

upper intermediate

real life

RESOURCE BOOK

Make your mark!

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

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

1.2 Can You Do It In English?

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

1.3 DVD Worksheets

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

1.4 Extra Listening Activities

The audio 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 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 and 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.

CEFR

Using the Common European Framework of Reference for Languages

You'll probably be familiar with the Common European Framework of Reference for languages (CEFR). This is the guide used by students, teachers, universities and employers in Europe and throughout the world to describe what students *can do* in different languages at different levels. The levels are:

A1 & A2 (Basic User)

B1 & B2 (Independent User)

C1 & C2 (Proficient User).

The CEFR describes language ability in the five skills: Listening, Reading, Spoken Interaction, Spoken Production and Writing. By the end of *Real Life Upper Intermediate*, students should reach level B2/C1.

The ELP and the *Language Passport*

If you've already used The European Language Portfolio (ELP) and the *Language Passport*, you'll know that these are documents where students record and reflect on their language learning and cultural experiences. In these documents, students assess their abilities and record their progress in the languages they're studying. Students' self-assessment is based on statements from the CEFR.

Levels B2 and C1

	B2	C1
Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
Reading	I can read articles and reports concerned with contemporary problems to which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Writing	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
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How can I use the ELP in my classes?

In the ELP, the general statements of ability are broken down into separate statements, for example:

Listening (B2): *I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.*

As they progress through the course, students will tick the statements that they feel they've achieved and set others as objectives. It's useful to set aside a time, about once a month, for them to do this.

In order to make the most of the ELP, here are some suggestions:

- At the beginning of the course, ask students to create posters of the ELP statements for the different skills and display these on the classroom wall. You'll find the statements on the Council of Europe website, www.coe.int/portfolio. This activity will help students to become more familiar with the objectives and the posters will act as a constant reminder. When students have achieved an objective, they can write their name under each statement to show the progress that they've made.
- Regularly relate the tasks and activities that students do in class to the objectives on the wall. You can involve students in this by asking them at the end of an activity which statement it relates to.
- Before students update the statements on the posters, make a list of the areas that they've covered since they last worked on them. Ask students to discuss in groups how they feel they've progressed in each one and get feedback from their classmates. Students will probably need help with language to do this so provide some expressions, for example: *I could do ... well, I managed okay when we ... I still have difficulty ... I think I need to work more on ...* and so on. These can be written on the board or on their posters until they become more familiar with them.
- Discuss general areas that many students in the class need to work on and involve everybody in thinking of strategies for improvement. They could make a list of ideas in groups first and then share these with the class. For example, if everyone is having difficulty remembering colloquial expressions and colloquialisms, they might decide to each create a worksheet for their classmates to provide extra practice or set quiz questions for each other at the start of the class.
- Have students keep a reflections diary in which they write their thoughts about their learning, including things they enjoyed, things they found difficult and areas they would like to improve. They can write in this at the end of a lesson, a week or a unit of the Students' Book and refer to it when updating their progress in the ELP.
- Ask students from time to time how they feel about the ELP and if they'd like to make suggestions about how it works. This is another step in encouraging them to take responsibility for their learning.

Remember: It takes some practice for students to be able to assess themselves but the more that they do it, the easier it becomes. Some students will be better at it than others, as in every other aspect of learning. But students will benefit from having clear objectives and reflecting on their progress and they will become more autonomous learners in the process.

Classroom Management

Setting up behaviour contracts

Most schools nowadays have a clear set of established rules. These include things like the wearing of a school uniform, the use of mobile phones, drinking and eating in the classroom and so on. Most teachers have their own ideas about how students should behave, too.

One way a teacher can establish classroom rules with their students is to tell them what behaviour they find acceptable or not. Whether or not students agree with the rules, they have to obey. However, these rules will always be the teacher's rules, rather than the students'.

In this workshop, you're going to read about how you can involve your students in the creation of class rules through a behaviour contract. By being involved in decisions about class rules, students are much more likely to follow them.

What is a behaviour contract?

A behaviour contract is a written agreement between the teacher and students about how they will behave and what will happen if they don't. You or your students can make a poster of these rules and display it on the classroom wall. This serves as a constant reminder during the lesson and it can easily be referred to if a rule is broken. (In fact, it's sometimes enough simply to point to the poster for the student to change their behaviour!) It's also a good idea if everyone signs the contract, including the teacher, to give it a sense of formality.

There's no one way that a behaviour contract should look and students can be creative in designing their own but this example will give you an idea.

CONTRACT FOR STUDENTS



We, the students of class _____ agree to the following rules:

- Students must speak in English at all times.
- Students must listen when the teacher is speaking.
- Students mustn't interrupt other students when they're speaking.
- Students must do their homework.

The following penalties will apply:

- If we break a rule once, we'll get a warning (to be recorded by the teacher).
- If we break a rule twice, we'll get extra homework.
- If we break a rule three times, we'll lose two marks in the next test.

Signed _____

How can I set up a behaviour contract?

The key point about a behaviour contract is that the rules are negotiated with students. However, that doesn't mean that only students get their say. It's important that you include rules that you want to establish too and that you explain why they are necessary.

Here are some ways to go about setting up a behaviour contract. You can select from these ideas or do them in any order:

- Have a discussion about the importance of rules. You could tell students about a time when you were a learner and had problems because your classmates were disruptive. Students discuss similar experiences in pairs and then share their stories with the class. It's often surprising to find out how much students dislike disruption and it's a useful warning to potentially problematic students who will want to keep their classmates' approval.
- Give out your own set of rules and explain your reason behind each one. Students discuss in pairs if they think any of these are unfair and then tell the class.

Remember: You may need to modify one or two rules for the contract to be properly negotiated but you'll need to be firm about keeping the important ones.

- Students work in pairs and write six rules for the class. Elicit rules from each pair and write them on the board. Together, students rank them in order of importance or vote on the ones they want to include in their contract. This will often involve a lot of negotiation and discussion which is useful speaking practice, too. You may have to reject any rules that you feel are inappropriate but the majority of students are likely to be sensible and respond well to being given this responsibility.
- Combine the introduction of rules with language work.
 - a) Write key words on the board in a random order, for example, *speaking, interrupt, listen, respect, homework, students, the teacher* or other words that you want to include. Students use the words to make sentences using *must* or *mustn't*: *We must respect the teacher. We mustn't interrupt other students when they're speaking.* This gives some useful practice of modal verbs.
 - b) Give out a worksheet of your rules with the words in each sentence in the incorrect order. Students write the words in the correct order.
to bring/to/must/class/remember/we/our books
 - c) Create a worksheet with sentence halves. Students match the beginning and end of the sentences. The sentences below introduce penalties and practise the first conditional.

If we don't do our homework,	we'll stay in during the break.
If we don't speak in English,	we'll get extra homework.
If we aren't polite to our classmates,	we'll do exercises in silence.
 - d) Write the first part of first conditional sentences on the board. Together, students decide how they will complete the sentences.
If we arrive late, ...
If we make a noise in class, ...

As you'll see, there's no one way to arrive at the rules for your behaviour contract and you'll probably have your own ideas. But the rules must be decided by the majority and agreed to by everyone for them to be effective; it's important to make this clear at the start.

With the pressures of your course schedule, you may worry about the time it takes to set up this contract. In the long term, though, it can be time well spent.

What happens if the contract breaks down?

One of the advantages of a class contract is that all students have agreed to it and so they also have a responsibility to maintain it. Students often start to monitor each other's behaviour and point out if a rule has been broken. As a teacher though, you also need to be firm and make sure that the rules are enforced consistently and fairly. If this doesn't happen, students may lose confidence in the contract and start to ignore it.

As the course progresses, it may be necessary to review the contract. Behaviours change and some new problems may occur. If this happens, it's worth discussing these problems with students and asking them if they would like to change or add any rules to the list. This is a way of bringing the contract back to their attention and dealing with disruptive students in the class without addressing them directly.

Remember: Students are motivated by taking responsibility for their learning. A behaviour contract is a useful way to involve them in establishing a positive environment in the classroom, too.

Digital Components

Using the Active Teach

Most learners these days are very familiar with the digital world. They have touch-screen phones, mp3 players and have grown up with the internet. Their familiarity with the medium makes it an attractive option as a learning tool.

In this workshop, you're going to read about how you can incorporate the Active Teach into your teaching by looking at an example lesson based on a Students' Book unit.

What can I find on the Active Teach?

The benefit of the Active Teach is that it contains all of the material that you'll need for your lessons in one place. You'll find:

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

How does the Active Teach work?

To demonstrate how the Active Teach works, we're going to look at a lesson based on Unit 2, pages 14 and 15. These pages contain a listening activity, vocabulary, a reading text, grammar and practice exercises:

- When you launch the 'For the classroom' section, you'll see tabs for Units 1–10 and the *Mini Workbook* from the Students' Book. (You'll also see tabs below: Home, Audio, Skills Multi-Rom, DVD, Grammar, Dictionary and Checklists.) Select Unit 2 and the corresponding pages of the Students' Book will be projected onto your interactive whiteboard. Here you can get an overview of each unit and click on the page you want to display. Once you have opened the first page of the unit, you can draw students' attention to the learning objectives by clicking to isolate and enlarge this section on the screen.
- Click on the pictures to enlarge them and elicit some conversation on what the topic of the unit might be. When students have discussed the problems families might experience when children live with their parents (exercise 2, question 3), write these on the board with your interactive whiteboard pen, next to the pictures, to provide a clear visual presentation of students' ideas.
- After students have completed exercises 1 and 2 on page 14, you can access the audio track for exercise 3 directly from the page. Just click the audio icon to start it. At the end of the listening exercise, you can project the audio script onto the interactive whiteboard and use it to highlight the parts of the text which contain the answers. There is a help video in the 'For the teacher' section, demonstrating how to do this.

Remember: Involve students at this stage; elicit from them which parts you should highlight to check their understanding. If you think students would benefit from hearing sections of the audio again, simply select these sections by clicking the relevant place in the script.

Remember: These transcripts can also be printed out before the lesson if you'd like to create an extra listening exercise, for example by blanking out some of the words to make a gap fill.

- The listening activity is followed by a vocabulary exercise, for which you can use the Dictionary. This function allows you to project any word, complete with definition, example sentence and phonetic transcription onto the board and to listen to the pronunciation. Ask students to do the exercise first using their dictionaries and then check with the class by displaying the word on the whiteboard. Draw attention to any relevant information, for example the part of speech or how it's used in a sentence. Then have students repeat each word to make sure they can pronounce it correctly.

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- In the next stage of this lesson sequence, students read a text, answer comprehension questions and focus on the grammar it contains. Again, highlight the particular sections of the text where the answers are given when checking the comprehension questions. Also highlight the grammatical structures to focus students' attention on these or have students come to the front of the class and highlight the sections themselves. In this way, you can involve students in the lesson and be sure that everyone has correctly identified the structures in the text.
 - In the *Grammar2know* section, focus on each rule in turn and analyse the form of the grammatical structures in the example sentences.

Remember: It's important to involve students at this stage too by eliciting information from them. This will demonstrate if they have understood.

- You'll find interactive versions of some practice activities and extra Multi-ROM activities on the page. (For a demonstration of how to access these activities, see the Help video in the 'For the teacher' section.) You can use these activities for checking answers and extra practice. The interactive nature of the activities allows you to engage students at this stage; ask them to do the activity in teams as a quiz and then reveal the answers or ask them to come to the board and mark the answers themselves.

You'll see that there are lots of ways in which you can incorporate the Active Teach into your lessons. It's worth spending a little time familiarising yourself with how it works and practising before you start using it in class in order to get the maximum benefit from what it has to offer. To find further ideas for using the Active Teach, have a look at the website, www.pearsonlongman.com/IWBsolutions which has video clips of interactive whiteboard demonstrations.

Note, there are three further sections on the Active Teach not mentioned in this workshop. They are the Skills Multi-ROM, DVD and Checklists. You can launch the Skills Multi-ROM to set homework, check answers to and go over previously set homework or for extra practice in class. The DVD tab will allow you to project the DVD episodes which accompany *Real Life Upper Intermediate* Students' Book. You'll also find the script here and as with audio activities, you can replay certain sections of the DVD by marking these on the script or highlight parts of the script you'd like to draw students' attention to. See the DVD Workshop for extra ideas. The Checklists tab will take you to the *Language4writing*, *Can You Do It in English?* and Writing checklists which can be found at the back of the Students' Book. You can project these and discuss them with students when focussing on a particular exercise.

Remember: The Active Teach has a number of advantages:

- You have all your materials in one place.
- It helps you to focus students' attention on sections of the Students' Book page and make sure they're following the lesson.
- You can use it to make lessons more interactive.
- Students find technology in the classroom engaging.

DVD

There are many reasons for showing a DVD in class. More and more students nowadays watch videos online so it's a medium that they're familiar with and enjoy. Watching a DVD increases motivation and appeals to different types of learner, too. Above all, it gives students an opportunity to see language in action and so improves learning.

The Real Biz, the DVD that accompanies *Real Life Upper Intermediate*, practises language from the *Real Time* section at the end of each Students' Book unit. It's therefore appropriate to show an episode after completing each *Real Time* section. There are worksheets for you to use with your students while they watch the DVD, as well as interactive multiple-choice questions which are accessible when played on a DVD player. The worksheets include role plays that students can do to practise language that they've heard in each episode.

This workshop contains further ideas for making the most of the DVD material, including ideas for using the images, the script and cultural references that appear in the DVD and for extra follow-up activities.

Using the images

The great advantage of a DVD is that students not only hear what's taking place but see it, too. This extra element opens up more possibilities for language practice. These are some ideas that you can use with students based on visual images:

- Show an episode with the sound turned off. Ask students to imagine what is happening or what the people are talking about. Then show the episode with sound and ask them to compare their predictions with what they see.
- Do the same but press fast forward so that the sequence runs by very fast. This adds an extra element of challenge to the guessing.
- Show a shorter sequence without sound of a scene in which a conversation takes place and ask students to write a script of what the characters are saying. When they've finished, show the sequence with sound for them to compare. Find out whose script is closest to the original; this will require them to listen very carefully to what is actually said.
- Make pairs and ask one student in each pair to close their eyes while the other watches a scene from an episode without sound. The student who watched has to describe to their partner what they saw. Swap roles for the next scene.
- Freeze frame an image and ask students to study it for a minute. Then turn off the image and ask students in pairs to describe what they saw (this provides useful practice for describing a photo) or to list things that appeared. Show the image again for students to check.
- Show a short scene in which there is a lot of activity, for example a street scene. Ask students to imagine that they are witnesses for the police. They have to try to remember everything they saw; the number of people and cars, what people were doing and what they were wearing. Show the scene again and see if the students were reliable witnesses.

Using the script

It goes without saying that a DVD offers an excellent opportunity for students to practise their listening skills. These activities are based on the script of the DVD:

- Play just the audio from a scene on the DVD (without the picture) and ask students to imagine where the people are. Then show them the scene with the image to compare.
- Ask students to watch a scene with both the image and sound and to make notes of what people say. From the notes, they then try to write the script for the scene. Either show the scene again or give them the script to compare their version with the original.

- Select some phrases from the script and ask students to predict which of the characters says them. This works especially well if there is a mixture of informal and formal language. Show the episode for students to check.
- Tell students what the scene is about before they watch and ask them to write down any words that they expect to hear. Then ask them to listen and tick these words if they appear.
- Give students the script of a scene and tell them they're going to 'dub' it. In groups, each student takes the part of a character and they practise reading the script in a natural way. This is a perfect opportunity to work on aspects of pronunciation, including sentence stress, aspects of connected speech and intonation. Play the DVD without sound and have students perform the lines at the same time.
- Select a part of a script and change the order of the lines. Students try to work out the correct order and then listen to check.

Using cultural references

As you'll know, students are curious to see how teenagers live in different countries. *The Real Biz* DVD allows them to see aspects of teenage life in the UK, including teenagers' homes, their school and the town in which they live. The DVD provides a rich source of cultural information that can be used for discussion.

The DVD also allows students to see aspects of behaviour, including facial expressions and gestures which accompany speech. This is what we call *paralinguistic behaviour*. Although much of this behaviour is shared between cultures, it's useful to draw attention to it so that students become aware of how people communicate without language:

- Tell students about an episode they're going to watch and ask them to imagine what the places will look like or how the people will behave. Then show them the episode to compare. This will encourage them to notice both places and behaviour and could lead to an interesting discussion about cultural similarities and differences.
- After watching an episode, ask students to imagine they are directors filming the scene in their country. In groups, students choose a location for each scene, the clothes worn by the characters, the food they eat and make any other changes that would be necessary.
- Show a scene without sound and give students adjectives, for example, *enthusiastic, interested, surprised, disappointed* and *curious*. Ask them to match the adjectives with the characters and to explain why they thought the characters were feeling that way.
- Do the same but ask students to interpret how the characters feel or what they're saying from their gestures and facial expressions. Give them the script and ask them to read it using the same facial expressions and gestures. Discuss with students if they would use the same or different gestures in their country.

Extra activities

Apart from the things you can do while watching the DVD, there are many tasks that you can do based on the material which practise different skills. Here are just a few further ideas:

- Students choose one of the characters and write a diary or blog entry for him or her after each episode.
- They write an account of what happened from the point of view of another character in the story, for example Simon Powell.
- In pairs, students summarise the plot in the form of a short story or a newspaper article.
- They write a script for the next episode.

Remember: Although students associate watching a DVD with leisure, it's important to provide tasks to make sure that it's a useful learning tool. And although we usually only watch a DVD once in our own language, it's possible for students to see episodes multiple times as long as they have a new and interesting reason to watch each time.

Evaluation and Assessment

Evaluating and assessing writing

Assessment is useful for finding out what students can do well and identifying the areas that they need to improve. As a result of assessment, we can adjust our lessons to suit their learning needs. Assessment also provides students with information about the progress that they're making.

Depending on their previous experience, students may have a positive or negative attitude towards assessment. In order for it to be motivating, it's important to assess students according to their level and the objectives set in the Students' Book.

What are the writing objectives at this level?

The *can do* statements in the Common European Framework of Reference (CEFR) for writing at the B2/C1 level include:

- I can write about events and real or fictional experiences in a detailed and easily readable way.
- I can write a short review of a film or a book.
- I can write formally correct letters, for example to complain or to take a stand in favour or against something.

You'll find that the writing lessons in *Real Life Upper Intermediate Students' Book* are based on the CEFR objectives. For example, students practise writing about a fictional experience in Unit 1 and a film review in Unit 5.

What are some ways of evaluating and assessing writing?

Progress in writing can be assessed in different ways. One way is to set a writing task in class at the end of a series of units. This may show clearly what students can do at a particular time. However, it can take up valuable class time and not all students perform well under 'test' conditions. An alternative is to select some of the compositions that students have written for homework for assessment purposes. The advantage here is that students have had time to edit and improve their work. The possible disadvantage is that they may have had extra help or used other sources. A third option is to assess projects that students have worked on during the course. You'll find suggestions for these in the Learning and Culture workshop.

It's also possible to include a combination of these different writing tasks for assessment purposes. By varying the tasks we use, we can accommodate different types of learners.

Writing tasks in class

If you choose to do a writing task in class, you will find that these are most effective if they are similar to but not the same as the ones students have completed for homework. Ideally, they should be set in a clear context and as 'real life' as possible, to help students choose a suitable layout or format for their writing and appropriate language to use.

Here are some examples of writing tasks:

You've decided to write a short story for a creative writing competition. The story must begin:
I had never felt so nervous before in my life! ...

.....
Top 100 films – the viewers' choice

What's your favourite film of all time? Why should it be in the top 100?

Write a short article about your favourite film and it could be published on our website.
.....

WHAT NEXT? Magazine are asking for writers to contribute an article covering the following questions:

Are we becoming too dependent on technology? What are the advantages and disadvantages of technology for people today?

How can I evaluate and assess writing?

Whichever method of assessment you choose, it's important to have a clear set of criteria for assessment and to let students know in advance what these are. The checklists at the back of the Students' Book, that are designed for peer and self checking, are a useful starting point when thinking about criteria. These include:

- organisation of ideas, use of paragraphs
- use of linking words, fixed phrases etc. (in the *Language4writing* box)
- appropriate layout (e.g. a formal letter)
- appropriate register (formal or informal language)
- accuracy of grammar, spelling and punctuation

Remember: It's important not only to focus on language but to evaluate other aspects of the writing skill, too.

In order to calculate a mark for writing or to guide comments, these criteria can be included in a table as follows:

Excellent (18–20)	The writing fully achieves the task. The ideas are well-organised and a variety of linking words are used. There is a wide range of structure and vocabulary. The language is accurate, though there may be some errors in more complex and ambitious language. The level of formality and format are appropriate to the type of task and the reader.
Very good (15–17)	The writing achieves the task. The ideas are well-organised and suitable linking words are used. There is a good range of structure and vocabulary. The language is generally accurate but with some errors, mostly in more complex language. The level of formality and format are generally appropriate to the task and reader.
Good (12–14)	The writing, on the whole, achieves the task. The organisation of the ideas is okay and simple linking words are used. There is a satisfactory range of structure and vocabulary. There may be a number of errors but the message can still be understood. The writing shows an awareness of levels of formality and format appropriate to the task and reader.
Needs some work (8–11)	The writing doesn't clearly communicate the message to the reader. The ideas aren't very well-organised and there are few linking words. The range of structures and vocabulary is limited. There are a number of errors and these sometimes make it difficult to understand the message. The language is inappropriate or inconsistent in terms of levels of formality and format.
Needs more work (under 8)	The writing has a negative effect on the reader and the task isn't achieved. The organisation and use of linking words is poor. The range of structures and vocabulary is limited and the number of errors often makes it impossible to understand the message. There is little or no awareness of levels of formality and format.

Student self assessment

Although grading work is a useful way to keep a record of students' progress, it may not always be necessary. Some students focus more on a mark than the corrections we make. Sometimes it's useful just to give work back with suggestions for improvement. Whether we give marks or not, it's a good idea to write comments on written work about what students have said, good aspects of their writing and general areas to focus on next time. In this way, the writing becomes part of the learning process. This type of assessment is called *formative assessment*.

We can also encourage students to assess themselves in various ways. One way is to ask them to write a note on their work before they hand it in saying how well they think they did or to give themselves a mark and see if it coincides with our own. They can also reflect on their progress and areas they would like to improve in a learner diary. Self assessment helps students to become more autonomous and encourages them to take responsibility for their learning.

Remember: It's important to make assessment a positive and learning experience and remind students about the things they *can do* as they progress through the course.

Grammar

Learners at Upper Intermediate level already have a good knowledge of basic grammar structures. They need to revise and practise the structures that they've studied before and extend their knowledge. In this workshop, you're going to read about how learners are encouraged to explore their understanding of grammatical structures in *Real Life Upper Intermediate* and take an active role in the learning process.

How is grammar approached in *Real Life Upper Intermediate*?

Grammatical structures are always presented in context. This may be either a listening or a reading text. The context helps students to understand the meaning of the structures and allows them to see how they are used.

First, comprehension of the text is checked and then students do a task which draws their attention to the structures in the context. Sometimes they find examples of tenses that they are already familiar with, for example on page 5, exercise 6, they look for sentences containing present and perfect tenses in texts about achievements. At other times they're asked to look for verbs that express a particular meaning, for example on page 35, exercise 8a, they identify verb phrases that are used to talk about obligation in comments about education.

Students then check their understanding of the different structures by referring to the summary of rules in the *Grammar2know* sections.

You'll see that in this approach, students are asked to build on what they know and work things out for themselves, rather than be presented with an explanation.

What are the benefits of this approach?

- When students discover rules for themselves, the learning is more memorable.
- As they're actively involved in the learning process, they're likely to pay attention and be more motivated.
- It's challenging, which is especially useful when revising structures that they've met before.
- It can involve students working collaboratively and this can provide more language practice.
- It encourages them to be autonomous and teaches them strategies that they can use outside the classroom.

How can I guide students in this approach?

Activate current knowledge

It's important first to activate students' current knowledge before introducing new grammatical structures. This is often done through a speaking task at the beginning of a lesson which requires students to use language that they already know. It's useful to notice which structures they are able to use well and the gaps in their knowledge at this stage so that you can pay particular attention to problem areas when they focus on the grammar. Try writing down sentences you hear in a notebook to help you remember. You can even write these on the board later in the lesson and ask students to correct them in pairs after they've read the grammar summaries.

Encourage collaborative learning

It's a good idea to encourage students to work collaboratively so that they can help each other in working out grammar rules. For example, after they find examples of grammatical structures in a text, make pairs and ask them to compare their answers before reading the rules. When they match sentences with rules, have them work together too so that they can share their knowledge.

When there are two or more sets of rules, for example on page 25 where students look at the different ways of talking about the future in *Grammar2know*, you can even ask students to teach rules to each other. Make groups and ask two students to look at half of the rules and two to look at the others. When they've finished, have them explain to each other what they've learned. In order to do this, they'll need to read and understand the rules carefully and the process of explaining and negotiating the meaning with their partners will help to make the learning more memorable.

Check understanding

After students have read the rules, it's important to check their understanding, especially in the case of more difficult concepts. To do this, select example sentences that you wish to contrast and write these on the board. Take these sentences from page 15, for example:

He has just phoned me this morning. (one phone call)

He has been phoning me this morning. (many calls)

Ask questions to check students understand:

Teacher: Is this a finished time or unfinished time?

Students: Unfinished, it's still the morning.

Teacher: In the first sentence, how many times did he call?

Students: Once.

Teacher: What tense do we use?

Students: Present perfect simple.

Teacher: In the second sentence, did he call once or more times?

Students: More times.

Teacher: So, which tense do we use?

Students: Present perfect continuous.

Write two more sentences in the same tenses and repeat your questions for further checking. Notice that when we ask questions, we can see from students' responses if they have understood the concepts.

Also use time lines to demonstrate the tenses. If your students are familiar with these, you can ask them to draw the lines in pairs and then select some students to draw these on the board.

Remember: You'll find examples of questions that you can ask and time lines to draw in the Teacher's Book.

In some cases, it may be useful to ask students to compare the tenses with the way that the concepts are expressed in their own language, too. Noticing similarities and differences in this way can also help students to remember rules.

Provide practice

You'll notice that the practice activities that follow the *Grammar2know* sections are first more controlled so students can consciously apply the rules and then freer. The freer activities often ask students to talk about themselves and their lives so that they use the language in a meaningful way.

Remember: It's possible that they'll make mistakes initially. This is a normal part of the learning process. If you draw attention to problems and ask students to correct themselves, this will help them to use the new language correctly in the future.

How can I accommodate different learners?

Encouraging students to work together so that they can help each other is one of the best ways to deal with different levels of ability in the classroom.

If you discover that your students need extra help with grammar, you may need to spend a little more time checking the concepts and the forms before moving to practice. In order to encourage them to ask questions, try setting further questions after they have read the *Grammar2know* summary. For example, ask them to find one thing they knew before, one thing that is clear and one thing they're not sure about. Make pairs and ask them to discuss their ideas before eliciting from the class so that the doubts are shared rather than individual ones.

Remember: Reassure students that if they have questions, other students in the class probably do, too.

If your students find grammar easy, you can try a test-teach-test approach as an alternative. This involves students doing a practice exercise before they discover the rules. See page 65, for example, where students learn about the use of articles. Students could first try to write the articles in exercise 8b, then read the rules to check their answers and finally listen to the sentences in the audio recording. This will help them to notice the areas that they most need to focus on.

Remember: Noticing language and discovering rules are useful strategies that students can use outside the classroom. It's worth explaining how this approach can help them as a further way of involving them in the learner process.

Learner Training

In many aspects of *Real Life*, students are encouraged to take an active role in their learning. In lessons, they do this by working out the meaning of new vocabulary, reading for gist or specific information in texts and relating new language to their lives and experiences. These are all examples of what we call *direct learning strategies*. These strategies help learners when they are working with language.

In this workshop, you're going to read about *indirect learning strategies*. These are strategies that relate more to the management of learning than to language itself. Like *direct learning strategies*, they also help students to be more successful learners.

What are *indirect learning strategies*?

Indirect learning strategies are divided into three groups:

- **Metacognitive strategies**
Strategies concerned with the planning and organisation of learning.
- **Affective strategies**
Strategies which influence learners' feelings and motivation.
- **Social strategies**
Strategies related to working with others in a way that helps the learning process.

How can I help learners to use effective strategies?

Metacognitive strategies

When learning a language, students are faced with a lot of new information; new vocabulary, new grammar structures and so on. This can be quite overwhelming. If they can relate new information to what they already know, it helps them to make sense of it. It's also easier if they pay attention to particular points rather than trying to understand everything at once.

Students need to organise and plan to get the most out of their learning, too. This includes understanding how language learning works so that they can approach tasks and activities in an effective way, keeping clear notes in their notebooks, setting goals and objectives and making an effort to practise what they've learned outside the classroom.

Learning is also helped if students make a note of their errors and try to avoid repeating them and if they evaluate their progress in general.

Here are some ways to encourage students to use effective metacognitive strategies:

- When introducing a topic, it's important to activate students' knowledge of the topic and vocabulary they can use to talk about it. You'll find that lessons in *Real Life* usually start with an activity that allows students to discuss opinions and experiences related to the theme. They also predict what they will hear or read before doing listening and reading exercises. It's useful to discuss with students why they do these things so that they understand how the strategies help them and use them when they're studying independently.
- When setting tasks, explain the purpose of the task and what students should concentrate on. This could be the way that they read or listen to a text or why they're doing a particular speaking activity. This helps to focus their attention while they do it.
- Show students how to organise their notes in their notebooks. You'll find suggestions on how to record new vocabulary in the Vocabulary workshop and visual representations of difficult aspects of grammar in the Board Plans section on pages 10–19 of the Teacher's Handbook. Check their notebooks from time to time to see how well they're getting on.
- Encourage students to set goals and objectives and to evaluate their progress. If your students have a Language Learning Portfolio, this provides a clear structure for this. If not, ask students to write objectives in their notebooks, for example, *I want to be able to understand song lyrics*, or *I hope to be able to chat with friends from other countries*. Use the objectives at the start of each unit to point out to students their short-term learning goals and ask them to evaluate how well they did after completing the unit.

- Ask students to write in their notebooks the errors that they make and to review them before doing speaking and writing tasks.
- To encourage students to practise outside the class, ask them to read a book or watch a film or to find out some information on the internet and then to tell the class about it.

Affective strategies

It's important for students to be motivated and feel positive about their learning. If they feel anxious about making mistakes in front of their classmates or get blocked because they don't understand something, it's likely to get in the way of their learning. So students need to be able to relax and to remind themselves about the things that they can do well.

In order to help, we can do the following things:

- Create a relaxed atmosphere in the classroom and allow students to make choices about what they do or how they do things from time to time.
- Make sure students remember what they can do as well as their mistakes. This includes giving praise and encouragement for effort and asking students to think about their progress in a positive way. Again, the *can do* statements in the Language Learning Portfolio are designed to help students to remember their abilities but you can also ask them to note in their notebooks what they have achieved at the end of each unit or term.
- Set an appropriate level of challenge in materials so that students take risks when they're practising language but are still able to achieve tasks successfully.
- Encourage students to reflect on their learning. This could be in the form of a learner diary in which they write how they are learning and how they feel about it or in group and class chats.

Social strategies

Speaking in another language is all about communication between people so social strategies are important. Students need to be able to ask questions if they don't understand what another person has said or ask them to repeat. Learning is more effective if students collaborate on tasks with their classmates and help each other with correction. They should also be sensitive to other people's thoughts and feelings both on a personal and cultural level.

Good social strategies can be encouraged in these ways:

- Teach language that will help students to maintain conversations, for example:
Could you repeat that, please?
I'm sorry, I don't understand.
What was that again?
Did you say ...? What does that mean?
- Include pair and group work in your lessons so that students help each other and work together. You'll find plenty of opportunities for this in *Real Life*.
- Encourage students to correct each other. You can do this by doing a correction slot on the board after speaking activities in which everyone is involved in correcting errors and by asking students to exchange written work and give each other feedback using the Writing checklists provided at the back of the Students' Book and on the Active Teach.
- Ask students to respect each other's thoughts and opinions during class discussions.
- Develop an understanding of different cultures in discussions based on texts they've read or listened to and by doing projects in which they find out about other cultures. You'll find ideas for projects in the Learning and Culture workshop.

Many of these points may already form part of your teaching. The important thing is to make students aware of these strategies so that they have a better understanding of why they're useful so they use them when they're studying independently.

Learning and Culture

Individual and group projects: research and presentation

In *Real Life*, you'll find a range of interesting materials to stimulate your learners. There are motivating texts for them to read and topics that will generate lively discussions. Many of the themes also lend themselves to project work. Projects are a good way to practise students' language skills both inside and outside the classroom. They also involve students learning facts about the world.

In this workshop, you're going to read some suggestions for managing projects and look at some ideas for projects that you can do with your students based on *Real Life Upper Intermediate Students' Book*.

What exactly is a project?

A project is a themed piece of work that requires students to find out information and then present it to the class. Project work can take place in one lesson or form a part of several lessons over a period of time. Students can work on projects individually or in groups.

Some examples of projects that you may have heard of (or even done) include:

- making a class magazine with students' writing, including news articles, creative stories, recipes and so on
- preparing and giving a talk about a famous person, singer or band
- producing posters about their town with pictures and information about places to visit.

A mini project could even be as simple as asking students to find out some facts related to a topic they've read about in class and then telling the other students in the next lesson.

How can I manage a project?

Some teachers avoid doing projects because they seem difficult to set up and manage. However, there are three simple steps that you can follow:

Getting started

First of all, it's important to get students motivated. You can decide on the project yourself or give students options from which to choose. It's useful to keep a note of students' interests in other lessons and this will help you think of project ideas.

Remember: The enthusiasm that you show for the project yourself will influence how positively they respond.

Once the project has been decided, discuss with students where they can find information. This can be from the internet, encyclopaedias in the school or town library, places in the city (for example, the tourist office) or from other people. If students are going to use the internet, it's worth looking for some sites that contain relevant information before the lesson to help direct their search.

Remember: Students may feel more comfortable doing the research in their own language but they will need to translate it into English for the presentation stage.

The next step is to organise the research. This will involve deciding how students will work – individually, in pairs or in groups – and which students will work together. You can either decide the groupings yourself, taking into account learner differences and mixing stronger and weaker students or allow them to choose as a way of giving them responsibility for how the project will work. Then it's important that they know when the research should be done by. And finally, it may be necessary to allow a little time in the lesson for students to discuss in groups how they will share the research; it's important that not just one student does the work! Ask them to make a chart with things that need to be done and the name of the student who will do each task.

The research stage

Depending on the project, this could be very short (the next lesson!) or over some weeks. If the research takes longer, you may need to ask students from time to time how they're getting on and make suggestions if they haven't found the information they're looking for. Or you may simply need to remind them to do the research. Bear in mind that if project work goes on too long, students tend to lose motivation so be prepared to gauge their interest and adapt the schedule if necessary.

The presentation

A presentation can be either spoken or written – a magazine, a wall display, a poster, an audio recording, a video or a combination. You'll find more ideas for helping students prepare visuals for spoken presentations in the Teaching Aids workshop.

If the presentation is spoken, it's important to make sure that all students are involved and listening while the presentation takes place. You can do this by giving the listeners a general task to do, for example, to make a note of things that they found particularly interesting or a question that they'd like to ask the speaker at the end.

Some ideas for projects based on *Real Life Upper Intermediate Students' Book*

Some *Can You Do It in English?* sections of the Students' Book lend themselves well to project work. Take page 9, exercise 8, for example, in which students prepare a short talk about a person they admire. This can easily be developed into a project. Students could research the life and achievements of the person they admire and prepare a presentation.

In Unit 2, on page 14, students read about when young people leave home in the UK and discuss if the situation is the same in their country. Students could look for this information on the internet and come back and tell the class in the next lesson. Or they could find out similar information about young people in other countries and present this to the class.

Students listen to a communications expert make predictions about technology in the future in Unit 3, page 24. This is an opportunity for students to research possible developments in technology, for example of mobile phones, to form the basis of a presentation.

In Unit 5, the unit on pop culture, there are a number of possibilities. These include making a music magazine, giving a presentation about pop culture in other countries or making a film guide.

In Unit 6, students read about strange food habits in other countries. They could find out about food in other countries and present their research to the class.

The grammar focus of page 75 in Unit 8 is reported speech. Students could post questions for students from other countries on an online teen website and then tell the class what answers they received.

As you'll see, projects provide an excellent opportunity to practise both skills and language as well as allow students to explore culture in their own country and in other countries around the world.

Listening

In our everyday lives, we listen in many different contexts. We listen to radio programmes and watch the news on TV, we listen to our friends in informal conversations and we listen to presentations and lectures and so on. The way we listen depends on the situation. We listen more carefully to a news programme or to a lecture, for example, than we do if we overhear a conversation in a public place.

The tasks in *Real Life Upper Intermediate* are designed to encourage students to listen in different ways according to the text type and so develop the different listening sub-skills.

What do students listen to in *Real Life Upper Intermediate*?

The types of listening text that are included in *Real Life Upper Intermediate* are:

- TV and radio interviews
- TV and radio reports
- presentations
- conversations between friends
- TV shows
- personal anecdotes

How are the listening sub-skills developed?

The following listening sub-skills are developed:

- listening for gist or general understanding
- listening for details or specific information
- listening for attitude and opinion

The tasks that are designed to develop these sub-skills include:

Listening for gist or general understanding	Ordering pictures (page 11) Tick the information that is included (page 24) Match pictures and descriptions (page 56)
Listening for details or specific information	True/false statements (page 14) Matching statements and speakers (page 16) Correcting information (page 24) Note-taking (page 33) Answering questions (page 46) Fill in the gaps (page 66)
Listening for attitude and opinion	Answering questions (page 29) Ranking statements (page 32)

How can I help students to develop their listening skills?

Apart from the tasks that are set to develop the listening sub-skills, one of the most useful ways to help students is to increase their awareness of how to approach listening effectively. Here are some ways you can do this:

- Try asking students to make a list of all the things that they have listened to in their own language in the last twenty-four hours. Or give them a list of possibilities to choose from, for example, the TV, the radio, songs, conversations, to the teacher in class and so on. Then ask them to think about how they listened in each case. Again, you can provide options for this: to get the general idea, to listen for specific information, to find out what happened next. Make pairs and have students discuss how they listened on each occasion. Elicit ideas from different pairs and open a discussion with the class about the different ways we listen. Remind them that they need to practise these skills in listening exercises in class.

- When doing listening activities with students, make sure you introduce what type of text they will listen to. Ask them to think about the most appropriate way to listen to this type of text.
- Make sure that students are clear about what they have to do when they do listening exercises so that they listen in an appropriate way. Check tasks by asking questions, for example: *What do you have to do? How many people are speaking?* Allow time for students to read questions and clarify any doubts before playing the audio.
- Ask students to reflect on the purpose of the exercises they do. You could make a list of the different sub-skills and put them on the walls of the classroom or ask students to keep a note of them in their notebooks. Every time they do a listening task, ask them to identify the skill they are developing.
- Discuss with students the kinds of difficulties that they have when doing listening exercises. A common tendency is to try to understand every word and to 'get stuck' if they hear a word they're not familiar with and then miss what comes next. Reassure them that they don't need to understand everything, only to complete the task set.

What other ways are there to practise listening?

Listening to audio recordings is only one way that students practise listening in class. Whenever they do speaking activities, they also practise listening. These activities have the added advantage of allowing students to see the speakers' facial expressions and gestures, which give important clues for interpreting messages. These are called *paralinguistic features*.

As a teacher, you can also provide opportunities for students to practise listening by telling stories. This type of activity is called a *live listening* and is again useful to demonstrate paralinguistic features. A story can be an anecdote related to the topic of the lesson as a way of introducing the theme or as a follow up to something that students have read or talked about. On page 38, for example, students discuss different jobs. You could start the lesson by telling them about an experience of a job you had. Or on page 58 you could talk about a holiday experience.

There are some simple steps to ensure a live listening is successful:

- Plan what you will say before the lesson. Either write a text or make notes. When you tell your story though, aim to speak without notes so that your anecdote appears as natural as possible.
- Check students' comprehension as with any other type of listening activity. Do this by writing a question on the board that they should answer while listening or make pairs after you've told your story and ask them to compare what they understood. Then check with the whole class.
- Involve students while telling the story by asking questions like: *What do you think happened next? Have you ever been there? Has anything similar happened to you?* This is a good way to make sure that they are following the story and reflects what we would naturally do when telling a story to a friend.
- If possible, use the story as a model for students' speaking. After telling your story, make pairs or groups and have them tell each other their own stories.

A further way to practise listening with your class and a way that also enables students to see paralinguistic features is to watch a DVD. *The Real Biz*, which accompanies *Real Life Upper Intermediate*, is a rich source of listening material and the DVD workshop will give you some ideas for making the most of the material.

Finally, to help students develop their listening skills in class, it's a good idea to encourage them to listen as much as possible outside class, too. Graded readers (books especially designed for language learners) often have audio recordings of the text so students can read and listen at the same time. Many students will already watch videos on the internet. They can also download podcasts from a range of sources, listen to broadcasts live or as 'listen again' events on websites. It's worth discussing these ideas with students and even setting them a task of each finding a video or site that they can recommend to their classmates.

Managing Learners

Motivating learners and dealing with problem situations

As a teacher, you'll know that one of the keys to successful learning is motivation. You'll also know that some learners are more motivated than others. In this workshop, you're going to read about ways to increase motivation as a way of managing learners in the classroom. You'll find some tips for dealing with mixed ability classes and some strategies for dealing with problems if they occur.

What do we mean by motivation?

Motivation can be described as a kind of internal drive that pushes students forward to learn. There are two kinds of motivation:

- *extrinsic* – which comes from something outside the learner, for example, the need to pass an exam
- *intrinsic* – which comes from within the learner themselves because they're interested in the subject or enjoy learning

Whatever our learners' motivation, we as teachers can have a powerful effect on maintaining enthusiasm. And success is likely to be greater if students come to enjoy the learning process.

How can I keep students motivated?

There are five key ways to maintain motivation:

- **Take a real interest in the learners as individuals**
In *Real Life*, there are plenty of opportunities for students to talk about themselves and give opinions. They're more likely to stay motivated if we listen to what they say and refer to these things in future lessons. Remember to make sure that everyone participates in the lesson and not just the more confident students. Allow time for discussions in pairs and groups and involve quieter students by selecting them to give answers and opinions.
- **Prioritise success**
Most learners are motivated by success so it's important to get the level of challenge right in activities. If an activity is too difficult, students are likely to become frustrated and give up. At the same time, there also needs to be a realistic amount of challenge for interest to be maintained. Be ready to praise effort as well as achievement. And guide students to improve by encouraging them to notice mistakes and suggesting ways to get things right next time.
- **Vary activities**
Students have different interests and different learning styles. It's worth noticing how students respond to a variety of activities; this will help you make choices when you're planning future lessons. You can also ask students which activities they enjoy doing and find useful. This can be done in a discussion at the end of a lesson or series of lessons or by asking them to write ideas on a piece of paper and collecting these to read later. It helps to provide some guidelines for this, for example by writing the beginning of sentences on the board that they should complete.
I enjoyed ... I find it useful when we ...
One thing I found difficult was ...
Remember: Students can do this without putting their name on the paper in case they worry about what they should write.
- **Give students responsibility**
Students are more likely to be motivated if they feel they have responsibility for their learning. You can encourage this by asking them to write answers on the board, choose whether or not to hear an audio recording again or even negotiate which homework exercises they feel they would most benefit from.

- **Keep learners engaged**

Most classes will have a variety of abilities. There are extra activities for faster learners and for students who need more support in the *Mini Workbook* and in the Teacher's Handbook. Here are some further ideas to keep all students involved:

- Encourage students to collaborate in pairs and groups. Sometimes it's appropriate to pair stronger students with weaker students and sometimes students like to work with someone of equal ability. Keep an eye on how students work together and think about the groupings when you plan your lessons.
- When an activity requires students to write a certain number of sentences, have the stronger students write more. Alternatively, set a time limit rather than a number of sentences; in this way everyone writes as much as they can in the time available. In reading and listening lessons, ask students who have finished to write further comprehension questions for their classmates.
- Give faster finishers an ongoing task that they can do each time they complete a task earlier than others. This can be negotiated with the student depending on their interests but two possibilities are writing a diary or looking up a certain number of new words in the dictionary.
- Vary the way that you do feedback as a way of providing support. Group students to negotiate answers before checking with the class or provide an answer key so that everyone can check answers when they're ready.
- It isn't always necessary to wait for everyone to complete an activity before moving on. Monitor to see when the majority of students have finished and reassure those who haven't completed everything that they've still achieved the task.

What happens if things go wrong?

Even if we do everything we can to keep students motivated, it's possible that problems will still occur. Sometimes these are a result of things outside school or because students have different personalities and opinions. How we deal with these situations will depend on the problem but here are some suggestions:

- First of all, it's necessary to have a clearly established set of classroom rules at the start of the course so that students know what is expected of them. Some of these rules may be decided by your school and you may negotiate others with your students. You'll find ideas for how to go about making a class behaviour contract in the Classroom Management workshop.
- Be prepared to stick to the rules. Students need to know what will happen if they break the rules and that you'll be consistent and fair in enforcing them.
- If there are tensions between students, try changing the pairs and groups. This can be done without students even noticing, by asking them to work with a different partner for the next activity or to check answers with another student.
- Sometimes discussions can become heated because students have strong and varying opinions about a topic. In this case, it's necessary to intervene and remind them that everyone has a right to an opinion. This could be one of the class rules that you set at the beginning of the course.
- If students are tired or finding something difficult, it might be necessary to be flexible and adapt your plan. It's worth having one or two extra activities that you can use in cases like this. You'll find some ideas for these in the Fillers section or keep a couple ready that you can use at any time.
- If a student is regularly disruptive, it's a good idea to find out if there's a reason for their behaviour. This is best done in private and not in front of their classmates. The student may be reluctant to tell you but your concern may have a positive effect on their behaviour in the next class. And if there's a problem, you then have time to think of a solution.
- Discuss problems with your colleagues. It's likely they've had similar experiences and will be able to offer some useful advice and support.

Pronunciation

With so many things to think about in a teaching syllabus, it's easy to forget about pronunciation. However, it's important to work on aspects of pronunciation with students not only to improve their speaking skills but their understanding of spoken language, too.

In this workshop, you're going to read about two aspects of pronunciation in particular, *pitch* and *elision*. You'll read why they're important and some ways to practise them with your students.

What exactly is pitch?

Peoples' voices have a natural pitch, in other words we talk about people who have a deep or a high-pitched voice. We also vary the pitch of our voice depending on how we feel, for example we tend to speak with a higher pitch if we're frightened or excited and a lower pitch if we're tired or bored. Pitch communicates our emotions or our mood.

Pitch is also used in conversations to indicate how we're going to respond to something that the other person has said. When we speak with a higher pitch, it usually means that we're going to say something that contrasts with what has been said before. When we speak with a lower pitch, it means we want to add something that is in *agreement*.

A: I like going to the cinema.

B: *I hate going to the cinema. (contrast, higher pitch)*

A: I didn't think much of the film.

B: *The plot was really boring. (agreement, lower pitch)*

A rise and fall in the pitch of our voice or intonation also conveys how we feel. Our pitch goes up and down in an exaggerated way when we show interest or enthusiasm, whereas a narrower change of pitch suggests a more neutral attitude.

Why is pitch important?

One of the difficulties students have when they're speaking is that they have to concentrate on using accurate grammar and the right vocabulary. They don't always have time to think about how they sound as well. As a result, they may sound bored or indifferent, even though what they're saying is exactly the opposite! Different languages also have a different pitch range and sometimes this causes students to sound impolite even though that's not their intention.

How can I practise pitch in class?

In order to help students, it's important first to ask them to notice the use of pitch in language that they hear before they go on to practise it themselves.

A quick activity to raise students' awareness of pitch is to write a single word like *Really?* on the board together with several adjectives, for example *surprised, bored, polite*. Say the words in different ways, (*high pitch – surprised, low pitch – bored, fairly high – polite*) and ask students to match each one with an adjective. This will demonstrate that not only words convey meaning but pitch, too.

Another way to raise students' awareness is to ask them to focus on pitch in audio recordings. After checking comprehension, select some lines from the listening which demonstrate how pitch is used and write these on the board. Play the lines from the audio and ask students to say how the speaker expresses their feelings. Then play it again for students to repeat. Students can practise saying the lines in pairs using appropriate pitch.

It's useful to ask students how a speaker would sound if they felt differently, too. To do this, take some lines or a short dialogue from an audio recording. The following conversation from page 20, exercise 4 is an example.

A: Hi, Annie. It's Dave.

B: Hi, Dave. Do you want to talk to Mark?

A: Yes, please.

B: Hang on a minute, I'll see if he's in.

Ask students to imagine how Annie and Dave would sound if they were annoyed or bored. Say the conversation yourself in different ways and have students repeat. Students can practise the conversation in pairs using different pitch and finally perform it for the class, which has to guess which emotion they're showing.

Remember: Students sometimes feel a little embarrassed about using a higher pitch than usual so it helps to encourage them to exaggerate. In this way the activity becomes less threatening and more fun.

Once they have become more familiar with pitch, it's important to encourage students to think about it in their own conversations. For example, when they prepare their own dialogues in class, ask them to focus on pitch while they're practising and performing them and ask others to notice if they sound enthusiastic and interested.

What is elision?

Elision is another aspect of pronunciation that can cause difficulty in both listening and speaking. Elision describes the disappearance of a sound or a syllable when spoken.

Elision occurs in words, for example *vegetable* (the second syllable disappears) or *listen* (the 't' is silent). It also occurs when words are joined together in pairs or in sentences:

<i>last week</i>	the 't' disappears
<i>head teacher</i>	the 'd' disappears
<i>he must be guilty</i>	the 't' disappears in <i>must</i>

Why is elision important?

Elision creates difficulties in listening because students can't always relate a spoken word to the written one. They also find it hard to distinguish individual words when they're joined together in sentences. When they speak, they may sound a little disjointed if each word is pronounced separately.

How can I practise elision in class?

As with pitch, it's important first to ask students to listen and recognise elision before they can produce it. Here are some ideas to practise elision.

- When introducing new grammar, vocabulary or functional expressions, draw attention to cases of elision. For example the elision of 'd' in *used to*.
- Take some sentences from a listening text that students have just heard in which there are examples of elision and write these on the board. Ask students to pronounce each word individually. Then play the audio and ask them to circle the words that are pronounced in a different way. Students then practise saying the sentences themselves using elision. Listen to the examples in the audio that accompanies page 46, exercise 4:

It's a bit hard to believe really.

We just chose it to annoy Braxton.

I bet that feels good.

Or page 76, exercise 4b:

They were a lot cheaper in Australia

... get them at a bargain price.

I managed to persuade my older brother.

- Select some sentences in which elision occurs and use them for dictation. Say the sentences quite quickly and ask students to write them down. They'll need to interpret the sounds in order to write the correct words. Again students can go on to practise saying the sentences in pairs.

Remember: In the case of both pitch and elision, students may not be able to produce perfectly at first. But if they're aware of these features of pronunciation, they will start to hear them in listening exercises and with practice, use them when they speak.

Reading

Helping students to understand challenging texts

Students at higher levels are asked to read longer and more difficult texts. They also meet a variety of text types, including articles, emails, questionnaires, extracts from novels and online forums. In this workshop, you'll find some ways to help learners understand more challenging texts. You'll also read some suggestions for adapting reading lessons to suit your students' needs.

What makes a text challenging?

A text may be challenging for the following reasons:

- the topic is one that students aren't familiar with
- it contains difficult vocabulary and grammar structures
- it's long and so they find it difficult to maintain concentration

How can I help students to understand challenging texts?

The main way to help students to understand texts is to practise the different reading sub-skills that they'll use to read them. As you know, we read different types of text in different ways. When we look at a TV guide, for example, we scan the page looking for programmes that we'd like to watch. With an article, we might look at the headline or a picture to get an idea of what it's about before we read it to see what information it contains.

When learners read in another language, they may not use the same strategies. They tend to look at individual words and worry if they don't understand them or focus on particular grammatical structures.

The tasks in *Real Life Upper Intermediate* are designed to encourage students to use appropriate strategies for reading different types of text and so develop the reading sub-skills. These sub-skills are:

- reading for gist (skimming)
- reading for specific information (scanning)
- reading for detail
- reading for attitude, opinion and writer purpose

It's useful to discuss these different types of reading skills with students. For example, ask them where they might see the type of text they're reading, who it's written for and what its purpose is. Discuss how they might read this type of text in their own language and to reflect on the tasks they do. In this way they become more aware of different reading strategies and learn to approach reading tasks in an appropriate way both inside and outside the classroom.

There are also some further ways to help students understand challenging texts:

Get students interested

It's important first to engage students' interest in a text before they read. You'll find there are discussion questions before reading texts that introduce the topic and relate it to students' lives and experiences. This is especially important to activate their knowledge of vocabulary and familiarise them with the topic.

Encourage prediction

It's easy to rush this stage of the lesson but the more students predict the content of a text, the easier they'll find it. Here are some ways to encourage students to make predictions:

- Ask them to look at pictures and headlines and to discuss in pairs what they expect to read about.
- Introduce the text and ask them to write three pieces of information they expect it to include.

- Write key information from the text on the board and ask them to discuss what the text might be about.
- Write some key information from the text on the board and some 'fake' information that isn't in the text and ask them to guess which they expect to find.
- Ask students to write three questions they would like answered.
- Draw a chart on the board and ask them to complete it either individually or in pairs.

Things I/we know	Things I/we aren't sure of	Things I/we would like to know

Focus on the task, not the language

Remember to reassure students before they read that they aren't expected to understand everything, only to complete the task. Set time limits so that they are encouraged to read quickly and don't try to understand every word. If you do this regularly, students will realise how they are expected to read a text.

Adapt the task, not the text

Learners can get a sense of achievement by reading challenging texts if they can do the tasks set. If you think a text may be particularly challenging for your students, it's easier to adapt the tasks than the text itself. Try these ideas:

- Add an extra task that you have prepared yourself, either before students read or between the gist and detailed comprehension stages, that guides them to the information they need to find.
- Adapt the tasks to make them simpler so students don't have to understand so much information or change more open-ended questions into true/false or multiple-choice ones.
- Divide the tasks so that some students answer some questions and other students answer others. Then ask them to exchange information. This also encourages collaborative learning and increases speaking opportunities.

Manage faster and slower readers

Setting time limits and sticking to these is a good way to encourage students to read at a more even pace. Try starting with slightly longer time limits at the beginning of the course and gradually shorten them.

Once students have finished reading, it's important that they compare answers in pairs or groups so that they can exchange information and help each other. Encourage stronger students to help slower readers by showing them where information can be found in the text, rather than telling them the answers.

If you'd like to give slower readers a little extra time to read independently, try giving those who have finished an extra task. For example:

- Ask them to write three more comprehension questions for the class.
- Ask them to look up five new words in the dictionary to teach the class.
- Ask them to translate a short section into their own language, then to close their book and translate it back, before comparing their translation with the original text.
- Ask them to write their response to the text; if they liked it or things that they learned or were surprised by.

Finally, to help students understand long texts in the classroom, it's a good idea to encourage them to read as much as possible outside the classroom, too. There are plenty of graded readers that are available to suit learners at different levels. Try setting up a book club so that

students read books and tell each other about them or write short reviews. Or ask them to find an article on the internet and tell other students in groups about it. This could be something that is related to the theme of the lesson or one that they choose according to their hobbies and interests.

Remember: Reading is one of the best ways of improving learners' language skills. When they read, they see vocabulary and grammar structures in context. The more they read, the more language they see and so it becomes easier for them to understand texts.

Speaking

Speaking involves being able to get a message across in a variety of situations. Sometimes we speak in order to obtain information or services, for example, in a shop or a tourist information office. At other times, conversation is more social, to maintain relationships between friends. Speaking can be planned, when we give a presentation or a speech or unplanned when we meet a friend in the street. It's useful to practise these different types of speaking skills with students.

What are some characteristics of speaking?

Speaking activities are often described as either *speaking for interaction*, when two or more people are involved or *speaking for production*, when one person is the main speaker, for example, during a presentation.

In interactive conversations, speakers don't normally have time to prepare what they're going to say. This is one of the reasons why students find this type of speaking activity so challenging. There are a number of ways we can help them.

- Teach common phrases that students can use when they're thinking about what to say next, like: *well, anyway, you know, what I mean is ...*. Natural examples of these can be found in the audio recordings that accompany *Real Life Upper Intermediate Students' Book*. It's useful to point them out and suggest that students try to use them when they're speaking.
- Practise fixed phrases that are used in certain situations, for example, when giving opinions or inviting. You'll find plenty of these in the *Phrases2know* boxes on the *Real Time* pages at the end of each unit.
- Encourage students to describe words they don't know using phrases like: *It's the thing we use to ...*, *What's the word for ...?*, *It's a kind of ...*. These can help them to maintain a conversation even if they forget some vocabulary.

You'll notice that some of these strategies can be useful when giving presentations, too.

What activities can I use to practise speaking in class?

You'll find a range of opportunities for practising speaking skills in *Real Life Upper Intermediate*. These can be found in the *Can You Do It In English?* sections of each unit but also at other stages of most lessons. Students are often asked to discuss questions at the beginning of a lesson to get them interested in a topic. They also discuss their reactions to texts that they've listened to or read. These discussions provide useful speaking practice.

Remember: It's best for students to do them first in pairs before sharing ideas in front of the class to increase confidence and ensure that everybody has an opportunity to speak.

Here are some other examples of speaking activities which can be based on the lessons in *Real Life Upper Intermediate* or adapted to suit your students' interests. They are divided into activities to practise *speaking for interaction* and *speaking for production*, though some will involve both skills.

Speaking for interaction

- Ranking activities
In ranking activities, students make a list of things and then decide their order of importance. These could be things to pack for a backpacking holiday, for example. First, students make their own list of say six items and then they agree on six items with their partner. This activity can be extended as a *pyramid discussion*. After agreeing in pairs, students form groups and do the same. Finally the whole class has to choose the same six items (page 58).

- Reaching a consensus
Students reach a consensus in a ranking activity as they have to come to an agreement. This idea can also be applied to any discussion involving opinions. Reaching a consensus motivates students to speak because they need to persuade others to see their point of view. An example would be to ask students to agree on the three most important things for parents and children to live together happily (page 14).
- Questionnaires
Students often enjoy writing questionnaires because they have a chance to find out about their classmates' habits or opinions. Topics that could form the basis of questionnaires include shopping (page 74), technology (page 24) or advertising (page 74). Although it may be unmanageable in large classes for students to interview all their classmates, the activity can still be done in groups and the results presented to the class.
- Roleplays
In a more controlled version of a roleplay, students prepare a dialogue with a partner and then present it to the class (page 29).

Remember: In this type of activity, it's important that students practise their dialogue and try to perform it from memory so that it sounds as natural and spontaneous as possible.

A freer version allows students to choose what to say (although it's still a good idea to give them time to prepare before speaking). On page 66 the reading text is about a man who climbs to the top of a public building and is then arrested. Students could roleplay a conversation that takes place between the climber, a police officer, a fan and the owner of the building when he arrives at the top, for example.

Speaking for production

- Talk for a minute
This activity is particularly useful for encouraging spontaneous speaking. Here, the teacher writes a list of six to eight topics on the board with a number next to each one. The topics can be personal experiences (*The first time you ...*, *The last time you ...*, *The best ... you've ever ...*) or more general areas (*television, the news*). The teacher calls a number and one student in a group has to speak for one minute on the theme. Then the teacher calls another number and the next student speaks and so on.
- Debates
In a debate, students are given a statement, for example, *Prison doesn't work. It's better to re-educate criminals and help them to find jobs* (page 88). They are then divided into groups and have to prepare ideas either for or against the statement. Groups present their arguments and everybody votes at the end to decide whether the class agrees with the statement or not.

Another type of debate is called a *balloon debate*. In this activity, students work in groups and are given or choose a role – a job, for example (page 36) or a famous person. They have to imagine that they're in a balloon but there isn't enough space for everyone. Each student has to justify why they should stay in the balloon and then the group votes to decide who will be asked to leave. Note that this activity practises speaking for production initially but then moves on to speaking for interaction as they discuss their final choice.
- Presentations
In *Real Life Upper Intermediate*, students practise giving presentations on a variety of topics including technology (page 33) and the Arts (page 53). You can also include short presentations by asking students to bring an object to class that is important to them to tell others about. Another simple idea is to ask students to tell a partner about something that they saw on the way to school. If you do this regularly, they start to come prepared with things to talk about. It's also a good way to warm students up at the start of a class before moving to the topic of the lesson.

There are lots of activities that you can prepare to practise speaking in the classroom but perhaps the most successful speaking activities of all are the spontaneous discussions that

come from the students themselves. It's worth pausing in a lesson when these happen as they involve students expressing their ideas in a genuinely meaningful way.

How can I make sure speaking activities are successful?

Some students are shy about speaking so there are a few things you can do to encourage them and make sure that speaking activities are successful:

- Remember to get students interested in the topic first.
- Make sure the instructions are very clear and that students know what to do before they start speaking.
- Allow thinking time before speaking starts so students can prepare what they're going to say. This is especially important to build confidence and it means they're less likely to run out of ideas.
- Ask students to repeat tasks sometimes. This may seem boring but it helps to improve fluency. You can increase the level of challenge the second time they speak by allowing less time or by encouraging them to do the task without referring to written notes.
- Be prepared to move around and prompt students if they run out of ideas during pair or groupwork. It may also be necessary to guide a discussion in the open class but as far as possible it's important to let the students do most of the talking.
- After the activity is completed, comment on what students have said as well as their language errors. They'll be more positive and willing to engage in a speaking activity next time.

Teaching aids

Preparing visuals for student presentations

In *Real Life* there are a number of opportunities for students to do presentations. Presentations are a great way for students to practise language, as well as speaking and listening skills. They also help to build confidence.

In this workshop, you're going to read some ideas for helping students to prepare visuals to accompany their presentations. There are tips for using basic resources as well as computer-based technology.

Why include visuals in presentations?

Visuals are by no means essential in student presentations. After all, the important thing is to practise speaking and this can easily be done without them. However, visuals can provide support for speakers and they help to make presentations interesting and memorable for the listeners. Students also often find it motivating to be able to present their work to others.

What type of visuals can be used?

The types of visuals that students can use are:

- pictures – photos, illustrations from magazines or downloaded from the internet, drawings, clipart
- maps
- graphics – pie charts, graphs and bar charts to illustrate facts discovered through research or gathered through students' own questionnaires – see page 53 of the Students' Book for examples of these
- written words containing key points in the presentation

How can visuals be presented?

This will all depend on the resources that are available in your school, the resources students have at home and the time available. The most important thing to remember is that the visuals for a presentation should be large enough for other students to see and they shouldn't take too long to prepare.

Basic resources

The board

Students can write information for their presentation on the board. In this case it's important that other students have a task to work on (for example, a feedback form from the previous presentation) while the new information is being written up. An alternative is to have students prepare information on a large piece of paper and simply stick it up on the board when it's their turn to speak.

Posters

Posters are often popular with students and can be very creative. They can include photos, drawings, graphics and written information that can be referred to during a presentation. To make sure all students can see these, it's a good idea to put them on the walls of the classroom initially and allow a little time for students to walk around and study them closely. They can then be moved to the board at the front of the class while the presentation is given.

Flip charts

If you have a flip chart in your classroom, students can use it to prepare their graphs, statistical information or summary points. Pages are turned over one by one to display new information during the presentation.

Overhead transparencies

Students prepare a series of transparencies which can be shown using an overhead projector. The advantage of transparencies is that information can be revealed little by little if the transparency is covered with a piece of paper which is gradually removed.

Computer-based technology

Visuals for presentations can be displayed either using a computer and a data projector or an interactive whiteboard (IWB). In both cases, students prepare their visuals using ordinary computer software such as PowerPoint, which includes the option of mixing text with visuals such as digital photos or even video clips. What would appear on a computer screen is then simply projected onto the board.

The advantage is that the visuals appear professional and they can be clearly visible for others to see. All that students need to do is download a file onto the class computer using a USB flash memory drive or send it by email.

Some suggestions about preparing visuals for presentations

- Try doing a short demonstration yourself to show students how they can use visuals in their presentations effectively. You could do a presentation of 'How to give a good presentation!' or an example of the one that they themselves will give.
- Discuss with students the kinds of visuals they can use in their presentations. They can make a list of ideas in pairs or groups first. Then elicit these and write them on the board in order to share them with the whole class. Add any suggestions that you think they may have missed.
- If you have prepared visuals for presentations with another class, show these to your students as examples of what you'd like them to do.
- Be prepared to give some guidance as to where they may find suitable pictures, for example in magazines, from the tourist information office or the internet.
- Limit the number of visuals that students use in their presentations and the time they spend preparing these. It's important that they don't concentrate too much on the visuals but plan what they will say, too. Remember, language practice is the main objective and too many visuals can be distracting for both the speaker and the listeners.
- Suggest they use headings to structure the presentation and questions to involve the audience.
- Teach some useful language that students can use when referring to their visuals, for example:
 - *As you can see from this ...*
 - *This ... shows that ...*
 - *This clearly demonstrates ...*
- Especially if students use a PowerPoint presentation, advise them to use visuals to support what they say, rather than to put in written form what they say (otherwise the listeners will simply read!). Three main points on a slide is usually sufficient.
- If they use video clips, these should only be short, not more than about one minute in length.
- If students use technology in their presentations, make sure that it is set up before the lesson and have a backup plan in case it doesn't work!

Vocabulary

You'll probably agree that when students are engaged in the learning process, lessons are more enjoyable and the learning is more memorable. In this workshop you're going to read about strategies that encourage students to take an active role in learning new vocabulary. These strategies can also help students to become more autonomous learners outside the classroom.

How do students learn vocabulary in *Real Life Upper Intermediate*?

The new words and phrases for study in *Real Life Upper Intermediate* are found in the *Words2know* sections. These sections relate to a reading, listening or speaking activity. You will find that:

- The focus is not just on single words but on phrases and groups of words.
- The words and phrases are theme-related, which helps to make them more memorable and the practice more meaningful.
- Students always do a task with the vocabulary which helps them to process and remember it.

How can I encourage active learning?

Activate current knowledge

At this level, students already have a solid base of vocabulary upon which to build. In *Real Life Upper Intermediate*, students are encouraged to remember what they know before new vocabulary is introduced.

This often happens through a theme-related discussion. On page 16, for example, students discuss in pairs the stereotypical complaints that men make about women or that women make about men. In doing so, they need to recall and use vocabulary related to behaviour such as *be untidy* or *talk a lot on the phone*. They then learn new words to talk about annoying habits. This approach encourages students to notice a gap between their current knowledge and the language they need to be able to talk about the topic successfully. They realise the relevance of the new vocabulary and so are more receptive when they meet it.

To make the most of these stages, try the following ideas:

- Elicit and write some of the ideas students discussed on the board, highlight the vocabulary and ask if they can think of other ways to say the same thing before they do the vocabulary exercise.

Remember: At this level, it's important to elicit as much as possible as there's likely to be someone in the class who already knows.

- Ask students to note down any phrases (in their own language) that they wanted to use but found that they didn't know. After doing the exercise in the *Words2know* section, find out if they now know how to say these things. If not, use it as an opportunity to introduce further words and phrases.
- Discuss the reason for activating vocabulary with your students. If they're alerted to the purpose of these activities, they can consciously think about the vocabulary they know and what they'd like to know.

Ask students to discover meaning

Rather than being passive recipients of new vocabulary, students are encouraged to 'work things out for themselves'. You'll see that they're asked to 'check the *Words2know*' and do a task using them. Here are some ways to approach this:

- Make pairs or groups first and ask students to discuss meanings. It's possible that some of them might know and they can share their knowledge. This encourages collaborative learning. Try to insist that they discuss meanings without translating to increase speaking practice. Negotiating meaning also helps to make the vocabulary more memorable.
- Ask them to guess meaning from the context of sentences in which the new words and phrases appear. This is a useful strategy to develop and will help them when they meet new vocabulary in reading texts.
- Ask them to look the words up in their dictionaries. Again, this is a useful skill that they can use outside class.

As this is vocabulary that students are encouraged to use actively in their own conversations, remember to check pronunciation of the words, too. You can do so using the Dictionary function of the Active Teach or by modelling the words yourself and asking students to repeat.

Point out the grammar of words

You'll see that new vocabulary often appears in example sentences. Not only do the sentences provide a guide to meaning but they demonstrate how the words and phrases are used, too; for example, what part of speech they are (verb, noun, etc.), words that they commonly appear with (*set* rules, *have* a laugh) and aspects of spelling (*behaving* → no *e* before *-ing*, *responsibilities* → singular *y*, plural *ies*).

It's useful to point out these features of the vocabulary so that students realise that they need to know more than just the meaning of a new word to be able to use it correctly.

What is Active Study?

In the *Active Study* sections of *Real Life Upper Intermediate*, students study word groups such as phrasal verbs, compounds, cognates and word families. Some of these sections also develop their dictionary skills.

You can extend each of these sections by asking students to think of other examples that they already know. Make groups and ask them to make a list together and to check in their dictionaries to find out if, for example, the compounds contain hyphens or if the phrasal verbs are separable or inseparable. You could ask them to create a page in their notebooks where they collect examples of these word groups.

Encourage students to notice further examples in the texts that they read, too. These can then be added to the lists they keep in their notebooks.

Recording and reviewing vocabulary

Just as we ask students to record the new vocabulary they meet in their notebooks, we should also encourage them to note the grammar of words and phrases and related words.

Below is an example of how students could record new vocabulary from page 86 of the Students' Book.

Word	Definition	Example sentence	Other forms
con (v)	deceive, trick	They <i>conned</i> me <i>into</i> believing today was a holiday.	a con (n)
forged (adj)	false	I've never travelled with a forged passport.	to forge (v) forger (person)

Notice that when students create examples that relate to themselves or are funny, it helps them to remember.

Reviewing new vocabulary is also necessary to allow students to commit it to their long-term memory. Some ideas for reviewing vocabulary include:

- Recapping the vocabulary at the end of the lesson. A column on the board is a good way of 'collecting' the day's words.
- Reviewing and creating mini tests in the next lesson. Vocabulary cards work well for this; for example, students write a word on one side of a card and a translation or definition on the other. They then test each other in pairs.
- Vocabulary warmers and games; for example, crossword puzzles and word soups or team quizzes (which students can create themselves). Students could also create gapped sentences with new words missing for their classmates to complete.
- Creating a poster of new words and phrases to display in the class, such as collocations with *make* and *do*. This will serve as a constant reminder.
- Incorporating new vocabulary into a roleplay or story.

Remember: It's a good idea to discuss learning strategies with your students and find out what works best for them. They want to remember the vocabulary too!

Writing

When students write, they need to think about correct grammar, spelling and punctuation. At higher levels, the style of writing is also important. This includes choosing formal or informal language, an appropriate layout for their writing and using phrases that regularly appear in particular types of text.

In this workshop, you're going to read about how students' writing skills are developed in *Real Life Upper Intermediate* and some ideas for increasing their awareness of different styles of writing or genres. You'll also read about how to manage peer and self-correction.

What writing activities do students do in *Real Life Upper Intermediate*?

In *Real Life Upper Intermediate*, learners practise writing in both formal and informal styles. The writing activities include:

- a narrative and an anecdote → pages 10–11, page 81
- a formal letter → page 21
- a discursive essay (arguments for and against) → pages 30–31
- a CV → pages 40–41
- a film review → pages 50–51
- a description of an event, a person and a place → page 61, pages 70–71, page 100
- an opinion essay → pages 90–91

How do students develop their writing skills?

For students to be able to write in different genres, it's important that they first see examples of these texts and analyse their features, including the structure and layout and language used. They need to have practice of this language so that they can use it appropriately in their own texts. They also need time to collect their ideas and plan how to organise these before starting to write.

For this reason, the writing lessons in *Real Life Upper Intermediate* are broken down into several stages, in which each aspect of the writing process is focussed on in turn:

- Students discuss questions about the topic in order to generate interest, activate their knowledge of vocabulary and relate the topic to their lives and interests.
- They read a text which acts as a model for their own writing.
- They analyse the organisation or layout of the text.
- They notice aspects of language; for example, the use of adverbials or linking words. These are collected together for easy reference in the *Language4writing* sections at the back of the Students' Book. They then practise this language in a controlled exercise.
- They collect ideas for writing, organise these ideas and write a first draft.
- They exchange their draft with another student and receive feedback based on the checklist at the back of the Students' Book.
- They write the final draft, which can be set for homework.

You'll see that students are guided in the process of writing and also practise other skills at the same time, including reading (of the model text) and speaking (as they discuss ideas and compare answers to the writing exercises).

How can I increase students' awareness of genre?

In order to write in different genres, students need to be aware of conventions of writing; for example, in formal letters this means knowing where the writer's address appears, how the letter will start (*Dear ...*) and how it will end (*Yours faithfully*). They also need to think about who the writing is intended for, in other words the audience. This will help them to decide if

they should use formal or informal language and to think about the best way to communicate effectively.

You can increase students' awareness of genre in several ways:

- As a general introduction at the beginning of the course, bring in different types of text; for example, an advertisement, a formal letter, a film review or a newspaper article. (These could be in the students' own language.) Ask students to identify what type of text they are from the layout and what expressions they expect to read in each. Use this to introduce the importance of thinking about genre when they write their own texts.
- Make a worksheet with extracts from different types of writing and ask students to identify each one or to match the extract with a given genre. Discuss which features of the writing enabled them to identify the text type, including layout and language.
- Encourage students to discuss similarities and differences between the writing conventions in model texts and those in their own language. This is particularly relevant in the case of formal letters, for which norms of layout and punctuation vary in different cultures. Noticing differences will help students to remember these features.
- Draw attention to genre in texts that students meet in reading lessons. For example, when they read articles, emails or online forums, ask them what type of text it is and what features help them to recognise the text type (headlines, photos, informal language and so on).
- If your class is interested in reading authentic texts, bring examples of texts in a certain genre to class, for example, film reviews or ask students each to find one on the internet. In groups students read and make note of particular phrases that are regularly used, with the help of dictionaries to check understanding. Write a selection of these on the board for students to include in their own texts.
- In order to encourage students to think about 'audience', ask them to write for a particular person or context. When they write a personal anecdote, ask them to think about a friend who will read it or when they write a narrative, suggest that this is for a local newspaper. This will help to make the writing 'real' as well as encourage them to choose an appropriate style.
- Encourage students to read each others' writing. Not only is this motivating but students are more likely to take pride in their work if they think that others will read it. Display writing on the walls of the classroom and make a reading activity in which students choose a film they would like to see or the scariest story. Or collect the writing for a class magazine.

Peer and self-correction

Peer and self-correction are an important feature of the writing lessons in *Real Life Upper Intermediate*. At the end of each writing lesson, you'll find an instruction for students to exchange their writing with a partner, who will comment on it using the checklist at the back of the Students' Book for reference.

This is a valuable stage for several reasons. Students are likely to make more effort in their writing if they know that another student is going to read it and give feedback. It encourages the habit of editing before handing writing in to the teacher. Students work collaboratively, which gives them support and more opportunities for speaking practice. And finally, the checklist directs students' attention to the aspects of writing that they should focus on.

To make the most of this stage, there are some simple steps to follow:

- Give students a time indicator of about three or four minutes to finish the sentence or paragraph they're writing.
- Ask students to put their pens down and to exchange their papers with a partner.

-
- The first time that students peer correct, read through the checklist with them to make sure they understand what they should look for.
 - Set a time limit for the reading stage.
 - Make pairs: Student A and Student B. Give a certain amount of time, say five minutes, for Student A to give feedback to their partner. Then tell students to swap roles. In this way, you can make sure that both students receive an equal amount of feedback.

It's a good idea to provide students with some phrases they can use to give each other feedback too, for example:

I really liked the way you ...

I didn't really understand what you said here ...

Perhaps you should try to include more ...

I noticed that you tended to repeat ...

Before collecting students' writing in, have them read it one more time to check for grammar, spelling and punctuation mistakes.

As you'll see, the writing lessons in *Real Life Upper Intermediate* are carefully staged in order to help students write effectively and develop not only their skills but an awareness of how best to approach the writing process, too.

Fillers

The activities on these pages are ones you can use at any time during your lessons. They are called 'fillers' because that is what they do: they fill gaps in your lessons. These fillers are designed to be adaptable and flexible. You can use them at any time in the lesson and you can adapt the time to match how long you have got. The most important thing about them is that they need no or very little preparation! Many of them are useful for revision, too.

1 Vocabulary review

a) Word definitions

Choose a word or phrase from the lesson or previous lessons. Ask students to look at the page where they met the word. Give a definition of the word or phrase. Students quickly have to find it on the page and tell you what it is, for example, on page 26: *It's the thing you use when you want to find something on the internet. (search engine)* Make pairs and ask students to take turns to do the same thing; one student finds a word or phrase and gives a definition to their partner, who has to find it on the page. The first time you do this activity, it's a good idea to introduce some phrases that students can use to give a definition:

It's a word to describe ...

It's a type of ...

You do this when ...

You use this to ...

After you have done this activity a few times, you can increase the challenge. Make pairs: Student A and Student B. Student A closes their book. Student B defines a word from a page and Student A has to try to remember. If they can't, they're allowed to open their books to find it.

b) Theme-related parts of speech

Choose a topic that students have studied recently. Draw a table on the board with different parts of speech, as follows:

Noun	Verb	Adjective	Phrase
<i>aubergine</i>	<i>roast</i>	<i>spicy</i>	<i>a hot chilli sauce</i>

Elicit a word or phrase for each part of speech related to the topic you have chosen. The one above is for food and tastes from page 54. Put students into pairs and give them a set time limit to brainstorm all the words they can think of for each part of speech related to the topic. When they have finished, make groups of four and ask students to compare their lists. Select different groups to tell you a word and/or phrase and write about five for each part of speech in the table on the board. If appropriate, students can copy the table into their vocabulary notebooks.

c) Make the question

Choose about six or seven words or phrases from the lesson or previous lessons and write these on the board. Make pairs and ask students to make a question for each word, the answer to which will include the word. Do the first question as an example to demonstrate. So for the word *challenge*, a question might be: *Why do some people run marathons?* Answer: *Because they enjoy the challenge.* When students have made their questions, make groups of four. In turns, one student in each pair asks a question and a student from the other pair answers using one of the words or phrases on the board.

d) Write a news story

Choose about four or five words or phrases from the previous lessons and write these on the board. This activity works best if the words and phrases aren't obviously theme-related. Make pairs and ask students to write a short news story using the words and phrases. The story can be serious or funny but it must include all of the words and phrases. When students have finished, ask some pairs to read their stories to the class in the style of a TV or radio news report. Other students choose the most interesting or funniest news story.

2 Grammar

a) Substitution sentences

Choose several sentences from the lesson which include key grammar structures. Write one of these on the board to start. Ask students to think of a way to change one part of the sentence and write it underneath. Then ask students to change one part of the new sentence so that it still makes sense. Then they change another part and so on. Students continue changing parts of the sentence until they have made six new sentences. Here is an example from page 15:

<i>I've</i>		<i>playing</i>	<i>the guitar</i>	<i>for two years.</i>
	<i>been</i>		<i>the piano</i>	<i>for six years.</i>
<i>He's</i>		<i>teaching</i>	<i>English</i>	

You can either continue this activity with the whole class, using the other sentences or students can work in pairs or groups. Other sentences from this page might be:

I've/received/two text messages/this morning.

I've/known/my best friend/since primary school.

b) Questioning game

Demonstrate the game yourself to show students how it works. Tell them you are thinking of an object that you have with you. A typical object could be a mobile phone or a watch. Tell the class they can ask twenty questions to guess what the object is and that you can only answer yes or no (they have to ask yes/no questions). Take questions from random students in the class but only answer if the question is correct. Students guess when they think they know what the object is but each student can only have one guess in each round and they have to put up their hand to do so.

Students can ask questions in various tenses:

Have you had it for long?

Did you have it yesterday?

Is it something you wear?

The game can either continue as a class game or students can play it in groups.

If you have time, you can extend this activity in two ways. Each student has to tell the story about how they got the object. Or they have to try to persuade their partner to buy it.

c) Missing words

Choose about six sentences from one of the texts in the lesson. Tell students to close their Students' Books. Write the sentences on the board with some of the words missing. These should be the grammar words only; for example, prepositions, articles, auxiliary verbs, pronouns, linking words and so on. Where these words occur, draw a line to show that there is a missing word. Put students into pairs and ask them to complete the sentences. When they have finished, put them into bigger groups to compare their sentences. Finally, students look in their books to check if they have written the complete sentences correctly.

3 Communication

a) Chain story

Choose the beginning of a story, for example: *One night, a man was cycling home when ...*. Write this on the board. Put students into groups of four: Student A, B, C and D. Tell students that when you clap your hands, Student A continues the story. When you clap your hands again, Student B continues and so on. You can decide the time you allow students to continue depending on the ability of your students but fifteen seconds is probably enough. When you say stop, each group must tell the class what was happening in their story at that moment.

b) A guided fantasy

Ask students to close their eyes and imagine that they are in a different place. They could be on holiday or in the future or in any place that they choose. Ask them the following questions and pause to give them time to think. *Where are you? What is the place like? What can you see around you?* Tell them to take a photo in their imagination and then to open their eyes. Put students into pairs. In turns, students describe their 'photo' to their partner to find out how many things were the same.

4 Dictionary skills

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

a) Peer teaching

You can do this activity early in the lesson, before students have met the new words in a text. Choose about eight words from the lesson which you know are new for students. Write them in two columns on the board, column A and column B. Add the part of speech as appropriate. Put students into pairs, A and B. Give each student a dictionary. Student A finds the words in column A on the board and Student B finds the words in column B. They must find out what each of the words means and write a dictionary definition for it. They should also find out how to say it. When they have finished, the students teach the new words to their partner. At the end of the activity, check the words with the whole class.

b) Word maps

Choose four or five words from the lesson. Write one of these on the board in the centre of a word map. Put students into pairs and give each pair a dictionary. Ask them to find the word and other words that are related to it. Add the other words to your word map, with a short definition or example if appropriate. Once you have shown students how to make a word map with one word, put them into pairs to make word maps for the other words. When they've finished, they can compare their maps in small groups.

5 Phrases2know

Functional language review

Choose two or three of the headings from the *Can You Do It In English?* sections on the back cover of the Students' Book and about six of the expressions. Write the headings and expressions in random order on the board. Have students match the expressions with a heading, for example: *His/Her achievements include ...* would match with the heading *Describing someone you admire* and *In my view ...* would match with the heading *Giving opinions*. Ask students to add at least one other expression for each heading. Then either check as a class or have students check the list on the back cover of their Students' Books. Finally, make pairs and ask students to make a sentence using each of the expressions.

Photocopiables

Instructions for the teacher

Resource 1A

Language practised: grammar, reading, listening and speaking

Time: about 20–25 minutes

You will need one photocopy for each student.

- Briefly review the topic and the grammar on pages 4 and 5 of the Students' Book.
- Hand out Resource 1A to each student. Read through the instructions with the class and check they understand what to do.
- Students do Part 1 individually.
- Make pairs. Students compare their answers before checking with the class.
- Read through the instructions for Part 2. Students discuss in pairs then open up the discussion to the class.

Answers:

2 lives 3 has had 4 is/writing
5 has been working 6 is developing 7 is getting
8 has won 9 has become 10 has/written
11 wants 12 has been trying

Resource 1B

Language practised: vocabulary, reading, speaking and listening

Time: about 20–25 minutes

You will need one photocopy for each student.

- Tell students they're going to read an email about a holiday experience. Hand out Resource 1B to each student. Read through the instructions with the class and check they understand what to do.
- Students do Part 1 individually.
- Make pairs. Students compare answers before checking with the class.
- Read through the instructions for Part 2 with the class. Students can do Part 2 individually or in pairs. When they've finished, check answers with the class.
- Make pairs. Ask students to tell each other about a good holiday or a bad holiday experience using as many of the extreme adjectives as possible. Allow two or three minutes for them to think about what they're going to say before they start.
- Ask some students to share their stories with the class.

Answers:

1

Paragraph order: A4, B3, C2, D6, E5, F7, G1

2

1 cold – freezing, 2 very tired – absolutely exhausted, very angry – absolutely furious, 3 clever – brilliant, very hungry – absolutely starving, 4 worried – desperate, 5 very wet – absolutely soaked, 6 big – huge, 7 very funny – absolutely hilarious, frightening - terrifying

Resource 1C

Language practised: reading, speaking

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 1C to each student. Ask them to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Make pairs. Students compare answers before checking with the class.
- Ask students to look at Part 2. Make pairs and read through the instructions. Go through the *Useful Phrases* and check they know how to use each one.
- When students have finished, make groups of four and ask students to tell each other their tips.
- Ask some students to tell the class their tips.

Answers:

1 d 2 c 3 b 4 a

Photocopiables

Instructions for the teacher

Resource 2A

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

You will need one photocopy for each pair of students.

- Briefly review the grammar of the present perfect simple and present perfect continuous on page 15 of the Students' Book.
- Hand out Resource 2A to each pair of students: A to Student A and B to Student B. Make sure that they don't look at each other's copies. Tell them that they're going to do a roleplay. In this roleplay, they meet an old school friend in the street.
- Students complete the questions with the present perfect simple or present perfect continuous. Check the verbs with the class before they continue.
- Students read their role card and prepare to answer their partner's questions. Tell them to think of sentences in the present perfect simple and present perfect continuous to use in their role.
- Write the following on the board for students to use to start the conversation. *Hi. How are you? I haven't seen you for ages. What have you been doing lately?*
- Monitor and provide support as necessary.

Answers:

Student A

2 have you been playing 3 have you played
4 have you been studying 5 have you been
6 have you known 7 have you been going out

Student B

2 have you been playing 3 have you won
4 have you been studying 5 have you been
6 have you been going out 7 have you had

Resource 2B

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

You will need one photocopy for each student.

- Briefly review the topic of annoying habits on page 16 of the Students' Book.
- Hand out Resource 2B to each student. Ask students to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Students do Part 1 individually.
- Make pairs. Students compare their answers before checking with the class.
- Ask students to look at Part 2. Read through the instructions with the class.
- Students discuss in pairs. When they've finished, open up the discussion to the class.

Answers:

1 Kate 2 Tim 3 Tim 4 Kate 5 Kate
6 Tim 7 Kate 8 Tim 9 Kate 10 Tim

Resource 2C

Language practised: reading and speaking
Time: about 20–25 minutes

You will need one photocopy for each student.

- Review the topic of marriage on pages 18 and 19 of the Students' Book.
- Hand out Resource 2C to each student. Tell them they're going to read an article about arranged marriages. Ask students to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Students read individually and decide if the statements are true or false.
- Make pairs. Students compare their answers before checking with the class.
- In pairs, students do Part 2.
- Ask some pairs to report their answers to the class and open up a discussion. Be careful to ensure that students are sensitive to any cultural differences in the class.

Answers:

1 true 2 true 3 false 4 false 5 true

Photocopiables

Instructions for the teacher

Resource 3A

Language practised: grammar, speaking and listening
Time: about 30 minutes

You will need one photocopy for each pair of students. Students will also need a coin in each pair.

- Briefly review the future forms on page 25 of the Students' Book.
- Hand out Resource 3A to each pair of students.
- Read through the instructions with the class and check they understand what to do. The students place their coin on the START square. They take turns to throw the coin and move one or two squares. They talk in turns about the topic. If they land on a question mark (?), their partner asks them a question about the future. They can use any of the ideas on the page. Students continue the game until they arrive at the FINISH. Monitor and provide support as necessary.

Resource 3B

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

You will need one photocopy for each student.

- Briefly review the topic and vocabulary of technology on page 26 of the Students' Book.
- Hand out Resource 3B to each student. Tell them that they're going to do a quiz to see how much technology vocabulary they remember. Reassure them that they don't need to worry if they don't know all the words as they'll see them later in the activity.
- Ask students to fold their papers so that they can't see the words in the box at the bottom of the page. Set a time limit of five minutes. Students complete as many sentences as they can in that time.
- Make pairs. Students compare their answers.
- Ask students to open the papers so that they can see the words in the box. In pairs, students check the sentences that they've completed and try to complete the others.
- Check answers with the class.
- Ask students now to turn over the top part so that they can only see the words in the box at the bottom. In pairs, students take turns to make sentences using the words.

Answers:

2 laptop 3 battery 4 hard drive 5 system
6 wireless 7 high-speed 8 browser 9 engine
10 update 11 upload 12 mini 13 high-definition
14 frame 15 download 16 handheld
17 touch-screen 18 apps

Resource 3C

Language practised: reading text messages, writing, speaking
Time: about 20 minutes

You will need one photocopy for each student.

- Ask students about their texting habits using questions like *Do you write text messages? Who do you usually write them to? What do you write about? Do you use special symbols when you write messages?*
- Tell them they're going to look at some text language.
- Hand out Resource 3C to each student. Ask them to look at Part 1. Read through the instructions with the class and check they understand what to do. Tell them that to understand the text language, it's best to say the letters and numbers out loud.
- Students do the activity individually.
- Make pairs. Students compare answers before checking with the class.
- In Part 2 students translate the text messages. If you like, you can ask students to write a message in text language and pass it to their partner, who then also replies in text language.
- Make pairs to discuss the questions about text language in Part 3.
- When they have finished, ask students from different pairs to tell the class what they discussed and open the discussion to the class.

Answers:

1

2 b4 3 wan2 4 c u l8r 5 ttyl 6 lol 7 r u
8 2moro 9 b4n 10 btw 11 up2u 12 thx
13 gr8 14 2nite

2

- 1 How are you? Fine thanks and you? Okay, see you at school tomorrow.
- 2 Do you want to go to the cinema tonight? Great, see you later.
- 3 What do you want to do today? It's up to you. Okay, talk to you later. Bye for now.

Photocopiables

Instructions for the teacher

Resource 4A

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

You will need one photocopy (preferably on thin card) for each group of four students. You will also need scissors.

- Briefly review the modals of obligation and advice on page 35 of the Students' Book.
- Make groups of four: Student A, Student B, Student C and Student D. Hand out Resource 4A to each group of four students. Hand out the scissors. Students cut the copy into four cards. They take one each.
- Give students two or three minutes to read the information on their card.
- In turns, students explain to others in the group who they are and their situation. The other students take turns to give advice. Together they discuss the best solution to the problem.
- When they've finished, ask students from each group to tell the class what they decided.

Resource 4B

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

You will need one photocopy for each student.

- Review the topic and vocabulary for jobs on page 36 of the Students' Book.
- Hand out Resource 4B to each student. Read through the instructions with the class and check they understand what to do.
- Give students three to five minutes to read the adverts and the profiles and to decide which jobs they should and shouldn't apply for.
- Make pairs. Make sure students understand and know how to use the *Useful Phrases*. In pairs, students discuss which jobs the three people should and shouldn't apply for. Remind them to use the *Useful Phrases* in their discussions.
- Elicit ideas from different pairs about what they discussed. Be prepared for students to give varying answers.
- Ask some students which job they would prefer and why.

Answers:

Danny should probably apply for the job as office assistant because he has sound IT skills and he's willing to learn. He probably shouldn't apply for the job in Forever 21. Although he has proven experience, he doesn't have good interpersonal skills. He can't apply for the job as PE and Games teacher because he isn't highly-qualified. Angela could apply for the job in Forever 21. Although she doesn't have proven experience, she has a positive attitude and good interpersonal skills. She could also apply for the job as PE and Games teacher. Although she isn't highly-qualified, she is highly-motivated. James should probably apply for the job as office assistant because he has sound IT skills. He probably shouldn't apply for the job as PE and Games teacher. Although he's highly-qualified, he wasn't able to work in a team before and he wasn't highly-motivated. He probably shouldn't apply for the job in Forever 21. Although he's into fashion, he doesn't have good interpersonal skills.

Resource 4C

Language practised: Reading and speaking
Time: about 20 minutes

You will need one photocopy for each student.

- Review the topic of work on pages 38 and 39 of the Students' Book.
- Hand out Resource 4C to each student. Ask them to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Students read the texts individually and choose the best heading for each one.
- Make pairs. Students compare their answers before checking with the class. Ask students to say why they chose the heading for each story.
- Ask students to look at Part 2. Read the questions with the class to check that they understand them. Give students a few minutes to think about their answers before they start speaking.
- Make pairs again and ask students to discuss the questions.
- When they've finished speaking, elicit ideas about the advantages of having a part-time job and then the disadvantages. Open up a discussion with the class about whether they think having a part-time job after school and at weekends is a good idea or not.

Answers:

1C 2B 3A

Photocopiables

Instructions for the teacher

Resource 5A

Language practised: grammar and reading

Time: about 15 minutes

You will need one photocopy for each student.

- Hand out Resource 5A to each student. Ask students to read the text through first to get the general idea. Ask questions to ensure they have understood: *Where is the theatre? (In London) Why is it different from other theatres? (It's made of recycled materials.)*
- Students look at the verbs in the box below and circle the past participles. Ask them to think about which past participle verb goes in each gap (excluding *been*).
- Make pairs. Students compare their ideas.
- Students then use all the words in the box to fill in the gaps.
- Make pairs. Students compare their answers again before checking with the whole class.

Answers:

2 are made 3 were/invited 4 had been given
5 will be recycled 6 are being sold
7 is expected to be

Resource 5B

Language practised: vocabulary, speaking and listening

Time: about 30 minutes

You will need one photocopy for each student.

- Briefly review the topic and vocabulary on page 46 of the Students' Book.
- Hand out Resource 5B to each student. Ask them to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Make pairs. Give students about five minutes to prepare information about their band.
- Ask students to look at Part 2 and read the instructions. Remind them to use the question forms from page 47. Give them three or four minutes to think about the questions they can use to interview the other band.
- Make groups of four. In turns, two students act as the interviewers and ask the other pair their questions. Then they swap roles.
- Make pairs. Students compare their answers.
- Either ask some pairs to tell the class about the band they interviewed or to write a short profile of the band for a music magazine.

Resource 5C

Language practised: speaking and reading

Time: about 20–25 minutes

You will need one photocopy for each student.

- Hand out Resource 5C. Ask students to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Make pairs. Students think of advantages and disadvantages for each of the alternatives.
- Ask students to read the opinions from an online forum and see if the advantages and disadvantages that they discussed are included. Students check these with their partner.
- When they've finished, ask students if they had other advantages and disadvantages not included in the texts.
- Tell students they're going to discuss their own opinions. Draw attention to the *Useful Phrases* and check students know how to use these.
- Put students into pairs to discuss their opinions. When they've finished, ask different students in the class to give their opinions. Encourage other students to say if they agree or disagree and why. Find out what most students think is the best alternative in each case.

Photocopiables

Instructions for the teacher

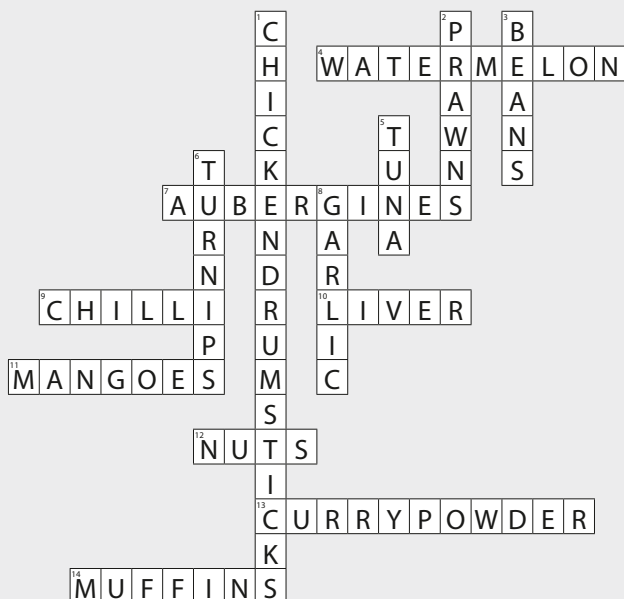
Resource 6A

Language practised: vocabulary, speaking and listening
Time: about 15–20 minutes

You will need one photocopy for each pair of students.

- Hand out Resource 6A to each pair of students: A to Student A and B to Student B. Make sure that they don't look at each other's copies. Tell them that they're going to do a crossword about food vocabulary.
- Read the instructions with the class and check they understand what to do. Check that they know how to say across and down in a crossword.
- Make pairs. In turns students ask about a word that they don't have in their crossword and their partner defines it for them. The students write it in their crossword.
- When they have finished, students compare their crosswords and make sure that the spelling is correct.
- Optional: ask students to imagine that they have invited some friends to lunch at the weekend. They have this food in their cupboard and only a little money to buy a few more ingredients. Together they must decide what food they will serve as a starter, a main course and a dessert and what other ingredients they need.
- Write some phrases on the board to help them: *Why don't we make ... ? I think we should serve ... as a starter. We've got plenty of ... But we haven't got much ... To make ... you need ... We'll need to buy ...*
- When they have finished, ask some students to tell the class what they decided.

Answers:



Resource 6B

Language practised: grammar and vocabulary
Time: about 15 minutes

You will need one photocopy for each pair of students.

- Hand out Resource 6B to each pair of students: A to Student A and B to Student B. Make sure they don't look at each other's copies.
- Read the instructions with the class and check they understand what to do.
- Students do the exercise individually. Check answers (words only).
- Make pairs. Explain that they should take it in turns to ask each other their questions and that the person asking the questions has the correct answer written on their paper.
- When students have finished, ask them to write three more questions to ask other students in the class.

Answers:

Student A

1 where 2 which/that 3 when 4 which
5 who 6 when

Student B

1 where 2 which/that 3 which 4 when
5 who 6 which

Resource 6C

Language practised: speaking
Time: about 20–25 minutes

You will need one photocopy for each student.

- Review the topic of travel on pages 58 and 59 of the Students' Book.
- Hand out Resource 6C to each student. Ask them to look at Part 1. Read the instructions with the class and check they understand what to do. Make sure that they only make notes about their town or city at this point. Make pairs and set a time limit of about five minutes for this.
- Ask some students from each pair to share their ideas with the class. Other pairs can add to their notes if they like.
- Ask students to look at Part 2. Read the instructions with the class and check they understand. Go through the *Useful Phrases* and check they know how to use each one.
- Make pairs and ask students to plan their itinerary.
- When they've finished, ask some students to present their itinerary to the class. Ask others to ask questions and make suggestions as they listen.

Photocopiables

Instructions for the teacher

Resource 7A

Language practised: vocabulary, reading, speaking and listening

Time: about 20 minutes

You will need one photocopy for each student.

- Review the topic of qualities of mind on page 64 of the Students' Book.
- Hand out Resource 7A to each student. Ask students to look at Part 1. Read the instructions with the class and check they understand what to do.
- Students do the quiz individually.
- When they have finished, make pairs and ask students to compare their answers. Encourage them to give examples to justify what they have put for each sentence. Do the first one together with the class to demonstrate what to do.
- Ask students to look at Part 2. Read the instructions with the class and check they understand what to do.
- Students do the activity individually.
- Make pairs. Students compare their answers before checking with the class.
- Ask students to look at the results of their quiz and see what it says about them. Elicit some results from different students in the class and ask if they agree. If they don't agree, find out why not.

Answers:

analytical – 3 badly-organised – 1 impulsive – 7
quick-thinking – 9 empathetic – 5
imaginative and artistic – 10 independent – 8
good verbal skills – 2 good spatial skills – 6
good at processing information – 11
good at multi-tasking – 4

Resource 7B

Language practised: grammar, speaking, listening

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 7B to each student. Tell them that they are going to interview their partner about their abilities.
- Demonstrate an example conversation with two or three students. Follow the prompts, for example: *Can you play a musical instrument?* If the student answers *Yes, I can*, ask: *What can you play? When did you learn? How did you learn?* If the student answers *No, I can't*, ask: *Would you like to be able to?* and so on. Encourage students to say as much as possible in their answers.
- Make pairs. Students take it in turns to ask each other questions about their abilities.
- When they have finished, students complete the sentences about their partner. If necessary, they can ask further questions to complete the sentences.

- Ask some students to tell you sentences they have written about their partner which are surprising.

Resource 7C

Language practised: vocabulary, reading, speaking and listening

Time: about 20 minutes

You will need one photocopy for each student.

- Briefly review the topic of health on pages 68 and 69 of the Students' Book. Tell students that they're going to discuss some more dilemmas.
- Hand out Resource 7C to each student. Read the instructions with the class and check they understand what to do. Read through the statements and make sure they understand them.
- Students do the activity individually.
- Tell students they're going to discuss the questions. They should decide if they change their mind about any of the points after the discussion. Check they remember how to use the *Useful Phrases*.
- Make groups of four and ask students to discuss the questions.
- When they've finished speaking, find out if anyone in the class has changed their mind about any of the points and why.

Photocopiables

Instructions for the teacher

Resource 8A

Language practised: grammar, vocabulary, speaking, listening

Time: about 30 minutes

You will need one photocopy (preferably on thin card) for each group of four students. You will also need scissors.

- Hand out Resource 8A to each group of four students. Hand out scissors. Students cut out the twelve cards.
- Students place the cards face down on the desk. They take turns to turn over a card and ask one of the other people in the group the question. They should try to remember the answers but they don't need to write them down at the moment.
- When the students have finished speaking, they write the questions and answers in reported speech. To do this they need to remember who asked who the question and what the answer was. For example: *Marc asked Sara what her favourite advertising slogan was. She said that she liked the slogan 'Just do it'.*
- Ask some students from each group to tell the rest of the class the questions they asked and what answers they received.

Resource 8B

Language practised: vocabulary and speaking

Time: about 15–20 minutes

You will need one photocopy for each student.

- Hand out Resource 8B. Ask students to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Students do the activity individually.
- When they've finished, make pairs. Students compare their answers before checking with the class.
- Ask students to look at Part 2. Make pairs: Student A and Student B. Give them one or two minutes to read the role cards and think about what they're going to say.
- Students do the roleplays. Remind them to use some of the phrases from Part 1.

Answers:

Conversation 1

It's on special offer. It's a bargain. I'll take it.

How would you like to pay? In cash, please.

Here's your receipt. Could you wrap it up for me?

Conversation 2

I typed in my credit card details. The charge appeared on my statement. I was charged for things I didn't buy. It was supposed to be a secure website. It arrived in lots of packaging. When I tried it, it was faulty. I'd like a refund please.

Resource 8C

Language practised: vocabulary, reading, speaking and listening

Time: about 20 minutes

You will need one photocopy for each student.

- Tell students that they're going to do a quiz to find out how important money is to them. Hand out Resource 8C to each student.
- Read through the instructions with the class and check they understand what to do.
- Check students understand some of the phrases in the questionnaire; for example, *split the bill, a reasonable price, splash out, keep it for a rainy day, a fool and their money are soon parted*. Students should be able to guess the meaning of these phrases from the context.
- Make pairs: Student A and Student B. Ask Student B to turn over their paper. Student A reads the quiz for their partner and marks the results. Then they swap roles.
- Ask students to calculate the results for their partner and to read them the conclusion.
- Find out the results of the class by asking students to put up their hands if they had mostly a, a mix of a and b or mostly b.
- You can extend this activity by asking students to write two more questions like the ones in the questionnaire to ask their partner.

Photocopiables

Instructions for the teacher

Resource 9A

Language practised: vocabulary and reading

Time: about 20 minutes

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

- Review the topic and vocabulary of crime and justice from page 84 of the Students' Book.
- Hand out Resource 9A to each pair of students: A to Student A and B to Student B. Make sure that they don't look at each other's copies. Explain that their partner has the information in the text that they don't have. They have to ask their partner questions to complete it. Give them three or four minutes to read the text and think about the questions they need to ask.
- Students ask each other questions in pairs.
- When they've finished, students compare the two texts to check that they have the correct answers.
- Ask students if they know any other courtroom dramas on TV or in films or in books they've read.

Answers:

Student A

1 Harper Lee 2 Tom Robinson 3 committing the crime 4 jury 5 stories told by witnesses

Student B

1 Alabama 2 attacking a white woman 3 defence lawyer 4 innocent 5 sentenced to death

At the end of the story, Tom is shot trying to escape and dies. The real attacker is later discovered. The mocking bird in the title of the book represents innocence. A mocking bird sings and sings but never does anyone any harm.

Resource 9B

Language practised: grammar, reading and speaking

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 9B to each student. Ask them to fold over the page so that they can't see the answers at the bottom. Read the instructions with the class and check they understand what to do. Remind them that they should use the modals of deduction in their answers.
- Make pairs. Students read each text individually and then discuss the questions with their partner.
- When they've finished, ask them to open the page and read the answers.
- Find out if students had guessed the answers or what other theories they had.

Resource 9C

Language practised: reading, speaking and listening

Time: about 25 minutes

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

- Hand out Part 1 of Resource 9C to each student. Tell them they're going to read a news story of a crime.
- Students read the story individually.
- Tell students they're going to have a trial to discover what happened and if the accused is guilty or innocent. Tell them the people at the trial: the judge, a witness, the prosecuting lawyer and the defendant (the student in the story).
- Put them into groups of four and hand out the role cards in Part 2, one to each student. Give them about five minutes to prepare what they're going to say.
- When students are ready, tell them that the witness, prosecuting lawyer and defendant will take turns to describe what happened and the judge will ask all three people questions. Set a time limit of about ten minutes.
- When they've finished speaking, find out from each group what the judge decided and why.

Photocopiables

Instructions for the teacher

Resource 10A

Language practised: vocabulary, speaking and listening
Time: about 15–20 minutes

You will need one photocopy for each student.

- Hand out Resource 10A. Ask students to look at Part 1. Read through the instructions with the class and check they understand what to do.
- Students do the activity individually.
- Make pairs. Students compare their answers before checking with the class.
- Ask students to look at Part 2. Read through the instructions with the class. Encourage students to use the vocabulary from Part 1 in sentences when they speak.
- Monitor and prompt with ideas and language as appropriate. Check that students use the vocabulary correctly in complete phrases.
- When they have finished speaking, ask students from different pairs what they decided.

Answers:

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

Resource 10B

Language practised: grammar
Time: about 15–20 minutes

You will need one photocopy for each student.

- Hand out Resource 10B to each student. Tell them to fold the paper along the dotted line. If you prefer, you can cut off column C and give it to students later.
- Elicit different ways that the first sentence could be completed: *If my family had moved when I was young, I'd have gone to a different school/I might have different friends./I wouldn't be in this class now.*
- Remind students to use a third conditional or mixed conditional.
- Give students about ten minutes to complete the sentences in any way they like.
- Make pairs and ask students to compare and check their sentences.
- Students unfold the worksheet and match the second part of the sentences with the first.
- Find out if any students had written the same sentences as in column C. Ask some students to read aloud the sentences they wrote.
- To test memories, ask students to turn over their papers so that they can only see column C. In pairs, students try to remember how the sentences began.

Answers:

- 1 If my family had moved when I was young, I might be in a different school now.
- 2 They wouldn't have been late for school if they hadn't missed the bus.
- 3 If I hadn't eaten breakfast, I'd be starving now.
- 4 If I'd known it was your birthday, I'd have bought you a present.
- 5 If you'd slept eight hours last night, you wouldn't be tired now.
- 6 We might have won the match if we'd played better.
- 7 I'd have phoned you last night if I hadn't lost my mobile phone.
- 8 If I'd been born in England, my English would be perfect.

Resource 10C

Language practised: reading and speaking
Time: about 20–25 minutes

You will need one photocopy for each student.

- Review the topic on pages 98 and 99 of the Students' Book.
- Hand out Resource 10C. Ask students to look at Part 1 first. Read through the instructions with the class and check they understand what to do. Ask them to read the article individually and answer the question at the end.
- Make pairs. Students compare their answers before checking with the class.
- Students read the article again and put the sentences into the correct place. Check answers with the class. Encourage students to say what helped them to decide where to put the sentences.
- Put students into pairs to discuss the questions in Part 2. Then open the discussion to the whole class.

Answers:

1 d 2 b 3 c 4 e 5 a

Resource 1A

1 Complete the text with the present simple, present continuous, present perfect or present perfect continuous form of the verb in brackets.

Example 1 has sold

Flavia Bujor (born 8 August 1988) started writing her first book, *The Prophecy of the Stones*, when she was only twelve. The book was published two years later and since then it ¹ _____ (sell) thousands of copies all over the world.

Flavia, who ² _____ (live) in Paris with her mother and her father, learned to read before she started school. Her parents read to her from Shakespeare and she ³ _____ (have) a passion for stories from an early age.

She ⁴ _____ currently _____ (write) her second novel but she says it will be very different from the first.

Adam Hildreth ⁵ _____ (work) with computers for the last eight years. Now, at age twenty-five, he is already a millionaire.

Adam set up his first company, a teenage website, in his bedroom when he was just fourteen. The company became one of the biggest teenage websites in the UK.

He sold the company and now he ⁶ _____ (develop) technology to protect children and teenagers from cyber bullying, a problem that ⁷ _____ (get) worse all the time. Adam ⁸ _____ (win) several awards and no doubt he'll win more in the future.

William Kamkwamba was born in a poor village in Malawi with no electricity or running water. He had to leave school at fourteen but he studied in his local library and managed to build a windmill to generate electricity for his village.

His story appeared in a blog and since then he ⁹ _____ (become) a celebrity. He has travelled all over the world to speak at conferences and a former journalist ¹⁰ _____ just _____ (write) a book about his amazing story.

But William isn't satisfied with his celebrity status. He ¹¹ _____ (want) to help other people in Africa. Recently he ¹² _____ (try) to teach people in other villages how to build windmills to generate electricity.

2 After you have compared answers with a partner and checked them with your teacher, discuss which person you admire most.

Resource 1B

1 Read the email about a holiday and put the paragraphs in the correct order.

 When we came to pay, Ellie discovered that she'd lost her purse. Luckily, I had some money but as you can imagine, Ellie was **worried**. What was she going to do in New York with no money? B So anyway, we walked around the streets for a while, looking for another place to stay. Thank goodness Ellie is **clever** at reading maps! We couldn't find anything and we were **very hungry** by this point so we went into a coffee shop to buy a sandwich. C We arrived at about midday and decided to go straight to the hostel to rest. We were **very tired** because we'd been travelling for about twelve hours. But when we got there, they didn't have any rooms. Apparently they hadn't received our online booking. We were **very angry** but there was nothing we could do. D Things couldn't get any worse! We found a hostel eventually and guess what? Ellie found her purse inside her rucksack. After that, everything was fine. We spent our days sightseeing and we went to Central Park, which is **big** and there were no more disasters. E We decided to go to a police station to report the missing purse but they said that there was nothing they could do. So we went outside again and it started to rain – we got **very wet**. F When I got home and told my family what had happened, my brother thought it was **very funny**. I can see the funny side now but at the time it was **frightening** to be in a big city with nowhere to stay! G First of all, when we got there, the weather wasn't very good. We'd been expecting it to be **hot**. Well, it wasn't exactly **cold** but it wasn't very warm either and we'd only packed our summer clothes. And then we had problems with our hostel. Anyway, let me know how you are. Speak soon, Ali x" data-bbox="130 109 870 867"/>

From: Ali Macpherson
Sent: 14 May
To: Tom Fallon
Subject: New York trip

Hi Tom!

How are things? Just thought I would write to tell you about my trip to New York. As you know, Ellie and I had been saving up to go for ages so we were really looking forward to it. The holiday was **very good** but it didn't start off very well.

A When we came to pay, Ellie discovered that she'd lost her purse. Luckily, I had some money but as you can imagine, Ellie was **worried**. What was she going to do in New York with no money?

B So anyway, we walked around the streets for a while, looking for another place to stay. Thank goodness Ellie is **clever** at reading maps! We couldn't find anything and we were **very hungry** by this point so we went into a coffee shop to buy a sandwich.

C We arrived at about midday and decided to go straight to the hostel to rest. We were **very tired** because we'd been travelling for about twelve hours. But when we got there, they didn't have any rooms. Apparently they hadn't received our online booking. We were **very angry** but there was nothing we could do.

D Things couldn't get any worse! We found a hostel eventually and guess what? Ellie found her purse inside her rucksack. After that, everything was fine. We spent our days sightseeing and we went to Central Park, which is **big** and there were no more disasters.

E We decided to go to a police station to report the missing purse but they said that there was nothing they could do. So we went outside again and it started to rain – we got **very wet**.

F When I got home and told my family what had happened, my brother thought it was **very funny**. I can see the funny side now but at the time it was **frightening** to be in a big city with nowhere to stay!

G First of all, when we got there, the weather wasn't very good. We'd been expecting it to be **hot**. Well, it wasn't exactly **cold** but it wasn't very warm either and we'd only packed our summer clothes. And then we had problems with our hostel.

Anyway, let me know how you are.

Speak soon,

Ali x

2 Now make the email more interesting by changing all the ordinary adjectives in bold for extreme adjectives.

very good – absolutely outstanding

hot – boiling

Resource 1C

1 Read the tips 1–4 about how to be successful. Match the tips with the correct headings a–d.

1 It's important to find time to relax and do other things so you need to be disciplined. Make a schedule of when you will work and stick to it.

2 There are a lot of people with talent so you have to find a way to be different. Think about your image, your clothes and make-up.

3 You should make an effort to practise whenever you can. Unless you practise, you won't improve. Try reading a newspaper every day and writing down new words.

4 You need to dedicate a lot of time to training. And remember to believe in yourself. Self-confidence is a key to success in this field.

a How to be a successful sports person

b How to be a successful language learner

c How to succeed in the music business

d How to be a successful student

2 In pairs, choose one of the topics and add at least five more tips for being successful. When you've finished, tell another pair your tips.

Useful Phrases

It's important to _____.

You have to/You need to _____.

Think about _____.

You should/You shouldn't _____.

Unless you _____, you won't _____.

Make an effort to _____.

Remember to/Don't forget to _____.

Resource 2A

Student A

You meet an old school friend in the street. Complete the questions you ask with the present perfect simple or present perfect continuous.

Example 1 What have you been doing lately?

- 1 What _____ (you/do) lately?
- 2 How long _____ (you/play) the guitar?
- 3 _____ (you/play) any gigs?
- 4 How long _____ (you/study) Spanish?
- 5 _____ (you/go) to Spain before?
- 6 How long _____ (you/know) your girl/boyfriend?
- 7 How long _____ (you/go out) together?

Now read your role card and prepare to answer your partner's questions.

You're a student and you play a lot of handball. You started playing three years ago. You play in a team and you're doing well, you've won all your matches this season. You're also studying French. You started six months ago because you'd like to go to Paris for the first time next summer. You met a nice girl/boy in your French class and you started going out a couple of weeks ago. You've been out together four times. Suggest meeting your friend one evening and going out together.



Student B

You meet an old school friend in the street. Complete the questions you ask with present perfect simple or present perfect continuous.

Example 1 What have you been doing lately?

- 1 What _____ (you/do) lately?
- 2 How long _____ (you/play) handball?
- 3 _____ (you/won) many matches?
- 4 How long _____ (you/study) French?
- 5 _____ (you/go) to Paris before?
- 6 How long _____ (you/go out) with your girl/boyfriend?
- 7 How many dates _____ (you/have)?

Now read your role card and prepare to answer your partner's questions.

You're a student and you play the guitar a lot. You started playing about five years ago and you now play in a band. You practise a lot together and you've played a couple of times in a local club. You've been studying Spanish for a couple of months. You went there on holiday last summer and you loved it! You started going out with a girl/boy that you know from primary school about six months ago. Suggest meeting your friend one evening and going out together.

Resource 2C

1 Read the article and decide if the sentences are true or false.

Do Arranged Marriages Work?

By Julia Stevens

There are a lot of misconceptions about arranged marriages, mostly because of the way they are described in newspapers and films. Arranged marriages are not the same as forced marriages. The majority of arranged marriages are created with love and respect for the two young people concerned.

Arranged marriages are most popular in certain Asian countries, such as Japan, China and India and in Muslim countries. They're also practised by many families who have immigrated to Western countries, including the UK, Australia and the US.

When the time comes for a young person to settle down, parents and families look for a suitable partner. They consider their career, looks, income, family background and hobbies. The two young people are introduced and spend time together, although usually in the company of a third person. Both the man and woman can decide if they are compatible and say if they're not happy with the match.

Arranged marriages are often stronger than marriages based on love. When problems occur, the couple work through them with the help of their families. Arranged marriages are not an old-fashioned practice like some people think and it's important to respect the traditions of other cultures.

- 1 The writer is generally in favour of arranged marriages.
- 2 She thinks arranged marriages have a bad image in the media.
- 3 Arranged marriages only take place in Asian or Muslim countries.
- 4 The young people have to marry the partner that their parents choose.
- 5 Families play an important role after the marriage takes place.

2 Answer the questions in pairs.

- 1 Find at least two similarities and two differences between arranged marriages and Western-style marriages.
- 2 Find one thing you agree with and one thing you disagree with in the article.
- 3 Think of two reasons for and against arranged marriages.
- 4 Decide if you are generally for or against them.

Resource 3A

Work in pairs. Place a coin on the START square. Take turns to throw the coin. If you throw *heads*, move the coin one space – to number 1. If you throw *tails*, move two spaces. Take turns to talk about the topic on the square.

If you land on a square with a question mark (?), your partner asks you a question about the future using any of the ideas on this page.

Play the game until you arrive at the FINISH.



Resource 3B

Fold the page so you can't see the words in the box. Complete as many sentences as you can. Then look at the words in the box. Check your answers and complete the other sentences.

- 1 People who work or study at home usually have a desktop computer.
- 2 If you move around a lot, it's better to have a _____ computer.
- 3 Sometimes this type of computer has a short _____ life.
- 4 If you keep a lot of information on your computer, you need a big _____.
- 5 You also need an operating _____ to be able to use it.
- 6 If you have a _____ mouse, you need to buy batteries all the time.
- 7 To access the internet quickly, you need a _____ internet connection.
- 8 A web _____ is a program that you use to access the internet.
- 9 You use a search _____ to find information that you're looking for.
- 10 Most people on social networking sites _____ their profile regularly.
- 11 You can _____ photos and videos onto the web so others can see them.
- 12 You can show videos anywhere you are if you have a _____ projector.
- 13 If you like watching high-quality videos at home, you probably want a _____ TV.
- 14 To display digital photos without a computer, you need a digital photo _____.
- 15 It's illegal to _____ music from the internet without the artist's permission.
- 16 You can play computer games anywhere with a _____ games console.
- 17 You don't need to use keys if you have a _____ phone.
- 18 The latest phones have _____ for listening to music and playing games.

high-speed	frame	mini	hard drive	touch-screen	handheld
download	apps	desktop	upload	engine	browser
high-definition	wireless	battery	system	update	laptop

Resource 3C

1 These are popular text message words. Match the words and the meanings.

c u l8r	btw	b4	thx	b4n	2nite	gr8	n u
	lol	ttyl	r u	wan2	up 2 u	2moro	

- | | | | |
|--------------------------------------|------------------------|--------------------------------|-------|
| 1 and you | _____ <i>n u</i> _____ | 8 tomorrow | _____ |
| 2 before | _____ | 9 bye for now | _____ |
| 3 want to | _____ | 10 by the way | _____ |
| 4 see you later | _____ | 11 it's up to you (you decide) | _____ |
| 5 talk to you later | _____ | 12 thanks | _____ |
| 6 laugh out loud (that's very funny) | _____ | 13 great | _____ |
| 7 are you | _____ | 14 tonight | _____ |

2 Now write the messages with correct spelling and punctuation.

- 1 how r u? _____
 fine thx n u? _____
 ok c u @ skool 2moro _____
- 2 wan2 go 2 cinema 2nite? _____
 gr8 c u l8r _____
- 3 what do u wan2 do 2day? _____
 up 2 u _____
 ok ttyl bfn _____

3 In pairs, discuss the questions.

- 1 Do you think text language is a good or a bad thing?
- 2 Does it cause students to write with bad spelling and punctuation?
- 3 Do you think it will change the way we write in the future?

Resource 4A

You've met some friends and you'd like to ask them for help with a problem you have. First, read your role card. Then tell your friends about your situation and ask for some advice. Choose the best advice then advise your friends using the phrases below.

You shouldn't have ... You needn't have ... You should ... You have (got) to ... You must ...

Student A

You're studying Science subjects.
You chose these subjects because you thought they would be useful and would help you to get a better job.
Now you're finding them difficult and to be honest, a bit boring.
Your real love is music and you'd like to play in a band.
Ask your friends for advice.

Student B

You're a student and you like school but you aren't very good at exams.
Last week, for example, you had a History exam and you stayed up very late studying. You learned a lot of dates that weren't really necessary in the end.
And you were so tired that you fell asleep in the exam!
Ask your friends for advice.

Student C

You're a student but you also have a part-time job.
You work for a couple of hours after school every evening.
You need the job because you've just bought a motorbike.
The problem is that you're having difficulty keeping up at school. You don't have time to do your homework and your grades aren't as good as they were.
Ask your friends for advice.

Student D

You're a student and you work really hard. But you don't really have time to see your friends.
Last Saturday, they invited you to go to a party. You said that you couldn't go because you had to study on Sunday.
Apparently the party was great and now they're all talking about it. You're feeling a bit fed up!
Ask your friends for advice.

Resource 4B

1 Danny, Angela and James are looking for a job. Read their descriptions and the three job advertisements, then decide which jobs they should and shouldn't apply for.

Stanley School
PE and Games teacher

We are looking for a highly-qualified teacher to coach teams in after-school sports activities. The successful applicant will be highly-motivated and be able to teach all age groups. The ability to work in a team is essential. Please contact swoods@stanley.com.

J&A
Office assistant

J & A is a small but growing IT and Design company. We are looking for a young, enthusiastic office assistant. Applicants must be able to work in a busy environment and have sound IT skills. If you are practical and willing to learn, you could be that person. Apply to pstevens@jadesigns.com.

Forever 21 Sales staff

Forever 21 is a popular fashion store selling clothes and accessories. We're looking for friendly people with a positive attitude and good interpersonal skills to join our sales team. Proven experience in sales is preferred. Send your applications to The Sales Manager, Forever 21, West Side 15.

Danny plays basketball in his free time and he's also coached the local team. He's worked in a shop before but he didn't really like it – he found the customers quite annoying. He's quite good with computers and he doesn't mind learning.

Angela studied to be a primary teacher and she also likes sports. She's the sort of person who likes to succeed in whatever she does. Her friends say she approaches things in a good way and is good with people. She hasn't worked in a shop before.

James did a university degree in physical education. He worked as a teacher but he had problems with the other people in his department in his last school; they said he was a bit lazy. He's quite interested in fashion. He's also good with computers.

2 In pairs, discuss which jobs they should and shouldn't apply for.

Useful Phrases

_____ could apply for the job in _____ because _____ .

He/she probably shouldn't apply for the job in _____ .

Although he/she is _____ , he/she doesn't have _____ .

In my opinion, the best job for _____ is _____ because _____ .

Resource 4C

1 Read the stories about people's first jobs. Match the headings 1–3 to the correct stories A–C.

1 *Family connections*

2 **Holiday clean up**

3 **Sweet memories**

A

My first job was in my aunt's bakery in the village where I live. My job was to put the bread in the oven, serve customers and generally help to keep the place clean. I loved it! I would walk to work after school and early in the morning at weekends and I could smell the freshly baked bread in the air even before I got there. The only problem was I was allowed to eat whatever I liked. That's a problem if you love cakes and pastries like me.

B

I got my first job the summer before I went to university. I worked for the local council as a gardener. I had to go around the town and plant flowers, cut the grass and pick up rubbish. It wasn't a bad job really. Okay, sometimes my back ached but it wasn't really hard physical work and it was good to do something manual for a change. The best thing about it was being outside when it was sunny. The worst thing was getting soaked when it rained!

C

I got a part-time job in a shop selling CDs, DVDs, games and that kind of thing. I was seventeen when I started and I worked there every Saturday for a couple of years. I got the job because the manager was the husband of one of my mum's workmates. It was pretty easy, except I remember catching a shoplifter once. I saw a guy walking towards the door with a game under his jacket. I said, 'Excuse me, you can pay over here.' He dropped the game and ran.

1 In pairs, answer the questions.

- 1 Which of these jobs would you prefer to do? Why?
- 2 Have you ever had or would you like to have a part-time job?
- 3 Do any of your friends or does anyone in your family have a part-time job? What do they do?
- 4 Do you think it's a good idea for students to work after school and at weekends? Why? Why not?

Resource 5A

Read about London's first recycled theatre. Then use all the words below to complete the text.

Example 1 was designed

London's first recycled theatre

A remarkable new theatre has been built in London using completely recycled materials.

The theatre has been erected on a school playground in Southwark, in the centre of the city, very near the famous Globe Theatre. It ¹_____ by the German architects Köbberling and Kaltwasser, who have constructed similar buildings in their home country.

The walls and roof of the theatre ²_____ of wood, plastic bottles and other recycled materials from the local area. The seats are old furniture that came from a nearby school.

Although some professionals were contracted to work on the building, people in the local community ³_____ also _____ to help. Many young people in particular were keen to get involved.

There has been some controversy though. The city council complained that building work started before permission ⁴_____ for it to go ahead.

But the theatre will only stay on the site for a few months. Then it will be pulled down and the materials ⁵_____ again.

While building was in progress, rehearsals were going on across town for the plays that would be performed, both of which are connected to the theme of the environment. If you're interested in seeing these plays, tickets ⁶_____ online.

The organisers say several hundred tickets have already been sold and the theatre ⁷_____ a huge success.

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Resource 5B

1 You're members of a band and you're going to give an interview. In pairs, prepare information about your band.

- 1 What's the name of your band? Why did you choose this name?
- 2 How many members are there? What's your role in the band?
- 3 How did it all start? (*win a talent contest, post music on the internet, play gigs in small venues*)
- 4 What happened next? (*have a hit single, get lots of hits on the internet, get signed to a record label, release an album*)
- 5 What has the band done since becoming successful? (*post music on the internet, play gigs in small venues, go on a world tour*)
- 6 What music do you listen to when you're not playing in the band?
- 7 What do you like and dislike about playing in a band?
- 8 What are you going to do next?

2 Make groups of four. In turns, take the role of the interviewers and ask the other pair about their band. Prepare to tell the class about the band you interviewed.

Resource 5C

1 In pairs, think of advantages and disadvantages of each of the alternatives.

1 watching a film at the cinema/watching a film on DVD at home

At the cinema you watch the film on a big screen but you sometimes have to queue to buy a ticket.

2 reading a book/watching a film based on a book

3 reading an ebook/reading a normal book

4 buying a CD/downloading music

5 going to a concert/listening to an album

Now read the opinions from an online forum debate. Find any advantages and disadvantages you discussed.

catgirl5 For me, watching films on DVD is better than going to the cinema. You can stop the DVD and play bits again. And you can also do other things at the same time. And there's no one eating popcorn sitting next to you!

wire_mouse Personally, I think books are always better than the film interpretations. The Lord of the Rings wasn't bad but they left a lot of the book out. When you read, you can use your imagination whereas in a film you just see someone else's view.

sunny-jim Apparently, some ebooks now sell more copies than paper books. I'm not surprised. People are used to reading on a screen nowadays. And just think of all those trees we'll save if everyone starts to read digital books.

on-da-phone I do both but I prefer buying CDs. Downloading music is easier because you can do it from your computer. But the sound quality on CDs is much better and if your computer crashes then you don't lose everything.

pix_man_02 Standing for hours at a concert is exhausting and unless you really want to see the artist, it's not worth it. Okay, the atmosphere can be exciting but if you buy an album, you can listen to it again and again. That's much better value, if you ask me.

2 In pairs, discuss if you agree with each of the opinions.

Useful Phrases

Personally, I prefer _____ because _____ .

I'd rather _____ than _____ because _____ .

In my opinion, it's better to _____ than to _____ .

I agree / I disagree.

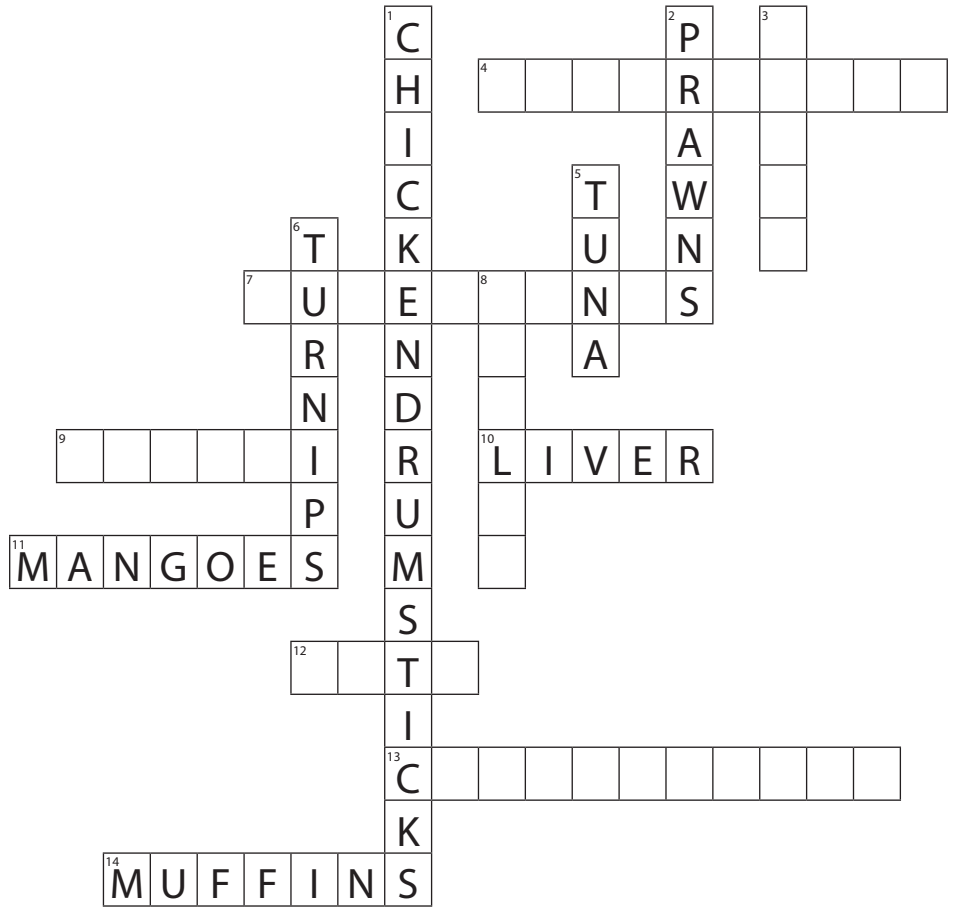
I see your point, but the problem with _____ is that _____ .

Resource 6A

Student A

You have some words in your crossword and your partner has others. Ask your partner to define the words you don't have. Answer your partner's questions. Describe the food you have in your crossword without saying what it is.

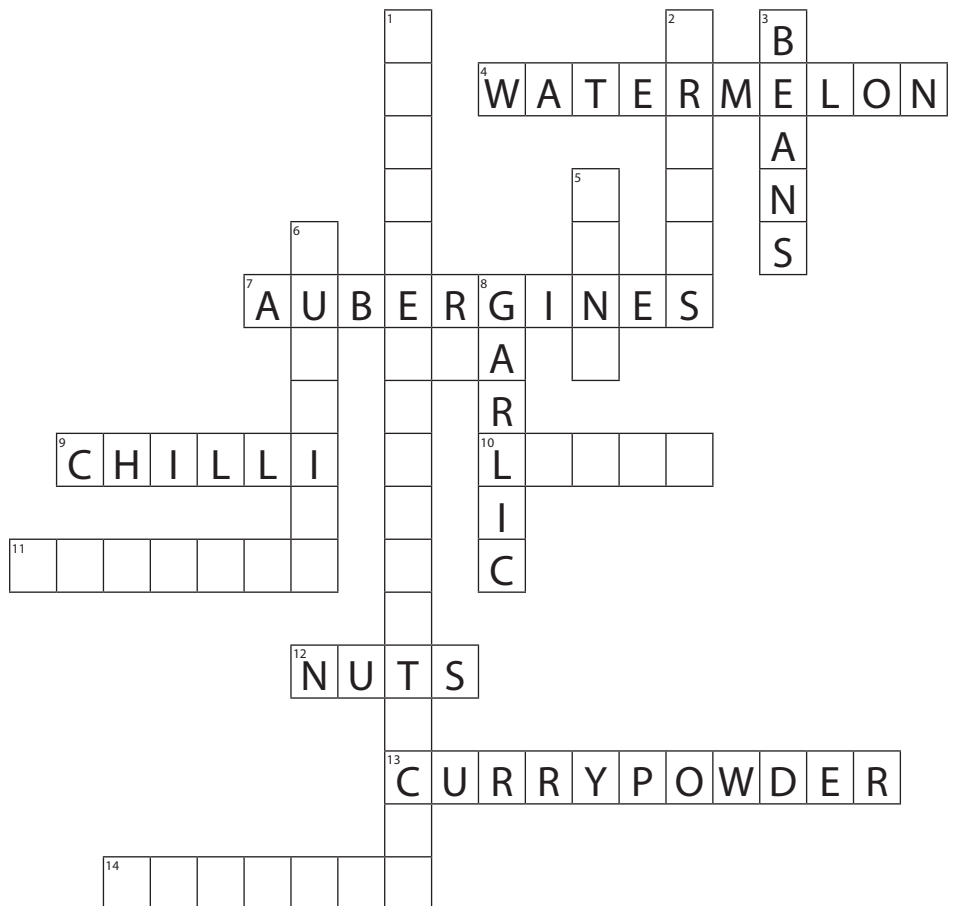
*What's 3 down?
It's a kind of... They're...*



Student B

You have some words in your crossword and your partner has others. Ask your partner to define the words you don't have. Answer your partner's questions. Describe the food you have in your crossword without saying what it is.

*What's 2 down?
It's a kind of... They're...*



Resource 6B

Student A

Complete the questions with *who, which, that, when* or *where*. Then ask your partner the questions. The answers are in brackets.

- 1 Can you name a country _____ people eat raw fish? (*Japan*)
- 2 What's the name of the vegetable _____ makes you cry? (*onion*)
- 3 Can you name the holiday _____ families in the US eat turkey? (*Thanksgiving*)
- 4 Where does paella, _____ is a rice dish with fish or meat, come from? (*Spain*)
- 5 What do you call a person _____ doesn't eat meat? (a vegetarian)
- 6 When is Independence Day in the US, _____ people celebrate independence from the British? (*July*)



Student B

Complete the questions with *who, which, that, when* or *where*. Then ask your partner the questions. The answers are in brackets.

- 1 Can you name a country _____ rice is grown? (*China*)
- 2 What's the word for the type of meat _____ comes from a cow? (*beef*)
- 3 What is moussaka, _____ is a traditional Greek dish, made from? (*aubergines*)
- 4 What's the name of the day _____ people celebrate the end of one year and the beginning of the next? (*New Year's Eve*)
- 5 What's another name for a cook _____ works in a large restaurant? (*a chef*)
- 6 Where do kiwis, _____ are a type of fruit and bird, come from? (*New Zealand*)

Resource 6C

1 Imagine that a couch surfer from another country is coming to stay with you for a weekend. You'd like him or her to see the best things in your town or city.

In pairs, make notes about your town or city using the points below.

- the most interesting places to visit (*parks, museums*)
- important sights (*monuments*)
- the best places to go shopping (*shopping malls, markets*)
- places to eat, typical food and drink
- nightlife (*places to go, music*)
- sports events (*traditional sports, local teams*)
- the best way to travel around
- any places or things he or she should avoid

2 Now plan an itinerary for the weekend. Choose the most important things for your couch surfer to do and see and try to include a variety of activities. Decide how much time he or she will spend in each place and how to get from one place to the next.

Saturday	Sunday

Useful Phrases

He/she should definitely go to _____ and he/she shouldn't miss _____ .

The _____ is worth seeing.

If he/she wants to buy presents, the best place is _____ .

I recommend he/she tries _____ .

The best way to get around is _____ .

He/she should probably avoid _____ .

Yes, I agree with you about that.

But don't you think it would be better if he/she _____ ?

Resource 7A

1 Read the quiz sentences. Tick (✓) the ones that describe the characteristics that are true for you and cross (X) the ones that are not true for you.

1 I sometimes mislay things that I need for school.

2 I'm good at expressing my opinions in discussions.

3 I like working out Maths problems.

4 I can walk, talk and send a text message at the same time.

5 I'm usually sensitive to the way people around me are feeling.

6 I'm good at reading maps and giving directions.

7 I often say things without stopping to think about the consequences.

8 I prefer working alone than with other people.

9 I'm good at making quick decisions in a difficult situation.

10 I love drawing and often sketch pictures in my notebook.

11 I find it easy to understand new ideas.

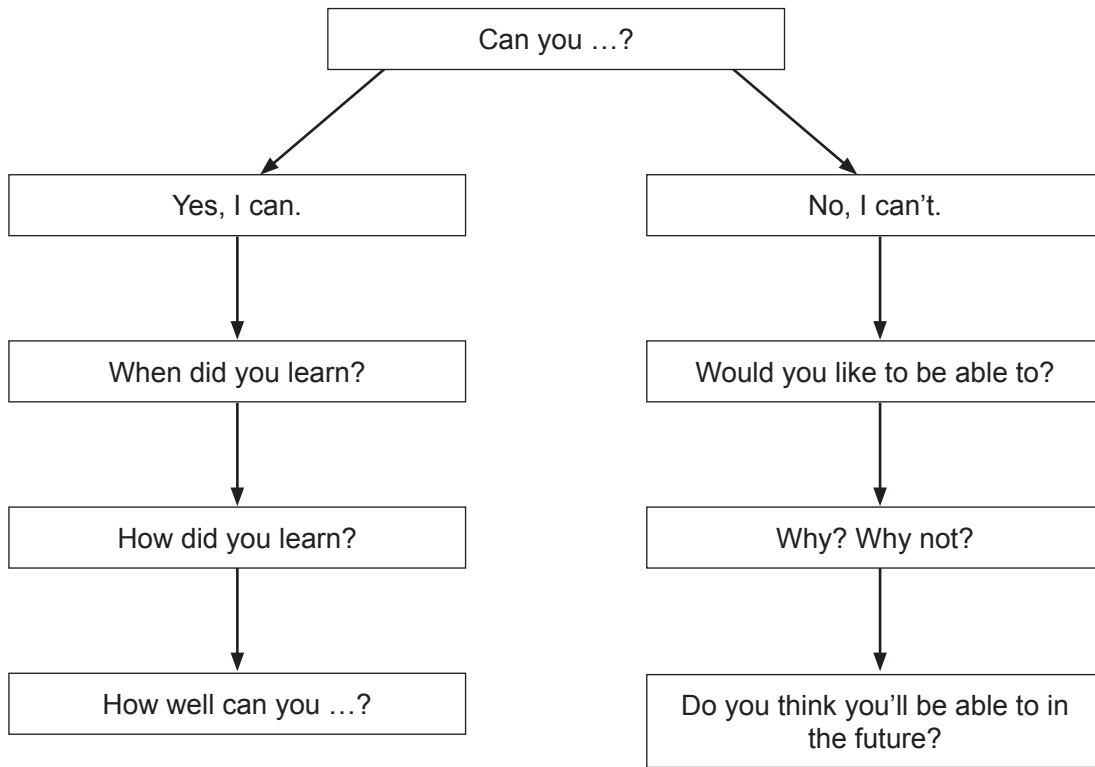
2 Match the sentences above with the characteristic they are describing.

be	analytical	3
	badly organised	
	impulsive	
	quick-thinking	
	empathetic	
	imaginative and artistic	
	independent	
have	good verbal skills	
	good spatial skills	
be good at	processing information	
	multi-tasking	

Resource 7B

1 In pairs, ask your partner about the things they can do. Use the prompts below.

play a musical instrument speak more than two languages
write poetry write music dive cook draw ski ride a horse
dance play a sport make a webpage



2 Now write about your partner.

- _____ (your partner's name):
- can _____ very well.
- is able to _____ quite well.
- could _____ when he/she was _____ .
- couldn't _____ until he/she was _____ .
- was able to _____ before he/she started school.
- wasn't able to learn how to _____ because _____ .
- managed to _____ .
- succeeded in _____ .
- will probably be able to _____ in the future.
- would love to be able to _____ .

Resource 7C

Read the statements and tick (✓) if you agree or disagree. Then discuss the sentences in groups of four. If you have different opinions, try to persuade your group to see your point of view.

	Agree	Disagree
1 Advertising and television are responsible for people wanting cosmetic surgery.		
2 Nutrition and healthy eating should be a compulsory school subject.		
3 Smoking should be illegal.		
4 People who do dangerous sports shouldn't receive free medical treatment.		
5 Parents should be allowed to choose the sex of their baby.		
6 Only registered organ donors should receive organ transplants.		
7 Animal testing for medical uses should be banned.		
8 We should spend less on medical research and more on healthcare in poor countries.		

Useful Phrases

The way I see it _____ .

In my opinion, _____ .

My view is that _____ .

Personally, I believe _____ .

I think that's completely wrong.

I completely agree.

I don't agree at all.

Resource 8A

Cut out the cards and ask each other the questions. Then write the questions and answers in reported speech.

Example Marc asked Sara what her favourite advertising slogan was. She said that she liked the slogan 'Just do it'.

What's your favourite advertising slogan?	What adverts did you see on TV last night?
Are you wearing anything with a logo?	Have you ever bought anything online?
Which products are aimed at teenagers?	What is the target audience of supermarket adverts?
What advertising jingles can you remember?	Which celebrity would you choose to promote trainers?
Do you have a favourite brand of clothes?	Did you receive any email adverts yesterday?
What's the worst advert you've ever seen?	Do you think mobile phone advertising is increasing?

Resource 8B

1 Below are extracts from two conversations. Decide whether each sentence is from Conversation 1 or 2.

Conversation 1 A customer and a shop assistant talking in a shop.

Conversation 2 An online customer who is now calling a customer services representative.

I was charged for things I didn't buy. 2

It's a bargain. I'll take it. 1

Could you wrap it up for me?

I'd like a refund please.

In cash, please.

I typed in my credit card details.

It's on special offer.

It was supposed to be a secure website.

It arrived in lots of packaging.

How would you like to pay?

When I tried it, it was faulty.

The charge appeared on my statement.

Here's your receipt.

2 In pairs, roleplay the conversations. Use some of the phrases above.

Student A

- 1 You are a customer. You see something at a reasonable price. You'd like to buy it for a friend as a birthday present. Ask the shop assistant to wrap it for you.
- 2 You are a customer services representative. Sometimes goods are faulty because they've been damaged in the post. There shouldn't be any problems with credit card fraud because your website is secure.

Student B

- 1 You are a shop assistant. You have a number of special offers at the moment. If customers would like something wrapped, they need to go to a different counter.
- 2 You bought something online. When it arrived it was faulty. You've been charged for more than you bought.

Resource 8C

In pairs, ask your partner the quiz questions. Then read the results to find out how much they value money.

Money Quiz

How important is money to you? Do you value money more than friends? Find out by doing our money quiz! Choose answer a or b then calculate your results.

- 1 When you go out with friends, do you
 - a calculate the bill exactly and just pay for what you ordered?
 - b agree to split the bill equally between everyone there?
- 2 If a friend asked to borrow money from you, would you
 - a ask them why they needed it and decide if it's a good enough reason?
 - b lend them the money straightaway? That's what friends are for.
- 3 If a friend owed you money and didn't pay you back, would you
 - a remind them about it in case they've forgotten?
 - b forget about it, it's only money anyway?
- 4 If you saw something expensive that you know a friend would really like for their birthday, would you
 - a look around for something similar at a more reasonable price?
 - b buy it even if it meant going into debt? The look on your friend's face when they opened the present would make it all worthwhile.
- 5 If a friend spent a lot of money on things you knew they couldn't afford, would you
 - a criticise them for being irresponsible?
 - b ignore it, it's none of your business and a friend is a friend, no matter what?
- 6 If you won a lot of money on the lottery, would you
 - a keep it quiet and put it in the bank for a rainy day?
 - b splash out on having a good time with your friends?
- 7 If a friend's family asked you to do some work for them to help them out, would you
 - a agree to do it provided that they paid you for it?
 - b say you'd help, even if you had other things to do?
- 8 If a friend didn't have enough money to go to a concert with you, would you
 - a find someone else to go with?
 - b buy the ticket for them so that you could go together?

Results

Mostly a: There's no doubt about it, you're very careful about what you spend. Try not to be mean though. As they say, 'money can't buy you love'.

A mix of a and b: You value money but your friends are also important. You have a healthy balance. Keep it up!

Mostly b: You put a higher value on your friends than money. That's a good thing but try not to be too irresponsible. Don't forget, 'a fool and their money are soon parted'.

Resource 9A

Student A

Read about a famous court case in fiction. Ask your partner questions to complete all the information.

One of the most famous fictional court cases is in the film *To Kill a Mocking Bird* based on the book by ¹_____. The story is set in a small town in Alabama during the 1930s, when racism was widespread.

It tells the story of ²_____, a black man, who is accused of attacking a white woman. Although Tom denies ³_____, he is arrested and he goes on trial.

Atticus Finch is selected as his defence lawyer but things don't look good. The ⁴_____ is made up of white people who aren't prepared to believe the story of a black man over a white woman.

Finch sets out to prove that Tom is innocent. He shows that the ⁵_____ are untrue. Nevertheless, in spite of all the evidence, Tom is found guilty and sentenced to death. Atticus plans to appeal the sentence but in the meantime, Tom is taken to prison.

The story has an interesting twist at the end ... but to find out what happens, I really recommend you read the book or see the film!



Student B

Read about a famous court case in fiction. Ask your partner questions to complete all the information.

One of the most famous fictional court cases is in the film *To Kill a Mocking Bird*, based on the book by Harper Lee. The story is set in a small town in ¹_____ during the 1930s, when racism was widespread.

It tells the story of Tom Robinson, a black man, who is accused of ²_____. Although Tom denies committing the crime, he is arrested and he goes on trial.

Atticus Finch is selected as his ³_____ but things don't look good. The jury is made up of white people who aren't prepared to believe the story of a black man over a white woman.

Finch sets out to prove that Tom is ⁴_____. He shows that the stories told by witnesses are untrue. Nevertheless, in spite of all the evidence, Tom is found guilty and ⁵_____. Atticus plans to appeal the sentence but in the meantime, Tom is taken to prison.

The story has an interesting twist at the end ... but to find out what happens, I really recommend you read the book or see the film!

Resource 9B

In pairs, read each story and discuss the questions.

A Rich Man

In 1925, Victor Lustig sold the Eiffel Tower to a French businessman. He had documents which proved that the city wanted to sell the tower. The businessman never reported it to the police. Lustig also sold printers which could print \$1,000 notes. He demonstrated the printers making money. Later, the people who'd bought it discovered that it didn't work.

- 1 Were the documents real?
- 2 Why didn't the businessman tell the police?
- 3 How did Lustig demonstrate the printer making money?

Actress disappears

A famous actress called Nicole Riche disappeared from a theatre in Paris on 29 March 1950. She received a letter and walked out during the play. A few days later, she walked into a police station and said that she had been kidnapped. Newspapers all over the world reported the story. Riche was starring in a play about a kidnapping at the time.

- 1 What do you think the letter said?
- 2 Where was she for the two days?
- 3 Do you think the date was important?

Art Gallery Robbery

One night in 1990, security guards at an art gallery in Boston, in the US, opened the doors to two men in police uniforms. The next morning, the guards discovered that twelve paintings were missing. However, other more valuable paintings were still there. Police don't know what happened because the security camera in the museum had been broken.

- 1 Who do you think stole the paintings?
- 2 Why didn't they take the more valuable paintings?
- 3 What happened to the security camera?

Fold

Victor Lustig used forged documents to sell the Eiffel Tower. The businessman never reported the deception because he was embarrassed. Lustig hid real \$1,000 notes in the printer when he demonstrated it to customers. He was later arrested and sent to prison.

The men dressed as police officers were the thieves. They'd broken the security camera. Nobody knows why they stole the paintings and left more valuable ones behind. The paintings have never been found.

Nicole Riche later admitted that this was an April Fool hoax (she appeared at the police station on 1 April). She said it was her agent's idea to get publicity for the play that she was appearing in.

Resource 9C

1 Read the story of a crime.

A twenty-two-year-old student was arrested yesterday for shoplifting and dangerous driving. The student apparently walked out of a supermarket carrying a bag of food, got into a car and drove away. Before going very far, the car crashed into the front of a vegetable shop. Three people were injured but fortunately not seriously. Several witnesses were at the scene of the crime and were able to tell the police what happened. The student told the police that it had all been a misunderstanding. Apparently, ...

Now your teacher will give you a role card. Read it carefully and get into role.



2 Role cards

You are the judge.

It's your job to find out exactly what happened. When you feel you have all the evidence, you're going to decide if the defendant is guilty or not and pass your sentence.

Think of questions you'd like to ask the defendant.



You are the prosecuting lawyer.

It's your job to show to the judge that the defendant is guilty.

Think of reasons to explain why the defendant is guilty.



You are a witness.

You saw exactly what happened on the day of the incident. You're going to tell the judge where you were and what you saw.

Think about where you were and what you saw. (Use your imagination!)

You are the defendant.

On the day of the accident, you'd been distracted and accidentally walked out of the supermarket with someone else's bag of shopping. When you realised, you turned the car around and you were driving as fast as you could back to the supermarket when you lost control of the car and drove into the vegetable shop.

Explain to the judge what happened.

Resource 10A

1 Match the words.

- | | |
|---------------------|--------------|
| 1 a lively | a nightlife |
| 2 culturally | b spaces |
| 3 views and | c links |
| 4 family- | d friendly |
| 5 green | e diverse |
| 6 pollution and | f atmosphere |
| 7 entertainment and | g community |
| 8 transport | h facilities |
| 9 a sense of | i litter |
| 10 good local | j scenery |

2 In pairs, look at the pictures and discuss the questions.



- 1 Which do you think is the best place to grow up? Why?
- 2 Which place would you prefer to live in now and in ten years' time? Why?
- 3 Which would you choose for a weekend away? Why?

Resource 10B

Fold the paper on the dotted line. Complete the sentences in column A with your own answers. Write in column B. Unfold the paper and match sentences from column A with column C. Are any of your sentences the same?

A

1 If my family had moved when I was young, ...

2 They wouldn't have been late for school if ...

3 If I hadn't eaten breakfast, ...

4 If I'd known it was your birthday, ...

5 If you'd slept eight hours last night, ...

6 We might have won the match if ...

7 I'd have phoned you last night if ...

8 If I'd been born in England, ...

B

C

I'd be starving now.

my English would be perfect.

you wouldn't be tired now.

I might be in a different school now.

I hadn't lost my mobile.

they hadn't missed the bus.

I'd have bought you a present.

we'd played better.

Fold

Resource 10C

- 1 Read the article about community living then complete the gaps in the text 1–5 with the correct sentences a–e. Answer the question. Are there any similar projects where you live?

Would you share your kitchen?

Many young people share accommodation when they're students. But most want to have their own place when they get older. The problem that young people face nowadays is that the price of renting and buying flats and houses has gone up. ¹ d So is community living the solution?

Community living projects involve people living together in one building or village and sharing rooms or facilities. ² _____ The Kankanmori community is in a twelve-storey building and contains twenty-eight separate living units. Everyone has their own living space but there's a shared kitchen where all the families cook and a large dining room where they eat together. Washing is done in a communal laundry room. ³ _____ Lists appear on the walls of shared rooms with schedules for cooking, cleaning and use of the washing facilities. There are some conflicts, of course but these are discussed in regular meetings and all the residents work together to resolve them.

A similar project exists in Gloucestershire, in the UK. In this case, the community is a village with thirty-four homes, ranging from one-bedroom flats to five-bedroom houses. ⁴ _____ Meals are eaten in a dining room where other social activities also take place. The majority of houses have solar panels on the roofs to generate electricity and no cars are allowed to enter the village. ⁵ _____

Community living projects first started in Sweden in the 1940s but they're now appearing all over the world, from Mexico to the Philippines.

Could this be how we all live in the future?

- a Children play together in communal gardens in a safe and pollution-free environment.
- b Tokyo, with its population of over 13 million, has set up one such project.
- c There's even a shared bathroom!
- d Individual houses also use up space and more of the earth's resources.
- e Residents take it in turns to cook for everyone.

2 In pairs, discuss these questions.

- 1 What would be some good things and bad things about living in a community project?
- 2 Would you like to live in one? Why? Why not?
- 3 Do you think that there will be more of these projects in the future?

Can You Do It In English? Photocopiables

Instructions for the teacher

1 Can you talk about photos and express opinions?

Language practised: *Phrases2know* pages 12 and 13 of the Students' Book

Speaking: production and interaction

Time: about 20 minutes

You will need one photocopy for each student.

- Hand out Resource 1 to each student. Read through the first part of the instructions with the class and check they understand what to do.
- Give students three or four minutes to think about what they're going to say using the *Phrases2know* on page 12 of the Students' Book.
- Make pairs. In turns, students describe the photos. Monitor and check they are using the phrases correctly while they're speaking.
- When they have finished, read through the second part of the instructions with the class. Remind students to use the *Phrases2know* on page 13 of the Students' Book while they're speaking.
- When they've finished, ask students from different pairs to tell the class which photo they chose and why. Also find out why they didn't choose the other pictures.
- Take a class vote on the best photo for the magazine.

2 Can you make a phone call?

Language practised: *Phrases2know* page 20 of the Students' Book

Speaking: interaction

Time: about 15 minutes

You will need one photocopy for each pair.

- Make pairs and hand out Resource 2 to each pair of students. Read through the instructions with the class and check they understood what to do.
- Remind students not to look at each other's role cards. Check that they understand that there are two separate conversations, conversation 1 and conversation 2 and that they will roleplay each conversation separately.
- Give students three or four minutes to read their cards and to think about what they're going to say. Remind them to use the *Phrases2know* on page 20 of the Students' Book and to remember to use formal or informal language as appropriate.
- Students do the roleplays. Monitor and support as necessary.
- Make new A and B pairs for further practice if appropriate or ask some pairs to perform their roleplays for the class.

3 Can you give a speech?

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

Speaking: production

Time: about 20–25 minutes

You will need one photocopy for each student.

- Review the *Phrases2know* on page 33 of the Students' Book before you start.
- Hand out Resource 3. Read the instructions with the class and check that they understand what to do.
- Give a fixed time of only five minutes for students to prepare their speech. Tell them this is part of the competition.
- Put students into groups of four. Explain that they will take turns to give their speech and at the end, the other students in the group must ask at least one question each. Encourage students to be as enthusiastic and animated as possible when delivering their speeches.
- When they have finished speaking, ask them to decide in their group which speech should win the competition.
- You can extend this activity by asking the winner in each group to present their speech to the class.

4 Can you describe yourself in a job interview?

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

Speaking: interaction

Time: about 30 minutes

You will need one photocopy for each student.

- Hand out Resource 4. Read through the instructions with the class and check they understand what to do. Give students time to read the advertisement and ask questions if they don't understand.
- Give students ten minutes to prepare for their interviews. The interviewers (Student A and Student B) work together to prepare questions for the interview. The candidates (Student C and Student D) work together to discuss what type of person the magazine is looking for. After five minutes, they work individually to plan for the interviews. Tell them they can use their imaginations to describe their skills and abilities.
- Before students start the interview, review the *Phrases2know* on page 41 of the Students' Book.
- Make pairs. Student A interviews Student C. Student B interviews Student D.
- When they've finished, give Student A and Student B a few minutes to decide who should get the job.
- Ask some pairs in the class which student should get the job and why.

5 Can you talk about statistics and trends?

Language practised: *Phrases2know* pages 52 and 53 of the Students' Book

Speaking: production and interaction

Time: about 20–25 minutes

You will need one photocopy for each pair of students.

- Hand out Resource 5. Read through the instructions with the class and check they understand what to do.
- Make pairs: Student A and Student B. Students read the information they have and prepare what they're going to say using *Phrases2know* on pages 52 and 53 of the Students' Book.
- In pairs, students tell each other the statistics they have and then together decide if they show that young people are addicted to technology. Monitor and support as necessary.
- When students have finished speaking, find out from different pairs what they decided and why. Note: the figures indicate an increase in the use of technology but this is balanced with an interest in other activities.

6 Can you deal with unexpected problems?

Language practised: *Phrases2know* page 60 of the Students' Book

Speaking: interaction

Time: about 15 minutes

You will need one photocopy for each pair of students.

- Make pairs. Hand out Resource 6 to each pair. Read through the instructions with the class and check they understood what to do.
- Remind students not to look at each other's role cards. Check that they understand that there are two separate conversations, conversation 1 and conversation 2 and that they will roleplay each conversation separately.
- Give students three or four minutes to read their cards and to think about what they're going to say. Remind them to use the *Phrases2know* on page 60 of the Students' Book.
- Students do the roleplays. Monitor and support as necessary.
- Make new A and B pairs for further practice if appropriate or ask students from different pairs how they resolved the problem in each conversation.

7 Can you ask and answer challenging questions?

Language practised: *Phrases2know* page 73 of the Students' Book

Speaking: production and interaction

Time: about 20–25 minutes

You will need one photocopy for each pair of students.

- Hand out Resource 7. Read the instructions with the class and check that they understand what to do.

- Make pairs. Remind them not to look at each other's role card. Check that they understand what to do.
- Give students about five minutes to read their role card and to plan what they're going to say. Tell them they can expand on the ideas on their role card to make their speech. Remind them to use the *Phrases2know* on page 73 of the Students' Book.
- Before they start speaking, review the *Phrases2know* on page 73 of the Students' Book.
- In pairs, students take turns to give their speech. At the end of their speech, their partner must ask challenging questions. Monitor and support where necessary.
- Open a discussion with the whole class about the subjects on the role cards.

8 Can you agree and disagree politely?

Language practised: *Phrases2know* page 80 of the Students' Book

Speaking: production and interaction

Time: about 20–25 minutes

You will need one photocopy for each student.

- Hand out Resource 8. Read the first part of the instructions with the class. Make sure that they understand the discussion topics.
- Give students about five minutes to think about what they want to say in each discussion topic and to make notes to help them when they speak.
- Make groups of four. Read the second part of the instructions with the class and check that they understand what to do. They need to put all sixteen cards face down in a pile and take one card each. As they discuss each topic, they must follow the instruction on the card. When they have done so, they put the card at the bottom of the pile and take another one.
- Before students start speaking, review the *Phrases2know* on page 80 of the Students' Book.
- During the discussion, monitor and support where necessary.
- When students have finished speaking, open up each discussion to the class.

9 Can you interpret headlines and articles and talk about statistics?

Language practised: *Phrases2know* pages 92 and 93 of the Students' Book

Speaking: production and interaction

Time: about 20 minutes

You will need one photocopy for each pair of students.

- Hand out Resource 9. Read the instructions with the class and check they understand what to do.
- Make pairs: Student A and Student B. Students read the information from their newspaper and ask questions about anything they don't understand.
- Give students about five minutes to make notes about what they read (later they will be asked to

turn over the photocopy) and to prepare what they're going to say using the *Phrases2know* on pages 92 and 93 of the Students' Book.

- Ask students to turn over the photocopy. In pairs, students summarise what they read and together choose an article to post on their school website. Monitor and support as necessary.
- When students have finished speaking, find out from different pairs which article they chose and why.

10 Can you invite and persuade?

Language practised: *Phrases2know* page 100 of the Students' Book

Speaking: interaction

Time: about 15–20 minutes

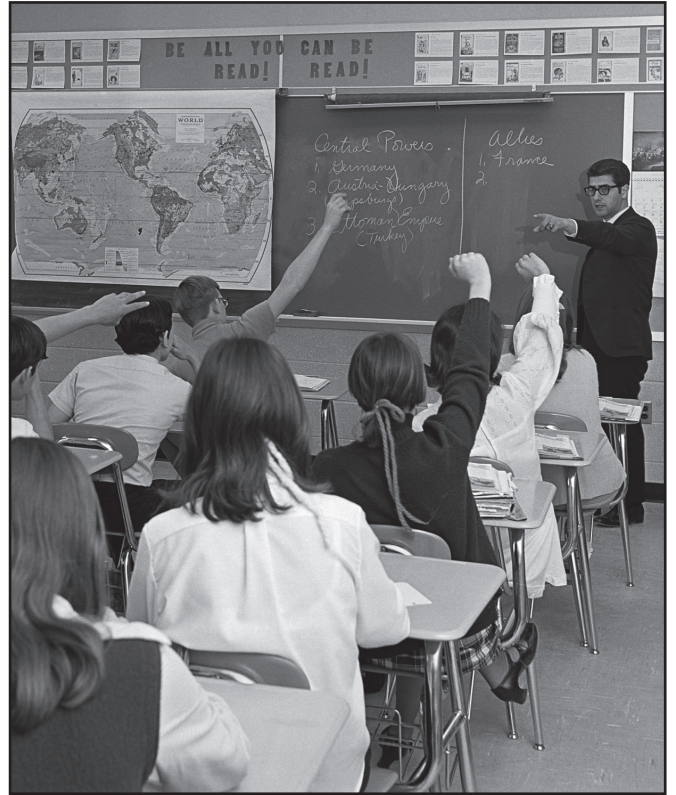
This is a group activity. You will need one photocopy for each group of four students.

- Hand out Resource 10. Read through the instructions with the class and check they understand what to do.
- Make groups of four. Explain that they need to think of suggestions for their group.
- Give students about three or four minutes to plan what they're going to say. Remind them to use the *Phrases2know* on page 100 of the Students' Book.
- Students do the roleplay. Monitor and support as necessary.
- When students have finished speaking, ask different groups what plans they have made for the weekend.

1 Can you talk about photos and express opinions?

1 You've been asked to help choose a photo for the front cover of your school magazine. The photo should represent school life and appeal to teenagers.

In pairs, take turns to describe what you can see in these photos. Before you start, review the *Phrases2know* on page 12 of the Students' Book.



2 Now discuss which photo would be best for your magazine. Use the *Phrases2know* on page 13 of the Students' Book to help you.

Prepare to tell the class which photo you have chosen and why.

2 Can you make a phone call?

Student A

In this activity you are going to make formal and informal phone calls. There are two roleplays so do each one in turn. Review the *Phrases2know* on page 20 of the *Students' Book* before you start.

1 You're looking for a place to rent with your friend Sam. You've seen an advert in the newspaper for a flat in Holland Avenue and it looks perfect. You phone your friend but his or her brother or sister answers the phone.

Ask to speak to Sam.

If he isn't there, tell Sam's brother or sister all about the flat.

Leave a message and ask Sam to call you back as soon as possible.

You're at your cousin's house at the moment – the number is 01571 688 423.

2 You work at Belview Property Services. Your company rents houses and flats. Your boss is Mrs Matthews.

Answer the phone.

Put the caller through to Mrs Matthews.

Tell the caller that she's out at the moment.

Ask what the call is about. If it's about a flat on Holland Avenue, you think it's already rented.

If necessary, take a message. Write the message and the phone number down.



Student B

In this activity you are going to make formal and informal phone calls. There are two roleplays so do each one in turn. Review the *Phrases2know* on page 20 of the *Students' Book* before you start.

1 You're Sam's brother or sister. You're at home when the phone rings.

Answer the phone.

Ask the caller to wait and check if Sam is at home.

Tell the caller that Sam isn't in at the moment.

Ask what the call is about.

Ask if you can take a message.

Write down the message and the phone number that Sam should call.

2 You're looking for a flat to rent with your friend. You've seen an advert for a flat in Holland Avenue and it looks perfect.

The advert says to call Mrs Matthews at 'Belview Property Services'.

Phone and ask to speak to Mrs Matthews.

Say why you're calling.

Ask for details of the flat and arrange a time to see it. Ask Mrs Matthews to call to confirm.

Leave your name and phone number for her to call you. Your number is 903 669 758.

3 Can you give a speech?

Your school is organising a public speaking competition. The title of the competition is **Speak Out Now!** The topics for the competition are:

- In the future there will only be one world language
- Social networking sites are dangerous
- Music has a negative influence on young people

Choose one topic and plan your speech. You only have five minutes to do this!

The topic	
Some history	
What people say about it	
Your opinion	
Reasons for your opinion and an example or comparison	
Summarise	
A final thought	

Work in groups of four.

- In turns, give your speech.
- At the end of each speech, answer questions about what you've said.
- Decide which speech should win the competition.

4 Can you describe yourself in a job interview?

In this activity, you're going to roleplay a job interview. First, read the job advertisement. Then read your role card and prepare what you're going to say. Review the *Phrases2know* on page 41 of the Students' Book before you start.

Journalist Needed

New View magazine is looking for a journalist to report on news, fashion, music, travel and anything that's new.

If you're young, motivated and interested in a career in journalism, contact us now.

editor@newview.com

Student A

You're the editor of New View magazine. You're looking for a new journalist. The previous journalist was only interested in writing about sport and often handed in stories late.

Work with your assistant editor and decide what sort of person you're looking for. Plan the questions you will ask in the interview.

When you're ready, interview one candidate (Student C). Then with the assistant editor, choose the best person for the job.

Student B

You're the assistant editor of New View magazine. You're looking for a new journalist. The previous journalist wasn't really up-to-date with fashion and music and was also a little difficult to get on with.

Work with the editor and decide what sort of person you're looking for. Plan the questions you will ask in the interview.

When you're ready, interview candidate two (Student D). Then with the editor, choose the best person for the job.

Student C

You've applied for a job as a journalist on New View magazine and they've asked you to come for an interview.

First, discuss with your friend (Student D) what type of person you think the magazine is looking for. Then individually plan what you will say at the interview.

When you're ready, the editor will interview you for the job.

Student D

You've applied for a job as a journalist on New View magazine and they've asked you to come for an interview.

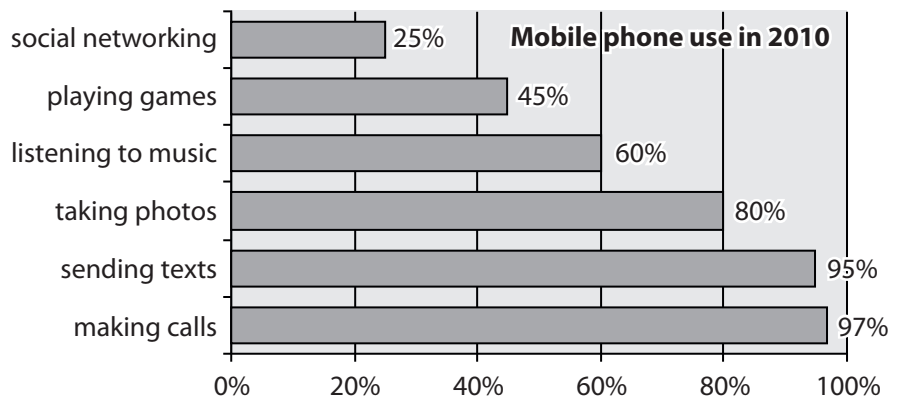
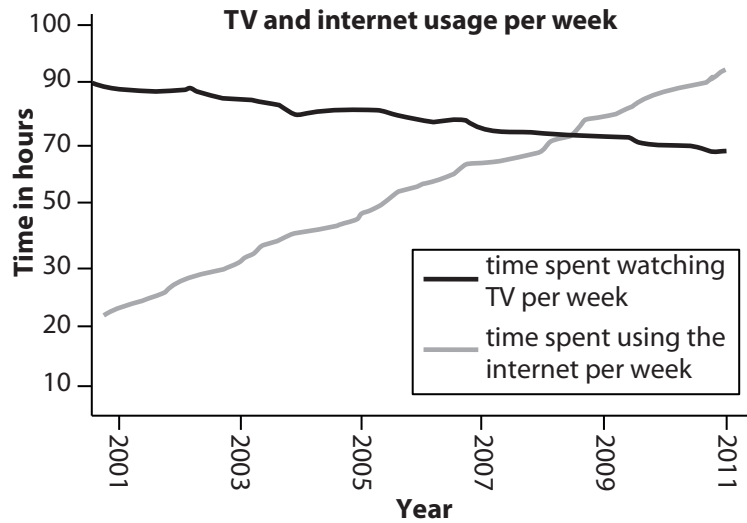
First, discuss with your friend (Student C) what type of person you think the magazine is looking for. Then individually plan what you will say at the interview.

When you're ready, the assistant editor will interview you for the job.

5 Can you talk about statistics and trends?

Student A

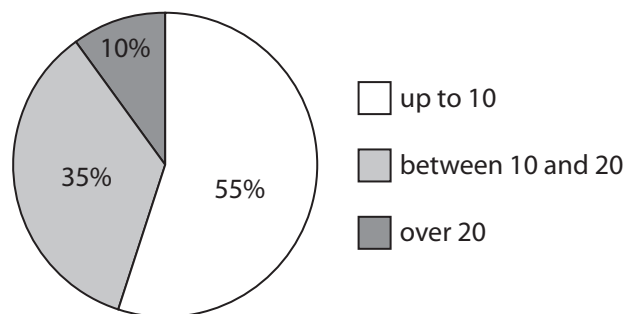
You and your friend are doing a project to find out about young people and technology. Tell your friend about the statistics you've discovered. Before you start, prepare what you're going to say using the *Phrases2know* on pages 52 and 53. Together decide if young people are too addicted to technology.



Student B

You and your friend are doing a project to find out about young people and technology. Tell your friend about the statistics you've discovered. Before you start, prepare what you're going to say using the *Phrases2know* on pages 52 and 53. Together decide if young people are too addicted to technology.

Number of text messages sent in a day



Percentage of young people who say they enjoy these free-time activities

	5 years ago	2 years ago	a year ago	now
listening to music	80%	82%	80%	81%
watching TV	80%	75%	72%	70%
using the internet	30%	55%	65%	75%
doing sports	70%	65%	62%	60%
reading	65%	50%	35%	30%
spending time with friends	90%	89%	91%	90%

6 Can you deal with unexpected problems?

Student A

In this activity you are going to deal with unexpected problems. There are two roleplays so do each one in turn. Review the *Phrases2know* on page 60 of the Students' Book before you start.

- 1 You booked a table at a local pizzeria to celebrate your birthday with your friends.

When you arrive at the restaurant, you discover that it's full.

You'll only be happy if they give you a table in the next thirty minutes.

- 2 You work in a clothes shop.

You can exchange clothes if they're returned but you must ask to see the receipt first. It's the shop's policy not to give money back if the customer doesn't have a receipt.

Remember that it isn't a good idea to get angry with your customers.



Student B

In this activity you are going to deal with unexpected problems. There are two roleplays so do each one in turn. Review the *Phrases2know* on page 60 of the Students' Book before you start.

- 1 You work at a local pizzeria.

A customer arrives and asks for a table. You have no record of their booking.

The restaurant is full and there won't be a free table for another hour.

Try to resolve the problem. If necessary, suggest giving a discount on the cost of the meal.

- 2 You bought a T-shirt recently. You wore it once but then you discovered that it had a little hole.

You don't have a receipt because you threw it away by accident but the T-shirt clearly has the shop's label.

Take it back to the shop and ask for your money back. You don't want to exchange the T-shirt.

7 Can you ask and answer challenging questions?

You are a guest on a TV show called *Body and Mind*. You're going to give a short talk about your specialist subject. At the end of your talk, you'll answer questions.

The guests on the show will discuss the subjects:

- How to become more intelligent
- How to train for a marathon in six weeks

First, prepare what you're going to say. Use the *Phrases2know* on page 72 of the Students' Book to help you. Then prepare to answer any challenging questions using the *Phrases2know* on page 73.



Student A

You believe it's possible for anyone to increase their intelligence. How is it possible?

- Stop watching TV and read books. Reading improves our ability to process information and increases our vocabulary.
- Do puzzles to train your brain. Like any other muscle, a brain needs exercise.
- Sleep eight hours a night.
- Do regular exercise.
- Eat fish.
- Vary your routines. Try using your computer mouse with a different hand.

You don't believe it's possible to train for a marathon in six weeks.

- A lot of people injure themselves if they run without proper training.
- People who are very fit can train in six weeks but not everyone.
- Very few people have free time to train regularly.
- Running a marathon is all about physical health not self-confidence.

Student B

You believe it's possible for anyone to train for a marathon in six weeks. How is it possible?

- Start by running a few kilometres and then increase the distance so your body gets used to it.
- Run two or three times during the week but not every day, you need to rest.
- Do one long run at the weekend.
- Have a strict exercise routine.
- Eat a healthy diet – lots of bread and pasta for energy.
- Believe in yourself.

You don't believe it's possible to become more intelligent.

- Intelligence is something you're born with.
- People may get better at doing things with practice but not more intelligent.
- It's a myth that eating fish improves your intelligence.
- Books aren't better than TV – you learn a lot from watching TV.

8 Can you agree and disagree politely?

You're going to take part in a class discussion about money. First, look at the discussion topics. Decide what you think about each one and make notes on your ideas.

- Money management should be a school subject
 - + Money is an important part of life, people need to learn about it.
 - There are more important things to learn at school. You can learn about money later.

- The legal age to have a credit card should be raised to twenty-one
 - + Spending with a credit card is too easy. This law would stop people getting into debt.
 - Many people start working before twenty-one and they know how to manage money.

- It's better to start work after school than go on to higher education
 - + You can be financially independent and enjoy yourself while you're young.
 - You'll get a better job and earn more money later.

In groups of four, place all sixteen cards face down in a pile and take one card each.

Discuss each of the discussion topics. During the discussion, you must follow the instruction on your card. When you have done so, put the card at the bottom of the pile and take another one.

Before you start, review the *Phrases2know* on page 80 of the Students' Book to help you.

Agree

Disagree

Politely interrupt

Encourage another student to speak

9 Can you interpret headlines and articles and talk about statistics?

You and your friend are reading stories in different newspapers to choose one for your school website. Tell your friend about the news stories you have and then decide together which one to post on your website. Before you start, prepare what you're going to say. Use the *Phrases2know* on pages 92 and 93 of the Students' Book to help you.

Student A

New young actors expected to shine in this year's Oscar awards

Number of young unemployed

2006	500,000
2008	800,000
2010	1,000,000

Row over money threatens music festival

A music festival planned to take place this summer may not go ahead because of a lack of money. Several artists have already announced that they won't be playing because they haven't been paid. But thousands of fans have already bought tickets for the festival, hoping to enjoy a weekend of music and fun. Nobody knows yet if they will get their money back if the festival is cancelled.

Government pledges to tackle youth unemployment

You and your friend are reading stories in different newspapers to choose one for your school website. Tell your friend about the news stories you have and then decide together which one to post on your website. Before you start, prepare what you're going to say. Use the *Phrases2know* on pages 92 and 93 of the Students' Book to help you.

Student B

Rise in university fees sparks student protests

High school to ban junk food in the school cafeteria

Fat content

burgers	10%
chips	8.5%
hot dogs	13.5%

Schoolgirl in bid to become the youngest to sail around the world solo

A fourteen-year-old schoolgirl has set off from Australia in an attempt to be the youngest person to sail solo around the world. The trip is expected to take about eight months, during which time she will be completely alone. Some people believe that her parents are irresponsible in allowing her to make this trip but she insists that sailing has always been her dream and they couldn't stop her even if they wanted to.

10 Can you invite and persuade?

It's Friday evening and you're with a group of friends. You each have different ideas about what to do this evening and over the weekend. Try to arrange a time when you can all go out together.

Read your role card and think about what you're going to say. Review the *Phrases2know* on page 100 of the Students' Book before you start.

Student A will start the conversation.



Student A

Suggest doing something now, for example going for a coffee.

You're free all day on Saturday.

On Sunday you have to go to a family lunch and you probably won't be home until about four o'clock in the afternoon.

Student B

You should probably go home and do some homework this evening – you've got a lot of do.

Suggest doing something with your friends on Saturday afternoon.

On Sunday afternoon, you've promised to help your dad paint the kitchen at home.

Student C

You're free now and would like to go for a coffee with your friends.

You've arranged to go shopping with your brother on Saturday afternoon.

Suggest doing something with your friends on Saturday evening.

You don't have any plans for Sunday so you could sleep late if you all went out on Saturday evening.

Student D

You've arranged to meet some other friends this evening so you aren't free now.

You're playing a volleyball match on Saturday afternoon.

You plan to be at home on Saturday evening because there's a film on TV that'd you really like to see.

You're free on Sunday. Suggest doing something together on Sunday afternoon or evening.

Extra Listening Activities

Exploiting the tapescripts

There are many different ways in which you can use the tapescripts in *Real Life Upper Intermediate*. 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 Audio*. The activities here include: true or false, matching words to a speaker, gap filling and putting a conversation in the right order. Several of the exercises draw attention to natural use of informal language and features of pronunciation.

Remember:

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

before you play the Class Audio.

You can find all the tapescripts in the Teacher's Handbook or in a printable format on the Active Teach. Click on the 'show' tab on the audio player. You can then select and print the sections you need, for example when checking answers to one of these extra listening activities with the class. You can also line up the audio player to the section of listening that you want to play. Check this before the class so you are fully prepared.

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

Here are a few tips:

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

Extra activities – answers

Unit 1, CD1, track 3, page 4, exercise 3

Play the audio. Students listen and mark each sentence PJ (P), Amy (A) or Carolina (C) depending on who is speaking. Have students check in pairs before you check answers with the class. Draw attention to the use of informal language in the sentences and explain the meaning of the words and phrases.

Answers:

1P 2C 3P 4A 5C 6P

Unit 2, CD1, track 23, page 20, exercise 1b

Play the audio. Students listen and mark each sentence true (✓) or false (X). Have students check in pairs before you check answers with the class. Elicit corrections for the false statements.

Answers:

1X 2✓ 3✓ 4✓ 5X 6X

Unit 3, CD2, track 22, page 24, exercise 2

Play the audio. Students listen and write their answers (these can be in note form). Have students check in pairs before you check answers with the class.

Answers:

- 1 They had to find a phone box and queue to use it and write letters because no one had an email address.
- 2 mainly business people
- 3 around a million
- 4 about being unreachable (people not being able to contact them)
- 5 China

Unit 4, CD2, track 16, page 34, exercise 4

Play the audio. Students fill in the gaps as they listen. Have students check in pairs before you check answers with the class. Focus on the pronunciation of these unstressed words in the sentences.

Answers:

1 of 2 some 3 are 4 at the 5 at 6 to 7 can 8 at

Unit 5, CD2, track 29, page 46, exercise 6

Play the audio. Students order the phrases as they hear them. Have students check in pairs before you check answers with the class. Check understanding of the phrases.

Answers:

3 8 1 5 7 9 2 6 4

Unit 6, CD3, track 4, page 54, exercise 5a

Play the audio. Students listen and write three good things that Ed did in the challenge and three bad things that Claudia did. Have students check in pairs before you check answers with the class.

Answers:

Ed ate plenty of fresh food, he spent hardly any money on packaged food, he bought very few sweet things like cakes, there was very little salt in his diet. Claudia ate a great deal of processed food, she ate hardly any fresh vegetables in her diet, she ate quite a lot of cakes and sweet things.

Unit 7, CD3, track 18, page 66, exercise 3

Play the audio. Students listen and answer the questions. Have students check in pairs before you check answers with the class.

Answers:

- 1 two hours
- 2 security guards stopped him
- 3 he waved a Malaysian flag
- 4 he may go to jail for six months
- 5 he fell about fifteen metres when he was nineteen and did the same thing about two years later
- 6 doctors said that he wouldn't climb again

Unit 8, CD4, track 4, page 76, exercise 5

Play the audio. Students fill in the gaps as they listen. Pause the audio at the end of each phrase so that students have time to write. Have students check in pairs before you check answers with the class. Point out that these discourse markers and fillers are common in spoken language.

Answers:

- 1 Well
- 2 So anyway
- 3 you know
- 4 Anyway
- 5 So basically
- 6 like
- 7 kind of
- 8 actually

Unit 9, CD4, track 20, page 87, exercise 10

Play the audio. Pause after each sentence for students to write. After checking answers, ask students to practise saying the sentences in pairs.

Answers:

- 1 He **might** have robbed it, we don't know for sure.
- 2 I think one of them **must** have done it.
- 3 They **might** have got confused between twin A and twin B.
- 4 They **can't** have **both** done it.
- 5 I suppose the other one **could** have helped him.
- 6 I think they must **both** be guilty of committing a crime.

Have is pronounced as a weak form /əv/. In sentence 6, the 't' in *must* disappears before *both*. This is an example of elision.

Unit 10, CD4, track 27, page 94, exercise 4

Play the audio. Students listen and write Alice (A) or Ollie (O), depending on who is speaking. Have students check in pairs before you check answers with the class. Draw attention to the use of informal language in the sentences and explain the meaning of the words and phrases.

Answers:

- 1 O
- 2 A
- 3 O
- 4 A
- 5 A
- 6 extra sentence
- 7 O

Extra listening activities

Unit 1, CD1, track 3, page 4, exercise 3

Who says these things, PJ (P), Amy (A) or Carolina (C)? Listen to check.

- 1 I've known about it since I was a little kid.
- 2 We have to be in good shape.
- 3 I guess it's just something that I really, really want to do.
- 4 That was very hard.
- 5 If I don't get through, I'll go back to my studies.
- 6 I mean, I kind of know I'm crazy but that's the way I am.

Unit 2, CD1, track 23, page 20, exercise 1b

Listen and tick (✓) true or cross (X) false.

- 1 Ella knew about the hotel building before.
- 2 Ikram misunderstands Ella at first.
- 3 Ella has been coming to the beach for a long time.
- 4 Ikram doesn't care as much as Ella about the building of the hotel.
- 5 The number for the phone is 01237 54848.
- 6 Ikram plans to go home to work on a science project.

Unit 3, CD2, track 22, page 24, exercise 2b

Listen and answer the questions.

- 1 What two communication problems did young people have in the past?
- 2 Who used to carry mobile phones when they were first available?
- 3 How many handsets do Nokia produce every day?
- 4 What do mobile phone addicts worry about?
- 5 Where do a third of internet users come from?

Unit 4, CD2, track 16, page 34, exercise 4

Listen and complete the dialogue.

Presenter: First ¹_____ all Jade, what do you think?

Jade: Well I personally think ²_____ people are naturally happy and some people ³_____ born miserable, you've just got to look ⁴_____ people you know, haven't you? I mean if we had lessons like that ⁵_____ this school, I'd be interested but ⁶_____ be honest, I don't really think you ⁷_____ learn how to be happy ⁸_____ school.

Unit 5, CD2, track 2, page 46, exercise 6

Listen and order the phrases as you hear them.

- 1 I bet that feels good.
- 2 It was like, a bit of a surprise really.
- 3 It's a bit hard to believe really.
- 4 Catch me after the gig.
- 5 I find that a bit difficult.
- 6 Time to go.
- 7 ... who do you normally hang out with?
- 8 Cheers, Alex.
- 9 Don't get me wrong.

Unit 6, CD3, track 4, page 54, exercise 5a

Listen and write down three good things that Ed did during the cookery challenge and three bad things that Claudia did.

Ed

- 1 _____
- 2 _____
- 3 _____

Claudia

- 1 _____
- 2 _____
- 3 _____

Unit 7, CD3, track 18, page 66, exercise 3

Listen and answer the questions.

- 1 How long did it take Alain to climb the Petronas Twin Towers?
- 2 What happened when he tried to climb the towers before?
- 3 What did he do when he reached the top this time?
- 4 What may happen to him as a result of his climb?
- 5 What accidents has he had in the past?
- 6 Why was it surprising when he climbed six months after his accidents?

Unit 8, CD4, track 44, page 76, exercise 5

Listen and complete the phrases.

- 1 _____, it all started because I really wanted these special Australian designer boots.
- 2 _____, I started looking around on the internet ...
- 3 ... to see if I could buy them from an Australian retailer and _____, get them at a bargain price.
- 4 _____, I found this Australian site where they were on special offer.
- 5 _____, after a few days, the delivery arrived and I was so excited.
- 6 ... they were made of _____ cheap material and they had the wrong logo on them.
- 7 ... they looked quite good with my jeans so after a few days I _____ got over it and forgot about it.
- 8 Mum and Dad were _____ really nice.

Unit 9, CD4, track 20, page 87, exercise 10

Listen and mark the stressed words. How is 'have' pronounced? How is 'must' pronounced in sentence 6?

- 1 He might have robbed it, we don't know for sure.
- 2 I think one of them must have done it.
- 3 They might have got confused between twin A and twin B.
- 4 They can't have both done it.
- 5 I suppose the other one could have helped him.
- 6 I think they must both be guilty of committing a crime.

Unit 10, CD4, track 27, page 94, exercise 4

Who says these things, Alice (A) or Ollie (O)? There is one extra sentence.

- 1 Mainly, I really like it.
- 2 They decided to go for it and we moved.
- 3 I don't get the jokes.
- 4 I really liked my school and everything.
- 5 Mum and Dad hated all the traffic and pollution and stuff.
- 6 Our flat's got a lot of space.
- 7 We lived in a sort of a quite big semi-detached house.