

OVERVIEW

7.1 STUCK IN A RUT

GRAMMAR | *used to*

VOCABULARY | verbs + prepositions

HOW TO | talk about a life change

COMMON EUROPEAN FRAMEWORK

Ss can ask and answer questions about pastimes and past activities, e.g. life changes; can write very straightforward connected texts on a range of familiar subjects within his field of interest by linking a series of shorter discrete elements into a linear sequence.

7.2 THE GREAT IMPOSTOR

GRAMMAR | purpose, cause and result

VOCABULARY | collocations

HOW TO | use phrases to connect ideas

COMMON EUROPEAN FRAMEWORK

Ss can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

7.3 CAN YOU TELL ME ... ?

FUNCTION | finding out information

VOCABULARY | facilities

LEARN TO | check information

COMMON EUROPEAN FRAMEWORK

Ss can deal with practical everyday demands: finding out and passing on straightforward factual information; can ask for clarification about key words or phrases not understood using stock phrases; can say that they did not understand.

7.4 MY FAMILY AND OTHER ANIMALS

**speakout** | a new experience**writeback** | a blog/diary

COMMON EUROPEAN FRAMEWORK

Ss can describe past activities and personal experiences; can give short basic descriptions of events and activities.

7.5 LOOKBACK

Communicative revision activities



BBC VIDEO PODCAST

How has your life changed in the last ten years?

In this video podcast, people describe the best things about their lives, if there is anything they'd like to change and how their lives have changed in the last ten years. This video podcast would work well at the end of lesson 7.1, or at the start or end of unit 7.

STUCK IN A RUT

Introduction

Ss learn/practise *used to* and verbs with prepositions in the context of listening to and talking about life changes.

SUPPLEMENTARY MATERIALS

Resource bank p169 and p170

Warm up: bring/download pictures of famous people as they look now and as they looked in the past.

Warm up

Show Ss recent pictures of two famous people, e.g. J.K. Rowling or David Beckham. Ask *What are they famous for? What are they like? What have they done recently?* Then show pictures of the same people in the past. Ask *What were they like then? What did they do? How have they changed?* Elicit statements, e.g. *J.K. Rowling didn't have any money in 1995. Now she's one of the richest women in the world.* Show/distribute more pictures. Ss work in pairs and describe how the people have changed. Elicit/discuss their answers. N.B. If you haven't got pictures, Ss could talk about their country/town as it was ten years ago and as it is now. Give them prompts, e.g. *entertainment and leisure, transport, housing, health, shopping, education, employment/salaries/cost of living, politics.*

VOCABULARY verbs + prepositions

1A Check the title of the lesson and ask *Are you stuck in a rut? Do you know anyone who is? In what way?* Elicit and discuss Ss' answers. Then give them 3–4 mins to discuss the questions here and report back to the class.

B Give Ss 2–3 mins to read the text and answer the questions. Check the answers and ask *What do people think about doing when they're stuck in a rut?* Elicit answers about the text. Then ask *Have you ever wanted to do or thought about doing any of these things?*

Answers: 1 a) 2 b) 3 a)

2A Check the example. Ss then do the exercise alone and compare answers.

Answers: 2 move to 3 give up, go back 4 look for, dream about 5 wait for 6 travel around

B After checking the first sentence with Ss, they tick sentences they agree with. Give them 3–4 mins to discuss and compare their ideas. Ss report back to the class about themselves and their partner, e.g. *I wouldn't like to move to another country, but Julia dreams about living by the beach in the Caribbean.*

speakout TIP

After checking Ss' answers, read the speakout tip below with Ss. They copy the verb + preposition phrases into their notebooks, preferably with an example sentence. Take this opportunity to check how well Ss are organising new vocabulary. Ideally, they should create a separate section in their notebooks to make it easier to access and review new words/phrases.

Optional extra activity

Check verb + preposition phrases from the text. Read out the text, pausing at each verb. Ss tell you what the correct preposition is, e.g. *it's time to look _____ (for) something new*. Do this activity now or as a warmer/filler in the next lesson.

LISTENING**Culture notes**

Lincoln Center for the Performing Arts is a major venue for music, ballet, opera, film, etc. in New York City.

3A Invite Ss to speculate about the two women in the photos. Give them 2–3 mins to discuss, e.g. *their ages, jobs, how they changed their lives, what they did, where they went*. Elicit Ss' predictions and write them in note form on the board.

B Ss listen and discuss the predictions on the board in pairs. In feedback, refer to the board, and ask *Which predictions were/weren't right?*

Answers: Anita gave up her job in advertising to travel around the world for a year. She worked on a farm in Australia for a while. Jasmin was a doctor but she gave it up to become a professional musician.

4A Ss first read the sentences. Check *follow her dream, look after*. Then give Ss 2–3 mins to discuss the statements and correct the false ones if possible.

B Play the recording again. Ss check their answers and compare them. In feedback, nominate Ss to answer and correct the false statements (see answers in bold in the audio script).

Answers: 1 T 2 F: she was nearly 40 years old when she decided to change her life. 3 T 4 T 5 F: she worked on a farm in Australia. 6 T 7 F: she was a doctor working with elderly patients in a hospital. 8 F: she played the piano, but not well. 9 T 10 T

Optional extra activity

Exploit the recording further. Play it again and pause it at suitable points to ask Ss for more specific details, e.g. *When did Jasmin give up her job? What did Anita sell? Did she enjoy her job?*

Unit 7 Recording 1

P=Presenter A=Anita J=Jasmin

P: Have you ever felt stuck in a rut? Well, this morning we talk to two women who have made big life changes and they are here to tell us about it. Jasmin Wells **used to work** as a doctor in York. In her thirties she gave up her job and became a professional musician. Anita Jacobs **used to work** in advertising. **But she sold her house, gave up her job, and decided to travel around the world.** Anita first, what made you decide to change?

A: Well, I was nearly forty. I was in a job that I wasn't really interested in. I **used to work** long hours and I didn't enjoy the job much any more. So I decided to follow an ambition I've had for a long time. I **always wanted to travel, but I never had the chance.**

P: Your ambition was to travel around the world?

A: That's right. The idea was to take a year off. I started work when I was eighteen and I never had a break in all that time. I never had time to travel or see the world. **So I decided to take a year off and go travelling.** The time was right, so I left my job and went.

P: And you earned some money while you were travelling, didn't you?

A: Well, a little. I **worked on a farm for a while in Australia.** They didn't pay me very much, but I stayed on the farm and ate for free, so I was happy.

P: I see. Now, Jasmin, doctor to musician is quite a big change. What happened?

J: Well, it is a big change. And it happened quite suddenly. I **was working in a hospital doing more than a hundred hours a week, looking after elderly patients. I didn't use to have time** for anything else. It was just work, work, work. And one morning when I left the hospital, I saw a piano in the corner of the room. I sat down and started to play. I remembered that I really enjoyed making music.

P: So, **did you use to play** the piano before, as a child?

J: Yes, I **used to play**, but I wasn't very good! Luckily, I'm a bit better now. Anyway, I decided I wanted to learn the piano, so I **started piano lessons, and learnt about writing songs.** It became a passion for me, and I realised that it was something I really wanted to do. So, I decided to make more time for it, and eventually I gave up medicine altogether, and **started playing my own music.**

P: Fascinating, now tell me ...

5 Elicit initial responses to the questions before Ss discuss them in pairs. Encourage them to use the phrases with prepositions from Ex 1, particularly when they answer question 2. Note how well they do this while you monitor. In feedback, elicit/discuss Ss' answers. Give feedback on language you noted while monitoring.

GRAMMAR *used to***Watch out!**

Ss may confuse the form and pronunciation of *used to*. They sometimes translate from their L1 and say, e.g. *I'm used to go*, or mix past simple forms, e.g. *I used to went ...* Ss may also pronounce *used* with two syllables /ju:s:ed/ instead of /ju:st/. It's important to check/drill the forms clearly, and correct errors consistently in order to prevent fossilisation (habitual use).

6A Write sentences a)–c) on the board. Underline the complete verb phrase (*used/didn't use/did you use to + infinitive without to*) in each sentence. Then ask concept questions 1–5 and elicit/check Ss' answers carefully. Model/drill the sentences: highlight the pronunciation of *used to* /ju:stə/ and write on the board.

Answers: 1 Yes, she did. 2 No, she doesn't. 3 No, she didn't. 4 Yes, she does. 5 The past.

B Ss read the rules and discuss their answers in pairs. In feedback, do a personalised substitution drill to check the form and pronunciation of *used to* further. Give Ss prompts, e.g. *watch cartoons when you were a child*. Elicit/drill *used to/didn't use to watch cartoons when I was a child*.

Answers: 1 past simple 2 more than once

LANGUAGEBANK 7.1 p140–141

Ss can refer to the notes when they do the exercises. *Weaker classes* should do Ex A and B in class. In Ex B, check *leather jacket*.

Answers:

A 1 used to study 2 used to smoke 3 never used to argue 4 used to live 5 didn't use to like 6 Did (you) use to enjoy 7 used to go out 8 used to do
B 1 used to 2 didn't use to 3 used to 4 used to 5 used to 6 didn't use to 7 used to 8 did (not) use to

PRACTICE

7A Ss work alone and compare their answers. Monitor and note any problems they have with the target language (the language they've just learnt).

B Play the recording, pausing after each sentence for Ss to make changes to their answers if necessary. Check the answers with the class. Ss listen again and repeat. Highlight and drill the pronunciation of *use(d)* to /ju:stə/ and drill the sentences chorally and individually.

Answers: 1 When I was a child I used to cycle to school yesterday. 2 My brother always used to listen to heavy metal music. 3 ✓ 4 ✓ 5 We didn't ~~used~~ use to have any pets. 6 We used to go skiing in the holidays last year.

C Elicit sentences for question 1 that are true for your Ss. Give them 3–4 mins to do the exercise alone. In feedback, nominate Ss to tell the class about themselves/their partner, e.g. *When I was a child, I used to walk to school, but Marta used to cycle 5 miles every day*.

Unit 7 Recording 2

- When I was a child I used to cycle to school.
used to – I used to cycle to school.
- My brother always used to listen to heavy metal music.
used to – He used to listen to music.
- My family used to live in a different city.
used to – We used to live in a different city.
- I used to stay up all night dancing. Now I get tired at 10p.m.
used to – I used to stay up all night dancing.
- We didn't use to have any pets.
didn't use to – We didn't use to have any pets.
- We used to go skiing in the holidays.
used to – We used to go skiing in the holidays.

SPEAKING

8A Elicit some examples, e.g. *My life's changed completely. I got married eight years ago and now I have five children*. Ss then write three facts that have significantly changed their lives.

B Ss compare sentences and discuss how their lives have changed. Remind them to use *used to* when possible and monitor to see how successfully they do it. Ss should be prepared to tell the class about their partner. In feedback, Ss decide whose life has changed the most in the last ten years. Do remedial work on *used to* if necessary.

WRITING paragraphs

9A Check unfamiliar language in the sentences. Ss then order them and compare answers. They must be able to justify the order they decide on. Check answers in feedback.

Answers:

Paragraph 1: 2 Before that, I was working for a company, but I didn't enjoy my job. 3 I've always thought that being a teacher would be really interesting. 4 So, I went back to college and did a teacher training course.

Paragraph 2: 2 For example, I had to work to earn money, and find time to do coursework. 3 I used to study in the evenings. 4 Now, I have a teaching qualification, and I'm doing the job I've always wanted to do.

B Check the meaning of *support/conclude* and elicit the answers for paragraph 1. Ss then check paragraph 2 and discuss whether it follows the same pattern.

Answers: In each paragraph: 1 Sentence 1 contains the main idea. 2 Sentences 2 and 3 support the idea. 3 Sentence 4 finishes/concludes the paragraph.

C Ss can use one of their examples from Ex 8, or invent one. With *weaker classes*, elicit an example first, using the framework here. Give Ss 8–10 mins to write their paragraph. Monitor and support them where necessary. Also encourage them to read/comment on each other's work.

Homework ideas

- Ex 9C: write another paragraph about yourself/someone you know.
- Language bank 7.1 Ex A–B, p141
- Workbook Ex 1–8, p41–42

THE GREAT IMPOSTOR

Introduction

Ss revise and practise the use of linking words (*to, because, so*) to talk about purpose, cause and result in the context of a text about a famous impostor.

SUPPLEMENTARY MATERIALS

Resource bank p171

Ex 2B: Ss may need dictionaries to check new words in the text.

Warm up

Revise vocabulary Ss need for the lesson. Dictate sentences 1–7 about Barney, but in the wrong order. Ss write them down and then put them in the correct order. 1 *Barney committed a crime in 2005.* 2 *The police arrested him in 2006.* 3 *He escaped from the police station the next day.* 4 *They caught him again in 2007.* 5 *He went to prison.* 6 *He spent two years there.* 7 *They released him from prison in 2009.* Ss check their answers in pairs. In feedback, elicit the answers or ask Ss to write them on the board. Teach/check the verbs in each sentence.

READING

1 Check the rubric and the definition. Elicit/prompt Ss to give some examples. Then give Ss 3–4 mins to discuss the question in pairs, and then as a class.

Possible answers: fiction: Rosalind dresses as a boy to escape the wicked Duke in Shakespeare's *As You Like It*; real-life: Victor Lustig 'sold' the Eiffel tower in 1925; in the 1990s, Christopher Rocancourt tricked rich people out of money while pretending to be a French member of the Rockefeller family; films: the imposter Frank Abagnale was played by Leonardo DiCaprio in *Catch Me if You Can*; the characters in *Ocean's 11, 12 and 13* use many disguises; Robin Williams dresses as a female housekeeper in order to be near his children in *Mrs Doubtfire*; fairy stories: the wolf pretends to be *Little Red Riding Hood's* grandmother.

Culture notes

Tony Curtis (born Bernard Schwartz, 1925) is an American actor. His first film was in 1949 and he appeared in over 100 films altogether, most famously with Marilyn Monroe in *Some Like it Hot* (1959).

A State Marshal is usually involved in law enforcement, e.g. assisting with court security/prisoner transport and seeking fugitives.

2A Ss look at the poster. Ask *What's the poster for?* Elicit: for a film called *The Great Impostor*. Also elicit what Ss know about actor Tony Curtis (see **Culture notes**). Then give Ss 1 min to look at the smaller pictures/text in the poster and answer the question in pairs. In feedback, check Ss' answers and teach new words/phrases, e.g. *pull the wool over someone's eyes*.

Answers: He pretended to be a naval officer (sailor), a US Marine (soldier), a State Marshal, a monk, a dentist.

Culture notes

Ferdinand Waldo Demara, Jr. (1921–1982) was said to have a photographic memory and an extremely high IQ. This is how he memorised techniques from a textbook and perform operations. He's reported to have said that the things he did were like childish pranks; he didn't intend to hurt people.

B Read part 1 of the story with Ss to illustrate what they have to do. Check the dates of the Korean War (1950–1953). Ss then guess the answer to the first question and read part 6 to find the answer. Give them 3–4 mins to read the rest of the text. They can use dictionaries to check unknown vocabulary if necessary. In feedback, ask Ss *How many correct guesses did you make?* Check the answers and ask further comprehension questions about each one. For example, for part 6 ask, *When did he pretend to be a doctor? Who did he pretend to be? Why did the soldiers love him?* Also teach new words/phrases, e.g. *bullet, perform an operation*.

Answers: 1 a) 6 c) 3 b) 5 b) 4 c)

3 Check the questions and elicit one or two initial answers. Give Ss 3 mins to discuss them further. In feedback, elicit Ss' answers: use information from the **Culture notes** to enable them to expand on questions 1 and 2.

Optional extra activity

Ss work in pairs/small teams and write 4 comprehension questions (*stronger Ss* could write more) about the text, e.g. *When was Demara born? When did he appear in a film?* Pairs/teams then exchange questions and must answer them without looking at the texts. The pair/team with the most correct answers wins.

VOCABULARY collocations

4A First check vocabulary, e.g. *role, documentary, murder*. Ss find/underline the collocations in the story before feedback with the class.

Answers: 1 f) 2 c) 3 e) 4 a) 5 d) 6 g) 7 b)

B Elicit/help Ss with the first sentence in the story: *During the Korean War, Demara pretended to be a doctor on a ship. The soldiers loved him because he cured their illnesses.* Ss use the underlined expressions in the text to help them tell the story in pairs. While they do this, monitor and provide support where needed. In feedback, Ss take turns to tell one part of the story. Prompt peer/self-correction during this stage.

speakout TIP

Read the speakout tip with Ss. Advise Ss to write whole phrases in their vocabulary notebooks, such as the collocations in Ex 4A, where possible, rather than single verbs. Elicit some examples of words that collocate with *play/make*, e.g. *play football (a game)/the piano (an instrument), make a cake/mistake*.

GRAMMAR purpose, cause and result

Watch out!

Because of L1 interference, Ss frequently make mistakes with the use of *to* to talk about purpose, e.g. *I went to the shop for to buy a newspaper*. It's important to make Ss aware of this problem as early as possible. When teaching the form, ask Ss to compare it with their own language and notice the similarity/difference. Prompt them to self-correct and correct each other whenever they make this mistake.

5A Ss complete the sentences and compare answers. Move on to Ex B.

B Ss find and check their answers. In feedback, ask checking questions, e.g. *Why did he appear in a 1960 film?* To make some money. *Why didn't he go to prison?* Because people thought he was a hero. *What did the mother do when she saw the picture?* She told the police.

Answers: 1 to 2 because 3 so

C Give Ss 2–3 mins to find other examples in the story. In feedback, check Ss' answers. Then write these two sentences on the board: 1 *Demara pretended to be Dr Joseph Cyr to work on a ship.* 2 *Demara pretended to be Dr Joseph Cyr in order to work on a ship.* Ask *Do the sentences have the same/a different meaning?* The same. Then ask Ss to find the sentence in the text (in part 6). Elicit and write it on the board. *Demara pretended to be Dr Joseph Cyr so that he could work on a ship.* Ask *What's different?* Elicit/underline *so that* and subject + *can/could* + verb (he could work). Ss will read about *in order to* and *so that* in the **Language bank**, p140.

Answers:

Part 4: Instead the police released him and gave him extra money to say 'thank you' for his great work!

Part 5: Demara became famous because of his great work as the ship's doctor ...

LANGUAGEBANK 7.2 p140–141

Read/check the notes with your Ss if necessary. They can refer to them when they do the exercises. *Weaker Ss* should do Ex A and B in class. In Ex A, check *sales reps* and in Ex B check *wallet, attend a conference*.

Answers:

A 1 to 2 because 3 to 4 so 5 so 6 to 7 because 8 so
B I usually get a newspaper *because* I want to know what's on TV, but today I read a strange story. An Englishman was feeling terrible *because* he was under pressure at work, so he decided to disappear. He went to a beach to go swimming (he said). Then he left his clothes there so that someone could find them. He also left his wallet with a photo and ID so the police knew who it was. The police went to his home to speak to him but he wasn't there. He was in Australia and had a different name! Three years later he was caught when his cousin, who was in Australia to attend a conference, recognised him. Where were they? On a beach!

PRACTICE

6A Do the first question as an example. Ss then work alone, underline the correct alternatives and compare them. In feedback, check Ss' answers. With *stronger classes*, you could ask Ss which sentences can be written with *in order to* or *so that*. *In order to* can be used with questions 1, 4, 6, and *so that* with questions 1 and 6, e.g. *I'm doing an English course in order to improve my speaking. I'm doing an English course so that I can improve my speaking.*

Answers: 1 to 2 because 3 so 4 to 5 because 6 to 7 so 8 because

B Discuss one or two of the sentences with the class. Then give them 3–4 mins to discuss others that are true for them. In feedback, invite Ss to tell the class about their partners.

7 Check the examples and give Ss 2–3 mins to complete the exercise. While they do this, make notes on their use of the target language (the language they've studied in this lesson) and do remedial work as needed in feedback.

Suggested answers: I wanted to help people so I became a nurse. I went to the doctor because I felt sick. I liked travelling so I became a pilot. I went to university to get a Master's degree. I phoned my friend to invite her to a party. I cycled to work because I couldn't drive. I bought an iPod because I love listening to music.

Optional extra activity

Ss work with a different partner. They take it in turns to make sentences with the phrases in list A, but have to provide different answers, e.g. *I went to the cinema ... because I wanted to see the new James Bond film.*

SPEAKING

8A Discuss some answers to question 1 with the class. Then give Ss 4–5 mins to think about and discuss their answers in pairs/groups.

B Ss read the situations. Check unfamiliar language, e.g. *CV, references, a designer bag*. Ss then discuss their answers in pairs. Remind them that they need to give reasons for their answers. To extend the practice, Ss could exchange opinions with another pair. Monitor and make notes on the strengths and weaknesses of the language they use. In feedback, invite pairs to discuss each situation with the class. Find out how far they agree. Give feedback as required.

Homework ideas

- Ex 8B: write your response to each situation here, giving reasons.
- Language bank 7.2 Ex A–B, p141
- Workbook Ex 1–5, p43–44

CAN YOU TELL ME ... ?

Introduction

Ss learn and practise how to find out and check information about facilities in a language school/university.

SUPPLEMENTARY MATERIALS

Resource bank p172

Ex 3C: make copies of a plan/map of your school for Ss to describe.

Ex 10: record Ss' role-plays if you have audio/video facilities available.

Warm up

Lead in to the topic of the lesson: Ss discuss facilities in their town. Ask *Is your town a good place for tourists and/or students?* Invite some initial responses and, if necessary, provide prompts of things Ss need to consider (places of interest and facilities), e.g. *museums, monuments, churches, parks, walks, hotels, pubs, cafés, library, internet cafes, art galleries, clubs, bookshops, cinema*, etc. Ss discuss the question in pairs/groups. In *multilingual classes*, put Ss from different countries in different ones. In feedback, discuss Ss' conclusions about their town(s).

READING

1 Ss look at the photos. Ask, e.g. *What's this place? What can you see? Who are the two young people?* Ss then discuss the questions, first in pairs and then as a class.

2 Give Ss 2–3 mins to read the text, answer the questions and compare their answers. In feedback, check answers and then ask further comprehension questions, e.g. *What do you think the Chinese saying means? Why is it difficult for foreign students when they arrive? What kind of things do they have to do?* Elicit and discuss Ss' answers.

Answers: 1 Chinese students find studying abroad hard at first, but then it gets easier and they think it's a great experience. 2 There are 66,000 Chinese students at UK universities.

Optional extra activity

Find/underline four collocations in the text, e.g. *read books, walk 1,000 miles, get easier, open a bank account, get a phone contract*.

VOCABULARY facilities

3A Ss do the exercise alone and compare their answers. In feedback, elicit/check the answers and teach new words, e.g. *register, accommodation, welfare, lecture theatre*. Elicit the stressed syllable in each word/phrase and drill the pronunciation. Ss write new words in their notebooks.

Answers: 1 library 2 stationery shop 3 registration desk 4 cafeteria 5 accommodation/welfare office

B Check/drill the example and elicit another one. Ss then take turns to ask/answer questions about the facilities. Check their answers in open pairs across the class: prompt self- and peer correction.

Other answers: study centre: study by yourself/do your homework; book shop: buy textbooks; cafeteria: have a coffee/eat something; main reception: find out where to go; classroom: have a lesson; photocopying room: make photocopies; library: borrow books/do research; accommodation/welfare office: discuss problems; lecture theatre: listen to a lecture

C Give Ss 3–4 mins to answer the questions in pairs. If possible, provide a map/plan of your language school, or Ss could draw one to facilitate their answers. In feedback, find out which facilities are most widely used.

FUNCTION finding out information

4A Check the example and give Ss 3–4 mins to write the questions. Monitor and support *weaker Ss* if necessary. Check/drill the questions in feedback (the questions are in bold in the audio script). *Stronger classes* could check their answers in Ex B.

Answers: b) Where's the study centre? c) What time is/does the library open? d) Can you help me find my classroom? e) Where can I use the internet? f) Where can I buy a notebook? g) Where can I get a new student card? h) Can you tell me where to go (for information about ...)?

B Ss listen, note down their answers and compare them. Play the recording again to check answers, if they still have doubts.

Answers: 2 b) 3 e) 4 c) 5 g) 6 d) 7 f) 8 h)

5 Give Ss time to read and check the statements before listening. Tell them to correct the false statements when they compare answers. Play the recording twice if necessary. In feedback, nominate Ss to answer with the corrected statements (see answers underlined in the audio script).

Answers: 1 T 2 T 3 T 4 F: the library is open from 9–6 every day. 5 T 6 T 7 F: the stationery shop is downstairs. 8 F: the welfare office is next to the book shop.

Unit 7 Recording 3

Conversation 1

A: Excuse me, where do I register for my course?

B: Do you know where the main reception is?

A: Sorry?

B: The main reception.

A: Oh, yes.

B: The registration desk is there.

A: Thank you so much.

Conversation 2

A: Excuse me, where's the study centre?

C: It's next to the cafeteria.

A: The cafeteria? Where's that?

C: Follow me. I'll take you there.

A: Thank you. *That's very kind.*

Conversation 3

A: Where can I use the internet?

D: You can use the computers in the library or in the study centre.

A: *Do I have to pay?*

D: No.

A: So it's free for students.

D: Yes, that's right.

Conversation 4

A: Excuse me, what time is the library open?

E: It's open every day, from 9a.m. until 6p.m.

A: Did you say 'every day'?

E: Yes, that's right. Every day, from nine in the morning until six in the evening.

A: Thank you.

Conversation 5

A: *Could you help me? Where can I get a new student card? I've lost mine.*

F: OK. If you go to the main reception, you can get a new one.

A: Thank you.

Conversation 6

A: Excuse me, can you help me find my classroom?

G: Sure. What number is it?

A: 301.

G: OK. You need to go up to the third floor. And it's on the right.

Conversation 7

A: Where can I buy a notebook?

H: There's a stationery shop downstairs.

A: Sorry?

H: There's a stationery shop downstairs.

A: Thank you so much.

Conversation 8

A: Can you help me?

I: Yes, maybe.

A: *I need to find out about my accommodation. Can you tell me where to go?*

I: Accommodation? I think you have to go to the welfare office, over there, next to the book shop.

A: Thank you.

6A Point out/check the three headings for the questions/phrases here. Give Ss 3–4 mins to complete gaps 1–7 and compare their answers.

B Ss check their answers in the audio script. *Fast finishers* could find examples of the other phrases in Ex 6A. In feedback, check the answers (in italics in the audio script) and elicit/drill the complete sentences from the recording, e.g. *Where can I get a new student card? I need to find out about my accommodation.*

Answers: 1 Excuse 2 help 3 can 4 time 5 have 6 need 7 kind

LANGUAGEBANK 7.3 p140–141

Ss should refer to the information in the tables if necessary.

Answers:

A 1 A: Can you tell me where to ~~can~~ find ... B: Yes, there's one just behind ~~of~~ you! 2 A: I need to ~~be~~ find out ... B: There's an accommodation office ~~on~~ downstairs. 3 A: ... from ~~on~~ 7 o'clock. B: Did you ~~to~~ say 7 o'clock? 4 A: Do you ~~is~~ know ... B: Yes, I'll show ~~it~~ you. That's very kind of you. 5 A: Is it ~~a~~ free to park ... B: No, ~~it's~~ you have to pay.

7 Elicit the answer to question 1. Ss then do the exercise alone and compare their answers. In feedback, Ss read out the dialogues in pairs. Prompt them to self-correct if they make mistakes and invite peer correction if necessary.

Answers: 1 A: Excuse ~~to~~ me ... B: ... around *the* corner. 2 A: What time ~~do~~ does the ... B: ... it opens ~~on~~ at eight o'clock. 3 A: Can you tell me ... B: You need going to go to reception. 4 A: Where ~~can~~ can I get a coffee? B: ... next to the library.

8 Divide the class into two groups: Ss A and B. They each check the relevant exercises and maps on p165 or p166 and work with another student from the same group (A or B) to prepare the questions they need to ask in Ex 8A. They also need to check the maps/information for Ex B. Monitor closely while Ss do this and provide support and clarification where necessary. When they are ready, put Ss into A/B pairs. They take turns to ask/answer the questions. Monitor and make a note of problem sentences for feedback. Invite Ss to act out their conversations to the class. Give feedback on problems as needed.

Suggested answers: A 1 Excuse me, what time do the shops open? At 10a.m. every day except Sunday. 2 Excuse me, where's the nearest train station? It's over the bridge on the other side of the river. 3 Excuse me, can you help me? I need to change some money. There's a money exchange next to the railway station. B 1 Excuse me, where's the nearest coffee shop? It's next to classrooms 4 and 5, on the right. 2 Excuse me, where can I buy an English dictionary? There's an English bookshop in the reception area. 3 Excuse me, can you tell me what time the school closes? At 10p.m. from Monday to Saturday and at 1p.m. on Sunday.

LEARN TO check information

9A Ss read and listen to the extracts; tell them to pay attention to the pronunciation of the language highlighted in bold on p73.

B Check the meaning of *repetition/rephrasing*. Elicit the first answer as an example before Ss work alone/in pairs. In feedback, elicit and check the answers.

Answers: a) Extracts 2, 5 b) Extracts 1, 4 c) Extract 3

C Ss listen and repeat the words/phrases that come just before the pause in the recording. Use your hands and arms to conduct/highlight the main stress and fall/rise of the intonation in each question.

Answers: The word is repeated as a question so there is a fall/rise intonation after the stressed syllable.

10 Read and check the rubric and situation with the class. Give Ss 5–6 mins to work in pairs and plan/write notes about what they want to say. In *mixed-ability classes*, put stronger/weaker Ss together. They should prepare both A and B roles and rehearse both parts of the conversation. Monitor closely to provide support with accuracy and pronunciation where needed. Prompt Ss to self-correct any errors. Then put Ss into pairs with a different partner. They take turns to be A/B and role-play the situation. They may have to adjust some of the things they'd planned to say, depending on what their partner says. In feedback, invite pairs to perform the role-plays to the class, or in groups. If you have audio/video recording facilities available, record the role-plays. Ss can watch and comment on them in feedback.

Homework ideas

- Ex 10: write a conversation about a different situation, e.g. you lost your iPod or you can't find the library.
- Language bank 7.3 Ex A, p141
- Workbook Ex 1–3, p45

MY FAMILY AND OTHER ANIMALS

Introduction

Ss watch an extract from a BBC film about the famous Durrell family, who moved to Greece in the 1930s. Ss then learn and practise how to talk and write about a new experience.

SUPPLEMENTARY MATERIALS

Warm up: bring/download a map of Greece, showing the island of Corfu off the north east coast.

Culture notes

Corfu is a large, beautiful, Greek island in the Ionian Sea, off the north east coast of Greece. It has a long history of hospitality to foreign visitors and is a popular tourist destination for British people.

Warm up

Introduce the lesson and subject of the DVD. Ss cover the text and look at the large photo of Corfu on p74–75. Ask, e.g. *What's this place like? Where is it?* Elicit and discuss Ss' answers. If possible, show Ss a map of Greece/the island of Corfu. Ask Ss *Would you leave your country and move to a place like this? Why/Why not? Why do you think people might move there?* Ss discuss their answers in groups and then with the class.

DVD PREVIEW

1 Check the rubric and give Ss 2–3 mins to answer the questions in pairs. In feedback, Ss tell the class about their partner's answers. Discuss ways of communicating when you can't speak the language.

Suggested answers: If you can't speak the language, you can use a dictionary/a phrase book, draw a picture of the object you want, mime an action to illustrate it, e.g. brush your teeth to show toothpaste/toothbrush.

Culture notes

The autobiography *My Family And Other Animals* is by famous naturalist and conservationist Gerald Durrell (1925–1995), who spent four years on Corfu with his family from 1935–1939. The book is the first of his Corfu trilogy, together with *Birds, Beasts, and Relatives*, and *The Garden of the Gods*. His brother Lawrence (1912–1990) is also a famous author, best known for *The Alexandria Quartet*.

2A Check if Ss know the book/film *My Family And Other Animals*. If so, elicit what they know about it. Ss then read the text and answer the questions. In feedback, check Ss' answers and anything else they know about authors Gerald and Lawrence Durrell. Use the **Culture notes** if necessary.

Answers: They move to Corfu because they want to escape the wet, grey English weather.

B Ss read the information again and discuss their answers in pairs. Tell them to use prepositions, and details about the people's clothes, to help them describe who the people are. Nominate Ss to answer in feedback. Check new words and elicit further information about them, e.g. ask *How old is Gerry? Who's the eldest/an intellectual? Who loves animals?* Also lead in to the DVD extract. Ask *What happens to the family in Corfu? Why are they delighted to meet Spiro? Who do you think Spiro is?*

Answers: The man in the blue shirt on the left is Lawrence, the girl with blonde hair in front of him is Margot, the young man at the top of the stairs in the brown shirt is Leslie, the young boy in the front is Gerry, the older woman on the right in the red dress is their mother.

DVD VIEW

3 Check the rubric/sentences about the DVD and preteach *customs officer*. Ss then watch the DVD, number the scenes and compare answers. In feedback, elicit Ss' answers and as much detail about each scene as they can remember, e.g. in scene 1, ask *Why don't they feel well?* Because Gerry, Margot and Leslie have colds, and mother is tired.

Alternative approach

Ss watch the DVD without sound first. They watch the actions/events and should be able to put most scenes in order. Ss compare their answers, and then watch the DVD again with the sound to check.

Answers: 2 e) 3 b) 4 d) 5 c)

4A Check the rubric and quotes with Ss. Teach/check *bed linen*. They then match the people to each quote and compare answers. Ss should try to remember exactly where the people were/what they were doing when they said these things.

B Ss watch the DVD again and check their answers (in bold in the DVD script). Pause after each answer and ask further comprehension questions to exploit the landscape, actions and events in the DVD to the fullest, e.g. for question 1 ask *What did Lawrence's mother reply? Did the others want to pack up and go?*

Answers: 2 Lawrence 3 Mother 4 Mother 5 Mother 6 Leslie 7 Spiro 8 Spiro 9 Gerry

DVD 7 My Family And Other Animals

Lawrence: Why do we put up with this climate? I mean, look at us! Gerry can't speak.

Gerry: Uh?

Lawrence: Leslie can't hear.

Leslie: What?

Lawrence: Margot's got a face like a plate of red porridge.

Margot: Shut up!

Lawrence: And mother is beginning to look like an Irish washer woman.

Mother: I am not.

Lawrence: It's August! We need sunshine.

Mother: Yes, dear.

Lawrence: I've got a friend. Lives in Greece. Corfu. Says it's wonderful. **Why don't we pack up and go?**

Mother: I can't just go like that. We have a house here.

Lawrence: We'll sell up.

Mother: Don't be ridiculous, Lawrence. Gerry needs an education.

Gerry: No, I'll be fine.

Mother: We can't just up and leave. That would be madness.

Lawrence: I'm a writer. That one's very good.

Customs Officer: Good. This, no.

Mother: It's bed linen.

Customs Officer: Merchandise. Tax.

Mother: It's our bed linen. You silly man.

Margot: Come away, mother. Let's put off annoying people as long as possible.

Mother: I'm sorry but you've shown us ten houses, and none of them has a bathroom.

Gerry: Oh, not again.

Estate agent: Bathroom? What for you want a bathroom? You have the sea.

Mother: This is the cradle of civilisation. **They must have bathrooms. We'll find a place ourselves.** Uh ... no, um, er ... Taxi?

Leslie: **We don't actually speak Greek.**

Margot: We do plan to learn.

Mother: Can't you do something, Larry?

Lawrence: What?

Spiro: O!!! **You need someone who talks your language?** Them's been worrying you?

Mother: Ah ... no, no.

Spiro: Hey! ... So, taxi? Where you wants to go, eh?

You know what? English always wants bathrooms. I got a bathroom in my house. Eight years I was in Chicago, and then I says, Spiro, you's made enough money, so I come back. I bring this car with me. Best car on the island. I tell you no word of a lie.

Mother: Eyes on the road.

Spiro: **All the English tourists, they ask for me when they come to the island.** Yeah. You know, if I wasn't Greek, yeah, I likes to be English. **There. Villa with bathrooms.**

Gerry: We'll take it.

5 Check the questions and elicit some initial answers. In *multilingual classes*, put Ss from the same countries in different pairs. Give Ss 4–5 mins to discuss the questions and make a note of their partner's answers for feedback. Find out who the most popular character is and why, and what the most common problems for tourists are.

speakout a new experience

6A Check the rubric. Remind Ss to focus on answering the three questions and not get distracted by unfamiliar language. Ss listen and make notes of their answers, and then compare them. Play the recording again if necessary. Nominate Ss to answer (in italics in the audio script) and elicit extra information if possible.

Answers: 1 Agata moved to the USA, but she didn't speak very good English. 2 She felt nervous when she had to speak to people. 3 She met some American girls and went out with them. Now, her English is better, she feels more confident; she talks to people all the time.

B Ss read and check the **key phrases**. Ss listen and tick the phrases they hear. In feedback, play the recording again, pausing at each **key phrase** (in bold in the audio script). Elicit/drill the complete sentences and ask further comprehension questions, e.g. *Where did Agata learn English? Why was it different in the USA?*

Answers: ✓ The biggest problem was ... , I felt very nervous/shy/excited when ... , I couldn't ... , Luckily, I met/made friends ...

Optional extra activity

Ss work in pairs/groups and re-tell Agata's story using the **key phrases**, e.g. *When Agata moved to the USA, her biggest problem was ...*

Unit 7 Recording 6

Well, when I first arrived in the USA, it was a very interesting time for me. *The biggest problem was that I couldn't really speak the language very well.* I learnt English at school and at university in Poland, but it's very different when you are living in the country and you need to speak it all the time. *I felt very nervous when I had to speak to American people, like in the shops or when you meet friends, and I couldn't understand what people were saying to me.* It was terrible. I used to stay at home, and watch loads of television to try and understand what people were saying. *Luckily, I made friends very quickly with some American girls, so we used to go out together, and that really helped me.* After a few months my English was much better. *I felt more confident. And now I talk to people all the time, but it was hard at the beginning.*

7A Check the rubric/questions and give Ss 3–4 mins to make notes of their answers. Monitor and help them with language they need.

B Ss should make notes of one of their partners' experiences and prepare to report back to the class in feedback. Monitor and note down examples of good language and errors Ss make for feedback.

writeback a blog/diary

Culture notes

Leeds is a large city in Yorkshire in the north of England.

8A Ss read the text and answer the questions. Discuss Ss' answers and highlight the use of *used to* in the blog.

Answers: 1 Yes. 2 She misses her family and friends. When she first arrived, she used to get lost all the time.

B First elicit examples of what Ss could write, using the prompts given, e.g. *One thing that has really changed in my life is learning to drive. I decided to learn to drive so that I could be more independent. Before that I used to take buses everywhere, etc.* Ss can use their notes from Ex 7 to write their blog/diary. Encourage them to read/comment on each other's work, while you provide support where needed. Ss can display their blogs in the classroom or pass them round for other Ss to read. Then discuss which experience Ss thought was the most unusual/interesting and give feedback on their performance.

Homework ideas

- Ex 5 question 2: write your answer to this question.
- Ex 8B: write another blog/diary and put it on your school website/class blog.

LOOKBACK

Introduction

Use the Lookback section to monitor and assess Ss' understanding of the language covered in the unit.

SUPPLEMENTARY MATERIALS

Ex 3: Ss may need dictionaries for this exercise.

VERBS + PREPOSITIONS

1A Elicit/check the answer in question 1. Ss then work alone and complete the exercise before comparing their answers. Monitor to assess how well Ss use the prepositions and do remedial work in feedback if necessary.

Answers: 1 about 2 around 3 up 4 to 5 about 6 back

B Elicit and discuss Ss' answers to question 1. Give them time to prepare their answers before they ask/answer the questions in pairs. They should make notes of their partner's answers for feedback.

Optional extra activity

Ss write one sentence containing one of their partner's most interesting answers on a piece of paper but leave their name blank, e.g. _____ would like to travel around Nepal. Collect the pieces of paper and redistribute them. Ss must then find the person their sentence is about by asking the relevant question, e.g. *Would you like to travel to Nepal?* They walk around the class asking their question or read out the question to the class. Monitor and make notes on Ss' strengths and weaknesses for feedback and/or assessment.

USED TO

2A Elicit the answer to question 1 to show Ss what to do and then give them 3–4 mins to write the questions. Check/drill the questions before Ss do Ex B.

Answers: *When you were a child ...* 1 did you use to work hard at school? 2 did you use to eat fast food? 3 did you use to spend time with your grandparents? 4 did you use to get ill often? 5 did you use to have a special friend? 6 did you use to play any sport? 7 did you use to travel to school on public transport? 8 did you use to live in a different place?

B Elicit as many related questions as possible for question 1 in Ex A, e.g. *What subjects did you enjoy? What did you use to be good/bad at? Did you use to get good exam results?* Encourage Ss to use both *used to* and the past simple. **Stronger Ss** can work alone, or in pairs with **weaker Ss**, depending on your aim (for revision/practice or for assessment). It's important that Ss' questions are accurate for Ex C, so monitor and support Ss.

Suggested answers: 2 Did your mother use to cook home-made food? What was your favourite dish? Did she teach you to cook? 3 When did you use to visit them? Where did they live? 4 What sort of illnesses did you use to get? Did you take much time off school? 5 What was his/her name? How old were you? What did you use to do together? Are you still friends now? 6 How often/well did you play? Did you use to play in a school team? 7 How far was it? How long did it take? Did you use to cycle to school? 8 Where did you live? How long did you live there? Did your parents use to move around a lot?

C Check/drill the example dialogue, encouraging Ss to sound interested. While they work in pairs, monitor and assess their use of the target language and give feedback afterwards.

COLLOCATIONS

3A Ss work alone/in pairs and can check their answers on p71. In feedback, check Ss' answers. With **stronger classes**, elicit/check how the other verb in each sentence could be used, e.g. *This hero rescued me*. Alternatively, Ss can use their dictionaries to check the verbs/find examples.

Answers: 1 cured 2 saved 3 become 4 spends 5 for 6 spent 7 played 8 make

B Check the example. Give Ss 4–5 mins to write new sentences in pairs/teams. **Stronger Ss** could write more. Monitor but don't help Ss while they work. In feedback, Ss take turns to read out their extra sentences to the class. The other Ss decide if the sentence makes sense and is grammatically correct. Ss get two points for appropriate/correct sentences, and one point for an appropriate one.

PURPOSE, CAUSE AND RESULT

4A Ss read the two parts of the exercise first. Check *put my feet up*. Ss then do the exercise alone and compare their answers. In feedback, elicit/check answers and prompt peer (Ss correct each other) and/or self-correction where appropriate. Then do remedial teaching if necessary.

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

B Check the example. Do another one if necessary to illustrate the exercise further. Give Ss 1 min to write the questions before they ask/answer them in pairs. Monitor and make notes of problems Ss have with the linking words. Write them on the board in feedback. Ss correct them in pairs.

FINDING OUT INFORMATION

5A Give Ss 3 mins to order the conversations and compare answers. In feedback, model/drill the sentences to remind Ss of the importance of sentence stress and intonation when asking for/checking information. This will prepare them for the practice in Ex B.

Answers:
Conversation 1: 2 i) 3 e) 4 d) 5 f) 6 c) 7 g) 8 b) 9 h)
Conversation 2: 1 i) 2 b) 3 h) 4 g) 5 a) 6 d) 7 c) 8 f) 9 e)

B Ss practise reading the conversations, and take turns to ask for information. Monitor and note Ss' pronunciation, particularly stress and intonation. In feedback, nominate pairs to act out a conversation and invite the other Ss to comment on their stress/intonation. Ask *Did they sound polite?* Do remedial teaching/give further feedback if necessary.

OVERVIEW

8.1 MONEY MAKERS

GRAMMAR | relative clauses

VOCABULARY | money

HOW TO | describe objects, places, things

COMMON EUROPEAN FRAMEWORK

Ss can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly; can write a short simple advertisement.

8.2 PAY ME MORE!

GRAMMAR | *too much/many, enough, very*

VOCABULARY | multi-word verbs

HOW TO | talk about quantity

COMMON EUROPEAN FRAMEWORK

Ss can handle numbers, quantities, cost and time; can participate in short conversations in routine contexts on topics of interest.

8.3 I'M JUST LOOKING

FUNCTION | buying things

VOCABULARY | shopping

LEARN TO | describe things

COMMON EUROPEAN FRAMEWORK

Ss can ask about things and make simple transactions in shops, post offices or banks; can define the features of something concrete for which they can't remember the word using simple phrases.

8.4 GOOGLE   DVD

speakout | a money-making idea

writeback | a website entry

COMMON EUROPEAN FRAMEWORK

Ss can give a short rehearsed presentation on a topic pertinent to their everyday lives, briefly give reasons and explanations for opinions, plans and actions.

8.5 LOOKBACK

Communicative revision activities



VIDEO PODCAST

How do you feel about shopping?

In this video podcast, people describe what they like and don't like about shopping, the best places to go shopping and what they've bought. It also extends Ss' vocabulary of shops and shopping. This video podcast would work well after lesson 8.3, or at the start or end of unit 8.

MONEY MAKERS

Introduction

Ss learn/practise the use of relative clauses to describe people, places and things. They also learn and practise vocabulary to talk about money.

SUPPLEMENTARY MATERIALS

Resource bank p173 and 174

Photo bank p158: Ss may need dictionaries.

Warm up: photocopy the matching activity for Ss if possible.

Ex 1: dictionaries should be available for the questionnaire.

Ex 3A: download/bring pictures from the film *2001: A Space Odyssey*.

Ex 8B: Ss may need dictionaries.

Warm up

Lead in to the lesson with a light-hearted matching activity about nicknames for British/US money. If possible, photocopy these two columns of nicknames/definitions. Otherwise, write them on the board: *Column A: 1 a nickel 2 a dime 3 a quarter 4 a buck 5 a quid 6 a fiver 7 a tenner 8 a grand, Column B: a) 5 cents b) £5 c) £1000 d) 10 cents e) £10 f) 25 cents g) £1 h) US\$1*. Ss match the words in pairs. Check answers, then ask *Do you have nicknames for money in your country?*

Answers: 1) A nickel = 5 cents (US) 2) a dime = 10 cents (US) 3) a quarter = 25 cents (US) 4) a buck = US\$1 5) a quid = £1 (Br) 6) a fiver = £5 (Br) 7) a tenner = £10 (Br) 8) a grand = £1000 (Br)

VOCABULARY money

1A Look at the photos and elicit/check words Ss know in the photos. They then read the questionnaire and tick the words in bold that they know. In pairs, Ss discuss the meaning of the words in bold they don't know, and check any they're not sure of in their dictionaries. In feedback, check and drill each word/phrase, and recap the names of things in the photos.

Answers: cash, credit card, notes, coins, tip (n)

B Ss ask/answer the questions and make notes of their partner's answers. In feedback, Ss tell the class about their partner. Discuss questions of particular interest, e.g. 5, 6, 9 and 10. Some Ss might not want to talk about their finances in class.

 PHOTOBANK p158

1 Give Ss 2–3 mins to match the photos/words and compare answers. They can use their dictionaries if necessary. In feedback, elicit/check and drill the words. N.B. *ATM* = *automated teller machine*.

Answers: 1 F 2 G 3 C 4 E 5 B 6 A 7 H 8 D

2 Ss prepare their definitions using dictionaries if necessary. Do feedback in open pairs across the class.