


WELCOME

Student's Book page 4–5

A THAT'S ENTERTAINMENT


let and allow

1  1.02 Before the class, write these warm-up questions on the board: *How often do you do exams or tests at school? What is the total number of exams you take in a school year? In which subjects do you do the most tests or exams? Do you find it easy to revise for exams? Do your parents tell you to study more?* Ask students to discuss the questions in pairs. Monitor to ensure students are speaking in English and to praise those who are attempting to expand on their answers. The focus in this early stage in the course should be on creating a positive and supportive environment within which students feel at ease to communicate in English. After a few minutes, nominate two or three pairs to report back to the class on what they discussed. Invite reactions and comments from the rest of the class. Tell students they are going to read a conversation between two girls about exams.

Ask students to read the dialogue quickly, ignoring the gaps, to answer question 1 from Exercise 2: *How is Kim feeling? Why?* Ask students to compare answers in pairs and then do a quick whole-class check. In this type of gap-fill exercise, it is always a good idea for students to read the whole text first for gist understanding and then to read a second time to complete the spaces. Do number 1 in open class as an example, before students complete the exercise individually. Allow them to compare answers with a partner before playing the audio to check.

Answers

1 feel 2 look 3 makes 4 cross 5 sound
6 allowed 7 talent show 8 songs 9 let
10 guitar 11 get

2  1.02 Before playing the audio again, ask students to answer as much as they can from memory. Allow them to do this in pairs. Students then listen to check their answers. Ask them to compare final answers in pairs before checking in open class.

Mixed-ability

Challenge strong students to cover the dialogue and do this as a listening. Allow weaker students to look at the dialogue as they listen to find and check their answers.

Suggested answers

1 She's angry because her dad says she's not allowed to be in the band which means she won't be able to play in the talent show next week. 2 It's four weeks until the exams finish. 3 She thinks Kim's dad is being unfair because Kim needs time to relax.

Optional extension

Play the recording again for students to try shadow reading. Here, students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise producing features of connected speech, such as rhythm and intonation. It's also lots of fun.

3 **SPEAKING** To help students create their lists, elicit possible answers to the questions in open class first. Students make individual lists and then compare in pairs or small groups. Ask students: *How similar are your lists?* Ask pairs to report back on the similarities and differences. If students are interested in this topic, hold a discussion on the extent to which they agree with what their parents (don't) allow them to do.

Music

The most obvious grouping is instruments vs. genres but encourage students to be creative and come up with their own groupings in pairs. If any pairs are struggling with this, suggest instruments vs. genres. During feedback, write instruments and genres on the board by eliciting the words that go with each. Also encourage students to describe different types of music and to explain the most important instruments within each genre. Ask students if they thought of any alternative ways of classifying the words.

Possible answer

Musical instruments: drums, violin, guitar, piano
Musical genres: classical, jazz, pop, rap

Optional extension

If time allows and you have access to the Internet, put students in small groups and ask them to choose a piece of music that they all enjoy. They should make notes on at least three things they like about it. When groups are ready, ask them to present their piece of music in open class before watching a video clip on the Interactive Whiteboard (IWB) if you're using one. Hold a class vote to decide on the best piece.

Verbs of perception

- 1 Books closed. Write these two lists of verbs on the board and ask students: *What's the difference between 1 and 2?*

1 *play, read, listen, drive*

2 *like, love, understand, want*

Elicit that the verbs in list 1 are action or dynamic verbs and those in list 2 are state verbs. Ask students if they know any verbs which could go in both lists and write correct answers on the board. Give students an example to get them started:

I think you are great. (state); *I am thinking of buying a new laptop.* (action)

Books open. Focus students' attention on the two sentences. Ask them to try to complete them in pairs before referring back to the conversation to check their answers. In open class, do a quick check and elicit/point out that *look* in sentence 1 could be replaced with *seem/appear*, while *look* in sentence 2 cannot since it refers to the action of looking at something. Next, ask students to match the sentences and rules, again in pairs, before a whole-class check.

Answers

1 don't look 2 are you looking

Rule

2, 1

- 2 Ask students to complete the dialogues in pairs. Point out that they should use two different forms of the same verb in each dialogue, one in *simple* and one in *continuous* form. Many languages use these forms differently from English, so you may like to focus on this difference and ensure students really understand it by asking students to translate the sentences into L1.

Answers

1 'm tasting; tastes 2 smell; are ... smelling
3 are ... feeling; feels

- 3 To remind students of Kim's situation, refer them back to Exercise 1 and ask: *What isn't Kim allowed to do next week?* (play in the concert). Tell students they're going to write a dialogue between Kim and her dad about this. Monitor and give suggestions for how students could use verbs of perception. Once they've finished writing their dialogues, give students time to practise them before inviting one or two pairs to perform them for the class.

The big screen

- 1 **SPEAKING** Books closed. If you'd like a warm-up, ask students to write down the titles of three films that they have seen recently. Ask them to keep their titles a secret! Put students in pairs. Students take turns to describe the plot of each of the films they wrote down for their partner to guess the title. The first pair to guess all six titles wins. Monitor to ensure students are using English in their descriptions, but allow them to use translated titles if they do not know the English title.

Books open. Students work in the same pairs. During whole-class feedback, write an example for each film-type on the board and encourage class discussion to discover which the most popular genres are. If you have access to the Internet and time allows, you could take this opportunity to watch some trailers or favourite clips from some of the films.

Optional extension

Put students into AB pairs. Ask As to sit with their backs to the board. Play a film trailer for a film your students will know, with the volume off. Bs watch the trailer and simultaneously describe it to their partners, who have to try to guess the film.

- 2 Students scan the article to answer the question. Set a time limit of two minutes to encourage quick scanning. Allow students to compare answers with a partner before checking in open class.

Answers

action, comedy, drama, science fiction

- 3 Ask students to read the statements and underline key words to focus their reading. A statement is only *false* if there is information in the reading text explicitly contradicting it. If there is no information, the answer should be marked DS (*Doesn't say*). Students must only use information given in the text and not their general knowledge. As students do the exercise, urge them to underline key text in the article that supports their answers. During open class feedback, ask students to justify their answers by referring to the text they've underlined in the article.

Answers

1 T 2 DS The text does say that he's been making films for more than 30 years but we don't know how old he was when he started. 3 F He has made a number of successful films for adults. 4 T 5 DS There's no mention of Oscars.

- 4 **SPEAKING** In open class, elicit the names of some well-known directors and the films they have directed. If students are not aware of the names of directors of their favourite films and they have internet access, allow them to search for their names. Put students into small groups for them to discuss the questions. You could give them the task of agreeing on the best director or best film so that their discussions are directed towards achieving some tangible outcome. This can motivate teens to speak more than they might otherwise do. Monitor and praise students' efforts to express their ideas in English. Listen to some of their answers in open class and invite reactions from other students. Ask: *Did you like this film too? Why (not)?*

Optional extension

Write these film titles on the board: *Home Alone*; *Harry Potter and the Chamber of Secrets*; *Percy Jackson and the Sea of Monsters*; *Adventures in Babysitting*; *Mrs Doubtfire*; *Fantastic 4*; *Night at the Museum*; *The Help*; *Bicentennial Man*. Ask students to say which of the films they have seen and what they remember about them. Finally, ask each group to rank the films in order of preference before holding a class vote to discover which is the most popular film.

BACKGROUND INFORMATION

Chris Columbus (born 1958) is an American filmmaker. As well as directing 18 films including those mentioned in the article on page five, he has produced over 30 films including *Fantastic 4* and *Night at the Museum*.

Present perfect tenses

Students will have studied the present perfect before and should be familiar with the differences between the two tenses, but to see if this is the case, ask them to complete the exercise individually and monitor carefully. Allow students to compare answers with a partner before feedback in open class. If students struggle or would benefit from further practice, follow up with the additional support activity below.

Answers

- 1 have been playing; for
- 2 still; haven't watched
- 3 Have ... seen; yet
- 4 have been sitting; since
- 5 haven't missed; yet
- 6 has been saying; for

Additional support

Write these examples on the board (or some of your own):

- a *I've been writing this email for a whole hour.*
- b *I've written ten emails today.*

Ask students to discuss the difference in meaning between *I've been writing* and *I've written* in pairs. Try to elicit that the present perfect continuous is often used when we want to stress the **activity** and its **duration** more than the result of the activity, while the present perfect simple is used when we want to stress the **result** of the activity.

To clarify use of *since*, *for*, *still* and *yet*, write on the board:

- I've had this book since September.*
I've been reading this book for three months.
I still haven't finished it.
I haven't finished it yet.

Ask students to work in pairs to discuss the meaning of the underlined words. During class feedback, elicit that we use *since* with a specific point in time; we use *for* with a period of time; *still* is used to talk about something that is continuing, perhaps for longer than expected; and *yet* is used in negative sentences and questions to describe something that is expected to happen in the future. Draw students' attention to the position of each of these words relative to the verb.

TV programmes

- 1 Ask students to work in pairs. Monitor and encourage students to match all of the sentences, through a process of elimination where they're not sure. During feedback, elicit further examples of each type of programme to check understanding and to help students remember them.

Answers

- 1 sports programme
- 2 talent show
- 3 chat show
- 4 cartoon
- 5 sitcom
- 6 the news

- 2 Focus attention on the example sentence in open class and elicit the type of programme (game show). You may like to give another example of your own. Students work individually to write sentences. Monitor and check students are using the tenses. Note down any errors for later review.
- 3 **SPEAKING** Nominate one or two strong students to read out one of their sentences for the class to guess the type of programme being described. Students could continue this exercise in pairs or small groups.

Student's Book page 6–7

B TIME TO ACT

- 1 **SPEAKING** Books open. Focus attention on the photos and nominate a student to describe the first one. Students continue in pairs. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Elicit problems shown in open class and record any new vocabulary that emerges from this discussion on the board.
- 2 **▶ 1.03** Before playing the audio, reassure students that it's normal for them not to understand every word. Tell them to just focus on the task. Pause after each conversation for students to compare answers. During feedback, encourage students to give reasons for their answers and also ask them if any of the vocabulary from Exercise 3 was used.


Answers

- A-3 B-2 C-1

Audio Script Track 1.03

- 1
Man There's so much litter on the streets. It's disgusting.
Woman I agree. There's rubbish everywhere you look.
Man Why can't people just throw it in the bin? There are plenty of bins around.
Woman I guess they're just lazy, aren't they?
Man Not everyone does it, of course.
Woman But it only takes a few people to spoil everything, doesn't it?
Man Yes, unfortunately you're right.
- 2
Woman The smog in our city is getting worse and worse.
Man Yes, it's all those fumes from the factory, isn't it?
Woman That factory is nothing but trouble. They didn't ask us if we wanted it here, did they?
Man No, they never ask us what we want.
Woman Do you think all this pollution's monitored?
Man Well, I hope so. I mean, there are people who check on these things.
Woman Even if they do, it doesn't make our lives any better, does it?
Man I think we should do something.
Woman So do I, but what?

- 3
- Man Did you see all that flooding on the news?
 Woman Yes. Hundreds of homes were damaged, weren't they?
 Man It's such a shame.
 Woman And the politicians aren't really doing anything to help, are they?
 Man It isn't the sort of thing you'd expect to see here, is it?
 Woman No, it isn't. But then all this rain we've been having is really unusual.
 Man Do you think it's because of global warming?
 Woman No, I don't really believe in all that.
 Man Neither do I. Still, it is strange.

- 3  1.03 Before listening to the audio again, say words a–g for students to repeat. This will help them recognise the words when they hear them. Next, students predict answers in pairs based on their first listening. Play the audio for them to check their answers. Allow students to compare answers with a partner. During feedback, use the photos to clarify meaning of each of the items of vocabulary.

Answers

a 1 b 3 c 1 d 2 e 2 f 2 g 3

Optional extension

Put students into pairs/small groups and ask them to decide which three of the eight problems in Exercise 3 are the most serious in their country. Monitor and help with vocabulary. Hold a class vote to find out which of the problems the class thinks are most serious.

Question Tags

- 1 Do number 1 in open class. Elicit that if the verb in the main clause is positive, the verb in the tag is negative and if the verb in the main clause is negative, we use a positive verb in the tag. Students work with a partner to complete the exercise prior to open class feedback.

Answers

1 aren't they? 2 doesn't it? 3 isn't it? 4 did they?
 5 does it? 6 weren't they? 7 are they? 8 is it?

LANGUAGE NOTE

Students may find this concept a little difficult because of the way L1 works. They may produce statements like: *He's Carlos, is he? *It's raining, is it? Or even *It's cold, no?* In English the tag is generally the opposite of the verb in the main clause. We use a positive verb and a negative tag when checking information and when we expect the answer to be *yes*. We use a negative verb and a positive tag when we expect the answer to be *no*.

- 2 If you're short on time, set this exercise for homework. If doing this exercise in class, say the sentences for students to repeat altogether during feedback and draw attention to the intonation patterns. If it's a real question, our tone of voice rises. If we already know the answer, our voice falls. Sometimes the same sentence can have different intonation patterns depending on the context. From the six examples, all could have both intonation

patterns, but 3 and 5 would almost certainly be said with falling intonation.

Mixed-ability

Weaker classes: Ask students to read items 1 to 6 and underline the verb in the first part of each sentence. Students should also pay attention to the tense used in the statement. Do number 1 in open class as an example.

Answers

1 have you 2 aren't you 3 doesn't it 4 did it
 5 will it 6 didn't she

Fast finishers

Ask students to write three questions with question tags to ask their friends, for example *That film was good last night, wasn't it?*

So do I / Neither do I

- 1 Books closed. To gauge students' familiarity with this language point, read out these sentences and ask students how they could express agreement: *I go on holiday every summer; I don't like football*. Elicit: *so / neither do I*. Books open. Focus attention on the sentences and elicit answers in open class.

Answers

1 Neither 2 So

LANGUAGE NOTE


Students may make the mistake of thinking that *neither* makes a verb negative and make statements such as *A: I love going to concerts; B: Neither do I*. (meaning I don't). To disagree with a statement we simply repeat the auxiliary verb in the negative as follows: *A: I love going to concerts. B: I don't*, or in the positive; *A: I don't like swimming. B: I do*.

- 2 **SPEAKING** Ask students to complete the sentences so that they are true for them. In pairs, students take turns to read out their sentences and agree or disagree with what their partner says.

Optional extension

Put students into pairs. Give them three minutes to find as many things as possible that they have in common. Ask students to take it in turns to say a sentence. If their partner responds *so / neither do I*, they score one point. Tell students that they have to give honest answers! Students cannot copy each other's statements. The winners are the pair to find the most things in common.

Accepting and refusing invitations

- 1  1.04 Students order the dialogue in pairs. Play the audio to check answers. Focus attention on the underlined phrases and ask pairs which are used for inviting, which for accepting and which for refusing invitations. Do open class feedback on this.

Answers

1, 5, 7, 3, 8, 4, 2, 6

- 2 Ask students to invent their own dialogue between two friends using the underlined phrases. Monitor to make notes on students' intonation, but don't interrupt the flow of their conversations to correct them. Invite one or two pairs to perform their dialogue for the class. If intonation emerges as something worth practising while you're monitoring, focus on this by drilling phrases.

Party time

- 1 To introduce the topic, write the words *Party time* in the centre of the board. Put students into pairs or small groups and give them two minutes to make a list of as many things as possible that they would need to do in order to organise a party. Set a time limit, of say, three minutes and encourage competition. During feedback, ask the pair/group with the longest list to read it aloud while others tick off the things they also have. Finally, invite students to call out any extra ideas.
- 2 Students read the article to check which of the things from their lists are mentioned. Tell them to ignore the gaps at this stage. Take feedback on how many things were in the article.
- 3 Students work in pairs to complete the exercise. Check answers in open class and check/clarify understanding of the vocabulary. You could draw attention to the fact that *up* and *out* in *draw up* and *send out* have little meaning in themselves.


Answers

- 1 somewhere 2 get 3 everyone 4 draw up
5 send out 6 everything 7 hire 8 pay 9 organise
10 decorate

Optional extension

To focus on memorising collocations, put students into AB pairs. As close their books. Bs call out the first part of a collocation, e.g. *get* for B to complete it (permission).

Indefinite pronouns

- 1  1.05 Write *everywhere*, *somewhere* and *everything* on the board. Tell students that they all appeared in the article on page seven. Students look back at the article and find out what the pronouns refer to (*everything*: all the things you have to do to prepare for the party; *somewhere*: a place to hold a party; *everyone*: all the people you know). Establish that these pronouns refer to things which are not specific or definite. Elicit further examples, for example *everybody*, *nothing*, *somewhere*. Ask students to read the dialogue quickly, ignoring the gaps, to answer the question: *What things have been organised and what things haven't?* Check answers quickly in open class. Students complete the dialogue in pairs. Play the audio to check answers.

Answers

- 1 everything 2 nothing 3 anywhere 4 everywhere
5 anyone 6 everyone 7 nowhere 8 something
9 somewhere 10 everything

LANGUAGE NOTE

Students might say sentences such as **Everything are ready*, or **Everybody are tired*. Indefinite pronouns are singular and are therefore followed by the singular form of a verb. *Everything is ready. Everybody is tired*. A common mistake is the use of double negatives (e.g. **I don't know nothing*) instead of a negative verb with an indefinite pronoun (*I don't know anything*). Students may find it useful to translate the indefinite pronouns into their own language and compare them.

- 2 Ask students to read the instructions. Ask them: *How are Tom's Mum and Dad feeling?* (angry); *Why?* (Tom had a party and the house is in a mess.) Students complete the dialogue. Challenge stronger students to use four different indefinite pronouns.


Arranging a party

SPEAKING Put students into pairs or small groups. Perhaps tell them that there is no limit to the money they can spend and encourage them to use their imagination. Also tell them they should decide on who is going to do what in preparation for the party. If time allows, ask students to prepare an invitation. Monitor and help with vocabulary, but as this is a fluency activity, don't interrupt to correct errors unless these impede communication. For feedback, nominate groups to come to the front of the class to present their ideas.

Student's Book page 8–9

C IN MY OPINION

Feeling under the weather

- 1  1.06 To introduce the topic, tell students that a friend of yours' has a problem, for example; she has her driving test next week and she's really nervous. Ask students what advice you could give her. Write any interesting ideas on the board. Try to elicit *had better*, *should* and *ought to*. Tell students they are going to hear a conversation between a girl, Gemma, and her Mum. They should listen to find out what's the matter with Gemma. You could elicit one or two predictions in open class at this stage and then ask students to listen and check. Ask students to compare answers with a partner before doing a whole-class check. Did anyone guess correctly?

Answer

Gemma is tired because she isn't sleeping well.

- 2 Ask students to complete the exercise in pairs. During whole-class feedback, check understanding of the vocabulary by referring to the context provided in the conversation. Following feedback, ask pairs to practise the dialogue.

Answers

- 1 energy 2 should 3 took 4 physically 5 better
6 appointment 7 get 8 operation

- 3 Students can match verbs and nouns in pairs. Ask them to find the phrases in the conversation to check their answers before a quick check in open class.

Answers

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

- 4 Ask students to work in pairs or small groups to make a list of as many words related to health as they can. After two minutes, ask pairs/groups to rotate lists, read what their classmates have written and add more. After another two minutes, rotate lists again and repeat the procedure. After a few rotations, elicit words in open class and write them on the board for students to copy.

Giving advice

- 1 Ask students to look back at the conversation between Gemma and her Mum and underline any phrases used to give advice (*You should take more exercise; You'd better see a doctor.*) Ask students if they know any words which could replace *should* or *had better* without changing the meaning. Elicit/teach: *ought to*. Draw students' attention to the following patterns: *should / ought to / had better* + infinitive. Students complete the sentences with *should, ought to* or *had better*. Ask them to check answers with a partner before conducting feedback in open class.

Answers1 better 2 ought 3 should 4 should 5 better
6 ought**Fast finishers**

Ask students to write three sentences giving advice to someone who wants to learn to speak their language.

- 2 Ask students to complete this in pairs. Quickly check answers before students write another piece of advice for each problem. Monitor as they are doing this to check students are using *should, had better* and *ought to* correctly. Write any mistakes on the board, ensuring anonymity, for students to correct later. If you're short on time, set this exercise for homework.

Answers

1 c 2 a 3 b

- 3 **SPEAKING** Students work with a partner to transform the exchanges from Exercise 2 into mini-dialogues. Monitor to check students are using *should, ought to* and *had better* correctly. Draw students' attention to any mistakes and prompt them to self-correct. Make a note of any particularly good dialogues and listen to these during feedback.

Better or worse?

- 1 Books closed. To introduce this topic, show a picture of an Oscar statuette and ask students what it is. Elicit different Oscar categories. Ask: *Can you remember any films or people who have won Oscars? What did they win an Oscar for?* Ask students to make a list in pairs. Listen to some of their ideas in open class and then ask them to read the article quickly to see which, if any, are mentioned. Do brief feedback on this before asking students to read again, more carefully this time, in order to complete the exercise. Ask them to underline the parts of

the text that helped them find the answers. During feedback, ask students to quote the parts of the text they underlined. Ask: *Have you seen either of the films mentioned in the blog entry?*

Answers1 F He is really tired of them. 2 F *Twelve Years a Slave* won. 3 T 4 F He said he doesn't know anyone as stupid.

- 2 **SPEAKING** Students discuss the questions in pairs or small groups. Clarify any potentially problematic vocabulary before they begin speaking. Monitor and help with vocabulary as necessary. Nominate one or two students to report back to the class on their opinions and encourage further discussion.

BACKGROUND INFORMATION

The Oscars is the popular name for the annual film awards ceremony which has taken place in Hollywood every year since 1929. Awards include: Best picture; Best Director; Best Actor/Actress in a Leading Role; Best Actor/Actress in a Supporting Role and Best Visual Effects. Winners are decided by votes from the 5,783 members of the Academy of Motion Picture Arts and Sciences.

Gravity is a 2013 science fiction film directed by Alfonso Cuarón and starring Sandra Bullock and George Clooney. It tells the story of two astronauts who are stranded in space when their space shuttle is destroyed. It won seven Oscars including Best Director, Best Cinematography and Best Visual Effects.

Twelve Years a Slave is a 2013 film starring Chiwetel Ejiofor and Lupita Nyong'o based on an 1853 novel about the life of a slave in Louisiana. It won three Oscars: Best Picture, Best Supporting Actress and Best Adapted Screenplay.

Sandra Bullock (born 1964) is an American actress best known for romantic comedies such as *Miss Congeniality* (2000). She won the Oscar for Best Actress for *The Blind Side* (2009).

Comparisons

- 1 Do numbers 1 and 2 in open class and review use of *as...as* and superlatives. Students work individually to complete the exercise before comparing answers with a partner. During feedback, ask students which of the sentences feature a comparative and which a superlative. Elicit the form of regular adverbs (adjective + *-ly*). Ask students which of the sentences compare adverbs and elicit rules for doing this (Sentences 5, 7 and 8 compare adverbs. We use *more* + adverb + *than* and *as* + adverb + *as*.)

Answers1 as cold 2 best 3 more difficult 4 most interesting
5 more easily 6 not as bad 7 more quickly 8 loudly as

- 2 **SPEAKING** Put students in pairs to discuss the statements. Monitor but avoid error correction since the focus of this task is on fluency, not on accuracy. Make a note of any nice expressions that students use during the activity. At the end, write these on the board for the whole class to copy, and praise the student(s) who used them. Giving positive feedback like this will encourage students to use more variety in similar communication tasks. Nominate one or two pairs to report back on what they discussed with the rest of the class and invite reactions and further comments from the rest of the class.

- 3 This activity can be set as homework or done in class as a collaborative writing task. Tell students they are going to write a short paragraph and then show it to other members of the group. This will encourage them to think carefully about what they write. Ask students to choose one of the categories and write a paragraph comparing two things or people from that category. Monitor and check students are comparing correctly. When they have completed the exercise, ask students to swap paragraphs with a partner and check it for accuracy. Encourage them to ask you for help if they are not sure if a sentence is correct.

Student's Book page 10–11

D HELP!

Reported speech

- 1 Books closed. To lead in to the topic, show photos of computers and computer accessories and ask students to make a list of English words for computer parts / accessories in pairs. Listen to some of their answers in open class and write any correct vocabulary on the board. Try to elicit some of the vocabulary which students will see in the story, for example *screen*, *install a program*.

Books open. Ask students to read the dialogue quickly, ignoring the gaps, to answer the question: *Why had the caller's screen gone blank?* (There was no electricity); *Was Graham sympathetic?* (no). Check answers. Now they have the gist, students are ready to read the story again to answer questions 1–5. Allow them to compare answers with a partner before doing feedback in open class.

Answers

- The caller's computer screen had suddenly gone black.
 - Graham asked the caller to check the screen was switched on, to check that the computer was plugged in and to switch the light on.
 - He couldn't switch on the lights because the electricity had gone off 5 minutes earlier.
 - Graham warned the caller never to phone him again.
 - He was fired.
- 2 Focus students' attention on the example answer, pointing out the change from present simple (*need*) to past simple (*needed*). Students complete the exercise in pairs before you check answers in open class.

Answers

- what the problem was. 2 he couldn't see there because it was very dark. 3 check that his computer was still plugged in. 4 he couldn't put the light on because the electricity had gone off five minutes earlier.

Sequencing words

In pairs, students match the words with spaces 1–4 in the story. Check answers in open class. Point out that *after* and *then* have the same meaning. The only difference is: *after* + noun; *then* + clause.

Answers

1 d 2 b 3 a 4 c

Asking for and offering help

- 1 Books closed. Tell students to imagine that they are on a train in England and they can't open the window. Ask: *How would you ask for help?* Elicit suggestions and write any that are correct on the board. Ask students to imagine that they see an old lady whose bag is too heavy for her to carry. Ask: *What would you say to the old lady?* Again elicit and write any correct suggestions on the board.

Books open. Students order the words. Check answers in open class. Alternatively, divide the class into small groups and ask students to close their books. Dictate the words as they appear on page ten for groups to race to reorder. All members of the group have to have the question written down correctly in order to win the point.

Answers

- Can I help you? 2 Could you help me with something?
- Can you lend me a hand? 4 Do you need any help?
- Have you got a few minutes?

- 2 Students complete the exercise in pairs. Check answers in open class. Say the sentences for students to repeat and shift the focus to pronunciation.

Answers

1 O 2 A 3 A 4 O 5 A

- 3 **SPEAKING** Students write conversations in pairs. As the focus is on fluency, avoid correcting errors. Praise students who are using expressions correctly. During feedback, nominate one or two pairs to perform their conversations for the class. To give them a reason to listen, ask the rest of the class to write down what the problem is and which expressions from Exercise 1 they hear.

IT problems


- 1 **SPEAKING** Books open. Focus attention on the pictures and ask students to describe them in pairs. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Tell students not to worry if they can't think of the exact words at this stage. Encourage them to try to use words they do know to explain. Take feedback in open class and praise good paraphrasing.
- 2 **▶▶ 1.07** Before you play the audio, tell students not to worry if they don't understand every word and to focus on the task. Allow them to check answers in pairs before you check in open class.

Answers

A-3 B-1 C-2

Audio Script Track 1.07

- 1
- Girl 1 I've got a problem here. I want to send Mandy a message.
- Girl 2 Well, go ahead. What's the problem?
- Girl 1 Well, I've written one, but I can't send it. I mean, I click 'Send', but it doesn't go.
- Girl 2 Let me see. Oh, right. There's no network coverage here.
- Girl 1 Really? Oh wait – I remember now. The network is being repaired out here.
- Girl 2 So you'll have to wait until we get to the town.
- Girl 1 OK. It isn't so important anyway.
- 2
- Man John Martin.
- Woman Hi, John. Did you get the email I sent you?
- Man No. When?
- Woman I sent you an email with an attachment. It's a great photo I found today. The photo was taken on a safari trip.
- Man Look, my email isn't working properly. Can you upload the photo? Then I can go online and see it.
- Woman Sure. I'll call you again when it's been uploaded, OK?
- Man Great – thanks.
- 3
- Man Sarah, you know the email that was sent to me?
- Woman The one with the form to fill in?
- Man That's right. Well, I've downloaded it, but I can't open it.
- Woman Oh, right. I know what the problem is. You need to install a program that opens the file.
- Man OK. How do I do that?
- Woman I'll send you a link. Just click on it and the program will be installed automatically.
- Man Brilliant. Thanks a lot.

- 3  1.07 Before you play the audio again, ask students to make guesses in pairs. Students then listen to check their predictions. Check answers.

Answers

a 2 b 1 c 3 d 3 e 3 f 2 g 3 h 2

IT vocabulary

- 1 Since a lot of IT vocabulary is international, your students are likely to have seen some of these phrases before. Ask students to complete the exercise in pairs. Encourage them to talk about what they think each expression means as they do this. During feedback, check answers and also check/clarify meaning of any trickier collocations.

Answers

1 go 2 post 3 key 4 install 5 attach 6 download
7 upload 8 delete 9 open 10 buy 11 activate
12 have

- 2 Working with a different partner, for variety, students match the verbs with the nouns. Remind them that more than one noun can go with many of the verbs. Check answers in open class.

Answers

1 a photo; a file 2 a photo; an attachment; a program; a file; an app 3 a photo; a file 4 a message; an attachment; a program; a file; an app 5 a message; a photo 6 a message; a photo; an attachment; a program; a file; an app 7 flight mode 8 a password

Optional extension

To help students memorize the collocations, make AB pairs. Bs close their books. As say the second half of a collocation, e.g. online for Bs to say the first half (*go*). After a few minutes, switch roles and repeat.

Passive tenses

- 1 Students work individually to complete the sentences. Allow them to compare answers with a partner. During open class feedback, elicit/remind students that we use the passive when the object of a sentence is more important than the subject and also that the passive is formed with the correct form of the verb *be* + past participle.

Answers

1 was taken 2 is installed 3 is being repaired

- 2 Students work in pairs to rewrite the sentences. Point out that they should use the same tenses as in the original sentences. Check answers in open class.

Answers

1 A program is being downloaded. 2 A new program has been installed. 3 The password has been keyed in. 4 The anti-virus software is being repaired. 5 The message was deleted.

- 3 Remind students that the passive is often used to describe a process. Give an example to clarify this. Describe a process and ask students to guess the process. One example (making a cup of tea) is given here: Water *is boiled* in a kettle. While the water is boiling, a teabag *is put* into a cup. When the water has boiled, it *is poured* on to the teabag. Milk and sugar *are added* and the tea *is enjoyed*. Put students into pairs and ask them to describe one of the processes. Monitor and as the focus here is on accuracy, correct students' use of the passive on-the-spot. When students have discussed the process, ask them to write a short paragraph for homework. Encourage them to use some of the sequencing words from page ten.