Time to Talk
21st Century Communication Skills

Teacher’s Guide

Low-Intermediate B1
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Have You Ever Been a Waiter?

In this lesson - Discuss life experiences
Core activities - 1, 7, 9
Grammar - Present perfect simple with ever and before

Follow-up questions
Examples:
Have you ever been to America?
Have you ever eaten here before?

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

Warmer

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

Introduction

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

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

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

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

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

3 answers
Page 4 clockwise: b, g; d, h; f
Page 5 left to right: h, e, c, a
Lesson 1

Listening

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

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

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

5a+b

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

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

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

6a + b
In pairs. Refer learners to the questions in the activity.

a) Learners underline the follow-up questions.

b) Elicit the tense used in the follow-up questions.

6a answers (underlined below)

Mark - OK, so have you worked in a restaurant before?
Emma - No I haven’t, but I’ve worked in a bar.
Mark - Did you serve food?
Emma - Well, we sold sandwiches, chips and snacks. So yes.
Mark - What did you do about that?
Emma - Well, the manager was always there and she always helped.

6b answers

Tense - past simple

6c
Refer learners to the highlighted words. Ask them what they refer to and why we use them.

6c answers

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

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

Sounding Natural

8a

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

8a answers

See CD script for Track 02 - answers underlined.

Extension

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

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

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

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

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

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

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

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

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

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

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

2 a) Where did you fly to? (a)
   b) What did it taste like? (c)
   c) Which bone was it? (f)
   d) What songs did you play? (h)
   e) How much did you find? (g)
   f) Who did you meet? (b)
   g) Why did you tell it? (i)
   h) How did you get a new one? (e)
   i) Did you win? (d)
Look at the pictures above. Which of these situations do you think are good for starting to talk to people and making friends? Can you think of any more? Tell the class.

The First Time

In this lesson - Tell a story about a ‘first time’
Core activities –1, 2, 6 (as a Reading and Listening), 8-11
Grammar - Past simple and past continuous in narration

Example:
I was travelling around France when I met my wife.
I was walking home when I saw bright light in the sky.

Introduction

1
Refer learners to the pictures and ask them what’s happening. As a class, discuss which situation they think is best for starting a conversation or making new friends. Elicit other possible situations (e.g. when visiting another friend’s house).

Memo
In this lesson: Tell a story about a ‘first time’
Grammar: Past simple and past continuous in narration

Vocabulary

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

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<th>meet at</th>
<th>meet on</th>
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<td>work</td>
<td>a park</td>
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<td>work</td>
<td>a pub</td>
<td>a picnic</td>
</tr>
<tr>
<td>a pub</td>
<td>a party</td>
<td>an aeroplane</td>
</tr>
<tr>
<td>a party</td>
<td>time</td>
<td>a bus stop</td>
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2 answers
meet in: work, a picnic, a party, a bus stop
meet at: time, an aeroplane
meet on: work, a park, a pub, school, a picnic, a party, a bus stop

Listening

3a+b
Track 03 Listen to Tom tell a story about the first time he spoke to his wife, Antonia.
Look at the situations in activity 1 and answer the questions below.

a) In which situation did Tom first see Antonia?
b) In which situation did he first talk to her?

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

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

4a-c
Track 03 Learners listen again and write T or F next to the statements.

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

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

5 answers
(Do not insist on the exact wording below – accept any answers that get the gist):
a) F – Tom was in London for work.
b) T
c) F – Antonia came to the picnic late.
Reading and Listening

6
In pairs. Learners read and underline the correct verb forms.

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

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

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

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

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

7
Track 03 Learners listen again and check answers.
Elicit learners opinion on the story – is it romantic? Do they know of any other romantic meetings? (Avoid personal stories – these will be used in the Time to talk activity).

Language Focus

8
Learners work in pairs to match the sentences in the language column with a use.

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

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

Sounding Natural

9a-e

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

Track 04 (page 84, Student Book) 0:39
a) I was standing in the pub one night
b) I thought she was really beautiful
c) the weather was lovely
d) I was setting things up
e) she was about an hour early

10
Track 04 Learners listen again and copy the pronunciation.
Work with a partner. Match the sentences in the language column with a use.

Read Tom's story and underline the correct forms of the verbs.

but I was always too shy to speak to her.

seeing

Antonia several times in the pub after that,

she was really beautiful. I (7)

thinking

walked through the door. I (6)

to Mark, when Antonia, one of his colleagues,

in the pub one night, talking

stood / was standing

nights with Mark and his friends from work. I (5)

I often (4)

for three months.

and (3)

I (2)

I (1)

hello to Antonia. It was seven years ago.

I'll never forget the first time I (1)

Reading and Listening

Language Focus

We

Antonia walked in. describing a state in the past

I

I

was

The weather

to Mark when

was doing

a summer course. describing main actions in a story

was doing

a summer course in London

did / was doing

stayed / staying

in my friend Marks house

for a drink on Friday

went / was going

language uses

lovely. describing a longer action in a story,

thought / was

saw / was

first time we spoke.

Now, every time I see a picnic it reminds me of the

really well.

only people there, so I had to talk to her. We got on

arrived - she was about an hour early. We were the

I (11)

the park early to get things ready.

We told people to come at 12 o'clock, but I went to

weekend. I (10)

to organise a picnic in the local park one

deciding

being

That summer the weather (8)

set / was setting

things up when Antonia

interrupted by another action

first time we spoke.

Homework

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

Set Lesson 2 activity 1 and 2 for homework.

Do 1a and 2a together.

Homework Answers

1

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

2

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

Time to Talk

11

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

Give learners time to think about and write brief notes about their story.

Point out that they should note both the main events in the story, and background details – go over examples in the class.

Monitor and assist where necessary.

12

You may like to model this activity briefly.

Learners work in pairs and share their stories. Encourage follow – up questions. Monitor learners’ use of vocabulary and language. Note good use of vocabulary and language, and any mistakes.

Feedback as a class.

Highlight good use of vocabulary and language.

Elicit correction of any mistakes.
What Do We Have to Do?
In this lesson - Give advice about social ‘rules’.
Core activities - 1-7, 9
Functions - Giving advice and explaining rules

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

Warmer

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

Introduction

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

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

Extension

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

2 Tell learners to work in pairs and discuss the questions in the activity. Then have learners tell the class about their partner’s answers.
3a-f
Learners work in pairs and write ‘T’ or ‘F’ next to the rules about weddings in the UK.
At this stage, don’t teach the structure. Instead, let the learners ‘notice’ how modal verbs are used in a sentence.

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

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

4
Learners read the article, and then check their answers in pairs.

5a-f
Learners write correct sentences for the false ones. Read the example and check learners understand the activity.

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

6
Learners at this level should be familiar with modals verbs of obligation. However if a refresher is needed, refer learners to ‘language reference’ on page 96 of the Student book.

Learners write words from the box next to their use.

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

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

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

Practice

7a-f
Learners complete the sentences with the modal verbs in activity 6.

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

Track 05 (page 84, Student Book) 0:58
a) If we want to get the 11 o’clock train, we’ll have to leave now.

b) I’m leaving work at 6 o’clock. If your friend wants a lift he mustn’t be late.

c) You shouldn’t use your mobile phone on the train.

d) My new apartment building has a lift, so we don’t have to use the stairs.

e) Don’t argue with your sister. You should apologise.

f) I haven’t spoken to my mother in a long time. I must phone her tonight.

Sounding Natural

8a

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

8b

Track 06 Learners listen and complete the sentences.

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

8c
As a class, choral drill the sentences. Then again individually.
Time to Talk

9
Tell the class they’re going to explain rules (etiquette) for one of the places in the activity.

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

Encourage learners to keep their notes brief.

10
Learners tell the class what they’ve written. Read the example and check learners understand the activity.

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

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

11
Ask the learners if they agree or disagree with their classmate’s advice and why.

Homework

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

Do 1a and 2a together. Check learners understand the activity.

Homework Answers

1
a. My office is only ten minutes from my house, so I don’t have to get up early in the morning.

b. If you’re meeting someone at the airport, you mustn’t be late.

c. If you visit a Japanese home, you mustn’t wear your shoes inside.

d. I mustn’t forget to phone my mother tonight!

e. I made dinner last night, so I don’t have to cook today.

2
a. In Japan, you have to drive on the left side of the road.

b. If someone says, ‘Hello,’ you should smile and reply.

c. If you want to have a nice time, you should go to the party.

d. When you travel to different countries, you have to take your passport.
I Like Where I Live

In this lesson - Discuss advantages and disadvantages

Core activities - 1-6, 9

Grammar - Contrasting ideas: although/however/even though/despite

When we contrast ideas we use: although/however/even though/despite

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

Warmer

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

Introduction

1
As a class discuss the questions in the activity.

Teaching Tip – Contrasting Ideas

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

Memo
Reading

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

Feedback as a class, and compare answers.

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

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

Feedback in pairs, and then as a class.

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

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

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

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

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

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

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

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

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

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

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

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

Practice

6a-f

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

6a-f answers

See CD script for Track 07 - answers are underlined.

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

Track 07

Learners listen and check their answers.
Use the words in parentheses to contrast each pair of ideas.

We can contrast two ideas using although, despite, however, or cash machines. Wingerworth has no restaurants, we love the peace and quiet and the beautiful views, even though although the children's school is only 10 minutes on foot, the local hospital is miles away. The kids' school is only 10 minutes on foot, the village shop is very small, it sells lovely, fresh, local vegetables.

Although however, usually comes in a separate sentence.

Language Focus

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

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

8 Practise saying the words.

7a-i answers (stressed syllables in bold)

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

Time to Talk

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

Example: Living in the city
Advantage: nightlife
Disadvantage: crime

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

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

Feedback as a class.

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

Homework

Highlight the homework reference at the bottom right of page 19 in the Student Book.

Tell the learner's to turn to page 89.

Set Lesson 4 activity 1 and 2 for homework. Do 1a together. Then, do 2a together.

Homework Answers

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

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

c) (disadvantage) - I passed my driving test, although/ even though I didn't practise very often.
d) (disadvantage) - I passed my driving test, despite not practising very often.
e) (disadvantage) - I didn't sleep last night. However, I still went to work.
f) (disadvantage) - I didn't sleep last night, despite being really tired.

19
Body Beautiful

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

Warmer

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

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

• Write the following description on the board: “It’s stuff you use to clean your teeth.”
• Elicit from learners what the item is.

Answer:
toothpaste

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

Introduction

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

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

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

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

2b
Tell learners to think of one more example for each column then write them in the table.
Time to Talk 1

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

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

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

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

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

Example of follow-up questions
Do you try to eat well and exercise?
Yes, I do. I try to eat lots of vegetables and go swimming every week.
How about you?
I think I don’t do enough exercise, and I eat too many cakes!

If you don’t want to answer a personal question, you can say: “I’d rather not answer that!”

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

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

6a-h
Ask learners to work in pairs and underline the correct words.

Feedback as a class to check answers.

6a-h answers
a) dye  b) bleach  c) cosmetic surgery  d) nose job  e) liposuction  f) wrinkles  g) facelift  h) Botox™ treatment

Time to Talk 2

7a
Explain to learners they’re going to give their opinions about people changing their appearance. Ask them what people do to change their appearance.

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

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

8
Tell learners to change partners or join a new group. Ask them to share and explain their rankings they made with their first partner.

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

The new pairs or group should choose the two most acceptable ways to change their appearances and the two least acceptable ways.
9 Refer learners to the Useful Language box. Tell learners to use the phrases to discuss the questions in the activity.

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

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

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

**Example:**
“If I was an actor I would get a facelift because it would help me work longer.”

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

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

**Homework Answers**

1 |
---|
2 |
3 |
4 |
5 |
6 |
7 |
8 |
9 |
I’ve Been Coming Here for Years

In this lesson - Discuss a place you know well

Core activities - 1-6, 11

Grammar - Present perfect (simple and continuous) with for and since

Example:
They’ve been married for five years.
She’s been playing the piano since he.

Warmer

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

Introduction

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

1b
Discuss the questions in the activity with learners.

2
Learners match the pictures with the words.

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

Memo

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Reading

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

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

3 Learners read the pub review and answer the questions.

Feedback in pairs, and then as a class.

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

4a-f Learners read the restaurant review and answer the questions.

Feedback in pairs, and then as a class.

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

5a–e

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

5a–e answers

actions:

a) I’ve been waiting in the station for about three hours.
b) She’s cycled to work every day since she bought her mountain bike.
c) She’s known it for 10 years.
d) I’ve been working in her office since five o’clock this morning!
e) It’s been the most popular restaurant in the area since Dave Roberts took over as landlord.

states:

c) Dave has owned The Red Lion for 10 years.
e) I’ve known it for 10 years.

Give learners a few minutes to think of some examples of their own. Write their responses on the board. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

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

Practice

6

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

6 answers

a) waiting
b) liked
c) studying
d) known

Feedback as a class to check answers.

7a–d

Learners draw a line to connect the sentence halves.

7a–d answers

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

Feedback as a class to check answers.
Underline the main verbs in the sentences that talk about states. These are called state verbs.

Practice with a partner. Study the sentences below.

Write the letters in the second box. Which sentences talk about:

- states
- actions

The man in the café has been waiting for the past four hours.
I've studied for 12 years old.
Most of the students have been waiting in the station for about three hours.
We've known it for 10 years.

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

Homework Answers

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

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

In this lesson - Tell people about a conversation you had

Core activities - 3-8, 11

Grammar - Reported speech

Example:
He said that he loved her.
He told me he loved her.
He asked me if I wanted to go for a drink.

Introduction

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

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

Reading

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

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

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

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

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

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

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

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

Mmm, that would be nice.
Tell people about a conversation you had.

In this lesson: Tell people about a conversation you had.

Grammar: Reported speech

5 Look at the picture of Jane and Rupert on the right.

Where are they? What do you think they are talking about?

6 Look at their conversation.

What Jane says is in the correct order, but what Rupert says is mixed up.

Work with a partner. Match a line from A with a line from B to put the conversation in order.

A - Jane

- Hello. Why aren’t you wearing a tie?
- That was silly... I’m Jane, by the way.
- Oh, no thanks. I only drink champagne.
- Oh, I’m best friends with Sheila’s sister. How about you?
- Oh really? So... are you going back tonight?
- Mmm, that would be nice.

B - Rupert

- Really? Do you want to have some champagne in the bar tonight?
- Hello Jane, I’m Rupert... Um, I noticed you in the church. Do you want a glass of wine?
- Yes, it’s brilliant. So, how do you know Patrick and Sheila?
- Well actually, it’s in my pocket. I’ve spilt red wine on it.
- I work with Patrick in London. I drove here last night.
- No, actually. I’m staying at the Bedford Hotel.

5 Track 09

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

5 Track 10

Learners listen and check answers.

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

6 answers

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

Track 10 (page 85, Student Book) 0:43

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

7
Ask learners to work with a partner and read the pairs of sentences in the box. Focus their attention on the words in bold. Ask them to underline the differences. Elicit from learners what the differences are (verbs move back a tense).

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

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

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

R&J - I’ve split red wine on it.
J&N - He said he’d split red wine on it

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

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

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

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

Feedback in pairs, and then as a class.

Practice

8a-e
Learners make notes about the sentences in the activity. Write an example on the board and check learners understand activity.

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

Sounding Natural

9a-c
Track 11 Learners listen to the sentences in the activity. Ask them what happens to ‘k’ in ‘asked’, when we speak naturally. (‘K’ is silent)

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

10
Track 11 Learners listen again and copy the pronunciation.

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

Drill the sentences chorally than individually.
Time to Talk

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

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

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

Feedback as a class.

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

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

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

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

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

Homework Answers

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

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

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

Warmers

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

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

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

Introduction

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

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

Listening

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

Track 12 (page 85, Student Book) 1:10
1
A - Are you travelling far?
B - No, just to the next stop. How about you?
A - I’m getting off at London.

2
A - Do you mind if I have this seat?
B - Not at all.
A - Have I seen you here before?
B - No, it’s my first time.
In this lesson: Practise starting conversations
Function: Strategies for beginning conversations

4 Look at the ‘conversation starters’ (ways to start conversations) in the table below. Some conversation starters are suitable for more than one situation.

Work with a partner. Match them with the pictures on page 32. Write 1, 2, 3, or 4 in Column 1.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s a bit cold today!</td>
<td>4</td>
<td>question</td>
</tr>
<tr>
<td>Are you travelling far?</td>
<td>4</td>
<td>question</td>
</tr>
<tr>
<td>Do you like travelling by train?</td>
<td>4</td>
<td>question</td>
</tr>
<tr>
<td>That’s a nice tie.</td>
<td>4</td>
<td>compliment</td>
</tr>
<tr>
<td>I like your haircut.</td>
<td>4</td>
<td>compliment</td>
</tr>
<tr>
<td>Do you mind if I have this seat?</td>
<td>4</td>
<td>question</td>
</tr>
<tr>
<td>It’s still raining.</td>
<td>4</td>
<td>question</td>
</tr>
</tbody>
</table>

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

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

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

6 Explain / elicit the meaning of ‘comment’, ‘compliment’, and ‘question’.

Learners work in pairs and write ‘a comment’, ‘a compliment’, or ‘a question’ in Column 3. Ask learners if they can think of any more comments, compliments or questions to start a conversation with. Give everyone a chance to respond.

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

Language Focus 1

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

**conversation starter** | **responses** | **examples**
--- | --- | ---
comment | Nice day today! | Yes, it's lovely!
compliment | That’s a nice tie! | Thanks. It was a present from my mum.
question | Are you travelling far? | No, I’m getting off at the next stop.

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

7 answers
Nice day today – Agree and make a confirming comment – example: yes, it’s lovely!
That’s a nice tie! – Say ‘thank you’ and say something about the thing complimented – example: Thanks. It was a present from my mum.

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

Elicit some further examples of each type of response.
Practice

8 learners work in pairs to match the conversation starters in Column A with suitable responses in Column B.

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

Track 13 Learners listen and check answers.

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

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

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

Language Focus 2
Go over the explanation and examples in the Language Focus box.

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

10 suggested answers
Do you live near here?
Do you work for a big company?
Have you visited many countries?
11 Track 14

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

11 answers

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

Track 14 (page 85, Student Book) 0:27

a) Yes, it is a bit chilly!

b) Yes, it is a bit noisy!

c) Yes, it is a bit crowded!
Getting in Shape

In this lesson - Discuss improving your lifestyle

Core activities - 1-10, 13-14

Grammar - Verb patterns

Examples:
I considered buying a house.
I can afford to buy a house.

Warmer

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

Introduction

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

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

Memo

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

Listening

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

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

4 Learners listen and check their ideas.
Feedback in pairs, then as a class.

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

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

5a-c
Track 15 Learners listen to Jack again and answer the questions a-c.

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

6a-c
Track 16 Learners listen to Emily again and answer questions a-c.

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

7a+b
Learners read the sentences and underline the correct options to complete the rules.

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

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

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

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

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

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

Practice

10a-g
Learners underline the correct words to complete the sentences.

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

11 Learners listen and check the answers.
Sounding Natural

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

- healthy
- vegetarian
- considered
- decided
- abroad
- avoid

1a. Practice saying the words.

Time to Talk

13. Make notes of your answers to the following questions.

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

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

15. Tell the class about your partner’s answers.

Homework

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

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

Homework Answers

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

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

In this lesson - Discuss what pets are suitable for different kinds of people
Core activities - 1-6, 8
Skills - Extended speaking and vocabulary

Warmer

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

Introduction

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

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

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

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

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

Feedback as a class.
**Time to Talk 1**

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

Monitor and assist where necessary.

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

6. In pairs. Learners ask and answer the questions from **activity 4** and **5**.

Encourage learners to ask follow-up questions and give extra information.

Feedback as a class.

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

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

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

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

7b answers
Left column: negative
Right column: positive

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

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

Feedback – learners tell the class what animal their partner chose, and whether they were able to guess it.
Time to Talk 2

8a
Learners work in pairs. They read the list of animals in Column A. Tell them to add two more animals to the list. Ask the learners which animals from their list would make a good pet for a family with children. Tell them to rank the animals from 1 – 10 (1 = best, 10 = worst) in Column B.

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

8c
In different pairs or in a small group, learners share and explain their choices. The pairs or small groups choose the best three pets for a family with children and for a busy, single person.

Feedback as a class.

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

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

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

Homework Answers

1

2

Student’s own answers.
In the Future

In this lesson - Discuss the future

Core activities - 1-8, 10

Grammar - Talking about the future: will/will have

Example:
Next month, I’ll have finished my course and will take an exam.

Introduction

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

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

2a+b
Discuss questions as a class.

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

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

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

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

4 answers  (Again, with b, accept any answers that give the gist of what the speaker says.)

a) 2060
b) The population will have risen.
   Food prices will be much higher.
   Robots will do most boring, low paid jobs.
   People will live longer and get sick less.
   We won’t have found a cure for the common cold.

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

6
Learners work in pairs to discuss and write statements a-f in the table.

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

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

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

7
Learners complete the sentences to form rules.

7 answers
1) will/won’t + base form of the verb.
2) will/won’t + have + past participle
3) by = not later than/from now in... time = not later than/from now

Practice

8
In pairs. Learners complete the sentences with will/will have, plus the words in the box. They write the verbs in the correct form.

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

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

10a Tell learners they are going to discuss the future with a partner.

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

**Example:**

"I'll have left Japan."

"I'll be married."

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

10b In pairs, learners discuss their predictions and make notes on their partner's responses.

10c Learners tell the class what they discussed. Decide which pair agreed the most, and which pair agreed the least. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. Feedback as a class.

**Homework**

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

**Student's own answers.**
People and Places

In this lesson - Tell a story about your neighbourhood

Core activities - 1, 3–8, 11

Grammar - Defining relative clauses
We use ‘defining relative clauses’ to describe or make clear what we are talking about.

We need to use relative pronouns (who, that where, etc.) when the clause describes the subject of a sentence. We don’t need to use a relative pronoun when the clause describes the object of the sentence.

Examples:
He’s a man who works very hard.
I like the woman (who) I met yesterday.

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

Warmer

• Write ‘Neighbourhood’ on the board.
• Ask learners what makes a good/bad neighbourhood.

Introduction

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

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

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

2 answers
quiet; lively

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

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

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

3a–h answers
Answers will vary.

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

Feedback in pairs and then as a class.

4 answers
Answers will vary.
5 Read through the explanation.

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

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

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

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

Practice 1
6a-d
Learners complete the sentences with the correct relative pronoun.

6a-d answers
a) that b) who c) where d) which
Language Focus 2

7a
Go through the example sentences with the learners.

7b
Go through the example sentences with the learners.

7b answers
We don't need to use a relative pronoun when we are describing the subject/object of the sentence.

Practice 2

8a-f
Learners join the sentences using relative clauses. When necessary, use relative pronouns. Read the example and check learners understand the activity.

8a-f answers
(relative clauses in parentheses where they are not needed).

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

9
Track 20 Learners listen and check answers.

Track 20 (page 86, Student Book) 1:28

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

11a
Explain to learners that they’re going to tell a story about something that happened in their neighbourhood.
Tell them to use the prompts to make brief notes about what they will say.
Point out that learners should try to use four relative clauses in their stories.
Model with notes about a story of your own on the board.
Allow learners time to think and make notes. Model and assist with vocabulary where necessary.

11b
Learners work in pairs to tell their stories.
Monitor the learners’ use of vocabulary and language.
Make notes on good use of vocabulary and language, and any mistakes.

11c
Learners tell class about their partner’s story.
Feedback as a class.
Highlight good use of vocabulary and language.
Elicit correction of any mistakes.

Homework
Highlight the homework reference at the bottom right of page 51 in the Student Book. Tell learners to turn to page 94.
Set Lesson 12, activity 1 for homework. (There’s only one activity for this lesson.)
Do the first two questions together as a class.

Homework Answers
1
a) There’s the boy who/that broke the window.
b) The film star gave a party which/that cost $10,000
c) That’s the palace which/that the Queen lives in.
d) There are the policemen who/that caught the thief.
e) What’s the name of the lady who/that was wearing the blue dress?
f) I gave her a watch which/that stopped after two days.
g) You’re reading the book which/that I wanted to read.
h) The Red Lion is the pub which/that we met in for a drink.
i) There’s someone at the door who/that wants to speak to George.
j) Here are the letters which/that arrived this morning.
k) That’s the house which/that I was born in.
l) Where’s the lady who/that ordered the fish?
m) The children who/that went to New York speak English.
n) Do you like the people who/that Sarah invited to her party?
Life Changes

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

Core activities - 1-8, 11

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

Examples:
I used to go jogging.
We’d go swimming every summer.

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

Introduction

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

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

2
As a class discuss the question in the activity.

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

3 answers
b, c, d, a

Track 21 (page 86, Student Book) 0:59

Interviewer - So, Mabel – what was life like in the sixties?
Mabel - Well, it was a fantastic time. I used to live in London and work in a boutique with my friends, Jane and Sasha. We didn’t use to have much money, but we were very happy. We’d go to parties every night and wouldn’t come home until the early morning. I used to smoke in those days – I drank quite a lot too – but I don’t drink or smoke now.

Interviewer - What about music and fashion?
Mabel - Everyone used to love the Beatles. Once, in 1963, I waited all day to buy a ticket for one of their concerts. We used to wear crazy clothes – flared trousers and lots of make-up. Much nicer than the clothes today. They were fun times.

4
Learners listen again and answer questions a-e.

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

Warmer

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

Warm up questions

1. Write 1960s on the board. Ask learners what they know about this decade. Give everybody a chance to respond. Learners work in pairs to match pictures with words from the box.
2. As a class discuss the question in the activity.
3. Track 21 Explain to learners they’re going to listen to an interview with Mabel about her life in the 1960’s. Learners tick the things in activity 1 she mentions.
4. Learners listen again and answer questions a-e.
In this lesson: Discuss and decide whose life has changed the most
Grammar: Describing life in the past: would/used to

4 Track 21 Listen again and answer the questions.
   a Where did Mabel live in the 1960s?
   b Was she rich?
   c What did she do every night?
   d What did she do then that she doesn’t do now?
   e What clothes did she wear?

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

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

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

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

7 Think about your life ten years ago.
- What things have changed? (Do you live in a different place, for example?)
- Have your habits changed? (Are there any habits you have now that you didn't have then?)
- Have the kinds of things you do changed?

Make notes.

Language Focus

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

**6 answers**

- PH, RA, PS, PS, PH, PH

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

**7 answers**

When we talk about repeated actions in the past we can use... ✓ ✓
When we talk about habits in the past we can use... x
When we talk about past states we can use... x

Practice

8a-e

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

**8 answers**

- a) I used to smoke, but now I don't.
- b) I'd be fat, but then I went on a diet.
- c) I'd often miss school when I was a child.
- d) I used to want to be a doctor when I was in high school.
- e) Did you used to be healthy when you were younger?

Track 22 (page 86, Student Book) 0:43

Track 22 Listen and check.

Memo
Work with a partner. Read the sentences (a-e) below. Study the sentences (a-f) in the column below. If they have mistakes, correct the sentences and re-write them.

Write a past habit or Are they a repeated action in the past (something someone did again and again), a habit?

- a) I'd be fat, but then I went on a diet.
- b) I'd used to want to be a doctor when I was in high school.
- c) I'd often miss school when I was a child.
- d) I used to smoke.
- e) We used to wear crazy clothes.
- f) We wouldn't come home until the early morning.

Practice Language Focus
we can use... past states when we talk about when we talk about past repeated actions when we talk about

- a) I used to live in London.
- b) We'd go to parties every night.
- c) I used to smoke.
- d) He didn't use to like computers.
- e) She used to bite her nails.
- f) I used to walk a kilometre every morning when I was younger.
- g) My father used to tell us stories every night.
- h) My favourite teacher used to be Mrs. Smith.

Time to Talk

11a Think about your life ten years ago.
- • What things have changed? (Do you live in a different place, for example?)
- • Have your habits changed? (Are there any habits you have now, that you didn’t have then?)
- • Have the kinds of things you do changed?

Make notes.

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

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

11c Learners tell the class about their partner’s answers. As a class, decide whose life has changed the most. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

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

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

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

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

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

2
b, c, e, f, g

3
b, c, f

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

In this lesson - Compare attitudes to housework

Core activities - 1-9, 11

Grammar - Subject and object questions

Example:
Who did the shopping yesterday?
Who usually cooks dinner?

Warmers

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

Introduction

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

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

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

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

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

Listening

We interviewed Alex and Kim about their housework.

Listen to the first part of the interview. Tick (✓) the jobs in activity 2 that they mention.

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

Listening

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

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

Track 23 (page 86, Student Book) 0:30

Interviewer - So, Alex and Kim... how do you share the housework?

Alex - Well, we both do the shopping and the laundry, but I don’t like cooking, so Kim usually makes dinner and I do the washing-up.

Kim - I always clean the toilet and the bathroom, but Alex looks after the garden and takes out the rubbish, so I guess that’s OK.
In this lesson: Compare attitudes to housework

Grammar: Subject and object questions

5  Track 23 Learners listen again and check which jobs Alex and Kim usually do, and which they both do.

Extension
Ask learners if they think the jobs in Alex and Kim’s house are divided equally. Is it OK? Why or why not? Are the jobs divided equally in their households?

5 answers
Alex:
look after the garden, takes out the rubbish
make dinner, do the washing-up, clean the toilet, and clean the bathroom
Both:
do the shopping, do the laundry

6  Track 24 Learners listen to the second part of the interview and write ‘Alex’ or ‘Kim’ in the spaces to complete the table.

6 answers

<table>
<thead>
<tr>
<th></th>
<th>yesterday</th>
<th>today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping</td>
<td>Alex</td>
<td>Kim</td>
</tr>
<tr>
<td>Laundry</td>
<td>X</td>
<td>Alex</td>
</tr>
</tbody>
</table>

Track 24 (page 86, Student Book) 0:18

Interviewer - So Kim, did you do the shopping today?

Kim - No. Alex did... But I did it yesterday.

Interviewer - How about the laundry?

Kim - Alex did it today.

7a-d
Learners work in pairs. Ask them to look at the answers to the questions about Alex, Kim and their housework. Tell learners to use tables 5 and 6 to write questions for the answers. Read the example and check learners understand the activity.

7a-d answers
See CD script for Track 25.

Track 25 (page 86, Student Book) 0:40

a) Q - What does Kim usually do?
A - She makes dinner, and cleans the bathroom and the toilet.

b) Q - Who looks after the garden?
A - Alex does.

c) Q - What did Alex do today?
A - He did the shopping and the laundry.

d) Q - Who did the shopping yesterday?
A - Kim did.
Think about these questions:

- Who does the housework in your family?
- Which jobs do you do? Who does the other jobs?
- Do women do more of the housework than men?
- What about your parents’ or grandparents’ house? Are/Were things different or the same?

Make notes.

Circle the verbs in the object questions. How many are there?

Circle the verbs in the subject questions. How many are there?

Underline the correct options to complete the rules:

- In subject questions, use/don’t use the auxiliary verb ‘do’.
- To change the tense in a subject question, change the tense of the main verb/auxiliary verb.

Give learners some time to think of an object question and a subject question. Write their answers on the board. Give everybody a chance to respond.

Practice

- What languages do you speak?
- Who discovered electricity?
- What do you usually eat for breakfast?
- Which country won the World Cup?
- How many people work in your office?
- How many brothers and sisters do you have?

Use the prompts to write questions. Add do/does/did if necessary.

- What languages do you speak?
- Who discovered electricity?
- What do you usually eat for breakfast?
- Which country won the World Cup?
- How many people work in your office?
- How many brothers and sisters do you have?

Learners listen and check answers.
Learners work in pairs to discuss their notes. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Learners feedback about their partners as a class. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of page 59 in the Student Book. Ask learners to go to page 96. Set homework.

Set Lesson 14 activity 1 for homework. Do 1a together.

Homework Answers

1
a) Who came here last week?
b) What kind of food do whales eat?
c) Who invited him to dinner?
d) What kind of books did you read as a child?
e) Who asks the most questions in class every day?
f) What did you buy from the supermarket this morning?
g) Who bought a new car last week?
h) Which car did you buy?

11a

Ask learners to consider the questions in the activity when making notes.

Demonstrate activity by writing some notes about the questions in activity 11a.
Where Would You Live?

In this lesson - Talk about homes and where you live
Core activities - 1-6, 8
Skills - Extended speaking and vocabulary

Warmer

- Explain to learners that they’re going to put their place up for sale (even if they rent).
- Give them a few minutes to think and make notes about their places.
- They should describe how big their place is, and any special features it may have.
- Remind them they’re trying to sell their place so they should try to make it sound good.
- Write an example on the board and check learners understand the activity.

Example “It’s a 2 bedroom flat on the 10th floor, It’s near the station, and many shops”.
“It’s a 3 bedroom two baths house, It’s in a quiet neighbourhood, and has an enclosed garage”

- Learners work in pairs to describe places to each other. They should make some notes about their partner’s place.
- Learners now act as estate agent and describe their partner’s place to the class. Write their responses on the board.
- As a class, compare places and decide which place sounds the nicest?

Introduction

1
Learners work in pairs to match words with the pictures. They letter the boxes.

1 answers
Clockwise from the top: a, d, f, g, b, c, h

Extension

Elicit from learners unusual places to live (i.e. log cabin, cave, igloo, castle, etc). Why would these places be good/not good to live in? Why?

2 Learners write words from activity 1 in the correct columns.

2 answers
Answers may vary: countryside: tent, cottage, caravan
city/town: penthouse flat, mansion
both: house boat, bungalow

Feedback in pairs, and then as a class.

3 Ask learners which places they would like to live and why.

Extension

Ask learners to describe their dream home. How many bedrooms, floors, bathrooms? How big is the garden? Is it in the city or the countryside?
In this lesson: Talk about homes and where you live
Skills: Extended speaking and vocabulary

Time to Talk 1

4 Work with a partner:
   a. Read the list of places to live in column A below. Add two more places.

   A: places to live
   - lighthouse
   - caravan
   - cottage
   - mansion
   - tent
   - bungalow
   - penthouse flat
   - house boat

   B: for a family with children
   - lighthouse
   - caravan
   - cottage
   - mansion
   - tent
   - bungalow
   - penthouse flat
   - house boat

   C: for a weekend holiday
   - lighthouse
   - caravan
   - cottage
   - mansion
   - tent
   - bungalow
   - penthouse flat
   - house boat

   b. Which places would be a good home for a family with children? Why?
      Rank them from 1 – 10 (1 = the best) in column B. Make notes about your reasons.

   c. Which places would be good to stay for a weekend holiday?
      Rank them from A – J (A = the best) in column C. Make notes about your reasons.

5 Change partners.

   Share and explain your choices.

   Choose the two best places to live for a family with children, and the two best places
to stay for a weekend holiday.

Useful Language

<table>
<thead>
<tr>
<th>asking for opinions</th>
<th>giving opinions</th>
<th>disagreeing</th>
<th>agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think...?</td>
<td>Personally, I think...</td>
<td>Yes, possibly, but...</td>
<td>I agree.</td>
</tr>
<tr>
<td>How about...?</td>
<td>In my opinion...</td>
<td>Yes, perhaps, maybe, but...</td>
<td>I think so too.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I’m not sure, how/what about...?</td>
<td>Definitely.</td>
</tr>
</tbody>
</table>

Feedback as a class.

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

5 Learners change partners. Ask them to share and explain their choices.
Pairs should decide on the two best places to live for a family, and the two best places to stay for a weekend holiday. Encourage learners to use the phrases from the Useful Language box on page 61.

Example:
“*What do you think about living in a caravan?*”

“*Personally, I think it would be the worst place for a family with children to live*."

“How?”

“*Because there would be no garden for the children to play in*.”

“I think so too!”

Monitor the learners’ use of vocabulary and language.

Make notes on good use of vocabulary and language.

Feedback as a class.

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

6a Learners work in pairs to match words in Column A with their opposites in Column B.

6a answers
- quiet – noisy
- convenient – inconvenient
- good, clean air – polluted air
- boring – interesting/lively
- crowded – deserted
- not much traffic – too much traffic
- lots of open space – not much open space

Ask learners which of the words in Column A or Column B describe their place.

6b Ask learners to think of similar words and phrases for describing life in the city or countryside.

7 Focus learners’ attention on the list of places in the box. Explain that the aim of this activity is to choose a place, describe it without saying what it is. Their partners will guess what that place is, and then change roles. Read the example and check learners understand the activity.

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

Feedback as a class. Ask learners to report on what they discussed with their partner. Encourage wider discussion of interesting points.

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

Memo
Time to Talk 2

8a-f
Tell learners they're going to talk about living in the city and in the countryside. Explain to them that they should read questions a-f in the activity and make brief notes about their answers saying why.

9
Learners work in pairs to ask and answer questions from activity 8. Encourage learners to ask follow-up questions. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Homework
Highlight the homework reference at the bottom right of page 63 in the Student Book. Tell learners to turn to page 96. Set Lesson 15 for homework. Do 1 and 2a together.

Homework Answers

1
a) lighthouse
b) caravan
c) cottage
d) mansion
e) tent
f) bungalow
g) penthouse flat
h) house boat

2
Student's own answers.
How Are You Getting On?

In this lesson - Tell people about a situation that was new for you

Core activities - 1-7, 11

Vocabulary - Uses of get

Examples:
I often get sleepy after lunch
get with fixed expression
I really 'got to know' Jill at the Christmas party.

Introduction

1
Ask learners if they've ever had a job interview. How did it go? If they haven't, how do they think they would feel? Give everybody a chance to respond.

Extension

Elicit from learners what kind of questions people ask in a job interview.

What kind of questions are inappropriate to ask? What kinds are OK to ask?

2
Ask learners to match the words on the left with the definitions on the right.

2 answers
a colleague – a person that you work with
an appraisal – a review to check the progress of someone or something
a commute – the journey between your home and work
Listening

3 Track 27

Explain to learners they’re going to listen to Bob’s appraisal meeting with his manager, Mandy.

Ask learners if they’ve ever had an appraisal meeting. Ask them what kind of things they talked about or what kind of things they think they would talk about at an appraisal meeting.

Learners listen and answer the questions.

3a-c answers

a) Yes, he does.
b) Two hours.
c) Yes, he does. They’re friendly.
**Language Focus**

7
Refer learners to activity 5. Ask them to look at the words they wrote. Indicate they should put these words in the table. Read the example and check learners understand the activity.

**7 answers**

*get + adjective (comparative):*
- get easier
- get tired
- get better

*‘get’ in a fixed expression:*
- get used to
- get to know

*‘get’ in a phrasal verb:*
- get along with someone/something
- get on with someone/something
- get into something

8a-g
Learners complete the sentences in the activity with the correct form of the phrases from the table in activity 7. Read the example and check learners understand the activity.

**8a-g answers**

a) got to know
b) get along with
c) got better
d) get tired
e) got easier
f) getting into
g) getting used to

---

**Sounding Natural**

9a-d
Focus learners attention on the underlined ‘t’ in the sentences. Elicit from them what happens to the underlined ‘t’ sounds in sentences b and c. How are they different from the ‘t’ sounds in a and c?

**9a-d answers**

In b and c the ‘t’ sound is weak.

---

**Track 28** (page 87, Student Book) 0:28

a) Have you got to know your neighbours yet?
b) I get along with my brother really well.
c) The exam got easier after page three.
d) I always get tired on long flights.

---

10
Learners listen again and copy the pronunciation. Highlight the differences between the strong and weak forms of ‘t’. The strong form = t + consonant (... got to know ...) The weak form = t + vowel (... get along with ...)

As a class choral drill the sentences, and then drill individually.
Time to Talk

11 Explain to the learners that they’re going to talk about a situation that was, or is, new for them. Tell them to think about the ideas in the box when they write their notes. Write an example on the board and check learners understand the activity. Monitor and assist with vocabulary where necessary.

Example
“My first day at school, I had to take a bus. I’ve never taken a bus before. My school was a long way from home...”

Teaching Tip – Notes
Encourage students to keep their notes brief. Only write down key words or phrases. This will help them ‘converse’ rather than just reading from their notes.

12a Learners work in pairs to discuss their situations. Read the example and check learners understand the activity.

12b Tell learners to make notes about their partner’s experiences.

12c Learners tell the class about their partner’s answers. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. Feedback as a class.

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

Homework

Highlight the homework reference at the bottom right of page 67 in the Student Book. Tell learners to turn to page 97.
Set Lesson 16 activity 1 homework. Do 1a together.

Homework Answers

1  
- a) I get along with/on with new people really well.
- b) I hate hot weather. I get tired really quickly.
- c) When I was a child I really got into computer games. I played them every day.
- d) My boss asked me to change jobs about a year ago. I thought it would be really difficult, but I got used to it.
- e) The exam got easier after the first section.
- f) People told me that John was difficult to work with, but I got to know him and now I get on/get along with him really well.
Introduction

1
Ask learners if they’ve ever had a flatmate?
If so, were they a friend or a stranger?
Would you want to have one? Why or why not?
What makes a good flatmate?

Learners compare their responses with the class.

2
Tell learners to match the words on the left with the definitions on the right.

---

Memo

---
Listening

3 Sarah is Mike’s new tenant. She has some requests about her room.

Track 29 Listen and complete the sentences below.

a) Would you mind if I bring my own furniture?

b) Well, could I have an Internet connection point in my room?

c) Do you use that?

d) Could it be OK if my sister sometimes comes to visit?

e) Is it alright if she sleeps on the sofa in the living room?

f) You can’t have any pets in the house.

Track 29 (page 87, Student Book) 1:16

Mike - Alright, what kind of requests?

Sarah - Would you mind if I bring my own furniture?

Mike - Yes, go ahead. There’s only a bed and a desk in there at the moment.

Sarah - Well, could I have an Internet connection point in my room? I sometimes work from home.

Mike - Yes, of course, but we already have Wi-Fi. Could you use that?

Sarah - Oh, that’s easier, thank you.

Mike - Anything else?

Sarah - Would it be OK if my sister sometimes comes to visit?

Mike - Yes, of course. But where would she sleep?

Sarah - Is it alright if she sleeps on the sofa in the living room?

Mike - Um, sorry, no.

Sarah - OK, I understand.

Mike - Oh, one more thing. You can’t have any pets in the house.

Sarah - Yes, of course.

Mike - Well, is there anything else?

Sarah - No, just setting up the rent payment, I think.

4 Track 29 Learners listen again and write a tick next to the requests that are granted and a cross for the ones that are refused.

4 answers

a) √ b) √ d) √ e) x f) x

5 Refer learners to the CD script 29 on page 87. Ask them to underline the language used to give permission and refuse permission.

5 answers

Give permission - yes, go ahead, yes of course

Refuse permission - um, sorry, no
Language Focus

6

Learners read the phrases in Column A and match them with their uses in Column B.

6 answers

Can you / Could you – asking permission to do something.

Can I have / Could I have – asking for something.

Would you mind if I / Would it be OK if I / Do you think I could / Is it alright if I / Could I – asking permission to do something.

Please don’t / You can’t – asking/telling someone not to do something.

Yes, of course / Yes, go ahead / Certainly – giving permission.

No, sorry, you can’t / Umm, sorry, no / No, I’m afraid not – refusing permission.

Write the following on the board:

smoke a cigarette, open a window, borrow a dress, change the channel

Elicit some requests for the actions on the board.

Learners then ask the person next them one of the request. The person can accept or refuse the request.

Teaching Tip

You may want to highlight the contrast between ‘could’ and ‘was able to’ on the board for learners:

+ positive sentences

I could read when I was seven. (OK – talk about general ability.)

I could meet my father yesterday (Not OK – talk about one occasion. Use ‘was able to’ instead.)

- negative sentences

I wasn’t able to swim when I was seven. (Not OK – talk about general ability. Use ‘couldn’t’ instead.)

I wasn’t able to swim yesterday because the pool was closed. (OK – talk about one occasion.)

I couldn’t swim yesterday because the pool was closed. (Also OK – can be used for both lack of general ability and one occasion.)

Practice

7a-h

Tell learners to complete sentences a – h with the words in the box.

7a-h answers

See CD script for Track 30 - answers underlined.

Track 30 (page 87, Student Book) 1:06

a) Would you mind if I cut your credit card in half?
b) Is it alright if I copy your homework?
c) Could you help me look for my dog? He’s missing.
d) Could I wear your jacket? It would really suit me.
e) Would it be OK if I eat dinner at your house tonight?
f) Can you keep a secret?
g) Do you think I could take a week off work in July?
h) Can I have some more ice cream, please?

8

Learners work in pairs to practise the conversations in activity 7. Learner A makes a polite request. Learner B tosses a coin. ‘Heads’ gives permission, ‘tails’ refuses. If the learner refuses, they should give a reason why not. Read the example and check learners understand activity.

Monitor and assist with vocabulary where necessary.

Learners change roles and practise again.
Lesson 17

Time to Talk

10a
Explain to learners they’re going to role – play asking for, refusing, and giving permission.

Ask learners to read the role cards in the activity and make brief notes, then role – play the situations. Write an example on the board and check learners understand the activity.

Monitor and assist with vocabulary where necessary.

Example

“Excuse me sir. Would it be OK to have Friday off?”
“Why do you need the day off?”
“I’m afraid not, because Friday is a very busy day. Could you take Saturday off instead?”
“OK. Thank you.”

10b
Learners change roles and do the same with situation 2. Monitor the learners’ use of vocabulary and language.

Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Learners work independently to make notes. Allow enough time for learners to think and write. Monitor and assist where necessary.

Homework

Highlight the homework reference at the bottom right of page 71 in the Student Book. Tell learners to turn to page 97.

Do activity 1a and 2a examples together as a class. Set the rest of the activities for homework.

Homework Answers

1
a) Do you think I could leave work early?

b) Could I borrow a pen?

c) Could you open the door?

d) Would it be OK if I turned up the air conditioner?

e) Would you mind if I use this seat?

2
wear - wɛə

copy - kɔpi

look - lʊk

cut - kʌt

eat - ɪ:t

keep - kɪ:p

have - hæv

Sounding Natural

9
Tell learners to match the words on the left with sounds on the right.

9 answers

Could I have - kədəhæv

Can you - kənja

Do you think I could - dʒəθɪŋkəd

Could you - kədɪə

Is it alright if - ɪzɪtəːlraɪtɪf

Would it be OK if - wʊdʒəɪkəd

Would you mind if - wʊdʒəmændɪf

Can I have - kənaɪhæv

Note – If learners are not familiar with ‘IPA’, refer them to ‘Phonemic Chart’ on page 105.
**Lesson 18** Fantasy

**In this lesson** - Talk about wishes and dreams

**Core activities** - 2-8, 11

**Grammar** - Second conditional

---

### Introduction

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

2. Ask learners to match the words in bold from Billy's thoughts with pictures in the activity. Read the example and check learners understand what to do.

2 **answers**

   Clockwise from the top: 1, 4, 3, 2, 6, 5

3. Learners read Billy's thoughts in activity 2 and write T (true) or F (false) in the boxes.

3 **answers**

   T, F, F, T

4. Ask learners if Billy is thinking about 'real' or 'unreal' situations.

4 **answers**

   unreal

---

### Warmers

- Write the following on the board:
  
  *Job, live in a foreign country, win the lottery*

- Ask learners questions. If they could have any job in the world, what would it be? If they could live in any foreign country, where would it be? If they won the lottery, what would they buy?

- Compare answers with the class. What's the most popular answer for each question?

**Note** – The aim of this activity is just get learners to think about 'if'. Try not to teach the second conditional at this stage.

---

### Example:

*If I was rich, I would buy you a house.*

*If I were an animal, I'd be a bird.*

---

**Grammar: Second conditional**

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

   - Do you dream often? Do you remember your dreams? What is the last dream you remember?
   - Do you ever daydream? What about?
   - Did you daydream more as a child than now?
   - Do you think that girls and boys daydream about different kinds of things?

2. **Billy is daydreaming.**

   Work with a partner.

   Read the highlighted words in his thoughts below. Match them with the pictures.

   - If I had a starship, I'd fly to other planets. I could look for alien cities.
   - If I met aliens, I wouldn't fight them. I'd learn their language and be their friend.
   - If I was lucky, I might bring an alien dog home with me.

   - If I were a space commander, I'd have a starship.

3. Read Billy’s thoughts above. Are the sentences below true or false? Write T (true) or F (false) in the boxes.

   - If I met aliens, I wouldn’t fight them. I’d learn their language and be their friend. **T**
   - If I meet aliens, I wouldn’t fight them. I’d learn their language and be their friend. **T**
   - If I was lucky, I might bring an alien dog home with me. **T**
   - If I were a space commander, I’d have a starship. **T**
   - If I had a starship, I’d fly to other planets. **T**
   - If I met aliens, I wouldn’t fight them. I’d learn their language and be their friend. **T**
   - If I was lucky, I might bring an alien dog home with me. **T**
   - If I were a space commander, I’d have a starship. **T**

---

4. **Is Billy thinking about real or unreal situations?**

   - Unreal
Go over the example sentences with learners. Tell them to write the missing words to complete the rules.

5 answers
1) If + past simple, would (not) + base form of the verb.
2) In the ‘if’ part (‘clause’) of the sentence, both was and were are OK to use.
3) We can use might instead of would to talk about what would be a possibility.
4) We can use could instead of would to talk about what you would be able to do.

We use the ‘second conditional’ to talk about unreal or unlikely situations in the present or the future.

Write the missing words to complete the rules below.

If I had a starship, I’d fly to other planets. I could look for alien cities.

If I met aliens, I wouldn’t fight them. I’d learn their language. I’d be their friend.

If I were a space commander, I’d have a starship.

If I was lucky, I might bring an alien dog home with me.
Practice

6
Learners complete the sentences with words in the boxes. Read the example and check learners understand the activity.

6 answers
See CD script for Track 31. Answers are underlined.

Track 31
Learners listen and check answers.

Track 31 (page 87, Student Book) 0:32
If I were a pop star, life would be great.
I wouldn't have to go to school or do homework.
I'd have lots of money and everyone would like me. I'm not sure where I'd live.
I might stay with my parents, or they could live with me, if they wanted.

7
Learners write the words in the correct order. Read the example and check learners understand the activity.

7a-e answers
a) If I had more free time, I'd do more exercise.
b) If I did more exercise, I'd be healthy.
c) If I were healthy, I'd live longer.
d) If I lived longer, I'd have more children.
e) If I had more children, I'd have less time.

Feedback in pairs, and then as a class.

8
Refer learners to activity 7. Explain that all the sentences relate to each other to make a 'chain.' Tell learners to work in pairs and choose a situation from the activity. Then make a chain of sentences similar to the one in activity 7.

Monitor and assist with vocabulary where necessary.

As a class compare chains. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Extension
Write some situations on the board.
Example: If I were an animal..., If I were the president of a country..., If I were a student again...
As a class, create a chain of sentences similar to the activity using one of the situations on the board.
The first learner starts the chain, and then the next continues. Keep going until all of the learners have spoken. This is a speaking practise, so encourage learners not to prepare sentences. Make sure learners understand the activity before they start.
Time to Talk

11a
Tell learners to imagine they had five wishes. Ask them what they would wish for and why. How would the wishes change things for them in their lives? Ask them if they would change things for other people. Give learners a few minutes to think and make notes.

11b
Learners work in pairs and discuss their wishes. Learners make notes about their partner’s wishes.

11c
Learners tell the class about their partner’s answers. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Homework

Highlight the homework reference at the bottom right of page 75 in the Student Book. Tell learners to turn to page 98.
Set Lesson 18 activity 1 and 2 for homework.
Do activity 1a and 2a together.

Homework Answers

1
a) If I had a star ship, I could meet aliens.
b) If I was/were a movie star, I wouldn’t have to go to school.
c) If I could speak French, I’d live in Paris.
d) If I had five wishes, I’d wish to be rich.
e) If he lived in the countryside, he could have a horse.
f) If I was/were rich, I could buy a Ferrari.
g) If she had lots of free time, she could learn to surf.
h) If he was/were from Italy, he would know how to make good pasta.

2
a) If we had money, we could go to Italy.
b) If I didn’t have to work, I’d be delighted.
c) If you won the lottery, would you stop working?
d) If I had a yacht, I could go sailing every weekend.
e) If I were handsome, she would date me.
f) If everyone were perfect, the world would be boring.
Easy Life

In this lesson - Discuss the things people do for you

Core activities - 2-8, 11

Grammar - Have (something) done
Reflexive pronouns

Example:
I have my hair styled every month by my stylist, Mandy.
I hurt myself.
He’s only six years old, but he cooked dinner himself.

Warmer

- Write ‘dirty jobs’ and ‘glamorous jobs’ on the board.
- Ask learners to work in pairs and think of three jobs for each heading.
- Pairs read out their jobs to the rest of the class. Write their responses on the board.
- As a class, choose the top three ‘dirty jobs’ and the top three ‘glamorous jobs’.

Introduction

1
Learners match pictures of the people with the jobs. Write the letters in the boxes.

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

2
Learners match the jobs with the responsibilities.

2 answers
secretary – type letters
groundsman – take care of the garden
maiden – clean the house
butler – serves food and look after clothes
cook – cook meals

Extension
Ask learners if they’ve ever done any of the jobs in the pictures. Which jobs would they do? Which job would they never do? Why? Give everybody a chance to respond.
Reading

3 Tell learners they’re going to read a short article about Lord Sebastian Fanshawe. Ask them which five people from activity 1 they think will be mentioned. Learners read and check answers.

3 answers
maid, chauffeur, groundsman, cook, butler

4a-g
Learners read the article again and answer questions a-g. Read the example and check learners understand the activity.

4a-g answers
a) No, he doesn’t.
b) No, he doesn’t.
c) He serves and cuts his food.
d) He washes himself in the bath.
e) He brushes his teeth himself.
f) He chooses the servants himself.
g) His mother interviews his servants.

Learners check the answers with a partner.

In a private lesson
Do activity 3 and 4 as a scanning activity. Ask learner to scan for the answers ignoring the other information. You could give them a time limit for each question.

5
As a class discuss the questions in the activity. Ask learners a question. If they just had one servant, which one would it be? Write learners’ responses on the board.
Language Focus

6
Go over the explanations and the example sentences under them with learners.
Tell learners to write the reflexive pronouns below to complete the table. Read the example and check learners understand the activity.

6 answers
me – myself
you – yourself
him – himself
her – herself
it – itself
us – ourselves
them – themselves

Read the last two explanations and the examples under it with learners.

7
Tell learners to work in pairs and look at the article in activity 3 to find more examples of the patterns in Language Focus.

7 answers
Subject and object are the same: “I brush my teeth myself…”
Something done by the subject: “I choose all my servants myself…”

Have/has + job + past participle form of the verb: “I have all my cleaning done for me by my maid…”

When we mention the person who does the job, we use by:
“I have my food cooked for me by the cook”

Practice

8a-g
Learners work in pairs to correct the mistakes in the following sentences. Read the example and check learners understand the activity.

8a-g answers
See CD script for Track 33.

Sounding Natural

9
Learners match the words on the left with the sounds on the right.

9 answers
secretary - sekrət(ə)ri
chauffeur - ŋəfu
nanny - næni
groundsman - graʊndzmən
maid - meɪd
butler - bʌtlə
cook - kʊk

Feedback in pairs, and then as a class.

Drill the words chorally, then individually using the correct pronunciation.
When we mention the person who does the job, we use a reflexive pronoun. When we talk about a job that we ask or pay someone to do by us, we can use this pattern:

I have my cars washed by my chauffeur.

I always have my food cut up for me.

Form of the verb

Lesson 19

Language Focus

Homework Answers

1
a) Don’t worry; I can pay for my coffee myself.
b) You have to water the plants. They can’t grow by themselves.
c) If we want to live in a house, we’ll have to buy it ourselves.
d) He never irons his shirts for himself.
e) You should go to the shop for yourself. I might make a mistake.
f) She didn’t drive the car herself. The chauffeur did.

2
a) My hair’s too long. I need to have it cut.
b) My car broke down, but I took it to the garage and had it fixed.
c) Could you take my shirts to the cleaners to have them washed?
d) We’re staying at my parents’ house, because we’re having our place painted.
e) I really don’t like having my photograph taken.

11d
As a class, discuss the question in the activity.

In a private lesson
Prepare some examples of things you do yourself and have done for you. Write you examples on the board. Ask your learner to ask a follow-up question for each thing you’ve written on the board.

Example:
“I usually have my shirts dry cleaned.”
“How often do you have them cleaned?”
“About every two weeks:”

Change roles.

Homework

Highlight the homework reference at the bottom right of page 79 in the Student Book. Tell learners to turn to page 99.
Set Lesson 19 activity 1 and 2 for homework. Do 1a and 2a together.

Time to Talk

11a
Explain to learners they’re going to discuss things that they do for themselves or other people. Demonstrate the activity by writing some brief notes about yourself on the board. Learners make brief notes about questions in the activity. Monitor and assist with vocabulary where necessary.

11b
In pairs, learners ask and answer questions about the notes they made in activity 10a. Tell them to make brief notes about their partner’s answers. Read the example and check learners understand the activity.

11c
Learners tell the class about their partner’s answers. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

- On the board write the following sentence: “How many things can you think of that...?”
- Next write “... fits inside a matchbox”. Ask learners to work in pairs and write down as many things as they can in two minutes. The pair with the most items is the winner.
- Learners change partners. Explain to them that they have to think of a “How many things can you think of that...” question.
  
  Example:
  ... are bigger than you are?
  ... are rectangular?
  ... people enjoy looking at?
  ... have handles?
  ... have buttons?
- Learners read their sentences to the class. The rest of the class tries to think of as many responses as they can.

Introduction

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

   1 answers
   Clockwise from top left:
   d, c, a, b

2. Ask learners if they’ve played any of the games in the pictures. Elicit the rules for ‘hide and seek’, ‘hopscotch’, or ‘tag’. Write their responses on the board.

Extension

Ask learners what they know about some traditional games played in their countries. Ask them to work in pairs and write a brief explanation of how the games are played.

Learners read their explanation to the class.
In this lesson: Listen to and discuss a childhood story
Skills: Extended speaking and vocabulary

Listening
3a Explain to learners they’re going to listen to a story from Joanne’s childhood. Tell learners to write the words from the box under the pictures.

3b Ask learners what they think happens in Joanne’s story.

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

4a+b
Track 34 Learners listen to the recording and answer the questions.

4a+b answers
a) At building site near their house.
   b) They were playing hide-and-seek.

Track 34 (page 87, Student Book) 0:35
Narrator - I must have been about six or seven, and my brother about three. As soon as we had finished lunch, we went outside to play. There was a building site near our house. We were really excited and played hide-and-seek in the half-built houses. I was looking for my brother, when suddenly I heard him crying, ‘Help! Help!’ I was really scared.
5a+b
Learners work in pairs and answer questions a and b. Give them a few minutes to think and make notes. Learners share their ideas with the class.

5a+b answers
Learner’s own answers.

6
• Track 35 Learners listen to the second part of the story to see if they were correct.

Track 35 (page 87, Student Book) 0:35
Narrator - I looked for him, and found him in the middle of some wet concrete. He was stuck and he was sinking. Before I'd thought about it, I walked onto the concrete to rescue him. And then I started sinking, too! We were both crying and shouting, when a man walked past.

Learners work in pairs to discuss their answers. Feedback as a class.

7a
Learners change partners and guess how the story will end. Give them a few minutes to think and make notes. Monitor and assist with vocabulary where necessary.

7b
Learners share ideas with the class.

8
• Track 36 Learners listen to the final part of the story to see if they’re correct.

Track 36 (page 87, Student Book) 0:48
Narrator - He asked me what had happened and where I lived. Then he said, ‘Wait here. I’ll get your mum,’ and he left. We started to cry even more! We were getting deeper and deeper! By the time they arrived, we’d sunk to our knees! Anyway, this man and Mum put some wood across the wet concrete, and helped us out. What a relief! We went home, and after we’d had a bath, we had our tea. I remember feeling very happy and safe, but then I started to cry. I realised I’d lost my favourite red Wellington boots!
Time to Talk

9a Explain to learners that they're going to talk about a childhood experience. Ask them to think about an experience and make brief notes about the questions in the activity. Monitor and assist as necessary.

9b Learners work in pairs to discuss their experiences. Encourage them to ask follow-up questions.

9c Learners tell the class about their partner's answers. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

In a private lesson

Instead of having the learner write notes, ask them to retell the story from the listening activity on their own. Ask them some follow-up questions to elicit more information.

Homework

Highlight the homework reference at the bottom of page 83. Tell learners to turn to page 99. Set homework for the lesson. Do 1a together.

Homework Answers

1
1. a
2. c
3. d
4. g
5. b
6. e
7. f
8. k
9. i
10. h
11. j