

Li fetime

Level 1

Tom Hutchinson

Teacher's Book

Rosalind Smith and Elizabeth Edwards with Tom Hutchinson





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www.ieltstep.com

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- Lifetime Level 1 (elementary)
- Lifetime Level 2 (pre-intermediate)
- Lifetime Level 3 (intermediate)

Each level consists of:

- A video cassette containing seven episodes
- a Student's Book
- a Teacher's Book

What is Lifetime about?

Lifetime is an amusing soap opera set in a TV news company. Each episode presents a free-standing story, but there is also a continuing story running through each level.

The main characters in Lifetime are:

JULIA DRAKE

a new trainee at Apex TV

TIM BARNES

a reporter

SEAN CASEY

a cameraman who always works

with Tim

MARTHA MCKAY

a producer and the head of the

news section

REBECCA BOND

Martha's personal assistant

GARY FENTON

a newsreader

Other important characters in *Lifetime* Level 1 are:

FREDERICK MILLS

the Managing Director of Apex TV. We never actually see Frederick, as he is always meeting someone important or travelling to an interesting part

of the world

COLIN AND

Julia's parents

SANDRA DRAKE

ELLIE

Tim's girlfriend and Rebecca's

flatmate

In Lifetime Level 1, Julia starts work at Apex TV and meets the other people who work there. At first, Julia and Tim don't seem to get on very well. Then Tim's girlfriend, Ellie, leaves suddenly. Julia, who at the start of the story lives with her parents, moves in with Rebecca. Gradually Julia and Tim are attracted to each other until at the end of Lifetime Level 1, romance is definitely in the air.

What are the language aims of Lifetime?

The main purpose of *Lifetime* is to show natural interactive English in a wide range of everyday situations. The language syllabus focusses on two key areas:

Structures: Lifetime follows the structural syllabus of the Lifetime and Milestones coursebooks. The structural content of each episode is carefully graded, but the emphasis throughout is on the natural use of the structures in spoken interaction.

Language in use: a very important feature of Lifetime is to show natural English in everyday use. Each episode contains a number of useful idiomatic expressions.

What does the Student's Book contain?

The Student's Book contains:

activities for each of the seven episodes of the video.

The activities are divided into three sections:

- 1 While you watch activities
- 2 After you watch activities
- 3 Grammar summary
- a complete transcript of the video.

1 While you watch

This is divided into sections (labelled A, B, C, etc.), which correspond approximately to the scenes of the video. There is a wide range of comprehension activities, extending from activities for global understanding to activities that focus on specific words, expressions, or intonation in the video.

In some of the episodes the first task requires students to watch the whole of the episode and get the general gist of the story. Then the tape needs to be rewound so that students can work through the episode again section by section for more detailed comprehension. In the Teacher's Book at the beginning of each section there are spaces to write in the counter numbers.

In the other episodes, students work through the episode section by section without an initial viewing of the whole story. This procedure is used when there is a strong element of surprise in the storyline. Working through section by section not only creates greater involvement, but also provides opportunities for the students to predict what is going to happen.

At the end of each episode, students watch the whole episode again. This is a very important stage. On the first viewing students may not be able to fully enjoy the story, because they are concentrating on understanding the language. But after they have worked through the episode in detail they should be able to understand most of the language and so can just enjoy the story, and hopefully also realize how much they can now understand.

Don't forget these points:

- always make sure that students read and understand an activity before watching the tape.
- don't be afraid to stop the tape and / or replay it at any point, if you think this will help students.

2 After you watch

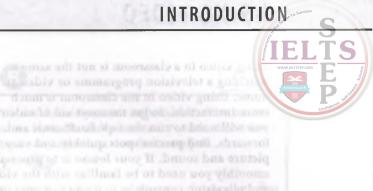
This is divided into two sections.

- Exercises
 - This section provides activities that give further practice of the main structures used in the episode. At the end of the section there is always a role play activity, which gives students the opportunity to use the language in an imaginative context. You can use the role play activity after working through the Language in use section (see below) if you prefer.
- Language in use This section focusses on some of the idiomatic expressions used in the episode. The activities include explanations of the use of certain expressions as well as practice of them. In some episodes there is also a Culture note, which provides an explanation of an aspect of life in Britain, which has featured in the episode, for example, the use of titles and names in the workplace or the normal protocol for buying drinks in a pub.

And finally ...

Lifetime is a very rich medium for language learning, which can be exploited in many different ways and on many different levels. There are bound to be points on the tape, which you or your students will be interested in, but which are not specifically focussed on in the Student's Book. It may be an aspect of language, intonation, body language and gesture, cultural behaviour, scenes of Britain, or the relationships between the characters. Always feel free to go beyond the activities in the Student's Book to look more closely at things which you and your students find interesting.

Suggestions for further exploitation can also be found in the Teacher's Book.



see good fine our models, at I now well advantabled

Using video in a classroom is not the same as watching a television programme or video at home. Using video in the classroom is much more interactive. To get the most out of video you will need to run the tape backwards and forwards, find precise spots quickly and vary picture and sound. If your lesson is to proceed smoothly you need to be familiar with the video and television controls so that you can operate them smoothly and quickly.

All video-recorders have similar controls, but there will be some variation according to the age and model of the video-recorder. You should always keep a copy of the operating manual for the video recorder. Ideally make your own photocopy (in case another teacher loses the original!). It's also a good idea to tape a copy to the side of the video recorder. (But don't tape it over the ventilation vents.)

These are the basic controls on a video recorder:

1 PLAY (➤)

Press this control to watch the video. It may take a few seconds before the picture appears on the screen. Make sure the television is tuned to the video channel.

2 STOP (**=**)

Press this control to stop the tape. When you press STOP the television screen will go blank or may switch to another channel. Note that when you press PLAY again the tape will not start in exactly the same place. You will probably have to rewind a short way.

3 FAST FORWARD or CUE (➤➤)

Press FAST FORWARD and the tape will be wound forward. You won't be able to see anything on screen, so watch the counter and find your place.

If you press PLAY and then FAST FORWARD, the tape will be wound forward with the picture on the screen. This is sometimes called CUE. There will be no sound and the tape will be wound forward more slowly than with just FAST FORWARD. This CUE facility is very useful for finding exact points on the tape. You can also use it to rapidly review a section of the tape.

4 REWIND or REVIEW (◄◄)

Press REWIND and the tape will be wound backwards. You won't be able to see anything on the screen, so watch the counter to find your place.

If you press PLAY and then REWIND, the tape will be wound backwards with the picture on the screen. This is sometimes called REVIEW. There will be no sound and the tape will be wound backwards more slowly than with just REWIND.

This REVIEW facility is very useful for finding exact points on the tape. If you want to play a short section again, for example, to check answers, it is usually quicker to use REVIEW than REWIND.

5 PAUSE, FREEZE FRAME or STILL (II)

Press this control and the picture will stop on the screen.

Use this if you want to ask questions about a scene on the tape.

The tape will automatically switch off after two or three minutes. This is to prevent damage to the tape.

When you release the PAUSE button, you will miss part of the dialogue. So you may need to rewind a short way.

Note: to get out of PAUSE on some machines you press the PAUSE button again. On other machines you press the PLAY button.

6 RESET

There is a counter with a RESET button. This is one of the most important facilities, because it can help you find the place on the tape quickly.

In the Teacher's notes you will see boxes like this:



When you first get the cassette, play it on your school video recorder. Press the RESET button to set the counter to zero. Then play the tape right through and write the counter numbers in the boxes in the lesson notes.

(Note: do this on the video recorder that you will use in the lessons not on a different one, as counter speeds vary from one machine to another.)

7 TRACKING

If the picture rolls or shakes, use the TRACKING control to get a steady picture.

REMEMBER!

The key to a successful video lesson is planning:

- Make sure you are familiar with the video recorder and television controls.
- Check that the equipment is working properly and make necessary adjustments before the lesson starts
- Wind the tape to the correct starting point before the lesson starts.
- Make a note of counter numbers so that you can find places quickly. When you put the tape in, reset the counter to zero.
- Always rewind a tape to the beginning at the end of the lesson.

TARGET LANGUAGE

Language in use

Responses, Meeting people, Useful expressions, Agreeing, Greeting and leaving, Culture note: titles

Grammar summary

to be, Numbers 1-100, this | that, these | those, Imperatives, a | an, the, Possessive adjectives

CONTEXT

It's Julia's first day at work as a trainee at a television studio. She says goodbye to her parents then arrives at work where the Security Officer directs her to Martha's office. Julia meets the people who work in the newsroom.

WHILE YOU WATCH





1 @

- Students read the names and the jobs and look at the pictures.
- Check students understand the vocabulary.
- Check students understand the task. Assure students that they don't need to understand everything in the video at this stage. They are just listening for the names and the jobs.
- Play the whole of Episode 1.
- Students check their answers.

Key

- a Name Ted Harris
 Job the Security Officer
- b Name Julia Drake Job a trainee
- c Name Tim Barnes
 Job a reporter
- d Name Colin Drake
- e Name Rebecca Bond
 Job a personal assistant
- f Name Martha McKay Job a producer
- g Name Sandra Drake
- h Name Gary Fenton Job a newsreader
- i Name Sean Casey Job a cameraman
- j Name Frederick Mills
 Job the Managing Director





We see Julia's parents at breakfast. The morning news is on TV. Julia leaves for work. She takes a train and then a taxi to her new job.

1

- Students look at pictures and describe what is happening.
- Play the tape to JULIA: Here you are.
- Students watch and number the pictures.
- · Students check their answers.

Key

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

2



- Students look at the pictures.
- Check students know the language for telling the time. If necessary, refer them to the Grammar summary at the end of the unit.
- Ask students what time each clock shows.
- Play section B again. Students watch and tick the times.
- Students check their answers.

Key

cv dv

3 9

- Check students remember who the people are by asking their names from the pictures.
- * Check students understand the task.
- Play section B again.
- Students watch and match the expressions the names.
- If we wish, forms on expressions such as,

 Lovely, dear.

Key

Sweet Look at the time.

It's her first day today.

Lovely, dear.

Is this OK?

COLIN: What?

JULIA: Coming.

Thanks, Mum. Bye, Dad.

GARY: Good morning.

Here is the news.





Julia arrives at Apex TV where we see Tim. At reception Ted gives Julia directions to find Martha, a producer.

- Rewind the tape to the beginning of Episode 1.
- Students read the questions.
- Play the tape to JULIA: Thank you.
- Students watch and tick the correct answers.
- Students check their answers.

Key

1	1	4.50
		1,00

5 🗸 at Reception

2 ✓ Tim

6 V 12

3 / Martha

7 ✓ the second floor

4 5894

Note: when we say telephone or extension numbers we say the numbers individually, e.g. 5894 is five, eight, nine, four.





Julia meets Martha's personal assistant, Rebecca, who is speaking on the phone. She then meets Martha, a producer.

1



- Students read the questions.
- Play the tape to MARTHA: Come on then, Julia.
- Students watch and answer the questions.
- Students check their answers.

Key

1 Rebecca 2 Apex TV 3 He's in London.

2



- Students read the file card.
- Check students understand the task.
- Students watch section D again and complete the file card.
- Students check their answers.

Key

Address: 94 Tindall Street Postcode: KT9 8NB

Tel. No.: 01372 89531

3

- Divide the class into pairs.
- Students match the halves of the expressions.
- Play section D again.
- Students watch and check their answers

If you wish, focus on expressions such as, Pleased to meet you. | Can you repeat that,

Key 10 e





Julia meets Tim, who is using his computer.



- Students look at the picture and read the speech bubble.
- Play the tape to GARY: She's very pretty.
- Students watch and complete the speech
- Students check their answers.

Key

My name isn't Julie. It's Julia.

1b

- Students read the question.
- Students discuss the answer as a class.

Key

Julie and Julia are similar names in English and easy to confuse. Tim obviously wasn't listening properly when they were introduced. She is indirectly pointing this out to him.

2



- Divide the class into pairs.
- Play section E again.
- Students watch and complete the dialogue.
- Students check their answers.

Key

TIM:

That's Tim Barnes over there. MARTHA:

He's a reporter.

Tim, this is Julia. She's our new MARTHA:

trainee.

This is a very interesting story, TIM:

Martha. Look at this.

Tell me about it this afternoon. OK? MARTHA:

Who's that young woman with GARY:

Martha and Sean?

Her name's Julia. She's a new

trainee.

She's very pretty. GARY:



- Students read the dialogue.
- Play section E again.
- Students watch and put the dialogue in the correct order.
- Students check their answers.

- See you around, Julie.
- Julia.
- Sorry?
- My name isn't Julie. It's Julia.
- Oh right.
- And address has got two Ds.
- 7 What?
- 8 Address is A, double D.
- Right. Thank you.
- 10 Don't mention it.





Martha gets Julia a drink from the machine. Meanwhile, Gary, the newsreader, introduces himself to Julia.

(D)

- Students look at the picture.
- Play the tape to MARTHA: Yes.
- Students watch and answer the question.
- Students check their answer.



- Students look at the picture.
- Check students understand questions 2, 3, and 4.
- Play section E again.
- Students watch and answer the questions.
- Students check their answers.

Key

- He thinks she should recognize him from TV.
- 3 She says her mother likes him.
- He's got a big ego.





Julia has just come home. She's talking to her mother about her first day.

- Students read the questions.
- Play the tape to the end of Episode 1.
- Students watch and answer the questions.
- Students check their answers.

Kev

- She's at home.
- She's talking to her mother.
- Tim Barnes is on TV.
- He's at an airport.

2

- Students watch section G again and answer the questions.
- Students check their answers.

Key

He isn't very friendly.

Rewind the tape to the beginning of the episode. Students watch the whole of Episode 1 again.

AFTER YOU WATCH

Exercises

1

- Students look at the pictures on page 4 and read the example.
- Demonstrate the activity with a student.
- Divide the class into pairs.
- Students take turns introducing the people in the pictures on page 4.

- Use the example to show how to say prices in Britain, drawing attention to pounds and pence (p).
- You may wish to introduce the question How much is it / this?.
- Divide the class into pairs.
- Students point at the price tags and say the

Note: there are a hundred pence in a pound. In prices under a pound we abbreviate pence to p, e.g. 60p, 25p etc. In prices over a pound we don't usually say p or pence. - £6.50 is six pounds fifty.

3a

- Divide the class into pairs.
- Students complete the dialogue.
- · Check students use the correct prepositions.

Key

Possible answer

- A: Good morning. Can I help you?
- B: Martha McKay, please.
- A: Mrs McKay is in room 12.

That's on the second floor.

The lifts are over there.

B: Thank you.

3b

- · Students make dialogues using the cues.
- Ask some pairs to act out their dialogues for the class.

Note: draw students' attention to the Culture note on page 10 for use of different titles. You may also like to point out that when speaking to someone titles are usually only used with surnames.

e.g.

Hello, Mr. Barnes. or Hello, Tim.

but not

Hello, Mr. Tim Barnes. or Hello, Mr. Tim.

4a

- Students put the conversation in the correct order.
- Check students understand this is for greeting people you already know.

Key

- 1 Morning, Ted.
- 2 Good morning Tim. How are you?
- 3 I'm fine, thanks. And you?
- 4 Fine, thanks.

4b

- Students stand up and go round the class greeting each other.
- Go round and check students are using the expressions correctly.

5a

- Divide the class into pairs.
- Students write the questions in the correct places.
- To challenge stronger students, ask them to cover up the questions and use their own ideas to complete the dialogues. They can then check against the questions.

Key

REBECCA: What's your name, please? Ms Fossett: It's Angela Fossett. REBECCA: And what's your address?

Ms Fossett: 94 Tindall Street.

REBECCA: How do you spell Tindall, please.

Ms Fossett: It's T-I-N-D-A double L.

REBECCA: Thank you. And what's the postcode?

Ms Fossett: KT9 8NB.

REBECCA: Can you repeat that, please? Ms Fossett: Yes, of course. It's KT9 8NB. REBECCA: And your telephone number?

Ms Fossett: It's 01372 89531.

REBECCA: Thank you, Ms Fossett. Goodbye.

5b

- Students make dialogues using the information and Rebecca's questions from 5a.
- Ask some pairs to act out their dialogues for the class.

Extension

- Ask students to write down their names, addresses and telephone numbers.
- Divide the class into pairs.
- Students take turns interviewing each other.
- Ask some pairs to demonstrate their dialogues for the class.

6

- Students complete the dialogue.
- Students check their answers.

Key

- A: Who's that man over there?
- B: His name's Ted. He's the Security Officer.
- A: Who's that woman over there?
- B: Her name's Martha. She's a producer.

- Divide the class into pairs.
- Choose two pairs to read the dialogues aloud.
- Ask another pair to make a new dialogue using the picture of the drinks machine on page 7.
- Students stand next to an imaginary drinks machine and offer each other drinks.
- Ask a pair to demonstrate their dialogue for the class.

Role play

- Check students understand the Role play.
- Divide the class into groups of five.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play.
- Ask a group to act out their Role play for the class.

Language in use

Responses

- Divide the class into pairs.
- Students match the items in column A with
- If you wish, focus on expressions such as, Don't mention it.
- Ask students what they say in their own language.

Key		
11	5 f	9 c
2 h	6 b	10 a
3 d	7 j	11 k
4 i	8 g	12 e

Meeting people

- Divide the class into pairs.
- Students number the dialogue.
- Students check their answers.
- If you wish, focus on expressions such as, I must be off. | See you around.
- Students practise their dialogues, inventing new names and jobs.

Key

- Hello. My name's Peter.
- Pleased to meet you, Peter, I'm Karen.
- 3 Nice to meet you, Karen. What do you do?
- I'm a secretary. And you?
- I'm a cameraman.
- Well, I must be off. See you around.
- Yes. Bye.

Useful expressions

- Students delete the incorrect expressions.
- Check students understand the context for each expression and help students practise the intonation.

Key

- Here is the news.
 - Here are the news.
- 2 See the time. Look at the time.
- 3 Can I help you? I can help you?
- 4 Hi, I'm at home.
 - Hi, I'm home.
- 5 Tell all about it. Tell me all about it.
- 6 How's your new job?

How's your new work?

agreeing.

Agreeing

Divide the class into pairs.

Students delete the inappropriate ways of

Key

OK.

All right.

Right,

Yes.

Sure

The other expressions have different functions: I'm sure. expresses certainty.

Oh, I see. expresses understanding.

It's all right, means there is no problem or it doesn't matter.

Greeting and leaving

- Divide the class into pairs.
- Students write the expressions in the correct

Key		
Greeting	Leaving	
Good morning.	Вуе.	
Morning.	See you.	
Hello.	See you around.	
Hi.	Goodbye.	
Good evening.	Goodnight.	
Good afternoon.	See you later.	

Note: you could discuss with students at what times of day they would sav:

Good morning.

Good afternoon.

Good evening.

In Britain the times would be

approximately:

Good markey - midnight to midday.

Good ofterweet - midday to about 5 pm.

Good evening - about 5 pm to midnight.

Culture note: titles

- Read the Culture note with students and check they understand the ideas.
- Students compare the information with their own country.
- Students discuss their ideas as a class.

Grammar summary

Read the Grammar summary with students and go over any questions they have.

TARGET LANGUAGE

Language in use

Describing people, Requests and suggestions, Responses, Useful expressions

Grammar summary

have got, can / can't, have to, Days of the week, Telling the time, Prepositions - in, on, at

CONTEXT

Julia arrives at work and greets Tim, who is busy. Rebecca and Martha discuss Martha's diary. Tim needs an assistant for his story about a corrupt window salesman and Julia offers to help. Tim, Julia and Sean go to interview Carl Stalker, the window salesman.

WHILE YOU WATCH





Julia arrives at work. Tim is busy speaking on the telephone and ignores Julia.

1a

- Students read the greeting and answer the question.
- Students discuss the answer as a class.

1b @



- Play the tape to JULIA: How nice to see you.
- Students watch and check their ideas.

Kev

Julia says it to herself.

Julia thinks Tim is being rude because he didn't say Hello.



- Students read the questions.
- If necessary, explain on the phone.
- Play section A again.
- Students watch and answer the questions.
- Students check their answers.

Kev

- 1
- 2 She's Tim's girlfriend.
- 3 He can't meet her as he's too busy.
- He feels irritated.





Rebecca and Martha look at Martha's diary for that week.

1



- Students read the questions.
- Play the tape to TIM: Martha, can I have a word?
- Students watch and answer the questions.
- Students check their answers.

Key

- They are looking at Martha's diary.
- Monday.
- Paris.



- Check students understand have to + verb stem.
- Students read the list.
- Play section B again.
- Students watch and tick the things Martha has to do.
- Students check their answers.

Kev

- 2 / finish the Videocom report
- 3 / have a meeting with Floyd and Hank
- 5 v go to the Birmingham conference
- 8 do the food programme
- 9 of go to the dentist's

2b

- Divide the class into pairs.
- Students complete the diary from memory.
- Students check their answers.

Key

Monday

am - food programme

1.45 pm - meeting with Floyd and Hank

Tuesday

10.15 am – dentist's

pm - finish Videocom report

Wednesday

Birmingham Conference





Tim tells Martha he hasn't got an assistant for the afternoon and Julia volunteers to help. Tim reluctantly accepts.

1 @

- Students look at the picture and identify the people and the place.
- Students read the questions.
- Play the tape to MARTHA: See you later.
- Students watch and answer the questions.
- Students check their answers.

Key

- He hasn't got an assistant for the afternoon's story.
- 2 Julia offers to help Tim.
- 3 He's not sure as she has no experience.
- 4 Martha thinks it's a good idea as Julia has to learn.
- 5 Julia will help Tim.

2

- Divide the class into pairs.
- Students match the halves of the sentences from memory.
- Play section C again.
- Students watch and check their answers.
- If you wish, focus on expressions such as, Can I have a word? | Chloe's away. | That's an idea. | there's nobody else.

Key

- 1 Can I have a word?
 Yes, Tim. What is it?
 I haven't got an assistant for this afternoon.
- Chloe's away.Gita's on holiday.And everybody else is busy.
- 3 But I have to have an assistant. Can I do it?
- That's an idea.
- 4 She hasn't got the experience. She has to learn. And there's nobody else.





Tim briefs Julia on the afternoon's filming.

(F)

- Students read through the statements.
- Play the tape to TIM: ... sharp.
- Students watch and tick the correct endings.
- Students check their answers.
- Explain that sharp means exactly. Ask students what they say in their own language.

Key

- 1 V Wonderful Windows.
- 2 V £500.
- 3 V Carl Stalker.
- 4 V the Managing Director.
- 5 \(\text{the customers haven't got their windows.} \)
- 6 ✓ 1.30.

2

- Students read the advertisement.
- Ask students where they might see an advertisement like this.
- Play section D again.
- Students watch and complete the advertisement.
- Students check their answers.

Key

Wonderful

Can

it

New

for

500

3

- Students look at the picture and read the question.
- Students answer the question.
- Students check their answers.

Key

Tim is giving Julia some letters from Carl Stalker's customers.





Tim, Sean and Julia are near Stalker's house waiting for him to return.



- Students look at the picture and read the
- Play the tape to Tim: When you see him, call me.
- Students watch and answer the questions.
- Students check their answers.

Key

- They are near Stalker's house.
- Tim isn't interested.
- They talk about Sean's children
- 4 He gives her a walkie-talkie.
- Julia has to wait at the corner and tel Tim when she sees Stalker.



- Students read the statements.
- Check students understand Kylie's in trouble at school.
- Play section E again.
- Students write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- 1 False (He's got two children.)
- 2 True
- True 3
- 4 False (She's thirteen.)
- 5 True
- 6 False (Jason is in trouble at school.)
- False (Sean's wife is Sharon.)
- False (A blue Jaguar.)
- False (He's quite tall.)
- 10 True





Julia walks down the road and waits for Stalker. Finally Stalker arrives. Tim and Sean ask him some questions about his business and he knocks Sean over with a garden gnome.

Note: some people in England keep gnomes (small men-like creatures with beards and red hats) in their gardens as ornaments. These are generally looked upon with amusement and as a sign of bad taste.



- Students look at the pictures.
- Play the tape to JULIA: Are you all right, Sean
- Students watch and number the pictures.
- Students check their answers.

Key

- 1 d 4 e 7 h 5 b 8 f **2** q 3 c
- 6 a

(6)

- Students read the speech bubbles.
- Play section F again.
- Students watch and match the responses to Tim's questions.
- Students check their answers.
- If you wish, focus on expressions such as, Clear off! | Go away and What the ...?. Check students understand that Clear off! isn't polite and that Stalker is angry.

Key

3 d 2 b





Julia. Tim. and Sean return to their cars. Tim tries to call Ellie. Rebecca answers and Ellie is there but she doesn't want to speak to Tim. He asks Rebecca to record the football match for him

1a ()



- Students read the questions.
- Play the tape to the end of Episode 2.
- Students watch and answer the questions.
- Students check their answers.

Key

- 7.30
- He's going to be late.
- Rebecca
- For a drink, (to the pub)

Note: How about a drink? usually implies an alcoholic drink. In the video Tim is suggesting they go to a pub or a bar. When suggesting a non-alcoholic drink we usually specify which drink, e.g. Would you like a coffee?

1b

- Students look at the picture.
- Divide the class into pairs
- Students answer the questions from memory.
- Students check their answers.

Key

- 1 Ellie
- 2 Tim's girlfriend
- 3 If that's Tim, I'm not here.

2



- Students look at the picture and read the speech bubble.
- Play section G again.
- Pause after JULIA: Oh, are you and Rebecca ... ?
- Divide the class into pairs
- Students answer the questions.

Key

She was probably going to ask Are you and Rebecca going out together?

Julia thinks Tim is going out with Rebecca because she thought Tim had called Rebecca, not Ellie.

(1)



1

- Students read the questions.
- Check students understand registration
- Divide the class into pairs.
- Students answer the questions from memory.

Kav

1	Stalker's car	Blue	5307 ABW
2	The first car	Blue	N534 LJD
3	Sean's car	Silver	R178 LHW
4	Tim's car	Dark green	C245 TW I

Rewind the tape to the beginning of the episode. Students watch the whole of Episode 2 again.

AFTER YOU WATCH



Exercises

1a

- Students look at the pictures of the clocks.
- Check students remember how to tell the time
- If necessary, refer them to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Introduce the question What time is it?.
- Ask a pair to demonstrate asking the question and telling the time from the pictures.
- Students take turns asking the question and telling the time.
- Go round and help students.

Key (from left to right)

It's half past seven.

It's quarter past eleven.

It's five to one.

It's quarter to four.

It's twenty-five past two.

It's ten past eight.

It's half past four.

It's twenty to eleven.

It's twenty past nine.

1b

 Students tell the time from the pictures again, using digital forms.

Key

It's seven that.

It's eleven free.

It's four thirty.

It's ten forty.

It's nine twenty.

It's two twenty-five.

- Divide the class into pairs.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Students complete the expressions with the correct prepositions.
- Students check their answers.
- With stronger students get them to ask questions in order to practise the prepositions, e.g. When did you last eat toast? What time do you have lunch? When do you usually do your homework?

Ke	y				
1	in	6	/	11	in
2	at	7	at	12	at, on
3	1	8	in	13	at
4	on	9	on	14	/
5	on	10	/	15	/

3

- Ask students to think of prepositions and write them on the board.
- Make sure you include to, with, for, at, on, about, of.
- Divide the class into pairs.
- Students complete the sentences using the correct prepositions.
- Students check their answers.

Ke	≘y					
1	with	5	of	9	at on	
2	to	6	on	10	at	
3	for	7	about			
4	at	8	for			

4a

- Students read Martha's diary on page 12.
- Divide the class into pairs.
- Introduce the question What does Martha have to do on Monday / Tuesday?, etc.
- Ask a pair to demonstrate asking and answering questions about Martha's diary.
- Students ask and answer questions.
- Go round and help students. Check correct use and pronunciation of has to.

Key

At 1.45 on Monday she has to go to a meeting with Floyd and Hank.

At 10.15 on Tuesday she has to go to the dentist's.

On Tuesday afternoon she has to finish the Videocom report.

On Wednesday she has to go to the Birmingham Conference.

4b

- Students read the list of Julia's jobs.
- Divide the class into pairs.
- Students take turns being Julia and describe their jobs for Monday.
- Go round the class and check for the correct use and pronunciation of have to.

Key

- 2 I have to help Martha on the food programme.
- 3 I have to go to the bank.
- 4 I have to get a sandwich for lunch.
- 5 I have to phone Hank's secretary.
- 6 I have to meet Tim at 1.30.

Extension

- Ask students to choose a character from the video.
- Students fill in a week's diary for that person.
- Tell students that they are going to use their diaries to arrange a time to meet.
- Introduce the question, Are you free on Monday afternoon? etc.
- Students find a partner and ask about each other's diaries.

5

- Draw a family tree on the board.
- Ask students about the members of a family

 husband, wife, brother, sister, etc. and label
 the family tree.
- Students look at Sean's family tree.
- Ask, Who is Jason? and elicit the answer, He is Sean and Sharon's son.
- Divide the class into pairs.
- Students use the prompts to ask and answer questions about Sean's family.

Extension

- Students draw their own family tree.
- Divide the class into pairs.
- Students ask about each other's family.

Key

- 1 Sean is Sharon's husband.
- 2 Jason is Kylie's brother.
- 3 Sean is Kylie's father.
- 4 Kylie is Sean and Sharon's daughter.
- 5 Kylie and Jason are Sean and Sharon's children.
- 6 Sharon is Sean's mother.
- 7 Sean and Sharon are Jason's parents.
- 8 Sharon is Kylie's mother.
- 9 Kylie is Jason's sister.

- Students read the sentences.
- Divide the class into pairs.
- Students complete the sentences.
- Students check their answers.

1 has got
2 have got
3 hasn't got
4 haven't got
8 have got

7

- Go over the example with students.
- Divide the class into pairs.
- Students reorder the words to complete the dialogues.
- Students check their answers.
- Students practise the dialogues.
- Ask a pair to act out their dialogue for the class.

Key

REBECCA: Have you got an appointment?

MR PARKER: No, I haven't.

REBECCA: I'm sorry, but she can't see you today.

MR PARKER: Oh, I see. Well, can I make an appointment for tomorrow, then?

REBECCA: Can you come at 10.30?

Mr Parker: Yes, that's fine.

REBECCA: Can you give me your name then, please?

MR PARKER: Yes, it's John Parker.

2

FLOYD: I haven't got an assistant for tomorrow.

MARTHA: What about Julia? She hasn't got

anything to do tomorrow.

FLOYD: Has she got the experience?

MARTHA: No, but I'm sure she can do it.

FLOYD: Can she drive?

MARTHA: Yes, she can.

FLOYD: Has she got a car?

MARTHA: No, she hasn't.

FLOYD: Oh, that's OK. She can use my car.

Extension

- Divide the class into groups of three or four.
- Students look at the pictures on page 14
- Write these words on the board or on a handout:

a camera a microphone
a walkie-talkie a gnome
sunglasses a steering wheel
an aerial gravel
a mirror a window
a briefcase a step
a dashboard a ring

- Tell students to find the things in the pictures. They should use dictionaries to help them.
- Students give their ideas.
- For further vocabulary practice, get students to look at the pictures on page 5. Get them to use their dictionaries to find the English words for five things in the pictures and tell the class.

8a

- Students look at the picture of Stalker.
- Students complete the description.
- · Students check their answers.

Key

B: He's **quite** tall. He's got **short** dark hair and brown **eyes**.

8b

- Revise vocabulary for describing people.
 If you wish, use students as examples or bring in some pictures.
- · Students look at the picture of Julia.
- Introduce and practise the question, What
- Students describe Julia. Check for correct use of grammar and vocabulary.
- · Divide the class into pairs.
- Students take turns asking and answering questions about the other people.

Extension

- Use a selection of pictures of people.

 Display them around the classroom.
- Choose a picture and get students to ask you questions in order to identify the picture you chose.
- Ask a student to repeat the activity.

Role play

- Check students understand the Role play.
- Divide the class into groups of three.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play.
- Ask a group to act out their Role play for the class.

Language in use

1 Describing people

- Divide the class into pairs.
- Students complete the tables.
- · Students check their answers.

Key

- 1 look
- 4 long, fair, blue
- 2 very, slim
- 5 beard
- 3 hair

2a Requests and suggestions

- Students match the halves of the sentences.
- If you wish, focus on expressions such as, Can I have a word, please? / See you at the usual place? / How about a drink?

Key

Can we take a look at the diary?
Can I have a word, please?
Can I ask you some questions?
Can you video the programme for me, please?
How about a drink?
See you at the usual place?

3 Responses

- Divide the class into pairs.
- Students read the responses.
- Students choose appropriate responses for the sentences in 2.
- Students practise their dialogues.

Extension

• Students extend their dialogues in Exercise 3.

e.g.

A: Can you video that programme for me, please?

- B: Yes, OK. What time is it on?
- A: It's on at half past seven.
- B: Is it on channel 1?
- A: No, channel 2.
- B: OK. Have you got a tape for it?
- **A:** Yes, you can use the tape with the yellow label.
- B: OK.
- A: Thanks. See you later.
- Students practise their dialogues in pairs.
- Go round and help with vocabulary.
- Ask a pair to act out their dialogue for the class.

4 Useful expressions

- Students look at the pictures and read the transcript for Episode 2.
- Students find suitable expressions to complete the speech bubbles.

Key

Are you all right? Go away. / Clear off!

Grammar summary

Read the Grammar summary with students and go over any questions they have.

TARGET LANGUAGE

Language in use

Suggesting and accepting / refusing, Useful expressions, Responses, In a pub, Culture note: drinks

Grammar summary

The Present simple tense, Wh- questions, like + -ing, Adverbs of frequency, some | any, countable and uncountable nouns

CONTEXT

Gary plays a joke on Rebecca by pretending to interview her for a woman's magazine. Next Gary plays a joke on Martha who is filming a cookery programme, but becomes the victim of his own trick. Then Gary, Tim, Julia and Rebecca go to a bar where Tim tries to ring Ellie.





Rebecca comes in with the morning post and organizes her desk. She goes to get a cup of coffee and Gary comes over to see Martha. Martha is not in her office so Gary looks at the diary and magazine on Rebecca's desk. He leaves and Rebecca comes back. The telephone rings.

1

- Students read the questions and look at the
- Play the tape until the telephone rings.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Rebecca's diary and the cover page of her magazine.
- It's Rebecca's desk.
- She is tidy and organized.



- Students read the list of events.
- Play section A again.
- Students watch and number the events in the correct order.
- Students check their answers.
- If necessary, play section A again.

Key

- Rebecca comes in with the morning post.
- She puts the letters in a tray.
- She puts the magazine on her desk.
- She goes to get a cup of coffee.
- Gary knocks on Martha's door.
- He looks at the diary on Rebecca's desk.
- He picks up the magazine and looks at it.
- Gary leaves.
- Rebecca comes back with a cup of coffee.
- 10 She sits down.
- 11 She picks up the magazine and looks at it.
- 12 She has a drink of coffee.
- 13 The phone rings.
- 14 She answers the phone.





Gary plays a joke on Rebecca by ringing and saying he is from the The Modern Woman magazine and wants to interview her.



- Students read the questions and look at the
- Play the tape to REBECCA: Well, yes, of course.
- Students watch and answer the questions.
- Students check their answers.

Key

- An interviewer from The Modern Woman magazine.
- He wants to interview her about her job.
- He's an old friend of Martha McKay.
- A personal assistant (a PA).
- He wants to ask Rebecca a few questions.
- Rebecca is pleased and feels flattered to be interviewed. Also she is happy because Angus Moon says Martha thinks she is a good PA.





Gary asks Rebecca some questions about her daily routine which she answers happily. She doesn't realize it is Gary until he appears next to her desk holding his mobile phone.



- Students read the question.
- Play the tape to REBECCA: Well, I don't think it's funny.
- Students watch and answer the question.
- Students check their answers.

Gary has been playing a joke on Rebecca.



- Students read the statements.
- Play section C again.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- False (She gets up at seven o'clock.)
- False (She has orange juice.)
- True
- True 5
- False (She goes on Monday, Wednesday and
- False

3a

- Students read the statements.
- Check students understand that they may tick more than one ending for each statement.
- Divide the class into pairs.
- Students tick the endings from memory.

Key

- 1 In the morning she ...
 - ✓ gets up.
- has breakfast.
- ✓ washes her hair. ✓ has a shower.
- 2 For breakfast she has ...
 - a glass of orange juice. ✓ toast.
 - ✓ a grapefruit.
- ✓ coffee.
- ✓ jam.
- ✓ marmalade.
- ✓ butter.

- 3 In her free time she ...
 - ✓ goes to the gym. ✓ goes to a dance
- 4 She likes ...
- going to parties. dancing.
- ✓ cooking.

- Play section C again.
- Students watch and check their answers.

4a

- Students read the speech bubbles.
- Students watch and complete the speech bubble.
- Students check their answers.

- You're very organized.
- 2 OK, Rebecca. Thank you very much.
- Hey. It's only a joke.

4b

- Students complete the speech bubbles.
- Students check their answers.

Key

- 1 Well, you have to be for this job.
- 2 But don't you want to talk about my job?
- 3 Well, I don't think it's funny.





Martha and Julia are preparing to film a cookery programme when Martha is called to the phone. They take a five-minute break.



- Students read the questions and look at the picture.
- Play the tape until Gary appears.
- Students watch and answer the questions.
- Students check their answers.

Key

- It's a cookery programme.
- She always tries the food and drinks.
- To tell Martha that Frederick is on the phone.
- New York.
- Five minutes.
- Gary is behind the fridge.
- (Students' own ideas.)





Gary adds some extra ingredients to the food. Martha appears at the end of the programme to taste the food. However, she suspects a trick so she gets Gary to taste it instead.



- Students read the question.
- Check students know the vocabulary. You could bring some of the items into class.
- Play the tape to MARTHA: It's time to try it.
- Students watch and tick the ingredients Gary uses.
- Students check their answers.

- ✓ salt (He puts it into the lemonade.)
- ✓ chilli powder (He puts it into the soup.)

2a

- Students read the question.
- Students discuss the question as a class.



- Play the tape to MARTHA: Bye.
- Students watch and check their ideas.

Key

Martha suspects that Gary has played a trick and invites him to do the tasting.

3



- Students look at the pictures.
- Play the tape from MARTHA: Now I always come on at the end of the programme ... to MARTHA: ...
- Students watch and label the pictures.
- Students check their answers.

Key

cold tomato and cheese onion soup

green salad

home-made lemonade

4



- Students read the halves of the sentences.
- Play sections D and E again.
- Students watch and match the halves of the sentences.
- Students check their answers.
- If you wish, focus on expressions such as, Well, that's it for this week. | I bet you can't wait to taste it. / Why don't we make a change today?

Key

1	9	6	a	11	f
2	m	7	d	12	k
3	n	8	j	13	0
4	i	9	e	14	b
5	C	10	L	15	h

5



- Students read the questions and look at the
- Play section E again.
- Students check their answers.

Key

- 1 He didn't think anybody saw him.
- 2 She was suspicious of Gary's unusual interest in the programme and she knows Gary well.





Tim, Julia, Rebecca and Gary are in a bar. Gary asks people what they want to drink.



- Students read the list.
- Play the tape to JULIA: Who's Ellie?
- Students watch and tick the drinks people
- Students check their answers.

Key

- ✓ white wine
- ✓ mineral water
- ✓ lemonade



- Students read the dialogue.
- Check students understand the task.
- Tell students they do not need to write the names of the people yet.
- Play section F again.
- Students watch and complete the dialogue.
- Students check their answers.

Key

GARY: OK. What would you like?

REBECCA: I'll have a glass of white wine, please.

JULIA: Me, too.

TIM: Home-made lemonade for me, please, Gary.

GARY: Very funny.

REBECCA: Just a joke, Gary. Just a joke.

TIM: I'll have a mineral water. I have to drive.

GARY: Ice and lemon?

Tıм: Yes, please. Oh, I must give **Ellie** a **ring**.

2b

- Students write the names of the people from memory.
- Students check their answers.

G



Tim tries to call his girlfriend. Meanwhile Rebecca asks Julia questions about Tim and Ellie.

1 9



- Students read the question and look at the picture.
- Play the tape to the end of Episode 3.
- Students watch and identify the woman.

Key

She is Ellie, Tim's girlfriend.

2



- Students read the statements.
- Play section C again.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- 1 False (They are talking about Ellie.)
- 2 True
- 3 False (Ellie is Tim's girlfriend.)
- 4 True
- 5 False (Tim lives upstairs.)
- 6 False (She works in a hotel.)
- 7 False
- 8 True

3



- Students read the questions.
- Play section G again.
- Students watch and answer the questions.
- Students check their answers.

Key

- In Episode 3 he speaks to her on the phone at home and they travel to work together.
- 2 Ellie doesn't answer the phone.
- 3 (Students' own answers.)

Rewind the tape to the beginning of the episode. Students watch the whole of Episode 3 again.

AFTER YOU WATCH



Exercises

1

- Go over the context with the students. Ask students, Who is Martin? What is a staff magazine? Who does he want to interview?.
- Go over the Present simple tense. If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Go over the first question together.
- Students write Martin's questions for Julia's answers using the cues.
- Go round and help students. Check they use the Present simple tense correctly.
- Students check their answers.

Key

Who do you work with?

Do you like cooking?

Where do you live?

How do you travel to work?

What time do you have to get up?

Do you like getting up early?

What do you do in your free time?

What do you read?

Do you play any sports?

What do you enjoy doing most?

2

- Students look at the picture and read the
 article
- Students complete the article using information from 1, if necessary.
- Students check their answers.

Key

Julia Drake is a new trainee at Apex TV. She works with Martha McKay, mostly on the food programme. Julia says that she likes food, but she doesn't like cooking. Julia lives with her parents and she travels to work by train. She has to get up at half past six, but she doesn't like getting up early. In her free time she goes to the theatre and the cinema, she watches television and she reads a lot, too. She doesn't play any sports. Most of all she enjoys going to parties.

- Divide the class into pairs.
- Students write questions to ask each other.
- Go round and help students.
- Divide the class into new pairs and ask one pair to demonstrate the interview.
- Students interview each other, taking notes of the answers.

- Students write an article about their partner using Martin's article as a model.
- Display the article around the class.
- Students walk around and read the articles.

4

- Students read 1-10 and the example.
- Divide the class into pairs.
- If you wish, go over Do you like...?
- Students compare their likes and dislikes by going through the list and making sentences.

Extension

- Students put ticks and crosses next to the activities they like or dislike.
- Students stand up and ask each other questions. When they find somebody with the same list as their own, they sit down.

5

- Students read the sentences.
- Go over the position of adverbs of frequency. If necessary, refer students to the Grammar summary at the end of the unit.
- Students rewrite the sentences using the words in brackets.
- Students check their answers.

Key

- 1 He doesn't usually have any breakfast.
- 2 He sometimes gets up very early.
- 3 He's always friendly.
- 4 He often plays jokes on people.
- 5 He normally drives to work.
- 6 He always works in the studio.
- 7 He doesn't often read magazines.
- 8 He's normally quite organized.
- 9 He always wears smart clothes.
- The always wears smart clothes
- 10 He's usually on TV every day.
- 11 He never goes to the gym.

6

- Students look at the pictures and read the words.
- Students read the example. If you wish, focus on of. Ask students to read the example using the correct pronunciation – two cups of /9v/ tea.
- Students use the words to describe the things in the pictures.
- Students check their answers.

Key

one spoonful of sugar one cup of coffee one glass of milk one bowl of cereal one packet of crisps two bottles of lemonade two boxes of fruit juice two slices of toast

Extension

- Divide the class into groups of three.
- Students make new menus for the cookery programme.
- Go round and help students with vocabulary. Check students use countables and uncountables correctly.
- Ask students to present their food at the end of a cookery programme taking on the role of Martha. They should describe their dishes and say what ingredients people need to make them.

7

- Check students understand the context.
- Ask students, Who is Kate? What is Tim talking to her about?.
- Students read the verbs. Check students understand they can use the verbs more than once.
- Divide the class into pairs.
- Go over the example and if necessary, do the next question as a class.
- Students write Tim's questions.
- Students check their answers.
- Students practise the dialogue.
- Ask a pair to act out the dialogue for the class.

Key

Where does he live?

Does he live on his own?

What kind of car does he drive?

Where does he work?

What time does he go to work?

Does he drive into London?

Does he come home at the same time everyday?

Does he go out in the evening?

Role play

- Check students understand the Role play.
- Divide the class into groups of three.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play.
- Ask groups to act out their Role play for the class.

Language in use

1 Suggesting and accepting / refusing

- Go over the expressions and practise some of them with the class.
- Divide the class into pairs.
- Students make dialogues using the expressions.
- Ask a pair to act out a dialogue for the class.

2 Useful expressions

- Students read the example and the sentences.
- Students find expressions in the transcript on p61 that mean the same as the sentences.
- Students check their answers.

Key

- 2 Martha McKay's an old friend of mine
- 3 Are you busy now?
- 4 I bet you can't wait to taste it.
- 5 That's it for this week.
- 6 I must give Ellie a ring.
- 7 No reply.

3 Responses

- Students read the responses and the sentences.
- Go over the example as a class.
- Divide the class into pairs.
- Students match suitable responses to the sentences.
- If you wish, focus on the intonation by demonstrating some of the dialogues with a student.
- Students practise the dialogues.
- Ask students to think of more sentences which would require similar responses.

Key

- 2 I think so.
- 3 Me, too.
- 4 Me, too.
- 5 If you want to.
- 6 I think so.
- 7 If you want to.
- 8 I think so.
- 9 Me, too.
- 10 I think so.

4 In a pub

- Students read the sentences.
- Divide the class into pairs.
- Students order the dialogue.
- Students check their answers.
- Students practise the dialogue.

Key

- 1 What would you like?
- 2 I'll have a glass of wine, please.
- 3 Me, too.
- 4 And I'll have a mineral water, please.
- 5 Ice and lemon?
- 6 Yes, please.
- 7 So that's two glasses of wine, a mineral water with ice and lemon and a pint of lager, please.

Extension

- Introduce more names of drinks.
- Divide the class into groups of five (four customers and one bartender).
- Students decide on their drinks.
- Students role play buying a round of drinks.
- Students take turns to buy the round.

Culture note: drinks

- Read the Culture note with students and check they understand the ideas.
- Students compare the information with their own country.
- Students discuss their ideas as a class.

Grammar summary

Read the Grammar summary with students and go over any questions they have.

TARGET LANGUAGE

Language in use

Useful expressions, Responses, Culture note: living away from home

Grammar summary

The Past tense of to be, there is / there are, Ordinals. Dates

CONTEXT

Tim arrives at work and chats to Rebecca. Julia arrives late, and says she needs to find a flat nearer work. Julia goes looking for a flat with no success. When she returns to the office she meets the others. Rebecca invites Julia to her house for a surprise drink to celebrate Ellie's birthday. They find that Ellie has left. Rebecca offers Julia her room. Tim is very angry about

WHILE YOU WATCH





- Divide class into pairs.
- Students look at the pictures and answer the questions.

2



- Tell students they are going to watch the whole of Episode 4. Assure students that they don't need to understand everything at this stage. They are just going to number the pictures.
- Play the whole of Episode 4.
- Students watch and number the pictures in the correct order.
- Students check their answers.

Key

1	d	4	b	7	C
2	е	5	i	8	h
3	a	6	f	9	g



Tim arrives at the office. He is tired because he had to get up very early. Rebecca reminds him that it is Ellie's birthday. Julia arrives late for the second time that week and says she is going to look for a flat in town.



- Students read the statements.
- Play the tape to JULIA: ... a flat in town.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- False (He got up at 4 o'clock.)
- True
- False (No trains for five hours.)
- False (It's the fourth of October.)
- False (He hasn't got her anything.)
- False (She's been late twice in a week.)



- Students read the questions.
- Students discuss the answers as a class.
- Students check their answers.

Key

- 1 Tim goes to buy a present for Ellie.
- Julia decides to rent a flat in town.



- Students read the dialogues.
- Play Section B again.
- Students watch and complete the dialogues.
- Students check their answers.

Key

- 1 It's the day after the third of October
- 2 Good afternoon, Julia.
- Well, she isn't pleased.

3b

- Students identify who says each expression.
- Students check their answers.

1 Tim 2 Rebecca 3 Rebecca

3c

- Students match the meanings to the expressions in 3a.
- Students check their answers.



- Nothing important.
- You're late.
- Yes, she is.

3d

- Students discuss the question as a class.
- Students check their ideas.

Key

They use the expressions to be ironic, a common form of humour in Britain.





Julia is looking for a flat in the paper, when Rebecca suggests she tries an agency. Julia says she hasn't got time. When she learns that Martha is in a teleconference she realizes that she won't be needed that afternoon and may have time to look for a flat.

(1) 1

- Students read the questions and look at the picture.
- Play the tape to JULIA: ... doesn't need me.
- Students watch and answer the questions.
- Students check their answers.

Key

- She is looking for a flat to rent.
- 2 In Tokyo.
- Martha doesn't need Julia for the teleconference so she can go and look at flats.

-2

- Students read the questions and responses.
- Play section C again.
- Students watch and match the responses to the questions.
- Students check their answers.
- If you wish, focus on expressions such as, I can't afford that. / time off.

Key

1 d 2 a 3 e 4 b 5 c

(1) 3

- Students read the advertisement. Ask students where they can find an advertisement like this.
- Play section C again.
- Students watch and complete the advertisement.
- Students check their answers.

Key

second floor flat: bedroom. living room, small kitchen and bathroom / wc: £600 per month.



Julia goes to look at flats. She comes back to the office after an unsuccessful search. Rebecca invites her to her flat for a surprise drink for Ellie's birthday.

(4) 1

- Students read the questions.
- Play the tape to JULIA: OK.
- Students watch and answer the questions.
- Students check their answers.

Key

- No. she doesn't.
- A landlord.
- They play loud rock music.
- Julia goes to Rebecca's flat for a drink to celebrate Ellie's birthday.
- Tim and Gary.

2a @

- Students look at the pictures.
- Play section D again.
- Students watch and number the pictures.
- Students check their answers.

Key

1b 2d 3a 4c

Note: picture d is a houseboat.

2b (



- Students read the question and the list.
- Check students understand grotty and
- Check students are familiar with the use of
- Students answer the question.

Key

✓ too far away

✓ too noisy

✓ too expensive

✓ just grotty

Note: grotty is an informal expression meaning not very good. In this context it can also mean dirty.

2c

Students look at the pictures and use the adjectives in 2b to talk about pictures a-d.

3



- Students read the conversation.
- Play section D again.
- Students watch and complete the conversation.
- Students check their answers.

Key

JULIA: So, let me see. There's the room and the kitchen, and the bathroom and the toilet are in the hall.

MR JACKSON: Yes, that's right. You share them with the people upstairs. They're very nice people.

JULIA: And how much is it, Mr Jackson? MR JACKSON: It's only £65 a week.



- Students read the question.
- Play section D again.
- Students watch and identify who says each expression.
- Students check their answers.

Key

Mr Jackson

Gary

Rebecca

4b

- Students discuss the meanings of the expressions in 4a as a class.
- Students check their ideas.

Key

So are you interested? means Do you want the flat? Any luck? means Were you successful? Never mind. means Don't worry about it.





Everybody is at Ellie and Rebecca's flat. They listen to a birthday message on the answerphone from Tim and then the beginning of a message from Ellie.



- Students look at the picture and read the
- Play the tape to REBECCA: Sssh, everybody. It's
- Students watch and complete the speech bubble.

Key

There's a message on your answerphone.

2



- Students read the statements.
- Play section E again.
- Students watch and tick the correct endings.
- Students check their answers.

Key

- ✓ next to Rebecca's bedroom.
- ✓ just round the corner.
- ✓ on the top floor.
- ✓ tea.
- ✓ Tim.
- ✓ an old romantic.



- Students read the questions.
- Check students understand that they should tick more than one item.
- Play section E again.
- Students watch and tick the correct answers.
- Students check their answers.

Key

- ✓ living room
 - ✓ bedroom
 - ✓ bathroom
 - ✓ kitchen
 - ✓ hall
- 2 / It's a lovely place.
 - ✓ It's got a great view.
- ✓ Happy birthday to you.
 - ✓ See you later.
 - ✓ Love you, bye.





They all listen to the message from Ellie. She says she has left to go and work in America.

1

• Students read the questions.

- Play the tape to the end of Episode 4.
- Students watch and answer the questions.
- Students check their answers.

Key

1 Ellie

Julia

Rebecca

Gary

Julia

Rebecca

Julia

Julia

2 Ellie didn't tell anyone she was going to America and she went without giving Rebecca any warning.

Rebecca feels sorry for Tim.

Ellie hasn't been home for a while.

Rebecca should look at the situation positively as Julia can now move into the flat.

Julia is shocked at Gary's insensitivity.

Gary is correct. There is a free room in her flat and Julia can move in.

Julia's pleased she's got somewhere to stay. Julia's embarrassed because she is excited and is benefiting from Tim's misfortune.

3 Tim doesn't say anything.

2

- Students read the message.
- Play section F again.
- Students watch and complete Ellie's message.
- Students check their answers.

Key

Hi, Rebecca. It's me, Ellie. This is just to say goodbye. I'm really sorry about this, but I've got a job in a hotel in San Francisco, and so ...well ... erThe rent for this month is on the dressing table in my room. There's a letter for Tim there, too. Can you give it to him, please? So, er...that's it. Bye. Take care.

Rewind the tape to the beginning of the episode. Students watch the whole of Episode 4 again.

AFTER YOU WATCH



Exercises

1a

- Introduce and practise the question, When's your birthday?.
- Revise the months and ordinal numbers with students.
- Students stand up and ask ten people about their birthdays.

1b

- Check students know the rules for writing dates.
- Students write down the birthdays of ten other students.
- Ask questions such as, Who had a birthday last month | in June?.

2

- Students read the information board and the example.
- Divide the class into pairs.
- Students practise the questions and answers.
- Go round and check the correct use of ordinal numbers.
- Ask a pair to act out their dialogues for the class.

- Check students understand accident and housebox:.
- Divide the class into pairs.
- Students complete the dialogues.
- · Students check their answers.
- Ask some pairs to act out their dialogues for the class.

1

MARTHA: You were late again this morning, Julia.

JULIA: But it wasn't my fault. There was an accident at the station and there weren't any trains for five hours.

MARTHA: I know, but nobody else was late. And you were late on Monday and last Thursday, too.

JULIA: Yes, I'm sorry.

2

GARY: What were the houses like?

Julia: Oh, they were terrible. One of them was a houseboat, so it was very small. And another one was really grotty.

GARY: Were there any good places?

JULIA: Well, three of them were OK, but the first one was too far away and the second one was too expensive.

GARY: I see. What was the third one like?

Julia: That wasn't bad at all. There was a room and a kitchen. The bathroom and the toilet were in the hall.

GARY: How much was the rent?

JULIA: It was only £65 a week.

GARY: So what was the problem?

JULIA: It **was** too noisy. There **were** some people upstairs and they play rock music.

GARY: Oh dear.

4

- Revise there is | are.
- Students read the speech bubbles.
- Divide the class into pairs.
- Students complete the sentences.
- Students check their answers.

Key

1	are there	7	Are there
2	There are	8	are there
3	is there	9	Is there
4	There is	10	Is there
5	There is	11	There is
6	There are	12	are there

5

- Students look at the picture of Rebecca's flat in section E on page 31.
- Students use there is / there are / there isn't / there aren t to describe her flat.
- Ask students to repeat some of their ideas for the class.

Key

Possible answers

There's a sofa in the living room. There's a coffee table.

There's a phone on the coffee table.

There's a light on the wall.

There are some cushions on the sofa.

There are some shelves.

There are lots of books on the shelves.

There isn't a computer.

There isn't a swimming pool.

There aren't any pictures.

There aren't any flowers.

6a

- Practise the questions with the class.
- Divide the class into pairs.
- Tell one student to cover picture A and the other to cover picture B.
- Students ask questions about their partner's picture.
- Ask students which flat they would prefer to live in and why.

6b

- Students choose one of the flats as their own.
- Students write ten sentences to describe their flat.

Extension

- Students imagine they are living away from home and are writing to their family or friends about their new flats.
- When they have finished the letters they can send them to a classmate.

Role play

- Check students understand the Role play.
- Divide the class into pairs.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play.
- Ask a pair to act out their Role play for the class.

30

Language in use

1 Useful expressions

- Students read the expressions.
- If you wish, focus on expressions such as, I suppose not. | Look on the bright side. | It wasn't my fault.
- Students look at the pictures and read the dialogues.
- Divide the class into pairs.
- Students complete the dialogues with the expressions.
- Students check their answers.
- Students practise some of the dialogues, working on intonation.
- Ask some pairs to act out their dialogues for the class.

Key

- 1
- A: I was in a race yesterday.
- B: Any luck?
- A: No. I was last.
- B: Never mind. You can't win them all.
- A: No, I suppose not.
- B: Yes, look on the bright side. You can only get better.
- 2
- A: I'm really sorry about this, but can I take some time off this morning?
- B: You have to finish the Newcastle report, remember?
- A: I can do that this afternoon.
- **B**: The last report was late.
- A: Yes, but it wasn't my fault. The computers were down.
- B: OK. You can take two hours off.
- A: Really? Oh, thank you.
- 3
- A: Well, that's it.
- B: So there's the room and I share the kitchen and the bathroom?
- A: Yes, that's right. Are you interested?
- B: Yes, definitely.
- A: Well, the room is yours, if you want it.
- B: How much is it?
- A: It's £100 a week.
- B: Oh dear, I can't afford that.

2 Responses

- Students read the expressions.
- Check students understand that some expressions can go with more than one response.
- Divide the class into pairs.
- Students match the expressions and the responses.

If you wish, focus on expressions such as, I was up at 5 o'clock. | I can't make it for lunch today. | Back in a minute. | Oh dear!

Key

- 1 b/h/k
- 6 h
- 2 d/j/k
- 7 c/h/j/k
- 3 e/j/k
- 8 a
- 4 d/i/1
- 9 f/i/l
- 5 q

Extension

- Ask students to recall the dialogue about Julia being late in Exercise 3.
- Ask students what other reasons people have for being late.
- Divide the class into pairs.
- Students make new dialogues giving different reasons and responses.
- Ask some pairs to demonstrate their dialogues for the class.

Culture note: living away from home

- Read the Culture note with students and check they understand the ideas.
- Students compare the information with their own country.
- Students discuss their ideas as a class.

Grammar summary

Read the Grammar summary with students and go over any questions they have.

TARGET LANGUAGE

Language in use

Useful expressions, Responses, Dialogues, Decisions, Culture note: parties

Grammar summary

The Past simple tense – regular verbs, The Past simple tense – spelling, The Past simple tense – pronunciation, The Past simple tense – irregular verbs, Wh- questions, Time expressions

CONTEXT

Ellie left suddenly for America, which upset Tim. However, Julia is happy because she can move into Wellington Gardens as Rebecca's new flatmate. Julia and Rebecca arrange to have a party the following Friday to celebrate. However, Tim doesn't want to go. Instead he and Sean go to work. Tim edits an interview with Richard Bennett who walked to the South Pole and was rescued after falling into a crevasse. The story shows Tim that he is being silly.

WHILE YOU WATCH





In the office, Sean arrives late and finds Tim in a bad mood. Rebecca explains that Tim's girlfriend left suddenly the day before. She adds that Julia is going to become her new flatmate.

1 (



- Students look at the pictures and identify the people.
- Play the tape to REBECCA: Have a nice day.
- Students watch and number the pictures.
- · Students check their answers.

Key

1	С	3	a	5	k
2	f	4	d	6	е

2 @

- Divide the class into pairs.
- Students answer the questions from memory.
- · Students check their answers.

Key

- 1 Sean. He had to go to the police station.
- 2 Tim. His girlfriend left him.
- 3 Rebecca. Julia is her new flatmate.

3a 🌑



Check students understand the task.

- Play section A again.
- Students watch and match the halves of the sentences.
- Students check their answers.

Ke	еу					
1	k	5	e	9	f	
2	h	6	-	10	a	
3	C	7	d	11	j	
4	i	8	b	12	g	

3b

- Students identify who says each thing.
- If you wish, focus on expressions such as, No wonder he's in a bad mood. | Not now, Sean. | We haven't got all day.
- Students check their answers.

Key									
1	Sean	7	Rebecca						
2	Tim	8	Sean						
3	Tim	9	Rebecca						
4	Sean	10	Tim						
5	Rebecca	11	Tim						
6	Rebecca	12	Rebecca						

4 🚳

- Check students understand hesitates.
- Play section A again and pause when Rebecca hesitates.
- Students answer the question.
- Students check their answers.

Key

She hesitates because Sean has repeated her last words so far. She waits for him to do the same again.



- Students read what Rebecca says.
- Check students understand the task.
- Play section A again.
- Students watch and write their corrections on the text.
- Students check their answers.

REBECCA: You see, yesterday was Ellie's birthday. Tim, Gary, and Julia and I went back to my place for a birthday drink for Ellie. Ellie wasn't there, but there was a message from her on the answerphone. She said that she had a **new** job in **San Francisco** and well ... goodbye.

SEAN: What did Tim do?

REBECCA: He just walked out of the flat. He didn't say a word. It was all very sad and, well, embarrassing. We didn't know what to do.





Julia moves into Rebecca's flat at Wellington Gardens with her father's help. They decide to have a party the following Friday to welcome Julia.

1a

- Students look at the picture and read the
- Students answer the questions as a class.



- Play the tape to JULIA: So who can we invite?
- Students watch and check their ideas.

Key

- Julia is moving into Rebecca's flat.
- Her father, Colin, is helping.

2



- Students read the sentences.
- Play section B again.
- Students watch and tick the correct endings.
- Students check their answers.

Key

- 1 \(\rightarrow\) a cup of tea.
- 2 Wellington Gardens.
- 3 / have a party.
- 4 v a sort of Welcome to Julia thing.
- ✓ next Friday.
- 6 South Africa.
- ✓ for the rest of the week.

3a @



- Students read the expressions.
- Play section A again.
- Students watch and complete the expressions.
- Students check their answers.

Key

- That's the lot.
- I'd better be off now.
- Don't mention it, love.
- Welcome to Wellington Gardens.
- 5 I still can't believe it.
- Why don't we have a party? 6
- Everyone? Even Frederick?
- Don't worry.

3b

- Divide the class into pairs.
- Students decide who said each expression.
- Students check their answers.
- If you wish, focus on expressions such as, That's the lot. / If you wish. / I'd better be off now.

Kev

- . Colin
- Julia
- Colin
- Rebecca
- Colin

Rebecca

Julia Rebecca



Julia gives party invitations for the following Friday to Sean and to Tim. Sean is pleased but Tim says they can't go because they have a programme to finish. On the night Gary is ready for the party but Tim still refuses to go.

- Students look at the pictures.
- Play the tape to Tim: I think we can take a look at that now.
- Students watch and number the pictures.
- Students check their answers.

Kev

- 1 g
- 4

- 2 f
- 5 e
- 3 a



- Students read the expressions.
- Play section C again.
- Students watch and write the expressions in the speech bubbles.
- Students check their answers.

- SEAN: What's this? JULIA: It's an invitation to our party.
- f JULIA: Tim. here. 2 TIM: We can't come.
- 3 TIM: We've got that programme to finish. SEAN: Can't we do that another time?
- 4
- 5 GARY: It's party time! TIM: No, it isn't.
- 6
- 7 TIM: I think we can take a look at that now. b

3a

- Students answer the question as a class.
- Ask students to give reasons for their ideas.

Key

Tim's behaviour seems rude. He is upset about Ellie leaving without saying goodbye. Some students may want to sympathize with Tim. Others may criticize his behaviour.

3b

- Students read the question.
- Students answer the question as a class.





Tim and Sean are editing an interview with Richard Bennett, who tried to walk to the South Pole.

1



- Students look at the pictures and read the questions.
- Play the tape to TIM: Why did you give up your
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 They are editing an interview.
- 2 His name is Richard Bennett.

0 2

- Play section D again.
- Students watch and complete the speech
- Students check their answers.

Key

Last year Richard Bennett gave up his job in a London bank and decided to walk to the South Pole.

- Students say what questions they think Tim will ask. Accept all ideas and write them on the board as students call them out.
- Invite students to correct any grammar mistakes in their questions.
- If necessary, refer students to the Grammar summary at the end of the unit.





Tim interviews Richard Bennett about his walk to the South Pole.

1



- Students answer the question.
- Play the tape to RICHARD: ten metres deep.
- Students watch and check their ideas.
- Ask students how many of the questions they guessed in D3 were asked.

No, he didn't succeed.

2

- Students read the statements.
- Check students understand avalanche and
- Play section E again.
- Students watch and tick the correct answers.
- Students check their answers.

Key

- ✓ August
- ✓ Argentina
- ✓ The weather was bad.
- 4 ✓ September
- ✓ on his own
- ✓ 300 kilometres
- ✓ He fell into a crevasse.

3a

- Students read the list.
- Check students understand they can tick more than one answer.
- Students tick the reasons Richard gives.
- If you wish, focus on expressions such as, He wanted to get away from it all. / He wanted to find himself.

Key

- 2 He didn't like his job.
- ✓ He had a lot of problems at home.
- ✓ He wanted to get away from it all.
- ✓ He wanted to find himself.



- Play section E again.
- Students watch and check their answers.

3c

- Students read the question.
- Students discuss their ideas as a class.





Richard explains how he was rescued. He talks about how he missed his family and friends.

1a

- Students read the questions.
- Students discuss their ideas as a class.

1b @

- Play the tape to SEAN: Yes, that's fine.
- Students watch and check their ideas.

Richard used a radio to call for help and was rescued.

- Students read the statements.
- Check students understand sledge | storm | rescuers.
- Play section F again.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- False (He broke his arm.)
- 2 False (He was rescued.)
- False (It fell into the hole with him.) 3
- False (His food was on the sledge.) 4
- 5 True
- False (He was in the hole for five days.) 6
- True
- 8 True
- True
- 10 False (Sean wants to watch it again.)



- Students read what Richard says.
- Play section F again.
- Students watch and complete the text.
- Students check their answers.

Key

I thought about my life back in England. And the funny thing was all my problems at home and at work weren't important any more. I just wanted to be with my family and friends again, Life's very short, you know. You have to enjoy it while you can.

3b

- Students answer the questions giving their own ideas.
- Students discuss their ideas as as class.

Key

Tim is wasting his life by being angry about Ellie, rather than enjoying the company of his friends and having a good time.





Sean offers Tim a cup of coffee but Tim suggests they go to the party after all.



- Students look at the picture and say what is happening.
- Students read the questions.
- Play the tape to the end of Episode 5.
- Students watch and answer the questions.
- Students check their answers.

Key

- Tim doesn't hear Sean.
- He is thinking about Richard's last words.
- No, they don't have a cup of coffee because they go to the party.

Rewind the tape to the beginning of the episode. Students watch the whole of Episode 5 again.

AFTER YOU WATCH

Exercises

1

- Divide the class into pairs.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Students use the cues to write a summary of Episode 5.
- With a stronger class, students may try to write the summary in pairs without using the cues.

Key

- 1 Sean was late for work.
- 2 Tim shouted at him.
- 3 Tim was in a bad mood about Ellie.
- 4 Rebecca told Sean about Ellie.
- 5 Julia moved into the flat.
- 6 Her father helped her.
- 7 Julia and Rebecca decided to have a party.
- 8 Julia gave invitations to Sean and Tim.
- 9 Tim didn't want to go.
- 10 Sean and Julia didn't know what to do.
- 11 Tim didn't go to the party.
- 12 He went to finish a programme with Sean.
- 13 The programme made Tim think about his own life.
- 14 Tim and Sean went to the party.

2

- Students look at the picture and read the story.
- Students complete the story with the correct form of the verbs.
- Introduce the spelling rules for the Past simple tense. If necessary, refer students to the Grammar summary at the end of the unit.
- With stronger students, divide the class into pairs. Students write Richard Bennett's story from memory. They compare their version with the text.
 - Students check their answers.

Key

Until last year Richard Bennett was just another office worker. Every day he travelled to London by train and worked from nine till five in a bank. But he didn't like his job and he also had a lot of problems with his family. Richard wanted to get away from it all. So he decided to walk to the South Pole.

Last August he gave up his job at the bank and flew to Buenos Aires. From there he took a boat to the Antarctic. He arrived there at the end of August, but he didn't leave the base until the end of September because the weather wasn't very good.

Finally the weather changed and he set off to the South Pole, but he didn't reach it. He walked for about three hundred kilometres and then he fell into a crevasse and he broke his arm. The crevasse was ten metres deep, so he couldn't climb out. Luckily his sledge fell into the crevasse, too, so he had food and a radio.

He called for help, but a bad storm started. So the rescuers couldn't look for him. Richard stayed in the crevasse for five days. He thought it was the end for him, but suddenly he heard voices and dogs. He shouted and the rescuers found him.

3

- Students look at the picture. Ask students what they think happened to the woman.
- Use the example to demonstrate. Do one more question together.
- If necessary, refer students to the Grammar section at the end of the unit.
- Divide the class into pairs.
- Students write Tim's questions.
- Go round and help students.
- Students check their answers.
- Students read the dialogue taking on the roles of Tim and Rita.

Key

Why did you decide to sail around the world?
Did your husband go with you?
What did he think of the idea?
When did you leave England?
And where did you sail to first?
Did you reach Australia?
Did you fall out of the boat?
Did you have a radio?
Was there any food in the boat?
How long were you inside the boat?
What did you do when you heard the voices?
How did you feel?
What did you think about while you were in the boat?

- Go over the example and check students understand the task.
- Check students know the grammar for Past simple tense negative statements.
- Divide the class into pairs.
- Students correct the statements.
- Students check their answers.

- 1 She didn't want to get away from it all. She just wanted to do something different.
- 2 Her husband didn't go with her. She went
- 3 She didn't sail to Florida first. She sailed to Brazil.
- 4 Her boat didn't sink. Her boat turned over.
- 5 She didn't stay on top of the boat. She swam under the boat.
- 6 She didn't have any food.
- 7 She wasn't in the boat for five days. She was in the boat for three days.
- 8 When she heard voices she didn't shout. When she heard voices she swam out.

Role play

- Check students understand the Role play.
- Divide the class into pairs.
- If you wish, help students with ideas, e.g. climbing got stuck in the fog, flying crashed in the jungle, driving ran out of petrol, in the desert ran out of water.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play.
- Ask a pair to act out their Role play for the class.

Extension

 If there is time, or as homework, students write up their interviews as an article.

Language in use

1a Useful expressions

- Students read the expressions.
- Divide the class into pairs.
- Students match the expressions to their meanings.
- Students check their answers.
- If you wish, focus on expressions such as, That's the lot. | I want to get away from it all.
- Draw attention to the expressions which show impatience and are not very polite, I haven't got all day. | Not now!

Key

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

1b

- Divide the class into pairs.
- Ask students what they say in their own language.
- Students discuss their answers as a class.

2 Responses

- Check students understand No wonder.
- Students read the example.
- Divide the class into pairs.

- Students practise giving responses to statements using the table.
- Ask students to give some examples using their classmates, e.g. Refik stayed up late last night. No wonder he's sleepy.

Key

- 2 No wonder she looks pleased.
- 3 No wonder he looks tired.
- 4 No wonder she isn't here today.
- 5 No wonder she's annoyed / in a bad mood.
- 6 No wonder he's late.

Extension

- Ask students to read the conversation between Rebecca and Sean at the beginning of the episode again.
- Divide the class into pairs.
- Ask students to make the answers in Exercise 2 into dialogues starting with the question, What's the matter with X today? Encourage the students to expand on the problems using the Past tense.
- Go round and help students.
- Ask some pairs to demonstrate their dialogues for the class.

3 Dialogues

- Students read the tables.
- Divide the class into pairs.
- Students practise the dialogues.
- Ask some pairs to act out one or two of the dialogues for the class.

4 Decisions

- Check students understand I'd better + stem.
- Divide the class into pairs.
- Students make sentences using I'd better ... for the situations.
- Ask some pairs to read out their ideas. The class chooses the most original responses.

Key

Possible answers

- 2 I'd better get up now.
- 3 I'd better go now / go to the station.
- 4 I'd better go shopping.
- 5 I'd better go to bed soon.
- 6 Id better fill up with petrol / get some petrol.
- 7 I'd better buy him / her a present.

Culture note: parties

- Read the Culture note with students and check they understand the ideas.
- Students compare the information with their own country.
- Students discuss their ideas as a class.

Grammar summary

Read the Grammar summary with students and go over any questions they have.

TARGET LANGUAGE

Language in use

Modifiers, Expressing surprise, Useful expressions, Dialogues

Grammar summary

The Present continuous tense, Comparatives and superlatives, $a \ bit \ | \ much \ | \ a \ lot +$ comparative, Clothes

CONTEXT

Rebecca and Julia are shopping for clothes when they see Gary, who is also buying new clothes. Gary is interviewed by *Stars and Style* magazine, whose readers voted him the best-dressed newsreader. In the dressing room Tim plays a joke on Gary by taking his new trousers before the interview. Gary has to borrow Sean's old trousers.

WHILE YOU WATCH





Julia and Rebecca are shopping for clothes when they see Gary going into the men's department. Gary is buying clothes for an interview with a magazine whose readers voted him the best-dressed newsreader.

1

- Students read the questions.
- Play the tape to JULIA: Let's see what he's buying.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 A clothes shop.
- 2 Gary.
- 3 He wants to buy some clothes because he is going to be interviewed by a magazine.
- 4 The men's department.
- 5 They follow him.

2a

- Students look at the picture and read the speech bubble.
- Students complete the speech bubble from memory.
- Students answer the question.

Key

Oh, yes. What did he say? The readers of Stars and Style magazine voted me the best-dressed newsreader on TV.

Julia is quoting Gary.

2b 🚳

- Play section A again.
- Students watch and check their answers.

3a

- Students look at the pictures and read the prices.
- Students tick the clothes Julia is looking at.

Key

✓ skirt

✓ trousers

3b

- Divide the class into pairs.
- Students match the prices to the clothes from memory and justify their choices.

3c 🌑

- Play section A again.
- Students watch and check their ideas.

Key

skirt £28.50

trousers £30.95

Julia says the skirt is £28.50 and the trousers are a bit more expensive.





Julia and Rebecca are talking to Gary in the shop.

1

- (a)
- Students read the questions.
- Play the tape to GARY: Hi, Tim.
- Students answer the questions.
- Students check their answers.

Kev

- 1 He's looking for a shirt and a tie.
- 2 He wants to try the shirts on.

2a 🚳

- Students look at the picture and read the speech bubble.
- Play section B again.
- Students watch and complete the speech bubble.
- Students check their answers.

Key

Only the best is good enough for the best-dressed newsreader.

2b

- Students read the question.
- Students discuss the question as a class.

Julia and Rebecca laugh because Gary is sq vain canogolos sun

3a

- Students read the sentences.
- Students delete the incorrect form of the verb.

Key

- Hi Gary. What are you doing? 1
- I'm looking for a shirt and tie.
- 3 Oh, do you know about that?
- Everybody knows. 4
- 5 You mention it at least ten times a day.
- How many shirts are you taking?

3b

Students identify who says each thing.

Key

- Julia
- Julia
- 2 Gary
- Julia
- Gary
- Rebecca



- Play section B again.
- Students watch and check the answers.

Extension

- Ask students to identify the tenses.
- Go over the use of the Present continuous tense.
- If necessary, refer students to the Grammar summary at the end of the unit.





Gary arrives at work and shows Tim his clothes. Tim decides that something must be done about Gary's vanity.

- Students read the questions and look at the
- Play the tape until Gary goes to the dressing
- Students write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- 1 False (Gary isn't wearing his new suit
- 2 False (He tries to make Tim notice the bags.)
- 3 False (The suit is by Armani.)
- 4 False (Everybody knows about Gary's interview.)
- 5 True

2a 🔘

- Students read the dialogue.
- Play section C again.
- Students identify who says each thing.
- Students discuss how they are said and why.

Key

- 1 Gary
- 4 Tim and Gary
- 2 Tim
- 5 Tim
- 3 Gary

2b (19)

- Students read the question.
- Students discuss the question as a class.

3

- Students read the dialogue.
- Play section C again.
- Students watch and complete the dialogue.
- Students check their answers.

Key

TIM: Armani, eh? Bet that cost a bit.

GARY: Well, if it's good, the price doesn't matter.

TIM: Did you hear that?

JULIA: Yes, he's even worse than usual.

TIM: Somebody should do something about him. When is this interview anyway?

REBECCA: Straight after the six o'clock news.





Tim takes Gary's trousers while he's in the dressing room so he has to wear Sean's trousers instead. The interviewer from Stars and Style magazine arrives and Gary is very embarrassed. Eventually Gary gets his own trousers back, but Sean is left with none.

1a

- Divide the class into pairs.
- Students look at the pictures and describe what is happening in each one.
- Students give their ideas.
- Check students are using the Present continuous tense.

1b

- Divide the class into pairs.
- Students number the pictures in the order they think they occur.



- Play the tape to the end of Episode 6.
- Students check their answers.

Ke	У				
1	g	5	h	9	b
2	d	6	k	10	i
3	a	7	f	11	j
4	e	8	С		

2

- Students read the questions.
- Play section D again.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Tim takes Gary's new trousers then goes back and takes his jeans, too.
- 2 Gary doesn't see him because he's taking a shower.
- Gary borrows Sean's trousers.





Charlotte Mortimer from Stars and Style magazine wants to take some photographs of Gary.



- Students look at the picture.
- Rewind the tape to MARTHA: Gary, your visitors.
- Play the tape to JULIA: What's happening?
- Students watch and tick the correct name.
- Students check their answers.

Key

✓ Charlotte Mortimer

2



- Students read the questions.
- Play section E again.
- Students watch and answer the questions.
- Students check their answers.

Key

- She wants to take some photographs of Gary.
- He wants to sit at his desk.
- He says he feels comfortable there. 3
- She thinks the readers want to see his legs.



- Students read the halves of the sentences.
- Play section E again.
- Students watch and match the halves of the sentences.
- Students check their answers.
- If you wish, focus on expressions such as, May I call you Gary? | Come on, Gary. | Don't be

Key 1 d 4 b 2 a 5 q 3 f 6 c



- Students look at the picture.
- Play section E again.
- Pause the tape after CHARLOTTE: What are you wearing?
- Students underline the question.
- If necessary, rewind and play the sentence
- Students check their answers.

Key

What are you wearing? She is shocked by Gary's choice of trousers.





Rebecca, Tim and Julia are watching Gary's interview. They decide to give Gary his trousers back. Gary puts them on immediately without going to the changing room, then sits on his desk ready for a photograph. He throws Sean's trousers away.

(

- Students read the statements.
- Play the tape to GARY: Photograph?
- Students write true (T) or false (F) next to the statements.
- Students check their answers.

- 1 True
- 5 False (He says he found them.)
- 2 True
- 6 False (He changes on set.)
- 3 False (Gary is very embarrassed.)
- 4 False (Rebecca says it.) 8 True



- Students read the statements.
- Play section F again.
- Students watch and delete the incorrect form of the verb.
- Students check their answers.

Key

- What's happening?
- 2 The reporter's interviewing Garv.
- And Gary always enjoys interviews.
- 4 Well, he isn't enjoying this one.
- 5 I think we should give his trousers back now.





- Students read the questions.
- Play the tape to the end of Episode 6.
- Students watch and answer the questions.
- Students check their answers.

Key

Gary, Julia and Tim are having a drink in the wine bar.

Sean is still in the dressing room without his trousers.

2a 🚳



- Students read the dialogue.
- Play section G again.
- Students watch and complete the expressions.
- Students check their answers.

Kev

- Come on, Gary. Cheer up. The magazine got a picture of you in your new trousers in the end.
- But you looked so funny in those baggy old trousers.
- Where did you get them anyway?
- They were Sean's. Oh, Sean!

2b

- Students identify who said each thing.
- Students check their answers.

Key

- 1 Julia
- 3 Tim
- 2 Rebecca
- 4 Gary

Rewind the tape to the beginning of the episode. Students watch the whole of Episode 6 again.

AFTER YOU WATCH



Exercises

1a

- Revise vocabulary for clothes. Use students' own clothes and your clothes as examples.
- Divide the class into pairs.
- Students look at the pictures and describe what the people are wearing.
- Check students use the Present continuous
- Ask some students to describe the pictures for the class.

Key

Possible answers

Julia is wearing a black jacket, a long black and white skirt, a black and white top and sandals.

Rebecca is wearing a grey jacket, a grey dress and shoes.

Gary is wearing a leather jacket, a pink shirt, jeans and brown shoes.

Tim is wearing a blue shirt, a tie, black trousers and black shoes.

1b

- Check students understand the difference between wearing and carrying.
- Students say what the people are carrying.
- Students check their answers.

Julia and Rebecca are carrying shoulder bags. Gary is carrying a suit bag.

2a

- Students look at the picture of Julia and complete the speech bubble.
- Students should notice that trousers takes the plural form of to be.

Key

The skirt is £28.50. The trousers are a bit more expensive.

2b

- Students read the words.
- Divide the class into pairs.
- Students complete the dialogues.

Key

- A: Do you like this shirt?
- B: Yes. It's fine. How much is it?
- A: It's £23.
- B: Why don't you try it on?

Later

- A: How is it?
- B: It's too big but they haven't got it in a smaller size.
- A: Oh well, never mind.

2c

- Students change *shirt* to *shorts* and write the dialogue again.
- Check they use the plural forms.
- Go round and help students.
- Students check their answers.

Key

- A: Do you like these shorts?
- B: Yes. They're fine. How much are they?
- A: They're £23.
- B: Why don't you try them on?

Later

- B: How are they?
- **A:** They're too big but they haven't got them in a smaller size.
- B: Oh well, never mind.

2d

- Students read the dialogues with their partners.
- Ask some pairs to act out their dialogues for the class.

Extension

- Ask students to make a shopping dialogue between Julia and a sales assistant as a class.
- Check students include questions about size, price, and trying on different clothes, e.g. Have you got a bigger size? | How much are these? | Can I try them on?
- Write the dialogue on the board.
- Divide the class into pairs. Students practise the dialogue.
- Ask students to make a new dialogue, this time between Gary and the sales assistant.
- Go round and help students.
- Ask some pairs to demonstrate their dialogues for the class.

3a

- Check students understand the words in the box.
- Students read the example.

- Go over comparative adjectives. If necessary, refer students to the Grammar summary at the end of the unit.
- Students use the words to compare Julia and Rebecca.
- Write some of their sentences on the board.

3b

- Divide the class into pairs.
- Students write six sentences comparing Gary and Tim.
- Check students are using comparatives correctly.
- Students compare their ideas with other pairs.

4a

- Check students understand the vocabulary.
- Go over the rules for forming superlative adjectives. If necessary, refer students to the Grammar summary at the end of the unit.
- Go over the example with the class.
- Students give more examples. Write them on the board.
- Students write more sentences about the other characters in *Lifetime* Level 1.
- Go round and help students.

4b

- Divide the class into pairs.
- Students compare their ideas about the other characters.
- Students discuss their ideas as a class.

5

- Students read the texts.
- Divide the class into pairs.
- Students complete the texts with the correct form of the verbs in brackets.
- Students change partners and check their answers.

- 1 This is Gary. In this photograph he is reading the news. He reads the news every day. Here he is reading the evening news, but sometimes he reads the breakfast news.
- 2 Sean is a cameraman. He always works with Tim. They often do reports on people. In this picture Tim is trying to interview a man called Carl Stalker. Sean is filming them. Stalker runs a company called Wonderful Windows. He takes his customers' money, but he doesn't deliver the windows.
- 3 In this photograph Julia is going to work. She is saying goodbye to her parents. Her father. Colin, is having his breakfast. He isn't paying any attention to Julia, because he is reading his newspaper. Julia doesn't live with her parents any more. She lives with Rebecca. They share a flat in town. Julia goes to see her parents every couple of weeks and she often talks to them on the phone.

Role play

- Check students understand the Role play.
- Divide the class into groups of three.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play.
- Ask a pair to act out their Role play for the class.

Language in use

1a Modifiers

- Go over the use of modifiers. If necessary, refer students to the Grammar summary at the end of the unit.
- Students complete the table with the words.
- Students check their answers.

Key

lt's

a bit

cheaper.

They're not much

more expensive.

a lot

1b

- Students look at the picture and read the example given.
- Divide the class into pairs.
- Students use the table in 1a to compare the clothes in the pictures.
- Students check their ideas.

2a Expressing surprise

- Students read how sentence stress changes the meaning of a sentence.
- Divide the class into pairs.
- Students practise saying the questions.

Note: the surprised stress pattern puts heavy stress on the auxiliary verb.

2b

- Students practise saying the questions with normal stress and with surprised stress.
- · Go round and help students.

3 Useful expressions

- Students read the expressions in the box.
- Divide the class into pairs.
- Students complete the dialogues with the expressions.
- Students check their answers.
- If you wish, focus on expressions, such as Cheer up. | It doesn't go with that shirt. | There you are.
- Students practise the dialogues. Ask students to make the dialogues longer by using their own ideas.
- Ask some pairs to act out their dialogues for the class.

Key

1

A: Oh, there you are. Why are you late?

2

A: Sorry to interrupt, but the Managing Director's on the phone.

3

A: You look a bit sad. Cheer up.

4

A: I like this tie. What do you think?

B: It's all right, but it doesn't go with that shirt.

5

A: Look. They're making a film over there.

B: Come on. Let's see what's happening.

6

- **A:** Tim decided to **do something about** Gary, so he took his trousers.
- B: I bet Gary was annoyed.

4a Dialogues

- Students read the expressions and add two more.
- Students check their answers.

4b

- Divide the class into pairs.
- Students make dialogues using the table and the expressions.

e.g.

A: I think we should get back to work.

B: I suppose you're right.

 Ask some pairs to read their dialogues for the class.

Grammar summary

Read the Grammar summary with students and go over any questions they have.

EPISODE 7 The end or the beginning?

TARGET LANGUAGE

Language in use

Making arrangements, the, Useful expressions

Grammar summary

going to, The Present perfect, The Present perfect and the Past simple tense, Phrasal verbs

CONTEXT

Tim, Sean and Julia are getting ready to give an interview but Tim has appendicitis and ends up in hospital, where Gary and Julia visit him. When Tim recovers, he takes Julia out for a meal but they are disturbed by Gary.

WHILE YOU WATCH





Tim. Sean and Julia are about to set off to interview a headteacher who has won the lottery. Tim has a very bad pain in his stomach but is reluctant to miss a day's work. Julia insists on taking him to the doctor.

1a

Students look at the picture and say what is happening.

1b @

- Students read the questions.
- Play the tape to JULIA: ... doctor.
- Students answer the questions.
- Students check their ideas.

Key

- They are getting ready to go to an interview.
- They actually go to the doctor's because Tim has a bad pain in his stomach.

2a

- Students read the statements.
- Students write true (T) or false (F) next to the statements.

2b @



- Play section A again.
- Students watch and check their answers.

Key

- True
- True
- False (He's never won anything.)
- True

- False (Julia thinks he should see a doctor.)
- False (Tim has never missed a day's work.)
- 7 False (She hasn't done any interviews.)
- 8
- False (They go in Tim's car.)

3a 🗭

- Students read the dialogue.
- Check students understand the task.
- Divide the class into pairs.
- Play section A again.
- Students complete the dialogue.

Key

JULIA: Tim, are you all right?

TIM: Yes, I'm fine, I've just got stomach-ache, that's

JULIA: You can't work like this. You should be at home in hed.

TIM: Look, I've never missed a day's work in my life and I'm not going to start now. Anyway, who's going to do the interview if I'm not there?

JULIA: Me.

TIM: Have you ever done an interview **before**?

JULIA: No, I haven't, but I've watched you several times and Sean's here. He's filmed hundreds of

TIM: No, it's OK, I can ... Ow ah!

JULIA: Give me your car keys. I'm going to take you **straight** to the doctor.

3b

- Divide the class into pairs.
- Students write the missing parts from

3c @



Students watch and check their answers.

4

- Students read the question.
- Students discuss their ideas as a class.





Tim is in hospital recovering after his operation for appendicitis. Julia and Gary both visit him.



- Students read the questions and look at the picture.
- Play the tape to GARY: ... twenty years ago.
- Students watch and answer the questions.
- Students check their answers.

Kev

- He's in hospital.
- Julia and Gary come to see him.
- 3 Julia brings flowers and Gary brings grapes.
- Julia sits next to the bed. Gary sits on the bed.

2a

- Students read the statements.
- Check students understand vocabulary such as, gastro-enteritis | operating theatre | painful.
- Divide the class into pairs.
- Students tick the endings from memory.

Key

- ✓ appendicitis.
- 2 vesterday afternoon.
- ✓ he was asleep.
- 4 with Rebecca.
- 5 v never been in hospital before.
- ✓ tomorrow.
- 7 v at school.
- ✓ painful.

2b @

- Play section B again.
- Students watch and check their answers.

3



- Students read the questions.
- Divide the class into pairs.
- Play section B again.
- Students watch and answer the questions.
- Students check their answers.

Key

- Tim talks about work. Gary talks about himself. Julia talks about Tim.
- 2 I've had appendicitis, you know. Have you, Julia?

Gary says it.

Gary doesn't give Julia chance to answer.

- 3 Julia sits quietly by the bed. Gary sits on the bed and eats Tim's grapes.
- Julia is thoughtful and kind. Gary is thoughtless and self-centred.

Tim is obsessed with his work.

- Students look at the picture and read the speech bubble.
- Students answer the question.

Key

Julia said she was with Rebecca because she doesn't want Tim to think she cares about him, except as a colleague.





Tim is back at work having recovered from his operation.



- Students read the questions and look at the picture.
- Play the tape to TIM: ... Er, Julia.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 All clear.
- 2 He is pleased because he can eat normally again.

2a

- Students read the question.
- Students discuss the answer as a class.
- Check students use going to + stem.

2b @

- Play the tape to TIM: Hi, Pete ...
- Students watch and check their ideas.

Tim asks Julia out for a meal.

20

- Students answer the question.
- Students check their answers.

Kev

Julia accepts enthusiastically.

3



- Students read the dialogue.
- Play section C again.
- Students watch and number the dialogue.
- Students check their answers.

Key

- ... would you like to go out for a meal sometime?
- Yes, I'd love to.
- Shall we try that new Italian place near the museum?
- Mmm. That would be nice. When?
- Is this evening any good for you?
- 6 Yes, it's fine.
- Great. Shall I call for you about eight?
- I'm going to be in town anyway. So can we meet at the restaurant at say half past seven?



- Students read the speech bubble and the words in the box.
- Play section C again.
- Students watch and complete the speech
- Students check their answers.

Key

Er, Julia ... I, um, wanted to say thank you for all your help when, you know ... and well, um, would you like to go out for a meal sometime, just to, you know, say thank you ...

4b

- Students read the question.
- Ask students what words or expressions they use in their own language.
- Students discuss their answers as a class.

Key

The expressions show that Tim is not sure what Julia's response will be. We also use expressions like these to give us time to think and to soften our message.

5



- Turn the sound off and play section C again.
- Students watch and answer the question.
- Students check their answers.

Tim is nervous and hesitant Julia is pleased.





Julia and Tim are in the Italian restaurant, when Gary turns up and joins them.



- Students read the statements.
- Play the tape to JULIA: I can do it.

- Students watch and complete the sentences with the correct names.
- Students check their answers.

Key

- Julia 5 Julia Garv 2 Julia Tim 10 Gary 6 Julia 7 Tim
- 4 Julia Julia

2

- Students read the questions.
- Play section D again.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 She lets him wipe it off.
- She takes the napkin from Gary and does it herself.
- To Tim: Have I? Where? To Gary: Thank you, Gary. I can do it.
- Julia is attracted to Tim, but she wants to keep Gary at a distance.





Tim takes Julia home to Wellington Gardens but she can't find her keys. She is going to go with Tim when Rebecca opens the door. However, Julia would still like to spend more time with Tim.

1a

- Divide the class into pairs.
- Students look at the pictures and predict what happens.

1b @

- Play the tape to the end of Episode 7.
- Students watch and check their ideas.

2



- Students read the statements.
- Check students understand locked out.
- Play section E again.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

- False
- True
- True 3
- True
- 5 False (Rebecca is in.)
- False (Rebecca is talking to her sister on the phone.)
- False (Rebecca lets her in.)

3a

- Students look at the picture.
- Students complete the speech bubbles from memory.

Key

TIM: Still locked out?
JULIA: Yes

3b

- Students read the sentences.
- Students choose the best sentence to explain Tim's and Julia's words.

Key

2

4a

- Students read the sentences.
- . Check students understand the task.
- Divide the class into pairs.
- Students correct the expressions from memory.

Key

- 1 That was a really good meal. I enjoyed it.
- 2 Me too, until Gary arrived.
- 3 Well, I've got an early **start** tomorrow.
- 4 Goodnight. See you tomorrow.
- 5 I can't find my keys. I think I've left them at work.
- 6 Isn't Rebecca in?
- 7 I don't know. Probably not.
- 8 I'm just on the phone to my sister. So I'll see you in a minute.

4b 🚳

- Play section E again.
- Students watch and check their answers.

5

- Students read the questions.
- Play the last scene again.
- Divide the class into pairs.
- Students discuss the questions.
- Students check their answers.

Key

- 1 This is the end of *Lifetime* Level 1 but the start of a romance between Tim and Julia.
- 2 It is both.
- 3 (Students' own ideas.)

Rewind the tape to the beginning of the episode. Students watch the whole of Episode 7 again.

AFTER YOU WATCH



Exercises

1

- Students look at the pictures.
- Ask a pair of students to demonstrate by asking and answering questions using the example.
- Divide the class into pairs.
- Students ask and answer questions about the pictures.
- Check students use going to + verb stem.
- Students check their answers.

Key

- Q: What are Julia, Tim and Sean going to do?
- A: They're going to interview Stalker.
- Q: What is Stalker going to do?
- A: He's going to throw the gnome at Sean.
- Q: What is Gary going to do?
- A: He's going to play a trick on Rebecca.
- Q: What is Gary going to do?
- A: He's going to put salt and chilli powder in the food on the cookery programme.
- Q: What is Ellie going to do?
- A: She's going to leave Tim and work in San Francisco.
- Q: What is Julia going to do?
- A: She's going to move in with Rebecca.
- Q: What are Julia and Rebecca going to do?
- A: They're going to have a party.
- Q: What is Gary going to do?
- A: He's going to try on some shirts.
- Q: What's Tim going to do?
- A: He's going to steal Gary's trousers.

2

- Students read the sentences.
- Divide the class into pairs.
- Students complete the statements with the phrasal verbs.
- Students check their answers.

- 1 Tim asked Julia out. They went out for a meal at an Italian restaurant.
- 2 Gary tried on several shirts and ties in the shop.
- 3 The doctor took Tim's appendix out yesterday.
- 4 Tim went back to work after only five days.
- 5 Yesterday a group of visitors arrived and Rebecca looked after them.
- 6 When she was in Italy Julia travelled around a lot.
- 7 The next day Tim called for Julia at seven o'clock but she wasn't in.

3

- Students look at the pictures and read the example.
- Ask students what tense they need to use.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Do one or two more examples together.
- Divide the class into pairs.
- Students use the expressions to say what the other people have done.

Key

- a He has walked to the North Pole.
- **b** She has climbed Mount Everest.
- c She has sailed around Australia.
- d They have built their own house.
- e He has visited every country in the world.
- f He has lived in a tree for a year.
- g They have flown across Africa in a balloon.
- h She has won the lottery.

4a

- Students read the cues and write questions.
- Students check their answers.

Key

- 2 I have / haven't been to another country for a holiday.
- 3 I have / haven't had appendicitis.
- 4 I have / haven't been in hospital.
- 5 I have / haven't appeared on TV.
- 6 I have done something / haven't done anything unusual.
- 7 I have won something / haven't won anything.
- 8 I have / haven't played a joke on someone.
- 9 I have / haven't wanted to get away from it all.
- 10 I have / haven't had a strange dream.

4b

- Students read the dialogues and use the questions in 4a to make dialogues.
- Draw students attention to the switch from the Present perfect to the Past simple tense.
- Demonstrate the dialogue with a student using the example.
- Divide the class into pairs.
- Students prepare new personalized interviews using the Present perfect and the Past simple tenses using the prompts.
- Go round and help students.
- Ask a pair of students to act out their interview for the class.
- Students change partners and practise their interviews again.
- Ask students to tell the class about the person they interviewed.

5a

- Students look at the pictures of the people on page 4.
- Choose a character and write the name on the board.
- Ask students to tell you about the person using the Present simple, the Past simple and the Present perfect tenses. Write six of their sentences on the board.
- Students choose two more characters and write six things about each person.
- Go round and help students.

Key

Possible answer

Sean is a cameraman. His children often get into trouble. He went to interview Stalker. Stalker threw a gnome at him. He has done several interviews and has worked with Tim for a long time.

5b

- Divide the class into pairs.
- Students compare their ideas with a partner.

ба

- Students read the dialogue and look at the underlined words and expressions.
- Ask students why we use fillers.
- Students discuss fillers in their own language.

6b

- Divide the class into pairs.
- Students read the dialogues, adding fillers where possible. This should be a fun exercise with students experimenting with the language.
- Ask a pair to act out their dialogue for the class.

Role play

- Check students understand the Role play.
- Divide the class into groups of three.
- Students write the script for the Role play.
- Students practise their Role play.
- Ask volunteers to act out their Role play for the class.

Language in use

1a Making arrangements

- Students read the halves of the sentences.
- Divide the class into pairs.
- Students match the halves of the sentences.
- Students check their answers.
- If you wish, focus on expressions such as, See you there. | That would be nice. | I'd love to.

Ke	ey .					
1	h	5	С	9	i	
2	g	6	j	10	е	
3	b	7	d			
4	f	8	a			

1_b

- Students read the cues.
- Ask students to suggest sentences for one or two cues and write the dialogue on the board.
- Divide the class into pairs.
- Students practise making dialogues using the cues.
- Ask some pairs to act out their dialogues for the class.

Key

Possible answers

1

- A: Would you like to go to the cinema?
- B: Yes, I'd love to. When shall we go?
- A: Is tomorrow any good for you?
- B: Yes, that's fine. What time?
- A: Shall I call for you at seven o'clock?
- B: Can we meet at the cinema at 7.15?
- A: OK. See you there.

2

- A: Shall we go out for a drink sometime?
- B: That would be nice. Shall we go to the cafe in the square?
- A: That's fine. What about Thursday evening?
- **B:** I'm afraid I'm going to be away on Thursday and Friday.
- A: What about Saturday then?
- **B:** Yes, that's fine. Shall we meet at the café at 8.30?
- A: Well, I can call for you at 8.00, if you like.
- B: OK, that's fine. See you then.

2 the

- Students read the sentences and the example.
- Divide the class into pairs.
- Students go through the sentences deleting the where appropriate.
- Students check their answers.

Key

- The doctor says I can go back to the work next week.
- 2 Tim was in the hospital for three days.
- 3 Julia took him to the doctor.
- 4 I can go the home tomorrow.
- 5 Gary had the appendicitis when he was at the school.
- 6 Tim and Julia met Gary at the restaurant.
- 7 I have to go to the work early tomorrow.
- 8 What time do you usually start the work?
- 9 Shall we go to that restaurant near the hospital?
- 10 I must go to the bank.
- 11 I travelled around a bit after I left the university.
- 12 Is Rebecca at the home?

3 Useful expressions

- Students read the expressions and the dialogues.
- Students complete the dialogues with suitable expressions.
- Students check their answers.
- If you wish, focus on expressions such as, Can I join you? / An early start.
- Students practise and extend the dialogues.

Key

- 1
- A: Well, I'd better be off. I've got an early start in the morning.
- B: Me, too. See you tomorrow.
- 2
- **A:** Hello, **you two**. Are you going to the pub?
- B: Yes, we are.
- A: Can I join you?
- R. Sure.
- 3
- **A:** Is Frederick in? I need to have a word with him.
- B: He's on the phone, but you can wait, if you want to.
- 4
- A: Did you enjoy the party?
- B: Yes, it was great fun.
- 5
- A: Did you get the job?
- B: Yes, I did and the best thing is I can start on Monday.
- 6
- A: You don't look well. Is everything OK?
- B: Yes, I'm just a bit tired. I had an early start this morning.
- A: Oh, I see.
- 7
- A: How long is this meeting going to be?
- B: A couple of hours probably.
- A: Well, can we start a bit earlier at, say, 2.15?

Grammar Summary

Read the Grammar summary with students and go over any questions they have.



Lifetime Level 1 is the first stage of a three-level English language teaching video series designed for elementary to intermediate level learners.

Lifetime is an entertaining story about friends and colleagues working for a TV news company, with the central characters appearing in all three levels. Each level consists of seven stand-alone episodes with a clear language focus, and an emphasis on communication.

Lifetime Level 1 can be used in conjunction with any course at elementary level and is supported by a Student's Book containing video-based activities.

The Teacher's Book gives guidance on using the video in the classroom, useful background information and an answer key.





