

Unit 7

Culture 2 know

Festivals are very popular with teenagers in the UK. During the summer months (from May to September), there are festivals almost every weekend. Some of them are day events, others last for two or even three days. Camping is provided on site for the longer festivals. Older teenagers go with their friends. Younger teens go with their friends, too, but they will be accompanied by the parents of at least one of the teenagers.

Some of the festivals are just music festivals. But more and more festivals these days are trying to appeal to a wider audience so include family events, events for children, theatre, dance, yoga and so on.

Glastonbury is one of the most famous festivals in the UK. It takes place in June, on the weekend nearest the summer solstice. The first Glastonbury festival was in 1970 and they have been held at the same site ever since. Tickets usually sell out on the first day they become available.

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

LESSON 1

Vocabulary and Reading

Warmer

Elicit from students where they go to see live music. Find out the names of bands/singers they have seen and if any of them are from the UK or the US.

1 (3.2) (3.3) Words 2 know

Check students have read and understood the *Words2know* before they listen. Students will hear examples of each type of music on the CD. They won't hear the words.

Answers: on student page

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Grammar Past simple; verb to be all forms; past simple affirmative
Vocabulary Music; festivals
Phrases Talking about festivals; buying tickets

Vocabulary & Reading

Music

1 (3.2) Listen and number the kinds of music in the order you hear them.

Words 2 know (3.3)

- rock classical jazz pop folk
 heavy metal disco punk hip-hop

2 In groups, discuss the questions.

- What kinds of music do you like?
- Name singers/bands for the music in *Words2know*.

3 SKIMMING Read George's emails quickly. Tick (✓) the ideas he mentions.

- | | |
|---|--|
| <input type="checkbox"/> meet new people | <input checked="" type="checkbox"/> boring groups |
| <input type="checkbox"/> sunny weather | <input checked="" type="checkbox"/> sleep in a tent |
| <input type="checkbox"/> a lot of music | <input checked="" type="checkbox"/> a lot of noise |
| <input checked="" type="checkbox"/> great bands | <input checked="" type="checkbox"/> different kinds of music |
| <input type="checkbox"/> expensive tickets | <input checked="" type="checkbox"/> terrible weather |

4 Read the emails again. Answer the questions.

- 1 Who is George with?
- 2 What kinds of music does he mention?
- 3 What kind of music doesn't he like?
- 4 Why is he surprised about Katie?

5 In pairs, discuss the questions.

- Do you go to outdoor gigs or concerts?
- Do you like them? Why/Why not?
- Do you know any famous music festivals? What are they?

MINI WORKBOOK exercise 4 page 113



To: Jessica
 Subject: We're at Glastonbury!

Hi Jessica,
 Well, my friend Dave and I are at Glastonbury Festival! There are thousands of people here. Last night was a disaster. The weather was terrible. There was a lot of noise and it was impossible to sleep. I was really tired this morning and there was a hole in the tent so all our clothes are wet! Anyway, I can hear the music so bye for now!
 George

To: Jessica
 Subject: The bands

Hi Jess,
 Were you warm and dry last night? Lucky you! It was wet again here yesterday but there were some great bands – heavy metal bands, hip-hop, punk. The Red Hot Chili Peppers were amazing. There were also some boring folk groups (help!). I'm tired now but there's no time to sleep. There's a party at 11 p.m.!
 George



To: Jessica
 Subject: Katie and ... ?

Good morning!
 It's Saturday ... and it isn't raining! But there's still a lot of mud. Last night's dance party was great fun! But we weren't the only people from Manchester there. Katie was there, too. And she wasn't alone! She was with another guy. Who was he? Why was she with him? Any ideas? I feel bad about Luke. He's such a nice guy.
 George

2 After discussion in groups, have students share their ideas as a class.

3 Strategies for general skills. Reading: Skimming (back cover)

Remind students that skimming means they read a text quickly for general meaning. They do not read it in detail. Main ideas are often expressed in the first paragraph and/or summarised at the end of the text.

In this activity, students use the email subject to help them predict where to find their answers. After checking answers, ask general questions about the emails to check understanding. Find out if any students have heard of/have been to Glastonbury.

Answers: on student page

4 Have students read the four questions before they re-read the emails to find the answers. They compare their answers in pairs before the class check.

Answers: 1 George is with his friend, Dave. 2 He mentions heavy metal, hip-hop, punk and folk music. 3 He doesn't like folk music (*boring folk groups*). 4 Because she was with another guy (not Luke).

5 Students discuss the questions in pairs or small groups first. When sharing ideas as a class, make sure you ask for contributions from each group.

MINI WORKBOOK exercise 4 page 113

Grammar focus

Past simple: verb to be

- 6 Read *Grammar2know*. Are sentences 1 and 2 below about the past or the present? How do you know?
- Last night was a disaster.
 - There were also some boring folk groups.

Grammar 2 know

Past simple: verb to be

Use the past simple to talk about situations in the past.

+	I/He/She/It was tired. You/We/They were friendly.
-	I/He/She/It was not (wasn't) tired. You/We/They were not (weren't) friendly.
?	Short answers Was I/he/she/it tired? Yes, I/he/she/it was . No, I/he/she/it wasn't . Were you/we/they warm and dry last night? Yes, you/we/they were . No, you/we/they weren't . Why was she with him? I don't know. Where were they? At Glastonbury Festival.

Time expressions: last night yesterday
last week last month in January 2008

- 7 (3.4) PRONUNCIATION Listen and repeat. Practise the intonation.

+	He was in <u>Paris</u> . He was <u>happy</u> .
-	She <u>wasn't</u> in <u>Rome</u> . She <u>wasn't</u> <u>sad</u> .
?	Where were you? What was the time? Were you tired? Yes, I <u>was</u> . Were they hungry? No, they <u>weren't</u> .

- 8 (3.5) Complete the dialogue with the past simple form of *to be*. Then listen and check.


Will: Where ¹ were you last weekend?
Jack: I ² was at Glastonbury Festival!
Will: Really? Who ³ were you with?
Jack: I ⁴ was with Mia and Callum.
Will: ⁵ Was the weather OK?
Jack: No, it ⁶ wasn't. It ⁷ was terrible!
Will: What ⁸ were the best bands?
Jack: The Foo Fighters and The Kooks. They ⁹ were brilliant!
Will: ¹⁰ Were the Rolling Stones there?
Jack: No, they ¹¹ weren't. Maybe next year!

- 9 a (3.6) Complete the text about the Glastonbury Festival. Use the present or past simple form of the verb *to be*. Then listen and check.

GLASTONBURY

The first Glastonbury Festival ¹ was in September 1970. The tickets ² weren't expensive. In fact, they ³ were only £1! It's different now. The tickets ⁴ are very expensive. There ⁵ were only 15,000 people at the first festival but in 2007, there ⁶ were over 177,000! The weather isn't always good at Glastonbury. In fact, the weather ⁷ is usually terrible.

Top bands and singers play at the festival including Radiohead, REM, Björk and Robbie Williams. David Bowie ⁸ was the top act in 2000. He ⁹ was also at Glastonbury in 1980!



- b (3.6) Listen again and underline two mistakes in the text. Then correct them.

- 10 a Who were your favourites when you were ten? Complete the questions. Then write your answers.

- Who were your favourite singers when you were ten?
- What was your favourite band?
- What was your favourite TV programme?
- Who were your favourite actors?
- What was your favourite song?

- b In pairs, ask and answer the questions.

“Who were your favourite singers when you were ten?
Madonna and Christina Aguilera. But I don't like them now!”

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- 8 (3.5) Remind students to read the dialogue before they try and complete it. They check their work in pairs. After students have listened for the answers, check general understanding of the conversation with the class.

Answers: on student page

- 9 a (3.6) Have students read the text about Glastonbury and try to predict what goes in the gaps before they listen. Remind them that the verbs are past and present so they have to read carefully. After they have listened to the CD, have students take turns to read the text around the class. Find out who likes these bands/singers.

Answers: on student page

- b (3.6)

Answers: There were only 15,000 **1,500** people at the first (Glastonbury) festival. He (David Bowie) was also at Glastonbury in 1980 **1971**.

- 10 a If students can't remember they can invent their answers! Check the completed questions with the class in preparation for exercise 10b.

Answers: on student page

- b After the pair discussion, students can ask and answer around the class in open pairs.

EXTRA DISCUSSION

Make five groups, one for each question in exercise 10a. The students in each group go around the class and ask their question of all the other students. They collate their information onto a chart. Remind them to include their own group's answers to the question. Display the charts in the classroom.

MINI WORKBOOK exercise 1 page 113

Now your students can:

- understand and use vocabulary on the topic of music
- find relevant information in reading and listening texts
- use the past simple of the verb *to be* to talk about past events and experiences.

LESSON 2

Warmer

Give students one minute to write down the *Words2know* from the previous lesson, with Students' Books closed. They swap notebooks with a partner then look in the Students' Book and check.

Grammar Focus

Past simple: verb to be

6 Grammar 2 know

Students read *Grammar2know*. They discuss their ideas for sentences 1 and 2 in pairs and check as a class. If students have difficulty with sentence 2, refer them back to George's second email where they

can read the sentence in context and see that he is writing about things that took place *yesterday*.

Answers: Both sentences talk about the past. We know this from the past simple verb forms: *was* and *were*, and the time expression *last night*.

TR BOARD PLAN 7.1

- 7 (3.4) The first time you play the CD, have students just listen. They need to be able to hear the intonation clearly before they can repeat it. When you are sure they can say the weak and strong forms correctly, they continue to practise in pairs.

Culture **2 know**

The biggest and most famous New Year's Eve celebration in the UK is in Scotland. It is called Hogmanay.

Britain is a very ethnically and religiously diverse country. During the school year, secondary schools celebrate lots of different festivals, depending on the religious and ethnic mix of the students.

LESSON 3

Vocabulary and Reading Festivals

Warmer

Ask students to name the annual festivals in their country. For each one, quickly brainstorm what happens/what they do/ what they eat.

1 **3.8** Words **2 know**

Ask students to look at the *Words2know* and find ones they used in the warmer activity. Encourage students to predict meanings of the other *Words2know* as they talk about the photos. Check the meanings of any words students don't use in the discussion activity or are not clear about.

Answers: on student page

2a This is a prediction activity. Students use clues in the titles and in the photos to make their guesses. Encourage them also to predict by a process of elimination. This is an important examination skill.

b Have students quickly scan the text to check their predictions for exercise 2a.

Answers: on student page

3 Strategies for exam skills. Reading: True/False (back cover)

Students read the true/false statements before they read the text in detail to find the answers. Students compare their ideas in pairs before you check with the class. Elicit corrections from students for the false sentences. Check students' general comprehension of what they have read.

Answers: on student page

Vocabulary & Reading

Festivals

1 Look at the photos of different New Year festivals. Which *Words2know* can you find?

Words **2 know** **3.8**

- party presents fireworks ✓ special clothes
- traditional dancing candles ✓ parade ✓
- special food cards sweets

2 a Match the festivals 1–3 with the photos A–C.

- 1 Diwali
- 2 The Chinese New Year
- 3 New Year's Eve

b Read the text and check your ideas.

3 Read the text again and tick (✓) true or cross (X) false. Correct the false sentences.

- 1 Becky was in London on 31 December.
- 2 The Chinese New Year festival is in March.
- 3 The festival lasts for over two weeks.
- 4 Diwali is a Hindu festival.
- 5 It is traditional to give presents at Diwali.

4 In pairs, discuss what you do at New Year. Use phrases from the text.

MINI WORKBOOK exercise 5 page 114

3.12 My three New Year Festivals

Becky Wells

LAST YEAR, I celebrated the New Year three times. It started in Brighton. I had a big New Year's Eve party on 31 December (this finished at two in the morning!).

In February, I stayed with my mate Lee in London and enjoyed the Chinese New Year. The festival lasts fifteen days. Lee's parents decorated their house and painted their doors red. Red is a lucky colour for Chinese people! On New Year's Eve, they cooked special food and at midnight, they had amazing fireworks. On New Year's Day, we watched a fantastic parade.

"Anisha texted her 'Happy Diwali' messages and her sister sent beautiful emails"

Three weeks ago, in November, I went to Birmingham. My friend Anisha is a Hindu and her family celebrates the new year festival of Diwali. That day, they cleaned the house and gave us sweets, presents and cards. Anisha texted her 'Happy Diwali' messages and her sister sent beautiful emails. In the evening, her family wore new clothes and put lights and candles in the house and garden. Later, we watched brilliant fireworks and traditional Indian dancing. And I went to bed very late! ✨

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4 Brainstorm with the class what other kinds of things people do to celebrate New Year. Develop a mind map on the board. This will help students in the pair discussion activity. Students report back to the class on some of the things their partner told them.

MINI WORKBOOK exercise 5 page 114

LESSON 4

Warmer

Keep Students' Books closed. Say ten things about the three different New Year's celebrations students read about in the previous lesson, e.g. *They wear new clothes*. For each sentence you read out, students write the name of the New Year festival in their notebook.

Grammar Focus

Past simple affirmative

5 Grammar **2 know**

Students read *Grammar2know*, complete the sentences and check in pairs. For the class check, ask students to read out the relevant sentence from the text in exercise 2. Focus students on the verbs in the past simple and then on the time expressions we use with the past simple – you can refer to the text and the *Grammar2know* box.

Answers: on student page

TR BOARD PLAN 7.1

Grammar focus

Past simple affirmative

5 Read *Grammar2know*. Complete the sentences with *Lee's family* or *Anisha's family*. Then read the text on page 58 again to check your answers.

- 1 *Lee's family* decorated their house.
- 2 *Anisha's family* wore new clothes.
- 3 *Anisha's family* cleaned their house.
- 4 *Anisha's family* gave presents and cards.
- 5 *Lee's family* watched a parade.
- 6 *Lee's family* cooked special food.

Grammar 2 know

Past simple: affirmative

Use the past simple to talk about actions in the past.

verb + -ed:

finish → finished clean → cleaned

+ I/You/He/She/It/You/We/They *cooked* dinner. (regular)

Many verbs have irregular past forms:

go → *went* wear → *wore* give → *gave* have → *had*
They *wore* new clothes.

Time expressions:

last year three weeks ago in February later
on New Year's Eve at midnight after that

6 Find the past simple form of these verbs in the text on page 58. Are they regular (R) or irregular (I)?

start *started* R stay *stayed* R finish *finished* R
watch *watched* R go *went* I text *texted* R
wear *wore* I put *put* I send *sent* I
celebrate *celebrated* R paint *paint* R decorate *decorated* R
give *gave* I cook *cooked* R clean *cleaned* R

7 Complete the email with past simple forms of the verbs in brackets. Check the irregular verbs at the back of the book.

To: Dorota
Subject: Happy New Year!

Hi Dorota,
I hope you're well. How was your New Year's Eve party? I want to tell you about Scotland! I ¹ had (have) a fantastic time. I ² stayed (stay) with my friend Jamie and his family in Edinburgh.
On New Year's Eve, we ³ went (go) to a huge street party in the city centre. A lot of bands ⁴ gave (give) concerts. At midnight, we all ⁵ held (hold) hands and ⁶ sang (sing) *Auld Lang Syne* (that's a traditional Scottish song). Then we ⁷ watched (watch) amazing fireworks. After that, we ⁸ walked (walk) back to Jamie's house for a party. We ⁹ danced (dance) for hours. Great party!
Tell me all your news!
Oscar

Grammar + Plus

Focus students on the *Grammar Plus* activity in the Mini Workbook. Read the information about the position of time expressions with the class. Students put the words in order to make sentences and check in pairs.

6

Answers: on student page

7 Students read the email quickly through first for gist. Then they fill the gaps and check in pairs. Remind them where to find the irregular verbs (at the back of the book). After checking answers with the class, ask general questions about the text.

Answers: on student page

8 a (3.9) PRONUNCIATION Listen and repeat the verbs below.

/d/	/t/	/ɪd/
stayed	cooked	added

b (3.10) Put these verbs in the correct groups. Then listen and check.

watched	walked	paint
tidied	finished	listened
started	danced	decorated
enjoyed	cleaned	

9 a Write sentences about the last time you did these things.

I finished a novel about two weeks ago.

finish a novel	go on holiday
watch a DVD	tidy your room
text a friend	send an email
listen to music	cook a meal

b Read your sentences in pairs. Are any of your sentences the same?

10 a (3.11) Listen to the conversations. Tick (✓) the things Jade, Max and Nadia did at the weekend.

	Jade	Max	Nadia
play games		✓	
do homework	✓		✓
help his/her parents		✓	✓
go to a party	✓		
stay in bed late		✓	
go swimming	✓		
watch a film		✓	✓
visit relatives	✓		

b Talk about Jade, Max and Nadia.

Max and Nadia watched a film.

11 In pairs, talk about last weekend:

- the things you did.
- the people you saw.

Last weekend, I went to the cinema. I saw the new Batman film. I did my homework. Boring!

MINI WORKBOOK exercises 2–3 page 113

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Auld Lang Syne means 'for long ago' and it is sung at midnight on 31 December to commemorate the old year and welcome in the new.

8a (3.9) Play the CD once, with students just listening. After practising with the CD as a class, students take turns to say the phrases in pairs. It isn't necessary to tell students why there are three different pronunciations of -ed endings.

b (3.10) Have students do this exercise in pairs. One student says the verb, the other listens and decides what the final sound is. They take turns. After the listening, elicit each list of verbs from students.

Answers: /d/: tidied, listened, enjoyed, cleaned; /t/: watched, walked, finished, danced; /ɪd/: painted, started, decorated

9a Do the activity orally first as a class. Remind students of the time expressions from *Grammar2know*.

b If pairs have any sentences in common, ask them to say them to the class to find out if other pairs have the same ones.

10a (3.11) Strategies for general skills. Listening: Listening for specific information (back cover)

Elicit from students what they do before they listen (read the table carefully). After listening for the first time, students compare answers.

Answers: on student page

b Demonstrate with a few examples before having students continue with the discussion in pairs or small groups. Elicit sentences from different groups/pairs. Make sure students form and pronounce the verb correctly.

11 Give students time to think and make notes before they do the activity. Monitor and help students at this stage. In pairs, students take turns to talk about each day of last weekend.

EXTRA DISCUSSION

Elicit what different students did at the weekend, from their partners, and find out if this is what they usually do at the weekend. Use this as a way of getting students to contrast past and general events using the past simple and the present simple.

MINI WORKBOOK exercises 2–3 page 113

Now your students can:

- understand and use vocabulary on the topic of festivals
- find relevant information in a reading text
- use and pronounce correctly verbs in the past simple affirmative to talk about past events and experiences.

Culture **2** know

Mardi Gras is the festival held on the Tuesday before the beginning of Lent (the forty days leading up to Easter in the Christian calendar). It is a celebration of all good things before the start of Lent which is traditionally a time of fasting. The Mardi Gras parades in New Orleans and in Brazil are the most famous.

LESSON 5

Warmer

Ask students what street festivals they take part in or celebrate throughout the year in their country. Give an example to start them off if necessary. Elicit which they like the most and why and find out if they know of other similar events around the world.

Reading and Speaking

1 Students discuss the meanings of the words in pairs, using the three black and white cartoons. They can use dictionaries, if appropriate.

Answers: on student page

2 Strategies for general skills. Reading: Predicting (back cover)

Elicit as full descriptions as possible. Based on the descriptions students provide, ask them to predict what they think the text will be about. Write these predictions on the board and review them after exercise 4.

3 Strategies for exam skills. Reading: Matching (back cover)

Elicit from students that they read the headings before they read the text. They compare their answers in pairs, giving reasons. Check with the class. Elicit the key words that helped them find the correct matches, from both the headings and the texts.

Answers: on student page

Reading & Speaking

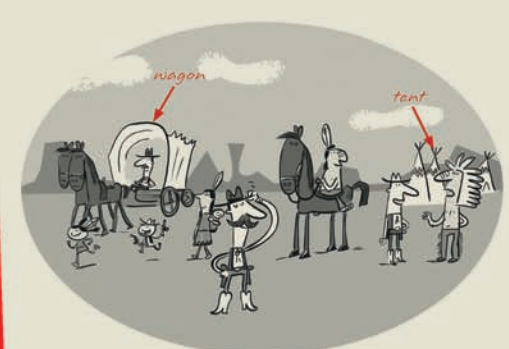
- Find the words in the pictures.
[wagon magnifying glass tent wheel bathtub]
- Look at the cartoons. What are the people doing?
- Read the article. Match the headings A–D with the paragraphs 1–3. There is one extra heading.
A Follow that bath!
B Great food, great music
C How much is that horse?
D What's cooking?
- Read the article again. Tick (✓) true or cross (X) false.
 - Nathan was on holiday in the US last July.
 - The 'Cowboys and Indians' were actors in real life.
 - In the 1830s, people met to buy and sell things at the Green River.
 - Oatman is in Arizona.
 - The competitors cooked the eggs with gas and electricity.
 - They only had quarter of an hour to cook the eggs.
 - The Great Nome Bathtub Race is in Russia.
 - There were six people in Ricky's team.
 - Ricky's team won the race.

- 5 In groups, discuss the questions about the article.
- Which festival is interesting/funny/exciting/strange?
 - Which festival do you want to go to? Why?

I want to go to the egg-cooking festival in Oatman. I think it's funny. And I like eggs!



3.15 There are some famous festivals in the US, like Mardi Gras in New Orleans. And there are some unusual ones, too. Here are some readers' reports on these strange celebrations.



1 C How much is that horse?
Last July, we were on holiday in the US. In the town of Pinedale, Wyoming, we saw a group of cowboys and Native Americans. They weren't really 'Cowboys and Indians' of course – they were in costume. It was the 'Great Green River Rendezvous' festival. It was very colourful and there were lots of tents, wagons and horses. It was just like in the 1830s when people met to buy and sell things.
Nathan Bell

4 Strategies for exam skills. Reading: True/False (back cover)

Have students read the true/false statements first and try and predict answers before they read to find the information. When checking with the class, have students tell you where they found the information in the text and have them correct the false statements. Check any vocabulary they are not sure about.

Answers: on student page

5 In their groups, students discuss each question in turn. For the first question, they should each use at least two of the adjectives to discuss their ideas. Monitor and prompt/add ideas. Discuss opinions as a class and find out which festival the class would most like to go to.

Strange days in the



2 D What's cooking?

You probably don't know Oatman in Arizona – it has a population of around 200! I went there last year for the annual egg-cooking competition on 4 July. Twenty competitors cooked eggs without gas or electricity. They only used the heat of the sun, with mirrors and magnifying glasses. And they only had fifteen minutes!

Anya Thomas



3 A Follow that bath!

The city of Nome is in Alaska. Every September, they have The Great Nome Bathtub Race. I entered the competition with some friends from college. The race was about a hundred metres long. Our bathtub was on wheels. Four friends pushed the tub and I sat inside. We weren't the winners – but it was great fun!

Ricky Young

Listening & Writing

6 a Look at the photos and discuss the questions.

- Where are the people?
- What is happening?



b 3.13 Listen to Jason and circle the correct answers, a, b or c.

- The St Patrick's Day Parade is on
a 7 March. **b** 17 March. c 27 March.
- St Patrick is the patron saint of
a Ireland. b New York. c Scotland.
- The first parade in New York was in
a 1716. **b** 1766. c 1866.
- In last year's parade, there were about
a 20,000 people. **b** 200,000 people.
c 2 million people.
- The parade lasts about
a three hours. **b** four hours. c five hours.
- Jason ate a traditional dish of
a beef and carrots. **b** bacon and cabbage.
c roast beef and cabbage.

7 In groups, discuss the questions.

- What festivals and special days are famous in your country?
- What do people do?
- What special food and clothes are there?

8 Think about a festival you went to in your country. Use the *Phrases2know* and the ideas in exercise 7 to write a paragraph about your experience.

Last year, I went to the ... festival in ...

Phrases 2 know 3.14

Talking about festivals

Last year, I went to (a St Patrick's Day parade).
We watched (a big parade/fireworks).
They ate (traditional/special food).
She wore (traditional clothes).
We listened to (traditional music).

b 3.13 **Strategies for exam skills. Listening: Multiple choice (back cover)**

Have students read through the questions and predict an answer for each one before they listen. Check they can say the numbers and dates correctly. Play the CD twice, with students comparing answers with their partners after the first listening.

Answers: on student page

7 Review the festivals discussed in the Lesson 5 warmer activity. Students discuss the questions in groups of four. They can prepare posters and/or write notes to give an oral presentation to the class.

8 3.14 **Phrases 2 know**

Have students repeat and practise the *Phrases2know* before the writing task. Students can use ideas from their group discussion in exercise 7 or they can use the ideas from another group presentation. Once students have written a draft of their texts, have them swap with a partner and read each other's work to check a) for correct use of the past simple and b) that it makes sense. They give feedback to each other and then rewrite a corrected version of their texts.

EXTRA DISCUSSION

Students work in pairs or groups of three to quickly research a festival in their country or one in another part of the world using the internet. They prepare brief presentations for the class.

Now your students can:

- understand and use vocabulary to talk about festivals around the world
- apply relevant strategies to reading and listening texts
- write about a festival using the past simple.

LESSON 6

Culture 2 know

St Patrick is the patron saint of Ireland. There is a very big St Patrick's Day parade in New York because so many Irish people live there.

Warmer

Write the text about the Oatman festival on the board before the lesson. Erase the following words and draw a line so students know what's missing: *Oatman, 200, egg-cooking, gas, magnifying,*

minutes. With Students' Books closed, students try and remember what the missing words are. Elicit from the class, sentence by sentence.

Listening and Writing

6a Prompt full discussion of the photo, with students using the language they know for photo description.

Most people think that kilts are Scottish, but they are also traditionally worn in Ireland. Irish people also play a kind of bagpipe, though it is slightly different from the Scottish one.

Real Time

Culture 2 know

Buying train tickets in the UK is quite a complicated process. Students and young people between the ages of 16 and 25 can travel more cheaply on trains if they buy a Student Railcard first. This costs about £20 and then train fares are up to one third cheaper. It's not possible to get a student reduction without a railcard. It's often only slightly more expensive to buy a return ticket on the train than it is to buy a single ticket.

LESSON 7

Warmer

Review what students remember about Lena, Jessica, Luke and the Web Café from the Real Time lesson at the end of Unit 5.

Buying tickets

1 When checking, have one or two students read the text message aloud in full.

Answers: the Cornerhouse Cinema; the ticket office; 7.45

2a 3.16 Strategies for exam skills. Listening: Gap fill (back cover)

Have students read the conversation before they listen and predict how much they think the tickets cost.

Answers: on student page

b 3.16 Phrases 2 know

Answers: on student page

3 3.17 Students repeat after the CD and then practise in pairs. Make sure they use appropriate intonation and say the questions politely.

4 Monitor and listen to check for intonation and tone. Have several pairs role play their conversations for the class.

5 Can you do it in English?

Demonstrate to students again how to work with a flow chart. Elicit the prompt for each instruction. Have two or three pairs practise a dialogue to

REAL TIME



BUYING TICKETS

1 Read Luke's text message to Jessica and answer the questions.

- Where is the film?
- Where do they plan to meet?
- What time do they plan to meet?

2 a 3.16 Listen and complete the dialogue with the numbers and prices.

Jessica: Can I have ¹ 2 student tickets to Manchester Piccadilly, please?
 Assistant: Single or return?
 Jessica: Return, please. How much are they?
 Assistant: The tickets are ² £ 4.00 each. So that's ³ £ 8.00, please.
 Jessica: Here you are. What platform is the next train?
 Assistant: Platform ⁴ 3, in ⁵ 10 minutes.
 Jessica: Thanks.

b 3.16 Listen again and tick the Phrases2know you hear.

3 3.17 Listen and repeat the Phrases2know. Practise the intonation.

4 Act out the dialogue in pairs. Then swap roles.

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Phrases 2 know

Buying tickets

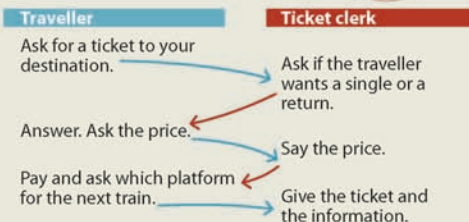
Asking for tickets

- Can I have two tickets to Manchester Piccadilly, please?
- Can I have two singles/returns to the Cornerhouse, please?
- How much is a single/return ticket?
- How much are they? ✓
- Is there a student reduction?

Asking for information

- What platform is the next train? ✓
- Does this train go to Manchester?

5 In pairs, take turns to act out new dialogues. Follow the chart and use the Phrases2know.



show the class. Then students work in pairs to practise their own dialogues. Remind them to choose their own destinations and prices. As with exercise 4 more confident pairs can role play their dialogues for the class. You can also record their dialogues (on audio or video) and play them back to the class for comment. This is a useful activity for focusing on intonation and tone.

LESSON 8

Warmer

Find out what films students saw last month. Elicit which ones they liked. Ask

them if there are any films coming out that they want to see. Find out how often they go to the cinema (as opposed to watching films on DVD at home) and how much it costs.

6 3.18 Strategies for general skills. Listening: Listening for specific information (back cover)

Have students read the questions and predict answers before they listen. They compare their answers in pairs.

Answers: 1 two 2 £5.70 each 3 at 8 o'clock

Jessica and Lena meet Luke at the Cornerhouse Cinema.

6 **3.18** Listen and answer the questions.

- 1 How many tickets does Jessica buy?
- 2 How much are they?
- 3 What time does the film start?

7 **3.18** Listen again and complete the dialogue. Then act out the dialogue for a different film.

Jessica: ¹ _____ Spiderman, ² _____ ?
 Man: That's £11.40, please.
 Jessica: ³ _____
 Lena: What time does it start?
 Man: At 8 o'clock. Enjoy the film.
 Lena: Thanks.
 Luke: ⁴ _____



9 Strategies for exam skills.

Reading: Matching (back cover)

Students have come across these terms before. Make sure they notice the differences in language used, e.g. compared to the postcard in Unit 5. When checking, have one or two students read out each part of the letter. Draw their attention to the fact that it's Lena's address at the top and that the address and the date are set right.

Answers: on student page

10a Phrases 2 know

Check students understand the *Phrases2know* before they look for the missing phrases in the letter.

Answers: on student page

b Brainstorm ideas for the informal letter: examples of what they did on each day of the weekend. This will help students with the writing activity. Remind students to set out their letters exactly as in the model, with the address and date on the top right. Monitor and help students with ideas as they write.

Once students have written a draft of their letters, have them swap with a partner and read each other's work to check a) for correct layout of an informal letter, b) that they have included information about Saturday and Sunday, c) that they have used some of the *Phrases2know* and d) that it makes sense. They give feedback to each other and then rewrite a corrected version of their letters.

Now your students can:

- use appropriate language to buy tickets at a train station and at a cinema
- take part in a station roleplay
- write an informal letter to a friend.

AN INFORMAL LETTER

8 Read Lena's letter to her cousin in the UK.

In which paragraph, a–c, does she write about:

- what she did on Saturday? b
- Manchester? a
- what she did on Sunday? c

9 Find these parts of the letter. Write the numbers 1–4 in the boxes.

- | | |
|-----------|-------------|
| 1 closing | 3 address |
| 2 opening | 4 signature |

10 a Look at the *Phrases2know* below. Find an example of an opening and a closing in the letter and complete the *Phrases2know*.

Phrases 2 know

An informal letter

Opening

¹ _____ Dear Rosie, _____

How are you?

Where you are/what you are doing

I'm having a great time in ...

Describing your weekend

On Saturday/Sunday, I ...

In the morning/afternoon/evening, ...

Closing

Write and tell me your news.

Write soon.

² _____ Take care. _____

Lots of love,

² 52 Palatine Road
 Didsbury
 Manchester
 M20 3ZA
 23 May 2010

² Dear Rosie,

a How are you? I'm having a great time in Manchester. It's an exciting city. There are interesting museums and fantastic shops. I love the Urbis Museum of city life.

b On Saturday morning, I went running with Jessica. Then in the evening, we went to the cinema with Luke. The film was OK, I guess. Luke really enjoyed it. He loves films!

c On Sunday, I got up late and then I did my homework. Boring! But then we had a lovely lunch. In the afternoon, we listened to music and watched TV.

¹ Write and tell me your news.
 Take care.

² Lena

b Write a letter to a friend about last weekend. Use the *Phrases2know* and include your address, an opening and a closing. Write:

- a short paragraph about Saturday.
- a short paragraph about Sunday.

An informal letter

8 Check understanding of *informal letter*.

Elicit from students who they write one to and why. Find out who still writes letters in the class. Students read the three bullet points before they read the letter to find the information. As they check in pairs, they read out the relevant section of the letter.

Answers: on student page

7 **3.18** Students read the dialogue through before they listen to the CD. After checking their answers, they practise the dialogue in pairs, using one of the films mentioned in the Lesson 8 warmer activity.

Answers: 1 Can we have two tickets for **2** please **3** Here you are **4** Come on, let's go in