

Exercise 5 Answers

- 1 won't you?
- 2 didn't you?
- 3 wasn't he?
- 4 do I?
- 5 will they?

→ Workbook *Let's check* p.57 ex.1-5

Unit 6

Jobs

page 67

Reading and listening to vocabulary relating to jobs and professions

Exercise 1 p. 67

- Students may work alone or in pairs. Explain that they should look at each picture and the caption and then look up the definition of each word and write the letter corresponding to each definition in the correct box. Tell them that they will hear the correct answers when they listen to the CD/cassette.

Answers

1 j	9 b	17 q
2 n	10 i	18 c
3 d	11 l	19 x
4 v	12 f	20 r
5 g	13 w	21 u
6 m	14 e	22 p
7 t	15 k	23 o
8 a	16 h	24 s

Exercise 2 p. 67

- Play the CD/cassette and ask students to check their answers.
- Ask students to close their books and play the CD/cassette again, pausing for students to listen and repeat.
- Students may now write up the words (with translations) in their **vocabulary books**.

Tapescript

- 1 A doctor treats you when you're ill.
- 2 An actor/actress performs in a theatre.
- 3 A hairdresser cuts your hair.
- 4 A farmer works on a farm.
- 5 A firefighter fights fires.
- 6 A zoo-keeper looks after animals in a zoo.
- 7 A photographer takes photos.
- 8 A police officer catches criminals.
- 9 An interpreter/translator changes words from one language to another language.
- 10 A TV presenter introduces TV programmes.
- 11 A dentist looks after your teeth.

- 12 A scientist does experiments in a laboratory.
- 13 A journalist writes for a newspaper or magazine.
- 14 An architect designs houses and other buildings.
- 15 A flight attendant looks after you on a plane.
- 16 A sales assistant helps you in a shop.
- 17 A jockey rides a horse.
- 18 A chef cooks food in a hotel or restaurant.
- 19 A vet looks after animals when they are ill.
- 20 A lifeguard saves people who are in danger in the sea.
- 21 A nurse works in a hospital.
- 22 A professional sportsman/sportswoman plays sport for money.
- 23 A rock musician plays rock music.
- 24 A tourist guide shows you interesting places when you're on holiday.

Pronunciation Stressed syllables

Exercise 3 p. 67

- Students practise identifying the stressed syllable or vowel in each word. If necessary, give them help with syllable stress, which may not follow the rules of their own language (see Answers below).
- Play the tapescript for Exercise 2: students should underline the stressed syllable for each of the words in Exercise 1.
- Check the answers by writing the words on the board and underlining the stressed syllable. You may also wish to indicate the syllable stress for each word as shown below.

Tapescript (see Exercise 2)

Answers

- 1 doctor
- 2 actor / actress
- 3 hairdresser
- 4 farmer
- 5 firefighter
- 6 zoo-keeper
- 7 photographer
- 8 police officer
- 9 interpreter/translator
- 10 TV presenter
- 11 dentist
- 12 scientist
- 13 journalist
- 14 architect
- 15 flight attendant
- 16 sales assistant
- 17 jockey
- 18 chef
- 19 vet
- 20 lifeguard
- 21 nurse
- 22 sportsman/sportswoman
- 23 musician
- 24 tourist guide

People and jobs

Choose 10 or 12 words for jobs and professions from the list on page 67 and write them on the board. Each student chooses one (without telling anyone the word he/she has chosen) and writes a list (10 words max.) of words associated with that job or profession. The connection between the words and the job or profession chosen does not have to be obvious. In pairs, each student should read his/her partner's list and try to guess the job/profession. For example:

holiday, album, colour, black and white, newspaper, magazine, media, personalities, smiling (photographer) hospital, beds, uniform, medicine, patient, helping, washing, feeding (nurse) cars, road, accident, fine, helping, criminals, uniform (police officer)

• Workbook p. 60 ex. 1

It's great to be outside

pages 68–73

Listen and read

Listening to, reading and understanding a dialogue

Exercise 1 p. 68

- Tell students to look at the photo and ask: *Who's in the photo? (Eddie, his dad, Dominic.) What is Dominic holding in his hands? (A fork.) What is he doing? (He's helping to clean the stable.) Is Eddie helping? (Not at the moment.)*
- Play the CD/cassette while the students follow the text in their books.
- Ask the students to listen again with their books closed and to visualize the scene.
- Check comprehension of: *You don't mind, getting dirty, I'm sorry to hear that, apply for a job, though and It was hard.*

Tapescript (see *Student's Book* p. 68)

Comprehension

Showing comprehension of the dialogue by doing a *Right/Wrong/It doesn't say* exercise

Exercise 2 p. 68

- Students may do the exercise alone or in pairs. Correct answers orally.

Answers

2 ? 3 ✓ 4 ✗ 5 ✓ 6 ?

• Workbook p. 61 ex. 2

Grammar focus p. 68

Learning the construction *used to* + infinitive to talk about past habits

- Ask students to read the rule and examples. Ask them to translate the examples to check what this construction corresponds to in their own language.
- As homework students copy the examples (with translations) into their **grammar notebooks**.

Grammar practice

Using the construction *used to* + infinitive to talk about past habits

Exercise 3 p. 68

- Go through the exercise orally in class then ask the students to do it as written homework.

Answers

- 2 used to have
- 3 used to live
- 4 didn't use to like
- 5 didn't use to know
- 6 did ... use to go
- 7 Did ... use to sing

• Workbook pp. 61–62 ex. 3–5

Speak

Asking and answering questions about things people used to do when they were children [A2]

Exercise 4 p. 69

- In pairs: Student A formulates several sentences using *I used to*; Student B asks a question beginning with *Did you use to*. Students then swap roles.

Grammar focus p. 69

Learning the construction: adjective of opinion + *to* infinitive

- Ask students to read the rule and the example, pointing out the use of the subject pronoun *it* before the verb *to be*.
- Ask students to find other examples in the dialogue and complete the sentences. Explain that the adjectives in the sentences express an opinion or judgement: *easy, hard, really good, sorry*.
- As homework, students copy the examples from the dialogue (with translations) into their **grammar notebooks**.

Answers

It isn't easy to make new friends.
It was hard to leave my friends.
It was really good to meet Eddie.
I'm sorry to hear that.

Grammar practice

Using the constructions: adjective of opinion + *to* infinitive

Exercise 5 p. 69

- Ask several students to formulate sentences using the expressions given, and explain any new phrases, such as *do wheelies on your bike*.
- Ask them to write up the sentences as homework.

Answers

Students write their own sentences.

→ **Workbook pp. 62–63 ex. 6, 7 and 9**

Listen

Understanding the main points from listening to a simple recorded passage in which two people express their opinions [A2]

Exercise 6 p. 69

- Ask students to describe the pictures using the expressions in Exercise 5.
- Explain that they are going to listen to Amy and Ben expressing their opinions of each activity using one of the adjectives mentioned in Exercise 5. Students should write the letter corresponding to each adjective in the box next to A (for Amy's opinion) and B (for Ben's opinion). Tell them that they will hear the expression *So do I* when Ben's opinion is the same as Amy's.
- Play the CD/cassette twice: the first time in order for students to write their answers, and the second time in order to check the answers.

Tapescript

- 1
AMY I think it's dangerous to do wheelies on your bike.
BEN I think it's exciting.
- 2
AMY I think it's easy to make new friends.
BEN I think it's hard.
- 3
AMY I think it's interesting to go to other countries.
BEN So do I.
- 4
AMY I think it's silly to eat too much chocolate.
BEN I think it's easy.
- 5
AMY I think it's easy to spend all your pocket money at once.
BEN So do I.
- 6
AMY I think it's interesting to learn a new language.
BEN I think it's hard.
- 7
AMY I think it's dangerous to drive fast.
BEN I think it's exciting.
- 8
AMY I think it's impossible to run a kilometre in 3 minutes.
BEN I think it's easy.

Answers

- 2 A b B a
 3 A f B f
 4 A e B b
 5 A b B b
 6 A f B a
 7 A i B c
 8 A j B b

Extra!

Exchanging opinions in the course of a conversation between friends and acquaintances [B1]

Exercise 7 p. 69

- In pairs, students exchange opinions about the activities shown in Exercise 5. Remind them to use the expression *So do I* when they want to express the same opinion as the person they are talking to.

Opinions

Write on the board some sentences expressing opinions that are relevant to the lives of your students. Each student should say (or write) if he/she agrees and give reasons for their opinion. For example: *It's easy to learn a new language. Students could write: I agree, but some languages are easier than others. I think English is easier than French, for example. Or: I don't agree. When people speak English quickly, it's impossible to understand them.*

Listen and read

Listening to, reading and understanding a diary

Exercise 8 p. 70

- Play the CD/cassette while the students follow the text in their books. After listening to the recording, ask students which person has written these diary entries.
- Play the CD/cassette again, pausing for students to listen and repeat.

Tapescript (see *Student's Book* p. 70)

Answer

It's Dominic's diary.

Comprehension

Showing understanding of a diary by putting pictures in the right order

Exercise 9 p. 70

- Students look at the pictures and put them in the order in which they are mentioned in Dominic's diary.
- Check the answers by asking various students to give a sentence for each picture, for example *picture 1: Dominic went into town to buy some things for school and he met Eddie.*

Answers

- I went to Eddie's farm to help with the horses. (picture showing the horse)
- I got up early to go to school. My first day! (picture showing the sun and boy waking up in bed)
- Mum took me to the bus stop to catch the bus. (picture of the bus)
- I stayed up late to finish my homework. It's hard to write in English! (picture of the moon and boy writing)
- Tomorrow I'm going to the football club to meet Eddie's friends. (picture of boys playing football)

Grammar focus p. 70

Learning the infinitive of purpose

- Ask students to read the examples and the rule. Ask them to translate the examples and compare them with their own language.
- Ask students to look for other examples in Dominic's diary.
- As homework students should copy the examples (with translations) into their **grammar notebooks**.

Grammar practice

Using the infinitive of purpose

Exercise 10 p. 70

- Go through the exercise orally in class then ask the students to do it as written homework.

Answers

- He went to Eddie's farm to help with the horses.
- He got up early to go to school.
- His mum took him to the bus stop to catch the bus.
- He stayed up late to finish his homework.
- He's going to the football club to meet Eddie's friends.

Exercise 11 p. 70

- Go through the exercise orally in class then ask the students to do it as written homework.

Answers

- I'm going to wash the car to earn some pocket money.
- He ran to the station to catch the early train.
- We went to Richard's house to revise for our exams.
- He dialled 999 to ask for an ambulance.
- Use my computer to send an e-mail.

→ Workbook p. 63 ex. 8

Extra!

Writing diary entries for three days last week [A2]

Exercise 12 p. 71

- Students use Dominic's diary as a model to use some of the phrases in the box.

Answers

Students write about themselves.

Read and listen

Introducing someone; greeting someone and asking them how they are; reacting to questions/what people say [A2]

Exercises 13a–13b p. 71

- Students work alone or in pairs to complete both dialogues. Check that they remember who Mike is. Where did they first meet him? (In the dialogue on page 20.)
- Play the CD/cassette to check the answers.
- As a final check, ask students to read both dialogues out loud.

Tapescript and answers

EDDIE I've brought a friend along. Is it all right if he joins in?

MIKE Yes, that's fine. What's your name?

DOMINIC Dominic.

MIKE Nice to meet you Dominic. I'm Mike.

DOMINIC Nice to meet you too.

MIKE Come on. Let's get started.

After the training session

RACHEL Hi. I'm Rachel and this is Becky.

BECKY Hi Dominic. How did it go?

DOMINIC It was great. I really enjoyed it.

BECKY Well, see you next week then.

DOMINIC Yes, OK.

Talk time

Practising using simple, everyday expressions

Exercise 14a p. 71

- Tell students to look at the cartoon sequence and ask if they understand the story: two dogs are taken to a dog show; they greet the woman judging the competition; finally they leave the show feeling very happy.
- Students work alone or in pairs to fill in the speech bubbles using the phrases in the box.
- Ask different students to read the speech bubbles in order to check the answers.
- If time allows, ask a group of four students to act out the four scenes.

Answers

2

Nice to meet you.

Nice to meet you, too.

3

Let's get started.

4

How did it go?

I didn't want to come at first, ...

Exercise 14b p. 71

- Students practise using the expressions learnt in Exercises 13a and 14a and write dialogues following the sequence given.

- Go through the exercise orally in class then ask the students to do it as written homework.

Answers

YOU Hi. I've brought a friend along. Is it all right if he joins in?
FRIEND 1 Yes, that's fine. What's your name?
WILLIAM William.
YOU Let's get started.
MUM/DAD How did it go?
WILLIAM I didn't want to go at first but I really enjoyed it.

• **Workbook p. 78 ex. 1**

Comparing pictures

Tell students to compare the photo on p. 68 (photo 1) and the photo on p. 71 (photo 2) and ask questions about them, for example:

- 1 How many people are there? (There are three people in each photo.)
- 2 Which people are the same in both photos? (Eddie and Dominic.)
- 3 Which are different? (Eddie's Dad in photo 1 and Mike in photo 2.)
- 4 Are they inside or outside? (In photo 1 they are outside/at the stables, in photo 2 they are inside/in the gym.)
- 5 What are the boys doing? (In photo 1 Dominic is helping with the horses, in photo 2 Eddie is introducing Dominic to Mike.)
- 6 What are the boys wearing? (In photo 1 they are wearing working clothes, jeans and T-shirts. In photo 2 they are wearing trousers, sweatshirt and T-shirt.)

Read and speak

Understanding a quiz about jobs, asking and answering questions about someone's attitudes and preferences [A2]

Exercise 15 pp. 72–73

- Oral pairwork activity. Students ask each other all the questions in the questionnaire on page 72 and tick the boxes according to their partner's answers.
- They then decide which section of the questionnaire contains the most Yes answers and which section of the key it corresponds to. Each student asks his/her partner a question about the jobs and professions in the key, as shown in the example.
- Check that students understand all the vocabulary.

Grammar focus p. 73

Learning the constructions: verb + infinitive and verb + *ing* form

- Ask students to read the examples and the rules. Ask students to translate the examples and compare them with their own language.

- Ask students to read the language note showing some of the verbs that can be followed by both constructions.
- Ask students to underline examples of both constructions from the questionnaire.
- As homework, students should copy the examples from the Grammar focus section (with translations) into their **grammar notebooks**.

Grammar practice

Using the constructions: verb + infinitive and verb + *ing* form

Exercise 16 p. 73

- Ask students to formulate sentences using the expressions listed.
- Do the written part of the exercise in class in preparation for the oral pairwork activity in the next exercise.

Answers

Students write sentences about themselves.

• **Workbook p. 63 ex. 10**

Speak

Talking about personal preferences and the preferences of a friend [A2]

Exercise 17 p. 73

- Oral pairwork activity. Students read the sentences they wrote for Exercise 16 to their partner. The partner makes notes in order to be able to talk about their partner to the teacher/class using the third person.

Portfolio

Using simple sentences to write a profile of the people in your family and the type of work they do [A2]

Exercise 18 pp. 73 and 130

- Ask students to open their books at page 130 and to read the rubrics for Exercises 1–3. Students should do Exercise 1 in class with the teacher's help. They should then do Exercise 2 at home, taking notes or recording on cassette the answers of the people they interview.
- In the following lesson they should write a paragraph about each of the people they interviewed (see Exercise 3). Once students have added photos or pictures to this piece of work and had it corrected they may add it to their Portfolio.

Skills development

The teenagers

pages 74–75

Read

Identifying the important information in a magazine article featuring interviews with young American people [A2]

Exercise 1 pp. 74–75

- Students may work alone or in pairs, reading the information about the six young people and looking up the towns and cities they mention on the map on page 75.
- Ask students to look at the photo. Can they guess who's who? There are no clues to help them decide but students can make a guess and discuss with their friends whether some aspect of a person's appearance might link them with one of the texts.
- It is not necessary to discuss any new vocabulary as this forms the basis of Exercise 2.

Answer

Beginning with the girl shown at the top of the photo and proceeding clockwise, the people shown are: Kristin, Shane, Emma, Dave, Meredith, Karl.

Vocabulary

Understanding words from context

Exercise 2 p. 75

- Ask the students to do the exercise individually or in pairs. Correct the answers by asking students to read the definitions out loud.

Answers

2 a 3 b 4 b 5 a 6 b 7 b 8 b

Comprehension

Showing understanding of the interviews by answering questions

Exercise 3 p. 75

- This exercise can be done in class or as homework.

Answers

- 2 Meredith
- 3 Kristin
- 4 Emma
- 5 Kristin
- 6 Shane
- 7 Emma
- 8 Kristin
- 9 Dave and Shane
- 10 Karl and Shane

Listen

Understanding the main points from listening to short recorded passages about what young people enjoy doing [A2]

Exercise 4 p. 75

- Explain to the students that they are going to listen to interviews with the six young Americans and that they should try to guess the name of each person from what they say.
- Play the CD/cassette twice: the first time in order for students to write their answers, and the second time in order to check the answers.
- Correct answers orally.

Tapescript

Please note the following US spellings: *mom*, *practice* (as verb).

1

GIRL Mom, I'm going to practice now. Is that okay?

MOM Yes, that's fine. We can eat later.

2

BOY The snow's great today. It was icy at first, but it's great now.

3

GIRL The music's good this evening. Come on, girls, let's dance.

4

BOY I've done my homework. I'm going to the gym now, and then I have a judo lesson.

MOM Okay. See you later.

5

GIRL I've taken the dog for a walk, so I'm going to the swimming pool now to meet Amy and Marie. Is that all right?

DAD Okay. That's fine. Don't be late.

6

BOY Mom, guess what? The Art teacher's taking us on an art trip to Paris. I've always wanted to go to Paris. Can I go?

MOM Well, we'll see.

Answers

- 2 Shane
- 3 Kristin
- 4 Dave
- 5 Meredith
- 6 Karl

Speak

Asking and answering questions about someone's home, school, free time and ambitions [A2]

Exercise 5 p. 75

- Oral pairwork activity. Students ask each other the questions on page 74.
- Remind students to give extra information in their answers.

Write

Writing a brief description of yourself using simple sentences (include information about where you live, your family, the school you go to, your hobbies and ambitions) [A2]

Exercise 6 p. 75

- Ask students to do this exercise as homework. In the following lesson correct what they have written and, if time allows, ask students to illustrate their texts and to add them to their Portfolio.

Answers

Students write about themselves.

Culture spot

Homes in Britain

pages 76–77

Exercise 1 p. 76

- Tell students to look at the photos and ask them if any of the photos look like the house or flat where they live.
- Play the CD/cassette while the students follow the text in their books. Check their general level of comprehension.

Tapescript (see *Student's Book* pp. 76–77)

Exercise 2 p. 76

- Students quickly scan the text to find the words for different types of houses/flats.
- Initiate a class discussion about typical English homes, highlighting the meaning of the following words: *terraced*, *semi-detached* and *detached*. Compare homes in England with homes in the students' own country.

Answers

block of flats
terraced house
detached house
caravan, houseboat
semi-detached house

Exercise 3 p. 77

- Students complete the questions using the question words in the box. They should then look for the answers to the questions in the texts above.
- Individual written activity. Correct answers orally.

Answers

- Who – Bradley James
- Who – Claudia
- Which – He lives on the seventh floor.
- Where – She lives in Twickenham.
- What – They say 'No Ball Games'

Exercise 4 p. 77

- Ask students to read the list of different types of home and the names of the people. Explain that these people are looking for accommodation and saying what type of house/flat they would prefer. Students should match the names of the people with the type of accommodation they prefer.
- Play the CD/cassette twice: the first time in order for students to write their answers, and the second time in order to check them.

Tapescript

1

AISHA My name's Aisha. I've got a four-year-old daughter and a two-year-old son. I want to live somewhere where they can meet other children and play with them. I make friends easily and I like living in a small community.

2

ANDY My name's Andy. I'm 21. I'm a designer. I work in central London. I want to live near my studio and near cinemas, theatres and that sort of thing. I haven't got a family – I live on my own at the moment.

3

PENNY My name's Penny Morgan. My husband and I don't want to live in the town any more. We want to live in the country. We want to grow our own food and keep animals – some cows, some sheep, a few chickens ... We want to get away from the noise of the town and listen to the birds!

4

STUART Hi! I'm Stuart. I'm 14 and I live with my mum and dad and my four sisters. We need a lot of space because my sisters don't like sharing rooms. At present we live in a three-bedroom semi-detached house, but we need somewhere with six bedrooms – and a big garden!

5

ALI My name's Ali and my husband's called Tom. We don't want a house and we don't want anywhere big. We want to be free to go from place to place. We like exploring canals in Britain.

Answers

- a) a flat in London
- b) a farm
- d) a large detached family house
- c) a houseboat

Exercise 5 p. 77

- Ask students to do this exercise as homework. In the following lesson correct what they have written and, if time allows, ask students to illustrate their texts and to add them to their Portfolios.

Answers

Students write about their own homes.

Exercise 6 p. 77

- Students practise presentation of written work in front of the whole class and read out the description they have written of their own homes. Other students may interrupt the presentation to ask questions.

➔ **Workbook pp. 64–65 ex. 1–3, p. 66 ex. 1–2**

➔ **Workbook Portfolio p. 65 ex. 4**

Let's check 6

pages 78–79

Exercise 1 Answers

- 1 architect
- 2 journalist
- 3 lifeguard
- 4 flight attendant
- 5 interpreter

Exercise 2 Answers

- 1 A hairdresser
- 2 A sales assistant
- 3 A chef
- 4 A vet
- 5 A tourist guide

Exercise 3 Answers

- 1 It isn't easy to be on stage in front of your friends.
- 2 We didn't use to have sheep on this farm.
- 3 Where did you use to live?
- 4 My father used to ride a motorbike but he sold it.
- 5 we went to the market ~~for~~ to buy some fruit.

Exercise 4 Answers

- | | |
|-----|------|
| 1 C | 6 A |
| 2 B | 7 C |
| 3 A | 8 A |
| 4 A | 9 C |
| 5 C | 10 B |

Exercise 5 Answers

- 1 She didn't use to have red hair.
- 2 I don't mind doing the washing-up after dinner.
- 3 Juan and I used to go to the same school.
- 4 My sister has decided to join the photography club.
- 5 It's silly to spend all your pocket money on sweets.

How good are you?

This page sets out a list of the communicative functions studied in the module, alongside which are examples of the linguistic structures and vocabulary needed to express those functions.

Students read the function listed in the first column and can then check their comprehension (Reading and Listening) and their production (Writing and Speaking) of the linguistic structures listed in the second column. In the third column they can indicate whether they have reached:

- | | | |
|-------------------------|-------|----------------------------------|
| a good level | ★ ★ ★ | <i>I'm good at this</i> |
| an average level | ★ ★ | <i>I'm OK at this</i> |
| an unsatisfactory level | ★ | <i>I'm not very good at this</i> |

These evaluation activities, done individually either in class or at home, encourage autonomy on the part of the students by allowing them to take stock of what they can say or do in English without intervention from the teacher or the class as a whole.

Once they have completed their self-evaluation, students can check the summary of structures and vocabulary at the beginning of the module and decide if they need to do any revision or extra work.

Finally students may copy or photocopy the completed page and insert it into their Portfolio.

This page is complemented by pages 23–30 of this Teacher's Book, which allow students to record and evaluate what they have learned in this module in terms of the Common European Framework Levels.

➔ **Workbook Let's check p. 67 ex. 1–4**

➔ **Workbook pp. 68–69 ex. 1–2**