

10 SOCIALISING

SPEAKING

Aim

to set the scene and introduce the theme with a picture; to get students talking about celebrations

- 1 Start by telling the class that in this unit they're going to be learning how to talk about celebrations and parties, and how to suggest times and places to meet.
 - Ask students to look at the picture on pages 86–87. Ask: *What can you see?* Elicit a brief description of the picture.
 - Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
 - Take brief feedback from the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows young people in India celebrating the Holi Festival, or festival of colour. It is a Hindu festival where people throw paints. They also visit friends and family to share food and drink.

- 2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to take turns to ask the questions.
 - In feedback, ask different students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Culture note

Carnival: Carnival is a festive season that happens just before Lent, the Christian period of fasting, usually during February. The celebration involves parades, costumes and wearing masks, and is common in Catholic countries. The carnivals in Venice, Rio and Trinidad and Tobago are particularly famous.

Christmas: This is the most important date in the Christian calendar – it is on 25 December and celebrates the birth of Jesus. In the UK, the day before Christmas is called *Christmas Eve*, and the day after is called *Boxing Day*.

Eid al-Fitr (usually abbreviated to *Eid* /i:d/): This is the Muslim holiday marking the end of Ramadan, the Islamic holy month of fasting. It falls on the first day of the month of Shawwal. Its date varies on the Gregorian calendar. Eid is also called *Feast of Breaking the Fast*, and is celebrated for one, two or three days. At Eid, Muslims

are encouraged to forgive and forget any differences with others that may have occurred during the year. People also give special presents to children.

Mother's Day: This is a largely secular celebration of motherhood, and a time when people visit their mothers and buy gifts. Its date varies in countries round the world.

New Year: 1 January – but the Chinese (or lunar) New Year takes place later, somewhere between 20 January and 20 February.

Valentine's Day: This is on 14 February and today it is a largely secular day when people in love buy each other gifts. It began as a celebration of the Feast of Saint Valentine.

Workers' Day: International Workers' Day is a celebration of the working classes and takes place on 1 May.

CELEBRATE GOOD TIMES

Student's Book pages 88–89

Communicative outcomes

In this two-page spread, students will listen to friends planning a celebration and will practise making arrangements; they will practise using the future perfect.

VOCABULARY Celebrating

Aim

to introduce and practise words and expressions to describe celebrations

1 Explain to students that they are going to learn some vocabulary connected to celebrating special events. Ask them to read through the phrases individually first. You could ask them to use a pencil to mark the phrases they know with a tick, the phrases they don't know with a cross, and the phrases they think they know with a question mark.

- Organise the class into pairs to discuss the questions together. Tell them to explain words to each other, and to use a dictionary if they need to.
- Monitor and note how well students understand the vocabulary. In feedback, check answers, and check the meaning of unknown words (see suggestions in the answer key below).

Answers

If you have a *small get-together*, you meet a small group of friends / people you know for an informal social occasion, often at your house or in a bar.

If you *go clubbing*, you go out to a disco / nightclub to dance and have fun.

A *bunch of friends* is another way of saying a *group of friends*.

If you *treat yourself to something*, you do or buy something special for yourself, e.g. an early birthday present or a new coat, etc.

If you *have*, or *go on a weekend break*, you go away somewhere nice for the weekend to relax and get away from your normal life.

If you *go mad*, you act in a crazy and irresponsible way. If you *go mad with your dad's credit card*, you buy loads of things and spend more than you were probably supposed to. You might also, for example, *go completely mad* when you first leave home, or when you go somewhere with friends for the weekend!

If you *weren't really up for* going out, you didn't really feel like doing it; you didn't want to do it. Point out that you can also say the opposite: *I'd be* (or *I'm*) *up for going out, if you fancy it*.

A *karaoke booth* is a small room in which a group of people can sing karaoke together. If you rent it, you pay to use it for a short period of time.

A *romantic dinner* usually involves a lovely restaurant or place to eat, candlelight, a long slow meal, lots of conversation, etc.

A *posh restaurant* is one which is smart, and usually expensive. *Posh* can also be used of clothes, people, houses, etc.

A *big do* is a big party (other types of 'do' include *the office do* at the end of the year; *a little do* to celebrate your birthday, etc.).

If you *throw a surprise party* for someone, you organise a party for them without telling them that is what you're doing. Everyone has to keep it secret and when the person arrives, you might shout 'Surprise!'


Other ways of celebrating (and expressions): *have a fancy dress party, have a night out, go to see a show or a concert with friends, have people round for dinner, go on a hen party or a stag do*.

Optional extra activity Before students look at the sentences, brainstorm words and phrases students already know around the topic of parties and celebrating.

LISTENING

Aim

to give students practice in listening for general and specific understanding; the listening provides a model for the grammar point that follows, and introduces and recycles vocabulary

2  Give students a moment to read about the situation and read through the questions. Ask students to briefly predict what the speakers might say using vocabulary from the previous section of the lesson.

- Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class, and write them on the board. Ask students what they heard on the recording that helped them work out the correct answers.

Answers

- 1 Friday is the last day of their exams.
- 2 Equinox is a big disco on the main square in town. One person thinks it's great. Another person hates it: they don't like the music and say it's full of horrible guys. Rico's is suggested as a place to go, but one person thinks it's a rip-off (i.e. too expensive). Guanabara is where they decide to go. It's a Brazilian place near the station. They have music on there later on in the evening – they do salsa after ten.
- 3 They agree to meet at eight. One person suggests seven or seven thirty, but another person is working till six and wants to go home first and get changed and freshen up a bit before going out.

53

N = Nina, L = Linda, V = Vita

- N: So how much longer have you got?
 L: Three more days. By four o'clock Friday we'll have finished every single one. I can't wait!
 V: Me neither. The Physics one yesterday was a nightmare.
 L: I know! I'm sure I failed it.
 N: You must be sick of it all.
 V: I am. If I revise much more my head's going to explode!
 L: Just keep telling yourself: three more days, three more days.
 N: So shall we go out and celebrate on Friday, then?
 V: That sounds like an excellent idea.
 L: Yeah, I'd be up for that as well. Do you have anywhere in mind?
 N: I thought that Equinox might be fun.
 L: Where's that?
 N: Oh, don't you know it? It's the big disco on the main square in town. It's great.
 V: If you like that kind of place! I have to say, it's not my kind of thing. I can't stand the music down there and besides – it's full of horrible guys.
 N: Oh! I thought it was OK when I went there, but if you'd rather go somewhere else, that's fine by me.
 L: Well, personally, I'd quite like to get something to eat at some point, if that's all right with you.
 V: Yeah, that sounds good. Any thoughts on where?
 L: Well, Rico's is always a good bet.
 V: Oh, it's such a rip-off, that place. Last time I went there, I spent something like €60. Can't we go somewhere cheaper?
 N: How about that Brazilian place near the station?
 V: Guanabara? Yeah, that'd be fine with me. Linda?
 L: Yeah, whatever. I'm easy. They have music later on down there, don't they?
 N: Yeah, they do salsa after ten.
 V: It sounds ideal. So what time do you want to meet? Seven? Seven thirty?
 N: I'm working till six and it'd be nice if I could go home first, so could we make it eight? I'll have had time to get changed and freshen up a bit by then.
 V: Yeah, fine.
 N: And I'll phone and book a table – just to be on the safe side.
 L: OK. I'll ring a few other people and see if anyone else is up for it – and see you down there.
 N: OK. Brilliant. Bye.
 V: Bye.

3 **53** Organise the class into pairs to complete the sentences. Elicit the words for the first gap to get students started.

- Play the recording again so that students can check their answers. After playing the recording, elicit answers from students and check the meaning of unknown words. If there are still a lot of uncertainties at this point, refer the students to the audio script and play it through again. Alternatively, you could play the recording a final time and stop after each sentence and elicit the answers. Write the answers up on the board, and drill any useful or problematic chunks.

- You may need to check the meaning of some of the more idiomatic language used (see language notes below).

Answers

- | | |
|------------------------|-------------------------|
| 1 shall we | 5 quite like, all right |
| 2 up for, in mind | 6 good bet |
| 3 be fun | 7 I'm easy |
| 4 can't stand, full of | 8 make it |

Background language notes for teachers

Check the meaning of the following expressions:

You must be sick of it all = you must be bored with it or feel that it is taking too long to do

My head's going to explode = used when you've been working so hard, or learning so much information, that you feel as if your brain has too much to cope with; can also be used if you are trying to understand something difficult

It's not my kind of thing = I don't like doing it – it's not something I'm interested in doing

(It's) always a good bet = it's a fairly safe choice; here, it's a place that is always good to go to

It's such a rip-off = over-priced and not worth the money
Yeah, whatever. I'm easy = an example of teenage speak – *whatever* means that you really don't care what decision is made, and *I'm easy* means that you are relaxed about doing what other people want to do.

Freshen up a bit = wash your face, put on make-up, etc.

Just to be on the safe side = to make sure that nothing goes wrong

Optional extra activity Ask students in pairs to write or improvise their own conversation using four of the phrases in Exercise 3. Ask some pairs to act out their conversations for the class.

GRAMMAR The future perfect

Aim

to check students' understanding of how to form and use the future perfect

4 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can understand the grammar information and identify forms. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 177. Have a brief class feedback session and discussion and deal with queries.

Answers

- 1 a and c
- 2 *will have* + past participle
- 3 a *by four o'clock Friday*; c *by then* (= by eight o'clock)
- 4 before that time; in these sentences, *by* means 'before'

G Students complete Exercise 1 in the Grammar reference on page 177.

Answers to Exercise 1, Grammar reference

- 1 I'll have lived
- 2 I'm going
- 3 ease off
- 4 will probably have started (because of *by the time we get there*)
- 5 I'm helping (= already arranged), should've finished (*by five*)
- 6 you will have spent (*by the time you're 60*)

Optional extra activity Write or show example sentences a and c from Exercise 4 on the board. Use the examples to highlight form and use.

Background language notes for teachers: the future perfect

The future perfect form (*will / won't + have + past participle*) tells you what will be completely finished before a specific time in the future. One way of getting your students to think about this is to ask them to think of a time later today (e.g. 8pm) and to ask them to think of three things they plan to do later (e.g. do homework, pick up the kids, cook dinner). Then ask them to make future perfect sentences using *will* and *won't* depending on whether these plans will be completed before 8pm.

- It is also a good idea to draw a timeline on the board to show how this form works. Copy the example below, which illustrates the example in sentence a in the grammar box in the Student's Book.

Past Now 4pm Friday Future
Time → → → → X — X — X → → → →

By four o'clock Friday, we'll have finished every single one.

5 This provides further controlled practice. Read out the first sentence and elicit the answer to get students started. Ask students to work individually to complete the sentences, and remind them that they may need to use negative and/or passive forms. Let students check their answers in pairs. In feedback, elicit and write the forms on the board.

Answers

- 1 will have been
- 2 won't have eaten
- 3 will have left
- 4 won't have been processed
- 5 will have passed
- 6 will have cooked
- 7 will have lost
- 8 will have found

6 This provides personalised fluency practice. Elicit an example of how things will be different from the class to get students started. Ask students to work individually before sharing ideas in pairs. You could ask them to write their sentences down, or just do the activity orally, taking it in turns to come up with ideas, depending on what sort of practice you think your students need.

- As students work, monitor by going round the room and checking students are doing the task, and helping if necessary.
- In feedback, ask for different ideas from pairs. You might note some errors on the blackboard for students to correct, especially if the errors relate to the future perfect.

Possible answers

Perhaps I'll have had children / got married / gone to live abroad / retired / written a novel.

Perhaps they'll have cured cancer. / Hopefully, my country will have won the World Cup. / The economy will have improved.

Optional extra activity Ask students in groups of four to produce a list of five things they think will have happened by 2050, e.g. *They'll have built a space station on Mars / cured cancer / invented a robot that acts like a human*. Tell students to exchange their list with another group. Groups must talk together to decide how likely or unlikely they think each prediction is.

DEVELOPING CONVERSATIONS

Arranging to meet

Aim

to introduce and practise expressions used when making arrangements

7 Read through the information in the box as a class. Point out the form of the phrase. Explain that *can* and *could* are interchangeable, but that *could* is slightly more tentative, and therefore politer. Explain that when we say *make it* we are referring to making the arrangement.

- Ask students to work individually to complete the dialogues. Let them compare their answers in pairs. Monitor and notice how well students understand these phrases. In feedback, you might want to check *What time would suit you?* (= What time is good for you?) and *It's awkward to get to* (= It's difficult to get to, perhaps because it is not on a bus route, or it's a long way from the main road).

Answers

1 e 2 b 3 d 4 a 5 c

8 Elicit possible responses to the questions in the box using *could we make it ...*. Then ask students to practise conversations in pairs. They should give reasons for their alternative suggestions. Monitor and correct errors at this stage, encouraging students to practise their conversations three or four times.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

9 This is an opportunity to bring together the different threads of the lesson, and for students to roleplay making arrangements.

- Organise the class into groups of three. Ask students in each group to work individually to prepare ideas. When students are ready, tell them to act out their conversations using the prompts in the diagram. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

 18 Refer students to the video and activities on the DVD-ROM

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Communicative activity worksheet The photocopiable worksheet on page 262 can be used at this point or at the end of the unit for further practice.

Web research activity Ask students to research an important celebration in their country. They should find out when it is, what people do, what people wear, and why it is celebrated. Alternatively, ask students to research celebrations in the English-speaking world: Thanksgiving, Bonfire Night, Pancake Day, Halloween.

PUTTING YOUR FOOT IN IT

Student's Book pages 90–91

Communicative outcomes

In this two-page spread, students will read about the *faux pas* of famous people, and will talk about making mistakes.

READING

Aim

to give students practice in reading to confirm predictions, and in inferring from a text, and responding to information in a text

1 Start by asking students to read the definition. Point out that that *faux pas* is originally a French word (meaning 'false step'). Organise the class into pairs to discuss and speculate on the situations. In feedback, elicit a few ideas from students, but don't confirm or deny at this stage.

2 Ask students to read the article and check their predictions. Let them compare their answers with a partner. In feedback, ask students to describe what happened in their own words.

Answers

- 1 The writer says this to a woman who was with a colleague of his. Unfortunately, she wasn't his wife! Tim must have been seeing her without telling her he was married. She got very angry and slapped him across the face.
- 2 The writer was moaning about a tutor to some friends in the canteen, and hadn't realised the tutor's daughter was there listening!
- 3 Gerald Ratner joked about the poor quality of some of the products his firm sold. When customers heard about these jokes, they were unforgiving. The share price of the firm dropped, Ratner had to resign and the firm ended up being taken over by a rival.
- 4 They hadn't realised the Facebook page was open to the public and 13 of them ended up getting sacked for comments they made online.
- 5 The American actor Richard Gere kissed Indian actress Shilpa Shetty on the cheek. In the US, this is normal, but in more culturally conservative India it caused outrage. Gere was threatened with arrest!

3 Organise the class into pairs to discuss the questions (you may wish to mix the pairs again). Go round the room and check students are doing the task and prompt them if necessary. Encourage students to refer back to the text during their discussion to find or confirm answers

- In feedback, elicit a few different opinions and answers. Use the opportunity in feedback to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the discussion.

Answers

- 1 Students' own answers
- 2 Because Ratner was making the joke in private to fellow businesspeople that he knew well. Unfortunately, a journalist was also present and broadcast the jokes, which created a media storm, which led to his downfall!
- 3 The airline attendants and Charlie Sheen also all thought they were talking in private, and didn't realise they were actually communicating with a broader public.
- 4 According to the author, the impact of 24-hour news has been a desperate need for news to fill the time. Even a minor faux pas can become big news, as every follow-up reaction is reported, and drags the story out.
- 5 Presumably, the writer is glad he's not famous because he's probably said or done things in the past that could have proved very embarrassing or damaging to him if they'd become more widely known about.

Optional extra activity 1 Ask students to write on a piece of paper one sentence (similar to those in Exercise 1) to suggest a faux pas they have made in their life. Organise the class into groups of four or five and ask students to place their pieces of paper face down in a pile. Each group turns over a piece of paper and speculates what the faux pas was. The person who wrote the sentence confirms or denies their guesses.

Optional extra activity 2 Show the following sentences on the board and ask students to notice the common patterns with *even*. Ask them to translate the sentences into their own language and compare their translations. Ask if *even* can be translated with one word in each sentence.
Even a minor faux pas can become big news.
It was awful! I couldn't even remember his name.
He's a really good cook, but his brother's even better!
I felt really foolish, but even I had to laugh.

Teacher development: reading to confirm predictions

Asking students to predict the content of a text, and then read it to check whether they predicted correctly, is an engaging and motivating way of getting students interested in the text, and of creating a meaningful and focused task. In Exercise 1 above, students have to predict content from a summarising sentence, but other ideas include using pictures to encourage students to predict, writing key words or phrases from the text on the board, and asking students to predict content from them, asking students to predict from the headline or opening sentence, asking them to predict from what they already know about a story or topic, or asking them to predict answers to comprehension questions before reading.

VOCABULARY Making mistakes

Aim

to introduce expressions used to talk about making mistakes

- 4** Give students a moment to read through the words, and look at the example as a class. Ask students to work individually then compare their answers in pairs. Monitor and note how well students already understand these phrases.
- In feedback, elicit answers, check any unknown words, and drill words that are difficult to say for pronunciation.

Answers

- 1 due, pregnant (*When is the baby due?* = When do you expect the baby to be born?)
- 2 burst out, realised (*burst out crying* = suddenly started crying; *split up* = stop a relationship, stop going out together)
- 3 send, copying in
- 4 turned up, dressed (*turn up* = arrive)
- 5 meant, see
- 6 foot, surprise (*put your foot in it* = say or do something that upsets or embarrasses someone)
- 7 politician, clue (*I don't have a clue* = I have no idea)
- 8 stupid, live (*live on air* = being broadcast live on radio or TV)

Optional extra activity Point out other phrases used in the text connected with making a faux pas:
say the wrong thing = say something inappropriate
to be met by a stony silence = an angry or embarrassed silence
to (not) see the funny side = not think that it is funny at all
cause outrage = upset or anger a large group of people

- 5** Organise the class into pairs to discuss the mistakes and decide on the most serious. A range of answers are possible. Let students come up with their own ideas, and, in feedback, encourage them to justify them. You could end this activity with a class vote on the most serious mistake.

Optional extra activity Ask students in the class to share stories in which politicians, celebrities or TV personalities have made faux pas on air in their countries.

SPEAKING

Aim

to allow students to reflect on and discuss the topic of the lesson in a personalised free speaking activity

- 6** Organise the class into pairs or small groups. Ask them to discuss the questions. Set a time limit of five to ten minutes. Monitor and note students' opinions and ideas.
- In feedback, ask any student with a particularly interesting faux pas story to share it with the class. Look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

SMALL TALK

Student's Book pages 92–93

Communicative outcomes

In this two-page spread, students will practise making small talk and practise using question tags to ask questions and make comments and requests.

SPEAKING

Aim

to introduce the theme and get students to express their feelings and reactions in a free speaking activity

1 Organise the class into pairs or small groups. Give students time to read the situations first, and check any unknown words (*sneak out* = leave quietly without telling anyone; *get stuck talking* – if you get stuck talking to someone, e.g. at a party, it's difficult to leave to go and talk to someone else). Ask pairs or groups to discuss the questions. Set a time limit of five to ten minutes. Monitor and note students' opinions and ideas.


- In feedback, use the opportunity to look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write some sentence frames on the board, which students could use to help them do the activity in Exercise 1, e.g. *I'd probably feel ... I'd be too shy / embarrassed / frustrated to ... I think I'd ... I don't suppose I'd ... I might ...*

LISTENING

Aim

to give students practice in listening to small talk and recognising the situation; to listen for specific words and phrases

2  **54** Play the recording. Students listen and match the conversations to the situations. Let them compare their answers in pairs. If necessary, play the recording again to help students decide on and confirm their answers. In feedback, ask students which words or phrases helped them reach their answers. You could re-create some of the dialogues using ideas that come back from the class.

Answers

- Conversation 1 = situations 3 and 4
- Conversation 2 = situation 1
- Conversation 3 = situation 2
- Conversation 4 = situation 5
- Conversation 5 = situation 6

 **54**

Conversation 1

- A: Sorry, but you couldn't pass me the salt, could you? Thank you. They look nice.
- B: They are. they're lovely. Have you tried that aubergine dip? It's delicious.
- A: Hmm. I have to say, I'm not that keen on aubergines. There's something wrong with them as a vegetable.
- B: You're joking! Aubergines – they're the king of vegetables! Although strictly speaking, of course, they're technically a fruit.
- A: Mmm.
- B: They're so versatile. You can fry them, grill them, have them mashed, stuffed, barbecued ...
- A: Right.
- B: Did you know that they used to use the skin as a dye? The Chinese apparently used to polish their teeth with it!
- A: Fascinating. I can see I've not given aubergines a proper chance. Anyway, listen. Sorry, but I've just seen my friend Mercedes. I must just go and grab her. I've been meaning to talk to her all evening. Bye!

Conversation 2

- C: So how do you know Niall?
- D: Who?
- C: Er ... the person whose party this is.
- D: Oh right. Well, he's like the friend of a friend of my flatmate. I don't know why I'm here, really. I feel a bit left out. My flatmate dragged me here because she thought she wouldn't know anyone – and now she's met someone. Oh – that's her over there, with that blond guy. I think I might just go. How do you know Niall anyway?
- C: I'm his fiancée! You did know this is a party to celebrate our engagement, didn't you?
- D: No, actually I didn't. Congratulations, though! It's a great party.

Conversation 3

- E: I'm glad I'm not the only person who couldn't stand it any more.
- F: Tell me about it! It was so stuffy in there, wasn't it? You could hardly breathe.
- E: Yeah. They need some air conditioning or something.
- F: The speaker wasn't exactly helping either, was he? I thought I was going to fall asleep at one point there.
- E: Yeah, he's very dull, isn't he? I think I might just go and grab a coffee instead of going back in.
- F: That sounds like a good idea. Do you mind if I join you?

Conversation 4

- G: Is this the queue for the toilet?
- H: I'm afraid so.
- G: I love your top.
- H: Oh, thanks.
- G: It's quite unusual. Where did you get it?
- H: I actually picked it up in a second-hand clothes stall. It was only five pounds.

G: Really? That's fantastic! I never bother looking in places like that. I mean, there's a second-hand place near me, but the stuff in there always looks in pretty poor condition. That looks brand new, though.

H: I think it's quite old actually, but the stall I got it from is just fantastic – just really nice stuff.

G: Mind you, it's so difficult getting stuff in my size.

H: I can imagine. It must be hard. I've got a friend who's maybe your height and she's always moaning about it as well. That dress is lovely, though.

G: It's great, isn't it? I actually just found this place online. Oh look – it's your turn.

Conversation 5

I: Sorry, but I couldn't help overhearing. Did you say you've just come back from Accra?

J: Yeah. Why? Do you know it?

I: Yes, quite well, actually. I spent two years there back in the 90s.

J: Wow! What were you doing there?


I: My husband was based at the embassy there, so ...

J: Really? It must've been quite different back then. It's a real boom town at the moment.

I: So I've read, yes. It was relatively quiet when we were there and the infrastructure was still very much a work in progress, but we loved it. We met some wonderful people there and were able to see a bit of the countryside as well. I'm sure it's changed a lot, though.

J: For sure. It's attracting a huge amount of inward investment. In fact, my firm is planning to open an office there, so I was over there sorting that out.

I: Oh, that's great. I'm really pleased to hear it. Anyway, sorry. I didn't want to stop you chatting.

3  **54** Organise the class into pairs to discuss and decide where the sentences come from. Play the recording again. Students note the answers then check in pairs.

- In feedback, elicit what students think any difficult words in the sentences mean, and explain words they aren't sure of.

Answers

- 1 Conversation 3
- 2 Conversation 1 (*versatile* = can be used in many different ways)
- 3 Conversation 3 (*grab a coffee* = get or buy a coffee quickly)
- 4 Conversation 5 (*boom town* = a town that is growing very quickly)
- 5 Conversation 1 (*I've been meaning to* = I've wanted to / I've intended to)
- 6 Conversation 2 (*dragged me here* = brought me here even though I didn't want to come)
- 7 Conversation 4
- 8 Conversation 2 (*fiancée* = the woman he intends to marry)
- 9 Conversation 4
- 10 Conversation 5

4 Organise the class into pairs to discuss the questions. Monitor and note how well students have understood the listening and can express their views. In feedback, elicit students' ideas and opinions.

Optional extra activity Play the *Small Talk* game. Ask the class to stand up and go to a classroom space that allows them to mill around. Tell them that they are at a party. Put on some music quietly. Tell students to walk around slowly. Tell them that when the music stops they must ask the person nearest to them how they know the party host and why they are at the party. Stop the music. Students must start chatting to the nearest person. After a minute, start the music again and tell students to walk round again. Now that students have the idea, announce different things for students to talk about before stopping the music, e.g. talk about the weather, ask about jobs, ask about families, comment on each other's clothes, etc. Continue until students run out of interest, or the bell goes!

GRAMMAR Question tags

Aim

to check students' understanding of how to form and use question tags to ask for agreement or to ask for confirmation of an idea

5 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can understand the information and analyse the examples. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 177. Have a brief class feedback session and discussion and deal with queries.

Answers

- 1 If the main part of the sentence is positive, the question tag is negative; if the main part of the sentence is negative, the question tag is positive. The question tag uses the same verb as the main part of the sentence. If this is an auxiliary verb (*have, be*) or a modal verb, then the question tag is made with the same verb. If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of *do*.
- 2 c *The speaker wasn't exactly helping either, was he?*
- 3 a *They have music later on down there, don't they?*
- 4 b *You couldn't pass me the salt, could you?*



Students complete Exercise 1 in the Grammar reference on page 177.

Answers to Exercise 1, Grammar reference

Sentences 3 and 5 are correct

- 1 Would you like a coffee? (no tag needed as we don't add tags to questions)
- 2 You knew him quite well, didn't you? (*knew* is past simple verb, so use *didn't* as the tag)
- 4 You weren't at the last class, were you? (wrong word order)
- 6 Haven't you heard of One Direction? (no tag needed as we don't add tags to questions)

Optional extra activity Show or write the example sentences on the board. Use the examples to highlight form and use.


Background language notes for teachers: question tags

Question tags are the short questions that we put on the end of sentences – particularly in spoken English. The rules are not difficult to learn, but not easy for students to bring to mind quickly when speaking, so you need to provide plenty of accuracy practice, not just in writing the forms, but also through drilling, and through getting students to produce tags in speaking exercises.

- If the main part of the sentence is positive, the question tag is negative (*He's a doctor, isn't he? You work in a bank, don't you?*), and if the main part of the sentence is negative, the question tag is positive (*She hasn't been there, has she? They aren't coming, are they?*)
- The question tag uses the auxiliary verb. Sometimes, this is clear (*He has arrived, hasn't he?*) but sometimes the necessary auxiliary is not so obvious to students. In the present and past simple, for example, when the auxiliary isn't used in the main part of the sentence (*She eats meat, doesn't she?*), or when sentences start *I am* (*I'm the best, aren't I?*).

6 This provides further controlled practice. Read out *Miserable weather* and elicit the question tag to get students started (*Miserable weather, isn't it?*). Point out that *Miserable weather* is an abbreviated form of *It's miserable weather*, so *It's* has been inverted and changed from positive to negative.

- Ask students to work individually to complete the conversations. Let students check their answers in pairs before playing the recording.

7  **55** Play the recording. Students listen and check their answers. In feedback, elicit and write the forms on the board.

 55 and Answers

- 1 A: Miserable weather, isn't it?
B: Yeah, awful. It's been like this for weeks now, hasn't it?
A: I know. I can't remember when I last saw the sun.
- 2 A: You don't remember me, do you?
B: It's Yuka, isn't it?
A: No. It's Naomi.
- 3 A Excuse me. You haven't got a light, have you?
B: Yeah. Here you go.
A: Thanks.

- 4 A: You missed the class on Monday, didn't you?
B: There wasn't one, was there? The school was closed for the holiday, wasn't it?
A: No. Mind you, you didn't miss much. It was quite boring.
B: Well, to be honest the whole course is a bit disappointing, isn't it?
- 5 A: I love that jacket. It's from Zara, isn't it?
B: No, I got it from a shop called Monsoon.
A: Really? You wouldn't happen to have the address, would you?
B: No. Sorry. I honestly can't remember.

G For further practice, see Exercise 2 in the Grammar reference on page 178.


Answers to Exercise 2, Grammar reference

- 1 You've been to university, haven't you?
- 2 It's a fantastic place to visit, isn't it?
- 3 You know where to go, don't you?
- 4 We're going to meet them later, aren't we?
- 5 He shouldn't be here, should he?
- 6 They can't come tomorrow, can they?

PRONUNCIATION

Aim

to practise falling and rising intonation in tag questions

- 8**  **55** Play the recording. Ask students to listen and note whether the intonation rises or falls on the question tag. You could ask them to look at the audio script on page 205 of the Student's Book and draw the intonation arrow above each tag question in pencil. Let students compare their answers in pairs before checking as a class.
- You may wish to play and record the dialogues more than once to help students hear and note the intonation. However, note that some students may find intonation hard to hear, so don't spend too long on this if students are struggling.
 - Organise the class into pairs to practise reading the dialogues. Go round and monitor, and prompt students to use good intonation.

Background language notes for teachers

Question tags can either be 'real' questions where you want to know the answer, or simply comments when we are asking for agreement, and when we already know the answer.

- If the question tag is a real question we use rising intonation. Our tone of voice rises.
- If we already know the answer we use falling intonation. Our tone of voice falls. Notice that when making a request (e.g. *You couldn't pass me the salt, could you?*), intonation falls at the end, but the overall intonation pattern should be broad – the broader the intonation pattern, the politer the request.

9 This activity provides accuracy practice of using rising intonation to show genuine questions. After students

have prepared some questions, organise them into pairs or small groups to practise asking and answering questions.

10 This activity provides accuracy practice of using falling intonation to show comments. After students have prepared some comments, organise them into new pairs or small groups to practise commenting and replying.

- Use the opportunity in feedback to point out good examples of intonation that you heard during the practice stages of Exercises 9 and 10, and to correct any errors you heard.

Optional extra activity You could use the following as a final 'outro' speaking activity or as a warmer or revision activity elsewhere in the lesson. Read out the instructions below and ask students to make a list of the topics they should prepare:

Imagine you are at a party. You are going to start conversations with some other students about the subjects below. Spend five minutes planning how you will begin each conversation.

- 1 the weather
- 2 what they're wearing
- 3 a queue you're in
- 4 something you overheard
- 5 a recent sports game
- 6 a topic of your choice

Now start conversations with another student using your ideas. After two minutes, think of a reason to stop – and start a different conversation with a new partner someone else.

VOCABULARY Talking about parties

Aim

to learn a set of vocabulary around the topic of talking about parties

11 Start by eliciting the definition of *chat me up* from the class to model the activity. Ask students to match the words and meanings individually then check with a partner.

- In feedback, use the opportunity to ask questions and give further examples (see below) to check that students fully understand the words. Drill some of the words to practise the pronunciation.

Answers

- 1 chat me up = h; get lost = a (point out the difference between *chatting to someone* (= having a conversation) and *trying to chat them up* (= trying to impress someone of the opposite sex, to start a relationship). Ask: *Are there any other times when you might tell someone to get lost?* (if they say something rude to you, for example)
- 2 marquee = b (a big tent where people sit and eat or drink)
fortune = d (*spend a fortune* = pay a lot of money; point out that you can also *make / lose a fortune*)
- 3 break it up = g (stop it); out of hand = f (out of control); point out you can *break up* a party, a fight, an argument. Parties, arguments, situations and people can all get *out of hand*.
- 4 burst into tears = j (point out you can also *burst out laughing*)
- 5 turned up = i; went to waste = e
- 6 left out = c (point out you can *feel a bit left out* = feel ignored)

12 Organise the class into small groups of four or five to discuss the questions. In feedback, elicit any interesting experiences students have had.

Optional extra activity 1 It is a good idea to share one or two of your own experiences of parties with students, either as a model before they speak, or as a live listening afterwards.

Optional extra activity 2 Note down all the errors you heard during the discussion a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

VIDEO 5: THE REAL INDIANA JONES

Student's Book page 94

Aim

to give some insight into the life of an archaeologist and some of the difficult situations they have to deal with; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the picture and to read the short introduction. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting language on the board. Encourage student ideas at this stage, information will be given in the video.


Answers

Subjects include geology, physics, chemistry, and history, art and literature

In the photo, the archaeologists are setting up some sort of structure to help them with the dig (in Harappa, Pakistan).

Culture notes

Indiana Jones is a character in a series of Steven Spielberg films, in which he is played by Harrison Ford. He is a university archaeologist who goes off on exciting adventures in search of amazing historical objects.

2  **19** As students watch the video, they should make notes about each topic. Ask them to copy the topic headings into their notebooks first, leaving space to write beneath each heading.

- Organise the class into pairs to compare their answers. In feedback, build up notes on the board under the different headings. Don't expect students to get the exact words; just the ideas is enough.

Answers**Politics**

You may be working with governments that are not democratic. They may think you ask too many questions. They may suspect you of trying to steal the artefacts. They may worry you'll end up taking the glory if you discover something interesting.

Environment and climate


You could get snakes, scorpions or centipedes in your sleeping bag! You could be working in extreme weather, either cold and damp or very hot, which can lead to sunstroke, dehydration. You could get injured in a remote location miles away from hospitals and need to be airlifted to hospital by helicopter.

Infrastructure

There could be poor local infrastructure and services, e.g. airplanes that burst into flames, etc.

Preparation

You need loads of data before you go out; you need to do your research. Otherwise, you'll be wasting your time.

3  **19** Organise the class into pairs to discuss the questions and match the words.

- In feedback, check with the whole class that students understand what each word means. Elicit example answers to the other questions.

Answers

1 Politics: democratic, outsider, trafficking

Environment and climate: scorpion, sleet, slippery

Infrastructure: FAA standards, flames, services

Preparation: data set, geological map, research


- 2 To reassure local governments that you're not there to take the glory from their national cultures. Also makes it easier to get permits, etc.
- 3 In case you injure yourself in a remote area and need to be airlifted to hospital.
- 4 As an example of how poor the local infrastructure can be.
- 5 Because you'll waste your time by not understanding the terrain, the culture, the local context, etc. This will all make your work harder.

4 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students a minute to read the questions and to ask about anything they're not sure of.
- Put students in pairs or small groups and give them seven or eight minutes to discuss the questions.
- Monitor students' discussions, and help with pronunciation if necessary.
- When most students have finished, stop the class and give some feedback, either by retelling one or two stories for the whole class or by asking students to correct or fill in gaps in sentences you've written on board, based on what you heard students saying.

Optional extra activity For homework, you could ask students to research the topic of archaeology further and find out about an important dig in their country or their part of the world. Begin the next lesson with a brief discussion of their findings.

Understanding fast speech

5 and 6  **20** Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said. Allow them to practise saying the extract again.

Video script  19

Patrick Hunt: Some of the obstacles that archaeologists encounter, on an often daily basis, include the geopolitics of the places where you're doing the archaeology. You may be working with governments that are not democratic. They may perceive you as asking too many questions. They may, sometimes, uh, wonder if you're taking the objects from their patrimony, their culture and stealing them and maybe trafficking in artefacts.

They may worry that you'll discover something that their archaeologists should discover, because you're an outsider, and maybe they'll think that you'll be taking the glory from their national heritage group. That's why we try to collaborate as often as possible with other archaeologists from those cultures. So we share the work and it makes it easier to get the permits if we collaborate with other archaeologists. And some of the obstacles are not just political, some of them are physical. For example, sometimes you're in a sleeping bag and you don't realise it until you climb in that you're sharing your sleeping bag with other things. It's, you have to check very carefully. I've shaken out many a scorpion, or centipede, or even snakes from sleeping bags, depending on where you are.

Sometimes, the physical challenges of working in a place include very extreme temperatures. In the Alps, it can be snow and sleet and rain, in cold temperature. In the desert it can be high temperature and aridity, so that you can be dehydrated or sunstroke, can hit you. The mountains may be of rock that is so slippery you can fall easily and break bones. You're not close to, you know, you may be in a remote location where there's, there's no ambulance that can come get you. You might have to have helicopter insurance instead. And, you can also, be dealing with local infrastructures in a developing world that may not have the best services. Sometimes, I can tell you from experience, that I've been on planes that have caught on fire where the whole wing is engulfed in flames because it's not maintained by American FAA standards. There are all kinds of obstacles that you can have.

But one of the worst obstacles is not being prepared to go on the field. Not doing your prepping, not doing your homework. Someone has said that half of archaeology is done in a library. And certainly it's true that you have to have a huge amassed data set before you ever engage in the field. So the research that goes beforehand is really important.

You can get out in the field and find you can't ask the right questions because you didn't prepare enough, you didn't know enough about the culture, the time, the place. And you can be out in the field and you can see the geology in front of you, but what's underneath you thirty feet? If you haven't looked at a geological map beforehand, to know what the underlying geomorphology is, you're losing some of the data too, so good preparation is a huge asset for field work.

REVIEW 5**Student's Book page 95****Aim**

to consolidate vocabulary and grammar from Units 9 and 10

Answers**1**

- | | |
|-----------------------|-----------------------|
| 1 I'm going to set up | 5 would've called |
| 2 will have worked | 6 would |
| 3 wasn't | 7 had spoken |
| 4 is going to go | 8 comes, I'll go back |

2

- 1 had turned up
- 2 couldn't drive me
- 3 will have been trained
- 4 wouldn't have got
- 5 it doesn't cost
- 6 isn't very stimulating, is

3

- | | | |
|-------|---------|---------|
| 1 can | 5 goes | 9 shall |
| 2 am | 6 have | 10 up |
| 3 had | 7 doubt | |
| 4 be | 8 bound | |

5

- | | | | | |
|-----|-----|-----|-----|------|
| 1 e | 3 g | 5 d | 7 h | 9 j |
| 2 a | 4 f | 6 i | 8 b | 10 c |

6

- | | |
|-------------|----------------|
| 1 Welcome | 6 overview |
| 2 hands | 7 move |
| 3 surprise | 8 review |
| 4 closer | 9 highlighting |
| 5 outlining | 10 conclude |

7

- | | |
|---------------|-------------|
| 1 employees | 5 realising |
| 2 emotionally | 6 solidly |
| 3 rewarding | 7 promotion |
| 4 novelty | |

56 and Answers to Exercise 4

- 1 If you're struggling to cope, maybe you should delegate more.
- 2 I guess things'll improve once I get the hang of the new system.
- 3 If the worst comes to the worst, you'll just have to hand in your notice.
- 4 It was a shame all that food went to waste, wasn't it?
- 5 If it hadn't been for her, I wouldn't be where I am today.
- 6 With anyone else I would've felt awkward, if they'd said that.