

CHOICES

INTERMEDIATE TEACHER'S BOOK

with Resources DVD Multi-ROM



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CONTENTS

Introduction	ii
Students' Book Contents	2
Teacher's Notes	
Module 1: Identity	5
Module 2: Big Events	13
Module 3: Taste	21
Module 4: Houses	29
Module 5: Image	37
Module 6: Heroes	45
Module 7: Adventure	53
Module 8: Habitat	61
Module 9: Learning	69
Module 10: Careers	77
Module 11: Inspiration	85
Module 12: Innovation	93
Culture Choice	102
Skills Builders	114
Student A and B Activities	121
Word List	122
Irregular Verbs	125
Language Choice	126
Students' Book Audioscript	132
Workbook Audioscript	145
Workbook Answer Key	152

INTRODUCTION

1 THE COURSE

Choices is a five-level course for secondary students, taking learners from Elementary to Advanced level. *Choices Intermediate* offers ninety-six lessons of core material but because of the in-built flexibility of the course, this could be extended considerably.

2 WHY CHOICE?

Choice for learners

When you have an element of choice in what you do, you are more likely to be motivated, and motivation is fundamental for teenage learners.

People have different learning styles and need to work in ways best-suited to them.

The ability to make choices when learning is an important strategy in itself and is a crucial element of life-long learning skills which will become more and more important in the 21st century as technology and jobs change rapidly.

Choice for teachers

Teachers work in very different contexts (e.g. number of hours, facilities, equipment) with very different groups of learners (e.g. numbers in classes, previous learning experience, interests).

Every teacher has his/her own ideas about learning and teaching.

3 CHOICE IN CHOICES

In an educational context, choice must be guided to avoid chaos in the classroom. *Choices* introduces these elements of guided choice:

- **Topic Talk Networks:** Using a language is a creative activity and involves constant choice and options. Vocabulary networks provide guided choice by marrying functional exponents with lexical items.
- **Your Choice:** These exercises give students the opportunity to choose between different topics to discuss.
- **Grammar Practice:** Grammatical structures are first compared and contrasted, then students are trained in choosing forms that best express given meanings or intentions.
- **DVD Choice:** This is an optional section with authentic video material that extends the lesson topic.
- **Listen or Watch:** Target functional language is presented through dialogues which can be watched (DVD 1) or listened to (1.12), depending on the equipment available.
- **Listening Choice:** The teacher can choose between two levels of difficulty in the listening CDs. One is slower (1.10), without accents. The other is faster and more natural (1.11), with different regional accents. This feature gives the teacher a choice, depending on the level of the students, and the option of listening to the more difficult version after students have listened to the easier level.
- **Language Choice:** This booklet, which provides options for extra practice related to new language and language reference, comes in a convenient, fold-out section at the back of the book.
- **Skills Builders:** Teachers and learners have the choice of using this section while doing communicative tasks and when revising; it gives support in terms of both strategies and language, with examples of linkers, explained text models and model dialogues.
- **Language Review/Self Assessment:** Students do language revision exercises, listen and check their answers and use a feedback guide to choose what they need to practise more.

- **Learning Links:** There are references throughout the book to extra activities which provide a further element of choice. At the end of each module, students are directed to further cultural input (Culture Choice at the back of the book), plus extra revision, practice and self assessment (in the Workbook/MyLab).
- **Culture Choice:** These optional lessons at the back of the book include cultural input, literature, songs and projects. They are related to pairs of modules but can be done at any time. The extensive reading can also be done by students on their own and is a good way of introducing students to guided readers (see the Penguin Readers collection).
- **Online Skills (Workbook):** These activities, developed by ELT technology specialists, develop information-handling skills and critical thinking within the context of the internet.
- **Sound Choice (Workbook):** Different language learners have different problems according to their own language and according to their own personal difficulties. A short diagnostic exercise is followed by a choice of exercises on problem sounds.

4 APPROACH

In addition to the learner-development features of *Choices* that are related to the central concept of choice, the course contains other key elements:

a Educational Content

The strong content syllabus covers the key areas in the Common European Framework of Reference (CEFR), has systematic cross-curricular input and includes up-to-date and challenging topics. Each topic-based module is introduced in the Topic Talk, then the lessons include input on different thematic strands related to the main topic. In reading lessons, there are Learning Links to Online Skills in the Workbook that enable learners to find out more about the topic.

b Cultural Input

Choices not only provides systematic cultural input about English-speaking and other cultures but gives frequent opportunities for students to talk and write about their own culture, thus strengthening their own cultural identity. In main lessons, Your Culture spots relate the topics to the students' own culture. The six Culture Choices at the end of the coursebook have input about English-speaking culture and cultural awareness, literature (poems and stories) and songs, and My Culture Projects allow students to research information about their own culture and then talk or write about it.

c A Broad Approach to Language

Rather than establish a false dichotomy between vocabulary on the one hand and grammar on the other, the language syllabus in *Choices* integrates different strands of linguistic input in both grammar and skills lessons through a comprehensive focus on morphology, syntax, word grammar, lexical features, text grammar, functions, conversational grammar and phonology. Features in *Choices* that enable the course to cover this broad scope of language are:

- **Vocabulary Networks:** They combine key functional language with useful lexical sets and enable students to talk about common exam topics in a personal way.
- **Sentence Builders:** They focus on difficult areas of syntax which often cause students problems and systematically cover written linkers.
- **Word Builders:** They look at lexical features such as prefixes/suffixes and multi-part verbs.
- **Text Builders:** They cover text organisation and style in written language.

d Integrated Skills

As in real life, where communication usually involves more than one channel at a time, skills in *Choices* are always developed together. For example, in the main skills lesson, there are always at least three out of four of the main skills:

- **Oral Production:** Every Topic Talk has an activity in which learners can talk about their own lives. There are other such tasks in the main skills lessons and Speaking Workshops.
- **Oral Interaction:** There are interactive speaking activities throughout the book, especially in the oral skills lessons and the Speaking Workshops.
- **Listening (Watching):** There are four or five listening tasks in each module with a wide variety of text types: monologues, stories, dialogues, interviews and radio documentaries. Watching tasks include TV documentaries, interviews, dialogues and a situation comedy TV programme. Pronunciation activities involve intensive listening with tasks to develop learners' ability to distinguish sounds, words and expressions. There is further listening in the Culture Choices and there is a song.
- **Reading:** There is one major reading text per module and other shorter ones in the grammar lessons and the workshops. Text types include articles, book reviews, adverts, letters, notes, a postcard, websites, magazine interviews, a magazine letter page and blogs. There are also further reading texts in the Culture Choice sections (stories, poems and a song).
- **Writing:** There is writing in every module. In odd-numbered modules, there is a focus on written syntax, reference and linking followed by a short writing task: descriptions, advert, blog post and instructions. In even-numbered modules, there are more text types in the Writing Workshops: an email, a book review, a report, a letter of complaint, a CV and covering letter and an essay. Clear models are provided and there are staged tasks, plus work on text organisation and style. Further models of text types are given in the Skills Builder, which illustrates target features and language.

e Critical Thinking and Information-handling

Elements of critical thinking are introduced in reading and listening tasks: inference of non-explicit information, analysis of textual elements such as author's style or context, evaluation of content or arguments in the text, application and discussion of knowledge or ideas from texts. The information-handling activities in the Online Skills in the Workbook provide further activities to develop learners' skills in selecting, evaluating and processing information in the context of the internet.

f Communication Strategies

There is a systematic focus on communication strategies in the Skills Builders for both receptive and productive skills. For reading and listening, there are both general processing strategies such as working out the meanings of new words, plus exam task strategies such as doing matching or multiple-choice tasks. Writing strategies are embedded in the tasks in the Writing Workshops and explicit speaking strategies appear in the Speaking Workshops.

g Guided and Staged Production

Both shorter and longer productive tasks are guided in *Choices*. For example, in main skills lessons Your Choice tasks contain brief preparation stages. In the longer Writing Workshop and Speaking Workshop, there are explicit stages followed by feedback activities to enable students to reflect on or react to their partners' writing or what they have said. The Skills Builder acts as a back-up when learners are doing these tasks, providing model texts and dialogues.

5 COMPONENTS

The components of the course are as follows:

1 Students' Book

The Students' Book consists of twelve thematic modules. Each module is clearly divided into sections: Topic Talk (opening page of the module), Grammar, Skills, Writing Workshop, Speaking Workshop. There is a one-page Language Review after Modules 1, 3, 5, 7, 9 and 11. At the back of the Students' Book, there are the following:

- **Skills Builder** (a section of support strategies and model language and texts)
- **Culture Choice** (optional lessons which present reading texts, poems and a song with projects related to the students' own culture)
- **Language Choice booklet** (which provides further language practice of both vocabulary and grammar and also has a reference section for each language point that is presented)

2 Workbook

The Workbook gives further practice of the language introduced in the Students' Book. Each module directly reflects the content of the corresponding module of the Students' Book. Every module contains a Remember section which revises basic grammar points from the previous level. At the end of each module, there is a revision section followed by a Module Diary where students assess their progress.

After every second module, there is an extensive exam practice zone with practice tests for reading, listening, speaking and writing. The Sound Choice section allows students to work on their pronunciation. Finally, at the end of the book, there is a section called Online Skills, which develops information-handling skills in the context of the internet.

3 MyLab

This online resource allows teachers and students to interact beyond the classroom. It has all the practice exercises of the Workbook, which can be automatically graded, and instant feedback can be sent to the student. Teachers can use MyLab to assign homework and see their students' progress in the gradebook.

4 Teacher's Handbook

The Teacher's Handbook contains reduced pages from the Students' Book, along with teaching notes, answers, teaching tips, suggestions for extra exercises and background information about the contents of each spread. It also contains the Students' Book audioscript, the Workbook audioscript and the answer key.

5 ActiveTeach

This DVD-ROM is a teaching resource, providing everything needed both for the classroom and for preparation. It contains:

- an interactive whiteboard of the Students' Book with integrated audio and DVD, interactive activities and zoomable areas
- photocopiable activities to use in the classroom
- teacher development workshops on different elements of language teaching
- the Test Master, so teachers can create their own versions of tests
- a comprehensive mapping of *Choices* to the CEFR.

6 Class Audio CDs

The Class Audio CDs contain all the listening activities recorded in the two levels of difficulty, plus recordings of all the reading texts.

6 CHOICES AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

Choices covers most of the descriptors of the Common European Framework of Reference (CEFR) at each level, except some of those related to work and other adult contexts:

Choices	CEFR	UCLES
Elementary	A1-A2	
Pre-Intermediate	A2-B1	KET
Intermediate	B1-B2	PET
Upper-Intermediate	B2	PET
Advanced	B2-C1	FCE

For a complete breakdown of the descriptors covered at this level, see the Teacher Development Workshop entitled Evaluation: European Framework of Reference on the *Choices ActiveTeach*.

TOPIC TALK

These boxes contain the learning **objectives** of each module.

Systematic practice of **pronunciation** (e.g. unstressed words, word stress, contractions).

The **Language Choice** booklet provides extra practice and reference.

PRACTICE

- 1 Talking about identity Complete the description.
- I ¹ *suppose* I'm quite an idealistic type of ² _____. I'm passionate about politics and I'm keen ³ _____ photography - I'm ⁴ _____ going to photography exhibitions. I suppose I'm a bit ⁵ _____ laid-back sometimes because I'm ⁶ _____ into studying very much. I live in Brussels but my ⁷ _____ roots are in England and my parents come from London. I am not very nationalistic but I'm ⁸ _____ of London - I think it's a great city.

MODULE 1 IDENTITY

Objectives: Listen, read and talk about your identity and other people's; discuss urban tribes; write a short description; learn more about present tenses.

TOPIC TALK

1 Make guesses about which of the people in the photos (a-c):

- are proud of their nationality
- belong to an urban tribe (e.g. goths/skaters/punks)
- are into sport
- care about the environment

2 Listen to the people (1-3) and check your guesses from Exercise 1.

3 Listen again to the first person. Complete the information in the network.

Identity

My family roots are in (England/Switzerland). I am proud of my/our _____. One thing I love about my country is the _____. I suppose I'm a(n) _____ type of person, but I'm a bit too _____. I'm passionate about/keen on (arts/fashion/nature/sport, etc.). I'm (not) into _____. I'm wearing (badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos, piercings, tattoos).

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses, climate, food, landscape, lifestyle, people, wildlife, adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty, independent, laid-back, rebellious, shy, untidy

4 Listen to the first person. Write down the contractions. Then listen again and repeat them.

5 Work in groups. Use the network to talk about your identity.

The **Topic Talk** introduces the **module topic**.

Vocabulary networks present key lexical sets and functional language to talk about the topic.

Students have the chance to **personalise** the topic and talk about themselves.

GRAMMAR

Warm Up sections introduce the lesson topic.

Presentations encourage students to work out rules in a guided way.

Grammar Alive sections link grammar with functional areas and provide practice in everyday contexts.

Students read texts containing target grammar in context and do simple **reading tasks**.

MODULE 2 LANGUAGES

Warm Up

1 Look at the map of world languages. Which continents have the lowest number of endangered languages?

2 Read the text and answer the questions.

3 You'll notice where in the world in your language 'spoken' what languages have influenced your language? What foreign words are used in your language?

Present tenses

1 Name the tenses (Present Simple or Present Continuous) in the sentences (1-10) underlined in the text and match them with the things they talk about (a-f).

2 Read the rules. Can you change the verb forms in bold in the sentences (1-10) into the continuous?

3 Match the Present Perfect sentences (1-10) with the verbs (a-f).

4 Present tenses Complete the sentences with the Present Simple, Present Continuous and Present Perfect.

5 Use the verbs to write sentences (1-10) could say. Use the Present Simple, Present Continuous and Present Perfect.

6 Use the verbs to write a questionnaire. Use correct tenses.

7 Work in pairs. Ask and answer the questions. Tell the class about your partner.

- 4 Present tenses Complete the sentences with the Present Simple, Present Continuous and Present Perfect.
- My granny *doesn't speak* (not speak) any foreign languages.
 - Talk to him now! He _____ (not do) anything important.
 - _____ (you / like) listening to French songs?
 - _____ (never / be) abroad.
 - This week the students _____ (learn) to write letters in English.
 - _____ (you / ever try) to learn Arabic?

The **Language Choice** booklet provides more grammar practice and reference.

Present tenses

Present Simple

We use the Present Simple to talk about:

- activities that happen regularly, habits and routines.
Most children *start school* at the age of six.
I *buy* a lot of books.
- feelings, opinions, permanent situations.
Some languages *have* no written form.
I *like* learning languages.
We *think* that 'small' languages will disappear.

SKILLS READING/Writing

Warm Up activities introduce the topic of the lesson.

Word Builders systematically present lexical features (e.g. prefixes/multi-part verbs).

Sentence Builders focus on linkers and sentence structure.

Skills Builders at the back of the book provide useful reading strategies.

12 Multiple choice (choosing a title)

Page 6, Exercise 2

- First, look quickly at the text and any photos or drawings with it. Try to guess the topic.
- Read the text quickly to check your guess. Do not try to understand all the words.
- Read the question and look again at the different titles.
- Look through the text more slowly. Find parts of the text related to the titles.
- Which title sums up the general topic of the text? Choose that one.

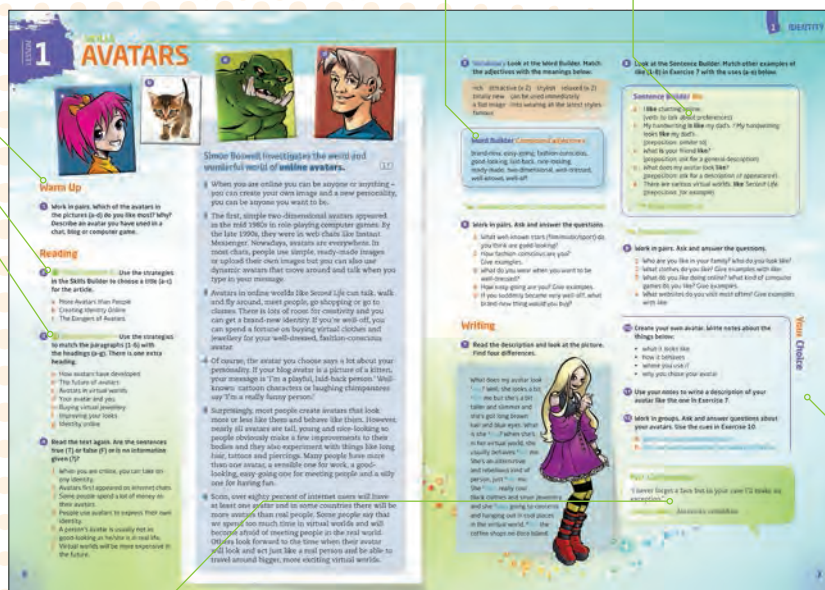
13 Matching (headings/paragraphs)

Page 6, Exercise 3

- Read all of the text quickly to get the general idea.
- Read each paragraph carefully, especially the first sentence which usually introduces the topic of the paragraph.
- Underline important words in each paragraph and select a heading for each paragraph.
- Make sure one of the headings does not match a paragraph.

No Comment boxes include quotes about the lesson topic.

Your Choice activities give students an element of choice.



SKILLS READING/LISTENING

Your Culture activities relate the lesson topic to the students' own context.

Language Choice activities provide reference and further practice.



Skills Builders at the back of the book have useful listening strategies.

There is a variety of reading texts (e.g. articles, adverts, websites).

1 Matching (identifying the main topic)

Page 16, Exercise 2

- Before you listen, look carefully at the list of topics. Use photos and any other information to make guesses about what the text is going to be about.
- Listen and check your guess. Remember that all the topics can be mentioned but the main topic is the one that sums up the text best.

2 Multiple choice (specific information)

Page 16, Exercise 3

- Before you listen, read the questions carefully.
- Try to guess answers to the questions where possible. Use your knowledge of the world and use any pictures there are.
- Often the information in the text is expressed in a different way from the question. Sometimes it is in a different form.
- Question = Apartheid was bad for black South Africans.
- Text = Black South Africans had no rights.
- When you listen again, try to get the rest of the information.
- When you don't know an answer, make a guess.

SKILLS LISTENING/SPEAKING

The **DVD Choice** section provides optional authentic video footage.

Students can **listen to or watch** everyday functional dialogues.

Vocabulary networks
provide further key vocabulary.

Listening texts give input about the lesson topic.

Your Choice
activities have
speaking practice
of functional
language.

40 Agreeing and disagreeing (1)
Page 11, Exercise 9

A: I think punks look a bit silly.
B: So do I.
C: I don't. I think they're quite cool.
A: I don't think piercings look very nice.
B: Me neither. They're horrible!
A: I don't like heavy metal.
B: Neither do I. It's too loud.
C: I do. I think it's great!
A: I love clothes with designer labels.
B: Me, too. But they're so expensive.
A: I'm not into tattoos.
B: Neither am I.
C: I am. I'd like to have one.
A: I'm really into hip hop and rap.
B: So am I.
C: I'm not. I prefer rock.

Pronunciation
activities focus
on intonation.

Talk Builders present functional language. **Skills Builders** provide further reference.

WRITING/SPEAKING WORKSHOPS

Skills Builders
provide model texts
with explanations.

41 Telling stories
Page 20, Exercise 3

A: Well, it happened the other day. I'd just finished classes and I was riding my bike down the street.
B: And then?
A: And suddenly, I saw these two guys. An old guy, and a young guy in jeans with a knife.
B: Wow!

Staged speaking and writing tasks are provided.

Talk Builders focus on conversational grammar.

Learning Links direct students to Culture Choices and Workbook activities.

There are **reading** activities with model texts.

Listening input and focus on pronunciation are provided.

Skills Builders give communication strategies.

26 An informal email
Page 19, Exercise 5

Key
informal style
story linkers

The diagram illustrates the timeline of a wedding ceremony using two examples of the Present Perfect tense. It features a vertical timeline with two main sections: 'introduction' and 'before the event'.

introduction

Hi Andy,
How's it going? I've just come back from my sister's wedding. It was really **COOL!!!!!!**

before the event

It was in **some kind of** Scottish castle and we arrived late the night **before**. The next day, **after having** breakfast, we went out for a walk **and then** we got changed for the ceremony.

LANGUAGE REVIEW

Exercises test knowledge of language from the previous module (Modules 1 and 12) or from the previous two modules.

Revision of the Vocabulary network

Revision of the Word Builder

Revision of the Sentence Builder

Revision of Grammar

Revision of Grammar

Revision of the Talk Builder

Students **listen**,
check their answers
and **decide** on further
practice.

Learning links direct students to the Workbook.

Sound Choice focuses on problem sounds.

CULTURE CHOICES

Culture Choices are optional lessons at the back of the coursebook.

Reading tasks include inference (reading between the lines) and evaluation.

Texts include poems, stories, novel extracts and songs.

Glossaries
provide
meanings of
new words.

Your Culture
activities relate the topic to the students' own culture.

Listening texts provide cultural background.

Projects get students writing and talking about their own culture.

CONTENTS

Language

Skills

1 IDENTITY

Topic Talk (p. 5)	Vocabulary network: Identity Pronunciation: Contractions	Listening: Three interviews Speaking: Talking about your identity
1 Avatars (pp. 6-7)	Word Builder: Compound adjectives Sentence Builder: Uses of <i>like</i>	Reading: Article about avatars (Matching, T/F/No information) Writing: Personal description
2 Languages (pp. 8-9)	Grammar: Present tenses Grammar Alive: Personal information	Reading: Article about saving languages Listening: Dialogue about languages
3 Tribes (pp. 10-11)	Vocabulary: Urban tribes Talk Builder: Agreeing and disagreeing (1) Pronunciation: Intonation (replies)	Listening: Interview with a sociologist (T/F) DVD Choice: Documentary about goth weekend (Matching) Watching/Speaking: Two interviews (Matching)
Language Review (p. 12)	Revision: (Gap fill)	Self Assessment

2 BIG EVENTS

Topic Talk (p. 13)	Vocabulary network: Memories Pronunciation: Emphatic stress	Listening: Two interviews Speaking: Talking about memories
4 The Wall (pp. 14-15)	Grammar: Past Perfect Grammar Alive: Excuses and explanations	Reading: Personal accounts of a historical event Listening: Short dialogues
5 The Big Game (pp. 16-17)	Word Builder: Multi-part verbs (1) Sentence Builder: Uses of <i>just</i>	Listening: Dialogue (Multiple choice) Reading: Newspaper interview (T/F)
6 Birthdays and Funerals (p. 18)	Grammar: <i>used to</i> and <i>would</i>	Reading: Personal memory
Writing Workshop 1 (p. 19)	Text Builder: Informal style Sentence Builder: Time linkers: <i>after, before, while + -ing</i>	Reading/Writing: Email with a personal anecdote
Speaking Workshop 1 (p. 20)	Pronunciation: Intonation (reactions) Talk Builder: Telling stories	Listening: A story (ordering pictures) Speaking: Telling stories
Culture Choice 1 (pp. 102-103)	Story: <i>Fever Pitch</i> by Nick Hornby Project: A sporting event	

3 TASTE

Topic Talk (p. 21)	Vocabulary network: Food Pronunciation: Word boundaries	Listening: Dialogue about food habits/likes Speaking: Talking about food habits/likes
7 Cooking (pp. 22-23)	Word Builder: Verbs + prepositions Sentence Builder: Reason linkers: <i>because, (just) in case, as</i>	Reading: Magazine profile (Matching, Multiple choice) Writing: Invitation
8 Ice Cream (pp. 24-25)	Grammar: The Passive Grammar Alive: Describing a process	Reading: The history of ice cream Listening: Tour guide presentation
9 Restaurants (pp. 26-27)	Vocabulary network: Eating out Talk Builder: Eating out (requests/replies) Pronunciation: Polite requests	Listening: Review of a TV programme (Gap fill) DVD Choice: Documentary about <i>Fifteen</i> restaurants (T/F) Watching/Speaking: Dialogue in a restaurant (Matching, Role-play)
Language Review (p. 28)	Revision: (Gap fill, Sentence transformation)	Self Assessment

4 HOUSES

Topic Talk (p. 29)	Vocabulary network: Houses Pronunciation: Unstressed function words	Listening: Three descriptions of homes Speaking: Talking about your home
10 An African Village (pp. 30-31)	Grammar: Present Perfect Continuous Grammar Alive: Explanations	Reading: Interview with anthropologists Listening: Dialogues
11 Floating Homes (pp. 32-33)	Sentence Builder: Modifiers and comparatives: <i>much, a bit, even more, slightly more</i> Word Builder: Prepositions and adverbs (e.g. <i>downstairs, go downstairs</i>)	Reading: Magazine article about a new island (Gap fill) Listening: Description of a house
12 Makeovers (p. 34)	Grammar: <i>have/get</i> something done	Reading: Magazine article about a makeover
Writing Workshop 2 (p. 35)	Text Builder: Language for reports	Reading/Writing: Report and graph
Speaking Workshop 2 (p. 36)	Talk Builder: Asking about accommodation/ Making offers Pronunciation: Intonation (offers)	Listening: Hostel dialogue Speaking: Hostel roleplay (Role-play)
Culture Choice 2 (pp. 104-105)	Story: <i>Dracula</i> by Bram Stoker Project: A famous building	

Language

Skills

5 IMAGE

Topic Talk (p. 37)	Vocabulary network: Appearances Pronunciation: Word boundaries	Listening: Descriptions of celebrities Speaking: Describing a celebrity
13 Looking Good (pp. 38-39)	Word Builder: Word pairs (e.g. <i>black and white</i>) Sentence Builder: Verb patterns (e.g. <i>want somebody to do something</i>)	Reading: Magazine article about clothes shopping (Matching) Writing: Note to a friend
14 Fashion Contest (pp. 40-41)	Grammar: Speculating about the present Grammar Alive: Gossiping	Reading: Dialogues about a fashion competition Listening: Dialogue for speculating
15 Celebrity Culture (pp. 42-43)	Vocabulary network: Celebrity Talk Builder: Complaining and apologising (in shops) Pronunciation: Intonation	Listening: Talk about celebrity (Matching) DVD Choice: Documentary about celebrity (Matching) Watching/Speaking: Dialogues in a shop (Matching, Role-play)
Language Review (p. 44)	Revision: Revision (Gap fill, Sentence transformation) Self Assessment	

6 HEROES

Topic Talk (p. 45)	Vocabulary network: Biography Pronunciation: Dates	Listening: Descriptions of life stories Speaking: Describing a hero/heroine
16 Little Hero (pp. 46-47)	Grammar: Speculating about the past Grammar Alive: Making guesses	Reading: Newspaper article about child labour Listening: Dialogue with guesses
17 Action Heroes (pp. 48-49)	Sentence Builder: Prepositions at the end of sentences (questions/relative clauses) Word Builder: Prefixes	Reading: Dialogue about a film (Multiple choice) Listening: Novel extracts: <i>The Bourne Identity</i>
18 Local Hero (p. 50)	Grammar: Question tags	Reading: TV Interview
Writing Workshop 3 (p. 51)	Text Builder: Organisation and style Sentence Builder: Addition linkers	Reading/Writing: Book review
Speaking Workshop 3 (p. 52)	Talk Builder: Talking about photos (vague language, speculation, additions) Pronunciation: Intonation (end of sentences)	Listening: Describing a photo Speaking: Describing a photo
Culture Choice 3 (pp. 106-107)	Story: <i>Jane Eyre</i> by Charlotte Brontë Project: A fictional hero/heroine	

7 ADVENTURE

Topic Talk (p. 53)	Vocabulary network: Adventure Pronunciation: Emphatic stress	Listening: Dialogue about extreme sports Speaking: Talking about adventure
19 Risk (pp. 54-55)	Word Builder: Confusing nouns Sentence Builder: Prepositions + <i>-ing</i> forms	Reading: Adverts for extreme sports (Matching) Writing: Personal email about holiday
20 Expedition (pp. 56-57)	Grammar: Predictions, intentions, arrangements Grammar Alive: Plans and predictions	Reading: Diary of an expedition Listening: Dialogues with plans and predictions
21 Adventure Holidays (pp. 58-59)	Vocabulary network: Adventure sports Talk Builder: Asking for information Pronunciation: Polite intonation	Listening: Radio adverts DVD choice: BBC documentary about adventure holidays Listening/Watching: Dialogue in a tourist information centre (Multiple choice, Role-play)
Language Review (p. 60)	Revision: (Gap fill, Sentence Transformation)	Self Assessment

8 HABITAT

Topic Talk (p. 61)	Vocabulary network: My environment Pronunciation: Word stress	Listening: Dialogue about environment Speaking: Talking about your environment
22 Into the Wild (pp. 62-63)	Grammar: Future Continuous Grammar Alive: Requests	Reading: Dialogue about survival tips Listening: Dialogues with requests
23 The Sun (pp. 64-65)	Word Builder: Uses of <i>take</i> Sentence Builder: Reduced relative clauses (e.g. <i>tourists coming to the island</i>)	Listening: Interview with a scientist Reading: Article about Longyearbyen (Multiple choice)
24 Going Green (p. 66)	Grammar: <i>myself, yourself, ourselves; each other</i>	Reading: Newspaper article about green living
Writing Workshop 4 (p. 67)	Text Builder: Formal style Sentence Builder: Cause linkers	Reading/Writing: Formal letter of complaint
Speaking Workshop 4 (p. 68)	Text Builder: Agreeing and disagreeing (2) Pronunciation: Intonation	Listening: Dialogue about traffic Speaking: Discussing visual material
Culture Choice 4 (pp. 108-109)	Story: <i>A Walk in the Woods</i> by Bill Bryson Project: A beautiful natural area	

CONTENTS

	Language	Skills
9 LEARNING		
Topic Talk (p. 69)	Vocabulary network: School (1) Pronunciation: Contractions	Listening: Three monologues about school Speaking: Talking about school
25 Co-education? (pp. 70-71)	Word Builder: Making nouns (-ation/-ment/-ence/-ity/-ship) Sentence Builder: Example linkers	Reading: Online magazine posts (Matching, Multiple choice) Writing: Blog post
26 Brain Power (pp. 72-73)	Grammar: Reported statements Grammar Alive: Reporting (1)	Reading: Advice website Listening: Radio interview
27 School Life (pp. 74-75)	Vocabulary network: School (2) Talk Builder: Asking for permission Pronunciation: Intonation	Listening: Dialogue about schools DVD choice: BBC programme extract Watching/Speaking: Dialogues asking for permission (Matching, Role-play)
Language Review (p. 76)	Revision: (Gap fill, Sentence transformation)	Self Assessment
10 CAREERS		
Topic Talk (p. 77)	Vocabulary network: Careers Pronunciation: Unstressed function words	Listening: Interviews about careers Speaking: Talking about careers
28 Odd Jobs (pp. 78-79)	Grammar: Reported questions Grammar Alive: Reporting (2)	Reading: Website about jobs Listening: Dialogue/Job interview
29 Future Jobs (pp. 80-81)	Word Builder: Multi-part verbs (2) Sentence Builder: Asking what to do	Reading: Job adverts (Matching) Listening: Phone-in programme (Multiple choice)
30 Got Talent (p. 82)	Grammar: Conditionals	Reading: Article about talent shows
Writing Workshop 5 (p. 83)	Text Builder: Organisation Sentence Builder: Purpose linkers	Reading/Writing: Curriculum vitae; Letter of application
Speaking Workshop 5 (p. 84)	Pronunciation: Intonation (requests) Talk Builder: Polite requests (indirect questions)	Listening: Job interviews Speaking: Job interview roleplays (Role-play)
Culture Choice 5 (pp. 110-111)	Story: <i>An Ordinary Life</i> by Amy Macdonald	Project: A famous musician
11 INSPIRATION		
Topic Talk (p. 85)	Vocabulary network: The Arts Pronunciation: Word boundaries	Listening: Dialogue about the arts Speaking: Talking about the arts
31 Musicals (pp. 86-87)	Word Builder: Noun + noun (e.g. <i>pop singer</i>) Sentence Builder: Contrast linkers	Reading: Two reviews Writing: Short review of a performance
32 Masterpieces (pp. 88-89)	Grammar: Past Conditional Grammar Alive: Regrets	Reading: Exhibition catalogue Listening: Dialogue at a museum
33 Young Artists (pp. 90-91)	Vocabulary network: Art Talk Builder: Opinions: Reasons and examples Pronunciation: Intonation	Listening: Radio interview (Matching, Multiple choice) DVD choice: Interviews with artists Watching/Speaking: Classroom debate
Language Review (p. 92)	Revision: (Gap fill, Sentence transformation)	Self Assessment
12 INNOVATION		
Topic Talk (p. 93)	Vocabulary network: Science and technology Pronunciation: Word stress	Listening: Dialogue about science Speaking: Talking about science and technology
34 DNA Detectives (pp. 94-95)	Grammar: Past modals Grammar Alive: Obligations and mistakes	Reading: Science magazine article Listening: Dialogues about obligations and mistakes
35 Science Fiction? (pp. 96-97)	Word Builder: Multi-part verbs (3) Sentence Builder: <i>whatever/whenever, etc.</i>	Reading: Newspaper article (Multiple choice) Listening: Interview about science fiction writers
36 Experiment (p. 98)	Grammar: Verbs with -ing or infinitive	Reading: Magazine article about an experiment
Writing Workshop 6 (p. 99)	Text Builder: Organisation; Discursive language	Reading/Writing: Opinion essay
Speaking Workshop 6 (p. 100)	Talk Builder: Giving presentations Pronunciation: Intonation (linking expressions)	Listening: Presentation about an invention Speaking: Presentation
Language Review (p. 101)	Revision: (Gap fill, Sentence transformation)	Self Assessment
Culture Choice 6 (pp. 112-113)	Poems: Two poems by Wendy Cope and Brian Pattern	Project: A famous poet

Skills Builders: Listening: (pp. 114-115) Reading: (pp. 116-117) Writing: (pp. 118-121) Speaking: (pp. 122-127)
 Irregular Verb List (p. 128) Student A Activities (p. 129) Student B Activities (p. 130) Word List (pp. 131-136)

Objectives: Listen, read and talk about your identity and other people's; discuss urban tribes; write a short description; learn more about present tenses

TOPIC TALK

- 1 Make guesses about which of the people in the photos (a-c):
 - are proud of their nationality
 - belong to an urban tribe (e.g. goths/skaters/punks)
 - are into sport
 - care about the environment
- 2 1.2 1.3 Listen to the people (1-3) and check your guesses from Exercise 1.
- 3 1.4 1.5 Listen again to the first person. Complete the information in the network.

Identity

My family roots are in ¹England/Wales.

I am proud of my/our ²language.

One thing I love about my country is the

³landscape.

I suppose I'm a/an ⁴sporty type of person

but I'm a bit too ⁵laid-back.

I'm ⁶passionate about/keen on ⁷art/fashion/nature/sport etc.

I'm (not) into ⁸wearing team shirts

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses

climate, food, landscape, lifestyle, people, wildlife

adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty

independent, laid-back, rebellious, shy, untidy

wearing badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos
piercings, tattoos

- 4 1.6 Pronunciation Listen and write down the contractions. Then listen again and repeat them.

I - I'm

LANGUAGE CHOICE 1:
VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about your identity.

a

b

c

5

- 3 Give students a few minutes to read the information in the network. Check the meaning of any vocabulary students don't know. Elicit any information they remember about Owen before they listen again.

Answers: Student page

- 4 Check understanding of contraction. Ask: *What is the full form of 'I'm'?* Repeat the process with more examples, e.g. *you're*, *that's*. You may need to play the recording a few times. Check the answers with the class. Elicit what the contractions are short for, e.g. *don't* - *do not*, *we're* - *we are* and *I've* - *I have*. Focus on two or three of the sentences. Use choral drilling.

Answers: But maybe I'm a bit too laid-back sometimes. I'd like to have a Welsh flag tattoo.

And I don't like clothes with designer labels, either.

We're a real sporting nation.

But I've got family roots in Poland.

So you're a real skater?

We're a really good group.

For practice, students turn to **LANGUAGE CHOICE 1**.

- 5 Put students in groups of four. Give them a few minutes to do this activity. Monitor and help where necessary.

Now your students can:

- talk about their identity (or the identity of other people)
- describe what people are like.

TOPIC TALK

- 1 Students discuss their ideas for a few minutes in pairs. Write up any interesting language on the board. Ask students to give reasons for their ideas.

- 2 Tell students to make notes as they listen. Pause the recording after each speaker and ask students to identify which person is speaking.

Answers: Photo a: Owen is proud of his nationality, speaks two languages and is into sport. Photo b: Haruka speaks two languages and cares about the environment. Photo c: Piotr belongs to an urban tribe and is into sport.

Background

Avatar: an image that represents a person in a virtual world.

Role-playing game: a game in which players assume the roles of characters in a fictional setting.

Instant messaging (IM): a form of real-time communication between two or more people using computers.

Blog: a diary which you put on a website for others to read. It may contain personal information or comments on topics of interest to the writer. The word *blog* is combined from the words *web* and *log*.

Virtual world: an online community that is a computer-based simulated environment. In virtual worlds, like *Second Life*, you can earn virtual money by having a job or starting a business. Some people have made a lot of money from selling services and products in virtual worlds.

Part 1

Warm Up

1 Before students open their books, write up the words *avatar*, *a chat* and *blog* on the board. Elicit ideas about what these are. Ask students if they have seen the film *Avatar*. Encourage those students who visit blogs to explain to the others what they are. Ask students to open their books and use the pictures to aid the discussion further. If students use any words that you think may be useful to the lesson, e.g. *virtual*, *character*, *internet*, write them up on the board.

Tip: Being a digital generation, it's probable that students already know a lot about avatars. This is a good chance for 'real' interaction with students. Encourage them to tell (or teach you!) about what they know. Ask them about the most popular games, blogs or chat rooms among their friends.

LESSON

1

SKILLS

AVATARS



Warm Up

1 Work in pairs. Which of the avatars in the pictures (a-d) do you like most? Why? Describe an avatar you have used in a chat, blog or computer game.

Reading

2 **SKILLS BUILDER 12** Use the strategies in the Skills Builder to choose a title (a-c) for the article.

- a More Avatars than People
- b Creating Identity Online
- c The Dangers of Avatars

3 **SKILLS BUILDER 13** Use the strategies to match the paragraphs (1-6) with the headings (a-g). There is one extra heading.

- a How avatars have developed 2
- b The future of avatars 6
- c Avatars in virtual worlds 3
- d Your avatar and you 4
- e Buying virtual jewellery
- f Improving your looks 5
- g Identity online 1

4 Read the text again. Are the sentences true (T) or false (F) or is no information given (?)?

- 1 When you are online, you can take on any identity. T
- 2 Avatars first appeared on internet chats. F
- 3 Some people spend a lot of money on their avatars. T
- 4 People use avatars to express their own identity. T
- 5 A person's avatar is usually not as good-looking as he/she is in real life. F
- 6 Virtual worlds will be more expensive in the future. ?

Extra Exercise

As a follow up to **SKILLS BUILDER 13**, ask students in pairs to compare which words they underlined to help them match the headings. Tell students to help each other with the meaning of any difficult words too.

4 Give students a few minutes to complete the exercise.

Answers: Student page

Simon Boswell investigates the weird and wonderful world of online avatars.

17

- 1 When you are online you can be anyone or anything – you can create your own image and a new personality, you can be anyone you want to be.
- 2 The first, simple two-dimensional avatars appeared in the mid 1980s in role-playing computer games. By the late 1990s, they were in web chats like Instant Messenger. Nowadays, avatars are everywhere. In most chats, people use simple, ready-made images or upload their own images but you can also use dynamic avatars that move around and talk when you type in your message.
- 3 Avatars in online worlds like *Second Life* can talk, walk and fly around, meet people, go shopping or go to classes. There is lots of room for creativity and you can get a brand-new identity. If you're well-off, you can spend a fortune on buying virtual clothes and jewellery for your well-dressed, fashion-conscious avatar.
- 4 Of course, the avatar you choose says a lot about your personality. If your blog avatar is a picture of a kitten, your message is 'I'm a playful, laid-back person.' Well-known cartoon characters or laughing chimpanzees say 'I'm a really funny person.'
- 5 Surprisingly, most people create avatars that look more or less like them and behave like them. However, nearly all avatars are tall, young and nice-looking so people obviously make a few improvements to their bodies and they also experiment with things like long hair, tattoos and piercings. Many people have more than one avatar, a sensible one for work, a good-looking, easy-going one for meeting people and a silly one for having fun.
- 6 Soon, over eighty percent of internet users will have at least one avatar and in some countries there will be more avatars than real people. Some people say that we spend too much time in virtual worlds and will become afraid of meeting people in the real world. Others look forward to the time when their avatar will look and act just like a real person and be able to travel around bigger, more exciting virtual worlds.

Reading

2 Go through **SKILLS BUILDER 12** and check students understand the strategies. Tell them to quickly read through the text, identifying key words that will help them match it to a title.

Answer: Student page

3 Go through **SKILLS BUILDER 13** and check students understand the strategies by eliciting how they are going to approach the task.

Answers: Student page

- 5 **Vocabulary** Look at the Word Builder. Match the adjectives with the meanings below.

rich attractive (x 2) stylish relaxed (x 2)
totally new can be used immediately
a flat image into wearing all the latest styles
famous

Word Builder Compound adjectives

brand-new, easy-going, fashion-conscious,
good-looking, laid-back, nice-looking,
ready-made, two-dimensional, well-dressed,
well-known, well-off

LANGUAGE CHOICE 2: VOCABULARY PRACTICE

- 6 **Work in pairs. Ask and answer the questions.**

- 1 What well-known stars (film/music/sport) do you think are good-looking?
- 2 How fashion-conscious are you? Give examples.
- 3 What do you wear when you want to be well-dressed?
- 4 How easy-going are you? Give examples.
- 5 If you suddenly became very well-off, what brand-new thing would you buy?

Writing

- 7 **Read the description and look at the picture. Find four differences.**

What does my avatar look ¹like? Well, she looks a bit ²like me but she's a bit taller and slimmer and she's got long brown hair and blue eyes. What is she ³like? When she's in her virtual world, she usually behaves ⁴like me. She's an alternative and rebellious kind of person, just ⁵like me. She ⁶likes really cool black clothes and silver jewellery and she ⁷likes going to concerts and hanging out in cool places in the virtual world. ⁸Like the coffee shops on Bora Island.



- 8 **Look at the Sentence Builder. Match other examples of like (1-8) in Exercise 7 with the uses (a-e) below.**

Sentence Builder like

- a I like chatting online. 6, 7
(verb: to talk about preferences)
- b My handwriting is like my dad's. / My handwriting looks like my dad's. 2, 4, 5
(preposition: similar to)
- c What is your friend like? 3
(preposition: ask for a general description)
- d What does my avatar look like? 1
(preposition: ask for a description of appearance)
- e There are various virtual worlds, like Second Life.
(preposition: for example) 8

SKILLS BUILDER 24

LANGUAGE CHOICE 3

- 9 **Work in pairs. Ask and answer the questions.**

- 1 Who are you like in your family? Who do you look like?
- 2 What clothes do you like? Give examples with like.
- 3 What do you like doing online? What kind of computer games do you like? Give examples.
- 4 What websites do you visit most often? Give examples with like.

- 10 **Create your own avatar. Write notes about the things below:**

- what it looks like
- how it behaves
- where you use it
- why you chose your avatar

- 11 **Use your notes to write a description of your avatar like the one in Exercise 7.**

- 12 **Work in groups. Ask and answer questions about your avatars. Use the cues in Exercise 10.**

A: What does your avatar look like?

B: He's tall with long red hair. He looks a bit like me.

No Comment

'I never forget a face but in your case I'll make an exception.'

Groucho Marx, American comedian

Your Choice

- 8 Ask students to match the examples in the text in Exercise 7 with the uses given in the Sentence Builder.

Answers: Student page

Go through **SKILLS BUILDER 24** and check students understand the strategies.

For practice, students turn to **LANGUAGE CHOICE 3**.

- 9 Let students make notes before discussing the questions.

- 10 Tell students to include language from both the Word Builder and the Sentence Builder to write their notes.

- 11 Set this as either a ten-minute task in class or for homework.

- 12 Monitor and help where necessary. In feedback, look at the most interesting ideas.

No Comment

Check understanding of *exception*. Ask students why Groucho Marx might want to forget the face.

Now your students can:

- describe themselves and others using *like*
- use compound adjectives to write interesting descriptions.

- 5 If there are any meanings that students are unsure of, encourage them to find the relevant compound adjective in the reading text and try to deduce the meaning from the context.

For practice, students turn to **LANGUAGE CHOICE 2**.

Part 2

- 6 Tell students to review the words in the Word Builder before they work in pairs. Give them ten minutes to discuss. Monitor and help where necessary.

Writing

- 7 Students find the differences.

Answers: She's got blond hair, not brown hair. She's got brown eyes, not blue eyes. She likes colourful clothes, not black clothes.

Background

Celtic: describes something belonging to an ancient European people who were related to the modern-day Irish, Scots, Welsh and Bretons.

Amurdag: a Native Australian language historically spoken in the Northern Territory of Australia. There is only one living speaker.

Enduring Voices project: a project that identifies areas where languages are endangered and documents those languages.

Warm Up

1 Give students a few minutes to study the map. Elicit the names and positions of the continents in English (*Asia, Africa, North America, South America, Antarctica, Europe and Australia*) and write them up on the board. Then elicit students' ideas.

Answers: Student page

2 Pre-teach any words that you feel students may have problems with, e.g. *endangered, extinct, discriminated, Aborigines, illegal* and *plants*.

Answers: 1 Some languages are discriminated against and some languages die naturally. 2 They record the speakers. 3 because they carry amazing knowledge and culture

3 Students work in pairs. Ask them to use the map to identify where your language may be spoken. If your language isn't widely spoken, ask students to think about which countries people may emigrate to the most. Discuss which languages any foreign words in your language originally come from.

LESSON 2

GRAMMAR

LANGUAGES

Warm Up

- Look at the map of world languages. Which continents have the lowest number of endangered languages? *Asia*
- Read the text and answer the questions.
 - Why do languages disappear?
 - What do scientists do to save languages?
 - Why do we want to save them?
- Your Culture** Where in the world is your language spoken? What languages have influenced your language? What foreign words are used in your language now?

Present tenses

- Name the tenses (Present Simple or Present Continuous) in the sentences (1-5) underlined in the text and match them with the things they talk about (a-e).

a feelings and opinions 3

b facts and permanent situations 2

c routines, things that happen regularly 1

d things happening exactly at the time of speaking 5

e things happening around now, not necessarily at the time of speaking 4
- Read the rule. Can you change the verb forms in bold in the sentences (1-2) into the continuous?

• We use the Present Simple (not Present Continuous) with state verbs like these: *be, believe, belong, know, like, prefer, remember, want, understand*.

1 Older speakers of the language **die**. *Yes (are dying)*

2 We **believe** we can help save some endangered languages. *No*
- Match the Present Perfect sentences (1-2) with the uses (a-b).

1 Australian and South American natives **have** always **used** plants to treat people. *b*

2 A lot of languages of smaller cultures **have** **disappeared**. *a*

a We talk about past events when it doesn't matter when they happened (often they have some consequences in the present).

b We talk about a situation or habit that started in the past and is still going on.

Key

● = endangered language

1.8

SAVE LANGUAGES

Every two weeks, a language dies. Languages are becoming extinct faster than endangered animals. Because language is part of national identity, minority languages have often been discriminated against. In the 19th century, Native Australians and American Indians were not allowed to use their native languages in public in Australia and the United States. It was also illegal to speak Celtic languages in Ireland, Scotland and Wales in the street. Some languages die naturally. While the languages of powerful groups have always spread, the languages of smaller cultures have disappeared. Small communities stop speaking their traditional language and choose the more 'popular' one. Slowly, older speakers die and the original language is forgotten.

Practice

- Which of the people (a-c) could **not** say these sentences? Why?

1 'I'm living in the Amazon jungle.'

a a native Amazon Indian

b a student on holiday in the jungle

c an engineer building a road in the jungle

2 'I teach English.'

a an experienced teacher of English

b a full-time English teacher

c a PE teacher teaching an English class

3 'I've done my homework.'

a a student giving her homework to the teacher

b a student after she finished her homework

c a student planning to do her homework

LANGUAGE CHOICE 4

Present tenses

4 Students complete the exercise in pairs or individually.

Answers: Present Simple: a, b, c
Present Continuous: d, e
Student page

5 Check the rule with the class.

Answers: Student page

6 Ask: *When did South American natives start using the plants?* (We don't know - some time in the past.)

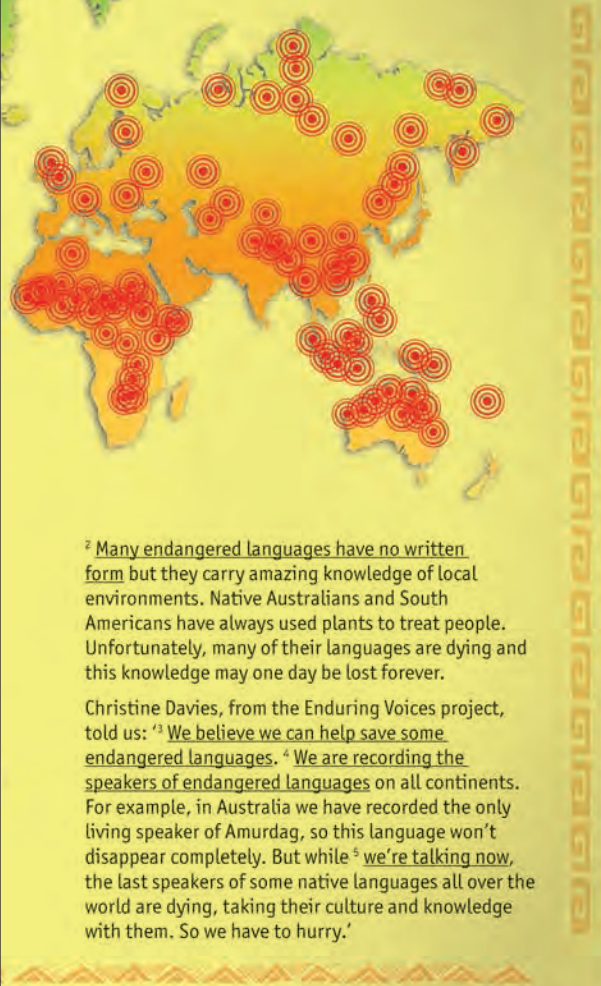
Answers: Student page

Practice

7 Check understanding of *PE (Physical Education)*. Give students a few minutes to complete the exercise. Students check in pairs before the class check.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 4**.



² Many endangered languages have no written form but they carry amazing knowledge of local environments. Native Australians and South Americans have always used plants to treat people. Unfortunately, many of their languages are dying and this knowledge may one day be lost forever.

Christine Davies, from the Enduring Voices project, told us: 'We believe we can help save some endangered languages. We are recording the speakers of endangered languages on all continents. For example, in Australia we have recorded the only living speaker of Amurdag, so this language won't disappear completely. But while ⁵ we're talking now, the last speakers of some native languages all over the world are dying, taking their culture and knowledge with them. So we have to hurry.'

- 8** Use the notes to write sentences the people (1-3) could say. Use the Present Simple, Present Continuous and Present Perfect.

*I'm learning my 10th language now.
I work at university.*

I've studied languages since I was at school.

- 1 an expert on languages
 - learn my 10th language now
 - work at university
 - study languages since I was at school
- 2 a 6-year-old native Australian child
 - speak our language at home
 - learn to write in English at school
 - never speak to a foreigner
- 3 an explorer
 - be a traveller since I was twenty
 - spend very little time at home
 - prepare for a trek in the Andes

LANGUAGE CHOICE 5

Grammar Alive

Personal information

- 9** Listen to the dialogue. Answer the questions about Martha and James.

- 1 What languages do they speak well?
- 2 What languages are they learning?
- 3 What countries have they been to?

- 10** Work in pairs. Use the cues to make dialogues.

A: Have you ever learned a foreign language?

B: Sure. I study French at school. I'm revising for a test now.

A starts

- 1 learn a language?
- 2 visit Barcelona?
- 3 talk to a famous person?
- 4 buy designer clothes?

B starts

- 5 appear on TV?
- 6 feel really stressed?
- 7 fall in love?
- 8 use a laptop

B answers

- 1 study French at school - revise for a test now
- 2 often go to Spain - learn Spanish now
- 3 talk to famous people all the time - text Zac Efron now
- 4 buy designer clothes all the time - wear an Armani jacket today

A answers

- 5 appear on TV regularly - act in a soap opera this week
- 6 feel stressed often - feel stressed about the next class
- 7 fall in love all the time - fall in love with you right now
- 8 often use a laptop - chat online on it right now

- 11** Use the cues to write a questionnaire. Use correct tenses.

- 1 How many languages - speak?
How many languages do you speak?
- 2 What languages - learn now?
- 3 What subjects - like learning?
- 4 How many different countries - visit?
- 5 How many times - speak to a foreigner?
- 6 What foreign language - need most often?

- 12** Work in pairs. Ask and answer the questions. Tell the class about your partner.

Answers:

1 Martha: Italian, Spanish

James: None

2 Martha: French

James: Italian

3 Martha: Italy

James: Spain

- 10** Check understanding of *feel stressed* and *fall in love*. Do the example together as a class, then in pairs. Elicit item 2 if necessary and drill it as a class. Put students in A/B pairs. Monitor and check the use of tenses only.

Tip: When students are doing a practice activity, it's useful to focus on one aspect of what they are doing. If you have a lot of students, it would be impossible to monitor everything they are saying, e.g. pronunciation, use of vocabulary and grammar. In this case, just monitor their use of tenses and if they're forming them correctly.

- 11** Tell students to use their notes from Exercise 9 and what they practised in Exercise 10 to help them.

- 12** Students work in pairs. Then choose a few students to share their information about their partner.

Now your students can:

- identify and use present tenses to describe situations.

- 8** Students work in pairs. Monitor and help where necessary.

Answers: **2** I speak our language at home. I'm learning to write in English at school. I've never spoken to a foreigner. **3** I've been a traveller since I was twenty. I spend very little time at home. I'm preparing for a trek in the Andes.

For practice, students turn to **LANGUAGE CHOICE 5**.

Grammar Alive

- 9** Before you play the recording, ask students if they speak other languages. How well do they speak them? What countries do they like to visit on holiday? Where have they been where they didn't know the language? Check the answers with the class. Elicit the key sentences and write them up on the board, e.g. *I'm learning ... I don't know any languages. I've only ever been to Spain. I've been to Italy. I speak Italian, I'm listening to ... I don't understand ...* by asking *What did Martha say? What did James say?* Check the tense and use.