

# Time to Talk

21st Century Communication Skills

Teacher's Guide

Beginner

A1

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# 1 She's a Computer Programmer

### She's a Computer Programmer

**In this lesson** - Introduce yourself and ask questions about people

**Core activities** - 1-6, 9

**Function** - Asking for and giving personal information

Examples:

- What's his name?      His name is Alfredo.
- How old is he?        He's 32.
- Where's she from?    She's from Britain.
- What does he do?     He's a waiter.
- Is she from China?    Yes, she is.
- Is she a doctor?       No, she isn't.

### Introduction

#### 1a

In pairs, learners match the flags to the countries and then the nationalities. Go through an example and check learners understand the activity.

#### 1a answers

From the top flag down: Russia – Russian, India – Indian, Britain – British, Japan – Japanese, China – Chinese, South Korea – South Korean, France – French, Vietnam – Vietnamese, the USA – American

#### 1b

Assign the learners A and B roles. Learner A reads a country and learner B says the nationality. Then learner B reads a country and learner A says the nationality. This is repeated until all the countries and nationalities have been practised.

Example:

**Learner A** - "Russia"

**Learner B** - "Russian"

# 1 She's a Computer Programmer

### Introduction

**1 a** Work with a partner.

Match the flags with the countries and the countries with the nationalities.

	<b>Country</b>	<b>Nationality</b>																		
	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse; background-color: #f0f0f0;"> <tr><td style="padding: 5px;">Britain</td></tr> <tr><td style="padding: 5px;">the USA</td></tr> <tr><td style="padding: 5px;">Japan</td></tr> <tr><td style="padding: 5px;">China</td></tr> <tr><td style="padding: 5px;">Vietnam</td></tr> <tr><td style="padding: 5px;">India</td></tr> <tr><td style="padding: 5px;">Russia</td></tr> <tr><td style="padding: 5px;">France</td></tr> <tr><td style="padding: 5px;">South Korea</td></tr> </table>	Britain	the USA	Japan	China	Vietnam	India	Russia	France	South Korea	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse; background-color: #f0f0f0;"> <tr><td style="padding: 5px;">French</td></tr> <tr><td style="padding: 5px;">Russian</td></tr> <tr><td style="padding: 5px;">Vietnamese</td></tr> <tr><td style="padding: 5px;">Chinese</td></tr> <tr><td style="padding: 5px;">American</td></tr> <tr><td style="padding: 5px;">British</td></tr> <tr><td style="padding: 5px;">South Korean</td></tr> <tr><td style="padding: 5px;">Indian</td></tr> <tr><td style="padding: 5px;">Japanese</td></tr> </table>	French	Russian	Vietnamese	Chinese	American	British	South Korean	Indian	Japanese
Britain																				
the USA																				
Japan																				
China																				
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Russia																				
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Chinese																				
American																				
British																				
South Korean																				
Indian																				
Japanese																				

**b** Close your book. Take turns to say the name of a country. Your partner says the nationality.

**example**    A: Russia.  
                   B: Russian.

### Memo

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In this lesson: Introduce yourself and ask questions about people

Function: Asking for and giving personal information

2 Work with a partner.

- a Match the places in **Column 1** with the pictures in **Column 2**.
- b Match the pictures in **Column 2** with the jobs in **Column 3**. More than one answer is possible.

**Column 1**

- a an office
- b a school
- c a house
- d a restaurant
- e a garage

**Column 2**

- 
- 
- 
- 
- 

**Column 3**

- a a businesswoman
- b a teacher
- c a secretary
- d a housewife
- e a waiter
- f a mechanic
- g a computer programmer

Red lines connect office (a) to picture 1, school (b) to picture 2, housewife (d) to picture 4, and waiter (e) to picture 5.

c Take turns to talk about the pictures.

**example** A businesswoman works in an office.

Lesson 1 5

## 2a+b

With a different partner. Ask learners to match the places, pictures, and people in Columns 1, 2, and 3. Go over the example with learners and check understanding.

### 2a+b answers

- a - 5 - a, c, g
- b - 1 - b, c
- c - 4 - d
- d - 2 - e
- e - 3 - f

## 2c

Tell learners to talk about the pictures. Demonstrate the activity by writing the example on the board.

### 2c answers

- A businesswoman works in an office.
- A teacher works in a school.
- A secretary works in an office. (A secretary works in a school, is also acceptable.)
- A housewife works at home.
- A waiter works in a restaurant.
- A mechanic works in a garage.
- A computer programmer works in an office.

## Memo

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## Listening

### 3a-c

**Track 01** Write on the board 'Hello, my name is (name). I'm from (country). I'm a (job)'. Introduce yourself to the learners.

Explain to learners they're going to listen to three people introduce themselves. Learners listen and use the words from the box to write the missing information. Play the CD again if necessary.

#### 3a-c answers

See CD script for Track 01 - answers underlined.

**Track 01** (page 84, Student Book) 0:39

a)  
Hi, my name's Raj.  
I'm from Bangalore in India.  
I'm a computer programmer.

b)  
Hello, I'm Wenjing and I'm Chinese.  
I'm a teacher.

c)  
Hello, my name's Kate.  
I'm from London in Britain.  
I'm a secretary.

### 4a-c

In pairs, learners write the missing words in the spaces to complete the sentences.

#### 4a-c answers

See CD script for Track 02 - answers underlined.

**Track 02** Learners listen and check.

**Track 02** (page 84, Student Book) 0:39

a)  
Hello, my name's Nadia.  
I'm from Moscow in Russia.  
I'm a housewife.

b)  
Hi, my name's Pierre.  
I'm French and I'm a waiter.

c)  
Hi, I'm Bill.  
I'm from New York in America.  
I'm a mechanic.

## Language Focus

### 5

Pairwork. Learners match the questions with answers about the people in **activities 3** and **4**.

## Listening

**3 Track 01** Listen and write the missing information. Use words from the box.

I'm from	I'm	my name's	I'm a
I'm a	my name's	I'm from	I'm a

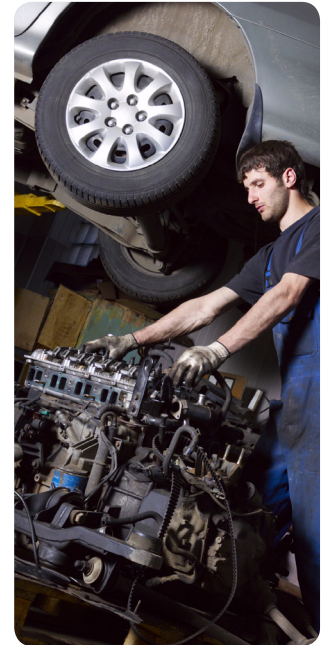
- a Hi, my name's Raj.  
\_\_\_\_\_ Bangalore in India.  
\_\_\_\_\_ computer programmer.
- b Hello, \_\_\_\_\_ Wenjing and I'm Chinese.  
\_\_\_\_\_ teacher.
- c Hello, \_\_\_\_\_ Kate.  
\_\_\_\_\_ London in Britain.  
\_\_\_\_\_ secretary.

**4** Work with a partner. Write the missing words below.

- a Hello, \_\_\_\_\_ Nadia.  
\_\_\_\_\_ Moscow in Russia.  
\_\_\_\_\_ housewife.
- b Hi, \_\_\_\_\_ Pierre.  
\_\_\_\_\_ French and  
\_\_\_\_\_ waiter.
- c Hi, \_\_\_\_\_ Bill.  
\_\_\_\_\_ New York in America.  
\_\_\_\_\_ mechanic.

**Track 02** Listen and check.

Introduce yourself to the class.



## Language Focus

**5** Work with a partner. Look at the table below. Match the questions with the answers.

Question	Answer
What's his name?	He's a computer programmer.
Where's she from?	No, she isn't. She's from Russia.
What does he do?	Yes, he is.
Is she from China?	London in Britain.
Is he from France?	Bill.

6 Lesson 1

### 5 answers

What's his name? – Bill.  
Where's she from? – London in Britain.  
What does he do? – He's a computer programmer.  
Is she from China? – No, she isn't. She's from Russia.  
Is he from France? – Yes, he is.

### Extension

Write the table from **activity 5** on the board. In pairs, practise asking and answering the questions about personal information.

### Teaching Tip – Disappearing Dialogue

Leave the conversation on the board for learners to refer to while practising.

Learners can look at the conversation on the board, but must look away when they speak.

Repeat several times, but erase portions of the conversation each time, leaving smaller and smaller prompts.

## Practice

6 Write the questions for the answers.

- a Where's he from? He's from India.  
b \_\_\_\_\_? She's a secretary.  
c \_\_\_\_\_? She's from Russia.  
d \_\_\_\_\_ a waiter? Yes, he is.  
e \_\_\_\_\_ America? Yes, he is.

## Sounding Natural

7 **Track 03** Listen to the nationalities.

How many syllables are there? Write 2, 3 or 4.

- a Japanese **3**      e Portuguese      i Brazilian  
b Norwegian      f Finnish      j Italian  
c Icelandic      g Bulgarian      k Danish  
d Canadian      h Polish      l Spanish

8 **Track 03** Listen again and copy the pronunciation.

## Time to Talk

9 Work with a partner.

a Ask and answer questions about the people in **activities 3 and 4**.

- example** A: What's his name?  
B: His name's Raj.  
A: Where's he from?  
B: He's from Bangalore in India.

b Ask and answer similar questions about other people in the class.

**tip**

If you don't know the answer, you can say: "I don't know!"

Homework - turn to page 88

Lesson 1

7

## 7a-l answers

- a) Japanese – **3**, b) Norwegian – **3**, c) Icelandic – **3**,  
d) Canadian – **4**, e) Portuguese – **3**, f) Finnish – **2**,  
g) Bulgarian – **4**, h) Polish – **2**, i) Brazilian – **4**,  
j) Italian – **3**, k) Danish – **2**, l) Spanish – **2**

**Track 03** (page 84, Student Book) 0:45

- a) Japanese  
b) Norwegian  
c) Icelandic  
d) Canadian  
e) Portuguese  
f) Finnish  
g) Bulgarian  
h) Polish  
i) Brazilian  
j) Italian  
k) Danish  
l) Spanish

8

**Track 03** Learners listen again and copy the pronunciation.

## Time to Talk

9a

Explain to learners that they're going to ask and answer questions about the people in **activities 3 and 4**. In pairs, partner A asks about Raj and partner B answers. Read the example and check learners understand the activity.

9b

In their pairs, learners ask and answer similar questions about other people in the class. Model an example question with one of the learners. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. Feedback as a class. Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 7** of the Student Book. Ask learners to turn to **page 88**.

Set Lesson 1 **activities 1 and 2** for homework. Do **activities 1a and 2a** together.

## Homework Answers

1

- a) What's his name?  
b) What does he do?  
c) Is she Italian?  
d) How old is she?  
e) Where's she from?

2

Learner's own answers.

## Practice

6a-e

Learners write the questions for the answers. Explain to learners that the language from the previous activity can be used as a guide.

**6a-e answers**

- a) Where's he from?  
b) What does she do?  
c) Where's she from?  
d) Is he a waiter?  
e) Is he from America?

## Sounding Natural

7a-l

**Track 03** Write on the board the word 'Japanese'.

Ask the learners to say it aloud. Say it again but slowly, breaking down into syllables and counting each with your fingers. Elicit how many syllables there are. Nominate a learner to underline each syllable. In pairs, learners listen to the CD and write the number of syllables they hear (2, 3, or 4) next to the nationalities.

# 2 What Do You Do?

## What Do You Do?

**In this lesson** - Discuss your daily life

**Core activities** - 1-8, 10

**Grammar** - Adverbs of frequency

**Examples:**

*I always drink coffee in the morning, but I never take milk.*

## Warmer

- Write the word 'postman' on the board. Elicit from learners what this person does.  
*Possible answers:*  
*Delivers letters, rides a motorbike (in Japan), wears a uniform, works early in the morning, etc.*
- Next, place two chairs facing away from the board and sit two learners down.
- Elicit other jobs and write on one side of the board (e.g. policeman, fireman, fisherman, taxi driver, chef, etc.).
- The other learners must describe what this person does without saying the name of the job (e.g. 'He helps people, he stops bad people').
- Switch learners so they all have a chance to guess.

## Introduction

### 1a

Learners match the words in the box with the pictures.

#### 1a answers

*Clockwise: a, e, g, d, b, c, f*

### 1b

In pairs, learners ask and answer questions about the people's jobs in **activity 1a**. Read the example and check learners understand the activity.

### 2a+b

In pairs, learners discuss questions **a** and **b**. Feedback. Learners tell the class about their partner's answers.

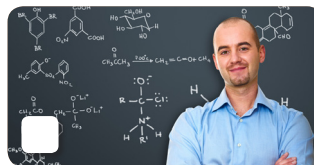
# 2 What Do You Do?

## Introduction

1 Work with a partner.

a Match the words in the box with the pictures.

- |                 |                           |
|-----------------|---------------------------|
| a office worker | e housewife/<br>homemaker |
| b teacher       | f doctor                  |
| c student       | g mechanic                |
| d taxi driver   |                           |



b Ask and answer questions about the people's jobs.

**example** A: What does he do?

B: He's an office worker.

2 Work with a partner. Discuss the questions below.

a Do you know anyone who does the jobs in **activity 1**?

b What do you do? Do you like it?




## Reading

3 Read the magazine article below about Kirsty.

*Lives and Styles*

# WORKING LIVES

Emma Jones interviews **Kirsty Smith** about her working life.



**So, Kirsty, what do you do?**  
I'm an office worker. I work in a company in the city.

**What do you like about your job?**  
The people in the office – they're all really nice!

**What don't you like?**  
I hate going on the train in the morning. It's always very crowded, so I usually stand all the way. I sometimes get a seat, and that's great.

**What do you do after work?**  
I never leave the office on time – I always work late! Sometimes, I go for a drink with friends from work, but not very often – I usually just go home.

4 Work with a partner. Read the article again and write the answers to the questions below.

- a What's Kirsty's job? She's an office worker.
- b How does Kirsty travel to work? \_\_\_\_\_
- c Does Kirsty like the people in her office? \_\_\_\_\_
- d What does Kirsty do after work? \_\_\_\_\_

5 Work with a partner. Find and underline these words in the article in **activity 3**.

sometimes   never   always   often   usually

## Reading

### 3

Before reading, focus learners on the picture of the young woman.

Ask learners what they think she does / she likes about her job / she doesn't like about her job / she does after work.

#### Teaching Tip – Speculation

Encourage learners to speculate and make guesses before a reading or listening task. This activates their existing knowledge and gets them in the right frame of mind for the task. It also adds interest to the task because learners listen or read to see if they were right in what they guessed.

Learners read the interview and check to see if they were correct.

Feedback in pairs and then as a class.

### 4a-d

In pairs, learners read the article again and answer the questions. Read the example and check learners understand the activity. Allow them time to complete the remaining three questions.

#### 4a-d answers

- a) What's Kirsty's job? *She's an office worker.*
- b) How does Kirsty travel to work? *By train.*
- c) Does Kirsty like the people in her office? *Yes, she does.*
- d) What does Kirsty do after work? *She usually goes home.*

Feedback as a class.

### 5

Pairwork. Quickly go through each of the adverbs of frequency with learners. Tell them to find and underline them in the interview in **activity 3**.

Feedback as a class.

## Language Focus

### 6

Draw on the board a line from 0% to 100%. Elicit where learners think each adverb is placed. Write learners' responses on the board. Once completed, get them to write the adverbs into the spaces in the activity.

#### 6 answers

never sometimes often usually always  
0% 100%

## Practice

### 7a-c

In pairs learners underline the correct option to complete the sentences. Allow time for learners to complete the task.

#### 7a-c answers

- a) sometimes
- b) always
- c) never

Feedback in pairs and then as a class.

### 8a-e

Read the first sentence with learners. Elicit where the mistake is. In pairs, learners find and correct the mistakes in the remaining sentences.

#### 8a-e answers

See CD script for Track 04.

**Track 04** Learners listen and check answers.

**Track 04** (page 84, Student Book) 0:42

- a) I **usually** go to the **beach** in the **summer**.
- b) I **sometimes** go to the **park** on **Saturdays**.
- c) We **never** eat **Italian** food.
- d) He's **usually** late.
- e) I'm **always** tired.

## Language Focus

6 We use the words below to say how frequently something happens.

sometimes never always often usually

Write them in the correct place below the green line.



Adverbs of frequency can come **after** the verb **be**.

The weather **is usually** sunny.

Adverbs of frequency can come **before other verbs**.

I **never go** surfing.

## Practice

7 Work with a partner. Underline the correct options to complete the sentences.

- a I usually stay at home at weekends, but I **sometimes** / **never** go shopping with friends.
- b He's **always** / **often** late for work – he's never on time.
- c We **never** / **often** go on holiday because we don't have any money!

8 Work with a partner. Find the mistakes in the sentences below. Write the corrected sentences.


- a I go usually to the beach in the summer.  
I usually go to the beach in the summer.
- b I go sometimes to the park on Saturdays.  
\_\_\_\_\_
- c We eat never Italian food.  
\_\_\_\_\_
- d He's late usually.  
\_\_\_\_\_
- e I always am tired.  
\_\_\_\_\_

**Track 04** Listen and check your answers.

## Sounding Natural

9 a  Listen again to the sentences in **activity 8**. Mark (●) the stressed words.

I usually go to the beach in the summer.

b  Listen again and copy the pronunciation.

## Time to Talk

10 a Read the questions below. Make notes.

• What do you do?

• What time do you start work or studying? Is it the same every day?

• What do you usually do every day? What do you sometimes do?

• What do you do in the evenings?

b Work with a partner. Discuss your daily lives.

Try to use the words **sometimes, never, always, often, and usually**.


c Tell the class about your partner's answers.

Homework - turn to page 88

Lesson 2 11

## Sounding Natural


9a

 **Track 04** Play the track again, pausing after each sentence, and have learners mark the main stresses.

**9a answers**

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

9b

 **Track 04** Play again, pausing for learners to copy pronunciation.

## Time to Talk

10a

Explain to learners they're going to discuss their daily lives. Write an example on the board and check learners understand the activity.

Allow learners time to read the questions and make notes. Encourage them to keep their notes brief. Monitor and assist with vocabulary where necessary.

10b

In pairs, learners ask and answer the questions in **activity 10a**. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

10c

Learners tell the class about their partner's answers.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 11** of the Student Book. Ask learners to turn to **page 88**.

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

Do **activity 1a** together. Write an example on the board for **activity 2** and check learners understand the activity.

## Homework Answers

1

- He **usually** stays in Tokyo once a week.
- My children **never** sleep well after eating chocolate.
- Jason **sometimes** talks loudly on the phone.
- German movies are **sometimes** difficult to watch.
- Mexican food is **usually** delicious.
- He **always** works really hard.
- I **never** drink coffee at this time of night.

2

Learner's own answers.

# 3 What Have You Got?

## What Have You Got?

**In this lesson** - Talk about your possessions

**Core activities** - 1-6, 9

**Grammar** - Have got for possession

**Examples:**

*I've got a car.*

*She's got three brothers.*

*I haven't got a computer.*

*He hasn't got a sister.*

**A** - Have you got a car?

**B** - Yes, I have.

**B** - No, I haven't.

## Introduction

### 1

In pairs, learners match the words in the box to the pictures. Go through an example and check learners understand the activity.

### 1 answers

From left top to bottom:

a - digital camera

e - trainers

j - money

i - basketball

d - tripod

c - business papers

f - briefcase

g - pencil case

h - lipstick

b - books

### Extension

In pairs, learners ask and answer questions about the pictures. Write an example on the board and check learners understand the activity.

**Example:**

**A** - What's this?

**B** - It's a camera.

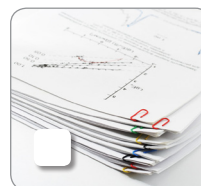
# 3 What Have You Got?

## Introduction

1 Work with a partner.

Match the words in the box with the pictures.

- |                   |               |
|-------------------|---------------|
| a digital camera  | f briefcase   |
| b books           | g pencil case |
| c business papers | h lipstick    |
| d tripod          | i basketball  |
| e trainers        | j money       |



## Listening

- 2 **Track 05** Listen to the woman in the photo talking.  
Answer the questions.

- a What does she do?  
b What things from **activity 1** are in her bag?  
Put a circle (○) or a cross (×) in the table.



briefcase	○	
business papers		
lipstick		
digital camera		
tripod	×	
books		
pencil case		
trainers		
basketball		
wallet		
money		

- 3 **Track 06** Listen to the man in the photo talking and answer the questions.

- a What does he do?  
b What things from **activity 1** are in his bag? Put a circle (○) or a cross (×) in the table.

- 4 a Work with a partner. Write the missing words to complete the sentences below.

In my bag? Well, I've got a lot of books and a pencil case. I'm an art student at university.  
Today \_\_\_\_\_ also \_\_\_\_\_ my trainers and basketball with me. I like playing basketball after school. \_\_\_\_\_ my wallet, but I \_\_\_\_\_ any money!

- b **Track 06** Listen again and check your answers.

## Listening

Focus learners' attention on the two people on **page 13**. Ask learners what they think the people do for a living.

### Possible answers

*a businesswoman and a student*

### 2a+b

- Track 05** Learners listen and answer the questions **a** and **b** about the woman. Play the CD again if necessary.  
**Question a:** learners listen for the speaker's job.  
**Question b:** learners put a circle or a cross next to the items the woman talks about.

### 2a+b answers

- a) *She's a businesswoman.*  
b) *briefcase ○, business papers ○, lipstick ○, digital camera ○, tripod ×*

### Track 05 (page 84, Student Book) 0:31

*I'm a businesswoman, so I've always got my briefcase with me. It's got my business papers in it. It's also got my lipstick in it. We need to take some pictures of a new business idea today, so I've got my digital camera. But I haven't got my tripod - I forgot it!*

### 3a+b

- Track 06** Repeat the process for person two. Play the CD. Learners listen and answer the questions **a** and **b**. Play the CD again if necessary.

### 3a+b answers

- a) *He's a student.*  
b) *books ○, pencil case ○, trainers ○, basketball ○, wallet ○, money ×*

### Track 06 (page 84, Student Book) 0:28

*In my bag? Well, I've got a lot of books and a pencil case. I'm an art student at university. Today I've also got my trainers and basketball with me. I like playing basketball after school. I've got my wallet, but I haven't got any money!*

### 4a

- Track 06** In pairs, learners listen and write the missing words to complete the sentences. Read the example and check learners understand the activity.

### 4a answers

*See CD script for Track 06 - answers underlined.*

### 4b

- Track 06** Learners listen again and check answers.

## Language Focus

Go through the explanation and examples with learners. Ask them to find more examples in **Tracks 05** and **06** on **page 84** of the Student Book.

## Practice

### 5a-e

Refer learners to **activity 2** again. Tell learners to write five sentences about what the woman in **activity 2** has and hasn't got. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

#### 5a-e suggested answers

- a) *She's got a briefcase.*
- b) *She's got some business papers.*
- c) *She's got lipstick.*
- d) *She's got a digital camera.*
- e) *She hasn't got a tripod.*

### 6a-f

Refer learners to **activity 2** again. Tell learners to write five sentences about what the man has and hasn't got. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

#### 6a-f suggested answers

- a) *He's got a lot of books.*
- b) *He's got a pencil case.*
- c) *He's got some trainers.*
- d) *He's got a basketball.*
- e) *He's got a wallet.*
- f) *He hasn't got any money.*

Feedback in pairs, and then as a class.

## Language Focus

We can talk about possessions with **have got** and **haven't got**.

### have got

I've got a car. (I've = I have)  
She's got three brothers. (She's = She has)  
We've got a very nice house. (We've = We have)

### haven't got

I haven't got a computer. (haven't = have not)  
He hasn't got a sister. (hasn't = has not)  
They haven't got a car.

### question

Have you got a car?  
Yes, I have.  
No, I haven't.

## Practice

5 Look at the table in **activity 2** again.

Write five sentences about what the woman has got and hasn't got.

- a She's got a briefcase.
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

6 Look at the table in **activity 2** again.

Write six sentences about what the man in **activity 3** has got and hasn't got.

- a He's got a lot of books.
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

## Memo

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## Sounding Natural

- 7 **Track 07** Listen to the questions below.  
How do we say the 't' in 'got' when we speak naturally?
- Have you got a car?
  - Has she got a brother?
  - Have you got a computer?

- 8 **Track 07** Listen again and copy the pronunciation.

## Time to Talk

- 9 What have you got?
- Put a circle (O) or a cross (X) in the **you** column in the table below.

	you	your partner
• Have you got a car?		
• Have you got a bicycle?		
• Have you got a motorbike?		
• Have you got a cat?		
• Have you got an umbrella?		

- Write three more **Have you got** questions.
- Work with a partner. Ask and answer the questions.  
Put a circle (O) or a cross (X) in the **your partner** column in the table.
- Tell the class about your partner's answers.

Homework - turn to page 89

Lesson 3 15

## Sounding Natural

### 7a-c

- Track 07** Play the CD and ask learners how we say the 't' in 'got' when we speak naturally.

#### 7a-c answers

*It's pronounced as /d/.*

**Track 07** (page 84, Student Book) 0:25

- Have you got a car?
- Has she got a brother?
- Have you got a computer?

## 8

- Track 07** Play the CD again, pausing after each question, for learners to copy the pronunciation.

## Time to Talk

### 9a

Explain to learners they're going to discuss their possessions.

Learners put a circle (O) for things they have got, or a cross (X) for things they haven't got, in the 'you' column.

### 9b

Ask learners to write three more questions. Monitor and assist with vocabulary where necessary.

### 9c

In pairs, learners ask and answer the questions from the table. Learners put a circle (O) for things their partner has got, or a cross (X) for things they haven't got, in the 'your partner' column. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and

### 9d

Learners report their findings to the class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 15** of the Student Book. Ask learners to turn to **page 89**.

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

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

## Homework Answers

### 1

- I've got a sister.
- He hasn't got a job.
- She hasn't got a bicycle.
- We've got a television.
- They've got a swimming pool.
- I haven't got a jacket.
- He's got a dog.

### 2

Learner's own answers.

# 4 I Like Shopping

## I Like Shopping

**In this lesson** - Tell people what you like doing in your free time

**Core activities** - 1-6, 10

**Grammar** - Like and don't like with the **-ing form** of the verb

**Examples:**

*I like playing golf.*

*He likes watching TV.*

*Do you like playing sports?*

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

*Does she like shopping?*

*Yes, she does. / No, she doesn't.*

## Introduction

### 1a

In pairs, learners match the words to the pictures. Monitor and assist where necessary.

#### 1a answers

*Left to right, top to bottom: cooking, playing tennis, swimming, going to the gym, watching TV, walking in the park, gardening, going hiking, taking photographs*

Feedback in pairs, and then as a class.

### 1b

Ask learners to tick the activities they do, in the small boxes on each picture.

### 2a

In pairs, learners ask their partner which things in **activity 1** they do. Read the example and check learners understand the activity.

### 2b

Learners tell the class about their partner's answers.

## Memo

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# 4 I Like Shopping

## Introduction

1 a Write the words from the box under the free time activities in the pictures.

playing tennis  
cooking  
gardening

taking photographs  
swimming  
going to the gym

going hiking  
watching TV  
walking in the park

b Tick (✓) the activities you do.





In this lesson: Tell people what you like doing in your free time  
 Grammar: Like and don't like with the -ing form of the verb

2 a Work with a partner.  
 Ask which things in **activity 1** your partner does.

**example** A: Do you play tennis?  
 B: Yes, I do. / No, I hate sports.

b Tell the class about your partner's answers.

**example** Mari plays tennis, but she doesn't...

### Listening

3 **Track 08** Listen to Alice and Ben talk about their hobbies.  
 What free time activities in **activity 1** do you hear?



4 **Track 08** Listen again and complete the table below.

	Ben	Alice
I love		
I like	playing tennis and golf	
I quite like		
I don't mind		
I dislike / I don't like		
I can't stand		
I hate		

Lesson 4 17

## Listening

### 3

Focus learners' attention on the picture of the man and woman. Ask learners what activity they think the man and woman like doing in their free time. Give everybody a chance to respond.

**Track 08** Tell learners they're going to listen to the man and woman talking. After listening, ask learners what things in **activity 1** they mentioned.

### 3 answers

playing tennis, swimming, going hiking, walking in the park, going to the gym, gardening, watching TV

### 4

**Track 08** Learners listen again and complete the table.

### 4 answers

Ben:

I love: playing football

I like: playing sports - tennis and golf

I quite like: swimming

Alice:

I like: hiking, walking in the park, being active at home, gardening

I quite like: going to the gym

I don't mind: playing tennis

I don't like: playing golf

I can't stand: football

I hate: watching TV

**Track 08** (page 84, Student Book) 1:00

**Alice** - Do you have any hobbies, Ben?

**Ben** - Well, I like playing sports - tennis and golf, things like that. It's great to be outside in the fresh air, it's so healthy. I quite like swimming and I love playing football. Football's my favourite sport. What about you, Alice? Do you like playing sports?

**Alice** - Well, I don't mind playing tennis, but I don't like playing golf. Oh, and I can't stand football!

**Ben** - How about other hobbies?

**Alice** - I'm quite an active person, so I like hiking and walking in the park, and I quite like going to the gym. It's important to do some exercise. I like being active at home, too - I like gardening, but I hate watching TV. It's so boring!

## Language Focus

Go through the explanations and examples with learners. Ask learners to find and underline more examples in the CD script for **Track 08** on **page 84** of the Student Book.

### Answers

See CD script for Track 08 - answers underlined.

### Extension

In pairs, learners choose four of the phrases expressing likes/dislikes and make statements with each one.

Example:

*I don't mind doing the washing-up.*

*I like playing the guitar.*

*I love taking long baths.*

*I hate dancing.*

## Practice

### 5a-g

Learners change the words in bold and write the correct sentences. Read the example and check learners understand the activity.

#### 5a-g answers

a) *I don't like dancing.*

b) *I don't mind doing housework.*

c) *She loves watching baseball.*

d) *I can't stand doing homework.*

e) *I quite like gardening.*

f) *She hates shopping.*

g) *I like getting up early in the morning.*

Feedback in pairs, and then as a class.

### 6a-g

Learners change the sentences in **activity 5**, to make true sentences for themselves.

#### 6a-g answers

Learner's own answers.

Feedback in pairs, and then as a class.

## Memo

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## Language Focus

When we talk about likes and dislikes, we can use the **-ing form** of the verb as a kind of noun (some grammar books call this the **gerund**).

### statement

I like **playing** golf.

He likes **watching** TV.

### question

Do you like **playing** sports?

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

Does she like **shopping**?

Yes, she does. / No, she doesn't.

I	love	+ <b>-ing form</b> of the verb
You	like	
They	quite like	
We	don't mind	
	dislike / don't like	
	can't stand	
	hate	

To say how much we like something, we can use:

I hate    I can't stand    I dislike    I don't mind    I quite like    I like    I love  
I don't like

## Practice

5 Change the words in **bold** and write the corrected sentences.

a I **doesn't** like dancing. I don't like dancing.

b I don't mind **do** housework. \_\_\_\_\_

c She **love** watching baseball. \_\_\_\_\_

d I **don't** stand doing homework. \_\_\_\_\_

e I quite **likes** gardening. \_\_\_\_\_

f She **hate** shopping. \_\_\_\_\_

g I like **get** up early in the morning. \_\_\_\_\_

6 Read your answers to **activity 5**. Change the sentences and make them true for you.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

g \_\_\_\_\_

## Sounding Natural

- 7 **Track 09** Listen to the questions below. How do we say **do you** when we speak naturally?
- a **Do you** like dancing? b **Do you** like going clubbing? c **Do you** like having hot baths?
- 8 **Track 09** Listen again and copy the pronunciation.
- 9 Work with a partner.  
Practise asking and answering 'do you like' questions with the free time activities in **activity 1**.
- A: Do you like playing tennis?  
B: Yes, I love it. / No, I hate sports.

## Time to Talk

- 10 a Think about things you do at different times and places.  
Make notes about three things you like and three things you don't like doing in each situation.

- At home	- In the evening
love - reading	
can't stand - watching TV	
- At the weekend	- On holiday

- b Work with a partner. Discuss what you like and dislike doing.  
Try to say how much you like/don't like doing things.
- example** A: What do you like doing at home?  
B: Well, I love reading in bed.
- c Tell the class about your partner's answers.  
Who likes the same things?  
Who dislikes the same things?

Homework - turn to page 89

Lesson 4 19

## Sounding Natural

### 7a-c

- Track 09** Learners listen to the questions. Ask them how we say 'Do you ...' when we speak naturally.

#### 7a-c answers

It is pronounced as /dʒu:./.

**Track 09** (page 84, Student Book) 0:26

- a) Do you like dancing?  
b) Do you like going clubbing?  
c) Do you like having hot baths?

### 8

- Track 09** Play the CD again. Learners listen and copy the pronunciation. Pause the CD after each sentence. Model and drill chorally, then individually.

### 9

Pairwork. Learners practise asking and answering 'do you like' questions with the free time activities in **activity 1**.

## Time to Talk

### 10a

Learners think about what they do at home, on holiday, in the evening and at the weekend. Write three things they do in each situation.

### 10b

Learners work in pairs to discuss what they like and dislike doing. Encourage learners to say how much they like/don't like doing things.

### 10c

Learners tell the class about their partner's answers. Who likes/dislikes the same things?

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 19** of the Student Book. Ask learners to turn to **page 89**.

Set Lesson 4 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

## Homework Answers

### 1

- a) shopping  
b) swimming  
c) hiking  
d) reading books  
e) watching TV

### 2

Learner's own answers.

# 5 I Want to Ride a Cable Car

## I Want to Ride a Cable Car

**In this lesson** - Talk about travel plans

**Core activities** - 3-6

**Skills** - Extended speaking and vocabulary

### Warmer

Divide the class into two teams.

- Write the following categories on the board:

- Countries
- Food
- Jobs
- Animals
- Furniture
- Clothing
- Colours

- As a class, choose three categories and circle them.
- Give the class a letter, e.g. 'B'.  
Ask each team to think of as many words they can think of for each category, which starts with that letter.
- Set a time limit of three minutes.
- Each team reads their words to the class. Write their responses on the board. Award a point for every word the other team doesn't have on their list.

### Introduction

- 1 In pairs, learners match words with the pictures.

**1 answers**  
top row - i, g, b  
middle row - a, e, f  
bottom row - d, c, h

**Extension**  
Ask learners if they've been to any of the places in the pictures.  
Did they enjoy it? What was the best/worst thing about the trip?  
Call out a famous city of world.  
For example: London, Milan, Los Angeles, etc.  
Ask learners what these places are famous for.  
For example: London - Big Ben, Buckingham Palace, fish and chips, etc.

# 5 I Want to Ride a Cable Car

### Introduction

- 1 Work with a partner. Match the words with the pictures.

- |                       |                     |                    |
|-----------------------|---------------------|--------------------|
| a Alcatraz            | d Fisherman's Wharf | g The Eiffel Tower |
| b The Floating Market | e tuk tuk           | h tram             |
| c Arc de Triomphe     | f The Louvre        | i The Grand Palace |



- 2 Match the words with the cities.

Bangkok  Paris  San Francisco

- 2 Write 'Bangkok', 'Paris', 'San Francisco' on the board. Elicit from learners which cities the places in **activity 1** are in.

**2 answers**  
Bangkok - b, e, i  
Paris - c, f, g  
San Francisco - a, d, h

### Reading

3 Read what Steve wrote about his holiday.

- a Which place in **activity 2** is he going to visit?
- b What are his plans when he gets there?

There are three things I'm going to do when I arrive. First, I plan to go to Alcatraz because I'm reading a book about its history at the moment. Second, I want to go to Fisherman's Wharf. A friend told me that it has the best seafood in the world. The other thing I'm going to do is ride a tram! I've always wanted to do that!

4 a Work with a partner.

Read what Steve wrote again.

Underline the expressions Steve uses to talk about his plans.

- b Take turns to tell your partner about Steve's plans. Try not to look at your books.

**example** Steve's going to San Francisco. There are three things he wants to do.



## Reading

### 3a+b

Learners read about Steve's holiday plans and answer questions **a** and **b**.

#### 3a+b answers

- a) He is going to visit San Francisco.
- b) When he gets there he plans to go to Alcatraz, to Fisherman's Wharf to eat seafood, and to ride a tram.

### 4a

In pairs, learners underline the expressions Steve uses to talk about his plans.

#### 4a answers

- I'm going to
- I plan to
- I want to
- I'm going to

### 4b

In pairs, learners close their books and take turns telling their partner about Steve's plans. Go through the example and check learners understand the activity. Monitor and assist learners as they do the task.

## Memo

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## Time to Talk 1

### 5

Learners choose one of the cities and make holiday plans for it. Allow learners time to think and make notes. Monitor and assist where necessary.

In pairs, learners ask their partner about their plans. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class. Highlight good use of language and elicit corrections of any problems you noted.

### Time to Talk 1

5 Choose one of the cities below.

**Bangkok**



**Paris**



Imagine you are going there on holiday.  
Use the pictures to tell your partner your plans.

*example* I'm going to Paris.  
There are three things I'm going to do...

22

Lesson 5

Skills

## Memo

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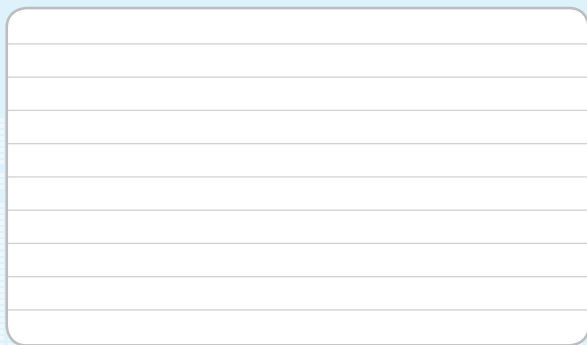
22 Lesson 5

## Time to Talk 2

### 6 Work with a partner.

Imagine you can go anywhere you want on a three-day holiday.

- a Decide on a place you both want to visit on holiday (inside or outside your country).  
Plan at least four things to do in the place you choose. Make notes.



- b Tell the class about your holiday plans.

**example** We plan to go to...

There are four things we're going to do. First...

- 7 As a class, decide which pair has the most interesting plans.

Homework - turn to page 90

Skills

Lesson 5 23

## Time to Talk 2

### 6a

This time learners imagine they can go anywhere they want on a three-day holiday.

In pairs, learners think of a place they both want to visit (inside or outside their own country).

They should plan at least four things to do in the place they chose. Give learners time to think and make notes. Monitor and assist with vocabulary where necessary.

### 6b

Learners tell the class about their plans. Go through the example and check learners understand the activity. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

### 7

Round off the activity by deciding who has the most interesting plans.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 23** of the Student Book. Ask learners to turn to **page 90**.

Set Lesson 5 **activities 1** and **2** for homework.

Go over **activities 1** and **2** and check learners understand the activity.

Elicit possible answers.

## Homework Answers

### 1

Column A: Where = Paris, Plan 1 = go to the Eiffel tower, Plan 2 = sit in a real French café, Plan 3 = go to the Louvre

### 2

Learner's own answers.

# 6 Is There a Bank near Here?

**Is There a Bank near Here?**

**In this lesson** - Talk about where things are

**Core activities** - 1-5, 7

**Grammar** - There is/There are + prepositions of place

*Examples:*

*Is there a bank near here?*

*There's a bank opposite the station.*

*There isn't a cinema on Carson Street.*

*Are there any good restaurants near your house?*

*There are some nice shops in the High Street.*

*There aren't any clothes shops near the station.*

**Warmer**

- Write 'In town' on the board.
- Elicit two or three things you can find 'in town', e.g. street, post office, school, etc.
- In pairs or small groups. Learners list as many things as they can.
- Feedback as a class.

**Introduction**

**1**  
Ask learners to look at the picture and guess what her problem is. (She's lost.)  
In pairs, learners discuss the question and rank the options in the box from 1-5 (1 = the best).

**2**  
As a class, compare learners' rankings.

# 6 Is There a Bank near Here?



**Introduction**

- 1 Work with a partner.  
If you get lost in a new or strange city, what do you do?  
Rank the options in the box from 1-5 (1 = the best).
- 2 Discuss your answers with the class.

look at a map	<input type="checkbox"/>
ask a stranger the way	<input type="checkbox"/>
ask a police officer	<input type="checkbox"/>
get a taxi	<input type="checkbox"/>
start crying	<input type="checkbox"/>

**Memo**

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In this lesson: **Talk about where things are**  
Grammar: *There is/There are + prepositions of place*

## Listening

- 3 **Track 10** **Track 11** **Track 12** Listen to the three conversations.  
Write the places in the box on the map below.

post office      restaurants      bank

- 4 **Track 10** **Track 11** **Track 12** Listen again.  
Complete the sentences with **next to**, **on the corner**, or **opposite**.

- a There's a bank \_\_\_\_\_ the station.  
b There's a post office \_\_\_\_\_ of Bishop's Road and High Street.  
c There are some nice restaurants \_\_\_\_\_ the swimming pool.

Lesson 6 25

## Listening

3

**Track 10** **Track 11** **Track 12**

Focus attention on the map. Go through the names of all the shops and places. Ask learners what shops they often go to.

Explain to learners that they're going to listen to three conversations. They should write the places they hear from the box, in the spaces on the map.

### 3 answers

**Track 10** (page 84, Student Book) 0:23

- A** - Excuse me. Is there a bank near here?  
**B** - Yes, go along this street, turn left and you'll see it on the left. There's a bank opposite the station.  
**A** - I see. Thanks very much.

**Track 11** (page 84, Student Book) 0:30

- A** - Excuse me. Is there a post office near here?  
**B** - Err, let me see. Yes, there is. There's a post office on the corner of Bishop's Road and High Street. Go along this street, turn right and it's on the corner.  
**A** - Thanks a lot.

**Track 12** (page 84, Student Book) 0:25

- A** - Excuse me. Is there somewhere to eat near here?  
**B** - Yes. There are some nice restaurants next to the swimming pool in Carson Street.  
**A** - Carson Street... OK, I see. Thanks very much.

## 4a-c

**Track 10** **Track 11** **Track 12**

Direct learners' attention to the box to the right of the map. Play the conversations again, this time learners fill in the prepositions to complete the sentences.

### 4a-c answers

- a) opposite  
b) on the corner  
c) next to

### Extension

Choose a place on the map (e.g. station). Say where it's located. Learners have to guess what the place is.

Example:

'It's next to the travel agent.'

'It's the station!'

'Yes, that's right!'

In pairs, learners do the same for two more places.

## Language Focus

Go over the explanations and examples with learners and check understanding.  
In pairs, learners use places on the map in **activity 3** to make more sentences.

Feedback to class. Highlight good use of language and elicit corrections of any problems you noted.

## Practice

### 5a-g

In pairs, learners use the map from **activity 3** to answer the questions **a-g**. Go over the example and check learners understand the activity. Monitor and assist as necessary. Note any incorrect use of language and use as feedback at the end of the task. Learners' answers may vary.

#### 5a-g suggested answers

- a) *There's a post office on the corner of Bishop's Road and High Street.*
- b) *There's a bank next to the chemist on Howard Road.*
- c) *There's a chemist opposite the travel agent on Howard Road.*
- d) *There's a newsagent next to the bookshop.*
- e) *There's a bus stop near the library.*
- f) *There's a restaurant next to the swimming pool.*
- g) *There's a station opposite the bank.*

Feedback as a class.

## Sounding Natural

### 6a

**Track 13** Learners listen for how we say 'There's a...' and 'There are...' when we speak naturally.

#### 6a answers

*there's a - /ðeəzə/*

*there are - /ðeərə/*

*We tend to use the weak form, with a 'schwa' sound.*

### 6b

**Track 13** Play the CD again. Learners listen and copy the pronunciation. Pause the CD after each sentence. Model and drill again if necessary.

**Track 13** (page 84, Student Book) 0:28  
*There's a bank next to the chemist.*  
*There's a bus stop near my house.*  
*There are some shops in the High Street.*  
*There are some clothes shops near here.*

## Language Focus

For single things (only one), we say:

**Is there a** bank near here?

**There's a** bank opposite the station. (**There's = There is**)

**There isn't a** cinema on Carson Street. (**There isn't = There is not**)

For plural things (more than one), we say:

**Are there any** good restaurants near your house?

**There are some** nice shops in the High Street.

**There aren't any** clothes shops near the station. (**There aren't = There are not**)

## Practice

**5** Work with a partner. Answer the questions below with information from the map in **activity 3**.

a Where can you buy some stamps?

*There's a post office on the corner of Bishop's Road and High Street.*

b Where can you change some money?

*There's a bank next to the chemist on Howard Road.*

c Where can you buy some headache medicine?

\_\_\_\_\_

d Where can you buy a newspaper?

\_\_\_\_\_

e Where can you catch a bus?

\_\_\_\_\_

f Where can you eat some pasta?

\_\_\_\_\_

g Where can you catch a train?

\_\_\_\_\_

26 Lesson 6

## Time to Talk

### 7a

Ask learners to choose three places on the map in **activity 3** and to write a question to ask for directions to each place.

Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

### 7b

In pairs, learners ask and answer the questions they wrote in **activity 7a**. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

### 7c

In different pairs. Learners ask the same questions about the area around their school or home and make notes about their partner's answers. Monitor and take note of language used as well as pronunciation.

### Sounding Natural

6 a **Track 13** Listen to the sentences below.  
How do we say **there's a** and **there are** when we speak naturally?

**There's a** bank next to the chemist.

**There's a** bus stop near my house.

**There are** some shops in the High Street.

**There are** some clothes shops near here.

b **Track 13** Listen again and copy the pronunciation.

### Time to Talk

7 a Look at the map in **activity 3**.  
Write three questions for directions to three places on the map.

Excuse me. Is there a cinema near here?

b Work with a partner. Ask and answer the questions.

**example** A: Excuse me. Is there a cinema near here?

B: Yes. There's one next to the post office.

c Ask and answer the same questions about the area around your school or home.  
Make notes.

d What is near your school or partner's home? Tell the class.

Homework - turn to page 91

Lesson 6 27

## Homework

Highlight the homework reference at the bottom right of **page 27** of the Student Book. Ask learners to turn to **page 91**.

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

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

## Homework Answers

1

a) Where are the pictures?

They're **on** the wall.

b) Where is the sofa?

It's **next to** the stereo.

c) Where is the TV?

It's **opposite** the sofa.

d) **Are there any** curtains?

Yes, there are.

e) **Is there a** dog?

No, there isn't.

2

a) T b) F c) F d) F e) T f) T g) F h) F

### 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. Then elicit which one is correct, which one is incorrect as well as how to correct the mistake.

Never pick out one learner who made a mistake. Always correct as a class.

### 7d

Learners tell the class what their partner told them.

*Example:*

'There's a Japanese restaurant next to the station.'

'There are some convenience stores opposite the station.'

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.





### Listening

- 3 **Track 14** Listen to Steve and Mary discuss lunch. What kinds of food in **activity 2** do they mention? Number the words in the order they mention them.
- 4 **Track 14** Listen again and answer the questions.
- What does Mary want to eat?
  - What does Steve suggest?
  - Do they decide on rice or pasta?
- Would you like to try the risotto?

### Language Focus

In English, some nouns (e.g. tomatoes, eggs) are **countable**.  
Other nouns (e.g. milk, cheese) are **uncountable**.

With **singular countable** nouns, we use **a** or **an**.

Is there **a** tomato? There's **an** egg. There isn't **an** apple.

With **plural countable** nouns:

We use **are... any** in questions.

We use **are some** in positive statements.

We use **are not (aren't) any** in negative statements.

**Are** there **any** eggs?

There **are some** apples.

There **aren't any** tomatoes.

With **uncountable** nouns:

We use **is... any** in questions.

We use **is some** in positive statements.

We use **is not (isn't) any** in negative statements.

**Is** there **any** cheese?

There's **some** milk.

There **isn't any** cheese.

## Listening

3

**Track 14** Explain to learners that they're going to listen to Steve and Mary discuss lunch. Ask learners what food from **activity 2** they think Steve and Mary will mention. Learners number the food in the order they hear them.

### 3 answers

pasta – 1  
rice – 2  
chicken – 3  
cheese – 4  
tomatoes – 5  
eggs – 6  
garlic bread – 7

**Track 14** (page 85, Student Book) 1:02

**Steve** - What would you like for lunch?

**Mary** - Do we have any pasta? I'd like some Spaghetti Bolognese.

**Steve** - Oh dear, there isn't any pasta. Would you like some rice, instead? We could make a risotto.

**Mary** - That sounds good. What do we need?

**Steve** - We need some rice, some chicken and some tomato puree. We also need some onions, some garlic and some spices.

**Mary** - Is there any cheese in it?

**Steve** - No, there isn't any cheese. I don't like cheese!

**Mary** - Oh, I forgot. Let's make a salad as well.

**Steve** - OK, there's a lettuce, some tomatoes and a couple of eggs.

**Mary** - Is there any dressing?

**Steve** - Yes, there's some French and Italian dressing at the back of the fridge.

**Mary** - Shall we make some garlic bread?

**Steve** - Oh yes - mmm!

## 4a-c

**Track 14** Learners listen again and answer the questions. Play the CD again if necessary.

### 4a-c answers

- Spaghetti Bolognese
- risotto
- rice

Student's own answer.

## Language Focus

5

Go over the explanation and examples with learners. Write on the board *countable* and *uncountable* in two columns. Tell learners to look at the food in **activity 2**. Elicit which column each word goes in. Write learners' responses in the correct column.

### Extension

Ask learners what they had for dinner last night. Ask learners what went in each dish. Are the ingredients countable or uncountable? Write them in the correct column on the board.

## Practice

### 5a-h

In pairs, learners use the words from the box to complete the sentences. Go over the example and check learners understand the activity.

#### 5a-h answers

See CD script for Track 15 - answers underlined.

**Track 15** Learners listen and check answers.

**Track 15** (page 85, Student Book) 0:59

- Do we have any pasta?
- I'd like some spaghetti.
- There isn't any pasta.
- Would you like some rice, instead?
- We need some rice.
- There isn't any cheese.
- There aren't any tomatoes.
- Is there any garlic bread?

### 6

Write 'there's a milk' and 'there's some milk' on the board. Elicit which is correct and why. Tell learners to write 'c' (countable) or 'u' (uncountable) next to the nouns in the box.

#### 6 answers

From left to right:  
Row 1: u, c, c, u, u  
Row 2: c, u, u, u, c  
Row 3: c, u, u, c, c

### 7a-j

In pairs, learners write **a**, **an**, **some**, or **any** to complete the sentences. Go over the example and check learners understand the activity.

#### 7a-j answers

- There isn't any orange juice.
- We need some bananas.
- Do we have any cheese?
- There's some milk in the cup.
- There isn't any ham.
- There aren't any eggs.
- Do you want an apple?
- Are there any melons?
- Do you have any butter?
- Do you have a pineapple?

## Practice

5 Complete the sentences below with words from the box.

any                      some                      isn't                      aren't

- Do we have any pasta?
- I'd like \_\_\_\_\_ spaghetti.
- There \_\_\_\_\_ pasta.
- Would you like \_\_\_\_\_ rice, instead?
- We need \_\_\_\_\_ rice.
- There \_\_\_\_\_ cheese.
- There \_\_\_\_\_ tomatoes.
- Is there \_\_\_\_\_ garlic bread?

**Track 15** Listen and check.

6 Work with a partner. Complete the table.

Write **C** next to the **countable** nouns. Write **U** next to the **uncountable** nouns.

milk	<b>U</b>	banana	<b>C</b>	egg		ice cream		ham	
apple		beer		water		spaghetti		sandwich	
hot dog		sushi		bacon		cherry		carrot	

7 Write **a**, **an**, **some**, or **any** to complete the sentences.

- There isn't any orange juice.
- We need \_\_\_\_\_ bananas.
- Do we have \_\_\_\_\_ cheese?
- There's \_\_\_\_\_ milk in the cup.
- There isn't \_\_\_\_\_ ham.
- There aren't \_\_\_\_\_ eggs.
- Do you want \_\_\_\_\_ apple?
- Are there \_\_\_\_\_ melons?
- Do you have \_\_\_\_\_ butter?
- Do you have \_\_\_\_\_ pineapple?

When we offer or ask for things, we use 'some' (we do not use 'any').

Would you like **some** chicken?                      Can I have **some** milk?

30 Lesson 7

## Sounding Natural

### 8a

**Track 16** Go over the words and example with learners. Slowly break down 'banana' into syllables and count each with your fingers. Elicit how many syllables there are, and demonstrate which syllable has the main stress.

Learners work in pairs to complete the table.

#### 8a answers

Ooo – pineapple, cucumber

ooO – Bolognese

oOo – banana, spaghetti, salami, pastrami


**Track 16** (page 85, Student Book) 0:24

banana, Bolognese, spaghetti, pineapple, cucumber, salami, pastrami

### 8b

Model the words for the class with the correct stress. Drill chorally, then individually.

## Sounding Natural

8 a  Listen to the words below. Write them in the table under the correct stress patterns.

banana Bolognese spaghetti pineapple cucumber salami pastrami

		banana

b Practise saying the words with the correct stress.

## Time to Talk

9 Think about a dish you like.

a What do you need to cook it? Can you cook it? Make notes.


b Work with a partner. Discuss your favourite dishes.

*example* A: I love curry. You need some onions and...  
B: Do you need any potatoes?

c Tell the class about your partner's favourite dish.

Homework - turn to page 92

Lesson 7 31

## Time to Talk

### 9a

Explain to learners that they're going to talk about a dish they like. They don't need to be able to cook it, only say the ingredients. Learners make notes about their favourite dish and ingredients in the space provided. Monitor and assist with vocabulary where necessary. Demonstrate by telling learners about a dish you like. As you speak, write the ingredients on the board. using countable and uncountable nouns.

*Example:*

*My favourite dish is Spaghetti Bolognese.*

*To make it, you need:*

*some garlic*

*some tomato sauce*

*an onion*

*some minced beef*

*a green pepper*

### 9b

In pairs, learners discuss their dishes. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 31** of the Student Book. Ask learners to turn to **page 92**.

Set Lesson 7 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

## Homework Answers

### 1

- There **are some CDs** in the living room.
- There **isn't any rice** in the kitchen.
- There's **some cheese** in the fridge.
- Is there any soap** in the bathroom?
- Would you like **some milk** in your tea?
- There's **some flour** in the cupboard.

### 2

- I bought **some milk**, but I didn't buy **any** yoghurt.
- There are **some** beautiful roses in the garden.
- There are **some** eggs in the refrigerator, so don't buy **any**.
- I want to take a shower. Is there **any** soap?
- Can I have **some** more coffee, please?
- I'm married, but I haven't got **any** children.
- I haven't got **any** money. Can you lend me **some**?
- I need to go to the post office to buy **some** stamps.
- I haven't got **any** homework tonight.
- There aren't **any** posters on the wall. You should hang **some** pictures.

# 8 Having a Lovely Time

## Having a Lovely Time

**In this lesson** - Write a postcard about a holiday

**Core activities** - 3-7, 9

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

**Examples:**

*I'm drinking mango juice.*

*We're staying in a nice hotel.*

*I'm looking for a new job.*

*Are you enjoying the party? Yes, I am. / No, I'm not.*

*Is he working today? Yes, he is. / No, he isn't.*

## Introduction

**1**  
Focus learners' attention on the three pictures. Elicit the people's jobs and what they usually do in their lives and jobs.

**2**  
Go through the phrases in the table with learners. Ask learners which person 'helps students'?

### Answer

Jamie

In pairs, learners write the correct names under the rest of the phrases.

### 2 answers

*helps students – Jamie*

*drives a bus – Steven*

*teaches English – Jamie*

*eats school lunch – Judy*

*picks up passengers – Steven*

*does homework every night – Judy*

*goes to school – Judy / Jamie*

*wears a bus driver's uniform – Steven*

*gives homework – Jamie*

Feedback as a class.

Round off the activity by asking learners to think of some more things the people in the pictures do.

# 8 Having a Lovely Time

## Introduction

**1** Look at these three people.  
What do they usually do in their lives and jobs?



**2** Work with a partner.  
Look at the words below.

- helps students
- drives a bus
- teaches English
- eats school lunch
- picks up passengers
- does homework every night
- goes to school
- wears a bus driver's uniform
- gives homework

Which person does what? Write their names.  
Can you think of any more things they do?



In this lesson: Write a postcard about a holiday  
Grammar: Present continuous for what is happening around now

### Reading

- 3 Look at the pictures on the three postcards.  
Which countries do you think they are from?



- 4 Read the messages from the people in activity 1.  
Match the pictures with the messages.

Dear Amy,  
I'm having a great time here in Thailand.  
Right now, I'm writing this postcard and drinking mango juice at the beach! I'm swimming every day in the beautiful sea and eating lots of fresh fruit. I'm meeting lots of nice people and enjoying my holiday.  
See you soon!  
Love Jamie

Dear Emma,  
I'm having a wonderful time here. I'm staying in the famous Ritz hotel with my mum and dad. I'm drinking lots of tea and eating scones and cream for lunch every day.  
I'm going to the theatre every night. There are so many things to do here.  
London is great!  
Lots of love  
Judy

Dear Jo,  
I love Canada!  
I'm hiking and climbing mountains every day. It's a bit cold so I'm wearing a big jacket and gloves. I love the nature here. It's so big and wild.  
I'm travelling to many new places. I'm taking lots of photos! Yesterday I saw a grizzly bear!  
Wish you were here.  
Steven

- 5 Work with a partner. Read Steven's and Judy's messages again. Complete the table below.

	normally	now, on holiday
Steven	He drives a bus.	He's hiking and climbing mountains.
Judy		

Lesson 8 33

## Reading

### 3

Ask learners to look at the three postcards. Elicit where they're from.

#### 3 answers

From left to right: Canada, Thailand, London (England)

#### Extension

Ask learners if they've been to any of the places in the postcards. How was it?

If not, would they like to visit any of the places?

### 4

Tell learners to quickly read each postcard and match the pictures.

#### 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.), what it is about, and so on. It is an essential reading skill.

Asking learners to guess what a text is about by looking at pictures, layout and headlines, and setting a time limit for them to check, is a good way to get them thinking about what might come up in the text, and to train them to skim read.

### 5

In pairs, learners read the postcards again and complete the table.

#### 5 answers

Steven

normally – drives a bus, wears a uniform, and picks up passengers

now, on holiday – hiking and climbing mountains, wearing a big jacket and gloves, travelling to many new places, taking lots of photos

Judy

normally – eats school lunch, does homework every night, goes to school

now, on holiday – she is having a wonderful time, staying in the famous Ritz hotel, drinking lots of tea and eating scones, going to the theatre every night

## Language Focus

Go over the explanation and example sentences for the present simple. Write some example sentences on the board about your life.

*Example:*

*'I teach English. I play the guitar.'*

Give learners a few minutes to think and write some sentences of their own.

Finally, go through the explanations and example sentences about the present continuous.

### 6

In pairs, learners read Jamie's postcard in **activity 4** and underline examples of the present continuous.

#### 6 answers

*I'm having, I'm writing, ...drinking, I'm swimming, ...eating, I'm meeting, ...enjoying*

## Practice

### 7a-h

Learners use the prompts to write present continuous sentences. Go over the example and check learners understand the activity.

#### 7a-h answers

- a) *I'm eating breakfast.*
- b) *I'm drinking tea.*
- c) *She's doing exercise.*
- d) *I'm doing homework.*
- e) *I'm listening to music.*
- f) *They're cooking dinner.*
- g) *I'm wearing jeans.*
- h) *He's speaking English.*

Feedback in pairs, then as a class.

Give learners a few minutes to write three sentences about what they're doing now or around now.

Feedback to the class. Give everybody a chance to read their sentences to the class.

## Language Focus

When we talk about what usually happens in our lives, we use the **present simple**.

I **work** in a company.  
He **drives** a bus.  
She **goes** to school.

We use the **present continuous** for the following:

1 Talk about what's happening now.

**be + -ing form** of the verb

I'm **drinking** mango juice at the beach.

2 Talk about what is happening around now.

**be + -ing form** of the verb

I'm **staying** in a hotel.

We make questions like this:

**Are you enjoying** the party?

Yes, I am. / No, I'm not.

**Is he working** today?

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

6 Read Jamie's postcard on **page 33** again.

Underline examples of the present continuous.

## Practice

7 Write present continuous sentences using the prompts.

- a I / eat / breakfast I'm eating breakfast.
- b I / drink / tea \_\_\_\_\_
- c She / do / exercise \_\_\_\_\_
- d I / do / homework \_\_\_\_\_
- e I / listen to / music \_\_\_\_\_
- f They / cook / dinner \_\_\_\_\_
- g I / wear / jeans \_\_\_\_\_
- h He / speak / English \_\_\_\_\_

Write three sentences about what you are doing now or around now.

I'm studying for an exam.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sounding Natural

8 a **Track 17** Listen and underline the words that you hear.

A	B
shut	shirt
hut	hurt
cut	curt
bun	burn

b Work with a partner. Take turns to read a word from the table. Is the word you hear from A or B?

## Time to Talk

9 a Imagine you are on holiday and you want to write a postcard. Make notes.

• Who do you want to write the postcard to?
• Where are you staying?
• What are you doing every day?
• What are you doing now?
• How are you feeling?

b Work with a partner.

You have a problem. You have hurt your hand, and you can't write.

Ask your partner to write the postcard for you. Use your notes.

Take turns to tell your partner what to write.

**example** Dear Emi,

How are you? I'm having a lovely time.  
I'm lying by the beach drinking beer.  
I'm staying in a lovely hotel by the beach.

c Read your partner's postcard to the class.

Homework - turn to page 92

Lesson 8 35

## Time to Talk

### 9a

Ask learners to imagine that they are on holiday and they want to write a postcard.

Give learners a few minutes to think and make notes about the questions in the box. Monitor and assist with vocabulary where necessary.

Model an example on the board. Write down a few simple notes.

*Example:*

*Emi / beach in Bali / drinking cocktails / eating pineapple and reading a book / having wonderful time*

### 9b

Explain to learners they can't write their postcard because they hurt their hand. They have to ask their partner to write their postcard for them. They use their notes from **activity 9a** to tell their partner what to write. After they finish, they change roles. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Highlight good use of vocabulary and language.

### 9c

Learners read their partner's postcard to the class.

## Homework

Highlight the homework reference at the bottom right of **page 35** of the Student Book. Ask learners to turn to **page 92**.

Set Lesson 8 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

## Sounding Natural

### 8a

**Track 17** Learners listen and underline the words they hear.

#### 8a answers

See CD script for Track 17.

**Track 17** (page 85, Student Book) 0:22

shut  
hurt  
curt  
bun

### 8b

Drill the words chorally, then individually. In pairs. One learner reads out a word from Column A or B, then their partner must circle the word they hear. Partners change roles. Listen and monitor as they complete the task.

## Homework Answers

### 1

- Are you listening to the radio?
- I'm watching a movie.
- Are you cooking dinner?
- Is he working?
- We're playing football.
- I'm working overtime.
- She's driving.

### 2

- Q** - Are you working?  
**A** - Yes, I am, but I'll be home before nine.  
**Q** - Are you cleaning your room?  
**A** - Not yet. I'll do it later.  
**Q** - Is he talking on the telephone?  
**A** - Yes, he is, with his boss.  
**Q** - Are they living abroad?  
**A** - No, they aren't. They came back last month.  
**Q** - Is she feeling OK?  
**A** - No, she isn't. She told me she feels sick.

# 9 I Need to Buy Some Batteries

## I Need to Buy Some Batteries

**In this lesson** - Decide what to take on holiday

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

**Grammar** - **Want** and **need**

**Example:**

*I want to leave before noon.*

*I want a new sleeping bag.*

*We need to buy some more.*

*We need some batteries for the torch.*

## Warmer

- Write the following words about holidays on the board.

*Where / like / go?*

*What / like / do?*

*Where / like / stay?*

*Who / with?*

- Elicit the questions for the prompts.

Answers

*Where do you like to go on holiday?*

*What do you like to do on holiday?*

*Where do you like to stay on holiday?*

*Who do you go on holiday with?*

- In pairs, learners ask and answer the questions.

Learners tell the class about their partner's answers.

## Introduction

### 1

Pairwork. Learners match words with the pictures in the activity.

#### 1 answers

*Clockwise from top left: e, a, b, g, d, h, c, j, i, f*

#### 2a+b

Learners work in pairs and discuss questions **a** and **b**.

Feedback as a class. Learners tell the class their choices and their reasons.

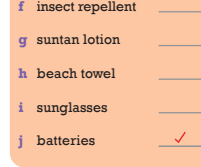
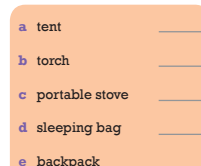
#### Extension

*Ask learners to think of three more items for camping, and three more items for going to the beach. Give everybody a chance to respond.*

# 9 I Need to Buy Some Batteries

## Introduction

- Work with a partner. Match the words with the pictures.



- a tent \_\_\_\_\_
- b torch \_\_\_\_\_
- c portable stove \_\_\_\_\_
- d sleeping bag \_\_\_\_\_
- e backpack \_\_\_\_\_
- f insect repellent \_\_\_\_\_
- g suntan lotion \_\_\_\_\_
- h beach towel \_\_\_\_\_
- i sunglasses \_\_\_\_\_
- j batteries

- a Discuss which things in **activity 1** you take when you go camping.

- b Discuss which things in **activity 1** you take when you go to the beach.

In this lesson: **Decide what to take on holiday**  
Grammar: *Want and need*

### Listening

- 3 Look at the picture of Kate and Brian. Where do you think they are going?  
a What items do you think they need to take with them?



- b **Track 18** Listen and tick (✓) the items in **activity 1** that you hear.  
Were you correct about where they are going?

- 4 **Track 18** Listen again and answer the questions.

a Why are they going to the shop?

b What are they going to buy? Tick (✓) the answers.

- batteries  
 torch  
 beach towel  
 sleeping bag  
 insect repellent  
 backpack

Lesson 9 37

## Listening

### 3a

Direct learners' attention to the picture of Kate and Brian. Ask them where they think Kate and Brian are going. What will they need to take with them? Give everybody a chance to respond.

### 3b

**Track 18** Learners listen and tick (✓) the items from **activity 1** they hear.

#### 3b answers

See CD script for Track 18 - answers in **bold**.

Feedback in pairs, and then as a class.

**Track 18** (page 85, Student Book) 0:43

**Kate** - Hey, Brian. I think we need to go to the shop before we leave.

**Brian** - Why's that?

**Kate** - We need to buy a few things.

**Brian** - You're right. We need some **batteries** for the **torch**.

**Kate** - Also, I want to get a new **sleeping bag**. This one is so old.

**Brian** - OK. Did you remember the **insect repellent**?

**Kate** - It's already in the **backpack**, but we need to buy some more.

**Brian** - OK... Now let's hurry up. I want to leave before noon.

### 4a+b

**Track 18** Play the CD again so learners can answer the questions **a** and **b**.

Feedback in pairs, and then as a class.

#### 4a+b answers

a) They are going to the shop to buy a few things for their trip before they leave.

b) batteries – sleeping bag – insect repellent

## Language Focus

Go over the explanations and examples with learners. Give learners a few minutes to think and make some example sentences of their own. Write an example on the board and check learners understand the activity.

Example:

'I want to buy a new handbag.'

'I need to save some money for my trip to...'

Give everybody a chance to respond. Highlight good use of language and elicit corrections of any problems you noted.

## Practice

### 5a-e

Learners underline *need* or *want* to complete the sentences in the activity. Go over example and check learners understand the activity.

Feedback in pairs, and then as a class.

#### 5a-e answers

a) I have an important appointment before work tomorrow. I need to get up early.

b) He doesn't like his suitcase. He wants a new one for his vacation.

c) I'm going to the ice cream shop. Do you want an ice cream?

d) She's going to America next month. She needs to renew her passport.

e) It's raining outside. You need to take your umbrella to stay dry.

### 6a-e

Learners write sentences using *need to* or *want to* and the prompts in parentheses. Go over example and check learners understand the activity.

Feedback in pairs, and then as a class.

#### 6a-e answers

a) I need to buy some new shoes. (want is also possible)

b) I need to see a doctor.

c) I want to eat some cake.

d) I want to go to Hawaii.

e) I need to buy a new suit. (want is also possible)

## Language Focus

We use **want** for things that we would like to do or would like to have.

**want to + base form of the verb**

I **want to leave** before noon.

**want + noun**

I **want a new sleeping bag**.

We use **need** for things that we must do or must have.

**need to + base form of the verb**

We **need to buy** some more.

**need + noun**

We **need some batteries** for the torch.

## Practice

5 Underline **need** or **want** to complete the sentences below.

- a I have an important appointment before work tomorrow. I **need / want** to get up early.
- b He doesn't like his suitcase. He **needs / wants** a new one for his vacation.
- c I'm going to the ice cream shop. Do you **need / want** an ice cream?
- d She's going to America next month. She **needs / wants** to renew her passport.
- e It's raining outside. You **need / want** to take your umbrella to stay dry.

6 Write sentences using **need to** or **want to** and the prompts in the parentheses below.

- a Your shoes have a small hole in them. (**buy/shoes**)

I need to buy some new shoes.

- b Your leg is broken. (**see/doctor**)

- c It's your birthday. (**eat/cake**)

- d You love surfing. (**go/Hawaii**)

- e You're starting a new job tomorrow. Your suit is old and has a hole in it. (**buy/suit**)

## Sounding Natural

7 a **Track 19** Listen to the sentences below.  
How do we say **to** when we speak naturally?

What do you need **to** buy this week?  
I want **to** see that new action film tonight.  
I need **to** buy some batteries.  
I want **to** leave before noon.  
Where do you want **to** go?

b **Track 19** Listen again. Copy the pronunciation.

## Time to Talk

8 a Work with a partner.

Choose a holiday below.  
Decide what you need to take and what you want to do when you get there.  
Make notes.

- A weekend skiing holiday in the Swiss Alps
- A one-week hiking holiday
- A sightseeing week in London
- A day trip to a baseball match

We need to take some warm clothes.

I want to eat lots of cheese.

b Tell the class what you decided, but don't tell them the holiday you chose.  
Can they guess where you're going?

Homework - turn to page 93

Lesson 9 39

## Sounding Natural

7a

**Track 19** Play the CD. Learners listen for how we say 'to' when we speak naturally.

### 7a answer

*'to' is weak, and it contains the schwa sound.*

**Track 19** (page 85, Student Book) 0:33

*What do you need to buy this week?  
I want to see that new action film tonight.  
I need to buy some batteries.  
I want to leave before noon.  
Where do you want to go?*

7b

**Track 19** Play the CD again. Learners listen and copy the pronunciation. Pause the CD after each sentence to drill.

## Teaching Tip – Back Drilling

Back drilling is a useful technique to practise connected speech. Drill a long utterance by building it up from the end. Increase its length each time you model it for learners to repeat.

*Example:  
this week?  
to buy this week?  
you need to buy this week?  
What do you need to buy this week?*

## Time to Talk

8a

Explain to learners they're going to talk about a holiday trip.

In pairs, learners choose one of the holiday options listed and decide the items they need to take with them and what they want to do when they get there. Write an example on the board. Monitor and assist with vocabulary where 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.

8b

Learners tell the class about their trip without saying the place. The class tries to guess where the learners are going. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 39** of the Student Book. Ask learners to turn to **page 93**.

Set Lesson 9 **activities 1** and **2** for homework. Write an example on the board for **activity 1a**, then check learners understand what to do for **activity 2**.

## Homework Answers

1

Possible answers:

- She needs to go to bed.
- He needs to wash his car.
- She needs to buy some orange juice.
- He needs to study more.
- He needs to do some exercise.

2

Learner's own answers.

# 10 When We Were Young...

## When We Were Young...

**In this lesson** - Tell people a story about when you were young

**Core activities** - 3-9

**Skills** - Extended speaking and vocabulary

### Warmer

- Write the following words in random order on the board.

*young adult*

*toddler*

*teenager*

*elderly person*

*child*

*baby*

*middle-aged person*

- In pairs, learners put the words into the correct order and write the age range for each group (e.g. baby: 0 months – 2 years).
- Feedback to the class.
- In different pairs. Learners discuss what are the good points about each age to be and why.
- Feedback as a class.

### Introduction

#### 1a-d

Focus learners' attention on **questions a-d**. Elicit some example answers and write on the board. Check learners understand the activity.

In pairs, learners ask and answer the questions. Monitor and assist with vocabulary where necessary.

#### 2

Learners tell the class about their partner's answers.

Highlight good use of language and elicit corrections of any problems you noted.

#### 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. Then elicit which one is correct, which one is incorrect as well as how to correct the mistake.

Never pick out one learner who made a mistake. Always correct as a class.

# 10 When We Were Young...

### Introduction

- Think about when you were a child.

Work with a partner. Ask and answer these questions.

- Where did you go to school? Who was your best friend at school?
- What was your favourite toy?
- Did you have a pet? What was it? What was its name?
- Do you remember a family holiday? Where did you go?



- Tell the class about your partner's answers.



### Vocabulary

- Which words from the box can you see in the pictures?

upset	escape
beach	broken wrist
rocks	wardrobe
hamster	frightened
older brothers	cage



- You will hear two people tell stories about when they were young.

One story is about a pet. One story is about a holiday.

Before you listen, work with a partner to decide which story the words in the box are from.

Write the words in the table below.

story about a pet	story about a holiday
cage	

### Listening

- Track 20 Track 21 Listen and check.

### Vocabulary

#### 3

Ask learners which words from the box they can see in the pictures.

#### 3 answers

The pictures show (clockwise from the top):

broken wrist

rocks

hamster

wardrobe

older brothers

cage

beach

#### 4

Explain to learners that they're going to hear two people tell stories about when they were young. One story is about a pet. One story is about a holiday.

In pairs, learners decide which story the words in **activity 3** are from. They write the words in the table.



In this lesson: **Tell people a story about when you were young**  
Skills: *Extended speaking and vocabulary*

6 **Track 20** Listen to the first story again. Answer the questions.

a How old was the speaker when it happened?

b Where did the hamster live?

c Where did the hamster run?

d How did the speaker feel?

e How long was the hamster missing?

f Who found the hamster?

g Where was the hamster?



Skills Lesson 10 41

### Teaching Tip – Speculation

Encourage learners to speculate and make guesses before a reading or listening task. This activates their existing knowledge and gets them in the right frame of mind for the task. It also adds interest to the task because learners listen or read to see if they were right in what they guessed.

### 4 answers

story about a pet:

cage, hamster, upset, wardrobe, escape

story about a holiday:

older brothers, beach, rocks, frightened, broken wrist

## Listening

5

**Track 20** **Track 21** Learners listen and check answers.

**Track 20** (page 85, Student Book) 0:48

**Woman** - *When I was about six, I had a pet hamster. His name was Errol and he lived in a cage in my bedroom. I sometimes took Errol out of his cage and let him run around the room.*

*One day, I took Errol out of his cage, but he ran under my bed. I couldn't find him anywhere. I was really upset. Two days later, my mum found him. He was on top of the wardrobe! After that, I was very careful, and he didn't escape again.*

**Track 21** (page 85, Student Book) 0:48

**Man** - *My parents took my brothers and me on holiday every summer. One year, we went on holiday to Cornwall. I was about nine and my brothers were much older – about 15 and 16. We stayed near the sea and my brothers and I played on the beach every morning – my brothers really loved climbing the rocks on the beach.*

*One day, I decided to climb the rocks too but I got really frightened. I fell and broke my wrist. I told my dad that my brothers pushed me.*

Feedback as a class.

### 6a-g

Go over the questions with learners. Ask learners if they can remember any answers from the first story. Write their responses on the board.

### Teaching Tip – Listening for Specific Information (listening for key words)

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 key words develops this skill, and also helps them gain confidence for more detailed listening tasks.

**Track 20** Play the CD again. Learners listen and answer the questions.

### 6a-g answers

a) *She was about six.*

b) *In a cage in the speaker's bedroom.*

c) *Around the speaker's room. / Under the speaker's bed.*

d) *She was really upset.*

e) *Two days.*

f) *The speaker's mother.*

g) *He was on top of the wardrobe.*

Feedback in pairs, then as a class, to check answers. How much did learners remember correctly?

## 7a-d

Do the same as **activity 6**. Ask learners if they can remember any answers from the second story. Write their answers on the board.

**Track 21** Play the CD again. Learners listen and answer the questions.

### 7a-d answers

- a) He was about nine.
- b) To Cornwall.
- c) The speaker tried to copy his older brothers by climbing some rocks but he got frightened, fell and broke his wrist.
- d) He told his father that his brothers had pushed him.

Feedback in pairs, then as a class to check answers. How much did the learners remember correctly?

## 8

Focus learners' attention on the pictures in the activity. Ask learners which story in **activity 5** the pictures are from.

### 8 answer

Second story

Explain to learners they're going to retell the story. In pairs, learners use the pictures to help them tell the story. Give learners a few minutes to think and make notes. Monitor and assist with vocabulary where necessary.

Tell learners to change partners, and then retell the story. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Highlight good use of language and elicit corrections of any problems you noted.

### In a private lesson

Retelling the story can be done as a kind of 'disappearing dialogue' activity. Elicit sentences about the pictures and write the learner's responses on the board.

Leave the sentences on the board for the learner to refer to while practising.

Learners can look at sentences on the board, but must look away when they speak.

Repeat several times, but erase a sentence each time, leaving smaller and smaller prompts.

**7** **Track 21** Listen to the second story again. Answer the questions.

a How old was the speaker when it happened?

b Where did they go on holiday?

c What happened on the beach?

d What did the speaker tell his father?

**8** Work with a partner.

Look at the pictures from the second story. What happened? Make notes. Practise telling the story.






## Time to Talk

- 9 a Think about a story from when you were young.  
Use the questions below to make notes.

- How old were you?
- Where did the event happen?
- Who was there?
- What happened?
- How did you feel?

- b Work with a partner. Tell your stories.  
c Tell the class about your partner's story.



## Time to Talk

### 9a

Explain to learners they're going to tell a story from when they were young.

Learners use the questions in the box to help them make notes for a story about their childhood. Give learners a few minutes to think and make notes. Monitor and assist with vocabulary where necessary.

### 9b

In pairs, learners tell their stories to each other. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

### 9c

Learners tell the class about their partner's story.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 43** of the Student Book. Ask learners to turn to **page 94**.

Set Lesson 10 **activities 1** and **2** for homework. Do **activity 1a** and then check to see if learners understand what to do for **activity 2**.

## Homework Answers

### 1

- a) Six.
- b) At the swimming pool.
- c) Because it looked easy.
- d) Because her brother pulled her out.

### 2

Learner's own answers.

## Memo


# 11 Can I Get You Something to Drink?

## Can I Get You Something to Drink?

**In this lesson** - Ask for things in shops and restaurants

**Core activities** - 2-7, 10

**Grammar** - **Can** for requests and asking permission

**Examples:**

*Can I take your order?*

*Can I open the window?*

*Can I have a drink, please?*

## Warmer

- Write a simple sentence on the board.

*Example:*

*It is Saturday.*

- One by one, learners must suggest a word or phrase that can be added to the sentence.
- After it's written in, the learner reads the new sentence aloud. Ask the class if the sentence is grammatically correct. If not, elicit the correct place in the sentence where the new word should be added.

*Example:*

*It is Saturday.*

*It is now Saturday.*

*It is now Saturday night.*

*I know it is now Saturday night.*

*I know it is now no longer Saturday night.*

## Introduction

### 1a

As a class, discuss the questions.

Who eats out the most/least?

What's the most popular type of restaurant?

### 1b

Focus learners' attention on the menu. Ask them what they would order.

### Extension

*In pairs, learners decide how much they would pay for each item on the menu.*

*Feedback to the class. Learners compare prices, then decide on a final price for the items.*

# 11 Can I Get You Something to Drink?

## Introduction

- How often do you eat in a restaurant?  
What's your favourite kind of restaurant?
- Look at the menu below. What would you order?



In this lesson: Ask for things in shops and restaurants  
Grammar: *Can* for requests and asking permission

## Listening

2 **Track 22** Listen to someone ordering in a restaurant.  
Tick (✓) the things from **activity 1** that the man ordered.

3 a Read the restaurant conversation below.

Waiter: Can I take your order?

Customer: Yes, \_\_\_\_\_  
a fruit tart, please?

Waiter: \_\_\_\_\_ you something  
to drink?

Customer: Hmm, \_\_\_\_\_ some tea  
with milk, please?

Waiter: Yes, of course. Anything else?

Customer: No, that's all, thank you.



b **Track 23** Work with a partner.

Listen and write in the spaces to complete the conversation.

c **Track 23** Listen and check.

## Language Focus

We use **can**:

When we ask for something.

Can I have some coffee, please?  
Can I have a fruit tart, please?

When we ask if it's OK to do something.

Can I take your order?  
Can I open the window?

Lesson 11 45

## Listening

2

**Track 22** Learners listen to someone ordering in a restaurant. They tick (✓) the things in **activity 1** they hear. Play the CD again if necessary.

Feedback in pairs, and then as a class.

### 2 answers

See CD script for Track 22 - answers underlined.

**Track 22** (page 85, Student Book) 0:31

**Waitress** - Can I take your order?

**Male customer** - Yes. Can I have a cheese, ham, lettuce and tomato sandwich and... a pasta salad, please?

**Waitress** - Would you like anything to drink?

**Male customer** - Yes. Can I have some coffee with milk, please?

**Waitress** - Of course. Can I get you anything else?

**Male customer** - No thank you, that's all.

### 3a

Learners read the restaurant conversation below.

### 3b

**Track 23** In pairs, learners listen and complete the conversations.

### 3b answers

See CD script for Track 23 - answers underlined.

**Track 23** (page 85, Student Book) 0:27

**Waiter** - Can I take your order?

**Female customer** - Yes. Can I have a fruit tart, please?

**Waiter** - Can I get you something to drink?

**Female customer** - Hmm, can I have some tea with milk, please?

**Waiter** - Yes, of course. Anything else?

**Female customer** - No, that's all, thank you.

### 3c

**Track 23** Learners listen again and check their answers.

Feedback to the class. How many learners answered correctly?

## Language Focus

Go over the example sentences with learners.

Direct learners' attention to **activity 3**. In pairs, learners practise the conversation.

Encourage learners look at each other when speaking.

### Extension

Ask learners to look at the menu in **activity 1**. Practise the conversation again, but this time change the fruit tart and tea for something else. Again encourage learners to look at each other when speaking. Monitor and assist where necessary.

## Practice

### 4a-f

Learners use the prompts to rewrite the questions. Read the example and check learners understand the activity.

#### 4a-f answers

See CD script for Track 24.

### 5

**Track 24** Learners listen and check answers.

**Track 24** (page 85, Student Book) 0:47

- Can I see your ticket?
- Can I borrow a pencil?
- Can I have some water?
- Can I see your passport?
- Can I see your student card?
- Can I have a ticket for the 8.00 show?

### 6

Learners match the questions in **activity 4** with places in the boxes. Read the example and check learners understand the activity. Remind learners that more than one situation may be possible. Feedback.

#### 6 answers

train station - a  
airport check-in - a, d  
school - b, e  
restaurant - c  
theatre - a, e, f  
library - e

### 7a

In pairs, learners put the speech bubbles in the correct order to make a conversation. Feedback.

#### 7a answers

- Can I help you?
- Yes. Can I have a maple latte and an orange juice, please?
- Do you want ice in the orange juice?
- Yes, please.
- Here you are.
- Thanks.

### 7b

In pairs, learners practise the conversation.

## Sounding Natural

**8a-e** **Track 25** Learners listen to the CD and tick (✓) they sentences they hear.

## Practice

4 Write the sentences in the correct order.

- I / see / your / can / ticket / ?  
*Can I see your ticket?*
- borrow / I / a / pencil / can / ?
- have / can / I / water / some / ?
- I / your / passport / can / see / ?
- student / can / I / see / your / card / ?
- I / a / ticket / have / can / for / the 8.00 show / ?

5 **Track 24** Listen and check.

6 In which situations below can you ask the questions in **activity 4**? (More than one situation may be possible.)

train station <input checked="" type="checkbox"/>	airport check-in <input type="checkbox"/>	school <input type="checkbox"/>
restaurant <input type="checkbox"/>	theatre <input type="checkbox"/>	library <input type="checkbox"/>

7 a Number the speech bubbles in the correct order to make a conversation.

1 Yes. Can I have a maple latte and an orange juice, please?  
2 Here you are.  
3 Do you want ice in the orange juice?  
4 Yes, please.  
5 Can I help you?  
6 Thanks.

b Work with a partner. Practise the conversation.

46 Lesson 11

## 8a-e answers

See CD script for Track 25.

**Track 25** (page 85, Student Book) 0:41

- Can you feel it?
- What a beautiful, white ship.
- The tap is leaking.
- Can you heat the soup?
- Don't put the orange pill on the table.

### 9

Model the sentences for the class. Drill chorally, then individually.

In pairs, learners choose a sentence and read it aloud with correct pronunciation. Their partner guesses which sentence they chose. Change roles.

## Time to Talk

### 10a

Explain to learners they're going to ask for things in a shop or a restaurant.

Tell learners to write a 'can' question for each picture. Give learners a few minutes to think and write their questions. Monitor and assist with vocabulary where necessary.

## Sounding Natural

8 **Track 25** Listen to the five sentences. Tick (✓) the box next to the sentences you hear.

- a  Can you feel it?  
 Can you fill it?
- b  What a beautiful, white sheep.  
 What a beautiful, white ship.
- c  The tap is leaking.  
 The tap is licking.
- d  Can you heat the soup?  
 Can you hit the soup?
- e  Don't put the orange peel on the table.  
 Don't put the orange pill on the table.

9 Work with a partner. Practise the pronunciation.

## Time to Talk

10 Look at the pictures below.



a What do people ask for in these places? Write a question using **can** for each picture.

\_\_\_\_\_

\_\_\_\_\_

b Work with a partner. Choose one of the pictures. Write the conversation.

Excuse me, can I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c Act the conversation for the class.  
 Can the other students guess which picture it is?

Homework - turn to page 94

Lesson 11 47

### 10a suggested answers

flower shop - Can I have some roses?

restaurant - Can I have a cola?

library - Can I borrow this book?

### 10b

In pairs, learners choose one picture and write a conversation for it. Write an example on the board and check learners understand the activity.

Example:

Restaurant

Excuse me, can I have a cola?

Yes, would you like ice in it?

Yes please.

Here you are.

Thank you.

### 10c

Learners practise the conversation they wrote. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. For more confident learners, ask them to act out their conversation for the class.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 47** of the Student Book. Ask learners to turn to **page 94**.

Set Lesson 11 **activities 1** and **2** for homework. Do **activity 1a** together, and then check learners understand what to do for **activity 2**.

## Homework Answers

1

Possible answers:

Waiter: Can I take your order?

Customer: Yes. Can I have a tea, please?

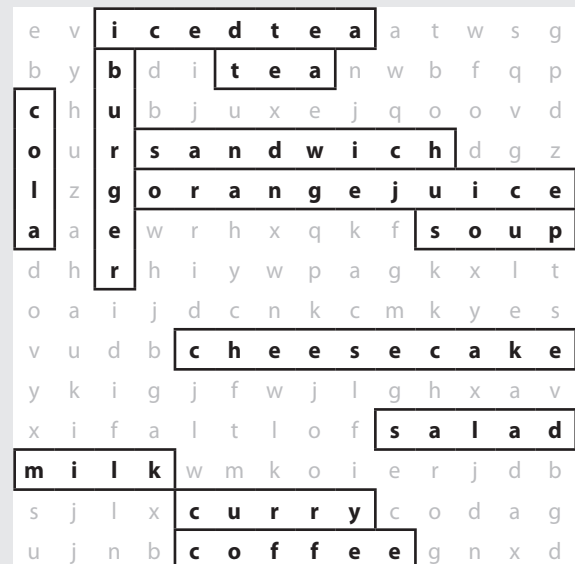
Waiter: Can I get you something to eat?

Customer: Yes. Can I have some cheesecake?

Waiter: Can I get you anything else?

Customer: No, that's all. Thank you.

2



## 12 It's Cheaper than at Home

**It's Cheaper than at Home**

**In this lesson** - Compare places you know

**Core activities** - 2-5, 8

**Grammar** - **Comparative** and **superlative forms of adjectives**

*Examples:*

*Tokyo is bigger than London.*

*Gold is more expensive than silver.*

*Everest is the tallest mountain.*

**Introduction****1**

In pairs, learners write the names of the cities under the pictures.

**1 answers**

Left to right: London, Paris, New York, Tokyo

**Listening****2**

**Track 26** Learners listen and tick (✓) the cities in **activity 1** that Anna and Kim talk about.

**2 answers**

London, Tokyo

**Track 26** (page 86, Student Book) 1:07

**Kim** - So, how do you like London, Anna?

**Anna** - Well, I'm a little homesick. I think it's because it rains a lot here. Also, it's colder here than in Tokyo.

**Kim** - Hmm, it does rain a lot here. But there are lots of great things in London! I really like the food here. You can get almost anything you want to eat.

**Anna** - Yes, you're right. There's a better choice here than in Tokyo.

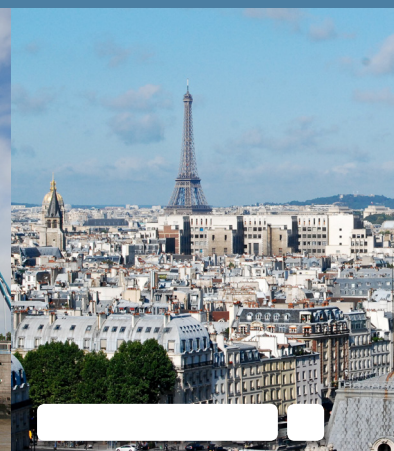
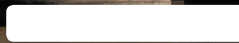
**Kim** - Do you like the parks here? I think London has the prettiest parks in the world.

**Anna** - Me too. But I don't like the public transport very much. I think Tokyo has the best trains in the world.

**Kim** - Well, I hope you enjoy your stay. You should try to do some shopping.

**Anna** - Yes, I will! The shops are much more interesting here than in Tokyo. Well, I'm off to buy a new umbrella!

## 12 It's Cheaper than at Home

**Introduction**

- 1** Work with a partner. Look at the pictures.  
What cities are they? Write the names below the pictures.

**Listening**

- 2** **Track 26** Listen to Anna and Kim talk.  
Tick (✓) the cities in **activity 1** they talk about.



In this lesson: **Compare places you know**  
 Grammar: **Comparative and superlative forms of adjectives**



**3** Track 26 Listen again. What do Anna and Kim think about London and Tokyo?

Write **T** (True) or **F** (False) next to the sentences.

- a London is colder than Tokyo.
- b Tokyo has a better choice of food than London.
- c London has the prettiest parks in the world.
- d London has the best trains in the world.
- e London has more interesting shops than Tokyo.

**3a-e**

Track 26 Learners listen again and write true (**T**) or false (**F**) next to the sentences.

Feedback in pairs, and then as a class.

**3a-e answers**

- a) T (true)
- b) F (false)
- c) T (true)
- d) F (false)
- e) T (true)

**Memo**

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## Language Focus

Go over the explanations and the example sentences for comparing two items.

In pairs, learners compare two cities from their country. Learners read their sentences to the class. Highlight good use of language and elicit corrections of any problems you noted.

Next, go over the explanations for comparing three or more items, and the common exceptions.

Ask learners to look at CD script for **Track 26** on **page 86** of the Student Book to find examples of comparing two or more items.

### Answer

See CD script for Track 26 - answers underlined.

## Practice

### 4a-e

Learners use the prompts to write comparisons. Read the example and check learners understand the activity.

#### 4a-e answers

- a) *Canada is bigger than Japan.*
- b) *Dachshunds are smaller than labradors.*
- c) *I am a better cook than my father.*
- d) *Sue is taller than my brother.*
- e) *Joe is more interesting than Pete.*

### 5a-e

Learners use the prompts to write endings to the sentences in **activity 4**.

#### 5a-e answers

- a) *... but Russia is the biggest country in the world.*
- b) *...but chihuahuas are the smallest dogs.*
- c) *...but my mother is the best cook in our family.*
- d) *... but I'm the tallest person in my family.*
- e) *... but Sue is the most interesting person I know.*

## 6

**Track 27** Learners listen and check answers.

**Track 27** (page 86, Student Book) 1:02

- a) *Canada is bigger than Japan, but Russia is the biggest country in the world.*
- b) *Dachshunds are smaller than labradors, but chihuahuas are the smallest dogs.*
- c) *I'm a better cook than my father, but my mother is the best cook in our family.*
- d) *Sue is taller than my brother, but I'm the tallest person in my family.*
- e) *Joe is more interesting than Pete, but Sue is the most interesting person I know.*

## Language Focus

For comparing two items:

tall > taller than (**one syllable**)  
pretty > prettier than (**two syllables, ending in -y**)  
expensive > **more** expensive than (**two or more syllables**)  
We call these **comparative forms of adjectives**.

Tokyo is **bigger** than London.  
London shops are **more interesting** than Tokyo shops.

For comparing three or more items:

tall > **the tallest** (**one syllable**)  
pretty > **the prettiest** (**two syllables, ending in -y**)  
expensive > **the most** expensive (**two or more syllables**)  
We call these **superlative forms of adjectives**.

Everest is **the tallest** mountain.

Common exceptions:

good > better > the best  
bad > worse > the worst  
far > further > the furthest

## Practice

4 Use the prompts below to write comparisons.

- a Canada / big / Japan Canada is bigger than Japan.
- b dachshunds / smaller / labradors \_\_\_\_\_
- c I / a good cook / my father \_\_\_\_\_
- d Sue / tall / my brother \_\_\_\_\_
- e Joe / interesting / Pete \_\_\_\_\_

5 Use the prompts below to write endings to the sentences in **activity 4**.

- a ... but Russia is the biggest country in the world.
- b ... but chihuahuas \_\_\_\_\_ dogs.
- c ... but my mother \_\_\_\_\_ cook in our family.
- d ... but I'm \_\_\_\_\_ person in my family.
- e ... but Sue is \_\_\_\_\_ person I know.

6 **Track 27** Listen and check your answers.

## Sounding Natural

7 **Track 27** Listen again.

Where do the pauses come in the sentences?

Listen again and copy the pronunciation.

## Time to Talk

8 a Work with a partner. Choose three places you both know (they can be inside or outside your country). Write the names of the places.


b Discuss which is the best place to go on holiday. Compare the places you chose.

Think about:

• Shops • Transport (buses, trains) • People • Food

Use these words, and ideas of your own:

• polite • cheap • quiet • big • interesting • crowded

**example** A: Osaka is bigger than Kyoto, but Tokyo is the biggest.

B: Yes, but Osaka is more exciting than Kyoto!

c Tell the class which town you think is the best for a holiday, and why.



## Sounding Natural

7

**Track 27** Learners listen again. Ask where the pauses come in the sentences.

### Answer

Between the clauses (before 'but').

**Track 27** Play the CD again, pausing after each sentence. Learners listen and copy the pronunciation.

## Time to Talk

8a

Explain to learners they're going to compare places they know.

In pairs, learners choose three places they both know and write them in the box.

8b

Learners compare the places they chose, and then use the prompts in the activity to decide on the best place to go on holiday. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

8c

Learners tell the class which town they think is the best for a holiday and why. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 51** of the Student Book. Ask learners to turn to **page 95**.

Set Lesson 12 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

## Homework Answers

1

- a) stronger
- b) smaller
- c) warmer
- d) more exciting
- e) quieter
- f) more difficult
- g) further
- h) more expensive

2

- a) thinner
- b) bigger
- c) the most important
- d) warmer
- e) the best
- f) more peaceful than

# 13 How Do I Get to Green Hill?

## How Do I Get to Green Hill?

**In this lesson** - Tell people how to get to places

**Core activities** - 5-8, 11

**Function** - Giving directions by train

**Examples:**

*How do I get to Oxford by train?*

*Take the northbound train.*

## Introduction

### 1

In pairs, learners match the pictures with the words.

#### 1 answers

*Clockwise from top left:*

*b, d, e, f, g, c, a*

### 2

Ask learners if the words in **activity 1** are public transport (1) or private transport (2). They should write 1 or 2 next to the pictures.

#### 2 answers

*Clockwise from top left:*

*1, 2, 2, 2, 1, 1, 1*

### 3

As a class, discuss questions **a** and **b**. Write some example answers to the questions on the board.

*Example:*

*I use the train the most because it's fast, reliable and cheap.*

*I usually spend more than 10 hours per week. About one hour each way.*

### 4

Learners tell the class about their partner's answers. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

## Listening

Focus learners' attention on the train map. Read through the names of the different lines with them.

Ask them the following questions:

*a) How many stops are on the Circle line?*

*b) What line is Timperley on?*

*c) How many stations have two lines?*

#### Answers

*a) 8*

*b) Bank Line*

*c) 7*

# 13 How Do I Get to Green Hill?

## Introduction

1 Work with a partner. Match the words with the pictures.

- a taxi
- b bus
- c underground train
- d car
- e bicycle
- f motorcycle
- g train



2 Are the words in **activity 1** public transport (1) or private transport (2)? Write 1 or 2 next to each picture.

3 Work with a partner. Discuss the following questions.

- a What form of transportation in **activity 1** do you use the most?
- b How much time do you spend on public transport a week?

4 Tell the class about your partner's answers.

### 5

**Track 28** **Track 29** **Track 30** Learners listen to the three conversations and circle the names of the stations they hear.

#### Teaching Tip – Listening for Specific Information (listening for key words)

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 key words develops this skill, and also helps them gain confidence for more detailed listening tasks.

#### 5 answers

*Spennel  
Timperley  
Sleaford  
Croxtan  
Summerhill  
Broadwater  
Yoxall  
Kinver*

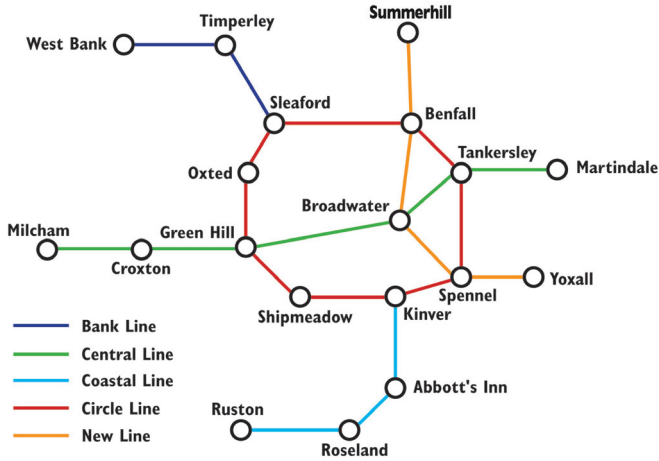
In this lesson: **Tell people how to get to places**  
Function: *Giving directions by train*

### Listening

5 Look at the train map.

Track 28 Track 29 Track 30 Listen to conversations 1-3.

Circle the names of the stations you hear.



6 Track 28 Track 29 Track 30 Listen again.

Write the names of the stations in the table.

	now	transfer stations	wants to go to
1	Timperley	Sleaford	Spennel
2	Summerhill		
3	Ruston		

Lesson 13 53

**Track 30** (page 86, Student Book) 0:44

Conversation 3

**A** - Excuse me.

**B** - Yes?

**A** - How do I get from here to Yoxall?

**B** - OK... take an eastbound train on the Coastal Line.

Change at Kinver to an eastbound Circle Line train. Go one stop to Spennel then change again. This time you want an eastbound New Line train. Yoxall is the first stop from Spennel.

6

Track 28 Track 29 Track 30 Learners listen again and write the names of the stations they hear in the table.

**6 answers**

Conversation 1

now: **Timperley**

transfer stations: **Sleaford**

wants to go to: **Spennel**

Conversation 2

now: **Summerhill**

transfer stations: **Broadwater**

wants to go to: **Croxton**

Conversation 3

now: **Ruston**

transfer stations: **Kinver, Spennel**

wants to go to: **Yoxall**

**Track 28** (page 86, Student Book) 0:32

Conversation 1

**A** - Excuse me.

**B** - Yes?

**A** - How do I get to Spennel?

**B** - Well, take the eastbound Bank Line from Timperley, and change at Sleaford. Then take the eastbound Circle Line. Spennel is the third stop.

**A** - Thank you.

**Track 29** (page 86, Student Book) 0:41

Conversation 2

**A** - Excuse me. What's the best way to get to Croxton?

**B** - Go to Summerhill station and take the southbound train on the New Line. Change at Broadwater and take a westbound Central Line train. Croxton is the second stop.

## Language Focus

Read through the expressions in the boxes with learners. Ask learners to find more examples in **Tracks 28 – 29** on **page 86** of the Student Book. In pairs, practise the three conversations in **activity 5**. Encourage learners to look at each other when they're speaking.

## Practice

### 7

Learners look at the map on **page 53** and complete the directions.

### 7 answers

See CD scripts for Tracks 31-33 - answers underlined.

### 8

**Track 31** **Track 32** **Track 33** Learners listen and check their answers.

**Track 31 script** (page 86, Student Book) 0:31

Conversation 1

**A** - How do I get to West Bank from Shipmeadow?

**B** - Take a westbound train on the Circle Line. Change at Sleaford. Next, take a Bank Line train. West Bank is the second stop.

**Track 32 script** (page 86, Student Book) 0:31

Conversation 2

**A** - How do I get to Oxted from Martindale?

**B** - Take a westbound Central Line train. Change at Tankersley to the Circle Line. Take a westbound train. Oxted is three stops from Tankersley.

**Track 33 script** (page 86, Student Book) 0:39

Conversation 3

**A** - What's the best way to get from Broadwater to Abbott's Inn?

**B** - Take a southbound train on the New Line. Change at Spennel. Next, take the Circle Line to Kinver. Change again and take a southbound Coastal Line train. Abbott's Inn is the first stop.

### 9

In pairs, learners practise the conversations in **activity 7**.

## Sounding Natural

### 10a

**Track 34** Learners listen and tick (✓) the correct box for the sounds /s/ and /z/.

## Language Focus

To ask for directions by train, we can use these expressions:

How do I get to... ?  
What's the best way to get to... ?  
How do I get from... to... ?

To give directions, we can use these expressions:

Take the (Bank Line).  
Take a (northbound / southbound / westbound / eastbound) train.  
Change at (Kinver).  
(Roseland) is the (first / second / last) stop.  
(Roseland) is (two) stops from (Kinver).

## Practice

7 Look at the map on **page 53**. Complete the directions.

### Conversation 1

**A:** How do I get to West Bank from Shipmeadow?

**B:** Take a westbound train on the Circle Line. Change at Sleaford.

Next, \_\_\_\_\_ a Bank Line train. West Bank is the \_\_\_\_\_ stop.

### Conversation 2

**A:** How do I get to Oxted from Martindale?

**B:** Take a westbound \_\_\_\_\_ Line train. \_\_\_\_\_ at Tankersley to the \_\_\_\_\_

Line. Take a \_\_\_\_\_ train. Oxted is \_\_\_\_\_ stops from Tankersley.

### Conversation 3

**A:** What's the best way to get from Broadwater to Abbott's Inn?

**B:** \_\_\_\_\_ a southbound train on the \_\_\_\_\_ Line. Change at \_\_\_\_\_.

Next, take the \_\_\_\_\_ Line to \_\_\_\_\_. Change again and take a \_\_\_\_\_ Coastal Line train. Abbott's Inn is the \_\_\_\_\_ stop.

8 **Track 31** **Track 32** **Track 33** Listen and check your answers.

9 Work with a partner. Practise the conversations in **activity 7**.

54 Lesson 13

## 10a answers

/s/ eats, likes, makes, works, hates

/z/ lives, tells, studies, drives, loves

**Track 34** (page 86, Student Book) 0:46

eats, lives, tells, studies, likes, makes, works, drives, loves, hates

## 10b

Modal the pronunciation for the class. Drill chorally, then individually.

## Time to Talk

### 11a

Learners think about where they live.

Ask them to write two places where they often go to by train.

Example:

Yokohama

Shinjuku

## Sounding Natural

10 a Track 34 Listen to the words in the table. Tick (✓) the box with the correct sounds.

	eats	lives	tells	studies	likes	makes	works	drives	loves	hates
/s/	✓									
/z/										

b Practise the pronunciation.

## Time to Talk

11 Think about where you live.

a Write two places you often go to by train.

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b Work with a partner. Show each other the places you wrote down. Ask for and give directions how to get to the places by train.

**example** A: How do you get to Brighton from here?  
B: Well, take a southbound train on the...



## 11b

In pairs, learners show their partner the two places they wrote down. Allow learners a few minutes to think and make notes for directions to those places by train.

Learners give directions to the places. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

### In a private lesson

Do a role-play with the learner. Stay 'in character' during the role-play. Resist temptation to take the lead in the activity. Alternatively, do the activity twice, agreeing with the learner that, the first time, you will take the lead, but that they will take the lead the second time.

Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 55** of the Student Book. Ask learners to turn to **page 96**.

Set Lesson 13 **activities 1** and **2** for homework.

Do **activity 1a** together. Write an example on the board and check learners understand **activity 2**.

## Homework Answers

### 1

Possible answers:

Oxted: Take a westbound Central Line train to Green Hill. Change to the Circle Line. Take a northbound train. Oxted is the first stop.

West Bank: Take a northbound train on the New Line. Change at Benfall. Take a westbound Circle Line train to Sleaford. Next, change to the Bank Line. West Bank is the second stop.

Milcham: Take a westbound train on the Central Line. Milcham is the third stop.

Roseland: Take a southbound train on the New Line. Go one stop and change at Spennel. Take a westbound Circle Line train to Kinver then change again. Roseland is two stops from Kinver on the Coastal Line.

### 2

Learner's own answers.

*Example answers:*

*I often travel to Yokohama. I usually take the Yokohama line from Machida. It's the last stop.*

*I often travel to Koiwa. I usually take the southbound train on the Musashino Line from Matsudo and change at Nishi Funabashi. Then I take a westbound train on the Sobu Line. It's the fourth stop.*

# 14 I Went to India Last Year

## *I Went to India Last Year*

**In this lesson** - Tell your partner about your week

**Core activities** - 1-7, 11

**Grammar** - **Past simple** with **regular** and **irregular verbs** and time expressions

*Examples:*

*Yesterday we stayed at home all day.*

*The lamp fell down and broke.*

### Warmer

- Write 'What did you do yesterday?' on the board.
- Roll a dice. If you roll a two, then tell the class two things you did yesterday. Pass the dice to a learner and ask them to do the same.
- After they say what they did, they pass the dice on to the next learner.
- You can change the question after everyone has had a go.

### Introduction

#### 1a-h

Write a timeline similar to the one in **activity 1** of the Student Book. Elicit the order of the time expressions and write them in the correct place on the timeline.

#### 1a-h answers

*From a – h: in 1999, five years ago, last year, last month, two weeks ago, last Monday, yesterday, ten minutes ago*

#### 2a-d

In pairs, learners discuss questions **a – d**. Write an example on the board and check learners understand the activity.

#### 3

Learners tell the class about their partner's answers. Highlight good use of language and elicit corrections of any problems you noted.

# 14 I Went to India Last Year



### Introduction

1 Write the time expressions in the correct order.

last year	yesterday	ten minutes ago	last Monday
five years ago	two weeks ago	in 1999	last month

a      b      c      d      e      f      g      h

ten minutes ago      now

2 Work with a partner. Discuss the questions below.

- a What kinds of problem do people have when they go on holiday?
- b Have you ever had any problems on holiday?
- c What happened?
- d How did you fix the problems?

3 Tell the class about your partner's answers.



In this lesson: **Tell your partner about your week**  
 Grammar: **Past simple with regular and irregular verbs and time expressions**

### Reading

4 Last year Justin and Julia went on holiday. Where did they go?



5 Justin and Julia had a lot of problems on holiday. Look at the pictures. What problems do you think they had?



6 Work with a partner. Read Justin's and Julia's problems below. Match them with the pictures. Write the letters in the boxes.

- |  |   |   |  |
|--|---|---|--|
| a They didn't find their luggage at the airport.               | b Justin was ill. He stayed two nights in the hospital. | c At the airport, Justin and Julia couldn't find their tickets and passports. | d A taxi hit Justin and broke his leg.         |
| e Their bed was very uncomfortable, so they didn't sleep well. | f The weather was very hot, and they got sunburn.       | g They stayed in a very old hotel.  | h During the flight, the weather was very bad. |

Lesson 14 57

## Reading

4

Focus learners' attention on the big picture on **page 57**. Elicit the name of the famous building and what country it's in.

**4 answer**  
*Taj Mahal, India*

5

Ask learners to look at the pictures and guess what problems Justin and Julia had on their trip.

### Teaching Tip – Speculation

Encourage learners to speculate and make guesses before a reading or listening task. This activates their existing knowledge and gets them in the right frame of mind for the task. It also adds interest to the task because learners listen or read to see if they were right in what they guessed.

6

In pairs, learners read the problems and match them to the pictures in **activity 5**.

**6 answer**  
*From left to right and top to bottom:*  
 h, e, c, b  
 g, a, d, f

## Memo

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## Language Focus

Go over the past simple forms and the example sentences with learners. Ask learners to find some more examples in **activity 6**. Give learners a few minutes to find and underline examples.

Feedback as a class.

## Practice

### 7a-h

Learners complete the sentences using the past simple form of the verbs in parentheses.  
Refer learners to the **Language Reference** section on **page 107**, for a list of irregular verbs.

#### 7a-h answers

- a) bought
- b) fell, broke
- c) played
- d) ate
- e) watched
- f) did, do, cooked
- g) did, go, went
- h) got

## Language Focus

We can talk about the past with the past simple form of verbs.

We add **-ed** to the base form of regular verbs to make the past simple form.

stay > stayed  
He **stayed** two nights in the hospital.

Irregular verbs have different past simple forms.

break > **broke**      A taxi hit Justin and **broke** his leg.  
go > **went**          I **went** to India.

To make past simple verbs negative, we use **didn't (did not) + base form** of the verb.

They **didn't find** their luggage at the airport.

To make questions in the past simple, we use **did + subject + base form** of the verb.

**Did you play** tennis yesterday?      Yes, I did.  
What **did you do** last year?          We went to India.

We often use the past simple with a time expression.

**Last year** we went to India.  
**On Friday** I saw a film.  
I met my friend three days **ago**.  
I graduated **in** 1990.

## Practice

**7** Complete the sentences using the past simple form of the verbs in the parentheses.  
See the **Irregular Verbs** section on **page 107** for a list of irregular verbs.

- a (**buy**)                      I   bought   a new car on Friday.
- b (**fall, break**)          Last Saturday I \_\_\_\_\_ off my bike and \_\_\_\_\_ my arm.
- c (**play**)                    When I was at school, I \_\_\_\_\_ tennis every day.
- d (**eat**)                     I \_\_\_\_\_ pizza two days ago.
- e (**watch**)                 Bob \_\_\_\_\_ four DVDs on Sunday.
- f (**do, do**)                 A: What \_\_\_\_\_ you \_\_\_\_\_ last Friday?  
B: I \_\_\_\_\_ dinner for my friends.
- g (**cook**)                  B: I \_\_\_\_\_ dinner for my friends.
- h (**do, go**)                A: Where \_\_\_\_\_ you \_\_\_\_\_ last week?  
B: I \_\_\_\_\_ to New York with my girlfriend.
- i (**go**)                     B: I \_\_\_\_\_ to New York with my girlfriend.
- j (**get**)                     We \_\_\_\_\_ married 13 years ago.

## Memo

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## Sounding Natural

8 **Track 35** Read the words below. Listen and copy the pronunciation.

pit / bit  
pull / bull  
to / do  
ten / den

9 Read the sentences below.

- a Den dared Tim to dial ten two ten, but Tim didn't do it; he dialled two ten two.  
b Bill patted the pit bull on the back, but the pit bull pulled at Bill's bag, and bit Bill back.

10 **Track 36** Listen and copy the pronunciation.

## Time to Talk

11 a Write down ten things you did last week.


b Work with a partner. Ask each other questions about last week.

Use the question words below.

• Where • What • Why • When • Who • How long

**example** A: What did you do last week?  
B: I saw a film on Tuesday.  
A: Did you like it?  
B: Yes, I did. / No, I didn't.

c Tell the class about your partner's answers.

Homework - turn to page 96

Lesson 14 59

**Track 36** (page 86, Student Book) 0:32

- a) Den dared Tim to dial ten two ten, but Tim didn't do it, he dialled two ten two.  
b) Bill patted the pit bull on the back, but the pit bull pulled at Bill's bag, and bit Bill back.

## Time to Talk

### 11a

Explain to learners they're going to talk about what they did last week.

Learners write ten things they did last week in the box. Write an example on the board and check learners understand the activity.

Examples:

I went shopping.

I ate some sushi.

### 11b

In pairs, learners use the prompts to ask each other questions about last week. Read the example and check learners understand the activity. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

### 11c

Learners tell the class about their partner's answers.

Feedback as a class

Highlight good use of language and elicit corrections of any problems you noted.

## Sounding Natural

8

**Track 35** Read the words in the activity with learners. Play the CD. Listen and copy the pronunciation.

Model and drill.

**Track 35** (page 86, Student Book) 0:30

pit / bit  
pull / bull  
to / do  
ten / den

### 9a+b

Model the sentences for learners. Drill chorally, then individually.

### Teaching Tip – Back Drilling

Back drilling is a useful technique to practise connected speech. Drill a long utterance by building it up from the end. Increase its length each time you model it for learners to repeat.

10

**Track 36** Learners listen and copy the pronunciation.

## Homework

Highlight the homework reference at the bottom right of **page 59** of the Student Book. Ask learners to turn to **page 96**.

Set Lesson 14 **activities 1** and **2** for homework.

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

## Homework Answers

1

- a) Bill **ate** six hamburgers for lunch!  
b) I **left** home at 7.30 this morning.  
c) I think I **made** a terrible mistake!  
d) Geoff **broke** his arm playing rugby.  
e) I **wrote** an email this morning.  
f) Dan **did** his homework on Sunday.  
g) We **bought** our house nine years ago.  
h) They **gave** their mother an expensive present.

2

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

## 15 I Really Love It

**I Really Love It**

**In this lesson** - Tell people about a special object

**Core activities** - 4-8

**Skills** - Extended speaking and vocabulary

**Warmer**

- Write a tongue-twister on the board, and read it with learners slowly at first, then faster.

*Example tongue-twisters:*

*She sells sea shells on the sea shore.*

*Mixed biscuits, mixed biscuits.*

*Red leather, yellow leather, red leather, yellow leather.*

*A proper, copper, coffee pot.*

*Three grey geese on a green, grazing.*

- For more confident learners, do the activity as a 'disappearing dialogue'.

**Teaching Tip – Back Drilling**

Back drilling is a useful technique to practise connected speech. Drill a long utterance by building it up from the end. Increase its length each time you model it for learners to repeat.

**Introduction****1a-c**

Go over questions **a – c** and check understanding.

**2**

Learners tell the class about their partner's answers.

**3**

Ask learners if they have any of the items in the pictures (car, ring, trainers, watch, trainers).

Who has all four items?

## 15 I Really Love It

**Introduction**

**1** Work with a partner. Discuss these questions.

- Do you keep things a long time, or do you throw them away?
- Do you like old things or new things? Why?
- What is the oldest thing you have? What is the newest thing?

**2** Tell the class about your partner's answers.



**3** Look at the pictures. Which of the things do you like the most? Tell the class.

In this lesson: **Tell people about a special object**  
Skills: *Extended speaking and vocabulary*

## Listening

- 4 **Track 37** Listen to Kate and Bob talk about two of the things in **activity 3**. Write the names of the objects they talk about in the table below.

	Kate	Bob
Object		
Where he/she got it	She bought it from a friend.	From his best friend.
When he/she got it	She bought it about six months ago.	About a hundred years old.
What it is like	expensive <b>F</b> goes fast <b>T</b>	made of gold always tells the right time
Why he/she likes it	She can go on holiday in it.	Because his father gave it to him.

- 5 a Read the information in the table.  
**Track 37** Listen again. Write **T** (True) or **F** (False) next to the information in the table.  
b Rewrite the false information in the table to make it correct.

## 5a

**Track 37** Read through the instructions and information in the table with learners and check understanding ('Is the information in the table all true?'). Play the CD again. Learners write **T** (true) or **F** (false) next to the information in the table. Play the CD again if necessary.

### 5a answers

See 5a+b answers.

Feedback in pairs, and then as a class.

## 5b

Learners rewrite the false information in the table to make it correct. Monitor and assist as necessary.

### 5a+b answers

(5a answers in **bold**, 5b answers underlined.)

	Kate	Bob
Object	car <b>T</b>	watch <b>T</b>
Where he/she got it	She bought it from a friend. <b>T</b>	From his best friend. <b>F</b> <u>From his father.</u>
When he/she got it	She bought it about six months ago. <b>T</b>	About a hundred years old <b>T</b>
What it is like	expensive <b>F</b> <u>cheap</u> goes fast <b>T</b>	made of gold <b>F</b> <u>made of silver</u> always tells the right time <b>T</b>
Why he/she likes it	She can go on holiday in it. <b>F</b> <u>She can go and see her friends in it.</u>	Because his father gave it to him. <b>T</b>

Feedback in pairs, and then as a class.

## Listening

### 4

**Track 37** Explain to learners they're going to listen to Kate and Bob talk about two of the things in **activity 3**. Tell learners they're going to listen two times. The first time they should only listen for the objects Kate and Bob mention and write them in the table.

### 4 answers

Kate - car  
Bob - watch

**Track 37** (page 86, Student Book) 0:46

**Kate** - I really love this car. It was cheap, but it still goes quite fast. I bought it from a friend about six months ago. I wash it every weekend. It's great because I can go and see my friends any time I like.

**Bob** - This watch is very important to me because my father gave it to me. It's about a hundred years old. It's made of silver and it always tells the right time.

Feedback in pairs, and then as a class.

6

**Track 38** Explain to learners they're going to listen to Helen and Simon talk about two of the things in **activity 3**. Tell learners they're going to listen two times. The first time they only listen for the objects Helen and Simon mention and write them in the table.

Feedback in pairs, and then as a class.

**6 answers**

Helen - trainers  
Simon - ring

**Track 38** (page 86, Student Book) 0:46  
**Helen** - I play five different sports. At the moment I'm in training for the marathon. I run 15 miles every day, so it's very important to have good trainers. These were expensive, but they're very good. I bought them last week from PG Sports.  
**Simon** - We got married in May. I love this ring because it's very simple. It's made of platinum - I don't like gold or diamonds very much.

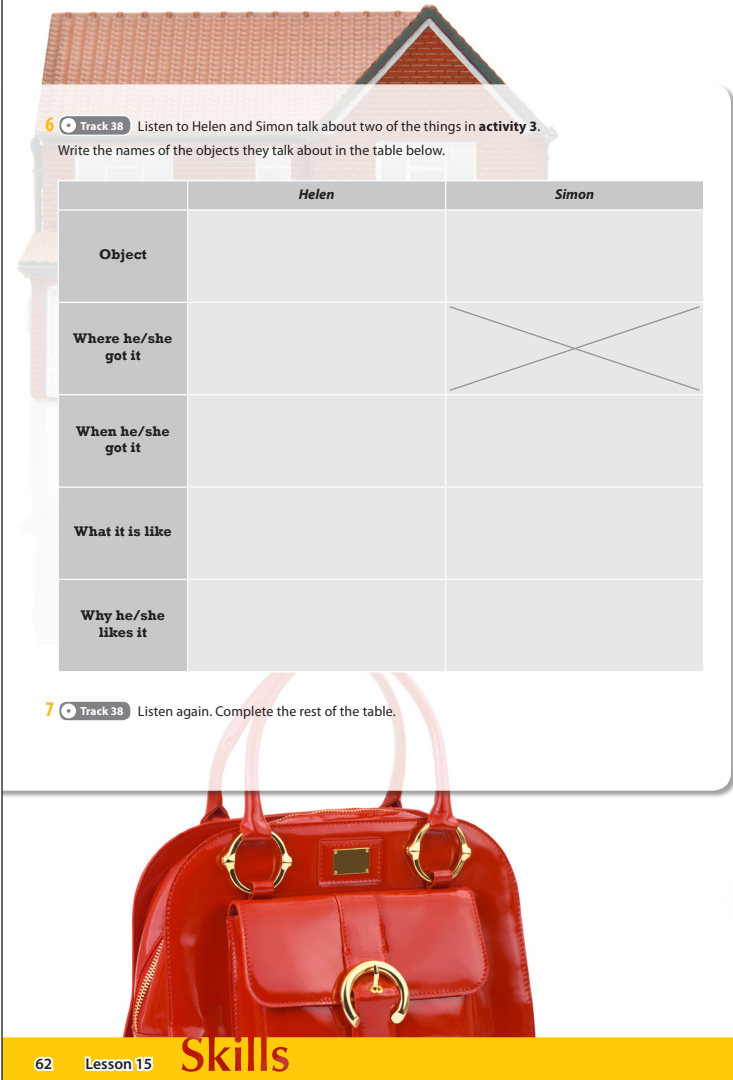
7

**Track 38** Learners listen again and complete the rest of the table. Play the CD again if necessary.

Feedback in pairs, and then as a class.

**7 answers**

	Helen	Simon
Object	trainers	ring
Where he/she got it	PG Sports	It's not directly stated. Probably from his wife.
When he/she got it	last week	May
What it is like	expensive, very good	made of platinum
Why he/she likes it	They're very good.	It's very simple.



**6 Track 38** Listen to Helen and Simon talk about two of the things in **activity 3**. Write the names of the objects they talk about in the table below.

	Helen	Simon
Object		
Where he/she got it		
When he/she got it		
What it is like		
Why he/she likes it		

**7 Track 38** Listen again. Complete the rest of the table.

62 Lesson 15 Skills

## Memo

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## Time to Talk

### 8a

Go over the instructions with learners and check understanding.

Demonstrate the activity by writing brief notes for yourself on the board.

Learners work independently to complete the table for themselves.

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

### 8b

In pairs, learners ask and answer the questions about their objects. Learners write their partner's responses in the table. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 63** of the Student Book. Ask learners to turn to **page 97**.

Set Lesson 15 **activities 1** and **2** for homework.

Do **activity 1a** and check learners understand what to do for **activity 2**.

## Homework Answers

### 1

- a) He really likes his tie.
- b) It's ten years old.
- c) It's blue and white.
- d) His wife gave it to him.

### 2

Learner's own answers.

### Time to Talk

8 Think about an object that is important to you. You are going to tell people about it.

- a Complete the **you** column of the table below.

	<i>you</i>	<i>your partner</i>
Object		
Where you/he/ she got it		
When you/he/ she got it		
What it is like		
Why you like / he/she likes it		

- b Work with a partner. Ask and answer questions about your objects.

Complete the **your partner** column of the table.

- c Tell the class about your partner's object.

Homework - turn to page 97

Skills

Lesson 15

63

## Memo

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# 16 Let's Meet for a Coffee Tomorrow

### Let's Meet for a Coffee Tomorrow

**In this lesson** - Decide on a class outing

**Core activities** - 1-3, 6

**Function** - Suggesting, accepting, and refusing

## Warmer

- In pairs, learners make a list of as many hobbies as they can in one minute.
- Pairs read their lists out. Award one point for each hobby not mentioned by any other pair.
- As a class, decide the best hobby for doing alone, with a friend, and with family.

## Introduction

### 1a-c

In pairs, learners write the names of the free time activities under each picture.

#### 1a answers

*Clockwise from top left: go to a club, have a picnic, eat out, see a film, go shopping, go hiking*

Feedback to the class.

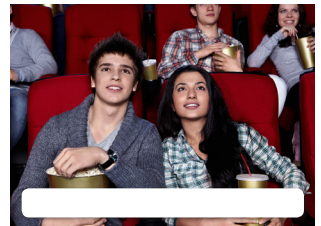
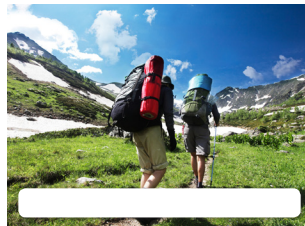
As a class, discuss questions **b** and **c**. Give everybody a chance to respond.

# 16 Let's Meet for a Coffee Tomorrow

## Introduction

1 a Work with a partner. Write the name of the free time activities under each picture.

go hiking   
  see a film   
  have a picnic   
  eat out   
  go shopping   
  go to a club



- b** Do you do any of these free time activities with your friends?
- c** What activities do you like doing with friends?

## Memo

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In this lesson: **Decide on a class outing**  
Function: *Suggesting, accepting, and refusing*

## Listening

- 2 a **Track 39** Listen to Tony call Sarah for a date. What do they decide to do?  
b **Track 39** Listen again. Write the missing words.

Sarah Hello?

Tony Hi Sarah, it's Tony. Are you doing anything on Saturday night?  
How about going **S** to a club?

Sarah Oh, hi Tony. Sorry, I \_\_\_\_\_ to a club this weekend.  
\_\_\_\_\_.  
There's a new Indian restaurant on the High Street.

Tony \_\_\_\_\_.

Sarah \_\_\_\_\_ around six o'clock?

Tony I'm afraid I'm working until six.  
\_\_\_\_\_ around seven o'clock?

Sarah \_\_\_\_\_ to the pub after dinner.

Tony OK. Sounds good. See you later.

Sarah Bye.

- c Work with a partner. Look at the phrases you wrote in the conversation.  
Decide if they are **suggesting**, **accepting**, or **refusing**.  
Write **S** (=suggesting), **A** (=accepting), or **R** (=refusing) in the boxes.



Lesson 16 65

## Listening

### 2a

**Track 39** Explain to learners they're going to listen to Tony call Sarah for a date. Tell learners they're going to listen two times. The first time they only listen for what Tony and Sarah decide to do.

Feedback as a class.

### 2a answers

*Have dinner at the new Indian restaurant and then go to the pub.*

### 2b

**Track 39** Learners listen again and write the missing words. Play the CD again if necessary.

Feedback in pairs, and then as a class.

### 2b answers

*See CD script for Track 39 - answers underlined.*

**Track 39** (page 87, Student Book) 0:27

**Sarah** - Hello?

**Tony** - Hi Sarah, it's Tony. Are you doing anything on Saturday night? How about going to a club?

**Sarah** - Oh, hi Tony. Sorry, I don't feel like going to a club this weekend. Let's eat out. There's a new Indian restaurant on the High Street.

**Tony** - That's a good idea.

**Sarah** - Shall we meet around six o'clock?

**Tony** - I'm afraid I'm working until six. How about meeting around seven o'clock?

**Sarah** - Fine. Let's go to the pub after dinner.

**Tony** - OK. Sounds good. See you later.

**Sarah** - Bye.

### 2c

In pairs, learners decide if the phrases they wrote in **activity 2b** are suggesting, accepting, or refusing. They write **S** (suggesting), **A** (accepting), or **R** (refusing) in the boxes.

### 2c answers

S, R, S, A, S, S, A, S

Feedback to the class.

### Extension

*In pairs, learners practise the conversation in **activity 2b**. Encourage learners to look away from the page and at each other when speaking.*

## Language Focus

Go over the explanations and examples with learners and check understanding.  
Highlight the **-ing** and **base** forms.

## Practice

**3**  
Go over the explanation and example with learners and check understanding.

### 3 suggested answers

**A** - I'm hungry. How about going for a pizza?

**B** - I don't feel like going for a pizza. How about eating Thai food?

**A** - Fine.

**A** - Let's go dancing.

**B** - I don't feel like dancing. I'm tired. How about drinking beer?

**A** - That's a good idea.

**A** - Let's go to a movie.

**B** - How about going to the new James Bond movie?

**A** - I don't feel like watching an action movie. Let's watch a comedy.

**B** - That's a good idea.

**4**  
In pairs, learners practise the conversations. Encourage learners to look at each other when speaking. Monitor and assist as necessary.

### Extension

For more confident learners, get pairs to act out the conversation in front of the class.

## Language Focus

### Suggesting

How about + **-ing form** of the verb

Let's + **base form** of the verb

Shall we + **base form** of the verb

How about **going** out to dinner?

Let's **go** to the pub after dinner.

Shall we **meet** around six o'clock?

### Accepting

That's a good idea.

Fine.

### Refusing

I don't feel like + **-ing form** of the verb

After refusing, we often make another suggestion.

I don't feel like **eating** Indian food tonight.

How about going to an Italian restaurant?

## Practice

**3** Read the prompts below. Write the conversations.

**A:** You're hungry. Recommend pizza.

*I'm hungry. How about going for a pizza?*

**B:** You don't like pizza. You like Thai food.

*I don't feel like going for a pizza...*

**A:** You agree.

**A:** You like dancing.

**B:** You are tired. You like beer.

**A:** You agree.

**A:** You like going to movies.

**B:** There's a new James Bond movie you want to see.

**A:** You don't like action movies. You like comedies.

**B:** You agree.

**4** Work with a partner. Practise the conversations.

## Memo

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## Sounding Natural

5 a **Track 40** Listen to the sentences below. Mark (●) the stressed words.

● ●  
Shall we go to a movie?

How about going for a walk?

That's a good idea.

Let's go to a club.

b Practise saying the sentences.

## Time to Talk

6 a Add two more free time activities to the list below.

go hiking  
have a picnic  
eat out  
go shopping  
go to a club  
\_\_\_\_\_  
\_\_\_\_\_


b Work with a partner.

Decide which activity you would most like to do with other people in the class.

Decide which you would least like to do with other people in the class.

Rank the activities from 1-7 (1 = most like to do).

c Change partners.

Compare your ideas.

Decide on one thing you want the class to do together.

**example** How about going to a club?

d Tell the class what you decided. Can everybody agree on one thing to do?

Homework - turn to page 98

Lesson 16 67



## Time to Talk

### 6a

In pairs, learners read through the list and add two more free time activities. Go over the explanation with learners and check understanding. Monitor and assist as necessary.

### 6b

In pairs, learners decide which activity they'd most and least like to do with classmates. After they decide, learners rank the activities from 1-7 (1 = most like to do).

### Teaching Tip – Ranking Activities

Ranking activities encourage learners to use language interactively. They have to compare, explain or defend their choices. Asking learners to add items to the list of things to be ranked makes the second stage of the activity (where learners change partners, discuss choices and make a new decision) fresh, since learners will not know what their new partners may have chosen to add to the original list.

Set a time limit on the first stage of the activity (the initial ranking) because learners often vary in the time they take to decide. This will also force them to keep their notes brief and encourage them to 'speak' rather than just read straight from their notes in the second stage.

### 6c

With a different partner. Learners decide on one thing they want the class to do together. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

### 6d

Learners tell the class what they decided. As a class, learners decide on one thing to do together.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

## Sounding Natural

### 5a

**Track 40** Learners listen to the sentences and mark the stressed words.

#### 5a answers

Shall we **go** to a movie?

How about **going** for a walk?

**That's** a good idea.

Let's **go** to a club.

### 5b

Model the sentences for the class. Drill chorally, and individually.

**Track 40** (page 87, Student Book) 0:27

Shall we go to a movie?

How about going for a walk?

That's a good idea.

Let's go to a club.

## Homework

Highlight the homework reference at the bottom right of **page 67** of the Student Book. Ask learners to turn to **page 98**.

Set Lesson 16 **activities 1** and **2** for homework.

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

## Homework Answers

1

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

2

a) How about **going** to the theatre?

b) Shall we **go** for Mexican food?

c) Let's **go** for a walk in the park.

d) I don't feel like **eating** dessert.

e) How about **going** to a nightclub?

f) I don't feel like **going** out tonight.

g) Let's **go** for a dance on Friday night.

h) How about **eating** Thai food tonight?

# 17 Do You Have a Receipt?

## Do You Have a Receipt?

**In this lesson** - Describe a problem in a shop

**Core activities** - 3-8, 10

**Grammar** - **Too** and **not enough** with adjectives

**Examples:**

*These shoes are too small.*

*These trousers aren't long enough.*

## Introduction

### 1a

Go over the instructions with learners and check they understand the activity. Give the learners a minute to think.

### 1b

Learners tell the class about their problems. Share some of your own experiences with learners.

### 2

Learners match the words with the pictures (one word matches with two pictures).

### 2 answers

*Clockwise from top left:*

*e. stained*

*a. torn*

*c. scratched*

*d. tight*

*b. broken*

*b. broken*

### 3a-f

Learners complete the sentences by using the phrases in **activity 2**.

### 3a-f answers

*a) The computer is broken.*

*b) The lens is scratched.*

*c) The T-shirt is stained.*

*d) The jeans are torn.*

*e) The clock is broken.*

*f) The shirt is tight.*

# 17 Do You Have a Receipt?

## Introduction

1 a When you go shopping, do you have any of the problems below? Tick (✓) the problems you have.

*You can never find the right size.*

*It's always too crowded.*

*There is never enough time.*

*Things are too expensive.*

b Tell the class about your problems.

2 Match the words in the box with the pictures (one of the words matches with two pictures).

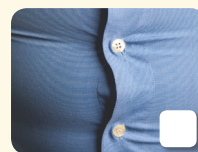
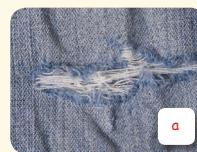
a torn

b broken

c scratched

d tight

e stained



3 Complete the sentences below by using the words in **activity 2**.

a The computer is broken.

b The lens \_\_\_\_\_

c The T-shirt \_\_\_\_\_

d The jeans \_\_\_\_\_

e The clock \_\_\_\_\_

f The shirt \_\_\_\_\_

In this lesson: Describe a problem in a shop  
Grammar: *Too and not enough with adjectives*

4 Read the questions below. Match the underlined words in the questions with their meanings on the right.

Can I have a <u>refund</u> ?	A promise to repair or replace for free something broken.
Can I <u>exchange</u> them?	Give something and get something back in return.
Can you give me a <u>receipt</u> ?	Money that is paid back to you.
Can I have a <u>guarantee</u> ?	A piece of paper that shows you paid for something.
Can you <u>repair</u> it?	To mend a broken item.

## Listening

5 a Listen to the four conversations.  
Write what each person bought.  
Write the problem next to the item.

	conversation	item	problem
Track 41	1	shoes	too small
Track 42	2		
Track 43	3		
Track 44	4		

b Track 41 Track 42 Track 43 Track 44 Listen again.

Write what each person asked the shop assistant.

- Can I exchange them?
- 
- 
- 

Lesson 17 69

## 4

In pairs, learners match the underlined words to their meanings. Go over the instructions and example with learners and check understanding.

Feedback as a class.

### 4 answers

Can I have a refund? – Money that is paid back to you.  
Can I exchange them? – Give something and get something in return.  
Can you give me a receipt? – A piece of paper that shows you paid for something.  
Can I have a guarantee? – A promise to repair or replace for free something broken.  
Can you repair it? – To fix a broken item.

## Listening

### 5a

Track 41 Track 42 Track 43 Track 44

Tell learners they're going to listen to four conversations. Learners listen and write what each person bought and what the problems are.

Feedback in pairs, and then as a class.

### 5a answers

Conversation 1: shoes – too small  
Conversation 2: sunglasses – scratched  
Conversation 3: clock – broken  
Conversation 4: jeans – not big enough

Track 41 (page 87, Student Book) 1:12

Conversation 1

**Customer** - Excuse me.

**Shop assistant** - Yes, sir. How can I help you?

**Customer** - I bought these shoes yesterday, but they're too small. Can I exchange them?

Track 42 (page 87, Student Book) 1:03

Conversation 2

**Customer** - Excuse me.

**Shop assistant** - Yes, madam. How can I help you?

**Customer** - I bought these sunglasses here today, but when I got home I saw the lens is scratched. Can you replace it?

Track 43 (page 87, Student Book) 1:03

Conversation 3

**Customer** - Excuse me.

**Shop assistant** - Yes, madam. How can I help you?

**Customer** - I bought this clock here last month, but it's broken. Can you repair it?

Track 44 (page 87, Student Book) 1:03

Conversation 4

**Customer** - Excuse me.

**Shop assistant** - Yes, sir. How can I help you?

**Customer** - I bought these jeans here last week, but they're not big enough. Can I have a refund?

### 5b

Track 41 Track 42 Track 43 Track 44

Learners listen again and write what each person asked.

### 5b answers

- Can I exchange them?
- Can you replace it?
- Can you repair it?
- Can I have a refund?

## Language Focus

Go over the explanations and examples with learners and check understanding.  
Use board drawings to illustrate *too (big)* and *not (big) enough*.

## Practice

### 6a-e

Learners use **be + too + adjective** in the box to complete the sentences. Go over the instructions and example with learners and check understanding.

#### 6a-e answers

- a) The shoes are too big.
- b) The dress is too long.
- c) The suitcase is too heavy.
- d) The street is too crowded.
- e) The car is too fast.

#### Extension

Elicit the opposite adjectives for the adjectives in the box (small, short, light, quiet, slow).  
Have learners make *'...not (adjective) enough'* sentences.  
Example: The shoes aren't small enough.

## Language Focus

To explain a problem in a shop, we can use these patterns:

<b>be + adjective</b>	This computer <b>is broken</b> .
<b>be + too + adjective</b>	These shoes <b>are too small</b> . (= I want bigger shoes.)
<b>be + not + adjective + enough</b>	These trousers <b>aren't long enough</b> . (= I want longer trousers.)

To ask for something:

<b>Can + I + base form of the verb</b>	<b>Can I have</b> a refund?
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To ask someone to do something:

<b>Can + you + base form of the verb</b>	<b>Can you repair</b> it?
--	---------------------------

## Practice

6 Look at the pictures below.

Use **be + too + the adjectives** in the box to complete the sentences.

long heavy big crowded fast



a The shoes are too big.



b The dress \_\_\_\_\_



c The suitcase \_\_\_\_\_



d The street \_\_\_\_\_



e The car \_\_\_\_\_

## Memo

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7 Rewrite the sentences in the correct order.

a this / jacket / torn. / last / it / is / week / bought / I / but  
I bought this jacket last week, but it is torn.

b I / watch / yesterday / doesn't / but / this / work. / it / bought

c shirt / I / bought / stained. / it / is / this / today / but

d computer / last / month / I / bought / but / broken. / is / it / this

8 Write what the person might request for each problem to be sorted out in **activity 7**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Sounding Natural

9 a **Track 45** Listen to the sentences below. Mark (●) the stressed words.



Can I have a refund?

Can I exchange them?

Can you give me a receipt?

Can I have a guarantee?

Can you repair it?

b Practise saying the sentences.

### Time to Talk

10 Work with a partner.

Take turns to choose a picture below.

Explain the problem to your partner.

Can your partner guess the picture?



Homework - turn to page 98

Lesson 17 71

### 7a-d

Learners rewrite the sentences in the correct order.

#### 7a-d answers

- I bought this jacket last week, but it is torn.
- I bought this watch yesterday, but it doesn't work.
- I bought this shirt today, but it is stained.
- I bought this computer last month, but it's broken.

### 8

In pairs, learners write possible requests for each problem in **activity 7**. Write an example on the board and check learners understand the activity.

More than one request is possible.

#### 8 answers

Learner's own answers.

## Sounding Natural

### 9a

**Track 45** Learners listen and mark the stressed words in the activity.

#### 9a answers

See CD script for Track 45 - answers in **bold**.

**Track 45** (page 87, Student Book) 0:29

Can I **have** a refund?

Can I **exchange** them?

Can you **give** me a receipt?

Can I **have** a guarantee?

Can you **repair** it?

### 9b

Model the sentences for the class. Drill chorally, then individually.

## Time to Talk

### 10

In pairs, learners take turns choosing a picture and describing the problem. Their partner guesses which picture they are talking about.

Feedback.

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 98**.

Set Lesson 17 **activities 1** and **2** for homework.

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

## Homework Answers

### 1

- Can I have a refund? **C**
- Do you have your receipt? **A**
- I bought this hat yesterday. **C**
- Can I have a guarantee? **C**
- Would you like to exchange it? **A**
- But it's scratched. **C**

### 2

Possible answers:

- Excuse me. The TV I bought last week doesn't work. Can I have a refund?
- Excuse me. I bought this watch here yesterday, but it's scratched. Can you repair it, please?
- Excuse me. I bought this dress here one hour ago, but it's stained. Can I get a refund?
- Excuse me. I bought these shoes here, but they have a hole in them. Can I exchange them?
- Excuse me. I bought this telephone here, but it doesn't work. Can you replace it, please?

# 18 When We Meet Someone for the First Time...

**When We Meet Someone for the First Time...**

**In this lesson** - Say what usually happens in different situations

**Core activities** - 2-6, 8

**Grammar** - Zero conditional

**Examples:**

*When someone gives me a business card, I read it carefully.*

*If I visit someone's house for the first time, I take a present.*

## Introduction

**1a**

Go over the instructions and check understanding. Allow learners time to think and make notes. Monitor and assist as necessary.

In pairs, learners discuss what they do in the situations.

**1b**

Feedback as a class. Learners compare answers.

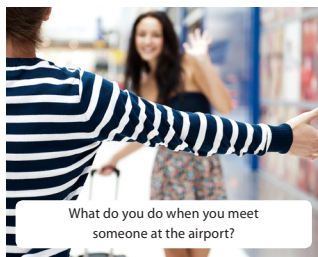
**Extension**

*Compare learners' answers with what is normal for you, or in your country. Discuss the differences or similarities.*

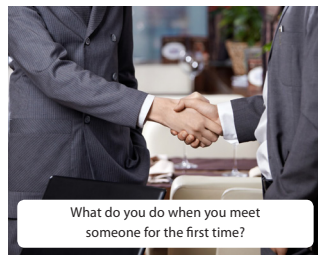
# 18 When We Meet Someone for the First Time...

**Introduction**

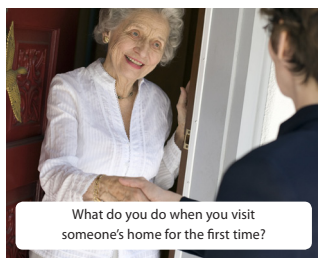
- 1 Work with a partner.
  - a Discuss these pictures and questions.



What do you do when you meet someone at the airport?



What do you do when you meet someone for the first time?



What do you do when you visit someone's home for the first time?



What do you do when someone gives you a business card?

- b Compare your answers with the class.



What do you do when it's your mum's birthday?

## Memo

Blank lined area for writing a memo.



In this lesson: Say what usually happens in different situations  
Grammar: Zero conditional

## Listening

2 Track 46 Listen to Carl.

What situations does he talk about?

Tick (✓) the pictures in **activity 1**.

3 Track 46 Listen again.

Write **T** (True) or **F** (False) next to the sentences.

- a When he meets someone for the first time, he usually shakes hands.
- b When he meets someone for the first time, he says, 'How do you do?'
- c If someone gives him a business card, he reads it carefully.
- d If someone gives him a business card, he puts it in his wallet.
- e If he visits someone's house for the first time, he arrives a little late.
- f If he visits someone's house for the first time, he takes a present.

## Language Focus

We can use **when** or **if** to talk about what usually happens in a situation.

**When/If + present simple, present simple**

**When someone gives** me a business card, **I read** it carefully.

**If I visit** someone's house for the first time, **I take** a present.

Lesson 18 73

## Listening

2

Track 46 Focus learners' attention on the picture of Carl on **page 73**. Tell learners to listen and tick (✓) the situations in **activity 1** he mentions.

Feedback in pairs and then as a class.

### 2 answers

meeting someone for the first time  
someone giving you a business card  
visiting someone's home for the first time

**Track 46** (page 87, Student Book) 0:50

Carl:

*When I meet someone for the first time, I usually shake hands with them and say, 'Nice to meet you.' I think saying, 'How do you do?' is quite old-fashioned. If someone gives me a business card, I read it carefully and put it in my wallet. I don't have my own business card, so I can't give one back. If I visit someone's house for the first time, I always arrive on time. I usually take a little present... maybe flowers, or a bottle of wine.*

3

Track 46 Learners listen again and write **T** (true) or **F** (false) next to the sentences.

### 3 answers

a) T, b) F, c) T, d) T, e) F, f) T

## Language Focus

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

Ask learners to find more examples in the sentences in **activity 3**.

## Practice

**4**

Learners complete the sentences in Column A by matching them with the endings in Column B. Go over the example and check understanding.

### 4 answers

- 1) *When I get home after work, I have a nice, relaxing bath.*
- 2) *If I don't feel very well, I take some medicine.*
- 3) *When it's very hot, I drink lots of water.*
- 4) *When I get paid, I go shopping and spend lots of money.*
- 5) *If I go to the beach, I swim all day.*
- 6) *When it snows, I go snowboarding.*

### 5a-f

Learners use prompts to write the sentences about themselves. Go over the instructions and check understanding. Demonstrate the activity by writing an example for yourself on the board. Monitor and assist with vocabulary where necessary.

### 6a

Learners compare answers in pairs.

### 6b

Learners tell the class about their partner's answers.

As a class, decide who have the most in common, and who have the least.

## Practice

4 Complete the sentences in **Column A** by matching them with the endings in **Column B**.

	Column A		Column B
a	When I get home after work,	}	I go shopping and spend lots of money.
b	If I don't feel very well,		I have a nice, relaxing bath.
c	When it's very hot,		I drink lots of water.
d	When I get paid,		I go snowboarding.
e	If I go to the beach,		I swim all day.
f	When it snows,		I take some medicine.

5 Write about yourself to complete the sentences below.

- a When I get home after work, I switch on the TV.
- b If I don't feel very well, \_\_\_\_\_
- c When it's very hot, \_\_\_\_\_
- d When I get paid, \_\_\_\_\_
- e If I go to the beach, \_\_\_\_\_
- f When it snows, \_\_\_\_\_

6 a Compare your answers with a partner.

b Tell the class about your partner's answers.



74 Lesson 18

## Memo

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## Sounding Natural


7 a Circle the commas in the sentences below.

If I go shopping, I take my bag with me.

When I drive my car, I wear my glasses.

When a friend visits my house, I offer them a drink.

b  Track 47 Listen to the sentences. What happens to the comma when we speak naturally?

c  Track 47 Listen again and copy the pronunciation.

## Time to Talk

8 a Work with a partner. Think about and discuss what information is useful for a visitor to your country. Make notes about what people usually do in the different situations below.

• Meeting people for the first time

• Visiting someone's home

• Using trains

• Eating food

**example** When we meet people for the first time, we usually...  
If we visit someone's home, we...

b Tell the class what you discussed.



## Sounding Natural


### 7a

Tell learners to circle the commas in the sentences.

### Teaching Tip – Noticing

Encourage learners to notice features of language being used. This aids retention and helps learners study language more autonomously.

### 7b

 Track 47 Play the CD. Elicit from learners what happens at the comma when we speak naturally.

### 7b answer

*There is a slight pause, and the intonation doesn't fall at the end of the clause.*


**Track 47** (page 87, Student Book) 0:27

*If I go shopping, I take my bag with me.*

*When I drive my car, I wear my glasses.*

*When a friend visits my house, I offer them a drink.*

### 7c

 Track 47 Play the CD again, pausing after each sentence for learners to repeat. Drill chorally, then individually.

## Time to Talk

### 8a

Explain to learners that they're going to discuss what usually happens in different situations in their country. Go over the instructions with learners and check understanding. Demonstrate the activity by noting some information for visitors to your country on the board. Allow learners time to think and make notes. Monitor and assist as necessary.

### 8b

Learners tell the class what they discussed. Make notes on good use of vocabulary and language, and **any mistakes**. Highlight good use of language and elicit corrections of any problems you noted.

### Extension

Write 'wedding', 'funeral' and 'birth of a child' on the board. Ask learners to work in pairs. Assign each pair a different situation.

Learners make notes about what people usually do in their country for the situation they were assigned and tell the class.

Learners tell the class about the notes they wrote.

## Homework

Highlight the homework reference at the bottom right of **page 75** of the Student Book. Ask learners to turn to **page 99**.

Set Lesson 18 **activities 1** and **2** for homework.

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

## Homework Answers

### 1

- If it doesn't rain, flowers die.
- When I wake up late, I'm late for work.
- When my husband cooks, he burns the food.
- If children don't eat well, they aren't healthy.
- If people eat too many cakes, they get fat.
- If you heat ice, it melts.

### 2

- When it's **sunny**, I wear a hat and sunglasses.
- If I go to the **gym** after work, I use the running machine.
- When I **watch** TV, I usually watch documentaries.
- If I feel **sleepy**, I drink some coffee.
- When we **play** tennis, we reserve the tennis court.
- When he is **busy**, he always works late.
- If I go to bed **early**, I wake up early.

# 19 What If You Lose Your Passport?

### What If You Lose Your Passport?

*In this lesson* - Discuss problems

*Core activities* - 1, 3-7, 9

*Grammar* - First conditional

*Example:*

*If I'm late, I won't see her.*

*I'll get wet if I take the dog for a walk.*

*I won't be happy if I fail.*

## Warmer

- Write 'people you know' on the board.
- Ask learners what they describe first, when they describe someone they know (i.e. spouse, family member, friend, colleague). Height? Hair? Personality? Job?
- Give everybody a chance to respond.

## Introduction

### 1a

Learners write the words from the box under the pictures.

#### 1a answers

*Clockwise from top left:*

*read, watch TV, clean the house, surf the net, listen to music, cook, paint, walk the dog*

### 1b

In pairs, learners discuss the questions in the activity.

### 1c

Learners tell the class about their partner's answers.

# 19 What If You Lose Your Passport?

## Introduction

1 a Write the words below the pictures.

watch TV listen to music	cook surf the net	paint read	clean the house walk the dog
 <input type="text"/>	 watch TV		
 <input type="text"/>	 <input type="text"/>		
 <input type="text"/>	 <input type="text"/>		
 <input type="text"/>	 <input type="text"/>		

- b Work with a partner. Ask and answer the questions below.
- Do you do any of the activities above when the weather is bad?
  - What other activities do you do when the weather is bad?
- c Tell the class about your partner's answers.

## Memo

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2 Look at the picture of Tina.  
How do you think she feels?

### Listening

3 **Track 48** Listen to a phone call between Tina and her friend, Betty. Tick (✓) the pictures of the things in **activity 1** that they talk about.

4 a Match the phrases in **Column A** with the phrases in **Column B** to complete the sentences.

Column A	Column B
If I read a book,	he'll probably invite me for dinner.
If I take the dog for a walk,	my eyes will get tired.
If I watch TV,	I'll get dirty.
If I clean the house,	I'll get wet.
If I call him,	I'll fall asleep.

b **Track 48** Listen again and check your answers.

## 2

Direct learners' attention to the picture of Tina and ask how she feels.

### 2 possible answers

*bored, sad*

## Listening

## 3

**Track 48** Explain to learners they're going to listen to a conversation between Tina and Betty. Learners tick (✓) the pictures of the things in **activity 1** they talk about.

### 3 answers

*take the dog for a walk, watch TV, read a book, clean the house*

**Track 48** (page 87, Student Book) 1:05

**Tina** - Hi Betty, it's Tina.

**Betty** - Oh, hi Tina. How are you?

**Tina** - I'm so bored. I don't know what I should do.

**Betty** - Why don't you read a book?

**Tina** - If I read a book, my eyes will get tired.

**Betty** - How about taking the dog for a walk?

**Tina** - It's raining. If I take the dog for a walk, I'll get wet.

**Betty** - Then maybe watch some TV.

**Tina** - If I watch TV, I'll fall asleep.

**Betty** - What about cleaning the house?

**Tina** - If I clean the house, I'll get dirty.

**Betty** - Why don't you call Pete?

**Tina** - That's a good idea! If I call him, he'll probably invite me for dinner. Now, what shall I wear?

## 4a

Draw attention to the phrases in Column A and B. Explain that these are things Tina says. In pairs, learners match the phrases to complete the sentences.

## 4b

**Track 48** Learners listen again and check answers.

### 4b answers

*If I read a book, my eyes will get tired.*

*If I take the dog for a walk, I'll get wet.*

*If I watch TV, I'll fall asleep.*

*If I clean the house, I'll get dirty.*

*If I call him, he'll probably invite me for dinner.*

Feedback in pairs, and then as a class.

## Language Focus

Go over the explanation and examples with learners.

## Practice

### 5a-g

Learners complete the sentences with the prompts and their own ideas. Monitor and assist as necessary.

#### 5a-g suggested answers

- a) *If the weather is good, I'll go jogging.*
- b) *I'll buy you a present if I have money.*
- c) *If I study hard, I'll pass the exam.*
- d) *I'll visit a foreign country if I get time off work.*
- e) *If it rains on Sunday, I'll rent a DVD.*
- f) *If it's your birthday tomorrow, I'll buy you a beer.*
- g) *I'll call the police if a stranger comes into my house.*

### 6

In pairs, learners practise the conversation. Encourage learners to look away from their books and at each other when speaking.

### 7

Learners continue the conversation from **activity 6** with one of the prompts at the bottom of the page. Go over the instructions and check understanding. Elicit a question and a possible answer for one of the prompts.

#### Example:

Mum - *What if you have a car accident?*  
Steve - *If I have a car accident, I'll go to the hospital.*

Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Highlight good use of language and elicit corrections of any problems you noted.

## Language Focus

Possible action if + present simple	Result will + base form of the verb
If I read a book,	my eyes will get tired.

Result will + base form of the verb	Possible action if + present simple
I'll get wet	if I take the dog for a walk.

We make questions like this:

- What (will you do) if it rains?
- What (will we do) if they're late?

## Practice

5 Complete the sentences with the prompts and your own ideas.

- a the weather / be good (if... will) If the weather is good, I'll go jogging.
- b I / buy you a present (will... if) I'll buy you a present if I win some money.
- c I / study hard (if... will) \_\_\_\_\_
- d I / visit a foreign country (will... if) \_\_\_\_\_
- e it / rains on Sunday (if... will) \_\_\_\_\_
- f tomorrow / be your birthday (if... will) \_\_\_\_\_
- g I / call the police (will... if) \_\_\_\_\_

6 Steve is going to San Francisco tomorrow for six months. His mother is very worried.

Practise their conversation in pairs.

Mum So, are you ready for San Francisco?  
Steve Yes, I packed last night.  
Mum I'm a bit worried about you. Are you going to be alright?  
Steve Oh, Mum, don't worry!  
Mum But what if you lose your money?  
Steve If I lose my money, I'll call the insurance company. They'll send more money.  
Mum And what if you lose your passport?  
Steve I won't lose my passport! But if I do, I'll go to the British Embassy.

7 Continue the conversation with the ideas below.

- have a car accident
- become ill
- get lost
- have too much to drink

78 Lesson 19

## Memo

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## Sounding Natural

8 a **Track 49** Listen and underline the words that you hear.

A	B
lack	rack
lick	Rick
look	rook
parrot	palate

b Work with a partner. Take turns to read a word from the table. Is the word you hear from A or B?

## Time to Talk

9 a Work with a partner.

**Student A:** You are a teenager.

You are going to ask your mum or dad if you can have a pet.

1 Choose one pet you want: **a big dog, a horse, a snake**

2 Think about the problems your mum/dad will talk about and what you can say.

**Student B:** You are Student A's mum or dad.

You think having a pet is a bad idea.

Think about the problems of having a pet and what you will say.

b Do the role-play.

**example A:** Mum, can I have a horse?

**B:** A horse! If you have a horse, you'll...



## Sounding Natural

8a

**Track 49** This activity asks learners to distinguish between the /l/ and /r/ sounds. Learners listen and underline the words they hear.

### 8a answers

rack, lick, look, palate

**Track 49** (page 87, Student Book) 0:27

rack

lick

look

palate

8b

Put the learners in pairs. Learner A reads a word from the table. Learner B points to the word they hear.

Learners change roles and do it again.

Monitor learners' pronunciation.

Re-model if necessary.

## Time to Talk

9a

Explain to learners they're going to role-play asking their mum or dad if they can have a pet.

Student A is the teenager. Student B is the parent. Go over the instructions and check understanding. Elicit some things the teenager may say and some things the parent may say.

*Example:*

*Parent - What if we go on holiday?*

*Teenager - If we go on holiday, I'll get my friend John to look after it.*

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

9b

Learners do the role-play.

Go through an example and check learners understand the activity. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 79** of the Student Book. Ask learners to turn to **page 100**.

Set Lesson 19 **activities 1** and **2** for homework.

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

## Homework Answers

1

- If we don't hurry, we'll be late.
- If I pass the exam, my mum will be happy.
- If you don't want this cake, I'll eat it.
- If you fail the exam, you won't go to university.
- If you don't have money, I'll lend you some.
- If he's busy, I'll come back later.

2

- If **I'm** late this evening, don't wait for me.
- Will you write to me if **I** give you my address?
- If there **is** a fire, the alarm will ring.
- If I don't see you tomorrow morning, **I'll** phone you in the evening.
- I'll** be surprised if Martin and Julia **get** married.
- Will** you go to the party if **they** invite you?

# 20 Jazz Is Relaxing

## Jazz Is Relaxing

**In this lesson** - Discuss the music you like

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

**Skills** - Extended speaking and vocabulary

## Warmer

- Books closed. Write 'pop music' in a circle in the middle of the board.
- Ask the class to suggest all the words they associate with 'pop music', e.g. dance, concert, microphone.
- Write the suggested words around the circle, connected to it with straight lines. You should end up with a 'sun' effect, with lines radiating from the circle.
- Count the number of words on the board, and erase all but the words inside the circle.
- Challenge the learners to recall and write down as many of the brainstormed words as they can.

## Introduction

### 1a-c

In pairs, learners discuss the questions in the activity. Feedback as a class.

### Extension

*As a class, discuss the following questions:  
Do learners sing any songs in English?  
What is the best time to go to karaoke?  
Who do they usually go with?*

## Vocabulary 1

### 2

Learners match the pictures with types of music.

### 2 answers

*Clockwise from top left: b, e, c, d, h, g, f, a*

### 3

Ask learners which kind of music in **activity 2** they listen to.

### Extension

*Elicit names of singers or bands for each type of music.*

# 20 Jazz Is Relaxing

## Introduction

1 Discuss the questions below.

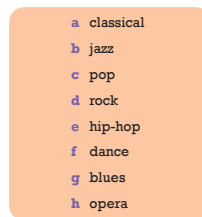
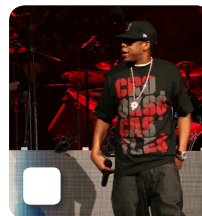
- Do you enjoy karaoke? Why?
- What's your favourite song at karaoke?
- Why do you like it?

## Vocabulary 1

2 Work with a partner.

Match the kinds of music with the pictures.

3 Which kinds of music in **activity 2** do you listen to?





### Time to Talk 1

4 Work on your own.

Read the questions below.

Make notes on your answers.

a What was the first album or CD you owned?

b What kind of music did you listen to when you were younger?

c How many CDs/downloads do you have?

d Do you play a musical instrument? What is it?

e When do you usually listen to music?

f Do you go to concerts?

5 a Write two more questions about music.

b Work with a partner. Ask and answer the questions above. Write down your partner's answers.

c Tell the class about your partner's answers.

## Time to Talk 1

### 4a-f

Explain to learners they're going to talk about music. Go over the instructions with learners and check understanding. Demonstrate the activity by writing short answers for yourself on the board. Allow learners time to think and make notes for questions **a - f**. Monitor and assist as necessary.

### Teaching Tip – Note Taking

Encourage students to keep their notes brief, only writing key words or phrases. This will help them 'speak' rather than just read from their notes.

### 5a

Learners add two more questions about music to the list.

### 5b

In pairs, learners ask and answer the questions in **activities 4 and 5**. Learners make notes about their partner's answers.

### 5c

Learners tell the class about their partner's answers.

## Memo

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## Time to Talk 2

8 Work with a partner.

a Look at the list of kinds of music.

Add three more kinds of music to the list.

	A	B
classical	<input type="checkbox"/>	<input type="checkbox"/>
jazz	<input type="checkbox"/>	<input type="checkbox"/>
pop	<input type="checkbox"/>	<input type="checkbox"/>
rock	<input type="checkbox"/>	<input type="checkbox"/>
hip-hop	<input type="checkbox"/>	<input type="checkbox"/>
dance	<input type="checkbox"/>	<input type="checkbox"/>
blues	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

b Read the list above. Which kinds of music are good to listen to before you go to bed?

Rank them in column A from 1-10 (1 = the best).

c Which kinds of music are good to listen to in the morning?

Rank them in column B from a-j (a = the best).

9 Change partners and compare your lists.

a Choose the best three kinds of music for listening to before you go to bed, and the best three for listening to in the morning.

b Share your ideas with the class.

Homework - turn to page 100

**Skills** Lesson 20 83

## Time to Talk 2

### 8a

Explain to learners they're going to talk about music they like.

In pairs, learners add three more kinds of music to the list.

### 8b

Tell learners to read the list in **activity 8a**. Learners decide which kinds of music are good to listen to before going to bed, then rank them in Column A from 1-10 (1 = the best).

### Teaching Tip – Ranking Activities

Ranking activities encourage learners to use language interactively. They have to compare, explain or defend their choices. Asking learners to add items to the list of things to be ranked makes the second stage of the activity (where learners change partners, discuss choices and make a new decision) fresh, since learners will not know what their new partners may have chosen to add to the original list.

Set a time limit on the first stage of the activity (the initial ranking) because learners often vary in the time they take to decide. This will also force them to keep their notes brief and encourage them to 'speak' rather than just read straight from their notes in the second stage.

### 8c

This time, learners decide which kinds of music are good to listen to in the morning, and rank them in Column B from a-j (a = the best).

### 9a

In different pairs, learners share their lists from their first partners.

Explain they should choose the best three kinds of music to listen to before going to bed, and in the morning.

Monitor learners' use of vocabulary and language.

### 9b

Learners share their ideas with the class.

Highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 83** of the Student Book. Ask learners to turn to **page 100**.

Set Lesson 20 **activity 1** for homework. Check learners understand what to do.

## Homework Answers

1

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

2

Learner's own answers.