

Time to Talk

21st Century Communication Skills

Teacher's Guide

Intermediate

B1⁺

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1 How About You?

How About You?

In this lesson - Keep conversations going

Core activities - 2-5, 7

Function - Making conversation

Introduction

1a

Go over the instructions and situations to check understanding. You may like to elicit, from the class as a whole, one or two ideas for one of the situations (e.g. for two teenagers at a school: homework, music). In pairs, learners make a note of three common conversation topics for each situation.

Monitor and assist as necessary.

1b

Feedback. Learners share their ideas with the class.

Accept any reasonable answers.

Listening

2

Track 01 **Track 02** Direct attention to the pictures below **activity 2** in the Student Book and elicit what the situations are (picture A: two teenagers in a school; picture B: two work colleagues). Go over the instructions and check understanding. Learners listen to two conversations and write letters to match the pictures with the conversations.

Feedback in pairs and then as a class.

2 answers

Conversation 1 - Jim and Pam **picture B**

Conversation 2 - Jenny and Ben **picture A**

1 How About You?



Introduction

1 a Work with a partner.
Make a note of *three* common conversation topics for each situation below.

two teenagers at school

a married couple eating dinner at home

two colleagues meeting at work after a long holiday

b Share your ideas with the class.

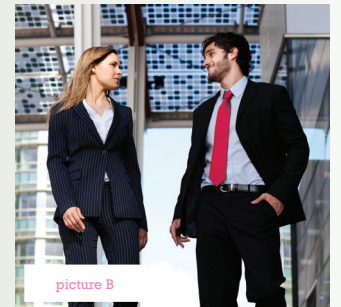
4 Lesson 1

Listening

2 **Track 01** **Track 02** Listen to two conversations. Write letters to match the pictures below with the conversations.

Conversation 1 Jim and Pam **picture** ____

Conversation 2 Jenny and Ben **picture** ____



3 a Write the words from the boxes into the correct spaces to complete the conversations from **activity 2**.

Conversation 1 Jim and Pam

where
how long
so do I
really
sounds
what about you
where
who

Jim Hi, Pam! Did you enjoy the break?
Pam Yeah. We went abroad, actually.
Jim Where did you go?
Pam We took the kids to Florida.
Jim That great!
 did you stay for?
Pam Just a week. ?
Jim Two weeks in Italy.
Pam did you stay?
Jim Venice, mostly. We love it there.
Pam Yes, . I went there about 20 years ago.
Jim ? did you go with?
Pam With my parents. I was only a kid!

Conversation 2 Jenny and Ben

how about you
neither do I
really
really
sounds cool
what
what kind of band

Jenny Are you new here?
Ben Yeah. ?
Jenny Oh, I've been here since year one.
Ben Oh, ? So, what's your name?
Jenny Jenny. about you?
Ben Ben.
Jenny Hi, Ben. Listen... you should come and see my band sometime.
Ben ? ?
Jenny Mainly death metal. You know... loud guitars and lots of screaming.
Ben That ! I don't like pop.
Jenny !

b Listen again and check your answers to **activity 3a**.

4 Read the conversations in **activity 3**.

Circle the correct options to show if the statements below are true (T) or false (F).

- a Jim doesn't like Venice. T / F
- b Pam loves Venice. T / F
- c Jenny plays in a band. T / F
- d Ben doesn't like pop. T / F
- e Jenny likes pop. T / F

3a

Direct attention to the scripts from the conversations in **activity 2**. Go over the instructions and example to check understanding. In pairs, learners write the words from the boxes into the correct spaces to complete the conversations.

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.

3b

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

Feedback as a class.

3b answers

See CD scripts for Tracks 01 and 02 - answers underlined.

Track 01 (page 90, Student Book) 0:39

Conversation 1 - Jim and Pam

Jim - Hi, Pam! Did you enjoy the break?

Pam - Yeah. We went abroad, actually.

Jim - Where did you go?

Pam - We took the kids to Florida.

Jim - That sounds great! How long did you stay for?

Pam - Just a week. What about you?

Jim - Two weeks in Italy.

Pam - Where did you stay?

Jim - Venice, mostly. We love it there.

Pam - Yes, so do I. I went there about 20 years ago.

Jim - Really? Who did you go with?

Pam - With my parents. I was only a kid!

Track 02 (page 90, Student Book) 0:39

Conversation 2 - Jenny and Ben

Jenny - Are you new here?

Ben - Yeah. How about you?

Jenny - Oh, I've been here since year one.

Ben - Oh, really? So, what's your name?

Jenny - Jenny. What about you?

Ben - Ben.

Jenny - Hi, Ben. Listen... you should come and see my band sometime.

Ben - Really? What kind of band?

Jenny - Mainly death metal. You know... loud guitars and lots of screaming.

Ben - That sounds cool! I don't like pop.

Jenny - Neither do I!

4

Go over the instructions and example to check understanding. In pairs, learners read the conversations in **activity 3** and circle the correct options to show if the statements are true (T) or false (F).

Monitor and assist as necessary.

Feedback as a class.

4 answers

a) Jim doesn't like Venice. **F**

b) Pam loves Venice. **T**

c) Jenny plays in a band. **T**

d) Ben doesn't like pop. **T**

e) Jenny likes pop. **F**

Language Focus

Go over the explanations and examples with learners. You may like to ask learners to look at the scripts in **activity 3** to find further examples.

You will be aware that *so do I / neither do I* can be used to talk about experiences, as well as opinions, that we have in common with people we speak with. We can also use other auxiliaries, and the main verb **be**, in this structure, depending on the statement we respond to.

E.g.

A - *I've never thought of that before.*

B - *Neither have I.*

A - *I'm exhausted.*

B - *So am I.*

It is probably best not to go into this unless it is raised by a learner.

Practice

5a

Go over the instructions and statements to check understanding. In pairs, learners write a suitable response with **sounds + adjective** for each of the statements.

Monitor and assist as necessary.

5b

Go over the instructions and check understanding. In pairs, learners choose *one* of the statements in **activity 5a** and write *five* follow-up questions for the statement they choose.

Highlight the fact that learners should use a different question word for each question they write.

Monitor and assist as necessary.

5c

Feedback. Learners compare what they wrote in **activities 5a** and **5b**.

Language Focus

We can respond in various ways to what someone says in a conversation.

1. We can use **really** as a short response to show interest and surprise.

A: I've passed my driving test.

B: **Really?**

A: Yeah, first time!

A: Tim and Fran are getting married.

B: Oh, **really?**

A: Yes, I heard yesterday.

2. We can use **(that) sounds + adjective** to comment on or sympathise with what someone says.

A: I'm going to live in Colombia for a year.

B: Really? **That sounds exciting!**

A: The plane was delayed and we had to wait eight hours.

B: **Sounds terrible!**

3. We can use **so do I** and **neither do I** to say that we feel the same way as the person we are talking to.

So follows *positive* statements.

Neither follows *negative* statements.

A: **I love** kung fu movies.

B: **So do I!**

A: **I don't like** fish and chips.

B: **Neither do I!**

We can use different kinds of question to encourage people to speak.

1. We ask **follow-up questions** to invite someone to give more information.

A: Did you have a nice weekend?

B: Yes, I went to the park.

A: Sounds nice. **Who did you go with?**

2. We ask **how about you / what about you** to invite someone else to answer.

Tom: Do you like jazz?

Jane: No, I don't. **How about you?**

Tom: I think it's great.

Dara: Do you have a pet?

Simon: I've got two cats. **What about you, Mary?**

Mary: No. My flat's too small for pets.

6 Lesson 1

Practice

- 5 a Work with a partner. Write a suitable response with **sounds + adjective** for each of the statements below.

1 I went to the seaside.

2 I fell off my bicycle.

3 I've bought a new leather jacket.

4 I like rock climbing.

5 I lost my keys.

- b Choose *one* of the statements in **activity 5a**. Write *five* follow-up questions for the statement you choose. Use a different question word for each question you write.

1 _____

2 _____

3 _____

4 _____

5 _____

- c As a class, compare what you wrote in **activities 5a** and **5b**.



Sounding Natural

6 a **Track 03** Listen. What sound can you hear in the underlined parts of the sentences?

- 1 So do I.
- 2 Neither do I.

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

Time to Talk

7 Work in small groups.

Take turns to make a comment on a topic from the table.

Other people in the group respond.

Try to keep each conversation going for two minutes before you choose another topic.

You cannot use a topic more than once.

a film I enjoyed	a restaurant or café I like
my journey to class today	something that made me laugh recently
something I like to read	something I saw on TV
some news I heard recently	a friend I saw recently
why I have / don't have a pet	something someone said to me
something I did last weekend	something I do in my spare time

example Anthony: I really like science fiction.
Barbara: Really? So do I. How about you, Jean?
Jean: I haven't really read any. Why do you like it?

Homework - turn to page 94

Lesson 1 7

Sounding Natural

6a

Track 03 Learners listen for the sound they can hear in the underlined parts of the sentences.

6a answers

There tends to be a /w/ sound between the two vowels in connected speech.

This is an example of a linking sound.

Track 03 (page 90, Student Book) 0:13

- 1) So do I.
- 2) Neither do I.

6b

Track 03 Learners listen again and copy the pronunciation.

Time to Talk

7

Go over the instructions and example to check understanding. You may like to make comments yourself on one or two of the topics, as further examples, and elicit possible responses before beginning this activity, e.g. *I don't have a pet because my apartment is too small.*

Learners work in small groups, taking turns to make comments on topics from the table. Other people in the group respond, trying to keep each conversation going for two minutes.

Highlight the fact that learners cannot use a topic more than once.

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

Feedback. Ask learners from each group to say briefly what topics they discussed.

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

Homework

Highlight the homework reference at the bottom right of **page 7** of the Student Book. Ask learners to turn to **page 94**.

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

Go over the instructions and example for **activity 1**.

Make sure learners understand what to do for **activity 2**.

Homework Answers

1

a Arthur - How was your day?

f Fran - Yes, very important!

c Arthur - Really? What happened?

b Fran - It was awful. I lost a lot of work.

e Arthur - Sounds terrible. Were they important?

d Fran - I deleted a lot of files on my computer by accident.

2 suggested answers

Gary - I waited 40 minutes for a train today.

Ann - **Sounds awful. What was the problem?**

Gary - I think there was an accident.

Ann - **Really?**

Gary - Yes. And when the train did come, it was really crowded.

Ann - I hate it when that happens.

Gary - **So do I.**

2 Acting Your Age?

Acting Your Age?

In this lesson - Discuss how things you like and do have changed

Core activities - 1-4, 6

Grammar - Used to and past simple

Examples:

I used to go food shopping on Saturdays, but now I have to work at weekends.

I didn't use to enjoy tennis, but now I play every week.

He used to have a sports car, but he sold it a couple of years ago.

Mike didn't use to watch the news on TV, but he did use to read the newspaper every day.

I didn't use to drive to work.

I never used to drive to work.

He started school in 2010.

Introduction

1a

Go over the instructions and check understanding. In pairs, learners make a note of one important change that has happened in the last ten years in the areas of food and drink, technology, and fashion.

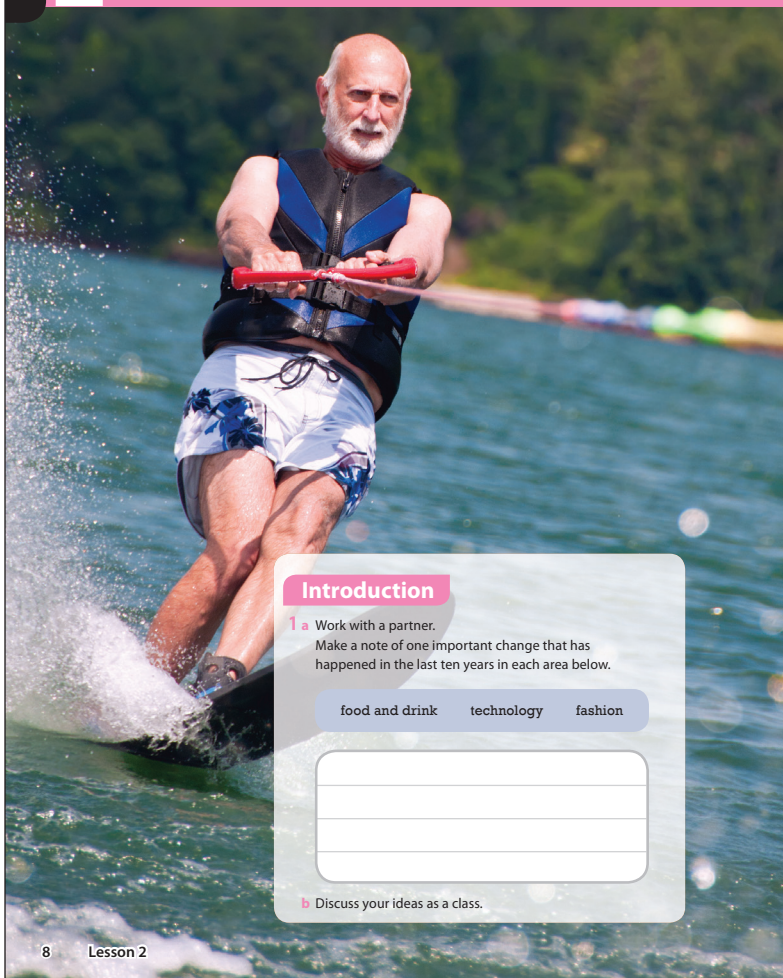
Monitor and assist as necessary.

Feedback as a class.

1b

Learners discuss their ideas as a class.

2 Acting Your Age?



Introduction

1 a Work with a partner.

Make a note of one important change that has happened in the last ten years in each area below.

food and drink

technology

fashion

1 b Discuss your ideas as a class.

Memo

In this lesson: Discuss how things you like and do have changed
Grammar: *Used to and past simple*

Listening

- 2 a Look at the photos and the sentences in the boxes.
Who do you think says them? Write **Barry**, **Gladys**, or **Katie** above the sentences.



Gladys



Katie

A

- I used to go to nightclubs every Friday or Saturday night.
- I got married.
- I did use to enjoy clubbing.

B

- I never used to like motorcycles.
- I did use to ride my bicycle to work every day.
- I got my motorcycle licence.

C

- I used to hate sports.
- A friend invited me to try karate.



Barry

- b Track 04 Track 05 Track 06 Listen and check your answers to **activity 2a**.

- 3 a Read the sentences in **activity 2** again. Write numbers to answer the questions below.

- Which sentences talk about a *repeated action* in the past that doesn't happen now? **1** _ _
- Which sentences talk about something that happened *only once* in the past? _ _ _
- Which sentences talk about a *situation or state* that was true in the past, but is not true now? _ _ _

- b Read the **Language Focus** section on **page 10** to check your answers.

Lesson 2 9

Track 04 (page 90, Student Book) 0:21

Barry

I used to hate sports when I was a kid, but I did use to love kung fu movies. Five years ago, a friend invited me to try karate with him and I loved it. Now I train every day. I got my black belt last year.

Track 05 (page 90, Student Book) 0:28

Gladys

I never used to like motorcycles or cars when I was young, but I did use to ride my bicycle to work every day. Anyway, after I retired, I got my motorcycle licence, bought a big, red motor tricycle and went riding around Europe for six months. It was the best decision of my life!

Track 06 (page 90, Student Book) 0:26

Katie

A few years ago, I used to go to nightclubs every Friday or Saturday night with the girls, but then I got married and had little Oliver. My life changed completely and, although I did use to enjoy clubbing, I'm now very happy to stay at home and relax with my family.

3a

Go over the instructions and example to check understanding.

In pairs, learners read the sentences in **activity 2** again, and write numbers to answer the questions. If the learners are unsure of the answers, encourage them to guess, and explain that they will check the answers for themselves in **activity 3b**.

Monitor and assist as necessary.

3a answers

See 3b answers.

3b

Go over the explanations and examples in the **Language Focus** section on **page 10** with learners and ask them to check their answers to **activity 3a**.

3b answers

- sentences **1, 5**
- sentences **2, 6, 8**
- sentences **3, 4, 7**

Listening

2a

Go over the instructions and check understanding. Learners look at the photos, read the sentences in the boxes and decide who they think says each set. Learners then write **Barry**, **Gladys**, or **Katie** in the correct spaces.

Monitor and assist as necessary.

2a answers

See 2b answers.

2b

- Track 04 Track 05 Track 06 Go over the instructions and check understanding. Learners listen and check their answers to **activity 2a**.

Feedback as a class.

2b answers

- A – **Katie**
B – **Gladys**
C – **Barry**

Sounding Natural

5 a **Track 07** Listen. Mark (●) the two main stresses in each sentence.

- 1 I **never** used to play basketball, but I **did** use to watch it on TV.
- 2 I **didn't** use to eat vegetables, but I **did** use to eat a lot of fruit.

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

Time to Talk

6 a Think about how the things you *like* and *do* have changed since you were younger. Use the table to make notes.

	<i>in the past</i>	<i>now</i>
clothes	wore jeans every day	wear a suit
food		
music		
hobbies		
job		
study		

b Work with a partner. Discuss how things have changed since you were younger.

example A: When I was a student I used to wear jeans every day, but now I work in an office and I have to wear a suit.
B: Yeah, me too. It used to be much cheaper to wear jeans all the time.

c Tell the class about your partner's answers.

Homework - turn to page 94

Lesson 2 11

Time to Talk

6a

Go over the instructions and check understanding. Learners think about how things they *like* and *do* have changed since they were younger. Learners use the table to make notes.

Monitor and assist as necessary.

Don't feedback at this stage.

6b

Go over the instructions and example to check understanding. In pairs, learners talk about how things have changed since they were younger.

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

6c

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

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

Homework

Highlight the homework reference at the bottom right of **page 11** of the Student Book. Ask learners to turn to **page 94**.

Set Lesson 2 **activity 1** for homework. Go over the instructions and example for **activity 1**.

Sounding Natural

5a

Track 07 Learners listen and mark the two main stresses in each sentence.

Feedback in pairs, and then as a class.

5a answers

See CD script for Track 07 - answers in **bold**.

Track 07 (page 90, Student Book) 0:19

- 1) I **never** used to play basketball, but I **did** use to watch it on TV.
- 2) I **didn't** use to eat vegetables, but I **did** use to eat a lot of fruit.

5b

Track 07 Learners listen again and copy the pronunciation.

Homework Answers

1

My taste in films has really changed. As a child, I **used to love** science fiction and I often **used to dream** about flying in space. I never **used to have** much money, but I **did use to have** a part-time job on Saturdays, so I **used to save up** every month to buy a cinema ticket. I once queued for six hours to see *Star Wars*! These days, of course, I prefer a good thriller.

3 What Are You Excited About?

What Are You Excited About?

In this lesson - Find out about the people in your class

Core activities - 1-5, 7

Vocabulary - Adjectives with prepositions

Introduction

1

Go over the instructions and example to check understanding. In pairs, learners write the adjectives from the box, next to the correct meanings.

Monitor and assist as necessary.

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

1 answers

interested - *wanting to know more about something*

familiar - *well-known, because you have seen or experienced it many times*

similar - *very like something else, but not exactly the same*

aware - *knowing about something*

risky - *dangerous because there is a chance that something bad could happen*

2a-e

Go over the instructions and example to check understanding. In pairs, learners complete the sentences with the adjectives from **activity 1**.

Monitor and assist as necessary.

Feedback as a class.

2a-e answers

a) Please stop talking about work. I'm not really **interested**.

b) I'm sure I know him – his face is **familiar**.

c) How embarrassing! I wasn't **aware** that they were vegetarians, and I cooked a beef stew!

d) Our daughters are very **similar** and they like a lot of the same kind of things.

e) Skiing can be quite a **risky** sport.

3 What Are You Excited About?

Introduction

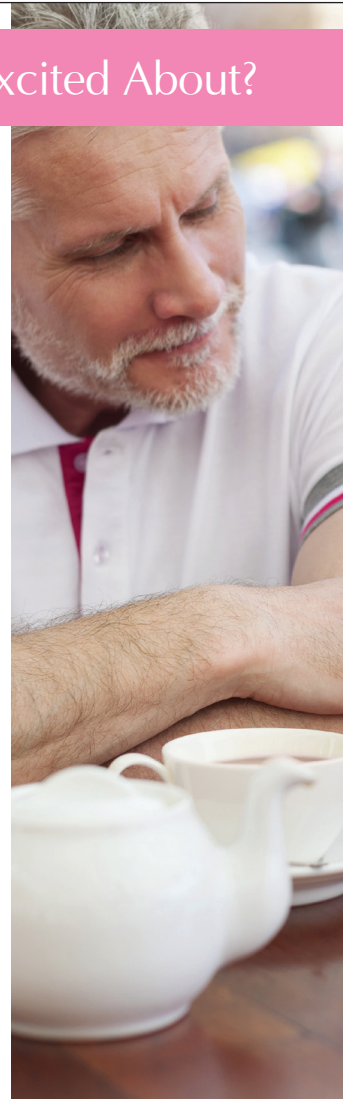
1 Work with a partner.
Write the adjectives from the box, next to the correct meanings below.

interested
similar
risky
familiar
aware

interested	wanting to know more about something
	well-known, because you have seen or experienced it many times
	very like something else, but not exactly the same
	knowing about something
	dangerous because there is a chance that something bad could happen

2 Complete the sentences below with the adjectives from **activity 1**.

- Please stop talking about work. I'm not really **interested**.
- I'm sure I know him – his face is **familiar**.
- How embarrassing! I wasn't **aware** that they were vegetarians, and I cooked a beef stew!
- Our daughters are very **similar** and they like a lot of the same kind of things.
- Skiing can be quite a **risky** sport.



In this lesson: Find out about the people in your class
Vocabulary: Adjectives with prepositions



Listening

3a

Track 08 Direct attention to the picture of Andrew and Mary. Explain the situation: Andrew is talking to Mary about an idea that he has.

Go over the instructions and list of statements to check understanding.

Learners listen to the conversation and underline the correct options to complete the statements.

Feedback in pairs and then as a class.

3a answers

- 1) Andrew is thinking about **changing his job**.
- 2) Mary thinks Andrew's idea is **risky**.
- 3) Andrew **is** aware that there could be problems.
- 4) Andrew **knows** about computers.
- 5) In the future, Andrew wants to do something **similar**.

Track 08 - see page 14

3b

Discuss the question as a class, as a way of rounding off this section of the lesson.

Listening

3 a **Track 08** Listen to Andrew talk to Mary about an idea he has. Underline the correct options to complete the statements below.

- 1 Andrew is thinking about **buying a new computer** / **changing his job**.
- 2 Mary thinks Andrew's idea is **risky** / **great**.
- 3 Andrew **is** / **isn't** aware that there could be problems.
- 4 Andrew **knows** / **doesn't know** about computers.
- 5 In the future, Andrew wants to do something **completely different** / **similar**.

b What do you think about Andrew's idea?

Memo

Language Focus

Go over the explanation with learners. Direct attention to **activity 4a**.

4a

Go over the instructions and example to check understanding. In pairs, learners read the text of Andrew and Mary's conversation from **activity 3** and complete it with the prepositions from the box. Highlight the fact that learners need to write some prepositions more than once.

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.

4b

Track 08 Learners listen again and check their answers to **activity 4a**.

4a+b answers

See CD script for Track 08 - answers in **bold**.

Track 08 (page 90, Student Book) 1:09

Andrew – I'm thinking of leaving my job.

Mary – Really? That sounds a bit risky. You've got a great salary and, well, at your age... aren't you worried **about** the future? I mean, you might not get another job as good as this one.

Andrew – I know, I know... I'm aware **of** the problems. But I've been in this job for 20 years now and, to be honest, I'm just tired **of** it. I just can't get excited **about** going into work these days.

Mary – But if you do decide to leave, what kind of job would you want?

Andrew – Obviously something I'm interested **in**. I'm familiar **with** computers, so perhaps something **in** I.T. I'm pretty good **at** managing networks.

Mary – Well, I guess it could be a chance to change your whole life.

Andrew – I don't know about that. Anything very different **from** my current job might be too much of a change. I don't want something exactly the same **as** the job I do now, but I would like something similar **to** it.

4c

Do this activity as a class. Ask learners to look at the **adjective + preposition** combinations in the **activity 4a** text again. Ask learners to **underline** the correct option in blue to complete the rule in their books.

4c answers

We can follow **adjective + preposition** combinations with **a noun or the -ing form of the verb**.

Highlight the fact that there is a list of common **adjective + preposition** combinations in the **Language Reference** section on **page 109** of the Student Book.

Language Focus

We often use **prepositions** after **adjectives**. The preposition we use depends on the adjective.

- 4 a Work with a partner. Read Andrew and Mary's conversation from **activity 3**, below. Complete the conversation with the prepositions from the box. You need to write some prepositions more than once.

about as at from in of to with

Andrew I'm thinking of leaving my job.

Mary Really? That sounds a bit risky. You've got a great salary and, well, at your age... aren't you worried **about** the future? I mean, you might not get another job as good as this one.

Andrew I know, I know... I'm aware _____ the problems. But I've been in this job for 20 years now and, to be honest, I'm just tired _____ it. I just can't get excited _____ going into work these days.

Mary But if you do decide to leave, what kind of job would you want?

Andrew Obviously something I'm interested _____ . I'm familiar _____ computers, so perhaps something **in** I.T. I'm pretty good _____ managing networks.

Mary Well, I guess it could be a chance to change your whole life.

Andrew I don't know about that. Anything very different _____ my current job might be too much of a change. I don't want something exactly the same _____ the job I do now, but I would like something similar _____ it.

- b **Track 08** Listen again and check your answers to **activity 4a**.

- c Read the conversation in **activity 4a** again. Tick (✓) the correct option to complete the rule below.

We can follow **adjective + preposition** combinations with...
 the **base form of the verb**
 a **noun or the -ing form of the verb**

There is a list of common **adjective + preposition** combinations in the **Language Reference** section on **page 109**.

Practice

- 5 Write numbers to match the beginnings of the sentences on the left with the correct endings on the right.

- | | |
|---|---|
| a I'm not really interested 4 | 1 to Indian elephants. |
| b I've never been abroad, so I'm really excited _____ | 2 of politics because he never listens to the news. |
| c Football in America is not the same _____ | 3 as football in the UK. |
| d I'm not very good _____ | 4 in clothes. |
| e She's very different _____ | 5 at sports. |
| f His company is in trouble, so he's worried _____ | 6 about losing his job. |
| g He isn't really aware _____ | 7 with computers? |
| h I'll never be tired _____ | 8 of living in London. |
| i African elephants are very similar _____ | 9 from her sister. |
| j Are you familiar _____ | 10 about going to New York. |

14 Lesson 3

Practice


5a-j

Go over the instructions and example to check understanding. In pairs, learners write numbers to match the beginnings of the sentences on the left with the correct endings on the right. Monitor and assist as necessary. Feedback as a class.


5a-j answers

- | | |
|--|---|
| a) I'm not really interested | 4 in clothes. |
| b) I've never been abroad, so I'm really excited | 10 about going to New York. |
| c) Football in America is not the same | 3 as football in the UK. |
| d) I'm not very good | 5 at sports. |
| e) She's very different | 9 from her sister. |
| f) His company is in trouble, so he's worried | 6 about losing his job. |
| g) He isn't really aware | 2 of politics because he never listens to the news. |
| h) I'll never be tired | 8 of living in London. |
| i) African elephants are very similar | 1 to Indian elephants. |
| j) Are you familiar | 7 with computers? |

Sounding Natural

6 a  Track 09 Listen. What happens to the underlined letters when we speak naturally?

- 1 I'm not very good at maths.
- 2 I'm excited about my trip.
- 3 She's different from me.

b  Track 09 Listen again and copy the pronunciation.

Time to Talk

7 a Choose *five* of the sentences below and complete them to make them true for you.

- I think I'm quite good at _____.
- One thing I'm worried about is _____.
- I never get excited about _____.
- I think _____ is quite different from _____.
- I'm very interested in _____.
- I'm not very aware of _____.
- I never get tired of _____.
- I think _____ is / are quite similar to _____.
- I'm not really familiar with _____.

b Work with a partner. Compare the sentences you wrote in **activity 7a**. Ask questions to get more information.

example A: I think I'm quite good at dancing.
B: Really? What kind of dance do you do?

c Tell the class about your partner's answers.




Homework - turn to page 95

Lesson 3 15

Sounding Natural

6a

 Track 09 Learners listen for what happens to the underlined letters.


6a answers

The underlined letters tend not to be pronounced when followed by a consonant. This is an example of elision.

Track 09 (page 90, Student Book) 0:19

- 1) I'm not very good at maths.
- 2) I'm excited about my trip.
- 3) She's different from me.

6b

 Track 09 Learners listen again and copy the pronunciation.

Time to Talk

7a

Go over the instructions and check understanding. Learners work independently to choose *five* of the sentences and complete them to make them true for themselves.

You may like to complete one or two of the sentences yourself as a model, before starting this activity. Monitor and assist as necessary.

7b

Go over the instructions and example to check understanding. In pairs, learners compare the sentences they wrote in **activity 7a**.

Highlight the fact that they should ask questions to get more information.

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

7c

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

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

Homework

Highlight the homework reference at the bottom right of **page 15** of the Student Book. Ask learners to turn to **page 95**.

Set Lesson 3 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Learners use  Track 10 for **activity 1**.

Homework Answers

1

See CD script for Track 10 - answers in **bold**.

Track 10 (page 90, Student Book) 0:35

- a) **worried**
- b) **familiar**
- c) **excited**
- d) **different**
- e) **interested**
- f) **similar**
- g) **aware**

2

- a) Are you ever worried **about** money?
- b) I'm really tired **of** clubbing – I just can't get excited **about** it any more.
- c) You need to be aware **of** politics, even if you aren't interested **in** it.
- d) Once he becomes familiar **with** the job, I'm sure he'll be good **at** it.
- e) The future is never the same **as** the past.
- f) I'm quite similar **to** my sister, but completely different **from/to** my brother.

4 It's a Kind Of...

It's a Kind Of...

In this lesson - Describe things from your culture

Core activities - 1-5, 7

Function - Describing and explaining what things are

Introduction

1a

Go over the instructions and example to check understanding.

In pairs, learners use their own ideas to put the things in the pictures into four groups.

Monitor and assist as necessary.

1b

Feedback. Learners explain their ideas to the class.

2a

Go over the instructions and example to check understanding. Learners unscramble the words and write them on the lines.

Monitor and assist as necessary.

Feedback as a class.

2a answers

See 2b answers.

2b

Go over the instructions and example to check understanding. Learners write the numbers of the pictures into the correct boxes in the table.

Monitor and assist as necessary.

Feedback as a class.

2b answers - in bold

2a answers – underlined

<u>celebrations</u>	<u>drinks</u>	<u>food</u>	<u>sports</u>
5, 9, 11	2, 6, 7	4, 8, 12	1, 3, 10

2c

Go over the instructions and check understanding. Learners compare the way they grouped the pictures in **activity 1** to the way they are grouped in **activity 2b** and consider if they are the same or different.

Monitor and assist as necessary.

Feedback as a class.

4 It's a Kind Of...



1 American football



2 eggnog



3 lacrosse



4 Brussels sprouts



5 cherry blossom viewing



6 lassi

Introduction

1 a Work with a partner. Use your own ideas to put the things in the pictures into four groups.

Group 1	Group 2	Group 3	Group 4
American football			

b Explain your ideas to the class.

2 a Unscramble the words and write them on the lines.

aeocblenirts	kknisd	doof	tropps
_____	_____	_____	_____
			sports
			1

b Write the numbers of the pictures into the correct boxes above.

c Compare the way you grouped the pictures in **activity 1** to the way they are grouped in **activity 2b**. Are they the same or different?

In this lesson: Describe things from your culture
Function: Describing and explaining what things are



7 champagne



8 gooseberries



9 a wedding



10 golf



11 a birthday



12 trifle

Reading

3 a Write the names of things from activity 1 to correctly complete the descriptions below.

1 _____ is a kind of celebration. It's something that we do in Japan in the spring.

2 _____ are a sort of vegetable which we usually eat at Christmas. They look a bit like small cabbages.

3 _____ is a kind of drink. People often have it when they eat curry. It's made of yogurt and water, with salt or sugar. Sometimes it's made with mango.

4 _____ is a kind of team sport where players try to run with a ball over the other side's line. It's a bit like rugby.

b Circle the words in the descriptions that helped you to find the answers.

Reading

3a

Go over the instructions and check understanding. Learners write names of things from activity 1 to correctly complete the descriptions.

Monitor and assist as necessary.

Feedback as a class.

3a answers

See 3b answers.

3b

Go over the instructions and check understanding. In pairs, learners circle the words in the descriptions that helped them to find the answers.

Monitor and assist as necessary.

Feedback as a class.

3b answers - underlined

3a answers - in bold

1. **Cherry blossom viewing** is a kind of celebration. It's something that we do in Japan in the spring.
2. **Brussels sprouts** are a sort of vegetable which we usually eat at Christmas. They look a bit like small cabbages.
3. **Lassi** is a kind of drink. People often have it when they eat curry. It's made of yogurt and water, with salt or sugar. Sometimes it's made with mango.
4. **American football** is a kind of team sport where players try to run with a ball over the other side's line. It's a bit like rugby.

Memo

Language Focus

Go over the explanations and examples with learners.

You will be aware that there is a subtle distinction between **made of** and **made with**.

We can use **made of** to talk about the basic materials used in something, e.g. *Lassi is made of yoghurt and water.*

We can use **made with** when we talk about one or more ingredient of something, basic or otherwise. Compare:

(✓) *Lassi is made with yoghurt and water. (basic ingredients)*

(✓) *Lassi is made of yoghurt and water. (basic ingredients)*

(✓) *Lassi is sometimes made with mango. (non-basic ingredient)*

(X) *Lassi is sometimes made of mango. (non-basic ingredient)*

It is probably best not to go into this unless it is raised by a learner.

4

Go over the instructions and check understanding.

Learners find and underline examples of the language from the **Language Focus** section in the descriptions in **activity 3**. You might want to do the first one as a class.

Monitor and assist as necessary.
Feedback as a class.

4 answers

1. Cherry blossom viewing is a **kind of celebration**. It's **something that we do in Japan in the spring**.
2. Brussels sprouts are a **sort of vegetable which we usually eat at Christmas**. They look a bit like small cabbages.
3. Lassi is a **kind of drink**. It's **something that people have when they eat curry**. It's **made of yogurt and water, with salt or sugar**. Sometimes it's **made with mango**.
4. American football is a **kind of team sport where players try to run with a ball over the other side's line**. It's a bit like rugby.

Language Focus

We can use different expressions to describe and explain what something is.

We can say what kind of thing it is.

kind of / sort of + general word

He's a **kind of police officer**.

It's a **kind of food**.

It's a **sort of car**.

We can compare it to similar things.

(a bit) like + related word

It's **like a frying pan**.

He's **a bit like my boss**.

It's **a bit like Christmas**.

We can use **(a bit) like** with **verbs of sensation** (taste, smell, look, etc.).

It **tastes a bit like** steak.

It **smells like** cheese.

It **looks a bit like** my gold ring.

We can give information with a **defining relative clause** (underlined in the examples).

something / general word + defining relative clause

It's **something that you do** at New Year.

It's **a drink which we make** at Christmas.

He's **a little boy who has** a robot cat.

We can say what it's **made of / with**.

It's **made of** wood.

It's **made with** potato, milk and butter.

4 Find and underline examples of this language in the descriptions in **activity 3**.

Practice

5 a Work with a partner. Read the descriptions below. Make a note of one thing that can fit each description.

They're a kind of musician.

It's a place where you can have a barbecue.

It's made with eggs.

It looks a bit like a television.

It tastes a bit like chicken.

It's something which you do at the end of the year.

It smells like flowers.

It's made of plastic.

Notes



18 Lesson 4

b Share your ideas with the class.

Practice

5a

Go over the instructions and check understanding. In pairs, learners read the descriptions and make a note of one thing that can fit each description. Point out that there are no specific answers, and that the learners should give their own opinions.

5a possible answers

They're a kind of musician. a guitarist

It's a place where you can have a barbecue. a garden

It's made with eggs. omelette

It looks a bit like a television. a computer monitor

It tastes a bit like chicken. rabbit

It's something which you do at the end of the year.

go to parties / send greeting cards

It smells like flowers. perfume

It's made of plastic. a Frisbee™

5b

Feedback. Learners share their ideas with the class.

Sounding Natural

6 a Track 11 Listen. Do the underlined parts of the sentences sound the same or different?

- 1 They're a kind of musician.
- 2 It looks a bit like a television.

b Track 11 Listen again and copy the pronunciation.

Time to Talk

7 a Work with a partner.
Make a note of *three* things from your culture.
They could be from the ideas below, or ideas of your own.
Keep your ideas secret.

celebrations food places drinks sports

b Change partners. Take turns to describe the things you made a note of.
Try to use expressions from this lesson.
Guess what your partner describes.

c How many things did you guess correctly? Tell the class.

Homework - turn to page 96

Lesson 4 19

Sounding Natural

6a

Track 11 Go over the instructions and check understanding.

Learners listen for whether the underlined parts of the sentences sound the same or different.

Feedback as a class.

6a answers

The underlined parts sound the same. They are all pronounced with a schwa /ə/ sound.

Track 11 (page 90, Student Book) 0:15

- 1) They're a kind of musician.
- 2) It looks a bit like a television.

6b

Track 11 Learners listen again and copy the pronunciation.

Time to Talk

7a

Go over the instructions and check understanding.
In pairs, learners make a note of *three* things from their culture. These could be from the ideas given or ideas of their own. Explain that learners should keep their ideas secret, as they will work with another partner and try to guess each other's ideas.

7b

Go over the instructions and check understanding.
Learners change partners. In their new pairs, learners take turns to describe the things they made a note of and guess what their partner describes. Highlight the fact that learners should try to use expressions from the lesson.

Monitor and assist as necessary.

7c

Feedback. Learners tell the class how many things they guessed correctly.

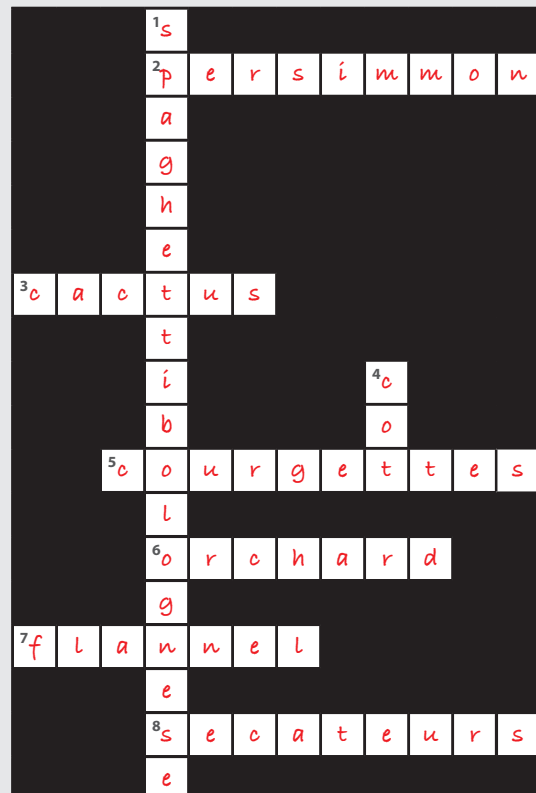
Homework

Highlight the homework reference at the bottom right of page 19 of the Student Book. Ask learners to turn to page 96.

Set Lesson 4 activities 1 and 2 for homework.
Go over the instructions and make sure learners understand what to do.

Homework Answers

1



2

suggested answer

1. It's a kind of pasta dish. It's made with tomatoes, herbs, mince, onions, and garlic.

5 Animal Trouble

Animal Trouble

In this lesson - Retell a story

Core activities - 2-6

Skills - Extended listening and speaking

Introduction

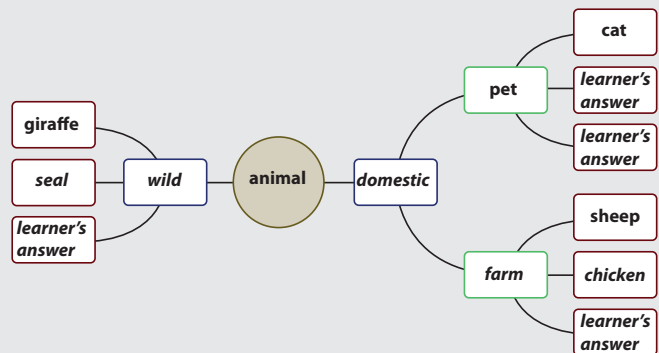
1a

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

Monitor and assist as necessary.

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

1a answers



1b

Go over the instructions and check understanding. In pairs, learners complete the diagram with their own ideas.

Monitor and assist as necessary.

Feedback as a class.

1b answers

Accept any reasonable answers.

2

Go over the instructions and check understanding. In pairs, learners read the words in the word cloud. They circle the things in the word cloud that they can see in the picture on page 21.

Monitor and assist as necessary.

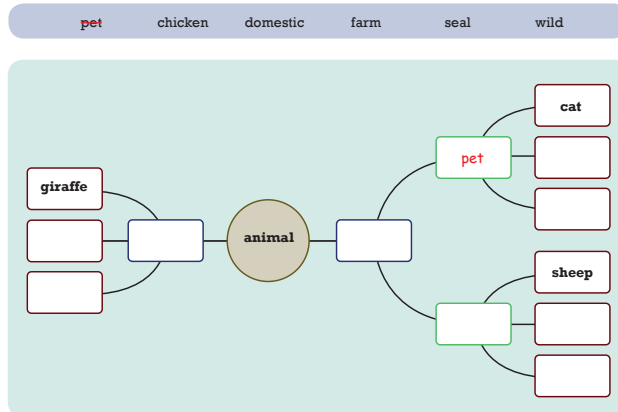
Feedback as a class. Teach, drill, and board any unfamiliar items.

5 Animal Trouble

Introduction

1 a Work with a partner.

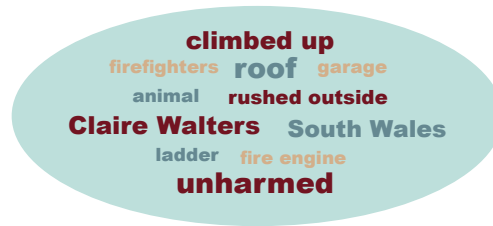
Write the words from the box into the correct places in the diagram.



b Complete the diagram with your own ideas.

2 Read the words in the word cloud.

Circle the things in the word cloud that you can see in the picture on page 21.



2 answers

The following items can be seen in the picture:

- firefighters**
- roof**
- ladder**
- fire engine**

In this lesson: **Retell a story**
 Skills: *Extended listening and speaking*

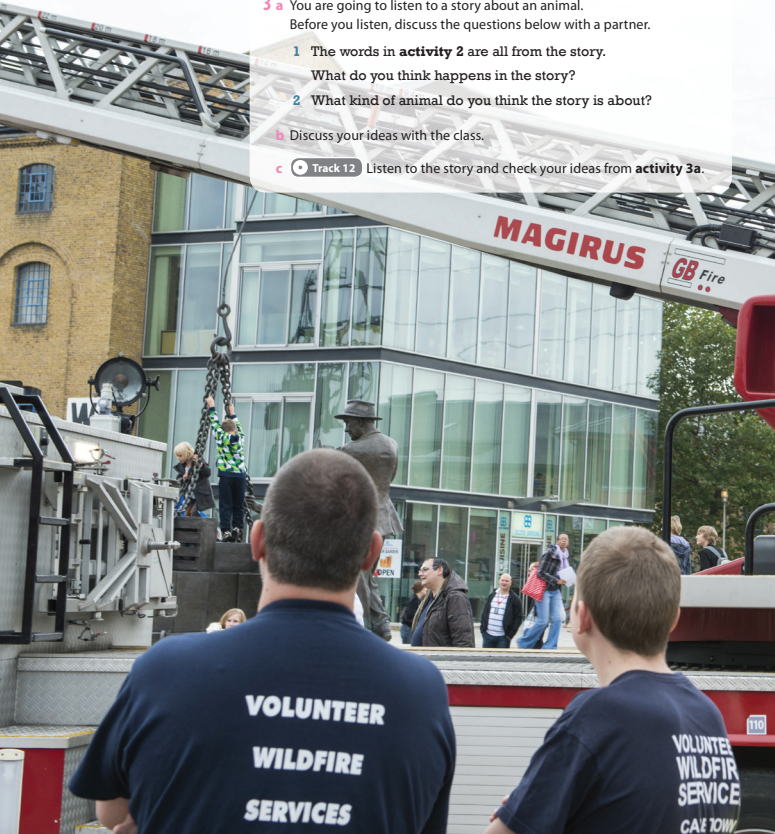
Listening

3 a You are going to listen to a story about an animal. Before you listen, discuss the questions below with a partner.

- 1 The words in **activity 2** are all from the story. What do you think happens in the story?
- 2 What kind of animal do you think the story is about?

b Discuss your ideas with the class.

c **Track 12** Listen to the story and check your ideas from **activity 3a**.



Skills Lesson 5 21

Listening

3a

Explain that learners are going to listen to a story about an animal.

Go over the instructions and questions to check understanding.

In pairs, learners discuss the questions.

Monitor and assist as necessary.

3b

Feedback. Learners discuss their ideas from **activity 3a** as a class.

Accept and board any reasonable ideas, but don't give any definite answers at this stage – learners will listen to check for themselves in the next activity.

3c

Track 12 Learners listen to the story and check their ideas from **activity 3a**.

Feedback in pairs and then as a class.

Accept any reasonable ideas.

Explain that learners will listen again to further confirm their ideas.

CD script for Track 12 - see **page 23**.

Listening Tip

Use Key Words to Retell Stories

Focus on key words when you listen to a story. Use these to retell the whole story in your own way.

Memo

4a

Highlight the **Listening Tip** box and go over the explanation with learners.
 Explain that learners are going to retell, in their own words, the story they heard, but that they will have a chance to listen again before they do so.
 Direct attention to the list of excerpts from the story. Go over the instructions and check understanding.
 In pairs, learners read the excerpts from the story they heard in **activity 3**, and underline any words or expressions they don't know.
 Monitor and assist as necessary.

4b

As a class, learners discuss the meanings of the words and expressions they underlined in **activity 4a**.

Teach, drill, and board any unfamiliar items, e.g.
pull up – (said of a car or other vehicle) to stop somewhere; a driver can also 'pull up' a car
persuaded – made someone (or something) do or believe something by talking to them
spokesman – someone who speaks (officially) for an organisation
none the worse for – not be hurt or damaged by (an experience)
spotted – (here a passive use) be seen or noticed by someone

4c

Track 12 Go over the instructions and check understanding.
 Learners listen to the story again and number the excerpts in **activity 4a** in the order they hear them.

Feedback in pairs and then as a class.

4c answers

- she suddenly heard **2**
- watching TV in her living room **1**
- pull up in the street **3**
- a crowd of people all looking upwards **5**
- terrified that her house was on fire **4**
- finally persuaded the animal **7**
- a fire service spokesman said **6**
- none the worse for its adventure **9**
- later spotted eating a mouthful of grass **8**

Listening Tip

Use key words to retell stories

Focus on key words when you listen to a story. Use these to retell the whole story in your own way.

4 a Work with a partner. Read the excerpts, below, from the story you heard in **activity 3**. Underline any words or expressions you don't know.

she suddenly heard

watching TV in her living room 1

pull up in the street

a crowd of people all looking upwards

terrified that her house was on fire

finally persuaded the animal

a fire service spokesman said

none the worse for its adventure

later spotted eating a mouthful of grass

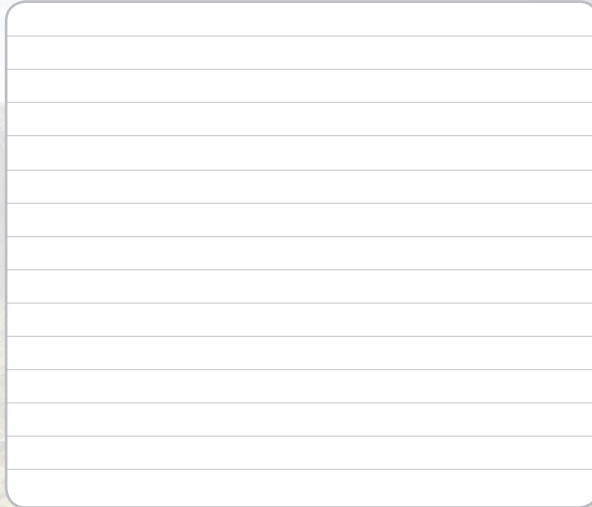
b As a class, discuss the meanings of the words and expressions you underlined in **activity 4a**.

c **Track 12** Listen to the story again. Number the excerpts in **activity 4a** in the order you hear them.


Skills

5 a Work with a partner.

Write, in your own words, the story you listened to, but include *all* the excerpts from **activity 4a**. You can also use the words from **activity 2** to help you.



b Work with another pair and compare your stories. Make any changes to your story that you want to.

c  **Track 12** Listen again to the original story. Compare your story to it. Make any changes to your story that you want to.

Time to Talk

6 Work with a new partner.

Take turns to retell the story without reading what you wrote.

Homework - turn to page 97

5a

Go over the instructions and check understanding. In pairs, learners write the story from **activity 3** in their own words. Highlight the fact that learners should include *all* the excerpts from **activity 4a**, and that they can also use words from **activity 2**.

Set a time limit of five minutes.


Monitor and assist as necessary. Ensure that both learners in each pair make a copy of the story they are writing.

5b

Go over the instructions and check understanding. Learners compare their stories with another pair and make any changes to their stories that they want to.

Monitor and assist as necessary.

5c

 **Track 12** Go over the instructions and check understanding.

Learners listen again to the original story, comparing their own story to it and making any changes to their stories that they want to.

Allow some time after listening for learners to complete the changes they want to make.

Feedback in pairs. Learners compare the changes they have made.

Monitor and assist as necessary.

Track 12 (page 90, Student Book) 0:54

Claire Walters was watching TV in her living room when she suddenly heard two fire engines pull up in the street outside her house. Terrified that her house was on fire, she rushed outside and saw a crowd of people all looking upwards. Claire also looked up and saw a sheep standing on her roof. A fire service spokesman said that the sheep had got onto the roof from a garage at the back of Claire's house. Firefighters climbed up a ladder and talked to the sheep for 40 minutes, and finally persuaded the animal to climb back down. The sheep was later spotted eating a mouthful of grass in its field near the small town of Usk in South Wales. It seemed unharmed and none the worse for its adventure.

Time to Talk

6

Go over the instructions and check understanding. Learners work with a new partner and take turns to retell the story without reading what they wrote.

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

Feedback. Ask learners how similar or different the stories they told were to each other's.

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

You may like to refer learners to **Track 12** on **page 90** of the Student Book so that they can compare their versions of the story with it.

Highlight the fact, however, that the point of the activity was not to reproduce a word-perfect copy of the script, but to reconstruct a reasonably detailed and accurate version of it.

Homework

Highlight the homework reference at the bottom right of **page 23** of the Student Book. Ask learners to turn to **page 97**.

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

Go over the instructions and example for **activity 1**.

Learners use  **Track 13** for **activity 2**.

Homework Answers

1+2

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

Track 13 (page 91, Student Book) 0:46

- a) she **suddenly heard**
- b) a **crowd** of **people**
- c) pull **up** in the **street**
- d) her **house** was on **fire**
- e) **persuaded** the **animal**
- f) **none** the **worse** for its **adventure**
- g) **eating** a **mouthful** of **grass**
- h) a **fire** service **spokesman**

6 Stretching the Truth

Stretching the Truth

In this lesson - Talk about lies and making things up

Core activities - 1a, 2-5, 7

Grammar - Structures with **reporting verbs**

Examples:

I thought that it was an awful film.

She told me she likes me.

He asked when the wedding is.

She asked if I ever go skiing.

We invited them all to have lunch with us next Tuesday.

I told him to work harder.

She asked them not to talk so loudly.

Introduction

1a

Go over the instructions and example to check understanding. In pairs, learners complete the phrases with the verbs from the box, then draw lines to match the phrases with the meanings on the right. Highlight the fact that each verb can be used only once.

Monitor and assist as necessary.

Feedback as a class.

Teach, drill, and board any unfamiliar items.

1a answers

1) tell a white lie	b say something untrue to protect someone's feelings
2) stretch the truth	a make the facts seem better than they really are
3) take somebody in	d trick someone and make them believe something that is not true
4) make something up	c give an explanation or tell a story that is not true

1b

Go over the questions and check understanding. Discuss the questions briefly as a class.

6 Stretching the Truth

Introduction

1 a Complete the phrases below with the verbs from the box, then draw lines to match the phrases with the meanings on the right. Use each verb only once.

	tell	make	stretch	take
1	<u>tell</u> a white lie			
2	_____ the truth			
3	_____ somebody in			
4	_____ something up			

a	make the facts seem better than they really are
b	say something untrue to protect someone's feelings
c	give an explanation or tell a story that is not true
d	trick someone and make them believe something that is not true

b Discuss the questions below as a class.

- Is it OK to tell white lies? Why or why not?
- Is it ever OK to stretch the truth (e.g. when you apply for a job)?
- Is taking someone in always bad?
- Have you ever told a child that Father Christmas is real?

Reading

2 a Read the title and first paragraph of the article on **page 25** and look at the picture of Harry. What do you think Harry's secret is?

b Read the rest of the article to check your ideas from **activity 2a**.

c Work with a partner.

Write *no more than three words* from the article to show who *said* or *thought* the sentences below.

- 'He's a likeable, clever 17-year-old.' the teachers
- 'Come out with us.' _____
- 'Leave me alone!' _____
- 'I prefer to stay at home and study.' _____
- 'Where is your mother?' _____
- 'My mother is an opera singer.' _____
- 'Would you like to join us on a trip to Tenerife?' _____
- 'Please show me your passports.' _____

3 Why do you think Harry did what he did?

Reading

2a

Direct attention to the article on **page 25** and the picture of Harry Speed.

You may like to point out that the article is based on a true story.

Go over the instructions and check understanding. Learners read the title and first paragraph of the article, look at the picture of Harry, and consider what Harry's secret is.

Monitor and assist as necessary.

Feedback in pairs and then as a class. Encourage speculation and accept any reasonable ideas.

2b

Learners read the rest of the article to check their ideas from **activity 2a**.

Feedback in pairs and then as a class.

2a+b answers

Harry's secret was that he was a 32-year-old man posing as a 17-year-old teenager.

In this lesson: **Talk about lies and making things up**

Grammar: *Structures with reporting verbs*



HARRY'S HIGH SCHOOL SECRET

Harry Speed was one of the best students in Lyle High School, Scotland. The teachers all thought that he was a likeable, clever 17-year-old. He worked hard and got top marks in his exams, but he never spent his free time with the other kids. They invited him to come out with them, but he told them to leave him alone. He said that he preferred to stay at home and study.

He lived in a house on his own and did all his own cooking and cleaning. When Harry's classmates asked him where his mother was, he told them that she was an opera singer and that she was touring around Europe.

After they graduated from high school, some students asked Harry if he would like to join them on a trip to the sunny, Spanish island of Tenerife. They all went to buy their tickets together, but Harry's friends discovered something shocking when the travel agent asked them to show their passports. Harry showed his and they all saw that he was actually a 32-year-old man named Bill Ferguson!

Lesson 6 25

3

Take brief responses as to why learners think Harry did what he did.

Direct learners to **Harry's story** on **page 89** of the Student Book. Ask them to read this to check their ideas.

Monitor and assist as necessary.

Feedback as a class.

3 answers

Harry did what he did in a desperate attempt to get back into medical school, after he had failed to do so by other means for ten years.

2c

Go over the instructions and example to check understanding.

In pairs, learners write *no more than three* words from the article to show who *said* or *thought* each of the sentences.

Point out that learners can reread the article as and if they need to.

Monitor and assist as necessary.

Feedback as a class.

2c answers

- 1) 'He's a likeable, clever 17-year-old.' **the teachers**
- 2) 'Come out with us.' **the other kids / his classmates**
- 3) 'Leave me alone!' **Harry / Bill**
- 4) 'I prefer to stay at home and study.' **Harry / Bill**
- 5) 'Where is your mother?' **the other kids / his classmates**
- 6) 'My mother is an opera singer.' **Harry / Bill**
- 7) 'Would you like to join us on a trip to Tenerife?' **the other kids / his classmates / some students**
- 8) 'Please show me your passports.' **the travel agent**

Language Focus

Go over the explanations and examples with learners. Point out that there are many other reporting verbs and other structures, but that these are some of the most common.

You may like to point out, if necessary, that the verbs in the reported clauses often, but not always, 'move back' a tense in reported speech. Whether or not this happens will depend on the sense of what is being reported, and its relation to the time when the report takes place.

4

Ask learners to work in pairs to read the article about Harry Speed on **page 25** of the Student Book again, and underline more examples of the verbs and structures from the **Language Focus** section.

Monitor and assist as necessary.

- 4 answers underlined and numbered in text as follows:**
- (1) reported thoughts / statements (**think / say / tell** (person) + **that-clause**)
 - (2) reported **wh-questions** (**ask** + **clause** beginning with **question word**)
 - (3) reported **yes/no questions** (**ask** + **if-clause**)
 - (4) reported requests, invitations and commands (**ask, invite, or tell** + **person** + **to** + **base form** of the verb)

Reading text

Harry's High School Secret

Harry Speed was one of the best students in Lyle High School, Scotland. (1) The teachers all thought that he was a likeable, clever 17-year-old. He worked hard and got top marks in his exams, but he never spent his free time with the other kids. (4) They invited him to come out with them, but (4) he told them to leave him alone. (1) He said that he preferred to stay at home and study.

He lived in a house on his own and did all his own cooking and cleaning. When (2) Harry's classmates asked him where his mother was, (1) he told them that she was an opera singer and that she was touring around Europe.

After they graduated from high school, (3) some students asked Harry if he would like to join them on a trip to the sunny, Spanish island of Tenerife. They all went to buy their tickets together, but Harry's friends discovered something shocking when (4) the travel agent asked them to show their passports. Harry showed his and they all saw that he was actually a 32-year-old man named Bill Ferguson!

Language Focus

We can use different verbs and structures when we report what someone *thinks* or *says*.

We can report *thoughts* with **think** plus a **that-clause**.

I thought that you were coming to the party.

We can report *statements* with **say** or **tell** plus a **that-clause**.

If we use **tell** as the reporting verb, we mention a *person* before the **that-clause**.

He said that he likes watching films.
I told them that I was tired.

We often leave out **that** in informal speech.

He said he likes watching films.
I told them I was tired.

We can report *wh-questions* with **ask** plus a **clause** beginning with a **question word**.

The word order is the same as for *statements*. We don't use question marks.

She asked (me) where I live.

We can report *yes/no questions* with **ask** plus an **if-clause**.

We can use **whether** instead of **if**.

He asked (me) if I liked Indian food.
He asked (me) whether I liked Indian food.

We can report *requests, invitations and commands* with **ask, invite** or **tell** plus **person** + **to** + **base form** of the verb.

They asked me to help.
I invited him to come to the party.
We told them to be quiet.

- 4 Read the article on **page 25** about Harry Speed again. Underline more examples of the verbs and structures above.

Practice

- 5 Write the words in the correct order to make reporting sentences. You need to add one more word to make each sentence. Sometimes more than one answer is possible.

- me / be / told / he / quiet
He told me to be quiet.
- that / tired / said / he / not / he

- invited / I / come / her

- could / he / down / he / sit / asked

- that / happy / she / told / us / she

- me / he / pay / asked

- brothers / asked / has / they / many / she



Practice

5a-g

Go over the instructions and example to check understanding.

In pairs, learners write the words in the correct order to make reporting sentences.

Point out that learners will need to add *one* more word to make each sentence, and that sometimes more than one answer is possible.

5a-g answers - additional words in bold

- He told me **to** be quiet.
- He said that he **was / is** not tired.
- I invited her **to** come.
- He asked **if / whether** he could sit down.
- She told us that she **was / is** happy.
- He asked me **to** pay.
- They asked **how** many brothers she has.

Sounding Natural

6 a **Track 14** Listen. What happens to the underlined letters when we speak naturally?

- 1 I asked how many brothers they have.
- 2 He asked me to pay.
- 3 She asked where I live.
- 4 He asked if I liked Indian food.

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

Time to Talk

7 a Work on your own. Make a note of your answers to the questions below.

Have you ever told a white lie?
Who did you tell it to? What did you say?

Has anyone given you an answer that you didn't believe?
What did you ask? What did they tell you?

Has anyone ever asked or told you to do something you didn't want to do?
What did they ask? What did you think?

b Work with a partner.
Share your answers to the questions in **activity 7a**.
Ask questions to get more information.

c Tell the class about your partner's answers.

Homework - turn to page 97

Lesson 6 27

Time to Talk

7a

Go over the instructions and check understanding. Learners work independently to make a note of their answers to the questions. You may like to board brief notes of your own answers to the questions, as a model. Allow learners time to think and write.

Monitor and assist as necessary.

7b

Go over the instructions and check understanding. In pairs, learners share their answers to the questions in **activity 7a**. Highlight the fact that they should ask questions to get more information.

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

7c

Feedback. Learners tell the class about their partner's answers. Highlight good use of language and elicit corrections of any problems you noted.

Homework

Highlight the homework reference at the bottom right of **page 27** of the Student Book. Ask learners to turn to **page 97**.

Set Lesson 6 **activities 1** and **2** for homework. Go over the instructions and example for **activity 1**. Make sure learners understand what to do for **activity 2**.

Sounding Natural

6a

Track 14 Learners listen for what happens to the underlined letters when we speak naturally.

6a answers

The underlined letters tend not to be pronounced in connected speech. This is an example of elision.

Track 14 (page 91, Student Book) 0:26

- 1) I asked how many brothers they have.
- 2) He asked me to pay.
- 3) She asked where I live.
- 4) He asked if I liked Indian food.

6b

Track 14 Learners listen again and copy the pronunciation.

Homework Answers

1

- a) She **told** / **asked** / **said** me to sit down.
- b) They **said** / **thought** / **asked** that he was a great boss.
- c) He asked **if** / **that** / **whether** she was married.
- d) I asked **that** / **what** / **if** he wanted to eat.
- e) He **told** / **said** / **asked** us that he liked tennis.
- f) I **said** / **invited** / **asked** him to have lunch.

2

Learner's own answers.

7 Friends and Neighbours

Friends and Neighbours

In this lesson - Tell people about a relationship in your life

Core activities - 1a, 2-5, 7

Vocabulary - Some uses of **go** and **get**

Introduction

1a

Go over the instructions and example to check understanding.

In pairs, learners write **go** or **get** into the spaces, so that the expressions on the left match the meanings on the right.

Monitor and assist as necessary.

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

1a answers

expressions	meanings
get a cold	become ill with a cold
go abroad	travel to a foreign country
get into something	become interested in something
go grey	start to have grey hair
go halves	share the cost of something with someone
go into detail	include all the details in an explanation
go on a date	have a romantic meeting somewhere with someone
get on someone's nerves	annoy someone and make them angry
get on well	have a good relationship with someone
go out	have a romantic relationship and date with someone
get to know	slowly learn more about someone
go on	talk a lot about something and annoy people
get into an argument	begin having an argument



7 Friends and Neighbours

Introduction

1 a Work with a partner.

Write **go** or **get** into the spaces below, so that the expressions on the left match the meanings on the right.

expressions	meanings
get a cold	become ill with a cold
___ abroad	travel to a foreign country
___ into something	become interested in something
___ grey	start to have grey hair
___ halves	share the cost of something with someone
___ into detail	include all the details in an explanation
___ on a date	have a romantic meeting somewhere with someone
___ on someone's nerves	annoy someone and make them angry
___ on well	have a good relationship with someone
___ out	have a romantic relationship and date with someone
___ to know	slowly learn more about someone
___ on	talk a lot about something and annoy people
___ into an argument	begin having an argument

b Complete the sentences below with expressions from **activity 1a**.

Put the verbs into the correct form.

- 1 My throat hurts and I'm sneezing. I think I'm **getting a cold**.
- 2 We need more information on this plan. Could you **go into detail**, please?
- 3 We're **going on a date** tomorrow. First a movie, and then a meal in a restaurant.
- 4 We wanted to celebrate, so we **went halves** on a bottle of champagne.
- 5 You need to take your passport when you **go abroad**.
- 6 She never stops talking about her boyfriend. She just **goes on** about how wonderful he is.

1b

Go over the instructions and example to check understanding. In pairs, learners complete the sentences with expressions from **activity 1a**. Highlight the fact that learners should put the verbs into the correct form.

Monitor and assist as necessary.

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

1b answers

- 1) My throat hurts and I'm sneezing. I think I'm **getting a cold**.
- 2) We need more information on this plan. Could you **go into detail**, please?
- 3) We're **going on a date** tomorrow. First a movie, and then a meal in a restaurant.
- 4) We wanted to celebrate, so we **went halves** on a bottle of champagne.
- 5) You need to take your passport when you **go abroad**.
- 6) She never stops talking about her boyfriend. She just **goes on** about how wonderful he is.

In this lesson: Tell people about a relationship in your life

Vocabulary: Some uses of go and get

Reading

- 2 a Read the title of the article about Karen and Kenny on page 29 and look at their picture. What kind of relationship do you think they have? Tick (✓) an option below.

they are brother and sister
they are married
they are good friends



Married for three years, but friends forever

- b Read the article and number the paragraphs to put them into the correct order. Check your ideas from activity 2a. You have one minute.

- c Read the article again. Circle the correct options to show if the statements below are true (T) or false (F).

- 1 Karen and Kenny are friends. T / F
- 2 They met at high school. T / F
- 3 They watched a movie and had a coffee on their first date. T / F
- 4 Kenny used to become nervous when he talked to Karen. T / F
- 5 They married when they were 21. T / F
- 6 They are married today. T / F
- 7 They are too old to dance. T / F

- 3 Do you think Karen and Kenny's relationship is unusual? Why?

1 Kenny and I have always been friends. I was born next door to him, and I got to know him when we played together in the street as little kids. When we were 16, we went to watch a movie together, and on the way home we went for a coffee. I guess that was our first date. After that, we started going out.

3 We got engaged when we were 19 and we got married a year later, which was far too young.

2 He was lovely. He wore these big, thick glasses and he was really shy! He used to get so nervous when he talked to me, but he always made me feel happy. My mother absolutely loved him. She always said that when we got older, we should get married.

5 We never stopped being friends, though. We're both getting old and going grey now, and I couldn't imagine my life without him. He still lives in the same street as me and we see each other almost every day. I get on really well with his girlfriend, and we all go out for a meal once a month. We even go dancing now and then!

4 Living together can be quite different from being friends. We got on each other's nerves. I wanted us to start a family, but he just wasn't ready. We got into arguments nearly every day. Living together wasn't working, so we got divorced after three years of marriage.

Lesson 7 29

Reading

2a

Draw attention to the article about Karen and Kenny on page 29.

Learners read the title of the article and look at the picture, then tick an option to show what kind of relationship they think Karen and Kenny have.

Encourage learners to speculate. Assure them that they will be able to check their ideas in the next activity.

2b

Go over the instructions and example to check understanding. Learners read the article quickly, number the paragraphs to put them into the correct order, and check their ideas from activity 2a. Set a time limit of one minute.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

2b answers - in bold

4 answers - underlined

Reading text

Married for three years, but friends forever

- | | |
|---|--|
| 1 | Kenny and I have always been friends. I was born next door to him, and I got to know him when we played together in the street as little kids. When we were 16, we <u>went to watch a movie</u> together, and on the way home we <u>went for a coffee</u> . I guess that was our first date. After that, we started going out. |
| 3 | We <u>got engaged</u> when we were 19 and we <u>got married</u> a year later, which was far too young. |
| 2 | He was lovely. He wore these big, thick glasses and he was really shy! He used to <u>get so nervous</u> when he talked to me, but he always made me feel happy. My mother absolutely loved him. She always said that when we <u>got older</u> , we should <u>get married</u> . |
| 5 | We never stopped being friends, though. We're both <u>getting old</u> and <u>going grey</u> now, and I couldn't imagine my life without him. He still lives in the same street as me and we see each other almost every day. I get on really well with his girlfriend, and we all <u>go out for a meal</u> once a month. We even <u>go dancing</u> now and then! |
| 4 | Living together can be quite different from being friends. We got on each other's nerves. I wanted us to start a family, but he just wasn't ready. We got into arguments nearly every day. Living together wasn't working, so we <u>got divorced</u> after three years of marriage. |

2c

Go over the instructions and example to check understanding. In pairs, learners read the article again and circle the correct options to show if the statements are true (T) or false (F).

Monitor and assist as necessary.

Feedback as a class.

2c answers

- 1) Karen and Kenny are friends. **T**
- 2) They met at high school. **F**
- 3) They watched a movie and had a coffee on their first date. **T**
- 4) Kenny used to become nervous when he talked to Karen. **T**
- 5) They married when they were 21. **F**
- 6) They are married today. **F**
- 7) They are too old to dance. **F**

3

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

Language Focus

Go over the explanations and examples with learners.

4

In pairs, learners read the article on **page 29** again to find and underline more examples of the uses of **go** and **get** covered in the **Language Focus** section.

Monitor and assist as necessary.

Feedback as a class.

4 answers

Underlined in the Reading text in activity 2b answers.

You may also like to point out the following expressions with **go** and **get**, introduced in **activity 1a**:

I got to know him. (para 1)

going out (para 1)

We got on each other's nerves. (para 4)

We got into arguments nearly every day. (para 4)

I get on really well with his girlfriend. (para 5)

Point out that we also use **go** and **get** in many idioms and phrasal verbs, and direct learners to **activity 1a** for some examples.

Practice

5a-h

Go over the instructions and example to check understanding. In pairs, learners use the words from the boxes to complete the sentences. Point out that learners will need to put the verbs into the correct form, and use **to** or **a** where necessary.

Monitor and assist as necessary.

Feedback as a class.

5a-h answers

- She got **tired** of sunbathing, so she went for **a swim** in the sea.
- We got **married** last year - it was a lovely wedding.
- Drink your coffee before it gets **cold**.
- We're getting quite **friendly** and we sometimes go for **(a) coffee** before work.
- We both like clothes and we often go **shopping** together.
- He lives quite far away, but I go **to see** him when I have the time.
- I didn't want to cook, so we went out for **a meal**.
- We used to be good friends, but something went **wrong** and I never see her now.

Language Focus

We can use **go** in various ways, to talk about *activities*.

go + -ing form of the verb for many general activities where we move about

He **went skiing** last year.

She **goes running** every evening.

go + to + base form of the verb for activities with a definite beginning and end

They **go to watch** the boat race every summer.

He's **gone to meet** a friend.

go (out) for a + noun for many fairly short, free time activities

Do you want to **go (out) for a walk**?

We **go for a meal** every Friday.

We can use **get** with *past participles* and many *adjectives* to describe a change of state. It has a similar meaning to *become*.

get + past participle

How did the window **get broken**?

He quickly **got dressed** and left for work.

get + adjective

I forgot my umbrella and **got very wet**.

It **gets dark** quite early in the winter.

We usually use **go**, not **get**, with *colours* and many *negative adjectives*, such as **bad, bald, mad** and **wrong**, but we use **get** with **tired, old, sick, angry, bored**, and **ill**.

It's autumn and the leaves are **going red**.

We planned the meeting really carefully, but everything **went wrong**.

Let's stop - everyone is **getting tired**.

Bob quit his job after he **got ill**.

4 Read the article on **page 29** again.

Find and underline more examples of these uses of **go** and **get**.

We also use **go** and **get** in many idioms and phrasal verbs.

Look at **activity 1a** for some examples.

Practice

5 Use the words from the boxes to complete the sentences below. Put the verbs into the correct form and use **to** or **a** where necessary.

adjectives

cold
friendly
wrong
tired

verbs

see
shop
marry

nouns

coffee
meal
swim

- She got **tired** of sunbathing, so she went for _____ in the sea.
- We got _____ last year - it was a lovely wedding.
- Drink your coffee before it gets _____.
- We're getting quite _____ and we sometimes go for _____ before work.
- We both like clothes and we often go _____ together.
- He lives quite far away, but I go _____ him when I have the time.
- I didn't want to cook, so we went out for _____.
- We used to be good friends, but something went _____ and I never see her now.

Sounding Natural

6 a **Track 15** Listen. How do we pronounce the underlined parts of the sentences below?

- 1 We went for a walk.
- 2 They went for a swim in the sea.
- 3 Would you like to go for a drive?

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

Time to Talk

7 a Work on your own. Think about a relationship in your life. Use an idea from below or one of your own.

someone you met at school a colleague a friend a neighbour

Use the table below to make some notes about your relationship.

Who is the person?
Where / How did you meet?
How do you get on?
What do you do together?
How has your relationship changed?

b Work with a partner. Tell each other about the person you made notes on in **activity 7a**. Try to use expressions with **go** and **get**.

example A: I got to know Tony in primary school. We sometimes go scuba diving together.
B: When did you get into that?

c Tell the class about your partner's relationship.

Homework - turn to page 98

Lesson 7 31

Time to Talk

7a

Go over the instructions and check understanding. Learners work independently to think about a relationship in their life and use the table to make some notes about it.

Monitor and assist as necessary.

7b

Go over the instructions and example to check understanding. In pairs, learners tell each other about the people they made notes on in **activity 7a**.

Highlight the fact that learners should try to use expressions with **go** and **get**.

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

7c

Learners tell the class about their partner's relationship.

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

Homework

Highlight the homework reference at the bottom right of **page 31** of the Student Book. Ask learners to turn to **page 98**.

Set Lesson 7 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Sounding Natural

6a

Track 15 Learners listen for how we pronounce the underlined parts of the sentences.

6a answers

The underlined parts of the sentences tend to be pronounced as /fɔːr/ in connected speech.

Track 15 (page 91, Student Book) 0:20

- 1) We went for a walk.
- 2) They went for a swim in the sea.
- 3) Would you like to go for a drive?

6b

Track 15 Learners listen again and copy the pronunciation.

Homework Answers

1

- a) It was a terrible meeting. He went **into** detail and everyone got **X** bored.
- b) We went **on** a lovely date last night. We went **for** a meal in that nice Italian restaurant.
- c) Don't pay the whole bill - we can go **X** halves.
- d) I got **X** a cold last week, but I think I'm getting **X** better now.
- e) We're getting **to** know the new boss, and I think we'll get **on** well.
- f) I go **for** a run after I get **X** dressed every morning.
- g) They got **X** married and went **X** abroad for their honeymoon.
- h) She's always going **on** about her work, and it really gets **on** my nerves.
- i) I'm going **X** bald, but I'm still handsome!

2

- a) It's **getting** rather hot in here - can I open the window?
- b) It's a lovely evening - let's **go for** a walk.
- c) In the winter, we always **go** skiing for a week in the Alps.
- d) The sky **went** black and then it started to rain. We **got** really wet!
- e) I **got** interested in flamenco last year, and now I **go** dancing every week.
- f) It's the autumn - the days are **getting** shorter and the leaves are **going** red.

8 I'm Sorry, What Was That?

I'm Sorry, What Was That?

In this lesson - Exchange and check information

Core activities - 2-6, 8

Function - Checking and confirming information and making yourself clear

Introduction

1a

Go over the instructions and examples to check understanding.

In pairs, learners make a list of situations where they might need to ask someone to repeat what they said.

Monitor and assist as necessary.

1b

Feedback as a class.

Accept any reasonable ideas.



Introduction

1 a Work with a partner.
Make a list of situations where you might need to ask someone to repeat what they said.

In a language classroom.

On the telephone.

In a restaurant.

1 b Share your ideas with the class.

Memo

In this lesson: **Exchange and check information**
 Function: *Checking and confirming information and making yourself clear*

Listening

2 **Track 16** **Track 17**

Listen to Mike making two phone calls. Underline the correct answers to the questions below.

Conversation 1

What is Mike doing?

- a Arranging a delivery.
- b Asking to speak to someone.
- c Collecting a car.

Conversation 2

What is Mike doing?

- a Booking a hotel.
- b Arranging to meet a friend.
- c Reserving a table at a restaurant.

3 **Track 16** **Track 17**

Listen to the phone calls again. Write a word or a number to answer each question.

Conversation 1

- a Who does Mike want to speak to?

- b What is Mike's telephone number?

- c What is Mike's surname?

Conversation 2

- d Where does Mike want to go?
A _____ restaurant.
- e What time is the booking?

- f What time are they going to meet?



Lesson 8 33

Listening

2

Track 16 **Track 17** Go over the instructions and

check understanding. Learners listen to Mike making two phone calls and underline the correct answers.

Monitor and assist as necessary.

Feedback as a class.

2 answers

Conversation 1

b) **Asking to speak to someone.**

Conversation 2

b) **Arranging to meet a friend.**

3a-f

Track 16 **Track 17** Go over the instructions and

check understanding. Learners listen to the phone calls again and write a word or a number to answer each question.

You may like to point out that learners can check the spelling of words afterwards.

Monitor and assist as necessary.

Feedback as a class.

3a-f answers

Conversation 1

- a) **Jessica**
- b) **060 768 49 8877**
- c) **Jones**

Conversation 2

- d) **A Chinese restaurant.**
- e) **7.30**
- f) **7.15**

Track 16 (page 91, Student Book) 1:17

Conversation 1

Receptionist - Good morning, Custom Car, how can I help you?

Mike - Um, yes, good morning, could I speak to Jessica, please?

Receptionist - I'm sorry, did you say, 'Jessica'?

Mike - Yes, that's right.

Receptionist - I'm sorry, but she's on the other line. Could I take a message?

Mike - Oh, well could you ask her to call Mike Jones.

Receptionist - Yes, of course, sir. What's your number?

Mike - Er, it's erm... oh six oh, seven six eight, four nine, double eight, double seven.

Receptionist - Sorry, did you say, 'Five, double eight, double seven'?

Mike - No, no, that's nine, double eight, double seven.

Receptionist - OK, so that's oh six oh, seven six eight, four nine, double eight, double seven.

Mike - That's correct.

Receptionist - I'm sorry, what was your name again?

Mike - It's Mike... Mike Jones.

Receptionist - OK, Mr Jones, I'll ask her to call you as soon as she's available.

Mike - Thanks very much. Goodbye.

Receptionist - Goodbye.

Track 17 (page 91, Student Book) 1:13

Conversation 2

Mike - Hello?

Davina - Hi, Mike. How's it going?

Mike - Oh, hey Davina. Fine, thanks.

Davina - So... where do you want to go on Friday?

Mike - Well, I really want to try the new Chinese place on the high street.

Davina - Uh, I'm sorry, what did you say?

Mike - I said, 'The new Chinese restaurant on the high street.'

Davina - Oh, OK yeah. So, what time's best for you?

Mike - Did you say, 'What time'?

Davina - That's right. What time shall I book it for?

Mike - Well, I dunno, er, how about 7.30?

Davina - Sorry?

Mike - Wait, I'll just go inside for a minute. I said, '7.30'.

Davina - Yeah, 7.30 sounds good. Let's meet outside the station about 15 minutes before.

Mike - OK, so, do you mean meet at 7.15?

Davina - Yes, that's right.

Mike - OK, see you outside the station at 7.15.

Davina - Yeah, see you there.

Language Focus

4

Track 16 **Track 17** Go over the instructions and example to check understanding. Learners listen again and tick the expressions in the table that they hear.

Feedback as a class.

4 answers

See 5 answers.

5

Go over the instructions and check understanding. Learners complete the table with the headings from the box.

5 answers - underlined

<i>checking information</i>	<i>confirming and making yourself clear</i>
<i>asking someone to repeat</i>	<i>making yourself clear</i>
<i>I'm sorry, what was... (again)?</i> ✓ <i>Sorry, I didn't catch that.</i> <i>I'm sorry, what did you say?</i> ✓ <i>Sorry?</i> ✓	<i>What I mean is...</i> <i>I said...</i> ✓ <i>No, that's...</i> ✓
<i>asking someone to confirm</i>	<i>confirming</i>
<i>(I'm sorry,) did you say ...?</i> ✓ <i>So that's...</i> ✓ <i>Do you mean...?</i> ✓	<i>(Yes,) that's right.</i> ✓ <i>That's correct.</i> ✓ <i>Yes, that's it.</i>

Monitor and assist as necessary.

Feedback as a class.

Practice

6a

Go over the instructions and check understanding. In pairs, learners use expressions from the **Language Focus** section and the **Useful Language** box to role-play the telephone conversation.

Monitor and assist as necessary.

6b

Learners change roles and practise again.

Monitor and assist as necessary.

Language Focus

4 **Track 16** **Track 17**

Listen again to Mike's phone calls.

Tick (✓) the expressions, below, that you hear.

checking information

I'm sorry, what was... (again)?
Sorry, I didn't catch that.
I'm sorry, what did you say?
Sorry?

(I'm sorry,) did you say ...? ✓
So that's...
Do you mean...?

confirming and making yourself clear

What I mean is...
I said...
No, that's...

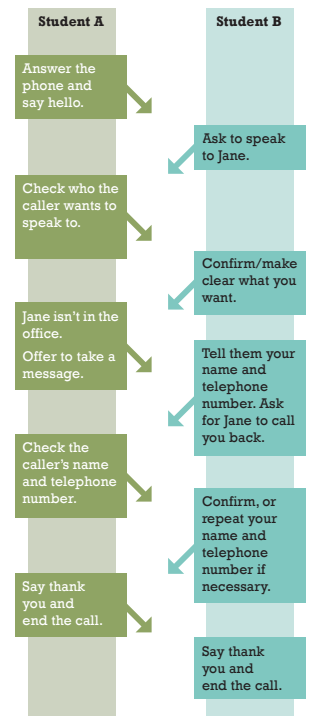
(Yes,) that's right.
That's correct.
Yes, that's it.

5 Complete the table in **activity 4** with the headings from the box below.

confirming
asking someone to repeat
making yourself clear
asking someone to confirm

Practice

6 a Work with a partner. Use expressions from the **Language Focus** section and the **Useful Language** box to role-play the telephone conversation below.



b Change roles and practise again.

Useful Language

asking for something
Could I...
Could you...

making a suggestion
How about...?
What about...?

ending a call
Thanks very much. Goodbye.
Goodbye.

Sounding Natural

7 a Track 18 Listen. What sound can you hear in the underlined parts of the sentences?

- 1 Could you say that again, please?
- 2 Do you mean the red one?

b Track 18 Listen again and copy the pronunciation.

Time to Talk

8 a You are going to role-play two telephone calls.
Work in two groups, **A** and **B**.

Group A: read the information below and prepare for your role-plays.
Group B: go to **page 85**.

Role-play 1

Read the advertisement below.
Telephone a friend and arrange to go for lunch at the restaurant.
You can go anytime on Thursday, Friday, or Saturday.

Dino's Italian Restaurant
-15 Redmans Road
Lunchtime Monday to Friday
12.00 p.m. - 2.00 p.m.
Special set lunch menu with one drink - two people for £12
Lunchtime Saturday
12.00 p.m. - 3.00 p.m.
Special set lunch menu with one drink - two people for £20

Your partner will answer the phone.

example A: Hello?
B: Hi, Ben. How are you? How about going for lunch sometime?

Role-play 2

You ordered a new jacket from a shop. Telephone the shop and ask if your order is ready.
The order number is **PBR55**.
Ask your partner to confirm and repeat information where necessary.
Your partner will answer the phone.

example A: Good afternoon, Jack's Jackets. How may I help you?
B: Hi, I'm calling about a jacket I ordered.

- b Work with a partner from the other group. Role-play the conversations.
c Tell the class what you arranged.

Homework - turn to page 98

Lesson 8 35

Sounding Natural

7a

Track 18 Go over the instructions and check understanding. Learners listen for the sound they can hear in the underlined parts of the sentences.

7a answers

The underlined parts of the sentences tend to be pronounced as /dʒ/. This is an example of assimilation.

Track 18 (page 91, Student Book) 0:14

- 1) Could you say that again, please?
- 2) Do you mean the red one?

7b

Track 18 Learners listen again and copy the pronunciation.

Time to Talk

8a

Go over the instructions and check understanding. Learners are going to role-play two telephone calls. Divide learners into two groups, **A** and **B**. Ask **Group A** to read the information further down the page and prepare for their role-plays.

Ask **Group B** to read the information on Student Book **page 85** and prepare for their role-plays. Monitor and assist as necessary.

8b

Learners work with a partner from the other group and role-play the conversations.

8c

Feedback as a class.

Homework

Highlight the homework reference at the bottom right of **page 35** of the Student Book. Ask learners to turn to **page 98**.

Set Lesson 8 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Homework Answers

1+2

- 1 answers underlined
2 answers in **bold**

Dialogue A

- A - Hi, John. Are you busy on Tuesday?
B - I'm sorry, what did you say? **AR**
A - I said, 'Are you busy on Tuesday?' **M**
B - No, I'm not. Why?
A - I've got tickets for the football. Do you want to come?
B - So that's in the evening, right? **AC**
A - Yes.
B - Yeah. Sounds good.

Dialogue B

- A - Morning, Erica. Do you want to meet for lunch today?
B - Yes, sounds great. How about 12.30?
A - I'm sorry, did you say, 'Half past 12?' **AC**
B - Yeah, that's right. Where do you want to go? **C**
A - How about the café around the corner?
B - Do you mean Fred's Café? **AC**
A - That's the place. See you later.
B - See you.

9 I've Known Him a Long Time

I've Known Him a Long Time

In this lesson - Share information about your life

Core activities - 1-4, 6

Grammar - Present perfect simple and present perfect continuous

Examples:

I've been to Taiwan twice.

She's lived here for ages.

We've been walking for an hour.

They've been dating since last year.

I've had this watch for a long time.

How many coffees have you had today?

How long have you been walking?

Introduction

1a

Go over the instructions and check understanding. In pairs, learners complete the definitions with the words from the box. Encourage learners to read the examples for extra help.

Monitor and assist as necessary.

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

1a answers

definitions	examples
An action is what something or someone does.	<i>We went to a great party last night.</i> <i>I'm studying quite hard for the exam.</i>
A state is the condition that something or someone is in.	<i>She's really intelligent.</i> <i>He has lovely, brown hair.</i>

1b

Go over the instructions and example to check understanding. In pairs, learners write **A** or **S** at the end of each sentence to show if the underlined verbs describe **actions (A)** or **states (S)**.

Highlight the fact that some verbs can describe both, depending on context.

Monitor and assist as necessary.

Feedback as a class. You may like to point out that there is a list of common state verbs on **page 115** of the Student Book.

9 I've Known Him a Long Time



Introduction

1 a Complete the definitions below with the words from the box. Use the examples on the right to help you.

an action		a state	
definitions	examples	definitions	examples
is what something or someone does.	We went to a great party last night. I'm studying quite hard for the exam.	is the condition that something or someone is in.	She's really intelligent. He has lovely, brown hair.

b Write **A** or **S** at the end of each sentence to show if the underlined verbs describe **actions (A)** or **states (S)**. (Be careful: some verbs can describe both, depending on context.)

- We ran for the bus. **A**
- We had a meeting. _____
- I have three cats. _____
- We had a sandwich for lunch. _____
- I come from Spain. _____
- She came to the meeting in the afternoon. _____
- Do you understand? _____
- Do you make business suits? _____
- I don't know her. _____
- They really like each other. _____

1b answers - in bold

- We **ran** for the bus. **A**
- We **had** a meeting. **A**
- I **have** three cats. **S**
- We **had** a sandwich for lunch. **A**
- I **come** from Spain. **S**
- She **came** to the meeting in the afternoon. **A**
- Do you **understand**? **S**
- Do you **make** business suits? **A**
- I don't **know** her. **S**
- They really **like** each other. **S**

In this lesson: **Share information about your life**
Grammar: *Present perfect simple and present perfect continuous*

Listening

2 a **Track 19** **Track 20** **Track 21**

Listen to three people talk about relationships they have. Underline the correct option to show what kind of relationship each person talks about.

Ben: a relationship with a **colleague** / **friend** / **pet**

Mandy: a relationship with a **colleague** / **friend** / **pet**

Chris: a relationship with a **colleague** / **friend** / **pet**

b Read the statements below from **activity 2a**.

Write **Ben**, **Mandy**, or **Chris** to show which person made each statement.

- 1 I've had him for ten years now.
Ben
- 2 I've been working with Larry for five years.

- 3 He's introduced me to golf.

- 4 He's been getting a bit old recently.

- 5 We've known each other since we were three years old.

- 6 We've been playing every Sunday for the last year.

- 7 She's asked me to be her bridesmaid.

c **Track 19** **Track 20** **Track 21**

Listen again and check your answers to **activity 2b**.

3 Read the sentences in **activity 2b** again.

Write a number in each space below to show which sentences talk about...

- a **completed actions** in a period until now. 3 _____
- b **states** which began in the past and continue now. _____
- c **actions** which began in the past and **continue** or **repeat** until now. _____



Lesson 9 37

Listening

2a

Track 19 **Track 20** **Track 21** Go over the instructions and options to check understanding. In pairs, learners listen to three people talk about relationships they have, and underline the correct option to show what kind of relationship each person talks about.

Feedback in pairs and then as a class.

2a answers

Ben: a relationship with a **pet**

Mandy: a relationship with a **friend**

Chris: a relationship with a **colleague**

2b

Go over the instructions and example to check understanding. In pairs, learners read the statements from **activity 2a** and write **Ben**, **Mandy**, or **Chris** to show which person made each statement.

Monitor and assist as necessary.

Feedback as a class. Don't confirm any answers at this stage – learners will listen to check for themselves in the next activity.

2c

Track 19 **Track 20** **Track 21** Learners listen again to check their answers to **activity 2b**.

Feedback in pairs and then as a class.

2b+c answers

- 1) I've had him for ten years now. **Ben**
- 2) I've been working with Larry for five years. **Chris**
- 3) He's introduced me to golf. **Chris**
- 4) He's been getting a bit old recently. **Ben**
- 5) We've known each other since we were three years old.
Mandy
- 6) We've been playing every Sunday for the last year. **Chris**
- 7) She's asked me to be her bridesmaid. **Mandy**

Track 19 (page 91, Student Book) 0:20

Ben

I've had him for ten years now, and I think he's my best friend. He's been getting a bit old recently, so I can't take him for long walks any more. He can still chase the cats out of the garden, though.

Track 20 (page 91, Student Book) 0:21

Mandy

Sally's my best mate. We've known each other since we were three years old. She's getting married next month and she's asked me to be her bridesmaid. Of course, I said yes! I hope she'll be mine when I get married.

Track 21 (page 91, Student Book) 0:21

Chris

I've been working with Larry for five years now, and we really get along well together. We see each other outside work, too. He's introduced me to golf, you see, and we've been playing every Sunday for the last year.

3a-c

Go over the instructions and example to check understanding. In pairs, learners read the sentences in **activity 2b** again and write a number in the spaces to answer the questions.

Monitor and assist as necessary.

Feedback as a class.

3a-c answers

a) **completed actions** in a period until now – **3 7**

b) **states** which began in the past and continue now – **1 5**

c) **actions** which began in the past and continue or repeat until now – **2 4 6**

Language Focus

Go over the explanations and examples with learners. You may like to ask learners to look at the sentences in **activity 2b** to find further examples.

Practice

4a

Go over the instructions and example to check understanding. In pairs, learners underline the correct options to complete the sentences. Point out that sometimes both options are possible.

Monitor and assist as necessary.

Feedback as a class.

With confident learners, you may like to elicit whether each sentence is about a continuing *state*, or completed/continuing *actions*.

4a answers

- 1) I've **known** my best friend for most of my life. (continuing state)
- 2) I've **had** this hairstyle for two days now. (continuing state)
- 3) I've **studied** / **been studying** English for more than five years. (continuing action)
- 4) He's **slept** / **been sleeping** for six hours. (continuing action)
- 5) We've **eaten** at that restaurant twice. (completed actions)
- 6) I've **lived** / **been living** in the same house since I was born. (continuing action)

4b

Go over the instructions and example to check understanding. In pairs, learners use **how long** or **how many** to write questions that match the sentences in **activity 4a**.

Point out that sometimes, as before, there is more than one possibility.

Monitor and assist as necessary.

Feedback as a class.

4b answers

- 1) How long have you known your best friend?
- 2) How long have you had that hairstyle?
How many days have you had that hairstyle?
- 3) How long have you studied / been studying English?
How many years have you studied / been studying English?
- 4) How long has he slept / been sleeping?
- 5) How many times have you eaten at that restaurant?
- 6) How long have you lived / been living in the same house?

Language Focus

We can use the **present perfect** to talk about *time until now*. We use it to show the connection between the past and the present.

present perfect simple (have + past participle)

1. Completed actions in a period until now
I've **finished** the job! (so now I can relax)
She's never **been** to China. (in her life until now)

2. Actions or states that began in the past and continue now

He's **worked** here for 20 years. (and he continues to work here now)
I've **been** tired all morning. (and I'm still tired)

present perfect continuous (have been + -ing form of the verb)

Emphasis on the *continuation* or *repetition* of an action over a *length of time* until now

I've **been waiting** for two hours. (focus on how long the waiting continued)
We've **been going** on holiday to France since I was a child. (focus on how long the action was repeated)

We use **how many** to ask about the *number of completed actions* in the time until now.

how many + present perfect simple

How many times **have you been** to France?

We use **how long** to ask about the *length of time* until now.

how long + present perfect simple how long + present perfect continuous

How long **has he worked** here?
How long **have you been waiting**?

We often use **for** and **since** when we talk about the *length of time* until now. We use **for** with a *period of time* and **since** with a *point in time*.

I've lived / been living here **for 18 years**.
(18 years = period of time)

I've lived / been living here **since I was young**.
(I was young = point in time)

When we focus on *length of time*, there is often little difference in meaning between the **simple** and **continuous** forms, but we *don't* normally use the **continuous** form when we talk about *states*.

- ✓ He's worked here for 20 years.
- ✓ He's been working here for 20 years.
- ✓ I've liked him for months.
- ✗ I've been liking him for months.

38 Lesson 9

Practice

4 a Underline the correct options to complete the sentences below. Sometimes both options are possible.

- 1 I've **known** / **been knowing** my best friend for most of my life.
- 2 I've **had** / **been having** this hairstyle for two days now.
- 3 I've **studied** / **been studying** English for more than five years.
- 4 He's **slept** / **been sleeping** for six hours.
- 5 We've **eaten** / **been eating** at that restaurant twice.
- 6 I've **lived** / **been living** in the same house since I was born.

b Use **how long** or **how many** to write questions that match the sentences in **activity 4a**. Sometimes there is more than one possibility.

- 1 How long have you known your best friend?
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Sounding Natural

5 a **Track 22** Listen. How do we pronounce the underlined words when we speak naturally?

- 1 How long have you known him?
- 2 How many times have you met?

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

Time to Talk

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

Group A: read the instructions below.
Group B: go to **page 86**.

6 a In your group, make a note of questions with **how many** or **how long** that you can ask about the things below.

books this year
the same hairstyle
foreign countries visited
mobile phones owned
studying English

b Work with a partner from **Group B**.

Ask your partner the questions that you made a note of in **activity 6a**. Answer your partner's questions and find out how similar or different you are.

example **A:** How many books have you read this year?
B: About six. How about you?

c Tell the class what you discovered.



Sounding Natural

5a

Track 22 Learners listen for how we pronounce the underlined words when we speak naturally. Feedback in pairs and then as a class.

5a answers

We tend to pronounce the underlined word as /əv/ in connected speech (the /h/ sound tends to be elided and the vowel pronounced in its weak form).

Track 22 (page 91, Student Book) 0:14

- 1) How long have you known him?
- 2) How many times have you met?

5b

Track 22 Learners listen again and copy the pronunciation.

Time to Talk

Divide learners into two groups, **A** and **B**.

Ask **Group A** to look further down the page.
Ask **Group B** to turn to **page 86**.

6a

Go over the instructions and check understanding. In their groups, learners make a note of questions with **how many** or **how long** that they can ask about the things in the list on their page.

Monitor and assist as necessary.

6b

Go over the instructions and example to check understanding. Learners work with a partner from the other group and ask the questions they made a note of in **activity 6a**.

Highlight the fact that learners should ask further questions to find out how similar or different they are to each other.

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

6c

Take feedback from learners about how similar or different they discovered each other to be.

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

Homework

Highlight the homework reference at the bottom right of **page 39** of the Student Book. Ask learners to turn to **page 99**.

Set Lesson 9 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Homework Answers

1

- a) We've **played** tennis all morning, but I haven't won once.
- b) They've always **owned** dogs to keep cats out of their garden.
- c) I've never **eaten** blue cheese.
- d) They've **dated** for five years and now they're going to get married.
- e) I've **lost** my key, so I can't get into my apartment.
- f) He's **hit** the target three times, but it's still standing.
- g) We've **been** in the air for ten minutes now.
- h) I need a new jacket because I've **torn** the back of my old one.
- i) I've **studied** really hard for this exam.
- j) Have you **drunk** the milk? It wasn't yours. It was for the baby!

2

- a) We've **been playing** tennis all morning, but I haven't won once.
- d) They've **been dating** for five years and now they're going to get married.
- i) I've **been studying** really hard for this exam.
- j) Have you **been drinking** the milk? It wasn't yours. It was for the baby!

10 Hometown

Hometown

In this lesson - Talk about a town that you know

Core activities - 2-6

Skills - Extended reading and speaking

Introduction

1a

Go over the instructions and options to check understanding. Learners write numbers to rank the ideas from **1-3**, in terms of how important they are for making somewhere a good place to live (**1** = the most important).

Monitor and assist as necessary.

Feedback. Learners briefly compare and discuss their ideas.

1b

Take brief responses to the questions.

Reading

2a

Direct attention to the article about Skipton on **page 41**. Go over the instructions and check understanding. In pairs, learners look at the pictures in the article and write *five nouns* and *five adjectives* they think will be in the article.

With less confident learners, you may like to use the pictures to elicit adjectives and nouns from the class as a whole, and write these on the board.

Monitor and assist as necessary.

2b

Feedback. Learners share their ideas from **activity 2a**. Accept and board any reasonable answers.

2c

Go over the instructions and check understanding. Learners read the article quickly to check their ideas from **activity 2a**. Set a time limit of one minute.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

3a

Go over the instructions and check understanding. In pairs, learners find and circle five adjectives in the article that they *didn't* write in **activity 2a**. Ask learners to try to circle *one* adjective in *each* paragraph. Set a time limit of two minutes.

Monitor and assist as necessary.

Feedback as a class.

10 Hometown

Introduction

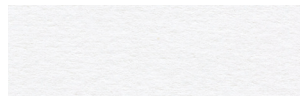
1 a What makes somewhere a good place to live? Write numbers to rank the ideas below from **1-3** (**1** = the most important).

- good shops
- friendly people
- lots of things to do

b Is there anything else that you think is important? What?

Reading

2 a Work with a partner. Look at the pictures in the article about a place called Skipton, on **page 41**. Write *five nouns* and *five adjectives* you think will be in the article.



b Share your ideas from **activity 2a** with the class.
c Read the article quickly to check your ideas from **activity 2a**. You have one minute.

3 a Find and circle five adjectives in the article that you *didn't* write in **activity 2a**. Try to circle *one* adjective in *each* paragraph.

b Write the adjectives you circled into the left column of the table below. Write what each adjective describes into the column on the right.

adjective	what it describes

Reading Tip

Use what you read to guess things that aren't written

You can use what you read to guess other information.

For example, you can guess:

- the writer's opinion on a topic
- the kind of person an article is written for
- the kind of person who would like things that an article recommends

4 a Read the article again. Circle the correct options to show if each statement below is **true (T)** or **false (F)**.

- 1** People with children would like Skipton. **T / F**
- 2** People who like living in cities would like to live in Skipton. **T / F**
- 3** Skipton is a good place to go clubbing. **T / F**
- 4** People who like shopping would like Skipton. **T / F**
- 5** The author thinks that Skipton is a good place to live. **T / F**

b Guess what kind of person the article about Skipton is written for. Tick (✓) an option below.

- someone who is looking for a good place to live
- someone who is looking for a good place to have a holiday
- someone who is looking for a good place to study

3a answers

Answers will vary.

3b

Go over the instructions and check understanding. In pairs, learners write the adjectives they circled into the left column of the table and write what each adjective describes into the column on the right. Monitor and assist as necessary. Feedback as a class.

3b answers

Answers will vary.

4a

Highlight the **Reading Tip** box and go over the explanation with the learners.

Reading Tip

Use What You Read to Guess Things That Aren't Written

You can use what you read to guess other information.

For example, you can guess:

- the writer's opinion on a topic
- the kind of person an article is written for
- the kind of person who would like things that an article recommends

In this lesson: **Talk about a town that you know**
 Skills: *Extended reading and speaking*

THE POST

News
Culture
Business
Technology
Lifestyle
Travel

Lifestyle
Locations
follow
🐦
f
in
📺
📡

Why don't we live in...
Skipton





The essentials:
 Skipton is a pretty, historical town in the north of England. It has a canal running through it, a beautiful, old castle and a traditional market that runs four times a week. In 2014 a report by the Sunday Times newspaper said that it was the best place to live in Britain.

Why it's a great place:
 It's fantastic for families. It's quiet and safe with very little crime, and it's located near some of the most beautiful countryside in England. It also has some excellent schools. Skipton Girls' High School is one of the finest in the country.

What's not so great:
 With a population of 15,000, some people might think it's a bit too small. If you like nightlife, you're out of luck – it's mostly traditional pubs. You'll need to make a trip to Bradford or Leeds if you want to go clubbing.

Transport:
 A railway line connects Skipton to the nearby cities of Bradford and Leeds. Trains run about every 40 minutes.

What to do:
 The High Street has many independent and unique shops, and you can spend hours just looking around them. There's also a wide range of restaurants. Try the delicious tea and cakes at Hettie's Café on the High Street – or have a pint at the Black Horse, a traditional pub next to the canal.

Skills Lesson 10 41

Direct attention to the article again. Go over the instructions and check understanding. In pairs, learners read the article again and circle the correct options to show if each statement is *true* (T) or *false* (F).

Point out that learners should underline the places in the article that help them to get the answers.

Monitor and assist as necessary.
 Feedback as a class.

4a answers

- 1) *People with children would like Skipton.* **T**
 (In Paragraph 2, the author talks about how it's a great place for families, how it's quiet and safe, and how the schools are very good. People with children would probably also like the fact that it's near the countryside.)
- 2) *People who like living in cities would like to live in Skipton.* **F**
 (You can infer this from the description of Skipton in Paragraph 1. Paragraph 3 suggests that Skipton might be a bit small for some people.)
- 3) *Skipton is a good place to go clubbing.* **F**
 (Paragraph 3 says that if you want to go clubbing, you have to go to Bradford or Leeds.)

- 4) *People who like shopping would like Skipton.* **T**
 (Paragraph 1 mentions a traditional market, and Paragraph 5 talks about the many interesting shops and restaurants.)
- 5) *The author thinks that Skipton is a good place to live.* **T**
 (Although Paragraph 3 mentions some possible negative points, the whole tone of the article, especially in Paragraphs 1, 2, and 5, is positive.)

4b

Go over the instructions and check understanding. In pairs, learners discuss and guess what kind of person the article about Skipton is written for, and tick an option.

Monitor and assist as necessary.

Feedback as a class. Ask learners to say what parts of the article guided them to their choice.

4b answers

The article seems to be aimed at someone who is looking for a good place to live (the title is 'Why don't we live in Skipton', and there are many details included, e.g. information about schools and transport links, that are useful for people thinking of living there, rather than visiting).

Reading text (all adjectives underlined)

Why don't we live in... Skipton

The essentials:

Skipton is a pretty, historical town in the north of England. It has a canal running through it, a beautiful, old castle and a traditional market that runs four times a week. In 2014 a report by the Sunday Times newspaper said that it was the best place to live in Britain.

Why it's a great place:

It's fantastic for families. It's quiet and safe with very little crime, and it's located near some of the most beautiful countryside in England. It also has some excellent schools. Skipton Girls' High School is one of the finest in the country.

What's not so great:

With a population of 15,000, some people might think it's a bit too small. If you like nightlife, you're out of luck – it's mostly traditional pubs. You'll need to make a trip to Bradford or Leeds if you want to go clubbing.

Transport:

A railway line connects Skipton to the nearby cities of Bradford and Leeds. Trains run about every 40 minutes.

What to do:

The High Street has many independent and unique shops, and you can spend hours just looking around them. There's also a wide range of restaurants. Try the delicious tea and cakes at Hettie's Café on the High Street – or have a pint at the Black Horse, a traditional pub next to the canal.

Time to Talk

Time to Talk

- 6 a Work on your own. Use the table below to make notes about a town where you have lived in the past or the place where you live now.

The name of the place:

Do you live there now?

How would you describe the place?

What can you say about the following things?

- people
- shops
- things to do

How have your feelings about the place changed?

Any other information:

- 6 b Work with a partner.
Tell each other about the place you made notes on in **activity 6a**.
Ask questions to get more information.
- 6 c Tell the class about the place your partner talked about.

Homework - turn to page 100

Skills

Lesson 10 43

6a

Go over the instructions and check understanding. Learners work independently and use the table to make notes about a town where they have lived in the past, or about the place where they live now.

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

6b

Go over the instructions and check understanding. In pairs, learners tell each other about the places they made notes on in **activity 6a**. Point out that they should ask questions to get more information.

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

6c

Feedback. Learners tell the class about the place their partner talked about. Highlight good use of language and elicit corrections of any problems you noted.

Homework

Highlight the homework reference at the bottom right of **page 43** of the Student Book. Ask learners to turn to **page 100**.

Set Lesson 10 **activity 1** for homework. Make sure learners understand what to do.

Homework Answers

1

Learner's own answers.

11 Tough Customers

Tough Customers

In this lesson - Tell people about a problem with something you bought

Core activities - 1-5, 7

Vocabulary - Phrasal verbs: **come, go, bring, and take**, with **back**

Introduction

Direct attention to the lesson title and elicit/explain the meaning of *tough customer* (literally, 'a customer who is strong and not easily beaten', but often used to refer to any person who has these qualities).

1a-i

Go over the instructions and example to check understanding. In pairs, learners use the words from the box to complete the explanations.

Monitor and assist as necessary.

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

1a-i answers

- If you give 20 pounds to buy something that costs 15 pounds, you should get five pounds **change**.
- If a shop gives you a **discount**, they ask you for less than the normal price.
- If you are **overcharged**, you are asked to pay more for something than its real price.
- A **refund** is money that a shop returns to you because you are unhappy with something you bought.
- Shops **exchange** things when they take something you bought and give you something else instead.
- If you ask for **delivery**, you ask a shop to send something to somewhere for you.
- If something in a shop is **on offer**, it has a special, low price.
- Food is past its **sell-by date** when it is too old to sell.
- If you buy something that is **faulty**, it is damaged or does not work properly.

11 Tough Customers

Introduction

1 Use the words from the box to complete the explanations below.

change
delivery
discount
exchange
faulty
on offer
overcharged
refund
sell-by date

- If you give 20 pounds to buy something that costs 15 pounds, you should get five pounds **change**.
- If a shop gives you a _____, they ask you for less than the normal price.
- If you are _____, you are asked to pay more for something than its real price.
- A _____ is money that a shop returns to you because you are unhappy with something you bought.
- Shops _____ things when they take something you bought and give you something else instead.
- If you ask for _____, you ask a shop to send something to somewhere for you.
- If something in a shop is _____, it has a special, low price.
- Food is past its _____ when it is too old to sell.
- If you buy something that is _____, it is damaged or does not work properly.



In this lesson: **Tell people about a problem with something you bought**
 Vocabulary: *Phrasal verbs: come, go, bring, and take, with back*

Are You a Tough Customer?

Take our quiz and find out. Decide what you would do in each situation.

- You order a rare steak in a restaurant, but the waiter brings a well-done steak to your table. What do you do?
 - Ask the waiter to (1) **return the plate** to the kitchen and to (2) **return with** the correct order.
 - Eat the steak, then ask the waiter to come to your table and tell him that you want a discount.
 - Eat the steak and say nothing.
- You buy a television from a local shop, but you discover that it is faulty after you take it home. You (3) **return** to the shop and complain. The shop assistant asks you to return to the shop in a month because the owner is on holiday. What do you do?
 - Threaten to call the police - these people are obviously criminals.
 - Refuse to go until you speak to someone who can help you.
 - Say that you will (4) **return** in a month.
- You buy a scarf that is on offer in a sale. At home, you decide that you don't really like the colour. What do you do?
 - Return to the shop and complain. Refuse to leave until they give you a refund.
 - (5) **Return to the shop with the scarf.** Explain the problem and politely ask them to exchange it.
 - You don't do anything - it was your fault!
- You buy a beautiful, old chair in a small shop. The shop owner says you don't have to pay for delivery - he has a van and will do it for free. When he brings it to your home, you see that the chair has a small scratch on it - you are sure it wasn't there in the shop. What do you do?
 - Refuse to accept the chair and ask for a refund.
 - Accept the chair, but ask for a discount.
 - Say nothing - it's only a small scratch, and the shop owner is so nice.

Reading

- Work with a partner. Do the quiz above together and add up your results.
 - Share your results with the class.
- Read the **bolded** words and phrases in the quiz. Write numbers to show which expressions, below, they can be replaced with.

a take the plate back	<u>1</u>
b come back	—
c bring back	—
d go back	—
e take the scarf back to the shop	—

How to score

Give yourself three points for every **a** answer, two points for every **b** answer and one point for every **c** answer.

What your score means:

10-12 points: You are a real tough customer. For you, the customer is always right.

7-9 points: You know your rights, but you are prepared to compromise.

4-6 points: You are a bit too nice. People may take advantage of you.

Lesson 11 45

Reading

2a

Direct attention to the quiz. Go over the instructions and questions to check understanding. Ask learners not to worry about the numbering and bolding of some of the words in the quiz for now.

In pairs, learners do the quiz and add up their results. Monitor and assist as necessary.

2b

Learners share their results with the class. You may like to have learners decide who is the toughest customer in the class.

Reading text

Are you a tough customer?

Take our quiz and find out. Decide what you would do in each situation.

- You order a rare steak in a restaurant, but the waiter brings a well-done steak to your table. What do you do?
 - Ask the waiter to (1) **return the plate** to the kitchen and to (2) **return with** the correct order.
 - Eat the steak, then ask the waiter to come to your table and tell him that you want a discount.
 - Eat the steak and say nothing.

2. You buy a television from a local shop, but you discover that it is faulty after you take it home. You (3) **return** to the shop and complain. The shop assistant asks you to return to the shop in a month because the owner is on holiday. What do you do?

- Threaten to call the police - these people are obviously criminals.
- Refuse to go until you speak to someone who can help you.
- Say that you will (4) **return** in a month.

3. You buy a scarf that is on offer in a sale. At home, you decide that you don't really like the colour. What do you do?

- Return to the shop and complain. Refuse to leave until they give you a refund.
- (5) **Return to the shop with the scarf.** Explain the problem and politely ask them to exchange it.
- You don't do anything - it was your fault!

4. You buy a beautiful, old chair in a small shop. The shop owner says you don't have to pay for delivery - he has a van and will do it for free. When he brings it to your home, you see that the chair has a small scratch on it - you are sure it wasn't there in the shop. What do you do?

- Refuse to accept the chair and ask for a refund.
- Accept the chair, but ask for a discount.
- Say nothing - it's only a small scratch, and the shop owner is so nice.

How to score

Give yourself three points for every **a** answer, two points for every **b** answer and one point for every **c** answer.

What your score means:

10-12 points:

You are a real tough customer. For you, the customer is always right.

7-9 points:

You know your rights, but you are prepared to compromise.

4-6 points:

You are a bit too nice. People may take advantage of you.

3a-e

Go over the instructions and example to check understanding. In pairs, learners read the bolded words and phrases in the quiz and write numbers to show which expressions they can be replaced with.

Monitor and assist as necessary.

Feedback as a class.

3a-e answers

- take the plate back 1
- come back 4
- bring back 2
- go back 3
- take the scarf back to the shop 5

Language Focus

Go over the explanations and examples with learners. You will be aware that when we talk about a *third party* (i.e. *neither* the speaker nor the listener) moving towards neither the speaker nor the listener, both *come* and *go* are possible, depending on how we look at the situation. E.g.

John came to the boss and asked for a pay rise. (looked at from the boss's point of view)

John went to the boss and asked for a pay rise. (looked at from John's point of view)

The same point applies to *bring* and *take*.

E.g.

Little Red Riding Hood brought some cakes to her grandmother. (looked at from the grandmother's point of view)

Little Red Riding Hood took some cakes to her grandmother. (looked at from Red Riding Hood's point of view)

It is probably best not to go into this unless it is raised by a learner.

4

Do this activity as a class. Ask learners to look at the last two examples in the **Language Focus** section. Elicit the answer and have learners underline the correct option in blue to complete the rule in their books.

4 answer

With **bring back** and **take back**, the object usually comes **between the verb and back**.

Extension

You may like to ask learners to find and underline examples in the quiz of *come*, *go*, *bring*, and *take*, used *without* back.

answers

Question 1: ...the waiter brings a well-done steak to your table...

Question 1 option b: ...ask the waiter to come to your table...

Question 2: You buy a television from a local shop, but you discover that it is faulty after you take it home.

Question 2 option b: Refuse to go until you speak to someone who can help you.

Question 4: When he brings it to your home...

Language Focus

We can use **come** to talk about movement *towards* the speaker or listener.

You must **come** to dinner with us sometime. (towards the speaker)
A strange man **came** into our shop yesterday. (towards the speaker)
I'll **come** to your place after I've finished work. (towards the listener)
Did a lot of people **come** to your party? (towards the listener)

We can use **go** to talk about movement *away* from the speaker or listener to *another* place.

It was a lovely day, so I **went** to the beach. (away from the speaker)
Where did you **go** after work yesterday? (away from the listener)

We can use **bring** and **take** in a similar way to **come** and **go**.

We can use **bring** to mean *carry something with you* when you *come* somewhere.

Could you **bring** me the bill, please? (towards the speaker)
I've **brought** some wine. Shall I put it in the fridge? (towards the listener)

We can use **take** to mean *carry something with you* when you *go* somewhere.

We made some sandwiches and **took** them to the park. (away from the speaker)
Don't forget to **take** your mobile phone when you go. (away from the listener)

We can use **back** with these verbs to add the meaning of *return*.

He'll **come back** tomorrow. (He'll return tomorrow.)
I **went back** to the shop. (I returned to the shop.)
OK, you can borrow it, but can you **bring it back** tomorrow? (Can you return it tomorrow?)
He **took** the soup **back** to the kitchen. (He returned the soup to the kitchen.)

4 Look at the last two examples in the **Language Focus** section. Underline the correct option in blue to complete the rule below.

With **bring back** and **take back**, the **object** usually comes **between the verb and back / after back**.

Practice

5 Underline the correct options to complete the sentences below.

- a) Could you **take** / **bring** this book back to the library when you **come** / **go** there today?
- b) He's so romantic. He often **takes** / **brings** me flowers.
- c) I waited all day for the delivery, but they **took** / **brought** the wrong thing, so I asked them to **take** / **bring** it back to the shop.
- d) I think you **took** / **brought** my scarf by mistake when you left last night. Could you **take** / **bring** it back when you **come** / **go** here tomorrow?
- e) We **came** / **went** here for a two-week visit, but we're **coming** / **going** back home tonight because of the bad weather.
- f) This is an awful meal, let's **come** / **go** now. I'm never **coming** / **going** back to this restaurant again!

46 Lesson 11

Practice

5a-f

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

Feedback as a class.

5a-f answers

- a) Could you **take** this book back to the library when you **go** there today?
- b) He's so romantic. He often **brings** me flowers.
- c) I waited all day for the delivery, but they **brought** the wrong thing, so I asked them to **take** it back to the shop.
- d) I think you **took** my scarf by mistake when you left last night. Could you **bring** it back when you **come** here tomorrow?
- e) We **came** here for a two-week visit, but we're **going** back home tonight because of the bad weather.
- f) This is an awful meal, let's **go** now. I'm never **coming** back to this restaurant again!

Sounding Natural

6 a **Track 23** Listen and mark (●) the main stress in the words below.

- 1 a **del**ivery
- 2 a **dis**count
- 3 **ex**change
- 4 **faulty**
- 5 **on** offer
- 6 a **ref**und
- 7 **over**charged

b **Track 23** Listen again and copy the pronunciation.

Time to Talk

7 a Think about a problem you had with something that you bought. Use the table to make notes about it.

What was the thing you bought?

Where and when did you buy it?

What was the problem?

What did you do about the problem?

What happened in the end?

b Work with a partner. Tell each other about the problem you made notes on in **activity 7a**. Ask questions to get more information.

c Tell the class about your partner's answers.

Homework - turn to page 100

Lesson 11 47

Sounding Natural

6a

Track 23 Go over the instructions and example to check understanding.

Learners listen and mark the main stress in the words.

Feedback in pairs and then as a group.

6a answers

- 1) a **del**ivery
- 2) a **dis**count
- 3) **ex**change
- 4) **faulty**
- 5) **on** offer
- 6) a **ref**und
- 7) **over**charged

Track 23 (page 91 Student Book) 0:36

- 1) a **del**ivery
- 2) a **dis**count
- 3) **ex**change
- 4) **faulty**
- 5) **on** offer
- 6) a **ref**und
- 7) **over**charged

6b

Track 23 Learners listen again and copy the pronunciation.

Time to Talk

7a

Go over the instructions and check understanding. Learners think about a problem they had with something that they bought and use the table to make notes about it.

7b

Go over the instructions and check understanding. In pairs, learners tell each other about the problem they made notes on in **activity 7a**.

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

7c

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

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

Homework

Highlight the homework reference at the bottom right of **page 47** of the Student Book. Ask learners to turn to **page 100**.

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

Homework Answers

1

- a) It's **on offer**. If you buy it today, we can give you a half-price **discount**.
- b) The **delivery** was a day late, and the driver damaged my car!
- c) This phone doesn't work. I think the battery is **faulty**.
- d) I don't really like the colour. Can you **exchange** it?
- e) I'm really not satisfied with this – I'd like a **refund**, please.
- f) I think they **overcharged** me – I saw the same thing in another shop for half the price.
- g) I think you've given me the wrong **change**. I gave you five pounds, so you should have given me four pounds fifty.

2

- a) Can I borrow these CDs? I'll **bring them back** tomorrow.
- b) You must **come** to dinner at our house sometime.
- c) I'm always quite busy, so I usually **take** my shirts to the cleaner's.
- d) Are you **going** anywhere special after work?
- e) The dress was too small, so I **took it back** to the shop.
- f) I rented these DVDs last Saturday and I have to **take them back** tonight.

12 I'm Finding It Difficult...

I'm Finding It Difficult...**In this lesson** - Give advice**Core activities** - 1-4, 6**Function** - Expressing difficulty and giving advice**Introduction****1a**

Go over the instructions and check understanding. In pairs, learners read the list of different changes that people can make in their lives, and note two problems they think people may have with each.

Monitor and assist as necessary.

1b

Learners share their ideas from **activity 1a** with the class.

Listening**2a-c**

Track 24 Go over the instructions and problems to check understanding.

Learners listen to Jenny talking to someone on the phone, write numbers to put the problems in the order they hear them, then answer the question underneath.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

2a-c answers

- a) *I have a bit of a problem with the food because it's so different here.* **3**
 b) *I'm finding it really hard to make any friends over here.* **1**
 c) *I have difficulty understanding what people say.* **2**

Answer

She has gone abroad to study.

Track 24 (page 92, Student Book) 0:49

Jenny - Hiya...

- pause -

Jenny - No, I'm... I'm all right, really... it's just...

- pause -

Jenny - Well, I'm finding it really hard to make any friends over here.

- pause -

Jenny - Well, I've tried that, but I have difficulty understanding what people say. Spanish in real life is very different from what you learn in books, you know.

- pause -

Jenny - Yeah, I suppose that would help.

- pause -

Jenny - Well, yeah, but I have a bit of a problem with the food because it's so different here.

- pause -

Jenny - Maybe you're right.

12 I'm Finding It Difficult...

Introduction**1 a** Work with a partner.

Read the list of different changes, below, that people can make in their lives. Make a note of two problems you think people may have with each change.

move to a new school

move to the countryside

go abroad to study

get married

start a new job

b Share your ideas from **activity 1a** with the class.

48 Lesson 12

3a

Go over the instructions, pieces of advice and example to check understanding. In pairs, learners write letters to match the problems in **activity 2** with the advice.

Monitor and assist as necessary.

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

3a answers

See 3b answers.

3b

Track 25 Go over the instructions and question to check understanding.

Learners listen to both sides of the conversation, check their answers to **activity 3a**, and underline an option to answer the question.

Feedback in pairs and then as a class.

In this lesson: **Give advice**
Function: *Expressing difficulty and giving advice*

Listening

2 **Track 24** Listen to Jenny talking to someone on the phone about the problems below. Write numbers to put the problems in the order you hear them, then answer the question underneath.

- a I have a bit of a problem with the food because it's so different here.
- b I'm finding it really hard to make any friends over here.
- c I have difficulty understanding what people say.

What change from **activity 1** has Jenny made in her life?

3 a Write letters to match the problems in **activity 2** with the advice below.

- | | |
|---|--------------------------|
| How about taking extra lessons? | c |
| Why don't you go to the pub? You're bound to meet some people. | <input type="checkbox"/> |
| You could do extra language study. | <input type="checkbox"/> |
| You should cook at home. | <input type="checkbox"/> |

b **Track 25** Listen to both sides of the conversation. Check your answers to **activity 3a**, and underline an option to answer the question below.

Who is Jenny talking to?

- Her teacher.
- Her mother.
- Her boss.



Lesson 12 49

Track 25 (page 92, Student Book) 1:19

Mother - Hello?

Jenny - Hiya...

Mother - Oh, hello. Are you all right my love? You sound awful.

Jenny - No, I'm... I'm all right, really... it's just...

Mother - What?

Jenny - Well, I'm finding it really hard to make any friends over here.

Mother - Well, you've only been there two weeks. It's bound to take a bit of time. Look, why don't you go to the pub? You're bound to meet some people.

Jenny - Well, I've tried that, but I have difficulty understanding what people say. Spanish in real life is very

different from what you learn in books, you know.

Mother - Yes, but that's why you went there to study, isn't it? You could do extra language study. Or how about taking extra lessons?

Jenny - Yeah, I suppose that would help.

Mother - Good. Now... are you eating OK?

Jenny - Well, yeah, but I have a bit of a problem with the food because it's so different here.

Mother - Well, you should cook at home and invite some people to dinner.

Jenny - Maybe you're right.

3b answers - in bold

3a answers - underlined

How about taking extra lessons? c

Why don't you go to the pub? You're bound to meet some people. b

You could do extra language study. c

You should cook at home. a

Jenny is talking to **her mother**.

This can be inferred from the tone of the other speaker's voice, and some expressions that she uses (*Are you all right my love?*).

Language Focus

Go over the explanations and examples with learners.

Practice

4a

Go over the instructions and example to check understanding.

In pairs, learners cross out the words that are *not* possible in each sentence. Highlight the fact that sometimes more than one answer is possible.

Monitor and assist as necessary.

Feedback as a class.

4a answers

- 1) I'm finding it **hard** / **difficult** to make new friends.
- 2) I have a **problem** with choosing food in restaurants.
- 3) I have **trouble** / **difficulty** learning new words.
- 4) I have a **problem** with vocabulary.

4b

Go over the instructions and check understanding. In pairs, learners use the prompts to write one piece of advice for each problem in **activity 4a**.

Monitor and assist as necessary.

Feedback as a class.

4b possible answers

- 1) I think you should **join a club**.
- 2) Why don't you **ask someone to choose for you?**
- 3) You could **try to learn two new words every day**.
- 4) How about **keeping a vocabulary notebook?**

Language Focus

We can use various expressions to *express difficulty*.

I'm finding it **hard to** / **difficult to** + **base form** of the verb

I'm finding it **hard to save** money.
I'm finding it **difficult to buy** all the ingredients.

I have **difficulty** / **trouble** + **-ing form** of the verb

I have **difficulty driving** in this country.
I have **trouble waking up** early in the morning.

I have a **problem with** + **noun** / **-ing form** of the verb

I have a **problem with my lock**. It's broken.
I have a **problem with buying** clothes my size.

We can use various expressions to *give advice*.

(I think) **you should** + **base form** of the verb

I think **you should buy** a new tie before the interview.
You should get a new job.

Why don't you + **base form** of the verb

Why don't you move to a bigger house?

You could (always) + **base form** of the verb

You could always get a taxi.
You could do extra work.

How about + **-ing form** of the verb

How about talking to her?

Practice

- 4 a Work with a partner. Cross out the words that are *not* possible in each sentence. Sometimes more than one answer is possible.

- 1 I'm finding it **hard** / **trouble** / **difficult** to make new friends.
- 2 I have a **problem** / **trouble** / **difficulty** with choosing food in restaurants.
- 3 I have **trouble** / **problem** / **difficulty** learning new words.
- 4 I have a **trouble** / **problem** / **difficult** with vocabulary.

- b Use the prompts to write one piece of advice for each problem in **activity 4a**.

- 1 I think you should _____
- 2 Why don't you _____
- 3 You could _____
- 4 How about _____

Memo

Sounding Natural

5 a **Track 26** Listen. What happens to the underlined parts of the sentences?

- I'm finding it hard to study every day.
- I'm finding it difficult to remember new words.

b **Track 26** Listen again and copy the pronunciation.

Time to Talk

6 a Work in pairs. Choose *one* of the life changes below and make a note of *three* problems a person in that situation might have. Keep your choice secret from the rest of the class.

- You've retired.** **You've moved from the countryside to the city.** **You've started to learn a new language.**
- You've moved house.** **You've become a vegetarian.** **You've started a new job.**
- You've started a diet.** **You've moved abroad to study a foreign language.** **You've moved from the city to the countryside.** **You've changed schools.**

life change _____

problems	pieces of advice

b Make a note of what advice you could give for each of the problems you wrote in **activity 6a**. Role-play a conversation between a person who made the life change you chose and a friend.

example A: Hi. How's it going?
B: Not so good, actually. I'm finding it difficult to talk with my colleagues - they're all so unfriendly.

c Perform your role-play for the class, but don't mention what the life change is. Can the class guess what life change you chose?

Homework - turn to page 101

Lesson 12 51

Time to Talk

6a

Go over the instructions and check understanding. In pairs, learners choose *one* life change, keeping it secret from the rest of the class, and make a note of *three* problems a person in that situation might have. Monitor and assist as necessary. You may like to ensure that each pair chooses a different situation.

6b

Staying in their pairs, learners make a note of what advice they could give for each of the problems they noted in **activity 6a**.

In pairs, learners role-play a conversation between a person who made the life change they chose and a friend.

Monitor and assist as necessary.

6c

Go over the instructions and check understanding. In pairs, learners perform their role-play for the class. Highlight the fact that learners mustn't mention what life change is being referred to in their role-play.

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

Ask the class to guess what life change is being referred to in each role-play.

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

Sounding Natural

5a

Track 26 Go over the instructions and check understanding. Learners listen for what happens to the underlined parts of the sentences.

5a answers

The underlined letter tends not to be pronounced in connected speech. This is an example of elision.

Track 26 (page 92, Student Book) 0:16

- I'm finding it hard to study every day.
- I'm finding it difficult to remember new words.

5b

Track 26 Learners listen again and copy the pronunciation.

Homework

Highlight the homework reference at the bottom right of **page 51** of the Student Book. Ask learners to turn to **page 101**.

Set Lesson 12 **activities 1** and **2** for homework.

Go over the instructions and example for **activity 1**.

Make sure learners understand what to do for **activity 2**.

Homework Answers

1

- I want to get fit, but I'm finding it difficulty to do exercise. **difficult**
- I have a problem with choose new clothes when I'm shopping. **choosing**
- I'm finding it hard to getting up early. **get**
- I have a problem with relaxed. **relaxing**
- I'm finding it hard with finish work on time. **to**
- I have difficult sleeping at night. **difficulty**
- I have a trouble with my computer. **problem**

2

Learner's own answers.

13 An Important Interview

An Important Interview

In this lesson - Discuss different situations

Core activities - 2-4, 6

Grammar - **If, when, and unless** with the **zero conditional** and **first conditional**

Examples:

If you put ice in water, it floats.

When you put ice in water, it floats.

If you come for a visit, I'll take you to a restaurant.

When you come for a visit, I'll take you to a restaurant.

I won't come unless you want me to.

Introduction

1a

Go over the instructions and example to check understanding. In pairs, learners use the words on the left to complete the phrases on the right. Highlight the fact that each word should be used only once.

Monitor and assist as necessary.

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

1a answers

be **unemployed**

apply for a job

be **offered** a job

go for an **interview**

look for **employment**

1b

Go over the instructions and example to check understanding. In pairs, learners write the phrases from **activity 1a** in a logical order.

Monitor and assist as necessary.

Feedback as a class.

1b suggested answers

1) *be unemployed*

2) *look for employment*

3) *apply for a job*

4) *go for an interview*

5) *be offered a job*

13 An Important Interview

Introduction

1 a Use the words on the left to complete the phrases on the right. Use each word only once.

apply	be unemployed
employment	_____ for a job
interview	be _____ a job
offered	go for an _____
unemployed	look for _____

b Write the phrases from **activity 1a** in a logical order below.

- 1 **be unemployed**
- 2 _____
- 3 _____
- 4 _____
- 5 _____



52 Lesson 13

In this lesson: **Discuss different situations**
 Grammar: *If, when and unless with the zero conditional and first conditional*



Colin Woods, 22, has been unemployed since he graduated eight months ago. Yesterday he went for an interview with the engineering company, Fisher-Wright. We asked him about it.

I really don't like it. (1) If you're unemployed, life is hard. (2) You can't do anything unless you have money. My mum and dad have been really supportive, though.

I think the interview went well, but I can't be sure that I've got the job, of course. Fisher-Wright say that they will write to me in three days' time. (3) When that letter arrives, I'll know their decision.

(4) I'll be so happy if I'm successful! If I get the job, I'll take my parents out for a meal with my first month's pay to say thank you for all their help.

Reading

2 a Read the article above about Colin, a young, unemployed man in the UK. Write the questions below into the correct spaces in the article.

- Do you think that you got the job?
- What do you want to do with your first month's pay?
- How do you feel about being unemployed?

b Read the article again and circle the correct option to show if each statement below is true (T) or false (F).

- Colin went for an interview yesterday. T / F
- Colin thinks unemployed life is easy. T / F
- Colin is sure he has got the job. T / F
- Fisher-Wright are going to send a letter to Colin. T / F
- Colin would like to thank his parents for their support. T / F

3 a Read the underlined sentences in the article again. Write numbers to complete the statements below.

Sentences 1 and talk about things that are *generally true*.

Sentences and talk about the results of possible future events.

In sentence , you can replace *if* with *when* and keep a similar meaning.

In sentence , you can't replace *if* with *when* and keep a similar meaning.

b Underline the correct option to answer the question below.

In **sentence 2** of the article above, what does **unless you have** mean?

if you don't have / if you have

c Read the **Language Focus** section on **page 54**. Check your answers to **activities 3a** and **3b**.

Lesson 13 53

Reading

2a

Direct attention to the article on **page 53**. Explain that it is about Colin, a young, unemployed man in the UK. Go over the instructions and questions to check understanding. Learners read the article and write the questions into the correct spaces in the article. Set a time limit of one minute.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

2a answers

See **Reading text**.

2b

Go over the instructions and example to check understanding. In pairs, learners read the article again and circle the correct option to show if each statement is *true* (T) or *false* (F).

Monitor and assist as necessary.

Feedback as a class.

2b answers

- Colin went for an interview yesterday. **T**
- Colin thinks unemployed life is easy. **F**
- Colin is sure he has got the job. **F**
- Fisher-Wright are going to send a letter to Colin. **T**
- Colin would like to thank his parents for their support. **T**

Reading text

(2a answers - in **bold**)

Colin Woods, 22, has been unemployed since he graduated eight months ago. Yesterday he went for an interview with the engineering company, Fisher-Wright. We asked him about it.

3) How do you feel about being unemployed?

I really don't like it. (1) **If you're unemployed, life is hard.** (2) **You can't do anything unless you have money.** My mum and dad have been really supportive, though.

1) Do you think that you got the job?

I think the interview went well, but I can't be sure that I've got the job, of course. Fisher-Wright say that they will write to me in three days' time. (3) **When that letter arrives, I'll know their decision.**

2) What do you want to do with your first month's pay?

(4) **I'll be so happy if I'm successful!** If I get the job, I'll take my parents out for a meal with my first month's pay to say thank you for all their help.

3a

Go over the instructions and example to check understanding. In pairs, learners read the underlined sentences in the article again and write numbers to complete the statements in their books.

Monitor and assist as necessary.

Feedback as a class, but don't confirm any answers at this stage. Learners will check for themselves in **activity 3c**.

3a answers

Sentences **1** and **2** talk about things that are generally true. Sentences **3** and **4** talk about the results of possible future events.

In sentence **1**, you can replace *if* with *when* and keep a similar meaning.

In sentence **4**, you can't replace *if* with *when* and keep a similar meaning.

3b

In pairs, learners consider the question and underline the correct option to answer it.

Monitor and assist as necessary.

Feedback as a class, but don't confirm any answers at this stage. Learners will check for themselves in **activity 3c**.

3b answers

In sentence 2 of the article, what does *unless you have* mean?

if you don't have

3c

Go over the explanations and examples in the **Language Focus** section on **page 54** with learners and ask them to check their answers to **activities 3a** and **3b**.

Language Focus

As you have already covered this section with learners when they checked their answers to **activities 3a** and **3b**, only go over anything that is still unclear.

You will be aware that continuous forms are possible in the if-clauses and main clauses of both these kinds of conditionals, e.g. (if-clause, zero conditional) *If you're trying to lose weight, you feel hungry all the time.* (main clause, first conditional) *If you call me at eight, I'll be having a bath.* It is probably best not to go into this unless it is raised by a learner.

Practice

4a

Go over the instructions and example to check understanding. In pairs, learners underline the correct options to complete the sentences. Highlight the fact that sometimes more than one option is possible.

Monitor and assist as necessary.

Feedback as a class.

4a answers

See 4b answers.

4b

Go over the instructions and example to check understanding. In pairs, learners write a zero (0) next to the *zero conditional* sentences in **activity 4a** and a one (1) next to the *first conditional* sentences.

Monitor and assist as necessary.

Feedback as a class.

4b answers - in bold

4a answers - underlined

- 1) What will you do if it's sunny this weekend? **1**
- 2) If / When you visit the USA, you need an entry permit. **0**
- 3) You won't make many friends unless you're more polite. **1**
- 4) She always does overtime if / when the boss asks her. **0**
- 5) Unless it stops raining, we'll get really wet. **1**
- 6) I'll call you when I finish lunch. **1**
- 7) He usually arrives early unless the train's late. **0**

Language Focus

We can use the **zero conditional** to talk about things that are *generally true* in certain conditions.

if-clause (condition) **main clause** (what is generally true)

if + present simple,	present simple
If you don't have money,	life is hard.

In the **zero conditional**, we can usually replace **if** with **when** and keep a similar meaning.

If you don't have money, life is hard. (*this is generally true in these conditions*)
When you don't have money, life is hard. (*this is generally true in these conditions*)

We can use the **first conditional** to talk about the *results of possible future events*.

if-clause (possible future event) **main clause** (result)

if + present simple,	will + base form of the verb
If he gets a job,	he'll be happy.

In the **first conditional**, we can't replace **if** with **when** and keep a similar meaning.

If he gets a job, he'll be happy. (*I am unsure if he will get a job*)
When he gets a job, he'll be happy. (*I am sure that he will get a job*)

We can put the **main clause** first in both the **zero conditional** and **first conditional**.

When we do this, we don't need a comma between the clauses.

Life is hard if you don't have money. (**zero conditional**)
He'll be happy if he gets a job. (**first conditional**)

We often put the **main clause** first in **questions**.

Is life easy if you don't have money? (**zero conditional**)
How will he feel if he gets a job? (**first conditional**)

We can use **unless** instead of **if** with the **zero conditional** and **first conditional**. It means **if... not**.

Unless you have money, life is hard. (= *if you don't have money, life is hard - zero conditional*)
He won't be happy unless he gets a job. (= *he won't be happy if he doesn't get a job - first conditional*)

Practice

4 a Underline the correct options to complete the sentences. Sometimes more than one option is possible.

- 1 What will you do if / **when** / **unless** it's sunny this weekend? **1**
- 2 **If** / **When** / **Unless** you visit the USA, you need an entry permit.
- 3 You won't make many friends **if** / **when** / **unless** you're more polite.
- 4 She always does overtime **if** / **when** / **unless** the boss asks her.
- 5 **If** / **When** / **Unless** it stops raining, we'll get really wet.
- 6 I'll call you **if** / **when** / **unless** I finish lunch.
- 7 He usually arrives early **if** / **when** / **unless** the train's late.

b Write a zero (0) next to the *zero conditional* sentences in **activity 4a**.

Write a one (1) next to the *first conditional* sentences.

Sounding Natural

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

- 1 What will you do if it's sunny this weekend?
- 2 What do you do if you're late for work?

b Listen again and copy the pronunciation.

Time to Talk

6 a Work on your own.
Complete *four* of the sentences below with your own ideas.

If I want to relax...

When this class finishes...

I never... unless...

If it rains next weekend...

I'll... unless...

I'll... if...

If I want to eat out, I often...

I always... if...

b Work with a partner.
Tell each other what you wrote in **activity 6a**.
Ask questions to get more information.

example A: If I want to relax, I go for a haircut.
B: Why?

c Tell the class about your partner's answers.



Homework - turn to page 102

Lesson 13 55

Sounding Natural

5a

Track 27 Learners listen for the sound they can hear in the underlined parts of the sentences.

5a answers

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

Track 27 (page 92, Student Book) 0:16

- 1) What will you do if it's sunny this weekend?
- 2) What do you do if you're late for work?

5b

Track 27 Learners listen again and copy the pronunciation.

Time to Talk

6a

Go over the instructions and the incomplete sentences to check understanding.

Learners work independently to complete *four* of the sentences with their own ideas.

Monitor and assist as necessary.

6b

Go over the instructions and example to check understanding. In pairs, learners tell each other what they wrote in **activity 6a**.

Highlight the fact that learners should ask questions to get more information.

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

6c

Learners tell the class about their partner's answers.

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

Homework

Highlight the homework reference at the bottom right of **page 55** of the Student Book. Ask learners to turn to **page 102**.

Set Lesson 13 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Homework Answers

1

- a) **Unless** you order by six o'clock today, you'll miss the special offer.
- b) We'll take a taxi **if** the bus doesn't come in the next five minutes.
- c) I can't drive there **unless** I get my car fixed.
- d) **When** I get home from work, I always shower immediately.
- e) **If** I lose the next game, I'll be out.
- f) **If** you don't leave, I'll call the police.
- g) I'll visit you on Sunday **unless** you have another plan.
- h) He'll leave home **when** he gets older.

2

- 1) **f**
- 2) **b**
- 3) **d**
- 4) **g**
- 5) **a**
- 6) **c**
- 7) **e**

14 How Are Things?

How Are Things?

In this lesson - Ask and answer casual questions

Core activities - 1-4, 6-7

Vocabulary - Some uses of **thing**

Introduction

1

Discuss the questions briefly as a class, as a way to introduce the reading section.

Reading

2a-d

Direct attention to the picture of Claire and Laura on **page 57**.

Elicit some ideas as to where they are, what their relationship is, etc.

Go over the instructions and example to check understanding. In pairs, learners read the conversation on **page 57** and underline the correct option to answer each question.

Monitor and assist as necessary.

Feedback as a class.

2a-d answers

a) *Where are Claire and Laura?*

2 – in a restaurant

b) *What is the relationship between Claire and Laura?*

2 – they're friends

c) *What does Laura say about her new job?*

2 – it isn't difficult

d) *Which topic do Claire and Laura not talk about?*

1 – something they watched on TV

3a

Track 28 Go over the instructions and example to check understanding. Learners read the conversation again, listen at the same time and underline ten places where the words are different from what they hear.

Feedback in pairs and then as a class.

14 How Are Things?

Introduction

1 Discuss the questions below as a class.

- a Where do you usually talk with your friends?
- b What do you usually talk about with your friends?

Reading

2 Read the conversation on **page 57**.

Underline the correct option to answer each question below.

- a Where are Claire and Laura?
 - 1 at work
 - 2 in a restaurant
 - 3 in a shop
- b What is the relationship between Claire and Laura?
 - 1 They don't know each other.
 - 2 They're friends.
 - 3 They're mother and daughter.
- c What does Laura say about her new job?
 - 1 She's really busy.
 - 2 It isn't difficult.
 - 3 She doesn't like it.
- d Which topic do Claire and Laura *not* talk about?
 - 1 something they watched on TV
 - 2 Claire's trip to France.
 - 3 what to eat

3 a **Track 28** Read Claire and Laura's conversation again and listen at the same time. Underline ten places where the words are different from what you hear.

b Work with a partner. Read the words in the box below. Write them above the places you underlined in the conversation on **page 57**, to show what Claire and Laura really say. Some words can be used more than once.

thing
a thing
things
thing for him to do
you poor thing
lucky thing
that sort of thing

c **Track 28** Listen again and check your answers to **activity 3b**.

3a answers - underlined

Reading text

Claire - Laura! Hi! How are you?

Laura - Hi, Claire. Not so bad... Pretty good actually. I started my new job last week.

Claire - Oh really? What kind of work do you do?

Laura - I answer the phone, um... take messages, input data, etc.

Claire - I feel sorry for you! That doesn't sound like much fun!

Laura - It's pretty easy, really. In fact, sometimes it's so quiet, I don't have anything to do!

Claire - Can't complain, then. Anyway, what would you like to eat? They've got lots of tasty food here.

Laura - Oh, I don't know... What's that Greek dish we had the last time?

Claire - Moussaka.

Laura - All right, I'll have that. It's the best dish they do.

Claire - Anyway, guess what! Bob and I are flying to Paris this weekend. He surprised me with the tickets last night.

Laura - Ooh, that's such a nice surprise. You are so lucky!

In this lesson: **Ask and answer casual questions**
Vocabulary: *Some uses of thing*



things
Claire Laura! Hi! How are you?
Laura Hi, Claire. Not so bad... Pretty good actually. I started my new job last week.
Claire Oh really? What kind of work do you do?
Laura I answer the phone, um... take messages, input data, etc.
Claire I feel sorry for you! That doesn't sound like much fun!
Laura It's pretty easy, really. In fact, sometimes it's so quiet, I don't have anything to do!
Claire Can't complain, then. Anyway, what would you like to eat? They've got lots of tasty food here.
Laura Oh, I don't know... What's that Greek dish we had the last time?
Claire Moussaka.
Laura All right, I'll have that. It's the best dish they do.
Claire Anyway, guess what! Bob and I are flying to Paris this weekend. He surprised me with the tickets last night.
Laura Ooh, that's such a nice surprise. You are so lucky!

Track 28 (page 92, Student Book) 1:07

Claire - Laura! Hi! How are things?

Laura - Hi, Claire. Not so bad... Pretty good actually. I started my new job last week.

Claire - Oh really? What kind of things do you do?

Laura - I answer the phone, um... take messages, input data, that sort of thing.

Claire - You poor thing! That doesn't sound like much fun!

Laura - It's pretty easy, really. In fact, sometimes it's so quiet, I don't have a thing to do!

Claire - Can't complain, then. Anyway, what would you like to eat? They've got lots of tasty things here.

Laura - Oh, I don't know... What's that Greek thing we had the last time?

Claire - Moussaka.

Laura - All right, I'll have that. It's the best thing they do.

Claire - Anyway, guess what! Bob and I are flying to Paris this weekend. He surprised me with the tickets last night.

Laura - Ooh, that's such a nice thing for him to do. You lucky thing!

3b

Go over the instructions and words in the box to check understanding. In pairs, learners write the words from the box, above the places they underlined in the conversation on **page 57**, to show what Claire and Laura really say. Highlight the fact that some of the words can be used more than once.

Monitor and assist as necessary.

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

3c

Track 28 Learners listen again and check their answers to **activity 3b**.

Feedback in pairs and then as a class.

3c answers

See CD script for Track 28 - answers underlined.

Language Focus

Go over the explanations and examples with learners. If learners haven't already noticed, you may like to point out that all the examples are taken from Claire and Laura's conversation in **activity 3**.

Practice

4a-j

Go over the instructions and example to check understanding. In pairs, learners read the sentences, underline the words in each sentence which can be replaced by an expression using **thing**, and write the expression above the words they underline.

Monitor and assist as necessary.

Feedback as a class.

4a-j suggested answers

(expressions using **thing** in parentheses, next to the underlined words)

- What's that strange object (**thing**) over there?
- I've got lots of jobs (**things**) to do today.
- I'm so hungry. I haven't had anything (**a thing**) to eat!
- Could you wash up the breakfast dishes, knives, spoons, etc. (**things**) after you've finished?
- I like camping and hiking and activities like that (**that sort/kind of thing**).*
- Don't worry about anything (**a thing**) – I'll deal with it.
- A** - I did a bungee jump yesterday.
B - You brave person (**thing**) – I could never do that!
- He's lost his job and the situation is (**things are**) really difficult for him at the moment.
- We're going to the beach, so bring your swimming costume, towel, etc (**things**).
- The worst point (**thing**) about my job is that we have to work very long hours.

* N.B. ...and activities (**things**) like that is also possible in e.

Language Focus

The word **thing** is very common in casual, spoken English. We can use it in various ways.

We can use it to refer to physical objects.

They've got lots of tasty **things** here.
What's that Greek **thing** we had the last time?

We can use **things** (in the plural) to refer to a general situation.

How are **things**?

We can use it to refer to ideas, actions and events.

What kind of **things** do you do?
That's such a nice **thing** for him to do.

We can use a **thing** in statements, instead of **anything**.

Sometimes it's so quiet, I don't have a **thing** to do!

We can use **that sort / kind of thing** to avoid giving too many details.

I answer the phone, um... take messages, input data, **that sort of thing**.

We can use **thing** after **adjectives** when we talk about people and show how we feel about them.

You **poor thing**! That doesn't sound like much fun!

You **lucky thing**!

Practice

4 Work with a partner. Read the sentences below.

Underline the words in each sentence which can be replaced by an expression using **thing**. Write the expression above the words you underline.

- What's that strange object over there?
thing
- I've got lots of jobs to do today.
- I'm so hungry. I haven't had anything to eat!
- Could you wash up the breakfast dishes, knives, spoons, etc. after you've finished?
- I like camping and hiking and activities like that.
- Don't worry about anything – I'll deal with it.
- A**: I did a bungee jump yesterday.
B: You brave person – I could never do that!
- He's lost his job and the situation is really difficult for him at the moment.
- We're going to the beach, so bring your swimming costume, towel, etc.
- The worst point about my job is that we have to work very long hours.



58 Lesson 14

Sounding Natural

5a

Track 29 Learners listen and mark the main stress in each sentence. Feedback in pairs and then as a class.

5a answers

See CD script for Track 29 - answers underlined.

Track 29 (page 92, Student Book) 0:14

- You poor thing!
- You lucky thing!

5b

Track 29 Learners listen again and copy the pronunciation.

Extension

You may like to try a substitution drill here, using other adjectives, e.g. brave, silly, etc.

Teaching Tip – Substitution Drill

Teacher says a word or phrase. Learners respond by fitting this into a longer item using appropriate intonation.

Teacher - Brave.

Learner - You brave thing!

Teacher - Silly.

Learner - You silly thing!

Etc.

Sounding Natural

5 a Track 29 Listen. Mark (●) the main stress in each sentence below.

- 1 You poor thing!
- 2 You lucky thing!

b Track 29 Listen again and copy the pronunciation.

Time to Talk

6 a Work on your own. Make a note of your answers to the questions below.

1 How are things at work / home at moment?

2 What's the best thing that's happened to you this week?

3 What kind of things do you like to eat?

4 Do you have a lot of things to do next weekend?

5 What's the best thing about studying English?

b Write three more questions for a partner, with expressions using **thing**.

7 a Work with a partner. Ask and answer the questions from **activity 6**. Ask questions to get more information.

- example** A: How are things at work at the moment?
B: Terrible. I've worked late every night this week.
A: You poor thing! Why?

b Tell the class about your partner's answers.

Homework - turn to page 102

Lesson 14 59

Time to Talk

6a

Go over the instructions and questions to check understanding.
Learners work independently to make a note of their answers to the questions.
Make sure learners understand that they should be making a note of their answers, rather than writing these out in full.

Monitor and assist as necessary.

6b

Go over the instructions and check understanding.
You may like to elicit, from the class as a whole, one or two possible questions with expressions using **thing**, before asking learners to start this activity.
Learners work independently to write *three* more questions for a partner, with expressions using **thing**.

Monitor and assist as necessary.

7a

Go over the instructions and example to check understanding.

Make sure learners understand that they should ask the questions they made a note of their answers for, as well as the questions they wrote themselves.

In pairs, learners ask and answer the questions from **activity 6**.

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

7b

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

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

Homework

Highlight the homework reference at the bottom right of **page 59** of the Student Book. Ask learners to turn to **page 102**.

Set Lesson 14 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Homework Answers

1

Conversation 1

- a) **How are things at work?**
- b) **Not so good actually. I've got too many things to do and not enough time.**
- c) **Don't your colleagues help?**
- d) **No, they don't do a thing.**
- e) **Lazy things! That's terrible.**

Conversation 2

- f) **I saw a great thing on TV last night.**
- g) **What was it about?**
- h) **Oh, history and culture and that kind of thing.**
- i) **I didn't know you like that sort of thing.**
- j) **Well, there are lots of things you don't know about me.**

2

- a) subject / topic **h i**
- b) situation **a**
- c) programme **f**
- d) facts **j**
- e) colleagues **e**
- f) anything **d**
- g) jobs **b**

15 After the Tone

After the Tone

In this lesson - Listen to and leave voicemail messages

Core activities - 2-6

Skills - Extended listening and speaking

Introduction

1a-c

Discuss the questions briefly as a class, as a way to introduce the topic of the lesson.

2a

Direct attention to the list of telephone numbers, dates and times. Elicit ideas on how they are said in English. Highlight the fact that sometimes there is more than one way of saying them.

2b

Track 30 Learners listen and check their ideas from **activity 2a**.

Remodel and drill items as necessary.

2a+b answers

See CD script for Track 30.

Track 30 (page 92, Student Book) 1:27

- 1) *the fourteenth of September; September the fourteenth; September fourteenth; September fourteen*
- 2) *Tuesday the fourteenth*
- 3) *oh nine oh, seven six four three, six five two one; zero nine zero, seven six four three, six five two one*
- 4) *five; five o'clock*
- 5) *one p.m.*
- 6) *extension four five five; extension four double five*
- 7) *six twenty; twenty past six*
- 8) *five fifteen; a quarter past five*
- 9) *Saturday the thirty-first*

3a

Go over the instructions and check understanding. Learners work independently to complete the left column of the table. You may like to suggest that learners make up telephone numbers if they wish, to maintain privacy.

Monitor and assist as necessary.

3b

Go over the instructions and check understanding. In pairs, learners read out the dates, times, and telephone numbers they wrote in **activity 3a**, listen to their partners and complete the right column of the table.

Monitor and assist as necessary.

Feedback in pairs. Ask learners to compare the numbers they wrote and to check that they correctly recorded the information that their partners read out.

15 After the Tone

Introduction

1 Discuss the questions below as a class.

- a How often do you use voicemail? When did you last get a voicemail message?
- b If you call someone and get a voicemail greeting, do you leave a message or call back later? Why?
- c Have you ever left a voicemail message in English?

2 a How do you say these telephone numbers, dates and times in English? Sometimes there is more than one way of saying them.

- 1 14 September
- 2 Tuesday 14th
- 3 090 7643 6521
- 4 5.00
- 5 1 p.m.
- 6 extension 455
- 7 6.20
- 8 5.15
- 9 Saturday 31st

b **Track 30** Listen and check your ideas from **activity 2a**.

3 a Work on your own. Complete the left column of the table below.

you	your partner
two dates in your life (e.g. a birthday, a meeting you have next week)	two dates
_____	_____
two times in your life (e.g. the time you get up)	two times
_____	_____
two telephone numbers you know	two telephone numbers
_____	_____

b Work with a partner. Read out the dates, times and telephone numbers you wrote in **activity 3a**. Listen to your partner and complete the right column of the table.



In this lesson: **Listen to and leave voicemail messages**
Skills: *Extended listening and speaking*

Listening

Listening Tip

Listen for the information you need

You don't need to listen carefully to everything. Decide on the information you need and focus on that.

- 4 a **Track 31** - **Track 34** Listen and write names, telephone numbers, dates or times in the spaces to complete the voicemail greetings below.

Greeting 1

Hi, John Jenkins speaking. I can't take your call right now, but if you leave your name and number, I'll get back to you after _____ this afternoon.

Greeting 2

You've reached _____ PLC on _____, Please leave a message after the tone.

Greeting 3

Hello. This is _____. I'm sorry I can't come to the phone, but I'm out of the office until _____. If it's urgent, you can call _____ on _____. If it can wait, please leave your details after the tone, and I'll return your call as soon as I can.

Greeting 4

Thank you for calling _____ Digital Solutions. There's no one in the office at the moment. Please call back during office hours - _____ to _____, _____ to _____ - or leave a message after the beep.

What are two ways to say who is speaking?

John Jenkins speaking.

What are two ways to say 'I will call you later'?

What are two ways to say 'I can't answer the phone'?

What are two expressions that describe the sound that tells you when to speak?



Skills Lesson 15 61

Track 31 (page 92, Student Book) 0:18

Greeting 1

Hi, John Jenkins speaking. I can't take your call right now, but if you leave your name and number, I'll get back to you after **three** this afternoon.

Track 32 (page 92, Student Book) 0:20

Greeting 2

You've reached **Big Pig** PLC on oh five oh, five seven two three, six five one two. Please leave a message after the tone.

Track 33 (page 92, Student Book) 0:33

Greeting 3

Hello. This is Jo Alexander. I'm sorry I can't come to the phone, but I'm out of the office until **Thursday the 13th**. If it's urgent, you can call **Petra White** on **extension 546**. If it can wait, please leave your details after the tone, and I'll return your call as soon as I can.

Track 34 (page 93, Student Book) 0:24

Greeting 4

Thank you for calling **Dark Star** Digital Solutions. There's no one in the office at the moment. Please call back during office hours - **nine a.m. to five p.m., Mondays to Fridays** - or leave a message after the beep.

4b

Go over the instructions and example to check understanding.

In pairs, learners write the underlined expressions from the voicemail greetings in **activity 4a** (underlined in **Tracks 31-34**) into the correct places to answer the questions.

Feedback as a class.

4b answers

What are two ways to say who is speaking?

John Jenkins speaking.

This is Jo Alexander.

What are two ways to say 'I will call you later'?

I'll get back to you.

I'll return your call.

What are two ways to say 'I can't answer the phone'?

I can't take your call right now.

I can't come to the phone.

What are two expressions that describe the sound that tells you when to speak?

the tone

the beep

Listening

4a

Highlight the **Listening Tip** box and go over the explanation with learners.

Listening Tip

Listen for the Information You Need

You don't need to listen carefully to everything. Decide on the information you need and focus on that.

Direct attention to the written voicemail greetings and elicit what kind of information learners need to listen for in order to complete them.

Track 31 - **Track 34** Go over the instructions and example to check understanding. You may like to tell learners that they should not worry too much about spelling - they should record the information they need as best they can, and check later.

Learners listen and write names, telephone numbers, dates, or times in the spaces to complete the voicemail greetings.

Feedback in pairs and then as a class.

4a answers

See CD scripts for Tracks 31-34 - answers in **bold**.

5a

Track 35 **Track 36** Go over the instructions and example to check understanding. Learners listen to two people leaving voicemail messages and complete the tables with the correct details.

Feedback in pairs and then as a class.

5a answers

Call 1

caller's name	Steve Jacobs
who the caller wants to speak to	Les Black
time of the call	(about) 10.30 a.m.
reason for the call	to check if Les received the delivery
caller's phone number	050 9972 3518

Call 2

caller's name	Tina
who the caller wants to speak to	John
time of the call	(about) 12.30
reason for the call	to ask if John wants to go for dinner
caller's phone number	09735 98556

5b

Go over the instructions and example to check understanding. In pairs, learners use their notes from **activity 5a** and the words in the boxes, to rewrite the voicemail messages from **activity 5a**.

Monitor and assist as necessary.

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

5c

Track 35 **Track 36** Learners listen again and check their answers to **activity 5b**. Emphasise that learners should check if the information they noted was correct, rather than if they wrote down the exact words.

5c answers

See CD scripts for Tracks 35 and 36.

5a **Track 35** **Track 36** Listen to two people leaving voicemail messages. Complete the tables below with the correct details.

Call 1

caller's name	Steve Jacobs
who the caller wants to speak to	
time of the call	
reason for the call	
caller's phone number	

Call 2

caller's name	
who the caller wants to speak to	
time of the call	
reason for the call	
caller's phone number	

b Use your notes from **activity 5a** and the words in the boxes, to rewrite the voicemail messages from **activity 5a**.

Call 1

Oh hi, this is Steve Jacobs	calling for
	That's
	Could you call me back on
	I'm calling to see if you received
	It's about
	Oh hi, this is
	right now.
	Thank you.

Call 2

	I've left my mobile phone at home
	Hi, John, it's
	It's about
	now
	Listen, John, how about
	so could you call me on
	That's
	Talk to you later.

c **Track 35** **Track 36** Listen again and check your answers to **activity 5b**.

Track 35 (page 93, Student Book) 0:50

Call 1

Greeting - You've reached Big Pig PLC on oh five oh, five seven two three, six five one two. Please leave a message after the tone.

Message - Oh hi, this is Steve Jacobs calling for Les Black. It's about 10.30 a.m. right now. I'm calling to see if you received the delivery. Could you call me back on zero five zero, double nine seven two, three five one eight? That's zero five zero, double nine, seven two, three five one eight. Thank you.

Track 36 (page 93, Student Book) 0:45

Call 2

Greeting - Hi, John Jenkins speaking. I can't take your call right now, but if you leave your name and number, I'll get back to you after three this afternoon.

Message - Hi, John, it's Tina. It's about 12.30 now. Listen, John, how about going out for dinner tonight? I've left my mobile phone at home, so could you call me on zero nine seven three five, nine eight double five six? That's zero nine seven three five, nine eight double five six. Talk to you later.

Time to Talk

6a You are going to role-play listening to and leaving voicemail messages. Work in two groups, **A** and **B**.

Group A: read the information below and prepare for **Role-play 1**.

Group B: go to **page 88**.

Role-play 1

- You are Jay Walton.
- Call your friend, Pat Brown.
- You want to meet for a coffee this evening at 6.00.
- Unfortunately, Pat can't answer the phone, so leave a message on the voicemail.
- Ask Pat to call you back at your office to confirm.
- Leave your office number.

Use the table below to plan your message.

your name
who you want to speak to
time of the call
reason for the call
your phone number

b Work with a partner from the other group and do **Role-play 1**.

c Prepare for **Role-play 2**.

d With the same partner as before, do **Role-play 2**.

e With your partner, compare the information you noted. Is it accurate?

Role-play 2

- You are Jay Walton.
- You have to go to a meeting for two hours.
- Write a voicemail greeting and ask callers to leave a message after the beep.

- Someone calls your phone. Read them your voicemail greeting.
 - Listen to the caller's message.
- Use the table below to make a note of what they say.

caller's name
who the caller wants to speak to
time of the call
reason for the call
caller's phone number

Homework - turn to page 103

Skills Lesson 15 63

6c

Ask learners to prepare for **Role-play 2**.

Monitor and assist as necessary.

6d

With the same partners as before, ask learners to do **Role-play 2**.

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

6e

Feedback. Ask learners in their pairs to compare the information they noted, check if it is accurate and report to the class.

Homework

Highlight the homework reference at the bottom right of **page 63** of the Student Book. Ask learners to turn to **page 103**.

Set Lesson 15 **activities 1** and **2** for homework.

Go over the instructions and examples for **activities 1a** and **1b**.

Learners use **Track 37** for **activity 2**.

Homework Answers

1+2

- I **can't** take your **call** right now.
- Leave** your **name** and **number**.
- I'll get **back** to you.
- I'm **sorry** I can't **come** to the **phone**.
- Please** leave your **details** after the **tone**.
- I'll **return** your **call** as **soon** as I **can**.
- Leave a **message** after the **beep**.

Track 37 (page 93, Student Book) 0:44

- I can't take your call right now.*
- Leave your name and number.*
- I'll get back to you.*
- I'm sorry I can't come to the phone.*
- Please leave your details after the tone.*
- I'll return your call as soon as I can.*
- Leave a message after the beep.*

Time to Talk

6a

Divide the class into two groups, **A** and **B**.

Ask **Group A** to read the information further down the page.

Ask **Group B** to go to **page 88** in the Student Book and read the information there.

Explain that learners are going to role-play listening to and leaving voicemail messages, and that they should work in their groups to read the information on their respective pages and prepare for **Role-play 1**.

Monitor and assist as necessary.

6b

Put learners into pairs with partners from the other group to do **Role-play 1**.

You may like to tell learners that, as with real voicemail, they can 'replay' the messages they listen to (ask their partner to repeat exactly what they said).

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

16 Stereotypes

Stereotypes

In this lesson - Discuss stereotypes

Core activities - 1–5, 7

Function - Making generalisations and talking about stereotypes

Introduction

1a

Write on the board an example of an obviously incorrect but not too offensive stereotype (e.g. *All Englishmen are gentlemen.*) and elicit/teach that these kinds of ideas are called *stereotypes* ('set, often incorrect, ideas that people have about what a particular type of person is like').

You may like to elicit one or two more examples of stereotypes from learners.

Go over the instructions and example to check understanding.

Ask learners not to worry too much about words they don't know – they should pass over these and go on to the next.

In pairs, learners read the adjectives for describing people and write *P* next to those with a mainly *positive* meaning, *N* next to those with a mainly *negative* meaning, and a question mark (?) next to those with *neither* a positive *nor* a negative meaning.

Monitor and assist as necessary.

Feedback as a class. Teach, drill, and board any unfamiliar items. You may like to check the following:

- apologetic** – showing that you feel sorry
- clever** – quick to learn and understand things
- cruel** – unkind, unpleasant and causing pain
- cultured** – having a good education and knowing a lot about art, music, literature, etc.
- embarrassed** – feeling ashamed or shy
- good-natured** – pleasant and friendly
- humorous** – funny; making you laugh
- loud** – (in this context) talking, laughing and demanding attention in a noisy way
- polite** – not rude
- powerful** – having a lot of power
- pushy** – trying too much to get something / make someone do something
- respectful** – showing politeness, especially to older and more important people
- sophisticated** – knowing a lot about how people act, and knowing how to choose good clothes, food, etc.
- suspicious** – not trusting

1a suggested answers

(There is obviously a degree of subjectivity involved here. Accept any answers that learners can justify.)

16 Stereotypes

Introduction

- 1 a Work with a partner. Read the adjectives below for describing people. Write **P** next to the adjectives that have a mainly positive meaning. Write **N** next to the adjectives that have a mainly negative meaning. Write a question mark (?) next to the adjectives that have neither a positive nor a negative meaning.

friendly P	loud
clever P	polite
suspicious N	powerful
cruel N	pushy
cultured P	respectful
embarrassed P	sophisticated
good-natured P	apologetic
humorous P	

- b Write *three* adjectives from **activity 1a** into each space in the table below. You can use adjectives more than once.

what people normally think about...
Americans
the British
people from my country

- c Share your ideas from **activity 1b** with the class, then discuss the questions below.
- 1 Is what people normally think about Americans and the British true?
 - 2 Is what people normally think about people from your country true?

Reading

- 2 Read the article on **page 65**. Underline the correct option to complete each statement below.
- a The article is mainly serious / educational / humorous
 - b The author is American / British / Canadian
 - c The author mainly gives advice / his opinions / facts
 - d The author generally likes / dislikes / doesn't care about Americans.
- 3 a Work in two groups, **A** and **B**.
Group A: read the article again and make notes in the left column of the table below.
Group B: read the article again and make notes in the right column of the table below.

Group A What the author says on...	Group B What the author says on...
how the British generally feel about Americans <u>a bit suspicious of them</u>	what he thinks about Americans <u>most are really nice</u>
American politeness	British politeness
American humour	British humour

- b As a class, compare the notes you made in **activity 3a**. Does anything the author says match your ideas in **activity 1b**?

friendly P	embarrassed ?	powerful ?
clever P	good-natured P	pushy N
suspicious N	humorous P	respectful P
cruel N	loud N	sophisticated P
cultured P	polite P	apologetic ?

1b

Go over the instructions and check understanding. In pairs, learners write *three* adjectives from **activity 1a** into each space in the table, to say what people normally think about Americans, the British, and people from their own countries.

Highlight the fact that adjectives can be used more than once.

Monitor and assist as necessary.

1c

Learners compare their ideas from **activity 1b** and discuss the questions.

1b+c answers
Learners' own ideas.

Our Nice American Friends

by Jim Black

On the whole, we British are a bit suspicious of Americans. We're just not sure if we trust them. Sure, they speak our language, but they spell it in a funny way. Also, we tend to think that we are better than them. We are supposed to be sophisticated, humorous and polite. Americans, on the other hand, are said to be loud and pushy. They may be powerful, but we are cultured.

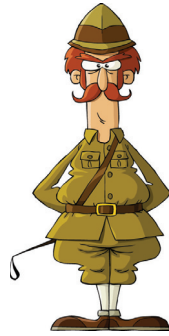
But are we really better than the Yanks? Some of my British friends and family may never speak to me again, but I think most Americans are really nice - much nicer than Brits. Why? Let me give you two reasons.

1 They are More Polite Than We Are

People think that the British are polite, but actually we aren't polite, we're just apologetic. If we step on someone's foot, we say sorry. If someone steps on our foot, we say sorry. We're always saying sorry! On the other hand, almost all Americans I've met have been polite and respectful. When I travelled in America, people were always calling me 'Sir' and calling my wife 'Ma'am' - not just shop assistants but ordinary people we met on the street.

2 They Have a Better Sense of Humor

This will really get me in trouble! People say that the British have a good sense of humour. In Britain, we are very proud of our TV comedy and our ability to laugh at ourselves. But actually, British humour tends to be rather cruel. We are always making fun of people. On the whole, American humour is more good-natured than British humour. You see, almost all Americans are basically just really friendly. They want to be nice. A lot of British people don't like that, though. We get uncomfortable and embarrassed if people are too friendly - it just doesn't seem right to us.



Lesson 16 65

Reading

2a-d

Direct attention to the article and the pictures in it, on page 65.

Go over the instructions and statements to check understanding. In pairs, learners read the article and underline the correct option to complete each statement.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

2a-d answers

- The article is mainly **humorous**.
- The author is **British**.
- The author mainly gives **his opinions**.
- The author generally **likes** Americans.

3a

Put learners into two groups, **A** and **B**.

Go over the instructions, sections in the table and examples to check understanding. Highlight the fact that learners are making notes, not writing out whole sentences.

Ask **Group A** to read the article again and make notes in the *left* column of the table.

Ask **Group B** to read the article again and make notes in the *right* column of the table.

Monitor and assist as necessary.

Feedback in groups and then as a class.

3a suggested answers

Group A What the author says on...	Group B What the author says on...
how the British generally feel about Americans <ul style="list-style-type: none"> • a bit suspicious of them • not sure if they trust them • think that they are better than Americans • loud and pushy • powerful 	what he thinks about Americans <ul style="list-style-type: none"> • most are really nice • polite • respectful • friendly • want to be nice
American politeness <ul style="list-style-type: none"> • polite and respectful • call people 'Sir' and 'Ma'am' 	British politeness <ul style="list-style-type: none"> • not polite, just apologetic • always saying sorry
American humour <ul style="list-style-type: none"> • more good-natured than British humour 	British humour <ul style="list-style-type: none"> • rather cruel • always making fun of people

3b

As a class, learners compare the notes they made in activity 3a.

Take brief responses to the question of whether anything the author says matches learners' own ideas in activity 1b.

See activity 4 answers for the full Reading text.

Language Focus

Go over the explanations and examples with learners.

4

Go over the instructions and check understanding. You may like to find and underline the first example as a class (*On the whole* – in the first sentence).

In pairs, learners find and underline an example in the article on **page 65**, of each of the expressions introduced in the **Language Focus** section.

Monitor and assist as necessary.

Feedback as a class.

4 answers - in **bold** and underlined.

Reading text

Our nice American friends by Jim Black

On the whole, we British are a bit suspicious of Americans. We're just not sure if we trust them. Sure, they speak our language, but they spell it in a funny way. Also, **we tend to think that we are better than them**. **We are supposed to be sophisticated, humorous and polite**. **Americans, on the other hand, are said to be loud and pushy**. They may be powerful, but we are cultured.

But are we really better than the Yanks? Some of my British friends and family may never speak to me again, but **I think most Americans are really nice** - much nicer than Brits. Why? Let me give you two reasons.

1/ They are politer than we are

People think that the British are polite, but actually we aren't polite, we're just apologetic. If we step on someone's foot, we say sorry. If someone steps on our foot, we say sorry. We're always saying sorry! On the other hand, **almost all Americans I've met have been polite and respectful**. When I travelled in America, people were always calling me 'Sir' and calling my wife 'Ma'am' – not just shop assistants but ordinary people we met on the street.

2/ They have a better sense of humour

This will really get me in trouble! **People say that the British have a good sense of humour**. In Britain, we are very proud of our TV comedy and our ability to laugh at ourselves. **But actually, British humour tends to be rather cruel**. We are always making fun of people. **On the whole, American humour is more good-natured than British humour**. You see, **almost all Americans are basically just really friendly**. They want to be nice. A lot of British people don't like that, though. We get uncomfortable and embarrassed if people are too friendly – it just doesn't seem right to us.

Language Focus

We can use various expressions to soften generalisations.

almost all + subject

Almost all British people love tea.

on the whole + clause

On the whole, Italian food is very healthy.

tend to + base form of the verb

Americans tend to be friendly.

I think (that) most + subject

I think most Japanese people like rice.

We can use the following expressions to talk about stereotypes:

subject + are supposed/said to + base form of the verb

The British are supposed to be quite polite.

Librarians are said to like books.

people say (that)/think (that)

People say that footballers are paid too much.

People think that the French are quite fashionable.

We can use **but actually** when we disagree with a stereotype.

People say that the Swiss are boring, **but actually** they're a lot of fun.

4 Find and underline an example of each of the expressions above in the article on **page 65**.

Practice

5 Each sentence below has one word missing.

Mark (✓) where the word is missing from each sentence and write the missing word.

a I think most modern music awful.

b Boys tend be louder than girls.

c On whole, girls are quite bad at sports.

d Americans are supposed be a bit pushy.

e People think that the French a bit rude.

f Almost politicians are honest.

g Cat owners are said be a little crazy.

66 Lesson 16



Practice

5a-g

Go over the instructions and example to check understanding. In pairs, learners mark where the word is missing from each sentence and write the missing word.

Monitor and assist as necessary.

Feedback as a class.

5a-g answers

- I think most modern music **is** awful.
- Boys tend **to** be louder than girls.
- On **the** whole, girls are quite bad at sports.
- Americans are supposed **to** be a bit pushy.
- People think that the French **are** a bit rude.
- Almost **all** politicians are honest.
- Cat owners are said **to** be a little crazy.

Extension

You may like to ask learners which of the stereotypes and generalisations in **activity 5** they think are true.

Sounding Natural

6 a Track 38 Listen to the sentences below. Mark (●) the stressed syllable in the underlined words.

- The British are supposed to be quite polite, but actually they're rather rude.
- People think that all boys like sports, but actually some of them don't.
- Girls are said to be interested in clothes, but actually many of them aren't.

b Track 38 Listen again and copy the pronunciation.

Time to Talk

7 a Work on your own.
Think about the place that you come from in your country.
Make a note of *three* stereotypes about the people from that place.

b Work with a partner.
Tell your partner about the stereotypes you made a note of in **activity 7a**, and say which ones you agree or disagree with.
Ask your partner questions to get more information.

example **A:** People from London are supposed to be unfriendly, but actually they aren't.
B: Why do you say that?

c Tell the class about the stereotypes you discussed with your partner.

Homework - turn to page 104

Sounding Natural

6a

Track 38 Go over the instructions and check understanding.

Learners listen to the sentences and mark the stressed syllable in the underlined words.

Feedback in pairs and then as a class.

6a answers (stressed syllables in bold)

- The British are supposed to be quite polite, but **actually** they're rather rude.
- People think that all boys like sports, but **actually** some of them don't.
- Girls are said to be interested in clothes, but **actually** many of them aren't.

Track 38 (page 93, Student Book) 0:30

- The British are supposed to be quite polite, but **actually** they're rather rude.
- People think that all boys like sports, but **actually** some of them don't.
- Girls are said to be interested in clothes, but **actually** many of them aren't.

6b

Track 38 Learners listen again and copy the pronunciation.

Time to Talk

7a

Go over the instructions and check understanding.
Learners work independently, think about the place that they come from in their country and make a note of *three* stereotypes about the people from that place.

You may first like to note some stereotypes about people from the place you come from, as a model.

Monitor and assist as necessary.

7b

Go over the instructions and example to check understanding.
In pairs, learners tell their partners about the stereotypes they made a note of in **activity 7a**, and say which ones they agree or disagree with.
Highlight the fact that learners should ask their partners questions to get more information.

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

7c

Feedback. Learners tell the class about the stereotypes they discussed.

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

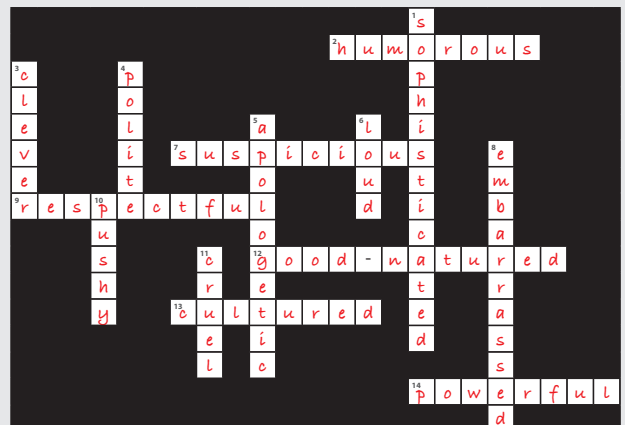
Homework

Highlight the homework reference at the bottom right of **page 67** of the Student Book. Ask learners to turn to **page 104**.

Set Lesson 16 **activities 1** and **2** for homework. Go over the instructions and examples for **activities 1** and **2**.

Homework Answers

1



2

Learner's own answers.

17 A New Project

A New Project

In this lesson - Talk about a project

Core activities - 2-5, 7

Grammar - Present continuous and going to for plans and intentions

Examples:

I'm going to study French at university next year.

I'm going to be a teacher after I graduate.

I'm studying French at university next year.

Introduction

1a

Go over the instructions and places in the box to check understanding. Learners work independently to choose one of the places and make a note of two ways it could be improved.

You may first like to give some examples of your own, as a model.

Monitor and assist as necessary.

1b

In pairs, learners discuss what they made a note of in **activity 1a**.

Monitor and assist as necessary.

1c

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

Listening

2

Track 39 Go over the instructions and check understanding.

Direct attention to the pictures on **page 69** and encourage speculation as to what Raj and Meena's new project is.

Learners listen to the interview and answer the questions.

Feedback in pairs and then as a class.

2 answers

- Raj and Meena's new project is to keep chickens in their garden.
- The project hasn't started yet.
- They feel excited about the project.
- Learners' own opinions.

17 A New Project



Introduction

- 1 a** Choose one of the places in the box and make a note of two ways it could be improved.

your home
your garden
your office
your school
your local area

- b** Work with a partner. Discuss what you made a note of in **activity 1a**.
- c** Tell the class about your partner's answers.

68 Lesson 17

3

Track 39 Go over the instructions and sentences to check understanding.

Learners listen again and circle the correct option to show if Raj (R) or Meena (M) says each sentence.

Feedback in pairs and then as a class.

3 answers

- I'm taking Deepak to look at the chickens on Tuesday.* **M**
- I'm going to clear a space for the chicken house in the garden tomorrow.* **R**
- We're all going to work hard.* **R**

Track 39 (page 93, Student Book) 1:31

Interviewer - Today I've travelled to Glossop to meet Raj and Meena Mistry, and their little boy Deepak, and talk to them about their new project. So, Meena, I've been told that you've decided to start a new project.

Meena - That's right... we're going to keep chickens in our garden!

Interviewer - Keep chickens? How do you organise that?

Raj - Well, I found a service on a website, registered my interest and they called us back the same day. It's great - we

In this lesson: **Talk about a project**
 Grammar: **Present continuous and going to for plans and intentions**



Listening

- 2 **Track 39** Listen to an interview with Raj and Meena Mistry about their new project. Answer the questions below.
- What is Raj and Meena's new project?
 - Has their project started?
 - How do they feel about the project?
 - Would you like to start a similar project? Why or why not?
- 3 **Track 39** Listen again. Circle the correct option to show if Raj (R) or Meena (M) says each sentence below.
- I'm taking Deepak to look at the chickens on Tuesday. R / M
 - I'm going to clear a space for the chicken house in the garden tomorrow. R / M
 - We're all going to work hard. R / M
- 4 a Read the sentences in **activity 3** again. Write letters to answer the questions below.
- Which sentences talk about future plans? **a** ___
 - Which sentence talks about an intention? ___
 - Which sentences use **going to + base form** of the verb? ___
 - Which sentence uses the **present continuous**? ___
- b Underline the correct option to answer each question below, about the sentences in **activity 3**.
- Could you use **going to + base form** of the verb in **sentence a** and keep a similar meaning? **Yes / No**
 - Could you use the **present continuous** in **sentence b** and keep a similar meaning? **Yes / No**
 - Could you use the **present continuous** in **sentence c** and keep a similar meaning? **Yes / No**
- c Read the **Language Focus** section on **page 70** to check your answers to **activity 4b**.

Lesson 17 69

can even choose the chickens that we like.

Meena - I'm taking Deepak to look at the chickens on Tuesday.

Raj - And I'm going to clear a space for the chicken house in the garden tomorrow.

Meena - After that, the company is coming round to set everything up. We're all really excited, especially Deepak! We can't wait to get fresh eggs!

Interviewer - That does sound good, but... isn't it a bit unusual to keep chickens in a garden these days?

Meena - Well, we already grow lots of vegetables in the garden, you see, and now I want to teach Deepak how to look after animals. I think it's important for kids to learn how to take care of them.

Raj - Yes. We're all going to work hard, really hard, to make sure this project is a success.

Interviewer - Well, good luck with everything. I'm sure you'll have lots of fun, and we'll be back in 12 months to see how you and the chickens are getting on.

4a

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

Ask learners to read the sentences in **activity 3** again. Elicit answers to the questions and ask learners to write letters in the spaces to answer the questions.

4a answers

- Which sentences talk about future plans? **a b**
- Which sentence talks about an intention? **c**
- Which sentences use going to + base form of the verb? **b c**
- Which sentence uses the present continuous? **a**

4b

Go over the instructions and questions to check understanding.

Discuss the questions as a class.

You may like to rewrite **sentence a** on the board using **going to + base form** of the verb, and rewrite **sentences b** and **c** using the **present continuous**, and ask learners to compare these with the sentences in **activity 3**.

Encourage discussion, but don't give any definite answers at this stage - learners will check for themselves in the next activity.

4b answers

See **4c answers**.

4c

Learners read the **Language Focus** section to check their answers to **activity 4b**.

Monitor and assist as necessary.

4c answers

- Could you use going to + base form of the verb in sentence a and keep a similar meaning? **Yes**
(This sentence expresses a plan.)
- Could you use the present continuous in sentence b and keep a similar meaning? **Yes**
(This sentence expresses a plan.)
- Could you use the present continuous in sentence c and keep a similar meaning? **No**
(This sentence expresses an intention.)

Language Focus

As learners have already read this section to check their answers to **activity 4b**, only go over anything that is still unclear.

Practice

5a

Go over the instructions and example to check understanding.

In pairs, learners use **going to** and the verbs from the box to complete the sentences.

If necessary, remind learners that they will need to use a form of **be** in each sentence.

Monitor and assist as necessary.

Feedback as a class.

5a answers

- 1) **I'm going to cook** dinner tonight.
- 2) **I'm going to ask** Mary to marry me.
- 3) **We're going to meet** in front of the restaurant at five p.m.
- 4) **They're going to buy** a house next year.
- 5) **Tomorrow's match is really important, so we're going to do** our best.

5b

Go over the instructions and check understanding.

In pairs, learners tick the sentences in **activity 5a** where they could use the **present continuous** and keep a similar meaning, then rewrite them in the space provided, using the **present continuous**.

Monitor and assist as necessary.

Feedback as a class.

5a answers (sentences numbered as they are in activity 5a)

- 1) **I'm cooking** dinner tonight.
- 2) This expresses an intention, so can't be rewritten.
- 3) **We're meeting** in front of the restaurant at five p.m.
- 4) **They're buying** a house next year.
- 5) This expresses an intention, so can't be rewritten.

Language Focus

We can talk about *plans* and *intentions* with **going to**.

be + going to + base form of the verb

We're **going to meet** the bank manager tomorrow. (*plan*)

If we get the loan, we're **going to do** our best to make it a success. (*intention*)

We can also talk about plans with the **present continuous**.

be + -ing form of the verb

We're **meeting** the bank manager tomorrow. (*plan*)

We *cannot* use the **present continuous** to talk about intentions.

X If we get the loan, we're **doing** our best to make it a success. (*intention*)

Practice

5 a Use **going to** and the verbs from the box to complete the sentences below.

do buy meet ask **cook**

- 1 I'm **going to cook** dinner tonight.
- 2 I _____ Mary to marry me.
- 3 We _____ in front of the restaurant at five p.m.
- 4 They _____ a house next year.
- 5 Tomorrow's match is really important, so we _____ our best.

b Tick (✓) the sentences in **activity 5a** where you could use the **present continuous** and keep a similar meaning. Rewrite them below using the **present continuous**.



Sounding Natural

6 a **Track 40** Listen. How are the underlined words below pronounced?

- 1 I'm going to look for a new job.
- 2 He's going to meet me at five o'clock.
- 3 We're going to save money each week.

b **Track 40** Listen again and copy the pronunciation.

Time to Talk

7 a Think of a project you would like to start in the future.
It can be in one of the places below, or one of your own ideas.

your office *your garden* *your school* *your local area* *your home*

Imagine that you are planning the project.
Use the table below to make notes about it.

What are you going to do? make our local beach clean
How? start a group
With whom?
Where?
For how long?
Why?
When are you starting?

b Work with a partner. Tell each other about the projects you made notes on in **activity 7a**.
Ask questions to get more information.

example A: I'm going to make our local beach clean.
B: How?

c Tell the class about your partner's project.

Homework - turn to page 105

Lesson 17 71

Time to Talk

7a

Go over the instructions and examples to check understanding.

Learners work independently to think of a project they would like to start in the future, using one of the ideas given, or an idea of their own. They then imagine that they are planning the project and use the table to make notes about it.

Monitor and assist as necessary.

7b

Go over the instructions and example to check understanding. In pairs, learners tell each other about the projects they made notes on in **activity 7a**.

Highlight the fact that learners should ask questions to get more information.

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

7c

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

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

Sounding Natural

6a

Track 40 Learners listen for how the underlined words are pronounced.

6a answers

The underlined words tend to be pronounced as /tə/ (with the weak form of the vowel) in connected speech.

Track 40 (page 93, Student Book) 0:21

- 1) I'm going to look for a new job.
- 2) He's going to meet me at five o'clock.
- 3) We're going to save money each week.

6b

Track 40 Learners listen again and copy the pronunciation.

Homework

Highlight the homework reference at the bottom right of **page 71** of the Student Book. Ask learners to turn to **page 105**.

Set Lesson 17 **activities 1** and **2** for homework.
Go over the instructions and examples to check understanding.

Homework Answers

1

- a) I'm **going to take** / **taking** my driving test next week.
- b) One day he's **going to learn** how to dance!
- c) I can't see you tomorrow because I'm **going to meet** / **meeting** Mary.
- d) I'm **going to wash** / **washing** the car at the weekend.
- e) Paul said that he's **going to say** sorry when he sees her.
- f) That cake looks delicious – I think I'm **going to eat** some!
- g) We're **going to have** / **having** a party on Saturday.
Can you come?
- h) If she gets the chance, she's **going to live** abroad.

2

A holiday in France

I'm really excited because I'm **travelling** to Brittany in France this Saturday. I went alone last year and it was a bit boring, so this time my friend, Stan, **is coming** with me. We're **catching** the train to Portsmouth really early in the morning, and from there we're **getting** the first ferry to Cherbourg. From there, Stan's **driving** us to Carnac. Stan just loves French food and he says that he's **going to eat** a lot of it! We've both been taking French lessons, so we're **going to talk** to everyone we meet.

18 Looking Good

Looking Good

In this lesson - Exchange information and opinions

Core activities - 1-4, 6

Vocabulary - Expressions with **look**

Introduction

1a

Go over the instructions and check understanding. In pairs, learners read the sentences and write numbers to answer the questions.

Monitor and assist as necessary.

Feedback as a class.

1a answers

- a) Which sentence talks about paying attention to something that is moving? **2**
- b) Which sentence talks about paying attention to something that isn't moving? **1**
- c) Which sentence uses watch as a main verb? **2**
- d) Which sentence uses look as a main verb? **1**

1b

Go over the instructions and example to check understanding. Learners complete the sentences with the correct form of watch or look at.

Monitor and assist as necessary.

Feedback as a class.

1b answers

- 1) I **watched** a ballet on my birthday last Tuesday.
- 2) When I **watch** a football match, I get really excited.
- 3) Do you mind if we **watch** the TV?
- 4) I **looked at** the train timetable and then bought my ticket.
- 5) **A** - Where are we?
B - **Look at** the map.
- 6) **A** - What did you do yesterday?
B - I **looked at** a house that I want to buy.

Reading

2a

Go over the instructions and check understanding. Learners read the email on **page 73** quickly and underline the correct option to complete each statement.

Monitor and assist as necessary.

Feedback as a class.

2a answers

- 1) Luke is **a student**.
- 2) Karen is Luke's **sister**.

18 Looking Good

Introduction

1 a Read the sentences below and write numbers to answer the questions.

- 1 I looked at some old family photographs last night.
- 2 I was watching a film in the cinema when my phone rang.

- a Which sentence talks about paying attention to something that is moving? **2**
- b Which sentence talks about paying attention to something that isn't moving? **1**
- c Which sentence uses watch as a main verb? **2**
- d Which sentence uses look as a main verb? **1**

b Complete the sentences below with the correct form of **watch** or **look at**.

- 1 I **watched** a ballet on my birthday last Tuesday.
- 2 When I _____ a football match, I get really excited.
- 3 Do you mind if we _____ the TV?
- 4 I _____ the train timetable and then bought my ticket.
- 5 **A**: Where are we?
B: _____ the map.
- 6 **A**: What did you do yesterday?
B: I _____ a house that I want to buy.

Reading

2 a Read the email on **page 73** quickly and underline the correct option to complete each statement below.

- 1 Luke is **an office worker** / a teacher / a student.
- 2 Karen is Luke's **mother** / sister / grandmother.

b Read the email again. Circle the correct option to show if each sentence below is *true* (T) or *false* (F).

- 1 Luke and his nephews have a similar appearance. **T** / F
- 2 Luke thinks his sister seemed healthy in the photograph. **T** / F
- 3 Luke doesn't like the decorations in the student bar. **T** / F
- 4 Luke will probably catch the early train on the 15th. **T** / F
- 5 It may snow on the 15th. **T** / F
- 6 Luke thinks his friends were jealous of the food that he received. **T** / F

2b

Go over the instructions and example to check understanding. Learners read the email again and circle the correct option to show if each sentence is *true* (T) or *false* (F).

Monitor and assist as necessary.

Feedback in pairs, and then as a class.

2b answers

- 1) Luke and his nephews have a similar appearance. **T**
- 2) Luke thinks his sister seemed healthy in the photograph. **F**
- 3) Luke doesn't like the decorations in the student bar. **F**
- 4) Luke will probably catch the early train on the 15th. **T**
- 5) It may snow on the 15th. **T**
- 6) Luke thinks his friends were jealous of the food that he received. **T**

In this lesson: **Exchange information and opinions**
 Vocabulary: *Expressions with look*

Hi Mum, hi Dad,

Well, I can't believe my first term is nearly over and I'll be coming home in a couple of weeks! I've been studying a lot these last few weeks... and maybe partying a little, too.

I'm really looking forward to coming home for Christmas and especially to seeing the twins for the first time. I hear my new nephews look like me. Is it really true? Anyway, I guess if I keep studying hard, I can be someone they can look up to in the future. Karen must be really busy looking after them. How is she? In the last photo I saw of her with the twins, she didn't look very well. Is she feeling better now? I'm also looking forward to the university Christmas party next week. It's going to have live bands and hot mulled wine, and the decorations in the student bar look amazing.

Anyway, it looks like I can get the early train on the 15th, so could someone please pick me up from the station at 2 pm? It looks like snow on the 15th, but I'll send you a message if there's a problem. Oh, and thanks for the parcels of Christmas food you sent. My friends looked very jealous when I opened them.

Love,
 Luke

3 a Find and circle examples of the *three* phrasal verbs below with **look**, in Luke's email. Draw lines to match the phrasal verbs on the left with the definitions on the right.

1	look after someone or something	a	feel excited about something that is going to happen
2	look up to someone	b	take care of someone or something
3	look forward to something	c	admire someone

b Underline three more *different* expressions with **look** in Luke's email.

- Find one that is followed by an **adjective**.
- Find one that is followed by **like** and a **noun**.
- Find one that is followed by **like** and a **clause**.

Lesson 18 73

3a

Go over the instructions and check understanding. Learners find and circle examples of the *three* phrasal verbs from the table with **look**, in Luke's email. Learners then draw lines to match the phrasal verbs with the definitions in the table.

Monitor and assist as necessary.

Feedback as a class.

3a answers – below and underlined in the **Reading text**.

- 1) look after someone or something **b) take care of someone or something**
- 2) look up to someone **c) admire someone**
- 3) look forward to something **a) feel excited about something that is going to happen**

Reading text

Hi Mum, hi Dad,

Well, I can't believe my first term is nearly over and I'll be coming home in a couple of weeks! I've been studying a lot these last few weeks... and maybe partying a little, too.

I'm really looking forward to coming home for Christmas and especially to seeing the twins for the first time. I hear my new nephews **look like me**. Is it really true? Anyway, I guess if I keep studying hard, I can be someone they can look up to in the future. Karen must be really busy looking after them. How is she? In the last photo I saw of her with the twins, she didn't **look very well**. Is she feeling better now? I'm also looking forward to the

university Christmas party next week. It's going to have live bands and hot mulled wine, and the decorations in the student bar **look amazing**.

Anyway, **it looks like I can get the early train** on the 15th, so could someone please pick me up from the station at 2 pm? It **looks like snow** on the 15th, but I'll send you a message if there's a problem. Oh, and thanks for the parcels of Christmas food you sent. My friends **looked very jealous** when I opened them.

Love,

Luke

3b

Go over the instructions and check understanding. Learners underline three more *different* expressions with **look** in Luke's email: one followed by an **adjective**, one followed by **like** and a **noun**, and one followed by **like** and a **clause**.

Monitor and assist as necessary.

Feedback as a class.

3b possible answers – below and **bolded** in the **Reading text**.

look followed by an adjective

(didn't) look very well, look amazing, looked very jealous

look followed by like and a noun

look like me, looks like snow

look followed by like and a clause

(it) looks like I can get the early train.

Language Focus

Go over the explanations and examples with learners.

Practice

4a

Go over the instructions and example to check understanding.

In pairs, learners complete the descriptions with the correct form of *look* or *look like* and words from the box. Highlight the fact that learners should use any other words they need to complete the sentences.

Monitor and assist as necessary.

Feedback as a class.

4a answers

- 1) *It's cloudy, and I can hear thunder.*
It looks like it's going to rain.
- 2) *She couldn't keep her eyes open.*
She looked tired.
- 3) *My present under the Christmas tree is big and round.*
It looks like a football.
- 4) **A** - *Who is it?*
B - *I don't know, but she's wearing a suit.*
She looks like a businesswoman.
- 5) *He put on his coat and waited next to the front door.*
He really looked like he wanted to go home.
- 6) *He looked angry and shouted at everyone.*

4b

Go over the instructions and check understanding. In pairs, learners complete the sentences with the correct form of *look* and any words from the box that they need. Highlight the fact that some words can be used more than once.

Monitor and assist as necessary.

Feedback as a class.

4b answers

- 1) *He thought his father was a hero and really looked up to him.*
- 2) *I'm looking forward to seeing Mary tomorrow so much!*
- 3) *I'm staying at home all day tomorrow to look after my daughter.*

Language Focus

We can use **look** to give information about the **subject**.

It has a similar meaning to **seem** or **appear**.

look + adjective

You **look terrible**, are you all right?
That **looks fun**!

We can use **look like** in a similar way.

look like + noun

She **looks like** a bit like **Betty Grable**.
That **looks like** hard work!

look like + clause (underlined in the examples)

She **looked like she was going to cry**.
It **looks like it's going to rain**.
It **looks like he's eaten everything**.

We also use **look** in many **phrasal verbs**, e.g. **look up to**, **look after**, and **look forward to**.

Helen really **looks up to** her boss.
(*Helen really admires her boss.*)

I **look after** my friend's dog every Tuesday.
(*I take care of my friend's dog every Tuesday.*)
My mum is really **looking forward to** her birthday party next week.
(*My mum is really excited about her birthday party next week.*)

Practice

- 4 a Complete the descriptions with the correct form of **look** or **look like** and words from the box. Use any other words you need.

a football	going to rain
a businesswoman	tired
angry	wanted to go home

- 1 It's cloudy, and I can hear thunder.
It **looks like it's going to rain**.
 - 2 She couldn't keep her eyes open.
She _____.
 - 3 My present under the Christmas tree is big and round.
It _____.
 - 4 A: Who is it?
B: I don't know, but she's wearing a suit.
She _____.
 - 5 He put on his coat and waited next to the front door.
He really _____.
 - 6 He _____ and shouted at everyone.
- b Complete the sentences with the correct form of **look** and any words from the box that you need. Some words can be used more than once.

after	to
forward	up

- 1 He thought his father was a hero and really _____ him.
- 2 I'm _____ seeing Mary tomorrow so much!
- 3 I'm staying at home all day tomorrow to _____ my daughter.



Sounding Natural

5 a **Track 41** Listen. Mark (●) the main stress in the underlined phrases.

- 1 I'm looking forward to seeing her tonight.
- 2 He really looks up to me.
- 3 Could you look after the children?

b **Track 41** Listen again and copy the pronunciation.

Time to Talk

6 a Complete the sentences below with your own ideas.

I'm looking forward to _____
_____ looks like _____
I really look up to _____
_____ looks after _____
_____ looks _____

b Work with a partner.
Tell each other what you wrote in **activity 6a**.
Ask questions to get more information.

example A: It looks like I have to work late tomorrow.
B: Oh dear. Why?



Sounding Natural

5a

Track 41 Go over the instructions and check understanding. Learners listen and mark the main stress in the underlined phrases.

Feedback in pairs and then as a class.

5a answers

See CD script for Track 41 - answers in **bold**.

Track 41 (page 93, Student Book) 0:20

- 1) I'm looking **forward** to seeing her tonight.
- 2) He really looks **up** to me.
- 3) Could you look **after** the children?

5b

Track 41 Learners listen again and copy the pronunciation.

Time to Talk

6a

Go over the instructions and check understanding. Learners complete the sentences with their own ideas.

Monitor and assist as necessary.

6b

Go over the instructions and example to check understanding.

In pairs, learners take turns to tell each other what they wrote in **activity 6a** and ask questions to get more information.

Monitor and assist as necessary.

Homework

Highlight the homework reference at the bottom right of **page 75** of the Student Book. Ask learners to turn to **page 106**.

Set Lesson 18 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Homework Answers

1

- a) I looked at **2** the street sign and realised we were lost.
- b) I watched **3** the tennis last night.
- c) Look at **1** this computer – I think it's broken.
- d) Don't look at **5** the sun or you'll hurt your eyes.
- e) I watch **4** films on my phone all the time.

2

- a) **Simon looks really upset.**
- b) **I'm looking after my nephew tomorrow.**
- c) **John looks like his brother.**
- d) **I really look up to my grandfather.**
- e) **Jenny's looking forward to going to a new school.**
- f) **It looks like Emma has forgotten her key.**

19 The Blame Game

The Blame Game

In this lesson - Discuss people who have had an effect on your life, or on the world

Core activities - 1b-5, 7

Function - Giving credit and blaming

Introduction

1a

Go over the instructions and example to check understanding. In pairs, learners write pronouns to complete the table.

Monitor and assist as necessary.

Feedback as a class.

1a answers

	subject	object	reflexive
singular	I	me	myself
	you	you	yourself
	he	him	himself
	she	her	herself
	it	it	itself
plural	we	us	ourselves
	you	you	yourselves
	they	them	themselves

1b

Go over the instructions and example to check understanding. In pairs, learners underline the correct options to complete the sentences.

Monitor and assist as necessary.

Feedback as a class.

1b answers

- How did you cut **yourself**?
- Could you pass me the salt, please? I can't reach it **myself**.
- She lives by **herself** in a small flat.
- Did you two enjoy **yourselves** at the party last night?
- My father and **I** live by **ourselves**.
- Charles met Laura and **me** at the station.

19 The Blame Game



Introduction

1 a Work with a partner. Write pronouns to complete the table below.

	subject	object	reflexive
singular	I	me	myself
	you	you	
	he		herself
plural	we	it	
	you	you	
		them	

b Underline the correct options to complete the sentences below.

- How did you cut you / **yourself**?
- Could you pass me the salt, please? I can't reach it I / **me** / **myself**.
- She lives by she / **her** / **herself** in a small flat.
- Did you two enjoy you / **yourself** / **yourselves** at the party last night?
- My father and I / **me** / **myself** live by we / **us** / **ourselves**.
- Charles met Laura and I / **me** / **myself** at the station.

Listening

2

Track 42 Direct attention to the picture of Paul and Yolanda.

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

Learners listen to Paul and Yolanda talk about someone, and correct *one* word in each of the statements to make them true.

Monitor and assist as necessary.

Feedback in pairs, and then as a class.

2 answers

incorrect word - underlined

correction - in **bold**

- Yolanda (**Paul**) talks first.
- Paul and Yolanda are talking about a colleague (**teacher**).
- Yolanda thinks that Mr Masters had a generally bad (**good**) effect on her life.
- Paul thinks Mr Masters was great (**terrible** / **awful** / **boring**).
- Yolanda thinks that what Paul says about Mr Masters is fair (**unfair**).

In this lesson: **Discuss people who have had an effect on your life, or on the world**
 Function: *Giving credit and blaming*

Listening

- 2 **Track 42** Listen to Paul and Yolanda talk about someone they both know. Correct one word in each of the statements below to make them true.

- Paul**
 a ~~Yolanda~~ talks first.
 b Paul and Yolanda are talking about a colleague.
 c Yolanda thinks that Mr Masters had a generally bad effect on her life.
 d Paul thinks Mr Masters was great.
 e Yolanda thinks that what Paul says about Mr Masters is fair.

- 3 a Circle **P** (Paul) or **Y** (Yolanda) to show who says each sentence below.

- 1 I give him credit for the good grades I got in my exams. **P** / **Y** ✓
 2 He could have made his lessons more interesting, but he didn't. **P** / **Y**
 3 He's the reason why I still hate maths today. **P** / **Y**
 4 I blame him for my bad exam results. **P** / **Y**
 5 It's your fault that you got bad results. **P** / **Y**
 6 You should have worked harder. **P** / **Y**
 7 You've only got yourself to blame. **P** / **Y**
 8 Mr Masters could have given up on me, but he didn't. **P** / **Y**
 9 He's the reason why I decided to study maths at university. **P** / **Y**

- b **Track 42** Listen again and check your answers to **activity 3a**.

- 4 a Work with a partner. Read the sentences in **activity 3a** again.

Tick (✓) the sentences where Paul or Yolanda *give credit* to someone for something. Underline the expressions they use to do this.

Put a cross (X) next to the sentences where Paul or Yolanda *blame* someone for something. Underline the expressions they use to do this.

- b Circle the correct option to complete the statement below.

In activity 3a, the expressions in sentences 2, 3, 8, and 9 **can** / **can't** be used to both blame and give credit.

Lesson 19 77

3a

Go over the instructions and example to check understanding. In pairs, learners circle **P** (Paul) or **Y** (Yolanda) to show who says each sentence.

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.

3b

Track 42 Learners listen again and check their answers to **activity 3a**.

Feedback in pairs, and then as a class.

3a+b answers

See 4a answers.

Track 42 (page 93, Student Book) 1:02

Paul – Who was your favourite teacher in school?

Yolanda – High school?

Paul – Yeah.

Yolanda – Mr Masters.

Paul – The maths teacher?

Yolanda – Yes. He was one of the best teachers we had. I give him credit for the good grades I got in my exams.

Paul – But he was awful – a terrible teacher.

Yolanda – Why?

Paul – Well, he was really boring. He could have made his lessons more interesting, but he didn't. He's the reason why I still hate maths today. I blame him for my bad exam results.

Yolanda – That's not fair. It's your fault that you got bad results. You should have worked harder. You've only got yourself to blame.

Paul – Oh yes?

Yolanda – Yes. I was really bad at maths. Mr Masters could have given up on me, but he didn't – he was just so patient and explained things so carefully. He's the reason why I decided to study maths at university.

4a

Go over the instructions and example to check understanding. In pairs, learners read the sentences in **activity 3a** again, tick (✓) the sentences where Paul or Yolanda *give credit* to someone for something, put a cross (X) next to those where Paul or Yolanda *blame* someone for something, and underline the expressions the speakers use to do these things.

Monitor and assist as necessary.

Feedback as a class.

4a answers - underlined

3a+b answers in **bold**

- 1) I give him credit for the good grades I got in my exams. **Y** ✓
 2) He could have made his lessons more interesting, but he didn't. **P** X
 3) He's the reason why I still hate maths today. **P** X
 4) I blame him for my bad exam results. **P** X
 5) It's your fault that you got bad results. **Y** X
 6) You should have worked harder. **Y** X
 7) You've only got yourself to blame. **Y** X
 8) Mr Masters could have given up on me, but he didn't. **Y** ✓
 9) He's the reason why I decided to study maths at university. **Y** ✓

4b

Do this activity as a class. Ask learners to look again at the expressions in sentences **2, 3, 8,** and **9** in **activity 3a**. Elicit the fact that the same expressions in these sentences – (he) *could have* and (he)'s *the reason why* – are used to both blame and give credit. Ask learners to circle the correct option to complete the statement in their books.

4b answers

In activity 3a, the expressions in sentences 2, 3, 8, and 9 **can** be used to both blame and give credit.

Language Focus

Go over the explanations and examples with learners. You may like to highlight the use of reflexive pronouns in some of the examples.

Practice

5a

Go over the instructions and example to check understanding. In pairs, learners complete the sentences with **blame**, **credit**, **fault**, or **reason**.

Monitor and assist as necessary.
Feedback as a class.

5a answers

- 1) You've only got yourself to **blame** for the crash.
- 2) My mother's the **reason** why I'm such a bad cook.
- 3) I **blame** my brother for my broken leg.
- 4) It's Mary's **fault** that we don't have a table.
- 5) I give Steve **credit** for completing the race.

5b

Go over the instructions and example to check understanding. In pairs, learners write numbers to match each sentence with a sentence in **activity 5a**.

Monitor and assist as necessary.
Feedback as a class.

5b answers

- 1) She could have taught me, but she didn't. **2**
- 2) He shouldn't have taken me skiing. **3**
- 3) You should have driven more carefully. **1**
- 4) He could have given up, but he didn't. **5**
- 5) She should have booked. **4**

Language Focus

We can use different expressions to *give credit* and say that someone is responsible for something *good*.

give (someone) **credit for** (something)

I **give him credit for** the good grades I got in my exams.
You should **give** yourself **credit for** all the hard work you've done.

(someone) **is the reason why + clause**

He's **the reason why I decided to study maths at university**.

We can use different expressions to *blame* and say that someone is responsible for something *bad*.

blame (someone) **for** (something)

I **blame him for** my bad exam results.

it's (someone's) **fault that + clause**

It's your fault that you got bad results.

(someone) **is the reason why + clause**

He's **the reason why I still hate maths today**.

We can use **myself**, **yourself**, etc. with **have only got... to blame** to emphasise that no one else is responsible for something bad happening.

I've only got myself to blame.
You've only got yourself to blame.

We can use **should have** when we criticise someone's actions in the past.

should / shouldn't have + past participle

It's Michael's fault that we missed the train. He **should have been** on time.
She's only got herself to blame. She **shouldn't have argued** with her boss.

We can use **could have** to talk about alternatives to the (good or bad) actions someone took.

could have + past participle

He **could have given up** on me, but he didn't.
She **could have smiled** sometimes, but she never did.

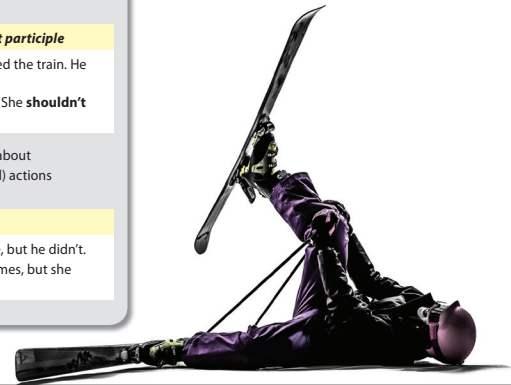
Practice

5 a Work with a partner. Complete the sentences below with **blame**, **credit**, **fault**, or **reason**.

- 1 You've only got yourself to **blame** for the crash.
- 2 My mother's the _____ why I'm such a bad cook.
- 3 I _____ my brother for my broken leg.
- 4 It's Mary's _____ that we don't have a table.
- 5 I give Steve _____ for completing the race.

b Write numbers to match each sentence below with a sentence in **activity 5a**.

- 1 She could have taught me, but she didn't. **2**
- 2 He shouldn't have taken me skiing. **3**
- 3 You should have driven more carefully. **1**
- 4 He could have given up, but he didn't. **5**
- 5 She should have booked. **4**



Memo

Sounding Natural

6 a Track 43 Listen. What sound can you hear in the underlined parts of the sentences?

- 1 She's the reason why I'm so bad at sports.
- 2 He's the reason why I love classical music.
- 3 They're the reason why I'm studying English.

b Track 43 Listen again and copy the pronunciation.

Time to Talk

7 a Think of someone who has had a big effect on your life, or on the world. Make notes to answer the questions about this person, in the table below.

name of the person _____

What do you give them credit for? Why?

Is there anything you blame them for? What? Why?

b Work with a partner. Discuss the people you chose in **activity 7a**. Ask questions to get more information.

example A: I chose my father. He's the reason why I don't like sports.
B: Why do you say that?

c Tell the class about the person you discussed with your partner.

Homework - turn to page 106

Lesson 19 79

Time to Talk

7a

Go over the instructions and check understanding. Learners work independently to think of someone who has had a big effect on their life, or on the world, and make notes to answer the questions in the table about this person.

You may like to make some notes of your own on the board, about a person you choose, as a model.

Monitor and assist as necessary.

7b

Go over the instructions and example to check understanding. In pairs, learners discuss the people they chose in **activity 7a**. Highlight the fact that learners should ask questions to get more information.

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

7c

Feedback. Learners tell the class about the person they discussed with their partner.

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

Homework

Highlight the homework reference at the bottom right of **page 79** of the Student Book. Ask learners to turn to **page 106**.

Set Lesson 19 **activities 1** and **2** for homework.

Go over the instructions and example for **activity 1**.

Make sure learners understand what to do for **activity 2**.

Homework Answers

1

- a) Did you learn from an instructor, Peter, or did you teach **yourself**?
- b) Terry hurt **himself** when he was climbing in Nepal.
- c) Excellent work, everyone! Give **yourselves** credit for a job well done!
- d) Let's stop at a café and buy **ourselves** a coffee.
- e) I looked at **myself** in the mirror and found my glasses on my face!
- f) Have you ever asked **yourself** what the most important thing in your life is?
- g) Vanessa's party was a great success, but she just won't give **herself** any credit for it.
- h) This robot car is amazing. It can even wash **itself**!
- i) They've only got **themselves** to blame for the problems they have.

2

Learner's own answers.

Sounding Natural

6a

Track 43 Learners listen for the sound they can hear in the underlined parts of the sentences.

Feedback in pairs, and then as a class.

6a answers

There tends to be a /j/ sound between the two words in connected speech.

This is an example of a linking sound.

Track 43 (page 93, Student Book) 0:23

- 1) *She's the reason why I'm so bad at sports.*
- 2) *He's the reason why I love classical music.*
- 3) *They're the reason why I'm studying English.*

6b

Track 43 Learners listen again and copy the pronunciation.

20 Dear Me

Dear Me

In this lesson - Choose good advice for a teenager

Core activities - 1-6c, 7b

Skills - Extended reading and speaking

Introduction

1a

Go over the instructions and list of questions to check understanding. Use this as an opportunity to highlight and board collocations with *advice*:

give/receive/take advice

a piece of advice

go to someone for advice

Elicit/explain the difference between *receive advice* ('get advice from someone') and *take advice* ('act on advice you receive').

Learners work independently to choose *one* of the questions and make a note of their answer to it.

Monitor and assist as necessary.

1b

Go over the instructions to check understanding. In pairs, learners discuss their answers to the question they chose in **activity 1a**.

Monitor and assist as necessary.

1c

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

Reading

2a

Direct attention to the article on **page 81**. Explain that it is an article about someone giving advice, and that learners are going to read it.

Go over the information in the **Reading Tip** box with learners.

Reading Tip**Preview and Predict**

Read titles and look at photos and illustrations before you read, to get an idea of what an article is about. Try to predict the content. This will help you to understand better when you read the article.

Ask learners to look at the pictures and read the title of the article, then discuss the questions as a class.

20 Dear Me

Introduction

- 1 a** Work on your own. Choose *one* of the questions below and make a note of your answer to it.
- When was the last time you gave advice to someone? What was it about?
 - What's the best piece of advice you've ever received?
 - Who do you usually go to for advice? Why?
 - Have you ever received good advice that you didn't take? What happened?
- b** Work with a partner. Discuss your answers to the questions you chose in **activity 1a**.
- c** Tell the class about your partner's answers.

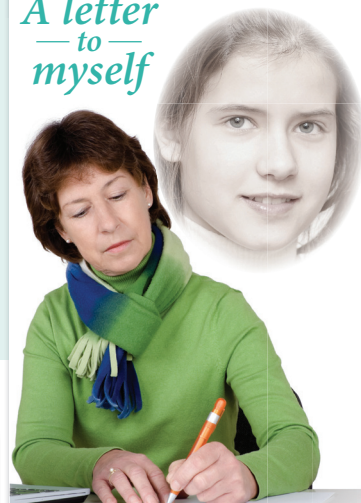
Reading

Reading Tip

Preview and predict

Read titles and look at photos and illustrations before you read, to get an idea of what an article is about. Try to predict the content. This will help you to understand better when you read the article.

- 2 a** You are going to read an article about someone giving advice. First, look at the pictures and read the title of the article, then discuss the questions below.
- What kind of person is giving the advice (e.g. is it a man or a woman, young or old)?
 - Who are they giving the advice to? How?
- b** Read the introduction of the article and check your ideas from **activity 2a**.

A letter
to
myself

- 3 a** Work with a partner. Read the list of topics below. Underline three topics in the list which you think will definitely be talked about in the article.

beauty and looks ____	friendship ____
body and health ____	romance ____
career ____	money ____
family ____	personality and character ____
	travel ____

- b** Share your ideas from **activity 3a** with the class.
- c** Read the rest of the article quickly to check your ideas from **activity 3a**. Write numbers to match the paragraphs in the article with topics in the list in **activity 3a** (not all the topics are talked about).

2a answers

Encourage discussion and accept any reasonable suggestions, but do not confirm any answers at this stage - learners will read to check for themselves in the next activity.

2b

Learners read the introduction of the article and check their ideas from **activity 2a**.

Monitor and assist as necessary. Feedback in pairs and then as a class.

2a+b answers

- An adult woman is giving the advice.
- She's giving the advice to herself, in a letter.

Extension

Before moving on to **activity 3a**, you may like to ask learners to predict what kind of topics Diane will talk about in her letter.

3a

Go over the instructions and check understanding. In pairs, learners read the list of topics and underline *three* which they think will definitely be talked about in the article.

Monitor and assist as necessary.

In this lesson: **Choose good advice for a teenager**

Skills: *Extended reading and speaking*

If you could send a letter (back through time) to your younger self, what would you say? We asked our readers to send us the letter they would write.

Today we publish a letter from Diane Roberts, 46, to her 16-year-old self.

Dear younger me,

Here are some things you should know:

- 1 Firstly, don't worry so much about how you look. Don't worry so much about your hair, or the clothes you wear. Trust me, you are beautiful. In 20 years' time you will look at photos of how you are now and realise just how wonderful you really looked.
- 2 Anyway, image really isn't the most important thing. Read as much as you can. Study hard. Develop your mind and your character. The important people in your life will value these things, not your looks.
- 3 Enjoy your body and look after it. It is the most fantastic thing that you will ever own, so eat well and get enough exercise. And don't forget to dance. Dance and sing, even if it's only when you are alone in your room.
- 4 Look after your friends. Hold onto them and keep them close. But don't hold them too tight - they need their freedom, just as you need yours. Hang out with the best, not just the coolest, and don't hang out with anyone who doesn't understand how wonderful you are.
- 5 Get to know your parents. They will be gone from your life sooner than you think. I know you don't like taking advice, but take your mum's advice. She knows you almost as well as I do. She loves you and wants the best for you.

Be good to others. Be good to yourself.
Your older self,
Diane

- 4 Find and circle, in the article, the words from the left column of the table below. Read the sentences the words are in, then draw lines to match the words in the table with the correct meanings on the right.

words	meanings
a back through time	you when you were younger
b your younger self	understand
c realise	into the past
d image	the part of you that thinks, feels emotion, understands, etc.
e mind	how something looks
f value	spend time
g hold onto	think that something is important
h tight	keep
i hang out	strongly

4

Go over the instructions and example to check understanding. You may like to inform learners that the column of words in the table are in the same order as they appear in the article.

In pairs, learners find and circle, in the article, the words from the left column of the table, read the sentences the words are in, then draw lines to match the words in the table with the correct meanings on the right.

Monitor and assist as necessary.

Feedback as a class.

4 answers

words	meanings
a) back through time	into the past
b) your younger self	you when you were younger
c) realise	understand
d) image	how something looks
e) mind	the part of you that thinks, feels emotion, understands, etc.
f) value	think that something is important
g) hold onto	keep
h) tight	strongly
i) hang out	spend time

3b

Feedback. Learners share their ideas from **activity 3a** with the class.

3c

Go over the instructions and check understanding. Highlight that not every topic in the list will be matched with a paragraph. Learners read the rest of the article quickly to check their ideas from **activity 3a** and write numbers to match the paragraphs in the article with topics in the list. Set a time limit of a minute and a half.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

3c answers

- beauty and looks **1**
- body and health **3**
- career
- family **5**
- friendship **4**
- romance
- money
- personality and character **2**
- travel

Reading text

(words from **activity 4** in **bold**, pieces of advice underlined)

A letter to myself

If you could send a letter **back through time** to **your younger self**, what would you say? We asked our readers to send us the letter they would write. Today we publish a letter from Diane Roberts, 46, to her 16-year-old self.

Dear younger me,

Here are some things you should know:

1) Firstly, don't worry so much about how you look. Don't worry so much about your hair, or the clothes you wear.

Trust me, you are beautiful. In 20 years' time you will look at photos of how you are now and **realise** just how wonderful you really looked.

2) Anyway, **image** really isn't the most important thing. Read as much as you can. Study hard. Develop your mind and your character. The important people in your life will **value** these things, not your looks.

3) Enjoy your body and look after it. It is the most fantastic thing that you will ever own, so eat well and get enough exercise. And don't forget to dance. Dance and sing, even if it's only when you are alone in your room.

4) Look after your friends. **Hold onto** them and keep them close. But don't hold them too tight - they need their freedom, just as you need yours. Hang out with the best, not just the coolest, and don't hang out with anyone who doesn't understand how wonderful you are.

5) Get to know your parents. They will be gone from your life sooner than you think. I know you don't like taking advice, but take your mum's advice. She knows you almost as well as I do. She loves you and wants the best for you.

Be good to others. Be good to yourself.

Your older self,

Diane

5

Go over the instructions and check understanding. In pairs, learners read the article on **page 81** again and underline all the pieces of advice they can find.

Monitor and assist as necessary.

Take feedback on the pieces of advice learners found and underlined, before going on to discuss the questions as a class.

5 answers

The pieces of advice (underlined in the Reading text) are as follows:

Don't worry so much about how you look.

Don't worry so much about your hair, or the clothes you wear.

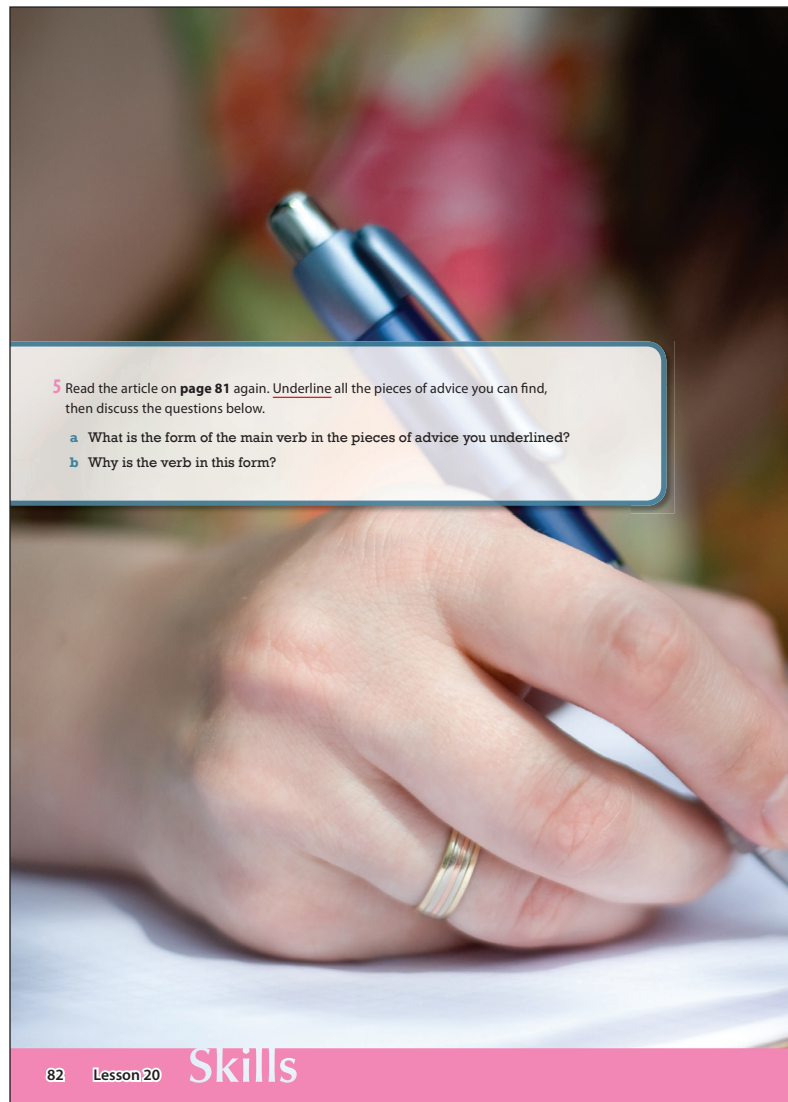
Read as much as you can.

Study hard.

Develop your mind and your character.

Enjoy your body and look after it.

Eat well and get enough exercise.



5 Read the article on **page 81** again. Underline all the pieces of advice you can find, then discuss the questions below.

- What is the form of the main verb in the pieces of advice you underlined?
- Why is the verb in this form?

82 Lesson 20

Skills

Don't forget to dance.

Dance and sing, even if it's only when you are alone in your room.

Look after your friends.

Hold onto them and keep them close.

Don't hold them too tight.

Hang out with the best, not just the coolest.

Don't hang out with anyone who doesn't understand how wonderful you are.

Get to know your parents.

Take your mum's advice.

Be good to others.

Be good to yourself.

a) The main verb in each piece of advice is in the **base form** (this is clearest in the pieces of advice where **be** is the main verb).

b) The reason for this is that the advice is all given in imperative sentences or clauses. Imperatives are used in advice, instructions, requests, and commands. These sentences/clauses have no explicit subject (it is understood to be 'you').

You may like to point out that we often avoid using imperatives in instructions, requests and commands because it can sound rude.

Time to Talk

6a

Go over the instructions and check understanding. In pairs, learners choose their *five* favourite pieces of advice from the article and write them in the space provided.

Allow learners time to think and discuss.

Monitor and assist as necessary.

Do not feedback at this stage.

6b

Go over the instructions and check understanding. In pairs, learners write *two* more pieces of advice that they think would be good to give to a teenager and add these to the list they made in **activity 6a**.

Monitor and assist as necessary.

6c

Go over the instructions and check understanding. In their pairs, learners write numbers to rank the pieces of advice on their lists from **1 to 7** (1 = the most important).

7a

Go over the instructions and check understanding. Learners change partners, compare their lists of advice, and choose the *three* most important.

Monitor and assist as necessary.

7b

Feedback. Learners share their ideas with the class. You may like to ask learners to decide, as a class, on the three most important pieces of advice for a teenager.

Extension

You may like to ask learners to consider whether advice for girls and boys should differ.

Homework

Highlight the homework reference at the bottom right of **page 83** of the Student Book. Ask learners to turn to **page 107**.

Set Lesson 20 **activities 1** and **2** for homework. Make sure learners understand what to do.

Homework Answers

1

Learner's own answers.

2

Learner's own answers.

Time to Talk

6 a Work with a partner.

Choose your *five* favourite pieces of advice from the article and write them below.

b With your partner, write *two* more pieces of advice that you think would be good to give to a teenager. Add them to the list you made in **activity 6a**.

c Write numbers to rank the pieces of advice on your list from **1-7** (1 = the most important).

7 a Change partners. Compare the lists of advice you made.

Choose the *three* most important pieces of advice.

b Share your ideas with the class.

Homework - turn to page 107

Skills

Lesson 20 83