

# Time to Talk

21st Century Communication Skills

Teacher's Guide

Upper-Intermediate

B2



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# 1 The Best Days of Your Life?

## The Best Days of Your Life?

**In this lesson** - Share and compare your school experiences

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

**Function** - Sharing and comparing experiences

## Introduction

### 1a

Go over the instructions and items in the list to check understanding. Learners work independently to read the list of things related to school life, and mark the best thing (✓) and the worst thing (x).

Monitor and assist as necessary.

### 1b

Feedback. Learners briefly share their ideas from **activity 1a** with the class.

## Listening

### 2

**Track 01** **Track 02** Go over the instructions and table to check understanding.

Learners listen to two conversations about people's experiences of school and use the table to make notes about the conversations.

Feedback in pairs and then as a class.

With less confident learners, you may like to conduct pair and class feedback after **Conversation 1**, before moving on to **Conversation 2**.

### 2 answers

	What do they talk about?	Were their experiences generally similar or different?	Any other information
Conversation 1 Pat and Zoe	<b>about not paying attention in class</b>	<b>similar</b>	<b>Patrick talks about maths lessons. Zoe talks about a French class. They were both really embarrassed when asked about what the teacher had been saying.</b>

# 1 The Best Days of Your Life?

## Introduction

**1a** Work on your own. Read the list below, of things related to school life. Mark the best thing (✓) and the worst thing (x).

clubs and after-school activities  
homework  
long holidays  
other students  
rules and discipline  
school dinners / packed lunches  
school trips  
exams  
sports days  
teachers  
school uniform  
your studies

**b** Share your ideas from **activity 1a** with the class.

4 Lesson 1

Conversation 2  
Paul and Freda

**packed lunches**

**different**

**Freda's mother made her very healthy lunches – lots of salad. Paul's father made him hamburgers and, sometimes, ketchup sandwiches (which Paul enjoyed).**

### 3a

Go over the instructions and example to check understanding.

In pairs, learners read the excerpts from the conversations in **activity 2** and write a number next to each to show if it comes from **Conversation 1** or **Conversation 2**.

Monitor and assist as necessary.

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



## Listening

- 2** **Track 01** **Track 02** Listen to two conversations about people's experiences of school.  
Use the table below to make notes about the conversations.

	What do they talk about?	Were their experiences generally similar or different?	Any other information
<b>Conversation 1</b> Pat and Zoe			
<b>Conversation 2</b> Paul and Freda			

- 3 a** Work with a partner. Read the excerpts below from the conversations in **activity 2**.  
Write a number next to each excerpt to show if it comes from **Conversation 1** or **Conversation 2**.

- 1 I remember her making it every morning. 2
- 2 I remember he used to bang the table and shout. \_\_\_\_
- 3 That happened to me too. \_\_\_\_
- 4 I remember looking out the window for most of a French lesson. \_\_\_\_
- 5 It wasn't quite like that for me. \_\_\_\_
- 6 It was just like that for me. \_\_\_\_
- 7 I remember his ketchup sandwiches. \_\_\_\_
- 8 It wasn't like that for me at all. \_\_\_\_

- b** **Track 01** **Track 02** Listen again and check your answers to **activity 3a**.

Lesson 1 5

**Zoe** - That happened to me too. I remember looking out the window for most of a French lesson once, then the class became silent and everyone was staring at me and, er, and the teacher stood in front of me and said, 'What did I just say?' I could have died.

**Pat** - Yeah, it was just like that for me. So embarrassing. I loved French, though. Mrs Potter made sure that her lessons were fun.

**Track 02** (page 86, Student Book) 0:49

Conversation 2 - Paul and Freda

**Paul** - Did you eat in the school cafeteria or did you take your own lunch?

**Freda** - I always had a packed lunch made by my mum. I remember her making it every morning. Always really healthy stuff.

**Paul** - It wasn't quite like that for me. My dad used to make lunch for us. And he wasn't great on healthy food. I remember his ketchup sandwiches.

**Freda** - Ketchup sandwiches?

**Paul** - Yeah. He wasn't a great cook actually. He usually gave us hamburgers. But if he was busy, he'd make us ketchup sandwiches. I really liked them, actually.

**Freda** - It wasn't like that for me at all. Always healthy stuff with my mum. Lots of salads.

## 3b

- Track 01** **Track 02** Learners listen again and check their answers to **activity 3a**.

Feedback in pairs and then as a class.

### 3a+b answers

- 1) I remember her making it every morning. **2**
- 2) I remember he used to bang the table and shout. **1**
- 3) That happened to me too. **1**
- 4) I remember looking out the window for most of a French lesson. **1**
- 5) It wasn't quite like that for me. **2**
- 6) It was just like that for me. **1**
- 7) I remember his ketchup sandwiches. **2**
- 8) It wasn't like that for me at all. **2**

**Track 01** (page 86, Student Book) 0:58

Conversation 1 - Pat and Zoe

**Pat** - Maths was the worst for me.

**Zoe** - Why's that?

**Pat** - Well, I just couldn't pay attention in class. I never really understood a word the teacher said. So, while he was talking, I just kind of stopped listening. I remember he used to bang the table and shout, 'Patrick Stringer! What was the last thing I said?'



## Language Focus

### 4a

Go over the information, instructions and example with learners.

In pairs, learners find examples of the expressions in **activity 3a** and write them on the correct lines.

Monitor and assist as necessary.

Feedback as a class.

#### 4a answers

*I remember + noun*

***I remember his ketchup sandwiches.***

*I remember + -ing form of the verb*

***I remember looking out the window for most of a French lesson.***

*I remember + someone + -ing form of the verb*

***I remember her making it every morning.***

*(I remember) + someone + used to + base form of the verb*

***I remember he used to bang the table and shout.***

### 4b

Go over the information, instructions and example with learners.

In pairs, learners complete the table with expressions from **activity 3a**.

Monitor and assist as necessary.

Feedback as a class.

#### 4b answers

*when you had a similar experience*

*I remember (doing) that (too).*

***That happened to me too.***

***It was just like that for me.***

*when you had a different experience*

*It was (a bit / very / completely) different for me.*

***It wasn't quite like that for me.***

***It wasn't like that for me at all.***

## Practice

### 5

Go over the instructions and check understanding.

Learners work independently to choose *one* of the topics related to school life from the word cloud in **activity 7**, and then write *four* sentences that are true for themselves about the topic they choose.

Highlight the fact that learners should use a different expression from **activity 4a** for each sentence they write.

Monitor and assist as necessary.

Feedback as a class.

## Language Focus

**4 a** We can use various expressions when we recall past experiences.

Work with a partner. Find examples of the following expressions in **activity 3a** and write them on the correct lines below.

*I remember + noun*

***I remember his ketchup sandwiches.***

*I remember + -ing form of the verb*

*I remember + someone + -ing form of the verb*

*(I remember) + someone + used to + base form of the verb*

**b** We can use various expressions when we *compare* past experiences.

Work with a partner. Complete the table below with expressions from **activity 3a**.

<i>when you had a similar experience</i>	<i>when you had a different experience</i>
<i>I remember (doing) that (too).</i>	<i>It was (a bit / very / completely) different for me.</i>
<b><i>That happened to me too.</i></b>	

## Practice

**5** Work on your own. Choose *one* of the topics related to school life from the word cloud in **activity 7**.

Write *four* sentences that are true for you about the topic you choose.

Use a different expression from **activity 4a** for each sentence you write.






## Sounding Natural

6 a **Track 03** Listen. Mark (●) the main stress in the expressions below.

- 1 I remember doing that too.
- 2 That happened to me too.
- 3 It was just like that for me.
- 4 It was a bit different for me.
- 5 It wasn't like that for me at all.
- 6 It wasn't quite like that for me.

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

c Work in pairs. Read each other the sentences you wrote in **activity 5**. Respond to your partner's sentences with expressions from **activity 6a**.

## Time to Talk

7 a Work on your own. Think about your experiences at school. Choose *three* of the topics related to school life from the word cloud and make notes about your experiences of these. Choose different topics to the one you wrote about in **activity 5**.

other students  
homework  
exams  
clubs and after-school activities  
your studies  
long holidays

school trips  
school dinners / packed lunches  
rules and discipline  
school uniform  
sports days  
teachers


b Work with a partner. Share and compare the school experiences you made notes on in **activity 7a**. Ask questions to get more information.

c Tell the class about your partner's answers.

Homework - turn to page 96

Lesson 1 7

## Time to Talk

### 7a

Go over the instructions and check understanding. Learners work independently to choose *three* of the topics related to school life from the word cloud and make notes about their experiences of these. Point out that learners should choose different topics to the one they wrote about in **activity 5**.

Monitor and assist as necessary.

### 7b

Go over the instructions and check understanding. In pairs, learners share and compare the school experiences they made notes on in **activity 7a**, asking questions to get more information.

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

### 7c

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

## Homework

Highlight the homework reference at the bottom right of **page 7** of the Student Book. Ask learners to turn to **page 96**.

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

## Sounding Natural

### 6a

**Track 03** Go over the instructions and example to check understanding. Learners listen and mark the main stress in the expressions.

Feedback in pairs and then as a class.

#### 6a answers

See CD script for Track 03 - answers in **bold**.

**Track 03** (page 86, Student Book) 0:36

- 1) I remember doing that **too**.
- 2) That happened to me **too**.
- 3) It was just like that for **me**.
- 4) It was a bit **different** for me.
- 5) It wasn't like that for me at **all**.
- 6) It wasn't quite like that for **me**.

### 6b

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

### 6c

Go over the instructions and check understanding. In pairs, learners read each other the sentences they wrote in **activity 5**, and respond to their partner's sentences with expressions from **activity 6a**.

Monitor and assist as necessary.

## Homework Answers

### 1

- a) I **used to hate sports** ~~hating~~ lessons at school. I remember **pretending to be sick** ~~pretend~~ so I didn't have to do them.
- b) My parents wanted me to succeed. I remember **them paying for extra lessons** ~~they~~ after school.
- c) The headteacher at my primary school was lovely. I still remember **his friendly smile** ~~smiling~~.
- d) I remember **getting the bus to school** ~~to~~ every morning. **I used to love that journey** ~~loving~~!
- e) My best friend was Tom. **We used to live** ~~us~~ on the same street. I remember **him walking to school** ~~he~~ with me every day.

### 2

Learner's own answers.



# 2 About Time

## About Time

**In this lesson** - Talk about how you use time

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

**Vocabulary** - Expressions related to time

## Introduction

### 1a

Go over the instructions and example to check understanding. Explain *proverb* ('a well known saying that gives you advice') if necessary. In pairs, learners use the words from the box to complete the proverbs related to time.

Monitor and assist as necessary.

Feedback as a class, but don't explain any of the proverbs at this stage – learners will discuss these in the next activity.

### 1a answers

- 1) Don't put off until tomorrow what you can do **today**.
- 2) A stitch in time saves **nine**.
- 3) Time is **money**.
- 4) There's no time like the **present**.

### 1b

As a class, learners discuss what they think the meanings of the proverbs in **activity 1a** are.

### 1c

Learners look at the bottom of the page to check their ideas from **activity 1b**.

### 1b+c answers

- 1) Don't put off until tomorrow what you can do today.  
- **Don't keep postponing jobs – do them now.**
- 2) A stitch in time saves nine.  
- **If you deal with problems quickly, it saves you work in the future.**
- 3) Time is money.  
- **Don't waste time (because you could be using it to make money).**
- 4) There's no time like the present.  
- **Take action now, instead of waiting.**

### 2a-c

Discuss the questions as a class.

# 2 About Time



## Introduction

**1 a** Work with a partner. Use the words from the box to complete the proverbs related to time.

money    nine    present    today

- 1 Don't put off until tomorrow what you can do today.
- 2 A stitch in time saves \_\_\_\_\_.
- 3 Time is \_\_\_\_\_.
- 4 There's no time like the \_\_\_\_\_.

**b** Discuss what you think the meanings of the proverbs in **activity 1a** are.

**c** Look at the bottom of the page to check your ideas from **activity 1b**.

**2** Discuss the questions below as a class.

- a** Do you like or dislike any of the proverbs in **activity 1**? Which ones?
- b** Do you have any similar proverbs in your language?
- c** Do you know any proverbs in your language that are related to time?

## Reading

**3** Read the article on **page 9** quickly. Complete the subtitles with the phrases from the box below.

big job  
small job  
~~too much to do~~  
want extra time  
want to save time in the morning

**activity 1c answer:**  
**1** Don't keep postponing jobs – do them now.  
**2** If you deal with problems quickly, it saves you work in the future.  
**3** Don't waste time (because you could be using it to make money).  
**4** Take action now, instead of waiting.

## Reading

### 3

Direct attention to the article on **page 9**.

Go over the instructions, list of phrases and example to check understanding. Learners read the article on **page 9** quickly and complete the subtitles with the phrases from the box. Set a time limit of one minute.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

### 3 answers

See **Reading** text - answers underlined.

### Reading text

Five great tips to help you **make the most of your time**

Too much to do? Decide what's important!  
Something may seem important now, but is it important **in the long run**? In ten years' time, 80% of what you do today will not turn into anything useful, so why do it? Spend your time on what is essential. Forget the rest.





**Five great tips to help you make the most of your time**

**Too much to do** ? **Decide what's important!**  
Something may seem important now, but is it important **in the long run**? In 10 years' time, 80% of what you do today will not turn into anything useful, so why do it? Spend your time on what is essential. Forget the rest.

**Do it now!**  
If you can do something (like a household chore, or replying to an email) in two minutes, don't put it off. You will have to do it **sooner or later**, but planning to do it, remembering to do it, and finally doing it in the future will take five minutes or more. Do it now and save three minutes.

**Cut it up!**  
Don't think that you have to finish a big job all **in one sitting**. If you do that, you might never start it. Instead, work on it **bit by bit**, five minutes **at a time**.

**Use what you have!**  
How do you **find time** to learn something new or start a new project? Think about all the little 'pockets' of time that you have. Every day we have **time to kill** while we ride on public transport or wait in queues. Other people play games on their phones, but you could be studying a new language. If you have **a spare minute**, use it!

**Do different things at the same time!**  
Always **in a rush** in the morning? Try brushing your teeth in the shower or eating breakfast while you get dressed. If you do two or more things **at once**, you'll be ready for work **in no time at all**.

4 a Read the article again and make a note of your answers to the questions below.

- 1 What things in the article do you already do?
- 2 Which tip in the article do you think is the most useful? Why?

b Work with a partner. Compare your answers to the questions in **activity 4a**.

c Tell the class about your partner's answers.

Lesson 2 9

## 4a

Go over the instructions and check understanding. Learners read the article again and make a note of their answers to the questions.

Monitor and assist as necessary.

## 4b

In pairs, learners compare their answers to the questions in **activity 4a**.

Monitor and assist as necessary.

## 4c

Learners tell the class about their partner's answers.

### Small job? Do it now!

If you can do something (like a household chore, or replying to an email) in two minutes, don't put it off. You will have to do it **sooner or later**, but planning to do it, remembering to do it, and finally doing it in the future will take five minutes or more. Do it now and save three minutes.

### Big job? Cut it up!

Don't think that you have to finish a big job all **in one sitting**. If you do that, you might never start it. Instead, work on it **bit by bit**, five minutes **at a time**.

### Want extra time? Use what you have!

How do you **find time** to learn something new or start a new project? Think about all the little 'pockets' of time that you have. Every day we have **time to kill** while we ride on public transport or wait in queues. Other people play games on their phones, but you could be studying a new language. If you have **a spare minute**, use it!

### Want to save time in the morning? Do different things at the same time!

Always **in a rush** in the morning? Try brushing your teeth in the shower or eating breakfast while you get dressed. If you do two or more things **at once**, you'll be ready for work **in no time at all**.



## Language Focus

### 5

Go over the instructions and example to check understanding. In pairs, learners read the highlighted expressions in the article on **page 9**, then draw lines in the table to match the expressions with the correct meanings.

Monitor and assist as necessary.

Feedback as a class.

Teach, drill, and board any unfamiliar items.

#### 5 answers

<i>make the most of your time</i>	<b>use your time in the best way you can</b>
<i>in the long run</i>	<b>in the end / after a long period of time</b>
<i>sooner or later</i>	<b>at some time or other in the future</b>
<i>in one sitting</i>	<b>during one period of time, without stopping</b>
<i>bit by bit</i>	<b>gradually – first one part, then another part, then another, etc.</b>
<i>at a time</i>	<b>each time (something is done)</b>
<i>find time</i>	<b>have / make time (to do something)</b>
<i>(have) time to kill</i>	<b>(have) nothing to do for a period</b>
<i>a spare minute</i>	<b>a short time when you have nothing else to do</b>
<i>in a rush</i>	<b>in a situation where you hurry and have to do things quickly</b>
<i>at once</i>	<b>at the same time</b>
<i>in no time at all</i>	<b>very quickly</b>

## Practice

### 6a

Go over the instructions and example to check understanding. In pairs, learners underline the correct expression to complete each sentence.

Monitor and assist as necessary.

Feedback as a class.

#### 6a answers

- 1) I like to **make the most of my time** at weekends because I work so hard all week.
- 2) Everyone worked hard and we finished the job **in no time at all**.
- 3) I know you're busy, but if you've got **a spare minute**, I'd like to ask you something.

## Language Focus

5 Work with a partner. Read the **highlighted** expressions in the article on **page 9**, then draw lines in the table below to match the expressions with the correct meanings.

<b>make the most of your time</b>	in the end/after a long period of time
<b>in the long run</b>	at some time or other in the future
<b>sooner or later</b>	use your time in the best way you can
<b>in one sitting</b>	gradually – first one part, then another part, then another, etc.
<b>bit by bit</b>	each time (something is done)
<b>at a time</b>	during one period of time, without stopping
<b>find time</b>	(have) nothing to do for a period
<b>(have) time to kill</b>	a short time when you have nothing else to do
<b>a spare minute</b>	have/make time (to do something)
<b>in a rush</b>	very quickly
<b>at once</b>	in a situation where you hurry and have to do things quickly
<b>in no time at all</b>	at the same time

## Practice

6 a Work with a partner. Underline the correct expression to complete each sentence below.

- 1 I like to **find time** / **make the most of my time** at weekends because I work so hard all week.
- 2 Everyone worked hard and we finished the job **in no time at all** / **sooner or later**.
- 3 I know you're busy, but if you've got **a spare minute** / **time to kill**, I'd like to ask you something.
- 4 I was late and **in a rush** / **at a time** when I arrived, so I couldn't relax and say hello.
- 5 It was a big project, but we did it slowly, **at once** / **bit by bit**, and finished it over two months.
- 6 Learning a new language is hard work, but it's a good thing to do **in one sitting** / **in the long run**.

b Complete the sentences below with the expressions you did *not* underline in **activity 6a**.

- 1 He works too hard and can't **find time** to relax with his family.
- 2 Everyone started talking \_\_\_\_\_ and I couldn't understand what anyone said.
- 3 He's got long legs and walks up stairs two steps \_\_\_\_\_.
- 4 If I have \_\_\_\_\_, I like to relax with a good book.
- 5 It was a fantastic drama series. I watched it all \_\_\_\_\_ over the weekend.
- 6 You need to save money because we all have to retire \_\_\_\_\_.

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- 4) I was late and **in a rush** when I arrived, so I couldn't relax and say hello.
- 5) It was a big project, but we did it slowly, **bit by bit** and finished it over two months.
- 6) Learning a new language is hard work, but it's a good thing to do **in the long run**.

### 6b

Go over the instructions and example to check understanding. In pairs, learners complete the sentences with the expressions they did *not* underline in **activity 6a**.

Monitor and assist as necessary.

Feedback as a class.

#### 6b answers

- 1) He works too hard and can't **find time** to relax with his family.
- 2) Everyone started talking **at once** and I couldn't understand what anyone said.
- 3) He's got long legs and walks up stairs two steps **at a time**.
- 4) If I have **time to kill**, I like to relax with a good book.
- 5) It was a fantastic drama series. I watched it all **in one sitting** over the weekend.
- 6) You need to save money because we all have to retire **sooner or later**.







# 3 Could I Ask a Few Questions?

## Could I Ask a Few Questions?

**In this lesson** - Ask people questions about things that they have

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

**Grammar** - Review of question forms

**Examples:**

*Where did you buy those shoes?*

*What makes you happy?*

*Can I ask where you live?*

*I'd like to know if / whether you've been here before.*

*Can I ask what you want it for?*

## Introduction

### 1a+b

Direct attention to the pictures on **pages 12 and 13**. Elicit what learners can see in them and discuss the questions briefly as a class.

## Listening

### 2

**Track 05** **Track 06** Go over the instructions and check understanding. Learners listen to the two conversations and write letters to match each conversation with a second-hand item from **activity 1**.

### 2 answers

Conversation 1 **C**

Conversation 2 **B**

### 3a

Go over the instructions and example to check understanding. In pairs, learners read the extracts from the conversations in **activity 2** and circle a number next to each to show if it comes from **Conversation 1** or **Conversation 2**. You may like to check understanding of **sporty** (in this context, of a car, 'small and fast').

Monitor and assist as necessary.

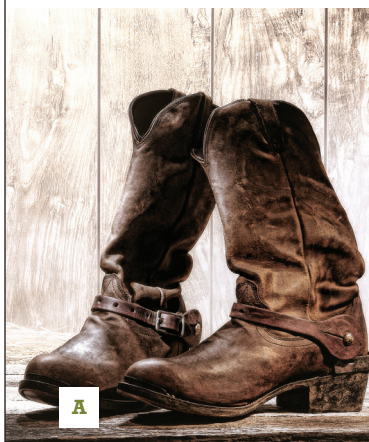
Feedback as a class, but don't confirm any answers at this stage – learners will listen to check for themselves in the next activity.

### 3b

**Track 05** **Track 06** Learners listen again and check their answers to **activity 3a**.

Feedback in pairs and then as a class.

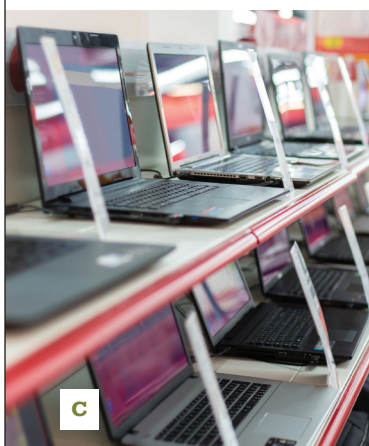
# 3 Could I Ask a Few Questions?



**A**



**B**



**C**



**D**

12 Lesson 3

### 3a+b answers

- 1) Certainly, sir. What do you want to know? **1**
- 2) What are you looking for? Do you want something sporty? **2**
- 3) All our vehicles are reliable. Can I ask how much you want to pay? **2**
- 4) I'm interested in this laptop. Could you tell me how old it is? **1**
- 5) Can I ask if the software's up to date? **1**
- 6) I see the door's been painted. What happened to it? **2**

### Track 05 (page 86, Student Book) 0:48

Conversation 1

**Customer** – Excuse me, could I ask a few questions?

**Saleswoman** – Certainly, sir. What do you want to know?

**Customer** – Actually, yes, I'm interested in this laptop. Could you tell me how old it is?

**Saleswoman** – Er, it's only a couple of years old, I think.

**Customer** – OK. And can I ask if the software's up to date?

**Saleswoman** – Absolutely. It's got the latest operating system.

**Customer** – Right. Is it guaranteed?

**Saleswoman** – To be honest, it's second-hand and a very good price, and... Well, we don't give guarantees on laptops, I'm afraid.



**Customer** – OK, I'll have to think about it, but thanks for your help.



## Introduction

- 1** Look at the pictures on **pages 12 and 13**, and discuss the questions below as a class.
- a** Can you buy second-hand goods like these in your country? Where?
- b** Which items would you consider buying second-hand?  
What questions would you ask the sellers?

## Listening

- 2**  **Track 05**  **Track 06** Listen to two conversations. Write letters below to match each conversation with a second-hand item from **activity 1**.

Conversation 1 .....

Conversation 2 .....

- 3 a** Work with a partner. Read the extracts below from the conversations in **activity 2**. Circle a number next to each extract to show if it comes from **Conversation 1** or **Conversation 2**.

- |   |  |     |
|---|--|-----|
| 1 | Certainly, sir. What do you want to know? .....                          | 1/2 |
| 2 | What are you looking for? Do you want something sporty? .....            | 1/2 |
| 3 | All our vehicles are reliable. Can I ask how much you want to pay? ..... | 1/2 |
| 4 | I'm interested in this laptop. Could you tell me how old it is? .....    | 1/2 |
| 5 | Can I ask if the software's up to date? .....                            | 1/2 |
| 6 | I see the door's been painted. What happened to it? .....                | 1/2 |

- b**  **Track 05**  **Track 06** Listen again and check your answers to **activity 3a**.



# Memo

[illegible]

**Track 06** (page 86, Student Book) 0:52

### Conversation 2

**Salesman** - Morning, madam. How can I help? **Customer** - Well... I'm looking for something second-hand...

**Salesman** - Well, you've come to the right place. What are you looking for? Do you want something sporty?

**Customer** - Just something reliable, please – and not too big.

**Salesman** - All our vehicles are reliable. Can I ask how much you want to pay?

**Customer** - Well, I'm on quite a tight budget.

**Salesman** - Not a problem... We have this very nice model over here.

**Customer** - Yes, it is nice, isn't it?

**Salesman** - And we're offering it at a very special price.

**Customer** - I see the door's been painted. What happened to it?

**Salesman** - Oh, it had a few scratches – nothing serious.



## Language Focus

Go over the explanations and examples with learners. Indirect questions are a type of embedded question.

## Practice

### 4

Go over the instructions and example to check understanding. As a class, read the extracts in **activity 3a** again. Elicit examples of the different question types and ask learners to write numbers to show in which extracts they can be found.

#### 4 answers

three examples of questions with the usual word order – 1 2

**What do you want to know?**

**What are you looking for?**

**Do you want something sporty?**

one example of a subject question – 6

**What happened to it?**

three examples of indirect questions – 3 4 5

**Can I ask how much you want to pay?**

**Could you tell me how old it is?**

**Can I ask if the software's up to date?**

one example of a question with a preposition at the end – 2

**What are you looking for?**

### 5a

Go over the instructions and example to check understanding. In pairs, learners put the words in parentheses into the correct order to complete the indirect questions.

Monitor and assist as necessary.

Feedback as a class.

#### 5a answers

1) **I was wondering** when you started learning English.

2) **I'd like to know** if you enjoy outdoor activities.

3) **Could you tell me** who bought you the cake?

4) **I'd be interested to know** when your birthday is.

5) **Can I ask** how long you're going for?

6) **Would you mind telling me** whether you live near a train station?

### 5b

Direct attention to the sentences in **activity 5a** which don't have a question mark at the end. Ask learners to discuss, in pairs, why they don't.

Monitor and assist as necessary.

Feedback as a class.

#### 5b answers

Sentences **1**, **2**, and **4** do not have a question mark.

If the polite phrase that introduces the question is in the form of a question (e.g. Could you tell me), we use a question mark. If it is in the form of a statement (e.g. I'd like to know), we don't use a question mark.

## Language Focus

The usual word order in questions is:

(question word +) auxiliary verb + subject  
+ verb (+ object)

**Why are you leaving?**

**Where did you buy those shoes?**

**Did you hear that noise?**

#### Subject questions

In subject questions, the **question word** refers to the **subject** of the **verb**.

The word order is the same as in statements  
(subject + verb + object).

**question word (= subject) + verb (+ object)**

**Who left?**

**Who bought those shoes?**

**What made that noise?**

#### Indirect questions

We can use various polite expressions such as **could you tell me...** ? and **I was wondering...** to introduce questions and make them softer and less direct. With indirect questions:

- we don't use the **auxiliary verb do** in the **main clause**

When did he call?

↓

Could you tell me when he called?

- other **auxiliary verbs** (have, can, be, etc.) and the **main verb be** come after the **subject**

Why **can't** she come?

↓

Could you tell me why she **can't** come?

Where **is** it?

↓

Could you tell me where it **is**?

- we use **whether** or **if** before the **subject** in **yes/no questions**

Do you have any special offers?

↓

Could you tell me **whether/if** you have any special offers?

**Prepositions** in questions are often at the end.

Who are you going **with**?

Could you tell me where you got it **from**?

## Practice

4 Read the extracts in **activity 3a** again. Write numbers to show in which extracts you can find:

three examples of questions with the usual word order **1** \_\_\_\_

one example of a subject question \_\_\_\_

three examples of indirect questions \_\_\_\_

one example of a question with a preposition at the end \_\_\_\_

5 a Work with a partner. Put the words in parentheses into the correct order to complete the indirect questions below.

1 (was / I / wondering)

**I was wondering**

when you started learning English.

2 (know / to / like / I'd)

if you enjoy outdoor activities.

3 (tell / you / me / could)

who bought you the cake?

4 (I'd / be / to / know / interested)

when your birthday is.

5 (ask / I / can)

how long you are going for?

6 (telling / would / mind / me / you)

whether you live near a train station?

b Which sentences in **activity 5a** don't have a question mark at the end? Why not?





## Sounding Natural

6 a Work with a partner. Mark (●) the main stress in each of the underlined expressions below.

- 1 I'd be interested to know where I can get one.
- 2 Would you mind telling me if it was expensive?
- 3 I'd like to know why you like it.
- 4 I was wondering what you use it for.
- 5 Can I ask who gave it to you?

b Track 07 Listen and check your answers to activity 6a.

c Track 07 Listen again and copy the pronunciation.

## Time to Talk

7 a Choose something to show to other people.  
It could be one of the things below, or you can use your own idea.

- a photograph you always carry
- a present you received
- a book you are reading at the moment
- an item you particularly like
- music you are listening to
- something you bought recently

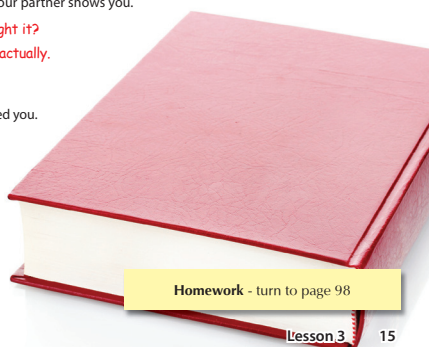
b Work with a partner. Show each other the things you chose in activity 7a.  
Ask questions to find out about the thing your partner shows you.

example A: Can I ask you where you bought it?

B: I didn't buy it. It was a gift, actually.

A: Really? Who gave it to you?

c Tell the class about what your partner showed you.



## Time to Talk

### 7a

Go over the instructions and check understanding. Learners choose something that they have with them that they don't mind showing to other people. They can choose an idea from the list, or use one of their own ideas.

### 7b

Go over the instructions and example to check understanding. In pairs, learners show each other the things they chose in activity 7a and ask questions to find out about the thing their partner shows them.

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

### 7c

Feedback. Learners tell the class about what their partner showed them.

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

## Homework

Highlight the homework reference at the bottom right of page 15 of the Student Book. Ask learners to turn to page 98.

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

## Sounding Natural

### 6a

Go over the instructions and example to check understanding. In pairs, learners mark the main stress in each of the underlined expressions.

Monitor and assist as necessary.

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

### 6b

Track 07 Learners listen and check their answers to activity 6a.

### 6a+b answers

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

Track 07 (page 86, Student Book) 0:32

- 1) I'd **be interested** to know where I can get one.
- 2) Would you mind **telling me** if it was expensive?
- 3) I'd **like** to know why you like it.
- 4) I was **wondering** what you use it for.
- 5) Can I **ask** who gave it to you?

### 6c

Track 07 Learners listen again and copy the pronunciation.

## Homework Answers

### 1

- a) **Where** do you usually eat lunch?
- b) **When** can I receive your report?
- c) **Does** Mary come from Manchester?
- d) **What** happened yesterday?
- e) **Who** is John coming with?
- f) **Why** did you leave your last job?
- g) **What** was the meeting about?

### 2

- a) Can I ask **where** you usually eat lunch?
- b) Could you tell me **when** I can receive your report?
- c) I'd like to know **whether/if** Mary comes from Manchester.
- d) I was wondering **what** happened yesterday.
- e) I'd be interested to know **who** John is coming with.
- f) Would you mind telling me **why** you left your last job?
- g) Can I ask **what** the meeting was about?



## 4 In Detail

**In Detail**

**In this lesson** - Discuss how to remember details

**Core activities** - 1-6

**Skills** - Extended listening and speaking

**Introduction****1a**

Go over the instructions and check understanding. In pairs, learners use the adjectives from the box to complete the sentences.

Monitor and assist as necessary.

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

**1a answers**

- 1) People on **low-carbohydrate** diets try to avoid eating things like potatoes, bread and pasta.
- 2) Someone who is lactose-**intolerant** feels uncomfortable after they eat or drink things that are made from milk.
- 3) If you are **allergic** to peanuts, you feel unpleasant effects, which are sometimes dangerous, very quickly after you eat them.

**1b**

Do this activity as a class. Direct attention to the foods and drinks in the word cloud, then elicit answers to the questions, using these to elicit/teach the meaning of any unfamiliar items, e.g. *wheat* and *cut back on*.

**1b suggested answers**

- 1) **bread, pasta, cake**
- 2) **red meat, cheese, cake, mayonnaise**
- 3) **cake, mayonnaise**
- 4) **cheese, beans, red meat**

**Extension**

You may like to elicit further items of food and drink that would fit as answers to the questions in **activity 1b**.

**2a+b**

Go over the instructions and check understanding. In pairs, learners discuss the questions.

Monitor and assist as necessary.

Feedback. Ask learners to briefly say what they discussed.

**Listening****3**

**Track 08** Go over the instructions, list of topics and example to check understanding. Learners listen to the first part of Claire and Pete's conversation and underline the topics that are talked about.

## 4 In Detail

**Introduction**

**1 a** Use the adjectives from the box to complete the sentences below.

allergic intolerant low-carbohydrate

- 1 People on \_\_\_\_\_ diets try to avoid eating things like potatoes, bread, and pasta.
- 2 Someone who is lactose-\_\_\_\_\_ feels uncomfortable after they eat or drink things that are made from milk.
- 3 If you are \_\_\_\_\_ to peanuts, you feel unpleasant effects, which are sometimes dangerous, very quickly after you eat them.

**b** Look at the foods and drinks in the word cloud, then discuss the questions below as a class.

bread rice beans  
pasta cake cheese  
lettuce red meat orange  
juice  
mayonnaise

- 1 Which of the foods or drinks would someone who is *wheat-intolerant* try to avoid?
  - 2 Which would someone on a *low-fat diet* try to cut back on?
  - 3 If you were allergic to eggs, which foods or drinks might be dangerous for you to have?
  - 4 Which foods or drinks would you try to eat a lot of if you were on a high-protein diet?
- 2** Work with a partner. Discuss the questions below.
- a Do you know anyone who is allergic or intolerant to particular foods?
  - b Do you know anyone who has been on a special kind of diet?

Feedback in pairs and then as a class.

**3 answers**

**what they did at Christmas**  
**news about work**  
**their plans for next weekend**  
**what they can and can't eat**  
**what they're going to order**

**4a-f**

Go over the instructions, questions and example to check understanding. Learners listen again and write *no more than three* words to answer each question.

Feedback in pairs and then as a class.

**4a-f answers**

- a) in a restaurant
- b) sister and brother
- c) Pete
- d) Claire
- e) (the) tuna
- f) (the sirloin) steak



## Listening

- 3 **Track 08** Listen to the first part of Claire and Pete's conversation.  
Underline the topics, below, that they talk about.

what they did at Christmas  
news about work  
their plans for next weekend  
what they can and can't eat  
what they're going to order

- 4 **Track 08** Listen again. Write *no more than three* words to answer each question below.

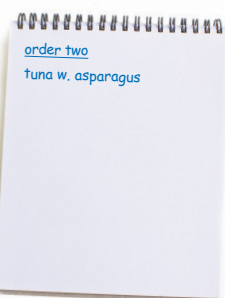
- a Where are Claire and Pete?  
b What is Claire and Pete's relationship?  
c Who is cutting back on carbohydrates?  
d Who has to be careful about eating wheat?  
e What does Pete decide to order?  
f What does Claire decide to order?

### Listening skills and strategies

#### Listen selectively

When you listen for detail, focus on the information you need. If you can, make notes to help you remember.

- 5 a **Track 09** Listen to Claire and Pete giving their orders to the waitress.  
Complete her notes on their orders, below.



- b Work with a partner. Compare your notes from **activity 5a**.  
Look at the pictures on **page 18**, of the food that the waitress brings to Claire and Pete's table.  
What mistakes has the waitress made?  
c **Track 09** Listen again and check your answers to **activity 5b**.

**Pete** - Yeah, OK... The spaghetti looks good.

**Claire** - Ooh yes, it does.

**Pete** - But I don't suppose I'd better. I mean, it's pasta and...

**Claire** - Oh right, yeah, and you're cutting back on carbohydrates.

**Pete** - Yeah. But how about you? Are you still wheat-intolerant?

**Claire** - Yes. Yeah, I don't have to be too strict, but I do have to be careful... just watch it a bit, you know?

**Pete** - Right.

**Claire** - So I suppose the spaghetti's out for me too.

**Pete** - Right. So, anyway, I think I'll go for a healthy option – maybe the tuna.

**Claire** - And I think I fancy the sirloin steak, so, er... shall we order then?

**Pete** - Yes. I'll just call her over... Um... excuse me?

**Waitress** - Hello there. Are you ready to order?

## Listening skills and strategies

### Listen selectively

When you listen for detail, focus on the information you need. If you can, make notes to help you remember.

## 5a

Draw attention to the **Listening skills and strategies** box and go over its contents with learners.

- Track 09** Go over the instructions and check understanding. Learners listen to Claire and Pete giving their orders, and complete the waitress's notes.

## 5b

Go over the instructions and check understanding. In pairs, learners compare their notes from **activity 5a**, then look at the pictures on **page 18**, of the food that the waitress brings to Claire and Pete's table. Ask learners to compare the pictures with their notes and work out what mistakes the waitress has made.

Monitor and assist as necessary.

Take brief feedback on this from the class, but don't give any definite answers at this stage – learners will listen again to check for themselves in the next activity.

## 5c

- Track 10** Learners listen again and check their answers to **activity 5b**.

Feedback in pairs and then as a class.

Continued on **page 18**

**Track 08** (page 86, Student Book) 2:07

**Pete** - Hi, Claire. How's it going?

**Claire** - Oh, hi Pete! I was just, um... Yeah, I'm fine thanks. And you?

**Pete** - Great. Couldn't be better. So how was Christmas?

**Claire** - Oh, you know, just a quiet one... with, er, Dave and the kids. They loved your presents, by the way – thank you very much.

**Pete** - Oh, good. Glad they liked them.

**Claire** - And you? Did you have a nice time at Mum and Dad's?

**Pete** - Yes, actually. Shame you couldn't come.

**Claire** - Yes, well... we just decided that this year it might be nice to... you know, just the four of us. Anyway, it's great you had a nice time with them.

**Pete** - Yeah, I always do. Ate too much – as usual! Drank too much – as usual! I think I put on a couple of pounds at least.

**Claire** - Well you don't look it.

**Pete** - Yeah, well... I'm trying to cut back a bit now.

**Claire** - You mean you're on a diet?

**Pete** - Nah, nah, not a diet, just, you know, cutting back on the carbs.

**Claire** - So are you all right with...

**Pete** - Oh yeah. I can have lunch. Just watching what I eat a bit.

**Claire** - Right. Well, um, shall we have a look at the menu?



### 5a-c answers

(ticks against items the waitress got right, crosses against items she got wrong)

Claire's order:

grilled sirloin steak ✓  
no mustard sauce ✓  
no mushrooms ✗  
carrots instead of mushrooms ✗  
fresh tomato, not grilled ✗  
peas ✓  
mashed potatoes ✗

Pete's order:

tuna steak ✓  
with cheese sauce ✗  
and asparagus ✓  
carrots ✗  
no potatoes ✗  
peas ✗  
no sauce on the fish ✗ (there is no sauce at all)

**Track 09** (page 87, Student Book) 2:22

**Claire** - ...so, er... shall we order then?

**Pete** - Yes. I'll just call her over... Um... excuse me?

**Waitress** - Hello there. Are you ready to order?

**Claire** - Yes, please. Could I have the steak, please?

**Waitress** - So that's the grilled sirloin steak with mustard sauce.

**Claire** - Yes, but I'd like it just plain, please – I don't want the mustard sauce.

**Waitress** - That's not a problem.

**Claire** - And what does it come with?

**Waitress** - Well, it comes with grilled tomato and mushrooms, plus a choice of vegetable - peas, carrots or broccoli.

**Claire** - I think I'll have the peas, please, and – well, I'm not too keen on mushrooms, so could I have carrots instead?

**Waitress** - Yes, that's fine.

**Claire** - And also, could you make it fresh tomato, not grilled?

**Waitress** - No problem at all. And would you like sauteed, boiled or mashed potato with that?

**Claire** - Ooh... mashed, please.

**Waitress** - And what would you like, sir?

**Pete** - I'm going for the tuna steak and asparagus with cheese sauce.

**Waitress** - Right. And what would you like for...

**Pete** - But, wait, can I just check... do you know if the sauce comes on the fish or on the asparagus?

**Waitress** - I think it comes on both, sir.

**Pete** - Right. Well, could you ask them to keep it off the fish, please? Just put it on the asparagus – I'm not a big fan of sauce on fish.

**Waitress** - Not a problem, sir. No sauce on the fish. And would you like peas, carrots or broccoli with that?

**Pete** - I'll have carrots, please... but could I have peas instead of potatoes? I don't mind paying extra.

**Waitress** - No problem, sir. So that's carrots and peas.

**Pete** - And no potatoes.

**Waitress** - Yes. So that's one grilled sirloin steak, no mustard sauce, carrots not mushrooms, fresh tomato not grilled, with peas and mashed potatoes. Then one order of tuna steak

Claire's plate



Pete's plate



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Skills

and asparagus with cheese sauce, carrots and peas, and no potatoes.

**Pete** - And no sauce on the fish.

**Waitress** - Yes. No sauce on the fish. And what would you like to drink with that?

**Claire** - What do you think, Pete?

**Pete** - Oh, I don't know... A little glass of something won't do us any harm, will it?



**Time to Talk**

**6 a** Make a note of your answers to the questions below.

1. Do you find it easy to remember details?  
Do you do anything special to help you remember?

2. Have you ever had a problem because you or someone else made a mistake with details (e.g. a wrong time, or number)?  
What happened?

**b** Work with a partner. Discuss your answers to the questions in **activity 6a**. Ask questions to get more information.

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

**Homework** - turn to page 98

**Skills** Lesson 4 19

## Time to Talk

### 6a

Go over the instructions and questions to check understanding. Learners make a note of their answers to the questions.

Monitor and assist as necessary.

### 6b

In pairs, learners discuss their answers to the questions in **activity 6a**. Highlight the fact that they should ask questions to get more information.

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

### 6c

Learners tell the class about their partner's answers.

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

## Homework

Highlight the homework reference at the bottom right of **page 19** of the Student Book. Ask learners to turn to **page 98**.

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

Learners use **Track 10** for **activity 2**.

## Homework Answers

### 1+2

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

**Track 10** (page 87, Student Book) 0:29  
**Waitress** - so that's one grilled sirloin steak//no mustard sauce//carrots not mushrooms//fresh tomato not grilled //with peas and mashed potatoes//then one order of tuna steak and asparagus with cheese sauce//carrots and peas//and no potatoes



# 5 Taking Action

## Taking Action

**In this lesson** - Decide how to improve a local park

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

**Function** - Suggesting and responding to ideas

## Introduction

### 1a

Direct attention to the pictures on **page 20**.

Ask learners if any of the things in the pictures are a problem in their country or where they live.

### 1b

Go over the instructions and example to check understanding. In pairs, learners make a note of *one* way to raise awareness of each issue shown in the pictures.

Monitor and assist as necessary.

### 1c

Feedback as a class.

## Listening

### 2a-c

**Track 11** Go over the instructions and check understanding. Learners listen to an *action group* ('a group of people who work together to change a particular situation') discuss how to raise awareness of one of the issues in **activity 1** and make a note of their answers to the questions.

Monitor and assist as necessary.

Feedback in pairs, and then as a class.

### 2a-c answers

- a) litter on the beach
- b) learners' own answers
- c) beach clean-up race, T-shirts, slogan, an outdoor film festival, film competition, adverts

### 3a

Go over the instructions and example to check understanding. Learners write numbers in the left column of the table to match the *suggestions* with the *responses*.

### 3b

**Track 11** Learners listen again and check their answers to **activity 3a**.

### 3a+b answers

See 3c answers - in **bold**.

# 5 Taking Action



road safety



unhealthy meals in schools



litter on the beach

## Introduction

- 1 a** Look at the pictures. Are any of these issues a problem in your country or where you live?
- b** Work with a partner. Make a note of *one* way to raise awareness of each issue.
- c** Share your ideas with the class.

give free cycle helmets to schoolchildren

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**Track 11** (page 87, Student Book) 1:59

**Maggie** - Well, I'll start, shall I? What do you think about having an event on the beach?

**Joe** - I don't know. What kind of event?

**Maggie** - Well, how do you feel about a beach clean-up race? Like a competition to see who can collect the most rubbish in two hours. In teams, maybe.

**Tom** - Er, I'm sorry, but it might not be exciting enough. People might not want to just spend all day cleaning up the beach. We need to give them a reason to come. For example, it would be great if we could have T-shirts and other stuff as prizes for the most rubbish collected. We could get special logos and illustrations done. That might get more people to take part.

**Joe** - I think that could work. Prizes are always good. How about a slogan on the T-shirts, like 'Help us make our beach a place people want to come to'?

**Tom** - I don't know, I think it's too long. We need a bit more time to think of a slogan. Anyway, I had another idea. What about an outdoor film festival, with like, sea or ocean-themed films? It could be for kids in the day and adults in the evening.

**Maggie** - Well, a film festival sounds good, but I can't make up my mind. I still like the clean-up race idea, you see. I'm in two minds about it. But look, if we do go with the festival, it might be good if we could have a film competition. Then we



## Listening

**2** **Track 11** Listen to an action group discuss how to raise awareness of one of the issues in **activity 1**. Make notes to answer the questions below.

- a** Which issue are they talking about?  
**b** Do they mention any of your ideas from **activity 1b**?  
**c** What other ideas do they mention?

**3 a** Write numbers in the left column of the table to match the *suggestions* with the *responses*.

suggestions	responses
<b>a</b> What do you think about having an event on the beach? <u>1</u>	<b>1</b> I don't know. What kind of event?
<b>b</b> How do you feel about a beach clean-up race? ____	<b>2</b> Well, a film festival sounds good, but I can't make up my mind. <u>U</u> I still like the clean-up race idea, you see. I'm in two minds about it. ____
<b>c</b> It would be great if we could have T-shirts and other stuff as prizes for the most rubbish collected. ____	<b>3</b> Excellent. So, an outdoor film festival, on the beach, showing special adverts and also showing work by competition winners. Let's go with that. ____
<b>d</b> How about a slogan on the T-shirts, like 'Help us make our beach a place people want to come to'? ____	<b>4</b> A film competition? That's a great idea. ____
<b>e</b> What about an outdoor film festival, with like, sea or ocean-themed films? It could be for kids in the day and adults in the evening. ____	<b>5</b> Er, I'm sorry, but it might not be exciting enough. ____ People might not want to just spend all day cleaning up the beach.
<b>f</b> It might be good if we could have a film competition. ____	<b>6</b> I don't know, I think it's too long. ____ We need a bit more time to think of a slogan.
<b>g</b> What if we make adverts about keeping the beach clean, to show in between films? ____	<b>7</b> I think that could work. ____ Prizes are always good.

**b** **Track 11** Listen again and check your answers to **activity 3a**.

**c** Read the underlined expressions in the table in **activity 3a**. Write letters to show if each expression is used to give a *positive* response (P), a *negative* response (N) or an *unsure* response (U).

**d** Read the **Language Focus** section on **page 22** to check your answers.

Lesson 5 21

could show some of the best films at the festival.  
**Joe** - A film competition? That's a great idea. What if we make adverts about keeping the beach clean, to show in between films? And we could have special recycle bins for different rubbish.

**Tom** - Excellent. So, an outdoor film festival, on the beach, showing special adverts and also showing work by competition winners. Let's go with that. But maybe change the slogan, yeah?

### 3c

Go over the instructions and example to check understanding. Learners read the underlined expressions in the table in **activity 3a** and write letters to show if each expression is used to give a *positive* response (P), a *negative* response (N) or an *unsure* response (U).

#### 3c answers - underlined

suggestions	responses
a) What do you think about having an event on the beach? <b>1</b>	1) I don't know. What kind of event?

b) How do you feel about a beach clean-up race? **5**

2) Well, a film festival sounds good, but I can't make up my mind. U I still like the clean-up race idea, you see. I'm in two minds about it. U

c) It would be great if we could have T-shirts and other stuff as prizes for the most rubbish collected. **7**

3) Excellent. So, an outdoor film festival, on the beach, showing special adverts and also showing work by competition winners. Let's go with that. P

d) How about a slogan on the T-shirts, like 'Help us make our beach a place people want to come to'? **6**

4) A film competition? That's a great idea. P

e) What about an outdoor film festival, with like, sea or ocean-themed films? It could be for kids in the day and adults in the evening. **2**

5) Er, I'm sorry, but it might not be exciting enough. N People might not want to just spend all day cleaning up the beach.

f) It might be good if we could have a film competition. **4**

6) I don't know, I think it's too long. N We need a bit more time to think of a slogan.

g) What if we make adverts about keeping the beach clean, to show in between films? **3**

7) I think that could work. P Prizes are always good.

### 3d

Go over the instructions and check understanding. Learners read the **Language Focus** section on **page 22** to check their answers.



## Language Focus

Go over the explanations and examples with learners.

You may like to ask learners to look in the **suggestions** column of the table in **activity 3a** to find more examples of the expressions for suggesting ideas.

## Practice

**4a**

Go over the instructions and example to check understanding. In pairs, learners write sentences to suggest their ideas from **activity 1**. Point out that learners should use a different expression from the **Language Focus** section for each sentence they write.

Monitor and assist as necessary.

Feedback as a class.

**4b**

Go over the instructions and example to check understanding. In pairs, learners rewrite the negative responses, using the prompts and their own ideas.

Monitor and assist as necessary.

Feedback as a class.

### 4b suggested answers

- 1) It might not be **affordable enough**.
- 2) I'm sorry, but I think it's too **ugly**.
- 3) It might not be **up-to-date enough**.
- 4) I don't know, I think it's too **boring**.

## Language Focus

### Suggesting ideas

We can use various expressions to suggest ideas.

What if we	
It would be great if we could	+ <b>base form</b> of the verb
It might be good if we could	

**What if we order** some food for the guests?  
**It would be great if we could get** more people involved.  
**It might be good if we could organise** an event.

**What about / How about**  
**What do you think about**  
**Have to agree / disagree about**

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

**What about a race?**  
**How about setting up** a volunteer group?  
**What do you think about a competition?**  
**How do you feel about setting up** a committee?

### Responding to ideas

giving a positive response

I think that would / could / might work.  
Let's go with that.  
That's a great idea.

*giving an unsure response*

I can't make up my mind.  
I'm in two minds (about it).

*giving a negative response*

I think it's too + *adjective*  
It might not be + *adjective* (enough)

I think it's too expensive.  
It might not be interesting enough.

*softening negative responses*  
We can add expressions like '**I don't know**,' and '**I'm sorry, but**' to soften negative responses.

**I don't know,** I think it's too expensive.  
**I'm sorry, but** it might not be interesting enough.



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## Practice

**4 a** Work with a partner.

Write sentences to suggest your ideas from **activity 1**. Use a different expression from the **Language Focus** section for each sentence you write.

**example** How do you feel about free cycle helmets for schoolchildren?

**b** Work with a partner.

Rewrite the negative responses, below, using the *prompts* and your own ideas.  
Keep a similar meaning.

- 1 I think it's too expensive.  
*It might not be affordable enough.*  
\_\_\_\_\_
- 2 It might not be attractive enough.  
*I think it's too \_\_\_\_\_*  
\_\_\_\_\_
- 3 I think it's too old-fashioned.  
*It might not be \_\_\_\_\_*  
\_\_\_\_\_
- 4 It might not be interesting enough.  
*I don't know, I think it's too \_\_\_\_\_*  
\_\_\_\_\_

# Memo

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Sounding Natural

5 a **Track 12** Listen. What happens to the underlined parts of the sentences?

- 1 I think that would work.
- 2 Let's go with that.
- 3 I can't make up my mind.
- 4 I'm in two minds about it.

b **Track 12** Listen again and copy the pronunciation.

## Time to Talk



6 a Imagine you are part of an action group that wants to improve a local park.  
In pairs, read the ideas below and write *three* more of your own, then rank the ideas from 1-5 (1 = the best).

Organise a picnic and clean-up day in the park. .... ☐

Ask for more litter bins. .... ☐

..... ☐

..... ☐

..... ☐

..... ☐

b Have a meeting with everyone in the class.  
Suggest your ideas from **activity 6a**.  
As class, discuss the suggestions and choose the best three.

Homework - turn to page 99

Lesson 5 23

## Time to Talk

### 6a

Direct attention to the pictures on **page 23**. Go over the instructions and check understanding. Learners imagine they are in an action group that wants to improve a local park. In pairs, learners read the ideas for improving the park, write *three* more of their own, then rank the ideas from 1-5 (1 = the best).

Monitor and assist as necessary.

If less confident learners are having difficulty coming up with ideas of their own, you may like to suggest one or two of the following to get them started:

*ask retired people to look after the plants*

*ask local businesses to replace the benches (they can put advertisements on them)*

*put up signs asking people look after the park*  
*have a café*

### 6b

Go over the instructions and check understanding. As a class, learners have a meeting in which they suggest their ideas from **activity 6a**, discuss the suggestions and choose the best three.

If possible, appoint a more confident learner as chair.

With less confident learners, you may need to take this role, but act as a facilitator and stay in the background as much as possible during the discussion.

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

## Sounding Natural

### 5a

**Track 12** Go over the instructions and check understanding. Learners listen for what happens to the underlined parts of the sentences.

#### 5a answers

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

**Track 12** (page 88, Student Book) 0:24

- 1) I think that would work.
- 2) Let's go with that.
- 3) I can't make up my mind.
- 4) I'm in two minds about it.

### 5b

**Track 12** Learners listen again and copy the pronunciation.

## Homework

Highlight the homework reference at the bottom right of **page 23** of the Student Book. Ask learners to turn to **page 99**.

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

## Homework Answers

### 1+2

activity 1 answers - in **bold**

activity 2 answers - underlined

3 I think that's too **strict**. They should be given a choice. What if we **give** them a choice of water, milk or fresh fruit juice?

2 That's a great **idea**. Most kids try to avoid eating apples and bananas and stuff like that. What do you think about **removing** sugary drinks from the menus and replacing them with water?

1 It might be good if we could **have** a special campaign like 'fruit of the day'. You know, give kids one piece of fruit with every school meal.

5 Let's **go** with that. A contest would encourage everyone to create healthy menus.

4 I'm in two **minds** about it. A choice like that would be good, but perhaps water would be easiest. Anyway, how do you feel about **a contest**? You know, we could get all the schools in the area to compete against each other.



# 6 Dedicated to a Dream

## Dedicated to a Dream

**In this lesson** - Discuss hobbies and spare time activities in your country

**Core activities** - 1-2, 3b-5, 7

**Vocabulary** - Expressions of quantity

## Introduction

### 1a

Go over the instructions and examples to check understanding. In pairs, learners tick the nouns that can follow each expression of quantity and put a cross next to those that cannot follow the expressions. Set a time limit of thirty seconds.

Monitor and assist as necessary.

Feedback as a class.

### 1a answers

*many / not many...* hobbies ✓, excitement ✗, buildings ✓, times ✓  
*a lot of...* time ✓, people ✓, training ✓, water ✓  
*hardly any...* people ✓, milk ✓, time ✓, questions ✓  
*not much...* time ✓, people ✗, money ✓, excitement ✓  
*some...* imagination ✓, clothes ✓, projects ✓, education ✓

### 1b

Do this activity as a class. Elicit the answers and ask learners to write a letter next to each expression of quantity in **activity 1a** to show if it is used with *countable* nouns (C), *uncountable* nouns (U) or *both* countable and uncountable nouns (B).

### 1b answers

**C** many / not many... hobbies, excitement, buildings, times  
**B** a lot of... time, people, training, water  
**B** hardly any... people, milk, time, questions  
**U** not much... time, people, money, excitement  
**B** some... imagination, clothes, projects, education

### 1c

Go over the instructions and check understanding. In pairs, learners underline expressions in **activity 1a** that are used to talk about large quantities and circle expressions that are used to talk about medium quantities. Highlight the fact that they should do nothing to expressions used to talk about small quantities.

Monitor and assist as necessary.

Feedback as a class.

### 1c answers

*many / not many*  
*a lot of*  
*hardly any*  
*not much*  
*some*

### Extension

You may like to ask learners if they can think of any nouns that can be both countable and uncountable (e.g. time / times (i.e. occasions), work / (art) works, interest / interests (e.g. hobbies), friendship / friendships).

# 6 Dedicated to a Dream

## Introduction

- 1 a** Work with a partner. Tick (✓) the nouns that can follow each expression of quantity below. Put a cross (✗) next to the nouns that cannot follow the expressions.

<input checked="" type="checkbox"/> <b>many / not many</b>	hobbies	<input checked="" type="checkbox"/>	excitement	<input checked="" type="checkbox"/>	buildings	<input type="checkbox"/>	times	<input type="checkbox"/>
<input type="checkbox"/> <b>a lot of</b>	time	<input type="checkbox"/>	people	<input type="checkbox"/>	training	<input type="checkbox"/>	water	<input type="checkbox"/>
<input type="checkbox"/> <b>hardly any</b>	people	<input type="checkbox"/>	milk	<input type="checkbox"/>	time	<input type="checkbox"/>	questions	<input type="checkbox"/>
<input type="checkbox"/> <b>not much</b>	time	<input type="checkbox"/>	people	<input type="checkbox"/>	money	<input type="checkbox"/>	excitement	<input type="checkbox"/>
<input type="checkbox"/> <b>some</b>	imagination	<input type="checkbox"/>	clothes	<input type="checkbox"/>	projects	<input type="checkbox"/>	education	<input type="checkbox"/>

- b** Write a letter next to each expression of quantity in **activity 1a** to show if it is used with *countable* nouns (C), *uncountable* nouns (U) or *both* countable and uncountable nouns (B).

- c** Underline expressions in **activity 1a** that are used to talk about *large* quantities. Circle expressions that are used to talk about *medium* quantities. Do *nothing* to expressions that are used to talk about *small* quantities.

## Reading

- 2 a** Work with a partner. Read the title of the article on **page 25** and look at the picture. Guess the answers to the questions below.

Where is the building in the picture?  
 Who built it?  
 What is it made of?  
 How many people were needed to build it?  
 When was it built?  
 Why was it built?

- b** Read the article and check your answers to **activity 2a**.

- 3 a** Find and circle the words from the list below in the article. Draw lines to match each word with its meaning.

types (paragraph 1)	believing that something is important, and giving a lot of time and energy to it
dedicated (paragraph 1)	the place where you are and the things that are in it
surroundings (paragraph 2)	kinds of people
tripped (paragraph 2)	extremely interested
fascinated (paragraph 2)	fell because you hit something with your foot
ideal (paragraph 4)	the ability to think of new ideas
imagination (paragraph 5)	perfect / the best possible

24 Lesson 6

## Reading

### 2a

Go over the instructions and list of questions to check understanding. Direct attention to the picture and title of the article on **page 25**. Encourage speculation from the class as a whole as to the answer to the first question. In pairs, learners work with a partner, discuss and guess the answers to the other questions.

Monitor and assist as necessary.

Feedback as a class. Accept any reasonable ideas.

### 2b

Learners read the article and check their answers to **activity 2a**.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

### 2a+b answers

Where is the building in the picture?

**In Hauterives, France (it was built at the bottom of Cheval's garden, though the article doesn't say if the garden still exists).**

Who built it?

**Ferdinand Cheval, a French postman.**

What is it made of?

**Stones which Cheval found when he was doing his job.**



In this lesson: **Discuss hobbies and spare time activities in your country**

Vocabulary: *Expressions of quantity*



<sup>1</sup> Everyone should have something to do outside work, and **plenty of** people spend **a great deal of** time and money on their hobbies. Some read books or collect stamps, **a few** adventurous types go hang-gliding or parachuting, but **few** people are as dedicated to their spare time activities as the Frenchman Ferdinand Cheval was. Cheval built a palace at the bottom of his garden.

<sup>2</sup> Cheval (1836-1924) began to think about his project when he was working as a postman in the village of Hauterives. **Every** day he would walk the same 18-mile route and see the same things. There was **little** excitement in his life. He later wrote in his autobiography, 'Constantly walking in the same surroundings, what could I do but dream?' Then one day, as he was walking, he tripped over a stone and fell to the ground. He got up, went to look at the stone, and was fascinated by its beauty. He put it in his pocket and took it home.

<sup>3</sup> He started noticing more beautiful stones when he was walking. **Each** time he found one, he would take it home and add it to his collection. After eight years he had **quite a few** stones of all shapes and sizes – enough to start building his dream palace.

<sup>4</sup> The project took **quite a bit of** time. He started building in 1888 and finished in 1912. He had no help and often had to work late at night, using an oil lamp, but that did not stop him. When the building was complete, its outer walls were 24 metres long and 10 metres high. He called it *Le Palais Idéal* ('the Ideal Palace').

<sup>5</sup> Cheval's work never became well known when he was alive, but **several** famous people, including Picasso, admired it very much, and became friends with him. Today it receives thousands of visitors **each** year, who go to see what one man can do with **a little** imagination – and **plenty of** hard work.

**b** Write the words in **bold** from the article into the table below, to match them with the quantities they express.

all	
a lot	<b>plenty of</b>
some	
hardly any	

Lesson 6 25

*How many people were needed to build it?*

**Just one – Ferdinand Cheval.**

*When was it built?*

**Between 1888 and 1912.**

*Why was it built?*

**The article isn't clear about this, but Cheval had nothing to do but dream, and he thought the stones were beautiful.**

**Extension**

*You may like to ask learners to explain why they think Cheval built his palace.*

**3a**

Go over the instructions, list of words and example to check understanding. Point out that there is information next to each word about which paragraph it is in. In pairs, learners find and circle the words from the list in the article, then draw lines to match each word with a meaning.

Monitor and assist as necessary.

Feedback as a class.

**3a answers**

See **Reading** text for where the words are found in the article (underlined).

<i>types (paragraph 1)</i>	<b>kinds of people</b>
<i>dedicated (paragraph 1)</i>	<b>believing that something is important, and giving a lot of time and energy to it</b>

*surroundings (paragraph 2)*

**the place where you are and the things that are in it**

*tripped (paragraph 2)*

**fell because you hit something with your foot**

*fascinated (paragraph 2)*

**extremely interested**

*ideal (paragraph 4)*

**perfect / the best possible**

*imagination (paragraph 5)*

**the ability to think of new ideas**

**Reading text**

*Postman's palace*

*Everyone should have something to do outside work, and plenty of people spend a great deal of time and money on their hobbies. Some read books or collect stamps, a few adventurous types go hang-gliding or parachuting, but few people are as dedicated to their spare time activities as the Frenchman Ferdinand Cheval was. Cheval built a palace at the bottom of his garden.*

*Cheval (1836-1924) began to think about his project when he was working as a postman in the village of Hauterives. Every day he would walk the same 18-mile route and see the same things. There was little excitement in his life. He later wrote in his autobiography, 'Constantly walking in the same surroundings, what could I do but dream?' Then one day, as he was walking, he tripped over a stone and fell to the ground. He got up, went to look at the stone, and was fascinated by its beauty. He put it in his pocket and took it home.*

*He started noticing more beautiful stones when he was walking. Each time he found one, he would take it home and add it to his collection. After eight years he had quite a few stones of all shapes and sizes – enough to start building his dream palace.*

*The project took quite a bit of time. He started building in 1888 and finished in 1912. He had no help and often had to work late at night, using an oil lamp, but that did not stop him. When the building was complete, its outer walls were 24 metres long and 10 metres high. He called it *Le Palais Idéal* ('the Ideal Palace').*

*Cheval's work never became well known when he was alive, but several famous people, including Picasso, admired it very much, and became friends with him. Today it receives thousands of visitors each year, who go to see what one man can do with a little imagination – and plenty of hard work.*

**3b**

Direct attention to the bolded words in the article. Explain that these are all ways of expressing quantity. Go over the instructions and example to check understanding. In pairs, learners write the bolded words from the article into the table, to match them with the quantities they express.

Monitor and assist as necessary.

Feedback as a class.

**3b answers**

<i>all</i>	<b>every each</b>
<i>a lot</i>	<b>plenty of a great deal of quite a few quite a bit of</b>
<i>some</i>	<b>a few several a little</b>
<i>hardly any</i>	<b>few little</b>



## Language Focus

### 4

Go over the instructions and check understanding. In pairs, learners underline the correct options in blue to complete the rules. Point out that they can check the article on **page 25** to help with their answers.

Monitor and assist as necessary.

Feedback as a class.

#### 4 answers

We use *few, a few, several* and *quite a few* with **countable nouns**.

We use *little, a little, a great deal of* and *quite a bit of* with **uncountable nouns**.

We use *plenty of* with **both**. (countable and uncountable nouns)

We use *every* and *each* with **singular** countable nouns.

## Practice

### 5a-e

Go over the instructions and example to check understanding. In pairs, learners cross out *one* expression which is not possible in each sentence.

Monitor and assist as necessary.

Feedback as a class.

#### 5a-e answers - expression that is not possible underlined

a) I have little / a little / plenty of cash – let me buy you lunch.

b) I spend quite a few / several / a great deal of hours every week on the internet.

c) I've asked him each / a few / a lot of questions, but he hasn't replied.

d) He's very unpopular and has quite a few / few / hardly any friends.

e) She tries hard, but she fails every / quite a bit of / each time.

## Language Focus

4 Underline the correct options in blue to complete the rules below. Check the article on **page 25** to help you with your answers.

- We use **few, a few, several**, and **quite a few** with **countable nouns** / **uncountable nouns** / **both**.
- We use **little, a little, a great deal of**, and **quite a bit of** with **countable nouns** / **uncountable nouns** / **both**.
- We use **plenty of** with **countable nouns** / **uncountable nouns** / **both**.
- We use **every** and **each** with **plural** / **singular** countable nouns.

## Practice


5 Work with a partner. Cross out *one* expression which is not possible in each sentence below.

- a I have **little** / a little / plenty of cash – let me buy you lunch.
- b I spend **quite a few** / several / a great deal of hours every week on the Internet.
- c I've asked him **each** / a few / a lot of questions, but he hasn't replied.
- d He's very unpopular and has **quite a few** / few / hardly any friends.
- e She tries hard, but she fails **every** / quite a bit of / each time.






## Sounding Natural

6 a  Track 13 Listen. How are the underlined words pronounced?

- 1 We've got plenty of time.
- 2 He went to a great deal of trouble.
- 3 I've got quite a bit of work at the moment.

b  Track 13 Listen again and copy the pronunciation.

## Time to Talk

7 a Think about hobbies and spare time activities in your country. Use the questions below to make some notes.

What are the most popular spare time activities?

What activities are less popular now than they were in the past?

How much time do people you know spend on spare time activities?

What things do children like to collect these days?

What things did you collect when you were younger?

What are some unusual spare time activities that you have heard about?


b Discuss the questions in **activity 7a** as a class.

Homework - turn to page 99

Lesson 6 27

## Sounding Natural

6a

 Track 13 Learners listen for how the underlined words are pronounced.

Feedback in pairs and then as a class.


### 6a answers

*The vowels in the underlined words tend to be given their weak form in connected speech, and the words pronounced as /əv/.*

**Track 13** (page 88, Student Book) 0:21

- 1) We've got plenty of time.
- 2) He went to a great deal of trouble.
- 3) I've got quite a bit of work at the moment.

6b

 Track 13 Learners listen again and copy the pronunciation.

## Time to Talk

7a

Go over the instructions and questions to check understanding. Learners think about hobbies and spare time activities in their country, and use the questions to make notes.

Monitor and assist as necessary, allowing learners time to think and make notes.

7b

Discuss the questions in **activity 7a** as a class.

At the end of the discussion, highlight good use of language and elicit corrections of any problems you noted.

## Homework

Highlight the homework reference at the bottom right of **page 27** of the Student Book. Ask learners to turn to **page 99**.

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

Go over the instructions and examples for **activities 1a** and **1b**. Make sure learners understand what to do for **activity 2**.

## Homework Answers

1a+b

1a answers in **bold**,

1b answers underlined

- 1) Quite a few **people** I know enjoy golf.
- 2) I like having plenty of **time** to get ready for work in the morning.
- 3) I do quite a bit of **shopping** at weekends.
- 4) I try to exercise after I get home from work every **day**.
- 5) I have little **time** for reading these days because I'm so busy.
- 6) I visited China for several **days** last year.
- 7) I don't watch a great deal of **television**.
- 8) I have few **friends** who play sport.
- 9) If I have a little **money** to spend, I buy books.
- 10) I've tried camping, but I hated it each **time**.

2

Learner's own answers.



# 7 Turning Point

## Turning Point

**In this lesson** - Tell people about something that changed your life

**Core activities** - 1-2b, 3-5, 7

**Grammar** - Narrative tenses

**Examples:**

*They'd been walking for hours and were exhausted.*

*I recognised him because I'd met him before.*

*I went up to him and apologised.*

*It was raining, and I was trying to hail a cab, when I saw them.*

## Introduction

### 1a

Go over the instructions and check understanding. In pairs, learners use the nouns from the box to complete the underlined expressions.

Monitor and assist as necessary.

Feedback as a class.

### 1a answers

1) My car breaking down was a blessing in **disguise**. I started using my bicycle and got much fitter.

2) He met a film producer in a lift. It was a lucky **break** which led to his career in the showbiz.

3) The invention of the internet was a turning **point** in the history of communication.

### 1b

Go over the instructions and check understanding. In pairs, learners write numbers to match the underlined expressions in **activity 1a** with the meanings.

Monitor and assist as necessary.

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

### 1b answers

2 a piece of good luck that gives you a chance to succeed

1 something that seems bad, but which leads to good results

3 a moment when something changes and affects what happens afterwards in an important way

# 7 Turning Point

## Introduction

1 a Work with a partner. Use the nouns from the box to complete the underlined expressions below.

break

disguise

point

1 My car breaking down was a blessing in \_\_\_\_\_. I started using my bicycle and got much fitter.

2 He met a film producer in a lift. It was a lucky \_\_\_\_\_ which led to his career in the showbiz.

3 The invention of the Internet was a turning \_\_\_\_\_ in the history of communication.

b Write numbers to match the underlined expressions in **activity 1a** with the meanings below.

a piece of good luck that gives you a chance to succeed

something that seems bad, but which leads to good results

a moment when something changes and affects what happens afterwards in an important way

28 Lesson 7

## A Turning Point

by Pippa Evans

\_\_\_\_\_ I got into the office at the usual time. People were settling into their chairs, starting up their computers and exchanging the usual greetings in the usual way. I was just opening my emails when Tom Peters, the HR Manager, came over to me. 'Hi Pippa,' he said, and smiled. Then he invited me into his office. I had worked there for three years. I had seen this happen to other people. I knew it wasn't good.

1 The day my life changed started like any other day. I woke up, checked my emails, had my coffee, took a shower, went out of the door and got on the train to work. It was a dull, grey day, a normal day. It had been raining, and the streets were wet.

\_\_\_\_\_ I was shocked. I really hadn't expected it. But that night, when I was thinking about it at home, I realised something strange: I was upset, and angry, of course - I had just been sacked - but I wasn't sad! I had never liked my job there, never enjoyed my work. I'd been looking for a way out, but I'd been scared of just leaving. Now Tom had given me the push, and I was free.

\_\_\_\_\_ In his office, Tom asked me to sit down. He told me that this was difficult for him. He told me that he was sorry. Then he told me that I didn't have a job. That was it. I hadn't done anything wrong, but the company didn't need me any more.

\_\_\_\_\_ I started to do something I'd been dreaming about for a long time - I started to write. I still have to work, of course - we all need money - but I no longer live to work. Now, I work to live, and I live to write. It's mostly blogs, but last month I had something published in a little magazine I like.

## Reading

### 2a

Go over the instructions, example and questions to check understanding. Learners read the article on **page 28** quickly, write numbers to put the paragraphs in the correct order, then answer the questions. Set a time limit

of a minute.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

### 2a answers

See **Reading** text for order of paragraphs.

1) The turning point that Pippa Evans writes about is a time when she lost a job.

2) Pippa thinks that what happened was generally positive.

### Reading text

#### A turning point by Pippa Evans

(paragraphs in the correct order, answers to **activity 3a** highlighted as follows - past simple: underlined; past continuous: underlined italic; past perfect simple: **bold**; past perfect continuous: **bold italic**)



## Reading

- 2 a** Read the article on **page 28** quickly and write numbers to put the paragraphs in the correct order, then answer the questions below.
- What was the turning point that Pippa Evans writes about?
  - Does Pippa think that what happened was generally positive or negative?
- b** Read the article again. Circle an option to show if each statement below is **true (T)** or **false (F)**. Write a number at the end of each statement to show the paragraph where you found the answer.
- Pippa had coffee in the morning. .... **T** / **F** **1**
  - It was bright and sunny in the morning. .... **T** / **F** \_\_\_\_
  - The office was empty when Pippa arrived. .... **T** / **F** \_\_\_\_
  - Pippa had three years' experience in the job. .... **T** / **F** \_\_\_\_
  - Pippa was surprised by what happened. .... **T** / **F** \_\_\_\_
  - Pippa liked the job very much. .... **T** / **F** \_\_\_\_
  - Pippa's dream was to be a writer. .... **T** / **F** \_\_\_\_
- c** Would you feel the same as Pippa if a similar thing happened to you?

- 3 a** Work with a partner. Read **paragraphs 1 and 2** of the article again and underline all of the examples of the following tenses:

the past simple  
the past continuous  
the past perfect simple  
the past perfect continuous

- b** Look at how the examples of tenses you underlined in **paragraphs 1 and 2** are used. Write the names of the tenses to answer the questions below.

- Which tense is used to talk about main events in the story?
- Which tense is used to 'set the scene', or talk about actions in progress when main events happened?
- Which tenses are used to talk about actions and events that happened before the main events? \_\_\_\_\_ and \_\_\_\_\_

- c** Read the **Language Focus** section on **page 30** and check your answers to **activity 3b**.



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## 2b

Go over the instructions, list of statements and example to check understanding. In pairs, learners read the article again and circle an option to show if each statement is **true (T)** or **false (F)**. Point out that they should also write a number at the end of each statement to show the paragraph where they found the answer.

Monitor and assist as necessary.  
Feedback as a class.

### 2b answers - in bold

- Pippa had coffee in the morning. **T 1**
- It was bright and sunny in the morning. **F 1**
- The office was empty when Pippa arrived. **F 2**
- Pippa had three years' experience in the job. **T 2**
- Pippa was surprised by what happened. **T 4**
- Pippa liked the job very much. **F 4**
- Pippa's dream was to be a writer. **T 5**

## 2c

Take brief responses to the question.

## 3a

Go over the instructions and check understanding. In pairs, learners read **paragraphs 1 and 2** of the article again and underline all of the examples of the **past simple**, **past continuous**, **past perfect simple** and **past perfect continuous**.

Monitor and assist as necessary. With less confident learners, you may like to do this activity as a class.

Feedback as a class.

### 3a answers

See **Reading** text.

## 3b

Go over the instructions and check understanding. In pairs, learners look at how the examples of tenses they underlined in **paragraphs 1 and 2** are used, and write the names of the tenses to answer the questions.

Monitor and assist as necessary.

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

### 3b answers

See **3b+c answers**.

## 3c

Read through the **Language Focus** section with learners, asking them to check their answers to **activity 3b** and make corrections where necessary.

### 3b+c answers

- past simple**
- past continuous**
- past perfect simple** and **past perfect continuous**

1) The day my life changed started like any other day. I woke up, checked my emails, had my coffee, took a shower, went out of the door and got on the train to work. It was a dull, grey day, a normal day. **It had been raining**, and the streets were wet.

2) I got into the office at the usual time. **People were settling into their chairs, starting up their computers and exchanging the usual greetings in the usual way.** I was just opening my emails when Tom Peters, the HR Manager, came over to me. 'Hi Pippa,' he said, and smiled. Then he invited me into his office. **I had worked there for three years. I had seen this happen to other people. I knew it wasn't good.**

3) In his office, Peters asked me to sit down. He told me that it was difficult for him. He told me that he was sorry. Then he told me that I didn't have a job. That was it. I hadn't done anything wrong, but the company didn't need me any more.

4) I was shocked. I really hadn't expected it. But that night, when I was thinking about it at home, I realised something strange: I was upset, and angry, of course – I had just been sacked – but I wasn't sad! I had never liked my job there, never enjoyed my work. I'd been looking for a way out, but I'd been scared of just leaving. Now Peters had given me the push, and I was free.

5) I started to do something I'd been dreaming about for a long time – I started to write. I still have to work, of course – we all need money – but I no longer live to work. Now, I work to live, and I live to write. It's mostly blogs, but last month I had something published in a little magazine I like.



## Language Focus

Go over the examples and explanations of how we don't usually use the past perfect continuous when referring to actions completed at a single point in time, or when referring to a state.

### 4a+b

As a class, look at **paragraph 4** of the article on **page 28**. Ask learners to find and circle *one* example of the *past perfect simple* where we can use the *past perfect continuous* instead, and underline *five* examples of the *past perfect simple* where we *cannot* use the *past perfect continuous* instead.

#### 4a+b answers

a) one example of the past perfect simple where we can use the past perfect continuous instead:

- I really **hadn't** expected it. (I really **hadn't been expecting** it.)

b) five examples of the past perfect simple where we cannot use the past perfect continuous instead:

- I **had just been** sacked!
- I **had never liked** my job there
- **never enjoyed** my work
- I **'d been** scared of just leaving.
- Peters **had given** me the push

## Practice

### 5

Go over the instructions and example to check understanding. In pairs, learners use the prompts in parentheses to complete the paragraph. Point out that sometimes more than one answer may be possible.

Monitor and assist as necessary.

Feedback as a class.

#### 5 suggested answers

I **'was standing** on the pavement, **'looking** for my keys, when I first **'met** him. He **'was sitting** under a car on the street in front of my apartment. He **'was** hungry and dirty because he **'had been living** on the streets for a long time. He **'looked** like a small, grey ball of fur. I **'had never liked** cats before then, but I **'felt** sorry for him, so I **'took** him into my apartment and **'gave** him some milk. He still lives with me. I call him Smudge.

You may like to elicit / point out the following:

**'had lived** is also possible. The continuous form is preferable, however, because it emphasises the continuation of the action.

**'looked**, here, expresses a state, not an action. It describes how the cat seemed, not what it was doing.

## Language Focus

We can use a variety of tenses when we tell stories.

We can use the **past simple** to talk about the main events in a story.

Her boss **called** her into the room and **fired** her.

We can use the **past continuous** to 'set the scene' of a story, or to talk about background actions that were in progress when main events happened.

She **was sitting** in a café, **reading**, when she got the phone call that changed her life.

We use the **past perfect simple** and **past perfect continuous** when we talk about a time in the past and want to refer to actions or events that happened before that time.

We use the **past perfect simple** when we emphasise the *completion* of the action or events.

She was happy because she **'d finished** the job.

We use the **past perfect continuous** when we emphasise the *continuation* of the action or events.

He was angry because he **'d been waiting** a long time.

We *don't* usually use the continuous form when: - we refer to actions that are completed at a single point in time.

- ✓ He was angry because he'd lost his job.
- ✗ He was angry because he'd been losing his job.

- we refer to a state.

- ✓ She'd been very unfit before she joined the gym.
- ✗ She'd been being very unfit before she joined the gym.

#### 4 Look at paragraph 4 of the article on page 28.

- a Circle *one* example of the **past perfect simple** where you can use the **past perfect continuous** instead.
- b Underline *five* examples of the **past perfect simple** where you *cannot* use the **past perfect continuous** instead.

## Practice

5 Use the prompts in parentheses to complete the paragraph. Sometimes more than one answer may be possible.



I (stand) <sup>1</sup> **was standing** on the pavement, (look) <sup>2</sup> \_\_\_\_\_ for my keys, when I first (meet) <sup>3</sup> \_\_\_\_\_ him. He (sit) <sup>4</sup> \_\_\_\_\_ under a car on the street in front of my flat. He (be) <sup>5</sup> \_\_\_\_\_ hungry and dirty because he (live) <sup>6</sup> \_\_\_\_\_ on the streets for a long time. He (look) <sup>7</sup> \_\_\_\_\_ like a small, grey ball of fur. I (never like) <sup>8</sup> \_\_\_\_\_ cats before then, but I (feel) <sup>9</sup> \_\_\_\_\_ sorry for him, so I (take) <sup>10</sup> \_\_\_\_\_ him into my flat and (give) <sup>11</sup> \_\_\_\_\_ him some milk. He still lives with me. I call him Smudge.



## Sounding Natural

6 a  Track 14 Listen. How are the underlined words pronounced?

- 1 It had been raining.
- 2 It had been forgotten.
- 3 It had never happened before.

b  Track 14 Listen again and copy the pronunciation.

## Time to Talk

7 a Work on your own. Choose one of the following:

- ☐ a turning point (big or small) in your life
- ☐ a lucky break that you had
- ☐ a blessing in disguise that you experienced

Use the questions below to make notes about it and how it changed your life.

When did it happen?

Where were you living and what were you doing when it happened?

How exactly did it happen?

How did it change your life?

b Work with a partner. Tell them about what you made notes on in **activity 7a**.  
Listen to what your partner tells you. Ask questions to get more information.

c Tell the class about your partner's answers.

Homework - turn to page 100

Lesson 7 31

## Time to Talk

### 7a

Go over the instructions, list of topics and questions to check understanding.

Learners work independently, choose one of the topics and use the questions below to make notes about it and how it changed their life.

Monitor and assist as necessary.

### 7b

Go over the instructions and check understanding. In pairs, learners tell each other about what they made notes on in **activity 7a** and ask questions to get more information.

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

### 7c

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

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


## Homework

Highlight the homework reference at the bottom right of **page 31** of the Student Book. Ask learners to turn to **page 100**.

Set Lesson 7 **activities 1** and **2** for homework. Go over the instructions and example for **activity 1**. Make sure learners understand what to do for **activity 2**.

## Sounding Natural

### 6a

 Track 14 Learners listen for how the underlined words are pronounced.

Feedback in pairs and then as a class.


#### 6a answers

*In connected speech, the underlined words tend to be pronounced as /'Itəd/.*

**Track 14** (page 88, Student Book) 0:19

- 1) It had been raining.
- 2) It had been forgotten.
- 3) It had never happened before.

### 6b

 Track 14 Learners listen again and copy the pronunciation.

## Homework Answers

### 1

- a) We met when I **was travelling** in China.
- b) I didn't order the pizza because I'd **eaten** it before and didn't like it.
- c) The car **broke** down while we were driving home.
- d) I knew she'd **been crying** because her eyes were red.
- e) I was surprised when he **sold** his car and bought a bicycle.
- f) We needed an umbrella because it **was raining**.

### 2

Learner's own answers.



# 8 Water Sports

## Water Sports

**In this lesson** - Give advice about something you know how to do

**Core activities** - 2-7

**Skills** - Extended listening and speaking

## Introduction

### 1a+b

Go over the instructions and check understanding. In pairs, learners discuss the questions.

Monitor and assist as necessary.

Take brief feedback from learners about what they discussed.

### 2a

Go over the instructions and example to check understanding. In pairs, learners look at the pictures on **page 32**, read the list of water sport equipment and write numbers to show in which picture they can see each item. Point out that sometimes an item is in more than one picture.

Monitor and assist as necessary.

Feedback. Teach, drill, and board any unfamiliar items.

### 2a answers

a life jacket – 2

a mask – 1

a sailing boat – 3

a snorkel – 1

a sailboard – 3

a wetsuit – 1, 3

an air tank – 1

fins\* – 1

a kayak – 2

a paddle – 2

\*footwear for diving and snorkelling – sometimes called 'flippers'

### 2b

Ask learners to make a list of three more water sports. If learners don't mention *snorkelling*, you may like to elicit it in preparation for **activity 3**.

# 8 Water Sports

## Introduction

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

- a Do you enjoy spending leisure time by the sea? Why or why not?
- b Have you tried any of the water sports in the pictures on **page 32**?



**2 a** Work with a partner. Look at the pictures on **page 32** and read the list of water sport equipment below. Write numbers to show in which picture you can see each item. Sometimes an item is in more than one picture.

- a life jacket ..... **2**
- a mask ..... \_\_\_\_\_
- a sailing boat ..... \_\_\_\_\_
- a snorkel ..... \_\_\_\_\_
- a sailboard ..... \_\_\_\_\_
- a wetsuit ..... \_\_\_\_\_
- an air tank ..... \_\_\_\_\_
- fins ..... \_\_\_\_\_
- a kayak ..... \_\_\_\_\_
- a paddle ..... \_\_\_\_\_



**b** As a class, make a list of three more water sports.



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Lesson 8

## Skills

## Listening

### 3a+b

**Track 15** Go over the instructions and check understanding. Learners listen to an instructor giving a presentation about a water sport (*not* one of the water sports on **page 32**), circle the equipment in **activity 2a** that he talks about, then answer the questions.

Feedback in pairs and then as a class.

### 3a+b answers

The instructor talks about **masks, snorkels, and fins**.

a) He is giving a presentation about snorkelling.


b) He is giving the presentation to beginners.

(The information seems quite basic.)



In this lesson: Give advice about something you know how to do  
Skills: Extended listening and speaking

### Listening

3  **Track 15** Listen to an instructor giving a presentation about a water sport (not one of the water sports on page 32). Circle the equipment in **activity 2a** that he talks about, then answer the questions below.

- a What water sport is he giving a presentation about?
  - b Is he giving the presentation to beginners or to people with a lot of experience?
- 4 Discuss the questions below with a partner.
- a What words, topics or ideas do you remember from the presentation?
  - b What made them easy to remember?

Skills

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#### Track 15 (page 88, Student Book) 4:26

*This is the mask. It goes over your eyes and nose. It should fit onto your face perfectly, so you want to make sure that you get your hair away from your face area when you wear it. If there's hair on your face, the water's going to get into your mask. You want a nice seal between the mask and your skin. That seal is going to stop the water getting in. The mask has a strap, and that goes over the back of your head, not too low down. You don't want to make your strap too tight. The strap is there just to stop your mask falling away from your face. Tighten it just enough so that it's secure and not going anywhere. If it's too tight, it's going to actually work against you, and it will pop that seal, and it will allow the water to come in. If you do get some water into your mask, don't worry. All you have to do is just press the top of your mask against your face, like this, and then blow out through your nose. If you blow air through your nose, that'll push the water out of the bottom of the mask.*

*And here we have the snorkel. It fits on the side of your mask and the end goes in your mouth. The basic rule of thumb*

*when breathing through a snorkel is breathe in nice and slow – a nice, slow, long inhale, and then breathe out with a quick, forceful exhale. The reason for that being that if you get water in the snorkel, OK, breathing out hard and fast will clear the snorkel of the water, but if you have any last, little bits of water in that snorkel, by slowly breathing in, you're not going to inhale that water into your throat and lungs. Then you can get air in and you can give another quick exhale to get rid of the rest of the water.*

*When you're snorkelling, breathing is the easiest part. Just breathe in and out – slowly, gently and just take your time. Everything about snorkelling is about slowing it down. Slowing your breathing down will keep you calm – slowing your movements down – your kicking, your swimming – will allow the fish to get used to you, and you'll see more. If you're swimming through there like you're swimming... a race, all the fish are gonna hide and you'll swim right past them. So slow everything down, including your breathing.*

*And these are your fins. Fins are important because they help propel you through the water. You need to keep them at the surface of the water. When we get out of the boat and get in, it's going to be deep, but once we get over to that coral, some of it almost touches the surface of the water. And if you start dropping your feet down and kicking, you're going to kick*

*the surface of the coral. The coral is a living organism and it's very sensitive. If you kick it, you're going to kill it. So please, please, I can't stress it enough, keep your fins at the surface of the water.*

*Before we head out, there are some general safety rules you have to follow. First, stay with other people. We always swim in pairs. Don't ever go off on your own because, if you get into trouble, or get lost, there's no one to help. And you must use sunscreen. You don't realise it when you're in the water, but if you don't use sunscreen, your back is gonna get really sunburnt, and that's gonna spoil your day and ruin the rest of your holiday, so you have to wear some really good sunscreen before you can head out. If you don't have any, we have some available here. Finally, remember, when you're in the water, never touch the coral.*

*So, really simple, guys – breathe in and out, go slow and keep horizontal, stay close together, don't touch the coral. And relax - it's just snorkelling. It's just breathing and hanging out in the water.*

#### 4a+b

Go over the instructions and check understanding. In pairs, learners discuss the questions.

Monitor and assist as necessary.  
Feedback as a class.

#### 4a+b answers

Answers will vary, but it is likely that many of the words, topics and ideas learners recall from the presentation were easy to remember because they were repeated several times.



## 5a

Draw attention to the **Listening skills and strategies** box and go over its contents with learners.

### Listening skills and strategies

#### Listen for repeated ideas

Speakers often repeat important ideas, and then explain what they mean in more detail. Pay attention when ideas are repeated. It will help you to understand better.

Go over the instructions and check understanding. In pairs, learners draw lines in the table to complete the extracts from the presentation.

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

### 5a answers

See 5a+b answers.

## 5b

**Track 16** Learners listen again to the first part of the presentation and check their answers to **activity 5a**.

### 5a+b answers (repeated ideas underlined)

Make sure that you get your hair away from your face area when you wear it. If there's hair on your face,

the water's going to get into your mask.

Press the top of your mask against your face, like this, and then blow out through your nose. If you blow air through your nose,

that'll push the water out of the bottom of the mask.

### Extension

You may like to ask learners to find and underline repeated ideas in the extracts (underlined in **5a+b answers**).

### Track 16 (page 88, Student Book) 1:21

This is the mask. It goes over your eyes and nose. It should fit onto your face perfectly, so you want to make sure that you get your hair away from your face area when you wear it. If there's hair on your face, the water's going to get into your mask. You want a nice seal between the mask and your skin. That seal is going to stop the water getting in. The mask has a strap, and that goes over the back of your head, not too low down. You don't want to make your strap too tight. The strap is there just to stop your mask falling away from your face. Tighten it just enough so that it's secure and not going anywhere. If it's too tight, it's going to actually work against you, and it will pop that seal, and it will allow the water to come in. If you do get some water into your mask, don't worry. All you have to do is just press the top of your mask against your face, like this, and then blow out through your nose. If you blow air through your nose, that'll push the water out of the bottom of the mask.

## 5c

**Track 17** Go over the instructions and check understanding. Learners listen again to the second part of the presentation and make notes to answer the questions.

Feedback in pairs and then as a class.

### 5c answers

You should breathe in slowly and gently through a snorkel and breathe out hard and fast. Breathing out hard and fast clears any water that may be in the snorkel. Breathing in gently prevents water going into your throat and lungs.

### Listening skills and strategies

#### Listen for repeated ideas

Speakers often repeat important ideas, and then explain what they mean in more detail. Pay attention when ideas are repeated. It will help you to understand better.

**5a** Draw lines in the table to complete the extracts from the presentation.

Make sure that you get your hair away from your face area when you wear it. If there's hair on your face,

that'll push the water out of the bottom of the mask.

Press the top of your mask against your face, like this, and then blow out through your nose. If you blow air through your nose,

the water's going to get into your mask.

**b** **Track 16** Listen again to the first part of the presentation and check your answers to **activity 5a**.

**c** **Track 17** Listen again to the second part of the presentation.

Make notes to answer the questions below.

How should you breathe through a snorkel? Why?

**6** **Track 18** Listen again to the last part of the presentation.

Make a note about what the instructor says about the following:

- a slowing things down
- b coral
- c using sunscreen
- d one more important thing

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Skills

### Track 17 (page 88, Student Book) 0:58

And here we have the snorkel. It fits on the side of your mask and the end goes in your mouth. The basic rule of thumb when breathing through a snorkel is breathe in nice and slow – a nice, slow, long inhale, and then breathe out with a quick, forceful exhale. The reason for that being that if you get water in the snorkel, OK, breathing out hard and fast will clear the snorkel of the water, but if you have any last, little bits of water in that snorkel, by slowly breathing in, you're not going to inhale that water into your throat and lungs. Then you can get air in and you can give another quick exhale to get rid of the rest of the water.

## 6a-d

**Track 18** Go over the instructions and check understanding. You may like to check understanding of **coral** (Use **picture 1** on **page 32** of the Student Book to teach, if necessary.) and **sunscreen**.

Learners listen again to the last part of the presentation and make a note about what the instructor says about the things on the list.

Feedback in pairs and then as a class.

### 6a-d answers

- a) The instructor stresses the importance of slowing everything down. Slowing down your breathing keeps you calm. Slowing down your movement allows you to see more.
- b) The instructor stresses (three times) that you should avoid touching/kicking the coral - If you do, it will die.



## Time to Talk

- 7a** Work on your own. Think of something you know how to do. Use an idea from below, or one of your own ideas.

a sport you enjoy  
something you do at work  
something you know how to make  
a free time activity you do

Use the table below to make a note of up to three pieces of advice for someone who has never done the activity before.

advice	explanation

- b** Work with a partner. Tell them about the activity you chose, and the advice you made a note of. Don't look at the notes you made.

- c** Tell the class what activity your partner told you about, and the advice that they gave.

Homework - turn to page 100

Skills

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c) The instructor says that you must use sunscreen. If you don't, you will get burnt and this will spoil your day and your holiday.

d) The instructor also emphasises that you should stay with other people – always swim in pairs. If you don't, there will be no one to help you if you get in trouble.

### Track 18 (page 89, Student Book) 2:24

When you're snorkelling, breathing is the easiest part. Just breathe in and out – slowly, gently and just take your time. Everything about snorkelling is about slowing it down. Slowing your breathing down will keep you calm – slowing your movements down – your kicking, your swimming – will allow the fish to get used to you, and you'll see more. If you're swimming through there like you're swimming... a race, all the fish are gonna hide and you'll swim right past them. So slow everything down, including your breathing.

And these are your fins. Fins are important because they help propel you through the water. You need to keep them at the surface of the water. When we get out of the boat and get in, it's going to be deep, but once we get over to that coral, some of it almost touches the surface of the water. And if you start dropping your feet down and kicking, you're going to kick the surface of the coral. The coral is a living organism and it's very sensitive. If you kick it, you're going to kill it. So please, please, I can't stress it enough, keep your fins at the surface of the water. Before we head out, there are some general safety rules you have to follow. First, stay with other people. We always swim in pairs. Don't ever go off on your own because, if you get into trouble, or get lost, there's no one to help. And you must use sunscreen. You don't realise it when you're in the water, but

if you don't use sunscreen, your back is gonna get really sunburnt, and that's gonna spoil your day and ruin the rest of your holiday, so you have to wear some really good sunscreen before you can head out. If you don't have any, we have some available here. Finally, remember, when you're in the water, never touch the coral.

So, really simple, guys – breathe in and out, go slow and keep horizontal, stay close together, don't touch the coral. And relax - it's just snorkelling. It's just breathing and hanging out in the water.

## Time to Talk

### 7a

Go over the instructions and check understanding. Learners work independently to think of something they know how to do, then use the table to make a note of up to three pieces of advice for someone who has never done the activity before.

Point out that they can use an idea from the list, or one of their own ideas.

Monitor and assist as necessary.

### 7b

Go over the instructions and check understanding. In pairs, learners tell each other about the activities they chose and the advice they made a note of. Highlight the fact that they should not look at the notes they made.

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

### 7c

Learners tell the class what activity their partner told them about, and the advice that they gave.

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

## Homework

Highlight the homework reference at the bottom right of **page 35** of the Student Book. Ask learners to turn to **page 100**.

Set Lesson 8 **activities 1** and **2** for homework. Go over the instructions and example for **activity 1**.

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

Learners use **Track 19** for **activity 2**.

## Homework Answers

### 1+2

- |      |      |
|------|------|
| a) S | f) D |
| b) S | g) D |
| c) S | h) D |
| d) D | i) D |
| e) S | j) S |

### Track 19 (page 89, Student Book) 1:09

- life jacket, kayak
- snorkel, sailboard
- kayak, paddle
- sailing boat, sailboard
- air tank, life jacket
- sailing boat, air tank
- wetsuit, snorkel
- mask, paddle
- fins, life jacket
- life jacket, kayak



# 9 Wishful

## Wishful

**In this lesson** - Tell people what you wish for or regret

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

**Function** - Expressing wishes and regrets

## Introduction

### 1a

Go over the instructions and check understanding. Learners underline the correct adjective to complete each sentence.

Monitor and assist as necessary.

Feedback as a class.

### 1a answers

- 1) I hate my job and I can't find a new one. I feel so **frustrated**.
- 2) I'm a bit **anxious** because John is late for work. I hope he's all right.
- 3) I think he's **upset**. He's been crying all morning.

### 1b

Go over the instructions and check understanding. Learners complete the sentences with the adjectives they *didn't* underline in **activity 1a**.

Monitor and assist as necessary.

Feedback as a class.

### 1b answers

- 1) Are you worried about something? You look a bit **nervous**.
- 2) She was really **annoyed** with her parents because they wouldn't buy her a phone.
- 3) I was rather **disappointed** with the movie – it wasn't as good as I hoped it would be.

# 9 Wishful

## Introduction

**1 a** Underline the correct adjective to complete each sentence.

- 1 I hate my job and I can't find a new one. I feel so **nervous** / **frustrated**.
- 2 I'm a bit **anxious** / **disappointed** because John is late for work. I hope he's all right.
- 3 I think he's **annoyed** / **upset**. He's been crying all morning.

**b** Complete the sentences with the adjectives you *didn't* underline in **activity 1a**.

- 1 Are you worried about something? You look a bit \_\_\_\_\_.
- 2 She was really \_\_\_\_\_ with her parents because they wouldn't buy her a phone.
- 3 I was rather \_\_\_\_\_ with the movie – it wasn't as good as I hoped it would be.



2



3



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4

## Memo

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7

## Listening

2 Work with a partner. Look at the pictures on pages 36 and 37 and answer the questions.

What do you think the problems are?  
How do you think the people feel?

3 a Work with a partner. Use the words in parentheses to complete the wishes or regrets of the people in the pictures. Put the verbs in the correct form. Use short forms where possible.

Picture 1 I wish they **d invite** me to their party.  
(will / invite)

Picture 2 If only I \_\_\_\_\_  
this tree. Now I'm stuck!  
(have / not / climb)

Picture 3 I wish I \_\_\_\_\_  
a bigger car. (have / rent)

Picture 4 I should \_\_\_\_\_  
harder. (have / study)

Picture 5 If only I \_\_\_\_\_  
(can / cook)

Picture 6 I wish I \_\_\_\_\_  
so nervous right now. (do / not / feel)

Picture 7 If only I \_\_\_\_\_ taller. (be)

b Track 20 Listen and check your answers to activity 3a.

4 a Work with a partner. Read the sentences in activity 3a and write numbers to answer the questions.

1 Which sentences express a wish for a different present or future? 1 \_\_\_\_\_

2 Which sentences express a regret about the past? \_\_\_\_\_

b Read the Language Focus section on page 38 to check your answers to activity 4a.

Lesson 9 37

## Listening

2

Direct attention to the pictures on pages 36 and 37. Go over the instructions and questions to check understanding. In pairs, learners discuss the questions.

Monitor and assist as necessary.

Feedback as a class.

3a

Go over the instructions and example to check understanding.

Make sure learners understand that the wishes and regrets relate to the pictures on pages 36 and 37. In pairs, learners use the words in parentheses to complete the sentences.

Monitor and assist as necessary.

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

### 3a answers

See 3b answers.

3b

Track 20 Learners listen and check their answers to activity 3a.

### 3b answers

See CD script for Track 20 - answers in **bold**.

Track 20 (page 89, Student Book) 0:47

- 1) I wish they **d invite** me to their party.
- 2) If only I **hadn't climbed** this tree. Now I'm stuck!
- 3) I wish I **d rented** a bigger car.
- 4) I should **'ve studied** harder.
- 5) If only I **could cook**.
- 6) I wish I **didn't feel** so nervous right now.
- 7) If only I **were** taller.

4a

Go over the instructions and example to check understanding. Learners read the sentences in activity 3a and write numbers to answer the questions.

Monitor and assist as necessary.

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

4b

Go over the instructions and check understanding. Learners read the Language Focus section on page 38 to check their answers to activity 4a.

Monitor and assist as necessary.

Feedback as a class.

### 4a+b answers

- a) 1 5 6 7
- b) 2 3 4



## Language Focus

Go over the explanations and examples with learners.

## Practice

## 5a

Go over the instructions and example to check understanding. In pairs, learners write at least one wish or regret that the person in each situation might have.

Monitor and assist as necessary.

### 5a suggested answers

*Learners' own ideas. Example answers below.*

- 1) *If only I could speak Chinese. / I wish I'd taken lessons.*
- 2) *If only my friends were more generous. / I wish I'd told more people it was my birthday.*
- 3) *If only I had a better driving instructor. / I wish I'd taken more lessons.*
- 4) *I wish I didn't have to do this stupid exam. / If only I'd studied harder.*
- 5) *I wish I didn't live so far away from the office. / If only I'd woken up earlier.*
- 6) *If only I could find something better. / I wish I'd never applied for this job.*

**5b**

Feedback. Learners compare their answers to **activity 5a** as a class.

## Language Focus

Wishing for a different present or future

If only	+ <i>past verb forms</i>
I wish	+ <b>could / would</b> + <i>base form</i>

**If only I were\*** lying on a beach right now.  
**I wish** he **spoke** better French.  
**If only I could get** the earlier flight tomorrow.  
**I wish** they **wouldn't shout** at me.

\*We sometimes use **were** instead of **was**.  
This can sound more formal.

### Expressing a regret about the past

If only I wish	+ <i>past perfect</i>
-------------------	-----------------------

If only I'd studied harder.  
I wish we hadn't married so early.

**I should + have + *past participle***

**I should've tried** harder.

**I shouldn't have paid** by credit card.



## Practice

**5 a** Work with a partner. Write at least one wish or regret that the person in each situation below might have.

- 1 I'm really nervous. I'm starting a new job next week in Hong Kong. I can't speak Chinese.  
If only I could speak Chinese.
- 2 It's my birthday today, but I didn't get any presents. I'm feeling really disappointed.
- 3 I'm really upset. I didn't pass my driving test. This is the third time I've tried.
- 4 I'm feeling quite anxious. I've got an exam today. I haven't studied at all.
- 5 I left the house late this morning. I'm very annoyed because I missed the bus and now I'm late for work.
- 6 I'm really frustrated with this job. My boss never listens to me, and my colleagues are idiots.

**b** Compare your answers to **activity 5a** as a class.

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# Memo

[illegible]



**6 a**  **Track 21** Listen. What sound can you hear in the underlined part of each sentence?

- 1 I should've been more careful.
- 2 I shouldn't have trusted them.
- 3 I should've tried harder.
- 4 I shouldn't have argued with them.

**b**  **Track 21** Listen again and copy the pronunciation.

**7 a** Work on your own.  
Make a note of *three* things you regret about the past and *three* things you wish for in the present or the future.

A blank sheet of white paper with horizontal grey ruling lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

- b** Work with a partner. Tell each other about the things you made a note of in **activity 7a**. Ask questions to get more information.

**example** A: If only I'd travelled more before I got a job.  
B: Why do you say that?  
A: Well, I can't take much time off work these days.

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

**Homework** - turn to page 101

Lesson 9 39

**6a**

**Track 21** Learners listen for the sound they can hear in the underlined parts of the sentences.

### 6a answers

The underlined parts of each sentence tend to be pronounced as /əv/ in connected speech. This is an example of a weak form.

**Track 21** (page 89, Student Book) 0:25

- 1) I should've been more careful.
- 2) I shouldn't have trusted them.
- 3) I should've tried harder.
- 4) I shouldn't have argued with them.

**6b**

**Track 21** Learners listen again and copy the pronunciation.

**7a**

Go over the instructions and check understanding. Learners work independently and make a note of *three* things they regret about the past and *three* things they wish for in the present or the future.

Monitor and assist as necessary.

**7b**

Go over the instructions and example to check understanding. In pairs, learners tell each other about the things they made a note of in **activity 7a**, asking questions to get more information.

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

**7c**

Go over the instructions and check understanding. Learners tell the class about their partner's answers. If time allows, encourage questions from the class to get more information.

Highlight the homework reference at the bottom right of **page 39** of the Student Book. Ask learners to turn to **page 101**.

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

1+2

Learner's own answers.



# 10 Penfriends

## Penfriends

**In this lesson** - Compare how you describe yourself with how other people describe you

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

**Vocabulary** - Expressions for describing personality

## Introduction

### 1a

Direct attention to the personality adjectives in the table. Go over the instructions and example to check understanding. Elicit which headings should go at the tops of the remaining columns and ask learners to write these into the correct places in the table.

#### 1a answers

<b>approach to other people</b>	<b>approach to life</b>	<b>mental ability</b>
honest reliable selfish sociable	active anxious careless cheerful	intelligent creative sensible brilliant

### 1b

Go over the instructions and check understanding. In pairs, learners discuss the meanings of the adjectives, decide where to write them into the table in **activity 1a**, then add one more adjective to each column. Point out that sometimes more than one answer may be possible.

Monitor and assist as necessary.

### 1c

Learners discuss their ideas from **activity 1b** as a class. Accept any answers learners can justify – the aim of this activity is to determine whether learners know the meaning of the items. Point out that *thoughtful* has two meanings: 1) 'kind, always thinking about other people and how to help them' (approach to other people); 2) 'thinking about things and considering them carefully' (approach to life).

Teach, drill, and board any unfamiliar items.

#### 1b+c suggested answers

<b>approach to other people</b>	<b>approach to life</b>	<b>mental ability</b>
competitive reserved self-centred sensitive talkative thoughtful	adventurous bad-tempered cautious impatient open-minded organised practical stubborn thoughtful	bright foolish imaginative

# 10 Penfriends

## Introduction

- 1 a** Read the personality adjectives in the table below. Write the headings from the box into the correct places in the table.

approach to life	approach to other people	mental ability
honest reliable selfish sociable	active anxious careless cheerful	intelligent creative sensible brilliant

- b** Work with a partner. Discuss the meanings of the adjectives below. Decide where to write them into the table in **activity 1a**, then add one more adjective to each column. Sometimes, more than one answer may be possible.

open-minded  
reserved  
foolish  
bright  
talkative  
adventurous  
practical  
impatient  
sensitive  
thoughtful  
cautious  
stubborn  
competitive  
self-centred  
imaginative  
organised  
bad-tempered

- 2 a** Work on your own. Use adjectives from **activity 1** to complete the sentences below and make them true for you.

I wish I were more \_\_\_\_\_.  
I wish I weren't so \_\_\_\_\_.  
I don't think I'm \_\_\_\_\_ enough.  
I'd like to be more \_\_\_\_\_.

- b** Work with a partner. Share the sentences you completed in **activity 2a**. Ask questions to get more information.

**example** A: I wish I were more competitive.  
B: Why do you say that?

- c** Discuss your ideas from **activity 1b** as a class.

## 2a

Go over the instructions and check understanding. Learners work independently, using adjectives from **activity 1** to complete the sentences and make them true for themselves.

Monitor and assist as necessary.

### 2a answers

Learner's own answers.

## 2b

Go over the instructions and example to check understanding. In pairs, learners share the sentences they completed in **activity 2a** and ask questions to get more information.

Monitor and assist as necessary.

Feedback. Ask learners to briefly say what their partner told them.



In this lesson: Compare how you describe yourself  
with how other people describe you  
Vocabulary: Expressions for describing personality

## Reading

- 3a** How much can you tell about someone's personality from their appearance?  
Work with a partner. Look at the pictures on **page 41**, of people on a penfriend website. Discuss what you think each person's personality is like.
- b** Read the messages that go with each picture and check your ideas from **activity 3a**.
- c** Work with a partner. Discuss the questions below.
- How accurate were your ideas from **activity 3a**?
  - Could you be friends with any of the people?  
If so, who, and why?  
If not, why not?



Hi. My name is Wendy. I'm a mom, but my three adult kids have now all left home. I've always lived in the same small town, here in Ohio. People sometimes ask why I never moved to the city and got a big job, but I've never been **ambitious**. I like small-town life and small-town folk – someone has to do the small jobs! I'm not at all **materialistic**. I don't care about having lots of money or fancy clothes. Basically, I'm a **people person**. I love spending time with friends, talking and sharing thoughts and emotions. I think I'm quite **down-to-earth** (people always say how practical and sensible I am), but I'm definitely not boring. I don't believe anyone is boring, really – we all have dreams, don't we?



Hey there! I'm a Chinese guy, living and working in New Zealand. I'm a bit of an **extrovert** – I really enjoy going out, having fun and meeting new people. I'm looking for friends around the world to share daily life stuff, and talk about any topic, like science, astronomy, the economy, movies, drama, etc. I'm **not fussy** about your age, or where you live, as long as you are a **good laugh** – no one boring, please! Looking forward to making contact with all you interesting people!



Hello, I'm Chrissie. I love to write letters, and actually communicate better this way. I'm studying fashion and design in Birmingham, England, but I **keep myself to myself** and don't mix much with the other students – I've never been good at small talk. I guess I'm something of an **introvert**, really – I'm quite shy, and I don't make friends easily. I love drawing and I love clothes – I'm quite **particular** about what I wear – I don't have a lot of money, but I always try to dress well. I'd like to discuss alternative music and popular culture.

Lesson 10 41

## Reading

### 3a

Ask learners how much they think they can tell about someone's personality from their appearance. Go over the instructions and check understanding. Explain what a *penfriend* is, if necessary.

In pairs, learners look at the pictures on **page 41** and discuss what they think each person's personality is like. You may like to emphasise that learners should not read the messages at this stage.

Monitor and assist as necessary.

Take brief feedback on learners' ideas.

### 3b

Learners read the messages that go with each picture and check their ideas from **activity 3a**.

Monitor and assist as necessary.

### 3c

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

Monitor and assist as necessary.

Feedback as a class. You may like to point out the American spelling of *mom* in the first message.

### 3b+c answers

Answers will vary.

## Memo



## Language Focus

4

Go over the instructions and example to check understanding. In pairs, learners read the expressions in bold in the penfriend messages on **page 41**, then draw lines in the table to match each expression with the correct meaning.

Monitor and assist as necessary.

Feedback as a class.

### 4 answers

You may like to elicit other variations of keep oneself to oneself, e.g. keep yourself to yourself, etc.

<i>ambitious</i>	<b>having a strong wish to be successful or rich</b>
<i>materialistic</i>	<b>believing that money and possessions are the most important things</b>
<i>people person</i>	<b>someone who understands other people and enjoys relating to them</b>
<i>down-to-earth</i>	<b>practical and sensible</b>
<i>an extrovert</i>	<b>someone who is energetic and enjoys being with other people</b>
<i>not fussy</i>	<b>easy to please</b>
<i>a good laugh</i>	<b>someone who is fun and enjoyable to know</b>
<i>keep oneself to oneself</i>	<b>not talk to other people very much</b>
<i>an introvert</i>	<b>someone shy and quiet</b>
<i>particular</i>	<b>difficult to please and careful when choosing things</b>

## Practice

### 5a-j

Go over the instructions and example to check understanding.

In pairs, learners use the expressions from the **Language Focus** section to complete the sentences.

Monitor and assist as necessary.

Feedback as a class.

### 5a-j answers

a) He's an **ambitious** politician who will do anything to succeed.

## Language Focus

4 Work with a partner. Read the expressions in **bold** in the penfriend messages on **page 41**, then draw lines to match each expression in the table with the correct meaning.

<b>ambitious</b>	someone who understands other people and enjoys relating to them
<b>materialistic</b>	having a strong wish to be successful or rich
<b>people person</b>	believing that money and possessions are the most important things
<b>down-to-earth</b>	someone who is energetic and enjoys being with other people
<b>an extrovert</b>	easy to please
<b>not fussy</b>	practical and sensible
<b>a good laugh</b>	not talk to other people very much
<b>keep oneself to oneself</b>	someone shy and quiet
<b>an introvert</b>	difficult to please and careful when choosing things
<b>particular</b>	someone who is fun and enjoyable to know

## Practice

5 Use the expressions from the **Language Focus** section to complete the sentences below.

- He's an **ambitious** politician who will do anything to succeed.
- I'll eat anything – I'm really \_\_\_\_\_ about food.
- He's a good \_\_\_\_\_ who works very well in teams.
- They all go out on Fridays, but he never joins them – he prefers to \_\_\_\_\_.
- She's not very \_\_\_\_\_ – she's got lots of crazy ideas that will never work.
- He's such \_\_\_\_\_ – he's always at parties and he hates spending time alone.
- John's \_\_\_\_\_, and an evening with him is always great fun.
- I'm very \_\_\_\_\_ about tea. If it isn't made right, I won't drink it.
- He's a bit of \_\_\_\_\_ who finds it hard to relate to other people.
- Young people today are self-centred and \_\_\_\_\_. All they care about is how they look and what they have.

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- I'll eat anything – I'm really **not fussy** about food.
- He's a good **people person** who works very well in teams.
- They all go out on Fridays, but he never joins them – he prefers to **keep himself to himself**.
- She's not very **down-to-earth** – she's got lots of crazy ideas that will never work.
- He's such **an extrovert** – he's always at parties and he hates spending time alone.
- John's **a good laugh**, and an evening with him is always great fun.
- I'm very **particular** about tea. If it isn't made right, I won't drink it.
- He's a bit of **an introvert** who finds it hard to relate to other people.
- Young people today are self-centred and **materialistic**. All they care about is how they look and what they have.



## Sounding Natural

6 a  Track 22 Listen. Underline the /ɜ:/ sound in each expression below.

- 1 introvert
- 2 extrovert
- 3 people person
- 4 down-to-earth
- 5 reserved

b  Track 22 Listen again and copy the pronunciation.

## Time to Talk

7 a Get into pairs, but work on your own.  
Choose five expressions from this lesson to describe *yourself*.  
Choose five expressions from this lesson to describe *your partner*.

Use the table below to make a note of the expressions you choose.  
Use your own ideas to add other expressions if you wish.

expressions to describe myself	expressions to describe my partner

- b Work with your partner. Compare the expressions you made a note of in **activity 7a** and explain why you chose them.
- c Tell the class about how your partner described you, and if anything they said surprised you.

Homework - turn to page 101

Lesson 10 43

## Time to Talk

### 7a

Put learners into pairs. Go over the instructions and check understanding.

Learners work independently, choose five expressions from the lesson to describe themselves and five to describe their partner, then use the table to make a note of the expressions they choose.

Make it clear, if necessary, that learners should select expressions from both the **Introduction** and the **Language Focus** section.

Point out that learners can also use their own ideas to add other expressions if they wish.

Monitor and assist as necessary.

### 7b

Go over the instructions and check understanding. Learners work in their pairs, compare the expressions they made a note of in **activity 7a** and explain why they chose them.

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


### 7c

Feedback. Learners tell the class about how their partner described them, and whether anything their partner said surprised them.

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

## Sounding Natural

### 6a

 Track 22 Go over the instructions and example to check understanding. You may like to model the /ɜ:/ sound (as in *bird*) before playing the track. Learners listen and underline the /ɜ:/ sound in each expression.

Feedback in pairs and then as a class.


#### 6a answers

See CD script for Track 22 - answers in **bold**.

**Track 22** (page 89, Student Book) 0:27

- 1) *introvert*
- 2) *extrovert*
- 3) *people **person***
- 4) *down-to-**earth***
- 5) ***reserved***

### 6b

 Track 22 Learners listen again and copy the pronunciation.

## Homework

Highlight the homework reference at the bottom right of **page 43** of the Student Book. Ask learners to turn to **page 101**.

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

## Homework Answers

### 1

Learner's own answers.



# 11 Plans and Predictions

## Plans and Predictions

**In this lesson** - Talk about things you plan and predict in your life

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

**Grammar** - Future forms

**Examples:**

*Tomorrow will be cold with sunny periods.*

*It's a difficult job, so it might take a long time.*

*The flight could be cancelled.*

*She isn't going to come.*

*Be careful, or you're going to slip.*

*We have lectures this morning and then we break for lunch at one o'clock.*

*Please tell me as soon as you know.*

*They're half price? I'll buy two, then!*

*I haven't decided yet – I might move to Paris, or I could stay here.*

*I'm going to call her and ask her to marry me!*

*I'm not seeing her today because she's meeting her brother.*

## Introduction

### 1a

Go over the instructions and example to check understanding. In pairs, learners complete the table with the nouns from the box.

Monitor and assist as necessary.

Feedback as a class.

Teach, drill, and board any unfamiliar items.

### 1a answers

two-word noun		meaning
job	<b>opportunity</b>	the chance to get a job
science	<b>graduate</b>	a person who has a degree in a science from a university
academic	<b>qualification</b>	a record that you have studied and have passed exams in, e.g. university
work	<b>experience</b>	experience you already have of doing work

### 1b

Elicit the answers from the class as a whole.

### 1b answers

The two nouns from the box in activity 1a which can also be used as verbs are **graduate** and **experience**.

### 1c

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

# 11 Plans and Predictions

## Introduction

**1a** Work with a partner. Complete the table below with the nouns from the box.

two-word noun	meaning
job _____	the chance to get a job
science _____	a person who has a degree in a science from a university
academic _____	a record that you have studied and have passed exams in, e.g. university
work <u>experience</u>	experience you already have of doing work

**b** Which two nouns from the box in activity 1a can also be used as verbs?

**c** Discuss the questions below as a class.

- Are job opportunities for graduates in your country good or bad at present?
- What do you think is more important for young graduates who are looking for work – academic qualifications or work experience?
- What other things affect job opportunities for graduates in your country (e.g. the course they studied or the university they went to)?

## Listening

### 2a-k

**Track 23** Go over the instructions, list of statements and example to check understanding. Learners listen to Kim and Raj talk about their plans for after they graduate, and write *Kim* or *Raj* to complete each statement.

Feedback in pairs and then as a class.

### 2a-k answers

- Kim** speaks first.
- Raj** is worried about finding a job.
- Kim** has been offered a job.
- Kim** has arranged to sign a job contract tomorrow.
- Kim** can't say who has offered the contract.
- Raj** decides to ask again tomorrow.
- Kim** hopes to be in America by November.
- Raj** has decided to find work with a charity.
- Raj** wants to get work experience.
- Raj** hasn't decided whether to try a local charity or a charity in London.
- Raj** has arranged to meet a tutor on Tuesday.



## Listening

2 **Track 23** Listen to Kim and Raj talk about their plans for after they graduate.

Write **Kim** or **Raj** to complete each statement below.

- Kim** speaks first.
- \_\_\_\_\_ is worried about finding a job.
- \_\_\_\_\_ has been offered a job.
- \_\_\_\_\_ has arranged to sign a job contract tomorrow.
- \_\_\_\_\_ can't say who has offered the contract.
- \_\_\_\_\_ decides to ask again tomorrow.
- \_\_\_\_\_ hopes to be in America by November.
- \_\_\_\_\_ has decided to find work with a charity.
- \_\_\_\_\_ wants to get work experience.
- \_\_\_\_\_ hasn't decided whether to try a local charity or a charity in London.
- \_\_\_\_\_ has arranged to meet a tutor on Tuesday.

3 a Circle a letter to show if Kim (**K**) or Raj (**R**) said each sentence below.

- We graduate in just eight weeks' time, and I'm worried. **K / R**
- I'm seeing them tomorrow to sign the contract, actually. **K / R**
- I can't tell you until I have the contract. **K / R**
- OK. I'll ask you again tomorrow, then. **K / R**
- I just know you're going to be impressed. **K / R**
- With luck, I could be in America by November. **K / R**
- I've decided I'm going to work for a charity somewhere. **K / R**
- I'll be a volunteer, so I won't be paid, but I will get some really good work experience. **K / R**
- I don't know. I might try somewhere local, or maybe something in London. **K / R**
- I'm meeting my tutor next Tuesday to get some advice on organisations to try. **K / R**

b **Track 23** Listen again and check your answers to activity 3a.

4 a Work with a partner. Study the sentences in activity 3a.

Write numbers below to show in which sentences the speaker uses...

- will to state a prediction as a fact. **8**
- will to state a decision made at the time of speaking. \_\_\_\_\_
- going to to make a prediction based on knowledge or evidence. \_\_\_\_\_
- going to to talk about an intention or plan made before the time of speaking. \_\_\_\_\_
- might/could to make a prediction they are not sure about. \_\_\_\_\_
- might/could to talk about an intention or plan they are not sure about. \_\_\_\_\_
- a present tense to talk about a future event they expect to happen (e.g. on a schedule). \_\_\_\_\_
- a present tense to talk about a future arrangement (e.g. with another person). \_\_\_\_\_

b Read the **Language Focus** section on page 46 to check your answers to activity 4a.

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## 3a

Go over the instructions, list of sentences and example to check understanding.

In pairs, learners circle a letter to show if Kim (K) or Raj (R) said each sentence.

Monitor and assist as necessary.

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

### 3a answers

See 3a+b answers.

## 3b

**Track 23** Learners listen again and check their answers to activity 3a.

Feedback in pairs and then as a class.

### 3a+b answers

- We graduate in just eight weeks' time, and I'm worried. **R**
- I'm seeing them tomorrow to sign the contract, actually. **K**
- I can't tell you until I have the contract. **K**
- OK. I'll ask you again tomorrow, then. **R**
- I just know you're going to be impressed. **K**
- With luck, I could be in America by November. **K**
- I've decided I'm going to work for a charity somewhere. **R**
- I'll be a volunteer, so I won't be paid, but I will get some really good work experience. **R**

9) I don't know. I might try somewhere local, or maybe something in London. **R**

10) I'm meeting my tutor next Tuesday to get some advice on organisations to try. **R**

**Track 23** (page 89 Student Book) 1:37

**Kim** - Hey Raj, how's things?

**Raj** - Not that great, actually.

**Kim** - How come?

**Raj** - Well, we graduate in just eight weeks' time, and I'm worried, to be honest. I haven't found anything.

**Kim** - What? You mean a job?

**Raj** - Yeah, I'm looking, but there's nothing out there... and you know... Anyway, enough about me. How's your job search going?

**Kim** - Well... actually, I've been offered something by a major company. I'm seeing them tomorrow to sign the contract, actually.

**Raj** - Really? Which company?

**Kim** - Sorry. I can't tell you until I have the contract.

**Raj** - OK. I'll ask you again tomorrow, then.

**Kim** - All right. I just know you're going to be impressed when you hear. They're based in California.

**Raj** - California!

**Kim** - Yup. With luck, I could be in America by November.

**Raj** - Well, good for you, mate.

**Kim** - Thanks. I'm all a bit shocked by it actually.

**Raj** - I can imagine. Anyway, I've decided I'm going to work for a charity somewhere.

**Kim** - Good call.

**Raj** - You think so? I'll be a volunteer, so I won't be paid, but I will get some really good work experience.

**Kim** - Yeah, that's a really good idea. Where are you thinking?

**Raj** - I don't know. I might try somewhere local, or maybe something in London.

**Kim** - It's good to have options.

**Raj** - Yeah, I guess. Anyway, I'm meeting my tutor next Tuesday to get some advice on organisations to try. She said she has some good contacts.

**Kim** - Well, good luck.

## 4a

Go over the instructions and example to check understanding. In pairs, learners study the sentences in activity 3a, then write numbers below to complete the activity.

Monitor and assist as necessary.

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

## 4b

Read through the **Language Focus** section on page 46 with learners and ask them to check their answers to activity 4

### 4a+b answers

- will to state a prediction as a fact. **8**
- will to state a decision made at the time of speaking. **4**
- going to to make a prediction based on knowledge or evidence. **5**
- going to to talk about an intention or plan made before the time of speaking. **7**
- might/could to make a prediction they are not sure about. **6**
- might/could to talk about an intention or plan they are not sure about. **9**
- a present tense to talk about a future event they expect to happen (e.g. on a schedule). **1, 3**
- a present tense to talk about a future arrangement (e.g. with another person). **2, 10**



## Language Focus

Deal with any outstanding questions learners may have.

### Practice

#### 5a-e

Go over the instructions and example to check understanding. In pairs, learners choose the correct form for each pair of sentences. Point out that they should use each form only once.

Monitor and assist as necessary.

Feedback as a class.

#### 5a-e answers

- a)  
We're **having** a party tonight.  
We're all **going to have** a great time there.
- b)  
**I'm going to study** hard because I need to pass this exam.  
I haven't decided yet, but **I could study** engineering because I'm good at maths.
- c)  
Please apologise, or she **might think** you're not sorry.  
OK, I **will think** about it carefully, I promise.
- d)  
Give me an answer when I **meet** you at the weekend.  
If you want, I **will meet** you for lunch next weekend.
- e)  
Tomorrow **is** the first day of winter.  
The weather forecast said tomorrow **will be** the coldest day of the year.

## Language Focus

We can talk about the future in different ways.

1. Making predictions and saying how certain we are that something will happen  
We can use **will + base form** of the verb to state a prediction as a fact.

It's a great book – you'll love it.

We can use **might/could + base form** of the verb to make a prediction we are not so sure about.

The shops **might be** closed tomorrow, so we should check.  
The company's made a profit, so we **could get** a pay rise.

We can use **going to + base form** of the verb for predictions we have evidence for, or when a process has already started.

I know you're **going to hate** this. (*prediction based on my knowledge of your character*)  
Watch out – it's **going to fall**! (*it has already started to happen*)

We can use the **present simple** to talk about future events we expect to happen (e.g. because they are on a schedule). We often use the **present simple** like this after conjunctions such as **when, after, until, as soon as**, etc.

**The next train leaves at six.**  
Please give him this **when you see him**.

2. Talking about intentions, plans and arrangements  
We can use **will + base form** of the verb to talk about decisions we make at the time of speaking.

I'm quite tired, so I think I'll **take** a short break, if that's OK.

We can use **might/could + base form** of the verb to talk about intentions and plans that we are not sure about.

I **might go** to New York, and I **could even stay** there a month.

We can use **going to + base form** of the verb to talk about intentions and plans made before the time of speaking.

I'm **going to drive** to London on Saturday.

We can use the **present continuous** to talk about arrangements (often with other people).

**I'm having dinner with my colleagues** next Friday.

### Practice

- 5 Choose the correct form for each pair of sentences. Use each form only once.

a **having / going to have**

We're **having** a party tonight.  
We're all **going to have** a great time there.

b **I could study / I'm going to study**

**I could study** hard because I need to pass this exam.  
I haven't decided yet, but **I'm going to study** engineering because I'm good at maths.

c **will think / might think**

Please apologise, or she **might think** you're not sorry.  
OK, I **will think** about it carefully, I promise.

d **will meet / meet**

Give me an answer when I **will meet** you at the weekend.  
If you want, I **will meet** you for lunch next weekend.

e **is / will be**

Tomorrow **is** the first day of winter.  
The weather forecast said tomorrow **will be** the coldest day of the year.



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## Sounding Natural

### 6a

Go over the instructions and example to check understanding. In pairs, learners read the sentences and write a letter at the beginning of each one, to show if the word in bold is a noun (n) or a verb (v).

Monitor and assist as necessary.

Feedback as a class.

#### 6a answers

- 1) v  
2) n  
3) v  
4) n

### 6b


**Track 24** Go over the instructions and example to check understanding. Learners listen and circle an option at the end of each sentence to show what sound they can hear in the underlined part of the word in bold. You may like to model the sounds before playing the track (/et/ as in ate and /ət/ as in comfort).




## Sounding Natural

**6 a** Read the sentences below. Write a letter at the beginning of each sentence to show if the word in **bold** is a noun (n) or a verb (v).

- 1 v He's going to **graduate** next year. .... et / ət
- 2    She's a science **graduate**. .... et / ət
- 3    He **graduated** from a good university. .... et / ət
- 4    There are good job opportunities for engineering **graduates**. .... et / ət

**b**  **Track 24** Listen. Circle an option at the end of each sentence to show what sound you can hear in the underlined part of the word in **bold**.

**c**  **Track 24** Listen again and copy the pronunciation.

## Time to Talk

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

1. What are you doing after this Lesson?
2. Do you have any plans or arrangements for tonight?
3. Do you think the next six months will be good for you? Why or why not?
4. Have you thought about your next holiday?
If you have plans, what are they? If you don't have plans, what do you think you might do?
5.
6.

**b** Think of two more questions about the future and add them to the list in **activity 7a**.

**8 a** Work with a partner. Ask and answer the questions in **activity 7**. Ask questions to get more information.

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

Homework - turn to page 102

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### 6b answers

- 1) /et/
- 2) /ət/
- 3) /et/
- 4) /ət/

**Track 24** (page 90 Student Book) 0:29

- 1) He's going to graduate next year.
- 2) She's a science graduate.
- 3) He graduated from a good university.
- 4) There are good job opportunities for engineering graduates.

### 6c

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

## Time to Talk

### 7a

Go over the instructions and list of questions to check understanding.  
Learners work independently to make a note of their answers to the questions.

Monitor and assist as necessary.

### 7b

Go over the instructions and check understanding. Learners work independently to think of two more questions about the future and add them to the list in **activity 7a**.

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

### 8a

Go over the instructions and check understanding. In pairs, learners ask each other the questions from **activity 7**, and ask further questions to get more information.

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

### 8b

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

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

## Homework

Highlight the homework reference at the bottom right of **page 47** of the Student Book. Ask learners to turn to **page 102**.

Set Lesson 11 **activities 1** and **2** for homework. Go over the instructions and example for **activity 1**. Make sure learners understand what to do for **activity 2**.

## Homework Answers

### 1

- a) It depends on the weather, but **we could** go to the beach on Sunday.
- b) Please remind me tomorrow, because **I might forget**.
- c) He's just got on the bus, so **he's going to arrive** before six o'clock.
- d) I've got a doctor's appointment this evening, so **I'm going to** leave work early today.
- e) I can't decide now, so **I'll tell** you later, if that's OK.
- f) There's no time to choose a book now because the library **is closing** soon.
- g) We **aren't going to** be on time unless **we leave** now.
- h) I can't come for lunch today because **I'm meeting** a friend at one.

### 2

Learner's own answers.



## 12 One World, One Language?

**One World, One Language?**

**In this lesson** - Discuss and share your reactions to two short talks

**Core activities** - 2-3a, 4-7

**Skills** - Extended listening and speaking

**Introduction****1a-c**

As a class, discuss the questions briefly as a way into the topic.

**Listening****2a-d**

**Track 25** Go over the instructions and list of statements to check understanding. Learners listen to a short talk about languages and tick the correct ending to complete each statement. Feedback in pairs and then as a class.

**2a-d answers**

- a) **2 – increasing.**  
 b) **1 – less than half of the languages we have today.**  
 c) **2 – we don't need a global language.**  
 d) **3 – the effect of English as a global language.**

**Track 25** (page 90, Student Book) 3:42  
 (text for **Track 26** in **bold italics**; text for **Track 27** in *italics*)

I want to start by telling you about something that happened on the 14th of February 2014, in Washington State, USA. On that day, a woman called Hazel Sampson died. Hazel was 103, and she was the last native speaker of Klallam, which was a Native American language. Now, when the last native speaker of a language dies, the language dies too, and this is a terrible thing. Oh sure – there may be dictionaries and grammar books, and people may learn to speak it, just like there are some professors who have learned to speak Ancient Egyptian. But when the last native speaker of a language dies, no one can think or dream in that language any more, and we lose a unique and special way of looking at the world.

**Now, language death is very sad, but it is nothing new – I just mentioned Ancient Egyptian, and history is filled with many more examples of languages that have died and are no longer spoken. But today, languages are dying at a faster rate than ever before and the situation is very dangerous. There are around six to seven thousand living languages in the world today, and researchers calculate that every 14 days, another one of them dies. At the same time, English is getting ever more popular. In Asia, in Africa, in South America and the Middle East... all over the world people are learning English. Experts estimate that one day soon, over two billion people will be English speakers – that's one quarter of the world's population.**

**Is there a connection between the popularity of English and the death of other languages? I think there is. I agree with the French language researcher, Claude Hagege, who warned that if we are not careful about**

## 12 One World, One Language?

**Introduction**

- 1 Discuss the questions below as a class.
- Why do you study English?  
Do you study any other languages?
  - What are the advantages of studying English?
  - Are there any disadvantages to studying English?

**Listening**

- 2 **Track 25** Listen to a short talk about languages and tick (✓) the correct ending to complete each statement below.
- The rate at which languages are dying is...
    - decreasing.
    - increasing.
    - staying the same.
  - Researchers think that in the year 2100 we will have...
    - less than half of the languages we have today.
    - about half of the languages we have today.
    - more than half of the languages we have today.
  - The speaker thinks...
    - we shouldn't learn foreign languages.
    - we don't need a global language.
    - everyone should learn English.
  - The main topic of the talk is...
    - why languages die.
    - how to learn dead languages.
    - the effect of English as a global language.

**the way that English is getting stronger and stronger, it may kill most other languages. Some academics predict that by the year 2100, 90% of the world's languages will no longer exist.**

*Do we really want this? Do we really want to end up with just six or seven hundred languages and the main one that everybody speaks is English? This would be an awful thing to happen – think of all the stories and poetry and songs that we lose when we lose a language. Also, as I said before, when we lose a language, we lose a way of thinking about the world. We don't know what problems we will face in the future, but if we can think about them in only one way – the English language way, it may be harder to solve them.*

*They say that English will help the whole world to communicate, but I say we don't need one global language to communicate – computer translation is getting better and better all the time. I'm not saying that we shouldn't learn foreign languages, I'm just saying that we shouldn't all just learn English. Let's learn lots of different languages to help keep them alive for our future, and for our children.*

Draw attention to the **Listening skills and strategies** box and go over its contents with learners.

**Listening skills and strategies****Distinguish facts from opinions**

Facts and opinions are both important. A fact is something that you can check and show to be true or false. An opinion is based on a belief or a feeling. You can



### Listening skills and strategies

#### Distinguish facts from opinions

Facts and opinions are both important.

A fact is something that you can check and show to be true or false. An opinion is based on a belief or a feeling. You can agree or disagree with opinions, but you cannot prove they are true or false.

Speakers usually mix facts and opinions. If we can tell the difference, it helps us to understand, and to form our own opinions about a topic.

- 3 a Work with a partner. Read the extract, below, from the beginning of the talk in **activity 2**. Answer the questions underneath.

Hazel was 103, and she was the last native speaker of Klallam, which was a Native American language. Now, when the last native speaker of a language dies, the language dies too, and this is a terrible thing.

- 1 Which sentence in the extract states facts? How many facts are there?
- 2 Which sentence in the extract expresses opinions? How many opinions are there?

- b As a class, read a second extract from the beginning of the talk in **activity 2**. Discuss the questions underneath.

When the last native speaker of a language dies, no one can think or dream in that language any more, and we lose a unique and special way of looking at the world.

- 1 Does the extract state facts or give opinions?
- 2 Could you prove or disprove anything that the writer says in the extract?

- 4 a **Track 26** Listen again to the middle part of the talk from **activity 2**. Make notes to answer the questions below.

- 1 What does the speaker think is very sad?
- 2 What does the speaker think is very dangerous?
- 3 What do researchers calculate dies every 14 days?
- 4 What do experts estimate two billion people will soon be?
- 5 What does the speaker agree with Claude Hagege about?
- 6 What do some researchers predict will no longer exist by the year 2100?

- b 1 Which questions in **activity 4a** are about opinions that the speaker expresses?  
2 Which questions are about facts that the speaker states?

- c **Track 27** Listen again to the last part of the talk. Make a note about what the speaker says on the following topics, then answer the question below.

- a future with only six or seven hundred languages
- English as a global language
- learning foreign languages

Is what the speaker says on these topics fact or opinion?

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agree or disagree with opinions, but you cannot prove they are true or false. Speakers usually mix facts and opinions. If we can tell the difference, it helps us to understand, and to form our own opinions about a topic.

### 3a

Go over the instructions and the extract from the talk in **activity 2** to check understanding. In pairs, learners read the extract and answer the questions underneath. Monitor and assist as necessary. Feedback as a class.

#### 3a answers

- 1) The first sentence in the extract states facts. There are three, namely:  
Hazel was 103.  
Hazel was the last native speaker of Klallam.  
Klallam was a Native American language.
- 2) The second sentence in the extract expresses opinions. There are two, namely:  
When the last native speaker of a language dies, the language dies too.  
This (a language dying) is a terrible thing.

### 3b

As a class, read the second extract from the beginning of the talk in **activity 2** and discuss the questions.

### 3b answers

- 1) The extract gives opinions.
- 2) You could not prove or disprove anything that the writer says in the extract (this is because the writer is expressing opinions, not stating facts).

### 4a

**Track 26** Go over the instructions and list of questions to check understanding. Learners listen again to the middle part of the talk from **activity 2** and make notes to answer the questions. Feedback in pairs and then as a class.

#### 4a answers

- 1) The speaker thinks that language death is very sad.
- 2) The speaker thinks that the rate at which languages are dying is very dangerous.
- 3) Researchers calculate that a language dies every 14 days.
- 4) Experts estimate two billion people will soon be English speakers.
- 5) The speaker agrees with Claude Hagege that English may kill most other languages in the world.
- 6) Some researchers predict that 90% of the world's languages will no longer exist by the year 2100.

### 4b

Go over the questions and elicit answers from the class as a whole.

#### 4b answers

- 1) Questions 1, 2 and 5 in **activity 4a** are about opinions that the speaker expresses.
- 2) Questions 3, 4 and 6 are about facts that the speaker states.

**Track 26** (page 90, Student Book) 1:36  
See CD script for Track 25 - text in **bold italics**.

### 4c

**Track 27** Go over the instructions and list of topics to check understanding. Learners listen again to the last part of the talk, make a note about what the speaker says on the topics, then answer the question. Feedback in pairs and then as a class.

#### 4c answers

The speaker says the following on each of the topics:

- a future with only six or seven hundred languages  
*It would be awful – we'd lose all the stories, poetry and songs of the lost languages. We'd also lose different ways of looking at the world, and this would make it more difficult to solve problems.*
- English as a global language  
*We don't need English – or any other language – as a global language for communication. Computers are making it easier to translate.*
- learning foreign languages  
*We should learn lots of different languages – not just English – and help to keep them alive.*

What the speaker says on all these topics is **opinion**.

**Track 27** (page 90, Student Book) 1:13  
See CD script for Track 25 - text in *italics*.



## 5a

Explain to learners that they are going to listen to another short talk on English as a global language. Go over the instructions and extract from the beginning of the talk to check understanding. In pairs, learners read the extract, and find and underline one fact. Point out that there is only one fact.

Monitor and assist as necessary.

Feedback as a class.

### 5a answers

See 5a+b answers.

## 5b

Go through the extract as a class and elicit how many opinions there are.

### 5a+b answers

(fact underlined, all four opinions in **bold**)

Let me ask you a question. If a Russian, a Mexican and an Algerian had a conversation in a Swiss coffee shop today, how would they communicate? The answer is: **they would probably talk in English. If those same three people had met in that coffee shop a hundred years ago, or even just fifty years ago, they might well have spoken in French, because French was for many years the main international language in the West. But now English is winning the race against French to become the world's first truly global language. The modern rise of English is one of the most astonishing and exciting things happening on our planet today.**

## 6a

- **Track 28** 1) Go over the instructions and check understanding. Learners listen to the whole of the second talk and make a note of at least three facts that they hear.
- 2) In pairs, learners compare notes and discuss whether any of the facts they noted are the same as the facts mentioned in the first talk they listened to.

Monitor and assist as necessary.

Feedback as a class.

### 6a answers

- 1) The following facts, excluding the one already noted in **5a+b answers**, are stated in the talk (do not expect learners to have made a note of all of these):
- Researchers predict that one day soon there will be two billion speakers of English in the world, and more non-native speakers of the English language than native speakers.
  - The British Empire spread English all over the world.
  - America became an extremely powerful country in the twentieth century.
  - The rise of the internet and communications technology in recent years has helped to spread English.
- 2) The fact that it is predicted that there will soon be two billion speakers of English is also mentioned in the first talk.

## 6b

- **Track 28** 1) Go over the instructions and check understanding. Learners listen again to the whole of the second talk and make a note of at least five opinions that they hear.

- 5 You are going to listen to another short talk on English as a global language.

- a Before you listen, work with a partner and read the extract from the beginning of the talk, below. Find and underline one fact in the extract (there is only one fact).

Let me ask you a question. If a Russian, a Mexican, and an Algerian had a conversation in a Swiss coffee shop today, how would they communicate? The answer is: they would probably talk in English. If those same three people had met in that coffee shop a 100 years ago, or even just 50 years ago, they might well have spoken in French, because French was for many years the main international language in the West. But now English is winning the race against French to become the world's first truly global language. The modern rise of English is one of the most astonishing and exciting things happening on our planet today.

- b How many opinions can you find in the extract?

### 6a • Track 28

- 1 Listen to the second talk and make a note of at least three facts that you hear.

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- 2 Work with a partner. Compare your notes.

Are any of the facts the same as the facts mentioned in the first talk you listened to?

### b • Track 28

- 1 Listen again and make a note of at least five opinions that you hear.

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- 2 Work with a partner. Compare your notes.

Are the speaker's opinions generally similar or different to the opinions of the speaker in the first talk?

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- 2) In pairs, learners compare notes and discuss whether the speaker's opinions are generally similar or different to the opinions of the speaker in the first talk.

Monitor and assist as necessary.

Feedback as a class.

### 6b answers

- 1) The following opinions, excluding the four already noted in **5a+b answers**, are expressed in the talk (do not expect learners to have made a note of all of these):
- Everyone wants to speak English.
  - English is the language of opportunity.
  - English gives people a chance of a better education, a better job and a better life.
  - English is the most successful global language in history.
  - The British Empire did a lot of awful things.
  - The rise of English and English-speaking culture won't destroy local traditions and people's native languages.
  - English is becoming everybody's second language.
  - People won't stop speaking their native languages.
  - Your native language is your soul.
  - English allows us all to join in a global discussion.
  - English can bring together people from different cultures, to share ideas, work with each other and make decisions about how to live together.
- 2) The second speaker's opinions are generally different to the opinions of the speaker in the first talk, though they both agree that English is becoming a very strong language globally. They also both agree that native languages are



### Time to Talk

7 Read the questions below and make a note of your answers. Discuss the questions as a class.

a Which facts from the two talks do you find interesting or surprising? Why?

b Which opinions from the two talks do you agree or disagree with? Why?

c Do you think it is possible to translate perfectly from one language to another?  
Is there anything you think *cannot* be translated?

d Do you think we will have a global language one day?  
If not, why not? If so, will it be English?

Homework - turn to page 102

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*important, but the first speaker thinks these are under threat from English, while the second thinks that their position is secure.*

**Track 28** (page 91, Student Book) 3:03

*Let me ask you a question. If a Russian, a Mexican and an Algerian had a conversation in a Swiss coffee shop today, how would they communicate? The answer is: they would probably talk in English. If those same three people had met in that coffee shop a hundred years ago, or even just fifty years ago, they might well have spoken in French, because French was for many years the main international language in the West. But now English is winning the race against French to become the world's first truly global language. The modern rise of English is one of the most astonishing and exciting things happening on our planet today.*

*Everyone, it seems, wants to speak English. All around the world, English is the language of opportunity – it gives people a chance of a better education, a better job, a better life. This is why teaching English as a foreign language has become such a massive global business, and why there are so many people learning English today. Researchers predict that one day soon there will be two billion speakers of English in the world, and more non-native speakers of the English language than native speakers. It is the most successful global language in history.*

*It is not difficult to see why this has happened. Firstly, there is history. The British Empire did a lot of awful things, but it also spread English all over the world. Secondly, in the twentieth century, America became an extremely powerful*

*country, which strengthened the influence of English globally. Lastly, the rise of the internet and communications technology in recent years has helped to spread English even further.*

*So, is all this a bad thing? Will the rise of English and English-speaking culture destroy local traditions and our native languages? I don't think so. English is becoming a global language because it's becoming everybody's second language. This does not mean that you will stop speaking your native languages. Your native language is your soul – it is what you use to speak to your family and friends; it is what you use when you tell jokes. Nothing can replace that. But what English can do is allow us all to join in a global discussion. It can bring together people from completely different cultures, to share ideas, work with each other and make decisions about how we live together on our planet.*

### Time to Talk

#### 7a-d

Go over the instructions and check understanding. Learners read the questions and make a note of their answers, then discuss the questions as a class.

Allow learners time to think and make a note of their ideas.

Facilitate as necessary, but try to stay in the background as much as possible during the discussion.

### Homework

Highlight the homework reference at the bottom right of **page 51** of the Student Book. Ask learners to turn to **page 102**.

Set Lesson 12 **activities 1** and **2** for homework. Make sure learners understand what to do for **activity 1** and **activity 2**.

### Homework Answers

**1**

Learner's own answer.

**2**

Learner's own answer.



## 13 A Perfect Egg

**A Perfect Egg**

**In this lesson** - Explain how to make a drink or dish that you like

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

**Function** - Explaining how to do things

**Introduction****1**

Ask learners what their favourite egg dish is. As a class, brainstorm ways to cook eggs.

Make a list on the board. Set a time limit of one minute.

**Reading****2a**

Go over the instructions and questions to check understanding. Learners read the first two paragraphs of the article on **page 53** and make a note of the answers to the questions. Set a time limit of two minutes.

Monitor and assist as necessary.

Feedback in pairs and then as a class. Check and teach any unknown vocabulary, e.g. *simmering* (+ *simmer*), (egg) *white*, *yolk*.

**2a answers**

1+2) Answers will vary, but the author mentions frying, soft-boiling, scrambling and poaching eggs. The author also mentions frying eggs with rice, putting them on top of steaks, and having them in sandwiches.

3) The author is going to explain how to poach eggs.

**2b**

Go over the instructions and example to check understanding. Learners read the rest of the article quickly and write numbers to put the paragraphs in the correct order. Point out that learners don't need to read entire paragraphs to complete the task. Set a time limit of two minutes.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

**2b answers**

See **Reading** text.

**Reading** text

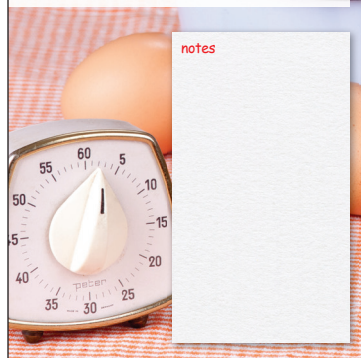
Good eggs  
by Ben Sergeant

On a steak, in a sandwich or fried with rice – add an egg to anything and your life automatically gets better. Add an egg

## 13 A Perfect Egg

**Introduction**

- 1** As a class, make a list of ways to cook eggs. You have one minute.

**Reading**

- 2 a** Read the first two paragraphs of the article on **page 53** and make a note of the answers to the questions below.

- 1** Does the author mention any ways of cooking eggs that you thought of in **activity 1**? If yes, what?
- 2** Does the author mention any ways of cooking eggs that you didn't think of? If yes, what?
- 3** What is the author going to explain how to do?

- b** Read the rest of the article quickly. Write numbers to put the paragraphs in the correct order.

- 3** Read the numbered paragraphs again and make a note of why the author says you should do the following:

- a** Use a deep, wide pan.
- b** Make sure the water isn't boiling.
- c** Have a large spoon nearby.
- d** Allow some hot water into the cup before you pour the egg out.
- e** Push each egg with a wooden spoon.

- 4 a** Work with a partner. Study how the expressions in **bold** are used in the article on **page 53**, then write the expressions into the correct places in the table below.

expressions	how they are used
<b>so that</b>	to explain the purpose of doing something
	to talk about the possibility of something happening
	to say what will happen if you <i>don't</i> do something
	to give a reason (similar to <i>because</i> )

- b** Read the **Language Focus** section on **page 54** and check your answers to **activity 4a**.

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to your breakfast and you know your day will be good. How you cook them tells me something about your character. Show me a properly fried egg, and I know you can be trusted, though I can't be sure if you have much imagination. A nice, soft-boiled egg tells me that you have good judgement and perfect timing, while well-scrambled eggs show that you are sensitive and have a gentle touch.

If you really want to impress me with an egg, however, poach it for me. Nothing could be simpler. You just take it out of its shell and slip it, naked, into a bath of gently simmering water. Keep it there for five minutes, then enjoy its golden, gooey yolk and soft, silky white. Let me show you how.

What you need  
A frying pan  
One teacup for each egg  
A slotted spoon  
A clean tea towel

Ingredients  
One egg per person – as fresh as possible  
Salt  
Freshly ground black pepper

**Method**

- 1)** You need to use a pan that is at least 7cm deep so that there is enough water to cover the eggs, and so they won't



On a steak, in a sandwich or fried with rice – add an egg to anything and your life automatically gets better. Add an egg to your breakfast and you know your day will be good. How you cook them tells me something about your character. Show me a properly fried egg, and I know you can be trusted, though I can't be sure if you have much imagination. A nice, soft-boiled egg tells me that you have good judgement and perfect timing, while well-scrambled eggs show that you are sensitive and have a gentle touch.

If you really want to impress me with an egg, however, poach it for me. Nothing could be simpler. You just take it out of its shell and slip it, naked, into a bath of gently simmering water. Keep it there for five minutes, then enjoy its golden, gooey yolk and soft, silky white. Let me show you how.



## Good Eggs

by Ben Sergeant

### What you need

- A frying pan
- One teacup for each egg
- A slotted spoon
- A clean tea towel

### Ingredients

- One egg per person – as fresh as possible
- Salt
- Freshly ground black pepper

### Method

1 You need to use a pan that is at least 7cm deep **so that** there is enough water to cover the eggs, and **so** they won't stick to the bottom of the pan. Also, you want to make sure the pan is wide enough to hold all the eggs you will be poaching, **as** you don't want the eggs to stick together.

Slowly lower each cup under the surface of the water. You need to be careful – don't pour the egg out of the cup straight away, **or else** it will just spread out in the water – and you don't want that. Instead, allow some of the water into the cup **in order to** cook the egg slightly in the cup and keep it firm. After about 10 seconds, you can gently slip the egg into the water.

Fill the pan with water and add a little salt. Bring the water to a simmer, but don't let it boil, **otherwise** your eggs will break up when you put them in.

After a couple more seconds, gently push each egg with a wooden spoon **to** make sure it isn't sticking to the bottom of the pan.

Break each egg into a separate cup. Have a large spoon nearby **in case** a yolk breaks when you put an egg in the water and you need to get it out quickly (you can use it in an omelette).

Serve on hot, buttered, wholemeal toast, with lots of freshly ground black pepper – perfection on a plate!

After exactly five minutes, lift each egg out with a slotted spoon and place the spoon and the egg on a clean tea towel **to** drain for a few seconds.

stick to the bottom of the pan. Also, you want to make sure the pan is wide enough to hold all the eggs you will be poaching, as you don't want the eggs to stick together.

2) Fill the pan with water and add a little salt. Bring the water to a simmer, but don't let it boil, otherwise your eggs will break up when you put them in.

3) Break each egg into a separate cup. Have a large spoon nearby in case a yolk breaks when you put an egg in the water and you need to get it out quickly (you can use it in an omelette).

4) Slowly lower each cup under the surface of the water. You need to be careful – don't pour the egg out of the cup straight away, or else it will just spread out in the water – and you don't want that. Instead, allow some of the water into the cup in order to cook the egg slightly in the cup and keep it firm. After about ten seconds, you can gently slip the egg into the water.

5) After a couple more seconds, gently push each egg with a wooden spoon to make sure it isn't sticking to the bottom of the pan.

6) After exactly five minutes, lift each egg out with a slotted spoon and place the spoon and the egg on a clean tea towel to drain for a few seconds.

7) Serve on hot, buttered, wholemeal toast, with lots of freshly ground black pepper – perfection on a plate!

### 3a-e

Go over the instructions and list of advice to check understanding. In pairs, learners read the numbered paragraphs again and make a note of why the author says you should follow the pieces of advice.

Monitor and assist as necessary.

Feedback as a class.

### 3a-e answers

- So that there is enough water to cover the eggs, and they don't stick to the bottom of the pan, or to the other eggs.**
- So that the eggs don't break up.**
- In case you have to take an egg out quickly if its yolk breaks.**
- So that the egg cooks slightly in the cup and doesn't spread out in the water when you do put it in.**
- So that it doesn't stick to the bottom of the pan.**

### 4a

Go over the instructions and example to check understanding. In pairs, learners study how the expressions in bold are used in the article on page 53, then write the expressions into the correct places in the table.

Monitor and assist as necessary.

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

### 4b

Read through the **Language Focus** section on page 54 with learners and ask them to check their answers to activity 4a.

### 4a+b answers

expressions	how they are used
<b>so that</b> <b>so</b> <b>in order to</b> <b>to</b>	to explain the purpose of doing something
<b>in case</b>	to talk about the possibility of something happening
<b>or else</b> <b>otherwise</b>	to say what will happen if you don't do something
<b>as</b>	to give a reason (similar to because)



## Language Focus

Go over any outstanding questions learners may have. You may like to point out that *you want to* + *base form* is fairly informal.

Learners may ask how to give negative instructions with *you need to* and *you want to*.

With *you need to*, we use *not* between *to* and the *base form*, although this can sound a little stilted, e.g. *You need to not allow it to boil*.

With *you want to*, we use *don't* between *you* and *want*, e.g. *You don't want to allow it to boil*.

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

## Practice

### 5a-f

Go over the instructions and example to check understanding. In pairs, learners complete each sentence with an expression from the box.

Monitor and assist as necessary.

Feedback as a class.

#### 5a-f answers

- a) Remind me tomorrow, **otherwise** I'll forget.
- b) You want to start early **in order to** finish on time.
- c) Take extra money **in case** things are more expensive than you expect.
- d) Study hard, **or else** you'll fail.
- e) You need to wear something warm **as** I think it's going to rain.
- f) You want to explain things clearly **so that** everyone can understand.

## Language Focus

We can use the **base form** of the verb *without* a **subject** when we explain how to do things and give instructions. We use **don't** + **base form** to give negative instructions.

**Bring** the water to a simmer, but **don't let** it boil.

**Be** careful - **don't pour** the egg out of the cup straight away.

We can also use **you need to** or **you want to** before the **base form**.

**You need to use** a pan that is at least 7cm deep.

**You want to make** sure the pan is wide enough to hold all the eggs.

We can use various expressions after our instructions to explain why something should be done.

We can use **(in order) to** + **base form** or **so (that)** + **clause** to explain the purpose of doing something.

Make a note **in order to remember**.

You need to make a note **so that you remember**.

We can use **in case** + **clause** to talk about the possibility of something happening.

You want to take an umbrella **in case it rains**.

We can use **or else/otherwise** + **clause** to say what will happen if you do something differently.

Be careful, **or else you'll be sorry**.

You need to cook it carefully, **otherwise you'll spoil it**.

We can use **as** + **clause** to give a reason. **As** has a similar meaning to **because**.

Pick it up with an oven glove **as it's very hot**.

## Practice

5 Work with a partner. Fill in the blanks with the expressions from the box.

**otherwise**    **as**    **in case**    **in order to**    **or else**    **so that**

- a Remind me tomorrow, **otherwise** I'll forget.
- b You want to start early \_\_\_\_\_ finish on time.
- c Take extra money \_\_\_\_\_ things are more expensive than you expect.
- d Study hard, \_\_\_\_\_ you'll fail.
- e You need to wear something warm \_\_\_\_\_ I think it's going to rain.
- f You want to explain things clearly \_\_\_\_\_ everyone can understand.

54 Lesson 13

## Memo



**6 a**  **Track 29** Listen. Circle the correct option to show how the underlined word is pronounced in each sentence below.

- |   |   |       |      |
|---|---|-------|------|
| 1 | You want <u>to</u> start early. ....            | /tu:/ | /tə/ |
| 2 | You want <u>to</u> explain things clearly. .... | /tu:/ | /tə/ |
| 3 | You need <u>to</u> take extra money. ....       | /tu:/ | /tə/ |
| 4 | You need to ask nicely. ....                    | /tu:/ | /tə/ |

**b**  **Track 29** Listen again and copy the pronunciation.

**7 a** Work on your own. Think of a drink or dish that you like and know how to make. Make notes about how you like to make it.

- b** Work with a partner. Explain how to make the drink or dish you made notes on in **activity 7a**.
- c** Tell the class about your partner's drink or dish.



## 6a

**Track 29** Go over the instructions and check understanding. You may like to model the /tu:/ (as in **tool**) and /tə/ (as in **to**day) sounds before playing the track.

Learners listen and circle the correct option to show how the underlined word is pronounced in each sentence.

Feedback in pairs and then as a class.

### 6a answers

- 1) /tə/
- 2) /tu:/
- 3) /tə/
- 4) /tu:/

The underlined word tends to be pronounced in its strong form (/tu:/) when it precedes a vowel, and in its weak form (/tə/) when it precedes a consonant.

**Track 29** (page 91, Student Book) 0:26

- 1) You want to start early.
- 2) You want to explain things clearly.
- 3) You need to take extra money.
- 4) You need to ask nicely.

**Track 29** Learners listen again and copy the pronunciation.

## 7a

Go over the instructions and check understanding. Learners work independently, think of a drink or dish that they like and know how to make, and make notes about how they like to make it.

Monitor and assist as necessary.

Go over the instructions and check understanding. In pairs, learners explain how to make the drink or dish they made notes on in **activity 7a**.

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

Feedback. Learners tell the class about their partner's drink or dish.

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

Highlight the homework reference at the bottom right of **page 55** of the Student Book. Ask learners to turn to **page 103**.

Set Lesson 13 **activities 1** and **2** for homework. Go over the instructions and example for **activity 1** to check understanding. Make sure learners understand what to do for **activity 2**.

## 1

A nice cup of tea

Fill a kettle with fresh water and heat it. Just before the water boils, you want to pour a little into your teapot and cups, **in order to** warm them. When your teapot is warm, empty it and add your tea leaves. You need to use high-quality black tea **as** cheap tea tastes awful, in my opinion. And please, please don't use teabags, **otherwise / or else** your tea will taste of paper. You want to put in one teaspoon of tea leaves for each person, and one extra teaspoon **so that** your tea has a good, strong flavour. As soon as the water boils, pour it onto the tea leaves, cover the pot and wait for five minutes. Don't leave it too long, **otherwise / or else** your tea will taste bitter (use a timer **in case** you forget). Serve it with milk or lemon, but no sugar.

## 2

Learner's own answer.



## 14 In the News

## In the News

**In this lesson** - Tell people about a story in the news

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

**Vocabulary** - Reporting verbs

## Introduction

## 1a

Go over the instructions and example to check understanding. In pairs, learners read the sentences reporting what people said, and complete them with the verbs from the box, in the correct form. Point out that some verbs can be used more than once.

Monitor and assist as necessary.  
Feedback as a class.

## 1a answers

- 1) The Prime Minister was **asked** if he had any plans to call an election.
- 2) The company **said** yesterday that they had recorded the biggest profit in their history.
- 3) The prisoner **told** the police that he is innocent.
- 4) Reporters **asked** her how long it had taken to complete her latest album.

You will be aware that it would be grammatically correct to complete sentence 4 with **told** (Reporters **told** her how long it had taken to complete her album). Language is more than grammar, however, and in terms of meaning, it would be difficult to imagine a context for such a sentence.

## 1b

Go over the instructions and example to check understanding. In pairs, learners write what was said in the original conversation for each sentence in **activity 1a**.

Monitor and assist as necessary.  
Feedback as a class.

## 1b answers

- 1) **Do you have any plans to call an election?**
- 2) **We have recorded the biggest profit in our history.**
- 3) **I am innocent.**
- 4) **How long did it take to complete your latest album?**

## 1c

Ask learners to compare the sentences in **activities 1a** and **1b**. Discuss the questions as a class and elicit the answers.

## 1c answers

- 1) The tense of verbs in reported speech often 'move back' in time, e.g. a verb used in the present simple in a conversation will often be reported using the past simple. You will be aware that verbs used in the past perfect in an original conversation never 'move back' in this way. It is probably best not to go into this unless it is raised by a learner.
- 2) The tense in **sentence 3** does not change. This often happens when what is being reported is still true or relevant in some way. Relevance is subjective, and depends partly on the attitude of the reporter - it would also be possible, and equally correct, for **sentence 3** of **activity 1a** to read: The prisoner told the police that he was innocent.
- 3) We use **if** when reporting yes/no questions. You may like to ask learners what other word we can use instead of **if** (whether).

## 14 In the News

## Introduction

- 1 a** Work with a partner. Read the sentences, below, reporting what people said. Complete them with the verbs from the box, in the correct form. Some verbs can be used more than once.

ask say tell

- 1 The Prime Minister was asked if he had any plans to call an election.
- 2 The company \_\_\_\_\_ yesterday that they had recorded the biggest profit in their history.
- 3 The prisoner \_\_\_\_\_ the police that he is innocent.
- 4 Reporters \_\_\_\_\_ her how long it had taken to complete her latest album.

- b** For each sentence in **activity 1a**, write what was said in the *original* conversation.

- 1 Do you have any plans to call an election?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

- c** Compare the sentences in **activities 1a** and **1b**. Discuss the questions below.

- 1 What often happens to the tense of verbs in reported speech?
- 2 In which sentence does the tense not change? Why?
- 3 When do we use **if** in reported questions?

56 Lesson 14

## Reading

- 2 a** Work with a partner. Read the headlines of the news stories on **page 57** and look at the pictures. Discuss what you think each story is about.
- b** Read the stories quickly and check your ideas from **activity 2a**.
- 3** Work with a partner. Write *no more than four words* to show who or what said each sentence.
- a He's the real King of England.  
a TV documentary
  - b Edward IV wasn't the real son of Richard Plantagenet. \_\_\_\_\_
  - c It's an interesting idea, but I don't take it seriously. \_\_\_\_\_
  - d I won't ask Elizabeth to give me her job. \_\_\_\_\_
  - e We're sorry we didn't make you a dragon. \_\_\_\_\_
  - f Please make me a dragon. \_\_\_\_\_
  - g I'll call it Toothless, or Stuart. \_\_\_\_\_
  - h I'll feed it raw fish and play with it every weekend. \_\_\_\_\_
  - i We're sorry we don't know how to make dragons. \_\_\_\_\_
  - j We've studied dragonflies, but we don't know anything about fire-breathing dragons. \_\_\_\_\_
  - k A squirrel has been arrested for stalking. \_\_\_\_\_
  - l I'm terrified. \_\_\_\_\_
  - m OK. We'll catch it. \_\_\_\_\_
  - n It may have been exhausted and hungry. \_\_\_\_\_

## Reading

## 2a

Direct attention to the news stories on **page 57**, and the pictures and headlines that go with them.

Go over the instructions and check understanding. In pairs, learners read the headlines and look at the pictures, then discuss what they think each story is about.

Monitor and assist as necessary.

Feedback as a class. Accept any reasonable ideas.

## 2b

Learners read the stories quickly and check their ideas from **activity 2a**.

Feedback in pairs and then as a class. You may like to ask learners which story they found most interesting/surprising/amusing.



## The Real King of England



In 2004 Michael Abney-Hastings, a 69-year-old Australian man, became famous when a British TV programme **claimed** that he was the 'real King of England'.

The documentary, *Britain's Real Monarch*, **claimed** to have found evidence that King Edward IV of England (1461 to 1483) was not the real son of Richard Plantagenet. If that is true, then Edward's brother,

George, should have become king and Mr Abney-Hastings, who was the oldest living member of George's family, should have been ruling Britain.

When he was told about the research, 'King Michael' **agreed** that it was an interesting idea, but **refused** to take it seriously. He **promised** that he wouldn't challenge Queen Elizabeth II for her job.

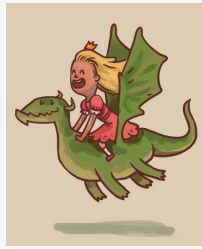
## Ozzie Dragons

In 2014, the Australian National Science Agency **apologised** to a seven-year-old girl for not creating a dragon.

The girl, Sophie Lester from Queensland, had written to the agency and **asked** them to make her the dragon. She **explained** that she would call it Toothless if it was a girl, or Stuart if it was a boy. She **promised** to feed it raw fish and

**offered** to play with it every weekend, 'when there is no school.'

The scientists replied to her on their website. They **apologised** for not knowing how to make dragons and **explained** that they had studied dragonflies, but didn't know anything about dragons of the mythical, fire-breathing variety. 'For this,' they said, 'we are sorry.'



## Look Who's Stalking



In July 2015, several newspapers **reported** that a squirrel had been 'arrested' in Germany for 'aggressively stalking' a young woman.

The woman contacted the police and **claimed** to be terrified because the squirrel was following her everywhere and

she was unable to get rid of it. The police **agreed** to catch the animal, and finally took it into care.

The police **thought** that the animal had behaved strangely because it was exhausted and hungry and wanted the woman to give it food.

## Look Who's Stalking

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The woman contacted the police and **claimed** to be terrified because the squirrel was following her everywhere and she was unable to get rid of it. The police **agreed** to catch the animal, and finally took it into care.

The police **thought** that the animal had behaved strangely because it was exhausted and hungry and wanted the woman to give it food.

## 3a-n

Go over the instructions and example to check understanding. In pairs, learners write no more than four words to show who or what said each sentence.

Monitor and assist as necessary.

Feedback as a class.

## 3a-n answers

- a) He's the real King of England. **a TV documentary**
- b) Edward IV wasn't the real son of Richard Plantagenet. **a TV documentary**
- c) It's an interesting idea, but I don't take it seriously. **Michael Abney-Hastings**
- d) I won't ask Elizabeth to give me her job. **Michael Abney-Hastings**
- e) We're sorry we didn't make you a dragon. **Australian National Science Agency**
- f) Please make me a dragon. **Sophie Lester**
- g) I'll call it Toothless, or Stuart. **Sophie Lester**
- h) I'll feed it raw fish and play with it every weekend. **Sophie Lester**
- i) We're sorry we don't know how to make dragons. **Australian National Science Agency**
- j) We've studied dragonflies, but we don't know anything about fire-breathing dragons. **Australian National Science Agency**
- k) A squirrel has been arrested for stalking. **newspapers**
- l) I'm terrified. **a young woman**
- m) OK. We'll catch it. **the German police**
- n) It may have been exhausted and hungry. **the German police**

## Reading texts (activity 4 answers - underlined>

### The Real King of England

In 2004 Michael Abney-Hastings, a 69-year-old Australian man, became famous when a British TV programme **claimed** that he was the 'real King of England'. The documentary, *Britain's Real Monarch*, **claimed** to have found evidence that King Edward IV of England (1461 to 1483) was not the real son of Richard Plantagenet. If that is true, then Edward's brother, George, should have become king and Mr Abney-Hastings, who was the oldest living member of George's family, should have been ruling Britain. When he was told about the research, 'King Michael' **agreed** that it was an interesting idea, but **refused** to take it seriously. He **promised** that he wouldn't challenge Queen Elizabeth II for her job.

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In 2014, the Australian National Science Agency **apologised** to a seven-year-old girl for not creating a dragon. The girl, Sophie Lester from Queensland, had written to the agency and **asked** them to make her the dragon. She **explained** that she would call it Toothless if it was a girl, or Stuart if it was a boy. She **promised** to feed it raw fish and **offered** to play with it every weekend, 'when there is no school.' The scientists replied to her on their website. They **apologised** for not knowing how to make dragons and **explained** that they had studied dragonflies, but didn't know anything about dragons of 'the mythical, fire-breathing variety. For this,' they said, 'we are sorry.'



## Language Focus

Go over the explanations and examples with learners. Learners should already know most of the items, though they may not be familiar with their use as reporting verbs. You may like to explain that the reporting verbs presented here are not a comprehensive list, and that other verbs and other patterns exist. You may like to highlight the two senses of *agree* ('say yes' and 'have the same opinion'). You may like to point out that *claim* can imply that there is no (good) evidence given for the thing being asserted.

### 4

Ask learners to look at the news stories on **page 57** and find and underline examples of the verb patterns introduced in the **Language Focus** section. Point out that the reporting verbs in the stories are all in **bold**.

#### 4 answers

See **Reading** texts on **page 57**.

## Practice

### 5a

Go over the instructions and example to check understanding. In pairs, learners underline the correct option to complete each sentence.

Monitor and assist as necessary.

Feedback as a class.

#### 5a answers

- 1) The newspapers **reported** that the election results were a surprise.
- 2) He didn't **apologise** to anyone for his bad behaviour.
- 3) She **claims** to have told the truth, but I don't believe her.
- 4) Reporters questioned him several times, but he **refused** to give an answer.
- 5) We all **thought** she would fail, but she actually did really well.
- 6) I tried my best to convince him, but he wouldn't **agree** that it was a good idea.

### 5b

Go over the instructions and example to check understanding. In pairs, learners use the verbs that they *didn't* underline in **activity 5a** to complete the reporting sentences. Point out that they will have to put the verbs into the correct form.

#### 5b answers

- 1) He **promised** to pay me soon.
- 2) She **offered** to help.
- 3) He wouldn't **agree** to do it.
- 4) He **promised** that we'd enjoy it.
- 5) She **asked** them to keep quiet.
- 6) He **explained** that he couldn't call his boss because she was on holiday.

## Language Focus

We often use **say**, **tell**, and **ask** (= question) when we report speech, but we can also use various other verbs. Different verbs are followed by different patterns.

**apologise** can be followed by **for** + **-ing form** of the verb. We can mention the person spoken to with **to**.

He **apologised for being** late.

He **apologised to** them **for being** late.

**agree** (= say yes), **offer**, and **refuse** can be followed by **to** + **base form** of the verb.

**ask** (= request) can be followed by **object** + **to** + **base form** of the verb.

He **agreed to finish** early.

They **offered to drive** us to the station.

She **refused to stop** talking.

She **asked me to sit down**.

**agree** (= have the same opinion), **explain**, **report**, and **think** can be followed by a **that-clause**.

Everyone **agreed (that) it was a great idea**.

He **explained that he was busy**.

**promise** and **claim** (= say something is true) can be followed by **either to** + **base form** of the verb or a **that-clause**.

He **promised to pay** the money.

He **promised (that) he'd pay** the money.

She **claimed to know** the answer.

She **claimed (that) she knew** the answer.

**claim** can also be followed by **to** + **have** + **past participle**.

He **claimed to have been** top of his class.

- 4 Find and underline examples of these patterns in the news stories on **page 57**. The reporting verbs are all in **bold**.

## Practice

- 5 a Work with a partner. Underline the correct option to complete each sentence below.

- 1 The newspapers **reported** / **promised** that the election results were a surprise.
- 2 He didn't **apologise** / **agree** to anyone for his bad behaviour.
- 3 She **claims** / **promises** to have told the truth, but I don't believe her.
- 4 Reporters questioned him several times, but he **offered** / **refused** to give an answer.
- 5 We all **explained** / **thought** she would fail, but she actually did really well.
- 6 I tried my best to convince him, but he wouldn't **agree** / **ask** that it was a good idea.

- b Use the verbs that you *didn't* underline in **activity 5a** to complete the reporting sentences below.

Put the verbs into the correct form.

- 1 'I'll definitely pay you soon.'  
He promised to pay me soon.
- 2 'I'll help, if you want.'  
She \_\_\_\_\_ to help.
- 3 'I'm sorry, but I won't do it.'  
He wouldn't \_\_\_\_\_ to do it.
- 4 'You'll enjoy it - I guarantee it.'  
He \_\_\_\_\_ that we'd enjoy it.
- 5 'Could you keep quiet, please?'  
She \_\_\_\_\_ them to keep quiet.
- 6 'I can't call my boss because she's on holiday.'  
He \_\_\_\_\_ that he couldn't call his boss because she was on holiday.





## Sounding Natural

**6 a** **Track 30** Listen. What happens to the underlined letters when we speak naturally?

- 1 He offered to show me around the office.
- 2 She agreed to increase my salary.
- 3 He promised that we'd enjoy it.
- 4 She offered to help.
- 5 He explained that he couldn't call.

**b** **Track 30** Listen again and copy the pronunciation.

## Time to Talk

**7 a** Work on your own.  
Think of a story you have heard or read about in the news.  
Use the questions below to make some notes about it.

What was reported?

Where and when did it happen?

What people were in the story? What did they say?

What did you think about the story?

Did you talk to anyone about the story? If you did, what did they say?

**b** Work with a partner. Tell them about the story you made notes about in **activity 7a**.  
Try to use at least *three* reporting verbs from this lesson.

**c** Tell the class about your partner's news story.

Homework - turn to page 104

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## Time to Talk

### 7a

Go over the instructions and check understanding. Learners work on their own think of a story they have heard or read about in the news, and use the questions to make some notes about it.

Monitor and assist as necessary.

### 7b

Go over the instructions and check understanding. In pairs, learners tell each other about the stories they made notes about in **activity 7a**. Point out that learners should try to use at least *three* reporting verbs from the lesson.

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

### 7c

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

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

## Homework

Highlight the homework reference at the bottom right of **page 59** of the Student Book. Ask learners to turn to **page 104**.

Set Lesson 14 **activities 1** and **2** for homework. Go over the instructions and examples for **activity 1** to check understanding. Make sure learners understand what to do for **activity 2**.

## Sounding Natural

### 6a

**Track 30** Learners listen for what happens to the underlined letters when we speak naturally.

Feedback in pairs and then as a class.

### 6a answers

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

**Track 30** (page 91, Student Book) 0:32

- 1) He offered to show me around the office.
- 2) She agreed to increase my salary.
- 3) He promised that we'd enjoy it.
- 4) She offered to help.
- 5) He explained that he couldn't call.

### 6b

**Track 30** Learners listen again and copy the pronunciation.

## Homework Answers

### 1

- a) The news last night **reported** (that) the team's manager had resigned.
- b) I know I sent it, but he **claimed** (that) it hadn't arrived.
- c) At yesterday's press conference, he **apologised** for lying.
- d) He met me at the door and **offered** to show me around the office.
- e) I asked my boss, and he **agreed** to increase my salary.
- f) Politicians have **promised** (that) they'll improve the economy. / Politicians have **promised** to improve the economy.
- g) He was exhausted, but he **refused** to give up.
- h) I was so surprised when he **asked** me to marry him.
- i) He didn't eat it and **explained** (that) he was a vegetarian.

### 2

Learner's own answers.



# 15 If Anything Can Go Wrong, ...

## If Anything Can Go Wrong, ...

**In this lesson** - Talk about an important decision you made

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

**Grammar** - Third and mixed conditionals

Examples:

*If you'd asked, I'd have told you.*

*If you hadn't broken it, you wouldn't have to pay.*

*If you'd tried it, you might have liked it.*

*We could have a sandwich if you hadn't eaten all the bread.*

## Introduction

### 1a

Direct attention to the lesson title at the top of **page 60** and explain that it is the first part of an English saying. Ask learners to work in pairs and discuss how they think the saying ends.

Monitor and assist as necessary.

Feedback as a class.

### 1b

Ask learners to look at the bottom of the page to find the answer to the question in **activity 1a**.

Explain what the saying means, if necessary. Ask learners if they agree with the saying and take brief responses, as a way of introducing the reading section of the lesson.

### 1b answer

*The complete saying is: 'If anything can go wrong, it will go wrong.' This is a version of Murphy's law, though it is not necessary to go into this, unless it is raised by a learner. It expresses the pessimistic idea that, even if you think that nothing can go wrong with a plan, very often something will.*

## Reading

### 2a

Direct attention to the pictures on **page 61** and elicit what learners can see.

For your information, the pictures show: A – Barbra Streisand's California residence; B – a traffic jam in Mexico City; C – Barbra Streisand at a Golden Globe Awards ceremony; D – a view of Mexico City with pollution hanging in the air. Learners do not need to know these details to complete the following task. It is enough that they can identify, e.g. that picture C shows a famous person, probably an entertainer, and that picture D shows a city with bad air.

Go over the instructions and example to check understanding. Explain to learners that they are going to read two articles about things that went wrong.

# 15 If Anything Can Go Wrong...



## Introduction

**1 a** The title of this lesson is the first part of an English saying.

Work with a partner. Discuss how you think the saying ends.

**b** Look at the bottom of the page to find the answer.

Do you agree with the saying?



## Reading

**2 a** You are going to read two articles about things that went wrong. Read the beginnings of the articles (on **page 61**).

Write a number under each picture on **page 61** to match two pictures with each article, then answer the questions below.

**1** Why did Streisand take Adelman to court? What did she want the judge to do, and why?

**2** What is the 'No Drive Day' law? Why did politicians introduce it?

**b** With a partner, discuss what you think went wrong afterwards in each story in **activity 2a**.

**c** Turn to **page 85**. Read the ends of the articles and check your ideas from **activity 2b**.

**3 a** Underline the correct option to complete each statement below.

**1** Streisand would / wouldn't have taken Adelman to court if he hadn't photographed her home.

**2** If Streisand had / hadn't taken Adelman to court, fewer people might have looked at the photo.

**3** If the air in Mexico City had been good, politicians would / wouldn't have introduced the 'No Drive Day'.

**4** There might be fewer cars in the city today if they had / hadn't introduced the law.

**b** Write numbers to answer the questions below.

Which statements in **activity 3a** imagine...

**1** the past results of things happening differently in the past? 1 \_\_\_\_

**2** a present result of things happening differently in the past? \_\_\_\_

activity 1b answer ... It will go wrong.

Ask them to read the beginnings of the articles (on **page 61**), write a number under each picture on **page 61** to match two pictures with each article, then answer the questions.

Monitor and assist as necessary.

Feedback in pairs and then as a class.

### 2a answers

picture A – article 1

picture B – article 2

picture C – article 1

picture D – article 2

**1)** Streisand took Adelman to court because he had taken a photo of her home and put it on the internet. She wanted the judge to order Adelman to remove the photo because she didn't want people to look at her home.

**2)** The 'No Drive Day' law is a law preventing each car in Mexico City being driven on one day of each week. The day on which it can't be driven is decided by the number plate of the car (e.g. if the last digit is 1 or 2, it can't be used on Thursdays). Politicians hoped to reduce traffic and air pollution with this law.



In this Lesson: Talk about an important decision you made  
Grammar: **Third and mixed conditionals**



### 1 No Publicity Is Good Publicity

In 2003, Barbra Streisand, the American singer, songwriter, celebrity and multimillionaire, contacted her lawyers. She was angry because someone had taken a photograph of her home and put it on an internet website. She claimed that this was an attack on her private life – anyone could go to the website, look at where she lived and download the picture. Streisand's lawyers took the photographer, Ken Adelman, to court. They asked the judge to order Adelman to take the photo off the Internet so that people could not see it.

### 2 Plan Backfires

Air pollution from cars and other traffic was a real problem in Mexico City in the 1980s. People used to say that living there and breathing the air was as bad for your health as smoking two packets of cigarettes a day. Something had to be done about it, so in 1989 politicians introduced a 'No Drive Day' law. The law said that every car had one day of the week when it could not be used – a 'No Drive Day'. This was decided by the car's number plate. For example, if the number on its plate ended in a 1 or a 2, it could not be used on Thursdays. If the number ended in a 3 or a 4, it had to stay off the roads on Wednesdays. The lawmakers hoped the law would improve air quality by reducing traffic in the city by 20%.

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### 3a answers - in bold (results clauses underlined)

- 1) Streisand **wouldn't** have taken Adelman to court if he hadn't photographed her home.
- 2) If Streisand **hadn't** taken Adelman to court, fewer people might have looked at the photo.
- 3) If the air in Mexico City had been good, politicians **wouldn't** have introduced the 'No Drive Day'.
- 4) There might be fewer cars in the city today if they **hadn't** introduced the law.

### 3b

Do this activity as a class. Elicit the answers and ask learners to write numbers to answer the questions. You may like to point out to learners that each of the statements in **activity 3a** contains two clauses: an *if-clause*, which imagines something happening differently in the past, and a *results clause* (underlined in **3a answers**) which imagines the result.

### 3b answers

statements in activity 3a which imagine...

- 1) the past results of things happening differently in the past **1, 2, 3**
- 2) a present result of things happening differently in the past **4**

### 2b

Go over the instructions and check understanding. In pairs, learners discuss what they think went wrong afterwards in each story in **activity 2a**. Monitor and assist as necessary.

Feedback as a class, encouraging speculation, but don't confirm any answers at this stage – learners will read to check for themselves in the next activity.

### 2c

Ask learners to turn to **page 61**, read the ends of the articles and check their ideas from **activity 2b**.

Monitor and assist as necessary.

Feedback as a class.

### 3a

Go over the instructions and example to check understanding. In pairs, learners underline the correct option to complete each statement.

Monitor and assist as necessary.

Feedback as a class.



## Language Focus

Go over the explanations and examples with learners. You may like to remind learners how the **past perfect** is formed (**had** + **past participle**).

You will be aware that continuous forms are also possible in both the **if-clause** and the **results clause**, e.g. *If I hadn't been living in Paris, I'd never have met her. If we hadn't brought so much money, we wouldn't be having such a good time.* It's probably best not to go into this unless it is raised by a learner.

## Practice

### 4a

Go over the instructions and examples to check understanding. In pairs, learners use their own ideas to write *two* endings for each sentence. Point out that they should imagine a *past* result in one ending, and a *present* result in the other ending.

#### Alternative procedure

If time is short, you may like to allocate a limited number of sentences for each pair of learners to complete.

Monitor and assist as necessary.

### 4b

Learners change partners and share their ideas from **activity 4a**.

Feedback as a class, asking learners to comment on the most interesting ideas that they heard.

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

## Language Focus

We can use **if** + **past perfect** with **would** when we imagine the results of things happening differently in the past.

1. Imagining the *past* results of things that didn't actually happen, or that happened differently

**if** + **past perfect**, // **would have** + **past participle**

*different (unreal) past*      *imagined past results*

If we'd left home earlier, we'd have arrived on time.

If I hadn't eaten all the pizza, I wouldn't have felt so ill.

This is sometimes called the **third conditional**.

2. Imagining the *present* results of things that didn't actually happen, or that happened differently

**if** + **past perfect**, // **would** + **base form** of the verb

*different (unreal) past*      *imagined present results*

If I'd saved more, I'd be rich today.

If she'd said 'yes', we'd be married.

This is sometimes called a **mixed conditional**.

3. We can use other **modal verbs**, such as **might** and **could**, in the '**results clause**'.

*different (unreal) past*      *imagined results*

If they'd asked nicely, I might have agreed.

If I hadn't forgotten my wallet, I could lend you some money.

4. The order of the clauses doesn't usually matter, but when the **if-clause** comes second, we don't use a comma.

I might have agreed if they'd asked nicely.

I could lend you some money if I hadn't forgotten my wallet.

## Practice

- 4 a Work with a partner. Use your own ideas to write two endings for each sentence below. In one ending, imagine a *past* result. In the other ending, imagine a *present* result.

- 1 If Columbus hadn't arrived in America, ...  
rock and roll wouldn't have been invented.  
the world might be much more boring.

- 2 If my country had been the first to land on the moon, ...

- 3 If smartphones hadn't been invented, ...

- 4 If oil had run out 100 years ago, ...

- 5 If dinosaurs hadn't become extinct, ...

- b Change partners. Share your ideas from **activity 4a**.

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## Memo



## Sounding Natural

- 5 a** Work with a partner. Read the sentences below.  
Cross out the parts of the **highlighted** words which are *not* usually pronounced when we speak naturally.
- I would** have won if **I had** tried harder.
  - If **I had** got the job, **I would** be in America today.
  - I would** have gone to university if **I had** had the chance.
- b** **Track 31** Listen and check your answers to **activity 5a**.
- c** **Track 31** Listen again and copy the pronunciation.

## Time to Talk

- 6 a** Work on your own. Think about an important decision you have made in your life, relating to work/study/family/where you live. Use the questions below to make notes about it.

What was the decision?

What things went well? What would have happened if they hadn't gone well?

Did anything go wrong? What? What would have happened if it hadn't gone wrong?

How might your life be different now if you had decided differently?

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

Homework - turn to page 105

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**Track 31** (page 91, Student Book) 0:23

- I'd have won if I'd tried harder.*
- If I'd got the job, I'd be in America today.*
- I'd have gone to university if I'd had the chance.*

**5c**

- Track 31** Learners listen again and copy the pronunciation.

## Time to Talk

**6a**

Go over the instructions and check understanding. Learners work independently, think about an important decision they have made in their life, relating to work / study / family / where they live, then use the questions to make notes about it.

Monitor and assist as necessary.

**6b**

Go over the instructions and check understanding. In pairs, learners tell each other about the decisions they made notes on in **activity 6a**, asking questions to get more information.

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

**6c**

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

## Sounding Natural

**5a**

Go over the instructions and example to check understanding. In pairs, learners read the sentences and cross out the parts of the highlighted words which are *not* usually pronounced when we speak naturally.

Monitor and assist as necessary.

Feedback as a class (you may like to write the sentences on the board and ask learners to show what they think should be crossed out on these). Don't confirm answers at this stage – learners will listen to check for themselves in the next activity.

**5a answers**

See 5b answers.

**5b**

- Track 31** Learners listen and check their answers to **activity 5a**.

**5b answers**

- ~~I would~~ have won if I ~~had~~ tried harder.
- If I ~~had~~ got the job, I ~~would~~ be in America today.
- I ~~would~~ have gone to university if I ~~had~~ had the chance.

## Homework

Highlight the homework reference at the bottom right of **page 63** of the Student Book. Ask learners to turn to **page 105**.

Set Lesson 15 **activities 1** and **2** for homework. Go over the instructions and example for **activity 1** to check understanding. Make sure learners understand what to do for **activity 2**.

## Homework Answers

**1**

- If I'd taken an aspirin last night, I wouldn't have a headache today.**
- If I'd listened to his advice, I wouldn't have failed.**
- He wouldn't be rich if he hadn't won the lottery.**
- If it hadn't been cheap, I wouldn't have bought it.**
- If I hadn't dropped my computer, it wouldn't be broken.**
- I wouldn't have managed if my friends hadn't helped me.**

**2a+b**

Learner's own answers.



**Get Me to the Church on Time****In this lesson** - Talk about weddings in your country**Core activities** - 1-2a, 3-6**Skills** - Extended listening and speaking**Introduction****1**

As a class, discuss the questions briefly as a way into the topic.

Feedback as a class.

**2a**

Go over the instructions and lists of roles and duties to check understanding. Check any unfamiliar items in the list of duties, e.g. *buttonhole* ('a flower worn in the buttonhole of a jacket, by men during a wedding'), *take shots* ('take photographs').

Learners read the roles people can have at a British wedding, and write numbers to match each role with the duties these people have.

Monitor and assist as necessary.

Feedback as a class.

**2a answers**

- a) look after the rings – 1
- b) design the cake – 2
- c) escort the bride down the aisle – 4
- d) organise the buttonholes – 1
- e) give away the bride to the groom – 4
- f) introduce the speeches – 1
- g) capture the main events in pictures – 3
- h) show people to their seats – 5
- i) take shots of the guests – 3
- j) get the bride to the church on time – 4
- k) look after the groom – 1
- l) toast the bride and groom – 1
- m) dance with the chief bridesmaid – 1
- n) pay for everything – 4

Teach, drill, and board any unknown items.

**2b**

Discuss the question briefly as a class.

**Introduction**

**1** Have you ever been to a wedding in another country? If you have, what was it like? If you haven't, would you like to someday? Why or why not?

**2 a** Read the roles, in the box, that people can have at British weddings. Write numbers to match each role with its duties, below.

- 1 best man
- 2 caterer
- 3 photographer
- 4 father of the bride
- 5 usher

- a look after the rings \_\_\_\_
- b design the cake \_\_\_\_
- c escort the bride down the aisle \_\_\_\_
- d organise the buttonholes \_\_\_\_
- e give away the bride to the groom \_\_\_\_
- f introduce the speeches \_\_\_\_
- g capture the main events in pictures \_\_\_\_
- h show people to their seats \_\_\_\_
- i take shots of the guests \_\_\_\_
- j get the bride to the church on time \_\_\_\_
- k look after the groom \_\_\_\_
- l toast the bride and groom \_\_\_\_
- m dance with the chief bridesmaid \_\_\_\_
- n pay for everything \_\_\_\_

**b** Which roles from **activity 2a** do you have at weddings in your country?






In this lesson: **Talk about weddings in your country**  
Skills: *Extended listening and speaking*

#### Listening skills and strategies

##### Listen for key information to identify the speaker



Listen for key information that a speaker talks about. This will help you identify who they are or what they do, even if the speaker doesn't mention it directly.

#### Listening

- 3 a  **Track 32** Listen to the first of three people talking at a wedding. Make a note of the things they talk about doing in the day.

Speaker 1:

- b Which role from **activity 2a** does the speaker have?

- 4  **Track 33**  **Track 34** Listen to two more people talking at the wedding. Make a note of the role that each speaker has.

Speaker 2 role:

Speaker 3 role:

#### 3a answers

The first speaker talks about doing the following (do not expect learners to make a note of all of these):

- meeting the bride in the morning and getting a few shots while she was getting ready with the bridesmaids and other family members
- heading to the church; getting a few nice pictures of people hanging around
- carrying tripods and camera bags 200 metres from the parking space to the church
- getting photos of the bride arriving at the church
- taking photos of the speeches
- taking photos at lunch of the different courses
- getting photos of the first dance

#### 3b

Elicit from learners what role from **activity 2a** the first speaker had at the wedding.

#### 3b answer

The speaker was the photographer.

#### 4

-  **Track 33**  **Track 34** Go over the instructions and check understanding.

Learners listen to two more people talking at the wedding, and make a note of the role that each speaker has.

Feedback in pairs, and then as a class.

#### 4 answers

Speaker 2 role - **best man**

Speaker 3 role - **father of the bride**

#### Extension

You may like to elicit some of the things that Speakers 2 and 3 talked about.

Speaker 2 talks about the following:

- introducing the speeches
- getting Tom to the church on time
- looking after the rings and buttonholes
- contacting the ushers
- organising the group photos
- giving his speech
- reading out special messages
- toasting the bride and groom
- dancing with the chief bridesmaid

Speaker 3 talks about the following:

- escorting his daughter down the aisle
- getting his daughter to the church by car
- giving his daughter away to Tom
- welcoming the guests into the hall for the reception
- going over his speech
- paying for everything

## Listening


Draw attention to the **Listening skills and strategies** box and go over its contents with learners.

#### Listening skills and strategies

##### Listen for key information to identify the speaker

Listen for key information that a speaker talks about. This will help you identify who they are or what they do, even if the speaker doesn't mention it directly.

#### 3a

-  **Track 32** Go over the instructions and check understanding. Learners listen to the first of three people at a wedding and make a note of what the person talks about doing in the day.

Feedback in pairs, and then as a class.

Skills

Lesson 16 65



## 5a

Go over the instructions and check understanding. In pairs, learners discuss what they remember the speakers in **activities 3** and **4** said were the best and worst things about the day for them, and make notes in the table.

Monitor and assist as necessary.

Feedback as a class. Accept any reasonable ideas.

## 5b

**Track 32** **Track 33** **Track 34** Learners listen again and check their answers to **activity 5a**.

Feedback in pairs and then as a class.

### 5a+b answers

	Speaker 1	Speaker 2	Speaker 3
the best thing about the day	<b>The best man helped organise the guests for the group photographs.</b>	<b>He would get to dance with the chief bridesmaid.</b>	<b>Seeing his daughter's beautiful smile.</b>
the worst thing about the day	<b>He had to carry heavy equipment for 200 metres to the church.</b>	<b>He couldn't eat any dinner because he was nervous about the speeches.</b>	<b>The worry in the morning, before the ceremony.</b>

### Track 32 (page 91, Student Book) 1:39

#### Speaker 1

*It's going very well so far. I met the bride first thing this morning and got a few shots while she was getting ready with the bridesmaids and other family members. You know, putting on make-up and having their hair done, all that behind-the-scenes stuff.*

*After that, I headed over to the church about half an hour before the ceremony... got a few nice pictures of people hanging around, you know, some action shots of guests talking and smiling while they were waiting.*

*That was the worst part of the day so far. There was no parking space at the church. I had to carry all my tripods and camera bags for about 200 metres. Anyway, I got there eventually and I'll be able to show the bride and groom a part of the day they usually miss.*

*Then I got photos of the bride arriving at the church, but unfortunately wasn't allowed to take pictures inside.*

*What's the best thing that happened? Well, definitely the best man helping me find all the family and friends for the different group shots... that part is usually really stressful and he was great.*

*I have to say, I really enjoy this part. Everybody at the reception is more relaxed and I'll mainly be taking photos of the speeches and trying to capture some of the guests' reactions. I didn't shoot anyone eating their lunch, but I managed to take pictures of the different courses.*

*I'll stay around until I've got some photos of the first dance, then I'll head home for my dinner. I've been watching people eat and drink all afternoon!*

**5a** Work with a partner. Discuss what you remember the speakers in **activities 3** and **4** said were the best and worst things about the day for them. Make notes in the table below.

	Speaker 1	Speaker 2	Speaker 3
the best thing about the day			
the worst thing about the day			

**b** **Track 32** **Track 33** **Track 34** Listen again. Check your answers to **activity 5a**.

### Track 33 (page 91, Student Book) 1:30

#### Speaker 2

*I'm feeling a bit scared actually. I'm not good at speaking in front of people and I have to start introducing the speeches in a few minutes.*

*Actually, everything has gone surprisingly well, and I think I done OK looking after Tom. I got him to the church on time. I didn't lose the rings. I didn't forget the buttonholes for the ushers... although I did panic a bit when I couldn't contact one of the ushers this morning, but luckily he'd just forgotten to charge his phone.*

*After the ceremony I got roped into organising everyone for the group shots cos I know all their names. And now I just have to introduce the speeches, give my speech, read out any special messages, toast the bride and groom, and then... relax!*

*The worst thing about today? I guess was not being able to eat my dinner because I'm worried about this speech.*

*Anyway, a crazy, crazy day, but fantastic so far. Me and Tom have been best friends since we were 19, and I'm really happy Jane's finally made an honest man of him! I'm also looking forward to joining them on the dance floor later. That's gonna be the best part of the day... I get to dance with the chief bridesmaid, you see, and she's really quite nice! Anyway, wish me luck for the speeches.*



## Time to Talk

**6a** Work with a partner. Think about weddings in your country. Discuss the questions below and make a note of your answers.

What roles are there at weddings in your country?

- Have you had any of the roles? If so, what was the best and worst thing about them?
- After the bride and groom, what are the most important roles?
- Who does most of the organising?
- Who usually pays?
- Who gives speeches?


How have weddings in your country today changed from how they were in the past?

- Are there any traditions that aren't kept so much any more?
- How do you think they may change in the future?


**b** Share your ideas with the class.

Homework - turn to page 106

**Skills**

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## Time to Talk

### 6a

Go over the instructions and check understanding. Ask learners to think about weddings in their country. In pairs, learners read the questions, discuss and make a note of their answers.

### 6b

Learners share their ideas with the class. Encourage discussion.

## Homework

Highlight the homework reference at the bottom right of **page 67** of the Student Book. Ask learners to turn to **page 106**.

Set Lesson 16 **activity 1** for homework.

Go over the instructions and example (learners use

**Track 35**).

## Homework Answers

**1**

- a) bride - speaker **2**
- b) caterer - speaker **4**
- c) groom - speaker **3**
- d) usher - speaker **1**

**Track 35** (page 92, Student Book) 1:01

*Speaker 1*

**Usher** - Well, I was trying to quietly direct all the guests to the correct seats, but one old lady couldn't hear very well, and I had to shout. Everyone stared at me – it was really embarrassing!

*Speaker 2*

**Bride** - Even though the rain got my wedding dress wet, it was still the happiest day of my life. All the bridesmaids were wonderful and it was great to see everyone.

*Speaker 3*

**Groom** - My father-in-law has been great... he even paid for our honeymoon. My dad thinks the world of him, too.

*Speaker 4*

**Caterer** - Well, most of the guests were lovely, but some of the older children made a terrible mess on our tablecloths. We might have to charge a little extra.

**Track 34** (page 92, Student Book) 1:47

*Speaker 3*

I'm just quickly going over my speech and, well, it's been a very emotional day. I've actually enjoyed every minute so far, despite my worrying. Everyone else seemed so relaxed getting ready this morning. I don't know how they managed it, I certainly wasn't. I think that was the worst part – the worry this morning. I kept thinking the wedding car would be late. Of course it wasn't, and we even got to the church early! That was a problem, actually, because we couldn't find anywhere to park! We had to drive around for five minutes trying to find somewhere to stop.

What I've enjoyed the most was seeing my daughter's beautiful smile when I escorted her down the aisle and gave her away to Tom. I felt very proud, and he's a great guy...

I've always liked him. I honestly wasn't prepared for how I would feel, but it was a wonderful experience.

After that, well everything was a bit of a blur, to be honest! Photographs outside the church, shaking hands with everyone, welcoming the guests into the hall for the reception. It's a great hotel... excellent food and service all round, really nice. I'm really pleased, although I'm paying for it all, of course... and I'll have to do the same for my other two daughters... but I guess that's what dads are for, eh? Anyway, next up it's the speeches and I'm a little nervous, which is why you've caught me rehearsing my lines!



# 17 Asking Nicely

## Asking Nicely

**In this lesson** - Ask someone to do you a big favour

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

**Function** - Making and responding to difficult requests

## Introduction

### 1a

You may like to start the lesson by asking individual learners to do things for you (e.g. *Mari, can you pass me a pencil? Would you mind opening your book, please?*). Elicit what you were doing (making requests) and elicit one or two expressions we use to do this in English. Explain that, in this lesson, learners will get the chance to practise and improve their skills in this area of speaking. Avoid eliciting/teaching a whole range of expressions – learners at this level should already be familiar with many of these, and the first activity adopts a 'deep end' approach.

Direct attention to **activity 1**. Go over the instructions, list of situations and example to check understanding. In pairs, learners do three short role-plays: **Learner A** reading the situations and making requests, **Learner B** responding. Highlight the fact that **Learner B** should say *yes* to one request, *no* to another and *maybe* to the third (and that they can choose which ones).

Monitor and assist as necessary.

### 1b

Go over the instructions and list of situations to check understanding. In their pairs, learners do three more role-plays, but change roles, this time with **Student B** making the requests and **Student A** responding.

Monitor and assist as necessary.

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

## Listening

### 2a

Direct attention to the list of polite expressions in the table. Discuss the questions as a class.

#### 2a answers

- 1) *Answers will vary.*
- 2) *The answer to this is to a certain extent subjective, but the following would normally be considered quite formal: Would you...  
Do you think you could...  
Would you consider...  
I was wondering if you could...*

# 17 Asking Nicely

## Introduction

**1 a** Work in pairs and do three short role-plays.

**Student A:** read the situations below and make requests.

**Student B:** respond to the requests. Say *yes* to one, *no* to another and *maybe* to the third (you can choose which ones).

- 1 Ask a waiter in a restaurant for a new plate.
- 2 Ask someone in your family to give you a lift to the station.
- 3 Ask a work colleague to change their day off with yours.

**example** A: Can you get me a new plate, please?  
B: Certainly.

**b** Do three more short role-plays with your partner, but change roles.

**Student B:** read the situations below and make requests.

**Student A:** respond to the requests. Say *yes* to one, *no* to another and *maybe* to the third (you can choose which ones).

- 4 Ask room service to send someone to look at your TV (you think it's broken).
- 5 Ask a work colleague to help you fix the photocopier.
- 6 Ask your neighbour to water your plants while you are on holiday.

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### 2b

**Track 36** - **Track 41** Go over the instructions and examples to check understanding. Learners listen to people in the same situations that they role-played in **activity 1**. They write numbers (1-6) in the first column of the table, to show in which conversation they hear each expression, and write letters in the second column of the table, to show if the person responding says *yes* (Y), *no* (N), or *maybe* (M).

#### 2b answers

See 2c answers.

### 2c

Go over the instructions and check understanding. In pairs, learners complete the sentences in the table with exactly what they think the people asked. Explain to learners that the conversation numbers correspond to the situations in **activity 1**.

Monitor and assist as necessary.

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



In this lesson: **Ask someone to do you a big favour**  
Function: *Making and responding to difficult requests*

## Listening

2 a Read the expressions in the table, for making polite requests.

1	Y	Can you _____
		Would you _____
		Do you think you could _____
		Would you consider _____
		I was wondering if you could _____
		You couldn't _____, could you?
		Do you mind _____
		Would you mind _____
		Could you _____

Discuss the questions below as a class.

- Did you use any expressions from the table, in your role-plays in **activity 1**?
- Which of the expressions do you think sound more formal?

b • **Track 36** - • **Track 41** Listen to people in the same situations that you role-played in **activity 1**.

Write numbers (1-6) in the first column of the table, to show in which conversation you hear each expression.

Write letters in the second column of the table to show if the person responding says yes (Y), no (N), or maybe (M).

c Work with a partner. Complete the sentences in the table, with exactly what you think the people asked.

3 • **Track 36** - • **Track 41** Listen to the conversations again. Check your ideas from **activity 2c**, then answer the questions below.

- In which conversations does the person making the request explain the problem before they ask for what they want? Why?
- In which conversations does the person responding give an excuse for what they say? Why?

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## 2c answers - underlined

### 2b answers - in bold

1	Y	Can you <u>get me another plate?</u>
4	Y	Would you <u>send someone to look at my TV?</u>
3	M	Do you think you could do me a favour? Would you consider <u>changing days off with me?</u>
6	M	I was wondering if you could <u>help me out.</u> You couldn't <u>water our plants while we're away,</u> could you?
2	N	Do you mind <u>giving me a lift to the station?</u>
5	N	Would you mind <u>giving me a hand, (please)?</u> <u>Could you help me to fix it?</u>

## 3a+b

• **Track 36** - • **Track 41** Go over the instructions and check understanding. Learners listen to the conversations again and check their ideas from **activity 2c**, then answer the questions. Feedback in pairs and then as a class.

## 3a+b answers

- The person making the request explains the problem before they complete the request in **Conversations 3, 5, and 6**. Elicit that this is because these are quite 'big' requests, to people who aren't that well known to the person asking.
- The person responding gives an excuse for what they say in **Conversations 2, 3, 5, and 6**. Elicit that this is because these requests are not accepted (the answers are all either no or maybe).

**Track 36** (page 92, Student Book) 0:20

Conversation 1

**Customer** - Can you get me another plate?

**Waiter** - No problem.

**Customer** - Thank you.

**Waiter** - Is there anything else you'd like?

**Customer** - No, that's all, thanks.

**Track 37** (page 92, Student Book) 0:21

Conversation 2

**Daughter** - Dad, do you mind giving me a lift to the station?

**Dad** - Sorry, love, I'd like to, but I'm afraid I can't right now. I have to stay in for a delivery, you see.

**Daughter** - Oh well, never mind. Thanks anyway.

**Track 38** (page 92, Student Book) 0:49

Conversation 3

**Jill** - Phil, do you think you could do me a favour?

**Phil** - What's that, Jill?

**Jill** - Well... my daughter has a sports day at her school next Friday, you see.

**Phil** - Right.

**Jill** - But I have to work that day.

**Phil** - Oh dear.

**Jill** - The thing is... Friday's your regular day off, isn't it?

**Phil** - Well, yes, but...

**Jill** - So, would you consider changing days off with me? Just for next week?

**Phil** - Well... I'll have to check. I'm not sure if my wife's got anything planned for next Friday.

**Jill** - Thanks, Phil. Let me know if you can. I'd be really grateful.

**Phil** - I can't promise, you know, but I'll see what I can do.

**Track 39** (page 92, Student Book) 0:22

Conversation 4

**Room service** - Room service.

**Customer** - Oh, hello. Look, sorry to bother you, but would you send someone to look at my TV? It doesn't seem to be working.

**Room service** - Certainly, sir, we'll do it right away.

**Customer** - Thanks very much.



### Track 40 (page 92, Student Book) 0:33

#### Conversation 5

**Liz** - Alex, would you mind giving me a hand, please?

**Alex** - What's up, Liz?

**Liz** - Well, the copier's jammed again, and I really need to get these reports ready for the meeting. Could you help me to fix it?

**Alex** - Sorry, I'd rather not, if that's all right. I'm really busy at the moment, I'm afraid. Look, why don't you ask Phil? He's good with machines.

**Liz** - No problem. Thanks anyway.

### Track 41 (page 93, Student Book) 0:51

#### Conversation 6

**Ben** - Hello, Tom! What can I do for you?

**Tom** - Hi, Ben. Um, I wouldn't normally ask, but I was wondering if you could help me out.

**Ben** - Oh yes?

**Tom** - Well, you know Jane and I are going on holiday next week?

**Ben** - Uh-huh.

**Tom** - Well, you couldn't water our plants while we're away, could you? My friend Carl said he would do it, but now he can't, you see.

**Ben** - Oh. Um... I'm not sure. I don't really know if I can. I might be going away myself, you see.

**Tom** - OK. I'll check with you later, then.

## Language Focus

Go over the explanations and examples with learners.

### 4a

Go over the instructions and example to check understanding. In pairs, learners use the words from the box to complete the expressions in the table. Point out that some of the words can be used more than once. Monitor and assist as necessary. Feedback, but don't confirm any answers at this stage – learners will listen to check for themselves in the next activity.

### 4b

Track 37 Track 38 Track 40 Track 41

Learners listen again to **conversations 2, 3, 5, and 6** from **activity 2b** and check their answers to **activity 4b**.

Go over the final explanation and example in the **Language Focus** section, about how it is polite to give an excuse if we don't say yes to a request.

#### 4a+b answers

##### saying no to a request

I'd **like** to, but I'm **afraid** I can't right now.

I'd **rather** not, if that's all right.

##### responding to a no

No **problem**. Thanks anyway.

Oh well, never **mind**. Thanks anyway.

## Language Focus

When we ask for a big favour, we often explain the problem before we make the request. We can use various phrases to introduce the explanation.

### do me a favour help me out give/lend me a hand

A: Could you do me a favour?

B: What's that?

A: I've left my wallet at home, and I don't have any money on me.

B: Oh dear.

A: And I was wondering if you could lend me some money.

4 a We can use various expressions when we say no or maybe to a request, and to respond when people say no or maybe.

Work with a partner. Use the words from the box to complete the expressions in the table below. Some of the words can be used more than once.

like afraid check know mind  
problem promise rather see

#### saying no to a request

I'd **like** to, but I'm \_\_\_\_\_ I can't right now.

I'd \_\_\_\_\_ not, if that's all right.

#### responding to a no

No \_\_\_\_\_ Thanks anyway.

Oh well, never \_\_\_\_\_. Thanks anyway.

#### saying maybe

I'll \_\_\_\_\_ what I can do.

I don't really \_\_\_\_\_ if I can.

I'll have to \_\_\_\_\_.

I can't \_\_\_\_\_.

#### responding to a maybe

Thanks. / OK. I'll \_\_\_\_\_ with you later, then.

Thanks. / OK. Let me \_\_\_\_\_ if / when you can.

b Track 37 Track 38 Track 40 Track 41

Listen again to **conversations 2, 3, 5, and 6** from **activity 2b** and check your answers to **activity 4a**.

It's polite to give an excuse if we don't say yes to a request.

- I'd like to, but I **don't have much money on me either**.

## Practice

5 a Work with a partner.

Write responses saying **no** to two of the requests below (you choose which ones). Write responses saying **maybe** to the other two requests.

Use a different expression from the **Language Focus** section in each response you write.

Use your own ideas to add excuses to your responses.

**example** A: I was wondering if you could lend me some money.

B: I'd like to, but I don't have

much money on me either.

Sorry.

1 Could you advise me on a good phone to buy?

2 Would you mind looking after my dog for the weekend?

3 Would you consider lending me your bicycle?

4 Do you think you could help me to move these boxes?

b Change partners. Take turns making the requests from **activity 5a**. Reply with the responses you wrote in **activity 5a**.

Listen to how your partner replies, and respond with expressions from **activity 4a**.

**example** A: I was wondering if you could lend me some money.

B: I'd like to, but I don't have

much money on me either.

Sorry.

A: Oh well, never mind.

Thanks anyway.

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### saying maybe

I'll **see** what I can do.

I don't really **know** if I can.

I'll have to **check**.

I can't **promise**.

### responding to a maybe

Thanks / OK. I'll **check** with you later, then.

Thanks / OK. Let me **know** if / when you can.

## Practice

### 5a

Go over the instructions, list of requests and example to check understanding.

In pairs, learners write responses saying **no** to two of the requests, and responses saying **maybe** to the other two. Point out that they should use a different expression from the **Language Focus** section in each response they write, and use their own ideas to add excuses to their responses.

Monitor and assist as necessary.

### 5b

Go over the instructions and example to check understanding. Learners change partners and take turns making the requests from **activity 5a**, replying to each



## Sounding Natural

6 a **Track 42** Listen. Mark (●) the two stressed syllables in each underlined phrase below.

- 1 Could you lend me a hand?
- 2 Do you think you could help me out?
- 3 Would you mind giving me a hand?
- 4 Can you do me a favour?

b **Track 42** Listen again and copy the pronunciation.

## Time to Talk

7 a You are going to role-play making and responding to requests.

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

**Group A:** read the information below, then perform the role-plays with your partner.

**Group B:** go to **page 84**.

### Role-play 1

You are a young person who has just left college.  
Your dream is to open a shop / restaurant.  
You need quite a lot of money to do this, but the bank won't lend you any.  
You have a rich aunt / uncle who you don't know very well.  
Call them and ask them to lend you the money.

### Role-play 2

You like your neighbours, but you don't like their cats – especially when they use your garden as a toilet.  
One day, your neighbour comes to your door and asks you something.  
Listen to what they say and respond.  
You can say *no* or *maybe*.  
You cannot say *yes*.

b Tell the class how your partner responded to your request.  
Who gave the best excuse?

Homework - turn to page 106

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other with the responses they wrote in **activity 5a**. Highlight the fact that they should listen to how their partner replies, and respond with an expression from **activity 4a**.

Monitor and assist as necessary.

## Sounding Natural

6a

**Track 42** Go over the instructions and example to check understanding.  
Learners listen and mark the two stressed syllables in each underlined phrase.

### 6a answers

See CD script for **Track 42** - answers in **bold**.

**Track 42** (page 93, Student Book) 0:25

- 1) Could you **lend** me a **hand**?
- 2) Do you think you could **help** me **out**?
- 3) Would you mind **giving** me a **hand**?
- 4) Can you **do** me a **favour**?

6b

**Track 42** Learners listen again and copy the pronunciation.

## Time to Talk

7a

Tell learners that they are going to role-play making and responding to requests.

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

Ask **Group A** to read the information further down the page.

Ask **Group B** to go to **page 84** and read the instructions there.

Learners read the instructions for **Role-play 1** and work together in their groups to prepare for it.

Monitor and assist as necessary.

Learners work with a partner from the other group and role-play the situation.  
Monitor, but stay in the background as much as possible during this activity.

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

7b

Feedback. Learners tell the class how their partner responded to their request. Ask learners to decide who gave the best excuse.

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

## Homework

Highlight the homework reference at the bottom right of **page 71** of the Student Book. Ask learners to turn to **page 106**.

Set Lesson 17 **activities 1** and **2** for homework.  
Go over the instructions and examples to check understanding.

## Homework Answers

1+2

- 1 *Ian* Hi, John.
- 2 *John* Oh, hi Ian. How are things?
- 3 *Ian* Not so good, actually. Look, John, I wonder if you could **do** me a favour.
- 4 *John* Oh yes?
- 5 *Ian* Yes. The thing is, I've lost my keys.
- 6 *John* Oh dear. Did you drop them somewhere?
- 7 *Ian* I don't know where I left them - and Mary's gone away for the weekend, so I can't get into my house.
- 8 *John* Oh no! What are you going to do?
- 9 *Ian* Well, you **couldn't** let me stay in your house this weekend, **could** you?
- 10 *John* Gosh. Well, I don't really **know** if I can. I'd have to **check**. We're going away this weekend too, you see.
- 11 *Ian* I could look after your place for you. I'd be really grateful. I'm a bit desperate, you see.
- 12 *John* I'd **like** to, but... I'd **rather** not, if that's all right. I would be fine, but I don't think Jane would like it.
- 13 *Ian* Oh well, never **mind**. Thanks anyway.



# 18 Extremely Emotional

## Extremely Emotional

**In this lesson** - Tell people about a time when you felt something very strongly

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

**Vocabulary** - Extreme adjectives

## Introduction

### 1a

Go over the instructions and example to check understanding. In pairs, learners complete the definitions with the idioms from the box. Monitor and assist as necessary. Feedback as a class. Teach, drill, and board any unfamiliar items.

#### 1a answers

- Someone who feels extremely happy is **over the moon**.
- If we say someone '**could eat a horse**', it means that they are very, very hungry.
- Something that makes you **laugh your head off** is extremely funny.
- If you **can't believe your eyes / ears**, you are extremely surprised by something you see or hear.
- If something makes you **see red**, it makes you very, very angry.
- If you're extremely tired, you feel **worn out**.
- When you feel very, very embarrassed, you **don't know where to put yourself**.
- A person who is **down in the dumps** feels extremely sad.
- People sometimes **go to pieces** when they are very upset.

### 1b

Go over the instructions and example to check understanding. In pairs, learners write numbers to match the words in bold from **activity 1a** with the adjectives. Monitor and assist as necessary. Feedback as a class. Teach, drill, and board any unfamiliar items.

#### 1b answers

- 4 – amazed (extremely surprised)  
 6 – exhausted (extremely tired)  
 8 – miserable (extremely sad)  
 2 – starving (very, very hungry)  
 3 – hilarious (extremely funny)  
 5 – furious (very, very angry)  
 9 – devastated (very upset)  
 1 – ecstatic (extremely happy)  
 7 – mortified (very, very embarrassed)

### 2a

Go over the instructions and example to check understanding. Point out that the adjectives from **activity 1b** are already in the table. Learners work in pairs to write each adjective from the box, next to the adjective with a similar meaning in the table. Set a time limit of three minutes. Monitor and assist as necessary. Feedback as a class. Teach, drill, and board any unfamiliar items.

# 18 Extremely Emotional

## Introduction

**1a** Complete the definitions below with the idioms from the box.

down in the dumps    don't know where to put yourself  
 go to pieces    worn out  
**over the moon**    laugh your head off  
 see red    could eat a horse  
 can't believe your eyes/ears

**2a** Work with a partner. Write each adjective from the box next to an adjective with a similar meaning in the table below.

awful  
 excellent  
 boiling  
 fascinated  
 filthy  
 frantic  
 gorgeous  
 huge  
 ridiculous  
 soaked  
 thrilled  
 tiny

**1** Someone who feels **extremely happy** is **over the moon**.

**2** If we say someone '**could eat a horse**', it means that they are **very, very hungry**.

**3** Something that makes you **laugh your head off** is **extremely funny**.

**4** If you **can't believe your eyes / ears**, you are **extremely surprised** by something you see or hear.

**5** If something makes you **see red**, it makes you **very, very angry**.

**6** If you're **extremely tired**, you feel **worn out**.

**7** When you feel **very, very embarrassed**, you **don't know where to put yourself**.

**8** A person who is **down in the dumps** feels **extremely sad**.

**9** People sometimes **go to pieces** when they are **very upset**.

**b** Write numbers to match the words in bold from **activity 1a** with the adjectives below.

4. amazed    furious  
 exhausted    devastated  
 miserable    ecstatic  
 starving    mortified  
 hilarious

A	B
bad	awful
good	
sad	miserable
surprised	amazed
beautiful	
small	
happy	ecstatic
big	
tired	exhausted
hot	
embarrassed	mortified
silly	
wet	
angry	furious
hungry	starving
pleased	
interested	
funny	hilarious
upset	devastated
dirty	
worried	

**b** Which column of the table has adjectives with an 'extreme' meaning, A or B?

## 2a answers

A	B
bad	awful
good	excellent
sad	miserable
surprised	amazed
beautiful	gorgeous
small	tiny
happy	ecstatic
big	huge
tired	exhausted
hot	boiling
embarrassed	mortified
silly	ridiculous
wet	soaked
angry	furious
hungry	starving
pleased	thrilled
interested	fascinated
funny	hilarious
upset	devastated
dirty	filthy
worried	frantic

## 2b

Elicit the answer to the question, from the class as a whole.

## 2b answers

**Column B** of the table has adjectives with an 'extreme' meaning.



In this lesson: Tell people about a time when you felt something very strongly

Vocabulary: **Extreme adjectives**

## Listening

- 3 a Work with a partner.  
Write numbers to match each comment on the left with a reply on the right.

- |  |  |
|--|--|
| 1 That's a really silly hat, isn't it?                               | <input type="checkbox"/> I'm absolutely starving – I haven't eaten all day!                                  |
| 2 It's been raining all day! I hope you didn't get very wet.         | 1 Yes. If you ask me, she looks completely ridiculous.   |
| 3 Are you awfully hungry?  | <input type="checkbox"/> Actually, I forgot my umbrella and now I'm completely soaked.                       |
| 4 You must have been very pleased that the party was such a success. | <input type="checkbox"/> Yes, we were really thrilled that so many people came.                              |
| 5 That looks like quite an interesting book.                         | <input type="checkbox"/> It was really hilarious. I couldn't stop laughing.                                  |
| 6 That was quite funny, wasn't it?                                   | <input type="checkbox"/> He was completely devastated – he thought they were going to get married, you see.  |
| 7 Was he very upset when they split up?                              | <input type="checkbox"/> It's absolutely fascinating – I can't put it down.                                  |
| 8 Sorry I'm so late. I hope you weren't very worried.                | <input type="checkbox"/> It's absolutely filthy – when was the last time you cleaned it?                     |
| 9 It's terribly dirty, I'm afraid.                                   | <input type="checkbox"/> We were quite frantic, actually – where have you been? We almost called the police. |

- b Track 43 Listen and check your answers to activity 3a.

- 4 Study the comments and replies in activity 3.  
Underline the correct options to complete the rules below.  
Sometimes you have to choose both options.

- We use *very*, *terribly*, and *awfully* in front of 'normal' / 'extreme' adjectives.  
We use *completely* and *absolutely* in front of 'normal' / 'extreme' adjectives.  
We use *quite* and *really* in front of 'normal' / 'extreme' adjectives.



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## Listening

### 3a

Go over the instructions and example to check understanding. In pairs, learners write numbers to match each comment on the left with a reply on the right.

Monitor and assist as necessary.

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

### 3b

- Track 43 Learners listen and check their answers to activity 3a.

Feedback in pairs and then as a class.

### 3a+b answers

- |   |   |
|---|---|
| 1) That's a really silly hat, isn't it?                         | 3 I'm absolutely starving – I haven't eaten all day!            |
| 2) It's been raining all day... I hope you didn't get very wet. | 1 Yes. If you ask me, she looks completely ridiculous.          |
| 3) Are you awfully hungry?                                      | 2 Actually, I forgot my umbrella and now I'm completely soaked. |

4) You must have been very pleased that the party was such a success.

4 Yes, we were really thrilled that so many people came.

5) That looks like quite an interesting book.

6 It was really hilarious. I couldn't stop laughing.

6) That was quite funny, wasn't it?

7 He was completely devastated – he thought they were going to get married, you see.

7) Was he very upset when they split up?

5 It's absolutely fascinating – I can't put it down.

8) Sorry I'm so late. I hope you weren't very worried.

9 It's absolutely filthy – when was the last time you cleaned it?

9) It's terribly dirty, I'm afraid.

8 We were quite frantic, actually – where have you been? We almost called the police.

Track 43 (page 93, Student Book) 1:40

1

Speaker 1 - That's a really silly hat, isn't it?

Speaker 2 - Yes. If you ask me, she looks completely ridiculous.

2

Speaker 1 - It's been raining all day... I hope you didn't get very wet.

Speaker 2 - Actually, I forgot my umbrella and now I'm completely soaked.

3

Speaker 1 - Are you awfully hungry?

Speaker 2 - I'm absolutely starving – I haven't eaten all day!

4

Speaker 1 - You must have been very pleased that the party was such a success.

Speaker 2 - Yes, we were really thrilled that so many people came.

5

Speaker 1 - That looks like quite an interesting book.

Speaker 2 - It's absolutely fascinating – I can't put it down.

6

Speaker 1 - That was quite funny, wasn't it?

Speaker 2 - It was really hilarious. I couldn't stop laughing.

7

Speaker 1 - Was he very upset when they split up?

Speaker 2 - He was completely devastated – he thought they were going to get married, you see.

8

Speaker 1 - Sorry I'm so late. I hope you weren't very worried.

Speaker 2 - We were quite frantic, actually – where have you been? We almost called the police.

9

Speaker 1 - It's terribly dirty, I'm afraid.

Speaker 2 - It's absolutely filthy – when was the last time you cleaned it?

### 4

Do this activity as a class. Ask learners to study the comments and replies in activity 3.

Elicit the answers and ask learners to underline the correct options to complete the rules. Point out that sometimes they have to choose both options.

### 4 answers

We use *very*, *terribly* and *awfully* in front of 'normal' adjectives.

We use *completely* and *absolutely* in front of 'extreme' adjectives.

We use *quite* and *really* in front of 'normal' / 'extreme' adjectives.



## Language Focus

Go over the explanations and examples with learners.

### Practice

#### 5a

Go over the instructions and example to check understanding. In pairs, learners choose *six* extreme adjectives from the table in **activity 2a** and use their own ideas to write a sentence for each adjective they choose. Point out that they should use an adverb from the **Language Focus** section in each sentence they write.

Monitor and assist as necessary.

#### 5b

Go over the instructions and example to check understanding. Learners change partners and read each other the sentences they wrote in **activity 5a**. Highlight the fact that they should *not* say the adjectives in the sentences. You may like to give learners a nonsense word to say instead of the adjectives in their sentences, e.g. *pogopogo*.

Learners try to guess the missing adjectives in their partner's sentences.

Monitor and assist as necessary.

Feedback. Ask learners if they managed to guess the missing adjectives in their partner's sentences.

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

### Language Focus

#### Gradable adjectives

Some adjectives in English are *gradable*. We can make them stronger or weaker with adverbs like **quite**, **very**, **awfully**, and **terribly**.

weaker		stronger
It's quite funny.	It's very funny.	It's awfully funny. It's terribly funny.

We *don't* use the adverbs **completely** and **absolutely** with gradable adjectives.

- ✗ It's completely funny.
- ✗ It's absolutely funny.

#### Extreme adjectives

Other adjectives *include* the idea of 'very'. We call these adjectives **extreme adjectives**.

We can use **completely** and **absolutely** to *emphasise* extreme adjectives, but we can't make them stronger, so we *don't* use **very**, **awfully**, etc. with them.

- ✓ It's completely hilarious.
- ✓ It's absolutely hilarious.
- ✗ It's very hilarious.
- ✗ It's awfully hilarious.

We can use the adverb **really** to give both gradable and extreme adjectives more impact.

- ✓ It's really funny.
- ✓ It's really hilarious.

**quite** makes gradable adjectives less strong, but gives extreme adjectives more impact.

- It's quite funny. (= *not very* funny)
- It's quite hilarious. (= *really* hilarious)

### Practice

- 5 a Work with a partner. Choose *six* extreme adjectives from the table in **activity 2a**.

Use your own ideas to write a sentence for each adjective you choose.

Use an adverb from the **Language Focus** section in each sentence you write.

**example** I heard an absolutely hilarious joke yesterday.

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- b Change partners. Read each other the sentences you wrote in **activity 5a**, but *don't* say the adjectives.

Guess what adjectives are missing from your partner's sentences.

**example** A: I heard an absolutely... joke yesterday.

B: Hilarious?

A: Right!

## Memo

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## Sounding Natural

6 a Work with a partner. Underline the word with a *different* stress pattern in each group below.

1 amazed  
starving  
gorgeous

2 ecstatic  
exhausted  
furious

3 ridiculous  
fascinated  
hilarious

b Track 44 Listen and check your answers to **activity 6a**.

c Track 44 Listen again and copy the pronunciation.

## Time to Talk

7 a Work on your own. Choose one of the situations below.

Make some notes to describe what happened.

Make a note of at least two extreme adjectives from this lesson that you can use in your description.

a time when you were over the moon

something that made you see red

a time when you were down in the dumps

an occasion when you felt completely worn out

a time when you couldn't believe your eyes or ears

something that made you laugh your head off

a time when you didn't know where to put yourself

an occasion when you could have eaten a horse


b Work with a partner. Tell each other about the situation you made notes on in **activity 7a**.

c Tell the class about your partner's answers.

Homework - turn to page 107

Lesson 18 75

## Time to Talk

### 7a

Go over the instructions and list of situations to check understanding. Learners work independently to choose one of the situations and make some notes to describe what happened.

Point out that learners should also make a note of at least *two* extreme adjectives from the lesson that they can use in their description.

Monitor and assist as necessary.

### 7b

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

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

### 7c

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

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

## Homework

Highlight the homework reference at the bottom right of **page 75** of the Student Book. Ask learners to turn to **page 107**.

Set Lesson 18 **activities 1** and **2** for homework.

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

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

## Sounding Natural

### 6a

Go over the instructions and check understanding. In pairs, learners underline the word with a *different* stress pattern in each group.

Monitor and assist as necessary.

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

### 6b

Track 44 Learners listen and check their answers to **activity 6a**.

Feedback in pairs and then as a class.

### 6a+b answers

See CD script for Track 44.

**Track 44** (page 93, Student Book) 0:31  
(**6a+b answers** underlined, stressed syllable of each word in **bold**)

1) **amazed**, starving, **gorgeous**

2) **ecstatic**, exhausted, **furious**

3) **ridiculous**, fascinated, **hilarious**

### 6c

Track 44 Learners listen again and copy the pronunciation.

## Homework Answers

### 1

a) He was **completely** / **really devastated** by his **absolutely** / **quite awful** exam results.

b) She said something **very** / **awfully silly** in the meeting and now she's **terribly** / **really embarrassed**.

c) I was **completely** / **really exhausted** when I got home yesterday, so I went straight to bed.

d) I don't know why everyone's laughing – I don't think it's **very** / **terribly funny**.

e) I was **quite** / **absolutely fascinated** by a **really** / **quite excellent** historical documentary I saw last night.

f) He's **terribly** / **awfully upset** because his pay rise is **quite** / **really small**.

### 2

Learner's own answers.



## 19 A Mystery

**A Mystery**

**In this lesson** - Talk about someone in the past who you don't know well

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

**Grammar** - **Modal verbs** of **deduction** and **probability**, talking about the past

**Examples:**

*He must have enjoyed his job because he was always cheerful.*

*They might have left early.*

*He may have lived in Paris.*

*She could have called when I wasn't in.*

*It can't have been much fun.*

**Introduction****1a**

Go over the instructions and example to check understanding. In pairs, learners draw lines in the table to match each word or expression on the left with the correct meaning on the right.

Monitor and assist as necessary.

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

**1a answers**

remain a mystery	continue to be something strange that hasn't been explained
settlers	people who arrive in a new country to live there and use the land
supplies	food and other things you need to live every day
colony	a country or area that is lived in and controlled by people from another country
vanish without a trace	disappear with no sign of what happened

**1b**

Explain that the words and expressions from **activity 1a** are all taken from the article in the **Reading** section. In pairs, learners read the title of the article and look at the pictures, then discuss what they think the article is about.

Monitor and assist as necessary.

**1c**

Learners share their ideas from **activity 1b** with the class. Accept any reasonable ideas.

## 19 A Mystery

**Introduction**

**1 a** Work with a partner. Draw lines in the table below to match each word or expression on the left with the correct meaning on the right.

remain a mystery	people who arrive in a new country to live there and use the land
settlers	continue to be something strange that hasn't been explained
supplies	disappear with no sign of what happened
colony	food and other things you need to live every day
vanish without a trace	a country or area that is lived in and controlled by people from another country

**b** The words and expressions from **activity 1a** are all taken from the article in the **Reading** section. Work with a partner. Read the title of the article and look at the pictures.

Discuss what you think the article is about.

**c** Share your ideas from **activity 1b** with the class.

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**Reading**

**2** Read the article below and check your ideas from **activity 1b**.

*The Lost Colony*

The first English child born in America was a girl called Virginia Dare. We know that her mother was called Eleanor and that her father, Ananias, was a builder. We know that she was born on 18th August, 1587. No one knows how, where or when she died.

Virginia's parents were some of the first English settlers in America. They arrived with a group of 150 people in July 1587 and started a colony on the east coast, on an island called Roanoke. They built a village and started farming and, one month later, Virginia was born. Her grandfather, John White, was the leader of the colony.

The settlers had arrived at a bad time. It was almost winter and it was too late to grow any food. They were worried that they couldn't survive for a whole year, so John White sailed back to England to get supplies. He left on 27th August, when Virginia was just nine days old. He expected the trip would take three months, but there was a war in Europe and he had difficulty finding a ship. It was three years before he could return.

John White arrived back in Roanoke on 18th August, 1590 – the day of his granddaughter's third birthday. He had

**Reading****2**

Learners read the article and check their ideas from **activity 1b**.

Monitor and assist as necessary.

Feedback as a class.

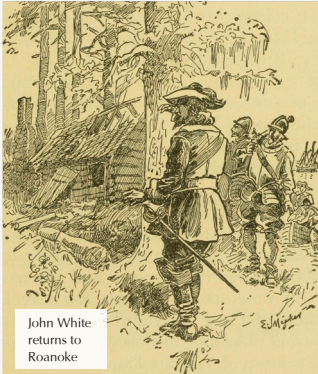
**2 answers**

Answers will vary. If learners ask, you may like to explain that *Roanoke* is pronounced with the stress on the first syllable, as /'rəʊənəʊk/.



In this Lesson: Talk about someone in the past who you don't know well  
Grammar: **Modal verbs of deduction and probability**, talking about the past

brought supplies, but there was no one to give them to – the colony had vanished almost without a trace. There were no signs of a fight, or other trouble – no dead bodies, not even bones. It looked like everyone had just walked away. There was one clue: John found a word written on a tree. The word was CROATOAN, but who wrote it, and why, remains a mystery.



John White returns to Roanoke



Map of Roanoke drawn by John White

Lesson 19 77

**3a** Work with a partner. What theories can you think of to answer the questions below?

- 1 What happened in Roanoke while John White was away?
- 2 Why did someone write CROATOAN on the tree?
- 3 What happened to Virginia Dare?

**b** Share your theories from **activity 3a** with the class.

**c** Turn to **page 85** and read the end of the article. Which do you prefer: your theories or the theories in the article?

### 3a

Go over the instructions and list of questions to check understanding. In pairs, learners discuss what theories they can think of to answer the questions.

Monitor and assist as necessary.

### 3b

Feedback. Learners share their theories from **activity 3a** with the class.

Take this opportunity to check whether learners use any past modal verbs of deduction/possibility in what they say.

### 3c

Ask learners to turn to **page 85** of the Student Book and read the end of the article.

Ask them to decide which they prefer; their own theories or the theories in the article.

Monitor and assist as necessary.

Feedback as a class.

### 3a-c answers

Answers will vary, but the theories put forward at the end of the article are as follows:

- 1) While John White was away, the settlers suffered a period of drought in which they found it hard to grow food. This may have prompted them to seek refuge with a local tribe.
- 2) Someone may have written CROATOAN on the tree as a sign of where they had gone.
- 3) Virginia Dare may have joined a Native American tribe.

## Memo



## Language Focus

### 4a

Go over the instructions and example to check understanding. In pairs, learners read the extracts from the article about Roanoke and write numbers to match the clauses in bold with the meanings underneath.

Monitor and assist as necessary.

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

### 4b

Ask learners to turn to **page 113** of the Student Book. Go over the explanations and examples in the **Language Reference** section with learners and ask them to check their answers to **activity 4a**.

You will be aware that, depending on context, there can be subtle differences between some of the modal verbs, e.g. *I could have finished early* (emphasising that it was within my power to do so) vs *I might have finished early* (emphasising that circumstances allowed this as a possibility). The negatives of *could*, *might* and *may* are also possible, as well as other modal verbs, e.g. *will: He'll have finished by now*. (I am sure of this, it is not a deduction). It is probably best not to go into these points unless they are raised by a learner.

#### 4a+b answers

*This (almost) definitely happened / was true.* – 3

*This possibly happened / was true.* – 1 4 5

*This (almost) definitely didn't happen / wasn't true.* – 2

## Practice

### 5a-f

Go over the instructions and example to check understanding. In pairs, learners read the statements and discuss how likely or unlikely they think they are, then rewrite each statement with a suitable **modal verb** + **have** + **past participle**, to show what they think.

Monitor and assist as necessary.

Feedback as a class.

**5a-f suggested answers** (but accept any answers learners can justify)

a) A local tribe may have offered to help the settlers.

b) John White can't have been happy when he couldn't find his granddaughter.

c) The winter of 1587 in Roanoke may have been cold.

d) Something must have happened in the colony.

e) The settlers can't have built a boat and sailed back to England.

f) The blue-eyed 'Native Americans' could have come from Roanoke.

## Language Focus

4 a Read the extracts below from the article about Roanoke.

Write numbers to match the clauses in **bold** with the meanings underneath.

- 1 The settlers **might have gone** to a Native American tribe for help.
- 2 If the trees didn't grow, it **can't have rained** much.
- 3 If it didn't rain, it **must have been difficult** to grow food.
- 4 The settlers **may have thought** that their best chance was to ask for help from a local tribe.
- 5 Virginia Dare **could have joined** a Native American tribe.

This (almost) definitely happened / was true. \_\_\_\_\_

This possibly happened / was true. 1 \_\_\_\_\_

This (almost) definitely *didn't* happen / *wasn't* true. \_\_\_\_\_

b Read the **Language Reference** section on **page 113** and check your answers to **activity 4a**.

## Practice

5 Work with a partner. Read the statements below and discuss how likely or unlikely you think they are. Rewrite each statement with a suitable **modal verb** + **have** + **past participle**, to show what you think.

a A local tribe offered to help the settlers.

A local tribe may have offered to help the settlers.

b John White was happy when he couldn't find his granddaughter.

c The winter of 1587 in Roanoke was cold.

d Something happened in the colony.

e The settlers built a boat and sailed back to England.

f The blue-eyed 'Native Americans' came from Roanoke.



## Sounding Natural

6 a **Track 45** Listen. How are the underlined words in the sentences below pronounced?

- 1 They may have offered to help.
- 2 He can't have been happy.
- 3 It might have been cold.
- 4 Something must have happened.
- 5 They can't have built a boat.
- 6 They could have come from Roanoke.

b **Track 45** Listen again and copy the pronunciation.

## Time to Talk

7 a Work on your own. Think of a person in your past who you don't know very well.

It could be one of the people below, or you could use your own idea.

- a teacher you remember
- someone you knew at school or at an old job, who you don't see any more

Use the questions below to make some notes about the person.

If you aren't sure of the answers, guess!

Who were they?

What was their name?

Were they happy in their job/at school? Why do you think so?

How old were they when you knew them?

What can you guess about their life before you met them?

What do you think happened in their life after you knew them?

What else can you guess about them?

b Work with a partner. Tell each other about the person you made notes on in **activity 7a**.

c Tell the class about the person your partner spoke about.

Homework - turn to page 108

Lesson 19 79

## Time to Talk

### 7a

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

Learners work independently to think of a person in their past who they don't know very well, using one of the suggestions in **activity 7a**, or an idea of their own. They then use the questions to make some notes about the person they choose. Point out that if learners don't know the answers to the questions, they should guess.

Monitor and assist as necessary.

### 7b

In pairs, learners tell each other about the person they made notes on in **activity 7a**.

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

### 7c

Feedback. Learners tell the class about the person their partner spoke about.

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

## Homework

Highlight the homework reference at the bottom right of **page 79** of the Student Book. Ask learners to turn to **page 108**.

Set Lesson 19 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

## Sounding Natural

### 6a

**Track 45** Learners listen for how the underlined words in the sentences are pronounced.

Feedback in pairs and then as a class.

### 6a answers

The underlined words tend to be pronounced as /əv/ (the /h/ is elided and the vowel given its weak form).

**Track 45** (page 93, Student Book) 0:35

- 1) They may have offered to help.
- 2) He can't have been happy.
- 3) It might have been cold.
- 4) Something must have happened.
- 5) They can't have built a boat.
- 6) They could have come from Roanoke.

### 6b

**Track 45** Learners listen again and copy the pronunciation.

## Homework Answers

### 1

- a) He **must** have studied hard because he got top marks in all his exams.
- b) The film **can't** have been much good because nobody stayed until the end.
- c) John **must** have been so happy when he heard about his promotion.
- d) I'm not sure where they met. It **might / may / could** have been Rome, or it **might / may / could** have been Paris.
- e) He looks familiar, so I **might / may / could** have met him before, but I'm not sure.

### 2

Learner's own answers.



# 20 Deciding What to Do

## Deciding What to Do

**In this lesson** - Discuss why people don't always say directly what they want

**Core activities** - 1a, 2-7

**Skills** - Extended listening and speaking

## Introduction

### 1a

Go over the instructions and example to check understanding. In pairs, learners draw lines in the table to match the expressions on the left with the correct meanings on the right.

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

#### 1a answers

1) I'm easy	I don't mind which choice is made.
2) I'm up for that	I'm willing and able to do it.
3) It's up to you	It's your decision.
4) It's all right with me	I can agree to that.

### 1b

Go over the instructions and example to check understanding. In pairs, learners use the words in bold from **activity 1a** to complete the sentences. Monitor and assist as necessary. Feedback as a class.

#### 1b answers

- 1) I can't stand that restaurant, but it's not **up to us** – it's Mary's birthday, so it's her choice.
- 2) Is anyone **up for** tennis? Mark can't come and I need a partner.
- 3) John's coming for lunch tomorrow. Is that **all right with you**?
- 4) I'm **easy** – you decide.

### 2a

Go over the instructions and list of ideas to check understanding. Ask learners to imagine they are on a group holiday in Thailand and are returning home tomorrow. Learners work independently to read the list of ideas of things they could do on the last night of their holiday and decide what they would like to do. Point out that learners can add one more idea if they want to. Monitor and assist as necessary.

### 2b

As a class, learners decide on *one* thing from **activity 2a** that they all want to do. Encourage discussion, but keep this activity fairly brief.

## Listening

### 3a+b

**Track 46** Explain that Jenny and Tony are visiting their friends, Pamela and Rick, in Thailand. Go over the instructions and questions to check understanding.

Learners listen to the four of them discuss what to do on the last night of Jenny and Tony's holiday, and answer the questions. Feedback in pairs and then as a class.

# 20 Deciding What to Do

## Introduction

**1 a** Work with a partner.

Draw lines in the table below to match the expressions on the left with the correct meanings on the right.

1 I'm <b>easy</b> .	I'm willing and able to do it.
2 I'm <b>up</b> for that.	I don't mind which choice is made.
3 It's <b>up</b> to you.	I can agree to that.
4 It's <b>all right</b> with me.	It's your decision.

**b** Work with a partner. Use the words in **bold** from **activity 1a** to complete the sentences below.

- 1 I can't stand that restaurant, but it's not **up to** us – it's Mary's birthday, so it's her choice.
- 2 Is anyone **up** for tennis? Mark can't come and I need a partner.
- 3 John's coming for lunch tomorrow. Is that **all right** with you?
- 4 I'm **easy** – you decide.

**2 a** Imagine you are on a group holiday in Thailand and you are returning home tomorrow.

Work on your own. Read the list of ideas, below, of things you could do on the last night of your holiday. Decide what you would like to do. You can add one more idea if you want to.

- Stay in and go to bed early (you have a long flight tomorrow).
- Go to the cinema.
- Go to a local restaurant for dinner.
- Go to a beach party.
- Your own idea: \_\_\_\_\_

**b** As a class, decide on *one* thing from **activity 2a** that you all want to do.



80 Lesson 20

## Skills

### 3a+b answers

a) They discuss the following ideas (in order):

- Going to a local (barbecue) restaurant for dinner.
- Going to the cinema.
- Going to a beach party.

The idea of staying in is implied by Rick at the beginning, but not actually discussed.

b) They decide to go to the beach party.

**Track 46** (page 93, Student Book) 3:17

**Rick** - So, Jenny, how do you two want to spend your last night in Thailand? Do you want to stay in, or...

**Jenny** - I don't know, Rick. I mean, we're leaving early tomorrow, but if you and Pamela want to do something, then... What do you think, Tony?

**Tony** - Well, if Pamela and Rick are up for it, I wouldn't mind going out somewhere. There's so much to do here and it is our last chance, after all... There's no point wasting it.

**Rick** - Right.

**Jenny** - But... not too late, right?

**Tony** - No, not too late, I know we've got an early start, yeah.

**Rick** - No worries. So... any ideas?

**Tony** - I don't know. We're happy with anything, really. How about you, Pam?

**Pamela** - Well, it's up to you, really. It's your last night.

**Rick** - Look, what about that barbecue place down the road?

**Pamela** - Oh yeah.

**Rick** - The one where you can cook your own meat in the middle of the table.

**Tony** - Yeah, I know it. Looks nice.



In this lesson: Discuss why people don't always say directly what they want  
Skills: Extended listening and speaking

## Listening

3 **Track 46** Jenny and Tony are visiting their friends, Pamela and Rick, in Thailand. Listen to them discuss what to do on the last night of their holiday. Answer the questions below.

- Which ideas from **activity 2a** do they discuss?
- What do they decide to do?

### Listening skills and strategies Inferring attitude

Speakers often don't say directly what they want. Listen for other clues in what they say, and how they say it, to work out how they feel.



4a **Track 47** Read the extracts, below, from the first part of the conversation. Listen again to the first part of the conversation. Circle the correct option next to each extract, to show if Jenny (J) or Tony (T) is speaking.

- I don't know, Rick. I mean, we're leaving early tomorrow. .... **J / T**
- If you and Pamela want to do something, then... .... **J / T**
- Well, if Pamela and Rick are up for it, I wouldn't mind going out somewhere. .... **J / T**
- There's so much to do here and it is our last chance. .... **J / T**
- But not too late, right? .... **J / T**

b Discuss the questions below as a class.

- Who is quite keen to go out and do something, Jenny or Tony? How do you know?
- Who is not so keen to go out? How do you know?

## Skills

Lesson 20 81

**Jenny** - Um, do you mean that really small place, with the tables all outside?

**Pamela** - Yes. That's it.

**Jenny** - Um, is the meat raw?

**Rick** - Well, yes. It's a kind of barbecue, yeah, so you order the meat and you cook it yourself.

**Jenny** - Oh right, I see.

**Tony** - Is that going to be all right with you, Jen?

**Pamela** - Is there a problem?

**Jenny** - No, no, I'm sure it's all right... it's just... I had a bit of food poisoning last year, with a bit of dodgy meat and, er... Well, I'm just a bit careful now, that's all. But if everyone else is up for it...

**Rick** - Oh dear, that can't have been nice.

**Tony** - No, it wasn't.

**Rick** - Well, how about a movie, then?

**Jenny** - A movie?

**Rick** - Yeah. Have you ever been to a cinema here? I think there's a new Bond film showing.

**Jenny** - That might be interesting. What do you think, Tony?

**Tony** - I don't know... it might be all right, I guess. Um... will it be in English?

**Rick** - We'd have to check. Could be. Or it could be dubbed in Thai, with English subtitles.

**Tony** - Hmm... not sure about watching a dubbed Bond movie.

**Jenny** - Really?

**Tony** - I mean, if it's what everyone wants, then... How about you, Pamela?

**Pamela** - Oh, I'm easy.

**Tony** - Well, I'm OK with it too, but I... I mean, we can always watch a Bond movie in England, yeah?

**Jenny** - Well, yeah, but...

**Tony** - And, well, seeing as we're here, perhaps we ought to do something... I don't know... more local.

**Pamela** - Well, if it's local you want, why don't we go down the beach?

**Jenny** - The beach?

**Pamela** - Yeah.

**Jenny** - At night?

**Rick** - Oh, yes! It's the full moon, isn't it?

**Pamela** - Yes. It's a bit of a tradition here, see... When it's a full moon, lots of people go down the beach...

**Rick** - ...And dance. Haven't done it for a while - getting a bit old for it, to be honest.

**Pamela** - Not too old, yet, sweetie. So what do you think? Do you fancy it? We don't have to stay all night.

**Tony** - I don't know... Sounds like fun. How about you, Jen?

**Jenny** - I don't know.

**Tony** - Oh, go on. I bet it's a laugh.

**Jenny** - Well, all right, then.

**Tony** - Great.

**Jenny** - But not too late, yeah?

## 4a

Draw attention to the **Listening skills and strategies** box and go over its contents with learners.

### Listening skills and strategies

#### Inferring attitude

Speakers often don't say directly what they want. Listen for other clues in what they say, and how they say it, to work out how they feel.

**Track 47** Go over the instructions and list of extracts from the first part of the conversation to check understanding. Learners listen again to the first part of the conversation and circle the correct option next to each extract, to show if Jenny (J) or Tony (T) is speaking. You may also like to ask learners to think about the tone of voice Jenny and Tony use - who sounds more enthusiastic?

Feedback in pairs and then as a class.

### 4a answers

- 1) I don't know, Rick. I mean, we're leaving early tomorrow. **J**
- 2) If you and Pamela want to do something, then... **J**
- 3) Well, if Pamela and Rick are up for it, I wouldn't mind going out somewhere. **T**
- 4) There's so much to do here and it is our last chance. **T**
- 5) But not too late, right? **J**

**Track 47** (page 94, Student Book) 0:37

**Rick** - So, Jenny, how do you two want to spend your last night in Thailand? Do you want to stay in, or...

**Jenny** - I don't know, Rick. I mean, we're leaving early tomorrow, but if you and Pamela want to do something, then... What do you think, Tony?

**Tony** - Well, if Pamela and Rick are up for it, I wouldn't mind going out somewhere. There's so much to do here and it is our last chance, after all... There's no point wasting it.

**Rick** - Right.

**Jenny** - But... not too late, right?

## 4b

Discuss the questions as a class and elicit the answers.

### 4b answers

- 1) Tony is quite keen to go out and do something. We know because he sounds enthusiastic, and talks about there being so much to do, and how this is their last chance to do it.
- 2) Jenny is not so keen to go out. We know because her tone is unenthusiastic, and she raises a problem - twice - with the idea of going out (they are leaving early the next morning).



**Track 48** Go over the instructions and check understanding. Learners listen again to the second part of the conversation and decide whether Jenny likes the idea of going to the restaurant. Point out that learners should make a note of the things Jenny says that help them decide. Feedback in pairs and then as a class.

### 5 answers

*Jenny doesn't like the idea of going to the restaurant. Learners could have noted some of the following to help them decide this:*  
*Her description of the restaurant sounds a bit negative. She says it's a really small place, with the tables all outside, and it sounds like she doesn't really like the idea of eating on the street. She also asks if the meat will be raw, and her response when she is told that it is ('Oh right. I see.') suggests that this could be a problem. She talks about her experience of food poisoning. When she says But if everyone else is up for it..., she seems to be saying that she'll go along if she has to, but she doesn't actually say that she's 'up for it' herself.*

**Track 48** (page 94, Student Book) 1:22

**Jenny** - But... not too late, right?

**Tony** - No, not too late, I know we've got an early start, yeah.

**Rick** - No worries. So... any ideas?

**Tony** - I don't know. We're happy with anything, really. How about you, Pam?

**Pamela** - Well, it's up to you, really. It's your last night.

**Rick** - Look, what about that barbecue place down the road?

**Pamela** - Oh yeah.

**Rick** - The one where you can cook your own meat in the middle of the table.

**Tony** - Yeah, I know it. Looks nice.

**Jenny** - Um, do you mean that really small place, with the tables all outside?

**Pamela** - Yes. That's it.

**Jenny** - Um, is the meat raw?

**Rick** - Well, yes. It's a kind of barbecue, yeah, so you order the meat and you cook it yourself.

**Jenny** - Oh right, I see.

**Tony** - Is that going to be all right with you, Jen?

**Pamela** - Is there a problem?

**Jenny** - No, no, I'm sure it's all right... it's just... I had a bit

*of food poisoning last year, with a bit of dodgy meat and, er... Well, I'm just a bit careful now, that's all. But if everyone else is up for it...*

**Rick** - Oh dear, that can't have been nice.

**Tony** - No, it wasn't.

### 6

**Track 49** Go over the instructions and check understanding. Learners listen again to the last part of the conversation and underline options in the tables to show if Jenny and Tony are *keen* or *not so keen* on the other two ideas discussed. Point out that learners should also make a note of the things said that help them decide. Feedback in pairs and then as a class. Encourage learners to discuss what helped them decide. See **6 answers** for some points you may like to elicit in the discussion.

**Track 48** Listen again to the second part of the conversation.

Does Jenny like the idea of going to the restaurant?

Make a note of the things Jenny says that help you decide.


**Track 49** Listen again to the last part of the conversation.

Underline options in the tables below, to show if Jenny and Tony are *keen* or *not so keen* on the other two ideas they discuss. Make a note of the things they say that help you decide.

idea: cinema		notes
Jenny	keen / not so keen	
Tony	keen / not so keen	

idea: beach party		notes
Jenny	keen / not so keen	
Tony	keen / not so keen	

### 6 answers

idea: cinema

**Jenny is keen:** She sounds interested when the idea is mentioned. She says that it might be interesting. Her Really? when Tony says he's not so sure of the idea, sounds disappointed.

**Tony is not so keen:** His response when Jenny asks for his opinion on the idea - I don't know... it might be all right, I guess - isn't at all enthusiastic. He immediately raises a potential problem - the question of whether the film will be in English. Like Jenny when she talked about the restaurant, he implies that he'll go along if everyone wants to, but doesn't say that he wants to himself. Although he never actually says he doesn't want to go to the film, he suggests that they do something 'more local'.

idea: beach party

**Jenny is not so keen:** She responds to Pamela's suggestion by just asking two questions (The beach? At night?) as if going to the beach at night is a strange idea. After the suggestion has been explained, and Tony asks her again, her I don't know is unenthusiastic. Her eventual agreement with Well, all right, then is rather reluctant and she makes it clear that she doesn't want to stay late.

**Tony is keen:** He does say I don't know when he is first asked about it, but this is perhaps because he doesn't want to seem too pushy. He follows this by saying that it Sounds like fun, then urges Jenny to agree with Oh, go on and says that he bets it's a laugh. His response when Jenny agrees (Great) confirms that he is keen.





### Time to Talk

7 Think about the conversation you listened to in this lesson and discuss the questions below.

Why don't the people in the conversation say directly what they want?

Would people in your culture act in a similar or different way in the same situation? How?

In your culture, if people don't say things directly, how can you tell what they want?

In what situations is it important to be quite direct when you speak?

When is it important not to be too direct?

Homework - turn to page 109

Skills

Lesson 20 83

**Track 49** (page 94, Student Book) 1:37

**Rick** - Oh dear, that can't have been nice.

**Tony** - No, it wasn't.

**Rick** - Well, how about a movie, then?

**Jenny** - A movie?

**Rick** - Yeah. Have you ever been to a cinema here? I think there's a new Bond film showing.

**Jenny** - That might be interesting. What do you think, Tony?

**Tony** - I don't know... it might be all right, I guess. Um... will it be in English?

**Rick** - We'd have to check. Could be. Or it could be dubbed in Thai, with English subtitles.

**Tony** - Hmm... not sure about watching a dubbed Bond movie.

**Jenny** - Really?

**Tony** - I mean, if it's what everyone wants, then... How about you, Pamela?

**Pamela** - Oh, I'm easy.

**Tony** - Well, I'm OK with it too, but I... I mean, we can always watch a Bond movie in England, yeah?

**Jenny** - Well, yeah, but...

**Tony** - And, well, seeing as we're here, perhaps we ought to do something... I don't know... more local.

**Pamela** - Well, if it's local you want, why don't we go down the beach?

**Jenny** - The beach?

**Pamela** - Yeah.

**Jenny** - At night?

**Rick** - Oh, yes! It's the full moon, isn't it?

**Pamela** - Yes. It's a bit of a tradition here, see... When it's a full moon, lots of people go down the beach...

**Rick** - ...And dance. Haven't done it for a while - getting a bit old for it, to be honest.

**Pamela** - Not too old, yet, sweetie. So what do you think? Do you fancy it? We don't have to stay all night.

**Tony** - I don't know... Sounds like fun. How about you, Jen?

**Jenny** - I don't know.

**Tony** - Oh, go on. I bet it's a laugh.

**Jenny** - Well, all right, then.

**Tony** - Great.

**Jenny** - But not too late, yeah?

## Time to Talk


7

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

Learners discuss the questions as a class. Facilitate, but stay in the background as much as possible during the discussion.

## Homework

Highlight the homework reference at the bottom right of **page 83** of the Student Book. Ask learners to turn to **page 109**.

Set Lesson 20 **activities 1** and **2** for homework. Go over the instruction and example for **activity 1**. Make sure learners understand what to do for **activity 2**. Learners will need  **Track 50** for **activity 1**.

## Homework Answers

**1a+b**

See CD script for Track 50 - answers in ***bold italic***.

**2**

- Dubbed** TV programmes, etc. have their original sound and speech changed to another language.
- If something is **a laugh**, it is fun and enjoyable to do.
- When we say something is '**dodgy**', we mean it is bad and can't be trusted.
- Sweetie** is an informal word we use to talk to someone we love, like a partner or a child.

**Track 50** (page 95, Student Book) 0:22

1) I'm **easy**.

2) I'm up for that.

3) It's up to **you**.

4) It's all right with **me**.