



PRONUNCIATION

UNIT 1

Sentence stress

Aim: Students identify and stress the most important word in phrases and short sentences.

- 1  1.12 Students listen to the recording while reading the dialogue.
- 2 The positive words which show that Linda likes Henry's idea are *great*, *fun* and *definitely*.
- 3  1.13 Students listen and repeat.



EXTRA INFORMATION

- Emphasising the most important words in short phrases and sentences helps students to recognise the importance of stress and intonation to convey meaning.
- Explain to students how stressing positive words shows enthusiasm.

UNIT 2

Word stress

Aim: Students identify and say the stressed syllables in thinking verbs.

- 1  1.17 Students listen to the recording while reading the dialogue.
- 2 Ask students to identify the one-, two-, and three-syllable verbs in the dialogue. One syllable, blue: *know*, *think*; two syllables, red – with stress on second syllable: *believe*, *suppose*, *forget*; two syllables, red – with stress on first syllable: *wonder*; three-syllable words, green – with stress on the first syllable: *recognise*, *concentrate* and with stress on the second syllable: *remember*.
- 3  1.18 Students listen and repeat.



EXTRA INFORMATION

- Teachers could tell their students to try putting the stress on each syllable in turn. We tend to be able to 'feel' which one is right (Say: *remember*, *remember*, *remember; which one sounds the best to you?*).

UNIT 3

Words ending with schwa /ə/

Aim: Students identify and say words ending with the schwa /ə/ phoneme, including comparatives ending in *-er* and words spelled *-or* and *-ure*.

- 1  1.22 Students listen to the recording while reading the dialogue.
- 2 Ask students to identify and say the words ending in the schwa /ə/ (*monster*, *computer*, *river*, *adventure*, *Webster*, *doctor*, *actor*, *Baker*, *longer*, *shorter*, *dinner*, *after*, *funnier*, *super*, *burger*, *dinner*). Remind students that the final syllable in each of these words is very short.
- 3  1.23 Students listen and repeat.



EXTRA INFORMATION

- The schwa is an important phoneme as it is often used in unstressed syllables, regardless of the spelling of the syllable (e.g. *actor*, *future*, *colour* and *banana*). Your students may say word endings the way they're spelled if they don't use the /ə/ correctly.
- You can help students to say this phoneme by explaining that it is the shortened /ɜ:/ sound (e.g. *verb*, *purple*).
- The schwa gives English its characteristic rhythm and when speakers don't use it they tend to sound unnatural and wooden.

UNIT 4

The short /ʌ/ vowel sound

Aim: Students identify and pronounce the short /ʌ/ sound in words, including those with irregular spellings (e.g. *come*, *Monday*, *young*, *doesn't*).

- 1  1.31 Students listen to the recording while reading the poem.
- 2 Ask students to identify and say the words with the /ʌ/ sound (*cousin*, *London*, *coming*, *Monday*, *young*, *lovely*, *funny*, *loves*, *sun*, *running*, *jumping*, *doesn't*, *studying*, *money*).
- 3  1.32 Students listen and repeat.



EXTRA INFORMATION

- If this short phoneme isn't found in the speaker's own language, it can be difficult for them.
- The irregular spellings of this phoneme also cause confusion. When written with letters other than *u* (e.g. *Monday*, *young*), students tend to pronounce the words the way they're spelled.
- You can help students to pronounce these words correctly through rhyme, for example, *Monday* rhymes with *Sunday*; *one* and *done* with *sun*; *come/sum*; *money/funny*; *does/buzz* and *young/sung*.

UNIT 5

Strong and weak forms of *been*: /bi:n/ and /bɪn/

Aim: Students practise the strong and weak forms of *been* /bi:n/ and /bɪn/.

- 1  1.36 Students listen to the dialogue while reading.
- 2 Students identify and practise saying the two pronunciations of *been*: *Where have you **been*** /bi:n/?; *I've **been** /bɪn/ hiding in the kitchen*. Students try to find the word that sounds exactly the same as the weak form of *been* in the dialogue (*bin*).
- 3  1.37 Students listen and repeat.



EXTRA INFORMATION

- The weak form /bɪn/ is much more common than the strong form /bi:n/.
- The weak form is pronounced with the short /ɪ/ vowel sound. This is also used in other unstressed syllables (*waited* /'weɪtɪd/; *dishes* /dɪʃɪz/; *kitchen* /'kɪtʃɪn/), although the schwa is the most common weak form.
- Some English language learners find it difficult to hear the difference between the long /i:/ and the short /ɪ/ vowel sounds. Ask students to exaggerate the manner of articulation to help them to say and hear the phonemes. For /ɪ/ the lips are only slightly open, in a 'square' shape; for /i:/ the lips are spread in a thin smile and the sound is longer.

UNIT 6

/f/, /v/ and /b/ consonant sounds

Aim: Students identify and say words containing the /f/, /v/ and /b/ phonemes (e.g. *forest*, *village*, *beach*).

- 1  2.04 Students listen to the recording while reading the sentences.
- 2 Ask students to find and say the words with the three phonemes: /f/ *beautiful*, *forests*, *farms*, *fantastic*, *for*, *fishing*, *Friday*, *forget*; /v/ *visit*, *village*, *of*, *Victoria*, *river*, *souvenir*, *very*, *never*; /b/ *beautiful*, *by*, *buy*, *buildings*, *buses*, *beach*.
- 3  2.05 Students listen and repeat.


EXTRA INFORMATION

- All three phonemes are made at the front of the mouth. The /f/ and /v/ sounds are an unvoiced and voiced consonant pair. The front teeth are placed on the bottom lip, but when producing the /v/ phoneme, the voice is used. Teachers could ask students to put their fingers on their throat when saying the two sounds to feel the vibration.
- Point out to students that both the strong *of* /ɒv/ and weak *of* /əv/ are pronounced with the /v/ sound.

UNIT 7

Intonation of question tags

Aim: Students identify and use correct intonation in question tags.

- 1  2.08 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the sentences where the speaker's voice rises at the end (*You do want to come, **don't***

you?; *You're not afraid, **are you?***). Explain that in these sentences the speaker doesn't know the answer to their question. Then ask students to identify the question tags with falling intonation (*I don't really know Jane, **do I?***; *They're big dogs, **aren't they?***). In these sentences the speaker knows the answer, so the intonation falls.

- 3  2.09 Students listen and repeat.



EXTRA INFORMATION

- The intonation in question tags depends on whether the speaker knows the answer to their question or not. In the example, Sam is surprised by Max's hesitation and fear so his voice rises. Compare: 'I don't like fish, do I?' (I know I don't like fish) to 'You're not afraid, are you?' (I don't know if you're afraid).

UNIT 8

The /ju:/ sound

Aim: Students identify and say words containing the /ju:/ sound (e.g. *you*, *student*, *university*, *computer*, *music*).

- 1  2.13 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words containing the /ju:/ sounds (*you*, *Stewart*, *students*, *music*, *computing*, *university*, *unusual*, *future*, *reviews*, *newspapers*).
- 3  2.14 Students listen and repeat.



EXTRA INFORMATION

- The /ju:/ sound can be spelled in many ways (*Tuesday*, *usual*, *you*, *few* and *view*).
- In American English, some words may be pronounced with the /u:/ sound instead (e.g. *news* /nu:z/, *student* /'stu:dənt/) but many other words such as *music*, *computer* and *usually* are pronounced as they are in British English.

UNIT 9

/tʃ/ and /dʒ/ consonant sounds

Aim: Students identify and say words containing the voiced /dʒ/ and unvoiced /tʃ/ phonemes (e.g. *Jane* and *choose*).

- 1  2.17 Students listen to the recording while reading the dialogue.
- 2 Ask students to find and say the words with the /tʃ/ (*choose*, *Charlie*, *chess*, *changed*, *teacher*, *coach*, *chance*, *champion*) and /dʒ/ sounds (*journalist*, *journalism*, *Jane*, *dangerous*, *job*, *changed*, *Geography*, *just*, *joined*).
- 3  2.18 Students listen and repeat.



EXTRA INFORMATION

- /tʃ/ and /dʒ/ are an unvoiced and voiced consonant pair; the manner of articulation is the same for both phonemes: The top of the tongue is placed on the ridge behind the top teeth; we push the tongue off the ridge as we make a /ʃ/ sound to produce /tʃ/ or a /ʒ/ sound to make /dʒ/. When producing the /dʒ/ phoneme, the voice is used. Teachers could ask students to put their fingers on their throat when saying the two sounds to feel the vibration.
- The /dʒ/ phoneme has four spelling patterns: *jam*, *giraffe*, *orange*; *bridge*. The /tʃ/ phoneme is usually spelled *ch* (e.g. *chance*) but is also spelled *tch* (*watch*) and appears in some other words as *t* (e.g. *future*, *question*).

UNIT 10

/tʃ/ and /ʃ/ consonant sounds

Aim: Students identify and say words containing the unvoiced consonant sounds /ʃ/ and /tʃ/ (e.g. *show*, *chef*, *special*; *kitchen*, *much*, *picture*)

- 1  2.23 Listen to the dialogue. Students listen to the recording while reading the dialogue.
- 2 Ask students to find and say the words with the /ʃ/ (*show*, *chef*, *demonstration*, *special*, *Russian*, *dish*, *Patricia*, *sugar*, *shouldn't*, *finished*, *delicious*) and /tʃ/ sounds (*kitchen*, *Mitchell*, *watch*, *picture*, *temperature*, *chopping*, *cherries*, *much*).
- 3  2.24 Students listen and repeat.



EXTRA INFORMATION

- /tʃ/ and /ʃ/ are both unvoiced consonants. The /tʃ/ phoneme is produced by placing the blade of the tongue on the ridge at the top of the mouth cavity; we push the tongue off the ridge with our breath to make the sound. The /ʃ/ sound is made by putting the top of the tongue just below the ridge behind the top teeth and exhaling. The sound comes from the movement of air between the tongue and the ridge. To make a /tʃ/ sound, we push the tongue off the ridge as we make a /ʃ/ sound. The /ʃ/ phoneme is usually spelled with *sh* but some common words have irregular spellings (*chef*, *sure*, *Russia*, *station*).
- The /tʃ/ phoneme is most commonly spelled with *ch* or *tch* but is also found in words such as *temperature* and *question*.

UNIT 11

Intonation: rude or polite?

Aim: Students recognise how intonation can make someone sound polite or rude.

- 1  2.29 Students listen to the recording while reading the dialogue.
- 2 Ask students to tell you which sentences sound rude (*Put that bag down over there, please. Excuse me. Could you repeat that? Yes, put that bag down over there!*) and which sound polite (*I mean, could you repeat that politely? I'm terribly sorry. Put that bag down over there, please.*)
- 3  2.30 Students listen and repeat.



EXTRA INFORMATION

- English intonation has quite a wide range and flattening it can make someone sound uninterested or rude. Some language learners find it difficult to use the range with considered polite when making requests in English.
- Ask students to say other imperative sentences in polite and rude ways so that they can practise increasing their range and make a good impression when asking questions.

UNIT 12

Silent consonants

Aim: Students identify and say common words containing silent consonants (e.g. *listen*, *hour*, *should*, *mustn't*).

- 1  2.34 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words where the silent consonants are highlighted (*listen*, *walking*, *talking*, *hour*, *castle*, *should*, *empty*, *write*, *answer*, *know*, *mustn't*).
- 3  2.35 Students listen and repeat.

EXTRA INFORMATION

- Sometimes consonants are silent because they are part of a spelling pattern (e.g. *wr* is pronounced /r/ as in *write* and *wrong*; *kn* is pronounced /n/ as in *know* and *knit*; *al* is pronounced /ɔ:/ as in *walk* and *talk*).
- The letter *h* is only silent in four words (*hour*, *heir*, *honest*, *honour* – and *herb* in American English).
- The letter *r* is not pronounced when it's part of a vowel sound spelling pattern. Examples are *-er* endings (e.g. *mother*) where it is pronounced as the schwa /ə/. Most commonly, the letter *r* after a vowel indicates a long vowel sound, e.g. the *or* spelling in *sport* /spɔ:t/, the *ar* in *park* /pa:k/ and the *ur* in *turn* /tɜ:n/.

GET IT RIGHT!

UNIT 1

Present perfect vs. past simple

Focus: Students at this level often use the present perfect when it is more natural to use the past simple.

Write these two sentences on the board: 1 *I _____ (go) to New York three times.* 2 *I _____ (go) to New York last year.* Ask students to complete the sentences with the correct tense. Encourage them to discuss their ideas in pairs before you take feedback. Answers: 1 *'ve been*; 2 *went*. Explain/elicite that we choose between the present perfect and the past simple to talk about a past action depending on whether we are saying exactly when in the past the action happened. It doesn't matter if the action occurred 5 minutes ago or 5 years ago. The moment we include a past time expression, we need to use the past simple. Focus students on the example before they complete the exercise.

Answers

- 1 Yes, I have. I saw it yesterday.
- 2 Yes, I have. I have been there two times.
- 3 Yes, I have. I visited them a few days ago.
- 4 Yes, I have. I saw him five minutes ago.
- 5 Yes, I have. I (have) changed it for a better one.
- 6 Yes, I have. I earned over £100 last week.

UNIT 2

Present perfect with *for* or *since*

Focus: Students at this level often use the present simple to talk about an action or state that began in the past and continues in the present when actually the present perfect is required.

Begin by reviewing the use of *for* and *since*. Ask students to stand up behind their chairs and as you call out time expressions, students should take a step to the left for *for*, for example, *three years*, or to the right for *since*, for example, *yesterday*. Focus students on the example sentence and ask these concept-check questions: *Did I know him in the past/three months ago?* (yes); *Do I know him now?* (yes); *Which tense do we use?* (present perfect). Refer students to the example in the exercise and instruct them to make sentences by combining the two pieces of information.

Answers

- 1 We have been friends since we were ten.
- 2 I have not seen her since I was five.
- 3 I have worked in the newsagent's for two years.
- 4 You have lived in Madrid for six months.
- 5 My family have not travelled abroad since 2010.
- 6 I have earned £100 over the last week.

UNIT 3

Comparatives and *than*

Focus: Students at this level often have difficulties with the form of comparative structures.

Review/elicite the rules for forming comparatives and make sure that students understand that if a comparative adjective has *-er/-ier* at the end, then we don't need to use *more*. Write this sentence from the article on page 31 on the board: *Most Hollywood films are more expensive than Monsters.* Ask students to correct it. (Answer: ~~that~~ *than*). Focus students on the exercise. Ask them to compare answers in pairs prior to whole-class feedback.

Answers

- 1 I am much happier than before.
- 2 If you go to Europe, the weather will be better in July than in February.
- 3 Which is older, soccer or rugby?
- 4 The beaches are cleaner in the countryside than in the city.
- 5 It will make you fitter and healthier.

UNIT 4

Any vs. - (no article)

Focus: Students at this level often fail to include *any* when it's necessary in questions and negative statements. Students also sometimes mistakenly use *any* when it's *not* necessary in positive statements.

Write on the board: *Have you got brothers or sisters? I've got three sisters. I haven't got brothers.* Ask students to insert the two missing words. Encourage them to share their ideas in pairs and elicit the answers in whole-class feedback: *Have you got any brothers or sisters? I've got three sisters. I haven't got any brothers.* Elicit that *any* is used in questions and negative statements but not in positive statements. Direct students to the exercise and do number 1 as a class.

Answers

- 1 In the countryside there aren't any discos.
- 2 I didn't take any notice of it and deleted it again.
- 3 I have been doing homework.
- 4 We need time to work on this.
- 5 I have been here for four months and I can't live here any longer.
- 6 Do you have any money I can borrow?

will vs. should

Focus: Students at this level often mistakenly use *will* when *should* would be the most appropriate form in English.

Focus students on the examples in the box and highlight that *should* is used to give advice or make recommendations and that *will* is used to talk about the predicted results of a future event. Elicit that *will* is used in the first conditional by writing this sentence on the board and asking students to complete it: *If it rains tomorrow, I _____ take the bus.* (Answer: *will/'ll*). Ask students to complete the exercise. Encourage them to focus on the meaning of each sentence and perhaps ask them to work in pairs. In whole-class feedback prompt students to explain their answers.

Answers

- 1 In my opinion, you should not move school.
- 2 If you like the seaside, you should go to the south coast.
- 3 If we do it that way, it will be a disaster.
- 4 On this diet, you must eat healthy food, and you shouldn't drink fizzy drinks.
- 5 I'll meet you there if you like.
- 6 Should we study everything for the test or just this unit?

UNIT 5

Present simple or present continuous vs. present perfect continuous

Focus: Students at this level often mistakenly use the present simple or present continuous to talk about actions that began in the past and continue into the present when they should be using the present perfect continuous. This is effectively an extension of the focus in *Get it Right* unit 2.

Books closed. Write on the board: *I moved into this house three years ago. I live in this house now.* Ask students to work in pairs to write one sentence connecting both pieces of information. Give them a couple of minutes then refer them to the box on page 123 to check their answers. If students ask, acknowledge that *I've lived in this house for three years* is also correct. Ask students to complete the exercise reminding them to think about the time within which each action takes place.

Answers

- 1 I have been trying to do that for ages, but I can't manage it.
- 2 How long has Michael been learning English?
- 3 I always go to work by train, because I live far away.
- 4 His friends laugh every time he tells that joke – I don't know why.
- 5 I need to fill in your address – where do you live?
- 6 Since last Wednesday I have been going to karate lessons.

UNIT 6

Future with will

Focus: Students at this level often misuse *will* when the present simple is required or, conversely, fail to use it, opting for the present simple, when *will* is the most appropriate form.

Make sure students understand that *will* is just one of the many ways to talk about the future in English. It expresses the speaker's level of certainty about the future which, in objective terms, equates to a future prediction. It's also key that students understand that we follow these time expressions with the present simple when referring to future time: *when, if, before, after, as soon as, unless*. This is referred to as the condition clause in the rule box on page 61. Students then correct the sentences in the exercise and compare answers in pairs before you check with the whole class.

Answers

- 1 We normally go there every Wednesday.
- 2 I think I know what you mean.
- 3 So I will see you on the 15th.
- 4 I'm sure you will want to go there when you see these pictures.
- 5 When I get home, I'll send you a text.
- 6 Who will win the next football match?

UNIT 7

Future forms and time phrases

Focus: Students at this level often put time phrases immediately after the verb to which they correspond but they should come after the verb + object phrase, typically right at the end of the sentence.

Focus students on these sentences from the stories on page 67: *The film opens in the UK on Friday. Shirley Williams will not be able to compete in the European Championships in Helsinki next month.* Nominate students to come to the front of the class to underline the time expressions in each sentence (*on Friday* and *next month*). Ask students: *Do these come before or after the verb?* (after the verb); *Do they come immediately after the verb?* (no). Clarify that the object or complement of the verb will come first. Do number 1 as a class. Then ask students to complete the exercise individually. Students check answers in pairs before you check with the whole class.

Answers

- 1 He will look at my project this week.
- 2 I can't help you straight away, but I will as soon as I can.
- 3 I'll do what you've suggested immediately.
- 4 Will you have it finished by Friday?
- 5 I will talk to him now.
- 6 I bet he won't do it like that next time.

Question tags

Focus: Students at this level often use the wrong auxiliary verb in question tags.

Revisit the rules on page 71 and focus students on the example in the exercise. Ask students: *Why do we use*

isn't and not doesn't? (because we use the same verb *be* in the tag as in the main clause); *When do we use 'do' in the tag?* (when the verb isn't a modal or auxiliary verb). Students correct the tags, writing the corrected sentences in full then compare answers in pairs before you check with the class.

Answers

- 1 He is working on his project, isn't he?
- 2 We have always wanted to travel, haven't we?
- 3 That doesn't sound very interesting, does it?
- 4 You don't finish work at 6 p.m., do you?
- 5 It would probably be too far to walk there, wouldn't it?
- 6 He's driving much too fast on these wet roads, isn't he?

UNIT 8

used to vs. usually

Focus: Students at this level often don't realise that *used to* can only be used in English to refer to the past. They frequently and mistakenly use *use(d) to* to talk about present habits, rather than *usually* + present simple.

Books closed. Write this sentence on the board: *I used to go running in the park three times a week*. Ask students: *Does this refer to a present or a past habit?* (past); *How can we transform this into the present to talk about a habit that we have now?* (I usually go running in the park three times a week.) Clarify that *I use to go running in the park* is not a correct structure in English. Refer students to the exercise. Ask them to complete it and check in pairs before you check as a whole class.

Answers

- 1 If I have time, I usually play computer games in the evening.
- 2 When I was younger I used to listen to pop music all the time.
- 3 They usually hang out every Saturday night so that's when I see them.
- 4 We used to buy clothes twice a year, but now that we have extra money we go shopping more often.
- 5 Now that I go to the tennis club, I usually get home late.
- 6 I used to go on camping holidays, but that was a long time ago.

Second conditional tenses

Focus: Students at this level often use the wrong tenses, in the *if* and main clauses, in second conditional structures.

Revisit the rule box on page 79. Alternatively, ask students to complete the following on the board, referring to the examples they underlined in the web forum on page 78 to help them:

If + subject + 1 _____, subject + 2 _____ + infinitive (Answer: 1 *past simple*; 2 *would*). Make sure students understand that while the whole of the *if*-clause can come before or after the result clause, inside the *if*-clause, we have to use the past simple not *would*. Do number 1 as a class, then instruct students to complete the exercise by themselves.

Answers

- 1 If you answered my email I would be very pleased.
- 2 It would be fantastic if you came to visit me.
- 3 If I found your mobile, I would bring it on Monday.
- 4 I would be very grateful if you could meet me at 11 on Sunday.
- 5 If I broke this vase, my parents would be angry.
- 6 I would love it if you could visit me in the holidays.

UNIT 9

Present simple passive vs. past simple passive

Focus: Students at this level frequently confuse the present and past simple passive.

Remind students that when talking about actions which continue into the present or when describing habitual present actions, we use the present of *be* when forming the passive. If an action is firmly rooted in the past, then the past form of *be* is required. Consider staging the exercise as follows; first, students underline the passive form within each sentence, then they decide when the relevant action took place, and finally correct the form of *be*. Ask students to check their answers in pairs before you check with the whole class.

Answers

- 1 I always keep shopping until the mall is closed.
- 2 I was born in Britain and have lived here since then.
- 3 I'm proud that my town was chosen as City of Culture.
- 4 The hotel is located in front of the beach, so that will be very convenient.
- 5 Ten minutes later my tent was flooded and I had to leave it because everything was wet.
- 6 I was given a puppy for my last birthday.

UNIT 10

Past perfect vs. past simple

Focus: Students at this level frequently confuse the past perfect with the past simple.

Review the rules for using the past perfect and past simple by writing these sentences from the story on page 93 and asking students to complete it: *She _____ (set) a new record when she _____ (spot) species number 8,000. Nobody _____ (spot) so many different bird species before*. Students refer to the examples on page 94 to check their answers. Make sure students understand that when we want to connect two past actions, and we want to situate one as having happened before the other, we use the past perfect for the earlier action and the past simple for the later one. Work through the exercise as a class.

Answers

- 1 Our PE teacher taught us the rules of tennis and we started to play.
- 2 I had come home from school when it happened.
- 3 I didn't give the teacher my homework yesterday because I'd left my bag at home.
- 4 When we had finished eating and drinking we went for a walk in the town centre.
- 5 Do you like these jeans? I bought them yesterday.
- 6 The letter was from Brown University – they accepted me!

UNIT 11

say vs. tell

Focus: Students at this level often confuse *say* and *tell* in reported speech. *Say* + direct object pronoun is a common error.

Books closed. Write these sentences on the board: *I said/told her I was coming to Italy. I said/told I would go this Summer.* Ask students to choose the correct word in each case. Give them a minute or so to discuss in pairs, then do class feedback by asking for a show of hands for each sentence. Try to elicit the rule in open class. Give them a hint by saying there is no real difference in meaning between *say* and *tell* but there is a difference in form. Refer students to the box on page 126 to check their ideas. Students work through the exercise in pairs before you check answers as a whole class.

Answers

- 1 My parents said that you can come along.
- 2 (correct).
- 3 As they said, it is a very big sports centre with a lot of facilities.
- 4 I want to tell you about this great new computer game.
- 5 I don't know who I can tell about this problem.
- 6 (correct).
- 7 Did you tell her on what day and at what time she has to be here?
- 8 The customer has made a complaint – he says that his order hasn't arrived yet.

UNIT 12

let vs. make

Focus: Students at this level often use *let* when *make* is the more appropriate verb and vice versa.

Write these sentences on the board: *My parents let me go to the party. They made me come home at 11.00.* Check meaning by asking: *Did I have permission to go to the party?* (yes); *Did I want to go to the party?* (yes); *What time did I come home?* (11.00); *Was that my choice or my parents'?* (my parents'). Establish that *make* generally refers to an action that isn't completely of the subject's own volition or within their control. Collocation will also dictate which of these two verbs is most appropriate in many cases, for example, *let me ask you; let someone know; it makes someone think; make a film.* Refer students to the exercise. Encourage them to agree on their answers in pairs and then do whole-class feedback.

Answers

- 1 You can go ahead – I won't make you wait for me.
- 2 Let me ask you something – do you have any plans for Saturday?
- 3 Could you let her know I'll be late?
- 4 That document really makes you think about the problems caused by pollution.
- 5 They can't make us stay late if we don't want to.
- 6 If you help me tidy the house and prepare the food, I'll let you invite your friends to the party, too.