

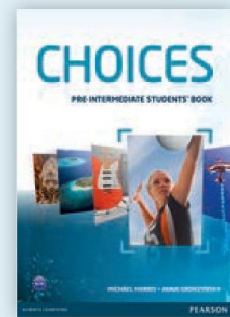
CHOICES PRE-INTERMEDIATE

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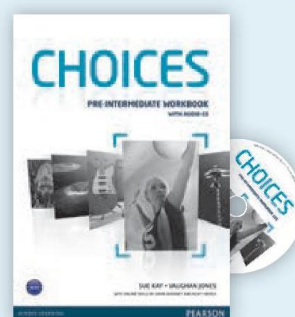
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Components for the student

Choose a paper Workbook or a blended solution



Students' Book



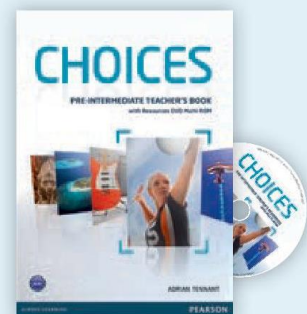
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with Audio CD

or

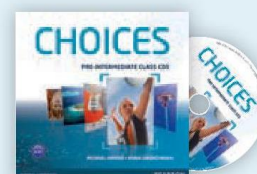


Students' Book with MyEnglishLab
Online learning for students, instant
marking and monitoring for teachers
www.MyEnglishLab.com/choices

Components for the teacher



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Resources DVD Multi-ROM
Includes photocopyable resources,
video and tests



Class CDs

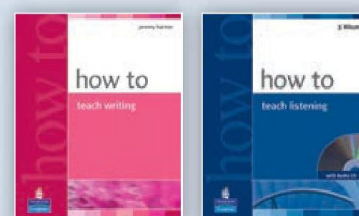


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CHOICES PRE-INTERMEDIATE
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CHOICES

PRE-INTERMEDIATE TEACHER'S BOOK

with Resources DVD Multi-ROM

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INTRODUCTION

1 THE COURSE

Choices is a five-level course for secondary students, taking learners from Elementary to Advanced level. *Choices Pre-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 **1.9**, depending on the equipment available.
- **Listening Choice:** The teacher can choose between two levels of difficulty in the listening CDs. One is slower (**1.2**), without accents. The other is faster and more natural (**1.3**), 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 are two songs.
- **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 four further reading texts in the Culture Choice sections (one poem and three stories).
- **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 invitation, an email with an anecdote, two formal letters, a postcard and short notes. 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 songs 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. After every two modules are Remember sections which revise 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 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 tapescript, the Workbook tapescript and the answer key.

5 Active Teach

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:

<i>Choices</i>	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* Active Teach.

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.

- 1 Time prepositions** Complete the description.
- ¹ In the morning, I usually feel very tired. I get up ² seven thirty and my bus leaves ³ a quarter to eight. ⁴ The afternoon, I get home ⁵ four o'clock and go to the sports centre. ⁶ The evening, I have dinner and do my homework on my computer and I always go to bed late ⁷ at night. ⁸ The weekend, I spend time with my friends. ⁹ Saturday afternoon, we play football and ¹⁰ Sunday we go to the sports centre.
- 2 Collocations: Routines** Complete the sentences.
- I don't usually have breakfast.
 - I often feel tired and sleepy in the morning.
 - I always go to school by bus.
 - I do my homework on the bus.
 - I go to extra classes after school.
 - Then I spend time with my friends.
 - We play computer games.
 - Sometimes we go to the cinema.
 - I go to bed at 11 p.m.
 - I sleep nine hours a night.

MODULE 1 TIME

Objectives: listen, read and talk about lifestyles and sport; describe and discuss photos; write a description of an area; learn more about present tenses.

TOPIC TALK

1 Look at the photos (a-c). Think about the questions (1-3) then tell the class your answers.

- How are the people feeling? (relaxed, tired, stressed)
- When do you get stressed about time? (e.g. in exams)
- Are you a 'morning person' or a 'night person'?

2 **SKILLS BUILDERS 1** Use the strategies in the Skills Builder to listen to three people and match them with the photos (a-c).

3 **SKILLS BUILDERS 2** Listen again to the first person. Complete the information in the network.

Routines

I'm ¹ very not very organised. I sleep ² eight hours a night. I go to bed at about ³ 10.30 / 11.30. I get up at ⁴ 7.30 / 7.40. I feel tired ⁵ in the morning / at night. On Thursday, I ⁶ go to school. At the weekend, I ⁷ spend time with my friends, family, at home.

4 **SKILLS BUILDERS 3** Listen and repeat the sentences. Notice the unstressed words.

LANGUAGE CHOICE 1 AND 2: VOCABULARY PRACTICE

3 Work in groups. Use the network to talk about your routine.

have breakfast, lunch, dinner, a shower at ... o'clock
do my homework, jobs in the house, sport
play football, basketball, computer games
go swimming, jogging, cycling, go on Messenger
go to school, extra classes, the cinema, the park, parties
spend time with my friends, family, at home

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**.

2 GRAMMAR GO SLOW

Warm Up

1 Look at the photos (a-c). Who is happy and relaxed? Why?

2 Read the text. Which of these things does the Slow Movement promote?

- fast food restaurants
- eating with your family
- yoga and tai chi
- difficult exams

3 Do you think the Slow Movement is a good idea? Why/why not?

Lifestyle

Slow is Beautiful

In the modern world, we do everything fast. We do not have time to relax or spend time with our family and friends. For people in the Slow Movement, this is crazy. They think we need to slow down and enjoy life.

Slow Food people cook meals at home and eat at the table with their families and use a fork and knife. The movement started in Italy in 1986, to protest against the fast food restaurants in Rome.

Slow Cities promote quiet lifestyles. Maria, a 19-year-old student, is living in London now but she comes from Ludlow, Shropshire. She says, 'Life in London is too fast and noisy. I prefer Ludlow, my hometown - it's quiet, the air is clean and everything is relaxed.'

Many people are taking up 'Slow Exercise' or 'Slow Yoga'. A teacher from Birmingham, is talking about her yoga practice: 'I practice every morning before school and I go to classes twice a week. Teenagers love an extra lesson - after school, we run from extra language classes to music lessons and feel tired at the end of the day. Yoga relaxes me and gives me lots of energy.'

In Slow Schools students have time to think and discuss ideas. Tests and grades are less important. And luckily, the number of these schools is growing fast.

Present Simple and Continuous

1 Read the Present Simple sentences (1-6) from the text. Match them with the uses (a-f).

- we do everything fast
- They think we need to slow down and enjoy life.
- people feel tired
- I go to classes twice a week.
- a quiet, regular activity
- a present state, feeling or opinion

2 Read the Present Continuous sentences (7-12) from the text. Match them with the uses (a-f).

- Maria is living in London.
- Sophie is talking about her yoga practice.
- It's happening right now, at the time of speaking.
- It's happening around now, not just at this moment.

Practice

1 Match the sentences (1-6) with the contexts (a-f).

- I'm doing homework.
- I do homework.
- I am a hard-working student.
- I am busy now.
- I'm not drinking coffee.
- I don't drink coffee.
- I don't like the taste.
- It's part of my new, healthy lifestyle.
- I'm walking the dog.
- I walk the dog.
- I'm in the park with my dog.
- It's my dog so it's my job to walk him.

2 Complete the dialogue in a bookshop with the Present Simple or the Present Continuous.

Alien: Hi, Sonia! What ¹ are you (read) for a vegetarian cookbook?
Sonia: I ² am (look) for a vegetarian cookbook.
Alien: What ³ are you (do) for a vegetarian? Usually, my mum ⁴ cooks (cook) meat in the restaurant or at home.
Sonia: I ⁵ am (eat) some vegetarian recipes. I ⁶ eat (eat) some vegetarian recipes. I ⁷ eat (eat) some vegetarian recipes. I ⁸ eat (eat) some vegetarian recipes. I ⁹ eat (eat) some vegetarian recipes. I ¹⁰ eat (eat) some vegetarian recipes. I ¹¹ eat (eat) some vegetarian recipes. I ¹² eat (eat) some vegetarian recipes. I ¹³ eat (eat) some vegetarian recipes. I ¹⁴ eat (eat) some vegetarian recipes. I ¹⁵ eat (eat) some vegetarian recipes. I ¹⁶ eat (eat) some vegetarian recipes. I ¹⁷ eat (eat) some vegetarian recipes. I ¹⁸ eat (eat) some vegetarian recipes. I ¹⁹ eat (eat) some vegetarian recipes. I ²⁰ eat (eat) some vegetarian recipes. I ²¹ eat (eat) some vegetarian recipes. I ²² eat (eat) some vegetarian recipes. I ²³ eat (eat) some vegetarian recipes. I ²⁴ eat (eat) some vegetarian recipes. I ²⁵ eat (eat) some vegetarian recipes. I ²⁶ eat (eat) some vegetarian recipes. I ²⁷ eat (eat) some vegetarian recipes. I ²⁸ eat (eat) some vegetarian recipes. 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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 Matching (general idea of parts of a text)

Page 6, Exercise 3

- Read all of the text first to get the general idea.
- Read each paragraph carefully, especially the first sentence. It usually introduces the topic of the paragraph.
- Underline important words in the paragraph. Then choose the heading from the list or think of a title for the paragraph.

13 Matching (words/meaning)

Page 16, Exercise 4

- Ask these questions to work out the meaning of the words:
 - What is the word: a verb, adjective, noun or adverb? (e.g. *simulation* = noun)
 - Are there any words that look similar to words in your language? Do you think the meaning is similar?
- Use the context to guess the meaning (e.g. *reviews of computer games*) and your general knowledge to help you (e.g. your knowledge of computer games).
- Match the words and the meanings. If you are not sure, guess.

No Comment boxes include quotes about the lesson topic.

Your Choice activities give students an element of choice.

1 SKILLS DAILY LIFE

Warm Up

1. Work in pairs. Ask and answer the questions.

1. What do you use to plan your time, e.g. calendars, planners, a diary...?

2. What things do you do at the same time every day?

3. Which of these things do you choose to do and which are obligatory?

Reading

1. **SKILLS BUILDER 12** Read the book review. Use the strategies in the Skills Builder to decide if it is about:

- a people with unusual lives
- people with daily routines

2. **SKILLS BUILDER 13** Use the strategies in the Skills Builder to match the paragraphs (1-4) with the headings (a-d). There is one extra heading.

- a A definition of eccentricity
- b A twenty-first century king
- c Eccentric men and women
- d A solitary life

3. Talking to eccentric people

4. An interesting book

5. A book about eccentricity

3. Read the text again. Answer the questions.

1. Why does Tom Leppard look unusual?

2. Why doesn't he need a clock or watch?

3. How often does he see other people?

4. Where does King Arthur live?

5. What does he do on 23 June?

6. Does the reviewer think it is a good book?

Writing

1. Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder: Linkers

- 1 They have their own personal timetables and are not worried about our opinions.
- 2 Tom finds the book so good for a swim.
- 3 King Arthur does not work but rides around Britain.
- 4 He goes to the bank, gets food and then goes back home.

Word Builder

1. Complete the sentences with words from Exercise 5.

- 1 It is often cold and ... in Scotland.
- 2 Roger Federer was very ... last year and won lots of competitions.
- 3 My ... routine is always the same.
- 4 My sister is very ... and loves extreme sports. She is also very ... and loves people.
- 5 I'd like to be a ... footballer and play for the England ... team.

No Comment

1. I get up at 8.30 every day. I have breakfast, get ready for school, go to school, have lunch, go home, do my homework, and go to bed.

Your Choice

1. Tell the class about your ideal day.

I get up at 8.30 every day. I have breakfast, get ready for school, go to school, have lunch, go home, do my homework, and go to bed.

SKILLS READING / LISTENING

5 SKILLS GAMING

Warm Up

1. Do you play computer games? What are your favourites? How often do you play?

Reading

1. Work in pairs. One person reads about Final Fantasy VII and one person about The Sims. Write notes to answer the questions (1-5).

1. How old is the game?

2. How much does it cost?

3. What is the game about?

4. What equipment do you need to play it?

5. Why is it good fun to play?

2. Work in pairs. Ask and answer the questions from Exercise 2.

Vocabulary

1. Now read both adverts. Use the strategies in the Skills Builder to match the words in blue with the meanings (1-6).

1. pictures in a computer game

2. extra computer programs with new characters, places or stories

3. a place in a game (e.g. a planet)

4. the experience of the computer game player

5. games with situations from the real world

6. games where you become one of the characters

3. Would you like to play the two computer games? Why/why not? Tell the class.

Classic Computer Games

FINAL FANTASY VII

Description

This historic role-playing game came out a very long time ago, in 1997. You are Cloud, a young soldier and you travel around the planet and fight against the evil empire of Shinra. The game is for PlayStation 1 and 2. Price: \$40.

Special Features

- an absolutely amazing story about friends, love and fighting evil
- fifty hours of fantastic 3D game-play
- some really brilliant music by the composer Nobuo Uematsu
- twenty beautiful locations
- lots of very exciting battles and nine characters you can play

Reviews

"This is possibly the greatest computer game ever made."

Game Fan Magazine

"I was really into this when I was a kid and I think it's my all-time favourite game." Don Murphy

The Sims

Description

The first version of The Sims (2000) is the most successful personal computer game ever! In this great simulation game you can make and control people. You can make friends, look for love and get a job. You can make a perfect family or one with lots of problems. This collection has the game and seven extra expansion packs. The Sims works on most PCs. Price: £20.

Special Features

- some really wonderful graphics and cool game-play
- very good lessons to help you start playing the game
- with the expansion packs you can have parties, go on holiday and become a star

Reviews

"We've got the new versions of The Sims but I don't think they are better than the old Sims. I still really love that first version!" Alison Umwin

"I didn't enjoy playing computer games when I was a teenager and then The Sims came along. It was absolutely brilliant!" Garen Thompson

Listening

1. **SKILLS BUILDER 14** Use the strategies in the Skills Builder to answer the questions about a radio interview.

1. What is the survey about?

- a European computer games
- b European games
- c popular games in Europe

2. In which country do a lot of people play computer games?

- a the UK
- b Finland
- c Spain

3. How many young gamers regularly do sports?

- a 1/4 (a quarter)
- b 1/3 (a third)
- c 1/2 (half)

4. What is the proportion of male to female gamers in the UK?

- a 38/62
- b 51/49
- c 71/29

5. On average, how many hours a week do teens play?

- a 8.6
- b 5
- c 19

6. Most teens play games

- a with their family
- b with friends
- c on their own

7. Why do people play computer games?

- a because it's good fun
- b because they are bored
- c because it's relaxing

8. Why do people live gaming more than TV?

- a it's more relaxing
- b you need to think
- c you learn a lot

Sentence Builder: Opinions

I think (that) The Sims is very good.

I don't think (that) The Sims is very good.

Word Builder: Modifiers

General adjectives

- quite/really/very + interesting, creative, ...

Negative adjectives

- quite/really/very/a bit + boring, long, difficult, ...

Strong adjectives

- really/absolutely + great, perfect, terrible, ...

Language Choice 1: VOCABULARY PRACTICE

1. Work in pairs. Use the cues below to give your opinions. Add your opinions about other kinds of games.

- 1. old games (good/fun/very exciting/interesting)
- 2. simulation games (too long/very good/too easy)
- 3. sports games (boring/very interesting/fantastic)
- 4. car games (difficult/very relaxing/very good)
- 5. puzzle games (relaxing/too difficult/boring)
- 6. role-playing games (exciting/too difficult/very interesting)

Language Choice 2: VOCABULARY PRACTICE

1. Work in pairs. Use the Word Builder to say sentences about the things below.

- a Computer games are really good.
- b Yes, they are very exciting.

computer games, board games, chess, Charlie Chaplin, films, dancing, making model aeroplanes, photography, collecting stamps, singing, cycling, acting

No Comment

"Video games are bad for you!" They said that about rock 'n' roll.

Shigeru Miyamoto Japanese game designer

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

Language Choice activities provide reference and further practice.

Opinions: think that Use the cues in brackets to complete the sentences.

- I think that chess is boring. (chess / boring).
- I don't think _____ (board games / very interesting).
- I think _____ (photography / fantastic).
- I don't think that _____ (yoga / very exciting).
- I think that _____ (free running / challenging).
- I don't think _____ (making model aeroplanes / interesting).

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

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

2 Multiple choice (specific information)

Page 17, Exercise 8

- Before you listen, read the questions carefully.
- Try to guess answers to the questions when possible. Use your knowledge of the world or any pictures there are.
- The first time you listen, listen out for the information. Sometimes it is in a different form (e.g. 1/4 and not 25 percent).
- 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.

Pronunciation activities focus on intonation.

Vocabulary networks provide further key vocabulary.

Listening texts give input about the lesson topic.

Your Choice activities have speaking practice of functional language.

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

38 Describing photos
Page 11, Exercise 10
Page 20, Exercise 8
Questions to ask about photos
What's this photo about?
Where is it from?
Why do you think that?
What's happening?
Who can you see in the photo?
What's he/she saying?
What is he/she feeling?
What time of year is it?
What else is happening?
What else can you see?

WRITING / SPEAKING WORKSHOPS

Skills Builders provide model texts with explanations.

40 Keep talking (strategies)
Page 20, Exercise 7
• When you don't know a word in English, never stop speaking! Use strategies to continue talking.
• Don't say a word in your language but you can make some words 'sound English'.
I've got a camera video. (video camera)
• Use gestures and sounds to describe the word:

Staged speaking and writing tasks are provided.

There are reading activities with model texts.

Skills Builders give communication strategies.

Listening input and focus on pronunciation are provided.

Talk Builders focus on conversational grammar.

Learning Links direct students to Culture Choices and Workbook activities.

COME TO OUR SUMMER PARTY!
Tickets are ONLY £8!
We're having a party to celebrate the end of the year! We're also raising money for our camping trip in North Wales.
The party is at the School Gymnasium at 9.00 on 23 July.
Don't miss our fantastic resident DJ, Chaz, with some really cool dance music (house/electro/techno). And you can take part in our air guitar competition. Great prizes for the winners!
Snacks, soft drinks and party hats provided.
Interested? Contact Amy Simons (09876538) or Katy Harris (01873045).

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.

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

Texts include poems, stories, novel extracts and songs.

Listening texts provide cultural background.

Glossaries
provide
meanings of
new words.

Projects get students writing and talking about their own culture.

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1 Daily Life (pp. 6-7)	Word Builder: Making adjectives Sentence Builder: Linkers: <i>and, or, but, and then</i>	Reading: Book review about eccentrics (Multiple choice, Matching) Writing: Describe an ideal day
2 Go Slow (pp. 8-9)	Grammar: Present Simple and Continuous Grammar Alive: Talking on your mobile; Habits	Reading: Article about The Slow Movement Listening: Phone conversations; Conversation about habits
3 Races (pp. 10-11)	Vocabulary: Races and equipment Talk Builder: Describing photos Pronunciation: Contractions	Listening: Dialogue about triathlon (Multiple choice) DVD Choice: Report about an athlete Watching/Speaking: Describing a photo
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5 Gaming (pp. 16-17)	Sentence Builder: Opinions: <i>think that ...</i> Word Builder: Modifiers (e.g. <i>very, quite</i>)	Reading: Computer game adverts (Matching) Listening: Radio interview about gaming (Multiple choice)
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Language

Skills

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Culture Choice 6 (pp. 112-113)	Song: <i>Show Some Emotion</i> by Joan Armatrading	Project: Advice for people coming to your country

MODULE 1 TIME

Objectives: Listen, read and talk about lifestyles and sport; describe and discuss photos; write a description of an ideal day; learn more about present tenses.

TOPIC TALK

1 Look at the photos (a-c). Think about the questions (1-3) then tell the class your answers.

- 1 How are the people feeling? (relaxed, tired, stressed)
- 2 When do you get stressed about time? (e.g. in exams.)
- 3 Are you a 'morning person' or a 'night person'?

2 1.2 1.3 SKILLS BUILDER 1 Use the strategies in the Skills Builder to listen to three people and match them with the photos (a-c).

3 1.4 1.5 Listen again to the first person. Complete the information in the network.

Routines

I'm ¹ very / I'm not very organised.
I sleep ² eight/nine hours a night.
I go to bed at about ³ 10.30 / 11.30.
I get up at ⁴ 7.30 / 7.40.
I feel tired ⁵ in the morning/at night.
On Thursday, I ⁶ play football.
At the weekend, I ⁷ spend time with my friends.

have breakfast, lunch, dinner, a shower at ... o'clock
do my homework, jobs in the house, sport
play football, basketball, computer games
go swimming, jogging, cycling go on Messenger
go to school, extra classes, the cinema, the park, parties
spend time with my friends/family, at home

4 1.6 Pronunciation Listen and repeat the sentences. Notice the unstressed words.

LANGUAGE CHOICE 1 AND 2: VOCABULARY PRACTICE

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



2 Go through **SKILLS BUILDER 1** and check students understand the strategies. Check answers with the class.

Answers: 1 b 2 c 3 a

3 Check students know they should circle the correct option in the first five items and write the missing words in the last two.

Answers: Student page

4 Do this as a class exercise using choral drilling to start and then choose a few students to repeat each sentence. See tapescript for answers (underlined).

Note: Unstressed function words (e.g. *a/to/at*) seem to 'disappear' because the vowel sounds are replaced by the schwa sound. Students may not hear them and will either miss them out altogether or mispronounce the sentences by stressing these words.

For practice, students turn to the questions in **LANGUAGE CHOICE 1 AND 2** and the reference section that goes with it.

5 Elicit a few examples of what students might say about themselves using the network. Then give students a few minutes to make notes and think about what they want to say before they talk to their group. Afterwards, put students in new groups and have them repeat the exercise - by repeating it they will improve it by adding more and using more complex language.

Tip: During speaking exercises, make notes about students' language use. Refer to these notes later on to work on specific language problems.

Now your students can:

- talk about their daily routines using common verb/noun collocations and time prepositions.

Background

Scientists claim that we all have an internal body clock which differs from person to person. Our body clocks also help regulate how much sleep we require, along with external factors such as work, stress, etc.

Morning people: are extremely alert and active in the morning but get tired in the afternoon and evenings. They are also known as larks.

Night people: are terrible in the mornings but are alert and active in the evenings and late at night. They are also known as owls.

TOPIC TALK

1 Elicit descriptions of the photos. Clarify the meaning of *morning person* and *night person* if necessary (see the Background notes). Then students could discuss the questions in pairs. Ask a few students to tell the class.

Suggested answers: 1a tired b relaxed c stressed

Background

Eccentrics: people who are 'unusual' or behave differently from how society expects. They do not care about what other people think about them. Britain has a long tradition of eccentrics. Interestingly, eccentrics are often healthier and live longer than most people.

Other examples of great British eccentrics are:

'Mad' Jack Mytton: an aristocrat from the early nineteenth century who had 2,000 dogs and 600 cats and once came into a party riding his pet bear which then ate his leg

Vivienne Westwood: a fashion designer who designs and wears very eccentric clothes

Captain Beany: a Welshman who sits in baths of baked beans to raise money for charity.

Part 1

Extra Warmer

Write up *Daily routines* and draw two columns, *Usual activities* and *Unusual activities*, on the board. Ask students to think of their daily routine and write a few things in each column and then discuss what they have written in pairs or small groups.

Warm Up

- 1 Check the meaning of *obligations* in question 3. Ask a few pairs to tell the class.

Reading

Before reading, elicit descriptions of the two people in the photos and ideas about who they are.

- 2 Go through **SKILLS BUILDER 11** and check students understand the strategies. Check the answer with the class.

Answer: Student page

Warm Up

- 1 Work in pairs. Ask and answer the questions.

- 1 What do you use to plan your time, e.g. calendars, planners, a diary ...?
- 2 What things do you do at the same time every day?
- 3 Which of these things do you choose to do and which are obligations?

Reading

- 2 **SKILLS BUILDER 11** Read the book review. Use the strategies in the Skills Builder to decide if it is about:

- a people with problems
- b people with unusual lives
- c people with daily routines

- 3 **SKILLS BUILDER 12** Use the strategies in the Skills Builder to match the paragraphs (1-6) with the headings (a-g). There is one extra heading.

- a A definition of eccentrics 2
- b A twenty-first century king 5
- c Eccentric men and women
- d A solitary life 4
- e Talking to eccentrics 3
- f An interesting book 6
- g A book about eccentrics 1

- 4 Read the text again. Answer the questions.

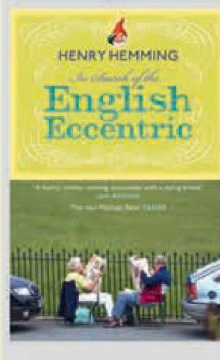
- 1 Why does Tom Leppard look unusual?
Ninety-two percent of his body has tattoos.
- 2 Why doesn't he need a clock or watch?
- 3 How often does he see other people?
- 4 Where does 'King Arthur' live?
- 5 What does he do on 21 June?
- 6 Does the reviewer think it is a good book?

Saturday reading

English Eccentrics

1.7

In Search of the English Eccentric
by Henry Hemming

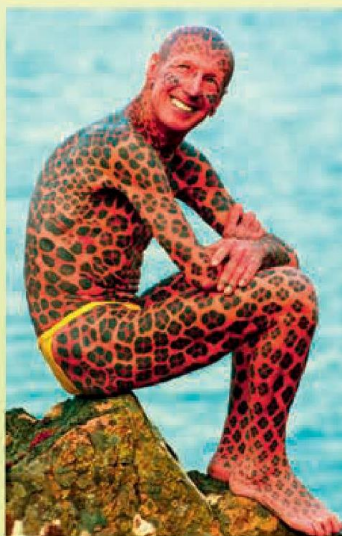


1 Most of us have very ordinary **daily** lives. We get up at the usual time, spend hours at school or work and come home at the same time every evening. In his book on English eccentrics, Henry Hemming looks at unusual people with very different lives from ours.

2 According to Hemming, eccentrics are not mad; they see the world differently from us, have their own **personal** timetables and are not worried about people's opinions of them.

3 In his book, Hemming looks at our **national** tradition of eccentrics and meets lots of different eccentric people. He interviews a **professional** boxer in **aristocratic** clothes, an **adventurous** inventor, a **successful** fashion designer and a **famous** rock musician.

4 Hemming finds people like Tom Leppard, the Leopard Man. Ninety-two percent of his body has tattoos. Tom lives alone on a **beautiful, windy** Scottish island in a cabin. He does not need a watch or a clock because he has no obligations. He gets up and goes to bed when he wants to. 'I can do what I like and when I like,' he says. 'And that is paradise.' On a typical day, Tom feeds the birds or goes for a swim in the sea. Every two weeks he goes to town in his kayak. He goes to the bank, gets food and then goes back home. Tom is a hermit 'but I never get lonely here,' he says.



5 Hemming's favourite eccentric is the **friendly** John Rothwell, now called King Arthur after the sixth century British king. 'King Arthur' does not work and has no routine or typical day. He rides around Britain on his motorbike and campaigns to save **historic** monuments and trees. 'I don't have a home,' says Arthur. 'I never sleep two nights in the same bed.' He does not need a diary to plan his life and his only important date is 21 June, the summer solstice. Then, Arthur goes to Stonehenge to see his 'people', the hippies and pagans at the festival.

6 Hemming's book is full of **wonderful** characters and is often very **funny**. It is definitely worth reading.

- 3 Check understanding of *hermit*, *paradise* and *to campaign* before students read again. Go through **SKILLS BUILDER 12** and check students understand the strategies. Students check in pairs before the class check.

Answers: Student page

- 4 Look at the example with students, then ask them to read through the questions and try to answer without reading the text again. Students discuss their ideas in pairs before reading the text. Check the answers with the class.

Suggested answers: 2 because he has no obligations 3 every two weeks 4 He doesn't have a home. / He rides around Britain on his motorbike. 5 He goes to Stonehenge. / He celebrates the summer solstice. 6 Yes, it's funny and worth reading.

Extra Exercise

Put students into pairs and ask them to write three more questions about the text, e.g. *What does Tom feed?* Make groups of four (two pairs together) and have them ask and answer each other's questions.

- 5 **Vocabulary** Look at the Word Builder. Complete it with the adjectives in blue from the text.

Word Builder Making adjectives

Noun

Adjective

- 1 beauty/success/wonder *beautiful, successful, wonderful*
- 2 fame/adventure *famous, adventurous*
- 3 aristocrat/history *aristocratic, historic*
- 4 day/wind/friend/fun *daily, windy, friendly, funny*
- 5 nation/person/profession *national, personal, professional*

LANGUAGE CHOICE 3: VOCABULARY PRACTICE

- 6 Complete the sentences with words from Exercise 5.

- 1 It is often cold and windy in Scotland.
- 2 Roger Federer was very _____ last year and won lots of competitions.
- 3 My _____ routine is always the same.
- 4 My sister is very _____ and loves extreme sports. She is also very _____ and loves people.
- 5 I'd like to be a _____ footballer and play for the England _____ team.

Writing

- 7 Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder Linkers

- 1 They have their own personal timetables **and** are not worried about our opinions.
- 2 Tom feeds the birds **or** goes for a swim.
- 3 King Arthur does not work **but** rides around Britain.
- 4 He goes to the bank, gets food **and then** goes back home.

SKILLS BUILDER 22

- 8 Use the linkers in brackets to join the sentences. Leave out words where possible.

- 1 In the morning, I have a shower. I have breakfast with my family. (*and*)
In the morning, I have a shower and have breakfast with my family.
- 2 On Thursday afternoons, we play basketball. We sometimes go swimming. (*or*)
- 3 I meet my friends on Friday nights. I come home before ten o'clock. (*but*)
- 4 On Saturdays, I go cycling with my dad. I have lunch at my grandma's. (*and then*)
- 5 On Sunday evenings, I do my homework. I listen to music at the same time. (*and*)

- 9 Work in pairs. Choose one of the options (a-c) and write notes.

get up at ten o'clock / have breakfast next to the pool / phone friends

- a your ideal day on holiday
- b your ideal school day
- c your ideal Saturday

- 10 Tell the class about your ideal day.

I get up at ten o'clock and then I have breakfast next to the pool or I phone friends ...

No Comment

'I am not eccentric but I am more alive than most people. I am an electric eel in a pond of goldfish.'

Edith Sitwell, English poet

Your Choice

7

- 7 Go through the Sentence Builder box together and try to elicit the difference between *and*, *or*, *but* and *and then*.

Suggested answers:

and is for linking additional/extra information; *or* shows there is a choice between one or the other, but not both; *but* shows a contrast, something that is surprising; *and then* shows that the second event comes after the first in time

Ask students to read through **SKILLS BUILDER 22** and check they understand the ideas.

- 8 Go through the example with students first. Elicit what is left out (the pronoun).

Answers: 2 On Thursday afternoons, we play basketball or (sometimes) (we) go swimming. 3 I meet my friends on Friday nights but (I) come home before ten o'clock. 4 On Saturdays, I go cycling with my dad and then (I) have lunch at my grandma's. 5 On Sunday evenings, I do my homework and (I) listen to music (at the same time).

- 9 Check understanding of *ideal* if necessary. Monitor and help where necessary.

- 10 Encourage students to use all four of the linkers. Ask a few students to tell the class.

No Comment

Check understanding of *electric eel*.

Ask: Does this comment see eccentricity as a positive thing? Do you agree?

Now your students can:

- use suffixes to make adjectives from nouns
- link clauses of equal importance using coordinators or coordinating conjunctions.

Extra Discussion

Ask: Who do you think is the most eccentric, Tom or 'King Arthur'? Why?

- 5 Look at the example with students and do the other two words in number 1 together (*successful, wonderful*). Check the answers, focusing on the endings for each group of words. Practise the pronunciation of each of the words.

Answers: Student page

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

- 6 **Answers:** 2 *successful* 3 *daily* 4 *adventurous; friendly* 5 *professional; national*

Extra Exercise

Students work in pairs and write their own gapped sentences for the seven words from the Word Builder not used in Exercise 6. They then swap with another pair to complete them.

Part 2

Writing

Extra Warmer

Revise the last lesson. Ask students what they remember about the two eccentrics. Write up several well-known people or places on the board. Students describe them using adjectives from the Word Builder.

Background

The Slow Movement: is a reaction against the hectic/fast lifestyles that many people lead nowadays. It encourages people to take their time, and go back to basics. Since its conception in Italy in 1986, the movement has spread to many countries including the UK and specific movements, such as Slow Cities, Slow Travel, Slow Schools and Slow Living, have been introduced.

Extra Warmer

Ask: *How busy is your day?*
Do you have time to relax?
What do you like to do in your free time?

Warm Up

1 Elicit descriptions of the photos and some answers.

Suggested answer: the people in b and c

2 Check understanding of *crazy*, *to protest* and *promote* before students read the text. You could ask students to look at the bullet points and predict which they think are part of the Slow Movement before reading to check their answers.

Answers: Student page

3 Students could discuss this in groups of three or four. Remind them to evaluate the different aspects, e.g. Slow Food, Slow Exercise, etc., as they may be for some and against others.

Warm Up

- 1 Look at the photos (a-c). Who is happy and relaxed? Why?
- 2 Read the text. Which of these things does the Slow Movement promote?
 - fast food restaurants
 - eating with your family
 - yoga and tai chi
 - difficult exams
- 3 Do you think the Slow Movement is a good idea? Why/Why not?

Lifestyle



Slow is Beautiful 1.8

In the modern world, we do everything fast. We do not have time to relax or spend time with our family and friends. For people in the Slow Movement, this is crazy. They think we need to slow down and enjoy life.

Slow Food people cook meals at home and eat at the table, with their families and not in front of the TV. The movement started in Italy in 1986, to protest against the first McDonald's restaurant in Rome.

Slow Cities promote quiet lifestyles. Martin, a 19-year-old student, is living in London now but he comes from Ludlow, Britain's first Slow City. He says, 'Life in London is too fast and noisy. I prefer Ludlow, my hometown – it's quiet, the air is clean and everybody is relaxed.'

Many people are taking up 'Slow Exercise': yoga or tai chi. Sophie, a teenager from Birmingham, is talking about her yoga practice: 'I practise every morning before school and I go to classes twice a week. Teenagers' lives are crazy nowadays – after school, we run from extra language classes to music lessons and feel tired a lot of the time. Yoga relaxes me and gives me lots of energy.'

In Slow Schools students have time to think and discuss ideas. Tests and grades are less important. And luckily, the number of these schools is growing fast.

Present Simple and Continuous

4 Make sure students understand that each of the sentences 1-4 match with either the a or b choice immediately underneath. You might want to do sentence 1 together.

Answers: Student page

5 If necessary, recap the form of the Present Continuous if students have forgotten.

Answers: Student page

Practice

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