

| Role Play and description | Levels     |         |              |           |          | Grammar | Functions | Vocabulary |
|---------------------------|------------|---------|--------------|-----------|----------|---------|-----------|------------|
|                           | Elementary | Pre-int | Intermediate | Upper int | Advanced |         |           |            |

## 1 Services Practical, leisure and travel

|                                                                                                                 |   |   |   |   |   |                                                                                      |                                                                  |                                                                                                                     |
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| <b>1a Tourist information office</b><br>Assistant and tourist<br><i>page 2</i>                                  | • | • | • |   |   | Imperatives<br><i>Will</i> for general<br>future predictions                         | Giving directions<br>Making<br>recommendations                   | Tourist attractions:<br><i>cathedral, funfair</i><br>Verbs of motion:<br><i>go straight on,</i><br><i>turn left</i> |
| <b>1b Enrolling at a gym</b><br>Fitness instructor and new<br>gym member<br><i>page 4</i>                       |   | • | • | • | • | Adverbs and<br>questions of<br>frequency<br>Imperatives                              | Giving polite<br>commands<br>Giving advice                       | Fitness and health:<br><i>muscles, pulse</i><br>Sports: <i>athlete,</i><br><i>sporty</i>                            |
| <b>1c Post Office</b><br>Customer and post office<br>cashier<br><i>page 6</i>                                   | • | • | • |   |   | Question forms                                                                       | Making enquiries                                                 | Shopping: <i>post</i><br><i>office, stamps,</i><br><i>parcel, scales</i>                                            |
| <b>1d Visiting the Doctor</b><br>Patient and doctor in surgery<br><i>page 8</i>                                 |   | • | • | • |   | <i>Should + verb</i><br><i>Have got</i>                                              | Describing how<br>you feel<br>Asking for and<br>giving advice    | Health: <i>illness, 'flu,</i><br><i>runny nose, red</i><br><i>eyes, temperature,</i><br><i>stress</i>               |
| <b>1e Internet café</b><br>Customer and café assistant<br><i>page 10</i>                                        |   | • | • | • |   | Question forms,<br>including indirect<br>questions                                   | Making enquiries<br>Getting help                                 | Computers:<br><i>transfer photos,</i><br><i>scan, broadband,</i><br><i>type up</i>                                  |
| <b>1f Train station</b><br>Traveller and ticket seller<br><i>page 11</i>                                        | • | • | • |   |   | Present simple for<br>timetabled future<br>events                                    | Buying tickets<br>Making enquiries                               | Transport: <i>single,</i><br><i>fare, ID, change</i><br><i>at...</i>                                                |
| <b>1g Passport Control</b><br>English student / tourist and<br>immigration officer at airport<br><i>page 12</i> | • | • | • |   |   | <i>Going to</i> and<br>present continuous<br>for future<br>arrangements and<br>plans | Expressing future<br>arrangements<br>Asking for<br>clarification | Education: <i>fees,</i><br><i>course</i><br>Accommodation:<br><i>homestay, host</i><br><i>family</i>                |
| <b>1h Airport check-in desk</b><br>Passenger and check-in<br>assistant<br><i>page 14</i>                        | • | • | • |   |   | Various – mixed<br>tenses and<br>question forms                                      | Asking for<br>clarification<br>Explaining difficult<br>words     | Transport: <i>plane</i><br><i>travel, take off,</i><br><i>aisle, board, hand</i><br><i>luggage</i>                  |
| <b>1i Reporting a crime</b><br>A victim of theft and<br>police officer<br><i>page 16</i>                        |   | • | • | • |   | Asking indirect<br>questions<br>Past continuous                                      | Describing<br>appearance<br>Expressing degrees<br>of certainty   | Physical<br>appearance: <i>face,</i><br><i>clothes</i><br>Crime: <i>stole,</i><br><i>criminal</i>                   |
| <b>1j Checking into a hotel</b><br>Guest and hotel owner<br><i>page 18</i>                                      | • | • | • |   |   | Question forms                                                                       | Making enquiries                                                 | Hotels: <i>double</i><br><i>room, en suite</i><br><i>bathroom</i>                                                   |

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| <b>1k Complaining in a hotel</b><br>Guest and hotel receptionist<br>page 19 |            | ●       | ●            | ●         | ●        | Will for spontaneous decisions<br>There is / are... for describing rooms | Complaining<br>Providing excuses<br>Apologising | Hotels: <i>wake-up call, guest, reduction</i>                                      |
| <b>1l Travel Agent</b><br>Customer and travel agent<br>page 20              |            | ●       | ●            | ●         |          | Question forms                                                           | Making enquiries<br>Clarifying details          | Travel / holidays: <i>excursion, flight</i><br>Purchasing: <i>per person, hire</i> |

## 2 Shopping Supermarkets, clothes and restaurants

|                                                                               |   |   |   |   |   |                                                               |                                                                     |                                                                                       |
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| <b>2a Supermarket shopping</b><br>Customer and store assistant<br>page 22     | ● | ● | ● |   |   | Countable and uncountable nouns                               | Enquiring about products                                            | Food: <i>fresh fish, bananas, eggs</i><br>Shopping: <i>checkout, receipt</i>          |
| <b>2b Clothes shop</b><br>Customer and clothes shop assistant<br>page 24      | ● | ● | ● |   |   | Demonstratives ( <i>those, these, that, this</i> )            | Expressing personal preferences<br>Paying compliments               | Clothes: <i>jeans, top, shirt</i><br>Shopping: <i>buying clothes</i>                  |
| <b>2c DIY shop</b><br>Customer and DIY shop assistant<br>page 26              |   | ● | ● | ● |   | Preposition + gerund<br>Verb patterns                         | Describing an object without its name (paraphrasing)<br>Negotiating | Shapes and materials: <i>round, plastic</i><br>DIY: <i>pliers</i>                     |
| <b>2d Shoe shop</b><br>Customer and shoe shop assistant<br>page 30            | ● | ● | ● |   |   | <i>Too and enough</i>                                         | Expressing personal preferences                                     | Clothes: <i>suit, try on</i><br>Shoes: <i>sandals, high heels</i>                     |
| <b>2e Traditional restaurant</b><br>Customers and waiter<br>page 31           |   | ● | ● | ● |   | Will for placing orders<br>Indirect and direct question forms | Enquiring about dishes<br>Complimenting food<br>Complaining         | Food: <i>peppers, stewed, pudding</i>                                                 |
| <b>2f Fast Food restaurant</b><br>Customer and assistant<br>page 34           | ● | ● |   |   |   | Contracted question forms                                     | Placing an order<br>Complaining                                     | Food: <i>fast food</i>                                                                |
| <b>2g Out of stock</b><br>Customer and electronics store assistant<br>page 36 |   |   |   | ● | ● | Demonstratives vs. pronouns                                   | Reasoning with someone<br>Making suggestions<br>Apologising         | Purchasing products: <i>model, refund</i><br>Emotion adjectives: <i>calm, annoyed</i> |

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### 3 Social life Going out, friends and relationships

|                                                                                                        |   |   |   |   |   |                                                                                                              |                                                                               |                                                                                                |
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| <b>3a A day out in London</b><br>Groups of students decide how to spend the day<br><i>page 38</i>      | • | • | • |   |   | Structures for suggestions<br>Present continuous and <i>going to</i> for future intentions                   | Making, accepting and refusing suggestions                                    | Free time: <i>going out, live performance, exhibition</i>                                      |
| <b>3b Party strangers</b><br>Two strangers introduce themselves<br><i>page 40</i>                      |   | • | • | • |   | Various                                                                                                      | Using formal / informal registers<br>Introducing yourself<br>Showing interest | Personal details<br>Free time: <i>interests</i><br>Informal English: <i>naff, ...and stuff</i> |
| <b>3c Argument between friends</b><br>Two friends argue outside a cinema<br><i>page 42</i>             |   |   | • | • | • | Question tags<br>Imperatives                                                                                 | Making and refuting accusations<br>Making up after an argument                | Free time: <i>go out, nightclub, cinema</i>                                                    |
| <b>3d Telephone phone-around</b><br>Groups of students make plans for an evening out<br><i>page 44</i> |   | • | • | • |   | Present continuous and <i>going to</i> for future arrangements and intentions; <i>will</i> for new decisions | Making and declining suggestions                                              | Social events: <i>go out, pub, restaurant, go clubbing</i>                                     |
| <b>3e Flatmates</b><br>Flatmates decide how to share the housework<br><i>page 46</i>                   |   | • | • | • |   | Verb patterns (verb + gerund; verb + infinitive; preposition + gerund)                                       | Making suggestions<br>Agreeing and disagreeing                                | Housework and chores: <i>vacuum the flat, do the washing up</i>                                |
| <b>3f Breaking bad news</b><br>Mark phones his friend Nicky<br><i>page 48</i>                          |   | • | • | • |   | Past simple                                                                                                  | Breaking bad news<br>Sympathising                                             | Pets: <i>feed, cage, rabbit</i>                                                                |
| <b>3g Meeting old friends</b><br>Class meet up again 10 years into the future<br><i>page 50</i>        |   | • | • | • | • | Present perfect simple and continuous to describe changes                                                    | Expressing surprise<br>Paying compliments<br>Making observations              | Various, including appearance, lifestyle, work, family                                         |

### 4 Lifestyle Work, accommodation and education

|                                                                                                      |   |   |   |   |   |                                                                                 |                                                       |                                                                                    |
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| <b>4a Phoning for a job interview</b><br>Job applicant and human resources manager<br><i>page 52</i> |   | • | • | • |   | Question forms, both direct and indirect                                        | Making polite enquiries<br>Describing personality     | Work: <i>salary, position</i><br>Personality adjectives: <i>patient, polite</i>    |
| <b>4b Job interview 1</b><br>Applicant and interviewer (for lower levels)<br><i>page 54</i>          | • | • |   |   |   | <i>Can</i> for ability<br>Question forms                                        | Giving personal information                           | Work: <i>salary, CV, unemployed</i>                                                |
| <b>4c Job interview 2</b><br>Applicant and interviewer (for higher levels)<br><i>page 56</i>         |   |   | • | • | • | <i>Can</i> for ability<br>Present perfect for life experience<br>Question forms | Giving personal information<br>Describing personality | Work: <i>part-time, wages</i><br>Personality adjectives: <i>reliable, friendly</i> |

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|                                                                                                          | Elementary | Pre-int | Intermediate | Upper int | Advanced |                                                                                                        |                                                                   |                                                                                             |
| <b>4d University interview</b><br>Applicant and university professor<br><i>page 58</i>                   |            |         | •            | •         | •        | Future forms<br>( <i>going to, will, future perfect, future continuous</i> )<br>Question forms         | Expressing opinions and beliefs<br>Responding politely            | Education: <i>university degree, course, research</i><br>Courses of study: <i>marketing</i> |
| <b>4e Enrolling at an English school</b><br>New student and school receptionist<br><i>page 60</i>        |            | •       | •            | •         |          | <i>Can</i> and <i>have to</i> to express permission and obligation<br><i>Would like</i> for intentions | Making requests and enquiries<br>Expressing rules and obligations | Education: <i>trial lesson, enrol, intensive course</i>                                     |
| <b>4f International business etiquette</b><br>Buyers and sellers at a business meeting<br><i>page 62</i> |            |         | •            | •         | •        | Modal verbs of obligation, prohibition and possibility<br>Comparatives                                 | Introducing yourself formally<br>Negotiating                      | Business: <i>contract, buyer</i><br>Cars: <i>top speed, fuel</i>                            |
| <b>4g Finding accommodation</b><br>Prospective tenant and landlord / landlady<br><i>page 66</i>          |            | •       | •            | •         |          | Modal verbs of obligation and prohibition<br><i>There is / are</i> for describing rooms                | Describing a room<br>Expressing rules<br>Making an appointment    | Houses: <i>en suite, furnished</i><br>Furniture: <i>wardrobe, drawers</i>                   |

## 5 Creative role plays

|                                                                                                         |  |   |   |   |   |                                                                                   |                                                                                   |                                                                                         |
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| <b>5a The elixir of life</b><br>A king calls his advisers to a meeting<br><i>page 69</i>                |  |   | • | • | • | Conditionals, esp. 1st and 2nd<br>Narrative tenses (in the story)                 | Making and denying accusations<br>Speculating about the future                    | Various, including health, politics and punishment                                      |
| <b>5b Fortune teller</b><br>Visitor and fortune teller<br><i>page 72</i>                                |  |   | • | • | • | <i>Will</i> and future continuous for prediction<br><i>Should</i> + verb          | Making predictions<br>Describing personality<br>Giving advice and recommendations | Personality adjectives: <i>spontaneous, generous, private</i>                           |
| <b>5c Interviewing a writer / actor</b><br>Journalist and famous writer or actor<br><i>page 76</i>      |  | • | • | • |   | Present perfect for life experience vs. past simple for details<br>Question forms | Asking starter questions<br>Asking follow-up questions<br>Showing interest        | Literature and genres of literature<br>Films and genres of film                         |
| <b>5d TV chat show</b><br>Whole class role play on the subject of rising crime<br><i>page 78</i>        |  |   |   | • | • | Passive voice for statistical and factual information                             | Expressing opinions<br>Getting and holding a speaking turn<br>Appealing to fact   | Crime and punishment: <i>prison sentence, trial, reoffend</i><br>Statistics             |
| <b>5e Political debate</b><br>Three political parties take part in class debate<br><i>page 82</i>       |  |   | • | • | • | Mixed, including future verb structures and verb patterns                         | Expressing (group) opinion<br>Agreeing and disagreeing                            | Politics and government: <i>policy, taxes, ban</i><br>The environment: <i>pollution</i> |
| <b>5f Murder in Paradise</b><br>Teams of detectives interview murder enquiry suspects<br><i>page 84</i> |  |   |   | • | • | Modal verbs of deduction, both present and past<br>Reported speech                | Expressing uncertainty                                                            | Crime: <i>murder, suspect, motive, alibi</i>                                            |