

Time to Talk

21st Century Communication Skills

Teacher's Guide

Elementary **A1⁺**

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1 All About Me

All About Me

In this lesson - Introduce yourself to the class

Core activities - 1-5, 7

Grammar - Giving information with **be**

Examples:

I'm from London.

He's interested in reading.

They aren't married.

Introduction

1a

Go over the instructions and examples and check understanding.

Check the headings in the table and explain any problem words, especially *occupations* ('doctor' is an occupation and a job; 'student' is an occupation but not a job) and *marital status*.

Draw the table and headings on the board and elicit where each item in the box should go. Have learners fill in the tables in their books at the same time.

Teach, drill, and board any unfamiliar items.

Alternative procedure

With a stronger, more confident class, you may like to first write one of the headings on the board (for example, 'places') and elicit which items should go under it, then have learners do the activity in pairs before taking feedback as a class.

1a answers

places - Paris, Taipei

occupations - a student, a businessman/businesswoman, a DJ, an office worker, a sales assistant

friends and family - brother, girlfriend, son

interests - martial arts, movies, music, shopping

marital status - single, engaged

reasons to learn English - job, make new friends, watch movies in English

1b

Elicit some items that could be added to the 'places' list – encourage learners to think of items that could answer the question 'Where are you from?' in some detail (for example, names of towns, or neighbourhoods in a city).

In pairs, learners add one more item to the lists in **activity 1a**. Monitor and assist as necessary.

Feedback as a class. Highlight, drill, and board any items that are unfamiliar to the class as a whole.

1 All About Me

Introduction

1 a Write the words from the box in the correct lists below.

brother	music
a businessman/ businesswoman	an office worker
a DJ	Paris
engaged	a sales assistant
girlfriend	shopping
job	single
make new friends	son
martial arts	a student
movies	Taipei
	watch movies in English

places	occupations
	a student
friends and family	interests
marital status	reasons to learn English
single	

b Use your own ideas to add one more item to each list in **activity 1a**.



1b possible answers

places - learners' own hometowns

occupations - a housewife, a doctor

friends and family - husband, wife, sister

interests - hiking, learning English, travelling

marital status - married, divorced (be sensitive with this item and avoid if unsure)

reasons to learn English - travel, learn about culture

In this lesson: **Introduce yourself to the class**

Grammar: *Giving information with be*

Reading

2 Read about Andrea and her sons.



Hi, my name's Andrea. I'm a businesswoman and I'm from Paris. I'm married and I have two sons. Their names are Pierre and Jean. Pierre is five years old, and Jean is four. They're interested in football. I'm not interested in football. I'm interested in movies and learning English. I study English because I want to watch Hollywood movies in English.

Underline the correct names to show who the information below is about. You sometimes need to underline more than one name.

- a a businesswoman Andrea Pierre Jean
- b married Andrea Pierre Jean
- c five years old Andrea Pierre Jean
- d interested in football Andrea Pierre Jean
- e interested in films Andrea Pierre Jean

3 a Work with a partner. Read about Lee and write the missing words.



Hello. My name's Lee and I'm from Taipei. I'm an office worker and I _____ interested in martial arts. I have two brothers – Ken and Eric. They _____ n't interested in martial arts. Eric _____ interested in reading and Ken _____ interested in music ' he _____ a DJ. I _____ not married, but I have a girlfriend. Her name _____ Tina and she _____ interested in martial arts, too. I study English for my job, and because I want to make new friends.

b **Track 01** Listen and check your answers.

Lesson 1 5

3a

Direct attention to the picture of Lee and explain that he studies English.

Go over the instructions and example to check understanding.

In pairs, learners read about Lee and write in the missing words. (These are all present forms of *be*.)

Encourage learners to use the text about Andrea as a model as they complete this activity.

Monitor and assist as necessary.

Feedback as a class, but don't give any definitive answers at this stage – learners will listen to check for themselves in the next activity.

3a answers

See CD script for Track 01.

3b

Track 01 Learners listen again to check their answers to activity 3a.

Track 01 (page 88, Student Book) 0:43

Hello. My name's Lee and I'm from Taipei. I'm an office worker and I'm interested in martial arts. I have two brothers – Ken and Eric. They aren't interested in martial arts. Eric's interested in reading and Ken's interested in music – he's a DJ. I'm not married but I have a girlfriend. Her name's Tina and she's interested in martial arts, too. I study English for my job, and because I want to make new friends.

Reading

2a-e

Go over the instructions, statements, and example to check understanding.

Feedback in pairs and then as a class.

2a-e answers

- a) a businesswoman - **Andrea**
- b) married - **Andrea**
- c) five years old - **Pierre**
- d) interested in football - **Pierre, Jean**
- e) interested in films - **Andrea**

Language Focus

Elicit what verb was used in all the answers in **activity 3a** (**be**).

Explain that this is a very common verb in English, and that it is irregular. You may like to contrast it with regular verbs such as 'like' (I like, he/she likes, we/you/they like) but don't get drawn too much into this, because the focus of this lesson is **be**.

4

Direct attention to **activity 4**. Go over the instructions with learners and check understanding. In pairs, learners complete **Column 1** of the table with the correct present forms of **be** from the box, then write the short forms in **Column 2**. Monitor and assist as necessary.

Feedback as a class.

Go over the remaining explanations and examples in the **Language Focus** section with learners.

Column 1	Column 2
present forms of be	short forms
I am	I'm
He She is Ken	He's She's Ken's
You We are They	You're We're They're

Practice

5a

Go over the instructions and example to check understanding.

In pairs, learners complete each question with a correct present form of **be**.

Highlight the fact that learners should use short forms if they can.

Monitor and assist as necessary.
Feedback as a class.

5a answers

- 1) **Are** they married?
- 2) **What's** her name?
- 3) **Where's** Mary from?
- 4) **Is** he from Moscow?
- 5) **What are** you interested in?
- 6) **Is** she an office worker?

Language Focus

be is an irregular verb.

- 4 Complete **Column 1** of the table with the correct present forms of **be** from the box, then write the short forms in **Column 2**.

is are am	
Column 1	Column 2
present forms of be	short forms
I _____	_____
He She _____ Ken	_____
We You _____ They	_____

We can use **be** to give information about people and things.

subject + **be** + information

I'm interested in martial arts.
She's a businesswoman.
They're from London.

Negative sentences

I'm not a student.
He isn't interested in music.
We aren't married.

Questions and short answers

A: What's your name?*

B: Where are they from?

A: Are you a student?

B: Yes, I am.

B: No, I'm not.

A: Is she married?

B: Yes, she is.

B: No, she isn't.

*With question words, we usually only shorten **is**:

✓ What's your name?

✓ What are their names?

X What're their names?

6 Lesson 1

Practice

- 5a Complete each question with the correct present form of **be**. Use short forms if you can.

- 1 Are they married?
- 2 What is her name?
- 3 Where is Mary from?
- 4 Is he from Moscow?
- 5 What are you interested in?
- 6 Is she an office worker?

- b Write numbers to match the questions in **activity 5a** with the answers below.

- 1 1 Yes, they are.
- 2 4 No, he isn't.
- 3 3 Yes, she is.
- 4 5 Photography.
- 5 2 It's Ann.
- 6 3 She's from Moscow.



5b

Go over the example to check understanding. In pairs, learners write numbers to match the questions in **activity 5a** with the answers.

Monitor and assist as necessary.
Feedback as a class.

5b answers

- 1) **1** Yes, they are.
- 2) **4** No, he isn't.
- 3) **6** Yes, she is.
- 4) **5** Photography.
- 5) **2** It's Ann.
- 6) **3** She's from Moscow.

Sounding Natural

6a

Go over instructions and model the sound each IPA symbol represents. (/ɪ/ is the short vowel sound, /i:/ is the long vowel sound).

Track 02 Learners listen and circle the sound they hear in the underlined part of each sentence.

Sounding Natural

6 a **Track 02** Listen. Circle the sound you hear in the underlined part of each sentence below.

- 1 His job. /ɪ/ /i:/
 2 His sister. /ɪ/ /i:/
 3 He's married. /ɪ/ /i:/
 4 He's a businessman. /ɪ/ /i:/

b **Track 02** Listen again and copy the pronunciation.

Time to Talk

7 a You are going to introduce yourself to the class.

Make notes about yourself in the table below.

You can write extra information if you wish (for example, information about your family).

name	
occupation	
marital status	
interests	
I study English for/to...	
extra information (if you wish)	

b Stand up!

Use your notes from **activity 7a** to introduce yourself to the class.

example Hello, everyone. My name's...

tip
 Use **for** with a noun.
example - for my job
 Use **to** with a verb.
example - to meet people

Homework - turn to page 92

Lesson 1 7

7a answers

- 1 His job. /ɪ/
 2 His sister. /ɪ/
 3 He's married. /i:/
 4 He's a businessman. /i:/

6b

Track 02 Learners listen again and copy the pronunciation.

Remodel and drill if necessary.

Track 02 (page 88, Student Book) 0:29

- 1) His job.
 2) His sister.
 3) He's married.
 4) He's a businessman.

Time to Talk

7a

Explain to learners that they are going to introduce themselves to the class.

Go over the instructions and the table with learners to check understanding.

Model the activity by copying the table onto the board and using it to make notes about yourself.

Learners work independently to make notes about

themselves. Allow learners to think and make notes. Monitor and assist as necessary.

7b

Model this activity by introducing yourself to the class using the notes you made on the board.

Learners take it in turns to stand up and introduce themselves to the class.

Monitor. Note good use of vocabulary and language, and any mistakes.

Feedback. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Teaching Tip – Monitoring and Error Correction

When learners do speaking activities, it's a good idea to take some notes of how they use the language. This includes correct as well as incorrect use.

After the activity, write on the board an incorrect and correct sentence you heard. (Disguise the incorrect one slightly if need be.) Elicit which one is correct and which incorrect, as well as how to fix the mistake. Never pick out one learner who made a mistake. Always correct as a class.

Alternative Procedure

With less confident learners, you may like to have learners introduce themselves to a partner, followed by partners introducing each other to the class.

Homework

Highlight the homework reference at the bottom right of **page 7** of the Student Book. Ask learners to turn to **page 92**. Set Lesson 1 **activities 1** and **2** for homework. Go over the example for **activity 1**. Make sure learners understand what to do for **activity 2** – point out that learners can use the reading texts from the lesson as models.

Homework Answers

- 1
 a) My name **it's** Simon.
My name's Simon.
 b) Pete and Mandy's from London.
Pete and Mandy are from London.
 c) I'm **interesting** in reading.
I'm interested in reading.
 d) What's **you're** name?
What's your name?
 e) Where **they are** from?
Where are they from?
 f) My husband **he's** an office worker.
My husband's an office worker.
 g) **Their** from Mexico.
They're from Mexico.
 2
 Learner's own answers.

2 I'm Wearing a Grey Jacket

I'm Wearing a Grey Jacket

In this lesson - Test your memory

Core activities - 1, 2, 4, 6, 8

Function - Describing someone

Introduction

1a

Learners write the words from the box under the correct picture. Go over the example and check learners know what to do. Monitor and assist as necessary.

Feedback as a class.

1a answers

Marcy

blouse, dark hair, long hair, suit, heels

Daniel

jeans, short hair, trainers, T-shirt

Luke

dark hair, shirt, short hair, suit, tie

Cathy

cardigan, jeans, long hair, T-shirt

1b

Learners write five more kinds of clothes they know. Go over an example and check learners know what to do.

Feedback as a class.

1b answers

Learner's own answers.

2a-e

Ask the learners to look at the pictures. Elicit what they are (accessories). Learners complete the words with the correct vowels. Go over the example and check learners know what to do.

Feedback as a class.

2a-e answers

a) ring

b) earrings

c) necklace

d) watch

e) glasses

3

Discuss the questions as a class.

2 I'm Wearing a Grey Jacket

Introduction

1 a Write words from the box under the correct picture. Some words can be used more than once.

blouse	dark hair	jeans	shirt	suit	trainers
cardigan	heels	long hair	short hair	tie	T-shirt

Marcy	Daniel	Luke	Cathy
blouse			

b Write five more kinds of clothes below.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2 Look at the accessories.

Write the vowels to complete the words below the pictures.

r _ _ ng	_ _ rr _ ngs	n _ ckl _ c _	w _ tch	gl _ ss _ s

3 What clothes and accessories do you wear at work/school?
What clothes and accessories do you wear at the weekend?
example I wear a...

Listening

- 4 a **Track 03** John is meeting Helen at the train station.
Which picture is Helen? Listen to the conversation and circle the correct number.



- b Look at Helen's picture and underline the correct option to complete each sentence below.

- 1 Helen's wearing a **blue** / white blouse.
- 2 Helen's got **black** / blonde hair.
- 3 Helen's wearing a **black** / grey jacket.
- 4 Helen's carrying a **bag** / an umbrella.
- 5 Helen's **medium-height** / tall.

- 5 Do you think John and Helen are good friends?

Listening

4a

- Track 03** Draw attention to the pictures on the page. Ask learners which one they think is Helen. Play the CD. Learners listen to the conversation and tick Helen's picture.

Feedback as a class.

4a answer

Picture 1

Track 03 (page 88, Student Book) 0:54

Helen - Hello, Helen Jacobs here.

John - Hello, Ms Jacobs? This is John Marshall. I'm sorry I'm a bit late.

Helen - No problem. Where are you?

John - I'm on the platform.

Helen - Me too. Are you on platform one?

John - Yes, but I don't see you. What are you wearing?

Helen - I'm wearing a suit and a white blouse. Oh, and I've got blonde hair.

John - Hmm. I think I see you. Are you wearing a black jacket and glasses?

Helen - Actually, I'm wearing a grey jacket and carrying a black bag. I'm medium-height.

John - Oh, there you are. Do you see me waving?

Helen - Ah, I see you!

4b

Learners look at the picture of Helen (Picture 1) and underline the correct option to complete the sentences. Go over the example and check learners understand what to do. Monitor and assist as necessary.

Feedback as a class.

4b answers

- 1) Helen's wearing a blue / white blouse.
- 2) Helen's got black / blonde hair.
- 3) Helen's wearing a black / grey jacket.
- 4) Helen's carrying a **bag** / an umbrella.
- 5) Helen's **medium-height** / tall.

5

Ask learners if they think John and Helen are friends.

5 answer

No

Language Focus

Go over the explanations and examples with learners and answer any questions they may have.

Practice

6a

Learners write the verbs from the box in the correct form to complete the description. Go over the example and check learners understand what to do. Monitor and assist as necessary.

Feedback as a class.

6a answers

(Marcy) *She's attractive. She's got blonde hair. She's wearing a suit and she's using a computer.*

6b

In pairs, learners choose a picture from **activity 6a** and write a short description.

6b answers

Learner's own answers.

6c

Learners share their descriptions with the class and have the rest of the class guess who the person is.

Language Focus

1. We can describe someone with **be** and **have got**.

be + adjective

I'm **medium-height**.
He's **slim**.

have got + noun

I've* **got blonde hair**.
He's** **got blue eyes**.
* I've got = I have got
** He's got = He has got

Questions

What do you look like?
What does he / she look like?

2. We can say what is true about someone now with the **present continuous**.

be + -ing form of the verb + noun

I'm **wearing** a suit and a white blouse.
I'm **standing** on the platform.
She's **talking** to Jim.

Questions

What are you wearing?
What's he / she wearing?
What's he / she doing?

tip
Have got and **have** both mean the same.
example
I **have got** brown eyes.
I **have** brown eyes.
Have got is more common in spoken British English.

Practice

6a Use the **verbs** from the box in the correct form to complete the description below. Who is it?
Some verbs can be used more than once.

be have wear use

She **'s** attractive. She _____ got blonde hair. She _____ a suit and she _____ a computer.



b Work with a partner. Choose a person from **activity 6a** and write a short description below.

c Share your description with the class. Can the other students guess who it is?

10 Lesson 2

Memo

Sounding Natural

7 a **Track 04** Listen to the people speaking. Mark (●) the main stress in the underlined sentences.

1 A: Are you wearing a blue jacket?

B: No, I'm wearing a grey jacket.

2 A: Are you wearing a white skirt?

B: No, I'm wearing a white shirt.

b **Track 04** Listen again and copy the pronunciation.

Time to Talk

8 a Work with a partner. Look at each other for 30 seconds, then sit back-to-back. Make a note of what your partner looks like, and what they are wearing.

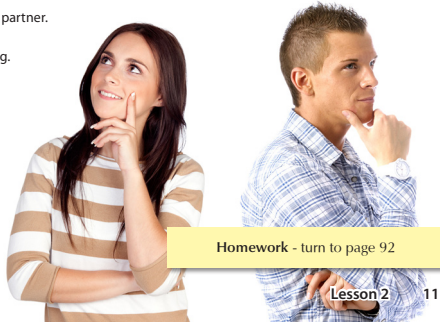
hair	
accessories	
clothes	

b Stay back-to-back and describe your partner.

Listen to what your partner says.
Correct your partner if they are wrong.

example A: You've got long, black hair.

B: No, I've got long, brown hair.



Homework - turn to page 92

Lesson 2 11

Sounding Natural

7a

Track 04 Learners listen and mark the main stress in the underlined sentences.

7a answers

See CD script for Track 04 - answers in **bold**.

Track 04 (page 88, Student Book) 0:23

1) A - Are you wearing a blue jacket?

B - No, I'm wearing a **grey jacket**.

2) A - Are you wearing a white skirt?

B - No, I'm wearing a white **shirt**.

7b

Track 04 Learners listen again and copy the pronunciation.

Time to Talk

8a

Put the learners in pairs and make sure they have a pencil/pen and paper/notebook. Have learners look at each other for 30 seconds, then sit them back-to-back (with their pencil/pen and paper/notebook). Ask learners to make a note of what their partner looks like and is wearing. Demonstrate the activity with a learner by sitting back-to-back and writing a description of them. Tell the class what you wrote. Give learners time to think and make notes. Monitor and assist as necessary.

8b

Still with their backs turned, learners take turns describing each other. Learners correct their partners if they make a mistake. Monitor, but stay in the background as much as possible in this activity.

Extension

Change pairs and repeat **activity 8a** and **8b** without the demonstration.

Feedback as a class. Highlight good use of vocabulary and language.

Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 11** in the Student Book. Ask learners to turn to **page 92**.

Set Lesson 2 **activity 1** and **2** for homework.

Check learners understand what to do for the activities.

Homework Answers

1

a) My father's medium-height.

b) I **have** got blue eyes.

c) Jenny **has** got blonde hair.

d) What does John **look** like?

e) I'm **wearing** a blue tie.

f) My sister **has** got blonde hair, but I **have** got brown hair.

2

Learner's own answers.

3 A Nice Weekend

A Nice Weekend

In this lesson - Discuss what you do at the weekend

Core activities - 1-2a, 3-5, 7-8

Grammar - Present simple for routines

Adverbs of frequency

Examples:

I often get a takeaway on Friday.

She's always hungry.

Note:

We can use both singular and plural forms of days of the week, etc. when talking about what we regularly do on them. (I often go out on Friday. / I often go out on Fridays.)

This lesson uses both forms, and you may like to point out to learners that there is no difference in meaning.

Introduction

1

Go over the instructions and example to check understanding. In pairs, learners write letters to match the words with the correct pictures. Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1 answers

Top line - b

Middle line, left to right - h, e, a, g

Bottom line, left to right - i, d, c, f

2a

Go over the instructions and examples with learners to check understanding. Check learners understand where to look on the calendar when completing the remaining questions.

In pairs, learners underline the correct words to complete descriptions for the orange, purple, green and blue parts of the calendar.

Monitor and assist as necessary.

Feedback as a class. Teach, board, and drill any unfamiliar items.

2a answers

1) **every** Monday

2) **some** Tuesdays

3) **most** Tuesdays

4) **every** Wednesday

5) **some** Thursdays

6) **some** Fridays

7) **most** weekends

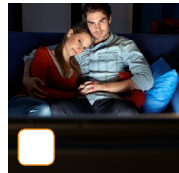
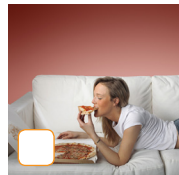
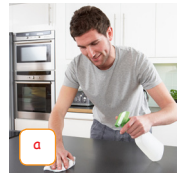
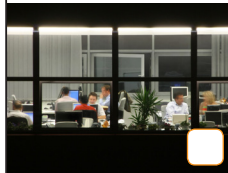
3 A Nice Weekend

Introduction

1 Work with a partner.

Write the letters to match the words below with the correct activities in the pictures.

- a do housework
- b get a takeaway
- c go clubbing
- d go for a drink
- e go shopping
- f meet friends for lunch
- g stay in
- h work late
- i have a lie-in



2a Work with a partner.

Look at the coloured parts of the calendar and the three example descriptions below, then underline the correct words to complete the descriptions for the other parts of the calendar.

- 1 every / most / some Monday
- 2 every / most / some Tuesdays
- 3 every / most / some Tuesdays
- 4 every / most / some Wednesday
- 5 every / most / some Thursdays
- 6 every / most / some Fridays
- 7 every / most / some weekends

							the weekend	
Mon	Tues	Wed	Thurs	Fri	Sat	Sun		
1	2	4		6	7			
			5					
	3							

b Choose two things from activity 1 that you do. Tell the class when you do them. Use every, most, or some.

2b

Go over the instructions to check understanding. You may like to model this activity first by saying, e.g. 'I get a takeaway some Fridays.' Elicit two similar sentences from each learner.

Reading

3a

Direct attention to the reading passage and explain that this is what one young woman (Beth) says about her weekend.

Go over the instructions and examples and check understanding. Ensure learners understand that the first set of verbs is to be used with the first paragraph, and the second set is to be used with the next paragraph. Highlight the fact that some verbs may be used more than once.

In pairs, learners read the text and complete each paragraph with the correct form of the verbs above. Some verbs are used more than once. Monitor and assist as necessary.

Reading

3 a Read what Beth says about her weekends and complete each paragraph with the correct form of the verbs in the boxes. Some verbs are used more than once.



Paragraph 1

be close cook get go work

Paragraph 2

be do get go have
meet stay work watch

Paragraph 1

Our office is really busy. We all work late from Monday to Thursday, but we never late on Fridays. On Fridays, the office always at six, and we all go for a drink. There is a nice little bar near the office, and we usually there. I don't cook dinner on Fridays. I always a takeaway and go home.

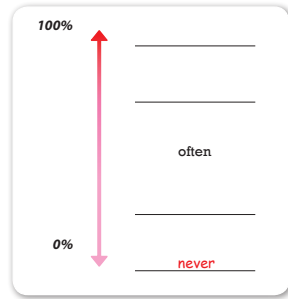
Paragraph 2

On Saturdays, I always a lie-in in the morning. I never up before ten. I do housework and then I usually into town. My boyfriend, James, always on Saturday mornings. He usually me for lunch. He doesn't have breakfast, so he is always quite hungry! After lunch, we usually shopping. On Saturday evenings, we sometimes clubbing, but we're quite old now (I'm 25, and he's 26!), so we usually in and watch TV.

4 a Read the text in **activity 3a** again. Write **T** (true) or **F** (false) next to each statement below.

- a Beth works late every Friday.
- b Beth and her colleagues go for a drink every Friday.
- c Beth doesn't cook on Fridays.
- d Beth goes into town most Saturdays.
- e Beth and James don't go clubbing.
- f Beth and James stay in most Saturday evenings.

b Study the **blue** words in the text, then write each word in the correct place in the spaces below.



b **Track 05** Listen and check your answers.

c Do you think Beth's weekends are fun?

Feedback as a class.

You may like to take feedback after the first paragraph is completed before learners work on the next, but in any case don't give any definite answers as yet, because learners will listen to check for themselves in the next activity.

3a answers

See CD script for Track 05 - answers underlined.

3b

Track 05 Learners listen and check their answers.

Track 05 (page 88, Student Book) 1:08

Our office is really busy. We all work late from Monday to Thursday, but we never work late on Fridays. On Fridays, the office always closes at six, and we all go for a drink. There's a nice little bar near the office, and we usually go there. I don't cook dinner on Fridays - I always get a takeaway and go home.

On Saturdays, I always have a lie-in in the morning. I never get up before ten. I do housework and then I usually go into town. My boyfriend, James, always works on Saturday mornings. He usually meets me for lunch - he doesn't have breakfast, so he's always quite hungry! After lunch, we usually go shopping. On Saturday evenings, we sometimes go clubbing, but we're quite old now (I'm 25, and he's 26!), so we usually stay in and watch TV.

3c

Take some brief comments on the question to round off the first part of the reading activity.

4a

Go over the instructions and the statements to check understanding.

In pairs, learners read the text in **activity 3** once more and write T (true) or F (false) next to each statement.

Feedback as a class.

4a answers

- a) Beth works late every Friday. *F*
- b) Beth and her colleagues go for a drink every Friday. *T*
- c) Beth doesn't cook on Fridays. *T*
- d) Beth goes into town most Saturdays. *T*
- e) Beth and James don't go clubbing. *F*
- f) Beth and James stay in most Saturday evenings. *T*

4b

Draw attention to the highlighted words in the text (the adverbs of frequency).

Go over the instructions and example to check understanding.

In pairs, learners study the highlighted adverbs in the text, then write each word in the correct place on the cline.

Feedback as a class. You may like to draw the cline on the board and take feedback by having learners coming up to fill it in.

4b answers

100% _____ 0%
always usually often sometimes never

Teaching Tip – Clines

Clines are graduated lines along which words can be written. They are a useful way to show gradations of meaning in some sets of words. They are often used with adverbs of frequency, but can also be used with other sets of words, for example sets of adjectives (cool, chilly, cold, freezing).

Language Focus

Go over the explanations and examples with learners.

Practice

5a-f

Go over the instructions and example with learners. In pairs, learners unscramble each set of words to write sentences using adverbs of frequency. Monitor and assist as necessary.

Feedback as a class.

5a-f suggested answers

- a) *I sometimes go clubbing.*
- b) *He never does housework.*
- c) *We're always busy.*
- d) *How often do you work late?*
- e) *Do you sometimes meet friends for lunch?*
- f) *What does she usually do at the weekend?*

Language Focus

1. We can use the **present simple** to talk about routines and what normally happens in our daily lives.

I / you / we / they + base form of the verb
he / she + base form + s / es

We work late every day.
He works on Saturday mornings.
She teaches art.

have is different.

I / you / we / they have
he / she has

He has lunch at the office.

Negative statements

I / you / we / they + don't + base form of the verb
(don't = do not)
he / she + doesn't + base form of the verb
(doesn't = does not)

I don't cook dinner on Fridays.
He doesn't eat breakfast.

2. We often use **adverbs** such as **always, never, often, sometimes, and usually** with the **present simple** to say how frequently we do things.

They come after **be** and before other main verbs.

I'm always tired.
I'm not usually busy on Sundays.
He's never late.
I always have a lie-in in the mornings.
He usually meets me for lunch.

Questions and answers

- A: **When** does she **usually finish** work?
B: At six, but sometimes at seven.
A: **Where** do you **usually go** for a drink?
B: In a bar near my office.
A: **Do you sometimes get** a takeaway?
B: Yes, usually on Fridays. / No, not often.
A: **Why is he never** on time?

How often...? is different.

- A: **How often** does she **work late**?
B: Never!
A: **How often** do you **have a lie-in**?
B: Sometimes on Saturdays.

Practice

5 Write the words below in the correct order to make sentences.

- a sometimes / I / clubbing / go

I sometimes go clubbing.

- b does / housework / never / he

- c always / are / busy / we

- d late / do / how / work / often / you

_____?

- e do / for / you / friends / sometimes / lunch / meet

_____?

- f weekend / she / usually / what / at / the / do / does

_____?

14 Lesson 3



Memo

Sounding Natural

6 a **Track 06** Listen. Circle the sound you hear in the underlined parts of each sentence below.

- 1 I'm usually busy on Friday. /s/ /z/ /ʒ/
- 2 I always go shopping on Saturday. /s/ /z/ /ʒ/
- 3 Do you sometimes work late? /s/ /z/ /ʒ/

b **Track 06** Listen again and copy the pronunciation.

Time to Talk

7 a Read questions 1, 2 and 3 below about weekends and make a note of your own answers.

1. What do you usually do on Saturday night?
2. Do you sometimes get a takeaway? (What do you usually get?)
3. How often do you go clubbing?
4. What do you usually
5. Do you sometimes
6. How often do you

b Use the prompts to add three more questions about weekends to the list in **activity 7a**.

8 a Work with a partner. Ask and answer the questions from **activity 7**.
Make a note of your partner's answers.

example A: What do you usually do on Saturday night?
B: I usually stay in and watch TV. I sometimes go to a restaurant.

b Tell the class about your partner's answers.

Joanne usually stays in on Saturday night. She sometimes...

Homework - turn to page 93

Lesson 3 15

Time to Talk

7a

Go over the instructions to check understanding. You may like to give a model by making a note of your own answers to the questions on the board. Learners work independently to read the questions about the weekend and make a note of their answers to them. Monitor and assist as necessary.

7b

Go over the instructions to check understanding. Elicit one or two possible questions using the prompts and board these. Learners work independently and use the prompts to add three more questions about the weekend to the list in **activity 7a**.

8a

Go over the instructions and example to check understanding. Highlight the fact that learners should make a note of their partner's answers in this activity. In pairs, learners ask and answer the questions from **activity 7**. Stay in the background as much as possible during this activity.

8b

Feedback. Learners tell the class about their partner's answers. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Sounding Natural

6a

Go over the instructions and check understanding. Check learners understand the sound each phonemic symbol represents. (The /ʒ/ symbol is pronounced roughly as a 'zh', as in 'leisure'.)

Track 06 Learners listen and circle the sound they hear in the underlined parts of each sentence.

6a answers

1) /ʒ/ 2) /z/ 3) /s/

Track 06 (page 88, Student Book) 0:26

- 1) I'm usually busy on Friday.
- 2) I always go shopping on Saturday.
- 3) Do you sometimes work late?

6b

Track 06 Learners listen again and copy the pronunciation. Remodel and drill as necessary.

Homework

Highlight the homework reference at the bottom right of **page 15** in the Student Book. Ask learners to turn to **page 93**.

Set Lesson 3 **activities 1** and **2** for homework.

Do **1a** together. Check learners understand what to do for **activity 2**.

Homework Answers

1

- a) He **never watches** TV.
- b) Jane **sometimes goes** clubbing on Saturday night.
- c) She **usually has** a lie-in on Saturday.
- d) That restaurant **is always** full.
- e) Pete **is never** late for meetings.
- f) They **are often** busy on Friday.
- g) Do they **often have** meetings?

2

Learner's own answers.

4 Enjoying a Holiday

Enjoying a Holiday

In this lesson - Play a guessing game

Core activities - 1-5, 7

Grammar - **Present continuous** for what is happening now

Examples:

We are staying in a lovely, little, holiday cottage.

What's he doing? He's playing golf, of course!

Introduction

1a

Direct attention to the pictures on the page. Elicit one or two things that learners can see in them.

Go over the instructions and example to check understanding.

Learners work in pairs to write A or B next to each word in the box to say which picture they can see the items in.

Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a answers

block of flats A

cottage B

countryside B

farm B

fields B

town A

train A

office buildings A

village B

1b

Take brief responses to the question to round off the activity.

4 Enjoying a Holiday



Introduction

1 a Work with a partner.

Read the words below and find each thing in the pictures above. Write **A** or **B** next to the words to show which pictures they are in.

block of flats	<input checked="" type="checkbox"/>	farm	<input type="checkbox"/>	train	<input type="checkbox"/>
cottage	<input type="checkbox"/>	fields	<input type="checkbox"/>	office buildings	<input type="checkbox"/>
countryside	<input type="checkbox"/>	town	<input type="checkbox"/>	village	<input type="checkbox"/>

b Do you like the town or the countryside? Why?

Memo

In this lesson: **Play a guessing game**
Grammar: **Present continuous for what is happening now**



Reading

- 2 Sally is on holiday. Work with a partner. Read what Sally says about her life and her holiday. Write 1 or 2 to match the paragraphs with the pictures on this page.

Paragraph 1
My name's Sally Jones. My husband, Jim, and I live in a big house in the centre of London. We have very busy lives. Jim works six days a week in a bank, and I'm an architect. I design buildings, usually office buildings, but my boss sometimes asks me to work on something different, like a block of flats. It's interesting work, but quite difficult. I sit all day in my office and I draw page after page of plans. I can't make mistakes. If I do, the buildings might fall down!

Paragraph 2
Because we work so hard, Jim and I really enjoy our free time. Right now, we're on holiday for a week in a small village in the Cotswolds. We're staying in a lovely little holiday cottage. I love the countryside! Today, the sun's shining and I'm standing outside in the garden, doing my favourite thing - I'm painting some beautiful red roses. I'm really enjoying myself! I'm not thinking about work at all! Jim's enjoying himself, too. What's he doing? He's playing golf, of course!



- 3 a Read paragraph 1 again and answer the questions below.
- 1 Where do Sally and Jim live? London.
 - 2 Where does Jim work? _____
 - 3 What is Sally's job? _____
 - 4 What does Sally design? _____
- b Read paragraph 2 again. Circle T (true) or F (false) next to each statement below. Underline the places in the text where you find the answers.
- 1 Sally and Jim are in London right now. T / F
 - 2 The weather is good today. T / F
 - 3 Sally is in her office today. T / F
 - 4 Jim is on a golf course today. T / F
- c What do you usually do on holiday?

Lesson 4 17

Reading

2

Direct attention to the pictures on the page. Explain that they are of Sally and her husband, Jim. Ask a few questions to establish features of the pictures ('Where is Sally here?' 'What is this?' (pointing at the painting) 'Is he a teacher?' etc.) but avoid introducing the present continuous at this stage.

Go over the instructions and check understanding. Check learners understand which is **Paragraph 1** and which is **Paragraph 2**.

In pairs, learners read what Sally says about her life and her holiday and number the pictures 1 or 2 to match them with the correct paragraph of the text. Monitor and assist as necessary.

Feedback as a class.

2 answers

Pictures in purple box on the right - 1
Pictures in green box on the left - 2

3a

Go over the instructions, questions and the example to check understanding. In pairs, learners read **Paragraph 1** again and answer the questions. Monitor and assist as necessary.

Feedback as a class.

3a suggested answers – accept anything reasonable

- 1) Where do Sally and Jim live? **London.**
- 2) Where does Jim work? **A bank.**
- 3) What is Sally's job? **An architect.**
- 4) What does Sally design? **Buildings.**

3b

Go over the instructions and statements and check understanding. In pairs, learners read **Paragraph 2** again and circle **T** (true) or **F** (false) next to each statement, then underline the places in the text where they find the answers.

Monitor and assist as necessary.

Feedback as a class. Have learners read out the sentences they underlined.

3b answers

- 1) Sally and Jim are in London right now. **F**
- 2) The weather is good today. **T**
- 3) Sally is in her office today. **F**
- 4) Jim is on a golf course today. **T**

Paragraph 2

Because we work so hard, Jim and I really enjoy our free time. Right now we're on holiday for a week in a small village in the Cotswolds. We're staying in a lovely little holiday cottage. I love the countryside! Today, the sun's shining and I'm standing outside in the garden, doing my favourite thing - I'm painting some beautiful red roses. I'm really enjoying myself! I'm not thinking about work at all! Jim's enjoying himself, too. What's he doing? He's playing golf, of course!

3c

Take brief responses to the question as a way to round off this stage of the lesson.

Language Focus

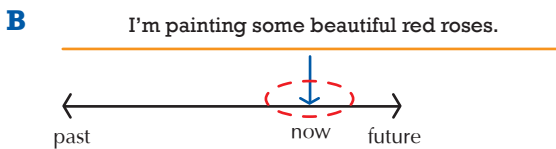
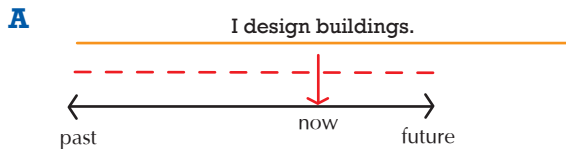
4

Go over the instructions and contents of the table and check understanding by doing an example together. In pairs, learners read the sentences from **activity 3** and write each in the correct part of the table to say what it describes.

Monitor and assist as necessary.

Feedback as a class.

4 answers



Go over the explanations and examples with learners.

Note

We often use different time phrases to describe what is happening around now.

...at the moment
 ...now
 ...these days
 ...today

Practice

5a-i

Go over the instructions and example to check understanding. In pairs, learners put the verbs in parentheses into the present simple or present continuous to complete each sentence.

Monitor and assist as necessary.

Feedback as a class.

5a-i answers

- She always **plays** (play) tennis on Sundays.
- Excuse me. I think you're **sitting** (sit) in my seat.
- Is** Bob **working** (work) today?
- It's OK. It **isn't raining** (not / rain) at the moment.
- Does** he usually **wake up** (wake up) so early?
- They never **go** (go) out on Fridays.
- She **cooks** (cook) dinner every day.
- A** - What **do** you **do**?
B - I'm an architect.
- A** - What **are** you **doing** (do)?
B - I'm **looking** (look) for my keys. Where are they?

Language Focus

4 Work with a partner. Read the sentences below from **activity 3**.

I design buildings.
 I'm painting some beautiful red roses.

Write each sentence on the correct orange line in diagram A or B.

A		what usually happens in Sally's life
B		what is true in Sally's life for a short time around now

We can use the **present continuous** to talk about what is true for a short time around now.

Questions and short answers

be + -ing form of the verb

What's he doing?

I'm **standing** outside in the garden.
 The sun's **shining**.
 I'm **not thinking** about work.
 He **isn't working** today.

A: Is he staying in that hotel?

B: Yes, he is. / No, he isn't.

A: Are we sitting in the right seats?

B: Yes, we are. / No, we aren't.

Practice

5 Put the verbs in parentheses into the present simple or present continuous to complete each sentence below.

- She always **plays** (play) tennis on Sundays.
- Excuse me. I think you **are sitting** (sit) in my seat.
- Is** Bob **working** (work) today?
- It's OK. It **isn't raining** (not / rain) at the moment.
- Does** he usually **wake up** (wake up) so early?
- They never **go** (go) out on Fridays.
- She **cooks** (cook) dinner every day.
- A**: What **do** you **do**?
B: I **am** (be) an architect.
- A**: What **are** you **doing** (do)?
B: I **am** (look) for my keys. Where are they?



Sounding Natural

6 a **Track 07** Listen to the sentences and mark (●) the stressed words.

- 1 I'm eating a cake.
- 2 They're drinking wine.
- 3 Is he working at home today?

b **Track 07** Listen again and copy the pronunciation.

Time to Talk

Work in two teams, A and B.

Team A: read below.

Team B: go to page 84.

7 a Read the prompts below. As a team, write two more prompts.

- You are watching a horror film.
- You are running to catch a bus.
- You are eating an ice cream cone in the very hot sun.
- You are eating a very spicy curry.

b Take turns. Choose a prompt and mime it for the other team to guess. Watch people from the other team and guess what they are miming. Each correct guess gets a point for your team.



Sounding Natural

6a

Track 07 Learners listen to the sentences and mark the stressed words.

6a answers

See CD script for Track 07 - answers underlined.

Track 07 (page 88, Student Book) 0:24

- 1) I'm eating a cake.
- 2) They're drinking wine.
- 3) Is he working at home today?

6b

Track 07 Learners listen again and copy the pronunciation.

Time to Talk

Put learners into two teams: **A** and **B**.

Ask **Team A** to look at the instructions further down the page.

Ask **Team B** to turn to **page 84** and look at the instructions there.

7a

Go over the instructions and check understanding. Elicit that all the prompts on both pages are in the present continuous.

Allow learners time to read and discuss their prompts. Monitor and assist as necessary.

Each team's learners write two more similar prompts. Monitor and assist as necessary.

7b

Model the activity by miming an activity (e.g. 'You are making a cup of tea.') and eliciting what it is.

Learners take turns choosing one of their prompts and miming it for the other team to guess. The opposing team guesses what is being mimed.

Encourage learners to shout out guesses as each mime progresses.

Monitor. Note good use of vocabulary and language, and any mistakes.

Award points for each correct guess. You may like to award further points for acting ability and enthusiasm.

Homework

Highlight the homework reference at the bottom right of **page 19** of the Student Book. Ask learners to turn to **page 93**.

Set Lesson 4 **activities 1** and **2** for homework.

Do **activities 1a** and **2a** together.

Homework Answers

1

- a) We learn / **are learning** English at the moment.
- b) Helen **is wearing** / wears blue jeans and a T-shirt today.
- c) I always **exercise** / am exercising every morning.
- d) We watch / **are watching** a good film at the moment.
- e) Dad washes / **is washing** the car now.
- f) The postman **comes** / is coming to the house every day.

2

- a) When **does** Tina usually **get** up?
- b) I'm **studying** very hard at the moment for an exam.
- c) Peter often **goes** shopping at the weekend.
- d) Listen! **Is** the phone **ringing**?
- e) Alan always **works** late on Fridays.
- f) Andy isn't in the office – he's **having** lunch.

5 On the Phone

On the Phone

In this lesson - Discuss mobile phones

Core activities - 1-4 or 5-7

Skills - Extended speaking and vocabulary

Warmer

Write the following adverbs of frequency on the board:

- always
- usually
- often
- sometimes
- never

Choose one adverb and make a true sentence for yourself, e.g. *I always have a cup of tea in the morning.* Choose a learner and ask them to make a true sentence about themselves with the next adverb on the list. Continue in the same way around the class.

If you have time, you may like to repeat the activity, but this time with sentences in the 2nd person, e.g. *My boss never says thank you.*

Introduction

1a

Go over the instructions and questions to check understanding. In pairs, learners ask and answer the questions.

1b

Feedback. Learners tell the class about their partner's answers.

2a

Go over the instructions and check understanding. In pairs, learners match the words in the box with the correct icon.

Feedback as a class. Teach, drill, and board any unfamiliar items.

2a answers

- 1) new mail
- 2) battery life
- 3) video call
- 4) mute
- 5) reception
- 6) text message
- 7) missed call
- 8) voicemail

5 On the Phone

Introduction

1 a Work with a partner. Ask and answer the questions below.

- 1 Do you have a mobile phone? When did you get it?
- 2 Do you have your phone with you now? Do you always carry it?

b Tell the class about your partner's answers.

2 a Match the words in the box with the correct icon.

battery life	mute	reception	video call
missed call	new-mail	text message	voicemail
			
1 <u>new mail</u>	2 _____	3 _____	4 _____
			
5 _____	6 _____	7 _____	8 _____

b Cross out (~~cross-out~~) one verb that does not go with each noun below.

- 1 ~~do~~ / get / make a video call
 - 2 get / leave / send a voicemail
 - 3 charge / fill a battery
 - 4 get / make / send a text message
 - 5 make / put your phone on mute
- c Use words from activity 2a to complete the sentences below.
- 1 When my phone is on mute, I can't hear calls.
 - 2 The _____ on my phone is really good. I don't need to charge it every day.
 - 3 I can't get phone calls or emails where I live – the _____ is really bad.
 - 4 I never make _____. I don't want to look at people when I'm talking to them on the phone.

2b

Go over the instructions and example to check understanding. In pairs, learners cross out the one verb that does not go with each noun.

Feedback as a class. Teach, drill, and board any unfamiliar items.

2b answers

- 1) ~~do~~ / get / make a video call
- 2) get / leave / ~~send~~ a voicemail
- 3) charge / ~~fill~~ a battery
- 4) get / ~~make~~ / send a text message
- 5) ~~make~~ / put your phone on mute

2c

Go over the instructions and check understanding. In pairs, learners use words from activity 2a to complete the sentences (point out that learners will not need to use all the words from activity 2a to complete the exercise). Monitor and assist as necessary.

Feedback as a class.

Time to Talk 1

3 a Work on your own. Read the questions below and make a note of your answers.

1. Do you ever make video calls? Why?

2. How good is the battery life on your phone?

3. Do you always mute your phone on the train? (Be honest!)

4. Do you like making phone calls?

5.

6.

b Write two more questions about telephones and add them to the list in activity 3a.

4 a Work with a partner.

Ask and answer the questions in activity 3.

example A: Do you ever make video calls?

B: Yes, sometimes, but not with my phone.

b Tell the class about your partner's answers.

example Ali sometimes makes video calls, but not with his phone.

Time to Talk 1

3a

Go over the instructions and check understanding. Make brief notes on your own answers to the questions on the board as a model.

Learners work independently to make a note of their answers to the questions.

3b

Go over the instructions and check understanding. Elicit one or two possible questions from the class. Learners work independently to write two more questions about telephones and add them to the list in **activity 3a**.

Monitor and assist as necessary.

If some learners lack inspiration, you may like to suggest some of the following:

How good is the reception on your phone?

Do you like leaving voicemail?

Do you like getting text messages?

Who do you phone / send text messages to the most?

4a

Go over the instructions and example to check understanding. In pairs, learners ask and answer the questions from **activity 3**.

4b

Feedback. Learners tell the class about their partner's answers.

2c answers

- 1) When my phone is on **mute**, I can't hear calls.
- 2) The **battery life** on my phone is really good. I don't need to charge it every day.
- 3) I can't get phone calls or emails where I live – the **reception** is really bad.
- 4) I never make **video calls**. I don't want to look at people when I'm talking to them on the phone.

Vocabulary

5a

Go over the instructions and example to check understanding.

In pairs, learners write the words from the box in the correct spaces to list things that you can do on a modern mobile phone. Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items.

5a answers

- 1) **play** games
- 2) **listen** to music
- 3) **look** up words in a dictionary
- 4) **keep** your schedule on the calendar
- 5) **take** pictures with the camera
- 6) **watch** TV
- 7) **search** the Internet

5b

Go over the instructions and check understanding.

In pairs, learners think of two more things you can do on a mobile phone and add them to the list in **activity 5a**. Monitor and assist as necessary.

5b possible answers

- watch films*
- use the alarm clock*
- check the weather*
- send text messages*
- check train times*
- get directions to places*
- make phone calls(!)*

5c

Feedback. Learners share their ideas with the class.

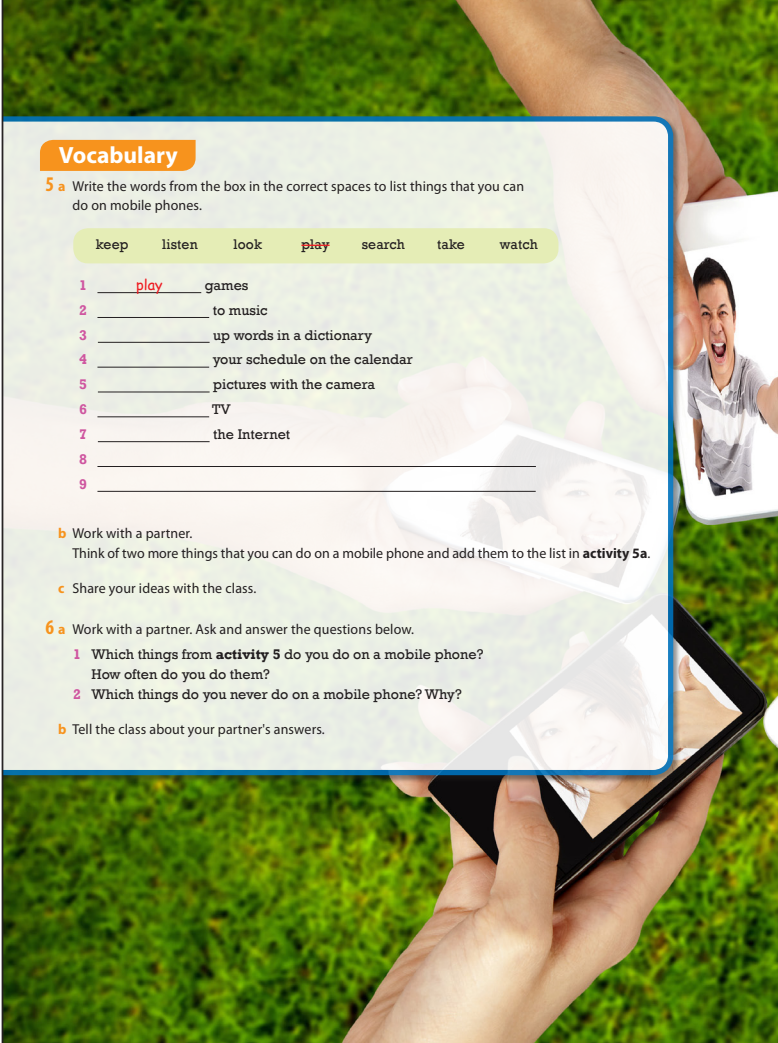
6a

Go over the instructions and check understanding.

In pairs, learners ask and answer the questions. Monitor and assist as necessary.

6b

Learners tell the class about their partner's answers.



Vocabulary

5 a Write the words from the box in the correct spaces to list things that you can do on mobile phones.

keep listen look **play** search take watch

- 1 play games
- 2 _____ to music
- 3 _____ up words in a dictionary
- 4 _____ your schedule on the calendar
- 5 _____ pictures with the camera
- 6 _____ TV
- 7 _____ the Internet
- 8 _____
- 9 _____

b Work with a partner. Think of two more things that you can do on a mobile phone and add them to the list in **activity 5a**.

c Share your ideas with the class.

6 a Work with a partner. Ask and answer the questions below.

- 1 Which things from **activity 5** do you do on a mobile phone? How often do you do them?
- 2 Which things do you never do on a mobile phone? Why?

b Tell the class about your partner's answers.

22 Lesson 5 Skills



Time to Talk 2

7 a Work with a partner. Read the list of things below that a mobile phone can have and add four more things to the list.

- a very good camera
- good reception
- a bilingual dictionary
- video calling
- _____
- _____
- _____
- _____

b Rank the things in **activity 7a** from **1-8** (1 = very important to have on a phone).

8 a Change partners and compare your lists from **activity 7**. Choose the six most important things to have on a mobile phone.

b Share your ideas with the class. As a class, decide on the four most important things to have on a mobile phone.

Homework - turn to page 94

Time to Talk 2

7a

Go over the instructions and check understanding. In pairs, learners read the list of things that a mobile phone can have and add four more things to the list. Monitor and assist as necessary.

If learners have trouble coming up with additional items, you could suggest some of the following:

- long battery life*
- a calendar*
- Internet connection*
- a nice colour*
- 3D pictures*
- games*
- music player*
- voice recorder*
- alarm clock*

7b

In pairs, learners rank the items in **activity 7a** from **1-8** (1 = very important to have on a phone). Monitor and assist as necessary.

8a

Learners change partners, compare their lists and choose the six most important things to have on a mobile phone. Monitor and assist as necessary.

8b

Feedback. Learners share their ideas with the class. As a class, decide on the four most important things to have on a mobile phone.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 23** of the Student Book. Ask learners to turn to **page 94**.

Set Lesson 5 **activities 1** and **2** for homework. Go over the examples to check understanding.

Homework Answers

1

- a) battery life
- b) missed call
- c) new mail
- d) reception
- e) mute

2

- a) Please don't call me – just get a text message. **send**
- b) I send the battery on my phone every night. **charge**
- c) Please make your phone on mute when you get on the train. **put**
- d) I never charge voicemail because I always answer my phone. **get**
- e) When you put a video call, you can see the person you talk to. **make**

6 Around Town

Around Town

In this lesson - Ask where things are in a town

Core activities - 1-4, 6

Grammar - Prepositions of place

Examples:

The bank is on North Street.

The school is opposite the cinema.

*Note: This lesson avoids introducing sentences beginning with **There is / There are** and related questions (**Is there a... / Are there any...?**)*

Introduction

1a

Books closed. As a class, brainstorm as many places around town (shops, public buildings, etc.) as you can. Ask learners to open their books at **Lesson 6** and to look at **activity 1a**.

Go over the instructions and example to check understanding.

In pairs, learners look at the places in the box, then write each place next to the things people do there. Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a answers:

post office:

buy stamps, post letters, get a TV licence

department store:

buy a gift, eat in a café, do window shopping

bank:

put money in, take money out, use a cash machine

station:

buy a ticket, meet a friend, catch a train

Italian restaurant:

eat pasta, drink wine, fall in love

1b

Direct attention to the map on the opposite page.

Go over the instructions and example to check understanding.

In pairs, learners complete the tasks.

Monitor and assist as necessary.

Feedback as a class.

6 Around Town

Introduction

1a Work with a partner.
Match the places to the activities.

bank	department store	Italian restaurant	post-office	station
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

buy stamps
post letters
get a TV licence

buy a gift
eat in a café
do window shopping

put money in
take money out
use a cash machine

buy a ticket
meet a friend
catch a train

eat pasta
drink wine
fall in love

b Look at the map on the opposite page.

- How many of the places from **activity 1a** can you see?
- Write one thing people do in each of these other places.

Cinema: eat popcorn
 Hotel: _____
 Bookshop: _____
 School: _____
 Pet shop: _____



1b answers:

1 Three of the places from **activity 1a** are marked on the map (bank, department store, post office).

2 (suggested answers):

Cinema: eat popcorn, watch a film

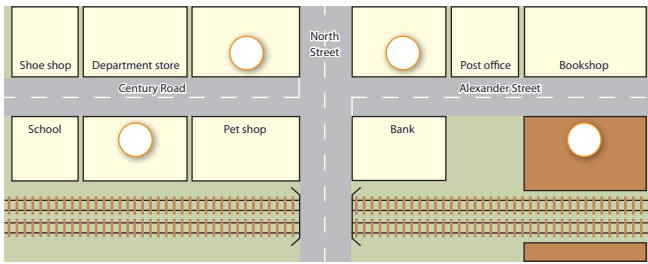
Hotel: stay the night, have a wedding party (reception)

Bookshop: look at magazines, buy a book

School: play sports, study maths

Pet shop: buy a cat, get a toy for your dog

In this lesson: Ask where things are in a town
Grammar: *Prepositions of place*



Listening

2 Track 08 Track 09 Track 10 Look at the map and listen to three conversations. Number the circles on the map to show which places the people are talking about.

3 a Work with a partner. Write the words in the correct order to make the questions from each conversation from **activity 2**. Then underline the correct options to complete the replies.

Conversation 1

question Excuse me... here / is / Bella Monica restaurant / near / the
Excuse me... Is the Bella Monica restaurant near here?

reply It's on / on the corner of Century Road. It's opposite / between the pet shop and the school.

Conversation 2

question Excuse me... here / is / station / near / the
Excuse me...

reply It's not far. It's on / on the corner of Alexander Street. It's next to / opposite the bookshop.

Conversation 3

question Excuse me... the / City Hotel / for / I'm / looking
Excuse me...

reply It's on / on the corner of North Street and Alexander Street. It's next to / between the post office.

b Track 08 Track 09 Track 10 Listen again and check your answers.

Lesson 6 25

Listening

2

Go over the instructions and example to check understanding. Check learners understand how all items on the map are pronounced (especially names of streets).

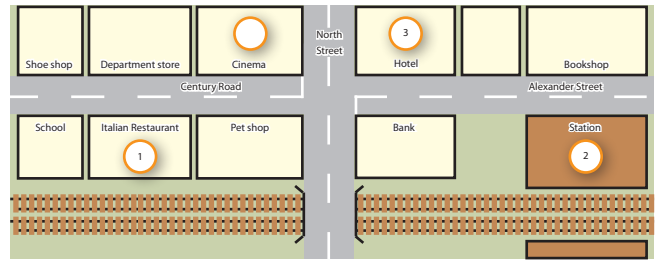
Track 08 Track 09 Track 10 In pairs, learners look at the map, listen to the three conversations and number the circles on the map to show which places the people are talking about. Feedback in pairs and then as a class.

2 answers:

Conversation 1 - Italian Restaurant.

Conversation 2 - Station.

Conversation 3 - Hotel.



3a

Go over the instructions and example to check understanding.

In pairs, learners write the words in the correct order to make the questions from each conversation from **activity 2**, then underline the correct options to complete the replies.

Monitor and assist as necessary.

Feedback as a class, but don't give any definite answers – learners will listen to check for themselves in the next activity.

3a answers:

See CD scripts for Track 08-10 - answers underlined.

3b

Track 08 Track 09 Track 10 Learners listen again to check their answers.

Track 08 (page 88, Student Book) 0:34

Conversation 1

A - Excuse me... Is the Bella Monica restaurant near here?

B - Is that the Italian restaurant?

A - Yes, that's right.

B - It's on Century Road. It's between the pet shop and the school.

A - Between the pet shop and the school. I see. Thanks.

Track 09 (page 88, Student Book) 0:31

Conversation 2

A - Excuse me.

B - Yes?

A - Is the station near here?

B - It's not far. It's on Alexander Street. It's opposite the bookshop.

A - On Alexander Street, opposite the bookshop. Got it – thanks very much.

Track 10 (page 88, Student Book) 0:31

Conversation 3

A - Excuse me.

B - Yes?

A - I'm looking for the City Hotel.

B - The City Hotel? Ah, yes. It's on the corner of North Street and Alexander Street. It's next to the post office.

A - Thank you very much.

Language Focus

Go over the explanations and examples with learners.

Practice

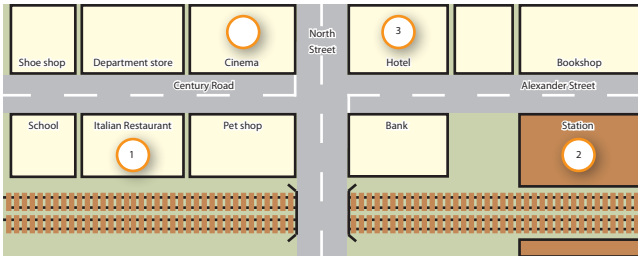
4a-e

Go over the instructions and example to check understanding.

In pairs, learners use the map from **activity 2** and the expressions from the **Language Focus** box to complete the conversations. Note that learners will have to use both their books to easily complete this activity – one turned to the map in **activity 2** and one with their page open at **activity 4**. The map is inserted below, for use in private lessons.

Monitor and assist as necessary.

Feedback as a class.



4a-e answers:

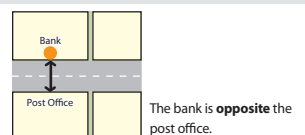
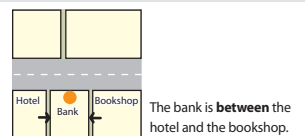
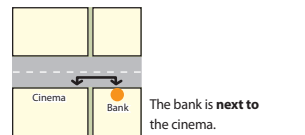
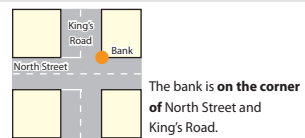
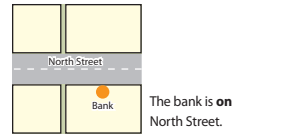
- a)
A: Excuse me... I'm looking for the school.
B: It's next to the Italian restaurant.
A: Thanks very much.
- b)
A: Excuse me.
B: Yes?
A: Is the cinema near here?
B: It's on the corner of North Street and Century Road. It's next to the department store.
A: Thanks very much.
- c)
A: Excuse me... Is the post office near here?
B: Yes. It's on Alexander Street, between the hotel and the bookshop.
A: Thanks.
B: No problem.
- d)
A: Excuse me.
B: Yes?
A: I'm looking for the bookshop.
B: It's on Alexander Street, opposite the station.
A: Thanks very much.

Language Focus

We can ask where places are in different ways.

(Excuse me...) Is the station near here?
(Excuse me...) I'm looking for the City Hotel.

We can use the expressions below to say where places are.



If we don't know the answer, we can say:

I'm sorry. I'm not sure where it is.

26 Lesson 6

Practice

4 Work with a partner. Complete the conversations below using the map from **activity 2** and the expressions from the **Language Focus**.

- a) A: Excuse me... I'm looking for the school.
B: It's _____ the Italian restaurant.
A: Thanks very much.
- b) A: Excuse _____.
B: Yes?
A: Is _____ cinema _____?
B: It's _____ North Street and _____. It's _____ the department store.
A: Thanks very much.
- c) A: _____ ... _____ the post office _____ here?
B: Yes. It's _____ Alexander Street, _____ hotel _____ bookshop.
A: Thanks.
B: No problem.
- d) A: Excuse me.
B: Yes?
A: _____ the bookshop.
B: It's on _____, _____ station.
A: Thanks very much.
- e) A: _____.
B: Yes?
A: _____ for the department store.
B: I'm sorry. _____.
A: Well, thanks anyway.

- e)
A: Excuse me.
B: Yes?
A: I'm looking for the department store.
B: I'm sorry. I'm not sure where it is.
A: Well, thanks anyway.

Sounding Natural

5a

Track 11 Learners listen for whether the underlined sounds in the sentences are the same or different and tick the correct box.

5a answers (IPA of the sounds on the right) - all pairs are the same

- 1) Is the station near here? same /ɪə/
- 2) Is the bank near here? same /ɪə/
- 3) I'm looking for the station. same /ə/
- 4) I'm looking for the bank. same /ə/

Track 11 (page 88, Student Book) 0:31

- 1) Is the station near here?
- 2) Is the bank near here?
- 3) I'm looking for the station.
- 4) I'm looking for the bank.

Sounding Natural

5 a **Track 11** Listen. Are the underlined sounds in each sentence below the same or different?

Tick (✓) the correct box.

	same	different
1 Is the station <u>near here</u> ?	<input type="checkbox"/>	<input type="checkbox"/>
2 Is the bank <u>near here</u> ?	<input type="checkbox"/>	<input type="checkbox"/>
3 I'm looking <u>for</u> the station.	<input type="checkbox"/>	<input type="checkbox"/>
4 I'm looking <u>for</u> the bank.	<input type="checkbox"/>	<input type="checkbox"/>

b **Track 11** Listen again and copy the pronunciation.

Time to Talk

6 You are going to ask questions about where places are around your English school.

a Work on your own.

Think of three places you know near the school.

Write the places and where they are in the table below.

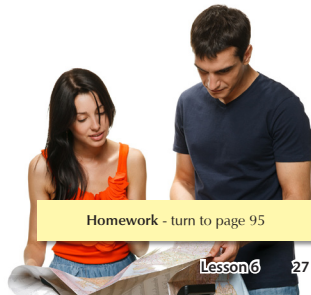
conversation	place	where it is
1	Best Bean coffee shop	next to the bank
2		
3		

b Work with a partner.

Ask them about the places you wrote in your table.

If they don't know where a place is, tell them.

example A: Excuse me... I'm looking for the Best Bean coffee shop.
B: It's next to the bank.



Extension

Both these phrases would work well in substitution drills.

Teaching Tip – Substitution Drill

Teacher says a word or phrase. Learners respond by fitting the phrase into a longer item using appropriate intonation. Teacher changes the original item and learners fit this into the same longer item as before.

Teacher - "the station"

Learner - "Excuse me. Is the station near here?"

Teacher - "the bank"

Learner - "Excuse me. Is the bank near here?"

Etc.

Time to Talk

6a

Learners work independently, think of three places they know near the school, and write the places and where they are in the table in their books.

Monitor and assist as necessary.

6b

Go over the instructions and example to check understanding. Highlight the fact that if a learner's partner doesn't know where a place is, they should tell them.

In pairs, learners ask each other about the places they wrote in their tables.

Monitor. Note good use of vocabulary and language, and any mistakes.

Take feedback by having learners tell the class the places their partners ask about, and whether they knew where they were.

Highlight good use of vocabulary and language.

Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 27** of the Student Book. Ask learners to turn to **page 95**.

Set Lesson 6 **activities 1** and **2** for homework.

Go over the examples and check learners understand what to do.

Homework Answers

1

- You can **watch** a film in a **cinema**.
- You can **look** at magazines in a **bookshop**.
- You can **buy** dog food in a **pet shop**.
- You can **eat** lunch in a **restaurant**.
- You can **stay** the night in a **hotel**.

2

- The swimming pool is **on** St. James Street, **between** the station and the hospital.
- The bar is **next to** the bank **on** Kenyon Road.
- The cinema is **on the corner of** Kenyon Road and South Street.
- The park is **on** Kenyon Road, **opposite** the bar.
- The hotel is **on** St. James Street, **between** the post office and the supermarket.
- The Italian restaurant is **on the corner of** South Street and Kenyon Road, **next to** the bank.
- The hospital is **opposite** the supermarket **on** St James Street.

7 Would You Like to Go for a Coffee?

Would You Like to Go for a Coffee?

In this lesson - Suggest a free time activity for a partner

Core activities - 1-6, 9

Grammar - Do you like...? vs Would you like...?

Examples:

Do you like cheese?

Do you like swimming?

Yes, I do. / No, I don't.

Would you like a cup of tea?

Yes, please. / No, thank you.

Would you like to go for dinner?

Yes, I'd love to. / Sorry, I'm busy.

Introduction

1a

Go over the instructions and example and check learners know what to do. Draw the table and headings on the board and elicit where each item in the box should go. Have learners fill in the lists in their books at the same time.

Alternative procedure

With a stronger, more confident class, you may like to have learners do the activity in pairs and then take feedback as a class.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a answers

food - **pizza, tapas**

music - **rock, jazz**

films - **action, horror**

interests - **sports, shopping**

1b

Elicit some items that could be added to the 'food' list. In pairs, learners add two more items to the lists in **activity 1a**. Encourage learners to include one thing they do **not** like. Monitor and assist as necessary.

Feedback as a class. Highlight, drill, and board any items that are unfamiliar to the class as a whole.

1b possible answers

food - *curry, pasta*

music - *classical, dance*

films - *romance, comedy*

interests - *going to the cinema, dancing*

2a

In pairs, learners tell each other one thing they like and one thing they don't like from each list. Demonstrate the activity by giving examples of your own.

7 Would You Like to Go for a Coffee?

Introduction

1 a Work with a partner.

Write the words from the box in the correct lists below.

action	rock
horror	shopping
jazz	sports
pizza	tapas

food	<u> pizza </u>	<u> </u>
	<u> </u>	<u> </u>

music	<u> </u>	<u> </u>
	<u> </u>	<u> </u>

films	<u> </u>	<u> </u>
	<u> </u>	<u> </u>

interests	<u> </u>	<u> </u>
	<u> </u>	<u> </u>

b Use your own ideas to add two more items to each list in **activity 1a**.

2 a Work with a partner.

Tell each other one thing you *like* and one thing you *don't like* from each list in **activity 1a**.

example I really like tapas, but I don't like pizza.

b Tell the class about your partner's answers.

example Heather really likes tapas, but she doesn't like pizza.



2b

Learners tell the class about their partner's answers.

In this lesson: Suggest a free time activity for a partner
Grammar: Do you like...? vs Would you like...?

Listening

3 a **Track 12** Sally meets Roger at work. Listen. How many questions does Sally ask Roger?

b Work with a partner. Write Roger's responses in the correct place.

Do you like watching action films?	No, thanks. I've got tea.
Great. And maybe we can go to the cinema after.	No, I'm not. Why?
I like it a lot. I love Spanish food!	Oh. Hi, Sally.
I'd love to. Where would you like to eat?	So, it's a date! I'll see you after work.

Sally Hi, Roger.	Roger (5) _____
Roger (1) Oh. Hi, Sally.	_____
Sally I'm going to the break room. Would you like a coffee?	Sally I do, too. And I know a nice Spanish restaurant near here.
Roger (2) _____	Roger (6) _____
Sally Hey, are you busy tonight?	_____
Roger (3) _____	Sally OK. What would you like to see?
Sally Um... would you like to have dinner with me tonight?	Roger (7) _____
Roger (4) _____	Sally They're my favourite. I think there's a new one playing at the Cineplex.
Sally Well... do you like tapas?	Roger (8) _____

c **Track 12** Listen again and check your answers.

4 Read the questions below from **activity 3**. Write each question in the correct part of the table.

Would you like a coffee?	Do you like tapas?
Would you like to have dinner with me tonight?	Do you like watching action films?

1 _____	Asking about what someone usually likes.
2 _____	
1 _____	An offer or a suggestion.
2 _____	

5 How often do you go out to dinner with friends? Where do you go?

Lesson 7 29

Listening

3a

Track 12 Learners listen to the conversation between Sally and Roger and count the number of questions Sally asks Roger.

3a answer
five

3b

In pairs, learners write Roger's responses in the correct place in the conversation. Give learners time to think and complete the dialogue. Monitor and assist as necessary.

Feedback as a class, but don't give any definitive answers at this stage – learners will listen to check for themselves in the next activity.

3b answers

See CD script for Track 12.

3c

Track 12 Learners listen and check their answers.

Track 12 (page 88, Student Book) 0:55

Sally - Hi, Roger.

Roger - Oh. Hi, Sally.

Sally - I'm going to the break room. Would you like a coffee?

Roger - No, thanks. I've got tea.

Sally - Hey, are you busy tonight?

Roger - No, I'm not. Why?

Sally - Um... would you like to have dinner with me tonight?

Roger - I'd love to. Where would you like to eat?

Sally - Well... do you like tapas?

Roger - I like it a lot. I love Spanish food!

Sally - I do, too. And I know a nice Spanish restaurant near here.

Roger - Great. And maybe we can go to the cinema after.

Sally - OK. What would you like to see?

Roger - Do you like watching action films?

Sally - They're my favourite. I think there's a new one playing at the Cineplex.

Roger - So, it's a date! I'll see you after work.

4

Go over the instructions and contents of the box and check understanding. Learners read the questions from **activity 3** and write each in the correct part of the table. Monitor and assist as necessary.

Feedback as a class.

4 answers

Do you like tapas?

Asking about what someone usually likes.

Do you like watching action films?

Would you like a coffee?

Would you like to have dinner with me tonight?

An offer or a suggestion.

5

Round off the activity by asking learners how often they go out to dinner with friends and where they go.

Language Focus

Go over the explanations and examples with learners. Note that **would you like** can also be used with uncountable nouns with **some** (*Would you like some coffee?*), but you may not want to go into this unless asked by a learner. The main point to focus on is that **would you like** is used to ask what someone wants / wants to do at a particular time, or in a particular situation.

Practice

6a

In pairs, learners complete the questions with *Do you like* or *Would you like*, then tick the best answers on the right for each question. Go over the example to make sure learners understand what to do. Monitor and assist as necessary.

6a answers

See CD script for Track 13 - answers in **bold**.

6b

Track 13 Learners listen and check their answers.

Track 13 (page 89, Student Book) 0:58

- 1) **A - Do you like** dogs?
B - Yes, I love them.
- 2) **A - Do you like** watching films?
B - Yes, especially action films.
- 3) **A - Would you like** to go bowling tonight?
B - Sorry, I'm busy.
- 4) **A - Do you like** doing housework?
B - Not really.
- 5) **A - Would you like** to order?
B - Yes, I'd like a steak, please.
- 6) **A - Do you like** novels?
B - Yes, Oliver Twist is my favourite.

Sounding Natural

7a

Track 14 Play the CD. Learners listen to the questions. Ask learners how we say *would you* when we speak naturally.

7a answers

The /d/ and /j/ sounds tend to combine to become /dʒ/. This is an example of assimilation.

Track 14 (page 89, Student Book) 0:18

- 1) Would you like a coffee?
- 2) Would you like to go swimming?

Language Focus

1. We can ask about what someone usually likes with **do you like...**?

do you like + plural or uncountable nouns
+ -ing form of the verb

Do you like American films?	Yes, I do.
Do you like salad?	No, I don't.
Do you like playing golf?	

2. We can make offers or suggestions with **would you like...**?

would you like + singular noun
to + base form of the verb

Would you like a banana?	Yes, please. No, thank you.
Would you like to watch a film tonight?	Yes, I'd love to. / Good idea. / OK. Sorry, I'm busy. / Actually, I can't.

Practice

6a Complete the questions below with **Do you like** or **Would you like**, then tick (✓) the best answers on the right for each question.

- 1 **Do you like** _____ dogs? Yes, I love them.
No, thanks. I have a cat. _____
- 2 _____ watching films? OK. Let's see that action film. _____
Yes, especially action films. _____
- 3 _____ to go bowling tonight? Sorry, I'm busy. _____
No, I don't. _____
- 4 _____ doing housework? Not really. _____
No, thank you. _____
- 5 _____ to order? Yes, I'd like a steak, please. _____
Yes, I do. Steak is my favourite. _____
- 6 _____ novels? Yes, Oliver Twist is my favourite. _____
Yes, please. _____

b Track 13 Listen and check your answers.



30 Lesson 7

7b

Track 14 Learners listen again and copy the pronunciation.

8a

Learners listen to the questions. Ask learners how we say *do you* when we speak naturally.

8a answers

/dʒu:/ This is an example of elision.

Track 15 (page 89, Student Book) 0:17

- 1) Do you like cats?
- 2) Do you like swimming?

8b

Track 15 Learners listen again and copy the pronunciation.

Sounding Natural

7 a **Track 14** Listen. How do we say the underlined words when we speak naturally?

- 1 Would you like a coffee?
- 2 Would you like to go swimming?

b **Track 14** Listen again and copy the pronunciation.

8 a **Track 15** Listen. How do we say the underlined words when we speak naturally?

- 1 Do you like cats?
- 2 Do you like swimming?

b **Track 15** Listen again and copy the pronunciation.

Time to Talk

Work in two groups, A and B.

Group A: read below.

Group B: go to **page 85**.

9 a You are going to suggest something for you and your partner to do on a night off. Read the ideas below.

restaurant cinema DVD theatre music
sports takeaway pizza TV club

Complete six questions to find out what your partner usually likes doing on a night off.

example Do you like dancing?
Do you like watching films?

1. Do you like _____
2. Do you like _____
3. Do you like _____
4. Do you like _____
5. Do you like _____
6. Do you like _____

b Work with your partner.

Ask and answer the questions you wrote.

Suggest something for your partner to do on their next night off.

example Would you like... ?

c Did your partner like your suggestion? Tell the class.

Homework - turn to page 96

Lesson 7 31

Time to Talk

Divide the class into two groups, A and B. Have **Group A** look further down the page at **activity 9**. Have **Group B** turn to the Communication activity on **page 85** and look at **activity 9** there.

9a

Go over the explanation and examples with learners to check understanding.

Note that the situations and ideas Groups A and B are considering are different.

Learners write six questions to find out what their partner usually likes to do.

You may like to have learners work together in their groups to write their questions at this stage.

Monitor and assist as necessary.

9b

Go over the explanation and example with learners to check understanding.

In pairs, learners ask and answer the questions they wrote in **activity 9a** then suggest something that their partner would like to do.

Monitor, but stay in the background as much as possible in this activity.

9c

Learners tell the class if their partner liked their suggestion.

Feedback as a class.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 31** in the Student Book. Ask learners to turn to **page 96**.

Set Lesson 7 **activities 1** and **2** for homework.

Check learners understand what to do for the activities.

Homework Answers

1

- a) **A** - Would you like **a drink**?
B - Yes, please. I'm thirsty.
- b) **A** - Do you like **Mexican food**?
B - I do. It's my favourite.
- c) **A** - Would you like **to sit down**?
B - Thank you. That's very kind of you.
- d) **A** - Would you like **to watch an Italian film**?
B - Sure, but I don't understand Italian.
- e) **A** - Do you like **bananas**?
B - I do. I love all fruit.

2

- a) **Would you like** a sandwich?
- b) **Do you like** cooking?
- c) **Would you like** to see a film tonight?
- d) **Do you like** eating spicy food?
- e) **A** - What food do you like?
B - **I like** Chinese food.
- f) **A** - Are you ready to order?
B - **I'd like** the beef, please.
- g) **Do you like** the UK?

8 Ask Nicely

Ask Nicely

In this lesson - Ask for permission

Core activities - 1-4, 6

Function - Asking for permission

Introduction

1a

Go over the instructions to check understanding. Elicit what is happening in the pictures and read through the captions as a class.

In pairs, learners discuss what they would say in each situation. Monitor and assist as necessary.

1b

Feedback as a class. Avoid going into detailed explanations at this stage, but use this as an opportunity to see if any learners use any of the target language.

Listening

2

Go over the instructions and check understanding. Elicit what keywords learners might hear for each situation (e.g. for situation B – borrow, car, girlfriend, airport).

Track 16 Play the CD and show how conversation 1 matches with situation C in the pictures.

Track 17 **Track 18** **Track 19** Learners listen to the remaining three conversations and write letters to match the situations in **activity 1** with each.

Feedback in pairs and then as a group between each track.

2 answers

conversation	situation
1	C
2	D
3	B
4	A

Teaching Tip – Listening for Keywords

This is where learners have an idea of the words, or kinds of words, they are listening for. We listen like this, in everyday life, when we listen for information in airports, or stations. This is the listening skills equivalent of scanning a text. Asking learners to listen for keywords develops this skill, and also helps them gain confidence for more detailed listening tasks.

8 Ask Nicely

Introduction

1 a Work with a partner. Look at the pictures and read the situations. What would you say in each situation?



a



You want to call a taxi, but you don't have a mobile phone. Your friend has a mobile phone.



b



You want to borrow your brother's car so you can meet your friend at the airport.



c



You are visiting your friend's house. It is very late at night. All the trains are finished. You want to sleep on your friend's sofa.



d



Your sister is watching a film on television. You want to watch a football game at the same time.

b Share your ideas with the class.

3a

Go over the instructions and example to check understanding. In pairs, learners read the sentences in the box and write them in the correct places in the table.

You may like to draw attention, once again, to the keywords in one or two of the sentences and show how these can help learners complete the activity.

Feedback as a class. You may like to draw the table on the board and have learners come up and fill it in for feedback.

Don't give definite confirmation of answers at this stage – learners will listen to check for themselves in the next activity.

3a answers

Conversation 1

Could I sleep on your sofa tonight?

Sure. No problem.

Conversation 2

Is it OK if I watch the football?

No, sorry. I want to watch the end of the film.

Listening

2 Track 16 Track 17 Track 18 Track 19

Listen to four conversations.
Write letters to match the situations in **activity 1** with the conversations.

conversation	situation
1	C
2	
3	
4	



3 a Work with a partner.

Read the sentences in the box from the conversations in **activity 2**.

Write the sentences in the correct places in the table below.

Can I borrow your car?

~~Could I sleep on your sofa tonight?~~

I'm sorry, but I need the car tomorrow.

No, sorry. I want to watch the end of the film.

Is it OK if I watch the football?

May I use your phone?

~~Sure. No problem.~~

Yes, of course. Here you are.

conversation	asking for permission	response
1	Could I sleep on your sofa tonight?	Sure. No problem.
2		
3		
4		

b Track 16 Track 17 Track 18 Track 19 Listen and check your answers.

c Look at the table again. Circle the conversation numbers where people give permission.

Lesson 8 33

Conversation 3

Can I borrow your car?

I'm sorry, but I need the car tomorrow.

Conversation 4

May I use your phone?

Yes, of course. Here you are.

3b

Track 16 Track 17 Track 18 Track 19

Learners listen again to check their answers for **activity 3a**.

Track 16 (page 89, Student Book) 0:23

Conversation 1

Man - What time is it?

Woman - It's 12.45.

Man - Oh, no! It's too late to catch a train! Could I sleep on your sofa tonight?

Woman - Sure. No problem.

Track 17 (page 89, Student Book) 0:35

Conversation 2

Man - What are you watching?

Woman - Um? Oh, it's a movie. A love story. It's really romantic.

Man - Is it OK if I watch the football? It's a really important game...

Woman - No, sorry. I want to watch the end of the film. I want to see if the boy and girl get married.

Track 18 (page 89, Student Book) 0:27

Conversation 3

Ben - Dave, my girlfriend's coming back from America tomorrow. I want to meet her at the airport. Can I borrow your car?

Dave - I'm sorry, but I need the car tomorrow. I'm driving to Oxford on business.

Track 19 (page 89, Student Book) 0:22

Conversation 4

Woman - I'll call a taxi. Oh, wait! I don't have my mobile phone with me. May I use your phone?

Man - Yes, of course. Here you are.

Woman - Thanks very much.

3c

In pairs, learners look at the table again and circle the conversation numbers where people give permission. Feedback as a class.

3a answers

Permission is given in conversations **1** and **4**.

Language Focus

Go over the explanations and examples with learners.

Practice

4a

Go over the instructions and example to check understanding.

In pairs, learners write the words in the correct order to ask for permission. Feedback as a class.

4a answers

- 1) *Can I open the window?*
- 2) *Could I borrow your rubber?*
- 3) *Is it OK if I smoke?*
- 4) *May I use the toilet?*
- 5) *Can I sit here?*

4b

In pairs, learners write numbers to match the requests from **activity 4a** with the responses.

Feedback as a class.

4b answers

- 5 *No, sorry. My friend's using that chair.*
1 *Sure. No problem. It's hot in here.*
4 *Yes, of course. It's upstairs.*
3 *I'm sorry, but this is a no-smoking area.*
2 *Sure. Here you are.*

Language Focus

We can use the following expressions to **ask for permission**:

Can I
Could I
May I
Is it OK if I

+ base form of the verb

Can I borrow your car?
Could I sleep on your sofa tonight?
May I use your phone?
Is it OK if I watch the football?

We can use the following expressions when we **give permission**:

Sure. No problem.
Yes, of course.

We can use the following expressions when we **refuse permission**. We often give a reason.

No, sorry. (I want to watch the end of the film.)
* I'm sorry, but... (I need the car tomorrow.)

* This expression needs a reason.

Practice

4 a

Work with a partner.

Write the words in the correct order to ask for permission.

1 I / window / the / can / open

Can I open the window?

2 I / rubber / could / your / borrow

3 OK / is / listen to music / if / it / I

4 I / toilet / the / use / may

5 here / sit / I / can

b

Write numbers to match the requests from **activity 4a** with the responses below.

_____ No, sorry. My friend's using that chair.

1 Sure. No problem. It's hot in here.

_____ Yes, of course. It's upstairs.

_____ I'm sorry, but this is a quiet area.

_____ Sure. Here you are.



Sounding Natural

5a

Go over the instructions and model the IPA sounds.

Track 20 Learners listen and circle the sounds they hear in the underlined parts of the sentences.

5a answers

In all sentences the sound is /keɪjɪfaɪ/.

Track 20 (page 89, Student Book) 0:25

- 1) *Is it OK if I sit here?*
- 2) *Is it OK if I open the window?*
- 3) *Is it OK if I use the toilet?*

5b

Track 20 Learners listen again and copy the pronunciation.

Extension

You may like to do a substitution drill at this point.

Sounding Natural

5 a Track 20 Listen. Circle the sounds you hear in the underlined part of each sentence below.

- 1 Is it OK if I sit here? /keɪjɪfət/ /keɪ ɪfət/
- 2 Is it OK if I open the window? /keɪjɪfət/ /keɪ ɪfət/
- 3 Is it OK if I use the toilet? /keɪjɪfət/ /keɪ ɪfət/

b Track 20 Listen again and copy the pronunciation.

Time to Talk

6 a You are going to do four role-plays asking for permission.

Work in two groups, **A** and **B**.

Group A: read below.

Group B: go to page 86.

Role-play 1

- Your partner and you are on a business trip together.
- You are sitting on the train with your partner, reading a magazine.
- Listen to what your partner says and refuse permission.
(You are reading a story in the magazine.)

b Work with a partner from the other group and do the role-play.

example A: Excuse me, Bill.
B: Yes, Josh?
A: Is it OK if...

c Do the same with the other three role-plays.

Role-play 2

- You are in a shop. Your partner is the shop assistant.
- You want to look at the clothes in the shop, but you have a very heavy bag.

Role-play 3

- You have a house with a big garden. Your partner is your neighbour.
- Your partner comes and knocks on your door.
- Answer your door. Listen to what your partner says and refuse permission.
(You are leaving for work right now.)

Role-play 4

- You don't know your partner.
- You are with three friends in a café, but your table only has two chairs.
- Your partner is sitting at another table.
- You want to take one of the chairs from your partner's table.
- Go to your partner's table and ask politely.

Homework - turn to page 96

Lesson 8 35

Teaching Tip – Substitution Drill

Teacher says a phrase or part phrase. Learners respond by fitting the phrase into a longer item using the appropriate structure.

Teacher - "borrow your car"

Learner - "Is it OK if I borrow your car?"

Teacher - "sit here"

Learner - "Is it OK if I sit here?"

Etc.

Time to Talk

Explain that learners are going to role-play four situations.

Divide the class into A / B groups.

Direct **Group A** to look at the instructions further down the page.

Direct **Group B** to turn to **page 86** and look at the instructions there.

6a

Have learners read the information for **Role-play 1** and think about what to say. Allow learners time to think about what they are going to say. Monitor and assist as necessary.

6b

You may like to model this activity first with a more confident learner.

In A / B pairs, learners do **Role-play 1**. Monitor. Make a note of good use of language and any mistakes. Feedback briefly as a class. Who asked for permission? What for? Did they get permission?

Highlight good use of language and elicit correction of any mistakes.

6c

Follow the same procedure with the remaining three role-plays.

Homework

Highlight the homework reference at the bottom right of **page 35** in the Student Book. Ask learners to turn to **page 96**.

Set Lesson 8 **activities 1** and **2** for homework.

Go over the example for **activity 1**. Make sure learners understand what to do for **activity 2**.

Homework Answers

1

a) **A** - Can I sit here?

B - Yes, **of** course.

b) **A** - **May I** borrow your phone?

B - Yes, of course.

c) **A** - Could **I** look at your magazine?

B - No, sorry. I'm reading it.

d) **A** - Is it OK if **I use** your toilet?

B - Sure. No problem.

e) **A** - Can I order lunch?

B - **I'm** sorry, but the restaurant is closed.

2

Learner's own answers.

9 My Family

My Family

In this lesson - Tell people about your family

Core activities - 1-5, 7-8

Grammar - Possessives: **my/your/his/her/its/our/their**

Examples:

Mandy is my brother's wife.

Our son's room is quite small.

Introduction

1a

Direct attention to the family tree and check learners understand what it shows.

Go over the instructions and example to check understanding.

In pairs, learners look at the family tree and underline the correct words to complete each sentence. Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a answers

- 1) Rose is Tonya and Nick's daughter/**mother**.
- 2) Nancy is Nick's **wife**/niece.
- 3) Adam is Nick and Nancy's **son**/uncle.
- 4) Gary is Tonya's uncle/**husband**.
- 5) Marcy is Nick and Nancy's granddaughter/**daughter**.
- 6) Darcy is Albert and Rose's **granddaughter**/wife.
- 7) Tonya is Marcy and Adam's **aunt**/mother.
- 8) Nick is Darcy's **uncle**/nephew.
- 9) Darcy is Nick and Nancy's mother/**niece**.
- 10) Adam is Gary and Tonya's son/**nephew**.
- 11) Darcy is Marcy and Adam's granddaughter/**cousin**.

Extension

If learners are interested, you could use the family tree to teach other family relationships, e.g. mother-in-law.

1b

Go over the instructions and example to check understanding.

In pairs, learners use the information from the family tree to complete the sentences. Monitor and assist as necessary.

Learners will need to notice how apostrophe s ('s) is used in the sentences in activity 1a to show possession, but don't go into any lengthy explanations at this stage of the lesson.

Feedback as a class. Teach, drill, and board any unfamiliar family words.

9 My Family

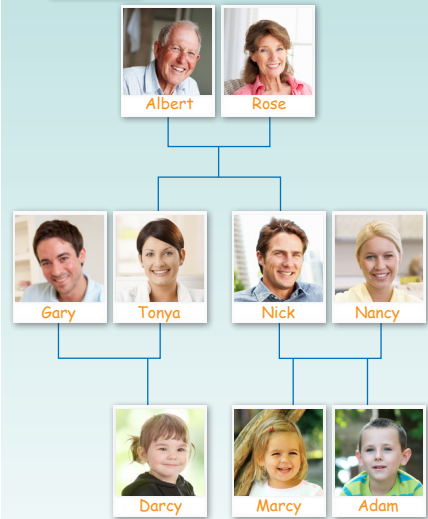
Introduction

1a Work with a partner.

Look at the family tree and underline the correct words to complete the sentences below.

- 1 Rose is Tonya and Nick's daughter / mother.
- 2 Nancy is Nick's wife / niece.
- 3 Adam is Nick and Nancy's son / uncle.
- 4 Gary is Tonya's uncle / husband.
- 5 Marcy is Nick and Nancy's granddaughter / daughter.
- 6 Darcy is Albert and Rose's granddaughter / wife.
- 7 Tonya is Marcy and Adam's aunt / mother.
- 8 Nick is Darcy's uncle / nephew.
- 9 Darcy is Nick and Nancy's mother / niece.
- 10 Adam is Gary and Tonya's son / nephew.
- 11 Darcy is Marcy and Adam's granddaughter / cousin.

Family Tree



b Use the information from the family tree to complete the sentences below.

- 1 Gary is Darcy's father.
- 2 Tonya is _____ sister.
- 3 Nick is _____ brother.
- 4 Adam is Albert and _____ grandson.
- 5 Albert is Darcy, Adam and _____ grandfather.
- 6 Rose is Marcy, Darcy and _____ grandmother.

1b answers

- 1) Gary is **Darcy's** father.
- 2) Tonya is **Nick's** sister.
- 3) Nick is **Tonya's** brother.
- 4) Adam is Albert and **Rose's** grandson.
- 5) Albert is Darcy, Adam and **Marcy's** grandfather.
- 6) Rose is Marcy, Darcy and **Adam's** grandmother.

In this lesson: Tell people about your family

Grammar: Possessives: my/your/his/her/its/our/their



Listening

2 a **Track 21** Olivia is showing Mark some photographs. Listen and number the photographs above in the order that Olivia and Mark talk about them.

b **Track 21** Listen again. Write **T** (true) or **F** (false) next to each statement below.

- 1 Dylan is Olivia's brother. **T** 4 Pam is Olivia's best friend.
- 2 Kate is Dylan's sister. 5 Cody is Pam and Ben's nephew.
- 3 The dog's name is Pickles. 6 Emily and Logan are Olivia and Ryan's children.

c Work with a partner. Read the sentences below from Olivia and Mark's conversation. What do the underlined words mean? Circle the correct option.

1 Is this <u>your brother</u> ?	Mark's brother	<u>Olivia's brother</u>
2 That's Dylan, and that's <u>his wife</u> , Kate.	Mark's wife	Dylan's wife
3 That's a lovely dog! What's <u>its name</u> ?	The dog's name	The boy's name
4 This is my best friend, Pam, and <u>her family</u> .	Olivia's family	Pam's family
5 That's <u>their son</u> , Cody.	Pam and Ben's son	Olivia's son
6 This is my husband, Ryan, and <u>our children</u> , Emily and Logan.	Olivia and Ryan's children	Dylan and Kate's children

3 Do you carry photographs of family and friends with you? Who?

Lesson 9 37

Listening

2a

Direct attention to the picture of Olivia and explain the situation: Olivia is showing Mark some photos (on her phone).

Direct attention to the pictures of families on the page and explain that these are pictures Olivia is showing Mark. Elicit what learners can see in the pictures (number of people, etc.) and check learners understand how the names in the captions are pronounced.

Go over the instructions and example to check understanding.

Track 21 Learners listen and number the pictures in the order Olivia and Mark talk about them. Feedback in pairs and then as a class.

2a answers

Top to bottom: 3, 1, 2

2b

Go over the instructions and example to check understanding.

Track 21 In pairs, learners listen again and write **T** (true) or **F** (false) next to each statement. Feedback as a class.

2b answers

- 1) Dylan is Olivia's brother. **T**
- 2) Kate is Dylan's sister. **F**
- 3) The dog's name is Pickles. **T**
- 4) Pam is Olivia's best friend. **T**
- 5) Cody is Pam and Ben's nephew. **F**
- 6) Emily and Logan are Olivia and Ryan's children. **T**

Track 21 (page 89, Student Book) 0:58

Mark - Is this your brother?

Olivia - Yes. That's Dylan, and that's his wife, Kate, and their two beautiful children, Emma and Jack.

Mark - Oh, and that's a lovely dog! What's its name?

Olivia - Oh, that's Pickles. The children love him.

Mark - And what about this photo... Who's this?

Olivia - Ah, this is my best friend, Pam, and her family. That's Ben, her husband, and that's their son, Cody. They're really nice.

Mark - They do look nice.

Olivia - And this is a picture of my family. This is my husband, Ryan, and our children, Emily and Logan.

Mark - They're lovely. You're very lucky.

2c

Go over the instructions and example to check understanding.

In pairs, learners read the sentences from Olivia and Mark's conversation and circle the correct option on the right to say what the underlined words in each sentence mean.

Monitor and assist as necessary.

Feedback as a class.

2c answers

- 1) Olivia's brother
- 2) Dylan's wife
- 3) The dog's name
- 4) Pam's family
- 5) Pam and Ben's son
- 6) Olivia and Ryan's children

3

Take brief responses to the question as a way of rounding off this activity.

Language Focus

Go over the explanations and examples with learners. Highlight the fact that **'s** (*apostrophe s*) is also used as a short form of **is** and that we can understand what it means from context.

Extension

With a stronger class, or if anyone asks, you may like to give the rules for using possessive 's with regular plural nouns (just add an apostrophe after the final s – the boy's toys = for one boy; the boys' toys = for more than one boy) and with irregular plural nouns (just add apostrophe s – the children's room), but be careful of overloading learners with too much information all at once.

Practice

4a-f

Go over the instructions and example to check understanding.

In pairs, learners read the sentences and write P (possessive) or I (is) next to each sentence below to show if the underlined **s** is possessive or a short form of *is*. Monitor and assist as necessary.

Feedback as a class.

4a-f answers

- My mother's name is Mary.* **P**
- My mother's seventy years old.* **I**
- Jane's wearing a coat.* **I**
- Jane's coat is blue.* **P**
- New York's buildings are very tall.* **P**
- New York's very big.* **I**

5a-h

Go over the instructions and example to check understanding.

In pairs, learners complete the sentences with *my/our/your/his/her/their/its*.

Monitor and assist as necessary.

Feedback as a class.

5 answers

- Nikki is going to the concert with **her** friends.*
- We like **our** boss because he's very nice.*
- Bob has got a brother and a sister. **His** brother is 18 and **his** sister is 16.*
- I know Alice, but I don't know **her** husband.*
- Mr and Mrs Johnson live in New York. **Their** daughter lives in San Francisco.*
- I love Italian food. It's **my** favourite kind of food.*
- Do you like **your** job?*
- That's a lovely bird. **Its** song is really beautiful.*

Language Focus

- We can add 's to names and singular nouns to show that something *belongs* to someone or something. This is called the **possessive 's**.

That isn't Dylan's dog.
This shop's prices are very low.

If something belongs to more than one person, 's goes on the last name only.

- ✓ Olivia and Ryan's children.
- X Olivia's and Ryan's children.

- We use the words below in **bold** before nouns, to talk about who or what things belong to.

This is **my** family.
Is this **your** scarf?
This is **his** car.
Is this **her** cat?
These are **their** books.
We love **our** house.
I saw a cheap dress, but **its** colour was horrible.

tip

Be careful:
sometimes 's is a short form of *is*.
Tom's a doctor. ('s = is)
This is Tom's bag. ('s = belongs to Tom)

Practice

- Work with a partner.

Write **P** (possessive) or **I** (is) next to each sentence below to show if the underlined 's is possessive or a short form of *is*.

- My mother's name is Mary.
- My mother's seventy years old.
- Jane's wearing a coat.
- Jane's coat is blue.
- New York's buildings are very tall.
- New York's very big.

- Work with a partner.

Complete the sentences below with **my / our / your / his / her / their / its**.

- Nikki is going to the concert with her friends.
- We like our boss because he's very nice.
- Bob has got a brother and a sister. His brother is 18 and his sister is 16.
- I know Alice, but I don't know her husband.
- Mr and Mrs Johnson live in New York. Their daughter lives in San Francisco.
- I love Italian food. It's my favourite kind of food.
- Do you like your job?
- That's a lovely bird. Its song is really beautiful.



Sounding Natural

6a

This activity aims to highlight the / 3: / sound which some learners (e.g. Japanese) find difficult to produce. Go over the instructions and example to check understanding.

- **Track 22** Learners listen and circle **S** (same) or **D** (different) next to each sentence to show whether the underlined sounds in each sentence are the same or different.

6a answers

See CD script for Track 22.

Track 22 (page 89, Student Book) 0:43

(answers given on the right, together with the IPA symbol for each of the two sounds).

- It's her car. D /3:/ /ɑ:/
- It's her shirt. S /3:/ /3:/
- It's her purse. S /3:/ /3:/
- It's her bar. D /3:/ /ɑ:/
- It's her jar. D /3:/ /ɑ:/
- It's her turn. S /3:/ /3:/

Sounding Natural

6 a **Track 22** Are the underlined sounds in each sentence the same or different? Circle **S** (same) or **D** (different) next to each sentence.

- 1 It's her car. S / **D** 4 It's her bar. S / D
2 It's her shirt. S / D 5 It's her jar. S / D
3 It's her purse. S / D 6 It's her turn. S / D

b **Track 22** Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own.
Draw your family tree in the space below.



b Work with a partner.
Use your family trees to tell each other about your families.
Ask and answer questions to get extra information.

example A: This is my sister, Nicole, and her husband John.
B: What do they do?
A: She's a nurse, and he's an engineer.
B: Where do they live?

8 Tell the class three things about your partner's family.

example Tom's sister is a nurse and her name is Nicole.
Nicole's husband is an...

Homework - turn to page 97

Lesson 9 39

6b

Track 22 Learners listen again and copy the pronunciation.

Time to Talk

7a

Go over the instructions and check understanding. Model the activity briefly by drawing your own family tree, with names, on the board. Set a time limit of, say, four minutes to keep the family trees that learners draw to a reasonable size. Learners work independently to draw their family tree in the space provided in the book. Monitor and assist as necessary.

7b

Go over the instructions and examples to check understanding. Highlight the fact that learners should ask and answer questions to get extra information. Ask learners to make a note of three interesting things about their partner's family to tell the class later.

You may also like to model the activity by using the family tree you drew on the board to talk briefly about your own family.

In pairs, learners use their family trees to tell each other about their families. Monitor. Note good use of vocabulary and language, and any mistakes.

8

Feedback. Learners tell the class three things about their partner's family.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 39** of the Student Book. Ask learners to turn to **page 97**.

Set Lesson 9 **activities 1** and **2** for homework.

Go over the examples and check learners understand what to do.

Homework Answers

1

- Ben is Tommy's brother.
- Paul is Emma's husband.
- John is Paul's father.
- Mary is Anna's grandmother.
- Sarah is Paul's sister.
- Dave is Tommy's uncle.

2

- John has two children. **His** son is eight years old and **his** daughter is five years old.
- I know Tim, but I don't know **his** brother.
- I live in Sydney. **My** brother lives in Melbourne.
- Mr and Mrs Johnson play golf. It's **their** favourite sport.
- I met this really pretty girl last night. She gave me **her** phone number.
- They bought a new car. **Their** old one stopped working.
- Do you like **my** new car? I just bought it last week.
- My sister isn't home. She's out with **her** friends.

Art

In this lesson - Talk about art

Core activities - 1-3, 5-6, 8-9

Skills - Extended speaking and vocabulary

Warmer

On the board, write "At the weekend, I went to..."

Encourage a confident learner to complete the sentence, e.g. *At the weekend, I went to the shops.*

Now continue by repeating the sentence and adding a word or phrase of your own, e.g. *At the weekend, I went to the shops and bought a hat.*

Learners continue adding to the sentence. If someone makes a mistake, he/she is out and the game continues until there's only one remaining.

Introduction**1a**

Go over the instructions and example and check learners know what to do. Learners write vowels to complete the words under the pictures.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a answers

- 1) a sculpture
- 2) a painting
- 3) a vase
- 4) a print
- 5) a drawing
- 6) a photograph

1b

Go over the instructions and examples and check learners know what to do. Learners write the words from **activity 1a** next to the correct verbs below. Monitor and assist as necessary.

Feedback as a class.

1b answers

- 1) draw **a drawing**
- 2) make **a sculpture, a vase, a print**
- 3) paint **a painting**
- 4) take **a photograph**

Introduction

1 a Write the vowels to complete the words under the pictures.



1 a scul~~pt~~ure



2 a p__nt__ng



3 a v_s__



4 a pr_nt



5 a dr_w__ng

b Write the words from **activity 1a** next to the correct verbs below.

1 draw a drawing

2 make _____

3 paint _____

4 take _____



6 a ph_t_gr_ph

In this lesson: **Talk about art**
Skills: *Extended speaking and vocabulary*

Time to Talk 1

2a

Draw learners' attention back to the pictures of art in **activity 1a**. Go over the instructions and check learners know what to do. Monitor and assist as necessary.

Teaching Tip – Ranking Activities

Ranking activities encourage learners to use language interactively. They have to compare, explain or defend their choices. Set a time limit because learners often vary in the time they take to decide.

2b

Learners change partners and share their ideas. The new pairs decide on the best kind of art for the learners' school reception area. Monitor and assist as necessary.

2c

Learners discuss their ideas as a class.

Highlight good use of language and elicit correction of any mistakes.

Time to Talk 1

- 2 a** Work with a partner. Look at the different pieces of art in **activity 1**. Rank them from **1-6** (1 = the best kind of art for your school reception area).

- b** Change partners and compare your lists from **activity 2a**. Decide the best kind of art for your school reception area.
- c** Share your ideas with the class.

Memo

Vocabulary

3a-f

Go over the instructions and example and check learners know what to do. Learners write the words from the box under the correct pictures.

Feedback as a class. Teach, drill, and board any unfamiliar items.

3a-f answers

- abstract art
- landscape painting
- folk art
- modern art
- portrait painting
- black and white photograph

4a

Go over the instructions and examples and check learners know what to do. Learners match the words from the box with their opposites in the table.

Feedback as a class. Teach, drill, and board any unfamiliar items.

4a answers - in bold.

Column A	Column B
beautiful	ugly
cheerful	sad
colourful	dull
interesting	boring

4b

Ask learners which column has words with positive meaning, **A** or **B**?

4b answers

Column A

5a-h

Go over the instructions and example and check learners know what to do. Learners read the sentences and underline the correct adjective. Monitor and assist as necessary.

Feedback as a class.

5a-h answers

- He's nice, but his clothes are **dull**. He never wears any bright colours.
- I don't like looking at camels because they're **ugly** animals.
- Wow, that film was **boring!** We fell asleep 20 minutes after it started.
- The little boy was **sad** when his goldfish died.
- I think John's new girlfriend is a model. She's **beautiful**.
- The Rio Carnival is great. You can see thousands of **colourful** costumes and floats.
- The book was really **interesting**. I couldn't stop reading it.

Vocabulary

- 3 Write the words from the box under the correct picture. 4 a Match the words from the box with their opposites in the table below.



a abstract art

abstract
black and white
folk
landscape
modern
portrait



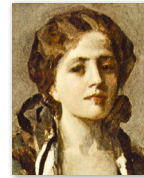
b _____ painting



c _____ art



d _____ art



e _____
painting



f _____
photograph

cheerful
dull

interesting
ugly

Column A

beautiful

colourful

Column B

ugly

sad

boring

- b Which column has words with a positive meaning, **A** or **B**?

- 5 Read the sentences below and underline the correct adjective.

- He's nice, but his clothes are **colourful** / **dull**. He never wears any bright colours.
- I don't like looking at camels because they're **beautiful** / **ugly** animals.
- Wow, that film was **interesting** / **boring!** We fell asleep 20 minutes after it started.
- The little boy was **cheerful** / **sad** when his goldfish died.
- I think John's new girlfriend is a model. She's **beautiful** / **ugly**.
- The Rio Carnival is great. You can see thousands of **colourful** / **dull** costumes and floats.
- The book was really **interesting** / **boring**. I couldn't stop reading it.
- Mona is really fun to be with because she's always **cheerful** / **sad**.

- 6 a Work with a partner. Use adjectives from activity 4a to describe each piece of art in activity 3. You can use the adjectives more than once.

- b Share your ideas with the class.

example We think the abstract art is colourful and interesting.

h) Mona is really fun to be with because she's always **cheerful**.

6a

Go over the instructions and check learners know what to do. In pairs, learners choose adjectives from **activity 4a** to describe each piece of art in **activity 3**. Learners can use the adjectives more than once.

6b

Feedback as a class. Learners share their ideas with the class.

Time to Talk 2

7 a Read the questions below about art. Make a note of your answers.

1. What kind of art do you like?
2. How often do you visit galleries or museums?
3. Do you have any art at home?
- 4.
- 5.
- 6.

b Write three more questions about art. Add them to the list of questions in **activity 7a**.

8 a Work with a partner.

Ask and answer the questions in **activity 7**. Make a note of your partner's answers.

example A: What kind of art do you like, Nicole?
B: I like modern art because it's interesting.

b Tell the class about your partner's answers.

example Nicole likes modern art because she thinks it's interesting.

Homework - turn to page 98

Skills Lesson 10 43

Time to Talk 2

7a

Read through the questions and check understanding. You may like to make a note of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

7b

Learners write three more questions and add them to the list of questions in **activity 7a**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

8a

In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

8b

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 43** in the Student Book. Ask learners to turn to **page 98**.

Set Lesson 10 **activities 1** and **2** for homework. Highlight the example from **activity 1a** and do an example from **2** together.

Homework Answers

1

- a) To **make** a print, you need ink.
- b) You don't need an expensive camera to **take** a beautiful photograph.
- c) I learnt how to **make** a vase in pottery class.
- d) You need some good tools to **make** a statue.
- e) To **paint** a portrait, you need good paintbrushes.
- f) I always carry my sketchbook and pencils with me. I love to **draw** people on the train.

2

s t o g x v v x a l s m v y g
o u d u e a d b o r i n g z f
g e d l j p i i f r q u v s u
w l q c a m n c i j m c c g y
f q b s j o t f t j n o d d c
d j e f i s e a b x j l i q h
c f a p e n r e x v q o y w e
n d u l l s e f d l r u w h e
y k t r b r s l w i g r b i r
b h i s s r t v u y r f m w f
d b f j k c i m r o l u f s u
a p u k v y n d j m k l k w l
t p l q y u g l y r q t m e v
w u i u g l k a a u t i m e m
r t f w v c s a d e f x p v m

11 In the Past

In the Past

In this lesson - Talk about last week

Core activities - 1, 3-6, 8-9

Grammar - Past simple

Examples:

He got married last week.

We didn't learn Italian at school.

What did you do last weekend?

Did they work late yesterday?

Introduction

1a

Go over the instructions and examples to check understanding. In pairs, learners complete the diagram with the time expressions from the box. Monitor and assist as necessary.

Feedback as a class.

1a answers

past _____ now

last weekend		yesterday		today
last Saturday	last Sunday	yesterday morning	last night	this morning

1b

In pairs, learners think of two more past time expressions. Monitor and assist as necessary.

Feedback as a class. Take any reasonable answers.

1b possible answers

Last Friday, yesterday afternoon, last week, last Tuesday evening.

You may like to introduce "the day before yesterday".

2a

Go over the instructions and example to check understanding. Highlight the fact that some words and phrases can go with more than one verb. In pairs, learners write the words from the box next to the verbs they go with. Monitor and assist as necessary.

Feedback as a class. Accept any reasonable answers.

2a answers

be - born, children, married, Italian
get - married
go - around the world, to school

11 In the Past

Introduction

1 a Work with a partner. Use the words from the box to complete the diagram below.

last night last Saturday	last Sunday last weekend	this morning today	yesterday yesterday morning
past		now	
last weekend		yesterday	
last Saturday			

b Think of two more past time expressions. Tell the class.

2 a Work with a partner.

Write the words from the box next to the verbs in the table. Some words can go with more than one verb.

around the world	Italian
born	married
children	to school

be	born
get	
go	
have	
speak	
travel	



b Think of one more word or phrase that can go with each verb in **activity 2a**. Write them next to the verbs they can go with.

c Share your ideas with the class.

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have - children
speak - Italian
travel - around the world, to school

2b

Go over the instructions to check understanding. Elicit one or two words and phrases that can go with *be* (e.g. *be happy, be late for work*).

In pairs, learners think of one more word or phrase that can go with each verb in **activity 2a** and write them next to the verbs they can go with. Monitor and assist as necessary.

2b suggested answers

be - hot, British
get - lunch, up
go - to work, home
have - lunch, a sister
speak - Japanese, to a friend
travel - by train, around Europe

2c

Feedback as a class.

Reading

3 a Work with a partner. Look at the stamps on the right. Discuss what you know about the people in the pictures.

example A: Who's this?
B: I'm not sure. A Queen of England, I think.

b Share your ideas with the class.

4 Read the information in the tables about the people in the pictures, then complete the activities below.

a Write 'Freddie' or 'Victoria' to complete the statements.

- 1 Victoria was the Queen of England.
- 2 _____ was a rock star.
- 3 _____ was born in London, in the United Kingdom.
- 4 _____ spoke German, English, French and Hindustani.
- 5 _____ didn't get married.
- 6 _____ travelled all over the world.

b Write *one* word or number from the tables to answer each question below.

- 1 What year was Freddie born? 1946
- 2 What was Freddie's first language? _____
- 3 How many daughters did Victoria have? _____
- 4 When did Victoria die? _____

c Write *Yes* or *No* to answer each question below.

- 1 Was Victoria a rock star? No
- 2 Did Freddie go to school in India? _____
- 3 Did Victoria like painting? _____
- 4 Did Freddie have children? _____

5 What is the most surprising thing in the information about Victoria and Freddie?



Name	Victoria
Job	Queen of England
Place of birth	London, the UK
Date of birth	24 May 1819
School	at home
Hobbies	singing, painting and drawing
Marital status	married 10 February 1840
Children	9: 4 boys, 5 girls
First language	German
Other languages	English, French, Hindustani
Travel	France, Germany, Italy
Died	1901



Name	Freddie Mercury
Job	rock star
Place of birth	Zanzibar
Date of birth	5 September 1946
School	India
Marital status	single
Children	no children
First language	Gujerati
Other languages	English
Travel	all over the world
Died	1991

For your information

The people are

1/ Queen Victoria (1819-1901), Queen of England, Ireland, Scotland and Wales and Empress of India. This is the monarch who gave her name to the Victorian age.

2/ Freddie Mercury (1946-1991), musician and lead singer of the rock group Queen. Famous for, among other songs, *Bohemian Rhapsody*.

4a

Read through the information in the tables and explain any unfamiliar items. For example place of birth ('the place where someone is born'), marital status (this was introduced in lesson 1, but you may like to check it here), Gujerati and Hindustani (Indian languages) Zanzibar (an island off the coast of Africa).

Go over the instructions and example to check understanding. In pairs, learners write *Freddie* or *Victoria* to complete the statements.

Monitor and assist as necessary.
Feedback as a class.

4a answers

- 1) **Victoria** was the Queen of England.
- 2) **Freddie** was a rock star.
- 3) **Victoria** was born in London, in the United Kingdom.
- 4) **Victoria** spoke German, English, French and Hindustani.
- 5) **Freddie** didn't get married.
- 6) **Freddie** travelled all over the world.

4b

Go over the instructions and example to check understanding. In pairs, learners write one word or number from the tables to answer the questions. Monitor and assist as necessary.

Feedback as a class.

4b answers

- 1) What year was Freddie born? **1946**
- 2) What was Freddie's first language? **Gujerati**
- 3) How many daughters did Victoria have? **5**
- 4) When did Victoria die? **1901**

4c

Go over the instructions and example to check understanding. In pairs, learners write **Yes** or **No** to answer each question. Monitor and assist as necessary.

Feedback as a class.

4c answers

- 1) Was Victoria a rock star? **No**
- 2) Did Freddie go to school in India? **Yes**
- 3) Did Victoria like painting? **Yes**
- 4) Did Freddie have children? **No**

5

Take brief answers to round off the reading activity.

Teaching Tip – Collocation

It's a good idea to sensitise learners to which words 'naturally' go together in English – 'collocation'. There is no logical reason we say 'heavy rain' and 'strong wind', rather than 'heavy wind' and 'strong rain', but we do. We can help learners get a feel for these kinds of quirks in language by drawing attention to common verb-noun, verb-preposition and adjective-noun combinations when teaching vocabulary.


Reading

3a


Draw attention to the pictures. Explain that both of these people are famous in Britain. Point out features of the pictures and encourage speculation (for example, Queen Victoria's crown, the way Freddie Mercury is dressed – 'Is he an office worker?').

Go over the instructions to check understanding. In pairs, learners look at the pictures and discuss what they know about the people in them.

Sounding Natural

7 a  Listen. How do we say the underlined parts of the sentences below?

- 1 What did you do last night?
- 2 When did you finish work yesterday?
- 3 What did you have for breakfast this morning?
- 4 Did you get a takeaway at the weekend?

b  Listen again and copy the pronunciation.

Time to Talk

8 a Work on your own. Read the questions below and make a note of your answers.

1. What did you have for breakfast yesterday morning?

2. Did you go for a drink last weekend?

3. Who did you see last Saturday?

4. Did you have a lie-in last Sunday?

5.

6.

7.

b Write three more questions for a partner about last week and add them to the list in **activity 8a**.

9 a Work with a partner. Ask and answer the questions from **activity 8**. Ask more questions to get extra information. Make a note of your partner's answers.

- example** A: What did you have for breakfast yesterday morning?
B: I didn't have breakfast.
A: Why not?
B: I was late for work!

b Tell the class about your partner's answers.

Homework - turn to page 99

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Time to Talk

8a

Read through the questions and check understanding. You may like to make notes on the board of your own answers to the questions as a model. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

8b

Learners write three more questions about last week and add them to the list of questions in **activity 8a**. You may like to first elicit some possible questions from the class as a whole.

Allow learners time to think and write. Monitor and assist as necessary.

9a

In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

9b

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.


Homework

Highlight the homework reference at the bottom right of **page 47** of the Student Book. Ask learners to turn to **page 99**.

Set Lesson 11 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Sounding Natural

7a

 **Track 24** Learners listen for how we say the underlined parts of the sentences.


7a answers

It tends to be pronounced as /dɪdʒu:/.
This is an example of assimilation.

Track 24 (page 89, Student Book) 0:33

- 1) What did you do last night?
- 2) When did you finish work yesterday?
- 3) What did you have for breakfast this morning?
- 4) Did you get a takeaway at the weekend?

7b

 **Track 24** Learners listen again and copy the pronunciation.

Homework Answers

1

base form	past form
tidy	tidied
give	gave
sing	sang
make	made
listen	listened
buy	bought
live	lived
start	started
use	used

2

- a) I **bought** this lovely painting at the market yesterday. It was really cheap.
- b) Did you **live** in a big house when you were a child?
- c) I **tidied** my room yesterday. It looks really nice now!
- d) Did your sister **sing** a lot at the karaoke last night?
- e) My mother **gave** me this beautiful watch for my birthday.
- f) What time did the film **start**?
- g) What did you **make** for dinner last night?
- h) I never **used** a computer when I was young.
- i) You didn't **listen**! I said turn left, not right!

12 A Nice Hotel

A Nice Hotel

In this lesson - Choose a hotel to stay in

Core activities - 1-6a, 8

Grammar - Superlatives

Examples:

She's the fastest runner in the world.

It's the most popular song this summer.

They're the busiest people in the company.

Introduction

1a

Explain that this lesson is about hotels and ask a few questions to introduce the subject: Do learners enjoy staying in hotels? Why / Why not? Do they usually stay in hotels for business or on holiday? Etc.

Go over the instructions and check understanding. Go through the list in **activity 1a** and explain any unfamiliar items, e.g. *location* (the place where something is), *a good price* (when the money you pay for something is good – not too high – for what you get).

Learners work independently and number the items on the list to say how important each is to them when staying in a hotel (1 = very important, 2 = quite important, 3 = not so important).

Allow learners time to think and write. Monitor and assist as necessary.

1b

In pairs, learners compare their ratings of the items from **activity 1a**.

1c

Feedback. Learners tell the class about their partner's answers.

2

Draw attention to the pictures on the page. Make sure learners understand that each set of pictures is of a different kind of hotel. Encourage speculation about what each hotel is like, but don't go into too much detail yourself at this point – learners will find out more in the **Reading** activity.

For your information

All the hotels in this lesson are fictional, but based on real-life establishments. The set of pictures in box A depicts a luxurious beach hotel in Bali, the set in box B depicts a rural Bed and Breakfast in the Cotswolds – an area in the UK – and the set in box C depicts an 'ice hotel'. Several ice hotels actually exist, notably in Canada, Scandinavia and Hokkaido, Japan.

Go over the instructions and check understanding. In pairs, learners write the adjectives from the box in the appropriate spaces to describe each hotel. Monitor and assist as necessary.

12 A Nice Hotel

Introduction

1 a Work on your own. Read the list below. How important are the things on the list to you when you stay in a hotel? Write **1, 2, or 3** next to each one (1 = very important, 2 = quite important, 3 = not so important).

- clean rooms
- internet access
- good food
- nice location
- friendly staff
- a good price
- first-class service

b Compare your ideas with a partner.

c Tell the class about your partner's answers.

example Internet access is very important to Mina, but it's not so important to me.

2 Work with a partner.

Write the words in the box to describe the pictures of the hotels. Words may be used more than once.

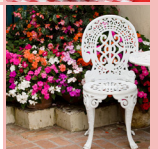
- | | |
|-----------|-------------|
| beautiful | interesting |
| big | peaceful |
| cheap | pretty |
| cold | romantic |
| delicious | small |
| expensive | unusual |
| friendly | |



A
beautiful



B



C



Feedback as a class. Accept any reasonable answers. Teach, drill, and board any unfamiliar items.

2 suggested answers

Hotel A

beautiful, expensive, peaceful, romantic

Hotel B

cheap, delicious, friendly, pretty, small

Hotel C

big, cold, interesting, unusual

Reading

3a

Go over the instructions and check understanding. Stress to learners that they do not need to understand every word in order to complete the activity.

Learners read the descriptions of the hotels and circle A, B or C next to each, to match them with the hotels in the pictures in **activity 2**. This is a skim reading activity, so set a short time limit of, say, one minute. Monitor and assist as necessary.

Feedback in pairs and then as a class.

Reading

- 3 a Read the entries from a website for booking hotels. Circle A, B, or C to match them with the hotels in the pictures in **activity 2**.

- b Work with a partner.

Read the website entries again and circle T (true) or F (false) next to each statement below.

- 1 The Ice Palace is cheaper than the Halus Hotel. T F
- 2 The Avon Inn is more expensive than the Ice Palace. T / F
- 3 The Halus Hotel is colder than the Ice Palace. T / F
- 4 The website has a smaller hotel than the Avon Inn. T / F
- 5 The Ice Palace has a bigger room than the Snow White Chapel. T / F
- 6 The website has cheaper hotels than the Halus Hotel. T / F
- 7 The website has more unusual hotels than the Ice Palace. T / F

- 4 Would you like to stay in one of the hotels in **activity 3**? Which one? Why?

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3a answers

Entry 1 - C
Entry 2 - B
Entry 3 - A

Teaching Tip – Skim Reading

Skimming a text, also known as 'reading for gist', is where we cast our eyes over a text to get the main ideas – what kind of text it is (advertisement, article, etc.) and what it is about. It's the kind of reading we do when we flick through a magazine to decide what to read. Setting a time limit for learners to decide what a text is about and then match it to pictures or headlines, is one way to train them in this skill.

Reading Text 1

This is the coldest hotel on our website! The temperature in the rooms is -5°C , but people come from all over the world to stay here. The Ice Palace in Canada is perhaps the most unusual hotel on our site – all 45 rooms are made of ice and snow. The biggest room is the Snow White Chapel – very popular for weddings.
one person, one night - £99

Reading Text 2

Some people say that the Cotswolds is the prettiest place in England. Now you can enjoy this lovely part of the UK in a traditional British hotel. The Avon Inn is the smallest hotel on our site – it has only one room – but it has the most delicious full English breakfast, cooked for you every day by the friendly owner, Carol Thatcher.
one person, one night - £30

Reading Text 3

This is not the cheapest hotel on our site, but it offers first-class service at a good price. The hotel has only ten rooms, each with a private beach. You can enjoy the beautiful sea and fantastic weather – the temperature here never falls below 20°C . The Halus Hotel in Bali – for the most romantic holiday of your life.
one person, one night - £239

3b

Go over the instructions and check understanding. In pairs, learners read the website entries again and circle T (true) or F (false) next to each statement. Monitor and assist as necessary. Feedback as a class.

3b answers

- 1) The Ice Palace is cheaper than the Halus Hotel. **T**
- 2) The Avon Inn is more expensive than the Ice Palace. **F**
- 3) The Halus Hotel is colder than the Ice Palace. **F**
- 4) The website has a smaller hotel than the Avon Inn. **F**
(- 'The Avon Inn is the smallest hotel on our site!')
- 5) The Ice Palace has a bigger room than the Snow White Chapel. **F**
(- 'The biggest room is the Snow White Chapel!')
- 6) The website has cheaper hotels than the Halus Hotel. **T**
(- 'This is not the cheapest hotel on our site!')
- 7) The website has more unusual hotels than the Ice Palace. **F**
(- 'The Ice Palace... is perhaps the most unusual hotel on our site!')

4

Take brief responses to the questions as a way of rounding off this section of the lesson.

Language Focus

Go over explanations and examples with learners. Highlight the fact that there are additional spelling rules in the **Language Reference** section on Student Book **page 110** (these are to do with cases where we double consonants when forming superlatives: big → biggest).

5

In pairs, learners look at the hotel descriptions in **activity 3** and find one example of each kind of regular superlative adjective. Monitor and assist as necessary.

Feedback as a class.

5 answers

+ -est: *coldest, biggest (entry 1); smallest (entry 2); cheapest (entry 3)*
y → iest: *prettiest (entry 2)*
most: *most unusual (entry 1); most delicious (entry 2); most romantic (entry 3)*

Practice

6a

Go over the instructions and example to check understanding. In pairs, learners use the prompts to complete the dialogues with the superlative form of the adjectives. Monitor and assist as necessary.

Feedback as a class.

6a answers

See CD script for Track 25 - answers in **bold**.

6b

Track 25 Learners listen and check their answers.

Track 25 (page 89, Student Book) 1:08

- A** - Yesterday was very cold.
B - Yes, it was **the coldest** day of the year.
- A** - That's a really tall building.
B - Yes, it's **the tallest** building in town.
- A** - He's really handsome.
B - Well, he's **the most handsome** man in my office.
- A** - She was interesting.
B - Yes, she was **the most interesting** woman at the party.
- A** - That's a pretty dress.
B - Thank you. I bought it because it was **the prettiest** dress in the shop.
- A** - This food is good!
B - Yes, it's **the best** dish on the menu.

Extension

You may like to have learners practise the dialogues in pairs.

Language Focus

We use the **superlative** forms of **adjectives** to compare three or more things.

The Avon Inn is **the smallest** hotel on our site.

The Ice Palace is **the most unusual** hotel in the world.

We form **superlatives** in this way:

Adjectives with one syllable:
add **-est**

cheap → **cheapest**
cold → **coldest**

Adjectives with two syllables, ending in **-y**:
change the **-y** to **-iest**

pretty → **prettiest**
friendly → **friendliest**

Other adjectives:
use **most**

expensive → **most** expensive
romantic → **most** romantic

Two common irregular adjectives

good → **best**
bad → **worst**

See the *Language Reference* on **page 110** for more spelling rules for regular superlative adjectives.

5 Work with a partner. Look at the hotel descriptions in **activity 3** and find one example of each kind of regular superlative adjective.

Practice

- 6 a** Work with a partner. Use the prompts to complete the dialogues with the superlative form of the adjectives.
- A:** Yesterday was very cold.
B: Yes, it was **the coldest** day of the year.
 - A:** That's a really tall building.
B: Yes, it's _____ building in town.
 - A:** He's really handsome.
B: Well, he's _____ man in my office.
 - A:** She was interesting.
B: Yes, she was _____ woman at the party.
 - A:** That's a pretty dress.
B: Thank you. I bought it because it was _____ dress in the shop.
 - A:** This food is good!
B: Yes, it's _____ dish on the menu.

b **Track 25** Listen and check your answers.



50 Lesson 12

Sounding Natural

7a

Track 26 Learners listen and tick the sentences where the underlined 't' is pronounced.

7a answers

The **t** is pronounced in sentence 2. It tends **not** to be pronounced in sentences 1 and 3 because it falls between two consonants. This is an example of elision.

Track 26 (page 90, Student Book) 0:27

- It's the most popular song this summer.
- She was the most interesting woman at the party.
- He's the most famous writer in my country.

7b

Track 26 Learners listen again and copy the pronunciation.

Sounding Natural

7 a **Track 26** Listen. Tick (✓) the sentences where the underlined letter is pronounced.

- 1 It's the most popular song this summer.
- 2 She was the most interesting woman at the party.
- 3 He's the most famous writer in my country.

b **Track 26** Listen again and copy the pronunciation.

Time to Talk

8 a Work on your own.
Think of a hotel you have stayed at. Fill in the form for that hotel.

Hotel survey

Name of hotel: _____

Where: _____

Please circle the stars below to rate the hotel.

	<i>bad</i>			<i>excellent</i>		
rooms	★	★★	★★★	★★★★	★★★★★	★★★★★
internet access	★	★★	★★★	★★★★	★★★★★	★★★★★
food	★	★★	★★★	★★★★	★★★★★	★★★★★
location	★	★★	★★★	★★★★	★★★★★	★★★★★
staff/service	★	★★	★★★	★★★★	★★★★★	★★★★★
price	★	★★	★★★	★★★★	★★★★★	★★★★★

Would you stay here again? _____ Why or why not? _____

Any other comments: _____

b Work in groups.
Discuss the hotels you made notes on in **activity 8a**.
Decide on the best one to stay at in the future.

c Tell the class what you decided.

Homework - turn to page 100

Lesson 12 51

Time to Talk

8a

Go over the instructions and check understanding.
Go over the hotel 'feedback form' and check learners understand how it works.
Make sure learners understand they are rating the items listed on the form according to how well the hotel they stayed in performed in these areas, and not according to how important they personally think they are (as they did in **activity 1**).

Learners work independently to complete the form.
Allow learners time to think and complete the form.
Monitor and assist as necessary.

8b

Learners work in groups (of three, if possible) to discuss the hotels they made notes on in **activity 8a** and decide on the best one to stay in. Monitor. Note good use of vocabulary and language, and any mistakes.

8c

Feedback. Learners tell the class about the hotels they discussed, and the one they decided was the best to stay at in the future.

Highlight good use of vocabulary and language.
Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 51** of the Student Book. Ask learners to turn to **page 100**.

Set Lesson 12 **activities 1** and **2** for homework.
Go over the examples in **activities 1** and **2** and make sure learners understand what to do.

Homework Answers

1

<i>adjective</i>	<i>superlative</i>
fast	fastest
serious	most serious
bad	worst
popular	most popular
busy	busiest
good	best
romantic	most romantic
famous	most famous

2

- a) She won the gold medal for sprinting – she's **the fastest** woman in the world.
- b) He's **the most popular** boy in school – everyone wants to be his friend.
- c) She's **the best** student in the school. She always gets top marks.
- d) He got **the worst** marks in the test – he came bottom of the class.
- e) He's **the most romantic** man I know. He buys flowers for his wife every week and always remembers their anniversary
- f) She's **the busiest** person in our office – she never leaves work before nine at night.

13 I Don't Have to Wear a Tie

I Don't Have to Wear a Tie

In this lesson - Discuss your jobs

Core activities - 1-6, 8, 9

Grammar - Expressing obligation: **have to/don't have to**

Examples:

Do you have to meet customers?

She doesn't have to answer phones.

I have to work in really bad weather.

Introduction

1

Go over the instructions and example to check understanding. Write the headings and examples from the columns on the board. Elicit which column the remaining jobs go into. Have learners fill in the table in their books at the same time.

Feedback as a class. Teach and drill any unfamiliar items.

1 answers

people who work inside	people who work outside
accountants housewives hairdressers nurses	carpenters farmers postwomen firefighters

2a-g

Go over the instructions and example to check understanding. Learners match the jobs from **activity 1** with the phrases.

Feedback as a class.

2a-g answers

- a) **carpenters** build things
- b) **housewives** clean the house
- c) **hairdressers** cut hair
- d) **postwomen** deliver mail
- e) **farmers** grow food
- f) **nurses** help sick people
- g) **accountants** work with numbers

13 I Don't Have to Wear a Tie

Introduction

1 Look at the jobs and write them in the correct column below.



accountants



carpenters



postwomen



housewives



firefighters



farmers



hairdressers



nurses

people who work inside	people who work outside
accountants	carpenters

2 Match the jobs from **activity 1** with the phrases below.

- a carpenters build things
- b _____ clean the house
- c _____ cut hair
- d _____ deliver post
- e _____ grow food
- f _____ help sick people
- g _____ work with numbers



Listening

3 a Track 27 Track 28 Track 29

Listen to three people talking.

What are their jobs?

Speaker 1 - Hilary _____

Speaker 2 - Mark _____

Speaker 3 - Jane _____

b Track 27 Track 28 Track 29 Listen again and tick (✓) the things in the table that are important for the jobs in **activity 3a**.

	Hilary	Mark	Jane
cut hair	✓		
cook			
be friendly			
do the shopping			
go to meetings			
wear a suit			

4 Look at the table in **activity 3b** and write **T** (true) or **F** (false) next to the sentences below.

- a Hilary has to cut hair. **T**
- b Hilary doesn't have to be friendly.
- c Mark has to wear a suit.
- d Mark doesn't have to work in an office.
- e Jane has to cook.
- f Jane doesn't have to do the shopping.

5 Tell the class two things you like and two things you don't like about your job/studies.



Lesson 13 53

Track 28 (page 90, Student Book) 0:29

Speaker 2

Some people think being an accountant is boring, but I love it. I work in a nice office and I make a good salary. I'm always busy. I have to go to meetings, write reports, and answer emails. Of course I have to wear a suit, but I like suits.

Track 29 (page 90, Student Book) 0:29

Speaker 3

I work really hard, but I don't get paid. I work at home, so I don't have to go to an office, but I have to cook, clean the house and do the shopping every day. My husband thinks it's easy, but it isn't!

3b

Track 27 Track 28 Track 29 Learners listen again and tick (✓) the things that the speakers mention. Go over the example to make sure learners understand what to do. Monitor and assist as necessary.

Feedback as a class.

3 answers

	Hilary	Mark	Jane
cut hair	✓		
cook			✓
be friendly	✓		
do the shopping			✓
go to meetings		✓	
wear a suit		✓	

4

Go over the instructions and example to check understanding. Learners look at the table in **activity 3b** and write **T** (true) or **F** (false) next to the sentences. Monitor and assist as necessary.

Feedback as a class.

4 answers

- a) Hilary has to cut hair. **T**
- b) Hilary doesn't have to be friendly. **F**
- c) Mark has to wear a suit. **T**
- d) Mark doesn't have to work in an office. **F**
- e) Jane has to cook. **T**
- f) Jane doesn't have to do the shopping. **F**

5

Learners tell the class two things they like and two things they don't like about their job or studies.

Listening

3a

Track 27 Track 28 Track 29 Go over the instructions and check understanding. Learners listen to three people talking and write the jobs they mention. Feedback as a class.

3 answers

Speaker 1 - **hairdresser**

Speaker 2 - **accountant**

Speaker 3 - **housewife**

Track 27 (page 90, Student Book) 0:27

Speaker 1

I love my job. I don't have to work in an office and I don't have to wear a suit – I can just come to the salon in a T-shirt and jeans!

Of course I have to cut hair, but in this job, you have to like people. You have to be friendly and smile all day.

Language Focus

Go over the examples and explanations with learners and answer any questions they may have.

Practice

6a-i

Go over the instructions and examples to check understanding. Learners rewrite the sentences in the correct order. Monitor and assist as necessary.

Feedback as a class.

6a-i answers

- I have to wake up early tomorrow.*
- Do you have to speak French at work?*
- We don't have to make lunch.*
- When do I have to finish the report?*
- You don't have to drive me to the station.*
- He doesn't have to wear a suit at work.*
- Does she have to bring her passport?*
- You don't have to go to the meeting.*
- What time do they have to arrive at the airport?*

Language Focus

1 We use **have to** when we say that it is important or necessary to do something.

have/has to + base form of the verb

I **have to work** in really bad weather.
Mary **has to cook** dinner every day.

2 We use **don't have to** when we say something isn't necessary to do.

don't/doesn't have to + base form of the verb

I'm a writer, so I **don't have to work** in an office.
She **doesn't have to answer** phones.

3 Questions

do/does + have to + base form of the verb

What time **do you have to start** work every day?
Does he have to meet customers?

Practice

6 Write the words in the correct order to make sentences. Don't forget the punctuation.

a wake / to / up / tomorrow / I / early / have

I have to wake up early tomorrow.

b have / work / do / you / to / French / at / speak

Do you have to speak French at work?

c make / have / we / to / don't / lunch

d the / do / finish / I / when / to / report / have

e station. / to / drive / to / you / me / don't / have / the

f wear / have / work. / to / suit / a / at / doesn't / he

g to / passport / she / her / bring / have / does

h have / the / to / meeting / go / don't / you / to

i do / arrive / airport / what / they / to / have / the / time / at

54 Lesson 13

Sounding Natural

7a

▶ **Track 30** Play the CD. Learners listen to see if the underlined parts in the sentences sound the same or different.

7a answers

Different.

The underlined letters in have/has for possession are voiced (/v//z/).

The underlined letters in have/has to for obligation tend not to be voiced (/f//s/).


Track 30 (page 90, Student Book) 0:29

- I have a meeting, so I have to leave early.*
- He has a new job, so he has to buy a new suit.*
- They have to wake up early because they have an early flight.*


7b

▶ **Track 30** Play the CD again. Learners listen again and copy the pronunciation. Drill chorally, then individually.

Sounding Natural

7 a  Listen to the sentences below. Are the underlined sounds the same or different?

- 1 I have a meeting, so I have to leave early.
- 2 He has a new job, so he has to buy a new suit.
- 3 They have to wake up early because they have an early flight.

b  Listen again and copy the pronunciation.

Time to Talk

8 a Read the questions below. Make a note of your answers.

1. What kind of things do you have to do for other people?

2. How many places do you have to go to during the week?

3. Do you have to work long hours?

4.

5.

6.

b Write three more questions using **have to**. Add them to the list of questions in **activity 8a**.

9 a Work with a partner.

Ask and answer the questions in **activity 8**. Write down your partner's answers.

example A: What kind of things do you have to do for other people?

B: I have to make breakfast for my parents, and then I have to...

b Tell the class about your partner's answers.

example Linda has to make breakfast for her parents, and then she has to...

Homework - turn to page 100

Lesson 13 55

Time to Talk

8a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English.

Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

8b

Learners write three more questions using **have to** and add them to the list of questions in **activity 8a**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

9a

In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

9b

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 55** in the Student Book. Ask learners to turn to **page 100**.

Set Lesson 13 **activities 1** and **2** for homework.

Go over the instructions and examples for **activity 1** to check understanding. Make sure learners understand what to do for **activity 2**.

Homework Answers

1

- a) Mary can't use chopsticks. She **has to use** a fork when she eats Chinese food.
- b) **A** - Can you give me a ride?
B - Maybe. Where do you **have to go**?
- c) The museum is free today, so we **don't have to pay**.
- d) **A** - There's a long queue for the roller coaster.
B - Really? How long do we **have to wait**?
- e) Before he can graduate, he **has to take** an exam.
- f) **A** - Don't forget the meeting tomorrow!
B - OK. What time do we **have to arrive**?
- g) My grandmother can't speak English very well.
You **have to speak** slowly.
- h) A few people are sick at the office, so I **have to do** a lot of extra work.
- i) Today is my day off. I **don't have to get up** early.
- j) **A** - Tammy has to go home soon.
B - OK. When does she **have to leave**?

2

Learner's own answers.

14 How Do I Get There?

How Do I Get There?

In this lesson - Tell people how to get to your home from the station

Core activities - 2-4, 6, 8

Function - Giving directions

Introduction

1a

Go over the instructions and check understanding. Check the meaning of the items on the example list. Highlight the time limit of two minutes. In pairs, learners make lists of shops and other buildings that can be found in a town and add them to the list on the page. Monitor and assist as necessary.

1b

Feedback. Learners share their lists with the class. Board all items. You may like to have learners come up to the board at the same time in their pairs and write the items themselves.

1c

Go over the instructions and example to check understanding. Model the activity by choosing another item from the list on the board, saying what you can do there and having learners guess what place it is, e.g. *You can sit and drink coffee (café)*. In pairs, learners choose three places from the list on the board and say what you can do in each. The rest of the class guess which places they are talking about.

2a

In pairs, learners write the words from the box next to the words below to make two-word nouns. Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items.

2a answers

- bus stop
- car park
- postbox
- taxi rank
- traffic lights
- zebra crossing

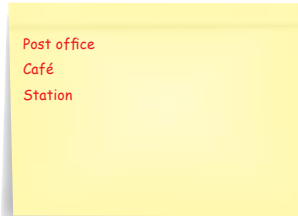
2b

In pairs, learners write the two-word nouns from **activity 2a** next to the pictures. Monitor and assist as necessary.

14 How Do I Get There?

Introduction

- 1 a** Work with a partner. Make a list of shops and other buildings you can find in a town and add them to the list below. You have two minutes.



- b** Share your list with the class.
c Choose three places from the list of places your class made. Say what you can do there. Can the class guess which places you are talking about?


example A: You can catch a train.
 B: Station.
 A: That's right!


- 2 a** Write the words from the box on the lines in the table below to make two-word nouns.


	box	lights	rank
	crossing	park	stop
bus	stop		
car			
post			
taxi			
traffic			
zebra			


- b** Use the two-word nouns from **activity 2a** to label the pictures on the right.


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1 _____ 

2 _____ 

3 _____ 

4 _____ 

5 _____ bus _____ stop _____ 

6 _____ 

2b answers

- 1) traffic lights
- 2) car park
- 3) taxi rank
- 4) zebra crossing
- 5) bus stop
- 6) postbox

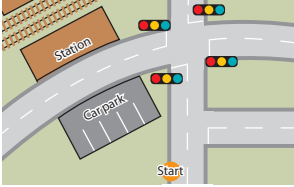
In this lesson: Tell people how to get to your home from the station

Function: Giving directions

Reading

3 a Work with a partner.

Look at the maps below and underline the correct options to complete the conversation next to each map.



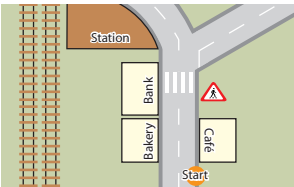
Conversation 1

A: Excuse me. How do I get to / go to the station?
B: Go along here. Keep going until you get to / go to the traffic lights. Then turn left / turn right, and it's on your left / right, in front of / opposite the car park.



Conversation 2

A: Excuse me. Is there a taxi rank near here?
B: Yes. There's one on Partridge Street.
A: How do I get there / go there?
B: Go to the end of / Go past the end of the street and turn left. Take the first / second right. Go along / Go past the bank, and it's on your left, in front of / opposite the post office.



Conversation 3

A: Excuse me. Is there a bank near here?
B: Yes, there's one near the station.
A: How do / may I get there?
B: Go along this street then / until you get to the bus stop / zebra crossing. Cross / Go along the street, and it's on your right / right in front of you.

b Track 31 Track 32 Track 33 Listen and check your answers.

4 Look at the maps and read the conversations in activity 3 again, then circle D or S to say if each pair of words or phrases below has a different (D) or similar (S) meaning.

- a near / next to **D** / S
b keep going / don't stop D / S
c until / up to the time when D / S
d get to (somewhere) / arrive (somewhere) D / S
e in front of (the station) / opposite (the station) D / S
f It's on your right. / It's right in front of you. D / S

Lesson 14 57

Reading

3a

Go over the instructions and example to check understanding. Check learners recognise important features of the maps, for example, street names. In pairs, learners look at the maps and underline the correct options to complete the conversations next to each map. Monitor and assist as necessary.

Feedback as a class, but do not give any definite answers yet – learners will listen to check for themselves in the next activity.

3a answers

See CD scripts for Track 31-33 scripts - answers underlined.

3b

Track 31 Track 32 Track 33 Learners listen and check their answers.

Track 31 (page 90, Student Book) 0:28

Conversation 1

A - Excuse me, how do I get to the station?

B - Go along here. Keep going until you get to the traffic lights. Then turn left, and it's on your right, opposite the car park.

Track 32 (page 90, Student Book) 0:36

Conversation 2

A - Excuse me. Is there a taxi rank near here?

B - Yes. There's one on Partridge Street.

A - How do I get there?

B - Go to the end of the street and turn left. Take the second right. Go past the bank, and it's on your left, in front of the post office.

Track 33 (page 90, Student Book) 0:29

Conversation 3

A - Excuse me. Is there a bank near here?

B - Yes, there's one near the station.

A - How do I get there?

B - Go along this street until you get to the zebra crossing. Cross the street, and it's right in front of you.

4

Go over the instructions and example to check understanding. In pairs, learners study the maps and conversations in activity 3 again and circle D or S to say if each pair of words or phrases has a different (D) or similar (S) meaning. Monitor and assist as necessary.

Teaching Tip - Noticing

This activity encourages learners to notice features of language being used. This aids retention and helps learners study language more autonomously.

Feedback as a class. Teach, drill, and board any unfamiliar items.

Highlight, in particular, the difference between **near** and **next to**, and between **in front of** and **opposite**.

4a-f answers

- a) near / next to **D**
b) keep going / don't stop **S**
c) until / up to the time when **S**
d) get to (somewhere) / arrive (somewhere) **S**
e) in front of (the station) / opposite (the station) **D**
f) It's on your right. / It's right in front of you. **D**

Language Focus

5a

In pairs, learners write the phrases under the correct pictures.

5a answers

- 1) go past (the bank)
- 2) go along this/the street
- 3) go to the end of the street
- 4) turn right
- 5) take the second left
- 6) cross the street

5b

In pairs, learners underline the verb in each phrase.

5b answers

See 5a answers underlined.

5c

Elicit the answer to the question and have learners circle the correct option.

5b answers

We use the **base form** when giving directions.

Practice

6a

Go over the instructions and example to check understanding. In pairs, learners look at the map and complete each conversation with the words from the box. Monitor and assist as necessary.

Feedback as a class, but do not give any definite answers yet – learners will listen to check for themselves in the next activity.

6a answers

See CD scripts for Track 34-35 - answers underlined.

6b

 Track 34  Track 35 Learners listen to check their answers.

Track 34 (page 90, Student Book) 0:25

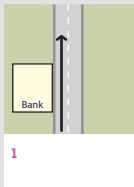
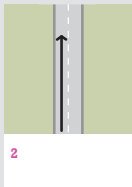

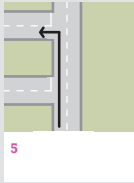
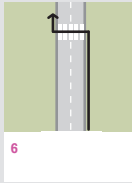
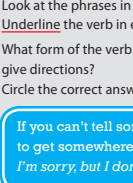
Conversation 1

A - Excuse me. How do I get to the museum?

B - Go along London Road. Go past the shopping centre and keep going until you get to the bus stop, then turn left. It's on your left.

Language Focus

5 a Write the phrases under the correct pictures.

turn right take the second left	go along this/the street cross the street	go past (the bank) go to the end of the street
		
1	2	3
		
5	6	4 turn right

b Look at the phrases in **activity 5a** again. Underline the verb in each phrase.

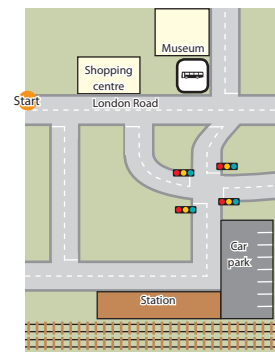
c What form of the verb do we use when we give directions?
Circle the correct answer: **base form** / past form / -ing

tip
If you can't tell someone how to get somewhere, you can say:
I'm sorry, but I don't know.

Practice

6 a Work with a partner.

Look at the map, then complete each conversation with the words from the box above it.



along	going	past	to
get	how	left	your

Conversation 1

A: Excuse me. How do I _____ to the museum?

B: Go _____ London Road. Go _____ the shopping centre and keep _____ until you get _____ the bus stop, then turn _____. It's on _____ left.

along	on	take	turn
do	right	there	until

Conversation 2

A: Excuse me. Is there a car park near here?

B: Yes. There's one next to the station.

A: How _____ I get _____?

B: Go _____ here and _____ the second _____. Keep going _____ you get to the traffic lights. _____ right, and it's _____ your left.

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Track 35 (page 90, Student Book) 0:32

Conversation 2

A - Excuse me. *Is there a car park near here?*

B - Yes. *There's one next to the station.*

A - How do I get there?

B - Go along here and take the second right. Keep going until you get to the traffic lights. Turn right, and it's on your left.

Sounding Natural

7 a **Track 36** Listen. What sound can you hear in the underlined parts of the sentences below?

- 1 How do I get to the bank?
- 2 How do I get to the shopping centre?
- 3 How do I get there?

b **Track 36** Listen again and copy the pronunciation.

Time to Talk

8 a Work on your own. Draw a map of how you get from the train station (or bus stop) to your home.



b Work with a partner. Show your partner the map you drew. Use the map to explain how to get to your home from the station. Who has the shortest journey?

example Go out of the station and turn left. Keep going until...

Homework - turn to page 101

Lesson 14 59

Time to Talk

8a

Go over the instructions and check understanding. Model the activity by drawing a map on the board of how you get from the station to the school, and use this to give brief directions on how to make the journey. You may find it useful here to teach any additional phrases learners may need (for example: Go out of the (east) exit and turn (left)...).

Set a time limit of, say, two minutes and assure learners that a rough sketch will be sufficient.

Learners work independently to draw a map of how they get from the train station (or bus stop, if they don't use the station) to their home.

8b

In pairs, learners show their partners the maps they drew and use these map to explain how to get to their homes from the station (or from the bus stop). Monitor. Note good use of vocabulary and language, and any mistakes.

Feedback. Ask each pair who has the shortest/easiest journey from station to home.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 59** in the Student Book. Ask learners to turn to **page 101**.

Set Lesson 14 **activities 1** and **2** for homework.

Go over the example for **activity 1**. Make sure learners understand what to do for **activity 2**.

Homework Answers

1

- a) traffic lights
- b) car park
- c) taxi rank
- d) zebra crossing
- e) bus stop
- f) postbox

2

Learner's own answers.

Sounding Natural

7a

Track 36 Learners listen for the sound they can hear in the underlined parts of the sentences.

7a answers

There is a /w/ sound. This is an example of a linking sound between two vowels.

Track 36 (page 90, Student Book) 0:26

- 1) How do I get to the bank?
- 2) How do I get to the shopping centre?
- 3) How do I get there?

7b

Track 36 Listen again and copy the pronunciation. Remodel and drill if necessary.

Extension

You may like to try a substitution drill at this point.

15 Summer or Winter?

Summer or Winter?

In this lesson - Talk about summer and winter

Core activities - 1-4, 7-8

Skills - Extended speaking and vocabulary

Warmer

Write three sentences about yourself on the board, two true and one false. Ask learners to guess which one is false.

Learners do the same for themselves. Give them time to think and write their sentences.

Learners read out their sentences to the class. Their classmates listen and guess which one is false.

Introduction

1a-h

Draw attention to the pictures on the page. Go over the instructions and example and check learners know what to do. Learners write the words from the box under the correct picture.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a-h answers

- a) surfing
- b) sandcastle
- c) barbecue
- d) hammock
- e) festival
- f) beach
- g) sandals
- h) watermelon

2a-h

Learners use the verbs from the box with the nouns in **activity 1** to make summer activity phrases. Some verbs can be used more than once.

Feedback as a class.

2a-h possible answers

- a) go surfing
- b) build a sandcastle
- c) have a barbecue / go to a barbecue
- d) lie in a hammock
- e) go to a festival
- f) go to the beach / lie on the beach
- g) wear sandals
- h) eat watermelon

15 Summer or Winter?



a surfing



b



c

Introduction

1 Match the words from the box with the correct pictures.

- | | |
|------------|------------|
| barbecue | watermelon |
| surfing | festival |
| hammock | beach |
| sandcastle | sandals |



d

2 Work with a partner. Use the verbs from the box below with the nouns in **activity 1** to make summer activity phrases. Some verbs can be used more than once.

- | | | |
|-------|------|------|
| build | go | lie |
| eat | have | wear |



e

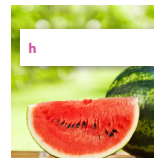
- a go surfing
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____



f



g



h

Time to Talk 1

3 a Read the questions below about summer. Make a note of your answers.

1. Do you like summer?
2. What is the best thing about summer?
3. What is the worst thing about summer?
4. Where do you usually go in the summer holidays?
- 5.
- 6.
- 7.

b Write three more questions about summer. Add them to the list of questions in **activity 3a**.

4 a Work with a partner.

Ask and answer the questions in **activity 3**. Make a note of your partner's answers.

example A: Do you like summer?

B: Yes, I do. I love going to the beach with my dog.

b Tell the class about your partner's answers.

example Paul likes the summer because he likes going to the beach with his dog.

Time to Talk 1

3a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

3b

Learners write three more questions and add them to the list of questions in **activity 3a**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

4a

In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

4b

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Memo

Vocabulary

5

Go over the instructions and example and check learners know what to do. Learners match the adjectives from the box with the nouns under the pictures. Some adjectives can be used more than once.

Feedback as a class.

5a-e possible answers

a) **heavy / light / low / thick** cloud

b) **heavy / light** rain

c) **heavy / light** snow

d) **high / low** temperature

e) **strong / light** wind

6

Go over the instructions and example and check learners know what to do. Make sure learners understand how the clines work. In pairs, learners use the words from the box to complete the lines.

Feedback as a class. Teach and board any unfamiliar items. (You may like to take feedback on each set of words before learners move on to the next.)

6 answers

temperature

strong



weak

freezing

cold

chilly

cool

snow

strong



weak

blizzard

heavy snow


snow


light snow


Vocabulary

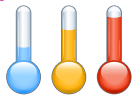
5 Match the adjectives in the box with the nouns under the pictures. Some adjectives can be used more than once.


heavy
high
light
low
strong
thick

a 
_____ | cloud
_____ | cloud
_____ | cloud

b 
_____ | rain
_____ | rain
_____ | rain

c 
_____ | snow
_____ | snow
_____ | snow

d 
_____ | temperature
_____ | temperature
_____ | temperature

e 
_____ | wind
_____ | wind
_____ | wind

6 Work with a partner. Use the words in the box to complete the diagrams below.

blizzard
chilly

cold
cool

freezing
heavy snow

light snow
snow

temperature

strong

↑

↓

weak

snow

strong

↑

↓

weak

Time to Talk 2

7 Work with a partner.
There's a blizzard outside. You can't leave your home for three days.
These are the things you have. Add four more things that you would like to have to the list.

- playing cards
- spade
- book
- television
- a litre of ice cream
- coffee maker
- _____
- _____
- _____
- _____



8 a Change partners and compare your lists.
Choose the five best things to have during a blizzard.

b As a class, discuss your ideas.
Decide the three best things to have during a blizzard.

Homework - turn to page 102

Time to Talk 2

7

Go over the instructions and check learners know what to do. Learners read the list of things that they have at home during a blizzard, and then add four more items to the list. Monitor and assist as necessary.

8a

Learners change partners, compare their lists from **activity 7** and choose the five best things to have at home during a blizzard. Monitor, but stay in the background as much as possible in this activity.

8b

Learners share their ideas with the class and decide on the three best things to have during a blizzard. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class. Highlight good use of language and elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 63** of the Student Book. Ask learners to turn to **page 102**.

Set Lesson 15 **activities 1** and **2** for homework.

Go over the examples in **activities 1** and **2** and check understanding.

Homework Answers

1

a. /rem/	c blizzard
b. /snəʊ/	d chilly
c. /blɪzəd/	g freezing
d. /tʃɪli/	a rain
e. /kəʊld/	b snow
f. /ku:l/	f cool
g. /fri:zɪŋ/	e cold

2

one syllable	two syllables
rain snow cool cold	blizzard chilly freezing

16 I Had To

I Had To

In this lesson - Talk about what you had to do as a child

Core activities - 1-2, 4-6, 8

Grammar - **Had to** for what was necessary in the past

Examples:

I had to stay late at work last night.

We didn't have to wait long for the bus.

Introduction

1a

Direct attention to the pictures on the page and the incomplete captions. Use the pictures to explain any unfamiliar items, e.g. packed lunch.

Go over the instructions and example to check understanding. Highlight the fact that some verbs are used more than once. In pairs, learners use the verbs from the box to complete the phrases under the pictures.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a suggested answers

- 1) **walk** to school
- 2) **do** the laundry
- 3) **do** the washing-up
- 4) **make** packed lunches
- 5) **look** after younger children
- 6) **mow** the lawn
- 7) **take** out the rubbish
- 8) **do** homework

NOTE: 'do the lawn' is also possible, but ask learners which picture 'mow' would fit with.

1b

Answer this question as a class.

1b suggested answers

Pictures 2, 3, 4, 6, and 7 show housework.

2a

Go over the instructions and example to check understanding. In pairs, learners draw lines to match the adjectives on the left with their opposites on the right.

Feedback as a class. Teach, drill, and board any unfamiliar items.

2a answers

*well-behaved : badly-behaved
hard-working : lazy
strict : easy-going*

16 I Had To

Introduction

- 1 a** Work with a partner.
Use the verbs from the box to complete the phrases under the pictures.
Some verbs are used more than once.

do	mow	take
make	look	walk

- b** Which pictures show housework?

- 2 a** Work with a partner.
Draw lines to match the adjectives on the left with their opposites on the right.

hard-working	badly-behaved
strict	lazy
well-behaved	easy-going

- b** Use adjectives from **activity 2a** to complete the sentences below.

- 1** My sister's children are very **badly-behaved**. They never say 'Please' or 'Thank you,' and they shout and fight all the time.
- 2** She's a very _____ student. She never does her homework.
- 3** His parents are very _____. He can't play computer games and he has to do four hours of homework every night.
- 4** My boss is very _____. We can have two-hour lunch breaks and we never have to work late.

- 3 a** Discuss the questions below with a partner.

- 1** Were your parents strict or easy-going?
 - 2** What is more important for children to do, homework or housework?
- b** Share your ideas with the class.



1 **walk** to school



2 the laundry



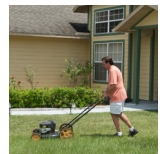
3 the washing-up



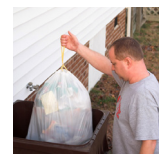
4 packed lunches



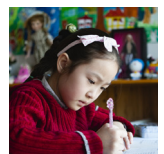
5 _____ after younger children



6 the lawn



7 out the rubbish



8 homework

2b

Go over the instructions and example to check understanding. Point out that there are six adjectives, but only four sentences, so not all the adjectives will be needed.

In pairs, learners use adjectives from **activity 2a** to complete the sentences.

Monitor and assist as necessary.

Feedback as a class.

2b answers

- 1) My sister's children are very **badly-behaved**. They never say 'Please' or 'Thank you,' and they shout and fight all the time.
- 2) She's a very **lazy** student. She never does her homework.
- 3) His parents are very **strict**. He can't play computer games and he has to do four hours of homework every night.
- 4) My boss is very **easy-going**. We can have two-hour lunch breaks and we never have to work late.

3a

Learners discuss the questions in pairs.

In this lesson: Talk about what you had to do as a child
Grammar: *Had to for what was necessary in the past*



Listening

4 a **Track 37** Listen to Jenny and Martin talk about how strict their parents were. Which thing from **activity 1** do they not talk about?

b Work with a partner. Who says the things below, Jenny or Martin? Write **J** (Jenny) or **M** (Martin) next to each sentence.

- 1 I think parents are always stricter with girls. **J**
- 2 I had to do housework.
- 3 I had to take out the rubbish every week.
- 4 I had to do the laundry and the washing-up.
- 5 I had to mow the lawn every month.
- 6 I didn't have to make packed lunches.

c **Track 37** Listen again and check your answers.

5 a Write **Yes** or **No** to answer the questions.

- 1 Did Jenny do housework when she was young? _____
 - 2 Did she have a choice? _____
- b** Who had stricter parents, Jenny or Martin?



Lesson 16 65

3b

Feedback. Have learners tell the class about their partner's answers.

3a-3b alternative procedure

If short on time, you may like to take one or two brief responses to the questions as a class.

Listening

4a

Direct attention to the picture of Jenny and Martin and explain the situation – they are discussing how strict their parents were. Go over the instructions and check understanding.

You may like to direct learners to the pictures in **activity 1** to look at and check off while listening.

Track 37 Learners listen for which thing from **activity 1** Jenny and Martin do *not* talk about.

Feedback in pairs and then as a class.

4a answer

They don't talk about walking to school.

4b

Go over the instructions and example to check understanding. Assure learners that they will have a chance to listen again to check their answers. In pairs, learners write **J** (Jenny) or **M** (Martin) next to each sentence to say who said them. Monitor and assist as necessary.

Feedback as a class, but don't give any definite answers yet – learners will listen to check for themselves in the next activity.

4b answers (+ answers said indirectly in parentheses)

- 1) I think parents are always stricter with girls. **J**
- 2) I had to do housework. **J (+ M)**
- 3) I had to take out the rubbish every week. **M (+ J)**
- 4) I had to do the laundry, and the washing-up. **J**
- 5) I had to mow the lawn every month. **M**
- 6) I didn't have to make packed lunches. **M**

4c

Track 37 Learners listen again to check their answers.

Feedback in pairs and then as a class.

Track 37 (page 90, Student Book) 1:03

Jenny - Were your mum and dad strict, Martin?

Martin - Yes, they were, actually. How about you?

Jenny - Mine were very strict. But I think parents are always stricter with girls.

Martin - Oh, yeah? How?

Jenny - Well, I had to do a lot of homework...

Martin - I had to do homework, too... Three hours every night.

Jenny - And... I had to do housework...

Martin - Me too! I had to take out the rubbish every week.

Jenny - I had to take out the rubbish too. And I had to do the laundry and the washing-up. And I had to look after the younger children in the family.

Martin - Well... I had to mow the lawn every month.

Jenny - Poor you! I had to get up early every day and make packed lunches for my family.

Martin - Did you? I didn't have to make packed lunches!

Jenny - No?

Martin - Well, no... My sister did that.

5a

Direct attention to what Jenny says in **sentence 2** of **activity 4b**.

Deal with the questions as a class and have learners write *yes* or *no* as appropriate.

5a answer

- 1 Did Jenny do housework when she was young? **yes**
- 2 Did she have a choice? **no**

5b

Take brief responses to this question as a way of rounding off the listening activity.

Language Focus

Go over the explanations and examples with learners.

Practice

6a

Go over the instructions and example to check understanding. In pairs, learners use *had to* or *didn't have to* and a verb from the box to complete the sentences. Monitor and assist as necessary.

Feedback as a class.

6a answers

- 1) I **didn't have to pay** because I had a coupon.
- 2) I was very sick yesterday. I **had to call** the doctor.
- 3) I got a takeaway last night, so I **didn't have to cook**.
- 4) She **had to work** late on Friday because they were really busy in the office.
- 5) There was a problem with the trains, and I **had to get** the bus.
- 6) I had no money, so I **had to borrow** some from a friend.

6b

Go over the instructions and example to check understanding. In pairs, learners use the prompts to complete the questions. Monitor and assist as necessary.

Feedback as a class.

6b answers

- 1) We had to pay a lot of money. How much **did you have to pay**?
- 2) They had to wait a long time. How long **did they have to wait**?
- 3) I had to go somewhere. Where **did you have to go**?
- 4) She had to get up early. What time **did she have to get up**?
- 5) He had to leave early. When **did he have to leave**?

Language Focus

- 1 We use **had to** when we talk about situations in the past when there was no choice (when it was necessary to do something).

had to + base form of the verb

The elevator broke, so we **had to use** the stairs.
I **had to do** homework. (Because my parents were strict.)

- 2 We use **didn't have to** when we talk about situations in the past when it was OK not to do something (when it was not necessary to do something).

didn't have to + base form of the verb

I **didn't have to make** packed lunches.
It was a holiday yesterday, so she **didn't have to go** to the office.

- 3 Questions and short answers

did + have to + base form of the verb

What time **did you have to get up** yesterday?
Why **did you have to use** the elevator?
Did you have to walk to school?
Yes, I did.
No, I didn't.

Practice

- 6a Work with a partner.

Use **had to** or **didn't have to** and a verb from the box to complete each sentence below. Use each verb only once.

borrow call cook get pay work

- 1 I **didn't have to pay** because I had a coupon.
- 2 I was very ill yesterday. I _____ the doctor.
- 3 I got a takeaway last night, so I _____.
- 4 She _____ late on Friday because they were really busy in the office.
- 5 There was a problem with the trains, and I _____ the bus.
- 6 I had no money, so I _____ some from a friend.

- b Use the prompts to complete the questions.

- 1 We had to pay a lot of money. → How much **did you have to pay** _____?
- 2 They had to wait a long time. → How long _____?
- 3 I had to go somewhere. → Where _____?
- 4 She had to get up early. → What time _____?
- 5 He had to leave early. → When _____?

66 Lesson 16

Memo

Sounding Natural

7 a **Track 38** Listen. What happens to the underlined letter in each sentence when we speak naturally?

- 1 I had to get up early yesterday.
- 2 We had to work late.
- 3 I had to get the bus.

b **Track 38** Listen again and copy the pronunciation.

Time to Talk

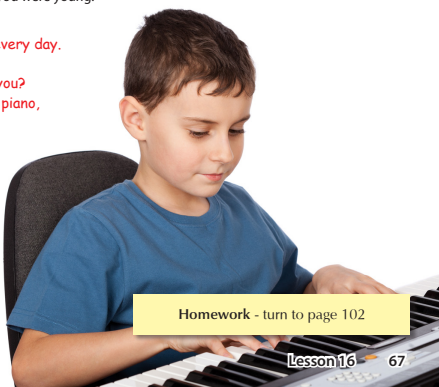
8 a Work on your own.
Make a note of five things you had to do when you were young.

go to school on Saturday
practise the piano every day

b Work with a partner.
Compare the things you had to do when you were young.
Ask questions to get more information.

example A: I had to practise piano every day.
B: Did you like it?
A: No, I didn't! How about you?
B: I didn't have to practise piano,
but I had to...

c Tell the class about your partner's answers.



8a

Go over the instructions and examples to check understanding. Model the activity by noting five things you yourself had to do when young.

Learners work independently to make a note of five things that they had to do when they were young. Allow learners time to think and make notes. Monitor and assist as necessary.

Teaching Tip – Taking Notes

Learners should only write key words or phrases. This will encourage them to 'speak' rather than just read straight from their notes in the following activity.

8b

Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information. You may like to model this briefly with a more confident learner.

In pairs, learners compare the things they had to do when they were young. Monitor, but stay in the background as much as possible during this activity. Note good use of vocabulary and language, and any mistakes.

8c

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Sounding Natural

7a

Track 38 Learners listen for what happens to the underlined parts of the sentences in connected speech.

7a answers

*They tend not to be pronounced.
This is an example of elision.*

Track 38 (page 90, Student Book) 0:25

- 1) I had to get up early yesterday.
- 2) We had to work late.
- 3) I had to get the bus.

7b

Track 38 Learners listen again and copy the pronunciation.

Time to Talk

Homework

Highlight the homework reference at the bottom right of **page 67** of the Student Book. Ask learners to turn to **page 102**.

Set Lesson 16 **activities 1** and **2** for homework. Go over the example for **activity 1** and check understanding.

Check that learners understand what to do for **activity 2**.

Homework Answers

1a

- 1) I had to go to the supermarket.
- 2) I had to study hard.
- 3) I didn't have to work late.
- 4) I didn't have to call him.
- 5) I had to leave early.
- 6) I didn't have to wait.

1b

- 3 We weren't busy.
- 5 I was tired.
- 1 There was no food in the house.
- 4 He called me.
- 6 The train was on time.
- 2 It was a difficult exam.

2

Learner's own answers.

17 A Big Breakfast

A Big Breakfast

In this lesson - Talk about the food you eat

Core activities - 2-6, 8, 9

Grammar - **Countable** and **uncountable nouns** with **much, many, and a lot of**

Examples:

How much coffee do you drink?

I don't have a lot of time.

There aren't many people that know that.

Introduction

1a+b

Go over the instructions and the questions to check understanding. In pairs, learners ask and answer the questions and then report back to the class about their partner's answers.

2a

Go over the instructions and example to check understanding. In pairs, learners write 1, 2, 3, or 4 to match each word in the table with the pictures.

Feedback as a class.

2a answers

Column A	Column B
boiled egg 3 egg cup 3 pancake 2	cereal 4 maple syrup 2 orange juice 3 tea 1

2b

Answer these questions as a class and have learners circle **yes** or **no** in answer to the appropriate questions. Use this activity to briefly review the distinction between *countable* and *uncountable nouns* (see **Language Reference**, Student Book **page 112**).

2b answers

- 1) Can you count pancakes (for example: 1 pancake, 2 pancakes...)? **yes**
- 2) Are the other things in Column A countable? **yes**
- 3) Are the things in Column B countable? **no**

3a

Go over the instructions and check understanding. In pairs, learners look at the pictures again, choose four more things they can see, and write them in the correct column of the table. Monitor and assist as necessary.

3b

Feedback as a class. Accept any reasonable answers. You may like to draw the table on the board and invite all the learners to come to the board at the same time, to write the things they chose in the correct columns.

17 A Big Breakfast



Introduction

1 a Ask and answer the questions below with a partner.

- 1 Do you eat breakfast every day? Why?
- 2 Do you sometimes eat breakfast in a café or restaurant? Where?

b Tell the class about your partner's answers.

2 a Work with a partner. Write 1, 2, 3, or 4 to match each word in the green table with the pictures.

b Look at the table in **activity 2a** again and circle **yes** or **no** to answer the questions.

- 1 Can you count pancakes (for example: 1 pancake, 2 pancakes...)? **yes / no**
- 2 Are the other things in Column A countable? **yes / no**
- 3 Are the things in Column B countable? **yes / no**

3 a Work with a partner. Choose four more things you can see in the pictures and write them in the correct column of the table.

b Share your ideas with the class.

c As a class, add two more nouns to each column of the green table.



Column A	Column B
boiled egg 3	cereal _____
egg cup _____	maple syrup _____
pancake _____	orange juice _____
	tea _____

3b possible answers

Column A: fried egg, sausage, spoon, raisin
Column B: jam, coffee, toast, milk (in the cereal)

3c

As a class, elicit two more items to add to each column of the table.

Listening

4a

Go over the instructions and example to check understanding.

- Track 39
- Track 40
- Track 41
- Track 42

In pairs, learners look at the pictures in **activity 2**, listen to four people talk about what they have for breakfast and write 1, 2, 3, or 4 to match each person with a picture. Feedback in pairs and then as a class.

4a answers

Person A - 3, Person B - 1, Person C - 4, Person D - 2

In this lesson: **Talk about the food you eat**

Grammar: *Countable and uncountable nouns with much, many, and a lot of*

Listening

- 4 a Look at the pictures in **activity 2** and listen to four people being interviewed about what they have for breakfast. Write **1, 2, 3, or 4** to match each person with a picture.

Person A: picture _____
 Person B: picture _____
 Person C: picture _____
 Person D: picture _____

- b Work with a partner.
 Read the sentences and write **A, B, C, or D** to match them with the correct people in **activity 4a**.

How much tea do you drink? **B**
 How many pancakes do you eat?
 Do you eat many eggs?
 Do you have a lot of sausages?
 Do you use a lot of butter?
 Do you use much maple syrup?
 I don't have many sausages.
 I don't eat much butter.
 I don't have a lot of time in the mornings.
 I eat a lot of pancakes.
 I use a lot of maple syrup – I love it!

- c Listen and check your answers.

- 5 a Read the sentences in **activity 4b** again.
Underline the *countable nouns* and circle the *uncountable nouns*.

- b Underline the correct option to complete each statement below.
 You sometimes need to underline more than one option.

- 1 We usually use *much* with **countable / uncountable** nouns.
- 2 We usually use *many* with **countable / uncountable** nouns.
- 3 We usually use *much* and *many* in **questions / negative sentences / positive sentences**.
- 4 In positive sentences, we usually use **much / many / a lot of**.
- 5 We **can / can't** use a *lot of* with both countable and uncountable nouns.
- 6 We **can / can't** use a *lot of* in questions and negative sentences.

- c Which person's breakfast do you like the best?

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Track 42 (page 91, Student Book) 0:29

Person D

A - What do you have for breakfast?

B - Pancakes. I eat a lot of pancakes.

A - Really? How many pancakes do you eat?

B - Oh, about six or seven.

A - Do you use much maple syrup?

B - Yes, I use a lot of maple syrup – I love it!

4b

Go over the instructions and example to check understanding. In pairs, learners read the sentences and write **A, B, C, or D** to match them with the correct people in **activity 4a**.

4c

Learners listen and check their answers.

5a

Go over the instructions and check understanding. In pairs, learners read the sentences in **activity 4b** again and circle the uncountable nouns and underline the countable nouns. Monitor and assist as necessary. Feedback as a class.

5a answers - countable nouns underlined, uncountable in **bold**.

How much tea do you drink? - **B**

How many pancakes do you eat? - **D**

Do you eat many eggs? - **A**

Do you have a lot of sausages? - **A**

Do you use a lot of butter? - **B**

Do you use much maple syrup? - **D**

I don't have many sausages. - **A**

I don't eat much butter. - **B**

I don't have a lot of time. - **C**

I eat a lot of pancakes. - **D**

I use a lot of maple syrup – I love it! - **D**

5b

Go over the instructions and check understanding. Do this activity as a class. For each statement, have learners look at the relevant sentences in **activity 4b** to find the answers and underline the correct options. You may like to point out that the sentences in **activity 4b** are grouped by type – questions all together, negative sentences all together, and so on. Highlight the fact that at times learners will have to underline more than one option.

5b answers

1) We usually use much with **uncountable** nouns.

2) We usually use many with **countable** nouns.

3) We usually use much and many in **questions / negative sentences**.

4) In positive sentences, we usually use **a lot of**.

5) We **can** use a lot of with both countable and uncountable nouns.

6) We **can** use a lot of in questions and negative sentences.

5c

Take brief responses to the question as a way of rounding off this section.

Track 39 (page 90, Student Book) 0:35

Person A

A - Do you have a big breakfast?

B - Yes. I think breakfast's very important.

A - What do you have?

B - Well... *sausages, eggs and toast*.

A - Do you eat many eggs?

B - I usually have two - one fried, and one boiled.

A - And do you have a lot of sausages?

B - No, I don't have many sausages. Just two small ones.

Track 40 (page 91, Student Book) 0:28

Person B

A - What do you usually have for breakfast?

B - Oh, just tea and toast.

A - Do you use a lot of butter?

B - No, just jam. I don't eat much butter.

A - How much tea do you drink?

B - Just a cup.

A - Do you have milk in your tea?

B - Oh, yes – always!

Track 41 (page 91, Student Book) 0:21

Person C

A - Do you have a big breakfast?

B - No. Just milk and cereal.

A - Do you have anything to drink?

B - No, I don't. I don't have a lot of time in the mornings.

Language Focus

Go over the explanations and examples with learners. You may also like to highlight the fact that there is information on countable and uncountable nouns in the **Language Reference** (Student Book page 112).

Practice

6a

Go over the instructions and example to check understanding. In pairs, learners underline the correct option to complete each sentence. Monitor and assist as necessary.

Feedback as a class.

6a answers

- 1) I don't drink **much** coffee.
- 2) **Many** people like my boss, but I don't.
- 3) How **many** people work in your office?
- 4) There wasn't **much** food at the party.
- 5) He eats **a lot of** ice cream.

6b

Go over the instructions and check understanding.
1 - In pairs, learners look at **sentences 1-5 of activity 6a** again and circle the sentence that cannot be rewritten with **a lot of**. (Learners should disregard sentence 5.)
2 - Learners rewrite the other three sentences with **a lot of**.

6b answers

- 1) Sentence 3 cannot be rewritten with **a lot of**.
- 2) 1. I don't drink **a lot of** coffee.
2. **A lot of** people like my boss, but I don't.
4. There wasn't **a lot of** food at the party.

Language Focus

We use **many** with **plural countable nouns** and **much** with **uncountable nouns***. We usually use **many** and **much** in *questions* and *negative sentences*.

Do you eat **many apples**?
How **much coffee** do you drink?
I don't have **many sausages** for breakfast – only one or two.
I haven't got **much time** – five minutes.

We usually use **a lot of** in *positive sentences* with both **countable** and **uncountable nouns**.

He has **a lot of friends**.
I drink **a lot of tea**.

We can also use **a lot of** in *questions* and *negative sentences* with both **countable** and **uncountable nouns**.

Did you eat many cakes? = Did you eat **a lot of** cakes?
I didn't drink much wine last night. = I didn't drink **a lot of** wine last night.

We use **much/many**, not **a lot of**, in questions with **how**.

How many people did you meet?
A lot.
Not many.
Five or six.
How much toast do you eat?
A lot.
Not much.

* You can find more information on countable and uncountable nouns in the Language Reference, page 112.

Practice

6 a Work with a partner.

Underline the correct option to complete each sentence below.

- 1 I don't drink **many** / **much** coffee.
- 2 **Many** / **Much** people like my boss, but I don't.
- 3 How **many** / **much** people work in your office?
- 4 There wasn't **many** / **much** food at the party.
- 5 He eats **many** / **much** / **a lot of** ice cream.

6 b Look at the sentences in **activity 6a** again.

- 1 Circle the sentence that you *cannot* rewrite with **a lot of**.
- 2 Rewrite the other three sentences with **a lot of**.



70 Lesson 17

Sounding Natural

7a

Go over the instructions and example to check understanding. You may like to check learners understand the sound each symbol stands for.

Track 43 Learners listen for the sound they can hear in the underlined parts of the words and circle the correct symbol.

7a answers

When it follows a voiced consonant the 's' also tends to be voiced.

- 1) pancakes /s/
- 2) books /s/
- 3) eggs /z/
- 4) homes /z/

Sounding Natural

7 a **Track 43** Listen. Circle the sound you hear in the underlined part of each word.

- 1 pancakes /s/ /z/
- 2 books /s/ /z/
- 3 eggs /s/ /z/
- 4 homes /s/ /z/

b **Track 43** Listen again and copy the pronunciation.

Time to Talk

8 a Work on your own. Make a note of your answers to the questions below.

1. How much meat do you eat?
2. Do you drink a lot of coffee?
3.
4.

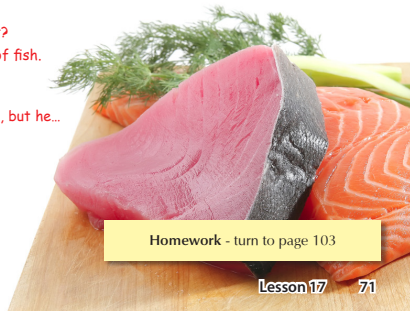
b Write two more questions about food and add them to the list in **activity 8a**.

9 a Work with a partner. Ask and answer the questions from **activity 8**. Ask more questions to get extra information.

example A: How much meat do you eat?
B: Not much, but I eat a lot of fish.

b Tell the class about your partner's answers.

example Josh doesn't eat a lot of meat, but he...



Track 43 (page 91, Student Book) 0:29

- 1) pancakes
- 2) books
- 3) eggs
- 4) homes

7b

Track 43 Learners listen again and copy the pronunciation. Remodel and re-drill as necessary.

Time to Talk

8a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

8b

Learners write two more questions about food and add them to the list of questions in **activity 8a**. Highlight the fact that learners should use *much*, *many* or *a lot of* in their questions. You may like to first elicit some possible questions from the class as a whole.

Allow learners time to think and write. Monitor and assist as necessary.

9a

In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to ask for and give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

9b

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 71** of the Student Book. Ask learners to turn to **page 103**.

Set Lesson 17 **activities 1** and **2** for homework. Go over the example for **activity 1** and **2** to make sure learners know what to do.

Homework Answers

1

- a) I have to go to the supermarket because I haven't got **much food** at home.
- b) Let's get a taxi – we haven't got **much time**.
- c) How **many sausages** did you eat?
- d) I can't come out tonight – I haven't got **much money**.
- e) He's not very nice – he hasn't got **many friends**.
- f) How **much tea** do you drink every week?
- g) There aren't **many** good **restaurants** in my town.

2

- a) I have to go to the supermarket because I haven't got **a lot of food** at home.
- b) Let's get a taxi – we haven't got **a lot of time**.
- d) I can't come out tonight – I haven't got **a lot of money**.
- e) He's not very nice – he hasn't got **a lot of friends**.
- g) There aren't **a lot of** good **restaurants** in my town.

18 What Are You Doing These Days?

What Are You Doing These Days?

In this lesson - Describe what's happening in your life

Core activities - 2-3, 5, 7-8

Grammar - **Present continuous** to talk about what is happening around now

Examples:

I'm working until ten o'clock every night.

He's on vacation. He isn't thinking about work.

What are you doing these days?

Where are you living nowadays?

Introduction

1a

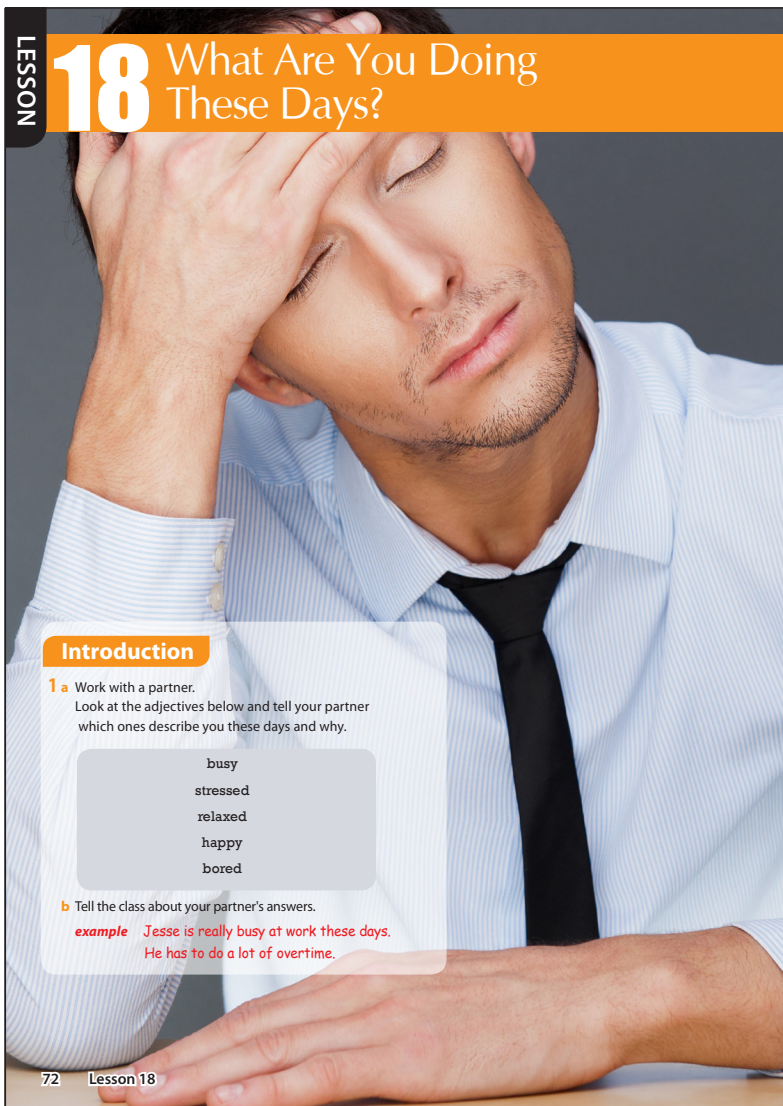
Go over the adjectives and instructions with learners and check understanding. In pairs, learners look at the adjectives and tell their partner which ones are true for them these days and why. You may like to use some of the adjectives to say what's true about your life these days, as an example.

Feedback as a class.

1b

Learners tell the class about their partners.

18 What Are You Doing These Days?



Introduction

1 a Work with a partner.
Look at the adjectives below and tell your partner which ones describe you these days and why.

- busy
- stressed
- relaxed
- happy
- bored

b Tell the class about your partner's answers.

example Jesse is really busy at work these days.
He has to do a lot of overtime.

Memo

In this lesson: Describe what's happening in your life
Grammar: Present continuous to talk about what is happening around now

Listening

2 a Track 44 Track 45 Track 46 Listen to the people talking. Number the pictures on the right in the order you hear them.

b Track 44 Track 45 Track 46 Listen again and write T (true) or F (false) next to the sentences below.

- 1 Miguel is really busy these days. T
- 2 Miguel always works four days a week. _____
- 3 Takashi usually works in the accounts department. _____
- 4 Takashi usually finishes at six o'clock. _____
- 5 Andy is on holiday. _____
- 6 Andy is stressed. _____

3 a Which person in activity 2a makes the statements below? Write the correct name next to the statements.

- 1 I'm working in the accounts department at the moment because they're busy. I usually finish at six o'clock, but nowadays I'm working until ten o'clock. _____
- 2 I'm enjoying a holiday in Australia and I'm feeling very relaxed. I'm learning how to scuba dive. _____
- 3 I'm studying for my final exams next week. So, nowadays I'm working four days a week. _____

b Track 44 Track 45 Track 46 Listen again and check your answers.

4 Who do you think is the busiest at the moment? Who is the most relaxed? Who is the most stressed?



Lesson 18 73

Track 45 (page 91, Student Book) 0:32

Speaker 2

I usually work in the HR department, but I'm working in the accounts department at the moment because they're busy. I have to write lots of reports and go to meetings. I usually finish at six o'clock, but nowadays I'm working until ten o'clock. I'm feeling very tired. I need a holiday!

Track 46 (page 91, Student Book) 0:27

Speaker 3

At the moment, I'm enjoying a holiday in Australia and I'm feeling very relaxed. I'm not thinking about work at all! The weather is really nice here in December. I'm learning how to scuba dive.

2b

Track 44 Track 45 Track 46 Go over the instructions and example and check learners know what to do. Play the CD tracks again. Learners listen again and write T (true) or F (false) next to the sentences. Monitor and assist as necessary. Feedback as a class.

2b answers

- 1) Miguel is really busy these days. **T**
- 2) Miguel always works four days a week. **F**
- 3) Takashi usually works in the accounts department. **F**
- 4) Takashi usually finishes at six o'clock. **T**
- 5) Andy is on holiday. **T**
- 6) Andy is stressed. **F**

3a

Go over the instructions and check learners know what to do. Learners read the statements and write the name of the person in activity 2a who says them. Monitor and assist as necessary. Feedback as a class.

3a answers

- 1) Takashi
- 2) Andy
- 3) Miguel

3b

Track 44 Track 45 Track 46 Play the CD tracks. Learners listen again and check their answers.

4

Discuss the questions as a class. Give everybody a chance to speak.

Listening

2a

Track 44 Track 45 Track 46 Go over the instructions and check learners know what to do. Play the CD tracks. Learners listen to the people talking and number the pictures on the right in the order they hear them. Feedback as a class.

2a answers

top to bottom: 2, 1, 3

Track 44 (page 91, Student Book) 0:29

Speaker 1

I'm really busy these days. I'm studying for my final exams next week and I'm working extra days at my part-time job. I usually work two days a week, but I need money for my trip to New Zealand this summer. So, nowadays, I'm working four days a week.

Language Focus

Go over the explanations and examples with learners and answer any questions they may have.

Practice

5a


Go over the instructions and check learners know what to do. Learners underline the correct options to complete the postcard. Monitor and assist as necessary.

Feedback as a class.

5a answers

See CD script for Track 47 - answers in **bold**.

5b

 **Track 47** Learners listen and check their answers.

Track 47 (page 91, Student Book) 0:41

Dear Maria

Hi, how are you? **I'm having** a great time in England. **I'm going** to lots of interesting places. My host mother is a really good cook. **I'm meeting** lots of new people and **I'm making** lots of new friends at the school. **It's raining** now, but the weather is usually quite good this time of year. There are lots of different kinds of food, but **I can't find** any good Mexican restaurants! I miss you.

Love Miguel

Language Focus

We can use the **present continuous** to talk about what's happening around now.

be + -ing form of the verb

Miguel's **working** extra days at his part-time job.
I'm **studying** for my final exams.
He's on holiday. He **isn't thinking** about work.

We don't use the **present continuous** to talk about routines.

I'm always reading before I go to bed.
 I always read before I go to bed.

Questions

We can use time expressions in questions to make it clear we are talking about what's happening around now.

What are you doing **these days**?
Where are you living **nowadays**?
What are you doing at work **at the moment**?

Practice


5a Underline the correct options to complete the postcard below.

Dear Maria

Hi, how are you? I have / I'm having a great time in England. I go / I'm going to lots of interesting places. My host mother is a really good cook. I meet / I'm meeting lots of new people and I make / I'm making lots of new friends at the school. It rains / It's raining now, but the weather is usually quite good this time of year. There are lots of different kinds of food, but I can't find / I'm not finding any good Mexican restaurants! I miss you.

Love Miguel


Maria Santos
Super Manzana 3 - 403
Puerto Juarez
77520 CANCUN, Q. ROO
MEXICO

b  **Track 47** Listen and check your answers.

74 Lesson 18

Sounding Natural

6a

 **Track 48** Go over the instructions and example and check learners know what to do. Learners read, then listen to, the pairs of sentences and tick (✓) the ones that sound more natural.

6a answers

See CD script for Track 48 - answers in **bold**.

Track 48 (page 91, Student Book) 1:06

1)

a) I'm learning how to scuba dive.

b) I am learning how to scuba dive.

2)

a) She is writing a novel.

b) She's writing a novel.

3)

a) They are travelling around Europe.

b) They're travelling around Europe.

4)

a) We're staying with my parents.

b) We are staying with my parents.

Sounding Natural

6 a Read the pairs of sentences below.

Track 48 Listen and tick (✓) a or b to say which sentence sounds more natural.

	a	b
1 I'm learning how to scuba dive.	✓	I am learning how to scuba dive.
2 She is writing a novel.		She's writing a novel.
3 They are travelling around Europe.		They're travelling around Europe.
4 We're staying with my parents.		We are staying with my parents.

b Track 49 Listen and copy the pronunciation.

Time to Talk

7 a Use the prompts below to make notes about what you're doing in your life at the moment.

	you	your partner
family/home	taking care of my two sons	
at work/school	starting my own company	
hobby	taking a pottery class	

b Work with a partner.

You are two old friends that meet at a reunion. Ask questions to find out what your partner is doing these days. Make a note of your partner's answers in the table above.

example A: It's really good to see you! What are you doing nowadays?
B: Well, I'm married and raising my two sons.

8 Tell the class about your partner's answers.

example Marcy is married and she's raising her two sons.

Homework - turn to page 104

Lesson 18 75

6b

Track 49 Learners listen and copy the pronunciation.

Track 49 (page 91, Student Book) 0:32

- 1) I'm learning how to scuba dive.
- 2) She's writing a novel.
- 3) They're travelling around Europe.
- 4) We're staying with my parents.

Time to Talk

7a

Go over the instructions and examples and check learners know what to do. Learners use the prompts to make notes about what they're doing around now. You may like to make notes of your own answers to the prompts as a model, and to illustrate how to make notes in English (e.g. *I'm planning a wedding*). Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

7b

Explain to learners that they're going to role-play meeting an old friend at a reunion. In pairs, they ask each other questions to find out what they're doing these days, and then make a note of their answers in the table in **activity 7a**. You may like to first elicit some possible questions from the class as a whole. Monitor, but stay in the background as much as possible in this activity.

8

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 75** of the Student Book. Ask learners to turn to **page 104**.

Set Lesson 18 **activities 1** and **2** for homework.

Go over the examples and check learners understand what to do.

Homework Answers

1

- a) Paula's **living** at her sister's house until she finds a new apartment.
- b) I usually **study** at the library for final exams.
- c) Junko's **training** for a marathon.
- d) They're **watching** a film in the living room.
- e) My mother **goes** to flower arranging school on Tuesdays.
- f) This term I'm **taking** an art history class.

2

- a) Tommy sometimes **reads** comics.
- b) He **is reading** a book in his room.
- c) Listen! Mandy **is singing** in the shower.
- d) I usually **help** my mother in the kitchen.
- e) Mike **plays** golf with his boss every Monday.
- f) I heard John **is working** the night shift this month.

19 No Problem

No Problem

In this lesson - Discuss what to do about problems

Core activities - 2-6, 8

Grammar - First conditional

Examples:

If it rains, I'll take an umbrella.

If we hurry, we won't be late.

What will you do if you lose your passport?

Introduction

1

As a class, take brief responses to the question as a way of introducing the topic.

2a

Go over the instructions to check understanding. You may like to briefly make a note of your own answers to the questions on the board as a model. Learners work independently to make a note of their answers to the questions. Monitor and assist as necessary.

2b

In pairs, learners tell their partner about the barbecue or picnic they made notes on.

2c

Feedback. Learners tell the class about their partner's answers.

Reading

3a

Draw attention to the picture of Simone and explain the situation – she is planning a barbecue and thinking about possible problems.

Go over the instructions and example to check understanding. In pairs, learners read the problems Simone thinks about, then use them to complete the phrases under the correct pictures in **Column A**. Monitor and assist as necessary.

Feedback as a class.

3a answers

From top:

If the sausages burn; If someone is sick; If they finish all the wine; If it rains

UNIT 12

19 No Problem

Introduction

1 Do you like barbecues and picnics? Why?

2 a Think about a barbecue or picnic you went to in the past. Write down your answers to the questions below.

- 1** Where was it?
- 2** Who was there?
- 3** What did you eat?
- 4** Did you enjoy it?
- 5** Were there any problems?

b Work with a partner. Tell them about the barbecue or picnic you made notes on.

example

I went to a picnic in Preston Park...

c Tell the class about your partner's answers.

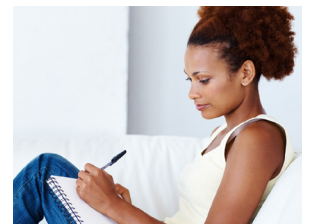
example

Billie went to a picnic in...

Reading

3 a Simone is planning a barbecue. She is thinking about possible problems. Work with a partner. Read the problems Simone thinks about, then use them to complete the phrases under the correct pictures in **Column A** on the next page.

it rains
~~the sausages burn~~
 someone is ill
 they finish all the soft drink



76 Lesson 19

3b

Go over the instructions to check understanding. In pairs, learners draw lines to match the situations in **Column A** with what Simone decides to do for each problem in **Column B**. Monitor and assist as necessary.

Feedback as a class.

3b answers

If the sausages burn, she'll make sandwiches.

If someone is ill, she'll call a doctor.

If they finish all the soft drink, they'll drink iced tea.

If it rains, they'll use umbrellas.

4a

In pairs, learners read the phrases in **activity 3** again and circle the main verbs. Make sure learners understand they should circle these in both columns. Monitor and assist as necessary.

Feedback as a class.

4a answers

See activity 3b answers - answers underlined.

Column A



If the sausages burn _____.



If _____.



If _____.



If _____.

Column B



they'll drink iced tea.



she'll make sandwiches.



they'll use umbrellas.



she'll call a doctor.

b Draw lines to match the situations in **Column A** with what Simone decides to do for each problem in **Column B**.

4 a Read the phrases in **activity 3** again and circle the **main verbs** in both columns.

b Underline the correct option to answer the questions.

- 1 Are the situations in **Column A** in the *present* or the *future*? **present / future**
- 2 Are the situations in **Column A** *sure to happen* or *only possible*? **sure to happen / possible**
- 3 What tense are the phrases in **Column A**? **present simple / past simple**
- 4 What form are the verbs in **Column B**? **base form / past form**

5 Do you think Simone has good ideas about what to do for each problem?

4b

Go over the instructions and questions to check understanding.
Answer each question as a class and have learners underline the correct option for each in their books.

4b answers

- 1) **future**
- 2) **possible**
- 3) **present simple**
- 4) **base form**

5

Take brief responses to the question as a class as a way to round off this section of the lesson.

Memo

Language Focus

Go over the explanations and examples with learners. Highlight the position of the comma between the if-clause and will-clause.

You will be aware that the order of the clauses may be reversed:

If it rains, I'll take an umbrella. / I'll take an umbrella if it rains.

But it's probably best not to go into this unless it is raised by a learner.

Practice

6a

Go over the instructions and example to check understanding.

In pairs, learners complete the sentences with the verbs from the box in the correct form. Monitor and assist as necessary.

Feedback as a class.

6a answers

- 1) If it **rains**, he'll **stay** at home and watch TV.
- 2) If it's **sunny** tomorrow, I'll **play** tennis.
- 3) If you **go** to bed early, you'll **feel** better.
- 4) If she **doesn't study** hard, she'll **fail** the exam.
- 5) If you're **hungry**, you can **buy** lunch.

6b

Go over the instructions and example to check understanding. In pairs, learners use the prompts to write questions. Monitor and assist as necessary.

Feedback as a class.

6b answers

- 1) If I get lost, I'll ask a policeman.
What will you do if you get lost?
- 2) If I miss the train, I'll get a taxi.
What will you do if you miss the train?
- 3) If I get hurt, I'll go to a doctor.
What will you do if you get hurt?
- 4) If I'm hungry, I'll get a takeaway.
What will you do if you're hungry?
- 5) If I'm bored, I'll read a book.
What will you do if you're bored?

Language Focus

We can use the **first conditional** to talk about actions or results in possible situations in the future.

possible situation in the future	actions or results
if + present simple	will + base form of the verb
If it rains, If she passes the exam, If I don't work hard,	I'll use an umbrella. she'll be happy. I won't* get a good job.

*Notice: we put a comma (,) between the if and will parts of the sentences. *won't = will not*

We can use other modal verbs, such as **can**, **might**, and **may**, instead of **will**.

If you finish early, you can go home. If I have the time, I might come to the party.

In questions, we can put the **will** part of the sentence first and the **if** part second. When the will part comes first, we don't use a comma.

will + base form of the verb	if + present simple
What will you do What will she do What will they do	if it rains? if she goes to university? if they finish all the soft drink?

Practice

- 6 a Complete the sentences with the verbs from the box in the correct form. Use each word only once.

be	buy	feel	not study	rain
be	fail	go	play	stay

- 1 If it **rains**, he'll _____ at home and watch TV.
- 2 If it _____ sunny tomorrow, I'll _____ tennis.
- 3 If you _____ to bed early, you'll _____ better.
- 4 If she _____ hard, she'll _____ the exam.
- 5 If you _____ hungry, you can _____ lunch.

- b Use the prompts to write questions.

- 1 If I get lost, I'll ask a policeman.
What will you do if you get lost? _____
- 2 If I miss the train, I'll get a taxi.
What _____
- 3 If I get hurt, I'll go to a doctor.
What _____
- 4 If I'm hungry, I'll get a takeaway.
What _____
- 5 If I'm bored, I'll read a book.
What _____



Sounding Natural

7 a **Track 50** Listen. What happens to the underlined letter in each sentence when we speak naturally?

- 1 What will you do if you get lost?
- 2 What will you do if you miss the train?
- 3 What will you do if you get hurt?

b **Track 50** Listen again and copy the pronunciation.

Time to Talk

You are going to role-play two situations discussing problems.
Work in two groups, **A** and **B**. **Group A**: read below. **Group B**: go to **page 87**.

8 a Read the information for **Role-play 1** and think about what to say.

Role-play 1

You are a parent. Your partner is your son or daughter. Your partner wants to go hiking in the mountains. You are worried. Read the possible problems below and add two more of your own ideas.

- get lost
- there is heavy snow
- the pack is too heavy
- _____
- _____

Talk to your son/daughter. Tell them what you are worried about.

b Do the role-play with your partner.

example A: Are you leaving now?
B: Yes, I am. See you tomorrow.
A: But I'm worried. What will you do if you get lost?

c Do the same with **Role-play 2**.

Role-play 2

Your partner is your mother or father. You are their son or daughter.
Today, you are leaving for a one-year trip around Europe. Your partner is worried. Read three problems they are worried about, below. Make a note of what you can say about the problems.

What will you do if you...

- can't speak the language? _____
- get hurt? _____
- fall in love? _____

Talk to your mother/father. Say goodbye and tell them not to worry.

example A: Are you leaving now?
B: Yes, I am. See you next year.
A: But I'm worried. What will you do if you can't speak the language?
A: Don't worry! If I can't speak the language, I'll get a phrase book.

Homework - turn to page 104

Lesson 19 79

Sounding Natural

7a

Track 50 Learners listen for what happens to the underlined 't' in 'what' in connected speech.

7 answer

It tends not to be pronounced. This is an example of elision.

Track 50 (page 91, Student Book) 0:28

- 1) What will you do if you get lost?
- 2) What will you do if you miss the train?
- 3) What will you do if you get hurt?

7b

Track 50 Learners listen again and copy the pronunciation. Remodel and re-drill if necessary.

Time to Talk

Divide the class into two groups, **A** and **B**. Have **group A** look further down the page at **activity 8**. Have **group B** turn to the Communication activity on **page 87** and look at **activity 8** there.

8a

Go over the instructions for **Role-play 1** with learners to check understanding.

You may like to have learners work together in their groups at this stage to think of what to say in their roles.

Monitor and assist as necessary.

8b

Put learners into **A / B pairs** to do **Role-play 1**. You may like to model the activity first with a more confident learner.

Go over the instructions and example to check understanding. In pairs, learners do **Role-play 1**.

8c

Repeat procedure for **Role-play 2**.

Feedback as a class – ask learners what the most difficult question their partners asked them was.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 79** in the Student Book. Ask learners to turn to **page 104**.

Set Lesson 19 **activities 1** and **2** for homework.

Go over the instructions and example for **activity 1** to check understanding. Make sure learners know what to do for **activity 2**.

Homework Answers

1

- a) What **will you do if it's sunny on Saturday?**
- b) If **you don't wear a coat, you'll get cold.**
- c) What **will you study if you go to university?**
- d) What **will we do if we're late?**
- e) If **we run, we'll be on time.**
- f) If **it's cold, I'll wear a coat.**

2

Learner's own answers.

20 Let's Celebrate!

Let's Celebrate!

In this lesson - Talk about what you do on New Year's Day

Core activities - 1-4, 7-8

Skills - Extended speaking and vocabulary

Warmer

Ask the learners to write three facts about themselves on separate strips of paper, and then to fold them up and hand them to you. Put the strips in a bag.

In turns, learners pull out a strip and read it out to the class.

Learners try to guess who the fact is about. Continue until all the strips have been read out.

Introduction

1a

Go over the instructions and example and check learners know what to do. In pairs, learners match the words from the box with the pictures of reasons to celebrate. Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items.

1a answers

- 1) engagement
- 2) birth of a child
- 3) graduation
- 4) retirement
- 5) victory
- 6) birthday

1b

Learners write three more reasons to celebrate. Give learners time to think and write down their ideas.

1b suggested answers

- wedding
- coming of age
- (wedding) anniversary
- promotion (at work)
- New Year's Day

1c

Learners share their ideas with the class.

2

As a class, discuss the questions in the activity. Give everybody a chance to speak.

20 Let's Celebrate!

Introduction

1 a Work with a partner.

Match the words from the box with the pictures below of reasons to celebrate.

birth of a child
birthday

engagement
graduation

retirement
victory



1 engagement

2 _____

3 _____



4 _____

5 _____

6 _____

b Write **three** more reasons to celebrate.

1 _____

2 _____

3 _____

c Share your ideas with the class.

2 As a class, discuss the questions below.

- a Look at **activity 1** again. Did you celebrate any of these events this year?
- b What's your favourite way to celebrate?

Vocabulary

5a

Go over the instructions and check learners know what to do. In pairs, learners match the sentences about what people do around the world on New Year's Day with the pictures.

Feedback as a class.

5a answers

Left to right: 3, 1, 2

5b

In pairs, learners match the countries from the box with the New Year's customs in **activity 5a** by writing the countries next to the correct sentences.

Feedback as a class.

5b answers

1-China, 2-Mexico, 3-Scotland

6a

Go over the instructions and example and check learners know what to do. Learners use the words from the box to complete the phrases about what people do on New Year's Day. Monitor and assist as necessary.

Feedback as a class.

6a answers

- 1) have a **party**
- 2) watch **fireworks**
- 3) visit **family**
- 4) stay at **home**

6b

In pairs, learners write three more things people do on New Year's Day.

Feedback as a class.

6b suggested answers

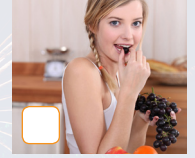
- have a family dinner
- go to a bar/restaurant
- go to a shrine/church

Vocabulary

5a Work with a partner.

Read the sentences about what people do around the world on New Year's Day. Write numbers to match the sentences with the pictures below.

- 1 Many people enjoy watching parades with floats, lion dances and dragon dances. They believe dragons bring good luck and good fortune. _____
- 2 People eat 12 grapes (one for every month) at midnight to bring good luck during the year. _____
- 3 It's common for families to wait for the first person to visit their home after midnight. The first person should be a young man with a small gift. This will bring good luck for the year. _____



b Match the countries from the box with the New Year's customs in activity 5a. Write the countries next to the correct sentences.

China

Mexico

Scotland

6a Use the words from the box to complete the phrases about what people do on New Year's Day.



home

family

fireworks

party

1 have a **party**

2 watch _____

b Work with a partner. Write three more things people do on New Year's Day.

1 _____

2 _____

3 _____

Time to Talk 2

7 a Read the questions below and make a note of your answers.

1. Do you usually wake up early on New Year's Day?
2. What's your favourite part of the day?
3. What do you usually eat for breakfast on New Year's Day?
4. Where were you on New Year's Day this year?
- 5.
- 6.

b Write **two** more questions about New Year's Day.

8 a Work with a partner.

Ask and answer the questions in **activity 7**.

example A: What do you usually do on New Year's Day?

B: I usually wake up early and have a really big breakfast...

b Tell the class about your partner's answers.

example Barney usually wakes up early and has a really big breakfast, then he...

Homework - turn to page 105

Skills Lesson 20 83

Time to Talk 2

7a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

7b

Learners write two more questions and add them to the list of questions in **activity 7a**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

8a

In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

8b

Feedback. Learners tell the class about their partner's answers.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 83** of the Student Book. Ask learners to turn to **page 105**.

Set Lesson 20 **activities 1** and **2** for homework.

Go over the examples and check learners understand what to do.

Homework Answers

1

- a) When someone stops working, their friends and family often give them a retirement party.
- b) A couple who decide to get married often have an engagement party.
- c) When you complete high school or university, you often have a graduation party.
- d) If your team wins tonight, you should have a victory party.
- e) My brother turned 40 last Friday, so we gave him a big birthday party.
- f) The happiest event of my life was the birth of my son. He weighed 3100 grams.

2

o p
n o k c r q v d b x z v a g n h i g t
v z i **p a r t y** e u j x e n z d u u y
g w a k d z
y m o f h u g a i u z o m m o h m
d t e f i n u f j x c r f x **s** y t
v r x **c** v e o o w **d**
y e **p h** k s o h y v n o **f** u **j**
a x **i a** e v b n d f v d **t** f c
y p **z m** p i p e t d **f d** o h
i o **z p** q r q o u g c r b d
c d **a a** f w w f f i a v
e y **b g** f u z f b g p s z **n** x p
c q o **n** x **f a m i l y** i t **k** z w
r k v e s **s** e w
e b u y a **l i v e b a n d** n m d d r
a n k s r u **f i r e w o r k s** v g n
m u i l
d z z p s i z u p r b y x u q d u h p l
l k l u t **c l o w n** o e z z i c o u j w