

UNLOCK TEACHING TIPS

1 Using video in the classroom

The *Watch and listen* sections in *Unlock* are based on documentary-style videos from *Discovery Education™*. Each one provides a fresh angle on the unit topic and a stimulating lead-in to the unit.

There are many different ways of using the video in class. For example, you could ask learners to listen to the audio track of the video without viewing the images and ask learners what the video is about. Then show the whole video and check whether the learners were correct. You could ask learners to reconstruct the voiceover or record their own commentary to the video. Try not to interrupt the first viewing of a new video, you can go back and watch sections again or explain things for struggling learners. You can also watch with the subtitles turned on when the learners have done all the listening comprehension work required of them. For less-controlled listening practice, use the video for free note-taking and ask learners to compare their notes to the video script.

See also: Goldstein, B. and Driver, P. (2014) *Language Learning with Digital Video*, Cambridge University Press, and the *Unlock* website www.cambridge.org/unlock for more ideas on using video in the classroom.

2 Teaching listening skills

Learners who aim to study at university will need to be comfortable listening to long, complex listening texts in a number of different genres. The listening texts in *Unlock Listening & Speaking Skills* provide learners with practice in the different listening sub-skills and also provide topic-related ideas and functional language needed for the *Speaking task*. Every unit focuses on one key listening skill, which is highlighted in a box, as well as various sub-skills, so that learners build on their listening skills throughout.

Before listening for the first time, use the *Preparing to listen* skills boxes to draw on learners' background knowledge and expectations of the listening text. Use the *While listening* skills boxes to focus students on listening sub-skills. Use the *Pronunciation for listening* activities to raise awareness of pronunciation features which can help listeners

decode speech. Learners have an opportunity for reflection on what they have listened to in the *Discussion* activities.

3 Teaching pronunciation

Unlock features *Pronunciation for listening* and *Pronunciation for speaking* sections. In *Pronunciation for listening*, learners focus on aspects of pronunciation which can enhance their listening comprehension, such as linking words, intonation, strong and weak forms in connected speech, homophones, etc. This will help learners to obtain more meaning from the listening text and in real life. Encourage learners to try using these pronunciation features in their own speaking so that they will be primed to hear them.

In *Pronunciation for speaking*, learners focus on aspects of pronunciation which they can put into practice in the *Speaking task*, such as consonant clusters, vowel sounds, connected speech, sentence stress and using intonation and tone. Practise pronunciation with your learners by recording them and giving feedback on the clarity, pace and stress in the *Speaking task*. Encourage your learners to record themselves and reflect on their own pronunciation.

4 Teaching speaking skills

Learners work towards the *Speaking task* throughout the unit by learning vocabulary and grammar relevant for the task, and then by listening to the key issues involved in the topic. Learners gather, organize and evaluate this information in the *Critical thinking* section and use it to prepare the *Speaking task*. *Unlock* includes two types of *Speaking task* – presentational and interactional. In the presentational tasks, learners will be required to give a presentation or monologue about the topic, often as part of a team. The interactional tasks require learners to role-play or interact with another person or persons.

There is an *Additional speaking task* for every unit in the Teacher's Book. This can be used as extra speaking practice to be prepared at home and done in class or as part of an end-of-unit test/evaluation. The *Additional speaking task* is also available on the Online Workbook. See section 8 for more details.

If your learners require IELTS test practice, point out that the discussion questions in the *Unlock your knowledge* sections provide practice of *IELTS Part 1 and 3* and the *Speaking tasks* provide practice of *IELTS Part 2*. Set the *Speaking task* as a timed test with a minimum time of two minutes and grade the learners on their overall fluency, vocabulary and grammar and the quality and clarity of their pronunciation.

5 Managing discussions in the classroom

There are opportunities for free discussion throughout *Unlock Listening & Speaking Skills*. The photographs and the *Unlock your knowledge* boxes on the first page of each unit provide the first discussion opportunity. Learners could be asked to guess what is happening in the photographs or predict what is going to happen or they could investigate the questions for homework in preparation for the lesson.

Throughout the rest of the unit, the heading *Discussion* indicates a set of questions which can be an opportunity for free speaking practice. Learners can use these questions to develop their ideas about the topic and gain confidence in the arguments they will put forward in the *Speaking task*.

To maximize speaking practice, learners could complete the discussion sections in pairs. Monitor each pair to check they can find enough to say and help where necessary. Encourage learners to minimize their use of L1 (their first language) and make notes for any error correction and feedback after the learners have finished speaking.

An alternative approach might be to ask learners to role-play discussions in the character of one of the people in the unit. This may free the learners from the responsibility to provide the correct answer and allow them to see an argument from another perspective.

Task checklists

Encourage your learners to reflect on their performance in the *Speaking task* by referring to the Task checklist at the end of the unit. The checklists can also be used by learners to reflect on each other's performance, if you feel that your learners will be comfortable doing so.

Additional speaking tasks

There are ten Additional speaking tasks in the Teacher's Book, one for each unit. These provide another opportunity to practise the skills and language learnt in the unit.

Model language

Model language in the form of functional expressions and conversation gambits follow the *Additional speaking tasks* to help learners develop confidence in their speaking ability by providing chunks of language they can use during the *Speaking task*. Photocopy the *Model language* and hand this to your learners when they plan and perform their writing task. Make sure learners practise saying them before they begin their task.

6 Teaching vocabulary

The *Wordlist* at the end of each unit includes topic vocabulary and academic vocabulary. There are many ways that you can work with the vocabulary. During the early units, encourage the learners to learn the new words by setting regular review tests. You could ask the learners to choose, e.g. five words from the unit vocabulary to learn. Encourage your learners to keep a vocabulary notebook and use new words as much as possible in their speaking.


7 Using the Research projects with your class

There is an opportunity for students to investigate and explore the unit topic further in the *Research projects* which feature at the end of each unit in the Teacher's Books. These are optional activities which will allow your learners to work in groups (or individually) to discover more about a particular aspect of the topic, carry out a problem-solving activity or engage in a task which takes their learning outside the classroom.

Learners can make use of the Cambridge LMS tools to share their work with the teacher or with the class as a whole. See section 8 for more ideas.

8 Using UNLOCK digital components: Online Workbook and the Cambridge Learning Management System (LMS)

The Online Workbook provides:

- additional practice of the key skills and language covered in the Student's Book through interactive exercises. The  symbol next to a section or activity in the Student's Book means that there is additional practice of that language or skill in the Online Workbook. These exercises are ideal as homework.
- *Additional speaking tasks* from the Teacher's Books. You can ask your learners to carry out the *Additional speaking tasks* in the

Online Workbook for homework. Learners can record their response to the task and upload the file for the teacher.

- a gradebook which allows you to track your learners’ progress throughout the course. This can help structure a one-to-one review with the learner or be used as a record of learning. You can also use this to help you decide what to review in class.
- games for vocabulary and language practice which are not scored in the gradebook.

The Cambridge LMS provides the following tools:

- **Blogs**

The class blog can be used for free writing practice to consolidate learning and share ideas. For example, you could ask each learner to post a description of their holiday (or another event linked to a topic covered in class). You could ask them to read and comment on two other learners’ posts.

- **Forums**

The forums can be used for discussions. You could post a discussion question and encourage learners to post their thoughts on the question for homework.

- **Wikis**

In each class there is a Wiki. You can set up pages within this. The wikis are ideal for whole-class project work. You can use the wiki to practise process writing and to train the students to redraft and proofread. Try not to correct students online. Take note of common errors and use these to create a fun activity to review the language in class.

See www.cambridge.org/unlock for more ideas on using these tools with your class.

How to access the Cambridge LMS and setup classes

Go to www.cambridge.org/unlock for more information for teachers on accessing and using the Cambridge LMS and Online Workbooks.

9 Using Unlock interactive eBooks

Unlock Listening & Speaking Skills Student’s Books are available as fully interactive eBooks. The content of the printed Student’s Book and the Student’s eBook is the same. However, there will be a number of differences in the way some content appears.

If you are using the interactive eBooks on tablet devices in the classroom, you may want to consider how this affects your class structure. For example, your learners will be able to independently access the video and audio content via the eBook. This means learners could do video activities at home and class time could be optimized on discussion activities and other productive tasks. Learners can compare their responses to the answer key in their eBooks which means the teacher may need to spend less time on checking answers with the whole class, leaving more time to monitor learner progress and help individual learners.

10 Using mobile technology in the language learning classroom

By Michael Pazinas, Curriculum and assessment coordinator for the Foundation Program at the United Arab Emirates University.

The presiding learning paradigm for mobile technology in the language classroom should be to create as many meaningful learning opportunities as possible for its users. What should be at the core of this thinking is that while modern mobile technology can be a 21st century ‘super-toolbox’, it should be there to support a larger learning strategy. Physical and virtual learning spaces, content and pedagogy all need to be factored in before deciding on delivery and ultimately the technological tools needed.

It is with these factors in mind that the research projects featured in this Teacher’s Book aim to add elements of hands-on enquiry, collaboration, critical thinking and analysis. They have real challenges, which learners have to research and find solutions for. In an ideal world, they can become tangible, important solutions. While they are designed with groups in mind, there is nothing to stop them being used with individuals. They can be fully enriching experiences, used as starting points or simply ideas to be adapted and streamlined. When used in these ways, learner devices can become research libraries, film, art and music studios, podcast stations, marketing offices and blog creation tools.

Michael has first-hand experience of developing materials for the paperless classroom. He is the author of the Research projects which feature in the Teacher’s Books.

3 LIFESTYLE

Learning objectives


Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learnt. Give them the opportunity to ask you any questions that they might have.


the expressions from Exercise 2 and then asking for explanations. Monitor and encourage students to answer in complete sentences. Allow students up to eight minutes, then ask volunteers to demonstrate their questions and answers to the class.

Possible answers


'Do you have a busy lifestyle?' 'Yes, I do.'
'Why do you have a busy lifestyle?' 'Because I have a lot of exams.'

UNLOCK YOUR KNOWLEDGE

- 1 and 2**  Display the photograph on an interactive whiteboard. Students work in pairs and describe the photograph. Allow a couple of minutes for discussion, then ask students to answer the questions about themselves. Encourage them to check the meaning of unknown words in the Glossary. Monitor and check understanding of new vocabulary, e.g.
- | | |
|-------------------------------|--|
| <i>busy</i> /'bɪzi/ | doing a lot of things |
| <i>lifestyle</i> /'laɪfstɑɪl/ | the way that you live |
| <i>laptop</i> /'læptɒp/ | a small computer that you carry around |
| <i>tablet</i> /'tæblət/ | a small, thin computer controlled by touching the screen |


- 3**  Students mingle and interview each other. Before the task, model the questions and answers as a class. Ask students to make a question about *have a busy lifestyle* using the verb *do*, and elicit the correct question form, i.e. *Do you have a busy lifestyle?* Encourage students to answer in complete sentences, i.e. *Yes, I have a busy lifestyle* or *No, I don't have a busy lifestyle*. Allow about five minutes for the task. Monitor to check that students use complete sentences. At the end, ask students to share their findings with the class.

Optional activity

 With a more advanced class, develop Exercise 3 above. Introduce *why* questions and model them using examples from Exercise 2, e.g. *Why do/don't you like to study outside?* Model the answers using *Because ...* Students interview their classmates using


WATCH AND LISTEN

Video script

 Sinai in Egypt is a land of mountains and desert. It's difficult to live here, but for thousands of years, people – called the Bedouin – have lived here. For the Bedouin, the desert provides everything they need. They follow their camels through the desert. They only use what their camels can carry. Once, there were around 300,000 Bedouin in the desert, but today there are only 22,000. Doctor Ahmed is the last Bedouin healer in Sinai. He uses plants from the desert to make traditional medicines. He helps people who cannot reach a hospital. Now that Doctor Ahmed is old, he wants to give his knowledge of traditional medicine to a new generation. His six pupils have learnt many things, like making medicine. He takes the boys 160 kilometres into the desert – but they will have to get home on their own. For a journey through the desert, the Bedouin need a camel. Doctor Ahmed shows them how to choose a good one. Ahmed watches the boys start for home. Doctor Ahmed waits for them at his clinic. The boys arrive back tired, but safe. A very proud moment for their Bedouin teacher.

PREPARING TO WATCH

Optional lead-in

 Display the four video stills on an interactive whiteboard. Students work in pairs and describe the stills to each other. Ask them to make a list of things (nouns) that they see in the video stills. Encourage them to use the Glossary. Allow a couple of minutes for the task, then ask students to compare their lists with another pair. At the end, elicit the words from the class and check understanding by pointing to the objects in the photographs.

UNDERSTANDING KEY VOCABULARY

- 1 Students work individually, then compare their answers with a partner. Encourage students to use the Glossary to find the meaning of unknown words. Go over the answers as a class and check understanding of *journey* /'dʒɜːni/ (trip), *medicine* /'med(ɪ)sən/ (treatment for an illness) and *pronounce* /prə'naʊns/ (to say a word in a particular way). Elicit the meaning of the key vocabulary and the pronunciation.

Answers

- 1 traditional /trə'dɪʃənəl/ 2 safe /seɪf/ 3 happy /'hæpi/
4 difficult /'dɪfɪkəlt/ 5 easy /'iːzi/
6 important /ɪm'pɔːtənt/

- 2 Students complete the sentences individually, then check their answers with a partner. Encourage students to use the Glossary. Check the answers as a class.

Answers

- 1 Traditional 2 easy 3 important 4 safe 5 difficult
6 happy

USING YOUR KNOWLEDGE TO
PREDICT CONTENT

Background note

Bedouin /'beduɪn/ is a term used to describe desert-dwelling tribes who live or used to live a mostly nomadic lifestyle. Depending on the region, students may be more or less familiar with this lifestyle. When teaching in the Middle East and Northern Africa, you should remember that there are different Bedouin tribes across the region, and that many local students may be affiliated with them. It is advisable not to make broad generalizations about this lifestyle, but rather allow students to discuss it.

- 3 Students discuss questions about the video stills in pairs. Allow three or four minutes for discussion, then ask the pairs to share their ideas with the class. Explain to students that we can improve our understanding of a video if we use our background knowledge of the subject. Ask students to predict the topic of the video (*Bedouin lifestyle*).

Answers

- 1 In the desert 2 camel 3 Students' own answers (but probably *traditional*)

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students watch and complete the task individually. Then they check their answers with a partner. Check the answers as a class.

Answers

- 1 c 2 a 3 b

UNDERSTANDING DETAIL

- 5 Students work in pairs. Ask them to read the sentences and guess their answers before they watch the video again. Then they watch the video and check their answers. Provide class feedback and discuss why the false statements are incorrect. Check understanding of *proud* /praʊd/ (feeling pleasure and satisfaction because you or people connected with you have done something good). If necessary, ask students to scan the video script on page 212 and check their answers.


Answers

- 1 T (*It's difficult to live here ...*)
2 T (*They follow their camels through the desert. They only use what their camels can carry.*)
3 F (*He uses plants from the desert to make traditional medicines.*)
4 F (*His six pupils have learnt many things ...*)
5 T (*He takes the boys 160 kilometres into the desert ...*)
6 F (*A very proud moment for their Bedouin teacher.*)

DISCUSSION

Optional lead-in


To help students prepare for the discussion task, prepare sets of flashcards that illustrate traditional and modern lifestyles. Make sure that the flashcards are labelled with expressions like *living in an apartment*, *using the internet*, *growing vegetables*, *making fire*, *living in a tent*, etc. Some flashcards can be ambiguous to initiate discussion, like *working in a garden* or *cooking dinner*. Students work in small groups and sort out the flashcards into 'modern' and 'traditional' lifestyles. At the end, ask students to share their ideas with the class.

- 6  Students discuss the questions in pairs. Monitor and help with vocabulary for the task. Allow four or five minutes for pair discussions, then discuss the questions as a class. Encourage students to explain their opinions and give examples to support them.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 and 2  Students work in pairs and discuss the four questions, filling in the table as they do so. Allow about five minutes, then ask students to discuss Exercise 2. Ask students to use the Glossary to check the meaning of *healthy* /'helθi/ (good for your health) and *unhealthy* /ʌn'helθi/ (not good for your health). Check understanding. At the end, ask students to share their answers with the class. Check understanding and pronunciation of key vocabulary: *gym* /dʒɪm/, *exercise* /'eksəsaɪz/, *smoke* /sməʊk/ and *chocolate biscuit* /'tʃɒklət 'bɪskɪt/.



Answers

Healthy: go to a gym, do exercise
Unhealthy: smoke, eat a lot of chocolate biscuits


PRONUNCIATION FOR LISTENING

Language note

Intonation in statements and questions can vary, depending on the English dialect, but the general rule in Standard English is that intonation rises in *yes/no* questions, whereas it falls in open questions, e.g. *Wh-* questions. In a statement, the intonation falls at the end of a sentence.



- 3   Draw students' attention to the Explanation box and allow them a minute to read the information and the examples. Check understanding of *intonation* /ɪntə'neɪʃən/ and ask for volunteers to read the example sentences following the indicated intonation pattern. Play the recording and ask students to repeat the intonation as they hear it. If necessary, play the audio a few times and pause after each sentence. Allow students to work in pairs and practise the dialogue

following the intonation pattern on the recording. Monitor and help students imitate the pattern on the audio.

- 4  Before the task, ask students which of the four sentences are questions, i.e. *What's your name?* and *Are you from New York?*. Then elicit the difference between the two types of questions, i.e. *yes/no* questions and *Wh-* questions. If necessary, give examples of *yes/no* questions and *Wh-* questions and ask students to guess what type they are. Students then complete the task individually and check the answers with their partners.

Answers

1 down 2 down 3 up

- 5   Students work in pairs and predict the intonation in the six sentences. Then play the audio and allow students to check their answers. Go over the answers as a class and ask for volunteers to repeat the sentences, using the intonation pattern from the recording. If necessary, play the audio again, pausing after each sentence and drilling the intonation pattern with the class. Give students two minutes to practise saying the sentences in pairs. Monitor and give feedback on intonation.


Answers



1 up 2 down 3 down 4 up 5 down 6 down

WHILE LISTENING

LISTENING FOR MAIN IDEAS

Skills box

 Display the Skills box on an interactive whiteboard and allow students a minute to read it. Elicit that *where* is for place, *who* is for people, and *why* asks about reasons.

- 6   Before listening, ask students to read the questions and check the meaning of unknown words in the Glossary. Check understanding of *lecture* /'lektʃə/, *lecturer* /'lektʃərə/ and *conversation* /kɒnvə'seɪʃən/. Students listen and complete the task individually. Then they check their answers with a partner. Go over the answers as a class. Some students may confuse *coffee* /'kɒfi/ (a drink made of coffee beans) with *café* /'kæfeɪ/ (a type of small restaurant).

Write the two words on the whiteboard and elicit the difference in meaning and pronunciation.

Answers

- 1 in a café: C; in a lecture: B; on the phone: A
- 2 a lecturer and a student: B; a son and his father: A; two students in the same class: C
- 3 for information about a video: C; somebody for money: A; for information about lifestyle: B

LISTENING FOR DETAIL

- 7 3.3 With a stronger class, ask students to discuss the questions before listening again. Students complete the task individually. Then they compare their answers with a classmate. Check the answers as a class. If necessary, display the audio script from page 213 and ask students to scan for the answers.

Answers

- 1 in the park
- 2 to go to the gym / for a gym
- 3 the United States
- 4 lifestyles (of people in Canada)

Optional activity

With a weaker class, ask students to look at the audio script on page 213 and follow it as they listen. Then divide the class into three groups (A, B and C). The students in each group work on one of the dialogues (A, B or C) from the listening. Students work in pairs and practise saying the dialogues. Monitor and give feedback on sentence stress and intonation. Allow about five minutes for practice, then ask for volunteers from each group to present the dialogues to the class.

DISCUSSION

- 8 Students work in pairs and discuss the questions. Allow three or four minutes for pair discussion, then ask students to share their ideas with the class. As a class, discuss the advantages and disadvantages of students living alone. Draw a table on the whiteboard with columns labelled ‘+’ (advantages) and ‘-’ (disadvantages). Elicit ideas from the class and write them on the whiteboard.

Possible answers

Advantages: do what you want, can eat junk food, don’t need to clean up
Disadvantages: have to cook for yourself and do your own washing, feel lonely, be afraid at night

Optional activity

With a more advanced class, discuss the advantages and disadvantages of studying abroad. Give students ten minutes to brainstorm the pros and cons in pairs, then elicit the opinions from the whole class. Write the advantages and the disadvantages on the whiteboard, or nominate a stronger student to write them up. At the end, ask students to raise their hands if they prefer studying in their home country to studying abroad.

LANGUAGE DEVELOPMENT

DAYS OF THE WEEK

Optional lead-in

Write the names of the days of the week on separate slips of paper. Prepare enough slips so that students can work in pairs or small groups. Cut each day of the week into smaller pieces according to the syllables in each word, i.e. *Sun-day* (2), *Mon-day* (2), *Tues-day* (2), *Wednes-day* (2), *Thurs-day* (2), *Fri-day* (2) and *Sa-tur-day* (3). Ask students to work in pairs or small groups and unscramble the pieces to make names of the days of the week. Then ask students to put the days in chronological order, starting from *Sunday*. Point out that the names of the days are always spelled with capital letter.


- 1 3.4 Students listen to the audio and write out the number of syllables for each day. Then ask students to work in pairs and underline the stressed syllable in each word. Play the audio one more time and allow students to check their answers. Drill the stress pattern as a class.

Answers

- Sa-tur-day /'sætədeɪ/ (3)
- Wednes-day /'wenzdeɪ/ (2)
- Fri-day /'fraɪdeɪ/ (2)
- Tues-day /'tjuːzdeɪ/ (2)
- Sun-day /'sʌndeɪ/ (2)
- Thurs-day /'θɜːzdeɪ/ (2)
- Mon-day /'mʌndeɪ/ (2)


- 2 Students complete the task in pairs. Before they begin, model the answers to ensure that students answer in complete sentences, e.g. *I go to school on Mondays and Wednesdays*. Elicit what preposition is used before weekdays, i.e. *on*. Monitor and make sure students answer in complete sentences and use the correct preposition. Give feedback on the pronunciation of the days of the week.

Optional activity

 The days of the week are often misspelt by students. To improve students' accuracy and to practise spelling the names, prepare a running dictation. Print out sheets of paper with the rhyme below, or another text that has the key vocabulary. Post the pieces of paper in different locations around the classroom or, if possible, somewhere outside the classroom. They should be posted far enough away so that students have to walk away from their desks to read them. Students work in pairs. One is a writer and the other is a runner. The runner memorizes a line at a time of the poem, then dictates it to the writer from memory. Model the game before students begin. The runners can walk/run to the poem as many times as they need to. After two or three minutes, ask students to change their roles. Set a time limit for the game, e.g. ten minutes. Students submit their texts, and the pair with the least number of spelling mistakes wins. Alternatively, ask students to count their own mistakes and report to you. Make sure students spell the names of the days with capital letters.


Work on Monday,
Study on Tuesday,
Clean on Wednesday,
Watch movies on Thursday,
Sleep on Friday,
Play football on Saturday,
Drink coffee on Sunday.

TIME EXPRESSIONS

- 3  Students complete the task individually, then check their answers with a partner. To facilitate the task, draw students' attention to the example answer. Ask them what 6.30 (time) and morning (part of the day) in the sentence refer to. Allow two or three minutes for the task and check the answers as a class. Elicit the meaning of every /'evri/ (shows that something is repeated regularly), morning /'mɔːnɪŋ/ (the time of the day when the sun rises until the middle of the day), afternoon /ɑːftə'nuːn/ (the period between 12 o'clock and about six o'clock), evening /'iːvniŋ/ (the part of the day between the end of the afternoon and night) and dinner /'dɪnə/ (the main meal of the day, usually eaten in the evening).



Answers

- 2 Chen and Wang watch films every Tuesday evening.
- 3 My sister makes my lunch on Wednesdays.
- 4 I play football with my friends every Saturday.
- 5 Faisal goes home at 3.00 in the afternoon.
- 6 Tania gets up at 6.00 in the morning.
- 7 Abdullah has English class at 7.30 in the evening.
- 8 Fatima has coffee with her friends every day.
- 9 Hakan goes to work at 8.30 in the morning.
- 10 Kerry has dinner at 6.30 in the evening.

- 4  Students complete the task in pairs. Before they begin, draw their attention to the example answer. Ask them which sentences in Exercise 3 have the same structure as the example expression (2 (every Tuesday evening), 4 (every Saturday) and 8 (every day)). Elicit that the missing words are prepositions and check understanding of preposition /'prepə'zɪʃən/, i.e. words usually placed before nouns or pronouns which are used to help us locate things in time and space. At the end, check answers as a class. Ask students which sentences in Exercise 3 demonstrate the rules presented in this exercise.

Answers


- 2 in (sentences 1 (in the morning), 5 (in the afternoon), 6 (in the morning), 7 (in the evening), 9 (in the morning) and 10 (in the evening))
- 3 at (sentences 1 (at 6.30), 5 (at 3.00), 6 (at 6.00), 7 (at 7.30), 9 (at 8.30) and 10 (at 6.30))
- 4 on (sentence 3 (on Wednesdays))

- 5 and 6   Students complete the gaps individually, then check their answers with a partner. Students then listen to the audio and check their answers. Monitor and, if necessary, go over the answers as a class.

Answers

- 1 at 2 at 3 at 4 on 5 at 6 at 7 in 8 on

THE PRESENT SIMPLE

- 7  Model the answers by asking students questions about Élodie (from Exercise 5), e.g. What time does she arrive at school? –She arrives at school at 8.30. What time does she have a biology lecture? –She has a biology lecture at nine. Elicit the answers from the class and, if necessary, write them on the whiteboard to discuss. Make sure that students use -s in third person singular forms. Check understanding of the contracted forms where's /weəz/ (where is) and she's /ʃiːz/ (she is). Students complete the task in pairs. Monitor and write down any grammar mistakes in the Present simple. At the end, write them on the whiteboard and correct as a class.

Answers

- 1 She's from France.
- 2 She goes to university.
- 3 The bus comes at 7.30.

- 4 No, she has a biology lecture. / No, she doesn't.
- 5 She has English class at three o'clock in the afternoon.
- 6 She goes to the cinema with her family.

Optional activity

3.5 Students listen to the recording about Élodie one more time and follow the text as they listen. Students then practise saying the sentences in pairs. Allow a couple of minutes for practice. Monitor and give feedback on the pronunciation of the time expressions.

- 8 Students complete the task in pairs. Remind them to use the Glossary to check the meaning of unknown words. Allow about eight minutes for the task, then check the answers as a class. Check understanding and the pronunciation of the new vocabulary, i.e. *breakfast* /'brekfəst/, *dinner* /'dɪnə/, *tennis* /'tenɪs/, *basketball* /'bɑːskɪtbɔːl/, *computer games* /kəm'pjʊtə geɪmz/, *university* /juːnɪ'vɜːsɪti/, *morning* /'mɔːnɪŋ/, *bus* /bʌs/, *taxi* /'tæksi/ and *train* /treɪn/. Check understanding of the collocations by asking students whether these sentences are correct or not: *I take lunch at 12 every day* (incorrect), *I take a taxi to school every morning* (correct), *I have basketball every evening* (incorrect).

Answers

- 1 have /hæv/ 2 watch /wɒtʃ/ 3 make /meɪk/
4 play /pleɪ/ 5 go /gəʊ/ 6 get /get/ 7 take /teɪk/

Explanation box

Display the Explanation box on an interactive whiteboard and allow students a couple of minutes to read it. Elicit when we use the Present simple form, i.e. to talk about regular activities, to talk about habits and facts. Ask volunteers to write example sentences about their daily routine on the whiteboard using phrases from Exercise 8. Encourage students to write sentences about their classmates' daily routine to practise using third person singular forms. Elicit when we use -s at the end of the verb and correct students' sentences if necessary. Check understanding of the negative contractions *don't* /dəʊnt/ (do not) and *doesn't* /dʌzənt/ (does not). Ask students to make negatives of the sentences they wrote on the whiteboard. Then ask students to make questions using phrases from Exercise 8, e.g. *Do you go to university?*, *What time do you get up in the morning?*, *What time do you have lunch?*,

When does he play football?, etc. Model the questions and correct if necessary.

- 9 Draw students' attention to the examples and check understanding of the question form. Students complete the task in pairs. Monitor and correct question forms and statements if necessary. Make sure students answer in complete sentences. Write down any common mistakes in the Present simple that you hear while monitoring and write them on the whiteboard at the end. Elicit the correct answers from the class.
- 10 Before students begin, draw their attention to the example sentences and elicit the third person singular verb forms. Monitor and give feedback on third person singular forms. Write down any grammar mistakes and correct them as a class at the end. Ask for volunteers to tell the class about their partner.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 and 2 3.6 Students read the dialogues and choose the answers that they think are correct. Then they listen to the audio and check their answers. Play the audio again, pausing after each speaker's turn. Students repeat after each turn. Draw their attention to the intonation and ask them to repeat each turn as it is on the recording. Students then work in pairs and practise saying the dialogues. Monitor and give feedback on intonation. At the end, choose two or three pairs to demonstrate the dialogues to the class.

Answers

- 1 I don't have time, I'm sorry.
2 Yes, sure.
3 Nice to meet you!
4 No, not really.
5 Really?
6 I see.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 3.7 Before students begin, ask them to read the questions and check the meaning of

new vocabulary in the Glossary. If necessary, explain the words: *stranger* /'streɪndʒə/ (someone you do not know), *journey* /'dʒɜːni/ (trip) and *information* /ɪnfə'meɪʃən/ (facts about a situation). Students listen to the audio and complete the task individually. Then they check their answers with a partner.

Answers

1 c 2 a 3 a

LISTENING FOR DETAIL

- 4 3.7 Ask students to guess the answers before they listen. Encourage them to use the Glossary to check the meaning of unknown words. Students check their predictions in pairs. Then play the audio and allow students to check their answers in pairs. Display the survey on an interactive whiteboard and complete it as a class. Elicit the meaning of *relax* /rɪ'læks/ (to calm down, to become less stressed), *scientist* /'saɪəntɪst/ (a person who does research and studies science) and *biology* /baɪ'ɒlədʒi/ (the study of nature).

Answers

A1 Y B1 study C1 Y C2a (goes to a) gym C2b Y
C2c Y C2d N C3a (on) Saturday (afternoon)
C3b a café

PRACTICE

Optional lead-in

- 3.7 Play the audio one more time and draw students' attention to the 'Asking' and 'Answering' boxes. Ask students to follow the expressions as they listen and complete the sentences with gaps. Check answers as a class or, with a more advanced class, ask students to check their answers in the audio script on pages 213–214. Allow students a couple of minutes to practise saying the sentences as they heard them on the recording. Monitor and give feedback on intonation.

Possible answers

I'm a student at the university.
I'm asking people questions about their lifestyle.
OK, do you live with your parents?
OK, do you work or study?
OK, do you have a busy lifestyle?

- 5 Students complete the questionnaire for themselves and check the meaning of

unknown words in the Glossary. Allow about five minutes to prepare for the task. Check understanding of the expressions in the boxes. Divide the class into Students A and B. Student As ask questions about the survey and Student Bs answer. Tell Student Bs to close their books when they answer the questions. Student As take notes about their partners. Allow about five minutes for the task, then ask students to change roles.

- 6 Put students into new pairs. Ask them to take turns to tell each other about the student they interviewed in Exercise 5. Monitor and write down any common mistakes with the Present simple. At the end, write them on the whiteboard and elicit the answers from the class.

CRITICAL THINKING

At this point in each unit, students are asked to begin to think about the speaking task they will do at the end of the unit (*Interview students for a survey*). Give them a minute to look at the box.

CREATE

Skills box

Display the Skills box on an interactive whiteboard and allow students a minute or two to read it. Ask students to look at the survey in Listening 2 again. Elicit what kind of text it is (a questionnaire). Ask them whether they have ever filled out a survey and, if so, what it was about. Ask students in what situations and for what purpose we use questionnaires/surveys, i.e. to find out a customer's opinion in a shop or a restaurant, to find out students' opinion about a course, etc. Practise the pronunciation of *survey* /'sɜːveɪ/ and *questionnaire* /kwɛstʃə'neə/.

- 1 Remind students that ideas maps are a visual way of making notes that help in brainstorming a topic. Draw students' attention to the ideas map and point out that the main topic (*Student survey*) is in the middle, with sub-topics coming off it and related vocabulary/ideas coming off each sub-topic. Tell students to work in pairs and decide what the missing topics might be, based on the related vocabulary. Give them a few minutes to decide, then go through the answers as a class.

Answers

a work b study c food d lifestyle

Optional activity

Ask students to think of other ideas they could add to the ideas map.

REMEMBER

- 2 Students complete the task in pairs, then check their answers with another pair. Check answers as a class.

Answers

The correct order: 5, 2, 3, 4, 1

Optional activity

Allow students a few days for this task. As a class, brainstorm places where you can often find small paper-based surveys, e.g. restaurants, hotels, beauty salons, shops, car dealers, health clinics, etc. Ask students to find a survey outside college and bring it to the class. They present their surveys to the class and explain where they got them and what questions they ask. Each student has to teach three new words they have learnt from the survey to the class.

SPEAKING

PREPARATION FOR SPEAKING

COLLOCATIONS FOR LIFESTYLE

Skills box

Draw students’ attention to the Skills box and allow them a minute to read it. Check understanding of *collocation* /kələˈkeɪʃən/. Use the examples from the box to demonstrate that collocations are fixed expressions, e.g. we say *go out with friends* and not *walk out with friends**, or *download apps* and not *take apps**.

Optional lead-in

Prepare paper slips with these collocations from the table: *send texts, post a video online, chat online, eat out at restaurants, have coffee with friends, have dinner with friends, go out with friends, go to the cinema and play computer games*. Prepare enough slips for several pairs or groups. Cut the slips into halves and ask each pair or group to match the collocations. At the end, ask each pair to say one collocation and write it on the whiteboard. To make it more competitive, ask the groups to work quietly and raise a hand when they think they are finished. The group that correctly completes all the collocations first wins.

- 1 and 2 Students work in pairs and complete the task. Encourage them to use the Glossary to check the meanings of the new words. Then they work with another pair and compare their answers. Check the answers as a class and elicit the meaning and the pronunciation of the new vocabulary.

Answers

Exercise 1: 2 download /daʊnˈləʊd/ 3 write /raɪt/
4 cook /kʊk/ 5 eat /i:t/ 6 order /ˈɔːdə/
7 watch /wɒtʃ/ 8 do /duː/ 9 go /gəʊ/
Exercise 2: a technology /tekˈnɒlədʒi/ b food /fuːd/
c free time /friː taɪm/

PRESENT SIMPLE QUESTIONS

- 3 Students complete the task individually, then check their answers with a partner. Check answers as a class and allow a minute for the pairs to practise saying the questions.

Optional activity

To review the intonation skills from Listening 1, ask students to work in pairs and decide which questions have a falling intonation and which ones have a rising intonation. Check answers and model the questions with the class. Ask students to work in pairs and practise asking the questions. Monitor and give feedback on intonation.

Answers

- 1 Do you watch TV in the evening? (rising)
2 Do you cook food for your family? (rising)
3 Do you eat out at restaurants? (rising)
4 Do you write a blog? (rising)
5 Which computer games do you play? (falling)
6 How many texts do you send every day? (falling)

- 4 3.8 Students complete the task individually, then check their answers with a partner. Play the audio to check their answers.

Answers

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

- 5 and 6 Students work in pairs and practise the sentences following the stress pattern in the recording. Students then change partners and ask and answer the questions from Exercise 3 about themselves. Monitor and give feedback on the Present simple if necessary.

Optional activity

3.8 Play the audio one more time and pause after each sentence. Ask students to repeat each sentence as they hear it on the recording. Emphasize the stressed words by tapping on a desk.

Answers

- 1 A: Do you watch TV in the evening?
B: No, not really. I go to the gym in the evening.
2 A: Do you cook food for your family?
B: No! I can order pizza but I can't cook!
3 A: Do you eat out at restaurants?
B: Yes. I go with my family every Monday evening.
4 A: Do you write a blog?
B: No, but I follow one. It's about football.
5 A: Which computer games do you play?
B: I like NBA Basketball. I play it on my PC.
6 A: How many texts do you send every day?
B: I'm not sure. I send a lot of them – 40 or 50, maybe?

7 and 8 Students complete the tasks individually, then check their answers with a partner. Check the answers as a class.

Optional activity

Allow students two or three minutes to work in pairs and ask each other the questions in Exercise 7. With a more advanced class, ask students to develop the answers in Exercise 8 into complete sentences (see below).

Answers

Exercise 7

- 1 Do you cook food for your family?
2 Do you eat out at restaurants?
3 Do you have coffee with friends?
4 What do you eat at home?
5 Where do you have dinner with friends?
6 What kind of fast food do you like?

Exercise 8

- 1 d (I go to a café with my friends.)
2 a (I study biology.)
3 b (They are friends.)
4 f (Because they need information.)
5 c (I take the number 3.)
6 e (I go out with my friends on Saturday.)

PRONUNCIATION FOR SPEAKING

9 and 10 **3.9** Play the audio and drill the intonation patterns that are used in the questions. Pause after each question and ask students to repeat the question, following the intonation pattern they hear. Then ask students to work in pairs and complete

Exercise 10. Allow them about five minutes for the task, then tell them to compare their answers with another pair. Play the audio one more time and check the answers as a class. At the end, elicit the pronunciation of *do you* /dəjuː/. Explain that in connected speech, *do you* is weak. Drill *do you* questions from the exercise using the weak form.

Answers

Exercise 10: 1 down 2 up 3 up 4 down 5 up 6 down

- 11** **3.10** Play the audio, then ask students to repeat the words as they hear them on the recording. Elicit the difference between the long vowel /uː/ as in *true*, *room* and *computer*, and the short vowel /ʊ/ as in *good*, *would* and *pull*.
12 **3.11** Students complete the task in pairs. Then play the audio and ask them to check their answers. Drill the pronunciation of the words as a group.

Answers


/uː/	/ʊ/
true /truː/	good /ɡʊd/
room /ruːm/	would /wʊd/
computer /kəmˈpjʊːtə/	pull /pʊl/
food /fuːd/	books /bʊks/
you /juː/	football ˈfʊtbɔːl/
news /njuːz/	cook /kʊk/
school /skuːl/	

- 13** Students complete the task in pairs. Monitor and give feedback on grammar, intonation and pronunciation. Ask for volunteers to present their dialogue to the class. If possible, ask the pairs to record their dialogues. Students then work with another pair and play their dialogues to each other. Ask students to give each other feedback on grammar and pronunciation.
14, 15 and 16 Students write their questions individually, then check their answers with a partner. With a weaker class, write example questions on the whiteboard. Then ask students to work in pairs and practise saying the questions using the intonation patterns introduced in the unit. Ask them to give each other feedback. Allow about five minutes for this task, then ask students to change partners and practise asking and


answering the questions. Monitor and correct any mistakes with the Present simple and intonation if necessary.

SPEAKING TASK


PREPARE

- 1  Divide the class into Students A and B. Student As work together in small groups and Student Bs work together in small groups. Students make notes and write down questions for their interview. Tell students to practise asking their questions in the groups. Monitor and give feedback on grammar and pronunciation, but encourage students to correct each other. If necessary, address any common mistakes during group feedback at the end. Write down the mistakes on the whiteboard or say them aloud. Elicit the correct answers from the class.

PRACTISE/DISCUSS

- 2, 3 and 4  Allow students 10–15 minutes to complete the interviews. Remind them to record or write down the information that they hear. Then allow 10–15 minutes for students to share their information with their groups. Monitor and help with grammar and vocabulary for the task. Ensure that students use Present simple forms correctly, especially the -s ending in the third person singular. If necessary, discuss any common mistakes as a class. Then ask students to work with a partner from another group and tell them the information they learnt from the interviews.

Optional activity

 Students make videos or record their interviews. Then they edit the video or the audio recording and show it to the group. Students work in small groups. Tell them to listen to or watch the recording and correct any mistakes that they hear. At the end, students retell the information from the video or audio to the class.

OBJECTIVES REVIEW

See Teaching tips, pages 10–11, for ideas about using the Objectives review with your students.

WORDLIST

See Teaching tips, pages 10–11, for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 110–111 for the photocopiable Review test for this unit and Teaching tips, pages 10–11, for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 128 for an additional speaking task related to this unit.

Students work in groups of three or four and write down questions for the task. Monitor and give feedback on Present simple questions. Allow students four or five minutes to write the questions. Students compare their questions with another group. They then mingle with other classmates and ask questions to find out at least one person for each category in the prompt. Allow 10–12 minutes for the activity. Students then go back to their groups and tell the group members about other students. Monitor and make sure students speak in complete sentences and use the Present simple. At the end, ask students to share their findings with the class.

RESEARCH PROJECT

Create a lifestyle podcast

Explain to students that they are going to create a lifestyle podcast. Different groups in the class could think about a different topic, e.g. sports and exercise, technology use, holiday destinations or food. Students can use the tools on the Cambridge LMS to share the information that they find with the rest of their group.

Each group should create a short (two-minute) podcast about their chosen topic. The podcast could include interviews with teachers or other students, a discussion, or advice (e.g. learners recommend hobbies that they enjoy). Students will need to plan the recording, record the podcast and then edit it. They can find editing software by searching for 'free audio-editing software/apps'. They could then upload their podcast to the Cambridge LMS (podcasts should be saved as mp3 files for this) or a media-library application.

REVIEW TESTS ANSWERS AND AUDIO SCRIPTS

The *Review tests* are designed to be used after students have completed each unit of the Student's Book. Each *Review test* checks students' knowledge of the key language areas and practises the listening skills from the unit. The *Review tests* take around 50 minutes to complete, but you may wish to adjust this time depending on your class or how much of the Student's Book unit you covered.

Review tests can be given for homework as general revision. *Review test* audio is accessed from the Cambridge LMS. Use the *Additional speaking tasks* at the end of the Teacher's Book or in the Online Workbook to test your students' speaking skills. Photocopy one test for each student. Students should do the tests on their own. You can check the answers by giving students their peers' papers to mark, or correct the papers yourself. Keep a record of the results to help monitor individual student progress.

REVIEW TEST 1 ANSWERS

- 1 1 student (2) 2 teacher (2) 3 university (5) 4 car (1) 5 father (2) 6 home (1) 7 hotel (2) 8 presenter (3) 9 computer (3) 10 school (1)
- 2 1 T 2 F 3 T 4 F 5 F 6 T 7 T 8 T 9 F 10 T
- 3 1 He 2 his 3 I 4 Her 5 their
- 4 1 is 2 are 3 Are 4 is 5 am
- 5 1 F 2 T 3 T 4 F 5 T

REVIEW TEST 1 AUDIO SCRIPTS

1.1

1 student 2 teacher 3 university 4 car 5 father 6 home 7 hotel 8 presenter 9 computer 10 school

1.2

Hi! My name is Samira and I come from Egypt. I'm 19 years old and I'm a college student in Sydney. That's in Australia. I study business here. In the future, I want to be a successful businesswoman. I have two younger brothers and one older sister. My little brothers are still at school. They like football and video games. My sister is 22. She is a student at Cairo University. She wants to be a doctor. My parents live in Alexandria. My mother is a science teacher at a high school and my father is a hotel manager. They work very hard. In my free time, I like to draw. I love *manga*. I like Japanese culture and food. I hope to go there one day.

REVIEW TEST 2 ANSWERS

- 1 1 cold 2 snow 3 rainy 4 June 5 sunny
- 2 1 It's a cold day in winter.
2 There's snow in the mountains.
3 It's rainy in spring.
4 It's hot in June.
5 It's sunny but it's winter.
- 3 1 desert 2 red 3 dry 4 47 5 winter

- 4 1 c 2 a 3 b 4 b 5 c
- 5 1 mountains 2 forest 3 beautiful 4 inside 5 sky
- 6 1 January 2 August 3 July 4 September 5 February
- 7 1 T 2 F 3 F 4 T 5 T

REVIEW TEST 2 AUDIO SCRIPTS

2.1

- 1 It's a cold day in winter.
- 2 There's snow in the mountains.
- 3 It's rainy in spring.
- 4 It's hot in June.
- 5 It's sunny, but it's winter.

2.2

Today, I want to talk about the weather in Rub Al Khali. Do you know what Rub Al Khali means? It means 'the empty quarter' or 'an empty place'. It's the name of the desert in Saudi Arabia and the United Arab Emirates. It's a very big desert. In this photograph, you can see the sand. There is a lot of sand there. The sand is red and it looks like big mountains. Most people never visit this place because it's very hot and dry. The average temperature in the summer is 47 degrees centigrade. On a very hot day, it can be 56 degrees centigrade. But in the winter, the weather in Rub Al Khali is cooler, and people like to spend nights in the desert camping. From December to February, the nights in the desert can be very cold. In this photograph, you can see palm trees and houses. It's Liwa Oasis. It's green and sunny. There's a lot of water here for the farms and people. The weather in the oasis is good for people. It rains here a few times a year.

REVIEW TEST 3 ANSWERS

- 1 1 a 3 b 1 c 2
2 a 1 b 3 c 2
3 a 2 b 1 c 3
- 2 1 ↘ 2 ↘ 3 ↗ 4 ↘ 5 ↗
- 3 1 F 2 T 3 F 4 F 5 T 6 T
- 4 1 Sunday 2 Thursday 3 Friday 4 Saturday 5 Wednesday
- 5 1 at; in 2 on 3 at 4 in
- 6 1 She plays tennis every Monday.
2 I don't watch television at night.
3 Do you eat lunch at home?
4 What time do you get up every morning?
5 He doesn't walk to school.

REVIEW TEST 3 AUDIO SCRIPTS

3.1

- 1 A: What would you like to order?
B: Just a cup of tea, please.
A: And what about you?
C: I'll have coffee.
A: Anything else?
- 2 A: Hello! This is Dora's Gym. How can I help you?
B: I'd like more information about your programmes and membership fees.
A: Hold on a moment, please. I'll transfer your call.
B: Thank you. I'll wait.

- 3 **A:** I'm sorry for missing your lecture. Can you tell me about the assignment?
B: What happened?
A: Well, I woke up at seven ... but then I closed my eyes and I fell asleep again. I woke up again at nine and it was too late.
B: Well, you missed the lecture and the assignment. What you have to do now ...

3.2

- 1 What would you like to order?
2 And what about you?
3 Anything else?
4 How can I help you?
5 Can you tell me about the assignment?

3.3

- Sam:** Excuse me! My name's Sam and I'm doing a survey about young people's lifestyle in London. Can I ask you some questions?
John: Yes, of course.
Sam: What's your name?
John: I'm John.
Sam: First of all, how old are you?
John: I'm 23.
Sam: And are you from London?
John: No. I'm from Liverpool, but I moved here two years ago for work.
Sam: OK ... do you go out to eat often?
John: Yes, I go out with friends quite often ... usually we eat out in the evenings. I don't like cooking dinners or eating alone.
Sam: And what types of restaurant do you usually go to?
John: I like fast food. I know – it's unhealthy, but it's cheap and quick.
Sam: Mm-hmm. What about other places? Do you go anywhere else?
John: Sometimes we go to a cinema, and then we go and have some pizza. There is a great pizza place near my apartment.
Sam: And what about lunch ... do you go out to have lunch?
John: No. That's too expensive. I make my own sandwiches and take them to work with me.
Sam: OK. And what about sport or entertainment? Do you go to the gym?
John: Not really. Again, it's very expensive and I don't like to exercise inside. I play football at the weekend and I jog in the park when it's sunny.
Sam: And do you go to the theatre a lot?
John: Not really ... maybe once a year. I prefer the cinema.
Sam: OK. Thank you for your time.

REVIEW TEST 4 ANSWERS

- 1 1 This 2 There 3 here 4 this 5 Those
2 1 b 2 a 3 b 4 c 5 a
3 1 big 2 ground 3 cappuccino 4 three 5 get a map of the museum
4 A museum shop B stairs C café D lifts E toilets
5 1 F 2 T 3 T 4 F 5 F 6 T 7 F
6 1 Turkey 2 Europe 3 Italy 4 Asia 5 London
6 America 7 Spain 8 Moscow

REVIEW TEST 4 AUDIO SCRIPTS

4.1

- A:** So ... have you decided where we can go during the long weekend?
B: I have some ideas. Here are some brochures I got from the tourist agency.
A: So ... what's this?
B: This is a cycling trip along the river. We start in the city centre and then cycle in a group to the nearest town. There we have lunch and rest. Then we come back here.
A: That sounds a little bit boring. What about this one? This looks interesting.
B: Oh yeah ... that's a day trip on a boat. You stop in small towns and walk around. Those are very quiet places.
A: Is there any food on the boat?
B: No. There's no food on the boat ... just drinks. But you can get it on the way.
A: So what do you think?
B: I like the cycling tour better. It's good exercise and it can be interesting.
A: OK. We'll do that, then.

4.2

Welcome to Oxford and thank you for visiting our museum. It's a really big building and it will take you several hours to see all the rooms. I don't want you to get lost, so I will just quickly explain the layout of the museum. Please have a look at these maps. So ... we are now on the ground floor in front of the main entrance. If you look at this map, you will see that the building has empty space inside. It's called a patio. There is a small garden and the museum café. They make delicious cappuccino. The museum has three floors, and you can use the lifts to move from one floor to another – they're here on the left. If you like exercise, you can use the stairs. There are two sets of stairs. One in Room A2 and the other in Room A5. You can use either. Now, the toilets are next to the information desk and on the right of the ticket office. At the information desk, you can get maps of the museum and more information about our future exhibitions. It's also a good meeting point if you get lost. Some of you may want to spend some time in our museum shop. We have beautiful souvenirs, books and posters. So please allow yourself some time for shopping. The museum shop is on the other side of the building, between Rooms A3 and A4.

REVIEW TEST 5 ANSWERS

- 1 1 F 2 T 3 T 4 F 5 F

2

/k/ country	/f/ phone	/ŋ/ strong
classes quick	find	doing running



- 3 1 running 2 cheap 3 easy 4 back 5 exercise
6 shoes 7 water 8 warm 9 places 10 night
4 1 slow 2 weak 3 unhappy/sad 4 thin 5 unhealthy
5 1 swimming 2 tennis 3 football 4 basketball
5 diving
6 1 I think baseball is ~~more~~ easier than volleyball.
2 In my opinion, yoga is **healthier** than running.
3 Tennis players are ~~more~~ **stronger** than golf players.
4 I think zumba is **better** than judo.
5 Skiing is more dangerous **than** kung fu.

REVIEW TEST 3


Name: Date:

LISTENING (20 marks)

LISTENING 1

- 1  3.1 Listen to three conversations in different places. Write 1, 2 or 3.
1 mark for each correct answer.
- 1 Which conversation is
 - a at university? _____
 - b in a café? _____
 - c on the phone? _____
 - 2 Which conversation is between
 - a two friends and a waiter? _____
 - b a lecturer and a student? _____
 - c a person and a receptionist? _____
 - 3 Which conversation has somebody who wants to ask
 - a about gym membership? _____
 - b what people want to eat and drink? _____
 - c about an assignment? _____
- 2  3.2 Listen to the questions from the conversations again. Do they have falling or rising intonation?
Write ↗ if it is rising and ↘ if it is falling. 1 mark for each correct answer.
- 1 What would you like to order? _____
 - 2 And what about you? _____
 - 3 Anything else? _____
 - 4 How can I help you? _____
 - 5 Can you tell me about the assignment? _____

LISTENING 2

- 3  3.3 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.
- 1 John is from London. _____
 - 2 He doesn't like to cook for himself. _____
 - 3 He doesn't like to eat fast food. _____
 - 4 He eats lunch in a café every day. _____
 - 5 He plays football at the weekends. _____
 - 6 He likes to go jogging in the park. _____

LANGUAGE DEVELOPMENT (15 marks)

- 4 Correct the spelling mistakes in the days of the week. 1 mark for each correct answer.
1 Sanday 2 Thersday 3 Fraiday 4 Saterdag 5 Wenesday
- 5 Complete the sentences with the prepositions from the box. Some prepositions can be used more than once. 1 mark for each correct answer.

at in on

- 1 Amal gets up ____ 7.45 ____ the morning.
2 Yen goes to cinema with friends ____ Tuesdays.
3 My English classes start ____ nine.
4 I prefer to study ____ the evening.
- 6 Unscramble the words to make sentences. 1 mark for each correct sentence.

1 every Monday / plays / tennis / She / .

2 at night / don't / watch / I / television / .

3 eat lunch / at home / you / Do / ?

4 do / What time / morning / you / get up / every / .

5 to school / He / walk / doesn't / .

TOTAL ____/ 35

ADDITIONAL SPEAKING TASK 3

- Find someone who
- likes to eat out.
 - posts photographs online.
 - doesn't go to the cinema.
 - goes to the gym.
 - runs every day.
 - doesn't drink coffee.
 - cooks food for their family.
 - doesn't watch TV.
 - plays computer games every night.

MODEL LANGUAGE

TALKING ABOUT LIFESTYLES

Asking permission to do a survey

Excuse me! Can I ask you some questions?
Excuse me! Can I have a few minutes of your time?
I'd like to ask you some questions.

Asking questions about lifestyle

Do you live with your parents?
Do you work or study?
What do you study?
Do you have a busy lifestyle?
How do you relax?
Do you (play football)?
When do you (go to the gym / go out with your friends)?

Talking about lifestyle

I study (*subject*).
I go to the gym every week.
I have lunch with friends every weekend.
She plays tennis on Mondays.
He chats online.
They play computer games.
I go to the cinema every Friday.