

Unit 1 Lifestyle

Opener

1 ★ CPT extra! Photo activity [before Ex.1]

- Ask students to look at the photo and the caption. Ask them to work in pairs to describe the place and to discuss the question. Elicit a few ideas from the class in feedback.

ANSWERS

Students' own answers. The photo shows a man in Bukhansan National Park. The park contains forested areas, temples and granite peaks, and the man has clearly just climbed up one of the peaks. Maybe he feels relaxed or tired after a long climb.

2 🎧 [1]

- Play the recording. Students listen and answer the questions. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 In Seoul, South Korea
- 2 About ten million
- 3 It's a good way to relax.

Audioscript 🎧 [1]

Normally, national parks are in the countryside. But Bukhansan National Park in South Korea is part of the city of Seoul. It's about forty-five minutes from the city centre by subway and about ten million people visit the park every year. People in Seoul go walking there at weekends. It's a good way to relax.

Background information

The **Bukhansan National Park** covers an area of 79.92 km² and was established on 2 April 1983. Bukhansan means 'mountains north of the Han River'. It has three main peaks and is so popular with hikers that trails are closed on a rotational basis to protect the environment.

3

- You could start by checking some of the difficult words in the box with your students. Use mime or visuals to check their meaning (see Teacher development below).
- Ask students to work in pairs to discuss the activities. In feedback, ask some students to tell the class what they found out about their partner.

EXAMPLE ANSWERS

Note that the answers here depend on the students' own experience.

- I go jogging every morning.*
I don't often go clubbing.

Extra activity

Ask students to work in pairs to decide which activities you (their teacher) often do and which you rarely or never do. Then do a live listening (see explanation below). Briefly describe the activities you often do. Find out which students predicted your answers correctly.

Note: A 'live listening' is when you talk naturally about a topic and students listen to you with a task to do. It's both fun and motivating for students at this level to listen to and follow a native or proficient speaker, and a welcome and real change from listening to recorded material.

Teacher development

Using mime or visuals to check words

At pre-intermediate level, most new words can be explained with a picture or a mime. Here are four suggestions for checking the meaning of the activities in Exercise 3:

- Find pictures for all the activities. You could choose to print off or cut out pictures to make flashcards, or you could use your classroom technology to project pictures you have found online. Start by showing the pictures and asking: *What can you see?* Alternatively, since these are activities, ask: *What are they doing?* Elicit ideas from students. At the end, ask students to look at the activities in Exercise 3 and match them with your pictures.
- Show the pictures, as suggested in 1 above, but don't try to elicit the words. Once you have shown all your pictures, ask students to work in pairs to try to remember what activities they saw. Brainstorm activities to the board in feedback. Then ask students to look at the activities in Exercise 3 and say which ones they remembered.
- Act out the activities in Exercise 3 (e.g. mime cooking, playing a violin, reading a book) and ask students to call out, write down or silently remember the activities you are miming. At the end, students match what they said, wrote or remembered with the phrases in Exercise 3.
- Ask students to look at the activities in Exercise 3. Mime six of them, telling students to tick the ones they see you act out. Let students check in pairs, then improvise their own mimes to show the meaning of the other phrases.

1a How well do you sleep?

Lesson at a glance

- vocabulary: everyday routines
- reading: the secrets of sleep
- grammar: present simple and adverbs of frequency
- pronunciation: /s/, /z/ or /ɪz/
- speaking: your habits

Vocabulary everyday routines

1 ★ CPT extra! Vocabulary activity [after Ex. 1]

- Ask students to work in pairs to match the expressions. Elicit answers in feedback. Check the meaning of any unusual verb + noun collocations (see Vocabulary note below).
- Ask students to describe their typical days to their partner. You could start them off by briefly describing your own routine. This provides a model of what they should say.

ANSWERS

1 g 2 f 3 h 4 a 5 d 6 e 7 c 8 b 9 j 10 i

Vocabulary note

The main thing to point out here is the specific collocation of verbs and nouns or adverbs in ways that may not directly translate into students' L1, e.g. *fall asleep* and *take a break*.

Reading

2 [2]

- Ask students to work individually to read the questionnaire and to choose their answers. Check that they understand the meaning of *take a nap* before they start (see the glossary at the bottom of the questionnaire).
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen, selecting their answers as they go along (see Teacher development below).
- Ask students to work in pairs to compare their answers. Elicit what students found out about each other in feedback.

ANSWERS

Students' own answers

Teacher development

Reading a text while listening to a recording

Whether you choose to ask students to read with or without the recording is up to you. Here are some reasons why it's a good idea to ask students at the pre-intermediate level to listen and read:

- It gets students to read at the same speed, and as a whole class activity.
- It helps students with comprehension – the way the speaker uses stress, intonation and pauses can help students follow a text more easily.

- Students notice how words in a text are pronounced and stressed.
- It builds confidence with reading – it signals that students should read a text naturally the first time they read it, and that they should not worry about unknown words.

3

- Ask students to find the analysis of their answers on page 153. Let them compare their findings with their partner, and discuss what type of person they are. Elicit some answers in feedback, and find out what sort of sleep problems students have and what the reasons might be.

Grammar present simple and adverbs of frequency

4

- Ask students to work individually to match the sentences with the uses of the present tense.
- Let students compare answers in pairs before checking with the class.

ANSWERS

1 b 2 a

5

- Ask students to look at the grammar box. Point out the third person addition of *-s* (*sleeps*).
- Ask students to read the article quickly for general understanding first. Ask: *What is it about?* (why we sleep, why we have problems sleeping and why people sleep differently).
- Ask students to read the article again and complete it with the correct form of the verbs in brackets. Let students compare answers in pairs before checking with the class.

ANSWERS

1 do we sleep 2 spend 3 don't know 4 do we have
5 don't get 6 work 7 go 8 do we sleep
9 depends 10 need 11 don't sleep 12 take

Grammar note

Note the following form rules that often cause students problems:

- We add *-s* or *-es* in the third person. We only add *-es* after *o* (*he goes*), after *y* changes to *i* (*she flies*) and after the consonant sounds *ch*, *sh*, *x* and *ss* (*she watches*, *he washes*, *she fixes*, *he kisses*). Students sometimes misapply rules and change *y* to *i* when *y* comes after a vowel. Words that end with vowel + *y* don't change (e.g. *play* becomes *plays* not *plaies*).
- We use the negative form of the auxiliary verb *do/does* + *bare infinitive* to form negatives (e.g. *Tom doesn't watch TV*). Students often confuse this in the third person (e.g. *He don't watch/watches*; *He doesn't watches*.)
- We use the auxiliary verb *do/does* to form questions:

Q word	auxiliary	subject	main verb
Where	do	you	live?
What	does	she	do?

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Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISE

- 1
1 doesn't live 2 drives 3 Does; speak 4 don't like
5 Do; see 6 are 7 don't need 8 Is 9 has

Pronunciation /s/, /z/ or /ɪz/

6a [3] ★ CPT extra! Pronunciation activity [before Ex. 6]

- Discuss the fact that there are three different ways to pronounce the *s/es* endings of the third person singular present simple verbs: /s/, /z/ or /ɪz/ (see Pronunciation note below).
- Play the recording and let students just listen to the words first, then play it again for them to write the correct pronunciation.
- Let students compare their answers with a partner before checking with the class.
- If necessary, play the recording again to check any disputed answers.

ANSWERS

- 1 feels /z/ 2 needs /z/ 3 watches /ɪz/ 4 sleeps /s/
5 goes /z/ 6 dances /ɪz/ 7 does /z/ 8 works /s/

Pronunciation note

After a voiced sound, the third person 's' is pronounced /z/. After an unvoiced sound, it's pronounced /s/.

When a verb ends in the following sibilant sounds, the third person 's' or 'es' is pronounced /ɪz/: /s/, /z/, /dʒ/, /ʃ/ or /tʃ/.

Note that a voiced sound is a sound made when the voice box vibrates and an unvoiced sound is a sound made when the voice box doesn't vibrate. Say /t/ and /s/ with your hands over your ears and notice the lack of a deep vibration. Then say /d/ and /z/ and notice the different vibrating sound.

A sibilant is a hissing /s/-like sound (a sound the phonemes listed above all share).

b [3]

- Play the recording again. Students listen and repeat.
- **Optional step** Write more verbs on the board and ask students to use phonemes to write the correct ending on each: *talks /s/, plays /z/, catches /ɪz/, reads /z/, gives /z/, washes /ɪz/, writes /s/, listens /z/, makes /s/.*

Extra activity

Students at this level often forget to add the *-s* or *-es* ending. Encourage them to use phonemes when noting new verbs in their dictionary (e.g. *watch – watches /ɪz/, play – plays /z/*). Many teachers keep three small flashcards with the phonemes /s/, /z/ and /ɪz/, which they show when students make mistakes. You could pin them next to the board and just point in their direction when students make the common slip of omitting this ending.

7

- Ask students to read and think about the questions for a minute.
- Then ask students to work in pairs or small groups to discuss the questions. Monitor and notice how well students are attempting the form and pronunciation of present simple questions and statements.
- **Optional step** Note any errors you hear as students speak. After feedback, write up short sentences with errors you heard and ask pairs or groups to work together to correct them.

ANSWERS

Students' own answers

8

- Look at the list with the class and ask students if they can suggest what adverbs of frequency are missing.
- Ask students to look back at the questionnaire in Exercise 2 and underline all the adverbs of frequency, then decide which are missing from the list and write them in.
- In feedback, copy the list on to the board and ask individual students to come to the front of the class to write in the missing words.

ANSWERS

- 1 often 2 sometimes 3 never

9

- Ask students to read the grammar box and notice the position of the adverbs and expressions of frequency in the sentences.
- Ask students to work individually to read the rules and choose the correct options. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 after the verb *to be*, before the main verb
2 at the beginning

Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

2

- 1 I am often tired at work.
2 We eat out in a restaurant twice a week. / Twice a week we eat out in a restaurant.
3 correct
4 correct
5 I have a cup of coffee two or three times a day. / Two or three times a day, I have a cup of coffee.
6 They don't often play board games.
7 Does she usually take public transport?

3

- 1 always 2 get up 3 never 4 have 5 often 6 meet
7 go 8 every day 9 eat 10 two or three times a month

10 ★ CPT extra! Grammar activity [after Ex. 10]

- Look at the example and do sentence 2 as a class. This is a good opportunity to point out that sometimes more than one answer is possible.
- Ask students to work individually to decide where to put the adverb or expression in the sentences (see Grammar note below). Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 My brother **always** plays tennis on Saturday mornings.
- 2 We eat out at a restaurant **about once a month**. / **About once a month**, we eat out at a restaurant.
- 3 I take a bus to school **every day**. / **Every day**, I take a bus to school.
- 4 She is **rarely** at home in the middle of the day.
- 5 They go on holiday **twice a year**. / **Twice a year**, they go on holiday.
- 6 Are you **often** late for work?

Grammar note

Adverbs of frequency generally go between the subject and main verb (*I often sleep*), but after the verb *be* and auxiliary verbs (*He is often asleep*; *He doesn't often sleep*). The adverb *sometimes* is more flexible – it's often used at the start of sentences (*Sometimes we go camping in the summer*).

Expressions of frequency can be placed at the start of sentences to add emphasis, but generally they go at the end.

Speaking

11

- Ask students to work with a new partner. Look at the ideas in the box and elicit two or three possible questions and answers from the class. Then ask students to take turns to ask and answer with their partner. They should respond with answers that are true for them.
- Circulate and check correct question formation and use of the adverbs and expressions in students' answers.
- After a few minutes, say stop. Ask different individuals to tell the class what they learned about their partner.
- As students speak, note any errors with the present simple and adverbs of frequency. In feedback, write up four or five simple sentences with errors that you heard. Make sure the errors are from different students and anonymous. Ask students to work in pairs to correct the errors.

EXAMPLE ANSWERS

Here are some example questions and responses:

How often are you late for college? Never. / About once a week.

How often do you check your emails? Twice a day

How often do you go on holiday? Every summer / Twice a year.

How often are you stressed at work? Often. / Every day.

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- Ask students to work in groups of three or four. (Make sure that there is an even number of groups.)
- Explain that they should produce a set of questions about lifestyle with three answers to choose from for each question. Elicit an example question and answer options with the class, e.g.

How often do you go to the cinema?

A: Every week

B: Once a month

C: Once a year

- If you think your students may be short of ideas when preparing, elicit a few categories or questions they could ask (e.g. sport, free time, food, work, home). Alternatively, ask different groups to prepare questions on different categories.

EXAMPLE ANSWERS

Here are some possible questions:

Sport: Do you often do exercise / do sport / watch football live or on TV? How often do you go to the gym?

Free time: How often do you go to the theatre / clubbing / out?

Food: Do you often cook dinner? How often do you eat Indian / Chinese / Italian food?

Work: Are you often late for work? How often do you work in the evening / at weekends?

Home: Do you often do the housework? How often do you do the ironing?

13

- Ask each group to join another group. You could ask them to sit in a circle or round a table so that they can easily ask each other their questions.
- Ask students to take turns asking and answering their questions. Tell them to note the answers and to use the information to present their findings to the class at the end.
- Elicit information from each group and discuss which group has the busiest lifestyle.

Extra activity

You could turn this into a class survey. Each student walks round the class and interviews as many students as they can in five minutes. Then they sit with their group and compare their information. They can then produce a report based on the information they share. You could ask students to write the report for homework.

1b The secrets of a long life

Lesson at a glance

- reading: the island of Okinawa
- wordbuilding: collocations with *do*, *play* and *go*
- listening: in search of a long life
- grammar: present simple and present continuous
- speaking: your current life

Reading

1

- Ask students to think about the answers to the questions. Students can work in groups of three or four to discuss their answers.
- Elicit some feedback as a class to see who is the oldest person anyone knows and to discuss the reasons for their long life.

2 [4] ★ CPT extra! Background information [before Ex. 2]

- Ask students to read the questions, then read the article to find the answers.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.
- Let students compare answers in pairs before checking with the class. For the fourth question, ask students to tell the class about healthy aspects of their partner's life.

ANSWERS

- 1 In Japan
- 2 It has some of the oldest people in the world.
- 3 fish, fruit, vegetables
- 4 Students' own answers

Background information

Okinawa Island has an area of over 1,200 square kilometres and is roughly 640 kilometres south of the rest of Japan. It's famous for thick, slimy Mozuku seaweed (shown in the photo) which is very healthy, and one reason why the islanders live so long.

The **oldest person** who ever lived was French woman Jeanne Calment (1875–1997), who lived to the age of 122 years, 164 days. The oldest Okinawan was Kama Chinen (1895–2010) who lived to be 114 years 124 days old.

Wordbuilding collocations with *do*, *play* and *go*

3

- Read the information in the wordbuilding box with the class. Elicit other *do*, *play* and *go* collocations students already know (e.g. do crossword puzzles, play computer games, go skiing).
- Ask students to work individually to find the collocations in the article and to complete the table. Let them compare answers in pairs before checking with the class.

ANSWERS

- Do: gardening, (regular) exercise
Go: fishing, cycling, swimming
Play: games

Refer students to Workbook page 11 for further practice.

4 ★ CPT extra! Wordbuilding activity [after Ex. 4]

- Ask students to work in pairs to add the activities to the table in Exercise 3. They then think of another activity for each verb (see answers in brackets below). Make sure there are dictionaries available in the classroom for students to check any collocations they aren't sure of.
- In feedback, build up a complete table on the board. You could ask students from different pairs to come up to the board to write up the activities. Ask students if they notice any pattern or rule (see Vocabulary note below).
- **Optional step** Drill the phrases for pronunciation practice. Note the English pronunciation of the following: *piano* /pɪˈænəʊ/, *yoga* /ˈjəʊgə/, *karate* /kəˈrɑːtɪ/.

ANSWERS

- Do: homework, nothing, yoga, karate (aerobics, athletics)
Go: hiking, running, shopping, surfing (camping, dancing)
Play: cards, tennis, the piano, football (chess, basketball)

Vocabulary note

Sport

There are basic rules with *play*, *do* and *go* (although there are some exceptions).

- We use **play** with sports that involve a ball (or something similar), e.g. *play football, tennis, golf, rugby, ice hockey, badminton*.
- We use **go** with activities that end with *-ing*, e.g. *go swimming, skiing, fishing*.
- We use **do** with other activities when we don't say *-ing*, e.g. *do aerobics, gymnastics, athletics, martial arts*.

We tend to say *do sport* (not *play-sport*) and *do boxing* or *wrestling* (not *go-boxing*).

Instruments

In common with many other European languages, we also use *play* with musical instruments, but we usually use *the*, e.g. *play the guitar, play the drums, play the violin*.

Uses of *do*

We use *do* with activities with *the* when there's an idea of work, e.g. *do the shopping, do the gardening, do the housework*. We also use *do* when we don't specify the activity, e.g. *do nothing, do something fun, not do much*.

5

- Ask students to work with a new partner to talk about people they know. You could model the activity by describing people you know. As students speak, walk round and listen to how well your students are using the collocations.
- Note down some errors as you monitor. At the end, write several errors on the board and ask students to work in pairs to correct them.

Listening

6 [5]

- Explain that students are going to listen to an interview.
- Ask students to read the topics, then play the recording. Students listen and tick the topics. Let students compare answers in pairs before checking with the class.
- In feedback, ask what they heard that helped them decide.

ANSWERS

- 1 the age of men and women (*men live to the same age as women*)
- 2 family life (*the family is so important here*)
- 4 food (*Every Sunday, the whole family eats a big meal together; eating more food like chips and burgers*)
- 5 exercise (*doing less exercise*)

Audioscript [5]

P = Presenter, D = David McLain

- P:** No one knows exactly the reason why some people live longer than others. Why are they so healthy? Is it their diet? Do they go to the gym more than other people? Well, one man is trying to answer these questions and that man is photographer David McLain. He's currently travelling to different places around the world with large numbers of people aged a hundred and over and asking the question: Why are they so healthy? At the moment he's working on the island of Sardinia in Italy and he's speaking to us right now on the phone. David, thank you for joining us today.
- D:** Hello.
- P:** So, first of all, tell us why you decided to visit Sardinia.
- D:** Well, Sardinia is an interesting place because men live to the same age as women. That isn't normal for most countries. Men normally die younger.
- P:** And does anyone know the reason why people live longer in Sardinia?
- D:** There are different ideas about this. One explanation is that the family is so important here. Every Sunday, the whole family eats a big meal together. Research shows that in countries where people live longer, the family is important.
- P:** I see. So, do you think people live longer in traditional societies?
- D:** That's an interesting question. Sardinia is quite a traditional place but, even here, the younger generation are eating more food like chips and burgers. Also young people are moving to the city, so they are doing less exercise because of their lifestyle. It'll be interesting to see what happens in Sardinia in the next twenty or thirty years ...

7 [5]

- Ask students to read the sentences and decide whether they are true (T) or false (F). Then play the recording again for students check their answers.
- Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 T (*He's currently travelling to different places around the world.*)
- 2 F (*At the moment he's working on the island of Sardinia in Italy and he's speaking to us right now on the phone.*)
- 3 F (*Sardinia is an interesting place because men live to the same age as women.*)
- 4 T (*Every Sunday the whole family eats a big meal together.*)
- 5 F (*He doesn't say that.*)
- 6 T (*... the younger generation are eating more food like chips and burgers. Also young people are moving to the city, so they are doing less exercise because of their lifestyle.*)

8

- Ask students to discuss the questions briefly in pairs first before having a whole class discussion. Encourage students to talk about whether the family is important in their country, and whether the whole family eats a big meal together, and to talk about how traditional their society is, and whether it's changing, particularly for the younger generation.

Background information

Sardinia (/sɑ:'dɪniə/) lies to the west of the Italian mainland, south of Corsica (which belongs to France), in the Mediterranean Sea. It has a population of 1.6 million. It's noted for its wild mountainous interior, and the beauty of the sea and coasts, with clear water and silver beaches. The capital is Cagliari in the south; the other main city is Sassari in the north west. Outside of these cities, most people live a rural life in small villages.

Grammar present simple and present continuous

9 ★ CPT extra! Grammar activity [before Ex. 9]

- The aim here is to start by revising present simple tense uses.
- Ask students to read the sentences and do the task individually. They can then check with a partner.
- Elicit the answers from the whole class, having them recognize the present simple forms first (sentences 3 and 4) before telling you the uses.

ANSWERS

Sentences 3 and 4 use the present simple tense because they talk about things that are always or generally true (3) and routines and habits (4). Note the use of *Every Sunday*, which tells us this is a regular routine.

10

- Ask students to look at the sentences again and underline the present continuous forms. Ask them to discuss how to form this tense with their partner.
- Elicit the form in feedback and write it on the board. Look at the grammar box with the class and point out how to form negatives and questions also.

ANSWERS

You form the present continuous tense with the present simple of the verb *to be* + *-ing* form (present participle) of the main verb.

Grammar note

The examples in the grammar box and the sentences in Exercise 9 illustrate some of the spelling rules for the *-ing* form. You may wish to point these out to students.

- Verbs ending in a consonant + vowel + consonant, double the last letter of the verb and add *-ing*, e.g. *travel* → *travelling*.

He's currently travelling to different places around the world.

- verbs ending in *-e*, delete the final *e* and add *-ing*, e.g. *move* → *moving*.

Young people are moving to the city.

You could also point out that we do not use continuous forms with stative verbs, e.g. *like, love, be, have*. So we would not say: *I am liking my English classes a lot at the moment*. Instead we would use an active verb such as *enjoy*, e.g. *I am enjoying my English classes at the moment*.

11

- Read the information about the uses of the present continuous with the class. Check that everyone understands (see Grammar note below).
- Ask students to work in pairs to match sentences 1, 2 and 5 from Exercise 9 with the uses a–c.
- Check answers with the class.

ANSWERS

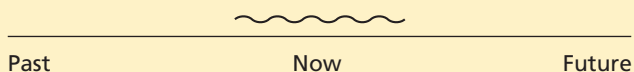
Sentence 1: b (to talk about something happening around now, but not necessarily at this exact moment)

Sentence 2: c (to talk about something actually in progress now)

Sentence 5: a (to talk about a changing situation)

Grammar note

The present continuous is used to show that something is temporary, has duration and is around now. It can be shown with a timeline:



Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 4**
 1 'm waiting 2 are; going 3 isn't working
 4 'm writing 5 's talking 6 're building 7 are becoming
- 5**
 1 'm eating; eat 2 drives; 's driving 3 's talking; talk
 4 'm working; work 5 'm doing; do
- 6**
 1 live 2 eat 3 say 4 is 5 is changing 6 are eating

12

- Ask students to work individually to complete the sentences. Let students compare answers in pairs before checking answers with the class. Elicit the answers as complete sentences and ask students to explain why they chose the simple or continuous form each time (see Grammar note below).

ANSWERS

- 1 're learning 2 spend 3 'm checking 4 do; go
 5 'm reading 6 isn't eating 7 don't do 8 are playing

Grammar note

- 1 something happening around now, but not necessarily at this exact moment
- 2 a habit or routine
- 3 something in progress now
- 4 asking about a habit or routine
- 5 something happening around now, but not necessarily at this exact moment
- 6 something happening around now, but not necessarily at this exact moment
- 7 generally or always true
- 8 a changing situation (Students may argue that we can use the present simple in sentence 8. This is correct if you see this as a general truth as opposed to a changing situation.)

Speaking my life

13

- Read the instructions with the class and check that everyone understands what to do.
- Ask students to produce questions using the present simple and present continuous. Circulate and check correct question formation. Let students compare answers in pairs before checking with the class.

ANSWERS

- 1 a How do you usually spend your free time?
 b Are you doing much sport these days?
- 2 a Do you often read novels?
 b Are you reading any good books at the moment?
- 3 a Where do you normally go on holiday?
 b Where are you planning to go this year?
- 4 a Do you speak any other languages?
 b Are you learning any new languages?

14

- Organize the class into pairs. Ask students to take turns to ask and answer their questions from Exercise 3. Monitor and notice how well students use the tenses. Note any errors which you could write on the board at the end for students to correct.
- In feedback, ask students to tell the class some facts about their partner.

Extra activity

With a young class, you could turn this into a roleplay. Ask half the class, working in pairs, to prepare questions to ask somebody famous or in the news. Ask the other half to decide which person to be and to think about what they often do and what they are doing these days. Organize students into new pairs (one from each half) to carry out their interviews.

1c Nature is good for you

Lesson at a glance

- reading: nature and health
- word focus: *feel*
- critical thinking: giving examples
- speaking: making lives healthier

Reading

1

- Ask students to work in pairs to discuss the photo and the questions.
- In feedback, elicit ideas from the class, and use this opportunity to pre-teach the meaning of some key words from this section: *brain, heart rate, outdoors, nature, 3D virtual reality* (see Vocabulary note below).

ANSWERS

Students' own answers.
The woman is enjoying a virtual reality nature experience. She's standing in a studio with pictures of nature around her.

Vocabulary note

brain = the grey organ in your head that thinks

heart rate = how fast your heart beats

outdoors = not inside

nature = the world not made by man, i.e. trees, lakes, mountains, seas

3D virtual reality = 3D means three-dimensional – *virtual* and *reality* refers to the pictures and sounds made by a computer to make the user feel they are in a real place

2  [6]

- Ask students to read the article and match the topics with the paragraphs. Let students compare answers briefly in pairs before checking with the class.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWERS

a 1 b 3 c 2

3 ★ **CPT extra!** Grammar activity [after Ex. 3]

- Read the questions with the class.
- Ask students to read the article again and find the answers. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 It's good for us.
- 2 Humans are spending more time inside and less time outside.
- 3 The number of visitors is getting lower every year.
- 4 in a 3D virtual reality room
- 5 near parks
- 6 a new shopping mall with a large garden
- 7 in forest schools
- 8 13 million

Word focus *feel*

4

- Ask students to find and underline the three phrases with *feel* in the first paragraph of the article.
- Read the uses (1-3) with the class and elicit the first answer as an example.
- Ask students to work in pairs to match the remaining two phrases with the uses. Check answers as a class and try to elicit other examples for the uses (see Vocabulary note below).

ANSWERS

- 1 feel better 2 feel like going 3 feel that

Vocabulary note

- 1 To talk about your emotions or health: *feel better/worse, feel tired, feel ill, feel sick, feel bored, feel under the weather*
- 2 To talk about wanting to do something: *I feel like going out later; I feel like singing.*
- 3 To talk about an opinion: *I feel (that) ...*

5

- Ask students to work individually to complete the questions. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 like 2 that 3 better

6

- Give students a minute or two to think about the questions in Exercise 5.
- Ask students to work in pairs to discuss the questions. Monitor and help with vocabulary as necessary.

Extra activity

Write the following sentence starters on the board. Ask students to complete them, then discuss them in pairs or small groups:

- 1 *I feel that the government ...*
- 2 *I often feel tired when ...*
- 3 *At the weekend, I usually feel ... because ...*
- 4 *... always makes me feel ...*
- 5 *Right now, I feel like ...*

Critical thinking giving examples

7

- Read the information with the class and elicit the answers to the questions.

ANSWERS

Sentence b has the main idea.
Sentences a and c give examples.

8 ★ CPT extra! Critical thinking activity [after Ex. 8]

- Ask students to work individually to find the sentence with the main idea and the sentences with examples in paragraphs 2 and 3 of the article. Ask them to underline the words and phrases for giving examples.
- Let students compare answers in pairs before checking with the class.
- In feedback, build up a list of words and phrases on the board for giving examples and point out how they are used (see Vocabulary note below).

ANSWERS

Paragraph 2

Main sentence:

As a result, some doctors are studying the connection between nature and health ...

Example sentences:

One example of this is the work of Dr Matilda van den Bosch in Sweden.

Another good example of how nature is good for health comes from Canada.

Paragraph 3

Main sentence:

Because of studies like these, some countries and cities want nature to be part of people's everyday life.

Example sentences:

In Dubai, for example, there are plans for a new shopping mall with a large garden ...

In some countries such as Switzerland, 'forest schools' are popular ...

And South Korea is another good example; it has new forests near its cities ...

Vocabulary note

We can use *For example*, to introduce an example, or one of a number of other set phrases:

An/One example (of this) is ...

Another / A further / A good example (of this) is ...

Alternatively, we can use a phrase at the end of sentences:

The number of visitors is going down, for example.

The reduction in the number of visitors is an example of this.

We use *such as* + noun / noun phrase to give an example.

In cities such as London, ...

9

- Read the sentence beginnings with the class. Give students a minute or so to prepare their endings using examples from their own life. You could start them off by eliciting two or three possible ideas from the class or by providing your own, personal, model answers.
- Organize the class into new pairs or small groups. Ask students to take turns to share their sentences. Monitor and notice any errors or examples of good language.

EXAMPLE ANSWERS

Students' own answers. Some suggestions:

- 1 I relax in my free time in different ways. For example, I sometimes go out with friends, but sometimes I stay at home and watch TV.
- 2 My home town has some places with trees and nature, such as the park in the city centre, and the national zoo.
- 3 There are some beautiful national parks in my country. A good example is Millennium Park.

Extra activity

Write the following on the board and ask students to personalize them with examples:

We have great beaches in my country.

There are a lot of things to see in my city.

Speaking my life

10

- Ask students to work in groups of four. Read the instructions and the ideas with the class and check that everyone understands what to do.
- In their groups, students decide on one extra idea.
- In feedback, ask groups for their extra ideas and decide which ideas are the best.

EXAMPLE ANSWERS

Students' own answers. Some possibilities include: install an open-air gym in the park; build an outdoor swimming pool, provide an all-weather football pitch.

11

- Ask each group to discuss the ideas and decide on the best.
- **Optional step** Make one person in each group the 'chair'. It's their job to open the debate, make sure everybody has a chance to speak, and to summarize and choose the best idea. It's also their job to present the group's decision to the class at the end.

12

- Ask each group to present their idea to the class. Then open up the debate for a whole class discussion. You might want to end with a vote for the best idea.

Extra activity

In groups or open class, ask students to give examples of how their home city has changed to be healthier and more natural in their lifetimes. Alternatively, you could ask students to prepare and give a presentation on this topic. The preparation could be done for homework.

1d At the doctor's

Lesson at a glance

- vocabulary: medical problems
- pronunciation: one or two syllables?
- real life: talking about illness

Vocabulary medical problems

1 ★ CPT extra! Lead-in activity [before Ex. 1]

- **Optional step** With books closed, mime some of the medical problems taught in this section. Ask students to write down as many as they can (in English or L1). Then ask students to tell their partner which ones they already know or can describe in English (see Vocabulary note below).
- Ask students to work in pairs to match the people with the medical problems. Elicit the first answer with the class as an example.
- Encourage students to make guesses and use prior knowledge. When checking the answers, use mime to check the meaning.

ANSWERS

1 b 2 c 3 g 4 a 5 h 6 f 7 d 8 e

Vocabulary note

Note the fixed collocations:

a *runny nose* (= you can't stop 'fluid' coming out of it)

a *sore throat* (= it hurts when you swallow)

We use *ache* (= a pain) with various parts of the body (note also *toothache*). We always say a *headache*, but usually don't use the article with other 'aches'.

2

- Ask students to work individually to categorize the medical problems in Exercise 1. Let them compare their answers in pairs.
- There are no fixed answers so, in feedback, ask students to justify their answers.

EXAMPLE ANSWERS

- 1 I go to bed: headache, stomach ache, a temperature (perhaps backache)
- 2 I take medicine or pills: headache (paracetamol, aspirin); earache (ear drops); stomach ache; sore throat (throat sweets / lozenges); bad cough (cough syrup)
- 3 I go to the pharmacy or see my doctor: you might go to the pharmacy for all these – backache, earache, very bad stomach ache, and perhaps a high temperature might mean going to see the doctor.

Pronunciation one or two syllables?

3a [7]

- **Optional step** Establish what a syllable is by writing *toothache* on the board and asking students to say how many syllables there are (two) – point out that a syllable is a single sound.
- Play the recording. Students listen and underline the stressed syllables in the two syllable words.

Audioscript [7] (and answers)

ache (1 syllable)

headache (2)

ear (1)

earache (2)

stomach (2)

throat (1)

cough (1)

b [7]

- Play the recording again. Students listen and repeat (see Pronunciation note below).

Pronunciation note

Note the difficult pronunciation of some of these words: ache /eɪk/, ear /ɪə/, stomach /'stʌmæk/, sore /sɔː/, throat /θrəʊt/, cough /kɒf/.

Note that the main stress is on the adjectives in the compound nouns: sore throat, runny nose, bad cough.

Note that the main stress is on the first syllable in compounds with *ache*: headache, stomach ache.

Real life talking about illness

4 [8]

- Explain that students are going to hear a conversation in a pharmacy and another one at a doctor's.
- Play the recording. Students listen and note the medical problems they hear for each conversation. Let them compare their answers in pairs before checking with the class.

ANSWERS

Conversation 1: a runny nose and a sore throat

Conversation 2: earache and temperature

Audioscript [8]

Conversation 1

P = Pharmacist, C = Customer

P: Hello, how can I help you?

C: Hello. I've got a runny nose and a sore throat. I feel terrible.

P: Have you got a temperature as well?

C: No, it's normal.

- P:** Well, you should take this medicine twice a day. It's good for a sore throat.
- C:** Thanks.
- P:** And try drinking hot water with honey and lemon. That helps.
- C:** OK. I will.
- P:** Oh, and why don't you buy some cough sweets? They should help. If you still feel ill in a few days, see a doctor.

Conversation 2

D = Doctor, P = Patient

- D:** Good morning. So, what's the problem?
- P:** I've got earache in this ear. It's really painful.
- D:** Let me have a look. ... ah ... yes, it's very red in there. What about the other one?
- P:** It feels fine.
- D:** Hmm. It's a bit red as well. Do you feel sick at all?
- P:** No, not really.
- D:** Let me check your temperature. ... Yes, it's higher than normal. OK, I'll give you something for your earache. You need to take one of these pills twice a day for seven days. They might make you sleepy so go to bed if you have to. And if you still feel ill, then come back and see me again.

5 [β]

- Ask students to read the advice and try to remember whether they were used in the first or second conversation.
- Play the recording again. Students listen and write the number of the conversations. Let students compare their answers in pairs before checking with the class.
- **Optional step** Ask students to work in pairs to practise the conversations in audioscript 8 on page 181 of the Student's Book.

ANSWERS

a 1 b 2 c 1 d 2 e 1

6

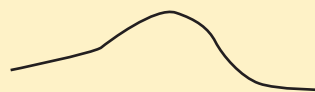
- Ask students to match the sentence halves from the conversations. Encourage them to use the expressions in the box for talking about illness to help them. Let students compare answers in pairs before checking with the class.
- **Optional step** Drill the sentences for pronunciation (see Pronunciation note below). Ask students to close their books. Read three or four phrases out and ask the class to repeat chorally and individually. Get students to really exaggerate the intonation – English has a very broad intonation range.

ANSWERS

1 g 2 a 3 e 4 f 5 b 6 c 7 h 8 i 9 d

Pronunciation note

When giving strong advice, the intonation starts high, then rises, then falls:



You should take this medicine.

7

- Organize the class into new pairs. Ask students to decide who is A, and who is B. Read the instructions with the class and check that everyone understands what to do.
- It's a good idea to prepare students for this roleplay. You could ask them to write dialogues first, using expressions from the lesson. Tell them to practise reading their dialogue, then to turn over the written dialogue and try to remember and improvise it. Alternatively, ask students to choose and match expressions they could use for each dialogue. Then ask them to improvise dialogues, using the expressions they chose.
- As students speak, circulate and monitor their performance. Note down errors students make and, in feedback, write errors on the board and ask students to correct them.
- Students then change roles and have a new conversation. They could do this with a new partner.

Extra activity

Ask students to prepare and practise another dialogue between a doctor and patient using different vocabulary. You could ask pairs to record their dialogue and listen back to it critically, or ask them to perform their dialogue in front of another pair, and ask for feedback on their accuracy and pronunciation.

1e Personal information

Lesson at a glance

- writing: filling in a form
- writing skill: information on forms

Writing filling in a form

1

- Ask students to work in pairs to discuss the questions. In feedback, elicit ideas and write them on the board.

EXAMPLE ANSWERS

Students' own answers

Some possible types of form: registration form at school, college or university, job application form, passport or visa application form

Information often on forms: first name, middle name, surname, title, age, gender, date of birth, address, postcode, telephone number, email address

2

- Ask students to look at the two forms and decide what each is for. Let students compare answers in pairs before checking with the class. Explain any new vocabulary and point out the acronym *DOB* for date of birth.

ANSWERS

A medical form and a visa application form

Writing skill information on forms

3a

- Ask students to match the questions (1–7) with the headings on the forms where you write the information. Let them compare their answers in pairs before checking with the class.

ANSWERS

- 1 Marital status
- 2 Current medications
- 3 No. of dependents
- 4 Country of origin
- 5 Place of birth
- 6 Contact details of person in case of emergency
- 7 Middle initial

b ★ **CPT extra!** Writing activity [after Ex. 3]

- Look at the example with the class. Ask students to work individually to answer the questions. Let them compare their answers in pairs and check answers on page 155 before discussing as a class.

4

- Ask students to work in pairs to design a form for new students at a language school. First, ask them to brainstorm all the information the form needs to ask, then to order the list in a logical order to make the form. Monitor unobtrusively and help when necessary.

EXAMPLE ANSWERS

first name, middle name, surname, title, age, gender, date of birth, address, postcode, telephone number, email address, contact details of person in case of emergency, nationality, first language, level of English, needs, interests, length of stay

5

- Students exchange forms with another pair. Ask pairs to check the form using the questions as a guide. Then pairs give the pair who designed the form feedback.
- In feedback, agree a 'perfect' form as a class.

Extra activity

Once the class have agreed on a 'perfect' form, ask students to write up and complete the form with personal information. They could do this for homework.

1f My local park

Before you watch

- 1 ★ CPT extra!** Lead-in activity [before Ex. 1]
- **Optional step** Start by asking students to describe the photo. Ask: *What can you see? Where are they? How do they feel?*
 - Ask students to work in pairs or small groups to discuss the questions. Elicit a few ideas from the class in feedback.

EXAMPLE ANSWER

Students' own answers.

Possible answers include: it's free, it's healthy, it's a good place to relax or do exercise, it's nature in the middle of a town or city, children can play there safely, it's a nice place for a picnic, you can feed the birds.

Background information

Park Güell, located on the northern face of Carmel Hill in Barcelona, was named after Eusebi Güell, the entrepreneur who paid for the construction of the park. It was largely designed by the famous architect Antoni Gaudí, the face of Catalan modernism, who also designed the Sagrada Família cathedral in Barcelona. The photo shows Gaudí's designs and mosaics on the steps up to the main terrace. The park was built at the start of the twentieth century. It provides great views of the city.

Barcelona is the second largest city in Spain and the capital of the region of Catalonia.

Teacher development

Using the photographs in *Life*

Life aims to use large, interesting photographs throughout each unit. Notably, there is a half-page photo on the introductory page of each unit, large photos to go with most reading and listening texts, and a full-page photo to go with the video section. All these photographs are sourced from *National Geographic's* vast catalogue of images taken by some of the world's greatest photographers (many of whom are referenced on the page with their photos). The aim is for the photos to be both illustrative and informative. They stimulate students' interest in the theme and topics and provide information that will be useful in their understanding of texts that they read in the lesson.

You can often use the photo to do the following:

- To get students talking and to personalize the topic, ask questions such as *What can you see?* and *What are they doing?* but also ask questions such as *How does the photo make you feel? Where did they take the photo? What are the people in the photo thinking?*
- To get students interacting and sharing ideas and opinions, ask students to say what they expect to read or listen.
- To introduce vocabulary, sometimes the photos will provide visual back-up to help you teach key words and phrases.
- To preview language structures that will come up in the unit and to find out how well students can already use them, design your lead-in questions to use the tenses or grammar forms that have or will come up in the unit.

Here are some other things you can do to use *National Geographic* photos usefully:

- It isn't difficult to find the photos in the Student's Book online. Find them and project them using your classroom technology. This way you can bring this stage of the lesson off the page.
- Use other photos online to support your teaching. You don't have to use the photos in the book.
- Get students to research photographers or types of images they come across in the lessons. Ask students to describe other photos they find.

Key vocabulary

2

- Encourage students to use the context to guess the meanings of the words in bold.
- Ask students to work in pairs to discuss the words and match them with the definitions.
- **Optional step** It's a good idea to show the pronunciation of these key words – students have to hear them in continuous speech on the video. You could say the words and ask students to repeat.

ANSWERS

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

Vocabulary note

no matter what = 'no matter' means 'it's not important' and can be combined with other words (*no matter who/when/where/whether, etc*)

pram = an abbreviation of the old-fashioned word 'perambulator', a pram is used to describe the four-wheeled device used to carry babies when they are small and lying down; when babies can sit up and face forward, they are carried in a pushchair

A *walkway* is used for a path that is man-made and has a specific route with a destination

blossom = provide examples such as 'apple blossom' (*blossom* is used as a verb to mean 'grow as a person' becomes 'more confident')

While you watch

3 [1.1]

- Ask students to read the seven sentences carefully and check any difficult words.
- Play the video. Students watch and number the sentences in order. Let students compare their answers in pairs before checking with the class.

ANSWERS

1 b 2 a 3 d 4 e 5 c 6 f 7 g

4 [1.1]

- Ask students to work in pairs and decide who is A and who is B. Tell them to look at the table and see if they can remember any of the missing information.
- Play the video again. Student A completes column 1 and Student B completes column 2 of the table. Don't check answers at this stage.

Videoscript 1.1

0.00–0.31 (woman with dog) We come to the park very often, every weekend in fact, usually after lunchtime, around 2 p.m. We like coming to this park because there's a really nice walkway around the park, there are also a lot of dogs for Jasmine to play with, there are beautiful trees everywhere, so it's really nice no matter what time of year.

0.32–1.12 (cyclist) I come to the park every day. I cycle to work through the park from my home to my office, and then on some days, sunny days particularly, I like to come here and relax in my lunch break. I like this part of the park actually, it's quite high up and there's this beautiful house here, and I think that must be a great place to live because they have such a good view down onto the park.

1.12–1.48 (elderly couple) We come here when we're in the area. When our ... when we were a young family and we had children we used to come and push our prams round here, and so it has happy memories. We like coming here because it's much nicer than the roadway, it's a pretty park and we like to see the different seasons.

1.49–2.13 (language student) My name is Ahmed, I am from Saudi Arabia. I am here to study English language to prepare for my academic studies. I go through the park every day, and sometimes I spend some time with my friends. I like relaxing in this park.

2.14–2.40 (jogger) I come to the park quite often. I come here about twice a week. I like to go jogging and I like to do exercise here. I like coming to the park because it's nice and quiet, there are lots of plants and trees, and it's overall a good place to do exercise.

2.41–end (woman) I try and come to the park every day. I love coming to this particular park because the trees are so beautiful. There are always wild flowers, depending on the season, and lots of blossom on the trees. It's lovely to look at.

5 [1.1]

- Ask students to share their information with their partner to complete the whole table.
- Play the video again. Students complete any missing information following their discussion, then check answers with the class.

ANSWERS

Student A:

1 often 2 weekend 3 2 4 every day 5 break
6 children 7 happy 8 every day 9 sometimes
10 quite often 11 twice 12 every day

Student B:

1 dogs 2 trees 3 high 4 house 5 road 6 pretty
7 seasons 8 relaxing 9 go 10 exercise 11 plants
12 flowers 13 look at

After you watch

6

- You could ask students to work with a new partner. Read the instructions with the class and check that everyone understands what to do.
- Students cover the notes for the people, leaving only their faces showing. Student A then chooses to be one of the people from the video and answers Student B's questions. As students speak, monitor and notice any errors or examples of good language use you hear.

7 ★ **CPT extra!** Video activity [after Ex. 7]

- Students repeat the activity in Exercise 6 with Student B choosing to be one of the people and answering Student A's questions.
- At the end, provide feedback by writing four or five sentences students said with errors in them on the board, and asking students to correct them with their partner.

UNIT 1 Review and memory booster ★ CPT extra! Language games

Memory Booster activities

Exercises 3, 6 and 8 are Memory Booster activities. For more information about these activities and how they benefit students, see page 10.

I can ... tick boxes

As an alternative to students simply ticking the *I can ...* boxes, you could ask them to give themselves a score from 1 to 4 (1 = not very confident; 4 = very confident) for each language area. If students score 1 or 2 for a language area, refer them to additional practice activities in the Workbook and Grammar summary exercises.

Grammar

1

- Ask students to work individually to complete the article by choosing the correct verb forms. Let students compare answers in pairs before checking with the class.

ANSWERS

- 1 works 2 he's taking 3 They're swimming 4 like
5 doesn't seem 6 it feels

2

- Ask students to work individually to write the sentences with the expression in the correct place. Point out that there is more than one correct answer for three of the sentences.

ANSWER

- I **rarely** play computer and video games.
- We're studying Spanish **at the moment**. / **At the moment**, we're studying Spanish.
- My family does sport **every weekend**. / **Every weekend**, my family does sport.
- All my friends are working these days. / These days all my friends are working.

3 >> MB

- Ask students to rewrite the sentences in Exercise 2 so that they're true for them. Monitor and help with vocabulary as necessary.

Vocabulary

4

- Ask students to work individually to complete the sentences.

ANSWERS

- 1 fall asleep 2 take a break 3 work long hours
4 get up late 5 TV; watch

5

- Ask students to cross out the word that doesn't belong in each group.

ANSWERS

- 1 relaxing 2 asleep 3 swimming 4 ache

6 >> MB

- Ask students to work in pairs and write five sentences using the verbs in Exercises 4 and 5. Monitor and help with vocabulary as necessary.
- Ask pairs to work with another pair. They take turns to read out their sentences, but missing out the verb. The other pair guesses the missing verb.

ANSWERS

Students' own answers

Real life

7

- Ask students to work individually to choose the correct option.

ANSWERS

- 1 How do 2 well 3 sore 4 Have you got
5 Try 6 should

8 >> MB

- Ask students to work in pairs. Ask them to look at the pictures and answer the questions.

ANSWERS

- She's got backache. He's got a headache. She's got stomach ache.
- Student's own answers. Some possibilities include: She should see a doctor. He should take an aspirin. She should go to bed.