Time to Talk

21st Century Communication Skills

Teacher's Guide

Low-Intermediate B1

Lesson	Title	Pages	In this lesson:
1	Have You Ever Been a Waiter?	4 - 7	Discuss life experiences
2	The First Time	8 - 11	Tell a story about a 'first time'
3	What Do We Have to Do?	12 - 15	Give advice about social 'rules'
4	I Like Where I Live	16 - 19	Discuss advantages and disadvantages
5 Skills	Body Beautiful	20 - 23	Talk about fashion and appearance
6	I've Been Coming Here for Years	24 - 27	Discuss a place you know well
7	Love at First Sight	28 - 31	Tell people about a conversation you had
8	Getting Started	32 - 35	Practise starting conversations
9	Getting in Shape	36 - 39	Discuss improving your lifestyle
10 Skills	You've Got a Snake?	40 - 43	Discuss what pets are suitable for different kinds of people
11	In the Future	44 - 47	Discuss the future
12	People and Places	48 - 51	Tell a story about your neighbourhood
13	Life Changes	52 - 55	Discuss and decide whose life has changed the most
14	A Woman's Work?	56 - 59	Compare attitudes to housework
15 Skills	Where Would You Live?	60 - 63	Talk about homes and where you live
16	How Are You Getting On?	64 - 67	Tell people about a new situation for you
17	Could I Move in Next Week?	68 - 71	Practise asking for permission
18	Fantasy	72 - 75	Talk about wishes and dreams
19	Easy Life	76 - 79	Discuss the things people do for you
20 Skills	Children's Games	80 - 83	Listen to and discuss a childhood story

	Language		CD Tracks
	Grammar	***Present perfect simple*** *with* ***ever*** *and* ***before*** *Follow-up questions*	01 - 02
	Grammar	***Past simple*** *and* ***past continuous*** *in narration*	03 - 04
	Function	*Giving advice and explaining rules*	05 - 06
	Grammar	*Contrasting ideas:* ***although/however/even though/despite***	07
	Skills	*Extended speaking and vocabulary*	-
	Grammar	***Present perfect*** *(****simple*** *and* ***continuous****) with* ***for*** *and* ***since***	08
	Grammar	***Reported speech***	09 - 11
	Function	*Strategies for beginning conversations*	12 - 14
	Grammar	*Verb patterns*	15 - 17
	Skills	*Extended speaking and vocabulary*	-
	Grammar	*Talking about the future:* ***will/will have***	18 - 19
	Grammar	*Defining* ***relative clauses***	20
	Grammar	*Describing life in the past:* ***would/used to***	21 - 22
	Grammar	*Subject and object questions*	23 - 26
	Skills	*Extended speaking and vocabulary*	-
	Vocabulary	*Uses of* ***get***	27 - 28
	Function	*Polite requests*	29 - 30
	Grammar	***Second conditional***	31 - 32
	Grammar	***Have*** *(something)* ***done*** ***Reflexive pronouns***	33
	Skills	*Extended speaking and vocabulary*	34 - 36

LESSON

1 Have You Ever Been a Waiter?

Have You Ever Been a Waiter?
In this lesson - Discuss life experiences
Core activities - 1-7, 9
Grammar - **Present perfect simple** with **ever** and **before**
Follow-up questions
Examples:
Have you ever been to America?
Have you ever eaten here before?

Learners should be familiar with the present perfect. However learners at this level sometimes use it to talk about past events when talking about a definite time in the past. Example: "I've played the piano when I was a student".

Warmer

- Elicit ideas for 'Important jobs' (Prime Minister, mother).
- Ask learners to write down what they think is an important job and why.
- Ask learners to read what they wrote. Write all the jobs they mention on the board.
- As a class, rank the jobs on the board.
- Which job would learners like to do if they could?

Introduction

1
Ask the class what kind of responsibilities they have at work/school or home. Ask them which they feel are more difficult.

2
Refer learners to the pictures on **pages 4** and **5**. Ask them what jobs they think the people in the pictures do. Tell them to choose from the list.

2 answers
Page 4, clockwise - gardener, librarian, school teacher,
Page 5, left to right: secretary, waitress

Ask what the male form of waitress is. Point out that in the UK and USA, we increasingly avoid female forms in jobs (*e.g. both men and women are often called 'actors'*).

3
In pairs. Learners letter the pictures with the responsibilities in the box on **page 4**.
Feedback as a class.

3 answers
Page 4 clockwise: b, g; d, h; f
Page 5 left to right: h; e, c, a

LESSON

1 Have You Ever Been a Waiter?

Introduction

1 What responsibilities do you have at work or home?
example I always do the washing-up after dinner.

2 Look at the pictures. What jobs do you think they do?
Choose from the list.
- **school teacher**
- **gardener**
- **office worker**
- **librarian**
- **waitress**

3 What are their responsibilities?
Choose from the list in the box.
Write the letters on the pictures.
More than one answer is possible.

a serving food
b watering plants
c handling cash
d organising books
e dealing with customer complaints
f looking after children
g trimming bushes
h using a computer

4 Lesson 1

In this lesson: Discuss life experiences
Grammar: *Present perfect simple with ever and before*
Follow-up questions

Listening

4 Track 01 Work with a partner.
You are going to listen to Emma in a job interview. Listen and answer the questions.

a Which responsibilities in **activity 3** do they mention?

b Which job in **activity 2** is the interview for?

5 Track 01 Work with a partner.
Listen again and answer the questions.

a Where did Emma work in her last job?

b What problems did she have?

Listening

4a

Track 01 Ask learners to listen and answer question **a** (listen for specific information).

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

Feedback in pairs, and then as a class.

4b

Ask learners to answer question **b** (This requires them to make an inference, since the word 'Waitress' is never mentioned).
Track 01 Play the CD again, if necessary.
Feedback in pairs, and then as a class.

4a + b answers
a) serving food, handling cash, dealing with customer complaints
b) Waitress

Track 01 (page 84, Student Book) 1:01
Mark *- So Emma, thanks for coming along for this interview. I'm going to start by asking you a few questions about your work experience.*
Emma *- Of course.*
Mark *- OK, so have you worked in a restaurant before?*
Emma *- No I haven't, but I've worked in a bar.*
Mark *- Did you serve food?*
Emma *- Well, we sold sandwiches, chips and snacks. So, yes.*
Mark *- OK, so have you ever handled cash?*
Emma *- Yes, I've handled cash, debit and credit cards in the past.*
Mark *- Good. Did you find that easy?*
Emma *- Oh yes, but using the till in the bar was sometimes difficult.*
Mark *- What did you do about that?*
Emma *- Well, the manager was always there and she always helped.*
Mark *- OK. Have you ever dealt with a customer complaint?*
Emma *- Yes, I had complaints about the food.*
Mark *- Really? Did you often get complaints?*
Emma *- Yes, the cook wasn't very good. And the manager was always apologising to the customers.*

5a+b

Track 01
In pairs, learners listen again and answer the questions in the activity.
Feedback in pairs, then as a class.

5a+b answers
a) She worked in a bar.
b) Dealt with customer complaints.

Language Focus

Run through the explanations and examples in the Language Focus box.

6a + b

In pairs. Refer learners to the questions in the activity.
a) Learners underline the follow-up questions.
b) Elicit the tense used in the follow-up questions.

6a answers (underlined below)
Mark *- OK, so have you worked in a restaurant before?*
Emma *- No I haven't, but I've worked in a bar.*
Mark *- Did you serve food?*
Emma *- Well, we sold sandwiches, chips and snacks. So yes.*
Emma *- Yes, I've handled cash, debit and credit cards in the past.*
Mark *- Good. Did you find that easy?*
Emma *- Oh yes, but using the till in the bar was sometimes difficult.*
Mark *- What did you do about that?*
Emma *- Well, the manager was always there and she always helped.*

6b answers
Tense - past simple

6c

Refer learners to the highlighted words. Ask them what they refer to and why we use them.

6c answers
that - handling cash, debit and credit cards
that - using the till being difficult
there - in the bar

In English, we usually avoid repetition where we can.
We use these pronouns instead.

Practice

7a

Refer learners to the question in the blue circle. Ask them to work in pairs and think of 3 more possible follow – up questions.
Learners change pairs and ask and answer the questions they wrote.

7b

Learners change pairs and ask the question in **activity 7a**. Encourage the learners to use their follow-up questions if possible.
Note - learners may have to respond to and answer questions that they haven't made notes about..

Extension
Write a different question for the blue circle on the board. Elicit 4 follow-up questions from the learners as quickly as possible. Write them on the board. Then have the learners work in pairs and do the same. After learners tell the class what their partners asked them.

Language Focus

When we ask about past experiences we can use the **present perfect simple**.

This is made with:
have/has + the **past participle** form of the verb

often with:
ever in front of the past participle form of the verb
before at the end of the sentence

Have you **ever** handled cash?
Have you worked in a restaurant **before**?

6 We use follow-up questions to ask for more information.
a Underline the follow-up questions in the conversation below.
b What tense is used?

Mark OK, so have you worked in a restaurant before?
Emma No, I haven't, but I've worked in a bar.
Mark Did you serve food?
Emma Well, we sold sandwiches, chips and snacks. So, yes.
Mark OK, so have you ever handled cash?
Emma Yes, I've handled cash, debit and credit cards in the past.
Mark Good. Did you find that easy?
Emma Oh yes, but using the till in the bar was sometimes difficult.
Mark What did you do about that?
Emma Well, the manager was always there and she always helped.

c Read the words highlighted in yellow.
What do they refer to?
Why do we use them?

Practice

7 a Read the question in the blue circle.
Complete the diagram with three more follow-up questions.

How long did you stay there?

Have you ever been abroad before?

b Work with a partner.
Ask and answer the main question and use your follow-up questions.

Sounding Natural

8 a Track 02 Listen to the dialogue.
Mark the stress in each sentence.

Mark So have you worked in a restaurant before?
Emma No, I haven't, but I've worked in a bar.
Mark Did you serve food?
Emma Well, we sold sandwiches, chips, and snacks. So, yes.

b Work with a partner.
Practise the dialogue in **activity 8a**.
Concentrate on the the stress patterns.

6 Lesson 1

Sounding Natural

8a

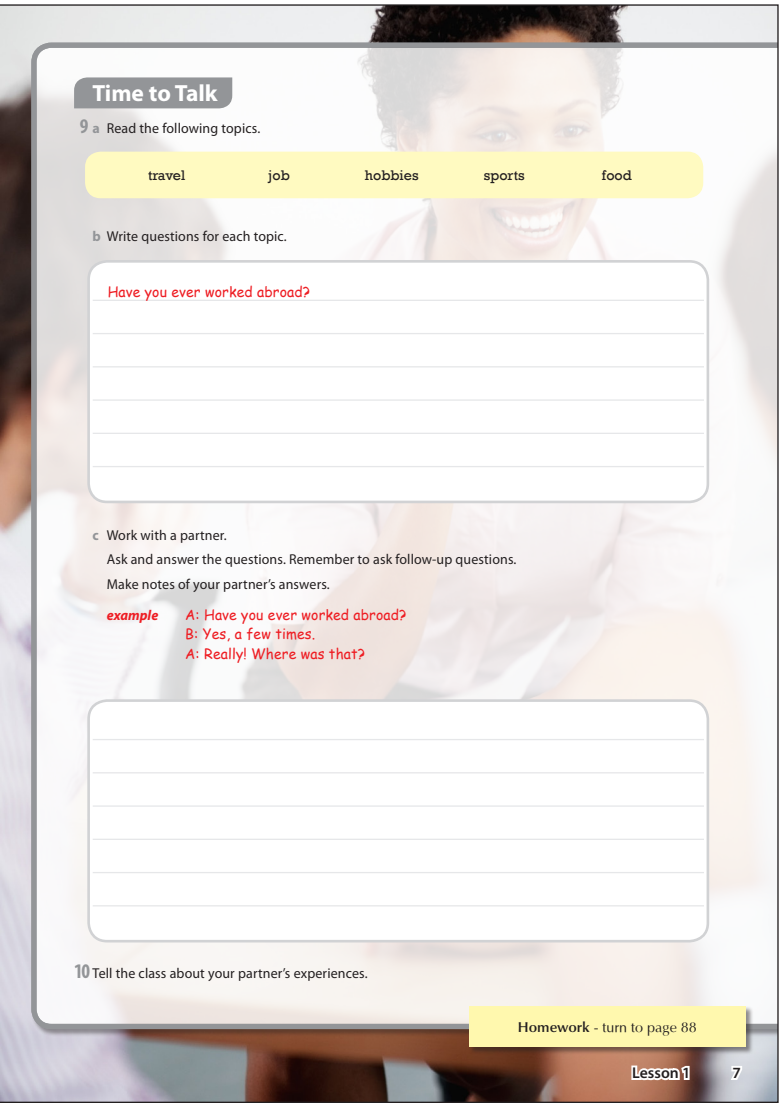
Track 02 Learners listen to the CD and mark the stress in the sentences. Pause after each line to allow learners to mark stress.
You may wish to model the sentences yourself, exaggerating the stress.
Drill.

8a answers
See CD script for Track 02 - answers underlined.

Track 02 (page 84, Student Book) 0:20
Mark *- So have you worked in a restaurant before?*
Emma *- No I haven't, but I've worked in a bar.*
Mark *- Did you serve food?*
Emma *- Well, we sold sandwiches, chips and snacks. So, yes.*

8b

Track 02 Learners work in pairs and practise the dialogue. Tell the learners to pay attention to the stress patterns.



Time to Talk

9 a Read the following topics.

travel job hobbies sports food

b Write questions for each topic.

Have you ever worked abroad?

c Work with a partner.
Ask and answer the questions. Remember to ask follow-up questions.
Make notes of your partner's answers.

example A: Have you ever worked abroad?
B: Yes, a few times.
A: Really! Where was that?

10 Tell the class about your partner's experiences.

Homework - turn to page 88

Lesson 1 7

Time to Talk

9a
Learners work in pairs and practise the dialogue. Tell learners to pay attention to the stress patterns.

9b
Allow learners to think of and write questions for the topics.
Monitor and assist as necessary.

9b
Learners do the activity as per the Student book.

In a private lesson
Write brief notes of questions you can ask the learner in the upcoming Time to talk activity.

9c
Model activity – ask learners one or two present perfect questions, then ask follow-up questions using past simple.
Learners work in pairs to ask and answer the questions they wrote.
Monitor and assist as necessary. Encourage follow – up questions.

10
Learners tell the class about their partner's experiences.
Monitor the learners' use of vocabulary and language.
Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Homework

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

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

Homework Answers

1
a) Have you ever flown on an aeroplane?
b) Have you ever met a famous person?
c) Have you ever eaten kangaroo?
d) Have you ever been in a fight?
e) Have you ever lost your passport?
f) Have you ever broken a bone?
g) Have you ever found any money?
h) Have you ever played in a band?
i) Have you ever told a lie?

2
a) Where did you fly to? (a)
b) What did it taste like? (c)
c) Which bone was it? (f)
d) What songs did you play? (h)
e) How much did you find? (g)
f) Who did you meet? (b)
g) Why did you tell it? (i)
h) How did you get a new one? (e)
i) Did you win? (d)

2 The First Time

The First Time

In this lesson - Tell a story about a 'first time'

Core activities –1, 2, 6 (as a Reading and Listening), 8-11

Grammar - **Past simple** and **past continuous** in narration

Example:

I was travelling around France when I met my wife.

I was walking home when I saw bright light in the sky.

Introduction

1

Refer learners to the pictures and ask them what's happening.

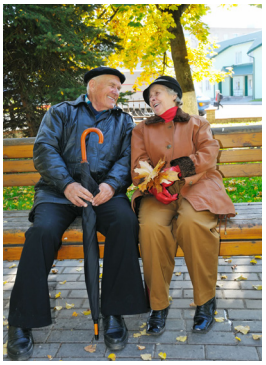
As a class, discuss which situation they think is best for starting a conversation or making new friends.

Elicit other possible situations (e.g. when visiting another friend's house).

LESSON

2 The First Time

Introduction



1 Look at the pictures above.
Which of these situations do you think are good for starting to talk to people and making friends?
Can you think of any more? Tell the class.

Memo

In this lesson: Tell a story about a 'first time'
Grammar: *Past simple* and *past continuous* in narration

Vocabulary

2 Work with a partner.
Cross out the words in each column which can't be used with the phrase above it.

meet in	*meet at*	*meet on*
time	time	time
work	work	work
a park	a park	a park
a pub	a pub	a pub
school	school	school
~~a picnic~~	a picnic	a picnic
a party	a party	a party
an aeroplane	an aeroplane	an aeroplane
a bus stop	a bus stop	a bus stop

Listening

3 Track 03 Listen to Tom tell a story about the first time he spoke to his wife, Antonia.
Look at the situations in **activity 1** and answer the questions below.
a In which situation did Tom first *see* Antonia? _____
b In which situation did he first *talk* to her? _____

4 Listen again. Are these statements True (T) or False (F)?
a ☐ Tom was in London for work.
b ☐ The weather was really nice that summer.
c ☐ Antonia came to the picnic late.

5 Check your answers with a partner.
Correct the statements that are false.

Vocabulary

2

In pairs. Learners cross out the words in each column which can't be used with phrase above it.

2 answers
meet in: work, a picnic, a party, a bus stop
meet at: time, an aeroplane
meet on: work, a park, a pub, school, a picnic, a party, a bus stop

Listening

3a+b

Track 03 Direct attention to the picture on **page 9**. Introduce the people (Tom and Antonia).Tell the class they're going to listen to Tom tell a story about meeting his wife, Antonia. Encourage speculation as to where he met her.

Refer Learners to questions **a** and **b**. Make sure learners understand what they are listening for (the place Tom first saw Antonia, and the situation in which he first talked to her).

Play the CD. Feedback in pairs, then as a class.

3a+b answers
a) in a pub
b) at a picnic

Track 03 (page 84, Student Book) 1:27
I'll never forget the first time I said hello to Antonia. It was seven years ago. I was doing a summer course in London and staying in my friend Mark's house for three months. I often went for a drink on Friday nights with Mark and his friends from work. I was standing in the pub one night, talking to Mark when Antonia, one of his colleagues, walked through the door. I thought she was really beautiful. I saw Antonia several times in the pub after that, but I was always too shy to speak to her. That summer the weather was lovely, so Mark and I decided to organise a picnic in the local park one weekend. I invited some people from my course, and Mark asked his colleagues. We told people to come at 12 o'clock, but I went to the park early to get things ready. I was setting things up when Antonia arrived – she was about an hour early. We were the only people there, so I had to talk to her. We got on really well. Now, every time I see a picnic it reminds me of the first time we spoke.

4a-c

Track 03 Learners listen again and write **T** or **F** next to the statements.

4a-c answers
a) F
b) T
c) F

5

In pairs, learners check answers and correct the false statements.
Feedback as a class.

5 answers
(do not insist on the exact wording below – accept any answers that get the gist):
a) F – Tom was in London for a course.
b) T
c) F – Antonia came to the picnic early.

Reading and Listening

6

In pairs. Learners read and underline the correct verb forms.

6 answers

I'll never forget the first time (1) I said/was saying hello to Antonia. It was seven years ago.

I (2) did/was doing a summer course in London and (3) stayed/staying in my friend Mark's house for three months.

I often (4) went/was going for a drink on Friday nights with Mark and his friends from work. I (5) stood/was standing in the pub one night, talking to Mark when Antonia, one of his colleagues, walked through the door. I (6) thought/ was thinking she was really beautiful. I (7) saw/was seeing Antonia several times in the pub after that, but I was always too shy to speak to her.

That summer the weather (8) was lovely/was being lovely, so Mark and I (9) decided/were deciding to organise a picnic in the local park one weekend. I (10) invited/was inviting some people from my course, and Mark asked his colleagues. We told people to come at 12 o'clock, but I went to the park early to get things ready. I (11) set/was setting things up when Antonia arrived – she was about an hour early. We were the only people there, so I had to talk to her. We got on really well.

Now, every time I see a picnic it reminds me of the first time we spoke.

7

Track 03 Learners listen again and check answers. Elicit learners opinion on the story – is it romantic? Do they know of any other romantic meetings? (Avoid personal stories – these will be used in the Time to talk activity).

Language Focus

8

Learners work in pairs to match the sentences in the *language column* with a *use*.

Teaching Tip

Draw attention to the fact that there are two uses given for each grammatical form. Learners often link grammatical forms in a one to one way, and it is useful to point out that this is not so, when you can.

8 answers

I **was doing** a summer course – describing background in a story.
I **was talking** to Mark when Antonia walked in. – describing a longer action in a story, interrupted by another action.
We **decided** to have a picnic. – describing main actions in a story.
The weather **was** lovely – describing a state in the past.

Reading and Listening

6 Work with a partner.
Read Tom's story and underline the correct forms of the verbs.

I'll never forget the first time I (1) said / was saying hello to Antonia. It was seven years ago.

I (2) did / was doing a summer course in London and (3) stayed / staying in my friend Mark s house for three months.

I often (4) went / was going for a drink on Friday nights with Mark and his friends from work. I (5) stood / was standing in the pub one night, talking to Mark, when Antonia, one of his colleagues, walked through the door. I (6) thought / was thinking she was really beautiful. I (7) saw / was seeing Antonia several times in the pub after that, but I was always too shy to speak to her.

That summer the weather (8) was lovely / was being lovely, so Mark and I (9) decided / were deciding to organise a picnic in the local park one weekend. I (10) invited / was inviting some people from my course, and Mark asked his colleagues. We told people to come at 12 o'clock, but I went to the park early to get things ready.

I (11) set / was setting things up when Antonia arrived - she was about an hour early. We were the only people there, so I had to talk to her. We got on really well.

Now, every time I see a picnic it reminds me of the first time we spoke.

7 Track 03 Listen again and check.

Language Focus

8 Work with a partner. Match the sentences in the language column with a use.

language	*uses*	
I ***was doing*** a summer course.	describing main actions in a story	past simple
I ***was talking*** to Mark when Antonia walked in.	describing a state in the past	
We ***decided*** to have a picnic.	describing background in a story	past continuous *(be + verb + ing)*
The weather ***was*** lovely.	describing a longer action in a story, interrupted by another action	

10 Lesson 2

Sounding Natural

9a-e

Track 04 This activity draws attention to the 'weak form' of was. Teaching weak forms helps learners with the natural rhythm of spoken English, and to better understand native speakers.
Write 'was' on the board. Ask the learners to pronounce it. Play the recording then draw their attention to the weak form of 'was'. Highlight the differences.
Drill.

Track 04 (page 84, Student Book) 0:39

a) I was standing in the pub one night

b) I thought she was really beautiful

c) the weather was lovely

d) I was setting things up

e) she was about an hour early

10

Track 04 Learners listen again and copy the pronunciation.

Sounding Natural

9 Track 04 Listen to the phrases below.

a I was standing in the pub one night.
b I thought she was really beautiful.
c The weather was lovely.
d I was setting things up.
e She was about an hour early.

How do we pronounce 'was', when we speak naturally?

10 Track 04 Listen again and copy the pronunciation.

Time to Talk

11 You are going to tell a true story. Use one of the ideas below, or think of your own.

- *You met someone famous.*
- *You met your best friend.*
- *You had an accident.*
- *You ate something strange.*
- *You met your partner.*
- *You met someone you really don't like.*

Make notes below.

Background	*Main events*
living with parents	woke up late for exam
studying hard	

12 Work with a partner. Share your stories. Ask and answer questions.

Some ways to start:

This is a story about when I...
Did I ever tell you about...?

Homework - turn to page 88

Homework

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

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

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

Homework Answers

1

a) I was listening to loud music, so I didn't hear the phone ring.
b) I left my bicycle outside the shop.
c) Someone stole my umbrella while I was shopping.
d) The first time I saw my wife she was wearing a green cocktail dress.
e) Poor John White! Lightning struck and killed him while he was playing golf. He was only 27 years old.

2

I *was driving* home in my car yesterday, when, suddenly, a little boy *ran* out onto the road in front of me. He *was chasing* a ball. Luckily, I *stopped* the car in time and he *was* OK.

Time to Talk

11

Tell learners they are going to tell a true story. They either use one of the ideas from the activity, or think of an idea of their own.

Give learners time to think about and write brief notes about their story.
Point out that they should note both the main events in the story, and background details – go over examples in the class.

Monitor and assist where necessary.

12

You may like to model this activity briefly.
Learners work in pairs and share their stories. Encourage follow – up questions. Monitor learners' use of vocabulary and language. Note good use of vocabulary and language, and any mistakes.
Feedback as a class.

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

LESSON

3 What Do We Have to Do?

What Do We Have to Do?
In this lesson - Give advice about social 'rules'.
Core activities - 1-7, 9
Functions - Giving advice and explaining rules

Example:
You have to take your shoes of when you go into a Japanese house.
You don't have to wear a tie in summer.
You must try to be nice to everyone.
You mustn't drink too much.
You should try to say "hello" to everyone.
You shouldn't swim right after eating.

Warmer

- Ask learners to look at the photo of wedding party on **page 12**.
- Elicit some advice they would give to the newlyweds for a long and happy marriage.
- Write learners responses on the board.

Introduction

1
Learners match the words from the box with the pictures in the activity.

1 answers
clockwise from left:
the bride's father, the bride, the best man, the groom, the bridesmaid.

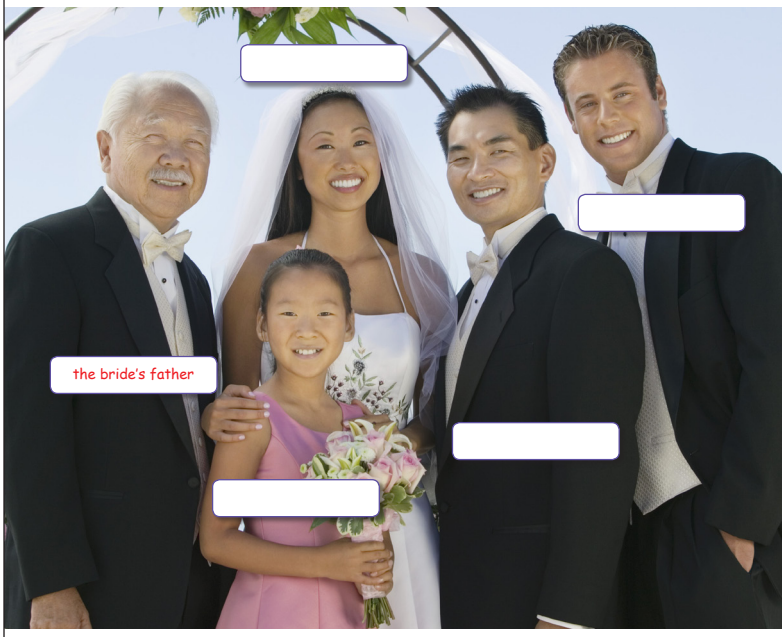
Extension
Elicit/teach other members of a wedding party.
Example: Maid of honor (AE), usher/groomsman, ring bearer, flower girl, and vicar/priest.

2
Tell learners to work in pairs and discuss the questions in the activity. Then have learners tell the class about their partner's answers.

LESSON

3 What Do We Have to Do?

Introduction



1 Look at the picture above. Write the words from the box in the spaces.

the best man | the groom | the bride's father | the bridesmaid | the bride

2 Have you ever been to a wedding?
If yes, whose wedding was it? Did you enjoy it? Why?
If no, would you like to go to a wedding? Why?

12 Lesson 3

In this lesson: Give advice about social 'rules'
Function: *Giving advice and explaining rules*

Reading

3 Work with a partner. Read the 'rules' about weddings in the UK below.
Which do you think are true and which do you think are false? Circle **T** or **F**.

a The best man shouldn't bring the rings to the ceremony. T / F
b The bride's father mustn't give a speech at the reception. T / F
c The groom shouldn't see the bride's dress before the wedding. T / F
d The bridesmaids shouldn't help the bride on her wedding day. T / F
e The guests have to pay for the reception. T / F
f The bride and groom should leave the reception last. T / F

4 Read the text and check your answers to **activity 3**.

At a western-style wedding, there are usually three stages. They are the ceremony, the reception and an evening party. Family and friends are given jobs and responsibilities and have to help at different times of the day. These include the best man, the bride's father, and the bridesmaids.

Traditionally, the groom shouldn't see the bride's dress before the wedding ceremony. The best man should be the groom's best friend and has many important responsibilities. He has to accompany the groom to the ceremony and mustn't forget to bring the rings. He also has to give a speech at the reception. This is usually about the groom, but it shouldn't be too embarrassing for him.

The bride's father has to give the bride to the groom during the ceremony. At the reception, the bride's father usually gives a speech after the meal. The bridesmaids have to help the bride on her wedding day. After the ceremony, the bride should throw the bouquet of flowers over her shoulder.

After the ceremony, there is usually a party called the 'reception'. All the guests go to the reception. They don't have to pay but they should take a gift for the bride and groom. At the reception, the bride and groom and their families have to line up and welcome all the guests. The bride and groom should be the first people to leave at the end.

5 Correct the false sentences in **activity 3**.

a. The best man mustn't forget to bring the rings to the ceremony.

Reading

3a-f

Learners work in pairs and write 'T' or 'F' next to the rules about weddings in the UK.
At this stage, don't teach the structure. Instead, let the learners 'notice' how modal verbs are used in a sentence.

Teaching Tip - Noticing
Encourage learners to notice features of language being used. This aids retention and helps learners study language more autonomously.

3a-f answers
a) F
b) F
c) T
d) F
e) F
f) F

4

Learners read the article, and then check their answers in pairs.

5a-f

Learners write correct sentences for the false ones. Read the example and check learners understand the activity.

5a-f answers
a) The best man mustn't forget to bring the rings to the ceremony.
b) The bride's father usually gives a speech at the reception.
d) The bridesmaids have to help the bride on her wedding day.
e) The guests don't have to pay for the reception.
f) The bride and the groom should be the first people to leave at the end.

Memo

Language Focus

6

Learners at this level should be familiar with modals verbs of obligation. However if a refresher is needed, Refer learners to 'language reference' on **page 96** of the Student book.

Learners write words from the box next to their use.

6 answers
have to - you need to do something
don't have to – you do not need to do something
must – you feel it is necessary to do something
mustn't – you feel it is necessary not to do something
should – you advise someone to do something
shouldn't – you advise someone not to do something

Ask learners to work in pairs to find examples of each in **activity 4**. Give pairs a few minutes to think of some examples of their own.

Feedback as a class. Write learners examples on the board.

Practice

7a-f

Learners complete the sentences with the modal verbs in **activity 6**.

7a-f answers
See CD script for Track 05 - answers underlined.

Track 05 Learners listen and check answers.

Track 05 (page 84, Student Book) 0:58
a) If we want to get the 11 o'clock train, we'll have to leave now.
b) I'm leaving work at 6 o'clock. If your friend wants a lift he *mustn't* be late.
c) You *shouldn't* use your mobile phone on the train.
d) My new apartment building has a lift, so we *don't have to* use the stairs.
e) Don't argue with your sister. You *should* apologise.
f) I haven't spoken to my mother in a long time. I *must* phone her tonight.

Sounding Natural

8a

Track 06 Learners listen and complete the sentences.

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

Language Focus

6 We use the words (modal verbs) in the box to talk about and give advice about 'rules'.

should | shouldn't | must | mustn't | have to | don't have to

Look at the table and write the words next to their use.

words	*use*
have to	you need to do something
	you do not need to do something
	you feel it is necessary to do something
mustn't	you feel it is necessary not to do something
	you advise someone to do something
	you advise someone not to do something

Practice

7 Complete the sentences with the modal verbs in **activity 6**.

a If we want to get the 11 o'clock train, we'll ___have to___ leave now.
b I'm leaving work at 6 o'clock. If your friend wants a lift he _____ be late.
c You _____ use your mobile phone on the train.
d My new apartment building has a lift, so we _____ use the stairs.
e Don't argue with your sister. You _____ apologise.
f I haven't spoken to my mother in a long time. I _____ phone her tonight.

Track 05 Listen and check the answers.

Sounding Natural

8 a Track 06 Listen and complete the sentences.

1 I ___mustn't___ forget to ___call___ my mum.
2 I think Elizabeth _____ more carefully.
3 I _____ a tie.
4 You _____ remember to lock the building.

b Track 06 Listen again and mark the stress in each sentence.

1 I ___mustn't___ forget to ___call___ my mum.

c Practise saying the sentences with your teacher.

Track 06 (page 84, Student Book) 0:34
1) I *mustn't* forget to call my mum.
2) I think Elizabeth *should drive* more carefully.
3) I *don't have to wear* a tie.
4) You *must* remember to lock the building.

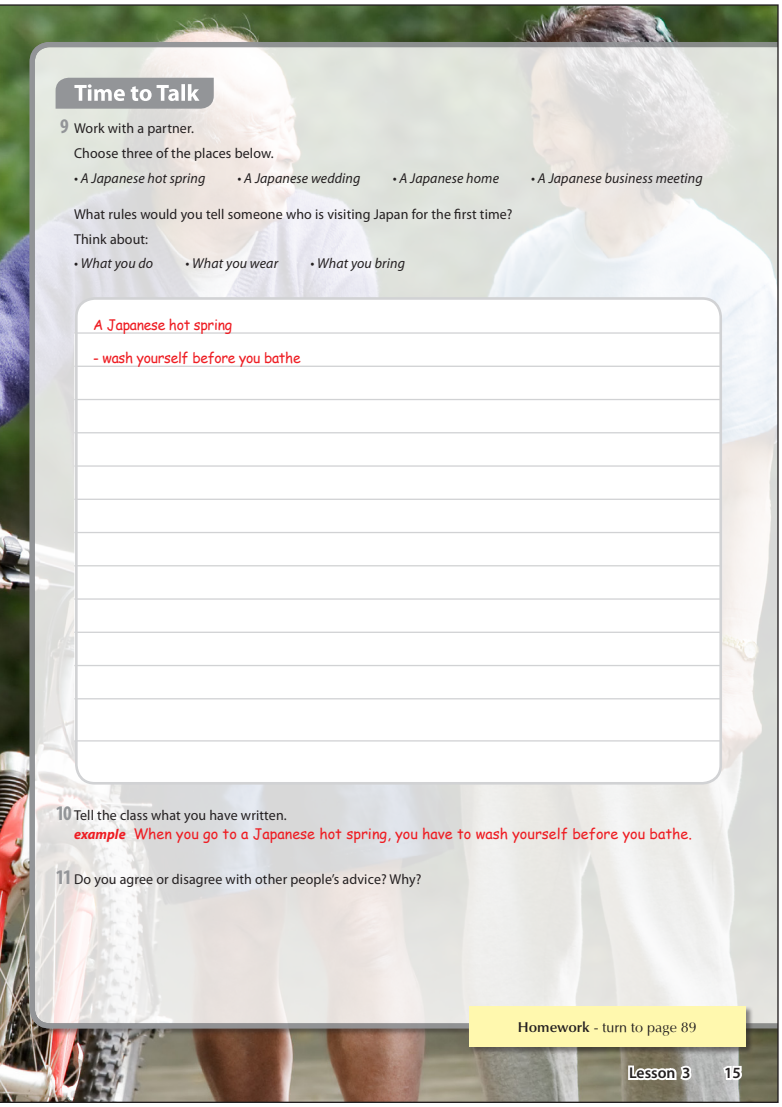
8b

Track 06 Learners listen and complete the sentences.

8b answers *(stressed words in **bold**)*
*1) I **mustn't** forget to **call** my mum.*
*2) I **think** Elizabeth **should** drive more **carefully**.*
*3) I **don't** have to **wear** a tie.*
*4) You **must** remember to **lock** the **building**.*

8c

As a class, choral drill the sentences. Then again individually.



Time to Talk

9 Work with a partner.
Choose three of the places below.
• A Japanese hot spring • A Japanese wedding • A Japanese home • A Japanese business meeting

What rules would you tell someone who is visiting Japan for the first time?
Think about:
• What you do • What you wear • What you bring

A Japanese hot spring
- wash yourself before you bathe

10 Tell the class what you have written.
example When you go to a Japanese hot spring, you have to wash yourself before you bathe.

11 Do you agree or disagree with other people's advice? Why?

Homework - turn to page 89

Lesson 3 15

Time to Talk

9

Tell the class they're going to explain rules (etiquette) for one of the places in the activity.

Ask the learners to choose one of the places, and then make notes for someone visiting Japan for the first time. They should think about: What to do, what to wear, what to bring.

Encourage learners to keep their notes brief.

10

Learners tell the class what they've written. Read the example and check learners understand the activity.

Monitor learners' use of vocabulary and language. Note good use of vocabulary and language, and any mistakes. Feedback as a class.

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

11

Ask the learners if they agree or disagree with their classmate's advice and why.

Homework

Highlight the homework reference at the bottom right of **page 15** in the Student Book. Tell learners to turn to **page 89**.
Set Lesson 3 **activity 1** and **2** for homework.
Do **1a** and **2a** together. Check learners understand the activity.

Homework Answers

1
a. My office is only ten minutes from my house, so I *don't have* to get up early in the morning.
b. If you're meeting someone at the airport, you *mustn't* be late.
c. If you visit a Japanese home, you *mustn't* wear your shoes inside.
d. I *mustn't* forget to phone my mother tonight!
e. I made dinner last night, so I *don't have* to cook today.

2
a) In Japan, you *have to* drive on the left side of the road.
b) If someone says, 'Hello,' you *should* smile and reply.
c) If you want to have a nice time, you *should* go to the party.
d) When you travel to different countries, you *have to* take your passport.

4 I Like Where I Live

I Like Where I Live
In this lesson - Discuss advantages and disadvantages
Core activities - 1-6, 9
Grammar - *Contrasting ideas:* ***although/however/even though/despite***
When we contrast ideas we use: although/however/*even though/despite*

Example:
Although I don't have much money, I'm very happy.
I caught my usual train, even though I left my house late.

Warmer

- Elicit from the class different places to live.
  Example: countryside, city, suburbs, apartment, house, condominium, row house, shared housing, etc.
- Discuss as a class the best place to live for a student, a young couple, family, or a retired couple?

Introduction

1
As a class discuss the questions in the activity.

Teaching Tip – Contrasting Ideas
The aim of this activity is to prepare the learners for the reading. Contrasting ideas shouldn't be taught at this stage. In the 'reading', learners will see how contrasting ideas are used in context. In Language Focus it will be covered in more detail.

LESSON 4 I Like Where I Live

Introduction

1 Have you ever lived in the countryside?
If yes, did you enjoy it? Why?
If no, would you like to in the future? Why?

2 Read these phrases about living in the countryside.
Work with a partner.
Discuss if they are advantages or disadvantages.
Write them in the table below.

not much public transport
open spaces
peace and quiet
lots of insects
bad smells
no hospitals
fresh air
beautiful views
need a car
no shopping centres

advantages	disadvantages
open spaces	

16 Lesson 4

Memo

In this lesson: Discuss advantages and disadvantages
Grammar: *Contrasting ideas:* ***although/however/even though/despite***

Reading

3 You are going to read about John and his family.
John mentions some advantages and disadvantages from **activity 2**.
Read the text and underline them.

Life in the Countryside

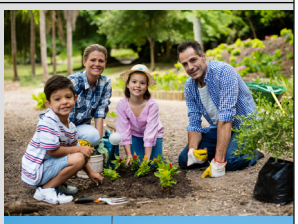
My family and I moved to Wingerworth from the city five years ago. I love the fresh air in the country, despite having a very long journey to work in the city.

There isn't much to do in the evenings. However, my wife and I can go for long walks at the weekend and enjoy the open spaces.

Although the village shop is very small, it sells lovely, fresh, local vegetables.

The kids love our big garden, even though there are lots of insects in the summer. Their school is only 10 minutes on foot, although the local hospital is miles away, maybe 30 minutes by car.

We love the peace and quiet and the beautiful views, even though Wingerworth has no restaurants or cash machines.



4 Write the underlined words in the table in **activity 2**.

5 a Do you think John likes living in the countryside?
b Would you like to live in the same place as John and his family?

Lesson 4 17

Reading

2
As a class read the phrases about living in the countryside. Tell learners to work in pairs and decide if they are advantages or disadvantages. Then write them in the table.

Feedback as a class, and compare answers.

2 suggested answers
Advantages: open spaces, peace and quiet, fresh air, beautiful views
Disadvantages: not much public transport, lots of insects, bad smells, no hospitals, need a car, no shopping centres.

3
Explain to the class they're going to read about John and his family. Ask them to underline the advantages and disadvantages from **activity 2** John mentions.

Feedback in pairs, and then as a class.

3 answers
My family and I moved to Wingerworth from the city five years ago. I love the fresh air in the country, despite having a very long journey to work in the city.
There isn't much to do in the evenings. However, my wife and I can go for long walks at the weekend and enjoy the open spaces.
Although the village shop is very small, it sells lovely, fresh, local vegetables.
The kids love our big garden, even though there are lots of insects in the summer. Their school is only 10 minutes on foot, although the local hospital is miles away, maybe 30 minutes by car.
We love the peace and quiet and the beautiful views, even though Wingerworth has no restaurants or cash machines.

4
Explain to learners that John also mentions some other advantages and disadvantages to living in the countryside. Ask learners to read the text again and underline the ones he mentions, then write them in the table in **activity 2**.

4 answer
Advantages:
long walks at the weekend, lovely, fresh, local vegetables, big garden, school is only 10 minutes on foot

Disadvantages:
very long journey to work, there isn't much to do in the evenings, village shop is very small, local hospital is miles away

5a
As a class discuss the questions in the activity.

5a possible answer
There are some negatives but overall he seems to like living in the countryside.

5b
Ask learners if they would like to live in the same place as John. Why? Or why not? Write learners opinions on the board and compare answers.

Language Focus

Read through the explanations and the example sentences under them with learners.
Elicit from learners the contrasting ideas in each example sentence.
Example: The kids' school is only 10 minutes on foot, although the local hospital is miles away.

Contrasting ideas – The kids' school is only 10 minutes on foot. / The local hospital is miles away.

Give learners a few minutes to think of some examples of their own.

Feedback as a class. Write learners' examples on the board.

Elicit parts one and two from the example sentence on the board.

Practice

6a-f

Learners complete the sentences using the prompts in the parentheses. Read the example and check learners understand the activity.

6a-f answers

See CD script for Track 07 - answers are underlined.

Track 07 Learners listen and check answers.

Track 07 (page 84, Student Book) 0:58
a) Although I have no money, I'm very happy.
b) Despite my mother hating travelling, she's coming to visit me next week.
c) I finished the book, even though the story was terrible.
d) I have to go to swimming practice, despite being very tired.
e) I should finish work at seven p.m. However, I have to finish this report, so I'll stay late.
f) I caught my usual train, even though I left the house late.

Track 07 Learners listen and check their answers.

Language Focus

We can contrast two ideas using *although*, *even though*, *however*, and *despite*.

Although and *even though* are followed by a **clause**.

Although the village shop is very small, it sells lovely, fresh, local vegetables.
The kids' school is only 10 minutes on foot, **although** the local hospital is miles away.
We love the peace and quiet and the beautiful views, **even though** Wingerworth has no restaurants or cash machines.

Despite is followed by the **-ing form** of the verb or by a **noun**.

I love the fresh air in the country, **despite** having a very long journey to work in the city.
The children played in the park, **despite** the rain.

However usually comes in a separate sentence.

There isn't much to do in the evenings. **However**, my wife and I can go for long walks at the weekend.

Practice

6 Use the words in parentheses to contrast each pair of ideas.

a I have no money. I'm very happy. **(although)**
Although I have no money, I'm very happy.

b My mother hates travelling. She's coming to visit me next week. **(despite)**

c I finished the book. The story was terrible. **(even though)**

d I have to go to swimming practice. I'm very tired. **(despite)**

e I should finish work at 7 p.m. I have to finish this report, so I'll stay late. **(however)**

f I caught my usual train. I left the house late. **(even though)**

Track 07 Listen and check your answers.

Sounding Natural

7 Listen to your teacher say the words below. Mark the stressed syllables.

a open spaces
b not much public transport
c peace and quiet
d lots of insects
e no hospitals
f fresh air
g beautiful views
h need a car
i no shopping centres

8 Practise saying the words.

Time to Talk

9 Write at least three advantages and three disadvantages to the following situations.

Living in the city

Having a pet

Living in a foreign country

10 Work with a partner. Compare and discuss your ideas. Are they different?

example A: I think living in the city is expensive, although there are lots of shops and restaurants.
B: That's true but...

11 Discuss your ideas as a class. Do you agree or disagree?

Homework - turn to page 89

Sounding Natural

7a-i

Read the words in the activity. Tell learners to mark the stressed syllables.

7a-i answers *(stressed syllables in **bold**)*
*a) **o**pen **spa**ces*
*b) **not** much **pub**lic **tran**sport*
*c) **peace** and **qui**et*
*d) **lots** of **in**sects*
*e) no **hos**pitals*
*f) **fresh** air*
*g) **beau**tiful **views***

*h) you **need** a car*
*i) no **shop**ping **cen**tres*

8

Learners practice saying the words with the correct intonation.

Time to Talk

9

Explain to learners they're going to write three advantages and three disadvantages for the topics in the activity (living in the city, having a pet, and living in a foreign country). Write an example on the board and check learners understand the activity.
Example:
Living in the city
Advantage: nightlife
Disadvantage: crime

10

Learners work in pairs to compare and discuss their ideas. Read the example and check learners understand the activity. Remind the students to use words for contrasting ideas.

11

As a class discuss learners' ideas. Monitor learners' use of vocabulary and language. Note good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Homework

Highlight the homework reference at the bottom right of **page 19** in the Student Book.
Tell the learner's to turn to **page 89**.
Set Lesson 4 **activity 1** and **2** for homework.
Do **1a** together. Then, do **2a** together.

Homework Answers

1
Possible answers (note - Learners opinions will vary.)

a (advantage) - lots of restaurants and cafés, good public transport, a variety of shops and department stores, lots of entertainment venues
d (disadvantage) - polluted air, overcrowded, noisy traffic, not much open space

2
a) I passed my driving test, although / even though I didn't practise very often.
b) I passed my driving test, despite not practising very often.
c) I didn't sleep last night. However, I still went to work.
d) I didn't sleep last night, despite being really tired.
e) My brother stayed in a really nice hotel on holiday, although / even though it was expensive.
f) My brother stayed in a really nice hotel on holiday, despite the high price.

5 Body Beautiful

Body Beautiful
In this lesson - Talk about fashion and appearance
Core activities - 1-4, 6-7
Skills – Extended speaking and vocabulary

Warmer

- Write 'thing' and 'stuff' on the board. Ask learners to look at the pictures on **page 20**. Get them say which item is 'a thing' and which item is 'stuff'. Write their answers under the correct heading.

Answers:
Thing: eyeliner, razor, nail clippers
Stuff: shaving gel, toothpaste, eye shadow, moisturiser, foundation, deodorant, soap

- Write the following description on the board: "It's stuff you use to clean your teeth."
- Elicit from learners what the item is.

Answer:
toothpaste

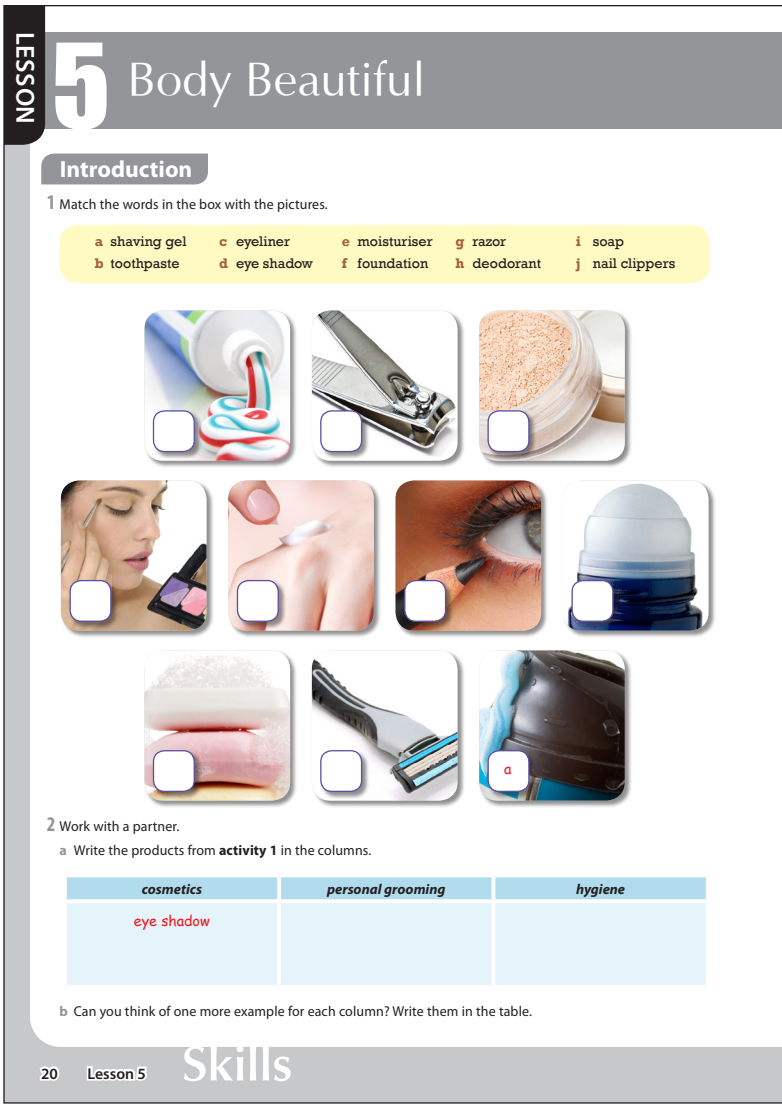
- Tell learners to work in pairs and choose two items from the rest of the pictures and write a similar description for each. Then think of two more items and do the same.
- Pairs read their sentences out loud. The rest of the class should try to guess what the items are. Monitor their use of vocabulary and language.
- Feedback as a class.
- Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Introduction

1
Learners match words from the box with pictures in the activities.

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

2a
Learners work in pairs to put the products from **activity 1** into the correct columns.



LESSON 5 Body Beautiful

Introduction

1 Match the words in the box with the pictures.

a shaving gel b toothpaste c eyeliner d eye shadow e moisturiser f foundation g razor h deodorant i soap j nail clippers

2 Work with a partner.
a Write the products from **activity 1** in the columns.

cosmetics	personal grooming	hygiene
eye shadow		

b Can you think of one more example for each column? Write them in the table.

20 Lesson 5 Skills

2a answers
Cosmetics: eye shadow, foundation, eyeliner
Personal grooming: nail clippers, moisturiser, razor, shaving gel
Hygiene: toothpaste, deodorant, soap

2b
Tell learners to think of one more example for each column then write them in the table.

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

Time to Talk 1

3 You are going to talk about appearance and fashion.
Read the questions below and make notes about your answers.

a Which products in **activity 1** do you use?

b What are your favourite brands?

c How long do you spend getting ready in the morning? What do you do?

d Do you buy beauty products? How often? Why?

e Some men use cosmetics. Do you think this is a good idea? Why?

f Do you try to eat well and exercise? Why?

g Do you think it is important to wear fashionable clothes? Why?

h Is beauty more important for women than for men, or is it the same?

Write two more questions about appearance and fashion.

4 Work with a partner. Ask and answer the questions.
Try to give extra information. Make notes of your partner's answers.

example
A: Do you try to eat well and exercise?
B: Yes, I do. I try to eat lots of vegetables and go swimming every week. How about you?
A: I think I don't do enough exercise, and I eat too many cakes!

5 Tell the class about your partner's answers.

tip If you don't want to answer a personal question, you can say: "I'd rather not answer that!"

Skills Lesson 5 21

Time to Talk 1

3

Explain to learners they're going to talk about appearance and fashion.
Learners read ***questions a - h*** and make notes about their answers.

Example sentences:
*a) Which products in **activity 1** do you use?*
toothpaste, nail clippers, deodorant, soap, razor, and shaving gel
b) What are your favourite brands?
Gillette, Ivory, aqua fresh

Tell learners to write two more questions about fashion. Write an example on the board and check learners understand the activity.

Example questions:
Is it OK for men to get a perm?
Should men use moisturiser?

4

Learners work in pairs to ask and answer the questions in **activity 3**. Encourage learners to ask follow-up questions. Read the example and check learners understand the activity.

Example of follow-up questions
Do you try to eat well and exercise?
Yes, I do. I try to eat lots of vegetables.
What kind of vegetables do you eat? What kind of vegetables do you dislike?

5

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

Feedback as a class.

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

Vocabulary

6a-h

Ask learners to work in pairs and underline the correct words.

Feedback as a class.to check answers.

6a-h answers

a) dye b) bleach c) cosmetic surgery d) nose job e) liposuction f) wrinkles g) facelift h) Botox™ treatment

Vocabulary

6 Work with a partner.
Underline the correct words.

a When you add colour to your hair you **stain / dye** it.

b When you take away colour from your hair you **bleach / fade** it.

c An operation to change your appearance is called **cosmetic surgery / a beauty makeover**.

d An operation to change the shape of your nose is a **nose job / nose work**.

e **Liposuction / Larding** is an operation to remove fat.

f **Wrinkles / Creases** are lines that you get on your face as you get older.

g Having an operation to remove lines from the face is called a **facelift / head press**.

h An injection to remove wrinkles is called **Botox™ treatment / a mugshot**.

22 Lesson 5 Skills

Time to Talk 2

7a

Explain to learners they're going to give their opinions about people changing their appearances.
Ask them what people do to change their appearance.

Read through the examples with learners. Ask them to add two ideas of their own. Monitor and assist with vocabulary where necessary.

7b

Learners work in pairs and rank the things in **activity 7a** from 1 (perfectly OK), to 10 (not at all OK).

8

Tell learners to change partners or join a new group. Ask them to share and explain their rankings they made with their first partner.

Example:
"Having a haircut is number one because it's easy to change if I don't like it".

The new pairs or group should choose the two most acceptable ways to change their appearances and the two least acceptable ways.

Time to Talk 2

7 Work with a partner.

a What do people do to change their appearance?
Read these examples. Add two more ideas of your own.

	get a facelift
	have a haircut
	have liposuction
	get a Botox™ injection
	get a nose job
	pierce their ears
	dye their hair
	buy new clothes

b How do you feel about them? Rank them from 1 (=perfectly OK) to 10 (=not OK at all).

8 Change partners or join a group.
Share and explain your choices.
Choose the two most acceptable ways to change your appearance and the two least acceptable ways.

9 Does it matter whether you are a man or a woman if you do these things or not?
Does it make a difference if you are old or young?

tip

Useful Language

asking for opinions	giving opinions	disagreeing	agreeing
What do you think about...? How about...?	Personally, I think... because... In my opinion...	Yes, possibly, but... Yes, perhaps/maybe, but... I'm not sure, how/what about...? You could be right, but...	I agree. I think so too. Definitely.

Homework - turn to page 90

9
Refer learners to the Useful Language box. Tell learners to use the phrases to discuss the questions in the activity.

Example:
"I think that people shouldn't have cosmetic surgery, because it's unnatural".
"Personally, I think if people feel better from cosmetic surgery, they should do it".

In a private lesson
On the board, write the following:
Actor, politician, model, teacher, sales person, parent

Ask learners if they were any of the people on the board, which method of changing their appearance from **activity 7** would they do or not do? Why?

Example:
"If I was and actor I would get a facelift because it would help me work longer".

Homework

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

Set Lesson 5 **activity 1** and **2** for homework.
Do **1a** and **2a** together

Homework Answers

1

								2						
1	t	o	o	t	h	p	a	s	t	e			6	
			3			5		h					e	
			n			f		a		7			y	
			a			o		v		d			e	
4	m	o	i	s	t	u	r	i	s	e	r		s	
			l			n		n		o			h	
			c			d		g		d			a	
			l			a		g		o			d	
			i			t		e	10	r	a	z	o	r
			p			i		l		a			w	
			p			o				n				
8	e	y	e	l	i	n	e	r		t				
			r											
		9	s	o	a	p								

2
dye - to add to or change the colour of something
bleach - to remove the colour from something
cosmetic surgery - an operation to change your appearance
BotoxTM treatment - an injection to remove wrinkles
liposuction - an operation to remove fat
wrinkles - lines in your skin

6 I've Been Coming Here for Years

I've Been Coming Here for Years
In this lesson - Discuss a place you know well
Core activities - 1-6, 11
Grammar - **Present perfect** (**simple** and **continuous**) with **for** and **since**
Example:
They've been married for five years.
She's been playing the piano since he.

Warmer

- Ask learners if they have a favourite restaurant.
- How often do they go? Why is it their favourite place?
- Does their family have a regular place they go to for family meals?
- Have they been going there for a long time? Why do they like it?

Introduction

1a
As a class discuss how often you eat in a restaurant. Who eats out the most? Who eats out the least?

1b
Discuss the questions in the activity with learners.

2
Learners match the pictures with the words.

2 answers
Clockwise from the top:
a, d, b, c, f, e

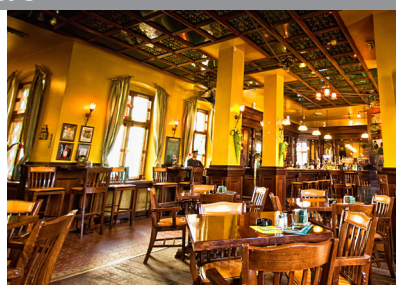
LESSON 6 I've Been Coming Here for Years

Introduction

1 Work with a partner. Discuss the following questions.

a How often do you eat in a restaurant? Why?

b Have you ever been to a British restaurant in your country or in Britain?
If yes, where was it and what was it like?
If no, would you like to? Why?



2 Match the words with the pictures.

24 Lesson 6

Memo

In this lesson: Discuss a place you know well
Grammar: *Present perfect (**simple** and **continuous**) with **for** and **since***

This Week's Local Restaurant

by Kevin Block

This week I want to introduce you to a very special place – the Red Lion restaurant.

I've known it for 10 years, but this is the first time I'm writing about it.

The Red Lion has been selling beef for 500 years, and it's been the most popular restaurant in the area since Dave Roberts took over as landlord, 10 years ago.

Since Dave started, the restaurant has been serving excellent food and English breakfast tea at reasonable prices. Their traditional roast beef Sunday lunch is really excellent and is now on special offer, with two meals and a drink for £20.

I really recommend you drop in for lunch or to relax in the evening with friends.

Reading

3 Look at the restaurant review above. Find the answers to these questions:

What's the name of the restaurant?
Which three things from **activity 2** are mentioned?

4 Read the restaurant review and answer the questions.

a When did the restaurant open?
b When did the restaurant start serving good food?
c When did Dave buy the restaurant?
d Is the restaurant still open?
e Does the restaurant still serve good food?
f Does Dave still own The Red Lion?

Reading

3

Write "word of mouth" on the board. Elicit/explain the meaning.
Ask learners how they choose a new restaurant or film to watch.
Do they decide based on a newspaper review, website or word of mouth?

Teaching Tip – Scanning
This is a scanning activity. We often scan we often scan in everyday life when looking for specific information – e.g. when looking at the TV pages for the time a programme starts. Scanning skills are also useful when taking tests. Asking learners to scan for keywords develops this skill, and also helps them gain confidence for more detailed reading tasks.

3

Learners read the pub review and answer the questions.

Feedback in pairs, and then as a class.

3 answers
The Red Lion Restaurant
landlord, English breakfast tea, roast beef lunch

4a-f

Learners read the restaurant review and answer the questions.

Feedback in pairs, and then as a class.

4a-f answers
a) 500 years ago
b) 10 years ago
c) 10 years ago
d) yes
e) yes
f) yes

Memo

Language Focus

5a-e

Ask learners to the read sentences **a – e** then in pairs write the letters in correct boxes.

5a-e answers

actions:

a) The Red Lion has been selling beef for 500 years.

b) Since he started, the restaurant has been serving excellent food.

d) It's been the most popular restaurant in the area since Dave Roberts took over as landlord.

states:

c) Dave has owned the Red Lion for 10 years.

e) I've known it for 10 years.

Give learners a few minutes to think of some examples of their own.

Write their responses on the board. Highlight good use of vocabulary and language.

Elicit correction of any mistakes.

(For a list of state verbs, refer learners to **page 106.**)

Practice

6

Learners write the correct form of the verbs in the spaces.

6 answers

a) waiting

b) liked

c) studying

d) known

Feedback as a class to check answers.

7a-d

Learners draw a line to connect the sentence halves.

7a-d answers

a) My mum's been working in her office since – five o'clock this morning!

b) I've been cooking Thai food for – nearly 10 years.

c) She's cycled to work every day since – she bought her mountain bike.

d) I've been waiting in the station for – about three hours.

Feedback as a class to check answers.

Language Focus

5 Work with a partner. Study the sentences below.

a The Red Lion has been selling beef for 500 years.
b Since he started, the restaurant has been serving excellent food.
c Dave has owned The Red Lion for 10 years.
d It's been the most popular restaurant in the area since Dave Roberts took over as landlord.
e I've known it for 10 years.

Which sentences talk about **actions**? Write the letters in the first box. Which sentences talk about **states**? Write the letters in the second box.

Underline the main verbs in the sentences that you lettered in the second box. These are called **state** verbs. We don't usually use **state** verbs in **-ing** forms.

Turn to **page 106** for a list of state verbs.

actions that started in the past and are continued/repeated until the present	a	
states that started in the past and continue until the present		
We use **for** with a period of time.	for	a long time five years 12 months
We use **since** with the start of a period.	since	last week five years ago 1999 Dave Roberts took over as landlord 10 years ago

Practice

6 Write the correct form of the verb in the spaces.

a The man in the café has been __waiting__ for the past four hours. **(wait)**

b I've _____ that band since I was 12 years old. **(like)**

c Most of the students have been _____ for about three years. **(study)**

d We've _____ the shop owner since we were very young. **(know)**

7 Draw a line to match the sentence halves.

a My mum's been working in her office since	about three hours.
b I've been cooking Thai food for	five o'clock this morning!
c She's cycled to work every day since	nearly 10 years.
d I've been waiting in the station for	she bought her mountain bike.

8 Track 08 Listen and check your answers.

26 Lesson 6

8

Track 08 Learners listen and check answers.

Track 08 (page 84, Student Book) 0:40

*a) My **mum's** been working in her **o**ffice since five o'clock this **mor**ning!*

b) I've ***been cook***ing ***Thai*** food for nearly ***10*** years.

c) She's ***cy***cled to work every day since she bought her mountain bike.

d) I've ***been wai***ting in the ***sta***tion for about ***three*** hours.

Sounding Natural

9 Track 08 Listen again and mark the stress in each sentence.

a My mum's been working in her office since five o'clock this morning!

b I've been cooking Thai food for nearly 10 years.

c She's cycled to work every day since she bought her mountain bike.

d I've been waiting in the station for about three hours.

10 Practise saying the sentences.

Time to Talk

11 You are going to talk about someone or something that you have known for a long time.
Choose either ***Option A*** or ***Option B***.

Option A
Choose a place you have lived or have known for a long time, for example:
a town, a restaurant, a holiday destination
Make notes about:
- When did you first go there?
- Why do you keep going there?
- How has it changed?

Option B
Choose a person you have known for a long time, for example:
a friend or a colleague
Make notes about:
- When did you first meet them?
- How often do you see them?
- What do you usually do together?
- Has your relationship changed?

a Make notes.

b Work with a partner. Tell your partner about the place or person.

c Tell the class about your partner's answers.

Homework - turn to page 91

Sounding Natural

9a-d

Track 08 Learners listen and mark the stress in each sentence.

9a-d answers
*See CD script for Track 08 - answers in **bold**.*

10

Learners practice saying the sentences.

Time to Talk

11a

Explain to learners they're going to talk about someone or something that they've know for a long time.
Learners choose option **a** or **b** then write brief notes about their topic.
Encourage learners to keep their notes brief. Only write keywords or phrases. This will force them to 'speak' rather than just read from their notes.

11b

Learners work in pairs and talk about what they've written.

11c

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

Feedback as a class.

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

In a private lesson

Ask the learner about a place they've lived or person they've known for long time.
Example: "What's your favourite pub?"
Then ask follow-up questions from the box. Make sure they use the structure from the lesson in their answers.
Change roles. Ask and answer questions.

Homework

Highlight the homework reference at the bottom right of **page 27** in the Student Book. Tell learners to turn to **page 91**.
Set Lesson 6 **activity 1** and **2** for homework.
Do **1a** and **2a** together.

Homework Answers

1
a) I've known her for 10 years; she's a really good friend.
b) I've been cooking Italian food since I was a boy. I make great pizzas.
c) I've been listening to The Beatles since I was young. "Love Me Do" is my favourite song.
d) I've liked him for a long time. I think he's great.
e) I've been living here since 2004. It's like my home now.
f) We've been telling him that for years, but he won't listen.
g) She's been waiting here for hours. They must be very busy.
h) He's wanted one of them since he saw it on TV.

2
a) I've known him since I was 16 years old.
b) She's been coming here for 10 years.
c) It's been the best selling CD for 2 months.
d) I've wanted my own PC since I was 12.
e) I've owned a Harley Davidson motorbike since I was in my twenties.
f) I've been thinking of going to Greece for months now.
g) Michael has changed since he became the boss.

Love at First Sight

Love at First Sight

In this lesson - Tell people about a conversation you had
Core activities - 3-8, 11

Grammar - **Reported speech**

Example:

He said that he loved her.

He told me he loved her.

He asked me if I wanted to go for a drink.

Introduction

1
Learners work in pairs and discuss the questions **a** and **b** in the activity.

2
Learners tell the class about their partner's answers.

Reading

3
Ask learners to look at the picture of Jane and Rupert. As a class discuss the questions in the activity. Give everybody a chance to respond.

4
Learners work in pairs to match a line from **A** with a line from **B** to put the conversation in order.

4 answers
Hello. Why aren't you wearing a tie?
Well actually, it's in my pocket. I've spilt red wine on it.

That was silly... I'm Jane, by the way.
Hello Jane, I'm Rupert... um, I noticed you in the church.
Do you want a glass of wine?

Oh, no thanks. I only drink champagne. Great wedding, isn't it?
Yes, it's brilliant... So, how do you know Patrick and Sheila?

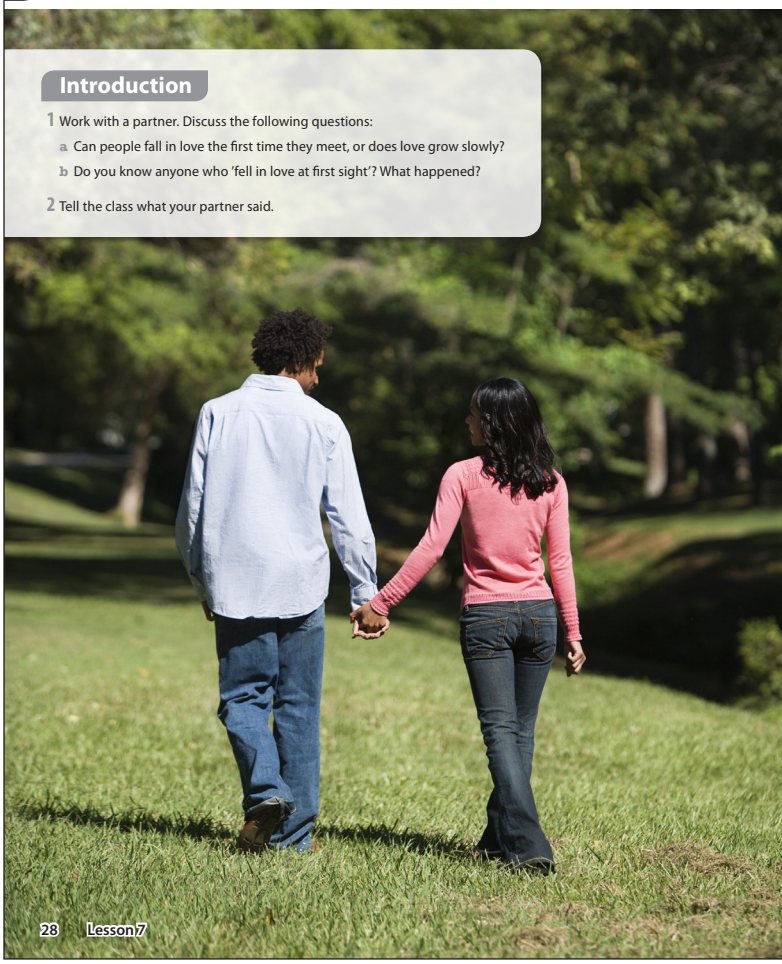
Oh, I'm best friends with Sheila's sister... How about you?
I work with Patrick in London. I drove here last night.

Oh really? So... are you going back tonight?
No, actually.... I'm staying at the Bedford Hotel.

Gosh, I'm staying there too!
Really? Do you want to have some champagne in the bar tonight?

Mmm, that would be nice.

LESSON 7 Love at First Sight



Introduction

1 Work with a partner. Discuss the following questions:
a Can people fall in love the first time they meet, or does love grow slowly?
b Do you know anyone who 'fell in love at first sight'? What happened?

2 Tell the class what your partner said.

In this lesson: Tell people about a conversation you had
Grammar: *Reported speech*

Reading

3 Look at the picture of Jane and Rupert on the right.
Where are they? What do you think they are talking about?

4 Look at their conversation.
What Jane says is in the correct order, but what Rupert says is mixed up.
Work with a partner. Match a line from A with a line from B to put the conversation in order.

A - Jane	B - Rupert
Hello. Why aren't you wearing a tie?	Really? Do you want to have some champagne in the bar tonight?
That was silly... I'm Jane, by the way.	Hello Jane, I'm Rupert... Um, I noticed you in the church. Do you want a glass of wine?
Oh, no thanks. I only drink champagne. Great wedding isn't it?	Yes, it's brilliant. So, how do you know Patrick and Sheila?
Oh, I'm best friends with Sheila's sister. How about you?	Well actually, it's in my pocket. I've spilt red wine on it.
Oh really? So... are you going back tonight?	I work with Patrick in London. I drove here last night.
Gosh, I'm staying there too!	No, actually I'm staying at the Bedford Hotel.
Mmm, that would be nice.	

5 Track 09 Listen and check.
Do you think they like each other? Why? Do you think they'll see each other again?

6 Look at the picture. Jane is talking about Rupert to her friend, Natalie.
Read their conversation and complete the missing words.

Jane Natalie... I've just met this lovely guy.
Natalie Oh really? Who?
Jane He's over there, standing by the window. I asked him why _he wasn't wearing a tie_. He told me _____.
He said he'd spilt red wine on it. Then we got talking.
Natalie So what happened next?
Jane Well, he said _____ in the church. Then he asked me _____, and I told him _____. After that he asked me how I knew Patrick and Sheila...

Track 10 Listen and check.

5

Track 09 Learners listen and check answers. Ask learners to work in pairs and discuss the questions in the activity.
Feedback as a class.

Track 09 (page 85, Student Book) 1:14
Jane *- Hello. Why aren't you wearing a tie?*
Rupert *- Well actually, it's in my pocket. I've spilt red wine on it.*
Jane *- That was silly... I'm Jane, by the way.*
Rupert *- Hello Jane, I'm Rupert... um, I noticed you in the church. Do you want a glass of wine?*
Jane *- Oh, no thanks. I only drink champagne. Great wedding isn't it?*
Rupert *- Yes, it's brilliant... So, how do you know Patrick and Sheila?*
Jane *- Oh, I'm best friends with Sheila's sister... How about you?*
Rupert *- I work with Patrick in London. I drove here last night.*
Jane *- Oh really? So... are you going back tonight?*
Rupert *- No, actually.... I'm staying at the Bedford Hotel.*
Jane *- Gosh, I'm staying there too!*
Rupert *- Really? Do you want to have some champagne in the bar tonight?*
Jane *- Mmm, that would be nice.*

6

Ask learners to read and complete the conversation. Read the example and check they understand the activity.

6 answers
Jane *- Natalie... I've just met this lovely guy.*
Natalie *- Oh really? Who?*
Jane *- He's over there, standing by the window. I asked him why he wasn't wearing a tie. He told me it was in his pocket. He said he'd spilt red wine on it. Then we got talking.*
Natalie *- So what happened next?*
Jane *- Well, he said he'd noticed me in the church. Then he asked me if I wanted a glass of wine, and I told him I only drank champagne. After that he asked me how I knew Patrick and Sheila...*

Track 10 Learners listen and check answers.

Track 10 (page 85, Student Book) 0:43
Jane *- Natalie... I've just met this lovely guy.*
Natalie *- Oh really? Who?*
Jane *- He's over there, standing by the window. I asked him why he wasn't wearing a tie. He told me it was in his pocket. He said he'd spilt red wine on it. Then we got talking.*
Natalie *- So what happened next?*
Jane *- Well, he said he'd noticed me in the church. Then he asked me if I wanted a glass of wine, and I told him I only drank champagne. After that he asked me how I knew Patrick and Sheila, (fades out) and I said I was Mary's best friend.*

Language Focus

7

Ask learners to work with a partner and read the pairs of sentences in the box. Focus their attention on the words in bold. Ask them to underline the differences. Elicit from learners what the differences are (verbs move back a tense).

7 answers
*R&J - **It's** in **my** pocket.*
J&N - He told me it was in his pocket.

*R&J - I only **drink** champagne.*
J&N - I told him I only drank champagne.

*R&J - **I noticed you** in the church.*
J&N - He said he'd noticed me in the church.

*R&J - **I've spilt** red wine on it.*
J&N - He said he'd spilt red wine on it

*R&J - **Why aren't you** wearing a tie?*
J&N - I asked him why he wasn't wearing a tie.

*R&J - **Do you want** a drink?*
J&N - He asked me if I wanted a drink.

Learners underline the correct words or fill in the gaps to complete the rules for reported speech.

answers
1) The verbs are usually the same as/one tense 'back' from the reported conversation.
2) We use said/told if we mention the person being talked to.
3) We drop/keep the auxiliary verb 'do'.
4) The subject and other auxiliary verbs (e.g. 'can', 'are') stay in the same position/change position.
5) We use if in front of the subject in yes/no questions.

Feedback in pairs, and then as a class.

Practice

8a-e

Learners make notes about the sentences in the activity. Write an example on the board and check learners understand activity.

8a-e answers
a) He asked me if I wanted to dance.
b) He told her to put it down.
c) He asked her where she lived.
d) She asked him if he liked jazz.
e) She said that she didn't.

Language Focus

7 Work with a partner.
Compare the pairs of sentences in the white box below.
Rupert and Jane's conversation (R&J) is in **direct speech** and Jane and Natalie's (J&N) is in **reported speech**.
How are the bold words from Rupert and Jane's conversation (R&J) different in Jane and Natalie's (J&N) conversation?
Underline the differences.

R&J 'It's in **my** pocket.'
J&N 'He told me it was in his pocket.'

R&J 'I only **drink** sparkling water.'
J&N 'I told him I only drank sparkling water.'

R&J '**I noticed you** in the church.'
J&N 'He said he'd noticed me in the church.'

R&J '**I've spilt** red sauce on it.'
J&N 'He said he'd spilt red sauce on it.'

R&J '**Why aren't you** wearing a tie?'
J&N 'I asked him why he wasn't wearing a tie.'

R&J '**Do you want** a glass of wine?'
J&N 'He asked me if I wanted a glass of wine.'

Underline the correct alternative or fill in the gaps to complete the rules.

When we report speech:

1 The verbs are usually **the same as / one tense 'back' from** the original conversation.
2 We use **said / told** if we mention the person being talked to.

When we report questions:

3 We **drop / keep** the auxiliary verb 'do'.
4 The subject and other auxiliary verbs (e.g. 'can', 'are') **stay in the same position / change position**.
5 We use _____ in front of the subject in yes/no questions.

Practice

8 Rewrite these sentences in reported speech.

a *Do you want to dance?*
He asked me if I wanted to dance.

b *Put it down!*
He told her to _____

c *Where do you live?*
He asked her _____

d *Do you like jazz?*
She asked him _____

e *No, I don't.*
She said _____

30 Lesson 7

Sounding Natural

9a-c

Track 11 Learners listen to the sentences in the activity. Ask them what happens to 'k' in 'asked', when we speak naturally. ('K' is silent)

Track 11 (page 85, Student Book) 0:28
a) He asked her where she lived.
b) She asked him if he wanted to dance.
c) I asked them when they were going home.

10

Track 11 Learners listen again and copy the pronunciation.

Write 'ask' on the board. Ask learners to say the word (strong form). Then ask them to read the word in the sentences (weak form). Highlight the differences.

Drill the sentences chorally than individually.

Sounding Natural

9 Track 11 Listen to the sentences below.
What happens to the 'k' in 'asked' when we speak naturally?

a He asked her where she lived.
b She asked him if he wanted to dance.
c I asked them when they were going home.

10 Track 11 Listen again and copy the pronunciation.

Time to Talk

11 a Think about the time you met someone for the first time.
It could be a partner. It could be a friend at school or the office.
Where was it? When was it? What did you say? Make notes.

b Tell your partner. Listen to your partner's story and ask questions.
c Tell the class about your partner's story.

Homework - turn to page 91

Time to Talk

11a
Tell learners they are going to tell a story about meeting someone for the first time. Learners can talk about a partner, friend from school, or work. Make sure they keep their notes brief.

11b
Learners work in pairs and exchange stories. Encourage them to ask their partners follow-up questions to their stories.

11c
Learners tell the class their partner's stories using reported speech. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

In a private lesson

If the learner finds activity 10 difficult, play Track 09 one more time. Tell the learner they are 'Jane' and they are going to tell you a story about meeting Rupert.

Teaching Tip
Remember this is supposed to be fun. So try to keep the 'regrets' light, and not too personal.

Homework

Highlight the homework reference at the bottom right of **page 31** in the Student Book. Tell learners to turn to **page 91**.

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

Homework Answers

1
a) I love you.
b) Do you like fishing?
c) Don't go!
d) Have you ever been to Germany?
e) I've been waiting for you all morning.
f) What did you do yesterday?
g) What film are you going to watch this evening?

2
a) She told him she hated him.
b) He asked him where he lived.
c) He said he didn't really like fish.
d) He asked me when I finished work.
e) She asked him if he could dance.
f) She said she was hot.

Getting Started
In this lesson - Practise starting conversations
Core activities - 1-10, 13
Functions - Strategies for beginning conversations

Warmer

- Write on the following questions on the board:
  How old are you?
  Are you married? Are you single?
- Ask if it's OK to ask these questions when you meet someone for the first time.
- Elicit some more question that may not be good to ask someone when you first meet them.

  Example:
  How much do you earn?
  What religion are you?
  Who did you vote for?

- As a class, decide how long you have to know someone before it's OK to ask these questions.
  (e.g. "How old are you?" Second meeting; "Are you single?" fourth meeting).
- Which questions should never be asked?

Introduction

1a-d
Learners work in pairs and discuss questions **a-d** in the activity.
Feedback as a class.

2a+b
Refer learners to the pictures on **page 32**.
Discuss the questions from the activity.
Elicit possible 'conversation starters' for each situation from the class. (E.g. in an English class – "How are you today?")

Listening

3
Track 12 Learners listen to four conversions.
Tell them to number the pictures in **activity 2** in the order they hear them.
Feedback in pairs, then as a class.

LESSON 8 Getting Started

Introduction

1 Work with a partner.
Read the sentences a-d below.

a Smile, and look at the other person's eyes.
b Keep your arms crossed and look down.
c Be interested in the other person.
d Concentrate on practising your English.

Which are good ways to be friendly and start conversations in English?
Which aren't good ways?

2 a Do you ever start conversations in English in any of the situations in the pictures?
If you do, what do you say?
If not, what *could* you say?
b Think of two questions you could ask someone in each of the situations.

Listening

3 Track 12 Listen to four short conversations.
Match them with the pictures.
Write the numbers in the boxes.

Teaching Tip – Listening to Draw Inferences
Learners will have to make inferences to answer these questions. Make sure learners understand that they will have to listen for clues to figure out what each situation is. You may find it helpful to elicit the kinds of things that might be mentioned in each situation before playing the CD. E.g. English school – homework, teaching book, board, etc.

3 answers
Top to bottom: 1, 3, 2, 4

Track 12 (page 85, Student Book) 1:10
1
A *- Are you travelling far?*
B *- No, just to the next stop. How about you?*
A *- I'm getting off at London.*
2
A *- Do you mind if I have this seat?*
B *- Not at all.*
A *- Have I seen you here before?*
B *- No, it's my first time.*

In this lesson: Practise starting conversations
Function: *Strategies for beginning conversations*

4 Look at the 'conversation starters' (ways to start conversations) in the table below.
Some conversation starters are suitable for more than one situation.
Work with a partner. Match them with the pictures on **page 32**. Write 1, 2, 3, or 4 in ***Column 1***.

	Column 1	*Column 2*	*Column 3*
It's a bit cold today!	4		
Are you travelling far?			question
Do you like travelling by train?			
That's a nice tie.			
I like your haircut.			
Do you mind if I have this seat?		✓	
It's still raining.			

5 Track 12 Listen to the conversations from **activity 3** again.
In ***Column 2***, tick (✓) the conversation starters you hear.

6 Work with a partner. Read the conversation starters in the table again.
Write in ***Column 3*** if they are:
- a **comment** about the situation (the weather or place, for example)
- a **compliment** (something nice said about the person you are with)
- a **question**

Can you think of any more comments, compliments or questions you could use to start a conversation?

Language Focus 1

7 Read the conversation starters below. Match them with the responses.
Match the responses with the examples.

conversation starter	*responses*	*examples*
Comment Nice day today!	Answer and give extra information	Yes, it's lovely!
Compliment That's a nice tie!	Agree and make a confirming comment	Thanks. It was a present from my mum.
Question Are you travelling far?	Say 'thank you' and say something about the thing complimented	No, I'm getting off at the next stop.

Lesson 8 33

3

A *- Hi Ken. Nice day, today!*

B *- Yes, lovely. Have you done your homework?*

A *- No. I didn't have time.*

B *- Me neither. Are you busy after the class?*

4

A *- Hi Mark. That's a nice tie!*

B *- Thanks. It was a present from my mum. Did you do much at the weekend?*

A *- Not really, I just stayed in the house. How about you?*

4

Learners work in pairs to match the 'conversation starters' with the situations in **activity 2**.
Learners write the numbers in **Column 1**.
More than one situation is possible for each conversation starter.
Read the example and check learners understand the activity.

4 suggested answers
It's a bit cold today! 4, 3
Are you travelling far? 1
Do you like travelling by train? 1
That's a nice tie. 4
I like your haircut. 4, 3
Do you mind if I have this seat?
It's still raining. 4, 3

5

Direct attention to **Column 2**. Learners listen again to Track 12 and tick the conversation starters they hear.

5 answers
Are you travelling far? √
That's a nice tie. √
Do you mind if I have this seat? √

6

Explain / elicit the meaning of 'comment', 'compliment', and 'question'.
Learners work in pairs and write 'a comment', 'a compliment', or 'a question' in **Column 3**.
Ask learners if they can think of any more comments, compliments or questions to start a conversation with.
Give everyone a chance to respond.

6 answers
Top to bottom:
comment, question, question, compliment, compliment, question, comment

Language Focus 1

7

Learners match a conversation starter with the response, then with the appropriate example. Go through the example and check learners understand activity.

7 answers
Nice day today – Agree and make a confirming comment – example: yes, it's lovely!

That's a nice tie! – Say 'thank you' and say something about the thing complimented – example: Thanks. It was a present from my mum.

Are you travelling far? – Answer and give extra information – example: No, I'm getting off at the next stop.

Elicit some further examples of each type of response.

Practice

8

Learners work in pairs to match the conversation starters in **Column A** with suitable responses in **Column B**.

8 answers
It's a bit cold today! – Yes, it is a bit chilly.
That's a very nice pen! – Thank you! I've had it a long time.
The music's very loud in here. – Yes, it is a bit noisy.
It's very busy in here. – Yes, it is a bit crowded.
It's still raining. – Yes. I wish it would stop.
I like your haircut. – Thanks. I went to a new stylist.

Track 13 Learners listen and check answers.

Track 13 (page 85, Student Book) 1:02
1
a) It's a bit cold today!
b) Yes, it is a bit chilly.
2
a) That's a very nice pen!
b) Thank you! I've had it a long time.
3
a) The music's very loud in here.
b) Yes, it is a bit noisy.
4
a) It's very busy in here.
b) Yes, it is a bit crowded.
5
a) It's still raining.
b) Yes. I wish it would stop.
6
a) I like your haircut.
b) Thanks. I went to a new stylist.

9

Ask learners to think of three comments about today.
Example: It's freezing!
Ask them to think of three compliments they can give their classmates.
Example: I really like your sweater!
Learners work with several different partners (mingle activity) to make comments, give compliments and respond.

Teaching Tip – Mingle Activities
Mingle activities let learners interact with several partners in one activity. You may want to call out a prompt (e.g. 'change') at regular intervals to keep learners moving around their classmates.

Practice

8 Work with a partner.
Match the conversation starters in ***Column A*** with suitable responses in ***Column B***.

Column A	*Column B*
1 It's a bit cold today!	Thanks. I went to a new stylist.
2 That's a very nice pen!	Yes, I wish it would stop.
3 The music's very loud in here.	Yes, it is a bit noisy.
4 It's very busy in here.	Thank you! I've had it a long time.
5 It's still raining.	Yes, it is a bit chilly.
6 I like your haircut.	Yes, it is a bit crowded.

Track 13 Listen and check.

9 Think of three **comments** you can make about today (for example, the weather) and three **compliments** you can give to people in your class.
Stand up! Talk to your classmates. Make **comments**, give **compliments** and respond.

Language Focus 2

We often ask yes/no questions instead of open questions at the beginning of conversations.
This gives the other person a chance to decide whether or not to give more information.
Look at these examples:

open question	*yes/no question*
Where are you going?	Are you travelling far?
What are you doing after class?	Are you busy after the class?
How often do you come here?	Do you come here often?
What did you do at the weekend?	Did you do much at the weekend?

Language Focus 2

Go over the explanation and examples in the Language Focus box.

10

Learners work in pairs to make Yes/No questions for the open questions in the activity.
Feedback as a class.

10 suggested answers
Do you live near here?
Do you work for a big company?
Have you visited many countries?

10 Work with a partner.
Make yes/no questions for these open questions:

a Where do you live?
b Where do you work?
c How many people are there in your family?
d What countries have you travelled to?

Sounding Natural

11 Track 14 Listen to these responses from **activity 8**:

a Yes, it is a bit chilly!
b Yes, it is a bit noisy!
c Yes, it is a bit crowded!

Which word is stressed? Why?

12 Track 14 Listen again and copy the stress pattern.

Time to Talk

13 a Work with a partner.
You are going to practise starting conversations.
Before you start:

- Choose one of the situations in the pictures below.

- Decide who will start the conversation.
- Think of how to start.

Will you make a comment?
Will you pay a compliment?
Will you ask a question?

Take turns starting the conversation.
Change partners and try again.

b Imagine it is next week.
You are waiting outside the classroom for your lesson.
Choose a classmate and take turns to start a conversation.
Ask some more questions.

example Are you doing anything after the class?
Would you like to go for a coffee?

Homework - turn to page 92

Sounding Natural

11

Track 14 Learners listen to the responses from **activity 8**.
Then ask learners to listen for which word is stressed.
Elicit why the word is stressed.
Feedback in pairs and then as a class.

11 answers
'is' is stressed, because the person is agreeing with the first comment. This is also why 'it is' isn't shortened to 'it's'.

Track 14 (page 85, Student Book) 0:27
a) Yes, it is a bit chilly!
b) Yes, it is a bit noisy!
c) Yes, it is a bit crowded!

12

Track 14 Learners listen again and copy the pronunciation. Pause track after each line.
Drill.

Time to Talk

13a

Explain to learners they're going to practise starting conversations. In pairs, learners choose a situation from one of four pictures.
One partner starts the conversation with a comment, a compliment, or a question.
Learners change roles/partners and try it again. Monitor and assist as necessary.

13b

Ask learners to imagine they're waiting outside the classroom before their lesson. What can they say to start a conversation in English? How can they continue the conversation after it starts?
Read the example and check learners understand the activity.
Learners work in pairs to role-play the conversation.
Monitor learners' use of vocabulary and language. Note good use of vocabulary and language, and any mistakes.

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

Homework

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

Set Lesson 8 **activity 1** and **2** for homework.
Do **1a** together. And check learners understand what to do for **activity 2**.

Homework Answers

1
Change the following open questions into suitable Yes/No questions. Write replies with extra information in order to keep the conversations going.

2
Learners' own answers.

LESSON

9 Getting in Shape

Getting in Shape
In this lesson - Discuss improving your lifestyle
Core activities - 1-10, 13-14
Grammar - Verb patterns
Examples:
I considered buying a house.
I can afford to buy a house.

Warmer

- Write 'New year's resolution' on the board.
- Elicit the meaning. Ask learners to write three resolutions for next year.
- Feedback as a class. What was the most popular one?
- Ask if learners think they'll keep their resolutions.

Introduction

1
As a class. Discuss the question in the activity.
Feedback as a class.

2a+b
As a class. Discuss the questions in the activity.

LESSON 9 Getting in Shape

Introduction

1 Look at the picture and read the statement below.

"I like to stay in shape because it makes me feel healthy."

What do you think the underlined phrase means?

2 a Is exercise popular in your country? Why?

b Do you think young or old people do more exercise? Why?

36 Lesson 9

Memo

In this lesson: Discuss improving your lifestyle
Grammar: *Verb patterns*

Listening

3 Look at the pictures of Jack and Emily (above), and the different ways to stay in shape (on the right).

Which pictures do you think refer to Jack's lifestyle?
Which pictures do you think refer to Emily's lifestyle?

Work with a partner.
Write the letters in the columns below.

Jack	Emily
b	

4 Track 15 Track 16 Listen and check.

5 Track 15 Listen to Jack again.
Answer the questions below.

a Why did Jack change his routine?

b What did Jack stop doing?

c What does he do now?

6 Track 16 Listen to Emily again.
Answer the questions below.

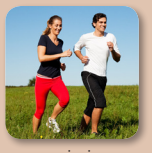
a What did Emily do ten years ago?

b What did Emily learn?

c What can't she afford?

a making vegetarian food

b using weights


c enjoying running

d giving up junk food

e giving up meat

f giving up smoking

g doing yoga

Listening

3

Elicit/teach 'lifestyle (the way we live, and what we eat).
Draw attention to the pictures of Jack and Emily.
Learners work in pairs to guess the different ways Jack and Emily stay in shape.
Ask learners to write the letters in the columns.

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

4

Track 15 Track 16 Learners listen and check their ideas.
Feedback in pairs, then as a class.

4 answers
Jack talks about - giving up smoking, giving up junk food, running
Emily talks about – doing yoga, giving up eating meat, making vegetarian food

Track 15 (page 85, Student Book) 0:39
Interviewer *- Tell me how you keep in shape, Jack.*
Jack *- Well it's simple really. I decided to change my routine because I was wasting money on snacks and cigarettes every day. I went home one day and promised myself to work hard and give up smoking and eating junk food. My wife didn't believe me, but I did it. Now I enjoy running twice a week and using weights at the gym once a week. I also avoid eating fatty foods, so I feel much better than before.*

Track 16 (page 85, Student Book) 0:39
Interviewer *- I've been told you really enjoy keeping in shape. Could you tell me how?*
Emily *- Of course. My routine is quite strict. I do yoga twice a week and don't eat meat.*
Interviewer - So you only eat vegetables?
Emily *- Yes, I considered becoming a vegetarian for a long time, and gave up eating meat about ten years ago. At first it was difficult because I really enjoyed eating things like turkey at Christmas dinner. But I learned to make lots of different vegetarian recipes and invited friends around to try the food. My yoga class began about ten years ago, too. I hope to become an instructor in the future, but right now I can't afford to open my own classes.*
than before.

5a-c

Track 15 Learners listen to Jack again and answer the questions **a-c**.

5a-c answers
a) He was wasting money on snacks and cigarettes every day.
b) He gave up smoking and junk food.
c) Runs twice a week and uses weight at the gym once a week.

6a-c

Track 16 Learners listen to Emily again and answer questions **a-c**.

6 answers
a) Gave up meat.
b) She learned to make lots of different vegetarian recipes.
c) To open her own classes.

Language Focus

7a+b

Learners read the sentences and underline the correct options to complete the rules.

7a+b answers
a) 'hope' is followed by the –ing/to + base form of the verb
b) 'enjoy' is followed by the –ing/to + base form of the verb

8

Explain the idea of verb patterns - Some verbs tend to be followed by another verb in the –ing form, while others tend to be followed by another verb in the base form.

Go through the verbs in the box with learners. Check understanding.
In pairs, learners find the verbs in **Track 15** and **16** on **page 85** and write them in the correct columns. Read the example and check learners understand the activity.

8 answers
to + base: decide, promise, learn, hope, afford
-ing: give up, avoid, consider

9

Elicit which patterns 'manage' and 'waste' (time/money) belong to.
Learners write these in the correct columns.

9 answers
manage + to + base form
waste (time) + -ing

Practice

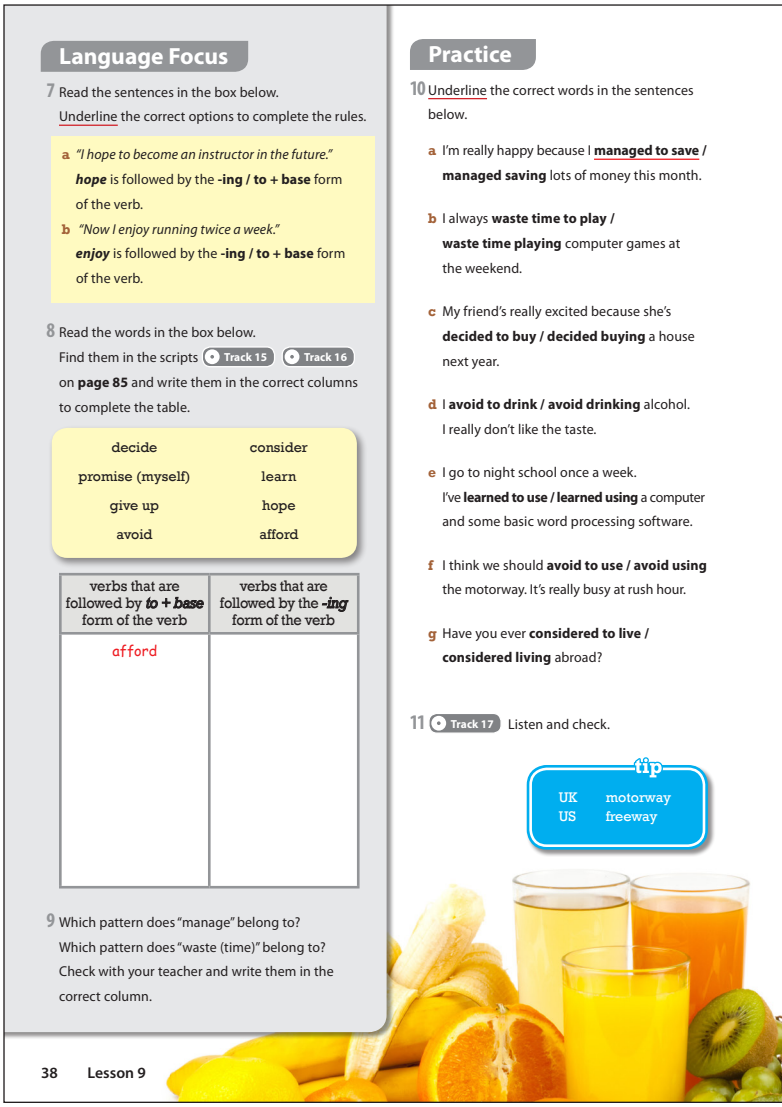
10a-g

Learners underline the correct words to complete the sentences.

10a-g answers
See CD script for Track 17 - answers are underlined.

11

Track 17 Learners listen and check the answers.



Language Focus

7 Read the sentences in the box below.
Underline the correct options to complete the rules.

a *"I hope to become an instructor in the future."*
hope is followed by the **-ing / to + base** form of the verb.
b *"Now I enjoy running twice a week."*
enjoy is followed by the **-ing / to + base** form of the verb.

8 Read the words in the box below.
Find them in the scripts Track 15 Track 16 on **page 85** and write them in the correct columns to complete the table.

decide	consider
promise (myself)	learn
give up	hope
avoid	afford

verbs that are followed by ***to + base*** form of the verb	verbs that are followed by the ***-ing*** form of the verb
afford	

9 Which pattern does "manage" belong to?
Which pattern does "waste (time)" belong to?
Check with your teacher and write them in the correct column.

Practice

10 Underline the correct words in the sentences below.

a I'm really happy because I **managed to save / managed saving** lots of money this month.
b I always **waste time to play / waste time playing** computer games at the weekend.
c My friend's really excited because she's **decided to buy / decided buying** a house next year.
d I **avoid to drink / avoid drinking** alcohol. I really don't like the taste.
e I go to night school once a week. I've **learned to use / learned using** a computer and some basic word processing software.
f I think we should **avoid to use / avoid using** the motorway. It's really busy at rush hour.
g Have you ever **considered to live / considered living** abroad?

11 Track 17 Listen and check.

tip
UK motorway
US freeway

38 Lesson 9

Track 17 (page 85, Student Book) 0:39
a) I'm really happy because I managed to save lots of money this month.
b) I always waste time playing computer games at the weekend.
c) My friend's really excited because she's decided to buy a house next year.
d) I avoid drinking alcohol. I really don't like the taste.
e) I go to night school once a week. I've learned to use a computer and some basic word processing software.
f) I think we should avoid using the motorway. It's really busy at rush hour.
g) Have you ever considered living abroad?

Sounding Natural

12 a Listen to your teacher say the words below. Mark the main syllable stress.

healthy vegetarian considered

decided abroad avoid

b Practise saying the words.

Time to Talk

13 Make notes of your answers to the following questions.

- *What kind of healthy food do you eat?*
- *What kind of exercise do you enjoy doing?*
- *Is there anything you would like to give up?*
- *Do you think you waste time/money on anything?*
- *Is there anything you don't do that you want to start doing?*
- *What could you do to be healthier in the future?*

14 Work with a partner. Ask and answer the questions. Make notes about your partner's answers.

15 Tell the class about your partner's answers.

Homework - turn to page 93

Sounding Natural

12a

Model the words from the activity to the class.
Learners mark syllable stress.
Model again and drill.

12a answers
***heal**thy*
*vege**tar**ian*
*con**sid**ered*
*de**ci**ded*
*a**broad***
*a**void***

12b

Learners practise saying the words.

Time to Talk

13

Explain to learners they're going to discuss their lifestyles. Go through the questions with learners and check understanding.
Allow learners time to think and make notes about their own answers. Monitor and assist where necessary.

14

Pairwork. Learners ask and answers questions from **activity 13**.
Learners make notes about their partner's repsonses.

15

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

Homework

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

Set Lesson 9 **activity 1** in class. Do **1a** together. Start **2** in class.

Homework Answers

1
a) making vegetarian food
b) using weights
c) enjoying running
d) giving up junk food
e) wasting money
f) giving up meat
g) giving up smoking
h) doing yoga

2
I used to be overweight and my doctor told me I should consider *getting* some exercise. I decided *to join* a gym and promised myself *to go* once a week. At first it was hard because I was really tired going after work, and I did think about giving up *going*. But now I really enjoy *keeping* fit rather than wasting time *sitting* at home watching TV. I hope *to continue* feeling this good for as long as possible. I just have to start eating more healthily.

10 You've Got a Snake?

You've Got a Snake?
In this lesson - Discuss what pets are suitable for different kinds of people
Core activities - 1-6, 8
Skills - Extended speaking and vocabulary

Warmer

Play '20 questions.'

- Think of an object, an animal or a person.
- Tell learners which of these categories the thing you are thinking is, but don't tell them what it is.
- Learners ask Yes/No questions to guess what it is.
- Limit the number of questions they can ask to 10 or 20, depending on the length of the class.
- Learners can also take turns thinking of items for others to guess.

Introduction

1
Learners work in pairs to match the names of animals with the pictures.

1 answers
(clockwise from top left): k, b, c, i, h, f, j, l, g, e, d, a

2
In pairs, learners write the animals from **activity 1** into the correct column.
Feedback as a class.

2 answers
fish/shellfish: crab, guppy
birds: canary, parrot
mammals: guinea pig, alpaca
insects: moth, praying mantis, stag beetle
reptiles: snake, gecko, iguana

3
In pairs, learners discuss which pet from **activity 1** makes a good pet and why.

Feedback as a class.

In this lesson: Discuss what pets are suitable for different kinds of people
Skills: *Extended speaking and vocabulary*

2a Work with a partner. What kind of animals are they?
Write them in the correct column below.
b Write one extra example in each column.

fish / shellfish	birds	mammals	insects	reptiles
crab				

3 Which of the animals in **activity 1** make good pets? Why do you think so?

Time to Talk 1

4 Look at the questions below and think about your answers. Make notes.

a What's your favourite animal?

b Did you have any pets when you were a child? If yes, what? If no, why not?

c Do you have any pets now? If yes, what and why? If no, would you like one? Why?

d If you could have any pet, what would you like? Why?

e Are there any animals you think don't make good pets? Why?

f Do you ever go to the zoo? Why?

5 Write two more questions about pets or animals.

6 Work with a partner.
Ask and answer the questions above.
Give extra information and ask extra questions.

example
A: What's your favourite animal?
B: Well, I love cats and dogs, but I'm crazy about alpacas.
A: Really? Why?

Skills Lesson 10 41

Time to Talk 1

4
Go through questions a-f with learners and check understanding. Demonstrate activity by writing some notes on the board about yourself. Allow learners time to think and make notes.
Monitor and assist where necessary.

5
Learners write two more questions about pets or animals.
Monitor and assist as necessary.

6
In pairs. Learners ask and answer the questions from **activity 4** and **5**.
Encourage learners to ask follow-up questions and give extra information.

Feedback as a class.

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

Memo

Vocabulary

7a
Learners work in pairs to match the words from **Column A** with their opposites in **Column B**.
Feedback as a class. Elicit what kind of words these are (adjectives, apart from easy to look after, which is a phrase).

7a answers
high-maintenance – easy to look after
unfriendly – affectionate
irritating – calming
fierce – docile
expensive – cheap
ugly – beautiful/pretty

7b
As a class – elicit which column has words with positive meanings.

7b answers
Left column: negative
Right column: positive

7c
Learners work independently to make notes. They choose an animal from **activity 1** and think about some adjectives to describe them. They can use the adjectives from **activity 7** or other adjectives they know.

7d
Learners work in pairs. They take turns to describe the animal they chose in **activity 7c** without saying its name. Partners have three chances to guess the animal. Write an example on the board and check learners understand the activity.

Feedback – learners tell the class what animal their partner chose, and whether they were able to guess it.

Vocabulary

7 Work with a partner.

a Match the words in ***Column A*** with their opposites in ***Column B***.

Column A	*Column B*
high-maintenance	docile
unfriendly	beautiful
irritating	affectionate
fierce	cheap
expensive	calming
ugly	easy to look after

b Which column has words with a positive meaning?

c Choose animals from **activity 1**.
Think about some adjectives to describe them.
Make some notes.

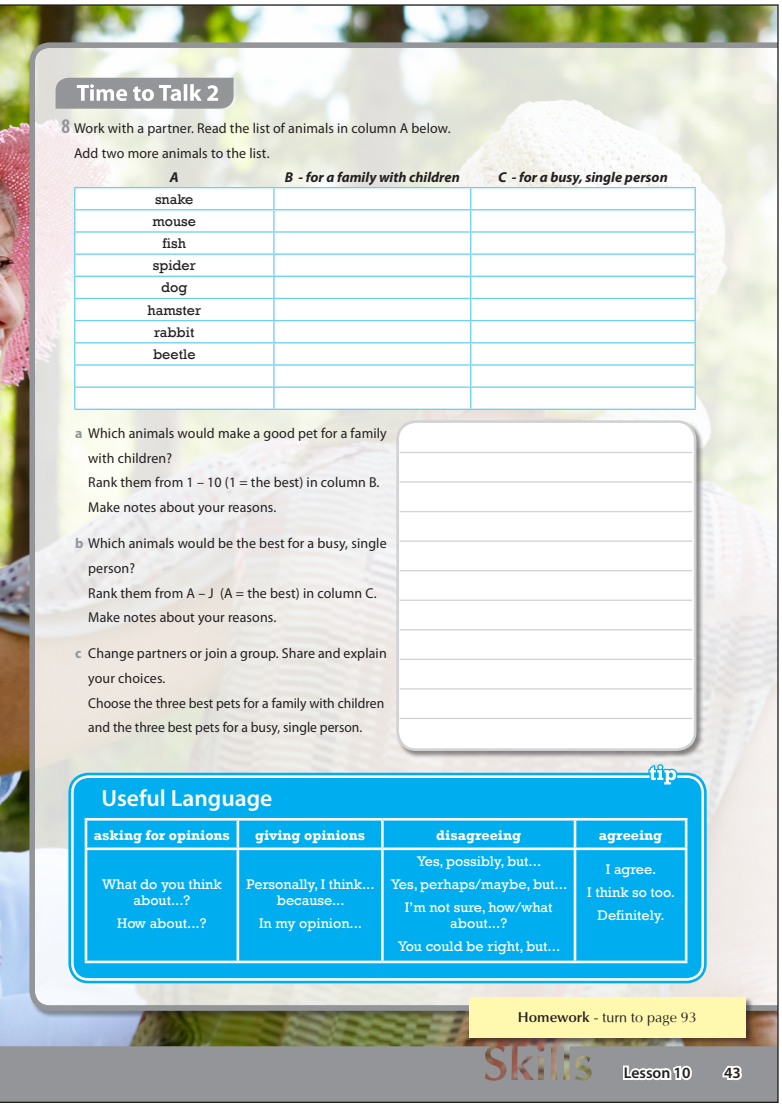
cute friendly
guinea pig
small affectionate

d Work with a partner.
Take turns to describe your animals. **Don't** use the name of the animals.
You have three chances to guess your partner's animals.

example A: It's small, cute, and very friendly.
B: Is it a canary?
A: Sorry, no!

42 Lesson 10 Skills

Memo



Time to Talk 2

8 Work with a partner. Read the list of animals in column A below.
Add two more animals to the list.

A	B - for a family with children	C - for a busy, single person
snake		
mouse		
fish		
spider		
dog		
hamster		
rabbit		
beetle		

a Which animals would make a good pet for a family with children?
Rank them from 1 – 10 (1 = the best) in column B.
Make notes about your reasons.

b Which animals would be the best for a busy, single person?
Rank them from A – J (A = the best) in column C.
Make notes about your reasons.

c Change partners or join a group. Share and explain your choices.
Choose the three best pets for a family with children and the three best pets for a busy, single person.

tip

Useful Language

asking for opinions	giving opinions	disagreeing	agreeing
What do you think about...? How about...?	Personally, I think... because... In my opinion...	Yes, possibly, but... Yes, perhaps/maybe, but... I'm not sure, how/what about...? You could be right, but...	I agree. I think so too. Definitely.

Homework - turn to page 93

Skills Lesson 10 43

Time to Talk 2

8a

Leaners work in pairs. They read the list of animals in **Column A**. Tell them to add two more animals to the list. Ask the learners which animals from their list would make a good pet for a family with children.
Tell them to rank the animals from 1 – 10 (1 = best, 10 = worst) in **Column B**.

8b

Similar to **activity 8a**, but this time for a busy, single person. Rank them from A – J (A = best, J = worst) in **Column C**.

8c

In different pairs or in a small group, learners share and explain their choices. The pairs or small groups choose the best three pets for a family with children and for a busy, single person.

Feedback as a class.

Extension
Books closed. Elicit all adjectives used in lesson and write on the board. Put learners in teams and give them one minute to study the words.
Erase words from board. Set a time limit for teams to remember and write down (with correct spelling) all the words. Elicit words and spellings back on to the board. (Or have learners come up and write them themselves).
If learners would like it, you could award points.

Homework

Highlight the homework reference at the bottom right of **page 43** in the Student Book. Tell learners to turn to **page 93**.

Set Lesson 10 **activity 1** and **2** for homework.
Go over the examples and check learners understand what to do..

Homework Answers

1

									2		
						1	s	c	a	r	y
									f		
									f		
									e		
						3			c		
			4			c			t		
			c			a			i		
5	t	r	o	u	b	l	e	s	o	m	e
			l			m			n		
			d			i			a		
						n			t		
6	b	o	r	i	n	g			e		

2 *Student's own answers.*

In the Future
In this lesson - Discuss the future
Core activities - 1-8, 10
Grammar - Talking about the future: **will/will have**
Example:
Next month, I'll have finished my course and will take an exam.

Introduction

1
Learners work in pairs to match the pictures with the words **a-i** in the box.

1 answers
Top left to right: d, e, g, f, i
Bottom left to right: b, c, a, h

2a+b
Discuss questions as a class.

2c
Check words and phrases in the box at the bottom of the page (draw diagrams on the board and elicit phrases to describe them).

In pairs. Learners choose three things from **activity 1**and use words from the box at the bottom of the page to describe how they will change in the future.

LESSON 11 In the Future

Introduction

1 Work with a partner.
Match the words in the box with the pictures above.

2 a Are you an *optimist* (= you think the future will be better than now) or a *pessimist* (= you think the future will be worse than now)?

b Are you optimistic about some things and pessimistic about others?

c Work with a partner. Choose three things from **activity 1**. Discuss how you think they will change in the future.

Here are some words you might find useful:

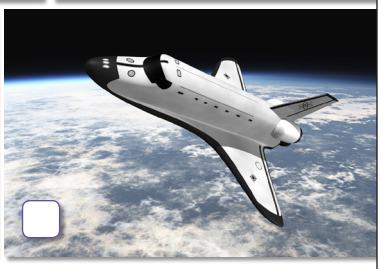
grow / decline	get better / get worse	improve / worsen
rise / fall	increase / decrease	advance / move backwards

a the environment
b world population
c food production
d computing
e robotics
f medical research
g the common cold
h space flight
i pollution

44 Lesson 11

Memo

In this lesson: Discuss the future
Grammar: *Talking about the future:* ***will/will have***



Listening

3 Track 18 Listen to someone talking about the world in the future.
Which five things from **activity 1** does the person mention?

_____
_____
_____
_____
_____

4 Track 18 Listen again. Answer the questions below.

a What year is the person talking about?

b What does he say about:

- population _____
- food prices _____
- robots _____
- illness _____
- the common cold _____

5 Do you agree with the speaker? Why?

Listening

3

Track 18 Learners listen for five things from **activity 1** which the speaker mentions.
Emphasise that learners do not have to understand everything to answer this question.
Feedback in pairs, then as a class.

3 answers
world population, food production, computing, robotics, medical research, the common cold

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

Track18 (page 86, Student Book) 0:51
In the future, the world will be very different. By 2060, population worldwide will have risen to 10.5 billion, and countries like China, India and Brazil will have grown in importance. We'll need 70% percent more food to feed all these extra people, and this means food prices will be much higher than they are now. Technology will have changed completely in 50 years' time. We won't use keyboards to control computers; instead we'll just talk to them and tell them what to do. Robots will do most boring, low paid jobs. People won't work so hard and will enjoy much more free time. Perhaps the biggest changes will be in medicine. People will live longer and get sick less. We'll have found the cure for many diseases including, perhaps, cancer. We won't be able to cure everything, though – for example, we won't have found a cure for the common cold!

4

Track 18 Learners listen again and answer the questions in the activity.
Emphasise learners do not have to write the exact words the speaker uses, just the general idea.

4 answers
(Again, with b, accept any answers that give the gist of what the speaker says.)
a) 2060
b) The population will have risen.
Food prices will be much higher.
Robots will do most boring, low paid jobs.
People will live longer and get sick less.
We won't have found a cure for the common cold.

5

Class discussion.
Ask learners if the agree with the speaker or not.

Language Focus

6

Learners work in pairs to discuss and write statements **a-f** in the table.

Teaching Tip
Go through the first two statements (a and b) together as a class.
With b/ ask: "When will the population become 10.5 million – in 2060, or before 2060?" (Answer is – before).

6 answers
Talking about something that happens /doesn't happen at a point in the future.
a, d, e

Talking about something that happens/doesn't happen before a point in the future.
b, c, f

7

Learners complete the sentences to form rules.

7 answers
1) will/won't + base form of the verb.

2) will/won't + have + past participle

3) by = not later than/from now
in...time = not later than/ from now

Practice

8

In pairs. Learners complete the sentences with will/will have, plus the words in the box.
They write the verbs in the correct form.

Track 19 Learners listen and check answers.

8 answers
See CD script for Track 19 - answers underlined.

Track 19 (page 86, Student Book) 1:28
a) I'll arrive home at 6.30 this evening.
b) By this time next year, my English will have improved a lot.
c) In 5 years' time computers will have become much cheaper.
d) In 100 years' time we won't use any money.
e) We'll have been married for 10 years, next month.
f) Call me after eight. I'll have had dinner by then.

Language Focus

6 Work with a partner.
Study the statements below about the future.

a In the future, the world will be very different.
b By 2060, population worldwide will have risen to 10.5 billion.
c Technology will have changed completely in 50 years' time.
d Robots will do most boring, low paid jobs.
e People won't work so hard.
f We won't have found a cure for the common cold.

Talking about something that happens ***at*** a point in the future.	Talking about something that happens ***before*** a point in the future.
In the future, the world will be very different.	

Write the sentences in the correct place in the table.

7 Complete the rules below:

1 We can talk about something that happens/doesn't happen ***at*** a point in the future with __will/won't__ + __base__ form of the verb.

2 We can talk about something that happens/doesn't happen ***before*** a point in the future with _____ + _____ + past participle form of the verb.

Underline the correct option.

3 'by' = **'not later than'** / **'from now'**
'in... time' = **'not later than'** / **'from now'**

Practice

8 Work with a partner. Complete the sentences with the verbs from the box. Put the verbs into the correct form using ***will*** or ***will have***.
Use each verb only once.

improve	**arrive**
not use	**have**
be married	**become**

a I 'll arrive _____ home at 6.30 this evening.
b By this time next year, my English _____ a lot.
c In five years' time, computers _____ much cheaper.
d In 100 years' time, we _____ any money.
e We'll _____ for 10 years, next month.
f Call me after eight. I _____ dinner by then.

Track 19 Listen and check.

46 Lesson 11

Sounding Natural

9 Underline all the examples of 'have' in **activity 8**.

a Track 19 Listen again. What do you notice about the pronunciation?

b Track 19 Listen again and copy the pronunciation.

Time to Talk

10 You are going to discuss the future with a partner.

- *How will your life be?*
- *What will you have done?*
- *How about your partner? (Guess!)*
- *What about your country and the world?*

a Work on your own. Use the table below to make notes.

	me	my partner	my country	the world
by the end of next year				
in three years' time				
by the end of the decade				
in 15 years' time				

b Discuss your ideas with a partner. Do you agree? Why? Make notes.

c Tell the rest of the class. Which pair agreed the most? Which pair agreed the least?

Homework - turn to page 94

Sounding Natural

9

Learners underline all the examples of 'have' in **activity 8**.

Track 19 Learners listen for how 'have' is pronounced. (We tend to use the weak form).
Learners listen again and copy the pronunciation.
Pause track after each line. Drill.

Time to Talk

10a

Tell learners they are going to discuss the future with a partner.

Go over the questions and check understanding.
Model actibity by writing some examples of what you think on the board.

Example:
"I'll have left Japan."
"I'll be married."

Allow learners time to think and make notes in the table.
Point out that learners should also make predictions about their partners (Let them know who their partners will be.), their country, and the world.
Monitor and assist as necessary.

10b

In pairs, learners discuss their predictions and make notes on their partner's responses.

10c

Learners tell the class what they discussed.
Decide which pair agreed the most, and which pair agreed the least.
Monitor the learners' use of vocabulary and language.
Make notes on good use of vocabulary and language, and any mistakes.
Feedback as a class.

Homework

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

Set Lesson 11 **activity 1** and **2** for homework.
Do **1a** together. Check learners understand what to do in **activity 2**.

Homework Answers

1

a. In the future we'll live much longer, because we will have cured many diseases.
b. I hope we won't have wars in the future, but maybe I'm too optimistic.
c. In fifty years' time, computers will have improved a lot.
d. Next year we will have lived in this house for 10 years.
e. Don't call me before 6 a.m. I won't have got up by then.
f. This time next year, I will be in California.

2

Student's own answers.

People and Places
In this lesson - Tell a story about your neighbourhood
Core activities - 1, 3-8, 11
Grammar - Defining **relative clauses**
We use 'defining relative clauses' to describe or make clear what we are talking about.

We need to use relative pronouns (who, that where, etc.) when the clause describes the subject of a sentence.
We don't need to use a relative pronoun when the clause describes the object of the sentence.
Examples:
He's a man who works very hard.
I like the woman (who) I met yesterday.

Note: the Language Focus is in two parts in this lesson.

Warmer

- Write 'Neighbourhood' on the board.
- Ask learners what makes a good/bad neighbourhood.

Introduction

1
Learners match the kinds of people and kinds of places with words from the column on the right. Read the example and check learners understand activity.

1 answers
*someone that enjoys meeting and talking with other people – **sociable***
*a person that thinks about how other people feel – **considerate***
*a person who always gives support to other people – **loyal***
*someone who doesn't tell lies – **honest***
*a neighbourhood which has lots of cafés and interesting shops – **lively***
*a neighbourhood where you need a lot of money to live – **expensive***
*a place where nothing much happens – **quiet***
*a place where the buildings and roads are old and in bad conditions – **run–down***

2
Elicit which two words from **activity 1** that can be used to describe both people and places. Ask learners to write them in the empty boxes on the right.

2 answers
quiet; lively

Learners put the words in order to make definitions and write them in the boxes.

LESSON 12 People and Places

Introduction

1 Match the kinds of people and the kinds of places with the words.

kinds of people

someone that enjoys meeting and talking with other people	loyal
a person that thinks about how other people feel	expensive
a person who always gives support to someone or something	run-down
someone who doesn't tell lies	considerate

kinds of places

a neighbourhood which has lots of cafés and interesting shops	quiet
a neighbourhood where you need a lot of money to live	lively
a place where nothing much happens	sociable
a place where the buildings and roads are old and in bad condition	honest

2 Two of the words to describe places in **activity 1** can also describe people.
Put the definitions below in order and write them in the yellow boxes.
Match the definitions with two words from **activity 1**. Write the words in the pink boxes.

say who much someone doesn't
energy has a who a lot of person

48 Lesson 12

2 answers contd
*someone who doesn't say much – **quiet***
*a person who has a lot of energy – **lively***

3a-h
Learners read the sentences and tick the ones that are true for them.
Feedback in pairs and then as a class.

3a-h answers
Answers will vary.

4
Learners change the sentences that they didn't tick in **activity 3** to true.
Elicit corrections for one or two sentences first.
e.g. I like people who are lively.
Monitor and assist as necessary.
Encourage to use the existing sentences in **activity 3** as models.

Feedback in pairs and then as a class.

4 answers
Answers will vary.

In this lesson: Tell a story about your neighbourhood
Grammar: *Defining relative clauses*

3 Read the sentences below. Tick (✓) the ones that are true for you.

a I like people **who** aren't too noisy.
b People **that** talk loudly on trains make me mad.
c I love places **which** have lots of parks.
d I hate neighbourhoods **where** people are unfriendly.
e Last week, I bought something **which** cost too much.
f I love days **when** the sun shines and I have nothing to do.
g I'm the kind of person **who** remembers people's names.
h I always remember the names of people **(who)** I meet.

4 Read the sentences in **activity 3** which you did *not* tick.
Change them to make them true for you.
Discuss your answers with a partner.

Language Focus 1

5 Read the sentences in **activity 3**.
The underlined phrases ('relative clauses') describe what we are talking about.
We can use different pronouns and question words (**bold** in **activity 3**) when we describe different kinds of things.
Complete the table.

we can use...	*when we describe...*
who / that	people
_____ / that	things
which / _____	places
_____	places *(saying what happens there)*
_____ / that	time

Practice 1

6 Complete the sentences below with the correct relative pronoun.

a I don't like cafés ___that___ allow smoking.
b I met a man yesterday _____ made me laugh.
c I'd like to live in a neighbourhood _____ people are friendly.
d I don't like films _____ make me cry.

Lesson 12 49

Language Focus 1

5

Read through the explanation.

Teaching Tip – Speculation
Elicit from learners what the relative clause in each sentence in **activity 3** is describing.
(a) the kind of people I like, b) the kind of people that make me mad c) the kind of places I love, etc.)

Learners complete the table with the words in bold from **activity 3**. At this level, learners should be familiar with 'relative pronouns' (maybe not the actual term but their use). However for a more detailed explanation refer them to Language Reference on **page 102**.

5 answers
who/that – people
which/that – things
which/that – places
*where/that – places (saying what happens there)**
when/that – time

** We say, 'The place where I broke my leg', NOT 'The place which I broke my leg.'*

Practice 1

6a-d

Learners complete the sentences with the correct relative pronoun.

6a-d answers
a) that b) who c) where d) which

Memo

Language Focus 2

7a

Go through the example sentences with the learners.

7b

Go through the example sentences with the learners.

7b answers

We don't need to use a relative pronoun when we are describing the subject/object of the sentence.

Practice 2

8a-f

Learners join the sentences using relative clauses. When necessary, use relative pronouns. Read the example and check learners understand the activity.

8a-f answers

(relative clauses in parentheses where they are not needed).
a) I fell in love with someone (that) I met at the dance last night.
b) I lost the ring (that) you gave me for my birthday.
c) I saw a movie last week, which made me cry.
d) Have you read the book (that) I lent you?
e) Do you remember the time (that) we went to Kyoto?
f) That's the place (where) I met you.

9

Track 20 Learners listen and check answers.

Track 20 (page 86, Student Book) 1:28
a) I fell in love with someone I met at the dance last night.
b) I lost the ring you gave me for my birthday.
c) I saw a movie last week, which made me cry.
d) Have you read the book I lent you?
e) Do you remember the time we went to Kyoto?
f) That's the place I met you.

Language Focus 2

7 a Study the sentences below:

subject
I'm the **kind of person** who remembers people's names.

object
I always remember **the names of people** (who) I meet.

b Underline the correct option to complete the rule:

We don't need to use a relative pronoun when we are describing the **subject**/**object** of the sentence.

Practice 2

8 Join these sentences together using relative clauses. Use a relative pronoun where necessary.

a I fell in love with someone. I met her at the dance last night.
I fell in love with someone I met at the dance last night.

b I lost the ring. You gave it to me for my birthday.

c I saw a movie last week. It made me cry.

d Have you read the book? I lent it to you.

e Do you remember the time? We went to Kyoto then.

f That's the place. I met you there.

9 Track 20 Listen and check.

tip
If you're not sure whether you can leave out the relative pronoun... put it in!

Sounding Natural

10 a Track 20 Listen again. Mark the stressed words.

b Track 20 Listen again and repeat. Copy the rhythm.

Time to Talk

11 You are going to tell a story about something that happened in your neighbourhood.

a Make notes and plan what you will say. Think about:

• *What happened* • *When it happened* • *Where it happened* • *Who was there* • *How you felt*

Try to use four relative clauses in your story.

example ...something which happened last year...
...the man who lives next door...
...the park where I walk my dog...

b Work with a partner. Tell your stories.

c Tell the class about your partner's story.

Homework - turn to page 94

Sounding Natural

10a

Track 20 Learners listen again and mark the stressed words.

10a answers

a) I fell in love with someone I met at the dance last night.
b) I lost the ring you gave me for my birthday.
c) I saw a movie last week, which made me cry.
d) Have you read the book I lent you?
e) Do you remember the time we went to Kyoto?
f) That's the place I met you.

10b

Track 20 Learners listen again and repeat the rhythm.

Time to Talk

11a

Explain to learners that they're going to tell a story about something that happened in their neighbourhood.
Tell them to use the prompts to make brief notes about what they will say.
Point out that learners should try to use four relative clauses in their stories.
Model with notes about a story of your own on the board.

Allow learners time to think and make notes. Model and assist with vocabulary where necessary.

11b

Learners work in pairs to tell their stories.
Monitor the learners' use of vocabulary and language.
Make notes on good use of vocabulary and language, and any mistakes.

11c

Learners tell class about their partner's story.

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

Homework

Highlight the homework reference at the bottom right of **page 51** in the Student Book. Tell learners to turn to **page 94**.

Set Lesson 12, **activity 1** for homework. (There's only one activity for this lesson.)
Do the first two questions together as a class.

Homework Answers

1

a) There's the boy who/that broke the window.
b) The film star gave a party which/that cost $10,000
c) That's the palace which/that the Queen lives in.
d) There are the policemen who/that caught the thief.
e) What's the name of the lady who/that was wearing the blue dress?
f) I gave her a watch which/that stopped after two days.
g) You're reading the book which/that I wanted to read.
h) The Red Lion is the pub which/that we met in for a drink.
i) There's someone at the door who/that wants to speak to George.
j) Here are the letters which/that arrived this morning.
k) That's the house which/that I was born in.
l) Where's the lady who/that ordered the fish?
m) The children who/that went to New York speak English.
n) Do you like the people who/that Sarah invited to her party?

Life Changes
In this lesson - Discuss and decide whose life has changed the most
Core activities - 1-8, 11
Grammar - Describing life in the past: **would/used to**
Examples:
I used to go jogging.
We'd go swimming every summer.

When we talk about states in the past we can only use used to.
Example:
'I used to be poor.' Not 'I would be poor.'

Warmer

- Have learners work in pairs. Assign each pair a different decade.
- Ask them to think how different life was in that decade than it is now.
- As class compare answers.

Introduction

1
Write 1960s on the board. Ask learners what they know about this decade. Give everybody a chance to respond. Learners work in pairs to the match pictures with words from the box.

Note
Note - CND stands for Campaign for Nuclear Disarmament. The symbol was originally designed for the organisation in the 1950's, but has since become the international symbol for peace.
Flower child: Young people known as hippies in the 1960's. A movement started in San Francisco during the 'summer of love' 1967. They wore and gave out flowers to symbolize peace and love.

2
As a class discuss the question in the activity.

3
Track 21 Explain to learners they're going to listen to an interview with Mabel about her life in the 1960's. Learners tick the things in **activity 1** she mentions.

3 answers
b, c, d, a

LESSON 13 Life Changes

Introduction

1 What do you know about the 1960s in Britain?

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

a flared trousers ☐ b boutique ☐ c parties ☐
d The Beatles ☐ e CND ☐ f Jimi Hendrix ☐
g flower children ☐ h Andy Warhol ☐

2 This is Mabel. She was young in the 1960s. What do you think her life was like then?

Listening

3 Track 21 Listen to an interview with Mabel about her life in the 1960s. Tick (✓) the things she mentions.

52 Lesson 13

Track 21 (page 86, Student Book) 0:59
Interviewer *- So, Mabel – what was life like in the sixties?*
Mabel *- Well, it was a fantastic time. I used to live in London and work in a boutique with my friends, Jane and Sasha. We didn't use to have much money, but we were very happy. We'd go to parties every night and wouldn't come home until the early morning. I used to smoke in those days – I drank quite a lot too – but I don't drink or smoke now.*
Interviewer *- What about music and fashion?*
Mabel *- Everyone used to love the Beatles. Once, in 1963, I waited all day to buy a ticket for one of their concerts. We used to wear crazy clothes – flared trousers and lots of make-up. Much nicer than the clothes today. They were fun times.*

4
Learners listen again and answer questions **a-e**.

4 answers
a) She lived in London.
b) No, she wasn't.
c) She went to parties.
d) Smoke and drink a lot.
e) Flared trousers and lots of make-up.

In this lesson: Discuss and decide whose life has changed the most

Grammar: *Describing life in the past:* ***would/used to***

4 Track 21 Listen again and answer the questions.

a Where did Mabel live in the 1960s?

_____

b Was she rich?

_____

c What did she do every night?

_____

d What did she do then that she doesn't do now?

_____

e What clothes did she wear?

_____

5 Do you think Mabel enjoyed the 1960s?
What were the 1960s like in your country?

Lesson 13 53

5

Elicit a class discussion.
Ask the learners if they think Mabel enjoyed the 1960s.
Ask learners what the 1960s were like in their country.
Were there any similarities? differences?

Language Focus

6

Tell learners to study the sentences and write RA (repeated action), PH (past habit), or PS (past state) in the white column.

6 answers
PH, RA, PS, PS, PH, PH

7

Learners write a tick or a cross in the boxes to complete the rules.

7 answers
When we talk about repeated actions in the past we can use... √ √
When we talk about habits in the past we can use... x
When we talk about past states we can use... x

Practice

8a-e

Learners work in pairs and rewrite the sentences with mistakes. Go over the example and check learners understand the activity.

8 answers
a) I used to smoke, but now I don't.
d) I used to want to be a doctor when I was in high school.

Track 22 Learners listen and check.

Track 22 (page 86, Student Book) 0:43
a) I used to smoke, but now I don't.
b) I used to be fat, but then I went on a diet.
c) I'd often miss school when I was a child.
d) I used to want to be a doctor when I was in high school.
e) Did you use to be healthy when you were younger?

Language Focus

6 Study the sentences (a-f) in the column below.
Are they a **repeated action in the past** (something someone did again and again), a **past habit** or a **past state** (the way someone was in the past)?
Write RA (repeated action), PH (past habit) or PS (past state) in the white column.

a I used to smoke.	
b We'd go to parties every night.	RA
c I used to live in London.	
d We didn't use to have much money.	
e We wouldn't come home until the early morning.	
f We used to wear crazy clothes.	

7 Write a tick (✓) or a cross (✕) in each white box in the table to complete the rules:	*used to / didn't use to* + base form of the verb	*would / wouldn't* + base form of the verb
when we talk about **repeated actions** in the past we can use ...		
when we talk about **past habits** we can use...		
when we talk about **past states** we can use...		

Practice

8 Work with a partner. Read the sentences (a-e) below.
If they have mistakes, correct the sentences and re-write them.

a I'd smoke, but now I don't.
I used to smoke, but now I don't.

b I'd be fat, but then I went on a diet.

c I'd often miss school when I was a child.

d I'd used to want to be a doctor when I was in high school.

e Did you used to be healthy when you were younger?

Track 22 Listen and check.

54 Lesson 13

Memo

Sounding Natural

9 Track 22 Listen again to these sentences from **activity 8** and answer the questions.

a How is 'used to' pronounced in sentences **a**, **b**, and **d**?

b How is 'use to' pronounced in sentence **e**?

c How is 'was' pronounced in sentences **c** and **d**?

10 Track 22 Listen again and copy the pronunciation.

Time to Talk

11 a Think about your life ten years ago.

- *What things have changed? (Do you live in a different place, for example?)*
- *Have your habits changed? (Are there any habits you have now, that you didn't have then?)*
- *Have the kinds of things you do changed?*

Make notes.

b Work with a partner.
Discuss how your lives have changed over the last ten years.
Decide whose life has changed the most.

c Tell the class about your partner's answers.
Decide which person's life has changed the most in the class.

Homework - turn to page 95

Sounding Natural

9a-c

Write 'used to' on the board. Ask learners to say the word. Then read sentences **a – e** with learners. Highlight the schwa sound of 'to'.

10

Track 22 Learners listen again and copy the pronunciation.

Time to Talk

11a

Explain to learners they're going to talk about how their lives are different from ten years ago. Write an example on the board and check learners understand the activity. Tell them to make brief notes about the questions in the activity.
Monitor and assist with vocabulary where necessary.

11b

Learners work in pairs and discuss how their lives have changed over the past 10 years.

11c

Learners tell the class about their partner's answers. As a class, decide whose life has changed the most. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

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

In a private lesson
Teacher should think about how their life has change from 10 years ago. Write some sentences on the board. Compare your sentences with learner. Whose life has changed the most?

Homework

Highlight the homework reference at the bottom right of **page 55** in the Student Book. Tell learners to turn to **page 95** .

Set Lesson 13 **activity 1** and **2** for homework.
Do **1a** and **2a** together.

Homework Answers

1
a) At school I used to hate reading.
b) He used to go to Spain every year when he was a child.
c) Did she use to go swimming a lot before?
d) He didn't use to like computers.
e) She used to bite her nails.
f) I used to walk a kilometre every morning when I was younger.
g) My father used to tell us stories every night.
h) My favourite teacher used to be Mrs. Smith.

2
b, c, e, f, g

3
b, c, f

4
b) I didn't use to like cabbage, but now I love it.
c) Did you use to live in Italy as a child?
f) When he was younger, he used to have long hair.

LESSON

14 A Woman's Work

A Woman's Work
In this lesson - Compare attitudes to housework
Core activities - 1-9, 11
Grammar - Subject and object questions
Example:
Who did the shopping yesterday?
Who usually cooks dinner?

Warmer

- Write 'chores' on the board.
- Elicit/explain meaning of chore. Ask learners what kind of chores they did as a child. Did their parents give them money for doing chores?
- As a class, decide a fair amount remuneration for chores. Example "I think doing the hoovering is worth £2."
- What kind of chores do they do now?

Introduction

1
Learners match the words (a-j) in the box with the pictures.

1 answers
Top left clockwise:
a, h, j, b, c, g, e, i, f, d

2a-j
Learners work in pairs and write the verbs from the box (on the left) the spaces to make the household jobs in **activity 1**.

2a-j answers
a) make the bed
b) clean the toilet
c) take out the rubbish
d) do the washing-up
e) look after the garden
f) make dinner
g) clean the bathroom
h) do the laundry
i) do the hovering
j) look after the cat

3
As a class discuss the questions in the activity. Compare answers with other learners. Which jobs do they like most? Least?

LESSON

14 A Woman's Work?

Introduction

1 Match the words in the box with the pictures.

a the bed	f dinner
b the toilet	g the bathroom
c the rubbish	h the laundry
d the washing-up	i the hoovering
e the garden	j the cat

2 Work with a partner.
Fill in the blanks with the verbs from the box below to make the household jobs in **activity 1**.
Some verbs are used more than once.

make
take out
clean
look after
do

a ___make___ the bed	f _____ dinner
b _____ the toilet	g _____ the bathroom
c _____ the rubbish	h _____ the laundry
d _____ the washing-up	i _____ the hoovering
e _____ the garden	j _____ the cat

3 Do you like housework? Which jobs do you like the most? Which jobs do you like the least? Why?

Listening

4 We interviewed Alex and Kim about their housework.
Track 23 Listen to the first part of the interview. Tick (✓) the jobs in **activity 2** that they mention.

Listening

4
Track 23 Tell learners they're going to listen to an interview with Alex and Kim about their housework. Learners tick the jobs in **activity 2** they mention.

4 answers
b, c, d, e, f, g

Track 23 (page 86, Student Book) 0:30
Interviewer - *So, Alex and Kim... how do you share the housework?*
Alex - *Well, we both do the shopping and the laundry, but I don't like cooking, so Kim usually makes dinner and I do the washing-up.*
Kim - *I always clean the toilet and the bathroom, but Alex looks after the garden and takes out the rubbish, so I guess that's OK.*

In this lesson: Compare attitudes to housework
Grammar: *Subject and object questions*

5 Track 23 Listen again.
Which jobs does Alex usually do? Which jobs does Kim do? Which do they both do?
Use ticks (✓) to complete the table.

	Alex	*Kim*	*both*
do the shopping			✓
do the laundry			
make dinner			
do the washing-up			
clean the toilet			
clean the bathroom			
look after the garden			
take out the rubbish			

6 Track 24 Listen to the second part of the interview.
Write 'Alex' or 'Kim' in the spaces to complete the table.

	yesterday	*today*
shopping		
laundry		

7 Work with a partner. Look below at the answers to the questions about Alex, Kim and their housework.
Look at the tables in **activities 5 and 6** and write the questions.

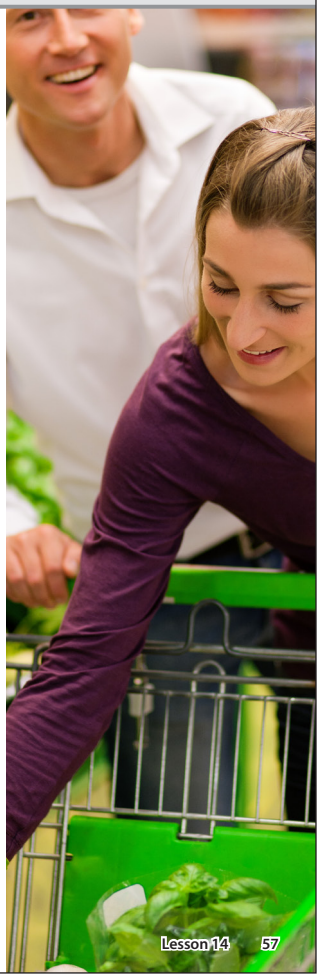
a **Q** What does Kim usually do?
A *She makes dinner, and cleans the bathroom and the toilet.*

b **Q** _____ garden?
A *Alex does.*

c **Q** What _____ today?
A *He did the shopping and the laundry.*

d **Q** Who _____ yesterday?
A *Kim did.*

Track 25 Listen and check.



Extension
Ask learners if they think the jobs in Alex and Kim's house are divided equally. Is it OK? Why or why not? Are the jobs divided equally in their households?

5

Track 23 Learners listen again and check which jobs Alex and Kim usually do, and which they both do.

5 answers
Alex:
look after the garden, takes out the rubbish
Kim:
make dinner, do the washing-up, clean the toilet, and clean the bathroom
Both:
do the shopping, do the laundry

6

Track 24 Learners listen to the second part of the interview and write 'Alex' or 'Kim' in the spaces to complete the table.

6 answers

	yesterday	*today*
Shopping	*Alex*	*Kim*
Laundry	*X*	*Alex*

Track 24 (page 86, Student Book) 0:18
Interviewer *- So Kim, did you do the shopping today?*
Kim *- No. Alex did... But I did it yesterday.*
Interviewer *- How about the laundry?*
Kim *- Alex did it today.*

7a-d

Learners work in pairs. Ask them to look at the answers to the questions about Alex, Kim and their housework. Tell learners to use tables 5 and 6 to write questions for the answers. Read the example and check learners understand the activity.

Track 25 Learners listen and check answers.

7a-d answers
See CD script for Track 25.

Track 25 (page 86, Student Book) 0:40
a)
Q *- What does Kim usually do?*
A *- She makes dinner, and cleans the bathroom and the toilet.*
b)
Q *- Who looks after the garden?*
A *- Alex does.*
c)
Q *- What did Alex do today?*
A *- He did the shopping and the laundry.*
d)
Q *- Who did the shopping yesterday?*
A *- Kim did.*

Language Focus

8

Learners read the questions in the activity and match the questions from **Column A** with the descriptions in **Column B**.

8 answers
a/c = object questions
b/d = subject questions

Ask learners to underline the correct options to complete the rules.
a) In subject questions, use/*don't use* the auxiliary verb 'do'.
b) To change the tense in a subject question, change the tense of the main verb/*auxiliary verb*.

Give learners some time to think of an object question and a subject question. Write their answers on the board. Give everybody a chance to respond.

Practice

9a-f

Learners use the prompts to write sentences. When necessary, use do/does/did.

9a-f answers
See CD script for Track 26.

Track 26 Learners listen and check answers

Track 26 (page 86, Student Book) 0:48
*a) What **languages** do you **speak**?*
*b) Who **discovered electricity**?*
*c) What do you usually **eat** for **breakfast**?*
*d) Which **coun**try won the **World** Cup?*
*e) How **ma**ny people **work** in **your** office?*
f) *How many **brothers** and **sisters** do you have?*

Language Focus

8 Read the questions below.
What kinds of questions are they?
Match the questions from ***Column A*** with the descriptions in ***Column B***.

Column A	***Column B***
a What does Kim usually do?	Questions about **a thing** someone **does** ***(object questions)***
b Who looks after the garden?	
c What did Alex do today?	Questions about **the person** who does something ***(subject questions)***
d Who made dinner yesterday?	

Circle the verbs in the object questions. How many are there?
Circle the verbs in the subject questions. How many are there?

Underline the correct options to complete the rules:
a In subject questions we **use / don't use** the auxiliary verb 'do'.
b To change the tense in a **subject / object** question, change the tense of the main verb.

Practice

9 Use the prompts to write questions. Add **do/does/did** if necessary.

a languages / you / speak / what
What languages do you speak?
b electricity / discovered / who
c you / eat / breakfast / what / for / usually
d won / which / the World Cup / country
e people / work / office / how many / in your
f brothers and sisters / you / how many / have

Track 26 Listen and check.

Sounding Natural

10 a Track 26 Listen again.
Mark the stressed words in the questions in **activity 9**.

What languages do you speak?

b Track 26 Listen again and repeat, copying the rhythm.

Time to Talk

11 a Think about these questions:

- *Who does the housework in your family?*
- *Which jobs do you do? Who does the other jobs?*
- *Do women do more of the housework than men?*
- *What about your parents' or grandparents' house? Are / Were things different or the same?*

b Make notes.

c Work with a partner.
Ask questions and find out whose house is the most different from their parents' / grandparents' house.
Tell the class.

Homework - turn to page 96

Sounding Natural

10

Track 26 Learners listen again mark the stressed words in the questions.

10 answers
*See CD script for Track 26 - answers in **bold**.*

Track 26 Learners listen again and repeat the sentences copying the rhythm.

Time to Talk

Explain to learners that they're going to talk about household jobs. Go through the questions and check understanding.

11a+b

Ask learners to consider the questions in the activity when making notes.

Demonstrate activity by writing some notes about the questions in **activity 11a**.

11c

Learners work in pairs to discuss their notes. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Learners feedback about their partners as a class.

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

Homework

Highlight the homework reference at the bottom right of **page 59** in the Student Book.
Ask learners to go to **page 96**. Set homework.

Set Lesson 14 **activity 1** for homework.
Do **1a** together.

Homework Answers

1
a) Who came here last week?
b) What kind of food do whales eat?
c) Who invited him to dinner?
d) What kind of books did you read as a child?
e) Who asks the most questions in class every day?
f) What did you buy from the supermarket this morning?
g) Who bought a new car last week?
h) Which car did you buy?

LESSON

15 Where Would You Live?

Where Would You Live?
In this lesson - Talk about homes and where you live
Core activities - 1-6, 8
Skills - Extended speaking and vocabulary

Warmer

- Explain to learners that they're going to put their place up for sale (even if they rent).
- Give them a few minutes to think and make notes about their places.
- They should describe how big their place is, and any special features it may have.
- Remind them they're trying to sell their place so they should try to make it sound good.
- Write an example on the board and check learners understand the activity.

Example "It's a 2 bedroom flat on the 10th floor, It's near the station, and many shops".
"It's a 3 bedroom two baths house, It's in a quiet neighbourhood, and has an enclosed garage"

- Learners work in pairs to describe places to each other. They should make some notes about their partner's place.
- Learners now act as estate agent and describe their partner's place to the class. Write their responses on the board.
- As a class, compare places and decide which place sounds the nicest?

Introduction

1
Learners work in pairs to match words with the pictures. They letter the boxes.

1 answers
Clockwise from the top: a, d, f, g, b, c, h

Extension
Elicit from learners unusual places to live (i.e. log cabin, cave, igloo, castle, etc). Why would these places be good/not good to live in? Why?

2
Learners write words from **activity 1** in the correct columns.

LESSON

15 Where Would You Live?

Introduction

1 Work with a partner.
Match the words with the pictures of places to live.

2 Write the words from **activity 1** in the correct columns below.

countryside	city/town	both
tent		

3 Which places would you like to live in? Why?

60 Lesson 15 Skills

2 answers
Answers may vary:
countryside: tent, cottage, caravan
city/town: penthouse flat, mansion
both: house boat, bungalow

Feedback in pairs, and then as a class.

3
Ask learners which places they would like to live and why.

Extension
Ask learners to describe their dream home. How many bedrooms, floors, bathrooms? How big is the garden? Is it in the city or the countryside?

In this lesson: Talk about homes and where you live
Skills: *Extended speaking and vocabulary*

Time to Talk 1

4 Work with a partner.

a Read the list of places to live in column A below. Add two more places.

A: places to live	*B: for a family with children*	*C: for a weekend holiday*
lighthouse		
caravan		
cottage		
mansion		
tent		
bungalow		
penthouse flat		
house boat		

b Which places would be a good home for a family with children? Why?
Rank them from 1 – 10 (1 = the best) in column B. Make notes about your reasons.

c Which places would be good to stay for a weekend holiday?
Rank them from A – J (A = the best) in column C. Make notes about your reasons.

5 Change partners.
Share and explain your choices.
Choose the two best places to live for a family with children, and the two best places to stay for a weekend holiday.

tip

Useful Language

asking for opinions	giving opinions	disagreeing	agreeing
What do you think about...? How about...?	Personally, I think... because... In my opinion...	Yes, possibly, but... Yes, perhaps/maybe, but... I'm not sure, how/what about...? You could be right, but...	I agree. I think so too. Definitely.

Skills Lesson 15 61

Time to Talk 1

4a
Learners work in pairs. Ask them to read the list of places to live, then add two more.

4b
Ask learners which places on the list would be a good home for a family with children. Rank them from 1 – 10 (1 = the best place, 10 the worst place). Tell them to make notes for their reasons.

Teaching Tip – Taking Notes
Learners should only write key words or phrases. This will encourage them to 'speak' rather than just read straight from their notes.

4c
Learners do the same as in **activity b**, except this time they decide which place would be good for a weekend holiday. Rank them from A-J (A = the best, J = the worst)

5
Learners change partners. Ask them to share and explain their choices.
Pairs should decide on the two best places to live for a family, and the two best places to stay for a weekend holiday. Encourage learners to use the phrases from the Useful Language box on **page 61**.

Example:
"What do you think about living in a caravan?"
"Personally, I think it would be the worst place for a family with children to live".
"Why?"
"Because their would be no garden for the children to play in".
"I think so too!"

Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language.

Feedback as a class.

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

Vocabulary

6a

Learners work in pairs to match words in **Column A** with their opposites in **Column B**.

6a answers
quiet – noisy
convenient – inconvenient
good, clean air – polluted air
boring – interesting/lively
crowded – deserted
not much traffic – too much traffic
lots of open space – not much open space

Ask learners which of the words in **Column A** or **Column B** describe their place.

6b

Ask learners to think of similar words and phrases for describing life in the city or countryside.

7

Focus learners' attention on the list of places in the box. Explain that the aim of this activity is to choose a place, describe it without saying what it is. Their partners will guess what that place is, and then change roles. Read the example and check learners understand the activity.

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

Feedback as a class. Ask learners to report on what they discussed with their partner. Encourage wider discussion of interesting points.

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

Vocabulary

6 Work with a partner.

a Match the words in ***Column A*** with their opposites in ***Column B***.

Column A	*Column B*
quiet	polluted air
convenient	interesting/lively
good, clean air	lots to do
boring	deserted
crowded	inconvenient
not much traffic	not much open space
nothing to do	noisy
lots of open space	too much traffic

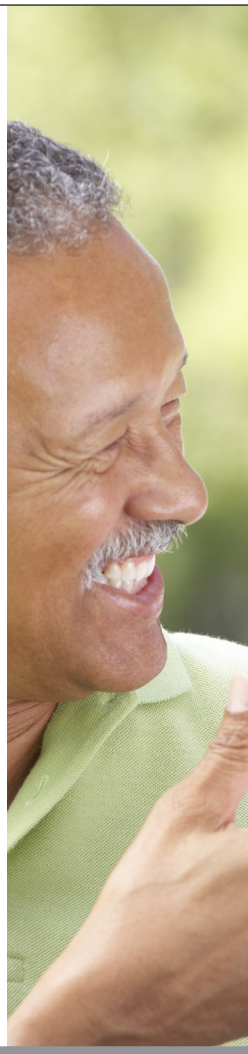
b Can you think of any similar words or phrases for describing life in the city or the countryside?

7 Work with a partner.
Read the list of places in the box below.

- A shopping centre on a Saturday afternoon
- A hiking course in the winter
- A motorway during a national holiday
- A city centre on a normal Tuesday afternoon
- A local train in the countryside on a weekday morning

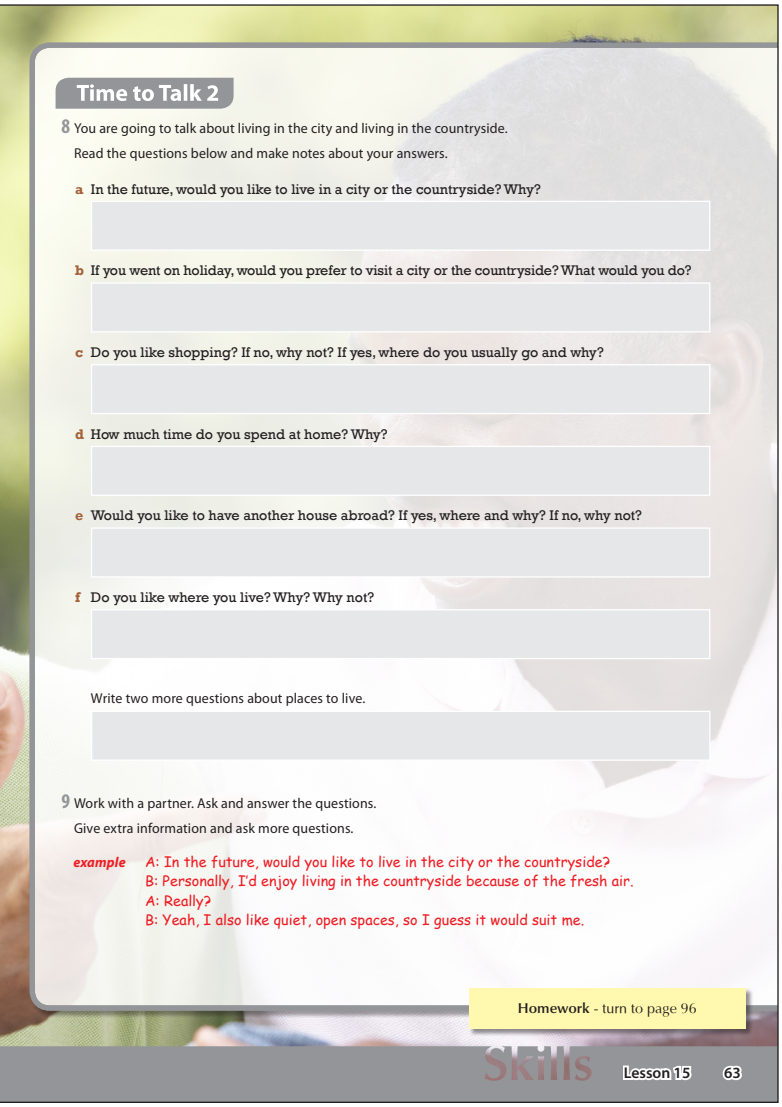
Take turns to choose one and describe it to your partner (DON'T say what it is). Your partner has three chances to guess what you described.

example A: It's crowded, but convenient.
B: Err, a motorway during a national holiday?
A: No, it's busy, and you go there if you like buying things.
B: Ah, I know, it's a shopping centre on a Saturday afternoon!
A: Correct!



62 Lesson 15 Skills

Memo



Time to Talk 2

8 You are going to talk about living in the city and living in the countryside.
Read the questions below and make notes about your answers.

a In the future, would you like to live in a city or the countryside? Why?

b If you went on holiday, would you prefer to visit a city or the countryside? What would you do?

c Do you like shopping? If no, why not? If yes, where do you usually go and why?

d How much time do you spend at home? Why?

e Would you like to have another house abroad? If yes, where and why? If no, why not?

f Do you like where you live? Why? Why not?

Write two more questions about places to live.

9 Work with a partner. Ask and answer the questions.
Give extra information and ask more questions.

example A: In the future, would you like to live in the city or the countryside?
B: Personally, I'd enjoy living in the countryside because of the fresh air.
A: Really?
B: Yeah, I also like quiet, open spaces, so I guess it would suit me.

Homework - turn to page 96

Skills Lesson 15 63

Time to Talk 2

8a-f

Tell learners they're going to talk about living in the city and in the countryside.
Explain to them that they should read questions **a-f** in the activity and make brief notes about their answers saying why.

9

Learners work in pairs to ask and answer questions from **activity 8**. Encourage learners to ask follow-up questions. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Homework

Highlight the homework reference at the bottom right of **page 63** in the Student Book. Tell learners to turn to **page 96**.
Set Lesson 15 for homework.
Do **1** and **2a** together.

Homework Answers

1
a) lighthouse
b) caravan
c) cottage
d) mansion
e) tent
f) bungalow
g) penthouse flat
h) house boat

2
Student's own answers.

LESSON

16 How Are You Getting On?

How Are You Getting On?
In this lesson - Tell people about a situation that was new for you
Core activities - 1-7, 11
Vocabulary - Uses of **get**
Examples:
I often get sleepy after lunch
get with fixed expression
I really 'got to know' Jill at the Christmas party.

Warmer

- Elicit from learners different ways of finding a job.
  Example: Newspaper, Job centre, internet, word of mouth, agency
- As a class discuss the following questions:
  What kind of things do you have to do when you're job hunting?
  What's the most difficult part of job hunting?
  When was the last time you went job hunting? How long did it take?

Introduction

1
Ask learners if they've ever had a job interview. How did it go? If they haven't, how do they think they would feel? Give everybody a chance to respond.

Extension
Elicit from learners what kind of questions people ask in a job interview.
What kind of questions are inappropriate to ask? What kinds are OK to ask?

2
Ask learners to match the words on the left with the definitions on the right.

2 answers
a colleague – a person that you work with
an appraisal – a review to check the progress of someone or something
a commute – the journey between your home and work

LESSON

16 How Are You Getting On?

Introduction

1 Have you ever had an interview? If yes, what happened? If no, how do you think you would feel?

2 Match the words on the left with the definitions on the right.

a colleague	a review to check the progress of someone or something
an appraisal	the journey between your home and work
a commute	a person that you work with

64 Lesson 16

In this lesson: Tell people about a new situation for you
Vocabulary: *Uses of get*

Listening

3 Track 27 Bob has been working for a new company for three months. He is having an appraisal with his manager, Mandy. Listen and answer the questions.

a Does Bob like his new job? _____
b How long is his commute? _____
c Does he like his colleagues? _____

4 Check your answers with a partner.

5 Track 27 Listen again and complete the missing words in the text below.

M - Mandy (manager), B - Bob (employee)

M Hi Bob, please come in. Have a seat. So, this meeting is for your three-month appraisal. I want to start by asking how you're feeling about the new job.

B Well, I'm really happy right now. It's taken a bit of time (1) getting into it, but the job seems to be (2) _____ _____ every day.

M I'm happy to hear that. Are you (3) _____ _____ _____ the new computer system?

B Yes, it took about a week to (4) _____ _____ _____ the system, but I'm feeling more comfortable now.

M And how is commuting from home? You live about two hours from here.

B I do (5) _____ _____ in the last hour of the day, but I think that will change. I'm sure it will (6) _____ _____.

M That's good to hear. Now, how about your new project team? Are you (7) _____ _____ _____ your new colleagues?

B They've been great. Really friendly and easy to (8) _____ _____ _____. They've really helped me to settle and concentrate on the work. It's been nice to work with people who understand the job and can support me when I have a problem.

M Well, I've been happy with how quickly you're getting used to everything. Please let me know if you're having any problems.

B Thanks, I will.

6 Check your answers with a partner.

Lesson 16 65

Listening

3a-c

Track 27 Explain to learners they're going to listen to Bob's appraisal meeting with his manager, Mandy.
Ask learners if they've ever had an appraisal meeting. Ask them what kind of things they talked about or what kind of things they think they would talk about at an appraisal meeting.

Learners listen and answer the questions.

3a-c answers
a) Yes, he does.
b) Two hours.
c) Yes, he does. They're friendly.

Track 27 (page 86, Student Book) 1:16
Mandy *- Hi Bob, please come in. Have a seat. So, this meeting is for your three-month appraisal. I want to start by asking how you're feeling about the new job.*
Bob *- Well, I'm really happy right now. It's taken a bit of time (1) getting into it, but the job seems to be (2) getting* ***better*** every day.
Mandy *- I'm happy to hear that. Are you (3) getting used to the new computer system?*
Bob *- Yes. It took about a week to (4) get to know the system, but I'm feeling more comfortable now.*
Mandy - And how is commuting from home? You live about two hours from here.
Bob *- I do (5) get tired in the last hour of the day, but I think that will change. I'm sure it will (6) get easier.*
Mandy *- That's good to hear. Now, how about your new project team? Are you (7) getting along with your new colleagues?*
Bob *- They've been great. Really friendly and easy to (8) get on with. They've really helped me to settle and concentrate on the work. It's been nice to work with people who understand the job and can support me when I have a problem.*
Mandy *- Well, I've been happy with how quickly you're getting used to everything. Please let me know if you're having any problems.*
Bob *- Thanks, I will.*

4

Learner's check their answers with a partner.

5

Track 27 Learners listen again and fill in the missing words in the text.

5 answers
See CD script for Track 27 - answers underlined.

6

Feedback in pairs, and then as a class.

Language Focus

7

Refer learners to **activity 5**. Ask them to look at the words they wrote. Indicate they should put these words in the table. Read the example and check learners understand the activity.

7 answers
get + adjective (comparative):
get easier, get tired, get better

'get' in a fixed expression:
get used to, get to know

'get' in a phrasal verb:
get along with someone/something
get on with someone/something
get into something

8a-g

Learners complete the sentences in the activity with the correct form of the phrases from the table in **activity 7**. Read the example and check learners understand the activity.

8a-g answers
a) got to know
b) get along with
c) got better
d) get tired
e) got easier
f) getting into
g) getting used to

Sounding Natural

9a-d

Track 28 Focus learners attention on the underlined 't' in the sentences. Elicit from them what happens to the underlined 't' sounds in sentences b and c. How are they different from the 't' sounds in a and c?

9a-d answers
In b and c the 't' sound is weak.

Track 28 (page 87, Student Book) 0:28
a) Have you got to know your neighbours yet?
b) I get along with my brother really well.
c) The exam got easier after page three.
d) I always get tired on long flights.

Language Focus

7 Write the uses of 'get' from **activity 5** in the table below.

get into, get tired | get better, get easier | get used to, get along with | get to know, get on with

'get' + adjective	'get' in a fixed expression	'get' in a phrasal verb
get easier	get to know	get along with (someone/something)

8 Complete the sentences below with the correct form of the phrases from the table above. Sometimes more than one answer is possible.

a Have you ___got to know___ your neighbours yet? If not, you should go and say, "Hello."

b I _____ my brother really well. We never argue.

c When I started playing tennis I was terrible. But I _____ because I practised every day.

d I always _____ when I travel a long distance on a plane. I just can't sleep.

e The exam _____ after page three. It was really difficult at the beginning.

f I love _____ a good book. Especially romance novels.

g Are you _____ your new computer? It's really different from your old one.

Sounding Natural

9 Track 28 Listen to the sentences. What happens to the underlined 't' sounds in b and c?

a Have you got to know your neighbours yet?

b I get along with my brother really well.

c The exam got easier after page three.

d I always get tired on long flights.

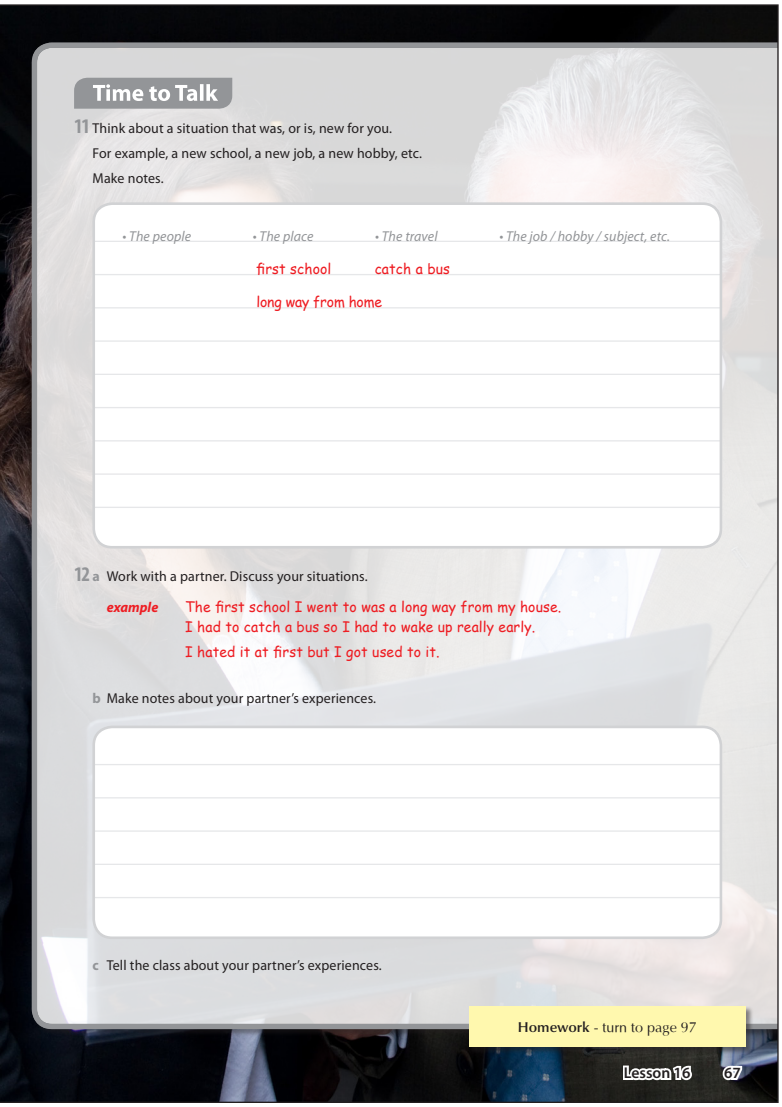
10 Track 28 Listen and copy the pronunciation.

66 Lesson 16

10

Track 28 Learners listen again and copy the pronunciation. Highlight the differences between the strong and weak forms of 't'.
The strong form = t + consonant (... got to know ...)
The weak form = t + vowel (... get along with ...)

As a class choral drill the sentences, and then drill individually.



Time to Talk

11 Think about a situation that was, or is, new for you.
For example, a new school, a new job, a new hobby, etc.
Make notes.

• The people	• The place	• The travel	• The job / hobby / subject, etc.
	first school	catch a bus	
	long way from home		

12 a Work with a partner. Discuss your situations.

example The first school I went to was a long way from my house.
I had to catch a bus so I had to wake up really early.
I hated it at first but I got used to it.

b Make notes about your partner's experiences.

c Tell the class about your partner's experiences.

Homework - turn to page 97

Lesson 16 67

Time to Talk

11

Explain to the learners that they're going to talk about a situation that was, or is, new for them. Tell them to think about the ideas in the box when they write their notes. Write an example on the board and check learners understand the activity.
Monitor and assist with vocabulary where necessary.

Example
"My first day at school, I had to take a bus. I've never taken a bus before. My school was a long way from home..."

Teaching Tip – Notes
Encourage students to keep their notes brief. Only write down key words or phrases. This will help them 'converse' rather than just reading from their notes.

12a

Learners work in pairs to discuss their situations. Read the example and check learners understand the activity.

12b

Tell learners to make notes about their partner's experiences.

12c

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

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

Homework

Highlight the homework reference at the bottom right of **page 67** in the Student Book. Tell learners to turn to **page 97**.
Set Lesson 16 **activity 1** homework.
Do **1a** together.

Homework Answers

1
a) I get along with/on with new people really well.
b) I hate hot weather. I get tired really quickly.
c) When I was a child I really got into computer games. I played them every day.
d) My boss asked me to change jobs about a year ago. I thought it would be really difficult, but I got used to it.
e) The exam got easier after the first section.
f) People told me that John was difficult to work with, but I got to know him and now I get on/get along with him really well.

LESSON

17 Could I Move in Next Week?

Could I Move in Next Week?
In this lesson - Practise asking for permission
Core activities - 1-7, 10
Functions - Polite requests

Introduction

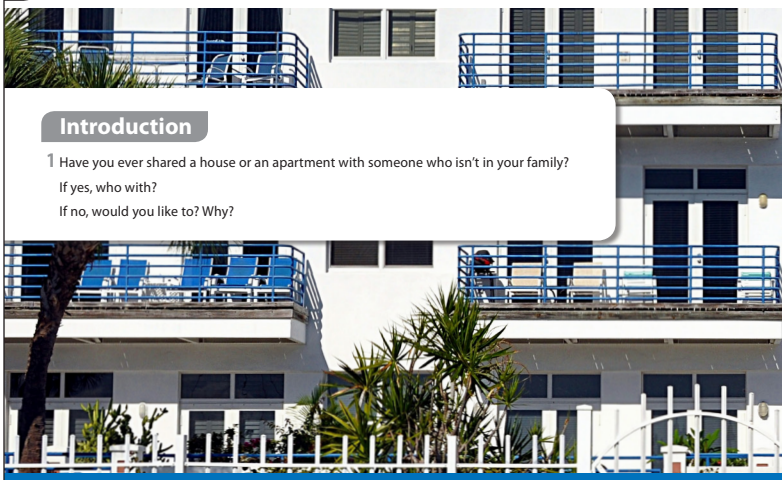
1
Ask learners if they've ever had a flatmate?
If so, were they a friend or a stranger?
Would you want to have one? Why or why not?
What makes a good flatmate?

Learners compare their responses with the class.

2
Tell learners to match the words on the left with the definitions on the right.

LESSON

17 Could I Move in Next Week?

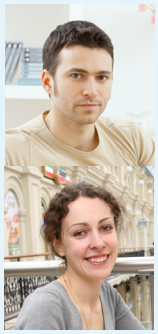


Introduction

1 Have you ever shared a house or an apartment with someone who isn't in your family?
If yes, who with?
If no, would you like to? Why?

2 Match the words on the left with the definitions on the right.

landlord	a person who rents land, a building or an apartment **from** someone
tenant	an Internet connection with no wires
Wi-Fi	a person who rents land, a building or an apartment **to** someone



68 Lesson 17

Memo

In this lesson: Practise asking for permission
Function: *Polite requests*

Listening

3 Sarah is Mike's new tenant. She has some requests about her room.
Track 29 Listen and complete the sentences below.

a __Would you mind if I__ bring my own furniture? ✓
b Well, _____ have an internet connection point in my room?
c _____ use that?
d _____ my sister sometimes comes to visit?
e _____ she sleeps on the sofa in the living room?
f _____ have any pets in the house.

4 Track 29 Listen again. Read the sentences in **activity 3**. If a request is given permission, write a tick (✓). If a request is refused permission, write a cross (✗).

5 Look at the script on **page 87** and underline the language used to give permission and refuse permission.

Lesson 17 69

Listening

3

Track 29 Explain to learners they're going to listen to a tenant named Sarah make some requests from her landlord Mike. Learners listen and complete the sentences in the activity.

3 answers
a) Would you mind if I bring my own furniture?
b) Well, could I have an Internet connection point in my room?
c) Could you use that?
d) Would it be OK if my sister sometimes comes to visit?
e) Is it alright if she sleeps on the sofa in the living room?
f) You can't have any pets in the house.

Track 29 (page 87, Student Book) 1:16
Mike *- Alright, what kind of requests?*
Sarah *- Would you mind if I bring my own furniture?*
Mike *- Yes, go ahead. There's only a bed and a desk in there at the moment.*
Sarah *- Well, could I have an Internet connection point in my room? I sometimes work from home.*
Mike *- Yes, of course, but we already have Wi-Fi. Could you use that?*
Sarah *- Oh, that's easier, thank you.*
Mike *- Anything else?*
Sarah *- Would it be OK if my sister sometimes comes to visit?*

Mike *- Yes, of course. But where would she sleep?*
Sarah *- Is it alright if she sleeps on the sofa in the living room?*
Mike *- Um, sorry, no.*
Sarah *- OK, I understand.*
Mike *- Oh, one more thing. You can't have any pets in the house.*
Sarah *- Yes, of course.*
Mike *- Well, is there anything else?*
Sarah *- No, just setting up the rent payment, I think.*

4

Track 29 Learners listen again and write a tick next to the requests that are granted and a cross for the ones that are refused.

4 answers
a) √ b) √ d) √ e) x f) x

5

Refer learners to the CD script 29 on **page 87**. Ask them to underline the language used to give and refuse permission.

5 answers
Give permission - yes, go ahead, yes of course
Refuse permission - um, sorry, no

Language Focus

6

Learners read the phrases in **Column A** and match them with their uses in **Column B**.

6 answers
Can you / Could you – asking permission to do something.
Can I have / Could I have – asking for something.
Would you mind if I / Would it be OK if I / Do you think I could / Is it alright if I / Could I – asking permission to do something
Please don't / You can't – asking/telling someone not to do something.
Yes, of course. / Yes, go ahead. / Certainly. – giving permission.
No, sorry, you can't. / Umm, sorry, no. / No, I'm afraid not. – refusing permission.

Write the following on the board:
smoke a cigarette, open a window, borrow a dress, change the channel

Elicit some requests for the actions on the board. Learners then ask the person next them one of the request. The person can accept or refuse the request.

Teaching Tip
You may want to highlight the contrast between 'could' and 'was able to' on the board for learners:

+ positive sentences
I could read when I was seven. (OK – talks about general ability.)
I ~~*could meet*~~ my father yesterday (Not OK – talks about one occasion. Use 'was able to' instead.)

- negative sentences
I ~~*wasn't able*~~ to swim when I was seven. (Not OK – talks about general ability. Use *couldn't* instead.)
I wasn't able to swim yesterday because the pool was closed. (OK – talks about one occasion.)
I couldn't swim yesterday because the pool was closed. (Also OK – can be used for **both** lack of general ability **and** one occasion.)

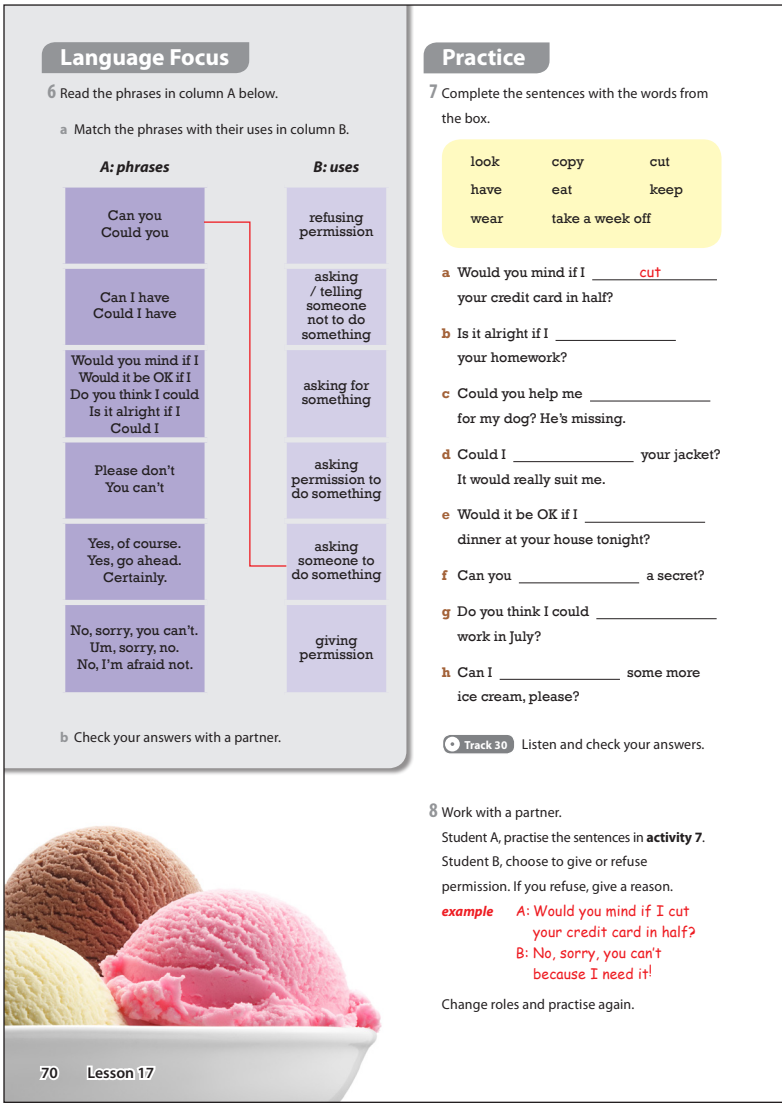
Practice

7a-h

Tell learners to complete sentences **a – h** with the words in the box.

7a-h answers
See CD script for Track 30 - answers underlined.

Track 30 Learners listen and check answers.



Language Focus

6 Read the phrases in column A below.

a Match the phrases with their uses in column B.

A: phrases	*B: uses*
Can you Could you	refusing permission
Can I have Could I have	asking / telling someone not to do something
Would you mind if I Would it be OK if I Do you think I could Is it alright if I Could I	asking for something
Please don't You can't	asking permission to do something
Yes, of course. Yes, go ahead. Certainly.	asking someone to do something
No, sorry, you can't. Um, sorry, no. No, I'm afraid not.	giving permission

b Check your answers with a partner.

Practice

7 Complete the sentences with the words from the box.

look	copy	cut
have	eat	keep
wear	take a week off	

a Would you mind if I ___cut___ your credit card in half?
b Is it alright if I _____ your homework?
c Could you help me _____ for my dog? He's missing.
d Could I _____ your jacket? It would really suit me.
e Would it be OK if I _____ dinner at your house tonight?
f Can you _____ a secret?
g Do you think I could _____ work in July?
h Can I _____ some more ice cream, please?

Track 30 Listen and check your answers.

8 Work with a partner.
Student A, practise the sentences in **activity 7**.
Student B, choose to give or refuse permission. If you refuse, give a reason.
example A: Would you mind if I cut your credit card in half?
B: No, sorry, you can't because I need it!

Change roles and practise again.

70 Lesson 17

Track 30 (page 87, Student Book) 1:06
a) Would you mind if I cut your credit card in half?
b) Is it alright if I *copy* your homework?
c) Could you help me look for my dog? He's missing.
d) Could I wear your jacket? It would really suit me.
e) Would it be OK if I eat dinner at your house tonight?
f) Can you keep a secret?
g) Do you think I could take a week off work in July?
h) Can I have some more ice cream, please?

8

Learners work in pairs to practise the conversations in **activity 7**. Learner A makes a polite request. Learner B tosses a coin. 'Heads' gives permission, 'tails' refuses. If the learner refuses, they should give a reason why not. Read the example and check learners understand activity. Monitor and assist with vocabulary where necessary.

Learners change roles and practise again.

Sounding Natural

9 a Match the words on the left with the sounds on the right.

Could I have	kənjə
Can you	kədjə
Do you think I could	kənaɪhæv
Could you	wʊdʒəmaɪndɪf
Is it alright if	wʊdɪbiːəʊkeɪjɪf
Would it be OK if	dʒəθɪŋkaɪkəd
Would you mind if	ɪzɪtɔːlraɪtɪf
Can I have	kədaɪhæv

b Practise saying the words.

Time to Talk

10 a You are going to role-play asking for, refusing, and giving permission.
Work in pairs. Look at ***Situation 1*** below.
Read your roles and make notes. Role-play the situation.

Situation 1

Student A - you are an employee	**Student B - you are a manager**
Ask your manager for some time off work.	Why would you give permission for time off work?
Think about: Why? How long? When?	Why would you refuse permission for time off work?

b Do the same with ***Situation 2***.

Situation 2

Student B - you need to borrow a car	**Student A - you have just bought a car**
Ask to borrow your friend's car.	Why would you give permission to borrow your car?
Think about: Why? How long? When?	Why would you refuse permission to borrow your car?

Homework - turn to page 97

Sounding Natural

9

Tell learners to match the words on the left with sounds on the right.

9 answers

Could I have - kədaɪhæv
Can you - kənjə
Do you think I could - dʒəθɪŋkaɪkəd
Could you - kədjə
Is it alright if - ɪzɪtɔːlraɪtɪf
Would it be OK if - wʊdɪbiːəʊkeɪjɪf
Would you mind if - wʊdʒəmaɪndɪf
Can I have - kənaɪhæv

Note – If learners are not familiar with 'IPA', refer them to 'Phonemic Chart' on ***page 105****.*

Time to Talk

10a

Explain to learners they're going to role – play asking for, refusing and giving permission.
Ask leaners to read the role cards in the activity and make brief notes, then role – play the situations. Write an example on the board and check learners understand the activity.
Monitor and assist with vocabulary where necessary.

Example
"Excuse me sir. Would it be OK to have Friday off?"
"Why do you need the day off?"
"I my friend is in town, I would like to meet her and have dinner."
"I'm afraid not, because Friday is a very busy day. Could you take Saturday off instead?"
"OK. Thank you."

10b

Learners change roles and do the same with situation 2.
Monitor the learners' use of vocabulary and language.
Make notes on good use of vocabulary and language, and any mistakes.
Feedback as a class.

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

Learners work independently to make notes.
Allow enough time for learners to think and write.
Monitor and assist where necessary

Homework

Highlight the homework reference at the bottom right of **page 71** in the Student Book. Tell learners to turn to **page 97**.
Do **activity 1a** and **2a** examples together as a class.
Set the rest of the activities for homework.

Homework Answers

1
a) Do you think I could leave work early?
b) Could I borrow a pen?
c) Could you open the door?
d) Would it be OK if I turned up the air conditioner?
e) Would you mind if I use this seat?

2
wear - wɛə
copy - kɒpi
look - lʊk
cut - kʌt
eat - iːt
keep - kiːp
have - hæv

18 Fantasy

Fantasy
In this lesson - Talk about wishes and dreams
Core activities - 2-8, 11
Grammar - **Second conditional**
Example:
If I was rich, I would buy you a house.
If I were an animal, I'd be a bird.

Warmer

- Write the following on the board:
  Job, live in a foreign country, win the lottery
- Ask learners questions. If they could have any job in the world, what would it be?
  If they could live in any foreign country, where would it be?
  If they won the lottery, what would they buy?
- Compare answers with the class. What's the most popular answer for each question?

Note – The aim of this activity is just get learners to think about 'if'. Try not to teach the second conditional at this stage.

Introduction

1
Learners work in pairs and discuss questions **a – d** in the activity.
Feedback as a class.

2
Ask learners to match the words in bold from Billy's thoughts with pictures in the activity. Read the example and check learners understand what to do.

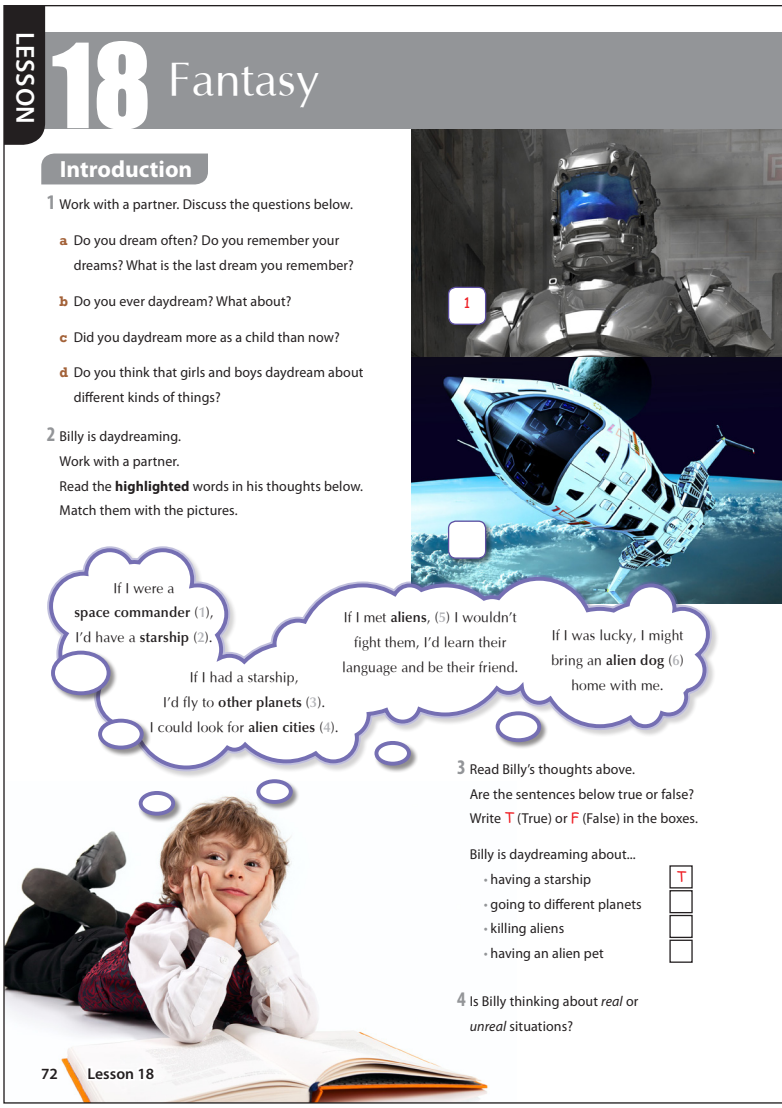
2 answers
Clockwise from the top: 1, 4, 3, 2, 6, 5

3
Learners read Billy's thoughts in **activity 2** and write **T** (true) or **F** (false) in the boxes.

3 answers
T, T, F, T

4
Ask learners if Billy is thinking about 'real' or 'unreal' situations.

4 answers
unreal



LESSON 18 Fantasy

Introduction

1 Work with a partner. Discuss the questions below.

a Do you dream often? Do you remember your dreams? What is the last dream you remember?

b Do you ever daydream? What about?

c Did you daydream more as a child than now?

d Do you think that girls and boys daydream about different kinds of things?

2 Billy is daydreaming.
Work with a partner.
Read the **highlighted** words in his thoughts below.
Match them with the pictures.

If I were a **space commander** (1), I'd have a **starship** (2).

If I had a starship, I'd fly to **other planets** (3). I could look for **alien cities** (4).

If I met **aliens**, (5) I wouldn't fight them, I'd learn their language and be their friend.

If I was lucky, I might bring an **alien dog** (6) home with me.

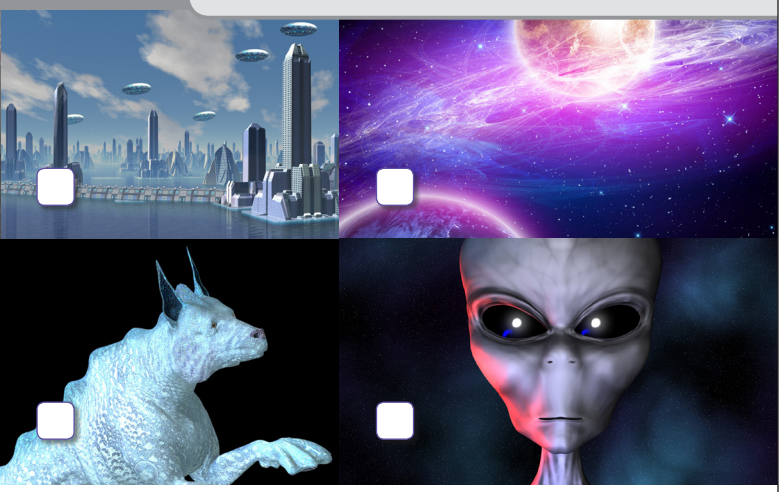
3 Read Billy's thoughts above.
Are the sentences below true or false?
Write T (True) or F (False) in the boxes.

Billy is daydreaming about...
- having a starship [T]
- going to different planets [ ]
- killing aliens [ ]
- having an alien pet [ ]

4 Is Billy thinking about *real* or *unreal* situations?

72 Lesson 18

In this lesson: Talk about wishes and dreams
Grammar: *Second conditional*



Language Focus

5 Work with a partner.
The examples below all use the 'second conditional'. We use this to talk about unreal or unlikely situations.

If I had a starship,	I'd fly to other planets.
	I could look for alien cities.
If I met aliens,	I wouldn't fight them.
	I'd learn their language.
	I'd be their friend.
If I were a space commander,	I'd have a starship.
If I was lucky,	I might bring an alien dog home with me.

We use the 'second conditional' to talk about unreal situations in the **present** or the **future**.

Write the missing words to complete the rules below.

1 We make the 'second conditional' with If + _____ _____, would (not) + base form of the verb.

2 In the 'if' part ('clause') of the sentence, both was and _____ are OK to use.

3 We can use _____ instead of *would* to talk about what would be *a possibility*.

4 We can use _____ instead of *would* to talk about what you would *be able to do*.

Language Focus

5
Go over the example sentences with learners.
Tell them to write the missing words to complete the rules.

5 answers
1) If + past simple, would (not) + base form of the verb.
2) In the 'if' part ('clause') of the sentence, both was and were are OK to use.
3) We can use might instead of would to talk about what would be a possibility.
4) We can use could instead of would to talk about what you would be able to do.

Memo

Practice

6

Learners complete the sentences with words in the boxes. Read the example and check learners understand the activity.

6 answers
See CD script for Track 31. Answers are underlined.

Track 31 Learners listen and check answers.

Track 31 (page 87, Student Book) 0:32
If I were a pop star, life would be great.
I wouldn't have to go to school or do homework.
I'd have lots of money and everyone would like me. I'm not sure where I'd live.
I might stay with my parents, or they could live with me, if they wanted.

7a-e

Learners write the words in the correct order. Read the example and check learners understand the activity.

7a-e answers
a) If I had more free time, I'd do more exercise.
b) If I did more exercise, I'd be healthy.
c) If I were healthy, I'd live longer.
d) If I lived longer, I'd have more children.
e) If I had more children, I'd have less time.

Feedback in pairs, and then as a class.

8

Refer learners to **activity 7**. Explain that all the sentences relate to each other to make a 'chain'. Tell learners to work in pairs and choose a situation from the activity.
Then make a chain of sentences similar to the one in **activity 7**.
Monitor and assist with vocabulary where necessary.

As a class compare chains. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.
Feedback as a class.

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

Extension
Write some situations on the board.
Example: If I were an animal..., If I were the president of a country..., If I were a student again...
As a class, create a chain of sentences similar to the activity using one of the situations on the board.
The first learner starts the chain, and then the next continues. Keep going until all of the learners have spoken. This is a speaking practise, so encourage learners not to prepare sentences.
Make sure learners understand the activity before they start.

Practice

6 Kate is daydreaming about being a pop star. Work with a partner. Complete what she's thinking with the words from the boxes. Write the verbs in the correct form.

If I _____ a pop star, life would be great. I wouldn't _____ ___ go to school or ___ homework.
I'd _____ lots of money and everyone _____ _____ me. I'm not sure where I __ _____.
I _____ _____ with my parents, or they _____ _____ with me, if they wanted.

live	do
be	stay
have to	have
like	live
be	

would
might
would ('d)
could
would

Track 31 Listen and check.

7 Write the words below in the correct order.

a exercise / more / if / free / time / do / had / I / more / I'd
If I had more free time, I'd do more exercise.

b healthy / if / did / more /I'd / exercise / be / I
If _____

c live / I'd / healthy / were / I / longer / if
If _____

d have / children / lived / longer / if / I'd / more / I
If _____

e more / had / children / less / time / I'd / have / if / I
If _____

Check your answers with a partner.

8 Work with a partner. Choose *one* of the situations below and make a similar 'chain' to **activity 7**.

If I had more money...
If I didn't have to work...
If I could speak perfect French...

If _____
If _____
If _____
If _____
If _____

Sounding Natural

9

Track 32 Write 'were' on the board. Ask Learners say it out loud. Then focus their attention on the sentences in the activity. Play the recording. Highlight the schwa sound in 'were'.

10

Play the recording again stopping after each sentence. Together practise saying the sentences with the correct pronunciation. Then have learners say the sentences individually.

Track 32 (page 87, Student Book) 0:32
a) If I were a pop star...
b) If I were you...
c) If I were a teacher...
d) If I were rich...

Sounding Natural

9 Track 32 Listen to the phrases below.
When we speak naturally, how do we say 'were'?

a If I **were** a pop star...
b If I **were** you...
c If I **were** a teacher...
d If I **were** rich...

10 Track 32 Listen again and copy the pronunciation.

Time to Talk

11 a Imagine you had five wishes. What would you wish for? Why?
How would your wishes change things for you or your life?
Would they change things for other people?
Make notes.

b Work with a partner.
Explain what you would wish for, and why.
Make notes about your partner's wishes.

c Tell the class about your partner's wishes.
Is there one thing you can all agree to wish for?

Homework - turn to page 98

Time to Talk

11a
Tell learners to imagine they had five wishes. Ask them what they would wish for and why.
How would the wishes change things for them in their lives? Ask them if they would change things for other people. Give learners a few minutes to think and make notes.

11b
Learners work in pairs and discuss their wishes.
Learners make notes about their partner's wishes.

11c
Learners tell the class about their partner's answers.
Monitor the learners' use of vocabulary and language.
Make notes on good use of vocabulary and language, and any mistakes.

In a private lesson

Tell the learner to think of two wishes they would like for themselves, two wishes they would like for someone they know, and one wish for someone they don't know. Only give them two minutes to think and make notes. After they tell you their wishes, ask them two follow-up questions for each set of wishes.
Change roles. Make sure the learner asks you two follow-up questions.

Homework

Highlight the homework reference at the bottom right of **page 75** in the Student Book. Tell learners to turn to **page 98**.
Set Lesson 18 **activity 1** and **2** for homework.
Do **activity 1a** and **2a** together.

Homework Answers

1
a) If I had a star ship, I could meet aliens.
b) If I was/were a movie star, I wouldn't have to go to school.
c) If I could speak French, I'd live in Paris.
d) If I had five wishes, I'd wish to be rich.
e) If he lived in the countryside, he could have a horse.
f) If I was/were rich, I could buy a Ferrari.
g) If she had lots of free time, she could learn to surf.
h) If he was/were from Italy, he would know how to make good pasta.

2
a) If we had money, we could go to Italy.
b) If I won the race, I'd be delighted.
c) If you won the lottery, would you stop working?
d) If I had a yacht, I could go sailing every weekend.
e) If I were handsome, she would date me.
f) If everyone were perfect, the world would be boring.

LESSON

19 Easy life

Easy Life
In this lesson - Discuss the things people do for you
Core activities - 2-8, 11
Grammar - **Have** (something) **done**
Reflexive pronouns
Example:
I have my hair styled every month by my stylist, Mandy.
I hurt myself.
He's only six years old, but he cooked dinner himself.

Warmer

- Write 'dirty jobs' and 'glamorous jobs' on the board.
- Ask learners to work in pairs and think of three jobs for each heading.
- Pairs read out their jobs to the rest of the class. Write their responses on the board.
- As a class, choose the top three 'dirty jobs' and the top three 'glamorous jobs'.

Introduction

1
Learners match pictures of the people with the jobs. Write the letters in the boxes.

1 answers
Clockwise from the top: a, g, f, b, d, c, e

2
Learners match the jobs with the responsibilities.

2 answers
secretary – type letters
chauffeur – drive cars
nanny – look after children
groundsman – take care of the garden
maid – clean the house
butler – serves food and look after clothes
cook – cook meals

Extension
Ask learners if they've ever done any of the jobs in the pictures. Which jobs would they do? Which job would they never do? Why? Give everybody a chance to respond.

LESSON

19 Easy Life

Introduction

1 Match the pictures of the people with the jobs.

a secretary b maid c groundsman d cook
e butler f chauffeur g nanny

2 Match the jobs with the responsibilities.

secretary	clean the house
maid	cook meals
groundsman	serve food and look after clothes
cook	drive cars
butler	type letters
chauffer	look after children
nanny	take care of the garden

76 Lesson 19

In this lesson: Discuss the things people do for you
Grammar: *Have (something) done*
Reflexive pronouns

Reading

3 Read the article below about Lord Sebastian Fanshawe, the world's laziest man.
Which five jobs from **activity 1** are mentioned?

The Laziest Man in the World

Lord Sebastian Fanshawe is possibly the world's laziest man. Last week I went along to his beautiful countryside mansion to meet him. When his Lordship finally got out of bed, at two o'clock in the afternoon, I asked who kept his home in such beautiful condition.

'Well, you see, I have servants', he said. '**1 I have all the cleaning done for me** by my maid, of course. **2 I have my cars washed** by my chauffeur and the garden looked after by the groundsman. When I'm hungry **3 I have my food cooked** by the cook.'

Just then breakfast arrived, and I was shocked when his butler leaned over the table, picked up the knife and fork and used them to slice through his Lordship's bacon and eggs.

Noticing my amazement, his Lordship said, 'Oh, **4 I always have my food cut up for me**.'

'Do you do anything for yourself?' I asked.

'Oh, yes. I always wash myself in the bath,' he said proudly. '**5 I brush my teeth myself** and... oh, and **6 I choose all my servants myself**, though **7 I have them all interviewed by my mother** first.'

4 Read the article again. Answer the questions below.

a Does Lord Fanshawe wash his car? No, he doesn't.
b Does he cook his meals? _____
c What did his butler do? _____
d What is he proud of? _____
e Who brushes his teeth? _____
f Who chooses his servants? _____
g Who interviews his servants? _____

Check your answers with a partner.

5 Would you like to have servants? If you had servants, what household jobs would they do for you?

Reading

3

Tell learners they're going to read a short article about Lord Sebastian Fanshawe. Ask them which five people from **activity 1** they think will be mentioned. Learners read and check answers.

3 answers
maid, chauffeur, groundsman, cook, butler

4a-g

Learners read the article again and answer questions **a-g**. Read the example and check learners understand the activity.

4a-g answers
a) No, he doesn't.
b) No, he doesn't.
c) He serves and cuts his food.
d) He washes himself in the bath.
e) He brushes his teeth himself.
f) He chooses the servants himself.
g) His mother interviews his servants.

Learners check the answers with a partner.

In a private lesson
Do **activity 3** and **4** as a scanning activity. Ask learner to scan for the answers ignoring the other information. You could give them a time limit for each question.

5

As a class discuss the questions in the activity.
Ask learners a question. If they just had one servant, which one would it be? Write learners' responses on the board.

Memo

Language Focus

6

Go over the explanations and the example sentences under them with learners.
Tell learners to write the reflexive pronouns below to complete the table. Read the example and check learners understand the activity.

6 answers
me – myself
you – yourself
him – himself
her – herself
it – itself
us – ourselves
them – themselves

Read the last two explanation and the examples under it with learners.

7

Tell learners to work in pairs and look at the article in **activity 3** to find more examples of the patterns in Language Focus.

7 answers
Subject and object are the same: "I brush my teeth myself..."
Something done by the subject: "I choose all my servants myself..."
Have/has + job + past participle form of the verb: "I have all my cleaning done for me by my maid..."
When we mention the person who does the job, we use by: "I have my food cooked for me by the cook"

Practice

8a-g

Learners work in pairs to correct the mistakes in the sentences. Read the example and check learners understand the activity.

8a-g answers
See CD script for Track 33.

Track 33 Learners listen and check answers.

Track 33 (page 87, Student Book) 1:07
a) No, I won't pay for your vacation. Pay for it yourself.
b) She had her car repaired at the garage when it broke down.
c) I didn't decorate my living room myself. I had it done by a firm of decorators.
d) I had such a great time. I really enjoyed myself.
e) Where did you have your hair cut?
f) It was too big to carry home, so I had it delivered. It came this morning.
g) He's so lazy. He has all his meals cooked.

Language Focus

We call words like 'yourself' and 'myself' *reflexive pronouns*.
We use reflexive pronouns when:

- The subject and the object are *the same*.

Do you do anything for yourself?

- We want to stress that something is done by the subject of the sentence.

I always wash myself in the bath.

6 Write the reflexive pronouns below to complete the table.

me	myself
you	yourself
him	
her	
it	
us	
them	

When we talk about a job that we ask or pay someone to do for us, we can use this pattern:

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

I always have my food cut up for me.

When we mention the person who does the job, we use **by**:

I have my cars washed by my chauffeur.

7 Work with a partner. Look at the article in **activity 3** and find more examples of the above patterns.

Practice

8 Work with a partner.
Correct the mistakes in the following sentences.
Sometimes there is more than one mistake in a sentence.

a No, I won't pay for your vacation. Pay for it you.
No, I won't pay for your vacation. Pay for it yourself.

b She had her car repairing at the garage when it broke down.
_____
_____

c I didn't decorate my living room me. I did it by a firm of decorators.
_____
_____

d I had such a great time. I really enjoyed me.
_____
_____

e Where did you cut have your hair?
_____

f It was too big to carry home so I delivered it. It came this morning.
_____
_____

g He's so lazy. He has all his meals cooks.
_____
_____

Track 33 Listen and check.

78 Lesson 19

Sounding Natural

9

Learners match the words on the left with the sounds on the right.

9 answers
secretary - sekrət(ə)ri
chauffeur - ʃəʊfə
nanny - næni
groundsman - graʊndzmən
maid - meɪd
butler - bʌtlə
cook - kʊk

Feedback in pairs, and then as a class.

Drill the words chorally, then individually using the correct pronunciation.

Sounding Natural

9 Match the words on the left with the sounds on the right.

secretary	næni
chauffeur	meɪd
nanny	bʌtlə
groundsman	ʃəʊfə
maid	kʊk
butler	sekrət(ə)ri
cook	graʊndzmən

10 Practise saying the words.

Time to Talk

11 a What kind of things do you do for other people? What kind of things do you usually do for yourself?
What kind of things do you usually/sometimes have done? Who by? Make notes.

Wash hair – usually myself, sometimes hairdresser

Is there anything you do that you'd like to have done by someone else?
Is there anything you'd *never* have done by someone else? Why? Make notes.

b Work with a partner. Ask and answer questions. Make notes.

example What kind of things do you usually have done by someone else?
Is there anything you'd never have done by someone else?

c Tell the class about your partner's answers.

d Is there anything that *everyone* has done by someone else?

Homework - turn to page 99

Time to Talk

11a

Explain to learners they're going to discuss things that they do for themselves or other people.
Demonstrate the activity by writing some brief notes about yourself on the board.
Learners make brief notes about questions in the activity.
Monitor and assist with vocabulary where necessary.

11b

In pairs, learners ask and answer questions about the notes they made in **activity 10a**. Tell them to make brief notes about their partner's answers. Read the example and check learners understand the activity.

11c

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

Feedback as a class.

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

11d

As a class, discuss the question in the activity.

In a private lesson

Prepare some examples of things you do yourself and have done for you. Write you examples on the board.
Ask your learner to ask a follow-up question for each thing you've written on the board.

Example:

"I usually have my shirts dry cleaned."

"How often do you have them cleaned?"

"About every two weeks."

Change roles.

Homework

Highlight the homework reference at the bottom right of **page 79** in the Student Book. Tell learners to turn to **page 99**.
Set Lesson 19 **activity 1** and **2** for homework.
Do **1a** and **2a** together.

Homework Answers

1

a) Don't worry; I can pay for my coffee myself.
b) You have to water the plants. They can't grow by themselves.
c) If we want to live in a house, we'll have to buy it ourselves.
d) He never irons his shirts for himself.
e) You should go to the shop for yourself. I might make a mistake.
f) She didn't drive the car herself. The chauffeur did.

2

a) My hair's too long. I need to have it cut.
b) My car broke down, but I took it to the garage and had it fixed.
c) Could you take my shirts to the cleaners to have them washed?
d) We're staying at my parents' house, because we're having our place painted.
e) I really don't like having my photograph taken.

20 Children's Games

Children's Games
In this lesson - Listen to and discuss a childhood story
Core activities - 3-9
Skills - Extended speaking and vocabulary

Warmer

- On the board write the following sentence:
  "How many things can you think of that...?"
- Next write "... fits inside a matchbox".
  Ask learners to work in pairs and write down as many things as they can in two minutes.
  The pair with the most items is the winner.
  Possible answers: coin, paper clip, pin, SD card, matches, watch battery, stamp, and earrings.
- Learners change partners. Explain to them that they have to think of a "How many things can you think of that..." question.
  Example:
  ... are bigger than you are?
  ... are rectangular?
  ... people enjoy looking at?
  ... have handles?
  ... have buttons?
- Learners read their sentences to the class. The rest of the class tries to think of as many responses as they can.

Introduction

1
Learners match pictures with the words in the box.

1 answers
Clockwise from top left:
d, c, a, b

2
Ask learners if they've played any of the games in the pictures.
Elicit the rules for 'hide and seek', 'hopscotch', or 'tag'.
Write their responses on the board.

Extension
Ask learners what they know about some traditional games played in their countries. Ask them to work in pairs and write a brief explanation of how the games are played.

Learners read their explanation to the class.

LESSON 20 Children's Games

Introduction

1 Look at the pictures above of children. What are they doing?
Match the words in the box with the pictures.

a playing hide-and-seek b skipping c playing tag d playing hopscotch

2 Did you play any of these games when you were a child?

80 Lesson 20 Skills

In this lesson: Listen to and discuss a childhood story
Skills: *Extended speaking and vocabulary*

Listening

3 You are going to listen to a story from Joanne's childhood.

a Write the words from the box under the pictures below.

b The pictures below are from Joanne's story. What do you think happens?

building site | brother and sister | wet concrete | wellington boots

4 Track 34 Listen to the first part of the story. Answer the questions below.

a Where were Joanne and her brother, Paul? _____

b What were Joanne and Paul doing? _____

Skills Lesson 20 81

Listening

3a

Explain to learners they're going to listen to a story from Joanne's childhood.
Tell learners to write the words from the box under the pictures.

3b

Ask learners what they think happens in Joanne's story.

Teaching Tip - Speculation
encourage learners to speculate and make guesses before a Reading or Listening task. This activates their existing knowledge and gets them in the right frame of mind for the task. It also adds interest to the task, because learners listen or read to see if they were right in what they guessed.

4a+b

Track 34 Learners listen to the recording and answer the questions.

4a+b answers
a) At building site near their house.
b) They were playing hide-and-seek.

Track 34 (page 87, Student Book) 0:35
Narrator *- I must have been about six or seven, and my brother about three. As soon as we had finished lunch, we went outside to play. There was a building site near our house. We were really excited and played hide-and-seek in the half-built houses. I was looking for my brother, when suddenly I heard him crying, 'Help! Help!' I was really scared.*

Memo

5a+b

Learners work in pairs and answer questions **a** and **b**. Give them a few minutes to think and make notes. Learners share their ideas with the class.

5a+b answers

Learner's own answers.

6

Track 35 Learners listen to the second part of the story to see if they were correct.

Track 35 (page 87, Student Book) 0:35

Narrator - *I looked for him, and found him in the middle of some wet concrete. He was stuck and he was sinking. Before I'd thought about it, I walked onto the concrete to rescue him. And then I started sinking, too! We were both crying and shouting, when a man walked past.*

Learners work in pairs to discuss their answers. Feedback as a class.

7a

Learners change partners and guess how the story will end. Give them a few minutes to think and make notes. Monitor and assist with vocabulary where necessary.

7b

Learners share ideas with the class.

8

Track 36 Learners listen to the final part of the story to see if they're correct.

Track 36 (page 87, Student Book) 0:48

Narrator - *He asked me what had happened and where I lived. Then he said, 'Wait here. I'll get your mum,' and he left. We started to cry even more! We were getting deeper and deeper! By the time they arrived, we'd sunk to our knees! Anyway, this man and Mum put some wood across the wet concrete, and helped us out. What a relief! We went home, and after we'd had a bath, we had our tea. I remember feeling very happy and safe, but then I started to cry. I realised I'd lost my favourite red Wellington boots!*

5 Work with a partner. Answer the questions below.

a Why do you think Joanne's brother was crying, "Help! Help!"?

b What do you think happened next? Make notes.

6 Track 35 Listen to the second part of the story. Were you correct?

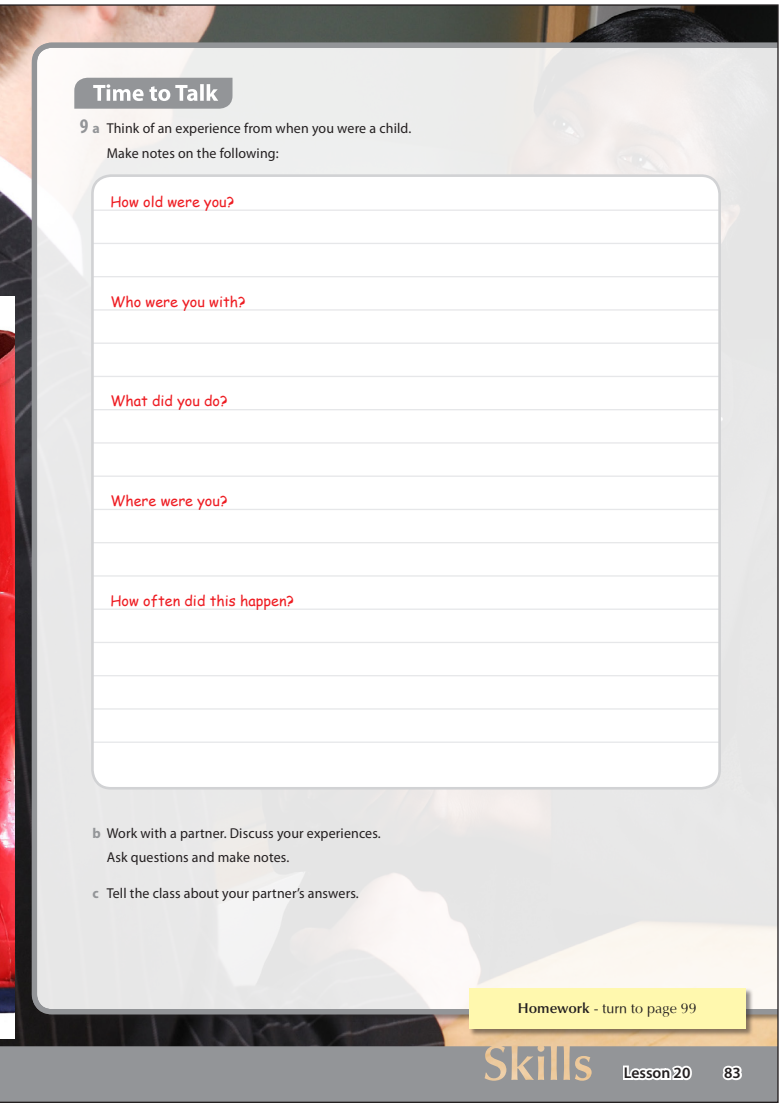
7 Work with a partner.

a What do you think will happen at the end? Make notes.

b Share your ideas with the class.

8 Track 36 Listen to the final part of the story. Were you correct?

82 Lesson 20 Skills



Time to Talk

9 a Think of an experience from when you were a child.
Make notes on the following:

How old were you?

Who were you with?

What did you do?

Where were you?

How often did this happen?

b Work with a partner. Discuss your experiences.
Ask questions and make notes.

c Tell the class about your partner's answers.

Homework - turn to page 99

Skills Lesson 20 83

Time to Talk

9a

Explain to learners that they're going to talk about a childhood experience. Ask them to think about an experience and make brief notes about the questions in the activity.
Monitor and assist as necessary.

9b

Learners work in pairs to discuss their experiences. Encourage them to ask follow-up questions.

9c

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

Feedback as a class.

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

In a private lesson

Instead of having the learner write notes, ask them to retell the story from the listening activity on their own. Ask them some follow-up questions to elicit more information.

Homework

Highlight the homework reference at the bottom of **page 83**. Tell learners to turn to **page 99**.
Set homework for the lesson.
Do **1a** together.

Homework Answers

1
1. a
2. c
3. d
4. g
5. b
6. e
7. f
8. k
9. i
10. h
11. j