students time to read the text and put a tick by any of their guesses.
- 6 Go through the instructions, emphasizing the word *main*. Ask students to read items a–d to check vocabulary and tell them that all the facts are in the text. Go over the answer as a class and ask students to explain why.

b is the main point of the text. Rabbit still surfs, wins competitions, gives lessons, and he plans to continue surfing until he's 100 years old.

- 7 Focus students' attention on key factual information. Go through the instructions and the example as a class. Check students understand the difference between *false* and *doesn't say* (Students write *false* if there is different information, and *doesn't say* if there is no information in the text.) Students read items 2–6. Check any vocabulary problems. Students complete the activity. Monitor and help as necessary. Go over the answers as a class, asking students to give you information from the text to explain their answer.

2 True 3 True 4 False 5 True 6 Doesn't say

How to say what's happened

Orientation

Context

In this lesson, students will practise using the present perfect to talk about the results of recent events.

Bingo! is a picture-based game board with photos of people suffering minor mishaps at home. These illustrate the vocabulary in *Accidents at home*. The rules of the game are explained at the bottom of the page.

Language

Focus grammar	present perfect (+); past participles of regular and irregular verbs
Focus words	verbs for accidents: <i>break, burn, cut, do, drop, fall, happen, put</i>
Recognition vocabulary	words: <i>blood, floor, horrible</i> phrases: <i>Are you alright?, I can smell it., It's not too bad., What a mess!</i>
Recycled language	<i>bottles, cup, egg, finger, glasses, iron, milk, plates, salt, shelf, shirt, sugar, toast</i>
Pronunciation	short form of <i>have</i> 4B.3

Language note

The verbs in *Accidents at home* illustrate the common patterns of spelling of irregular past participles. *Burn* has both regular and irregular alternatives in most dictionaries. *Accidents at home* on >> p.38 gives only the irregular version.

End product

In *Put it all together*, students find picture differences between *Pairwork* >> p.127 and >> p.133 by describing events which have just taken place in a kitchen. Students can ask for repetition and clarification if necessary.

Preparation

Put a plaster on your finger just before class and, if you have a small first aid kit at home or in the school, take it to class as realia.

Remind students to bring bilingual dictionaries for the next lesson (4C).

Warmer

Show your finger and say *I've cut my finger. Now it hurts.* Use mime to show what you mean and gesture to encourage students to ask you questions about how you did it. Now draw a first aid kit (a box with a cross on it) or show a real one, and ask *When do we use this?* Elicit or give *accident*. Ask students *Where do most accidents happen?* (*In the home.*)

Write *How to say what's happened* on the board.

A Vocabulary accidents at home

- 1 Give students the opportunity to show what they know and familiarize them with *Bingo!* on >> p.38. Direct students to photo b and ask *Why does the man look unhappy? What can you see?* and accept different suggestions. Go through the example together. Monitor and help as students continue in pairs by giving the first letter or syllable of words. Elicit answers around the class and help with meaning and pronunciation as necessary. Check students pronounce *finger* as /'fɪŋɡə/ not /'fɪŋə/, and the plural of *shelf* as *shelves* not *shelfs*.

Suggested answers

a egg, floor	e cup	i sugar
b cup	f glasses	j finger
c toast	g milk	k plates
d finger, knife	h shirt, iron	l bottles

- 2 Students start thinking about meaning by matching verbs with possible phrases. Go through the example before students continue individually. Check answers around the class by saying the verb and eliciting the noun phrases. Drill the complete phrases and help with pronunciation, if necessary.

2 b, c, d 3 f 4 a, b, d 5 e 6 a, b, d

Teaching tip

Check students understand the concepts by asking *Which are more serious accidents?* (*break your finger, burn your finger*); *Which are expensive to fix?* (*broken glasses*); *When do you need to clean up?* (*drop a cup, egg or milk*); *Which tastes bad?* (*salt in coffee*); *Why is the man in photo b unhappy?* (*He's put some salt in his coffee.*)

- 3 Students demonstrate they understand the meaning of vocabulary by matching the sentence beginnings and endings to describe the photos. Use the example to check students understand the activity and put them in pairs to continue. To check answers, nominate one student to say the first part of a sentence, and another to continue and a third to say which picture it is. If students ask, explain that in item 6 the subject of the verb is *bottles*, but don't focus on the form of the present perfect yet as it will be covered in the next section.

- 2 He's dropped an egg . picture a
- 3 She's cut her finger with a knife. picture d
- 4 He's put salt in his coffee. picture b
- 5 He's burnt his shirt. picture h

B Grammar present perfect for recent events

- 4 Point to the small picture next to the grammar box. Elicit *He's dropped an egg.* and write the sentence on the board. Check the concept, that we are interested in the direct connection of the past event with its present relevance by asking *Do we know when he dropped the egg? Was it a long time ago? (No.) Can you see the result now? (Yes.)* Say the section heading and ask *What does recent mean?* (*Not long ago.*) Draw this timeline on the board:

dropped egg EGG ON THE FLOOR!

past ————— X ————— now ————— future

past action present result

How to talk about obligations

Orientation

Context

In this lesson, students will practise using *have to*, *don't have to*, and *mustn't* to talk about driving obligations in different countries.

Road Rules Quiz! is a magazine quiz which invites students to see how much they know about the rules of the road of one particular country. The pictures illustrate some typical rules and some of the vocabulary is labelled. There are no answers to the questions.

Culture note

The rules of the road, for example who has right of way at a zebra crossing, can be different from country to country. Tourist websites and guides usually explain rules and regulations so anyone driving in a different country will know what they must and don't have to do.

Language

Focus grammar	<i>have to, don't have to</i>
Recycled grammar	<i>mustn't</i>
Preview grammar	<i>everything, anything</i>
Focus words	<i>cyclist, helmet, number plate, motorway, pavement, pedestrian crossing, seat-belt, traffic lights, tyre, etc.</i>
Focus phrases	<i>I prefer ...ing, run out of</i>
Recycled language	words: <i>accident, buy, drive, park, pass, use, wear</i> adverbs of frequency: <i>always, sometimes, usually</i>
Pronunciation	<i>have to</i> /hæf tə/ or <i>have to</i> /hæv tu:/ 6B.1–2

End product

In *Put it all together*, students talk about two forms of transport, saying which they prefer and why. Students are given a model and time to prepare what they will say and can refer to their ideas when they have the conversation.

Preparation

Check you can answer *Road Rules Quiz!* for the country you are in.

Warmer

Write these verbs on the board: *wear, use, pass, buy, drive, park*. Set a short time limit for students, in small groups, to think of verbs and noun phrases connected to the topic of driving. Write suggestions on the board and ask students about their driving experiences: *Have you ever driven or been in a car in a different country? Was it the same as or different from your country? What about riding a bike? What about crossing the road?* Encourage students to tell anecdotes about their experiences in a different country. Help students express their ideas but do not overcorrect for accuracy at this stage.

Write *How to talk about obligations* on the board.

A Read and answer quiz questions

In this section, students use visual clues to help with vocabulary, before reading and responding to detail.

- 1 Set a short time limit for students to show what they already know by brainstorming words for parts of a car in pairs. To collate answers for feedback, draw (or ask a volunteer to draw) a simple picture of a car on the board. Ask for volunteers to come to the board and label parts. Ask the class to check spellings.
- 2 Direct students to *Road Rules Quiz!* to match the words and pictures. Go through the example as a class. Students compare in pairs. Check by pointing to different squares and asking students to call out the relevant word.

cyclist e	motorway b	seat-belt h
helmet d	pavement g	traffic lights a
number plate c	pedestrian crossing f	tyre j

Extra activity

To activate the vocabulary, put students into pairs to point to pictures in the quiz. The partner says as many vocabulary items as they can remember.

- 3 Read the introductory questions at the top of the quiz which are written to challenge the reader to show what he/she knows. Write *a lot, a little, nothing* on the board, and ask for a show of hands to see how much students think they know about the rules of the road for the country they are in now. In pairs, students answer the questions together. Monitor and make sure students understand *have to* and *don't have to* in context, but avoid giving a grammar presentation as this is the focus of the next section. Direct students to the pictures to help with vocabulary as necessary.

Teaching tip

If students need help with the concept of *have to* and *don't have to* to talk about obligation and the absence of obligation, use the first statement in the quiz and ask *Can you drive through red traffic lights? (No.)*

- 4 Students change pairs and compare answers. Go through each question with the class. Write different answers on the board, take a class vote for each one and give feedback or ask students to check for homework.

Extra plus

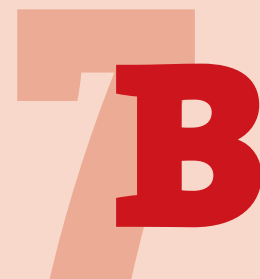
Students repeat the quiz, but for a different country. They report some of the *Road Rules* to the class or in small groups.

B Grammar *have to, don't have to, mustn't*

- 5 Go through the exercise as a class to focus attention on the form of *have to* and *don't have to*. Write the headings *obligation* (you can't choose) and *no obligation* (you can choose) on the board. Copy statement 1 from the quiz on the board and ask questions a and b. Repeat with statement 8 from the quiz and questions c and d. Highlight the form and use *have to/don't have to* cues from the quiz to elicit other driving rules and to check students understand the concept.

have to = b (obligation, you can't choose)
don't have to = c (you can choose)

How to explain what you mean



Orientation

Context

In this lesson, students will practise asking about vocabulary using defining relative clauses.

A guided tour of my workplace shows different parts of a school and different people who work there.

What are they saying? shows different pieces of information missing from pictures 1–10.

Language

Focus grammar	defining relative clauses: <i>who, which, that, where</i>
Focus words	jobs: <i>caretaker, pilot</i> , etc. workplaces: <i>canteen, cockpit, laboratory, library, staff room, studio</i> tools: <i>photocopier</i>
Focus phrases	<i>is a person, is a place, is a thing, is called, is used for, What's that?</i>
Recognition vocabulary	words: <i>breaks, projects</i> phrases: <i>takes care of</i>
Recycled language	jobs: <i>cashier, mechanic, nurse, receptionist, scientist, secretary</i> , etc. equipment: <i>camera, computer, machine, telephone</i> in school: <i>board, classroom, kids, subjects (geography, history)</i> , etc. grammar: <i>present simple</i>

End product

In *Put it all together*, students ask for explanations about information they are given about a person's job. The conversation is based on the example given in *Pairwork* on >> p.129 and students are given time to practise before they have the conversations.

Preparation

Familiarize yourself with the organization of the jobs quiz game on >> p.129 and >> p.134 to help students as they do exercise 12.

Warmer

Write these three pairs of words on the board: *a bookshop, a library; a fitness instructor, a bed tester; the coast, city centre, airport* and put students in small groups to say what the difference is. Set a time limit of about three minutes and see which team can find the most differences. Ask for suggestions around the class and notice whether or not students are using defining relative clauses. Do not draw attention to this or do any correction at this stage.

Write *How to explain what you mean* on the board.

A Read for general meaning

In this section, students read short texts for detail.

- 1 Go through the instructions and examples. Ask *What are tools? Are they people or things? (Things.) True or false? Tools are things people use to do a job. (True.)* Elicit two examples of tools from the examples. Put students in pairs or small groups and set a time limit of about three minutes for students to complete the activity. Remind them to use their dictionaries. Monitor and help as necessary. Ask for volunteers to tell the class about the job/person, places and tools.
- 2 Direct students to look at the photos on >> p.68 and activate topic vocabulary. Set a time limit of one minute and ask students to close their books. Ask around the class for words connected with the photos. Books open. Read the title *A guided tour of my workplace* and ask about the job and the place (*teacher and school*). Tell students to look at the photos with captions and ask *What are the first words (This is) When do we use these words? (For introductions.)* Direct students to the captions in exercise 2 and ask them to write them in the correct place. Go over answers and any vocabulary as a class.

Picture 2: This is the school where I work.

Picture 4: This is Chris Walton, head of Maths.

Picture 8: This is the place where the kids have lunch.

Picture 9: This is the lab where the kids have Chemistry lessons.

- 3 Point to the speech bubbles at the bottom of >> p.68 and ask *What are they saying?* Do the first one as a class to demonstrate the activity. Students continue in pairs. Monitor and help as necessary, pointing out the connection between key words and clues in the pictures. Ask for volunteers to give the answers.

a picture 3 b picture 9 c picture 10 d picture 4 e picture 6

B Listen for detail

In this section, students listen to a monologue. They use key words to check their understanding of the text.

- 4 **7B.1** Tell students they are going to listen to Kevin describing the people, places and things in the photos and explain that they should make notes about any information not in the captions or speech bubbles. Play and pause the audio after the first piece of information. Direct students to the example and point out that they only need to write key words. Play the audio and pause after each picture description, giving students time to write key words. Do not check answers at this stage.
- 5 Read the instructions and ask students to read items 1–9 and check vocabulary. Do the example as a class and ask students to continue individually. Monitor and see how many items students can answer, before putting them in pairs to compare. Nominate students to give the answers, and if the information is false, elicit a correction. Play the audio again for students to check.

Extra help

Students listen again before answering true or false. Then listen a second time to check their answers.

How to explain how to cook something

Orientation

Context

In this lesson, students will practise describing ingredients in different dishes.

Round the World Al Fresco, shows food being cooked outdoors in different countries. The captions, although incomplete, provide information about what is being cooked and where.

Recipe at the bottom of the page has the stages of a recipe printed in the wrong order.

Language

Focus grammar	quantifiers: <i>a lot of, a little, a few</i>
Focus words	<i>barbecue, boil, chop, fry, grill, heat, peel, pour, roast, stir, wash</i>
Recognition vocabulary	<i>chestnuts, corn, fritters, garlic, herbs, mangoes, peppers, stew, etc.</i>
Recycled language	words: <i>onions, potatoes, sausages, soup, tea, tomatoes, vegetables</i> grammar: <i>much, many, there is/Isn't, there are/aren't, some</i>
Discourse	sequencers: <i>first, then, after that, next, finally</i>

End product

In *Put it all together*, students prepare a list of ingredients and notes on how to make some food or drink. They give their instructions to a partner. The activity is based on a written recipe and listening in 9B.2.

Warmer

Write the name of the following places on the board: *Brazil, the Himalayas, Latvia, Wales, China, Seattle, Croatia, the Middle East, Venezuela, Timbuktu, South Africa*. Set a time limit of about two minutes. In pairs, students write food they would expect to eat if they went to these places. After two minutes, join pairs to make groups of four to compare ideas. Go through each place in turn and ask for suggestions from each group.

Write *How to explain how to cook something* on the board.

A Vocabulary cooking

- 1 Read through the instructions and questions 1–2 and check vocabulary. Direct students to the photos in *Round the World Al Fresco* on >> p.88 and put them in pairs to discuss the questions. Monitor and help with vocabulary as necessary, and join in with students' conversations. Ask for volunteers to report back to the class and see which place was the most popular.
- 2 Read through the instructions and ask students to read questions 1–5. Check any vocabulary and do the first item together as a class. Put students into pairs to continue the activity. Monitor for the correct use of *some* and *any*.
- 3 Direct students to the captions for each photo. Go through the instructions and the example as a class to demonstrate the activity. Students continue the activity individually. Monitor and encourage them to guess if they are not sure of an answer. When students have done as many as they can, ask them to reflect on their answers. Tell them to put a tick by an answer they are sure of, and a question mark by the ones they feel uncertain about. Ask students to compare in pairs but do not go over answers at this stage.
- 4 9B.1 Say a photo number and nominate a pair of students to say and spell the answer. Monitor for pronunciation as students give answers. Ask the class if they agree. Play the audio, pausing item by item for students to check. Play the audio a second time, pausing for students to repeat. Give extra pronunciation practice as necessary.

2 heating 3 washing 4 boiling 5 roasting 6 barbecuing
7 grilling 8 peeling 9 chopping 10 pouring 11 stirring

Teaching tip

The captions all have the gerund as subject. Point this out to students if they ask.

- 5 Ask students to read items 1–11 and underline any new vocabulary. Tell students to use the photos to help them guess new vocabulary and then to confirm in their dictionaries. Do the example with the class and ask students to continue individually or in pairs. To check answers, say the definition, ask for a volunteer to give the answer, and ask the class to say the photo number.

2 wash 3 boil 4 heat 5 peel 6 chop 7 stir 8 roast
9 fry 10 pour 11 barbecue

Extra help

In pairs, students point to a photo and a partner says the verb.

B Grammar quantifiers

- 6 Ask students *Is soup countable or uncountable? (Uncountable.) And cherries? (Countable.)* Write the words *uncountable* and *countable* on the board. Say the words and phrases *a lot, a little, a few, none* and do the exercise as a class. Ask about the food in each picture, saying *Countable or uncountable?* to elicit or give the quantifier. Monitor for pronunciation and check students say *few* as /fju:/.

How to say how people appear

11B

Orientation

Context

In this lesson, students will focus on describing scenes involving what people are doing and how they appear.

The four famous paintings of different young women are labelled with the name of the picture, the artist and the date the painting was done. *Portrait of a young woman* describes one of the paintings and includes the author's impressions on how the woman might be feeling and why.

Language

Focus grammar	action or state verbs: <i>hear, know, listen, look, seem, understand, etc.</i>
Focus words	<i>appear, model, perhaps, etc.</i>
Recognition vocabulary	words: <i>headscarf</i> phrases: <i>at this time, doing something funny, looking straight at you, etc.</i>
Recycled language	present simple; present continuous; prepositions of place: <i>behind, in a market, in front of, in Holland</i> articles: <i>a/the</i>
Pronunciation	unstressed words 11B.3

Language note

The difference between *see* and *look at* and *hear* and *listen to* can often be confusing. *See* and *hear* are state verbs, but are usually prefaced by *can* rather than just used in the present simple. These describe abilities over which we don't have control. *Listen to* and *look at* are action verbs as they require more conscious effort. *look at* is used for things which are still, *watch* for things which are moving.

End product

In *Put it all together*, students describe a picture for others to listen for key words to identify the picture. Students can use their notes in exercise 12 for the descriptions.

Preparation

Think about how to organize your classroom to regroup students for *Put it all together*, exercise 13.

Warmer

Put students into pairs or small groups and direct them to the paintings on >> p.108. Tell them not to read the information next to each one, but to put the pictures in order according to when they were painted. Write these words on the board: *age, looking at, thinking, feeling* and ask for volunteers to tell the class which painting they think was the earliest and latest. See if students agree with each other. Ask *Were you talking about facts or appearance?* (*Appearance.*)

Write *How to say how people appear* on the board.

A Listen for key words

In this section, students practise using key words to identify the subject of short descriptions.

- 1 Direct students to the pictures on >> p.108. Ask *What kind of paintings are they all?* and elicit *portrait*. Then in pairs, students talk about the questions. If necessary, give students some topics to help them. Write the following on the board: *colours, clothes, eyes, smile, background, feeling*. Set a three-minute time limit for students, in pairs, to talk about the pictures. Monitor and join in with the conversations. Do not correct for accuracy at this stage. Ask around the class for suggestions and see which painting is the most popular.
- 2 **11B.1** Go through the instructions and check students understand the activity. Play the audio while students listen and check. Students compare their answers in pairs and then check as a class.

Picture 3

- 3 Tell students to work individually and identify key words and phrases in *Portrait of a young woman*. Put students into pairs or small groups to compare ideas. Ask for suggestions around the class and write them on the board. Go over any vocabulary questions in the text at the end.

Suggested answers

looking straight at you; doesn't seem happy; in a bar; Paris; lots of people; lonely; back; in the mirror; face; man

- 4 **11B.2** Go through the instructions and play the audio for students to note the key words. Tell students not to worry about spelling, they should write what they hear. Put students in pairs to compare and play the audio a second time. Ask for suggestions around the class and write them on the board. Use the pictures to check students understand vocabulary.

Suggested answers

Description 1: sitting; body; side; turning; head; calm and relaxed; head scarf; Holland = picture 1

Description 2: working; market; London, happy; poor; left; funny; moving quickly = picture 4

B Grammar action or state verbs

- 5 Go through the instructions and direct student to audio scripts **11B.1** and **11B.2** on >> p.158. Do a couple of examples as a class and point out that students underline the verb phrases, e.g. *are standing, doesn't seem*. Set a short time limit for students to find the verb phrases in the audio script. Put students in pairs to compare before checking answers as a class.

Direct students to the grammar box, the titles in the top row and the examples. Ask them to write the main verbs in the appropriate box. Monitor and help as necessary.

Pairwork

6A Put it all together

Caller cards

Choose any of these cards and 'phone' your partner.

You phone Central College (726 8915). You want to speak to Ms Breen, Mrs Wilson, or Mr Nailer.

You phone Central College (726 8915). You want to speak to Ms Green, Mrs Nilson, or Mr Mailer.

You phone Kwikfix Garage (726 8515). You want to speak to Don or Tim.

You phone Kwikfix Garage (726 8515). You want to speak to Dan or Tom.

Answerer cards

Choose any of these cards and answer the call from your partner.

You are a secretary at Central College (726 8915). Here are some of the people in your department:

Ms Green She's in class at the moment. Her class finishes at 17.15.

Mr Nailer He's talking on the phone at the moment.

Mrs Wilson She's free. You can put the caller through.

You are a secretary at Central College (726 8915). Here are some of the people in your department:

Mr Mailer He's on holiday at the moment. He's back on the 13th.

Ms Breen She's talking on the phone at the moment.

Mrs Nilson She's in class at the moment. Her class finishes at 9.50.

You work at Kwikfix Garage (726 8515). You work with two other people:

Don He's busy at the moment.

Tom He's in the office. You can put the caller through.

You work at Kwikfix Garage (726 8515). You work with two other people:

Tim He's busy at the moment.

Dan He's gone home. He starts work at 9.15 in the morning.

6B Put it all together

Different forms of transport

Choose two forms of transport. Make notes about the obligations connected with them. Use some of the ideas below.

wear a helmet wear a seat-belt go through security
wait for a long time smoke eat drive buy petrol
get a licence buy a ticket book a seat *your ideas*

Example Cycling have to wear helmet
don't have to get licence
mustn't ride on pavement

Use your notes to say which form of transport you prefer.

Example A I prefer driving to travelling by bus. You can smoke if you want, and you don't have to wait for a long time.

B Yes, but you have to buy petrol ...

6C Put it all together

Student A Picture story



6D Exercise 12

Student A What were they doing?

Ask and answer questions about the pictures with your partner. Ask about Benny, Jerry, Gareth, and Ernest and Frances.

Example A What was Benny doing when the police arrived?

B He was talking on the phone.



Grammar

- 1 **Present perfect** ☐ ☐ ☐ Choose the correct word or phrase to complete the conversation.
- A Hello darling! Have you had a good day?
- B Yes, ¹_____. I've cleaned the house and I ²_____ the food for the party. What about you?
- A I've ³_____ a terrible day. Someone has ⁴_____ my bag with all my money! So I ⁵_____ bought the wine for the party ...

Example a You had b ~~Have you had~~ c Have you

- 1 a I have b have I c have
2 a bought b 've bought c buy
3 a having b have c had
4 a steal b stolen c stealing
5 a haven't b didn't c hasn't

☐ 5

- 2 **Present perfect with ever** Write *Have you ever* questions.

Example buy / a house

Have you ever bought a house?

- 1 live / in England _____?
- 2 break / your leg _____?
- 3 do / an extreme sport _____?
- 4 have / an accident _____?
- 5 take / shampoo from a hotel _____?

☐ 5

- 3 **Can / could (requests)** Complete the dialogues with *Could you* or *Can I* and the verbs in (brackets).

Example A Can I have (have) a glass of water, please?
B Sure. Here you are.

- 1 A _____ (send) me a pot of coffee please?
B Certainly. Which room number?
- 2 A _____ (use) your telephone, please?
B Yes, of course. It's over there.
- 3 A _____ (change) the sheets in room 22, please?
B Certainly. I'll do it immediately.
- 4 A _____ (have) a sandwich, please?
B Yes – do you want ham or cheese?
- 5 A _____ (call) a taxi for me, please?
B Yes, of course. Where do you want to go?

☐ 5

Vocabulary

- 4 **Things around the house** Look at the pictures and write the words for the objects.

- 1 spoon
2 _____
3 _____
4 _____
5 _____
6 _____

☐ 5



- 5 **Accidents at home** Complete the dialogues with these words.

broken burnt cut ~~dropped~~ fallen put

Example A Tom has dropped milk on the kitchen floor!

B Is he going to clean it?

- 1 A You've _____ the toast again!
B Sorry!
- 2 A I've _____ my finger on the knife.
B Oh no! Are you OK?
- 3 A Sorry – I've _____ a glass.
B That's OK. It wasn't expensive.
- 4 A This coffee is awful. Have you _____ sugar in it?
B No, I haven't. Sorry!
- 5 A What was that noise?
B All the plates have _____ off the shelf!

☐ 5

Pronunciation

- 6 **Phonemic spellings** Think about the sound of these words. Write the words.

Example /bed/ bed

- 1 /ʃæm'pu:/ _____ 4 /tæps/ _____
2 /'pɪləʊ/ _____ 5 /ʃi:ts/ _____
3 /'taʊwəl/ _____

☐ 5

GVP Total ☐ 30

Tests key

Unit 7

Grammar

- 1 where 2 which 3 who
4 which 5 where
- 1 You can't smoke here.
2 Where can I put my bag?
3 Can we wear jeans to work?
4 The rule is you can't arrive late.
5 You can wear anything you want.
- 1 I haven't got the key so I can't open the door.
2 Ana was wearing a suit because she had a job interview.
3 I've lost my phone so I can't call you.
4 Justin is ill so he can't come to work today.
5 I'm happy because I passed the test.

Vocabulary

- 1 b 2 c 3 a 4 b 5 c
- 1 studio 2 cashier 3 laboratory
4 nurse 5 receptionist

Pronunciation

- 6 long /b/: closes, don't
short /əʊ/: boss, not, office

Reading and Writing

- 1 False 2 Doesn't say 3 True 4 False
5 Doesn't say 6 True
- 2 good points
1 long holidays (or go away with children)
2 working hours (or meet daughter after school)
3 (have) uniform (or no worries about clothes)
bad points
4 get up early (or start at 5 o'clock)
5 don't see husband much during week
6 work outside in bad weather (or get wet)
Students' answers can be in note form, expressing the above ideas. Do not penalize for inaccurate grammar.
- 1 the people I know on the island
2 my children 3 my daughter
4 the uniform 5 Mull 6 my husband
7 my husband and I 8 my job
- 4 Students' own answers.

Marking guidelines		marks
Task	Have students joined sentences with <i>because</i> or <i>so</i> ? Have students written about both good and bad points?	4
Grammar	Have students <i>used have to, don't have to, must</i> and <i>mustn't</i> appropriately?	4
Vocabulary	Have students used a variety of words related to jobs?	2

Unit 8

Grammar

- 1 yours 2 ours 3 his 4 theirs
5 Mine
- 1 are recorded 2 is printed 3 is put
4 are sent 5 are sold
- 1 'll send 2 click 3 won't reply
4 Will you help 5 don't repair
Do not deduct marks if students use full forms instead of contractions.

Vocabulary

- 4 2 e 3 b 4 f 5 d 6 a
- 5 1 b 2 a 3 c 4 a 5 b

Pronunciation

- 6 2 a 3 d 4 e 5 f 6 b

Reading and Writing

- 1 1 b 2 c 3 d 4 f 5 a 6 e
- 1 because it contained an important unfinished novel
2 in the luggage rack
3 she shouted after the woman
4 from her seat reservation
5 she was on holiday
6 sent Ms Goode a letter
7 Ms Goode returned it to Mrs Penn
8 because she could complete her novel
- 1 False 4 False
2 Doesn't say 5 Doesn't say
3 True 6 True
- 4 Students' own answers.

Marking guidelines		marks
Task	Have students included the information a reader expects? Have students organized the information logically?	4
Grammar	Do students use pronouns appropriately? Do students use past tenses appropriately?	4
Vocabulary	Do students have enough vocabulary to express their ideas?	2

Unit 9

Grammar

- 1 1 C 2 U 3 C 4 U 5 C
- 2 1 a little 2 many 3 None 4 a few
5 much
- 3 1 mustn't 2 should 3 must
4 shouldn't 5 mustn't

Vocabulary

- 4 1 d 2 e 3 c 4 a 5 f
- 5 1 do 2 do 3 make 4 Have 5 do

Pronunciation

- 6 1 a boiled egg with sliced bread
2 an orange for me, please
3 some ice cream with your fruit?
4 some scrambled egg, please
5 a sliced apple for dessert?

Reading and Writing

- 1 1 chocolates (or flowers)
2 when the meal is pizza or burgers
3 smoke or use a mobile phone
4 pass food to someone else
5 'Itadakimasu' /I will receive
6 because it's very impolite
- 2 1 Irish stew
2 potatoes
3 colcannon (or mashed potatoes with butter and cabbage)
4 barm brack (or sweet bread with spices and dried fruit)
5 Guinness
6 King Sitric's Restaurant
- 3 1 b 2 c 3 c 4 a 5 b 6 b 7 a 8 b
- 4 Students' own answers.

Marking guidelines		marks
Task	Have students given sufficient information? Have students linked sentences with <i>and, also, or as well</i> ?	4
Grammar	Have students used countable and uncountable nouns correctly? Have students used adjectives in the correct position?	4
Vocabulary	Have students used a variety of food words? Have students used verbs with nouns correctly?	2