

Lifetime

Level 3

Tom Hutchinson

Teacher's Book

Rosalind Smith and Elizabeth Edwards with Tom Hutchinson





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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
GARY FENTON	a newsreader

Other important characters in *Lifetime* Level 3 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
ALAN MEREDITH	the Marketing Manager of Kangaroo TV, an Australian TV company
ZOE PEARCE	a director at Apex TV. Julia works with her
SIMON FLETCHER	Apex TV's foreign reporter
CINDY	Rebecca's sister. We don't see Cindy, but she plays an important part in Rebecca's life
COLIN AND SANDRA DRAKE	Julia's parents

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, leaves suddenly. Julia, who at the start of the story lives with her parents, moves in with Rebecca. Gradually Julia and Tim are attracted to each other until at the end of *Lifetime* Level 1, romance is definitely in the air.

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.

At the start of *Lifetime* Level 3, Julia is promoted from a trainee to an assistant producer. She is also asked to look after Alan Meredith, a visitor from Australia. Tim and Julia are now well and truly a couple, but Tim is getting bored with his job and wants to get into something new. Alan Meredith raises the possibility of Tim going to Australia. Tim follows it up and is offered a job with Kangaroo TV, but he then has to decide what to do about Julia. Tim asks Julia to marry him, but Julia refuses, thinking that he's only asked her in order to get out of a difficult situation. She tells him he has to choose between her and Australia. Unfortunately, she then overhears a conversation, which leads her to think he has chosen Australia. In her distress, she runs out into the street and has an accident. However, in the end, we discover that Tim had actually turned the job in Australia down. Finally, Tim and Julia get married.

What are the language aims of *Lifetime*?

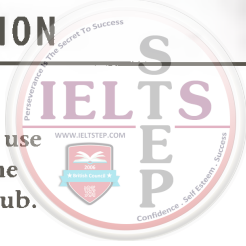
The main purpose of *Lifetime* is to show natural interactive English in a wide range of everyday situations. The language syllabus focusses on two key areas:

- 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.
The activities are divided into three sections:
1 *While you watch* activities
2 *After you watch* activities
3 *Grammar summary*
- a complete transcript of the video.



1 While you watch

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

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

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

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

Don't forget these points:

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

2 After you watch

This is divided into two sections

- *Exercises*

This section provides activities that give further practice of the main structures used in the episode. At the end of the section there is always a role play activity, which gives students the opportunity to use the language in an imaginary 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 (||)

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

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

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

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

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

6 RESET

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

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



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

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

7 TRACKING

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

REMEMBER!

The key to a successful video lesson is planning:

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

TARGET LANGUAGE

Language in use

Shortened sentences, Useful expressions, *Let me (do something)* ...

Grammar summary

The Present simple tense, The Present continuous tense, The Past simple tense, The Present perfect tense, The Past continuous tense, The Past perfect tense.

CONTEXT

Julia is told by Martha that she is to be promoted to assistant producer and given a permanent contract. She wants to tell her friends her good news but nobody has time to listen. Martha also asks Julia to look after Alan Meredith, a visitor from Kangaroo TV in Australia. Alan is pleased to meet Gary and Tim and joins them when they are working. At home Julia finds Rebecca feeling down about her job after going to her sister's graduation. Finally, having found no-one to listen, Julia tells her good news to her own reflection.

WHILE YOU WATCH

A

☐ ☐ ☐ ☐

1a

- Students look at the pictures and read the questions.
- If your students have watched *Lifetime Levels* 1 and 2 ask them to answer the questions.
- If not, do 1b.

1b

- Check students understand the task. Assure students that they don't need to understand everything on the video at this stage. They are just listening for the names and the jobs.
- Play the whole of Episode 1.
- Students watch and check their answers or complete the information under the pictures.

Key

a	Name	Tim Barnes
	Job	a reporter
b	Name	Julia Drake
	Job	a trainee
c	Name	Martha McKay
	Job	a producer
d	Name	Gary Fenton
	Job	a newsreader
e	Name	Rebecca Bond
	Job	a personal assistant
f	Name	Sean Casey
	Job	a cameraman
g	Name	Alan Meredith
	Job	the Marketing Manager
h	Name	Simon Fletcher
	Job	a foreign reporter
i	Name	Frederick Mills
	Job	the Managing Director

2

- Check students understand vocabulary such as, *promoted* / *having trouble with*.
- Divide the class into pairs.
- Students answer the questions from memory.
- Students check their answers.

Key

- Julia
- Alan Meredith
- Tim
- Sean
- Rebecca
- Nobody / Julia

B

☐ ☐ ☐ ☐

Julia is in Martha's office. Martha talks about what Julia has done since she joined Apex TV and tells her she is going to be promoted to assistant producer and given a permanent contract.

1

- Students read the questions and look at the picture.
- Check students understand vocabulary such as, *her new position* / *a permanent contract*.
- Play the tape to **JULIA**: *That's wonderful! Thank you.*
- Students watch and tick the endings.
- Students check their answers.

Key

- ✓ Apex TV.
- ✓ September.
- ✓ about a year.
- ✓ a producer.
- ✓ an assistant producer.
- ✓ next month.
- ✓ a permanent contract.

2a

- Students read the list.
- Check students understand vocabulary such as, *do interviews* / *do research* / *edit reports*.
- Students tick the things that Julia has done so far from memory.

2b

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

Key

- Julia has...
- ✓ worked on the food programme.
 - ✓ done some interviews.
 - ✓ done quite a lot of research.

C



Rebecca comes into Martha's office to tell her that Alan Meredith is waiting. Martha comments that Rebecca seems quiet and Julia explains it is because she is going to see her family. Martha asks Julia to look after Alan.

1a

- Students read the statements.
- Check students understand vocabulary such as, *graduation* / *look after*.
- Play the tape until Julia and Martha leave the office.
- Students watch and complete the sentences with the correct subjects.
- Students check their answers.

Key

- 1 Rebecca
- 2 Alan Meredith
- 3 Rebecca
- 4 Martha
- 5 Rebecca
- 6 Alan Meredith
- 7 Julia

1b

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

Key

Rebecca is nervous because she is going to see her family at her sisters' graduation.

2a

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

2b

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

Key

Anyway, *come* and meet Alan Meredith. He's from Australia. He's *visiting* us for a *couple* of days. Um, I'd *like* you to *look after* him – *show* him around, *introduce* him to people. You *know* the *sort of* thing.

D

Julia is taking Alan to meet Frederick but they see Gary who Alan recognises from a UK news programme which is shown in Australia. Gary invites Alan to go with him while he makes a programme. Julia tries to tell Gary her news but he doesn't have time to listen.

1

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

Key

- 1 True
- 2 True
- 3 False (The company sells some TV programmes to the UK.)
- 4 True
- 5 True
- 6 False (Gary is going to record a programme.)
- 7 True.
- 8 False (Gary doesn't have time to listen to Julia's news.)

2a

- Students read the questions.
- Divide the class into pairs.
- Students tick the correct answers from memory.

2b

- Play section D again.
- Students watch and check their answers.
- If you wish, focus on expressions such as, *down under* / *duty calls* / *must dash*.

Key

- 1 ✓ *down under*
- 2 ✓ *News from the UK*
- 3 ✓ *about half an hour ago*
- 4 ✓ *the Prime Minister*
- 5 ✓ *Duty calls*.

3a

- Students read the questions.
- Check students understand *manner*.
- Play section D again.
- Students discuss their answers.

Key

- 1 Gary's manner changes from impatient to charming.
- 2 His manner changes because he is flattered when Alan recognises him.

3b

- Students look at the picture of Gary and read the speech bubbles.
- Students complete the speech bubbles from memory.

Key

*I saw him leaving about half an hour ago.
He's having lunch with the Prime Minister.*

3c

- Students answer the questions.

Key

Gary says the first sentence to Julia because she was going to introduce Alan Meredith to Frederick.

Gary says the second sentence to Alan because he thinks the information will impress him.

E

Tim and Sean are in the wine bar, where they see Simon Fletcher, the foreign reporter. Julia arrives and tries to tell them her good news. But Tim offers to get her a drink first, then Alan arrives. Before Julia has a chance to tell her news a job comes up and Alan, Tim and Sean leave together.

1a

- Students look at the pictures.
- Play the tape until Tim, Sean and Alan leave.
- Students watch and number the pictures in the correct order.
- Students check their answers.

Key

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

1b

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

Key

She doesn't tell anyone her news because nobody has time to listen.

2a

- Students look at the picture and read the speech bubbles.
- Check students understand vocabulary such as, *traffic congestion* / *traffic jam*.
- Divide the class into pairs.
- Students complete the speech bubbles from memory.
- Students check their answers.

Key

TIM: *What a day! Do you know, we've done a report on traffic congestion every year for the last four years. And then we were sitting in a traffic jam for two hours! I've been in this job too long.*

SEAN: *But you used to enjoy it.*

2b

- Students read the questions.
- Students answer the questions from memory.

2c

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

Key

- Jason and Kylie are Sean's children.
- They were playing football in the garden.
- They kicked the ball through the neighbours' window.
- It landed in the middle of the dinner table.
- Food and glass went everywhere.

3a

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

3b

- Students identify who says each sentence.

3c

- Play section E again.
- Students watch and check their answers.
- If you wish, focus on expressions such as, *lads* / *there you go* / *come along*.

Key

1 h	SIMON	7 d	TIM
2 f	SIMON	8 c	ALAN
3 b	TIM	9 j	TIM
4 g	SEAN	10 i	ALAN
5 a	JULIA	11 e	TIM
6 k	TIM		

F

Julia arrives home to find Rebecca writing a Christmas list. Rebecca is upset after seeing her family, so Julia doesn't tell her the news about her job.

1

- Students look at the picture and read the speech bubble and questions.
- Play the tape to **JULIA:** ... *a cup of tea or something?*
- Students watch and answer the questions.
- Students discuss their answers as a class.

Key

- Julia puts her mug on Rebecca's papers.
- Rebecca sounds very irritated and impatient because she has had a bad day.
- Julia doesn't tell Rebecca her news because Rebecca is already feeling depressed about her own job and she doesn't want to make her feel worse.

2a

- Students read the sentences.
- Check students understand vocabulary such as, *Christmas list* (a list of people to send cards or presents to at Christmas time) / *MBA* (Masters in Business Administration).
- Students complete the sentences with the correct subjects from memory.

2b

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

Key

- 1 Rebecca
- 2 Julia
- 3 Rebecca
- 4 Rebecca
- 5 Cindy
- 6 Rebecca's parents
- 7 Rebecca's parents

G

--	--	--	--

Julia is at home brushing her hair in front of the mirror before she goes to bed.

1a

- 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 bubble.

Key

Do you want to hear my news? I've been promoted to assistant producer. And I've got a permanent contract.

Julia is talking to herself in the mirror

1b

- Students read the responses.
- Students tick the correct response.

1d

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

Key

- 4 ✓ *That's wonderful, Julia. Well done!*



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

AFTER YOU WATCH

Exercises

1

- Students read the instructions and the cues.
- Go over the example as a class.
- Go over the use of the Present perfect tense.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students say what has happened to Julia using the cues.
- Students check their answers.

Key

- 1 Julia has moved in with Rebecca.
- 2 Julia and Tim have started going out together.
- 3 Jason and Kylie have been in trouble at school.
- 4 Martha has been to a health farm.
- 5 Tim has been arrested.
- 6 Julia's parents have met Tim.
- 7 Julia and Rebecca have had a party.
- 8 Tim has had appendicitis.
- 9 Tim and Sean have done two reports on traffic congestion.
- 10 Gary has won a competition for the best-dressed newsreader.
- 11 Cindy has finished her MBA degree.
- 12 Frederick has had dinner at Buckingham Palace.

2

- Students read the dates.
- Go over the example as a class.
- Compare the use of the Past simple tense and the Present perfect tense.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students use the dates to say when the things in Exercise 1 happened.
- Go round and check students are using the Past simple tense and the correct prepositions.
- Students check their answers.

Key

- 1 Julia moved in with Rebecca in the middle of October.
- 2 Julia and Tim started going out together in Spring.
- 3 Jason and Kylie were in trouble at school last November, January and June.
- 4 Martha went to a health farm in June.
- 5 Tim was arrested on the day when he was having dinner with Julia and her parents.
- 6 Julia's parents met Tim on the tenth of May.
- 7 Julia and Rebecca had a party on the twenty-third of October.
- 8 Tim had appendicitis at Easter.



- 9 Tim and Sean did two reports on traffic congestion last September and this September.
- 10 Gary won a competition for the best-dressed newsreader in February.
- 11 Cindy finished her MBA degree two months ago.
- 12 Frederick had dinner at Buckingham Palace at the beginning of April.

3a

- Students read the instructions.
- If you wish, give examples from your own experience.
- Students write five sentences saying what has happened to them in the last year.
- Go round and check the students are using the Present perfect tense.

3b

- Go over the example as a class.
- Divide the class into pairs.
- Students talk to a partner about the events they wrote about in 3a.
- Go round and check the students are using the correct tenses.

4

- Revise the use and form of the Present simple and the Present continuous tenses with students.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Before looking at the text, ask students what they know about Alan.
- Divide the class into pairs.
- Students write the correct form of the verbs in brackets.
- Students check their answers.

Key

Alan Meredith **comes** from Australia. He **lives** in Sydney and he **works** for Kangaroo TV. They **buy** a lot of British TV programmes and they **sell** some programmes to the UK, too. At the moment Alan **is visiting** the UK, because he **wants** to talk to the people at the TV companies that they **deal** with. This week he **is spending** a few days at Apex TV. During his visit Julia **is looking after** him.

In this picture Julia **is introducing** Alan to Gary. Alan already **knows** Gary's face from the TV, because they **broadcast** Gary's *News from the UK* programme there every week. In fact, Gary **is recording** something for the programme today. Alan has been in the UK for three weeks now. Next week he **is going back** to Australia and he **is looking forward** to it. He **likes** travelling, and he's enjoyed his visit but he always **looks forward** to going home.

5a

- Check students understand the context.
- Divide the class into groups of three.
- Students use the cues to make questions.
- Go round and check students are using the correct tenses.
- Students check their answers.

Key

- 2 What do you do there?
- 3 What are you doing in the UK?
- 4 Is Julia looking after you?
- 5 How long are you spending at Apex TV?
- 6 Do you show any Apex programmes down under?
- 7 Have you met Gary Fenton?
- 8 How long have you been in the UK?
- 9 When are you going back to Australia?
- 10 Have you enjoyed your visit? / Are you enjoying your visit?
- 11 Are you looking forward to going home?
- 12 Do you like travelling?

5b

- Students give Alan's answers.
- Students practise the questions and answers in the roles of Alan, Tim and Sean.

6a

- Students look at the picture of Sean and read the speech bubbles.
- Students choose the correct verbs to complete Sean's story.
- Students discuss the answers as a class.
- Go over the use and form of the Past continuous and Past perfect tenses.
- If necessary, refer students to the Grammar summary at the end of the unit.

Key

*We **had** some trouble yesterday with Jason and Kylie. When I **got** home, they **were playing** football in the garden. And they **kicked** the ball through the neighbours' window.*

Oh dear.

*But that **wasn't** all. Our neighbours **had just sat down** for dinner and the ball **landed** right in the middle of the table. There **was** food and glass everywhere.*

6b

- Students read the story.
- Divide the class into pairs.
- Students put the verbs into the correct tense to complete the story.
- Go round and help students.
- Students check their answers.

Key

Tim and Sean **were sitting** in the café. They weren't happy. They **had had** a difficult day. They **had done** a report on traffic congestion and then they **had sat** in a traffic jam for two hours. While they **were talking**, Julia **came in**. She **was looking after** Alan Meredith, but he wasn't with her, because he **was making** a phone call.

Earlier that day Martha **had told** Julia that she was going to be promoted and Julia **wanted** to tell Tim and Sean the news. But first Tim **decided** to get her a drink. While Tim **was buying** the drink, Sean **told** Julia about his problems with Jason and Kylie. Alan **arrived** and Julia **introduced** him to Tim and Sean. Then Tim's phone **rang**. There **had**

been an accident at the airport. So Tim, Sean and Alan all left.

When Julia got home, Rebecca was there. She was writing her Christmas list. She wasn't happy, because she had had a bad day. She had been to her sister's graduation and her parents had told her that she should get a better job. Julia decided that it wasn't a good time to tell Rebecca her news.

But while she was brushing her hair, Julia finally told someone her news. She told her reflection in the mirror.

Extension

- Divide the class into pairs.
- Students look at the pictures on page 6 in E1.
- Students use the pictures to say what happened.
- Go round and check students are using the correct tenses.

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

Language in use

1a Shortened sentences

- Students read the explanation.
- Go over the example as a class.
- Divide the class into pairs.
- Students decide what is missing from the sentences.
- Students check their answers.

Key

- 1 I might see you later.
- 2 Is everything all right?
- 3 I'm sorry about that.
- 4 Are you on your own?
- 5 Do you fancy a drink?
- 6 I must go.
- 7 Is it all right with you if I go?
- 8 Would you like another drink?

1b

- Students read the sentences.
- Students decide what to leave out to shorten the sentences.
- Students check their answers.

Key

- 1 Julia on her own?
- 2 Time to get up.
- 3 Need a lift?
- 4 Sorry, have to go.
- 5 Can't stop. See you later.
- 6 (You) Feeling all right?
- 7 OK if I open the window?
- 8 Same again?

2 Useful expressions

- Students read the expressions.
- Go over the meaning of the expressions.
- Divide the class into pairs.
- Students complete the dialogues with the expressions.

Key

- 1 A: What shall we do this evening?
B: Let's see. How about going to the cinema?
- 2 A: Have I got an appointment with Frederick today?
B: Yes, at two.
A: I thought so. But it isn't in my diary.
- 3 A: Can I have a cup of coffee, please?
B: Sure. There you go.
- 4 A: Do you have to leave now?
B: I'm afraid so. Duty calls!
- 5 A: I won the crossword competition.
B: Well done!
- 6 A: Are you OK? You look tired.
B: Oh, I've had a bad day.
- 7 A: Can you look at this report for me? Check the spelling and so on. You know the sort of thing.
B: OK.

3a Let me (do something) ...

- Students read the explanation.
- Go over the example as a class.
- Explain that you can put just after Let me... to make it more informal.

3b

- Students read the expressions and the dialogues.
- Divide the class into pairs.
- Students make expressions to complete the dialogues.
- Go round and help students.
- Ask students to practise the dialogues.

Key

- 1 Let me (just) finish this letter (first).
- 2 Let me (just) switch the TV off (first).
- 3 Let me (just) phone my husband / wife (first).
- 4 Let me (just) get you a drink (first).
- 5 Let me (just) introduce you to everyone (first).
- 6 Let me (just) get my coat (first).

Grammar summary

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

TARGET LANGUAGE

Language in use

Gestures, Australian English, Similar meanings, ... (just) go and ...

Grammar summary

The future with *will*, *going to*, The Present continuous tense with future meaning, Question tags, Relative clauses

CONTEXT

We see Gary reading the news reporting bad weather across Britain. Tim, Julia and Alan have a conversation comparing the weather in Britain and Australia. Alan is returning to Australia so Tim takes him to the train station. Alan notices that Tim is interested in Australia and suggests that Tim gets in touch with Isobel Mendoza at the Intertel Conference in Amsterdam to talk about a job with Kangaroo TV. Tim asks Martha for permission to go to the Conference. She agrees but suspects Tim has other motives for going.

Meanwhile, Tim, Rebecca and Gary plan a surprise dinner for Julia to celebrate her promotion. That evening, however, Julia bumps into Zoe, the director of a programme Julia is going to produce, and they decide to go out for a meal.

WHILE YOU WATCH

A

☐ ☐ ☐ ☐

1a

- Students look at the pictures and talk about what is happening.

1b

- Play the whole of Episode 2.
- Students watch and number the pictures in the correct order.
- Students check their answers.

Key

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

B

☐ ☐ ☐ ☐

Gary is reading the news. He is reporting on the bad weather around Britain.

1

- Students look at the pictures and read the items.
- Check students understand *severe weather* and *storms*.
- Rewind the tape to the beginning of Episode 2. Play the tape to GARY: ... *for the time of year*.
- Students watch and match the items in columns A and B.
- Students check their answers.

Key

1d 2c 3e 4b 5a

2a

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

Key

- one o'clock
- for several days
- It's very cold for the time of year.

2b

- Students read the list of things.
- Check students understand vocabulary such as, *floods* / *damaged* / *to blow down* / *to bring down*.
- Students tick the things Gary mentions.

2c

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

Key

- ✓ caused floods
- ✓ damaged buildings
- ✓ brought down electricity cables

C

☐ ☐ ☐ ☐

Tim, Julia and Alan are getting drinks from the coffee machine and discussing the difference between the weather in Australia and in Britain. Alan is leaving so Tim offers to give him a lift to the station.

1

- Students read the statements.
- Play the tape to ALAN: ... *office*.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- True
- False (A lorry sprayed water over Sean.)
- False (Tim and Sean are about to do another report.)
- True

- 5 False (It's nearly spring.)
- 6 True
- 7 False (Tim offers to take Alan to the station.)
- 8 True

2a

- Check students understand vocabulary such as, *get soaked* / *puddle* / *barbies* (see Language in Use ex 2 on p18) / *frosty*.
- Divide the class into pairs.
- Students match the expressions to the correct country.

Key

the UK	Australia
got soaked	a warm, sunny beach
a huge puddle	barbies and
different kinds of weather	surfboards
the trees change colour	the weather's pretty
cold and frosty	good

2b

- Students answer the question from memory.

2c

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

Key

All the seasons are mentioned: spring, summer, autumn and winter.

3a

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

3b

- Students identify who says each expression.

Key

- 1 TIM: I can't **believe** this weather.
- 2 TIM: It's **supposed** to be summer.
- 3 JULIA: Poor Sean! Has he **dried out** yet?
- 4 TIM: I **hope** so.
- 5 ALAN: ... it'll be **all barbies** and surfboards.
- 6 ALAN: The weather's pretty good there all year round, **actually**.
- 7 JULIA: Anyway, I'd **better** go and call you a taxi.
- 8 TIM: I'll give Alan a **lift**.
- 9 TIM: It's **on my way**.
- 10 ALAN: Thanks. I'll **just** go and get my bags ...

D

1

- Students look at the picture and read the speech bubble.
- Play the tape until Alan gets on the train.
- Students watch and answer the question.

Key

Alan is half joking, but he realises that Julia would not be very happy to leave Britain and Tim might have to choose between his career and Julia.

2a

- Students read the dialogue.
- Play section D again.
- Students watch and underline the words and expressions that are different.

2b

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

2c

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

Key

TIM: Have a good **trip**, Alan. And send us some of that **Australian** sunshine.

ALAN: You're **quite** interested in Australia, aren't you, Tim?

TIM: Yes.

ALAN: Well, Kangaroo TV is **expanding** and we're going to need some **new blood** – particularly people with the kind of **experience** you've got.

TIM: Sounds **interesting**.

ALAN: Well, if you are interested, **one of our directors**, Isobel Mendoza, is going to be at the Intertel **Conference** in Amsterdam **next month**. Perhaps you could arrange to **meet** her there.

TIM: Thanks. I **might** do that.

E

--	--	--	--

Rebecca, Gary and Tim are in the office. Rebecca suggests they prepare a surprise dinner for Julia to celebrate her promotion.

1

- Students read the question and look at the picture.
- Play the tape until Tim goes into Martha's office.
- Students watch and answer the question.

Key

To have a surprise dinner for Julia to celebrate her promotion.

2a

- Students read the sentences and endings.
- Students tick the endings from memory.

2b

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

Key

- 1 ✓ a surprise dinner.
- 2 ✓ Friday.
- 3 ✓ Julia is working late.
- 4 ✓ duck à l'orange.
- 5 ✓ the vegetables and a dessert.
- 6 ✓ get some champagne.

3a

- Students look at the pictures and read what Tim and Gary say.
- Play section E again.
- Students watch and complete the speech bubbles.

Key

TIM: You *can't* do that in a microwave, can you?
 GARY: People travel miles for my duck.

3b

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

Key

Tim and Gary are joking with each other. Tim implies that Gary can't cook, whereas Gary implies he is so good at cooking that he is famous for it.

F

--	--	--	--

Tim goes to see Martha to ask permission to go to the Intertel Conference in Amsterdam. Martha agrees but is suspicious of Tim's motives because he has always hated conferences.

1

- Students read the questions.
- Play the tape until Martha puts the phone down.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Tim wants to go to the Intertel Conference in Amsterdam.
- 2 She is surprised because Tim has always refused to attend conferences in the past.
- 3 Yes, she does.
- 4 After Tim leaves, Martha asks Rebecca to get her a list of the people who will be attending the conference.

2a

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

2b

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

Key

TIM: I'd like to go to the Intertel Conference next month. It's in Amsterdam.

MARTHA: Ah, yes. Frederick's going to be one of the speakers there. But I thought you didn't like conferences. You've always refused to go in the past.

TIM: Well, yes, but ... I thought it might be a good idea to, you know, keep up with what's going on in the business.

MARTHA: OK, but you'll need to put in a formal request for funding.

3

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

Key

Martha is suspicious of Tim's reasons for going to the conference.

G

--	--	--	--

1

- Students look at the picture and answer the question.

Key

Gary, Tim and Rebecca are decorating the flat for their surprise dinner for Julia.

2

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

Key

- 1 Gary 'finds' a drawing pin.
- 2 He stands on it.
- 3 Tim dropped it while he was putting up a Congratulations banner for Julia
- 4 Ted, the security officer, phones from work.
- 5 Julia has just left and should be home in twenty minutes.

3

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

Key

Rebecca has already told Gary not to stand on the sofa with his shoes on because they'll make it dirty, and now Tim is doing the same thing.

H



Julia is leaving work when she bumps into Zoe Pearce, who will be the director of a series which Julia is going to produce. Zoe suggests they have a meal together to get to know each other and Julia agrees.

1

- Students read the questions.
- Play the tape to **WOMAN**: ... *I'm going to work with.*
- Students watch and tick the correct answers.
- Students check their answers.

Key

- | | |
|----------------|--------------------|
| 1 ✓ Zoe Pearce | 3 ✓ the paranormal |
| 2 ✓ a director | 4 ✓ a bite to eat |

2a

- Students read the dialogue.
- Divide the class into pairs.
- Students complete the dialogue with the information from 1.

2b

- Students number the dialogue in the correct order.

2c

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

Key

- 1 *It's Julia Drake, isn't it?*
- 2 *Yes.*
- 3 *Hello. I'm Zoe Pearce. We're going to be working together soon, I gather.*
- 4 *Oh, you're going to be the director of that new series on the paranormal, aren't you?*
- 5 *That's right. Look, are you doing anything at the moment?*
- 6 *No, I'm just on my way home.*
- 7 *Would you like to go for a drink ... or how about having a bite to eat somewhere?*
- 8 *That would be great. It'll save cooking.*
- 9 *Good. I always like to get to know the people I'm going to work with.*

I



We see Rebecca, Tim and Gary waiting for Julia at the flat while Julia and Zoe are in a restaurant drinking a toast to Julia's promotion.

1

- Students look at the picture and read the speech bubble.
- Play the tape to the end of Episode 2.
- Students watch and answer the question.

Key

Zoe

2a

- Students look at the picture and read the speech bubbles.

- Students match the sentences to the people.

2b

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

Key

- 1 REBECCA
- 2 GARY
- 3 TIM
- 4 TIM

2c

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

Key

The statements show that Rebecca is concerned about other people. Gary is only concerned about the meal he has cooked. Tim is concerned about himself because he's hungry, but he is also thinking about Julia.

3

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



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

AFTER YOU WATCH

Exercises

1

- Students read the list of people and activities.
- Go over the example as a class.
- Go over the use of *going to* for future plans.
- Divide the class into pairs.
- Students make sentences using *going to* and the information in the chart.
- Students check their answers.

Key

Frederick's going to give a talk at the Intertel Conference.
Tim and Frederick are going to fly to Amsterdam.
Julia and Zoe are going to do a series on the paranormal.
Tim's going to meet Isobel Mendoza.
Julia's going to be an assistant producer.
Alan's going to have a barbecue on the beach.
Rebecca, Tim and Gary are going to decorate the flat.
Martha's going to find out who'll be at the conference.
Julia's going to work with Zoe.

2

- Students read through the diary.
- Go over the example as a class.
- Go over the use and form of the Present continuous tense with future meaning.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students talk about what Frederick is doing next week.
- Go round and check students are using the Present continuous tense.

Key

He's writing a talk for the Intertel conference at 1 o'clock on Monday.
 He's having lunch with the Chancellor of the Exchequer at 1 o'clock on Tuesday.
 He's going to the theatre on Tuesday evening.
 He's catching a train to Birmingham on Wednesday morning.
 He's visiting the new studios in Birmingham at 2 o'clock on Wednesday.
 He's giving a talk at the Videocom Conference on Wednesday afternoon.
 He's going to London on Thursday morning.
 He's having lunch with the Queen at 2 o'clock on Thursday.
 He's flying to New York on Concorde at 7.30 on Thursday.
 He's discussing a new series on Britain and the USA on Friday morning.
 He's travelling to Washington DC on Friday afternoon.
 He's having dinner with the US President on Friday evening.
 He's playing golf with Tiger Woods on Saturday morning.
 He's returning to London on Saturday evening.

3a

- Students read the cues.
- Go over the example as a class.
- Students write their plans for next week using the cues given.
- Go round and check students are using *going to* or the Present continuous tense.

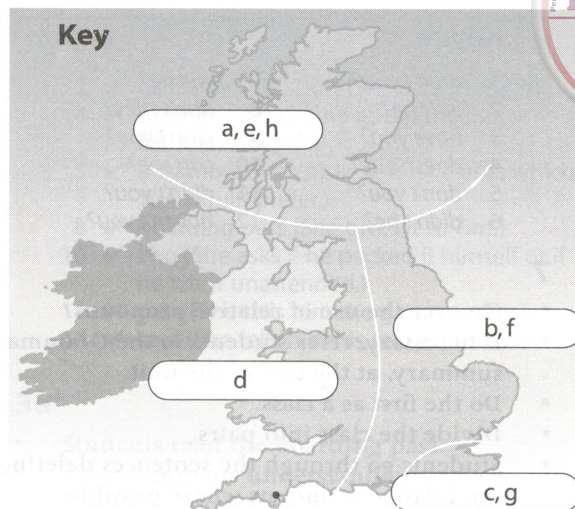
3b

- Go over the example as a class.
- Divide the class into pairs.
- Students ask and answer questions about their plans.

4

- Students look at the map of Britain and the weather symbols.
- Check that students understand the weather vocabulary.
- Students read the weather forecast and match the symbols to the correct places.
- Students check their answers.

Key



5

- Students read the dialogues.
- Go over the first as a class.
- Students delete the incorrect verb forms to complete the dialogues.
- Students check their answers.
- Go over the different ways of talking about the future.
- If necessary, refer students to the Grammar summary at the end of the unit.

Key

- A: *It's eleven o'clock. You're going to miss your train.*
B: *OK. I'll get my bag.*
- A: *Hank's on the phone.*
B: *Tell him I'll call him back in ten minutes.*
- A: *What a day! I'm going to look for a new job.*
B: *OK. Sit down and I'll make you a cup of tea.*
- A: *Are you doing anything tomorrow morning?*
B: *Yes, I'm meeting some visitors from Denmark.*
- A: *Are you doing anything on Sunday?*
B: *Yes, I'm playing tennis.*
- A: *Is it going to rain tomorrow?*
B: *I hope not because I'm playing golf.*
- A: *Let's have a party next week.*
B: *Good idea. I'll get some drinks.*
C: *OK. And we'll make some sandwiches and things.*
- A: *Are you going to the conference?*
B: *I can't, my parents are coming that weekend.*

6

- Go over the use of question tags.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students use question tags to complete the dialogue.
- Go round and help students.
- Students check their answers.

Key

- | | |
|---------------|-----------------|
| 1 aren't you? | 7 will he? |
| 2 isn't he? | 8 don't they? |
| 3 have you? | 9 won't you? |
| 4 doesn't he? | 10 can she? |
| 5 don't you? | 11 didn't you? |
| 6 didn't he? | 12 haven't you? |

7

- Go over the use of relative pronouns.
- If necessary, refer students to the Grammar summary, at the end of the unit.
- Do the first as a class.
- Divide the class into pairs.
- Students go through the sentences deleting the relative pronouns where possible.
- Students check their answers.

Key

- Here's the software ~~that~~ you ordered.
- (no change)
- Zoe's the director ~~that~~ I'm going to be working with.
- (no change)
- Can you get me the information ~~that~~ we had about Intertel?
- Isobel's the person ~~that~~ you need to speak to.
- Thanks for everything ~~that~~ you've done for me.
- This is the job ~~that~~ I've always wanted.

Role play

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

Language in use**1a Gestures**

- Students look at the gestures and the possible meanings for each one.
- Students compare the gestures with those in their own countries.

1b

- Divide the class into groups.
- Students look at the pictures and answer the questions.
- Students discuss the answers as a class.

2 Australian English

- Students look at the words and expressions used in Australia.
- Students match the words and expressions to the meanings given.
- Students check their ideas.

Key

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

3a Similar meanings

- Divide the class into pairs.
- Ask students to read the transcript on page 61.
- Students read the sentences and find ones with the same meaning in the transcript.
- Students check their answers.

Key

- I'd better go and call you a taxi.
- I'll give Alan a lift.
- It's on my way.
- I might do that.
- Who's going to do what?
- I'm just on my way home.
- How about having a bite to eat?
- It'll save cooking.
- I hope nothing's happened to her.
- I'm starving.

3b

- Divide the class into pairs.
- Ask students to make dialogues using the expressions from the transcript.
- Go round and help students.
- Ask some pairs to demonstrate their dialogues for the class.

4

- Students read the explanation for ... (just) go and ...
- Go over the example as a class.
- Divide the class into pairs.
- Students use the expression for the situations given.
- Students check their answers.

Key

- I'll just go and put a message on the noticeboard.
- I'll just go and look at the timetable.
- I'll just go and buy some coffee.
- I'll just go and get something to eat.
- I'll just go and send this fax.
- I'll just go and make a phone call.
- I'll just go and buy you a drink.
- I'll just go and see what the weather's like.

Grammar summary

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

TARGET LANGUAGE

Language in use

Offering to pay, Advice, Useful expressions

Grammar summary

The Passive voice, Conditional sentences, The First conditional, The Second conditional, *would*

CONTEXT

Tim is at the airport checking in for his flight to Amsterdam. He sees Simon who is about to fly to Rome to report on elections there. Back at Apex TV Julia and Gary are doing a news report about a dangerous criminal the police are looking for. The next morning Rebecca and Julia are waiting for a lift to work from Gary but he phones to tell them his car has been stolen. Gary is very upset so Rebecca invites him to dinner to cheer him up. They take a taxi home but hear noises inside the flat and think it could be a burglar. Gary bravely goes into the flat, only to discover a cat which got in through a window that Julia left open in the morning.

WHILE YOU WATCH

A

--	--	--	--

Tim is at the airport where he is checking in for a flight to Amsterdam. Simon, the foreign reporter, is also at the airport because he is flying to Rome.

1

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

Key

- 1 Tim is at the airport.
- 2 He is going to Amsterdam.
- 3 He meets Simon Fletcher, a foreign reporter.
- 4 Simon is going to Rome to cover the elections.

2a

- Check students understand the vocabulary.
- Students read the list.
- Play section A again.
- Students watch and tick the things the check-in clerk mentions.
- Students check their answers.

2b

- Students discuss the question as a class.

Key

- 2 ✓ ticket and passport (She asks for them.)
- 4 ✓ electrical items (She asks if the bag contains any.)
- 5 ✓ a window or an aisle seat (She asks which Tim would prefer.)
- 8 ✓ boarding pass (She gives it to Tim.)
- 10 ✓ bag (She asks if he packed it himself or if he left it unattended.)
- 11 ✓ gate (She tells him the gate number.)
- 14 ✓ seat (She tells him his seat number.)

3a

- Students read the boarding pass.
- Check students understand *destination*.
- Students complete the boarding pass from memory.

3b

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

Key

Name of passenger: **Tim Barnes**
 Destination / To: **Amsterdam**
 Gate: **27**
 Time / Boarding time: **11.15**
 Seat: **15A**

B

--	--	--	--

We see Julia in the news editing room and Gary in the studio about to make a news programme. Gary is playing with a mobile phone.

1

- Students read the questions and look at the pictures.
- Play the tape to **JULIA**: *Cue music*.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Julia and Gary are making a news programme.
- 2 Gary's got a new mobile phone.

2

- Students look at the picture of Gary and read the speech bubble.
- Play section B again.
- Students complete the speech bubble.

Key

What? Oh, sorry. It's my new mobile phone – the latest model, you know.

C

--	--	--	--

Gary is reading a news report about a dangerous criminal who robbed a bank and is being hunted by the police.

1

- Students read the question and look at the picture.
- Play the tape to GARY... *armed*.
- Students watch and answer the question.

Key

The man is a bank robber who is wanted by the police.

2

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

Key

- 1 ✓ early evening news.
- 2 ✓ three people.
- 3 ✓ the Southern Alliance bank.
- 4 ✓ £2 million.
- 5 ✓ two miles.
- 6 ✓ was hit by a lorry.
- 7 ✓ a man and a woman.
- 8 ✓ to hospital.

3a

- Students read the list of items.
- Check students understand vocabulary such as, *injured / must not be approached / armed*.
- Students tick the things the police said about the man.

3b

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

Key

- 3 ✓ *in his thirties*
- 6 ✓ *tall*
- 7 ✓ *with fair hair*
- 9 ✓ *probably injured*
- 11 ✓ *must not be approached*
- 12 ✓ *dangerous*
- 13 ✓ *could be armed*

D

It's morning and Rebecca and Julia are at home waiting for a lift to work from Gary. Gary phones and tells them his car has been stolen so they hurry to get a taxi instead. In the rush, Julia forgets to close her window.

1

- Students read the question and look at the pictures.
- Play the tape until you see Gary.
- Students answer the question as a class.

Key

When Rebecca is on the phone she hears that Gary's car has been stolen and that they will have to catch a taxi to work. In the excitement, Julia forgets to close her bedroom window.

2a

- Students read the statements and look at the pictures.
- Students write true (T) or false (F) next to the statements from memory.

2b

- Play the tape again.
- Students watch and check their answers.

Key

- 1 True
- 2 False (She's still putting on her make-up.)
- 3 True
- 4 False (She has forgotten to close her window before.)
- 5 True
- 6 False (Tim gets back on Friday.)
- 7 True
- 8 False (They're going to get a taxi from the end of the road.)

3

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

Key

His car's been nicked.

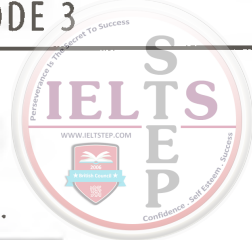
E

--	--	--	--

In the office Gary is on the phone to the police, then he talks to Julia and Rebecca. He is very upset about his stolen car so Rebecca invites him to have a meal at their flat to cheer him up.

1

- Students read the list.
- Play the tape to GARY: ... *gets away with it*.
- Students watch and tick the things Gary, Julia and Rebecca mention.
- Students check their answers.



Key

- 2 ✓ Gary's car
- 4 ✓ the robbery
- 5 ✓ the criminal that the police are looking for
- 6 ✓ the police
- 9 ✓ a meal

2

- Students read the dialogue.
- Play section E again.
- Students watch and underline the extra words.
- Students check their answers.

Key

JULIA: Has there been any news about your car?

GARY: No, there hasn't. It's probably being used by some robbers as a getaway car at this very moment. And look what happened to the car in that bank robbery yesterday.

REBECCA: Has that guy the police are looking for been caught yet? It's a bit scary, thinking that there's a dangerous criminal out there somewhere.

GARY: There's a criminal out there in my poor car, too. People like that should be locked up in jail for life.

JULIA: You should relax, Gary. It'll be found sooner or later, I'm sure.

GARY: Relax? You wouldn't say that, if it was your car that had been nicked.

REBECCA: Look. Why don't you come round to our place after work this evening for a meal. It'll help to take your mind off things.

GARY: Thanks very much. But if I get my hands on the people who've taken my car I'll show them. Nobody messes around with Gary Fenton and gets away with it.

F

--	--	--	--

Gary, Julia and Rebecca arrive at Julia and Rebecca's flat. Rebecca goes into the building but Gary and Julia wait to pay the taxi. In the flat they hear a noise and think that there's an intruder, possibly the criminal the police are looking for. Gary reluctantly agrees to go in and find out.

1

- Students look at the picture and read the question.
- Play the tape to GARY: *Oh, all right.*
- Students watch and answer the question.

Key

They are talking about Gary going into Rebecca and Julia's apartment to see if there's an intruder.

2a

- Students look at the pictures.
- Students number the pictures from memory.

2b

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

Key

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

3

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

G

--	--	--	--

On entering the apartment Gary discovers the intruder is a cat which probably came in through the open window.

1

- Play the tape to the end of Episode 3.
- Students watch and check their ideas.

Key

Gary finds a cat in Rebecca and Julia's flat.

2

- Students look at the pictures.
- Play section G again.
- Students watch and complete the speech bubbles.

Key

GARY: Nobody messes with Gary Fenton and gets away with it!

JULIA: Our hero.



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

AFTER YOU WATCH

Exercises

1a

- Students look at the picture and the words in the table.
- Divide the class into pairs.
- Students complete the dialogue with the words from the table.
- Students check their answers.

Key

SIMON: Can I check in here for Rome?

CLERK: Yes, sir. Could I see your ticket and passport, please.

SIMON: Yes, here you are.

CLERK: Did you pack the bag yourself?

SIMON: Yes, I did.

CLERK: Does the bag contain any electrical items?

SIMON: Yes, an electric razor.

CLERK: Thank you. Has the bag been left unattended at any time?

SIMON: No, it hasn't.

CLERK: Would you prefer a window or an aisle seat, Mr. Fletcher?

SIMON: Aisle, please.

CLERK: Here's your boarding pass. You're in seat 8C. Boarding is at 12 o'clock at gate number 9. Have a nice flight.

SIMON: Thank you.

1b

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

1c

- Students read the cues.
- Students make new dialogues using the cues.
- Ask some pairs to demonstrate their dialogue for the class.

2

- Students look at the picture and read the news items.
- Go over the use and form of the Passive voice.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students complete the news item using the passive or active form of the verbs in brackets.
- Go round and help students.
- Students check their answers.

Key

One person was killed and three people were injured today when a lorry and a car crashed on the M1 near Nottingham. The person who died was the driver of the car. The lorry driver was trapped for two hours and had to be cut free by

the fire service. He and two of the passengers in the car were taken to hospital in Nottingham. A third passenger in the car was not hurt. The accident happened at 8.30 this morning and it caused huge traffic jams, as the motorway was closed until eleven o'clock. All roads in the area were blocked for several hours.

This afternoon the Prime Minister will open a new computer factory in Scotland. The factory will be one of the biggest in the world, but only 350 people will be employed there, as most of the work will be done by robots. But the computers will need many different components, so the government hopes that component manufacturers will be attracted to the area and that in the future thousands of new jobs will be created.

The southern states of the USA have been hit by a violent hurricane. Houses have been damaged, cars have been blown away and power lines have been brought down. Reports say that so far nobody has been killed by the storm, which has been described as the worst for over forty years. In many places the strong winds have brought floods and many people have lost their homes. In South Carolina two bridges have been washed away by the water.

And finally a new report shows that today's young people watch more television than ever before. In many houses, the TV is switched on when the children come home from school, and it is not switched off again before they go to bed. Doctors and teachers are worried that young people do not take enough exercise. The survey also shows that many adult programmes, which are shown after nine o'clock at night, are watched by large numbers of young children.

3

- Go over the use and form of the First and Second conditionals.
- Go over the examples together as a class.
- Divide the class into pairs.
- Students make sentences with the First or Second conditional using the cues.
- Go round and help students.
- Students check their answers.

Key

- 3 If I were Tim, I wouldn't go to Australia.
- 4 B: I wouldn't do that, if I were you.
- 5 If you leave the window open, that cat will get in again.
- 6 When Tim gets back from the conference, he'll have to write a report for Martha.
- 7 A: If I had a pet, I'd choose a cat.
B: If you had a cat, I'd move out.
- 8 If the flight arrives on time, Tim will get here at about 10pm.
- 9 When Julia sees Tim she'll tell him all about the cat.
- 10 Tim won't tell Julia anything about Australia until he hears from Isobel.
- 11 B: OK. If Frederick rings, I'll ask him to call back later.
- 12 If I had a lot of money, I'd buy a car like Gary's.

Role play

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

Language in use

1 Offering to pay

- Students look at the pictures and read the sentences.
- Divide the class into pairs.
- Students complete the speech bubbles with the sentences.
- Students check their answers.
- Ask students to practise the dialogue in pairs.
- Ask some pairs to demonstrate their dialogues for the class.

Key

- 1 *Could we have the bill, please.*
- 2 *I'll get this.*
- 3 *It's OK.*
No, no. I insist.
- 4 *OK. Thank you.*
Could I have a receipt, please?
Certainly, madam.

2 Advice

- Check students understand the expressions in columns A and B.
- Go over the example as a class.
- Divide the class into pairs.
- Students make dialogues using the expressions and the cues given.
- Ask some pairs to demonstrate their dialogues for the class.

Key

- 2 h Don't forget to lock the car. You know what happened last time.
Well, I didn't know someone was going to nick it.
- 3 d Don't forget to save the file. You know what happened last time.
Well, I didn't know the computer was going to crash.
- 4 f Don't forget to close the window. You know what happened last time.
Well, I didn't know it was going to snow.
- 5 a Don't forget to switch off your mobile. You know what happened last time.
Well, I didn't know someone was going to phone in the middle of the concert.
- 6 i Don't forget to copy that report the day before the meeting. You know what happened last time.
Well, I didn't know the photocopier was going to break down.

- 7 b Don't forget to give yourself plenty of time to get to the airport. You know what happened last time.
Well, I didn't know there was going to be a traffic jam on the motorway.
- 8 c Don't forget to put your papers in your hand baggage. You know what happened last time.
Well, I didn't know the luggage was going to get lost.
- 9 g Don't forget to check the time of the train. You know what happened last time.
Well, I didn't know they were going to change the timetable.
- 10 e Don't forget to set your alarm clock. You know what happened last time.
Well, I didn't know I was going to oversleep.

3 Useful expressions

- Students read the dialogue.
- Students read the transcript on pages 61 and 62.
- Divide the class into pairs.
- Students find expressions in the transcript to replace the underlined expressions in the dialogue.
- Students practise the dialogue with the new expressions.

Key

- A: *Those people outside are making a lot of noise.*
I'm going to tell them to be quiet.
- B: *I wouldn't do that if I were you.*
- A: *Well, could you go and tell them?*
- B: *Me? No way!*
- A: *Oh, go on. I can't work with all that noise.*
- B: *No. You know what happened to Steve. He told some people to be quiet and he ended up in hospital. We ought to call the police.*
- A: *Oh, all right.*

Grammar summary

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

TARGET LANGUAGE

Language in use

I thought I'd just, I'm thinking of -ing. Useful expressions

Grammar summary

The Present perfect continuous tense, Time expressions, Indirect questions. Culture note: indirect questions and requests

CONTEXT

At the beginning of the episode Rebecca returns to the flat after she's been jogging and Julia is lying on the sofa doing a crossword. At work the next day Martha tells Rebecca her sister has phoned and Rebecca nervously prepares for her sister to come for a meal in the evening, wondering what she could want. She explains to Julia that she feels her sister is more successful and so she tries to be more organised and fitter in order to compete. After the meal with her sister Rebecca is much more relaxed having learnt that her sister wasn't happy and was only trying to please her parents. Meanwhile Tim is keeping a secret from Julia because he doesn't know how to tell her that he might go and work in Australia.

WHILE YOU WATCH

A

☐ ☐ ☐ ☐

1a

- Students look at the pictures and read the question.
- Students discuss the question as a class.

Key

Rebecca and Julia are lying on the sofa doing the crossword in the newspaper.

1b

- Check students understand the task. Assure students that they don't need to understand everything in the video at this stage. They are just listening for the answers.
- Play the whole of Episode 4.
- Students answer the question as a class.

Key

At the beginning of the episode Rebecca is tense and unable to relax like Julia. However, at the end of the episode Rebecca is feeling much more relaxed having discovered she doesn't have to compete with her sister.

2

- Students answer the questions from memory.
- Students discuss their answers as a class.

Key

- Rebecca's sister Cindy visits her.
- Cindy and Tim.
- Cindy has a boyfriend who she thinks her parents would disapprove of and she is giving up her well-paid job to do voluntary work in Africa.
Tim might be going to work in Australia, but he hasn't told Julia anything about it.

B

☐ ☐ ☐ ☐

We see Julia lying on the sofa doing a crossword. Rebecca comes in from jogging and tries to tidy up the things Julia is using.

1



- Rewind the tape to the beginning of Episode 4.
- Students read the sentences.
- Play the tape until Rebecca leaves the room.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- False (She has been running.)
- False (She often takes exercise.)
- True
- True
- False (She got the pen from next to the phone.)
- True
- False (She's going to have a shower.)

2a



- Students look at the pictures and the read speech bubbles.
- Play section B again.
- Students watch and complete the speech bubbles.

2b

- Students match the bubbles to the correct items in the pictures.
- Students check their answers.

Key

*I know. It **shouldn't** be moved from the phone.* – Julia is talking about the pen.
*Leave those. I'll see to them in a **minute**.* – Julia is talking about the cup and plate.
*And I haven't **finished** with those yet.* – Julia is talking about the newspapers.

2c

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

Key

Rebecca is trying to clear up while Julia just wants to relax and enjoy her Sunday morning.

2d

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

Key

Rebecca is obsessively tidy.
Julia is calmer and more easy-going than Rebecca.

C
☐ ☐ ☐ ☐

Rebecca, Sean and Tim are at work having a break. Sean complains about his children. Martha and Julia arrive. Martha tells Rebecca her sister called. She then asks Tim for a report on the Intertel Conference.

1

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

Key

- 1 Jason and Kylie.
- 2 They've been talking on a telephone chat line.
- 3 She leaves to return her sister's telephone call.
- 4 Martha asks Tim for a report on the Amsterdam conference.

2

- Students read the speech bubbles and look at the pictures.
- Play section C again.
- Students watch and write in the missing words.

Key

MARTHA: *Could you let me have a report some time on the Amsterdam conference, Tim? And I'd particularly like to know whether you made any useful contacts there.*

TIM: *Sure. No problem.*

3a

- Students read the halves of the expressions.
- Divide the class into pairs.
- Students match the halves from memory.
- If you wish, focus on expressions such as, *what you were up to / to call her back.*

3b

- Students identify who says each thing.

3c

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

Key

- 1 h Rebecca
- 2 e Sean
- 3 b Rebecca
- 4 c Martha
- 5 i Martha
- 6 f Rebecca
- 7 a Rebecca
- 8 g Julia
- 9 d Martha

3d

- Students write Julia and Martha's last sentences in the speech bubbles.
- Students answer the question as a class and discuss their ideas.

Key

JULIA: *I'd like to know what you were up to, as well.*
MARTHA: *I'm sure you would, Julia.*

Martha is suspicious about Tim's motives for going to the conference and suggests that he may have done something that Julia would not like.

Note: *to be up to something* implies doing something that you shouldn't.

D
☐ ☐ ☐ ☐

Tim, Rebecca and Julia are going home in Tim's car. Rebecca says she doesn't know why her sister wants to see her. Julia says she doesn't understand why people behave secretly which makes Tim feel uncomfortable, as he is keeping a secret.

1

- Students look at the picture and read the question.
- Play the tape to TIM: ... *definitely.*
- Students watch and answer the question.

Key

They are talking about Rebecca's sister Cindy.

2a

- Students look at the picture and read the speech bubble.
- Students correct the speech bubble from memory.

2b

- Play section D again.
- Students watch and check their answers.
- Students answer the question as a class.

Key

Why do people have to be so mysterious? I don't know why they can't just say what's on their mind. Don't you agree, Tim?

Tim feels uncomfortable because he is keeping a secret from Julia and so Julia's criticism could be applied to his own behaviour.

E
☐ ☐ ☐ ☐

Rebecca and Julia are at home. Rebecca is waiting for her sister. Julia is going to go out with Tim.

1

- Students read the questions.
- Play the tape to JULIA: ... *soon.*
- Students watch and answer the questions.

Key

- 1 Rebecca is tidying the flat.
- 2 She straightens her collar.
- 3 Cindy.

2



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

Key

- 1 ✓ two hours.
- 2 ✓ four times.
- 3 ✓ technical college.
- 4 ✓ high-powered.
- 5 ✓ in the City.
- 6 ✓ a secretary.
- 7 ✓ going out.

Note: *in the City* means in the City of London, the financial district of London.

3a

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

3b



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

Key

*I've got to show her that I'm **better** at something. If I can't be as **successful** as her, I can be **neater** or **more organised** ... or **fitter**.*

3c

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

Key

Possible answer
Sisters are often competitive and Rebecca is seeking her parents' approval.

F

--	--	--	--

Tim is talking to himself in the mirror trying to prepare himself to tell Julia about the Australian job. In the end he decides to wait.

1



- Students read the questions and look at the picture.
- Play the tape to TIM: ... *got the job*.
- Students watch and answer the questions.
- Students check their answers.
- If you wish, focus on expressions such as, ... *you nerd* / *It's no good*. / ... *my love*.

Key

- 1 Tim is talking to himself.
- 2 He's trying to decide how to tell Julia about Australia.
- 3 He decides not to talk to her yet.
- 4 ... *you nerd* – he's describing himself
It's no good – he's talking about trying to explain to Julia
... *my love* – he's referring to Julia

Note: *nerd* is American slang, now commonly used in Britain, too, meaning a foolish or uninteresting person.

2a

- Students read what Tim says.
- Divide the class into pairs.
- Students match the expressions to the correct places in the dialogue from memory.

2b



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

Key

*Julia. I don't know **how to say this**, but there's something I **need to tell you**. I suppose **you're wondering why I wanted to go to that conference**. Well...*

*Hey, you'll **never believe this**, Julia, but I'm thinking of going to work in Australia.*

*Julia, my love ... Julia, I don't know **whether you'll like this**, but ...*

*Of course **she won't like it**, you nerd!*

*It's no good. I'll wait until I hear **whether I've definitely got the job**.*

G

--	--	--	--

Julia comes home. She is surprised that Rebecca hasn't cleared the table. Rebecca tells her that Cindy has given up her job.

1



- Students read the question.
- Play the tape to REBECCA: ... *what she wants to do, too*.
- Students watch and answer the question.

Key

Jimmy is Cindy's boyfriend.

2a

- Students read the questions and answers.
- Check students understand vocabulary such as, *approve* / *pregnant*.
- Divide the class into pairs.
- Students tick the correct answers from memory.

2b



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

Key

- 1 ✓ Rebecca hasn't cleared the table.
- 2 ✓ strange
- 3 ✓ two years
- 4 ✓ They wouldn't approve.
- 5 ✓ She's given up her job.

3a

- Students read the list of things.
- Students tick the things Rebecca mentions.

3b

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

Key

- 2 ✓ She's a high-powered businesswoman.
- 4 ✓ She's got a flash car.
- 6 ✓ She's got loads of money.
- 7 ✓ She's got an MBA.
- 9 ✓ She's been living a lie all her life.
- 10 ✓ She's always tried to please her parents.
- 11 ✓ She envies Rebecca.
- 13 ✓ She's decided to do what she wants to do.

H

--	--	--	--

Rebecca, Julia, Tim and Gary are in a bar talking about Cindy.

1

- Students read the questions.
- Play the tape to REBECCA: ... *each other*.
- Students watch and answer the questions.

Key

Cindy is going to teach in a school for the blind in Africa.

2a

- Students read the sentences and look at the picture.
- Students number the sentences in the correct order and match them to the correct people.

2b

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

Key

- 1 GARY: *She won't make any money doing that.*
- 2 JULIA: *That's the whole point, Gary.*
- 3 TIM: *So you've been competing with each other all your lives for no reason?*
- 4 REBECCA: *We couldn't tell each other how we really felt.*
- 5 REBECCA: *You were right the other day, Julia. We should all be more honest with each other.*

3

- Students discuss the questions as a class.

Key

When Tim hears what Rebecca says he lowers his eyes. He feels uncomfortable because he's not being honest with Julia.

I

--	--	--	--

Rebecca is lying on the sofa doing the crossword.

1

- Students read the questions and look at the picture.
- Play the tape until the end of Episode 4.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Rebecca is lying on the sofa doing the crossword.
- 2 Julia is surprised because it's out of character.
- 3 Julia is giving the pen to Rebecca.
- 4 Earlier in the episode, Rebecca insisted that the pen should not be moved from the phone but now Rebecca is more relaxed after her sister's visit.



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

AFTER YOU WATCH

Exercises

1

- Students read the words in the box and the dialogue.
- Go over the example as a class.
- Go over the use and form of the Present perfect continuous tense.
- Divide the class into pairs.
- Students say what the people have been doing using the verbs given.
- Students check their answers.

Key

- 2 Sean and Tim have been doing a report on the plans for a new shopping centre.
- 3 Rebecca has been having a shower.
- 4 Julia has been reading the newspaper.
- 5 Julia has been dancing.
- 6 Gary has been shopping.
- 7 Zoe and Julia have been discussing the new series.
- 8 Martha has been writing some letters.

Extension

- Write more verbs out on cards.
- Divide the class into two teams.
- One member of a team performs a mime using the verb on the card.
- Their team then has thirty seconds to guess the verb using the structure *have you been ... ?*
- If the team cannot guess the verb correctly then the other team has a chance.
- Give the team a point for each verb guessed correctly.

2

- Students read the instructions and look at the picture.
- Go over the example as a class.
- Go over the use and form of indirect questions.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students make questions about Cindy using the thought bubbles.
- Go round and check students are using indirect questions.
- Students check their answers.

Key

Possible answers

- 1 Do you know how they met?
- 2 Do you know which country they're going to?
- 3 Did she tell you when they're going to Africa?
- 4 Do you know why she hasn't told your parents?
- 5 Do you know how she's going to tell them?
- 6 Did she tell you why she decided to give up her job?
- 7 Did she tell you if / whether she and Jimmy are going to get married?
- 8 Do you know if / whether they intend to stay in Africa?
- 9 Do you know if / whether they'll come back to England afterwards?
- 10 Do you know if / whether she's always wanted to be a teacher?
- 11 Did she tell you if / whether she's sold her flat yet?

Extension

- Divide the class into groups of three.
- Ask students to practise the dialogue between Tim, Gary and Rebecca.

3

- Students read the instructions.
- Go over the example as a class.
- Students use the expressions to make indirect questions using the prompts given.
- Students check their answers.

Key

Possible answers

- 2 *I think I'll try and find out what else he's up to.*
- 3 *I'd like to know who else was in Amsterdam.*
- 4 *I wonder if it's got anything to do with Alan Meredith's visit.*
- 5 *I'd like to know if he's thinking of going to Australia.*
- 6 *I wonder if he's said anything to Julia.*
- 7 *I'd like to know what she thinks of it.*
- 8 *I wonder if I should say anything to him.*
- 9 *I think I'll try and find out when he decided to go.*
- 10 *I'd like to know if Sean knows anything about it.*

4

- Students read the instructions.
- Go over the example as a class.
- Divide the class into pairs.
- Students complete the questions according to the situations given.
- Go round and help students.
- Students check their answers.

Key

- 2 *Could you tell me where the trolleys are please?*
- 3 *Could you tell me where the toilet is, please?*
- 4 *Could you tell me how to get to Brent Road, please?*
- 5 *Could you tell me which platform the train to Paris leaves from, please?*
- 6 *Could you tell me whether the train from London has arrived, please?*

Extension

- Divide the class into pairs.
- Students extend the dialogues.
- Students practice their dialogues.
- Ask a pair to act out their dialogue for the class.

5a

- Students look at the expressions used to introduce a difficult topic.
- Remind students of when Tim was talking to himself in the mirror.

5b

- Students read the ways to introduce a difficult topic.
- Divide the class into pairs.
- Students use the expressions in 5a to make sentences that Cindy could use with her parents.
- Students compare their ideas.

5c

- Students read the list of people.
- Divide the class into pairs.
- Get students to suggest some difficult topics that they might want to discuss with their husband or wife.
- Ask a pair to demonstrate a dialogue using one of the suggestions.
- Students make dialogues introducing difficult subjects with the other people.
- Go round and check students are using the expressions from 5a.
- Ask some pairs to demonstrate their dialogues for the class.

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.
- Ask a pair to act out their Role play for the class.

Culture note

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

Language in use**1a I thought I'd (just) ...**

- Students read the explanation.
- Go over the example as a class.

1b

- Students read the table.
- Go over the example as a class.
- Divide the class into pairs.
- Students make dialogues using the tables.
- Go round and help students.
- Students check their answers.

2a I'm thinking of -ing

- Students read the explanation.

2b

- Students refer to the tables in 1b again.
- Go over the example as a class.
- Divide the class into pairs.
- Students make dialogues using the tables.
- Go round and check students' dialogues.

Extension

- Students decide what they are thinking of doing in the evening.
- Students go around the class asking each other about their plans for the evening.
- Go around and check students are using the structure correctly.
- When students find someone with a similar plan they should sit down together.

3 Useful expressions

- Students read the expressions and the dialogues.
- Check students understand all the expressions.
- Divide the class into pairs.
- Students use the expressions to complete the dialogues.
- Students check their answers.

Key

- A: *Have you filled in that form?*
B: *No, I'll see to it in a minute.*
- A: *How many of these envelopes do you need?*
B: *Could you let me have fifty, please?*
- A: *Could you pass me the salt, please?*
B: *Sure. Here you are?*
- A: *That meeting's been going on for three hours. What are they up to in there?*
B: *I don't know.*
- A: *How long has Mrs Brown lived at number 22?*
B: *Well, she's been there ever since I can remember.*
- A: *I don't know whether you'll like this, but Cameron's crashed his car.*
B: *Oh dear, but what's that got to do with me?*
A: *He's crashed it into yours.*
- A: *We've got a meeting in this room at two.*
B: *OK. I'll be out of your way in five minutes.*
- A: *Shall I shut down the computer?*
B: *No, I haven't finished with it yet.*

Grammar summary

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

TARGET LANGUAGE

Language in use

Agreeing, Useful expressions, *What's this I hear about ... -ing?*

Grammar summary

Gerunds, Phrasal verbs, *So do I / Nor do I*

CONTEXT

Julia dreams that while she is editing the news Tim walks in and proposes marriage to her. She is woken by a wake-up call in her hotel room. Meanwhile, Tim goes to see Martha and tells her about his job offer from Kangaroo TV. While they are talking Gary listens at the door. Julia and Zoe are making a programme about a doctor who had a premonition. They agree that they don't believe in premonitions but Julia remembers her dream about Tim. Julia decides to go into the office but Tim doesn't see her entering the building and leaves with Sean.

In the car, Sean asks Tim about his plans to work in Australia and says he heard the news from Gary. He also tells Tim that Julia went into the office. Tim rushes back and looks for Julia. He finds her in the editing room and, as Julia saw in her dream, he proposes marriage to her.

WHILE YOU WATCH

A

☐ ☐ ☐ ☐

We see Julia editing the news when Tim walks in and asks Julia to marry him. Julia refuses, then the phone in the room starts to ring. Julia answers the call which is a wake-up call.

1a

- Students look at the pictures and read the questions.
- Students discuss their ideas as a class.

1b



- Students read the questions.
- Play the tape to JULIA: *Thank you.*
- Students watch and answer the questions.

Key

- In the first picture Julia is dreaming that she is in the edit suite at work. In her dreams she hears the phone ring. In the second picture she is in bed and has just been woken up by the phone ringing.
- It is the hotel receptionist with her wake-up call.

2a

- Students complete the speech bubbles from memory.

2b



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

Key

TIM: *Julia, will you marry me?*

JULIA: *I can't. I'm editing the news.*

RECEPTIONIST: *Good morning, Miss Drake. This is your wake-up call. It's five o'clock.*

3

- Students read the title of Episode 5 and the questions.
- Students discuss their ideas as a class.

B

☐ ☐ ☐ ☐

1



- 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 are just listening for the names and jobs.
- Play the whole of Episode 5.
- Students watch and number the pictures.
- Students check their answers.

Key

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

2



- Students discuss the question as a class.

Key

Gary overheard a conversation between Tim and Martha and passed it round the office.

C

☐ ☐ ☐ ☐

Tim goes to see Martha to give her the report about the Intertel Conference. He tells Martha about his job offer in Australia. Gary listens at the door and overhears Tim's news.

1



- Students read the statements.
- Rewind the tape to the beginning of Episode 5.
- Play the tape to MARTHA: *... for your sake and Julia's.*
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- False (He's come to give Martha the Amsterdam report.)
- True
- True
- False (They sent him a letter two days ago.)
- True
- True
- True
- False (She's coming back that night.)
- False (Tim doesn't mention any plans to call her.)
- True



2a

- Students read the dialogue.
- Play section C again.
- Students watch and underline the extra parts.

2b

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

Key

MARTHA: How was my friend, Isobel?

TIM: I'm sorry?

MARTHA: Stop playing games with me, Tim. I've been in this business far too long for things like that. Isobel Mendoza and I go a long way back. She's on the Board of Directors of Kangaroo TV – and I know she was at the Amsterdam conference.

TIM: OK. I got a letter from the Personnel Manager of Kangaroo TV a couple of days ago, offering me a job as a reporter. Telling Julia about it isn't going to be very easy.

MARTHA: Well, delaying it won't make it any easier for you.

TIM: I know. I've decided that I'm going to tell her as soon as I see her. But she's been away on a shoot for the past few days.

MARTHA: Oh yes. She's doing this new series with Zoe Pearce about ghosts and UFOs and things like that, isn't she?

TIM: But she's supposed to be coming back tonight.

MARTHA: Going off to work in Australia is going to be a big step, Tim. So you should think about it very carefully – for your sake and Julia's.

D

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We see Zoe and Julia filming a programme about a man called Dr Ackroyd who had a premonition that his house was on fire while he was driving to work. He turned his car round and was just in time to rescue his family from a real fire.

1

- Students look at the picture and read the questions.
- Play the tape to ZOE: *And cut!*
- Students watch and answer the questions.
- Students check their answers.

Key

- ✓ He had a premonition.
- It happened five years ago.
- He was going to the hospital to start night duty.
- He quickly turned round and went home.

2a

- Students read the sentences and the endings.
- Students tick the things that the man mentioned.

2b

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

Key

- ✓ Turn the car round. ✓ Go back.
- ✓ his house burning ✓ people screaming.
- ✓ a light flickering in the front room
✓ smoke coming out of the window.

3

- Students read the questions.
- Divide the class into groups of four.
- Students discuss their ideas.
- Invite volunteers to tell their experiences to the class.

E

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Julia and Zoe have finished filming. They talk about Dr Ackroyd's premonition. Then Zoe asks Julia if she wants a lift home, but Julia says she wants to go into the office.

1

- Students read the question.
- Play the tape to JULIA: *I love it.*
- Students watch and answer the question.

Key

When Julia is talking to Zoe about premonitions, she remembers her dream about Tim asking her to marry him.

2

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

Key

- ✓ Dr Ackroyd.
- ✓ Ian.
- ✓ weird.

3a

- Students look at the pictures and read the words in the table.
- Students complete the speech bubbles from memory.

3b

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

Key

JULIA: Right. That just about wraps it up for this week. We can pack up now and head off.

ZOE: Do you still want me to drop you off at home?

JULIA: No, you needn't bother. We finished a lot earlier than I expected. I'll call in at the office. There are a few things I want to sort out for next week's shoot.

F



Tim leaves the office with Sean but has to go back for his mobile phone so he doesn't see Julia entering the building. In the car Sean asks about Tim's job in Australia and says he heard about it from Gary. He tells Tim that Julia went into the office and Tim turns round in a panic, knowing that she will probably also hear about his job.

1

- Students read the questions.
- Play the tape to ABIGAIL: ... in the edit suite.
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Julia uses the lift and Tim uses the stairs.
- 2 He hears that Julia is in the office and will probably hear the news about his job.

2a

- Students read the halves of the sentences.
- Check students understand the vocabulary.
- Students match the halves of the sentences from memory.

2b

- Students identify who says each sentence in 2a from memory.

2c

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

Key

- | | |
|-----------|--------------|
| 1 e TIM | 6 b TIM |
| 2 h JULIA | 7 j TIM |
| 3 f SEAN | 8 d SEAN |
| 4 c TIM | 9 a TIM |
| 5 i SEAN | 10 g ABIGAIL |

G



Tim finds Julia in the edit suite, editing the news. She has already heard about Tim's job offer and is upset that he hadn't told her about it. Tim tells her he'll only take the job in Australia if she will go with him as his wife.

1

- Students look at the picture and read the question.
- Play the tape to the end of the episode.
- Students watch and answer the question.

Key

Tim is only going to take the job in Australia if Julia agrees to marry him and to go with him.

2a

- Students read the dialogue.
- Play section G again.
- Students watch and underline the incorrect words and expressions.

2b

- Students correct the dialogue from memory.

2c

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

Key

TIM: I've been looking for you *everywhere*. You know, don't you?

JULIA: Why didn't you tell me?

TIM: I didn't want to say anything until it was definite.

JULIA: So what *are you going to do*?

TIM: I'm going to say that I *can only* take the job, if my wife agrees.

JULIA: Your wife?

TIM: Yes. Julia, will you marry me?

3

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

Key

- 1 Julia doesn't react very enthusiastically.
- 2 (Students' own answers.)



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 lists of events in the columns.
- Students match the events in columns A and B.
- Students check their answers.

Key

- | | | |
|-----|-----|------|
| 1 d | 5 k | 9 f |
| 2 a | 6 j | 10 e |
| 3 h | 7 c | 11 g |
| 4 i | 8 l | 12 b |

1b

- Go over the example as a class.
- Go over the use of the object + -ing structure.
- If necessary, refer students to the Grammar summary at the end of the unit.

- Divide the class into pairs.
- Students make sentences using the information in the columns.
- Students check their answers.

Key

- 1 Gary heard Tim and Martha talking about Australia.
- 2 Julia dreamt of Tim asking her to marry him.
- 3 Julia heard the phone ringing in her dream.
- 4 Tim and Martha didn't notice Gary listening at the door.
- 5 Dr Ackroyd saw his house burning.
- 6 Julia watched Zoe directing the scene.
- 7 Ian filmed Dr Ackroyd talking about his premonition.
- 8 Sean saw Julia running for the lift.
- 9 Julia didn't see Tim going back for his mobile.
- 10 Tim met Darren and Abigail coming downstairs.
- 11 Darren and Abigail watched Tim running to the edit suite.
- 12 Tim found Julia editing the news.

2

- Students read the sentences.
- Go over the differences between the adjectives ending in *-ing* and adjectives ending in *-ed*.
- Students choose the correct word to complete the sentences.
- Students check their answers.

Key

- 1 Tim didn't think that the conference was very **interesting**.
- 2 Julia was very **excited** about starting her new job.
- 3 Gary thought that Tim and Martha's conversation was **fascinating**.
- 4 Martha was **interested** in who Tim met at the conference.
- 5 But she was **worried** about how Julia would react to the news.
- 6 Tim was **annoyed** when he heard that Gary knew about the job.
- 7 He has been feeling **bored** with his job lately.
- 8 He wants something that's a bit more **exciting**.
- 9 Julia thought that Dr Ackroyd's story was **amazing**.
- 10 She was **shocked** when she was told about Tim.

3

- Go over the use of *-ing* after certain verbs and after prepositions.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Divide the class into pairs.
- Students delete the incorrect form of the verb.
- Students check their answers.

Key

- 1 Rebecca decided **not to enter** the London Marathon.
- 2 She never really enjoyed **training**.
- 3 Gary has never tried **jogging**.
- 4 He doesn't believe in **taking** exercise.
- 5 Julia has always wanted **to work** in production.
- 6 Julia has stopped **working** on the food programme now.
- 7 Tim's thinking about **going** to work in Australia.
- 8 Tim forgot **to close** the door, and Gary heard his conversation.
- 9 Tim was worried about **telling** Julia about Australia.
- 10 He wasn't looking forward to **doing** it.
- 11 When Tim came into the edit suite, she stopped **to talk** to him.
- 12 Tim suggested **getting** married.

4a

- Students read the beginnings of the sentences.
- If you wish, do the first sentence as a class.
- Students complete the sentences with their own ideas.
- Go round and check the students are using the correct form – infinitive or *-ing*.

4b

- Go over the example as a class.
- Divide the class into pairs.
- Students ask about each other's ideas.

5

- Students read the phrasal verbs and the dialogues.
- Check students understand the meanings of the phrasal verbs.
- Divide the class into pairs.
- Students complete the dialogues using the correct form of the phrasal verbs.
- Students check their answers.
- Ask students to practise reading the dialogues.

Key

- 1
REBECCA: Have you **finished with** the newspaper?
JULIA: Nearly. I just want to **finish off** the crossword.
- 2
MARTHA: Can you **see to** the computer? It's doing something strange.
REBECCA: It's OK. The engineer's on his way. He'll **sort it out**.
- 3
JULIA: What are you going to do tonight?
REBECCA: Well, first, I'm going to **sit down and take my shoes off**.
- 4
ABIGAIL: OK. Well I'm **heading off** home now.
DARREN: Yes, I think I'll **pack up**, too.
ABIGAIL: Do you want to **call in** at the pub on the way?
DARREN: I can't. I'm **going out** this evening, but I can **drop you off**, if you like.

5

SEAN: *Why are you turning round Tim?*TIM: *I'm heading back to the office to talk to Julia. I just hope she hasn't already found out about Australia from Gary.*

6

TED: *What's the matter with Tim? He just pulled up outside the building and rushed in.*SEAN: *He's looking for Julia.*

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.
- Ask a group to act out their Role play for the class.

Language in use

1a Agreeing

- Students read the explanation and the examples.

1b

- Students read the statements.
- If you wish, do the first as a class.
- Divide the class into pairs.
- Students agree with the sentences using *So ... I* or *Nor ... I*.
- Students check their answers.

Key

1 So do I.	7 Nor do I.
2 So do I.	8 Nor have I.
3 Nor did we.	9 So did we.
4 Nor do I.	10 So am I.
5 So am I.	11 Nor are we.
6 So would I.	12 Nor would I.

2a Useful expressions

- Students read the expressions in the columns.
- Check students understand the vocabulary.
- Divide the class into pairs.
- Students match the expressions in column A with their meanings in column B.
- Students check their answers.

Key

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

2b

- Divide the class into pairs.
- Students use the expressions to make dialogues.
- Ask some pairs to demonstrate their dialogues to the class.

3a What's this I hear about ... -ing?

- Students read the explanation and the example.

3b

- Divide the class into pairs.
- Students introduce the topics and provide a response using the expression *What's this I hear about ... -ing?*
- Go round and help students.

Key

Possible answers

- 2 A: *What's this I hear about Tim going to the Amsterdam conference?*
B: *Yes, he doesn't usually like conferences.*
A: *Perhaps he went to meet somebody.*
- 3 A: *What's this I hear about Julia being promoted?*
B: *Yes, it happened yesterday.*
A: *Martha must be very pleased with her.*
- 4 A: *What's this I hear about Zoe directing (or being the director of) a new series on the paranormal?*
B: *Yes, they start filming next week.*
A: *But Zoe doesn't believe in that kind of thing.*
- 5 A: *What's this I hear about Gary getting a pay rise?*
B: *Perhaps he needs it to buy his expensive clothes.*
A: *Well he was voted the best-dressed newsreader.*
- 6 A: *What's this I hear about Martha getting a new computer?*
B: *It's very strange, she can't use her old one.*
A: *She should give it to Rebecca.*

Grammar summary

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

TARGET LANGUAGE

Language in use

I wouldn't mind -ing, seems to / doesn't seem to,
Responses, Culture note: intonation

Grammar summary

Reported speech, *say* and *tell*, Reported questions, Reported requests and commands

CONTEXT

Julia tells Rebecca about Tim's marriage proposal. She tells her that she doesn't know whether to accept or not and that she's going away for a few days. Late at night we see Tim and Sean making a report in a supermarket about people working unsocial hours. Sean tells Tim he is going to see a child psychologist about Jason and Kylie the next day. After the report Tim goes home and Julia phones to talk about getting married. The next day we see Tim, Rebecca and Sean in the wine bar, Tim tells Rebecca that Julia has turned down his proposal. Sean tells them that the psychologist said that he should spend more time with his family. We see Tim at the office writing an e-mail to Isobel Mendoza at Kangaroo TV. Simon arrives to attend a meeting with Martha and Frederick. Tim also wants to see Martha. While he is waiting, Rebecca tells him he'll have to wait. She also tells him Sean has decided to change his job to studio work in order to give more time to his family. Martha calls Tim to join the meeting.

WHILE YOU WATCH

A

☐ ☐ ☐ ☐

1a

- Students look at the pictures and answer the question.
- Students discuss their ideas as a class.

1b

- Check students understand the tasks. Assure students that they don't need to understand everything in the video at this stage. They should just check their ideas.
- Play the whole of Episode 6.
- Students check their ideas.

2

- Students answer the questions from memory.

Key

Sean decides to change jobs because he wants to spend more time with his family so that his children won't get into trouble.

B

☐ ☐ ☐ ☐

Julia and Rebecca are at home. Julia tells Rebecca about Tim's marriage proposal and about her doubts.

1

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

Key

- They're talking about Tim's proposal of marriage.
- She feels happy that Tim has proposed, but then is worried by Julia's dilemma.
- Julia told Tim not to be silly.
- Julia's going to think about it.

2a

- Students read the sentences.
- Students tick the reasons Julia gives for her doubts from memory.

Key

- ✓ She's enjoying her new job.
- ✓ She feels that Tim doesn't think her job is important.
- ✓ She would have to give up her job, so that Tim could do what he wants.

2b

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

C

☐ ☐ ☐ ☐

Tim and Sean are doing a report in a supermarket about working unsocial hours.

1

- Students read the questions.
- Play the tape to TIM: *And cut.*
- Students watch and answer the question.

Key

Tim is at the supermarket, doing a report on working long and unsocial hours.

2a

- Students read what Tim says.
- Check students understand vocabulary such as, *predict / leisure / according to.*
- Play section C again.
- Students watch and complete what Tim says.

2b

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

Key

In the nineteen **sixties** experts predicted that by the **beginning** of the twenty-first century, **work** would be a thing of the **past**. They said that almost every **job** would be done by **robots**, and people would **spend** all their time on leisure **activities**. In fact, it seems, the **opposite** has happened. According to a **recent** report we now work **longer** than ever before. And more and **more** people have to work **unsocial** hours – working at night or at **weekends**. Of course, there are benefits. We all **earn** more; we now have twenty-four hour **telephone** banking; most shops are open seven **days** a week, and some, like this supermarket, are open **round** the **clock**. But what effect is this having on our **health**? And, with **parents** spending more time at **work**, what is it doing to **family** life? It's nearly **midnight** and I'm going to ask some of the **customers** and **workers** here what they think ...

3a

- Students read the questions.
- Divide the class into pairs.
- Students find the expressions Tim uses for the items from 2a.

3b

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

Key

- 1 the beginning of the twenty-first century
- 2 a thing of the past
- 3 leisure activities
- 4 work longer than ever before
- 5 unsocial hours
- 6 earn more
- 7 seven days a week
- 8 open round the clock
- 9 midnight

4

- Students read the questions and look at the pictures.
- Divide the class into groups of three or four.
- Students discuss their ideas.
- Go round and help students.

D

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Sean tells Tim that he is going to see a child psychologist about his children who got into trouble by driving a digger through someone's garden and into a newsagent's window.

1a

- Students read the question.
- Play the tape to SEAN: ... something about them.
- Students watch and answer the question.

Key

Sean is talking about Jason and Kylie.

1b

- Students look at the pictures.
- Students choose the correct picture.

Key

c ✓

Note: a **psychiatrist** treats mentally ill people whereas a **psychologist** is an expert on the mind and how it functions.

2a

- Students read the sentences and endings.
- Students tick the correct endings from memory.

Key

- 1 ✓ in the past week.
- 2 ✓ tomorrow.
- 3 ✓ a child psychologist
- 4 ✓ the workmen left the keys in it.

2b

- Students read the list.
- Check students understand vocabulary such as, *to dig up* / *to back a vehicle into* / *to overturn*.
- Students tick the correct answers.

2c

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

Key

- 2 ✓ They backed it into the newsagent's window.
- 6 ✓ They drove it through someone's garden.

3a

- Students look at the picture of Sean and read the speech bubble.
- Students complete the speech bubble from memory.

3b

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

Key

The police **said** that Jason and Kylie **would be** in serious trouble if we **didn't do** something about them.

E

☐ ☐ ☐ ☐

Having finished work we see Tim at home making a cup of tea. Julia phones and says she wants to talk about his marriage proposal.

1

- Students read the questions and look at the pictures.
- Play the tape to TIM: *And?*
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 He is making a cup of tea.
- 2 It is 2 o'clock in the morning.
- 3 Julia is in bed at a hotel.
- 4 She is phoning about Tim's marriage proposal.

2a

- Students read the list.
- Students tick the reasons from memory.

2b

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

Key

- 3 ✓ I couldn't sleep. (JULIA)
- 5 ✓ We've been working late. (TIM)

F

☐ ☐ ☐ ☐

In the wine bar Rebecca asks Tim about Julia. Tim tells Rebecca that Julia says she won't marry him. Sean arrives and tells them that the psychologist said he needed to spend more time with his children and that he had to decide what his priorities were – his family or his job.

1

- Students read through the sentences.
- Play the tape to SEAN: ... *priorities were*.
- Students watch and complete the sentences with the correct subjects.
- Students check their answers.

Key

- 1 Rebecca
- 2 Julia
- 3 Tim
- 4 Julia
- 5 Sean
- 6 The psychologist
- 7 Sean

2a

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

2b

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

Key

Tim's choice is between Julia (his girlfriend) and Australia (a new job).

Sean's choice is between his family and his job.

3a

- Students look at the pictures and read the speech bubbles.
- Students complete what Tim and Sean say.

3b

- Students identify who Tim and Sean are talking about in 3a.

3c

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

Key

TIM: She *phoned* me from her hotel the other night. She *told* me that she *wanted* to marry me, but she *wasn't going to*. She *said* that I'd only *asked* her to marry me to *get* myself out of a difficult situation.

SEAN: He *told* me that Kylie and Jason *weren't* the problem, *I was*. He *said* I *didn't spend* enough time with them, but I *said* it *was* difficult with my job.

Tim is talking about Julia.

Sean is talking about the child psychologist.

G

☐ ☐ ☐ ☐

Tim is at the office sending an e-mail to Isobel. Simon arrives because Martha has asked him to attend a meeting with her and Frederick. Gary asks Tim if he is going to the pub for lunch.

1

- Students read the questions and look at the pictures.
- Play the tape until you see Rebecca.
- Students watch and answer the questions.

Key

- 1 Tim phones Julia.
- 2 He is sending an e-mail to Isobel.
- 3 Simon Fletcher, the foreign reporter.

2a

- Students read the sentences.
- Students complete the sentences with the correct names.

2b

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

Key

- | | |
|-------------|----------|
| 1 Julia | 5 Tim |
| 2 Simon | 6 Isobel |
| 3 Martha | 7 Gary |
| 4 Frederick | 8 Tim |

3a

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

3b

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

Key

TIM: *Our Managing Director's actually here? It must be something important.*

Tim is being ironic. He means that Frederick is often absent and only comes into the office for important occasions

GARY: *Australia, eh?*

TIM: *Mind your own business.*

Tim means that what he is doing is private, and Gary should not ask him about it.

4

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

H

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Tim is outside Martha's office because he wants to see her. Rebecca tells him she is still in a meeting with Simon and Frederick. She tells him that Sean has decided to change jobs because he's putting the people he loves first and implies that Tim should choose to marry Julia rather than go to Australia.

1

- Students read the statements.
- Play the tape to the end of Episode 6.
- Students watch and write true (T) or false (F) next to the statements.
- Students check their answers.

Key

- 1 False (Tim wants to talk to Martha.)
- 2 True
- 3 False (The meeting has been going on all afternoon.)
- 4 False (He decides to wait.)
- 5 True
- 6 False (He didn't know.)
- 7 True

2a

- Students read the list.
- Students tick the correct reasons from memory.

2b

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

Key

- 2 ✓ The hours are more regular.
- 4 ✓ It's the right time to change because Tim's leaving.
- 7 ✓ The people he loves are more important than his job.

3a

- Students look at the picture of Rebecca.
- Students complete the speech bubble from memory.

Key

REBECCA: *He said it was all a question of priorities.*

3b

- Students read the questions.
- Play section H again.
- Students watch and discuss their answers.

Key

- 1 Rebecca is giving Tim advice. She implies that he too should make his personal life the priority.
- 2 (Students' own answer.)
- 3 (Students' own answer.)



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 read the speech bubbles.
- Go over the rules for reported speech with students.
- If necessary, refer students to the Grammar summary at the end of the unit.
- Go over the example as a class.
- Divide the class into pairs.
- Students complete the actual conversation between Rebecca and Sean.
- Students check their answers.

Key

- 2 *It's because the hours are more regular, and if Tim's going to Australia, it's an appropriate time for a change.*
- 3 *Yes, I realised that the people I love are more important than my job.*
- 4 *It's all a question of priorities.*

2

- Students look at the pictures and read the conversations.
- Go over the rules for reported commands and requests.
- Go over the example as a class.
- Divide the class into pairs.

- Students put the conversations into reported speech.
- Go round and help students.
- Students check their answers.

Key

- 2 Julia asked Tim not to be angry with her. She asked him to try and understand what she was saying.
- 3 Martha asked Rebecca to find Tim. Rebecca told her he was already there. Martha asked Rebecca to send him in.
- 4 Julia asked Rebecca not to tell anyone else for the moment. Rebecca told Julia not to worry. She said she wouldn't say anything.
- 5 Zoe told Ian to walk slowly backwards. She told Doctor Ackroyd to keep looking at the camera. She told him not to walk too fast.

3a

- Students read the psychologist's questions and how Sean reports them.
- Go over the rules for reported questions.
- If necessary, refer students to the Grammar summary at the end of the unit.

3b

- Students read through the psychologist's questions.
- Divide the class into pairs.
- Students put the questions into reported speech.
- Go round and check students are using the correct tenses.
- Students check their answers.

Key

- 1 He asked me whether I enjoyed my job.
- 2 He asked me how often I saw my children.
- 3 He asked me whether I often worked at weekends.
- 4 He asked me how long I'd been a cameraman.
- 5 He asked me whether I'd always worked unsocial hours.
- 6 He asked when the problems had started.
- 7 He asked me whether they were getting into trouble at school, too.
- 8 He asked me what I was going to do about things.
- 9 He asked me whether I could change my job.
- 10 He asked me how I would feel if they got into serious trouble.

4

- Students read the conversation between Tim and Gary.
- Divide the class into pairs.
- Students put the conversation into reported speech.
- Go round and check students are using the correct tenses.
- Students check their answers.

Key

Gary asked Tim what he wanted to drink. Tim said he would have a mineral water. He said he had to drive later. Gary asked why Simon Fletcher was back in England. Tim said he had a meeting with Martha. Gary asked Tim if he knew what it was about. Tim said he had no idea. He said that Frederick was going to be there, too. Gary asked where Julia was. Tim said she was away on a shoot. Gary asked Tim whether she was still working on the series with Zoe. Tim said that she was and she seemed to be enjoying it. Gary said she hadn't looked very happy the last time he had seen her. Tim said that he didn't think that was anything to do with her job. Gary asked Tim if they had had an argument about going to Australia. Tim told Gary to mind his own business. Gary told Tim not to be so touchy.

Extension

- Select a suitable section from the transcript of between eight and twelve lines.
- Write it on the board.
- Students should put the transcript into reported speech.
- Students check their answers.

Role play

- Divide the class into groups of four.
- Check students understand *misinterpret*.
- 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 group to act out their Role play for the class.

Language in use

1a I wouldn't mind -ing

- Students read the explanation.
- Go over the examples as a class.

1b

- Students read the list.
- Students write about how they feel about the activities using expressions from 1a.

Key

Possible answers

- I wouldn't mind driving a racing car. / I don't fancy the idea of driving a racing car. / I don't think I'd like to drive a racing car.
- I wouldn't mind living in the USA. / I don't fancy the idea of living in the USA. / I don't think I'd like to live in the USA.
- I wouldn't mind working unsocial hours. / I don't fancy the idea of working unsocial hours. / I don't think I'd like to work unsocial hours.
- I wouldn't mind going shopping at two o'clock in the morning. / I don't fancy the idea of going shopping at two o'clock in the morning. / I don't think I'd like to go shopping at two o'clock in the morning.
- I wouldn't mind having ten children. / I don't fancy the idea of having ten children. / I don't think I'd like to have ten children.
- I wouldn't mind changing my job. / I don't fancy the idea of changing my job. / I don't think I'd like to change my job.
- I wouldn't mind trying hot-air ballooning. / I don't fancy the idea of trying hot-air ballooning. / I don't think I'd like to try hot-air ballooning.
- I wouldn't mind entering the London Marathon. / I don't fancy the idea of entering the London Marathon. / I don't think I'd like to enter the London Marathon.
- I wouldn't mind teaching in Africa. / I don't fancy the idea of teaching in Africa. / I don't think I'd like to teach in Africa.
- I wouldn't mind seeing a UFO. / I don't fancy the idea of seeing a UFO. / I don't think I'd like to see a UFO.

2a seems to / doesn't seem to

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

2b

- Divide the class into pairs.
- Students make the sentences less definite using *seems* / *doesn't seem to*.

Key

- Julia **doesn't seem to** be interested in going out.
- Jason and Kylie **seem to be** getting worse.
- The shop **doesn't seem to be** open.
- I knocked, but there **doesn't seem to be** anybody in.
- I took the medicine but it **doesn't seem to be** doing any good.
- Abigail has got an interview tomorrow, but she **doesn't seem to be** worried about it.
- Martha **didn't seem to like** the new series on gardening.
- Julia **seems to be** enjoying her new job.
- Tim **seems to have** decided to go to Australia.
- There **seems to be** something wrong with the computer.

3 Responses

- Students read the expressions in the table.
- If you wish, go over the meaning of the expressions with students.
- Divide the class into pairs.
- Students match the appropriate responses to the sentences.
- Students check their answers.
- If you wish, ask students to build longer dialogues around the sentences and responses.
- Ask some students to act out their dialogues for the class.

Key

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

Culture Note

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

Grammar summary

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

TARGET LANGUAGE

Language in use

It must be nice -ing, Could you get ... to ... ?, I don't think ...

Grammar summary

The Third conditional, *should / shouldn't have*,
Culture note: just married

CONTEXT

Zoe and Julia have just finished filming a programme but it's been a long day so they decide to stay in a hotel rather than go home. Tim and Sean are working out of the office. Tim tries to contact Julia but her mobile phone isn't working. Tim and Sean discuss the fact that they both have new jobs. Tim goes home and leaves a note for Julia under her door. Zoe and Julia arrive in reception where Julia overhears Abigail and Darren talking about someone going to Australia to work. Julia assumes they are talking about Tim, runs out of the building and is knocked down by a car. Tim goes to the hospital where Julia's parents blame him for what has happened. Tim explains that there has been a misunderstanding and Frederick is the person going to Australia. At the end of the episode we see Tim and Julia at the airport leaving to go on honeymoon.

WHILE YOU WATCH

A

☐ ☐ ☐ ☐

1a

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

1b

- Check students understand the task. Assure students that they don't need to understand everything in the video at this stage. They should just check their ideas.
- Play the whole of Episode 7.
- Students watch and check their ideas.

2

- Students look at the pictures and read the question.
- Students discuss the question as a class.

Key

Zoe suggests that she and Julia stay at a hotel overnight, and so Tim isn't able to tell Julia his news.
Rebecca brings Tim's e-mail turning down the job in Australia to show Julia.
Simon is going to leave his job and take Martha's job.
Gary tells Julia that he saw Tim typing the e-mail before he accepted Simon's job.
Frederick is going to be the Managing Director of Kangaroo TV.
Darren and Abigail are talking about someone taking a job in Australia while Julia is at reception.
Martha is going to take Frederick's job.

B

☐ ☐ ☐ ☐

Zoe and Julia have just finished filming. They decide to stay in a hotel and drive directly to work the following morning. Julia asks to borrow Zoe's mobile phone as hers isn't working.

1



- Students look at the picture and read the questions.
- Rewind the tape to the beginning of the episode.
- Play the tape to ZOE: *Here you are.*
- Students watch and answer the questions.
- Students check their answers.

Key

- 1 Zoe and Julia have been filming a programme about ghosts for their series on the paranormal.
- 2 They are going to stay in a hotel.

2a

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

Key

ZOE: *That was a bit of a marathon.*

2b

- Students read the questions.
- Students answer the questions from memory.

2c



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

Key

- 1 It has been a long hard day.
- 2 They did all the filming in one day.
- 3 They are tired and decide to stay in a hotel.
- 4 Julia uses Zoe's phone as hers isn't working.

3a



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

3b

- Students identify who says each thing from memory.

3c

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

Key

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

C

Tim is in the car on the phone to Rebecca because he is trying to find Julia. Rebecca hasn't heard from her either. Sean has been to get some coffee. He comes back and he and Tim talk about the fact that it's the last time they are going to work together.

1

- Students look at the picture and read the question.
- Play the tape to SEAN: *Cheers!*
- Students watch and answer the question.

Key

Tim and Sean are drinking a toast to their futures and their new jobs.

2a

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

2b

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

Key

- False (Tim is talking to Rebecca.)
- True
- False (Julia didn't call Rebecca earlier that evening.)
- True
- True
- False (Sean gets Tim a cup of coffee.)
- True
- True

D

Tim gets back from work and writes a note for Julia. He puts it under the door of her flat. It is, in fact, a copy of the e-mail he sent to Australia. The next morning Zoe and Julia arrive at Apex TV. Julia overhears Abigail and Darren discussing someone's move to Kangaroo TV in Australia. She assumes they are talking about Tim, is upset, runs out of the building and is hit by a car.

1

- Students look at the pictures.
- Play the tape to TIM: *... I'm on my way.*
- Students watch and number the pictures in the correct order.
- Students check their answers.

Key

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

2a

- Students read the questions.
- Students answer the questions from memory.

2b

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

Key

- Tim puts it under Julia's door.
- Zoe's busy signing for a package.
- Julia hears that someone is going to Australia, assumes it is Tim and runs outside where she gets run over.
- Tim's in bed at home.
- He's been working late.
- Julia's in the General Hospital.

3a

- Students read the speech bubbles.
- Students complete the speech bubbles from memory.

3b

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

Key

ABIGAIL: *Well, I wouldn't have believed it if I hadn't heard it from Martha.*

DARREN: *So, he's definitely going to Australia?*

ABIGAIL: *Yes, to Kangaroo TV.*

3c

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

Key

Julia thinks they are talking about Tim.

E

Tim is woken up by a phone call. He goes to the hospital to see Julia where her parents blame him for the accident. Tim explains that there has been a misunderstanding and Frederick is the person who is going to Australia.

1

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

Key

- 1 Julia's parents, Colin and Sandra Drake.
- 2 They blame Tim for what happened to Julia.
- 3 He realises there has been a mistake.

2a

- Divide the class into pairs.
- Students read the expressions.
- Students identify who says each thing.

2b

- Students discuss why the people say them.

2c

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

Key

- 1 Sandra – She thinks Tim is aware that he is the cause of what happened and is pretending not to know.
- 2 Sandra – She believes that Tim is responsible for causing the accident.
- 3 Julia – She thinks that Tim should have been more honest with her about going to Australia.
- 4 Tim – He wants to know what happened to Julia and why everyone thinks it's his fault.
- 5 Colin – Tim finds Julia's reasons funny because she misinterpreted the situation, but Colin thinks that Tim is laughing at Julia.
- 6 Tim – He is explaining that Abigail was talking about Frederick, not him.

F

Tim says that he and Julia can get married after all since he's staying, but Julia argues that things haven't changed because Tim only asked her to marry him when he was offered the Australian job. She says he would've gone to Australia and left her. Tim tells her he had already turned the job down. Gary and Rebecca, who arrive at that moment, help to convince Julia that Tim is telling the truth.

1

- Students read the information in the table.
- Play the tape until you see Tim's jeep.
- Students watch and match the people to the job they are doing now, and the job they will be moving on to.
- Students check their answers.

Key

Martha – a producer – the Managing Director of Apex TV
 Tim – a reporter – a foreign reporter
 Simon – a foreign reporter – a producer
 Frederick – the Managing Director of Apex TV – the Managing Director of Kangaroo TV

2a

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

2b

- Students correct the dialogue from memory.

2c

- Students watch and check their answers.

Key

TIM: So as soon as you're well again, we can get married.

JULIA: But **nothing's** really changed, has it, Tim?

TIM: What do you mean?

JULIA: You wouldn't have asked me to marry you, if you hadn't been offered the job in Australia. And you would have gone, if Simon's job hadn't come up.

TIM: No, I'd already turned the Australian job down.

JULIA: I don't believe you.

3a

- Students read the questions.
- Students answer the questions from memory.

3b

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

Key

- 1 Rebecca is giving Julia the envelope, that Tim put under Julia and Rebecca's door.
- 2 It was written before Tim knew about Simon's job.
- 3 Gary saw him typing it.
- 4 He turned down the job in Australia before he knew about the foreign reporter's job. This means he put Julia before his work.

G

Tim and Julia are at the airport going away on honeymoon.

1

- Students read the questions.
- Play the tape to the end of the episode.
- Students watch and answer the questions.

Key

- 1 At the airport.
- 2 He's going to Barbados.
- 3 No. He's going with Julia.
- 4 The Honeymoon Hotel.
- 5 Mrs Barnes.

2a

- Students read the question and look at the picture.
- Students write the words on the back of the jeep from memory.

2b

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

Key

JUST MARRIED



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

AFTER YOU WATCH**Exercises****1**

- Students look at the pictures and read the speech bubbles.
- Students choose the correct endings to complete the speech bubbles.
- Go over the rules for the Third conditional.
- If necessary, refer students to the Grammar summary at the end of the unit.

Key

- 1 *I would have run a mile, if it had appeared.*
- 2 *If you hadn't decided to go off to Australia, this wouldn't have happened.*

2

- Students read the lists of events.
- Go over the example as a class.
- Divide the class into pairs.
- Students make third conditional sentences to describe the chain of events.
- Students check their answers.

Key**2**

If Zoe hadn't tried to do the shoot in one day, she wouldn't have been too tired to drive home.

If she hadn't been too tired to drive home, they wouldn't have spent the night at a hotel.

If they hadn't spent the night at a hotel, Julia would have gone home.

If Julia had gone home, she would have found Tim's e-mail.

If she had found Tim's e-mail, she would have known Tim wasn't going to Australia.

3

If Abigail and Darren hadn't come downstairs, Julia wouldn't have heard them talking.

If Julia hadn't heard them talking, she wouldn't have got the wrong idea.

If she hadn't got the wrong idea, she wouldn't have run out of the building.

If she hadn't run out of the building, she wouldn't have had an accident.

If she hadn't had an accident, she wouldn't have ended up in hospital.

3

- Students look at the picture and read the dialogue.
- Go over the use and form of *should have* + past participle.
- Divide the class into pairs.
- Students make dialogues for the situations.
- Go round and check students are using *should have* correctly.
- Ask some pairs to act out their dialogues for the class.

Key

Possible answers

- 2 A: We shouldn't have gone skiing.
B: Why not?
A: If we hadn't gone skiing, I wouldn't have broken my leg.
- 3 A: We shouldn't have driven to London, we should have gone by train.
B: I suppose you're right.
A: If we'd gone by train we wouldn't have sat in that traffic jam for three hours.
- 4 A: We shouldn't have eaten oysters.
B: I know.
A: If we'd had fish we wouldn't have been sick.
- 5 A: You should have stayed in your old job.
B: Why?
A: If you'd kept your old job, then you would have been the Managing Director.
- 6 A: You should have got up earlier.
B: But I was so tired.
A: If you'd got up earlier, we wouldn't have missed the plane.
- 7 A: You shouldn't have gone to work today.
B: But I had lots of important things to do.
A: If you hadn't gone to work, you wouldn't have collapsed and you wouldn't be in hospital.
- 8 A: You should have closed the window before we left.
B: I forgot.
A: If you'd remembered to close the window, the burglar wouldn't have stolen the television.

Extension

- Make a note of correct and incorrect examples of the Third conditional that students produce.
- After students have finished, write the sentences on the board.
- Invite students to identify and correct the incorrect sentences.

4

- Divide the class into groups of three.
- Ask students to take turns telling each other the story of Episode 7.
- Go round and check.

5

- Students read the phrasal verbs and the dialogues.
- Check students understand the meanings of the phrasal verbs.
- Divide the class into pairs.
- Students complete the dialogues with the correct form of the phrasal verbs.
- Students check their answers.

Key

- 1 A: I was offered a job in the States, but I turned it down.
B: Why?
A: Well, something better **came up** here a few days later.
- 2 A: I see that some new people have **taken over** the newsagent's.
B: Yes, the previous owner has **gone off** to live in Barbados.
- 3 A: Why are you **turning** the car round?
B: I've forgotten my passport. I'll have to **drive back** and get it.
- 4 A: I fancy a holiday.
B: Me too, I'll **ring round** some travel agents and see what they've got.

6a

- Students read the explanation and the examples.

6b

- Students read the sentences.
- Students join the sentences leaving out the second verb or verb phrase.

Key

- Sean went to see a child psychologist, but he didn't want to.
- Julia didn't want to tell Tim her decision on the phone, but in the end she had to.
- Simon didn't want to come back to England, but Martha asked him to.
- Sean didn't want to change his job, but his wife made him.
- I don't really want to go to the pub, but I will.
- Tim isn't going to Australia, Frederick is.
- Julia was listening to Abigail and Darren, but they didn't know.

Role play

- Divide the class into pairs.
- Check students understand the Role play.
- Check students understand vocabulary such as, *tender* / *blame*.
- Students write the script for the Role play.
- Go round and help students.
- Students practise their Role play.
- Ask some pairs to demonstrate their Role play for the class.

Language in use

1 *It must be nice -ing*

- Students look at the picture and read the speech bubble.
- Go over the use of *It must be nice -ing*.

1b

- Students read the cues and the adjectives in the table.
- Divide the class into pairs.
- Students use the table to make dialogues.
- Go round and listen for *It must be + adjective + -ing*.

Key

Possible answers

- 1 It must be great living in Hollywood.
- 2 It must be exciting driving a sports car.
- 3 It must be tiring working in a hospital.
- 4 It must be difficult getting up at four o'clock in the morning.
- 5 It must be dangerous doing bungee jumping.
- 6 It must be interesting being an artist.
- 7 It must be tiring having seven children.
- 8 It must be expensive collecting antiques.
- 9 It must be great meeting a lot of people.
- 10 It must be exciting playing in a rock band.

2a *Could you get ... to ...?*

- Students look at the picture and read the speech bubble.
- Go over the use of *Could you get ... to ...?*

2b

- Students read the statements and the items in the table.
- Go over the example as a class.
- Divide the class into pairs.
- Students use the table to give instructions for each situation.
- Students check their answers.

Key

- 2 Could you get the garage to check my brakes?
- 3 Could you get someone to fix the window?
- 4 Could you get a taxi to take me to the airport?
- 5 Could you get Frederick to call me?
- 6 Could you get Ted to phone me when the visitors arrive?
- 7 Could you get the telephone engineer to have a look at my phone?
- 8 Could you get Abigail to let me have those tapes?

3a *I don't think ...*

- Students look at the picture and read the thought and speech bubbles.
- Students read the explanation.
- Go over the example as a class.

3b

- Students read the sentences.
- Students express the thoughts using *I don't think ...* as a class.

Key

- 1 I don't think Julia's mobile is working.
- 2 I don't think Tim should have applied for the job in Australia.
- 3 I don't think Julia will be in hospital very long.
- 4 I don't think Sean really wanted to move to studio work.
- 5 I don't think Frederick has gone to Australia yet.
- 6 I don't think it's going to rain.
- 7 I don't think Rebecca has got a new flatmate yet.
- 8 I don't think Gary wants to change jobs.

Grammar summary

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

Culture note

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



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