

1 A BUSY LIFE

UNIT OBJECTIVES

Topic:	daily life
Grammar:	present simple; question forms; adverbs of frequency
Vocabulary:	things I do; jobs; applying for a job
Listening:	Part 1: choosing the correct picture with short dialogues; routines
Reading:	Part 2: multiple-choice questions about night jobs
Speaking:	asking questions about people
Writing:	an email about a job
Pronunciation:	pronouncing times
Exam focus:	Reading Part 2; Listening Part 1
Real world:	talking about yourself in Mexico City

Ask your students to watch the Grammar on the Move videos on pages 16 and 19. You can use these to present or reinforce the present simple and adverbs of frequency.

VOCABULARY

SB P14

THINGS I DO

LEAD-IN

With books closed ask the question, *What do you do in your free time?* to brainstorm activities. Write students' suggestions on the board. Help students with vocabulary as necessary, and try to elicit some of the activities from the book by asking additional questions such as, *Who do you spend your free time with?*; *Where do you go?*

- 1 Draw students' attention to the photos A–F in the Student's Book and ask them to work in pairs to answer the questions about a perfect day.
Ask two or three students to tell the class about their perfect day.
- 2 Students match the activities in the box with the photos on the page. Remind them to use each activity only once. Students check answers in pairs before checking as a class.

A spend time alone **B** spend time with friends
C play video games **D** relax at home
E go shopping **F** play or watch sport

- 3 008 Read the instructions, as a class, and make sure students understand that they will hear four short monologues. Play the first recording (Speaker 1).
Check answers as a class.
Once this has been completed, ask students to match the pictures as they listen to the other recordings. Repeat if necessary. Check as a class.

16

Speaker 1: B; Speaker 2: F; Speaker 3: A;
 Speaker 4: C

AUDIOSCRIPT 008

- Narrator:** Speaker 1
Woman 1: My perfect day ...? Well, on my perfect day, I spend time with my friends. We go to the beach and swim, talk and have fun. We probably go home at about half past seven.
- Narrator:** Speaker 2
Boy: For me, a perfect day is about sport. I meet my friends at the park when it opens at quarter past eight and we play basketball. When we get tired, we watch sport on TV and eat ice cream.
- Narrator:** Speaker 3
Man: My perfect day is when I can spend time alone. I like getting up early and going for a long walk in the countryside. I can walk for 15 or 20 kilometres in the fresh air. Perfect!
- Narrator:** Speaker 4
Woman 2: For me, a perfect day is playing video games for hours with my friends. We play all day and stop at about half past nine in the evening to go for a pizza.

- 4 008 Read the questions as a class, checking understanding as necessary. A stronger group could try to answer the questions before they listen to the recording again to check their answers. Otherwise, students listen again and try to answer the questions as they listen. Then check answers in pairs before checking as a class. With a weaker class it may be necessary to play one or more recordings more than twice.

1 at the beach
2 They watch sport on TV and eat ice cream.
3 going for a long walk alone
4 go out for a pizza

- 5 Look at the photos in Exercise 2 again, and provide students with an example by telling them something about yourself. For example, *I go shopping on Saturdays. I usually go to clothes shops and bookshops.*
Students then work in pairs to answer the questions. A stronger group can try to add an extra sentence, giving more detail as in the example above. If necessary, write some time expressions on the board to help students talk about when they do the activities. For example, *on Monday, Tuesday, at the weekend.* Point out that we use *on* before days of the week but *at the* before *weekend*. Remind students that *on Saturdays* means *every Saturday* whereas *on Saturday* refers to *Saturday this week*. Ask four or five students to tell the class about the activities they do.

FAST FINISHERS

Students can add some more sentences about other activities they do. Encourage them to say where and when they do them and if they are alone or with friends or family.

EXTENSION

The task can be extended by encouraging students to talk about other activities they do at different times of the year, using *in the spring/summer/autumn/winter*. For example, *I go skiing in the winter*.

LISTENING

SB P15

ROUTINES

- 1 If necessary, revise the time in English by writing several examples on the board and asking students, *What's the time?* Students work in pairs to match the times with the clocks. Check answers.

CULTURAL INFORMATION

In most English-speaking countries, the 12-hour clock is used in most situations. When it is necessary to specify, people say *8 am* or *8 pm* or *10.30 in the morning* or *evening*. However, the 24-hour clock is always used for plane, bus and train timetables.

- 1 one o'clock 2 half past nine
 3 quarter past eight 4 quarter to six

- 2 009 With books closed, tell students they are going to listen to *times*. Play the first recording and have students repeat as a class. It helps students focus on the sounds if they do not read the words on the page and become distracted by the spelling. Drill chorally and individually if necessary. Play the second recording and ask students to repeat as a class, then ask three or four students to repeat the time individually. Continue in this way for the other recordings. Repeat the recordings as necessary.

AUDIOSCRIPT 009

at half past six
 at half past two
 at quarter to four
 at quarter to seven
 at quarter past nine
 at quarter past eleven

- 3 009 Ask students to open their books and read the questions. Play the recordings again. Students read the times and listen to answer the questions. Students compare answers in pairs before checking as a class.

- 1 at **half** past **six**
 at **half** past **two**
 at **quarter** to **four**
 at **quarter** to **seven**
 at **quarter** past **nine**
 at **quarter** past **eleven**
 2 the /l/ is silent
 3 They are both pronounced /ə/ (like the final sound in *America* or *teacher*)

EXTENSION

Encourage students to take turns reading the times in exercises 1 and 2 aloud to a partner, remembering to apply the pronunciation rules. Move around the class listening and checking.

- 4 Read the questions and then give an example answer for yourself, e.g. *I am in the car at 8:00 in the morning*. Then ask one or two students to say where they are at 8:00 to check understanding of the task. Students then work in pairs to answer the questions.
- 5 010 Tell students they will hear Amy describing her typical day. Encourage students to read the questions before listening to the recording. Remind students to continue listening even if they don't catch the answer to a question. After listening, students compare their answers with a partner before repeating the recording (if required) and checking as a class.

- 1 She's a teacher.
 2 She's a police officer.
 3 They live in a small village.

AUDIOSCRIPT 010

- Interviewer:** So, Amy, what job do you do?
Amy: I'm a teacher.
Interviewer: Can you tell me about your day? What time do you get up?
Amy: I usually wake up at quarter past seven, but I don't get up! I always stay in bed until half past seven and then I get up! Then I have breakfast with my sister, Olivia. She's a police officer, and we live together.
Interviewer: What do you have for breakfast?
Amy: I usually have toast and Olivia has cereal. We both drink coffee for breakfast. We don't like tea. After breakfast, I have a shower and get dressed. Then I get my bag, put on my coat and leave the house to go to work.
Interviewer: How do you get to work?
Amy: By bus. We live in a small village and it's the quickest way to get into town.
Interviewer: How does Olivia get to work? Does she go by bus, too?
Amy: No, she doesn't catch the bus. She goes by car.

- 6** **011** Encourage students to read the statements in pairs and to ask you for help with any words they don't understand, before listening to the recording again. Remind students that the information is in the same order as the statements, so if they miss an answer they should continue listening. If necessary, the recording – or parts of it – can be repeated. On the second listening, ask students to listen for the reason why the false statements are false.

1 F She wakes up at 7.15. **2** T **3** T **4** F Lessons start at nine o'clock. **5** T **6** T **7** F She sometimes watches TV.

AUDIOSCRIPT 011

- Interviewer:** So, Amy, what job do you do?
Amy: I'm a teacher.
Interviewer: Can you tell me about your day? What time do you get up?
Amy: I usually wake up at quarter past seven, but I don't get up! I always stay in bed until half past seven and then I get up! Then I have breakfast with my sister, Olivia. She's a police officer, and we live together.
Interviewer: What do you have for breakfast?
Amy: I usually have toast and Olivia has cereal. We both drink coffee for breakfast. We don't like tea. After breakfast, I have a shower and get dressed. Then I get my bag, put on my coat and leave the house to go to work.
Interviewer: How do you get to work?
Amy: By bus. We live in a small village and it's the quickest way to get into town.
Interviewer: How does Olivia get to work? Does she go by bus, too?
Amy: No, she doesn't catch the bus. She goes by car.
Interviewer: So, Amy, can you tell me about your day at work?
Amy: I arrive at work at quarter to nine. Lessons start at nine o'clock and lunch is at half past twelve.
Interviewer: Where do you have lunch? Do you have lunch at college?
Amy: No, I don't. I have lunch in a café. Sometimes, if it's a nice day, we buy sandwiches and go to the park.
Interviewer: Who do you have lunch with?
Amy: I often have lunch with some of the other teachers from college, but I like having lunch alone sometimes. In the afternoon, lessons finish at half past three. I do some work and get the bus back. I usually get home at about quarter past five.
Interviewer: What do you do when you get home?
Amy: I take off my work clothes and put on my jeans and go outside for some fresh air! I take my dog for a walk and when we get home, I have dinner. Then I sometimes watch TV.
Interviewer: And when do you go to bed?
Amy: I usually go to bed at about half past ten.

- 7** Ask students to complete the sentences, then check their answers in pairs.

1 get dressed **2** take off **3** get on **4** wake up
5 put on **6** get up

FAST FINISHERS

Students can write sentences about themselves using some of the verbs from Exercise 7.

BEFORE AND AFTER

Read the sentences with the class and ensure that the meanings of the two terms are understood completely.

EXTENSION

Brainstorm vocabulary for other things that students do every day. For example, *have a shower/bath, clean my teeth, catch a train/bus*, etc. Help students with any vocabulary they don't know. Students work in pairs to talk about their day. Encourage them to use complete sentences and *before* and *after*. Ask two or three students to repeat their answers to the class.

GRAMMAR

SB P16

PRESENT SIMPLE

WARMER

With books closed, write some sentences on the board using the present simple. For example, *I usually wake up at 8.00 on Sundays, but my brother always wakes up at 7.30.; Julie goes to the cinema on Saturday evenings, but she doesn't like watching TV.* Ask the students questions about the present simple, e.g. *When do we add -s or -es to the main verb? How do we make the negative, questions and short answers?*

- 1** Open books and check answers by looking at the Grammar box. Encourage students to read the example sentences and give them two or three minutes to choose the correct options to complete the rules.

1 regularly **2** always true

➔ **GRAMMAR REFERENCE** / Page 198

- 2** Ask students to look at the picture and tell you what they can see. Try to elicit *police officer* and if necessary explain that a police officer can describe a man and/or a woman in the police force. Give students five or six minutes to choose the correct options in the text and then check answers in pairs. Check answers as a class.

1 don't **2** get up **3** meet **4** doesn't **5** feels
6 have **7** go **8** don't

- 3** Remind students that they may have to use question and short answer forms to fill the gaps in the sentences. Point out that three of the verbs will be in the negative. Students work in pairs to do the exercise and then check answers as a class.

1 doesn't get dressed **2** has, doesn't eat **3** walks
4 Do, go, catch **5** don't write

- 4** Read the instructions together and, if necessary, give an example to make sure students understand the task, e.g. *I go to work during the week, but I stay at home at the weekend.* Encourage students to give more than one example.

With a weaker group it may be helpful to brainstorm ideas and vocabulary on the board for things they do during the week and things they do at the weekend before asking them to tell their partner about themselves.

With a stronger group, students could then be asked to make new pairs and tell their new partner about their previous partner, using the third person, e.g. *Julio goes to football training during the week, but he plays a match at the weekend.*

QUESTION FORMS

LEAD-IN

With books closed, write the possible answers to the example questions on the board, e.g. *at half past seven, by car, in a café.* Encourage students to tell you which question word we use for each answer (*What time/When, How, Where*).

Brainstorm other question words students know, and add them to the list on the board with example answers (*Who...? Maria... Why...? because...*).

- 5** Then open books and read the example questions and answers. Ask students to focus on the questions to answer 1 and 2 in the box.

1 does **2** How/What

→ **GRAMMAR REFERENCE** / Page 198

- 6** Students work in pairs to match the questions and answers. Check as a class by asking one student to read each question and another student to read the corresponding answer.

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

- 7** Look at the picture with the students and ask them some questions about it, e.g. *What's his name? How old is he? What job does he do?*, etc.

With a weaker class try to elicit the first question, *What job does he do?* and write it on the board before having students complete the other questions about Sergio.

Remind students to use the third person form and check the word order in questions. Check answers as a class.

1 What job does he do? **2** Where does he study?
3 Where does he live? **4** Who does he live with?
5 How does he get to work? **6** What time does he start and finish work?
7 What does he do in the evening? **8** Why does he like his job?

SPEAKING

SB P17

WHAT YOU DO AND WHAT YOU LIKE

- 1** 012 Read the instruction together and encourage students to read the sentences and try to predict which words fill the gaps.

Write all the suggestions on the board. Play the recording and ask students to listen for the answers. Check answers together.

If they are on the board, underline any answers to show students that trying to predict answers can be a useful skill. Remind them that they should try to predict answers when reading through the questions before listening in the exam.

1 watching, listening **2** studying, walking

AUDIOSCRIPT 012

Interviewer: So, Sergio, what do you like doing in the evening?

Sergio: I like watching TV and I love listening to music.

Interviewer: And what don't you like doing?

Sergio: I don't like studying for my job in the evenings. And I hate walking.

- 2** Ask students to complete the rule in the box. Check as a class.

-ing

- 3** Encourage students to read the whole text first and ask you for help with any vocabulary they don't understand. Then students work individually to complete the text. Remind them to use the correct form of the verbs.

1 staying **2** listening to **3** having **4** meeting
5 dancing **6** playing **7** watching **8** shopping

- 4** Remind students to talk about what they don't like as well as what they like or love.

- 5** Ask students to use the questions in the speech bubbles to interview a partner. Then exchange roles.

Encourage students to ask some other questions using the ideas in Exercise 5. Remind students to change the questions to the first person, and to use complete sentences in their answers.

With a weaker group, it may be necessary to transform the questions in Exercise 5 from third person to first person as a class before starting.

⊕ EXTENSION

Students work with another partner to report the information they learned about their first partner. Remind them to use the third person form of the verb.

- 6** Look at the photos with the students and elicit answers to the questions.

A in a garden, a gardener
B on an oil rig, a mechanic

- 7** Tell students they are going to read some more information about each of the people in Exercise 7. Divide the class into groups, A and B and tell student As to turn to page 192 and student Bs to turn to page 194.

With a weaker group:

- Ask students to pair up with another student who has the same letter (A+A and B+B).
- Students work together to complete the questions for their text using the question words given. Remind them to use information in the Grammar box to help with question forms (5–6 mins).
- Students read the text about the other person. Allow time for them to check vocabulary they don't understand with you (2–3 mins).
- Finally, students pair up with another student, this time someone who was working on the other text (A+B) and they take turns to ask the questions in order to complete the gaps in their own text (7–8 mins).

With a stronger group:

- Give students time to read the two texts and think about possible questions.
- Students can then pair up with another student (A+B) and take it in turns to ask questions in order to complete the gaps in their text.

NB: It's important that students don't read their partner's text, so it may be helpful to remind students of expressions such as, *Can you repeat that please?*; *Can you speak more slowly please?*; *Can you spell that please?*

Karen

1 7.00 am **2** big, old house in her village
3 a cup of tea and a sandwich **4** eats her breakfast
5 she works in the garden **6** 2.00 pm **7** the owner of the garden **8** 5.00 pm

Roman

1 in the Gulf of Mexico **2** for a week **3** 10.00 pm
4 the gym **5** table tennis **6** his friend Pepe
7 it's very cold on the oil rig **8** 9.45 pm

READING PART 2 TRAINING

SB P18

✓ EXAM INFORMATION

Part 2 of the Reading paper is a matching task. Students have to read three short texts on the same topic and answer seven questions by choosing the correct option. The task in the Student's Book is simplified with six questions instead of seven. This section teaches students that they have to read for specific information and detailed comprehension. Students should allow about ten minutes to do Part 2 in the exam.

- 1** Ask students to answer the questions and write the good and bad things they suggest on the board. This language may be useful for Exercise 4.
- 2** In pairs, students match the jobs with the pictures, then read the texts quickly to check their answers. Tell students they don't have to understand every word at this point.

A the nurse **B** the nightclub DJ **C** the security guard

- 3** Read question 1 as a class and point out that the question is negative (*Which person doesn't always work ...*).

Ask students to read the texts again to find information to answer the question. In pairs, students choose the correct answer and say why.

Then read the exam tip as a class to check answers. Students then read the other questions and answer them in the same way. A stronger class can be encouraged to say why the other two answers are not correct.

Check answers as a class and ask students to say why they chose the answer they did.

1 C Pablo **2** B Tobi **3** B Tobi **4** A Bridget
5 C Pablo **6** A Bridget

- 4** Brainstorm other jobs and write them on the board. Then ask students to work in pairs to discuss the questions.

GRAMMAR

SB P19

ADVERBS OF FREQUENCY

- 1** Read the example sentences as a class, and ask students to choose the correct options in the summary. Check answers.

1 before **2** after **3** between

➔ **GRAMMAR REFERENCE** / Page 199

- 2** Encourage students to look at the Grammar box showing the adverbs of frequency before they complete the sentences in pairs. Remind students of the rules about the position of adverbs in a sentence and to think about the differences in meaning. Check answers.

1 sometimes **2** never **3** always
4 usually/often **5** often/usually

- 3** With a weaker group, students can look back at the free-time activities on page 14, before completing the sentences about themselves. Then students read their sentences to a partner.

ONCE/TWICE A ...

- 4** Ask one student to role play the part of Tobi and another student, the interviewer, and read the interview to the rest of the class.

Then read the rules as a class and ask students to complete the gaps.

Check answers and if necessary model the pronunciation of *once* (/wʌns/).

1 once **2** twice

- 5** Elicit the first question from the class and write it on the board as a model, (*How often do you go running?*).

Then highlight the example answers in the speech bubbles. Read the information in the box and remind students they can use adverbs of frequency, *once a*, *twice a*, etc.

Ask two or three students to answer the question as a model for the class, then put students in pairs to ask and answer the questions.

With a stronger group, encourage students to extend their answers to say why or to give a little more information.

Move around the class helping with vocabulary as necessary.

At the end of the activity write all the new vocabulary on the board for the whole class to check and note down if it is new.

FAST FINISHERS

Students can ask each other some more 'how often' questions using their own ideas. They can then report back the extra information they found to the class at the end of the activity.

VOCABULARY

SB P19

JOBS


LEAD-IN

With books closed, brainstorm names of jobs on the board. If possible, try to elicit the jobs in Exercise 1 using questions such as, *Who takes photographs? Who flies planes?*

Focus on pronunciation when students give you the answers, modelling the correct sounds if necessary.

Point out the stress pattern in *photographer* (/fə'tɒɡ.rə.fər/) and the vowel sound in *pilot* (/paɪ.lət/).

Leave the names on the board as they may be useful for the Extension task after Exercise 2.

- 1**  **013** Ask students to look at the pictures and tell them they will hear the people talking about their jobs. Students write a number next to each photo in the order of the recordings.

Repeat the recording if necessary to check answers.

1 photographer D **2** police officer C
3 mechanic A **4** pilot B

AUDIOSCRIPT 013

1

Man 1: I'm a photographer. My job is taking interesting photographs of things, places and people.

2

Man 2: I'm a police officer. My job is to keep people safe. I work in a police station.

3

Woman 1: In my job, I repair machines, like cars, when they go wrong – or I try to! I'm a mechanic.

4

Woman 2: I'm a pilot. My job is to fly planes. I work for an airline.

- 2** Students complete the sentences using the jobs from the box in Exercise 1. Check answers as a class.

1 mechanic **2** photographer **3** pilot
4 police officer

EXTENSION

With a stronger group, students can work in pairs to write short sentences similar to those in Exercise 2 for the other jobs which were suggested at the start of the lesson.

Then they read their sentences to another pair without saying the name of the job (*An X repairs cars*).

The other pair has to guess the job.

PUSH YOURSELF

B1

SB P20

VOCABULARY: APPLYING FOR A JOB

- 1** Students read the text and then work in pairs to match the two parts of the definitions. Point out that it is helpful to read the words before and after the word being defined to try to understand the meaning.

Check answers as a class by asking students to read out the complete definitions.

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


LISTENING PART 1 TRAINING

SB P20

EXAM INFORMATION


In Part 1 of the Listening paper students hear five short recordings. Students have to choose the correct answer A, B or C from the three visual options which are provided. Students also hear an example. Students need to listen to identify key information. In the exam they hear each recording twice.

This section in the Student's Book teaches students to focus on and underline important information in the question before they listen. The task in the Student's Book is simplified with only three questions.

- 1** Read the questions to the class and invite a class discussion on what is important in a job and why. Try to elicit ideas from the class, but if necessary the following can be written on the board to help generate discussion: *money, holidays and free time, working with people, travelling for your job, using technology, helping people.*
- Help students with any vocabulary they do not know.
- Read the *Did you know?* box with the class. Model the different pronunciations of *clerk* in American (/kɪɜːk/) and British (/kla:k/) English.
- Point out that in British English a clerk works in an office.
- 2**  **014** Read the instructions together to highlight that students need to read the instructions carefully, underlining the important part of the question as shown here (*when she finishes her studies*). This helps focus on exactly what information they are listening for.
- Ask students to identify the jobs in the pictures before they listen to the example recording (A – nurse, B – teacher, C – DJ). Then play the recording. Ask students if they can tell you the correct answer before reading the explanation in the book. If necessary, repeat the recording.

AUDIOSCRIPT 014

- Narrator:** One. What job does the woman want to do when she finishes her studies?
- Interviewer:** You're studying to be a nurse, aren't you?
- Student:** Yes, but I've decided that's not the job I want. After my course ends, I want to become a DJ.
- Interviewer:** Wow! Are your parents OK about that?
- Student:** Well, they're a bit worried but I've told them I'll become a teacher if I can't make any money as a DJ, and they're happy with that.

- 3**  **015** Ask students to read the instructions for questions 2 and 3 and underline the important information. Students can compare what they have underlined, in pairs, and describe what they can see in the pictures to their partner. Compare ideas as a class before playing the recording.

Suggested answers

- 2** do first when he gets home
3 what time ... get up

Remind students they may hear two or three of the pictures mentioned in the recording, but only one will be the answer to the question. Repeat the recording as necessary.

Check answers as a class. With a stronger group, students can try to say why the other pictures are wrong.

2 B 3 C

AUDIOSCRIPT 015

- Narrator:** Two. What does the police officer do first when he gets home from work?
- Interviewer:** Now, you're a police officer. What do you do when you get home from work? Do you have something to eat?
- Police officer:** I usually have a sandwich in my afternoon break, so I'm not hungry when I get home. I go and read in the garden.
- Interviewer:** Don't you eat any dinner?
- Police officer:** Yes, but I cook dinner later. And then I watch TV for a while before I go to bed.
- Narrator:** Three. What time does the man get up in the morning?
- Interviewer:** You're a DJ on an early morning radio programme, aren't you? What time do you have to get up in the morning?
- DJ:** Well, I wake up at quarter to four most days.
- Interviewer:** That IS early. Is that difficult?
- DJ:** Yes, but I then have a coffee in bed at four and I don't usually get out of bed until quarter past four. Then I have a shower and get dressed.

WRITING

SB P21

AN EMAIL ABOUT A JOB**LEAD-IN**

With books closed, brainstorm different ways of communicating with people. If necessary write text message, audio message, video call, phone call, postcard, letter, email on the board.

- 1 Encourage students to answer the questions in a class discussion.
- 2 Tell students they are going to read an email from Tori, the woman in the picture, to her friend. Ask students to predict what she may write in the email. Accept any suggestions and help with vocabulary as necessary. Students read the email to see if their predictions were accurate and to answer the questions.

She's a waitress. She likes talking to customers.

- 3 Ask students to look at the email again and underline the words and phrases used at the start and end of the email. Point out that this is an email to a friend, so the expressions can be used in informal emails. Students write the expressions in the correct position in the box.

Expressions for beginning an email: Hi, How are you?
 Expressions for ending an email: Love, Write soon!

- 4 Make sure that students understand the instructions by asking some questions, e.g. *What job do you do? I'm a shop assistant. When do you work? At weekends. What do you like about the job?*, etc. Tell students to choose a job they would like to do in the future. They can choose computer programmer or any other job and should complete the table with notes. This does not have to be true; students can invent the information.
- 5 Encourage students to look back at Tori's email and tell you what information is included in each paragraph before they read the email plan.

Explain that it is important to use paragraphs when writing in English, and that each paragraph should contain information on one topic as shown in the plan.

Students can then write their email using the notes in the table (Exercise 4) and the plan.

Remind them also to use the language for starting and finishing the email from Exercise 3.

As they are writing, move around the class to help with vocabulary as necessary.

Allow students to exchange emails with a partner when they have finished writing to check each other's work.

They should make sure their partner has answered all the questions, used paragraphs as suggested in the plan and hasn't made spelling or grammar mistakes.

If necessary, you can write a checklist on the board which students can copy down and use every time they do a piece of writing to check their own work:

Did I answer all the questions?

Did I use paragraphs?

Did I use correct spelling?

Did I use correct grammar?

Did I use the right words to start and finish the email?

Suggested answer

Dear Tori,

Thanks for your email. I'm fine thanks!

Let me tell you about my job. I work as a shop assistant in a games store at the weekends. I work from 9 am to 5 pm. I wear a uniform and I work with the other shop assistants and the shop manager. I like playing the new games, but I don't get a lot of money.

In the future I want to go to university because I want to be a computer programmer. I love computers and I want to work in an office with other people who love computers.

What do you do at the weekends when you're not working? Do you like playing computer games? I like going to the cinema. What about you?

Write soon!

Best wishes,

Mario

EXAM FOCUS

SB P22

READING PART 2

Read through the Exam facts and tips boxes carefully with the class. Remind students that they have 60 minutes to answer 30 reading questions and two writing questions in the exam. They can divide the time as they wish but a suggestion could be 1.5 minutes to answer each reading question, then five minutes and ten minutes for the two writing tasks.

Tell students that they have just over ten minutes to complete Part 2 of the Reading exam. Encourage them to read the questions through carefully before looking at the texts and underlining the important words.

Set the task under exam conditions and when 10 or 11 minutes are up, go through the answers with the class.

Ask students to explain which words or phrases in the texts gave them the answers.

1 C 2 A 3 B 4 C 5 B 6 A 7 C

LISTENING PART 1

SB P23

Read through the Exam facts and tips boxes with the class. Remind students that they can underline the important words in the questions before they listen. They should also look at the pictures and think about the words that can be used to describe them. They have a few seconds before listening to each recording. They should try to choose an answer the first time they listen and then listen again to check their answers.

Tell students they are going to do the listening under exam conditions, i.e. without conferring with a partner. Allow a few seconds for students to look at the first question. Then play the recording.

Elicit answers around the class.

1 B 2 A 3 A 4 C 5 C

AUDIOSCRIPT 016

- Narrator:** For each question, choose the correct answer.
 One. What time does the man start work?
- Woman:** How's your new job, Luca? Do you have to start at seven in the morning, as you did before?
- Man:** That's one of the things I like about this job – the shop opens at half past nine.
- Woman:** Great! But you have to arrive before then, don't you?
- Man:** Oh yes. I'm there from nine, but that's much better than seven!
- Narrator:** Two. Where did the woman go with her friend?
- Man:** Did you see that film you wanted to see yesterday, with your friend Sara?
- Woman:** There weren't any seats left when we got to the cinema. Sara works in a restaurant, and she finished work late.
- Man:** Oh, that's a pity. So what did you do?
- Woman:** We just walked around the centre of town, chatting, until it was time to come home.
- Narrator:** Three. How should the man contact Eva?
- Man:** Do you know how I can contact Eva? I've called her several times this morning, but she never answers.
- Woman:** She's not good at answering calls. I send her emails. She checks those on her phone when she's working.
- Man:** OK, I'll try that. I thought about going to her office.
- Woman:** She's not always there. Sometimes she goes out to meet customers.

- Narrator:** Four. What does the man need to buy?
- Man:** I'm going to the supermarket later. Shall I get some bread? I don't think we've got much.
- Woman:** I got that this morning at the shop on the corner. I wanted some fruit as well, but they didn't have any.
- Man:** I'll get some then. And what about some fish, for dinner?
- Woman:** We're going out for dinner tonight. Have you forgotten?
- Narrator:** Five. Why was the woman late for work?
- Woman:** I'm really sorry I'm late.
- Man:** Don't worry, it's only a few minutes. Was the traffic bad this morning?
- Woman:** Actually, it was fine, but I couldn't start my car. I tried to get a taxi, but there weren't any, so I had to wait for a bus.
- Man:** Oh, well let me know if you need a lift tomorrow.

Finally, read through the options in the *How was it?* section and elicit the meaning of each one: *gave it a go* (I tried hard but didn't feel it went particularly well); *getting there* (I'm improving but I'm not perfect yet) *aced it* (I feel I did really well). Ask students to tick the appropriate box.

You might like to ask students to share how they felt about the task to get an indication of your students' confidence. Depending on your class, you might like to do this openly or allow students to give their feedback without their classmates seeing. For example, give students a piece of A4 paper each with the *How was it?* scale written in large letters. Allow students to tick the relevant box then hold up their papers at the same time so that you can see how well students think they are doing.

REAL WORLD

SB P24

TALKING ABOUT YOURSELF IN ... MEXICO CITY

WARMER

Ask students to brainstorm a list of things they know about Mexico in groups. Set a time limit of two minutes. The team with the most ideas, wins.

- Direct students' attention to the photos of Mexico City and give them a few moments to look at the different aspects of the city, then elicit brief descriptions of them, supplying vocabulary as necessary.

Ask if students know anything else about Mexico City and make notes of useful vocabulary on the board for students to copy down.

Elicit suggestions about what life for a typical Mexican family might be like. If appropriate, you could ask what differences students think there might be between life in their home town and life in Mexico City as shown in the photos.

CULTURAL INFORMATION

Mexico City is one of the largest cities in the world, with a population of nine million people. It is located at an altitude of over 2,000 metres and is surrounded by mountains on three sides. It has a rich cultural heritage and has preserved many of its historical monuments and architecture while embracing modernity.

Teotihuacán, also known as the City of the Gods, is a UNESCO World Heritage Site about 50 km from Mexico City. It is the most important and largest city of pre-Aztec central Mexico. It is famous for its well-preserved murals, the two-kilometre Avenue of the Dead and the pyramids.


- Ask if anyone in the class has experienced a homestay. If so, encourage them to tell the class where they went and when. If not, briefly explain that homestay involves living with a host family in their home.

Students discuss the questions in pairs for two or three minutes and then feed back to the class. Note down the suggestions on the board. Then students read the text to see if any of the suggestions are mentioned.
- Tell students they are going to read some information about host families in Mexico City. Read through the questions with the class, helping with vocabulary if necessary. Students work in pairs to find the answers. Feed back as a class by asking students to read the words in the texts which gave them the answers.

1 D 2 C 3 B 4 A


- Students work in pairs to do the exercise then feed back as a class.

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

-  017 Tell students they are going to listen to three conversations with a student in different places in the city. With a weaker class try to elicit some suggestions about the type of conversation they might hear in each of the places. For example, at a party: a conversation about food, drink, music or preferences, or at an airport: a conversation about luggage, security or travel arrangements, etc.

Then play the conversations and ask students to identify the places. Ask students to tell you some of the words which helped them decide.

1 b 2 d 3 a

AUDIOSCRIPT  017**1****Official:** Passport, please. Thank you. What's the purpose of your visit?**Student:** I'm here for a holiday and also to learn Spanish.**Official:** How long are you planning to be in the country?**Student:** I'll be here for five weeks.**Official:** OK. When do you fly back?**Student:** I'm flying home on the 28th of August.**Official:** And where are you staying?**Student:** I'm staying with a family in Mexico City.**2****Maria:** Hello. You must be Charlie. Welcome to Mexico City.**Student:** Thanks.**Maria:** Come in. I'm Maria, and this is my husband, Raul.**Student:** Pleased to meet you.**Maria:** And you. You'll meet our children later, but they're at school at the moment.**Raul:** Here, let me take your bags for you. So, how was your flight?**Student:** Fine, thanks. No delays.**Maria:** Good. Come in and sit down.**Student:** Thanks.**Maria:** So, you're from the UK?**Student:** Yes. I live in Harrow.**Maria:** And do you come from a big family?**Student:** No. I've got one brother. I'm the oldest.**Raul:** That's nice. And is this your first time in Mexico?**Student:** Yes. I'm very excited to be here.**Maria:** That's perfect. Now, before I show you your room, I'd just like to ask you a few questions. First, about food. Is there anything you don't eat?**Student:** No, I like everything.**Maria:** Good. Do you have any food allergies? Any foods that make you ill?**Student:** No, I'm not allergic to anything.**Maria:** That's nice and easy. We usually eat at around 8 o'clock in the evening. Is that convenient for you?**Student:** Yes, that's fine for me.**3****Girl:** Hi. I'm Eva.**Student:** Hi, Eva. I'm Charlie. Nice to meet you.**Girl:** Nice to meet you too. Where are you from?**Student:** I'm from Harrow, in the UK. I'm staying with Maria and Raul for a few weeks.**Girl:** Cool. I'd love to visit the UK one day. What do you do?**Student:** I'm a student. I'm studying Spanish and business at university.**Girl:** Wow. That's great. And what do you think of Mexico City?**Student:** I really like the city. It's very lively and there's lots to do.**Girl:** Great. And what about Mexican food?**Student:** I love spicy food, so I really like the food here.**Girl:** That's good. So, maybe we should go and get some food, then?**Student:** Yes, good idea!**PHRASES YOU MIGHT USE****6**  017 Students work in pairs to complete the phrases from the conversations. Play the recording to check answers.


1 I'll	2 I'm staying	3 I've got	4 very excited
5 allergic	6 from	7 student	8 really like

PHRASES YOU MIGHT HEAR**7** Point out that the expressions and questions here are all extracts from the conversations in Exercise 5. Students work in pairs before feedback as a class.

1 a	2 b	3 a	4 b
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EXTENSION

Photocopy audioscript 017 and ask students to work in pairs to find and underline the words and phrases 1–8 from Exercise 6 in the conversations. By reading what is said before and after each one they can decide which answer, a or b, is correct in each case.

WATCH**8** and **9**  With books closed tell students they are going to watch a video about Mexico City. Ask them which topics they think might be covered. Write their suggestions on the board. Then play the video without any sound and ask students if they think their topic suggestions were covered or not.

Alternatively, with a stronger group, tell students they are going to watch a short video about Mexico City. Ask them if they have any questions they would like answered about the four topics listed in the book. Elicit some questions and write them on the board. Students watch the video to find out whether their questions were answered.

While watching, ask them to note down any information they hear about the four topics. It is important for students to understand that they need to make brief notes, one or two words, rather than trying to write sentences, as otherwise they will miss the next part of the video. With a weaker group it may be helpful to pause the video after the first section, about Mexico City, and to go through the notes students have made together.

After watching the rest of the video, students work in pairs to compare notes. If necessary, the video can be repeated to give students the opportunity to check and complete their notes.

Feed back by asking students to tell the class the information they learned from the video.

Mexico City: capital of Mexico; first buildings there in 1300s; Spanish explorers built a new city when they arrived in 1500s; lots of old colonial buildings in the city centre.

family life: in the past, Mexican families were large, and grandparents, parents and children all lived together; most modern families now just parents and children; family life and traditions still important, for example, a quinceañera is a celebration when a girl turns 15 and has a big party with family and friends.

homestays: a good way to learn about family life and culture and learn the language; there are official websites.

VIDEOSCRIPT Mexico City

Mexico is just to the south of the USA, and Mexico City is the capital. Mexico City has lots of beautiful old buildings. There was an Aztec city here from about 1300 AD, but when Spanish explorers arrived in Mexico in the 1500s, they built a new city here. Many of the old colonial buildings in the city were built by the Spanish. Nowadays Mexico City is a busy, modern city where lots of families live and work.

However, you can still see examples of Mexico's amazing past in and around the city. This is Teotihuacán, an ancient city built around 100 BC. It has amazing pyramids, and tourists can visit it and climb them. In the past, Mexican families were large, with parents, grandparents and children all living together or very close by.

These days, it is usually just parents and children who live together. But family life and traditions are still as important as in the past. For example, quinceañera is a very important family celebration. It takes place on a girl's 15th birthday, to celebrate that she is now an adult. The girl wears a special dress, and there's usually a big party, with family and friends.

Learning about national traditions is very interesting if you are learning the language of the country. Understanding the culture of a language helps you become a better student.

If you are learning a language, it is a good idea to visit a country where they speak it. A homestay is a good way to do this. You learn about family life and culture there, and you can practise speaking the language every day. Check out official homestay websites for more information.

LIFE COMPETENCIES

SB P25

COMMUNICATION, UNDERSTANDING AND CULTURE

10 Students work in groups of three or four and decide together what information they would include in a video, leaflet or presentation for someone who is coming to live in their city. They can use the headings and notes they made in the previous exercise as a model. With a weaker class it may be helpful to brainstorm some ideas on the board together before separating the class into groups but it might be more interesting if each group was given the flexibility to choose the topics themselves.

If you have the facilities, students could be asked to make a short video about their city. This could be done outside the classroom after doing the preparation in class.

Alternatively, they can prepare a leaflet or give a presentation to the rest of the class. They can include photos or other visuals to make it more engaging. While students are preparing the project, move around the classroom offering vocabulary or other support they may need.

When they have finished, students can share their work with the class, showing the video, giving the presentation or displaying the leaflet. Other students can be encouraged to give feedback on the parts they liked best or found most interesting and, if appropriate, there could be a class vote to choose the best project.

⇒ **WORKBOOK** / Unit 1, page 8

2 CHANGING WORLD

UNIT OBJECTIVES

Topic:	the natural world and weather
Grammar:	present continuous; present simple or present continuous?
Vocabulary:	seasons and months; weather; continents; geography and the natural world; weather collocations
Listening:	Part 2: gap-fill: a monologue about a trip to the beach
Reading:	reading for detail: short texts about living in a different country
Speaking:	describing a photo
Writing:	Part 6: writing a short email
Pronunciation:	pronouncing months
Exam focus:	Listening Part 2; Writing Part 6
Real world:	asking about the weather in Vancouver

Ask your students to watch the Grammar on the Move videos on pages 28 and 31. You can use these to present or reinforce the present continuous and the present simple or the present continuous.

VOCABULARY

SB P26

SEASONS AND MONTHS

LEAD-IN

Draw students' attention to the photos and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to use in their discussion in Exercise 1.

- Students work in pairs to discuss the questions. Encourage them to say why they like their favourite type of weather and why they don't like the others. If necessary, extra support can be given by asking them to think about activities they can or can't do in different weather conditions.
- 018 Tell students they are going to hear Sonia talking about some photos she and her friends posted of their holidays. Give them a minute to match the photos (A–D) with the numbers (1–4).

Students listen to the recording to check their answers.

1 A 2 D 3 B 4 C

AUDIOSCRIPT 018

- Sonia:** My friends love to share photos of their trips on social media. These photos are from their holidays at different times of the year. Sam's photo is this winter one with all the snow. It's from his trip to New York and it shows the view from the window of his hotel. I think it's December or January – it's definitely winter!
- Sonia:** My Japanese friend Keiko posts photos every day. That one is from her trip to Kyoto with her family in spring – in April or May, I think. They're walking through a park in the rain, but you can see from the flowers on the trees that it's spring.
- Sonia:** My friend Nathalie visits her grandparents in the forest of Orléans every autumn, so I think this photo is from October or November. This is what a French forest looks like on a foggy day in autumn!
- Sonia:** The last one is from our summer holidays in Ireland. Look at the clear, green sea. Isn't it beautiful? It's a perfect summer day at the end of July.

LANGUAGE NOTE

Read the *Did you know?* box as a class and point out that the word *fall* was originally used in England (taken by English settlers to the American colonies). It was short for *fall of the leaf*. It continued to be used in America, but was replaced by *autumn* in the UK.

- 018 Students work in pairs to complete the sentences from the recording and then listen again to check their answers.

1 winter 2 spring 3 autumn 4 summer

EXTENSION

If students are allowed to use their phones in the classroom, they could find a photo of their own or a friend's holiday and describe it to their partner, using the descriptions on the recording as a model. Alternatively, some photos could be projected onto the whiteboard for students to describe. If there are three or four photos on the board, their partner could listen and guess which one they are talking about.