

5 A REAL ACHIEVEMENT

Students will practise...

- *can/can't* for ability
- *can/can't* for permission & possibility
- imperatives & *-ly* adverbs

and they will learn how to...

- talk about abilities
- write rules for a sport
- give & follow instructions

KEY VOCABULARY PAGES 48–49

1 a Begin by writing *pastimes* on the board and explain that it means hobbies or things you do in your free time. Elicit some examples.

In pairs, students match the photos to the sports and pastimes in the box.

ANSWERS

a crossword b sudoku c skateboarding
d chess e cycling f football

b Students say what is unusual about each photo. Circulate, monitor and help with vocabulary.

Check answers and ask students if they can guess which country each photo is taken in. Don't confirm or deny answers at this stage.

ANSWERS

You don't usually see crosswords on the side of a building.
People don't usually do sudoku on boards in the street.
People don't usually do skateboarding in business suits.
People don't usually play chess in a pool.
People don't usually go cycling at the top of cliffs.
People don't usually play football on top of buildings.

2 a In pairs, students complete the descriptions with the activities in 1a, and match the sentences to the photos.

ANSWERS

1 football, f 2 cycling, e 3 skateboarding, c
4 crossword, a 5 chess, d 6 sudoku, b

b Students discuss the question in pairs.

3 a Refer students to exercise A in the Key Vocabulary panel. They complete the lists with the words in 1a.

Check answers and ask them to add three more words to each list.

ANSWERS

Sports: cycling, skateboarding, football
Pastimes: crossword, sudoku, chess

b Read through the questions. Explain or elicit the meaning of *on your own*. Students answer the questions in pairs.

Check answers and ask some students to tell the class about their partner's favourite sports and pastimes.

4 Students complete exercise B in the Key Vocabulary panel with words from 2a. They then complete the notes about using *go for...*

Check answers and draw attention to the information in the *Notice* box.

ANSWERS

do: a crossword, sudoku
play: football, chess
go: cycling, skateboarding
go for a jog
go for a swim
go for a walk
go for a drive

DO, PLAY AND GO

There are no fixed rules about when we use *do*, *play* and *go* with sports and activities, and they need to be learned item by item. However, these are some useful guidelines:

- We use *go* with outdoor activities, e.g. *go cycling*, *go running*.
- We use *play* with games, where there is competition and other people are involved, e.g. *play football*.
- We use *do* with sports that we do on our own and for self-improvement e.g. *do yoga*, *do sudoku*.

5 Divide students into small groups to discuss the questions. Circulate and monitor as they speak.

5.1 YOU CAN DO IT! PAGE 50

READING

Lead-in

In open class, ask students to imagine they have all the free time in the world. What new skill or hobby would they like to start?

Elicit a range of ideas onto the board and categorise them into groups, such as sport, music, art, languages etc.

Ask students which of the activities on the board they think is the most difficult to learn.

1 Refer students to the photos. Elicit the names of the activities. Students discuss the questions in pairs. Conduct class feedback.

- 2 a** Focus on the photo. Elicit the word *twins*. Ask if anybody is a twin, has twins in their families or knows any twins. If so, ask if the twins are very similar or different.

Ask students how old they think the twins in the photo are and which of the activities in 1 they like to do.

b Give students one minute to read the article and check their ideas. Explain that they only have to find the answers to the questions. They do not need to read the text in detail yet.

Check answers. Make sure students say *They're five* or *They're five years old*, not *They have five* or *They have five years*.

ANSWERS

They're five years old.

Madeleine skis and rides a bike, and she can play the guitar.

- 3 a** Read through the statements and explain any unfamiliar vocabulary, e.g. *nothing in common*, *top marks*, *abilities*.

Give students three to four minutes to read the text in detail and say whether the sentences are true or false.

Encourage them to underline the section of the text which gave them the answers.

In feedback, ask students where in the text they found their answers. Ask them to correct the false sentences.

ANSWERS

1 F 2 T 3 T 4 F 5 F

b Students answer the question in pairs or small groups.

GRAMMAR PAGE 51

- 1** Refer students back to the article to underline examples of *can* and *can't*.

Check answers and explain that in this context, *can* means 'have the ability to' or 'know how to'. In a monolingual class, elicit an L1 translation.

Explain that *can't* is a contraction of *cannot* and is almost always used in spoken English and informal written English.

ANSWERS

They can both speak, She can read, She can't compete, She can't sit still, She can swim, She can ski, She can ride a bike, Madeleine can do, She can play, Marcia can't do

- 2** Students read and complete the Grammar panel.

ANSWERS

1 ability 2 don't add 3 don't use

CAN/CAN'T

Questions are formed by inverting the subject and verb: *Can you ski?* NOT *Do you can ski?*

Other typical errors are *I don't can ski* and *I can to ski*.

- 3 a** Focus on the photo. Ask students how old they think the boy is. Tell them he's two. Ask what they think he can do. Students write sentences about Max individually.
- b** Play the audio for students to check answers.

ANSWERS

He can walk, he can run, he can talk, he can sing, he can't read



5.1

- A:** Max can walk really well now, and he can run quite well too. He loves running away from his mum and dad! He can talk a little – not very well, but we all understand him! And he loves singing. He can sing for hours! He loves books ...
- B:** Books? Can he read?
- A:** No, he can't. Not at all! He's only two! I read the books to him.

- 4** Read through the information in the *Notice* box and elicit translations for *very well*, *quite well* and *not very well*.

Students ask each other whether they can do the activities in the photos. You could get the students to ask the questions across the class in open pairs first before doing the task in closed pairs.

As feedback, students tell the class about anything that their partner can do very well.

PRONUNCIATION

- 1 a** Play the dialogue and ask students to listen and underline the stressed forms of *can* and *can't*.

Check answers and ask: *Do we stress can in a question?* (No) ...*in a short answer?* (Yes) ...*in an affirmative sentence* e.g. *I can ski?* (No) *Do we stress can't in a short answer?* (Yes) ...*in a negative sentence*, e.g. *I can't ski?* (Yes).



5.2

- A:** Can you ski?
- B:** Yes, I can. I can ski really well, but I can't snowboard. Can you snowboard?
- A:** No, I can't.

b Play the audio again for students to listen and repeat.

- 2** Play the audio. Pause after each sentence for students to indicate with a thumbs up or thumbs down sign whether it is affirmative or negative.

Play the audio again for students to write the sentences. Let students check their sentences in pairs before writing the answers on the board.

Play the audio a final time for them to repeat the sentences.

ANSWERS

1 affirmative 2 negative 3 negative 4 affirmative



5.3

- 1** I can run ten kilometres, no problem!
- 2** I can't swim very far.
- 3** I can't play tennis very well.
- 4** I can ride a bike, it's easy!

- 3** Students practise saying the sentences, paying special attention to the stress.

CAN/CAN'T: PRONUNCIATION

Many nationalities have difficulty producing the weak form /kən/ and the long vowel in *can't* /kɑːnt/. This can lead to very serious communication problems! Even more frequently the miscommunication is due to students putting too much stress on *can* or insufficient stress on *can't*. It is worth emphasising the importance of stress and giving students plenty of oral practice in this area.

SPEAKING

- 1 a** Write these categories on the board: *music, art, languages, technology, sports*. Think of two or three questions together, e.g. *Can you read music? Can you stand on one leg for one minute? Can you say hello in five languages?*

Students write five more questions individually, using a dictionary if necessary.

b Students ask and answer the questions in groups of four. Encourage them to reply with *very well, quite well* and *not at all* and to make a note of other students' answers.

- 2 a** Read through the phrases and practise saying them chorally. Give extra practice, chorally and individually, using your fingers to indicate one, two, three, four and zero as prompts to elicit the correct phrase.

Individually, students write five sentences based on the results of their mini-survey.

b As feedback, call out a category, e.g. *sport*. Find out if anybody has sentences which suggest their group is sporty, arty, musical or academic, e.g. *All of us can play an instrument*.

5.2 YOU CAN'T DO THAT! PAGE 52

GRAMMAR

- 1** Focus on the signs and give students a few moments to study them before playing the audio.

Students match the conversations to three of the signs.

ANSWERS

1 d 2 k 3 i



- 1** A: Excuse me, sir, I'm sorry, you can't smoke here. This is a no smoking area.
B: Oh, sorry.
A: There's a smoking area over there. You can smoke there.
- 2** A: Can I drink this water?
B: Ah, no, sorry, you can't. It isn't drinking water.
- 3** A: Can I pay in dollars?
B: No, sorry, you can't use dollars here, only pesos.
A: Ah, OK. Can I pay by credit card?

- 2 a&b** Students complete the extracts with *can* and *can't*.

Play the audio again to check answers. Ask students where they think the people are.

You could ask further questions about where you can or can't smoke in students' countries. Do they think this is a good thing?

You could get students to read the dialogues aloud, concentrating on the sentence stress.

ANSWERS

1 can't; can 2 Can; can't 3 Can; can't; Can

- 3** Students complete the Grammar panel.

Check answers and explain that *can/can't* has several meanings: in the previous lesson they studied *can/can't* to express ability, here it expresses possibility or permission.

Read through the information in the *Notice* box. Students might find it strange that *you* means people in general and that English doesn't have an impersonal pronoun. (We can use *one* with *as* an impersonal pronoun, but it sounds formal and unnatural in conversational English.) Ask how students refer to people in general in their languages.

ANSWERS

1 can 2 can't 3 can 4 can't 5 Can you smoke here?
6 Can you eat here? 7 can/can't 8 can/can't

- 4** Students write three sentences for the classroom, e.g. *Can you use a mobile phone?* They ask and answer the questions in pairs.

SPEAKING

- 1** Students look again at the signs. In pairs, students write a sentence for each sign.

Check answers and make sure students are using the correct verb + noun collocations where needed.

ANSWERS

- a You can't wear shorts.
b You can't play football.
c You can't cross the road here.
d You can't smoke.
e You can't go skateboarding.
f You can't go swimming.
g You can't wear glasses.
h You can't use a laptop.
i You can't use dollars.
j You can't eat or drink here.
k You can't drink the tap water.
l You can't take photos.

- 2 a** Students change partners, compare their sentences and say where you can see the signs.

b Students say which signs are common in their country and think of some more.

Extra activity

Give students a minute to read the places again and look at the prepositions. In pairs, they test each other. One covers the box. The other says, e.g. *cinema* to elicit *in a cinema*.

- 3 In pairs, students draw four more signs. Go round feeding in ideas if necessary. (Signs could include speed limits, no overtaking, no right/left turn, no mobile phones, no pets.) Students swap their signs with another pair and answer the questions. Ask for feedback from two or three pairs.

READING PAGE 53

- 1 a Tell students about an exciting activity you do or that a friend of yours does, e.g. sky-diving. Ask if any of the students do this or if they can name any more exciting or unusual sports.

Focus on the words in the box and check students understand the meaning. In pairs, students match the words to the photos. Tell them not to read the texts yet.

ANSWERS

- a plastic ball, jump, trampoline, acrobatics
b jump, wall, acrobatics
c hill, plastic ball, roll

b Ask students if they know where the sports come from, but don't confirm or deny their suggestions yet.

- 2 Students read the descriptions and check their answers from 1. Ask which activities they'd like to try and why.

ANSWERS

Bossaball comes from Slovakia.
Parkour comes from France.
Zorbing comes from New Zealand

- 3 Students read the texts again and match the activities with the statements.

ANSWERS

1 Bossaball 2 Zorbing 3 Bossaball 4 Parkour 5 Parkour

LISTENING & SPEAKING

- 1 Play the audio for students to guess the activity. Check the answer and ask which words helped them get it.

ANSWERS

Football



5.5

You play in two teams. You can kick the ball but you can't pick it up with your hands. You can play this sport on the street, on the beach or in a park. You can see professional teams play it in special stadiums. It's probably the number 1 most popular sport in the world.

- 2 a&b Students complete the paragraph with words in the box, then listen again to check their answers.

ANSWERS

1 ball 2 hands 3 street 4 park 5 teams

- 3 a Read through the information in the *Notice* panel. Ask students to look at the paragraph again and underline examples of *can* and *can't* used for talking about rules, e.g. *You can kick the ball, you can't pick it up.*

In pairs, students write a similar paragraph about the rules of a sport or activity they know. Tell them not to give the name of the activity. Monitor and help as they write.

b Students take it in turns to read out the rules for the other students to guess the activity. In a large class students read out their rules in groups.

5.3 JUST STOP IT! PAGE 54

VOCABULARY (1)

- 1 Students match the parts of the body to the words in the box.

Check the answers. Highlight the irregular plural *feet* and model the words for the students to repeat. Pay particular attention to the /k/ sound in *stomach* /'stʌmək/.

Mixed ability

In a stronger class, you could teach some other high frequency body words (e.g. *neck, shoulder, chest, finger, toe*).

ANSWERS

1 arm 2 hand 3 foot/feet 4 head
5 stomach 6 back 7 leg

- 2 In pairs, students draw the parts of the face onto the figure. Check answers by asking a pair to come to the board. One draws a face and the other labels it. Point out that the singular of *teeth* is *tooth* /tu:θ/.

Extra activity

Draw a table on the board with *ear* /ɪə/, *eye* /aɪ/, *nose* /əʊ/ and *mouth* /aʊ/ at the heads of the columns. Students copy the table.

Model the words, asking students to listen carefully to the vowel sounds. In a strong class you could explain that these are double vowels (diphthongs) and show how your mouth moves as you say them. Model them again for students to repeat.

Write these words on the board: *now near beer know my hotel smoke out snow like loud we're how*

Students write the words in the correct column.

(Answers *ear*: *near, beer, we're* *eye*: *my, like, nice*
nose: *know, hotel, smoke, snow* *mouth*: *now, out, loud, how*)

- 3 a** Tell students that they are going to hear eight people talking about what they first notice when they first meet a person. Explain the meaning of *notice*, if necessary. Ask what they think the people will say.

Play the audio for students to note the part of the body.



5.6

- 1 Her eyes ... eyes tell you a lot about a person.
- 2 I look down at his shoes! I don't like men with small feet.
- 3 Their teeth ... teeth are very important for me. You can't smile with bad teeth.
- 4 I know it's strange, but I notice people's arms.
- 5 Lips and a nice smile! That's so important!
- 6 I look at people's hair. Long hair is really attractive.
- 7 I can't help it, but I look at legs ... in a woman or a man!
- 8 I don't look at eyes ... I prefer ears and noses! I love little ears and big noses!

b Refer students to the transcript on page 163 to check their answers. Students talk in pairs about what they notice first. Conduct class feedback and ask students if their first ideas about a person are usually right.

ANSWERS

1 eyes 2 feet 3 teeth 4 arms
5 lips 6 hair 7 legs 8 ears, noses

VOCABULARY (2)

- 1 a** In pairs, students complete the labels. Discourage them from using dictionaries. Encourage them to work out the meaning of the verbs from the pictures instead. Practise saying the expressions.

ANSWERS

1 hands 2 feet 3 eye 4 nose; mouth
5 toes 6 arms; legs 7 back

b Students mime the actions in pairs.

First they take it in turns to say an expression and their partner responds by miming.

Next they take it in turns to mime the expression and their partner responds by saying the expression. (The first stage gives receptive practice and the second gives productive practice.)

- 2** Look at the picture and explain that this is a contortionist. Ask the questions in open class. List students' suggestions on the board.

ANSWERS

She can type and dial a phone number with her toes.

- 3 a&b** Play the audio for students to complete the sentences. Ask if students can do any of these things.

ANSWERS

1 touch; feet 2 hands 3 feet; head 4 write



5.7

- 1 She can touch her nose with her feet.
- 2 She can dance on her hands.
- 3 She can put her feet behind her head.
- 4 She can write with her feet.

- 4** Play the audio for students to do the actions.



5.8

- 1 Touch your nose with your left hand.
- 2 Stretch your right arm to the right.
- 3 Stand on one leg and wink with your left eye.
- 4 Sit down and put your hands on your head.
- 5 Open and close your mouth. Now open and close your eyes. Repeat and don't stop!

Extra activity

As revision of parts of the body and action verbs, play *Simon says* as a warmer or cooler in the next lesson.

In this game, you give instructions to students prefacing your instruction with *Simon says*, e.g. *Simon says stand up*. Students follow the instruction as quickly as possible. If you don't say *Simon says* they mustn't follow it.

If a student obeys the instruction when you haven't said *Simon says*, they are out of the game and must sit down. Also, if a student performs an incorrect action, they are out.

Continue until there is only one student left in the game.

Teacher: *Simon says stand up* (everybody stands).

Teacher: *Simon says put your hands on your head* (everybody puts their hands on their head).

Teacher: *Now stretch your right arm* (four people stretch their right arm – they are out of the game), etc.

GRAMMAR (1) PAGE 55

- 1** In pairs, students underline the verbs and answer the question.

ANSWERS

1 Touch 2 Stretch 3 Stand; wink
4 Sit; put 5 open; close; repeat; stop
One – don't stop.

- 2** Students read and complete the Grammar panel.

Check answers and highlight the following points: The imperative (in the affirmative) is the same as the infinitive. We use it to give instructions or advice, e.g. *Have a rest*, or invitations or offers, e.g. *Have a piece of cake*. Unlike in many languages, we never use the imperative to ask for something. We say *Can I have a coffee?* and never *Give me a coffee, please*.

ANSWERS

1 does not have 2 don't

3 a Students change the body parts in 8 to make new instructions. Look at the example together and ask students to continue individually.

b In pairs, students follow their partner's instructions.

4 a Focus on the photos of the exercises. Ask students if they can tell you which part of the body each exercise is good for. Students write instructions for two of the photos.

Play the audio for them to listen and check.



5.9

- 1 Sit down and hold your feet.
- 2 Stand up straight and hold your left leg.
- 3 Lie on your back and hold your head up.
- 4 Stretch your arms carefully up over your head.
- 5 Lie on your front, put your hands on the floor and push your body up slowly.

b In pairs, students read out instructions and their partner guesses which photos they refer to.

Extra activity

In pairs or small groups, students describe other exercises they know. Go round listening and monitoring and making sure they resist the urge to mime rather than use words.

GRAMMAR (2)

1 Students read the transcript and find the adverbs, then complete the exercise in the Grammar panel.

ANSWERS

1 carefully 2 slowly

2 Point out that *quickly* and *slowly* are opposites. Students find more pairs of opposites and an irregular adverb.

Check answers and elicit that *well* is the adverb from *good*. Practise the pronunciation of *quietly*.

ANSWERS

well ≠ badly
quickly ≠ slowly
happily ≠ sadly
quietly ≠ loudly
well is irregular

3 Play the audio. Students listen and write the most appropriate adverb.

Let students compare answers with a partner before checking answers as a class.

Draw attention to the word order in 5 and 7 (see Language note).

ANSWERS

1 quickly 2 happily 3 quietly 4 slowly
5 well 6 loudly 7 badly 8 sadly



5.10

- 1 [speaking quickly] Come in! Sit down! Do you want a drink?
- 2 [singing happily]
- 3 [laughing quietly]
- 4 [speaking slowly] Sit down over there, please.
- 5 I love English, I'm almost bilingual ...
- 6 [laughing loudly]
- 7 English is very difficult for me ...
- 8 [singing sadly]

ADVERBS OF MANNER

Adverbs of manner go after the verb, e.g. *He dances well*.

In the case of transitive verbs they go after the object, e.g. *He speaks English well*, not *He speaks well English*.

4 In small groups, students mime an action in the manner of one of the adverbs from 3. They can use verbs from the box or think of their own. The rest of the class guesses the action.

5.4 FUNCTIONAL LANGUAGE PAGE 56

TUNE IN

1 Students work in pairs to ask and answer the questions.

Extra activity

Ask when it's better to phone somebody (e.g. when you need a quick answer, when you want a long chat) and when it's better to text (e.g. when you're very busy, when talking is too expensive, at night when a call might wake somebody).

2 a Pre-teach *give somebody a lift*. Students read the text messages and answer the questions.

Check answers with whole class and elicit the meaning of *c u @ 7.30*.

ANSWERS

1 go to football 2 give Ali and Steve a lift 3 tell Steve

b Play the audio. Students write the names of the people in each conversation. Don't check answers yet.

ANSWERS

1 Jo and Dan 2 Ted and Dan 3 Ted and Ali



5.11

1 J = Jo D = Dan

- J: Hello? Is that Dan?
 D: Yes, it's me. Hi, Jo, is Ted there?
 J: Yes, but he's in the shower. Can I take a message?
 D: Yes, can you tell him it's about football tonight? Can you ask him to call me when he's out of the shower?
 J: Yes, sure. No problem.
 D: Great! Thanks! Bye.
 J: Bye.

2 D = Dan T = Ted

- D: Hi, Ted.
 T: Hi! Is that you, Dan?
 D: Yeah.
 T: So, what time's football tonight?
 D: 8 p.m. Can you give Steve and Ali a lift in your car?
 T: Yes, sure. Do you want me to call them?
 D: Yes, thanks. Then you can make plans for where and when to meet.
 T: OK. See you later, then.
 D: Yeah, see you later.

3 A = Ali T = Ted

- A: Hi, Ted
 T: Hi, Ali. How are things?
 A: Good.
 T: Dan says you and Steve need a lift to football this evening.
 A: Yeah, that's right.
 T: I can meet you at the corner of your street at 7.30.
 How's that?
 A: That's great, thanks!
 T: Can you call Steve? I don't know his mobile number.
 A: Yeah, sure, no problem.
 T: OK. See you later.
 A: See you.

- 3** Students compare their answers and match the conversations with the pictures.

ANSWERS

1 b 2 c 3 a

FOCUS ON LANGUAGE

- 4 a&b** Students match the questions to the conversations and say who is speaking. Play the audio again for them to check their answers.

ANSWERS

- 1 conversation 1, Dan
 2 conversation 1, Jo
 3 conversation 1, Dan
 4 conversation 1, Dan
 5 conversation 2 Ted
 6 conversation 2, Dan
 7 conversation 3, Ted

INTONATION: HELLO?

Play the audio 5.12 and ask students to listen to how the voice goes up when Jo answers the phone. Explain that this is because when we answer the phone, *Hello* functions as both a greeting and a question. (*Who are you?/Why are you calling?*) Ask what students say in their own language and whether the voice goes up.

Play the second audio, 5.13. Students decide whether the person is on the phone or speaking face to face to a friend.

ANSWERS

1 b 2 a 3 a 3 b

Extra activity

Write the following incorrect questions from phone conversations on the board. Students correct the questions in pairs.

- 1 *Is Sue?*
- 2 *Can I take message?*
- 3 *Can you call to Max?*
- 4 *Are you Jade?*
- 5 *Can you ask him call me?*
- 6 *Can you say him it's about the meeting tomorrow?*

(Answers: Is Sue there? Can I take a message? Can you call Max? Is that Jade? Can you ask him to call me? Can you tell him it's about the meeting tomorrow?)

- 5** Students practise the conversations on page 163 in groups of four.

OVER TO YOU

- 6 a** Focus on the instructions and the prompts.

Mixed ability

In a weaker class students can script their conversation. In stronger classes they can just plan what they will say.

b Students act out their conversations. To imitate the conditions of a real phone conversation you could ask them to sit back to back.

5.5 SPEAKING TASK PAGE 57

TUNE IN

- 1 a** Focus attention on the name of the website, the sentence below it and the photos. Ask students to say what they think the website is for. Elicit suggestions and ask them to read the descriptions and match them with the photos.

ANSWERS

1 c 2 a 3 b

b In pairs, students compare their answers in 1a and answer the questions.

Check answers and ideas with the class. Explain *engineering student*, *it's a great excuse* and *full time*, if necessary.

ANSWERS

- 1 A childminder is a person who looks after small children.
- 2 Nia wants a childminder because she works full-time.

PREPARE FOR THE TASK

- 2 a** Explain the situation and ask what skills/abilities are useful for looking after two children, aged six and nine. Let students consider this in pairs before eliciting ideas onto the board.

Students compare these ideas with the list of prompts and then write questions from the prompts.

ANSWERS

- 2 Can you swim?
- 3 What sports do you do?
- 4 What other interests do you have?
- 5 What languages do you speak?
- 6 Can you sing? Can you play a musical instrument?
- 7 Can you work at weekends?
- 8 Do you like animals?

b Students write three more questions. Go round feeding in ideas and vocabulary as required.

- 3** Pre-teach *pet* and *phobia*. Play the audio for students to check which questions are asked.

ANSWERS

She asks questions 1, 2, 3, 4, 7 and 8



5.14

I = interviewer C = candidate

- I: Hi, come in. Take a seat.
 C: Hello, nice to meet you.
 I: You're Monomita, aren't you?
 C: That's right.
 I: That's an interesting name. Where is it from?
 C: My family's Indian. You can call me Mono.
 I: OK, thanks. So, Mono, I just need to ask you some questions about the job.
 C: That's fine.
 I: Firstly ... can you drive? I imagine you can.
 C: Yes, no problem.
 I: And can you swim as well?
 C: Sure, I can swim really well.
 I: That's great. And what other sports do you do?
 C: Well, I sometimes play tennis or go running at weekends.
 I: And talking about routine, can you work at weekends?
 C: Yes, I can, that's fine.
 I: And do you like animals ... pets?
 C: Well, actually, I don't really like dogs. I have a kind of phobia...
 I: I see...
 C: But only dogs...

- I: That's OK. Final question – what other interests do you have, Mono?
 C: I like drawing and painting, that's my main hobby and, of course, I love children!

Extra activity

Focus on some of the language for responding to questions. Write the following gapped responses on the board for students to copy, or dictate them. Play the audio again for students to complete the response.

- 1 *That's _____.*
- 2 *Yes, no _____.*
- 3 *Well, _____ I don't really like dogs.*

(Answers **1** right **2** problem **3** actually)

- 4** Divide the class into two groups. They complete the form for their character, using some of the details from the text and inventing others. Remind them to answer *No* to at least two items.

In large classes divide students into four groups to give them more talking time.

TASK

- 5 a** Divide the class into A/B pairs and read through the instructions.

b Students role-play the first interview. Encourage the interviewees to expand on their answers and remind the interviewer to take notes. They will need to refer to these later.

Allow three or four minutes for the interview and give a 'one minute to go' signal before the end.

- 6** Students role-play the second interview. Go round listening and making notes of examples of good use of language as well as errors for a feedback session at the end.

REPORT BACK

- 7** Refer students to the extra information about Nia and her family on page 159. They underline the new information and in pairs decide on the best person for the job in the light of the new information.

- 8** Ask a few students to say who they think is best for the job and why. End with a class vote.