

01 ENTERTAINMENT



UNIT OVERVIEW

The main aim of this unit is to enable students to talk about pictures and **to describe films, music and books**. They have practice in **disagreeing politely** and **talking about their impressions of paintings**. The main grammatical focus is **talking about habits** and ways of using **adjectives and adverbs** to express their opinions.



Next class Make photocopies of **1A** p. 129.



SPEAKING

Aim

To lead in to the lesson and allow students to introduce themselves to each other.

Step 1 Tell students to think about their interests and what they do in their spare time. Then, put them into pairs to discuss. Ask them to find out what they have in common. Monitor closely and help out with any language problems.

GRAMMAR Habits

Aim

To present and practise useful expressions related to the frequency of habits.

Step 1 Tell students they are going to listen to eight answers people gave to different questions using the structure *Do you . . . much?* Ask them to identify what each speaker is talking about the first time they listen. Play the recording and ask them to compare their answers in pairs; if necessary, play the recording again before checking in open class.

Answers

- 1 go shopping, go to the cinema, go clubbing sometimes
- 2 listen to music on his mp3 player
- 3 going to the theatre
- 4 go swimming
- 5 watch TV
- 6 play sports
- 7 go to the cinema
- 8 play computer games.

1.1

- 1: Yeah, at the weekends, of course. I go shopping, go to the cinema, go clubbing sometimes. I don't tend to during the week, though, because I've got to get up early for school and I've got homework, and basically my parents prefer me to stay at home.
- 2: Yeah, all the time. I take my mp3 player with me everywhere – it's, like, glued to my ears! All kinds of stuff as well – rock, pop, even some classical.
- 3: Not as much as I'd like to, because I really love it – especially musicals. I mean, I do go now and again, but the seats are so expensive I can't afford to go more than a couple of times a year.
- 4: I guess I might in the summer – if it's very hot. I find it a bit boring, just going up and down the pool. It's not really my kind of thing – and I'm not very good at it either.
- 5: Probably less than I think I do, if you know what I mean. It's always on in the background, you know, but I don't pay much attention to it most of the time. I will watch a big game if there's one on and the occasional film, but apart from that, most of it's rubbish.
- 6: Yeah, I guess so. I usually play football on a Wednesday and I go running now and again. I generally cycle to college as well – unless it's raining.
- 7: No, not as a rule. I tend to wait for films to come out on cable as I've got a nice, big, flat-screen TV at home. Oh, and I download quite a lot of stuff too.
- 8: Not as much as I used to. I was addicted to *The Sims* for a while until my parents banned me. I would sometimes play for five hours a day! I play other games now, but my parents control it a bit more.

Step 2 Tell students to listen again and write the question they think each person was asked. In pairs, they should compare answers before checking in open class.

Answers

- Speaker 1: Do you go out much?
Speaker 2: Do you listen to music much?
Speaker 3: Do you do to the theatre much?
Speaker 4: Do you go swimming much?
Speaker 5: Do you watch TV much?
Speaker 6: Do you play sports much?
Speaker 7: Do you go to the cinema much?
Speaker 8: Do you play video games much?

Step 3 Tell students to listen again and complete the gaps individually with the correct expression. Before playing, check if they can remember any of the expressions. Check in pairs before checking in open class.

1.2 and Answers

- 1 I don't **tend to** during the week though.
- 2 **Yeah all the time!** I take my mp3 player with me everywhere.
- 3 Not as much **as I'd like to**, because I really love it.
- 4 **Very rarely**, to be honest, I guess I might in the summer.
- 5 I don't pay much attention to it most of the time.
I will watch a big game, if there's one on...
- 6 Yeah, I guess so. I usually play football on a Wednesday and I go running **now and again**.
- 7 No, **not as a rule**. I tend to wait for films to come out on cable.
- 8 Not as much as **I used to**. I was addicted to *The Sims* for a while until my parents banned me.
I would sometimes play for five hours a day!

Direct students to the grammar reference on page 136 if they still seem unsure.

Step 4 Get students to complete the sentences individually so that they are true for them. Monitor their use of language for a correction slot at the end. In pairs ask them to compare their statements. Do a correction slot on the board, write up examples of the correct and incorrect language and get students in pairs to identify and correct the incorrect language. Check in open class.

Step 5 Remind students of the structure *Do you ... much?* and get them to write five questions. Give them some time to write their questions. Then, put students in pairs to ask and answer their questions and remind them to use the expressions from exercise B. Monitor and help out with any language problems. In open class do brief feedback on their language performance.

NATIVE SPEAKER ENGLISH

In English, people often use a general word when the topic is already known, *stuff* is a common expression like *thing*. Ask students what the sentences in the box could refer to, e.g. films, books.

VOCABULARY

Describing films, music and books

Aim

To introduce and practise using pairs of adjectives to describe opinions about films, music and books.

Step 1 Get students to read out the explanation box. Check understanding by asking, *Which word is repeated in each sentence? (1 = really, 2 = incredibly), and Why are they repeated? (to add emphasis).*

Step 2 Get students to look at the words in the box and check understanding and word stress of *dull* = not very interesting, *gripping* = keeps you interested, *disturbing* = make you feel extremely worried or upset, *catchy* = easy to remember, *over-the-top* = someone or something that is too extreme and seems silly, *weird* = very strange, *hilarious* = extremely funny, *uplifting* = makes you feel happier. Individually students complete the sentences and then compare in pairs. Check in open class.

Answers

- | | |
|-----------------------|-----------------------|
| 1 <u>com</u> mercial, | 6 over-the-top, |
| 2 <u>ca</u> chy, | 7 <u>gr</u> ipping, |
| 3 <u>hilar</u> ious, | 8 <u>dist</u> urbing, |
| 4 <u>dull</u> , | 9 <u>upl</u> ifting, |
| 5 <u>we</u> ird, | 10 <u>aw</u> ful |

Step 3 Elicit examples of films, books or music that fit the descriptions in exercise A. In pairs get students to discuss their opinions. Monitor and help out with pronunciation of the target language. Do brief feedback in open class.

DEVELOPING CONVERSATIONS

Disagreeing politely

Aim

To introduce students to different ways of disagreeing politely and give controlled practice of these.

Step 1 Get students to read the explanation box and check understanding: Is it the kind of thing the person likes? (No.) How do we know? (*It's not really ...*) If we say *It's not my kind of thing*, do we sound polite? (No.) Tell them that when we want to soften our responses and be more polite, we use *not really*, *not that* and *a bit*.

Step 2 Get students to read the statements and responses and check any unknown vocabulary. Individually students match the responses and then compare in pairs and underline the expressions using *really*, *not that* and *a bit*. Check in open class.

Answers

- 1 f = a bit more modern
- 2 a = I'm not that keen on
- 3 c = I'm not that keen on
- 4 e = It didn't really do anything for me
- 5 d = I'm not that keen on
- 6 b = I'm not really interested
- 7 h = a bit too poppy
- 8 g = a bit dull, a bit boring

Step 3 Put students in pairs or threes and ask them to tell each other about films, books and music they like and why. If their partner disagrees, tell them to use any of the underlined expressions in exercise B. Feedback in open class.



1A see Teacher's notes p. 120.

LISTENING

Aim

To provide practice on listening and taking notes.

Step 1 Tell students they will hear two people taking about films and to take notes on how their tastes are the same or different. Briefly check *heavy* = something that is depressing (in this context). Play the recording, get students to compare in pairs and check in open class.

Tip With weaker students, you could divide them into As and Bs. Ask the As to take notes on what the first speaker says. Bs take notes on what the second speaker says.

Answers

Similar = they both like films, both like action films, although different ones,
different = second speaker goes to the cinema most weeks, the first speaker waits for the DVD, first speaker didn't like *Old Boy* and the second speaker really liked it.

1.3

- A: Do you go to the cinema much?
 B: Yeah, a fair bit, I suppose. I tend to go most weeks.
 A: Really? That's a lot.
 B: Yeah, I guess so. I'd go more if I could though! What about you?
 A: Not that often, no – not unless I really want to see something that I know isn't going to come out on DVD for a while.
 B: Mmm. So what kind of things are you into?
 A: I don't know. All sorts, really, but I guess mainly action films.
 B: Such as?

- A: I don't know. I really liked the first *Blade* film, *X-Men*, stuff like that.
 B: OK. Did you see *Old Boy* last night? It was on TV.
 A: Yeah, I started watching it, but I turned over.
 B: You didn't like it?
 A: It was so over-the-top, just so disgusting and then the plot! I don't know. It was all a bit too weird for my liking.
 B: Really? I love that film – the look of it, the music everything. It's just amazing. I think it's the fifth time I've seen it.
 A: Really? As I say, it was OK, but it's not really my kind of thing. Too much like horror really.
 B: I suppose so.
 A: So apart from *Old Boy*, what kind of stuff do you like?
 B: Oh, all kinds of things. As I say, I go most weeks, so you know . . . action films, comedies, foreign films - anything, really.
 A: Have you seen *Gold Diggers*?
 B: Yeah. Have you?
 A: No, but I've heard it's good. I was thinking of going to see it.
 B: I don't know. It is good, but it's pretty heavy, I found it quite disturbing, really. It's not the kind of thing you can watch and just switch off.
 A: Oh right. Maybe I'll give it a miss then.

Step 2 Get students to read the questions in B and in pairs check what they can remember. Then play the recording again. Check in open class.

Answers

- 1 Speaker A: not that often, Speaker B: most weeks.
- 2 Speaker A: all sorts, action films, Speaker B: action films, comedies, foreign films, anything.
- 3 Speaker A: *Old Boy*, Speaker B: *Gold Diggers*.
- 4 Speaker A: over-the-top, disgusting, didn't like the plot, Speaker B: good but heavy, quite disturbing.

Tip Get students to read the audioscript on page 164 and underline any new or useful expressions. Compare in pairs. In open class go through any problems and share useful phrases.

LANGUAGE PATTERNS

Aim

To raise awareness of patterns with *the kind of*.

Step 1 Individually get students to read the explanation box and notice the pattern, *It's (not) the kind of . . . thing / music / film*. Tell them we use this to give a personal opinion about things we have seen, heard or read. Check understanding by getting them to explain what it refers to, e.g. sentence 1 = a good documentary, 2 = pop music.

Step 2 Ask students to translate the sentences into their own language. In monolingual classes, ask students to

compare their translation. In multilingual classes, ask students to work in pairs and tell each other if the sentences were easy to translate into their language.

Step 3 Ask students to cover their English translations and use their translation to translate the sentences back into English. Then ask them to compare their translations in pairs against the book and discuss: who had the least mistakes, and what mistakes did they make? Why? Alternatively, if you prefer not to use translation ask students to notice the pattern, you could ask students for example sentences. Write the examples on the board and if they're wrong ask students to correct them or correct them yourself.

CONVERSATION PRACTICE

Aim

To practise the language learnt so far.

Step 1 Get students into new pairs to ask each other some questions starting *Do you read / listen to music / watch TV / go to the cinema much?*. Encourage them to use as much language as possible from their Student's books. Monitor and help out with any language.

Step 2 Do brief feedback in open class and then highlight any useful language or problems from monitoring.



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SPEAKING

Aim

To provide practise talking about art.

Step 1 Get students to look at the vocabulary box and check understanding: *product design* = the way a product is presented and packaged, *animation* = cartoons, *pop videos* = *music videos* to promote a song. Ask students to give examples of each type of art, e.g. *graffiti* is usually found on walls around the city or on public transport.

Step 2 In pairs or threes students discuss if they would classify them as art and why – and if not, why not. Then put students into small groups to discuss the questions. Monitor without interrupting and take notes on the language they use, vocabulary they needed and any errors.

Step 3 Do feedback in open class on the questions. Then write up the language you noted while monitoring, praising them on any good language, helping them develop their vocabulary and getting them to correct their mistakes.

Tip Get students to have a page in their notebooks where they write the feedback. Tell them to use the back of their notebook and make three boxes: vocabulary, grammar and pronunciation. Each time they make a mistake, they should

record it here. The next time they have a speaking activity, they should review their own typical mistakes and pay attention to them while speaking.

VOCABULARY Talking about pictures

Aim

To develop vocabulary related to talking about pictures.

Step 1 In pairs get students to look at the definitions. Tell them to decide which ones relate to the pictures.

Suggested answers

Statements 1, 6, 8, 9

Step 2 Get students to look at the sentences in exercise B and check understanding. Sentence 2 = Is she literally pulling her hair out? (No, it just seems that way.) Get them to notice the pattern after look and write on the board, e.g. *look + like + noun phrase*, *look + as if + clause*. Tell them we use this to say something seems that way but we are not sure. In pairs discuss which of the sentences about the Edward Munch picture they agree with. Do brief feedback in open class.

Step 3 Give students three minutes to memorise the phrases in exercise B. Then individually get them to complete the sentences in exercise C without looking. Compare in pairs and then check in open class.

Answers

1 well	3 impression, look	5 must, like
2 as if / like	4 both	6 seems

LISTENING

Aim

To develop listening for specific information. To expose students to the adjectives and adverbs used in *Listening*.

Step 1 Tell students they are going to hear a guide in an art gallery telling a group of visitors about one of the paintings on the page, *Mr & Mrs Clark and Percy* by David Hockney and *Arnolfini* by Jan van Eyck. Get students to tell you what they can see in the two paintings. Then in pairs ask them to discuss the questions in A. Conduct brief feedback. With a weaker group write the painters' names on the board and complete with their suggestions. Also revise vocabulary from exercise A.

Step 2 Tell students to listen and answer the question in exercise B. After listening they compare in pairs, play the recording again and check answers in open class.

Answers

1 1971
2 Mr & Mrs Clark and Percy (the cat)

- 3 David Hockney's painting is loosely based on the one by Jan van Eyck although the positions are reversed
- 4 The lilies represent female purity and the cat symbolises infidelity and jealousy: Mr Clark had frequent affairs before and during their five-year marriage
- 5 Mr Clark fell into bankruptcy and addiction. His life ended tragically when he was murdered by an ex-lover in 1996. Mrs Clark continued to be one of Hockney's regular models for years
- 6 life-like, abstract, ambiguous, intimate

1.4

Now if you follow me through into the next room, we come to a far more modern piece of work, dating in fact from 1971. On the surface, this may strike you as a fairly conventional, life-like portrait. To the left, there's a young woman standing in front of an open door, and looking directly at the viewer, whilst to the right there's a young man sitting in a chair, with a white cat seated on his lap, pointedly looking away. Through the open door, we can see a balcony and beyond that the green garden of their town house. There are some flowers in a vase on the table, next to a book, and there's a phone and a lamp on the floor. Finally, to the very left of the picture, we see part of an abstract painting hanging on the wall.

However, beneath all of this, the work is actually a very ambiguous, multi-layered piece, heavy with symbolic meaning and with history. Called *Mr. and Mrs. Clark and Percy* and painted by David Hockney, the work was recently voted one of Britain's top-10 favourites and a knowledge of the behind-the-scenes story might help to explain some of the tension and drama in a piece which continues to fascinate us.

The couple in the painting are textile designer Celia Birtwell and fashion designer Ossie Clark, shortly after their wedding, at which the artist himself had been the best man.

The piece is loosely based on the 15th century work, the *Arnolfini* portrait, by Jan van Eyck, but the positions of the male and female characters have been reversed. The suggestion is perhaps that it was Mrs Clark who was the dominant partner in this particular relationship. The lilies on the table represent female purity, while the cat on Mr Clark's lap symbolises infidelity and jealousy. The roots of this symbol lie in the fact that Mr Clark had frequent affairs both before and during their five-year marriage. This played a part in the couple's eventual divorce three years later, and may explain part of the friction that seems apparent between the two sitters. We have the feeling that we have suddenly interrupted an intimate moment – a heated discussion, perhaps – and are not exactly welcome.

As a footnote, sadly Ossie Clark later fell into bankruptcy and addiction, and his life ended tragically

when he was murdered by an ex-lover in 1996, a fact which lends a disturbing edge to the portrait. Celia Birtwell, meanwhile, continued to be one of Hockney's regular models for many years, and to this day remains a successful designer.

GRAMMAR Adjectives and Adverbs

Aim

To introduce the use of adjectives and adverbs and the language patterns that accompany them.

Step 1 Ask students to read out the explanation box, or read it out to them. Check understanding: *When do we use adjectives?* (Often before nouns.) *Which verbs are usually followed by adjectives?* (*Be, look, seem, get, taste, etc.*) *When do we use adverbs?* (To modify a verb, an adjective, another adverb or a whole clause or sentence.) *How do we form adverbs?* (Usually we add *-ly*, but there are some exceptions, e.g. *later*.)

Step 2 Individually ask students to choose the correct form in the sentences in exercise B. Then in pairs ask them to compare and explain their choice to their partner using the definition in the explanation box to help them. Check in open class. Direct students to the grammar reference on page 137 if they still seem unsure.

Answers

- | | |
|-------------|------------------------------|
| 1 fairly | 5 loosely |
| 2 pointedly | 6 Unfortunately / frequent / |
| 3 ambiguous | eventual / apparent |
| 4 shortly | 7 Sadly / tragically |

PRONUNCIATION Adverbs describing sentences and clauses

Aim

To introduce stress patterns to emphasise adverbs.

Step 1 Get students to read the explanation box. Then put students in pairs or threes to mark the stress and pauses in the sentences. Then ask them to practise saying them. Monitor and help with the correct stress and pausing.

Step 2 Students listen and check the stress patterns. Pause after each one and get students to repeat them. If necessary, play the sentences clause by clause so students can hear the stress, pausing and intonation.

1.5

- 1 Interestingly, the painting used to have a different title.
- 2 Actually, no-one knows who the painter was.
- 3 Sadly, she died at the age of only 35.
- 4 The painting sold last year for 18 million, but amazingly, Van Gogh himself sold none in his lifetime.

- 5 Incredibly, Mozart was only six when he started performing in public.
- 6 The painting was damaged in a fire and, unfortunately, it couldn't be restored.

SPEAKING

Aim

To practise language used to describe paintings.

Step 1 Put students into groups of three or four and tell them to choose a painting they like, or to find one on the Internet to talk about.

Tip You could set this for homework and complete the rest of the steps at the beginning of the next lesson.

Step 2 Give them five minutes to make notes using the points given. Monitor and help out with language.

Step 3 Students now present their painting to each other, tell the other students to say whether they agree or not with the interpretation. You might like to model the activity first. Monitor and help with any language problems.

Step 4 In open class ask students if they agreed or not and why. Then highlight some correct use of language and correct any errors you noted while monitoring.



pp. 12–13



Next class Make photocopies of 1B p. 130.



READING Part 1

Aim

To develop reading for specific information.

Step 1 Ask students to discuss if they have ever read a book or seen a film and thought the plot was very similar to another film or book, and to tell each other how they were similar and if it bothered them. Do brief feedback.

Step 2 Get students to read the questions in exercise B and check understanding: *fatal flaws* = something that makes it completely useless or wrong, *face a challenge* = to confront a situation. Then they read the first part and answer the questions in pairs before checking.

Note Hero is used here to mean either a male or a female.

Answers

- 1 They are all based around just seven basic plots, each featuring the same character types and events over and over again
- 2 There's a community threatened by a monster and a hero to save them. The hero prepares to meet the

- monster and has help with a special weapon to defeat the monster. But, when the hero meets the monster they realise it's more of a challenge. They fight, have problems and are trapped, however the hero makes an amazing escape. Finally, the hero manages to kill the monster
- 3 Students' own answers.

READING Part 2

Aim

To develop reading for detail and be able to summarise the content of a text.

Step 1 Divide students into three groups and get them to read the texts: Group A File 1 page 156, Group B File 16 page 161 and Group C File 12 page 159. Tell them to read and identify the different plots. Monitor and help out as necessary.

Step 2 Put students into different groups so that each group has a student A, B and C. They then tell each other what they can remember about the different plots.

Step 3 In the same groups get them to look at the statements in C and identify if they refer to their texts. Do brief feedback in open class.

Step 4 In the same groups students complete the sentences in D using the words from exercise C. Check answers in open class.

Answers

- | | | |
|---------------|-------------|--------------|
| 1 transported | 3 revenge | 5 bullied |
| 2 spiral | 4 separated | 6 temptation |

SPEAKING

Aim

To provide fluency practice of talking about a book, film or story and discussing the plots.

Step 1 Put students into pairs to discuss the questions in exercise A. Monitor and help out with any language, making notes for a correction slot at the end.

Step 2 Do brief feedback on the questions. Then highlight any useful language and errors noted while monitoring.

Step 3 Get students to read the instructions in exercise B. Give them a couple of minutes to think and take notes. Then put students into pairs to tell each other the story, their partner guesses what they are talking about.

Step 4 Get a selection of students to tell the class if they guessed correctly and what helped them to do this.



1B see Teacher's notes p. 120.

02 SIGHTSEEING



UNIT OVERVIEW

The main aim of this unit is to enable students to talk about **showing people around your town / city** and to **describe places, festivals and carnivals in more detail**. They have practice in **agreeing using synonyms** and to **hear and recognise short forms more easily**. The main grammatical focus is using **non-defining relative clauses** and **ways of using future forms**.



Next class Make photocopies of 2A p. 130.



SPEAKING

Aim

To lead in to the topic of making recommendations.

Step 1 Tell students they are going to imagine that four different groups of people are coming to their town to visit: a school trip of twenty 13-year-olds, four 18-year-olds, a young couple with two kids, a retired couple. In open class brainstorm ideas about what things interest the first group. Then put students into groups to brainstorm ideas for the other three groups. Do brief feedback in open class.

LANGUAGE PATTERNS

Aim

To help students notice useful expressions for making recommendations.

Step 1 Ask students to look at the sentences in the language patterns box. Get them to notice the basic pattern = someone / something recommends (which is optional), another person does / tries / uses something. Point out that the first two questions are more formal than the second two.

Step 2 Ask students to translate the sentences into their own language. In a monolingual class ask students to compare their translation. In multilingual classes ask students to work in pairs and tell each other if the sentences were easy to translate into their language and / or if *recommend* can be replaced with one word direct translation in all the sentences. Why / why not?

Step 3 Ask students to cover their English translations and translate the sentences back into English. Then ask them to compare their translations in pairs against

the book and discuss who had the least mistakes. Alternatively, if you prefer not to use translation ask students to notice the patterns. You could ask students for example sentences. Write the examples on the board, if the sentences are wrong ask students to correct them or correct them yourself.

VOCABULARY

Buildings and areas

Aim

To practise vocabulary related to buildings and areas.

Step 1 Tell students to look at the words in the vocabulary box and check understanding: *up-and-coming* = an area that is likely to develop, become successful or popular soon, *stunning* = extremely impressive, *trendy* = very fashionable, *grand* = very impressive, *rough* = an unpleasant place usually because of crime and violence, *residential* = area where people live, *affluent* = very rich, *high-rise* = very tall with many floors, *hideous* = very ugly, *run-down* = not well looked after, *deprived* = a place that doesn't have the essential things for a comfortable life. In pairs or threes students decide if they describe buildings, areas or both, and if they are positive or negative descriptions. Check answers as a class.

Answers

Meaning	Buildings	Areas	Both
Positive	stunning, grand	up-and-coming, affluent	trendy, residential, historic
Negative	high-rise	rough, deprived	hideous, run-down

Step 2 Ask students to individually complete the sentences in B using the correct grammatical form of the verb. In open class do the first one as an example. In pairs they can compare their answers before checking in open class.

Answers

- 1 renovating (*need* is followed by the *-ing* form of the verb: it adds information to the previous clause)
- 2 steer clear
- 3 dates back
- 4 are soaring
- 5 knocked down
- 6 have opened up (present perfect because of 'recently')
- 7 based
- 8 dominates

Optional Activity For extra vocabulary practise, ask students to think of three building / areas they know in their town or other well-known places. Then, in pairs, ask them to describe the place without naming it and their partner must guess which building / area it is.

LISTENING

Aim

To practise listening and taking notes, and to develop listening skills for specific information.

Step 1 Tell students they will hear a Scottish woman, May, and a Serbian woman, Ivana, talking about Belgrade (Serbia).

Step 2 Ask students to look at the chart and check understanding: where can you see big concerts or sports events? (The Arena.) In pairs ask students to predict the type of information they will hear before listening. Conduct brief feedback in open class.

Step 3 Play the recording. Then students compare in pairs. If necessary, play the recording again, pausing after each place and check students' understanding.

Answers

New Belgrade: high-rise blocks, big up-and-coming area as all the new businesses are relocating here.
The River Sava: go out on little boats or have dinner by the waterside.
Mankova Kuca: Manak's house: ethnological museum, amazing collection of old national costumes, embroidery and stuff.
Kalemegdan Fortress: one of the most historic buildings in Belgrade.
The Victor monument: erected after the First World War, one of the city's most famous landmarks.
Dedinje: affluent part of the city, celebrities and old aristocratic families live here, embassies based here.

2.1

M = May, I = Ivana

M: What a lovely day!

I: Yeah, it's nice, isn't it? It's been a really warm autumn.

M: So where are we?

I: Well, the bit we've just been through, with all the high-rise blocks, is what we call New Belgrade. It's the big up-and-coming area as all the new businesses are relocating here. And I don't know if you can see it or not, but just behind us, over to the right, is the Arena, where all the big concerts and sports events are held. It's one of the biggest entertainment venues in Europe.

M: Yeah, I think I did catch a glimpse of it.

I: That's where they held the Eurovision back in 2008.

M: Oh, OK. So I've seen it on TV, then.

I: And now we're crossing over the River Sava into Old Belgrade.

M: Wow! The river looks wonderful.

I: Yeah, it's great. In the summer, we often go out on little boats or have dinner down by the waterside.

M: Oh, that sounds lovely.

I: And just down there, there's a little street called Gavril Principa Street, where Manakova Kuca – Manak's House – is located. It's an ethnological museum and it houses an amazing collection of old national costumes and embroidery and stuff.

M: OK. I'll check that out if I have time. What's that building over there?

I: Oh, that's St. Mark's Church.

M: Wow! It's a stunning building. How old is it?

I: Not that old, actually. It was built in the late 1930s or something, but it's on the site of a much older church. It contains the tomb of Stefan Dusan, who was perhaps the greatest Serbian emperor ever.

M: Oh, OK.

I: And if you want to walk around here later, you're quite close to the Kalemegdan Fortress, one of the most historic buildings in Belgrade. There's the Victor monument up there as well, which was erected after the First World War. It's one of the city's most famous landmarks.

M: Right. Well, I'll have to remember to take my camera with me up there, then.

I: And now we're coming up to Dedinje, which is one of the more affluent parts of the city. It's where all the celebrities and the old aristocratic families live – and a lot of the embassies are based here as well.

M: The houses certainly do look very grand.

I: Yeah, they're amazing, aren't they?

Optional activity In pairs or threes students talk about which of the places they would most / least like to visit in Belgrade and why. Alternatively, for homework ask students to write a short paragraph recommending places to visit.

GRAMMAR Non-defining relative clauses

Aim

To revise and practise adding extra information to sentences using non-defining relative clauses.

Step 1 Individually ask students to read the grammar explanation box. Write this sentence on the board: *Over to the right, is the Arena, where all the big concerts and sports events are held.* Then erase the relative clause (*where all the big concerts and sports events are held*) and change the comma to a full stop. Highlight that the sentence still makes sense. Get students to tell you how to add the information back into the sentence and write on the board. This will clearly set up the next activity. Then write the relative pronouns on the board and check what information comes after them. *Which*: thing or place, e.g. *most of which*: a large number of things; *by which time*: a specific time; *where*: a place; *when*: a time phrase; *whose*: belonging to a person or animal; *who*: a person. Elicit from students why we use non-defining relative clauses (to add extra information). Is it essential to the meaning? (No.) Do we use them more in writing or speaking? (Writing.)

Step 2 Individually students rewrite each pair of sentences in exercise A as one sentence. Monitor and help as necessary. Students then compare in pairs before checking in open class. Direct students to the grammar reference on page 139 if they still seem unsure.

Answers

- 1 It contains the tomb of Stefan Dusan, who was perhaps the greatest Serbian emperor.
- 2 We're coming up to Dedinje, which is one of the most affluent parts of the city.
- 3 Just behind us, over to the right, is the Arena, where all the big concerts and sports events are held. (Note: 'where' replaces 'there'.)
- 4 I went to school with a woman called Zora, whose son plays professional football in England now.
- 5 I started working in that office over there in 2003, by which time the area was already starting to boom. (Note: 'by which time' replaces 'even then'.)
- 6 We produce bathroom tiles, most of which we export to northern Europe.



2A see Teacher's notes p. 120.

DEVELOPING CONVERSATIONS Agreeing using synonyms

Aim

To introduce strategies of agreeing using synonyms.

Step 1 Get students to look at the explanation box. Ask them to identify the synonyms in the dialogue: *lovely* / *nice*. Check understanding: when do we use them? (To give opinions.) Why do we use them? (To show we agree.)

Step 2 Ask students to read the opinions and check understanding. Then get them to take turns expressing and agreeing with the opinions.

Answers

- 1 Yeah, it's really ugly / horrible, isn't it?
- 2 Yeah, they're great / wonderful / fantastic, aren't they?
- 3 Yeah, it's amazing / impressive / fantastic, isn't it?
- 4 Yeah, it looks amazing / beautiful, doesn't it?
- 5 Yeah, it's pretty neglected, isn't it?
- 6 Yeah, it seems like quite a rich / affluent area, doesn't it?

CONVERSATION PRACTICE

Aim

To practise agreeing using synonyms.

Step 1 Ask students to individually read the instructions and prepare their tour.

Step 2 In pairs students role-play the conversation. If time, swap roles and repeat. Monitor and take notes on their use of language for a correction slot at the end.



pp. 16–17

VOCABULARY Festivals and carnivals

Aim

To practise vocabulary related to festivals and carnivals.

Step 1 In pairs or threes students look at the words in the vocabulary box. Then get them to identify which of the items they can see in the photographs. Check answers in open class.

Answers

- | | |
|-----------------------|-----------------------|
| 1 silly string | 3 a fireworks display |
| 2 a costume, a parade | 4 confetti |

Step 2 Individually students match the nouns from exercise A to the groups of words in exercise B. Then they compare in pairs or threes before checking in open class.

Answers:

- | | |
|----------------|--------------------|
| 1 mask | 6 bonfire |
| 2 float | 7 steel drum band |
| 3 silly string | 8 firework display |
| 4 sound system | 9 parade |
| 5 costume | 10 confetti |

Step 3 Give students time to choose five of the nouns from exercise A to describe a time they saw / wore / used them. Tell them they can make these up if necessary. When they are ready in pairs or threes they should explain where they were and what happened. Monitor and help out with any problems with language.

READING

Aim

To develop reading for general and detailed information.

Step 1 Tell students they are going to read an email about the Venice carnival. In groups students discuss what they know about Venice, its history, location, sights, etc. In open class ask students to share their ideas.

Note Venice is in the north east of Italy and consists of a series of little islands; the houses seem to rise out of the water and there are a lot of canals; it is considered a romantic place. The Venice carnival is one of the most famous carnivals in Italy and people dress up in costumes and masks, sometimes traditional ones from the Middle Ages.

Step 2 Individually they read the email quickly to see if their ideas are in the text. Check in open class.

Step 3 Students read the relative clauses in exercise B. Check: *fast* = not to eat food or very little for a period of time, usually for religious reasons. Then they read the email again and add in the extra information.

Answers

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

Step 4 Individually students read the statements and decide if they are true or false. Then they underline the sentence that supports their answers. Get students to compare in pairs before checking in open class.

Answers

- F: Chiaki stayed with Nina from uni, there's not enough information to say they all studied together.
- T: prices really shoot up
- F: my favourite costume is called the plague doctor
- F: it takes place in the week leading up to Lent
- T: people eat less
- T: we ended up buying some ourselves and joined in the fun
- F: the fireworks can be shocking, if you're not expecting it
- F: she was going to but has uploaded more onto her website.

NATIVE SPEAKER ENGLISH BOX

Ask students to look at the Native Speaker English box. Tell them in informal spoken English we often use *uni* to refer to *university*.

Step 5 Get students to read the sentences in D and individually to look back at the email and find words that mean the same as those in italics. In pairs or threes students compare answers. Then check in open class.

Answers

1 put me up	5 scary and sinister
2 completely packed	6 fattening
3 no wonder	7 transformed
4 stick with	8 set off

Step 6 Put students in pairs to discuss the questions in exercise E. Conduct brief feedback.

Step 7 Get students to look at the list of things to think about in F then read the email and underline useful expressions. Monitor and help them notice the informal writing style: contractions, dashes to add extra information, opening and closing language. Ask them to write their email, then to compare in pairs.

Tip If you don't have time in class, you could get students to write their email for homework. In the next class get them to look at each other's emails and check for any errors. Then get them to give their email to another student, and to write a reply for homework.



pp. 18–19



Next class Make photocopies of 2B p. 131.



SPEAKING

Aim

To practise comparing and responding.

Step 1 Get students to look at the language in the vocabulary box and check understanding: *a bit tame* = not exciting, *dizzy* = feeling of things spinning, *set your pulse racing* = make you feel excited.

Step 2 Individually students rank the activities from 1 (like most) to 8 (like least) trying to use the language from the vocabulary box. Then in pairs they explain their choices to each other using the target language. Conduct brief feedback.

Tip With a weaker class, students could write their opinions before speaking. With a stronger class, you could get them to decide on the two they like the most and the two they like the least, and why.

LISTENING

Aim

To develop listening for specific information.

Step 1 Tell students they are going to hear six short extracts with people talking about rides and theme parks. Get students to listen to the recording and decide which photographs on the page are most

similar to the attractions the speakers mention. Check answers in open class.

Answers

- | | |
|-------------------|---------------------|
| 1 tower type ride | 4 water slides |
| 2 boat ride | 5 medieval jousting |
| 3 roller coaster | 6 pirate ship |

Step 2 Play the recording again and ask students to decide which speaker talks about the points in exercise B.

Step 3 In pairs or threes students compare and explain their choices, and see if they agree. If necessary, play the recording again. Check answers in open class.

Answers

- Speaker 4 (planning permission, we're launching a campaign to stop it)
- Speaker 1 (a door opens and they plunge 20 metres)
- Speaker 5 (I'm dreading some bits, I'm going to go to the medieval show, I might just walk around the grounds)
- Speaker 6 (I'm gonna be sick, you shouldn't have eaten before, I'll get you a tissue)
- Speaker 3 (you've got to come with us next time, describing what happens)
- Speaker 2 (it's boring, yawn, can't we have a break, stop moaning)

2.2

- This year we're introducing a new ride called Hell and Heaven. The riders are strapped into seats and sit for anything between ten seconds and two minutes until, without warning, a door opens beneath them and they plunge 20 metres down into total darkness. Then devil figures appear and they're subjected to bursts of heat before suddenly getting shot back up into the light and up a 50-metre tower where they hang before dropping again. It's due to officially open in June, but I've taken part in the trials and I can tell you it'll really set your pulse racing.
- A: What shall we go on next?
 B: Let's go on this one.
 A: No way! It's boring! Look at them – just floating along.
 B: It's nice. It's got tunnels and falls too. Look – you get splashed there.
 A: Yawn! Come on. Let's go on Dragon Kahn again.
 B: Can't we have a break? And there are no height restrictions on the boats either, so we can all go – your brother included.
 A: It's so annoying – why can't he be taller!!
 B: Erm, it's called biology! Now stop moaning. You'll spoil things.
 A: It's so unfair.
- You've got to come with us next time. It's so cool. Oh, oh there's this one ride, yeah, it's just amazing. You go in this car really high up and you get really nervous, you know, with anticipation 'cos it goes quite slowly and I was holding really tight and going 'This is gonna

be awful, I wanna get off' and we got to the top and it just falls – falls really steeply – like almost vertical – and I just screamed and screamed and then we came up again and suddenly I'm going 'Wow, this is fantastic!' and it has all these loops and twists and turns and you go upside down and everything. It's amazing!

- The company is applying for planning permission for a park with ten slides and four pools, so we're launching a campaign to stop it. There's already been a drought and this'll worsen the situation in the future. We understand the need for tourist attractions, but we want local government to investigate other sustainable alternatives, such as horse trekking and climbing. We've nothing against a park with slides – just not ones that'll put a further strain on water resources.
- I'm dreading some bits. I went on a rollercoaster once and just got really bruised because of all the twists and turns. Still, I'm going to go to the medieval show anyway. It includes jousting, where they wear armour and try to knock each other off their horses. That should be good. Then I might just walk around the grounds, which are supposed to be really pretty.
- A: Oh man! I think I'm gonna be sick!
 B: You shouldn't have eaten before.
 A: Well, it looked quite tame, but all that spinning around made me dizzy. One sec...
 B: I'll get you a tissue.

Step 4 In pairs students to look at the extracts in exercise D and complete with collocations. Students can check with the audioscript on page 165. Conduct brief feedback.

Answers

- | | |
|----------------|--------------|
| 1 strapped | 6 twists |
| 2 plunge | 7 permission |
| 3 restrictions | 8 launching |
| 4 tight | 9 strain |
| 5 steeply | 10 wear |

Step 5 Individually students look at the questions in exercise E and think about their own experience. Elicit examples of different strains that tourism could put on society or on the environment. For example, in conversation five, the water ride would use a lot of water and this could put an extra strain on the environment, especially in places where there isn't much water each year. Put them into small groups of four or five to discuss the questions. Monitor and take notes on their use of language for a correction slot at the end.

GRAMMAR The future

Aim

To revise and consolidate the different future forms.

Step 1 Get students to read the grammar explanation box and check understanding: When do we use the present

simple? (Timetables and dates.) When do we use the present continuous? (Fixed arrangements or plans.) When do we use *be going to*? (Intentions and predictions based on present evidence.) When do we use *will*? (Predictions based on opinion, decisions made at the moment of speaking.) When do we use *due / bound to*? (Something happening soon, high probability.) Students can compare in pairs or threes what they know / remember about the different meanings and the future forms. Monitor and note what problems they are having.

Step 2 In pairs students look at the sentences in A and correct them, justifying why. If necessary, students can check their answers with the audioscript on page 165. Check answers in open class. Check understanding: *might* = used when something is probable, *shall* = used for suggestions in the first person singular (*I*) and plural (*We*), *have got to* = used to mean a future obligation. Direct students to the grammar reference on page 139 if they still seem unsure.

Answers

- 1 we're introducing = fixed future plan or arrangement
- 2 due to = something happening soon (formal)
- 3 'll really set = prediction based on opinion
- 4 shall = suggestion
- 5 've got to = future obligation
- 6 'll worsen = prediction based on opinion
- 7 'm going to go = intention
- 8 am going to be = prediction based on evidence
- 9 'll get you = decision made at the moment of speaking

Step 3 Get students to read the explanation box and check they understand: when we make predictions in English, what forms can we use? (*will* or *be going to*). Can we use the present continuous? (No.) Tell them that we can use different future forms without changing the meaning, and usually there are two alternatives.

Step 4 In pairs or threes students look at the sentences in exercise C. Ask students to decide which one or two sentences are incorrect and why. Check in open class.

Answers

- 1 b is incorrect. a & c express predictions based on present evidence or situation. In addition, a (*will*) sounds more formal.
- 2 c is incorrect. a & b express future plans or decisions.
- 3 a & c are incorrect. b expresses a prediction based on present evidence, but is different from example 1 because it can clearly be seen.
- 4 c is incorrect. a & b express a suggestion or offer.
- 5 a & b are incorrect. c expresses a future obligation.
- 6 b is incorrect. a & c express a condition based on a real situation.

Step 5 Remind students that we prefer the present continuous when a decision has been made and that a plan is in place. Then students complete the text with the correct verb in the present continuous individually.

Step 6 In pairs or threes students compare answers. Then conduct feedback in open class.

Answers

- | | |
|------------------------------|-------------------|
| 1 I'm really looking forward | 4 are also hoping |
| 2 I'm thinking | 5 I'm expecting |
| 3 is already planning | 6 I'm dreading |

PRONUNCIATION Elision and linking

Aim

To raise awareness of elision and linking sounds.

Step 1 Tell students to look at the sentences and guess what words might go in the gaps first. Tell students to listen and write what they hear. Check answers in open class. (Underlined in audio below.)

2.3

... you get really nervous, you know, with anticipation 'cos it goes quite slowly and I was holding really tight and going 'This is gonna be awful, I wanna get off' ...

Step 2 Students read the explanation box. Tell students they are going to get more practice. Play each sentence and pause to get them to repeat.

Step 3 Students listen again and write the full form of the sentences. Get them to compare in pairs before checking in open class (answers in audioscript 2.4).

2.4

- 1 Have you ever been there?
- 2 I'm thinking of going there in the summer.
- 3 You should have seen him when he got off the ride.
- 4 I thought he was going to be sick!
- 5 I will take you because I'm going that way anyway.
- 6 I am going to leave now because I've got to finish some work.
- 7 Do you want to do that first or shall we leave it until later?

SPEAKING

Aim

To practise the language used in the unit.

Step 1 Allow students time to look through the different situations and plan what they want to say. (Tell them to choose three only if you are short on time.) Then ask students tell each other about their plans. Their partner should ask questions. Conduct brief feedback.



2B see Teacher's notes p. 120.

03 THINGS YOU NEED



UNIT OVERVIEW

The main aim of this unit is to enable students to **talk about wide range of objects** and to **describe what things are for**. They have practice in **explaining what went wrong**. The main grammatical focus is **so, if and to for describing purpose** and **indirect questions**. They have practice in **expressing useful things, problems with things and word families**.



Next class Make photocopies of 3A p. 132.



VOCABULARY Useful things

Aim

To lead in to the topic.

Step 1 Get students to look at the pictures in File 15 on page 160 and discuss the questions in pairs. Conduct brief feedback in open class.

Step 2 Ask students to close their books and put them in small groups. Ask them what things they remember from the photographs for each category without looking back at the pictures. You might like to give them a time limit, then stop them and get them to compare how many they got in each category with another group before checking in open class.

Answers

The office / study = Packing tape, blu-tac, drawing pin, a padlock, gaffer tape, safety pin
The kitchen = packing tape, safety pin, elasticated rope, a padlock, safety pin
Clothes = safety pin
DIY = packing tape, a padlock, gaffer tape, safety pin, caribiner
First Aid = safety pin

NATIVE SPEAKER ENGLISH *DIY*

Tell students to read the box and ask them if *DIY* is popular in their country. In English-speaking countries there are a lot of stores where people can buy things cheaply to make improvements to their houses.

Step 3 Put students in pairs, Student A looks at File 15 on page 160 and Student B closes their book, A then asks B the questions. Then they swap roles. Monitor and help out with vocabulary. Then check answers in open class.

Answers

Student A: *to tie things together* = a rope, a wire, a rubber band, string, *to put up a poster or notice* = sticky tape, *to wash and hang up your clothes to dry* = rope, wire (clothes) pegs; *if there's a crack in your roof and it's leaking* = a stepladder a (plastic) bowl a mop and bucket; *so you can mend a rip in your clothing* = needle and thread, pins (small basic kind for sewing).

Student B: *to keep papers together* = staples, a stapler, clips (paperclips and bulldog clips), *to put up a picture* = a hammer, a drill, a stepladder, a nail, a screw, wire; *to prevent something rubbing or to protect your body* = arm / elbow pads, cotton pad, a plaster / band-aid, a bandage; *if you knock over a cup and it smashes on the floor* = a cloth, a dustpan and brush, a mop and bucket; *so you can see better in the dark* = a torch.

GRAMMAR *so, if and to* for describing purpose

Aim

To introduce *so, if and to* for describing purpose.

Step 1 Put the following sentences on the board. Ask students what pattern comes after *to, so* and *if*. *To* = verb, *so* = a clause (sentence), *if* = a clause (sentence) that depends on the first part.

- 1 I need a safety pin *to mend a rip in my skirt*.
- 2 Can I have a paper clip *so I can keep these papers together*.
- 3 It's a thing you can put on the floor *if there's a lot of cables*.

Step 2 In pairs ask students to look back at the *Vocabulary* exercise and complete the sentences in A. Check answers.

Answers

1 to 2 so 3 if

Step 3 In pairs or three students look at the other items in B and think of a common and one less common purpose for each. Put them in larger groups to compare ideas. Compare as a class and ask students to decide on the best uses.

Suggested answers

- a thread: You use it to sew a rip in your clothes. If you can't remember something you could tie it round your finger.
- a nail: You use it to put up a picture. If the sole of your shoe is falling off, you could use it to repair it.
- a bandage: You use it to cover a cut or burn on your arm or leg. You could use it to tie a parcel.
- a lighter: you use it to light a cigarette, candle or gas oven. You could use it to burn a loose thread on your shirt.
- a bucket: You put water in it to clean the floor. You could use it as a seat for a young child.



3A see Teacher's notes p. 121.

DEVELOPING CONVERSATIONS

Explaining and checking

Aim

To develop speaking strategies for explaining what you say and checking what other people say.

Step 1 Tell students to listen to the two short conversations and decide which of the things in the photographs they are talking about. Check answers.

Answers

Conversation 1 = blu-tac Conversation 2 = caribiner

3.1

Conversation 1

- A: What's the name of that stuff you use to put posters up?
- B: Can you be a bit more specific?
- A: Yeah, sorry, I mean that stuff – it's a bit like chewing gum or something, but it doesn't actually feel that sticky.
- B: What? You mean blu-tac?
- A: Yeah! Is that what they call it?

Conversation 2

- C: It's, um ... what do you call those things climbers use. They're made of metal. They're like a hook.
- D: What? You mean the thing you use to connect yourself to the rope?

C: Yeah, they have a sort of springy gate thing. You see people using the small ones as key rings sometimes.

D: Yeah, yeah. I know exactly what you mean – I don't know! Do they have a special name – aren't they just clips?

Step 2 Get students to read the explanation box and help them notice the language pattern = to explain things we can use. *That stuff – it's a bit like...* + noun phrase, or *They have a sort of...* + noun phrase. To check you understand you can use: *What? You mean...* + noun phrase, *What? you mean the thing you use to...* + verb phrase.

Step 4 Ask students to look at exercise B and tell them to think of some things from the home or office that they don't know the name of. Tell them to use the target vocabulary to explain these items to their partner. Their partner then checks they understand by drawing the item. They then swap roles.

LISTENING

Aim

To develop listening for specific information.

Step 1 Tell students to listen to the conversation and answer the questions in A. Check in pairs then as a class.

Answers

- 1 a corkscrew
- 2 to open a bottle of Californian grape juice
- 3 a wooden spoon
- 4 a cloth, to wipe up the juice

3.2

- A: I brought you a present.
- B: Wine?
- A: No! I know you don't drink. No, it's Californian grape juice! I had some at a friend's the other day and it was really delicious.
- B: Really?
- A: Apparently, they have all sorts of varieties.
- B: Yeah? Well, thanks! Shall we have some now?
- A: Sure! Have you got a corkscrew?
- B: Ah, that's a point, actually. I'm not sure I have actually. Let me have a look. There's so much stuff in these drawers. Most of it's rubbish. I really should clear it out. Mmm. I don't think there's one here. Can't you use a knife?
- A: I don't think so.
- B: You need a stick or something to push it down. Would a pencil do?
- A: It wouldn't be strong enough.

B: What about a wooden spoon? You could use the handle.
 A: Yeah, that should do. Let's see... Oh no!!
 B: Oh, it's gone everywhere!
 A: Sorry! Have you got a cloth?
 B: Yeah. I think we need a mop and bucket as well.
 A: Sorry.
 B: Don't worry about it. These things happen. You might want to rub some salt into that shirt or it'll leave a stain.
 A: Really?
 B: Well, it works for other things.

Step 3 In pairs get students to complete the sentences from the conversation. Tell them it might be more than one word in each gap. Then play the recording again to check answers.

Answers

- | | |
|-----------------|------------------------|
| 1 Can't you | 5 You could use |
| 2 or something | 6 should |
| 3 do | 7 things happen |
| 4 strong enough | 8 it'll leave a stain. |

SPEAKING

Aim

To provide fluency practice on language used so far.

Step 1 Put students in small groups to discuss the questions. Monitor and take notes on their use of language for a correction slot at the end.

CONVERSATION PRACTICE

Aim

To practise asking for things and solving problems.

Step 1 Divide students into AB pairs. A looks at File 17 on page 161 and B at File 21 on page 162. Tell students that they are going to ask for different things and they have to solve different problems. Tell them to choose one problem in the pictures and then ask another student for a solution using the model provided. Tell them to continue their conversations until they find a good solution.



pp. 22–23

SPEAKING

Aim

To practice fluency.

Step 1 Tell students to look at the photographs and decide what things they can see that people might collect. [*Wine bottles, vintage hubcaps* = (cover for wheels on a car), *badges, toyshop, car reflectors, Russian dolls.*]

Step 2 Get students to think about the kind of people who collect these things and write down six questions they could ask them.

Suggested answers

When did you start collecting (wine bottles)?
 How and why did you start collecting them?
 How many do you have?
 Where do you keep them?
 What do your friends think about your collection?
 Do you have things from different countries or places?

Step 3 In pairs or threes tell them to ask and answer each other the questions they wrote. If they don't collect things, ask them to think of someone they know who does or imagine they collect one of the things in the photographs. Monitor and take notes on their use of target language for a correction slot at the end.

READING

Aim

To develop reading for specific information.

Step 1 Ask students to read the blog and answer the questions individually. Check answers in pairs then as a class.

Answers

- All kinds of things: vacuum cleaners, old doors, windows, records, newspapers, children's toys.
- There's a bit of Mr. Trebus in all of us. The writer also collects things that are no longer useful.
- Mr. Trebus: that they were useful, The writer: instructions and guarantees in case things break down, coins because they might be useful.
- Student's own opinion.

Step 3 In pairs or threes students correct the sentences about Mr. Trebus. Monitor and help out if necessary.

Answers

- His house became a *health* hazard.
- he was a veteran of the *Second World War*.
- he was a *tank* commander.
- The trauma of *what he lost when he left Poland* caused his obsession.
- He settled in *Britain* after the war.
- He sorted the junk into piles of *similar things*.
- He acquired *every record Elvis Presley had ever made*.
- The neighbours complained about infestations of *rats*.
- He resisted *eviction*.

Step 4 In a monolingual class, get students in pairs or small groups to translate the words in bold into their language. In a multilingual class, tell them to translate into their language, then with their books closed back into English.

Alternatively If you prefer not to use translation, ask students to write a different sentence using the words in bold.

VOCABULARY Word families

Aim

To introduce and practise word formation using suffixes.

Step 1 Write the following words on the board: *development, developmental, tidy, tidiness* and ask them which word is the noun and which one is the adjective. *Develop* + suffix *ment* forms the noun, *develop* + *-ment* + *-al* forms the adjective; *tidy* is the adjective and verb, *tidy* + *-ness* forms the noun (note: changing the *y* to an *i* forms the noun).

Step 2 In groups ask students to think of other words they know ending with the suffixes in the box. Ask them to answer the questions in A. Check answers in class.

Answers

Suffixes that do not form nouns = adjectives: *-al, -less, -ious, -y*; verbs: *-ise*.

Step 3 In pairs students complete the expressions with the nouns from the blog. Check answers as a class.

Answers

1 obsession	3 caution	5 intentions	7 meanness
2 eviction	4 fear	6 optimism	8 pessimism

Step 4 In small groups students discuss if the words in the box refer to Mr Trebus and / or the writer. Check understanding of *well-intentioned* = someone who tries to help but often makes things worse. Check answers as a class.

Answers

Obsessive = both, They keep and collect a lot of old and what most people think are not very useful things.
Well-intentioned = the writer has a number of batteries in his drawer he has been meaning to take to the recycling centre. Pessimistic = the writer has a number of instructions and guarantees for things in case they break down. Optimistic = Mr Trebus has resisted eviction. Cautious = both, they keep things because one day they might be useful. Mean = Mr Trebus is mean because the rats are annoying his neighbours and his wife.

Step 5 Tell students to read the question in exercise D and give them a couple of minutes to make notes. Then ask them to discuss in pairs / threes. Monitor and take notes on their use of target language for a correction slot at the end. Remind them to record this feedback in their notebooks.

SPEAKING

Aim

To develop fluency in responding to information.

Step 1 Tell students that when people respond to blogs they sometimes don't use their real identity but invent an alias, e.g. in the last blog the person's identity is *Greengoddess*. Individually students read the responses to the blog and decide which they like or agree with the most. Monitor and help out with any language. Then they compare in pairs.

Step 2 Tell students they are going to write their own comment to add to the blog. Give them time before writing to think about what they will say.

Step 3 In small groups tell them to read each other's comments and to say what they think of them.

Tip You could get students to put their comments on the wall and ask students to read them and make notes about their reactions.



pp. 24–25



Next class Make photocopies of 3B p. 133.



SPEAKING

Aim

To provide fluency practice and introduce the language they will be looking at in more detail in the unit.

Alternatively Omit this stage and go straight to *Listening*. Then use this speaking activity to consolidate the listening.

Step 1 Ask students to read the statements and then put them into small groups to discuss the questions. Conduct brief feedback.

LISTENING

Aim

To develop listening for general and specific information.

Step 1 Get students to read the questions in exercise A and then play the recording. Ask them to compare their answers in pairs. Check answers in open class.

Answers

- 1 a tie, it's not him (not his style)
- 2 not very successful because he doesn't have a receipt

Step 2 In pairs students read the statements and decide if they are true or false. Play the recording again to check.

Answers

- 1 F it was a birthday present
- 2 F it was bought a couple of weeks ago
- 3 T it's not very me

- 4 F
 5 F he doesn't have a clue (doesn't know)
 6 T try not to get upset, sir
 7 F it cost £90

3.3

S = sales assistant, C = Customer

- S: Who's next, please?
 C: Oh hello. I wonder if you can help me. I was given this tie for my birthday a couple of weeks ago and I believe it came from your store. I was wondering if I could possibly get a refund on it as it's ... well, it's just not very ME, if you know what I mean.
 S: OK. It was purchased two weeks ago, you say?
 C: Yes, that's right. Give or take a day or two.
 S: Right.
 C: But this is the first chance I've had to come in to the store. I was too busy working before.
 S: And do you still have the receipt for it?
 C: Um ... no, I don't, no. As I said, it was a present.
 S: So – without meaning to be rude – how can you be sure it actually came from us?
 C: Well, it was from my girlfriend and I did see her coming home the day before my birthday with a bag from your shop, and I did also see exactly the same ties for sale in your menswear department a minute ago, so I'm assuming it must have come from here.
 S: Well, to be honest, we can't really take it back without proof of purchase. Would you happen to know how your girlfriend paid for it? Do you know if it was by cheque or by credit card or ...?
 C: Look. I honestly haven't a clue. I obviously wasn't with her when she bought it, was I!
 S: OK. Please try not to get quite so upset, sir. I'm just trying to do my job here.
 C: No, I know. I'm sorry. It's just that ninety pounds is an awful lot of money for a tie – and it does seem a terrible shame if I'm never going to wear it.
 S: Indeed, but I'm afraid that under the circumstances, I'm not going to be able to offer any kind of refund or exchange. I suggest you go home and try to find a receipt of some sort. Perhaps your girlfriend kept it?

Step 3 In pairs ask students to discuss what they would do next if they were the customer. Play the recording to see if their ideas are talked about.

Step 4 Get students to read the questions in exercise D and think about them as they listen. Then they compare their answers in pairs before checking in open class.

Answers

- 1 & 3 student's own opinion
 2 Ending 1: resigned Ending 2: frustrated.

3.4

S = sales assistant, C = Customer (as above)

- C: But I know I won't be able to get hold of the receipt or any other proof she bought it here without letting

her know and she'd be so disappointed, she really would. She's had so many other problems recently – I really don't want to upset her. Please, is there really nothing you can do?

- S: I am sorry, sir. It's just that we're not actually legally obliged to accept returns of this kind at all, so there's really nothing else I can do to help.
 C: Oh well. I suppose I'll just have to force myself to wear the tie once in a while. Thanks for your help, anyway.

Ending 2

- C: Yes, but that would mean having to tell her I've been trying to get a refund on the stupid thing!
 S: That's not strictly our problem. I'm afraid, sir.
 C: No, of course not. It never is, this kind of thing, is it!
 S: I'm sorry you feel that way, sir, but I've done all I can for you.
 C: Well, it's just not good enough, is it! Do you think you could call the manager, please? I've had just about enough of this.
 S: I'm afraid the manager is out at the moment. Would you like me to give you her number?
 C: When do you expect her back?
 S: It could be any time today.
 C: Oh, that's just marvellous, that is!
 S: I should tell you, though, that she'd probably tell you exactly what I've just told you. No proof of purchase, no refund.
 C: Great! Well, thanks a lot for your help! That's the last time I ever come here! I'll take my business elsewhere in future.

LANGUAGE PATTERNS

Aim

To draw students' attention to patterns using *without*.

Step 1 Ask students to read the examples in the box. Draw their attention to *without + verb + -ing* as a way of being polite and *went without* = live without something you need.

Step 2 Ask students to translate the sentences into their own language. In monolingual classes ask students to compare their translation. In multilingual classes ask students to work in pairs and tell each other if the sentences were easy to translate and / or if *without* in all the sentences can be replaced with one word direct translation.

Step 3 Ask students to cover their English translations and translate the sentences back into English. Then ask them to compare their translations in pairs against the book and discuss who had the least mistakes. What mistakes did they make? Why? Alternatively, if you prefer not to use translation ask students to notice the patterns. You could ask students for example sentences and write these on the board. If the sentences are wrong, ask students to correct them or correct them yourself.

GRAMMAR Indirect questions

Aim

To revise ways of asking indirect questions.

Step 1 Ask students to read the grammar explanation box. Remind them that in direct questions we need an auxiliary verb or *to be* and the word order = question word + auxiliary + subject + verb. And that in indirect questions the word order is the same as normal sentences = subject + verb + object.

Answers

How did your girlfriend pay for it?
Was it by cheque or credit card?

Step 2 Individually ask students to rewrite the direct questions in exercise B as indirect questions. Monitor and help out as necessary. Check in pairs, then in open class.

Answers

- Do you happen to know how long the guarantee lasts?
- Do you know where the toilets are?
- Excuse me. Do you know if you sell wire?
- Hello. I was wondering if I could speak to the manager?
- Would you happen to know when the sofa will be delivered?
- Sorry to bother you, but do you think you could bring me the next size up?

Step 3 In pairs students match the responses to the questions in exercise C. Monitor and help out with any problems. Then play the recording to check the answers.

Answers

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

3.5

- A: Do you happen to know how long the guarantee lasts?
B: I'm not sure, actually, but it's usually at least a year.
- A: Sorry. Do you know where the toilets are?
B: If you go up the stairs, the Ladies' is on your left.
- A: Excuse me. Do you know if you sell wire?
B: Yes. There should be some in the hardware department on the second floor.
- A: Hello. I was wondering if I could speak to the manager?
B: Certainly. I'll put you through now.
- A: Would you happen to know when the sofa will be delivered?
B: It says on the computer it should go out tomorrow.
- A: Sorry to bother you, but do you think you could bring me the next size up?
B: Of course. I'll just grab you one from the racks.

Step 4 Tell students that we use indirect questions to sound more polite and that it is important to use the correct pronunciation. Play the recording and get students to repeat the questions. Then in pairs ask them to practise asking and answering the questions. Direct students to the grammar reference on page 141 if they still seem unsure.



3B see Teacher's notes p. 121.

VOCABULARY Problems with things

Aim

To introduce and practise vocabulary related to having problems with things.

Step 1 Individually ask students to complete sentences 1–5 using the words in the vocabulary box. Then they compare in pairs before checking in open class.

Answers

1 screen 2 part 3 flash 4 outfit 5 strap

Step 2 Get students to read the words in the second vocabulary box and check *it jumps* = when a CD or DVD is scratched and the reader moves quickly over the track.

Step 3 Individually students complete the sentences using the words in the vocabulary box. Then they compare in pairs before checking in open class.

Answers

6 funny 7 allergic 8 ripped 9 scratched 10 cracked

Step 4 Put students in pairs / threes to look at the pictures and match them to the problems listed and discuss if they have ever had these problems.

Answers

1 picture 4	5 picture 3	9 picture 1
2 picture 9	6 picture 10	10 picture 7
3 picture 5	7 picture 8	
4 picture 6	8 picture 2	

SPEAKING

Aim

To provide fluency practice of returning things.

Step 1 Tell students they are going to role-play some conversations between the shop assistant and the different customers in the picture. Ask them to look at the audioscript on page 166 to underline any expression they want to use. Then, in pairs students take turns to have the conversations. Monitor and take notes on the uses of the target language for a correction slot at the end.