

10 GOING OUT

SPEAKING

Aim

to set the scene and introduce the theme with a photo; to get students talking about artists and performers and places to visit

- 1 Start by telling the class that in this unit they're going to be learning how to talk about exhibitions, films and theatre, explain where places are, talk about nights out, and describe events and plans.
 - Ask students to look at the photo on pages 86–87. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
 - Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
 - In feedback, ask different pairs to tell the class what they discussed. Encourage different opinions about the art in the picture.
 - Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

The picture shows a mother and daughter contemplating modern art in the Smithsonian American Art Museum, Washington, District of Columbia.

- 2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to talk about the different types of people and to think of examples.
 - In feedback, ask different students to report to the class. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Optional extra activity Ask students to choose one of the types of people and to brainstorm as many words as they can in one minute that could describe the person (e.g. a painter: *a brush, an easel, paint a picture, oils, colours, landscape, portrait, etc.*).

WHAT'S ON?

Student's Book pages 88–89

Communicative outcomes

In this two-page spread, students will practise inviting friends out to a film, an exhibition or a play; they practise saying where things are when giving directions.

VOCABULARY

Exhibitions, films and theatre

Aim

to introduce and practise words to describe exhibitions, films and theatre

- 1 Ask students to discuss the groups of words in pairs. In feedback, elicit answers, and provide examples or use check questions to check the meaning of any words students aren't sure of. Drill words for pronunciation.

Answers

- 1 films (a *classic* = old, well-known, great; can also apply to books or music or genres, *a classic soul song*)
- 2 kinds of theatre productions / plays (A *play* is usually at a theatre. A *drama* could apply to TV programmes too.)
- 3 kinds of art (*Installations* are usually where the artist designs and places objects in a space or room, e.g. British artist Tracy Emin produced a famous installation of her unmade bed with articles around it and placed it in a gallery. In a *sculpture*, material is shaped in a 3-dimensional way. *Landscapes* are paintings or photos of the countryside or places. Sometimes, people also say *cityscape* or *seascape*.)
- 4 aspects of a film (A *soundtrack* is the music or songs in the background of the film, sometimes sold as a separate CD. The *photography* is how the film looks. The *plot* is the story.)
- 5 aspects of a theatre production (*Lighting* is not so often applied to films; *costumes* are what actors wear; *staging* describes the constructions on the stage.)

Background pronunciation notes

Note the strong stress in the multi-syllable words: *documentary, historical, installation, special effects, photography*. Otherwise, the strong stress is on the first syllable in the words in Exercise 1.

Optional extra activity Ask students to add an extra word to each column. Words they might add include: *a horror, a romcom, an opera, a ballet, a still life, scene, set, screenplay, performance, props.*

2 Ask students to discuss their examples in pairs. In feedback, elicit possible answers, and, if necessary, provide example answers (see possible answers below, though these all have a UK or US cultural bias). Students may provide examples from their own culture, particularly in a class with a common cultural background. It is a good idea to think of or research some examples your students will know before the lesson.

Possible answers

Classic American films include *Gone with the Wind* and *Citizen Kane*; recent thrillers include *The Others*, *Memento*, *World War Z* and *Shutter Island* (which starred Leonardo di Caprio and was released in 2010); the *Lion King* and *Mamma Mia* are musicals; *Hamlet* is a tragedy; *Henry V* is a historical play; Constable's *Haywain* is a famous landscape; Leonardo's *Mona Lisa* is a famous portrait; Rodin's *Thinker* is a famous sculpture.

Teacher development: using the cultural background of your class

How you deal with the answers in Exercise 2 depends on the cultural background of your class. If you and your class share that background, simply brainstorm as many examples of exhibitions, films and theatre as you can. If you don't share your students' culture, use it as an opportunity to find out more from them, and get them to explain or describe examples they think of. If your students don't share each other's culture, use this as an opportunity for them to talk about art from their culture, and to describe it to each other. This creates an interesting information gap and makes learning these new words more meaningful, personalised and memorable.

3 Start by asking the questions and eliciting possible answers from the class. Then ask students to match the questions to the answers. Elicit the first match to get students started. Let students compare their answers in pairs before discussing as a class.

Answers

1 d, j	3 c, i	5 b, h
2 e, k	4 a, f	6 g, l


4 Elicit other possible answers from the class.

Optional extra activity Ask students to practise some of the questions and answers they have matched, or to improvise their own conversations. Tell them to cover the answers and take turns to ask the questions in Exercise 3 in pairs.

LISTENING

Aim

to give students practice in listening for specific information; the listening provides a model for the conversation practice at the end of the lesson

5  **45** Give students a moment to read through the situation and questions. You could briefly revise the language in the vocabulary section above.

- Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

Answers

- 1 a Brazilian horror film
- 2 zombies (taking over Brasilia)
- 3 just after nine, or twelve at night
- 4 The Capitol

45

D = Dan, J = Jason

D: Do you fancy going out later?

J: Yeah, maybe. What's on?

D: Well, do you like horror films?

J: Yeah, if I'm in the right mood. Why?

D: Well, there's this Brazilian film on in town that I'd quite like to see. It's got English subtitles, so it should be OK.

J: Oh right. So what's it about, then? What's the plot?

D: Well, apparently, it's about zombies taking over Brasilia.

J: That sounds fun.

D: Yeah and the special effects are supposed to be amazing as well.

J: Cool. So when's it on?

D: There's a showing at just after nine and then a late one at twelve.

J: OK. Well, I'm not sure I want to go to the late one. I need to be up quite early tomorrow.

D: That's OK. The ten past nine showing is good for me.


J: Where's it on?

D: The Capitol.

J: OK then. Great.

Culture notes

There really is a film about zombies taking over Brasilia (the modernist capital of Brazil). It is called *A Capital dos Mortos (The Capital of the Dead)* and was made by Tiago Belotti in 2008.

6  **46** Play the next part of the recording. Students listen and note the answers to the questions. After playing the recording, ask students to work in pairs again to compare answers.

- In feedback, ask different pairs to provide answers.

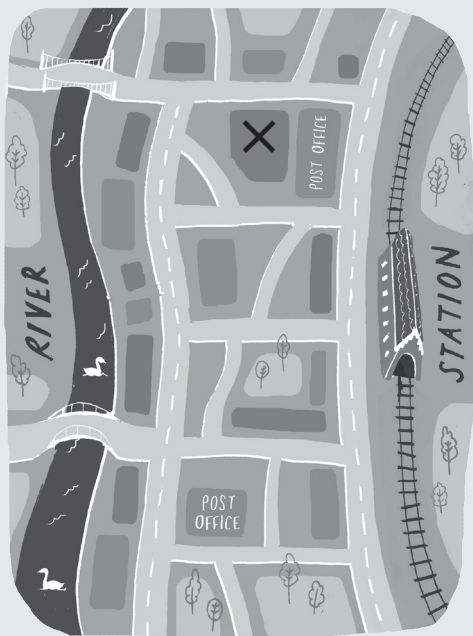
46

D = Dan, J = Jason

- D: So, do you know where the cinema is?
 J: I think so. Isn't The Capitol that one near the river?
 D: Nope. That's the ABC.
 J: Oh right. Well in that case, no, I'm not sure.
 D: The Capitol's in the centre – on Crown Street.
 J: OK. I don't know it, then.
 D: You know Oxford Road, yeah? Well, that's the main street which goes past the railway station.
 J: Yeah, yeah.
 D: Well, if you have your back to the station, you turn right down Oxford Road. You walk about 200 metres and you go past a post office.
 J: OK.
 D: And the next street after that is Crown Street. The cinema's along there, about halfway down on the left.
 J: Oh yeah. I think I know the place now. There's a big sweet shop right opposite, isn't there?
 D: That's the one.
 J: OK. So if the programme starts at ten past nine, what time do you want to meet? Shall I just meet you on the steps outside at nine?
 D: Can we make it eight thirty? We want to be sure we get a ticket.
 J: I doubt it'll be that busy, but I suppose we could get there a bit earlier. We can always get a coffee before the film starts.
 D: Exactly. Maybe whoever gets there first should start queuing, OK?
 J: OK, but I don't think we need to worry. I don't think that many people will want to see a Brazilian zombie movie!
 D: Hey, you never know!

Answers

1



2 at 8.30, so they are sure to get tickets

DEVELOPING CONVERSATIONS

Explaining where places are

Aim

to introduce and practise explaining where things are when giving directions

- 7 Read through the information in the box as a class.
- Organise the class into pairs to complete the sentences. Elicit the first completed sentence as an example.
 - Once students have completed the exercise, move on to Exercise 8 to check. There is no need to give answers before playing the recording.

Answers

- halfway
- front
- next
- at
- off
- back
- facing
- coming (Note that *going* is also perfectly possible here should students ask.)
- towards (Again, you could *come* up the road.)
- out

PRONUNCIATION


Aim

to practise the pronunciation and intonation of response expressions

- 8 47 Play the recording. Students listen and check their answers. In feedback, ask when the speakers paused as they were speaking

47

- You know Columbus Avenue? Well, the restaurant's about halfway down there.
- The bus stop's right in front of the main entrance to the station.
- You know the post office? Well, St Ann's Road is the next turning down from there, on the other side of the road.
- You know the cinema? Well, there's a car park at the back.
- You know the main square? Well, Hope Close is one of the streets off there.
- If you have your back to the station, you turn left.
- If you're facing the station, the shop will be on your right.
- If you're coming down the road away from the station, Church Street's the second turning on the left.
- If you're going up the road towards the station and away from the river, Pemberton Road's the second on the right.
- When you come out of the building, you'll see the cinema right opposite.

9  **47** Play the recording again. Ask students to notice the pauses and repeat the sentences.

- Organise the class into pairs to practise saying the sentences. Monitor and note how well students are pausing.

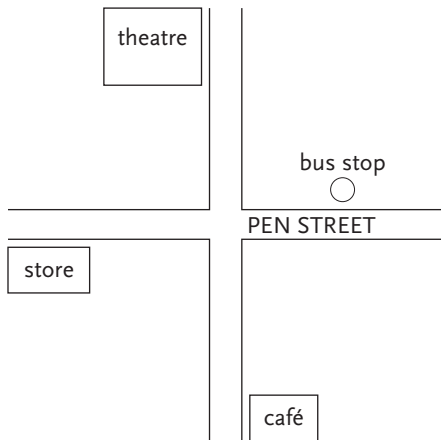
10 Set up this task by drawing a small map on the board (showing Columbus Avenue) and reading out the first sentence in Exercise 7.

- Organise the class into new pairs. Tell student A to look at the odd numbered sentences and student B to look at the even numbered sentences. Tell them to think of what sort of maps to draw. Students then take turns to draw maps while practising saying the sentences. Monitor and note how well students are pausing.

11 Give students time to prepare descriptions involving places they know. You could model this first by giving directions to a place near the school. Monitor and help students with ideas and vocabulary.

- Organise the class into groups of four or five to take turns to describe places. Monitor and note how well students are using the new language and pausing. In feedback, comment on and correct any errors you heard.

Optional extra activity Ask students to copy the simple map below. Ask them to choose four places (e.g. a post office, a car park, a cinema, etc.) and draw them on the map. Students take turns to describe where they have put places. Their partner must draw them on their map.



CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise responding to news in a roleplay activity.

- Ask students to work in pairs to think of events to invite people to first. You may wish to elicit a few examples from the class to get them started, or to suggest a few (you could bring in some leaflets of things going on in your town).
- Once students have some good ideas, ask them to work together to add detail to their description of the event.

13 Once students have prepared their invitations, mix the class so that students have a new partner. Give each pair five minutes' preparation time in which they must practise their conversations using the guide.

- Select different pairs to come up to the front of the class and act out their conversations. You could set gist tasks on the board for the rest of the class, to encourage them to listen carefully: *What event do they go to? When do they go?* Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

 **18 Refer students to the video and activities on the DVD-ROM.**

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Web research activity Ask students to find out what's on at the weekend in their city and to write an email inviting a friend to the event and describing exactly when and where the event will take place.

BIG NIGHT OUT

Student's Book pages 90–91

Communicative outcomes

In this two-page spread, students read and discuss a text about typical nights out round the world; students use idioms to talk about times in their lives.

READING

Aim

to read a text for specific information and for personal response; to discuss going out

1 Start by asking a few questions around the class: *How often do you go out? Where do you go? What do you like doing?* Elicit a few simple responses. Then put students in pairs to discuss the questions in Exercise 1. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.
- You might want to break down this initial speaking activity into two stages. Ask them to discuss their own experiences of going out first, and feed back on that as a class. Then ask them to look at the photos and speculate about going out in those places.

2 Ask students to read the article and find answers to the questions. Let them compare their answers in pairs. In feedback, elicit ideas, and ask students to say what surprised them in the article, or what was different from their predictions from the photos.

- This is a general task to get students reading and relating the text to their own experience. Don't worry if the discussion doesn't 'cover' all aspects of the text. Listen to what students say to check if they have misunderstood any of the situations in the text, and address any misunderstandings in feedback. Exercise 3 will give more detailed exploration of the text and what they have understood.

Optional extra activity You could do this exercise as a jigsaw activity. Organise the class into groups of four. Each student reads about a different city for one minute. Students close their books and must describe the night out they read about in their own words in as much detail as they can. Students discuss the questions in Exercise 2 on the basis of what they have heard from their group partners.

3 Ask students to read through the sentences carefully. Then tell them to read the article and match the statements to the places. Let students compare their answers in pairs before discussing as a class.

Answers

a Iran	d Iran	g Luanda
b Iceland	e Luanda	h Iceland
c South Korea	f Uruguay	

4 Ask students to work in pairs to discuss the questions. Give them a minute to read the questions, decide on answers, or decide which they would most like to discuss first.

- Go round the room and monitor what the students are saying. Use the feedback stage to comment on, correct or improve on language students used.

Culture notes

- Akureyri /'a:kʰyɹ,ei:ɾɪ/ is a port and fishing centre on the northern coast of Iceland, with a population of about 18,000. It has barely any sunshine from November to February and is covered in snow. In June, it doesn't get dark.
- Tehran is the capital of the Islamic Republic of Iran in Western Asia. It has a population of over 8 million.
- Luanda is the capital of Angola and is situated on the Atlantic coast of Africa. It has a population of over 5 million.
- Busan is South Korea's second largest city. It is on the south coast and has the country's largest beach.
- Montevideo is the capital of Uruguay. It is on the country's southern coast on the Rio de la Plata, and is home to a third of Uruguay's population.

GRAMMAR Quantifiers

Aim

to check students' understanding of how to use quantifiers

5 Read through the information in the box as a class.

- Organise the class into pairs to find examples in the text and match them to the meanings.

Answers

- no
- little, few
- a little, a few
- many, much
- most
- every

6 Ask students in the same pairs to discuss the pairs of words. Monitor and note how well students understand the use of the different quantifiers. Tell students to concentrate on the words they weren't sure about when checking their answers using the Grammar reference on page 178. Have a brief class feedback and discussion and find out what students think. Deal with queries and ask for further examples.

Answers

- 1 We use *a few* with countable, plural nouns, and *a little* with uncountable nouns that have a singular form (i.e. they have no *s*).
- 2 *A few* suggests 'some' (more or positive), whereas *few* with no 'a' means almost none (less or negative).
- 3 We use *much* with uncountable nouns and *many* with countable, plural nouns.
- 4 We use *no* before a noun. We use *not* before a verb or with another quantifier (*not much, not many, not any*).

G Students complete Exercise 1 in the Grammar reference on page 178.

Answers to Exercise 1, Grammar reference

- 1 little (based on the sentence that follows, although *no* is also grammatically correct)
- 2 few
- 3 any (*much* is also possible)
- 4 some
- 5 lot (followed by *of* so can't be *few*)
- 6 all / many
- 7 some
- 8 every
- 9 much
- 10 few (= not many)

Background language notes for teachers

It is difficult for students to recognise when to use *few* or *little* or *much* or *many*, etc. so be prepared to show them example sentences in feedback to Exercise 6. Here are some examples:

1 *a few / a little*

I've got a few friends / days off / old records.

I've got a little money / time / salt.

2 *a few / few*

Compare these sentences:

I have a few friends at college, and we get on well.

I have few friends at college and I feel quite lonely.

Note that *a little* (+) and *little* (-) work in the same way.

3 *much* and *many*

How much money do you have? How many miles have you walked?

I haven't got much time, and I haven't got many things to say.

Note that we tend to use *a lot of* or *lots of* in an affirmative sentence: *I've got a lot of money and a lot of friends.*

However, we use *much* and *many* with *so* and *too* and at the start of sentences: *Many people enjoy ...; There is so much violence.*

4 *no* and *not*

No strangers should go there at night.

Not many people know this.

7 Ask students to work individually to decide which sentences are true for where they live, and rewrite the other sentences. Then organise them into groups of four or five to discuss their opinions. Monitor and note how well students use quantifiers. Collect errors that you can use at the feedback stage. In feedback, find out what students think about the sentences. Then write up some of the errors you noticed on the board and elicit corrections.

Teacher development: collecting and correcting errors

When students are doing a personalised fluency activity of the type in Exercise 7, it is sometimes too easy to focus purely on the 'fluency', turning the activity into an interesting chat regardless of errors made. However, while the main aim of the fluency stage after grammar input is to get students using the language fluently, it is also important to notice and feed back on errors made with the target language. Here are three things to do to make sure that you deal with errors while allowing the fluency to flow:

- 1 Have a piece of paper to hand on which to write any errors you hear as you monitor students. This could be a blank sheet of A4 on a board, which you can carry around, an exercise book, or a piece of paper on your desk which you keep going back to every time you hear an interesting error.
- 2 Have a clear aim in mind. Here, you are only really listening for errors with quantifiers. You could write the quantifiers (*all / every, much / many, etc.*) on the piece of paper you are using to note errors. This creates headings under which you can note errors you hear.
- 3 Write four or five chunks or sentences on the board with errors you noticed in them. Do this anonymously – don't say which student made the error. Ask students to work in pairs to correct the errors and go over any rules if necessary.

G For further practice, see Exercise 2 in the Grammar reference on page 178.

Answers to Exercise 2, Grammar reference

- 1 few of us went
- 2 were so many people
- 3 be no food
- 4 is very little
- 5 many of the

UNDERSTANDING VOCABULARY

Idioms

Aim

to introduce idioms using parts of the body

8 Read through the information in the box as a class. Elicit any idioms students already know which use a part of the body.

- Ask students to complete the definitions individually. Elicit the answer to the first one to get students started. Let students compare their answers in pairs before discussing as a class.

Answers

1 eye	5 eye	9 leg
2 arm	6 eye	10 hand
3 hand	7 back	
4 feet, feet	8 face	

Optional extra activity 1 Give students three minutes to try to learn the idioms. You could use one of the 'memorising words' techniques below to help students do this. When students are ready, organise them into pairs to take turns saying a definition and recalling an idiom. Don't be too strict here – students are likely to forget some or part of the idiom, so it doesn't matter if they keep looking them up so long as they try to remember them.

Optional extra activity 2 Act out the idioms in a literal way (see Teacher development idea 3 below) and see if students can recall them. Tell them to take turns acting out and guessing the idioms in pairs.

Teacher development: memorising techniques

Remembering new words isn't easy, and this is particularly true of idioms, which are long and may seem nonsensical if translated into the L1 of your students. Here are some techniques students could use when trying to memorise the words:

- 1 Ask students to pick out two key words from each idiom and write them down (e.g. *cost / leg, pull / leg, turn / eye*). Tell students to recall the whole idiom from these prompts. Tell pairs to test each other by firing word pairs at each other and seeing if they can recall the whole idiom.
- 2 Ask students to write a personal prompt word for each idiom. They could, for example, write the name of a restaurant (for *costs an arm and a leg*) or the name of a friend who's always making jokes (for *pulling your leg*). See if students can recall the idioms from the prompt words.
- 3 Ask students to act out the idioms in a literal way. For example, they could pull a face, pull their leg and laugh, stare longingly (*unable to take their eyes off*), click their fingers (*trying to catch someone's eye*).

9 Organise the class into pairs to think of situations when they might use the idioms. Monitor and prompt students with ideas and vocabulary.

- As students speak, go round and correct any idioms they misuse. Prompt them to use particular idioms that could fit their situation.

Note down any interesting pieces of language you hear.

- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

- 2 A ticket to the theatre can cost an arm and a leg.
- 3 Someone might give you a hand to get out of a taxi. / If you fell over, someone might give you a hand. / If you had a lot of housework to do, your housemate might give you a hand.
- 4 You could be on your feet all night dancing or because the place is crowded and there are no seats.
- 5 You might try and catch the waiter's eye to pay in a restaurant.
- 6 If you really like someone, you can't take your eyes off them.
- 7 People might gossip about others behind their back.
- 8 If someone suggests going somewhere you don't like you might pull a face.
- 9 Perhaps a friend might pull your leg by saying something that's not true to make you look round (e.g. there's a famous person behind you).
- 10 You might go to a party with too many people, or where people start arguing and things get out of hand.

Optional extra activity Ask students to think of three idioms from Exercise 8 that they might use to talk about events in their life, e.g. *My best friend took me out to a restaurant on my birthday last year. We had a really good meal, it cost an arm and a leg!*

Web research activity Ask students to find out more about a night out in a city they would like to visit.

A CHANGE OF PLAN

Student's Book pages 92–93

Communicative outcomes

In this two-page spread, students will listen to people describing events and nights out, and will practise describing their own events and nights out; students will use the future in the past to talk about changes of plan.

SPEAKING

Aim

to lead in to the topic of the listening text; to talk about places students have been to in the evening

- Start by asking students to look at the photo. Ask: *What sort of place is this? What do people do there? Would you like to be there? Why or why not?* Elicit ideas from the class.
 - Ask students to work individually to prepare the task in Exercise 1. When they are ready, organise the class into groups of four or five to ask each other questions. Set a time limit of five or six minutes.
 - Monitor and note students' opinions, ideas and interest.
 - In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

VOCABULARY Describing events

Aim

to introduce words and phrases used to describe events

- Ask students to work individually to match the sentences with the comments. Do the first as a class to get them started. Let students compare their answers in pairs before discussing as a class.

Answers

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

- Students work in pairs to think of opposites. Monitor and note students' ideas and knowledge.
 - In feedback, ask different pairs to give you opposites, and accept, reject and correct as you need to. There no direct opposites so it is important to guide students to an approximate understanding of the words from the context, and from the knowledge of the class as a group.

Possible answers


weird – normal / ordinary / conventional
 overrated – underrated (or just good!)
 moving – funny
 It was completely sold out. – There weren't many there. / It was (half) empty.
 the headline band – the support band / the first band (on)
 boiling hot – freezing cold
 amazing – dreadful / awful
 great atmosphere – it was dead / dull; there was no / an awful atmosphere
 wasn't as great as – wasn't as awful as / was better than
 absolutely packed – absolutely deserted / empty
 in tears – laughing / in stitches
 I felt a bit out of place – I felt (right) at home / very comfortable there
 left halfway through – stayed till the end

- Organise the class into new groups of four or five. Tell them to work together to think of examples. Monitor and note students' ideas and knowledge.
 - In feedback, ask different groups to share their ideas. Make sure students are using the new vocabulary correctly, and comment on any interesting or useful language that students use.

LISTENING

Aim

to give students practice in listening for specific information; to practise listening intensively for chunks of language

-  48 Give students time to read the situation and questions carefully.
 - Play the recording. Students listen and note their answers to the questions.
 - In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers

Conversation 1

- a film
- No
- Yes (they really enjoyed the film)
- No (others said it wasn't that good)

Conversation 2

- a club
- Yes (they were going to go to a concert but they were late and there was a queue for tickets)
- No (hated it, it was packed and hot, she hated the music)
- No (others say it's really good and trendy)

Conversation 3

- a play
- Yes (was supposed to be having a quiet night in, but a friend had a spare ticket for a play)
- Yes (the play was brilliant and really moving)
- Yes (great reviews)

48

1

A: So how was it?

B: Oh, it was brilliant – much better than I thought it'd be.

A: Really? I'd heard it wasn't that good.

B: Well, me too, but I actually really enjoyed it.

A: So, what's so good about it?

B: Oh, the story, the acting – everything. It's just really funny and it's quite exciting too. I don't know. Maybe it's because I didn't think it'd be anything special.

A: I know what you mean. You see so many films these days where there's so much advance publicity – especially from Hollywood. It's all in the papers and everyone's saying, 'You have to go and see it.' And then you go and you just end up thinking it was a bit overrated. It's nice to go to something that actually meets your expectations.

2

C: Did you have a good night out? How was the concert?

D: Oh, we didn't go in the end.

C: Really? What a shame.

D: I know! Hans was going to pick me up at seven, but as it happened he had to finish some work at the office and by the time we got there, there was a massive queue for tickets. So we decided we weren't going to get in, and we went to a club instead.

C: Oh right. So what club did you go to?

D: Radio City.

C: Well, that's supposed to be really good. It's quite trendy, isn't it?

D: That's what they say, but I hated it!

C: Really? What was so bad about it?

D: It was just awful – the people, the music, everything. It's one of the worst clubs I've ever been to.

C: Really?

D: OK, maybe I'm exaggerating a bit. I mean, it was OK to begin with, but then it got absolutely packed, so you couldn't really dance properly. And it was boiling hot, so you were sweating like crazy. And then they changed the music later to this heavy techno stuff, which I hate. And the drinks were a rip-off.

C: Oh dear. Maybe you just went on the wrong night.

3

E: I'm so tired! I was out late last night.

F: Really? I thought you said you were going to have a quiet night in.

E: I know. I mean, I was going to stay in, but Clara phoned and while we were chatting, she mentioned she had a spare ticket for this play in town so I said I'd go with her.

F: Oh right. So what did you go and see? Anything good?

E: Yes, actually. It was called *A Man for All Seasons*.

F: Oh! I've been wanting to see that for ages! It's had some great reviews in the papers. How was it?

E: Brilliant! One of the best things I've seen in a long time.

F: That's what I'd heard.

E: Yeah. It's so moving. Honestly, I was in tears at the end. And the whole staging – the lighting, the costumes, everything – it's just really well done.

F: I'll have to go.

E: Yeah, you should.

6 48 Give students time to read the sentences and try to recall what the missing words might be. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class, and drill the sentences or chunks, asking students to pay attention to pronunciation features such as the weak stress and linking between the words.

Answers

- a wasn't that good

b be anything special

c a bit overrated
- a in the end

b supposed to be

c the wrong night
- a quiet night in

b a spare ticket

c some great reviews

Background language notes

Check that students understand some of the more difficult language in the conversations:

sweating like crazy = sweating a lot

The drinks were a rip-off = the drinks were more expensive than they should be

7 Give students time to read the questions and think of how they would answer them. Then organise the class into pairs or small groups of three or four and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.

- In feedback, ask students with interesting stories to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write the names of some well-known recent films on the board and ask students to discuss them and say whether they have seen them, and whether they were better or worse than they expected and why.

GRAMMAR The future in the past

Aim

to check students' understanding of how to use the future in the past to talk about plans, promises or predictions

- 8 Read through the information in the box as a class.
- Organise the class into pairs to read the example sentences and discuss the questions.
 - Monitor and note how well students understand the use and meaning of the forms. Tell students to concentrate on the areas they weren't sure about when checking their answers using the Grammar reference on page 178. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers

- No. In a), Hans had to finish some work. In b), a friend phoned and had a spare ticket for a concert.
- was going to* + verb
- c I don't think it will be very good.
d It won't be anything special.
e I'll go with you
- would*
- past simple

G Students complete Exercise 1 in the Grammar reference on page 179.

Answers to Exercise 1, Grammar reference

- 1 to
2 would
3 was
- 1 were
2 would
- 1 were
2 would
3 stay

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 8 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: future in the past

The future in the past involves the use of *would* or *was / were going to* to refer to the future from the perspective of some point in the past. Effectively, the use is the same as a regular future form (e.g. *going to* + infinitive (without *to*) to express an intention or plan, or *will* + infinitive (without *to*) to express a future prediction based on an opinion). The big difference is that it goes one tense back to show that it was a plan, promise or prediction in the past which failed to happen. Notice the examples on the timelines below:

I'm going to play football later today ...

Past X Now

I was going to play football later that day, but I didn't.

I think it'll rain later ...

Past X Now

I thought it'd rain later, but it didn't.

- 9 This checks that students understand the form and meaning of these two tenses. Encourage students to write contractions (*I'd*, *we'd*, etc.) when completing the sentences. Elicit the answer to the first in open class to get students started. Let them check their answers in pairs before going through the answers as a class.
- In feedback, make sure students give you the reason why they chose to use *would* or *was / were going to*. Note that students might think of different ways of saying the sentences. Some possibilities are given in the answer key. The most obvious choice for all the sentences uses *going to*, but *would* is also possible in all cases if the sentences use reported thought or speech.

Possible answers

- They were going to have a barbecue, but it started pouring with rain so they had to cook indoors instead. (OR They thought they'd have a barbecue, but ...)
- We were going to go to the beach for the day, but we missed the train so we ended up going to the park instead. (OR We thought we'd go to the beach for the day, but ...)
- She was going to give me a lift but the car didn't / wouldn't start so I got a taxi instead. (OR She said she would give me a lift, but ...)
- I was going to walk here, but it started pouring with rain so I had to drive. (OR I thought I'd walk here, but ...)
- I was going to stay in and study, but a friend called me and I went out and met him (or went out to meet him). (OR I said I'd stay in and study, but ...)

- 10 Ask students to work in pairs. Tell them to take turns thinking of endings. Encourage students to try out lots of different ideas – practice makes perfect.

Possible answers

- we decided not to in the end. / we decided to go to a hotel instead.
- I went out. / I met up with some friends.
- she sent an email instead. / she forgot.
- I repaired the old one. / I decided it was too expensive.
- we managed to stay on the road. / we missed the other car by centimetres.

11 Ask students to look at the questions. Give students three or four minutes to prepare their own ideas. You could elicit one or two ideas for the first situation to get students started.

- As students prepare, monitor by going round the room and checking students are doing the task, and helping if necessary.
- Organise the class into new groups of four or five to discuss. Monitor and note how your students manipulate and vary the future in the past forms. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.

Optional extra activity Ask students to think of three plans, promises or predictions that they had this morning when they got up, but which have failed to happen. Tell them to share their ideas with two other people and find out which plans, promises or predictions they shared.

G For further practice, see Exercise 2 in the Grammar reference on page 179.

Answers to Exercise 2, Grammar reference

- 1 not going to go out
- 2 than I thought it would
- 3 it would rain / was going to rain
- 4 said he would help
- 5 they wouldn't raise taxes
- 6 I would definitely be

VIDEO 5: ONE WOMAN'S CHOICE

Student's Book page 94

Aim

to consider some of the issues affecting an educated woman living in rural Tanzania; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing


1 Lead in to the topic by asking students to look at the photo and asking what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Possible answers

- 1 in a hot, undeveloped area in Africa
- 2 Problems might include lack of water; lack of infrastructure; very hot, dry weather; being far from medical help; perhaps drought and starvation; danger from wild animals.
- 3 to get jobs, to escape poverty, to get an education
- 4 to live with nature, to do scientific research, to help the local people

Culture notes


The picture shows the landscape that features in the video – the South Maasai steppe in the Arusha Region of Tanzania. The mountain in the background is the Ol Doi Ny Lengai, an active volcano and a holy Maasai mountain.

2  **19** Give students time to read through the sentences first. Play the first part of the video (up to 2.34). As students watch the video, they should write T or F next to each sentence. Let them compare their notes in pairs before discussing as a class.

Answers

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


3 Organise the class into pairs to discuss the questions.

4  **19** Give students time to read through the questions first. As they do, tell them to predict any answers.

- Play the second part of the video, from 2.35 to 4.26. Ask students to watch the video, and note their answers. Let them compare their notes in pairs before discussing as a class.

Answers

- 1 It's a big city and the centre of the safari business.
- 2 students' answers
- 3 11 years ago
- 4 good (they had no rows or arguments)
- 5 go back to the village (her children and husband are there)
- 6 students' answers

5  **19** Give students time to read the task first. Play the end of the video (from 4.27 to 5.20) and ask students to watch and note what Flora decides and why. Let them compare their notes in pairs before discussing as a class.


Answers

She decides to go back, she likes the land, and after visiting the city again she realises that she likes her life back in the village.

6 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

UNDERSTANDING FAST SPEECH

7  **20** Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

8 Encourage students to practise saying the extract several times.

19

Narrator: Flora Salonik grew up in one of Tanzania's busiest cities, Arusha. She has a university education and speaks four languages. These days, she depends on the earth for her livelihood. Flora's life changed because she fell in love with a man from the Dorobo people.

Flora: About ten years ago, I met this man. We fell in love and got married. We met in Tana, got talking and started dating.

Narrator: After they were married, her husband, Loshero, brought Flora to the tiny village of Kijungu on Tanzania's south Maasai Steppe. A four-day journey on foot from Arusha, it's one of the most remote places in Tanzania.

Flora's family knew that she was leaving the comforts of the city for a world without electricity or almost any modern conveniences. A world where it takes a forty-minute walk just to get water. Unlike some Dorobo people, Flora and Loshero raise cattle and grow crops to feed their family. The Dorobo are one of the few hunter-gatherer societies left in East Africa. The Dorobo lifestyle means that Loshero often spends long periods away from home while hunting. Flora is often left to care for their three children, their farm and their home by herself. She gave up everything for Loshero and now she hardly sees him. Flora sometimes dreams of returning to the city.

Flora: Sometimes I pack my stuff, ready to go back to Arusha. But I have children so I can't go home.

Narrator: Many years have gone by since Flora moved to the village. There's no telephone or postal delivery, so she hasn't been able to communicate with her family since she came. It's difficult to stop thinking about the past. Sometimes she thinks about the way her life could have been. She also thinks about what she would have done in the city. But what can she do now? She can take her children to live in the city and leave Loshero in the village, or she can forget about her old life. Her husband knows nothing about the difficult choice that his wife must make.

Part 2

Flora feels restless and decides to visit her hometown of Arusha. She begins her four-day walk early the next morning, but doesn't dare to look back at her children. It's painful for her to leave them, but her neighbours will take care of them while she figures out their future.

Arusha is the centre of Tanzania's tourist and safari business. This is where Flora was born, attended school, had her first job, and met her first boyfriend. Since she's been away for so long, the busy streets are unfamiliar to Flora; they're so different from Kijungu. As she walks towards her childhood home, Flora isn't certain if her mother still lives in the same house, or even if she's still alive. As she nears the house where she once lived, a few of the neighbours stop and stare. It's an emotional reunion.

Flora's mother: It's about eleven years since we saw each other. We didn't fight, we didn't have any rows. She just left home. I am very happy to see her again. I don't want her to go back too soon, but if there is no choice she will have to go. Because she has children and her husband is waiting for her there.

Narrator: Flora tries to relate to the person that she used to be. As she sits in the school that she went to as a girl she wonders: should she bring her children to Arusha, or return to her life in Kijungu? Whatever she decides, something will be lost.

Narrator: Finally Flora makes her decision – she goes back to Kijungu.

Flora: I really wanted to come back to Kijungu. I feel Dorobo. My sisters didn't understand how I can live here. There's no transport, no hospitals, but I am happy here, because of the land. I want to live here because this is my life. People say it is a hard place to live, but my home is here.

Narrator: Choosing between a new family and the old is never easy, but it seems that this woman has made her choice at last.

REVIEW 5

Student's Book page 95

Aim

to consolidate vocabulary and grammar from Units 9 and 10

1

1 has	7 more
2 in / over	8 used
3 fewer	9 been
4 were	10 last / past
5 less	11 No
6 hardly	12 every

2

1 increased	6 were
2 little	7 good
3 All the	8 has
4 would	9 little
5 as	10 was

3

- worse in the past
- used to be more
- think it would be
- much hope of
- Most of the time
- has risen / has gone up / has increased dramatically since

5

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

6

houses: cramped, an attic, compact, a patio

the arts: a classic, landscape, a plot, staging

areas: lively, well connected, rough, dead

7

1 comedian	5 photography
2 exhibition, installations	6 spacious
3 historical	7 central
4 lighting	8 immigration

8

1 place	7 affordable
2 off	8 arm
3 down	9 built
4 convenient	10 bright
5 litter	11 garage
6 graffiti	12 garden

49 and answers to Exercise 4

- I said I'd do it and I will.
- I said I wouldn't, but in the end I did.
- The divorce rate has risen dramatically over recent years.
- There's been a steady fall in unemployment.
- Much was said, but little was done.
- There's not as much crime as there was in the past.