

intermediate

real life

TEACHER'S RES



Make your mark!

MELANIE WILLIAMS



Introduction

The *Real Life* Teacher's Resources are designed to make your day-to-day teaching easier and even more effective. In this resource pack you will find:

- Photocopiable activities and worksheets. These give students more practice and include activities for:
 - grammar and vocabulary
 - functional language
 - listening
 - the DVD
- Practical ideas and workshops to help you become more confident and creative with different aspects of your teaching.

In this introduction you will read about each element of the *Real Life Teacher's Resources* in turn. You will be able to find out

- what they are
- how to use them
- how they can benefit you and your students in your lessons

1 Photocopiable activities and worksheets

All the photocopiable activities and worksheets are accompanied by detailed teacher's notes. They tell you the aim of each activity and give instructions on how you can use it in class. Sometimes the students work in pairs, sometimes in groups, sometimes on their own. There are full answer keys for the activities when appropriate.

You can use the resources at any time in the lesson; at the beginning to review language from a previous lesson; in the middle to give a change of focus; at the end as consolidation.

1.1 Photocopiable Resources

There are 36 pages of photocopiable resources to accompany each level of *Real Life*. This is one photocopiable resource for each two-page spread of every unit. These photocopiable resources give students more practice with the key language in the spread: grammar, vocabulary and/or skills.

Remember: Students need to have studied the language in the *Students' Book* and practised it in class before they do the photocopiable activity.

1.2 Can You Do It In English?

The Can You Do It In English? photocopiables give students extra practice with the language in the Can You Do It In English? sections of *Real Life*. This means they are all speaking activities, with the focus on students using functional language in practical contexts. The teacher's notes tell you which *Students' Book* activity each photocopiable relates to.

1.3 DVD Worksheets

These photocopiable worksheets are for you to use with students when they watch the *Real Time* DVDs. There are short activities for them to do *while* they watch and *after* they watch. These activities help you make the most of the DVDs and help students understand what they are watching, from the point of view of both language and culture.

1.4 Extra Listening Activities

The CD material in *Real Life* is very varied and is a rich resource of dialogue and natural language in context. These photocopiable Extra Listening Activities supplement the listening activities in the *Students' Book* and will give you ideas on how you can create your own extra audio activities, too.

Remember: Use the activities after students have completed the listening activities in the *Students' Book* for the same tapescript.

2 Practical ideas and workshops

The Teacher's Resources in this section are designed to give you ideas to help you with your teaching. They will help you extend your skills and competence as a teacher, which of course helps the students in their learning, too.

2.1 Workshops

The Workshops are short, practical articles on different aspects of teaching for you to read, for example on Classroom Management, Listening, Learner Training. You will find the workshops are full of ideas and practical tips. They are not designed to be read all at once. It's a much better idea to read one workshop at a time and try out some of the ideas in your classes before reading another one. And you don't need to read them in the order they are presented in the Teacher's Resources. Choose the topics that interest you the most and the ones that you think will be the most helpful in your teaching.

Why not get together with other teachers? You can all read one of the workshops and then talk about it as a group. Sharing ideas and experiences with other teachers is one of the most valuable and enjoyable ways of learning.

2.2 Fillers

Fillers are exactly that – short activities which fill gaps in lessons. However carefully we plan, we can never predict exactly how long activities will take or how students will respond to them. In this section of the Teacher's Resources there are ideas for interesting and varied activities you can do to fill those gaps, whether they come at the beginning, in the middle or at the end of a lesson.

2.3 Board Plans

The board is an important resource for presenting and clarifying aspects of language to students. The Teacher's Resources include Board Plans for you to use for many of the *Grammar2know* sections in *Real Life*. When there is a Board Plan for a *Grammar2know* it is referenced in the teacher's notes for the lesson. You can either transfer the Board Plan onto your computer and use it on the interactive whiteboard or copy the Board Plan into your lesson plan and draw it on the board before or during the lesson. Board Plans are particularly effective because they give students a visual representation of aspects of grammar. This is much better than giving them an explanation.

Remember: Give students time to copy each of the Board Plans into their notebooks.

CEF

Using the Common European Framework of Reference for Languages

The levels in *Real Life* are linked to the levels within the Common European Framework of Reference for Languages (CEFR). The CEFR is used throughout Europe and beyond to provide a common standard and reference point in languages for students, teachers, universities and employers. The CEFR provides descriptions of language competence, of what students *can do* in different languages at different levels. There are six core levels:

A1 & A2 (Basic User)

B1 & B2 (Independent User)

C1 & C2 (Proficient User).

A1 is the lowest describable level and C2 is the highest.

By the end of *Real Life Intermediate*, students should have reached level B1/B2. Descriptions of language competence in the CEFR relate to five language skills, Listening, Reading, Spoken Interaction, Spoken Production and Writing. You may already have given your students their copies of the *European Language Portfolio* (ELP) and *Language Passport*. These are the documents in which students record their own progress, competence and achievements in the different languages they are studying.

The ELP and the *Language Passport*

The ELP and the *Language Passport* enable students to become more aware of, to self-assess and to keep a record of their developing language ability. In the *Language Passport*, self-assessment statements are provided for students at the different levels of the CEFR. With reference to *Real Life Intermediate*, the statements for level B1/B2 look like this in the *Language Passport*.

Level B1/B2

	B1	B2
Listening	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>I can understand some extended speech and follow more complex lines of argument provided the topic is reasonably familiar.</p> <p>I can understand some TV news and current affairs programmes provided the topics are reasonably familiar and the delivery is clear.</p>
Reading	<p>I can understand texts that consist mainly of high frequency everyday or job-related language.</p> <p>I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can understand short articles concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints, provided that the arguments are clearly signalled.</p> <p>I can understand selected extracts from contemporary literary prose.</p>
Spoken Interaction	<p>I can deal with most situations likely to arise while travelling in an area where the language is spoken.</p> <p>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can carry out a prepared interview, checking and confirming information, following up interesting replies.</p> <p>I can take an active part in discussions where the topics are familiar and where I have had some time to prepare what I want to say.</p>

Spoken Production	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans.</p> <p>I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can present clear, detailed descriptions on topics related to my experience and interests.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of a limited number of options.</p>
Writing	<p>I can write simple connected text on topics which are familiar or of personal interest.</p> <p>I can write personal letters describing experiences and impressions.</p>	<p>I can write clear, detailed text on topics related to my interests.</p> <p>I can write an essay passing on information or giving reasons in support of or against a particular point of view.</p> <p>I can write letters highlighting the personal significance of events and experiences.</p>

How can I use the ELP in my classes?

In the ELP the descriptions for each language skill are broken down into separate statements, for example:

Listening (B1): *I can listen to a short narrative and form hypotheses about what will happen next.*

As you work through *Real Life Intermediate* with your students, build in regular time slots for using the ELP, for example once a month. During these periods, you should tell students to focus on particular statements for the five language skills (one or possibly two from each language area), which you know students have worked on during the past month. If it helps, you can write the statements on the board at the beginning of the lesson. Students work in pairs or small groups. They look back at the work they have done in *Real Life Intermediate* over the past month and relate what they have done to the statements you have identified/written on the board. In their groups they then provide examples of what they can do and when they did it in the course book activities. Discuss the statements as a class. Students then tick the statements in their ELP that they feel they can do.

You should then focus students on the *My Priorities* column. They can tick four or five priorities each. Remind them to choose ones that are their own priorities: they don't have to have the same ones as their friends. During the next ELP session, students should review what progress they have made with reference to their priorities before focusing on the statements you have identified.

Students will need to be trained in self-assessment and the use of the ELP. Self-assessment and reflection on their own learning may not be something they have ever been expected to do before. You may find they are resistant to it at first: they don't see the point of it and they don't know how to do it. But you should persevere! Make it a regular part of your teaching calendar and make reference to ELP statements during lessons from time to time, e.g. *This activity links to one of the spoken production can do statements in the ELP. Have a look and tell me which one it is.* In this way students get used to the ELP being part of their learning.

Students will probably also be using the ELP and *Language Passport* during their other modern language lessons for example, Spanish, Italian, French, Portuguese, German and so on. It is therefore helpful if you meet regularly with the teachers of other languages to discuss how they are using these documents and whether you can adopt a common, school approach to their use.

Classroom Management

Planning lessons

These days most teacher's books provide notes for the teacher for each lesson in the students' book. In *Real Life Intermediate*, there are detailed, page for page teacher's notes for every lesson. These notes are designed to help teachers when they are planning their lessons. They are not meant to take the place of teachers' own lesson plans. In this section you'll find out how to create and use lesson plans which will actually help in the classroom.

Lesson planning is key to effective Classroom Management. This includes the planning we do before the lesson as well as how we manage the plans in the classroom and what we do with the plans after the lesson.

Elements of lesson plans

There is no such thing as a standard lesson plan which every teacher has to use. What you include in your lesson plan will depend on the class you teach, their needs, the materials and so on.

Here is a list of elements common to many lesson plans. You might want to include all of them, some of them, or add your own.

- Level, age and number of learners in the class, room number.
- Timetable fit: how this lesson fits into a series of lessons with this class.
- Aims or objectives: the main learning outcomes of the lesson.
- Personal aim: something you are working on, for example using classroom routines.
- Assumptions: knowledge of a content area or of language which learners need for the lesson and which you think they already have.
- Anticipated problems and solutions: any problems you predict with content or procedure of the lesson, for example, students not understanding the concept of the present perfect or the computers not being available, and how you will deal with them.
- Materials, aids and equipment: for example Students' Book, Workbook, photocopies, CDs, DVDs, computers, overhead projector, extra activities for fast finishers.
- Procedure: the stages of the lesson and what happens at each stage, for example, target sentences for grammar presentations, concept questions, answer keys, interaction patterns (how you are going to group students in the lesson and how they are going to move around).
- Timing: the approximate timings for each stage of the lesson.
- Interaction patterns: how students will work at each stage, for example, in pairs, in groups, individually or as a class.
- Homework.

What your lesson plans look like will also be different depending on your own learning style. For example, they could be linear, like a list, they could be in the form of a word map. It's ideal if you can fit your whole lesson plan on to a single page, so you can see it all at a glance.

If you write lesson plans on separate pieces of paper, they can easily get lost or mixed up with lesson plans for other classes. Why not try keeping a lesson planning notebook for each class? Then everything is in the same place and you can quickly and easily look back to check what you did with the class the week, or even the month, before.

Remember: a lesson plan is a working document which should enable you to teach more effectively. If the lesson plan format you are currently using gets in the way of your teaching, redesign it to make it suit your needs. Don't forget to use colours and highlighting, too.

Before the lesson

Check your lesson planning notebook to remind you of what happened in the previous lesson with this class. Read through the relevant pages of the *Students' Book* and the *Teacher's Book*. Make a plan for the lesson in your lesson planning notebook, using the headings that you have chosen. You don't have to use the material exactly as it is presented in the *Students' Book*. You might want to use a different warmer, for example. Perhaps you noted at the end of the previous lesson that students had had problems with pronunciation of some key vocabulary. You might then decide to use these words in your warmer.

This is the time that you can also personalise the lesson. The teacher's notes in the *Teacher's Book* are designed to be appropriate for a wide range of contexts and situations. You know your students and you know yourself. Decide the groupings and pairings, think about variety and pace to make sure students are interested and stimulated and choose any additional content which you know they'll like. And last but not least, check that you've got all the materials you need for the lesson, for example the CD and the photocopies.

Remember: you might need to make photocopies or prepare some additional materials, so don't leave your planning to the last minute!

During the lesson

Because the lesson plan is a working document, put it where you can see it throughout the lesson. Don't worry about pausing in the lesson to check your plan. This is good practice and sets a good example to the learners about the importance of planning.

Most of the time you'll find that what you planned for the lesson works. But sometimes, unexpected events happen in the classroom. For example, learners finish an activity much more quickly than you planned, learners find a listening task more difficult than you thought. When these things happen, you have to adapt to suit the circumstances. This is much easier when you have a work plan in front of you! You can see how long you thought different activities were going to take and so you can decide which ones to cut or adapt without affecting the learning outcomes more than is necessary.

Remember: Flexibility is important. Don't stick too close to your lesson plan and ignore the situation in the classroom. Equally, don't immediately respond to the situation in the classroom and ignore your lesson plan. It's important to find the right balance. Your lesson plan should give the lesson structure, shape and direction but should also enable you to make changes to suit the immediate needs of the learners.

After the lesson

After the lesson, write a short reflection at the end of the lesson plan in your lesson planning notebook. Include whether you achieved your aims/objectives; how successful or not the lesson was; activities the learners liked/disliked; how well the groupings and pairings worked; reminders for the next lesson, e.g. points you need to review, homework tasks.

Remember: These reflective notes only take a few minutes. It's best to write the reflective notes as soon as possible after the end of the lesson when your memory is fresh. They will make planning the next lesson much easier and will improve the flow of your lessons.

Digital Components

In this *Real Life Intermediate Workshop on Digital Components* you will read about what there are in the way of Digital Components and how you can make the most of them in your teaching and to support your students' learning.

Learners these days are very familiar with the digital world. It is all around them, from their phones to their MP3 players to the internet. They are used to interacting and learning through the digital medium as well as using it for leisure time, too. Their familiarity with the medium is clearly an advantage in the classroom, though it is important to make sure that we use the materials to teach and support learning, not just to entertain.

What are the *Real Life Intermediate* Digital Components?

There is an *Active Teach* CD-ROM which includes the following materials:

- For the classroom: an interactive version of the *Real Life Intermediate Students' Book*, Skills Multi-ROM, DVD, Grammar, Dictionary, Strategies.
- For the teacher: Resources, Test Master, Help.

What Classroom Materials are there?

When you launch the classroom section of the *Active Teach* CD-ROM you will find that tabs for Units 1 to 12 and for the *Mini Workbook* appear on the main part of the screen and that the other options (Home, Audio, Skills Multi-ROM, DVD, Grammar, Dictionary, Strategies) appear in a tab line at the bottom. This means that you can select any of these at any time, for example to view the Grammar or Strategies.

- *Students' Book* Units 1–12 and *Mini Workbook*: you can project every spread of the *Real Life Intermediate Students' Book* onto your interactive whiteboard. There are interactive buttons 'on the page' so that you can, for example, play the Listening. The material that appears on the interactive whiteboard is exactly the same as the students have in the *Students' Book*.
- Audio: this tab takes you to the CDs and you can quickly choose which CD, which unit and which track you want to play. You can also bring up the audio script if you want to focus the students on some parts of it, for example when checking answers. You can print the audio scripts and create your own listening activities. By blanking out some of the words you can focus on what is useful – vocabulary, grammar, question words, etc. When you gap texts only take out six to eight words. Gap words of the same class, for example nouns or adjectives. Remember the students will hear the text, not read it. Do the task yourself beforehand to check it's not too difficult.
- Skills Multi-ROM: the activities on the Skills Multi-ROM are the same as the activities in the units of the *Students' Book*. In this component, they are organised by skill, (listening, speaking, reading, writing) which makes it easy and quick to navigate. So, for example if you are looking for a listening exercise from Unit 3, you can find it quickly and easily here.
- DVD: this tab launches the DVD story which accompanies *Real Life Intermediate*.
- Grammar: this tab takes you to the grammar definitions and explanations for the Grammar Focus sections in every unit.

- Dictionary: this tab launches the dictionary, which not only provides an on-screen definition of the word, but also has an option for hearing it too.
- Strategies: this tab takes you to the Skills Strategies which are in the back-cover of the *Real Life Intermediate Students' Book*.

What Teacher Materials are there?

When you launch the teacher section of the CD-ROM you will find there are tabs for Resources, Test Master, Help and Home.

Resources: If you click this tab, it will take you to a screen where you can choose from the wide range of teacher resources that accompany *Real Life Intermediate*:

- Workshops: there are sixteen practical workshops with tips and ideas to help you in the classroom. You are reading one of the workshops now!
- Fillers: these are ideas for short, easy-to-do activities which fill those few extra minutes in the middle of or at the end of a lesson.
- Board plans: there are twenty ideas for board plans to accompany some of the Grammar Focus sections in the *Students' Book*.
- Photocopiable Worksheets: there are thirty-six photocopiable worksheets, one for every spread of the *Real Life Intermediate Students' Book*. Some of them give students more practice with grammar, some with vocabulary and some with skills.
- Can You Do It In English? photocopiable worksheets: there are an additional twelve Photocopiable worksheets to complement the Can You Do It In English? sections of the *Real Life Intermediate Students' Book*.
- Extra Listening Activities: these extra listening activities make the most of the tapescripts in *Real Life Intermediate*. Most of the tapescripts are only used for one or two activities in the *Real Life Intermediate Students' Book*. In this section there are more activities which you can do in class using some of these tapescripts.
- DVD Worksheets: these worksheets are for you to use with students before, during and after they watch the DVD story.

Test Master: By clicking this tab, you will come to the Test Master page. There is a range of test materials for you to choose from as your students proceed through *Real Life Intermediate*. One very important feature is that you can quickly and easily customise the tests to suit your students and your class. You can then print the customised tests for use with your students.

Help: This is possibly the most important tab and a great place for you to start! When you click on Help you will be given a tour of *Active Teach* and you will be introduced to all the materials and activities on the CD-ROM.

What IWB features can I use with the *Active Teach* CD-ROM?

Active Teach enables you to use all the features you are used to with your interactive whiteboard. You can zoom in on a part of the screen, highlight a word or phrase, write notes and tick correct answers, delete what you've written on the screen, show the DVD, start listening, switch to another screen and so on. All the functions are there.

As with any new materials, it's important that you try out the *Active Teach* materials before you use them in the classroom. Get together with other teachers and explore what is on the CD-ROM, making sure you can find things quickly and easily when you want them.

Using Active Teach

In the *Real Life Intermediate Workshop on Digital Components* you can read about what there is in the way of Digital Components and how you can make the most of them in your teaching and to support your students' learning.

In this workshop you will read more about *Active Teach*, in particular what the advantages are of having your teaching materials in a digital format. You will also find suggestions and ideas to help you and your students make the most of the *Active Teach* package.

Learners these days are very familiar with the digital world. It is all around them, from their phones to their MP3 players to the internet. They are used to interacting and learning through the digital medium as well as using it for leisure time too. Their familiarity with the medium is clearly an advantage in the classroom, though it is important to make sure that we use the materials to teach and support learning, not just to entertain.

What are the advantages of using *Active Teach* in the classroom?

There are many advantages of using the different components of *Active Teach* in the classroom.

Here are a few of the most important ones:

- Students use different digital media every day; computers, computer games consoles, phones, MP3 players and so on. They are used to receiving and processing information through these media and, more importantly, like to exploit their interactive nature. While *Active Teach* and all its components and functions might be quite new to you, you will soon find them easy and quick to use.
- Students are interested and motivated by the use of digital media in the classroom. It offers a change from the daily routine of the course book and can make learning more interactive and more involving for the students.
- We can be sure that all the students are focused on the right activity. Their heads are up and they are looking at the board. When using a course book, it's not always easy to know if everyone in the class is looking at the right activity or page! We can even zoom in to the exercise, circle or highlight a word or phrase, to make sure everyone is focused on the same thing.
- It offers us flexibility and the opportunity to move smoothly from one activity to the next, for example have a look at *Real Life Intermediate* page 88. We can work through exercise 3, the Scanning task on the interactive whiteboard, then students can do exercise 4 which is a more intensive reading task in their student books. Next we can check exercise 4 on the interactive whiteboard, with students coming up to complete the definitions on the board. We can also check pronunciation by pulling up the Dictionary tab and having students hear/repeat the new words. Finally we can have them do exercise 5 individually and then check it as a class, circling the key information in the text on the interactive whiteboard.
- It means everything (or nearly everything) is in one place. For example when we have students focus on a spread from *Real Life Intermediate Students' Book* on the board, we can click on the icon to play the CD. We don't need to have a separate CD player with all the problems that can cause, e.g. making sure it works, that the CD is in the right place, that students' attention doesn't wander when we go over to and start the CD player.

How can I make the most of *Active Teach* in my classroom?

Here are a few useful tips:

- Prepare lessons thoroughly just as you do when using print materials. This includes viewing and being familiar with the *Active Teach* materials you are going to use and knowing how to move quickly between the different functions. Try things out at least once before you use them with students.
- Remember to make the activities you use with *Active Teach* as interactive as possible. Like any teaching material, it's how we use it that makes it interactive, not what it is! Think about ways of having students interact with each other as well as interacting with the interactive whiteboard. They can interact with the board by coming up and underlining words, writing answers, clearing the screen and so on.
- The DVD story offers you many different ways of involving your students in different types of activities:
 - You can split them into small groups with some students who can see the DVD and others who can't. Play a short section of the DVD without sound. Then the students who were able to see it can tell the others in their group (who couldn't) what it was about;
 - You can blank out the picture and have students listen to the sound only. Then they try and guess, e.g. how many people there are, where they are, how old they are, what they're talking about, their relationship;
 - You can play a short section of the DVD to the class without sound and ask them to tell you what they think the context is and what people are saying;
 - You can project a freeze frame and focus students on some background information, for example an aspect of culture;
 - You can stop an episode half way through and have students predict how the episode ends or what comes next;
 - You can have students prepare and take part in a role play based on characters and events in the episodes of the story they have already viewed;
 - When students have seen the whole story, you can have them tell or write the story from a different perspective, e.g. from the perspective of one of the other characters (not the main ones);
 - You can identify a key issue or dilemma as presented in the story and have students prepare and take part in a discussion or debate on the topic.

What are some of the things I have to remember when I use digital materials?

- Use many of the same techniques you do when using a book, e.g. you can write new vocabulary on the board, highlight words and so on. You don't have to completely change the way you teach.
- Make sure students focus on the content of the materials, and not just on the presentation and their interactive nature. Students will be interested and involved because the materials are so attractive and because they like the different functions that *Active Teach* has. But as with any new technology in the classroom, you have to ensure that students are learning through the new media.
- Prepare your lessons thoroughly.

Evaluation and Assessment

Evaluating and assessing speaking

One of the main reasons we assess learners in the classroom is to find out about their progress in relation to the objectives in the text book we are using. This assessment helps us find out what students can do well and what they can do less well. Assessment, like the Statements in the Common European Framework of Reference (CEFR), should also focus on what students *can do*, not on what they can't. For example, four of the statements from the European Language Portfolio (ELP) for Speaking at B1/B2 are:

Spoken Interaction

B1 *I can ask for and follow detailed directions.*

B2 *I can carry out a prepared interview, checking and confirming information, following up interesting replies.*

Spoken Production

B1 *I can describe dreams, hopes and ambitions.*

B2 *I can explain a viewpoint on a topical issue giving the advantages and disadvantages of a limited number of options.*

So when we assess a student with reference to these statements, we are aiming to find out how well he/she can do these.

Different aspects of Speaking

The statements for Speaking in the CEFR are divided into two areas: Spoken Interaction and Spoken Production. These sets of statements provide a good starting point for assessment. It's important that we assess students with reference to what they have learned. We can't assess what they don't know!

The next stage is deciding what aspects of speaking to assess and how to assess them. There are different aspects we can choose, depending on the task, the objectives and the needs of the students. Here are some of the aspects we might focus on when we are assessing speaking:

- Accuracy of grammar, vocabulary, pronunciation and expression
- Range of grammar, vocabulary and expression
- Appropriacy of language used
- Task completion (did the student do what they were meant to do?)

We do not have to assess all these aspects at the same time. See *Making assessments* below.

Of course, when we are assessing students we are assessing what they can do with reference to their level. We do not expect students at B1/B2 to use grammar with a 100% level of accuracy: they would be C1 students if they did! Students can do very well in the assessment even if they have made some mistakes. This is a difficult, but very important, concept for teachers to understand. We find it hard to say a student is 'excellent' or give them 100% if we have heard them make mistakes. But this is what we have to learn to do, assess fairly at different levels.

The best time to assess our students is after we have focused on a particular aspect of speaking, or after we have extended their competence in that area.

Assessment tasks

You can use the sets of CEFR statements to help you devise your own tasks for assessing spoken interaction and spoken production.

Spoken Interaction

B1 I can ask for and follow detailed directions.

Interaction pattern: pairs

Context: one student is looking for a specific place in a 'town', the other student is giving directions to find this specific place.

Props/text: each student needs a map of the 'town'.

Task: the task needs to be in two parts so that each student has the opportunity to ask and to answer. The task needs to specify where on the map the starting point for the directions is and the places the students have to give directions to. There is no time limit.

Outcome: each student gives and follows directions to find a specific place on the map.

Spoken Production

B2 I can explain a viewpoint on a topical issue (e.g. the 'policing' of social networking sites on the internet) giving the advantages and disadvantages of a limited number of options.

Interaction pattern: individual to pairs/groups/whole class

Context: one student presents his/her opinion on a topical issue, clearly stating some advantages and disadvantages.

Props/text: notes or bullet points to act as reminders for the student. Note: students can either prepare individually, making their own notes; or they can prepare in pairs, discussing and making notes together; or the activity can follow a class or group discussion of the topical issue.

Task: students need time to prepare the task and to prepare their notes. Each student then speaks to a group/the class for the given time. There is a fixed time limit. The other students are given a short listening task, e.g. to listen for the main points and the advantages and disadvantages the students mentions.

Outcome: each student explains his/her viewpoint in a way the other students can understand within the time limit.

Making assessments

The way we assess how well the students have done a speaking task is very different from the way we mark listening and reading tasks. For speaking, we need to decide on which aspects of speaking we are assessing and prepare a table beforehand. This ensures that our assessments are fair and balanced.

Here are two examples of simple tables (A and B) for assessing speaking. You would use one or the other, not both.

5 is equal to *excellent* within the context of the level of the class; 1 is equal to *poor*.

A

Grammar: accuracy, range and appropriacy	1	2	3	4	5
Vocabulary: accuracy, range and appropriacy	1	2	3	4	5
Pronunciation	1	2	3	4	5
Task completion	1	2	3	4	5

B

Accuracy of grammar, vocabulary, pronunciation and expression	1	2	3	4	5
Range of grammar, vocabulary, pronunciation and expression	1	2	3	4	5
Appropriacy of language used to context	1	2	3	4	5
Task completion	1	2	3	4	5

As we listen to the students doing the task, we make our assessments by circling the relevant numbers. We can then report their assessments as a number, e.g. 12/20 and 'translate' the numbers into feedback, e.g. *You did very well in the assessment but you need to try and use a wider range of vocabulary next time.*

This type of assessment when we give feedback to students on how they can improve is called *formative assessment*.

Recording your assessments

When you record the results for your student assessments, it's a good idea to have an assessment sheet for each student with the *can do* statements for the five skills. You can then record the date of the assessment for each student and how well they did each time, for example:

Can do independently

Can do with some help from the teacher or classmates

Can do with lots of support from teacher or classmates

This helps you view each student separately and is useful when you are compiling school reports and/or talking to students and/or talking to parents.

Reading

Preparing students for the reading sections of tests and examinations

The reading exercises and tasks in *Real Life Intermediate* are designed to help students develop their reading sub-skills and to prepare them for the reading sections of tests and examinations at B1/B2 level.

What reading sub-skills are tested in examinations?

In the workshop in *Real Life Pre-Intermediate* you read about four sub-skills of reading:

- Predicting
- Reading for gist (skimming)
- Reading for specific information (scanning)
- Guessing meaning from context

Note: These are also included in the Skills strategies section in the back-cover of the Students' Book.

It's not possible to test prediction or guessing of meaning under exam conditions. So in examinations the sub-skills which are tested are:

- Reading for gist (skimming)
- Reading for specific information (scanning)

plus

- Reading for detail
- Reading for attitude, opinion and writer purpose

Reading for detail is sometimes called reading comprehension. It's when students have to read a text thoroughly to be able to answer more detailed questions.

Reading for attitude, opinions and writer purpose is when students read 'between the lines' and infer meaning from what is said by the characters and/or by the writer.

Here are some example questions for each of the sub-skills:

- Gist/skimming: *Read the text quickly and answer the questions. Page 22, exercise 2*
- Specific information/scanning: *Read the texts quickly. Which two photos are in the wrong place? Page 56, exercise 2*
- Attitude and opinions: *Give four reasons why Shackleton's journey to South Georgia was difficult. Page 72, exercise 5*

A possible question which might appear in an exam:

- Writer purpose: *Is this a letter of a) complaint, b) advice, c) application? Underline two sentences which justify your opinion.*

(For practice of this you can ask your students to look at the writing exercises in the *Students' Book* and ask them to identify key phrases which tell them the text type.)

What are the different task types used in tests and examinations?

You'll be familiar with most test task types from using *Real Life Intermediate*. They are:

- Questions → *page 46, exercise 2*
- Multiple choice statements → *page 81, exercise 4*
- True/false/no information statements → *page 16, exercise 3*

- Making notes → page 4, exercise 4
- Completing a gapped text → page 63, exercise 6a
- Matching text to text → page 16, exercise 2
- Matching text to pictures → page 40, exercise 3

Note: These are also included in the Skills strategies section in the back-cover of the Students' Book.

Most tasks focus on information in the text or the topic of the text.

However, some tasks require students to interpret what they have read. This requires them to read 'between the lines'. This means that they aren't looking for what the text says but what is *implied* in the text: Is the general tone of a text or a character's words impatient? Is the style too informal for the purpose, making it (for example a letter) rude?

Here are some examples of the kinds of deductions we ask students to make about texts they read: Is the character sure of his opinions? Is the writer trying to make the readers change their minds? What is the writer's opinion on the topic?

What are the different kinds of reading texts used in tests and examinations?

There are many different kinds of reading text, the most common in examinations at this level are:

- Very short texts, e.g. notices, signs, labels, notes
- Letters; both informal and formal
- Emails and messages
- Factual texts, including descriptions and reports
- Narrative texts (stories)

The texts may have one or more main themes and may include reported or quoted dialogue from a number of characters. They will also be in different styles and registers.

At this level, we need to not only give students a range of different text types to read but also get them used to reading these texts in different ways. That means giving them different tasks to do, e.g. scanning, skimming, reading for detail, reading for attitude, opinion and writer purpose.

What special tips can I give my students?

- Read through the instructions and the reading task before they start reading the text. If they do this, they will know what their reading purpose is: *focused reading is easier*.
- Use pictures, headlines, titles and so on to help them know what the topic of the reading is before they start: *contextualised reading is easier*.
- Notice what kind of reading text it is, e.g. letter, notice, report, email.
- Notice what kind of reading task it is (true/false/no information, multiple choice, cloze) so they know how quickly they are going to read, how much information they have to find and how they are going to record their answers, for example ticks and crosses, single words, phrases, sentences. Remember to refer students to the Skills strategies section in the back-cover of the *Students' Book*.
- Read multiple choice and true/false/no information tasks through *very carefully*. Sometimes there isn't a big difference between the a, b, c choices and sometimes it is one word, e.g. an adjective or adverb which makes a statement false.

-
- Notice if they have to record their answers on a separate sheet, as is required in many examinations. If they have to do this, they should take particular care with making sure they are recording the answer for the correct question number.
 - Direct their reading to answer the task set. They shouldn't worry when there are words they don't understand in the reading. They should read appropriately (skimming, scanning, for detail) to enable them to complete the task. Many students think they have to read every text in detail. This is not true: it depends on the task set.
 - Keep an eye on the time. Work out before the test or exam how long they can allow for each section and keep to these time limits.
 - Read the text at least twice. The first time, read and complete the answers they are sure about. The second time, check the answers they marked and read for the answers to the ones they are unsure about. If there is time at the end of the test, read the text through once again and check answers.
 - Remember that the sequence of the questions or the task usually follows the sequence of the reading text. But this is not always true!
 - Remember: they are reading for meaning not for exact words. The words in the tasks will not usually be the same as the words in the reading text.
 - Never leave multiple choice and true/false questions unanswered. If they are not sure they should make a guess at the end of the test.
 - Lastly, tell them not to panic! If they follow your tips and stay calm they will be fine.

Don't forget to practise these tips with your students in class regularly.

Speaking

Preparing students for the speaking sections of tests and examinations

The speaking exercises and tasks in *Real Life Intermediate* are designed to help students develop their range of speaking skills and to prepare them for the speaking sections of tests and examinations at B1/B2 level.

What speaking skills are tested in examinations?

First of all, it's important to remember that there are broadly two kinds of speaking: spoken interaction and spoken production. Depending on the test or examination, one or other or both of these kinds of speaking will be tested.

Some speaking skills are common to both spoken interaction and spoken production. Some are not.

- Spoken interaction, for example, requires students to: express themselves clearly, turn take, listen and react, change a topic, interrupt another speaker, repeat or summarise.
- Spoken production, for example, requires students to: express themselves clearly, speak concisely, repeat or summarise.
- Each of the skills or categories above includes other factors, e.g.:
 - Express themselves clearly: accuracy, range and appropriacy of grammar, vocabulary and pronunciation;
 - Turn take: production of and response to an appropriate range of expressions and language functions;
 - Repeat or summarise: accuracy, range and appropriacy of grammar, vocabulary and pronunciation.

At this level, students are expected to be able to talk about a range of topics and to be able to express their own opinions as well as to talk about facts and give information. The CEFR states that students at this level can:

- deal with most situations likely to arise while travelling in an area where the language is spoken
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions
- briefly give reasons and explanations for opinions and plans
- narrate a story or relate the plot of a book or film and describe their reactions

What are the different task types used in tests and examinations?

You'll be familiar with most test task types from using *Real Life Intermediate*. They are tasks where students:

- Give factual information about themselves, their experiences, their future plans → *page 12, exercise 1*
- Describe pictures or photos → *page 26, exercise 1*
- Take part in discussions and role plays using visual or textual prompts → *page 57, exercises 8 and 9*
- Take part in discussions and conversations on personal opinions, preferences, experiences and so on → *page 81, exercise 6*

It's important that students know a range of grammar and vocabulary for the level and that they can use it accurately and appropriately. But they'll also need a range of functional expressions, to enable them to communicate effectively in a wide range of situations. The *Phrases2know* in *Real Life Intermediate Students' Book* provide them with the expressions they need for meaningful communication. For example, the *Phrases2know* on page 81 enable students to: *Express their opinions, Put themselves in another person's position, Ask other people what they think is fair.* All of these expressions are ones they will use in the discussion in *exercise 6* above.

What are the examiners looking for in speaking tests and examinations?

At B1/B2 level, examiners are NOT expecting students to use error-free English when they speak.

Examiners will be assessing them against a number of different criteria, for example:

- Accuracy and appropriacy of grammar, vocabulary and expressions *for the level*
- Range of grammar, vocabulary and expressions *for the level*
- Pronunciation *for the level*
- Task completion, i.e. students did what they were asked to do

Different tests and exams use different criteria for assessment of speaking. You'll need to check how your students' speaking is going to be assessed before they do the examination. Different tests and exams also use different procedures. Some tests and exams have an interlocutor and an assessor. The interlocutor takes part in some tasks with individual students and does not assess students. The assessor or examiner is also in the room but does not speak directly to the student(s). Other tests and examinations only have an assessor (examiner).

It's also important to practise the different tasks in the speaking test with all the students in class, so they know what to expect when they go into the examination.

What special tips can I give my students?

- Actively take part in all the speaking activities in the classroom and the speaking exercises in *Real Life Intermediate*. All tasks will prepare students for the speaking parts of tests and examinations.
- Respond to what the examiner says and if they don't understand, ask him/her to repeat. Incidental language like *Can you repeat that please? Sorry I didn't understand* is important communicative language and will make a favourable impression on the examiner.
- Stay calm and relaxed. Listen to what the examiner tells them to do and ask him/her to repeat it if they don't understand.
- Speak! Examiners can only assess what they hear. If students don't speak, then the examiner has nothing to assess.
- Interact! In the role play, discussion and pair work tasks, students' ability to invite their partner to speak and involve their partner in the conversation is also assessed (turn taking). The interaction should be broadly 50/50. Useful phrases for turn taking are: *What do you think? How about you? Sorry, but I don't agree with you.*
- Don't try and learn bits of text by heart before the examination. This doesn't create a good impression with the examiner and won't benefit the student.

-
- Keep to the task set. Task completion is often one of the criteria for assessment, so students should do what the examiner asks them to do.
 - Remember to refer students to the Skills strategies section in the back-cover of the *Students' Book*.
 - Lastly, tell them not to panic! If they follow your tips and stay calm they will be fine.

Don't forget to practise these tips with your students in class regularly.

Writing

What writing skills are tested in examinations?

In the first half of the twentieth century the only writing that students did in tests and examinations was completing grammatical exercises. They very rarely had to write a text in the target language. But in the last fifty years things have changed and these days in tests and examinations students have to show that they can write different text types using appropriate styles and layout. Many examinations also still assess students' ability to write grammatical patterns correctly and we call this type of exercise 'sentence transformation'.

In this workshop you'll read about how to prepare students for these two aspects of writing which they might have to demonstrate in tests and examinations: demonstrating their knowledge of grammatical patterns (sentence transformations) and writing at text level.

Some writing skills are common to both 'sentence transformations' and writing at text level. Some are not.

- Writing sentence transformations requires students to: use a range of grammar and vocabulary accurately, write legibly.
- Writing at text level requires students to: use a range of grammar, vocabulary and expressions accurately and appropriately, write legibly, punctuate, communicate the message clearly, address the task set, use an appropriate style and layout.

As you can see, writing at text level is a complex process which requires students to do much more than be able to write accurate sentences. It involves, amongst other things, their being able to plan and organise their writing, separate their ideas into paragraphs, make their writing interesting and appropriate for the reader.

At B1/B2 level, students are expected to be able to write about a range of topics and to be able to express their own opinions as well as to write about facts and give information. The CEFR states that students at this level can:

- write simple connected texts on topics which are familiar or of personal interest.
- write personal letters describing experiences and impressions.

What are the different task types used in tests and examinations?

You'll be familiar with most test task types from using *Real Life Intermediate*. They are:

- Grammar exercises and sentence completion
- Short messages for example invitations, notes, notices, emails, postcards
- Longer texts for example formal and informal letters, narratives, descriptions, for and against essays, reviews

Here are examples of each one from *Real Life Intermediate*:

- Grammar exercises and sentence completion exercises in all the *Grammar Focus* sections, e.g. → page 31, exercise 8
- Short messages for example notes, notices, emails, postcards, e.g. → page 40, exercise 8
- Longer texts for example formal and informal letters, stories, descriptions, reviews, e.g. → page 11, exercise 8; page 27, exercise 8; page 43, exercise 8.

It's important that students know a range of grammar and vocabulary for the level and that they can use it accurately and appropriately. They'll also need a range of functional expressions, to enable them to communicate

effectively in a wide range of situations. The *Phrases2know* in the *Real Life Intermediate Students' Book Real Time* sections provide them with the expressions they need for meaningful communication. For example, the *Phrases2know* on page 27 help students to write a description of a person - *Give reasons, Describe biographical details, Describe personality, Describe achievements, Conclude their descriptions*. All of these expressions are ones they will use when writing their descriptions in *exercise 8, page 27* above.

What are the examiners looking for in writing tests and examinations?

At B1/B2 level, examiners are NOT expecting students to use error-free English when they write at text level.

When assessing students' ability to produce texts, examiners will be assessing them against a number of different criteria, for example:

- Accuracy and appropriacy of grammar, vocabulary and expressions *for the level*
- Range of grammar, vocabulary and expressions *for the level*
- Punctuation *for the level*
- Text organisation and paragraphing *for the level*
- Task completion, i.e. students did what they were asked to do

Different exams and tests use different criteria for assessment of writing. You'll need to check how your students' writing is going to be assessed before they do the examination. Usually students' work is marked using a set of band scales. For a writing assessment criteria please see the table in the Test Book on page 4.

Making writing more interesting

One of the challenges for students at B1/B2 is for them to raise the level of their language. They can generally write texts with accurate and appropriate grammar and vocabulary, but their texts are often boring and limited. They can greatly improve their texts by using a wider range of adjectives and adverbs which express concepts more precisely. Group writing tasks can really help students improve their work in this area. Tell students you want them to make their texts interesting, and brainstorm with the class a range of appropriate adjectives and adverbs that they could use for the task. Students then do the writing task in pairs or small groups, producing one text in their group. Groups swap texts and peer correct each other's work using a checklist you have already given them, e.g. Is it interesting? Have they used the words on the board? What suggestions do they have to make it better? You can try this with the writing task from *Real Life Intermediate, page 27 exercise 8*.

What special tips can I give my students?

- Handwrite their work. Many students use computers for their writing these days, so it's important that they have practice in handwriting and in writing to a time limit as well.
- Complete and reflect on all the writing and grammar exercises in *Real Life Intermediate*. They will all prepare them for the writing parts of tests and examinations.
- Read through the instructions for the writing task carefully before they start so they know what the text type, the audience and the purpose are, how much they have to write and what information they have to include.

-
- Plan their writing. They should brainstorm their ideas in note form first, then organise them into an appropriate sequence before they start writing the text.
 - Constantly check the task. Once students have started to write, it's easy for them to forget exactly what the task is. They should check back regularly to make sure they are addressing the task.
 - Check their writing carefully. When they have finished, students should re-read their text for accuracy and appropriacy of language and layout and to make sure they have included all the information they have been asked to.
 - Re-write the text if they have time. This is not always possible, but if they can students should write a final clean version of the text.
 - Keep an eye on the time. Students should work out before the test or exam how long they can allow for each section and keep to these time limits.
 - Remember to refer students to the Skills strategies section in the back-cover of the *Students' Book*.
 - Lastly, tell them not to panic! If they follow your tips and stay calm they will be fine.

Don't forget to practise these tips with your students in class regularly.

Listening

Preparing students for the listening sections of tests and examinations

The listening exercises and tasks in *Real Life Intermediate* are designed to help students develop their listening sub-skills and to prepare them for the listening sections of tests and examinations at B1/B2 level.

What listening sub-skills are tested in examinations?

In the workshop in *Real Life Pre-Intermediate* you read about three sub-skills of listening:

- Prediction
- Listening for gist or for general information
- Listening for specific information

Note: These are also included in the Skills strategies section in the back-cover of the Students' Book.

It's not possible to test prediction under exam conditions so in examinations, the sub-skills which are tested are:

- Listening for gist or general information
- Listening for specific information

plus

- Listening for attitude and opinions

Listening for attitude and opinions is when students listen 'between the lines' and infer meaning from what people say and/or how they say it.

Here are some example questions for each of the sub-skills:

- Gist/general information: *Listen to the radio phone-in. How many callers are worried about the environment?*
- Specific information: *Listen to the radio phone-in and mark the statements true or false.*
- Attitude and opinions: *Listen to the radio phone-in. Which caller is depressed about climate change? How do you know?*

What are the different task types used in tests and examinations?

You'll be familiar with most test task types used from using *Real Life Intermediate*. They are:

- Multiple choice questions → *page 10, exercise 2*
- True/false statements → *page 36, exercise 5*
- Making notes → *page 20, exercise 2a*
- Completing a gapped text → *page 90, exercise 3*
- Matching text → *page 17, exercise 7*

Note: These are also included in the Skills strategies section in the back-cover of the Students' Book.

Most tasks focus on information in the text, for example the topic(s) people are talking about.

However, some tasks require students to interpret aspects of a situation. This usually means listening for how the people interact: it is not precisely what they say that gives this impression, but how they say it. What tone or pitch do they use? Are there very long pauses and fillers (*well... er...*). Here are some examples of the kinds of deductions we ask students to make:

Are they friends? Is one person happy to see the other person? Does he/she want to meet up later or not? Does he/she agree with the other person's opinion? Is one or other of the speakers angry or rude?

What are the different kinds of listening texts used in tests and examinations?

There are basically two different kinds of listening texts:

- Conversations and monologues

In conversations there may be two or more speakers. A monologue is spoken by one person, for example someone telling a story or making an announcement. Announcements are usually short and concise and often have background noise, for example at an airport.

At this level, we need to give students listening texts with different accents and speeds of delivery so that they get used to them and are not too surprised when they meet them in the test or exam.

What special tips can I give my students?

Students often say that they find listening difficult, especially in tests and examinations. There are quite a few tips you can give your students which will help them:

- Read through the instructions and the listening task before they listen. If they do this, they will know what they are listening for: *focused listening is easier.*
- Use pictures and any other clues to help them know what the topic of the listening is: *contextualised listening is easier.*
- Notice what kind of listening task it is (true/false, multiple choice, gap fill) so they know how they are going to record their answers, for example ticks and crosses, single words, phrases.
- Read multiple choice and true/false tasks through *very carefully*. Sometimes there isn't a big difference between the a, b, c choices and sometimes it is one word, e.g. an adjective or adverb which makes a statement false.
- Notice if they have to record their answers on a separate sheet, as is required in many examinations. If they have to do this, they should take particular care with making sure they are recording the answer for the correct question number.
- Direct their listening to answer the task set. They shouldn't worry when there are words they don't understand in the listening.
- Listening texts are usually played twice. The first time, listen and mark the answers they are sure about. The second time, check the answers they marked and listen for the answers to the ones they are unsure about.
- Remember that the sequence of the questions or the task usually follows the sequence of the listening text. But this is not always true!
- Remember that they are listening for meaning not for exact words. The words in the tasks will not usually be the same as the words in the listening text.
- Never leave multiple choice and true/false questions unanswered. If they are not sure they should make a guess at the end of the test.
- Lastly, tell them not to panic! If they follow your tips and stay calm they will be fine.

Don't forget to practise these tips with your students in class regularly.

Managing Learners

Teaching mixed ability and mixed level groups

You will know from your own experience as a teacher (and a learner!) that learners are very different one from another and that they learn in different ways. In order to manage effective learning in the classroom, we have to take account of these learner differences and plan and manage our lessons accordingly.

What is mixed ability and mixed level?

Classes of students always include a mix of abilities and levels. When we talk about 'ability' we mean students' learning styles and intelligences.

Learning styles are one or a mix of the following:

- Analytic
- Experiential
- Visual
- Auditory
- Kinaesthetic

Intelligences are one or a mix of the following:

- Bodily-kinaesthetic
- Linguistic
- Logical-mathematical
- Musical
- Interpersonal
- Intrapersonal
- Visual-spatial

Have a look at the *Managing Learners Workshops* in *Real Life Elementary* and *Real Life Pre-Intermediate* for more information on these learning styles and intelligences.

When we talk about 'level' we mean the point they have reached in their language learning. It's true that no two students are going to be at the same point in their learning or share the same learning background and experience. Their level of motivation may also be different. But it's possible to use these differences in students' levels and abilities to our advantage.

How can I teach a mixed level and mixed ability group successfully?

You'll hear some teachers talking about mixed level and mixed ability classes as if they were unusual. That's not the case. All classes are mixed level and mixed ability. Students are used to a mix of levels and abilities in their other classes at school and in their everyday life. So how can we make the most of the situation? Here are a few useful tips:

- Plan how to group and pair students in a way which best suits the activity and aim of the lesson. For some activities you'll find it works best to group students of similar abilities and/or levels together. For other activities, you'll want to have groups where students are mixed level and ability. We sometimes forget as teachers that students are very good at helping and learning from each other.

-
- Challenge all the students in the class. This means pitching the level of the activities a little above the students' current level of understanding. If the work is too easy, they won't learn. If it's too difficult they won't learn either. This might seem like a lot of work with a class of thirty students, for example, but it's not!

It's important to remember that there are two ways we can challenge students; at the level of language and at the level of ability.

a) Level of language. It needs to be at the right level for the students: not too easy and not too difficult. You'll notice that *Real Life Intermediate* has various extension activities in the notes in the *Teacher's Book* and in the *Mini Workbook* some of which are designed for students who finish quickly, some of which are designed to support students who need more practice.

b) Level of ability. The ability level is important as well. As you'll have read in the workshop on *Grammar*, activities which require students to *really think* and which mean they are fully engaged in doing the task have a positive affect on learning. You can help students develop their range of abilities by taking account of their learning styles and intelligences when you set tasks and when you group them. Try forming groups where students have different types of intelligence or learning styles. Then have groups where you have more than one type of intelligence or learning style in the group. Notice how this works and how students are able to learn from each other and usually begin to appreciate the different learning approaches of their classmates.

- Build on what your students know. Students at Intermediate (B1/B2) level will have met some of the grammar, the vocabulary and the topics in *Real Life Intermediate* before. This doesn't mean that they know them all already, although some of them think they do! But it does mean that everyone will be able to bring some knowledge of language and/or content to the class and to the lesson. It's easy to assume that the Grammar Focus for the lesson will be completely new for students, for example, or that they won't know any of the key vocabulary for the reading. But this isn't so. It's better to assume that they *will* know something.
- Activate what students know. You'll notice that the lessons in *Real Life Intermediate* always begin with a 'Warmer' or 'Lead in', either in the *Students' Book* or in the notes of the *Teacher's Book*. These activities help students to activate their knowledge of the topic and of the language and to recall what they know. Sometimes this activation process can take a little time when students are tired or studied the topic a while ago. But it's important not to rush these activities and to give students time to remember. It's a useful process for us as well because it means that we can find out what different students already know, can decide on more appropriate pairings and groupings and, overall, can teach the lesson more effectively.
- Make sure everyone is involved. The more confident students are usually the ones who answer first when we elicit from the class. For many teachers this is always the same few students. Other students can feel discouraged and sometimes don't even try to answer or contribute ideas to discussions. There are a couple of useful strategies you can use to make sure everyone is more involved: make sure students check answers in pairs or groups before eliciting answers from the class; pause after you've asked a question to give everyone some thinking time. Then select a student to answer or give their opinion.

Pronunciation

Teaching word stress

You might be surprised to find a separate workshop on pronunciation. Perhaps you expected it to be included in *Speaking*. In these *Real Life* workshops pronunciation has its own focus for two main reasons. One, it is a really important aspect for students learning English, and two, it is just as much a part of listening as it is of speaking.

Remember: we teach pronunciation *at the same time* as we teach grammar, vocabulary, useful phrases and expressions.

Word stress

Misunderstandings can easily happen when students don't place the stress in the right place in a word or short phrase. If the students' first language is a syllable-timed language, then they'll be used to saying each syllable with equal force or stress. As you know, this doesn't happen in English. In English one syllable in a word carries what is called the primary stress. Here are a few examples:

a'ttention

responsi'bility

'sensitive

'favourite

re'cord

The main stress in the examples above is marked by the symbol ' which comes before the stressed syllable. We don't use this symbol when we write, in the same way that other languages use accents. Students need to understand that this is purely to show where the stress falls. When you write new vocabulary on the board it's helpful to show students where the main stress falls so they can note it in their vocabulary notebooks. You can do this with the symbol above (perhaps using a different colour to show that it's not part of the way the word is written) or you can place a dot or square over the stressed syllable like this:

●
attention

■
responsibility

Word stress and weak forms

By stressing one syllable in a word more than the others, we naturally give the other syllables less stress. We say them more quickly and they have less emphasis. This means that many of the vowels become what we call weak forms. Let's look at one of the examples above: 'favourite. When we say the word we say it like this /'feɪvrət/. We stress the first syllable /'feɪv/ and the second syllable is unstressed and so the vowels are short and 'weak'.

It's not necessary to teach your students to use the phonemic alphabet, but it is very useful for them to be able to recognise it. They'll see it in their dictionaries, for example. Why not display a copy of the phonemic chart in the classroom for students to refer to when you write words phonetically on the board? Don't forget to use the slanting lines // to show that it's a phonetic transcription of the word.

Shifting word stress

Some words have a different function depending on where the stress falls: re'cord (verb) and 'record (noun) are two examples. Examples of other words which have a stress movement to signify a different function are: progress, present, object, produce. When they're used as nouns the stress falls on the first syllable, when they're used as verbs it's on the second one.

When other words change their function, we can add parts to the word, i.e. we make it longer. A typical example is:

'photograph pho'tographer photo'graphic

Students often assume that the word stress falls in the same place even when they add a suffix or a prefix to a word. But this isn't always the case!

Compound nouns

It's important that students learn where to place the stress on compound nouns. Here are a few examples: Facebook, power line, two-seater, part-time, pocket money, bedroom, rollerblade, wildlife, walking stick, underground. You'll notice that compound nouns can be made up of: noun + noun, adjective + noun, verb + noun, preposition + noun. Some are written as one word, some are hyphenated and some are two words. There is no rule for where the main stress falls in compound nouns so you'll have to make sure your students notice how to say these words as they learn them in *Real Life Intermediate*.

Some classroom tips

- You'll probably know when your students are going to have difficulty pronouncing particular words, for example the word is written in almost the same way in their L1 but said very differently. For these words, make sure that your students hear how the word is said (model it for them clearly) and repeat it several times.
- Sometimes students can't repeat the word with the correct stress pattern even after you've said it several times. Here are a couple of techniques you can try to highlight the word stress for them:
 - Humming the word
 - Saying the syllables of the word in reverse order (this is called backchaining), for example:
 - Teacher: *pher* – Students: *pher*
 - Teacher: *grapher* – Students: *grapher*
 - Teacher: *'tographer* – Students: *'tographer*
 - Teacher: *pho'tographer* – Students: *pho'tographer*
- Make sure your students record the pronunciation as well as the meaning of new words in their vocabulary notebooks. They should at least mark where the word stress falls and some of them will even be comfortable using phonemic script.
- Train your students to be able to make use of the phonemic transcriptions of words in dictionaries. Then when they look up new words, they'll know how to say them. Both monolingual and bilingual dictionaries use phonemic transcriptions. Check how the dictionary your students use marks the word stress.

Grammar

The Grammar Focus sections in *Real Life Intermediate* are designed to make students think a little more about the grammar that they are learning.

In the past you may have presented the rules of grammar structures to students first and then given students different exercises (oral and written) to practise the new language. You will find that the approach to practising grammar is a little different in *Real Life*. In this section you'll read more about how you can use problem solving and noticing to help students gain a deeper understanding of grammar at B1/B2 level.

How is grammar practised in *Real Life Intermediate*?

After grammar is presented in the Grammar Focus sections, it is practised in a number of different ways from controlled practice in the form of written grammar exercises and speaking tasks and freer practice in the form of more extended writing and speaking tasks.

The controlled practice exercises come straight after the grammar presentations, giving students opportunities to use the new language in a limited way.

Here is one of the controlled practice activities from the Grammar Focus from Unit 2, page 13 of *Real Life Intermediate*. The Grammar Focus is on relative clauses.

9a Complete the sentences with *who*, *which*, *where* or *whose*.

- 1 Basketball is a game which requires a very high level of speed and fitness.
- 2 I have a brother _____ supports Manchester United.
- 3 The place _____ I go swimming is called The Jungle Gym.
- 4 The team _____ we played in the semi-final were much better than us.
- 5 The sportsman _____ I admire most is Jenson Button.
- 6 I have a friend _____ mother is a yoga teacher.
- 7 *Sportsinfo* is a website _____ gives you all the latest sports news.

9b Which sentences can omit the relative pronoun?

Exercise 9 is followed by a controlled speaking task where students give definitions using prompts which are on the page. See page 13 in the Students' Book for details.

Both these exercises give students practice with form and meaning. They read the sentence or the prompts and decide which relative pronoun is the correct one to use. The exercises are designed to give them specific practice using the different relative pronouns and with sentences where relative pronouns are optional as well.

Sometimes students need to do more controlled practice activities before they really understand how the new language is used. In *Real Life Intermediate* these exercises are in the *Mini workbook*. On page 102 of *Real Life Intermediate* you'll see there are two more exercises on relative pronouns. One of the exercises gives further practice with the grammar presented in the unit. The other grammar exercise, Grammar Plus, extends the Grammar Focus and is useful for students and classes who need to be challenged a little more.

The freer practice exercises in *Real Life Intermediate* occur throughout the units. Grammar is recycled within the units and from one unit to the next. Grammar presented and practised in a controlled way on one page of *Real*

Life Intermediate will appear on the following pages of the unit (and the units following) and students will have a chance to use the language in a number of different ways, in freer practice activities.

Here are some examples from Unit 2 where students have further practice with relative pronouns from page 13. Look at the exercises and think of what they might say or write, or find examples of what they will read or hear.

Page 15
Vocabulary and Speaking. Exercise 9 (Speaking) and 10 (Writing)
Page 16
Reading and Vocabulary. Exercises 1–5 and Reading text
Page 17
Listening and Speaking. Exercise 10 (Speaking)

How can problem solving and noticing help students with grammar?

In problem solving and noticing activities, students have to *think about* the grammar and *work something out* for themselves. These kinds of cognitive (thinking) activities help students at this level gain a deeper understanding of the language. These types of activities can also make the language more memorable because students have had to work hard to make their own meanings.

Here are a couple of examples of how you can easily create problem solving and noticing activities for your learners in *Real Life Intermediate*.

Example 1

Page 47: Have students read through the *Grammar2know* and do Grammar Focus exercise 7. Then tell them to look at the three texts where people have shared their problems. Put them in pairs and set the task:

- a) to find all the examples of the present perfect simple and present perfect continuous in the texts
- b) to underline the present perfect simple examples in one colour and then present perfect continuous examples in another
- c) to discuss each example in turn and to decide why that particular tense is appropriate and if the other tense (either the simple or the continuous) is possible in this case.

Have students share their ideas with another pair or with the class.

Answers: a) present perfect simple: he's asked me, he hasn't got, I've deleted, I've realised, he's become, b) present perfect continuous: I've been talking, I've been chatting, I've been getting, I haven't been seeing, he's been sending, he's been writing.

Example 2

Page 70: Have students complete *exercises 1* and *2* of the Grammar Focus section. Put them in pairs and set the task:

- to create a timeline to show the sequence of events in each story (including the ending). They will need to identify the events first and decide on their sequence. They create three timelines on separate pieces of paper, one for each text.

Make groups of six (three pairs) and have students compare their timelines for each text. Discuss any differences of interpretation as a class.

Draw students' attention (noticing) to the fact that the sequence of verbs in the text is not the same as the chronological sequence of events. Ask them which event is out of sequence (the last one) and how they knew it came before the others to raise their awareness of the use of the past perfect.

Learner Training

Learners can easily be or become dependent on their teachers for their learning. This is not a situation we should encourage. It severely limits the learners' ability to learn and make progress and it can be very frustrating for the teacher. In order to make learners less teacher-dependent and more independent we need to incorporate aspects of learner training into our teaching.

In this workshop, you are going to read about two aspects of learner training:

- Training in Direct Strategies
- Training Learners in Management Systems (revising for tests and exams)

What are Direct Strategies?

Direct strategies help students make sense of and use language more effectively. They include memory strategies, cognitive strategies and compensation strategies.

Here are some examples of direct strategies.

Memory strategies (vocabulary)	<ol style="list-style-type: none">1. Linking vocabulary to visual images, e.g. <i>Real Life Intermediate Unit 4, page 28, exercise 1</i>2. Linking vocabulary to personal experiences, e.g. <i>Real Life Intermediate Unit 4, page 28, exercise 5</i>3. Using a management system for organising vocabulary books which is meaningful to each individual student
Cognitive strategies	<ol style="list-style-type: none">1. Practising: learning through repetition/using patterns, e.g. <i>Real Life Intermediate Real Time 1 page 10, exercises 4 and 5</i>2. Analysing and reasoning: working out the meaning of new expressions, e.g. <i>Real Life Intermediate Unit 5, page 40, exercise 5</i>3. Processing information: skimming and scanning to get information from a text, e.g. <i>Real Life Intermediate Unit 5, page 40, exercise 3</i>
Compensation strategies (when students don't have enough knowledge)	<ol style="list-style-type: none">1. Guessing meanings2. Using words from their own L1 and making them sound/look 'English'3. Using a general expression to convey meaning when they don't know the specific word, for example saying 'it's a shoe you wear inside', when the student does not know the word for 'slipper'.

Training in Direct Strategies

In *Real Life Intermediate Students' Book* you'll find that there are plenty of opportunities for students to develop their direct strategies. Here are a few examples:

Memory strategies

- Vocabulary presentations with the support of pictures; personal response activities (students give a personal opinion using the new language they have learnt).

Cognitive strategies

- Grammar and vocabulary practice exercises; before and after reading tasks which focus on predicting, reading for gist and working out meanings of words.

Compensation strategies

- Guessing meanings of words in reading and listening texts.

It's possible to help students develop other compensation strategies, too. Actively encourage them to make a guess at an English word they don't know or think they half know and don't be too quick to give them the word or to correct them. Give them the language and the opportunity to describe something, for example 'the shoes people wear in the house', if they don't know the word *slippers*. It's communicative and it conveys meaning! Help them reflect on how words are formed so they learn how to make a word in their own language sound more English – they might even get it right! Finally create an atmosphere in the classroom where students aren't afraid to try things out and to help each other with ideas. This way, they'll develop other useful 'real life' strategies by studying *Real Life!* This approach is particularly useful for warmers, when students are sharing ideas, and for discussion activities, when students want to express their ideas and opinions and might not always have the language to do so.

Remember: strategies have to be made explicit before learners can internalise them and they become subconscious.

Training learners in Management Systems

This means training learners to be able to manage different aspects of their learning. Learners are individuals, with their own learning styles, characters and learning preferences. Therefore they are not all going to want to use the same management systems, for example they won't all want to revise for tests and exams in the same way. Some learners may want to design a linear revision schedule and revise a little bit on their own every day. Others may want to work with one or two other learners and use a word map to help them structure their revision. Others may want to use the 'can do' statements in their ELP as a starting point, reviewing what they can do and what they need to remind themselves how to do. What's important is that learners find a way to revise which suits them.

To help your students do this you can:

- Discuss with the class the different ways students revise for tests, adding some ideas of your own if you feel this is necessary.
- Encourage students to try out different ways of revising and to report back to the class on the ones which worked best for them.
- About a month before a 'big' test or exam, elicit from students how they are going to structure their revision. Encourage them to share ideas on how they're going to do it.
- After the test or exam, do a quick review of revision strategies, asking students to comment on the strategies they used and how they might improve them the next time.

Managing learning these days is certainly more complicated than it was when learners only had a text book and a notebook. But it is so much more rewarding. These days the use of CD-ROM activities, internet practice exercises, workbooks, the European Portfolio and Passport to name but a few means that learners have to be much more organised and systematic about their own learning. And that's not a bad thing as it is good preparation for their adult lives. But for many of them, organisation and management of their own learning doesn't come naturally. We have to help them.

Remember: management systems have to be made explicit before learners can internalise them and they become subconscious.

Teaching Aids

We live in a technological age and our students even more so. More and more technological gadgets are available every day to amuse us in our leisure time – and technology plays an ever more important role in teaching and learning.

The focus of this workshop is the interactive whiteboard, or IWB, an aspect of technology which more and more teachers have in their classrooms. There are many different things you can do with your IWB in class, but it's probably a good idea to take it step-by-step. Try these ideas for using the IWB first. Then once you become confident with these techniques you can gradually introduce others into your lessons.

What is an interactive whiteboard?

An IWB is really a large display panel. It's also a white board (you can write on it) and much more. To write on the IWB you have to use a special pen, which also acts like a computer mouse. This means you can move things around on the screen (drag and drop). With some IWBs you can move things around by touch as well. You'll need to check what kind of IWB your school has. Your school IWB system will come with its own pack of software. Get to know how the software works so that you can make the most of your IWB in class.

As well as having the IWB in your classroom you'll have a computer or laptop and a projector. This is usually on the ceiling and it projects information from the computer on to the IWB.

How can I use the IWB?

Interactive is the key word. It's not a format for lecturing or for students being passive. Always think about how your IWB activities involve the students and make the lesson more *interactive*.

As a whiteboard

You can use your IWB as a normal whiteboard. You write on it with the special pen and erase what you write using the erase function. You can't use normal whiteboard pens as they'll damage the board. So make sure you haven't got any of these board markers in your classroom. At first you'll probably find writing on the IWB is a bit difficult because it's different from writing on a normal whiteboard or blackboard. But with a bit of practice your handwriting will be as clear as ever.

Some IWBs are connected to a printer and you can print out a copy of what's written on the board and give it to students and/or keep it for your records.

Exploiting Word documents

You can display word documents on the IWB and do lots of different things with them, using the special whiteboard pen. Here are a few ideas:

Show part of a text to elicit from students, e.g.:

- How grammar is used in context.
- How other words in a text help them to guess the meaning of unknown words.
- Ways in which adjectives and adverbs make texts more interesting.
- Where they found the answers.

When you *show* students all of these things, you circle or underline the key words and phrases in one of a choice of colours using the special pen. You can also write notes at the side of the text, too.

Show the handout for a listening task when checking students' answers. You can either elicit their answers and write them in the relevant space on the IWB, or you can invite individual students to come up and do this. As with the above suggestions, use different colours, line thicknesses and tools. Show photos and pictures as prompts for speaking and writing activities and have students prepare materials at home to support their oral presentations. They bring the material to class on a memory stick or USB key, show them on the IWB and annotate them using colours and tools from the 'palette'.

Remember:

- you can choose different colours and line thicknesses and you can easily and quickly erase what's been written.
- you can have different documents 'on the go' at once. Just pull them up from the tool bar at the bottom of the IWB when you need them.
- prepare your word documents before the lesson, either at home or in the teacher's room. They'll either be on the school computer network, or you'll have to bring them to class on a memory stick/USB key.

Exploiting the internet

The internet is a great resource for the classroom. If your computer system is connected to the internet then you can access all this information for your IWB. You are usually allowed to show clips from internet video sharing sites, trailers of films, extracts of interviews, podcasts of the news and so on if it is for educational use. You'll need to check the specific copyright laws. These types of materials can be particularly motivating for students and are great for highlighting aspects of culture too. As with any extra materials, the internet clips should always support the topic or the language focus of the lesson.

Remember:

- decide what internet sites you're going to visit and check them out before the lesson.
- plan how you're going to use the materials, e.g. write a worksheet, give a listening task, use them as a lead in to the lesson.
- access the site before the lesson and have it minimised on the tool bar at the bottom of the screen.
- keep the clips quite short.

Some classroom tips

- Take time to practise using the IWB and writing on it with the special pen.
- Don't stand between the IWB and the projector!
- Find out what your IWB software does and make the most of it.
- Share ideas and tips with other teachers.
- Keep reminding yourself IWB activities should be *interactive*.
- Look at the IWB from different parts of the classroom to make sure that all the students can see it clearly and that there isn't too much glare or reflection.
- Let the learners help you. They'll have ideas and they'll probably learn how to use it very quickly!
- Be ready to rearrange the class, e.g. move desks to make the IWB more visible and accessible.
- Keep the information on the IWB quite simple. If it starts to look cluttered, then just open another screen.
- Plan for the range of different learning styles and intelligences in your class when thinking about how you're going to use the IWB in different lessons.

Vocabulary

Approaches to teaching vocabulary

As a teacher, you'll know that there are different approaches we use to help our students learn vocabulary. In this workshop you'll learn more about the approaches used in *Real Life Intermediate*. We're going to focus in particular on the *Words2know* and the *Phrases2know* sections.

Words2know

As you'll have noticed, the *Words2know* sections appear several times in each unit of *Real Life Intermediate* whenever there is a particular focus on vocabulary. This might be before a reading, a listening, a writing or a speaking activity. Sometimes the vocabulary in *Words2know* is single words but more commonly at this level, and for higher levels, the focus is on phrases and groups of words.

Notice that:

- The *Words2know* are in blue in texts and example sentences.
 - The *Words2know* are in a colour so that students notice the words when they're used in the example sentences and/or in the text.
- The *Words2know* form a lexical set.
 - As you'll have read in the *Real Life Elementary* and *Real Life Pre-Intermediate* workshops, when students learn vocabulary in lexical sets or word families they're more likely to be able to remember it later and to be able to use it.
- Students 'Check the *Words2know*':
 - Students check the meanings themselves by talking to their partner or by using their dictionaries before you check with the class. This encourages learner autonomy and student–student interaction.
- The *Words2know* in blue appear in context in sentences.
 - It's important that students see a word in context so they know how it's used. Very often it's the context that helps to clarify the meaning of a word. Single, isolated words carry little meaning.

The *Words2know* sections appear before students do a listening or a reading text. They are the key words that students need to know to help them access the reading or the listening. The *Words2know* sections also stimulate students' prediction skills by giving them an idea of what the topic of the text is. Once they've checked the *Words2know*, students almost immediately meet them again in the listening or reading. This provides further practice of the vocabulary and reinforcement of understanding. The reading and listening texts are themselves followed by speaking and/or reading activities in which students will again make use of the *Words2know*.

By exposing students to the *Words2know* in these different ways, we're giving them lots of opportunities to internalise the meaning and to become familiar with how the vocabulary is used.

Phrases2know

It's useful and important for students to learn words and groups of words. But they also need to learn expressions which they can use in different situations and contexts. Sometimes these are called 'lexical chunks'. In *Real Life* they are called *Phrases2know*. *Phrases2know* are expressions which students can use when they want to express particular functions.

Have a look at *Real Life Intermediate Students' Book* page 57.

- The *Phrases2know* in *exercise 9* are exponents of three main functions within the topic of food and cooking: *Asking about typical dishes, Describing dishes, Responding*. By giving students these expressions to use, we can enable them to interact and communicate more effectively. In this exercise students *prepare their ideas using the Phrases2know* and then they take part in a role play in *exercise 9b* where they use these phrases in a meaningful context.

The *Real Time* sections of *Real Life Intermediate* always include a set of *Phrases2know*. In these sections, the *Phrases2know* enable students to do a writing task.

Have a look at *Real Life Intermediate* page 59.

- The *Phrases2know* in *exercise 7* are exponents of three main functions connected with writing formal letters of enquiry. Students see some of the exponents used in the model letter in *exercise 6*, find other exponents from the *Phrases2know* with the same meaning in *exercise 7* and then write their letters in *exercise 8*.

By exposing students to lexical chunks in *Phrases 2know*, we're extending their range of language for use in particular situations.

How can students store and review the *Words2know* and *Phrases2know*?

So in the same way that we remind students to record other vocabulary, we need to make sure that they record the *Words2know* and *Phrases2know* in their vocabulary notebooks.

The *Words2know* will fit well into the theme or topic section of their notebooks and will work well in the form of mind maps. It's also important that students create their own example sentences of any words which they know they'll find difficult to remember. They can include translations, too, if this helps them.

The *Phrases2know* can be recorded by topic and/or by function. Suggest to students that they create short sample texts (letters or dialogues) again to remind themselves how the language is used in context. Students can also add other exponents to some of the functions. Why not brainstorm their ideas as a class first?

Remember:

- Students' vocabulary notebooks reflect their learning styles so not everyone's will or should look the same. The most important thing is that the notebook works for each individual student.
- All the *Active Study Tips* in the *Students' Book* are about ways of helping students learn and store vocabulary.

Learning and Culture

Making the most of learners' knowledge and interest in culture

Culture features strongly in language learning these days; learning activities are sometimes described as cross-cultural or inter-cultural. This means that the content of the input, a reading or listening text for example, contains information about life in a culture other than the students' own. Some people say that teenagers aren't interested in culture or the world around them. In fact the reverse is true! Teenage students are particularly interested to learn about other cultures, especially when they can compare the teens' behaviour or the customs to their own. This provides students with real motivation for learning English and wanting to express their opinions and talk about their experiences.

What kinds of culture do teenage students know about?

Culture is the social, behavioural and artistic aspects which are to be found in a particular society, country or group. So for teenagers we might think of fashion, music, clothes, technology, sport, food, language and so on. The list is practically endless and teen culture isn't just restricted to the country the teens come from. It's much more widespread and inclusive than this. So, for example, teen music culture includes music from different countries, teen sport culture includes sportsmen and women of different nationalities, and sports which are played in different countries.

So how can we make use of this knowledge and interest in class?

All the units in *Real Life Intermediate* have a broad topic or theme for example Unit 1 is about School, Education and Learning, Unit 2 is about Sport.

Use the topics, themes and activities in the *Real Life Intermediate Students' Book* as a starting point. You'll find there are activities in every unit of *Real Life Intermediate* which encourage students to talk about what they know about the topic – to compare it with the situation in their country, to compare their views and opinions with those of characters in the book and so on. When you do these activities with your students, encourage them to share their experiences and opinions about the aspect of culture and, perhaps most importantly, listen to what they say. Sometimes it's a good idea to make a note of what they say so you can think how you can follow it up later, for example, the type of music they talk about, the singer they all like, the fashion label that they all really like.

There isn't always time, or it's not at an appropriate stage in the lesson, for students to share their knowledge on a related topic with you and the class. If you think it's something that'll stimulate and interest the students, then think of ways you can include opportunities for them to speak in a future lesson. Very often, students will need to do a bit of research at home if they're going to talk about a topic in class. They'll want to find pictures on the internet, check facts and figures and so on.

It's true that we, the teachers, are experts in the language and in the methodology of teaching. But we shouldn't forget that our students are experts too, in different areas of knowledge. If we encourage them to share some of this knowledge with us and their fellow students, then we can show them that learning is a two-way process and we can learn something ourselves.

As well as listening to the content of what your students say, ask them 'real' questions too, such as *'I haven't heard of that CD before. What's the name of the band? Are they from the USA?'*. This shows students that we're interested in them as people and means that they and we are taking part in meaningful communication. If there isn't time for students to answer the questions in the lesson, then ask some students to prepare a short talk or a poster for the next lesson. Have them prepare their talks or posters in pairs (of course both students should know about and be interested in the topic!) and, if you can, make this a regular feature of your lessons.

Once they've done their talks on an aspect of teen culture, students can write them up in their notebooks. Why not set up a class or school ezine /i:zi:n/ (electronic magazine) on teen culture or find an online version (in English) that your class can contribute to? This gives the writing stage a perfect audience and purpose. Oral presentations and/or posters are excellent preparation and rehearsal for the articles they'll want to write. You'll find that once they're part of a teen culture ezine community, students will become even more motivated, be eager to read what other students have written and will want to share their ideas.

Fillers

The activities on these pages are ones you can use at any time during your lessons. They are called 'fillers' because that is what they do: they fill gaps in your lessons.

These fillers are designed to be adaptable and flexible. You can use them at any time in the lesson and you can adapt the time to match how long you have got. The most important thing about them is that they need no or very little preparation! Many of them are useful for revision too.

1 Vocabulary review

a) Word maps

Choose, or have students choose, either the topic of the lesson, e.g. annoying habits or the theme of the unit, e.g. the news. Start a word map on the board by drawing a circle and writing the word(s) you / students have chosen inside the circle. Put students into pairs and tell them to develop their word maps around the topic. Give them a time limit, e.g. three minutes. Each pair should work on one word map. Vary the activity by sometimes letting students look at the relevant page(s) in their *Real Life Intermediate Students' Book* and at other times telling them to do the activity with books closed. If time, pairs can compare their word maps with other pairs.

b) Odd one out

Choose two or three sets of four words from the lesson, or if this is early in the lesson, from the previous lesson or lessons. You can choose, e.g. sets of nouns, sets of adjectives, sets of verbs, or sets of words which are different parts of speech. The task for students is to find which three of the words or phrases have something in common and why the other one is the 'odd one out'. It's a good idea if there is more than one possible answer as this will make it more interesting for students. Here is an example from Unit 9: *plaster, bandage, crane, dizzy*. *Crane* could be the odd one out because the others relate to illness; *dizzy* could also be the odd one out because it is an adjective and the others are nouns. Write the sets of words on the board. Put students into pairs and give them a time limit to decide which is the odd one out in each set and why. When checking students' ideas, be willing to accept their answers as long as they have a convincing reason for their choice.

c) Acrostics

Choose a short word from the current or the previous lesson or lessons. Write it on the board vertically like this:

F
R
I
E
D

The first time you do this activity with students, do an example acrostic with the class. Elicit a word or phrase from them for each line which is consistent with the meaning of the word so that you end up with a short poem. Here is an example:

F ... ood
R ... eady to eat
I ... s
E ... veryone's
D ... ream

You can have all the students in the class working on the same word, or you can write several words on the board and let pairs choose which one they want to work on, or students can choose their own words. Set a time limit for the activity. Elicit ideas from pairs and write them on the board. If students produce lots of good ideas, have them write their acrostics on poster paper for display in the classroom.

d) Word building

Choose several words from the lesson which are suitable for word building, e.g. annoy (annoying / annoyed), tidy *adj* (untidy / tidily / untidily / tidy *verb*), agree (agreement / disagree / disagreement), behave (behaved / misbehave / behaviour). Draw a four-column table on the board with the following part-of-speech headings: noun, verb, adjective, adverb. Write one word in each row, e.g. *tidily* in the first row under adverb, *agree* in the second row under verb. Put students into pairs and give them a set time limit to brainstorm all the other words they can think of which they can build from this word. Remind them to use suffixes and prefixes. Elicit ideas from pairs and complete the table on the board. If appropriate, students can copy the table into their vocabulary notebooks.

2 Grammar

a) Grammar dictation

Choose a short section (four to five sentences) from one of the texts in the lesson which includes some of the key grammar. Tell students to close their *Students' Book*. Tell the class that you're going to read some text aloud to them twice. As they listen they mustn't write anything down. After you have finished reading the text the second time, students work individually and try and write as much of the text as they can remember. After one or two minutes of individual work, put students into pairs or groups of three and have them compare texts and work on their texts together. Then elicit the text from the class, writing it on the board as you do so. When you have as much of the text on the board as students can remember, let them look in their *Students' Book* to check.

b) Questioning game

Demonstrate the game yourself to show students how it works. Tell them you are thinking of a famous person. The person can be dead or alive, fact or fiction: you can decide! Tell the class they can ask twenty questions to guess who you are thinking of *but* that you can only answer yes or no (they have to ask *yes/no* questions). Take questions from random students in the class. Students can guess when they think they know who the person is, but each student can only have one guess in each round and they have to put up their hand to do so. The student who guesses correctly becomes the one who thinks of the famous person. The game can either continue as a class game or students can play it in groups.

c) Jumbled sentences

Choose several short sentences from the lesson which include key grammar structures. Write each sentence in jumbled word order on the board. Give students a fixed (short) time limit to unjumble the sentences. They can do this individually or in pairs. Check by eliciting the correct word order for each sentence and writing it on the board if necessary. Be aware that there may be more than one possibility for each sentence!

3 Communication

a) Working it out

Draw a 'picture' on the board. It should be abstract and not represent anything specific, though you may want to include some vaguely recognisable things in the 'picture'. In pairs, students talk about what

they can see in the picture, what feelings it conveys, what they imagine is happening and so on. Elicit some ideas from students, having them use language for describing location in pictures as they do so, e.g. *in the background, on the left, etc.*

b) Picture dictation

This activity is good for revising the description of buildings, location of objects and things in different places, e.g. towns, cities, schoolroom, and prepositions. You'll need to write brief notes before you do this activity. You are going to describe a scene which students are going to draw, e.g.

1. You can see the side of an old building. It's three storeys high.
2. At street level there are two windows and a door.
3. Above the door there is a piece of graffiti. The graffiti goes right up to the top of the building. It spells your name in multi-coloured letters.

Tell students what they are going to do. Tell them to listen and then read out number 1. Have them draw this before you move on to the next one. Continue in the same way until students' drawings are complete. At the end students compare and discuss their drawings, commenting on how similar and / or different they are.

4 Dictionary Skills

For these activities, students will need to have access to an English / English Dictionary, ideally the *Longman Active Dictionary*.

a) Checking meaning and pronunciation

You can do this activity early in the lesson, before students have met the new words in a text. Choose about six words (or meanings of words) from the lesson which you know are new for the students. Write them on the board, adding the part of speech as appropriate. Put students into pairs and give each pair a dictionary. Give them a time limit for the activity. Tell students to a) find out what each of these new words means / additional meanings of known words and the dictionary definition and b) to find out how to say the word. Then put pairs together to make groups of four or six and have students check and compare what they have found out. When checking with the class, as well as making sure they have found out what the words mean and know how to say them.

b) Finding examples

Choose about six words (or meanings of words) from the lesson. They do not all have to be 'new' words. Write them on the board, adding the part of speech as appropriate. Put students into pairs and give each pair a dictionary. Give them a time limit for the activity. Tell students to find the word in the dictionary and to find / choose an example sentence which shows how the word is used and which they think best exemplifies its meaning. When checking with the class, as well as making sure they have found relevant example sentences, review general techniques and strategies for dictionary use.

5 Skills Strategies

a) Strategy review

Choose one of the Skills Strategies from the back of the *Real Life Intermediate Student Book*, e.g. *General Skills, Reading, Reading for Specific Information (Scanning)*. Write the heading on the board (*General Skills, Reading, Reading for Specific Information (Scanning)*) and then list the four bullet points BUT list them in the wrong order. With *Students' Books* closed, have students work in pairs to decide what the correct order should be. Then either check as a class or have students check in the back of their books. Finally, review the strategy and the importance of the points in the checklist.

Unit 2

Grammar Focus: Defining relative clauses (SB p. 13)

Students read *Grammar2know*.

Draw / display **Board Plan 2.1** in outline, completing the left column in the appropriate colours but leaving the right column blank. Provide the two sentences for the first row, omitting the brackets. Ask students which sentence they can omit the relative pronouns from and why. Then add the brackets. Do the same with the second row. Complete the other two rows as in the plan.

Students copy the **Board Plan** into their notebooks.

Board Plan 2.1

Things: which / that	The seat which / that goes on a horse's back is called a saddle. The seat (which / that) I like is the red one.
People: who / that	The person who / that blows the whistle is the referee. The person (who / that) he saw is my father.
Places: where	The place where the players get changed is the dressing room.
Possessions: whose	A footballer whose job is to score goals is called a striker.

Grammar Focus: Present perfect and past simple (SB pp. 14-15)

Students do the first part of the task and then they read *Grammar2know*.

Draw / display **Board Plan 2.2** to check students understand the concepts of the past simple and present perfect which are presented here. Remind students that this is called a *time line*. Elicit other examples from students. Make sure they realise the importance of using the time expressions and when they should use which ones.

Students copy the **Board Plan** into their notebooks.

Board Plan 2.2

Present perfect and past simple				
<i>Past</i>	→	<i>Now</i>	→	<i>Future</i>
	(A → → → → →)	A		
		B		
Present perfect				
A = I've been to some fantastic places. <i>Happened some time in the past. Connected to the present.</i>				
Past simple				
B = My parents gave me my first surfboard when I was nine. <i>Happened at a specified time in the past.</i>				

Unit 3

Grammar Focus: Questions with *look like*, *be like*, *like* (SB p. 23)

Students read *Grammar2know*.

Draw / display **Board Plan 3.1** to check students understand how to form the appropriate questions. Elicit different answers for the questions with reference to the descriptions students did in the Warmer.

Students copy the **Board Plan** into their notebooks.

Answers: on student page

Board Plan 3.1

Appearance 1 What does he look like ?	He's tall with blue eyes and black hair .
Character / Personality 2 What is she like ?	She is sensitive and full of fun .
Likes and Dislikes 3 What does he like ?	He likes playing the guitar and reading .

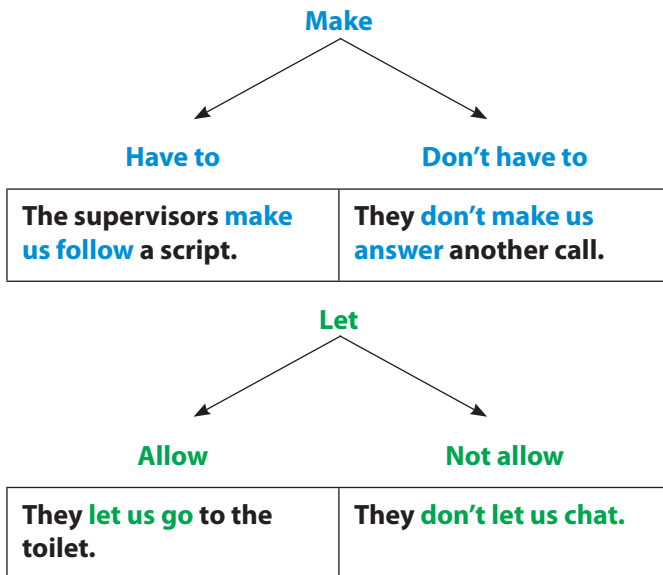
Unit 4

Grammar Focus: *make* and *let* (SB p. 31)

Draw / display **Board Plan 4.1** to check students understand how *make* and *let* are used. Elicit other examples from students using the past and present. Make sure they realise the infinitive which follows *make* and *let* is always used without *to*.

Students copy the **Board Plan** into their notebooks.

Board Plan 4.1



Unit 5

Grammar Focus: First conditional and future time clauses (SB p. 39)

Students read **Grammar2know**.

Draw / display **Board Plan 5.1** to check students understand how to form the first conditional and future time clauses and which tenses to use in each part. Make sure they also notice the punctuation. Elicit other examples, using the stems, e.g. *If I stop (rollerblading), ... / When I'm (sixteen), ...*

Students copy the **Board Plan** into their notebooks.

Board Plan 5.1

First conditional:

If / unless + present simple, future simple

If I stop rollerblading, I **will** have to pay for transport.

I **ll be** on time for school today **unless** the train **is** delayed.

Future time clauses:

After / when / before, as soon as, until + present simple, future simple

When I'm sixteen, I **ll** start learning to drive.

Future simple, after / when / before + present simple

I **ll** have to pay more for public transport **after I'm** eighteen.

Unit 6

Grammar Focus: Present perfect and past simple (SB p. 45)

Draw / display **Board Plan 6.1**. First draw an empty time line and write the sentences underneath. Let students work in pairs and try and map the structures onto the time line. Elicit their ideas. Finally correct / complete the time line as below using the colours.

Students copy the **Board Plan** into their notebooks.

Board Plan 6.1

Present perfect / past simple with for and since

Past → **Now** → **Future**

A → → → → A

B ← 1 year → B

C → → → → C

1998

A = We've had Billy for thirteen years. (and we still have him)
Started in the past and continues into the present.

B = We went out together for a year.
Situations / actions in the past which are finished.

C = We've had Billy since 1998.
Point of time in the past when the action started.

Grammar Focus: Present perfect continuous and present perfect simple (SB p. 47)

Students read *Grammar2know* and complete exercise 7b.

Draw / display **Board Plan 6.2** to highlight the subtle difference between the present perfect simple and continuous. Elicit other examples from the class.

Students copy the **Board Plan** into their notebooks.

Board Plan 6.2

Present perfect simple and present perfect continuous			
Example	ACTIONS		
	Completed	Repeated	Continue for a specific period of time
I've deleted him on Facebook.	✓		
I've been talking to this boy online for three months.		✓	✓
He's been sending me nasty emails.		✓	

Unit 7

Grammar Focus: Passive (SB pp. 52–53)

Note: You will need to prepare Board Plan 7.1 before the lesson. Use the prepared Board Plan on your Active Teach, prepare a document to project onto your Interactive Whiteboard or draw the Board Plan on poster paper.

In pairs, students complete the table in **Grammar2know** using verbs from exercise 4. Check their answers and discuss how the passive is formed in each case. Display **Board Plan 7.1** and elicit examples onto the board plan. Elicit / discuss with students when the passive is used, e.g. to describe processes, in more formal letters and reports.

Students copy the **Board Plan** into their notebooks.

Board Plan 7.1

Forming the passive	Examples:
Present simple: + : <i>is / are + past participle</i> - : <i>isn't / aren't + past participle</i>	Cacao beans are grown in Africa.
Past simple: + : <i>was / were + past participle</i> - : <i>wasn't / weren't + past participle</i>	A kind of pizza was eaten in Ancient Greece.
Present continuous: + : <i>is / are being + past participle</i> - : <i>isn't / aren't being + past participle</i>	
Present perfect passive: + : <i>has / have been + past participle</i> - : <i>hasn't / haven't been + past participle</i>	
Modal: + : <i>modal + be + past participle</i> - : <i>modal + not + be + past participle</i>	

Grammar Focus: *have something done* (SB p. 55)

Students do exercise 8 and check their answers by reading **Grammar2know**.

Draw / display **Board Plan 7.2** but do not write the parts of sentences 1, 2 and 3 which are in bold. In pairs, students complete the other sentence in each pair so that it means the same. Check their answers and complete the sentences. Discuss how the *have something done* structure is formed in each case. Discuss with students when they might use this structure and elicit other examples.

Students copy the **Board Plan** into their notebooks.

Board Plan 7.2

Have something done	
1 My dad isn't going to have his blood pressure taken .	The nurse isn't going to take my dad's blood pressure.
2 My mum has had her heart checked .	The doctor has checked my mum's heart.
3 I'll have my tooth filled .	The dentist will fill my tooth.

Unit 8

Grammar Focus: First and second conditional (SB p. 61)

Draw / display **Board Plan 8.1**. Write the example sentences first and elicit what tenses are used in each one. Write these on the Board Plan. Make sure students notice the use of the comma in sentences where the *if* clause comes first. Focus students on the concepts of each type of conditional.

First conditional talks about a real possibility for the future.

Second conditional talks about an imaginary situation in the present or the future.

Elicit other examples for each one from students, using the *If* part of each conditional sentence.

Students copy the **Board Plan** into their notebooks.

Board Plan 8.1

First conditional:

If I find a flat near my college, **I won't spend** so much on bus fares.

If + present simple, future simple.

Second conditional:

If I had enough money, **I'd have** a big house in the country. (**BUT I don't have enough money**)

If + past simple, would or wouldn't + verb.

Grammar Focus: wish + past simple/would (SB p. 63)

Draw / display **Board Plan 8.2**. Write the four example sentences first and elicit aspects of meaning (what does the person want / what does the person have or not have / are any of them possible). Then focus on the verbs / modals used in each case. Pay particular attention to the concepts implied by each sentence. Elicit other examples for each one from students, using the *I wish* part of each sentence.

Students copy the **Board Plan** into their notebooks.

Board Plan 8.2

wish + past simple

The speaker is unhappy about the situation **BUT it probably won't change**

I wish I was an only child.

I wish I had my own bedroom.

wish + would

The speaker is unhappy about the situation **AND thinks it could change**

I wish my dad would leave me alone.

I wish she would find some new friends.

Unit 9

Grammar Focus: *used to* and past continuous (SB p. 69)

Draw / display **Board Plan 9.1**. Don't include the examples at first. Elicit an example for each one. Elicit other examples from the *Students' Book* page and add them to the Board Plan.

Students copy the **Board Plan** into their notebooks.

Make sure they realise that *used to* can be used a) to talk about a past state that is no longer true (*the water used to be dirty – it isn't now*) and b) to talk about regular activities in the past (*We used to go to France every summer.*). Focus students in particular on the form of *used to* in negatives and questions. Elicit some examples from students of things they used to and didn't use to do as children.

Board Plan 9.1

States in the past which are not true now
The river used to be really dirty. Did the river use to be really dirty?
Habits in the past which are not true now
I used to love swimming. I didn't use to love swimming.
Events in the past
I decided to dive off the garden wall.
Action in progress in the past
I was playing in the garden.

Unit 10

Grammar Focus: Reported speech (SB p. 77)

Draw / display **Board Plan 10.1**. Complete the left column first. Students work in pairs, with books closed, and write each sentence in reported speech in their notebooks. Elicit from pairs and complete the Board Plan. Make sure students notice what happens to the pronouns and the time phrases.

Students copy the **Board Plan** into their notebooks.

Board Plan 10.1

Direct speech	Reported speech
Present simple → 'We plan to spend more time together'	Past simple He said they planned to spend more time together.
Present continuous → 'We are going to celebrate tonight .'	Past continuous He said they were going to celebrate that evening .
Past simple → 'I was completely shocked'	Past perfect She said she had been completely shocked.
Will → 'We won't wait another five years.'	Would He said they wouldn't wait another five years.

Grammar Focus: Reported questions (SB pp. 78–79)

Draw / display **Board Plan 10.2**. Write the two questions in the left column first. Students work in pairs, with books closed, and write each question in reported speech in their notebooks. Elicit from pairs and complete the board plan. Elicit the rules and write them on the board under each question. Make sure students notice what happens to the word order.

Students copy the **Board Plan** into their notebooks.

Board Plan 10.2

Direct question	Reported question
Wh- questions 'What does your father think ?' yes/no questions ' Are you sorry for what you did ?'	I asked her what her father thought . I asked her if she was sorry for what she had done .

Unit 11

Grammar Focus: Gerunds and Infinitives (SB p. 85)

Draw / display **Board Plan 11.1**. Elicit examples for each of the gerund and infinitive structures in the table from students with *Students' Books* closed. Encourage them to think of new examples (not those from the *Students' Book*).

Students copy the **Board Plan** into their notebooks.

Board Plan 11.1

Gerunds (e.g. **listening**) and **infinitives** (e.g. **to listen**)

	Examples
Gerunds after verbs	1 I love playing tennis. 2 3
Gerunds as subject	4 Waking up early is easy for me. 5 6
Gerunds after prepositions	7 8 9
Infinitives after verbs	10 It's expensive to eat in that restaurant. 11 12
Infinitives after <i>be</i> + adjective	13 14 15
Infinitive of reason	16 17 18

Grammar Focus: Modals of Deduction (SB p. 87)

Draw / display **Board Plan 11.2**. Elicit examples for each of the categories from students with *Students' Books* closed. Encourage them to think of new examples (not those from the *Students' Book*).

Students copy the **Board Plan** into their notebooks.

Board Plan 11.2

99% certain that something <i>is</i> true	1% certain that something <i>isn't</i> true
	might be
must be	may be
	could be
	can't be

Unit 12

Grammar Focus: Third conditional (SB p. 93)

Draw / display the outline of **Board Plan 12.1**. Write the example sentences first and elicit what tenses are used in each one. Write these on the Board Plan. Make sure students notice the use of the comma when the *if* clause comes first. Focus students on the underlying concepts / meaning of the sentences (highlighted in red in the Board Plan).

Elicit other examples for each one from students, using the first part of each conditional sentence.

Students copy the **Board Plan** into their notebooks.

Board Plan 12.1

<p>First conditional: Real possibilities in the future</p> <p><i>If + present simple, future simple</i></p> <p>If I find a flat near my college, I won't spend so much on bus fares.</p>
<p>Second conditional: Imaginary situations</p> <p><i>If + past simple, would or wouldn't + verb.</i></p> <p>If I had enough money, I'd have a big house in the country (BUT I don't have enough money)</p>
<p>Third conditional: Hypothetical situations in the past and their imaginary consequences; regrets</p> <p><i>If + had + past participle, would or wouldn't + have + past participle.</i></p> <p>If Meucci had spoken better English, more people would have listened to his ideas. (BUT He didn't speak good English and people didn't listen to his ideas)</p>


Grammar Focus: Quantifiers (SB pp. 94–95)

Draw / display **Board Plan 12.2**. Complete the countable and uncountable nouns column, using the colours as shown. Elicit from students what they notice about when the verb is singular and when it's plural. Ask students to make more sentences based on the examples.

Students copy the **Board Plan** into their notebooks.

Board Plan 12.2

Quantifiers



Countable nouns	Uncountable nouns
All my friends are here.	All my stuff is in my bag.
Both my feet are cold.	
A lot of the shoes were too small.	A lot of the music was boring.
Plenty of people like gadgets.	Plenty of money is a good thing.
A few students are coming to the concert.	A little butter isn't bad for you.
Neither of them are things I want.	
None of the pockets are big enough.	No news is good news.

Photocopiables

Instructions for the teacher

Resource 1A

Language practised: grammar, question forms, listening and speaking

Time: about 20 minutes

You will need one photocopy for each pair of students.

- Review what they remember about the two schools, The Brit School and Sands from pages 4 and 5 of the *Students' Book*.
- Hand out Resource 1A to each pair of students: A to student A and B to student B. Make sure that they don't look at each other's copies. Tell students that this is about another famous school in the UK.
- Elicit an example question and answer from students and write it on the board. Students ask their partner about the missing information and then write it in the right place in the text. They take turns to ask and answer.
- When they have finished, they check by looking at each other's copies. Check with the class.
- If you think your students will need some help, you could give them the question words from the possible questions section below as prompts.

Answers:

Student A

- 1 private
- 2 eighteen
- 3 create a new timetable
- 4 professional player
- 5 script

Student B

- 1 democratic
- 2 about ninety-five
- 3 all
- 4 seventeen
- 5 basketball

Possible questions:

Student A

- 1 What kind/type of school is Summerhill/it?
- 2 How old are the students?
- 3 What do the older students help to do every term?
- 4 What does Mike want to do in the future?
- 5 What is Mike writing for the school play?

Student B

- 1 What is special about the school?/What kind/type of school is Summerhill/it?
- 2 How many students are there?
- 3 Which lessons are optional?
- 4 How old is Mike?
- 5 What is Mike playing? What is Mike playing for hours every day?

Resource 1B

Language practised: vocabulary, reading, listening and speaking

Time: about 20 minutes

You will need one photocopy on thin card for each group of four students. Cut the photocopy into eighteen cards before the lesson.

- Hand out Resource 1B to each group of four students.
- Students place the cards face down on the desk. They take turns to turn over a card, to read the question and to answer it. If the answer is grammatically correct (the other students decide this) the student keeps the card. If not, the student places it face down on the desk. Students should always try to give full answers. The other students in the group monitor this and make sure they don't give just one-word answers. If a student doesn't know how to answer, they can express that and that is acceptable. If the other students don't know how to evaluate a student's answer, tell them to look at the vocabulary in the unit or to check with you.
- At the end the student with the most cards is the winner.

Resource 1C

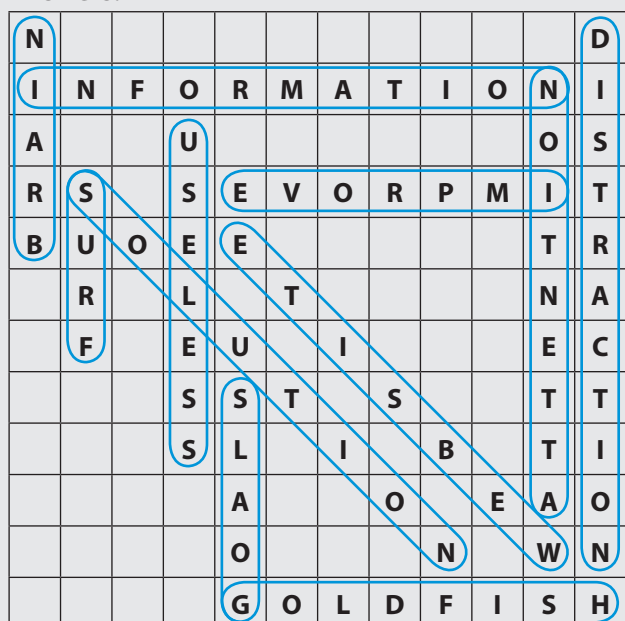
Language practised: vocabulary, writing

Time: about 10 minutes

You will need one photocopy for each student.

- Hand out Resource 1C to each student. Make sure they know what to do and tell them you're going to time them.
- Tell students to start. Tell students that the words can be found going in any direction, including backwards. When they've found all the words, they place their photocopy face down on their desks.
- Students then swap photocopies for the checking phase and check each other's work.
- Elicit how easy or difficult they found the activity and why this is an example of brain training.

Answers:



Photocopiables

Instructions for the teacher

Resource 2A

Language practised: vocabulary and grammar

Time: about 10 minutes

You will need one photocopy for each student.

- Hand out Resource 2A to each student. Make sure they know what to do.
- Tell students to start. When they have matched all the definitions to the pictures they write the word under each picture.
- Students then swap photocopies for the checking phase and check each other's work.
- If time, give students other words from the unit, the lesson or general classroom words for them to practise writing their own definitions.

Answers:

1 G gym 2 F swimming goggles 3 A stadium
4 B racquets 5 H dressing room 6 C boxing gloves
7 D swimming pool 8 E scoreboard

Resource 2B

Language practised: grammar

Time: about 10 minutes

You will need one photocopy for each pair of students, cut into A and B before the lesson.

- Briefly review what students remember about the sports on pages 14 and 15 of the *Students' Book*.
- Make pairs. Hand out Resource 2B to each pair, A to one student and B to the other. Tell them not to look at each other's papers.
- Give students about three minutes to read the information on their papers. Make sure that students understand what they have to do. They each have to complete the question prompts before they do the information gap activity.
- Students do the activity in pairs. B starts by asking the questions and A answers using the information from the Factfile. Then students swap roles: A asks his/her questions and B answers using the rest of the information in the factfile.
- At the end of the pair work activity, have students check information together in pairs, looking at each others handouts.

Answers:

Student B

- 1 What is the sports person's name?
- 2 When was she born?
- 3 Where was she born?
- 4 What did she do at the age of four?
- 5 What did she do at the age of thirteen?
- 6 Has she ever sailed around Great Britain on her own?
- 7 Has she ever sailed around the world?

Student A

- 1 Has she ever set any world records?
- 2 Has she ever sailed across the Atlantic?
- 3 Has she ever won any awards?
- 4 When did she start a charity?
- 5 What is the name of the charity?
- 6 What did she do in 2005?
- 7 What is she doing now?

Resource 2C

Language practised: listening and speaking

Time: about 20–30 minutes

You will need one photocopy for each student.

- Make pairs. Hand out Resource 2C to each student. Read through the instructions with the class and check they understand and know how to use the **Useful Phrases**. These are all revision for students but it is important that you go through them all with the class to check students remember what they mean and how to use them.
- Give students about five minutes to prepare for the discussion. Remind them to note down ideas FOR and AGAINST each topic.
- Make groups of four. Tell students to appoint a task manager in each group whose job is to make sure the group discusses each of the points and that everyone has a chance to speak.
- Monitor groups as they are working.
- Elicit students opinions about some of the statements (the ones the groups found most interesting) and discuss as a class.

Photocopiables

Instructions for the teacher

Resource 3A

Language practised: grammar, vocabulary, reading
Time: about 15 minutes

You will need one photocopy for each student.

- Briefly review the language of description on pages 20 and 21 of the *Students' Book*.
- Hand out Resource 3A to each student. Read through the instructions with the class and check they understand what to do.
- Students read the text silently and complete the descriptions of the people in the table.
- Students check in pairs, making sure they have the same information in their tables.
- Check with the class, eliciting full sentences for the descriptions to review the vocabulary and the grammar.

Answers:

Jenny	17 Dark, wavy hair Shorter than her mum's hair Looks like her mother
Frances	Mother In her forties/middle-aged A year older than Henry The most glamorous in the family Elegant Long, straight hair
Henry	Father In his forties/middle-aged Bald: used to have fair hair, The tallest in the family A year younger than Frances
Cleo	Sister 14 Long, blond hair Her nose is similar to her father's
Dan	Brother 12 A little plump Almost as tall as Cleo

Resource 3B

Language practised: vocabulary, listening and speaking
Time: about 20 minutes

You will need one photocopy for each pair of students.

- Briefly review the language of description on pages 20–23 of the *Students' Book*.
- Make pairs. Hand out Resource 3B to each pair of students. Read through the instructions with the class and check they understand what to do.

- In pairs students take turns to describe what they can see in each picture and then compare the two pictures.
- Monitor and prompt with ideas and language as appropriate. Remind them to use the language on pages 20–23 of the *Students' Book* to help them.
- Elicit descriptions and comparisons from the class, focusing on the specific speaking test requirements as relevant.

Resource 3C

Language practised: vocabulary, reading and writing, speaking and listening
Time: about 30 minutes

You will need one photocopy for each student.

- Briefly review the topic on pages 23 and 24 of the *Students' Book*. Check students understand the word *population*.
- Elicit what they know about world population growth. Is it getting smaller or bigger?
- Hand out Resource 3C to each student. Discuss question 1 as a class and elicit their predictions. Have them quickly scan the text to answer the prediction question (is it getting smaller or bigger?) – bigger.
- Students read the text silently to find the answer to question 2 (*In 1979 it introduced a one-child policy*) Discuss if students think that governments should make a law to restrict population growth or not.
- Students read the text again and answer the other questions.
- Either: students write the answers to the questions individually
- Or: put students into pairs for them to discuss the answers to the questions
- Or: students write answers individually and then discuss answers in pairs.
- Discuss and check answers as a class. Check understanding of any new vocabulary.

Answers:

- 1 The population is growing.
- 2 China has a one-child policy.
- 3 a Because they needed more than one child to help them work the land and to look after them when they were old.
b Because boys carried on the family name and when they married they brought a wife into the family (girls married away).
c It's very difficult because there are thirty-two million more young men than young women.
d The population is getting smaller in parts of Europe.
e Students own answers: e.g. it's a town where very few or no people live.
f By the year 2050, the world's population is expected to reach nine billion and one third of the population of Europe will be over sixty years of age.

Photocopiables

Instructions for the teacher

Resource 4A

Language practised: grammar, reading, listening and speaking

Time: about 20–30 minutes

You will need one photocopy for each student.

- Briefly review the topic and the grammar on pages 28 and 29 of the *Students' Book*.
- Hand out Resource 4A to each student. Read through the instructions with the class and check they understand what to do. They complete Part 1 individually.
- Make pairs. Students compare their answers to Part 1 before you check them as a class.
- Review the **Useful Phrases** with students before they do Part 2.
- Students then do Part 2, discussing their opinions about what they have read. Students either do this in pairs or you can manage the discussion as a class.

Answers:

a had to b were not allowed to c are not allowed to
d have to e are allowed to f are allowed to
g have to

Resource 4B

Language practised: vocabulary, reading, listening and speaking

Time: about 20 minutes

You will need one photocopy for each student.

- If you have an interactive whiteboard, find (on the internet) and show the class a picture of a chimney sweep. Use this to pre-teach the following vocabulary: chimney, chimney sweep, brush, crawl. If you don't have an interactive whiteboard pre-teach the vocabulary using the picture on the handout.
- Hand out Resource 4B to each student. Elicit that this is a poem. Read it aloud with students around the class.
- Make pairs or groups of three. Students discuss their answers to the four questions. Monitor and help as appropriate.
- Discuss the four questions as a class, focusing particular on questions 3 and 4 and reviewing vocabulary from pages 30 and 31 of the *Students' Book*.
- Note: There are still many chimney sweeps in the UK, because there are still a lot of houses which have open fires and chimneys. However, these days chimney sweeps use long brushes with a vacuum to clean the chimney, they don't make children climb up and clean them.

Answers:

Accept students' own opinions.

- 1 We don't know. Boys and girls were used as chimney sweeps.
- 2 Someone looking back on their early life as a chimney sweep – it was very hard and they didn't like it. Now the person is in Australia and, we imagine, happier.
- 3 Very hard, strict employers, long hours, no pay, very little food.
- 4 Students' own ideas.

Resource 4C

Language practised: reading, listening and speaking

Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the topic and language for jobs on pages 32 and 33 of the *Students' Book*.
- Hand out Resource 4C to each student. Elicit that these are job adverts. Read the instructions with the class and check students know what to do and that they understand the key vocabulary in each advert.
- Give students three to five minutes to read through the adverts and to decide the order they'd like to do them.
- Make pairs. Make sure students understand and know how to use the **Useful Phrases**. In their pairs students have to agree an order of preference for the jobs. Remind them to use the **Useful Phrases** in their discussions.
- Put two pairs together to make groups of four. Students have to agree their favourite three jobs.
- Repeat the above, but with students in groups of eight.
- Elicit feedback from the groups as to which jobs they chose and why and which they rejected and why.

Photocopiables

Instructions for the teacher

Resource 5A

Language practised: reading, listening and speaking
Time: about 20–30 minutes

You will need one photocopy for each student.

- Briefly review the topic and language for the environment on pages 36 and 37 of the *Students' Book*.
- Hand out Resource 5A to each student. Read the instructions with the class and check students know what to do.
- Give students five to ten minutes to read through the ten statements and to indicate their opinions. Monitor to make sure they are doing this correctly.
- Make groups of four. Students discuss their opinions, taking each statement in turn. Elicit a few ideas to start to check that students are using language of prediction appropriately, e.g. *I don't think man will ever be able to fly like a bird because.../I think man will be able to fly like a bird in ten years time.*
- Elicit feedback from the groups. Focus on the statements there was most disagreement about if you do not have time to discuss them all.

Resource 5B

Language practised: grammar, listening and speaking
Time: about 20 minutes

You will need one photocopy on thin card for each group of four students. Cut the cards into sets before the lesson. You will need one set for each group of four.

- Briefly review the topic and language on pages 38 and 39 of the *Students' Book*.
- Hand out Resource 5B to each group of four students.
- Students place the cards face down on the desk. They take turns to turn over ONE card, to read it and then to give a complete sentence using this phrase. Sometimes the phrase will end the sentence, sometimes it will begin it. Do an example with students so they realise the difference. When a student makes a sentence, the other students decide if it's grammatically correct and makes sense. If they think it is, then the student keeps the card and writes the full sentence on a piece of paper. If they think the sentence is not correct, the student places it face down on the desk amongst all the other cards. At the end the student with the most cards is the winner.
- Elicit some of the sentences from the winners to check!

Resource 5C

Language practised: listening and speaking
Time: about 20–30 minutes

You will need one photocopy for each student.

- Briefly review the topic and language for travel on pages 40 and 41 of the *Students' Book*.
- Hand out Resource 5C to each student. Read through the instructions with the class and check they understand what to do and how to use the **Useful Phrases**.
- Give students about three minutes to look at the pictures and think about their ideas.
- Make groups of four. Students discuss their opinions about the pictures and the captions using the **Useful Phrases** to help structure the discussion. Monitor and prompt as appropriate.
- Elicit opinions from students in different groups.

Photocopiables

Instructions for the teacher

Resource 6A

Language practised: grammar, question forms, listening and speaking

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 6A to each student. Elicit the question from the class for the first one (this is also the example on the page). Give students about three minutes to work out what the other questions should be.
- Students then complete the first column about themselves using *for* or *since* plus the time.
- This is a mingling activity. Students move around the room, taking turns to ask and answer questions with three different classmates. They write the classmate's name at the top of the column and then complete the information about him/her.
- Discuss students' reactions to what they found out. Find out, for example, who has been at the school the longest/has the newest mobile phone.

Resource 6B

Language practised: vocabulary, reading and speaking

Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the topic and language for the internet and feelings on pages 46 and 47 of the *Students' Book*.
- Hand out Resource 6B to each student. Read the instructions with the class and check students know what to do.
- Give students about five minutes to do the matching task.
- Put students into pairs. They check their answers and decide which words/phrases in the quote helped them decide the answer (key words).
- Check answers with the class and elicit what key words/phrases helped them decide their answers.
- Ask students if they have experienced any of these situations or ones similar to this.

Answers:

1 e bored 2 b excited 3 d jealous 4 f sympathetic
5 a depressed 6 c guilty.

Resource 6C

Language practised: vocabulary, reading, listening and speaking

Time: about 30 minutes

You will need Part 1 of the photocopy for each student and a set of role cards (Part 2) cut into four for each group of four students.

- Hand out Part 1 of Resource 6C to each student. Read the instructions with the class. Tell students that they have two storylines for a possible film and that they are going to discuss which film will be best for the four people involved. Give students reading time for the two storylines and then briefly as a class to check students understand them.
- Review the **Useful Phrases** with students and check they know how to use them.
- Put students into groups of four and hand out the role cards, one to each student. Remind them NOT to look at each other's role cards. Tell them to ask you if they have any questions.
- When students are ready, set the task. They have to decide in their group which storyline is best for the four people involved in the film. Note: with stronger groups students can take on the role, e.g. director and argue for one of the storylines 'in role'.
- Monitor as students are doing the task and help or prompt as appropriate.
- Elicit from each group at the end which storyline they chose and why.

Photocopiables

Instructions for the teacher

Resource 7A

Language practised: grammar

Time: about 20 minutes

You will need a set of cards for each group of four students. *The cards need to be cut up before the lesson and arranged in batches for each group: the 16 shaded cards clipped together and the 16 unshaded cards clipped together.*

- Tell students they're going to play a game to practise the passive.
- Make groups of four. Hand out the cards you have made from Resource 7A. Tell students to place the shaded cards face down on one side of the desk, and the unshaded ones face down on the other side of the desk.
- Students take turns to turn over two cards (one shaded and one unshaded). They read the 'sentence'. If the students decide the information is correct (with reference to the information on pages 52 and 53 of the *Students' Book*) the students keep the cards. If not, the student places them face down on the desk again.
- Play continues until all the cards have been matched. Students then check their answers by looking in the *Students' Book*. The student in each group with the most matched cards is the winner.

Resource 7A			
A kind of pizza	was eaten in Ancient Greece	The most Coca Cola [®] in the world	is drunk by Britains.
The first Pizza Margherita	was prepared in 1889.	Sales of fizzy drinks	are going up in the developing world.
In 1886 eight drinks of Coca Cola [®]	were sold a day.	Today a billion drinks of Coca Cola [®]	are sold in a day.
The first McDonalds [®]	was opened in 1940.	Every day 58 million customers	are served in McDonalds [®]
About 25 grams of packaging	is used in a fast food meal.	Little of the packaging in a fast food meal	is recycled.
A slow food campaign	has been started in Italy.	Food	should be grown locally.
More and more people	are buying Fairtrade goods.	Chocolate	is made from cacao beans.
Chocolate	was drunk by the Aztecs.	Most of the world's cacao beans	are produced in Africa.

Resource 7B

Language practised: vocabulary

Time: about 20 minutes

You will need one photcopy for each student.

Students might need dictionaries for Part 2.

- Briefly review the topic and language about food on pages 52 to 56 of the *Students' Book*.
- Make groups of four. Hand out Resource 7B to each student. Tell them to do Part 1 first. They do the matching task individually then check in pairs.

- Check with the class.
- Then students do Part 2. Elicit one example for each if they can't think of any. They think of other examples in their pairs and then pairs check their ideas with other pairs.
- Elicit from students and correct if necessary.
- Ask students which foods they have listed can be poured, sliced, chopped, spread, etc. for example, "Which things can you pour?" "You can pour wine".

Answers:

2 d 3 i 4 e 5 a 6 f 7 h 8 j 9 f/g 10 c

Resource 7C

Language practised: reading, listening and speaking

Time: about 20 minutes

You will need one photocopy for each student.

- Review the topic and language about food on pages 56 to 57 of the *Students' Book*. Students close their *Students' Books*.
- Make pairs. Hand out Resource 7C to each student. Read the instructions with the class and check students know what to do. They complete the five sentences with suitable adjectives and then students think of their favourite food and describe it to their partner who can try to guess the food.
- Monitor and prompt as appropriate.
- Elicit from students and correct if necessary.

Answers:

(Some possible answers)

- 2 savoury/tender
- 3 crispy/fried
- 4 rich/spicy
- 5 savoury/spicy

Photocopiables

Instructions for the teacher

Resource 8A

Language practised: vocabulary

Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the topic and language about houses on pages 60 and 61 of the *Students' Book*. Students close their *Students' Books*.
- Make pairs. Hand out Resource 8A to each student. They do the multiple choice individually and then check in pairs.
- They can check in their *Students' Books* before you check as a class.

Answers:

1 a 2 c 3 b 4 b 5 c 6 a 7 b 8 a

Resource 8B

Language practised: grammar

Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the topic and language on pages 62 and 63 of the *Students' Book*.
- Make pairs. Hand out Resource 8B to each student. Check they know what to do.
- Students do the exercise orally in pairs first, thinking of as many sentences for each situation as they can. Then they write the sentences on a piece of paper (or in their notebooks).
- Pairs swap papers or notebooks with another pair and check each other's sentences. Check with the class at this point too. Elicit all the sentences for each situation and tell students if they are correct or not. Pairs award marks to another pair before they return their papers/notebooks.

Answers:

(some possible answers)

Jackie: I wish we didn't live in the city/I wish my parents would move to the country/I wish we lived in a big house. I wish we lived in the country.

Mike: I wish my sister would help/helped with the washing up/the chores. I wish she wouldn't/didn't spend all the time in her room listening to music. I wish she wouldn't/didn't spend all the time in her room using social networking sites.

Chris: I wish my dad wouldn't come into my room. I wish my dad wouldn't borrow my CDs without asking. I wish my dad gave me my CDs back. I wish he wouldn't leave my CDs in the living room.

Sophie: I wish I sat with my friends. I wish the teacher would let me sit with my friends. I wish I didn't have to sit where the teacher tells me.

Brian: I wish I played in a band. I wish I was famous.

Jason: I wish my mum didn't walk me to school. I wish my friends didn't laugh at me. I wish my mum would stop walking me to school.

Resource 8C

Language practised: listening and speaking

Time: about 30 minutes

You will need one photocopy for each student.

- Briefly review the topic and language on pages 64 and 65 of the *Students' Book* in particular the **Phrases2know**.
- Hand out Resource 8C to each student. Check they understand the task. They make notes in the box on the page, using the **Phrases2know** to help them structure their presentations. Give a time limit for this stage of the activity, for example five minutes. Remind them that their presentations should take about two minutes.
- Monitor and help where necessary.
- Make small groups. Set a listening task for students to do while they listen to their classmates, e.g. write down the main points of the argument.
- Students take turns to give their presentations in their groups. If you have a small class, presentations can be given to the whole class.

Photocopiables

Instructions for the teacher

Resource 9A

Language practised: vocabulary

Time: about 15 minutes

You will need one photocopy for each student.

- Hand out Resource 9A to each student.
- They complete the crossword individually *without looking in their Students' Books* and then check in pairs.
- Check with the class, eliciting the words and the spelling before students look in their *Students' Books* pages 68 and 69 for any words they didn't remember.

Answers:

Across: 1 bandage 3 swelling 6 dizzy 7 sprain

Down: 1 bleeding 2 concussion 4 painkillers
5 plaster

Resource 9B

Language practised: grammar and speaking

Time: about 30 minutes

You will need one photocopy for each pair of students.

- Briefly review the topic and language on pages 70 and 71 of the *Students' Book*.
- Make pairs. Hand out Resource 9B to each student. Check they know what to do and remind them that this is an oral activity (they don't write the story at this stage). Also remind them to use the **Useful Phrases** in the box as they tell the story. Elicit what tense to use (past tenses). Give students about ten minutes for this part of the activity.
- Students tell the story in pairs. Monitor and make suggestions if and as appropriate. Tell pairs to practise taking turns to tell the story orally so that they feel confident for the next part of the activity.
- Make groups of four (two pairs). Pairs take turns to tell their stories to the other pair. The other pair listen for two similarities and two differences in the stories as well as listening to the ending. Pairs decide which is the best ending and then prepare a group telling of the story they prefer for the whole class (all four students have to participate in the telling).
- The class votes for the best story.
- If appropriate, students write their stories in their notebooks.

Resource 9C

Language practised: listening and speaking

Time: about 20–30 minutes

You will need one photocopy for each student.

- Briefly review the topic and language for the explorers and adventurers on pages 72 and 73 of the *Students' Book*. Have students use the sentence prompts from exercise 8.
- Hand out Resource 9C to each student. Read through the instructions with the class and check they understand what to do and how to use the **Useful Phrases**. Check understanding of *raft*.
- Give students about three minutes to read the statements about the explorers and to think of things they want to say about their exploits using the **Useful Phrases**.
- Make groups of four. Students take turns to discuss their opinions of each person's adventures using the **Useful Phrases** to help structure the discussion. Monitor and prompt as appropriate.
- Discuss students' ideas as a whole class. If any students are particularly interested in any of the explorers mentioned they can find out more on the internet at home, (or if they know other explorers) and then give short presentations in future lessons.

Photocopiables

Instructions for the teacher

Resource 10A

Language practised: vocabulary, reading

Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the topic and language for the news on pages 76 and 77 of the *Students' Book*.
- Hand out Resource 10A to each student. Read through the instructions with the class and check they understand what to do.
- Give students five to ten minutes to read the extracts and to match them to the categories.
- Put students into pairs. They compare answers and highlight the key words that helped them choose the correct answer.
- Check with the class, eliciting the key words from students for each one.
- Students read part 2 and answer the questions.

Answers:

1

1 c 2 e 3 d 4 f 5 g 6 a 7 b

2

1 a comedy

2 Thursday and Friday

3 the father of the two children

4 they were missing because of injury

5 for more than a year

Resource 10B

Language practised: grammar, listening and speaking

Time: about 20 minutes

You will need one photocopy for each student, cut into half (A and B) before the lesson.

- Briefly review the topic and language for news stories on pages 78 and 79 of the *Students' Book*.
- Make pairs. Hand out Resource 10B to each pair of students, A to one student, B to the other. *Tell them not to look at each other's papers.* Give students instructions about what to do. Student A studies his/her facfile and gets ready to answer Student B's questions. Student B asks the questions on the right of his/her paper, making notes of the answers and Student A answers 'in role'. Then students change roles.
- Give students ten minutes to do the pair work activity. Monitor to make sure they are doing it correctly and not reading each other's papers. Also check that students are making full notes.

- Individually students write four sentences to report what their partner said. Monitor and help as necessary.
- Ask some students to report what they learnt about their partner to the class.

Resource 10C

Language practised: listening and speaking

Time: about 20–30 minutes

You will need one photocopy for each student.

- Briefly review the topic and language for news on pages 80 and 81 of the *Students' Book*.
- Hand out Resource 10C to each student. Read through the instructions with the class and check they understand what to do and how to use the **Useful Phrases**.
- Give students about three minutes to look at the visuals and to think of the advantages and disadvantages of each way of getting the news pictured.
- Make groups of four. Students take turns to discuss the advantages and disadvantages of each one using the **Useful Phrases** to help structure the discussion. Monitor and prompt as appropriate.
- Discuss students' opinions as a whole class.

Photocopiables

Instructions for the teacher

Resource 11A

Language practised: vocabulary, listening and speaking
Time: about 20 minutes

You will need one photocopy for each pair of students.

- Briefly review the language on page 84 of the *Students' Book*.
- Make pairs. Hand out Resource 11A to each pair of students. Read through the instructions with the class and check they understand what to do.
- In pairs students describe and talk about the picture in as much detail as possible and using the question prompts.
- Monitor and prompt with ideas and language as appropriate.
- Elicit descriptions from the class, focusing on the specific speaking test requirements as relevant.

Resource 11B

Language practised: grammar, listening and speaking
Time: about 20 minutes

You will need one photocopy for student.

- Briefly review the language for making deductions on pages 86 and 87 of the *Students' Book*.
- Hand out Resource 11B to each student. Read through the instructions with the class and check they understand what to do.
- Give students a few minutes to study the pictures on their own.
- Make pairs. Students discuss each picture in turn, making deductions about them, using the modals from the *Students' Book*.
- Monitor and prompt with ideas and language as appropriate.
- Elicit deductions about each picture from the class.

Answers:

- 1 a computer mouse
- 2 a toothbrush
- 3 a butterfly
- 4 a baseball
- 5 a kiwi
- 6 a guitar

Resource 11C

Language practised: vocabulary
Time: about 30 minutes

You will need one photocopy for each student.

- Briefly review the language for the arts in Unit 11 of the *Students' Book*. Students close their *Students' Books*.
- Make pairs. Hand out Resource 11C to each pair of students. Read through the instructions quickly with the class and check they understand what to do.
- Students do numbers 1–8 in their pairs. They rewrite the false statements so that they are true. Tell students to use a dictionary to help them correct the false statements.
- Check answers with the class and elicit corrected false statements to make sure they are true.
- In pairs, students write five more true/false statements for the words in the box. If appropriate, you can have students choose other words from the unit to construct true/false sentences around.
- Pairs swap true/false statements with other pairs. They decide if they are true or false, comment on the grammar and construction of the statements and correct the false statements.
- Check as a class.

Answers:

1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 F

Photocopiables

Instructions for the teacher

Resource 12A

Language practised: grammar, listening and speaking
Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the topic and language on pages 92 and 93 of the *Students' Book*. Students close their *Students' Books*.
- Make pairs. Hand out Resource 12A to each pair of students. Read through the instructions quickly with the class and check they understand what to do.
- Students do the task in pairs. They can look in their *Students' Books* if they wish. Check the answers as a class.

Answers:

- 2 Great Empires wouldn't have been created if countries had not explored the world.
- 3 If the printing press had been invented in the year 1040, people would have read newspapers nearly a thousand years ago.
- 4 More people would have been interested in Meucci's invention if he had spoken better English.
- 5 Man wouldn't have landed on the moon if America had not developed space technology.
- 6 If penicillin hadn't been discovered, more people would have died from illnesses fifty years ago.
- 7 Mobile phones wouldn't have become so popular if people didn't travel so far from home.
- 8 If the television hadn't been invented, we wouldn't have seen the landing on the moon.
- 9 People would not be able to travel quickly around the world if the Wright Brothers hadn't invented the aeroplane.
- 10 If explorers hadn't found South America, the potato wouldn't have been so popular in Europe.

Resource 12B

Language practised: vocabulary, listening and speaking
Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the language for describing objects on pages 94 and 95 of the *Students' Book*.
- Hand out Resource 12B to each student. Read through the instructions with the class and check they understand what to do. Draw their attention to the **Useful Phrases**.
- Give students a few minutes to study the pictures on their own.
- Make pairs. Students talk about each picture in turn, describing the object using some of the **Useful Phrases** and their own ideas as appropriate.
- Monitor and prompt with ideas and language as appropriate.
- Elicit descriptions about each picture from the class. Students write their descriptions in their notebooks.

Resource 12C

Language practised: listening and speaking
Time: about 20 – 30 minutes

You will need one photocopy for each student.

- Review the topic and language about the future on pages 96 and 97 of the *Students' Book*.
- Hand out Resource 12C to each student. Read the instructions with the class and check students know what to do. Draw their attention to the **Useful Phrases**.
- Give students about five minutes to read through the six statements and to choose which four they agree with. Monitor to make sure they are doing this correctly.
- Make groups of four. Students take turns to say which four they chose and why. Then they discuss their opinions and choices as a group.
- Elicit feedback from the groups. Focus on the statements that most students chose and ask for their reasons why.

Resource 1A

Student A

Your partner has the information that you need to complete your text. Ask him / her questions to complete the text.

Example 1. What type of school is Summerhill?

Summerhill is a ¹ _____ school on the east coast of England. It is the oldest democratic school in the country. There are about ninety-five students, boys and girls, between the ages of five and ² _____. There are many subjects for students to choose from, but all lessons are optional. The older students help to ³ _____ every term.

Mike, aged seventeen, is a student at the school: *I like the school because I don't have to do subjects I don't like. I love sport and at the moment I am playing basketball for hours every day. I want to be a ⁴ _____ in the future. But I'm also doing some school work. I like reading and literature and I'm writing a ⁵ _____ for the school play.*



Student B

Your partner has the information that you need to complete your text. Ask him / her questions to complete the text.

Example 1. What type of school is Summerhill? / What is special about Summerhill?

Summerhill is a private school on the east coast of England. It is the oldest ¹ _____ school in the country. There are ² _____ students, boys and girls, between the ages of five and eighteen. There are many subjects for students to choose from, but ³ _____ lessons are optional. The older students help to create a new timetable every term.

Mike, aged ⁴ _____, is a student at the school: *I like the school because I don't have to do subjects I don't like. I love sport and at the moment I am playing ⁵ _____ for hours every day. I want to be a professional player in the future. But I'm also doing some school work. I like reading and literature and I'm writing a script for the school play.*

Resource 1B

Play the game.

<p>What happens when you get a pay rise?</p>	<p>You failed an exam. How do you feel?</p>	<p>What happens when you get promoted?</p>
<p>Why is it important to get good qualifications?</p>	<p>Your friend tells you he's earning a high salary. What do you say to him?</p>	<p>What happens when you get an apprenticeship?</p>
<p>Your friend tells you she's got the sack. What do you say to her?</p>	<p>Are you getting good marks in your coursework? Give an example of good marks you are getting.</p>	<p>Which job would give you job satisfaction?</p>
<p>What helps you improve your concentration?</p>	<p>Your friend is unemployed. What advice do you give him?</p>	<p>How do you find the meaning of a word you don't understand?</p>
<p>How do you search for information on the internet?</p>	<p>What useless information have you learnt this week?</p>	<p>Name one goal you have set yourself for this school year.</p>
<p>Name a strategy that helps you learn vocabulary.</p>	<p>What strategies do you use for ignoring distractions when you are doing homework?</p>	<p>How good are you at solving problems? Give an example.</p>

Resource 1C

Look at the words in the box. How quickly can you find them in the puzzle?

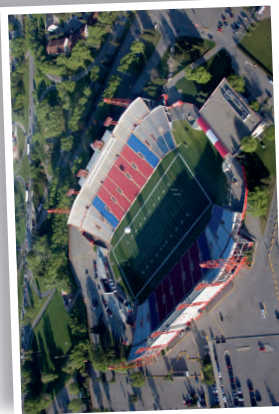
website	improve	information	attention	surf
goals	distraction	brain	goldfish	useless
				solution

N	K	E	S	A	V	D	R	Y	F	R	D
I	N	F	O	R	M	A	T	I	O	N	I
A	L	Y	U	E	I	O	J	P	P	O	S
R	S	Q	S	E	V	O	R	P	M	I	T
B	U	O	E	E	D	T	X	E	G	T	R
H	R	D	L	U	T	I	K	C	O	N	A
Q	F	I	E	U	N	I	B	Z	B	E	C
F	O	J	S	S	T	J	S	C	F	T	T
C	N	A	S	L	R	I	U	B	G	T	I
H	L	M	V	A	K	B	O	S	E	A	O
M	A	G	L	O	T	W	H	N	Z	W	N
X	M	W	N	G	O	L	D	F	I	S	H

Resource 2A

Match the definitions below with the pictures on the right. Write the correct word or words under the picture.

- This is a place where people go to get fit.
- These are things people wear to protect their eyes in the water.
- This is a place where people go to watch matches.
- These are things people use to play tennis.
- This is a place where sports players get ready before a match.
- These are things which boxers wear on their hands in a fight.
- This is a place where people go to swim.
- This is a thing which gives information about the score in a match.



A



B



C



D



E



F



G




H

Resource 2B

Student A

1 Read part of a Factfile about Ellen MacArthur and answer your partner's questions.

FACTFILE 	Name: Ellen MacArthur Where born: the UK When born: 8 July 1976 Age four: first went in a boat Age thirteen: bought her first boat 1995: sailed around Great Britain on her own 2001: came second in the Vendee Globe, a single-handed round-the-world boat race
--	---

2 Now complete the questions and ask your partner for more information about Ellen MacArthur. Make notes of the answers.

- 1 ever / set / any world records?
- 2 ever / sail / across the Atlantic?
- 3 ever / win / any awards?
- 4 When / start / charity?
- 5 What / name / charity?
- 6 What / do / in 2005?
- 7 What / do / now?

Glossary:

single-handed = on her own

transatlantic = across the Atlantic Ocean

MBE = a special award made by the Queen (Member of the Order of the British Empire)



Student B

1 You are going to find out some information about a sportsperson. Complete the questions and then ask your partner about the sportsperson. Make notes of the answers.



- 1 What / the sportsperson's name?
- 2 When / born?
- 3 Where / born?
- 4 What / do / at the age of four?
- 5 What / do / at the age of thirteen?
- 6 ever / sail / around Great Britain on her own?
- 7 ever / sail / around the world?

2 Read the second part of the Factfile and answer your partner's questions.

FACTFILE 2001: awarded an MBE 2002: set a new world record in a transatlantic race 2003: started the charity, the Ellen MacArthur Trust 2004: sailed single-handed across the Atlantic from West to East 2005: set a new world record for sailing single-handed non-stop around the world 2009: announced she was giving up sailing to concentrate on green issues.
--

Glossary:

single-handed = on her own

transatlantic = across the Atlantic Ocean

MBE = a special award made by the Queen (Member of the Order of the British Empire)

Resource 2C

You are going to take part in a discussion about sport with other students.

Before the discussion, read statements 1–3 below and think about what you are going to say.

For each topic note down at least two ideas as to why you agree and disagree with it.

- 1 Some sports are very dangerous, for example boxing, and should be banned.
- 2 Team sports are better than individual sports because they help young people learn to work together.
- 3 The salaries that footballers are paid are crazy! No one is worth ten million pounds a year.

Use the *Useful Phrases* in the box to help you.

Useful Phrases

Giving your opinion

To me ...

In my opinion ...

I think / don't think that ...

I really feel ...

Agreeing

You're right.

I think so too.

Asking about agreement

Do you agree?

Yes, I do.

No, I don't. I think that ...

Disagreeing

I don't agree with you.

I don't think so.

Resource 3A

Read what Jenny says about her family. Complete the table below with information about them.

I'm going to tell you a little bit about myself and my family. My name is Jenny and I'm seventeen. I've got a brother and a sister. There are five years between me and my brother and three years between me and my sister. It's not much fun being the oldest in the family. But sometimes it's OK.

So, what do I look like? Well I've got dark hair. It isn't as long as my mum's but it's wavy and I think it looks OK. My sister's got the longest hair, but hers is blonde like my dad's. Well his *was* fair, but now he hasn't got any hair at all! Her nose is the same as his as well. My brother's a little plump but maybe that's because of his age. He's growing fast and he's almost as tall as my sister now. I think he'll be very tall like our dad who's the tallest in the family.

My mum's a year older than my dad. They're both in their forties, middle-aged I suppose. She's definitely the most glamorous person in our family and people say I look like her. She's elegant and her long straight hair always looks fantastic.

Oh, sorry! I forgot to tell you everyone's names! My dad's called Henry, my mum's Frances, my sister's name is Cleo and my brother's name is Dan.

Jenny	Frances	Henry	Cleo	Dan
seventeen				

Resource 3B



Task 1

Describe photo 1. Include answers to the following questions:

- What kind of lifestyle do you think the person has?
- Do you think the person has lots of friends? Why? Why not?

Task 2

Compare and contrast the two photos. Include the following points:

- place
- activity
- personality
- physical description



Resource 3C

1 Do people believe that the world's population is getting bigger or getting smaller? Which is true?

Read the text and find out the answer.

Dealing with Population Growth

Most people think that the global population is growing and they are right, it is. The world's population is expected to reach nine billion by the year 2050.

Some countries have already tried to reduce the growth of their populations. China, for example, introduced a one-child policy in 1979. This meant that couples could only have one child. It was successful because it reduced the number of births and the population did not grow as fast as expected. However, there were some problems. Farmers needed their children to help them work the land and to look after them when they were old. It was very difficult for one child to manage a farm and provide enough money for his or her parents. Many families wanted sons who would marry and carry on the family name. They didn't want daughters and baby girls were sometimes left to die. Over the period of the one-child policy more boy children have been born and grown up to be young men. At the moment there are thirty-two million more young men than young women under the age of twenty in China.

While the population is growing in some parts of the world, in other parts of the world it is getting smaller. In Europe people are having fewer children and some towns and cities have become 'ghost towns'. The only people living there are old people. The young people have moved away for work and there aren't any young families. The population in Europe is also getting older. By the year 2050 one third of the population of Europe will be over sixty years of age.

2 Now read the text again and answer the question.

How has China tried to manage its population problem?

3 Now answer the other questions.

- a Why were many Chinese farmers unhappy with the new policy?
- b Why did people prefer boy babies to girl babies?
- c How easy do you think it is for young women in China to find husbands these days? Why?
- d In which parts of the world is the population getting smaller?
- e What do you think a 'ghost town' is?
- f What two pieces of information are given in the text about the year 2050?

Resource 4A

- 1 Read and complete the gaps in the text. Use *have to* or *allowed to*. Remember to put the verb in the correct tense and to check if you need to use the negative! If you're not sure of the answers, have a guess!

Working Lives

In the past children as young as seven often a) _____ work for long hours in factories. There wasn't any choice because their families needed the money. Sometimes the children b) _____ leave the factory until they finished work in the evening. The owners locked the doors to make sure they couldn't leave. Nowadays in the UK, the situation has improved. In England, children under the age of fourteen c) _____ work in factories. If companies break the law, they d) _____ pay huge fines. Thirteen-year-olds e) _____ do light work, for example babysitting but they can't work in a shop. From the age of sixteen young people f) _____ do most jobs and they can join the army, though they g) _____ have the permission of their parents if they are under eighteen.

- 2 Compare answers with a partner and check them with your teacher. Then discuss the information in the text in pairs. Are the laws the same in your country? Do you agree with these laws or do you have other ideas?

Use the *Useful Phrases* in the box to help you.

Useful Phrases

Giving your opinion

In my opinion ...

I think / don't think that ...

I really feel ...

Agreeing

You're right.

I think so too.

Disagreeing

I don't agree with you.

I don't think so.

Resource 4B

Read the poem about the Chimney Sweep.

*My life's been hard
I'm old and grey
I haven't had much fun
But times are better now for sure
Than they were when I was young*

*A chimney sweep
That was my job
I did it every day
'Up, up, climb up and hurry up'
My employer used to say*

*He made me go up chimneys
With brushes on my back
I had to go right to the top
And then crawl down again*

*I started in the morning
At four or five o'clock
And worked all day
Right through to night
He didn't let me rest*

*My salary, well that's a joke
Was I badly paid?
I wasn't given anything
Not even food to eat*

*So when I could
I ran away
I ran away to sea
Australia's my country now
This is the place for me.*



Discuss these questions in groups.

- 1 Do you think the poem is written by a man or a woman? Why?
- 2 What is the poem about?
- 3 What do you learn about the job of a chimney sweep?
- 4 What do you know about the job of a chimney sweep today?

Resource 4C

1 Read the job ads and put them in the order that you'd like to do them. Think carefully about your reasons.

A

WANTED

Babysitter for 3-year-old twins.

Saturday mornings between 10 and 12.

Salary negotiable.

B

This is the job for you!

Creative, outdoor person wanted for evening work in the Park. Must be fit and healthy. Good salary for the right person.

C

Looking for Easy Money?

Work from home, maximum of 6 hours a week. Good pay. You need to be sociable and have a good phone personality.

D

Do you like Fast Food?

Come and work for us. You'll be serving our tasty food in the restaurant and we can train you on the job too. Reasonable pay plus free meals.

E

Books, Books, Books!

Come and work in the children's library. We're looking for volunteers to read to young children once a week.

F

DO YOU LIKE FASHION?

Come and work in our shop for us in the High Street. We know you love our clothes, now help us sell them! Generous discounts, good salary.

2 Listen to your teacher's instructions. Use the *Useful Phrases* in the box to help you.

Useful Phrases

I think working from home / job (C) would be more interesting because ...

No, I don't think that's a good idea. I don't like working ...

The salary is good / not very good / attractive.

I don't agree with you. This job would be much more interesting because ...

We've decided that the babysitter is the best job because ...

Job (A) is our favourite job because ...

77

© Pearson Education Ltd. 2010 PHOTOCOPIABLE

Resource 5A

Read the predictions. Notice when they were made.



Are they true now or not? Will they be true in the future or not?

What do you think? Put ticks or crosses in the boxes to show your opinion.

	Prediction	True (✓) / False (X)	
		Now	Future
1	Man will be able to fly like a bird. (year: 46)		
2	Some species are going to disappear if we don't try and protect their habitats. (year: 1790)		
3	The motorcar will take the place of the train and make the air in our cities cleaner to breathe. (year: 1900)		
4	People will live on the moon before the year 2000. (year: 1910)		
5	Nuclear power is going to change the way we live and make the world a cleaner place. (year: 1955)		
6	The rainforests are going to be destroyed in ten years (year: 1974)		
7	Planes are going to carry more people and become more energy efficient within 10 years. (year: 1992)		
8	Biofuels will reduce our carbon footprint. (year: 2007)		
9	Only low energy light bulbs will be available from next year. (year: 2009)		
10	Households will recycle 90% of their rubbish by 2015. (year: 2010)		

Now discuss your opinions in groups of four.

Resource 5B



... unless I miss the bus.	As soon as I see him, ...	Once the exams are finished, ...
... after we arrive at the hotel.	He won't miss the match ...	I'll walk to school ...
If it's raining tomorrow, ...	When they introduce the bus lanes, when I go to university.
If I don't get the letter tomorrow, until the fares are reduced.	Before I do my homework tonight, ...
... before we meet at six.	... once the cycle path is open.	... as soon as the concert is finished.
I won't use public transport if the trains are overcrowded.	I'll buy a car ...

Resource 5C

The Future of Air Travel



a) Bigger, fuel efficient planes carrying more people longer distances.



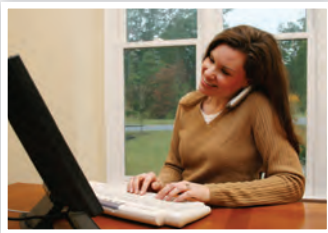
b) Smaller, fuel efficient planes able to land at local airports.



c) Fast trains replacing planes for short and medium distances.



d) People going on holiday nearer home.



e) People working from home and not needing to travel.



f) No different from how it is now.

Discuss each photo and caption in turn. Use the *Useful Phrases* in the box to help you.

Useful Phrases

In the future I think people will ... because ...

Fewer / more people will need to travel because ...

People will use cars / trains more / less because ...

I don't think people will want to ...

I don't agree with you. In my opinion ...

Resource 6A

How long?

Complete the questions on the left of the table.

Next answer about yourself. Use *for* or *since*.

Finally ask three friends and write their answers in the table.

Example

Question: *How long have you been at this school?*

Answer: *For three years / Since 2010.*

	You	Your friend's name:	Your friend's name:	Your friend's name:
How long / you / be / at this school?				
How long / have / you / phone?				
How long / you / know / best friend?				
How long / you / be / this lesson?				
How long / you / study / English?				
How long / you / had / school bag?				

Resource 6B

Using the internet

Read the comments about use of the internet. Match each comment to the adjectives in the box describing how people feel.

a depressed b excited c guilty d jealous e bored f sympathetic

1 I don't think there's anything interesting on the internet.

2 On my new computer I've got a camera and I can see people when I'm chatting to them. It's great!

3 I logged on to Facebook the other day and saw my friend had posted a picture of *my* boyfriend at *her* party. I didn't like seeing them together – and I told her in a text!

4 I've met this boy in a chat room. He's got terrible problems at home. I told him I know what it's like. Things are difficult at home for me too.

5 I joined a social networking site because I thought it would make me feel better. But it doesn't. Everyone is having a good time except me!

6 I had an argument with my best friend and I posted a message on Facebook about him that wasn't true. Lots of people saw it and now I feel really bad. I want to apologise to him but I don't know how.

Resource 6C

Part 1

In your group you are going to talk about the two storylines and decide which one you want to make into a film.

Storyline 1

This story is set in the future on another planet. Aliens have control of the Earth and only a few humans have escaped and are now living on a planet a long way from Earth. Led by a mutant girl / boy the humans decide to win back the Earth with the help of aliens from other planets.

Storyline 2

A teenage girl / boy is having problems with other students at school. She / he becomes very depressed and decides to run away. A friend / teacher at the school realises what is happening and gives the girl / boy a challenge, e.g. to write a school play about bullying to stop her / him leaving.

Now your teacher will give you some descriptions of the people who will work on the film.

Use the *Useful Phrases* in the box to help you.

Useful Phrases

I think the best film for the main actor / the special effects director would be ... because ...

I think the best film for the director / the script writer would be ... because ...

I don't agree. I think that ...

I agree with you. That's a good point.



Part 2

Role cards

The director ...

... hasn't had a successful film in a long time. Wants the next film to be a real success. Wants only the best actors in the film.

The main actor ...

... knows he's the best young actor around. Likes doing films with a serious message. Doesn't like fantasy films.

The script writer ...

... likes writing films about social situations with lots of emotion and drama. Doesn't mind science fiction films.

The special effects director ...

... wants to use new technologies to create a spectacular film. Doesn't like emotional love stories. Also likes films with a serious message.

Resource 7A

A kind of pizza	was eaten in Ancient Greece	The most Coca Cola™ in the world	is drunk by Mexicans.
The first Pizza Margherita	was prepared in 1889.	Sales of fizzy drinks	are going up in the developing world.
In 1886 eight drinks of Coca Cola™	were sold a day.	Today a billion drinks of Coca Cola™	are sold in a day.
The first McDonalds™	was opened in 1940.	Every day 58 million customers	are served in McDonalds™
About 25 grams of packaging	is used in a fast food meal.	Little of the packaging in a fast food meal	is recycled.
A slow food campaign	has been started in Italy.	Food	should be grown locally.
More and more people	are buying Fairtrade goods.	Chocolate	is made from cacao beans.
Chocolate	was drunk by the Aztecs.	Most of the worlds cacao beans	are produced in Africa.

Resource 7B

Part 1

Match the verbs with the instructions. There may be more than one correct answer for some of the verbs.

Example: 1b.

- | | |
|----------|---|
| 1 Chop | a with an electric blender. |
| 2 Pour | b the pineapple into small pieces. |
| 3 Mix | c immediately. |
| 4 Add | d the milk into an electric blender. |
| 5 Blend | e some ice. |
| 6 Peel | f the apples and put them in a bowl. |
| 7 Spread | g the onions thinly. |
| 8 Grill | h the chocolate onto the cake with a knife. |
| 9 Slice | i the onions with the tomatoes. |
| 10 Serve | j for five minutes until the cheese is brown. |

Part 2

Give at least one example of a food or type of food for each of the following categories.

Use the *Students' Book* and your dictionary to help you if necessary.

Vitamins	Fibre	Protein	Fat	Alcohol	Caffeine

Resource 7C

sour	crispy	sweet	spicy	tender	savoury
	grilled	fried	boiled	rich	

1 Complete the sentences about the food items with the adjectives in the box which describe food. There is an example to help you.

- 1 A pie floater is a snack from Australia. It's savoury and rich.
- 2 Pho soup is a snack from Vietnam. It's _____ and _____.
- 3 French Fries are a snack from Belgium. They are _____ and _____.
- 4 Harira is a snack from Morocco. It's _____ and _____.
- 5 Tacos are a snack from Mexico. They are _____ and _____.

2 What is your favourite food? Describe it to your partner using the adjectives above but don't say what it is! Can your partner guess the food?

Example:

A: My favourite food is spicy, rich and savoury.

B: Is it 'curry'?

A: Yes, that's right. / No, it's not.



Resource 8A

Living spaces

Choose the correct option a, b or c.

- 1 This is a private area attached to a house or apartment where you can sit outside.
 - a terrace
 - b chimney
 - c basement

- 2 This type of house stands on its own and is not touching other houses.
 - a a traditional house
 - b a semi-detached house
 - c a detached house

- 3 This type of house is built as one of a pair with another house.
 - a a traditional house
 - b a semi-detached house
 - c a detached house

- 4 This is the name for the top of an apartment block or a house.
 - a a balcony
 - b a roof
 - c a basement

- 5 This is the name for an area under a house or apartment block.
 - a a balcony
 - b a roof
 - c a basement

- 6 This is the name for the room right at the top of a house.
 - a an attic
 - b a basement
 - c a terrace

- 7 This takes smoke from a fireplace or a stove to the outside of a house or apartment.
 - a a basement
 - b a chimney
 - c a balcony

- 8 A five-storey building has
 - a five floors.
 - b five rooms.
 - c five apartments.

Resource 8B

Read the following situations. Then imagine you are each of the people and make at least two sentences using *wish + past simple* or *wish + would*. There is an example for situation 1 to help you.

"I live with my family in a small apartment in the city. I don't like the city. I want to live in a big house in the country."

Jackie

Example: *I wish we didn't live in the city.*

I wish my parents would move to the country.

My sister never helps with the washing up or with any of the chores. She spends all the time in her room listening to music and using social networking sites.

Mike

My dad comes into my room and borrows my CDs without asking when I'm at school. It's really annoying. He doesn't give them back. He just leaves them in the living room.

Chris

At school I have to sit where the teacher tells me. I don't sit with my friends.

Sophie

I play the guitar and I'm really good. I want to play in a band and be famous.

Brian

I'm ten years old and my mum still walks me to school. It's really embarrassing and I want her to stop. My friends all laugh at me.

Jason

Resource 8C

Giving a presentation

Choose one of the following topics in the box below and prepare a short (two minute) presentation to give to the class.

In your presentation you should:

- introduce the topic
- give the main points for your argument
- introduce arguments against
- summarise what you have said
- finish by giving your own opinion.

Arguments for and against living at home when you go to university.
Arguments for and against sharing a room with your brother or sister.
Arguments for and against TV talent shows.
Arguments for and against living on your own.

Complete the information in the box as you prepare your presentation. Use the *Phrases2know* on page 65 to help you prepare your presentation.

Topic: _____

the main points for your argument:

the main points against your argument:

summary:

your own opinion:

Now do your presentation. Use the *Phrases2know*.

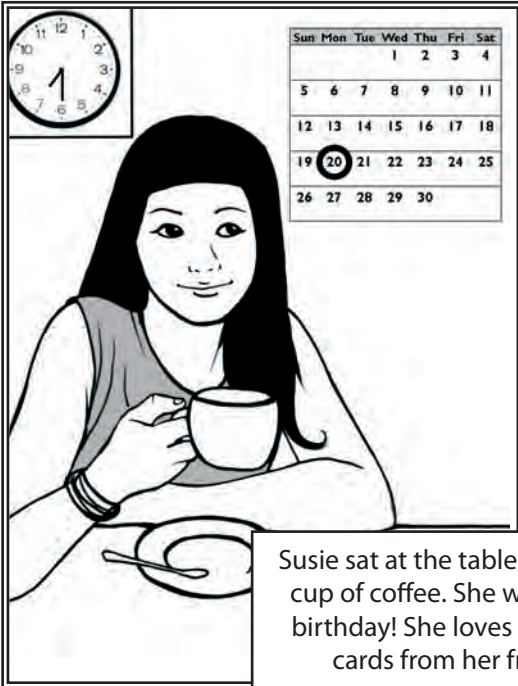
Resource 9B

Look at the pictures that show the beginning of a story. Tell the story in pairs and decide what the end of the story is.

Use the *useful phrases* below to help you.

Useful Phrases

a few minutes later at first eventually fortunately unfortunately
 meanwhile finally suddenly after that in the end immediately



Now tell your story to another pair and listen to theirs. Compare your endings. Which do you prefer and why?

Resource 9C

Read about some famous adventurers and explorers of past and present.

Ranulph Fiennes climbed Mount Everest when he was 65 years old. He hated heights and had heart problems.

Ellen MacArthur has sailed solo around the world. On her journey there were extreme weather conditions and she could only sleep for a few hours at a time.

Thor Heyerdal sailed across the Pacific Ocean in a wooden raft. The journey took 101 days and bad weather nearly destroyed the raft.

Benedict Allen has explored deserts and jungles on his own without the use of any modern technology, for example satellite phones. He has been attacked and one time he got lost in Siberia and nearly died.

In groups of four, discuss each of the people's adventures in turn. Do you think they were brave? Would you like to have any of these adventures yourself? Why? / Why not?

Use the *Useful Phrases* in the box to help you.

Useful Phrases

I think ... is the bravest because ...

I'd like to ... because ...

I wouldn't like to ... because ...

I think what he / she did is amazing / crazy / dangerous because ...

Another adventure I'd like to do is ... because ...

I don't agree with you. I think ...

I agree completely.

Resource 10A

In the news

1 Read and identify the following extracts from newspapers and match them to the categories in the box below.

1 This is probably the best comedy of the year. My advice is go and see it as soon as you can.

2

3 The two young children were finally returned to their parents after several hours of worry. 'It is so great to have them home' their father said.

4 Fans of Reality TV are sure to have noticed this week that there is going to be another series of Celebrity Big Brother – and that's only two months after they announced that this series was the last!

5 It's not surprising that the result was a draw. With the best players missing because of injury neither team was very strong and it was a pretty boring 90 minutes.

6 For those of you born this month, there's some good news around the corner. Thursday and Friday are lucky days for you.

7



I read your article about 'Slow Food' in last Saturday's edition and I wanted to contact you to say that we've had a slow food campaign in our village for more than a year now.

- | | |
|----------------------------|-------------------|
| a A horoscope | e A cartoon |
| b A letter to an editor | f A gossip column |
| c A film review | g Sports news |
| d A 'human interest' story | |

2 Now read the extracts again and answer the questions.

1 What kind of film is reviewed?

2 Which days are lucky for the horoscope reader?

3 Who was interviewed in the 'human interest' story?

4 Why were there players missing in the football match?

5 How long has the writer had a 'slow food' campaign in their village?

Resource 10B

Student A

News story

Joey King, the well-known singer, was recently nominated for the Brit Music Awards. His first album has been praised highly by critics and fans. Joey himself is modest about his chances of winning. 'I think there are lots of much better singers than me. I hope I'm in with a chance but I don't expect to win this year'.

What is your name?

What sport do you do?

How many times have you won the championships before?

Are you the same age as the other competitors?

What do you think your chances of winning are?

Example:

I interviewed Sarah James.

She said that ...



Student B

News story

Sarah James, three times winner at the European Skateboard Championships is going to try again this year. At 28 she is older than some of the other competitors. 'I know 28 sounds old for this sport' Sarah says 'but I'm very fit and I really want to win. That's what's important to me. But this may be my last year.'

What is your name?

What do you do?

What happened recently?

Was your first album successful?

What do you think your chances of winning are?

Example:

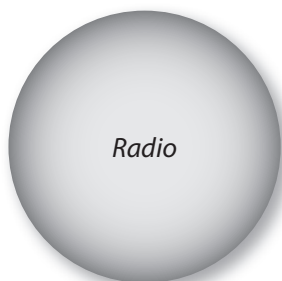
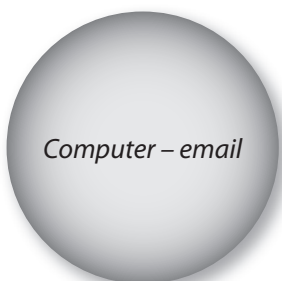
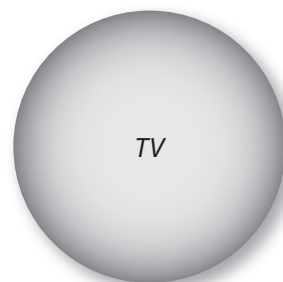
I interviewed Joey King.

He said that ...

Resource 10C

Getting the news

Look at the different ways of getting the news. Then in groups of four, discuss what the advantages and disadvantages are of each of these ways of getting the news.



- Are some better than others? Why?
- Are some more reliable than others? Why?
- Are some easier to access than others?
- Are some cheaper than others?
- Are some out of date?

Use the *Useful Phrases* in the box to help you.

Useful Phrases

... is better than ... because ...

I agree / I don't agree because ...

On the other hand ...

I never read / listen to / watch ...

What do you think?

Resource 11A

Describing a picture

Look at the photo and take turns to describe what you can see by answering the questions below:



- What are the people doing?
- Where are they?
- How do you think they feel?

Use the *Useful Phrases* in the box to help you.

Useful Phrases

I think this is / This looks like a picture of a ...

In the background / foreground / On the left / on the right / at the top / at the bottom I can see ...

There is / There are ...

I'm not sure ...

He / she / they look(s) ...

Resource 11B

What are they?

Look at the photos and make deductions about what you can see. Use *must*, *may*, *might*, *could*, *can't*.

Examples:

That can't be a keyboard because there aren't any letters on it.

It might be an apple, I'm not sure.

What do you think?



Resource 11C

Read the statements and tick (✓) true and cross (X) false.

Write the correct definition under the false statements.

- 1 An orchestra is a group of musicians who play together.

- 2 The things used on stage at a theatre, for example tables and chairs, are called costumes.

- 3 Backing musicians are people who give money to support bands.

- 4 Graffiti is art which is done on walls and on sides of trains.

- 5 Portraits are large, colourful pictures without people in them.

- 6 A genius is someone who is born with a special talent or intelligence.

- 7 A person who judges or analyses other people's work is called a critic.

- 8 When something is described as controversial it means it is very expensive.

Now write five true / false statements using these words.

a set	an audience	a conductor	worth (adj)	support (v)
-------	-------------	-------------	-------------	-------------

- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Resource 12A

What would / wouldn't have happened if ...?

Read the statements below and then complete the prompts below to reflect what would / wouldn't have happened.

- 1 If Berners-Lee hadn't created the World Wide Web, ...
- 2 Great Empires wouldn't have been created if ...
- 3 If the printing press had been invented in the year 1040, ...
- 4 More people would have been interested in Meucci's invention if ...
- 5 Man wouldn't have landed on the moon if ...
- 6 If penicillin hadn't been discovered, ...
- 7 Mobile phones wouldn't have become so popular if ...
- 8 If the television hadn't been invented, ...
- 9 People would not be able to travel quickly around the world if ...
- 10 If explorers hadn't found South America, ...

a more people / die / from illnesses fifty years ago.

b America / not develop / space technology

c communication with people around the world / be / more difficult than it is now

d people / read / newspapers nearly a thousand years ago

e the Wright Brothers / not invent / the aeroplane

f countries / not explored the world

g the potato / not be / so popular in Europe

h he / spoke / better English

i we / not see / the landing on the moon

j people / not travel / far from home



Example: 1c If Berners-Lee hadn't created the World Wide Web, communication with people around the world would have been more difficult than it is now.

Resource 12B

Look at the photos and choose an object to describe to your partner. Your partner will ask you the questions in the box below. Can your partner guess which object you are describing? There is an example to help you.

Example:

A: How big is it?

B: It's small.

A: What shape is it?

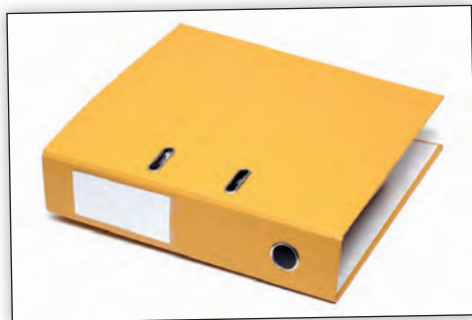
B: It's round.

...

A: Is it an alarm clock?

B: Yes, it is. / No, it isn't.

- 1 How big is it?
- 2 What shape is it?
- 3 What is it made of?
- 4 What's it used for?
- 5 Has it got any special features?



folder



chair



alarm clock



weighing scales



MP3 player



bicycle

Use the *Useful Phrases* in the box to help you.

Useful Phrases

It's made of plastic / wood / metal / fabric / leather / paper ...

It's ... high and ... wide

It's cylindrical / round / flat / rectangular / square / triangular ...

It's long / thin / small / big ...

It's got a handle / legs / a switch / wheels / numbers / headphones ...

It's for measuring things / travelling / putting papers in / sitting on ...

Resource 12C

1 Read the predictions and choose the four you agree with the most.

In forty years:

- 1 Robots will carry out most operations in hospital.
- 2 Computers will be as intelligent as human beings.
- 3 Man will be living in colonies on Mars and on the Moon.
- 4 There won't be any paper books. People will use electronic books.
- 5 Everyone will speak the same language.
- 6 Many large animals, for example tigers, elephants and whales, will be extinct.

2 Now get into groups and discuss your answers. Then report back to your class with the prediction you most agree with.

Use the *Useful Phrases* in the box to help you.

Useful Phrases

In my opinion robots / computers / man won't / will ... because ...

I don't think that it will be possible to ...

I honestly feel that books / languages won't disappear because ...

I can't agree that ...

It would be terrible if ...

What do you think?

We think that prediction number ... is the most probable.

Can You Do It In English? Photocopiables

Instructions for the teacher

1 Can you act out a conversation with a stranger?

Language practised: **Phrases2know** page 10 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

This is a pairwork activity. You will need one photocopy of the instructions for each student PLUS an A and B role card for each pair.

- Review the **Phrases2know** on page 10 of the *Students' Book* before doing the activity.
- Make pairs. Hand out Resource 1 to each student. Read the instructions with the class and check understanding.
- Hand out an A and a B role card to each pair. Give them silent reading time but remind them not to look at each other's cards.
- Students do the role play (A starts). Monitor and support where necessary.
- Make new A and B pairs for further practice if appropriate OR invite pairs to role play their conversations to the class.

2 Can you ask for and give information?

Language practised: **Phrases2know** page 17 of the *Students' Book*.

Speaking: interaction

Time: about 20–30 minutes

You will need one photocopy for each student.

- Hand out Resource 2 to each student. Read through the task with the class and check they know what to do.
- Give students time to check the topic with their partner and then to prepare their questions. Each student prepares six questions to ask their partner.
- In pairs, students take turns to ask questions and to note the answers. Remind them to use the relevant **Phrases2know** on page 17 of the *Students' Book*. Monitor and help students where necessary.
- EITHER: select some students to talk about their partner's interest to the class.
- OR: make groups of six. Students take turns to talk about their partner's interest in their groups.

3 Can you make and respond to suggestions?

Language practised: **Phrases2know** page 26 of the *Students' Book*.

Speaking: interaction / production

Time: about 30 minutes

You will need one photocopy for each pair.

- Hand out Resource 3 to each pair. Read the introduction to the activity with the class and check understanding. Brainstorm examples of singers / bands if necessary.

- Make pairs. Read the instructions for the pair activity with the class and check they know what to do. Give students no more than five minutes for this part of the activity.
- Make groups of four (two pairs). Read the instructions for the group activity with the class and check understanding. Remind them to use the **Phrases2know**. Monitor students as they do the activity. Help them with the discussion when necessary.
- Finally, each group presents their idea to the class.

4 Can you discuss opinions?

Language practised: **Phrases2know** page 33 of the *Students' Book*.

Speaking: interaction / production

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 4 to each student. Read the introduction to the activity with the class and check understanding.
- Give students no more than three minutes for the first part of the activity where students select the three or four jobs.
- Make groups of four. Read the instructions for the group activity with the class and check understanding. Remind them to use the **Phrases2know**. Monitor students as they do the activity. Help them with the discussion when necessary.
- Finally, if appropriate, each group presents their suggestions to the class.

5 Can you ask for and give directions?

Language practised: **Phrases2know** page 43 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

You will need one photocopy for each pair.

- Hand out Resource 5 to each pair. Read through the task with the class and check they know what to do. Elicit the names of some famous places in their town or city. If your school is in a small village, tell students they can draw an imaginary map with imaginary streets and places.
- Students draw a simple map in pairs, each student making their own copy of the map if they wish.
- Do the activity first in open pairs, reminding students to use the **Phrases2know** on page 42 of the *Students' Book*. Students then do the activity in pairs. Monitor and help students where necessary.

6 Can you have a polite conversation with a stranger?

Language practised: **Phrases2know** page 49 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

This is a pairwork activity. You will need one photocopy for each student.

- Review the **Phrases2know** on page 49 of the *Students' Book* before doing the activity.
- Hand out Resource 6 to each student. Read the instructions with the class and check understanding. Give students between five and ten minutes to prepare their roles and to think about what they are going to say.
- Put students into pairs and make sure they are sitting next to each other (as they would on a bus).
- Students do the role play. Monitor and support where necessary.
- If appropriate, invite pairs to role play their conversations to the class.

7 Can you make and respond to requests and offers?

Language practised: **Phrases2know** page 58 of the *Students' Book*.

Speaking: interaction

Time: about 30 minutes

This is a group activity. You will need the top half of the photocopy for each student PLUS one set of role play cards for each group of four students.

- Review the **Phrases2know** on page 58 of the *Students' Book* before doing the activity.
- Hand out Resource 7 to each student. Read the instructions with the class and check that they realise it is a role play and that they have to take on the role as on the card they will be given.
- Make groups of four. Hand out a set of role cards to each group. Make sure that students understand their role. Remind them not to look at each other's cards. Give students two or three minutes to think about their role and about some of the phrases they might use. Remind them to check the **Phrases2know** on page 58 of the *Students' Book*.
- Students do the role play. Monitor and support where necessary.

8 Can you state preferences and give reasons?

Language practised: **Useful Phrases** from page 65 of the *Students' Book* (see Student Handout).

Speaking: presentation

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 8 to each student. Review the **Useful Phrases** on the Student Handout and check students know how to use them.
- Read the instructions with the class and check they know what to do and that they choose either a) or b).
- Give students about three to five minutes to prepare their talks. They should NOT write their talk, but they can make notes about what they want to say.

- Make groups of four, ideally with students who have all chosen the same topic. Students take turns to give their presentations.
- In their groups they decide which was the best / most convincing presentation and why.

9 Can you make arrangements?

Language practised: **Phrases2know** page 74 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

This is a pairwork activity. You will need one photocopy for each student.

- Review the **Phrases2know** on page 74 of the *Students' Book* before doing the activity.
- Hand out Resource 9 to each student. Read the instructions with the class and check understanding. Elicit some ideas for their diary entries if necessary. Give students about three to four minutes to write the entries in their diaries.
- Put students into pairs and remind them not to look at each other's diaries.
- Students do the pairwork activity. Monitor and support where necessary.
- Elicit from pairs what activities they are going to do together and separately over the weekend.

10 Can you ask, give and explain opinions?

Language practised: **Phrases2know** page 81 of the *Students' Book*.

Speaking: interaction

Time: about 30 minutes

You will need one photocopy for each student.

- Review the **Phrases2know** on page 81 of the *Students' Book* before doing the activity.
- Hand out Resource 10 to each student. Read the instructions with the class and check understanding. Give students about ten minutes to think about what they are going to say about the four points.
- Put students into groups of four for their discussions. Remind them to use the **Phrases2know**. Manage the discussions, giving a clear time limit, e.g. three minutes for their discussion of each point. Monitor and support where necessary.
- Open the discussion to the class.

11 *Can you ask for and give advice?*

Language practised: **Phrases2know** page 90 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

This is a pairwork activity. You will need one photocopy for each student PLUS an A and B role card for each pair.

- Review the **Phrases2know** on page 90 of the *Students' Book* before doing the activity.
- Hand out Resource 11 to each student. Read the instructions with the class and check understanding.
- Make pairs. Hand out an A and a B role card to each pair. Give them silent reading and preparation time but remind them not to look at each other's cards. Tell students to check with you or in their dictionaries if there are any words they don't know.
- Students take it in turns to start the role play and to give advice to their friend (A starts). Monitor and support where necessary. Give students about three minutes for each situation (eighteen minutes in all).
- Invite pairs to role play their conversations to the class if appropriate.

12 *Can you give a presentation?*

Language practised: **Useful Phrases** from the Student Handout

Speaking: presentation

Time: about 20–30 minutes

You will need one photocopy for each student.

- Hand out Resource 12 to each student. Review the **Useful Phrases** on the Student Handout and check students know how to use them.
- Read the instructions with the class and check understanding.
- Give students thinking and preparation time. They will need about ten minutes.
- Students can either present their ideas in groups of four or six or they can do it to the whole class. Make sure that every student has a chance to do their presentation.
- At the end of the activity, elicit from the class or from groups which 'classroom' they thought was the most learner-friendly and teacher-friendly and why.

1 Can you act out a conversation with a stranger?

You are both studying in the UK for a month. You arrive at the college on the first day and go to the classroom. You are early. One of the other students is already there. Talk to him / her.

Use the prompts on your role cards to act out the conversation. Use the **Phrases2know** on page 10 of the *Students' Book* to help you.



A

Attract B's attention. →

Introduce yourself. Say where you're from and what you're doing here. →

Respond to your partner's question. →

Ask about what your partner likes, e.g. music / sport. →

Ask for repetition and then show interest. →

Confirm and agree the time and place for meeting. →

B

Introduce yourself. →

Say where you're from and what you're doing here. Ask about what your partner likes, e.g. music / sport. →

Show interest. →

Respond to your partner's question. →

Suggest a time and place for meeting up later. →

2 Can you ask for and give information?

You are going to ask your partner some questions about one of the topics in the box below. Choose one that you know is relevant. If you're not sure, ask your partner before you start. Then prepare six questions using the **Phrases2know** on page 17 of the *Student Book* to help you.

Now interview your partner. Make notes of his / her answers.

Topics:

learning English listening to / playing music a sport he / she plays regularly a special hobby or interest.

1

2

3

4

5

6

3 Can you make and respond to suggestions?

Your school is organising a concert to raise money for a local charity. You are a member of the school committee which is going to decide who to invite to play at the concert. You have a limited budget!

The singer or band you invite to play must appeal to everyone involved in the school:

- The students
- The parents
- The teachers
- The charity

Work in pairs.

- First think of five singers or bands you would like to invite to play at the concert. Discuss and list reasons why they would / wouldn't appeal to all the people listed above. Then choose the most suitable **two** singers or bands for the next part of the activity.

Singers or bands	Reason would / wouldn't appeal
1	
2	
3	
4	
5	

Work in groups of four.

- Each pair suggests the two singers or bands they think should be invited to play at the concert. Discuss the ideas as a group using the **Phrases2know** from page 26 to help you.
- As a group, decide and agree on **one** singer or band.

Now present your ideas to the class.

4 Can you discuss opinions?

You work in the school career's office. A student has asked your team for your opinion about jobs and careers she could do when she's older. She has to decide on her exam choices now so your opinion is important. She's very good at IT and maths, but is also very creative and has a talent for design and fashion. Review the jobs listed on pages 30–33 of the *Students' Book* and choose three or four you think are most appropriate. Include your own ideas, too. Make notes in the box below.

Discuss your ideas with colleagues in the school career's office before you talk to the student.

Work in groups of four and discuss your opinions. Use the **Phrases2know** from page 33 to help you.

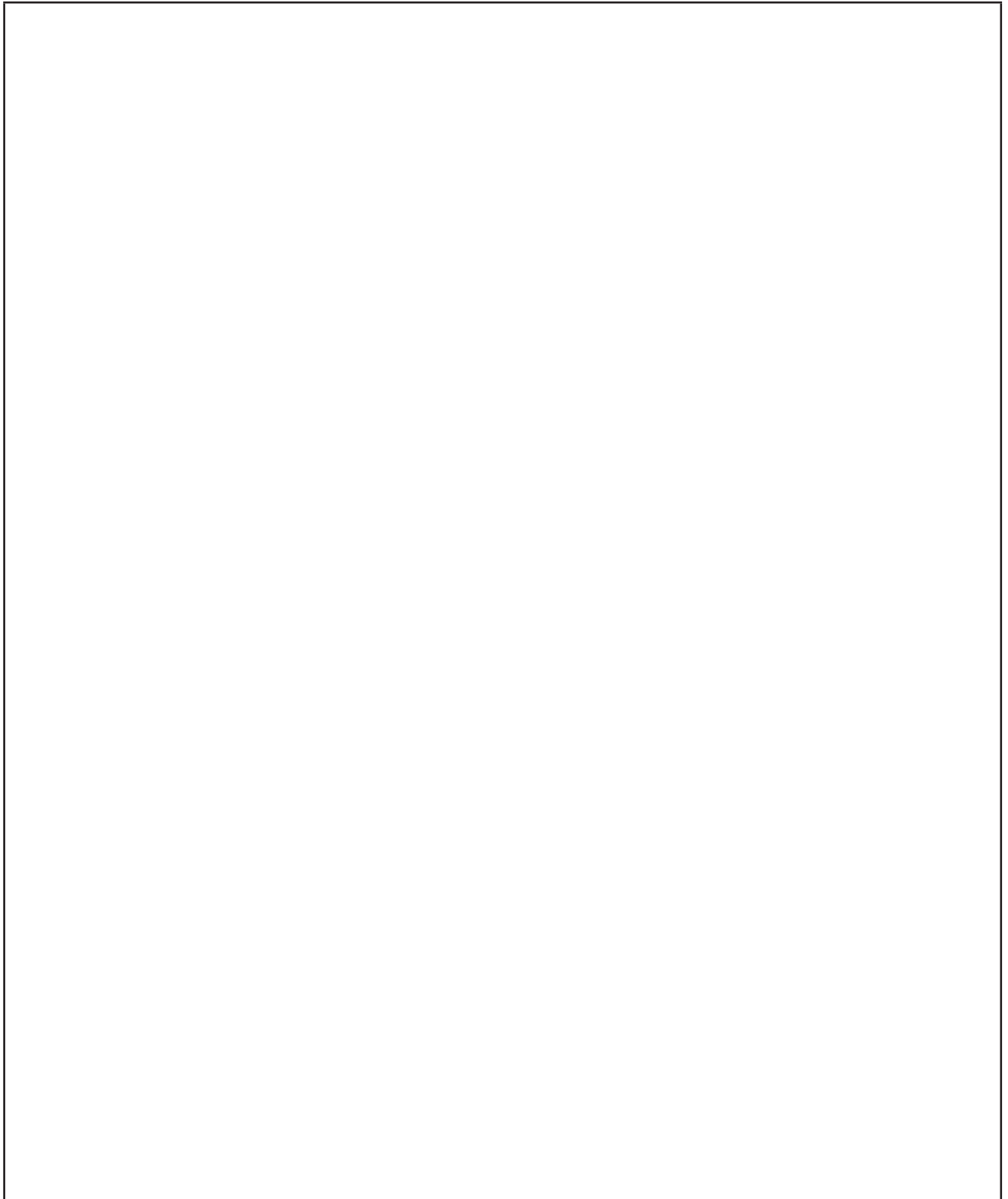
5 Can you ask for and give directions?

Draw a simple map in the box below of the centre of your city or town.

Write the names of the streets.

Write the names of six places, for example shopping mall, cinema, restaurant. At least three of the places should be famous, for example a monument, the town hall, a museum, a theatre, an art gallery.

In pairs, practise asking for and giving directions from one place on your map to another. Decide together where the starting point is, for example the Town Hall. Use the **Phrases2know** on page 42 to help you.



6 Can you have a polite conversation with a stranger?

You are travelling on a bus between two cities. The bus journey takes five hours. You find yourself sitting next to a stranger. You start up a conversation. Before you do the role play, you need to create your character. Use the prompts below to help you. Review the **Phrases2know** on page 49 and think about what you are going to say.

Your name:

Your age:

Your job:

Your personal life (married / single / children / other?):

Your reason for travelling from one city to another:

Your reason for travelling by bus (and not by car / plane / train):

Your reason for wanting to talk to your fellow passenger:

Work in pairs. Move your chair so that you are sitting next to your partner, like you would on the bus. Start your conversation, using the **Phrases2know** on page 49 to help you.

7 Can you make and respond to requests and offers?

Your teacher has asked you to organise an area of the classroom so that it is suitable for some important visitors who are coming with recording (video) equipment to do an interview with your teacher and with some students.

When you get your role card, study the information carefully but don't tell your classmates what it says! Review the **Phrases2know** on page 58 of the *Students' Book* before you do the role play.



Role cards

A

You know you are the best organiser and want everyone to do what you say. You hate mobile phones!

C

You think that the room is fine as it is and doesn't need to be reorganised. You want to go and have a cup of coffee and check your email.

B

You are keen to help but you can't lift anything because you've hurt your back playing football.

D

You are waiting for an important text from your girlfriend or boyfriend. You keep having to ask them to repeat what they have said.

8 Can you state preferences and give reasons?

Choose either a) or b).

a) You have won a competition to appear in a TV soap opera. Think about which one you'd like to appear in and why. Use the **Useful Phrases** in the box below to help you prepare a short (thirty second) presentation.

b) You have won a competition to go on a round the world trip, stopping off in four countries. Think about which countries you'd like to visit and why. Use the **Useful Phrases** in the box below to help you prepare a short (thirty second) presentation.

Useful Phrases

I'd choose ... because ...

I wouldn't like to go to / appear in ... because ...

I think you would enjoy going to / appearing in ... because ...

9 Can you make arrangements?

This is your diary for next weekend. Write in **four** things that you're going to do over the weekend. Write the activity and the time for each one.

Make pairs. Make arrangements with your friend for the weekend. Invite your friend to join you for some or all of your activities. They will also invite you. You can accept or politely refuse their invitations. It's up to you! Review the **Phrases2know** on page 74 of the *Students' Book* before you do the role play.

<i>Saturday</i>	<i>Sunday</i>
<i>morning</i> _____ (activity + time)	<i>morning</i> _____ (activity + time)
<i>afternoon</i> _____ (activity + time)	<i>afternoon</i> _____ (activity + time)
<i>evening</i> _____ (activity + time)	<i>evening</i> _____ (activity + time)

10 Can you ask, give and explain opinions?

Read the situations below and prepare to give and explain your opinion on each one in your group. Review the **Phrases2know** on page 81 of the *Students' Book* before you start the discussion.

1 The age of criminal responsibility in England and Wales is ten. This means that children under the age of ten cannot be charged with a crime. In other countries the age is twelve or even fifteen.

2 A woman of eighty-five was sent to prison for eighteen months because she threatened her neighbour with a knife. Her neighbour played loud music all the time and refused to turn it down.

3 A man had to pay back his lottery winnings of half a million pounds because the lottery company learnt that he had found the lottery ticket in the street and had not bought it in a shop. The company said he was not the 'owner' of the ticket.

4 A student was fined £2000 for downloading music from an internet music-sharing website. He said that he didn't know it was illegal and that he was ready to pay for the music but the website didn't ask him for any money.

11 Can you ask for and give advice?

In this activity you are going to ask for and give advice. Review the **Phrases2know** on page 90 of the *Students' Book* before you start the role play.

Your teacher will give you a role card with situations. You will need to think of more detail for each of the situations to make the conversations more interesting!



Role cards

Student A

Ask your friend for some advice. Choose from the following problems:

- 1 A friend of yours is playing truant from school. Should you tell her parents?
- 2 You have saved some money. You can either take your parents out for a special meal (it's their wedding anniversary) or go to a pop concert. What should you do?
- 3 You have been offered two Saturday jobs: one is really interesting but badly paid, the other is boring but well paid. Which should you take?

Student B

Ask your friend for some advice. Choose from the following problems:

- 1 You know that your best friend's girlfriend / boyfriend is going on a date with someone else. Should you tell your best friend?
- 2 Your neighbour went away on holiday and you looked after his goldfish while he was away. It died and you bought another one exactly the same. Should you tell him?
- 3 You are thinking of getting a tattoo, but you know your parents won't approve. Should you tell them and go and do it, or show them the tattoo when it's done.

12 Can you give a presentation?

You have been asked to design a learner-friendly, teacher-friendly classroom. Think carefully about what you'd like it to look like, what you'd like it to contain, e.g. furniture, technology and any other features you can think of. Use the **Useful Phrases** in the box below to help you prepare your presentation. You can provide a simple drawing of the classroom or any of its features if you like.

Now present your ideas to your group or to the class.

Useful Phrases

I'd like a classroom that ... because ...

I wouldn't like a classroom that ... because ...

I'd like my classroom to include ... because ...

I wouldn't want to have ... in my classroom because ...

In my opinion, it's very important to have ... because ...

Students' Book Listening Activities

Exploiting the tapescripts

There are many different ways in which you can use the tapescripts in *Real Life Intermediate Students' Book*. They are a rich resource of dialogue and natural language in context. Here we give you extra listening activities to allow you to further exploit the *Real Life* class CD. The activities here include: true / false, matching adjectives to nouns, matching words to a speaker, gap filling, putting a conversation in the right order, sentence completion.

Remember:

- hand the photocopy out to students
- give them reading time
- check they understand vocabulary and what they have to do ...

... before you play the CD.

You can find all the tapescripts in *Active Teach*. Click on the tab 'For the classroom' where you will find all the Students' Book units. Click on the Students' Book unit that you want to look at and then choose a listening exercise which you wish to exploit further. When you click on the audio icon next to the exercise, you will see the 'show' tab under the 'audioscript'. Click on the 'show' tab on the audio player. You can then select and print the sections you need, for example when checking answers to one of these extra listening activities with the class. You can also line up the audio player to the section of listening that you want to play. Check this before you do the class so you are fully prepared.

If you feel your students need more listening practice, you can create your own activities using the tapescripts which you can find on the *Active Teach*. By blanking out some of the words, you can focus on whatever you feel is useful – grammar, vocabulary, question words, etc.

Here are a few tips:

- When you gap texts, only take out six to eight words.
- Gap words of the same word class, for example nouns or adjectives.
- Remember students will hear the text, not read it. Do the task yourself before you give it to students to check it is not too difficult.
- If students have not completed the task after the first listening, then play the CD a second time.

Extra activities – answers

Unit 1, CD1, Track 13

Students listen and mark each sentence G (for Greg) or L (for Lori), depending on who is speaking. Have students check in pairs before you check answers with the class.

Answers:

1 G 2 L 3 L 4 G 5 G 6 L 7 G 8 G

Unit 2, CD1, Track 25

Students listen and mark each sentence T (✓) or F (✗). Have students check in pairs before you check answers with the class. Elicit corrections for the false statements.

Answers:

1 F 2 F 3 T 4 F 5 F 6 T

Unit 3, CD1, Track 33

Students listen and write who is being described next to each sentence. Have students check in pairs before you check answers with the class.

Answers:

1 Melanie 2 Oliver 3 Stefan's younger sister 4, Oliver 5 Melanie's older brother 6 Stefan's older brother

Unit 4, CD2, Track 3

Play Part 2 of the CD. Students listen and write at least four of the points which are mentioned. Have students check in pairs before you check answers with the class.

Answers:

People must let companies know that people don't accept child labour; people must write to companies using child labour and tell them how they feel; people must refuse to buy goods that use children in that way; people mustn't give companies their money if they are unhappy with what they are doing.

Unit 5, CD2, Track 22

Students listen and mark each sentence T (✓) or F (✗). Have students check in pairs before you check answers with the class. Elicit corrections for the false statements.

Answers:

1 F 2 T 3 F 4 F 5 T 6 F

Unit 6, CD2, Track 32

Students listen and answer the questions by writing the name of one of the three characters. Have students check in pairs before you check answers with the class.

Answers:

1 B 2 G 3 M 4 G 5 G 6 M 7 B 8 B

Unit 7, CD3, Track 14

Students listen and write their answers (these can be in note form). Have students check in pairs before you check answers with the class. Accept different opinions for questions 5 and 6 and elicit students' reasons for their opinions.

Answers:

1 Because their band can play there and it's a special concert for local groups and they have a new drummer; 2 Because he's wondering who phoned Lori when they were bringing in the equipment (perhaps he's worried it might be a boyfriend); 3 Greg, a friend who's in the music business and can help them with the concert; 4 'This one's for you'; 5 Students opinions (He likes her a lot and would like to be her boyfriend); 6 Students' opinions (She thinks of him as a friend).

Unit 8, CD3, Track 24

Students fill in the gaps as they listen. Have students check in pairs before you check answers with the class. Students may need to listen to the CD again. Check understanding and use of the words and phrases.

Answers:

1 wondering, 2 recommend, 3 sweet, 4 putting on weight, 5 spoil, 6 turn 25

Unit 9, CD3, Track 38

Play the CD up to where Kate starts telling her story: *I hope so! Well, I was on my way here, I was riding my bicycle along the street, I wasn't going fast . . .* Students listen and put the conversation in the correct order. Have students check in pairs before you check answers with the class. Students may need to listen to the CD again. Students then role play the conversation in pairs.

Answers:

1 a 2 c 3 e 4 b 5 d 6 g 7 f 8 i 9 h 10 j

Unit 10, CD4, Track 2

Have students try and match the words before they listen. Play the CD. Students listen and check their predictions / match the words to make phrases from the CD. Have students check in pairs before you check answers with the class. Have the students put the phrases into sentences.

Answers:

amazing coincidence, completely shocked, happy ending, brilliant idea, wonderful time, front door, just unbelievable, a bit desperate.

Unit 11, CD4, Track 22

Have students try and match the feelings to the sentences before they listen. Play the CD. Students listen and match the feelings to the sentences. Have students check in pairs before you check answers with the class.

Answers:

1 enthusiastic 2 apologetic 3 upset 4 jealous 5 angry

Unit 12, CD4, Track 30

Students listen and fill in the gaps in the text. Have students check in pairs before you check answers with the class.

Answers:

1 really cute 2 my friends 3 gossip 4 and things 5 cool outfits 6 one last thing 7 really bad at

Extra listening activities

Unit 1, CD1, Track 13

Listen to the CD and mark each sentence Greg (G) or Lori (L).

- 1 So, how about you?
- 2 Do you know it?
- 3 I'm really excited.
- 4 That's cool.
- 5 I'd like to hear one.
- 6 What do you do exactly?
- 7 Do you have friends in Edinburgh?
- 8 I'm a very good guide.

Unit 2, CD1, Track 25

Listen to the CD and mark the statements T (✓) or F (X).

- 1 The number for the phone in is 063245. _____
- 2 Tony thinks that there are too many rules in schools these days. _____
- 3 Tony thinks that students should wear school uniforms. _____
- 4 Anita is middle-aged. _____
- 5 Jason thinks it's a good idea for students to finish school at sixteen. _____
- 6 Megan says that the number of people going to university is increasing. _____

Unit 3, CD1, Track 33

Listen to the CD and write who is being talked about each time: Stefan, Stefan's younger sister, Stefan's older brother, Melanie, Melanie's older brother or Oliver.

- 1 Who's bossy and a perfectionist?

- 2 Who's a natural leader?

- 3 Who loves being the centre of attention?

- 4 Who likes to get their own way?

- 5 Whose brother's not at all ambitious?

- 6 Who's got big career plans?

Unit 4, CD2, Track 3

Listen to part 2 of the CD and write down at least four things Richard Lanvin says people must or mustn't do in order to reduce child labour.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Unit 5, CD2, Track 22

Listen to the CD and mark the statements T (✓) or F (X).

- 1 The cannon sounds at one o'clock so that people can check their watches. _____
- 2 Edinburgh castle is on top of a hill. _____
- 3 Greg knows the names of some of Sir Walter Scott's novels. _____
- 4 The Royal Mile is a wide street in the centre of the city. _____
- 5 The old town is a good place to eat and shop. _____
- 6 Lori thinks the inside of the castle sounds interesting. _____

Unit 7, CD3, Track 14

Listen to the CD and answer the questions.

- 1 Why is Lori excited about the Fresher's Festival?

- 2 What's the matter with Nick? Why isn't he listening to Lori?

- 3 Who phoned Lori?

- 4 What's the title of Nick's song?

- 5 What do you think Nick feels about Lori?

- 6 What do you think Lori feels about Nick?

Unit 6, CD2, Track 32

Listen to the CD and answer the questions by writing the name of one of the people: Miriam (M), Bruno (B), Guy (G).

- 1 Who's got a red face?
- 2 Who opens a window?
- 3 Who's got red hair?
- 4 Who runs out of the room?
- 5 Who feels a little drunk?
- 6 Who's a little fat?
- 7 Whose mouth is wide open?
- 8 Who's waving a bottle around?

Unit 8, CD3, Track 24

Listen to the CD and complete the phrases from the script.

- 1 **Lily:** And I'm _____ about something.
- 2 **Lily:** Could you _____ anywhere?
- 3 **Jessica:** And then for dessert they've got cakes that are a bit like Turkish ones: _____ and rich.
- 4 **Lily:** I can feel myself _____ already.
- 5 **Jessica:** I say, you really _____ that brother of yours, don't you?
- 6 **Lily:** Ooh, you know. You only _____ once.

Unit 9, CD3, Track 38

Listen to the CD and put the conversation in the right order.

- a Where is she?
- b Have you tried phoning her?
- c Don't worry. She'll be here.
- d Her phone's off. Oh, I don't believe it, our first gig and Kate is over an hour late!
- e But it's nearly eight ...
- f Kate! Where have you been? I've phoned about ten times!
- g Hi guys.
- h Oh no!! Are you hurt?
- i Yeah, sorry I'm late, I had a little accident. As you can see.
- j Oh, it's nothing really.

Unit 11, CD4, Track 22

Listen to the CD and match the extract with the appropriate adjective of feeling from the box.

angry	apologetic	enthusiastic
jealous	upset	

- 1 That's great!
- 2 But unfortunately, we can't be 'Blue Sky' without Nick. He's staying in the band.
- 3 I see. You know that, if Nick stays in the band I won't be able to help you.
- 4 Nick? Special? Huh! I thought you and me. Lori when I came to the gig I wasn't interested in 'Blue Sky'; I was interested in you.
- 5 Interested in me? So you weren't interested in 'Blue Sky' at all!!

Unit 10, CD4, Track 2

Listen to the CD and match words from box A with those in box B.

<p>A</p> <p>amazing happy a bit brilliant front completely just wonderful</p>	<p>B</p> <p>door coincidence desperate shocked time idea unbelievable ending</p>
--	---

Unit 12, CD4, Track 30

Listen to the CD and fill in the gaps.

Okay so this is what my personal robot would be like. It would look like a puppy, because I love dogs, so I think that would be ¹ _____. But it would be able to talk. It would chat to me about ² _____ and my life, and it would know lots of interesting ³ _____ that it could tell me! It could also tidy up my room really quickly, hang up my clothes ⁴ _____, but it could also choose ⁵ _____ for me, which would be really useful, because I can never decide what to wear! And ⁶ _____, it could paint my nails for me because I'm ⁷ _____ doing things like that, and I really like wearing nail varnish!