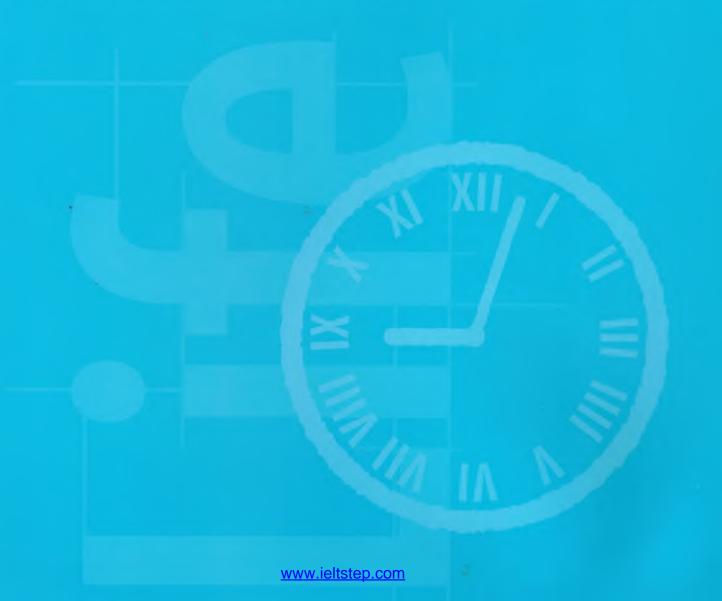


Li fetime

Level 2
Tom Hutchinson

Teacher's Book

Rosalind Smith and Elizabeth Edwards with Tom Hutchinson





Lifetime

Level 2

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CONTENTS



Introduction

Using video		6
Episode 1	Julia's boyfriend	7
<u>Episoue i</u>	Julias boylliellu	
Episode 2	A star is born	13
Episode 3	Meeting the parents	19
Episode 4	Martha takes a break	25
Episode 5	Waiting for Tim	31
Episode 6	I threw it all away	37
Episode 7	The visitor	43

www.ieltstep.com

What does *Lifetime* consist of?

Lifetime is a three-level video course comprising:

- 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.

Rebecca and Julia share a flat in

the same building as Tim

GARY FENTON

a newsreader

Other important characters in Lifetime Level 2

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

DENISE BARNES

Tim's sister

The story so far

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, who is also Rebecca's flatmate, leaves suddenly. Julia, who at the start of the story lives with her parents, moves in with Rebecca. Gradually Julia and Tim seem to be attracted to each other and at the end of Lifetime Level 1, romance definitely seems to be in the air.

At the start of *Lifetime* Level 2, Julia and Tim are now going out with each other. The relationship seems to be blossoming, but then problems arise. Tim's first meeting with Julia's parents doesn't go well and then Julia becomes very annoyed with the way Tim always puts his work before her. Eventually Julia loses patience with him and breaks off the relationship. At this

point Gary, who has always fancied Julia, asks her out. The date with Gary doesn't go well but Julia's attempt to make things up with Tim seems to be thwarted when she sees him with another woman. In the final episode, the woman is revealed as Tim's sister, Denise. Tim and Julia realize that they are really made for each other and they get back together again.

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 Lifelines 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.
 - 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 part is divided into two sections.

Exercises

This section provides activities that give further practice in 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.



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.

7

TARGET LANGUAGE

Language in use

Dialogues, here is | there is, Useful expressions, Culture note: charities

Grammar summary

The Present simple tense, the Present continuous tense, the Present simple tense and the Present continuous tense, Stative verbs, the Present continuous tense with future meaning

CONTEXT

It's the weekend. Julia and Rebecca are in the flat they share. Julia tells Rebecca she has a new boyfriend who also works for Apex TV. Rebecca wrongly assumes it is Gary. On Monday she tells other people at work. Gary, who hears the gossip, thinks that Julia likes him and asks her out. Rebecca realises her mistake, but Julia is cross with her.

WHILE YOU WATCH





12

- Students look at the pictures of the main characters in *Lifetime* level 2.
- Students read the questions, names and jobs.
- If students have watched *Lifetime* level 1, ask them to write the names and the jobs under the pictures.
- If not, do 1c.

1_b

- Divide the class into pairs.
- Encourage students to make guesses about the other names in the table.

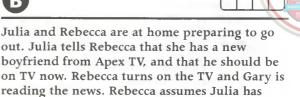
1c

 Explain that students are going to watch Episode 1 in sections. They should turn back to page 4 and complete 1a after they have finished section C 2a.

Key

- a Name: Tim Barnes
- Job: a reporter
- b Name: Julia Drake
- Job: a trainee c Name: Rebecca Bond
- Job: a personal assistant
- d Name: Gary Fenton
 - Job: a newsreader
- e Name: Sean Casey
 - Job: a cameraman





19

- Students read the questions and look at the picture
- Play the tape to JULIA: Well, what do you think?
- Students watch and answer the questions.
- Students check their answers.

Key

1 It's Saturday.

fallen in love with Gary.

- 2 It's about 9.15 am.
- 3 She's going to visit her parents.
- 4 She wants to see who Julia's new boyfriend is.
- 5 She's Rebecca's sister.



- Students read the sentences.
- Play section B again.
- Students watch and complete the sentences with the correct names.

Key

- 1 Rebecca
- 5 Julia
- 2 Cindy
- 6 Julia

Gary

- 3 Rebecca and Cindy
- 4 Rebecca's father

3a

- Students read the questions.
- Divide the class into pairs.
- Students discuss the questions.

3b 🕯

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

Key

- Julia is singing to herself.
- 2 She thinks Julia is falling in love with Gary.
- 3 Rebecca turns on the TV so she can see Rebecca's new boyfriend. Gary appears on the screen and Rebecca wrongly assumes it is him
- 4 She is shocked.
- 5 Rebecca is going away to her parents' for the weekend and is going straight into work on Monday.





Tim and Sean are preparing a report about Charlie and Molly Craddock who are walking backwards round a park to raise money for charity.



• Students read the questions and look at the picture.

- Turn off the sound and play the tape until you see Rebecca.
- Students watch and answer the questions.

- 1 They are walking backwards.
- 2 They're in the park.
- 3 Tim falls over.
- 4 Julia arrives after the interview.

2a @

- Turn the sound on and play section C again.
- Students watch and check their answers.
- Students check the names and jobs on page 4.

2b

- Students answer the question.
- If you wish, discuss the other people in section A, la as a class.

Key

Jason and Kylie are Sean's children. Cindy is Rebecca's sister. Charlie and Molly are charity fundraisers. Frederick is the Managing Director of Apex TV.

3a

- Students read the sentences and endings.
- Check students understand vocabulary such as, charities | break a record | shave.
- Divide the class into pairs.
- Students tick the correct endings from memory.

3b 🌑

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

Key

- 1 V Charlie and Molly Craddock.
- 2 V go shopping.
- 3 ✓ raise money for local charities.
- 4 V in their garden.
- 5 🗸 two hours every day.
- 6 ✓ it's great fun.
- 7 V the police.
- 8 put soap powder in the neighbours' fish pond.
- 9 🗸 into town.
- If you wish, read and discuss the Culture note on page 9 with students.





Rebecca has been telling people Julia is going out with Gary. Julia arrives at work and people look at her strangely. Julia is angry when she finds out Rebecca's mistake.

1

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

Key

- 1 Rebecca thinks Julia is going out with Gary
- 2 She is really going out with Tim.
- 3 (Students' own ideas.)

2a

- Students look at the pictures and describe what is happening in each one.
- Go round and check students are using the Present continuous tense.

2b 🕯

- Students look at the pictures.
- Check students understand the task. Assure students that they don't need to understand everything in the video at this stage. They should just put the pictures in the correct order.
- Play the tape to the end of Episode 1.
- Students number the pictures in the correct order.
- Students check their answers.

Key

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





Rebecca tells people at work that Julia is going out with Gary. Gary approaches Julia to try and invite her out.

1 @

- Students read the questions and answers.
- Rewind the tape to SEAN: Have a nice weekend. Play the tape to GARY: Julia, are you doing anything this evening?
- Students watch and tick the correct answers.
- Students check their answers.

Key

- 1 / No! (Abigail) / Nonsense! (Martha)
- 2 v at the House of Commons
- 3 call him on his mobile

2a

- Divide students into pairs.
- Students complete the sentences from memory.

2b

• Students identify who says each thing.

2c 💮

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

Key

- 1 REBECCA: She's going out with someone.
- 2 MARTHA: What's she giggling about?
- 3 REBECCA: You'll never guess.
- 4 MARTHA: Julia's got more sense than that.
- 5 REBECCA: It's true. She told me on Saturday.
- 6 MARTHA: Well, never mind that.
- 7 REBECCA: He phoned to say that he can't make it.
- 8 DARREN: Look out! She's coming.





Gary talks mysteriously to Julia, who is confused by his behaviour.

- Students read the question and look at the picture.
- Play the tape to GARY: Don't you?
- Students watch and answer the question.
- Students check their answer.

Key

Julia is going out this evening and tomorrow evening she's staying in and watching a video with Rebecca.

2a

- Students read the dialogue.
- Divide the class into pairs.
- Students number the dialogue in the correct order.

2b @

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

Key

- 1 Julia, are you doing anything this evening?
- 2 Yes, I am. I'm going out.
- 3 Are you going out tomorrow, too?
- 4 No, I'm not. I'm staying in and watching a video with Rebecca.
- 5 What about Wednesday?
- 6 Look. What is this, Gary? What do you want?
- 7 Oh, come on, Julia. Don't be shy. I know your little secret.
- Secret? What secret?
- 9 You know.
- 10 What do I know?
- 11 Oh, come on, you know. Don't you?

3

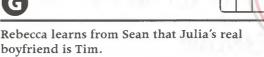
- Students read the questions.
- Students discuss the questions as a class.

- 1 Gary probably feels embarrassed as he didn't get the response he expected. Julia feels embarrassed and irritated by Gary's unwanted attention. She also probably feels annoyed with Rebecca for starting the rumour.
- 2 (Students' own ideas.)

Extension

- Ask students to continue the conversation taking on the roles of Gary and Julia.
- Ask some pairs to demonstrate their dialogue for the class.







- Students look at the picture and read the speech bubble.
- Play the tape to the end of Episode 1.
- Students watch and complete the speech
- Students check their answers.

Key

Julia is going out with Tim?

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

Rebecca stresses the word Tim. She thought that Julia was going out with Gary, not Tim. She stresses *Tim*, as this is the important piece of information.

2a

- Students read the sentences.
- Check students understand argue / lecture / people do some funny things.
- Students identify who says each thing.
- Students discuss what each sentence is about.

2b @

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

- **REBECCA** she is talking about her parents.
- **REBECCA** she is referring to the talk with her parents about her choice of job.
- REBECCA she is telling Sean what her parents say about her sister Cindy.
- SEAN he is talking about the Craddocks.
- SEAN he is talking about Julia and Tim's relationship.





- Check students understand personality and relationship.
- Students discuss one of the characters as a
- Divide the class into groups of three.
- Students discuss the other characters.

Students discuss their ideas as a class.

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

AFTER YOU WATCH

Exercises

1

- Students look at the pictures on pages 5 to 7 and read the example.
- Divide the class into pairs.
- Students take turns to describe the pictures.

Key

Possible answers

In the second picture on page 5, Julia is holding a mug and smiling.

In the third picture on page 5, Tim is interviewing Charlie and Molly Craddock They are walking backwards for charity.

In picture a on page 6, Rebecca is telling Martha that Julia ia going out with Gary.

In picture b on page 6, Sean is telling Rebecca that Julia is going out with Tim.

In picture c on page 6, Gary is turning round. In picture d on page 6, Julia is looking at Rebecca.

In picture e on page 6, Abigail and Darren are looking at Julia.

In picture f on page 6, Rebecca is talking to Abigail.

In picture g on page 6, Gary is asking Julia questions.

In the first picture on page 7, Gary is standing next to Julia.

In the second picture on page 7, Rebecca is hoding her hand to her mouth and Sean is looking at her.

2a

- Check students understand the context.
- Students read the dialogue.
- Go over the use of the Present continuous and the Present simple tenses.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students put the verbs in brackets into the correct tense to complete the dialogue.
- Go round and help students.
- Students check their answers.

Key

- A: Who are those two people?
- B: That's Charlie and Molly Craddock.
- A: What are they doing?
- B: They're walking round the park backwards.
- A: Why are they doing that?
- B: They're raising money for local charities.
- A: They're walking very fast.
- B: Well, they practise every day.
- A: Really? How do they practise?
- B: They walk round their garden for two hours every day.
- A: Look at those two men. What **is** the man in the green jacket **doing**?
- A: He's interviewing Molly and Charlie for the local television news. The other man is filming them.
- **A: Do** Molly and Charlie **do** this every Saturday morning?
- **B:** No, they don't. They usually **go** shopping.
- A: Oh, look. The reporter's falling over.

2b

- Divide the class into pairs.
- Students practise the dialogue.

3a

- Go over the use of the Present continuous tense with future meaning.
- Students read Gary's diary for this week.
- Divide the class into pairs.
- Introduce the question What is he doing on Monday morning?
- Ask a pair to demonstrate the question and answer together using the example given.
- Students ask and answer questions about Gary's week.
- Go round and listen to students. Check students are using the Present continuous tense.

Key

- At 1 o'clock on Monday afternoon he's having lunch with some visitors.
- At 3 o'clock on Monday afternoon he's planning next week with Martha
- At 11 o'clock on Tuesday morning he's flying to Brussels.
- At 1 o'clock on Tuesday afternoon he's meeting the President of the EU.
- On Tuesday afternoon he's returning to London. At 12 o'clock on Wednesday morning he's going to the hairdresser's.
- On Wednesday afternoon he's playing golf.
- At 11 o'clock on Thursday morning he's opening a new supermarket.
- On Thursday afternoon he's doing an interview with Vogue magazine.
- At half past seven on Thursday evening he's going to the theatre.
- On Friday morning he isn't doing anything.
- On Friday afternoon he's having a teleconference with Frederick.
- At half past nine on Friday evening he's going to Susan's party.
- On Saturday morning he's going shopping.
- On Saturday at half past eight in the evening he's having dinner with Rebecca, Julia and Tim.
- On Sunday at 6 o'clock in the morning he's reading the news.

3b

- Students look at the picture.
- Check students understand the context.
- Students read the questions.
- Divide the class into pairs.
- Demonstrate asking the question and giving Gary's reply using the diary.
- Students practise the dialogue.

Key

Possible answers

- 2 Yes, I'm flying to Brussels and meeting the EU President. Then I'm returning to London.
- 3 No, I can't make it on Wednesday afternoon, I'm playing golf.
- 4 I'm sorry. I'm opening a new supermarket.
- 5 I'm sorry. I'm having a teleconference with Frederick.
- 6 I'm sorry. I'm going to Susan's party.
- 7 No, I can't make it, I'm going shopping.

Note: EU = European Union.

Extension

- Students write a diary for the forthcoming week.
- Students use the diary to make more suggestions and replies.

4

- Students read the expressions for suggesting and responding.
- Check students understand the task.
- Divide the class into pairs.
- Ask a pair to demonstrate a dialogue.

5

- Students read the phrasal verbs and the dialogues.
- Divide the class into pairs.
- Go over the meaning of the phrasal verbs.
- Students complete the dialogues with the phrasal verbs using the Present continuous tense.
- Students check their answers.
- Students practise the dialogues in pairs.

Key

- 1
- A: I'm going away for the weekend.
- B: When are you getting back?
- A: On Sunday.
- 2
- A: Are you staying in this evening?
- **B:** No, I'm not. I'm going out. I'm going to the cinema with Peter. He's picking me up at eight.
- 3
- A: Is Julia going out with anyone?
- B: Yes, she and Tim are going out together.

Role play

- Divide the class into groups of three.
- Check students understand the Role play.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play, changing roles after the first time.
- Ask a pair to demonstrate their Role play for the class.

Culture note: charities

- Check students understand vocabulary such as, raise money / sponsor.
- Students read the culture note.
- Ask students how charities work in their own countries and if they have ever taken part in any activities to raise money for charity.
- Students discuss their ideas as a class.

Language in use

1 Dialogues

- Students read the questions and responses.
- If you wish, focus on expressions such as, Don't ask / I suppose.
- Divide the class into pairs.
- Students practise dialogues using the expressions.

2a here is / there is

- Students read the tables and the question.
- Students give their ideas.

Key

Nouns go after 'is' or's'. Pronouns go before 'is'.

2b

- Students read the example.
- Divide the class into pairs.
- Students complete the dialogues using the tables in 2a.
- Go round and help students.
- Students check their answers.

Key

- 2 Look out! Here's Martha.
- 3 Tim's late. Ah, here he is.
- 4 Oh good. **There's Sean**. I want a word with him.
- 5 Cindy should be here soon. Ah, here she is.
- 6 Oh no! **There's Gary**. I don't want to talk to him.
- 7 Where's my mobile? Ah, **there it is** on that

3 Useful expressions

- Students read the expressions.
- Divide the class into pairs.
- Students complete the dialogues using the expressions.
- · Go round and help students.
- Students practise the dialogues.

1

A: Is the meeting here?

B: Yes, I think so.

2

A: You sound happy.

B: Well, you'll never guess, but I met this great guy at the party last night.

A: Really? What's he like?

B: Oh, he's very good-looking.

A: Well, come on! Tell me more.

3

A: Hank's got a new job.

B: Are you serious?

A: Yes, it seems he had an interview last week.

B: Well, **never mind that** now. Have you got those letters for me?

A: Yes, here they are.

4

A: I'm playing in a tennis tournament on Sunday.

B: Good luck!

A: Thanks. Well, I can't stay here all day. I've got work to do.

B: Me too.

A: See you then. Have a nice weekend.

B: And you. Bye.

Grammar summary

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

TARGET LANGUAGE

Language in use

Useful expressions, just, Informal language – boys, girls and guys, this / some

Grammar summary

The Past simple tense of to be, The Past simple tense, The Future with will, The First conditional

CONTEXT

Tim is making a new series. Tim is going to direct it and Gary is going to interview ordinary people about their lives. The first guest leaves a message saying her child is ill and that she won't be able to come, so Sean is chosen to take her place. Sean has had an interesting past playing in a rock band which supported famous bands such as U2. This makes Sean a celebrity and children come rushing up to ask for his autograph.

WHILE YOU WATCH





Gary, Tim, Rebecca and Julia are leaving work. Outside, children are waiting to collect autographs.



- Students look at the picture and talk about what is happening.
- Play the tape until the meeting with Martha starts.
- Students watch and answer the questions.
- Students check their answers.

Key

The children in the picture want Gary and Tim's autographs. Gary is refusing the offer of a child's pen because he prefers to use his own pen.

Note: an autograph is the signature of a famous person.

20

- Students read the questions.
- Play section A again.
- Students watch and tick the correct answers.
- Students check their answers.

Key

- 1

 a new series
- 2 v tomorrow
- 3 ✓ fans
- 4 🗸 his own pen
- 5 / his grandmother

3a

- Students look at the picture and answer the question.
- Divide the class into pairs.
- Students complete the speech bubbles.

Key

Julia and Rebecca think the children are amusing. Gary and Tim enjoy the attention.

JULIA: What's it like to be a star?

GARY: These kids can recognize real talent.

TIM: That's right.

3b

• Students answer the question.

Key

Gary's feelings change because the boy wants his autograph for his grandmother not for himself. Gary is offended.

3c @

- Play section A again.
- Students watch and check their answers to 3a and 3b.





Tim, Julia, Gary and Martha are having a meeting about a new series which Tim would like to direct. Tim explains that the series will be about ordinary people and he wants Gary to be the interviewer.



- Students read the statements.
- Play the tape to the end of the meeting.
- Students watch and write true (T) or false (F) next to the statements.

Extension

• If you wish, ask students to compare Tim's series with other talk shows they know

Key

- 1 True
- 2 False (It will be called People.)
- 3 False (It will be about ordinary people.)
- 4 True
- 5 True
- 6 False (Gary will be the interviewer.)
- 7 False (Tim will direct it.)
- 8 True

2a

- Students read the questions.
- Check students understand vocabulary such as, extraordinary / excellent.
- Divide the class into pairs.
- Students answer the questions from memory.
- Students check their answers.

2b @

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

new - the series

ordinary – the people who ✓ shop assistants

are interviewed extraordinary - the people's

simple - the series excellent - Tim's idea exciting - Tim's idea

✓ nurses

bank

managers

housewives

- Tim tries to kiss her hand.
- Julia's tone is flirtatious.
- He agrees to behave himself.

2c 🎱

Key

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

3a 🍩

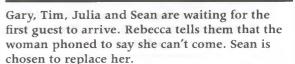
- Students look at the picture and read the information.
- Check students understand the task.
- Play section C again.
- Students watch and correct the information.

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

Name: Samantha Richmond Job: Waitress

Story: She got married when she was 16. She and her boyfriend ran away to Gretna Green because her parents didn't approve. Present situation: Married, 5 children.

Note: in Scotland people can get married at the age of 16 without their parents' consent, but in England they need their parents' consent till they are 18. Couples sometimes go to Scotland to get married because of this. Gretna Green is famous for such weddings as it's the first town over the border.



1 @

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

- Tim is annoyed because Samantha Richmond is late.
- 2 Rebecca tells them Samantha Richmond phoned to say she can't come because one of her children is ill.
- Frederick is in Bangkok.
- They decide to interview Sean.

- Check students understand the question.
- Students look at the pictures.
- Play section B again.
- Students check their answers.

We can see Gary's attitude change through his body language and the way he says things he sits forward and the tone of his voice rises.

3b

- Divide the class into pairs.
- Students answer the question.
- Students check their answer.

Key

Gary's attitude changes because Tim asks him to be the interviewer. He is flattered.





Tim and Julia are discussing a woman who Julia has chosen as a guest for Tim's new series.

- Students read the question and look at the
- Play the tape to JULIA: ... a very interesting
- Students watch and answer the question.
- Students check their answers.

They are talking about the first guest in Tim's new series.



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

If you do that again, I'll go back to my desk.

2b

- Students read the questions.
- Divide the class into pairs.
- Students answer the questions from memory.

2a 🗇

- Students look at the pictures and describe what is happening.
- Play section D again.
- Students watch and complete the speech bubbles.
- Students check their answers.

Key

- Excuse me. There's a message on my answerphone for Julia from Samantha Richmond.
- 2 When? Just now?
- 3 This morning.
- 4 What?
- 5 I was out of the office all morning at a meeting. Anyway, she says she's very sorry, but she can't come this afternoon because one of her children is ill.

2b 🎱

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

3

- Students read the questions and look at the pictures.
- Divide the class into pairs.
- Students discuss the questions as a class.

Key

- 1 Tim is angry. Julia is concerned about the child. Gary is interested only as far as it affects him.
- 2 Julia's reaction shows that she is a caring and sympathetic person. Gary's reaction shows that he is self-centred. Tim's reaction shows that he is ambitious and puts his work before people.





Gary interviews Sean about his life. At first it sounds ordinary but becomes more interesting when he describes how he played in a band.

19

- Students look at the picture and read the question.
- Turn the sound off.
- Play the tape to the end of the interview.
- Students watch and tick the endings.
- Students check their answers.

Key

- ✓ boring
- ✓ interesting

At first Sean's story appears to be boring, but then becomes interesting. We can see this in Gary's reactions.

2 (1)

- Students read the sentences.
- Play section E again.
- Turn the sound on.
- Students watch and tick the answers.
- Students check their answers.

Key

- 4 🗸
- 7 V

3a

- Students read the questions.
- Check students know they can tick more than one answer to each question.
- Divide the class into pairs.
- Students tick the correct answers.

3b

Students discuss the answers to the question.

3c @

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

Key

- 1 his parents They moved to England when he was a baby.
 - ✓ his school He didn't do very well.
 - ✓ his brothers and sisters There were seven children.
 - ✓ his first job In a furniture factory.
- 2 ✓ Ireland where he was born.
 - ✓ England his family moved there.
 - ✓ London where he grew up.
 - ✓ Las Vegas where he was in a bar with U2.
- 3 ✓ Nightmare the band he played in.
 - ✓ REM, Dire Straits, Guns n' Roses he played with these bands.
 - ✓ U2 he had a drink in a bar with them.



- Students read the question and the table.
- Play section E again.
- Students watch and answer the question.

Key

children – kids concerts – gigs travelled round – went on the road interesting people – great guys lots of – loads of





Ted congratulates Sean on his entertaining interview. Sean explains that he didn't see the programme himself because his children wanted to watch another channel.

1 @

- Students read the questions and look at the picture.
- Play the tape to SEAN: ... the other channel.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 It's the evening.
- 2 Ted and Rebecca watched Sean on TV.
- 3 Neither Sean nor Sean's children watched it.
- 4 They watched a quiz programme on another channel.



When they leave the building, once again children are waiting to collect autographs. This time, however, they all rush up to Sean.

1a

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

1b @

- Play the tape to the end of Episode 2.
- Students watch and check their ideas.

Kev

Gary is getting his pen out. The children want Sean's autograph not Gary's.



- Students read the speech bubbles.
- Play section G again.
- Students watch and complete the speech bubbles.

Key

TIM: Huh, the **kids** of today! GARY: Yeah. What do they know?

2b

- Students look at the picture on page 12.
- Students compare Tim and Gary's words at the beginning and end of Episode 2.

At the beginning Gary says that children nowadays can recognize real talent and Tim agrees with him. At the end Tim and Gary imply that children nowadays don't know anything.

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

AFTER YOU WATCH



Exercises

1

- Students look at the picture.
- Ask students what they know about Sean.
- Write up some of student's sentences on the board.
- Go over the Past simple tense.
- If necessary, refer students to the Grammar Summary at the end of the unit.
- Divide the class into pairs.
- Do the first two as a class, using the verbs in brackets.
- Students complete Sean's life story.
- Go round and help students.
- Discuss the answers with students.

Sean Casey grew up in London, but he wasn't born there. He was born in Ireland. His parents moved to England when he was a baby. He didn't like school very much and he didn't do very well there. He left when he was sixteen and he started work in a furniture factory. Sean liked music and in his free time he played the bass guitar with a band called Nightmare. They had a few good gigs and so he gave up his job and went on the road with the band. They were on the road for about six years. They didn't become famous and they didn't make any records, but they travelled all over the world and they worked with a lot of famous rock stars. Sean also met some people from TV companies. When the band finally broke up, he decided to become a cameraman. He got a job as an assistant cameraman in a small company and after a few years he became a cameraman. The company did very well and a few years later Apex TV bought it. So Sean came to work at Apex.

2

- Students read the cues.
- Do the first two sentences on the board.
- Divide the class into pairs.
- Students write Martha's life story using the
- Go round and help students.
- Students check their answers.

Martha was born in Wales. Her parents moved to Birmingham when she was six years old. She grew up in Birmingham and did well at school. She went to London University to study Politics. She then got a job as a reporter on a local newpaper. One day she interviewed Frederick and he offered her a job at Apex TV. She started as a reporter and then became a foreign correspondent. She travelled to other countries and reported on several wars. Martha loved the job. She met Lawrence McKay in Africa and they got married. The marriage didn't last long and they got divorced. Five years ago her father died. Martha didn't want to work in an office, but she needed to look after her mother. So she became a producer.

3

- Go over the question form of the Past simple tense.
- Divide the class into pairs.
- Students make questions using the cues.
- Students take on the role of Martha and the interviewer.
- Students ask and answer the questions.
- Go round and listen.
- Ask a pair to demonstrate their dialogue for the class.

Key

Where were you born?

In Wales.

Where did you grow up?
I grew up in Birmingham.

Did you enjoy school?

Voc Lalid

Yes, I did.

What did you do after school?

I went to London University.

What did you study?

I studied politics.

What was your first job?

I was a reporter for a local newspaper.

How did you get a job at Apex?

I interviewed Frederick one day and he offered me a job.

What did you do at Apex?

I was a foreign correspondent.

Did you enjoy your job?

I loved it.

Why did you give up your job?

My father died and I needed to look after my mother.

4

- Students read the verbs and the summary of Tim's new series.
- Divide the class into pairs.
- Students complete the summary.
- Students check their answers.

Key

The title of Tim's new series will be People. It will be about people's lives. The programmes will be very simple. Gary will interview people and they will tell their life story. Tim won't do the interviews, because he will direct the series. Julia will find people for the programmes. They won't be famous people, but ordinary people with an extraordinary story to tell. The series will start in a month's time.

5

- Students read the notes.
- Divide the class into groups of three.
- Ask students to choose to be Gary, Julia or Martha.
- The students who choose to be Martha should try to add more detail to the notes, e.g. the restaurants will be in a different city each week.
- The students who chose to be Gary and Julia should think of questions based on the notes
- Go round and check students are using the will question form.
- Students ask and answer questions about the series
- Ask a group to demonstrate their dialogue.

ба

- Check students understand the context.
- Students read the examples.
- Go over the First conditional.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Students complete the sentences using the verbs.
- Students check their answers

Key

- 2 If we interview Sean, we'll need another cameraman.
- 3 If it doesn't work, I won't do any more in this series.
- 4 If you ask the right questions, Sean will have plenty to say.
- 5 Anyway, if we don't use Sean, we won't have a programme.
- 6 If Samantha's child is better, we'll use her for the next programme.
- 7 Jason and Kylie will be happy if they see their dad on the TV.
- 8 No, they won't watch it, if there's something else on.

6b

- Divide the class into pairs.
- Students discuss who they think says each thing in 6a.

Possible answers

- 1 Gary
- 2 Tim
- 3 Gary
- 4 Tim
- 5 Tim
- 6 Julia
- 7 Julia
- 8 Sean

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 the Role play, changing roles after the first time.
- Ask a pair to act out their Role play for the whole class.

Language in use

1 Useful expressions

- Students read the expressions in the table.
- Check students understand the expressions.
- Divide the class into pairs.
- Students complete the dialogues with the expressions.
- Students check their answers.

Kev

- 1
- **A:** This guy in the newspaper didn't like your new programme.
- B: What does he know?
- 2
- A: Is the Videocom report ready yet?
- B: No, but I promise I'll finish it this afternoon.
- 3
- A: No, It's no good. We'll have to do it again.
- B: What? You can't be serious.
- 4
- A: I went to a gig at the Warehouse last night.
- B: What was it like?
- A: It was great.
- 5
- A: How long were you on the road?
- B: About six years. We had loads of fun.

2a just

Students read the explanation and example.

2b

- Divide the class into pairs.
- Students put just into the dialogues.
- Students check their answers.
- Students practise the dialogues.

Key

- 1 I'll just phone for a taxi.
- 2 Yes. I'll just get my coat.
- 3 OK. I'll just go to the loo first.
- 4 Yes. I'll just finish this letter.
- 5 Yes. I'll just put them on your desk.
- 6 Yes. I'll just have to go to the bank first.

4a Informal language – boys, girls and guys

- Check students understand the vocabulary.
- Ask students if there are similar informal words in their own language.

4a Informal language - this / some

• Students read the explanation.

4b

- Students read the words and the example.
- Divide the class into pairs.
- Students rewrite the sentences.
- Go round and help students.
- Students check their answers.

Key

- 2 I met this gorgeous boy at this party yesterday.
- 3 I put my glasses on some desk and this girl sat on them.
- 4 This kid is walking backwards round some park to raise money for some charity.
- 5 This guy phoned yesterday. He works for some computer company.

Grammar summary

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

TARGET LANGUAGE

Language in use

something to /nothing to ..., Talking of ..., Responses

Grammar summary

The Past continuous tense, The Past continuous tense and the Past simple tense, when | while Comparative and superlative adjectives, as ... as

CONTEXT

Julia invites Tim to Sunday lunch at her parents' house and gives him directions. The next day Julia is at her parents' house. Her mother Sandra explains she is taking an old lady, Mrs. Barnes, to stay with her daughter. Meanwhile, Tim and Sean, who are working, hear of a robbery at a jeweller's and race off to the scene of the crime. While Sandra is dropping Mrs Barnes off at her daughter's, Tim and Sean pull up behind her and Tim behaves impatiently, beeping his horn at her. Later, Sandra complains to Julia about the incident. The next day Tim arrives for lunch and Sandra is shocked to discover that the rude man is actually Tim.

WHILE YOU WATCH





1a

- Students look at the pictures and identify the people.
- Divide the class into pairs.
- Students talk about what is happening in each picture.

Key

(Students' own ideas.)

1b 🚳

- Play the whole of Episode 3.
- Check students understand the task. Assure students that they don't need to understand everything in the video at this stage. They should just put the pictures in the correct order.
- Students watch and number the pictures in the correct order.
- Students check their answers.

Kev

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

2

- Students look at the pictures again.
- Divide the class into pairs.
- Ask students to start telling the story from the first picture.
- Go round and help students.





Tim, Julia and Rebecca are returning home to their flats where Tim finds a letter waiting for him. Julia invites Tim to dinner at her parents' on Sunday.



- Students read the questions and look at the picture.
- Rewind the tape to the beginning of Episode 3.
- Play the tape to TIM: ... organizer.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 The letter is from Tim's sister in Hong Kong.
- 2 Tim is working on Saturday.
- 3 Tim will visit Julia's parents for dinner on Sunday.

2a

- Divide the class into pairs.
- Students complete the sentences from memory.

2b

Students identify who says each thing in 2a.



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

Key

- 1 TIM: Anything for me.
- 2 REBECCA: I'm going to put my feet up.
- 3 REBECCA: It's been a long day.
- 4 TIM: This'll be from my sister.
- 5 JULIA: **Talking** of families, are you working **this** weekend?
- 6 TIM: Just Saturday.
- 7 JULIA: I'm going to my parents' for the weekend
- 8 Julia: Would you like to come over on Sunday?
- 9 Julia: They'd love to meet you.
- 10 TIM: How do I get there?
- 11 Julia: I'll give you a map.
- 12 TIM: No. I've got my personal organizer.

3

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





Julia gives Tim directions to get to her parents' house.

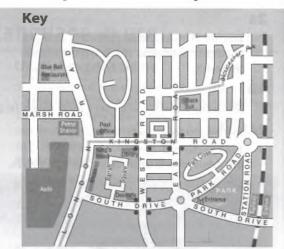


- Students read the questions.
- If you wish, go over the pronunciation of some of the places, e.g. Worcester Road /wustə raud/, Gloucester Road /glostə raud/.
- Play the tape to TIM: Got it.
- Students watch and answer the questions.

- 1 ✓ a post office
 - ✓ London Road
 - ✓ the Black Bull
 - ✓ traffic lights
 - ✓ Asda
- 2 Gloucester Avenue.
- 3 29

2 @

- Students look at the map showing the route to Julia's parents' house.
- Ask students to find some of the places that Julia mentioned to familiarise themselves with the map.
- Play section C again.
- Students watch and mark the route to Julia's parents' house.
- Students write the name of the street where Julia's parents live on the map.



Julia's house is in Gloucester Avenue.

3a

- Students read Julia's instructions.
- Divide the class into pairs.
- Students complete Julia's instructions using the map.

3b @

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

Kev

Take the London Road to Kingston. There's a big Asda supermarket just before you get to the centre of Kingston. You go past Asda and take the first turning on the right. There's a post office on the corner. Go down there till you come to the second set of traffic lights. Turn left there and you'll see a pub called The Black Bull on the right. Turn right and Gloucester Avenue is the third road on the left. Number 29.



Rebecca is in the kitchen at her parents' house where her father is mending a toaster and her mother, Sandra is preparing breakfast. Sandra explains that she is going to take an old lady to her daughter's house.

1a

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

1b @

- Play the tape to SANDRA: ... back in time.
- Students watch and check their ideas

Key

- 1 It is morning.
- 2 He is mending a toaster.
- 3 She is irritated.



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

Key

- 1 / tomorrow morning.
- 2 / her daughter's house.
- 3 Mrs Burns.
- 4 King George Square.
- 5 / more convenient
- 6 v there aren't so many people.





Tim and Sean are in the newsroom. Tim gets a call about a robbery at a jeweller's shop and they set off quickly to report it.



- Students read the statements.
- Play the tape until Tim and Sean leave the newsroom.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- 1 False (It happened on his way home.)
- **3** False (They were running out of a newsagent's.)
- 4 False (The owner was chasing them.)
- 5 True
- 6 False (He nearly hit one of them.)
- 7 True
- False (They are going to make a report about the robbery.)



- Students look at the picture.
- · Check students understand.
- Play section E again.
- Students watch and answer the question.
- · Students check their answers.

Sean is puzzled because Tim knew the kids were Jason and Kylie, even though Sean hadn't said so.

2b

- Students look at the picture and complete the speech bubble from memory.
- Students check their answers.
- If you wish, play section E again to check.

Key

A robbery at a jeweller's shop in King George Square.





Sandra is taking Mrs Burns to her daughter's but there is nowhere to park so she leaves the car in the street while she helps Mrs Burns walk to the house. Tim drives up on his way to the robbery and gets very impatient with Sandra when he sees her car blocking the road.



- Students look at the pictures.
- Play the tape to SANDRA: Well, really!
- Divide the class into pairs.
- Students discuss what happens and why.
- Students check their answers.

Key

There is nowhere to park so Sandra leaves her car in the road while she helps Mrs Burns. Tim drives up and beeps his horn then dumps Mrs Burns' bags on the pavement because he is in a hurry to get to the robbery.

2a

- Students read the halves of the sentences.
- Divide the class into pairs.
- Students match the halves of the sentences.

2b

• Students identify who says each thing in 2a.

2c 🎱

- Play section F again.
- Students watch and check their answers.
- If you wish, discuss expressions, such as Come on, you're blocking the street. | We won't be long. | Allow me.

Key

1	h	SANDRA	7	1	SEAN	
2	f	SANDRA	8	b	TIM	
3	j	SANDRA	9	е	SANDRA	
4	C	SANDRA	10	k	TIM	
5	i	SANDRA	11	g	TIM	
6	d	SEAN	12	a	SANDRA	

3

- Divide the class into groups.
- Students discuss their ideas.
- Students discuss the questions as a class.





At home again Sandra tells Colin and Julia about her encounter with the rude young man.

1 (

- Students read the questions.
- Play the tape to SANDRA: ... somewhere before.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Colin is still trying to mend the toaster.
- 2 Sandra is talking about her encounter with Tim.
- 3 Julia is shocked and sympathetic to her
- 4 Sandra has probably seen the young man on television, or possibly at Wellington Gardens where his flat is above Julia's.

2a

- Students look at the picture and read Sandra's story.
- Ask students to identify the two tenses.
- Go over the use of the Past continuous tense.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Check students understand grab | dump | beep.
- Divide the class into pairs.
- Students delete the incorrect verbs.

2b @

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

Key

Well, when we **got** there, I couldn't find anywhere to park, so I **stopped** in the middle of the street. While I **was helping** Mrs Burns out of the car, another car **pulled up** behind me and the driver of the car **beeped** his horn at me. Poor old Mrs Burns can't move very fast. So while we **were walking** to her door, the young man **started** shouting at us. And then he **grabbed** the suitcases from the car and he just **dumped** them on the pavement.

3 @

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

Key

Some people! That's terrible! How rude!

Extension

• Students practise the expressions copying Julia's intonation.

(1)



Colin, Sandra and Julia return home after shopping. Julia is feeling impatient because they are late and Tim is about to arrive.

1a @

- Check students understand impatient and embarassed.
- Play the tape to the end of Episode 3.
- Students watch and number the words in the correct order.
- Students check their answers.

Key

- 1 impatient
- 2 happy
- 3 surprised
- 4 embarrassed

1b

- Divide the class into pairs.
- Students discuss what causes each emotion.
- Students check their answers.

Key

- Julia is impatient because they are back late after shopping. She probably doesn't want Tim to find them unprepared.
- 2 She is happy because she sees Tim.
- 3 She is surprised because her mother appears to know Tim.
- 4 She is embarrassed when she realises that Tim is the person who was rude to her mother the day before.

2a

- Students read the expressions.
- Divide the class into pairs.
- Students complete the expressions from memory.

2b @

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

Key

- 1 Tim will be here soon.
- 2 I'll take these in.
- 3 That's him!
- 4 Excuse me. I'd like a word with you!
- 5 Do you two know each other?
- 6 This is **the rude young** man that I was telling you about.
- 7 Oh dear. Mum, Dad. This is Tim.
- 8 Pleased to meet you.

3

- Students read the question.
- Divide the class into pairs.
- Students discuss what they think happens next.

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

AFTER YOU WATCH



Exercises

1

- Students read the letter.
- Divide the class into pairs.
- Students put the verbs in brackets into the Past continuous or Past simple tense.
- Students check their answers.

Key

I met Julia's parents last week, but it was a bit embarrassing. Julia invited me to her parents' place, because she was staying there for the weekend. Well, on Saturday I was at work with Sean. We were sitting in the newsroom and Sean was telling me about the latest problem with his kids, when the telephone rang. It was about a robbery in King George Square. So we got our things and we rushed off to do a report on the robbery. As we were driving to King George Square, we decided to take a short cut. I turned into this small street, but a car was blocking the road. a woman was helping an old lady to one of the houses. I stopped and I beeped my horn at them, because they were moving so slowly. The woman came back to her car for some suitcases, but I grabbed the suitcases and put them on the pavement. The woman was a bit annoyed, but she moved the car and we went to do our report. the next day I drove to Julia's parents' place. When I arrived, they were taking the shopping out of the car. I parked on the other side of the street, and as I was crossing the road, Julia's mother started shouting at me. Then I recognized her. She was the woman in the car that was blocking the street. Julia was very embarrassed.

Extension

- Ask students to remember an embarrassing moment in their lives.
- Divide the class into pairs.
- Students tell each other about their stories.
- If you wish, ask students to write their stories for homework.

7

- Students look at the pictures. Remind students who the people are.
- Ask the class to describe the items in the list and write them on the board.
- Students read the example.
- Go over comparatives and the use of as ... as. Focus on the pronunciation /əz ... əz/.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.

- Students compare the items in the list using comparatives, as ... as or isn't as ... as and the adjectives on the board.
- Go round and help students.
- Students share their ideas with the class.

3a

- Students read the list.
- Check students understand the task.
- · Students write down their ideas.

3b

- Divide the class into pairs.
- Demonstrate an example with a stronger pair of students.
- Students compare their ideas and give reasons for their choice.
- Go round and help students.
- Check they are using superlative and comparative structures correctly.

4a

- Students look at the map and read the dialogue.
- Divide the class into pairs.
- Students complete the dialogue.
- Go round and help students.
- Students check their answers.

Key

MAN: Excuse me. How do I get to Asda?

JULIA: Go to the end of Gloucester Avenue and turn right. Then take the second turning on the left. That's West Road. Go along there till you come to a set of traffic lights. Turn right into Kingston Road. Go right to the end of that road and turn right. Then turn left and Asda is on the left.

4b

- Students look at the map and read the sentences.
- Ask students as a class to give directions to the Black Bull.
- •, Divide the class into pairs.
- Students take turns giving directions.
- Ask a student to choose a destination and give directions. The other students follow on their maps and find the destination.

Extension

- Check students know vocabulary such as, upstairs / downstairs / corridor.
- Divide the class into pairs.
- Students give directions from one place in the school to another, e.g. from the library to the canteen.
- When they have finished giving directions they ask their partner in which part of the school they are.

Role play

- Check students understand the Role play.
- Divide the class into groups of four.
- 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 something to ... / nothing to ...

- Students read the table.
- Divide the class into pairs.
- Students complete the sentences with something to ... / nothing to
- Students check their answers.

Key

- 1 I'm bored. I've got nothing to do.
- 2 I'll have to stop in the street. There's nowhere to park.
- 3 I'm thirsty. I need something to drink.
- 4 I'll have to go to the supermarket. There's nothing to eat in the fridge.
- 5 The train was full, so there was **nowhere to** sit.
- 6 I'm hungry. Let's find something to eat.
- 7 | can't go out tonight. I've got **nothing to** wear.
- 8 I'm tired. Let's find somewhere to sit.

2a Talking of ...

- Students read the explanation and example.
- Draw attention to the fact that *Talking of* ... is followed by a noun.

2b

- Divide the class into pairs.
- Students complete the dialogues.
- Students check their answers.
- Students act out some of the dialogues.

Key

- 1
- A: I think I'll have a sandwich.
- B: **Talking of food**, we went to a very nice restaurant yesterday.
- 2
- A: I must go to the bank.
- B: **Talking of money**, how did the finance meeting go yesterday?
- 3
- A: I'm having lunch with Tim today.
- B: **Talking of Tim**, I hear he's going out with Julia.
- A: I'm just going to the newsagent's.
- B: **Talking of shops**, have you been to that new supermarket?
- A: I think I need to get some new jeans.
- B: **Talking of clothes**, have you seen Gary's new suit?
- 6
- A: Do you like the new Volvo?
- B: Yes, but **talking of cars**, I couldn't find anywhere to park this morning.

- Check students understand expressions such as, I'm going to put my feet up. | I won't be long. | I'd like a word with you. | It's been a long day.
- Check students understand that some responses can be used with more than one sentence.
- Divide the class into pairs.
- Students match the sentences in column A to a response in column B.
- Students check their answers.

K	ey

1	i, n	6	b, j, k
2	e,m	7	f
3	c, j, k	8	b, k, o
4	g	9	h
5	a,d,l	10	d, k

Extension

- Students choose a pair of expressions.
- Students write a dialogue using the expressions.
- Go round and help students.
- Ask some students to act out their dialogues for the class.

Grammar Summary

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



24

TARGET LANGUAGE

Language in use

Useful expressions, A telephone conversation. *I* don't think ..., Problems, Culture note: French fries and chips

Grammar summary

The Present perfect tense, the Present perfect tense and the Past simple tense, some | any, a few | a bit of, used to

CONTEXT

Martha is on the phone in her office. Tim arrives. Rebecca asks him if he has made the programme about the health farm yet. Tim says he needs somebody who is suffering from stress. Martha comes out of her office and it is obvious that she is a suitable candidate. At the health farm Martha meets Celine who helps her work out a personal fitness programme. At dinner she has very little to eat and next day she works out in the gym, then goes jogging. When Tim and Sean try to interview her she escapes in Tim's jeep.

WHILE YOU WATCH





Martha is on the phone to her mother and then an angry viewer calls.

1 💿

- Students look at the picture and read the questions.
- Play the tape to MARTHA: ... agree with that ...
- Students watch and answer the questions.
- · Students check their answers.

Key

- 1 / a viewer / her mother
- 2 She feels irritated and stressed.

2a

• Students read the expressions.

2b @

- Play section A again.
- Students answer the questions.
- · Students check their answers.

Key

I know you don't like them. – Her mother doesn't like pears.

Well, go and look. – She's telling her mother to see if they have any coffee.

I'm afraid I can't agree with that.— She is disagreeing with a viewer who thinks one of Apex's programmes was too violent.

3a

- Divide the class into pairs.
- Students complete the sentences.

3b 🚳

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

Key

- 1 If I have time, I'll try to go shopping at lunchtime.
- 2 Well, go and look and then ring me back.
- 3 I'm sorry. I was expecting another call.
- 4 No, I don't **think** the programmes are **too** violent.





Rebecca asks Tim if he has made the programme about a health club. She volunteers to go but Tim says she is too fit and that he needs someone unfit and stressed out.



- Students look at the picture and read the questions.
- Play the tape until Martha comes out of her office.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Tim wants to make a programme about a health farm.
- 2 He's still looking for someone to go.
- 3 Rebecca asks him because she would like to go.
- 4 She's already fit and healthy. Tim wants someone unfit and stressed out.



- Students read the questions and the words and expressions.
- Check students understand the expressions.
- Play section B again.
- Students check their answers.

Key

fit, healthy – Rebecca unfit, stressed out – the person he needs for the programme





Martha comes out of her office and it is clear that she is suffering from stress.



- Students read the incomplete sentences.
- Play the tape until you see Tim's car.
- Students watch and identify the subjects.
- Students check their answers.

- Martha
- The tapes
- 3 Frederick
- 4 Frederick
- Martha's mother
- Martha's mother
- 7 Martha

2a

- Students look at the pictures and read the
- Divide the class into pairs.
- Students match the halves of the sentences from memory.
- If you wish, go over expressions such as, I need a break. / Give me strength.

2b

- Divide the class into pairs.
- Students identify who says each thing in 2a.

2c 💮

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

Key			
MARTHA:	1	h	
	2	е	
	3	j	
	4	i	
	5	a	
	6	C	
REBECCA:	7	g	
	8	d	
MARTHA:	9	f	
	10	b	





Martha, Tim and Sean arrive at the health club where they meet Martha's personal consultant.

1a

- Students look at the picture and read the questions.
- Divide the class into pairs.
- Students discuss the questions.

1b (3)

- Play the tape to WOMAN: ... follow me.
- Students watch and check their ideas.

Key

- Tim, Sean and Martha are arriving at a health farm to make a programme.
- 2 Martha, Tim and Sean are in the car.
- 3 They are at the health and fitness centre.

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

Key

- Westland Manor.
- health and fitness centre.
- 3 Celine.
- 4 personal consultant.
- about a week.
- some regular tests.
- a personal fitness programme.

3 @

- Students read the question.
- Play section D again.
- Students watch and answer the question.

Key

She stops Sean and Tim from following her as she wants some privacy.





Martha, Tim and Sean are in the restaurant talking about Martha's evening meal.



- Students read the questions.
- Turn off the sound and play the tape until Tim and Sean get up to leave.
- Students watch and answer the questions giving reasons for their answers.

1b @

- Turn the sound on and play section E again.
- Students watch and check their ideas.

Key

- They are in the health and fitness centre restaurant.
- Martha is having her evening meal.
- They are filming her for the programme.
- They are talking about what she is allowed to
- Martha doesn't like the food.
- They are leaving to go and eat a big meal in a pub.

2a 🌑

- Check students understand the vocabulary.
- Play section E again.
- Students watch and tick the food and drink.
- Students check their answers.

Key

Food ✓ steak Drink

✓ chips

✓ wine ✓ beer

✓ lettuce

✓ tea ✓ coffee

✓ nuts ✓ fruit

✓ water

- ✓ ice cream
- ✓ biscuits
- ✓ chocolate
- ✓ meat
- ✓ cheese

2b

- Divide the class into pairs.
- Students discuss the question.

Tim and Sean are going to the pub to eat steak and chips.

Martha's meal consists of a bit of lettuce a few nuts and some fruit. She calls it rabbit food.

The Health and Fitness Centre won't give Martha any biscuits, ice cream or chocolate.

Martha used to have meals with meat and cheese when she was a war correspondent. Martha can't have wine, beer, tea or coffee. She can only have water.

3a

- Students look at the pictures.
- Divide the class into pairs.
- Students complete the speech bubbles from memory.

3b 🕲

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

Key

- 1 Meal? You call this a meal? ... A bit of lettuce, a few nuts and some fruit. They won't let me have any biscuits or ice-cream or chocolate.
- Can you have any wine or beer? I can't even have a cup of tea or coffee. This is my drink. A glass of water?
- 3 Right. Where shall we go for a meal. I'm starving. Let's try that pub down the road. I fancy a nice big steak and a plateful of chips.

4

- Students look at the picture and read the speech bubble.
- Divide the class into pairs.
- Students discuss the question.
- Students check their answers.

She is letting Tim know that in the future she will take revenge on him.





Tim and Sean are filming Martha in the gym.

1a

- Students look at the pictures and answer the questions.
- Students discuss the questions as a class.

1b @

- Check students understand the task.
- Play the tape to MARTHA: ... talk me into this,
- Students watch and number the pictures.
- Students check their answers.

1d 2e 3a 4c 5b



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

Key

- True 1
- False (She starts at half past nine.) 2
- 3 False
- (She tells her to swing her arms.) True
- 5 False

4

- (She has another ten minutes.)
- 6 True
- 7 False (They are going jogging at half
 - past two.)
- False (She never goes jogging.)





Tim and Sean are waiting for Martha. She is very tired, and says that she has had enough.

- Students look at the pictures and read the
- Play the tape to MARTHA: Can I borrow your
- Students watch and answer the questions.
- Students check their answers.

- Tim is speaking to Julia.
- 2 They are waiting for Martha.
- 3 They are eating French fries.
- 4 He used to play with the band.
- 5 Martha has been jogging.
- 6 She says she has never felt worse.
- She is going to make a phone call.

2

- Students read the questions and answers.
- Check students understand the vocabulary.
- Play section G again.
- Students watch and tick the correct answers.

- ✓ in fields ✓ in the street ✓ in airports
- 2 / a camel
- 3 ✓ snakes ✓ insects

3a

- Divide the class into pairs.
- Students match the halves of the sentences.
- Go over the expressions such as, This is just too much. | I've had enough. | You'll see.

3b

Students identify who says each thing in 3a.

3c 🍩

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

1		TIM	7	е	MARTHA
2	f	TIM	8	g	TIM
3	b	TIM	9	d	MARTHA
4	i	TIM	10	a	MARTHA
5	C	MARTHA	11	h	MARTHA
6	k	MARTHA			

4

- Students read the questions.
- Divide the class into pairs.
- Students discuss their answers.

Key

Tim is embarrassed because he says I love you to Julia. Sean smiles.





Martha phones her mother from the jeep and then drives off leaving Tim and Sean behind.

1a

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

1b @

- Play the tape to the end of Episode 4.
- Students watch and check their ideas.

Key

Martha phones her mother to say she is going home. Then she takes the jeep, leaving Tim and Sean behind.

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

AFTER YOU WATCH

Exercises

1a

- Introduce used to using the example.
- Ask students what Sean does now, if he still plays the guitar in a band, if he played once or regularly in the past.
- If neccesary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students read the table and decide who used to do each activity. The information is all in *Lifetime* Level 1 and 2. If students haven't done Level 1, they can guess and give their reasons.
- Students discuss their answers.

1 b

Divide the class into pairs.

Students tell each other three things they used to do.

Key

Julia used to work in Italy.
Tim used to play football for a local club.
Martha used to smoke.
Julia used to live in Kingston.
Martha used to be a war correspondent.
Sean used to make furniture.
Tim used to have a girlfriend called Ellie.

Extension

- Students find someone who used to ... have an interesting hobby, do something to earn money when at school, etc.
- Students walk round and interview each other.

2a

- Students look at the picture and complete the sentences.
- Go over the use and meaning of a few and a bit of.
- If neccesary, refer students to the Grammar summary at the end of the unit.

Key

You call this a meal? A **bit of** lettuce, **a few** nuts and some fruit.

2b

- Divide the class into pairs.
- Students complete the sentences.
- Go round and help students.
- Students check their answers.

Key

1	a bit of	5	a few
2	a few	6	a bit of
3	a few	7	a few
4	a bit of	8	a bit of

Note: News is an uncountable noun not a plural.

3a

- Go over the use of some and any.
- If neccesary, refer students to the Grammar summary at the end of the unit.
- Students look at the picture of Martha's shopping and the list of items.
- Students say whether Martha bought or didn't buy each item on the list.

She bought some coffee.
She didn't buy any tea.
She didn't buy any sausages.
She bought some cheese.
She bought some bread.
She didn't buy any wine.
She bought some tomatoes.
She bought some bananas.
She didn't buy toothpaste.
She didn't buy any soap

3b

- Students to close their books.
- Students ask and answer what Martha bought from memory.

Extension

- If you wish, ask students what they bought the last time they went shopping.
- Write the answers on the board, and find what the students buy most frequently.

4a

- Students look at the pictures and read the cues.
- Students read the examples about Martha.
- Go over the form and use of the Present perfect tense using the examples
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students talk about what Martha has done.
- Go round and check students are using the Present perfect tense correctly.
- Students check their answers.

Key

- 2 She hasn't read the news.
- 3 She hasn't been skiing.
- 4 She's flown a plane.
- 5 She's eaten a snake.
- 6 She's met the US president.
- 7 She hasn't played football.
- 8 She's ridden a camel.
- 9 She hasn't driven a sports car.10 She hasn't tried scuba-diving.

4b

- Students read the example together.
- Students ask and answer questions about each other's experiences.
- Ask students to tell the class anything interesting they learned about their partner.
- If you wish, for further practice ask students to think of new questions to ask each other.

5

- Go over the difference between the Past simple and the Present perfect tenses.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Ask students what they know about Tim.
- Students read the examples.
- Divide the class into pairs.
- Students put the verbs in brackets into the correct tense to complete the information.
- Go round and help students.
- · Students check their answers.

Key

- 1 Tim has been at Apex TV for six years now. He started as a trainee, but then he became a reporter. He has worked with Sean for the last four years.
- 2 Tim has lived in Wellington Gardens for three years. Before that he didn't have a flat. He lived in a bedsit near the station. He didn't like it very much.
- When he was at university, he played football for the university team. Later he played for a local team. He still likes to watch football, but he hasn't played for a few years
- 4 Tim's sister works in Hong Kong. She has lived there for about five years. She worked in London before that. Tim went to Hong Kong for a holiday two years ago. He really enjoyed it. He hasn't seen his sister since then, because she hasn't been back to England.
- 5 Since he joined Apex, Tim has done reports on several things, and he has interviewed hundreds of people. A little while ago, he started a new series called *People*. He didn't want to be the interviewer. He decided to direct it. So far in the series, they have made ten programmes and they have been very popular.
- 6 A couple of weeks ago he talked Martha into doing a programme about a health farm, because she needed a break. For the past two days they have been at a health farm. So far Tim and Sean have filmed Martha in the gym and the restaurant. But they can't film any more, because Martha has just driven off in Tim's car.

6

- Remind students about Rebecca saying I've always wanted to go to a health farm.
- Explain *ambition* by giving some personal examples.
- Divide the class into pairs.
- Students discuss their ambitions.
- Students tell the class about their ambitions.

Role play

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

Extension

 Ask students to describe Martha's bad day at the beginning of the video or tell students about a bad day you have had and ask students about their own experiences.

Language in use

1 Useful expressions

- Students read the items in the table and read the sentences and dialogues.
- · Check students understand the task.
- Do the first one as a class.
- Divide the class into pairs.
- Students replace the underlined words and expressions with items from the box.
- Students check their answers.
- Go over expressions, such as, I fancy a nice quiet evening. | I'm starving.

Key

- 1 down the road
- 2 fancy
- 3 time for dinner, starving
- 4 that's it for today
- 5 won't be back
- 6 Would you like to follow
- 7 Let's try
- 8 here he comes
- 9 on the phone
- 10 You'll see

2 A telephone conversation

- Students read the expressions.
- Divide the class into groups of three.
- Students complete the dialogue with the expressions.
- Students check their answers.

Key

REBECCA: Hello, Rebecca Bond speaking

Jim: Hello. My name's Baker. **Can I speak to** Martha, please?

REBECCA: Just a minute, Mr Baker. Martha, it's Jim Baker.

Martha: Thank you, Rebecca. Hello, Jim. What can I do for you?

JIM: I wanted to **have a word** about the meeting tomorrow.

MARTHA: Oh, well, I'm expecting a call from the States. So can I ring you back in about an hour.

Jim: Yes, OK. You can get me **on my mobile**. MARTHA: OK. Bye for now.

Extension

- Divide the class into pairs.
- Students write their own dialogues using some of the expressions.
- Students practise their dialogue.
- Ask some pairs to act out their dialogues for the class.

3a I don't think ...

 Student's read the explanation of think to express negative opinions and read the example.

3b

- Students read the sentences.
- Divide the class into pairs.
- Students express the opinions using the sentences.

Key

- 1 I don't think the film starts at eight o'clock.
- 2 I don't think the food here is very good.
- 3 I don't think it'll rain tomorrow.
- 4 I don't think Martha enjoyed jogging.
- 5 I don't think she likes exercise.
- 6 I don't think you should do that.

4 Problems

- Students look at the cartoons and read the transcript on page 62.
- Students find appropriate expressions to complete the speech bubbles.

Kev

How did you talk me into this? or I've done some difficult things in my life, but this is just too much.

I need a break. or Give me strength.

Culture note

- Go over the Culture note with students.
- Ask students about fast food in their own countries.

Grammar summary

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

TARGET LANGUAGE

Language in use

Going out, Would you mind ... ?, Excuses

Grammar summary

First and Second conditionals, Gerunds, The Future with going to

CONTEXT

Tim and Julia arrange to go to the theatre but Tim doesn't make it. Julia is angry and asks Tim to make an effort to turn up to her friend's party the following evening. Tim has to work and once again he lets Julia down. This time Julia asks Tim to promise to come on time to a dinner with her parents. That evening Tim and Sean hear of a fire in a furniture factory. On the way there Tim is arrested by the police. The next morning Julia tells Tim that their relationship is over and accepts Gary's invitation to the theatre.

WHILE YOU WATCH





Tim and Julia are arranging to go out.



- Students look at the picture.
- Play the tape until you see Rebecca.
- Students watch and answer the question.
- Students check their answers.

Key

Julia and Tim are arranging to go to the theatre together.

2a

- Students read the sentences and endings.
- Divide the class into pairs.
- Students tick the correct endings from memory.

2b @

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

Key

- 1 \(\stress{the theatre} \)
- 2 Waiting for Godot
- 3 ✓ on Thursday
- ✓ Tuesday and Wednesday
- 5 V Tim forgot them last time

3a (19)

- Students look at the pictures and read the speech bubbles.
- Play section A again.
- Students watch and complete the speech
- Students check their answers.

Key

TIM: Anything interesting?

How about going to the theatre? JULIA:

TIM: What's on?

JULIA: Waiting for Godot. I'd like to see that.

2

TIM: Are you going to **get** the **tickets**? JULIA: Yes. You forgot them last time. TIM:

I couldn't **help** it. A job came up at the

last minute.

JULIA: Hmm. I've heard that story before.

3b

- Divide the class into pairs.
- Students discuss what Julia means.
- Students check their answers.

Julia is implying that Tim's excuses are often work related. He always puts his work before his personal life.





Julia is getting ready to go to the theatre with Tim. Rebecca is reading a book.

- Students look at the picture and read the
- Play the tape to TIM: ... is Julia there?
- Students watch and answer the question.
- Students check their answers.

Key

Julia is getting ready to meet Tim at the theatre. Rebecca has been sitting and reading as her aerobics class has been cancelled.

2a

- Students read the statements.
- Divide the class into pairs.
- Check students understand vocabulary such as, to pick someone up, / hurt, / ankle.
- Students write true (T) or false (F) next to the statements.

2b @

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

Key

- False (Her aerobics class has been cancelled.)
- False (She has hurt her knee.)
- False (It is ten past seven.)
- False (They are meeting at the theatre.)
- True

0



Tim calls to say he can't make it to the theatre so Julia invites Rebecca to go with her instead.

1a

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

1b @

- Play the tape to JULIA: ... waiting for Tim.
- Students watch and check their ideas.

Key

Tim is phoning to make an excuse for not going to the theatre.

Julia gives his ticket to Rebecca.

2a @

Students read the dialogue.

• Make sure students understand vocabulary such as, marvellous, / a puncture.

Check students understand the task.

• Play section C again.

 Students watch and underline the incorrect parts of the dialogue.

2b

Divide the class into pairs.

• Students correct the parts of the dialogue they underlined.

2c @

Play section C again.

Students watch and check their answers.

Key

JULIA: I'm sorry, Tim. I'll be with you in ten minutes.
TIM: Well, um, I'm not at the theatre actually. I'm
afraid something's come up and I've got to
deal with it.

JULIA: Oh, that's wonderful!. So what am I going to do with the tickets?

TIM: I don't know. I'm sorry but I have to go. Bye. REBECCA: What's up?

Julia: He can't make it ... again! This is the third time he's done something like this. Last time he forgot to get the tickets. The time before that his jeep had a flat tyre. Do you fancy going to the theatre?

REBECCA: Ooh, yes. I've always wanted to see Waiting for Godot.

JULIA: Well, it'll be better than waiting for Tim!



Julia and Rebecca have been to the play and are in the wine bar where Gary joins them. Tim arrives and apologises about not going to the theatre. Julia reminds Tim her friend is having a party the following evening and asks him not to miss it.

10

- Students look at the picture and read the questions.
- Play the tape to JULIA: But don't be too late.
- Students watch and answer the questions.
- Students check their answers.

Kev

- 1 Charlotte is a friend of Julia's.
- 2 Pete Riley is a reporter like Tim.

2a

- Students read the sentences.
- Divide the class into pairs.
- Students complete the sentences.

2b @

Play section D again.

Students watch and check their answers.

Key

- 1 Rebecca, Julia and Gary
- 2 Julia and Rebecca
- 3 Julia's friend, Charlotte
- 4 Julia and Tim
- 5 Pete Riley
- 6 Tim
- 7 Julia
- 8 Tim

3a 🎱

- Students read the speech bubbles.
- Play section D again.
- Students watch and complete the speech bubbles.

Key

Oh, here comes **the worker**. **Work** comes **first** every time, eh, Tim?

3b

Divide the class into pairs.

Students discuss what Gary means.

Key

Gary is commenting on the fact that Tim always gives priority to his work over his personal life, including Julia.

3c

Students discuss the question as a class.

Gary smiles. He probably sees that Julia is getting fed up with Tim choosing work over her and that this may lead to a split between them. This would give Gary, himself, a chance with Julia.



- Play section D again.
- Students watch again and discuss what happens next as a class.





Julia and Tim are in Julia's flat. Julia is angry with Tim because he didn't go to her friend's party.

1a

- Students look at the picture.
- Divide the class into pairs.
- Students discuss the questions.



- Play the tape to TIM: / promise.
- Students watch and check their ideas.
- Students discuss the question as a class.

Key

Tim didn't go to Julia's friend's party. Julia is angry. Tim said he didn't go because something

2a 🔘

- · Check students understand the words.
- Play section E again.
- Students watch and answer the question.
- Students check their answers.

important came up.

Key

Julia was **embarrassed** when Tim didn't turn up at her friend's party.

The situation was **embarrassing** when everybody asked Julia about her new boyfriend.

Tim seems amused about what happened at the party. Julia said it wasn't **funny**.

Tim says the work he had to do was **important**.

2b

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

Key

Rebecca is about to enter the room and changes her mind because she can hear Julia and Tim arguing and she doesn't want to get involved.

3a

- Check students understand expressions such as, I'm fed up with it. | It won't happen again.
- Go over the example as a class.
- Divide the class into pairs.
- Students match the halves of the sentences.

1	h	7	d
2		8	a
3	j	9	f
4	b	10	į.
5	g	11	е
6	c	12	k

3b

- Divide the class into pairs.
- Students complete the sentences.

3c 🔘

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

Key

- 1 You wouldn't like it if I stood you up.
- 2 I can't help it if **something important** comes up.
- 3 There are other things in life **besides work**, you know.
- 4 I've got a job, too, but I'm not a slave to it.
- 5 You'd miss your own wedding if something important came up.

4

- Students read the questions.
- Explain sympathize.
- Students discuss the questions.
- Discuss the questions as a class.





Tim and Sean are in the jeep. Tim tells Sean he is having dinner with Julia's parents. He then hears of a fire at a furniture factory on the radio and decides they have time to go and do a report about it before dinner.



- Students look at the pictures.
- Play the tape until the phone rings.
- Students watch and tick the pictures.
- Students check their answers.

Key

Vb Vf Vg



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

Key

- 1 Tim is having dinner with Julia and her parents.
- 2 He should be there at half past eight.
- 3 It is a furniture factory.
- 4 There has been a serious fire.
- 5 He hears about it on the car radio.
- 6 It is fifteen minutes away from where Tim and Sean are.





Julia and her parents are waiting for Tim, who is late. Sean phones and explains that Tim has been arrested by the police.

19

- Students look at the picture and read the questions.
- Play the tape to COLIN: Shall we eat?
- Students watch and answer the questions.
- Students check their answers.

Key

Julia is talking to Sean. Tim has been arrested.

2 @

- Students read the list.
- Check students understand the things.
- Play section F again.
- Students watch and tick the things Julia mentions.
- Students check their answers.

Key

1 V 4 V 7 V 8 V

3a

- Students look at the picture and read the speech bubble.
- Students complete the speech bubble.
- Students check their answers.

Key

Just one **question**, **Sean**. Why was he **speeding** in the first **place**?

3b

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

Key

- 1 Possible answer We heard about a fire on the car radio and we were rushing to do a report on it
- 2 Julia feels angry because Tim has broken his promise and put his work before her again.
- 3 Her parents are angry with Tim for letting their daughter down and they may disapprove of the fact that he has been arrested.
- 4 (Students' own ideas.)





Julia is sitting with Gary at work when Tim arrives after a night at the police station. Julia tells Tim their relationship is finished. Gary asks Julia to go to the theatre with him.

10

- Students look at the picture and read the questions.
- Play the tape to GARY: ... if I asked you to come with me?

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

Key

- 1 Gary is talking about Frederick, Martha and the Prime Minister.
- 2 Tim has been at the police station.
- 3 Julia tells Tim their relationship is finished.
- 4 Gary suggests Julia goes to see Romeo and Juliet with him.

2a 🌑

- Students read the expressions.
- Play section H again.
- Students watch and complete the expressions.

2b

- Divide the class into pairs. Students identify who says each thing.
- Students check their answers.

Key

- 1 GARY: Blimey. Where did you spend the night?
- 2 Julia: Don't talk to me, Tim.
- 3 Julia: I don't want anything more to do with you.
- 4 JULIA: I've had enough.
- 5 JULIA: We're finished.
- 6 Tim: What are you staring at?
- 7 GARY: I've got two tickets to see Romeo and Juliet tomorrow.

3a

- Students discuss how they think each person feels.
- Discuss their ideas as a class.

Key

Possible answers

Tim feels angry.

Julia feels angry and upset.

Gary feels pleased, because he has a chance with Julia now.

3b

Discuss the questions as a class.





Julia accepts Gary's invitation to the theatre.

1 @

- Play the tape to the end of Episode 5.
- Students complete the speech bubble.

Key

What would I say, Gary? I'd say **Thank you I'd love** to go.



- Students read the questions.
- Play section I again.
- Students discuss the questions as a class.

- 1 Julia looks at Tim.
- 2 Tim is on the phone. He's discussing work again and doesn't seem troubled about their split. This makes her more angry.
- 3 (Students' own ideas.)

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

AFTER YOU WATCH

Exercises

1a

Students look at the pictures and read the expressions.

1b

- Students read the example.
- Divide the class into pairs.
- Students ask each other about the activities in the pictures.
- Go round and listen for the correct use of the expressions.

1c

- Students tell their partners three more things they like doing and three things they don't like doing.
- Go round and listen to students.

2a

- Students look at picture 1 and read the example.
- Go over the form and uses of going to.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students make predictions about the people using the pictures.
- Students check their answers.

Key

- 2 He's going to have a shower.
- 3 They're going to play tennis.
- 4 She's going to take some photographs.
- 5 They're going to wash up.
- 6 She's going to buy something.
- 7 He's going to paint the door.
- 8 They're going to have dinner.
- 9 He's going to play the piano.
- 10 They're going to have a drink.

2b

- Students read the example.
- Students practise the question Are you going to ...?
- Students ask and answer questions about their plans for that evening.

Go round and listen to students.

3

- Students read the dialogue and the example.
- Go over the rules for the First conditional.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students complete the dialogue using the verbs in brackets.
- Go round and help students.
- Students check their answers.
- Students practise the dialogue.

Key

TIM: I know, but if they **ask** lots of questions we **won't get** to the fire in time.

SEAN: If you stay calm, it won't take long. But if you argue with them, they'll arrest you.

And you'll be late for dinner at Julia's, if they do that.

POLICEMAN: Excuse me, sir, but you went through a red light back there. And you were speeding, too. If you do things like that, you'll cause an accident.

TIM: Yes, Officer, I know. So if you just **take** the details, I **won't do** it again.

POLICEMAN: You're in a bit of a hurry, sir. Why's that?

TIM: There's a fire at the Southgate factory. We'll

get a good story on it, if we get there quickly.

So come on. Hurry up.

POLICEMAN: I don't think I like your attitude, sir. If you don't co-operate we'll have to continue this at the police station.

TIM: What? Look. If you don't hurry up, I'll get back in the car and just go.

SEAN: Calm down, Tim If you just **answer** the officer's questions, it'**II be** all right.

POLICEMAN: I'm afraid it's too late for that, sir. You're under arrest. And if you don't come quietly, I'll charge you with resisting arrest.

4

- · Students read the cues.
- Check students understand expressions such as, to stand somebody up, | to put up with something, | to rob somebody.
- Students read the example.
- Go over the Second conditional with students .
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students make sentences using the cues.
- Go round and help students.

Key

Possible answers

If I won the lottery, I'd buy a fast car.
If I lost some money, I wouldn't be very happy.
If I found some money, I would be happy.

If somebody stood me up, I would be very annoyed.

If I lost my job, I wouldn't tell anyone.
If somebody stole my car I would go to the police.

If I saw a police car in my mirror, I would run away. If I saw a police car in my mirror, I would stop. If somebody shouted at me, I wouldn't like it.

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Role play

- Divide the class into pairs.
- Check students understand the Role play.
- 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 Going out

- Students read the expressions.
- If you wish, focus on how some of the expressions are followed by ing while some are followed by the infinitive.
- Students write the expressions in the table.
- Students check their answers.

Key		
Do you fancy How about	going	to see a film? swimming?
Would you like to Shall we	go	bowling? for a drink? for a meal?
Let's	go	to the theatre. clubbing.

Note: Let's go ... is a statement, while all the others are questions.

1b

- Students read the responses and the questions.
- Divide the class into pairs.
- Students write dialogues.
- Students practise their dialogues.

2a Would you mind ...?

- Students look at the picture and read the speech bubble.
- Students complete the speech bubble.

Key

Would you mind going on your own?

2b

- Students read the example and the cues.
- Focus on the pronunciation of Would you ... /wed ju:/.
- Divide the class into pairs.
- Students practise the dialogues using the cues.

Key

Possible answers

2

- A: Would you mind going to the post office for some stamps?
- B: Of course.
- 2
- A: Would you mind switching the light off?
- B: Certainly.

- 4
- A: Would you mind getting the theatre tickets?
- B: Sure
- 5
- A: Would you mind waiting for me?
- B: Sure.
- 6
- A: Would you mind phoning the cinema to see what time the film starts?
- B: Of course.
- 7
- A: Would you mind working late this evening?
- B: OK
- 8
- A: Would you mind sending a fax for me?
- B: Certainly.

3 Excuses

- Students read the expressions.
- Check students understand the expressions.
- Divide students into pairs.
- Students complete the dialogues.
- Go round and help students.
- Students check their answers.
 - Students practise the dialogues.

Key

- 1
- A: Hi. It's Ken. I'm afraid I can't make it to the meeting this morning. Something's come up.
- B: **No problem**. We can meet this afternoon instead.
- A: OK. but I won't be free till about two o'clock.
- B: Fine. We'll make it 2.30 then.
- A: Thanks. I'm sorry about this, but you know what it's like.
- 2
- A: You were late again this morning.
- B: I know, but I couldn't help it. There was an accident on the motorway.
- A: Hmmm, I've heard that story before.
- B: I'm sorry. It won't happen again.
- A: Well, I hope not, because the boss is getting a bit fed up with it.
- B: It'll be all right. I promise.
- 3
- A: Hello, it's Zoe.
- B: Where are you? You should be here by now.
- A: Well, I'm afraid I'm going to be a bit late.
- B: Why? What's up?
- A: Oh we've got a problem and I have to deal with it.
- B: But what am I going to do with the visitors? They're already here.
- A: I'm sure you'll think of something. Anyway, I'll be with you in about half an hour.

Grammar summary

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

TARGET LANGUAGE

Language in use

What on earth ... ?, Phrasal verbs, Dialogues

Grammar summary

The Passive voice, must / have to, can / be able to

CONTEXT

Tim and Sean are filming at a landfill site. Tim is finding it difficult to concentrate. At the office Julia is also having concentration problems. At the bar they almost speak to each other but Gary prevents them by reminding Julia about their arrangement to see Romeo and Juliet. That evening Tim stays at home and watches football but goes out to get a pizza. Gary brings Julia home from the theatre and asks her for a goodnight kiss, which she refuses. Gary reaches out for her and falls, twisting his ankle. Julia catches him and just at that moment Tim returns and misinterprets the situation.

WHILE YOU WATCH





1a

- Divide the class into pairs.
- Students look at the pictures and talk about what is happening in each one.

1b 🚳

- Check students understand the task. Assure students they don't need to understand everything in the video at this stage. They should just put the pictures in the correct order.
- Play the whole of Episode 6.
- Students watch and number the pictures in the correct order.
- Students check their answers.

Kev

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

2

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

Key

- The title has two references. The first refers to the report that Tim and Sean are filming about throwing away rubbish. The second reference is to the fact that Tim and Julia have fallen out unnecessarily and Tim feels he has thrown away the relationship.
- 2 (Students' own ideas.)

B

Tim and Sean are filming at a landfill site. Tim keeps making mistakes but insists they film until they get it right.

1 @

- Students read the questions.
- Rewind the tape to the beginning of the episode.
- Play the tape until Julia comes out of Martha's office.
- Students watch and answer the questions.

Key

- 1 Tim and Sean are at a landfill site.
- 2 They are there because they are doing a report on rubbish.
- 3 Tim keeps getting his lines wrong.

2a

- Students look at the picture.
- · Ask students what they can see.
- Students read the multiple choice questions.
- Divide the class into pairs.
- Students tick the correct answers.

2b @

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

Key

- 1 / millions of tons
- 2 v into the dustbin
- 3 ✓ a can
- 4 ✓ bottles ✓ cans ✓ paper
- 5

 at a landfill site
- 6 Westbridge
- 7 🗸 ten years ago
- 8 V thirty to forty years

3a

- Students look at the picture.
- Check students understand vocabulary such as, edit out | damn.
- Go over the example as a class.
- Divide the class into pairs.
- Students match the halves of the sentences.

3b @

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

Key

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

4

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

Key

- Tim is probably finding it difficult to concentrate on his report because he is thinking about Julia.
- 2 He acts impatiently towards Sean.
- 3 He is in a bad mood.





Julia leaves Martha's office and Martha asks Rebecca why Julia seems distracted. Rebecca tells her that Julia and Tim have split up.



- Students read the statements and look at the picture.
- Check students understand vocabulary such as to split up / to forget your lines.
- Play the tape until you see Julia and Rebecca in the café.
- Students watch and write true (T) or false (F) next to the statements.
- · Students check their answers.

Key

- 1 False (She hasn't got an appointment.)
- 2 True
- 3 False (She doesn't want to talk to him.)
- 4 False (She had to tell Julia something three times.)
- 5 True
- 6 False (They were there this morning.)
- 7 True
- 8 False (Tim doesn't usually forget his lines.)
- 9 True
- 10 False (Martha suggests that she and Rebecca should do something about it.)

2a

- Students read the sentences.
- Divide the class into pairs.
- Students complete the sentences from memory.

2b

• Students identify who or what the sentences are about.

2c 💮

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

Key

- 1 I can **get** him on his mobile if you **want**. Rebecca is talking about Frederick.
- 2 I had to tell her something three times.
 Martha is talking about Julia.
- 3 Haven't you heard?

Rebecca is talking about Tim and Julia splitting up.

4 What do you mean?

Martha is asking about Tim.

- 5 That's not like Tim.
 - Martha is talking about Tim forgetting his lines.
- 6 Well, you can't work with people like that. Martha is talking about working with people with personal problems.
- 7 We'll have to do something about it.

 Martha is talking about helping Tim and Julia

3a

- Students look at the picture of Rebecca and read the question.
- Students discuss the answer as a class.

3b @

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

Key

Rebecca is throwing away a coffee cup that Martha has left on her desk. Her expression shows that she thinks this behaviour is typical of Martha. Rebecca is very neat and tidy, but Martha isn't.





Julia and Rebecca are having a drink sitting at a table in the bar. Tim and Sean are sitting at the bar near the entrance. Rebecca persuades Julia to sort things out by saying *Hello* as she leaves. However, Gary arrives and reminds Julia of their arrangement to see Romeo and Juliet.

1a

- Students look at the pictures.
- Students discuss what is happening as a class.

1b @

- Play the tape until you see Tim watching television.
- Students watch and number the pictures in the correct order.
- Students check their answers.

Key

1b 2e 3a 4c 5d

1c

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

Key

Gary sits next to Sean in Tim's place and drinks Tim's beer.

2a @

- Students read the sentences.
- Check students understand vocabulary such as, to break a relationship off / it is his fault.
- Check students understand the task.
- Play section D again.
- Students watch and delete the incorrect words.
- Students check their answers.

Key

- 1 I've tried to explain, but he / she won't listen.
- 2 He/She's going to have to make the first move.
- 3 He/She broke it off.
- 4 He / She'll have to come past here when he / she leaves.
- 5 Why don't you just say hello to him / her.
- 6 Why should I make the first move? It was all his / her fault.
- 7 He / She's over there.
- 8 Just say hello to him / her when you leave.

2b

- Students read the questions.
- Divide the class into pairs.
- Students discuss the questions.
- Students check their answers.

Key

Both Tim and Julia say the other person will have to make the first move.

Rebecca tells Julia and Sean tells Tim to just say *hello*, when Julia leaves.

2c

- Students discuss what the first move means in this context.
- Students discuss the answer as a class.

Kev

The first move means that Julia or Tim must do something positive to make things up and get 'back together again.

3 🚳

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

Key

- She looks at Sean. They both probably want to reunite their friends and have talked about the situation and what they can do.
- 2 Julia probably feels disappointed. Perhaps Tim feels disappointed too and jealous of Gary. Rebecca and Sean are sad as their friends haven't been able to make up. Gary feels pleased with himself because he's still got a date with Julia.

4a

- Divide the class into pairs.
- Students complete the sentences from memory.

4b

• Students identify who says each thing.

4c @

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

Key

- 1 TIM: I'm sorry about this morning, Sean.
- 2 SEAN: I'm sure you'll be able to sort things out.
- 3 SEAN: Same again?
- 4 JULIA: Anyway, I'm going now.
- 5 GARY: Are you still OK for Romeo and Juliet tonight?
- 6 JULIA: / suppose so.
- 7 GARY: See you later, then.





Tim is at home watching football and thinking about his relationship with Julia. He looks in the fridge for something to eat and decides to go out to get something.

1a

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

1b 🚳

- Play the tape until Tim leaves the flat.
- Students watch and check their ideas.

Key

- 1 Tim is at home.
- 2 He is looking at a photo of himself and Julia.
- 3 He was watching a football match.
- 4 He looks in the fridge.
- 5 He is going out to get something to eat because there is nothing in the fridge.

2

- Students read the questions.
- Discuss the questions as a class.

- 1 Tim isn't interested in the football match because he doesn't react when a goal is scored, and he turns off the TV before the match finishes even though it's at an exciting point.
- He is thinking about Julia and wishing they were still together.



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

Key

- 1 The match should end in less than a minute.
- 2 At the start of the scene the score is 1 1.
- 3 When Tim switches off the score is 2 1.
- 4 Legrand scores the goal.





Julia has been to the theatre with Gary and he is taking her home in his car. She is day-dreaming about making up with Tim.

1a

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

1b 🥯

- Play the tape until Gary gets out of the car.
- Students watch and check their ideas.

Key

In the first picture Julia is hugging Tim. In the second picture she is sitting in a car with Gary.

The first picture is what Julia would like to happen, the second picture is the real situation.

2a

- Check students understand expressions such as, Please forgive me. | You were miles away. | Here we are.
- Students read the example.
- Divide the class into pairs.
- Students match the halves of the sentences from memory.

2b @

- Play section F again.
- Students identify who says each thing.

2c

Students watch and check their answers.

K	еу			77	
1	f	Tim	6	h	Julia
2	d	Tim	7	a	Julia
3	C	Julia	8	i	
4	g	Gary	9	b	Gary
5		Gary			•



Gary asks Julia for a goodnight kiss but she refuses. Gary falls over and twists his ankle. Julia catches him and at that moment Tim walks by after buying something to eat. He misinterprets the situation thinking that Julia and Gary are in a romantic embrace.

I a 🎱

- Students look at the picture and read the questions.
- Play the tape until the end of Episode 6.
- Students watch and answer the questions.

1b @

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

Key

- 1 Gary is begging Julia for a goodnight kiss, while pretending to be Romeo.
- 2 Julia pulls away from Gary.
- 3 Gary loses his balance and twists his ankle.
- 4 While Julia is helping Gary Tim walks past.

2a 🚳

- Students read the dialogue.
- Check students understand the task.
- Play section G again.
- Divide the class into pairs.
- Students watch and underline the incorrect parts of the dialogue.
- Students check their answers.

2b

- Divide the class into pairs.
- · Students correct the dialogue from memory.

2c 🚳

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

Key

JULIA: Thank you for **this evening**, Gary. I **enjoyed** the play.

GARY: Aren't you going to ask me in for a cup of coffee?

Julia: No, Gary. It's **late** and I won't be able to get up **in the morning** ...

GARY: Just a goodnight kiss then? JULIA: No, Gary. Just goodnight.

GARY: Oh, sweet Julia. Just one kiss for your poor Romeo.

JULIA : Don't be silly.

GARY: Oo ... Ow! My ankle.

JULIA: Oh, Gary. How's your ankle?

GARY: I think it's all right.
Julia: Will you be able to drive?
GARY: Yes, I'll be fine. Goodnight.



- Play section G again.
- Students discuss the question as a class.

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

AFTER YOU WATCH

Exercises

1

- Students look at the pictures and the cues.
- Students read the example.
- Go over the form and the use of the Future passive.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Check students understand the task.
- Divide the class into pairs.
- Students say what will happen using the pictures and the cues.
- Students check their answers.

Key

- 1 The series will be produced by Martha.
- 2 The series will be directed by Tim.
- 3 The research will be done by Julia.
- 4 The series will be presented by Gary.
- 5 The arrangements will be made by Rebecca.
- 6 The programmes will be filmed by Sean.
- 7 The make-up will be done by Joan Long.
- 8 The sets will be designed by Hamish McDonald.
- 9 The series will be shot in April.
- 10 The programmes will be edited in June.
- 11 The series will be shown on BBC2.
- 12 The series will be sold on video next year.

2

- Students read the situations and the expressions in the table.
- Students read the example.
- Check students understand had to and could / couldn't.
- If necessary, refer students to the Grammar summary at the end of the unit.
- ' Divide the class into pairs.
- Students talk about the situations.
- · Go round and help students.

Key

Possible answers

- 2 Something important came up. I had to deal with it, so I couldn't get to the meeting.
- 3 I was ill yesterday. I had to go to the doctor's so I couldn't go to work.
- 4 I was very tired this morning, but I couldn't stay in bed, because I had to go to work.
- 5 I was invited to a party. I had to get ready, so I couldn't work late.
- 6 My mobile wasn't working. I had to recharge it, so I couldn't phone the office.
- 7 The traffic was very bad. I had to wait for three hours, so I couldn't get to the airport on time.
- 8 I didn't have any money. I had to go to the bank so I could buy a present.

Extension

- Students make a list of what they had to do the previous week.
- Divide the class into pairs.
- Students say what they could or couldn't do from their list.

3a

- Students read the examples.
- Check students understand that will have to expresses future obligation.
- Tell students some things you will have to do next week.
- Students write down five things they will have to do.
- Go round and check their sentences.

3b

- Students read the example.
- Check students understand the task.
- Students stand up and go round the class asking people what they will have to do and find students with the same things.

4

- Students look at the picture of Gary.
- Students read the example.
- Ask students Can Gary drive? Will Gary be able to drive tomorrow? Why not?
- Draw attention to the fact that can has no future form and that we use be able to in its place.
- Divide the class into pairs.
- Students go through the pictures saying what Gary will or won't be able to do.
- Students check their answers.

Key

- 1 He won't be able to drive.
- 2 He will be able to read the news.
- 3 He won't be able to go to play tennis.
- 4 He won't be able to go jogging.
- 5 He will be able to cook.
- 6 He won't be able to dance.
- 7 He won't be able to go skiing.
- 8 He will be able to sign autographs.
- 9 He will be able to drink.
- 10 He will be able to go to meetings.

Role play

- Divide the class into groups of four.
- Check students understand the Role play.
- 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 whole class.

Language in use

1a What on earth ...?

Students read the explanation.

1b

- Students look at the picture of Martha and read the speech bubble.
- Focus on the position of on earth after the question word and before the verb.
- Students practise the example with exaggerated word stress and intonation.
- Divide the class into pairs.
- Students read the expressions.
- Check students understand vocabulary such as, to afford something / to make the first move.
- Students read the expressions adding on earth.

Key

- What on earth are you doing?
- Who on earth is that man over there?
- Where on earth are they going?
- Why on earth was he driving so fast?
- 5 Where on earth have they been?
- **6** How **on earth** are we going to afford it?
- Why on earth do I have to make the first
- When on earth are those people going to arrive?

Phrasal verbs

- Check students understand the phrasal verbs in the table.
- Students read through the dialogue.
- Divide the class into pairs.
- Students complete the dialogue with the phrasal verbs.
- Go round and help students.
- Students check their answers.
- Students practise reading the dialogue.

Key

- A: Have you heard? Mick and Emily have split up.
- B: Again? Why?
- A: Well, it seems that Mick arranged to pick Emily up at half past seven, but he didn't turn up till
- B: Oh dear. I bet she was annoyed.
- A: Yes, but then he **stood** her **up** again twice!
- B: Oh no! Why?
- A: Well, something came up at work and he had to deal with it.
- B: That's terrible. I wouldn't put up with that.
- A: That's what Emily said . So she broke it off.
- B: So what are they going to do now?
- A: I don't know. Mick wants to sort things out, but Emily won't listen.
- B: Yes, he's called her up a couple of times, but she won't talk to him.
- B: Oh. She must be really angry this time.

3a Dialogues

- Students match the sentences in column A to the responses in column B.
- If you wish, focus on expressions such as, Same again? / I was miles away.

Key

Possible answers

- 1 e, g, j
- 2 e, g, j 3 c, h, j, k
- 4 a, f, g
- 5 d, j
- 6 a, f, j
- 7 b, i, j, k
- 8 b, j

3b

- Divide the class into pairs.
- Students write new dialogues around five pairs of expressions.
- Go round and help students.
- Students practise the dialogues.
- Ask some pairs to act out their dialogues for the class.

Example

- A: What's the matter with Carlos?
- B: Oh, haven't you heard?
- A: What?
- B: He didn't get that job.
- A: Oh dear. I bet he's disappointed.
- A: Yes, but that's not all. Guess who got it.
- B: Who?
- A: His old girlfriend. You remember, Gemma.
- B: How embarassing. Poor Carlos.

Grammar summary

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

TARGET LANGUAGE

Language in use

Useful expressions, a bit (of), Contradicting

Grammar summary

The Past perfect tense, want (someone) to do (something), Tense revision

CONTEXT

Tim is woken up by a phone call from his sister, Denise, who is arriving at the airport that day. Tim agrees to take a day off work and meet her. Julia and Rebecca see Tim arriving with his sister. Julia thinks Tim has a new girlfriend so she is upset and the next day she asks Martha for a transfer. That evening in the bar Tim is with Denise. He introduces everyone and finally Julia finds out Denise is Tim's sister. At the end the feeling is that Tim and Julia are going to make up.

WHILE YOU WATCH





- Students look at the picture.
- Divide the class into pairs.
- Students discuss the questions.



- Check students understand the task. Assure students they don't need to understand everything in the video at this stage. They should just answer the questions.
- Play the whole of Episode 7.
- Divide the class into pairs.
- Students discuss the questions.

Key

The visitor is Denise. She is Tim's sister. She lives and works abroad in Hong Kong.





Tim's sister calls to ask him to meet her at the airport that morning. Tim agrees and phones a colleague to ask him to cover for him at work.

1

- Students look at the picture and read the
- Rewind the tape to the beginning of Episode 6.
- Play the tape to TIM: Cheers.
- Students watch and tick the correct answers.
- Students check their answers.

Key

- **√** 7.34
- ✓ London
- ✓ Julia 2 ✔ Frankfurt
- 5 ✓ 10.45
- ✔ Pete

2a

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

2b 🍩

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

- He is working that day.
- He sees the photograph of Julia on his bedside table. This reminds him that putting work first is not always a good idea and can mess up personal relationships.
- He phones Pete and asks him to cover for

3a 🌑

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

Kev

Hi, Pete? It's Tim. Sorry to bother you so early, but I've got a bit of a problem. Can you cover for me today? ... Cheers.

3b

- Divide the class into pairs.
- Students discuss the questions.

Key

He is talking to a colleague called Pete (Riley). He will have to stand in for Tim at work. Students may recall that Tim stood in for Pete Riley in Episode 5 (see p.37 D1-2.) So he's asking Pete to return the favour.





Rebecca sees Tim leaving for the airport. She tells Julia.



- Students look at the picture and read the questions.
- Play the tape until you see Tim at the airport.
- Students watch and answer the questions.
- Students check their answers.

- Rebecca has just seen Tim.
- She thought Tim was going in late to work but he seemed to be in a hurry.
- She asks Julia about her date with Gary.
- Oh, don't ask.
- She means the date was so terrible she doesn't want to talk about it.



2a 🚳

- Students look at the picture and read the speech bubble.
- Play section C again.
- Students watch and complete the speech bubble.

Key

I suppose 'something important' has come up.

2b @

- 20
- Play section C again.
- Students listen to Julia.
- Divide the class into pairs.
- Students discuss what her voice tone and stress show about her feelings.

Key

Julia stresses something important, because she is quoting what Tim said to her (see Episode 5 p38 section C). Her tone is ironic, meaning something that Tim would think important i.e. work – not her. Her tone and stress show she is angry with Tim, who said his work was important and therefore missed his dates with her.





Tim meets Denise at the airport and asks why she has come. Denise explains she has a job interview the following week.

1 (1)

- Students read the statements.
- Play the tape to DENISE: I don't know really. I'm a bit tired ...
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- 1 True
- 2 False (She found out yesterday.)
- 3 False (She lives abroad.)
- 4 True
- 5 True

2 (1)

- Students look at the picture and read the question.
- Play section D again.
- Students watch and complete the speech
 bybbles
- Students check their answers.

Key

Tim and Denise hug each other. It's great to see you. Lovely to see you, too, Tim.

3 🕯

Students read the questions.

- Play section D again.
- Students watch and tick the questions Timasks.
- Students check their answers.

Key

- 1 ✓ What are you doing here?
- 2 Why didn't you let me know before?
- 3 ✓ What would you like to do today?





Julia is at work looking for something but drops the files on the floor. She is clearly upset about something. Rebecca tries to calm her down and tells Julia she will have to sort things out with Tim. Julia agrees to talk to him when they get home.

1a

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

1b 🚳

- Play the tape to JULIA: ... a few days off.
- · Students watch and check their ideas.

Key

- 1 Julia is looking for something.
- 2 She drops the files on the floor.
- 3 She decides to talk to Tim when she gets home.

2a

- Go over the first sentence as a class.
- Divide the class into pairs.
- Students match the halves of the sentences.

2b 🚳

- Play section E again.
- Students watch and check their answers.
- Go over expressions such as, You can't go on like this. | he's taking a few days off.

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

3

- Students look at the picture and discuss the questions.
- Divide the class into pairs.
- Students discuss the questions.

- 1 She's upset because she doesn't want the relationship with Tim to be over.
- 2 She probably feels a bit nervous.
- 3 (Students' own answers.)





Julia and Rebecca are walking home and are shocked to see Tim with Denise. Tim offers to introduce Denise to Julia and Rebecca but Denise says she feels too tired.

1 @

- Students look at the pictures and read the questions.
- Play the tape to TIM: ... they'll be there.
- Students watch and answer the questions.
- Students check their answers.

Key

Julia doesn't go to see Tim because she sees him with Denise, who she thinks is his new girlfriend.

Tim doesn't go to see Julia because Denise says she feels too tired to be introduced to his neighbours.

2a 🜑

- Students read the dialogue.
- Check students understand the task.
- Play section F again.
- Students watch and underline the incorrect parts of the dialogue.

2b

- Divide the class into pairs.
- Students correct the dialogue from memory.

2c 💮

- Students watch and check their answers.
- If you wish, focus on expressions such as, What's up? | jet lag | call in.

Key

REBECCA: What's the matter?

DENISE: I've had a really nice day.

TIM: Just a minute, Denise. I'll introduce you to my neighbours.

DENISE: Can **it wait till** tomorrow? I feel **a bit** tired now – jet lag.

TIM: OK. We can call in at the wine bar tomorrow evening. I'm sure they'll be there.

3

- Students read the questions.
- Discuss their answers as a class.

Key

Julia thinks that Denise is Tim's new girlfriend.





Julia goes to see Martha to see if she can move to another department. Martha guesses it is because of Tim.

10

- Students look at the picture and read the questions.
- Play the tape to MARTHA: ... to lose you.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Julia wants to move to another department.
- 2 She says the reason is personal.
- 3 Martha says she will be sorry to lose Julia.
- 4 She's going to speak to Frederick when he gets back.
- 5 Frederick is in Russia.

2 @

- Students read the dialogue.
- Play section G again.
- Students watch and complete the dialogue.
- Students check their answers.
- Go over the expressions such as, to make it up | when you get to my age | I'll be sorry to lose you.

Key

JULIA: Can I have a word please?
MARTHA: Of course, Julia. What's the problem?
JULIA: Can I move to another department?
MARTHA: A transfer? But why? You're doing so well here.

JULIA: It's ... It's personal.

MARTHA: Tim, I suppose. Haven't you two made it up yet? But you were made for each other. When you get to my age you can see these things. Well, if you really want a transfer I'll talk to Frederick when he gets back from Russia. But I'll be sorry to lose you.





Tim and Denise arrive at the wine bar. Tim introduces his sister to everybody and Julia is surprised but relieved.

1a

- Students look at the pictures and read the speech bubbles.
- Students discuss the questions as a class.

1b @

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

Key

Julia and Tim are talking about the other's supposed girlfriend or boyfriend. Tim thinks Julia was kissing and cuddling Gary the night before; Julia thinks that Denise is Tim's girlfriend. They are both wrong because Julia isn't going out with Gary and Denise is Tim's sister.

1c 🕯

- Students read the sentences.
- Play section H again.
- Students watch and identify the people.
- Students check their answers.

Key

- 1 Denise
- 2 Juli
- 3 Denise
- 4 Denise
- 5 Tim
- 6 Julia
- 7 Tim
- 8 Rebecca

2a

- Students read the table.
- Check students understand vocabulary such as, cuddle | twist.
- Divide the class into pairs.
- Students complete the dialogue from memory.

2b 🎱

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

Key

TIM: Last night you were kissing and cuddling him in the street.

JULIA: / wasn't.

TIM: You were. I went out to get a pizza and when I was coming back I saw you.

JULIA: I wasn't cuddling Gary. He had fallen over and twisted his ankle. I was helping him. Isn't that right, Gary?

TIM: Well, I didn't know.

3

Students discuss the questions as a class.

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

AFTER YOU WATCH



Exercises

1a

- Students read the two halves of the telephone conversation between Denise and Tim.
- Divide the class into pairs.
- Students write the numbers in the spaces.
- Go round and help students.
- Students check their answers.

Key

TIM: Tim Barnes.

DENISE: 5 Hi, Tim. It's Denise.

TIM: What?

DENISE: 4 Denise.

TIM: Where are you?

DENISE: 7 I'm at Frankfurt airport.

TIM: Frankfurt?.

DENISE: 2 Yes, I'm on my way to London. Can you meet me there.

TIM: Oh, I'm sorry I'm working today.

DENISE: 6 Oh, well. Never mind.

TIM: No, it's all right. I can change that.

DENISE: 1 Are you sure? I can get the train if it's a problem.

TIM: No, really. What time do you get to London?

DENISE: 8 Quarter to eleven.

TIM: Ten forty-five. OK. I'll be there.

DENISE: 3 Great! Bye.

TIM: See you later.

1b

- Divide the class into pairs.
- Students read the dialogue.

2

- Students look at the picture of Rebecca and read the example.
- If you wish, focus on, want someone to do something.
- If necessary, refer students to the Grammar summary.
- Divide the class into pairs.
- Students read the sentences saying what the people want Rebecca to do.
- Students check their answers.

- 2 Gary wants her to make an appointment with Martha for him.
- 3 Julia wants her to answer the phone.
- 4 Tim wants her to give a tape to Martha.
- 5 Sean wants her to hold the door open for him.
- 6 Abigail wants her to play tennis with her at the weekend.
- 7 Ted wants her to take a package for Martha.
- 8 Darren wants her to cover for him the next morning.

Extension

• Write the verbs and their particles in two lists on the board, i.e.

come

turn

call

stand up

break off sort out

split with

deal

pick

put

- Ask students how many more phrasal verbs they can make from the lists.
- Check students understand the meaning of the new phrasal verbs.

3

- Students read the sentences.
- Go over the use of the Past perfect tense.
- If necessary, refer students to the Grammar summary.
- Go through the first sentence as a class.
- Divide the class into pairs.
- Students complete the sentences, changing the verbs into either the Past simple or the Past perfect tense.
- Students check their answers.

Key

- 1 Tim was surprised at the phone call, because Denise hadn't told him she was coming.
- 2 Pete agreed to cover for Tim, because Tim had covered for him the week before.
- 3 Tim left the house in a hurry, because he had arranged to meet Denise at the airport.
- 4 He hadn't had any breakfast, so he was hungry when he got to the airport.
- 5 Julia asked Martha for a transfer, because she had seen Tim with another woman.
- 6 Martha was surprised that Julia and Tim hadn't made it up.
- 7 Frederick had gone to Russia, so Martha wasn't able speak to him.
- 8 When Julia and the others came into the bar, Denise had gone to the loo.
- 9 Tim was annoyed with Julia, because he had seen her with Gary.

4

- Students look at the pictures and read the texts.
- Divide the class into pairs.
- Students put the verbs in brackets into the correct tense.
- · Students check their answers.

Key

- 1 Last night Tim went out to get a pizza. When he was coming back, he saw Julia and Gary. He thought that she was cuddling Gary. In fact, she was helping him, because he had twisted his ankle.
- When Rebecca came out of Martha's office, Julia was looking for something in a file. While she was looking for it, the files fell on the floor. Julia sat down and put her head in her hands.
- 3 While Julia and Rebecca were walking home, Julia saw Tim and Denise. They were going into the house. When she saw them, she stopped suddenly.

Extension

- Divide the class into pairs.
- Students continue telling the story of Episode 7.
- Go round and check students are using the Past simple and the Past continuous tenses correctly.

5a

- Students look at the picture and read the dialogue.
- If necessary, refer students to Tense revision in the Grammar summary.
- Do the first one as a class.
- Divide the class into pairs.
- Students write Gary's questions in the correct tense using the cues given.
- · Go round and help students.
- Students check their answers.

Key

GARY: Do you live in England?

DENISE: No I live in Hong Kong.

GARY: Really? Do you like it there?

DENISE: Yes, it's great.

GARY: How long have you lived there?

DENISE: Oh, I've been there for about four years

now.

GARY: What do you do there?

DENISE: I work for a computer company.

GARY: What are you doing in England?

DENISE: I've got an interview for a job.

GARY: Are you staying with Tim?

DENISE: Yes, I am.

GARY: When did you arrive?

DENISE: I got here yesterday morning.

GARY: Did Tim meet you at the airport?

DENISE: Yes, he did.

GARY: How long are you going to / will you be here?

DENISE: About a week, then I'll have to go back to Hong Kong.

GARY: Are you doing anything this weekend?

DENISE: Erm. I don't know. I ...

GARY: Well, would you like to go to the theatre?

I've got two tickets for...

REBECCA: Gary. Leave Denise alone. Now tell us all about this new job, Denise.

5b

- Divide the class into pairs.
- Students read the conversation.

Role play

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

Language in use

1 Useful expressions

- Students read the expressions in the tables.
- If you wish, focus on expressions, such as, sorry to bother you, | it's good to see you.
- Divide the class into pairs.
- Students complete the dialogues with the expressions.
- Students check their answers.
- Students practise the dialogues.

Key

- 1
- A: Sorry to bother you, but can I have a word about tomorrow's visit?
- **B:** Can it wait till this afternoon? I'm a bit busy at the moment.
- A: I suppose so. Can you come to my office at, say, two?
- B: OK. I'll be there.
- 2
- A: Hi, Dave. What are you doing here? I thought you were taking a few days off.
- B: There was a problem with the new computer, so I had to sort things out.
- A: Well, it's good to see you. Would you like a drink?
- **B**: Thanks. I'll just have an orange juice, please.
- A: There's a free table over there. I'll bring the drinks over.
- B: OK
- 3
- A: Are you ready?
- **B:** Why **are you in a hurry** today? It's only half past seven.
- A: I'm going in early.
- B: Well, why didn't you say before?
- A: I haven't had a chance.
- B: OK. Well, I'll just go to the loo, then I'll be with you.

2a a bit (of)

- Students read the explanation and the examples.
- Check students notice the use of a bit of with nouns and a bit with adjectives.
- Go over the pronunciation /a bit/ and /a bitav/.

2b

- Divide the class into pairs.
- Students say the sentences with a bit or a bit of.
- Go round and help students.

Key

- 1 She says she's got a bit of a headache
- 2 I feel a bit thirsty.
- 3 I'm in a bit of a hurry.
- 4 Rebecca was a bit annoyed with Gary.
- 5 It looks a bit red.
- 6 He seems to be in a bit of a bad mood.
- 7 I thought it was a bit too long.
- 8 It was a bit of a shock when Julia first saw Tim with Denise.

3a Contradicting

- Students read the explanation.
- Students practise the sentences, putting stress on the verb in the short answers.

3b

- Divide the class into pairs.
- Students read the sentences and write the short answers.
- Students check their answers.
- Students practise dialogues.
- Ask some pairs to act out their dialogues for the class. Pay attention to the stress.

Key

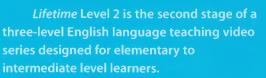
- 1
- A: The meeting's in Room 7.
- B: It isn't.
 A: It is.
- 77.
- 2
- A: Rebecca's got brown eyes.
- B: She hasn't.
- A: She has.
- 3
- A: You're sitting in my seat.
- B: I'm not.
- A: You are
- 4
- A: We went to the cinema last Tuesday.
- B: We didn't.
- A: We did.
- 5
- A: Denise doesn't live in England.
- B: She does.
- A: She doesn't.
- 6
- A: You'll miss the train, if you don't hurry.
- B: I won't.
- A: You will.
- 7
- A: Those tapes haven't arrived yet.
- B: They have.
- A: They haven't.
- 8
- A: You wouldn't really like to be a teenager again.
- B: I would.
- A: You wouldn't.

Grammar summary

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

OXFORD ENGLISH VIDEO





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.

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