<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Pages</th>
<th>In this lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What Are You Interested In?</td>
<td>4 - 7</td>
<td>Find a flatmate</td>
</tr>
<tr>
<td>2</td>
<td>Did You Enjoy Your Trip?</td>
<td>8 - 11</td>
<td>Talk about your last holiday</td>
</tr>
<tr>
<td>3</td>
<td>A Day in a Life</td>
<td>12 - 15</td>
<td>Tell people about a typical day in your life</td>
</tr>
<tr>
<td>4</td>
<td>I Take After My Father</td>
<td>16 - 19</td>
<td>Talk about your family</td>
</tr>
<tr>
<td>5</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Favourite Things</td>
<td>20 - 23</td>
<td>Talk about possessions</td>
</tr>
<tr>
<td>6</td>
<td>Works of Art</td>
<td>24 - 27</td>
<td>Tell people about a work of art you like</td>
</tr>
<tr>
<td>7</td>
<td>Say No</td>
<td>28 - 31</td>
<td>Refuse requests politely</td>
</tr>
<tr>
<td>8</td>
<td>A New Look</td>
<td>32 - 35</td>
<td>Guess what happened</td>
</tr>
<tr>
<td>9</td>
<td>Special Offers</td>
<td>36 - 39</td>
<td>Make a radio advertisement</td>
</tr>
<tr>
<td>10</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Café Society</td>
<td>40 - 43</td>
<td>Talk about the kind of café you like</td>
</tr>
<tr>
<td>11</td>
<td>She’s More Talkative than Me</td>
<td>44 - 47</td>
<td>Compare yourself to someone you know</td>
</tr>
<tr>
<td>12</td>
<td>It Has the Best Cheesecake in Town</td>
<td>48 - 51</td>
<td>Tell people about good places to go in your area</td>
</tr>
<tr>
<td>13</td>
<td>On the Underground</td>
<td>52 - 55</td>
<td>Give someone directions on the trains</td>
</tr>
<tr>
<td>14</td>
<td>Opinions</td>
<td>56 - 59</td>
<td>Guess who is lying about their opinions</td>
</tr>
<tr>
<td>15</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Movie Night</td>
<td>60 - 63</td>
<td>Talk about watching films</td>
</tr>
<tr>
<td>16</td>
<td>Imagine</td>
<td>64 - 67</td>
<td>Plan a dream dinner party</td>
</tr>
<tr>
<td>17</td>
<td>I Used to Have Long Hair</td>
<td>68 - 71</td>
<td>Talk about how things used to be</td>
</tr>
<tr>
<td>18</td>
<td>It Was an Accident</td>
<td>72 - 75</td>
<td>Tell people about an accident</td>
</tr>
<tr>
<td>19</td>
<td>Any Plans?</td>
<td>76 - 79</td>
<td>Tell people about next weekend</td>
</tr>
<tr>
<td>20</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Read All About It!</td>
<td>80 - 83</td>
<td>Discuss the best source of news</td>
</tr>
<tr>
<td>Language</td>
<td>Function</td>
<td>Grammar</td>
<td>CD Tracks</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Function</td>
<td>Talking about likes and dislikes</td>
<td>Past simple (regular and irregular verbs)</td>
<td>01 - 02</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Adverbs of frequency and almost</td>
<td>03 - 05</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>Phrasal verbs with take and get</td>
<td>06 - 07</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td>08 - 10</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Passive forms</td>
<td>11 - 15</td>
</tr>
<tr>
<td>Function</td>
<td></td>
<td>Polite requests and refusals</td>
<td>16</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Present perfect to describe present results</td>
<td>17 - 18</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>First conditional</td>
<td>19</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Comparative adjectives and not as... as</td>
<td>20 - 21</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Superlative adjectives</td>
<td>22</td>
</tr>
<tr>
<td>Function</td>
<td></td>
<td>Asking for and giving directions on trains</td>
<td>23 - 29</td>
</tr>
<tr>
<td>Function</td>
<td></td>
<td>Asking for and giving opinions</td>
<td>30 - 36</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Second conditional</td>
<td>37</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Used to for past habits and states</td>
<td>38 - 39</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Past simple and past continuous in stories, with as and when</td>
<td>40 - 41</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Going to for plans, will for things you expect to happen</td>
<td>42 - 43</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>
Introduction

1a
Go over the instructions and example to check understanding.
In pairs, learners write the verbs from the box on the correct lines to complete the phrases.

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

1a answers
go - camping, hiking, to football matches, to museums
read - history books, newspapers, film magazines
listen - to heavy metal, to politicians, to CDs
play - the drums, sports, classical music
watch - sports programmes, the news on TV, old movies

1b
Take brief responses to this question from learners.

1c
As a class, go over the instructions and example to check understanding. Highlight the fact that more than one phrase from activity 1a is possible for each statement. In pairs, learners complete the statements orally with phrases from activity 1a.
Feedback as a class. Accept any reasonable suggestions.

1c possible answers
People who listen to heavy metal/listen to CDs/play classical music/play the drums like music.
People who go to football matches/play sports/watch sports programmes like sports.
People who go to museums/read history books like history.
People who play sports/go camping/go hiking like outdoor activities.
People who read newspapers/watch the TV news/listen to politicians like politics.
People who read film magazines/watch old movies like the cinema.

2
Go over the instructions and example to check understanding.
In pairs, learners complete the diagram with the phrases from the box.
Feedback as a class. You may like to take feedback by drawing the table on the board and having learners come up to fill it in.

2 answers

3a
Direct attention to the newspaper advertisement and read through it as a class, and elicit answers to the questions. Ask if this kind of arrangement is common in the learners' own country. Take some brief questions if learners have them.
Lesson 1

In this lesson: Find a flatmate
Function: Talking about likes and dislikes

Listening

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

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

b David wants to be Polly’s flatmate.

Listen to Polly interview David and tick ✓ the correct boxes to say what Polly and David like.

<table>
<thead>
<tr>
<th></th>
<th>Polly</th>
<th>David</th>
</tr>
</thead>
<tbody>
<tr>
<td>history</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>politics</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>music</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

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

4b Track 01 Learners listen again and check their answers.

Track 01 (page 86, Student Book) 1:06

Polly - So – tell me about your interests. What do you like doing in your free time?
David - Well, I’m really interested in history and politics. I like watching the news on TV and I really love reading history books.

Polly - Oh… That’s nice.
David - Yes… Are you interested in politics?
Polly - Well, no, actually… I’m not really into politics… I mean I watch the news, but… Actually, I really love music. How about you?
David - Oh, yes. I quite enjoy going to concerts, and the opera…
Polly - Right. Well, me – I really like listening to heavy metal. I like Dogface and the Broken Ankle Band.
David - Oh… really?
Polly - Yes, and I really love playing the drums.
David - Ah, I see… not too loud, I hope. I don’t really like noise.
Polly - Noise?! It’s music, man!

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

4c answers - underlined
We can follow phrases for likes and dislikes with a noun / the base form of a verb / the -ing form of a verb.

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

Go over the explanations and examples with learners. Highlight the fact that we do not use quite in negative statements of likes and dislikes, or with the verbs love and hate.

Practice

6a-g

Go over the instructions and example to check understanding.

In pairs, learners rewrite the words to make sentences. Monitor and assist as necessary.

Feedback as a class.

6a-g answers

a) I really hate going to the dentist.
b) I'm not really into hiking.
c) Do you enjoy cooking?
d) She's really into tennis.
e) What are you interested in?
f) He's quite interested in foreign films.
g) They really love meeting new people.

Memo
Sounding Natural

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

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

7a answers

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

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

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

7b  
Track 02  Listen again and copy the pronunciation.

Time to Talk

8a

Read through the questions and check understanding.
You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English.
Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

8b

Learners write three more questions about likes and dislikes and add them to the list of questions in activity 8a. You may like to first elicit some possible questions from the class as a whole.
Allow learners time to think and write. Monitor and assist as necessary.

9a

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

9b

Feedback. Learners tell the class about their partner’s answers. Ask whether they think they would make good flatmates and why.
Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of page 7 of the Student Book. Ask learners to turn to page 90.
Set Lesson 1 activities 1 and 2 for homework.
Go over the example for activity 1. Make sure learners understand what to do for activity 2.

Homework Answers

1
a) I really/quite like playing basketball, but I’m not really/quite interested in watching it.
b) I really/quite enjoy cooking, and I really/quite love cooking Italian food.
c) I’m not really/quite into reading books but I really/quite enjoy watching television.
d) I’m really/quite into music but I don’t really/quite enjoy playing the piano.
e) I really/quite like dogs but I really/quite hate cats.
f) I’m really/quite interested in history and I really/quite enjoy going to museums.

2
Learner’s own answers.
Did You Enjoy Your Trip?

In this lesson - Talk about your last holiday

Core activities - 1, 2, 4, 6, 8

Grammar - Past simple (regular and irregular verbs)
Examples:
I played golf last Saturday.
I didn't go to Spain last winter.
Where did you go for your holiday?
Did you have a nice weekend?

Introduction

1
Go over the instructions and check understanding.
Learners match each city with the list of things you can do there.
Feedback as a class.

1 answers
a) Cairo
b) Las Vegas
c) Sydney

2
As a class discuss the questions in the activity.

2 answers
Learner's own answers.
In this lesson: Talk about your last holiday
Grammar: Past simple (regular and irregular verbs)

Listening

3a Go over the instructions and check understanding. Play the CD. Learners listen to two people talking and tick the city they talk about.

Feedback as a class.

3a answers
Sydney

Track 03 (page 86, Student Book) 0:55
Megan - Hi Paul! When did you get back?
Paul - Last night. About ten o'clock.
Megan - Did you have a good time?
Paul - Yeah, I had great time. I went whale watching, visited the Opera House, and I sat on the beach!

Megan - Wow, that sounds great! How did you get there? By plane?
Paul - No, I drove.
Megan - Really? That's a long drive from Melbourne. Did you stop on the way?
Paul - Yes, I stopped in Canberra for one night.
Megan - Where did you stay?
Paul - Well, I have some family there, so I stayed with them. They showed me around – it was really good fun. How about you, Megan? Did you have a good holiday?
Megan - No, I had a boring time at home. I just watched films and ate junk food.

3b Go over the instructions and example to check understanding. Play the CD again. Learners write T (true) or F (false) next to the statements. Monitor and assist as necessary.

Feedback as a class.

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

3c Go over the instructions and example to check understanding. Learners match the questions with the answers by numbering the boxes. Monitor and assist as necessary.

Feedback as a class.

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

3d Learners listen again and check their answers.

4 As a class discuss the question in the activity.
Language Focus

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

Practice

5a

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

Monitor and assist as necessary.

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

5a answers

See CD script for Track 04 bold words.

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

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

5b

Track 04 Learners listen and check their answers.

6a-d

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

Feedback as a class.

6a-d answers

a) When did he fly to Melbourne?

b) What time did he get up?

c) Did he leave the house at five o’clock?

d) How did he get to the airport?

Extension

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

7a

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

7a answers

/dɪdʒə/
This is an example of assimilation.

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

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

Time to Talk

8a

Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

8b

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

9a

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

9b

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

Homework

Highlight the homework reference at the bottom right of page 11 of the Student Book. Ask learners to turn to page 90. Set Lesson 2 activities 1 and 2 for homework. Go over the example and check learners understand what to do.

Homework Answers

1

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

2

Learner’s own answers.
A Day in a Life
In this lesson - Tell people about a typical day in your life
Core activities - 1-2a, 3-5, 7-8
Grammar - Adverbs of frequency and almost
Examples:
He’s always late for meetings.
They aren’t usually interested in music.
I hardly ever eat meat.
She almost always takes a packed lunch, but she sometimes eats in a restaurant.
Almost everyone worked late, but the boss went home early.

Introduction

1
Go over the instructions and example to check understanding. In pairs, learners write the words from the box in the correct places to complete the diagram.

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

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

1 answers
0% never hardly ever sometimes often usually always 100%

2a
Go over the instructions and phrases in the box to check understanding. In pairs, learners write the activities from the box under the correct picture to match them to the occupations.

Feedback as a class. Accept any reasonable answers.

2a answers
a barman:
leave work at 3 a.m.; get up late; have meetings with staff; get ready for work in the evening
the CEO of a company:
have business lunches; read reports; make business decisions; have meetings with staff; get ready for work in the morning; go on business trips

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

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

Reading

3a
Draw attention to the reading text and picture. Elicit what the man’s occupation is (a DJ) and explain that this is a magazine article about a typical day in his life.
As a class, take suggestions as to which things from activity 2 learners think the article will mention and write these on the board.

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

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

Feedback in pairs and then as a class.
A Day in the Life of a DJ

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

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

After breakfast, I look at my emails, and then I go into town and look around the music shops. It's a good thing to do because I can

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

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

Feedback as a class.

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

4c answers
almost always – always  D
almost never – hardly ever  S
almost all – all  D
almost 27 – 27  D

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

Go over the explanations and examples with learners.

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

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

Practice

6a

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

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

6a answers

See CD script for Track 06.

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

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

6b

Feedback. Learners listen to check their answers.
**Sounding Natural**

7a **Track 07** Listen. What sound can you hear in the underlined parts of the sentences?

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

7a answers

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

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

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

7b **Track 07** Learners listen again and copy the pronunciation.

**Time to Talk**

8a Go over the instructions to check understanding. Highlight the fact that learners should try to use *almost* and three or more different adverbs of frequency. You may like to make brief notes of your own on the board as a model. Learners work independently to make a note of two or more things they do on a typical day in each part of the table. Allow learners time to think and make notes. Monitor and assist as necessary.

8b Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information, and should make a note of what their partner says in the space provided. You may like to model the activity briefly by speaking from the notes you made for yourself on the board. In pairs, learners use their notes to tell their partners about a typical day in their life. Monitor. Note good use of vocabulary and language, and any mistakes.

8c Feedback. Learners tell the class about their partner’s answers. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

**Homework**

Highlight the homework reference at the bottom right of page 15 of the Student Book. Ask learners to turn to page 91. Set Lesson 2 activities 1 and 2 for homework. Go over the example for activity 1 as a class. Make sure learners understand what to do for activity 2.

**Homework Answers**

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

2. Learner’s own answers.
I Take After My Father

In this lesson - Talk about your family

Core activities - 1-5, 7

Vocabulary - Phrasal verbs with take and get

Examples:
She takes after her mother.
They take after their father.
I get on with the people at work.
I don't get along with my brother.

Introduction

1

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

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

Note:
Point out how ‘father’s side’ is used, e.g. The people on my father’s side are very tall.

1a answers

<table>
<thead>
<tr>
<th>family</th>
<th>non-family</th>
</tr>
</thead>
<tbody>
<tr>
<td>cousin</td>
<td>acquaintance</td>
</tr>
<tr>
<td>father’s side</td>
<td>colleague</td>
</tr>
<tr>
<td>mother-in-law</td>
<td>friend</td>
</tr>
<tr>
<td>nephew</td>
<td>neighbour</td>
</tr>
<tr>
<td>niece</td>
<td>teammate</td>
</tr>
</tbody>
</table>

2a-h

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

Feedback as a class.

2a-h answers

(a) easy-going
(b) selfish
(c) talkative
(d) warm-hearted

(e) patient
(f) hard-working
(g) serious
(h) generous

3a

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

3b

Learners tell the class about their partner’s answers.

Listening

4

Track 08

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

Feedback as a class

4 answers

mother - easy-going and talkative
sister - serious and selfish
father - serious and patient
brother - warm-hearted and generous
Lesson 4

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

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

5a answers
1) Who do you take after? I think I take after my mother. We’re both really easy-going and talkative.
2) Do you get along with your sister? Well no, I don’t really like her.
3) Who does she take after? I suppose she takes after my father. He’s serious, too.
4) Do you like your brother? Yes, I get on with him very well.

5b
Track 09 Play the CD. Learners listen and check their answers.

Track 09 (page 86, Student Book) 0:45
1) A - Who do you take after?
B - I think I take after my mother. We’re both really easy-going and talkative.
2) A - Do you get along with your sister?
B - Well no, I don’t really like her.
3) A - Who does she take after?
B - I suppose she takes after my father. He’s serious, too.
4) A - Do you like your brother?
B - Yes, I get on with him very well.

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

6 answers
Her brother.

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

7 answers
get on with/get along with - to have a good relationship with someone
take after - to be similar to someone
Language Focus

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

Practice

8a-g

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

Feedback as a class.

8a-g answers
a) Christina and I like all the same things. That's why I get on with her so well.
b) We didn't get along with each other when we were kids. We fought every day.
c) Do you get on with your colleagues at work?
d) Damon takes after his mother. They're both really easy-going and patient.
e) He's very selfish, that's why he doesn't get along with his teammates.
f) My daughter takes after her father. She looks just like him.
g) His brother is so different from him but they get on with each other so well.

Sounding Natural

9a

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

9a answers
easy-going - 4
generous - 3
hard-working - 3
patient - 2
selfish - 2
serious - 3
talkative - 3
warm-hearted - 3

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

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

9b

Track 10 Learners listen again and copy the pronunciation.
**Time to Talk**

10a Read through the questions and check understanding.

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

10b Write two more questions for your partner about who they take after and get on with.

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

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

11b Tell the class about your partner’s answers.

Example:
Marge gets on with her neighbours and she talks to them every day.

**Homework**

Highlight the homework reference at the bottom right of page 19 of the Student Book. Ask learners to turn to page 92.
Set Lesson 4 activities 1 and 2 for homework.
Go over the example and check learners understand what to do.

**Homework Answers**

1.

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

2 Learner’s own answers.
Favourite Things

Introduction

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Made of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
<td>Metal</td>
</tr>
<tr>
<td>Corkscrew</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
</tr>
<tr>
<td>Fork</td>
<td></td>
</tr>
<tr>
<td>Belt</td>
<td>Leather</td>
</tr>
<tr>
<td>Handbag</td>
<td></td>
</tr>
<tr>
<td>Wallet</td>
<td></td>
</tr>
<tr>
<td>Boots</td>
<td></td>
</tr>
<tr>
<td>Comb</td>
<td></td>
</tr>
<tr>
<td>CD case</td>
<td></td>
</tr>
<tr>
<td>Shirt</td>
<td>Cloth</td>
</tr>
<tr>
<td>Blanket</td>
<td></td>
</tr>
<tr>
<td>Towel</td>
<td></td>
</tr>
<tr>
<td>Curtain</td>
<td></td>
</tr>
<tr>
<td>Envelope</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td></td>
</tr>
<tr>
<td>Letter</td>
<td></td>
</tr>
<tr>
<td>Magazine</td>
<td></td>
</tr>
<tr>
<td>Shampoo bottle</td>
<td></td>
</tr>
<tr>
<td>Baby bottle</td>
<td></td>
</tr>
</tbody>
</table>

1b Go over the instructions and check understanding. Learners add one more thing to each box in activity 1a.

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

1b answers

1) Made of metal
   - Knife
   - Corkscrew
   - Scissors
   - Fork (suggested answer)

2) Made of leather
   - Belt
   - Handbag
   - Wallet
   - Boots (suggested answer)

3) Made of wood
   - Chest of drawers
   - Coffee table
   - Cricket bat
   - Chopsticks (suggested answer)

4) Made of plastic
   - Comb
   - CD case
   - Shampoo bottle
   - Baby bottle (suggested answer)

5) Made of cloth
   - Blanket
   - Shirt
   - Curtains
   - Towel (suggested answer)

6) Made of paper
   - Letter
   - Magazine
   - Envelope
   - Newspaper (suggested answer)

Skills

1) What is it made of?
2) Where did you get it?
3) When did you get it?
4) Where did you get it from?
5) What country did you get it in?
6) Where did you get it from?
7) What kind of material is it made of?
8) What is it made of?
9) Where did you get it?
10) When did you get it?

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

1a answers

1) Made of metal
   - Knife
   - Corkscrew
   - Scissors
   - Fork (suggested answer)

2) Made of leather
   - Belt
   - Handbag
   - Wallet
   - Boots (suggested answer)

3) Made of wood
   - Chest of drawers
   - Coffee table
   - Cricket bat
   - Chopsticks (suggested answer)

4) Made of plastic
   - Comb
   - CD case
   - Shampoo bottle
   - Baby bottle (suggested answer)

5) Made of cloth
   - Blanket
   - Shirt
   - Curtains
   - Towel (suggested answer)

6) Made of paper
   - Letter
   - Magazine
   - Envelope
   - Newspaper (suggested answer)
In this lesson: Talk about possessions
Skills: Extended speaking and vocabulary

20

Time to Talk 1

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

<table>
<thead>
<tr>
<th></th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>three</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

e xample

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

5 Tell the class about your partner’s answers.

e xample

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

3b Feedback. Learners tell the class about their partner’s answers.

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

Time to Talk 1

4a Ask learners to imagine that their house is on fire. Tell them that their family, photographs and documents are safe and that they can save three more things. Allow learners time to think and write their lists. Demonstrate the activity by making a list of your own on the board.

4b In pairs, learners show their partner their list and explain their choices. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

5 Feedback. Learners tell the class about their partner’s answers.

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

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

Feedback as a class.

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

3a Go over the instructions and example to check understanding. In pairs, learners choose an object from their bags and use the phrases from activity 2 to tell their partner about it. You may like to demonstrate the activity with some items of your own. Monitor, but stay in the background as much as possible in this activity.
Vocabulary

6a
Go over the instructions and example to check understanding. Learners complete the situations on the left of the table with the words from the box. Monitor and assist as necessary.

Feedback as a class.

6a answers

<table>
<thead>
<tr>
<th>Driving</th>
<th>Living</th>
<th>Being</th>
<th>Working</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>advantage</strong></td>
<td><strong>disadvantage</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) <strong>working</strong> a high-paying job</td>
<td>You have a high salary.</td>
<td>You work long hours.</td>
<td></td>
</tr>
<tr>
<td>2) <strong>living</strong> in a large house</td>
<td>You have lots of space for your things.</td>
<td>Expensive to heat in the winter.</td>
<td></td>
</tr>
<tr>
<td>3) <strong>being</strong> rich</td>
<td>You can buy the things you want.</td>
<td>People always ask you for money.</td>
<td></td>
</tr>
<tr>
<td>4) <strong>driving</strong> an expensive car</td>
<td>You can go places really fast.</td>
<td>You spend lots of money on insurance.</td>
<td></td>
</tr>
</tbody>
</table>

6b
Go over the instructions and example to check understanding. Number the things below to match them with the situations in activity 6a. Monitor and assist as necessary.

6b answers

(2) You have lots of space for your things.
(3) You can buy the things you want.
(1) You work long hours.
(4) You spend lots of money on insurance.

6c
Go over the instructions and example to check understanding. In pairs, learners decide if things in activity 6b are an advantage or disadvantage of the four situations in activity 6a, and then write them in the table.

6c answers

See table in activity 6a. Answers are underlined.

7
Go over the instructions and check understanding. In pairs, learners complete the table in activity 6a with their own ideas. You may want to elicit one or two ideas from the class as an example. Monitor and assist as necessary.

7 suggested answers

See table in activity 6a. Suggested answers are bold and underlined.
Time to Talk 2

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

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

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

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

9b As a class, discuss your ideas. Decide the three that are the most important for a happy life.

Homework

Highlight the homework reference at the bottom right of page 23 of the Student Book. Ask learners to turn to page 92.
Set Lesson 5 activities 1 and 2 for homework. Go over the examples and check learners understand what to do.

Homework Answers

1
a) handbag, knife, scissors, corkscrew
   It’s made of leather. The others are made of metal.

b) coffee table, belt, handbag, wallet
   It’s made of wood. The others are made of leather.

c) cricket bat, chest of drawers, coffee table, shirt
   It’s made of cloth. The others are made of wood.

d) comb, CD case, shampoo bottle, envelope
   It’s made of paper. The others are made of plastic.

e) blanket, comb, curtains, shirt
   It’s made of plastic. The others are made of cloth.

f) letter, magazine, envelope, scissors
   They’re made of metal. The others are made of paper.

2
Marilyn: That’s a really nice wallet. Where did you buy it?
Ryan: I didn’t. I got it from my wife. She gave it to me for our anniversary.
Marilyn: It looks really nice, what’s it made of?
Ryan: Leather, I think.
Marilyn: Where did she get it?
Ryan: She got it in Italy.

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

1a
Begin by eliciting/teaching works of art and asking learners what kinds of works of art they like. Go over the instructions and example to check understanding. Highlight the fact that some of the verbs can go with more than one kind of work of art. In pairs, learners match the verbs from the box with the kinds of works of art. Monitor and assist as necessary.

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

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

1b
Go over the instructions to check understanding. In pairs, learners underline the correct options to complete the statements. Monitor and assist as necessary.

Feedback as a class.

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

1c
Take brief responses to this question from the class.

2
Go over the instructions and example to check understanding. You may like to discuss the first work of art (Sunflowers by Van Gogh) as a class: Ask learners if they recognise the picture, if they know anything about the person who painted it, what it shows, etc.

In pairs, learners look at the pictures of works of art and talk about which ones they recognise and what they know about them.

Feedback. Learners share their ideas with the class.

Listening

3a
Direct attention to the box of words and the table. Go over the instructions and examples to check understanding. Explain to learners that they should make their best guesses, and that they will listen to check their ideas later.

In pairs, learners use the words from the box to complete the information about the works of art in the pictures. Monitor and assist as necessary.

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

You may like to draw the table on the board while learners are working in pairs and have learners fill it in during feedback.
In this lesson: Tell people about a work of art you like
Grammar: Passive forms

Listening

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

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

1

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

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

2

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

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

3

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

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

4

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

3c Go over the instructions and example to check understanding. In pairs, learners write numbers to match the statements with the pictures. Monitor and assist as necessary.

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

3c answers

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

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

3a answers

See 3b answers.

3b

Learners listen to check their answers to activity 3a.

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

5
Go over the instructions and example to check understanding. Read through the numbered sentences as a class. In pairs, learners underline the correct option to answer each question. Monitor and assist as necessary.

Feedback as a class.

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

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

Practice

6
Go over the instructions and example to check understanding. Highlight the fact that learners will need to put the verbs into the correct form, and that they should answer each question only once.

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

Feedback as a class.

6a-g answers
a) She fell down, but it’s OK - she wasn’t hurt. 
b) When was this house built? c) All my shoes are Italian - the best shoes are made in Italy. 
d) My camera is in my bag – are we allowed to take photographs? 
e) My bicycle was stolen. 
f) I was woken up by a loud noise. 
g) Where was this picture painted?

Sounding Natural

7a
Go over the instructions and example to check understanding. In pairs, learners write each word from the box in the correct row to say how many syllables it has. Monitor and assist as necessary.

7a answers novel - 2 
film - 1 
painting - 2 
photograph - 3 
sculpture - 2 
story - 2 

7b
Track 15 Learners listen to check their answers.

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

8a
Go over the instructions to check understanding. Highlight the fact that learners can give decades (e.g. in the 1960’s) rather than exact years to say when works of art were produced. You may like to make brief notes about a work of art you yourself like or possess on the board to model the activity. Learners work independently to think of a work of art they like or have in their home, and use the table to make notes about it.

Homework

Highlight the homework reference at the bottom right of page 27 of the Student Book. Ask learners to turn to page 93. Set Lesson 6, activities 1 and 2 for homework. Check learners understand what to do for activity 1. Go over the examples for activity 2 to check understanding.

Homework Answers

1

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

2

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

1a
Go over the instructions and read through the questions as a class and check understanding.
Learners work independently to make a note of their answers. Monitor and assist as necessary.

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

1c
Feedback. Learners tell the class about their partner’s answers.

Reading

2
Go over the instructions and example to check understanding. In pairs, learners write numbers to match each picture with a request from Column A and a request from Column B. Monitor and assist as necessary.

Feedback as a class.

2 answers

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

3a-c
Deal with these questions as a class. Read through each question as a class, and have learners look at the requests in activity 2 again to find the answers. Elicit the answers and have learners underline A or B next to each question as appropriate.

3a-c answers
a) In which column do the requests use modal verbs (can/could/would)? B
b) In which column are the requests in Yes/No question form? B
c) In which column are the requests more polite? B

Extension
You may like to ask learners why polite requests often take the form of Yes/No questions. (answer This allows the person you are talking to the chance to say ‘no!’)
In this lesson: Refuse requests politely

Function: Polite requests and refusals

4a
Go over the instructions, read through the refusals and look at the example to check understanding. In pairs, learners write numbers to match the polite refusals with the requests in activity 2.

Monitor and assist as necessary.

Feedback as a class.

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

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

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

Feedback as a class.

4b answers
2) I would, but I don't have any.
3) I'd usually say yes, but I'm using it right now.
5) I'd like to, but I don't know this programme.

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

Practice
5a
Go over the instructions and example to check understanding. In pairs, learners use the prompts to make the requests polite. Monitor and assist as necessary.

Feedback as a class.

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

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

Feedback as a class.

5b answers
a) I’d love to, but I haven’t got any money. 3
b) I would, but I don’t have time. Would you mind doing it yourself? 1

c) No problem. I’ll go outside. 4
d) I’d usually say yes, but I need it to get to work. 5
e) Certainly, sir. Right away. 2

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

6a
Go over the instructions and example to check understanding.

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

6a answers
1) Can you show me how to use this? 
2) Could you lend me your dictionary? 
3) Do you think you could lend me some money?

Track 16 (page 87, Student Book) 0:26
1) Can you show me how to use this? 
2) Could you lend me your dictionary? 
3) Do you think you could lend me some money?

6b
Learners listen again and copy the pronunciation. Remodel and drill as necessary.

Time to Talk

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

Group A: read below.
Group B: go to page 84.

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

Role-play 1
• You and your partner are colleagues. You work together in the same office. 
• Tomorrow is your colleague’s day off, but it’s a working day for you. You want to take the day off (it’s your birthday!)
• Ask your colleague to change their day off with you.

b Do the role-play with your partner.
example A: Hi, Jo. How are you? 
B: Oh, hello Kim...
A: Jo… I want to ask you something...

c Do the same with Role-play 2.

Role-play 2
• You live in a house and your partner is your neighbour.
• You are selling your sofa. The sofa is on the street.
• Someone will come to take it away in 20 minutes.
• Your neighbour comes to your door. Listen to what your neighbour says and respond.

7b Go over the instructions and example to check understanding. Explain to learners that they should role-play the whole situation as realistically as possible – not just the request and response.

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

In A / B pairs, learners do role-play 1. Monitor. Make a note of good use of language and any mistakes.

Feedback briefly as a class. Who made the request? Did their partner agree to it?

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

7c Follow the same procedure for role-play 2.
Lesson 8

A New Look

In this lesson - Guess what happened
Core activities - 2-5, 6, 7
Grammar - Present perfect to describe present results
Examples:
You’ve lost weight. (I can see you look thinner.)
She’s dyed her hair. (I can see her hair is a different colour.)
Has she gone out? (I don’t see her now.)

Introduction

1a
Go over the instructions and example to check understanding. Learners use the verbs from the box to complete the phrases about what changes people make to their look.

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

1a answers
1) Burn your old clothes and buy new ones.
2) Dye your hair a different colour.
3) Get a perm.
4) Join a gym.
5) Cut your hair short.

1b
Ask the learners which suggestion from activity 1a they think is the best.

Memo

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

Listening

2a (Track 17) Listen to Pat and Sam talking, and then look at their pictures below and underline the correct name.

Pat - Hey!
Sam - Oh hi! It’s so good to see you. How are you?
Pat - I’m great, thanks. You look really good. Have you changed your hair colour?
Sam - Yes, I’ve dyed it black and got a perm. Do you like it?
Pat - Yeah, I think you look amazing.
Sam - Thank you. And you look good, too. Have you lost weight?
Pat - Yes. I’ve joined a gym. I think I’ve lost about…five kilos.
Sam - You look really good. And, have you done something to your hair?
Pat - Yeah, I’ve cut it. I think it feels much better than long hair.
Sam - I like it. I think short hair looks good on you.
Pat - Thanks. Hey Sam, I was wondering...

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

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

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Have you changed your hair colour?</td>
<td>Yes, I’ve joined a gym.</td>
</tr>
<tr>
<td>2) Have you lost weight?</td>
<td>Yeah, I’ve cut it.</td>
</tr>
<tr>
<td>3) Have you done something to your hair?</td>
<td>Yes, I’ve dyed it black and got a perm.</td>
</tr>
</tbody>
</table>

2b Go over the instructions and check understanding. Learners draw a line to match the questions with the answers. Monitor and assist as necessary.

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

2b answers

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Have you changed your hair colour?</td>
<td>Yes, I’ve joined a gym.</td>
</tr>
<tr>
<td>2) Have you lost weight?</td>
<td>Yeah, I’ve cut it.</td>
</tr>
<tr>
<td>3) Have you done something to your hair?</td>
<td>Yes, I’ve dyed it black and got a perm.</td>
</tr>
</tbody>
</table>

2c Play the CD again. Learners listen and check their answers.

3a+b Go over the sentences in activity 2b with learners and then answer the questions together.

3a+b answers

a) the past
b) can

4 Take feedback from the class.
Language Focus

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

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

Practice

5
Go over the instructions and example to check understanding. In pairs, learners write the words in the correct order to make present perfect statements, then match each statement with a present result on the right. Highlight the fact that learners should use contracted forms where possible. Monitor and assist as necessary.

5 answers
a) He's lost his glasses.  
   (e) His teacher is angry.

b) Linda's gone to the shops.  
   (b) She's not home right now.

c) I've started a diet.  
   (f) I'm late for work.

d) They've invited a lot of people.  
   (g) You can read it now.

e) Timmy's forgotten to do his homework.  
   (d) There's nowhere to sit at the party.

f) I've woken up late.  
   (a) He can't see the TV clearly.

g) I've finished reading the newspaper.  
   (c) I'm always hungry.

Sounding Natural

6a

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

6a answers
1. Mary's bought a new dress.  [2] (she didn't steal it)
2. Mary's bought a new dress.  [3] (it wasn't second-hand)
3. Mary's bought a new dress.  [4] (it isn't a blouse)
4. Mary's bought a new dress.  [1] (Jane didn't buy it)

Track 18 (page 87, Student Book) 0:31
1) Mary's bought a new dress.
2) Mary's bought a new dress.
3) Mary's bought a new dress.
4) Mary's bought a new dress.

6b

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

6b answers - See 6a answers.

Extension

Divide the class into A/B pairs. Learners in group A, say one of the sentences from activity 6a. Learners in group B guess the correct meaning. Demonstrate the activity as a class to show learners what to do.

Example
Learner A - “Mary's bought a new dress.”
Learner B - “she didn't steal it”
Learners change roles and do the activity again.

Time to Talk

Put learners into two teams: A and B. Ask Team A to look at the instructions further down the page. Ask Team B to turn to page 84 and look at the instructions there.
Go over the instructions and check understanding. Elicit that all the prompts on both pages are in the present perfect. Allow learners time to read and discuss their prompts. Monitor and assist as necessary. Each team should write two more similar prompts. Monitor and assist as necessary.

Model the activity by miming the example (‘You’ve lost your keys.’) and eliciting what it is. Learners take turns choosing one of their prompts and miming it for the other team to guess. The opposing team guesses what has happened. Encourage learners to shout out guesses as each mime progresses. Monitor. Note good use of vocabulary and language, and any mistakes. Award points for each correct guess. You may like to award further points for acting ability and enthusiasm.

Team A’s prompts
You’ve lost your wallet.
You’ve caught a cold.
You’ve eaten a really hot chilli pepper.
You’ve spilled sauce on your shirt.

Team B’s prompts
You’ve lost your glasses.
You’ve broken a cup.
You’ve touched something hot.
You’ve forgotten your watch.

Feedback by adding up the points and declaring a winner. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework
Highlight the homework reference at the bottom right of page 35 of the Student Book. Ask learners to turn to page 95. Set Lesson 8 activities 1 and 2 for homework. Go over the examples and check learners understand what to do.

Homework Answers

1

2
a) My husband’s taken the car to work. It’s not in the garage.
b) Look at all the glass on the ground. Someone’s broken the window.
c) The box is empty! Someone’s eaten all the doughnuts.
d) I think John’s done the washing-up. All the dishes are clean.
e) I can’t find my glasses. Have you seen them?
Special Offers

In this lesson - Make a radio advertisement

Core activities - 3-6, 8-9

Grammar - First conditional

Examples:
If you buy one, you’ll get one free.
If he doesn’t try, he’ll fail.
If she’s late again, the boss won’t be pleased.

Introduction

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

1 answers
   Accept any reasonable answers, but here are some suggestions:
   On TV, on the radio, at the beginning of films, on the train, in your letterbox (junk mail), on T-shirts, in newspapers, etc.

2a Go over the instructions to check understanding. In pairs, learners ask and answer the questions. Monitor and assist as necessary, but stay in the background as much as possible.

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

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

Feedback as a class.

3 answers
   a) Something a company makes to sell is called a **product**.
   b) A **guarantee** is a promise by a company to repair or exchange a product that has a problem.
   c) A **trial** is when you can try something for a short time before you buy it.
   d) A **delivery** is when a company sends a product to your home or work.
   e) When you pay for one product and the company gives you one more for free, you get **two for the price of one**.
   f) If you buy something very good for a low price, you get a **bargain**.
In this lesson: Make a radio advertisement
Grammar: First conditional

Reading

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

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

b Read the advertisements and check your ideas.

4b Learners read the advertisements and check their ideas. Monitor and assist as necessary.

Feedback as a class.

4b answers
Answers will depend on the ideas that learners are checking, but the products advertised are as follows:
1) Manley Gym, a gym/sports centre (an advert that seems to be aimed at people over 50).
2) Choco l’amour, chocolates.
3) Sugar-coated fruity bombs, a children’s breakfast cereal.
4) Mi-TV, a personal TV set you can wear and watch anywhere.
5) Weight off, a ‘miracle’ diet drink.

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you buy this cereal,</td>
<td>delivery will be free.</td>
<td>2</td>
</tr>
<tr>
<td>If you drink this,</td>
<td>you’ll get a plastic dinosaur.</td>
<td>3</td>
</tr>
<tr>
<td>If you order online,</td>
<td>you won’t be fat.</td>
<td>5</td>
</tr>
<tr>
<td>If you use this,</td>
<td>you’ll be fit.</td>
<td>1</td>
</tr>
<tr>
<td>If you come here,</td>
<td>you can watch TV on the train.</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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

5c Which products in activity 4 are you interested in? Why?

Lesson 9 37
**Language Focus**

Go over the explanations and examples with learners.

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

**Practice**

**6a**

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

**6a answers**

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

**6b**

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

Feedback as a class.

**6b answers**

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

**Sounding Natural**

**7a**

Learners listen for the difference between the /əʊ/ phoneme (in won’t) and the /ɒ/ (in want), and underline the words they hear.

You may want to model the difference between “want” and “won’t” before starting this activity.

**7a answers**

See CD script for Track 19.

**7b**

Learners listen again and copy the pronunciation.
Time to Talk

8a
Go over the instructions and examples to check understanding. Highlight the fact that the radio advertisement will be only 30 seconds long. You may like to first elicit some more possible ideas for Choco l'amour chocolates from the class as a whole (e.g. if you don’t buy the chocolates for your loved one, someone else may. If you buy them for her, she may share them with you).

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

8b
In pairs, learners write a short script for their advertisements. They may also like to practise acting out their advertisements in preparation for the next activity. Monitor and assist as necessary.

9a
Learners act out their advertisements for the class. Monitor, but stay in the background as much as possible in this activity.

9b
As a class, decide who made the best advertisement. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of page 39 of the Student Book. Ask learners to turn to page 96. Set Lesson 9 activities 1 and 2 for homework. Go over the example for activity 1 to check understanding. Make sure learners understand what to do for activity 2.

Homework Answers

1
a) If she doesn’t study, she’ll fail her exams.
b) If we arrive early we can have a coffee.
c) I’ll lend you my umbrella if it rains.
d) He’ll get fit if he joins a gym.
e) If you don’t want that sandwich, I’ll eat it.
f) If she goes to that party, she may meet someone nice.

2
Learner’s own answers.
Café Society

In this lesson - Talk about the kind of café you like
Core activities - 2-5, 7-8
Skills - Extended speaking and vocabulary

Warmer

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

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

e.g. A - “You’re looking a bit tired today!”
   B - “Yes, I know. The baby was crying all night.”

A - “You haven’t seen John, have you?”
   B - “Yes, he was in the kitchen a few minutes ago.”

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

Introduction

1a
Go over the instructions and example and check learners know what to do. Learners complete the words under the pictures with the correct vowels.

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

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

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

Feedback as a class.

1b answers
coffee: espresso machine, French press, coffeemaker
tea: teabag, teapot, powder

1c
Ask learners if they know any other ways to brew coffee or tea (for example Turkish coffee or chai tea).

2a
Go over the instructions and example to check understanding. In pairs, learners match the expressions on the left with the meanings on the right. Monitor and assist as necessary.

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

2a answers
1 white with sugar - with milk or cream and sugar
2 black - with no milk or cream
3 weak - not much taste
4 decaf - no caffeine
5 strong - a lot of taste

2b
Round off the activity by asking learners how they take their coffee or tea.
In this lesson: Talk about the kind of café you like
Skills: Extended speaking and vocabulary

Time to Talk 1

3a Work on your own. Read the questions below and make a note of your answers.

1. How do you usually make tea?
2. How often do you drink coffee?
3. What things are important for a good cup of coffee or tea?
4. Do you usually take milk in your coffee?
5. 
6. 

b Write two more questions about coffee or tea and add them to the list in activity 3a.

4a Work with a partner. Ask and answer the questions in activity 3.

example A: How do you usually make tea?
B: I make it in a teapot. I usually let it brew for about three minutes.

b Tell the class about your partner’s answers.

example Rachel makes her tea in a teapot. She lets it brew for three minutes.

Time to Talk 1

3a Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

3b Learners write two more questions and add them to the list of questions in activity 3a. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

4a In pairs, learners ask and answer the questions on their lists in activity 3. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

4b Feedback. Learners tell the class about their partner’s answers.

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

Memo

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Vocabulary

5
Go over the instructions and example and check learners know what to do. Learners write the adjectives from the box in the correct column. Let learners know that some adjectives can go in more than one column.

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

5 suggested answers
atmosphere - lively, quiet, relaxing, traditional
decor - modern, traditional, expensive, relaxing
location - convenient, expensive, lively, quiet, relaxing
staff - polite, young, skilful, lively
food and drink - delicious, expensive, reasonable, traditional

6a-e
Go over the instructions and example and check learners know what to do. Learners complete the sentences with a heading from activity 5. Monitor and assist as necessary.

Feedback as a class.

6a-e answers
a) This restaurant has a really nice atmosphere. It makes me feel comfortable and relaxed.
b) My favourite pub has a great selection of food and drink and the prices are reasonable.
c) I love the decor in this lobby. All the furniture and lights are very modern and cool.
d) That restaurant is in a great location. It’s right next to the beach. It should be successful.
e) The staff in that café are really friendly and polite, and their baristas make the best lattes.
Homework

Highlight the homework reference at the bottom right of page 43 of the Student Book. Ask learners to turn to page 96.

Set Lesson 10 activities 1 and 2 for homework.

Go over the examples in activities 1 and 2 and check learners understand what to do.

Homework Answers

1. a) Another word for new. modern
b) The feeling you get from a place. atmosphere
c) People who work in a place. staff
d) Something that costs a lot of money. expensive
e) The colour and style of furniture and other things in a room. decor

2. big
g
atmosphere
y
tea
b
ag
bl
h
v
f
e
v
f
u
p
k
k
k
r
m
z
g
i
h
i
z
c
v
espresso
machine
yn
m
h
u
j
x
k
p
s
a
k
i
w
cl
c
of
e
m
a
k
er
f
s
q
g
d
m
b
u
j
n
q
j
l
b
x
st
t
f
french
press
i
j
powder
r
a
n
e
m
z
v
p
d
k
k
m
a
c
r
b
v
c
p
m
d
y
s
u
b
z
w
j
x
i
d
h
m
en
t
q

t
e
a
p
	o
h
x
s
o
c
w
a
f
r

e
i
th
j
ce
go
o
f
p
f
l
o
ca
t
i
o
n
g
r
y
f
d
p
d
h
u
b
u
o
f
c
d
c
o
t
r

Memo
Introduction

1a Go over the instructions and example to check understanding. Learners number the boxes to match the adjectives on the left with their opposites on the right. Then ask learners which column has mostly positive meanings and which has mostly negative meanings (left mostly positive, right mostly negative).

Monitor and assist as necessary.

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

1a suggested answers

1) pretty ✓  
2) smart ✓  
3) outgoing ✓  
4) polite ✓  
5) tidy ✓  
6) talkative ✓  
7) considerate  
8) kind

(7) selfish  
(6) quiet ✓  
(4) rude ✓  
(2) stupid ✓  
(8) mean ✓  
(5) messy ✓  
(3) shy ✓  
(1) ugly

1b Learners underline the correct option to complete the sentences.

Feedback as a class.

1b possible answers

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

2a In pairs, learners use the adjectives in activity 1a to describe their parents and their best friend.

2b Feedback as a class. Learners tell the class about their partner’s parents and best friend.

Grammar - Comparatives adjectives and not as... as

Examples:

- Tina is kinder than her sister.  
- Greg is lazier than his brother, Colin.  
- My sister is more talkative than me. 
- She’s not as hard-working as Patricia.

good → better  
bad → worse
In this lesson: Compare yourself to someone you know
Grammar: Comparative adjectives and / not as... as

**Listening**

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

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

- Patricia is smarter than / not as smart as Alison.
- But Patricia’s more outgoing / not as outgoing as Alison.
- Alison is more/less talkative / quieter than Patricia.

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

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

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

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

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

**Tony** - Which one is prettier?

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

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

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

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

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

**Tony** - Oh yeah?

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

**Tony** - Really?

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

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

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

In this lesson:

- **Listening**

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

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

  - Patricia is smarter than / not as smart as Alison.
  - But Patricia’s more outgoing / not as outgoing as Alison.
  - Alison is more/less talkative / quieter than Patricia.

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

- **Grammar:** Comparative adjectives and / not as... as
Language Focus

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

Practice

6a-h

Go over the instructions and example to check understanding. In pairs, learners use the prompts to rewrite each sentence, keeping the meaning the same. Highlight the fact that they should use the same adjective. Monitor and assist as necessary.

6a-h answers

a) Peter is friendlier than Becky.
   Becky isn’t as friendly as Peter.
b) Tommy isn’t as tall as Ian.
   Ian’s taller than Tommy.
c) I’m not as outgoing as my parents.
   My parents are more outgoing than me.
d) Jonathan’s desk is tidier than mine.
   My desk isn’t as tidy as Jonathan’s.
e) My father isn’t as talkative as my mother.
   My mother’s more talkative than my father.
f) My new neighbours aren’t as considerate as my old ones.
   My old neighbours were more considerate than my new ones.
g) Marcos is older than Manny.
   Manny isn’t as old as Marcos.
h) I’m not as considerate as my brother.
   My brother’s more considerate than me.

Language Focus

We can compare two things using the comparative forms of adjectives.

Who’s messier?
   My brother’s messier than me.
We form comparative adjectives in this way:

1. Adjectives with one syllable:
   - add -er
   Tina’s kinder than her sister.
2. Adjectives with two syllables, ending in -y:
   - replace -y with -ier
   Greg’s lazier than his brother, Colin.
3. Most other adjectives use:
   - more + adjective
   My sister’s more talkative than me.

Two common irregular adjectives:

- good → better
- bad → worse

We can also use not as...as to compare two things or people.

She’s not as hard-working as Patricia.
She isn’t as hard-working as Patricia.
Sounding Natural

7a  [Track 21] Play the CD. Learners listen to the sentences below and mark ( ) the stressed words. Play the CD again if necessary.

1. Ian is taller than Tommy.
2. Today isn’t as cold as yesterday.
3. Marcos is older than Manny.

7a answers
See CD script for Track 21 - answers in bold.

Track 21 (page 88, Student Book) 0:26
1) Ian is taller than Tommy.
2) Today isn’t as cold as yesterday.
3) Marcos is older than Manny.

7b  [Track 21] Play the CD. Listen again and copy the pronunciation.

Time to Talk

8a  Write the name of your best friend on the board. Ask learners to do the same in their books.

8b  Explain to learners they’re going to compare themselves to their best friend. Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

8c  Learners write two more questions and add them to the list of questions in activity 8b. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

9a  In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

9b  Feedback. Learners tell the class about their partner’s answers.

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

Homework

Highlight the homework reference at the bottom right of page 47 of the Student Book. Ask learners to turn to page 97. Set Lesson 11 activities 1 and 2 for homework. Go over the examples and check learners understand what to do.

Homework Answers

1  a) Yesterday the temperature was only five degrees. Today it’s ten degrees. Today is not as cold as yesterday.
   b) My brother weighs eighty-five kilograms and I weigh ninety kilograms.
   I’m heavier than my brother.
   c) Mark likes going to parties and meeting new people. Mary likes to stay home and read.
   Mark is more outgoing than Mary.
   d) My sister always says ‘please’ and ‘thank you’. I never do.
   I’m not as polite as my sister.
   e) Melissa is very quiet. Tammy loves to chat.
   Tammy is more talkative than Melissa.

2  Learner’s own answers.
**It Has the Best Cheesecake in Town**

**In this lesson** - Tell people about good places to go in your area.

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

**Grammar** - Superlative adjectives

**Examples:**
They make the tastiest breakfast in my area.
Paris is one of the most romantic cities in the world.

**Introduction**

**1a**
Go over the instructions and examples to check understanding. In pairs, learners write S or D next to each pair of adjectives to say if they have a similar (S) or different (D) meaning.

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

**1a answers**

<table>
<thead>
<tr>
<th>big</th>
<th>large</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>bad</td>
<td>D</td>
</tr>
<tr>
<td>fashionable</td>
<td>trendy</td>
<td>S</td>
</tr>
<tr>
<td>famous</td>
<td>well-known</td>
<td>S</td>
</tr>
<tr>
<td>exciting</td>
<td>boring</td>
<td>D</td>
</tr>
<tr>
<td>international</td>
<td>cosmopolitan</td>
<td>D</td>
</tr>
<tr>
<td>peaceful</td>
<td>lively</td>
<td>D</td>
</tr>
<tr>
<td>down-to-earth</td>
<td>romantic</td>
<td>D</td>
</tr>
</tbody>
</table>

**1b**
Go over the instructions and example to check understanding. In pairs, learners underline the correct option to complete the sentences.

Feedback in pairs and then as a class.

**1b suggested answers**

1) The place I live is really **boring** – there are no shops and nothing to do.
2) I know a really **lively** bar. There are always lots of customers laughing and chatting.
3) That shop has all the latest fashions – it’s really **trendy**.
4) It’s a very **well-known** museum – it’s always on TV.
5) Low lights, soft music and candles on the tables – it’s a really **romantic** little restaurant.
6) I live in a very **cosmopolitan** part of town – there are people and shops from all over the world.

**2**
As a class, have learners describe two places they know with adjectives from activity 1.

**2 answers**
Accept any reasonable answers.
Reading

3a Draw attention to the holiday brochure and elicit what it is – direct attention to the pictures and ask if learners know which cities are shown. Take a few ideas and write these on the board.

Have learners read the brochure to check their ideas. Explain that learners don't have to read every word to do this. Set a time limit of one minute. Monitor and assist as necessary.

Feedback in pairs and then as a class.

3a answers
From top to bottom – London, Paris, Barcelona

Teaching Tip – Skim Reading

Skimming a text, also known as 'reading for gist' is where we cast our eyes over a text to get the main ideas – what kind of text it is (advertisement, article, etc.) and what it is about. It's the kind of reading we do when we flick through a magazine to decide what to read. Setting a time limit for learners to decide what a text is about and then match it to pictures or headlines is one way to train them in this skill.

3b Go over the instructions and example to check understanding. In pairs, learners read the brochure again to find the answers to the questions and underline the places where they found the answers in the text. Monitor and assist as necessary.

Feedback in pairs and then as a class.

3b answers
1) Why is London a good place to go if you like parks?
   - It has some of the most beautiful parks in the world. (LONDON: para 2, sentence 1)
2) Why is London a good place for people who like going to the theatre?
   - It also has some of the best theatre. (LONDON: para 2, sentence 2)
3) Why is the Champs Elysees a good place to go if you are interested in clothes?
   - It's the most fashionable street in the world. (PARIS: para 2, sentence 1)
4) Why is Paris a good place to go if you like crepes?
   - Paris has the most delicious crepes in the world. (PARIS: para 3, sentence 2)
5) Why is Barcelona a good place to go if you like nightlife?
   - It has the most exciting nightlife in Europe. (BARCELONA: para 2, sentence 2)

3c Go over the instructions and check understanding. In pairs, learners read the brochure again and circle Yes or No to answer the questions.

3c answers
1) No
2) No
3) No
4) No

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

Go over the explanations and examples with learners.

5

Learners work with a partner to look at the brochure in activity 3 and find one example of each kind of regular superlative adjective.

5 answers

-est: largest (LONDON: para 1, sentence 1)
-iest: liveliest (BARCELONA: para 3, sentence 3)
most + adjective: numerous examples, e.g. most beautiful (LONDON, para 2, sentence 1) most romantic (PARIS: para 1 sentence 2)

Practice

6a

Go over the instructions and example to check understanding. In pairs, learners use the prompts to write sentences with one of the/some of the, a superlative and of or in. Monitor and assist as necessary.

Feedback as a class.

6a-f answers

a) My wedding was a very happy day.
   It was one of the happiest days of my life.

b) That’s a really beautiful park.
   It’s one of the most beautiful parks in my area.

c) August is a very hot month.
   It’s one of the hottest months of the year.

d) That restaurant makes delicious fish and chips.
   It makes some of the most delicious fish and chips in town.

e) That stall sells cheap clothes.
   They sell some of the cheapest clothes in the market.

f) Six o’clock is a very busy time.
   It’s one of the busiest times of the day.

Sounding Natural

7a

Track 22 Learners listen for how we say the underlined words when we speak naturally.

7a answers

We tend to use weak forms: /ʌvðə/.

Track 22 (page 88, Student Book) 0:29

1) It was one of the happiest days of my life.
2) It’s one of the most beautiful parks in my area.
3) They make some of the most delicious fish and chips in town.

7b

Track 22 Learners listen again and copy the pronunciation. Remodel and drill if necessary.
Time to Talk

8a Go over the instructions and example to check understanding. Highlight the fact that learners should use at least one superlative for each place they recommend. You may like to model this activity briefly by making notes on the board about a place you would recommend.

In pairs, learners think of three places in their town that they can recommend to visitors and make notes in the tables in their books. Monitor and assist as necessary. Ensure both learners in the pairs are making notes – they will need these for the next activity.

8b Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information.

Learners change partners and tell their new partner about the places they want to recommend. Monitor, but stay in the background as much as possible during this activity.

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

Homework

Highlight the homework reference at the bottom right of page 51 of the Student Book. Ask learners to turn to page 98.

Set Lesson 12 activities 1 and 2 for homework. Go over the examples for each activity and make sure learners understand what to do.

Homework Answers

1

<table>
<thead>
<tr>
<th>bad</th>
<th>worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>expensive</td>
<td>most expensive</td>
</tr>
<tr>
<td>famous</td>
<td>most famous</td>
</tr>
<tr>
<td>pretty</td>
<td>prettiest</td>
</tr>
<tr>
<td>tall</td>
<td>tallest</td>
</tr>
<tr>
<td>trendy</td>
<td>trendiest</td>
</tr>
</tbody>
</table>

2

a) Visit the Tokyo Sky Tree – it’s one of the tallest buildings in the world.
b) All the young people go there – it’s one of the trendiest clubs in town.
c) The Louvre has some of the most famous art in Europe.
d) Take a lot of money – London is one of the most expensive cities you can visit.
e) You need a lot of energy for Las Vegas – it’s one of the liveliest places in America.
f) I won’t go back to that café – they had some of the worst cakes I’ve tasted.
g) She likes that shop because it sells some of the prettiest dresses in town.
On the Underground

In this lesson - Give someone directions on the trains
Core activities - 3-4, 6, 9
Function - Asking for and giving directions on trains

Introduction

1a
In pairs, learners discuss the questions in the activity.

1b
Learners tell the class about their partners.

2
Learners complete the paragraph about things you do at the underground station with the words from the box.

2 answers
When you arrive at the station, check how many stops to your destination on the map. Buy your ticket from the ticket machine, and then go through the ticket barrier. Finally, wait on the platform for your train to arrive.

Listening

3a-c
Go over the instructions and example to check understanding. Learners look at the map and answer the questions in the activity.

Feedback as a class.

3 answers
a) Northern Line
b) seven
c) green

Note:
You may like to do this activity as a race. The first learner or team to answer all three questions is the winner.

4a
Go over the instructions and example to check understanding. Play the CD tracks. Learners listen to the three conversations at Oxford Circus Station and circle the names of the stations on the map the people want to go to.

Feedback as a class.
In this lesson: Give someone directions on the trains
Function: Asking for and giving directions on trains

Listening

3 Look at the map below and answer the following questions.
   a. What line is Goodge Street on?
   b. How many stops can you see on the Central Line?
   c. What colour is the Piccadilly Line?

4 a. Listen to the three conversations at Oxford Circus Station and circle the names of the stations on the map the people want to go to.
   b. Look at where each person in activity 4a wants to go to on the map above.
   Underline the correct options below to complete the directions from Oxford Circus Station.

1. Goodge Street? Take an eastbound train on the Bakerloo Line / Central Line and change at Tottenham Court Road / Holborn. Then take the Northern Line.
2. Notting Hill Gate is the first / fourth stop on the Bakerloo Line / Central Line. That’s the westbound platform.
3. Take the southbound train on the Bakerloo Line / Victoria Line and change at Green Park, and then take the westbound train on the Piccadilly Line / Jubilee Line. Hyde Park Corner is the first / second stop.

4c Track 23
Track 24
Track 25
Listen again and check your answers.

4a answers
conversation one: Goodge Street
conversation two: Notting Hill Gate
conversation three: Hyde Park Corner

Track 23 (page 88, Student Book) 0:47
Conversation 1
Tourist - Excuse me. What’s the best way to get to Goodge Street?
Conductor - Goodge Street? Take an eastbound train on the Central Line and change at Tottenham Court Road. Then take the Northern Line.
Tourist - OK. So I take the Central Line and change at Tottenham Court Road, and then take the Northern Line?
Conductor - Yes, that’s right. Goodge Street is just one stop north of Tottenham Court Road.
Tourist - One stop. Got it. Thank you very much.

Track 24 (page 88, Student Book) 0:34
Conversation 2
Tourist - Excuse me. Does this train go to Notting Hill Gate?
Conductor - No. You’re on the wrong platform, madam.
Tourist - Oh, really?
Conductor - Notting Hill Gate is the fourth stop on the Central Line. That’s the westbound platform.
Tourist - So I want a Central Line westbound train?
Conductor - Yeah. It’s just past Queensway.
Tourist - Thanks for your help.

Track 25 (page 88, Student Book) 0:44
Conversation 3
Tourist - Excuse me, how do I get to Hyde Park Corner from here?
Conductor - Let’s see…take the southbound train on the Victoria Line and change at Green Park, and then take the westbound train on the Piccadilly Line. Hyde Park Corner is the first stop.
Tourist - Sorry, was that the southbound train on the Victoria Line and change at Green Park?
Conductor - Yes, it’s the first stop after Green Park.
Tourist - Thank you.

4b Go over the instructions and example to check understanding. Learners look at where the people want to go in activity 4a on the map, and underline the correct options to complete the directions from Oxford Circus Station.

Learners will listen to check their answers in activity 4c.

4b answers
1. Goodge Street? Take an eastbound train on the Central Line and change at Tottenham Court Road. Then take the Northern Line.
2. Notting Hill Gate is on the fourth stop on the Central Line. That’s the westbound platform.
3. Take the southbound train on the Victoria Line and change at Green Park, and then take the westbound train on the Piccadilly Line. Hyde Park Corner is the first stop.

4c Track 23
Track 24
Track 25
Play the CD tracks again. Learners listen again and check their answers.
Language Focus

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

Practice

5a
In pairs, learners look at the starting point on the map and then complete the conversation with words from the box. Remind learners that some words can be used more than once. Monitor and assist as necessary.

Feedback as a class.

5a answers
See CD scripts for Track 26 and 27 - answers in bold.

Track 26 (page 88, Student Book) 0:20
A - Excuse me. What's the best way to get to Rosedale Station?
B - Take an eastbound train on the Green Line and change at Broadview Station. It's two stops on the Yellow Line.

Track 27 (page 88, Student Book) 0:20
A - Excuse me. How do I get to Yonge Street?
B - Take a southbound train on the Blue Line and change at St. Clair Station, then take the Red Line. It's the second stop.

5b
Track 26 Track 27 Learners listen and check their answers.

Memo
Sounding Natural

6a  Track 28 Play the CD. Learners listen for what happens to the underlined parts of the sentences when we speak naturally.

1. Take the eastbound train.
2. Take the westbound train.

7a answers
The underlined parts are omitted. This is an example of elision.

Track 28 (page 88, Student Book) 0:18
1) Take the eastbound train.
2) Take the westbound train.

6b  Track 28 Play the CD again. Learners listen again and copy the pronunciation. Drill chorally, then individually.

7a  Track 29 Learners listen and circle the underlined part of the sentence that is silent.

Time to Talk
8a Work on your own. Think of a place you often go to by train from your home station. Draw the train route you take from your house below.

b Work with a partner. Show your partner the map you drew. Use the map to explain your train route. Decide who has the hardest journey.

example I take the Orange Line from Vendome Station and change at Lionel-Groulx, then I go three stops on the Green Line to Peel Station. That’s where I work.

Homework
Highlight the homework reference at the bottom right of page 55 of the Student Book. Ask learners to turn to page 99.
Set Lesson 13 activities 1 and 2 for homework.
Go over the examples and check learners understand what to do.

Homework Answers
1 a) Charing Cross
   b) Baker Street
   c) Knightsbridge
   d) Leicester Square
2 a) Learner’s own answers.
   b) Learner’s own answers.
Opinions

In this lesson - Guess who is lying about their opinions
Core activities - 1-2, 4-5, 7
Function - Asking for and giving opinions

Introduction

1a
Direct attention to the boy and girl on the page. Elicit what they are wearing (school uniforms).

Direct attention to activity 1. Go over the instructions and check understanding. You may like to briefly give answers for yourself to the questions.
In pairs, learners ask and answer the questions. Monitor and assist as necessary.

1b
Feedback. Learners tell the class about their partner’s answers.

Listening

2a
Go over the instructions and example to check understanding.
Ask learners to look at the people in the pictures and speculate on what each is likely to say on the topic of school uniforms.

2a answers
A good idea; B bad idea; C good idea; D bad idea; E bad idea; F good idea

Teaching Tip - Listening for Main Ideas
This is also called ‘gist listening’. It is the kind of listening we do when we listen to ‘get the drift’ of what someone is saying. Encourage learners to develop this essential listening skill by explaining that they don’t have to understand every word to get a picture of what someone is saying. One way to prepare listeners at lower levels for a gist listening task is by using pictures of speakers and eliciting the kind of things they are likely to say about a particular topic. Learners can then listen to check their ideas.

2b
Go over the instructions and example to check understanding.
You may like to deal with the first dialogue together as a class.
In pairs, learners underline the correct options to complete the dialogues, then write numbers to match each picture with a dialogue. Monitor and assist as necessary.

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

2b answers
See 2c answers.

2c
Learners listen to check their answers to activity 2b.
Feedback in pairs and then as a class.
In this lesson: Guess who is lying about their opinions
   Function: Asking for and giving opinions

Listening
2a We asked six people for their opinion about school uniforms.
Listen and tick (/) the correct option under each picture to say if the person thinks school uniforms are a good or bad idea.

b Work with a partner.
Underline the correct options to complete the dialogues below, and then write letters to match each picture with a dialogue.

1. A: What's your opinion on school uniforms?
   B: Personally, I think that they're a bad idea / a good idea. I wore a uniform at school, and I hated it! Picture E

2. A: Do you think that wearing school uniforms is a good idea / thought?
   B: Yes. I like my uniform. I think it's pretty. Picture A

3. A: How do you feel / think about school uniforms?
   B: I think they're all right. I wear a suit to the office. It's not so different. Picture C

4. A: What do you think about / on wearing school uniforms?
   B: In my opinion / thought, they're stupid. I want to wear my own clothes. Picture B

5. A: Do you think that school uniforms are a good idea?
   B: Yes, definitely / No, not at all. I think that the children look so nice in them. Picture F

6. A: Do you agree that school uniforms are a good idea?
   B: I'm not so sure / Yes, definitely. They're expensive and uncomfortable. Kids can't relax. Picture D

2c answers
1) A - What's your opinion on school uniforms?
   B - Personally, I think that they're a bad idea / a good idea. I wore a uniform at school and I hated it! Picture E

2) A - Do you think that wearing school uniforms is a good idea / thought?
   B - Yes. I like my uniform. I think it's pretty. Picture A

3) A - How do you feel / think about school uniforms?
   B - I think they're all right. I wear a suit to the office. It's not so different. Picture C

4) A - What do you think about / on wearing school uniforms?
   B - In my opinion / thought… they're stupid. I want to wear my own clothes. Picture B

5) A - Do you think that school uniforms are a good idea?
   B - Yes, definitely / No, not at all. I think that the children look so nice in them. Picture F

6) A - Do you agree that school uniforms are a good idea?
   B - I'm not so sure / Yes, definitely. They're expensive and uncomfortable. Kids can't relax. Picture D

Track 30 (page 88, Student Book) 0:17
A
A - Do you think that wearing school uniforms is a good idea?
B - Yes. I like my uniform. I think it's pretty.

Track 31 (page 88, Student Book) 0:17
B
A - What do you think about wearing school uniforms?
B - In my opinion… they’re stupid. I want to wear my own clothes.

Track 32 (page 88, Student Book) 0:17
C
A - How do you feel about school uniforms?
B - I think they're all right. I wear a suit to the office. It's not so different.

Track 33 (page 88, Student Book) 0:18
D
A - Do you agree that school uniforms are a good idea?
B - I'm not so sure. They're expensive and uncomfortable. Kids can’t relax.

Track 34 (page 88, Student Book) 0:17
E
A - What’s your opinion on school uniforms?
B - Personally, I think that they’re a bad idea. I wore a uniform at school and I hated it!

Track 35 (page 88, Student Book) 0:17
F
A - Do you think that school uniforms are a good idea?
B - Yes, definitely. I think that the children look so nice in them.

3 Take brief responses to the question as a way to round off the listening section.
Language Focus

Go over the explanations and examples with learners. Highlight the fact that we do not use how with think when we ask about opinions.

4
Draw attention to the phrases for agreeing and disagreeing in the box. Have learners, in pairs, use them to complete the diagram in their books. Monitor and assist as necessary.

Feedback as a class.

Alternative procedure
You may like to draw the diagram on the board and have learners come up to complete it, before making a record of the correct answers in their books.

4 answers

<table>
<thead>
<tr>
<th>Response</th>
<th>Contraction</th>
<th>Stronger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, definitely.</td>
<td></td>
<td>stronger</td>
</tr>
<tr>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I suppose so.</td>
<td>agree</td>
<td></td>
</tr>
<tr>
<td>I'm not (so) sure.</td>
<td>disagree</td>
<td></td>
</tr>
<tr>
<td>No, not at all.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, I completely disagree.</td>
<td></td>
<td>stronger</td>
</tr>
</tbody>
</table>

Practice

5a
Go over the instructions and example to check understanding. In pairs, learners write letters to match two of the responses to each of the questions. Feedback as a class.

5a answers
1) What’s your opinion on designer clothes? a, d
2) How do you feel about people kissing on the street? c, h
3) What do you think about politicians? b, i
4) Do you agree that summer is the best time of year? g, j
5) Do you think that living in the country is a good idea? e, f

5b
Learners tell their partner which of the responses are closest to their own opinions. Feedback briefly as a class. Learners tell the class about their partners.

Sounding Natural

6a
Go over the instructions to check understanding.

Track 36 Learners listen and mark the stressed word in the underlined part of each sentence.

Feedback in pairs and then as a class.

7a answers
1) What’s your opinion on designer clothes?
2) How do you feel about people kissing on the street?
3) What do you think about politicians?

Track 36 (page 88, Student Book) 0:28
1) What’s your opinion on designer clothes?
2) How do you feel about people kissing on the street?
3) What do you think about politicians?

6b
Track 36 Learners listen again and copy the pronunciation. This would be a good opportunity for a substitution drill.
Teaching Tip – Substitution Drill
Teacher says a phrase or part phrase. Learners respond by fitting the phrase into a longer item using appropriate intonation.

**Teacher** - "boys wearing makeup"
**Learner** - "What's your opinion on boys wearing makeup?"
**Teacher** - "black and white movies"
**Learner** - "What's your opinion on black and white movies?"

Etc.

Time to Talk

**7a**
Explain to learners that they are going to lie about their opinions.

Model the activity: choose two of the topics and give your own real opinion on one, and lie about what you think about the other. Ask learners to guess which opinion you expressed is genuinely yours.

Go over the instructions and check understanding. Make sure that learners understand that they should decide for themselves which two questions they will lie about.

**Alternative procedure**
With less confident learners, you may like to indicate to learners which questions to lie about – by passing them slips of paper with numbers written on, for example.

**7b**
Go over the instructions and example to check understanding. Highlight the fact that learners should make a note of their partner’s answers.

In pairs, learners ask and answer the questions in activity **7a**.

Monitor, but stay in the background as much as possible during this activity. Note good use of vocabulary and language, and any mistakes.

**7c**
Feedback. Learners tell the class about their partner’s answers. Ask learners to guess which opinions of their partners were not genuine. Ask partners to confirm or deny the guesses.

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

Homework

Highlight the homework reference at the bottom right of page 59 of the Student Book. Ask learners to turn to page 99.

Set Lesson 14 activities 1 and 2 for homework.

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

**Homework Answers**

1. a) What do you think **about** reading books in English?
   b) Do you agree that studying grammar is more important than speaking?
   c) How do you **feel** about making mistakes in English?
   d) What do you think about making mistakes in English?
   e) What’s your opinion on talking in English with other learners?

2. Learner’s own answers.
**Lesson 15: Movie Night**

*In this lesson* - Talk about watching films

*Core activities* - 1-4a, 6-7

*Skills* - Extended speaking and vocabulary

---

**Warmer**

Write the following questions on the board:

- What was the name of the show?
- What was it about?
- Who was in it?
- How was it?

In pairs, learners discuss the questions about the last TV programme they watched.

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

---

**Introduction**

1a

Go over the instructions and example to check understanding. Learners cross out the word that doesn’t go with the one on the right.

Feedback as a class.

**1a answers**

1) wide / healthy / cheap **snacks**
2) not much / plenty of / close **legroom**
3) wide / long / high-definition **screen**
4) cheap / high-quality / comfortable **sound system**
5) art / close / commercial **film**
6) tasty / expensive / comfortable **seat**

1b

Go over the instructions and example to check understanding. Learners complete the sentences with the words from activity 1a.

Feedback as a class.

**1b possible answers**

1) I hope you have a **comfortable** seat because it’s a long film. You’ll be sitting for a long time.
2) I like **art** films by Bergman or Fellini. I don’t like those expensive Hollywood films.
3) Our old TV was terrible, but now the new TV has a **high-definition** screen, so the picture is really clear.
4) My mum only allows me to eat celery, carrots, and **healthy** snacks like that.
5) I’m very tall, so I don’t like watching films at the cinema because there’s **not much** legroom.
6) I couldn’t enjoy the film because of the **cheap** sound system. I couldn’t hear anything.
Time to Talk 1

2a Go over the instructions and check learners know what to do. Explain to learners they’re going to have a movie night at their home. In pairs, learners read the list of things that can make a movie night fun, and then add four more things to the list.

2b In the same pairs, learners rank their lists from 1-8 (1 = very important to have for a fun movie night). Monitor and assist as necessary.

3a Learners change partners and compare their lists from activity 2, then choose the four most important things needed for a fun movie night. Monitor, but stay in the background as much as possible in this activity.

3b Learners discuss their ideas as a class, and then decide the three most important things needed for a fun movie night. Make notes on good use of vocabulary and language, and any mistakes. Highlight good use of language and elicit correction of any mistakes.
Vocabulary

4a
Go over the instructions and check learners know what to do. Learners match the pictures with the words from the box.

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

4a answers
1) horror
2) comedy
3) science fiction
4) action
5) animated
6) western

Extension
Ask learners if they can think of any more types of films.

Suggested answers
thriller, suspense, documentary, romance

4b
Go over the instructions and example to check learners know what to do. In pairs, learners think of an example for each type of film in activity 4a.

Feedback as a class.

4b answers
Learner’s own answers.

4c
Learners share their ideas with the class. Elicit some favourites of each type from learners.

5
Go over the instructions and example to check learners know what to do. Learners match the words with the definitions on the right.

5 answers
The person who tells the actors what to do. e director
Words at the bottom of the screen to help people understand what the actors are saying. c subtitles
Actors’ voices replaced with other voices speaking a different language. d dubbed
An article that describes how good or bad a film is. f review
The main actor of a film. b star
A person who writes articles about how good or bad a film is. a film critic
Time to Talk 2

6a Work on your own. Read the questions below and make a note of your answers.

1. What was the last film you saw? Who was it directed by?
2. Do you prefer watching films at home or at the cinema? Why?
3. Do you read film reviews?
4. Do you prefer foreign films that are dubbed or with subtitles?
5.
6.

6b Write two more questions about watching films and add them to the list in activity 6a.

7a Work with a partner.
Ask and answer the questions in activity 6.
example
A: What was the last film you saw?
B: It was Star Wars.

b Tell the class about your partner’s answers.
example
The last film Allan saw was Star Wars.

7b Feedback. Learners tell the class about their partner’s answers.
Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework
Highlight the homework reference at the bottom right of page 63 of the Student Book. Ask learners to turn to page 100.
Set Lesson 15 activities 1 and 2 for homework.
Go over the examples in activities 1 and 2 and check learners understand what to do.

Homework Answers

1

2
Learner’s own answers.
Imagine

In this lesson - Plan a dream dinner party
Core activities - 1-5, 7
Grammar - Second conditional

Examples:
If that bag wasn’t so expensive, I’d buy it.
I’d study Spanish if I had the time.
If you could have one wish, what would it be?

Introduction

1a
Direct attention to the pictures on the page, and elicit what one or two of them show.
Go over the instructions and example to check understanding. In pairs, learners write letters to match the different kinds of gambling with the pictures. Monitor and assist as necessary.

Feedback as a class.

1a answers (clockwise from top left)
4 roulette  3 the lottery  6 slot machines  5 scratch cards
1 the football pools  2 horses

1b
Go over the instructions and example to check understanding. Highlight the fact that sometimes more than one word is possible.
In pairs, learners cross out the words on the left that do not go with the types of gambling on the right. Monitor and assist as necessary.

Feedback as a class.

1b answers
1) bet on / do / play the football pools
2) bet on / do / play horses
3) bet on / do / play the lottery
4) bet on / do / play roulette
5) bet on / do / play scratch cards
6) bet on / do / play slot machines

Teaching Tip – Collocation
It’s a good idea to sensitise learners to which words ‘naturally’ go together in English – ‘collocation’. There is no logical reason we say ‘heavy rain’ and ‘strong wind’, rather than ‘heavy wind’ and ‘strong rain’, but we do. We can help learners get a feel for these kinds of quirks in language by drawing attention to common verb-noun, verb-preposition and adjective-noun combinations when teaching vocabulary.

2a
Go over the instructions and check understanding. In pairs, learners ask and answer the questions.

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

3a Work on your own. Read the questionnaire about winning a million pounds and circle the best answer to each question for you.

3b Work with a partner. Compare your answers.

3c Tell the class about your partner’s answers. How many of your answers were different? Which ones?

4a-c Do this activity as a class. Elicit the answer to each question and have learners underline the correct option to complete each statement in their books.

4a-c answer
a) The questionnaire talks about an imagined situation.
 b) The questionnaire talks about a situation in the future.
 c) The situation the questionnaire talks about is unlikely.

Memo
Language Focus
Go over the explanations and examples with learners.

Practice

5
Go over the instructions and examples to check understanding. Highlight the fact that learners should use short forms when they can, for example ‘I’d’ instead of ‘I would’.

In pairs, learners use ‘would’ and the correct form of the verbs in parentheses to complete the sentences. Monitor and assist as necessary.

Feedback as a class.

5 answers
a) If I owned a car, I’d drive everywhere.

b) I wouldn’t be tired if I got more sleep.

c) If I found a wallet on the street, I’d take it to the police.

d) If this building had an air conditioner, we wouldn’t be so hot.

e) I’d live in France if I could speak French.

f) What would you do if you lost your job?

g) What would you say if I asked you to marry me?

Sounding Natural

6a

Go over the instructions and examples to check understanding. Learners listen and tick the first phrase they hear in each pair.

6a answers
See CD script for Track 37 - answers in bold.
**Time to Talk**

**7a** Go over the instructions to check understanding. You may like to model the activity by making brief notes for yourself on the board about who you would invite and what you would do for the ‘dream dinner party’.

Learners work independently and use the table in their books to decide who they would invite and what they would do at their dinner party. Monitor and assist as necessary.

**7b** Go over the instructions and example to check understanding. Highlight the fact that learners should ask more questions to get more information.

In pairs, learners compare their plans for dream dinner parties. Monitor and assist as necessary, but stay in the background as much as possible during this activity. Note good use of vocabulary and language, and any mistakes.

**7c** Feedback. Learners tell the class about their partner’s plans.

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

---

**Homework**

Highlight the homework reference at the bottom right of page 67 of the Student Book. Ask learners to turn to page 101.

Set Lesson 16 activities 1 and 2 for homework.

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

---

**Homework Answers**

1a

a) I don’t have any money. If I had some money, I’d buy you lunch.

b) There aren’t any good films on. If there were some good films on, I’d go to the cinema.

c) She goes running every day. If she didn’t go running every day, she wouldn’t be fit.

d) I can’t cook. If I could cook, I’d make dinner.

e) I like Peter. If I didn’t like Peter, I wouldn’t invite him to the party.

f) He doesn’t speak clearly. If he spoke clearly, I’d understand him.

2 Learner’s own answers.
**I Used to Have Long Hair**

**Introduction**

1a.
In pairs, learners discuss the questions in the activity.

1b.
Learners tell the class about their partner's answers.

**Grammar** - Used to for past habits and states

Examples:
- Young people used to dance the twist.
- People didn't use to wear tie-dyed clothes.
In this lesson: Talk about how things used to be
Grammar: Used to for past habits and states

Reading

2 In pairs, learners look at the two photos and write the decade they think they are from in the boxes.

2 answers
Left to right: 1920s, 1960s

3a Go over the instructions and example to check understanding. Learners read the sentences and underline the years they are about. Monitor and assist as necessary.

Feedback as a class.

3a answers
1. Men used to wear hats when they went out. 1920s
2. People used to wear tie-dyed clothes. 1960s
3. The Beatles used to be very popular. 1960s
4. 2MT made the first radio broadcast in the United Kingdom. ✓ 1920s
5. Young people used to dance the Twist. 1960s
6. People used to watch silent films. 1920s
7. Neil Armstrong landed on the moon. ✓ 1960s
8. People used to dance the Charleston. 1920s

3b Go over the instructions and check understanding. Learners look at the sentences again in activity 3a and tick the ones that happen only once.

3b answers
See activity 3a answers.

Memo
Language Focus

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

Practice

4a
Go over the instructions and check understanding. Learners read the sentences and underline the one that cannot be rewritten with used to / didn’t use to.

4a answers
Sentence 4 cannot be rewritten.

4b
Learners rewrite the other sentences with used to / didn’t use to.

4b answers
1. I was very healthy.
   I used to be very healthy.
2. John smoked twenty cigarettes a day before he quit.
   John used to smoke twenty cigarettes a day before he quit.
3. Jane had a lovely necklace when she was in the UK.
   Jane used to have a lovely necklace when she was in the UK.
4. Jane bought a lovely necklace when she was in the UK.
   (unchanged)
5. I didn’t like spicy food.
   I didn’t use to like spicy food.
6. Hanna was very outgoing when she was young.
   Hanna used to be very outgoing when she was young.
7. My father hated using computers.
   My father used to hate using computers.
8. Everyone liked disco music in the seventies.
   Everyone used to like disco music in the seventies.

4c
Track 38
Learners listen and check their answers.

Track 38 (page 89, Student Book) 1:10
1) I used to be very healthy.
2) John used to smoke twenty cigarettes a day before he quit.
3) Jane used to have a lovely necklace when she was in the UK.
4) Jane bought a lovely necklace when she was in the UK.
5) I didn’t use to like spicy food.
6) Hanna used to be very outgoing when she was young.
7) My father used to hate using computers.
8) Everyone used to like disco music in the seventies.
Sounding Natural

5a Track 39 Play the CD. Learners listen to the sentences below. How do we say the underlined parts of the sentences when we speak naturally?
1. People used to wear tie-dyed clothes.
2. Young people used to dance the Twist.
3. People didn't use to watch television.

5a answers
The ‘to’ is weak.

Note:
You may like to show learners that even though used to and use to are spelt differently, they are pronounced the same.

Track 39 (page 89, Student Book) 0:27
1) People used to wear tie-dyed clothes.
2) Young people used to dance the Twist.
3) People didn’t use to watch television.

5b Track 39 Learners listen again and copy the pronunciation. Drill chorally, then individually.

Time to Talk

6a Work on your own. Choose a decade in the past that you know about. Write the decade at the top of the table below. Write two examples of what used to be different for each section of the table.

<table>
<thead>
<tr>
<th>Decade</th>
<th>Music</th>
<th>Fashion</th>
<th>Technology</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980’s</td>
<td>Michael Jackson</td>
<td>shoulder pads</td>
<td>video recorders</td>
<td>people earned good salaries</td>
</tr>
</tbody>
</table>

b Tell the class what used to be different in the decade you chose, but don’t say when it was. Can people guess which decade you’re talking about?

example
A: Michael Jackson used to be the most famous singer in the world.
B: It was the 1980s!

Homework

Highlight the homework reference at the bottom right of page 71 of the Student Book. Ask learners to turn to page 101.
Set Lesson 17 activities 1 and 2 for homework. Go over the examples and check learners understand what to do.

Homework Answers

1. a) Tom used to have long hair when he was young.
   b) I didn’t use to exercise but now I go to the gym every day.
   c) My father used to play golf, but he sold his clubs.
   d) My sister didn’t use to go out much, but now she never stays at home.
   e) There used to be a cinema near my house, but it closed a long time ago.
   f) My house is big now, but I used to live in a tiny flat.

2. a) He used to eat junk food.
   b) He didn’t use to do exercise.
   c) He used to have long hair.
   d) He didn’t use to play golf.
   e) He used ride a motorcycle.
   f) He didn’t use to be married.
**It Was an Accident**

**In this lesson** - Tell people about an accident

**Core activities** - 2-6, 8

**Grammar** - Past simple and past continuous in stories, with as and when

**Examples:**

As I was coming up to the traffic lights, the boy ran onto the road.  
We were playing football when she broke her arm.

---

**Introduction**

**1a**

In pairs, learners ask and answer the questions.

**1b**

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

**2a**

Go over the instructions and check understanding. You may like to consider the first picture together as a class. In pairs, learners look at the pictures and cross out one sentence for each that does **not** describe it.

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

**2a answers**

**Picture 1**

The bus **approaches** the traffic lights.  
The bus **goes towards** the traffic lights.  
The bus **moves away from** the traffic lights.  
_X_

**Picture 2**

The road is **busy**.  
The road is **clear**.  
The road is **empty**.

**Picture 3**

The car **crashes into** the bus.  
The car **overtakes** the bus.  
The car **passes** the bus.

**2b**

Go over the instructions and check understanding. You may like to complete the first sentence together as a class. In pairs, learners underline the correct option to complete each sentence. Monitor and assist as necessary.

Feedback as a class.

**2b answers - in bold**

1) I saw an accident yesterday. A bicycle **crashed into** a car, but no one was hurt.  
2) I tell my children to wait and cross the road **when** it is **clear**.  
3) My car is really slow. All the other cars **overtake** it.  
4) I **pass** the station every day on my way to work.

---

72 Lesson 18
Reading

3a Work with a partner.

Jane was in a traffic accident. Look at the pictures showing what happened. Match each box below with a picture to put the description of Jane's accident into the correct order.

A.
As I was approaching the bend, I saw a bus. It was coming from the opposite direction.

B.
I was driving north along the London Road. The road was clear, and there was a bend in the road in front of me.

C. 1
I was going around the bend when I saw an orange sports car. It was overtaking the bus and coming towards me!

D. 4
I went off the road and crashed into a wall. Luckily, I was wearing a seatbelt and I wasn't hurt.

b Listen and check your answers.
c Who drove badly, Jane or the person in the orange car?

3b
Learners listen to check their answers. Feedback in pairs, and then as a class.

Track 40 (page 89, Student Book) 0:43

I was driving north along the London Road. The road was clear and there was a bend in the road in front of me. As I was approaching the bend, I saw a bus. It was coming from the opposite direction. I was going around the bend when I saw an orange sports car. It was overtaking the bus and coming towards me! I went off the road and crashed into a wall. Luckily, I was wearing a seatbelt and I wasn’t hurt.

3c
Take brief responses to this question as a way of rounding off the reading section.
Practice 6a
Go over the instructions and examples to check understanding. Highlight the fact that the verbs in parentheses aren’t necessarily in the same order as they will appear in the sentences.

In pairs, learners complete the sentences with the correct form of the verbs in parentheses. Monitor and assist as necessary.

Feedback as a class.

Put one verb into the past simple and the other verb into the past continuous.

6a answers
1) As I was listening to the radio, I heard the news.
2) She fell down as she was walking up the stairs.
3) He cut his finger as he was cooking.
4) As they were approaching the traffic lights, they saw the accident.

Practice 6b
In pairs, learners use when to rewrite the sentences from activity 6a.

Monitor and assist as necessary.

Feedback as a class.

6b answers
1) I was listening to the radio when I heard the news.
2) She fell down when she was walking up the stairs.
3) He cut his finger when he was cooking.
4) They were approaching the traffic lights when they saw the accident.
**Sounding Natural**

7a **Track 41** Listen to the sentences. How do we say was and were when we speak naturally?
1. It was coming towards me.
2. I was overtaking the bus.
3. We were standing on the street.
4. They were coming towards the traffic lights.

7a **answer**
We tend to use the weak forms: /wəz/ and /wə/.

7b **Track 41** Listen again and copy the pronunciation.

**Time to Talk**

8a Work on your own. Use the table below to make notes about an accident. It can be:
- an accident that happened to you
- an accident that you saw
- an accident that you heard about

<table>
<thead>
<tr>
<th>background detail</th>
<th>the main events of the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>what I was doing at the time</td>
<td>what other people were doing</td>
</tr>
<tr>
<td>standing on the street</td>
<td>a woman – riding a bicycle, talking on her phone</td>
</tr>
<tr>
<td>I saw a woman fall off her bicycle.</td>
<td></td>
</tr>
</tbody>
</table>

b Work with a partner. Tell your story.
example About two years ago, as I was standing on the street, I saw a woman fall off her bicycle. She was...

c Tell the class about your partner's story.
example Rick saw a woman fall off her bicycle. He was standing on the street...

**Homework**

Highlight the homework reference at the bottom right of page 75 of the Student Book. Ask learners to turn to page 102.

Set Lesson 18 activities 1 and 2 for homework.
Go over the examples for the activities and make sure learners understand what to do.

**Homework Answers**

1. a) He was dropping the cup as he was picking it up. 
   He dropped the cup as he was picking it up.
   b) I wore a seat belt when the car crashed.
   I was wearing a seat belt when the car crashed.
   c) They were playing football when he was falling over.
   They were playing football when he fell over.
   d) She was coming towards me when I saw her.
   She was coming towards me when I saw her.
   e) He told me the news when we was having lunch.
   He told me the news when we were having lunch.
   f) I was walking in the park as I met her.
   I was walking in the park when I met her.

2. I was walking to the supermarket yesterday when I saw a woman on the other side of the road. She was riding a bicycle and talking on a mobile phone. It was raining, so she was holding an umbrella. There was a car on the side of the road. As she was passing the car, the car door opened, but she didn’t see it. She crashed into the car door and fell into the car!
Any Plans?

Introduction

1a

Go over the instructions and check understanding. In pairs, learners draw lines to match the verbs on the left with the definitions on the right. Monitor and assist as necessary.

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

1a answers

<table>
<thead>
<tr>
<th>verb</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>expect</td>
<td>think that something is likely to happen</td>
</tr>
<tr>
<td>dread</td>
<td>be worried or frightened about something in the future</td>
</tr>
<tr>
<td>look forward to</td>
<td>be pleased and excited about something in the future</td>
</tr>
</tbody>
</table>

1b

Go over the instructions and check understanding. Highlight the fact that learners should use each verb only once, and that they have to change the form of the verbs.

In pairs, learners use the verbs from activity 1a in the correct form to complete the sentences. Monitor and assist as necessary.

Feedback as a class.

1b answers

1) I haven’t talked to my son for a long time and I’m really looking forward to seeing him tomorrow.
2) My boss is really angry, so I’m dreading our meeting this afternoon.
3) He hasn’t studied for the exam, so he’s expecting a bad result.

2

Take brief responses to the questions from learners.

Listening

3

Go over the instructions and list of post-retirement ideas and check vocabulary (e.g. retirement – the time in your life when you leave your job and stop working).

Take responses from the class as a whole as to which ideas learners think are good and which they think are not so good.

3 answers

Accept any reasonable answers.

4a

Go over the instructions and check understanding. Draw attention to the pictures and elicit what learners can see, especially camper van, which will be needed for the listening activity.

In pairs, learners speculate on what Ben’s retirement plans are. Monitor and assist as necessary.
4a Ben is going to retire next week. Look at the pictures. What do you think his plans are?

b Track 42 Listen to Ben talk about his retirement with his friend, Dave. Check your ideas from activity 4a and write T (true) or F (false) next to each statement below.

1) Ben plans to travel around the world. T
2) Ben plans to sell his house. F(He plans to travel with his wife, Mary.)
3) Ben plans to travel on his own. F (He mentions sleeping in the van and cheap hotels, but not sleeping in a tent.)
4) Ben plans to sleep in a tent. F
5) Ben hasn’t planned where to go first. T

5a Underline the correct option in each sentence to complete what Ben says. Monitor and assist as necessary.

5a answers
1) T I will / I’m going to leave the country and see the world.
2) T We will / We’re going to sell the house.
3) T We will / We’re going to buy a camper van and drive around the world.
4) T Mary’s going to / Mary will come with me.
5) T We’ll / We’re going to usually sleep in the van.
6) T Perhaps we’ll stay / we’re going to stay in cheap hotels.
7) T We haven’t got any plans, but we’ll / we’re going to probably go to Morocco.

5b Track 42 Learners listen again to check their answers from activity 5a.

Feedback. Accept any reasonable answers. You may like to write these on the board for learners to refer to while they listen to the dialogue for the first time.

Teaching Tip - Prediction
Encourage learners to speculate and make guesses before a reading or listening activity. This activates their existing knowledge and gets them in the right frame of mind for the activity. It also adds interest to the task, because learners listen or read to see if they were right in what they guessed. Speculation can be based, among other things, on pictures that accompany a text, on a list of words selected from the text, or on questions asking learners to consider what a particular writer or speaker is likely to say on a topic.

4b Go over the instructions and example to check understanding.

4b answers
a) Ben plans to travel around the world. T
b) Ben plans to sell his house. T
(c) Ben plans to travel on his own. F (He plans to travel with his wife, Mary.)
d) Ben plans to sleep in a tent. F (He mentions sleeping in the van and cheap hotels, but not sleeping in a tent.)
e) Ben hasn’t planned where to go first. T

5a In pairs, learners underline the correct option in each sentence to complete what Ben says. Monitor and assist as necessary.
Feedback as a class, but don’t give any definite answers yet – learners will listen to check for themselves in the next activity.

5a answers
1) I will / I’m going to leave the country and see the world.
2) We will / We’re going to sell the house.
3) We will / We’re going to buy a camper van and drive around the world.
4) Mary’s going to / Mary will come with me.
5) We’ll / We’re going to usually sleep in the van.
6) Perhaps we’ll stay / we’re going to stay in cheap hotels.
7) We haven’t got any plans, but we’ll / we’re going to probably go to Morocco.

5b Learners listen again to check their answers from activity 5a.

Track 42 (page 89, Student Book) 0:55
Dave - So, Ben – how do you feel about your retirement?
Ben - Great! I’m really looking forward to it.
Dave - What are you going to do?
Ben - Travel.
Dave - Travel?
Ben - Yeah. I’m going to leave the country and see the world.
Dave - What about your house?
Ben - We’re going to sell the house. We’re going to buy a camper van and drive around the world.
Dave - What about your wife?
Ben - Mary’s going to come with me.
Dave - Right… And where are you going to live?
Ben - Oh, we’ll usually sleep in the van, but perhaps we’ll stay in cheap hotels when we can.
Dave - So… what’s the first place you’re going to?
Ben - Well, we haven’t got any plans, but we’ll probably go to Morocco. I’ve heard it’s nice there.
Dave - Well… Good luck!

5c Take brief responses to the question from learners.
Language Focus

Go over the explanations and examples with learners.

Practice

6a
Go over the instructions and example to check understanding. In pairs, learners underline the correct words to complete the sentences. Monitor and assist as necessary.

Feedback as a class.

6
a) I’ll probably / I’m going to catch the seven o’clock train. I’ve already got my ticket.

b) Sorry I can’t come to the pub with you tonight. You see, I’ll / I’m going to watch a film with Rachel.

c) I want to get up early on Saturday but I’ll probably / I’m going to oversleep – I usually do!

d) I don’t know, but perhaps I’ll / I’m going to have a haircut this weekend.

e) I’ll / I’m going to buy a new car because I need a better one.

f) A - What are you going to do this weekend?
   B - I’m not really sure yet, but I’ll probably / I’m going to rent some DVDs.

Memo

---

Language Focus

We can use going to when we talk about plans for the future.

- be + going to + base form of the verb
  - I’m going to leave the country and see the world.
  - Mary’s going to come with me.
  - They aren’t going to work late tonight.

We can use will to talk about what we expect to happen in the future.

- will + base form of the verb
  - We’ll sleep in the van.
  - We won’t finish work early.

We can use probably and perhaps with will if we are less sure about what we expect.

- Probably usually comes after will and before won’t.
- Perhaps usually comes before the subject (before will and won’t).

We’ll go to Morocco.

We’ll probably go to Morocco.

We won’t go to Morocco.

We probably won’t go to Morocco.

We’ll go to Morocco.

We’ll probably go to Morocco.

We won’t go to Morocco.

We probably won’t go to Morocco.

---

Practice

6 Underline the correct words to complete the sentences.

a) I’ll probably / I’m going to catch the seven o’clock train. I’ve already got my ticket.

b) Sorry I can’t come to the pub with you tonight. You see, I’ll / I’m going to watch a film with Rachel.

c) I want to get up early on Saturday but I’ll probably / I’m going to oversleep – I usually do!

d) I don’t know, but perhaps I’ll / I’m going to have a haircut this weekend.

e) I’ll / I’m going to buy a new car because I need a better one.

f) A - What are you going to do this weekend?
   B - I’m not really sure yet, but I’ll probably / I’m going to rent some DVDs.
Sounding Natural

7a

Track 43 Learners listen for what happens to the underlined parts of the sentences in connected speech.

7a answers
They tend not to be pronounced. This is an example of elision.

Track 43 (page 89, Student Book) 0:32
1) Perhaps I’ll watch a DVD.
2) Perhaps I’ll go shopping.
3) I’ll probably get a takeaway.
4) I’ll probably have a lie-in.

7b

Track 43 Learners listen again and copy the pronunciation.

Time to Talk

8a
Go over the instructions and examples to check understanding. You may like to briefly make notes about your own weekend on the board as a model.

In pairs, learners work independently to think about the coming weekend. They use the table in their books to make a note of two things they plan to do, and four things they expect to happen. Allow learners time to think and make notes. Monitor and assist as necessary.

8b
Go over the instructions and example to check understanding. Highlight the fact that learners should ask follow-up questions to get more information. You may like to model the activity briefly by speaking about your own forthcoming weekend from the notes you made on the board earlier.

In pairs, learners tell their partner what they plan and expect to happen over the coming weekend. Monitor, but stay in the background as much as possible during this activity. Make a note of good use of language and any mistakes.

8c
Feedback. Learners tell the class about their partner’s answers. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of page 79 of the Student Book. Ask learners to turn to page 103.

Set Lesson 19 activities 1 and 2 for homework. Go over the example for activity 1 to check understanding. Make sure learners understand what to do for activity 2.

Homework Answers

1
a) Perhaps I’ll go to America.
b) I’ll probably visit my friend.
c) I’m going to clean my room.
d) What are you going to do?
e) I probably won’t go out to eat.
f) I’m not going to graduate.

2
Learner’s own answers.
Read All About It!

In this lesson - Discuss the best source of news

Core activities - 1-4, 7-8

Skills - Extended listening and speaking

Warmer

Books closed. Write the word ‘classical music’ in the middle of the board.
Ask the class to suggest all the words they associate with the centre word. (e.g. relaxing, concert, violin, etc.). Write the words, as they come, in a circle around the central word, connected to it with a straight line. You should end up with a ‘sun’ effect with lines radiating out from the centre.
Count the number of words on the board, and erase all but the centre word.
Challenge the learners to recall and write down as many of the brainstormed words as they can.

Introduction

1a
Draw attention to the newspaper on the page. Go over the instructions and example to check understanding. Learners label the newspaper with the words from the box.

Feedback as a class.

1a answers
top to bottom:
advert, headline, article

2a-e
Go over the instructions and example to check understanding. Learners letter the boxes to match the meanings with words on the right. Monitor and assist as necessary.

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

2a-e answers
a article
b headline
c advert
d tabloid
e broadsheet

3
Go over the instructions and example to check understanding. Show learners that the underlined words are in the wrong sentence and that they should write them on the correct line. Monitor and assist as necessary. Feedback as a class. Teach, drill, and board any unfamiliar items.

3a-e answers
a) sports pages
b) gossip column
c) financial pages
d) horoscope
e) comic pages
In this lesson: Discuss the best source of news
Skills: Extended speaking and vocabulary

Time to Talk 1

4a Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

4b Learners write three more questions and add them to the list of questions in activity 4a. You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

5a In pairs, learners ask and answer the questions on their lists in activity 4. Highlight the example and encourage learners to give additional information in their answers. Monitor, but stay in the background as much as possible in this activity.

5b Feedback. Learners tell the class about their partner’s answers.
Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Memo
Vocabulary

6a-f
Go over the instructions and example to check understanding. Learners look at the different sources of news, and then match the pictures with the words from the box. Monitor and assist as necessary.

Feedback as a class.

6a-f answers
a) newspaper
b) Internet
c) social media
d) word of mouth
e) radio
f) television

7a
Go over the instructions and example to check understanding. Learners write numbers to match the nouns with the correct meanings in the middle column. Monitor and assist as necessary.

Feedback as a class.

7a answers
1) accuracy 3 wanting to know or learn about something interesting
2) speed 5 facts about an event, person, or situation informative
3) interest 1 how true or correct something is accurate
4) bias 4 shows only one side of the story biased
5) information 2 how fast something moves fast

7b
Go over the instructions and example to check understanding. Learners complete the adjectives in activity 7a with the correct vowels.

7b answers
See activity 7a answers.
Time to Talk 2

8a Work with a partner. Look at the different ways to get news. Add one more way.

<table>
<thead>
<tr>
<th>accurate</th>
<th>interesting</th>
<th>biased</th>
<th>informative</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>social media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tabloids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>television</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>word of mouth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Rate (✓) the different sources of news for each category 1-5 (1 = the best). Give pairs time to discuss their ideas. Monitor, but stay in the background as much as possible in this activity.

9 Feedback. Learners discuss their ideas as a class, and then decide the best source of news.

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

Homework

Highlight the homework reference at the bottom right of page 83 of the Student Book. Ask learners to turn to page 104.

Set Lesson 20 activities 1 and 2 for homework.
Go over the examples in activity 1 and 2 and check learners understand what to do.

Homework Answers

1
a) accuracy - accurate
b) speed - fast
c) interest - interesting
d) bias - biased
e) information - informative

2

Highlight the homework references at the bottom right of page 83 of the Student Book. Ask learners to turn to page 104.

Set Lesson 20 activities 1 and 2 for homework.
Go over the examples in activity 1 and 2 and check learners understand what to do.

Homework Answers

1
a) accuracy - accurate
b) speed - fast
c) interest - interesting
d) bias - biased
e) information - informative

2

Highlight the homework references at the bottom right of page 83 of the Student Book. Ask learners to turn to page 104.

Set Lesson 20 activities 1 and 2 for homework.
Go over the examples in activity 1 and 2 and check learners understand what to do.