

## Intermediate Worksheets

**Same but different** by Mike Hogan  
[Student's worksheet](#)  
[Teacher's notes](#)

**Phrasal verb stories** by Mike Hogan  
[Student's worksheet](#)  
[Teacher's notes](#)

**Give us your money** by Mike Hogan  
[Student's worksheet](#)  
[Teacher's notes](#)

**Definition bingo 1** by Ceri Jones  
[Student's worksheet](#)  
[Teacher's notes](#)

**Revision race 1** by Ceri Jones  
[Student's worksheet](#)  
[Teacher's notes](#)

**Words in sentences 1** by Philip Kerr  
[Student's worksheet](#)  
[Teacher's notes](#)

**Vocabulary bees** by Philip Kerr  
[Student's worksheet](#)  
[Teacher's notes](#)

**Changes in life** by Ceri Jones  
[Student's worksheet](#)  
[Teacher's notes](#)

**Definition bingo 2** by Ceri Jones  
[Student's worksheet](#)  
[Teacher's notes](#)

**Revision race 2** by Ceri Jones  
[Student's worksheet](#)  
[Teacher's notes](#)

**Functional snap** by Ceri Jones  
[Student's worksheet](#)  
[Teacher's notes](#)

**Words in sentences 2** by Philip Kerr  
[Student's worksheet](#)  
[Teacher's notes](#)

## Same but different

1. **1 What do you know about Ireland? Fill in the spaces using the words in the box. You can use each word more than once. There are words in the box you don't need.**

must/have to	don't have to	don't need (to)
can't	mustn't	aren't allowed to

### In Ireland ...

1. You \_\_\_\_\_ go on a bus tour around the city of Dublin if you like sightseeing.
2. You normally \_\_\_\_\_ pay for each drink in café when you get it.
3. If you work in Ireland, you \_\_\_\_\_ submit a tax declaration every year.
4. You \_\_\_\_\_ drink alcohol if you are under 18 years old.
5. You \_\_\_\_\_ bring a dog into the country without a microchip. If you do, the dog will go into quarantine for six months.
6. You \_\_\_\_\_ a visa if you are from the EU.
7. You \_\_\_\_\_ drive on the left hand side of the road.
8. You \_\_\_\_\_ smoke in any indoor places of work, e.g. bars, cafés.
9. You \_\_\_\_\_ speak English.
10. You \_\_\_\_\_ drink and drive. It's illegal!

- 2 Are the 'rules' above different than in your country? Make a list of tips for visitors to your country. Use the words from the box above.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

- 3 Have you ever been to a country where the rules were different to in your country? What happened?**

## Same but different – Teacher’s notes

**Level:** Intermediate (equivalent to CEF level B1)

**Aim:** A communicative game to practice and review the modals of obligation, permission and prohibition as well as recounting stories.

**Briefing:** In this activity, students fill in the applicable modal verbs to give tips to people visiting Ireland. They then create a list of tips for visitors to their country and discuss them as a group.

**Preparation:** Make one copy of the worksheet for each student.

### Procedure:

1. Tell students that they are going to revise modal verbs and also discuss things which are normal for them in their country and important for visitors to know.
2. Allow students sufficient time to complete the sentences in exercise 1 with the correct modal verbs from the box and correct as a class.
3. If possible, put students in pairs from the same country to do exercise 2. This will be easy if you have a monocultural group. Ask students to write a list of tips for people visiting their country.
4. If you have a multicultural group you could get students from different cultures to present their list of tips to each other. If it is a monocultural group you could also get student to present their tips to each other and then as a larger or whole group decide on the top 5 most important tips for visitors.
5. Finally, ask students to reflect on the question in exercise 3 and then either discuss it with a partner, in a small group or with the whole class.

**Note:** It’s important that students don’t make negative judgements or present negative stereotypes of other countries/cultures and that they understand that different doesn’t mean right/wrong or better/worse.

### Answers to exercise 1:

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1 can                                 | 6 don’t need                          |
| 2 have to / must                      | 7 have to / must                      |
| 3 have to / must                      | 8 can’t / aren’t allowed to / mustn’t |
| 4 can’t / aren’t allowed to / mustn’t | 9 have to                             |
| 5 mustn’t                             | 10 mustn’t                            |



## Phrasal Verb Stories – Teacher’s notes

**Level:** Intermediate (equivalent to CEF level B1)

**Aim:** A communicative game to review and practice phrasal verbs.

**Preparation:** Make one copy of a worksheet for each student.

**Procedure:**

1. Students first review phrasal verbs by matching the verbs to the appropriate particles.
2. In pairs student then write a short story about a journey which uses all of the phrasal verbs in the first activity.
3. When they have finished writing, put the students in new pairs.
4. Before they read their stories out to their new partner, tell them that when they are reading, they should not say the verb in each phrasal verb, but only the particle. Instead of the verb, they should say ‘banana’. For example “When I was walking in the town, I *banana* across an interesting building.” Their new partner has to guess the correct verb. If they guess correctly they get one point.
5. Students change roles and the other student guesses the missing verbs.
6. At the end the student in each pair with the most points wins.
7. To conclude you could ask one or two of your students to read their stories to the class.

**Answers to exercise 1:** 1f, 2h, 3c, 4a, 5e/i, 6d, 7e/i, 8b, 9g,

**Variation:** You can change the “magic word” (*banana*) to another funnier word more relevant to your particular group. This will increase the fun factor of this game and help create a better learning environment in your class.

## Give us your money: Entrepreneurs

### Give us your money

#### Entrepreneur Group 1:

Your idea is for a company which offers exclusive action-packed holidays off the beaten track. Make up the rest of the details with your team.

You want €80,000 for a 10% share of your company. (Note: you might be offered the money in return for a higher percentage of your company. You have to decide with your partner(s) what you will accept.)

With the money you plan to ...

Reasons why your idea is better / more popular ...

✂ -----

### Give us your money

#### Entrepreneur Group 2:

Your idea is for a company which offers romantic and laid-back holidays in secluded destinations. Make up the rest of the details with your team.

You want €150,000 for a 25% share of your company. (Note: you might be offered the money in return for a higher percentage of your company. You have to decide with your partner(s) what you will accept.)

With the money you plan to ...

Reasons why your idea is better / more popular ...

✂ -----

### Give us your money

#### Entrepreneur Group 3:

Your idea is for a company which organises beach holidays in/near cosmopolitan capital cities around the world. Make up the rest of the details with your team.

You want €100,000 for a 15% share of your company. (Note: you might be offered the money in return for a higher percentage of your company. You have to decide with your partner(s) what you will accept.)

With the money you plan to ...

Reasons why your idea is better / more popular ...

✂ -----

## Give us your money: Investors

### Give us your money

**Investor 1:** You have a total budget of €200,000.

You are interested in investing in companies which you think have a future and will give you a good return on your money. You need to ask the entrepreneurs questions before you make your decision. You are interested in information about risks, future plans and what makes these ideas better than others. You should also try to negotiate a better deal.

*Do you know ... ? Can you tell me ... ? I'd like to know ... ?*

✂ -----

### Give us your money

**Investor 2:** You have a total budget of €200,000.

You are interested in investing in companies which you think have a future and will give you a good return on your money. You need to ask the entrepreneurs questions before you make your decision. You are interested in information about risks, future plans and what makes these ideas better than others. You should also try to negotiate a better deal.

*Do you know ... ? Can you tell me ... ? I'd like to know ... ?*

✂ -----

### Give us your money

**Investor 3:** You have a total budget of €200,000.

You are interested in investing in companies which you think have a future and will give you a good return on your money. You need to ask the entrepreneurs questions before you make your decision. You are interested in information about risks, future plans and what makes these ideas better than others. You should also try to negotiate a better deal.

*Do you know ... ? Can you tell me ... ? I'd like to know ... ?*

✂ -----

### Give us your money

**Investor 4:** You have a total budget of €200,000.

You are interested in investing in companies which you think have a future and will give you a good return on your money. You need to ask the entrepreneurs questions before you make your decision. You are interested in information about risks, future plans and what makes these ideas better than others. You should also try to negotiate a better deal.

*Do you know ... ? Can you tell me ... ? I'd like to know ... ?*

## Give us your money – Teacher's notes

**Level:** Intermediate (equivalent to CEF level B1)

**Aim:** A communicative game to practice the language of comparatives, superlatives and indirect questions, and vocabulary for talking about holidays.

**Briefing:** In this activity, students will either play the role of entrepreneur or investor. All entrepreneurs will be pitching their business ideas to the investors in order to get funding for their ideas. At the end of the presentation, the investors will decide which idea(s) to invest in.

You may need to pre-teach the words *entrepreneur*, *investor*, *invest* and *negotiate*.

**Preparation:** Make one copy of a role card (entrepreneur or investor) for each student. You may want to copy or stick it on to a card or laminate it if you want to use it more than once.

### Procedure:

1. Divide your group into investors and entrepreneurs in a ratio of 1:3. This means if you have 8 students, you should divide them into 2 investors and 3 groups of 2 entrepreneurs. If you have a much larger class, you should divide it in such a way that there are three groups of (max 3 students) entrepreneurs for each group of investors (2 – 4 students).
2. Explain to the students that they are either going to play the role of investor or entrepreneur. The entrepreneurs have to pitch their business ideas to the investors in order to get funding to start their new companies. All the ideas are related to holiday companies. The goal of the entrepreneurs is to make a successful pitch and get the investment they are looking for without giving away too much of a share in their company.
3. Give the entrepreneurs time to prepare their presentations. They should make notes on the details of their idea. The investors should think about the questions they will ask the entrepreneurs.
4. The investors will listen to the entrepreneurs' pitches and decide which idea(s) to invest in. Each investor has a budget of €200,000 and may decide to invest it all in one idea or to split it up and invest in an idea together with another investor. The investors may also decide to invest with another investor in an idea, thus splitting the risk and sharing in the returns. The goal of the investors is to get the most returns for their investment based on how much risk they want to.
5. When a group is not pitching their idea to the investors they should listen to the other groups and take notes for a group discussion after the exercise.

**Optional Extra:** As a warmer or follow-up you could show a clip from the television series *The Dragon's Den* to your students. You could also switch the roles and get the entrepreneurs to think of their own holiday company business ideas.

Bingo!		

Bingo!		

Bingo!		

Bingo!		

<b>Word list 1: Vocabulary Units 1 – 4</b>			
ankle	complexion	pale	tanned
average	dormitory	prominent	terraced
black eye	facilities	resident	twist
bruise	healthy	scratch	wallpaper
burn	houseboat	suburb	wavy
cave	muscular	suffer	wrist

<b>Word list 2: Other words &amp; phrases Units 1 – 4</b>			
bet	critic	fry	pretend
budget	decorate	kid	purpose
career	desert	noisy	reputation
charity	dull	nonsense	scream
colleague	eventually	oven	typical
convenient	explode	pile	uniform

## Definition bingo Units 1 – 4 Teacher's notes

**Level:** Intermediate (equivalent to CEF level B1)

**Aim:** To revise and recycle a large group of vocabulary items.

**Vocabulary:** The activity can be used with any group of vocabulary items.

**Note:** As well as being useful for general revision, this activity can be used as a warmer to recycle new vocabulary from a previous lesson, or at the end of the lesson to recap on any new vocabulary encountered/presented during the class.

### Preparation:

1. Either write the words from the wordlist on the board or make a copy of the wordlist worksheet for each pair or group of three students in the class.
2. Copy and cut out one bingo card for each pair or group.

### Procedure:

1. Put the students into pairs or groups of three. Ask them to look at the words in the word list and choose nine words they remember well.
2. Students prepare definitions for the nine words which do **not** include the word itself (or any words deriving from it). You may want to provide a model definition of one of the words as an example.
3. Give the groups a copy of the bingo grid. Ask the students to write their nine words in the bingo grid, one word for each box.
4. Explain that you are going to play bingo. Students will hear the other students' definitions of words from the word list. If the word is on their card, they can cross it out. The first pair/group to cross out a line of three consecutive boxes wins the game. When a pair or group have crossed out a line of three words, they must shout out 'Bingo!'.  
When a pair or group have crossed out a line of three words, they must shout out 'Bingo!'.
5. Each group takes it in turn to read out one of their definitions. The other students must listen in silence and if the word is on their card they can cross it out. The group which reads out the definition **cannot** cross out the word on their card, so as the game develops they will need to be careful as to which word they choose to define.

Note: Keep a record of the words which are defined as they cannot be repeated.

6. Continue the game until one of the pairs/groups has a line of three. Check their words against yours and ask them to recall the definitions. If you want you can continue the game to establish second and third place. Alternatively you can ask the students to prepare another grid and start over again.

### Variations:

1. You could ask the students to brainstorm the wordlist from previous classes, or ask them to choose 25-30 words from recent lessons in the book and write them on the board. Alternatively ask them to turn to one of the language reference pages in the Student's Book and choose words from the word list.

2. For a shorter version, suitable as a warmer or closer, you could drop stage 2 and provide the definitions yourself.

<b>START</b>	<b>1 list ...</b> 5 stative verbs	<b>2 say ...</b> 3 things about yourself starting with <i>I believe ...</i>	<b>3 answer ...</b> <i>have you ever told a lie?</i> (30 secs)	<b>4 describe ...</b> a TV series you enjoy (1 min)	<b>5 list ...</b> 6 auxiliary verbs
					<b>6</b> <b>MISS A TURN</b>
<b>22 answer ...</b> <i>would you prefer to live in a big city or a small town?</i> (1 min)	<b>23 describe...</b> your idea of a perfect home (30 secs)	<b>24</b> <b>THROW AGAIN</b>	<b>25 list ...</b> 10 different kinds of places to live in	<b>7 say...</b> 2 things about yourself starting with <i>I see</i> and 2 things starting with <i>I'm seeing</i>	
<b>21 say ...</b> 5 things about the place you live in using <i>have to ... don't have to ... and must ...</i>	<b>FINISH</b> <b>You are the winner!</b>		<b>26 say ...</b> 5 things about your parents' childhood using <i>had to ... , didn't have ... and couldn't.</i>	<b>8 answer ...</b> <i>do you judge people by their appearance?</i> (1 min)	
<b>20 list ...</b> 5 things to see or do in Australia			<b>27 answer ...</b> <i>do you think you had a strict upbringing?</i> (1 min)	<b>9 describe ...</b> a member of your family (30 secs)	
<b>19 describe ...</b> one of the most popular tourist spots in your country (1 min)			<b>28 describe ...</b> the last time you ate at a friend's house (30 secs)	<b>10 list ...</b> 5 things which are typically British	
<b>18</b> <b>MISS A TURN</b>					<b>11 say ...</b> 2 things about yourself starting with <i>I think of myself as ... I'm proud to be ...</i>
<b>17 answer ...</b> have you ever visited an English speaking country? (30 secs)	<b>16 say ...</b> 5 things about yourself starting with <i>I have never /always ....</i>	<b>15 list ...</b> 5 time expressions you use with the present perfect	<b>14 describe...</b> the longest trip you've ever taken (1 min)	<b>13 answer ...</b> <i>do you think travel broadens the mind?</i> (30 secs)	<b>12</b> <b>THROW AGAIN</b>

## Revision race – Teacher’s notes

**Level:** Intermediate

**Aim:** A board game that revises key vocabulary, grammar and topics and gives students the chance to practise extended turns.

**Note:** This activity is particularly good for end-of-term classes. A blank version of the board can be used by teachers or students to prepare similar board games (see below).

**Preparation:**

Make one copy of the game for each group of four students. You may want to copy or stick it onto card and laminate it if you are going to use it more than once. You will also need a dice and 4 coloured counters for each group. If you don’t have dice, copy and cut out a spinner for each group. The students can stick a pen or pencil through the centre to spin it and use this instead of a dice.

**Procedure:**

1 Put the students in groups of four. Make sure each group has a dice or spinner and a coloured counter. Explain that they are going to play a board game, show them an example of the board, highlighting the four instruction types (ask, answer, list, describe) and explain the rules.

1. All the players place their counters on the start box. The first player to throw a six or spin a four starts.
2. The player throws the dice again and moves their counter along the numbered squares on the board. They follow the instructions on the square they have landed on. When a time limit is given, the other group members must time their partner.
3. The first player to reach the end wins. (They do not need to throw the exact number.)

Point out the times given on the ‘answer’ and ‘describe’ squares. Explain that the students must speak for **at least** that amount of time.

2 Distribute the boards. The groups play the game. Circulate, monitoring and encouraging students to take long turns.

3 Coping with early/slow finishers. When the first group finishes ask them to go back through the ‘list’ squares and write lists together for each one. Do this for each group until all of the groups have finished their game. Check/brainstorm lists with the whole class.

**Variations:**

When students land on a ‘say’ square ask them to include one false piece of information each time. Their group mates must decide which piece of information is false.

Alternatively you could use this as an additional activity for early finishers.

<b>START</b>	<b>1 list ...</b>	<b>2 say ...</b> 3 things	<b>3 answer ...</b> <i>have you ever</i> (30 secs)	<b>4 describe ...</b> (1 min)	<b>5 list ...</b>
					<b>6</b> <b>MISS A TURN</b>
<b>22 answer ...</b> (1 min)	<b>23 describe...</b> (30 secs)	<b>24</b> <b>THROW AGAIN</b>	<b>25 list ...</b> 10 different kinds of	<b>7 say...</b> 2 things and 2 things starting with	
<b>21 say ...</b> 5 things about	<b>FINISH</b> <b>You are the winner!!</b>		<b>26 say ...</b> 5 things about	<b>8 answer ...</b> <i>do you?</i>  (1 min)	
<b>20 list ...</b> 5 things to see or do in			<b>27 answer ...</b> (1 min)	<b>9 describe ...</b> (30 secs)	
<b>19 describe ...</b> (1 min)			<b>28 describe ...</b> the last time you (30 secs)	<b>10 list ...</b> 5 things	
<b>18</b> <b>MISS A TURN</b>			<b>11 say ...</b> 2 things about yourself starting with		
<b>17 answer ...</b> <i>have you ever?</i> (30 secs)	<b>16 say ...</b> 5 things about yourself starting with	<b>15 list ...</b> 5	<b>14 describe...</b> (1 min)	<b>13 answer ...</b> (30 secs)	<b>12</b> <b>THROW AGAIN</b>

## Words in sentences

## Intermediate Units 1 – 4

### Rules

The object of the game is to score points by making grammatically correct sentences that include the words below. If you use just one of these words in a sentence, you'll get one point. If you use two of the words, you'll get two points. If you can make a correct sentence with three of these words, you will get three points. The more risks you take, the more points you can score. But if your sentence is incorrect, you'll get no points and you'll miss your turn.

- Prepare, with your group, one or more sentences that include one, two or three of the words below. You can change the form of these words if you need to (e.g. plurals, past tense).
- When it is your group's turn, one of the groups must go to the board and write a sentence that you have prepared.
- Your teacher will tell you if it is correct and how many points you will receive.
- The teacher will not accept your sentence if:
  - (1) it contains grammatical or spelling errors
  - (2) it makes no logical sense
  - (3) it is not a sentence (e.g. it is not complete or is wrongly structured)
 If there is a problem with your sentence, the teacher will say what kind of problem it is, but will *not* make the correction. It is now the turn of another group.
- A member of the next group must now go to the board. This person can either (1) write a new sentence that their group has prepared, or (2) try, with the other members of their group, to correct a sentence that is already on the board. If their correction is correct, they score all the points for that sentence. If their correction is incorrect, they score no points and it is the end of their turn.
- The game continues in this way with each group taking turns to make or correct sentences on the board.
- When a word has been used correctly in a sentence, cross it off the list. It cannot be used again.

**arrest**  
**bite**  
**blood**  
**challenge**  
**claim**  
**concept**

**cope**  
**destroy**  
**enormous**  
**eventually**  
**expert**  
**fuel**

**injury**  
**lie**  
**liquid**  
**lock**  
**narrow**  
**obviously**

**regularly**  
**shock**  
**slim**  
**solve**  
**staff**  
**stage**

**storm**  
**survive**  
**technical**  
**tight**  
**truck**  
**wave**

Words from *Straightforward* Intermediate Units 1 – 4

## Words in sentences      Intermediate Units 1 – 4

### Teacher's notes

**Level:** Intermediate

#### **Introduction & aim**

This activity provides the opportunity to recycle a large amount of vocabulary in the form of a game. The rules of the game encourage students to take a few risks as they play around with the language. It is a collaborative activity which encourages students to share ideas and learn from others' mistakes. It can be used with practically any set of vocabulary, but worksheets have been provided here for use with *Straightforward* Intermediate. The activity will last a minimum of 30 minutes, but the precise time needed will depend on the size and level of the class.

#### **Preparation**

- 1 Copy a sufficient number of worksheets so that there is one for every group. You will be dividing the class into groups of between three and eight. Think in advance about how you want to divide the class up (i.e. in terms of ability, confidence, motivation, etc.). The word lists on the worksheet contain important, high-frequency words (two stars and three stars) from the corresponding four units of the book.
- 2 Make sure that your blackboard/whiteboard is clean from the previous class!

#### **Procedure**

- 1 Divide the class into groups and distribute a worksheet to each group. Check that everybody understands the rules of the game.
- 2 Give the class four or five minutes to begin working. Then ask one group to send one of their members to the board. This person will write a sentence that their group has prepared.
- 3 When the students are working in their groups, they should be using their imagination *and* discussing what combinations are possible in English. With monolingual groups, you may decide to allow them to talk in their mother tongue.
- 4 Tell the group if the sentence is correct (and give points) or incorrect (and explain what kind of problem it is, but do *not* correct the mistake(s)).
- 5 Give everyone a little more time before asking someone from the next group to come to the board to write a sentence or to correct a sentence that is already there.
- 6 Continue in this way until you or/and the students have had enough! If any words remain that haven't been used, provide examples yourself of how they could be used.

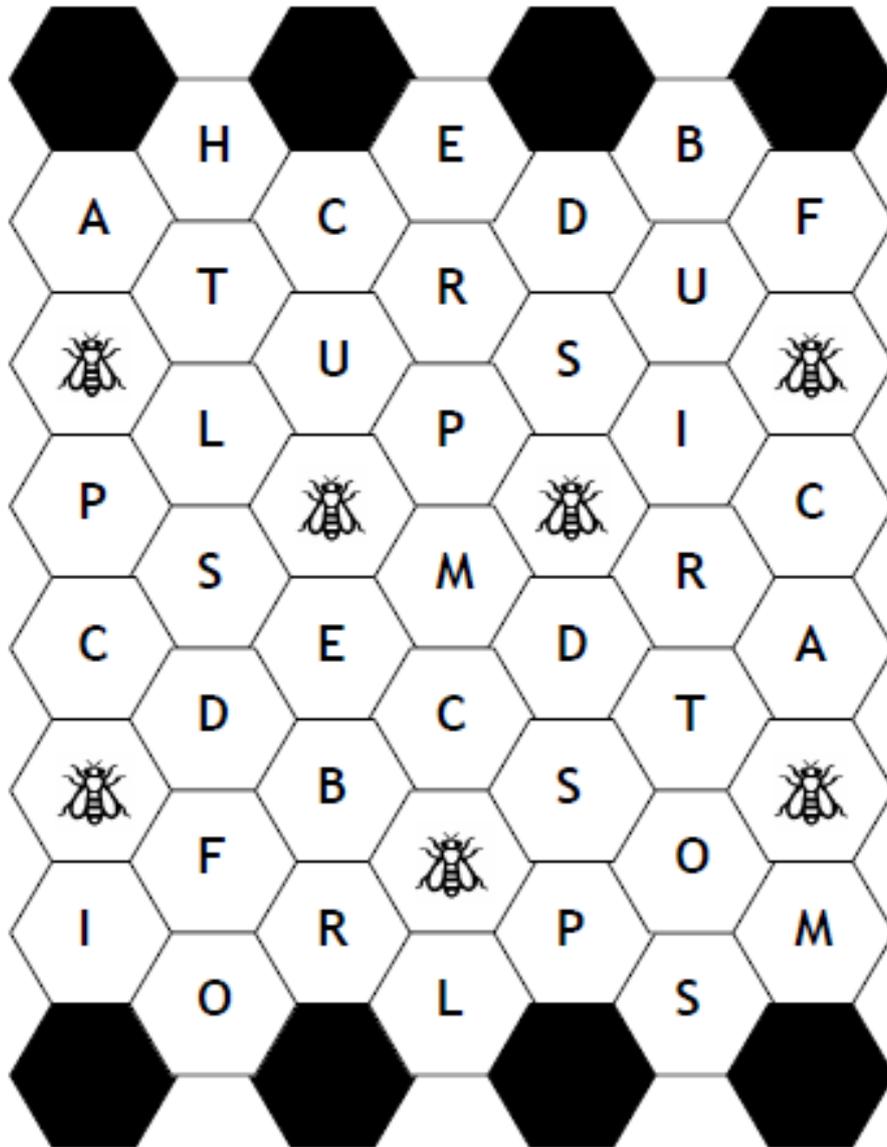
#### **Variations**

- You can get the students to prepare the activity in advance by telling them the day before that they are going to have a vocabulary test. Give them the list of words, but do not tell them how you are going to ask them to use them.
- Adapt the word list! Feel free to change items or add to (or reduce) the total number of words.
- Instead of copying word lists, you could dictate a set of words. You could then tell the students to check their spelling in the word lists of the Language Reference pages of *Straightforward*.

- You could consider making changes to the scoring system (e.g. by giving bonus points for sentences that are particularly interesting, or by awarding penalty points for disciplinary reasons).
- Instead of getting students to write their sentences on the board, you could ask them to read their sentences aloud. If you do this, you may want to insist on correct pronunciation of the target words.

### Vocabulary bees

**START**



**FINISH**

## Vocabulary bees Units 1–6 – Teacher’s notes

**Level:** Intermediate

**Aim:**

This activity revises the red starred words that the students have encountered in the first six units of *Straightforward* Intermediate.

**Preparation:**

Photocopy the worksheet onto a transparency so that you can project it onto the board or the wall of your classroom. If this is not possible, make enough copies of the worksheet so that everyone in the class can see a copy. Make sure that you have a copy of the words and definitions list for yourself.

**Procedure:**

- 1 Organize the class into three or four groups and explain the rules of the game.
- 2 Toss a coin to decide which group will start and begin the game.
- 3 When a group moves to a hexagon, select a word from the words and definitions list (see the next two pages) and read the definition aloud. You may prefer to provide a translation of the words instead of using the definitions provided.

**Rules:**

- The activity is a game. Students work in groups and must move from one of the black hexagons at the top of the hexagon grid to an adjacent hexagon. Each group takes it in turns to say which hexagon they wish to move to. When they move to a new hexagon, they must provide a word that begins with the letter they can see and that matches the definition that the teacher provides.
- If the group provides the correct word, they move to a new hexagon when it is their next turn.
- If they cannot provide the correct word, they must stay where they are for their next turn, when the teacher will give them the second letter of the word they need.
- If they can now provide the correct word, they can move to a new hexagon when it is their next turn.
- If they can still not provide the correct word, they remain where they are for another turn when the teacher will give them the third letter of the missing word, etc.
- The hexagons that contain a bee cannot be entered.
- The objective of the groups is to move to the bottom of the hexagon grid. The winning group is the first group to reach one of the black hexagons at the bottom of the grid.

**A**

**adventure**

an experience that is exciting, unusual and sometimes dangerous

**ancient**

very, very old

**annoying**

making you feel a little angry

**arrest**

if the police        someone, they take them to the police station

**awful**

extremely bad

**B**

**battery**

a thing that you put into a radio, a clock or a car: it provides electricity

**beach**

a place near the sea or a lake where there is sand

**bite**

use your teeth to cut or break something

**blood**

red liquid in your body

**boss**

the person in charge at work

**brand**

a product that has its own name and is made by one company – Coca Cola, Sony or Nike, for example

**budget**

the amount of money that a person, a company or the government can spend

**button**

a small object that you press to make a machine do something

**C**

**capital**

the city where a country has its government

**career**

a job or profession that you work at for some time

**celebrate**

do something enjoyable for a special occasion or a special event

**charity**

an organization that gives money or help to people who need it

**citizen**

someone who lives in a particular town or city

**claim**

say that something is true, even though it is possible that it is not true

**clever**

good at learning or understanding things

**climate**

the type of weather of a country or region

**coast**

the area of land along the edge of a sea

**code**

a system of words or numbers for sending secret messages

**colleague**

a person who works in the same place as you

**competition**

an event where people try to win prizes

**concept**

an idea

**consumer**

someone who buys something or pays for services

**convenient**

easy for you to do or near to the place where you want to go

**conviction**

a decision by a court that someone is guilty of a crime

**corridor**

a long passage inside a building with doors on both sides

**crash**

an accident that happens when a car hits something

**crisis**

a situation that is urgent, difficult or dangerous

**critic**

a person who gives their opinion about a film or a book

**D**

**decorate**

make something more attractive by putting nice things on it or in it

**define**

say what something means

**delicious**

with a very nice taste

**deposit**

money that you pay as the first part of the total amount that you will pay later

**desert**

an area of land with very dry weather and few plants – eg. the Sahara

**destination**

the place where someone or something is going

**district**

an area of a town or a country

**divide**

separate into two or more parts

**dull**

boring or not interesting

**E**

**energy**

electricity and other forms of power

**enormous**

very, very large

**expert**

someone who has special skills or someone who knows a lot about a subject

**explore**

travel around an area to learn more about it

**F**

**fascinating**

very, very interesting

**fate**

the things that happen to someone

**fit**

healthy, strong and able to do physical exercise

**flight**

a journey in a plane

**fridge**

a place where you can keep food cold

**fry**

cook in oil

**fuel**

something like oil, gas or coal that produces heat when you burn it

**H**

**hill**

an area of land that is high but lower than a mountain

**hire**

rent

**horrible**

not nice at all

**I**

**identical**

exactly the same

**impatient**

wanting something to happen very quickly

**income**

money that you get for working

**industry**

the production of goods in factories

**injure**

hurt someone

**instrument**

a guitar, piano or saxophone, for example

**L**

**legal**

allowed by the law

**lie**

not tell the truth

**liquid**

something like water that is not a solid or a gas

**lock**

close with a key

**M**

**magic**

mysterious power or mysterious tricks

**modest**

a m\_\_\_\_\_ person does not like to talk about themselves or what they have done, even if they are successful

**mood**

the way that someone is feeling

**O**

**obviously**

in a way that is clear for everyone to understand

**option**

something that you can choose to do

**ordinary**

normal or average, not unusual

**origin**

the place or moment when something begins to exist

**oven**

a piece of equipment in the kitchen that you cook food in

**P**

**percentage**

an amount that is equal to a part of something that you have divided by 100

**perform**

do something in front of an audience

**phase**

a period of time during the development of something

**pile**

a number of things that are put on top of each other in an untidy way

**pilot**

a person who flies an aeroplane

**pretend**

behave in a way because you want other people to believe something that is not true

**property**

the things that you own

**pupil**

a school student

**purpose**

the reason or use of something

**R**

**raise**

lift something to a higher place

**reckon**

think or believe that something is true

**reduce**

make something smaller

**reliable**

if someone or something is r\_\_\_\_\_, you can trust it

**rent**

pay money to use a house or a car for a short time

**replace**

put someone or something in the place of someone or something else

**reputation**

the opinion that people have about how good or bad someone or something is

**rescue**

save someone from a dangerous situation

**resident**

someone who lives in a particular place

**rush**

hurry

**S**

**scream**

make a loud, high noise because you are frightened or excited

**secret**

information that you do not give to other people

**shy**

nervous or embarrassed with other people

**slice**

a flat piece of food that you have cut from something larger

**smash**

if you s\_\_\_\_\_ something, it breaks into many small pieces

**solution**

the answer to a question or a problem

**sponsor**

give money to someone who is going to take part in a charity event

**staff**

the people who work for a company

**stage**

the part of a theatre where the actors perform

**storm**

a time when there is a lot of rain or snow or thunder and lightning

**stranger**

someone who you do not know

**survey**

a set of questions that you ask in order to find out people's opinion of something

**T**

**task**

something that you must do

**tension**

the feeling of being so nervous that you cannot relax

**terrible**

very, very bad

**toe**

one of the five individual parts at the end of your foot

**transfer**

to move someone or something from one place to another

**truck**

lorry

**twin**

one of two children who were born at the same time to the same mother

**typical**

like most things of the same type

**U**

**unemployed**

without a job

**uniform**

clothes that you wear for a particular job or school

**urgent**

if something is u\_\_\_\_\_, you need to deal with it immediately

## Changes in life

Worksheet 1A	Worksheet 1B
<p>Hi, you're looking ...</p> <p>What are you ...</p> <p>How did you ...</p> <p>Oh, really? How long have you ...</p> <p>That's fantastic ...</p> <p>Are you ...</p>	<p>... doing now?</p> <p>... enjoying</p> <p>... get started?</p> <p>... really great!</p> <p>... been doing that?</p> <p>... congratulations</p>

Worksheet 2

	Five years ago	Now
<b>Pat</b>	training to be a vet	
<b>Kerry</b>	working as a reporter for the local newspaper	
<b>Jan</b>	teaching in a primary school	
<b>Sam</b>	expecting first child	
<b>Alex</b>	working in a record shop	

**Worksheet 3 Role cards**

**Pat**

You are working in a dolphinarium as a dolphin handler and trainer. You started in the post two years ago. You first got into it when you went on a placement to Miami during your veterinary sciences course. You left your studies and trained as a dolphin handler instead. You love your job and have no regrets about giving up your studies.

**Kerry**

You and your partner won some money on the lottery about three years ago. You were bored with your jobs at the paper so you used the money to set up your own business. You now run a pub and bed and breakfast business in the country. The hours are long but you love it.

**Jan**

You write story books for children. You started about three years ago when you were still teaching, but now you have enough work to be able to concentrate wholly on your writing. You miss the classroom sometimes, but you much prefer the stay-at-home lifestyle of being a writer – and it gives you plenty of time to be with your own kids (aged 2 and 3). You'd like to go back to teaching once they're both in school full time.

**Sam**

You have a family of five (twins aged 5 and triplets aged 2). You've just started an online business management course and you're hoping to set up your own business in the next two years or so. You're not sure about the details yet, but you'd like to run a shop that caters for large families and multiple births.

**Alex**

You sing in a pop group. You met the other members of the group when you were working in the record shop about two years ago. You've been doing a lot of touring and your first album is going online next week. You're really excited about it but you still have to work part-time at the shop to make ends meet.

## Changes in life – Teacher’s notes

**Level:** Intermediate

**Aim:** A classroom mill drill activity which practises the present perfect simple, present perfect continuous and simple past.

**Preparation:**

Make one copy of Worksheets 1 and 2 for each pair of students in the class. They can be copied on one sheet and then cut in three. Make enough copies of the role cards on Worksheet 3 so that each student has one role card each. You may want post-its or address labels for the students to write the names of their roles on.

**Procedure:**

- 1 Divide the class into two groups, A and B. Give Group A Worksheet 1A and Group B Worksheet 1B. Ask the students to look at the incomplete questions and statements on their Worksheets and guess what might come after (Group A) or before (Group B). You may want to ask them to make a note of their guesses.
- 2 Arrange the students in pairs with one student from Group A and one student from Group B. Explain that they are going to match the two halves of the questions and statements. They should not show each other their Worksheets.

**Answers:**

Hi, you’re looking really great!

What are you doing now?

Oh, really, how long have you been doing that?

How did you get into it?

Are you enjoying it?

That’s fantastic, congratulations!

- 3 Elicit answers from the class and write them on the board. Tell the students the questions and statements all come from the same conversation. Ask the class to brainstorm possible contexts (e.g. school reunion, bumping into a friend on the street / in a pub / in a party, a wedding party, a mutual friend’s party, etc.). Alternatively do this as a pair or group work stage and then feedback with the whole class.
- 4 Refer the students to the phrases on the board again and ask them to identify the main stresses. Drill the phrases, encouraging fluidity and natural intonation.
- 5 Tell the students that they are in one of the situations suggested by the students in stage 3 and that they are going to catch up with some old acquaintances. Working in their pairs from stage 2, give each pair a copy of Worksheet 2. Tell them that these are all old friends of theirs who have made a radical change in their lifestyles and ask them to imagine what their friends might be up to now. Elicit suggestions from the whole class.

- 6 Give each student a role card from Worksheet 3. These can be duplicated two, three or more times, according to the size of your class. Allow them time to absorb their information, ask them to write their 'new' name on a post-it or other label and then collect in the role cards. Explain that they can make up extra information for their characters if necessary.
- 7 Explain to the students that they are going to walk around the classroom and talk to as many of the people on Worksheet 2 as possible. Encourage them to use the language drilled in stage 4 and to find out as much as possible about their friends' new lives. Tell the students that when you clap your hands they must finish their conversations and find a new partner to talk to. Suggest or elicit possible phrases for ending their conversations politely and write these on the board (e.g. *Sorry, I've just seen someone I really have to talk to. I'll catch up with you later. / It was really nice talking to you, but I've got to go. Sorry. I'll catch up with you later.*).
- 8 As the students mingle, circulate, helping them find partners, start conversations and every two minutes or so clap your hands so that they all change partners. After three or four rounds of conversations, call the party to an end. (You may want to play music in the background to create a party atmosphere.)
- 9 Ask the students to sit down with their partners from stage 5 and to recall and compare any information they have about their friends' new lives.
- 10 Recap on each character's change of lifestyle highlighting the use of the present perfect simple, present perfect continuous and the simple past.

### **Variations:**

Rather than use the role cards supplied here, ask the students to make up the role card information themselves. Encourage them to come up with radical changes in lifestyle.

Bingo!		

Bingo!		

Bingo!		

Bingo!		

**Units 9 – 12**

<b>Word list 1: Vocabulary Units 9 – 12</b>			
agile	financial	reveal	trick
carton	investment	shopaholic	unlikely
coach	jar	shoplifter	vanish
complain	kick	stage	warn
deny	perform	talented	window-shopping
determined	powerful	tin	withdraw

<b>Word list 2: Other words &amp; phrases Units 9 – 12</b>			
achievement	equipment	organic	satellite
attract	grave	priority	spoil
basket	guarantee	psychological	suitable
campaign	increasingly	queue	train
declare	massive	reflect	unfair
delivery	minority	report	upset

## Definition bingo Units 9 - 12 Teacher's notes

**Level:** Intermediate (equivalent to CEF level B1)

**Aim:** To revise and recycle a large group of vocabulary items.

**Vocabulary:** The activity can be used with any group of vocabulary items.

**Note:** As well as being useful for general revision, this activity can be used as a warmer to recycle new vocabulary from a previous lesson, or at the end of the lesson to recap on any new vocabulary encountered/presented during the class.

### Preparation:

- 1 Either write the words from the wordlist on the board or make a copy of the wordlist worksheet for each pair or group of three students in the class.
- 2 Copy and cut out one bingo card for each pair or group.

### Procedure:

- 1 Put the students into pairs or groups of three. Ask them to look at the words in the word list and choose nine words they remember well.
- 2 Students prepare definitions for the nine words which do **not** include the word itself (or any words deriving from it). You may want to provide a model definition of one of the words as an example.
- 3 Give the groups a copy of the bingo grid. Ask the students to write their nine words in the bingo grid, one word for each box.
- 4 Explain that you are going to play bingo. Students will hear the other students' definitions of words from the word list. If the word is on their card, they can cross it out. The first pair/group to cross out a line of three consecutive boxes wins the game. When a pair or group have crossed out a line of three words, they must shout out 'Bingo!'.  
5 Each group takes it in turn to read out one of their definitions. The other students must listen in silence and if the word is on their card they can cross it out. The group which reads out the definition **cannot** cross out the word on their card, so as the game develops they will need to be careful as to which word they choose to define.

Note: Keep a record of the words which are defined as they cannot be repeated.

- 6 Continue the game until one of the pairs/groups has a line of three. Check their words against yours and ask them to recall the definitions. If you want you can continue the game to establish second and third place. Alternatively you can ask the students to prepare another grid and start over again.

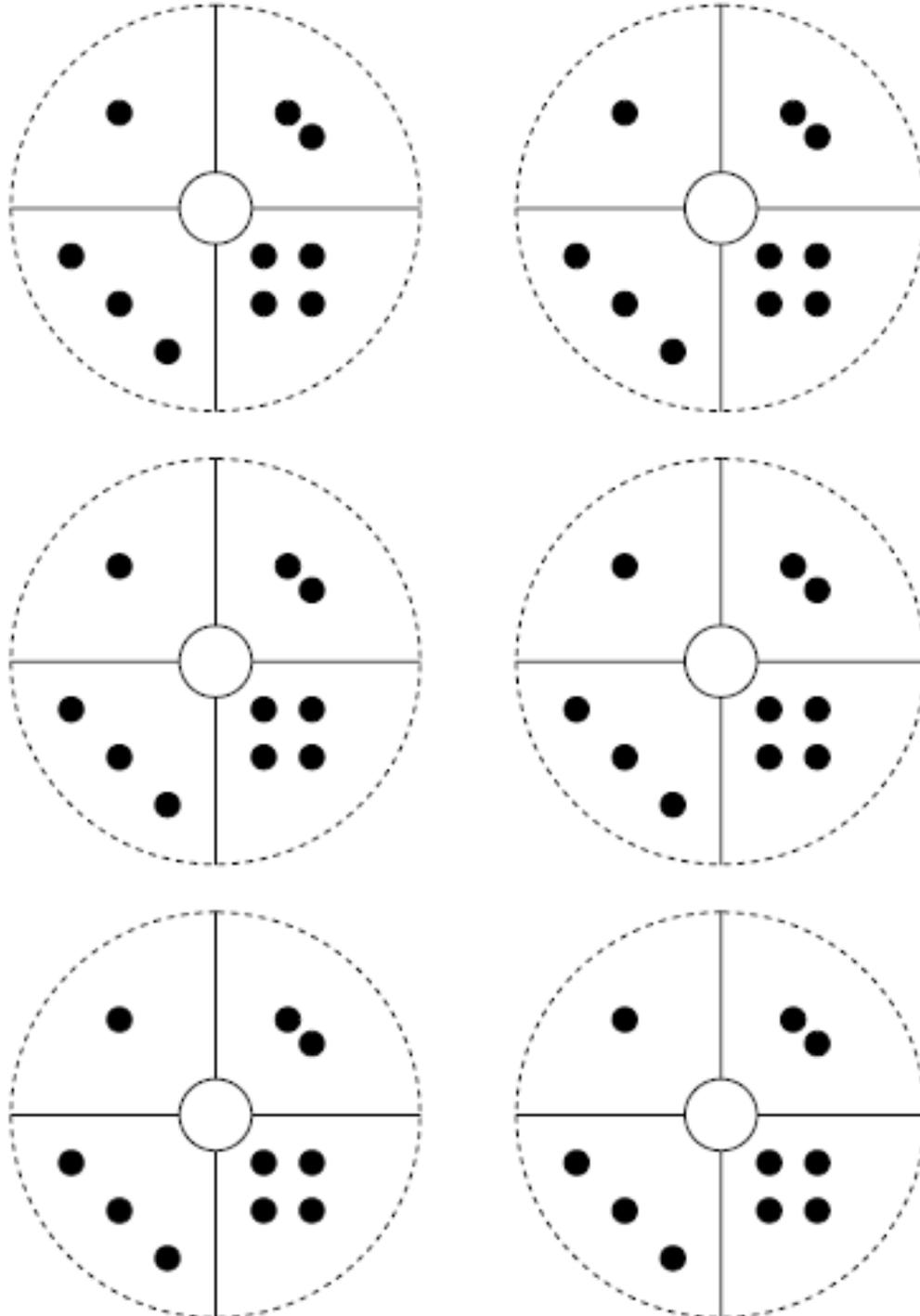
### Variations:

- 1 You could ask the students to brainstorm the wordlist from previous classes, or ask them to choose 25-30 words from recent lessons in the book and write them on the board. Alternatively ask them to turn to one of the language reference pages in the Student's Book and choose words from the word list.

- 2 For a shorter version, suitable as a warmer or closer, you could drop stage 2 and provide the definitions yourself.

<b>START</b>	<b>1 list ...</b> 5 phrasal verbs with live	<b>2 say ...</b> 3 things about yourself using I've been ... -ing for/since	<b>3 answer ...</b> <i>how long have you been studying English?</i> (30 secs)	<b>4 describe ...</b> one of your favourite ways of passing the time (1 min)	<b>5 list ...</b> 6 words or expressions to describe life stages
					<b>6</b> <b>MISS A TURN</b>
<b>22 answer ...</b> <i>do you think you have a healthy diet?</i> (1 min)	<b>23 describe...</b> the last meal you ate (30 secs)	<b>24</b> <b>THROW AGAIN</b>	<b>25 list ...</b> 8 compound nouns including the words shop or shopping	<b>7 say...</b> 3 things about yourself using I've already ... or I haven't ... yet	
<b>21 say ...</b> 5 things about eating habits in your country	<b>FINISH</b> <b>You are the winner!</b>		<b>26 say ...</b> 5 things about your friends using many of my friends..., some people I know..., none of my friends...	<b>8 answer ...</b> <i>are you good at giving advice?</i> (1 min)	
<b>20 list ...</b> 8 food containers			<b>27 answer ...</b> <i>are you a shopaholic?</i> (1 min)	<b>9 describe ...</b> a popular newspaper in our country (30 secs)	
<b>19 describe ...</b> ... the contents of your fridge (1 min)			<b>28 describe ...</b> ... the last time you made a complaint (30 secs)	<b>10 list ...</b> 5 English language newspapers.	
<b>18</b> <b>MISS A TURN</b>			<b>11 say ...</b> 2 things about yourself using I'd love to ... it'd be great to ...		
<b>17 answer ...</b> how could public transport be improved in your town? (30 secs)	<b>16 say ...</b> 3 things about yourself starting with If I hadn't ...	<b>15 list ...</b> 8 compound nouns associated with traffic and driving	<b>14 describe...</b> a story that's been in the news recently (1 min)	<b>13 answer ...</b> <i>would you like to work as a journalist? why/why not?</i> (30 secs)	<b>12</b> <b>THROW AGAIN</b>

**Stick the following onto card and cut around the outer circle. Then pierce a hole in the centre and slide a pencil through to create your spinner.**



## Revision Race Units 7–9 – Teacher’s notes

**Level:** Intermediate

**Aim:** A board game that revises key vocabulary, grammar and topics and gives students the chance to practise extended turns.

**Grammar:** Stative & dynamic verbs, present perfect, modals of obligation, permission and prohibition (past & present).

**Vocabulary:** Self-image, describing people, tourist destinations, accommodation.

**Note:** This activity is particularly good for end of term classes. A blank version of the board could be used by teachers or students to prepare similar board games.

**Preparation:** Make one copy of the game for each group of four students. You may want to copy or stick it onto card and laminate it if you are going to use it more than once. You will also need a dice and four coloured counters for each group. If you don’t have dice, copy, stick onto card and cut out a spinner for each group. The students can stick a pen or pencil through the centre and use this instead of a dice.

### Procedure:

1 Put the students in groups of four. Make sure each group has a dice or spinner and a coloured counter (or small slip of paper with the students’ initial). Explain that they are going to play a board game, show them an example of the board, highlighting the four instruction types (ask, answer, list, describe) and explain the rules.

- 1 All the players place their counters on the start box. The first player to throw a six starts.
- 2 The player throws the dice again and moves their counter along the numbered squares on the board. They follow the instructions on the square they have landed on. When a time limit is given, the other group members must time their partner.
- 3 The first player to reach the end wins. (They do not need to throw the exact number.)

Point out the times given on the ‘answer’ and ‘describe’ squares. Explain that the students must speak for **at least** that amount of time.

2 Distribute the boards. The groups play the game. Circulate, monitoring and encouraging students to take long turns.

3 Coping with early/slow finishers. When the first group finishes ask them to go back through the ‘list’ squares and write lists together for each one. Do this for each group until all of the groups have finished their game. Check/brainstorm lists with the whole class.

### Variations:

When students land on a ‘say’ square ask them to include one false piece of information each time. Their group mates must decide which piece of information is false.

Alternatively you could use this as an additional activity for early finishers.

<b>START</b>	1 list ...	2 say ... 3 things	3 answer ... <i>Have you ever</i>  (30 secs)	4 describe ...  (1 min)	5 list ...
					<b>6</b> <b>MISS A TURN</b>
22 answer ...  (1 min)	23 describe...  (30 secs)	24 <b>THROW AGAIN</b>	25 list ... 10 different kinds of	7 say... 2 things and 2 things starting with	
21 say ... 5 things about	<b>FINISH</b> <b>You are the winner!</b>		26 say ... 5 things about	8 answer ... <i>Do you?</i>  (1 min)	
20 list ... 5 things to see and do in			27 answer ...  (1 min)	9 describe ...  (30 secs)	
19 describe ...  (1 min)			28 describe ... the last time  (30 secs)	10 list ... 5 things	
18 <b>MISS A TURN</b>			11 say ... 2 things about yourself starting with		
17 answer ... have you ever?  (30 secs)	16 say ... 5 things about yourself starting with	15 list ... 5	14 describe...	13 answer ...  (30 secs)	12 <b>THROW AGAIN</b>

## Function cards

<b>Function cards Giving advice</b>	<b>Reacting to advice</b>
<b>Offering help</b>	<b>Responding to an offer of help</b>
<b>Making a complaint</b>	<b>Responding to a complaint</b>

## Expression cards

<i>What seems to be the problem?</i>	<i>I wouldn't want to do that.</i>	<i>I'm having problems with my phone.</i>
<i>I think you should just give up.</i>	<i>I'll get back to you.</i>	<i>No, I'll manage thanks.</i>
<i>Do you really think that's a good idea?</i>	<i>What you need to do is start again.</i>	<i>Of course, you're right.</i>
<i>Can I do anything for you?</i>	<i>I'll see what I can do.</i>	<i>That's really kind of you.</i>
<i>Yes, that would be really lovely.</i>	<i>I'm afraid that's not good enough.</i>	<i>Let me see what I can do.</i>
<i>It's totally unacceptable.</i>	<i>Have you thought about trying someone else?</i>	<i>Would you like me to send someone round?</i>

## Functional snap Teacher's notes

**Level:** Intermediate (equivalent to CEF level B1)

**Aim:** Students play a matching game to recycle functional exponents. They then use the exponents to write and act out a short roleplay.

**Functions:** Giving and reacting to advice, offering help and responding to offers of help, making and responding to a complaint.

**Preparation:**

Copy and cut out the cards on the worksheet, one complete set of cards for every three students.

**Procedure:**

- 1 Put the students into groups of three. Give each group one set of function cards. Ask the students to brainstorm and make a note of at least three expressions for each category. Then ask them to put the list aside for later.
- 2 Students shuffle the function cards and take two each. They then place the set of expression cards face down in front of them.
- 3 Explain the rules of the game. The students turn over the expression cards one at a time. The student who holds the matching function card picks up the expression card and keeps it in their hand until they have a set of three. When they have collected a set of three they can discard both the expression cards and the corresponding function card. The first student to discard all their cards is the winner.
- 4 Check that the groups have matched the cards correctly, then ask them to compare their list of expressions from stage 1 with the ones on the cards. Students award themselves one point for each expression which matches an expression on the cards and two points for each correct, original expression.
- 5 Students in their groups of three choose five or more expressions from stage 4 and use them to write a short dialogue. They then practise reading it out loud. Circulate, monitoring appropriacy and pronunciation.
- 6 Before the students read out their dialogues, explain that the rest of the class have to listen and decide a) where the dialogue takes place and b) who's speaking. At the end of each dialogue ask the listeners to recall the five or more expressions which had been repeated from the game.

**Variations:**

The cards can also be used for a straight matching exercise. In this case you do not need to cut up the cards. Simply ask the students to match the expression to the functions and then proceed from stage 4 as above.

## Words in sentences

## Units 5 – 8

### Rules

The object of the game is to score points by making grammatically correct sentences that include the words below. If you use just one of these words in a sentence, you'll get one point. If you use two of the words, you'll get two points. If you can make a correct sentence with three of these words, you will get three points. The more risks you take, the more points you can score. But if your sentence is incorrect, you'll get no points and you'll miss your turn.

- Prepare, with your group, one or more sentences that include one, two or three of the words below. You can change the form of these words if you need to (e.g. plurals, past tense).
- When it is your group's turn, one of the groups must go to the board and write a sentence that you have prepared.
- Your teacher will tell you if it is correct and how many points you will receive.
- The teacher will not accept your sentence if:
  - (1) it contains grammatical or spelling errors
  - (2) it makes no logical sense
  - (3) it is not a sentence (e.g. it is not complete or is wrongly structured)
 If there is a problem with your sentence, the teacher will say what kind of problem it is, but will *not* make the correction. It is now the turn of another group.
- A member of the next group must now go to the board. This person can either (1) write a new sentence that their group has prepared, or (2) try, with the other members of their group, to correct a sentence that is already on the board. If their correction is correct, they score all the points for that sentence. If their correction is incorrect, they score no points and it is the end of their turn.
- The game continues in this way with each group taking turns to make or correct sentences on the board.
- When a word has been used correctly in a sentence, cross it off the list. It cannot be used again.

**ancient**  
**article**  
**attitude**  
**capital**  
**code**  
**corridor**

**court**  
**cover**  
**crisis**  
**daily**  
**district**  
**double**

**evidence**  
**flight**  
**growth**  
**hill**  
**influence**  
**invitation**

**judge**  
**link**  
**mood**  
**ordinary**  
**regret**  
**shot**

**strike**  
**terrible**  
**toy**  
**violent**  
**war**  
**wonderful**

Words from *Straightforward* Intermediate Units 5 – 8

## Words in sentences Units 5 – 8 Teacher's notes

**Level:** Intermediate (equivalent to CEF level B1)

### Introduction & aim

This activity provides the opportunity to recycle a large amount of vocabulary in the form of a game. The rules of the game encourage students to take a few risks as they play around with the language. It is a collaborative activity which encourages students to share ideas and learn from others' mistakes. It can be used with practically any set of vocabulary, but worksheets have been provided here for use with *Straightforward* Intermediate. The activity will last a minimum of 30 minutes, but the precise time needed will depend on the size and level of the class.

### Preparation

- 1 Copy a sufficient number of worksheets so that there is one for every group. You will be dividing the class into groups of between three and eight. Think in advance about how you want to divide the class up (i.e. in terms of ability, confidence, motivation, etc.). The word lists on the worksheet contain important, high-frequency words (two stars and three stars) from the corresponding four units of the book.
- 2 Make sure that your blackboard/whiteboard is clean from the previous class!

### Procedure

- 1 Divide the class into groups and distribute a worksheet to each group. Check that everybody understands the rules of the game.
- 2 Give the class four or five minutes to begin working. Then ask one group to send one of their members to the board. This person will write a sentence that their group has prepared.
- 3 When the students are working in their groups, they should be using their imagination *and* discussing what combinations are possible in English. With monolingual groups, you may decide to allow them to talk in their mother tongue.
- 4 Tell the group if the sentence is correct (and give points) or incorrect (and explain what kind of problem it is, but do *not* correct the mistake(s)).
- 5 Give everyone a little more time before asking someone from the next group to come to the board to write a sentence or to correct a sentence that is already there.
- 6 Continue in this way until you or/and the students have had enough! If any words remain that haven't been used, provide examples yourself of how they could be used.

### Variations

- You can get the students to prepare the activity in advance by telling them the day before that they are going to have a vocabulary test. Give them the list of words, but do not tell them how you are going to ask them to use them.
- Adapt the word list! Feel free to change items or add to (or reduce) the total number of words.
- Instead of copying word lists, you could dictate a set of words. You could then tell the students to check their spelling in the word lists of the Language Reference pages of *Straightforward*.

- You could consider making changes to the scoring system (e.g. by giving bonus points for sentences that are particularly interesting, or by awarding penalty points for disciplinary reasons).
- Instead of getting students to write their sentences on the board, you could ask them to read their sentences aloud. If you do this, you may want to insist on correct pronunciation of the target words.