

Clive Oxenden
Christina Latham-Koenig
with Gill Hamilton

ENGLISH FILE



intermediate teacher's book



OXFORD

Photocopiable activities

Contents

Introduction

- 1 Classroom language
- 2 Revision questions
- 3 With or without a preposition?

File 1

- 4 Irregular verb game **1 A**
- 5 Present perfect or past simple? **1 A**
- 6 *With a little help from my friends* **1 A**
- 7 What have they been doing? **1 B**
- 8 *both, neither or either?* **1 C**
- 9 Personality crossword **1 C**
- 10 Family, friend or colleague? **1 Revision**
- 11 Congratulations! **1 Intl Eng.**

File 2

- 12 Prepositions of time **2 A**
- 13 Present simple or continuous? **2 A**
- 14 More food words **2 B**
- 15 Revision of quantifiers **2 B**
- 16 Guess the sentence: gerund or infinitive? **2 C**
- 17 Vocabulary revision **1 & 2 Revision**
- 18 Memory game: question tags **2 Intl Eng.**

File 3

- 19 What did we use to do before ... ? **3 A**
- 20 Strange, but true? **3 A**
- 21 *to be, be or being?* **3 B**
- 22 Education: mini debates **3 B**
- 23 A book review **3 C**
- 24 Guess the sentence: *be able to* **3 C**
- 25 Are you telling the truth? **2 & 3 Revision**
- 26 Do me a favour **3 Intl Eng.**

File 4

- 27 What do you say? (future forms) **4 A**
- 28 Whatever will be, will be **4 A**
- 29 Don't do anything until ... **4 B**
- 30 *Stand by me* **4 B**
- 31 Money money money **4 C**
- 32 What would you do if ... ? **4 C**
- 33 Vocabulary revision race **3 & 4 Revision**
- 34 Explaining what you want **4 Intl Eng.**

File 5

- 35 Is it compulsory? **5 A**
- 36 What had happened? **5 B**
- 37 Find the differences **5 A & B**
- 38 Relatives quiz **5 C**
- 39 Revision questions **4 & 5 Revision**
- 40 Follow the directions **5 Intl Eng.**

File 6

- 41 Cinema quiz **6 A**
- 42 More practice with the passive **6 A**
- 43 Sports trivia quiz **6 B**
- 44 Keep talking **6 B**
- 45 Talk about music **6 C**
- 46 Two musical stories **6 C**
- 47 What's the word? **5 & 6 Revision**
- 48 I've got tickets for ... **6 Intl Eng.**
- 49 *Memory* **6 Intl Eng.**

File 7

- 50 *must be, can't be, might be* **7 A**
- 51 Connect the sentences **7 A**
- 52 Who asked what? **7 B**
- 53 *Daniel* **7 B**
- 54 He told me to do it **7 C**
- 55 Can you remember the difference? **1-7 Revision**
- 56 The customer is always right! **7 Intl Eng.**
- 57 International English quiz **1-7 Intl Eng.**

File 8

- 58 Third conditional **8 A**
- 59 Vocabulary Builder revision **8 B**
- 60 Revision questions **8 B**

Instructions

Tips for using photocopiable activities

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one copy per pair instead of both students having one (except A/B activities).
- Many of the activities will provide useful reference for SS, e.g. **1 Classroom language**, **3 With or without a preposition?**, etc. Encourage SS to keep these activities in their files.
- Card sets are best stored in envelopes (and preferably covered with plastic for long life) as they can be re-used.
- Many of the cut-up activities also work without cutting up. See the alternative instructions.
- SS in pairs who are using A/B sheets should sit **face to face** if possible. This encourages them to really talk to each other as well as not letting them see each other's information.
- If a class doesn't divide equally into pairs/groups, either:
 - take part yourself.
 - two SS share one role.
 - the extra student can monitor, help, and correct.
- If some SS finish early, they can:
 - swap roles and do it again.
 - do it again but focusing on correct pronunciation.
 - write some of the sentences.
- With some activities you may want to add your own examples of locally famous names and places to make it more relevant to your SS.

1 Classroom language

Introduction

A reference page of language for SS to use in class. Copy one per student.

LANGUAGE

How do you say (...) in English?

What's the difference between (...) and (...)?

- Give SS 10 minutes in pairs to go through the expressions and translate/explain them.
- Check they understand the expressions by asking what they'd say in the different situations, e.g.
 - T *What do you ask me if you haven't got a copy?*
 - S *Could I have a copy, please?*
- With a monolingual class, get SS in pairs to test each other.
 - A (looking at sheet) says a phrase in the SS' L1. B says the phrase in English.

2 Revision questions

Introduction

A class mingle activity to practise asking questions in different tenses, and to help SS to learn each other's names. Copy one sheet per student.

LANGUAGE

Question forms in various tenses

- Give out the grids. Give SS a minute to read the activity and instructions.
- Elicit the ten questions they need to ask, e.g. *Did you like the film 'Titanic'?* Highlight that the questions should be (+), not (-).
- Demonstrate the activity by asking the first question to different SS until someone answers *No, I didn't*, and then ask *Why not?*
- Highlight that SS **should try to find a different person for each question.**
- Set a time limit, e.g. five minutes, but let the activity go on until one student has a name for each question or when you think they've had sufficient practice of the questions.
- When everyone is sitting down again, get feedback to find out any interesting answers.

3 With or without a preposition?

Introduction

An activity to practise common verbs which take (or don't take) a preposition. Copy one sheet per student.

LANGUAGE

Verbs +/- prepositions

- 1 Give SS a minute to read the instructions. Highlight that they must write the preposition (if one is necessary) in the **PREPOSITION** column.
- Set a time limit of, e.g. 10 minutes.
- Check answers.

1 with 2 for 3 = 4 in 5 at 6 to 7 from 8 on
9 - 10 to 11 to 12 at 13 - 14 - 15 for
16 - 17 to, about 18 - 19 of 20 about 21 for
22 for / in 23 as 24 about 25 to 26 in, with

- 2 Now tell SS to test themselves. They should cover the **PREPOSITION** column with a piece of paper and then try to remember the missing preposition (if one is necessary). Then they uncover the column by moving the paper downwards, and check if they were right.
- Finally, SS can test each other. A reads out a gapped sentence and B says the whole sentence plus the missing preposition (if one is necessary).
- **Note**
 - arrive in* a town / city / country
 - arrive at* a place / building
 - think of* = opinion
 - think about* = reflection

4 Irregular verb game

1 A

A card game which is a form of pelmanism, played in small groups to practise irregular past tenses and past participles. Copy one sheet per four SS and cut up into cards. With an odd number of students, put three or five in one group.

LANGUAGE

Irregular verbs: past simple and past participle

- Show SS how to play the game by shuffling the cards and arranging them face down on your table. Then ask a student to turn up a card. Ask him what it is (past simple

or past participle) and what the infinitive is. If it's past simple, tell the student he/she must now say what the past participle is, and try to find it. He/she turns up another card. If it's the corresponding past participle, he/she keeps the pair of cards, and has another turn. If not he/she must put the cards back in the same place where they were, and another student has a turn.

- Highlight that:
 - SS have to say what the card they need is **before** they try to find it (e.g. S1 turns up **FALLEN**. He/she must first say *It's the past participle of fall, so now I have to find the past which is fell*. Then he/she tries to turn up **FELL**).
 - SS must always put the card back in the same place, unless they get a pair in which case they keep both cards.
 - SS must watch what cards other SS turn up **to try to remember where the cards are**.
- Stop after a student has won, or after, e.g. 10 minutes.
- Find out who won (or got the most pairs) from each group.

Alternative activity

- In pairs or groups of four, SS place the cards in the middle face down. A takes a card. If it's a past simple (e.g. *ate*), he/she invents a question beginning *When was the last time you* (ate Mexican food?). If it's a past participle (e.g. *worn*), he/she makes a question beginning *Have you ever* (worn a big hat?). If the card could be either past or participle (e.g. *felt*), A can choose which type of question to ask.
- The other SS in the group have to answer the questions.

5 Present perfect or past simple? 1 A

A mini-test to practise discriminating between the past simple and the present perfect. Copy one sheet per student.

LANGUAGE

*Have you ever been to Prague?
Yes, I went there last year.*

- Give out the copies. Tell SS they have 10 minutes to complete the sentences.
- Then, get SS to compare in pairs.
- Check answers and get SS to calculate and tell you their scores. They get one point for each correct verb.

1 haven't decided 2 saw 3 Have...eaten, ate, lived
4 haven't flown 5 's been, spent 6 was, have...been
7 were 8 've had, got 9 did...think, enjoyed
10 've known, did...meet
11 Did...speak, phoned, wasn't

6 With a little help from my friends 1 A

T1.4 A listening activity based on a Beatles' song. Copy one sheet per student.

- 1 Give out the copies. Explain that the phrases in **B** come from the song. First, they have to match them with a question in **A**. Give SS five minutes to do this and then check answers.

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

- SS should be able to guess the meaning of *sing out of tune* (sing badly, the wrong notes) and *national anthem* (the special song of a country).
- 2 Give SS time, individually or in pairs, to read the song with the Glossary and to try to understand the lyrics. Help with any problems. Then play the song once.
- 3 Get SS to cover the song and focus their attention on the phrases a–j. In pairs, SS see if they can remember the rest of each line of the song. (You could do this with **A** trying to remember and **B** looking at the words and helping/prompting).
- Finally, play the song again. If your class like singing, rehearse and sing the song together with the tape.

7 What have they been doing? 1 B

A pairwork activity. SS use the picture prompts to ask and answer questions in the present perfect continuous. Copy and cut up one set of cards per pair.

LANGUAGE

*What's he been doing?
He's been cleaning the kitchen.*

- Give out a set of cards to each pair. They put them face down in a pile.
- A takes a card, shows it to B and asks *What's he/she been doing?/What have they been doing?* B makes a full sentence to answer the question, e.g. *She's been repairing her car.* Then B takes a card and asks A. (A and B should help each other form a correct sentence.)
- When they've finished, check answers and write them on the board.

Possible answers

- 1 They've been painting the house/flat.
- 2 She's been repairing her car.
- 3 They've been putting their holiday photos in an album/looking at photos.
- 4 They've been fighting.
- 5 They've been doing exercise/aerobics, etc.
- 6 He's been kissing his girlfriend.
- 7 He's been cooking.
- 8 They've been watching a sad film.
- 9 They've been putting/ painting graffiti on the wall.
- 10 They've been sunbathing.
- 11 She's been studying (all night).
- 12 She's been arguing with her boyfriend.

Non-cut alternative activities

- 1 If you haven't got time to cut up the cards, you could just give one sheet to each pair (or make a transparency and project it on the board with an overhead projector). SS ask each other about the pictures as above.
- 2 You could also use these pictures to highlight the difference between the present continuous (*What are they doing?*) and the present perfect continuous (*What have they been doing?*) e.g. in card 1, *They are drinking tea./They've been painting the flat.*

8 both, neither or either?**1 C**

A pairwork activity for SS to practise using *both*, *neither*, and *either*. Copy one sheet per pair.

LANGUAGE

Has/Have either of them got a coat?

No, neither of them have./Yes, both of them have.

Yes, one of them has.

- 1 Get SS to sit in pairs face to face. Give out the copies to A and B and give them a minute to look at the pictures and read their instructions.
- Demonstrate the activity. Get one A to choose two women. Ask him/her a few questions, focusing on the kinds of questions in the LANGUAGE box. (*Has either of them got a coat?* etc.) to try to identify them. Elicit correct answers from A, e.g. *No, neither of them have./Yes, one of them has.* When SS have got the idea, they do the same in pairs.
- 2 When B guesses the two women A has chosen, they swap roles. They should swap roles at least three times.
- **Note:**
With *neither / either* you can use a singular or plural verb (e.g. *have* or *has*).

9 Personality crossword**1 C**

A split crossword to revise adjectives of personality. Copy one sheet per pair and cut into A and B.

LANGUAGE

This adjective describes a person who ...

It's the opposite of ...

- 1 Get SS to sit in pairs face to face. Give out the copies to A and B and give them a minute to read their instructions.
- Then give SS five minutes to fill in their words. Tell them that if they can't remember a word, they can look it up in **Vocabulary Builder 2, Describing people** (SB p.130).
- 2 In pairs, A defines the first word (1) to B. Encourage SS to use not only the clues they have but to add more details to help to communicate the word. Then B defines the second word (2) to A.
- 3 When they've both finished, they can check they've got the words right by reading the 'mystery question': *What are they like?*

1 hard-working 2 selfish 3 mean 4 ambitious
5 sociable 6 aggressive 7 generous 8 impatient
9 shy 10 independent 11 lazy 12 sensible
13 tidy 14 talkative 15 jealous

10 Family, friend or colleague?**1 Revision**

A pairwork activity where SS interview each other about a friend or relative. Copy one sheet per student.

- Give out the copies, and give SS a minute to read the instructions. Remind SS that '/' means there is a word missing or a change needs to be made to the verb.
- Highlight that the person answering the questions should

try not to make it obvious what relation the person described is to him/her.

- Demonstrate the activity and check that SS can form the questions correctly by thinking of a person yourself. First, tell them if it's a man or woman, and then get SS to ask you the questions. See if they can guess who the person is.
- 1 In pairs, A interviews B (about a friend, relative or colleague) and then tries to guess who A's person is in relation to him/her.
- 2 SS swap roles.
- When they've finished, get feedback by asking who each student described, and if their partner was able to guess who he/she was.

11 Congratulations!**1 International English**

A card game to revise common expressions. Copy and cut up one set of cards per group of four.

LANGUAGE

Common expressions and responses:

We won the match! – Congratulations! Well done!

- SS in groups of four. Give them one set of cards each. The cards should be face down in a pile in the middle.
- Explain that each card has an expression or sentence and a response. One student has to take a card and say the expression on it. **The first person in the group to respond with the exact words on the card keeps the card.**
- Demonstrate by taking a card from one pile, saying the expression and giving it to the first person who says the correct response.
- Highlight that:
 - sometimes there are two possible responses.
 - other responses that SS may make may be correct too, but that the game consists of trying to say exactly what's on the card.
- At the end of the game the person with most cards wins.
- Finish by seeing if the whole class can remember the responses for each card.

Non-cut alternative activity

If you haven't got time to cut up the cards, copy one sheet per pair and cut it vertically down the middle to make two strips of seven. Give a strip to each student in the pair, and ask them to say the expressions to each other. They should try to get their partner to answer quickly with the given response. When they've finished, they swap strips.

12 Prepositions of time**2 A**

An activity to revise prepositions of time. Copy one sheet per student.

LANGUAGE

at the weekend, on Monday, in the summer

- 1 Give out the copies and tell SS they've got 10 minutes to put the expressions in the correct columns.
- 2 Check answers and get SS to work out their scores.

at
 8 o'clock
 the moment
 Christmas
 the weekend
 lunchtime
 night
 the end of the month
 midnight
 Easter

in
 the morning
 a moment
 June
 the eighties
 the winter
 1991
 20 minutes
 eight months
 three days

on
 Friday
 my birthday
 Thursday morning
 May 10th
 Christmas Day

no preposition
 last summer
 tomorrow
 this morning
 next week
 today
 last week
 yesterday

- 3 In pairs, SS complete the rules. Check answers.

on, at, in, at

- 4 In pairs, SS test each other.
- Finally, test the class's memory yourself.

13 Present simple or continuous? 2 A

A mini-test to practise discriminating between the present simple and continuous. Copy one sheet per student.

LANGUAGE

What do you do?
 What are you doing?

- Give out the copies. Tell SS they have 10 minutes to complete the sentences.
- After 10 minutes let SS compare in pairs.
- Check answers and get SS to calculate and tell you their scores. They get one point for each correct verb.

1 are... doing, 'm waiting, works 2 looks, think, speaks
 3 does... do, doesn't like, 's looking for, does... want
 's doing 4 'm going, are... going, go, Are... flying,
 're going, are... coming 5 are... doing, 'm meeting, meet
 6 'm going, Are... coming, want, 'm writing, need

14 More food words 2 B

Picture prompts for SS to learn new food vocabulary and practise talking about how much they eat of the different foods. Copy one sheet per student.

LANGUAGE

I eat a lot of oranges.
 I don't eat much fish. I hate it!

- 1 Give out the copies. Set SS a time limit, e.g. five minutes, in pairs, to match the words and pictures.

- Check answers and drill pronunciation.
 asparagus 5, blue cheese 7, butter 9, cauliflower 12, cereal 14, crisps 3, cucumber 4, chocolate biscuits 16, garlic 10, grapefruit 8, lamb 11, mushrooms 15, olive oil 19, peanuts 2, prawns 13, rice 1, sardines 6, sausages 17, wholemeal bread 18, yogurt 20.
- 2 Now give SS five more minutes to each mark the different foods ✓, ✓✓, -, ✗✗. Highlight that *quite a lot* = a medium amount.
- Demonstrate the activity by talking about some of the foods you eat too much/many of, etc. and why.
- 3 In pairs, SS compare how much/little they eat of each item and why.
- Get feedback to find out which foods were most generally liked/disliked.

15 Revision of quantifiers 2 B

An activity to revise quantifiers. Copy one sheet per student.

LANGUAGE

How much free time do you have?
 Not much. I work until 8 every day.

- 1 Give out the copies and give SS five minutes to complete the sentences. Check answers.
 1 few 2 much 3 a lot of, little 4 many 5 much
 6 much, little 7 much 8 any 9 many, many, a lot of
 10 little 11 much 12 any 13 few 14 many
 15 a lot of, many
- 2 In pairs, SS ask each other questions with *How much/many...* and the prompts, e.g. *How much free time do you have?* Emphasize that B should give a short natural answer and then give more details (or answer further questions A asks).
- Get feedback from different pairs.

16 Guess the sentence: gerund or infinitive? 2 C

A pairwork activity to practise gerunds and infinitives. Copy one sheet per pair (or each student).

LANGUAGE

Your father's trying to sleep.
 We decided to go home.

- Before you give out the copies, elicit/teach the meaning of *fold*, and show SS how they should fold their sheets (or fold them beforehand yourself).
- Give out the copies and make sure that SS fold them correctly. Then tell them they have five minutes to complete each sentence in what they think is the most logical way (SS could do this in pairs or individually).
- Check answers. Correct wrong uses of gerunds and infinitives, but accept all suggestions that make sense.
- Now get SS to unfold the sheet and match the continuations a-l with the first parts of the sentences. Then they check how many are exactly the same as what they wrote in the middle column.

- Get feedback to see which pair got the most identical sentences.
- Now get SS to fold the sheet again and look only at the continuations a–l. Read out the first one and see who can remember how the sentence began, e.g. T *to turn off the lights*
S *When you leave the house, don't forget to turn off the lights.*
- SS continue in pairs.
- Check with the whole class.

1 j 2 i 3 e 4 a 5 k 6 d 7 b 8 g 9 c
10 h 11 l 12 f

17 Vocabulary revision

1 & 2 Revision

A 'word soup' to revise vocabulary from Files 1 and 2. Copy one sheet per student.

- Give out the copies and give SS a minute to read the instructions.
- 1 Set a time limit of, e.g. 10 minutes and put SS in pairs to see who can find the most words. Stress that these **must be words from Files 1 and 2** (not just any word that they can see).
- 2 SS match the words they've found with the definitions.
- Check answers.

1 junk 2 pillow 3 beard 4 blood 5 shoulder
6 wholemeal 7 moody 8 nightmare 9 close
10 research 11 share 12 fit 13 bribe 14 fair
15 trust 16 brain 17 argument 18 snore

- 3 Finally, get SS first to cover the words and see if they can remember them and then to test each other. A says the definition and B says the word.

18 Memory game: question tags

2 International English

A pairwork activity where SS ask each other questions, remember the answers, and then check that they've remembered correctly using question tags. Copy one sheet per pair and cut into A and B.

LANGUAGE

*You don't smoke, do you?
Your favourite colour's red, isn't it?*

- In pairs, SS sit facing each other. Give out the copies to A and B and give them a minute to read their questions and instructions.
- A and B ask and answer each other's questions alternately (or A asks all his/her questions first, and then B). Stress that they **mustn't write down their partner's answers, but must try to remember them**. Encourage them to have a conversation rather than just asking/answering. This will help them to remember the answers.
- When A and B have asked all their questions, stop and get the class's attention. Ask one A if he/she remembers how B answered the first question (*When's your birthday?*), and

explain that to check this he/she should say *Your birthday's the (20th June), isn't it?* Get B to answer (*Yes, it is. or No, it isn't. It's the ...*). Give other examples of how they should check their partner's answers like this: *You smoke, don't you?/You don't smoke, do you? You've been studying English (for two years), haven't you?*

- In pairs, SS check their memory of their partner's answers. Monitor to make sure they're forming/pronouncing the question tags correctly.
- Get feedback to see which student in each pair had the best memory.

19 What did we use to do before ...?

3 A

A pairwork activity where SS talk about some inventions and what life used to be like before they existed. Copy one sheet per pair.

LANGUAGE

*People used to use candles to see at night.
They didn't use to go to bed late.*

- Give out one copy per pair or per student.
- Focus on the first invention (*the electric light*) and ask SS *What did people use to do before it was invented?* Try to elicit at least two (+) and one (–) answer with *used to*, e.g. *They used to go to bed when it was dark. They used to use candles. They didn't use to read at night.*
- SS continue in pairs with the other inventions. Get them to write the sentences if you think they need more written practice with *used to*. Stress that they should try to make at least three sentences per invention.
- Get feedback, asking pairs to tell you their different sentences.
- Now tell SS that they have five minutes to choose **three inventions that they couldn't live without, and three that they could happily live without**. Then they compare choices and explain why.
- Get feedback to see which were the most/least popular inventions.

Alternative cut-up activity

You could also cut the cards up and give each pair or group of 3–4 a set, placed face down. SS turn up a card and continue as above.

20 Strange, but true?

3 A

A reading activity with true and false facts about the Ancient Romans. Copy one sheet per student.

- 1 Give out the copies and give SS five minutes to read the facts on their own.
- 2 In pairs, SS discuss the facts and decide which they think are true and which are false.
- Get feedback from the pairs to see if SS agree, without telling them the answers.
- Finally, tell them which ones were false.

1 F (true of Greeks, not Romans) 2 T 3 T 4 F
5 T 6 T 7 F (they slept in beds) 8 F 9 T
10 F (true of Egyptians)

21 to be, be or being?**3 B**

An activity to revise gerunds and infinitives with or without *to*. Copy one sheet per student.

LANGUAGE

Verbs followed by the gerund, the infinitive (with or without *to*)

- First elicit from SS a verb which takes the gerund (e.g. *love*), a verb which takes *to* + infinitive (e.g. *want*), and one which takes the infinitive without *to* (e.g. *let*).
- 1 Give out the copies. SS have 10 minutes to write the correct form of the verb in the **VERB** column. After 10 minutes get SS to compare in pairs. Check answers.

1 calling 2 going 3 to stay 4 to understand 5 lie
6 not to buy 7 going 8 to tell 9 to look after
10 to see 11 use 12 reading 13 Waiting
14 drawing 15 to express 16 to work 17 doing
18 to visit 19 to play 20 to hear

- 2 Then give SS five minutes to test themselves by covering the **VERB** column with a piece of paper and seeing if they can remember the form of the verb. (They should lower the paper, sentence by sentence, to see if they were right.)
- Finally test the class yourself by saying the beginning of the sentence and seeing if they can remember how it finishes, e.g.

T *I'm really busy at the moment. Would you mind ...*

S *... calling back later?*

22 Education: mini debates**3 B**

Three cards with topics related to education for SS to debate. The third card is blank for you to fill in with some topics locally relevant to your students. Copy and cut up one sheet per group of three.

LANGUAGE

I think state schools are better than private schools, because the teachers are usually better.
I don't agree. In my opinion, ...

- Set a time limit for each debate, e.g. five minutes.
- SS in groups of three, A, B, and C. Give each group a debate card.
- Students A, B, and C have five minutes to prepare their debate. Each student must argue either *for* or *against* his/her sentence on the card.
- After five minutes, the As open the debates. A should explain and defend his/her opinion. When A has finished speaking, B and C say if they agree or not and why.
- Then B speaks about his/her topic.
- When all three have spoken, and if there's time, give each group another debate card.
- Get class feedback to see if the majority of SS agreed or disagreed with the debate topics.

23 A book review**3 C**

Book review forms. SS can complete these after reading easy readers. Copy one form per student.

- Give each student a form and go through it with them. Highlight that they should answer *What's it about?* in the present tense.
- Tell SS that they should complete a form after each book they read. Make a supply of forms and keep them, e.g. with your class register to give out when necessary.

24 Guess the sentence: be able to**3 C**

A pairwork activity. Copy one sheet per pair and cut into A and B.

LANGUAGE

I'd like to be able to play the piano really well.
Will you be able to get to the airport on time?

- SS in pairs sitting facing each other. Give out the copies to A and B.
- Demonstrate first by writing on the board.

I don't think I'll ever _____ this exam.

- Write the complete sentence *I don't think I'll ever be able to pass this exam* in big letters on a piece of paper **but don't show it to the class**.
- Tell the class they have to guess the missing words using *be able to*. Elicit possible completions from SS until someone says *be able to pass*, and then show them the piece of paper so they can see they've said exactly what you had written down.
- Explain that half of their sentences have gaps, and what is missing is a form of *be able to* + another verb. Their partner has the complete sentence. Taking turns, they must read their sentences to each other, completing the gap in a logical way, until they say the exact sentence that their partner has, e.g.
 - A *I haven't been able to get a new job yet.*
 - B *Nearly. Try again.*
 - A *I haven't been able to find a new job yet.*
 - B *That's right.*
- 1 Now give SS a minute to read their sentences and complete them.
- 2 A says his/her sentences to B. Emphasize that students should say the whole sentence each time, not just the missing words.
- 3 They swap roles.
- When they've finished, they could swap papers and repeat the activity.

25 Are you telling the truth?**2 & 3 Revision**

A pairwork revision speaking activity. Copy one sheet per pair and cut into cards. (If you don't have time to cut up cards, just cut the sheet in half and give A 1-6 and B 7-12.)

LANGUAGE

Revision of language from Files 2 and 3

- SS talk about the subjects on the cards in pairs. Their partner has to decide if they are telling the truth or not.

- SS in pairs, A and B. Give each pair of students a set of cards which they should put face down.
- Demonstrate the activity yourself. Choose a card and either tell the truth or invent an answer. The class have to decide if you are telling the truth.
- A and B each pick a card (or choose a topic from their sheet). They must decide (**secretly**) if they are going to invent their answer or tell the truth.
- A begins and talks to B for a minute, e.g. *I'm going to tell you about a very bad experience I had at school. It was when I was at primary school ...*
- B listens and asks more questions. He/she has to guess if A is telling the truth or not.
- Then B talks about the subject on his/her card, and A listens and guesses if B is telling the truth.
- When SS have finished or you think the activity has gone on long enough, get feedback by finding out who was best at 'inventing' stories.

26 Do me a favour **3 International English**

A class mingle activity. Copy and cut up one sheet per class. If you have more than 16 students, either repeat some of the requests or invent some more and write them on cards. Write an appropriate amount of your SS' local currency on the first card.

LANGUAGE

Do you think you could ...?
Would you mind ... (+ verb + ing)?

- Elicit polite ways of asking someone to do something (see the LANGUAGE box) and write them on the board.
- Give out one request card per student and explain the activity:
 - SS have to stand up and move around the class and try to persuade as many people as possible to do whatever they have on their card.
 - They should only agree to do what other people ask them if they genuinely think they wouldn't mind doing it (e.g. they should only agree to look after somebody's dog if they really like dogs and can have a dog in their house for a few days). If they don't want to do it they should refuse and explain why.
 - Tell SS to make a note of the names of the SS who agreed to do what they asked.
- Stop when you think the activity has gone on long enough. Get feedback by asking each student how many people they persuaded to do what they wanted.

27 What do you say? (future forms) **4 A**

An activity to revise future forms. Copy one sheet per student.

LANGUAGE

Future forms, *might* + infinitive

- Give a copy to each student, or one per pair. Go through the instructions with them.
- 1 and 2 Give SS five minutes to match the situations and sentences, and complete with *will*, *might*, etc.

- Check answers.

1 b Shall I 2 i I'm going/I'm going to go
3 f I might 4 e I'm having/I'm going to have
5 h I'll 6 g I'm going to 7 a I might
8 d I'm going to 9 c I think I'm going to/I'll
10 j I'm going to/I'll

- 3 In pairs, SS test themselves by covering the sentences in **WHAT DO YOU SAY?** with a piece of paper and looking at the **SITUATIONS**. They try to remember the sentences.
- Finally, SS test each other (A reads the situation and B responds).

28 Whatever will be, will be **4 A**

A pairwork activity to practise making predictions. Copy one sheet per pair (or each student).

LANGUAGE

I think *people will ever ...*
I don't think

- Give a copy to each student, or one per pair. Go through the predictions with SS and check they understand them. Drill the pronunciation of *illegal* /i'li:gl/.
- 1 Give SS a minute to mark each prediction ✓, ✗ or ?
- Demonstrate the activity by choosing a situation and telling SS whether you think the prediction will happen or not, and why.
- Remind SS that we say *I think/I don't think* + a **positive verb**.
e.g. *I think/I don't think people will lose interest in football.*
- 2 In pairs, SS continue discussing the predictions. Get feedback.
- 3 Now tell SS to go through the predictions again and say which ones they would like to happen (i.e. think would be a good thing), and which they wouldn't.
- Get feedback to find out which ones SS would most **like** to happen.

29 Don't do anything until ... **4 B**

A board game. SS move round the board making future time clauses or first conditional sentences. Copy one game board per group.

LANGUAGE

I'll go to bed as soon as (the film finishes).
Don't do anything (until I tell you).

- SS in groups of three or four. They need markers (e.g. bits of paper or small coins) and a coin to toss.
- Each player puts his/her marker on the **START** square. (As it's an advantage to start, they can start, e.g. in order of age, the youngest first.)
- S1 tosses the coin. *Heads* = move two squares; *Tails* = move one square.
- S1 now has to make a correct sentence by completing the sentence stem on the square where he/she lands. The rest of the group have to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.

- If the sentence is wrong, S1 moves back a square. If it's correct, he/she stays on the square.
- S2 now has his/her turn, then S3, etc. If they land on a square where another student has been before, they must complete the sentence stem in a different way. They **mustn't repeat a sentence already used.**
- The first student to reach the end of the board is the winner.

Alternative activity

- SS in pairs. Tell them that this is a race and that they have 10 minutes to complete as many sentences as possible starting with number 2.
- Give out the copies and say start.
- Stop after 10 minutes. Check answers getting other students to decide if the sentences make sense.

30 Stand by me

4 B

T4.9 A listening activity based on the song made famous by Ben E. King. Copy one sheet per student.

- Give out the song and explain the task. SS have to complete the song lyrics. Explain that the song is quite slow and they are going to hear it twice, so they shouldn't try to complete all the words the first time.
- 1 Play the song once, and let SS compare. They may be able to guess some of the words they didn't get from the first listening.
- 2 Play the song again. If necessary, you could play it line by line, pausing and replaying some lines.
- Check answers.
- Give SS time to read the words with the Glossary.
- Play the song again. If your class like singing, rehearse the song and help with pronunciation.

When the night has come
 2 And the land is dark
 And the moon is the only light we'll see

4 No, I won't be afraid
 No, I won't be afraid

6 Just as long as you stand, stand by me
 Chorus

So darling, darling, stand by me,

8 Oh, stand by me,
 Oh, stand, stand by me, stand by me

10 If the stars that we look upon
 Should tumble and fall

12 Or the mountains should crumble into the sea
 I won't cry, I won't cry, no I won't shed a tear

14 Just as long as you stand, stand by me.
 Chorus

31 Money money money

4 C

Question cards to talk about money. Copy and cut up one set of cards per group.

- SS in groups of three (or pairs). Give each group a set of cards. A takes a card and asks the other two the questions. Then B takes a card.
- Encourage SS to ask for and give as much information as possible.

- Monitor and help where necessary.
- When they've finished, get feedback from the class about some of their answers.

32 What would you do if ...?

4 C

A pairwork activity to practise the second conditional. Copy one sheet per pair (or three) and cut up the cards. Alternately, cut the sheet in half vertically, and give SS half each.

LANGUAGE

*What would you do if you saw a big spider in the bath?
 I'd scream.*

- Give a set of cards to each pair or three.
- Demonstrate the activity like this. Get one student to pick a card and ask you the question. Answer, explaining why, and return the question with (*What /How about you?*).
- SS ask and answer in pairs or threes. Remind them to sit face to face. If they don't understand a question, they should ask their partner to repeat it slowly. The student who answers should always reply with, *What about you?*
- Monitor and help SS. Insist they use *I'd ...*, *I wouldn't ...* in their answers but when they try to explain why, the emphasis should be on fluency.
- Get feedback, asking different pairs which situation for them was the most 'difficult'.

33 Vocabulary revision race

3 & 4 Revision

Revision of vocabulary from Files 3 and 4. Copy one sheet per student/per pair of students.

- Give a copy to each student, or one per pair. Tell them to keep their copy face downwards until you say *Start!*
- Tell SS that this is a race to see which pair can get all the words first. Set a time limit (e.g. seven or eight minutes).
- Say *Start!* SS turn over their sheets and start reading the definitions and writing the words.
- When one pair has got them all, they should call out *Finished!* Check their answers while the other pairs finish. If all their answers are right, declare them the winners.
- Check answers with the whole class.

1 starving 2 owe 3 childhood 4 cash-point
 5 subjects 6 cough 7 employee 8 marks
 9 appearance 10 wealthy 11 terms 12 degree
 13 overtime 14 whisper 15 go on strike 16 retire
 17 income 18 inherit

34 Explaining what you want

4 International English

Picture prompts for SS to roleplay explaining what they want. Copy one sheet per pair and cut into A and B.

LANGUAGE

It's a kind of ... It's made of ... You use it for ... , etc.

- Elicit from SS the language they need to explain what something is when they don't know the word in English

(see the LANGUAGE box). Write the expressions on the board.

- Give out the copies to A and B.
- Explain that they have to take turns at roleplaying conversations in shops where they want to buy the objects on their paper which are **unlabelled**, (for A the objects with even numbers, for B those with odd numbers).
- When they've explained what they want, their partner will say *Ah, you mean a (plug)*, and they can then write the word next to the picture.
- First, As are customers. They choose the object they want to ask for. **Emphasize that they should NOT ask for the objects in order (i.e. first, number 1, etc.) so that the shop assistants have to listen to find out what it is that they want.**
- B begins *Can I help you?* and A explains what he/she wants. B tells him/her the word in English. Then they swap roles.
- Get feedback by asking them how to say the objects in the pictures, and eliciting different ways of explaining them.

35 Is it compulsory?

5 A

A pairwork activity about laws in SS' country/countries. Copy one sheet per student.

LANGUAGE

*You have to .../You don't have to .../You mustn't ...
I (don't) think people should ...*

- Give out the copies and go through the task with SS to make sure they understand all the vocabulary (e.g. *adopt, medical check-up*).
- Stress that SS should complete the laws with *have to/don't have to/mustn't* so that they are true for **their** country. Demonstrate by completing the first two for your country (e.g. For Britain, you **don't have to** have a licence if you own a dog.)
- 1 Give SS five minutes to complete the sentences. Get them to check in pairs and see if they agree. (In a multilingual class, if there are SS from the same country, get them to work together.)
- Check answers.
- 2 Now, in pairs, SS discuss each one and decide if they think it's right or not, and what the ideal law should be. Give them at least 10 minutes for this. Demonstrate again by saying what you think about e.g. dog licences.
- Get feedback.

36 What had happened?

5 B

Picture prompts to give SS extra practice with the past perfect. Copy one sheet per student (or per pair).

LANGUAGE

The past perfect: *He didn't get there on time because he had left home so late.*

- SS in pairs. This activity will work best if **you** fold the copies yourself before you give them out, and tell SS not to look at the **before** picture.
- Give out the copies and tell them they have five minutes to answer each sentence in what they think is the most

logical way. Stress that they must use the past perfect in their answers.

- Check answers. Correct any wrong use of tenses, but accept all answers that make sense.
- Now get SS to unfold the sheet and look at the second set of pictures. They should check how many of their answers were 'correct', i.e. correspond with what the pictures show. If their answer was different, they should write another answer to illustrate what the picture shows.
- Get feedback to see which pair got the most right answers.

Possible answers

- 1 Because she had seen him with another girl.
- 2 Because he had lost a lot of weight.
- 3 Because the cat had been in the washing machine.
- 4 Because it said that his wife had left him.
- 5 Because he had already eaten a lot for the main course.
- 6 Because he had forgotten their wedding anniversary.

37 Find the differences

5 A & B

A pairwork information gap activity. In pairs, SS have to find 10 differences between two similar pictures of a traffic scene by describing their pictures to each other.

LANGUAGE

Describing pictures:

There's a lorry in the street. It's going to stop.

- Get SS to sit in pairs face to face. Give out the copies and stress that **they mustn't look at** each other's pictures.
- Get SS to draw a vertical line (in pencil) down the middle of the picture.
- Explain the activity. A describes the left-hand side of his/her picture to B, in as much detail as possible. B listens and tells A what's different in his/her picture. Then B describes the right-hand side and A listens for differences. Remind SS to use the present continuous to say what's happening.
- Continue until one pair has found the ten differences. Then let SS compare their pictures. Elicit the ten differences from the class.

In picture A the sign says *Parking Limited to 20 minutes*.

In picture B it is 30 minutes.

In picture A there's just one dog outside the butcher's.

In picture B there are two.

In picture A a man is taking a box out of the boot of a van.

In picture B it's a car.

In picture A a man is looking at the engine of his car.

In picture B he's smiling at a woman who has fixed his engine.

In picture A a traffic warden is writing a parking ticket.

In picture B the ticket is on the car and the traffic warden is walking away.

In picture A a boy with a backpack is sitting eating a sandwich. In picture B he's hitchhiking.

In picture A a boy is riding his bike.

In picture B he isn't, as there's a problem with the bike.

In picture A the coach is full of pensioners.

In picture B it's full of children.

In picture A the lorry is carrying sheep.

In picture B it's carrying chickens.

In picture A the coach has *Far Away Tours*.

In picture B it has *Going Away Tours*.

38 Relatives quiz**5 C**

A group quiz where SS make questions using relative clauses. Copy one sheet per four SS, and cut into A and B.

LANGUAGE

*What's the name of the person who ...?
What do you call a thing which ...?*

- SS in pairs. Half the pairs are As and half are Bs. Give out a copy (A or B) to each pair.
- Write on the board (*London*) *What do you call the city where ...* and elicit possible ways of completing the question to get the answer *London*, e.g. *where people travel on big red buses*. Show SS how they could make the question more difficult by completing it with, e.g. *where the leader of the country lives at number 10*.
- In pairs, SS write questions with relative clauses to elicit the word or name given. Encourage them to try to make their questions 'cryptic', i.e. ones that are not immediately obvious. Set a time limit, e.g. 8–10 minutes.
- When all pairs have written their questions, sit an A pair with a B pair. They ask each other their questions. Each pair can ask the other to repeat the question once but no more. If they get the right answer, they get a point. (Tell SS not to shout out the answers so that other pairs don't hear them.)
- Get feedback to see which pair got the most points, and to compare some of their questions.

39 Revision questions**4 & 5 Revision**

Questions for SS to answer orally in pairs. Make one copy per pair and cut in half.

LANGUAGE

Revision: talking about the topics in Files 4 & 5

- Get SS to sit face to face. Give each S a sheet and give them a few minutes to read the questions. SS ask each other questions alternately, choosing from one question stem. Encourage them to put down their sheet when they're answering, and to listen to the questions their partner asks.
- Stop the activity after about 10 minutes, or when you feel that SS have had enough practice.

40 Follow the directions**5 International English**

A pairwork activity where SS first read and follow some directions on a map, and then write and give their own. Copy one sheet per student.

LANGUAGE

Giving directions:
*Go straight on until you get to the roundabout.
Take the second exit.*

- 1 SS in pairs. Give out the copies and give SS a few minutes to read the directions and decide where they get to. Check answers.

The university

- 2 Now tell SS that they have five minutes to individually choose a destination and write directions to it, starting from YOU ARE HERE. **They mustn't look at what their partner is writing.**
- 3 When SS have finished, get them to sit in pairs face to face. A reads his/her directions to B, fairly fast. B tries to follow. If B gets lost, he/she should ask A to repeat the directions more slowly, using *Could you repeat that please?* until he/she gets to the destination. Then they swap roles.
- Fast finishers can continue giving directions orally.

41 Cinema quiz**6 A**

A quiz for SS to answer in groups of three or four. Make at least one copy per group.

- Get SS to sit in groups of three or four, and tell them to choose a secretary. Give out the quiz, and set a time limit, e.g. five minutes. The secretary writes down their answers. Encourage them always to guess the answers even if they don't know.
- Check answers, and encourage SS to answer with complete sentences. See which group got the most right answers.

Alternative activity

With a good group you could do this as an oral quiz, reading out the questions yourself and giving groups time to confer while the group secretary writes down the answers.

FILMS 1 *The Prince of Egypt* 2 *Briday 13th* (it wasn't directed by Quentin Tarantino) 3 *Westerns made in the 60s and 70s by Italians, often shot in Spain* 4 *They all starred animals*

PEOPLE 1 *ET* 2 *Michelle Pfeiffer* 3 *James Stewart in It's a Wonderful Life* 4 *Demi Moore*

PLACES 1 *Vietnam* 2 *France* 3 *India* 4 *Ira*

MUSIC 1 *Grease* 2 *Joe Cocker* 3 *The Good, the Bad and the Ugly* 4 *Evita*

CORRECT THE TITLE

1 *The Silence of the Lambs* 2 *The English Patient*
3 *Dead Poets Society* 4 *Dances with Wolves*

42 More practice with the passive**6 A**

A controlled practice activity to give SS more practice with the passive. Copy one sheet per student.

LANGUAGE

*The meeting has been postponed.
The film will be shot next month.*

- 1 Give out the copies. SS individually or in pairs have 10 minutes to write the correct passive verb in the VERB column.

- Check answers and get SS to calculate their scores.

1 Is/Has been...included 2 has been stolen 3 hasn't been told 4 be returned 5 is being redecorated 6 will...be finished/is...going to be finished 7 was being followed 8 aren't allowed 9 were delayed 10 had been broken 11 being kissed 12 be ironed 13 were beaten 14 Has...been translated 15 was...built

- 2 SS cover the VERB column with a piece of paper and test themselves, uncovering line by line to see if they are right.

43 Sports trivia quiz

6 B

A quiz about sport for SS to do in pairs or threes. Copy one sheet per pair (or three).

LANGUAGE

Comparatives and superlatives

- SS in pairs or threes. Give out the copies. Set a time limit, e.g. 10 minutes for SS to do the quiz.
- Check answers. Get SS to answer with complete sentences.
- See which pair got the most right answers.

1 c 2 a (3 times) 3 b 4 c 5 b (as long as 3 days)
6 a (15 players) 7 b 8 c 9 a 10 c

44 Keep talking

6 B

A pairwork activity to give SS more practice with comparatives and superlatives. Copy and cut up one set of cards per pair (or just cut the sheet in half horizontally and give SS half each).

LANGUAGE

Comparatives and superlatives
(not) as ... as

- Give a set of cards to each pair (or half a page each). Explain that A picks a card (or chooses a question) and asks B the question. B must try to talk for at least a minute in response. Then B asks A a question.
- Demonstrate first by asking a student to pick a card and ask you the question.
- Finally, get feedback from the class about some of the questions on the cards.
- This activity would also work well in groups of three or four, especially if you cut up the cards.

45 Talk about music

6 C

A pairwork activity to recycle the vocabulary of music. Copy one sheet per pair and cut into A and B.

- 1 SS in pairs sitting face to face. Give out the copies. Demonstrate the activity by getting an A and a B each to ask you their first question, and give as full an answer as you can. A asks B his/her questions.
- 2 They swap roles.

- When they've finished or you decide to stop the activity, get feedback about some of their answers.

46 Two musical stories

6 C

A pairwork activity where SS first complete a story by putting the verbs in the correct tense, and then retell the stories from memory. Copy one sheet per pair and cut into A and B.

LANGUAGE

Narrative tenses

- 1 SS in pairs. Give out the copies. Tell SS to read their stories right through once, and then to put the verbs into the past continuous or past perfect. Set a time limit, e.g. eight minutes.
- 2 Check answers by asking first the As and then the Bs.

Nearly famous!

1 was studying 2 was playing 3 were playing
4 had come 5 had...finished 6 were having
7 had...arrived 8 was standing 9 were...feeling
10 had played 11 were playing 12 had gone

Never again!

1 was touring 2 was going 3 had...performed
4 was listening 5 had been cancelled 6 had...sat
7 was sitting 8 was laughing 9 (was) talking
10 had bought 11 was reading 12 had sung

- 3 Now give SS five minutes to read their stories again and to try to remember them. They then tell each other the stories from memory, e.g.

A *This story is about a man called David ...*

47 What's the word?

5 & 6 Revision

A definitions game to give SS more practice in paraphrasing and to revise vocabulary from Files 5 and 6. Copy and cut up one set of cards per group.

LANGUAGE

Describing and paraphrasing

- SS in small groups. Give each group a set of cards face down or in an envelope.
- Demonstrate. Take a card and define the word on it. Give the card to the first student to say the word with correct stress and pronunciation.
- SS play in groups taking turns to take a card and define the word.
- Highlight that:
 - the student describing **mustn't use the word** on the card or use L1 at all.
 - SS should **wait until the person describing has finished his/her description** before they say what they think the word is.
- Get feedback from the class to see who has the most cards.

A class mingle activity to practise making suggestions and inviting. Copy and cut up one (or two) set(s) of cards.

LANGUAGE

Are you doing anything on (Friday afternoon)?

Do you want to/would you like to (go to ...)?

Do you fancy (going to ...)?

Yes, great/I'd love to./Sorry, I can't.

What time/Where shall we meet ...? What about (outside the station)?

Let's meet (outside the pub).

- Revise expressions for inviting, suggesting going out, and accepting/refusing invitations before you begin.
- If you have more than 14 students in the class, either put some in pairs or copy the sheet twice. (It doesn't matter if more than one student has the same tickets.)
- Give each SS a 'ticket'. Explain that the shaded part is the ticket, and the lower part is the 'diary'. Tell them that each ticket admits four people. SS have to walk around the class and invite other people to go with them. They will also be invited by other SS to do different things.
- When someone accepts their invitation, they should write his/her name on the ticket.
- When somebody invites them to do something, they should agree to do things for the afternoon or evening that they have free (Friday evening, Saturday afternoon or Saturday evening). When they accept an invitation they should write it in their 'diary'. **They should only accept an invitation if they would really like to go and are free.** If not, they should refuse and give (or invent) an excuse.
- SS must also **arrange a time and place to meet** when they're inviting and accepting invitations.
- Stop the activity when most of the SS have found three people to go with them. Get feedback by asking SS who accepted their invitations, etc.

T6.14 A listening activity based on a song from the musical *Cats*. Copy one sheet per student.

- Ask SS if they can remember the names of the four musicals they read about in International English 6 (*Cats*, *Les Misérables*, *Miss Saigon*, and *Phantom of the Opera*) and if they can remember anything about them. Then tell them that they're going to hear one of the most famous songs from *Cats*.
- Give out the sheets and explain the activity. In **most** of the lines of the song **one** word of the lyrics has been changed. Other lines haven't been changed.
- 1 Play the song once. SS listen and tick the lines that are not changed and underline the 'wrong' word in the other lines.
- Check how many lines SS think are correct (6) and which ones they are (4, 8, 13, 14, 16, 18).
- 2 Then play the tape again. SS listen and correct the wrong words.

- Check answers.

Memory

- | | |
|--|-----------|
| Memory, all alone in the sunlight | moonlight |
| 2 I can laugh at the old days | smile |
| I was happy then. | beautiful |
| 4 I remember the time I knew what | |
| happiness was, | ✓ |
| Let the memory come again. | live |
| 6 Sunlight , I must wait for the sunrise | Daylight |
| I must think of a new love | life |
| 8 And I mustn't give in. | ✓ |
| When the dawn comes today will be a | |
| memory too. | tonight |
| 10 And a new life will begin. | day |
| Burnt-out ends of sunny days, | smoky |
| 12 The stale cold smell of evening | morning |
| The streetlamp shines; another night | |
| is over, | ✓ |
| 14 Another day is dawning. | ✓ |
| Touch me, it's so easy to love me | leave |
| 16 All alone with the memory | ✓ |
| Of my dates in the sun. | days |
| 18 If you touch me you'll understand what | |
| happiness is | ✓ |
| Look, a new day has come | begun |

- Play the song again and get SS to read the now correct lyrics (with the help of the Glossary) and to look at the picture. Ask them what the song's about (an old actress remembering the happiness of her past life).

Picture prompts to practise modals of deduction. Copy one sheet per student.

LANGUAGE

It must be ...

It can't be ... because ...

It could/might be ...

- 1 Give out the sheets. Focus on the first three pictures. Set a time limit, e.g. 10 minutes and tell SS, in pairs, to write three sentences for each picture using the words next to the pictures (a, b, and c) and *must be*, *might be*, etc. They must give a reason, e.g. for picture 1, *It must be cold because the people are wearing warm clothes.*
- Check answers. Accept any that are correct and make sense.

Suggested answers

Picture 1

- It must be cold because the people are wearing warm clothes.
- It can't be Italy because they are driving on the left.
- It might/could be Sunday (or a public holiday) because the shops are closed.

Picture 2

- She can't be at home because there are Fire Rules on the wall.
- She might/could be speaking to her husband because she looks happy/is smiling.
- She must be on holiday because she's got a camera and swimming costume.

Picture 3

- They can't be having lunch because it's 7.45 in the morning.
 - They might/could be brother and sister because they look like each other.
 - They must be British because they're having bacon and eggs for breakfast.
- 2 Now give SS 3–4 more minutes to invent their own sentences for picture 4. Get feedback from the class and write some of their sentences on the board. Accept anything which is correct /appropriate. Ask other SS if they agree.

51 Connect the sentences

7 A

A pairwork activity to practise connectors. Copy one sheet per pair and cut into A and B.

LANGUAGE

Connectors: *However, On the other hand, although/though, as well, also*

- SS in pairs sitting face to face. Give out the copies and give SS a few minutes to read their sentences and instructions. They mustn't look at each other's copies.
- 1 Check that SS understand the activity. A reads his/her sentences to B, who completes them with a phrase from the box. If A agrees that B's continuation makes sense, he/she writes it down.
- 2 Then they swap roles.
- Check answers.

- A**
- The weather was fantastic in Miami. **However, the hotel was awful.**
 - English pronunciation is more difficult than Italian. **On the other hand, the grammar is easier.**
 - She goes swimming twice a week and she does aerobics as well.
 - Although I'd had 50 lessons, I failed my driving test.

- B**
- I don't speak the language very well. **However, people were able to understand me.**
 - We didn't like the town because it was too crowded and it was also very expensive.
 - I enjoyed the meal, **though the waiters were a bit unfriendly.**
 - Cycling is a very cheap form of transport. **On the other hand, it can be dangerous in big cities.**

- Now tell A and B to swap papers. B reads to A the first part of his/her sentence (*The weather was fantastic in Miami ...*). A tries to finish it from memory.

52 Who asked what?

7 B

A class mingle activity to practise reported speech. Copy and cut up one set of cards per 20 students (or one per pair – see alternative activity). If you have more than 20, prepare a few more cards yourself with other questions.

LANGUAGE

Reported questions:

Antonio asked what my favourite colour was.

Monika asked if/whether I had a mobile phone.

- Give each student a question card, and tell them that they have 10 minutes to walk around the class and ask all the students, making a note of the answers.
- After 10 minutes, stop the activity and tell SS to sit down. Put them in pairs. Tell them that now they must try to remember what each person asked, and write the questions down in a list, e.g. *Antonio asked what my favourite colour was. Monika asked if I had a mobile phone.*
- When SS have written all that they can remember, check answers. Ask one pair *What did (Antonio) ask?* Then check with (Antonio) that they remembered the question correctly, and then ask him what the majority of students answered, e.g. *Most people said their favourite colour was red. or Eight people said their favourite colour was red.*

Non-cut alternative activity

- If you don't want to cut up cards, or a 'mingle' is not practical in your classroom, you can do the activity in pairs. Make one sheet per pair and cut it in half so that A has 1–10 and B 11–20. A asks his/her questions to B, and B to A. They ask alternately.
- When they've finished, they have to try to write down from memory in reported speech all the questions their partner asked. e.g.
You asked me what ...
You asked me if / whether ...
- Finally, they compare lists to see how many questions they remembered correctly.

53 Daniel

7 B

T7.9 A listening activity based on a song by Elton John. Copy one sheet per student.

- Give out the copies and give SS a few minutes to read the lyrics. Explain that they will have to decide which of the two words/phrases on the right is the one they hear.
- Tell them that the first time they listen they should simply **underline** the word/phrase they think is correct (**not** write it in the song).
- 1 Play the song once. Then get SS to compare answers, before playing it again.
- 2 Check answers. SS now complete the lyrics.

1 on 2 for 3 can 4 must be 5 though 6 best
7 should 8 I miss 9 older than me 10 the
11 have died 12 you're a star

54 He told me to do it

7 C

A pairwork activity to revise reported imperatives and requests. Copy one sheet per pair and cut into A and B.

LANGUAGE

Reported imperatives:

He told me to take an umbrella.

I asked Gill to give me her phone number.

- SS in pairs sitting facing each other. Give out the copies to A and B.
- Demonstrate first by writing on the board.

My brother asked me (+) _____ window because he was cold.

- Write the complete sentence *My brother asked me to close the window because he was cold.* in big letters on a piece of paper. Elicit possible completions from SS (tell them that the (+) sign means it must be a positive verb) until someone says *to lend him my car.* Then show them the piece of paper so they can see they've said exactly what you had written down.
- Explain that half of their sentences have gaps, and what is missing is a reported imperative/request, i.e. a verb in the infinitive. Their partner has the complete sentence. They must take turns to read the gapped sentences to each other, completing the gap in a logical way, **until they say the exact sentence that their partner has**, e.g.
 - A *Jack told me to watch the film because it was brilliant.*
 - B *No, but nearly. Try again.*
 - A *Jack told me to see the film because it was brilliant.*
 - B *That's right.*
- Highlight that students should say the whole sentence each time, not just the missing part, and they should do the whole exercise orally without writing anything. Point out that (-) means that it's a negative sentence, i.e. ... *not to ...*
- When they've finished, they could swap papers and repeat the activity.

55 Can you remember the difference?

1-7 Revision

A team game for SS to revise confusing words from Files 1-7. Make one copy and cut up into cards.

LANGUAGE

Explaining the difference between words and phrases which are often confused, e.g. *travel/trip*

- Divide the class into two or three teams (or more if you have a lot of students) and explain the activity. Give a student from Team 1 a card and the team have 30 seconds to decide what the difference is between the two words or phrases. A spokesman from the team explains it to the rest of the class. If the explanation is correct, they get a point. If not, the card is passed to Team 2 who also have 30 seconds to explain the difference. If neither team remembers the difference, explain it to the class. Then, give a student from Team 2 a card.
- Write up the teams' points on the board as they answer correctly, and finally add up the points to see which team is the winner. The difference between most of these words is made clear in the Vocabulary Builder in the Student's Book.

Alternative activity

You could also play in small groups. S1 takes a card and explains the difference. If the group is satisfied, S1 keeps the

card. If not, it is put on the bottom of the pile. The student with the most cards is the winner.

Non-cut alternative

Give one copy to each pair or small group. They take it in turns to explain the difference between the words.

56 The customer is always right!

7 International English

A roleplay where SS practise complaining and responding to complaints. Copy one sheet per pair and cut into A and B.

LANGUAGE

Complaining: *I'm not satisfied/I'd like to talk to the manager, etc.*

- 1 SS in pairs sitting face to face (if you have odd numbers, make one pair a three and have two As). Give out the copies and give SS a minute to read the instructions for **Roleplay 1** only. Check that they understand what they have to do.
- Elicit how A should call the waiter (*Excuse me!*) and then tell the As to begin.
- 2 When SS have finished, give them a minute to read the second roleplay. Tell the As to start (*Good morning/afternoon. What's the problem?*).
- When SS have finished, get feedback to find out what solutions were proposed in both roleplays.

57 International English quiz

1-7 International English

A revision quiz based on expressions in the seven International English lessons. Copy one sheet per group of 3-4 SS.

LANGUAGE

Revision of functional language

- Either tell SS to revise the **International English** lessons for homework, or give them ten minutes before doing the quiz.
- SS in groups of 3-4. Set a time limit, e.g. 10 minutes. SS have to write an appropriate sentence for each situation.
- Correct round the class. You could give two points for the best/most appropriate expressions, and one for sentences which are correct and possible, but not as appropriate, e.g. in 2, give one point for *No thanks*, and two points for *No thanks, I'm full*.
- Check scores.

Possible answers

- 1 Hello, I'm (Tino) and this is my sister Miriam.
- 2 No, thanks. (I'm full.)
- 3 You're Ali, aren't you?/Your name's Ali, isn't it?
- 4 I'm terribly/very sorry. I've broken two wine glasses. (I'll buy you some new ones.)
- 5 Would you mind recommending some good shops in the town?
- 6 Do you mind if I invite a friend to the house?

- 7 Have you got a thing for killing mice. It's made of wood and metal.
- 8 Have you got this sweater in another colour/(blue)?
- 9 Excuse me. Could you tell me the way to the Science Museum, please?
- 10 Take the second (turning) on the right and the bank's on the left.
- 11 Where shall we meet?
- 12 Yes, I'd love to (come). Thanks.
- 13 Yes, I bought this here yesterday and it's broken/it doesn't work.
- 14 Excuse me, I ordered a medium steak (this is rare) and it's cold.

58 Third conditional

8 A

Picture and sentence prompts to practise the third conditional. Copy one sheet per student.

LANGUAGE

Third conditional sentences:

If I'd had your phone number, I would have phoned you.

- 1 Give out the copies. Explain that each picture shows a **before** and **after** situation. In pairs, SS describe what's happening in each picture. Then focus on the sentences and get SS to put the verbs in the correct tense. Check answers, insisting on correct sentence stress and correcting pronunciation of contractions.
 - 1 hadn't missed, would have won
 - 2 hadn't run out of, wouldn't have been
 - 3 wouldn't have gone, had known
 - 4 wouldn't have got, hadn't done
 - 5 'd/had been, wouldn't have left
 - 6 hadn't had, would have gone
 - 7 would have bought, 'd had
 - 8 hadn't sat, wouldn't have got
- 2 Now SS cover the sentences, look at the pictures and try to remember the conditional sentences. Check round the whole class.

59 Vocabulary Builder revision

8 B

More revision of words from Vocabulary Builders 1-12. Copy one sheet per student.

- You could use this as a test before the final end-of-course test, and after you've given SS time to revise all the words in the Vocabulary Builders.
- Give out the copies face down. Tell SS it's a race, and the first pair to finish is the winner. **The letters in bold capitals are the first letters of each word.**
- When one pair has finished, stop and check answers. Make sure SS can pronounce the words correctly.

1 nephew 2 teenager 3 sensitive 4 skin
 5 take-away 6 put on weight 7 state school
 8 pass, fail 9 full-time job 10 resign 11 waste
 12 bank loan 13 public transport 14 pavement
 15 breaks down 16 scenes 17 dubbed.. subtitled
 18 team 19 What's the score? 20 brochure
 21 campsite 22 art gallery 23 take out travel
 insurance 24 go sightseeing 25 scenery

60 Revision questions

8 B

Question cards in topic groups for speaking practice and revision of topic vocabulary. Copy and cut up one set of cards per pair.

LANGUAGE

Revision: talking about the topics of the course.

- SS in pairs. Give each pair a set of cards face down. Demonstrate by taking a card and talking about what's on it for a minute or so. Encourage SS to ask you for more information.
- SS continue in pairs.
- If you don't want to cut up cards, copy one sheet per student. A chooses a number and B talks about the corresponding topic. They swap roles.

Note: This activity works well as preparation for an end-of-course oral test (or even for the test itself).

ASKING FOR HELP

Excuse me.

Can/could you say that again, please?

Can you help me, please?

Could I have a copy, please?

Could you explain something, please?

Is this right/wrong?

Can I say (...)?

What does (...) mean?

How do you say (...) in English?

How do you spell it?

How do you pronounce it?

Where's the stress?

What's the opposite of (*lazy*)?

What's the past tense of (*wear*)?

What's the difference between (*meet*) and (*know*)?

**APOLOGIZING/MAKING EXCUSES**

Sorry I'm late.

I couldn't come to class on (*Monday*). I was ill.

I couldn't do the homework because ...

I won't be able to come next week because ...

I have to leave early today because ...

WORKING IN PAIRS/GROUPS

What do we have to do?

What did he/she say?

We haven't finished (yet).

Whose turn is it?

It's my/your turn.

What do you think?

Do you agree?

I agree/I don't agree (with you).

LEAVING

See you on (*Tuesday*)!

Have a good weekend! – The same to you./You too.

- Ask different students the questions until you find somebody who answers *No*. Ask *Why not?*

Write down the student's name and reason.

- A *Did you like the film 'Titanic'?*
 B *No, I didn't.*
 A *Why not?*
 B *I thought it was too long and too sentimental!*
 A *What's your name?...*

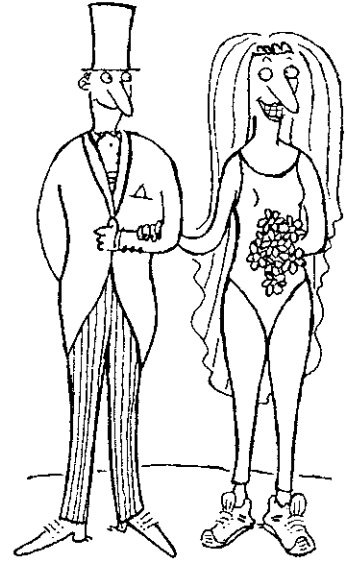


	Find someone who ...	Name	Why not?
1	didn't like the film <i>Titanic</i> .		
2	can't drive.		
3	hasn't got a computer at home.		
4	doesn't do any sport or exercise.		
5	isn't going home after this class.		
6	hasn't been abroad.		
7	wouldn't like to be rich.		
8	wasn't born in hospital.		
9	doesn't like flying.		
10	doesn't have to do housework.		

1 Some of these verbs always need a preposition.
Write the missing prepositions in the **PREPOSITION** column.
If the verb *doesn't* need a preposition, leave the column empty.

PREPOSITION

- 1 I don't agree _____ you.
- 2 I asked _____ a cup of coffee.
- 3 Ask _____ your sister. She'll know.
- 4 We arrived _____ Paris at 4.00.
- 5 She arrived _____ the airport.
- 6 This house belongs _____ my mother.
- 7 He borrowed some money _____ his sister.
- 8 Everything depends _____ the weather.
- 9 We enjoyed _____ the party.
- 10 I got _____ London at 6.00.
- 11 Listen _____ me very carefully.
- 12 Look _____ this old photo.
- 13 He married _____ his aerobics teacher.
- 14 I met _____ some old friends last night.
- 15 Can you pay _____ my coffee?
- 16 Phone/call/ring _____ me tonight.
- 17 Did you speak/talk _____ the boss
_____ your contract?
- 18 Tell _____ your wife what happened.
- 19 What do you think _____ my new shoes?
- 20 What are you thinking _____ ?
- 21 We waited _____ the bus.
- 22 I work _____ a multi-national company.
- 23 I worked _____ a waiter.
- 24 Don't worry _____ anything.
- 25 Write _____ me soon.
- 26 She fell _____ love _____ an Italian boy.



! In questions, the preposition goes at the end of the sentence.
What are they talking about? Who do you live with?

2 Cover the **PREPOSITION** column. Test yourself.

HID

HIDDEN

HURT

HURT

THOUGHT

THOUGHT

CHOSE

CHOSEN

WROTE

WRITTEN

FLEW

FLOWN

HEARD

HEARD

WORE

WORN

STOLE

STOLEN

FELL

FALLEN

LOST

LOST

ATE

EATEN

FELT

FELT

TOOK

TAKEN

DRANK

DRUNK

In pairs, complete the sentences with the verb in the correct form.
You get one point for each correct verb.

- 1 A What are you going to do next summer?
B I don't know. I _____ yet. (not decide)
- 2 A Do you know where Sally is?
B I _____ her in the library about five minutes ago. (see)
- 3 A _____ you ever _____ snails? (eat)
B Yes, I _____ them a lot when I _____ in France. (eat, live)
- 4 A You look a bit nervous. What's wrong?
B I'm flying to London this afternoon and I _____ before! (not fly)
- 5 A Maria's English is excellent.
B Yes, she _____ to Britain several times and in 1990 she _____ ten weeks in the USA. (be, spend)
- 6 A It _____ my parents' wedding anniversary last Saturday. (be)
B How long _____ they _____ married? (be)
- 7 A That man over there is Julia's ex-husband!
B Really! How long _____ they married? (be)
- 8 A That's a nice watch you're wearing. Is it new?
B No! I _____ it for years. I _____ it for my birthday when I was 18. (have, get)
- 9 A What _____ you _____ of the film last night? (think)
B I _____ it a lot. (enjoy)
- 10 A I _____ Nicole for ages. (know)
B Where _____ you _____ her? (meet)
- 11 A _____ you _____ to Ben yesterday? (speak)
B No, I _____ three times but he _____ in. (phone, not be)

1 Match a question in A with a phrase from the song in B.

A

- 1 What happened when Romeo and Juliet met the first time?
- 2 Why are you looking so sad?
- 3 What do you do before you go to sleep?
- 4 How did you paint your flat?
- 5 How often do men talk about football?
- 6 What would you *not* like to be when you are old?
- 7 When can you finish the work for me?
- 8 What do people do when a national anthem is played?
- 9 What happened to you at the karaoke night?
- 10 Whose is this jacket?

B

- a my love is away
- b stand up
- c all the time
- d by the end of the day
- e it's mine
- f with a little help from my friends
- g I sang out of tune
- h to be alone
- i turn out the light
- j love at first sight

With a little help from my friends

What would you think if I sang out of tune?

- 2 Would you stand up and walk out on me?
Lend me your ears and I'll sing you a song.
- 4 And I'll try not to sing out of key.

Chorus

Oh, I get by with a little help from my friends

- 6 *Mm, I get high with a little help from my friends*
Mm, I'm gonna try with a little help from my friends

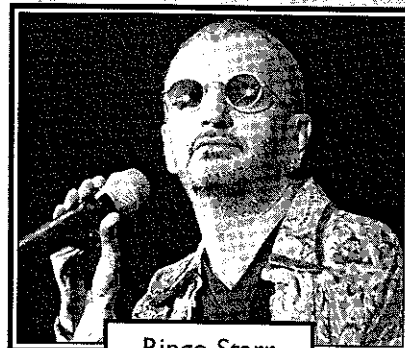
- 8 What do I do when my love is away?
Does it worry you to be alone?
- 10 How do I feel by the end of the day?
Are you sad because you're on your own?

Chorus

- 12 Do you need anybody?
I need somebody to love.
- 14 Could it be anybody?
I want somebody to love.
- 16 Would you believe in a love at first sight?
Yes, I'm certain that it happens all the time.
- 18 What do you see when you turn out the light?
I can't tell you but I know that it's mine.

Chorus

- 2 Read the lyrics of the song with the Glossary and then listen to it.
- 3 Now cover the song and look at the phrases a–j. Can you remember the rest of each line?



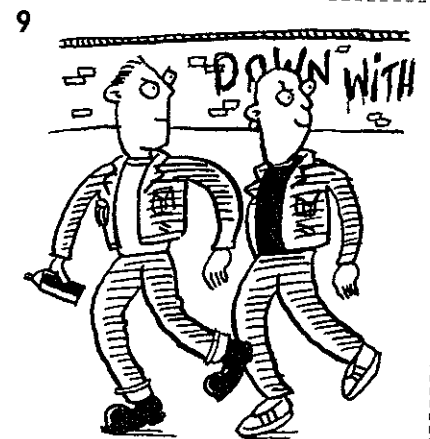
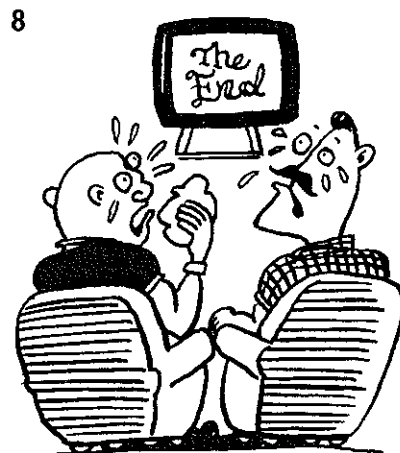
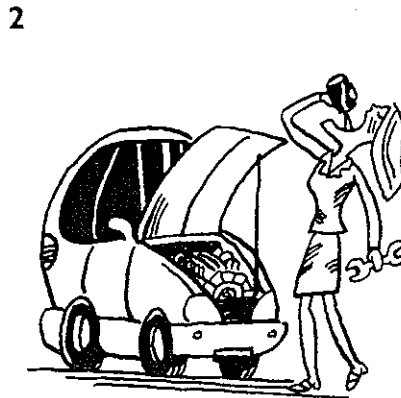
Ringo Starr

With a little help from my friends was written by Paul McCartney and John Lennon especially for Ringo (the Beatles' drummer) to sing. Ringo wasn't a very good singer, which explains the references to *sing out of tune* and *sing out of key*. It has been recorded by many other singers including Joe Cocker and Wet, Wet, Wet.

Glossary

- 1 (sing) out of tune = sing badly
- 4 (sing) out of key = sing badly
- 2 walk out on = leave
- 5 get by = survive, manage
- 7 gonna = going to

7 What have they been doing?



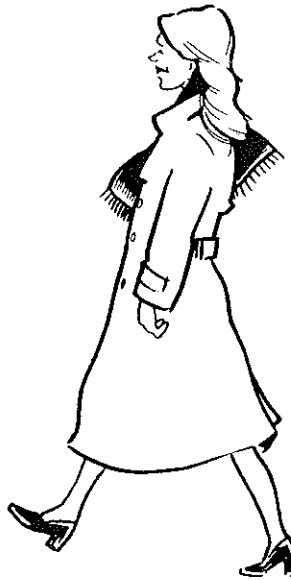
SALES START TODAY



CHRIS



TERRI



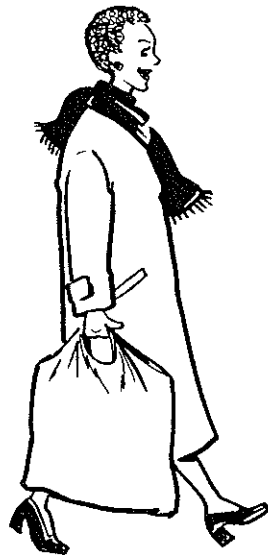
KATE



CLAIRE



GILL



SYLVIA



RACHEL



ROSIE

- 1** Student A Choose two women. Don't tell B who they are.
Student B Ask questions to identify the two women.

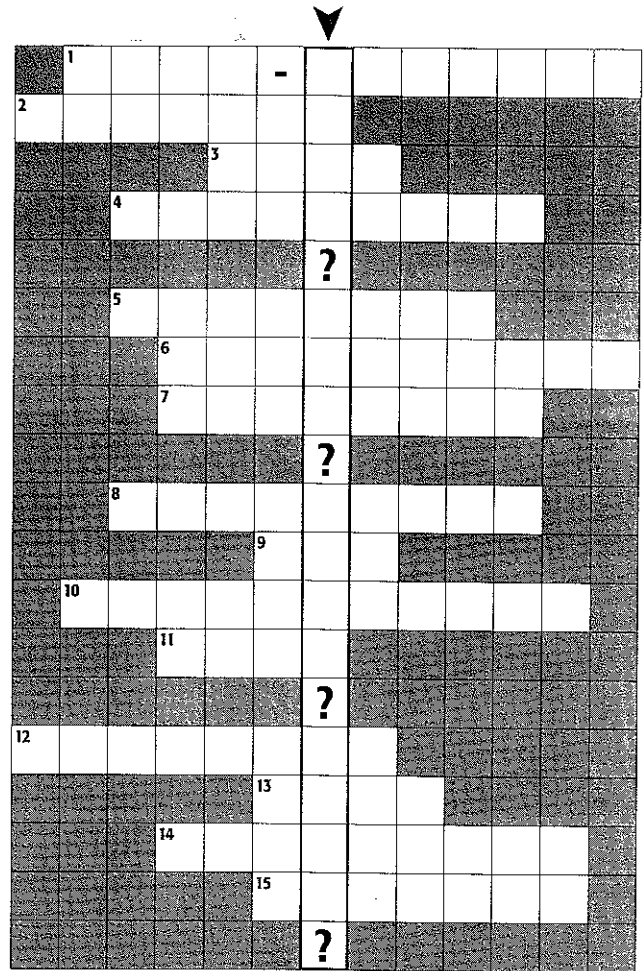
B Have either of them got blonde hair?
Have either of them got shopping bags?

A Yes, one of them has/both of them have.
No, neither of them have.

- 2** Swap roles.

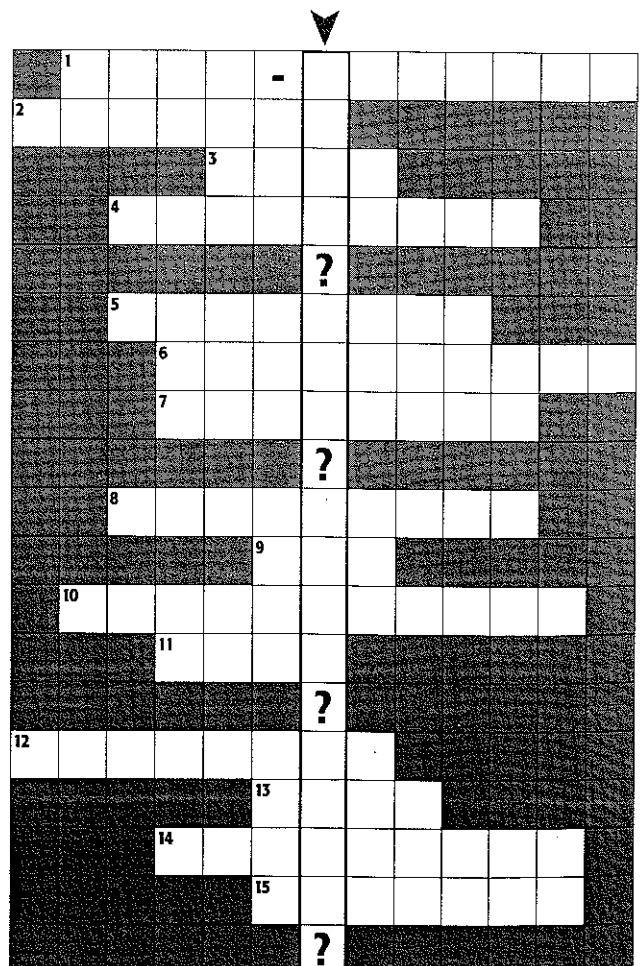
A

- 1** Read your 'clues' and write the correct adjectives of personality in the crossword.
- 1 'More work? Fine. No problem.'
 - 3 'I hate spending money.'
 - 5 'Great! Another party. I love going out and being with people.'
 - 7 'I love giving people things. What do you want for your birthday?'
 - 9 'I don't feel very comfortable with people I don't know.'
 - 11 'Do I have to help with the housework? I'm too tired.'
 - 13 'I like everything to be in the right place.'
 - 15 'I think you love your ex-girlfriend more than me!'
- 2** Define your adjectives to B.
Don't say the adjective.
B has to write it from your definition.
- This adjective describes a person who ...*
- Listen to B's definitions.
Write the adjectives.
- 3** What's the mystery question?



B

- 1** Read your 'clues' and write the correct adjectives of personality in the crossword.
- 2 'I only think of myself.'
 - 4 'One day I'm going to be the manager of this company.'
 - 6 'If you do that, I'll hit you...'
 - 8 'I hate waiting for people.'
 - 10 'Don't help me. I prefer doing things by myself.'
 - 12 'I've got a lot of common sense.'
 - 14 'I talk a lot.'
- 2** Define your adjectives to A.
Don't say the adjective.
A has to write it from your definition.
- This adjective describes a person who ...*
- Listen to A's definitions.
Write the adjectives.
- 3** What's the mystery question?



Name

Appearance and personality

What/look like?

What kind/clothes/wear?

What/like?

Interests

What/like doing in/free time?

/do any sport or exercise?

What kind/music/like?

/speak other languages? Which?

/study any languages? How long ...?

Occupation

What/do?

How long ...?



Personal details

Where/born?

Where/live?

How long/live there?

Your relationship with this person

/know each other a long time?

How often/see each other?

/get on well?

ever/have a serious argument?

ever/be/holiday together?

What/have in common?

1 Student A Think of a person you know very well. Tell **B** if it's a man or a woman. Answer **B**'s questions. Give as much information as possible about your person but *don't* tell **B** who he/she is in relation to you. **B** has to *guess* if the person is your mother, your boy/girlfriend, your best friend, a colleague, etc.

Student B Ask **A** about his/her person. Use the questions below but ask for more information too. Try to guess who the person is.

2 Swap roles.

I'm playing in the final tomorrow.
Good luck!

This is Julia, my new flatmate.
Nice / Pleased to meet you.

Have a good weekend!
The same to you. / You too.

Would you like some more chicken!
No, thanks. I'm full. / Yes, please.

We won the match!
Congratulations! / Well done!

AAAtchooo!
Bless you!

I'm sorry I forgot to phone you last night
Never mind. / It doesn't matter. / That's OK.

How do you do?
How do you do? / Nice to meet you.

Can I have some more of that salad?
Help yourself.

Cheers!
Cheers!

I'm going to London tomorrow.
Have a good trip / good time!

I think I'll go to bed now.
Goodnight.

Would you like a cup of coffee?
Yes, please. / No, thanks.

It's my birthday today!
Happy Birthday!

1 Put the time expressions into the correct column.

at	on	in	no preposition

- | | | |
|-------------|------------------|----------------------|
| Friday | the weekend | the end of the month |
| the morning | this morning | May 10th |
| 8 o'clock | the eighties | 20 minutes |
| last summer | lunchtime | last week |
| the moment | Thursday morning | midnight |
| a moment | the winter | Christmas Day |
| my birthday | next week | eight months |
| tomorrow | today | Easter |
| June | night | three days |
| Christmas | 1991 | yesterday |

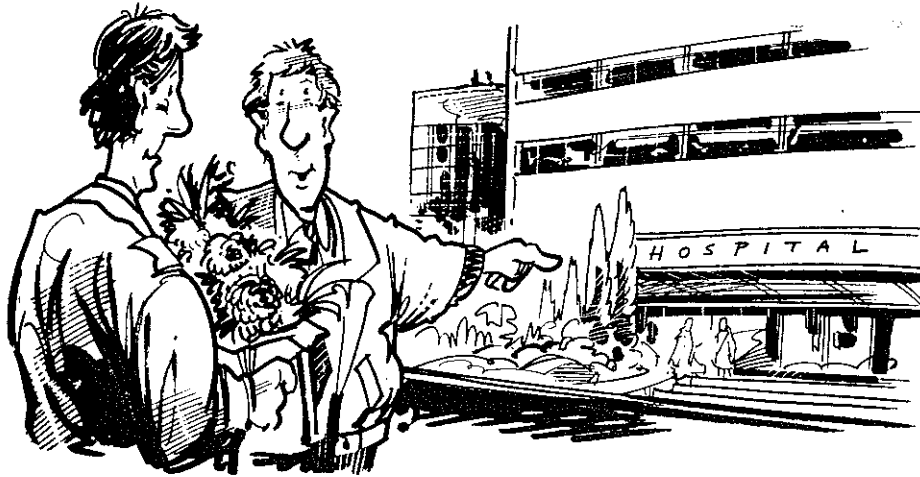
2 Check your answers. How many did you get correct? **Total /30**

3 Now complete the rules.

Use _____ for specific days and dates.
 Use _____ for times of the day and festivals.
 Use _____ for parts of the day, months, years, seasons, and decades.
 Exceptions: _____ night/the weekend

4 Test a partner.

- A *the morning*
 B *'in'*



- 1 A Hello! What _____ you _____ here? (do)
 B I _____ for my girlfriend. She's a nurse. She _____ in the hospital over there. (wait, work)
- 2 A Where's Karl from?
 B He _____ German, but I _____ he's Swedish. (look, think)
 A He _____ very good English, doesn't he? (speak)
- 3 A What _____ your brother _____? (do)
 B He's a computer programmer, but he _____ the work very much. He _____ a new job. (not like, look for)
 A What kind of job _____ he _____? (want)
 B Well, he _____ a part-time course in journalism at the moment, in the evenings. He'd like to work for a newspaper. (do)
- 4 A I _____ on holiday tomorrow. (go)
 B Where _____ you _____? (go)
 A To Amsterdam. My wife's Dutch, so we _____ there every year to visit my mother-in-law. (go)
 B _____ you _____? (fly)
 A No, we _____ by car. (go)
 B When _____ you _____ back? (come)
 A Next Sunday.
- 5 A What _____ you _____ tonight? (do)
 B I _____ some friends. We always _____ on Friday night. (meet, meet)
- 6 A Right, it's 1.30. I _____ for lunch now. (go)
 _____ you _____? (come).
 B No, I _____ to finish this letter that I _____. It's urgent. I _____ to send it before 2.00. (want, write, need).

1 Match the words and pictures. Underline the stress.

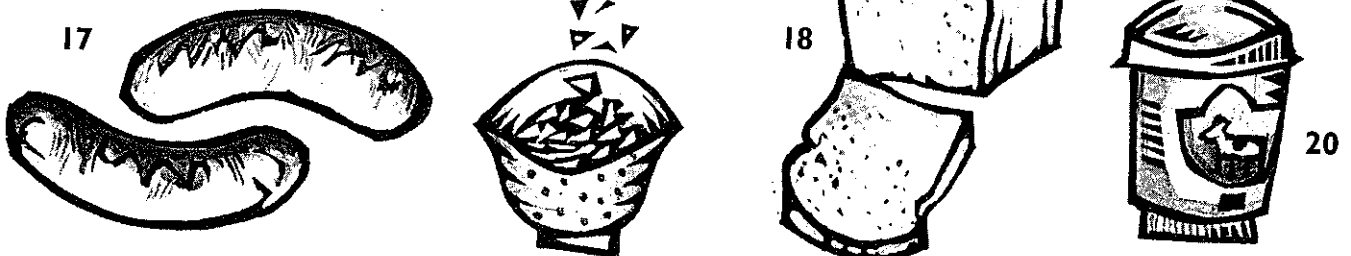
- asparagus
- blue cheese
- butter
- cauliflower /'kɒlɪflaʊə/
- cereal /'sɪəriəl/
- crisps
- cucumber /'kjʊ:kʌmbə/
- chocolate biscuits
- garlic
- grapefruit
- lamb /laem/
- mushrooms
- olive oil
- peanuts
- prawns
- rice
- sardines
- sausages /'sɒsɪdʒɪz/
- wholemeal bread
- yoghurt /'jɒgət/



2 Mark the pictures as follows:

- xx I eat too much/many.
- ✓ I eat a lot/quite a lot.
- I don't eat much/many.
- I eat very few/very little.
- o I don't eat any.

3 Compare with a partner. Say why.



1 Complete with *a lot (of)*, *much*, *many*, *little*, *few*, *any*.

- 1 I've got very _____ really close friends – only one or two.
- 2 We'll have to do this quickly. We haven't got _____ time.
- 3 I drink _____ tea – maybe six cups a day, but very _____ coffee.
- 4 I never watch Channel 5. There are too _____ adverts.
- 5 I've been eating too _____ recently. I'm going to go on a diet.
- 6 A How _____ free time have you got?
B Very _____. I work long hours.
- 7 A Have you got any money on you?
B Yes, but not _____. I haven't been to the bank yet.
- 8 I'm a strict vegetarian. I don't eat _____ meat.
- 9 A How _____ students came to the first class?
B Not _____, because _____ people are still on holiday.
- 10 There's only a _____ milk left. Please don't use it all.
- 11 I can't run very fast. I smoke too _____.
- 12 I forgot my camera, so we couldn't take _____ photos.
- 13 We've only got a _____ potatoes. Can you buy some?
- 14 I don't like shopping in hypermarkets. There are too _____ people.
- 15 I read _____ magazines – five or six a week, but not _____ books.

/20

2 A Ask B questions with *How much/many ...* and the verbs.

B Answer with *none*, *a lot*, *a little/not much*, *a few/not many*.

A Ask for more information.

free time (have)

novels (read a month)

money (spend on newspapers and magazines)

beer (drink)

British people (know)

exercise (do)

cigarettes (smoke a day)

close friends (have)

clothes (have) that you never wear

CDs (buy)

FOLD HERE
▼

1 Be quiet! Your father's trying ...	a to turn off the lights.
2 It was getting late, so we decided ...	b telling people what to do.
3 I don't forget people's faces, but I'm not very good at ...	c to pay for anything.
4 When you leave the house, don't forget ...	d paying the bill.
5 Even with only ten players, the team still managed ...	e remembering their names.
6 He left the restaurant without ...	f to find a job.
7 He's very bossy and he likes ...	g to have a party.
8 For my birthday I'm planning ...	h going to school.
9 She's really mean. She never offers ...	i to go home.
10 When I was a child, I hated ...	j to sleep.
11 On Sunday mornings I really enjoy ...	k to win the match.
12 Nowadays, it's difficult for young people ...	l getting up late.

1 For five minutes look at the word soup and try to find 18 words from Files 1 and 2.

F	L	A	T	M	A	T	E	H	F	S	Q
D	P	W	R	E	S	E	A	R	C	H	S
A	U	J	U	N	K	E	K	E	X	A	N
R	C	P	S	B	R	A	I	N	B	R	O
G	F	I	T	R	V	S	W	G	E	E	R
U	A	L	N	I	G	H	T	M	A	R	E
M	I	L	V	B	O	O	J	G	R	V	P
E	R	O	H	E	M	U	X	W	D	Q	L
N	G	W	W	H	O	L	E	M	E	A	L
T	E	B	L	O	O	D	R	D	J	B	S
A	H	R	E	E	D	E	L	T	H	D	C
F	S	H	G	N	Y	R	C	L	O	S	E

2 Now write the words next to the correct definition.

Example: Someone you share a flat with

flatmate

- 1 Adjective for food which has no nutritional value
- 2 What you put your head on when you are in bed
- 3 Hair on a man's face
- 4 Dracula's favourite drink
- 5 The place where your arms are connected to your body
- 6 This type of bread is healthier for you
- 7 Happy one minute and sad the next (*adj.*)
- 8 A bad dream
- 9 An adjective to describe a very good friend
- 10 Scientists do this to learn new things about a subject
- 11 Young children don't usually like to ____ their toys
- 12 In good physical condition (*adj.*)
- 13 To influence someone by giving a present or doing a favour
- 14 Another word for *blonde*
- 15 You can usually ____ your best friend to keep a secret
- 16 The organ which controls your thoughts and feelings
- 17 If two people don't agree, they often end up having one
- 18 Breathe noisily through your nose and mouth when you sleep

3 Cover the definitions and look at the words. What do they mean?

A

1 Ask B the questions below and remember his/her answers.
Don't write anything down.

- When's your birthday?
- Do you smoke?
- How long have you been studying English?
- Have you been to Britain?
- Did you go out last night?
- Where were you born?
- What languages can you speak?
- Are you going home after this class?
- What did you have for lunch yesterday?
- Would you like to be famous?
- Have you got any brothers or sisters?
- Are you shy?

2 Answer B's questions.

3 Now check if you have remembered B's answers to the questions in 1.
Use a question tag, e.g.

A *Your birthday's the 10th of July, isn't it?*

B *Yes, it is. / No, it isn't. It's the 10th of June.*

B

1 Answer A's questions.

2 Ask A the questions below and remember the answers.
Don't write anything down.

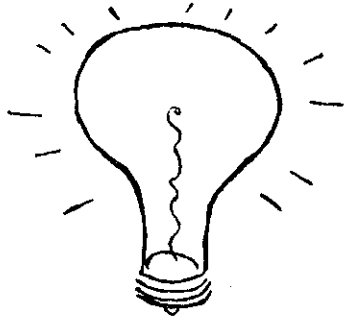
- Do you take sugar in coffee?
- Are you going anywhere next weekend?
- What's your favourite colour?
- Can you play chess?
- Did you have breakfast this morning?
- How long have you been living here?
- Were you at home last night?
- Would you like to go to India?
- Have you got a mobile phone?
- Where did you go last summer?
- Have you ever been to an opera?
- Are you ambitious?

3 Now check if you have remembered A's answers to the questions in 1.
Use a question tag, e.g.

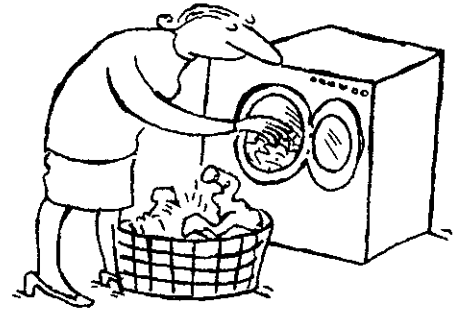
A *You don't take sugar in your coffee, do you?*

B *No, I don't. / Yes, I do, but just a little.*

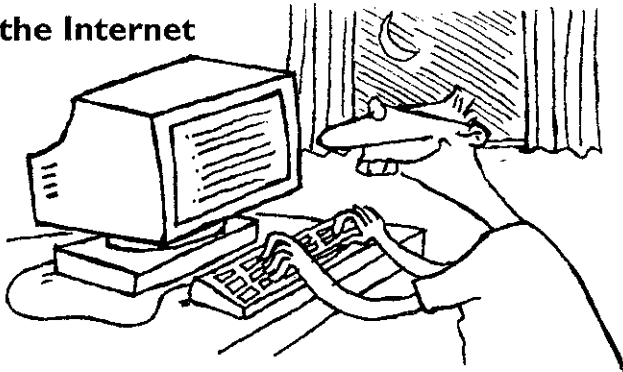
the electric light



the washing machine



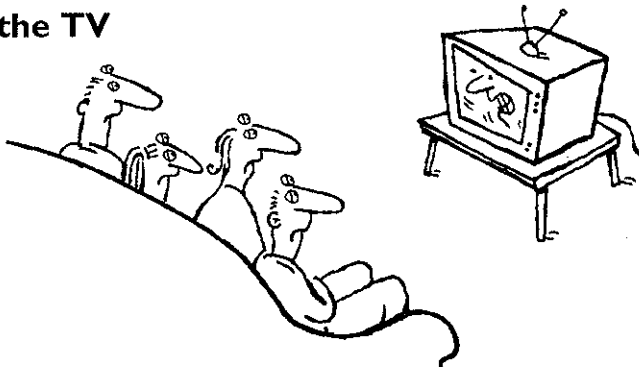
the Internet



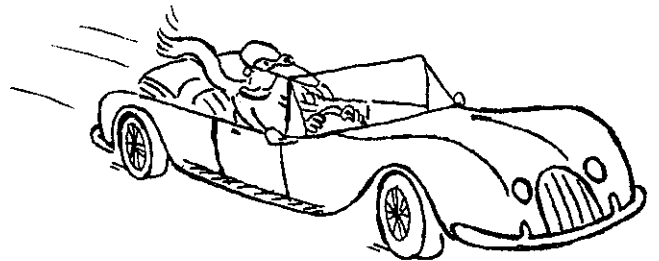
the fridge



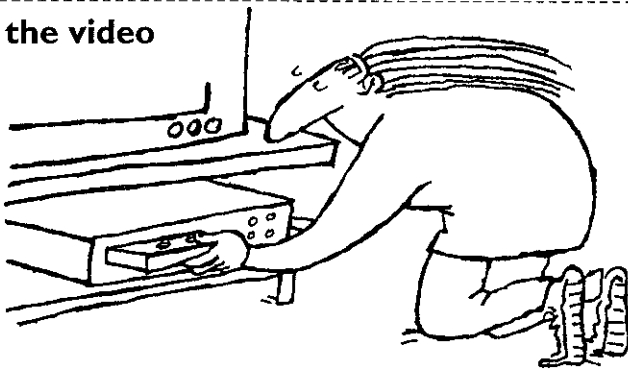
the TV



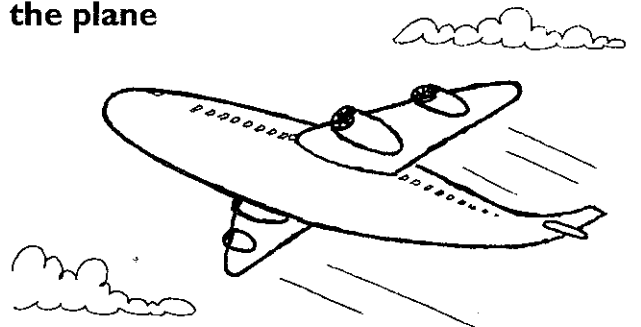
the car



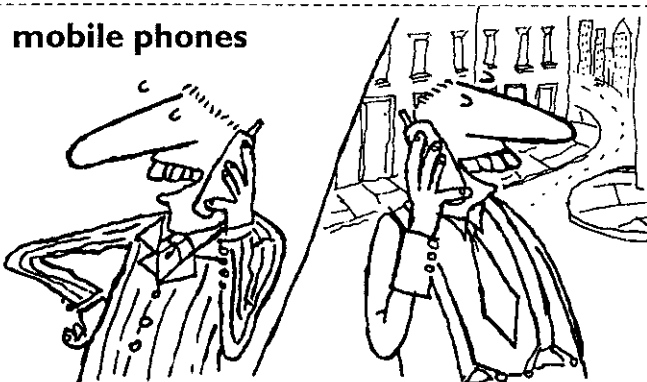
the video



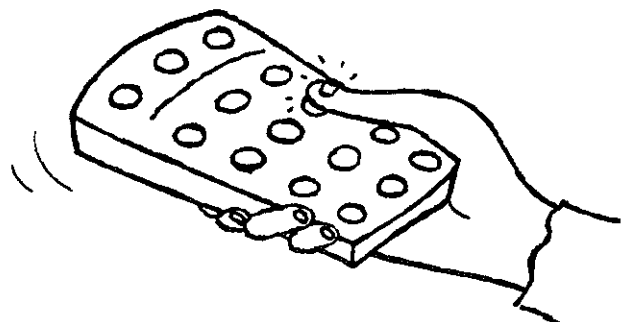
the plane



mobile phones



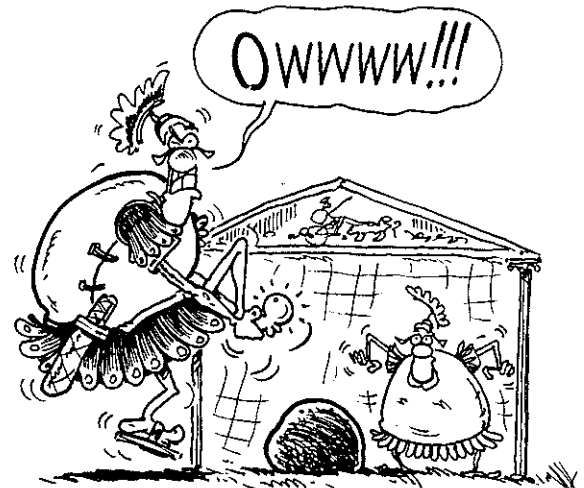
the TV/video remote control



- 1 Read ten facts about the Romans. Five are true and five are false.
- 2 In pairs, discuss the facts and decide if they are T (true) or F (false).

Ten things you probably didn't know about ... the Romans!

- 1 Once a year, the Romans used to have a special vote where they wrote down the name of the politician they most disliked. The person who got the most 'votes' was then exiled (*sent out of the country*), and wasn't allowed to come back for ten years.
- 2 In some Roman towns there used to be so many traffic jams that vehicles were not allowed into the town during the day, and could only enter at night.
- 3 In Roman times, people who were middle class used to live in flats. These flats didn't have kitchens or bathrooms, so people used to eat in bars and use public wash-houses.
- 4 The Romans used to tell the time by the sun, but when it was cloudy, they used to get a slave to count the hours.
- 5 During the Saturnalia holidays, (the equivalent of our modern Christmas) Roman citizens used to serve dinner to their slaves, and the slaves could go out at night, something they weren't normally allowed to do.
- 6 When Roman women got married, the day before the wedding they used to 'sacrifice' all their toys on a fire as a sign that their childhood was over.
- 7 Although the Romans used to lie on beds when they were eating (eating sitting up was considered bad manners), they didn't use to use beds for sleeping. They slept on special carpets on the floor.
- 8 The Romans used to play an early form of football using a small round stone instead of a ball. 'Matches' were played between men from different towns. Because the men only wore sandals on their feet, many players ended up with broken toes.
- 9 In Roman plays at the theatre, when an actor was going to 'die', he used to go behind the curtain and change places with a slave. The slave came out and was then really killed.
- 10 Roman men were famous for being good soldiers. However, the men were also very interested in their appearance, and they used to wear eye make-up and perfume.



1 Complete the sentences with the verb in brackets.
Use either the gerund, the infinitive with *to* or the infinitive without *to*.

Example: He said he wanted to me at once. (speak)

VERB

to speak

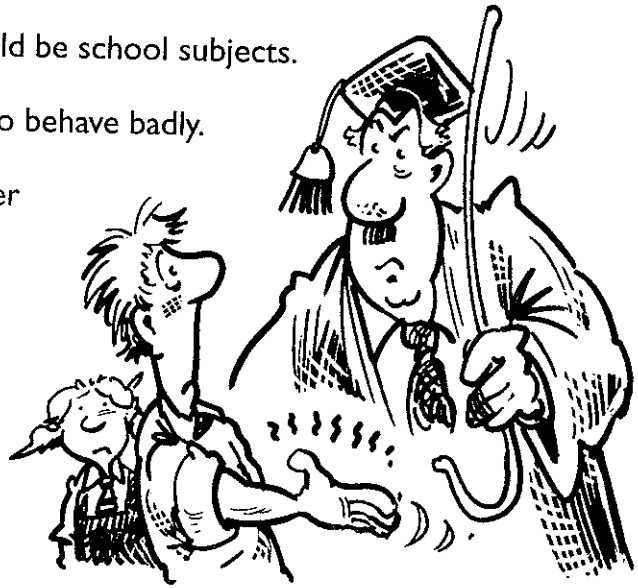
- 1 I'm really busy at the moment. Would you mind back later? (call)
- 2 He's not very sociable. He doesn't enjoy to parties. (go)
- 3 Her parents aren't very strict. She's allowed out as late as she wants. (stay)
- 4 I don't speak French but I managed what she wanted. (understand)
- 5 The bank robber made the customers on the floor. (lie)
- 6 We decided her a present. (not buy)
- 7 Have you ever thought of back to university? (go)
- 8 My father used me a story when I went to bed. (tell)
- 9 Tom's neighbour offered the children while he was out. (look after)
- 10 I think it's better a film in its original version. (see)
- 11 Jan's boss lets her the office phone. (use)
- 12 Have you finished the paper? (read)
- 13 for people really makes me angry. (wait)
- 14 He should study architecture. He's very good at . (draw)
- 15 I find it quite difficult my feelings. (express)
- 16 Would you like with children? (work)
- 17 She loves puzzles and crosswords. (do)
- 18 They're hoping her sister in Scotland next year. (visit)
- 19 I'm going to learn chess. (play)
- 20 I was surprised he had failed the exam. (hear)

/20

2 Cover the VERB column. Test yourself.

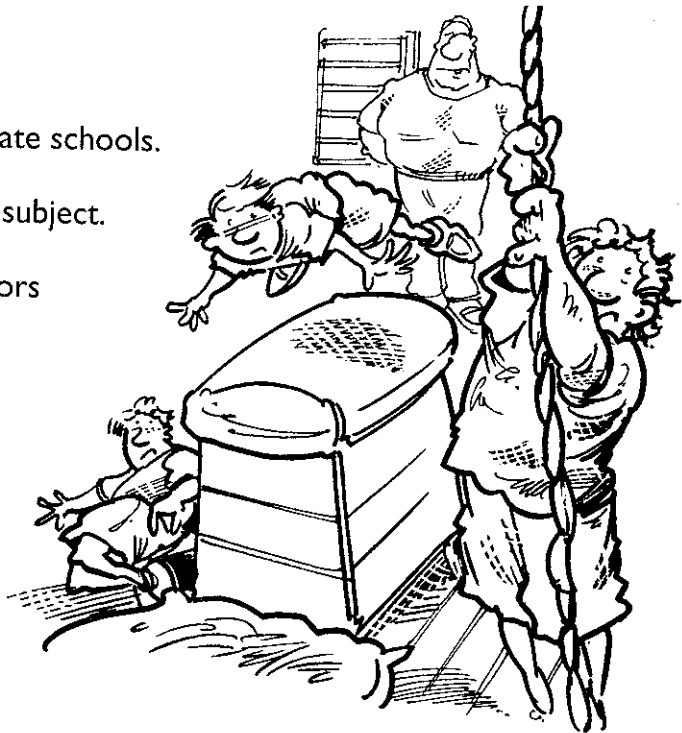
Debate 1

- A Housework and personal relationships should be school subjects.
- B Teachers should be allowed to hit pupils who behave badly.
- C All schools should let children wear whatever they want.



Debate 2

- A Private schools are usually better than state schools.
- B Physical education should be an optional subject.
- C Teachers should be paid as much as doctors and lawyers.



Debate 3

- A _____
- B _____
- C _____

BOOK REVIEW



What's it called? Who's it by? What kind of book is it?



What's it about?



What did you think of it? Why?



Some new words/expressions I learned:



Name: _____

Date: _____

Adjectives to describe a book:

boring disappointing enjoyable entertaining exciting fascinating interesting moving tragic etc.

- A** **1** Look at sentences 1, 3, 5, 7, 9 and 11. Complete the gaps with the correct form of *be able to* + a verb.
- 2** Say your sentences to **B** who will tell you if you've said the same sentences as on the card. If they're not the same, try again.

- ① I haven't _____ a new job yet.
- 2 Will you be able to get to the airport in time?
- ③ You should _____ this exercise. It's quite easy.
- 4 I'd like to be able to play the piano really well.
- ⑤ Will you _____ the work before Friday?
- 6 I've been looking for a new jacket but I haven't been able to find one I like.
- ⑦ Although the water was freezing, Jim _____ across the river.
- 8 If we don't hurry, we won't be able to catch the 3.15 train.
- ⑨ We won't _____ by plane. My wife's afraid of flying.
- 10 I won't be able to go away this weekend. I'm too busy.
- ⑪ I've never _____ the video.
- 12 I love being able to get up late on Sunday mornings.

- 3** Now **B** will try to guess sentences 2, 4, 6, etc. Tell him/her if they're the same as your sentences. If not, **B** tries again.

- B** **1** Look at sentences 2, 4, 6, 8, 10 and 12. Complete the gaps with the correct form of *be able to* + a verb.
- 2** Now **A** will try to guess sentences 1, 3, 5, etc. Tell him/her if they're the same as your sentences. If not, **A** tries again.

- 1 I haven't been able to find a new job yet.
- ② Will you _____ to the airport in time?
- 3 You should be able to do this exercise. It's quite easy.
- ④ I'd like _____ piano really well.
- 5 Will you be able to finish the work before Friday?
- ⑥ I've been looking for a new jacket but I haven't _____ one I like.
- 7 Although the water was freezing, Jim was able to swim across the river.
- ⑧ If we don't hurry, we won't _____ the 3.15 train.
- 9 We won't be able to go by plane. My wife's afraid of flying.
- ⑩ I won't _____ away this weekend. I'm too busy.
- 11 I've never been able to programme the video.
- ⑫ I love _____ late on Sunday mornings.

- 3** Say your sentences to **A** who will tell you if you've said the same sentences as on the card. If they're not the same, try again.

I'm going to tell you about...

- 1 a very good (or bad) experience I had at school.
- 2 something I used to be afraid of when I was a child.
- 3 something I'd really like to be able to do but I can't.
- 4 a very good (or bad) meal I once cooked.
- 5 a night when I slept in a strange place.
- 6 my normal routine when I get up in the morning.
- 7 a language I'd love to be able to speak and why.
- 8 something quite unusual that I do in my free time.
- 9 my diet: how healthy (or unhealthy) it is.
- 10 a time when I overslept and missed (or nearly missed) something important.
- 11 my worst school subject.
- 12 a group/singer I used to like when I was younger.

You're very short of money this month.
You need somebody to lend you _____ until the end of the month.

You're having real problems with your English homework.
You need somebody to come and help you on Sunday afternoon.

You're going away next weekend.
You need somebody to look after your dog.

You have to write a book review for school/university which has to be typed.
You haven't got a computer.
You need somebody to type it for you.

Your car is being repaired.
You need somebody to lend you their car for a few days until yours is ready.

Your American friend is arriving tomorrow afternoon, when you are at work / school.
You need somebody to meet him / her at the airport.

You want to go out on Saturday night. You've got two young children.
You need somebody to babysit for you.

A friend of yours who's allergic to cats is coming to stay this weekend.
You need somebody to look after your two cats until your friend leaves.

You're going on holiday next week for ten days.
You need somebody to come to your flat / house to water your plants.

You're getting married on Saturday afternoon.
You need somebody to video the wedding for you.

You're flying to London tomorrow morning and you have to be at the airport at 7a.m.
You need somebody to take you to the airport.

Two friends of yours are coming for a day, and they really want to see your town. Unfortunately you're busy.
You need somebody to go with them.

You're going to paint your flat next weekend.
You need somebody to help you.

Your best friend's getting married the day after tomorrow and you haven't got time to buy him/her a present.
You need somebody to buy it for you.

You're moving into a new flat next Friday.
You need somebody to help you move the furniture, etc.

Some friends are coming to dinner on Saturday night and you want to cook something special (you're not a very good cook).
You need somebody to help you.

- 1 Match SITUATIONS 1–10 with sentences a–j in WHAT DO YOU SAY?
- 2 Complete a–j with *will, shall, might, going to* or a verb in the present continuous.

SITUATIONS

- 1 It's hot. You think your granny's thirsty.
- 2 It's nearly Christmas. You've arranged a winter holiday in Austria.
- 3 You're not sure if you want to go to the cinema tonight.
- 4 You've booked a table for four at a nice restaurant.
- 5 The phone rings. You're the nearest to the phone.
- 6 Your computer is very old. You're planning to get another one.
- 7 You haven't decided if you really want to go to the party.
- 8 You've decided you really need to sleep eight hours tonight.
- 9 You had an exam yesterday. You did it very well.
- 10 You're at a party and it's nearly midnight. You have to get up at 6 a.m. to go to work.

WHAT DO YOU SAY?

- a I _____ go.
I'm not sure.
- b _____ I get you a glass of water?
- c I think
I _____ pass.
- d I _____ go to bed early tonight.
- e I _____ dinner with some friends tonight.
- f I _____ see a film this evening.
- g I _____ buy a new one.
- h I _____ answer it.
- i I _____ skiing next week.
- j I _____ feel exhausted tomorrow.

- 3 Cover the sentences in WHAT DO YOU SAY? Look at the SITUATIONS. Can you remember what to say?

In your lifetime, ...

1 ... people will lose interest in football.

2 ... everybody will be slim without having to go on a diet.

3 ... people will only cook for very special occasions.

4 ... there won't be any shops. People will buy everything on the internet.

5 ... nobody will send letters by post any more.

6 ... both smoking and drinking alcohol will be illegal.

7 ... all businesses will be open 24 hours a day.

8 ... you will be able to 'design' your children.

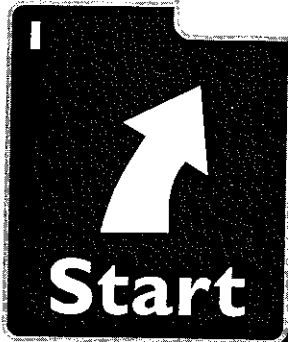
9 ... everybody will live to at least 110.

10 ... women will have most of the top jobs.

- 1 Read the predictions and mark them as follows:
- ✓ I'm sure it'll happen.
 - ✗ I don't think it'll happen.
 - ? I think it might happen.

- 2 Compare your opinions with a partner. Say *why*.

- 3 Now discuss if you think the predictions will be a *good* thing or not.



2 Unless they pay me more money, ...

3 I'll retire when ...

4 I'll go to bed as soon as ...

5 When he reads the letter, ...

16 She'll be really happy when ...

6 Don't do anything until ...

14 I'll tell him the news as soon as ...

15 I won't be able to pay you until ...



7 You won't lose weight unless you ...

13 I'll do the washing up if ...

8 Let's wait here until ...

12 If you don't slow down, ...

11 If you press this button, ...

10 Unless you work harder, ...

9 As soon as it stops raining, ...

- 1 Listen to the song and complete as many of the words as you can.
- 2 Listen again and check.



Ben E. King

Stand by me was written by Ben E. King, Jerry Leiber and Mike Stoller in 1961. It was made famous by Ben E. King but has been recorded by many other artists.

Stand by me

- W_____ the n_____ has c_____
- 2 And the l_____ is d_____
- And the m_____ is the only l_____ we'll s_____.
- 4 No, I w_____ b_____ a_____
- No, I w_____ b_____ a_____
- 6 J_____ as l_____ as y_____ stand, stand by me.

Chorus

- S_____ d_____, d_____, stand by me,
- 8 Oh, stand by me,
- Oh, stand, stand by me, stand by me.
- 10 If the s_____ t_____ we l_____ upon
- S_____ tumble and f_____
- 12 Or the m_____ should crumble into the s_____.
- I w_____ c_____, I w_____ c_____, no I w_____ shed a tear
- 14 J_____ as l_____ as y_____ stand, stand by me.

Chorus

Glossary

- | | |
|----------------------------|-------------------------------------|
| 6 as long as = if | 12 crumble = break into little bits |
| 6 stand by me = support me | 13 shed a tear = cry |
| 11 tumble = fall down | |

1

- 1 Do you usually give money to people who beg in the street?
- 2 Are you good at saving money?
- 3 Is there anyone who you **wouldn't** lend money to?

2

- 1 How much pocket money did you use to get when you were a child?
- 2 Are you careful with money?
- 3 What the next 'big' thing you are going to buy?

3

- 1 When was the last time you borrowed money?
- 2 How much do you spend on lottery tickets, the football pools, etc?
- 3 Do you usually leave tips in bars, restaurants? Why (not)? How much?

4

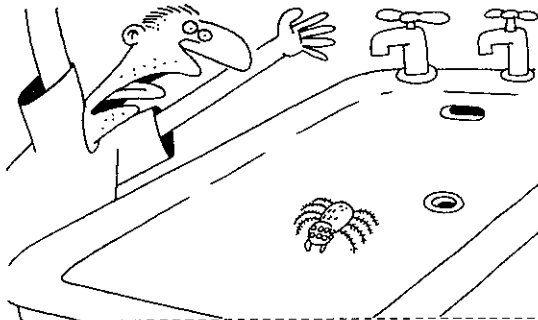
- 1 Is there anything you **don't** like spending money on?
- 2 What would you love to buy but you can't afford?
- 3 Do you think credit cards are a good thing?

5

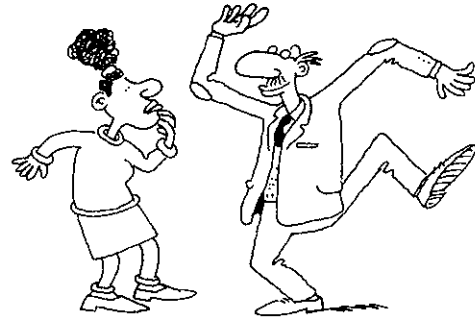
- 1 Do you ever give money to a charity or similar organization?
- 2 Do you know anyone who's very mean?
- 3 Have you ever been robbed (of money)?



(see) a big spider in the bath



(meet) your English teacher at a disco



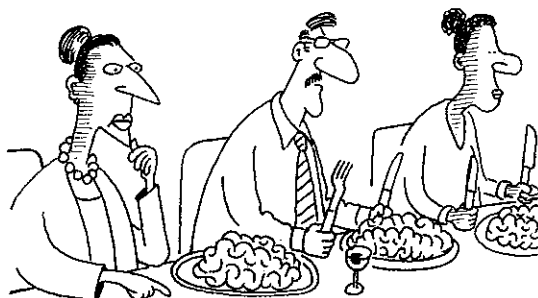
(hit) somebody's car in a car park



(find) a lot of extra money in your bank account



(be) served brains at a dinner party



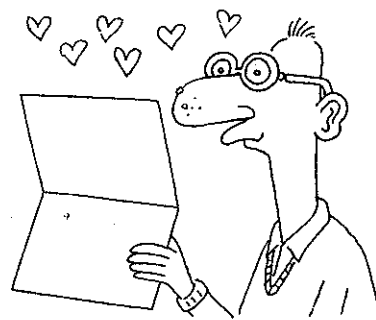
(meet) your partner in the street with an ex-girlfriend/boyfriend



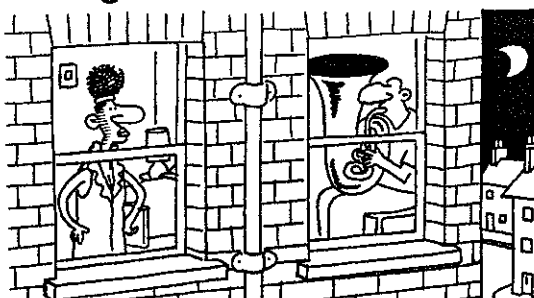
(have to) sing at a karaoke evening



(get) an anonymous love letter



your neighbour (play) loud music late at night



(be) invited to a really good concert by somebody you didn't like



In pairs, read the clues and write the words as quickly as possible.

- 1 When people are very hungry, they often say 'I'm _____'.
- 2 I borrowed ten pounds from you, so I _____ you ten pounds.
- 3 The time when you were a child.
- 4 A machine outside a bank where you can get money.
- 5 One of the _____ I hated at school was Latin.
- 6 People who've got a cold or smoke too much often do this.
- 7 Another way of saying *worker*.
- 8 He never studies but he always gets high _____ in the exams.
- 9 The way you look physically is your _____.
- 10 Another word for *rich*.
- 11 The academic year is usually divided into three of these.
- 12 The qualification you get at university.
- 13 Time that you spend at work after your usual working hours.
- 14 Speak very quietly so that other people can't hear you.
- 15 Stop work because you want more money.
- 16 What most workers do when they are 65.
- 17 All the money you earn in a year.
- 18 Receive money when someone dies.

 A

 E

 H

 - O

 E

 O

 E

 R

 P

 L

 M

 D

 R

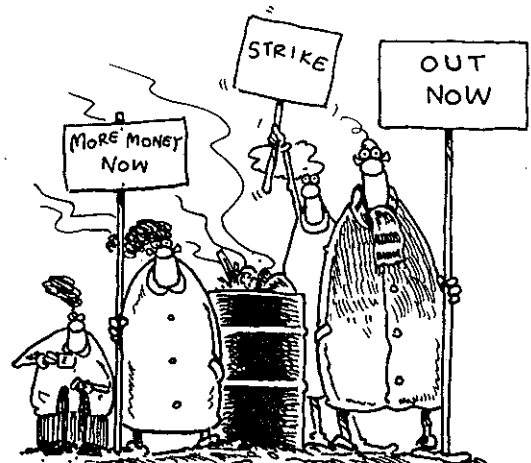
 I

 O N

 T

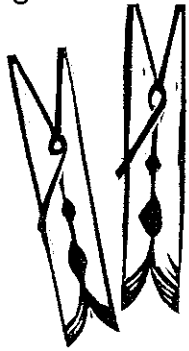
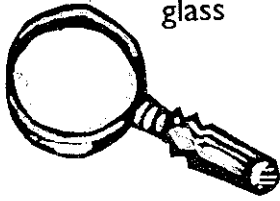
 I

 T

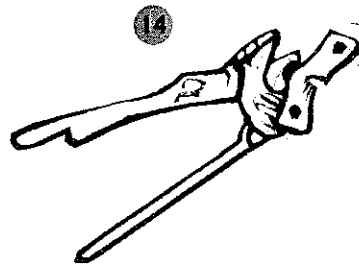


A

11 a magnifying glass



4

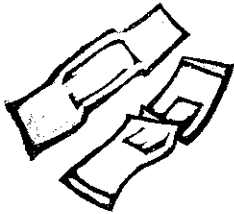


14



7 scissors

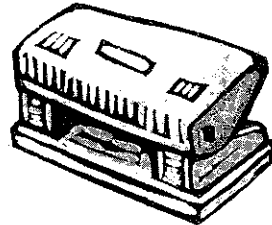
1 plasters



3 needles



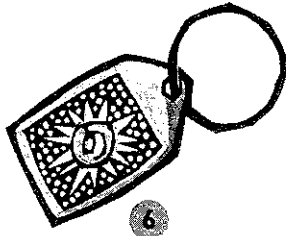
5 a hole punch



2



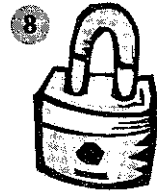
13 a (light) bulb



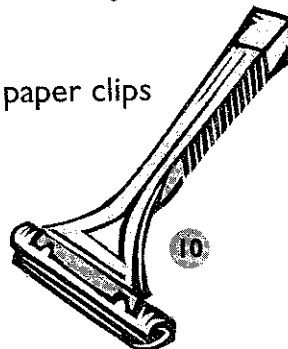
6



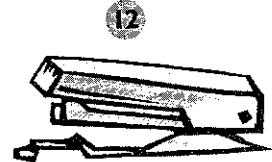
9 paper clips



8



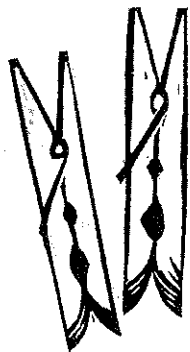
10



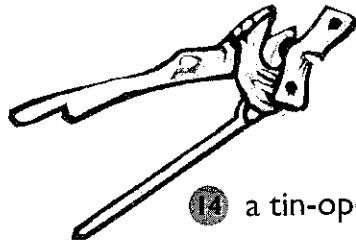
12

B

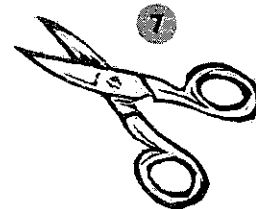
4 clothes pegs



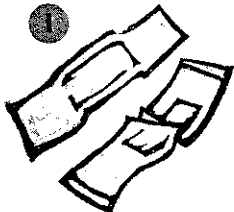
11



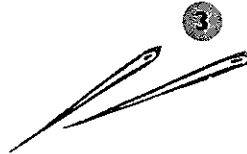
14 a tin-opener



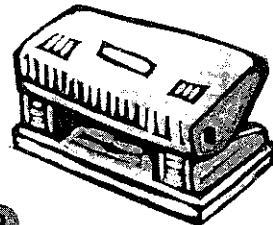
7



1



3



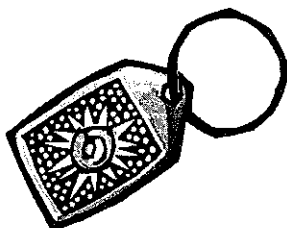
5



2 a plug



13

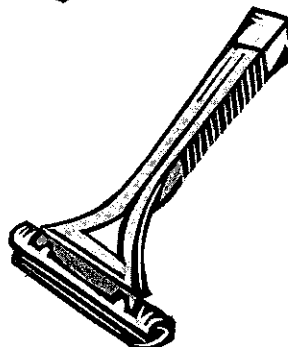
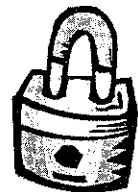


6 a key-ring



9

8 a padlock



10 a razor

12 a stapler



- 1 Complete the sentences with *have to* / *don't have to* / *mustn't* so that they are true for your country.



- 1 You _____ have a licence if you own a dog.
- 2 You _____ get married in a church.
- 3 You _____ be married to be able to adopt children.
- 4 You _____ drive through a red traffic light.
- 5 You _____ stay at school until you are 16.
- 6 You _____ vote in a general election.
- 7 You _____ drive if you've had more than two alcoholic drinks.
- 8 You _____ pay for your school books.
- 9 You _____ ride a motorbike on the pavement.
- 10 You _____ pay on motorways.
- 11 You _____ be 18 to vote in a general election.
- 12 You _____ wear a seat-belt if you are in the back seat of a car.
- 13 You _____ do military service.
- 14 You _____ smoke in a petrol station.
- 15 You _____ have a medical check-up every year.

- 2 Compare with a partner. Do you think any of these laws should change? Use *should*, e.g.

I think people should be able to vote when they're 16.

Look at the pictures and answer the questions.
You **must** use the past perfect (*had(n't) + participle*).

FOLD HERE

now

before

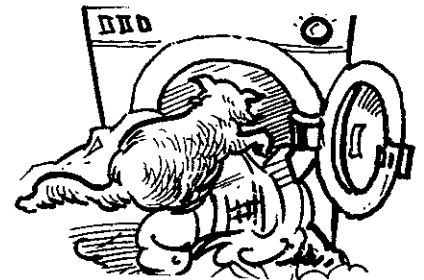
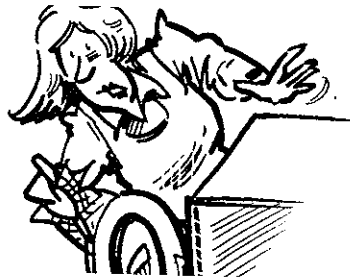
1 Why was Janice so angry with Tony?



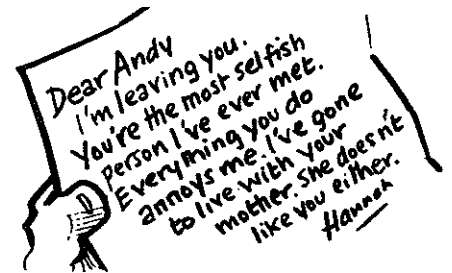
2 Why didn't Cathy recognize him?



3 Why was Deborah horrified when she opened the washing machine?



4 Why was Andy depressed when he read the letter?



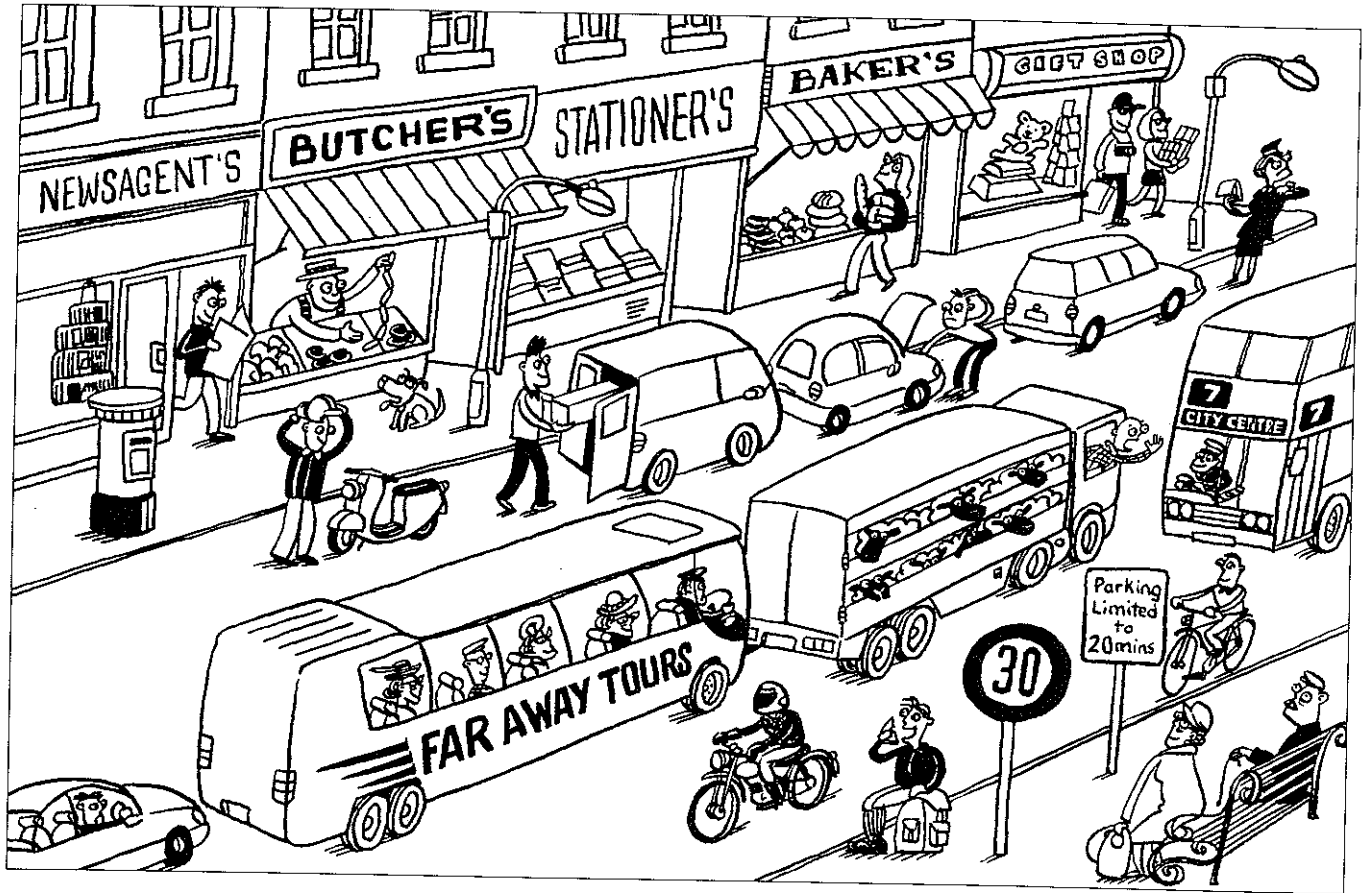
5 Why didn't Bill want any dessert?



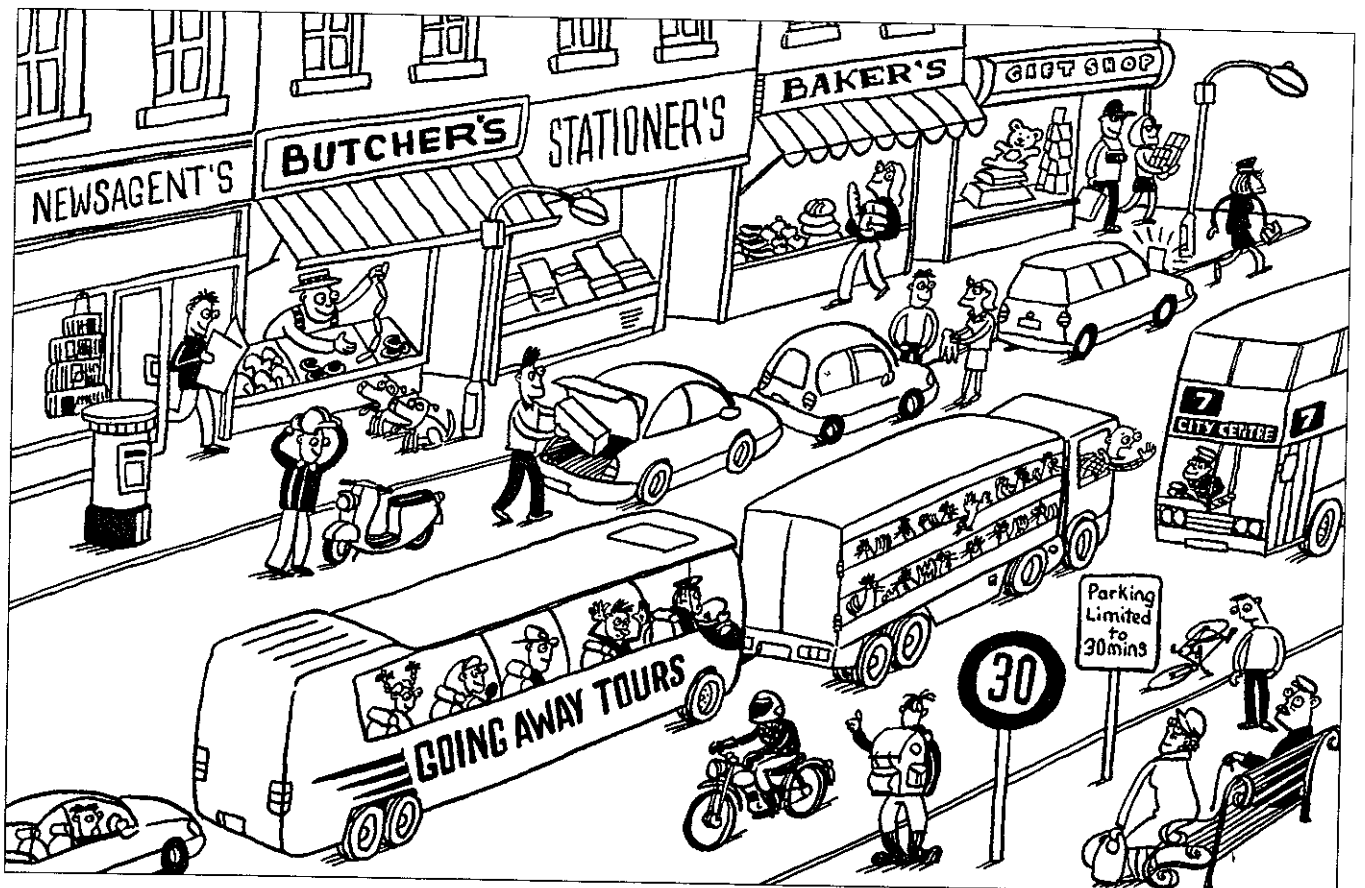
6 Why did John bring his wife flowers?



A



B



Group A**1 Venice**

What's the name of the city where _____?

2 a cash-point

What do you call a machine which _____?

3 a clairvoyant

What do you call a person who _____?

4 Hillary Clinton

What's the name of the woman whose _____?

5 mean

How do you describe a person who _____?

6 pollution

What do you call something which _____?

7 Pinocchio

What's the name of the boy whose _____?

8 a priest

What do you call a person who _____?

Group B**1 New York**

What's the name of the city where _____?

2 the brain

What do you call the thing which _____?

3 Cinderella

What's the name of the girl whose _____?

4 a boss

What do you call a person who _____?

5 Dr Watson

What's the name of the man whose _____?

6 neighbours

What do you call the people who _____?

7 Superman

What's the name of the man who _____?

8 a credit card

What do you call the thing which _____?

- a** What would be ...

 - your dream car?
 - your ideal job?
 - the perfect place for you to live in?
- b** What do you think is the best way to ...

 - get around your city?
 - get a good job?
 - get rich?
- c** What's the good side and bad side of ...

 - working for yourself?
 - going to work by bike?
 - buying a second-hand car?
- d** What kind of problems do you have in your city with ...

 - noise?
 - traffic?
 - pollution?
- e** What would you do if ...

 - a clairvoyant offered to tell you your fortune?
 - you were offered a job in the USA?
 - a friend who had been drinking offered to drive you home?
- f** Have you ever ...

 - had a nightmare journey?
 - had a problem with your neighbours?
 - broken down in a car at night?

- a** What would be ...

 - your dream car?
 - your ideal job?
 - the perfect place for you to live in?
- b** What do you think is the best way to ...

 - get around your city?
 - get a good job?
 - get rich?
- c** What's the good side and bad side of ...

 - working for yourself?
 - going to work by bike?
 - buying a second-hand car?
- d** What kind of problems do you have in your city with ...

 - noise?
 - traffic?
 - pollution?
- e** What would you do if ...

 - a clairvoyant offered to tell you your fortune?
 - you were offered a job in the USA?
 - a friend who had been drinking offered to drive you home?
- f** Have you ever ...

 - had a nightmare journey?
 - had a problem with your neighbours?
 - broken down in a car at night?

1 Read the directions and follow them on the map.
Where do you get to?

‘Take the first turning on the left, and then the first on the right. Go straight on for about 200 metres, past a secondary school on your left, and then take the first on the right. Go along that road, over the traffic lights, until you get to the roundabout. Take the second exit* and keep going until you get to some more traffic lights. Turn right, and then take the first on your left. Go straight on, past an old building on your right – I think it’s the library but I’m not sure – and you’ll see it on the right. It’s a big white building. You can’t miss it. Have you got that?’

*In Britain people drive on the left, so they also go left round a roundabout.

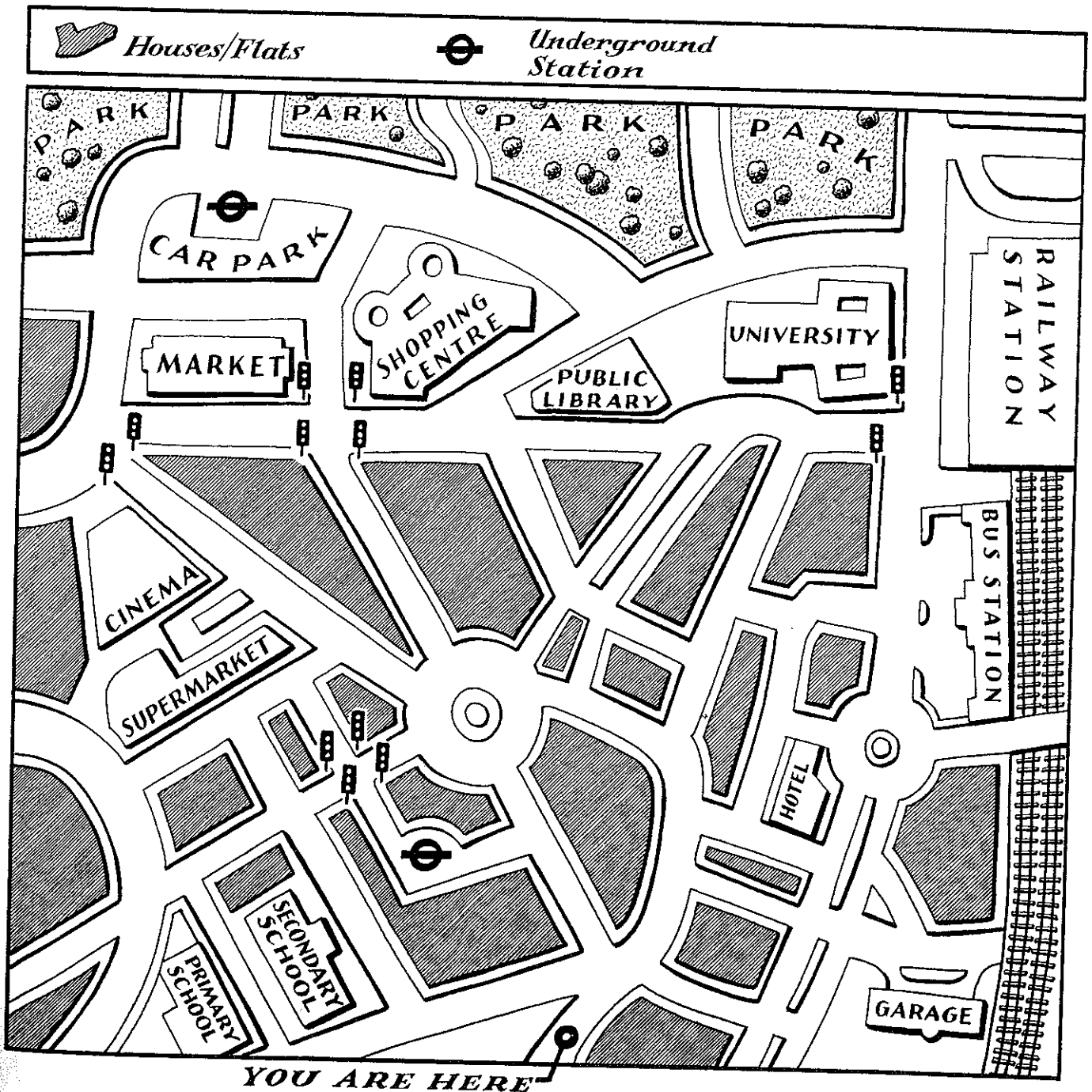
2 Choose a destination on the map. Write instructions to get to it from **YOU ARE HERE**.

3 Work in pairs.

A Read your instructions quite quickly to B.

B Try to follow them to the destination. If you get lost, ask A to repeat them a bit more slowly. Continue until you get to the right place.

Then swap roles.



FILMS

- 1 Which of these films was **not** made by Walt Disney?

The Prince of Egypt
The Lion King
Mulan

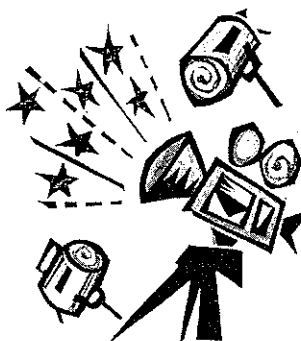
- 2 Which of these films is different? Why?

Friday 13th
Reservoir Dogs
Pulp Fiction

- 3 Clint Eastwood starred in several 'spaghetti westerns'. What are 'spaghetti westerns'?

- 4 What have these three films got in common?

Jaws
Beethoven
Free Willy



PEOPLE

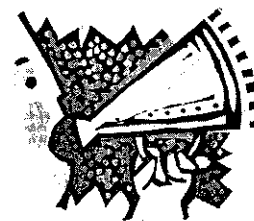
- 1 Which famous science fiction character was played by an actress who was only 765 cm tall?
- 2 Who sang on the piano in *The Fabulous Baker Boys*?
- 3 Who wanted to jump into the river at Christmas but was saved by an angel in 1946?
- 4 Whose husband became a ghost in 1990?

PLACES

- 1 Where were the films *Rambo* and *Apocalypse Now* set?
- 2 Where did Macaulay Culkin's parents go on holiday when they left him in *Home Alone*?
- 3 Which country has the biggest film industry? (about 800 films a year)
- 4 What was Scarlett O'Hara's house called in *Gone with the Wind*?

MUSIC

- 1 *Summer Nights* was sung in which 1970s musical?
- 2 Who sang *You can keep your hat on* in *9½ Weeks*?
- 3 Which western had a famous soundtrack written by Ennio Morricone?
- 4 Which 1996 musical starred Madonna and Antonio Banderas?



CORRECT THE TITLE

- 1 *The Silence Of the Cows*
- 2 *The Italian Patient*
- 3 *Dead Footballers Society*
- 4 *Dances With Horses*

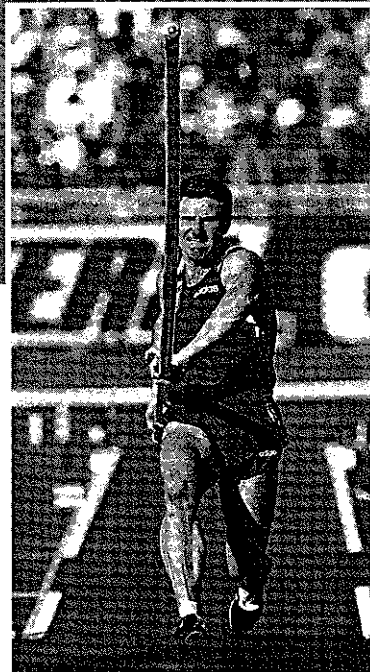
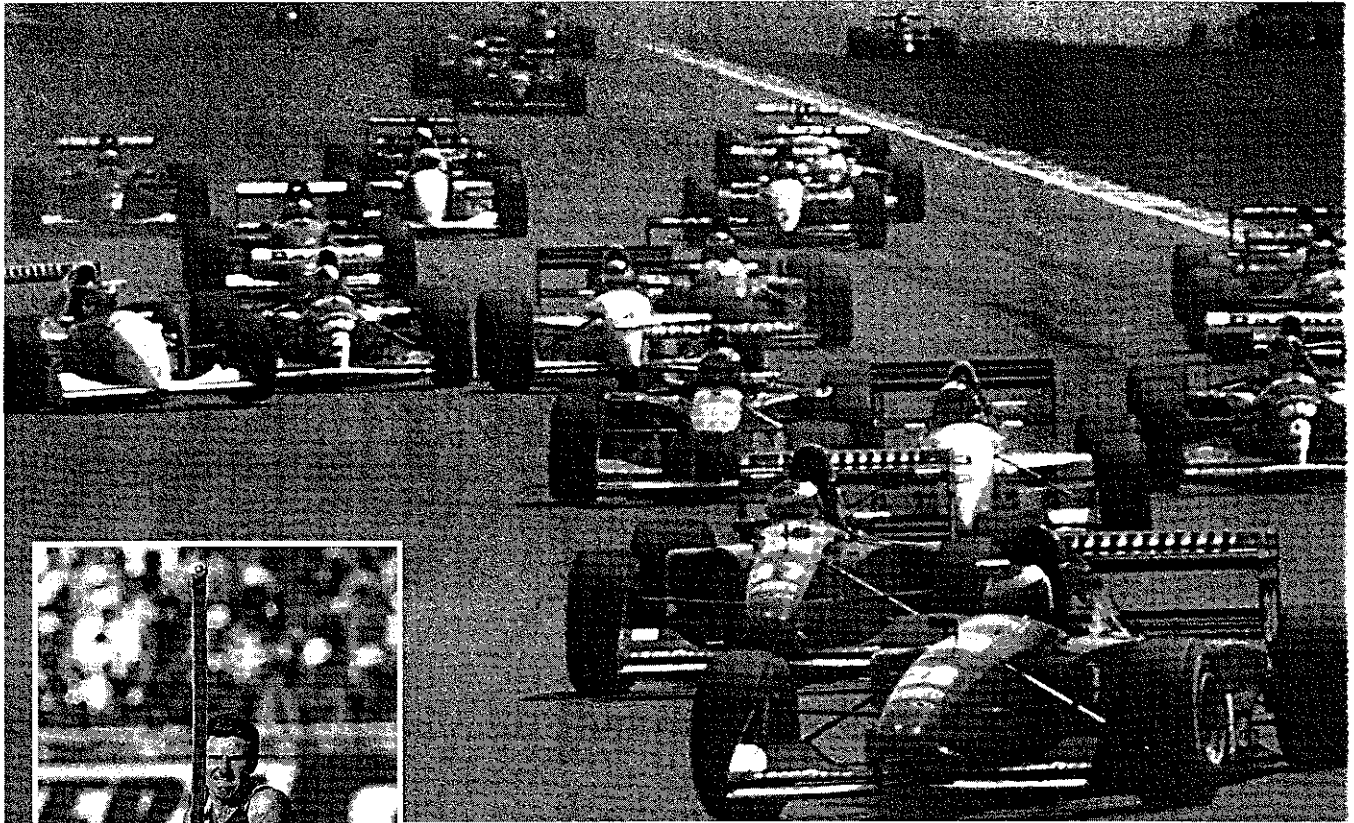


1 Write the verb in brackets in the correct form of the passive in the VERB column.

	VERB
Example: The prize [] by a seven-year-old boy. (win)	was won
1 This bill is a lot! [] service []? (include)	_____
2 Oh no! I can't see my car. I think it []. (steal)	_____
3 A Does Joe know he's been sacked? B No. He [] yet. (not tell)	_____
4 All books should [] to the library before the end of term. (return)	_____
5 A Why are you staying with your sister? B Because my flat []. (redecorate)	_____
6 A When [] it []? (finish) B Next Friday, I hope.	_____
7 He drove very carefully because he [] by a police car. (follow)	_____
8 A Why have you left Lassie outside? B Because dogs [] in here. (allow)	_____
9 A Why was your plane so late? B Because all the flights [] and we had to wait. (delay)	_____
10 When they arrived home, they discovered that all their windows [] by vandals. (break)	_____
11 I don't like [] by men with moustaches. (kiss)	_____
12 A Does this shirt have to []? (iron) B No, just dry it on a hanger.	_____
13 A How did Manchester United do yesterday? B Badly. They [] by Charlton 5-0. (beat)	_____
14 A [] this novel [] into French yet? (translate) B Yes, I think so.	_____
15 It's a beautiful old house. When [] it []? (build)	_____

/15

2 Cover the VERB column. Test yourself.



- 1 Which of these athletes have the largest hearts?
 - a) swimmers
 - b) marathon runners
 - c) sprint cyclists
- 2 Which of these countries has won the World Cup the most times?
 - a) Brazil
 - b) Italy
 - c) Germany
- 3 Who earn the most?
 - a) top basketball players
 - b) top racing drivers
 - c) top tennis players
- 4 Which of these sports is the best for keeping fit?
 - a) football
 - b) gymnastics
 - c) squash
- 5 Which of these matches lasts the longest?
 - a) a football match
 - b) a cricket match
 - c) a basketball match
- 6 Which of these teams has the most players?
 - a) a rugby team
 - b) a volleyball team
 - c) a hockey team
- 7 Which of these rackets is the heaviest?
 - a) a squash racket
 - b) a tennis racket
 - c) a badminton racket
- 8 Which of these courts is the biggest?
 - a) a volleyball court
 - b) a squash court
 - c) a basketball court
- 9 Which of these athletes has won the most Olympic gold medals?
 - a) Carl Lewis
 - b) Michael Johnson
 - c) Sergei Bubka
- 10 Who scored the most goals in the 1998 World Cup?
 - a) Zidane
 - b) Ronaldo
 - c) Soker

Compare the British / people from your country.

What's **the funniest** film you've ever seen?

Compare using public transport / travelling by car.

What's **the most boring** book you've ever read?

Compare using cash / using credit cards.

What's **the most frightening** experience you've had?

Compare living in the city centre / living on the outskirts of a city.

What's **the most interesting** place you've been to?

Compare your generation / your parents' generation.

What's **the best** (or **worst**) restaurant you've been to?

Compare private schools / state schools.

Which nationality is **the most romantic**?

Compare American food / the food in your country.

Who's **the most attractive** man / woman in your country?

Compare British films / American films.

What's **the coldest** (or **hottest**) place you've been to?

Compare working for a big company / working for yourself.

Who's **the laziest** person you know?

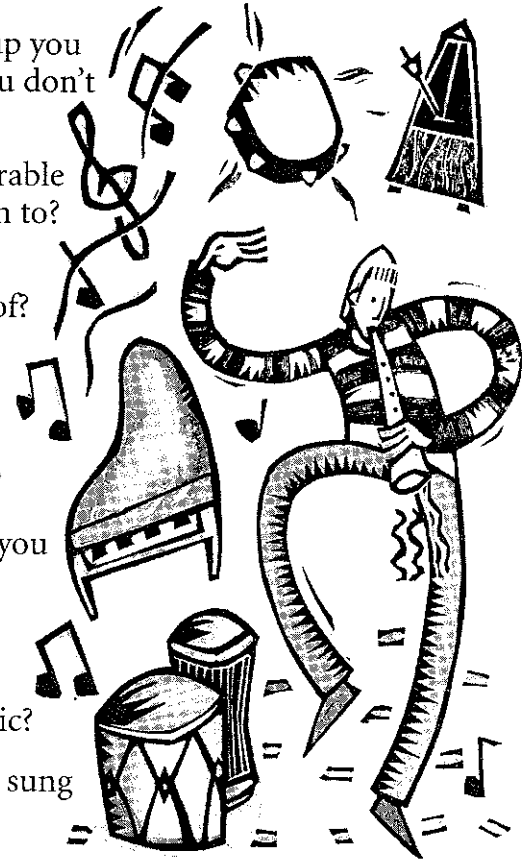
Compare living by yourself / being married.

Which nationality do you think are **the worst** drivers?

A

- 1 Interview your partner about his/her musical tastes. Ask for more information.
- 2 Answer your partner's questions. Then say *What about you?*

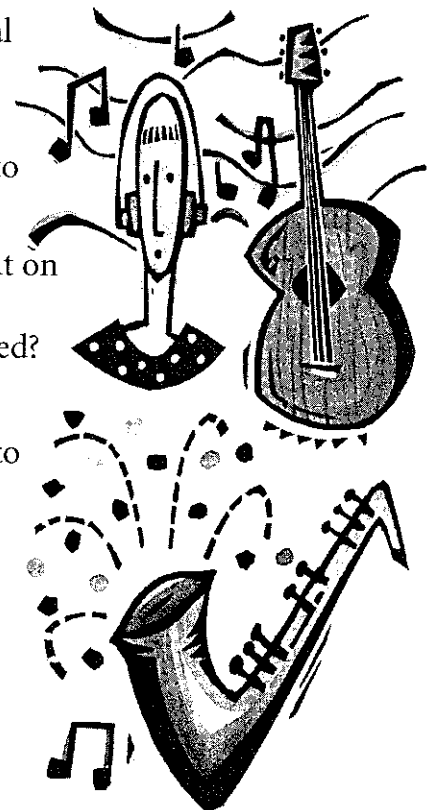
- 1 Is there a singer or group you used to like a lot but you don't any more?
- 2 What's the most memorable concert you've ever been to?
- 3 Which singer/group do you have most records of?
- 4 Which group/singer do you think
 - a) writes the best lyrics?
 - b) writes the best tunes?
- 5 What kind of music do you like dancing to?
- 6 Do you have a favourite
 - a) classical composer?
 - b) piece of classical music?
- 7 Have you ever played or sung in front of an audience?



B

- 1 Interview your partner about his/her musical tastes. Ask for more information.
- 2 Answer your partner's questions. Then say *What about you?*

- 1 Did you learn to play a musical instrument at school? Do you play an instrument now?
- 2 Have you ever met or spoken to a famous musician?
- 3 What kind of music do you put on
 - a) in the car?
 - b) when you're feeling depressed?
 - c) for a romantic evening?
- 4 What CD(s) are you listening to most at the moment?
- 5 Can you sing well? What kind of songs do you enjoy singing?
- 6 Which instrument do you most like to listen to?
- 7 What's your favourite film soundtrack?



- A**
- 1 Read the story and put the verbs in brackets in the past continuous (*was doing*) or the past perfect (*had done*).
 - 2 Check the answers with the teacher.

- 3 Read the story again and try to remember it. Tell your story to B.

Nearly famous!

This happened to me when I ¹ _____ (study) at university in Manchester in 1990 and I ² _____ (play) in a rock band with three other students. We were quite well known in the city and we were very ambitious. Our dream was to have a record in the top 20.

It was a Saturday night and we ³ _____ (play) a concert in a pub in the city centre. The pub was full because all of our friends ⁴ _____ (come) to see us.

We ⁵ _____ just _____ (finish) the first half of our concert and we ⁶ _____ (have) a break when suddenly

our manager came and spoke to us. He was really excited. He told us that a very famous radio DJ ⁷ _____ just _____

(arrive) in the pub. He ⁸ _____ (stand) by himself in the corner of the bar. The manager said, 'This is your big chance boys!'

Ten minutes later we started the second half of the concert. We ⁹ _____ all _____ (feel) very nervous but we began playing the first song, *She's my girl*. It was our best song and we ¹⁰ _____ (play) it hundreds of times before. But after a minute I realized that we ¹¹ _____ (play) out of tune. It was awful!

We finished the song and I looked in the corner of the bar to see if I could see the DJ. He ¹² _____ (go). I'm still playing in the same group, and we're still playing in pubs!

David Lawrence

- B**
- 1 Read the story and put the verbs in brackets in the past continuous (*was doing*) or the past perfect (*had done*).
 - 2 Check the answers with the teacher.

- 3 Read the story again and try to remember it. Tell your story to A.

Never again!

A few years ago I had tickets to see my favourite rock singer who ¹ _____ (tour) Spain and who ² _____ (go) to play a live concert at the football stadium in my town. Everybody was very excited because he was the biggest star who ³ _____ ever

_____ (perform) in our city.

On the morning of the concert I ⁴ _____ (listen) to the radio in my car when suddenly they said that the concert

⁵ _____ (be cancelled) because the singer had a very bad throat and was in bed in his hotel. I was very disappointed.

That night I went out to dinner with a friend of mine. We ⁶ _____ just _____ (sit)

down when we realized that the singer ⁷ _____ (sit) at a table in the corner!

He ⁸ _____ (laugh) and

⁹ _____ (talk) to some girls. He didn't look very ill. I wanted to go and tell him that I was one of the stupid people who ¹⁰ _____ (buy) a ticket to see him sing that night.

Two days later I ¹¹ _____ (read) the local paper when I suddenly saw that the singer ¹² _____ (sing) without any problems the night before, in Madrid in front of 40,000 people! He never came back to our town and I never bought another of his records.


Antonia Lopez

a burglar alarm	a tyre
a coach	an album
a draw (e.g. 0–0)	the cast (of a film)
a goalkeeper	crash (into) (v.)
a hit (record)	get a puncture
a net	injured
the speed limit	the lyrics (of a song)
a steering wheel	pollution
a track suit	the script (of a film)
a traffic jam	special effects
a tram	subtitles

Karaoke Night The King's Head pub Friday 9.30 p.m.		Admits 4	Arsenal v Liverpool Highbury Football Ground Saturday 3 p.m.		Admits 4
FRIDAY	SATURDAY		FRIDAY	SATURDAY	
afternoon			afternoon		
evening	karaoke		evening	football	
Wine tasting Linda's Wine Bar Friday, 8.30 p.m. onwards		Admits 4	Ladies' Final Wimbledon Lawn Tennis Club Saturday 2 p.m.		Admits 4
FRIDAY	SATURDAY		FRIDAY	SATURDAY	
afternoon			afternoon		
evening	wine-tasting		evening	Wimbledon	
The Eurovision Song Contest Alexandra Palace Saturday 8 p.m.		Admits 4	Rembrandt exhibition The National Gallery Saturday 2-6 p.m.		Admits 4
FRIDAY	SATURDAY		FRIDAY	SATURDAY	
afternoon			afternoon		
evening	Eurovision		evening	Rembrandt	
The Full Monty nightclub Soho Saturday 10 p.m.		Admits 4	Classic Film festival: <i>Casablanca</i> National Film Theatre Friday 8 p.m.		Admits 4
FRIDAY	SATURDAY		FRIDAY	SATURDAY	
afternoon			afternoon		
evening	nightclub		evening	<i>Casablanca</i>	
Tango evening: come and learn! Argentinian Bar Friday 8 p.m.		Admits 4	Horror film festival: <i>The Exorcist</i> Odeon Marble Arch Friday 9.30 p.m.		Admits 4
FRIDAY	SATURDAY		FRIDAY	SATURDAY	
afternoon			afternoon		
evening	tango		evening	<i>The Exorcist</i>	
<i>Swan Lake</i> Royal Ballet Friday 3 p.m.		Admits 4	<i>Othello</i> by William Shakespeare Royal Shakespeare Theatre Saturday 7.00 p.m.		Admits 4
FRIDAY	SATURDAY		FRIDAY	SATURDAY	
afternoon			afternoon		
evening	ballet		evening	<i>Othello</i>	
<i>The Magic Flute</i> by W. A. Mozart Saturday 7.30 p.m. Covent Garden Opera House		Admits 4	90s Rock Festival with Oasis, Blur, etc. Hyde Park Friday 8.00 p.m.		Admits 4
FRIDAY	SATURDAY		FRIDAY	SATURDAY	
afternoon			afternoon		
evening	opera		evening	Rock Festival	

- 1 Listen to the song. Underline the words which are different.
Tick (✓) the lines which are the same.
- 2 Listen again. Correct the wrong words.

Memory



Memory, all alone in the sunlight

2 I can laugh at the old days
I was happy then.

4 I remember the time I knew what happiness was,
Let the memory come again.

6 Sunlight, I must wait for the sunrise
I must think of a new love

8 And I mustn't give in.
When the dawn comes today will be a memory too

10 And a new life will begin.

Burnt-out ends of sunny days,
12 The stale cold smell of evening.
The streetlamp shines, another night is over,

14 Another day is dawning.

Touch me, it's so easy to love me

16 All alone with the memory
Of my dates in the sun.

18 If you touch me you'll understand what happiness is.
Look, a new day has come.

Memory is probably the best-known song from the Musical Cats, written by Andrew Lloyd Webber. In the song, an old actress remembers the past.

Glossary

- 9 dawn (v. or n.) = sunrise, the beginning of the day
- 12 stale = not fresh

1 For pictures 1–3 make three sentences for each picture with *must be*, *can't be* and *could/might be*. Give reasons.



PICTURE 1

- a) cold
- b) Italy
- c) Sunday



PICTURE 2

- a) at home
- b) speaking to her husband
- c) on holiday



PICTURE 3

- a) having lunch
- b) brother and sister
- c) British

2 Now write sentences with *must be*, *can't be* and *could/might be* about picture 4.



PICTURE 4

A

- 1** Read your sentences to B who will try to finish them.
Listen and check they make sense and then write them down.

- 1 The weather was fantastic in Miami. However, _____
- 2 English pronunciation is more difficult than Italian. On the other hand, _____
- 3 She goes swimming twice a week _____
- 4 Although I'd had 50 lessons, _____

- 2** Now listen to B's sentences. Choose the correct ending from the box.

- | | |
|--|--|
| ... and it was also very expensive. | ... nobody could understand me. |
| ... and it was very beautiful as well. | ... people were able to understand me. |
| ... it can be dangerous in big cities. | ... the food was delicious. |
| ... it's also good exercise. | ... the waiters were a bit unfriendly. |

B

- 1** Listen to A's sentences. Choose the correct ending from the box.

- | | |
|-------------------------------------|--------------------------------------|
| ... the spelling is very irregular. | ... the hotel was awful. |
| ... the grammar is easier. | ... the beaches were lovely. |
| ... and she does aerobics as well. | ... I passed my driving test easily. |
| ... however she is very fit. | ... I failed my driving test. |

- 2** Now read your sentences to A who will try to finish them.
Listen and check they make sense and then write them down.

- 1 I don't speak the language very well. However, _____
- 2 We didn't like the town because it was too crowded _____
- 3 I enjoyed the meal, though _____
- 4 Cycling is a very cheap form of transport. On the other hand, _____

1 What's your favourite colour?

11 Would you like to go to New York?

2 Have you ever had a sauna?

12 Do you think you will have more than two children?

3 Are you an optimist or a pessimist?

13 What are you going to do after the class?

4 Do you like being alone?

14 What's your favourite film?

5 Can you dance *salsa*?

15 How often do you go to the dentist's?

6 Do you have a mobile phone?

16 How long have you been learning English?

7 Do you eat junk food?

17 When's your birthday?

8 How often do you cry?

18 Do you smoke?

9 Why did you come to this school?

19 Are you a tidy person?

10 Did you go to nursery school?

20 How many cups of coffee do you drink a day?

- 1 Listen and underline the correct word or phrase.
- 2 Listen again and check. Complete the song.



Elton John

This classic song was written by Elton John and Bernie Taupin in 1972. It is from the album *Don't Shoot Me I'm Only The Piano Player*.

Daniel

- Daniel is travelling tonight ____ a plane. in / on
- 2 I can see the red tail lights heading ____ Spain. for / to
Oh, and I ____ see Daniel waving goodbye. can / can't
- 4 God it looks like Daniel, _____ the clouds in my eyes. may be / must be
- They say Spain is pretty _____ I've never been. but / though
- 6 Daniel says it's the ____ place that he's ever seen. best / first
Oh, and he _____ know, he's been there enough. would / should
- 8 Lord I miss Daniel, oh, _____ him so much. I miss / I'm missing
- Oh, Daniel my brother you are _____ . older than me / all that I need
- 10 Do you still feel the pain of _____ scars that won't heal? these / the
Your eyes _____ but you see more than I. have tired / have died
- 12 Daniel _____ in the face of the sky. superstar / you're a star

Glossary

- 2 tail lights = lights at the back of a plane
 2 heading = going in the direction of
 3 waving = moving your hand from side to side
 10 scars = marks on your body after a cut, e.g. in an operation
 10 heal = become healthy again

A

- 1 Jack told me (+) _____ film because it was brilliant.
- 2 He told Maria to take an umbrella in case it rained.
- 3 Her parents told her (+) _____ early because she had an exam the next day.
- 4 I told my mother not to worry because I was perfectly OK.
- 5 He told the children (-) _____ because their mother was asleep.
- 6 My friend told me to take my camera in case I wanted to take some photos.
- 7 The teacher told us (-) _____ because it was an exam.
- 8 She told her husband not to drive fast because it was very foggy.
- 9 The flight attendant asked them (-) _____ because the plane was taking off.
- 10 Tom asked his girlfriend to marry him because he loved her.
- 11 He asked the taxi driver (+) _____ because he was late.
- 12 I asked Gill to give me her phone number in case I needed to contact her.
- 13 My brother asked me (+) _____ because he was broke.
- 14 I asked the waiter to change the glass because it was dirty.

B

- 1 Jack told me to see the film because it was brilliant.
- 2 He told Maria (+) _____ in case it rained.
- 3 Her parents told her to go to bed early because she had an exam the next day.
- 4 I told my mother (-) _____ because I was perfectly OK.
- 5 He told the children not to make a noise because their mother was asleep.
- 6 My friend told me (+) _____ in case I wanted to take some photos.
- 7 The teacher told us not to copy because it was an exam.
- 8 She told her husband (-) _____ because it was very foggy.
- 9 The flight attendant asked them not to smoke because the plane was taking off.
- 10 Tom asked his girlfriend (+) _____ him because he loved her.
- 11 He asked the taxi driver to hurry because he was late.
- 12 I asked Gill (+) _____ in case I needed to contact her.
- 13 My brother asked me to lend him some money because he was broke.
- 14 I asked the waiter (+) _____ the glass because it was dirty.

a court/a pitch	fill up with/ run out of (petrol)	say/tell
a friendship/ a relationship	find/find out (something)	take/bring
a part-time job/ a full-time job	inherit/invest (money)	turn on/ turn up the TV
sensitive/sensible	job/work	the script/the plot (of a film)
a statue/ a monument	know/meet (somebody)	traffic lights/ a traffic jam
bored/boring	lend/borrow	travel/a trip
camping/ a campsite	lifestyle/ cost of living	vacation/holiday
career/course	lose/miss	whisper/shout
dubbed/ subtitled	make/do	wear/carry
earn money/ win money	resign/retire	win/beat

A

1 COMPLAINING

You're having a meal in a restaurant. There are some problems.

- Call the waiter. Your soup is cold.
- Call the waiter again. You've been waiting 20 minutes for your main course. The people at the table next to you who arrived after you have already been served.
- Call the waiter again. Invent another complaint.

**2 RESPONDING TO COMPLAINTS**

You're the director of a language school. In your brochure you advertise a maximum of 14 students in a class, but this year there are more (business is business!). You have also switched off the heating (you're saving money).

A student is coming to complain to you. Make excuses, e.g.

- big classes are more fun, etc.
- people concentrate better when they're cold.

Be polite and try to keep the student happy.



B

1 RESPONDING TO COMPLAINTS

You're a waiter in a restaurant. There's a difficult customer at one of the tables. Remember:

- the soup your customer ordered is *vichyssoise*, a French soup which is always served cold.
- one of the other waiters is ill today so you're very busy.

Be polite! Try to keep the customer happy.

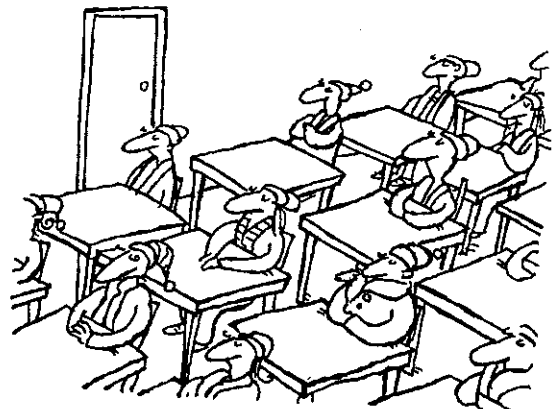
**2 COMPLAINING**

You're a student at a language school in Britain. The school brochure said:

*There will be a maximum of 14 students in each class.
All classrooms are centrally heated.*

You go to talk to the director because:

- There are 20 students in your class.
- The classroom is freezing!
- Invent another complaint.



International English quiz

1 It's your first day at a language school in Britain. You're there with your sister Miriam. You want to introduce yourself and your sister to another student.
What do you say?

2 You're having lunch with a family in Britain. They say *Would you like another piece of cake?* You don't want it. **Refuse politely.**

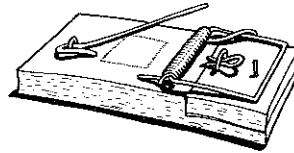
3 You see a student who you met yesterday. You think his name's Ali. **Check if this is true with a question tag.**

4 You're staying at a friend's house in Britain. While he's out one evening, you break two wine glasses. **What do you say when he comes back?**

5 You're in a hotel. You want to know the names of some good shops in the town. **Ask the receptionist very politely to recommend some places.**

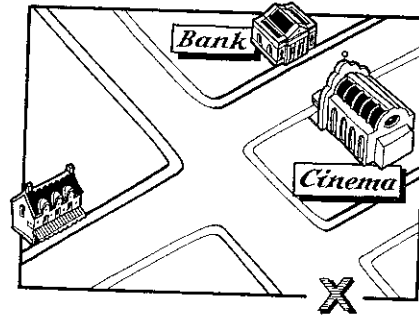
6 You're staying with a British family. A friend is visiting you from your country. You want permission to invite him/her to the house. **What do you say to the mother?**

7 You're in a shop in Britain. You want to buy this:
What do you say to the shop assistant?



8 You're in a shop with a friend, trying on a sweater. You really like the sweater but you don't like the colour. **What do you say to the shop assistant?**

9 You're a tourist in Central London. You want to go to the Science Museum but you don't know where it is. You stop someone in the street. You want to be very polite. **What do you say?**



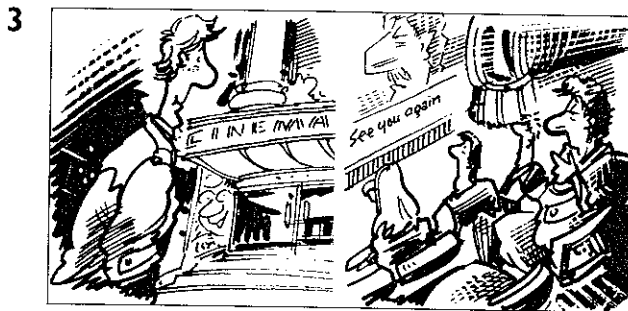
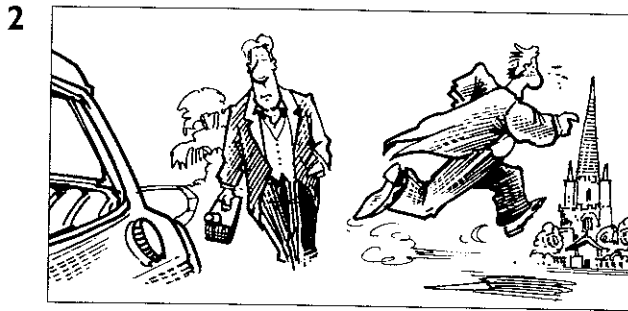
10 You're in the street in the place marked **X** on the map. Someone asks you the way to the bank. **What do you say?**

11 You're going to go to the cinema with another student. You want to decide where to meet. **What do you say to him/her?**

12 You are a great tennis fan. A friend of yours says, *I've got some tickets for the Wimbledon semi-finals tomorrow. Would you like to come with me?* **What do you say?**

13 You bought a CD player yesterday in a department store. When you press PLAY, nothing happens. You go back to the shop, and the shop assistant says *Can I help you?* **What do you say?**

14 You're in a restaurant and you order a medium steak. The waiter brings you one which is hardly cooked at all, and is cold. You call the waiter.
What do you say?



1 Look at pictures 1–8. Put the verbs in brackets in the correct tenses to make a third conditional sentence for each one.

- 1 If he _____ the penalty, they _____ the match. (not miss, win)
- 2 If I _____ petrol, I _____ late for the wedding. (not run out of, not be)
- 3 I _____ to see the film if I _____ it was subtitled. (not go, know)
- 4 He _____ promoted if he _____ a lot of overtime. (not get, not do)
- 5 If he _____ more romantic, she _____ him. (be, not leave)
- 6 If I _____ a headache, I _____ to the concert. (not have, go)
- 7 I _____ it if I _____ my credit card. (buy, have)
- 8 If they _____ next to each other on the plane, they _____ .
(not sit, not get married)

2 Cover the sentences and look at the pictures. Can you remember the sentences?

- 1 Your brother's son. **N**
- 2 A young person between the age of 13 and 19. **T**
- 3 A person whose feelings are easily hurt (*adj.*). **S**
- 4 Your body is covered with it. **S**
- 5 The kind of food that you buy at a restaurant but eat at home. **TA**
- 6 Another way of saying get fat. **POW**
- 7 A school run by the government. **SS**
- 8 The two possibilities if you take an exam. **P** or **F**
- 9 A job where you work all day is a **FTJ**.
- 10 When you leave your job voluntarily, you **R**.
- 11 Spend money badly. **W**
- 12 Money you borrow from the bank. **BL**
- 13 Bus, train, tram, etc. **PT**
- 14 The part of the road where you can walk. **P**
- 15 When your car stops working, it **BD**
- 16 A film is divided into several **S**.
- 17 A film in a foreign language is either **D** or **S**.
- 18 A group of people who work or play together. **T**
- 19 A way of asking how a sports match is going. **WTS?**
- 20 A magazine with information about holidays. **B**
- 21 The place where you put up your tent. **C**
- 22 A building containing famous paintings. **AG**
- 23 You do it in case you have an accident on holiday. **TOTI**
- 24 See the interesting things in a city. **GS**
- 25 What you look at in the country, e.g. hills, lakes, etc. **S**

■ Choose a card for your partner to talk about.

1 The cinema

Think of a film (but don't say the name).
Describe it for your partner to guess.

Where's it set?

Who was it directed by?

Who's in it? What's it about?

2 Your education

Tell your partner about your primary school.

What school did you use to go to?

Did you use to wear a uniform?

What subjects did you use to like?

What weren't you allowed to do?

What did the teachers make you do?

3 Your family

Describe a member of your family.

What does he/she look like?
(Describe him/her.)

What's he like? (Give two positive and two negative characteristics.)

How are you similar / different?

4 Sport

Tell your partner about:

- a sport you really like watching/doing.
- a sport you hate watching/doing.
- a sport you used to do and why you stopped.
- the sporting event/match you most remember.

5 Who you live with

Tell your partner:

- where you live.
- how long you've lived there.
- who you live with.
- if you get on well.
- what you argue about.

6 Your diet

Talk for a minute about your diet.

Is your diet healthy or unhealthy? Why?

Do you eat too much / not enough of anything?

7 Work

What do you think is the good side and the bad side of being a teacher? Think about:

- salary.
- stress.
- holidays.
- hours.
- working conditions, etc.

8 Describe your town

Imagine your partner's a tourist who has just arrived in your town. Make suggestions about:

- getting around.
- sightseeing.
- souvenirs.
- eating out.
- nightlife.

9 Experiences

Tell your partner about a time when you ...

felt very frightened.

or felt very embarrassed.

or got very angry.

10 Preferences

Tell your partner which you prefer and why:

- holidays abroad / in your country
- travelling by car / by plane
- eating at home / in a restaurant
- studying during the day / at night

English File is a multi-level course for adults and young adults which genuinely understands the realities of both learning and teaching. Each level provides between 60 and 120 hours' teaching material.

English File Intermediate features highly-motivating and generative topic areas, systematic vocabulary expansion as well as practical pronunciation support. This level focuses particularly on maximizing opportunities for students to speak.

Student's Book



● **English Sounds.** An illustrated system for teaching pronunciation and phonemic symbols.



● **Vocabulary Builder.** An illustrated topic-based word and phrase dictionary providing the lexical backbone to the course.

● **Making Conversation.** Confidence-building topic-based discussions and debates.

● **Read Better, Listen Better.** Challenging but accessible reading and listening tasks which build students' skills and confidence.

● **International English.** Functional-based lessons to enable students to operate in an English-speaking environment.

● **Grammar Summary.** At-a-glance, student-friendly overview of the grammar syllabus.

● **Writing Bank.** A reference section which provides clear models and tips for a variety of writing tasks.

● **Check Your Progress.** Regular revision pages reviewing and consolidating key language.

● **Songs.** Seven classic songs.

Workbook

● Fully-integrated home-study materials providing lesson-by-lesson support for the Student's Book, extra reading, dictionary and study skills. Available in with and without key editions.

Student's cassette

● Home-study cassette with exercises to improve pronunciation and extra topic-based listening comprehension.

Teacher's Book

● Clear step-by-step lesson plans, 60 pages of extra photocopiable activities supporting the Student's Book lessons, photocopiable progress and end-of-course tests.

Class cassettes

● All the listening material in the Student's Book, including the tests.

OXFORD
UNIVERSITY PRESS

www.oup.com/elt/englishfile

ISBN 0-19-436680-4



9 780194 366809