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**She’s a Computer Programmer**

**In this lesson** - Introduce yourself and ask questions about people

**Core activities** - 1-6, 9

**Function** - Asking for and giving personal information

**Examples:**
- What's his name?  His name is Alfredo.
- How old is he?  He's 32.
- Where's she from?  She's from Britain.
- What does he do?  He's a waiter.
- Is she from China?  Yes, she is.
- Is she a doctor?  No, she isn't.

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### Introduction

**1a**

In pairs, learners match the flags to the countries and then the nationalities. Go through an example and check learners understand the activity.

**1a answers**

From the top flag down: Russia – Russian, India – Indian, Britain – British, Japan – Japanese, China – Chinese, South Korea – South Korean, France – French, Vietnam – Vietnamese, the USA – American

**1b**

Assign the learners A and B roles. Learner A reads a country and learner B says the nationality. Then learner B reads a country and learner A says the nationality. This is repeated until all the countries and nationalities have been practised.

**Example:**
- Learner A: “Russia”
- Learner B: “Russian”

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### Memo

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2 Work with a partner.

a Match the places in Column 1 with the pictures in Column 2.

b Match the pictures in Column 2 with the jobs in Column 3. More than one answer is possible.

c Take turns to talk about the pictures.

example A businesswoman works in an office.

2a+b With a different partner. Ask learners to match the places, pictures, and people in Columns 1, 2, and 3. Go over the example with learners and check understanding.

2a+b answers

a – 5 – a, c, g
b – 1 – b, c
c – 4 – d
d – 2 – e
e – 3 – f

2c Tell learners to talk about the pictures. Demonstrate the activity by writing the example on the board.

2c answers

A businesswoman works in an office.
A teacher works in a school.
A secretary works in an office. (A secretary works in a school. is also acceptable.)
A housewife works at home.
A waiter works in a restaurant.
A mechanic works in a garage.
A computer programmer works in an office.
Lesson 1

Language Focus

5 Pairwork. Learners match the questions with answers about the people in activities 3 and 4.

Track 01 (page 84, Student Book) 0:39

a) Hi, my name’s Raj.
   I’m from Bangalore in India.
   I’m a computer programmer.

b) Hello, I’m Wenjing and I’m Chinese.
   I’m a teacher.

c) Hello, my name’s Kate.
   I’m from London in Britain.
   I’m a secretary.

Track 02 (page 84, Student Book) 0:39

a) Hello, my name’s Nadia.
   I’m from Moscow in Russia.
   I’m a housewife.

b) Hi, my name’s Pierre.
   I’m French and I’m a waiter.

c) Hi, I’m Bill.
   I’m from New York in America.
   I’m a mechanic.

Listening

3a-c

Write on the board ‘Hello, my name is (name). I’m from (country). I’m a (job).’ Introduce yourself to the learners.

Explain to learners they’re going to listen to three people introduce themselves. Learners listen and use the words from the box to write the missing information. Play the CD again if necessary.

3a-c answers

See CD script for Track 01 - answers underlined.

Track 01

a) Hi, my name’s Raj.
   I’m from Bangalore in India.
   I’m a computer programmer.

b) Hello, I’m Wenjing and I’m Chinese.
   I’m a teacher.

c) Hello, my name’s Kate.
   I’m from London in Britain.
   I’m a secretary.

4a-c

In pairs, learners write the missing words in the spaces to complete the sentences.

4a-c answers

See CD script for Track 02 - answers underlined.

Track 02

a) Hello, my name’s Nadia.
   I’m from Moscow in Russia.
   I’m a housewife.

b) Hi, my name’s Pierre.
   I’m French and I’m a waiter.

c) Hi, I’m Bill.
   I’m from New York in America.
   I’m a mechanic.

Extension

Write the table from activity 5 on the board.
In pairs, practise asking and answering the questions about personal information.

Teaching Tip – Disappearing Dialogue

Leave the conversation on the board for learners to refer to while practising.
Learners can look at the conversation on the board, but must look away when they speak.
Repeat several times, but erase portions of the conversation each time, leaving smaller and smaller prompts.
**Practice**

6a-e Learners write the questions for the answers. Explain to learners that the language from the previous activity can be used as a guide.

**6a-e answers**
- a) Where's he from?
- b) What does she do?
- c) Where's she from?
- d) Is he a waiter?
- e) Is he from America?

**Sounding Natural**

7a-1 Write on the board the word ‘Japanese’. Ask the learners to say it aloud. Say it again but slowly, breaking down into syllables and counting each with your fingers. Elicit how many syllables there are. Nominate a learner to underline each syllable. In pairs, learners listen to the CD and write the number of syllables they hear (2, 3, or 4) next to the nationalities.

7a-1 answers
- a) Japanese – 3
- b) Norwegian – 3
- c) Icelandic – 3
- d) Canadian – 4
- e) Portuguese – 3
- f) Finnish – 2
- g) Bulgarian – 4
- h) Polish – 2
- i) Brazilian – 4
- j) Italian – 3
- k) Danish – 2
- l) Spanish – 2

**Time to Talk**

5 Work with a partner.

- a) Ask questions about the people in activities 3 and 4.

**example**

A: What’s his name?

B: His name’s Raj.

A: Where’s he from?

B: He’s from Bangalore in India.

b) Ask and answer similar questions about other people in the class.

If you don’t know the answer, you can say: “I don’t know!”

**Time to Talk**

9a

Explain to learners that they’re going to ask and answer questions about the people in activities 3 and 4. In pairs, partner A asks about Raj and partner B answers. Read the example and check learners understand the activity.

9b

In their pairs, learners ask and answer similar questions about other people in the class. Model an example question with one of the learners. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. Feedback as a class. Highlight good use of language and elicit corrections of any problems you noted.

**Homework**

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

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

**Homework Answers**

1

- a) What’s his name?
- b) What does he do?
- c) Is she Italian?
- d) How old is she?
- e) Where’s she from?

Learner’s own answers.
2 What Do You Do?

What Do You Do?
In this lesson - Discuss your daily life
Core activities - 1-8, 10
Grammar - Adverbs of frequency
Examples:
I always drink coffee in the morning, but I never take milk.

Warmer

- Write the word ‘postman’ on the board. Elicit from learners what this person does.
  Possible answers:
  Delivers letters, rides a motorbike (in Japan), wears a uniform, works early in the morning, etc.
- Next, place two chairs facing away from the board and sit two learners down.
- Elicit other jobs and write on one side of the board (e.g. policeman, fireman, fisherman, taxi driver, chef, etc.).
- The other learners must describe what this person does without saying the name of the job (e.g. ‘He helps people, he stops bad people’).
- Switch learners so they all have a chance to guess.

Introduction

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

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

1b
In pairs, learners ask and answer questions about the people's jobs in activity 1a. Read the example and check learners understand the activity.

2a+b
In pairs, learners discuss questions a and b.
Feedback. Learners tell the class about their partner’s answers.
Before reading, focus learners on the picture of the young woman. Ask learners what they think she does / she likes about her job / she doesn't like about her job / she does after work.

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

Learners read the interview and check to see if they were correct.
Feedback in pairs and then as a class.

**4a-d**
In pairs, learners read the article again and answer the questions. Read the example and check learners understand the activity. Allow them time to complete the remaining three questions.

**4a-d answers**
a) What's Kirsty's job? *She's an office worker.*
b) How does Kirsty travel to work? *By train.*
c) Does Kirsty like the people in her office? *Yes, she does.*
d) What does Kirsty do after work? *She usually goes home.*

Feedback as a class.

**5**
Pairwork. Quickly go through each of the adverbs of frequency with learners. Tell them to find and underline them in the interview in activity 3.

Feedback as a class.
Language Focus

6
Draw on the board a line from 0% to 100%. Elicit where learners think each adverb is placed. Write learners’ responses on the board. Once completed, get them to write the adverbs into the spaces in the activity.

6 answers
never sometimes often usually always
0% 100%

Practice

7a-c
In pairs learners underline the correct option to complete the sentences. Allow time for learners to complete the task.

7a-c answers
a) sometimes
b) always

c) never

Feedback in pairs and then as a class.

8a-e
Read the first sentence with learners. Elicit where the mistake is. In pairs, learners find and correct the mistakes in the remaining sentences.

8a-e answers
See CD script for Track 04.

Track 04 (page 84, Student Book) 0:42

a) I usually go to the beach in the summer.
b) I sometimes go to the park on Saturdays.
c) We never eat Italian food.
d) He’s usually late.
e) I’m always tired.
Sounding Natural

9a  Track 04  Play the track again, pausing after each sentence, and have learners mark the main stresses.

9a answers
See CD script for Track 04 - answers in bold.

9b  Track 04  Play again, pausing for learners to copy pronunciation.

Time to Talk

10a  Explain to learners they’re going to discuss their daily lives. Write an example on the board and check learners understand the activity.

Allow learners time to read the questions and make notes. Encourage them to keep their notes brief. Monitor and assist with vocabulary where necessary.

10b  In pairs, learners ask and answer the questions in activity 10a. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

10c  Learners tell the class about their partner’s answers.

Feedback as a class.

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

Homework

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

Set Lesson 2 activities 1 and 2 for homework.

Do activity 1a together. Write an example on the board for activity 2 and check learners understand the activity.

Homework Answers

1  
   a) He usually stays in Tokyo once a week.
   b) My children never sleep well after eating chocolate.
   c) Jason sometimes talks loudly on the phone.
   d) German movies are sometimes difficult to watch.
   e) Mexican food is usually delicious.
   f) He always works really hard.
   g) I never drink coffee at this time of night.

2  Learner’s own answers.
Introduction

1 In pairs, learners match the words in the box to the pictures. Go through an example and check learners understand the activity.

1 answers
From left top to bottom:
a – digital camera
e – trainers
j – money
i – basketball
d – tripod
c – business papers
f – briefcase
g – pencil case
h – lipstick
b – books

Extension
In pairs, learners ask and answer questions about the pictures. Write an example on the board and check learners understand the activity.

Example:
A - What’s this?
B - It’s a camera.
Listening

Focus learners' attention on the two people on page 13. Ask learners what they think the people do for a living.

**Possible answers**
a businesswoman and a student

2a+b

Learners listen and answer the questions a and b about the woman. Play the CD again if necessary.

**Question a:** learners listen for the speaker's job.
**Question b:** learners put a circle or a cross next to the items the woman talks about.

2a+b answers

a) She's a businesswoman.
b) briefcase O, business papers O, lipstick O, digital camera O, tripod X

Track 05 (page 84, Student Book) 0:31

I'm a businesswoman, so I've always got my briefcase with me. It's got my business papers in it. It's also got my lipstick in it. We need to take some pictures of a new business idea today, so I've got my digital camera. But I haven't got my tripod - I forgot it!

3a+b

Repeat the process for person two. Play the CD. Learners listen and answer the questions a and b. Play the CD again if necessary.

3a+b answers

a) He's a student.
b) books O, pencil case O, trainers O, basketball O, wallet O, money X

Track 06 (page 84, Student Book) 0:28

In my bag? Well, I've got a lot of books and a pencil case. I'm an art student at university. Today I've also got my trainers and basketball with me. I like playing basketball after school. I've got my wallet, but I haven't got any money!

4a

Repeat the process. In pairs, learners listen and write the missing words to complete the sentences. Read the example and check learners understand the activity.

4a answers

See CD script for Track 06 - answers underlined.

4b

Learners listen again and check answers.
Language Focus

We can talk about possessions with *have got* and *haven’t got*.

<table>
<thead>
<tr>
<th>have got</th>
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<tbody>
<tr>
<td>I’ve got a car. (I’ve = I have)</td>
</tr>
<tr>
<td>She’s got three brothers. (She’s = She has)</td>
</tr>
<tr>
<td>We’ve got a very nice house. (We’ve = We have)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>haven’t got</th>
</tr>
</thead>
<tbody>
<tr>
<td>I haven’t got a computer. (haven’t = have not)</td>
</tr>
<tr>
<td>He hasn’t got a sister. (hasn’t = has not)</td>
</tr>
<tr>
<td>They haven’t got a car.</td>
</tr>
</tbody>
</table>

**question**

Have you got a car?

Yes, I have.

No, I haven’t.

Practice

5a-e
Refer learners to activity 2 again. Tell learners to write five sentences about what the woman has got and hasn’t got. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

5a-e suggested answers
a) She’s got a briefcase.
b) She’s got some business papers.
c) She’s got lipstick.
d) She’s got a digital camera.
e) She hasn’t got a tripod.

6a-f
Refer learners to activity 2 again. Tell learners to write five sentences about what the man has got and hasn’t got. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

6a-f suggested answers
a) He’s got a lot of books.
b) He’s got a pencil case.
c) He’s got some trainers.
d) He’s got a basketball.
e) He’s got a wallet.
f) He hasn’t got any money.

Feedback in pairs, and then as a class.
Sounding Natural

**7a-c**  
Play the CD and ask learners how we say the ‘t’ in ‘got’ when we speak naturally.

**7a-c answers**  
It's pronounced as /d/.  

Time to Talk

**9a**  
Explain to learners they’re going to discuss their possessions. Learners put a circle (O) for things they have got, or a cross (x) for things they haven’t got, in the ‘you’ column.

**9b**  
Ask learners to write three more questions. Monitor and assist with vocabulary where necessary.

**9c**  
In pairs, learners ask and answer the questions from the table. Learners put a circle (O) for things their partner has got, or a cross (x) for things they haven’t got, in the ‘your partner’ column. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and

**9d**  
Learners report their findings to the class.

Homework

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

Homework Answers

**1**  
a) I’ve got a sister.  
b) He hasn’t got a job.  
c) She hasn’t got a bicycle.  
d) We’ve got a television.  
e) They’ve got a swimming pool.  
f) I haven’t got a jacket.  
g) He’s got a dog.

**2**  
Learner’s own answers.
I Like Shopping

In this lesson - Tell people what you like doing in your free time

Core activities - 1-6, 10

Grammar - Like and don’t like with the -ing form of the verb

Examples:
I like playing golf.
He likes watching TV.
Do you like playing sports?
Yes, I do. / No, I don’t.
Does she like shopping?
Yes, she does. / No, she doesn’t.

Introduction

1a
In pairs, learners match the words to the pictures. Monitor and assist where necessary.

1a answers
Left to right, top to bottom: cooking, playing tennis, swimming, going to the gym, watching TV, walking in the park, gardening, going hiking, taking photographs

Feedback in pairs, and then as a class.

1b
Ask learners to tick the activities they do, in the small boxes on each picture.

2a
In pairs, learners ask their partner which things in activity 1 they do. Read the example and check learners understand the activity.

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

Memo
Listening

3
Focus learners' attention on the picture of the man and woman. Ask learners what activity they think the man and woman like doing in their free time. Give everybody a chance to respond.

ções
Tell learners they’re going to listen to the man and woman talking. After listening, ask learners what things in activity 1 they mentioned.

3 answers
playing tennis, swimming, going hiking, walking in the park, going to the gym, gardening, watching TV

4
Learners listen again and complete the table.

4 answers
Ben:
I love: playing football
I like: playing sports - tennis and golf
I quite like: swimming
Alice:
I like: hiking, walking in the park, being active at home, gardening
I quite like: going to the gym
I don’t mind: playing tennis
I don’t like: playing golf
I can’t stand: football
I hate: watching TV

Track 08 (page 84, Student Book) 1:00
Alice - Do you have any hobbies, Ben?
Ben - Well, I like playing sports - tennis and golf, things like that. It's great to be outside in the fresh air, it's so healthy. I quite like swimming and I love playing football. Football's my favourite sport. What about you, Alice? Do you like playing sports?
Alice - Well, I don’t mind playing tennis, but I don't like playing golf. Oh, and I can’t stand football!
Ben - How about other hobbies?
Alice - I'm quite an active person, so I like hiking and walking in the park, and I quite like going to the gym. It's important to do some exercise. I like being active at home, too - I like gardening, but I hate watching TV. It's so boring!
Language Focus

Go through the explanations and examples with learners. Ask learners to find and underline more examples in the CD script for Track 08 on page 84 of the Student Book.

Answers
See CD script for Track 08 - answers underlined.

Extension
In pairs, learners choose four of the phrases expressing likes/dislikes and make statements with each one.
Example:
I don't mind doing the washing-up.
I like playing the guitar.
I love taking long baths.
I hate dancing.

Practice

5a-g
Learners change the words in bold and write the correct sentences. Read the example and check learners understand the activity.

5a-g answers
a) I don't like dancing.
b) I don't mind doing housework.
c) She loves watching baseball.
d) I can't stand doing homework.
e) I quite like gardening.
f) She hates shopping.
g) I like getting up early in the morning.

Feedback in pairs, and then as a class.

6a-g
Learners change the sentences in activity 5, to make true sentences for themselves.

6a-g answers
Learner's own answers.

Feedback in pairs, and then as a class.
Sounding Natural

7a-c  Learners listen to the questions. Ask them how we say 'Do you ...' when we speak naturally.

A: Do you like dancing?
B: Yes, I do. / No, I don’t.

Do you like going clubbing?

Do you like having hot baths?

7a-c answers

It is pronounced as /dju:/.

Track 09 (page 84, Student Book) 0:26

a) Do you like dancing?
b) Do you like going clubbing?
c) Do you like having hot baths?

Time to Talk

10a  Learners think about what they do at home, on holiday, in the evening and at the weekend. Write three things they do in each situation.

b) Do you like going clubbing?

c) Do you like having hot baths?

8  Play the CD again. Learners listen and copy the pronunciation. Pause the CD after each sentence.

9  Pairwork. Learners practise asking and answering 'do you like' questions with the free time activities in activity 1.

Homework

Highlight the homework reference at the bottom right of page 19 of the Student Book. Ask learners to turn to page 89.

Set Lesson 4 activities 1 and 2 for homework.
Do activities 1a and 2a together.

Homework Answers

1  

a) shopping
b) swimming
c) hiking
d) reading books
e) watching TV

2  Learner's own answers.
I Want to Ride a Cable Car

In this lesson - Talk about travel plans

Core activities - 3-6

Skills – Extended speaking and vocabulary

Introduction

1

In pairs, learners match words with the pictures.

1 answers

top row – i, g, b
middle row – a, e, f
bottom row – d, c, h

Extension

Ask learners if they’ve been to any of the places in the pictures. Did they enjoy it? What was the best/worst thing about the trip?

Call out a famous city of world. For example: London, Milan, Los Angeles, etc.

Ask learners what these places are famous for. For example: London – Big Ben, Buckingham Palace, fish and chips, etc.
Reading

3a+b
Learners read about Steve's holiday plans and answer questions a and b.

3a+b answers
a) He is going to visit San Francisco.
b) When he gets there he plans to go to Alcatraz, to Fisherman's Wharf to eat seafood, and to ride a tram.

4a
In pairs, learners underline the expressions Steve uses to talk about his plans.

4a answers
I'm going to
I plan to
I want to
I'm going to

4b
In pairs, learners close their books and take turns telling their partner about Steve's plans. Go through the example and check learners understand the activity. Monitor and assist learners as they do the task.
Time to Talk 1

5

Learners choose one of the cities and make holiday plans for it. Allow learners time to think and make notes. Monitor and assist where necessary.

In pairs, learners ask their partner about their plans. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class. Highlight good use of language and elicit corrections of any problems you noted.
Time to Talk 2

6a
This time learners imagine they can go anywhere they want on a three-day holiday.
In pairs, learners think of a place they both want to visit (inside or outside their own country).
They should plan at least four things to do in the place they choose. Give learners time to think and make notes.
Monitor and assist with vocabulary where necessary.

6b
Learners tell the class about their plans. Go through the example and check learners understand the activity.
Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

7
Round off the activity by deciding who has the most interesting plans.
Highlight good use of language and elicit corrections of any problems you noted.

Homework
Highlight the homework reference at the bottom right of page 23 of the Student Book. Ask learners to turn to page 90.
Set Lesson 5 activities 1 and 2 for homework.
Go over activities 1 and 2 and check learners understand the activity.
Elicit possible answers.

Homework Answers
1
Column A: Where = Paris, Plan 1 = go to the Eiffel tower,
Plan 2 = sit in a real French café, Plan 3 = go to the Louvre

2
Learner’s own answers.
Is There a Bank near Here?

In this lesson - Talk about where things are
Core activities - 1-5, 7
Grammar - There is/There are + prepositions of place
Examples:
Is there a bank near here?
There’s a bank opposite the station.
There isn’t a cinema on Carson Street.

Are there any good restaurants near your house?
There are some nice shops in the High Street.
There aren’t any clothes shops near the station.

Warmer

- Write ‘in town’ on the board.
- Elicit two or three things you can find ‘in town’, e.g. street, post office, school, etc.
- In pairs or small groups. Learners list as many things as they can.
- Feedback as a class.

Introduction

1
Ask learners to look at the picture and guess what her problem is. (She’s lost.)
In pairs, learners discuss the question and rank the options in the box from 1-5 (1 = the best).

2
As a class, compare learners’ rankings.

Memo
Listening

**Track 10** (page 84, Student Book) 0:23
A - Excuse me. Is there a bank near here?
B - Yes, go along this street, turn left and you’ll see it on the left. There’s a bank opposite the station.
A - I see. Thanks very much.

**Track 11** (page 84, Student Book) 0:30
A - Excuse me. Is there a post office near here?
B - Err, let me see. Yes, there is. There’s a post office on the corner of Bishop’s Road and High Street. Go along this street, turn right and it’s on the corner.
A - Thanks a lot.

**Track 12** (page 84, Student Book) 0:25
A - Excuse me. Is there somewhere to eat near here?
B - Yes. There are some nice restaurants next to the swimming pool in Carson Street.
A - Carson Street... OK, I see. Thanks very much.

4a-c answers
a) opposite  
b) on the corner  
c) next to

**Extension**  
Choose a place on the map (e.g. station). Say where it’s located. Learners have to guess what the place is. 
Example: ‘It’s next to the travel agent.’  
‘It’s the station!’  
‘Yes, that’s right!’  
In pairs, learners do the same for two more places.

---

**Lesson 6**  
Is There a Bank near Here?  
In this lesson: Talk about where things are  
Grammar: There is / There are + prepositions of place

Focus attention on the map. Go through the names of all the shops and places. Ask learners what shops they often go to.

Explain to learners that they’re going to listen to three conversations. They should write the places they hear from the box, in the spaces on the map.

3 answers

---

Listening 3  
Track 10  Track 11  Track 12
Focus attention on the map. Go through the names of all the shops and places. Ask learners what shops they often go to.

Explain to learners that they’re going to listen to three conversations. They should write the places they hear from the box, in the spaces on the map.

---

**Track 3**  
Write the places in the box on the map below.

---

**Track 4**  
Discuss your answers with the class.

---

**Track 5**  
Complete the sentences with next to, on the corner, or opposite.

---

**Track 6**  
Direct learners’ attention to the box to the right of the map. Play the conversations again, this time learners fill in the prepositions to complete the sentences.

---

**Track 7**  
Choose a place on the map (e.g. station). Say where it’s located. Learners have to guess what the place is. 
Example: ‘It’s next to the travel agent.’  
‘It’s the station!’  
‘Yes, that’s right!’  
In pairs, learners do the same for two more places.
Language Focus

Go over the explanations and examples with learners and check understanding. In pairs, learners use places on the map in activity 3 to make more sentences.

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

Practice

5a-g
In pairs, learners use the map from activity 3 to answer the questions a-g. Go over the example and check learners understand the activity. Monitor and assist as necessary. Note any incorrect use of language and use as feedback at the end of the task. Learners’ answers may vary.

5a-g suggested answers
a) There’s a post office on the corner of Bishop’s Road and High Street.
b) There’s a bank next to the chemist on Howard Road.
c) There’s a chemist opposite the travel agent on Howard Road.
d) There’s a newsagent next to the bookshop.
e) There’s a bus stop near the library.
f) There’s a restaurant next to the swimming pool.
g) There’s a station opposite the bank.

Feedback as a class.

Sounding Natural

6a
Learners listen for how we say ‘There’s a...’ and ‘There are...’ when we speak naturally.

6a answers
there’s a - /ðeəzə/
there are - /ðeəra/
We tend to use the weak form, with a ‘schwa’ sound.

6b
Play the CD again. Learners listen and copy the pronunciation. Pause the CD after each sentence. Model and drill again if necessary.

Track 13 (page 84, Student Book) 0:28
There’s a bank next to the chemist.
There’s a bus stop near my house.
There are some shops in the High Street.
There are some clothes shops near here.

Time to Talk

7a
Ask learners to choose three places on the map in activity 3 and to write a question to ask for directions to each place. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

7b
In pairs, learners ask and answer the questions they wrote in activity 7a. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

7c
In different pairs. Learners ask the same questions about the area around their school or home and make notes about their partner’s answers. Monitor and take note of language used as well as pronunciation.
Teaching Tip – Monitoring and Error Correction
When learners do speaking activities, it’s a good idea to take some notes of how they use the language. This includes correct as well as incorrect use.
After the activity, write on the board an incorrect and correct sentence you heard. Then elicit which one is correct, which one is incorrect as well as how to correct the mistake.
Never pick out one learner who made a mistake. Always correct as a class.

7d
Learners tell the class what their partner told them.

Example:
‘There’s a Japanese restaurant next to the station.’
‘There are some convenience stores opposite the station.’

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

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

Homework Answers
1
a) Where are the pictures?
   They’re on the wall.
b) Where is the sofa?
   It’s next to the stereo.
c) Where is the TV?
   It’s opposite the sofa.
d) Are there any curtains?
   Yes, there are.
e) Is there a dog?
   No, there isn’t.

2
a) T b) F c) F d) F e) T f) T g) F h) F
Are There Any Apples?

In this lesson - Talk about food

Core activities - 1-5, 7, 9

Grammar - Countable and uncountable nouns

Examples:
Is there a tomato?
There's an egg.
There isn't an apple.
Is there any pasta?
There's some butter.
There isn't any bacon.
Are there any eggs?
There are some apples.
There aren't any tomatoes.

Introduction

1a-c
In pairs, learners discuss questions a-c.

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

2
Pairwork. Learners match the pictures with the words.

2 answers
Clockwise: a, i, f, g, e, b, h, j, c, d

Memo
Listening

3 Explain to learners that they’re going to listen to Steve and Mary discuss lunch. Ask learners what food from activity 2 they think Steve and Mary will mention. Learners number the food in the order they hear them.

3 answers
- pasta – 1
- rice – 2
- chicken – 3
- cheese – 4
- tomatoes – 5
- eggs – 6
- garlic bread – 7

Track 14 (page 85, Student Book) 1:02
Steve - What would you like for lunch?
Mary - Do we have any pasta? I'd like some Spaghetti Bolognese.
Steve - Oh dear, there isn’t any pasta. Would you like some rice, instead? We could make a risotto.
Mary - That sounds good. What do we need?
Steve - We need some rice, some chicken and some tomato puree. We also need some onions, some garlic and some spices.
Mary - Is there any cheese in it?
Steve - No, there isn’t any cheese. I don’t like cheese!
Mary - Oh, I forgot. Let’s make a salad as well.
Steve - OK, there’s a lettuce, some tomatoes and a couple of eggs.
Mary - Shall we make some garlic bread?
Steve - Oh yes - mmm!

4 a-c

4a-c answers
- a) Spaghetti Bolognese
- b) risotto
- c) rice

Student’s own answer.

Language Focus

5 Go over the explanation and examples with learners. Write on the board countable and uncountable in two columns. Tell learners to look at the food in activity 2. Elicit which column each word goes in. Write learners’ responses in the correct column.

Extension

Ask learners what they had for dinner last night. Ask learners what went in each dish. Are the ingredients countable or uncountable? Write them in the correct column on the board.
Practice

5a-h
In pairs, learners use the words from the box to complete the sentences. Go over the example and check learners understand the activity.

5a-h answers
See CD script for Track 15 - answers underlined.

Track 15 (page 85, Student Book) 0:59
a) Do we have any pasta?
b) I’d like some spaghetti.
c) There isn’t any pasta.
d) Would you like some rice, instead?
e) We need some rice.
f) There isn’t any cheese.
g) There aren’t any tomatoes.
h) Is there any garlic bread?

6 Write ‘there’s a milk’ and ‘there’s some milk’ on the board. Elicit which is correct and why.
Tell learners to write ‘c’ (countable) or ‘u’ (uncountable) next to the nouns in the box.

6 answers
From left to right:
Row 1: u, c, c, u, u
Row 2: c, u, u, c
Row 3: c, u, u, c

7a-j
In pairs, learners write a, an, some, or any to complete the sentences.
Go over the example and check learners understand the activity.

7a-j answers
a) There isn’t any orange juice.
b) We need some bananas.
c) Do we have any bananas?
d) There’s some milk in the cup.
e) There isn’t any ham.
f) There aren’t any eggs.
g) Do you want an apple?
h) Are there any melons?
i) Do you have any butter?
j) Do you have a pineapple?

Sounding Natural

8a
Go over the words and example with learners. Slowly break down ‘banana’ into syllables and count each with your fingers. Elicit how many syllables there are, and demonstrate which syllable has the main stress.
Learners work in pairs to complete the table.

8a answers
Ooo – pineapple, cucumber
ooO – Bolognese
ooO – banana, spaghetti, salami, pastrami

Track 16 (page 85, Student Book) 0:24
banana, Bolognese, spaghetti, pineapple, cucumber, salami, pastrami

8b
Model the words for the class with the correct stress. Drill chorally, then individually.
Time to Talk
9a
Explain to learners that they're going to talk about a dish they like. They don't need to be able to cook it, only say the ingredients. Learners make notes about their favourite dish and ingredients in the space provided. Monitor and assist with vocabulary where necessary. Demonstrate by telling learners about a dish you like. As you speak, write the ingredients on the board, using countable and uncountable nouns.

Example:
My favourite dish is Spaghetti Bolognese.
To make it, you need:
some garlic
some tomato sauce
an onion
some minced beef
a green pepper

9b
In pairs, learners discuss their dishes. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Homework
Highlight the homework reference at the bottom right of page 31 of the Student Book. Ask learners to turn to page 92.

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

Homework Answers
1
a) There are some CDs in the living room.
b) There isn't any rice in the kitchen.
c) There's some cheese in the fridge.
d) Is there any soap in the bathroom?
e) Would you like some milk in your tea?
f) There's some flour in the cupboard.

2
a) I bought some milk, but I didn't buy any yoghurt.
b) There are some beautiful roses in the garden.
c) There are some eggs in the refrigerator, so don't buy any.
d) I want to take a shower. Is there any soap?
e) Can I have some more coffee, please?
f) I'm married, but I haven't got any children.
g) I haven't got any money. Can you lend me some?
h) I need to go to the post office to buy some stamps.
i) I haven't got any homework tonight.
j) There aren't any posters on the wall. You should hang some pictures.
**Having a Lovely Time**

*In this lesson* - Write a postcard about a holiday

*Core activities* - 3-7, 9

*Grammar - Present continuous* for what is happening around now

Examples:
- I’m drinking mango juice.
- We’re staying in a nice hotel.
- I’m looking for a new job.
- Are you enjoying the party? Yes, I am. / No, I’m not.
- Is he working today? Yes, he is. / No, he isn’t.

---

**Introduction**

1. Focus learners’ attention on the three pictures. Elicit the people's jobs and what they usually do in their lives and jobs.

2. Go through the phrases in the table with learners. Ask learners which person ‘helps students’?

**Answer**

Jamie

In pairs, learners write the correct names under the rest of the phrases.

**2 answers**

- helps students – Jamie
- drives a bus – Steven
- teaches English – Jamie
- eats school lunch – Judy
- picks up passengers – Steven
- does homework every night – Judy
- goes to school – Judy / Jamie
- wears a bus driver’s uniform – Steven
- gives homework – Jamie

Feedback as a class.

Round off the activity by asking learners to think of some more things the people in the pictures do.
Reading

3 Ask learners to look at the three postcards. Elicit where they’re from.

3 answers
From left to right: Canada, Thailand, London (England)

Extension
Ask learners if they’ve been to any of the places in the postcards. How was it?
If not, would they like to visit any of the places?

4 Tell learners to quickly read each postcard and match the pictures.

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.), what it is about, and so on. It is an essential reading skill.

Asking learners to guess what a text is about by looking at pictures, layout and headlines, and setting a time limit for them to check, is a good way to get them thinking about what might come up in the text, and to train them to skim read.

5 In pairs, learners read the postcards again and complete the table.

5 answers
Steven
normally – drives a bus, wears a uniform, and picks up passengers
now, on holiday – hiking and climbing mountains, wearing a big jacket and gloves, travelling to many new places, taking lots of photos

Judy
normally – eats school lunch, does homework every night, goes to school
now, on holiday – she is having a wonderful time, staying in the famous Ritz hotel, drinking lots of tea and eating scones, going to the theatre every night
Language Focus

Go over the explanation and example sentences for the present simple. Write some example sentences on the board about your life.

Example: 'I teach English. I play the guitar.'

Give learners a few minutes to think and write some sentences of their own.

Finally, go through the explanations and example sentences about the present continuous.

6
In pairs, learners read Jamie’s postcard in activity 4 and underline examples of the present continuous.

6 answers
I’m having, I’m writing, ...drinking, I’m swimming, ...eating, I’m meeting, ...enjoying

Practice

7a–h
Learners use the prompts to write present continuous sentences. Go over the example and check learners understand the activity.

7a–h answers
a) I’m eating breakfast.
b) I’m drinking tea.
c) She’s doing exercise.
d) I’m doing homework.
e) I’m listening to music.
f) They’re cooking dinner.
g) I’m wearing jeans.
h) He’s speaking English.

Feedback in pairs, then as a class.

Give learners a few minutes to write three sentences about what they’re doing now or around now.

Feedback to the class. Give everybody a chance to read their sentences to the class.
Time to Talk

9a
Ask learners to imagine that they are on holiday and they want to write a postcard.

Give learners a few minutes to think and make notes about the questions in the box. Monitor and assist with vocabulary where necessary.

Model an example on the board. Write down a few simple notes.
Example:
Emi / beach in Bali / drinking cocktails / eating pineapple and reading a book / having wonderful time

9b
Explain to learners they can’t write their postcard because they hurt their hand. They have to ask their partner to write their postcard for them. They use their notes from activity 9a to tell their partner what to write. After they finish, they change roles. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Highlight good use of vocabulary and language.

9c
Learners read their partner’s postcard to the class.

Homework

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

Set Lesson 8 activities 1 and 2 for homework. Do activities 1a and 2a together.

Sounding Natural

8a
Learners listen and underline the words they hear.

8a answers
See CD script for Track 17.

Track 17 (page 85, Student Book) 0:22
shut
hurt
curt
bun

8b
Drill the words chorally, then individually.
In pairs. One learner reads out a word from Column A or B, then their partner must circle the word they hear. Partners change roles. Listen and monitor as they complete the task.

Homework Answers

1
a) Are you listening to the radio?
b) I’m watching a movie.
c) Are you cooking dinner?
d) Is he working?
e) We’re playing football.
f) I’m working overtime.
g) She’s driving.

2
Q - Are you working?
A - Yes, I am, but I’ll be home before nine.
Q - Are you cleaning your room?
A - Not yet. I’ll do it later.
Q - Is he talking on the telephone?
A - Yes, he is, with his boss.
Q - Are they living abroad?
A - No, they aren’t. They came back last month.
Q - Is she feeling OK?
A - No, she isn’t. She told me she feels sick.
I Need to Buy Some Batteries

In this lesson - Decide what to take on holiday

Core activities - 1, 3-6, 8

Grammar - Want and need

Example:
I want to leave before noon.
I want a new sleeping bag.
We need to buy some more.
We need some batteries for the torch.

Warmer

- Write the following words about holidays on the board.
  - Where / like / go?
  - What / like / do?
  - Where / like / stay?
  - Who / with?

- Elicit the questions for the prompts.
  - Where do you like to go on holiday?
  - What do you like to do on holiday?
  - Where do you like to stay on holiday?
  - Who do you go on holiday with?

- In pairs, learners ask and answer the questions.
  - Learners tell the class about their partner’s answers.

Introduction

1 Pairwork. Learners match words with the pictures in the activity.

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

2a+b Learners work in pairs and discuss questions a and b.

Feedback as a class. Learners tell the class their choices and their reasons.

Extension
Ask learners to think of three more items for camping, and three more items for going to the beach. Give everybody a chance to respond.
In this lesson: Decide what to take on holiday
Grammar: Want and need

Listening

3a Direct learners’ attention to the picture of Kate and Brian. Ask them where they think Kate and Brian are going. What will they need to take with them? Give everybody a chance to respond.

3b Learners listen and tick (✓) the items from activity 1 they hear.

3b answers
See CD script for Track 18 - answers in bold.

Feedback in pairs, and then as a class.

Track 18 (page 85, Student Book) 0:43
Kate - Hey, Brian. I think we need to go to the shop before we leave.
Brian - Why’s that?
Kate - We need to buy a few things.
Brian - You’re right. We need some batteries for the torch.
Kate - Also, I want to get a new sleeping bag. This one is so old.
Brian - OK. Did you remember the insect repellent?
Kate - It’s already in the backpack, but we need to buy some more.
Brian - OK... Now let’s hurry up. I want to leave before noon.

4a+b Play the CD again so learners can answer the questions a and b.

4a+b answers
a) They are going to the shop to buy a few things for their trip before they leave.
b) batteries – sleeping bag – insect repellent
Language Focus

Go over the explanations and examples with learners. Give learners a few minutes to think and make some example sentences of their own. Write an example on the board and check learners understand the activity.

Example:
‘I want to buy a new handbag.’
‘I need to save some money for my trip to...’

Give everybody a chance to respond. Highlight good use of language and elicit corrections of any problems you noted.

Practice

5a-e
Learners underline need or want to complete the sentences in the activity. Go over example and check learners understand the activity.

Feedback in pairs, and then as a class.

5a-e answers
a) I have an important appointment before work tomorrow. I need to get up early.
b) He doesn’t like his suitcase. He wants a new one for his vacation.
c) I’m going to the ice cream shop. Do you want an ice cream?
d) She’s going to America next month. She needs to renew her passport.
e) It’s raining outside. You need to take your umbrella to stay dry.

6a-e
Learners write sentences using need to or want to and the prompts in parentheses. Go over example and check learners understand the activity.

Feedback in pairs, and then as a class.

6a-e answers
a) I need to buy some new shoes. (want is also possible)
b) I need to see a doctor.
c) I want to eat some cake.
d) I want to go to Hawaii.
e) I need to buy a new suit. (want is also possible)
We use 
We use

38

6

5

Write sentences using
Underline 
Practice 

Language Focus
need for things that we must do or must have.
want for things that we would like to do or would like to have.

or and the prompts in the parentheses below.
need to want to

You're starting a new job tomorrow. Your suit is old and has a hole in it.
e

d

You love surfing.
c

You leg is broken.
b

Your shoes have a small hole in them.
a

c

He doesn't like his suitcase. He

I have an important appointment before work tomorrow. I

e

d

It's raining outside. You

She's going to America next month. She

e

d

We need to buy some new shoes.

I need to get up early.

I want to leave before noon.

I want to see that new action film tonight.

What do you need to buy this week?

We need to take some warm clothes.

I want to eat lots of cheese.

Where do you want to go?

I want to eat/cake

I need to see/doctor

I want to leave before noon.

Where do you want to go?

I need to buy some batteries.

I want to see that new action film tonight.

I need to buy some batteries.

I want to leave before noon.

Where do you want to go?

We need to buy some more.

He doesn't like his suitcase. He

I have an important appointment before work tomorrow. I

It's raining outside. You

She's going to America next month. She

We need to buy some more.

He doesn't like his suitcase. He

I have an important appointment before work tomorrow. I

It's raining outside. You

She's going to America next month. She

Lesson 9

Sounding Natural

7a

Track 19 Play the CD. Learners listen for how we say ‘to’ when we speak naturally.

7a answer
‘to’ is weak, and it contains the schwa sound.

Track 19 (page 85, Student Book) 0:33 What do you need to buy this week? I want to see that new action film tonight. I need to buy some batteries. I want to leave before noon. Where do you want to go?

7b

Track 19 Play the CD again. Learners listen and copy the pronunciation. Pause the CD after each sentence to drill.

Time to Talk

8a Work with a partner. Choose a holiday below. Decide what you need to take and what you want to do when you get there. Make notes.

• A weekend skiing holiday in the Swiss Alps • A one-week hiking holiday • A sightseeing week in London • A day trip to a baseball match

We need to take some warm clothes. I want to eat lots of cheese.

Tell the class what you decided, but don’t tell them the holiday you chose. Can they guess where you’re going?

Teaching Tip – Back Drilling
Back drilling is a useful technique to practise connected speech. Drill a long utterance by building it up from the end. Increase its length each time you model it for learners to repeat.

Example: this week? to buy this week? you need to buy this week? What do you need to buy this week?

Time to Talk

8a Explain to learners they’re going to talk about a holiday trip.

In pairs, learners choose one of the holiday options listed and decide the items they need to take with them and what they want to do when they get there. Write an example on the board. Monitor and assist with vocabulary where necessary.

Teaching Tip – Taking Notes
Learners should only write key words or phrases. This will encourage them to ‘speak’ rather than just read straight from their notes.

8b Learners tell the class about their trip without saying the place. The class tries to guess where the learners are going. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Homework

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

Set Lesson 9 activities 1 and 2 for homework. Write an example on the board for activity 1a, then check learners understand what to do for activity 2.

Homework Answers

1 Possible answers:
a) She needs to go to bed.
b) He needs to wash his car.
c) She needs to buy some orange juice.
d) He needs to study more.
e) He needs to do some exercise.

2 Learner’s own answers.
When We Were Young...

**In this lesson** - Tell people a story about when you were young

**Skills** - Extended speaking and vocabulary

---

**Warmer**

- Write the following words in random order on the board.
  - young adult
  - toddler
  - teenager
  - elderly person
  - child
  - baby
  - middle-aged person

- In pairs, learners put the words into the correct order and write the age range for each group (e.g. baby: 0 months – 2 years).
- Feedback to the class.
- In different pairs. Learners discuss what are the good points about each age to be and why.
- Feedback as a class.

---

**Introduction**

1a-d

Focus learners’ attention on questions a-d. Elicit some example answers and write on the board. Check learners understand the activity. In pairs, learners ask and answer the questions. Monitor and assist with vocabulary where necessary.

2

Learners tell the class about their partner’s answers.

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

**Teaching Tip – Monitoring and Error Correction**

When learners do speaking activities, it’s a good idea to take some notes of how they use the language. This includes correct as well as incorrect use. After the activity, write on the board an incorrect and correct sentence you heard. Then elicit which one is correct, which one is incorrect as well as how to correct the mistake. Never pick out one learner who made a mistake. Always correct as a class.

---

**Vocabulary**

3

Ask learners which words from the box they can see in the pictures.

3 answers

The pictures show (clockwise from the top):
- broken wrist
- hamster
- rocks
- wardrobe
- older brothers
- cage
- beach

4

You will hear two people tell stories about when they were young. One story is about a pet. One story is about a holiday.

In pairs, learners decide which story the words in activity 3 are from. They write the words in the table.
**Teaching Tip – Speculation**
Encourage learners to speculate and make guesses before a reading or listening task. This activates their existing knowledge and gets them in the right frame of mind for the task. It also adds interest to the task because learners listen or read to see if they were right in what they guessed.

4 answers
story about a pet: cage, hamster, upset, wardrobe, escape
story about a holiday: older brothers, beach, rocks, frightened, broken wrist

**Listening**

5

Track 20 Learners listen and check answers.

Track 21 Learners listen and check answers.

---

**Track 20 (page 85, Student Book) 0:48**

**Woman** - When I was about six, I had a pet hamster. His name was Errol and he lived in a cage in my bedroom. I sometimes took Errol out of his cage and let him run around the room.
One day, I took Errol out of his cage, but he ran under my bed. I couldn’t find him anywhere. I was really upset.
Two days later, my mum found him. He was on top of the wardrobe! After that, I was very careful, and he didn’t escape again.

**Track 21 (page 85, Student Book) 0:48**

**Man** - My parents took my brothers and me on holiday every summer. One year, we went on holiday to Cornwall. I was about nine and my brothers were much older – about 15 and 16. We stayed near the sea and my brothers and I played on the beach every morning – my brothers really loved climbing the rocks on the beach.
One day, I decided to climb the rocks too but I got really frightened. I fell and broke my wrist. I told my dad that my brothers pushed me.

Feedback as a class.

6a-g Go over the questions with learners. Ask learners if they can remember any answers from the first story. Write their responses on the board.

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

**6a-g answers**

a) She was about six.
b) In a cage in the speaker’s bedroom.
c) Around the speaker’s room. / Under the speaker’s bed.
d) She was really upset.
e) Two days.
f) The speaker’s mother.
g) He was on top of the wardrobe.

Feedback in pairs, then as a class, to check answers. How much did learners remember correctly?
7a-d
Do the same as activity 6. Ask learners if they can remember any answers from the second story. Write their answers on the board.

Track 21] Play the CD again. Learners listen and answer the questions.

7a-d answers
a) He was about nine.
b) To Cornwall.
c) The speaker tried to copy his older brothers by climbing some rocks but he got frightened, fell and broke his wrist.
d) He told his father that his brothers had pushed him.

Feedback in pairs, then as a class to check answers. How much did the learners remember correctly?

8
Focus learners’ attention on the pictures in the activity. Ask learners which story in activity 5 the pictures are from.

8 answer
Second story

Explain to learners they’re going to retell the story. In pairs, learners use the pictures to help them tell the story. Give learners a few minutes to think and make notes. Monitor and assist with vocabulary where necessary.

Tell learners to change partners, and then retell the story. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.
Highlight good use of language and elicit corrections of any problems you noted.

In a private lesson
Retelling the story can be done as a kind of ‘disappearing dialogue’ activity. Elicit sentences about the pictures and write the learner’s responses on the board.
Leave the sentences on the board for the learner to refer to while practising.
Learners can look at sentences on the board, but must look away when they speak.
Repeat several times, but erase a sentence each time, leaving smaller and smaller prompts.
**Time to Talk**

9a Explain to learners they’re going to tell a story from when they were young. Learners use the questions in the box to help them make notes for a story about their childhood. Give learners a few minutes to think and make notes. Monitor and assist with vocabulary where necessary.

9b In pairs, learners tell their stories to each other. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

9c Learners tell the class about their partner’s story.

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

**Homework**

Highlight the homework reference at the bottom right of page 43 of the Student Book. Ask learners to turn to page 94.

Set Lesson 10 activities 1 and 2 for homework. Do activity 1a and then check to see if learners understand what to do for activity 2.

**Homework Answers**

1
   a) Six.
   b) At the swimming pool.
   c) Because it looked easy.
   d) Because her brother pulled her out.

2
   Learner’s own answers.
Can I Get You Something to Drink?

In this lesson - Ask for things in shops and restaurants

Core activities - 2-7, 10

Grammar - Can for requests and asking permission

Examples:
Can I take your order?
Can I open the window?
Can I have a drink, please?

Warmer

- Write a simple sentence on the board.
  Example:
  It is Saturday.
- One by one, learners must suggest a word or phrase that can be added to the sentence.
- After it’s written in, the learner reads the new sentence aloud. Ask the class if the sentence is grammatically correct. If not, elicit the correct place in the sentence where the new word should be added.
  Example:
  It is Saturday.
  It is now Saturday.
  It is now Saturday night.
  I know it is now Saturday night.
  I know it is now no longer Saturday night.

Introduction

1a
As a class, discuss the questions.
Who eats out the most/least?
What’s the most popular type of restaurant?

1b
Focus learners’ attention on the menu. Ask them what they would order.

Extension
In pairs, learners decide how much they would pay for each item on the menu.
Feedback to the class. Learners compare prices, then decide on a final price for the items.
Listening

2

Track 22  Listen to someone ordering in a restaurant. They tick (√) the things in activity 1 that the man ordered.

Track 22 (page 85, Student Book) 0:31
Waitress - Can I take your order?
Male customer - Yes. Can I have a cheese, ham, lettuce and tomato sandwich and... a pasta salad, please?
Waitress - Would you like anything to drink?
Male customer - Yes. Can I have some coffee with milk, please?
Waitress - Of course. Can I get you anything else?
Male customer - No thank you, that’s all.

Feedback in pairs, and then as a class.

2 answers
See CD script for Track 22 - answers underlined.

3a
Learners read the restaurant conversation below.

Waiter - Can I take your order?
Customer: Yes. Can I have a fruit tart, please?
Waiter: Can I get you something to drink?
Customer: Hmm, some tea with milk, please?
Waiter: Yes, of course. Anything else?
Customer: No, that’s all, thank you.

3b
In pairs, learners listen and complete the conversations.

3b answers
See CD script for Track 23 - answers underlined.

Track 23 (page 85, Student Book) 0:27
Waiter - Can I take your order?
Female customer - Yes, Can I have a fruit tart, please?
Waiter - Can I get you something to drink?
Female customer - Hmm, can I have some tea with milk, please?
Waiter - Yes, of course. Anything else?
Female customer - No, that’s all, thank you.

3c
Learners listen again and check their answers. Feedback to the class. How many learners answered correctly?

Language Focus
Go over the example sentences with learners. Direct learners’ attention to activity 3. In pairs, learners practise the conversation. Encourage learners look at each other when speaking.

Extension
Ask learners to look at the menu in activity 1. Practise the conversation again, but this time change the fruit tart and tea for something else. Again encourage learners to look at each other when speaking. Monitor and assist where necessary.
Practice

4a-f
Learners use the prompts to rewrite the questions. Read the example and check learners understand the activity.

4a-f answers
See CD script for Track 24.

5
Track 24 Learners listen and check answers.

Track 24 (page 85, Student Book) 0:47
a) Can I see your ticket?
b) Can I borrow a pencil?
c) Can I have some water?
d) Can I see your passport?
e) Can I see your student card?
f) Can I have a ticket for the 8.00 show?

6
Learners match the questions in activity 4 with places in the boxes. Read the example and check learners understand the activity. Remind learners that more than one situation may be possible. Feedback.

6 answers
train station - a
airport check-in - a, d
school - b, e
restaurant - c
theatre - a, e, f
library - e

7a
In pairs, learners put the speech bubbles in the correct order to make a conversation. Feedback.

7a answers
1) Can I help you?
2) Yes. Can I have a maple latte and an orange juice, please?
3) Do you want ice in the orange juice?
4) Yes, please.
5) Here you are.
6) Thanks.

7b
In pairs, learners practise the conversation.

Sounding Natural

8a-e
Learners listen to the CD and tick (✓) they sentences they hear.

8a-e answers
See CD script for Track 25.

Track 25 (page 85, Student Book) 0:41
a) Can you feel it?
b) What a beautiful, white ship.
c) The tap is leaking.
d) Can you heat the soup?
e) Don’t put the orange pill on the table.

9
Model the sentences for the class. Drill chorally, then individually.
In pairs, learners choose a sentence and read it aloud with correct pronunciation. Their partner guesses which sentence they chose. Change roles.

Time to Talk

10a
Explain to learners they’re going to ask for things in a shop or a restaurant.
Tell learners to write a ‘can’ question for each picture. Give learners a few minutes to think and write their questions. Monitor and assist with vocabulary where necessary.
**Sounding Natural**

**Track 24**

Listen to the five sentences. Tick (✓) the box next to the sentences you hear.

- a. Can you feel it?
- b. Can you fill it?
- c. The tap is leaking.
- d. The tap is ticking.
- e. Don’t put the orange peel on the table.
- f. Don’t put the orange pill on the table.

**Time to Talk**

10 Look at the pictures below.

a. What do people ask for in these places? Write a question using can for each picture.

b. Work with a partner. Choose one of the pictures. Write the conversation.

Excuse me, can I...

- a. What a beautiful, white sheep.
- b. What a beautiful, white ship.
- c. Can you heat the soup?
- d. Can you have the soup?
- e. Can you hear the soup?
- f. Can you eat the soup?

Homework - turn to page 94

**Homework Answers**

1. Possible answers:
   - Waiter: Can I take your order?
   - Customer: Yes. Can I have a tea, please?
   - Waiter: Can I get you something to eat?
   - Customer: Yes. Can I have some cheesecake?
   - Waiter: Can I get you anything else?
   - Customer: No, that’s all. Thank you.

2. 

**10a suggested answers**

- Flower shop - Can I have some roses?
- Restaurant - Can I have a cola?
- Library - Can I borrow this book?

**10b**

In pairs, learners choose one picture and write a conversation for it. Write an example on the board and check learners understand the activity.

*Example:*

**Restaurant**

Excuse me, can I have a cola?

- Yes, would you like ice in it?
- Yes please.
- Here you are.
- Thank you.

**10c**

Learners practise the conversation they wrote. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. For more confident learners, ask them to act out their conversation for the class.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.
**It’s Cheaper than at Home**

*In this lesson* - Compare places you know

*Core activities* - 2-5, 8

*Grammar* - **Comparative** and **superlative forms** of adjectives

Examples:
- Tokyo is bigger than London.
- Gold is more expensive than silver.
- Everest is the tallest mountain.

---

**Introduction**

1

In pairs, learners write the names of the cities under the pictures.

1 answers

Left to right: London, Paris, New York, Tokyo

---

**Listening**

2

Track 26 Learners listen and tick (√) the cities in activity 1 that Anna and Kim talk about.

2 answers

London, Tokyo

---

**Track 26** (page 86, Student Book) 1:07

**Kim** - So, how do you like London, Anna?

**Anna** - Well, I’m a little homesick. I think it’s because it rains a lot here. Also, it’s **colder** here than in Tokyo.

**Kim** - Hmm, it does rain a lot here. But there are lots of great things in London! I really like the food here. You can get almost anything you want to eat.

**Anna** - Yes, you’re right. There’s a **better** choice here than in Tokyo.

**Kim** - Do you like the parks here? I think London has the **prettiest** parks in the world.

**Anna** - Me too. But I don’t like the public transport very much. I think Tokyo has the **best** trains in the world.

**Kim** - Well, I hope you enjoy your stay. You should try to do some shopping.

**Anna** - Yes, I will! The shops are much **more interesting** here than in Tokyo. Well, I’m off to buy a new umbrella!
3a-e

Learners listen again and write true (T) or false (F) next to the sentences.

Feedback in pairs, and then as a class.

3a-e answers
a) T (true)
b) F (false)
c) T (true)
d) F (false)
e) T (true)
Language Focus

Go over the explanations and the example sentences for comparing two items. In pairs, learners compare two cities from their country. Learners read their sentences to the class. Highlight good use of language and elicit corrections of any problems you noted.

Next, go over the explanations for comparing three or more items, and the common exceptions. Ask learners to look at CD script for Track 26 on page 86 of the Student Book to find examples of comparing two or more items.

Answer
See CD script for Track 26 - answers underlined.

Practice

4a-e

Learners use the prompts to write comparisons. Read the example and check learners understand the activity.

4a-e answers
a) Canada is bigger than Japan.
b) Dachshunds are smaller than labradors.
c) I am a better cook than my father.
d) Sue is taller than my brother.
e) Joe is more interesting than Pete.

5a-e

Learners use the prompts to write endings to the sentences in activity 4.

5a-e answers
a) ... but Russia is the biggest country in the world.
b) ... but chihuahuas are the smallest dogs.
c) ... but my mother is the best cook in our family.
d) ... but I'm the tallest person in my family.
e) ... but Sue is the most interesting person I know.

6

Track 27
Learners listen and check answers.

Track 27 (page 86, Student Book) 1:02
a) Canada is bigger than Japan, but Russia is the biggest country in the world.
b) Dachshunds are smaller than labradors, but chihuahuas are the smallest dogs.
c) I’m a better cook than my father, but my mother is the best cook in our family.
d) Sue is taller than my brother, but I’m the tallest person in my family.
e) Joe is more interesting than Pete, but Sue is the most interesting person I know.
Sounding Natural

7  Track 27  Learners listen again. Ask where the pauses come in the sentences.

**Answer**

Between the clauses (before ‘but’).

**Track 27**  Play the CD again, pausing after each sentence. Learners listen and copy the pronunciation.

Time to Talk

8a  Explain to learners they’re going to compare places they know.

In pairs, learners choose three places they both know and write them in the box.

8b  Learners compare the places they chose, and then use the prompts in the activity to decide on the best place to go on holiday. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

8c  Learners tell the class which town they think is the best for a holiday, and why. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

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

Homework

Highlight the homework reference at the bottom right of page 51 of the Student Book. Ask learners to turn to page 95.

Set Lesson 12 activities 1 and 2 for homework.

Do activities 1a and 2a together.

Homework Answers

1  

a) stronger  

c) warmer  

d) more exciting  

e) quieter  

f) more difficult  

h) more expensive

2  

a) thinner  

b) bigger  

c) the most important  

d) warmer  

e) the best  

f) more peaceful than
How Do I Get to Green Hill?

In this lesson - Tell people how to get to places
Core activities - 5-8, 11
Function - Giving directions by train
Examples:
How do I get to Oxford by train?
Take the northbound train.

Introduction

1
In pairs, learners match the pictures with the words.

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

2
Ask learners if the words in activity 1 are public transport (1) or private transport (2). They should write 1 or 2 next to the pictures.

2 answers
Clockwise from top left: 1, 2, 2, 1, 1, 1

3
As a class, discuss questions a and b. Write some example answers to the questions on the board.
Example:
I use the train the most because it’s fast, reliable and cheap. I usually spend more than 10 hours per week. About one hour each way.

4
Learners tell the class about their partner’s answers. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

Listening

Focus learners’ attention on the train map. Read through the names of the different lines with them. Ask them the following questions:
a) How many stops are on the Circle line?
b) What line is Timperley on?
c) How many stations have two lines?

Answers
a) 8
b) Bank Line
c) 7

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

5 answers
Spennel
Timperley
Sleaford
Croxton
Summerhill
Broadwater
Yoxall
Kinver
In this lesson: Tell people how to get to places
Function: Giving directions by train

Listen again and write the names of the stations they hear in the table.

6 answers
Conversation 1
now: Timperley
transfer stations: Sleaford
wants to go to: Spennel

Conversation 2
now: Summerhill
transfer stations: Broadwater
wants to go to: Croxton

Conversation 3
now: Ruston
transfer stations: Kinver, Spennel
wants to go to: Yoxall

Track 28 (page 86, Student Book) 0:32
Conversation 1
A - Excuse me.
B - Yes?
A - How do I get to Spennel?
B - Well, take the eastbound Bank Line from Timperley, and change at Sleaford. Then take the eastbound Circle Line. Spennel is the third stop.
A - Thank you.

Track 29 (page 86, Student Book) 0:41
Conversation 2
A - Excuse me. What's the best way to get to Croxton?
B - Go to Summerhill station and take the southbound train on the New Line. Change at Broadwater and take a westbound Central Line train. Croxton is the second stop.
Language Focus

Read through the expressions in the boxes with learners. Ask learners to find more examples in Tracks 28 – 29 on page 86 of the Student Book. In pairs, practise the three conversations in activity 5. Encourage learners to look at each other when they're speaking.

Practice

7

Learners look at the map on page 53 and complete the directions.

7 answers
See CD scripts for Tracks 31–33 - answers underlined.

8

Track 31  Track 32  Track 33

Learners listen and check their answers.

Track 31 script (page 86, Student Book) 0:31
Conversation 1
A - How do I get to West Bank from Shipmeadow?
B - Take a westbound train on the Circle Line. Change at Sleaford. Next, a Bank Line train. West Bank is the second stop.

Track 32 script (page 86, Student Book) 0:31
Conversation 2
A - How do I get to Oxted from Martindale?
B - Take a westbound Central Line train. Change at Tankersley to the Circle Line. Take a westbound train. Oxted is three stops from Tankersley.

Track 33 script (page 86, Student Book) 0:39
Conversation 3
A - What’s the best way to get from Broadwater to Abbott’s Inn?
B - Take a southbound train on the New Line. Change at Spennel. Next, take the Circle Line to Kinver. Change again and take a southbound Coastal Line train. Abbott’s Inn is the first stop.

9

In pairs, learners practise the conversations in activity 7.

Sounding Natural

10a

Track 34

Learners listen and tick (√) the correct box for the sounds /s/ and /z/.

10a answers
/s/ eats, likes, makes, works, hates
/z/ lives, tells, studies, drives, loves

10b

Modal the pronunciation for the class. Drill chorally, then individually.

Time to Talk

11a

Learners think about where they live. Ask them to write two places where they often go to by train.
Example: Yokohama Shinjuku
In pairs, learners show their partner the two places they wrote down. Allow learners a few minutes to think and make notes for directions to those places by train.

Learners give directions to the places. Read the example and check learners understand the activity. Monitor and assist with vocabulary where necessary.

In a private lesson
Do a role-play with the learner. Stay ‘in character’ during the role-play. Resist temptation to take the lead in the activity. Alternatively, do the activity twice, agreeing with the learner that, the first time, you will take the lead, but that they will take the lead the second time.

Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

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

Homework
Highlight the homework reference at the bottom right of page 55 of the Student Book. Ask learners to turn to page 96.

Set Lesson 13 activities 1 and 2 for homework. Do activity 1a together. Write an example on the board and check learners understand activity 2.

Homework Answers
1 Possible answers:
Oxted: Take a westbound Central Line train to Green Hill. Change to the Circle Line. Take a northbound train. Oxted is the first stop.
West Bank: Take a northbound train on the New Line. Change at Benfall. Take a westbound Circle Line train to Sleaford. Next, change to the Bank Line. West Bank is the second stop.
Milcham: Take a westbound train on the Central Line. Milcham is the third stop.
Roseland: Take a southbound train on the New Line. Go one stop and change at Spennel. Take a westbound Circle Line train to Kinver then change again. Roseland is two stops from Kinver on the Coastal Line.

2 Learner’s own answers.
Example answers:
I often travel to Yokohama. I usually take the Yokohama line from Machida. It’s the last stop.
I often travel to Koïwa. I usually take the southbound train on the Musashino Line from Matsudo and change at Nishi Funabashi. Then I take a westbound train on the Sobu Line. It’s the fourth stop.
Warmer

- Write ‘What did you do yesterday?’ on the board.
- Roll a dice. If you roll a two, then tell the class two things you did yesterday. Pass the dice to a learner and ask them to do the same.
- After they say what they did, they pass the dice on to the next learner.
- You can change the question after everyone has had a go.

Introduction

1a-h
Write a timeline similar to the one in activity 1 of the Student Book. Elicit the order of the time expressions and write them in the correct place on the timeline.

1a-h answers
From a – h: in 1999, five years ago, last year, last month, two weeks ago, last Monday, yesterday, ten minutes ago

2a-d
In pairs, learners discuss questions a – d. Write an example on the board and check learners understand the activity.

3
Learners tell the class about their partner’s answers. Highlight good use of language and elicit corrections of any problems you noted.
In this lesson: Tell your partner about your week
Grammar: Past simple with regular and irregular verbs and time expressions

Reading

4 Focus learners’ attention on the big picture on page 57. Elicit the name of the famous building and what country it’s in.

4 answer
Taj Mahal, India

5 Ask learners to look at the pictures and guess what problems Justin and Julia had on their trip.

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

6 In pairs, learners read the problems and match them to the pictures in activity 5.

6 answer
From left to right and top to bottom:
h, e, c, b

g, a, d, f

Memo

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Language Focus

Go over the past simple forms and the example sentences with learners. Ask learners to find more examples in activity 6. Give learners a few minutes to find and underline examples.

Feedback as a class.

Practice

7a-h
Learners complete the sentences using the past simple form of the verbs in parentheses. Refer learners to the Language Reference section on page 107, for a list of irregular verbs.

7a-h answers
a) bought
b) fell, broke
c) played
d) ate
e) watched
f) did, do, cooked
g) did, go, went
h) got

Memo
We can talk about the past with the past simple form of verbs.

Complete the sentences using the past simple form of the verbs in the parentheses.

Practice

Language Focus

Irregular Verbs

for a list of irregular verbs.

Section on

- (get)
- (go)
- (do, go)
- (do, do)
- (watch)
- (eat)
- (play)
- (buy)
- (in)

1990.

I graduated.

I met my friend three days ago.

On year we went to India.

Last year? We went to India.

We often use the past simple with a time expression.

What

Did

To make questions in the past simple, we use did.

They

To make past simple verbs negative, we use didn’t (did not) + base form.

I

go > went

break >

A taxi hit Justin and broke his leg.

Irregular verbs have different past simple forms.

He

stay > stayed

- ed

– ed

We add -ed to the base form of regular verbs to make the past simple form.

Lesson 14

Friday I saw a film.

two nights in the hospital.

tennis yesterday? Yes, I did.

you play

their luggage at the airport.

didn’t find

last year? We went to India.

did you do

When I was at school, I bought a new car on Friday.

to New York with my girlfriend.

dinner for my friends.

married 13 years ago.

you

you

subject

of the verb.

of the verb.

of the verb.

of the verb.

ten / den

pit / bit

pull / bull

to / do

ten / den

Track 36 (page 86, Student Book) 0:32

a) Den dared Tim to dial ten two ten, but Tim didn’t do it, he dialled two ten two.

b) Bill patted the pit bull on the back, but the pit bull pulled at Bill’s bag, and bit Bill back.

Time to Talk

11a

Explain to learners they’re going to talk about what they did last week.

Learners write ten things they did last week in the box. Write an example on the board and check learners understand the activity.

Examples:

I went shopping.

I ate some sushi.

11b

In pairs, learners use the prompts to ask each other questions about last week. Read the example and check learners understand the activity. Monitor the learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

11c

Learners tell the class about their partner’s answers.

Feedback as a class

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

Homework

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

Set Lesson 14 activities 1 and 2 for homework.

Do activities 1a and 2a together.

Homework Answers

1

a) Bill ate six hamburgers for lunch!

b) I left home at 7.30 this morning.

c) I think I made a terrible mistake!

d) Geoff broke his arm playing rugby.

e) I wrote an email this morning.

f) Dan did his homework on Sunday.

g) We bought our house nine years ago.

h) They gave their mother an expensive present.

2

a) 3

b) 7

c) 2

d) 5

e) 8

f) 1

g) 4

h) 6
I Really Love It

In this lesson - Tell people about a special object
Core activities - 4-8
Skills - Extended speaking and vocabulary

Warm

- Write a tongue-twister on the board, and read it with learners slowly at first, then faster.
  
  *Example tongue-twisters:
  *She sells sea shells on the sea shore.
  *Mixed biscuits, mixed biscuits.
  *Red leather, yellow leather, red leather, yellow leather.
  *A proper, copper, coffee pot.
  *Three grey geese on a green, grazing.

- For more confident learners, do the activity as a ‘disappearing dialogue’.

  Teaching Tip – Back Drilling
  Back drilling is a useful technique to practise connected speech. Drill a long utterance by building it up from the end. Increase its length each time you model it for learners to repeat.

Introduction

1a–c
Go over questions a–c and check understanding.

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

3
Ask learners if they have any of the items in the pictures (car, ring, trainers, watch, trainers). Who has all four items?

Listening

4
Track 37
Listen to Kate and Bob talk about two of the things in activity 3.
Write the names of the objects they talk about in the table below.

<table>
<thead>
<tr>
<th>Kate</th>
<th>Bob</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>Where he/she got it</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She bought it from a friend.</td>
</tr>
<tr>
<td></td>
<td>From his best friend.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5a
Read the information in the table. Track 37
Listen again. Write T (True) or F (False) next to the information in the table.

5b
Rewrite the false information in the table to make it correct.
Listening

4 Track 37 Explain to learners they’re going to listen to Kate and Bob talk about two of the things in activity 3. Tell learners they’re going to listen two times. The first time they should only listen for the objects Kate and Bob mention and write them in the table.

4 answers
Kate - car
Bob - watch

Track 37 (page 86, Student Book) 0:46
Kate - I really love this car. It was cheap, but it still goes quite fast. I bought it from a friend about six months ago. I wash it every weekend. It’s great because I can go and see my friends any time I like.
Bob - This watch is very important to me because my father gave it to me. It’s about a hundred years old. It’s made of silver and it always tells the right time.

Feedback in pairs, and then as a class.

5a Track 37 Read through the instructions and information in the table with learners and check understanding (‘Is the information in the table all true?’). Play the CD again. Learners write T (true) or F (false) next to the information in the table. Play the CD again if necessary.

5a answers
See 5a+b answers.

Feedback in pairs, and then as a class.

5b Learners rewrite the false information in the table to make it correct. Monitor and assist as necessary.

5a+b answers
(5a answers in bold, 5b answers underlined.)

<table>
<thead>
<tr>
<th>Object</th>
<th>Where he/she got it</th>
<th>When he/she got it</th>
<th>What it is like</th>
<th>Why he/she likes it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate</td>
<td>She bought it from a friend.</td>
<td>She bought it about six months ago.</td>
<td>expensive F, goes fast T</td>
<td>She can go on holiday in it.</td>
</tr>
<tr>
<td>Bob</td>
<td>From his best friend.</td>
<td>About a hundred years old.</td>
<td>made of gold, always tells the right time</td>
<td>Because his father gave it to him.</td>
</tr>
</tbody>
</table>

Feedback in pairs, and then as a class.
6  

Listen to Helen and Simon talk about two of the things in activity 3. Tell learners they’re going to listen two times. The first time they only listen for the objects Helen and Simon mention and write them in the table.

Feedback in pairs, and then as a class.

6 answers
Helen - trainers
Simon - ring

Track 38 (page 86, Student Book) 0:46
Helen - I play five different sports. At the moment I’m in training for the marathon. I run 15 miles every day, so it’s very important to have good trainers. These were expensive, but they’re very good. I bought them last week from PG Sports.

Simon - We got married in May. I love this ring because it’s very simple. It’s made of platinum - I don’t like gold or diamonds very much.

7  

Learners listen again and complete the rest of the table. Play the CD again if necessary.

Feedback in pairs, and then as a class.

7 answers

<table>
<thead>
<tr>
<th>Object</th>
<th>Where he/she got it</th>
<th>When he/she got it</th>
<th>What it is like</th>
<th>Why he/she likes it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen</td>
<td>trainers</td>
<td>PG Sports</td>
<td>last week</td>
<td>expensive, very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>They’re very good.</td>
</tr>
<tr>
<td>Simon</td>
<td>ring</td>
<td>It’s not directly stated.</td>
<td>Probably from his wife.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>last week</td>
<td>May</td>
<td>made of platinum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>It’s very simple.</td>
</tr>
</tbody>
</table>

Memo
Time to Talk

8a
Go over the instructions with learners and check understanding.
Demonstrate the activity by writing brief notes for yourself on the board.
Learners work independently to complete the table for themselves.
Allow learners time to think and make notes. Monitor and assist as necessary.

8b
In pairs, learners ask and answer the questions about their objects. Learners write their partner’s responses in the table. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.
Highlight good use of language and elicit corrections of any problems you noted.

Homework
Highlight the homework reference at the bottom right of page 63 of the Student Book. Ask learners to turn to page 97.
Set Lesson 15 activities 1 and 2 for homework.
Do activity 1a and check learners understand what to do for activity 2.

Homework Answers
1
a) He really likes his tie.
b) It’s ten years old.
c) It’s blue and white.
d) His wife gave it to him.

2
Learner’s own answers.
1a Work with a partner. Write the name of the free time activities under each picture.

In pairs, learners make a list of as many hobbies as they can in one minute.
Pairs read their lists out. Award one point for each hobby not mentioned by any other pair.
As a class, decide the best hobby for doing alone, with a friend, and with family.

Introduction

1a-c
In pairs, learners write the names of the free time activities under each picture.

1a answers
Clockwise from top left: go to a club, have a picnic, eat out, see a film, go shopping, go hiking

Feedback to the class.

As a class, discuss questions b and c. Give everybody a chance to respond.
In this lesson: Decide on a class outing
   Function: Suggesting, accepting, and refusing

Listening

2a Track 39 Listen to Tony call Sarah for a date. What do they decide to do?

b Track 39 Listen again. Write the missing words.

Sarah - Hello?

Tony - Hi Sarah, it's Tony. Are you doing anything on Saturday night? How about going to a club?

Sarah - Oh, hi Tony. Sorry, I don't feel like going to a club this weekend. There's a new Indian restaurant on the High Street.

Tony - That's a good idea.

Sarah - Shall we meet around six o'clock?

Tony - I'm afraid I'm working until six. How about seven o'clock?

Sarah - OK. Sounds good. See you later.

Tony - OK. Sounds good. See you later.

Sarah - Bye.

2a answers Have dinner at the new Indian restaurant and then go to the pub.

2b Track 39 Learners listen again and write the missing words. Play the CD again if necessary.

2b answers See CD script for Track 39 - answers underlined.

Track 39 (page 87, Student Book) 0:27

Sarah - Hello?

Tony - Hi Sarah, it's Tony. Are you doing anything on Saturday night? How about going to a club?

Sarah - Oh, hi Tony. Sorry, I don't feel like going to a club this weekend. Let's eat out. There's a new Indian restaurant on the High Street.

Tony - That's a good idea.

Sarah - Shall we meet around six o'clock?

Tony - I'm afraid I'm working until six. How about meeting around seven o'clock?

Sarah - Fine. Let's go to the pub after dinner.

Tony - OK. Sounds good. See you later.

Sarah - Bye.

2c In pairs, learners decide if the phrases they wrote in activity 2b are suggesting, accepting, or refusing. They write S (suggesting), A (accepting), or R (refusing) in the boxes.

2c answers S, R, S, A, S, S, A, S

Feedback to the class.

Extension In pairs, learners practise the conversation in activity 2b. Encourage learners to look away from the page and at each other when speaking.
Language Focus

Go over the explanations and examples with learners and check understanding. Highlight the -ing and base forms.

Practice

3

Go over the explanation and example with learners and check understanding.

3 suggested answers
A - I’m hungry. How about going for a pizza?
B - I don’t feel like going for a pizza. How about eating Thai food?
A - Fine.

A - Let’s go dancing.
B - I don’t feel like dancing. I’m tired. How about drinking beer?
A - That’s a good idea.

A - Let’s go to a movie.
B - How about going to the new James Bond movie?
A - I don’t feel like watching an action movie. Let’s watch a comedy.
B - That’s a good idea.

4

In pairs, learners practise the conversations. Encourage learners to look at each other when speaking. Monitor and assist as necessary.

Extension

For more confident learners, get pairs to act out the conversation in front of the class.

Memo
**Time to Talk**

6a
In pairs, learners read through the list and add two more free time activities. Go over the explanation with learners and check understanding. Monitor and assist as necessary.

6b
In pairs, learners decide which activity they’d most and least like to do with classmates. After they decide, learners rank the activities from 1-7 (1 = most like to do).

**Teaching Tip – Ranking Activities**

Ranking activities encourage learners to use language interactively. They have to compare, explain or defend their choices. Asking learners to add items to the list of things to be ranked makes the second stage of the activity (where learners change partners, discuss choices and make a new decision) fresh, since learners will not know what their new partners may have chosen to add to the original list.

Set a time limit on the first stage of the activity (the initial ranking) because learners often vary in the time they take to decide. This will also force them to keep their notes brief and encourage them to ‘speak’ rather than just read straight from their notes in the second stage.

6c
With a different partner. Learners decide on one thing they want the class to do together. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

6d
Learners tell the class what they decided. As a class, learners decide on one thing to do together.

Feedback as a class.

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

**Homework**

Highlight the homework reference at the bottom right of page 67 of the Student Book. Ask learners to turn to page 98.

Set Lesson 16 activities 1 and 2 for homework.
Do activities 1a and 2a together.

**Homework Answers**

1
a) 7  b) 8  c) 4  d) 1  e) 2  f) 6  g) 5  h) 3

2
a) How about going to the theatre?
   b) Shall we go for Mexican food?
   c) Let’s go for a walk in the park.
   d) I don’t feel like eating dessert.
   e) How about going to a nightclub?
   f) I don’t feel like going out tonight.
   g) Let’s go for a dance on Friday night.
   h) How about eating Thai food tonight?
Do You Have a Receipt?

In this lesson - Describe a problem in a shop

Core activities - 3-8, 10

Grammar - Too and not enough with adjectives

Examples:
These shoes are too small.
These trousers aren’t long enough.

Introduction

1a
Go over the instructions with learners and check they understand the activity. Give the learners a minute to think.

1b
Learners tell the class about their problems. Share some of your own experiences with learners.

2
Learners match the words with the pictures (one word matches with two pictures).

2 answers
Clockwise from top left:
- e. stained
- a. torn
- c. scratched
- d. tight
- b. broken

3a-f
Learners complete the sentences by using the phrases in activity 2.

3a-f answers
a) The computer is broken.
b) The lens is scratched.
c) The T-shirt is stained.
d) The jeans are torn.
e) The clock is broken.
f) The shirt is tight.
4 Read the questions below. Match the underlined words in the questions with their meanings on the right.

- Can I have a refund? — Money that is paid back to you.
- Can I exchange them? — Give something and get something back in return.
- Can you give me a receipt? — A piece of paper that shows you paid for something.
- Can I have a guarantee? — A promise to repair or replace for free something broken.
- Can you repair it? — To mend a broken item.

**Listening**

5a Listen to the four conversations. Write what each person bought. Write the problem next to the item.

<table>
<thead>
<tr>
<th>Conversation</th>
<th>Item</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track 41</td>
<td>1</td>
<td>shoes</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Track 42</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Track 43</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Track 41 (page 87, Student Book) 1:12

**Conversation 1**

**Customer** - Excuse me.
**Shop assistant** - Yes, sir. How can I help you?
**Customer** - I bought these shoes yesterday, but they’re too small. Can I exchange them?

Track 42 (page 87, Student Book) 1:03

**Conversation 2**

**Customer** - Excuse me.
**Shop assistant** - Yes, madam. How can I help you?
**Customer** - I bought these sunglasses here today, but when I got home I saw the lens is scratched. Can you replace it?

Track 43 (page 87, Student Book) 1:03

**Conversation 3**

**Customer** - Excuse me.
**Shop assistant** - Yes, madam. How can I help you?
**Customer** - I bought this clock here last month, but it’s broken. Can you repair it?

Track 44 (page 87, Student Book) 1:03

**Conversation 4**

**Customer** - Excuse me.
**Shop assistant** - Yes, sir. How can I help you?
**Customer** - I bought these jeans here last week, but they’re not big enough. Can I have a refund?

5b Learners listen again and write what each person asked.

**5b answers**

- a) Can I exchange them?
- b) Can you replace it?
- c) Can you repair it?
- d) Can I have a refund?
Language Focus

Go over the explanations and examples with learners and check understanding. Use board drawings to illustrate too (big) and not (big) enough.

Practice

6a-e
Learners use be + too + adjective in the box to complete the sentences. Go over the instructions and example with learners and check understanding.

6a-e answers
a) The shoes are too big.
b) The dress is too long.
c) The suitcase is too heavy.
d) The street is too crowded.
e) The car is too fast.

Extension
Elicit the opposite adjectives for the adjectives in the box (small, short, light, quiet, slow). Have learners make ‘not (adjective) enough’ sentences. Example: The shoes aren’t small enough.

Memo
Rewrite the sentences in the correct order.

a) This jacket is torn. I bought it last week.
b) I bought this watch yesterday, but it doesn’t work.
c) I bought this shirt today, but it is stained.
d) I bought this computer last month, but it’s broken.

8 In pairs, learners write possible requests for each problem in activity 7. Write an example on the board and check learners understand the activity. More than one request is possible.

9a Listen to the sentences below. Mark the stressed words.

Can I have a refund? Can I exchange them?
Can you give me a receipt?
Can I have a guarantee? Can you repair it?

9b Practise saying the sentences.

Time to Talk

10 In pairs, learners take turns choosing a picture and describing the problem. Their partner guesses which picture they are talking about.

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

Homework

Highlight the homework reference at the bottom right of page 71 of the Student Book. Ask learners to turn to page 98.
Set Lesson 17 activities 1 and 2 for homework. Do activities 1a and 2a together.

Homework Answers

1 a) Can I have a refund? C
   b) Do you have your receipt? A
   c) I bought this hat yesterday. C
   d) Can I have a guarantee? C
   e) Would you like to exchange it? A
   f) But it’s scratched. C

2 Possible answers:
   a) Excuse me. The TV I bought last week doesn’t work. Can I have a refund?
   b) Excuse me. I bought this watch here yesterday, but it’s scratched. Can you repair it, please?
   c) Excuse me. I bought this dress here an hour ago, but it’s stained. Can I get a refund?
   d) Excuse me. I bought these shoes here, but they have a hole in them. Can I exchange them?
   e) Excuse me. I bought this telephone here, but it doesn’t work. Can you replace it, please?
When We Meet Someone for the First Time...

In this lesson - Say what usually happens in different situations

Core activities - 2-6, 8

Grammar - Zero conditional

Examples:
When someone gives me a business card, I read it carefully.
If I visit someone’s house for the first time, I take a present.

Introduction

1a
Go over the instructions and check understanding. Allow learners time to think and make notes. Monitor and assist as necessary.
In pairs, learners discuss what they do in the situations.

1b
Feedback as a class. Learners compare answers.

Extension
Compare learners’ answers with what is normal for you, or in your country. Discuss the differences or similarities.

Memo
Listening

2  Track 46 Focus learners’ attention on the picture of Carl on page 73. Tell learners to listen and tick (√) the situations in activity 1 he mentions.

Feedback in pairs and then as a class.

2 answers
meeting someone for the first time
someone giving you a business card
visiting someone’s home for the first time

Track 46 (page 87, Student Book) 0:50
Carl:
When I meet someone for the first time, I usually shake hands with them and say, ‘Nice to meet you’. I think saying, ‘How do you do?’ is quite old-fashioned. If someone gives me a business card, I read it carefully and put it in my wallet. I don’t have my own business card, so I can’t give one back. If I visit someone’s house for the first time, I always arrive on time. I usually take a little present... maybe flowers, or a bottle of wine.

3  Track 46 Learners listen again and write T (true) or F (false) next to the sentences.

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

Language Focus

Go over the explanation and examples with learners and check understanding. Ask learners to find more examples in the sentences in activity 3.
Practice

4
Learners complete the sentences in Column A by matching them with the endings in Column B. Go over the example and check understanding.

4 answers
1) When I get home after work, I have a nice, relaxing bath.
2) If I don't feel very well, I take some medicine.
3) When it's very hot, I drink lots of water.
4) When I get paid, I go shopping and spend lots of money.
5) If I go to the beach, I swim all day.
6) When it snows, I go snowboarding.

5a-f
Learners use prompts to write the sentences about themselves. Go over the instructions and check understanding. Demonstrate the activity by writing an example for yourself on the board. Monitor and assist with vocabulary where necessary.

6a
Learners compare answers in pairs.

6b
Learners tell the class about their partner's answers.

As a class, decide who have the most in common, and who have the least.
**Sounding Natural**

7a Circle the commas in the sentences below:

- If I go shopping, I take my bag with me.
- When I drive my car, I wear my glasses.
- When a friend visits my house, I offer them a drink.

7b Track 47 Play the CD. Elicit from learners what happens at the comma when we speak naturally.

7b answer There is a slight pause, and the intonation doesn’t fall at the end of the clause.

**Time to Talk**

8a Explain to learners that they’re going to discuss what usually happens in different situations in their country. Go over the instructions with learners and check understanding. Demonstrate the activity by noting some information for visitors to your country on the board. Allow learners time to think and make notes. Monitor and assist as necessary.

8b Learners tell the class what they discussed. Make notes on good use of vocabulary and language, and any mistakes. Highlight good use of language and elicit corrections of any problems you noted.

**Extension**

Write ‘wedding’, ‘funeral’ and ‘birth of a child’ on the board. Ask learners to work in pairs. Assign each pair a different situation. Learners make notes about what people usually do in their country for the situation they were assigned and tell the class. Learners tell the class about the notes they wrote.

**Homework**

Highlight the homework reference at the bottom right of page 75 of the Student Book. Ask learners to turn to page 99. Set Lesson 18 activities 1 and 2 for homework. Do activities 1a and 2a together.

**Homework Answers**

1. a) If it doesn’t rain, flowers die.
   b) When I wake up late, I’m late for work.
   c) When my husband cooks, he burns the food.
   d) If children don’t eat well, they aren’t healthy.
   e) If people eat too many cakes, they get fat.
   f) If you heat ice, it melts.

2. a) When it’s sunny, I wear a hat and sunglasses.
   b) If I go to the gym after work, I use the running machine.
   c) When I watch TV, I usually watch documentaries.
   d) If I feel sleepy, I drink some coffee.
   e) When we play tennis, we reserve the tennis court.
   f) When he is busy, he always works late.
   g) If I go to bed early, I wake up early.
What If You Lose Your Passport?

In this lesson - Discuss problems

Core activities - 1, 3-7, 9

Grammar - First conditional

Example:
If I'm late, I won't see her.
I'll get wet if I take the dog for a walk.
I won't be happy if I fail.

Warmer

• Write ‘people you know’ on the board.
• Ask learners what they describe first, when they describe someone they know (i.e. spouse, family member, friend, colleague). Height? Hair? Personality? Job?
• Give everybody a chance to respond.

Introduction

1a
Learners write the words from the box under the pictures.

1a answers
Clockwise from top left: read, watch TV, clean the house, surf the net, listen to music, cook, paint, walk the dog

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

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

Memo
2 Direct learners’ attention to the picture of Tina and ask how she feels.

2 possible answers
bored, sad

Listening

3 Explain to learners they’re going to listen to a conversation between Tina and Betty. Learners tick (√) the pictures of the things in activity 1 they talk about.

3 answers
take the dog for a walk, watch TV, read a book, clean the house

Track 48 (page 87, Student Book) 1:05

Tina: Hi Betty, it’s Tina.

Betty: Oh, hi Tina. How are you?

Tina: I’m so bored. I don’t know what I should do.

Betty: Why don’t you read a book?

Tina: If I read a book, my eyes will get tired.

Betty: How about taking the dog for a walk?

Tina: It’s raining. If I take the dog for a walk, I’ll get wet.

Betty: Then maybe watch some TV.

Tina: If I watch TV, I’ll fall asleep.

Betty: What about cleaning the house?

Tina: If I clean the house, I’ll get dirty.

Betty: Why don’t you call Pete?

Tina: That’s a good idea! If I call him, he’ll probably invite me for dinner. Now, what shall I wear?

4a Match the phrases in Column A with the phrases in Column B to complete the sentences.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I read a book,</td>
<td>he’ll probably invite me for dinner.</td>
</tr>
<tr>
<td>If I take the dog for a walk,</td>
<td>my eyes will get tired.</td>
</tr>
<tr>
<td>If I watch TV,</td>
<td>I’ll get dirty.</td>
</tr>
<tr>
<td>If I clean the house,</td>
<td>I’ll get wet.</td>
</tr>
<tr>
<td>If I call him,</td>
<td>I’ll fall asleep.</td>
</tr>
</tbody>
</table>

4b Track 48 Learners listen again and check answers.

4b answers
If I read a book, my eyes will get tired.
If I take the dog for a walk, I’ll get wet.
If I watch TV, I’ll fall asleep.
If I clean the house, I’ll get dirty.
If I call him, he’ll probably invite me for dinner.

Feedback in pairs, and then as a class.
Practice

5a-g
Learners complete the sentences with the prompts and their own ideas. Monitor and assist as necessary.

5a-g suggested answers
a) If the weather is good, I’ll go jogging.
b) I’ll buy you a present if I have money.
c) If I study hard, I’ll pass the exam.
d) I’ll visit a foreign country if I get time off work.
e) If it rains on Sunday, I’ll rent a DVD.
f) If it’s your birthday tomorrow, I’ll buy you a beer.
g) I’ll call the police if a stranger comes into my house.

6
In pairs, learners practise the conversation. Encourage learners to look away from their books and at each other when speaking.

7
Learners continue the conversation from activity 6 with one of the prompts at the bottom of the page. Go over the instructions and check understanding. Elicit a question and a possible answer for one of the prompts.

Example:
Mum - What if you have a car accident?
Steve - If I have a car accident, I’ll go to the hospital.

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

Highlight good use of language and elicit corrections of any problems you noted.
Steve is going to San Francisco tomorrow for six months. His mother is very worried.

Complete the sentences with the prompts and your own ideas.

- have a car accident
- become ill
- get lost
- have too much to drink

Practise their conversation in pairs.

**Language Focus**

I won’t lose my passport! But if I do, I’ll go to the British Embassy.

Steve

If I lose my money, I’ll call the insurance company. They’ll send more money.

Steve

Oh, Mum, don’t worry!

Steve

Steve

Yes, I packed last night.

Mum

But what if you lose your money?

Mum

Mum

I’m a bit worried about you. Are you going to be alright?

Mum

So, are you ready for San Francisco?

Steve

**Time to Talk**

**9a**

Explain to learners they’re going to role-play asking their mum or dad if they can have a pet. Student A is the teenager. Student B is the parent. Go over the instructions and check understanding. Elicit some things the teenager may say and some things the parent may say.

*Example:*

Parent - What if we go on holiday?
Teenager - If we go on holiday, I’ll get my friend John to look after it.

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

**9b**

Learners do the role-play.

Go through an example and check learners understand the activity. Monitor learners’ use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. Highlight good use of language and elicit corrections of any problems you noted.

**Homework**

Highlight the homework reference at the bottom right of page 79 of the Student Book. Ask learners to turn to page 100.

Set Lesson 19 activities 1 and 2 for homework. Do activities 1a and 2a together.

**Homework Answers**

1. a) If we don’t hurry, we’ll be late.
   b) If I pass the exam, my mum will be happy.
   c) If you don’t want this cake, I’ll eat it.
   d) If you fail the exam, you won’t go to university.
   e) If you don’t have money, I’ll lend you some.
   f) If he’s busy, I’ll come back later.

2. a) If I’m late this evening, don’t wait for me.
   b) Will you write to me if I give you my address?
   c) If there is a fire, the alarm will ring.
   d) If I don’t see you tomorrow morning, I’ll phone you in the evening.
   e) I’ll be surprised if Martin and Julia get married.
   f) Will you go to the party if they invite you?
Jazz Is Relaxing

In this lesson - Discuss the music you like

Core activities - 3-6, 8, 9

Skills - Extended speaking and vocabulary

Warmer

- Books closed. Write ‘pop music’ in a circle in the middle of the board.
- Ask the class to suggest all the words they associate with ‘pop music’, e.g. dance, concert, microphone.
- Write the suggested words around the circle, connected to it with straight lines. You should end up with a ‘sun’ effect, with lines radiating from the circle.
- Count the number of words on the board, and erase all but the words inside the circle.
- Challenge the learners to recall and write down as many of the brainstormed words as they can.

Introduction

1a-c
In pairs, learners discuss the questions in the activity. Feedback as a class.

Extension
As a class, discuss the following questions:
Do learners sing any songs in English?
What is the best time to go to karaoke?
Who do they usually go with?

Vocabulary 1

2
Learners match the pictures with types of music.

2 answers
Clockwise from top left: b, e, c, d, h, g, f, a

3
Ask learners which kind of music in activity 2 they listen to.

Extension
Elicit names of singers or bands for each type of music.
Time to Talk 1

4a-f
Explain to learners they’re going to talk about music. Go over the instructions with learners and check understanding. Demonstrate the activity by writing short answers for yourself on the board. Allow learners time to think and make notes for questions a-f. Monitor and assist as necessary.

Teaching Tip – Note Taking
Encourage students to keep their notes brief, only writing key words or phrases. This will help them ’speak’ rather than just read from their notes.

5a
Learners add two more questions about music to the list.

5b
In pairs, learners ask and answer the questions in activities 4 and 5. Learners make notes about their partner’s answers.

5c
Learners tell the class about their partner’s answers.
**Vocabulary 2**

**6a-e**
Learners complete the sentences with the adjectives in the box.

**6a-e answers**
- a) Taking a hot bath after a hard day is very **relaxing**.
- b) I cried because the movie was so **moving**.
- c) My professor is really **boring** I always fall asleep in his class.
- d) History is my favourite subject. Learning about our past is **interesting**.
- e) Motor racing is really **exciting**. I love the noise!

**7**
In pairs, learners use the adjectives from **activity 6** to describe the kinds of music on **page 80** of the Student Book.

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

**7 answers**
Learner’s own answers.
Time to Talk 2

8a
Explain to learners they’re going to talk about music they like.

In pairs, learners add three more kinds of music to the list.

8b
Tell learners to read the list in activity 8a. Learners decide which kinds of music are good to listen to before going to bed, then rank them in Column A from 1-10 (1 = the best).

9a
In different pairs, learners share their lists from their first partners. Explain they should choose the best three kinds of music to listen to before going to bed, and in the morning. Monitor learners’ use of vocabulary and language.

9b
Learners share their ideas with the class.

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

Homework
Highlight the homework reference at the bottom right of page 83 of the Student Book. Ask learners to turn to page 100.

Set Lesson 20 activity 1 for homework. Check learners understand what to do.

Homework Answers

1

2 Learner’s own answers.