

8 HERE AND THERE

WORDS FOR UNIT 8

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book, point to the first photo and read out the words. Students should be able to guess the words from the visual context but you may need to check the meaning of some items.

2  **128** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

128

- 1 carpets
- 2 it's not working
- 3 draw a picture
- 4 wear glasses
- 5 law
- 6 they look similar
- 7 look in the fridge
- 8 leave my keys in the park
- 9 chairs
- 10 lost
- 11 leave the dishes in the sink
- 12 I can't remember
- 13 an old factory
- 14 work hard

Background language and pronunciation notes

look similar = not exactly the same

dishes = here, a general word for plates, bowls, etc. that need washing

lost (adjective) = you can't find it

• Note the challenging vowel sounds in *law* and *draw* /ɔ:/, and *wear* and *chair* /eə/, and the tricky pronunciation of *fridge* /frɪdʒ/.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task correctly and help if necessary.

• Use the feedback stage to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

• End this stage by asking your students to say if they know any other words in English related to the photos (*cash machine, wall, water, etc.*). Students may well know or guess quite a lot of words. There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

WHERE IS EVERYONE?

Student's book pages 70–71

Communicative outcomes

In this two-page spread, students will practise sending a message to someone, and saying what people are doing at the moment.

VOCABULARY Collocations

Aim

to introduce and practise common collocations

1 Read through the information in the box with your class. In a monolingual class, ask students what verbs usually go with *bus, photo* and *break* in their L1, and whether their language works in the same way as English in these cases.

• Ask students to match the verbs in the box with the words and phrases in 1–7. Point out that the same word is used in all of the spaces in each numbered section. Let students compare answers in pairs. In feedback, check any unknown words (e.g. *a list* = things you write in order, such as a shopping list; *client* = business customer – a person you do a job for).

Answers

- 1 take
- 2 work
- 3 study
- 4 travel
- 5 make
- 6 meet
- 7 get

Background language notes

• In these examples, there are verb + noun collocations (*take an exam, meet a client*), verb + adverb collocations (*work hard*) and verb + prepositional phrase collocations (*work at home*).

• Notice how some collocations are very strong. We always use the preposition *for* after *study*, for example, and *take an exam* and *work hard* are commonly-used collocations that are best learnt as fixed phrases.

Teacher development: the importance of collocation

• Many learners expect that because they collocate something a particular way in L1, it will translate directly (and correctly) into English. So, students may say the following (depending on their L1 – shown in brackets): *write your homework* (Czech), *do a holiday* (German), *take a coffee* (Italian), *go by car* (Turkish). The only way of avoiding such errors is to teach and learn words with

the words they go with as 'chunks' of language. Here are some suggestions:

- 1 Make sure students notice, copy and learn collocations in texts they read.
- 2 Use tables and matching activities to get students to notice and record which words go together.
- 3 With common verbs like *get* and *take*, ask students to draw spidergrams with the verb at the centre, showing the range of words the verb can go with. You could tell them to put an asterisk next to words that do not collocate with the equivalent verb in their L1.
- 4 Play collocation games. See the example in the Optional extra activity after Exercise 5 below.

2 🎧 **129** Play the recording. Ask students to listen and tick the collocations they hear. Let students compare answers in pairs before checking as a class.

Answers

Students should tick the following collocations for each of the seven sentences in Exercise 1:

- 1 take a friend to the airport
- 2 work at home
- 3 study for an exam
- 4 travel a long way
- 5 make a lot of money
- 6 meet a client
- 7 get something to eat

🎧 129

- 1 I'm going to take some friends to the airport.
- 2 I'm working at home this week.
- 3 I'm studying for an exam at the moment.
- 4 They travelled a long way.
- 5 She makes a lot of money.
- 6 I met a client yesterday.
- 7 I need to get something to eat.

3 Organise the class into pairs to think of collocations using the verbs *get*, *make*, *meet*, *study*, *take*, *travel* and *work*. Elicit two or three examples to get students started. In feedback, ask students to write ideas on the board. One idea is to write each verb on the board and to ask students to add words connected by a line to make spidergrams.

Possible answers

- 1 take a bus/train
- 2 work in an office/school/hospital
- 3 study English/History/Maths
- 4 travel abroad / to the USA / fast
- 5 make dinner/lunch/tea
- 6 meet new classmates / your family / to go shopping
- 7 get lunch / a drink / some shopping

4 Ask students to prepare sentences. Elicit one or two examples to get students started or provide some sentences about you and your family as examples. Monitor and help students with ideas and vocabulary.

Possible answers

I'm working hard at the moment.
I often travel a lot for work.
I met a friend for coffee yesterday.
My sister got a new job last year.

5 Organise the class into groups of four or five to share sentences. In feedback, ask a few students to say what they found out about their classmates.

- At the end, write up any incorrect sentences you heard on the board and ask students to correct them in pairs.

Optional extra activity Play collocations tennis. Organise the class into pairs. Student A 'serves' a verb (e.g. *take*). Student B 'returns' with a collocation (e.g. *take an exam*). Student A returns with another collocation with the same verb (e.g. *take my mum to the airport*). Then B returns (e.g. *take a shower*). Students continue until they cannot think of another return. They lose the point. It's 15–0. Student A serves a new verb. Students play, using the tennis scoring system, until one student wins a set.

LISTENING

Aim

to listen for general understanding and to contextualise the use of the present continuous

6 🎧 **130** Ask students to describe what they can see in the three pictures (see Possible answers below). Play the recording. Students listen and match conversations 1–3 with pictures a–c. Let students compare answers in pairs before checking as a class.

Possible answers

Picture a: There is a girl. She is sitting and writing. I think she is studying for an exam.
Picture b: A man is at the airport. There is a plane. He is waiting.
Picture c: There is a child on a sofa. He is ill. His mother is using a computer.

Answers

1 c 2 a 3 b

🎧 130

1

A: Where is everyone? We said three o'clock.
B: They're coming. Look here's Lizzie.
C: Hi.
A: Hi Lizzie. We're waiting for everyone.
C: Yeah. they're coming. Jaime's getting coffee for everyone and Ulla is talking to someone on the phone.
A: OK. Here's Jaime. No coffee?
D: The machine's not working!
B: Oh.
A: And Katya? Is she coming?
B: No, she's working at home.
A: Oh.
B: Her son's not feeling well today.

A: Oh, OK.
 B: I'm going to phone her later and tell her about the meeting.
 A: Great. thanks. Well say hi. And sorry her son's not feeling well.
 B: OK.
 D: Hi everyone.
 A: Hi Ulla.
 E: Sorry I'm a bit late. I needed to talk to a client.
 A: That's OK. We can start now.
 E: And Katya?
 C: She's working at home. Her son's not well.
 E: Oh, OK.

2

F: How's your sister? Is she OK?
 G: Emma? She's fine. She's at university now in Leeds.
 F: Oh, really? What's she studying?
 G: French and Spanish.
 F: OK. That's good.
 G: Yes. She's studying hard for her exams at the moment.
 F: Oh, really?
 G: Yeah. I'm going to visit her this weekend.
 F: Oh, say hello.

3

H: And then she said ... Sorry. Can I answer this?
 I: Yes. Sure.
 H: Thanks. Hello? Oh, hiya. How are you? ... OK. Bye. Thanks for calling. Have a good flight. Right ... sorry.
 I: Who was that?
 H: My dad. He's travelling to Dubai today.
 I: Really? What's he doing there?
 H: Work. He's going there for two weeks.
 I: What does he do?
 H: He's a designer.
 I: That's good. Does he travel a lot?
 H: Yes, he does. He went to Spain last month – and he's going to China in the summer.

7 🎧 **130** Give students a moment to read the different options for each conversation. Play the recording again. Students listen and tick the sentences that are true. Let students compare answers in pairs and correct the answers that are not true. Note that students will check their answers in Exercise 8

8 🎧 **130** Play the recording again. This time let students read Audio script 130 on page 157 of the Student's Book as they listen. Let students compare answers in pairs. In feedback, you could show the answers on the board.

Answers to Exercise 7**1**

- a ✓
- b *Ulla is talking to a client.*
- c *Katya's not coming to the meeting.*
- d *Her son is not feeling well.*

2

- a *Emma's studying French and Spanish.*
- b ✓

3

- a *He's travelling to Dubai.*
- b ✓

Optional extra activity Ask students to practise reading the conversations in pairs.

GRAMMAR Present continuous: all forms**Aim**

to check students' understanding of how to use the present continuous

9 Read through the examples in the box as a class. Point out how we use *is* in the third person form.

- Ask students to complete the conversations in Exercise 9 with the correct form of the verbs in brackets. Let students compare answers in pairs before checking as a class.

Answers

- 1 *Is ... working ... ; 's meeting*
- 2 *it's not raining*
- 3 *is ... doing; 's teaching*
- 4 *Are ... going; 'm staying*
- 5 *'s not coming; 's not feeling*
- 6 *is ... taking*

Background language notes

Check the form with students. The subject and auxiliary verb invert when forming questions. So *Tom's coming* becomes *Is Tom coming?*

Note that *isn't* is an alternative to *'s not*. So it is possible to say *It isn't raining* as well as *It's not raining*.

We use the present continuous with active verbs to describe something happening now, around now or these days. It is a temporary activity. So, *Nick's working at home today* is happening now, while *My sister's teaching in Greece* is happening these days and is temporary.

10 🎧 **131** Play the recording. Ask students to listen to the sentences.

131

- 1 *What's she studying?*
- 2 *What are you doing here?*
- 3 *I'm meeting a customer.*
- 4 *They're studying hard at the moment.*
- 5 *He's not working today.*
- 6 *She's not feeling well.*

11 Ask students to work in pairs to practise saying the sentences in Exercise 10.

Background pronunciation notes

Note that the strong stress is on the main verb. *He's* and *she's* are reduced to short, unstressed sounds.

G For further practice, see Exercises 1–3 in the Grammar reference on page 129.

Answers to Exercise 1, Grammar reference

- 1 isn't
- 2 Is it
- 3 is teaching
- 4 is taking
- 5 Sue's not
- 6 is he doing
- 7 He's not working
- 8 is she driving

Answers to Exercise 2, Grammar reference

- 1 a rains
b is/'s raining
- 2 a is/'s working
b works
- 3 a is/'s doing
b does
- 4 a meet
b am/'m meeting
- 5 a travels
b are/'re travelling
- 6 a is/'s staying
b stays

Answers to Exercise 3, Grammar reference

- 1 Yes, it is.
- 2 No, he's not.
- 3 Yes, she is.
- 4 Yes, he is.
- 5 No, she's not (she is not / she isn't).
- 6 Yes, it is.
- 7 No, I'm not (am not).
- 8 Yes, it is.
- 9 Yes, I am.
- 10 No, it's not (it is not / it isn't).

12 Organise the class into pairs. Ask students to decide who is A, and who is B. Students practise the conversation.

13  **132** Play the recording. Ask students to listen to the conversation and look at the conversation in Exercise 12. They must listen and say which words are different.

Answers

Kim (not Ken)
She's not coming today. She's meeting a friend.

132

A: OK. Are we ready?
B: Yes. Sure.
A: Wait a minute. Where's Kim?
B: Oh, she's not coming today. She's meeting a friend.
A: Ah, OK.

14 Organise the class into pairs to practise conversations. Encourage students to use the conversation in Exercise 12 as a basis, but to change information (e.g. change names or change *He's taking his son to the airport* to something else). You could model the activity first with a reliable student.

- As students speak, listen carefully and note errors of form or pronunciation to focus on in feedback.

Optional extra activity Ask students to change pairs or act out sentences in a mingle. This varies interaction and extends the activity.

DEVELOPING CONVERSATIONS

Sending messages

Aim

to introduce and practise ways of sending messages to other people

15 Read through the information in the box with your class. Then ask students to read the sentences in Exercise 15 and choose the best message (from the phrases in bold in the information box) to send.

Answers

- 1 Say thank you.
- 2 Say I'm sorry.
- 3 Say hello/hi.
- 4 Say thank you.
- 5 Say hello/hi.
- 6 Say I'm sorry.

16 Organise the class into pairs. Ask students to practise conversations.

- As students speak, monitor closely. At the end, in feedback, point out any errors of form, use or pronunciation that you noticed.

Optional extra activity Ask fast finishers to improvise more conversations using their own ideas for situations.

CONVERSATION PRACTICE

Aim

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

17 Ask students to prepare by writing five names on a piece of paper. You could model this by writing five names of people you know on the board.

18 Ask students to work in small groups to have conversations in which they ask about the names on each other's pieces of paper. Encourage students to be creative and to think of their own natural questions to ask. To model the activity, get the class to ask you questions about the names you have written on the board.

- As students speak, monitor closely. Listen for errors, new language or interesting conversations to focus on in feedback.

- In feedback at the end, comment on good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Model improved ways of saying what they were trying to express.
- Note that the recording in Audio script 133 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



133

- A: How's your brother Martin?
 B: He's fine. Thank you.
 A: What's he doing at the moment?
 B: Well, he's a doctor now. He started last year. He's working hard.
 A: Really? Where did he study?
 B: In Bucharest.
 A: And where's he working?
 B: In a hospital in Madrid.
 A: OK. Well, say hello.

I CAN'T FIND MY KEYS

Student's Book pages 72–73

Communicative outcomes

In this two-page spread, students talk about things in a house and say where things are; it practises the use of *maybe* and personal pronouns.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs to choose and do two of the three activities. Set a five-minute time limit and monitor unobtrusively, gauging how well students have learnt language from the previous lesson.

Possible answers

Three more words that go with the verbs on page 70:
 take a taxi / a bus / a train
 work in an office / at home / at school
 study English / History / at school
 travel on a bus / abroad / to the USA
 make friends / dinner / tea
 meet for a coffee / friends / classmates
 get lunch / new car / ready

VOCABULARY *In the house*

Aim

to introduce and practise words for types of furniture in a house

2 It is a good idea to start the lesson by finding out what students know and brainstorming words using flashcards (see Teacher development on the next page).

- Ask students to look at the photos on the page. Say the names of the rooms and ask students to repeat. Then ask students to say what they can see in the rooms. You could do this open class or ask students to work in pairs first. In feedback, point to the furniture in the room and ask students to say the words in the box.

Answers

Kitchen: fridge, chair, table, shelf, cupboard (but no sink visible)
 Bathroom: sink, cupboard, shelf (but no shower visible)
 Bedroom: bed, carpet, shelf, cupboard
 Living room: cupboard, table, carpet, sofa

Background language notes

Culturally, your students may be unsure of some of these words. The word *cupboard*, for example, is not usually used for clothes (cf *wardrobe*, *chest of drawers*). In Britain, a *carpet* usually covers the whole floor space of a room (a *rug* is used when it covers only part of the floor space). The *sink* in a bathroom is often called a *washbasin*.

Teacher development: brainstorming from pictures or flashcards

It is a good idea to start a lesson on vocabulary by finding out what students know and brainstorming words using flashcards or pictures on a screen. Find four pictures of each type of room. Show the first and elicit the word for the room. Drill for pronunciation. Ask students to say what they can see in each room and drill for pronunciation. At the end, ask students to write down all the words they can see in the pictures.

3  **134** Play the recording. Students listen and repeat the names of the rooms and furniture.

134

a kitchen
a bathroom
a bedroom
a living room
a bed
a carpet
a chair
a cupboard
a fridge
a shelf
a shower
a sink
a sofa
a table

Background pronunciation notes

Note the strong stress shown in bold on the words in the box. Note the difficult sounds in *chair* /tʃeə/ and *fridge* /frɪdʒ/, and the silent 'p' in *cupboard* /'kʌbəd/.

4 Ask students to work in pairs to add other items of furniture vocabulary for each room. They could be items which they can see in the photos, or items which are commonly found in those rooms. Elicit one or two ideas to get students started. In feedback, you could ask students to go to the board and write up new words.

Possible answers

Kitchen: cooker, washing machine, dishwasher, freezer
Bathroom: bath, mirror, toilet, bidet
Bedroom: wardrobe, chest of drawers, mirror
Living room: armchair, TV, coffee table, lamp

5 Organise the class into new pairs. Let students improvise their own conversations about what they can see in the photos. Use this as an opportunity for fluency practice, and for students to practise using the new room and furniture vocabulary in context.

6 Change pairs to vary the interaction. Alternatively, organise the class into small groups. Ask students to take turns to ask and answer the questions.

- As students speak, monitor and offer support with vocabulary and ideas.

Optional extra activity Elicit and write on the board some follow-up questions that students can ask: *Are the rooms in the photos different to rooms in your house? How? What different things are in some of the rooms in your house?*

7  **135** Tell students they are going to listen to four different conversations about objects and rooms in the house. Ask students to look at the table. Then play the recording. Tell students to listen carefully and write in answers at the end of each conversation. Let students compare answers in pairs before checking as a class.

Answers

	I can't find...	Which room?	Where in room?
1	<i>my glasses</i>	<i>bathroom</i>	sink
2	passport	bedroom	<i>carpet</i>
3	<i>keys</i>	living room	sofa
4	phone	kitchen	table

135

1

A: Are you OK?
B: No. I can't find my glasses.
A: Oh, I saw them in the bathroom. Next to the sink.
B: Ah, great. Thank you.

2

C: What are you looking for?
D: My passport. I can't find it and I'm going to the airport this afternoon.
C: Maybe it's on the shelf in the living room. I saw it there.
D: I took it from there. It was here!
C: Oh, look. It's there. On the carpet. Next to the bed.

3

E: I can't find my keys.
F: Where did you last have them?
E: Here in the living room.
F: OK. Oh, look. There they are. On the sofa.

4

G: Can you wait one minute? I don't have my phone.
H: OK.
G: Maybe I left it in the kitchen.
H: Did you find it?
G: Yes, it was on the table.

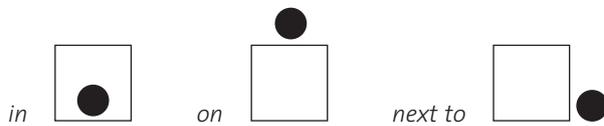
8 **135** Ask students to read the sentences from the conversations in Exercise 7 and remember or guess which prepositions are missing. Then play the recording. Ask students to listen and check or write the prepositions. Let students compare answers in pairs before checking as a class.

Answers

- 1 in; next to
- 2 on; in
- 3 On; next to
- 4 On
- 5 in
- 6 on

Background language notes

Use simple diagrams on the board to check the meaning of *in*, *on* and *next to*.



9 Ask students to work in pairs to say the present form of the verbs in red in Exercise 8. Then they discuss where they usually put the different objects when they are not using them. In feedback, ask different students to say where their partner puts things.

Answers

saw – see; left – leave; was – is (be)

Possible answers

bag, coat, shoes, = in a cupboard next to the door
 keys = on a shelf in the kitchen
 money and cards = in my bag
 passport = in a cupboard in the living room
 phone = on a table in my bedroom

Optional extra activity Draw a simple diagram of a bedroom on the board, e.g. draw a large rectangle to represent the room and then draw a simple bed, bedside table, chair, low cupboard, leaving space for other things to be drawn. Ask students to copy the diagram. Then ask them to add four objects of their choice to the room. Students take turns to ask and say where the objects are in their bedrooms.

DEVELOPING CONVERSATIONS

Maybe

Aim

to introduce and practise *maybe* to say we're not sure

10 Read through the information in the box with your class. Then ask students to read the questions in Exercise 10 and think of ways of changing them to ask about other things. Elicit some alternative questions in feedback.

Possible questions

- 1 Where did you last use your computer/passport/bag?
- 2 When did you last see your cousin / grandparents / best friend?
- 3 How far is your home / your gym / the bank from here?
- 4 How long does it normally take to get to work / have a bath / do your homework?
- 5 Where's your wife / your husband / the teacher today?
- 6 How often do you play tennis / go shopping / eat meat?

Background language note

Maybe is a sentence adverb. It goes at the start of the sentence and turns a statement into one that is uncertain. In British English, *perhaps* is used in the same way.

11 Organise the class into pairs. Ask students to practise conversations using the questions from Exercise 10. Make sure they use *Maybe* in their responses.

- As students speak, monitor closely. At the end, in feedback, point out any errors of form, use or pronunciation that you noticed.

Optional extra activity Ask fast finishers to improvise more conversations using their own ideas for situations.

LISTENING

Aim

to listen for general and specific understanding

12 **136** Ask students to read the three sentences and check any unknown words. Ask: *What is the conversation about?* Elicit ideas.

- Play the recording. Students listen and choose the correct words or phrases. Let students compare answers in pairs before checking as a class.

Answers

- 1 glasses
- 2 in a restaurant
- 3 phone

136**E = Ella; L = Lucian**

E: Are you OK?
 L: No. I can't find my glasses.
 E: Oh no! When did you last have them?
 L: I'm not sure. I can't remember.
 E: Well, did you have them this morning?
 L: No. I don't think so.
 E: What did you do last night? Did you go out?
 L: Yes, I went for dinner with some friends.
 E: Well, maybe you left them in the restaurant.
 L: Yes. Maybe. I'm going to phone them and ask.

13 **137** Tell students they are going to hear the man from Exercise 12 call the restaurant. Ask them to read through the questions carefully.

- Play the recording. Students listen and put the questions from the recording into the order they hear them. Let students compare answers in pairs before checking as a class. Write the order on the board in feedback.

Answers

a 5 b 3 c 1 d 4 e 2

137**W = waiter; L = Lucian****Part 1**

W: Hello. Selale Restaurant. How can I help you?
 L: Hi. I had dinner in your restaurant last night.
 W: Yes ...
 L: And I think I left my glasses there.
 W: OK. What colour are they?
 L: Blue.
 W: And what time were you here?
 L: We arrived at eight and finished at maybe ten.
 W: OK. Where did you sit? Can you remember?
 L: Near the window. We had a big table.
 W: OK. I need to ask someone. Can you wait one minute?
 L: Sure.

14 **137** Play the recording again. Students listen and write answers to the questions in Exercise 13. You may need to play and pause to allow students time to write. Let students compare answers in pairs before checking as a class.

Answers

1 Hi. I had dinner in your restaurant last night.
 2 Blue.
 3 We arrived at eight and finished at maybe ten.
 4 Near the window. We had a big table.
 5 Sure.

15 **138** Tell students that they are going to hear the second part of the phone conversation from Exercise 13. Play the recording. Students listen and write answers to the two questions. Let students compare answers in pairs before checking as a class.

Answers

1 Yes. They were on the floor.
 2 He doesn't have his car keys.

138**Part 2**

W: Hello?
 L: Hi. Did you find them?
 W: Yes. They were on the floor.
 L: Oh, that's great. Thank you. I'm going to come and get them now.
 W: OK. Ask for me – Hakan. I have them here.
 L: Sure. ... Now, where are my car keys?

16 Start by asking: *Did you lose something?* You could model the activity by giving true examples of things you lost. Elicit ideas from students. Note that they will talk about what they lost in more detail in Exercise 17, so at this stage it's enough to say what the item was and where they lost it.

- Ask students to prepare true sentences about things they lost. Monitor and help with ideas and vocabulary.

Possible answers

I lost some money on holiday in Mexico. I left it in a taxi.
 I lost my pen yesterday.

17 Organise the class into pairs to talk about things they lost. As students speak, monitor and listen carefully and note errors they make which you could correct at the feedback stage.

Possible answers

No, I didn't find the money. I went to the police, but I didn't find the money. It was \$200!
 I looked in my big bag and the pen was there! No, it wasn't an expensive pen, but I like it.

Optional extra activity You could ask students to make a poster to try and find a lost item. This could be done for homework. Encourage them to describe the item and say when and where it was lost. It's a good idea to prepare an example of your own as a model.

GRAMMAR Personal pronouns**Aim**

to check students' understanding of how to use personal pronouns

18 Read through the information in the box as a class. Elicit the missing personal pronouns.

Answers

me	She
you	We
it	them
He	

Background language notes

English generally follows this order: subject + verb + object, e.g. *She loves him* and *He loves her* (subject personal pronoun + verb + object personal pronoun). Note that other languages are more flexible about order, which may lead to students making errors.

19 Ask students to choose the correct words. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

Answers

- 1 it
- 2 her
- 3 me
- 4 them
- 5 him
- 6 you

Optional extra activity Make a pack of 24 cards for each group of 5–6 students with subject and object pronouns written on them. Each pronoun should appear on two cards (e.g. there will be four cards with *you* and two with *them*). In groups of five or six, students can then play card games. For example, they could play ‘snap’ or a game of pelmanism.

- In ‘snap’, the cards are all dealt out to each player. Player A puts down a card (e.g. *I*) and the first player to put down *me* wins the pair of cards. That player then puts down a new card. At the end, find out which player won the most pairs of cards.
- In pelmanism all the cards are placed face down. Player A turns over two cards. If they match (e.g. *they* and *them*), the player takes and keeps the cards. If they don’t match, the player turns the cards back over and it is the next player’s go. The idea is to remember where the different pronouns are in order to win the most matches.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 130.

Answers to Exercise 1, Grammar reference

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

Answers to Exercise 2, Grammar reference

- 1 It
- 2 He
- 3 me
- 4 it
- 5 They
- 6 us
- 7 We
- 8 them
- 9 him; her
- 10 We; She

SPEAKING

Aim

to practise asking about and saying where things are

20 Organise the class into new pairs. Ask students to decide who is A, and who is B, and to prepare ideas first. They should look through the model dialogue prompts and decide what to say. Give students two minutes to think of ideas.

- When students are ready, ask them to act out conversations. As students speak, listen carefully and note errors of form and pronunciation. At the end, write four or five short sentences with errors on the board and ask students to correct them in pairs.

Possible answer

A: Hello. Hotel Cosmos. How can I help you?
 B: I left my bag in your hotel last Saturday.
 A: What colour is it?
 B: Black.
 A: What time were you here?
 B: I’m not sure. Maybe it was three.
 A: Where do you think you left it?
 B: I’m not sure. Maybe it was in the foyer.
 A: OK. I’ll check ... Oh yes, there is a black bag here behind reception.
 B: OK. Great. Thanks.

Optional extra activity Ask fast finishers to make similar conversations in different places (a café, a restaurant, a school, a lost property office).

WORKING AT HOME**Student's Book pages 74–75****Communicative outcomes**

In this two-page spread, students talk about and describe people they know; it introduces and practises vocabulary for jobs.

SPEAKING**Aim**

to lead in to the topic by predicting from photos

1 Organise the class into pairs or small groups. Ask students to take turns to ask and discuss the questions. In feedback, ask different pairs or groups to share their opinions with the class.

Possible answers

Picture 1:

She's in the living room. I think she's American or maybe she's British. She's sitting on a sofa and using a laptop. Maybe she's an accountant.

Picture 2:

She's at a desk in an office or workroom. Maybe she's from a European country. She's making jewellery, I think. I don't know the name of her job.

READING**Aim**

to practise reading for general comprehension and to work out the meaning of words from context

2 Lead in by asking: *What is a 'homeworker'? What jobs do homeworkers do?* Elicit ideas from students.

- Ask students to read and complete the text with the words in the box. Let students compare answers in pairs.

3  **139** Play the recording of the reading text. Students listen and check their answers.

Answers

- 45%
- make clothes
- good
- teachers
- travel
- listening to music
- bad
- the living room
- 10%
- the bathroom

Culture notes

- Stanford University is a private research university in California. It ranks as one of the world's top-ten universities.

- Ctrip is a leading provider of travel services including accommodation reservation, transport ticketing, packaged tours and corporate travel management.

4 Ask students to find the words in red and guess their meaning. Let students check in pairs. Finally, ask students to use their dictionaries to check the meaning of any words they are still not sure of.

Answers

growing = getting bigger
million = 1,000,000
half = 50%
website = www page on a computer
because = for this reason
space = if a room is large, it has a large space to do things in

5 Ask students to complete the sentences with the words in red from the text. Let students compare answers in pairs before checking as a class.

Answers

- because
- growing
- website
- space
- million; half

Optional extra activity Ask students to underline and guess the meaning of other words in the text that they do not know.

Background language notes

- factory* = a building or group of buildings where big quantities of things are made using machines
- company* = an organisation that offers services, or makes or sells things to make money
- law* = an official rule that people must obey

6 Organise the class into pairs. Ask students to talk with the reading text covered and say what they think the numbers in the box refer to. You could show the numbers on the board and ask students to close their books.

7 Ask students to read the text again and check what the numbers in Exercise 6 refer to. If you wish, you could play the recording instead. Let students compare answers in pairs. In feedback, elicit answers.

Answers

39 million = number of homeworkers in India
 45% = number of people in Argentina who work at home one day a week or more
 13% = the amount of extra work Ctrip homeworkers did / the number of UK homeworkers who work in the kitchen
 13 million = number of freelancers in Mexico
 25% = the number of UK homeworkers who like listening to music when they work
 36% = the number of UK homeworkers who work in the living room

8 Organise the class into groups of four or five. Ask students to discuss the question. In feedback, elicit any interesting or unusual information to share with the whole class.

Optional extra activity If your students work, ask them to say whether they are homeworkers or not. Ask: *Could you do your job at home? Why? Why not?*

VOCABULARY Verbs and people

Aim

to introduce jobs formed from verbs

9 Read through the examples with your class. Ask students to complete the table. Let students check answers with a partner.

Answers

manager
player
teacher
worker
writer

Background language and pronunciation notes

We often add *-er* to the verb to make the noun for the related job. If the verb ends in *e*, then we simply add *-r*. Point out that the strong stress falls on the first syllable in the two-syllable words in the table. Note the strong stresses on *designer* and *manager*.

10 Ask students to complete the sentences with the correct form of the verbs from Exercise 9 and the related nouns. Let students check answers with a partner.

Answers

1 *teacher; teaches*
2 *plays; player*
3 *writer; writes*
4 *drives; driver*
5 *designing; designer*
6 *manager; managing*

11 Organise the class into pairs. Students take turns to talk about people they know using some of the words in the box. As students speak, listen carefully for errors of form and pronunciation.

Optional extra activity Ask students to think of (or find in dictionaries) other words describing people that end in *-er* (e.g. *painter, swimmer, builder*, etc.).

READING AND SPEAKING

Aim

to practise reading for comprehension and sharing information found in a text

12 Lead in by reading through questions 1–7 with your class and checking students understand them.

- Organise the class into pairs. Tell students to decide who is A, and who is B, and to look at their texts, either on page 75 or 144 of the Student's Book. Ask students to read and note answers to the questions. Monitor unobtrusively and make sure students have most of their answers correct, but do not check answers with the class.

Answers

Text A on page 75:

1 Agata
2 Krakow in Poland
3 She draws pictures for children's books.
4 In the kitchen at home
5 yes (I really like my job.)
6 no
7 She's writing her own book at the moment.

Text B on page 144:

1 Higor
2 in Curitiba in the south of Brazil
3 He's a teacher.
4 in a small office at home
5 yes (I love my job.)
6 yes
7 He's making his own website.

13 Ask students to work in A/B pairs to tell each other about their text by using their answers to Exercise 12. Encourage them to use full sentences. In feedback, ask some individuals what information they were told by their partners.

14 Ask students to work in groups of four or five to discuss the questions.

- As students speak, monitor and note any errors students make. At the end, write up errors on the board and ask students to correct them.

WRITING

Aim

to write a short text about someone you know

15 Ask students to write a text. They should use the seven questions in Exercise 12 to provide a framework for their text.

- When students have finished their texts, ask them to share them with the class. In a small class, they could pass them round so that everybody reads each other's text. In a large class, ask students to put their texts on the wall. Students walk round and read a few.
- If you ask students to correct each other's work in pairs, or if you collect in texts and mark them, think of ways of providing useful feedback to the class (see Teacher development on the next page).

Optional extra activity Ask your class to interview you, using the questions in Exercise 12. Students then have to write notes and use these to write a short text about you. The text could be written for homework.

Teacher development: marking written work

Many of the writing tasks in *Outcomes* are personalised and are designed to get students to write something free and fluent about themselves. When the aim is fluency practice, it is counter-productive to mark such work strictly, correcting all errors. At the same time, it is a good idea to provide some meaningful feedback on students' work. Here are some ideas:

- 1 Ask students to read each other's work. Tell them to provide a personal or positive comment, but also to underline any sections where there is an error or any confusion. Students can then look at the underlined sections and improve their writing.
- 2 If you collect in work, write a positive comment and underline any key errors, writing at the bottom what sort of key errors you found. Again, students can choose to respond to this later if they wish to.
- 3 Provide whole-class feedback. Focus on one or two errors common to students, e.g. the use of articles, punctuation, or tense problems. Then ask students to look again at their text and see if they can find and correct any of the highlighted errors.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to and producing fast speech

16  **140** Play the recording. Ask students to listen and write the missing words. Play and pause if necessary. Let students compare answers in pairs.

140 and answers

- 1 I'm working at home this week.
- 2 She's travelling to Tokyo today.
- 3 He's in the kitchen making dinner.
- 4 She's talking to someone.
- 5 I can't find my keys.
- 6 When did you last have them?
- 7 They make a lot of money.
- 8 He's a very good teacher.

17 Ask students to work in pairs to practise saying the sentences. They should change the two words to make different sentences, e.g. *I'm working in Spain this week.*

Possible answers

- 1 I'm working *hard* / *in the office* this week.
- 2 She's travelling *a long way* / *on a train* today.
- 3 He's in the kitchen *washing dishes* / *cooking*.
- 4 She's talking *on the phone* / *to her friend*.
- 5 I can't find *the bank* / *my pen* / *the website*.

- 6 When did you last *go to a restaurant* / *work at home*?
- 7 They make a lot of *cakes* / *friends at parties*.
- 8 He's a very good *father* / *writer*.

18 Organise the class into new pairs. Set a one-minute time limit to write as many words as possible. In feedback, find out which pair has the most words. Note that 'furniture' technically does not include things which are permanently fixed to a house (e.g. shower, sink), but you may want to allow students to list words such as these since they were taught with that lexical set in the unit.

Possible answers

Rooms: bathroom, bedroom, kitchen, living room, office
 Furniture: bed, chair, cupboard, shelf, sofa, table, (carpet, fridge, sink, shower)
 Jobs: cleaner, dancer, designer, driver, manager, player, singer, teacher, worker, writer

Optional extra activity Ask students to write a list of collocations with *take*, *make* and *get*.

G For further revision and pronunciation practice, see Exercises 1 and 2 in the Grammar reference on page 130.

Answers to Exercise 1, Grammar reference

- 1 *Is your sister working now?*
- 2 ✓
- 3 What **is** she doing in Russia?
- 4 ✓
- 5 How much did **they** cost?
- 6 She's **staying** in the Hilton Hotel.
- 7 Who's Anna talking to?
- 8 ✓
- 9 He's **not** / He **isn't** / He **is not** working at the moment.
- 10 ✓

Answers to Exercise 2, Grammar reference

- 1 *She's cooking something*
- 2 He's studying
- 3 Are you feeling
- 4 He's playing
- 5 with them; take you
- 6 's watching
- 7 's she doing, Is she
- 8 to her, listen to me

Communicative activity worksheet The photocopiable worksheet on pages 207–208 can be used here or after the Video lesson for further practice.

VIDEO 4: BIKE RIDING IN UTAH

Student's Book page 76

Aim

to listen to people describing bike riding in the mountains of Utah in the USA; to improve students' ability to follow and understand fast speech in a video extract; to practise asking and answering personal questions

1 Ask students to look at the photo. Ask: *What can you see?* Elicit ideas and words.

- Ask students to discuss the questions in pairs. Elicit ideas in feedback.

Answers

Students' own ideas

2  **4** Ask students to read the sentences carefully. Play the video. Ask students to watch, listen and choose a sentence. Let students compare answers in pairs before checking as a class.

Answers

Students' own answers

Culture notes

Utah /'ju:tɑː/ is a large, landlocked, sparsely populated state in the western United States. It has a wide variety of spectacular terrain, including the Great Salt Lake, parts of the Rocky Mountains, deserts and canyons. The White Rim Road goes through Canyonlands National Park and is popular with cyclists and motorcyclists.

3 Mix the pairs so that students are working with someone new. Ask students to say what they think of the video.

4  **4** Tell students to read the sentences. Ask them to order the sentences and then compare answers with a partner.

- Play the video again if necessary. Ask students to watch, listen and check their answers. Let students compare answers in pairs before checking as a class.

Answers

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

5 Ask students to work in pairs to guess or work out the meaning of the words in red. Encourage them to use dictionaries to check any words they are still unsure of.

Answers

fly = to move through the air above the ground

suddenly = quickly and unexpectedly

pretty = quite

wake up = to stop sleeping

come out = to appear

push = to use physical force to move something forward

6 Ask students to match the verbs (1–6) with the words (a–f) to make phrases from the video. Let students compare answers in pairs. Note that they will check their answers in Exercise 7.

7  Play the video again for students to check their answers.

Answers

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

SPEAKING

Aim

to practise asking and answering questions about personal preferences

8 Organise the class into pairs to practise asking and answering the questions. Encourage them to ask follow-up questions to build the conversation.

- As students speak, monitor to prompt and help with vocabulary. In feedback, ask individuals what they found out about their partner.
- At the end, write up on the board sentences with any errors made by students as they spoke. Ask students to correct the errors in pairs.

Optional extra activity Ask the class to use the questions to interview you.

Possible conversation

A: Which do you prefer, walking, cycling or driving?

B: Oh, I think I prefer cycling.

A: OK. Do you prefer going fast or slow?

B: Fast, I think. It's fun.

A: And do you like cycling in a hot place or a cold place?

B: Maybe a cold place. I don't like cycling in the sun.

 **4**

Narrator 1: We're in Utah.

We get up early, before the sun.

We have a coffee and talk about what we're going to do.

We're happy. Excited.

We push our bikes up the mountain. Three hundred metres.

Then we ride down. Fast. Again and again.

We fly!

The next day we wake up with the sun. We're going to the White Rim.

Narrator 2: Got a long day on the White Rim. We have 70 miles of biking ahead of us. Pretty amazing place to wake up.

Narrator 1: We get ready for the journey.

We cycle past rivers, rock and mountains.

We get to the White Rim.

We take photos. It's beautiful.

And it's hot.

But then suddenly – rain. Lots of rain.

There are new rivers!

And the sun comes out again.

We're going home.

REVIEW 4

Student's Book page 77

Aim

to consolidate vocabulary and grammar from Units 3 and 4

Answers

1

- 1 watching
- 2 are
- 3 isn't working
- 4 looks
- 5 these; ones
- 6 them
- 7 him
- 8 is working
- 9 Are you reading
- 10 is he studying

2

- 1 is
- 2 is
- 3 those/these
- 4 driving
- 5 are
- 6 not
- 7 her
- 8 am

3

- 1 **Is** it raining outside?
- 2 My husband **doesn't** like doing exercise.
- 3 Where did you buy **them**?
- 4 What **are you** watching?
- 5 She's **meeting** a client in Athens today.
- 6 Can I try **these** ones, please?
- 7 This chicken **is** very nice.
- 8 I really like **him**.

4/5 See Audio script 141 below.

- 1 these; ones
- 2 What's; doing
- 3 'm watching; the moment
- 4 don't like going; love it
- 5 did; have them; left them

6

- 1 wear
- 2 travel
- 3 meet
- 4 leave
- 5 take
- 6 go
- 7 study
- 8 make

7

In the house: carpet, cupboard, fridge, kitchen, shelf
 Buying clothes: design, extra large, half price, jeans, jumper
 Art and music: concert, programme, series, story, writer

8

- 1 (lo)st
- 2 (so)fa
- 3 (de)signer
- 4 (po)litics
- 5 (te)am
- 6 (pl)ayer
- 7 (ha)rd
- 8 (fr)idge
- 9 (ex)tra
- 10 (tr)y

9

- 1 free
- 2 music
- 3 concerts
- 4 sing
- 5 programmes
- 6 read
- 7 draw
- 8 cook

141

- 1 I don't like the red tops. I prefer these blue ones.
- 2 What's your father doing in Peru?
- 3 I'm watching a great series at the moment.
- 4 My friends don't like going to the gym, but I love it.
- 5 When did you last have them? Maybe you left them at home.