

1 How do you feel?

Student's Book p4–p11

1A Be happy!


QUICK REVIEW ●●●

- Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p20.

This activity gives students the opportunity to meet each other. Students move around the room and talk to five other students, or to five students sitting near them. At the end of the activity, ask students to tell the class two things they found out about two people.

Vocabulary Weekend activities

- 1 a)** Ask students to tell the class one or two things they did last weekend that they enjoyed. Then ask students to do the matching exercise on their own or in pairs.

Students check their answers in Language Summary 1 **V1.1** SB (Student's Book) p114. Note that in **face2face** Intermediate only the meanings of new words/phrases are shown in the Language Summaries. These words/phrases are highlighted by an asterisk (*) and the meanings are given in a dictionary box . Also point out that only the **main** stress (•) in phrases is shown in vocabulary boxes and Language Summaries.

Check answers with the class. Highlight the difference between *do some exercise* (running, etc.) and *do an exercise*.

Point out that we also use *chat* to mean 'talk to someone in a friendly and informal way': *He's chatting with friends*.

Model and drill the phrases. Highlight the pronunciation of *tidy* /'tɪdi/ and *exhibition* /,eksɪ'bɪʃən/. Point out the stress on *lie-in*.

go clubbing; have a lie-in; meet up with friends; do some gardening; have a quiet night in; tidy up the house/the flat; do some exercise; go to exhibitions; chat to people online; have people round for dinner; go for a walk/a run

- b)** Students do the exercise on their own by referring back to the phrases in **1a**). Students should also think of other things they do at the weekend and how often they do them.
- c)** Use the speech bubbles to remind students of the phrase *Yes, so do I.* to agree with a positive statement. Also remind them of the phrases *No, neither do I.* and *No, nor do I.* to agree with a negative statement.
- Students do the activity in pairs. Encourage them to ask follow-up questions if possible.
- Ask students to tell the class two things their partner does at the weekend.

Vocabulary weekend activities

Grammar question forms

Help with Listening questions with you

Reading

- 2 a)** Focus students on the article. Pre-teach *research*. Avoid discussing what makes students happy at this stage, as they are asked to do this in **10** and **11**.

Students read the beginning of the article and find out how scientists made their list. Check the answer with the class.


Scientists reviewed hundreds of research studies from around the world.

- b)** Focus students on the ten reasons for happiness. Pre-teach *genes* /dʒi:nz/ and *religion* /rɪ'lɪdʒən/. Drill these words with the class.

Students do the exercise on their own.

- c)** Students compare lists in pairs and explain their order.

EXTRA IDEA

-  Ask the class to vote for what they think is the most important reason for happiness and write it on the board. Continue to ask for votes until you have a class list of ten reasons in order on the board. Students can then compare the class list to the list in the article after they have done **3**.


- 3** Ask students to turn to SB p113.

- a)** Students read the rest of the article and compare the list with their own from **2b**).

Find out which student's list is the closest to the article.

- b)** Students discuss the questions in groups. Ask students to share interesting ideas and opinions with the class.

Listening and Grammar

- 4 a)** Focus students on the photos of Sarah, Greg and Jenny on SB p5.  Ask the class what they think makes each person happy and write their ideas on the board.

- b)** **R1.1** Play the recording (SB p142). Students listen and write two things that make each person happy. Check answers with the class and compare them with the students' ideas on the board from **4a**).

SARAH watching her children when they're sleeping; going to museums and art galleries
GREG travelling and visiting new places; gardening
JENNY having a lie-in; dancing/going clubbing

1A

c) Give students time to read questions 1–9, then play the recording again. Students listen and answer the questions, then check answers in pairs. Check answers with the class.

2 They're watching TV. 3 She went to an exhibition.
 4 About 20. 5 South America. 6 Every weekend
 (when he's in the UK). 7 Yes, she does. 8 Toast and
 coffee. 9 Doing some exercise.

EXTRA IDEA

- If students find the recording difficult, ask them to look at R1.1, SB p142. Play the recording again. Students listen, read and check their answers.

Help with Grammar Question forms

- Help with Grammar boxes help students to examine examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the class as necessary. For more information on the **face2face** approach to Grammar, see p5.

5 a)–f) Focus students on the questions in **4c)**. Students do the exercises on their own or in pairs, then check their answers in **G1.1** SB p115.

✍ While students are working, draw the table from **5b)** on the board so that you are ready to check their answers. Check answers with the class.

- **a)** Present Perfect Simple question 4; Past Simple question 3; Present Continuous question 2
- **b)** Focus students on the table on the board. Elicit which words in questions 2–4 from **4c)** go in each column and complete the table (see the table in **G1.1** SB p115).
- Highlight the typical word order in questions: question word + auxiliary + subject + verb + ...
- **c)** We use the auxiliaries *do* and *does* to make questions in the Present Simple; *have* and *has* in the Present Perfect Simple; *did* in the Past Simple; *am*, *is* and *are* in the Present Continuous.
- Students will study all of these verb forms again in **face2face** Intermediate, so don't go into detail here.
- **d)** 1 In question 8 in **4c)**, the question word *What* is the object (*she* is the subject). In question 9, *What* is the subject. 2 Because we don't use auxiliaries *do* or *does* with Present Simple subject questions.
- Use question 9 to point out that the word order in subject questions is the same as positive sentences.
- Also point out that we don't use the auxiliary *did* in Past Simple subject questions: *Who lived here?*
- **e)** Questions 1 and 4 have prepositions at the end.
- Point out that we don't usually put prepositions at the beginning of questions: *What are you talking about?* not *About what are you talking?* Remind students that questions with prepositions at the end are very common.

6 Focus students on the example and tell students they have to fill in the gaps with the correct auxiliary, or no auxiliary (for subject questions). Use the example to teach *Whereabouts* (in which part of a town/city/country).

Students do the exercise on their own, then check in pairs. Check answers with the class. Point out that questions 4, 6 and 9 are subject questions and don't have an auxiliary.

2 have 3 do 4 – 5 are 6 – 7 Did 8 have 9 – 10 did

Help with Listening Questions with you

- Help with Listening boxes are designed to help students understand natural spoken English. They often focus on phonological aspects of spoken English which make listening problematic for students. For more information on the **face2face** approach to Listening, see p5. This Help with listening section focuses on how we say auxiliaries and *you* in questions.

7 a) Students work in pairs and discuss how we usually say *do you*, *have you*, *are you* and *did you* in the questions in **6**. Encourage students to say questions to each other at normal speed and notice how they say the auxiliary + *you*.

b) **R1.2** Play the recording (SB p142). Students listen and notice how we say *do you* /dʒə/, *have you* /həv jə/, *are you* /əjə/ and *did you* /dɪdʒə/.

Use the questions to teach students the schwa /ə/. Point out that this is the most common sound in spoken English. Note that students study the schwa and weak forms in more detail in lessons 2C and 7C.

8 a) **R1.2** **P** Play the recording again and ask students to repeat. Check their pronunciation of the auxiliary + *you*.

b) Students do the exercise in pairs.

c) Ask students to tell the class three things they found out about their partner.

9 Put students into pairs, student A and student B. Student A's turn to SB p102 and student B's turn to SB p107.

a) Focus students on the example and highlight the prepositions at the end of the question.

Students then work on their own and make questions with the words. While they are working, monitor and check their questions for accuracy.

Student A 2 Who do you usually go on holiday with? 3 What do you like spending your money on? 4 Which radio station do you normally listen to? 5 What do you and your friends argue about?

Student B 2 What do you and your friends like talking about? 3 Which countries do you want to go to? 4 Who do you usually go to the cinema with? 5 Which town or city does your best friend come from?

b) Students work with their partner and take turns to ask and answer their questions. Encourage students to pronounce the auxiliary + *you* correctly and to ask follow-up questions.

1A and 1B

Get ready ... Get it right!

- There is a Get ready ... Get it right! activity at the end of every A and B lesson. The Get ready ... stage helps students to collect their ideas and prepare the language they need to complete the task. The Get it right! stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more on the **face2face** approach to Speaking, see p5.

- 10** a) Focus students on the examples.
Students do the exercise on their own.

- b) Put students into pairs and ask them to swap lists. Focus students on the example questions. Students write one question about each thing on their partner's list.

- 11** a) Students work in pairs and take turns to ask and answer their questions. Encourage students to ask follow-up questions about topics they are interested in.

- b) Finally, ask students to tell the class some of the things that make their partner happy.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 1A Our free time p132
(Instructions p118)

1 Review Exercises 1 and 2 SB p11

CD-ROM Lesson 1A

Workbook Lesson 1A p5

1B Love it or hate it

QUICK REVIEW ●●●

This activity reviews question forms. Put students into pairs, but don't let them talk to each other yet. Students write five questions to ask their partner. They then work in pairs and take turns to ask and answer their questions. Encourage students to continue the conversations if possible. Ask students to share interesting answers with the class.

Vocabulary Likes and dislikes

- 1** Focus students on meanings a)–c). Students do the exercise on their own or in pairs before checking in **V1.2** SB p114. Check answers with the class (see **V1.2** SB p114).

Check students understand that *I can't stand ...* and *I can't bear ...* mean the same as *I really hate*, and that *I don't mind ...* means 'it's not a problem for me'.

Highlight the prepositions in the phrases *interested in* and *keen on*, and check students understand that *great*, *brilliant* and *wonderful* all mean 'very good'.

You can point out that the phrases *... really get(s) on my nerves* and *... drive(s) me crazy* are informal.

Also highlight that we can use pronouns, nouns or verb+ing with the phrases for likes and dislikes: *I enjoy it*. *I can't stand football*. *Waiting in queues drives me crazy*.

Model and drill the phrases, using *it* to complete each phrase (*I really love it*, *I really hate it*, etc.). Highlight the pronunciation of *nerves* /nɜːvz/ and *bear* /beə/. Point out that only the main stress (°) in phrases is shown in vocabulary boxes and Language Summaries.

- 2** a) Check students understand the six phrases and highlight the verb+ing form at the beginning of each phrase. Students do the exercise on their own.

Vocabulary likes and dislikes

Grammar positive and negative verb forms, words and phrases

Help with Listening sentence stress (1)

Review question forms

- b) Students compare sentences in pairs, giving reasons why they feel like this. Ask each pair to tell the class one or two things they felt the same about.

Students list other things they like and don't like in **11**, so avoid personalising the activity further at this stage.

Reading and Grammar

- 3** Students discuss the questions in groups.

Ph Elicit good things and bad things about mobile phones and write them on the board in two lists.

- 4** a) Focus students on the article and the photos of Amy and Jeremy. Ask students who they think likes mobile phones (Amy) and who hates them (Jeremy).

R1.3 Play the recording. Students listen and read the article. Ask students to say which things on their lists, or the list on the board, that Amy and Jeremy talked about.

- b) Students read the article again and answer the questions. They check answers in pairs. Check answers with the class.

1F 2F 3T 4F 5F

- c) Ask the class who they agree with, Amy or Jeremy. Encourage students to give reasons for their answers.

EXTRA IDEA

- Teach vocabulary related to mobile phones: *text someone*; *send/get a text*; *a ring tone*, etc.

1B

Help with Grammar Positive and negative verb forms, words and phrases

5 a)–e) Students do the exercises on their own or in pairs, then check their answers in **G1.2** SB p115.

- **a)** Present Simple 5 I don't have 7 we meet up Present Continuous 4 I'm trying 6 I'm not feeling Present Perfect Simple 2 I haven't taken 3 that's happened Past Simple 1 I didn't get 8 we went out
- Use the examples to point out that we make: Present Simple negatives with *don't/doesn't* + infinitive; Present Continuous negatives with *'m not/aren't/isn't* + verb+ing; Present Perfect Simple negatives with *haven't/hasn't* + past participle; Past Simple negatives with *didn't* + infinitive.
- Note that these verb forms are dealt with in more detail in later units of **face2face** Intermediate.
- **b)** We usually make *I think ...* negative, not the main verb: *I don't think I could live without one.* not ~~*I think I couldn't live without one.*~~
- **c)** We can use *no* to make negatives with *there is/there are*: *There's no signal.* = *There isn't a signal.* *There are no taxis.* = *There aren't any taxis.*
- Remind students that we can also use *no* to make negatives with *have got/has got*: *I've got no money.* = *I haven't got any money.*
- **d)** always – never; usually – hardly ever; everyone – no one; all – none; both – neither
- Point out that we can say *don't always/usually/often*, but not ~~*don't sometimes/hardly ever/never.*~~
- Remind students that we can say *no one* or *nobody*. *Nothing* and *nowhere* also have a negative meaning.
- Also point out that we don't usually use double negatives. We say *I didn't talk to anyone.* not ~~*I didn't talk to no one.*~~
- Highlight that we use plural verb forms with *both* (*both of my brothers have got mobiles*) and singular verb forms with *neither* (*neither of them ever switches their phone off*).

6 Focus students on the example before asking them to do the exercise on their own. Point out that there can sometimes be more than one possible answer. Students check answers in pairs.

7 **R1.4 P** Play the recording (SB p142). Students listen and check. Ask students if they have any alternative answers they would like to check.
 Play the recording again and ask students to repeat.

2 No one in my family has a mobile. 3 Miranda hasn't sent me a text. 3 I don't think I'll buy a new phone.
 4 There's no message for you./There isn't a message for you. 5 None of my friends have got mobiles. 6 Neither of my sisters likes texting.

8 a) Students do the exercise on their own. Tell students they can write true and false sentences about anything, not just mobile phones. Encourage them to use the verb forms and other words/phrases from **5** in their sentences.

b) Put students into pairs. Students take turns to tell each other their sentences and guess which are false.

Listening

9 a) Pre-teach *customer service phone lines* (you call these when you have a problem with a product or a service). Use the photos on SB p6 to remind students who Amy and Jeremy are.

R1.5 Play the recording (SB p142). Students listen and decide who is talking about topics 1–4 and whether they love them or hate them. Check answers with the class.

1 cooking (Jeremy loves it) 2 football on TV (Amy hates it) 3 flying (Amy loves it) 4 customer service phone lines (Jeremy hates them)

b) Play the recording again. Students listen and find two reasons why Amy and Jeremy love or hate each topic. Check answers with the class.

Jeremy loves cooking because it helps him to stop thinking about work; he loves going to the local fruit and vegetable market; it's very satisfying to see friends enjoying the food he has prepared. **Amy hates football on TV because** it's on almost every evening; her husband watches it all the time; he always thinks it's more important than what she wants to watch; it's boring. **Amy loves flying because** it's much safer than driving; she loves sitting back and watching the clouds go by; she can stay up and watch films all night; the food. **Jeremy hates customer service phone lines because** you have to listen to terrible music while you're waiting; you have to wait a long time; when you finally speak to someone it's usually the wrong department.

Help with Listening Sentence stress (1)

• This Help with Listening section introduces students to sentence stress and highlights that we stress the important words in spoken English.

10 a) **R1.5** Focus students on the examples before playing the beginning of the recording again. Students listen and notice the stressed words.

b) Students turn to R1.5, SB p142. Play the first half of the recording again. Students listen and notice the sentence stress. Note that students are asked to work out what parts of speech are usually stressed in lesson 1C.

Get ready ... Get it right!

11 Focus students on the phrases for likes and dislikes in **1**. Remind them that we can use these phrases with verb+ing forms or nouns. Students do the exercise on their own.

1B and 1C

- 12 a)** Students move around the room saying their sentences, or say their sentences to people sitting near them. They must find one student in the class who agrees with each of their sentences. Encourage students to ask follow-up questions where possible, as shown in the speech bubbles. While students are working, monitor and help with any problems.
- b)** Finally, ask students to tell the class two things they have in common with other students.

EXTRA PRACTICE AND HOMEWORK

Ph **Study Skills** 1 Independent learning p191 (Instructions p189)

Ph **Class Activity** 1B Celebrity match p133 (Instructions p118)

1 Review Exercises 3 and 4 SB p11

CD-ROM Lesson 1B

Workbook Lesson 1B p6

1C The best medicine

QUICK REVIEW ●●●


This activity reviews phrases for likes and dislikes. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other about the people on their list. Ask students to share interesting ideas with the class.

Listening

1 a) Focus students on the phrases in the box. Teach the new phrases *have a massage* and *meditate*. Point out the difference in pronunciation between *massage* /'mæsɑ:ʒ/ and *message* /'mesɪdʒ/ and check students can pronounce *yoga* /'jəʊgə/ correctly. Drill the new phrases with the class. Students do the exercise on their own.

b) Students compare answers in pairs. Ask students to share anything they have in common with their partners with the class.

2 a) Remind students of Jeremy from lesson 1B. If necessary, ask them to look at his picture on SB p6. Tell students that he and his wife, Anne, have invited two friends, Mike and Sally, round for dinner. Ask students who they think did the cooking (Jeremy, because he loves cooking).

R1.6 Play the recording (SB p142). Students listen and write down what each person does to relax. Students check answers in pairs.  Check answers with the class and write them on the board.

Mike does yoga. Anne goes to a health club. Sally paints watercolours. Jeremy sits in front of the TV.

b) Play the recording again. Students listen and write down how often the four people do the things that help them relax. Check answers with the class.

MIKE Every morning when he gets up.
ANNE Two or three times a month.
SALLY Every Sunday.
JEREMY Six nights a week.

Vocabulary adjectives to describe feelings; prepositions with adjectives

Skills Listening: How we relax; Reading: Laugh? I feel better already!

Help with Listening sentence stress (2)

Review free time activities; likes and dislikes

Help with Listening Sentence stress (2)

- This Help with Listening section develops students' understanding of sentence stress by focusing on what types of words are usually stressed or unstressed.

3 a) **R1.6** Focus students on the examples, then play the recording again. Students listen, read and notice the sentence stress.

b) Check students know the parts of speech in the box. Students do the exercise on their own or in pairs. Check answers with the class. Point out that we always stress names (*Jeremy*, etc.), and we don't usually stress the verb *be*, even when it is the main verb.

main verbs (*was*), *had*, *know*, (*were*), (*'m*), *enjoyed*, *want*. Usually stressed (except *be*).

adjectives *wonderful*, *good*, *glad*. Usually stressed.


positive auxiliaries *do*. Usually unstressed.

negative auxiliaries *haven't*, *didn't*. Usually stressed.

nouns *meal*, *months*, *cook*, *coffee*. Usually stressed.

pronouns *I*, *you*, *it*. Usually unstressed.

EXTRA IDEA

-  If your students don't know the words for parts of speech in English, write this sentence on the board: *My brother has bought a new car, but his wife doesn't like it.* Ask students to match the underlined words to the parts of speech in **3b**. Check answers with the class.

main verb *like*; adjective *new*; positive auxiliary *has*; negative auxiliary *doesn't*; noun *brother*; pronoun *it*

1C

c) Students turn to R1.6, SB p142. Play the recording again. Students listen and notice the sentence stress. Students work on their own or in pairs and find two more examples of the stressed parts of speech in **3b)** in the recording. Check answers with the class.

main verbs *love, relax, etc.*
adjectives *nice, busy, etc.*
negative auxiliaries *don't, doesn't, etc.*
nouns *milk, sugar, etc.*

Vocabulary and Reading

4 a) Students work on their own or in pairs and tick the words they know, then check in **V1.3** SB p114. Check students understand the meaning of any new words. Point out that many of the adjectives end in *-ed* as they describe how people feel. Model and drill the words. Highlight the *-ed* endings of *relaxed* /rɪ'læksɪd/, *embarrassed* /ɪm'bærəst/, *confused* /kən'fju:zd/ and *concerned* /kən'sɜ:nd/. Point out that the *-ed* ending of *frustrated* /frʌ'streɪtɪd/ is pronounced /ɪd/ because of the final /t/ sound. Also point out that *pleased, stressed, scared* and *shocked* are one-syllable words.

b) Students check answers in pairs. Check with the class.

nervous; embarrassed; annoyed; fed up; disappointed; stressed; upset; scared; confused; shocked; frustrated; concerned

5 a) Students do the exercise on their own. You can ask them to make notes at this stage.

b) Focus students on the example, then put students into pairs. Students take turns to tell each other about the adjectives. Ask students to share interesting ideas with the class.

6 a) Focus students on the photo on SB p9. Ask the class where they people are and what they think they're doing. Discuss interesting answers with the class, but don't tell them whether their ideas are correct or not yet.

b) Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meaning themselves.

Note that the aim of these boxes is to highlight which words you need to pre-teach to help students understand the text that follows. The vocabulary in these boxes is not in the Language Summaries.

Tell students that *reduce* is a verb and that *fake* can be an adjective, a verb or a noun.

c) Students do the exercise on their own. Early finishers can check answers in pairs. Check answers with the class.

1c) 2e) 3b) 4d) 5a)

d) Students do the exercise on their own. Use the example to highlight that they can write one or two words only in the gaps before they begin.

Students check answers in pairs. Check answers with the class.

2 more (often) 3 over 1,300 4 healthy/relaxed 5 good
 6 enjoyed/liked

e) Ask the students if they would like to go to a Laughter Club. Encourage students to give reasons for their answers.

Help with Vocabulary
Prepositions with adjectives

• Help with Vocabulary boxes help students to explore and understand how vocabulary works, often focusing on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Vocabulary, see p5.

7 a)–c) Students do the exercises on their own or in pairs, then check their answers in **V1.4** SB p114. Check answers with the class.

- **a)** happy with; interested in; nervous about; keen on; worried about; surprised by; upset about; fed up with; pleased with
- **b)** bored **with** (by); frightened **of** (by); annoyed **at** (with, by); bad **at**; satisfied **with** (by); embarrassed **by** (about); concerned **about** (by); angry **about** (at) something; angry **with** (at) someone
- Point out that the prepositions in **bold** are the most common. Other prepositions we can use with these adjectives are in brackets. You could suggest that students only use the most common prepositions.
- Also highlight that after a preposition we use a noun, a pronoun or verb+ing: *I'm not very keen on the idea. They're bored with it. He's worried about being late.*

EXTRA IDEA

- Students work in pairs and take turns to test each other on the adjective-preposition collocations. One student says an adjective, for example *good*, and his/her partner says the whole collocation, for example *good at*.

8 a) Students do the exercise on their own. Make sure students write the adjectives and the names of the people.

b) If possible, put students in pairs with someone they haven't worked with in this lesson. Students take turns to tell their partner about the people on their list. While they are working, monitor and correct any mistakes you hear.

1C and 1D

- 9 a)** Organise the class into groups of three or four. Focus the students on the prompts and tell the class that each group is going to create a Happiness Club.

Point out to students that they can include anything in their clubs that they like, but everything they choose must create a feeling of happiness.

Tell students that they must all make notes on their Happiness Club, as they will each have to describe it to other students.

While they are working, move around the room and help students with language and ideas. Allow students about ten minutes for this stage.

- b)** Reorganise the class so that students from different groups are working together. Students take turns to describe their Happiness Club.

Finally, ask each group to tell the class which club they thought was the best, and why.

EXTRA PRACTICE AND HOMEWORK

Ph Vocabulary Plus 1 -*ed/-ing* adjectives p177

(Instructions p173)

1 Review Exercise 5 SB p11

CD-ROM Lesson 1C

Workbook Lesson 1C p8

1D At a barbecue

QUICK REVIEW ●●●

This activity reviews adjectives and prepositions. Students do the activity in pairs. Encourage students to use *Me too.*, *So am I.* and *Oh, I'm not.* in response to their partner's sentences. Ask students to share interesting answers with the class.

- 1 a)** Focus students on the picture and ask students where the people are (at a barbecue).
 Ask students if they ever go to barbecues. If so, ask a few students to describe the last barbecues they went to.
- b)** Focus students on the phrases in the box and tell them that these are called 'question tags'.
 Students do the exercise on their own.
 Don't check answers at this stage.
- c)** Students do the exercise on their own, then check answers in pairs.
- d)** **R1.7** Play the recording (SB p142). Students listen and check. Check answers with the class.

A You work with Dave, don't you? Yes, I do.
 B Kate went to Bristol University, didn't she? Yes, she did.
 C You haven't been to China, have you? No, I haven't.
 D Jack's vegetarian, isn't he? No, he isn't, actually.

- 2** Tell students they are going to listen to the next part of conversations A–D. Give them time to read answers 1–4.

R1.8 Play the recording (SB p142). Students listen and choose the correct answers.

Check answers with the class.

1 email address
 2 wants to go
 3 has
 4 doesn't eat

Real World question tags

Review auxiliaries; short answers; adjectives and prepositions

Real World Question tags

- 3 a)–d)** Students do the exercises on their own or in pairs, then check their answers in **RW1.1** SB p115. Check answers with the class.

- a)** We usually use questions with question tags (*isn't he?*; *aren't you?*, etc.) to check information that we think is correct.
- b)** We usually use the auxiliary in question tags: *You work with Dave, don't you?*
- We only use pronouns in question tags: *Kate went to Bristol University, didn't she?*
- If the main part of the question is positive, the question tag is usually negative: *Jack's vegetarian, isn't he?*
- If the main part of the question is negative, the question tag is usually positive: *You haven't been to China, have you?*
- If the main part of the question is in the Present Simple or Past Simple, we use *don't/doesn't* or *didn't* in the question tag: *Jim lives in the USA, doesn't he? You lived in Australia, didn't you?*
- Also point out that we say *aren't I?*, not ~~amnt~~ I?: *I'm late, aren't I?* and that we use commas before question tags.
- c)** 1 Yes, I do.; Yes, she did.; No, I haven't. 2 No, he isn't, actually. 3 When the information isn't correct, we often use *actually* after the short answer to sound more polite, then give more information: *A Jack's vegetarian, isn't he? B No, he isn't, actually. He just doesn't eat red meat.*
- Point out that we often use short answers (*Yes, she did.*, etc.) to reply to questions with question tags.

1D and 1 Review

- 4 a)** **R1.9** Play the recording. Students listen and decide if the intonation on the question tag goes up or down (it goes down).

Note that intonation on question tags can also go up when we are asking a question we don't know the answer to. However, 'down' intonation is the most common pattern and therefore the most useful for students to learn.

- b) P** Play the recording again. Students listen and repeat. Check they are copying the intonation of the question tags correctly.

- 5 a)** Students do the exercise on their own, then check answers in pairs.

- b)** Students do the exercise on their own or in pairs. Don't check answers with the class at this stage.

- c) R1.10** Play the recording (SB p143). Students listen and check their answers. Check answers with the class.

1 didn't she? 2 doesn't she? (Conversation B)
 3 aren't you? 4 has he? (Conversation A)
 5 don't you? 6 haven't you? (Conversation D)
 7 didn't he? 8 is he? (Conversation C)

- d)** Play the recording again. Students listen and tick the information in **5a)** that is correct. Check answers with the class.

The information in 1, 3, 4, 5, 6 and 7 is correct.
 The information in 2 and 8 isn't correct.

- 6 a)** Focus students on the examples, then ask students to do the exercise on their own.

While they are working, monitor and check their questions for accuracy. Encourage students to think of follow-up questions. If students aren't able to move around the room, they should only write questions about the students that are sitting near them.

EXTRA IDEA

- ✍ If students need help with ideas for questions, write these prompts on the board before they do
6a): *live, work, family, free time, things he/she loves/hates, how he/she relaxes, countries visited, etc.*

- b)** Students move around the room and ask their questions with question tags. If this isn't possible, students ask questions to people sitting near them. Encourage students to respond with a short answer. If the information is correct, students then ask their follow-up questions.

- c)** Students do the activity in pairs. Finally, ask students to tell the class one or two things that they have found out.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 1D Make it snappy! p135
 (Instructions p119)

1 Review SB p11

CD-ROM Lesson 1D

Workbook Lesson 1D p9

Workbook Reading and Writing Portfolio 1 p64

Progress Test 1 p200

1 Review

- The Review section reviews the key language taught in the unit. It includes communicative and personalised speaking stages as well as controlled grammar, vocabulary and writing practice.
- This section is designed to be used in class after students have finished lesson D, but individual exercises can be used as 'fillers' if you have a few minutes left at the end of a lesson. The Extra practice and homework boxes list which exercises are relevant to each lesson.
- The icons refer to the relevant sections in the Language Summary. Students can refer to these if they need help when doing the exercises.
- For more information on the **face2face** approach to Reviewing and Recycling, see p5.

1a) 2 go 3 tidy up 4 go to 5 visit 6 chat 7 have 8 meet up
2a) 1 do 2 – 3 Did 4 are 5 have 6 does 7 have 8 Are
4a) 1 Everyone I know watches TV. 2 I don't think I'll go out tonight. 3 I usually eat fish. 4 None of my friends like football. 5 I have two sisters and neither of them likes their job. 6 I never get up early at the weekend.
5a) 1 on 2 about 3 in 4 about 5 at 6 by 7 of 8 with

Progress Portfolio

- Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again.
- Note that the *I can ...* statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEF) for levels B1 and B2. For more information on the CEF, see p13.

- a)** Students work through the list of *I can ...* statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish. Students can also work in pairs or groups and compare which statements they have ticked.

- b)** Students work on their own or in pairs/groups and decide which areas they need to study again. Encourage students to use the CD-ROM/Audio CD, lessons 1A–D to help them improve in these areas. For more information on the CD-ROM/Audio CD, see p10. There is also further practice on all key language taught in the Student's Book in the **face2face** Intermediate Workbook.