

4A

Musical experiences
Student's Book p30–p31

Vocabulary collocations (2): music
Grammar Past Simple and Past Continuous;
used to

QUICK REVIEW This activity reviews ways of asking for and making recommendations. Students do the activity in pairs. Early finishers can swap roles and repeat the activity. At the end of the activity, ask a few pairs to share their recommendations with the class.

Vocabulary and Speaking
Collocations (2): music

- 1** Students do the exercise in pairs, then check their answers in **VOCABULARY 4.1** SB p135. Check answers with the class. Also check that students understand all the new words in the dictionary box in the Language Summary. Remind students that *a gig* is an informal word for any kind of concert except a classical concert. Highlight that we can also use *tour* as a verb. (*My favourite band are touring at the moment.*) Point out that we can also use *live* to talk about TV programmes or sporting events we can see at the same time as they are happening. You can also teach *a venue* /'venju:/ to talk about a place where bands or singers play concerts: *There are lots of great venues in London.* Model and drill the phrases, highlighting the pronunciation of *tour* /tuə/ and *live* /laɪv/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

be a big fan of a singer/band; release a new single/album/CD; do an encore; download a track onto my phone; be/go on tour; have an album/a CD in the charts; see someone play live; be/go onstage

- 2** **a** Pre-teach *a composer* (Bach, Beethoven, etc.). Students do the exercise on their own. Encourage students to think of at least two phrases from **1** that they can use to talk about each band, musician, composer or singer they have chosen.
b Students do the activity in pairs. Remind students to ask follow-up questions to find out more information before they begin. Ask students to share interesting ideas with the class. Note that students talk about their best ever musical experiences in **10**, so don't go into too much detail about specific events here.

EXTRA IDEA

- Use mime to teach students some vocabulary for musical instruments, for example *guitar, drums, bass guitar, violin, piano*, etc. Ask students what the words for the people who play these instruments are (*a guitarist, a drummer, a bass guitarist, a violinist, a pianist*, etc.).

Reading

- 3** Focus students on the photos. Ask students if they know who is singing in the top photo (Lady Gaga) and what they know about her. Also ask students where the people are in the bottom photo (in a club) and what the man's job is (he's the DJ /'di:dʒeɪ/). Point out that we can use *DJ* as a noun and a verb. Check students understand the phrase *best ever musical experience*. Pre-teach and drill *a costume* /'kɒstjʊ:m/, *a souvenir* /su:və'nɪə/ and *turn up* (= arrive at a place). Students do the exercise on their own. Early finishers can compare answers in pairs. Check answers with the class.

The concert was special for **Nikki** because it was her 21st birthday and she caught one of Lady Gaga's shoes, which she still keeps as a souvenir of the gig. **Danny's** experience was special because he played in front of 1,000 people in a London club and all the clubbers were dancing and having a good time.

- 4** **a** Students do the exercise on their own.
b Students compare answers in pairs. Check answers with the class. If necessary, point out that eBay is a website where people can buy and sell things online.
- Five years ago.
 - Near the front.
 - For over two hours.
 - He wanted to sell it on eBay.
 - At friends' parties (in Dublin).
 - In a club in London called Dreamworld.
 - Because the main DJ didn't turn up.
 - Because he broke his arm.


EXTRA IDEA

- Ask students to read the texts again and find as many phrases from **1** as they can.

HELP WITH GRAMMAR

Past Simple and Past Continuous; *used to*

- 5** **a–c** Check students understand *a habit* (something you do often or regularly). Students do the exercises on their own or in pairs, then check their answers in **GRAMMAR 4.1** SB p136. While they are working, draw the timeline on SB p136 on the board. Check answers with the class.
- a** Past Simple **a** (*bought*); *moved* **b** *listened*; *practised* **c** *wanted*; *loved*
 - Past Continuous **a** (*was living*); *was standing* **b** *were singing*; *were dancing* **c** *was doing*; *was playing*

-  Focus students on the timeline on the board and use it to highlight the relationship between the two tenses. Ask students which is the longer action (*was doing*) and which is the shorter action (*threw*).
- Point out that we can also use the Past Continuous when the longer action is interrupted: *While we were having a picnic, it started to rain.* (so we went home)
- Also point out that we don't usually use the Past Continuous with state verbs: *I had an old car.* not *I was having an old car.*
- Remind students that we can use *when* or *while* with the Past Continuous: *He called me when/while I was waiting for the train.* We don't usually use *while* with the Past Simple: ~~*While he phoned me, I was waiting for a train.*~~
- **b** We make the Past Simple **positive** of regular verbs by adding *-ed* or *-d* to the infinitive: *work* → *worked*, *live* → *lived*, etc. Remind students that there are no rules for irregular verbs and point out that there's an Irregular Verb List on SB p175.
- We make the Past Simple **negative** with: subject + *didn't* + infinitive.
We make Past Simple **questions** with: (question word) + *did* + subject + infinitive.
- We make the Past Continuous **positive** and **negative** with: subject + *was*, *were*, *wasn't* or *weren't* + verb+*ing*.
We make Past Continuous **questions** with: (question word) + *was* or *were* + subject + verb+*ing*.

- 6 a–c** Students do the exercises on their own or in pairs, then check their answers in **GRAMMAR 4.2** SB p137. Check answers with the class.
- **a** 1 Sentences a, b and c. 2 We can use *used to* in sentence b because it's a repeated action or a habit in the past: *I used to listen to her second album all the time.* We can also use *used to* in sentence c because it's a state in the past: *I used to be one of Lady Gaga's biggest fans.* We can't use *used to* in sentence d because the sentence talks about one action in the past.
 - Point out that we can only use *used to* to talk about the past. When we want to talk about habits or repeated actions in the present, we use *usually* + Present Simple: *I used to work at the weekend.* (I don't work at the weekend now.) *I usually work at the weekend.* (I work at the weekend now.)
 - **b** We make **positive** sentences with *used to* with: subject + *used to* + infinitive.
 - We make **negative** sentences with *used to* with: subject + *didn't* + *use to* + infinitive.
 - We make **questions** with *used to* with: (question word) + *did* + subject + *use to* + infinitive.
 - Point out that *used to* is the same for all subjects and highlight the spelling of *use to* in the negative and question forms.

- Also highlight that we can make negative sentences with *didn't use to* or *never used to*: *I never used to go to gigs when I was young.*
- Point out that the short answers to *yes/no* questions with *used to* are: *Yes, I did./No, I didn't.; Yes, he did./No, he didn't.,* etc.

7 CD1 30 PRONUNCIATION Play the recording (SB p159). Students listen and practise. Check students copy the sentence stress and weak forms correctly. Play the recording again if necessary.

- 8 a** Focus students on the photo. Ask students what the people are doing (playing a classical concert) and what instrument the girls are playing (the violin). Use the photo and context to teach *an orchestra* /'ɔ:kɪstrə/ and *the audience* /'ɔ:diənts/. Students do the exercise on their own. Tell students not to worry about the verbs at this stage. Check the answer with the class. Note that the Schools Prom is an event that takes place every year in November at the Royal Albert Hall in London. Over 3,000 young musicians and singers from all over the UK come together to perform for three nights in front of thousands of people.

Sophie's best ever musical experience was playing at the Schools Prom at the Albert Hall in London.

- b** Students do the exercise on their own. Before they begin, check students understand that sometimes both verb forms are possible.
- c** Students compare answers in pairs. Check answers with the class.

2 played 3 both are possible 4 gave 5 both are possible 6 loved 7 joined 8 won 9 was 10 arrived 11 were waiting 12 started 13 got 14 began 15 were playing 16 noticed 17 looked

- 9 a** Students do the exercise on their own. Tell students to use a form of *used to* in their questions if possible. Check questions with the class. Point out that we use *used to* (without *did*) in question 1 because it is a subject question. Note that all the questions would also be correct in the Past Simple.

1 Who used to be your best friend when you were 12? 2 When did you first meet him or her? 3 Did you use to like the same music? 4 Did you use to go to gigs together? 5 Did you use to buy the same singles or albums? 6 Did you use to like the same TV programmes? 7 When did you last see him or her?

- b** Give students a minute or two to think of their answers to the questions in **9a**. Put students into pairs. Students take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible. Ask students to share interesting information about their partners with the class.

Get ready ... Get it right!

- 10 Put students into groups of three or four. Ask all the students to look at SB p113. Check they are all looking at the correct exercise.
- a Students work on their own and make notes on their best ever musical experience based on the prompts. Point out that the experience could be a concert, a club night, a festival, etc. that they have been to (or performed at) at any time in their lives.
While students are working, monitor and help with language and ideas. Make sure students write notes, not complete sentences.
- b Students work in their groups and take turns to talk about their best ever musical experiences. Encourage other students to ask questions to find out more information. While they are working, monitor and help with any communication difficulties.
After all the students in each group have shared their musical experiences, the group decides which one was the best.
Finally, ask each group to tell the class about the most interesting musical experience in the group.

EXTRA IDEA

- To demonstrate the activity for the class, begin by telling the class about your best ever musical experience, based on the prompts in SB p113. When you have finished, allow time for students to ask questions to find out more information.

WRITING

Students write about their best ever musical experiences they described in 10. Remind them to use Past Simple, Past Continuous and *used to* in their descriptions. Students can post their descriptions on the class blog if you have one, or their work can be put up around the room for other students to read.

FURTHER PRACTICE

Ph Class Activity 4A Celebrity engagement p167 (Instructions p144)
Extra Practice 2A SB p118
Self-study DVD-ROM Lesson 4A
Workbook Lesson 4A p20

4B

Modern adventurers
Student’s Book p32–p33

Vocabulary adjectives (2): character
Grammar Past Perfect

QUICK REVIEW This activity reviews the Past Continuous. Students work on their own and write three true and three false sentences. Put students into pairs and ask them to swap sentences. Students ask questions about each of their partner’s sentences to try and find out which ones are false. Ask students to share a few of their true sentences with the class.


Vocabulary and Speaking
Adjectives (2): character

- 1 a Students work in pairs and discuss which of the character adjectives they know, then check the meanings of new words in **VOCABULARY 4.2** SB p135. Highlight the difference between *sensible* and *sensitive* by asking: *What does a sensible person do the day before an exam?* (revise, go to bed early, etc.). Note that *sensitive* can also have a negative meaning (easily upset by things people say or do), which you may also want to teach.
Ask students which adjectives have a negative meaning (*stubborn, mean, aggressive, optimistic*).

Model and drill the words. Highlight the pronunciation of *sensible* /'sensɪbəl/, *determined* /dɪ'tɜːmɪnd/, *stubborn* /'stʌbən/, *ambitious* /æm'bɪʃəs/ and *responsible* /rɪ'spɒnsəbəl/, and the stress on *independent* and *organised*.

- b Students do the exercise on their own. Encourage students to choose at least two adjectives for each person and reasons why they chose those adjectives.
- c Students do the exercise in pairs. Encourage students to ask questions about each person their partner describes.
At the end of the activity, each pair decides which of the people they talked about is the most interesting. Ask a few pairs to tell the class about the person they chose.

EXTRA IDEA

- Students work in pairs or groups and think of famous people that they could describe with the adjectives in 1a.  Alternatively, write the names of some famous people that you think your class will know on the board. Put students into groups and ask them to decide which adjectives they would use to describe each person.

Listening and Speaking

- 2 Students do the activity in new pairs.
Ask students to share interesting stories and ideas with the class. Don't go into detail about the answers to question 3, as students will be able to check their ideas in 3.
- 3 a Be prepared with photos, board illustrations, definitions, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves. Note that the aim of this exercise is to highlight which words/phrases you need to pre-teach to help students understand the conversation they're about to listen to. This vocabulary is not in the Language Summary. Point out that *sting* is also an irregular verb (*sting, stung, stung*).
Drill the words/phrases with the class, highlighting the pronunciation of *jungle* /'dʒʌŋɡl/.
b Tell the class they are going to listen to a conversation between two TV producers, Paul and Josie. Check students understand what a TV producer does (makes TV programmes).
CD1 31 Give students time to read questions 1–4, then play the recording (SB p160). Students listen and answer the questions.
Ask students to compare answers in pairs. Check answers with the class.

- 1 It's about a man called Ed Stafford, who became the first man to walk the length of the River Amazon in 2010.
- 2 He sometimes ran out of food and had to eat what he could find. He was bitten a lot by mosquitoes and ants, and stung by wasps and scorpions.
- 3 Because every day Ed wrote his blog or uploaded a video of his journey onto his website.
- 4 He had a rest, then a few weeks later he ran four marathons in 27 hours.

- 4 a Students do the exercise in pairs.
b **CD1** 31 Play the recording again. Students listen and check their answers.
c Students work in new pairs and compare answers. Check answers with the class.
Ask the class which adjectives in 1a describe Ed Stafford (possible answers: adventurous, brave, determined, independent, stubborn, ambitious, confident, practical).

a Ed Stafford finished his walk in 2010. b The walk took him 2½ years. c Luke Collyer was Ed's friend and they started the walk together. d Luke went home after 68 days. e Cho was a Peruvian guide who joined the expedition after Luke left. He planned to only walk with Ed for 5 days, but ended up staying with him till the end. f Ed walked a total of 6,000 miles on the expedition. g Ed got 200,000 mosquito and ant bites. h He also got 600 wasp stings and 12 scorpion stings. i When Ed got home, he ran four marathons in 27 hours.

HELP WITH GRAMMAR Past Perfect

- 5 a–e Students do the exercises on their own or in pairs, then check their answers in **GRAMMAR 4.3** SB p137. Check answers with the class.
- a 1 had gone; had sent; 'd walked 2 joined; read; calculated 3 joined; read; calculated 4 had gone; had sent; 'd walked
 - b When there is more than one action in the past, we often use the Past Perfect for the action that happened first. The Past Perfect is sometimes referred to as 'past-in-the-past'.
 - c In the first sentence, I turned on the TV, then the programme started almost immediately. In the second sentence, first the programme started, then I turned on the TV.
 - Highlight that if the order of past events is clear from the context, we don't usually use the Past Perfect: *We had dinner, watched TV and then went to bed.*
 - Similarly, we don't always use the Past Perfect with *before* and *after* because the order of events is clear: *We (had) finished eating before they arrived.*
 - d We make the Past Perfect **positive** with: subject + *had* or *'d* + past participle.
We make the Past Perfect **negative** with: subject + *hadn't* + past participle.
 - Highlight that we usually use *had* after names and nouns (*Luke had gone, people had sent*, etc.) and *'d* after pronouns (*he'd walked*, etc.).
 - Point out that we can make Past Perfect questions with: (question word) + *had* + subject + past participle (*What had he done before he became an explorer?*), but these questions are not very common.
 - Tell students the Past Perfect is the same for all subjects, and that the short answers to Past Perfect *yes/no* questions are: *Yes, I had./ No, I hadn't*, etc.
 - Check students understand the rest of the **TIPS** in **GRAMMAR 4.2** SB p137.
- 6 Focus students on the examples and highlight the sentence stress and the weak form of *had* /əd/.
CD1 32 **PRONUNCIATION** Play the recording (SB p160). Students listen and practise. Encourage students to copy the sentence stress and weak forms. Play the recording again if necessary.
- EXTRA IDEA

 - Ask students to look at **Audio Script CD1** 32, SB p160. Play the recording again. Students listen and underline all the examples of the Past Perfect they can find.
- 7 a Students do the exercise on their own.
b Students compare answers in pairs. Check answers with the class.

If students are having difficulties with any of the sentences, ask them which action they think happened first and which happened second.

2 hadn't thought; heard 3 went; 'd/had sold out
4 had finished; got 5 invited; 'd/had arranged 6 got;
'd/had forgotten 7 asked; 'd/had already booked
8 saw; was; hadn't seen

HELP WITH LISTENING

Past Simple or Past Perfect

This *Help with Listening* section highlights how we say the Past Perfect and helps students to hear the difference between the Past Simple and the Past Perfect.

- 8 a CD1 ▶ 33 Play the recording. Students listen and notice the difference between the Past Simple verb forms in pink and the Past Perfect verb forms in blue. Play the recording again, highlighting the contracted form 'd in *I'd* and *He'd*, and the weak form of *had* /əd/ in *My parents had bought it.* and *Nick had worked there.*
- b CD1 ▶ 34 Play the recording (SB p160). Students listen to six pairs of sentences and decide which tense they hear first.
Play the recording again, pausing after each sentence to check students' answers.

1 Past Simple 2 Past Perfect 3 Past Simple
4 Past Perfect 5 Past Perfect 6 Past Simple

- 9 a Focus students on the photo of Martin Strel. Students read the text to find out his connection to Ed Stafford. You can set a time limit of one minute to encourage students to read for gist. Tell students not to worry about the gaps at this stage.
Check the answer with the class. (Martin Strel was the first man to swim the Amazon, while Ed Stafford was the first man to walk the Amazon.) Ask students which achievement they think was the most difficult, giving reasons for their answers.
- b Students do the exercise on their own. Early finishers can compare answers in pairs.
- c CD1 ▶ 35 Play the recording (SB p160). Students listen and check their answers.
Play the recording again, pausing after each sentence to check answers with the class.

2 became 3 had already tried 4 swam 5 took
6 'd/had broken 7 swam 8 had ever done 9 travelled
10 swam 11 arrived 12 'd/had been

Get ready ... Get it right!

- 10 Put students into groups of three or four. Ask all the students to look at SB p114. Check they are all looking at the correct exercise.
- a Students work on their own and make notes about an interesting journey they've been on. If necessary, go through the prompts with the class before they begin. Tell students to write brief notes on each of the prompts, not complete sentences. Also ask students to consider when they might use the Past Perfect in their stories. While they are working, monitor and help students with ideas and vocabulary.
- b Students work in their groups and take turns to tell their stories. Students can ask questions to find out more information about their partners' stories.
While they are working, monitor and correct any mistakes you hear, as well as praising appropriate use of past verb forms.
When all the students have finished, ask them to decide which story is the most interesting.
- c Ask students to tell the class about the most interesting journey in each group.
Finally, ask students to decide which was the most interesting story in the class.

EXTRA IDEA

- Begin the activity by telling the class about an interesting journey you have been on. Make sure that you include a few examples of the Past Perfect in your story.

WRITING

Students write a description of the interesting journey they discussed in 10. Tell students to use at least three examples of the Past Perfect in their story.

FURTHER PRACTICE

- Ph Class Activity 4B Rainforest adventure p168 (Instructions p144)
- Ph Vocabulary Plus 4 Compound adjectives for character p204 (Instructions p198)
- Ph Study Skills 2 Using dictionaries for pronunciation p232 (Instructions p229)
- Extra Practice 4B SB p118
- Self-study DVD-ROM Lesson 4B
- Workbook Lesson 4B p21

VOCABULARY
4C AND SKILLS

Unusual days out
Student's Book p34–p35

Vocabulary guessing meaning from context
Skills Reading: a magazine article;
Listening: a radio discussion

QUICK REVIEW This activity reviews the Past Perfect. Students do the first part of the activity on their own. Put students into pairs. Students take turns to talk about the things on their list, as in the example. Students then decide if any of the things they talked about are the same. Ask students to share these ideas with the class.

Speaking and Reading

- 1 a Students do the activity on their own.
b Students do the activity in pairs. Ask students from different countries to work together if possible. If your students are from the same country, ask a few pairs to tell the class the top five places on their lists. If you have a multilingual class, ask a few students to tell the class about one or two places on their lists.

EXTRA IDEA

- If all your students are from the same country, put pairs into groups of four after they have done 1b. Students decide the top five places from both pairs' lists. Then ask each group to tell the class their top five places. Students can then decide on a top-five list for the whole class.

- 2 a Put students into new pairs. Students discuss what they can see in photos A–E.
b Students do the exercise on their own, then compare answers with their partner. Tell students not to worry about the blue and pink words in the article at this stage. Check answers with the class.

A the Hamburger museum B the Marikina Shoe Museum C the Cancún Underwater Museum D the Museum of Bad Art E the Miniatur Wunderland

- c Students do the exercise on their own.
d Students compare answers in pairs. Students should also decide which of the museums they would most like to visit.
Check answers with the class. Ask students which museum they would most like to visit, giving reasons for their choices.

1 In Massachusetts, USA, and online. 2 Imelda Marcos was the wife of the President of the Philippines. She had over 3,000 pairs of shoes. 3 You can dive or snorkel to explore the museum, or you can hire a glass-bottomed boat. 4 Because it is a very large museum with hundreds of trains and thousands of people, but all of the things in the museum are very small. 5 Burger-shaped biscuit jars, clocks, hats, music boxes, pencil holders, children's toys, a bed shaped like a giant cheeseburger, a hamburger-shaped Harley-Davidson motorbike.

HELP WITH VOCABULARY

Guessing meaning from context

- 3 a–b Discuss the importance of being able to guess meaning from context with the class. Point out that you can sometimes guess the meaning of a word by:
- deciding which part of speech it is.
 - understanding the rest of the sentence and the general meaning of the text.
 - recognising a similar word in your language or another language you know.

Remind students to be careful of words/phrases that are 'false friends' in their language when guessing meaning from context. Ask students what false friends they know in their language or languages. Focus the students on the words in blue in the article. Students do exercises a and b on their own, then check their answers in VOCABULARY 4.3 SB p136. Check answers with the class.

- a–b 1 verb (past participle of a regular verb), a 2 adjective, b 3 adjective, b 4 noun, a 5 verb, b 6 plural noun, a 7 adjective, b 8 verb (past participle of a phrasal verb), a
- Point out *highlight* can also be a regular verb, and that *peckish* is an informal adjective.
- Model and drill the words, highlighting the pronunciation of *wandered* /'wɒndəd/, *bizarre* /br'zɑ:/ and *carriages* /'kærɪdʒɪz/.

c–d Put students into pairs and ask them to look at the words in pink in the article. Students decide what parts of speech the words are and guess what the words mean from the context, then check their ideas in VOCABULARY 4.3 SB p136. Check answers with the class.

- c See the dictionary box in VOCABULARY 4.3 SB p136 for definitions of the words in pink in the article.
- Point out that *display* can also be a noun.
- Model and drill the words, highlighting the pronunciation of *sculptures* /'skʌlptʃəz/ and *miniature* /'mɪnətʃə/. Also highlight the stress in *breathtaking* and *impressive*.

EXTRA IDEA

- In future classes, when your students have done all the exercises for a reading or listening text, ask students to read the text again and underline four words/phrases they don't know. Students work in pairs and try to guess the part of speech and meaning of the words/phrases from the context. Students can check their ideas in a dictionary or with you.

Listening and Speaking

4 a Check students understand the phrase *a free day out* (something interesting you can do in a town or city that doesn't cost any money).
Students discuss the question in groups. Ask students to think of at least four places people can go for a free day out in the town or city they are in now. Students share their ideas with the class. Students can also decide which is the best free day out.

b Tell the class they are going to listen to a radio programme about free days out in London. Give students time to read the prompts. Tell the class that the Houses of Parliament is where the British government debates and passes new laws. Pre-teach *a trial* (the process in a court to decide if a person is guilty of committing a crime) and tell the class that the Old Bailey is the UK's most important criminal court.

CD1 36 Play the recording (SB p160). Students listen and put the things in the order they are discussed. Check answers with the class.

1 museums and art galleries 2 downloadable walking tours 3 free music 4 radio and TV programmes 5 the Houses of Parliament 6 a trial at the Old Bailey 7 city farms

c Give students time to read sentences 1–7, then play the recording again. Students listen, tick the true sentences and correct the false ones.

d Students compare answers in pairs and decide which of the free activities discussed on the programme they would like to do. Check answers with the class. Ask students which of the free activities they'd like to do, giving reasons for their answers.

1 ✓ 2 You don't need to take a map when you follow a downloadable walking tour. 3 You can see free opera at lunchtime on Mondays. 4 ✓ 5 You can't go on a tour of the Houses of Parliament for free. 6 ✓ 7 You can feed the animals at city farms.

HELP WITH LISTENING

Linking (2): /w/, /j/ and /r/ sounds

This *Help with Listening* section introduces extra linking sounds that we often use to link words together in natural spoken English.

5 a Go through the introductory bullet point with the class. Point out that we use the extra sounds /w/, /j/ and /r/ to link words that end with a vowel sound with words that begin with a vowel sound. Focus students on the table to show which sounds at the end of a word produce each linking sound. Note that students don't need to learn this table, but they can look at the Phonemic Symbols on SB p175 to check the sounds if necessary.

CD1 37 Play the recording. Students listen and read the sentences from the radio programme and notice the linking sounds.

Play the recording again, pausing after each sentence to highlight the different linking sounds.

Note that in British English the final /r/ sound in words is not usually pronounced, unless it is followed by a vowel sound. In American English the final /r/ sound is always pronounced. Note that students study the difference between British and American accents in lesson 9C.

b Ask students to turn to Audio Script CD1 36, SB p160.

CD1 36 Play the recording again. Students listen and notice the linking sounds.

Note that students study linking again in lesson 8C.

6 a Students do the exercise on their own. Remind students to write notes on the free time activity they have chosen, but not to write complete sentences. Encourage students to think of interesting details about their chosen activity.

While they are working, monitor and help students with vocabulary.

b Students work in groups and take turns to tell each other about their free time activity. Encourage students to try and talk for at least one minute. After each talk, other students in the group can ask questions to clarify anything they don't understand or to find out more information.

While they are working, monitor and help students with any language problems.

When they have finished, each group decides which was the most interesting story.

Finally, ask a few students to tell the class about the most interesting or unusual story in their groups.

EXTRA IDEA

Students can make up a story using *Consequences* (p25).

WRITING

Students write a description of the free-time activity they discussed in 6.

Alternatively, students write a description of free things to do in their town or city. Ask students to write about at least five things. If you have a class blog, ask students to post their stories online, or you can put students' work up around the room for their classmates to read.

FURTHER PRACTICE

Ph Class Activity 4C Adjective crossword p169 (Instructions p145)

Extra Practice 2C SB p118

Self-study DVD-ROM Lesson 4C

Workbook Lesson 4C p23

▶ **REAL
4D WORLD**

It's just a game!
Student's Book p36–p37

Real World softening opinions and making generalisations

QUICK REVIEW This activity reviews adjectives to describe people's character. Students make a list of character adjectives on their own. Set a time limit of two or three minutes. Students compare their lists in pairs. Students then use the adjectives from their lists to describe people in their family.

- 1 Pre-teach *support a football team, a football fan* and *get into a fight*.
Students discuss the questions in groups. If possible, include men and women in each group.
Ask students to share interesting ideas and any disagreements with the class.
- 2 a Focus students on the photo on SB p36. Ask students what they remember about Charlie, Daniel, Rebecca and Lisa. (Charlie and Rebecca are married and have a baby boy called Harry. Charlie works for a holiday company. Lisa is their next door neighbour and Daniel is her boyfriend. Charlie and Daniel both support Manchester United.)
Ask students what they think Charlie and Daniel are doing in the photo (watching football on TV) and how Rebecca and Lisa feel about that (they aren't very happy).
VIDEO ▶ 4 **CD1** ▶ 38 Play the video or audio recording (SB p161). Students watch or listen to the conversation and decide why Rebecca and Lisa don't like football very much. Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.
Students compare answers in pairs or groups. Check answers with the class.
- Rebecca thinks that most football fans are really rude and aggressive, and that footballers don't behave themselves. She doesn't want Harry growing up and becoming obsessed with football.
Lisa can't believe how much footballers get paid and she can't understand why men take football so seriously.
- b Students do the exercise in pairs. If students can't remember who said each sentence, encourage them to guess.
- c Play the video or audio recording again. Students watch or listen and check their answers.
Check answers with the class.

- 2 Charlie
- 3 Lisa
- 4 Daniel
- 5 Rebecca
- 6 Daniel
- 7 Daniel

REAL WORLD
Softening opinions and making generalisations

- 3 a–d Focus students on the introductory bullet point. Check students understand what we mean by softening opinions and making generalisations, and that we soften our opinions so we don't sound rude or offensive.
Students do the exercises on their own or in pairs, then check answers in **REAL WORLD 4.1** ▶ SB p137.
Check answers with the class.
- a 1c 2d 3b 4a 5f 6e
 - Point out that the phrases in bold are ways to soften opinions and make generalisations. These phrases can be quantifiers (*Some of them, not very, most, a bit*), adverbs (*quite, rather, perhaps*), fixed phrases (*at times, Generally speaking, On the whole*) or verbs (*can, tend to*).
 - Check students understand the meaning of *tend to* (= usually behave in a particular way).
 - Point out that we often use *a lot of* with *rather*: *Footballers tend to make rather a lot of money.*
 - b After *tend to* we use **the infinitive**: *He tends to be a bit mean.*
 - Rather, quite, not very* and *a bit* usually come before an adjective: *They can get quite/rather/a bit noisy at times. That's not very sensible behaviour, is it?*
 - We usually put *generally speaking* and *on the whole* at the **beginning** of a sentence: *Generally speaking most football fans aren't violent at all. On the whole, most football fans just want to see a good game.* Also highlight that we use a comma after these phrases.
 - Also point out that we usually put *at times* at the end of a sentence: *Some of them can be quite aggressive at times.*
 - c 1 Sentence B. 2 We use *not very* with positive adjectives.
 - Check students understand that we often use '*not very* + positive adjective' to criticise someone or something politely: *That's not very sensible behaviour.* (That's stupid behaviour.); *He wasn't very polite.* (He was rude.)

EXTRA IDEA

- Ask students to look at Audio Script **CD1** ▶ 38, SB p161. Students read the conversation and underline all the sentences in **3a**. Students can compare answers in pairs.

- 4 **CD1** ▶ 39 **PRONUNCIATION** Play the recording. Students listen and practise. Check students are copying the sentence stress correctly. Play the recording again if necessary.

- 5 a Tell students that sentences 1–7 are all about children. Go through the example with the class. Students do the exercise on their own.
- b Students compare answers in pairs, then discuss whether they agree with the sentences. Encourage students to give reasons for their opinions if possible. Check answers with the class. Ask students to share any interesting differences of opinion with the class.
- 2 Perhaps they tend to be a bit stubborn.

3 They can be quite rude to their teachers at times.

4 Some of them aren't very healthy.

5 On the whole, they tend to watch quite a lot of TV.

6 Generally speaking, they're not very patient.

7 Some of them can be rather selfish at times.

8 Perhaps some of them spend a bit too much time playing video games.

EXTRA IDEA

- Before doing 5b, write these ways of agreeing and disagreeing on the board:
Yes, definitely.
Yes, I tend to agree (with that).
Yes, I think that's right.
I'm not sure about that.
Maybe, but ...
I'm not sure I agree with that.
For one thing, ...
Encourage students to use these phrases when discussing the sentences in 5a.

- 6 a Students do the exercise on their own. You can ask students to write sentences for each point using language from 3a if you wish.
- b Students discuss the sentences in 6a in groups. Encourage students to use the language from 3a in their conversations. Students should try to continue each conversation for at least 30 seconds.
- c Finally, ask students to tell the class which sentences everyone in their group agreed or disagreed with, giving reasons for their opinions.

FURTHER PRACTICE

Extra Practice 4 SB p118
Self-study DVD-ROM Lesson 4D
Workbook Lesson 4D p24
Workbook Reading and Writing Portfolio 4 p70
Ph Progress Test 4 p246–p247

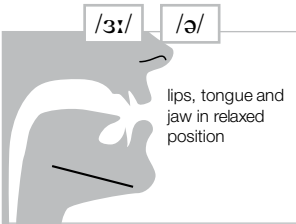
HELP WITH PRONUNCIATION

The letters *or*

- 1 Focus students on the phonemes /ɔ:/, /ə/ and /ɜ:/ and the words. Highlight the letters *or* in bold.

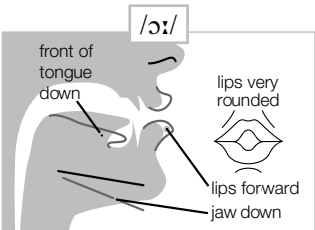
CD1 40 Play the recording. Students listen and notice three ways we say the letters *or*.

Play the recording again. Students listen and practise the sounds and the words. If students are having problems producing the sounds, help them with the mouth position for each sound.



We use the same mouth position to make the /ɔ:/ sound and the /ə/ sound. The mouth is slightly open and the lips, tongue and jaw are relaxed. The difference between the

sounds is that /ɜ:/ is a long sound, while /ə/ is a short sound.



To make the /ɜ:/ sound, the lips are very rounded and pushed forward, the front of the tongue is down and the jaw is also down. Point out that /ɜ:/ is also a long sound.

- b Students do the exercise on their own or in pairs. Check answers with the class.

We say the letters *or* as /ɔ:/ when this syllable is stressed. We say the letters *or* as /ə/ when this syllable is not stressed. We say the letters *or* as /ɜ:/ after the letter *w*.

- 2 a Focus students on the words in the box and the example. Students do the exercise in pairs. Encourage students to say the words to each other while doing the exercise and to decide which syllable is stressed.

b CD2 41 Play the recording (SB p161). Students listen and check their answers.

Play the recording again. Students listen and practise. Check they are saying *or* correctly in each word.

- 1 /ɔ:/ enormous, snoring, gorgeous, boring, unfortunately, uniform

2 /ə/ correct, information, gorilla, motorbike, mirror

3 /ɜ:/ worst, worth, homework

c Students work in the same pairs and take turns to say the sentences. Encourage students to check their partner's pronunciation is correct before moving on to the next sentence.

Finally, ask each student to say one of the sentences for the class.

continue2learn

Focus students on the *continue2learn* section on SB p37. See p36 for ideas on how to use this section in class.

Extra Practice 4 SB p118

See p37 for ideas on how to use this section in class.

4A

- 1 2 released 3 onto 4 seen 5 live 6 did 7 onstage
8 did 9 going 10 have
2 2 was walking 3 fell 4 didn't know 5 was wearing
6 started 7 were running 8 saw 9 jumped
10 pulled 11 started
3 2 not possible with *used to* 3 He used to go to school by bus. 4 He used to get into trouble a lot. 5 He used to do a lot of sports. 6 not possible with *used to* 7 He used to play video games a lot. 8 not possible with *used to* 9 not possible with *used to* 10 He used to enjoy working there. 11 He used to work 50 hours a week. 12 not possible with *used to*

4B

4

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

- 5 1 (met); 'd/had been 2 wasn't; 'd/had already had
3 realised; 'd/had left 4 bought; 'd/had already read 5 got; had gone

4C

- 6 1 peckish 2 well-known 3 wander 4 highlight
5 check out 6 appear 7 carriage

4D

- 7 2 Generally speaking, old people tend to watch rather a lot of TV. 3 Traffic jams can be a bit annoying at times. 4 Perhaps some neighbours can be a bit noisy. 5 On the whole, my friends aren't very reliable. 6 Generally speaking, most young people tend to drive a bit fast. 7 Some teenage boys can be quite aggressive at times. 8 On the whole, most soap operas tend to be rather boring. 9 Watching the news can be a bit depressing at times. 10 My grandfather tends to be quite stubborn.

Progress Portfolio 4

- See p37 for ideas on how to use this section in class.