

# Time to Talk

21st Century Communication Skills

Teacher's Guide

Pre-Intermediate

A2

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# 1 What Are You Interested In?

## What Are You Interested In?

**In this lesson** - Find a flatmate

**Core activities** - 1-2a, 3-6, 8-9

**Function** - Talking about likes and dislikes

## Introduction

### 1a

Go over the instructions and example to check understanding.

In pairs, learners write the verbs from the box on the correct lines to complete the phrases.

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

#### 1a answers

**go** - camping, hiking, to football matches, to museums

**read** - history books, newspapers, film magazines

**listen** - to heavy metal, to politicians, to CDs

**play** - the drums, sports, classical music

**watch** - sports programmes, the news on TV, old movies

### 1b

Take brief responses to this question from learners.

### 1c

As a class, go over the instructions and example to check understanding. Highlight the fact that more than one phrase from **activity 1a** is possible for each statement.

In pairs, learners complete the statements orally with phrases from **activity 1a**.

Feedback as a class. Accept any reasonable suggestions.

#### 1c possible answers

People who **listen to heavy metal/listen to CDs/play classical music/play the drums** like music.

People who **go to football matches/play sports/watch sports programmes** like sports.

People who **go to museums/read history books** like history.

People who **play sports/go camping/go hiking** like outdoor activities.

People who **read newspapers/watch the TV news/listen to politicians** like politics.

People who **read film magazines/watch old movies** like the cinema.

# 1 What Are You Interested In?

## Introduction

**1 a** Work with a partner. Write the verbs from the box on the correct lines to complete the phrases.

go	play	watch
listen	read	
_____	camping	
_____	hiking	
_____	to football matches	
_____	to museums	
_____	history books	
_____	newspapers	
_____	film magazines	
_____	to heavy metal	
_____	to politicians	
_____	to CDs	
_____	the drums	
_____	sports	
_____	classical music	
_____	sports programmes	
_____	the news on TV	
_____	old movies	



**2 a** Work with a partner. Complete the table below with the phrases from the box.

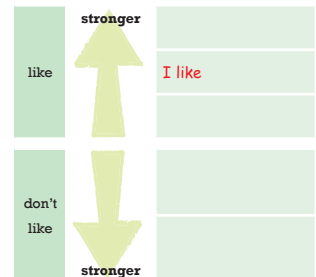
I really like	I like	I quite like
I don't really like		I don't like

**b** Which things from **activity 1a** do you do?

**c** Use phrases from **activity 1a** to complete each statement below. More than one phrase is possible for each statement.

**example** People who listen to heavy metal like music.

- People who... like music.
- People who... like sports.
- People who... like history.
- People who... like outdoor activities.
- People who... like politics.
- People who... like the cinema.



## 2

Go over the instructions and example to check understanding.

In pairs, learners complete the diagram with the phrases from the box.

Feedback as a class. You may like to take feedback by drawing the table on the board and having learners come up to fill it in.

#### 2 answers

	stronger	I really like
like	↑	I like
		I quite like
don't like	↓	I don't really like
	stronger	I don't like

### 3a

Direct attention to the newspaper advertisement and read through it as a class, and elicit answers to the questions. Ask if this kind of arrangement is common in the learners' own country. Take some brief questions if learners have them.

**Listening**

3 a Read the newspaper advertisement and answer the questions below.

- 1 What is the advertisement for?
- 2 How much is the rent?
- 3 Who should you call if you want to answer the advertisement?

b David wants to be Polly's flatmate.

Track 01 Listen to Polly interview David and tick (✓) the correct boxes to say what Polly and David like.

	Polly	David
history		✓
politics		
music		

4 a Who says the things below? Write P (Polly) or D (David) next to each sentence.

- 1 I'm really interested in history and politics.  D
- 2 I like watching the news on TV.
- 3 I really love reading history books.
- 4 I'm not really into politics.
- 5 I really love music.
- 6 I quite enjoy going to concerts, and the opera.
- 7 I really like listening to heavy metal.
- 8 I really love playing the drums.
- 9 I don't really like noise.

b Track 01 Listen again and check your answers.

c Underline the correct options below.  
More than one option is possible.

We can follow phrases for likes and dislikes with a **noun** / the **base form** of a verb / the **-ing form** of a verb.

5 Do you think David would be a good flatmate for Polly?

**Flatmate wanted**  
Looking for a young person to share  
2-bedroom flat in West London  
Non-smoker preferred  
Must have a job!  
£600 per month  
Please call Polly – 020 4950 7231



Lesson 1 5

**3a answers**

- 1) The advertisement is for a flatmate (someone to share Polly's flat and pay money to do so).
- 2) The rent is £600 per month.
- 3) You should call Polly if you want to answer the advertisement.

**3b**

Direct attention to the pictures and explain the situation. David answered Polly's advertisement and he wants to be Polly's flatmate. Go over the instructions and example to check understanding.

Track 01 Learners listen to Polly interview David and tick the correct boxes to say what Polly and David like. Feedback in pairs and then as a class.

**3a answers**

	Polly	David
history		✓
politics		✓
music	✓	✓

**4a**

Go over the instructions and example to check understanding.

In pairs, learners write P (Polly) or D (David) next to each sentence to say who says it. Monitor and assist as necessary.

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

**4a answers**

- 1) I'm really interested in history and politics. **D**
- 2) I like watching the news on TV. **D**
- 3) I really love reading history books. **D**
- 4) I'm not really into politics. **P**
- 5) I really love music. **P**
- 6) I quite enjoy going to concerts, and the opera. **D**
- 7) I really like listening to heavy metal. **P**
- 8) I really love playing the drums. **P**
- 9) I don't really like noise. **D**

**4b**

Track 01 Learners listen again and check their answers.

**Track 01** (page 86, Student Book) 1:06  
**Polly** - So – tell me about your interests. What do you like doing in your free time?

**David** - Well, I'm really interested in history and politics. I like watching the news on TV and I really love reading history books.

**Polly** - Oh... That's nice.

**David** - Yes... Are you interested in politics?

**Polly** - Well, no, actually... I'm not really into politics... I mean I watch the news, but... Actually, I really love music. How about you?

**David** - Oh, yes. I quite enjoy going to concerts, and the opera...

**Polly** - Right. Well, me – I really like listening to heavy metal. I like Dogface and the Broken Ankle Band.

**David** - Oh... really?

**Polly** - Yes, and I really love playing the drums.

**David** - Ah, I see... not too loud, I hope. I don't really like noise.

**Polly** - Noise?! It's music, man!

**4c**

Direct learners to the sentences in **activity 4a** to find the answer to this question. Elicit the answers and have learners underline the correct options in their books.

**4c answers - underlined**

We can follow phrases for likes and dislikes with a noun / the base form of a verb / the -ing form of a verb.

**5**

Take brief responses to this question as a way to round off the listening section.



## Sounding Natural

7 a **Track 02** Listen. What sound can you hear in the underlined parts of the sentences?

- 1 What are you interested in?
- 2 Are you interested in sport?
- 3 Are you into outdoor activities?

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

## Time to Talk

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

1. Do you enjoy outdoor activities?
2. Do you like listening to classical music?
3. Are you interested in politics?
4. Are you into playing sports?
5. What music do you like?
6.
7.
8.

b Write three more questions about likes and dislikes and add them to the list in **activity 8a**.

9 a Work with a partner. Ask and answer the questions from **activity 8**.

Ask more questions to get extra information and decide if you would be good flatmates.

**example** A: Do you enjoy outdoor activities?  
B: Not really.  
A: Why not?

b Tell the class about your partner's answers.

Homework - turn to page 90

Lesson 1 7

## Time to Talk

### 8a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English.

Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

### 8b

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

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

### 9a

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

### 9b

Feedback. Learners tell the class about their partner's answers. Ask whether they think they would make good flatmates and why.

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

## Sounding Natural

### 7a

**Track 02** Learners listen for the sound they can hear in the underlined parts of the sentences.

#### 7a answers

There tends to be a /w/ sound between the two vowel sounds in connected speech. This is an example of linking.

**Track 02** (page 86, Student Book) 0:25

- 1) What are you interested in?
- 2) Are you interested in sport?
- 3) Are you into outdoor activities?

### 7b

**Track 02** Learners listen again and copy the pronunciation.

## Homework

Highlight the homework reference at the bottom right of **page 7** of the Student Book. Ask learners to turn to **page 90**.

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

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

## Homework Answers

### 1

- a) I **really/quite** like playing basketball, but I'm not **really/quite** interested in watching it.
- b) I **really/quite** enjoy cooking, and I **really/quite** love cooking Italian food.
- c) I'm not **really/quite** into reading books but I **really/quite** enjoy watching television.
- d) I'm **really/quite** into music but I don't **really/quite** enjoy playing the piano.
- e) I **really/quite** like dogs but I **really/quite** hate cats.
- f) I'm **really/quite** interested in history and I **really/quite** enjoy going to museums.

### 2

Learner's own answers.





## Listening

**3 a** **Track 03** Listen to two people talking. Tick (✓) the city in **activity 1** they talk about.

**b** **Track 03** Listen again and write **T** (true) or **F** (false) next to the statements.

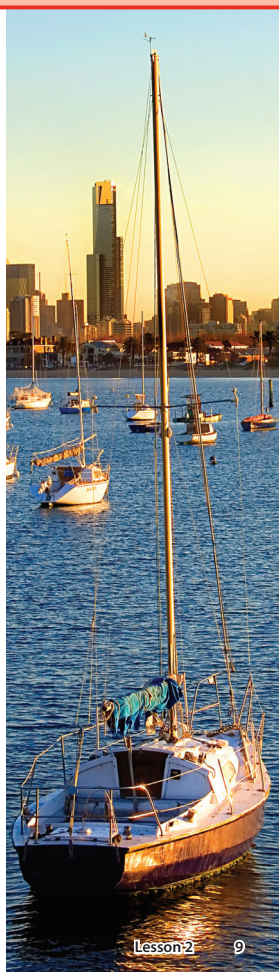
- 1 Paul had a great time.  **T**
- 2 Paul flew to Sydney.
- 3 Megan had a good holiday.
- 4 Megan ate junk food.

**c** Match the questions with the answers. Number the boxes.

- |   |                                  |  |
|---|----------------------------------|--|
| 1 | When did you get back?           |  |
| 2 | How did you get there? By plane? |  |
| 3 | Did you stop on the way?         |  |
| 4 | Where did you stay?              |  |
| 5 | Did you have a good holiday?     |  |
- 
- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Yes, I stopped in Canberra for one night.              |
| <input type="checkbox"/>            | Well, I have some family there, so I stayed with them. |
| <input type="checkbox"/>            | No, I had a boring time at home.                       |
| <input checked="" type="checkbox"/> | Last night. About ten o'clock.                         |
| <input type="checkbox"/>            | No, I drove.   |

**d** **Track 03** Listen again and check your answers.

**4** Who is happy about their holiday? Who isn't so happy? Why?



**Megan** - Wow, that sounds great! How did you get there? By plane?

**Paul** - No, I drove.

**Megan** - Really? That's a long drive from Melbourne. Did you stop on the way?

**Paul** - Yes, I stopped in Canberra for one night.

**Megan** - Where did you stay?

**Paul** - Well, I have some family there, so I stayed with them. They showed me around – it was really good fun. How about you, Megan? Did you have a good holiday?

**Megan** - No, I had a boring time at home. I just watched films and ate junk food.

## 3b

**Track 03** Go over the instructions and example to check understanding. Play the CD again. Learners write **T** (true) or **F** (false) next to the statements. Monitor and assist as necessary. Feedback as a class.

### 3b answers

- 1) Paul had a great time. **T**
- 2) Paul flew to Sydney. **F**
- 3) Megan had a good holiday. **F**
- 4) Megan ate junk food. **T**

## 3c

Go over the instructions and example to check understanding. Learners match the questions with the answers by numbering the boxes. Monitor and assist as necessary.

Feedback as a class.

### 3c answers

1. When did you get back?
  2. How did you get there? By plane?
  3. Did you stop on the way?
  4. Where did you stay?
  5. Did you have a good holiday?
- (3) Yes, I stopped in Canberra for one night.  
(4) Well, I had some family there, so I stayed with them.  
(5) No, I had a boring time at home.  
(1) Last night. About ten o'clock.  
(2) No, I drove.

## 3d

**Track 03** Learners listen again and check their answers.

## 4

As a class discuss the question in the activity.

## Listening

### 3a

**Track 03** Go over the instructions and check understanding. Play the CD. Learners listen to two people talking and tick the city in **activity 1** the people talk about.

Feedback as a class.

### 3a answers

Sydney

**Track 03** (page 86, Student Book) 0:55

**Megan** - Hi Paul! When did you get back?

**Paul** - Last night. About ten o'clock.

**Megan** - Did you have a good time?

**Paul** - Yeah, I had great time. I went whale watching, visited the Opera House, and I sat on the beach!

## Language Focus

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

### Practice

#### 5a

Go over the instructions and example to check understanding. Learners complete the paragraph with the past form of the verbs from the box.

Monitor and assist as necessary.

Feedback as a class. Don't give any definitive answers at this stage because learners will listen and check.

#### 5a answers

See CD script for Track 04 **bold** words.

#### Track 04 (page 86, Student Book) 0:39

Last Monday I **flew** from Seoul to Melbourne. I **got up** at five o'clock in the morning and **had** breakfast. At five forty-five I **left** home and **drove** to the airport. When I arrived at the airport, I checked-in and then waited for my flight. The plane was three hours late because the weather **was** bad. So I landed in Melbourne at three o'clock in the morning. Finally, I **took** a taxi to my friend's house.

#### 5b

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

#### 6a-d

Go over the instructions and example to check understanding. Learners use the prompts in the parentheses to make questions about Wayne's journey in **activity 5**. Monitor and assist as necessary.

Feedback as a class.

#### 6a-d answers

- When did he fly to Melbourne?
- What time did he get up?
- Did he leave the house at five o'clock?
- How did he get to the airport?

#### Extension

If time permits, put learners in pairs and get them to practise asking and answering the questions in **activity 6**.

### Language Focus

We use the **past simple** to talk about completed actions in the past (we often say when it happens, e.g. **yesterday, last Saturday/week/summer, at the weekend**).

I **played** golf **last Saturday**.  
I **didn't go** to work **yesterday**.

#### 1. Regular verbs

We add **-ed** to the **base form** of the verb

start → **started**  
finish → **finished**

If a regular verb ends in '-e', just add **-d**.  
save → **saved**

If the base form ends in a consonant + 'y', then 'y' changes to **-ied**.  
try → **tried**

#### 2. Irregular verbs\*

drink → **drank**  
go → **went**

I **went** to Spain last summer.  
I **didn't go** to Spain last winter.

\* See **page 115** for a list of irregular verbs.

#### 3. Questions

What **did you do** at the weekend?  
Where **did you go** for your holiday?  
**Did you have** a nice weekend?

### Practice

**5 a** Complete the paragraph with the past form of the verbs from the box.



get up    drive    have    take  
be       fly       leave

Last Monday I **flew** from Seoul to Melbourne. I \_\_\_\_\_ at five o'clock in the morning and \_\_\_\_\_ breakfast. At five forty-five I \_\_\_\_\_ home and \_\_\_\_\_ to the airport. When I arrived at the airport, I checked-in and then waited for my flight. The plane was three hours late because the weather \_\_\_\_\_ bad. So I landed in Melbourne at three o'clock in the morning. Finally, I \_\_\_\_\_ a taxi to my friend's house.

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

**6** Use the prompts in the parentheses to make questions about Wayne's journey in **activity 5**.

- (when / fly / Melbourne)  
**When did he fly to Melbourne?** \_\_\_\_\_
- (what time / get up)  
\_\_\_\_\_
- (did / leave / house / five o'clock)  
\_\_\_\_\_
- (how / get to / airport)  
\_\_\_\_\_



## Sounding Natural

- 7 a** **Track 05** Listen to the sentences below. How do we say the underlined words when we speak naturally?
- 1 Did you have a good holiday?
  - 2 What did you do last night?
  - 3 When did you get back?
  - 4 Did you play golf at the weekend?
- b** **Track 05** Listen again and copy the pronunciation.

## Time to Talk

- 8 a** Read the questions below and make a note of your answers.

1. When was your last holiday?
2. Where did you go?
3. Who did you go with?
4. Do you want to go there again?
5.
6.
7.

- b** Write **three** more questions for your partner about what they did on their last holiday.
- 9 a** Work with a partner. Ask and answer the questions in **activity 8**.
- example** A: When was your last holiday?  
B: Last autumn.
- b** Tell the class about your partner's answers.
- example** Dominic went to Venice with his wife last autumn.

Homework - turn to page 90

Lesson 2 11

## Sounding Natural

### 7a

**Track 05** Play the CD. Learners listen for how we say the underlined words when we speak naturally. Play the CD again if necessary.

#### 7a answers

/dɪdʒə/

This is an example of assimilation.

**Track 05** (page 86, Student Book) 0:31

- 1) Did you have a good holiday?
- 2) What did you do last night?
- 3) When did you get back?
- 4) Did you play golf at the weekend?

### 7b

**Track 05** Play the CD again. Learners listen again and copy the pronunciation. Drill chorally, and then individually.

## Time to Talk

### 8a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English.

Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

### 8b

Learners write three more questions for their partner about what they did on their last holiday and add them to the list of questions in **activity 8a**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

### 9a

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

### 9b

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

## Homework

Highlight the homework reference at the bottom right of **page 11** of the Student Book. Ask learners to turn to **page 90**.

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

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

## Homework Answers

### 1

- a) I **had** three cups of coffee this morning.
- b) Louise **took** the night bus from San Francisco to Los Angeles.
- c) It was a bit cold in the room, so he **closed** the window.
- d) We **saw** a great action film last night.
- e) They **were** very tired after the long trip.
- f) My father **went** to London for business.
- g) Dan **finished** first in the London marathon.
- h) It **rained** all night last night, but today is sunny.

### 2

Learner's own answers.

# 3 A Day in a Life

## A Day in a Life

**In this lesson** - Tell people about a typical day in your life

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

**Grammar** - Adverbs of frequency and almost

**Examples:**

*He's always late for meetings.*

*They aren't usually interested in music.*

*I hardly ever eat meat.*

*She almost always takes a packed lunch, but she sometimes eats in a restaurant.*

*Almost everyone worked late, but the boss went home early.*

## Introduction

### 1

Go over the instructions and example to check understanding. In pairs, learners write the words from the box in the correct places to complete the diagram.

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

You may like to take feedback by drawing the diagram on the board and having learners coming up to fill it in.

#### 1 answers

0% \_\_\_\_\_ 100%  
*never hardly ever sometimes often usually always*

### 2a

Go over the instructions and phrases in the box to check understanding. In pairs, learners write the activities from the box under the correct picture to match them to the occupations.

Feedback as a class. Accept any reasonable answers.

#### 2a answers

##### a barman:

*leave work at 3 a.m.; get up late; have meetings with staff; get ready for work in the evening*

##### the CEO of a company:

*have business lunches; read reports; make business decisions; have meetings with staff; get ready for work in the morning; go on business trips*

### 2b

Learners tell their partners which things from **activity 2a** they do themselves.

### 2c

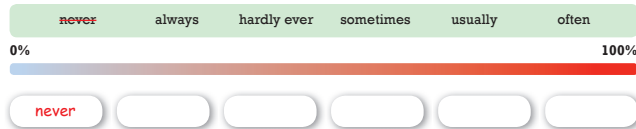
Feedback. Learners tell the class about their partner's answers.

# 3 A Day in a Life

## Introduction



**1** Work with a partner.

Write the words from the box in the correct places to complete the diagram below.



**2 a** Work with a partner.

Match the activities on the left with the correct occupations on the right.

<ul style="list-style-type: none"> <li>have business lunches</li> <li>read reports</li> <li>leave work at 3 a.m.</li> <li>make business decisions</li> <li>get up late</li> <li>have meetings with staff</li> <li>get ready for work in the morning</li> <li>get ready for work in the evening</li> <li>go on business trips</li> </ul>	 <p>a barman</p>
	 <p>the CEO of a company</p>

**b** Tell your partner which things from **activity 2a** you do.

**example** *I have meetings with staff, but I don't have business lunches.*

**c** Tell the class about your partner's answers.

**example** *Zena has meetings with staff, but...*

## Reading

**3 a** You are going to read a magazine article on **page 13** about a typical day in the life of Damien, a club DJ. Which things from **activity 2** do you think the article will talk about?

**b** Read the article quickly and check your ideas.

12 Lesson 3

## Reading

### 3a

Draw attention to the reading text and picture. Elicit what the man's occupation is (a DJ) and explain that this is a magazine article about a typical day in his life. As a class, take suggestions as to which things from **activity 2** learners think the article will mention and write these on the board.

### 3b answers

*The article mentions the following: leaving work at 3 a.m. (para 1); getting up late (para 1); having business lunches (para 2); getting ready for work in the evening (para 3)*

### 3b

Learners work independently to read the article and check their ideas from **activity 3a**. Set a time limit of **1-2 minutes** for this.

Feedback in pairs and then as a class.

## A Day in the Life of a DJ



We asked DJ Damien to tell us about a typical day in his life.

I leave work at three or four in the morning, so I **never** / **usually** get up late. I **always** / **hardly ever** have a good breakfast because I think breakfast is important. I **almost always** have toast, cereal, fruit and yoghurt, but I **sometimes** / **never** make a big bacon sandwich because I just love bacon.

After breakfast, I look at my emails, and then I go into town and look around the music shops. It's a good thing to do because I can **never** / **often** find interesting records and CDs that I can use when I play. I **almost never** have lunch, because I'm **hardly ever** / **always** hungry in the afternoon, but I **sometimes** / **always** meet my accountant and have a business lunch with him in a café.

I get ready for work at about five o'clock in the evening. I have a shower, dress and pack my records, CDs and headphones. I go around to a friend's house, have a beer and practise for two hours, then we get something to eat in a restaurant. I love foreign food, so we **often** / **hardly ever** have a curry, or Chinese food, or something like that.

When I get to the club, I check who the other DJs are and see who is on the guest list. The club opens at 11, but I don't play until about two because I'm quite popular now. The popular DJs **sometimes** / **always** play late. At the end of the night **almost all** the DJs go to an after-club party, but I don't. I'm quite old now (I'm 26, but I'm **almost 27** – my birthday is next month!), so I **never** / **often** just go home.

### 4 a

Work with a partner. Read the article again and underline the correct options in bold to complete each paragraph.

Write **T** (true) or **F** (false) next to each statement below.

- Damien finishes work in the morning. **T**
- Damien always has toast, cereal, fruit and yoghurt for breakfast. \_\_\_\_\_
- Damien hardly ever has lunch. \_\_\_\_\_
- Not all the DJs go to a party after the club. \_\_\_\_\_
- Damien is 27 years old. \_\_\_\_\_

### c

Find the highlighted words in the article and read the sentences they are in.

Does each pair of words below have the same (S) or a different (D) meaning? Circle S or D.

- |   |               |                    |              |
|---|---------------|--------------------|--------------|
| 1 | almost always | <b>always</b>      | S / <b>D</b> |
| 2 | almost never  | <b>hardly ever</b> | S / <b>D</b> |
| 3 | almost all    | <b>all</b>         | S / <b>D</b> |
| 4 | almost 27     | <b>27</b>          | S / <b>D</b> |

5 Would you like to do Damien's job? Why or why not?

### 4a

Go over the instructions and example to check understanding.

In pairs, learners read the article again and underline the correct options in bold to complete each paragraph. Monitor and assist as necessary.

Feedback as a class.

#### 4a answers

##### A Day in the Life of a DJ

We asked DJ Damien to tell us about a typical day in his life.

I leave work at three or four in the morning so I **usually** wake up late. I **always** have a good breakfast because I think breakfast is important. I **almost always** have toast, cereal, fruit and yoghurt, but I **sometimes** make a big bacon sandwich because I just love bacon.

After breakfast, I look at my emails, and then I go into town and look around the music shops. It's a good thing to do because I can **often** find interesting records and CDs that I can use when I play. I **almost never** have lunch, because I'm **hardly ever** hungry in the afternoon, but I **sometimes** meet my accountant and have a business lunch with him in a café.

I get ready for work at about five o'clock in the evening.

I have a shower, dress and pack my records, CDs and headphones. I go around to a friend's house, have a beer and practise for two hours, then we get something to eat in a restaurant. I love foreign food so we **often** have a curry, or Chinese food, or something like that.

When I get to the club I check who the other DJs are and see who is on the guest list. The club opens at eleven, but I don't play until about two because I'm quite popular now. The popular DJs **always** play late. At the end of the night **almost all** the DJs go to an after-club party, but I don't. I'm quite old now (I'm 26, but I'm **almost 27** – my birthday is next month!) so I **often** just go home.

### 4b

Go over the instructions and example to check understanding. In pairs, learners write **T** (true) or **F** (false) next to each statement. Monitor and assist as necessary.

Feedback as a class.

#### 4b answers

- Damien finishes work in the morning. **T** (paragraph 1)
- Damien always has toast, cereal, fruit and yoghurt for breakfast. **F** (He sometimes has a bacon sandwich - paragraph 1)
- Damien hardly ever has lunch. **T** (paragraph 2)
- Not all the DJs go to a party after the club. **T** (Damien often goes home - paragraph 4)
- Damien is 27 years old. **F** (He says he is 26 - paragraph 4)

### 4c

Do this activity as a class. Go over the instructions and example to check understanding.

Have learners find the highlighted words in the article and read the sentences they are in one more time. Elicit the answer to each question from the class and have learners circle the correct options in their books.

#### 4c answers

- almost always – always **D**  
almost never – hardly ever **S**  
almost all – all **D**  
almost 27 – 27 **D**

### 5

Take brief responses to this from class as a way to round off the reading section.

## Language Focus

Go over the explanations and examples with learners.

Point out the common mistake, highlighted at the bottom of the **Language Reference** section, of following **almost** directly by a noun, instead of using a determiner such as **all** or **no** before the noun (e.g. "Almost people", instead of "Almost all people").

You will be aware that **almost** can also be used with many more types of word than are covered in the **Language Focus** (for example with verbs: *I'm almost finished; and adjectives: That's so stupid, it's almost brilliant!*) but it's probably best not to go into this here unless it is raised by a learner.

## Practice

### 6a

Go over the instructions and example to check understanding. In pairs, learners write the words in the correct order to make sentences. Monitor and assist as necessary.

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

### 6a answers

See CD script for Track 06.

**Track 06** (page 86, Student Book) 1:02

- 1) *It's almost five o'clock.*
- 2) *She's usually tired in the mornings.*
- 3) *I almost never watch TV.*
- 4) *We almost always work late in our office.*
- 5) *Tim isn't often late for meetings.*
- 6) *I hardly ever go on business trips.*
- 7) *Where do you usually buy food?*
- 8) *Are you ever late for work?*

### 6b

**Track 06** Feedback. Learners listen to check their answers.

## Language Focus

1 We call words like **never**, **hardly ever**, **sometimes**, **often**, **usually**, and **always**, **adverbs of frequency**. We use them to talk about how common it is for us to do something.

**Adverbs of frequency** usually go *after be*, but *in front of* other main verbs.

I'm **always** hungry in the afternoon.  
They **aren't usually** tired in the morning.  
I **sometimes make** a big bacon sandwich.  
He **doesn't usually eat** lunch.

Questions and short answers

When does he **usually finish** work?  
What do you **usually have** for breakfast?  
When **are** you **usually** here?  
Do you **ever work** late? Yes, **sometimes/often**. / No, **never**.

2 We can use **almost** in front of words like **always**, **never**, **all**, **every**, **everyone**, and **no one**. We can also use it in front of **numbers**.

**almost never** = not never but very close (hardly ever)  
**almost all** = not all, but very close (maybe 99%)  
**almost no one** = not no one, but very close (maybe one or two people)  
**almost 27** = less than 27, but very close (maybe his birthday is next month)

I **almost always** have breakfast.  
She **almost never** eats meat, but sometimes she has a bacon sandwich.  
**Almost everyone** went for a drink after work, but I went home.  
He won **almost every** time. We played 10 games and I beat him only once.  
There were **almost 30** people at the party – maybe 27 or 28.

*Be careful:* We don't usually follow **almost** with a **noun**.

- ✗ Almost people in my office are American.
- ✓ Almost all the people in my office are American.
- ✓ Almost everyone in my office is American.


## Practice

6 a Work with a partner. Write the words in the correct order to make sentences.


- 1 almost / it's / five o'clock **It's almost five o'clock.** \_\_\_\_\_
- 2 usually / mornings / the / tired / she's / in \_\_\_\_\_
- 3 I / TV / almost / watch / never \_\_\_\_\_
- 4 always / office / work / almost / we / late / in / our \_\_\_\_\_
- 5 isn't / Tim / for / often / late / meetings \_\_\_\_\_
- 6 business / I / trips / ever / go / on / hardly \_\_\_\_\_
- 7 you / buy / food / where / usually / do \_\_\_\_\_
- 8 for / work / ever / late / you / are \_\_\_\_\_

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

## Sounding Natural

7 a  Listen. What sound can you hear in the underlined parts of the sentences?

- 1 He almost always works late.
- 2 She almost never smiles.
- 3 We almost always finish early.

b  Listen again and copy the pronunciation.

## Time to Talk

8 a Work on your own.

Make a note of two or more things you do on a typical day in each part of the table below. Try to use **almost** and three or more different **adverbs of frequency**.

in the morning
lunch
in the evening / at night

b Work with a partner.

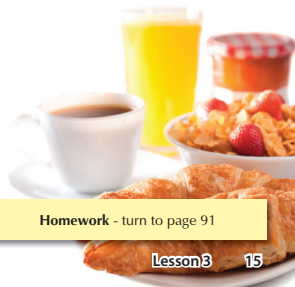
Use your notes to tell them about a typical day in your life.

**example** I **almost always** get up at 6.30.

Listen to your partner, ask questions to get more information and make a note of what they say.

**example** What do you usually have for breakfast?

Notes:


Homework - turn to page 91

Lesson 3 15

c Tell the class about your partner's answers.

## Sounding Natural

### 7a

 **Track 07** Learners listen for the sound they can hear in the underlined parts of the sentences.


#### 7a answers

There tends to be a 'y' (/j/) between the two vowel sounds in connected speech. This an example of a linking sound.

**Track 07** (page 86, Student Book) 0:26

- 1) He almost always works late.
- 2) She almost never smiles.
- 3) We almost always finish early.

### 7b

 **Track 07** Learners listen again and copy the pronunciation.

## Time to Talk

### 8a

Go over the instructions to check understanding. Highlight the fact that learners should try to use *almost* and three or more different adverbs of frequency. You may like to make brief notes of your own on the board as a model.

Learners work independently to make a note of two or more things they do on a typical day in each part of the table. Allow learners time to think and make notes. Monitor and assist as necessary.

### 8b

Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information, and should make a note of what their partner says in the space provided.

You may like to model the activity briefly by speaking from the notes you made for yourself on the board. In pairs, learners use their notes to tell their partners about a typical day in their life. Monitor. Note good use of vocabulary and language, and any mistakes.

### 8c

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

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

## Homework

Highlight the homework reference at the bottom right of **page 15** of the Student Book. Ask learners to turn to **page 91**.

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

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

## Homework Answers

### 1

- a) Almost **everyone** in my family likes baseball, but my sister doesn't.
- b) My brother lives in another country so I almost **never** meet him.
- c) Almost **all** Americans speak English.
- d) She's a very good student – she almost **always** gets top marks.
- e) I have breakfast almost **every** morning but some days I get up late.
- f) I walked almost **five** kilometres yesterday.

### 2

Learner's own answers.

# 4 I Take After My Father

## I Take After My Father

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

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

**Vocabulary** - Phrasal verbs with **take** and **get**

**Examples:**

*She takes after her mother.*

*They take after their father.*

*I get on with the people at work.*

*I don't get along with my brother.*

## Introduction

### 1

Go over the instructions and example to check understanding. Learners write the words in the correct column.

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

**Note:**

Point out how 'father's side' is used, e.g. *The people on my father's side are very tall.*

### 1a answers

family	non-family
cousin father's side mother-in-law nephew niece	acquaintance colleague friend neighbour teammate

### 2a-h

Go over the instructions and example to check understanding. In pairs, learners match the meanings on the left with the adjectives on the right. Monitor and assist as necessary.

Feedback as a class.

### 2a-h answers

- (a) easy-going
- (h) generous
- (f) hard-working
- (e) patient
- (b) selfish
- (g) serious
- (c) talkative
- (d) warm-hearted

### 3a

Learners tell their partner the adjectives that describes them, and then find an adjective that describes them both.

### 3b

Learners tell the class about their partner's answers.

# 4 I Take After My Father

## Introduction

1 Write the words in the correct column below.

acquaintance	mother-in-law
colleague	neighbour
cousin	nephew
father's side	niece
friend	teammate

family	non-family
	friend



2 Work with a partner.

Match the meanings on the left with the adjectives on the right.

- |  |  |
|--|--|
| a A person who doesn't worry or get angry about things easily. | <input checked="" type="checkbox"/> a easy-going |
| b Someone who doesn't think about other people.                | <input type="checkbox"/> b generous              |
| c A person who likes to talk a lot.                            | <input type="checkbox"/> c hard-working          |
| d Someone who is always caring and kind.                       | <input type="checkbox"/> d patient               |
| e A person who can wait a long time without getting angry.     | <input type="checkbox"/> e selfish               |
| f Someone who puts lots of effort into work or studies.        | <input type="checkbox"/> f serious               |
| g A person who doesn't usually joke or smile.                  | <input type="checkbox"/> g talkative             |
| h Someone who likes to give or share things with people.       | <input type="checkbox"/> h warm-hearted          |

3 a Tell your partner which adjectives describe you, and then find an adjective that describes you both.

b Tell the class about your partner's answers.

**example** Tommy is hard-working and I'm talkative, but we're both easy-going.

## Listening

### 4

**Track 08** Go over the instructions and example to check understanding. Play the CD. Learners listen for how Naomi describes the people in her family, and then write the words from the box next to the adjectives.

Feedback as a class

### 4 answers

**mother** - easy-going and talkative

**sister** - serious and selfish

**father** - serious and patient

**brother** - warm-hearted and generous





### Listening

4 **Track 08** Listen to two people talking. How does Naomi describe her family?  
 Match the family members on the left to the adjectives on the right.

mother	serious and selfish
sister	easy-going and talkative
father	warm-hearted and generous
brother	serious and patient

5 a Match the questions on the left with the answers on the right.

1 Who do you take after?	___ Yes, I get on with him very well.
2 Do you get along with your sister?	___ I suppose she takes after my father. He's serious, too.
3 Who does she take after?	___ Well no, I don't really like her.
4 Do you like your brother?	<b>1</b> I think I take after my mother. We're both really easy-going and talkative.

b **Track 09** Listen and check your answers.

6 Who does Naomi like, her brother or sister?

7 Match the words on the left with the meanings on the right.

get on with/get along with	to be similar to someone
take after	to have a good relationship with someone

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**Track 08** (page 86, Student Book) 1:02

**Marcos** - Do you have a big family, Naomi?

**Naomi** - Not really. I've got a brother and a sister. I'm the youngest.

**Marcos** - Who do you take after?

**Naomi** - I think I take after my mother. We're both really easy-going and talkative.

**Marcos** - Do you get along with your sister?

**Naomi** - Well no, I don't really like her. We're very different. She's always so serious and I think she's a little selfish.

**Marcos** - Really? Who does she take after?

**Naomi** - I suppose she takes after my father. He's serious too, but he's really patient.

**Marcos** - What about your brother? Do you like your brother?

**Naomi** - Yes, I get on with him very well. He's really warm-hearted and generous. What about you, Marcos? Who do you take after?

**Marcos** - Let's see... I take after my father. He's really hard-working. My brother, well he takes after...

### 5a

Go over the instructions and example to check understanding. Learners match the questions with the answers on the right. Monitor and assist as necessary.

Don't give the answers as learners will listen and check.

#### 5a answers

- 1) Who do you take after? **I think I take after my mother. We're both really easy-going and talkative.**
- 2) Do you get along with your sister? **Well no, I don't really like her.**
- 3) Who does she take after? **I suppose she takes after my father. He's serious, too.**
- 4) Do you like your brother? **Yes, I get on with him very well.**

### 5b

**Track 09** Play the CD. Learners listen and check their answers.

**Track09** (page 86, Student Book) 0:45

1)

**A** - Who do you take after?

**B** - I think I take after my mother. We're both really easy-going and talkative.

2)

**A** - Do you get along with your sister?

**B** - Well no, I don't really like her.

3)

**A** - Who does she take after?

**B** - I suppose she takes after my father. He's serious, too.

4)

**A** - Do you like your brother?

**B** - Yes, I get on with him very well.

### 6

Ask learners who Naomi likes better, her brother or sister.

#### 6 answers

Her brother.

### 7

Learners match the words (phrasal verbs) on the left with the meanings on the right.

#### 7 answers

get on with/get along with - **to have a good relationship with someone**

take after - **to be similar to someone**

## Language Focus

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

## Practice

### 8a-g

Go over the instructions and example to check understanding. Learners underline the correct option (phrasal verb) to complete each sentence. Monitor and assist as necessary.

Feedback as a class.

#### 8a-g answers

- a) Christina and I like all the same things. That's why I **get on with** her so well.  
b) We **didn't get along with** each other when we were kids. We fought every day.  
c) Do you **get on with** your colleagues at work?  
d) Damon **takes after** his mother. They're both really easy-going and patient.  
e) He's very selfish, that's why he **doesn't get along with** his teammates.  
f) My daughter **takes after** her father. She looks just like him.  
g) His brother is so different from him but they **get on with** each other so well.

## Sounding Natural

### 9a

**Track 10** Learners listen to the words and write the number of syllables next the adjectives.

#### 9a answers

- easy-going - 4  
generous - 3  
hard-working - 3  
patient - 2  
selfish - 2  
serious - 3  
talkative - 3  
warm-hearted - 3

**Track 10** (page 87, Student Book) 0:31

easy-going  
generous  
hard-working  
patient  
selfish  
serious  
talkative  
warm-hearted

## Language Focus

1. We use **get on (with)** / **get along (with)** to say that we have a good relationship with someone.

I **get on with** the people at work. They're all so nice.  
I don't **get along with** my brother. He's very selfish.

2. We use **take after** to say we are similar in appearance or personality to other people in our family.

She **takes after** her mother. They're both very generous.  
I **take after** my father. We're both tall.

## Practice

**8** Underline the correct option to complete each sentence below.

- a Christina and I like all the same things. That's why I get on with / take after her so well.  
b We got along with / didn't get along with each other when we were kids. We fought every day.  
c Do you get on with / take after your colleagues at work?  
d Damon doesn't get along with / takes after his mother. They're both really easy-going and patient.  
e He's very selfish, that's why he gets along with / doesn't get along with his teammates.  
f My daughter gets along with / takes after her father. She looks just like him.  
g His brother is so different from him, but they get on with / take after each other so well.

## Sounding Natural

**9 a** **Track 10** Listen to the words below. Write the number of syllables next to each adjective.

easy-going	4	selfish	
generous		serious	
hard-working		talkative	
patient		warm-hearted	

**b** **Track 10** Listen again and copy the pronunciation.



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### 9b

**Track 10** Learners listen again and copy the pronunciation.

## Time to Talk

10 a Read the questions below and make a note of your answers.

1. Who do you get on with on your mother's side?
2. Which person in your family do you take after?
3. Do you get on with your neighbours?
4. Did you get on with all of your high school classmates?
5.
6.

b Write two more questions for your partner about who they take after and get on with.

11 a Work with a partner.  
Ask and answer the questions in **activity 10**.  
Make a note of your partner's answers.

**example** A: Do you get on with your neighbours?  
B: Yes, I talk to them every day.

b Tell the class about your partner's answers.

**example** Marge gets on with her neighbours and she talks to them every day.



Lesson 4 19

## Time to Talk

### 10a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English.

Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

### 10b

Learners write two more questions for their partner about who they take after and get on with, and add them to the list of questions in **activity 10a**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

### 11a

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

### 11b

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

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

## Homework

Highlight the homework reference at the bottom right of **page 19** of the Student Book. Ask learners to turn to **page 92**.

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

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

## Homework Answers

### 1

- My brother is **serious**. He never jokes or smiles. He's always thinking about something.
- Mr. Jenkins is a very **generous** man. He gave a million pounds to the local university.
- She is very **patient** with her students, even when they're being naughty. She never gets angry.
- I don't like calling my mother-in-law because she's so **talkative**. She always talks for an hour.
- I broke-up with my girlfriend because she was so **selfish**. She only thought about herself.
- Jonathan is so **hard-working**. He works until ten o'clock every night.
- Tanya is so **easy-going**. She never worries about anything. That's why she always looks relaxed.
- My cousin is really **warm-hearted**. She always tries to help people.

### 2

Learner's own answers.

# 5 Favourite Things

## Favourite Things

**In this lesson** - Talk about possessions

**Core activities** - 2, 4-6a, 8-9

**Skills** - Extended speaking and vocabulary

## Warmer

Write the following on the board:

- \_\_\_\_\_ has the best food.
- \_\_\_\_\_ has the friendliest people.
- \_\_\_\_\_ has the best weather.
- \_\_\_\_\_ has the best fashion.

In pairs, learners think of a country for each category.

Learners share their ideas with class.  
As a class, agree on a country for each category.

## Introduction

### 1a

Go over the instructions and examples to check understanding. Learners complete the table with the words from the box.

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

#### 1a answers

- 1) made of **metal**  
knife  
corkscrew  
**scissors**  
**fork** (suggested answer)
- 2) made of **leather**  
belt  
handbag  
**wallet**  
**boots** (suggested answer)
- 3) made of **wood**  
chest of drawers  
coffee table  
**cricket bat**  
**chopsticks** (suggested answer)
- 4) made of **plastic**  
comb  
CD case  
**shampoo bottle**  
**baby bottle** (suggested answer)

# 5 Favourite Things

## Introduction

1 a Complete the table below with the words from the box.

cricket-bat cloth	curtains envelope	plastic metal	scissors	wallet shampoo bottle
1 made of <u>metal</u>	2 made of leather	3 made of wood		
knife corkscrew _____	belt handbag _____	chest of drawers coffee table <u>cricket bat</u> _____		
4 made of _____	5 made of _____	6 made of paper		
comb CD case _____	blanket shirt _____	letter magazine _____		

b Add one more thing to each box in **activity 1a**.

2 Complete the conversations below with a phrase from the box.

got it	got it from	got it in	gave it to	made of
--------	-------------	-----------	------------	---------

- 1 A: That's a beautiful handbag, Laura!  
B: Thanks, my husband gave it to me for my birthday.
- 2 A: That scarf looks really expensive. What's it \_\_\_\_\_?  
B: Silk, I think. It's my favourite scarf.
- 3 A: Wow! I love your dress. Where did you \_\_\_\_\_?  
B: At a department store. It was half-price.
- 4 A: This is my favourite necklace. I \_\_\_\_\_ my grandmother.
- 5 A: Where did you buy this painting?  
B: I \_\_\_\_\_ Europe.



3 a Work with a partner.

Choose something from your bag and use the phrases from **activity 2** to tell your partner about it.

**example** I got this key chain from my friend. I think she got it in London.

b Tell the class about your partner's possession.

**example** Linda got her key chain from her friend. She thinks...

5) made of **cloth**  
blanket  
shirt  
**curtains**  
**towel** (suggested answer)

6) made of **paper**  
letter  
magazine  
**envelope**  
**newspaper** (suggested answer)

### 1b

Go over the instructions and check understanding. Learners add one more thing to each box in **activity 1a**. You may like to elicit one or two examples from the class. Feedback as a class.

#### 1b answers

See **activity 1a** suggested answers.

### Time to Talk 1

- 4 a Imagine your house is on fire. Your family, photographs and documents are safe. You can save three more things. Make a list below.

	you	your partner
one		
two		
three		

- b Work with a partner. Show your partner your list and explain your choices. Ask questions to get extra information about your partner's things. Make a note of their answers in the table above.

**example** A: I saved my electric guitar. It's made of maple wood.  
 B: Why is it special?  
 A: I got it from my grandparents for my sixteenth birthday. I love it!

- 5 Tell the class about your partner's answers.

**example** Sophie saved her electric guitar. It's made of maple wood. She got it from her grandparents.

### 3b

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

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

### Time to Talk 1

#### 4a

Ask learners to imagine that their house is on fire. Tell them that their family, photographs and documents are safe and that they can save three more things. Allow learners time to think and write their lists. Demonstrate the activity by making a list of your own on the board.

#### 4b

In pairs, learners show their partner their list and explain their choices. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

#### 5

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

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

## 2

Go over the instructions and example to check understanding. Learners complete the conversations with a phrase from the box. Monitor and assist as necessary.

Feedback as a class.

### 2a answers

- A - That's a beautiful handbag, Laura!  
 B - Thanks, my husband **gave it to** me for my birthday.
- A - That scarf looks really expensive. What's it **made of**?  
 B - Silk, I think. It's my favourite scarf.
- A - Wow! I love your dress. Where did you **get it**?  
 B - At a department store. It was half-price.
- A - This is my favourite necklace. I **got it from** my grandmother.
- A - Where did you buy this painting?  
 B - I **got it in** Europe.

## 3a

Go over the instructions and example to check understanding. In pairs, learners choose an object from their bags and use the phrases from **activity 2** to tell their partner about it. You may like to demonstrate the activity with some items of your own. Monitor, but stay in the background as much as possible in this activity.



## Homework

Highlight the homework reference at the bottom right of **page 23** of the Student Book. Ask learners to turn to **page 92**.

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

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

## Homework Answers

**1**

a) **handbag**, knife, scissors, corkscrew

**It's made of leather. The others are made of metal.**

b) **coffee table**, belt, handbag, wallet

**It's made of wood. The others are made of leather.**

c) cricket bat, chest of drawers, coffee table, **shirt**

**It's made of cloth. The others are made of wood.**

d) comb, CD case, shampoo bottle, **envelope**

**It's made of paper. The others are made of plastic.**

e) blanket, **comb**, curtains, shirt

**It's made of plastic. The others are made of cloth.**

f) letter, magazine, envelope, **scissors**

**They're made of metal. The others are made of paper.**

**2**

Marilyn: That's a really nice wallet. Where did you buy it?

Ryan: I didn't. I **got it from** my wife. She **gave it to** me for our anniversary.

Marilyn: It looks really nice, what's it **made of**?

Ryan: Leather, I think.

Marilyn: Where did she **get it**?

Ryan: She **got it in** Italy.

### Time to Talk 2

**8 a** Work with a partner. Read the list of things that can make people happy. Add four more of your own ideas.

- living in a big house
- driving an expensive car
- owning beautiful art
- wearing designer clothes

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**b** Rank the things from **1-8** (1= the most important thing for a happy life).

**9 a** Change partners and compare your lists from **activity 8**. Choose the five most important things for a happy life.

**b** As a class, discuss your ideas. Decide the three most important things for a happy life.

Homework - turn to page 92

Skills Lesson 5 23

## Time to Talk 2

**8a**

Go over the instructions and check learners know what to do. In pairs, learners look at the things that can make people happy, and then add four more things to the list.

**8b**

In the same pairs, learners rank the things that make people happy **1-8** (1= most important for a happy life). Monitor and assist as necessary.

**9a**

Learners change partners and compare their lists from **activity 8**, and then choose five things that are important for a happy life. Monitor, but stay in the background as much as possible in this activity.

**9b**

Learners discuss their ideas as a class, and then decide the three that are the most important for a happy life.

Make notes on good use of vocabulary and language.

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

# 6 Works of Art

## Works of Art

**In this lesson** - Tell people about a work of art you like

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

**Grammar - Passive forms**

**Examples**

*The Mona Lisa was painted in Italy.*

*The Venus de Milo is made of marble.*

*Who was this album made by?*

## Introduction

### 1a

Begin by eliciting/teaching *works of art* and asking learners what kinds of works of art they like. Go over the instructions and example to check understanding. Highlight the fact that some of the verbs can go with more than one kind of work of art. In pairs, learners match the verbs from the box with the kinds of works of art. Monitor and assist as necessary.

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

#### 1a answers

- 1) **paint** paintings
- 2) **make** sculptures
- 3) **make release** CDs
- 4) **take publish** photographs
- 5) **make direct release** films
- 6) **write illustrate publish** novels/short stories

### 1b

Go over the instructions to check understanding. In pairs, learners underline the correct options to complete the statements. Monitor and assist as necessary.

Feedback as a class.

#### 1b answers

- 1) If you **illustrate** a novel, you make pictures to go with the story.
- 2) If you **publish** a novel, you make it ready for people to buy.
- 3) You write novels and short stories **before** you publish them.
- 4) You make CDs and movies **before** you release them.

### 1c

Take brief responses to this question from the class.

### 2

Go over the instructions and example to check understanding. You may like to discuss the first work of art (Sunflowers by

# 6 Works of Art

## Introduction

### 1 a

Work with a partner. Match the verbs from the box with the kinds of art in the table below. Some verbs can go with more than one kind of art.

direct illustrate	make paint	publish release	take write
paintings	sculptures	CDs	
paint			
photographs	films	novels/ short stories	

### b

Underline the correct options to complete the statements below.

- 1 If you **illustrate** / **publish** a novel, you make pictures to go with the story.
- 2 If you **illustrate** / **publish** a novel, you make it ready for people to buy.
- 3 You write novels and short stories **before** / **after** you publish them.
- 4 You make CDs and films **before** / **after** you release them.

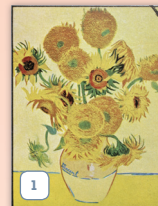
### c

Which kinds of art from **activity 1a** do you have in your home?

### 2

Look at the works of art on the right. Tell the class which ones you recognise and what you know about them.

**example** I know the sculpture in picture 2. I think it's in Italy...



1



2



3



4

Van Gogh) as a class: Ask learners if they recognise the picture, if they know anything about the person who painted it, what it shows, etc. In pairs, learners look at the pictures of works of art and talk about which ones they recognise and what they know about them.

Feedback. Learners share their ideas with the class.

## Listening

### 3a

Direct attention to the box of words and the table. Go over the instructions and examples to check understanding. Explain to learners that they should make their best guesses, and that they will listen to check their ideas later. In pairs, learners use the words from the box to complete the information about the works of art in the pictures. Monitor and assist as necessary.

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

You may like to draw the table on the board while learners are working in pairs and have learners fill it in during feedback.



In this lesson: **Tell people about a work of art you like**  
Grammar: *Passive forms*

### Listening

3 a Use the words from the box to complete the information about the works of art in the pictures.

	1888	1930	American	marble	Italy
flowers		Germany	Grant Wood		Italian
Puppy		Van Gogh	\$300		\$40 million
	Picture 1	Picture 2	Picture 3	Picture 4	
name	Sunflowers	David	American Gothic		
artist		Bernini		Jeff Koons	
artist's nationality	Dutch			American	
date		1623		1992	
where made/ painted	France		America		
materials	oil paint		oil paint		
price					

b  Track 11  Track 12  Track 13  Track 14 Listen and check your ideas.

c Write numbers to match the statements below with the pictures.

- This sculpture was made in Italy. Picture 2
- The painting is called *Sunflowers*. Picture
- They were made by Americans. Pictures      and
- It was bought for \$40 million. Picture

4 Which work of art from **activity 3** do you like the most? Why?

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### 3a answers

See 3b answers.

### 3b

Track 11  Track 12  Track 13  Track 14

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

Feedback as a class. Ensure learners make any necessary corrections in their books.

### 3a answers

	Picture 1	Picture 2	Picture 3	Picture 4
name	Sunflowers	David	American Gothic	Puppy
artist	Van Gogh	Bernini	Grant Wood	Jeff Koons
artist's nationality	Dutch	Italian	American	American
date	1888	1623	1930	1992

where made/ painted	France	Italy	America	Germany
materials	oil paint	marble	oil paint	flowers
price	\$40 million	X	\$300	X

**Track 11** (page 87, Student Book) 0:29

1

*Sunflowers* was painted by the Dutch artist, Vincent Van Gogh, in Paris, France. It was painted in 1888 and is one of the most famous oil paintings in the world. It is also one of the most expensive – in 1987 it was bought for 40 million dollars.

**Track 12** (page 87, Student Book) 0:22

2

*David* is a masterpiece of renaissance sculpture. It's made of marble and was completed in 1504 by the Italian artist Michelangelo in Florence, Italy.

**Track 13** (page 87, Student Book) 0:29

3

*American Gothic* was painted by the American artist, Grant Wood, in the United States of America. Today this oil painting is one of the most well-known pieces of American art, but the artist was paid only 300 dollars after he painted it in 1930.

**Track 14** (page 87, Student Book) 0:27

4

*Puppy* is a giant sculpture of a dog made in 1992 by the pop-artist Jeff Koons. It was made in Germany, but today it can be seen in Bilbao, Spain. *Puppy* is over 13 metres tall and is made of live flowers.

**3c**

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

Feedback as a class.

### 3c answers

- This sculpture was made in Italy. **2**
- The painting is called *Sunflowers*. **1**
- They were made by Americans. **3 and 4**
- It was bought for \$40 million. **1**

**4**

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

## Language Focus

### 5

Go over the instructions and example to check understanding. Read through the numbered sentences as a class. In pairs, learners underline the correct option to answer each question. Monitor and assist as necessary.

Feedback as a class.

- 1) Does sentence a mention who calls the painting 'Sunflowers'? **no**
- 2) Does sentence b mention who made David? **no**
- 3) Does sentence d mention who bought the picture? **no**
- 4) In all the sentences, which is more important? **the works of art**

Go through the explanations and examples with learners. Draw attention to the box explaining how the **past participle** is formed and highlight the fact that there is a list of common irregular verbs on **page 115** of the **Student Bbook**.

## Practice

### 6

Go over the instructions and example to check understanding. Highlight the fact that learners will need to put the verbs into the correct form, and that they should use each only once.

In pairs, learners use **be (not)** and a verb from the box to complete the sentences. Monitor and assist as necessary.

Feedback as a class.

#### 6a-g answers

- a) She fell down, but it's OK - she **wasn't hurt**.
- b) When **was** this house **built**?
- c) All my shoes are Italian - the best shoes **are made** in Italy.
- d) My camera is in my bag - **are** we **allowed** to take photographs?
- e) My bicycle **was stolen**.
- f) I **was woken** up by a loud noise.
- g) Where **was** this picture **painted**?

## Language Focus

### 5

Work with a partner. Read the sentences, and then underline the correct option to answer each question below.

- a The painting is called *Sunflowers*.
- b David was made in Italy.
- c *American Gothic* and *Puppy* were made by Americans.
- d *Sunflowers* was bought for \$40 million.

- 1 Does **sentence a** mention who calls the painting *Sunflowers*?... **yes / no**
- 2 Does **sentence b** mention who made *David*?..... **yes / no**
- 3 Does **sentence d** mention who bought the picture?..... **yes / no**
- 4 In all the sentences, which is more important?..... **the works of art / the people**

We can use **passive forms** when we don't know or we aren't really interested in who does an action.

#### be (not) + past participle

These sculptures **are made** of marble. They **aren't made** of flowers.

That sculpture **is called** *Puppy*. It **isn't called** *David*.

#### tip

For **regular verbs**, the **past participle** looks the same as the past form.

call → called → called

There is a list of common irregular verbs on page 115.

With **passive forms**, we change **be** to form the tense.

*Puppy* **is made** of flowers. (present simple)  
*Puppy* **was made** in 1992. (past simple)

Questions and short answers

**When was the *Mona Lisa* painted?**  
**Who was it bought by?**

**Were they made in Italy?**  
Yes, they were. / No, they weren't.

**Is it made of plastic?**  
Yes, it is. / No, it isn't.

If we want to mention **who** does the action we use **by**.

*David was made by* Michelangelo.

## Practice

6 Use **be (not)** and a **verb** from the box in the correct form to complete the sentences below. Use each word only once.

allow   build   **hurt**   make   paint   steal   wake

- a She fell down, but it's OK. She **wasn't hurt**.
- b When \_\_\_\_\_ this house \_\_\_\_\_?
- c All my shoes are Italian. The best shoes \_\_\_\_\_ in Italy.
- d My camera is in my bag. \_\_\_\_\_ we \_\_\_\_\_ to take photographs?
- e My bicycle \_\_\_\_\_.
- f I \_\_\_\_\_ up by a loud noise.
- g Where \_\_\_\_\_ this picture \_\_\_\_\_?

26 Lesson 6

## Sounding Natural

### 7a

Go over the instructions and example to check understanding. In pairs, learners write each word from the box in the correct row to say how many syllables it has.

Monitor and assist as necessary.

#### 7a answers

novel - 2  
film - 1  
painting - 2  
photograph - 3  
sculpture - 2  
story - 2

### 7b

**Track 15** Learners listen to check their answers.

**Track 15** (page 87, Student Book) 0:23  
novel, film, painting, photograph, sculpture, story

## Sounding Natural

7 a Write 1, 2, or 3 next to each word to say how many syllables it has.

2	novel		photograph
	film		sculpture
	painting		story

b Track 15 Listen and check your answers.

c Track 15 Listen again and copy the pronunciation.

## Time to Talk

8 a Work on your own.

Think of a work of art you really like, or one that you have in your home. It could be a painting, a sculpture, a book, a film, a CD or something else. Make notes in the table below.

what it is	
what it is called	
who it was made by	
when it was made	
other information	

b Work with a partner. Tell them about the work of art you made notes on.

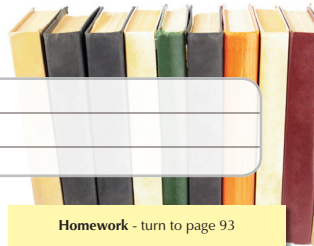
Listen to your partner and make a note of what they say. Ask questions to get more information.

**example** I really like a novel. It's called...  
Was it illustrated?

Notes:

c Tell the class about your partner's answers.

**example** Kali really likes a novel called...



Homework - turn to page 93

Lesson 6 27

## 7c

Track 15 Listen again and copy the pronunciation.

Pay attention to the consonant clusters in *sculpture* and *story*, which may cause some learners (e.g. those from Japan) difficulty.

## Time to Talk

### 8a

Go over the instructions to check understanding. Highlight the fact that learners can give decades (e.g. *in the 1960's*) rather than exact years to say when works of art were produced.

You may like to make brief notes about a work of art you yourself like or possess on the board to model the activity.

Learners work independently to think of a work of art they like or have in their home, and use the table to make notes about it.

## 8b

Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information, and should make a note of what their partners say.

Model the activity by speaking briefly about the work of art you previously made notes about on the board. Use a mix of active and passive forms – this is what naturally happens in conversation.

In pairs, learners tell each other about the works of art they made notes about.

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

## 8c

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

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

## Homework

Highlight the homework reference at the bottom right of **page 27** of the Student Book. Ask learners to turn to **page 93**.

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

Check learners understand what to do for **activity 1**. Go over the examples for **activity 2** to check understanding.

## Homework Answers

1

	base form	past form	past participle
a)	break	broke	<b>broken</b>
b)	build	<b>built</b>	built
c)	delay	<b>delayed</b>	delayed
d)	<b>make</b>	made	made
e)	paint	painted	<b>painted</b>
f)	sell	<b>sold</b>	sold
g)	take	<b>took</b>	taken

2

- Books are made from paper.
- Why were the trains delayed?
- The Mona Lisa was painted by Leonardo da Vinci.
- Pastries are sold in cake shops.
- When were the pyramids built?
- Lots of world records were broken at the London Olympics.
- Where was this photo taken?

# 7 Say No

## Say No

**In this lesson** - Refuse requests politely

**Core activities** - 1-4,5+7

**Function** - Polite requests and refusals

## Introduction

### 1a

Go over the instructions and read through the questions as a class and check understanding.

Learners work independently to make a note of their answers to the questions. Monitor and assist as necessary.

### 1b

In pairs, learners discuss their answers to the questions in **activity 1a**.

### 1c

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

## Reading

### 2

Go over the instructions and example to check understanding. In pairs, learners write numbers to match each picture with a request from **Column A** and a request from **Column B**. Monitor and assist as necessary.

Feedback as a class.

### 2 answers

Column A	Column B
Lend me some money. <b>picture 2</b>	Can you show me how to use this? <b>picture 6</b>
Show me how to use this. <b>picture 6</b>	Do you think you could lend me some money? <b>picture 2</b>
Lend me your dictionary. <b>picture 5</b>	Could you give me a glass of red, please? <b>picture 1</b>
Tell me the way to the village. <b>picture 3</b>	Could you not park your car here, please? <b>picture 4</b>
Give me a glass of red. <b>picture 1</b>	Can you lend me your dictionary? <b>picture 5</b>
Don't park your car here. <b>picture 4</b>	Would you mind telling me the way to the village? <b>picture 3</b>

LESSON

# 7 Say No

**Introduction**

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

- 1 When was the last time you asked someone to do something for you? What was it?
- 2 When someone asks you to do something, is it easy for you to say 'no'? Why?
- 3 Are the people below easy or difficult for you to say 'no' to?  
Write **E** (easy) or **D** (difficult) next to each person.

- family
- friends
- people you don't know
- colleagues
- teachers at school

**b** Work with a partner.  
Discuss your answers to the questions in **activity 1a**.

**c** Tell the class about your partner's answers.

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### 3a-c

Deal with these questions as a class. Read through each question as a class, and have learners look at the requests in **activity 2** again to find the answers. Elicit the answers and have learners underline **A** or **B** next to each question as appropriate.

#### 3a-c answers

- a) In which column do the requests use modal verbs (can/could/would)? **B**
- b) In which column are the requests in Yes / No question form? **B**
- c) In which column are the requests more polite? **B**

#### Extension

You may like to ask learners why polite requests often take the form of Yes / No questions.  
(**answer** This allows the person you are talking to the chance to say 'no'.)



### Reading

2 Work with a partner. Look at the pictures.

Match each picture with a sentence in **Column A** and a sentence in **Column B**.

Column A		Column B	
Lend me some money.	<input checked="" type="checkbox"/>	Can you show me how to use this?	<input type="checkbox"/>
Show me how to use this.	<input type="checkbox"/>	Do you think you could lend me some money?	<input checked="" type="checkbox"/>
Lend me your dictionary.	<input type="checkbox"/>	Could you give me a glass of red, please?	<input type="checkbox"/>
Tell me the way to the village.	<input type="checkbox"/>	Could you not park your car here, please?	<input type="checkbox"/>
Give me a glass of red.	<input type="checkbox"/>	Can you lend me your dictionary?	<input type="checkbox"/>
Don't park your car here.	<input type="checkbox"/>	Would you mind telling me the way to the village?	<input type="checkbox"/>

3 Read the requests in **activity 2** again, then underline A (Column A) or B (Column B) to answer the questions below.

- In which column do the requests use modal verbs (can/could/would)? ..... **A / B**
- In which column are the requests in Yes / No question form? ..... **A / B**
- In which column are the requests more polite? ..... **A / B**

4 a Write numbers to match the polite refusals with the requests in **activity 2**.

- I'm afraid we don't have any left. Would you like white? **1**
- I would, but I don't have any. **2**
- I'd usually say yes, but I'm using it right now. **5**
- I'm sorry, but I don't live around here. **3**
- I'd like to, but I don't know this programme. **6**
- I'm sorry, but our car is broken down. **4**

b Underline the refusals in **activity 4a** that we usually use only with people we are friendly with.

### 4b

Go over the instructions to check understanding. In pairs, learners underline the refusals in **activity 4b** that we usually use only with people we are friendly with. Monitor and assist as necessary.

You may like to ask if it would be appropriate for a waiter to respond to a request with, 'I'd love to, but...'

Feedback as a class.

### 4b answers

- I would, but I don't have any.
- I'd usually say yes, but I'm using it right now.
- I'd like to, but I don't know this programme.

### Teaching Tip – Register

We use a variety of styles, or registers, when we speak and write. These depend on our audience, and on the context and purpose of our language. The sort of structures, intonation and vocabulary that might be appropriate with friends, might not be appropriate when talking to a boss, or to a child, for example. Using register appropriately is a part of successful communication and it is important to draw learners' attention to this aspect of language when we can. One way to do this is to ask learners to discuss who it would be appropriate to use certain words, phrases or structures with.

### 4a

Go over the instructions, read through the refusals and look at the example to check understanding. In pairs, learners write numbers to match the polite refusals with the requests in **activity 2**.

Monitor and assist as necessary.

Feedback as a class.

### 4a answers

- I'm afraid we don't have any left. Would you like white? **1**
- I would, but I don't have any. **2**
- I'd usually say yes, but I'm using it right now. **5**
- I'm sorry, but I don't live around here. **3**
- I'd like to, but I don't know this programme. **6**
- I'm sorry, but our car is broken down. **4**

## Language Focus

Go over the explanations and examples with learners.

## Practice

### 5a

Go over the instructions and example to check understanding. In pairs, learners use the prompts to make the requests polite. Monitor and assist as necessary.

Feedback as a class.

#### 5a answers

- 1) Do you think you could take these letters to the post office (, please)?
- 2) Can you bring me the bill (, please)?
- 3) Could you buy me a drink (, please)?
- 4) Would you mind not smoking in here (, please)?
- 5) Do you think you could lend me your bicycle (, please)?

### 5b

Go over the instructions and example to check understanding. In pairs, learners write numbers to match the replies to the requests in **activity 5b**. Monitor and assist as necessary.

Feedback as a class.

#### 5b answers

- a) I'd love to, but I haven't got any money. **3**
- b) I would, but I don't have time. Would you mind doing it yourself? **1**
- c) No problem. I'll go outside. **4**
- d) I'd usually say yes, but I need it to get to work. **5**
- e) Certainly, sir. Right away. **2**

#### Extension

You may like to drill the requests and replies in **activities 5a and 5b**, and then have learners practise these in pairs – looking up from their books and at each other as they speak.

### Language Focus

We can use **modal verbs** to make polite requests in different ways.

**can** | **you (not) + base form of the verb**  
**could**

Can you open the window, please?  
Could you not park your car here, please?

**Do you think you could (not) + base form of the verb**

Do you think you could lend me a hundred pounds?  
Do you think you could not make so much noise?

**Would you mind (not) + -ing form of the verb**

Would you mind telling me the way to the village?  
Would you mind not using all the milk?

When we refuse requests politely we can *apologise* and give a *reason*:

apology	reason
I'm sorry, but	our car is broken down.
I'm afraid	we don't have any left.

We can use phrases with **I would** when we refuse requests from people we are friendly with.

phrase with <b>I would</b> , but	reason
<b>I would*</b> , but	I don't have any.
<b>I'd usually say yes</b> , but	I'm using it right now.
<b>I'd like to</b> , but	I don't know this programme.

\* In response to **Would you mind...?** we can say **I wouldn't, but...**

**tip**

We can use the following expressions to agree to requests:

*Of course.*  
*No problem.*  
*Certainly.*  
*Sure.*  
*OK.*

In response to *Would you mind...?* we can agree with *Not at all.*

### Practice

**5 a** Use the prompts to make the requests polite.


- 1 Take these letters to the post office.  
Do you think you could take these letters to the post office?
- 2 Bring me the bill.  
Can \_\_\_\_\_
- 3 Buy me a drink.  
Could \_\_\_\_\_
- 4 Don't smoke in here.  
Would you mind \_\_\_\_\_
- 5 Lend me your bicycle.  
Do you think \_\_\_\_\_

**b** Write numbers to match the replies below to the requests in **activity 5a**.

- 1 I'd love to, but I haven't got any money. **3**
- 2 I would, but I don't have time. Would you mind doing it yourself? \_\_\_\_\_
- 3 No problem. I'll go outside. \_\_\_\_\_
- 4 I'd usually say yes, but I need it to get to work. \_\_\_\_\_
- 5 Certainly, sir. Right away. \_\_\_\_\_




## Sounding Natural

7 a  Track 16 Listen. Does the intonation go up or down at the end of each request?

Circle the correct arrow.

- 1 Can you show me how to use this? ..... ↗ | ↘
- 2 Could you lend me your dictionary? ..... ↗ | ↘
- 3 Do you think you could lend me some money? ..... ↗ | ↘

b  Track 16 Listen again and copy the pronunciation.

## Time to Talk

You are going to role-play two situations making and responding to requests. Work in two groups, A and B.

Group A: read below.

Group B: go to page 84.

7 a Read the information for **Role-play 1** and think about what to say.

### Role-play 1

- You and your partner are colleagues. You work together in the same office.
- Tomorrow is your colleague's day off, but it's a working day for you. You want to take the day off (it's your birthday).
- Go to your colleague's desk and say hello.
- Ask your colleague to change their day off with you.

b Do the role-play with your partner.

**example** A: Hi, Jo. How are you?  
B: Oh, hello Kim...  
A: Jo... I want to ask you something...

c Do the same with **Role-play 2**.

### Role-play 2

- You live in a house and your partner is your neighbour.
- You are selling your sofa. The sofa is on the street.
- Someone will come to take it away in 20 minutes.
- Your neighbour comes to your door. Listen to what your neighbour says and respond.

Homework - turn to page 94

Lesson 7 31

## Time to Talk

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

Divide the class into **A / B groups**.

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

Direct **group B** to turn to **page 84** and look at the instructions there.

### 7a

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

### 7b

Go over the instructions and example to check understanding. Explain to learners that they should role-play the whole situation as realistically as possible – not just the request and response.

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

In A / B pairs, learners do **role-play 1**. Monitor. Make a note of good use of language and any mistakes. Feedback briefly as a class. Who made the request? Did their partner agree to it?

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

### 7c

Follow the same procedure for **role-play 2**.


### Extension

*With more confident learners you may like to have pairs of learners perform one of their role-plays for the class.*

## Sounding Natural

### 6a

Go over the instructions and example to check understanding.

 Track 16 Learners listen for whether the intonation goes up or goes down at the end of each request and circle the appropriate arrow to indicate this.


### 6a answers

- 1) Can you show me how to use this? ↘
- 2) Could you lend me your dictionary? ↘
- 3) Do you think you could lend me some money? ↘

**Track 16** (page 87, Student Book) 0:26

- 1) Can you show me how to use this?
- 2) Could you lend me your dictionary?
- 3) Do you think you could lend me some money?

### 6b

 Track 16 Learners listen again and copy the pronunciation. Remodel and drill as necessary.

## Homework

Highlight the homework reference at the bottom right of **page 31** of the Student Book. Ask learners to turn to **page 94**.

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

Go over the examples and make sure learners understand what to do.

## Homework Answers

### 1

- a) Do you think you could help me with this maths problem? **5**
- b) Could you set the alarm clock for six, please? **4**
- c) Would you mind showing me how to use the copier? **2**
- d) Can you make me a sandwich, please? **1**
- e) Could you check what time the film's on? **3**

### 2


Learner's own answers.





In this lesson: **Guess what happened**  
 Grammar: **Present perfect to describe present results**


## Listening

**2 a**  Listen to Pat and Sam talking, and then look at their pictures below and underline the correct name.



**b** Draw a line to match the questions in **Column 1** with the answers in **Column 2**.

Column 1	Column 2
1 Have you changed your hair colour?	Yes, I've joined a gym.
2 Have you lost weight?	Yeah, I've cut it.
3 Have you done something to your hair?	Yes, I've dyed it black and got a perm.

**c**  Listen and check your answers.

**3** Underline the correct option to complete the sentences below.


- a Pat and Sam are talking about actions that happened in **the present / the past**.  
 b They **can / can't** see the results of the actions now.

**4** Do you think Pat and Sam will see each other again? Why?

Lesson 8 33

## Listening

### 2a

 **Track 17** Learners listen and underline the correct names on the pictures.

#### 2a answers

- Pat
- Sam

**Track 17** (page 87, Student Book) 0:55

**Pat** - Hey!

**Sam** - Oh hi! It's so good to see you. How are you?

**Pat** - I'm great, thanks. You look really good. Have you changed your hair colour?

**Sam** - Yes, I've dyed it black and got a perm. Do you like it?

**Pat** - Yeah, I think you look amazing.

**Sam** - Thank you. And you look good, too. Have you lost weight?

**Pat** - Yes. I've joined a gym. I think I've lost about... five kilos.

**Sam** - You look really good. And, have you done something to your hair?

**Pat** - Yeah, I've cut it. I think it feels much better than long hair.

**Sam** - I like it. I think short hair looks good on you.

**Pat** - Thanks. Hey Sam, I was wondering...

**Sam** - Actually, Pat, I'm really sorry but I have to get back to the office. Um, call me?

### 2b


Go over the instructions and check understanding. Learners draw a line to match the questions with the answers. Monitor and assist as necessary.

Don't give any answers at this stage because learners will listen again to check their answers.

#### 2b answers

Column 1	Column 2
1) Have you changed your hair colour?	Yes, I've joined a gym.
2) Have you lost weight?	Yeah, I've cut it.
3) Have you done something to your hair?	Yes, I've dyed it black and got a perm.

### 2c

 **Track 17** Play the CD again. Learners listen and check their answers.

### 3a+b

Go over the sentences in **activity 2b** with learners and then answer the questions together.

#### 3a+b answers

- the past
- can

### 4

Take feedback from the class.

## Language Focus

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

### Note

Remind learners that in spoken English we usually use the contracted forms.

## Practice

### 5

Go over the instructions and example to check understanding. In pairs, learners write the words in the correct order to make present perfect statements, then match each statement with a present result on the right. Highlight the fact that learners should use contracted forms where possible. Monitor and assist as necessary.

### 5 answers

- |   |   |
|---|---|
| a) <i>He's lost his glasses.</i>                | (e) <i>His teacher is angry.</i>                |
| b) <i>Linda's gone to the shops.</i>            | (b) <i>She's not home right now.</i>            |
| c) <i>I've started a diet.</i>                  | (f) <i>I'm late for work.</i>                   |
| d) <i>They've invited a lot of people.</i>      | (g) <i>You can read it now.</i>                 |
| e) <i>Timmy's forgotten to do his homework.</i> | (d) <i>There's nowhere to sit at the party.</i> |
| f) <i>I've woken up late.</i>                   | (a) <i>He can't see the TV clearly.</i>         |
| g) <i>I've finished reading the newspaper.</i>  | (c) <i>I'm always hungry.</i>                   |

## Sounding Natural

### 6a

- Track 18** Go over the instructions and example to check understanding. Play the CD. Learners listen and underline the main stress in each sentence.

### 6a answers

- Mary's bought a new dress.* [2] (she didn't steal it)
- Mary's bought a new dress.* [3] (it wasn't second-hand)
- Mary's bought a new dress.* [4] (it isn't a blouse)
- Mary's bought a new dress.* [1] (Jane didn't buy it)

### Track 18 (page 87, Student Book) 0:31

- Mary's bought a new dress.*
- Mary's bought a new dress.*
- Mary's bought a new dress.*
- Mary's bought a new dress.*

### 6b

Learners match each sentence with a meaning in parentheses on the right.

**6b answers** - See 6a answers.

## Language Focus

We can use the **present perfect** to talk about a past action that has a connection to the present.

**have/has + the past participle form of the verb**

You've\* **lost** weight. (I can see that you look thinner.)  
She's\*\* **dyed** her hair. (I can see that her hair is a different colour.)  
Has she **gone** out? (I don't see her now.)

\*you've = you have    \*\*she's = she has

## Practice

- 5 Write the words in the correct order to make **present perfect** statements, then match each statement with a present result on the right.

Use contracted forms (e.g. **he's, she's**) where possible.

- he / his / has / lost / glasses  
He's lost his glasses.
- shops / to / gone / the / has / Linda  
\_\_\_\_\_
- diet / I / started / have / a  
\_\_\_\_\_
- of / they / people / a / have / invited / lot  
\_\_\_\_\_
- has / his / Timmy / homework / forgotten / do / to  
\_\_\_\_\_
- have / late / I / woken / up  
\_\_\_\_\_
- have / I / finished / the / newspaper / reading  
\_\_\_\_\_

- |  |
|--|
| _____ His teacher is angry.                |
| _____ She's not home right now.            |
| _____ I'm late for work.                   |
| _____ You can read it now.                 |
| _____ There's nowhere to sit at the party. |
| <u>a</u> He can't see the TV clearly.      |
| _____ I'm always hungry.                   |



34 Lesson 8

### 6c

- Track 18** Play the CD. Learners listen again and copy the pronunciation.

### Extension

Divide the class into **A/B** pairs.

Learners in **group A**, say one of the sentences from **activity 6a**. Learners in **group B** guess the correct meaning.

Demonstrate the activity as a class to show learners what to do.

### example

Learner A - "Mary's bought a new dress."

Learner B - "she didn't steal it"

Learners change roles and do the activity again.

## Time to Talk

Put learners into two teams: A and B.

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

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

## Sounding Natural

6 a Listen. Underline the main stress in each sentence on the left.

- |                                     |  |
|-------------------------------------|--|
| 1 <u>Mary's</u> bought a new dress. | <input type="checkbox"/> (she didn't steal it)           |
| 2 <u>Mary's</u> bought a new dress. | <input type="checkbox"/> (it wasn't second-hand)         |
| 3 <u>Mary's</u> bought a new dress. | <input type="checkbox"/> (it isn't a blouse)             |
| 4 <u>Mary's</u> bought a new dress. | <input checked="" type="checkbox"/> (Jane didn't buy it) |

b Match each sentence with a meaning on the right.

c Listen again and copy the pronunciation.

## Time to Talk

Work in two teams, A and B.

Team A: read below.

Team B: go to page 85.

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

*You've lost your wallet.*  
*You've caught a cold.*  
*You've eaten a really hot chilli pepper.*  
*You've spilled sauce on your shirt.*

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

**example** A: You've lost your pen.  
 B: No, guess again.  
 A: I know. You've lost your keys!  
 B: That's right!



Homework - turn to page 95

Lesson 8 35

### 7a

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

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

Each team should write two more similar prompts. Monitor and assist as necessary.

### 7b

Model the activity by miming the example ('You've lost your keys.') and eliciting what it is.

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

Encourage learners to shout out guesses as each mime progresses.

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

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

### Team A's prompts

*You've lost your wallet.*

*You've caught a cold.*

*You've eaten a really hot chilli pepper.*

*You've spilled sauce on your shirt.*

### Team B's prompts

*You've lost your glasses.*

*You've broken a cup.*

*You've touched something hot.*

*You've forgotten your watch.*

Feedback by adding up the points and declaring a winner.

Highlight good use of vocabulary and language.

Elicit correction of any mistakes.

## Homework

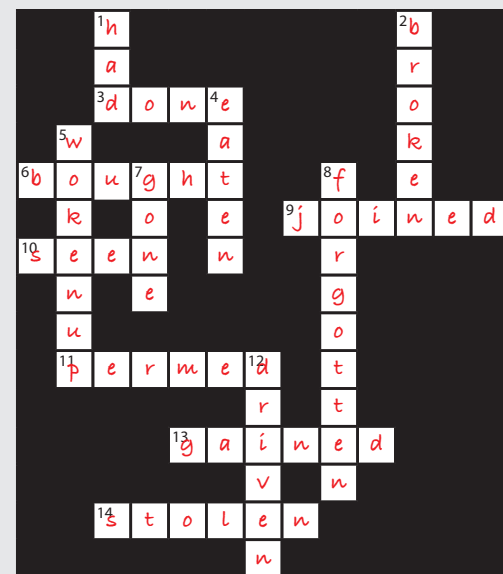
Highlight the homework reference at the bottom right of page 35 of the Student Book. Ask learners to turn to page 95.

Set Lesson 8 activities 1 and 2 for homework.

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

## Homework Answers

1



2

a) My husband's **taken** the car to work. It's not in the garage.

b) Look at all the glass on the ground. Someone's **broken** the window.

c) The box is empty! Someone's **eaten** all the doughnuts.

d) I think John's **done** the washing-up. All the dishes are clean.

e) I can't find my glasses. **Have** you **seen** them?

# 9 Special Offers

## Special Offers

**In this lesson** - Make a radio advertisement

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

**Grammar** - First conditional

**Examples:**

*If you buy one, you'll get one free.*

*If he doesn't try, he'll fail.*

*If she's late again, the boss won't be pleased.*

## Introduction

### 1

Tell learners the topic of the lesson – advertisements and advertising.

As a class, make a list of all the different places learners can think of where they can see or hear advertisements. Board the items, or designate learners to board items as they are suggested.

### 1 answers

*Accept any reasonable answers, but here are some suggestions:*

*On TV, on the radio, at the beginning of films, on the train, in your letterbox (junk mail), on T-shirts, in newspapers, etc.*

### 2a

Go over the instructions to check understanding. In pairs, learners ask and answer the questions. Monitor and assist as necessary, but stay in the background as much as possible.

### 2b

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

### 3

Go over the instructions and example to check understanding. In pairs, learners use the words from the box to complete the definitions. Monitor and assist as necessary.

Feedback as a class.

### 3 answers

a) Something a company makes to sell is called a **product**.

b) A **guarantee** is a promise by a company to repair or exchange a product that has a problem.

c) A **trial** is when you can try something for a short time before you buy it.

d) A **delivery** is when a company sends a product to your home or work.

e) When you pay for one product and the company gives you one more for free, you get **two for the price of one**.

f) If you buy something very good for a low price, you get a **bargain**.

# 9 Special Offers

## Introduction

**1** As a class, make a list of all the different places you can see or hear advertisements.

**2 a** Work with a partner. Ask and answer the questions below.

- 1 Do you ever buy things because of advertisements? What?
- 2 Are there any advertisements that make you laugh? Which ones? Why?
- 3 Are there any advertisements that make you angry? Which ones? Why?

**b** Tell the class about your partner's answers.

**3** Use the words from the box to complete the definitions below.

bargain	product
delivery	trial
guarantee	two for the price of one

- a Something a company makes to sell is called a product.
- b A \_\_\_\_\_ is a promise by a company to repair or exchange a product that has a problem.
- c A \_\_\_\_\_ is when you can try something for a short time before you buy it.
- d A \_\_\_\_\_ is when a company sends a product to your home or work.
- e When you pay for one product and the company gives you one more for free, you get \_\_\_\_\_.
- f If you buy something very good for a low price, you get a \_\_\_\_\_.



In this lesson: **Make a radio advertisement**  
Grammar: *First conditional*



### Reading

4 a Work with a partner. You are going to read advertisements for five different products. Before you read, look at the picture on each advertisement and guess what it is advertising.

example

A: I think advertisement 2 is for chocolates.  
B: Yes, expensive chocolates!

b Read the advertisements and check your ideas.



5 a Match the words in **Column A** with words in **Column B** to make sentences. Then write numbers in **Column C** to match each sentence with an advertisement.

Column A	Column B	Column C
If you buy this cereal,	delivery will be free.	
If you drink this,	you'll get a plastic dinosaur.	3
If you order online,	you won't be fat.	
If you use this,	you'll be fit.	
If you come here,	you can watch TV on the train.	

b Read the sentences in **activity 5a** again and underline the correct options to complete the statements below.

- The sentences in **activity 5a** talk about situations in **the present / the future**.
- The sentences in **activity 5a** describe **definitely true / possibly true** situations.

c Which products in **activity 4** are you interested in? Why?

Lesson 9 37

## Reading

### 4a

Direct learners to the advertisements and elicit / explain what they are (advertisements). Focus attention on *advertisement 2*, ask learners to refrain from reading it, but just look at the picture and the way it is designed.

Ask questions to elicit what learners can tell about the advertisement even before they read it: What do they think it is for (chocolates)? Are the chocolates for children or for adults? Do learners think they are cheap or expensive? You could even ask if learners think the advertisement is aimed at women or at men.

Have learners read the advertisement to check their ideas.

In pairs, learners look at the picture on each of the other advertisements (without reading the advertisements) and discuss what they may be advertising.

Feedback as a class. Accept any reasonable suggestions. You may like to board these for reference as learners read.

### 4b

Learners read the advertisements and check their ideas. Monitor and assist as necessary.

Feedback as a class.

### 4b answers

Answers will depend on the ideas that learners are checking, but the products advertised are as follows:

- 1) Manley Gym, a gym/sports centre (an advert that seems to be aimed at people over 50).
- 2) Choco l'amour, chocolates.
- 3) Sugar-coated fruity bombs, a children's breakfast cereal.
- 4) Mi-TV, a personal TV set you can wear and watch anywhere.
- 5) Weight off, a 'miracle' diet drink.

### 5a

Go over the instructions and example to check understanding. In pairs, learners match the words in **Column A** with words in **Column B** to make sentences, then write numbers to match each sentence with an advertisement.

Feedback as a class.

### 5a answers

Column A	Column B	Column C
If you buy this cereal,	delivery will be free.	2
If you drink this,	you'll get a plastic dinosaur.	3
If you order online,	you won't be fat.	5
If you use this,	you'll be fit.	1
If you come here,	you can watch TV on the train.	4

### 5b

Deal with these questions as a class. Have learners read the sentences in **activity 5a** again, elicit the answers, and underline the correct options to complete the statements in their books.

### 5b answers

- 1) The sentences in **activity 5a** talk about situations in **the future**.
- 2) The sentences in **activity 5a** describe **possibly true** situations.

### 5c

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

## Language Focus

Go over the explanations and examples with learners.

Technically, the 'will-part' of the sentence is known as the main clause. The 'if-part' is known as a conditional clause. You will be aware that the position of the clauses may be reversed in statements as well as questions, but it is probably best not to raise any of these points at this stage, unless asked by a learner.

## Practice

### 6a

Go over the instructions and the example to check understanding. Learners use the words in the parentheses to complete the phrases (clauses) on the left. Monitor and assist as necessary.

#### 6a answers

1. If we **don't leave** (not/leave) now,
2. If you're (be) hungry,
3. Will he **come** (come) to the party
4. If she **wants** (want) a bargain,
5. If Max **is** (be) late again,
6. How will they **get** (get) home
7. If the weather **doesn't improve** (not/improve),
8. If you **don't go** (not/go) to bed early,

### 6b

Learners match each phrase with words on the right to make first conditional sentences. Monitor and assist as necessary.

Feedback as a class.

#### 6b answers

- [6] if they miss the last train?  
 [5] his boss will sack him.  
 [1] we may miss our flight.  
 [7] the picnic will be cancelled.  
 [2] I'll make you a sandwich.  
 [8] you'll be tired tomorrow.  
 [3] if I invite him?  
 [4] she can try that discount shop.

## Language Focus

We can use the **first conditional** to talk about possible situations in the future.

**if + present simple // will + base form of the verb**

possible situation	result
If you <b>order</b> online, If you <b>drink</b> this, If you <b>don't order</b> now,	delivery <b>will be</b> free. you <b>won't be</b> fat. you'll <b>miss</b> a great offer.

We can replace **will** in the *result* part of the sentence with some other modals.

possible situation	result
If you <b>use</b> this product, If you <b>enter</b> our competition,	you <b>can watch</b> TV on the train. you <b>might win</b> a car.

In questions, we usually put the **will**-part of the sentence first.

If the **will**-part comes first, we don't use a comma between the two parts.

**will + base form of the verb // if + present simple**

possible situation	result
What will I get Will you give me a new product	if I order online? if there is a problem?

## Practice

6 a Use the words in parentheses in the correct form to complete the phrases on the left.

- |   |   |
|---|---|
| 1 If we <u>don't leave</u> (not/leave) now, | <input type="checkbox"/> if they miss the last train?         |
| 2 If you _____ (be) hungry,                 | <input type="checkbox"/> his boss will sack him.              |
| 3 Will he _____ (come) to the party         | <input checked="" type="checkbox"/> 1 we may miss our flight. |
| 4 If she _____ (want) a bargain,            | <input type="checkbox"/> the picnic will be cancelled.        |
| 5 If Max _____ (be) late again,             | <input type="checkbox"/> I'll make you a sandwich.            |
| 6 How will they _____ (get) home            | <input type="checkbox"/> you'll be tired tomorrow.            |
| 7 If the weather _____ (not/improve),       | <input type="checkbox"/> if I invite him?                     |
| 8 If you _____ (not/go) to bed early,       | <input type="checkbox"/> she can try that discount shop.      |

b Match each phrase with words on the right to make first conditional sentences.

38 Lesson 9

## Sounding Natural

### 7a

**Track 19** Learners listen for the difference between the /əʊ/ phoneme (in won't) and the /ɒ/ (in want), and underline the words they hear. You may want to model the difference between "want" and "won't" before starting this activity.

#### 7a answers

See CD script for Track 19.

### 7b

**Track 19** Learners listen again and copy the pronunciation.

## Sounding Natural

- 7 a** **Track 19** Listen. Underline the words you hear on each line.
- b** **Track 19** Listen again and copy the pronunciation.
- c** Take turns saying one phrase from each line in **activity 7a**. Can your classmates tell if the phrase is from **Column A** or **Column B**?

	Column A /əʊ/	Column B /ɒ/
1	I won't	I want
2	we won't	we want
3	they won't	they want
4	you won't	you want
5	I won't	I want
6	they won't	they want
7	we won't	we want
8	you won't	you want

## Time to Talk

Work with a partner. You are going to make a 30-second radio advertisement for one of the products in **activity 4**.

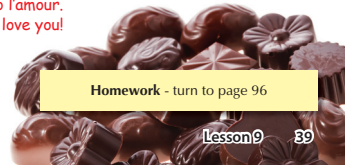
- 8 a** Choose a product from **activity 4** and use the table below to plan your advertisement.

product	Choco l'amour
good things that will happen if you buy it	Your wife will be happy. Your friend will love you.
bad things that may happen if you don't buy it	Your friend will be disappointed.
special offer (you can decide what these are)	If you order two boxes, we'll send you flowers.

- b** Decide what to say in the radio advertisement and write a script.

**example** Choco l'amour luxury chocolates - for the lady in your life.  
If you love her, you'll give her Choco l'amour.  
If you give her Choco l'amour, she'll love you!

- 9 a** Act out your advertisement for the class.  
**b** As a class, decide who made the best advertisement.



### Track 19 (page 87, Student Book) 0:54

- 1) I won't
- 2) we won't
- 3) they want
- 4) you want
- 5) I want
- 6) they won't
- 7) we want
- 8) you won't

### 7c

Do this as a class, at least initially, so that you can monitor pronunciation. Learners take turns choosing and saying a phrase from each line in **activity 7a**. The rest of the class says if the words are in **Column A** or **B**.

## Time to Talk

### 8a

Go over the instructions and examples to check understanding. Highlight the fact that the radio advertisement will be only 30 seconds long. You may like to first elicit some more possible ideas for Choco l'amour chocolates from the class as a whole (e.g. *If you don't buy the chocolates for your loved one, someone else may. If you buy them for her, she may share them with you*).

In pairs, learners choose a product from **activity 4** and use the table to plan their advertisements. Allow learners time to think and write, but set a time limit of say 3-4 minutes. Monitor and assist as necessary.

### 8b

In pairs, learners write a short script for their advertisements. They may also like to practise acting out their advertisements in preparation for the next activity. Monitor and assist as necessary.

### 9a

Learners act out their advertisements for the class. Monitor, but stay in the background as much as possible in this activity.

### 9b

As a class, decide who made the best advertisement.

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

## Homework

Highlight the homework reference at the bottom right of **page 39** of the Student Book. Ask learners to turn to **page 96**.

Set Lesson 9 **activities 1** and **2** for homework. Go over the example for **activity 1** to check understanding. Make sure learners understand what to do for **activity 2**.

## Homework Answers

### 1

- a) If she doesn't **study**, she'll **fail** her exams.
- b) If we **arrive** early we can **have** a coffee.
- c) I'll **lend** you my umbrella if it **rains**.
- d) He'll **get** fit if he **joins** a gym.
- e) If you don't **want** that sandwich, I'll **eat** it.
- f) If she **goes** to that party, she may **meet** someone nice.

### 2

Learner's own answers.

# 10 Café Society

## Café Society

**In this lesson** - Talk about the kind of café you like

**Core activities** - 2-5, 7-8

**Skills** - Extended speaking and vocabulary

### Warmer

Before the lesson, on separate pieces of paper, write pairs of a statement/question, with a matching response. Make sure that half of the class has a statement or question, and the other half has a response.

If there are an odd number of learners, write an extra response for one of the statements or questions.

e.g. **A** - "You're looking a bit tired today!"

**B** - "Yes, I know. The baby was crying all night."

**A** - "You haven't seen John, have you?"

**B** - "Yes, he was in the kitchen a few minutes ago."

Fold the strips and hand them out to the learners.

Give learners time to memorise their lines, then ask them to mingle and swap their sentences verbally to find their matching dialogue.

### Introduction

#### 1a

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

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

#### 1a answers

1. *espresso machine*, 2. *teabag*, 3. *French press*, 4. *teapot*, 5. *coffeemaker*, 6. *powder*

#### 1b

Ask learners which of the things in **activity 1a** are for brewing coffee and which are for brewing tea.

Feedback as a class.

#### 1b answers

**coffee:** *espresso machine, French press, coffeemaker*

**tea:** *teabag, teapot, powder*

#### 1c

Ask learners if they know any other ways to brew coffee or tea (for example Turkish coffee or chai tea).

# 10 Café Society

### Introduction

**1 a** Look at the different ways to brew coffee or tea below. Complete the words under the pictures with the correct vowels.



1 *espresso machine*



2 *tea bag*



3 *French press*



4 *teapot*



5 *coffeemaker*



6 *powder*

**b** Which of the things in **activity 1a** are for brewing coffee? Which are for brewing tea?  
**c** Do you know any other ways to brew coffee or tea?

**2 a** Match the coffee and tea expressions on the left with the meanings on the right.

1 white with sugar	<input type="checkbox"/> no caffeine
2 black	<input checked="" type="checkbox"/> with milk or cream and sugar
3 weak	<input type="checkbox"/> with no milk or cream
4 decaf	<input type="checkbox"/> a lot of taste
5 strong	<input type="checkbox"/> not much taste

**b** How do you take your coffee or tea?

**example** *I don't drink coffee, but I take my tea strong and black.*

#### 2a

Go over the instructions and example to check understanding. In pairs, learners match the expressions on the left with the meanings on the right. Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items. You may also like to introduce the expression *with lemon*.

#### 2a answers

**1** *white with sugar* - *with milk or cream and sugar*

**2** *black* - *with no milk or cream*

**3** *weak* - *not much taste*

**4** *decaf* - *no caffeine*

**5** *strong* - *a lot of taste*

#### 2b

Round off the activity by asking learners how they take their coffee or tea.





## Vocabulary

### 5

Go over the instructions and example and check learners know what to do. Learners write the adjectives from the box in the correct column. Let learners know that some adjectives can go in more than one column.

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

#### 5 suggested answers

*atmosphere* - **lively, quiet, relaxing, traditional**

*decor* - **modern, traditional, expensive, relaxing**

*location* - **convenient, expensive, lively, quiet, relaxing**

*staff* - **polite, young, skilful, lively**

*food and drink* - **delicious, expensive, reasonable, traditional**

### 6a-e

Go over the instructions and example and check learners know what to do. Learners complete the sentences with a heading from **activity 5**. Monitor and assist as necessary.

Feedback as a class.

#### 6a-e answers

a) This restaurant has a really nice **atmosphere**. It makes me feel comfortable and relaxed.

b) My favourite pub has a great selection of **food and drink** and the prices are reasonable.

c) I love the **decor** in this lobby. All the furniture and lights are very modern and cool.

d) That restaurant is in a great **location**. It's right next to the beach. It should be successful.

e) The **staff** in that café are really friendly and polite, and their baristas make the best lattes.

### Vocabulary

5 Write the adjectives from the box in the correct column below. Some adjectives can go in more than one column.

<b>convenient</b>	lively	quiet	skilful
delicious	modern	reasonable	traditional
expensive	polite	relaxing	young

atmosphere	decor	location	staff	food and drink
		convenient		

6 Complete the sentences with the headings in **activity 5**.

a This restaurant has a really nice atmosphere. It makes me feel comfortable and relaxed.

b My favourite pub has a great selection of \_\_\_\_\_, and the prices are reasonable.

c I love the \_\_\_\_\_ in this lobby. All the furniture and lights are very modern and cool.

d That restaurant is in a great \_\_\_\_\_. It's right next to the beach. It should be successful.

e The \_\_\_\_\_ in that café are really friendly and polite, and their baristas make the best lattes.

42 Lesson 10
Skills

## Memo

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# 11 She's More Talkative than Me

## She's More Talkative than Me

**In this lesson** - Compare yourself to someone you know

**Core activities** - 1, 3, 4, 6, 8

**Grammar** - **Comparatives adjectives** and **not as... as**

**Examples:**

*Tina is kinder than her sister.*

*Greg is lazier than his brother, Colin.*

*My sister is more talkative than me.*

*She's not as hard-working as Patricia.*

good → better

bad → worse

## Introduction

### 1a

Go over the instructions and example to check understanding. Learners number the boxes to match the adjectives on the left with their opposites on the right. Then ask learners which column has mostly positive meanings and which has mostly negative meanings (left mostly positive, right mostly negative).

Monitor and assist as necessary.

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

### 1a suggested answers

- |                |             |
|----------------|-------------|
| 1) pretty ✓    | (7) selfish |
| 2) smart ✓     | (6) quiet   |
| 3) outgoing ✓  | (4) rude ✓  |
| 4) polite      | (2) stupid  |
| 5) tidy        | (8) mean    |
| 6) talkative ✓ | (5) messy   |
| 7) considerate | (3) shy     |
| 8) kind        | (1) ugly    |

### 1b

Learners underline the correct option to complete the sentences.

Feedback as a class.

### 1b possible answers

- 1) Tom is really **stupid**. He didn't know he needed a passport to fly to America.
- 2) Mika gets nervous talking to new people because she's really **shy**.
- 3) A phone call to my sister always lasts so long because she's so **talkative**.

# 11 She's More Talkative than Me

## Introduction

**1 a** Write numbers to match the adjectives on the left with their opposites on the right. Which column has mostly positive meanings? Which has mostly negative meanings?

1	pretty	<input type="checkbox"/> selfish
2	smart	<input type="checkbox"/> quiet
3	outgoing	<input type="checkbox"/> rude
4	polite	<input type="checkbox"/> stupid
5	tidy	<input type="checkbox"/> mean
6	talkative	<input type="checkbox"/> messy
7	considerate	<input type="checkbox"/> shy
8	kind	<input checked="" type="checkbox"/> ugly

**b** Underline the correct option to complete the sentences below.

- 1 Tom is really smart / stupid. He didn't know he needed a passport to fly to America.
- 2 Mika gets nervous talking to new people because she's really outgoing / shy.
- 3 A phone call to my sister always lasts so long because she's so talkative / quiet.

**2 a** Work with a partner. Discuss the questions below.

- 1 Which adjectives in **activity 1a** describe your parents?
- 2 Which describe your best friend?

**b** Tell the class about your partner's parents and best friend.



### 2a

In pairs, learners use the adjectives in **activity 1a** to describe their parents and their best friend.

### 2b

Feedback as a class. Learners tell the class about their partner's parents and best friend.

In this lesson: Compare yourself to someone you know  
Grammar: *Comparative adjectives and not as... as*



### Listening

3 **Track 20** Listen to the conversation and tick (✓) the adjectives in **activity 1a** you hear.

4 a **Track 20** Listen again to the conversation between Stuart and Tony. Write **Patricia** or **Alison** in the correct places below.

very smart  ↑  ↓  not smart	very outgoing  ↑  ↓  not outgoing	very talkative  ↑  ↓  not talkative
Patricia _____	_____ _____	_____ _____

b Look at the lines in **activity 4a** and underline the correct option to complete the sentences below.

- 1 Patricia is **smarter than** / **not as smart** as Alison.
- 2 But Patricia's **more outgoing** / **not as outgoing** as Alison.
- 3 Alison is **more talkative** / **quieter** than Patricia.

5 Do you think Stuart will introduce his sister to Tony? Why or why not?

Lesson 11 45

## Listening

3

**Track 20** Learners listen to the conversation and tick the adjectives in **activity 1a** they hear.

**3 answers**

See **activity 1 answers**.

**Track 20** (page 87, Student Book) 1:01

**Tony** - Do you have any brothers or sisters, Stuart?

**Stuart** - Yeah. I've got two sisters, Patricia and Alison.

**Tony** - Which one is prettier?

**Stuart** - That's a bit of a rude question, isn't it?

**Tony** - I'm sorry. I was just joking.

**Stuart** - Actually Tony, they're both pretty.

**Tony** - Oh really? What are they like?

**Stuart** - Well, Patricia's smart - smarter than Alison. She always got top marks at school and poor Alison was always at the bottom of the class.

**Tony** - Oh yeah?

**Stuart** - Yeah. But Patricia's not as outgoing as Alison. Patricia usually stays home and reads. Alison is always going to parties and meeting friends. And, she's more talkative than Patricia.

**Tony** - Really?

**Stuart** - Oh yes - Alison's always chatting on the phone.

**Tony** - She sounds fun. Maybe you can introduce me?

**Stuart** - What? To my sister?

4a

**Track 20** Learners listen again to the conversation between Stuart and Tony and write **Patricia** or **Alison** in the correct places in the diagrams.

Feedback as a class.

### 4a answers

very smart	very outgoing	very talkative
<b>Patricia</b> <b>Alison</b>	<b>Alison</b> <b>Patricia</b>	<b>Alison</b> <b>Patricia</b>
not smart	not outgoing	not talkative

4b

Learners look at the lines in **activity 4a** and underline the correct option to complete the sentences.

Feedback as a class.

### 4b answers

- 1) Patricia is **smarter than** Alison.
- 2) But Patricia's **not as outgoing as** Alison.
- 3) Alison is **more talkative than** Patricia.

Note:

Depending on the level of the class, this activity can be done together with **activity 4a**.

5

Round off the activity by asking learners if they think Stuart will introduce his sister to Tony and why.



## Sounding Natural

7 a **Track 21** Listen to the sentences below and mark (●) the stressed words.

- 1 Ian is taller than Tommy.
- 2 Today isn't as cold as yesterday.
- 3 Marcos is older than Manny.

b **Track 21** Listen again and copy the pronunciation.

## Time to Talk

8 a Write your best friend's name below.

b Think about how you compare to your best friend. Then read the questions below and make a note of your answers.

1. Who is more talkative?
2. Which one of you is tidier?
3. Are you as hard-working as your best friend?
4. Who is kinder?
- 5.
- 6.

c Write two more questions to ask your partner.

9 a Work with a partner.

Ask and answer the questions in **activity 8**. Make a note of your partner's answers.

**example** A: Who is more talkative?  
B: I am. My friend Gina is a very quiet person.

b Tell the class about your partner's answers.

**example** Betty is more talkative than her friend Gina.

Homework - turn to page 97

Lesson 11 47

## Sounding Natural

### 7a

**Track 21** Play the CD. Learners listen to the sentences and mark the stressed words. Play the CD again if necessary.

### 7a answers

See CD script for Track 21 - answers in **bold**.

**Track 21** (page 88, Student Book) 0:26

- 1) Ian is **taller** than **Tommy**.
- 2) **Today** isn't as **cold** as **yesterday**.
- 3) **Marcos** is **older** than **Manny**.

### 7b

**Track 21** Play the CD. Listen again and copy the pronunciation.

## Time to Talk

### 8a

Write the name of your best friend on the board. Ask learners to do the same in their books.

### 8b

Explain to learners they're going to compare themselves to their best friend. Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

### 8c

Learners write two more questions and add them to the list of questions in **activity 8b**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

### 9a

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

### 9b

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

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

## Homework

Highlight the homework reference at the bottom right of **page 47** of the Student Book. Ask learners to turn to **page 97**.

Set Lesson 11 **activities 1** and **2** for homework.

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

## Homework Answers

### 1

a) Yesterday the temperature was only five degrees. Today it's ten degrees.

Today is **not as cold as yesterday**.

b) My brother weighs eighty-five kilograms and I weigh ninety kilograms.

I'm **heavier than my brother**.

c) Mark likes going to parties and meeting new people. Mary likes to stay home and read.

Mark is **more outgoing than Mary**.

d) My sister always says 'please' and 'thank you'. I never do.

I'm **not as polite as my sister**.

e) Melissa is very quiet. Tammy loves to chat.

Tammy is **more talkative than Melissa**.

### 2

Learner's own answers.

# 12 It Has the Best Cheesecake in Town

## It Has the Best Cheesecake in Town

**In this lesson** - Tell people about good places to go in your area

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

**Grammar** - Superlative adjectives

Examples:

*They make the tastiest breakfast in my area.*

*Paris is one of the most romantic cities in the world.*

## Introduction

### 1a

Go over the instructions and examples to check understanding. In pairs, learners write **S** or **D** next to each pair of adjectives to say if they have a similar (**S**) or different (**D**) meaning. Monitor and assist as necessary.

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

### 1a answers

<i>big</i>	<i>large</i>	<b>S</b>
<i>good</i>	<i>bad</i>	<b>D</b>
<i>fashionable</i>	<i>trendy</i>	<b>S</b>
<i>famous</i>	<i>well-known</i>	<b>S</b>
<i>exciting</i>	<i>boring</i>	<b>D</b>
<i>international</i>	<i>cosmopolitan</i>	<b>S</b>
<i>peaceful</i>	<i>lively</i>	<b>D</b>
<i>down-to-earth</i>	<i>romantic</i>	<b>D</b>

### 1b

Go over the instructions and example to check understanding. In pairs, learners underline the correct option to complete the sentences. Monitor and assist as necessary.

Feedback in pairs and then as a class.

### 1b suggested answers

- The place I live is really **boring** – there are no shops and nothing to do.*
- I know a really **lively** bar. There are always lots of customers laughing and chatting.*
- That shop has all the latest fashions – it's really **trendy**.*
- It's a very **well-known** museum – it's always on TV.*
- Low lights, soft music and candles on the tables – it's a really **romantic** little restaurant.*
- I live in a very **cosmopolitan** part of town – there are people and shops from all over the world.*

# 12 It Has the Best Cheesecake in Town

## Introduction

- 1 a** Work with a partner. Write **S** (similar) or **D** (different) next to the pairs of adjectives to say if they have a similar or different meaning.

1	big	large	<u>S</u>
2	good	bad	<u>D</u>
3	fashionable	trendy	___
4	famous	well-known	___
5	exciting	boring	___
6	international	cosmopolitan	___
7	peaceful	lively	___
8	down-to-earth	romantic	___

- b** Underline the correct option to complete the sentences.

- The place I live is really boring / famous. There are no shops and nothing to do.
  - I know a really lively / romantic bar. There are always lots of customers laughing and chatting.
  - That shop has all the latest fashions. It's really famous / trendy.
  - It's a very down-to-earth / well-known museum. It's always on TV.
  - Low lights, soft music and candles on the tables. It's a really international / romantic little restaurant.
  - I live in a very cosmopolitan / famous part of town. There are people and shops from all over the world.
- 2** Describe two places you know with adjectives from **activity 1**.  
*example The park near the station is very peaceful in the evening.*

## 2

As a class, have learners describe two places they know with adjectives from **activity 1**.

### 2 answers

Accept any reasonable answers.





In this lesson: **Tell people about good places to go in your area**  
Grammar: **Superlative adjectives**

## City Break Holidays



London is the largest, most cosmopolitan city in Europe and the most popular tourist destination in the world. Over 30 million people visit the city every year – it's easy to see why!

London has some of the most beautiful parks in the world, many excellent, free museums, and fantastic shopping. It also has some of the best theatres, but book in advance if you want to catch a show!



Paris is for lovers! Come to the most romantic city in the world for the most romantic holiday of your life. Take a boat trip down the Seine, climb the Eiffel Tower, and visit the Champs Elysees – the most fashionable street in the world.

When you want a rest, you can relax in a café and watch the world go by. You must try the crepes – the most delicious in the world.



Good times are guaranteed in the beautiful Mediterranean city of Barcelona! Barcelona is famous for its night markets. Barcelona has lots to offer in the day too. A fantastic beach, great architecture and, of course, the famous Las Ramblas street. With street performers, stalls and live music, Las Ramblas is the liveliest street in Spain.

### Reading

- 3 a** Look at the holiday brochure above. What cities are shown in the pictures?  
Read the brochure and check your ideas.

**b** Work with a partner.

Read the holiday brochure for weekend breaks to three famous European cities and find the answers to the questions below.

Underline the places in the brochure where you find the answers.

- 1 Why is London a good place to go if you like parks?
- 2 Why is London a good place for people who like going to the theatre?
- 3 Why is the Champs Elysees a good place to go if you are interested in clothes?
- 4 Why is Paris a good place to go if you like crepes?
- 5 Why is Barcelona a good place to go if you like nightlife?

**c** Read the brochure again and circle **YES** or **NO** to answer the questions below.

- 1 Is there a larger city in Europe than London? ..... **Yes** / **No**
- 2 Is there a more popular tourist destination than London? ..... **Yes** / **No**
- 3 Is there a more fashionable street than the Champs Elysees? ..... **Yes** / **No**
- 4 Is there a livelier street in Spain than Las Ramblas? ..... **Yes** / **No**

- 4** Which city break would you like to go on? Why?

Lesson 12 49

## Reading

### 3a

Draw attention to the holiday brochure and elicit what it is – direct attention to the pictures and ask if learners know which cities are shown. Take a few ideas and write these on the board.

Have learners read the brochure to check their ideas. Explain that learners don't have to read every word to do this. Set a time limit of one minute. Monitor and assist as necessary.

Feedback in pairs and then as a class.

#### 3a answers

From top to bottom – London, Paris, Barcelona

### Teaching Tip – Skim Reading

Skimming a text, also known as 'reading for gist' is where we cast our eyes over a text to get the main ideas – what kind of text it is (advertisement, article, etc.) and what it is about. It's the kind of reading we do when we flick through a magazine to decide what to read. Setting a time limit for learners to decide what a text is about and then match it to pictures or headlines is one way to train them in this skill.

### 3b

Go over the instructions and example to check understanding. In pairs, learners read the brochure again to find the answers to the questions and underline the places where they found the answers in the text. Monitor and assist as necessary.

Feedback in pairs and then as a class.

#### 3b answers

- 1) Why is London a good place to go if you like parks?  
- **It has some of the most beautiful parks in the world** (LONDON: para 2, sentence 1)
- 2) Why is London a good place for people who like going to the theatre?  
- **It also has some of the best theatre.** (LONDON: para 2, sentence 2)
- 3) Why is the Champs Elysees a good place to go if you are interested in clothes?  
- **It's the most fashionable street in world.** (PARIS: para 2, sentence 1)
- 4) Why is Paris a good place to go if you like crepes?  
**Paris has the most delicious crepes in the world.** (PARIS: para 3, sentence 2)
- 5) Why is Barcelona a good place to go if you like nightlife?  
- **It has the most exciting nightlife in Europe.** (BARCELONA: para 2, sentence 2)

### 3c

Go over the instructions and check understanding. In pairs, learners read the brochure again and circle **Yes** or **No** to answer the questions.

#### 3c answers

- 1) No
- 2) No
- 3) No
- 4) No

### 4

Take brief responses to the question as a way to round off the listening section.



## Sounding Natural

7 a Track 22 Listen. How do we say the underlined words when we speak naturally?

- 1 It was one of the happiest days of my life.
- 2 It's one of the most beautiful parks in my area.
- 3 They make some of the most delicious fish and chips in town.

b Track 22 Listen again and copy the pronunciation.

## Time to Talk

8 a Work with a partner.

Think of **three** places in your town that you can recommend to visitors. Use the table below to make notes about the places and why you recommend them. Try to use at least one superlative for each place.

place: Marwood's Café	place:	place:
Why you recommend it: best cheesecake in town friendliest staff	Why you recommend it:	Why you recommend it:

b Change partners.

Tell your new partner about the places you want to recommend. Ask questions to get more information.

example A: I recommended Marwood's Café, near the park.  
It has the best cheesecake in town.  
B: Is it cheap?  
A: No, but it's delicious.

c Tell the class about the places you talked about. Did anyone choose the same place to recommend?



Homework - turn to page 98

Lesson 12 51

## Time to Talk

### 8a

Go over the instructions and example to check understanding. Highlight the fact that learners should use at least one superlative for each place they recommend. You may like to model this activity briefly by making notes on the board about a place you would recommend.

In pairs, learners think of three places in their town that they can recommend to visitors and make notes in the tables in their books. Monitor and assist as necessary. Ensure both learners in the pairs are making notes – they will need these for the next activity.

### 8b

Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information.

Learners change partners and tell their new partner about the places they want to recommend. Monitor, but stay in the background as much as possible during this activity.

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

## 8c

Feedback. Learners tell the class about the places their partner recommended.

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

### Teaching Tip - Monitoring and Error Correction

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

After the activity, write on the board an incorrect and correct sentence you heard. Elicit which is correct, which incorrect, as well as how to correct the mistake.

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

## Homework

Highlight the homework reference at the bottom right of **page 51** of the Student Book. Ask learners to turn to **page 98**.

Set Lesson 12 **activities 1** and **2** for homework.

Go over the examples for each activity and make sure learners understand what to do.

## Homework Answers

1

bad	worst
expensive	most expensive
famous	most famous
pretty	prettiest
tall	tallest
trendy	trendiest

2

a) Visit the Tokyo Sky Tree – it's **one of the tallest** buildings in the world.

b) All the young people go there – it's **one of the trendiest** clubs in town.

c) The Louvre has **some of the most famous** art in Europe.

d) Take a lot of money – London is **one of the most expensive** cities you can visit.

e) You need a lot of energy for Las Vegas – it's **one of the liveliest** places in America.

f) I won't go back to that café – they had **some of the worst** cakes I've tasted.

g) She likes that shop because it sells **some of the prettiest** dresses in town.

# 13 On the Underground

## On the Underground

**In this lesson** - Give someone directions on the trains

**Core activities** - 3-4, 6, 9

**Function** - Asking for and giving directions on trains

## Introduction

### 1a

In pairs, learners discuss the questions in the activity.

### 1b

Learners tell the class about their partners.

### 2

Learners complete the paragraph about things you do at the underground station with the words from the box.

### 2 answers

When you arrive at the station, check how many **stops** to your destination on the **map**. Buy your ticket from the **ticket machine**, and then go through the **ticket barrier**. Finally, wait on the **platform** for your train to arrive.

# 13 On the Underground



## Introduction

**1 a** Work with a partner. Discuss the questions below.

- 1 How much time do you spend on the underground a week?
- 2 Do you enjoy riding on the underground? Why or why not?

**b** Tell the class about your partner's answers.

**2** Complete the paragraph below about things you do at the underground station with the words from the box.

map   platform   stops   ticket barrier   ticket machine

When you arrive at the station, check how many **stops** to your destination on the \_\_\_\_\_ . Buy your ticket from the \_\_\_\_\_ , and then go through the \_\_\_\_\_ . Finally, wait on the \_\_\_\_\_ for your train to arrive.

## Listening

### 3a-c

Go over the instructions and example to check understanding. Learners look at the map and answer the questions in the activity.

Feedback as a class.

### 3 answers

- a) Northern Line
- b) seven
- c) green

Note:

You may like to do this activity as a race. The first learner or team to answer all three questions is the winner.

### 4a

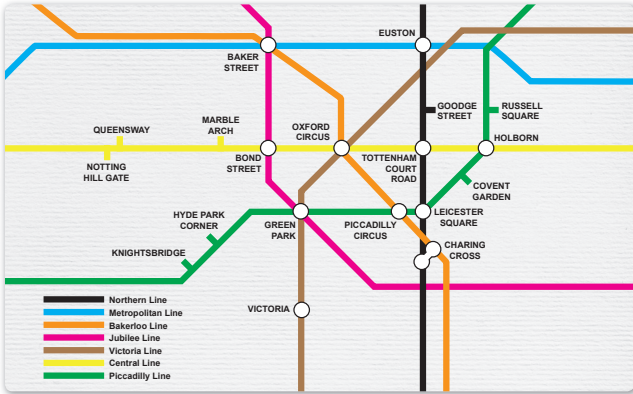
**Track 23** **Track 24** **Track 25** Go over the instructions and example to check understanding. Play the CD tracks. Learners listen to the three conversations at Oxford Circus Station and circle the names of the stations on the map the people want to go to. Feedback as a class.

In this lesson: Give someone directions on the trains  
Function: Asking for and giving directions on trains

## Listening

3 Look at the map below and answer the following questions.

- What line is Goodge Street on?
- How many stops can you see on the Central Line?
- What colour is the Piccadilly Line?



4 a  Track 23  Track 24  Track 25 Listen to the three conversations at Oxford Circus Station and circle the names of the stations on the map the people want to go to.

b Look at where each person in **activity 4a** wants to go to on the map above. Underline the correct options below to complete the directions from Oxford Circus Station.

- Goodge Street? Take an eastbound train on the **Bakerloo Line / Central Line** and change at **Tottenham Court Road / Holborn**. Then take the Northern Line.
- Notting Hill Gate is the **first / fourth** stop on the **Bakerloo Line / Central Line**. That's the westbound platform.
- Take the southbound train on the **Bakerloo Line / Victoria Line** and change at Green Park, and then take the westbound train on the **Piccadilly Line / Jubilee Line**. Hyde Park Corner is the **first / second** stop.

c  Track 23  Track 24  Track 25 Listen again and check your answers.

Lesson 13 53

### 4a answers

conversation one: **Goodge Street**  
conversation two: **Notting Hill Gate**  
conversation three: **Hyde Park Corner**

**Track 23** (page 88, Student Book) 0:47

### Conversation 1

**Tourist** - Excuse me. What's the best way to get to Goodge Street?

**Conductor** - Goodge Street? Take an eastbound train on the Central Line and change at Tottenham Court Road. Then take the Northern Line.

**Tourist** - OK. So I take the Central Line and change at Tottenham Court Road, and then take the Northern Line?

**Conductor** - Yes, that's right. Goodge Street is just one stop north of Tottenham Court Road.

**Tourist** - One stop. Got it. Thank you very much.

**Track 24** (page 88, Student Book) 0:34

### Conversation 2

**Tourist** - Excuse me. Does this train go to Notting Hill Gate?

**Conductor** - No. You're on the wrong platform, madam.

**Tourist** - Oh, really?

**Conductor** - Notting Hill Gate is the fourth stop on the Central Line. That's the westbound platform.

**Tourist** - So I want a Central Line westbound train?

**Conductor** - Yeah. It's just past Queensway.

**Tourist** - Thanks for your help.

**Track 25** (page 88, Student Book) 0:44

### Conversation 3

**Tourist** - Excuse me, how do I get to Hyde Park Corner from here?

**Conductor** - Let's see... take the southbound train on the Victoria Line and change at Green Park, and then take the westbound train on the Piccadilly Line. Hyde Park Corner is the first stop.

**Tourist** - Sorry, was that the southbound train on the Victoria Line and change at Green Park?

**Conductor** - Yes, it's the first stop after Green Park.

**Tourist** - Thank you.

## 4b

Go over the instructions and example to check understanding. Learners look at where the people want to go to in **activity 4a** on the map, and underline the correct options to complete the directions from Oxford Circus Station.

Learners will listen to check their answers in **activity 4c**.

### 4b answers

- Goodge Street? Take an eastbound train on the **Central Line** and change at **Tottenham Court Road**. Then take the Northern Line.
- Notting Hill Gate is on the **fourth** stop on the **Central Line**. That's the westbound platform.
- Take the southbound train on the **Victoria Line** and change at Green Park, and then take the westbound train on the **Piccadilly Line**. Hyde Park Corner is the **first** stop.

## 4c

Track 23  Track 24  Track 25 Play the CD tracks again. Learners listen again and check their answers.

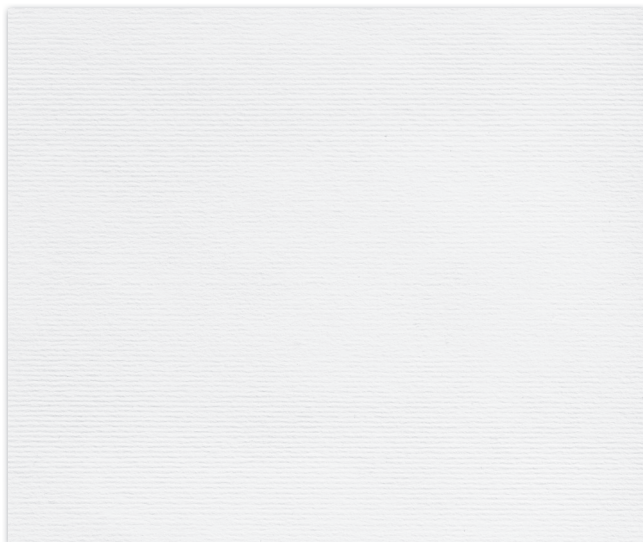


## Sounding Natural

- 6 a** **Track 28** What happens to the underlined parts of the sentences when we speak naturally?
- 1 Take the eastbound train.
  - 2 Take the westbound train.
- b** **Track 28** Listen again and copy the pronunciation.
- 7 a** **Track 29** Listen. Circle the underlined part of the sentence that is silent.
- 1 Take the northbound train.
  - 2 Take the southbound train.
- b** **Track 29** Listen again and copy the pronunciation.

## Time to Talk

- 8 a** Work on your own. Think of a place you often go to by train from your home station. Draw the train route you take from your house below.



- b** Work with a partner. Show your partner the map you drew. Use the map to explain your train route. Decide who has the hardest journey.

**example** I take the Orange Line from Vendome Station and change at Lionel-Groulx, then I go three stops on the Green Line to Peel Station. That's where I work.

Homework - turn to page 99

Lesson 13 55

## 7a answers

1. Take the northbound train.
2. Take the southbound train.

**Track 29** (page 88, Student Book) 0:18

- 1) Take the northbound train.
- 2) Take the southbound train.

## 7b

**Track 29** Learners listen again and copy the pronunciation. Drill chorally then individually.

## 8a

Go over the instructions and check understanding. Model the activity by drawing a map of how you get from your home station to work on the board, and use this to give brief instructions on how to make the journey. You may find it useful here to teach any additional phrases learners may need (e.g. *take the express train*).

Set a time limit of, say, two minutes and assure learners that a rough sketch will be sufficient.

Learners work independently to draw a map of how they get from their home station to a place they go to often by train.

## 8b

In pairs, learners show their partners the maps they drew and use these maps to explain how they travel from their home station to a place they go to often by train. Monitor, but stay in the background as much as possible for this activity. Note good use of vocabulary and language, and any mistakes.

Feedback. Ask each pair who has the hardest journey.

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

## Sounding Natural

### 6a

**Track 28** Play the CD. Learners listen for what happens to the underlined parts of the sentences when we speak naturally.

### 7a answers

The underlined parts are omitted. This is an example of elision.

**Track 28** (page 88, Student Book) 0:18

- 1) Take the eastbound train.
- 2) Take the westbound train.

### 6b

**Track 28** Play the CD again. Learners listen again and copy the pronunciation. Drill chorally, then individually.

### 7a

**Track 29** Learners listen and circle the underlined part of the sentence that is silent.

## Homework

Highlight the homework reference at the bottom right of **page 55** of the Student Book. Ask learners to turn to **page 99**.

Set Lesson 13 **activities 1** and **2** for homework. Go over the examples and check learners understand what to do.

## Homework Answers

1

- a) Charing Cross
- b) Baker Street
- c) Knightsbridge
- d) Leicester Square

2

- a) Learner's own answers.
- b) Learner's own answers.

# 14 Opinions

## Opinions

**In this lesson** - Guess who is lying about their opinions

**Core activities** - 1-2, 4-5, 7

**Function** - Asking for and giving opinions

## Introduction

### 1a

Direct attention to the boy and girl on the page. Elicit what they are wearing (school uniforms).

Direct attention to **activity 1**. Go over the instructions and check understanding. You may like to briefly give answers for yourself to the questions.

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

### 1b

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

## Listening

### 2a

Go over the instructions and example to check understanding.

Ask learners to look at the people in the pictures and speculate on what each is likely to say on the topic of school uniforms.

Track 30  Track 31  Track 32  Track 33

Track 34  Track 35 Learners listen and tick the correct option under each picture to say if the person thinks school uniforms are a good or bad idea. You may like to take feedback after the first dialogue to check once more that learners understand what to do. Feedback in pairs and then as a class.

### 2a answers

A good idea; B bad idea; C good idea; D bad idea; E bad idea; F good idea

### Teaching Tip - Listening for Main Ideas

This is also called 'gist listening'. It is the kind of listening we do when we listen to 'get the drift' of what someone is saying. Encourage learners to develop this essential listening skill by explaining that they don't have to understand every word to get a picture of what someone is saying. One way to prepare listeners at lower levels for a gist listening task is by using pictures of speakers and eliciting the kind of things they are likely to say about a particular topic. Learners can then listen to check their ideas.

# 14 Opinions



### Introduction

- 1 a** Work with a partner. Ask and answer the questions below.
- 1 Did you wear a school uniform when you were at school?
  - 2 If you wore a uniform, did you like it? Did you change it in any way?
  - 3 If you didn't wear a uniform, what did you wear?
- b** Tell the class about your partner's answers.

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### 2b

Go over the instructions and example to check understanding.

You may like to deal with the first dialogue together as a class.

In pairs, learners underline the correct options to complete the dialogues, then write numbers to match each picture with a dialogue. Monitor and assist as necessary.

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

### 2b answers

See 2c answers.

### 2c

Track 30  Track 31  Track 32  Track 33

Track 34  Track 35 Learners listen to check their answers to **activity 2b**.

Feedback in pairs and then as a class.



In this lesson: **Guess who is lying about their opinions**  
 Function: *Asking for and giving opinions*

### Listening

**2 a** We asked six people for their opinion about school uniforms.

- Track 30 Track 31 Track 32  
 Track 33 Track 34 Track 35

Listen and tick (✓) the correct option under each picture to say if the person thinks school uniforms are a good or bad idea.

 good idea <input checked="" type="checkbox"/> bad idea <input type="checkbox"/>	 good idea <input type="checkbox"/> bad idea <input type="checkbox"/>	 good idea <input type="checkbox"/> bad idea <input type="checkbox"/>
 good idea <input type="checkbox"/> bad idea <input type="checkbox"/>	 good idea <input type="checkbox"/> bad idea <input type="checkbox"/>	 good idea <input type="checkbox"/> bad idea <input type="checkbox"/>

**b** Work with a partner.

Underline the correct options to complete the dialogues below, and then write letters to match each picture with a dialogue.

- 1 A: What's your opinion on school uniforms?  
 B: Personally, I think that they're a bad idea / a good idea. I wore a uniform at school, and I hated it! **Picture E**
- 2 A: Do you think that wearing school uniforms is a good idea / thought?  
 B: Yes. I like my uniform. I think it's pretty. **Picture A**
- 3 A: How do you feel / think about school uniforms?  
 B: I think they're all right. I wear a suit to the office. It's not so different. **Picture C**
- 4 A: What do you think about / on wearing school uniforms?  
 B: In my opinion / thought, they're stupid. I want to wear my own clothes. **Picture B**
- 5 A: Do you think that school uniforms are a good idea?  
 B: **Yes, definitely** / No, not at all. I think that the children look so nice in them. **Picture F**
- 6 A: Do you agree that school uniforms are a good idea?  
 B: **I'm not so sure** / Yes, definitely. They're expensive and uncomfortable. Kids can't relax.  
**Picture D**

- c Track 30 Track 31 Track 32 Track 33 Track 34 Track 35  
 Listen again and check your answers.

**3** Which person in activity 2 do you agree with the most?

Lesson 14 57

### 2c answers

- 1) **A** - What's your opinion on school uniforms?  
**B** - Personally, I think that they're a bad idea / a good idea. I wore a uniform at school and I hated it! **Picture E**
- 2) **A** - Do you think that wearing school uniforms is a good idea / thought?  
**B** - Yes. I like my uniform. I think it's pretty. **Picture A**
- 3) **A** - How do you feel / think about school uniforms?  
**B** - I think they're all right. I wear a suit to the office. It's not so different. **Picture C**
- 4) **A** - What do you think about / on wearing school uniforms?  
**B** - In my opinion / thought... they're stupid. I want to wear my own clothes. **Picture B**
- 5) **A** - Do you think that school uniforms are a good idea?  
**B** - Yes, definitely / No, not at all. I think that the children look so nice in them. **Picture F**
- 6) **A** - Do you agree that school uniforms are a good idea?  
**B** - I'm not so sure / Yes, definitely. They're expensive and uncomfortable. Kids can't relax. **Picture D**

**Track 30** (page 88, Student Book) 0:17

A

**A** - Do you think that wearing school uniforms is a good idea?

**B** - Yes. I like my uniform. I think it's pretty.

**Track 31** (page 88, Student Book) 0:17

B

**A** - What do you think about wearing school uniforms?

**B** - In my opinion... they're stupid. I want to wear my own clothes.

**Track 32** (page 88, Student Book) 0:17

C

**A** - How do you feel about school uniforms?

**B** - I think they're all right. I wear a suit to the office. It's not so different.

**Track 33** (page 88, Student Book) 0:18

D

**A** - Do you agree that school uniforms are a good idea?

**B** - I'm not so sure. They're expensive and uncomfortable. Kids can't relax.

**Track 34** (page 88, Student Book) 0:17

E

**A** - What's your opinion on school uniforms?

**B** - Personally, I think that they're a bad idea. I wore a uniform at school and I hated it!

**Track 35** (page 88, Student Book) 0:17

F

**A** - Do you think that school uniforms are a good idea?

**B** - Yes, definitely. I think that the children look so nice in them.

**3**

Take brief responses to the question as a way to round off the listening section.

## Language Focus

Go over the explanations and examples with learners. Highlight the fact that we do **not** use *how* with *think* when we ask about opinions.

### 4

Draw attention to the phrases for agreeing and disagreeing in the box. Have learners, in pairs, use them to complete the diagram in their books. Monitor and assist as necessary.

Feedback as a class.

### Alternative procedure

You may like to draw the diagram on the board and have learners come up to complete it, before making a record of the correct answers in their books.

### 4 answers

Yes, definitely.	stronger
Yes.	↑
I suppose so.	agree
I'm not (so) sure.	disagree
No, not at all.	↓
No, I completely disagree.	stronger

## Practice

### 5a

Go over the instructions and example to check understanding. In pairs, learners write letters to match two of the responses to each of the questions. Feedback as a class.

### 5a answers

- 1) What's your opinion on designer clothes? **a, d**
- 2) How do you feel about people kissing on the street? **c, h**
- 3) What do you think about politicians? **b, i**
- 4) Do you agree that summer is the best time of year? **g, j**
- 5) Do you think that living in the country is a good idea? **e, f**

### 5b

Learners tell their partner which of the responses are closest to their own opinions. Feedback briefly as a class. Learners tell the class about their partners.

## Language Focus

### Asking for someone's opinion

Open questions

what/how phrase + **noun**  
-ing form of the verb

**What's your opinion on theme parks?**  
**What do you think about eating** meat?  
**How do you feel about children** smoking?

Be careful:

We do **not** use *how* with *think* when we ask about opinions.

- ✓ What do you think about school uniforms?
- ✓ How do you feel about school uniforms?
- ✗ How do you think about school uniforms?

Yes/No questions

**Do you agree that** women are smarter than men?  
**Do you think that** doing exercise is a good idea?

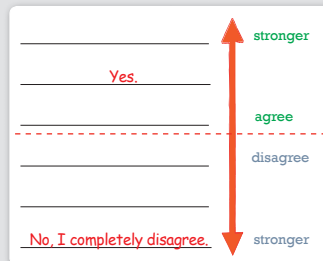
Giving an opinion

**In my opinion**, school uniforms are a great idea.  
**I think that** young people are very polite.  
**Personally, I think that** eating meat is bad for you.

Agreeing and disagreeing

- 4 Use the expressions for **agreeing** and **disagreeing** from the box to complete the diagram below.

I suppose so. **Yes.**  
I'm not (so) sure. No, not at all.  
**No, I completely disagree.** Yes, definitely.



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## Practice

- 5 a Work with a partner. Write letters to match two of the responses below to each of the following questions.
- 1 What's your opinion on designer clothes?  
a
  - 2 How do you feel about people kissing on the street? \_\_\_\_\_
  - 3 What do you think about politicians?  
\_\_\_\_\_
  - 4 Do you agree that summer is the best time of year? \_\_\_\_\_
  - 5 Do you think that living in the country is a good idea? \_\_\_\_\_

### The responses:

- a Personally, I love wearing them.
- b In my opinion, they get too much money.
- c Personally, I think it's very romantic.
- d I think that they are too expensive.
- e No, not at all. There are no shops, and there's nothing to do.
- f I suppose so. The city is quite dirty.
- g Yes, definitely. I love hot weather.
- h In my opinion, it's rude.
- i I think that they do a great job.
- j No, I completely disagree. I like the spring.

- b Tell your partner which of the responses are closest to your own opinions.



## Sounding Natural

### 6a

Go over the instructions to check understanding.

- Track 36 Learners listen and mark the stressed word in the underlined part of each sentence.

Feedback in pairs and then as a class.

### 7a answers

- 1) What's your **opinion** on designer clothes?
- 2) How do you **feel** about people kissing on the street?
- 3) What do you **think** about politicians?

Track 36 (page 88, Student Book) 0:28

- 1) What's your opinion on designer clothes?
- 2) How do you feel about people kissing on the street?
- 3) What do you think about politicians?

### 6b

Track 36 Learners listen again and copy the pronunciation. This would be a good opportunity for a substitution drill.

## Sounding Natural

6 a Track 36 Listen. Mark (●) the stressed word in the underlined part of each sentence below.

- 1 What's your opinion on designer clothes?
- 2 How do you feel about people kissing on the street?
- 3 What do you think about politicians?

b Track 36 Listen again and copy the pronunciation.

## Time to Talk

7 a Work on your own.

Make a note of your opinions on the questions below. Three opinions must be *true*, and two opinions must be *false*. You choose which ones.

1. Do you agree that steak is tastier than fish?
2. How do you feel about gambling?
3. What's your opinion on young people?
4. Do you think that giving food to cats in the park is a good idea?
5. What do you think about black and white films?

b Work with a partner. Ask and answer the questions in **activity 7a**.

**example** A: Do you agree that steak is tastier than fish?  
B: Yes, definitely. How about you?  
A: I'm not so sure. Personally, I love tuna. Why do you like steak?

Listen to your partner and make a note of their answers.

c Tell the class about your partner's answers. Say which opinions you think were *not true*.

**example** Jem said steak is tastier than fish, but I think he really likes fish.

Homework - turn to page 99

Lesson 14 59

## Teaching Tip – Substitution Drill

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

**Teacher** - "boys wearing makeup"

**Learner** - "What's your opinion on boys wearing makeup?"

**Teacher** - "black and white movies"

**Learner** - "What's your opinion on black and white movies?"

Etc.

## Time to Talk

### 7a

Explain to learners that they are going to lie about their opinions.

Model the activity: choose two of the topics and give your own real opinion on one, and lie about what you think about the other. Ask learners to guess which opinion you expressed is genuinely yours.

Go over the instructions and check understanding. Make sure that learners understand that they should decide for themselves which two questions they will lie about.

### Alternative procedure

With less confident learners, you may like to indicate to learners which questions to lie about – by passing them slips of paper with numbers written on, for example.

Learners work independently to read the questions. They then make a note of their true opinions for three of the questions and their false opinions for the other two. Monitor and assist as necessary.

### 7b

Go over the instructions and example to check understanding. Highlight the fact that learners should make a note of their partner's answers.

In pairs, learners ask and answer the questions in **activity 7a**.

Monitor, but stay in the background as much as possible during this activity. Note good use of vocabulary and language, and any mistakes.

### 7c

Feedback. Learners tell the class about their partner's answers. Ask learners to guess which opinions of their partners were not genuine. Ask partners to confirm or deny the guesses.

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

## Homework

Highlight the homework reference at the bottom right of **page 59** of the Student Book. Ask learners to turn to **page 99**.

Set Lesson 14 **activities 1** and **2** for homework.

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

## Homework Answers

### 1

- a) What do you think **about** reading books in English?
- b) Do you agree **that** studying grammar is more important than speaking?
- c) How do you **feel** about making mistakes in English?  
**What** do you think about making mistakes in English?
- d) Do you think that vocabulary books are a good **idea**?
- e) What's your opinion on **talking** in English with other learners?

### 2

Learner's own answers.

## 15 Movie Night

**Movie Night**

**In this lesson** - Talk about watching films

**Core activities** - 1-4a, 6-7

**Skills** - Extended speaking and vocabulary

**Warmer**

Write the following questions on the board:

*What was the name of the show?*

*What was it about?*

*Who was in it?*

*How was it?*

In pairs, learners discuss the questions about the last TV programme they watched.

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

**Introduction****1a**

Go over the instructions and example to check understanding. Learners cross out the word that doesn't go with the one on the right.

Feedback as a class.

**1a answers**

- 1) ~~wide~~ / healthy / cheap **snacks**
- 2) not much / plenty of / ~~close~~ **legroom**
- 3) wide / ~~long~~ / high-definition **screen**
- 4) cheap / high-quality / ~~comfortable~~ **sound system**
- 5) art / ~~close~~ / commercial **film**
- 6) ~~tasty~~ / expensive / comfortable **seat**

**1b**

Go over the instructions and example to check understanding. Learners complete the sentences with the words from **activity 1a**.

Feedback as a class.

**1b possible answers**

- 1) I hope you have a **comfortable** seat because it's a long film. You'll be sitting for a long time.
- 2) I like **art** films by Bergman or Fellini. I don't like those expensive Hollywood films.
- 3) Our old TV was terrible but now the new TV has a **high-definition** screen, so the picture is really clear.
- 4) My girlfriend only allows me to eat celery, carrots, and **healthy** snacks like that.
- 5) I'm very tall, so I don't like watching films at the cinema because there's **not much** legroom.
- 6) I couldn't enjoy the film because of the **cheap** sound system. I couldn't hear anything.

## 15 Movie Night

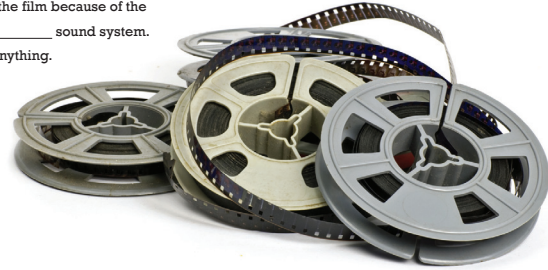
**Introduction**

**1 a** Cross out the word that doesn't go with the one on the right.

1	<del>wide</del> / healthy / cheap	snacks
2	not much / plenty of / <del>close</del>	legroom
3	wide / <del>long</del> / high-definition	screen
4	cheap / high-quality / <del>comfortable</del>	sound system
5	art / <del>close</del> / commercial	film
6	<del>tasty</del> / expensive / comfortable	seat

**b** Complete the sentences with words from **activity 1a**.

- 1 I hope you have a comfortable seat because it's a long film. You'll be sitting for a long time.
- 2 I like \_\_\_\_\_ films by Bergman or Fellini. I don't like those expensive Hollywood films.
- 3 Our old TV was terrible, but now the new TV has a \_\_\_\_\_ screen, so the picture is really clear.
- 4 My mum only allows me to eat celery, carrots, and \_\_\_\_\_ snacks like that.
- 5 I'm very tall, so I don't like watching films at the cinema because there's \_\_\_\_\_ legroom.
- 6 I couldn't enjoy the film because of the \_\_\_\_\_ sound system.  
I couldn't hear anything.





## Vocabulary

### 4a

Go over the instructions and check learners know what to do. Learners match the pictures with the words from the box.

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

#### 4a answers

- 1) horror
- 2) comedy
- 3) science fiction
- 4) action
- 5) animated
- 6) western

#### Extension

Ask learners if they can think of any more types of films.

#### Suggested answers

*thriller, suspense, documentary, romance*

### 4b

Go over the instructions and example to check learners know what to do. In pairs, learners think of an example for each type of film in **activity 4a**.

Feedback as a class.

#### 4b answers

*Learner's own answers.*

### 4c

Learners share their ideas with the class. Elicit some favourites of each type from learners.

### 5

Go over the instructions and example to check learners know what to do. Learners match the words with the definitions on the right.

#### 5 answers

*The person who tells the actors what to do. e director*

*Words at the bottom of the screen to help people understand what the actors are saying. c subtitles*

*Actors' voices replaced with other voices speaking a different language. d dubbed*



*An article that describes how good or bad a film is. f review*

*The main actor or actress in a film. b star*

*A person who writes articles about how good or bad a film is. a film critic*

### Vocabulary

**4 a** Match the types of films from the box with the pictures below.

action	comedy	science fiction
animated	horror	western
		
1 <span style="color: red;">horror</span>	2	3
		
4	5	6

**b** Work with a partner. Think of an example for each type of film in **activity 4a**.

1 Dracula      2 \_\_\_\_\_      3 \_\_\_\_\_  
 4 \_\_\_\_\_      5 \_\_\_\_\_      6 \_\_\_\_\_

**c** Share your ideas with the class.

**5** Match the words with the definitions on the right.

a film critic	<input type="checkbox"/> The person who tells the actors what to do
b star	<input type="checkbox"/> Words at the bottom of the screen to help people understand what the actors are saying
c subtitles	<input type="checkbox"/> Actors' voices replaced with other voices speaking a different language
d dubbed	<input type="checkbox"/> An article that describes how good or bad a film is
e director	<input type="checkbox"/> The main actor or actress in a film
f review	<input checked="" type="checkbox"/> A person who writes articles about how good or bad a film is

**Time to Talk 2**

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

1. What was the last film you saw? Who was it directed by?
2. Do you prefer watching films at home or at the cinema? Why?
3. Do you read film reviews?
4. Do you prefer foreign films that are dubbed or with subtitles?
- 5.
- 6.

b Write two more questions about watching films and add them to the list in **activity 6a**.

7 a Work with a partner.  
Ask and answer the questions in **activity 6**.

**example** A: What was the last film you saw?  
B: It was *Star Wars*.

b Tell the class about your partner's answers.  
**example** The last film Allan saw was *Star Wars*.

Homework - turn to page 100

**Skills** Lesson 15 63

## 7b

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

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

## Homework

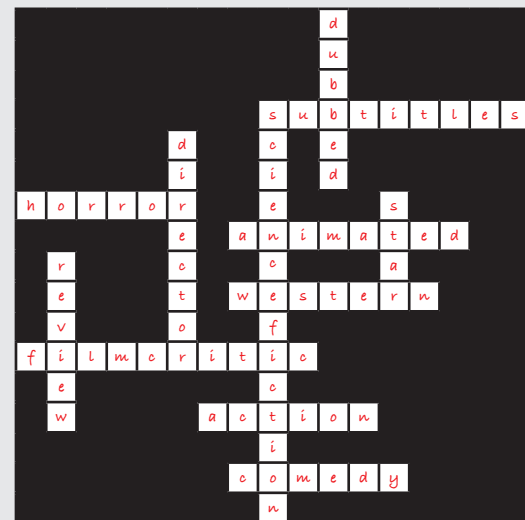
Highlight the homework reference at the bottom right of **page 63** of the Student Book. Ask learners to turn to **page 100**.

Set Lesson 15 **activities 1** and **2** for homework.

Go over the examples in **activities 1** and **2** and check learners understand what to do.

## Homework Answers

1



2

Learner's own answers.

## Time to Talk 2

### 6a

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

### 6b

Learners write two more questions and add them to the list of questions in **activity 6a**. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

### 7a

In pairs, learners ask and answer the questions on their lists in **activity 6**. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

# 16 Imagine

## Imagine

**In this lesson** - Plan a dream dinner party

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

**Grammar** - Second conditional

**Examples:**

*If that bag wasn't so expensive, I'd buy it.*

*I'd study Spanish if I had the time.*

*If you could have one wish, what would it be?*

## Introduction

### 1a

Direct attention to the pictures on the page, and elicit what one or two of them show.

Go over the instructions and example to check understanding. In pairs, learners write letters to match the different kinds of gambling with the pictures. Monitor and assist as necessary.

Feedback as a class.

**1a answers** (clockwise from top left)

4 roulette 3 the lottery 6 slot machines 5 scratch cards  
1 the football pools 2 horses

### 1b

Go over the instructions and example to check understanding. Highlight the fact that sometimes more than one word is possible.

In pairs, learners cross out the words on the left that do not go with the types of gambling on the right. Monitor and assist as necessary.

Feedback as a class.

### 1b answers

- 1) ~~bet on~~ do play the football pools
- 2) bet on ~~do~~ play horses
- 3) ~~bet on~~ do play the lottery
- 4) ~~bet on~~ ~~do~~ play roulette
- 5) ~~bet on~~ do play scratch cards
- 6) ~~bet on~~ ~~do~~ play slot machines

# 16 Imagine

## Introduction

**1 a** Work with a partner.  
Write numbers to match the different kinds of gambling with the pictures.

- 1 the football pools
- 2 horses
- 3 the lottery
- 4 roulette
- 5 scratch cards
- 6 slot machines

**b** Cross out the words on the left that do not go with the types of gambling on the right. Sometimes more than one word is possible.

1 <del>bet on</del> / do / play	the football pools
2 <del>bet on</del> / do / play	horses
3 <del>bet on</del> / do / play	the lottery
4 <del>bet on</del> / do / play	roulette
5 <del>bet on</del> / do / play	scratch cards
6 <del>bet on</del> / do / play	slot machines

**2 a** Work with a partner.  
Ask and answer the questions below.

- 1 Are you a lucky or an unlucky person? Why do you think so?
- 2 Which kinds of gambling in **activity 1** have you tried? Did you win anything?

**b** Tell the class about your partner's answers.

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## Teaching Tip – Collocation

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

### 2a

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

### 2b

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





## Language Focus

Go over the explanations and examples with learners.

## Practice

### 5

Go over the instructions and examples to check understanding. Highlight the fact that learners should use short forms when they can, for example *I'd* instead of *I would*.

In pairs, learners use *would* and the correct form of the verbs in parentheses to complete the sentences. Monitor and assist as necessary.

Feedback as a class.

### 5 answers

- If I **owned** a car, I'd **drive** everywhere.
- I **wouldn't be** tired if I **got** more sleep.
- If I **found** a wallet on the street, I'd **take** it to the police.
- If this building **had** an air conditioner, we **wouldn't be** so hot.
- I'd **live** in France if I **could** speak French.
- What **would** you **do** if you **lost** your job?
- What **would** you **say** if I **asked** you to marry me?

## Language Focus

We use the **second conditional** to talk about unlikely, imagined situations in the present or future.

**if + past simple // would + base form of the verb**

unlikely situation	action or result
If I <b>won</b> a million pounds, If I <b>could be</b> an animal, If he <b>quit</b> his job,	I'd <b>quit</b> my job. I'd <b>be</b> a tiger. he <b>wouldn't have</b> money.

We often use **were** instead of *was* in the **if-** part of the sentence.

unlikely situation	action or result
If I <b>were</b> you, If she <b>weren't</b> married,	I <b>wouldn't</b> complain. I'd <b>ask</b> her for a date.

We can put the **would-** part of the sentence first.

If we do this, we don't use a comma between the two parts.

I'd **quit** my job **if I won** a million pounds.  
I'd **ask** her for a date **if she weren't** married.

Questions and answers

What **would** you **do if you won** a million pounds?  
I'd **buy** a big house.

**If you could live** in another country, where **would** you **live**?  
Maybe I'd **live** in Brazil.

**Would** you **be** happy **if you were** rich?  
Yes, I **would**. / No, I **wouldn't**.

## Practice

5 Work with a partner. Use **would** and the correct form of the verbs in parentheses to complete the sentences. Use short forms when you can.

- If I **owned** a car, I'd **drive** everywhere. (**drive, own**)
- I \_\_\_\_\_ tired if I \_\_\_\_\_ more sleep. (**not/be, get**)
- If I \_\_\_\_\_ a wallet on the street, I \_\_\_\_\_ it to the police. (**find, take**)
- If this building \_\_\_\_\_ air conditioning, we \_\_\_\_\_ so hot. (**not/be, have**)
- I \_\_\_\_\_ in France if I \_\_\_\_\_ speak French. (**can, live**)
- What \_\_\_\_\_ you \_\_\_\_\_ if you \_\_\_\_\_ your job? (**do, lose**)
- What \_\_\_\_\_ you \_\_\_\_\_ if I \_\_\_\_\_ you to marry me? (**ask, say**)



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## Sounding Natural

### 6a

**Track 37** Go over the instructions and examples to check understanding. Learners listen and tick the **first** phrase they hear in each pair.

### 6a answers

See CD script for Track 37 - answers in **bold**.

## Sounding Natural

6 a **Track 37** Listen and tick (✓) the first phrase you hear in each pair below.

	Column A		Column B	
1	I keep working.	___	I'd keep working.	✓
2	I stay the same.	✓	I'd stay the same.	___
3	I buy expensive clothes.	___	I'd buy expensive clothes.	___
4	I play tomorrow.	___	I'd play tomorrow.	___
5	I make cakes.	___	I'd make cakes.	___
6	I have a holiday.	___	I'd have a holiday.	___

b Choose a phrase from **Column A** or **Column B** and say it.  
Can other people say which column it is from?

## Time to Talk

7 a Work on your own. Imagine you are going to have a small dinner party.

- You can invite three people from history.
- You can choose anyone, living or dead, but you cannot invite your family or friends.

Use the table below to make a note of what you would like to do.

The people I would invite	Why I'd invite them	What I'd ask them/say to them
1		
2		
3		
<b>What food and drink I'd serve</b>		
<b>Other details</b> (music, what I'd wear, etc.)		

b Work with a partner.  
Compare your plans and ask questions to get more information.

**example** A: I'd invite Elvis Presley.  
B: Why?  
A: I love his music...

c Tell the class about your partner's plans.

Homework - turn to page 101

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## Time to Talk

### 7a

Go over the instructions to check understanding. You may like to model the activity by making brief notes for yourself on the board about who you would invite and what you would do for the 'dream dinner party'.

Learners work independently and use the table in their books to decide who they would invite and what they would do at their dinner party. Monitor and assist as necessary.

### 7b

Go over the instructions and example to check understanding. Highlight the fact that learners should ask more questions to get more information. In pairs, learners compare their plans for dream dinner parties. Monitor and assist as necessary, but stay in the background as much as possible during this activity. Note good use of vocabulary and language, and any mistakes.

### 7c

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

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

## Homework

Highlight the homework reference at the bottom right of **page 67** of the Student Book. Ask learners to turn to **page 101**.

Set Lesson 16 **activities 1** and **2** for homework.

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

## Homework Answers

### 1a

- I don't have any money. If I **had** some money, I'd buy you lunch.
- There aren't any good films on. If there **were** some good films on, I'd go to the cinema.
- She goes running every day. If she **didn't go** running every day, she wouldn't be fit.
- I can't cook. If I **could** cook, I'd make dinner.
- I like Peter. If I **didn't like** Peter, I wouldn't invite him to the party.
- He doesn't speak clearly. If he **spoke** clearly, I'd understand him.

### 2

Learner's own answers.

**Track 37** (page 88, Student Book) 1:05

1)  
**I'd keep working.**  
*I keep working.*

2)  
**I stay the same.**  
*I'd stay the same.*

3)  
**I'd buy expensive clothes.**  
*I buy expensive clothes.*

4)  
**I'd play tomorrow.**  
*I play tomorrow.*

5)  
**I make cakes.**  
*I'd make cakes.*

6)  
**I have a holiday.**  
*I'd have a holiday.*

### 6b

Do this activity as a class. Learners choose a phrase from **Column A** or **Column B** and say it. Other people say which column it is from.





## Language Focus

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

## Practice

### 4a

Go over the instructions and check understanding. Learners read the sentences and underline the one that cannot be rewritten with *used to / didn't use to*.

#### 4a answers

Sentence 4 cannot be rewritten.

### 4b

Learners rewrite the other sentences with *used to / didn't use to*.

#### 4b answers

1. I was very healthy.  
**I used to be very healthy.**
2. John smoked twenty cigarettes a day before he quit.  
**John used to smoke twenty cigarettes a day before he quit.**
3. Jane had a lovely necklace when she was in the UK.  
**Jane used to have a lovely necklace when she was in the UK.**
4. Jane bought a lovely necklace when she was in the UK.  
(unchanged)
5. I didn't like spicy food.  
**I didn't use to like spicy food.**
6. Hanna was very outgoing when she was young.  
**Hanna used to be very outgoing when she was young.**
7. My father hated using computers.  
**My father used to hate using computers.**
8. Everyone liked disco music in the seventies.  
**Everyone used to like disco music in the seventies.**

### 4c

 **Track 38** Learners listen and check their answers.

**Track 38** (page 89, Student Book) 1:10

- 1) I used to be very healthy.
- 2) John used to smoke twenty cigarettes a day before he quit.
- 3) Jane used to have a lovely necklace when she was in the UK.
- 4) Jane bought a lovely necklace when she was in the UK.
- 5) I didn't use to like spicy food.
- 6) Hanna used to be very outgoing when she was young.
- 7) My father used to hate using computers.
- 8) Everyone used to like disco music in the seventies.

## Language Focus

1. We can use **used to** when we talk about repeated actions in the past that aren't true now.

**used to / didn't use to + base form of the verb**

Young people **used to dance** the Twist.  
People **didn't use to wear** tie-dyed clothes.

2. We can also use **used to** to talk about past states.

**used to / didn't use to + base form of the verb**

The Beatles **used to be** very popular.  
I **didn't use to be** happy.

3. Questions and short answers

Where **did you use to** work?  
**Did you use to** live in Australia?  
Yes, I did. / No, I didn't.

## Practice

**4 a** Read the sentences below. Underline the one that cannot be rewritten with **used to / didn't use to**.

1 I was very healthy.

I used to be very healthy.

2 John smoked twenty cigarettes a day before he quit.

3 Jane had a lovely necklace when she was in the UK.

4 Jane bought a lovely necklace when she was in the UK.

5 I didn't like spicy food.

6 Hanna was very outgoing when she was young.

7 My father hated using computers.

8 Everyone liked disco music in the seventies.

**b** Rewrite the other sentences with **used to / didn't use to**.

**c**  **Track 38** Listen and check.

## Sounding Natural

- 5 a **Track 39** Listen to the sentences below.  
How do we say the underlined parts of the sentences when we speak naturally?
- 1 People used to wear tie-dyed clothes.
  - 2 Young people used to dance the Twist.
  - 3 People didn't use to watch television.
- b **Track 39** Listen again and copy the pronunciation.

## Time to Talk

- 6 a Work on your own. Choose a decade in the past that you know about.  
Write the decade at the top of the table below.  
Write **two** examples of what used to be different for each section of the table.

decade	1980's
music	Michael Jackson
fashion	shoulder pads
technology	video recorders
culture	people earned good salaries

- b Tell the class what used to be different in the decade you chose, but don't say when it was.  
Can people guess which decade you're talking about?

**example** A: Michael Jackson used to be the most famous singer in the world.  
B: It was the 1980s!

Homework - turn to page 101

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## Time to Talk

### 6a

Learners work independently and choose a decade in the past that they know about.  
Learners write the decade at the top of the table and then write two examples of what *used to* be different for each section of the table.

### 6b

The learners take it in turns to tell the class what used to be different in the decade they chose. They **mustn't** tell the class when it was.  
The class then have to guess which decade each learner talked about.

## Homework

Highlight the homework reference at the bottom right of **page 71** of the Student Book. Ask learners to turn to **page 101**.

Set Lesson 17 **activities 1** and **2** for homework.

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

## Homework Answers

### 1

- a) Tom **used to have** long hair when he was young.
- b) I **didn't use to exercise** but now I go to the gym every day.
- c) My father **used to play** golf, but he sold his clubs.
- d) My sister **didn't use to go** out much, but now she never stays at home.
- e) There **used to be** a cinema near my house, but it closed a long time ago.
- f) My house is big now, but I **used to live** in a tiny flat.

### 2

- a) He used to eat junk food.
- b) He didn't use to do exercise.
- c) He used to have long hair.
- d) He didn't use to play golf.
- e) He used ride a motorcycle.
- f) He didn't use to be married.

## Sounding Natural

### 5a

**Track 39** Play the CD. Learners listen to the sentences for how we say the underlined parts of the sentences when we speak naturally.

#### 5a answers

The 'to' is weak.

Note:

You may like to show learners that even though **used to** and **use to** are spelt differently, they are pronounced the same.

**Track 39** (page 89, Student Book) 0:27

- 1) People used to wear tie-dyed clothes.
- 2) Young people used to dance the Twist.
- 3) People didn't use to watch television.

### 5b

**Track 39** Learners listen again and copy the pronunciation. Drill chorally, then individually.

## 18 It Was an Accident

**It Was an Accident**

**In this lesson** - Tell people about an accident

**Core activities** - 2-6, 8

**Grammar** - Past simple and past continuous in stories, with **as** and **when**

**Examples:**

*As I was coming up to the traffic lights, the boy ran onto the road.*

*We were playing football when she broke her arm.*

**Introduction****1a**

In pairs, learners ask and answer the questions.

**1b**

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

**2a**

Go over the instructions and check understanding. You may like to consider the first picture together as a class. In pairs, learners look at the pictures and cross out one sentence for each that does **not** describe it.

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

**2a answers****Picture 1**

The bus **approaches** the traffic lights.

The bus **goes towards** the traffic lights.

The bus **moves away** from the traffic lights. **X**

**Picture 2**

The road is **busy**. **X**

The road is **clear**.

The road is **empty**.

**Picture 3**

The car **crashes into** the bus. **X**

The car **overtakes** the bus.

The car **passes** the bus.

**2b**

Go over the instructions and check understanding. You may like to complete the first sentence together as a class.

In pairs, learners underline the correct option to complete each sentence. Monitor and assist as necessary.

Feedback as a class.

## 18 It Was an Accident

**Introduction****1 a** Work with a partner.

Ask and answer the questions below.

1 Can you drive a car?

2 If you can drive, do you like driving? Why or why not?

3 If you can't drive, would you like to? Why or why not?

**b** Tell the class about your partner's answers.**2 a** Look at the pictures. Cross out (X) one sentence that does **not** describe it.

1 The bus **approaches** the traffic lights.

2 The bus **goes towards** the traffic lights.

3 The bus **moves away** from the traffic lights.

1 The road is **busy**.

2 The road is **clear**.

3 The road is **empty**.

1 The car **crashes into** the bus.

2 The car **overtakes** the bus.

3 The car **passes** the bus.

**b** Underline the correct option to complete each sentence below.

1 I saw an accident yesterday. A bicycle **moved away from** / **crashed into** a car, but no one was hurt.

2 I tell my children to wait and cross the road when it is **busy** / **clear**.

3 My car is really slow. All the other cars **approach** / **overtake** it.

4 I **overtake** / **pass** the station every day on my way to work.

**2b answers - in bold**

1) I saw an accident yesterday. A bicycle **crashed into** a car, but no one was hurt.

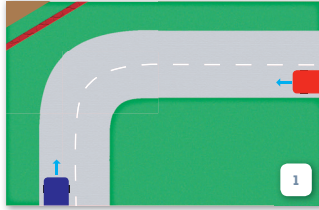
2) I tell my children to wait and cross the road when it is **clear**.

3) My car is really slow. All the other cars **overtake** it.

4) I **pass** the station every day on my way to work.



In this lesson: **Tell people about an accident**  
 Grammar: *Past simple and past continuous in stories, with as and when*



### Reading

**3 a** Work with a partner.  
 Jane was in a traffic accident.  
 Look at the pictures showing what happened.  
 Match each box below with a picture to put the  
 description of Jane's accident into the correct order.

**A** \_\_\_\_\_  
 As I was approaching the bend, I saw a bus.  
 It was coming from the opposite direction.

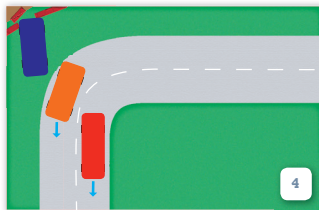
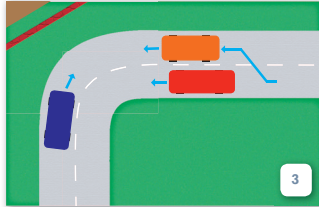
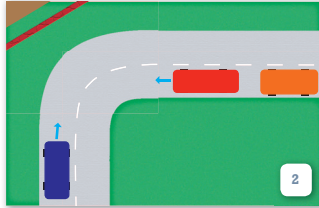
**B** \_\_\_\_\_  
 I was going around the bend when I saw an  
 orange sports car. It was overtaking the bus  
 and coming towards me!

**C** 1  
 I was driving north along the London Road.  
 The road was clear, and there was a bend in the  
 road in front of me.

**D** \_\_\_\_\_  
 I went off the road and crashed into a wall.  
 Luckily, I was wearing a seatbelt and I  
 wasn't hurt.

**b** **Track 40** Listen and check your answers.

**c** Who drove badly, Jane or the person in the  
 orange car?



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### 3b

**Track 40** Learners listen to check their answers.  
 Feedback in pairs, and then as a class.

**Track 40** (page 89, Student Book) 0:43

*I was driving north along the London Road. The road was clear and there was a bend in the road in front of me. As I was approaching the bend, I saw a bus. It was coming from the opposite direction. I was going around the bend when I saw an orange sports car. It was overtaking the bus and coming towards me! I went off the road and crashed into a wall. Luckily, I was wearing a seatbelt and I wasn't hurt.*

### 3c

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

## Reading

### 3a

Draw attention to the diagrams on the page and explain that these show what happened in a car accident. Go over the instructions and check understanding. You may like to ask more confident learners to describe what happened in the accident before they read.

In pairs, learners look at the pictures and write numbers to match each set of sentences with a picture and put Jane's description of the accident in the correct order. Monitor and assist as necessary.

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

#### 3a answers

- A - 2
- B - 3
- C - 1
- D - 4

## Language Focus

4

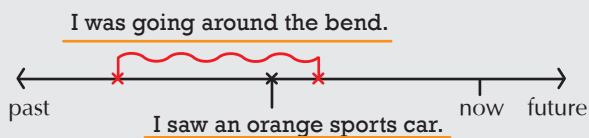
Draw attention to the timeline on the page and the words in the box. Ask learners to write the words in the box from Jane's story in the correct positions on the timeline.

Feedback as a class.

### Alternative procedure

You may like to draw the timeline on the board and have learners fill in the answers on the board before doing the same in their books.

### 4 answers



Go over the explanations and example with learners.

5

Do this activity as a class. Have learners study the example sentences with **as** and **when**, elicit the rules, then have learners underline the correct words to complete the rules.

### 5 answers

- when** usually comes between the two parts of the sentence.
- as** usually comes at the beginning of the past continuous part of the sentence.
- In sentences with "as", we **use** a comma if the past continuous part comes first.

## Practice

6a

Go over the instructions and examples to check understanding. Highlight the fact that the verbs in parentheses aren't necessarily in the same order as they will appear in the sentences.

In pairs, learners complete the sentences with the correct form of the verbs in parentheses. Monitor and assist as necessary.

Feedback as a class.

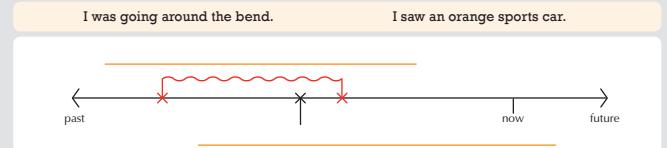
Put one verb into the **past simple** and the other verb into the **past continuous**.

### 6a answers

- As I was listening to the radio, I heard the news.
- She fell down as she was walking up the stairs.
- He cut his finger as he was cooking.
- As they were approaching the traffic lights, they saw the accident.

## Language Focus

4 Write the words in the box from Jane's story in the correct positions on the timeline.



When we tell stories, we often use **as** and **when** to join the **past continuous** and the **past simple** together in the same sentence.

We do this to show that one event happened while another event was in progress.

event that was in progress		an event that happened	
past continuous		past simple	
<b>As</b>	I was approaching the bend,		I saw a bus.
	I was going around the bend	<b>when</b>	I saw an orange sports car.
an event that happened		event that was in progress	
past simple		past continuous	
	I saw a bus	<b>as</b>	I was approaching the bend.
	I saw a red sports car	<b>when</b>	I was going around the bend.

5 Study the example sentences with **as** and **when** above. Then, underline the correct word to complete the rules.

- as** / **when** usually comes between the two parts of the sentence.
- as** / **when** usually comes at the beginning of the past continuous part of the sentence.
- In sentences with 'as', we **use** / **don't use** a comma if the past continuous part comes first.

## Practice

6 a Work with a partner. Complete the sentences with the verbs in parentheses.

Put one verb into the **past simple** and the other verb into the **past continuous**.

- As I was listening to the radio, I heard the news. (hear, listen)
- She fell down as she was walking up the stairs. (fall, walk)
- He cut his finger as he was cooking. (cook, cut)
- As they were approaching the traffic lights, they saw the accident. (approach, see)

b Use **when** to rewrite the sentences from activity 6a.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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6b

In pairs, learners use **when** to rewrite the sentences from activity 6a.

Monitor and assist as necessary.

Feedback as a class.

### 6b answers

- I was listening to the radio when I heard the news.
- She fell down when she was walking up the stairs.
- He cut his finger when he was cooking.
- They were approaching the traffic lights when they saw the accident.

## Sounding Natural

7 a **Track 41** Listen to the sentences. How do we say **was** and **were** when we speak naturally?

- 1 It was coming towards me.
- 2 I was overtaking the bus.
- 3 We were standing on the street.
- 4 They were coming towards the traffic lights.

b **Track 41** Listen again and copy the pronunciation.

## Time to Talk

8 a Work on your own. Use the table below to make notes about an accident. It can be:

- an accident that happened to you
- an accident that you saw
- an accident that you heard about

background detail			the main events of the story
what I was doing at the time	what other people were doing	other information. (weather, clothing, etc.)	
standing on the street	a woman - riding a bicycle, talking on her phone	about two years ago	I saw a woman fall off her bicycle.

b Work with a partner. Tell your story.

**example** About two years ago, as I was standing on the street, I saw a woman fall off her bicycle. She was...

c Tell the class about your partner's story.

**example** Rick saw a woman fall off her bicycle. He was standing on the street...

Homework - turn to page 102

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## Sounding Natural

### 7a

**Track 41** Learners listen for how we say **was** and **were** in connected speech.

### 7a answer

We tend to use the weak forms: /wəz/ and /wə/.

### 7b

**Track 41** Learners listen again and copy the pronunciation.

**Track 41** (page 89, Student Book) 0:33

- 1) It was coming towards me.
- 2) I was overtaking the bus.
- 3) We were standing on the street.
- 4) They were coming towards the traffic lights.

## Time to Talk

### 8a

Go over the instructions and check understanding. You may like to model the activity by writing brief notes about an accident you know of on the board – keep it light!

Learners work independently to make notes about an accident they know of in the table in their books. Monitor and assist as necessary.

### 8b

You may like to model this activity briefly by giving a short account of the accident you made notes about on the board.

In pairs, learners tell each other about the accidents they made notes on. Monitor, but stay in the background as much as possible during this activity. Note good use of vocabulary and language, and any mistakes.

### 8c

Feedback. Learners tell the class about the accident their partner talked about.

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

## Homework

Highlight the homework reference at the bottom right of **page 75** of the Student Book. Ask learners to turn to **page 102**.

Set Lesson 18 **activities 1** and **2** for homework.

Go over the examples for the activities and make sure learners understand what to do.

## Homework Answers

### 1

- a) He **was dropping** the cup as he was picking it up. **He dropped the cup as he was picking it up.**
- b) I **wore** a seat belt when the car crashed. **I was wearing a seat belt when the car crashed.**
- c) They were playing football when he **was falling** over. **They were playing football when he fell over.**
- d) She was coming towards me when I **see** her. **She was coming towards me when I saw her.**
- e) He told me the news when we **was** having lunch. **He told me the news when we were having lunch.**
- f) I was walking in the park **as** I met her. **I was walking in the park when I met her.**

### 2

I **was walking** to the supermarket yesterday when I **saw** a woman on the other side of the road. She **was riding** a bicycle and **talking** on a mobile phone. It **was raining**, so she **was holding** an umbrella. There **was** a car on the side of the road. As she **was passing** the car, the car door **opened**, but she **didn't see** it. She **crashed** into the car door and **fell** into the car!

# 19 Any Plans?

## Any Plans?

**In this lesson** - Tell people about next weekend

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

**Grammar** - **Going** to for plans, **will** for things you expect to happen

**Examples:**

*He's going to ask his boss for more money.*

*We aren't going to have a holiday this year.*

*We'll probably get the last train.*

*Perhaps we won't stay for dinner.*

## Introduction

### 1a

Go over the instructions and check understanding. In pairs, learners draw lines to match the verbs on the left with the definitions on the right. Monitor and assist as necessary.

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

#### 1a answers

expect	think that something is likely to happen
dread	be worried or frightened about something in the future
look forward to	be pleased and excited about something in the future

### 1b

Go over the instructions and check understanding. Highlight the fact that learners should use each verb only once, and that they have to change the form of the verbs.

In pairs, learners use the verbs from **activity 1a** in the correct form to complete the sentences. Monitor and assist as necessary.

Feedback as a class.

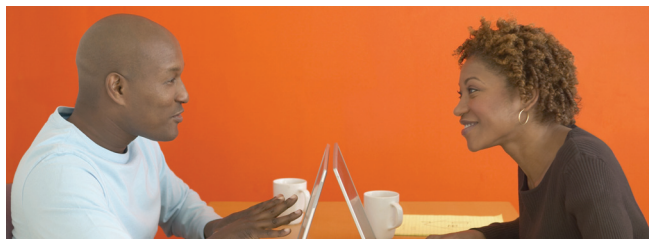
#### 1b answers

- 1) I haven't talked to my son for a long time and I'm really **looking forward to** seeing him tomorrow.
- 2) My boss is really angry, so I'm **dreading** our meeting this afternoon.
- 3) He hasn't studied for the exam, so he's **expecting** a bad result.

### 2

Take brief responses to the questions from learners.

# 19 Any Plans?



## Introduction

**1 a** Work with a partner.

Match the verbs on the left with the definitions on the right.

expect	be pleased and excited about something in the future
dread	think that something is likely to happen
look forward to	be worried or frightened about something in the future

**b** Use the verbs from **activity 1a** in the correct form to complete the sentences. Use each verb only once.

- 1 I haven't talked to my son for a long time and I'm really \_\_\_\_\_ seeing him tomorrow.
- 2 My boss is really angry, so I'm \_\_\_\_\_ our meeting this afternoon.
- 3 He hasn't studied for the exam, so he's \_\_\_\_\_ a bad result.

**2** Is there anything you are looking forward to in the next seven days?

Is there anything you are dreading?

Tell the class.

**example** A: I'm looking forward to the weekend.

B: Me too!

## Listening

**3** Read the list of things below.

Which things do you think are good to do after retirement?

Which do you think are not so good? Tell the class.

start a new hobby	relax and don't do anything	learn a new language
move to a different country	stay at home every day and watch TV	travel

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## Listening

### 3

Go over the instructions and list of post-retirement ideas and check vocabulary (e.g. retirement – the time in your life when you leave your job and stop working).

Take responses from the class as a whole as to which ideas learners think are good and which they think are not so good.

#### 3 answers

Accept any reasonable answers.

### 4a

Go over the instructions and check understanding. Draw attention to the pictures and elicit what learners can see, especially *camper van*, which will be needed for the listening activity.

In pairs, learners speculate on what Ben's retirement plans are. Monitor and assist as necessary.

In this lesson: **Tell people about next weekend**  
 Grammar: **Going to for plans, will for things you expect to happen**

4 a Ben is going to retire next week. Look at the pictures. What do you think his plans are?



b **Track 42** Listen to Ben talk about his retirement with his friend, Dave. Check your ideas from **activity 4a** and write **T** (true) or **F** (false) next to each statement below.

- 1 Ben plans to travel around the world.  **T**
- 2 Ben plans to sell his house.
- 3 Ben plans to travel on his own.
- 4 Ben plans to sleep in a tent.
- 5 Ben hasn't planned where to go first.

5 a Underline the correct option in each sentence to complete what Ben says.

- 1 **I will / I'm going to** leave the country and see the world.
- 2 **We will / We're going to** sell the house.
- 3 **We will / We're going to** buy a camper van and drive around the world.
- 4 **Mary's going to / Mary will** come with me.
- 5 **We'll / We're going to** usually sleep in the van.
- 6 Perhaps **we'll / we're going to** stay in cheap hotels.
- 7 We haven't got any plans, but **we'll / we're going to** probably go to Morocco.

b **Track 42** Listen again and check your answers.

c Do you think Ben has good plans for his retirement?

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Feedback. Accept any reasonable answers. You may like to write these on the board for learners to refer to while they listen to the dialogue for the first time.

### Teaching Tip - Prediction

Encourage learners to speculate and make guesses before a reading or listening activity. This activates their existing knowledge and gets them in the right frame of mind for the activity. It also adds interest to the task, because learners listen or read to see if they were right in what they guessed. Speculation can be based, among other things, on pictures that accompany a text, on a list of words selected from the text or on questions asking learners to consider what a particular writer or speaker is likely to say on a topic.

### 4b

Go over the instructions and example to check understanding.

**Track 42** Learners listen, check their ideas from **activity 4a**, and write **T** (true) or **F** (false) next to each statement.

Feedback in pairs and then as a class.

### 4b answers

- a) Ben plans to travel around the world. **T**
- b) Ben plans to sell his house. **T**
- c) Ben plans to travel on his own. **F** (He plans to travel with his wife, Mary.)
- d) Ben plans to sleep in a tent. **F** (He mentions sleeping in the van and cheap hotels, but not sleeping in a tent.)
- e) Ben hasn't planned where to go first. **T**

### 5a

In pairs, learners underline the correct option in each sentence to complete what Ben says. Monitor and assist as necessary.

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

### 5a answers

- 1) I will / **I'm going to** leave the country and see the world.
- 2) We will / **We're going to** sell the house.
- 3) We will / **We're going to** buy a camper van and drive around the world.
- 4) **Mary's going to** / Mary will come with me.
- 5) **We'll** / We're going to usually sleep in the van.
- 6) Perhaps **we'll stay** / we're going to stay in cheap hotels.
- 7) We haven't got any plans, but **we'll** / we're going to probably go to Morocco.

### 5b

**Track 42** Learners listen again to check their answers from **activity 5a**.

**Track 42** (page 89, Student Book) 0:55

**Dave** - So, Ben – how do you feel about your retirement?

**Ben** - Great! I'm really looking forward to it.

**Dave** - What are you going to do?

**Ben** - Travel.

**Dave** - Travel?

**Ben** - Yep. I'm going to leave the country and see the world.

**Dave** - What about your house?

**Ben** - We're going to sell the house. We're going to buy a camper van and drive around the world.

**Dave** - What about your wife?

**Ben** - Mary's going to come with me.

**Dave** - Right... And where are you going to live?

**Ben** - Oh, we'll usually sleep in the van, but perhaps we'll stay in cheap hotels when we can.

**Dave** - So... what's the first place you're going to?

**Ben** - Well, we haven't got any plans, but we'll probably go to Morocco. I've heard it's nice there.

**Dave** - Well... Good luck!

### 5c

Take brief responses to the question from learners.



## Sounding Natural

**7 a** **Track 43** Listen. What happens to the underlined parts of the sentences when we speak naturally?

- 1 Perhaps I'll watch a DVD.
- 2 Perhaps I'll go shopping.
- 3 I'll probably get a takeaway.
- 4 I'll probably have a lie-in.

**b** **Track 43** Listen again and copy the pronunciation.

## Time to Talk

**8 a** Work on your own.  
Use the table to make a note of two things you plan to do, and four things you expect to happen next weekend.

what I plan to do	what I expect to happen
go for a drink - Friday night	go to Rick's bar

**b** Work with a partner. Tell them about what you plan and expect to happen next weekend. Listen to your partner. Ask questions to get more information.

**example** A: I'm going for a drink after work on Friday night.  
We'll probably go to Rick's bar.  
B: Why there?  
A: We always go there.

**c** Tell the class about your partner's answers.

Homework - turn to page 103

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## Time to Talk

### 8a

Go over the instructions and examples to check understanding. You may like to briefly make notes about your own weekend on the board as a model.

In pairs, learners work independently to think about the coming weekend. They use the table in their books to make a note of two things they plan to do, and four things they expect to happen. Allow learners time to think and make notes. Monitor and assist as necessary.

### 8b

Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information. You may like to model the activity briefly by speaking about your own forthcoming weekend from the notes you made on the board earlier.

In pairs, learners tell their partner what they plan and expect to happen over the coming weekend. Monitor, but stay in the background as much as possible during this activity. Make a note of good use of language and any mistakes.

### 8c

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

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

## Sounding Natural

### 7a

**Track 43** Learners listen for what happens to the underlined parts of the sentences in connected speech.

#### 7a answers

*They tend not to be pronounced.  
This is an example of elision.*

**Track 43** (page 89, Student Book) 0:32

- 1) Perhaps I'll watch a DVD.
- 2) Perhaps I'll go shopping.
- 3) I'll probably get a takeaway.
- 4) I'll probably have a lie-in.

### 7b

**Track 43** Learners listen again and copy the pronunciation.

## Homework

Highlight the homework reference at the bottom right of **page 79** of the Student Book. Ask learners to turn to **page 103**.

Set Lesson 19 **activities 1** and **2** for homework.

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

## Homework Answers

### 1

- a) Perhaps I'll go to America.
- b) I'll probably visit my friend.
- c) I'm going to clean my room.
- d) What are you going to do?
- e) I probably won't go out to eat.
- f) I'm not going to graduate.

### 2

Learner's own answers.

# 20 Read All About It!

**Read All About It!**

**In this lesson** - Discuss the best source of news

**Core activities** - 1-4, 7-8

**Skills** - Extended listening and speaking

## Warmer

Books closed. Write the word 'classical music' in the middle of the board.  
 Ask the class to suggest all the words they associate with the centre word. (e.g. relaxing, concert, violin, etc.).  
 Write the words, as they come, in a circle around the central word, connected to it with a straight line. You should end up with a 'sun' effect with lines radiating out from the centre.  
 Count the number of words on the board, and erase all but the centre word.  
 Challenge the learners to recall and write down as many of the brainstormed words as they can.

## Introduction

### 1a

Draw attention to the newspaper on the page. Go over the instructions and example to check understanding. Learners label the newspaper with the words from the box.

Feedback as a class.

**1a answers**

top to bottom:  
 advert, headline, article

### 2a-e

Go over the instructions and example to check understanding. Learners letter the boxes to match the meanings with words on the right. Monitor and assist as necessary.

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

**2a-e answers**

- a article
- b headline
- c advert
- d tabloid
- e broadsheet

### 3

Go over the instructions and example to check understanding. Show learners that the underlined words are in the wrong sentences and that they should write them on the correct line. Monitor and assist as necessary. Feedback as a class. Teach, drill, and board any unfamiliar items.

# 20 Read All About It!

## Introduction

1 Label the newspaper with the words from the box.

- advert
- article
- headline



2 Match the meanings on the left with words on the right.

- a A piece of writing about an important topic in a newspaper or magazine.
- b The title of a story in a newspaper or magazine, usually written in large letters.
- c Words or pictures about products to make people want to buy them.
- d Contains lots of stories about sport, gossip and entertainment news.
- e Contains more serious news and articles.

- c advert
- article
- broadsheet
- headline
- tabloid

3 The underlined words are in the wrong sentence. Write them on the correct line.

- a My father usually turns to the horoscope to check the football results. \_\_\_\_\_
- b Tanya loves reading about famous people, so she turns to the sports pages first. \_\_\_\_\_
- c I don't know much about business, so I never read the comic pages. \_\_\_\_\_
- d I always read my gossip column to see if I'm going to have a good or bad day. \_\_\_\_\_ horoscope
- e Even though I'm 40 years old, I still turn to the financial pages. They always make me laugh. \_\_\_\_\_

**3a-e answers**

- a) sports pages
- b) gossip column
- c) financial pages
- d) horoscope
- e) comic pages





## Vocabulary

### 6a-f

Go over the instructions and example to check understanding. Learners look at the different sources of news, and then match the pictures with the words from the box. Monitor and assist as necessary.

Feedback as a class.

#### 6a-f answers

- a) newspaper
- b) Internet
- c) social media
- d) word of mouth
- e) radio
- f) television

### 7a

Go over the instructions and example to check understanding. Learners write numbers to match the nouns with the correct meanings in the middle column. Monitor and assist as necessary.

Feedback as a class.

#### 7a answers

1) accuracy	3 wanting to know or learn about something	interesting
2) speed	5 facts about an event, person, or situation	informative
3) interest	1 how true or correct something is	accurate
4) bias	4 shows only one side of the story	biased
5) information	2 how fast something moves	fast

### 7b

Go over the instructions and example to check understanding. Learners complete the adjectives in **activity 7a** with the correct vowels.

#### 7b answers

See **activity 7a** answers.

### Vocabulary

6 Look at the different sources of news below. Match the pictures with the words from the box.

Internet social media	radio newspaper	television word of mouth
		
a newspaper	b	c
		
d	e	f

7 a Match the nouns in **Column 1** with the correct meanings in **Column 2**.

Column 1	Column 2	Column 3
1 accuracy	___ wanting to know or learn about something	_nt_r_st_ng
2 speed	___ facts about an event, person or situation	_nf_rm_t_v_
3 interest	1 how true or correct something is	a_cc_u_r_a_t_e
4 bias	___ shows only one side of the story	b__s__d
5 information	___ how fast something moves	f__st

b Complete the **adjectives** in **Column 3** with the correct vowels.

## Time to Talk 2

### 8a

Learners work with a partner, look at the different sources of news in the table and add to the list one more way of getting news.

### 8b

Learners rate (✓) the different sources of news for each category 1-5 (1 = best). Give pairs time to discuss their ideas. Monitor, but stay in the background as much as possible in this activity.

### 9

Feedback. Learners discuss their ideas as a class, and then decide the best source of news.

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

## Homework

Highlight the homework reference at the bottom right of **page 83** of the Student Book. Ask learners to turn to **page 104**.

Set Lesson 20 **activities 1** and **2** for homework.

Go over the examples in **activity 1** and **2** and check learners understand what to do.

## Homework Answers

### 1

- accuracy - **accurate**
- speed - **fast**
- interest - **interesting**
- bias - **biased**
- information - **informative**

### 2

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

### Time to Talk 2

8 a Work with a partner. Look at the different ways to get news. Add one more way.

	accurate					interesting					biased					informative					fast				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
social media																									
tabloids																									
television																									
word of mouth																									

b Rate (✓) the different sources of news for each category 1-5 (1 = the best).

9 a As a class, discuss your ideas. Decide the best source of news.

Homework - turn to page 104