Príprava na ústnu maturitnú skúšku z anglického jazyka

Teacher’s Notes

James Gault
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New Headway Talking Points is designed to lead students through a process of skill development in speaking skills from the Council of Europe's Common European Framework (CEF) level A2 to CEF level B2. Each of the 20 units is based on a different topic, and the activities progressively develop the students' skills in spoken interaction (dialogues, discussion, negotiations) and spoken production (talks).

The Teacher's Notes are in the form of outline lesson plans for each unit of the book and include these features:

- A breakdown of each unit into three (or occasionally four) lesson blocks of approximately 45 minutes.
- An estimated teaching time for each activity.
- An indication of which activities are suitable for homework.
- Tips and advice to help exploit the activities to the full.
- Example vocabulary and brainstorming ideas.
- Answer key for the closed exercises, and sample answers for open exercises such as question formation, dialogues, and talks.
- Guidelines for assessing students' speaking performance.

Estimated teaching times can only be approximations, and actual times will depend on the size of the class, the approach of the teacher, and the capabilities and level of interest of the students.

The answer key includes sample answers for the open exercises, e.g. talks. These give an indication of what would be an appropriate response to the activity. The level of English in these samples represents an 'ideal' which you could expect only from the very best students. These sample answers also provide further useful topic vocabulary which may be appropriate to teach in the lesson.

Teachers should check the lesson notes in advance and identify any homework activities which could be done to help students prepare for the next lesson. Where exercises have been suggested for homework, they have not been included in the timings for the 45-minute lesson.

In the reading texts and exercises in each unit of the Student's Book, key topic vocabulary has been highlighted. You could simply point out these words to students. Alternatively, you could use the following ideas:

- Ask students to record the words in a notebook under grammar headings such as 'nouns', 'adjectives', and 'verbs', or topic headings such as 'sports equipment' and 'sports places', whichever they find most useful.
- Ask students to study the words for homework in preparation for a test in the next lesson.

The assessment methods and tables proposed for assessing speaking performance are based on the Common European Framework published by the Council of Europe. Two tables of performance criteria are provided; one for spoken interaction (for use with dialogue activities) and the other for spoken production (for use with giving talks). Each table is designed to determine the student's level within the range A2–B2 of the CEF. A process of continuous assessment by the teachers, and by the students themselves, is recommended. Continuous evaluation of the students' progress is both useful and motivating, while the process of self and peer assessment helps them take responsibility for their own learning. At the back of this book you will find a photocopiable form which you can use to record and monitor student assessments. Teacher and student record forms are also included and are designed to help you control and monitor the assessment process. These forms are based on the requirements of the Council of Europe's suggested 'European Language Portfolio', and are photocopiable.

We have provided a Practice Oral Examination which you may find useful as a model for developing your own formal testing programme in the skills of 'spoken production' and 'spoken interaction'.

Finally, there is student audio material in the form of MP3 files. You and your students can use the audio material by reading the texts in the book while listening to the recordings. This will introduce students to the correct pronunciation of longer and less familiar words, and give a feel for intonation and stress patterns. Encourage your students to incorporate the language from the text into their dialogues and talks, and to improve their pronunciation by imitating what they hear. Listening and reading at the same time is also thought to aid vocabulary acquisition, so students should be encouraged to revise previous units by listening to the material at home.

Optional photocopiable listening exercises (with an answer key) have been provided which may be used in class or as homework. These activities should be done BEFORE reading the text in the book. There are two kinds of activity for each recording: a comprehension exercise and a 'listening for pronunciation' exercise. These activities focus on active listening for language learning, e.g. learning to pick up the stress patterns within words.
LESSON 1

WHAT DO YOU THINK? (SB p6)

Work or play?

Estimated total time 25 minutes

EXTENSION TASK
Ask students to explain the saying ‘all work and no play makes Jack a dull boy.’ (Dull means boring here.) Do they agree with this saying?

1 Class survey of how students spend their time. (10 minutes)
   Have one student come up to the board and make notes on all the answers.

2 Preparing a summary of the survey. (15 minutes)
   Put students in groups of four. Have one student from each group read their summary to the class.

   Possible answers
   1 The students in our class spend between two and ten hours on homework every week. Honza spends the longest time: ten hours, and Jana spends the least time: two hours.
   2 Most people enjoy their hobbies on Saturdays. Other times mentioned were Sundays and evenings. No one enjoyed their hobbies during the day.
   3 People thought that leisure time was important because we need a change and hobbies are fun. The most common reason given was to relax.

PRACTISING VOCABULARY (SB p6)

Estimated total time 65 minutes

1 Discussing vocabulary to describe pictures of leisure activities. (20 minutes)
   Have students work in pairs and answer the questions about each picture. When they have discussed all seven pictures ask them to tell you any additional vocabulary that they thought of.

LESSON 2

2 Describing pictures to the class. (15 minutes)

   Possible answer
   picture a
   In the picture some people are in a large rubber boat in the middle of rapids. They are wearing life jackets and protective headgear and waterproof clothing. They are participating in a sport called white-water rafting, where teams of intrepid sportsmen and women paddle boats down the rapids of fast-flowing rivers. It is very dangerous but at the same time very exciting. They are probably very frightened but having a good time.

3 Preparing a class survey about a hobby. (5 minutes)

   Possible questions
   1 How much time do you spend hanging out with friends?
   2 When do you hang out?
   3 Why do you hang out?

4 Carrying out the survey. (10 minutes)
   Have students walk around the classroom with their book asking the other students the questions and writing the answers down in a book or on a piece of paper.

5 Reporting the survey results. (15 minutes)
   Ask students to use the summary from the ‘What do you think?’ section as a model. Listen to as many summaries as you have time for.

HOMEWORK (to prepare for lesson 3)

PRACTISING LANGUAGE (SB p7)

Estimated total time 20 minutes

1–3 Giving examples of language used when giving talks.
LESSON 3

PREPARING TO TALK (SB p8)

Estimated total time 45 minutes

1 See photocopiable activities on page 50 of the Teacher’s Notes.

1 Reading an article about leisure activities in the UK.
   (15 minutes)
   Draw students’ attention to the highlighted vocabulary in the text. Tell them they might find these words useful later in the lesson. After they have read and checked vocabulary, have students read the text aloud for pronunciation. (One sentence per student.) Discuss the differences between your country and the UK.

2 Preparing a talk by completing the gaps in a text.
   (15 minutes)
   **Sample talk**
   I’m going to talk about lifestyles in the UK and the Czech Republic.
   (1) **To begin with**, I’ll talk about sport. (2) **First of all**, I’ll say a little about what people do at the weekends. (3) Then I’ll describe other things people do in their spare time. (4) **Finally**, I’ll try to explain why the UK is different from my country.
   So, what can I say about sport? Well, in the UK it’s not very popular. People there only spend a few minutes a day on sport, while here in the Czech Republic, people are a lot sportier.
   What do British people do instead of sport? Where can you find them on Saturday afternoons? They’re all at the shops. The women are happy, but the men would rather be watching football. In my country, most people go to the countryside at the weekend.
   Apart from sport and shopping, what other hobbies do the British have? The most popular is watching TV. Gardening, photography, and going to the cinema are also popular. In my country, the popular pastimes are aerobics, hiking, and cycling.
   (5) **To sum up**, I would say that British people are lazier than people in my country. Why should this be? (6) In my opinion it is because they have too much money.
   I’m not sure if I would like to live in the UK. My own favourite pastimes are cycling, skiing, and hiking. So I would say that living in the UK would not be a good idea for a sporty person like me.
   Thank you very much for your attention. If you have any questions, I would be happy to answer them.

2 Preparing a talk by completing the gaps in a text.
   (15 minutes)
   **Possible answers**
   **Hobby Doctor**
   • What was your most frightening experience?
   • What makes you happy?
   • What do people do that annoys you most?
   • How do you feel after arguing with your best friend?
   **Patient**
   • work 12 hours a day, too much homework, no time to enjoy myself
   • hate having to do tests and exams, parents are too demanding, teachers don’t understand me
   • no time for hobbies, go to the cinema once a week

3 Act out consultations with a hobby doctor. (15 minutes)
   Use these steps to guide students through this exercise.
   • ‘Patient’ describes his lifestyle.
   • ‘Hobby doctor’ asks his/her really difficult questions.
   • ‘Hobby doctor’ tells patient how to change his/her life.
   Have all the pairs practise at the same time, monitor their speaking, and choose two or three pairs to perform in front of the class.

4 Conducting a class discussion. (5 minutes)

LESSON 4

TALKING POINTS (SB p9)

Estimated total time 40 minutes

1 Read a text about a ‘hobby doctor’. (10 minutes)
   Let students use the word list and/or dictionaries. After they have read and checked vocabulary, have students read the text aloud for pronunciation. (One sentence per student.)

2 Prepare information for a ‘consultation’ between a patient and the hobby doctor. (10 minutes)
   For large classes, you could have two group As and two group Bs. Monitor and help students with this preparation. Make sure every student writes down the information they prepare.

3 Discussing ideas in pairs. (15 minutes)
   Prompt students to ask questions on the talks, e.g. Why do you think the British go shopping so much? Are there any other reasons for the British having these pastimes? What kind of person would like living in the UK?
HOMEWORK (to prepare for lesson 1)

WHAT DO YOU THINK? (SB p10)

What did we do without it?

Estimated total time 55 minutes

1 Matching words to pictures. (10 minutes)

Possible answers
(Students may have their own reasons for including words in any column. Ask for an explanation of unusual choices.)

<table>
<thead>
<tr>
<th>Photo 1</th>
<th>Photo 2</th>
<th>Photo 3</th>
<th>Photo 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>light, heat, electricity, power, wire, cooking</td>
<td>telephone, electricity, communication</td>
<td>fire, light, heat, cooking</td>
<td>writing, communication, power, printing, education</td>
</tr>
</tbody>
</table>

LESSON 1

2 Answering questions about a picture. (15 minutes)
Allow time for preparation. (This preparation could be homework as well.) Then ask the questions of the whole class. Check pronunciation of new vocabulary. To help students with spelling, write any difficult words on the board.

Students can write answers on the basis of their own ideas.

Possible answer
Picture 2
1 the telephone  
2 communication over long distances  
3 for business, for keeping in touch with friends, for wars, for giving news  
4 smoke signals, telegraph, pony express, carrier pigeons, beacons

3 Preparing information for a talk. (10 minutes)
Have each group choose a different picture. Monitor group discussions. Students may need help with ideas.

4 Preparing a talk by completing gaps in a model. (5 minutes)

Sample talk
In my opinion, the discovery of fire was a very important event for mankind. Thanks to this innovation, today we are able to cook and keep warm. But how did people manage before they had fire? Well, firstly they had to eat raw, uncooked food. Secondly, they needed to wear a lot of warm clothes in winter. Finally, they could only use very primitive tools, as a fire was needed to make more complicated tools.

5 Class discussion on the importance of these inventions and discoveries. (5 minutes)
This should be a short discussion to introduce some ideas which the students may use later. Write any useful vocabulary which is used on the board.

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p11)

Estimated total time 15 minutes

1 Replacing words in context with synonyms. (5 minutes)

Answers
1 Our daily routine would be so boring if we didn't have television.  
2 The government is thinking about some amendments to the law on animal research.  
3 To be a successful scientific researcher it is essential to have a logical mind.  
4 They selected twenty students as subjects for their experiment.  
5 Petrol is manufactured from crude oil.

2 Choosing between words with similar meanings. (10 minutes)
Answers
1 The most controversial issue connected with the subject of genetic engineering is whether or not it is dangerous.
2 It was a great honour to win the prize for the first commercial space flight.
3 The invention of satellites led to the discovery of a lot of information about our solar system.
4 I am interested in all sciences, but my favourite is astronomy. In particular, I am fascinated by the planet Saturn and its rings.
5 Pharmaceutical companies pay universities to do research to help them with the development of new drugs and medicines.
6 A recent survey of public opinion showed that most people were against experiments on live animals.

PRACTISING LANGUAGE (SB p11)
Estimated total time 20 minutes
Giving examples of how to express opinions.

LESSON 2

EXTENSION TASK
Students each choose a modern invention, e.g. a DVD player, an iPod, a games machine, a mobile phone and give their opinions on its advantages and disadvantages. Ask them for four sentences each.

PREPARING TO TALK (SB p12)
Estimated total time 45 minutes
See photocopiable activities on page 50 of the Teacher’s Notes.

1 Reading a text about a discovery or an invention.
(20 minutes)
Point out that they only need to read one text. Let students use the word list and/or dictionaries. Draw students’ attention to the highlighted vocabulary in the text. Tell them they might find these words useful later in the lesson. See Introduction for further ideas on how to use these words. After they have read and checked vocabulary, have students read the text aloud for pronunciation. (One sentence per student.)

Possible answers
Motor car
1 Bollee, Daimler, Maybach, and Benz all invented early cars.
2 These inventions were made between 1873 and 1889.
3 It is important today because it is the most useful form of transport.

2 Preparing a talk from information given in a text.
(25 minutes)
Monitor groups and help with preparation if required. Make sure students make notes to speak from. Remind them to use the linking words from the ‘What do you think?’ section.

Possible answers
Penicillin
• Discovered in 1928 by Alexander Fleming
• A great achievement because it saved many lives.
• It protects wounds against infection, and so prevents people losing limbs or even dying. It is also useful against chest infections, and it is used in dental treatment too.
• Award should go to a discovery which saves lives and improves health.

LESSON 3

TALKING POINTS (SB p13)
Estimated total time 40 minutes

1 Discussing ideas with the class. (25 minutes)
Encourage other groups to ask questions. If necessary, ask some questions yourself. Sample questions: How many people benefited from this invention or discovery? Is it still in use? Are there any disadvantages? Use assessment table 1 on page 58 of the Teacher’s Notes to give each talk a grade. Explain the reason for your grades to the class.

2 Discussing which invention or discovery to vote for.
(10 minutes)
Monitor group discussions. Make sure students note the reasons for their choice.

3 Voting for the most important invention. (5 minutes)

OFF THE CUFF (SB p13)
Estimated total time 5 minutes
Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.

Possible answers
Motor car
1 Bollee, Daimler, Maybach, and Benz all invented early cars.
2 These inventions were made between 1873 and 1889.
3 It is important today because it is the most useful form of transport.
LESSON 1

WHAT DO YOU THINK? (SB p14)

How to be the best

Estimated total time 45 minutes

1 Putting words into a spider-diagram. (15 minutes)

Answers and possible answers

<table>
<thead>
<tr>
<th>Sport</th>
<th>People</th>
<th>Playing area</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td>footballer, Forward, goalkeeper, referee</td>
<td>stadium, pitch, goal</td>
<td>ball, strip, boots</td>
</tr>
<tr>
<td>cycling</td>
<td>cyclist</td>
<td>track, road, stadium</td>
<td>wheel, saddle, pedal, handlebars</td>
</tr>
<tr>
<td>golf</td>
<td>golfer, caddie</td>
<td>hole, club, course, green, tee</td>
<td>club, bag, caddy car, tee, ball</td>
</tr>
<tr>
<td>athletics</td>
<td>runner, high jumper, pole vaulter, sprinter, hurdler</td>
<td>track, field, stadium</td>
<td>javelin, pole, hurdle, starting blocks</td>
</tr>
<tr>
<td>water sports</td>
<td>swimmer, diver, windsurfer, sailor, water skier</td>
<td>pool, lane, diving board</td>
<td>goggles, surfboard, yacht</td>
</tr>
<tr>
<td>motor sports</td>
<td>rally driver, Grand Prix driver, marshal, motor cyclist</td>
<td>track, course, pit</td>
<td>helmet, goggles, steering wheel, gears, sidecar</td>
</tr>
<tr>
<td>tennis</td>
<td>tennis player, umpire, line judge</td>
<td>court, net, line</td>
<td>racquet, ball</td>
</tr>
</tbody>
</table>

2 Making a list of ‘do’s’ and ‘don’ts’ about sports training. (10 minutes)

Monitor groups and help them with ideas and vocabulary if required. Ensure each group has at least five do’s and five don’ts.

3 Roleplay between a coach and a sportsperson. (20 minutes)

Have students work with a partner from another group. Choose one or two groups to perform in front of the class. Assess these groups using assessment table 1 on page 59 of the Teacher’s Notes.

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p15)

Estimated total time 20 minutes

1 Completing a chart of sporting terms. (15 minutes)
LESSON 2

2 Talking to a partner about a sport you like. (5 minutes)

PRACTISING LANGUAGE (SB p15)

Estimated total time 20 minutes

1 Giving examples of asking for, agreeing with, and disagreeing with opinions.

Could be done as homework for lesson 2.

PREPARING TO TALK (SB p16)

Estimated total time 50 minutes

See photocopiable activities on page 51 of the Teacher’s Notes.

EXTENSION TASK

Ask students to describe and compare the two pictures. Which sport is more difficult? Which sport is better to watch? Which sport is more popular?

1 Reading a text about drugs in sport. (10 minutes)

Answer

One opinion is that all drugs are dangerous and should be banned, while the other is that only drugs which are harmful to health should be banned.

2 Making notes on the text. (10 minutes)

Answers

<table>
<thead>
<tr>
<th>Mr Samaranch’s opinion</th>
<th>only harmful drugs should be banned</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who support his opinion</td>
<td>cyclists and officials in cycling</td>
</tr>
<tr>
<td>Reasons for their support</td>
<td>same as a special diet, would help the image of their sport</td>
</tr>
<tr>
<td>People who disagree with Mr Samaranch</td>
<td>British experts and sportsmen</td>
</tr>
<tr>
<td>Reasons for their disagreement</td>
<td>How can we be sure a drug is not harmful?</td>
</tr>
<tr>
<td>Further action suggested</td>
<td>Special conference in Lausanne to discuss the problem and review what has been done</td>
</tr>
</tbody>
</table>

3 Speaking from the notes made about the text. (10 minutes)

The objective of this exercise is to practise giving a talk from notes. Monitor pairs to ensure students actually cover the text while they read. You may want to assess some of these talks using assessment table 1 on page 58 of the Teacher’s Notes.

4 Preparing a talk on the text using a model. (10 minutes)

Sample talk

The drug problem in sport

We think that there are several important problems we have to talk about.

1) First of all, we believe that taking drugs is dangerous. No one can be sure of their effects.

2) Secondly, it seems to us that there is no point in winning if you have to cheat.

3) Also, in our opinion, drugs are used too much and we have to take action to stop their use.

4) Finally, we know that all honest sportsmen and women are against drugs.

So, (5) to sum up, we’d like to say that it is high time sporting bodies got tough on drugs.

LESSON 3

5 Discussing ideas with the class. (10 minutes)

TALKING POINTS (SB p17)

Estimated total time 30 minutes

1 Roleplay – discussing solutions to the drug problem in sport. (15 minutes)

Make sure students work with new partners. Monitor pairs. Ensure students write their list of points. Each pair should have at least four ideas.

Possible points

more random drug testing, educating young sports people, stiffer penalties for offenders, better information on what sportsmen and sportswomen should avoid.

2 Class discussion to prepare a plan of action. (15 minutes)

Appoint one student to write the action plan on the board. Make sure each student speaks, using one of the ideas on their list. Have the student who wrote the action list present it. You may wish to assess contributions to the discussion using assessment table 2 on page 59 of the Teacher’s Notes.

OFF THE CUFF (SB p17)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
HOMEWORK (to prepare for lesson 1)

PRACTISING VOCABULARY (SB p18)
Estimated total time 10 minutes

1 Deciding if opinions are strong or weak. (2 minutes)

Answers
1 strong 2 weak 3 strong 4 weak 5 strong

2 Using the correct adverbs in the correct place in a sentence. (8 minutes)

Answers
1 We really ought to do more to protect endangered species.
2 I’m fairly/quite sure that people today know how to look after their pets, but they would benefit from more information.
3 There is absolutely no way that fishermen should be allowed to catch whales.
4 I am completely (absolutely would be OK here too) convinced that governments should spend more money on the environment, or we'll soon have no wild animals left.
5 I’m fairly/quite confident that we will be able to save the tiger in Bengal, but it will need a lot of dedication.

LESSON 1

WHAT DO YOU THINK? (SB p18)

Man’s best friend?
Estimated total time 45 minutes

EXTENSION TASK 1
The English say that ‘a dog is a man’s best friend’. Ask students which animal they think is ‘a man’s best friend’ and why. Discuss why the sub-heading ‘Man’s best friend?’ might be ironic.

EXTENSION TASK 2
Ask students to compare pictures 1 and 4. Which activity is better for the horses? Which requires more skill from the rider? Which is the better spectator sport?

1 Making sentences about the photographs. (15 minutes)

Students should be writing sentences expressing opinions on the activities shown in the photos. These opinions will be needed for the next activities. Try to ensure a balance of opinions. If the students are producing a one-sided point of view, make suggestions about the other side of the argument.

Possible answers
Photo 1
Not everyone thinks that hunting foxes is a form of cruelty. Many people make a living by keeping hounds for hunting. Being torn to pieces by dogs is a painful death for a fox. Many people in the UK do not approve of fox-hunting.

Photo 2
Being locked up in cages must be frustrating for wild animals. Giving animals their freedom is not always a good thing. It is not natural for animals to live in zoos. Animals can face many dangers in their normal habitat.

Photo 3
Many types of fish have become endangered species due to over-fishing. We can protect young fish by using a net with large holes. We don’t want to destroy the food chain in the sea by catching too many fish. Fish stocks in the sea are not as depleted as many people claim.

Photo 4
Jockeys don’t usually inflict pain on their horses. The whip is often used too much in horse racing. Protesters against horse racing would like to ban the sport. Most owners don’t keep racehorses to make a profit.

2 Discussing the photos in pairs and preparing opinions. (15 minutes)
Try to make sure that each picture is chosen by at least one pair.
I'm going to talk about zoos and whether or not they should be banned.

There are some good reasons why zoos are not necessarily a good place to keep wild animals. First of all, the animals are often forced to live in cramped, uncomfortable conditions. Secondly, it can be difficult to find appropriate food for these animals. Finally, we often try to keep these animals in totally unsuitable climates.

Nevertheless, in our modern world the natural habitat of many animals is under threat and they are in danger of becoming extinct. So, although zoos are not the ideal place to keep animals, they may be the best way of preserving them for future generations. Perhaps the answer is not to ban zoos, but to improve the conditions for the animals that live there.

**Sample talk**

**Picture 2**

I'm going to talk about zoos and whether or not they should be banned.

There are some good reasons why zoos are not necessarily a good place to keep wild animals. First of all, the animals are often forced to live in cramped, uncomfortable conditions. Secondly, it can be difficult to find appropriate food for these animals. Finally, we often try to keep these animals in totally unsuitable climates.

Nevertheless, in our modern world the natural habitat of many animals is under threat and they are in danger of becoming extinct. So, although zoos are not the ideal place to keep animals, they may be the best way of preserving them for future generations. Perhaps the answer is not to ban zoos, but to improve the conditions for the animals that live there.

---

### Answers

<table>
<thead>
<tr>
<th>Whale</th>
<th>Tiger</th>
<th>Polar Bear</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 North Atlantic/West Pacific</td>
<td>Asia</td>
<td>Arctic</td>
</tr>
<tr>
<td>2 doesn't say</td>
<td>other animals</td>
<td>seals</td>
</tr>
<tr>
<td>3 hunting, intensive oil and gas development</td>
<td>poaching, poison, electrocution, land mines, loss of habitat</td>
<td>climatic changes, toxic chemicals, oil exploration</td>
</tr>
<tr>
<td>4 conservation, research, education, improving international agreements</td>
<td>reduce poaching, reduce trade in tiger parts, encourage local communities</td>
<td>money for research into climate changes</td>
</tr>
</tbody>
</table>

---

**Presenting your opinions to the class.** (10 minutes)

Encourage students to express the opposite view to that given. After this have students vote on banning the activities. (5 minutes)

**HOMEWORK (to prepare for lesson 2/3)**

**PRACTISING LANGUAGE (SB p19)**

Estimated total time 20 minutes

1–3 Giving examples of making, refusing and accepting offers.

**LESSON 2**

**PREPARING TO TALK (SB p20)**

Estimated total time 45 minutes

1 Reading about an endangered species. (10 minutes)

Make sure students know to read just one text and try to make sure that they don’t all read the same text. Let students use the word list and/or dictionaries. Draw students’ attention to the highlighted vocabulary in the text. Tell them they might find these words useful later in the lesson. See Introduction for further ideas on how to use these words. After they have read and checked vocabulary, have students read the text aloud for pronunciation. (One sentence per student.)

2 Preparing a talk from the text. (15 minutes)

**Sample talk**

I’m going to talk about the tiger, which lives in Asia. The tiger population is being reduced directly by poaching. People kill the animal illegally and sell the skins, the teeth, and other parts to make money. It is also a victim of the presence of man, and many are poisoned, electrocuted or blown up by land mines. But the worst problem is that its natural habitat is disappearing, because the land is being used by man for other purposes.

The WWF is acting to protect the tiger. It is looking for the most suitable places for tigers to live. In these locations it is trying to reduce poaching. It is also attempting to discourage the sale of tiger parts, and finally it is working with local people to get them to support the conservation programme. What else can be done? Of course we can help by raising money, and by telling our friends and everyone we know about the threat to tigers. And we can protest against the trade in tiger parts. Now that you know the dangers, would you wear a tiger skin coat?

3 Discussing ideas with the class. (20 minutes)

Encourage other groups to ask questions. If necessary, ask some questions yourself. Sample questions:

How effective do you think the WWF will be in saving these animals? Why should we save these animals from extinction? Can you think of anything else that could be done?

Use assessment table 1 on page 58 of the Teacher’s Notes to give each talk a grade. Explain the reason for your grades to the class.
LESSON 3

**TALKING POINTS (SB p21)**

*Estimated total time 40 minutes*

1. **Compiling a list of activities to help the WWF.**
   (5 minutes)
   Have students discuss and write at least six activities on a piece of paper.

   **Possible answers**
   - organize a street collection
   - issue a school newsletter
   - prepare an exhibition in the school
   - ask a WWF representative to come and give a speech to the whole school
   - make a video about the problems of one species
   - write a letter to a local newspaper

2. **Preparing a list of tasks for these activities.**
   (10 minutes)
   Have each group choose one or two projects from the list they made in exercise 1, and make a plan for it/them.
   The plan should contain from 6–10 actions and the names of the people who will do the jobs.

   **Possible answer**
   (for preparing an exhibition in the school)
   - decide on rooms or space to be used
   - decide on form of exhibition – posters, videos, computer presentations or games, leaflets
   - get information from the WWF (Internet? write a letter or email to them?)
   - prepare posters
   - write leaflets
   - prepare video
   - prepare computer game or presentation
   - arrange date of exhibition
   - prepare and send out invitations to families and friends
   - organize refreshments (what?)

3. **Presenting the results to the class.**
   (10 minutes)
   Assess the talks using assessment table 1 on page 58 of the Teacher’s Notes.

4. **Discussing plans with a partner.**
   (10 minutes)
   You may choose to assess some of the discussions using assessment table 2 on page 59 of the Teacher’s Notes.

5. **Class discussion and vote on the best plan.**
   (5 minutes)

**OFF THE CUFF (SB p21)**

*Estimated total time 5 minutes*

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
HomeWork (to prepare for lesson 1)

What do you think? (SB p22)

Customer Service?

Estimated total time 35 minutes

1 Matching dialogues to pictures. (10 minutes)
   Get students to match each sentence to a picture (4
   sentences for each picture). Then ask them to put
   the sentences in order.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture a – 1, 12, 14, 4</td>
</tr>
<tr>
<td>Picture b – 6, 8, 13, 15</td>
</tr>
</tbody>
</table>

2 Discussing where to buy certain items. (5 minutes)
   Monitor the pairs. Encourage students to use
   conversation links like those highlighted in the sample
   dialogue. Have students change partners at least once.

   Sample dialogue
   Student 1: Where would you go to buy clothes for a party?
   Student 2: I don’t know. Let me think! Probably a
department store or to a charity shop.
   Student 1: A charity shop?
   Student 2: That’s true. But the clothes are good quality, and
   often designer-label. And if you want something different
   from everyone else, it’s a good place to go, isn’t it?
   Student 1: I suppose you’re right.

Lesson 1

Extension Task
   Have students explain what they think the problem is
   in each of the four cartoons.

   2 Preparing a dialogue about a shopping problem.
      (5 minutes)

   3 Acting out the dialogue. (10 minutes)
      Have students change partners at least once and repeat
      the exercise.

   4 Class discussion on the dialogues. (10 minutes)

Extension Task (SB, p23)
   Put students into pairs. Ask them to tell each other
   about a real-life problem they have experienced when
   they were shopping.

Practising Vocabulary (SB p23)

Estimated total time 20 minutes

1 Organizing vocabulary into columns. (15 minutes)

Answers

<table>
<thead>
<tr>
<th>Places to shop</th>
<th>The shopping experience</th>
<th>Product features</th>
</tr>
</thead>
<tbody>
<tr>
<td>car-boot sale, charity shop,</td>
<td>sales, promotional</td>
<td>designer labels,</td>
</tr>
<tr>
<td>hypermarket, market stall,</td>
<td>event, fashion</td>
<td>reliability, price,</td>
</tr>
<tr>
<td>department store</td>
<td>show, book-signing,</td>
<td>value, guarantee,</td>
</tr>
<tr>
<td></td>
<td>background music</td>
<td>quality</td>
</tr>
</tbody>
</table>

HomeWork (to prepare for lesson 2)

Practising Language (SB p23)

Estimated total time 40 minutes

1 Preparing examples of using modifiers when giving
   opinions. (20 minutes)

2 Preparing for a roleplay. (10 minutes)
   Have students think up a totally new product. Tell them
   to be prepared to sell it to someone in the next lesson.

Lesson 2

2 (continued) Roleplay – selling a new product.
   (10 minutes)
   Choose one or two groups to perform in front of the
   class. Assess these groups using assessment table 2 on
   page 59 of the Teacher’s Notes.
Sample roleplay
Student 1: I've designed this fantastic pen which corrects your spelling mistakes as it writes. It’s extremely easy to use and exceptionally effective. And, although it’s a bit expensive, just think how much better your English grades will be.
Student 2: Does it only work with English?
Student 1: That’s the really great thing about it. There’s a computer inside it. It’s a little hard to program, but it can work with any language you like. Would you like to order one?

PREPARING TO TALK (SB p24)

Estimated total time 35 minutes

Reading a text about famous London shops. (10 minutes)
Make sure students read just one text and make sure that they don’t all read the same one.

Answers

<table>
<thead>
<tr>
<th>Fortnum and Mason</th>
<th>Harvey Nichols</th>
<th>Liberty</th>
<th>Virgin Megastore</th>
</tr>
</thead>
<tbody>
<tr>
<td>food, women'swear</td>
<td>designer clothes, furnishings, food, homeware, cosmetics</td>
<td>fabrics, women'swear, art and crafts, antiques</td>
<td>albums, DVDs, videos, computer games</td>
</tr>
<tr>
<td>and homeware, furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>rich and famous, Royal family, tourists</th>
<th>young rich famous people</th>
<th>shoppers from all around the world</th>
<th>young people</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>tourist attraction, gilded furnishings</th>
<th>coffee and views of London, celebrity spotting</th>
<th>see new designers' work, Eastern design influences</th>
<th>live DJs, to meet a megastar, it's cool</th>
</tr>
</thead>
</table>

LESSON 3

TALKING POINTS (SB p24)

Estimated total time 40 minutes

1 Presenting the TV programmes. (20 minutes)
Assess these talks using assessment table 1 on page 58 of the Teacher's Notes. If you have been following these notes, by this stage the students will be familiar with the process of assessment. You may want to introduce this table to the students and have them also assess their classmates in the other groups. You can then follow the talks with a discussion on how students can improve their level. Of course, this will take longer than the estimated time.

2 Class discussion on tourist shopping facilities. (20 minutes)
You could ask students to make notes of the discussion and have one student summarize the discussion. The students could also write an essay as homework.

OFF THE CUFF (SB p24)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p26)

Have a good trip!

Estimated total time 45 minutes

1 Matching pictures to headlines. (5 minutes)
Write any new vocabulary on the board and encourage
students to guess the meaning from context.

Answers
1 b 2 d 3 c 4 a

2 Completing a table about different forms of transport. (15 minutes)
Students can fill in the table according to their own
opinions. Monitor the pairs and prompt them for the
reasons for their choices. Discuss the answers as a class
and elicit the different opinions on forms of transport.
Write any interesting or new vocabulary on the board.

Possible answers

<table>
<thead>
<tr>
<th>Car</th>
<th>Plane</th>
<th>Coach</th>
<th>Train</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

3 Preparing a story about a trip. (10 minutes)
Encourage students to use some of the vocabulary they
have just studied, if appropriate.

Sample answer

Last summer, I went to Italy by car. The morning of our
departure, I slept late and we didn’t leave until 11 o’clock.
The traffic was quite bad, and when we got to the border, I
discovered I had lost my passport. At first I thought they
might have let me cross without it, but later I realized that I
would have to go back home and get it. In future, I will
check I have everything before I leave.

4 Telling the stories to the class. (15 minutes)
This exercise is designed to check and revise the use of
narrative tenses. Listen carefully to the stories and be
prepared to deal with tense errors. You could make this a
competition between the groups, with groups getting
points for any mistake they find. You could also have a
class vote on which was the best story.

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p27)

Estimated total time 10 minutes
Phrasal verb gap fill.

Answers

1 set off 4 get out 7 check in 10 touched down
2 got into 5 got on 8 put back
3 broke down 6 got off 9 took off

EXTENSION TASK
Using some or all of the phrasal verbs, write the story
of a journey you have made recently.

PRACTISING LANGUAGE (SB p27)

Estimated total time 20 minutes

1 & 2 Writing examples of indirect questions and polite
interruptions.

Check students’ answers for accuracy. For further
consolidation of the structures, you can have students
read their corrected examples aloud in class.
LESSON 2

PREPARING TO TALK (SB p28)

Estimated total time 45 minutes

See photocopiable activities on page 52 of the Teacher's Notes.

1 Reading a text about a tourist attraction. (15 minutes)

Answers

<table>
<thead>
<tr>
<th>London</th>
<th>Rio de Janeiro</th>
<th>San Francisco</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tower of London</td>
<td>1 statue of Christ</td>
<td>1 Alcatraz prison</td>
</tr>
<tr>
<td>2 began in 1066</td>
<td>2 1926</td>
<td>2 1850</td>
</tr>
<tr>
<td>3 built by William the Conqueror, was a fortress, a prison, a palace, and a mint (a place where money is made), used for executions, a part of the building was whitewashed in 1241</td>
<td>3 suggested by Archdiocese, sculpted in pieces in France by Paul Landowski, weighs over 1000 tonnes, took 5 years to build, opened 12/10/31</td>
<td>3 1850–1933 fortress occupied by American military, then famous prison until 1963, Al Capone and the Birdman of Alcatraz were prisoners, occupied by Indians 1969–71, now a tourist attraction</td>
</tr>
</tbody>
</table>

2 Preparing a talk about your site. (15 minutes)

Sample talk

First of all, let me welcome you to the Old Town Square in Prague, the capital of the Czech Republic.

I'd like to point out some important features of the site. In front of us is the famous astronomical clock. You will notice the doors where the figures come out when the clock strikes the hour. You can also see the figures around the clock, including the skeleton, which is said to have magical powers. The dials and the face of the clock are very beautiful.

Construction of the clock began in 1410 and the clock we see today was finished in 1866.

There are some interesting stories about this famous place. The town councillors are supposed to have burned out the eyes of the master clock maker Hanus, so that he could not make a similar clock anywhere else. But he took his revenge by damaging the clock so badly that it didn't work for many years. It was also almost sold for scrap twice, and the Germans tried to blow it up during the war. The Prague city leaders look after the clock very well, because the legend says that if it stops working Prague will have a lot of bad luck.

Thank you very much for listening. If you have any questions please just ask me.

3 Giving talks to the class. (15 minutes)

You may want to assess these talks using assessment table 1 on page 58 of the Teacher’s Notes.

LESSON 3

TALKING POINTS (SB p29)

Estimated total time 40 minutes

Making a list of questions to ask in a tourist information office. (10 minutes)

Possible questions

Where are the best places to stay?
What are the hotels like?
How much does accommodation usually cost?
How can I be sure I get a good hotel?
Where are the best restaurants?
What kind of food can you get in the restaurants?
Is there a special local dish here?
What is the nightlife like?
Are there any theatres or concert halls?
Is there a museum?
What is the public transport system like?
How does the transport system work?
Is the town famous for anything special?
Are there any interesting stories or legends about the area?
How old is the town?
Are there any important places I must see?

Tourist information office roleplay. (15 minutes)

Choose one or two pairs to perform in front of the class. Assess these pairs using assessment table 2 on page 59 of the Teacher’s Notes. Your students should now be familiar with the process of assessment. You may want to introduce this grid to the students and have them also assess their classmates in the other groups. You can then follow the roleplays with a discussion on how students can improve their level. (Allow additional class time for this.)

Discussion on local tourism. (15 minutes)

EXTENSION TASK

You could get students to take notes on the discussion. Then, as homework, you could ask them to write the script for a tourist guide in your area.

OFF THE CUFF (SB p29)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
HOMEWORK (to prepare for lesson 1)

WHAT DO YOU THINK? (SB p30)

A good night out

Estimated total time 55 minutes

1 Matching words to photos. (10 minutes)
Students can place the words according to their own ideas, but you should check on their reasons for any variations from the key.

Possible answers

<table>
<thead>
<tr>
<th>Photo 1</th>
<th>Photo 2</th>
<th>Photo 3</th>
<th>Photo 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>guitarist, rock,</td>
<td>director, stage,</td>
<td>abstract, sculpture,</td>
<td>director, period,</td>
</tr>
<tr>
<td>gig, loud, speakers,</td>
<td>musical, supporting</td>
<td>surrealist,</td>
<td>period,</td>
</tr>
<tr>
<td>support band, dance,</td>
<td>role, choreography,</td>
<td>still life,</td>
<td>scenario,</td>
</tr>
<tr>
<td>microphone, lead singer,</td>
<td>set, dance, rehearsal,</td>
<td>artist, exhibition,</td>
<td>film/movie,</td>
</tr>
<tr>
<td>rehearsal, set, lighting, scene</td>
<td>lighting, scene</td>
<td>lighting, designer</td>
<td>supporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>role, set,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>subtitles,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>special effects,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rehearsal,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lighting, designer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>editor, scene</td>
</tr>
</tbody>
</table>

Point out the special meaning of set and scene when talking about pop music. Set means a group of songs sung in a concert by a group and scene refers to what is happening in a particular music field, e.g. the heavy metal scene.

2 Making a list of reasons why classmates would like to go to an event. (5 minutes)
Have each student produce at least five reasons.

Possible answers

Rock concert
everyone likes rock music
great atmosphere
lots of other young people there
no older people go to this kind of entertainment
starts late, finishes late – we like to go out late at night
special public transport usually available

3 Persuading your partner to change their mind. (5 minutes)
These discussions should be good for assessment using assessment table 2 on page 59 of the Teacher’s Notes.

4 Combining information from different groups. (10 minutes)

5 Preparing a talk. (10 minutes)

Sample talk
We have decided to go to the cinema for our night out. First of all, it is easy to organize a trip to the cinema, because there are a lot of places to choose from. Secondly, with so much choice we are sure that we can find a film everyone likes, while it would be more difficult to find a rock group or a musical that everyone would want to see. Then we have more options of when to go; we can go early in the evening or wait until later. Finally, films don’t cost as much or last as long as concerts or musicals, so we could go for a drink afterwards to discuss the film. So, in the end we decided that a night at the cinema would be the best choice.

6 Discussing ideas with the class. (10 minutes)

7 Voting on the best choice. (5 minutes)

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p31)

Estimated total time 15 minutes

1 Completing sentences with words provided.

Answers

<table>
<thead>
<tr>
<th>1 plot</th>
<th>3 score</th>
<th>5 stage, set</th>
<th>7 setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 script</td>
<td>4 characters, cast</td>
<td>6 on location</td>
<td>8 trailer</td>
</tr>
</tbody>
</table>
LESSON 3

TALKING POINTS (SB p33)

Estimated total time 40 minutes

1 Discussing opinions on books, films or music. (10 minutes)
Have students use the notes they made in the previous lesson and take notes on their discussion for use in the next activity.

2 Preparing an item for an arts programme. (20 minutes)

Sample programme
What kinds of books are popular with young people? Our survey showed that boys and girls have different tastes. Girls like romance and books about people with character, while boys like action, adventure, and science. It is difficult to find something that appeals to both sexes. However, currently magic is popular, and crime stories have something of interest to both boys and girls. Of course, the story and the characters have to be interesting, and the ending should be good but not too obvious.
Our choice of a book we think will be popular is really any book from the Harry Potter series. Although they were written for a young audience, the plots are so strong and imaginative and the characters so interesting that the books appeal to all ages. Also, there is a love interest for the girls and plenty of action for the boys. Finally, the book is really good at exploring relationships between the characters, and there is plenty of mystery to keep the brain active. So, to sum up, these books are interesting to read and fully deserve their popularity.
A book we don’t think many people will like is *Great Expectations* by Charles Dickens. Dickens is a great and famous English novelist but what do his stories have to do with modern life, and in particular the life of today’s young people? In addition, this book is too long and the language too difficult for modern tastes. It would be popular among serious students who are interested in the history of England in Victorian times, but the rest of us would be quite happy to leave it undisturbed on the library shelves.

3 Presenting the programmes to the class. (10 minutes)
Assess these presentations using assessment table 1 on page 58 of the Teacher’s Notes. If you give students copies of the assessment form, they can also assess their classmates in the other groups.

OFF THE CUFF (SB p33)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p34)

Would you believe it?

Estimated total time 45 minutes

EXTENSION TASK
Tell students to look carefully at the photos and suggest why the section is headed ‘Would you believe it?’

1 Matching sentences to photos. (5 minutes)

Answers
1 d 2 c 3 a 4 b

2 Describing a photo. (5 minutes)
This is an exercise to recycle and develop vocabulary. Listen to the pairs to ensure they understand and use the vocabulary given in the headlines.

3 Discussion about information given in the photos. (5 minutes)
Monitor and guide discussions if students are unable to come up with ideas.

Possible answers
A – television, radio, newspaper, Internet; journalists gather information from news agencies or their own reporters, editors decide what stories to print or broadcast, on the Internet individuals can write whatever they want; they provide up-to-date news and information, different opinions, and the latest gossip.

B – TV: advantages are you can see the news, a film, a series; comfortable to watch; up-to-date; disadvantages are not enough detailed information; programmes are not always on at a convenient time.

4 Summarizing the discussions for the rest of the class. (15 minutes)
These summaries could be assessed using assessment table 1 on page 58 of the Teacher’s Notes.

5 Reading the rules of the speaking game. (5 minutes)

6 Playing the speaking game. (10 minutes)

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p35)

Estimated total time 20 minutes

1 Completing the gaps with media words. (10 minutes)

Answers
1 source 3 slot 5 editorial 7 documentary
2 editor 4 channel 6 article 8 reviews

2 Collocation exercise. (5 minutes)

Answers
make the headlines, run a story, break a story, give an interview, leak news, take a photograph

3 Matching expressions and meanings. (5 minutes)

Answers
1 leak news 2 break a story 3 run a story

PRACTISING LANGUAGE (SB p36)

Estimated total time 20 minutes

1 Writing examples of future forms of verbs. (10 minutes)

2 Giving some ideas for a radio programme. (10 minutes)
LESSON 2

PREPARING TO TALK (SB p36)

Estimated total time 45 minutes

1 Reading a text about news websites. (10 minutes)

   **Answers**
   
   | Sites with up-to-date-information | Yahoo, Google |
   | Sites with search facilities      | Telegraph, BBC, Yahoo, Google |
   | Sites with old news for background information | Guardian, Telegraph |
   | Sites with comments and opinions  | Independent |
   | Sites with information that has to be paid for | Telegraph, Independent |

2 Choosing an item of news for a TV programme. (5 minutes)
   Ensure each story is chosen by at least one group.

3 Preparing a plan for making a TV programme. (10 minutes)

   **Possible answer**
   Facts: research Internet, talk to those involved, read newspapers
   History: research Internet, check published biographies, newspaper archives, talk to friends and colleagues
   Public Opinion: survey with questionnaire, street interviews, review of newspaper editorials
   Expert Opinion: read specialist reviews, interview professionals working in the field

4 Preparing a presentation of the plan. (20 minutes)
   Monitor the groups and help with ideas. If the facilities are available, students could be encouraged to use Internet websites and search engines to find some background information which could be useful in making their presentation.

   **Sample presentation**
   The story we want to present is about the footballer who has been accused of cheating. He has been accused of betting against his own team winning. We want to investigate if he has deliberately tried to ‘throw’ matches so that he would win his bets.
   We’re going to research the career of the footballer. We will read his biography, we will look at past newspapers, and we’ll talk to his old teammates and his managers. We’re also going to research if this kind of problem has happened before, using the Internet and newspaper archives.
   Our programme will begin with a presenter describing the facts of the story. Then we will have a short item on the history of corruption in football. Next, we will review the footballer’s career, with clips from his big matches and interviews with his former managers and teammates. Then, we will have a team of experts talking about his recent games and whether or not he could have made his team lose. Finally, we will end the programme with some street interviews with some fans of his current team. We’ll ask them if they think the stories are true and if the player should still be in the team.
   We think this would be a really interesting and popular programme. Although sport is more interesting to men, this is an important story and we think women would want to watch it too.

LESSON 3

TALKING POINTS (SB p37)

Estimated total time 40 minutes

1 Presenting the plans to the class. (25 minutes)
   Ask every person in the group to give a part of the presentation. After each presentation, encourage students to ask questions and ask some yourself. Assess these groups using assessment table 1 on page 58 of the Teacher’s Notes and have the students assess their classmates in the other groups. Follow this with a discussion on how students can improve their speaking.

2 Discussing the plans and merging all the plans into one. (15 minutes)
   Appoint a student to listen to the discussion and make notes on the board. Have this student summarize the discussion at the end.

OFF THE CUFF (SB p37)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
Customs and celebrations

Suggested teaching programme: three 45-minute lessons plus homework

HOMEWORK (to prepare for lesson 1)

WHAT DO YOU THINK? (SB p38)

What are we celebrating?

Estimated total time 55 minutes

1 Matching words to photos. (10 minutes)

Possible answers
Photo 1 – gifts, promises, profit, credit card, shopper, modern, commercial, advertising
Photo 2 – promises, religious, church, carol, congregation, nativity, faith, old-fashioned, tradition, worship, crib

LESSON 1

2 Describing and comparing two photos. (5 minutes)
Students should recycle the words given in exercise 1. Have students write down their reasons.

Possible answers
Prefer religious Christmas: less stressful, better atmosphere, makes you feel better inside.
Prefer commercial Christmas: more fun, like to give and get presents, children love it.

3 Preparing ideas for a class debate. (10 minutes)
Try to have half the class choose the first statement and the other half the second.

Possible answers
(Statement 1)
For: modern life is different from the past, many new ideas, modern technology has changed our lives, we live in a global village, communications are instant, multicultural environment in all countries.
Against: people are basically still the same, the past teaches us about the present, our history gives us a sense of who we are.

4 Preparing a speech for the class debate. (10 minutes)

Sample speech
I am speaking in support of the motion that modern society is too concerned with material things. What do you see if you go out into the street and look at the children walking past? Expensive designer clothes, MP3 players, and school bags decorated with the latest film or TV character. A whole generation raised on advertising, passive TV entertainment, and computer games. Look in their bedrooms! Expensive toys and games from past birthdays and Christmases piled unused in untidy corners. When did you last see a child reading a book? Or even having a sensible conversation with a friend? Today’s youth have given up words and sentences for email symbols and text abbreviations. We are so concerned with how we look that we are forgetting that we need to teach our young people to think. Some people say that the world needs materialism. If we didn’t have these material things we would have no work, unemployment would rise, and widespread poverty would reappear. I don’t agree. We could all have a good standard of living without wasting the world’s resources on things we don’t really need. This is why I believe that people have to change. If you want to save the environment for our children and our grandchildren, you will agree with me and support the motion. Thank you.

5 Class debate. (20 minutes)
You could control the steps of the debate using this model. Try to maintain the formality and the formal language of the debating process.

Introduction: We are here to debate the motion ‘This class believes that modern society is too concerned with material things’. First of all, let me invite X to speak in favour of the motion.
The speaker makes his speech.
After each speech, ask the audience if they have any questions for the speaker.
Then say: I call on Y to speak against the motion.
The next speaker makes his speech. Continue in this way until all groups have made their speeches.
Once all the speeches are over, invite other students who have not yet spoken to speak: The motion is now open to the house. Please raise your hand if you have any comments or points to make.
Finally, take a vote: The motion is that this class believes that modern society is too concerned with material things. All those in favour raise their hands. (count votes) All those against raise their hands. (count votes) I therefore declare that this class believes / does not believe (depending on the vote) that modern society is too concerned with material things.

**HOMEWORK (to prepare for lesson 2)**

**PRACTISING VOCABULARY (SB p39)**

**Estimated total time 20 minutes**

1. Labelling a picture. (10 minutes)

   **Answers**

2. Making opposites of adjectives. (5 minutes)

   **Answers**
   - impolite, unimportant, dissatisfied, irresistible, displeased

3. Completing the gaps in a text. (5 minutes)

   **Answers**
   - 1 impolite 2 dissatisfied/displeased 3 insensitive 4 displeased/dissatisfied 5 irresistible 6 unimportant

**PRACTISING LANGUAGE (SB p40)**

**Estimated total time 30 minutes**

1. Writing examples of giving orders and advice. (20 minutes)

**LESSON 2**

2. Giving advice to the best man or bridesmaid. (10 minutes)

   You may wish to assess some of these conversations using assessment table 2 on page 59 of the Teacher’s Notes.

3. Giving your partner some information from the text. (10 minutes)

4. Preparing points for a discussion on national awards. (10 minutes)

   Choose one or two groups to perform in front of the class. Assess these groups using assessment table 2 on page 59 of the Teacher’s Notes.

**LESSON 3**

**TALKING POINTS (SB p40)**

**Estimated total time 40 minutes**

1. Class discussion on national awards. (25 minutes)

   For each of the four sections of this discussion, appoint a student to make notes on the board. When students have finished talking about each point, have the student taking notes give a verbal summary.

2. Giving short talks. (15 minutes)

   Make this activity a short test. Give students two or three minutes to prepare a one-minute talk. Tell students they have to vote for the best talk. Have every student give their talk. Assess the talks using assessment table 1 on page 58 of the Teacher’s Notes. Compare the votes to your assessment.

**OFF THE CUFF (SB p40)**

**Estimated total time 5 minutes**

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select some students to give their answers.
Weather and climate

Suggested teaching programme: three 45-minute lessons plus homework

HOMEWORK (to prepare for lesson 1)

PRACTISING VOCABULARY (SB p42)
Estimated total time 20 minutes

1 Collocation of adjectives and nouns. (5 minutes)

Answers
a strong wind, heavy rain, a heavy shower, heavy thick high cloud, a high temperature, high humidity
light rain, a light shower, light thin low cloud, a low temperature, low humidity

2 Putting words in the right order. (5 minutes)

Answers
HIGH LEVEL
rain cloudburst downpour drizzle wind hurricane gale breeze temperature hot warm cool cold freezing

LESSON 1

3 Preparing a weather forecast. (5 minutes)
Split the class into four groups and have each group choose a different season. Then ask students to work individually and write a forecast for that season.

Sample answer
(winter)
Today it will be very cold, with freezing temperatures. Winds are expected to be strong and there will be gales in some places. On the coast, there will be heavy rain, but in the mountains there will be snow. If you live in the mountains, we advise you not to drive because of the likelihood of blizzards.

4 Reading the weather forecasts. (5 minutes)

PRACTISING LANGUAGE (SB p42)
Estimated total time 20 minutes

1 Writing examples of cause and effect sentences. (15 minutes)

Could be done as homework for lesson 1.

2 Creating sentences about weather-related problems. (5 minutes)

Could be done as homework for lesson 1.

Possible answers
There were heavy downpours last night. As a result, flash floods destroyed many houses. Earthquakes happen as parts of the Earth’s crust move along geological fault lines. Ecologists worry about the destruction of rain forests because of acid rain. Much of Africa has a dry arid climate so there are a lot of deserts. Pompeii in Italy was destroyed because a volcanic eruption covered it in ash.

WHAT DO YOU THINK? (SB p43)

What have we done to the rain?
Estimated total time 50 minutes

EXTENSION TASK 1
Ask students to discuss the meaning of the topic subheading ‘What have we done to the rain?’ Ask the students: Who are the ‘we’? What has happened to the rain? Why?

EXTENSION TASK 2
Get students to discuss any two photos briefly. Ask them to think about what has happened and why.

1 Matching headlines to photos. (5 minutes)

Answers
1 b 2 d 3 c 4 a

2 Discussing the story behind a picture. (10 minutes)
Sample story
(Photograph 4)
Our picture shows a heatwave – a period of very high temperatures. This kind of weather causes problems for very young children, for old people, and for people who suffer from respiratory diseases like asthma. The authorities should make sure that those at risk have plenty to drink, and if necessary provide mobile air-conditioning for the homes of poorer families and old-age pensioners. They should also visit the homes of old people who live alone to check if they are OK.

3 Making up a story from a picture. (10 minutes)
Monitor the group discussions and be prepared to help with ideas and vocabulary.

Sample story
(Photograph 2)
My name is Gina and I live in Italy, in the Southern Alps. My village used to be the best place in the world to live, but it has completely disappeared now.
We live halfway down the mountainside, near the ski slopes. One day last year, I was skiing on the slopes near the village when I heard a loud, roaring noise. I looked over and saw a huge wall of snow falling down the mountainside towards the village. There had been no warning of any danger. In a few minutes the whole village was buried in deep snow. Fortunately, there wasn't a single person in the village, because we had all gone to the ski slopes to watch a big competition. But we lost everything, and we had nowhere to live. The holidaymakers staying in the village hotels went back home, but we locals had to live in the assembly hall of a school in the next village. I still don't know when we will get our village back. The authorities are still trying to work out a reconstruction plan. We have been provided with temporary housing in the surrounding villages, but we all want to return to our own village.

4 Telling the class your story. (10 minutes)
Pay particular attention to the correct use of tenses in these stories.

HOMEWORK (to prepare for lesson 2)
5 Putting vocabulary into columns. (5 minutes)

Answers

<table>
<thead>
<tr>
<th>Extreme weather</th>
<th>Causes of climate change</th>
</tr>
</thead>
<tbody>
<tr>
<td>floods, poor air quality,</td>
<td>greenhouse effect, emissions,</td>
</tr>
<tr>
<td>tidal wave, drought, tornado,</td>
<td>global warming, ozone layer, pollution,</td>
</tr>
<tr>
<td>blizzard, acid rain</td>
<td>solar activity</td>
</tr>
</tbody>
</table>

LESSON 2

6 Class discussion. (10 minutes)
Have one student write the list of ideas discussed on the board and then use this list to give a talk at the end of the discussion. Assess this talk using assessment table 1 on page 58 of the Teacher’s Notes.

PREPARING TO TALK (SB p44)
Estimated total time 35 minutes

EXTENSION TASK
Get students to look at the picture and describe it as fully as possible. Ask them to answer the questions: What’s happening? How do the people feel? Why?

1 Reading a text about skiing in Scotland. (15 minutes)

Possible answers
Problems: short season, making losses, not enough customers.
Reasons: climate changes, global warming, blizzards, unreliable poor snow, competition from Alpine resorts.

2 Preparing a rescue plan for one of the ski resorts. (20 minutes)

Sample proposal
The Glenshee skiing area used to be very successful but recently it has had some poor seasons. Due to poor weather, there has not been enough snow and as a result, the resort is losing money.
For skiers, the climate in Scotland has always been marginal. The skiing seasons have been short and the quality and amount of snow unreliable. Also, the frontal weather systems meant that many days were lost due to gales and blizzards. But in recent years global warming has destroyed the season completely. There just isn't enough snow for visitors to have a real skiing experience.
If the resort cannot rely on the weather, then it has to provide other activities for visitors. First of all, we would suggest that they build an ice rink, because this would be an alternative indoor winter sport. Secondly, they should install a machine for artificial snow, so that skiing would still be possible even if the temperatures were too high for real snow. Finally, we would advise bringing a lot of other forms of entertainment to the resort, for example casinos, theatres, and cinemas.
LESSON 3

**TALKING POINTS (SB p44)**

**Estimated total time 40 minutes**

1. Presenting the proposals to the class. (20 minutes)
   Assess these proposals using assessment table 1 on page 58 of the Teacher’s Notes.

2. Class discussion – merging plans to make one big plan. (10 minutes)
   Choose a student to make notes on the board and to summarize the conclusions at the end.

3. Free general discussion. (10 minutes)
   Try to focus on a local problem or a sport or location of particular interest to the students. Following the very formal nature of exercises 1 and 2, it would be a good idea to make this exercise more relaxed, with no assessment and the absolute minimum of corrections to vocabulary and grammar. The objective should be to have the students feel they have been speaking English to exchange ideas and not to practise speaking.

**EXTENSION TASK (SB p45)**

1. Writing vocabulary for weather symbols. (5 minutes)

   **Answers**
   fog, foggy; rain, rainy or wet; cloud, cloudy; wind, windy; snow, snowy; sun, sunny; ice, icy

2. Drawing weather maps. (5 minutes)
   Put students into pairs. Have one student in each pair look at the first map and the other student look at the second map.

3. Describing and drawing maps. (10 minutes)
   Keep students in the same pairs. Have one student describe their map and the other one draw it. Then swap roles.

4. Comparing maps. (5 minutes)
   Have students compare their maps with their partners.

**OFF THE CUFF (SB p45)**

**Estimated total time 5 minutes**

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p46)
You are what you eat
Estimated total time 30 minutes

EXTENSION TASK
Ask students what they think the subheading ‘You are what you eat’ means. Do they agree with this statement?

1 Answering questions about pictures of food. (10 minutes)
   Listen to students speaking and help with vocabulary.
   Possible answers
   Photo a
   1 The food comes from America.
   2 A hamburger with mushroom, onion, lettuce, and tomato sauce in a bun with sesame seeds; fried onion rings; waffles with strawberries and fresh cream
   3 You put the hamburger on a grill and cook it on both sides until it is well-done. You cut the bun, then put the cooked hamburger into it and add some onions, cucumber, and some relish.
   4 I like this food. It tastes very nice although some people think it is not very good for you.
   5 I think they are popular because they are not expensive and are ready very quickly.
   Photo b
   Italian food: risotto with mussels; pasta with tomato, basil, green beans, and chicken; and pizza with green olives stuffed with red pepper, anchovies, tomato sauce, and cheese.
   Photo c
   Asian food: sushi with rice, seaweed, crab sticks, and raw fish; soup noodles with pork and red and green peppers; chicken satay with satay peanut sauce, a slice of lime, and some salad: lettuce and cucumber.

2 Discussing different kinds of national foods. (10 minutes)
   Prepare three columns on the board. Have one student fill in the columns with the comments other students make during the discussion. After the discussion, have this student compare the three kinds of food using the comments from the board as prompts.

3 Talking about local food. (10 minutes)
   Have a general discussion about local food. End the discussion by asking one student to find out what is the most popular kind of food among the students in the class. He/She may have to ask the other students some questions to get all the information he/she needs.

PRACTISING VOCABULARY (SB p47)
Estimated total time 35 minutes

1 Completing captions for illustrations. (10 minutes)
   Could be done as homework for lesson 1.
   Answers
   1 frying steak in a frying pan 5 slicing bread
   2 roasting a joint in an oven 6 chopping a carrot
   3 baking a cake in an oven 7 grating cheese
   4 boiling potatoes in a saucepan 8 grilling hamburgers

2 Preparing a recipe. (10 minutes)
   This is not only an opportunity to recycle the vocabulary from exercise 1, but also a chance to practise the use of quantifiers and countable/uncountable nouns. Monitor the group work and encourage students to specify ‘how much’ of the ingredients are to be used in their recipes.
   Could be done as homework for lesson 1.

3 Telling the class about the recipe. (15 minutes)
   If you have the time and facilities, it would be a fun lesson to allow the students to prepare the food and eat it. Have one group read their recipe to another group who do the preparation. This would obviously take longer than the fifteen minutes estimated.
HOMEWORK (to prepare for lesson 2)

PRACTISING LANGUAGE (SB p47)
Estimated total time 20 minutes
1. Writing examples for apologizing. (10 minutes)

LESSON 2
2. Roleplay – complaining about fruit which isn’t fresh. (10 minutes)
   Listen to the dialogues. Concentrate on the correct use of the language for apologizing and making excuses.

PREPARING TO TALK (SB p48)
Estimated total time 35 minutes
1. Talking to your partner about a visit to a restaurant. (5 minutes)
2. Telling someone else about your last partner’s experience. (10 minutes)
   Have students change partners at least twice during this activity.
3. Class discussion – choosing the best local restaurant. (10 minutes)
   Have one student make notes on the discussion and write them on the board. Leave these notes on the board.

EXTENSION TASK
Select two students to do a short roleplay. One of them is a tourist visiting your town or city. The other is a local. The first student is looking for a good place to eat and asks the other one for advice.

See photocopiable activities on page 54 of the Teacher’s Notes.

4. Reading a text. (10 minutes)
   Make sure half the students choose the first text and the other half the second.

Answers
Paul
• Uses the best and freshest ingredients, avoids frozen and canned ingredients, has tables booked in advance.
• Not able to buy what he wants in the market, customers make special requests, regular customer doesn’t have a booking.
• Be polite, sympathize, explain the cause of the problem, offer a small gift.

Mr Barnes
• Chooses a restaurant he thinks visitor will like, books a few days before.
• Visitor arrives late, visitor can’t find what he wants on the menu, has exotic tastes, doesn’t like the cooking.
• Apologize, tell them they should be able to cope, demand an apology and compensation.

LESSON 3
5. Telling a partner about your text. (15 minutes)
   Have students swap partners and find someone who read the other text.

TALKING POINTS (SB p48)
Estimated total time 25 minutes
Roleplay – customer and chef in a restaurant.
Allow ten minutes for preparation. Have each pair perform their dialogue for the class. Have the other students do peer assessment using assessment table 2 on page 59 of the Teacher’s Notes. Assess each dialogue yourself, discuss grades with class, and give your decision.

Sample dialogue
Mr Barnes: I’m sorry, but we’re not happy with the meal.
Paul: I’m sorry to hear that. What didn’t you like?
Mr Barnes: Well, the chicken in the chicken curry wasn’t up to your usual standard.
Paul: Yes, well, if you remember, chicken curry wasn’t on our menu today. I did ask the waiter to tell you I would do my best, but I didn’t have all the usual ingredients. He did tell you, didn’t he?
Mr Barnes: Yes, he did. But it was, well, just not quite what my guest expected. You see, I had told him that the food here was something very special.
Paul: It’s very kind of you to say so. I apologize that the curry wasn’t up to scratch, but it is always difficult when a client asks for something which isn’t on the menu. Can I offer you a bottle of wine by way of compensation?
Mr Barnes: That’s very kind of you. Thank you.
Paul: Not at all. Was everything else all right?
Mr Barnes: Well, we did have to wait rather a long time between courses.

OFF THE CUFF (SB p48)
Estimated total time 5 minutes
Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
12 Housing and families

Suggested teaching programme: four 45-minute lessons plus homework

HOMEWORK (to prepare for lesson 1)

WHAT DO YOU THINK? (SB p50)

My house is my home

Estimated total time 70 minutes

1 Matching descriptions to photos. (15 minutes)

Answers
1 e 2 a 3 c 4 b 5 d

LESSON 1

2 Choosing homes for different families. (15 minutes)
The choices are not that obvious, so pairs may make different choices. Monitor the pairs, and encourage them to discuss fully the reasons for their choices.

Possible answers
a photo a or d b photo c or e c photo a
d photo c e photo d or e

3 Discussing the choices made in exercise 2. (15 minutes)
While this exercise practises short talks, its main purpose is to help students develop the skills of argument. It is better to have each pair present their choice for family ‘a’, then discuss any differences in the choices of the pairs. If all pairs agree, you could suggest possible alternatives and have students persuade you their choice is better. Then continue with family ‘b’, and so on.

Sample discussion
Students: We chose the executive flat for young family ‘a’, the young couple with the office jobs. We thought that it would suit their lifestyle, and it would be close to their work.
You: I thought the family flat would be better. The executive flat might be too expensive.
Students: But both of them are working, and they have good jobs.
You: Yes, but they might decide to have children. Then it would be too expensive and too small.

4 Roleplay – estate agent and a customer. (15 minutes)
For his/her role, student B can choose to talk about his/her own family, invent a family, or choose a famous family. Assess these roleplays using assessment table 2 on page 59 of the Teacher’s Notes.

Sample dialogue
A: I understand you’re looking for a new house. Could you tell me a little about your family?
B: Well, there’s me and my wife, our six children, and our ten dogs. And the snake.
A: So you’ll be looking for a big house, with a big garden and a very good fence, won’t you?
B: Yes, and a swimming pool.
A: How many rooms do you want?
B: Let’s see! One for each of the kids, a master bedroom with en-suite facilities for us, but the dogs can share one room between two.

LESSON 2

5 Describing your ideal home. (10 minutes)
This is chance to recycle the language and vocabulary from the last lesson.

PRACTISING VOCABULARY (SB p51)

Estimated total time 20 minutes

1 Completing gaps using information in a family tree. (10 minutes)

Answers
1 grandfather 4 mother-in-law 7 uncle 10 brother
2 step-mother 5 step-brother 8 ex-wife
3 aunt 6 cousin 9 grandchildren

2 Drawing your partner’s family tree. (15 minutes)
Put students into pairs. Have one student describe their family while the other one draws a family tree. Then have them swap roles. After the pairs have drawn their partners’ family trees, give some of the drawings to different students. Have them describe the family to the class. Do they get it right?
PRACTISING LANGUAGE (SB p52)

Estimated total time 25 minutes

1 Writing examples on how to ask for opinions, agreement, or explanations. (15 minutes)
   Could be done as homework for lesson 2.

2 Discussing holidays with your partner. (10 minutes)
   Set up students in pairs to do the dialogues.

LESSON 3

PREPARING TO TALK (SB p52)

Estimated total time 25 minutes

1 Reading a short text. (5 minutes)

   Possible answer
   The problem is that Hannah has a big family, but Bill’s family is small. They don’t want to have so many of Hannah’s relatives at the wedding in case Bill’s relatives feel uncomfortable.

2 Deciding who to invite to a wedding. (20 minutes)
   Explain to the students that they will have to tell the class who they have chosen and why. For this exercise, little guidance is given on how to organize the discussion in the Student’s Book. Let the students try to organize the process themselves, but these steps might help them if they are having problems.
   • Make a list of the reasons for and against each relative being invited.
   • Decide on two who are definitely not going to be invited – make a note of the reason.
   • Have each member of the group choose the one person who they think is the most important to invite.
   • Choose the three most popular and note the reasons for choosing them.

TALKING POINTS (SB p52)

Estimated total time 60 minutes

1 Explaining who you chose to invite to the wedding and why. (20 minutes)
   You could assess the explanations using assessment table 1 on page 58 of the Teacher’s Notes if you feel it is useful for your students.

Sample talk
We have decided to invite Mary, Robert, and ex-uncle Fred. Mary is not only a relative, she is also Hannah’s best friend so it would be impossible not to invite her. And we couldn’t invite Mary without inviting Robert. And Uncle Fred is also more of a friend than a relative, and, in addition, he is really important for Hannah and Bill’s careers. The other relatives will be disappointed, but we will apologize and tell them that we have decided to have a wedding for friends rather than relatives.

LESSON 4

TALKING POINTS (SB p52)

Estimated total time 60 minutes

2 Making a list of problems between parents and children. (10 minutes)
   Make sure students think about the reasons for their choice of the five most important problems.

   Possible problems
   tidying room, using Internet, phone bill, staying out late, homework, choice of friends, boy/girlfriends, holidays, saving money, drinking, drugs, pocket money, choice of career

3 Discussing your list with a partner. (10 minutes)
   Assess some of these discussions using assessment table 2 on page 59 of the Teacher’s Notes.

4 Discussing your list with another pair. (10 minutes)
   Assess some of these discussions using assessment table 2 on page 59 of the Teacher’s Notes.

5 Class discussion – solving family problems. (10 minutes)
   Select a student to make a list of the problems and their solutions on the board. Have different students present the solutions to each problem using the notes on the board.

OFF THE CUFF (SB p52)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
Famous British and American people

LESSON 1

WHAT DO YOU THINK? (SB p54)

The father of the nation

Estimated total time 50 minutes

HOMEWORK (to prepare for lesson 1)

1 Matching sentences with pictures. (5 minutes)
   You could ask students to choose one of the figures and try to find out some additional information about them using the Internet.

   Answers
   William the Conqueror: 3, 5, 7, 10
   George Washington: 2, 8, 11, 12
   William Wallace: 1, 4, 6, 9

LESSON 1

EXTENSION TASK

Ask students what they think is meant by ‘the father of the nation’. Can they think of any other situation in which ‘father’ could be used with this meaning?

2 Preparing information about a famous person. (10 minutes)
   Information can be found on these websites.
   William the Conqueror:
   www.britannia.com/history/monarchs/mon22.html
   William Wallace:
   www.electricscotland.com/history/wallace.htm
   George Washington:
   www.whitehouse.gov/history/presidents/gw1.html
   If students don’t have access to the Internet at school, you could print out some of the information and give it to them. Alternatively, you could set some research as homework.

3 Getting information from other students. (5 minutes)
   Have students wander around the class asking other students if they know anything about their person.

4 Preparing a talk on a famous person. (10 minutes)

   Sample talk
   William the Conqueror was the French Duke of Normandy when the English king Edward the Confessor died. William was related to Edward’s mother and thought he should become king, but King Harold had seized the throne and William had to invade England in 1066 and defeat Harold at the Battle of Hastings. Harold was killed and William became king. He started to build the Tower of London and he set up the Domesday book. Although he was French, he should be called the father of England because he united the country and set up many of the laws and rules for the government of the kingdom.

5 Giving the talks to the class. (15 minutes)
   These talks can be assessed using assessment table 1 on page 58 of the Teacher’s Notes.

6 Class discussion – choosing a ‘father of the nation’. (5 minutes)

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p55)

Estimated total time 20 minutes

1 Matching phrasal verbs to their meaning. (10 minutes)

   Answers
   break down – collapse, set back – delay, turn down – refuse, be put out – be annoyed, get over – recover from, put up for – nominate, take off – become successful

2 Replacing phrasal verbs with other verbs. (10 minutes)
Answers
1 became successful
2 collapsed
3 delayed . . . for
4 nominated . . . refused.
5 annoyed . . . recovered from

PRACTISING LANGUAGE (SB p55)
Estimated total time 20 minutes
1 Making examples about wishes and regrets. (15 minutes)

LESSON 2
2 Talking about the wishes and regrets of a famous person. (5 minutes)

PREPARING TO TALK (SB p56)
Estimated total time 40 minutes
1 Reading texts about famous people. (10 minutes)
Make sure students choose just one of the texts. Students could do Internet or library research to find out more about their chosen person.

Possible answers
(Prince William)
1 well-balanced, personable, never irritable or bad-tempered, generous, fond of sport, likes fun but serious.
2 grandson of Queen of England, mother dead, soldier.

2 Define the profile of the perfect partner. (10 minutes)
Have students discuss and note the reasons for their answers.

Possible answers
(Mr Bean)
Nationality – any nationality – language not a problem as he doesn’t speak much
Profession – librarian
Interests – teddy bears, discos and night clubs, reading
Personality – patient, clever, capable of laughing when things go wrong

3 Selecting the perfect partner. (10 minutes)
If students need help in organizing this discussion, you could use these steps.
• Make a list of people you know who might fit the criteria developed in exercise 2.
• Select the best one and note your reasons for your choice.

4 Preparing a talk on the results of the discussion. (10 minutes)

Sample talk
Our client is Renée Zellweger, an American actress. She is a hardworking career woman, with a great determination to succeed. She is also well-educated and intelligent.
We think that she would like a clever man with similar interests to her own. It would be better if he was also a writer, because they would have a common interest. I don’t think it matters much where he comes from, as she has worked on both sides of the Atlantic. I think it is important that her partner is very supportive of her career, and maybe works in the management of show business, e.g. a film producer or director.
We have chosen the actor and director Robert Redford for Renée. We think he is maybe a bit old for her, but we are sure his experience would help her career. Anyone can see from his films that he is an extremely clever man, so we think that Renée would find him interesting.

LESSON 3
TALKING POINTS (SB p56)
Estimated total time 40 minutes
1 Giving the talks to the class. (15 minutes)
Assess these talks using assessment table 1 on page 58 of the Teacher’s Notes.

2 Suggesting alternative partners. (10 minutes)
Give the students two minutes to think of a different partner for each ‘client’. Then have each student quickly give his/her choice and reasons.

3 Roleplay – advice for a first date. (15 minutes)
Let the students choose any of the four ‘clients’ already discussed or just be themselves. Choose one or two groups to perform in front of the class. Assess these groups using assessment table 2 on page 59 of the Teacher’s Notes.

OFF THE CUFF (SB p56)
Estimated total time 5 minutes
Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p58)

What a job!

Estimated total time 45 minutes

EXTENSION TASK

Ask students when they would say ‘What a job!’
(Whenever they are trying to do a task which is proving extremely difficult or unpleasant.) Get them to describe situations when it would be appropriate to use this expression.

1 Answering questions about a photo. (15 minutes)

Possible answers

<table>
<thead>
<tr>
<th>Photo</th>
<th>Photo</th>
<th>Photo</th>
<th>Photo</th>
<th>Photo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>teacher</td>
<td>photographer</td>
<td>firefighter</td>
<td>travel</td>
</tr>
<tr>
<td>2</td>
<td>intelligent, patient</td>
<td>outgoing, confident, imaginative</td>
<td>strong, fit, brave</td>
<td>organized, patient</td>
</tr>
<tr>
<td>3</td>
<td>university</td>
<td>college, university</td>
<td>college, special training</td>
<td>college, on the job training</td>
</tr>
<tr>
<td>4</td>
<td>helping students</td>
<td>meeting people, travelling</td>
<td>rescuing people</td>
<td>giving good advice, helping people make a choice</td>
</tr>
<tr>
<td>5</td>
<td>students, unwilling to learn</td>
<td>difficult models</td>
<td>long hours, dangerous</td>
<td>indecisive clients</td>
</tr>
</tbody>
</table>

2 Describing a photo to a partner. (5 minutes)

This activity gives students the chance to recycle and share vocabulary.

3 Choosing a job from the photos. (10 minutes)

These dialogues can be assessed using assessment table 2 on page 59 of the Teacher’s Notes.

4 Reporting what your partner said. (5 minutes)

5 Choosing a job for someone the class all knows. (10 minutes)

Select one student to take notes and then to summarize the discussion at the end using their notes.

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p59)

Estimated total time 30 minutes

1 Matching words to definitions. (10 minutes)

Answers

<table>
<thead>
<tr>
<th>Answers</th>
<th>1 bonus</th>
<th>4 pension</th>
<th>7 benefits package</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 overtime</td>
<td>5 salary</td>
<td>8 holiday entitlement</td>
<td></td>
</tr>
<tr>
<td>3 promotion</td>
<td>6 career prospects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LESSON 2

2 Making a list of criteria for selecting a job. (5 minutes)

3 Combining two lists to make a new list. (5 minutes)

4 Repeating exercise 3 with another group. (5 minutes)

5 Discussing the lists with the whole class. (5 minutes)

PRACTISING LANGUAGE (SB p59)

Estimated total time 15 minutes

1 Making examples of question tags. (10 minutes)

Could be done as homework for lesson 2.

2 Adding question tags to sentences. (5 minutes)

Could be done as homework for lesson 2.
Answers
1 is it  3 isn’t there  5 won’t I  7 shouldn’t I
2 don’t you  4 can’t I  6 aren’t they  8 aren’t I

EXTENSION TASK (SB p59)
Students practise making tag questions.

PREPARING TO TALK (SB p60)

Estimated total time 35 minutes

1 Telling a story from a cartoon. (15 minutes)
Use this exercise to monitor the accuracy of the students’ speech and correct where necessary. You could write the story on the board as they tell it and correct mistakes. Get students to link the events together using linking words or expressions.

Sample story
The man is looking for a job. He looks in the window of the job centre at the situations vacant advertisements. Then he finds a suitable job in a newspaper. So he writes a letter of application and his CV using the computer and sends it off. After a few days, he goes to the company’s office where he is interviewed for the position. The company sends him a letter a few days later. When he opens the letter, he finds that he has been offered the job. This makes him very happy.

See photocopiable activities on page 54 of the Teacher’s Notes.

2 Reading some advice about applying for a job. (10 minutes)
Make sure students write their list and keep it as they will need it for the next exercises.

Possible answers
• look for adverts in newspapers, magazines
• use ‘Job Centre Plus’ database to find vacancies
• use word processor to write your CV
• put most recent job first
• match your CV to the job you are applying for
• give two references
• use your hobbies to describe your personality and interests
• mention any positions of responsibility, e.g. in clubs
• speak slowly and sit up in interviews
• don’t look down
• take time to answer
• ask for explanations if you don’t understand
• arrive on time
• talk about your strengths, not weaknesses
• don’t give one-word answers
• ask for information about the job – training, support, promotion.

LESSON 3

PREPARING TO TALK (SB p60)

3 Roleplay – preparing for job interviews. (10 minutes)

Sample information for applicants
Information on CV: name, address, phone number, email, education, training, experience, hobbies, references
Why this job: creative, well-paid, uses my experience
Questions employer might ask: Why do you think you’ll be good at the job? What relevant experience do you have? Questions you might ask: How much holiday do I get? Is there a chance to travel abroad? What are the career prospects?

Sample information for interviewers
Kind of person: experience needed is ..., personality should be ..., education and training requirements are ...
Questions to ask: What do you have to offer this company? Where do you see yourself in five years time? Questions applicant might ask: What is the salary? How much holiday do I get? Is there any training? What are the career prospects?

TALKING POINTS (SB p60)

Estimated total time 30 minutes

1 Roleplay – job interviews. (20 minutes)
Make sure students swap roles. You can assess these interviews in a formal way using assessment table 2 on page 59 of the Teacher’s Notes, or just let students assess their peers.

2 Class discussion – finding the perfect career. (8 minutes)
Select a student to write notes on the board.

3 Summarizing the discussion. (2 minutes)
Choose either the student who made the notes or another student for this exercise.

OFF THE CUFF (SB p60)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
Overview of the unit:

Health

Suggested teaching programme: three 45-minute lessons plus homework

Homework (to prepare for lesson 1)

What do you think? (SB p62)

They saved my life

Estimated total time 50 minutes

1 Matching words to pictures. (20 minutes)
   Different students may choose to place the words in different boxes. Get them to give their reasons.

<table>
<thead>
<tr>
<th>Photo number</th>
<th>Dentist</th>
<th>Paramedic</th>
<th>Surgeon</th>
<th>Optician</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>drill</td>
<td>stretcher</td>
<td>bandage</td>
<td>spectacles</td>
</tr>
<tr>
<td>1</td>
<td>injection, anaesthetic</td>
<td>bandage, drip, injection, anaesthetic, scalpel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>stitches, gloves</td>
<td>stethoscope, ambulance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>photo number</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Other words

<table>
<thead>
<tr>
<th>Photo number</th>
<th>Dentist</th>
<th>Paramedic</th>
<th>Surgeon</th>
<th>Optician</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>filling, blood, operation, extraction</td>
<td>fracture, blood, injury, broken, first-aid, blood</td>
<td>incision, blood, stitches, operation, injury, broken, monitor, blood pressure, heartbeat, examination</td>
<td>eye test, short-sight, examination</td>
</tr>
</tbody>
</table>

2 You could have students add more relevant words to the boxes.

Lesson 1

2 Preparing a short talk on a medical job. (15 minutes)
   Check that students understand all the words and any new ones that students added to the box in exercise 1.
   Have students work in pairs and choose one occupation.
   Tell students that the object is to use ALL the words in the column corresponding to their occupation. Monitor to see if they do.

3 Giving the short talks to the class. (15 minutes)
   These short talks can be assessed using assessment table 1 on page 58 of the Teacher's Notes.

Practising vocabulary (SB p63)

Estimated total time 25 minutes

1 Vocabulary crossword. (10 minutes)
   Could be done as homework for lesson 1.

Answers

| 1 | THROAT |
| 2 | TOES |
| 3 | STOMACH |
| 4 | ANKLE |
| 5 | ELBOW |
| 6 | KNEECAP |
| 7 | JAW |
| 8 | WRIST |
| 9 | THIGH |
| 10 | EYEBROW |

2 Explaining the meaning of homeopathy. (5 minutes)
   Have two or three students give definitions. Ask the class to decide which is the best.

Sample answer

Homeopathy is the treatment of an illness by giving small quantities of a drug which would produce symptoms like those of the illness in a healthy person.
3 Cures for common ailments. (10 minutes)
Could be done as homework for lesson 1.

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothache</td>
<td>d</td>
</tr>
<tr>
<td>sprained wrist</td>
<td>b</td>
</tr>
<tr>
<td>a headache</td>
<td>a</td>
</tr>
<tr>
<td>a cold</td>
<td>f</td>
</tr>
<tr>
<td>flu</td>
<td>e</td>
</tr>
<tr>
<td>upset tummy and diarrhoea</td>
<td>c</td>
</tr>
</tbody>
</table>

4 Roleplay – doctor and patient. (10 minutes)
Make sure students swap roles.

LESSON 2

PRACTISING LANGUAGE (SB p64)

Estimated total time 45 minutes

1 Reading a text about medical disasters. (10 minutes)
Monitor this activity carefully. Ensure students make clear and meaningful entries in the boxes. Remind them they will have to present the opinions from these notes in the next exercise.

Possible answers
1 Hospitals are not always as safe as you think.
2 A woman giving birth by caesarean was not initially under anaesthetic, so she felt everything.
3 A surgeon removed the wrong kidney and the patient died as a result.
4 Avoid hospitals if possible. Use a medical dictionary and homeopathic shops.

2 Presenting the information using only the chart in exercise 1. (10 minutes)
Monitor the activity and help students with mistakes and difficulties.

3 Preparing information on ‘safe’ hospitals. (10 minutes)

4 Presenting opinions to the class. (15 minutes)
These talks should be assessed using assessment table 1 on page 58 of the Teacher’s Notes.

LESSON 3

PREPARING TO TALK (SB p65)

Estimated total time 25 minutes

1 Brainstorming advice on how to live for a long time. (5 minutes)
Make a list on the board of the students’ suggestions.

Sample talk
I’d like to talk about how we can live to be really old. The information for my talk comes from two research projects. The first took place in the USA and involved more than 1500 people over 100 years old. The second was a joint study by Harvard School of Public Health in the USA and Athens Medical School in Greece.
You have more chance of having a long life if there is a history of longevity in your family. Of course, this is out of your control, but there are some things you can do or not do. First of all, don’t smoke. Secondly, don’t eat too much and get fat. A Mediterranean diet with vegetables, fruit, and fish have been found to be effective. And finally, it might be a good idea to have children in your late thirties. Naturally, you don’t just want to be old, you want to be old and fit and healthy and happy. And there is some good news. Very old people all seem to be happy people. So, in conclusion, let me give you this advice. Keep your mind active, be optimistic, and smile a lot. That way you will grow old yet stay young at the same time.

TALKING POINTS (SB p65)

Estimated total time 15 minutes

1 Giving the talks to the class. (10 minutes)
These talks should be assessed using assessment table 1 on page 58 of the Teacher’s Notes.

2 Class discussion – action points for a healthy lifestyle. (5 minutes)
Appoint a note-taker to list the points on the board. Choose a student to summarize the discussion from the board notes.

OFF THE CUFF (SB p65)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
HOMEWORK (to prepare for lesson 1)

WHAT DO YOU THINK? (SB p66)

Breaking down the barriers

Estimated total time 55 minutes

1 Describing what people are doing in the photos. (5 minutes)
   a Looking for a job (in another country?)
   b Crossing the border from one country to another
   c Studying at a foreign university or college
   d Shopping abroad to take advantage of cheaper prices

2 Matching statements to photos. (10 minutes)

   Answers
   1b, advantage  4b/d, advantage  7a, disadvantage
   2d, advantage  5d, disadvantage  8a, advantage
   3c, advantage  6a, advantage     9c, advantage

LESSON 1

EXTENSION TASK
Ask the students what physical and metaphorical barriers they think the EU has broken down.

3 Making a list of the effects of EU membership. (10 minutes)
   Internet information is available at: www.europa.eu.int/citizensrights/index_en.cfm
   Make sure each topic is discussed by at least one pair.
   Ensure both students in each pair make notes of their points.

4 Preparing a talk. (10 minutes)

Sample talk
I'm going to talk about how membership of the EU has affected our country, and I'm going to look at the areas of travel, education, and shopping.
Travel to Western Europe has become much easier for us now that we are part of the EU. For one thing, we no longer need visas. Also, we now have the right to go to most other European countries to work, so we have the chance to earn a lot of money in countries where salaries are higher than ours.
Opportunities in education have improved too. For example, we can study at universities in other countries under the same conditions as national students. In addition, there are many grants available to encourage study abroad, so we can expect that a lot of our young people will take advantage of these opportunities. As a result, we would hope that the different nationalities within the EU will understand each other better in the future.
Shopping is also better since we became EU members. There are no longer any customs restrictions, so we can go to where goods are cheaper and buy them there. In the long term, this should mean lower prices for everyone, but I have to say that I have the feeling that prices here have been increasing recently.
To sum up, I would say that membership of the EU has been a good thing for our citizens, even if one of the immediate effects might have been higher prices in our shops.

5 Discussing topics with the class. (15 minutes)
   These talks could be assessed using assessment table 1 on page 58 of the Teacher's Notes.

6 Class discussion on the EU. (5 minutes)
   Make this a survey of the students' opinions and their reasons for them. Have one student take notes and summarize the results.

PRACTISING LANGUAGE (SB p67)

Estimated total time 15 minutes

1 Giving examples of used to, be used to, and get used to. (10 minutes)

   Could be done as homework for lesson 1.
Talking about now and the past. (5 minutes)

Sample sentences
1. We used to stay in our country for our holidays but nowadays many people go abroad.
2. Golf and squash are very popular sports here now but in the past people didn’t use to play these games.
3. I am getting used to buying clothes in supermarkets and hypermarkets.

EXTENSION TASKS (SB p67)
Students talk about what they used to do.

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p68)
Estimated total time 20 minutes

1. Listing nations and nationalities of the EU. (5 minutes)

Answers

2. Presenting the information using headings only. (5 minutes)

This and the previous exercise introduce a method for summarizing and reproducing a text in an oral manner. Monitor the exercise to check that students reproduce the main points of the text and that they link the ideas in their notes using appropriate joining words.

3. Describing the ideal EU representative. (10 minutes)

Sample description
honest, intelligent, knowledgeable about the issues involved, good English speaker, knows German and French, persuasive

4. Choosing an EU representative. (10 minutes)

Have students make nominations of their chosen candidate, saying why they have nominated the person. Let the three most popular candidates make a short speech saying why they think they would be good at the job. Take a vote to select the best.

LESSON 3

TALKING POINTS (SB p69)
Estimated total time 40 minutes

1. Reading a short text. (5 minutes)

Sample answer
‘The Blah-Blah’ is the suggested international term for the European Parliament. This word would be used in all official documents, so that the term European Parliament would not need to be translated into every language.
2 Making up ‘international’ words. (15 minutes)
If required, use these steps to help students organize their discussions.
• Make a list of suggested words.
• List the pros and cons of each suggestion.
• Eliminate the least popular.
• Choose the best option.
• List the reasons for your choice.

3 Choosing the best words. (20 minutes)
Organize this activity as two balloon debates, firstly for the ‘EU commission’ word, and secondly the ‘European election’ word. The rules of a balloon debate are as follows.
• Each group proposes their word and gives reasons why they think it should be selected.
• The class vote – groups cannot vote for their own word.
• The group with the fewest votes is eliminated.
• The remaining groups speak again in support of their word. They can counter some of the arguments the other groups made in the previous round.
• Another vote is taken and one more word is eliminated.
• The process is repeated until only the winning word is left.
The first debate should be used to let the students practise and become familiar with the process. Students’ performances in the second debate can be assessed using assessment table 2 on page 59 of the Teacher’s Notes.

OFF THE CUFF (SB p69)

Estimated total time 5 minutes
Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p70)

Following fashion
Estimated total time 45 minutes

EXTENSION TASK
Ask the students to make a list of things you should do if you want to be a ‘follower of fashion’.

1 Choosing the most recent of three sets of photos. (5 minutes)

Answers
The B photos are the most recent.

2 Matching vocabulary to photos. (5 minutes)
Students will have their own reasons for matching words to the pictures, and may have valid different answers to those given in the key. Ask them to explain their choices.

Possible answers
A photos – impractical, fussy, formal, traditional, dull
B photos – comfortable, functional, simple, plain, colourful, cool, trendy, casual

3 Comparing two photos of old and new fashion items. (10 minutes)
Have both students make a list of the main points of the discussion. They will need this list for the next activity.

Possible answers
Photos 1A and B
• Modern, because it is more comfortable, easier to clean, more suited to modern life and lighter to wear.
• Modern clothes have become shorter, lighter, and more simple.
• New materials, a more open society, changing attitudes of people, and innovative fashion designers.

4 Discussing what causes changes in fashion. (10 minutes)
Students can use the notes they made in exercise 3 as prompts for the discussion. Make sure students also discuss why the factors they choose affect fashion trends.

5 Class discussion on fashion in the future. (15 minutes)
Appoint a student to list the points made during the discussion on the board.
Use these steps to guide the discussion.
• List the factors affecting fashion as discussed in exercise 4.
• Discuss and note how these factors could change in the future.
• Talk about the effect of these expected changes on future fashion trends in, e.g. clothes, electrical goods, cars, homes.
Have a student summarize the discussion using the notes on the board.

HOMEWORK (to prepare for lesson 2)

PRACTISING VOCABULARY (SB p71)

Estimated total time 25 minutes

1 Completing a table with words about clothes. (10 minutes)

<table>
<thead>
<tr>
<th>Item</th>
<th>Parts</th>
<th>Pattern</th>
<th>Style</th>
<th>Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacket</td>
<td>collar, lapel, sleeve, button, pocket, zip, cuff</td>
<td>plain, checked, striped</td>
<td>short, long, narrow, loose-fitting</td>
<td>dinner jacket, casual jacket, formal, anorak, bomber jacket</td>
</tr>
<tr>
<td>Trousers</td>
<td>hem, pocket, fly, zip, waist, leg</td>
<td>plain, checked, tartan</td>
<td>narrow, flared, slacks</td>
<td>jeans, slacks, shorts</td>
</tr>
<tr>
<td>Shoes</td>
<td>sole, heel, toe, strap, laces</td>
<td>stiletto, pointed</td>
<td>shoe, boot, slipper, moccasin, slip-on</td>
<td></td>
</tr>
<tr>
<td>Shirt</td>
<td>collar, sleeve, pocket, button, frill, cuff</td>
<td>plain, striped, tartan</td>
<td>formal, casual, dress, sports, t-shirt, sweatshirt, blouse (lady)</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2

2 Describing your partner’s clothes. (5 minutes)
   Students can change partners two or three times during this exercise. Alternatively you can make it a competition, awarding one point for every correct detail.

3 Describing your taste in fashion. (5 minutes)
   Have every student describe his/her favourite clothes in no more than three sentences.

4 Selecting the best-dressed student. (5 minutes)
   Each student nominates one person and explains the reasons for their choice. Count the votes and congratulate the winning student.

PRACTISING LANGUAGE (SB p71)

Estimated total time 20 minutes

1 Giving examples of how to justify opinions. (10 minutes)
   Could be done as homework for lesson 2.

2 Giving and justifying opinions to each other.
   (10 minutes)
   Let students walk around the class talking to each other and practising the language structures. Then make a list of the reasons on the board, by asking students to talk about OTHER students’ opinions, not their own.

PREPARING TO TALK (SB p71)

Estimated total time 35 minutes

1 Reading a text about a film. (10 minutes)
   Once students have read the text, do a class survey of who is the most popular character and why.

2 Designing costumes for the characters in a film.
   (10 minutes)
   Tell students that, if they want to, they can ‘make’ their costumes for homework. They can use large drawings, they can adapt old clothes, or simply choose from their own wardrobes.

LESSON 3

PREPARING TO TALK (SB p73)

3 Choosing roles to talk about costumes. (5 minutes)

4 Preparing a ‘fashion show’ of film costumes.
   (10 minutes)
   The chief designer and the actors should prepare their parts of the talk separately and then rehearse them together before the next activity.

Sample talk
Chief designer: We'd like to talk about our ideas for the costumes for one scene in the film Notting Hill. In this scene we have William, played by Hugh Grant, Anna, played by Julia Roberts, Spike, played by Rhys Ifans, and Honey, played by Emma Chambers. The scene is a party which is also William and Anna’s first date. Each of the actors will describe the costume we have chosen and the reasons why we chose it.

William: You’ll notice the spectacles. Pretty cool? Not cool? OK, I'm not really a very cool guy. I'm more of an intellectual, really. I don't suppose you'd wear this black blazer and grey trousers to a night club either. Well, I don't really go to night clubs. I'd rather spend the night at a good restaurant or talking to friends. My clothes are smart but comfortable. And so am I, really.

(Other actors describe their costumes.)

Chief designer: To sum up, each character has a very different set of clothes to represent their own unique character. We hope you approve of our ideas.

TALKING POINTS (SB p73)

Estimated total time 25 minutes

1 Presenting costume ideas to the class. (20 minutes)
   These talks can be assessed using assessment table 1 on page 58 of the Teacher's Notes.

2 Selecting the best costumes. (5 minutes)
   Use the following steps to lead the discussion.
   • Select the best costume for Anna.
   • Select the best costume for William.
   • Select the best costume for Spike.
   • Select the best costume for Honey.
   • Review the chosen costumes. Do they match, or would it be better to change one or more of the choices?

OFF THE CUFF (SB p73)

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p74)

What’s the subject?

Estimated total time 45 minutes

1 Matching photos to headings. (5 minutes)
   Ask students why they made their selections.
   
   Answers
   a Literature  b Foreign languages  c Science  d ICT  e Maths

2 Completing a chart with words about school subjects.
   (10 minutes)
   Students may have their own reasons for selecting words for columns, so you should ask about any unusual choices. If you have time add more words, such as those shown in italics.
   
   Possible answers

<table>
<thead>
<tr>
<th>ICT</th>
<th>Literature</th>
<th>Science</th>
<th>Foreign languages</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>word processing, project work, software, analysing, programming, web browser, surfing, e-mailing</td>
<td>poetry, novels, analysing, commenting, plays, drama, characters, plot</td>
<td>Physics, Chemistry, measuring, experiments, Biology, laboratory, project work, analysing, equation, formula</td>
<td>French, project work, laboratory, test, calcul, software, characters, formula</td>
<td>Algebra, calculating, Geometry, Calculus, Arithmetic, Statistics, calculation</td>
</tr>
</tbody>
</table>

3 Talking about studying a school subject. (10 minutes)
   Ensure that each group chooses a different photo.
   
   Sample answer
   Photo c
   These students are studying Science, and they are doing an experiment in the laboratory. This can involve mixing chemicals, looking through microscopes, and taking measurements.

4 Telling other groups what you talked about. (10 minutes)
   This exercise gives every student an opportunity to give a short talk. You may wish to give each student an assessment of his/her contribution.

5 Class discussion – making a choice of school subjects.
   (10 minutes)
   Choose one student to lead the discussion, and prepare a course syllabus that the class is happy with. This is an exercise in interaction and persuasion and you may wish to assess students’ performance using assessment table 2 on page 59 of the Teacher’s Notes.

HOMEWORK (to prepare for lesson 2)

PRACTISING LANGUAGE (SB p75)

Estimated total time 20 minutes

1 Giving examples of different forms of comparison.
   (10 minutes)

LESSON 2

PRACTISING VOCABULARY (SB p76)

Estimated total time 30 minutes

1 Reading a text about a student’s education.
   (5 minutes)
   
   Could be done as homework for lesson 2.
   
   Answers
   4 schools + 3 universities
2 Completing a table. (5 minutes)

Could be done as homework for lesson 2.

Answers

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Educational institutions</th>
<th>Entrance requirements</th>
<th>Qualifications obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school (less than age 5) optional</td>
<td>nursery school</td>
<td>None, but there aren’t enough schools, so it’s difficult to find a place</td>
<td>NONE</td>
</tr>
<tr>
<td>Primary age 5–11 compulsory</td>
<td>Primary school</td>
<td>Based on where you live (entrance exams for some public-sector schools and private schools)</td>
<td>NONE</td>
</tr>
<tr>
<td>Secondary age 11–18 compulsory to age 16</td>
<td>secondary school comprehensive sixth-form college</td>
<td>Based on results in secondary-school leaving exams. Some institutions also have interviews and entrance tests.</td>
<td>GCSE A-levels</td>
</tr>
<tr>
<td>Tertiary age 18–21/22 (but you can study at university as a mature student at any age) optional</td>
<td>university drama school art school</td>
<td>You need an excellent qualification from your university (e.g. First or upper-second Honours degree).</td>
<td>honours degree diploma</td>
</tr>
<tr>
<td>Post-graduate over age 21 optional</td>
<td>business school</td>
<td>You need an excellent qualification from your university (e.g. First or upper-second Honours degree).</td>
<td>MBA doctorate</td>
</tr>
</tbody>
</table>

3 Describing the English educational system. (10 minutes)

4 Comparing the English system to your country’s. (10 minutes)

Make sure students change partners. These discussions could be assessed using assessment table 2 on page 59 of the Teacher’s Notes.

**PREPARING TO TALK (SB p77)**

**Estimated total time 20 minutes**

See photocopiable activities on page 55 of the Teacher’s Notes.

1 Reading a text about English A-levels. (10 minutes)

**Answers**

Some people think that exams are getting easier; others that students are getting better. A-level grades are important because they help universities choose the best students.

2 Talking about changes to the system and possible solutions. (10 minutes)

**Possible points**

Changes
- make A-level exams more difficult
- have more grades at the top level of A-level exams
- introduce a new exam for the best students
- universities set their own entrance exams

The Tutor’s Report
- take it into account
- alternatives
- give it more importance
- interviews
- have students prepare projects
- continuous assessment
- psychological tests

**LESSON 3**

**TALKING POINTS (SB p77)**

**Estimated total time 40 minutes**

1 Discussing ideas with the class. (15 minutes)

Assess each contribution using assessment table 1 on page 58 of the Teacher’s Notes.

2 Combining suggestions to make one final plan. (15 minutes)

Have a student write the agreed plan on the board, so that it can be used in the next activity.

If necessary, use these steps to guide the discussion.

- Discuss advantages and disadvantages of the suggested changes to the examination system.
- Choose a few practical changes that could be made.
- Discuss advantages and disadvantages of the suggested changes to the university entrance procedure.
- Choose a few practical changes that could be made.

3 Class discussion on the final plan. (10 minutes)

Ask each student to comment on whether the plan would improve the situation in their country and to give the reasons for their opinion.

**OFF THE CUFF (SB p77)**

**Estimated total time 5 minutes**

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p78)

It really is criminal

Estimated total time 45 minutes

EXTENSION TASK

Explain the informal use of criminal to mean morally bad or deplorable, e.g. It’s really criminal the way taxi drivers overcharge tourists at airports.

Get students to give their own examples of criminal used in this sense. Make them begin their examples with ‘It’s really criminal the way …’

Tell them about other words used informally with slightly different meanings:

hot: stolen and being looked for by the police, e.g. He bought a hot car and the police took it away the next day.

suspect: suspicious, probably slightly illegal, e.g. His tax return looks a bit suspect.

clean: above suspicion of committing a crime, e.g. Although he had been seen at the scene of the crime, the police investigated him and found he was clean.

Ask them to think about why these words may have acquired these informal meanings. This activity encourages students to look critically at vocabulary and explore possible figurative and idiomatic meanings.

1 Sorting words under headings of types of crime. (10 minutes)

Students will have their own reasons for choosing columns for these words. Ask about any unusual choices.

<table>
<thead>
<tr>
<th>Photo 1</th>
<th>Photo 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violent crime</td>
<td>Petty crime</td>
</tr>
<tr>
<td>murder, gang, capital punishment, mafia, threaten, gun, shooting, blood samples, fingerprints, imprisonment, detective, evidence, surveillance, bullet, weapon, accomplice</td>
<td>gang, pickpocket, theft, community service, drug addict, steal, fingerprints, probation, imprisonment, accomplice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Photo 3</th>
<th>Photo 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antisocial behaviour</td>
<td>Crimes against property</td>
</tr>
<tr>
<td>gang, vandalism, graffiti, community service, threaten, probation</td>
<td>gang, burglary, community service, mafia, steal, robbery, fingerprints, imprisonment, detective, evidence, surveillance, breaking and entering, alarm, security lighting, accomplice</td>
</tr>
</tbody>
</table>

2 Discussing different aspects of crimes. (5 minutes)

Ask each student to make some SHORT notes on what the group talk about. These notes will help them in exercise 3.

3 Talking to the class about crime. (10 minutes)

Change groups. Make sure one student from each group A–D is in the new groups. Monitor groups, adding where necessary to the vocabulary provided from exercise 1.

Sample talk

I am going to talk about violent crime. These are the most serious crimes and they include crimes like murder, rape, and robbery with violence, but I would like to concentrate on murder.

There are many ways of committing murder, for example shooting with a gun, stabbing with a knife, or poisoning with some horrible substance. Sometimes it is possible to kill someone without any weapon at all. You could strangle them or push them under the metro or over a cliff.

We tend to think that murders are committed by psychologically unstable people, but in fact this is not true.
Most murders are committed by someone who knows the victim, and very often a husband will kill a wife or a wife will kill a husband. It is difficult to imagine that people who can kill are normal, but very often they have a very good and understandable motive for their crime.

Murder investigations are usually undertaken by large teams of detectives led by a very senior police officer. The police use a lot of forensic evidence, such as fingerprints and genetic samples. Once the police have a good lead, modern science is very helpful in proving the innocence or guilt of the suspect.

Many people argue that capital punishment is appropriate for murder, but very few countries nowadays execute murderers. The trouble is that, although murderers are given long prison sentences, they are often released after only a few years, and may even murder again. In my opinion, murderers who are given a life sentence should be kept in prison for their whole life.

Preventing murders can be very difficult. People should be sensible and not go out alone at night in cities where there is a history of violent crime. Maybe if people were more suspicious of each other, it would be harder to commit murder. But who wants to live in a society where nobody trusts anybody?

LESSON 2

4 Discussing working in the field of crime. (10 minutes)
Have students work in pairs and discuss the questions. Do a quick survey to see the results.

PRACTISING LANGUAGE (SB p80)
Estimated total time 20 minutes

1 Giving examples of talking about past mistakes.  
(10 minutes)
Could be done as homework for lesson 2.

2 & 3 Telling a captured criminal what he did wrong.  
(10 minutes)
Give students time to practise and swap roles. If you have time, choose two pairs to perform in front of the class and assess their performance using assessment table 2 on page 59 of the Teacher’s Notes.

PREPARING TO TALK (SB p80)
Estimated total time 25 minutes

1 Reading a text about a prisoner due for parole.  
(5 minutes)

Answers
She hid evidence from the police to help her boyfriend. She wants to be released on parole.

2 Reading instructions and preparing your cases.  
(20 minutes)
Divide students into four groups: prosecutors, defence lawyers, victims’ family lawyers, and judges. Then have them read the instructions and prepare their cases. Monitor the discussion and give any help required.
Possible points
Prosecutors
• Keeping her in jail is in the public interest.
• She could be attacked by an angry member of the public and the cost of protecting her is too high.
• She does not have an automatic right to parole, it is at the court's discretion.
• The public don't want her released and the court is the servant of the people.
Defence Lawyers
• She should be treated the same as other prisoners.
• She wasn't directly involved in the murders.
• She has behaved well in prison.
• There is no special reason for refusing her request.
Victims' Family Lawyers
• She is an evil woman.
• The family haven't had time to come to terms with their loss.
• The original sentence was too lenient.
• She hasn't been punished enough.
Judges
criteria
• Will she commit crimes again?
• How good was her behaviour in prison?
• Is she a danger to the public?
• How strongly do the public feel? Is it important?
questions
• Is the prisoner sorry for what she has done?
• Did she cause any problems while she was in prison?
• Is she still in contact with the murderer?

LESSON 3

TALKING POINTS (SB p80)
Estimated total time 40 minutes
1 Roleplay - a tribunal hearing. (30 minutes)
Put students into new groups with one prosecutor, defence lawyer, victim's family lawyer, and judge in each group. Have each group present their arguments to the tribunal. Assess the presentations using assessment table 1 on page 58 of the Teacher's Notes, but use assessment table 2 on page 59 of the Teacher's Notes for the judges' presentation/dialogue.

2 Class discussion on public opinion and justice. (10 minutes)
Ask every student to make a contribution, giving their opinion. Select one student who agrees with the statement and another who is against it, and tell each of them to try to persuade the other to change his/her mind.

OFF THE CUFF (SB p80)
Estimated total time 5 minutes
Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
LESSON 1

WHAT DO YOU THINK? (SB p82)

Time to clean up your act

Estimated total time 45 minutes

EXTENSION TASK
Ask students what they think ‘clean up your act’ means. (Improve your behaviour, be more responsible.)
Get them to give you examples of different people who need to clean up their act. Suggest different contexts – e.g. in school, in politics, in business, in law and order, in the travel industry, in the police, in connection with the environment.

1 Matching headlines to photos. (5 minutes)

Answers
1 a 2 b 3 c 4 d

2 Identifying the theme of each photo. (10 minutes)
This is preparation for the next activity. Students only need to say what they think the threat is and what they decided.

3 Describing a photo. (10 minutes)
Explain to students that they should talk about their photo for at least one minute. These talks should be assessed using assessment table 1 on page 58 of the Teacher’s Notes. If they run out of things to say, prompt them using questions, e.g. What is the real cause of this threat? What are the effects? How dangerous is it? What can be done to prevent it?

Sample talk
We have chosen photo 2, which shows industrial pollution contaminating the air. The factory shown is probably an old one, and we can see large volumes of dirty smoke being released. The factory’s manufacturing processes are obviously unsafe and this level of pollution can only result in poor air quality and damage to the environment. One result of this lack of control of waste emissions is acid rain, which destroys our rain forests with disastrous effects on natural habitats and also on the ozone layer. In our opinion, governments should legislate to prevent such irresponsible manufacturing from taking place.

4 Making a list of other environmental threats. (10 minutes)
Have a student write the list of points on the board and leave it in view during the next activity. Add the four threats from the pictures.

5 Discussing threats to the environment. (10 minutes)
Tell every student that not only do they have to participate in this discussion, (by saying which threat they think is the most important and why) but they also have to listen carefully to the discussion and make their own notes. Stop the discussion several times and select one student to summarize what has been said so far.

PRACTISING VOCABULARY (SB p83)

Estimated total time 20 minutes

1 Matching causes to environmental problems. (10 minutes)
The objective of this exercise is to make students learn this vocabulary so they can place the causes beside appropriate problems. Students will have their own reasons for matching the causes to the problems. You may wish to explore any unusual choices to find out what these reasons are.

Could be done as homework for lesson 1.

Possible answers

<table>
<thead>
<tr>
<th>Problem</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>increase in cancers and allergies</td>
<td>poor air quality, growth in the size and number of major cities, heavy traffic in cities, untreated waste, unsafe manufacturing processes</td>
</tr>
<tr>
<td>food chains destroyed</td>
<td>overfishing, destruction of natural habitats, major accidents at sea, tourism in natural reserves</td>
</tr>
</tbody>
</table>
extinction of species  overfishing, destruction of natural habitats, growth in size of cities, tourism in natural reserves, using wilderness areas for farming

2. Completing verb families and writing sentences.
(10 minutes)

Could be done as homework for lesson 1.

Answers

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>to pollute</td>
<td>pollution</td>
<td>polluted</td>
</tr>
<tr>
<td>to leak</td>
<td>leak</td>
<td>leaky</td>
</tr>
<tr>
<td>to evacuate</td>
<td>evacuation</td>
<td>—</td>
</tr>
<tr>
<td>to confirm</td>
<td>confirmation</td>
<td>confirmed</td>
</tr>
<tr>
<td>to produce</td>
<td>production</td>
<td>productive</td>
</tr>
<tr>
<td>to contaminate</td>
<td>contamination</td>
<td>contaminated</td>
</tr>
<tr>
<td>to manage</td>
<td>management</td>
<td>manageable</td>
</tr>
<tr>
<td>to endanger</td>
<td>danger</td>
<td>dangerous, endangered</td>
</tr>
<tr>
<td>to destroy</td>
<td>destruction</td>
<td>destructive</td>
</tr>
<tr>
<td>to waste</td>
<td>waste</td>
<td>wasteful</td>
</tr>
<tr>
<td>to prevent</td>
<td>prevention</td>
<td>preventative, preventive</td>
</tr>
</tbody>
</table>

HOMEWORK (to prepare for lesson 2)

PRACTISING LANGUAGE (SB p84)

Estimated total time 20 minutes

1. Giving examples of conditionals for causes and effects.
(10 minutes)

LESSON 2

2. Discussing environmental problems. (10 minutes)
Tell students that they should choose one topic and exchange opinions on it. They should give their opinions, agree or disagree with their partners, and ask their partner for his/her opinion and reactions. These discussions could be assessed using assessment table 2 on page 59 of the Teacher’s Notes.

Student 2: Of course. Genetic engineering means that plants are more resistant to disease. If they hadn’t used genetically modified crops in Africa, more people would have died in famines. So it must be a good thing, mustn’t it?

Student 1: Well, I’m not so sure. We don’t really know if these foods are really safe. Have you ever thought about what they might be doing to our bodies?

GROUP A
Information for power-station managers (SB p87)
Reading the briefing information. (10 minutes)

Possible answers
There has been a minor accident, everything is under control. Trains will be provided to take you to a nearby town as a precaution. If you feel ill, you should go to hospital for a routine check.

Preparing a TV announcement. (10 minutes)
If required, provide some headings for the announcement, e.g. what happened, what the people should do, where they can find more information, what action the management will take, who was responsible for the accident, how serious the problem is.

Sample announcement
We regret to inform you that there has been a small problem at our nuclear plant, and this has resulted in a small leak of radiation into the atmosphere. Our team of highly-trained and competent engineers were on the scene immediately and everything is under control.

However, as a precaution, we recommended an evacuation of the area for a short period, and the authorities have been cooperating with us on this evacuation. Special trains have been provided and we ask you to go to the station where these trains are waiting. We ask you not to try to leave by car.

In the unlikely event that you feel ill, you should call
we ask you to follow these instructions in a calm and orderly manner. This small problem will soon be over and you will be able to get back to your normal lives.

Prefering to answer questions from the public.

(10 minutes)

**Possible questions**
See the questions suggested for the local residents.

---

**GROUP B**

Information for local residents (SB p85)

Reading the text. (10 minutes)

Preparing a list of questions. (10 minutes)

Have students work individually to produce some questions.

Finalising the list of questions (10 minutes)

Then have them work in groups and discuss and choose the best ten questions.

**Sample questions**

How did the accident happen?
Why were costs cut?
Did the reduction in costs affect safety?
What was the cause of the accident?
What safety measures were in place?
Did management do everything possible to ensure safety?
Why did they fire Mr Smith, the safety consultant?
What preparations were made in case of such an accident?
What arrangements are being made to care for casualties?
What will happen to the price of electricity?
When can we go back to our homes?
What changes will be made to stop this happening again?

---

**LESSON 3**

**TALKING POINTS (SB p85)**

Estimated total time 40 minutes

1. During this exercise there will be opportunitess to assess the power-station managers’ speech using assessment table 1 on page 58 of the Teacher’s Notes and the subsequent dialogues using assessment table 2 on page 59 of the Teacher’s Notes.

Allow the managers to make their TV announcements and then conduct a discussion between the two groups.

Place the managers with their back to the board. Then, as the teacher, you may add interest to the discussion.

From time to time, write one piece of extra information on the board, to be seen by only the residents, e.g.

Some people have rioted at the railway station while being evacuated.

There was a small leak last month but nothing was done about it.

Radiation problems have been reported up to 200km away. The Prime Ministers of neighbouring countries have been in contact with your government to complain.

**EXTENSION TASK (SB p85)**

2. Students make a list of ways they can help the environment.

---

**OFF THE CUFF (SB p85)**

Estimated total time 5 minutes

Tell students to sit quietly for one minute and think of what they are going to say. When they are ready, have them put their hands up. Select three or four students to give their answers.
UNIT 1 LISTENING ACTIVITIES  Track 1

Activity 1  Listening for comprehension

Listen to the recording and decide whether these statements are true or false.

1. Prague citizens think young British tourists are well-behaved.  [ ] [ ]
2. British people spend less than 20 minutes a day on sports activities. [ ] [ ]
3. In Britain, older people spend as much time doing sports as younger people. [ ] [ ]
4. British women watch television more often than their partners. [ ] [ ]
5. British men like shopping with their wives. [ ] [ ]
6. A lot of British men used to watch football on a Saturday afternoon. [ ] [ ]
7. Gardening is quite popular in the UK. [ ] [ ]
8. British people are fond of reading newspapers and magazines. [ ] [ ]

Activity 2  Listening for pronunciation

Play the recording again. Listen for these words and underline the stressed syllable in each word, e.g. student. You might find it helpful to look at the text while you listen.

1. caricatures 4. participate 7. expenditure
2. typical 5. supermarkets 8. museums
3. activities 6. reluctant 9. remote

UNIT 2 LISTENING ACTIVITIES  Tracks 2 & 3

Activity 1  Listening for comprehension

You will hear recordings about television and penicillin. Which discovery or invention are these statements below true for? Listen and tick the appropriate boxes.

1. It was the work of an English scientist. [ ] [ ] [ ] [ ] [ ]
2. It was discovered by accident. [ ] [ ] [ ] [ ] [ ]
3. It is still used today. [ ] [ ] [ ] [ ] [ ]
4. Someone else improved it. [ ] [ ] [ ] [ ] [ ]
5. It was an instant success. [ ] [ ] [ ] [ ] [ ]

Activity 2  Listening for pronunciation

Play the recording again and listen carefully to the pronunciation of the words given. What is the correct pronunciation of the underlined sound? (The first one has been done for you.) You might find it helpful to look at the text while you listen.

<table>
<thead>
<tr>
<th>Word in Recording</th>
<th>Pronunciation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>electrical</td>
<td>‘i’ as in lick or like</td>
<td>lick</td>
</tr>
<tr>
<td>broadcast</td>
<td>‘o’ as in road or horse</td>
<td></td>
</tr>
<tr>
<td>televised</td>
<td>‘i’ as in wine or win</td>
<td></td>
</tr>
<tr>
<td>image</td>
<td>‘a’ as in age or luggage</td>
<td></td>
</tr>
<tr>
<td>simultaneous</td>
<td>‘a’ as in an or fame</td>
<td></td>
</tr>
<tr>
<td>electronic</td>
<td>‘o’ as in phone or on</td>
<td></td>
</tr>
<tr>
<td>early</td>
<td>‘e’ as in were or ‘ea’ as in ear</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 3 LISTENING ACTIVITIES  Track 4

Activity 1  Listening for comprehension

Listen to the recording and complete these sentences as fully as possible.

1  Mr Samaranch thinks that some drugs should be ...

2  Cycling has a bad reputation because ...

3  British experts want drug testing to be ...

4  The British Olympic Association's position on drugs is that ...

5  The IOC are going to hold a conference ...

Activity 2  Listening for pronunciation

Play the recording again. Listen carefully to these phrases from the recording and complete the gaps.

1  ... in _____ interview with a Spanish newspaper ...

2  ... that the directors _____ Spain's top two cycling teams ...

3  ... opposed to the use _____ all performance-enhancing drugs ...

4  ... Mr Ovett asked 'How _____ you define dangerous ...

5  ... EPO was being used as much _____ his own sport ...

6  ... in Lausanne to review _____ fight against ...

UNIT 4 LISTENING ACTIVITIES  Tracks 5 & 6

Activity 1  Listening for comprehension

Listen to the recording and complete this table using the information you hear.

<table>
<thead>
<tr>
<th></th>
<th>Whales</th>
<th>Tigers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where they live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats to their existence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WWF action being taken to protect them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 2  Listening for pronunciation

Play the recording again. Listen carefully to these phrases. There are mistakes in the written versions. Correct them.

**WHALES**

1  ... in spite this, 2000 whales are killed every year ...

2  ... its activities include research on the field ...

3  ... a significant reduction of the threat to whales in the year 2012 ...

**TIGERS**

4  ... with only 5000 of them left on the wild ...

5  ... who sell them for making a living ...
UNIT 5 LISTENING ACTIVITIES  Tracks 7 & 8

Activity 1  Listening for comprehension

Listen to the recording and choose the correct answer to these questions.

**Virgin Liberty**

1. Which is the most recently opened shop?  
   - [ ] Virgin  
   - [ ] Liberty

2. Which shop supports new designers?    
   - [ ] Virgin  
   - [ ] Liberty

3. Where can you meet pop stars?    
   - [ ] Virgin  
   - [ ] Liberty

4. Which shop is in Regent St?    
   - [ ] Virgin  
   - [ ] Liberty

5. Which shop is in Oxford St?    
   - [ ] Virgin  
   - [ ] Liberty

6. Where can you see designs from the East?    
   - [ ] Virgin  
   - [ ] Liberty

7. Which shop is in a beautiful building?    
   - [ ] Virgin  
   - [ ] Liberty

8. Where can you be entertained on Thursday evenings?    
   - [ ] Virgin  
   - [ ] Liberty

Activity 2  Listening for pronunciation

Play the recording again. Listen for these words and underline the stressed syllable in each word, e.g. student. You might find it helpful to look at the text while you listen.

1. successful  4. experience  7. located
2. megastores  5. fabrics  8. influences
3. website  6. designers

UNIT 6 LISTENING ACTIVITIES  Track 9

Activity 1  Listening for comprehension

Listen to the recording and circle the best answer A, B, or C for each question.

1. When was the statue of Christ built?    
   - [ ] A In 1926.  
   - [ ] B From 1926 to 1931.  
   - [ ] C Sometime between 1926 and 1931.

2. The statue was designed by ...    
   - [ ] A Héctor da Silva Costa and Paul Landowski.  
   - [ ] B Paul Landowski.  
   - [ ] C Héctor da Silva Costa.

3. The statue was ...    
   - [ ] A sculpted in France.  
   - [ ] B sculpted in Brazil.  
   - [ ] C sculpted in France and Brazil.

4. What is the statue made of?    
   - [ ] A Concrete and soapstone.  
   - [ ] B Soapstone.  
   - [ ] C Concrete.

Activity 2  Listening for pronunciation

Play the recording again. Listen carefully to the part printed below and complete the gaps.

The most famous legend (1) ________ the clock is about the master clockmaker Hanus, who had his eyeballs burned (2) ________ with a hot poker (3) ________ the city councillors. They wanted to stop him creating another similar (4) ________ better clock somewhere else. Hanus then climbed the tower and damaged the clock (5) ________ much that it didn't run (6) ________ many years.
UNIT 7 LISTENING ACTIVITIES  Track 10

Activity 1 Listening for comprehension

Listen to the recording and make notes using these headings.

<table>
<thead>
<tr>
<th>Likes/Dislikes</th>
<th>Favourite</th>
<th>Reasons why favourite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
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</tr>
</tbody>
</table>

Activity 2 Listening for pronunciation

Listen again carefully and correct the errors in these extracts from the text.

1. ... a book lets me to use my own imagination ...
2. ... a good book is great characters and an interesting story ...
3. ... I like the way how the author makes you think ...
4. ... have the same taste of films ...
5. ... it shows us what the tiny details of our daily lives can be important ...
6. ... I like works in a bit of atmosphere ...

UNIT 9 LISTENING ACTIVITIES  Track 11

Activity 1 Listening for comprehension

Listen to the recording carefully and complete the notes below from the information given.

1. A school prize-giving is where successful pupils get ...
2. In the past, people were given awards from the UK Honours List for ...
3. The Queen gives the awards at ...
4. At the ceremony, the Queen enters with ...
5. The Queen uses a sword to ...

Activity 2 Listening for pronunciation

Play the recording again. Listen carefully to these phrases from the recording and complete the gaps.

1. ... given their leaving certificates _____ graduation ceremonies ...
2. ... honour a citizen can receive is recognition _____ the government ...
3. ... people are given honours _____ what ...
4. ... success _____ almost any field ...
5. ... often very unsure _____ what will happen ...
6. ... the official _____ charge announces the name ...
7. ... new knight or dame _____ tapping him ...
Activity 1 Listening for comprehension

Listen to the recording and circle the best answer A, B, or C for each question.

1. Why does Bill think that it is important that his guests have a pleasant experience in a restaurant?
   A. They have to be easy-going and reasonable in future meetings.
   B. He has to maintain his reputation for business entertaining.
   C. He wants to have a good ongoing relationship with them.

2. Why does Bill sometimes have problems with reservations?
   A. Awkward visitors don’t like the food.
   B. His visitors don’t come on time.
   C. He doesn’t book early enough.

3. Why do some of Bill’s guests complain loudly about their meal?
   A. They only like exotic food.
   B. They prefer home cooking.
   C. They can’t find what they want on the menu.

4. Why does Bill think the restaurateurs should accept his complaints?
   A. Because they are to blame for the problems.
   B. Because the customer is always right.
   C. Because they should be able to deal with these kind of problems.

Activity 2 Listening for pronunciation

Play the recording again. Listen for these words and underline the stressed syllable in each word, e.g. student. You might find it helpful to look at the text while you listen.

1. entertaining
2. associates
3. exotic
4. restaurateur
5. compensation
6. inconvenience

Activity 1 Listening for comprehension

Listen to the recording. Tick the facts below if they are mentioned.

1. You should use your computer to write your CV.
2. You should list your jobs in chronological order.
3. Writing about your hobbies in your CV gives some information about the kind of person you are.
4. If you were in charge of something, you should write about it in your CV.
5. At the interview, eye contact is important.
6. You should admit to your weaknesses when you are interviewed.
7. You should find out about what training you will receive at the interview.
8. The interview gives you the chance to decide if you will like the job.

Activity 2 Listening for pronunciation

Listen to the recording again and complete the gaps with the appropriate word from the list:
take apply give work look (x2) prospects

1. to __________ for a job (2 possible answers)
2. __________ experience
3. to __________ a reference
4. to __________ your time
5. to __________ someone in the eye
6. __________ for promotion
Activity 1 Listening for comprehension

Listen and complete the table from the information given in the recording.

<table>
<thead>
<tr>
<th>HOW TO LIVE LONGER</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you should do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What you should avoid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What you should eat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 2 Listening for pronunciation

Listen again and underline the stressed syllable in these words, e.g. everlasting. You might find it helpful to look at the text while you listen.

1 researchers 6 centenarians
2 obesity 7 unfortunately
3 expectancy 8 prolong
4 reproductive 9 demonstrated
5 importance 10 conclusion

Activity 1 Listening for comprehension

Listen to the recording and decide whether these statements are true or false.

1 English universities want to select students with good grades in their A-levels. True False
2 The number of students achieving the top grade is increasing. True False
3 The government believes that teaching methods are improving. True False
4 Spelling and grammar are important in the English Literature A-level. True False
5 The Maths A-level exam has recently become more difficult. True False
6 Universities find it hard to select students on the basis of A-level grades. True False

Activity 2 Listening for pronunciation

Listen again to the recording, and correct the extracts below, if necessary.

1 ... just the question of pass or fail ...
2 ... other than the top grade ...
3 ... are exams getting easier ...
4 ... claiming that a standard of teaching has never been ...
5 ... coming from the front line of the battle ...
6 ... when not enough students achieve the top level, authorities change the exam ...
7 ... best students from masses of qualified applicants ...
Answer Key to Listening Activities

UNIT 1
Activity 1
1 False 3 True 5 False 7 True
2 True 4 False 6 True 8 True
Activity 2
1 caricatures 4 participate 7 expenditure
2 typical 5 supermarkets 8 museums
3 activities 6 reluctant 9 remote

UNIT 2
Activity 1
1 Neither 3 Both 5 Neither
2 Penicillin 4 Both
Activity 2
‘i’ as in lick ‘a’ as in fame
‘o’ as in horse ‘o’ as in on
‘i’ as in wine ‘e’ as in were
‘a’ as in luggage

UNIT 3
Activity 1
1 Mr. Samaranch thinks that some drugs should be legalized.
2 Cycling has a bad reputation because of drug abuse.
3 British experts want drug testing to be increased.
4 The British Olympic Association’s position on drugs is that all
   performance-enhancing drugs should be banned.
5 The IOC are going to hold a conference in Lausanne to review the
   fight against doping in sport.
Activity 2
1 an 3 of 5 in
2 of 4 do 6 the

UNIT 4
Activity 1
<table>
<thead>
<tr>
<th>Whales</th>
<th>Tigers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where they live</td>
<td>North Atlantic, Western North Pacific oceans</td>
</tr>
<tr>
<td>Threats to their existence</td>
<td>collisions with ships, fishing nets, oil and gas development, less food, commercial whaling</td>
</tr>
<tr>
<td>WWF action being taken to protect them</td>
<td>research, education, improve national and international agreements</td>
</tr>
</tbody>
</table>

UNIT 5
Activity 1
1 Virgin 3 Virgin 5 Virgin 7 Liberty
2 Liberty 4 Liberty 6 Liberty 8 Virgin
Activity 2
1 successful 4 experience 7 located
2 megastores 5 fabrics 8 influences
3 website 6 designers

UNIT 6
Activity 1
1 B 2 C 3 A 4 A
Activity 2
1 about 3 by 5 so
2 out 4 or 6 for
UNIT 7
Activity 1

<table>
<thead>
<tr>
<th>Likes/Dislikes</th>
<th>Favourite</th>
<th>Reasons why favourite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Jane Eyre</td>
<td>great plot, can imagine hero looks like she wants</td>
</tr>
<tr>
<td>Film</td>
<td>Amelie</td>
<td>shows tiny details of life can be important, beautiful and amusing</td>
</tr>
<tr>
<td>Music</td>
<td>New World Symphony</td>
<td>sees herself in the Wild West</td>
</tr>
</tbody>
</table>

Activity 2
1 ... a book lets me use my own imagination
2 correct
3 ... I like the way the author makes you think ...
4 ... have the same taste in films ...
5 ... it shows us that the tiny details of our daily lives can be important
6 ... I like works with a bit of atmosphere ...

UNIT 9
Activity 1
1 A school prize-giving is where successful pupils get their achievements recognized and rewarded.
2 In the past, people were given awards from the UK Honours List for killing enemies, lending the King money, winning battles.
3 The Queen gives the awards at an investiture.
4 At the ceremony, the Queen enters with two Gurkha soldiers.
5 The Queen uses a sword to dub a new knight or dame.

Activity 2
1 ... given their leaving certificates at graduation ceremonies ...
2 ... honour a citizen can receive is recognition from the government ...
3 ... people are given honours for what ...
4 ... success in almost any field ...
5 ... often very unsure about what will happen ...
6 ... the official in charge announces the name ...
7 ... new knight or dame by tapping him ...

UNIT 11
Activity 1
1 C 2 B 3 B 4 C

Activity 2
1 entertaining 3 exotic 5 compensation
2 associates 4 restaurateur 6 inconvenience

UNIT 14
Activity 1
1 Yes 3 Yes 5 Yes 7 Yes
2 No 4 Yes 6 No 8 Yes

Activity 2
1 look/apply 3 give 5 look
2 work 4 take 6 prospects

UNIT 15
Activity 1

<table>
<thead>
<tr>
<th>What you should do ...</th>
<th>have children late, have parents who lived a long time, have good health</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you should avoid ...</td>
<td>being fat, smoking, being stressed</td>
</tr>
<tr>
<td>What you should eat ...</td>
<td>Mediterranean diet, vegetables, fruit, nuts, and cereals, olive oil, fish, yoghurt, cheese</td>
</tr>
</tbody>
</table>

Activity 2
1 researchers 6 centenarians
2 obesity 7 unfortunately
3 expectancy 8 prolong
4 reproductive 9 demonstrated
5 importance 10 conclusion

UNIT 18
Activity 1
1 True 2 True 3 True 4 False 5 False 6 True

Activity 2
1 ... just a question of pass or fail ...
2 correct
3 ... are the exams getting easier ...
4 ... claiming that the standard of teaching has never been ...
5 correct
6 ... when not enough students achieve the top level, the authorities change the exam ...
7 ... best students from the masses of qualified applicants ...
With a copy of the appropriate table for grade-related criteria in front of you, listen to the candidate(s) speaking. Listen to the whole exercise. Put a tick in the box which you think describes the candidate's performance most accurately.

### TABLE 1 Criteria for spoken language production – giving talks

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Range</th>
<th>Accuracy</th>
<th>Fluency</th>
<th>Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor for B2 level</td>
<td>Has sufficient range of language to give clear descriptions and express viewpoints.</td>
<td>Shows a relatively high degree of grammatical control. Doesn't make errors which cause misunderstanding. Can self-correct most mistakes.</td>
<td>Although may hesitate when searching for patterns and expressions, produces stretches of language with a fairly even tempo. Few noticeably long pauses.</td>
<td>Can use a limited number of linking words and devices to link his/her utterances into a clear, coherent discourse. There may be some lack of coherence in a long contribution.</td>
</tr>
<tr>
<td>Descriptor for B1 level</td>
<td>Has enough language to get by. Often needs to search for words and grammar patterns.</td>
<td>Uses a repertoire of frequently used routines and patterns reasonably accurately.</td>
<td>Can keep going reasonably well. Obvious pauses while searching for words or planning structures.</td>
<td>Can link a series of short simple elements into a connected list of points.</td>
</tr>
<tr>
<td>Descriptor for A2 level</td>
<td>Uses basic sentence patterns and memorized phrases. Only able to communicate limited information.</td>
<td>Uses simple structures correctly. Many basic mistakes are repeated.</td>
<td>Can make him/herself understood in short utterances. Many pauses and frequent false starts.</td>
<td>Can link groups of words with, for example, and, but, and because.</td>
</tr>
<tr>
<td>Descriptor for below A2 level</td>
<td>Doesn't have enough language to make a credible attempt at the task.</td>
<td>Many mistakes make the sense of what is being said difficult to follow.</td>
<td>Very short periods of talking followed by long pauses.</td>
<td>Can produce only the most simple links between words and ideas (and, then).</td>
</tr>
</tbody>
</table>
TABLE 2  Criteria for spoken language interaction – dialogues and discussions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Range</th>
<th>Accuracy</th>
<th>Fluency</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>Has sufficient range of language to give clear descriptions and express viewpoints. Doesn’t need to search for words often. Uses some complex sentence forms.</td>
<td>Shows a relatively high degree of grammatical control. Doesn’t make errors which cause misunderstanding. Can self-correct most mistakes.</td>
<td>Although may hesitate when searching for patterns and expressions, produces stretches of language with a fairly even tempo. Few noticeably long pauses.</td>
<td>Can initiate discourse, take his/her turn, and end a conversation. Can confirm comprehension. Can sometimes help the discussion along when necessary.</td>
</tr>
<tr>
<td>for B2 level</td>
<td></td>
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</tr>
<tr>
<td>Descriptor</td>
<td>Has enough language to get by. Often needs to search for words and grammar patterns.</td>
<td>Uses a repertoire of frequently used routines and patterns reasonably accurately.</td>
<td>Can keep going reasonably well. Obvious pauses while searching for words or planning structures.</td>
<td>Can start and take his/her turn in a conversation. Can repeat what was said to show understanding.</td>
</tr>
<tr>
<td>for B1 level</td>
<td></td>
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</tr>
<tr>
<td>Descriptor</td>
<td>Uses basic sentence patterns and memorized phrases. Only able to communicate limited information.</td>
<td>Uses simple structures correctly. Many basic mistakes are repeated.</td>
<td>Can make him/herself understood in short utterances. Many pauses and frequent false starts.</td>
<td>Can answer questions and respond to simple statements. Can maintain conversation but needs frequent prompting.</td>
</tr>
<tr>
<td>for A2 level</td>
<td></td>
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</tr>
<tr>
<td>Descriptor</td>
<td>Doesn’t have enough language to make a credible attempt at the task.</td>
<td>Many mistakes make the sense of what is being said difficult to follow.</td>
<td>Very short periods of talking followed by long pauses.</td>
<td>Can take part in conversation mostly by repeating what is said to him/her.</td>
</tr>
<tr>
<td>for below A2 level</td>
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</tbody>
</table>

(The tables are based on the CEF of reference for Languages, Council of Europe, 2001.)

**Standardization**
You can achieve standardization of assessment among a group of teachers as follows:
- Tape-record some students doing some of the exercises.
- Every teacher listens to the recordings independently and grades each one.
- Grades are compared and the reasons for the differences discussed.
- The exercise is repeated until teachers achieve consistent grades for the same students.

**Moderation**
Exercises are tape-recorded and graded by the teacher who listens to the ‘live’ performance.
A second teacher grades every tape-recording (or a random sample of them) and compares the grades to those of the original examiner.
### European language portfolio – Teacher Record

Enter activity, date, and student grade for assessment in box.

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
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<tr>
<td>Date</td>
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<td><strong>Unit 2</strong></td>
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<td><strong>Unit 3</strong></td>
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<td>Date</td>
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<td><strong>Unit 17</strong></td>
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<td>Date</td>
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<td><strong>Unit 18</strong></td>
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<td><strong>Unit 20</strong></td>
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<td>Date</td>
<td>Activity</td>
</tr>
</tbody>
</table>
**New Headway Talking Points**

European language portfolio – Student Record

Student’s name ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Activity</th>
<th>Grade</th>
<th>Teacher’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
EXAMINER’S GUIDELINES

Topic – Travel and tourism

This examination requires 10 minutes for the student to prepare and 15 minutes for the practical speaking part.

Give Part Two on page 63 to the examinee before the test.

PART ONE WARM UP (2 MINUTES)
(This section is not assessed)

• How do you usually come to school?
• If you have to go somewhere quite far from your home, how do you like to travel – bus, train, tram, metro, car?
• Why do you like this method of transport?

PART TWO TALK (5 MINUTES)
(Assess this section using assessment table 1 on page 58 of the Teacher’s Notes.)

OK, now I’d like you to give your talk. You will be speaking for three minutes on the future of the train, and then I will ask you some questions. If you’re ready, begin now.

Examiner notes:
Listen to the examinee’s talk. Only prompt or interrupt if absolutely necessary. If the student goes over his/her three minutes stop him/her as diplomatically as possible to allow time for questions.

Suggested questions:
• Would you personally use the train to travel long distances?
• What do you think will happen to the airlines in the future?
• Do you think that less air travel would be better for the environment or not? Why?

PART THREE DISCUSSION (4 MINUTES)
(Assess this section using assessment table 2 on page 59 of the Teacher’s Notes.)

• Let’s talk a little bit about air travel in the present day.
• Do you know much about low-cost airlines?
• What do you think are their advantages and disadvantages?

Points to discuss:
• safety
• services provided in the air
• using small airports rather than major ones
• Internet booking

PART FOUR DIALOGUE (4 MINUTES)
(Assess this section using assessment table 2 on page 59 of the Teacher’s Notes.)

Give Part Two on page 63 to the examinee at this point in the procedure. The examinee has one minute for reading and preparation.

Examiner notes:
Conduct a dialogue. Whatever the examinee asks for, offer something different. Suggest the loss of the luggage might have been his/her fault, e.g. bad labelling, locks were loose so the suitcase might have opened on the flight. Be polite, but firm.
Modern Jet aircraft can travel at roughly 1,000km/h, while trains travel at a maximum of 186mph or 300km/h. This is quite a difference in speed, so how can these methods of transport compete?

Travelling by air can, in fact, waste a lot of time. To get to and from the airport, travellers face a journey which often takes a minimum of 30 minutes. Train stations, on the other hand, usually exist in the centre of cities, for historical reasons. Airports require people to check-in up to two hours before their flight, pass through security barriers, and have their tickets checked several times. When travelling by train, all you have to do is find out which platform you need and walk straight onto it. When you get to your destination, you walk off the train with your luggage. However, with aircraft you are forced to hang around and wait at the baggage reclaim facility.

And now there is another threat to the speed of the aeroplane. As rail technology develops, the new high-speed trains are getting faster and faster. Are we likely to abandon air travel for everything except very long distances and return to the era of the railway?
Metodická príručka

**New Headway Talking Points** je učebnica zostavená ako konverzácia, tvoriaca doplnok ku kurzom **New Headway, English File, Horizons a Matrix**. K textom sú spracované cvičenia na osvojenie si jednotlivých tematických okruhov. Učebnica svojím obsahom ponúka slovnú zásobu, ktorá je prezentovaná vo funkčnom jazyku, čím podporuje študentovu plynulosť a istotu v komunikácii v angličtine.

**Talking Points** svojím rozsahom pokrýva úroveň jazyka od A2 do B2 a ponúka dokonalú pripravu, precvičovanie a osvojenie si rozprávania ako jazykovej zručnosti, ktorá je aj súčasťou maturitnej komunikácie. Tematické okruhy boli starostlivo vybraté tak, aby pokryli všetky potrebné oblasti na vizuálny podnet, riešenie rôznych komunikačných situácií, rozhovor s inou osobou alebo diskusiu v skupine.

**Nahrávky textov** ponúkajú okrem nácviku počúvania, ako aj jazykovej zručnosti, aj možnosť naučiť sa správnu výslovnosť a intonáciu anglických slov a viet. Nahrávky sú vhodné na precvičovanie v škole aj doma, a tvoria súčasť knihy. Študenti si ich môžu stiahnuť aj z internetu na stránke www.oup.com/elt

**Hlavné črty**

- Jasne označené poznámky pre učiteľa
- Poznámky pre učiteľa ponúkajú plán vyučovacej hodiny v rozpätí 45 minút na jednu hodinu spolu s odhadom času potrebného na riešenie jednotlivých cvičení
- Cvičenia vhodné na domácu úlohu sú jasne označené
- Námety na maximálne využitie ponúkaných aktivít
- Kľúč k úlohám so správnymi odpovedami
- Fotokopírovateľné aktivity na precvičovanie posluchu na doplnenie k nahrávkam
- Inštrukcie k hodnoteniu ústneho prejavu študenta
- Nácvik ústnej skúšky

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