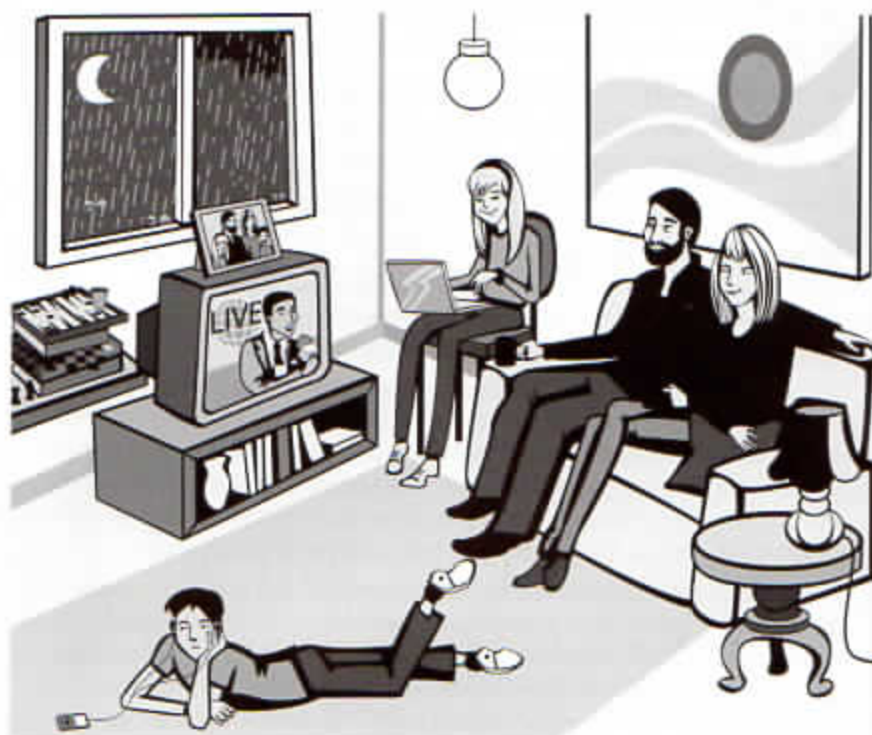


▶ Speaking P T

Student A

- In pairs. Look at the picture. Describe your picture to Student B and describe what the family is like. Find ten differences between your pictures.
- In pairs. Tell your partner how you and your family typically spend your evenings.
 - Do you generally do things together as a family in the evenings?
 - What kinds of things do you do?
 - Do you watch TV together?
 - Which programmes do you watch?
 - Is the scene in the picture typical of what you and your family do in the evenings?
 - What is a typical family scene in your home?



Useful language

It's raining...

The mother/father has got...

The son/daughter...

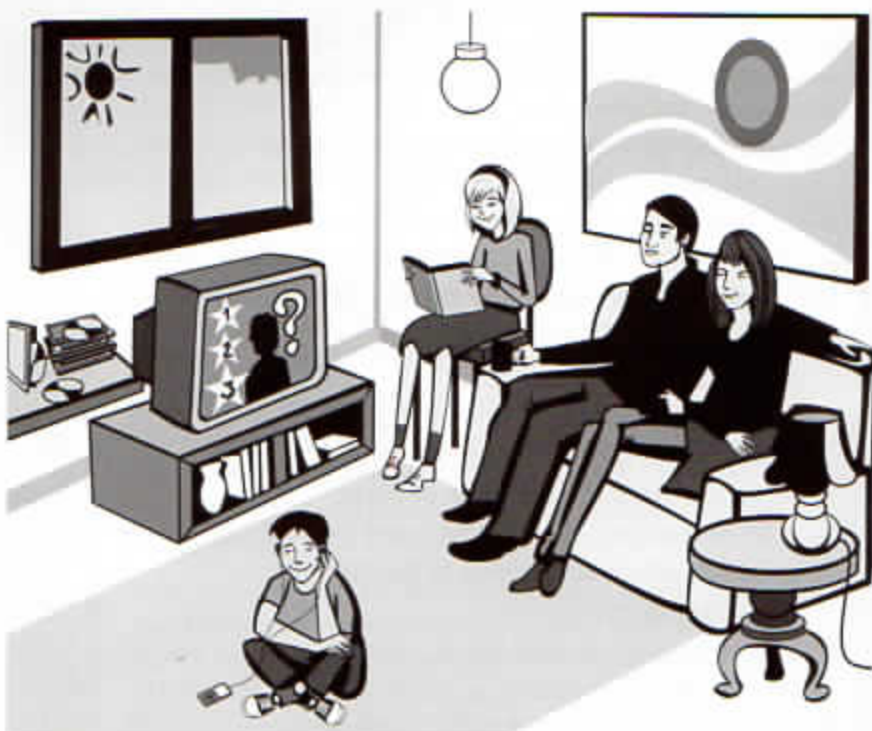
On the left/right...

In the background...

There is/are...

Student B

- In pairs. Look at the picture. Describe your picture to Student A and describe what the family is like. Find ten differences between your pictures.
- In pairs. Tell your partner how you and your family typically spend your weekends.
 - Do you generally do things together as a family at the weekend?
 - What kinds of things do you do?
 - Do you go out together?
 - Where do you go?
 - Is the scene in the picture typical of what you and your family do at weekends?
 - What is a typical family scene in your home?



Useful language

It's raining...

The mother/father has got...

The son/daughter...

On the left/right...

In the background...

There is/are...

Speaking P T

2 In pairs. Describe the photos.

Then use the prompts to talk together about the causes of pollution and possible solutions.

- 1 how we pollute the environment
- 2 what governments can do to reduce pollution
- 3 what we as individuals can do to help reduce pollution
- 4 the kinds of waste we produce
- 5 how we can reduce the waste we produce



Find someone!



1 fly/in a helicopter



3 perform in public



4 dance/flamenco



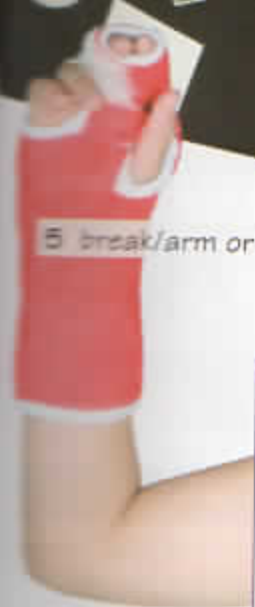
2 travel/outside Europe



6 win/competition



7 cook/dinner for the family



5 break/arm or leg



8 eat/Japanese food

USEFUL PHRASES • talking about past experiences

- Have you ever... ?
- Yes, I have.
- Yes, I have. Lots of times.
- No, I haven't.
- No, never.

1 Choose three experiences from the list. Ask round the class until you find someone who answers yes. Write down the student's name.

Have you ever been to England?
Have you ever won a competition?

Find someone who has...	
eaten Japanese food	X
danced flamenco	Paolo
won a competition	Eva

2 Now choose three different activities you have done and find students who have never done them.

3 Classwork. Put your results together and make a list of students who have:
a done each thing.
b never done each thing.

What are the most and least common experiences?

Let's have a party!



A welcome the guests



B decorate the room



C make the cake



D buy new clothes



E buy the food and drinks



F choose the music



G send invitations

1 Pairwork. Decide on the order in which you would do these things.

2 Pairwork. Student A: choose four things to prepare for the party, but don't tell Student B what they are. Student B: find out the four things Student A has done for the party by asking yes/no questions.

3 Classwork. Think of all the different types of parties you've been to. Make a class list on the board. Then rank the parties in order of fun.

USEFUL PHRASES • asking about preparations

Have you... yet?
Yes, I've already...
No, I haven't... yet.

-6 Extra fast finishers

▶ Speaking T

Student A

1 Read the problems (1–3) below and choose the option you think is the best advice, A, B, C or D.

1 Olivia's school uniform was washed at the weekend and is still wet on Monday morning. Her school has very strict rules about school uniforms. What should she do?

- A Stay at home.
- B Go to school in her own clothes.
- C Go to school in wet clothes.
- D Dry her uniform and go to school late.

2 Dan's friend wrote something rude on the whiteboard while the teacher was outside the classroom. The teacher has seen the word and is very angry. But she thinks that Dan wrote it! What should Dan do?

- A Say nothing.
- B Tell the teacher he didn't do it.
- C Tell the teacher about his friend.
- D Speak to his friend after the lesson.

3 Jasmine has just given the wrong answer to a Maths question and the whole class is laughing at her. She feels really embarrassed and is worried that everybody thinks she's stupid. What should she do?

- A Run out of the classroom.
- B Tell the other students to be quiet.
- C Try to answer another question.
- D Ignore them – everyone makes mistakes.

2 In pairs. Tell Student B your problems and say what you think the people should(n't)/must(n't)/have to do in each case, and explain your reasons why. Does Student B agree with you?

Useful language

I (don't) think he/she should...
In my opinion, he/she must(n't)/should(n't)/has to...
What do you think?
I agree./I disagree because...
Should he/she...?
Does he/she have to...?

Student B

1 Read the problems (1–3) below and choose the option you think is the best advice, A, B, C or D.

1 Mark is very nervous about an important Maths exam today. He's revised for it but he doesn't want to go to school. He's told his mum that he feels ill. What should he do?

- A Miss school.
- B Tell his mum the truth.
- C Go to school and do the exam.
- D Go to school and tell the teacher how he feels.

2 Liam is having problems with a bully in his class. He has to do the bully's homework and give him money. Liam has a younger brother at the school and he is worried that the bully will cause problems for him too. What should he do?

- A Tell his brother about the bully.
- B Continue to do what the bully wants.
- C Tell his parents or a teacher.
- D Do something bad to the bully.

3 Lucy's best friend is very unhappy at school and has started playing truant. She often goes to the park instead of going to school. What should Lucy tell her friend to do?

- A Talk to her parents about it.
- B Tell the teachers she's unhappy.
- C Continue playing truant until the situation improves.
- D Go back to school.

2 In pairs. Tell Student A your problems and say what you think the people should(n't)/must(n't)/have to do in each case, and explain your reasons why. Does Student A agree with you?

Useful language

I (don't) think he/she should...
In my opinion, he/she must(n't)/should(n't)/has to...
What do you think?
I agree./I disagree because...
Should he/she...?
Does he/she have to...?

▶ Spea

Student

1

a Imag show and v Prep. (1–6) conti

- 1 Ha
- 2 Ha
- 3 Ha
- 4 Ha
- 5 Ha
- 6 Ha

b In pa Answ infor

2

a Now mag band comp Pres

- 1 yo
- 2 ho
- 3 yo
- 4 ho
- 5 yo
- 6 ho

b In pa

U: Ha Ne Ha Iv

▶ Speaking T

Student A

1

a Imagine you are waiting to audition for a talent show live on TV. Student B is a TV presenter and wants to interview you for the programme. Prepare your answers to the questions below (1-6). Use the Present perfect simple or continuous and write complete answers.

- 1 Have you auditioned yet?
- 2 Have you been waiting for a long time?
- 3 Have you seen some of the other acts?
- 4 How far have you travelled to get here?
- 5 Have you practised a lot for this audition?
- 6 Have you been on TV before?

b In pairs. Answer Student B's questions. Answer with complete sentences and give extra information.

2

a Now imagine you are a journalist for a magazine. Student B is the lead singer in a pop band. You are interviewing him or her. Write complete interview questions (1-6) using the Present perfect simple or continuous.

- 1 you/do/a lot of interviews?

- 2 how many albums/you/release?

- 3 you/have/a number one album yet?

- 4 how long/you/work/on your new album?

- 5 you/shoot/a video for your new single yet?

- 6 how long/the band/be/together?

b In pairs. Ask Student B the above questions.

Useful language

Have you ... yet?
No, I haven't ... yet. I'm quite nervous, but...
Have you been (-ing)...?
I've been waiting to audition all day so...

Student B

1

a Imagine you are a presenter for a talent show live on TV. Student A is a participant and is waiting to audition. You are interviewing him or her. Write complete interview questions (1-6) using the Present perfect simple or continuous.

- 1 you/audition/yet?

- 2 you/wait/for a long time?

- 3 you/see/some of the other acts?

- 4 how far/you/travel/to get here?

- 5 you/practise/a lot for this audition?

- 6 you/be/on TV before?

b In pairs. Ask Student A the above questions.

2

a Now imagine you are the lead singer in a pop band. Student A is a journalist and wants to interview you for a magazine. Prepare your answers to the questions below (1-6). Use the Present perfect simple or continuous and write complete answers.

- 1 Have you done a lot of interviews?
- 2 How many albums have you released?
- 3 Have you had a number one album yet?
- 4 How long have you been working on your new album?
- 5 Have you shot a video for your new single yet?
- 6 How long has the band been together?

b In pairs. Answer Student A's questions. Answer with complete sentences and give extra information.

Useful language

Have you ... yet?
No, we haven't ... yet. But we hope...
How long have you been (-ing)...?
We've been working on the album for...