Contents

Map of the book 4
Introduction 7
Thanks and acknowledgements 9
Unit 1 Personal information 10
Unit 2 The family 16
Unit 3 Daily activities 22
Unit 4 Homes 28
Unit 5 Town and country 34
Unit 6 Travel and tourism 40
Unit 7 Food and drink 46
Unit 8 Describing people 52
Unit 9 Describing things 58
Unit 10 Friends and relationships 64
Unit 11 Health and fitness 70
Unit 12 Leisure time 76
Unit 13 Education 82
Unit 14 The world of work 88
Unit 15 Money 94
Unit 16 Past experiences and stories 100
Unit 17 Science and technology 106
Unit 18 Social and environmental issues 112
Recording script 118
What about you?

Warm up
1. Tell students to imagine they are at a party and to imagine that they meet someone new. Ask what information they want to know about the person. Write their ideas on the board.
2. Use their ideas to check/revise making questions. Help them to make some questions about some of the information they wanted to know.

Main activity
1. Tell students they are going to find out about the other people in the class. Put them in pairs and give out the photocopies. Tell them to look at the words and ask their partner about any they do not know.
2. Ask if there are any words that they still do not know. Ask other students to explain them before giving the meaning yourself.
3. Explain that they should work with their partner and help each other to write two questions for each of the six subjects. They can use the words with each subject for help, or other words if they want. They can use the words in the middle for all the subjects if they want. Explain that they can avoid any information if they wish. Do an example or two together on the board, e.g.
   How old are you?
   How many brothers and sisters have you got?
4. Go around giving help and checking that their questions are correct.
5. Ask them to talk with their partner and compare their own answers to the questions.
6. Ask them to stand up, and tell them that they should go around the class asking other students their questions. For each question, they should try to find someone who gives a similar answer to their own. Tell them to make notes about the answers they get.
7. Check their results. Ask if anyone found a person with similar answers. Ask if there were any questions that no one answered in a similar way. Ask if they got any surprising answers.

Follow up
- Individually, students write answers to their own 12 questions on a sheet of paper. They must write full sentences to make the information clear, e.g. When is your birthday? My birthday is on 14 May.
- They sign the sheet — not with their name, but with a key word they will remember easily.
- Exchange the sheets around the class. In pairs students try to identify the people from their answers. They keep a list of the key words and their guesses.
- Collect in the sheets and say the key word, hear the class’s guesses, and then check the real identity.
### What about you?

**BIRTH**
1. ____________________________
2. ____________________________

**FAMILY**
3. ____________________________
4. ____________________________

**FRIENDS**
5. ____________________________
6. ____________________________

**INTERESTS**
7. ____________________________
8. ____________________________

**WORK OR STUDY**
9. ____________________________
10. ____________________________

**HOME**
11. ____________________________
12. ____________________________
Life map

Warm up

1. On the board, write the following questions:
   1. When you were a child, was there anything about adults that you thought was strange or amusing?
   2. Are there any ways that you see life differently now that you are older?
   3. What is the most surprising or unexpected thing about the way your life has developed?
   Ask students to talk with their neighbours about the questions.

2. Take the questions one by one and ask students if their neighbours had any interesting answers. Encourage comments and questions from the class.

Main activity

1. Tell students that they are going to talk to each other about their lives and experiences. Put them in pairs and give out the photocopies, making sure that both partners have the same sheets: Student A with Student A, and Student B with Student B.

2. Ask students to interview each other using the questions. Explain that they should write a short title for each of their partner’s answers in the correct place on the life map. The titles should be short – just enough to allow them to remember their answer. Tell them to help each other with words they do not understand and ask you if there is anything they are not sure about. Reassure students that they do not have to answer any questions they do not want to. You could teach the phrase I’d rather not say or I’d rather not talk about that.

3. When they have finished, ask them to exchange sheets, so they each have the map of their own life. Tell them to check they understand the titles given by their partners. Students then tear off the questions and keep the map of their life.

4. Ask students to find a new partner with the opposite sheet: Student A with Student B. Tell them to exchange their life maps. Explain that the map contains different information about different things for each student. Tell them to ask each other questions about the titles on their partner’s map and find out what they mean.

5. Ask what was the most interesting or surprising information they heard from their partner. Encourage comments and questions from the class.

Follow up

- In pairs, students use the headings from the question sheets and write a list of ten other questions.
- Pairs exchange their sheets with another pair. They then talk with their partner about the new questions they have been given.
- Ask what was the most interesting or surprising information they heard from their partner. Encourage comments and questions from the class.
A

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning
1. What is your earliest memory?

As a child
2. What was your favourite room in the house where you grew up?
3. What was the name of a person you really admired when you were young?

Life experience
4. What is the most interesting place you have ever been?
5. What is the strangest thing you’ve ever seen or done?

Looking back on your life
6. What is the biggest success that you’ve had?
7. What was the biggest opportunity that you missed?

The present
8. Who do you most like spending time with?
9. What do you most enjoy doing?

Your future
10. What do you most want to change about yourself or your life in the future?

B

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning
1. What was the first present you received?

As a child
2. What was the most interesting place in the neighbourhood where you lived as a child?
3. As a child, what was the first job you wanted to do when you grew up?

Life experience
4. Who was the most interesting person you ever met?
5. What is the most dangerous or frightening thing that ever happened to you?

Looking back on your life
6. What do you most regret doing?
7. What are you most proud of?

The present
8. Where do you spend most of your time?
9. What is your favourite thing that you own?

Your future
10. What do you most want to change about yourself or your life in the future?
Spy catcher

Warm up
1. Ask students what a spy is. If they do not know, give examples, either real or fictional, that they will know, e.g. James Bond, or explain the meaning.
2. Ask what they think a spy’s job involves. What do they usually do in their working day?
3. Ask how they think a spy catcher catches spies.

Main activity

Listening
1. Tell students to imagine they are spy catchers. On the board, write:

   You are at a party at your country’s embassy in London.

   1. Your mission: Find the spy.

   Information:
   - Code name OCTOBER
   - Not married
   - Has army experience
   - Does not live in Europe or the USA
   - Plays some type of sport, maybe tennis or golf

2. There is another spy catcher at the party. Identify that person.

Check that students understand the vocabulary.

2. Tell students they are going to hear a conversation at the party. They should listen and complete their mission. Play the recording once.

3. Tell them to compare ideas quickly with their neighbours.

4. Play the recording again. Check their answers. Ask how they knew.

   Answer key
   1. The spy is Valerie Dumont. She:
      - is divorced and so not married
      - has army experience
      - works in South America
   2. The spy catcher is Atsuko Ishida. She guessed that Valerie Dumont plays golf or tennis and so we can guess she has information about the spy code-named OCTOBER.

Speaking
1. Tell students they are going to a party at their country’s embassy in London. Put them in groups of six and give out the role cards. Tell them to read the information, but not to look at each other’s. If the class does not divide exactly into groups of six, make some groups larger using role cards A–D, not E or F because they are specific spies.

2. Ask if they have any questions about vocabulary or other details.

3. Explain that they can use their own names but they should use the information on the cards, and they should use their imagination to add other information about themselves. Tell them they have 15 minutes to complete their missions. Ask them to stand up and introduce themselves to another guest.

4. Go around the groups joining in the conversations as a guest and getting the activity going. If they are talking in one big group of six, encourage them to start smaller conversations with one or two other guests. If they are staying with the same partner for too long, tell everyone to change partners in their group.

5. Finish by asking who was successful and how the successful students guessed the identity of the spy.

Follow up
- Students write up a short report saying how they identified their target and achieved their mission.
<table>
<thead>
<tr>
<th>ABOUT YOU</th>
<th>YOUR SECRET MISSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>You are a spy catcher, and you are looking for a spy, code name RED FOX.</td>
</tr>
<tr>
<td>You met the ambassador in the army.</td>
<td>Description: Lives somewhere in Europe or Asia.</td>
</tr>
<tr>
<td>Family: Married, no children.</td>
<td>Might have big family, information uncertain.</td>
</tr>
<tr>
<td>Present home: New York, USA.</td>
<td>Probably police officer until recently.</td>
</tr>
<tr>
<td>Training: Army officer until five years ago.</td>
<td>Good sportsperson.</td>
</tr>
<tr>
<td>Hobbies and interests: All sports. Music lover – plays and teaches saxophone.</td>
<td></td>
</tr>
</tbody>
</table>

| **B**     | You are a spy catcher, and you are looking for a spy, code name THE SINGER. |
| You met the ambassador when you were in the Olympic team. | Description: Lives somewhere in Africa or the Americas. |
| Family: Divorced, one child. | Not married. |
| Present home: Tokyo, Japan. | Army experience. |
| Training: In army at present; officer for last 11 years. | Musician of some sort. |
| Hobbies and interests: Training youth football teams. Athletics – ran 1,500 m for Olympic team. |

| **C**     | You are a spy catcher, and you are looking for a spy, code name RED FOX. |
| You met the ambassador at a jazz concert. | Description: Lives somewhere in Europe or Asia. |
| Family: Single, no children. | Might have big family, information uncertain. |
| Present home: Cairo, Egypt. | Probably police officer until recently. |
| Training: Police officer until last year; never in army. | Good sportsperson. |
| Hobbies and interests: Listening to music. Singing in friend’s jazz group. |

| **D**     | You are a spy catcher, and you are looking for a spy, code name THE SINGER. |
| You met the ambassador in the army. | Description: Lives somewhere in Africa or the Americas. |
| Family: Married, three children. | Not married. |
| Training: Police at present; army officer until recently. | Musician of some sort. |

| **E**     | You are a spy, secret code name THE SINGER, and you are looking for a spy, code name RED FOX. |
| You met the ambassador in the army. | Description: Lives somewhere in Europe or Asia. |
| Family: Divorced, two children. | Might have big family, information uncertain. |
| Present home: Rio de Janeiro, Brazil. | Probably police officer until recently. |
| Training: Army officer at present; high rank for last six years. | Good sportsperson. |
| Hobbies and interests: Football. Music – you play piano well. |

| **F**     | You are a spy, secret code name RED FOX, and you are looking for a spy, code name THE SINGER. |
| You met the ambassador playing in a golf competition. | Description: Lives somewhere in Africa or the Americas. |
| Family: Married, five children. | Not married. |
| Present home: Rome, Italy. | Army experience. |
| Training: Police officer until two years ago; never in army. | Musician of some sort. |
| Hobbies and interests: Playing guitar. Playing golf, especially in competitions. |