

pre-intermediate

real life



RESOURCE BOOK



Make your mark!

SARAH CUNNINGHAM PETER MOOR

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 Student 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 Pre-Intermediate*, students should have reached level A2 and covered some aspects of level B1. 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 Pre-Intermediate*, the statements for **level A2** look like this in the *Language Passport*.

Level A2

Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Reading	I can read very short, simple texts. I can find specific predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short, simple letters.
Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short exchanges, even though I can't usually understand enough to keep the conversation going myself.
Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

For a comparison with the statements for level B2, go to the CEF section of the Pearson website and select *Language Portfolio self-assessment grids*: www.pearsonlongman.com/ae/cef/CEF.htm

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: *I can generally identify the topic of discussion around me when people speak slowly and clearly.*

As you work through *Real Life Pre-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. 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 Pre-Intermediate* over the past month and relate what they have done to the statements you have written on the board. In their groups they then provide examples of what they can do and when they did it in the *Students' 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 next set of 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 listening 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

Teaching pair and group work

Some teachers avoid using pair and group work in their classes because they find it too disruptive and time-consuming. Are you one of those teachers? In this section you'll find out how you can successfully set up and manage pair and group work with your students.

The key to successful pair and group work is Classroom Management. This includes forward planning as well as management in the classroom.

Forward planning

Here are a few tips which you can also use as a checklist:

Look through the lesson at least an hour before you are going to teach it. Using the Students' Book and the Teacher's Handbook to help you, identify:

- when you are going to pair/group students *
- the kind(s) of groupings you want (pairs, threes, fours, etc.)
- how you are going to group them (with students nearby or far away)
- who you are going to have in the different pairs/groups (including mixed gender groupings)
- how long the groupings are going to last (one activity or for the whole lesson).

It's much easier, and much more effective, to plan all this ahead of time. Why? Because you want the lesson to run smoothly, you want students to feel confident in your management skills and you want and need a variety of pairings and groupings to maintain and stimulate students' interest and motivation. It's boring for students if they work with the same people all the time and boredom can lead to frustration and disruption.

However good a teacher you are, you can't possibly make all these decisions on your feet in the classroom. You need to make them quietly, somewhere you are not distracted and when your attention isn't somewhere else.

Remember: Write your decisions about groupings and pairings in your lesson planning notebook. Use abbreviations, codes, student's first names; whatever you want. The important thing is that it makes sense to you. Then in the lesson you can glance at your notes and know immediately what you decided and what you are going to do.

* Of course for quick checks, for example comparing answers to true/false statements on a reading text, students can work with the person sitting next to, in front or behind them. You don't need to forward plan for these activities.

Management of pair and group work in the classroom

This involves several stages: setting up the pairs and groups, giving instructions, monitoring, stopping the pair and group work, feedback. You will sometimes find it helpful to make notes about some of these points in your lesson planning notebook, for example the instructions you are going to give, or the answers for the feedback.

a) Setting up the pairs and groups

So, you've decided ahead of time how you want the students to be grouped. In the lesson, make sure they are all listening before you tell them where to move to and/or who they are going to work with. Keep your instructions clear and don't let the students start moving – or speaking – until you have finished speaking. Don't give them instructions for the activity yet!

If students seem confused about what to do, get everyone to sit down and be quiet and give them the instructions about groupings or pairings again. If the groupings/pairings are quite complicated or movement of furniture is involved, divide the class up so they don't do it all at once.

b) Giving instructions

Check that everyone is paired/grouped as you wanted, is quiet and is listening before you give the instructions for the activity. Give the instructions in clear, simple English. Before students begin the activity ask them to repeat back to you what they are going to do. At this level, let them do this in L1 or a mix of L1 and English. You can also write the instructions on the board, on a poster or give each group/pair a set of written instructions if they are not in the *Students' Book*.

If you realise, soon after the activity has started, that students have misunderstood what they have to do, quickly stop the activity. When everyone is quiet and listening, give the instructions again, and check understanding.

c) Monitoring

The purpose of monitoring is for you to find out if students are doing the activity as they should be and if they need any help. Try not to interfere too much. Listen, provide supportive comments and then move on to another pair/group. Sometimes students are put off by the teacher coming over to listen to them! So, don't be too intrusive.

Monitoring is a good way for you to check what kind of feedback or checking you'll need to do next. If you notice that all the pairs/groups have found all the correct answers, then you may decide to miss the feedback/checking stage altogether. If you notice that all the students are having problems with the same few answers then you'll know you need to focus in particular on these ones in the feedback.

d) Stopping the pair and group work

Establish a signal your students recognise for finishing group/pair activities. Some teachers clap their hands, some say, 'OK, right'. Decide what suits you and get your students used to that. Shouting over their noise is not the best way!

e) Feedback

When students are quiet and listening, start the checking or feedback if you have decided it is necessary.

Feedback means checking their answers, or eliciting their opinions or views on what they have discussed. Try to involve the students as much as possible, for example, ask one student for an answer and ask the rest of the class if it's correct or not. And try to involve as many students as possible, not just the noisy ones! If the answers you are checking are quite long and complicated, then write them on a poster or on the board before the lesson. This can save you a lot of time.

Evaluation and Assessment

Evaluating and assessing Reading and Listening

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 coursebook 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, one of the statements from the European Language Portfolio (ELP) for Listening at A2 is:

I can generally identify the topic of discussion around me when people speak slowly and clearly.

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

Listening and Reading sub-skills

The statements for Listening and Reading in the CEFR provide a good starting point for assessment. We need to make sure 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 sub-skills to assess and how to assess them. Again the statements in the CEFR for Listening and Reading at A2 can help us. They focus on different sub-skills, for example the one above focuses on *listening for gist*. He or she is successful if he/she *can generally identify the topic of the discussion*. The student does not need to understand every word.

Have a look at these statements taken from the CEFR for Reading and Listening. Can you identify the sub-skills? You'll find the answers in the next section.

Reading:

Can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.

Listening:

Can catch the main point in short, clear simple messages and announcements.

The time to assess our students is after we have taught them a particular sub-skill, or after we have extended their competence in that area.

Assessment tasks

You can also use the CEFR statements to help you devise your own tasks for assessing listening and speaking. Take the two statements above as examples.

Reading: (Scanning)

Can find the most important information on leisure time activities, exhibitions etc. in information leaflets.

Text: The text needs to be an information leaflet (real or created).

Task: The task needs to be to find the most important information i.e. opening times, phone numbers, cost, address.

Answers: Student answers only need to include the essential information, e.g. a phone number. Students don't need to write sentences.

Marking: When we are marking their answers, we only need to look for this essential information.

Remember: Sometimes we can get students to write short answers, at other times they might tick boxes or mark sentences true or false. It depends on what sub-skill we are assessing. And of course we should only assess one sub-skill at one time.

Listening: (Gist)

Can catch the main point in short, clear simple messages and announcements.

Text: The listening text needs to be a short, clear, simple message or announcement (real or created).

Task: The task needs to be to find the main point, e.g. the platform for a train, what time the speaker wants to meet his/her friend, the name of the film the speaker wants to see.

Answers: Student answers only need to include the essential information, e.g. the meeting time, the name of the film. Students don't need to write sentences.

Marking: When we are marking their answers, we only need to look for this essential information and, most of the time, we should ignore spelling. If, for example, the name of the film is recognisable, but the student has missed a letter out, then we should mark the answer as correct. In terms of the task they have been successful. Remember: When assessing listening it is usually better to have tasks which don't require students to do any extensive writing, so true/false, ticking boxes tasks are best. It depends on what sub-skill we are assessing. And of course we should only assess one sub-skill at one time.

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 support from 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.

Grammar

Teaching Grammar with *Real Life*

The *Grammar Focus* sections in *Real Life Pre-Intermediate* are designed to make students think a little more about the grammar that they are learning. Thinking is good for them and will make them better learners.

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 presenting Grammar is a little different in *Real Life*.

How is Grammar presented in *Real Life Pre-Intermediate*?

The grammar is presented in Grammar Focus sections like this:

- Focus exercises: first the students do exercises to activate their knowledge of the grammar and to give a context for the language. This exercise links back to the reading text.
- *Grammar2know*: next the students are given the rules with examples from the reading text to help make the meanings clear.
- Grammar practice exercise: then the students complete one or more grammar practice exercises.

In this approach, students have to do some work for themselves at each stage of the process. For pre-intermediate students, the first, Focus stage is particularly important because students may have studied some of the grammar before and this approach helps them build on their previous learning.

Here is the *Grammar Focus* from page 45 of *Real Life Pre-Intermediate Students' Book*.

Grammar Focus

Obligation and permission in the present

6a Read Part 2 of the text and underline the rules about these things.

parents phoning camp	using mobile phones
wearing camp uniform	wearing make-up
watching TV if students behave well	working on Sunday

b Now mark the underlined rules:

1 = it's necessary to do this

2 = it isn't necessary to do this

3 = it's permitted

4 = it's not permitted.

Look at Exercise 6a. It does a number of things:

It tells students to look for the grammar in context (in a familiar text).

It checks that students understand what they have already read/heard in the text.

It checks that they understand what words like *permission* and *obligation* mean.

It helps them become a little more independent because they have to find the information for themselves.

It helps them get used to talking and thinking about grammar in English.

Exercise 6b makes students think about differences in meaning. In addition, the four options are in English not in their mother tongue. There are very important reasons for this section being in English. Can you think what they are? *

* **a)** Grammar is not the same in every language. This means it's often not possible to make direct translations; **b)** If students are to improve their English, they need to learn to use English for all aspects of their learning; **c)** English needs to be used as much as possible in the classroom.

Of course you can ask students to explain the different meanings in their mother tongue if you feel you need to check that they really do understand. But you should only do this after they have all finished the exercise.

Remember: Encourage students to explain to you and to give you examples, don't explain to them. If you explain to them, you don't know if they really understand!

Every *Grammar Focus* section contains a *Grammar2know*. Have a look at the *Grammar2know* section on page 45 of *Real Life Pre-Intermediate Students' Book*.

What do students have to do? Why is this useful?

Students have to find or provide different examples and write them in their Student Books. This means we can check if they understand the grammar or not and if they understand the reading text. If they provide correct examples, then we know they have an understanding of the grammar, in this example the differences between *permission* and *obligation*. If their examples aren't correct, then we know that we need to spend more time on the Focus exercises and on the *Grammar2know* and that we have to elicit other examples from the text and from their own experience.

Remember: Getting students to give or find examples is always better than asking them, 'Do you understand?' Students usually say 'yes' when we ask them this question and it doesn't mean they understand at all!

Students sometimes aren't motivated to take control of their learning and often want you, the teacher, to do all the work. The approach to teaching grammar in *Real Life Pre-Intermediate* may be different for them. At first, they may not understand the reason for the Focus exercises and the *Grammar2know* and may want you to explain the grammar. So be patient but be firm. Your students will soon get used to this approach and you and they will quickly see the benefits.

Learner Training

Strategies and management systems

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.

The two aspects of learner training you are going to read about in this workshop are:

Strategy Training

Training Learners in Management Systems

Strategy training

You will have noticed that there are *Strategy Boxes* at the end of the *Real Life Pre-Intermediate Students' Book* (in the fold-out section of the back cover). These include strategies for Exam Skills and for General Skills too. You have probably already made use of these with your students in the classroom.

What are the *Strategy Boxes* for?

The purpose of these *Strategy Boxes* is to make explicit to learners the strategies they can adopt for certain tasks and for certain language skills in the classroom and when doing examinations. We cannot assume that learners apply these strategies in other subjects, for example history or literature, or that they can transfer them to what they are doing in English. We, therefore, need to make these strategies explicit to learners so that they learn to apply them consciously. After a while, students get used to applying the strategies and they begin to apply them sub-consciously. This is what we want.

How should I use the *Strategy Boxes* in class?

The first time you direct students to one of the *Strategy Boxes*, you should read the bullet points through with the class and get students to apply them in the task. For example, before a True/False listening activity, students read the *Listening True/False Strategy Box* and then systematically follow the advice in the bullet points. When you do another True/False listening activity with students, perhaps a week later, try eliciting the strategies from students before they look at the box. As they become more familiar with the approach, encourage the students to tell you and the class about other strategies they use which have worked for them, or about bullet-pointed ones which haven't worked and why.

You don't have to restrict your strategy training to the areas covered in the *Strategy Boxes*. Take every opportunity to get students to reflect on strategies they used in a particular task, after they have done it of course. They can think about what they did and how successful it was. For example, have a look at *Real Life Pre-Intermediate Students' Book* page 41, exercise 4. After students have done this matching task, you can ask them to think about and tell you how they did it, i.e. what strategies they used. Did they look for words they knew first? Did they eliminate matches they knew were wrong? What did they do?

Encourage your students to develop their own, individual *Strategy Boxes* for areas not covered in the *Strategy Boxes* in *Real Life Pre-Intermediate*, and for aspects of learning which they find particularly challenging.

By making these strategies explicit, you help your students become more aware of what works for them and you also help students find out about other ways (than the ones they are used to) of doing things. An additional benefit, of course, is that your students are talking about these processes, strategies and approaches in English.

These strategies are not only useful for the classroom. They are particularly important for success in examinations.

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, for example, keep vocabulary notebooks, keep their Learner Portfolios up-to-date and organise their own revision for tests and examinations. 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 record vocabulary in the same way. Some learners may want to keep alphabetical lists, others may want to store it lesson by lesson, others may want to use a topic-based storage system and so on.

Here's one way you can help your learners develop their own management systems:

- Discuss with them, for example, the different ways they can store vocabulary or revise for tests.
- Elicit feedback from students in the class as to what they actually do and how/why it works.
- Encourage students to try out different systems and report back to the class on whether they worked for them or not.

Managing learning these days is certainly more complicated than it was when learners only had a coursebook 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.

Learning and Culture

Making use of *Culture2know*

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.

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.

All the Units in *Real Life Pre-Intermediate* have cultural content. Have a look at *Real Life Pre-Intermediate Students' Book* Unit 6.

In this Unit students learn about:

Society's attitudes to teenage behaviour in other cultures

Teens and their parents

Society and the Law

and have opportunities to:

- Talk about their own experiences
- Learn about the experiences of teens in other countries
- Learn new language which is related to culture
- Learn about things which happen in a culture outside their own

Culture2know

You will notice that there are *Culture2know* sections in the Teacher's Handbook for every lesson of *Real Life Pre-Intermediate*. These notes give you up-to-date cultural information which relates directly to the section of the unit. The notes contain things that your students may be very interested to learn about.

Here is an example from Unit 1:

Culture2know

Teenage language is constantly evolving and changing. Texting and the internet mean that new words are emerging all the time and these quickly become part of the language that teenagers use. Some words have very different meanings in teenage slang from their meanings in standard English. For example: *wicked* (excellent), e.g. *That film was wicked*; *fit* or *lush* (good looking – for males and females), e.g. *He's really fit*; *Keep it real* (be serious).

Sometimes the information is about what people do or about customs and sometimes it is about language.

The information in the *Culture2know* sections is aimed at you, the teacher. It's up to you to decide if you want to pass some of it on to the students and, if you do, what to pass on and how you're going to do it. If you find something that you know will interest your students, think about:

When to give them the information, for example:

At the beginning of the lesson

Before the relevant reading/listening

At the end of the lesson

How to give them the information, for example:

By creating a simple group or class quiz of the information

By creating a gap fill for students to complete

By writing questions and answers of the information for students to match in groups or to do as a class mingling activity

By writing the words (e.g. *wicked*) on some pieces of paper and definitions on others for students to try and match

Once students have the cultural information, then they will probably want to discuss it in the classroom. That is the idea! They will want to share ideas and give their opinions. They might want to do this in L1. That's OK if it's a brief discussion. And encourage them to find out more if they want to, by asking friends or by using the internet.

Students and culture

By promoting this cross-cultural and inter-cultural approach in the classroom, you will find that students bring their questions about aspects of culture to the classroom. This is something to be welcomed but don't feel you should be able to give them all the answers. There will certainly be times when you can't answer their questions because you just don't know. When you can answer their questions, it's often better to do so in the following or subsequent lesson. Give yourself time to prepare your response, to find out more if you need to and to decide how to give the information to the students. When you can't answer their questions, then you can either try and find out by asking fellow teachers or looking on the internet or get the students to find out by doing the same.

Students often spontaneously bring cultural information to the classroom. They want to tell us and/or the class what they have found out about, for example foods and mealtimes, teen networking sites and so on. If this is something many of your students are keen to do, you can channel their energies into giving regular presentations to their classmates or even to the production of a class newsletter.

Listening

Teaching different listening sub-skills

The listening activities in *Real Life Pre-Intermediate* are staged and sequenced to help students develop their abilities to listen in different ways. This is equally important for their success in using English in everyday life as it is for the success in examinations. These different aspects of listening are called listening sub-skills.

There are three main sub-skills of listening:

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

Prediction

Prediction is like guessing. It means that before students listen, they make predictions about what they going to hear. In *Real Life Pre-Intermediate* you will see that different activities are used to help students make predictions about a listening; for example discussion questions, pictures, vocabulary items. As they do these activities, students focus on the general topic of the listening before they actually listen.

Why is this stage important?

It's important because it means that students have already started to think about the topic, have already started to 'activate' the vocabulary they know and so they are more able to make sense of the listening.

This doesn't happen in 'real life'.

You're right, most of the time it doesn't. However, your students are learning English and they are at a *pre-intermediate* level. We therefore need to support them in their learning and this means we need to teach them how to listen. As they become more proficient at English, they will be able to access listening materials with the need for fewer and fewer predictive activities. But not yet!

But this doesn't happen in examinations.

Some examinations have a picture and most have an introduction to the listening part of the examination. Once your students get used to doing the prediction activities in *Real Life* and realise how helpful they are, they will transfer these skills to the examination. They can use the picture and/or the introductory text as a way into the topic and as a preparation for the listening. If the questions students have to answer about the listening are printed on the examination paper, they can use these for prediction too.

Prediction is also a sub-skill of reading.

Listening for gist or for general information

Listening for gist means listening for the general idea or for general information. When we are teaching students to become better listeners, we give them a task to listen for gist before they do a task to listen for more specific or detailed information. Once they have an idea of what the text is about, it's much easier for them to listen in more depth.

Sometimes the prediction activities we give students become the gist listening tasks, for example *Real Life Pre-Intermediate* page 70, activity 1.

Students predict what gadgets the speakers are going to talk about, and then listen to check their predictions. At other times, the gist listening task is separate, for example *Real Life Pre-Intermediate* page 46, activity 3. Here there is a completely separate gist task.

Remember: Never play students a listening text without doing a prediction activity and/or setting a gist task beforehand. If you do, you're not teaching listening but testing memory. Not the same thing at all!

Listening for specific information

Different task-types can be used to teach students to listen in more depth, for specific information. The ones used in *Real Life Pre-Intermediate* are listed in the Strategy Section at the back of the *Real Life Pre-Intermediate Students' Book*. These are:

True/False

Multiple-choice

Gap fill

Matching

Answering questions

These are also the most common task-types used in examinations to test listening for specific information.

Students will have already listened to the text once (sometimes twice) for the prediction and gist stages. Set the specific information task. Give students time to read it through thoroughly and check they understand the vocabulary and that they understand what they have to do. Because they have already listened to the CD for the gist task, they will sometimes be able to make predictions about the answers. This is a good sign. But don't give any clues about the answers. Let students wait and listen for themselves. The number of times you play the CD will depend on the tasks and on your students. You will need to play it twice more, perhaps even three times: once for them to listen for the answers to the specific information task; again for them to confirm their answers; possibly a third time during feedback.

Remember: Play the complete listening text for both the gist and specific information tasks. Don't stop the CD at different points. Students need to learn to manage their listening of a whole text.

Managing Learners

Teaching for different learning styles

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.

Learning styles

People talk of three learning styles: visual (learning through seeing), auditory (learning through listening), kinaesthetic (learning through touch and movement). These three styles are often complementary, though for many learners one style or a combination of two is often preferred over another.

Activities which particularly suit auditory and visual learners are common in most text books and classrooms, for example listening activities, colourful photos and text in the text book, interactive activities, reading. You will find many of these types of activities in *Real Life Pre-Intermediate*. You will also find activities which are suited to kinaesthetic learners, for example card games, mingling activities and matching activities in the *Photocopiable Resources*.

You should make sure you include at least one kinaesthetic activity in every lesson for teenage students. It can be a quick matching game or even a stand up and stretch activity to wake them up in the middle of the lesson. Kinaesthetic activities provide an outlet for students' physical energy, act as a change of pace and also, perhaps most importantly, provide learning opportunities for the kinaesthetic learners in the class.

Multiple intelligences

People used to talk about *Intelligence* in the singular. Now we all realise that there are many different ways of being 'intelligent' and so we talk about *intelligences*. For example, an artist has one particular kind of intelligence, a scientist has another kind of intelligence. One intelligence is not better than another, they are just different.

Have a go at this quiz to find out about your intelligences. Tick the ones that apply to you.

- When I'm learning
- a) I don't like sitting still for too long.
 - b) I like doing puzzles and strategy games.
 - c) I can often see visual images when I close my eyes.
 - d) I like doing word puzzles.
 - e) I like learning through songs and music.
 - f) I keep a personal diary.
 - g) I like working with other people.

The general view is that there are at least seven different intelligences, as in the quiz above. These are:

- kinaesthetic (a),
- logical mathematical (b),
- visual (c),
- linguistic (d),

musical (e),

intrapersonal (good at expressing feelings, for example song writers) (f),

interpersonal (good with people, for example teachers, tour guides) (g).

Nobody has just one or two intelligences. Everyone has a combination of all these intelligences. Some of these intelligences will be stronger than others (i.e. we will perform better in those areas) and some may not be so strong (i.e. we will not be so good in those areas). However, it's possible to develop intelligences and so we should always make sure that we involve all the learners in the class in a variety of activity types.

Managing learners in the classroom

What should I do when planning my lessons?

Take account of the fact that there is a mix of learning styles and intelligences in the classroom.

Get into the habit of looking through the activities in the lesson to make sure there is a good variety for the different kinds of learners you have. If there isn't, then you should introduce one or perhaps two additional short activities or change activities slightly to take account of, for example, kinaesthetic learners or visual learners. Sometimes the change can be something really simple like getting students to mime an answer rather than say it.

Think about how you are going to form the groups and pairs for the different activities.

- Sometimes it's better to form groups or pairs of learners with different, complementary intelligence strengths, for example when they are preparing a presentation for the class.
- At other times it might be better to have learners who share the same intelligence strengths working together, for example in grammar exercises.
- But, don't forget, there are intelligence and personality groupings that don't work and that are likely to cause friction in the group itself and in the classroom. So, it's always better to have given thought to this aspect of management *before* the lesson.

What should I do in the classroom?

Monitor how your planned student groupings and pairings work. You'll be surprised that they might work well one day and not the next. So, be prepared to change groupings in the lesson, for example by moving a student to another group if you see there is a problem.

Encourage learners to try their best at different activities. Don't accept the comment 'I find listening really difficult' or 'I can't remember what's in the picture'. Pair them with a student who finds the activity easier and give them a chance to learn from each other.

Why not try giving your learners a multiple intelligence quiz like the one above, so that they can find out about their intelligences. It can be very helpful for learner training and it's fun too.

Pronunciation

Teaching sentence stress and intonation

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.

Sentence stress

Sentence stress is important in English as it shows the listener which the important word(s) in an utterance * is/are. Normally the main stress falls at the end of an utterance. Look at these examples:

'What's your name?'

'Sleep is really important.'

'Is Ed still angry with his parents?'

In each case the word which normally has the most emphasis is at the end of the utterance: *name, important, parents*.

Here is another utterance. Something different happens here.

'Is an answering machine a gadget or an appliance?'

The main stress falls on two words, *gadget* and *appliance*. This is common for utterances where alternatives are given.

* We normally use the word *utterance* when we talk about speaking and listening and *sentence* when we talk about reading and writing.

Rising and falling tones

The direction of the voice, called the tone, during and at the end of an utterance is important too. It shows the listener the difference between a question and a statement and can also indicate the speaker's emotion and attitude.

Look at the four utterances again. What is the tone pattern in each one?

'What's your name?'

'Sleep is really important.'

'Is Ed still angry with his parents?'

'Is an answering machine a gadget or an appliance?'

'*What's your name?*' This starts high at the beginning of the utterance and drops towards the end.

'*Sleep is really important.*' This starts quite flat and starts to rise on *really*, reaching a peak in the middle of *important* and then dropping quite sharply.

'*Is Ed still angry with his parents?*' This starts low, reaches a high point just before the end of the utterance and then falls quite sharply at the end. However, it has much more movement than the other two, with up and down movements on some of the words.

'Is an answering machine a gadget or an appliance?' This starts low, reaches a high point on the word *gadget* and then drops away smoothly over the last three words.

In the classroom

Students need to be able to hear and identify aspects of pronunciation before they can be expected to reproduce them themselves. Importantly, all the *Words2know* and *Phrases2know* sections are recorded to give students plenty of opportunities to hear the words and phrases before they use them themselves. Always make the students repeat the words and phrases several times after they hear them.

Many of the reading texts in *Real Life* are recorded too. After students have listened to the whole text for gist, try getting them to listen closely to how particular words and phrases are said on the CD.

The *Active Study* sections in every other unit always include at least one pronunciation exercise. These exercises focus on a particular aspect of pronunciation each time, for example the number of syllables in a word, which part of a word is stressed, words with the same letter but a different sound, e.g. *foreign/local*). Students listen to the words on the CD and complete the exercise. Play the CD several times if necessary to give students plenty of listening practice. Sometimes they need to 'tune in' and this takes a little time. When you check the answers with your class, always get the students to say the answers out loud to give them practice with producing the sounds themselves.

Here are some more suggestions for pronunciation practice in class:

You can play short extracts from the CD and get students to identify where the stress falls in an utterance or what the tonal pattern is. They can mark them on the utterance in their *Students' Books*, their notebooks or on the board.

You can get them to clap the rhythm of an utterance, clapping more loudly for the word which is stressed the most.

You can get them to show the direction of the tone in an utterance with their hands.

You can say an utterance for them to identify where the main stress falls and/or what the tonal pattern is. Then they can try and repeat it.

Once students can identify the tonal pattern and hear where the sentence stress falls, they should be able to reproduce them themselves. However, students may not be able to do it correctly the first time, so be patient.

Reading

Teaching different reading sub-skills

The reading activities in *Real Life Pre-Intermediate* are staged and sequenced to help students develop their abilities to become more effective readers. This is equally important for their success in using English in everyday life as it is for the success in examinations. These different aspects of reading are called reading strategies or sub-skills.

What are the different reading strategies students learn about in *Real Life Pre-Intermediate*?

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

What is reading for gist (skimming)?

Reading for gist means reading a text or part of a text quickly to find the general or main idea. This process is called skimming. For example we quickly skim an article in a newspaper or magazine to see whether it looks interesting enough to read in detail. As we skim something, we pick out words here and there, at random, and this gives us an overall idea of what the text is about. We have to train students to skim read and this means giving them a clear pre-reading task and making sure they only have limited time to look over the text. If they take too long, or we give them too long, then they don't skim read, they read in detail. This will be a problem for them in examinations.

What is reading for specific information (scanning)?

Scanning is reading something quickly in order to find a specific piece or specific pieces of information. For example we quickly scan a catalogue to find the price of the item we are looking for. As we scan something, we search out the words/information we are looking for and ignore the rest. We also have to train students to scan read and this means giving them a clear pre-reading task and making sure they only have limited time to find the information in the text. If they take too long, or we give them too long, then they don't scan read, they read in detail. This will also be a problem for them in examinations.

Remember: It is the pre-reading tasks that decide whether students skim or scan a text, not the text itself. So students can scan a newspaper article and skim a catalogue!

What is predicting?

Predicting is like guessing. It means students make guesses about what they're going to find in the text before they read it. This is particularly useful in examinations. General prediction activities for reading are similar to those students do before listening: for example discussion questions, pictures, vocabulary items.

However, with reading students can also make predictions by looking at the way the text is presented. This is a very important skill for students to develop. Have a look at *Real Life Pre-Intermediate* page 90. There are three notices on the page. Just by looking at the layout (the way the text is organised and presented), the typeface used (big and bold with lots of exclamation marks) and the use of a header or title, students will be able

to predict before they read them that these are notices or advertisements. This means they have some idea about what they are going to read about before they actually read.

Think about the typical features of layout and typeface in the following text-types:

- Informal letters
- Postcards
- Emails
- Text messages
- Web pages
- Invitations

When you find one of these in the *Students' Book* or *Workbook*, encourage students to predict the type of text from the layout and typeface. Get them into the habit of doing it every time they read.

Predicting is a sub-skill of listening too.

What is guessing meaning from context?

Students apply a range of skills and strategies to try and guess or work out the meanings of unknown words from context. This is a very important skill for examinations and a very useful one for students' everyday lives. We all come across words we don't know from time to time. Instead of reaching for a dictionary (not always possible), or panicking (this doesn't help), students can learn how to use the words around the unknown word, the structure of the word itself and the context of topic to make a guess as to the meaning.

Teach them to be systematic in their approach by, for example:

- underlining the unknown word;
- identifying any familiar suffixes (-ly/-er) or prefixes (un-) in the word which might give clues to its meaning and/or part of speech;
- identifying the root of the word (unHAPPily) which might give clues to its meaning;
- looking at the words around the unknown word to find more information about the word itself.

Speaking

Teaching and correcting controlled speaking

Students at *pre-intermediate* level are often shy or reluctant to speak in class. This is because they do not feel they have enough language to express themselves and are often nervous speaking out in class. They also sometimes have trouble thinking of something to say. So, it's important that we give students structure and support in the form of controlled speaking activities. We shouldn't expect students at this level to take part in free (spontaneous and unprepared) discussion or presentation activities.

Remember: 'speaking' is divided into two areas: spoken interaction and spoken production. Students at *pre-intermediate* level will generally do more spoken interaction activities than spoken production activities.

Speaking in class

The speaking that students do in *Real Life Pre-Intermediate Students' Book* speaking activities is only a small part of the speaking that they do in class on a regular basis. Here are a few examples of typical non-coursebook speaking opportunities for students:

Greeting the teacher and each other at the beginning of the lesson

Asking/responding to questions about homework/checking answers

Asking/responding to questions about classroom procedure, for example 'Can I borrow your dictionary, please?'

Checking understanding of grammar and/or instructions

Repeating instructions for activities

Spontaneous contributions, for example 'I've got a sweater like Zack's.'

Saying goodbye to the teacher and each other at the end of the lesson

And these are only some of the opportunities for speaking that students have in a regular classroom! To make sure students make the most of these opportunities, it's a good idea to provide them with sets of useful phrases, for example 'Can I borrow your dictionary, please? Can you say that again, please? What does _____ mean?' written on poster paper and put on the wall. Students can be tempted to use their mother tongue when they don't know how to say phrases such as these in English.

Remember: students don't need to understand the grammar of these phrases. They only need to know what they mean and when to use them.

Controlled speaking activities

You will notice that most of the speaking activities in *Real Life Pre-Intermediate* are preceded by one of the following:

A *Phrases2know* activity

A *Words2know* activity

This means that the speaking activities are *controlled speaking activities*. We help the students by giving them useful phrases and words to use in the speaking activities. This gives them a structure – and also gives them something to say. So, you need to make sure that your students have plenty of practice with the *Phrases2know* or *Words2know* before they move on to the speaking activities.

Most of the speaking practice in *Real Life Pre-Intermediate* comes in the *Real Time* sections at the end of every other unit. The speaking activities in *Real Time* cover the functions that students need for examinations. These functions are presented in the *Phrases2know* sections and the presentation and practice is staged like this:

- First students listen to a dialogue which contains the *Phrases2know*. This provides students with a context for the language;
- Next they focus on the *Phrases2know*, listen to them on the CD and practise the intonation;
- Then they do a controlled practice exercise, using the *Phrases2know* in a model dialogue, for example;
- Finally they have a chance to take part in a freer practice exercise using the *Phrases2know*.

Remember: during controlled and freer speaking activities, encourage your students to look at their partner(s) and *speak* to them rather than read something they have written. Reading is not the same as speaking!

Correcting speaking

We cannot and should not expect *pre-intermediate* students to be 100% accurate in any aspect of their English. They are *pre-intermediate* after all! The 'can do' statements for speaking at A2 level from the Common European Framework are a useful reminder for us of what we can and should expect students at this level to be able to do. We need to bear this in mind when we are listening to our students doing speaking activities. Overcorrection makes students reluctant to speak and can severely damage their confidence.

Here are a few questions for you to consider:

- a) Are you going to correct your students during speaking activities?
- b) What are you going to correct?
- c) When are you going to correct them?

a) It's not always necessary to correct students during controlled speaking activities. When you're monitoring, you can listen in to see how they're doing. If the activity is going well, then you might feel it's not necessary to offer or prompt any corrections.

b) As teachers we are often too eager to correct students' grammar and vocabulary. But accuracy is not the only thing we should focus on in speaking. Other factors are equally important: successful communication of the message; using appropriate language; pronunciation. But that doesn't mean we should be correcting all these aspects at once. We have to be selective in our corrections. The best guide is to focus on the language students are meant to be practising, that is the language from the *Phrases2know* or *Words2know* activities.

c) Correcting students during the speaking activity might sometimes be necessary, especially if there has been a communication breakdown between the students. If the students aren't communicating their messages successfully, then you have to help them. However, if they are communicating with each other and getting on with the activity, it's best not to interrupt them to suggest corrections. A better idea is to make a note of any problem areas, for example pronunciation of one of the *Phrases2know*, and then focus on it at the end of the activity with the whole class.

Teaching Aids

Teaching with simple 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 NOT technology, however. This workshop focuses on non-technological teaching aids, such as the board, posters, realia, and how we can exploit them in the classroom.

Remember: sometimes the simplest teaching aids can be the most effective in promoting learning.

The teacher

Yes, don't forget yourself! You are the most important teaching aid in your classroom. There are countless different ways in which you help your students learn, for example demonstration, mime, gesture, explanation, encouragement, humour. By what we say and how we say it, or sometimes by what we don't say but mime, we can help students understand, and perhaps more importantly, remember. Here is one simple example. When we want students to know we are talking about something in the past, we tend to use a gesture to remind them it's past. Teachers use different gestures for this, but a common one is pointing back over the right shoulder with the right hand. Once students get used to what we mean by this gesture, we can make the gesture without words to remind them to use a past tense.

What gestures do you commonly use in class to reinforce and to convey meaning? Are there more you could use?

The board

The board is such a useful teaching tool. All classrooms have a board: some are white, some black, some green. We use chalk for some and board pens for others. These ideas, tips and suggestions can be used with any 'old-fashioned' board.

Planning the board:

Plan the board *before the lesson*.

Make use of the Board Plans in the *Real Life Pre-Intermediate Teacher's Resources*.

Use colour, underlining, boxes and so on to highlight aspects of new language for students, for example '-ing' endings, irregular past simple.

Have a section of the board, for example down the left side, which is for new vocabulary in the lesson.

Clean information you no longer need off the board regularly during the lesson.

Look at your board from time to time during the lesson to check what it looks like from the students' point of view. If it looks confusing, then students will be confused!

Tell students what to write down off the board and when to do it, for example to copy the new vocabulary into their notebooks at the end of the lesson.

Posters and maps

Posters bring colour and life into the classroom. These days, it's often possible to get English posters free with magazines or newspapers so you don't always have to buy them. Encourage students to bring in English posters that they have found, too. And of course you and/or the students can make your own posters.

You can use posters and maps to provide support and/or extension for particular units in *Real Life Pre-Intermediate*. They are particularly useful for vocabulary work. But you can also use them to practise picture description and to stimulate discussion and story-based work.

Remember: English posters and maps on the classroom walls make for a much more interesting, language-rich learning environment. Do change them regularly, though!

Realia

Realia are real objects, for example a hat, a teapot, an MP3 player, an invitation. You don't need to take realia into class every day. But sometimes, the real object stimulates students' interest and curiosity much more than a picture or photo. Try using realia in roleplays, discussion activities and opinion activities. They work just as well in writing activities as in speaking activities.

Magazines and catalogues

It's always a good idea to keep a pile of magazines and catalogues in a corner of the classroom. Any kind will do: fashion, news, teenage, travel and so on. Students are often happy to contribute to your magazine and catalogue collection. It's good if you can have some English ones, but mother-tongue magazines and catalogues are useful too.

You can use single or groups of pictures for:

- grammar practice
- vocabulary work
- picture descriptions
- picture stories
- dialogue building
- posters
- student presentations

At *pre-intermediate* level students may not be able to read many of the English texts in detail, but you can use the texts to practise scanning and skimming, for example looking for the prices in an advertisement or someone's name in an article. Students find it very satisfying and motivating when they realise they can successfully do tasks based on real texts.

Vocabulary

Teaching vocabulary through collocations and topic

When we talk about students 'knowing' vocabulary, we mean a number of different things. Students need to be able to know how to spell it, how to say it, what it means (and doesn't mean) when to use it and how to use it. By teaching vocabulary through collocations and in meaning groups, we can make it easier for students to be able to remember the meaning of certain vocabulary, remember how it is used and for them to actually be able to use it themselves.

Context

Vocabulary is introduced in *Real Life Pre-Intermediate* through the *Words2know* sections. These sections are always recorded and always introduce vocabulary in context, for example by referring students to how the vocabulary items are used in the text for the lesson, or by giving sentences or phrases in which the words appear.

Why is context so important?

Context is particularly important for vocabulary learning; it is the context, the way a word or phrase is actually used in a text, which give it meaning. Because words or lexical items can mean very different things in different contexts, we need to make sure students learn the meaning(s) of the words as they are used in that particular context. We don't, and shouldn't have to teach them all the possible meanings. That would be confusing!

In the past, students were sometimes asked to learn lists of vocabulary. This is in fact a very difficult (and often not helpful) thing for them to do, even if the words are in a meaning group, for example 'food'. If students don't know how the words are used in sentences then learning one isolated meaning does not really help them at all. For example, take the word *tea*. What does *tea* mean? You will notice in *Real Life Pre-Intermediate Students' Book* Unit 5 that *tea* is used with two different meanings in the reading text and that there is also information on this meal/drink in the *Culture2know* section of the Teacher's Handbook. Students are able to explore these meanings through the context of the unit and arrive at an understanding of the word *tea*, what it means and how it's used. They may be surprised to learn that British people find the meaning confusing too!

Meaning groups

Teaching vocabulary in meaning groups, in other words by topic, also helps students remember and retrieve words. Have a look at the *Real Life Pre-Intermediate Students' Book Active Study Units*. There are frequent activities on grouping words, e.g. *Learn words in topics* (Active Study 3). We help students to associate words in meaning groups when we, for example:

- Draw word maps on the board
- Do brainstorming activities on different topics
- Do prediction or pre-reading/listening activities
- Play word association games

These activities mean that students have more relevant vocabulary at their 'fingertips' for the activity which follows. They will be able to write or speak more confidently, and be able to listen and read more effectively.

Collocations

Teaching words as collocations, that is to say by focusing on words or groups of words that naturally go together, is another way we help our students become better at learning and using vocabulary. Have a look at *Real Life Pre-Intermediate Active Study Units* for some examples of collocations. The vocabulary in *Real Life Pre-Intermediate* is frequently taught through collocation and most *Active Study Units* have at least one exercise on collocations.

Collocations can take different forms, for example:

Adjective/noun combinations, for example *packed lunch*

Verb/noun combinations, for example *do housework*

Common expressions, for example *Just a minute*

When students learn new vocabulary, it's important that they also learn how the word or words are used and what other words they commonly go with. So, for example, we say *spend money*, we say *happy birthday* and we say *fast food*. There is hardly ever a reason for why words collocate as they do. Students just have to learn them!

Vocabulary notebooks

In the same way that students get used to learning vocabulary in context, in meaning groups and through collocation, we need to make sure that they record the vocabulary in a similar way in their vocabulary notebooks. To make sure students are aware of the different possibilities, you will need to tell them what to do in the first few months. Here are some techniques you should suggest to students:

Context: Write down the new vocabulary in English in one or more sentences, which make the meaning of the word/phrase clear. They can create their own sentences, you can create a class sentence with students on the board, or they can copy a section from the text in the *Students' Book*.

Meaning groups: Brainstorm known words on a theme or topic, e.g. *Family*, and create a word map in pairs or groups. They copy this word map into their vocabulary notebooks. Students can also organise a part of their vocabulary notebook by topic or theme.

Collocations: Record common collocations from each lesson in their vocabulary notebooks. They should add a sentence in English to show how the word/phrase is used.

Students may find it useful to provide a translation of the vocabulary in their notebooks, but make sure they also record the vocabulary in an English sentence to show how it is actually used. Once students become used to the different ways of recording vocabulary, they can choose the one(s) they prefer and which suit their own particular learning styles.

Remember: All the *Active Study Tips* in the *Students' Book* are about ways of helping students learn and store vocabulary.

Writing

An Introduction to Process Writing

In the past, it was common to set students writing tasks as homework. Somehow we expected that they would know how to write in English. Of course they didn't. We now know that it is just as important to teach students how to write in English as it is to teach them other skills.

At *pre-intermediate* level we shouldn't expect students to be able to do free (spontaneous and unprepared) writing. Writing activities at this level will be *controlled writing activities*. As with *controlled speaking activities*, we need to give students structure and support, and in writing activities we also provide them with a model, a sample text. Have a look at *Real Life Pre-Intermediate Students' Book* page 27, exercises 6–9. The email is an example of a model. Students use the email from Zack's mom to help them produce (text and layout) their own emails.

Process writing

Process writing is an approach to writing which takes students through these different stages. They:

- Brainstorm and develop ideas
- Plan what they are going to write
- Plan how they are going to write it
- Draft their writing
- Check and edit their own and their friends' writing
- Produce a final version of their writing.

This approach gives students plenty of time to prepare for their writing. This is important because there are many different things involved in writing: ideas (what to say), language (grammar and vocabulary to use), layout (how to present it), editing (checking and rewriting). Many of the activities in the process approach to writing are collaborative activities. Students work together in groups or pairs, brainstorming, planning, editing and sometimes even writing. It's very useful for students to read each other's work and to identify mistakes and make suggestions for improvement. It not only helps the students whose work is being corrected, but also the students who are doing the correcting because they get used to reading written work more closely.

Remember: writing does not have to be a solitary activity. Students can produce a piece of writing in a pair or a group. This can be very motivating.

Controlled writing activities

Most of the writing practice activities in *Real Life Pre-Intermediate* come in the *Real Time* sections at the end of every other unit. You will notice that many of the writing activities in are preceded by one or both of the following:

- A *Phrases2know* activity
- A *Words2know* activity

At *pre-intermediate* level we need to help students by giving them an example (model) as well as useful phrases, words or grammar to use in their writing. You need to make sure that your students have plenty of practice with the *Phrases2know* and/or *Words2know* and have discussed what the text looks like (layout) before they move on to the writing activities.

Remember: give students opportunities to write free-hand and to write using computers in your lessons. Both have their advantages. When students write on a computer, they can make use of facilities such as spell check and when they print out their work it usually looks impressive. When students write free-hand, they can make use of colour and script to make their work individual. In most examination situations, students are still required to write free-hand so they need lots of practice.

Workbook

The *Real Life Pre-Intermediate Workbook* (with Exam Trainer) includes detailed writing sections in every unit. These give students opportunities to develop different aspects of writing, e.g. written applications including form filling (Unit 1) and writing emails (Unit 3). The exercises systematically take students through different stages of the writing process.

Correcting writing

We cannot and should not expect *pre-intermediate* students to be 100% accurate in any aspect of their English. They are *pre-intermediate* after all! The 'can do' statements for writing at A2 level from the Common European Framework are a useful reminder for us of what we can and should expect students at this level to be able to do. We need to bear this in mind when we are working with students on writing activities and when we are reading and marking their writing. Overcorrection makes students reluctant to write and can severely damage their confidence.

Here are a few questions for you to consider: **a)** What criteria are you going to use for correcting your students' writing? **b)** Are you going to correct all their mistakes?

If not: **c)** How will you decide which ones to correct? **d)** How are you going to correct them?

a) It's important to know what we are looking for in our students' writing before we read their work. We need to be fair to everyone and we need to be consistent. The best way to do this is to look at the writing task the students were set. Have a look at *Real Life Pre-Intermediate Students' Book* page 27 exercise 9 as an example. The task here is to 'Write an email to a foreign friend' making use of the model and of the *Phrases2know*. So our criteria for marking this writing task should be:

Does the student address all the bullet points in exercise 9? Does the student use the *Phrases2know* appropriately? Does the student follow the layout of an email correctly? Is the email generally comprehensible?

Notice: all the criteria are *positive*. They are about what the student *does*, not what they *don't do*. This is very important!

It is very helpful for students if we tell them what our marking criteria are before they write.

b) We shouldn't correct all the mistakes students make in their writing. This is demotivating and counter-productive.

c) We should only correct students' writing according to our marking criteria. As teachers we are often too eager to correct students' grammar and vocabulary. But accuracy is not the only thing we should focus on in writing. Other factors are equally important: successful communication of the message; using appropriate language; punctuation; handwriting.

d) Rather than writing in the corrections yourself, you should consider the use of a correction code, for example writing *sp* for a spelling mistake, to encourage students to work out their mistakes for themselves.

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 none of them need any preparation!

For some of the activities, students will need magazines, paper, poster paper, glue and coloured markers.

1 Vocabulary review

Towards the end of the lesson, students individually choose six new vocabulary items they learnt that day. Each student writes each vocabulary item on a piece of paper for one of the following activities.

a) Words to sentences

Students make pairs or groups of four. They place their words face down on the desk between them. They take turns to turn over a piece of paper and give a sentence using the word. If a student turns over one of their own words, they turn it face down and choose another. The student who wrote the word on the paper decides if his friend's sentence is correct or not. Students get one point for a correct sentence.

b) Definitions

Each student then writes a definition of their word on another piece of paper. They make pairs. Students take turns to read their definition aloud to their partner for their partner to guess the word. If their partner guesses the word correctly, the student gives them the word and the definition.

c) Bingo

Collect the vocabulary items and the definitions in (b) and play a Bingo Game. Choose about twenty words the students have given you and write/stick them on the board. Students choose nine and write them in the squares of their 3 x 3 Bingo grid. Read out definitions in turn. If a student has the word defined in their grid, they cross it out. The first to cross out all their words is the winner. Remember to check their words though!

2 Reading and listening texts

Here are some ideas you can use to extend or develop text work:

a) Do it yourself!

In pairs, students write three or four more sentences/questions about the text using the task as a model e.g. If it's a True/False task, they write three or four of their own True/False statements about the text; if it's a multiple-choice task, they write three or four of these. They swap tasks with another pair. They complete each other's tasks and then check answers. If you are working on a listening text, then students will need to work from the audio script for this activity.

b) Vanishing texts!

Choose a section of a reading text which is about six to eight lines long. Write it on the board. Students close their books. Ask a student or a group of students to read sentences aloud in turn. Then, erase about eight nouns from the text. Draw a line, e.g. _____ for each word you erase. Next, ask students to read it again, inserting the missing words as they read. Repeat, erasing more words each time (adjectives, verbs, adverbs) until you have lots of lines but only have a few words remaining, e.g. articles, prepositions. See how much of the text students can recall.

3 Integrated skills: using magazines, posters, pictures

a) Descriptions

Hand out magazines for students to choose a picture for their partner to describe, orally or in writing. If it's in writing, the student can cut the picture out and stick it in their notebook alongside the description.

b) Fun stories

Students work in pairs or a group. They choose four to six unconnected pictures from a magazine and make up a story around them. They tell the story to another group.

c) Remember and describe

Students work in pairs. Student A studies a picture in their Students' Book for about thirty seconds. Student A closes their book and describes the picture to Student B from memory. Student B can ask questions to help prompt their memory. After about three minutes students swap roles and repeat the activity, using another picture.

4 General

a) Scrambled sentences

Choose about six key sentences or phrases from *Phrases2know* from earlier in the lesson or from the previous lesson. Write each one in scrambled word order on poster paper. Display the poster paper. In pairs students race to unscramble the sentences or phrases and write them correctly on a piece of paper. Pairs swap with pairs. Correct with the class.

b) Can you guess?

Describe an object in the classroom in about two sentences. Then ask 'What is it?' Students take turns to guess, either individually or in teams. Once students are used to this format, you can extend the activity on this or another occasion to: describing students or famous people, places, information from the *Students' Book*, etc. for the class to guess. Students can take turns to provide short descriptions of objects, people or places for the other students to guess.

5 Settlers and stirrers

Sometimes your students' energy levels will be low and they will need to be woken up by a type of activity called a 'stirrer'. Sometimes their energy levels will be too high and you will need to calm them down with a type of activity called a 'settler'. Here are two examples to give you the idea.

a) One-minute workout (Stirrer)

Tell the students to stand up. Tell them they are going to do some exercises. They have to follow what you do. As you do each movement say what you are doing and then hold the movement as you say '1, 2, 3'. For example *Stretch your arms* (stretch your arms) 1, 2, 3 (stay with arms stretched). Other movements which work well are: roll your head, breath deeply, walk on the spot, turn around.

b) Visualising stories (Settler)

Tell the students to close their eyes. Some students like to put their heads on their desks, others don't. Let them choose. Tell students a short, simple story to stimulate their imagination, for example:

You are in the mountains. You can see mountains all around you. Look at them. How many are there? Is it summer or winter? You are with some people. Are they your friends or your family? It is early morning. Are you going walking or skiing? What are you carrying? Look around you. Smell the fresh air. It's wonderful.

Pause for a few seconds after you tell the story. Then tell students to open their eyes and 'come back' to the classroom. If time, you can put students in pairs to compare what they imagined.

Board Plans

Unit 1

Grammar Focus: Present simple and continuous (SB pp. 4–5)

Draw/display **Board Plan 1.1** to check students understand the concepts of the present simple and present continuous which are presented here. Tell students that this is called a **Time Line**. Elicit other examples from students for A, B, C and D (the examples given here are the same as in *Grammar2know*.)

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

Board Plan 1.1

Present simple and present continuous								
Past	→		Now			→		Future
A	A	A	A	A	A	A	A	
B _____		C				D _____ D		

A = I usually meet my friends in the evenings.
 B = Josh lives with his mother.
 C = Now I'm interviewing Mariam.
 D = Amy isn't studying at the moment.

Unit 2

Grammar Focus: Past simple (SB pp. 12–13)

Draw/display **Board Plan 2.1**. Elicit different (not the ones from *Grammar2know*) examples for each section from students.

Board Plan 2.1

Past simple

	Affirmative	Negative	Questions
Regular			
Irregular			
to be			

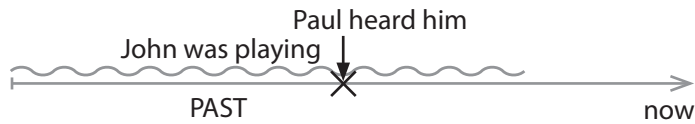
Grammar Focus: Past simple and continuous (SB pp. 14–15)

Draw/display **Board Plan 2.2**. Transfer the time line from *Grammar2know* onto the board. Write in the example sentence. Use one colour to show the **event** (heard) and another the **action in progress** (was playing).

Elicit the three sentences from the **Clinton** text which fit this timeline. Elicit from students the 'colour' of the verbs according to the time line/example sentence. Write the sentences under the timeline using the appropriate colours for the verbs.

Board Plan 2.2

Past simple and continuous



John was playing with his band at a church fair when Paul first heard him.
 Hillary and Bill Clinton met in 1969 while they were studying law together.
 Hillary first noticed Bill in the college library when she was writing an essay.
 She introduced herself because Bill was staring at her.

Unit 3

Grammar Focus: *wear/have got/to be* for describing people (SB pp.22–23)

Draw/display **Board Plan 3.1** to clarify which verbs are used with which expressions to talk about physical descriptions.

Board Plan 3.1

wear/have got/to be for describing people

<i>wear</i>	<i>have got</i>	<i>to be</i>
clothes	long / short / dyed hair	young / old
make-up	blue / brown eyes	fashionable
jewellery / earrings	a tattoo	well-dressed
something tight / loose	piercings	

Unit 4

Grammar Focus: Gerunds and infinitives (SB pp. 30–31)

Draw/display **Board Plan 4.1**. Students copy the chart into their notebooks (they need to leave more space in each chart for their sentences) and complete them with the sentences they have underlined from the *Discussion Board* postings a, b, c, d. They check their work in pairs.

Board Plan 4.1

Verbs + infinitive

I learnt	to use	a computer.
----------	--------	-------------

Verbs + gerund

The assistant started	laughing	at me.
-----------------------	----------	--------

Unit 5

Grammar Focus: *a/an, the, zero article Ø* (SB pp. 38–39)

Draw/display **Board Plan 5.1** but without the ticks or letters. Ask students to tell you where to put ticks. Remind them to check the text if necessary.

Additional activity: Once there are ticks in the places below on the grid, write the two instructions a) and b) on the board. Students close their Students' Books and write example sentences as instructed.

Board Plan 5.1

	<i>a/an</i>	<i>the</i>	Ø (no article)
Countable nouns / singular	✓ b)	✓ b)	
Countable nouns / plural			✓ a)
Uncountable nouns		✓ a)	✓ a)
Expressions of quantity	✓ a)		
Superlative adjectives		✓ a)	
Parts of the day		✓ a)	
Meals / mealtimes			✓ a)

a) Ask students to give one example for each.

b) Ask students to give two different examples for each.

Unit 6

Grammar Focus: Obligation and permission in the present (SB pp. 44–45)

Draw/display **Board Plan 6.1** with the example sentences. Elicit other sentences from the students and add them to the columns. Students can provide their own examples, or choose ones from the *Students' Book* page.

Board Plan 6.1

Obligation in the present		Permission in the present	
Necessary	Not necessary	Allowed	Not allowed
Students have to wear camp uniform.	Students don't have to work.	Students are allowed to eat cakes.	Students can't have mobile phones.

Grammar Focus: Obligation and permission in the past (SB pp. 46–47)

Draw/display **Board Plan 6.2** with the example sentences. Make sure students notice that it is similar to Board Plan 6.1 but that this relates to obligation and permission in the past. Elicit other sentences from the students and add them to the columns. Students can provide their own examples, or choose ones from the *Students' Book* page. Discuss with students the differences between the way obligation and permission are expressed in the present and the past.

Board Plan 6.2

Obligation in the past		Permission in the past	
Necessary	Not necessary	Allowed	Not allowed
All the girls had to help my mother with the housework.	My brothers didn't have to do the washing up.	I was allowed to wear a little bit of lipstick.	I wasn't allowed to stay out after a certain time.

Unit 7

Grammar Focus: *may, might and will* (SB pp. 54–55)

Display/draw **Board Plan 7.1**. Write these words down the side of the board in random order: *may, might, will, won't, will definitely, will probably, definitely won't*. Tell students to think about where these words fit on the Board Plan. Confident students come up to the board in turn and write one word where they think it goes. Let the class give them feedback and guidance. When students are happy with the position of the words, provide feedback and correct any errors.

Answers: (from least possible): *definitely won't, won't, might/may, will probably, will, will definitely*.

Board Plan 7.1

may, might and will

.01% 50% 99.9%

Unit 8

Grammar Focus: Present perfect with *ever* and *never* (SB pp. 60–61)

Draw/display **Board Plan 8.1**. Elicit what this is called (a timeline). Point out to students that the letters and sentences A), B) and C) relate to the points in **Grammar2know**. Elicit other examples of their own from students for A), B) and C) and write them under the plan on the board.




Board Plan 8.1

Present Perfect with <i>ever</i> and <i>never</i>				
<i>Past</i>	→	<i>Now</i>	→	<i>Future</i>
(A → → → → →) A		(B → → → → →) B		C
<i>Past</i>	→	<i>Now</i>	→	<i>Future</i>
A = I've played for the England Schools team. <i>Happened some time in the past. Relevant to the present.</i>				
B = Have you ever met Lewis Hamilton? <i>A question about life experience: anytime from the distant past to now.</i>				
C = Last year, I was captain of the Under-21 team. <i>Happened at a specified time in the past.</i>				

Grammar Focus: Present perfect with *just*, *already* and *yet* (SB pp. 62–63)

Draw/display **Board Plan 8.2**. Students look at the pictures and the three sentences and match them (1b, 2c, 3a). Check the concept for each one. Students copy the pictures into their notebooks and write the correct sentence under each one.

Board Plan 8.2

Present Perfect with <i>just</i>, <i>already</i> and <i>yet</i>	
	
1) a boy running a race e.g. 2) a boy crossing the finishing line e.g. 3) a boy winning a prize	 a) He's already won. b) He hasn't won yet. c) He's just won.

Unit 9

Grammar Focus: Relative clauses (SB pp. 68–69)

Draw/display **Board Plan 9.1**. Only include the information on the left. Don't write the examples. Use a different colour for each category, e.g. write *Things: which / that* in red; *People: who / that* in blue; *Places: where* in green.

Students find examples for each category in the text. Elicit the examples and complete the right hand side of the grid, using the appropriate colour for each noun and its relative pronoun. Students copy the **Board Plan** into their notebooks, using the same colours as are on the board.

Board Plan 9.1

Relative clauses

Things: <i>which/that</i>	It's a fridge <i>which/that</i> serves lazy drinkers. The pedal charger is a small gadget <i>which/that</i> you attach to your bike.
People: <i>who/that</i>	John Cornwall is the person <i>who</i> invented the fridge. We interviewed Mike Rogers, <i>who</i> started GoGreen! about five years ago
Places: <i>where</i>	He had a few accidents in the college room <i>where</i> he keeps his fridge. ... he explains in the office <i>where</i> he runs the company.

Grammar Focus: First conditional (SB pp 70–71)

Draw/display **Board Plan 9.2**. Write the example sentences first and try and elicit the rules each time. Elicit other example sentences but don't write them on the board. Make sure students notice the use of the comma in sentences where the 'if' clause comes first.

Board Plan 9.2

First Conditional: Possible / Present and Future <i>If they ban mobile phones, people will be very angry.</i> <i>If + present simple, will or 'll + simple infinitive.</i> OR <i>We won't be able to contact our families if we don't have our mobiles in school.</i> <i>Will or 'll + simple infinitive . . . if + present simple</i>
Future Time Clauses: <i>when, after, before</i> to talk about future events <i>After school finishes, people will be able to use their phones.</i> <i>After/When/Before + present simple, will or 'll + simple infinitive</i> OR <i>Parents will discuss the situation when they meet next week</i> <i>will or 'll + simple infinitive after/when/before + present simple</i>

Unit 10

Grammar Focus: *used to* (SB pp. 76–77)

Display/draw **Board Plan 10.1**. Don't include the ticks or the example prompts at first. Elicit from students where the ticks go and an example for each one. Elicit other examples from the *Students' Book* page and add them to the Board Plan.

Board Plan 10.1

used to

	Something was true in the past but is not true now	Something happened regularly in the past but doesn't happen now	Something happened once in the past
<i>used to</i>	✓ Example: Crocodiles used to live there.	✓ Example: It used to rain there regularly.	
Past simple	✓ Example: People farmed the area (the Sahara Desert).	✓ Example: Europe had extremely cold winters and cool summers.	✓ Example: First North America and Africa separated.

Grammar Focus: Present Perfect with *for* and *since* (SB pp. 78–79)

Draw/display the **Board Plan 10.2**. First draw the time line (without A, B, C) and write the three sentences. Let students work in pairs and try and map the structures onto the time line. Elicit their ideas. Finally correct and complete the time line as below.

Board Plan 10.2

Present Perfect with <i>for</i> and <i>since</i>				
<i>Past</i>	→	<i>Now</i>	→	<i>Future</i>
	(A → → → →)	A → → →		
		B ← 7 years → B		
C(1979)	→ → → → → → → → →			C
A = The global sea level has risen 20 cm. (and is still rising) <i>Unfinished past actions.</i>				
B = It hasn't rained for seven years. <i>Continuous period from past to present.</i>				
C = 22% of the ice has melted since 1979. <i>Point of time in the past when period started.</i>				

Unit 11

Grammar Focus: Present simple passive (SB pp. 84–85)

Draw/display **Board Plan 11.1**. In pairs, students match a) and b) to i) and ii). Check their answers (a-ii, b-i) and discuss which is more common in the passive (a-ii). Elicit singular and plural sentences from the class and write some examples on the board. Elicit/discuss with students when the passive is used e.g. to describe processes; in more formal letters and reports).

Board Plan 11.1

Present simple passive

Compare:

- a) A story is chosen.
- b) A story is chosen by the producers.

- i) the agent is important.
- ii) the agent is unimportant or unknown.

Example of present simple passive with singular verb: e.g. The music is added.

Example of present simple passive with plural verb: e.g. Most scenes aren't filmed on location.

Grammar Focus: Past simple and present perfect passive (SB pp. 86–87)

Draw/display **Board Plan 11.2**. First, only write the prompts on the left e.g. **Positive** and elicit the form from the class. Complete the left side of the grid in this way. Elicit examples from the class for each variation of the structures (positive, negative, question) but don't write them on the board. Students copy the **Board Plan** into their notebooks and add their own examples.

Board Plan 11.2

Past simple and present perfect passive

<p>Past simple passive:</p> <p>Positive: was / were + past participle</p> <p>Negative: wasn't / weren't + past participle</p> <p>Question: was / were + subject + past participle</p>	<p>Examples:</p> <p><i>It was first shown in October 2001.</i></p> <p><i>'The Simpsons' wasn't created in Europe.</i></p> <p><i>Was Doctor Who shown in your country?</i></p>
<p>Present perfect passive:</p> <p>Positive: has / have been + past participle</p> <p>Negative: hasn't / haven't been + past participle</p> <p>Question: has / have + subject + been + past participle</p>	<p>Examples:</p> <p><i>Different versions of Pop Idol have been made all over the world.</i></p> <p><i>The Simpsons characters haven't been changed for a long time.</i></p> <p><i>Has Pop Idol been shown on TV recently?</i></p>

Unit 12

Grammar Focus: Second conditional: imaginary present or future (SB pp. 92–93)

Draw/display **Board Plan 12.1**. Write the example sentences first and try and elicit the rules each time. Write the rules on the board plan.

- Write in the question in brackets on the right (*Is music cheap?*) and establish that the answer is no. Write in the answer (*No. So I don't pay for it*).
- Focus students on the concept that the sentences relate to an imaginary present or future, NOT to the past.

Elicit other example sentences, but don't write them on the board.

Board Plan 12.1

Second conditional: imaginary present or future
Is music cheap? No. So I don't pay for it.

If music was cheaper, I would / 'd pay for it.

If + past simple, would or 'd + simple infinitive.

OR

I would / 'd pay for music if it was cheaper.

Would or 'd + simple infinitive if + past simple.

Grammar Focus: Reported requests and commands (SB pp. 94–95)

Draw/display **Board Plan 12.2**. 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 middle column. Elicit the rules for the **Form** column and write them on the board.

Board Plan 12.2

Reported requests and commands

Direct Speech	Reported Speech	Form
Positive <i>'Be quiet!'</i> <i>'Please, can you help me?'</i> <i>'Put that down right now!'</i> <i>'You should go quickly.'</i>	He told her to be quiet. He asked them to help him. She ordered him to put it down. She advised him to go quickly.	Tell + object + infinitive. (request) Ask + object + infinitive. (question) Order + object + infinitive. (order) Advise + object + infinitive. (suggestion)
Negative <i>'Don't move!'</i>	He told her not to move.	Verb + object + not + infinitive.

Photocopiables

Instructions for the teacher

Resource 1A

Language practised: 'Your life' vocabulary; questions; Speaking (interaction)
Time: about 20 minutes

You will need one photocopy for each student.

- Write *Find someone who ... doesn't have any brothers and sisters* on the board. Elicit the question: *Have you got any brothers and sisters?* Hand out Resource 1A (page 49) to each student. Elicit the other nine questions.
- This is a mingling activity. Students move around the room, asking the questions of three different classmates. When they find someone, e.g. who hasn't got any brothers and sisters, they write their classmate's name in the column to the right of the question.
- Elicit from students what they found out about their classmates. Discuss students' reactions to what they found out.

Resource 1B

Language practised: 'Social life' vocabulary; Speaking (interaction)
Time: about 30 minutes

You will need one photocopy for each student. Cut the photocopies in half before the lesson.

- Hand out Resource 1B, part A (page 50) to each student. They complete the activity by circling the correct answer. They check their answers in pairs. When checking with the class, make sure they read the phrase using the word and don't just say, e.g. *b*

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

- Hand out Resource 1B, part B (page 50) to each student. Ask different students to read the statements aloud and check they understand each one. Explain/check they understand what to do. They make their choices individually.
- Demonstrate the discussion with the class. Write some useful phrases on the board, e.g. *Why? Can you explain? Tell me more. I agree. I'm not. I don't.* Ask a student to read out one of the statements which describe him/her. Use the phrases to stimulate a discussion, encouraging other students to join in.
- Students work in groups of four. They take turns to read a statement which describes them. The other students respond using the prompts stimulate discussion. Monitor and support where necessary.
- Discuss as a class. Elicit other statements from students: they may suggest variations on the statements on the photocopy.

Resource 1C

Language practised: Reading; Speaking (interaction)
Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 1C (page 51) to each student. Elicit what the text looks like (an internet blog). Set the matching task first. Students do this in pairs. Let pairs check with other pairs before you check with the class. Check understanding of vocabulary.

- Make new groups of four. Students reread the comments and responses and decide if they are written by Teens or Parents or if they could be either. Check with the class and elicit their reasons each time.
- In groups or as a class, discuss each comment (1–5) and elicit from students if they agree with the matching advice or not. If not, elicit their own advice.

Answers: 1c 2e 3a 4f 5b

Parents: 1, 5, b; Teens: 2, 3, 4, c, f, Either: a, e

Resource 2A

Language practised: Past simple questions
Time: about 30 minutes

You will need one photocopy for each pair. Cut the photocopy into two sections before the lesson.

- Put students into pairs A and B. Hand out parts A and B of Resource 2A (page 52) to each student. Tell them not to look at each other's. Write two of the prompts from the Fact Files on the board, e.g. 'Name', 'Date of birth' and elicit the questions students ask to find this information. Students write the questions on their sheets. Repeat for the other questions. Students write them on their sheets.

Example questions:

What is his/her name?

What is his/her date of birth?

Where did he/she grow up?

What did he/she do when he/she was 2/14?

What was his/her first tournament win/film?

What was his/her first international success?

Do you know an interesting fact about him/her?

- In their pairs, students take turns to ask and answer questions to complete the missing information in the Fact File on the right. They answer their partner's questions about the Fact File on the left. Monitor and help with questions if necessary.
- Students look at each other's Fact Files to check they have completed theirs correctly. Elicit other information students know about the two celebrities.

Resource 2B

Language practised: Past simple and past continuous
Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 2B (page 53) to each student. Check they understand what to do. Stronger students should make up their own explanations instead of using the endings given.
- Students either complete each sentence using the *past simple* to explain their actions or find the match for each sentence from the prompts provided. Their answers don't have to be sensible! Monitor and help where necessary.
- Make groups of four. Students take turns to check their answers/read out their explanations. If appropriate they decide which are the best, the strangest, etc.
- Elicit explanations for each group. Comment where appropriate on the tenses used.

Answers: 1b 2d 3e 4a 5c

Resource 2C

Language practised: 'Personal characteristics' vocabulary
Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 2C (page 54) to each student. Remind students of the instructions.
- Students decide the odd one out for a) 1–5 on their own. They can compare in pairs before the class check.
- Students complete the sentences in b) and compare their answers. Check around the groups.
- Optional extension: In their groups students write four more definition sentences on paper. They swap them with another group and answer each other's.

Answers: a) 1 cruel 2 boring 3 brutal 4 weak 5 violent **b)** 6 sympathetic 7 talented 8 violent/cruel 9 determined 10 brave 11 successful 12 famous 13 popular 14 boring 15 chilled

Resource 3A

Language practised: Comparative and superlative adjectives
Time: about 20 minutes

You will need one set of cards for each group of four. Prepare the cards before the lesson. Photocopy the adjectives on to one colour card and the nouns on to another.

- Make groups of four. Hand out one set of cards from Resource 3A (page 55) to each group. They place them face down on the table without looking at them. Each group also needs a coin. Heads = superlative; tails = comparative. They take turns to flip the coin and turn over one card of each colour. The student then makes a sentence using the words in either the comparative or superlative. They have to make believable and grammatically correct sentences. Remind them that they can also use the negative.
- For example, if the student turns over 'quiet' and 'classroom' and flips 'heads', he could say, 'Our classroom is the quietest room in the school.' Sometimes students will have to be more creative, e.g. 'messy', 'disco' and 'tails' could be, 'The floor of the disco is messier than the floor of the library!'
- If the group agrees a sentence is correct, the student keeps the two cards. If the group say it's incorrect, the student turns them face down on the desk and it's the next student's turn. When all the cards are taken, the student with the most pairs in each group is the winner.

Resource 3B

Language practised: 'Personal style' vocabulary; Speaking (interaction)
Time: about 20 minutes

You will need one photocopy for each pair of students. Cut the photocopies in half before the lesson.

- Demonstrate the activity to the class before handing out the photocopy. Tell students you're thinking of an item of clothing. Provide definitions to help them guess, e.g. *They help you in class, you wear them on your face, etc* (glasses). When students guess correctly, review the clues you gave and, if necessary, write examples on the board.
- Divide the class into pairs, A and B. Hand out Resource 3B (page 56) to each pair, puzzle A to student A and puzzle B to student B. Tell them they each have different words and they have to give their partner definitions to help them guess the word. They have prompts and ideas given for each word to start them off. Remind them not to look at each other's puzzles. Point out that if a word has a hyphen in it, the hyphen is given its own space in the crossword.

- Monitor and help where necessary. At the end students look and check.

Resource 3C

Language practised: Reading for detail; 'Money and spending' vocabulary; Problem solving
Time: about 30 minutes

You will need one photocopy for each student.

- Hand out Resource 3C (page 57) to each student. Tell them to read carefully and to complete the table. Let them check in pairs as they work if they want to. They check in groups of four when they have finished. Check with the class by drawing a copy of the table from the photocopy on the board and filling it in with the students' help.
- After students have discussed the questions in pairs, ask some students to share their answers with the class.

Answers:

Name and age	Job	Girl/boy friend	Spend or save	Mistake	Bargain
Craig 18	Works in a supermarket	Fiona	Save	Lending friend £20 to buy a ticket for a concert – didn't get it back	Designer jeans £15
Jackie 16	No	Brad	Spend	Shoes for £30	MP3 player £50
Fiona 17	Designer store / Saturdays	Craig	Quite sensible	Lending friend £20 to buy a ticket for a concert – got it back	Shoes £10
Brad 17	Parent's computer company	Jackie	Careful	£50 on piercings	Music downloads £5

Resource 4A

Language practised: 'Education' vocabulary; Intentions and wishes
Time: about 20 minutes

You will need one photocopy for each student.

- Tell students that a local magazine wants to interview them about their future plans for an article. They are going to take turns to be the student and the journalist.
- Hand out Resource 4A (page 58) to each student. They all fold the photocopy in half and complete the information for Student A. Tell students to turn over the paper and look at the section for Student B. Elicit the questions they will ask for each prompt.
- Make pairs but don't pair up students who are sitting next to each other as they may have seen or discussed what they have written. One student is A, the other B. B asks questions of A and completes his/her form.
- EITHER: students stay in the same pairs and swap roles so that the other student asks questions and completes the form. OR students make NEW A/B pairs for this second part of the activity.

Resource 4B

Language practised: Gerunds and infinitives
Time: about 30 minutes

You will need one set of domino cards for each group of four. Prepare the cards before the lesson.

- Make groups of four. Hand out a set of domino cards made from Resource 4B (page 59) to each group. One student in each group deals out six cards to each student, then places one face up in the middle of the table. The other cards are placed face down in a pile. Students look at their cards but don't show each other. Play moves clockwise around the circle. Students match a verb (in **bold**) to a gerund or infinitive (in *italics*) and make a sentence to show it's correct (e.g. if a student places 'to find' next to 'would like', a possible sentence would be, 'I would like to find a part-time job next year.'). If a student can't think of a sentence, they take a card from the pile and play passes to the next player. Play continues until one player in each group has used all his/her cards and there are no cards in the pile.
- Dominoes can be matched horizontally and vertically only to the dominoes at the end of the line.

Resource 4C

Language practised: Reading for detail; Speaking (interaction); Problem solving
Time: about 20 minutes

You will need one photocopy for each student.

- Discuss/review the topic of part-time jobs with students. Make groups of four. Hand out Resource 4C (page 60) to each student. They work in their group, discussing each job in turn, deciding who the best person is and why the others aren't suitable.
- Broaden the discussion to the whole class. Decide as a class who is best for each job and why.

Answers: 1 b 2 d 3 a 4 f

Resource 5A

Language practised: 'Healthy lifestyle' vocabulary; *should, shouldn't, must, mustn't*
Time: about 20 minutes

You will need one photocopy for each group of four students. Stick the photocopy onto cardboard before the lesson. You will also need a dice for each group and coloured counters for the students to play the game.

- Briefly review use of *should / shouldn't / must / mustn't* with reference to healthy eating and living.
- Make groups of four. Hand out a board made from Resource 5A (page 61) to each group, plus a dice and counters, a different colour for each student in the group. Read through the rules with the class and check they know what to do. They throw the dice to see who starts (the player with the highest number). They play the game clockwise, saying an appropriate and correct sentence when they land on a square, e.g. Square 4 – 'You should drink lots of water.' Square 8 – 'You mustn't smoke.' The other students decide if it's correct. If it's not, the student misses a turn.
- Students can't repeat what other students have said. Players must throw the exact number to finish.

Resource 5B

Language practised: *a/an, the, zero article (Ø)*
Time: about 30 minutes

You will need one photocopy for each student.

- Teach/check understanding of 'jockey'. Elicit students' ideas of their lifestyle and their eating habits. Write some of their ideas on the board.
- Hand out Resource 5B (page 62) to each student. They quickly scan the text to find out if any of their predictions were correct.
- Students read the text more slowly and complete using *a, an, the* or \emptyset . They check in pairs. Check with the class.
- Discuss the day in the life of a jockey with the class. Elicit if any of them want to be jockeys or know any jockeys.

Answers: 1 \emptyset 2 an 3 a 4 \emptyset 5 \emptyset 6 \emptyset 7 the
8 A 9 \emptyset 10 \emptyset 11 \emptyset 12 \emptyset 13 the 14 the 15 the

Resource 5C

Language practised: 'Food and meals' vocabulary; Speaking (interaction); Discussing customs
Time: about 30 minutes

You will need one photocopy for each student.

- Hand out Resource 5C (page 63) to each student. Tell them to fill in the first column about themselves. They don't have to write sentences. Students ask the other questions of three friends and note their answers. Students can do this in groups or as a mingling activity.
- Elicit sample sentences for the discussion using the prompts. Discuss the findings of the questionnaires with the class, extending the prompts as appropriate. If time/appropriate, collate the information onto a class bar chart.

Resource 6A

Language practised: Photo description; 'Teen problems' vocabulary; Speaking (interaction)
Time: about 30 minutes

You will need one photocopy for each student and a CD of music they like.

- Hand out Resource 6A (page 64) to each student. Play the CD quietly and tell students to look at the pictures and to match each one to its description. They have to complete the gaps in the descriptions.

Answers: 1c 2a 3b
1 girl 2 sitting 3 wearing 4 jeans 5 posters
6 unhappy/sad 7 boy 8 standing 9 baseball
10 gloves 11 sad/bored 12 girl 13 sitting 14 hand
15 jumper 16 upset/angry

- Elicit the descriptions from different students, reminding them of the requirements of their examinations. Write the complete texts from 1 on the board to help them if necessary.
- Put students in groups of four or five to discuss questions 2, 3, and 4 in turn. Give them about five minutes for discussion of each point.
- Bring the class back together and ask students to summarise the main points from their groups. Discuss and share ideas for question 4 with the class.

Resource 6B

Language practised: Reading; Obligation and permission in the present and the past
Time: about 20 minutes

You will need one photocopy for each pair. Students will need scissors to separate the strips.

- Hand out Resource 6B (page 65) to each pair. Tell them these are two texts, one written by a mother and one by her daughter. Students cut the page into strips and then organise them into the two texts. They check with another pair.
- Check with the class. Discuss their opinions and reactions to what the two people in the texts say.

Answers: Text 1: a d f g j l n q r s;
Text 2: b c e h i k m o p t

Resource 6C

Language practised: Speaking (interaction); 'Society and the law' vocabulary
Time: about 30 minutes

You will need one photocopy for each pair.

- Hand out Resource 6C (page 66) to each pair. Pre-teach/check understanding of key vocabulary: pub, motorbike (50cc), passport, fireworks, rent. Check students understand what to do – that they choose one age for each law and circle it.
- Make groups of four for pairs to discuss their guesses with other pairs. Provide samples of useful language on the board if appropriate, e.g. *We think that ... because ... / We don't agree. / We have the same age. It's the same as in our country.*
- Check answers with the class. Discuss which laws surprised them and why? Elicit which are very different in their country.

Answers: a 14 b 21 c 16 d 16 e 18 f 18
g 13 h 21

Resource 7A

Language practised: 'Holidays' vocabulary; Speaking (interaction and production); Writing
Time: about 30 minutes

You will need one photocopy for each group of four students.

- Make groups of four. Give students the following instructions before they start: *You are going to receive some information about possible holidays: You can choose in your group where you are going, what you are doing and what you are taking. You plan your week's holiday using this information. You can also add your own ideas. Everyone in the group must be happy with the holiday plans!*
- Hand out Resource 7A (page 67) to each group. Give a clear time limit for the task and remind students they need to plan for a display on the wall and a presentation to the class.
- Groups take turns to display their plans to the class and talk through what they are doing in their week's holiday.

Resource 7B

Language practised: *may, might* and *will*; Speaking (interaction)
Time: about 30 minutes

You will need one photocopy for each student.

- Hand out Resource 7B (page 68) to each student. Check they understand the instructions and know what to do. They rank the statements individually and don't discuss their ideas with their partner. Be ready to help individual students at this stage of the activity.
- Make groups of four. Students discuss their ordering of the statements, using the prompts at the bottom of the page to help them. They talk about why they think one is more/less likely than another.
- Open the discussion to the whole class. Discuss each statement in turn and elicit students' opinions/ideas. Encourage them to offer their own alternative predictions, using the verb patterns in the activity.

Resource 7C

Language practised: Picture description; Speaking (production and interaction)
Time: about 30 minutes

You will need one cut up set of pictures for each group of six.

- Make groups of six. Sit students around desks or a table so that they won't be able to see each other's pictures. Explain the activity before handing out the materials. They each have a picture. They take turns to describe their pictures to the rest of the group and through their descriptions work out the order of the story. Tell students that they can keep their descriptions simple. They do not have to mention everything in the picture, just the main points, e.g. 'The man is wearing shorts. He is getting on the plane', etc. Remind them to use present continuous when describing pictures.
- Hand out the set of pictures from Resource 7C (page 69) to each group. Monitor to make sure they are doing the activity as they should. Help with ideas/descriptions if necessary. There are useful words and phrases below the pictures to prompt them.
- Elicit the correct order from the groups before they all look at each other's pictures.

Answers: c f b a e d

Resource 8A

Language practised: Present perfect with *ever* and *never*
Time: 15 minutes

You will need one photocopy for each student.

- Hand out the photocopies (page 70) and check students know what to do.
- They complete the exercises individually first. Then they check their answers in pairs.
- Check answers with the class.

Answers: 1 Have you ever played, 2 I have never been, 3 he has played, he has won, 4 have never been, have not travelled, 5 has she ever met, 6 Did you watch, 7 I didn't, 8 I have never liked, 9 Have you ever tried, 10 went, 11 Did you like, 12 did

Resource 8B

Language practised: Present perfect with *just, already* and *yet*; Speaking (production)
Time: about 30 minutes

You will need one photocopy stuck onto card for each group of four to six students. You will also need one dice for each group and different coloured counters.

- Demonstrate the game on the board. Write a time, e.g. 1600. Elicit what the time is (four in the afternoon). Elicit three sentences from students using *just*, *already*, *yet* (e.g. *I've just had a Maths lesson. I've already done my English test. I haven't gone home yet.*) Repeat with another time if necessary and emphasise to students that the sentences have to be logical – e.g. at 0500, they can't say 'I've just had lunch.'
- Make groups of four to six students. Give each group a dice, different coloured counters and the gameboard: Resource 8B (page 71) stuck onto card. Review language for playing games, e.g. *it's your turn, it's my turn, that's not correct, pass the dice please, what colour are you?*
- Students read the rules. Check understanding. Groups play the game. Monitor to check they are following the rules. You may have to make a final judgment in any disputes about sentences!

Resource 8C

Language practised: 'Sports people' vocabulary; Question forms; Speaking (interaction)
Time: about 30 minutes

You will need one photocopy for each student.

- Hand out Resource 8C (page 72) to each student. Tell them to complete the information. Encourage them to be creative and original. They can be funny too if they want. Monitor and help.
- Students complete the questions 1–8 in preparation for asking their partner. The question numbers relate to the sections in the profile. Check students have written the questions before the next stage of the activity.
- Make new pairs (students may have seen/discussed their neighbour's information). Students take turns to ask their partner the questions and to write the answers in their notebook.
- Elicit from some of the pairs information about their partner's sports person. They should answer from memory and not read the answers they have written.

Resource 9A

Language practised: 'Gadgets' vocabulary; Speaking (production)
Time: about 30 minutes

You will need one photocopy, stuck onto card and cut into 20 cards for each group of four students – 10 picture cards and 10 explanations.

- Demonstrate the game first to the class. Review the meaning of *gadget*. Tell the class you're thinking of a gadget and you're going to describe it but NOT say the name. *It's something you use in the kitchen. You use it everyday. You put water in it, switch it on and the water heats up and boils.* (kettle). Don't worry if the students don't know *kettle*. They say the word in their mother tongue and you supply the English word. Do the same for the activity but not until the end.
- Hand out the cards (page 73) to students. They work in groups of four to match the definitions to the pictures. When checking answers, elicit/provide the English word for the gadget.
- Extension for stronger classes: When students have learnt the English words, take away the definitions cards. The groups turn the picture cards face down on the desk. Students take turns to take a card and provide a definition (in English!) for the others to guess. The first students to guess correctly and remember the word in English takes the card.

- Answers:** 1 (alarm clock) It wakes you up in the morning. It makes a loud noise!
2 (webcam) You put it next to your computer. You can take photos with it and put them on the internet, or use it to speak to someone on the internet.
3 (toaster) You put bread in it. It makes the bread hot.
4 (remote control) Do you want to watch a different TV programme? Use this!
5 (disposable camera) Take photos with this, then put it in the bin when it's finished.
6 (torch) If you can't see in the dark, you need this!
7 (desk lamp) Put this on your desk to give you light when you are doing your homework.
8 (digital watch) This will show you the time in numbers.
9 (travel iron) Take this on holiday if you want tidy clothes.
10 (remote control plane) This is fun – make it fly around the room!

Resource 9B

Language practised: First conditional; Speaking (interaction)
Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 9B (page 74) to each student. Let them read through the half sentences and check they know what to do and what grammar this is practising (first conditional). They complete the sentences on their own first. Stronger students should use their own ideas – tell them that their ideas are just as important as the grammar and encourage them to express themselves. Monitor and suggest words/phrases where necessary.
- Demonstrate the discussion first with the class. Write the useful phrases on the board and roleplay the discussions of two or three points, showing students how to use the expressions.
- Start the class or group discussion. Spend time on each point and manage the discussion by drawing in different students. Don't let one or two dominate. Add other useful phrases on the board as they arise.

Resource 9C

Language practised: Different types of numbers
Time: about 20 minutes

You will need one photocopy for each pair. Cut the photocopy in half before the lesson.

- Tell students that this is an information exchange activity. They each have different information. Draw a simple graph with coordinates on the board to review how to read axes, e.g. 2c.
- You can do this activity in different ways with your students
- Either a) make pairs. Hand out Resource 9C (page 75) to each pair. Section A to student A and section B to student B. Tell them NOT to look at each other's tables but that to find the information, they need say the coordinates, e.g. *Can you tell me what's in 7g, please?* Monitor and help students where necessary. The first pair to finish (with all the numbers correct) are the winners.
- Or do it as a mingling activity. Hand out Section A of Resource 9C to half the class and Section B to the other half. Students move around and ask other students for the answers, but they can only ask a student for two numbers before they move on. The first student to finish (with all the numbers correct) is the winner.

- Review pronunciation of the numbers the class found the most difficult.

Answers:

	A	B	C	D
1 (years)	1931	2000	1066	2008
2	$55\frac{1}{2}$	$33\frac{1}{3}$	$74\frac{5}{8}$	$2\frac{1}{4}$
3	289	854	399	902
4	15,678	33,256	66,421	19,998
5	10,000,000	25,000,000,000	19,000,000	600,000
6	5.25	27.4	19.2	6.8
7	17%	34%	2%	98%
8	39p	£2.50	14p	£19.99

	E	F	G	H
1 (years)	1701	1372	1289	1813
2	$19\frac{3}{4}$	$90\frac{3}{4}$	$6\frac{1}{2}$	$67\frac{1}{8}$
3	735	444	108	500
4	12,002	60,000	5,595	76,213
5	666,000	31,000,000,000	900,000	919,000
6	13.75	43.7	2.95	1.432
7	14%	30%	25%	67%
8	£2.20	5p	70p	50p

Resource 10A

Language practised: Photo description; Speaking (production); *used to*
Time: about 30 minutes

You will need one photocopy for each student. This activity will help students prepare for the oral part of their examinations.

- Review *used to* before doing this activity.
- Give a copy of Resource 10A (page 76) to each student. Elicit quickly what students can see in the two pictures. Students each choose a picture and in pairs, answer question 1. Before they start, you might want to give your class time to make notes or write their answers to the questions.
- Focus students on item 2 on the photocopy. They tick the sentences that are true for them about the pictures and complete g) and h) about themselves. Students compare their answers and experiences in pairs.

Answers: Picture 1 – a, c, e; Picture 2 – b, d, f

- Focus students on item 3 on the photocopy. Read the questions aloud with the class before they discuss them in pairs. More confident classes can do the activity in open pairs (one student asking a question of another across the class).

Resource 10B

Language practised: Present perfect with *for* and *since*
Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 10B (page 77) to each student.

They complete the sentences about themselves (if possible) using the present perfect. They cross out *for* or *since*, whichever is incorrect. Sentences 3, 5, and 7 are negative.

- Students cut the sentences into eight strips along the cutting lines. They make groups of three. Students place their strips face down on the desk in front of them. They take turns to turn over the strips and decide if each sentence is correct. If it's not, they suggest how to correct it. Be prepared to monitor closely and settle language disputes.
- Elicit sentences for 1, 2, 4, 6, 8 from the class. Write them on the board. Elicit the question for each one, e.g. if a student has the sentence, 'I've been at this school for two years', the question will be, 'How long have you been at this school?'

Resource 10C

Language practised: Reading for detail; 'Telling a story' vocabulary

Time: about 30 minutes

You will need one photocopy for each student.

- Hand out Resource 10C (page 78) to each student. They read the text and then choose the best answers. They check in pairs.
- Discuss answers with the class and focus on any vocabulary they are not sure of. Encourage them to guess/work out meanings before they look the words up in their dictionaries.

Answers: 1b 2c 3b 4a 5b

Resource 11A

Language practised: 'Making a film' vocabulary; Speaking (production and interaction)

Time: about 30 minutes

You will need one photocopy (page 79) for each group of eight, cut out.

- Put students into groups of eight and give each student in the group a different card. Tell students to read the cards and help with vocabulary as necessary. Remind them not to show or discuss what's on their card with the rest of the group.
- In their groups, each person stays in character and introduces themselves. They take turns to explain who they are and what they're looking for. When everyone has had a turn, the groups discuss which actor should be with which director. The first group to get it correct wins!

Answers: Director A – Actor 1 Director B – Actor 2
Director C – Actor 3 Director D – Actor 4

Resource 11B

Language practised: Present perfect passive

Time: about 20 minutes

You will need one photocopy for each student.

- Review the use of the passive for reporting news items. Hand out Resource 11B (page 80) to each student and put them in pairs. Read the instructions with the class and check the students know what to do.
- Students use the word pools to complete each news headline, using the present perfect passive.

Answers: 1 has been flooded, 2 has been closed, 3 has been caught, 4 has been completed, 5 has been crowned, 6 has been given, 7 has been stolen, 8 has been announced, 9 have been introduced, 10 has been broken, 11 has been finished, 12 has been filmed, 13 have been sold

- Extension: Stronger classes use the headlines to write their own news show. They choose one or two headlines from each section and extend them into short news stories. Monitor and help as they are working. Make sure they write the news bulletin and then practise reading it before they go 'live'. They divide the item up so each student takes a turn to read.
- Each group reads their news to the class. At the end take a vote on which group had a) the best items and b) read the news in the best way. Focus on b) and elicit what made them good news readers.
- If possible, record each group performing and then play it back for them/the class to watch.

Resource 11C

Language practised: Reading for detail; Speaking (production and interaction)

Time: about 30 minutes

You will need one photocopy for each student. If you prefer, cut the photocopy in half before the lesson. If possible, show all or parts of the film *Atonement* to the class before or after a) for further discussion.

- Hand out Resource 11C (page 81) to each student. Tell them to fold it in half so they can only see part A. Discuss who has seen the film. Students read the text and answer the questions. They check and discuss in pairs.
- Tell students to look at part B (discussion). Make pairs. Students read the statement and the six opinions. They decide if the opinions agree or disagree with the statement (Ann, John and Laura agree; the others disagree).
- Tell each pair if they have to *agree* or *disagree* with the statement. They have five minutes to prepare their points. Write prompts on the board as they prepare: *I don't agree with you / That's a good point but ... / Have you thought about ... / I'm sorry but that's not true / That's interesting but ... /*
- Make groups of four – each 'agree' pair with a 'disagree' pair. Students try and persuade the other pair to change their opinion! Monitor and help as they discuss for about five minutes. At the end, ask the class if anyone was successful in changing another student's opinion.

Answers: (Part a) 1 Ian McEwan, 2 *Atonement*, 3 Keira Knightley, James McAvoy, Saoirse Ronan, 4 Briony, 5 She sees an argument between Cecily and Robbie, 6 Because of her misunderstanding, there are terrible consequences and it changes everyone's lives

Resource 12A

Language practised: 'Crime' vocabulary

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 12A (page 82) to each student. They complete the crossword individually and then they check in pairs.

Answers:

Across: 1 vandalism 4 robbery 6 steal 8 speeding, 9 against 10 cheating 12 guilty 14 litter
Down: 2 shoplifting 3 truant 5 burglar 7 lie 11 illegal 13 fake

Resource 12B

Language practised: Reported requests and commands

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 12B (page 83) to each student. They complete the sentences individually and then they check in pairs.
- Check answers with the class.

Answers:

1 The teacher told the students to check their answers with a partner.
2 Sarah advised her daughter not to stay out late.
3 The instructor told his pupil not to worry about the driving test.
4 The woman asked the young man to stop smoking.
5 The father told his children to sit down and be quiet.
6 The guitar teacher advised her pupil to practise for one hour a day.
7 Put your hands up and don't move!
8 Please, can you come shopping with me?
9 You shouldn't keep the wallet you found on the bus.
10 Don't look at each other's books.
11 You should buy a ticket for the concert today!
12 Please, don't tell anyone about my bad test marks.

Resource 12C

Language practised: Grammar revision

Time: about 40 minutes

You will need one photocopy for each pair of students.

- Tell students they're going to play a grammar game. Explain the meaning of 'auction' in the mother tongue if necessary. Pre-teach *bid*. Say that you are selling sentences in this auction. Tell each pair they have £1000 to buy the sentences they want. Tell them they can't go over-budget and they should only buy correct sentences. Also remind them to keep their opinions about the sentences and how much to bid a secret in their pairs.
- Hand out Resource 12C (page 84) to each pair. Give them five minutes (no books!) to read through the sentences and decide which are correct. They make a tick or cross against each sentence in the left side of the *Correct?* column. Then they decide how much to bid for each sentence.
- Run the auction. Make sure as you sell each sentence that you don't give any clues as to whether it's correct or not. Make it fun and lively. Remind pairs they can only spend £1000.
- When the auction is finished, focus on each sentence in turn and decide with the class if it's correct or not. Students put a tick or cross in the right side of the *Correct?* column.
- The winners are the pair who have bought the most correct sentences and have the most money left.

Answers: 1 incorrect: has won = won, 2 correct, 3 incorrect: to see = to seeing, 4 correct, 5 incorrect: I want go = I want to go, 6 correct, 7 incorrect: didn't used to = didn't use to, 8 incorrect: would = will OR get = got

Resource 1A

Find someone who ...

Ask your friends. Write their answers.

Find someone who ...	Friend's name:	Friend's name:	Friend's name:
doesn't have any brothers or sisters			
plays a musical instrument			
is crazy about fitness			
walks to school			
goes to the gym once a week			
likes reading books			
doesn't like coffee			
has a time twin			
wants to study business at college			
is saving to buy something special. What is it?			

Resource 1B

A: Complete the text using the correct words

Jo thinks she's a chilled kind of person. She doesn't like to ¹ _____ plans for every minute of the day. She likes things to 'happen'. She's very sociable and ² _____ her friends most days. Sometimes they ³ _____ the cinema but they're also happy to ⁴ _____ nothing. Jo ⁵ _____ computer games, she thinks they're boring. She likes to read and listen to music and she ⁶ _____ some sport too. At weekends she ⁷ _____ in bed until late. Then she ⁸ _____ her friends and they decide what to do. Is she chilled? What do you think?

- | | | |
|-----------------|-----------------|-----------------|
| 1 a) make | b) get | c) do |
| 2 a) goes | b) has | c) meets |
| 3 a) go | b) go in | c) go to |
| 4 a) make | b) do | c) get |
| 5 a) doesn't do | b) doesn't make | c) doesn't play |
| 6 a) does | b) makes | c) gets |
| 7 a) gets | b) goes | c) stays |
| 8 a) has | b) calls | c) goes |

B: What kind of person are you? Choose the statements that describe you!

- 1 I love going to parties and having fun. I like meeting people.
- 2 I like to stay up really late. I don't like the mornings.
- 3 I love the morning, that's my best time of day.
- 4 I buy music CDs and computer games the minute they are in the shops.
- 5 I hate watching sport on TV. I think it's boring.
- 6 My clothes, my hair, the way I look are all really important to me.
- 7 I'm shy when I meet new people.
- 8 I make the decisions about where to go and what to do when I'm with my friends.

Why?

Can you explain?

Now discuss your ideas in groups.

Not me!

Tell me more.

Me too!

Do you think so?

Resource 1C

Read the blog. Match the comments (1–5) to the responses (a–f). There is one response you do not need to use. Then write T for the ones written by teens, P for the ones written by parents, E for the ones which could be either.

Join our blog. Post up your comments. Give some advice.

1 I don't think of myself as strict, but ... I think evenings are for schoolwork, not for going out with friends. The weekend's the time to have fun.

2 My girlfriend stopped talking to me and I'm depressed. My parents ask me what the problem is. I don't want to tell them – they don't like my girlfriend. Help!

3 Every day the newspapers and the TV say the bad things about teenagers. I don't think it's fair. I don't do bad things. My friends don't do bad things. No one talks about us.

4 When we go shopping together, my mum buys the same clothes as me. It's embarrassing!! We look like twins when we go out, but she's 40 and I'm 15. How can I tell her she looks very strange.

5 I'm glad I'm not a teenager now. I think it's difficult for teenagers these days. There is a lot of pressure, you know from friends, school, parents, society, and that makes life very difficult sometimes.

a Well do something good and be in the news!! And stop complaining.

b I don't agree. I think they have an easy time. They have more money than we did and most parents are more understanding and supportive. It was much harder for us.

c Let us decide! We know if we have work to do for the next day or not. It's sometimes good to do something different.

d It's not fair to say that. Teenagers don't use the phone all the time. My mum talks on the phone all the time.

e Don't tell them – they can find out from your friends if they want to. Talk about it with your friends ... you can be happy without her.

f You're lucky! My mum's embarrassing for the opposite reason. Perhaps her clothes were fashionable when she was a teenager, but not now. Can I have your mum?!

Resource 2A

Student A

FACTFILE Angelina Jolie – actor Name: Angelina Jolie Voight Date of birth: 4 June 1975 Grew up: grew up in New York, moved to Los Angeles age 11 Age 14: started work as a fashion model First film: Hackers First international success: Lara Croft: Tomb Raider Interesting fact: has tattoos all over her body	FACTFILE Tiger Woods – golfer Name: _____ Woods Date of birth: _____ 1975 Grew up: grew up in _____ Age _____: started to play golf First tournament win: _____ _____ at age 8 First international success: He won The Masters in _____ Interesting fact: is a _____
--	--

Questions

Write the questions to ask your partner here:

Name: _____

Date of birth: _____

Grew up: _____

Age 14: _____

First film: _____

First international success: _____

Interesting fact: _____

Student B

FACTFILE Tiger Woods – golfer Name: Eldrick Tont Woods Date of birth: 30 December 1975 Grew up: grew up in California Age 2: started to play golf First tournament win: Junior World Golf Championship at age 8 First international success: He won The Masters in 1997 Interesting fact: is a Buddhist:	FACTFILE Angelina Jolie – actor Name: Angelina Jolie _____ Date of birth: _____ 1975 Grew up: grew up in New York, moved to _____ age 11 Age _____: started work as a fashion model First film: _____ First international success: _____ _____ Interesting fact: has _____ all over her body
---	--

Questions

Write the questions to ask your partner here:

Name: _____

Date of birth: _____

Grew up: _____

Age 2: _____

First tournament win: _____

First international success: _____

Interesting fact: _____

Resource 2B

Can you explain? Match sentences 1–5 with the endings a–e. Can you think of more explanations?

1

You were under the table in the kitchen when your friend came into the room. What did you say?

I was eating my dinner when _____

2

When you met your friend outside the cinema, you were only wearing one shoe. What did you say?

I was running to catch the bus when _____

3

You were holding a dead duck when you met a policeman. What did you say?

I was swimming in the lake when _____

4

It was your boy/girlfriend's birthday but you didn't have a present for him/her. What did you say?

I was going to the music shop yesterday when _____

5

You arrived for your English exam with red paint all over your clothes. What did you say to your teacher?

I was walking to school when _____

- a *someone took my wallet!*
- b *my phone rang and I dropped it on the floor!*
- c *a painter dropped his paintbrush!*
- d *my shoe fell off and a car drove over it!*
- e *it fell out of the sky!*

Resource 2C

a) All these adjectives can be used to describe people. For numbers 1–5, find the negative word in each group.

1	cruel	determined	great	popular
2	chilled	sympathetic	talented	boring
3	successful	important	brutal	famous
4	weak	brilliant	modest	brave
5	intelligent	friendly	violent	glamorous

b) Complete each sentence with one of the adjectives from Activity a).

- 6 She can understand the feelings of other people. She is _____.
- 7 He is born with a special gift. He is _____.
- 8 She hurts other people. She is _____.
- 9 He is sure he will achieve his goals. He is _____.
- 10 She shows great courage. She is _____.
- 11 He achieves his goals or ambitions. He is _____.
- 12 She is known by many people in many countries. She is _____.
- 13 Everyone likes him. He is _____.
- 14 She is not interesting. She is _____.
- 15 He is very relaxed. He is _____.

Resource 3A

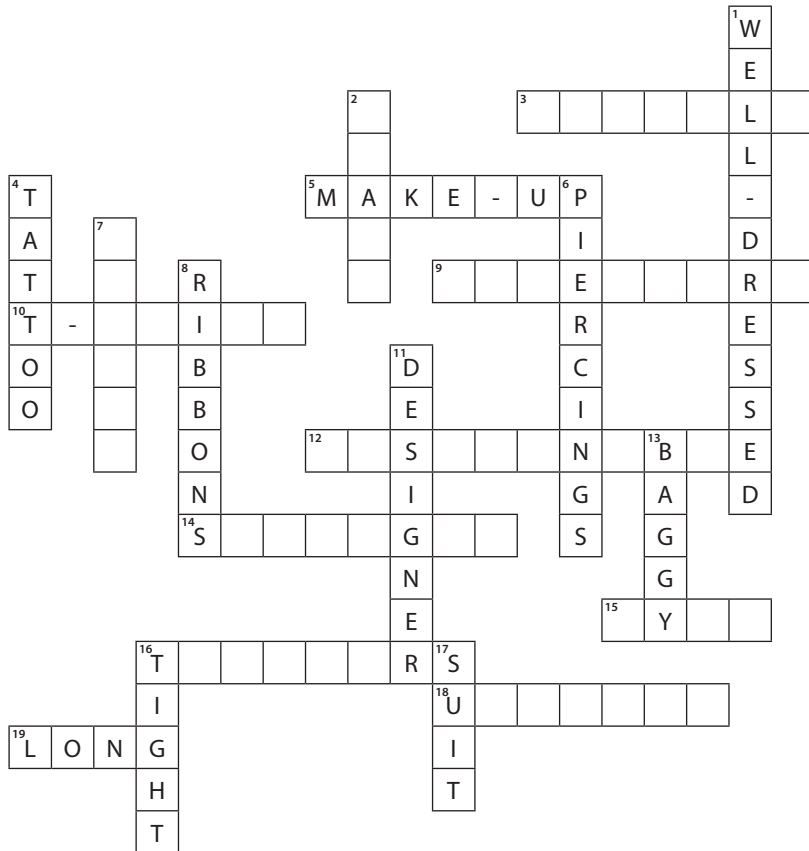
quiet	noisy	messy	colourful
dark	bright	nice	tidy
modern	comfortable	good	bad
important	well-organised	small	interesting

school canteen	bedroom	classroom	coffee bar
disco	library	cinema	shopping mall
school canteen	bedroom	classroom	coffee bar
disco	library	cinema	shopping mall

Resource 3B

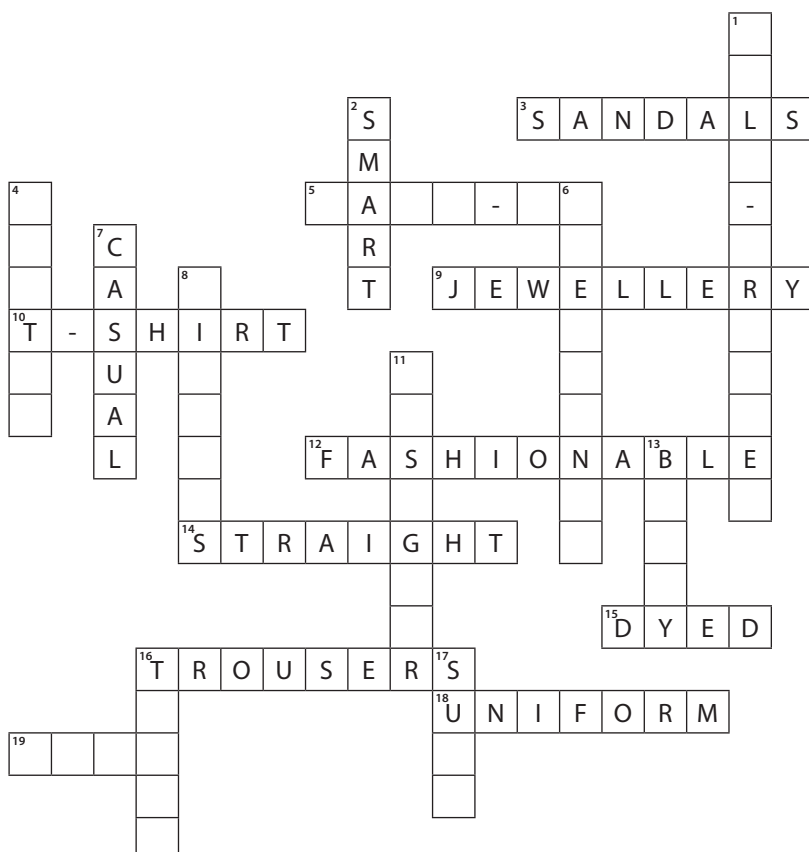
Crossword: Personal Style

You and your partner have different words. Give definitions of your words so your partner can fill them in on the grid. Use the prompts to help you give a definition!



Student A prompts: [on Student A crossword]

- 1 He wears nice clothes – he is ...
- 4 A picture on your skin!
- 5 *Mime!*
- 6 *Mime!*
- 8 You wear them in your hair.
- 11 Clothes that cost a lot! Who made them?
- 13 Opposite of tight.
- 16 Opposite of number 13!
- 17 Trousers and a jacket ... for work ...
- 19 Opposite of short



Student B prompts: [on Student B crossword]

- 2 Not casual.
- 3 For your feet, but not shoes ...
- 7 Opposite of number 2!
- 9 Gold, silver ... *Point to someone wearing jewellery!*
- 10 Everyone wears this! *Are you wearing one? Point to it!*
- 12 It is popular now.
- 14 *Do you have straight hair? Point to it!*
- 15 Not your real colour hair ...
- 16 Not a skirt! Girls and boys wear them.
- 18 Some people have to wear this to school.

Resource 3C

Read the information about the four students and complete the table.

- This student works for his parents' computer company at the weekends. His girlfriend's called Jackie. He's careful with his money – the opposite of his girlfriend! He spent £50 on piercings last month. He doesn't like them now, and wishes he hadn't. But he's happy with the music he downloaded last week – he only paid £5!
- This student is 18 and he works in a supermarket at weekends. His girlfriend's called Fiona. He likes to save. He says his biggest mistake was lending a friend £20 to buy ticket for a concert. He never got it back! His best bargain this month: designer jeans for £15.
- This student works in a designer store on Saturdays. She is quite sensible with money and is saving to go on holiday. She made the same mistake as her boyfriend Craig but got her £20 back! She says she's pleased with the shoes she got this month for £10 – a real bargain.
- This student hasn't got a weekend job. She's 16. Her boyfriend's called Brad. She's a natural spender and likes to shop. Her worst shopping mistake was buying the same shoes as her friend Fiona, but for £20 more! Her best bargain this month was an MP3 player for £50.

Name and age	Job	Girl/boy friend	Spend or save	Mistake	Bargain
_____ 18	Works in a supermarket	_____	_____	Lending friend £20 to buy a ticket for a concert - _____ _____	_____ _____
Jackie _____	_____ _____	_____	_____	Shoes for £ _____	_____ _____
_____ 17	_____ _____	_____	Quite sensible	Lending friend £20 to buy a ticket for a concert - _____ _____	_____ _____
_____ 17	_____ _____	_____	Careful	_____ _____	Music downloads £5

Discuss the questions in pairs:

Who are you like: Jackie, Fiona, Craig or Brad?

Imagine you make these mistakes – what do you do?

What is your best bargain this month?

Resource 4A

Student A

Make notes for the interview. You can be honest or you can make up things to tell the journalist.

Favourite subjects:

Languages:

Gap year plans (where/who with):

University/college:

Career plans):

Student B

Ask questions to complete the information about Student A.

Name	
Favourite subjects	
Languages	
Gap year plans	
University / college	
Career plans	
Interests / Other information	

Resource 4B

Gerund / Infinitive Dominoes

hope	intend	try	would like	hope	intend
expect	plan	want	need	expect	plan
like	enjoy	can't stand	miss	like	enjoy
start	hate	not mind	spend time	start	hate
<i>to work</i>	<i>working</i>	<i>to help</i>	<i>helping</i>	<i>to work</i>	<i>working</i>
<i>to use</i>	<i>using</i>	<i>to travel</i>	<i>travelling</i>	<i>to use</i>	<i>using</i>
<i>to find</i>	<i>finding</i>	<i>to be</i>	<i>being</i>	<i>to find</i>	<i>finding</i>
<i>to leave</i>	<i>leaving</i>	<i>to do</i>	<i>doing</i>	<i>to leave</i>	<i>leaving</i>
try	would like	want	need	can't stand	Miss
not mind	spend time	<i>to help</i>	<i>helping</i>	<i>to travel</i>	<i>travelling</i>
<i>to be</i>	<i>being</i>	<i>to do</i>	<i>doing</i>		

Resource 4C

In groups, discuss each job in turn.

Talk about

who the best person for the job is and why.

why the other people are not suitable for the job.

PART-TIME JOBS

1 Are you friendly and helpful? This is the job for you. Two or three evenings a week at our hotel reception desk. Call Jim on 01202 76654

2 We need someone to help out on Saturday mornings for about three hours. Transport provided. Call Greenlands Riding Stables on 01728 68790

3 City-centre clothes shop wants part-time staff for weekend work. Saturdays or Sundays - you can choose. Experience preferred. Call Sam on 01394 83542

4 Saturday job for enthusiastic person. We need someone to help with social activities for our young foreign students. Can you speak another language too? Call Dave on 01473 89765

a **Penny:** good at languages, some experience of shop work, wants to work on Sundays

b **Laura:** sociable and outgoing, looking for her first part-time job, willing to do anything, prefers evening work

c **Philip:** very fashionable and friendly, doesn't like shop work, wants to work Saturdays and Sundays if possible, not very good at languages

d **Suzy:** good sense of humour, always smiling, animal lover, good at languages, can't work evenings

e **Jack:** very shy, good at languages, is looking for his first job, prefers evenings or Saturday afternoons

f **Carl:** very bright and friendly, has experience working with young people and animals, good at languages, wants about six hours' work a week

Resource 5A





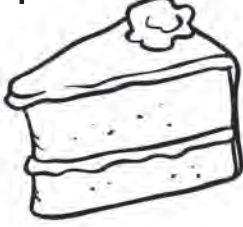






Stay Well

Play the game in your group. Say a sentence for each picture. Use *must*, *mustn't*, *should*, *shouldn't* (e.g. *You should drink lots of water. You mustn't eat cake!*) You can't repeat sentences. The first person to reach square 20 is the winner. Good luck!

You will need:

Coloured counters

A dice

20 Finish	19 	18 	17 Go back one space.
13 Go forward two spaces.	14 Breakfast	15 	16 Too many biscuits. Miss a turn.
12 	11 	10 	9 Go back three spaces.
5 	6 	7 Only 4 hours sleep! Miss a turn.	8 
4 	3 Go forward two spaces.	2 	1 Start

Resource 5B

Complete the text with *a, an, the* or \emptyset .

Being a Jockey

¹ _____ J/jockeys have to be very strong and fit but they also have to keep their body weight low. This is not ² _____ easy thing to do. So how do they do it? This is ³ _____ typical day in the life of a professional jockey.

A jockey's day starts very early, at around 4 a.m. The first meal of the day is breakfast. A healthy breakfast for a jockey is ⁴ _____ cereal, wholewheat bread and fruit. Carbohydrate gives them ⁵ _____ energy and means they don't feel hungry. This is important as the mornings are very busy, exercising the horses and preparing them for racing. On a race day, they have ⁶ _____ lunch two or three hours before ⁷ _____ race. ⁸ _____ B/bowl of pasta or a liquid meal is easy to digest and gives them the energy they need for the race. On other days, they can have ⁹ _____ meat and ¹⁰ _____ vegetables. When jockeys are riding several races in a day, they eat energy bars between races. At the end of the day jockeys are often very thirsty so it's important that they drink ¹¹ _____ water or ¹² _____ juice to rehydrate quickly. The meal in ¹³ _____ evening also contains carbohydrates because these help to rebuild muscles and strength for the next day.

So, like for all of us, ¹⁴ _____ three meals that jockeys eat in a day contain something from each of ¹⁵ _____ different food groups: cereals, fruit and vegetables, meat and dairy products. The difference is that they don't eat as much as we do.

Resource 5C

Complete the questionnaire for YOU and then ask three friends.

	You	Your friend: _____	Your friend: _____	Your friend: _____
What do you eat for breakfast in the week?				
What do you eat for breakfast at weekends?				
What do you eat for lunch in the week?				
What do you eat for lunch at weekends?				
What do you eat/drink at bedtime?				
Name your favourite snacks.				
Name your favourite ready meals.				
Name some English food you like.				

Discuss the information with other students. Use these prompts to help you:

Some of us eat _____ / Our favourite _____ / No one eats _____ / We all like _____

Resource 6A

Anti-Social Behaviour



1 Match the pictures to the descriptions. Complete the gaps.

a) In this picture, there's a ¹ _____. She's ² _____ on the bed in a room. She's ³ _____ a T-shirt and ⁴ _____. She's got ⁵ _____ on her wall. She looks ⁶ _____.

b) In this picture, there's a ⁷ _____. He's ⁸ _____ on a bridge. He's wearing a ⁹ _____ cap and he's got ¹⁰ _____ on his hands. He looks ¹¹ _____.

c) In this picture, there's a ¹² _____. She's ¹³ _____, looking at the camera. She's got one ¹⁴ _____ on her head. She's wearing a black ¹⁵ _____. She looks ¹⁶ _____.

2 Talk about what you think the teenager's problem is for each one.

3 What do you think other teenagers/parents/the school can do to help?

4 Imagine this is your friend. What can you say to him/her?

Resource 6B

Sort the two texts. One is written by a mother, one by her daughter.

a My parents were quite easy-going but there were definite
b I think my mum and dad are quite strict, compared to
c some of my friends anyway. My brother and I are only
d rules in our house. My sisters and I weren't allowed to
e allowed to watch TV after we've done our homework –
f wear make-up during the day. We could wear it for
g parties, but of course we put make-up on after we left the
h and even then we can only watch for an hour a night! My
i mum thinks she is fair to my brother and me, but I don't
j house! We didn't think it was fair because our brothers
k agree. I have to do more in the house, like washing up and
l had much more freedom. They could stay out late and
m ironing, than my brother does. And there's another thing,
n were allowed to go to discos with their girlfriends. And the
o if I break the rules – if I'm back home later than they
p said – then I'm punished and I can't see my friends that
q worst thing was they didn't have to help with the chores at
r home – we girls did! Things are different for young people
s now and I try to treat my children more fairly.
t weekend. I don't think that's right.

Resource 6C

Work with a partner. Read the information. Circle the age you think people can do these things in the UK. Discuss your guesses with another pair. Then ask your teacher for the correct answers.

Which answers surprised you most? Why?

Guess the correct age for these laws in the UK.

a You can go to a pub but you can't drink alcohol. 14/16/18

b You can get a tattoo. 17/18/21

c You can ride a small motorbike (50cc). 14/16/17

d You can have your own passport. 16/18/21

e You can change your name. 17/18/21

f You can buy fireworks. 13/16/18

g You can work part-time. 13/14/16

h You can rent a car. 17/18/21

Resource 7A

Holiday Plans

Where to go:	Things to do:	Clothes and equipment to take:
China Places to visit: Beijing and The Great Wall of China	swimming camping walking shopping	swimming gear walking boots sleeping bag camera
Where to go: Australia Places to visit: The Australian Outback and the Great Barrier Reef	looking at scenery going to clubs sightseeing visiting museums and galleries sunbathing	notebook and pencil designer clothes sun hat mobile phone binoculars
Where to go: The USA Places to visit: The Rocky Mountains (in summer) and Los Angeles	eating out hanging out with friends going to the beach	tent phrase book cycling gear
Where to go: South Africa Places to visit: Cape Town and the Kruger National Park		

Resource 7B

The Future of Travel. What do you think?

Number the statements from the most likely (1) to the least likely (10).

People will be able to travel around cities in flying cars.	
People definitely won't own their own cars.	
People might be able to travel to the moon for a holiday.	
People will have to use electric cars.	
People will probably fly much more than they do today.	
People may be able to time travel.	
People will go on shopping trips to the other side of the world.	
People won't need passports.	
Flying will definitely be cheaper than today.	
People probably won't walk around in cities.	

Now discuss your predictions with the class.

Use these phrases to help you:

A: What do you think about this one? (People may be able to time travel.)

B: I wrote (8). I think . . .

A: Why?

B: Because . . .

Resource 7C



Useful words and phrases:
 pack a suitcase passport beach towel
 shorts



Useful words and phrases:
 airport security open a suitcase
 suncream security guard



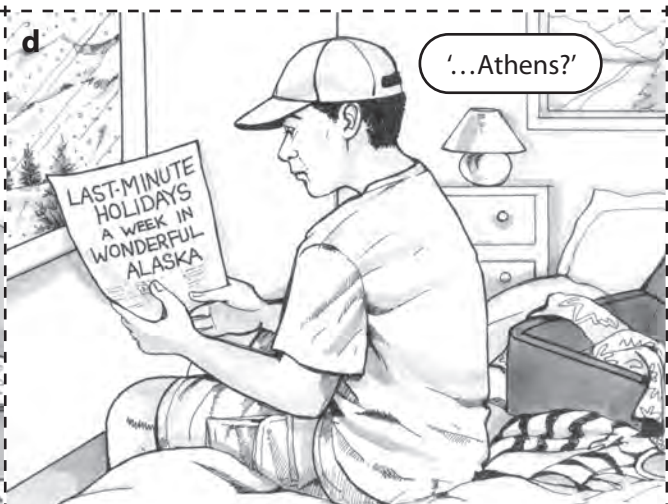
Useful words and phrases:
 plane warm clothes passengers
 confused



Useful words and phrases:
 plane summer clothes winter clothes
 very cold



Useful words and phrases:
 hotel room cold snow window



Useful words and phrases:
 hotel room holiday brochure

Resource 8A

A Complete the exercise using verbs in the present perfect.

- 1 _____ (you ever play) in the school football team?
- 2 I don't like snow. _____ (I never go) snowboarding. What about you?
- 3 My brother is fantastic at tennis. _____ (he play) five matches this season and _____ (he win) all of them.
- 4 My grandparents _____ (never go) on a plane. They _____ (not travel) to New York or London.
- 5 Your sister's in a rock band? Wow! _____ (she ever meet) anyone really famous?

B Choose the correct words.

Alex: (6) *Have you ever watched / Did you watch* the basketball on TV last night?

Emily: No **(7)** *I haven't / I didn't*. **(8)** *I have never liked / didn't like* basketball. I prefer volleyball.

Alex: What do you think about yoga? **(9)** *Have you ever tried / Did you try it?*

Emily: Yes, I **(10)** *have been / went* to the class after school last Monday.

Alex: (11) *Have you liked / Did you like it?*

Emily: Yes, **(12)** *I have / did*. But my back hurts today.

Alex: Oh dear!

Resource 8B

Play the Game

Look at the time.
Make sentences with
just, yet and already.

START

FINISH

Rules

Place your counters on Start.
Take turns to throw the dice. The player with the highest number starts.
The first player throws the dice and moves his/her counter. He/she says three sentences about the time using *just, yet and already*. The other players decide if the sentences are correct. If not, the player misses a turn.
The first player to reach the finish is the winner.
Remember: You can't repeat sentences other students have said!

Good Luck!

Resource 8C


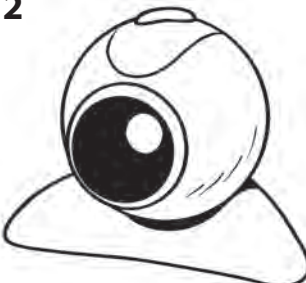

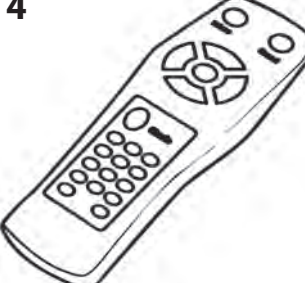
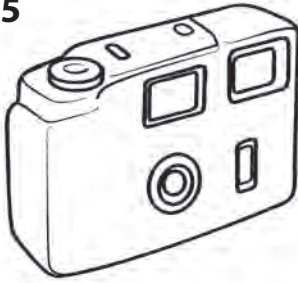


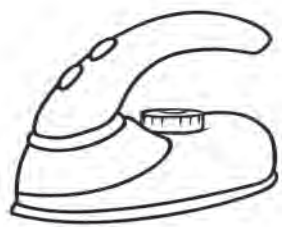
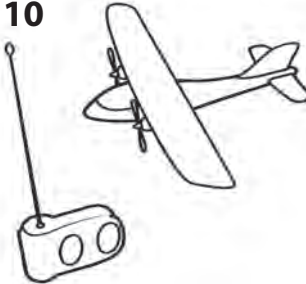
Complete the profile of an imaginary sports person. Choose an unusual sport and make your answers interesting!

1	Name:	
2	Country of Origin:	
3	Age:	
4	Sport:	
5	First competition won / achievement:	
6	Three achievements this year:	
7	Greatest disappointment:	
8	Ambitions:	

Now complete these questions to ask your partner about his/her sports person. Write his/her answers to the questions.

- 1 What's _____ ?
- 2 Where _____ ?
- 3 How _____ ?
- 4 Which _____ ?
- 5 What _____ ?
- 6 What _____ ?
- 7 What _____ ?
- 8 What _____ ?

Resource 9A

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 
<p>9</p> 	<p>10</p> 	<p>It wakes you up in the morning. It makes a loud noise!</p>	<p>You put it next to your computer. You can take photos with it and put them on the internet, or use it to speak to someone on the internet.</p>
<p>You put bread in it. It makes the bread hot.</p>	<p>Do you want to watch a different TV programme? Use this!</p>	<p>Take photos with this, then put it in the bin when it's finished.</p>	<p>If you can't see in the dark, you need this!</p>
<p>Put this on your desk to give you light when you are doing your homework.</p>	<p>This will show you the time in numbers.</p>	<p>Take this on holiday if you want tidy clothes.</p>	<p>This is fun – make it fly around the room!</p>

Resource 9B

What do you think?

1 Complete these sentences. Use the sentence endings or your own ideas.

a) If students are allowed to bring mobiles into class, _____

b) If parents decide the school rules, _____

c) School will be better if _____

d) If a student plays truant, _____

... she/he should do extra homework!

... there are no exams.

... they will always agree with the teachers!

... teachers will not be happy.

2 Discuss your ideas with the rest of the class. Use these phrases to help you:

Well, in my opinion ...

I don't agree at all. I think ...

I agree with some of what you say but ...

But what about ...

That's an interesting point.

That won't work.

On the other hand ...

Yes, but ...

Resource 9C

Student A

	A	B	C	D	E	F	G	H
1 (years)		2000	1066		1701	1372		
2	$55\frac{1}{2}$			$2\frac{1}{4}$	$19\frac{3}{4}$			$67\frac{1}{8}$
3		854			735		108	500
4	15,678		66,421		12,002		5,595	
5		25,000,000,000	19,000,000		666,000			919,000
6	5.25			6.8		43.7	2.95	
7			2%	98%		30%	25%	
8	39p	£2.50			£2.20			50p

Student B

	A	B	C	D	E	F	G	H
1 (years)	1931			2008			1289	1813
2		$33\frac{1}{3}$	$74\frac{5}{8}$			$90\frac{3}{4}$	$6\frac{1}{2}$	
3	289		399	902		444		
4		33,256		19,998		60,000		76,213
5	10,000,000			600,000		31,000,000,000	900,000	
6		27.4	19.2		13.75			1.432
7	17%	34%			14%			67%
8			14p	£19.99		5p	70p	

Resource 10A



1 Choose a picture. Describe it, using these questions to help.

Who is in the picture? What are they doing? How are they feeling?

2 a Read the sentences and match them to the photos.

- a) I used to have a dog when I was young.
- b) I used to love my birthday parties.
- c) I didn't use to stay indoors in the summer.
- d) I used to wake up early on my birthday.
- e) I used to play outside every day in the summer.
- f) I didn't use to open my birthday presents before breakfast.

b Tick (✓) the ones which are true for you.

c Now add your own ideas.

- g) I used to _____
- h) I didn't use to _____

3 Answer the questions for the photo you chose. Use your answers to questions 1 and 2 to help you.

- a) Did you use to enjoy birthday parties when you were a child? _____
What did you use to do?

What is your favourite kind of party now and why?

- b) Did you use to enjoy summer holidays when you were a child? _____
What did you use to do?

What is your favourite kind of summer holiday now and why?

Resource 10B

Complete the sentences about yourself using the *present perfect*. Delete *for* or *since* for each sentence. Be careful – sentences 3, 5, and 7 are negative. Use the prompts below or your own ideas.

1 _____ *since/for* last week.

2 _____ *since/for* two years.

3 (not) _____ *since/for* last Sunday.

4 _____ *since/for* 8 o'clock.

5 (not) _____ *since/for* three weeks.

6 _____ *since/for* ages.

7 (not) _____ *since/for* 1st July.

8 _____ *since/for* twenty minutes.

live/in your house go/to your school study/English go/on holiday eat/crisps drink/cola
see/friends go/shopping watch/film read/good book

Resource 10C

Read the text and choose the best answer, a, b or c, for each question.



The image shows a screenshot of a web browser window. On the left side, there is a text document with the following content:

7 January 2008

This morning was very hot and humid. I got up early – I couldn't sleep. When I went outside I saw huge dark clouds on the horizon. And it was strange. The birds weren't singing. I felt very scared. Suddenly, I heard a roaring sound, you know, like wind in the trees but much louder. I looked up and there it was ... a twister coming towards me across the field. I took out my mobile and took a quick picture. Then I shouted to my sister and ran to the storm shelter. We got inside and closed the door. Just in time. The tornado passed over us and then everything was silent.

We opened the door of the shelter and looked out. I said to my sister, 'Everything has been smashed to pieces! Our house and barn have been destroyed!' I couldn't find my dog, Sammy, at first. She used to hide under the house, but there was no house. In the end I found her – she was under the tractor. I have never seen her as frightened as she was today. Here's the picture I took – quite something!

On the right side of the browser window, there is a photograph of a twister (tornado) over a rural landscape with a house and barn in the distance.

- 1 What was the weather like in the early morning?
a) cloudy b) very warm c) cool
- 2 Why was the writer frightened?
a) He couldn't sleep. b) He couldn't find his sister. c) The birds were silent.
- 3 What did the twister sound like?
a) a tractor b) a strong wind c) silent
- 4 Where did the writer and his sister go?
a) into the shelter b) into the house c) under the house
- 5 What damage did the twister do?
a) It destroyed the tractor b) it destroyed the house c) it killed the dog

Resource 11A

Director A:

You are making a thriller called *Jungle*.

You are looking for an actor who is not famous.

You have a small budget and you can't pay him/her a lot of money.

You want to make the film in the jungles of South America – the actor mustn't be afraid of spiders and snakes!

Director B:

You are making a horror movie called *Help!*

You are looking for an actor who is not famous.

You have a small budget and you can't pay him/her a lot of money.

You want to make the film in a safari park in South Africa – the actor mustn't be afraid of lions and elephants!

Director C:

You are making a new romantic comedy called *Love 2*.

You are looking for an actor who has made romantic comedies before.

You have a large budget and you can pay him/her a lot of money.

You want to make the film in San Francisco, USA – the actor must be able to travel.

Director D:

You are making a historical drama called *The Romance of Henry VIII*.

You are looking for a famous actor.

You have a large budget and you can pay him/her a lot of money.

You want to make the film in England – the actor must be able to do an English accent!

Actor 1:

You want to be in either a thriller or a horror movie.

You are not very famous ... you have never made a film before!

You are rich because your parents give you a lot of money; you don't need much pay.

You love travelling but you hate big animals – you like small animals and bugs.

Actor 2:

You want to be in either a thriller or a horror movie.

You are not very famous ... you have never made a film before!

You don't care about money – pay is not important to you.

You love travelling but you hate snakes and spiders.

Actor 3:

You are a famous actor and you love making romantic comedies and historical dramas.

You want to be paid a lot of money – you're famous, so you deserve it!

You don't mind travelling because you're bored of England. Your last director wasn't happy because your English accent wasn't very good.

Actor 4:

You are a famous English actor and you love making romantic comedies and historical dramas.

You want to be paid a lot of money because you want to buy a big new house!

You hate travelling – you want to stay in Europe.

Resource 11B

The News

Choose the correct words to complete the headlines using the present perfect passive.

Local news:

1 The city centre _____ by heavy rain.

2 The cinema _____ because of a fire.

3 The tiger that escaped from the zoo _____.

[close catch flood]

International news:

4 The world's tallest building _____ in Dubai.

5 Prince William _____ King of England.

6 Poland _____ the presidency of the EU.

7 \$3 million _____ from a bank in Geneva.

[crown give complete steal]

Sport:

8 The venue for the 2020 Olympics _____.

9 New rules for international football matches _____.

10 The 100-metres record _____ – again!

[break introduce announce]

Entertainment:

11 The sequel to the film Titanic _____ – you can watch it in the cinemas soon!

12 A new reality TV show _____ – in the Antarctic!

13 Photos of the Hollywood wedding of the year _____ for \$10 million!

[finish sell film]

Resource 11C

A: Reading

Atonement

Atonement, a book by Ian McEwan, was recently made into a film starring Keira Knightley, James McAvoy and Saoirse Ronan, who tells the story. The story starts in Britain in the 1930s. The plot centres around the misunderstanding of 13-year-old Briony (Saoirse Ronan) of an argument she sees between her sister Cecilia (Keira Knightley) and the housekeeper's son Robbie (James McAvoy). This misunderstanding has terrible consequences for everyone involved and no one's lives are ever the same again.

- 1 What's the author's name?
- 2 What's the title of the book?
- 3 Who are the actors?
- 4 Who is the narrator of the story?
- 5 What does Briony see?
- 6 What happens as a result of what she sees?

B: Discussion

The book is always better than the film.

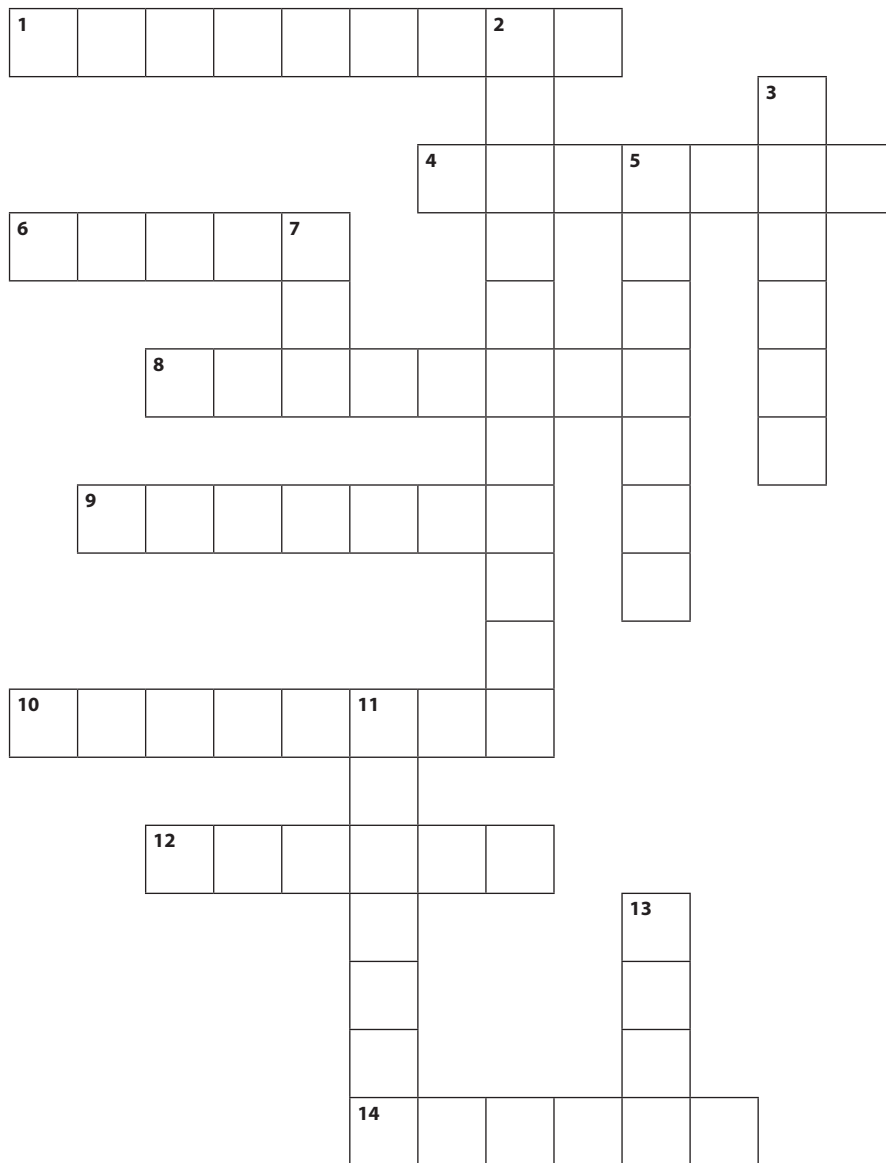
Read 1–6. Do the people agree or disagree with the sentence?

- 1 **Ann:** Definitely! Books are more interesting.
- 2 **John:** I think so. You can use your imagination with a book.
- 3 **Helen:** I don't think that's true. Sometimes the director is better than the author!
- 4 **Ben:** Sometimes, but not always. I like the *Lord of The Rings* films more than the books.
- 5 **Mike:** Films are better for telling stories – you can see everything and you don't have to read boring long chapters!
- 6 **Laura:** Yes, that's true. A film can't show you what people are thinking.

In pairs, make notes for a group discussion. Use the opinions above and your own ideas. Your teacher will tell you if you 'agree' or 'disagree'.

Resource 12A

Complete the crossword using words related to Crime.



Across

- 1 Damage to cars or buildings.
- 4 There was a bank _____ last week. £30m was stolen!
- 6 To take something that's not yours.
- 8 To go faster than is allowed in a car.
- 9 It's not allowed, it's _____ the law.
- 10 If you take answers into an exam, that's _____.
- 12 The opposite of innocent.
- 14 If you drop rubbish in the street, it's called _____.

Down

- 2 To take something from a shop without paying.
- 3 You play _____ when you don't go to school.
- 5 A person who breaks into your house and takes something.
- 7 To say something that's not true.
- 11 It's not allowed, it's _____.
- 13 Something that's not real, for example ID can be _____.

Resource 12B

A Change these sentences into reported speech.

1 Check your answers with a partner. (The teacher → the students)

2 You shouldn't stay out late. (Sarah → her daughter)

3 Don't worry about the driving test. (The instructor → his pupil)

4 Please, can you stop smoking? (The woman → the young man)

5 Sit down and be quiet! (The father → his children)

6 You should practise for one hour a day. (The guitar teacher → her pupil)

B Change these sentences into direct speech.

7 The policeman ordered the thief to put his hands up and not to move.

8 The old lady asked her friend to come shopping with her.

9 Peter advised his friend not to keep the wallet he found on the bus.

10 The teacher told his class not to look at each other's books.

11 Susie advised her best friend to buy a ticket for the concert that day.

12 Sam asked his dad not to tell anyone about his bad test marks.

Resource 12C

Grammar Auction

	Correct?	Maximum Bid	Bought?
1 Muhammad Ali was born in 1942 and he has won the World Championship in 1964.			
2 I really like Jason's new jacket but I think his jeans are much too baggy.			
3 I'm having fun here in Paris. I'm looking forward to see you next week. Love Penny.			
4 I wouldn't mind working as a film actor. People say it's a good job.			
5 I want go on holiday to Greece this summer, but I haven't booked anything yet.			
6 Let's watch the match on TV. Can you switch it on?			
7 When I was a kid we didn't used to go to the beach. But I love going there now.			
8 If we get all the answers right, we would be the winners.			

Can You Do It In English? Photocopiables

Instructions for the teacher

1 Can you get to know people?

Language practised: **Phrases2know** page 11 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 1 (page 87) to each student. Read the instructions with the class and check students know what to do. Review the **Phrases2know** on page 11 of the *Students' Book* if necessary.
- This is a mingling activity: students move around the room asking the questions of at least four of their classmates overall. Remind students to write the name of the person they asked and their answer.
- Monitor students as they are doing the activity.
- Take feedback from some students by asking, e.g. *Who did you ask about their birthday? When's their birthday?*

2 Can you talk about a great person?

Language practised: **Phrases2know** page 16 of the *Students' Book*.

Speaking: production.

Time: about 20 – 30 minutes

You will need one photocopy for each student.

- Hand out Resource 2 (page 87) to each student. Read through the task with the class and check they know what to do.
- Students prepare individually. Remind them to use the **Phrases2know** on page 16 of the *Students' Book*. Tell students they will have two minutes for their presentations. Monitor and help students where necessary.
- EITHER: select some students to present their great person to the class.
- OR: make groups of six. Students take turns to present their great person in their groups.

3 Can you give your opinions?

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

Speaking: interaction

Time: about 20 – 30 minutes

You will need one photocopy for each student.

- Hand out Resource 3 (page 88) to each student. Read the introduction to the activity with the class and check understanding. Review the useful language at the bottom of the photocopy (these are from the **Phrases2know** on page 33 of the *Students' Book*).
- Make pairs. Read the three bullet points with the class and check students know what to do. Remind them to use language on the page. Monitor students as they do the activity. Help them with the discussion when necessary.
- Take a class vote on the applicant each pair chose. Broaden the discussion to the whole class if appropriate. Note that there is no right or wrong answer!

4 Can you talk about sport in your country?

Language practised: **Phrases2know** page 41 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 4 (page 89) to each student. Read the introduction to the activity with the class and the information about sports in the UK. Check understanding. Review the useful language at the bottom of the photocopy (these are from the **Phrases2know** on page 41 of the *Students' Book*).
- Make pairs. Read the three bullet points with the class and check students know what to do. Remind them to use language on the page. Monitor students as they do the activity. Help them with the discussion when necessary.
- Broaden the discussion to the whole class and to sports customs in other countries if appropriate.

5 Can you agree and disagree politely with other students?

Language practised: **Phrases2know** page 48 of the *Students' Book*.

Speaking: interaction

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 5 (page 89) to each student. Read the introduction to the activity with the class and check understanding. Brainstorm examples of courses and create a word map of courses on the board. Review the useful language at the bottom of the photocopy (these are from the **Phrases2know** on page 48 of the *Students' Book*).
- Make pairs. Read the first bullet point with the class and check they know what to do. Give students no more than five minutes for this part of the activity. Tell students that courses can be academic (e.g. a new language, Politics) or non-academic (e.g. pottery, dance).
- Make groups of four (two pairs). Read the bullet points with the class and check understanding. Remind them to use language on the page. Monitor students as they do the activity. Help them with the discussion when necessary.
- If time, appropriate students can share their ideas for new courses with the class.

6 Can you ask for and give advice about holidays?

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

Speaking: interaction

Time: about 30 minutes

This is a pairwork activity. You will need Part A of the photocopy for one student and Part B for the other.

- Review the **Phrases2know** on page 58 of the *Students' Book* before doing the activity. Check understanding of some of the language needed for the activity, e.g. *scuba diving, camping, tent, camp site, rocks, fish*.

- Read out the instructions for the activity before handing out the photocopies. Tell students they must NOT look at each other's copies. They have to ask for and give each other advice about the different holidays.
- Demonstrate the activity for the class using two stronger students. They each give one piece of advice about the holiday from the photocopy. Remind students to use the language at the bottom of the photocopy (these are from the **Phrases2know** on page 58 of the *Students' Book*).
- Make pairs. Hand out Resource 6A (page 90) to one student in each pair and Resource 6B (page 90) to the other student in the pair. Remind them not to look at each other's copies.
- First student A gives advice to student B. Student B writes the information on his/her copy. Note: the 'other advice' section is for students' own ideas.
- Then tell students to change roles. Student B gives advice to student A. Student A writes the information on his/her copy.
- Students compare and check in their pairs.
- Elicit some of the 'other advice' students gave each other.

7 Can you talk about your sports person of the year?

Language practised: **Phrases2know** page 65 of the *Students' Book*.

Speaking: production and interaction

Time: about 20 – 30 minutes

You will need one photocopy for each student.

- Hand out Resource 7 (page 91) to each student. Read through the task with the class and check they know what to do.
- Students prepare individually. Remind them to use the **Phrases2know** on page 65 of the *Students' Book*. Tell students they will have two minutes for their presentations. Monitor and help students where necessary.
- Make groups of six. Groups follow the instructions in the bullet points. Remind them that each student has a maximum of two minutes for their presentation to their group.
- Ask the groups which sports people their groups chose and discuss the ideas briefly with the class.

8 Can you complain successfully?

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 PLUS a customer and a shop assistant role card for each pair.

- Review the **Phrases2know** on page 74 of the *Students' Book* before doing the activity.
- Make pairs. Hand out Resource 8 (page 91) to each student. Read the instructions with the class and check understanding.

- Hand out a customer and a shop assistant role card to each pair. Give them silent reading time but remind them not to look at each other's cards.
- Students do the roleplay. Monitor and support where necessary.
- Students swap role cards and repeat the activity.

9 Can you make and answer phone calls?

Language practised: **Phrases2know** page 91 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 91 of the *Students' Book* before doing the activity.
- Make pairs. Hand out Resource 9 (page 92) to each student. Read the instructions with the class and check understanding. They sit back to back to make the phone call more realistic (they can't see each other).
- 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 roleplay (A starts). Monitor and support where necessary.
- Students swap role cards and repeat the activity.
- Make new A and B pairs for further practice if appropriate OR invite pairs to roleplay their conversations to the class.

10 Can you discuss your opinions with the class?

Language practised: review of **Phrases2know** from the *Students' Book*.

Speaking: interaction

Time: about 30 minutes

You will need one photocopy for each student.

- Hand out Resource 10 (page 92) to each student. Read the instructions for the first part of the activity with the class. Then read through the six statements and check understanding.
- Individually students tick whether they agree or disagree with each statement.
- Make groups of four. Read the bullet points with the class and check they know what to do. Remind them to use language for discussion, agreement and disagreement which they have learnt in *Real Life Pre-Intermediate*. If appropriate, elicit some of this language onto the board.
- Monitor groups as they do the activity. Help them with the discussion when necessary. Encourage them to give reasons for their opinions.
- Broaden the discussion to the whole class.

1 *Can you get to know people?*

Find out some information about your classmates. Talk to four or more students you don't know very well! Write notes about them.

Question	Name and answer
Which city/town are you from?	
When's your birthday?	
What's your favourite colour?	
Do you like learning English?	
What's the name of your favourite band?	
What sports do you play?	

2 *Can you talk about a great person?*

Choose a person *you* think was or is great.

Use the **Phrases2know** on page 16 of the *Students' Book* to help you make notes about your person. Think about *why* he or she was/is great and give some examples of what he or she did/does.

Name:

He or she was/is great because:

Examples of things he or she did/does:

Now tell the class about your great person.

3 Can you give your opinions?

The school drama club is looking for a student to organise the next play. Here are the four applicants for the job with some information about them.

Work in pairs.

- First discuss each applicant in turn with your partner and give your opinions.
- Then discuss which applicant you think is best for the job and why.
- Use the prompts below to help you.

Ben

is a member of the drama club and three other school clubs. He is very good at drama but he is not a very good organiser. He is very popular with the other students.

Emily

is a new student at the school. She was in the drama club in her last school and organised the plays there.

Todd

is a member of the drama club. He likes to act but he is not very good at it. He is an organised person and other students like him.

Anna

wants to join the drama club this year. She is not good at acting but she is good at organisation: she produced the school newspaper last year.

Giving opinions

I think ... is a good / the best applicant because ...

I don't think ... is a good / the best applicant because ...

Agreeing

I agree that ...

Yes, it's true that ...

That's a good point.

Disagreeing

I don't agree because ...

I don't think ... is suitable because ...

Yes, but ... is good / the best at ...

4 Can you talk about sport in your country?

Here is some information about sports in school in the UK.

Work in pairs.

- First read the information.
- Then discuss the information and compare it with the situation in your country.
- Use the prompts below to help you.

Discussing customs

Most students ...

Generally, students ...

Students here don't usually ...

Rugby is a traditional/very popular British sport.

Here the traditional/very popular sport is ...

Yes, it's the same here because ...

It's similar/different for schools/students here because ...

Sport in schools in the UK:

- Students have to do at least two hours of sport a week.
- Girls and boys don't always play the same sports.
- Many schools have their own sports fields.
- The typical outdoor sports are: football, rugby and hockey in winter; tennis, cricket and football in summer.
- Many schools have their own gymnasiums. Some have their own swimming pools.
- Many school students don't like doing sport.

5 *Can you agree and disagree politely with other students?*

The school student committee have asked for suggestions for new courses to be taught in school.

Work in pairs.

- First think of two new courses for your school and reasons for each one.

Work in groups of four.

- Each pair presents their new courses to the other pair.
- Discuss each course in turn and give your opinions.
- Use the prompts below to help you.

Agreeing Personally, I think that's a really good idea because ... I completely agree with that.	Disagreeing I'm not sure about that because ... I don't really agree with that because ... Sorry, but I don't think that's a very good idea because ...
---	---

6 Can you ask for and give advice about holidays? (A)

You went on a camping holiday last year. You want to go on a scuba-diving holiday this year.

Work in pairs.

- Use the notes below to give your friend some advice about a camping holiday.
- Ask for and write down your friend's advice about a scuba diving holiday.
- Use the prompts below to help you.

Ask for advice about a scuba-diving holiday. Where to go? _____ When to go? _____ What to take? _____ What not to take? _____ What to do if there are sharks? _____ Did he / she enjoy it? _____ _____ Other advice: _____	Give advice about a camping holiday. Where to go? Camp sites with no adults. When to go? Any weekend in June. What to take? A tent of course! What not to take? Electrical equipment. What to do if it rains? Go home. Did he / she enjoy it? No, I don't like sleeping outside. Other advice: (your own ideas)
---	---

Asking for advice:

Where should I go?

What should I take / do if...?

What other advice have you got?

Giving advice:

Take / Don't take ...

Go ...

6 Can you ask for and give advice about holidays? (B)

You went on a scuba-diving holiday last year. You want to go on a camping holiday this year.

Work in pairs.

- Use the notes below to give your friend some advice about a scuba diving holiday.
- Ask for and write down your friend's advice about a camping holiday.
- Use the prompts below to help you.

Ask for advice about a camping holiday. Where to go? _____ When to go? _____ What to take? _____ What not to take? _____ What to do if it rains? _____ Did he / she enjoy it? _____ _____ Other advice: _____	Give advice about a scuba-diving holiday. Where to go? Somewhere with warm water, rocks and fish. When to go? In the winter. What to take? Cool clothes for the disco. What not to take? Snow boots. What to do if there are sharks? Swim fast. Did he / she enjoy it? Yes, everyone spoke English. Other advice: (your own ideas)
--	--

Asking for advice:

Where should I go?

What should I take / do if...?

What other advice have you got?

Giving advice:

Take / Don't take ...

Swim ...

7 Can you talk about your sports person of the year?

Choose a person *you* think should be made sports person of the year.

Use the **Phrases2know** on page 65 of the *Students' Book* to help you make notes about your sportsperson. Think about *why* he or she is so special, what his or her achievements are this year.

Name of your sports person of the year:

Reasons for your choice:

Special achievements this year:

Now, work in groups of six.

- Take turns to present your sports person using your notes.
- Discuss and agree as a group who is to be made sports person of the year.
- Tell the class.

8 Can you complain successfully?

You are going to roleplay a conversation in the shop. One of you is the customer and the other the shopkeeper. Your teacher will give you your role card. The customer bought something last week. Now there is a problem. He / she goes back to the shop to complain.

- Use the phrases below to help you prepare your part of the dialogue.
- The customer starts the conversation.

The customer:	The shop assistant:
It doesn't work properly.	Have you got the receipt?
Could I speak to the manager, please?	What exactly is the problem?
I'm really not happy about this.	We can exchange it if you like.
I'd like a refund, please.	I'm afraid we can't give refunds.
	I'm sorry, there's nothing I can do.

Roleplay Cards: (for the teacher)

Customer	Shop assistant
Hello. →	Hello. →
I bought this _____ here last week. Now it doesn't work _____. →	Have you got the _____? →
No, I _____. But you served me. →	I can't remember. Sorry. →
Could I speak to the _____, please? I'm really not _____ about this. →	The manager isn't here, sorry. We can _____ it if you like. →
No, thanks. I'd like a _____. →	I can't do that today. Come back tomorrow and the manager will give you a _____. →
Ok. I'll come back tomorrow morning. Goodbye. →	See you then. Goodbye

9 Can you make and answer phone calls?

A Trip to the Cinema

Work in pairs.

- Sit with your back to your friend.
- Take turns to act out the dialogue below. Student A starts each time.
- Be inventive and creative!

Roleplay Cards: (for the teacher)

A

Answer the phone. →

You want to go to the cinema. But you don't want to see the film (say why). Suggest another film and why you want to see it. Suggest another day. →

Agree on the arrangement. Repeat the film / day / time / place. →

Finish the conversation.

B

Greet your friend. Suggest a film to see together and a day and a time. Say why you want to see the film. →

Agree on the film and day. Suggest a time and a place to meet. →

Confirm the arrangement. Finish the conversation. →

10 Can you discuss your opinions with the class?

Read these statements about crime. Put a tick in the box to show you agree or disagree with each one.

Work in groups of four.

- Discuss each statement in turn and give your own opinions.
- Agree and disagree politely, using the language you have learnt in the *Students' Book*.

Share your opinions with the class.

	Agree	Disagree
Teenagers today commit more crime than in the past.		
People are correct to be afraid of teenagers who wear 'hoodies'.		
Teenagers should not be allowed to hang out in big groups.		
There is more crime in big cities than there is in small towns.		
Teenagers need mobile phones to call for help.		
People don't listen to teenagers' opinions.		

Students' Book Listening Activities

Exploiting the tapescripts

There are many different ways in which you can use the tapescripts in *Real Life Pre-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, collocations, gap filling, making notes, sentence completion, matching. For some of the activities, there are follow-up activities, for example roleplays.

Before you play the CD:

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

Then play the CD:

- students listen and do the activity
- check in pairs
- play the CD again if necessary and check answers with the class.

If you feel your students need more listening practice, you can create your own activities using the tapescripts. 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. For example in CD 1, Track 22, you could gap the 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, CD 1, Track 2

Follow up: students choose from the prompts to do short interviews in pairs, replacing the name (Mariam) or the job (pharmacy) as appropriate.

Answers: 1 and your family 2 have you got a job
3 your free time 4 your life 5 pharmacy 6 your free time

Unit 2, CD 1, Track 22

Answers: rich; Member of Parliament; Prime Minister; successful; five; smoking and drinking; big

Unit 3, CD 1, Track 30

Tell students the numbers in brackets are the number of things they have to find.

Answers: 1 coffee 2 ice-cream 3 coffee table, sofa
4 picture 5 cushions, rugs 6 mirror

Unit 4, CD 2, Track 7

Answers: 1 job 2 supermarket 3 form 4 clothes
5 cheque

Unit 5, CD 2, Track 18

Answers: Breakfast – a pastry; Water/drinks – eight cups of coffee; Exercise – walks to the car every morning; Sleep – sometimes five hours a night, sometimes fourteen

Unit 6, CD 2, Track 34

Ask students what they think Ivy bought for herself with her pocket money?

Answers: 1 for her grandchildren because they have to take exams 2 He died when she was a teenager.
3 one-third 4 for boys (her brothers) because they had to go in the army

Unit 7, CD 3, Track 13

Answers: 1 False (it's faster to go by train) 2 True
3 True 4 False (Grace has been to Paris) 5 False (it's pretty and old) 6 True

Unit 8, CD 3, Track 18

Students work in pairs. Student A listens for A answers; Student B for B answers. They exchange information in pairs.

Answers: A countries not mentioned – Canada, England, Japan, Spain; B sports not mentioned – baseball, cricket, cycling, skiing

Unit 9, CD 3, Track 44

Play the CD up to the end of Zack's explanation: 'There's no sound at all!' Students listen and complete the missing words in the text (one word per line).

Answers: 1 to recharge 2 goes flat 3 the sound
4 the volume 5 really loud 6 no sound

Unit 10, CD 4, Track 9

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

Unit 11, CD 4, Track 21

Play the CD up to the end of Part A. Students listen and complete the missing words in the text (one word per line).

Answers: 1 eggs 2 olive oil 3 potatoes 4 onion
5 peppers 6 red peppers

Unit 12, CD 4, Track 43

Play the woman radio presenter portion of the CD.

Answers: 1 Wednesday 2 Café 3 £2.50 4 £55 Boys

Extra Listening Activities

Unit 1, CD 1, Track 2

Complete the prompts for a pairwork activity.

- 1 Tell us about yourself _____
_____.
- 2 And are you at school or _____?
_____?
- 3 And how about _____?
_____?
- 4 Miriam, tell us about _____
_____.
- 5 Why _____?
_____?
- 6 Okay, and what about _____?
_____?

Unit 2, CD 1, Track 22

Underline the correct answer to complete the factfile.

Winston Churchill
 1874: born into a rich / poor family
 1900: became a Member of Parliament / Prime Minister
 1940: became a Member of Parliament / Prime Minister
 1940 – 1945: was a successful / unsuccessful leader
 Family Life: married with five / nine children
 Enjoyed: a quiet life / smoking and drinking
 1965: died and had a small / big funeral

Unit 3, CD 1, Track 30

Listen and answer the questions.

- 1 What's great? (1) _____
- 2 What's gorgeous? (1) _____
- 3 What's big? (2) _____

- 4 What's large? (1) _____
- 5 What's colourful? (2) _____

- 6 What's in the shape of an ice-cream? (1)

Unit 4, CD 2, Track 7

Complete the collocations.

- 1 part-time _____
- 2 local _____
- 3 application _____
- 4 smart _____
- 5 pay _____

Unit 5, CD 2, Track 18

Make notes about Danny's lifestyle.

Breakfast	
Water/drinks	
Exercise	
Sleep	

Unit 6, CD 2, Track 34

Answer the questions.

- 1 Who does Ivy feel sorry for? Why? _____

- 2 What happened to her father: _____

- 3 What percentage of her wages did she get as pocket money? _____

- 4 Who was it not easy for? Why _____

Unit 7, CD 3, Track 13

True (✓) or False (X)?

- 1 It's faster to travel from London to Paris by plane than by train.
- 2 The train from London to Paris takes about 2 hours 30 minutes.
- 3 Rosie suggests that Zack go to Paris with Grace.
- 4 Grace has never been to Paris
- 5 Monmartre is an awful, modern part of Paris.
- 6 The people at the hostel speak English.

Unit 8, CD 3, Track 18

Which countries and sports?

A	B
Which countries are not mentioned?	Which sports are not mentioned?
Canada	Baseball
Czech Republic	Basketball
England	Cricket
France	Cycling
Germany	Football
Italy	Golf
Japan	Hockey
Russia	Skiing
Spain	Tennis
Turkey	Volleyball

Unit 9, CD 3, Track 44

What is Zack's problem?

Zack: Well, there are two things. I have

¹ _____ the battery all the time. Every time I use it the battery ² _____. And there's some problem with ³ _____. I don't change ⁴ _____ but sometimes it's ⁵ _____ and sometimes there's ⁶ _____ at all.

Unit 10, CD 4, 9

Match the numbers with the meanings.

- 1 28 _____
 - 2 29 _____
 - 3 1,000,000 _____
 - 4 2005 _____
 - 5 250,000 _____
 - 6 3 _____
- a number of people who left their homes
 - b the day Bill left New Orleans
 - c how many members of Bill's family died
 - d the day Hurricane Katrina struck
 - e the year Hurricane Katrina struck
 - f number of people who haven't returned

Unit 11, CD 4, Track 21

What are the missing foods?

Chef: Frittata, it's an Italian egg dish, basically, as I say, really simple. Here are your ingredients: you need ¹ _____, obviously – four eggs, oil, I prefer ² _____, er, a couple of ³ _____ and an ⁴ _____...

Presenter: So, that's all you need?

Chef: Well, yes, but you can also put in any other vegetables you have to make it more interesting. I've got some ⁵ _____ here, for example ... some ⁶ _____...

Unit 12, CD 4, Track 43

Complete the information.

Day	¹ _____ July 18 th
Where	Half Moon ² _____ In Weymouth Road
Cost	³ _____ for members ⁴ _____ for non-members
Who	Steve Turner plus the ⁵ _____ from the Glen

CD 1, Track 2

Presenter: Hi, and welcome back to our programme about time twins. Right now, I'm talking to the next time twin, Amy. Amy, you were born after Steven and Josh and you still live near the hospital. Tell us about yourself and your family.

Amy: Okay, so I live with my mum and my stepfather, Jim, my sister, Danielle, and Danielle's daughter, Francesca. She's two.

Presenter: And are you at school or have you got a job?

Amy: I'm not at school now – I'm working in a nursery at the moment ... just a few hours a week but I want to go to college and do a course ... I really like children. I often look after my niece, Francesca, because Danielle – my sister – goes to college three days a week.

Presenter: And how about your free time?

Amy: Oh, I'm always busy. I go out most nights ... I meet my friends and we go out. And at the weekend we usually go shopping or something.

Presenter: And finally I'm interviewing the last time twin, Mariam – the baby of the group! Mariam's family come from Pakistan originally. Mariam lives with her parents, her three brothers and her grandmother. Mariam, tell us about your life.

Mariam: Well, I go to a private school, a private girl's school. I'm doing four A-levels, Maths and three sciences. I want to go to university next year and study pharmacy.

Presenter: Why pharmacy?

Mariam: My father's a pharmacist ... he's got three shops near here and I want to work with him in the family business.

Presenter: Okay, and what about your free time?

Mariam: I'm studying really hard at the moment – I haven't got much free time! I help my father in his shop sometimes. But I suppose my big thing is films, I watch about eight or nine films a week, especially horror films ... I really love horror films!

CD 1, Track 22

The winner of the BBC Great Britons poll, Winston Churchill, was born in 1874, into a famous aristocratic family. He did very badly at school and his father decided that he was stupid, so he sent him into the army!

In 1900, at the age of twenty-six, the young Winston Churchill became a Member of Parliament. He stayed in Parliament for the next forty years but his political career was not very successful and he changed political parties several times!

Then in 1940, at the age of 66, he became Prime Minister. A lot of people were very surprised and thought he was the wrong person for the job. But Churchill led Britain through the Second World War brilliantly. He was brave and determined during very difficult times and his great speeches helped ordinary people to be brave, too. This is why British people remember him today.

Churchill had many other talents too – all his life he was a brilliant journalist. He was also a historian and a writer. After the war, he won a Nobel Prize for Literature.

Churchill was very happily married and was the father of five children. Sadly, he suffered from depression all his life but he also liked to enjoy himself. He loved gambling, champagne and of course, his famous cigars. And even with all these bad habits, he lived to the age of ninety! He even became Prime Minister again in the 1950s and finally retired at the age of 81. When he died in 1965, over a million people came to London for his funeral and political leaders from all over the world attended.

CD 1, Track 30

Holly: So where do you go when you go to town with your friends?

Olivia: Our favourite place at the moment is Café Rosso. You know, it's near the cinema ... it's got great coffee and gorgeous ice cream!

Holly: I don't know that one ... what does it look like?

Olivia: It looks really modern, with bright colours ... there's a coffee bar in the centre when you go in and, on the right, there are tables and chairs. On the left, there are some armchairs and a big coffee table and a really big sofa.

Holly: Oh, I think I know ... there's a large picture on the wall, on the left, a kind of black and white photograph?

Olivia: Yeah, and there are lots of bright, colourful cushions on the sofa and colourful rugs on the floor. We often just sit there and chat for hours. It's really cool and there's a big, big mirror behind the bar, right in the middle ... it's the shape of a big ice-cream.

Holly: Yeah, I know that place ... yeah, it looks really nice.

CD 2, Track 7

Adam: So, how did I get my job? Er ... well, I needed to earn some money. I didn't have any money. I mean my parents give me some but it's never enough. So, I decided to look for a part-time job ... I asked a few peopleThen one day I was in my local supermarket and I saw an advert saying they had vacancies ... in the supermarket. I thought, yeah, that sounds okay, I can do that. So I went home, wrote my CV very carefully, took it back to the supermarket and they said thank you very much. They took my CV and gave me an application form ... I filled it in at home ... and then nothing happened for a couple of days. Then one afternoon, they phoned me at home and arranged an interview. So, a few days later, I put on some smart clothes, went to the supermarket and they gave me an interview ... and well, at the end they offered me a job! I was, you know, really happy, really pleased. So last week I started work ... and it was fine ... and here it is ... ta-dah! My first pay cheque ... and now I'm going to spend it!

CD 2, Track 18

Danny: Welcome back, Danny Bailey here on Breakfast Radio ... and now we have health expert, Julie Maitland. Hi, Julie ... how are you today?

Julie: I'm really well, thank you, Danny.

Danny: Good ... you're looking fantastic, as always! So, what's the secret, Julie? How can I look like you?

Julie: There's no secret but there are some simple things we can all do to look and feel better ... and of course, live longer.

Danny: Right ...

Julie: Number one is breakfast ... breakfast is the most important meal of the day! You mustn't miss breakfast. Experts say that people who have a good breakfast live longer than people who don't ... and they stay slimmer, too!

Danny: Really? So, what should I eat? I just have a pastry in the car on the way to work usually ... is that okay? Or should I eat fruit or something instead?

Julie: Mmm, well, pastries contain a lot of fat ... not very good for your waistline, Danny.

Danny: No ...

Julie: They also contain a lot of sugar. Sugar gives you energy for a short time but two hours later, your energy is down again, so sugary breakfasts are not the best. Of course, everyone should eat plenty of fruit but again it doesn't give you energy all morning. If you want energy till lunchtime, you should have some low fat protein. Eggs with toast or bread is perfect. And it's not just eating the right things. What you drink is important, too. You should drink at least two litres of water every day, that's about eight glasses.

Danny: I drink about eight cups of coffee every day – that's not the same, is it?

Julie: Agh! No, it isn't! Water's the thing! Water's good for your skin, it's good for your digestion and it also helps you to stay slim! Fizzy drinks, coffee, these things are really not good for you.

Julie: And of course, we should all be more active. Tell me, Danny, do you exercise regularly?

Danny: Uh ... yeah ...

Julie: Good for you! What exactly ... what do you do?

Danny: I walk ... I walk to the car every morning. Then I drive here to the studio.

Julie: Hmm ... Is that it, Danny???

Danny: Okay, well maybe it's not much. What do you recommend?

Julie: The government recommends that adults should get 30 minutes of exercise a day ... cycling, walking ... anything that you enjoy doing, really. And for teenagers, they recommend an hour's exercise a day. So, perhaps you should leave the car at home, Danny?

Danny: Anything else that's going to make us feel better?

Julie: Well, there's one other thing. Sleep is really important, Danny. You must get a good night's sleep. People who sleep well live longer than people who don't. How many hours do you sleep every night, Danny?

Danny: I don't know ... Sometimes I sleep five hours and sometimes I sleep fourteen hours. It depends ... but I'm always tired!

Julie: Whoa! That's not good! You need to get into a good routine – go to bed at the same time and get up at the same time. You shouldn't stay in bed too late in the morning, Danny, because it's more difficult to sleep at night when you get up late. They say adults should sleep about seven to nine hours. It's a little bit more for teenagers, maybe nine and a half hours. Then you won't feel so tired, Danny.

CD 2, Track 34

Ivy: One thing was better in those days ... we didn't have to take exams all the time like these young people today. I feel sorry for my grandchildren, they always have some exam or other! Of course, I wasn't allowed to stay at school and so I couldn't take the school leaving exam ... I wanted to, but Father said that girls didn't need exams. So I had to leave school at fourteen and get a job ... and then Father died and, of course, there was no money in the family. I remember I had to give all my wages to my mother every week, fifteen shillings it was ... and she gave me five shillings back ... sort of pocket money ... and I was allowed to spend my pocket money on myself! Of course, it wasn't easy for boys, either ... they all had to go in the army because it was just after the war, so they didn't have much education either. One of my brothers was very good at design and he wanted to go to university and train to be an architect ... but he couldn't go because there was no money ... it was a shame, really.

CD 3, Track 13

Grace: So, are you going to Paris then, Zack?

Zack: Yeah, I think we're going next weekend or the weekend after that.

Fran: Fantastic – you'll love it!

Zack: Yeah, we need to book flights, I guess. What's the best way to do it?

Fran: Oh, don't fly, there's no point. Go by train, it's much quicker than flying. You travel from the centre of London to the centre of Paris. It's really easy.

Zack: What about buses?

Fran: Oh no, the coach will take ages. The train's really fast. It only takes about two and half hours. No ... I don't think you should take the coach.

Zack: Yeah, I guess you're right.

Grace: So, is Lily arriving soon then? You're going to Paris with Lily and her family, aren't you?

Fran: Lily?

Rosie: Zack's girlfriend from home.

Fran: Oh, right!

Zack: Actually, she's kind of *not* my girlfriend any more. She's not coming to Europe now. She's travelling to Mexico with some other people.

Rosie: You could go with Grace instead. I bet she'd like to go with you.

Grace: Be quiet, Rosie!

Fran: That's a shame, Zack. So you're travelling to Paris by yourself?

Zack: No, I'm going with some of the guys from college ... Dieter a German guy, he really wants to go ... and Alvaro, this Spanish guy ... he's got friends there, so we might visit them.

Grace: Oh right, sounds good.

Zack: So where should we stay? Can you recommend anything?

Fran: Where did you stay Grace, when you went with your friends?

Grace: We stayed in this youth hostel called Lucky Hostel in Montmartre, that's a really pretty old part of Paris. You must go to Montmartre! Anyway, the hostel was really cool because it was just people aged 16–26 and you met people from all over the world, and it was cheap as well. You should definitely stay there, if you can.

Zack: Cool, do you think we should book?

Grace: Yeah, probably, you can do it online, it's all in English.

CD 3, Track 18

Presenter: Okay, now we come to the sports round and it's Frank's team first.

Katie: Oh no, I don't know anything about sport!

Presenter: First question then. It's about Martina Navratilova, probably the greatest female tennis player of all time. Navratilova has been an American citizen for many years now but which country did she come from originally?

Alan: Was it Russia?

Katie: Yeah, it could be Russia ... or Bulgaria maybe?

Frank: No, I think she was Czech.

Katie: I don't know, really ...

Presenter: Come on, I'll have to hurry you, what's your answer?

Frank: I'm pretty sure she's Czech originally ... the Czech Republic. That's our final answer.

Presenter: And that's the right answer, two points!

Frank: Yes!!!

Katie: Well done!

Presenter: Okay, next question. As you know, the Winter Olympics takes place every four years. But where did the first Winter Olympics take place?

Katie: Somewhere cold?

Alan: Er ... in the United States somewhere?

Frank: Was it Switzerland?

Presenter: No, but you're very close. Anybody on the other team ... Trevor?

Trevor: Italy?

Presenter: No, I'll have to give you the answer. It was in France. The first Winter Olympics took place in 1924, in the ski resort of Chamonix in the French Alps, so no points there. Next question, then. Alan, which team won the 2002 football world cup?

Alan: It was either Germany or Turkey. I don't think it was Italy. That was 2006 in Germany.

Or was it Brazil?

Presenter: Is that your final answer?

Alan: No. Yes. Brazil. That's my final answer ... I think!

Presenter: And it is ... the correct answer!

Katie: Oh no, now it's my turn!

Presenter: Tiger Woods is one of the highest paid sportsmen in the world. But which sport does he play?

Frank: Oh, that's so easy!

Katie: It's easy for you!!! Football? Basketball? I'm sorry, I really don't know ...

Presenter: I'll give you a clue. It's not really a team game ... people play individually.

Katie: Tennis ... oh, I know, golf ... Tiger Woods is a golfer!

Presenter: And that's the correct answer, Katie! Never mind, it's the music round next and

Frank won't know anything!

Katie: Uhuh ... and music is my best round!

Presenter: And now the final question in the sports round is for you, Frank ... I'm sure it'll be very easy for you ... how many players are there in a basketball team?

Frank: Hmm ... it's not eleven, like hockey, I don't think ... maybe six ... or is that volleyball? ... or five ... I think there are five players, usually ... I'll say five, that's my answer.

Presenter: I can only give you one point for that Frank, I'm sorry. There are only five players playing ... so you're half right, but there are also five substitutes in the team, so in total there are ten players in a basketball team – five players and five substitutes.

Frank: Oh no ... I lost a point ... sorry, Katie ... sorry, Alan!

Presenter: So that's a total of seven points in that round for your team, and now ...

CD 3, Track 44

Sales assistant: Hi, can I help you?

Zack: Yeah, I bought this camcorder here a few days ago and it doesn't work properly.

Sales assistant: Have you got the receipt?

Zack: Sure, it's here.

Sales assistant: And what exactly is the problem?

Zack: Well, there are two things. I have to recharge the battery all the time. Every time I use it the battery goes flat. And there's some problem with the sound. I don't change the volume but sometimes it's really loud and sometimes there's no sound at all.

Sales assistant: Right, I see. Well, we can exchange it if you like.

Zack: No, I'd like a refund please. I'm not happy with this model at all.

Sales assistant: I'm sorry, but I'm afraid we can't give refunds if you've already used it.

Zack: Well, I'd definitely like a refund. Could I speak to the manager, please?

Sales assistant: Sure I'll go and get her.

Manager: Hello, how can I help?

Zack: I bought this camcorder here a few days ago and there's a problem with the battery, and the sound doesn't work, and so I'd like a refund, please.

Manager: As my colleague explained, I'm afraid we can't give refunds if you've already used the machine.

Zack: But can't I have a refund if it doesn't work?

Manager: I'm sorry, there's nothing I can do. We can exchange it for you but if you want a refund, you'll have to write to the manufacturer

Zack: That's crazy! I'm really not happy about this!

Manager: I'm sorry, but that's company policy.

Zack: Okay, well can you give me the address then, please?

Manager: Certainly, I'll just get it for you.

CD 4, Track 9

Announcer: The South Pacific is not the only place with climate refugees. The USA has also experienced the problem. Justin Andrews reports.

Justin: On 29 August 2005, Hurricane Katrina hit New Orleans and the Gulf Coast of the USA and over a million people had to leave their homes. A quarter of those people have not come back – experts say they will never return to the New Orleans area. Bill Jackson is one of them. Why haven't you gone back to New Orleans?

Bill: In August 2005 I lost everything – my home, my business – a sports shop – and three members of my family died. When I left on the 28th of August, I planned to go back. But I can't start my business again because insurance is too expensive. So I've decided to stay here in Dallas and start again.

Announcer: I'm sure Bill's story is very typical, but Justin, are all these problems because of global warming? Or are there other reasons?

Justin: Well, we know that sea levels are rising – so there are more floods in the world. We also know that the temperature of the sea is rising and this makes hurricanes worse. There were very high sea temperatures in the Gulf of Mexico in the days before Hurricane Katrina. So yes, most scientists believe that the hurricane was connected to global warming.

Announcer: Thank you very much for that, Justin. And now ...

CD 4, Track 21

A

Chef: So, today I've got something really simple, for all the family. It's really quick, really easy. It's called frittata ...

Presenter: Fri-what??

Chef: Frittata, it's an Italian egg dish, basically, as I say, really simple. Here are your ingredients: you need eggs, obviously – four eggs, oil, I prefer olive oil, er, a couple of potatoes and an onion ...

Presenter: So, that's all you need?

Chef: Well, yes, but you can also put in any other vegetables you have to make it more interesting. I've got some peppers here, for example ... some red peppers ...

Presenter: Okay, so what do I do with these ingredients?

Chef: So, first of all we need to boil the potatoes in a pan for about twenty minutes and then while that's happening ...

B

Mrs G: So how is he, doctor? How's my husband?

Doc: It's too soon to say, Mrs Gray. We'll know more tomorrow.

Mrs G: Oh!! Marianne!

Marianne: You! You! What are *you* doing here?

Mrs G: I came to see John ... I came to see my husband!

Marianne: You came to see John? Hah! Where were you last night? Where were you when my son needed you?

Mrs G: I was ... with a friend ... I had to ...

Marianne: A friend! Hah! We all know what ...

Doc: Ladies! Please! I must ask you to be quiet! This is a hospital. If you must have this discussion, please do it outside ...

C

Woman:

I love life.

I love my friends.

And I love my job.

That's why my smile is important.

And that's why I need to look after it.

Man:

New Brite Extra Toothpaste,

Leaves your mouth fresher,

Leaves your teeth up to 80 percent whiter.

New Brite Extra,

Your smile says it all.

D

Dad: Oh hi, Jenny.

Jenny: Oh hi, dad.

Dad: So ... how was it?

Jenny: How was what?

Dad: You know ... your ... um ... your date with ... er ... what's his name?

Jenny: Jeremy. His name is Jeremy, dad ... I've told you a hundred times ...

Dad: Jeremy, that's right. So?

Jenny: So ... what?

Dad: So, how was your date with Jeremy?

Jenny: DAD!!

Dad: I'm only asking you because ...

Jenny: Well, I'm only telling you ... STOP ASKING ME QUESTIONS!!

Dad: Well, nice talking to you ...

CD 4, Track 43

Man: Hello and welcome to Portsmouth Sound, your guide to music events here in the Portsmouth area over the next seven days.

Everybody's talking about the concert of the week, that's Trash, they're over here from the United States on a short tour and they're appearing at the Midnight Rooms, in London Road on Tuesday, July 17th. That's Trash in concert, for one night only as part of their UK tour. We hear that there are still a few tickets available but you'll have to be quick! You can buy tickets either at the Assembly Rooms box office or you can go to the Midnight Rooms website, that's [www dot midnight rooms dot co dot uk](http://www.midnightrooms.co.uk). So, don't miss what promises to be a really amazing night: Trash at the Assembly Rooms in Portsmouth.

Woman: If you prefer something a little quieter, there's the regular acoustic night at the Portsmouth Folk Club. That's every Wednesday, at the Half Moon Café in Weymouth Road. Just £5 for non-members, £2.50 for members. This Wednesday, July 18th, a number of singers will be appearing, including resident folk singer, Steve Turner. His very special guests this week are the Boys from the Glen, who've come all the way down from Scotland, would you believe ... everyone is welcome, so go along to the Portsmouth Folk Club at the Half Moon Café on Wednesday...

Man: And finally, for all you classical fans, here's something for nothing. There's a lunchtime performance at St John's Arts Centre which is in Southsea Road and the concert's by the Fantasia Ensemble. This is a group of five young classical musicians based in the Portsmouth area. You can see them this coming Friday, July 20th, starting at one o'clock. They're offering a programme of music by Beethoven and Mendelssohn absolutely free of charge so do go along and support them. I'm sure you'll enjoy it!

Woman: Well that's all for now, enjoy this week's music and join us here again for more music news here on Portsmouth Sound next week.