

NEW

Total

English

STARTER



Teacher's Book with Resource Disc

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What's new about *New Total English*?

What makes *New Total English* different from – and better than – the first edition? Firstly, don't worry – we haven't thrown the baby out with the bathwater! We haven't changed everything. We've listened to what you said you liked about the first edition and have kept the most popular features. You'll certainly recognise the look, the format and some integral features from the first edition: the Lead-in pages, the easy-to-use lessons, the comprehensive Reference and Review and practice sections, the popular video clips. Changing to the new edition won't mean that you have to get to grips with a completely new course.

Real solutions to real needs

Some things are different, however. We've looked at every aspect of the course and tried to find solutions for some of your real needs. We've improved the flow of many of the lessons in the Students' Book, integrating more Can do statements and making sure that they all have clear 'outcomes'. We've also given more space to important aspects of language learning such as vocabulary, writing and listening. There's a free online Vocabulary Trainer with each level to help learners memorise new words and phrases; a complete Writing bank at the back of the Students' Book, covering different text types and writing sub-skills, as well as new semi-authentic listening extracts to help students gain confidence in dealing with features such as redundancy, hesitation and ungrammatical speech. And, as you'd expect with a new edition, we've given the grammar, vocabulary and pronunciation syllabus a complete overhaul as well as updating much of the content.

New digital components

We've also included new digital components in the course package. The ActiveBook component features the Students' Book pages in digital format and includes integrated audio and video as well as interactive exercises for students to do in class or at home. The ActiveTeach component will help you get the most out of the course with its range of interactive whiteboard software tools and *MyEnglishLab* (Elementary–Upper Intermediate levels) will help students get better results with its range of interactive practice exercises, progress tests and automatic gradebook.

To sum up, we've kept all the best ingredients of the first edition, improved other features and added exciting new digital components to make *New Total English* an even better package. We hope you and your students will continue to enjoy using it.

The *New Total English* author team



Students' Book with ActiveBook and DVD

The *New Total English* Students' Books with ActiveBook and DVD are divided into 10–12 units that contain approximately 80–120 hours of teaching material. Each unit contains a balanced mix of grammar, vocabulary, pronunciation and skills:

- clear aims and objectives linked to the CEFR (Common European Framework of Reference)
- revised grammar, vocabulary and pronunciation syllabus
- new reading, listening and video material
- new Writing bank with model texts and focus on sub-skills
- revised and extended Pronunciation bank

ActiveBook:

- digital version of Students' Book with interactive activities and integrated audio and video
- video clips can be selected when you use the ActiveBook in your computer, or play it in a DVD player

Students' Book with ActiveBook, DVD and MyLab

Packaged with the *New Total English* Students' Book with ActiveBook and DVD, *MyEnglishLab* (Elementary–Upper Intermediate levels) provides students with everything they need to make real progress both in class and at home:

MyEnglishLab:

- interactive exercises with feedback
- regular progress and achievement tests
- automatic marking and gradebook

Class CDs

The *New Total English* Class CDs contain all the recorded material from the Students' Books.

Workbook and Audio CD

The *New Total English* Workbooks contain further practice of language areas covered in the corresponding units of the Students' Books:

- extra grammar, vocabulary, skills and pronunciation exercises
- regular Review and Consolidation sections
- audioscripts and accompanying Audio CD
- with and without key versions available





Teacher's Book with Resource Disc

The *New Total English* Teacher's Books provide all the support teachers need to get the most out of the course:

- background notes and instructions on how to exploit each unit
- suggestions for warm-up and extension activities

Resource Disc:

- extensive bank of photocopiable and printable classroom activities
- editable and printable progress and achievement tests
- audio and video scripts



ActiveTeach and DVD

The *New Total English* Teacher's Books will be further enhanced by the ActiveTeach component which features:

- Students' Book in digital format with all the material from the ActiveBook
- all the material from the Resource Disc
- interactive whiteboard software tools
- video clips can be selected when you use the ActiveTeach in your computer, or play it in a DVD player



Vocabulary Trainer

The *New Total English* Vocabulary Trainer is a new online learning tool designed to help students revise and memorise key vocabulary from the course. Check this exciting new component out on www.newtotalenglish.vocabtrainer.net

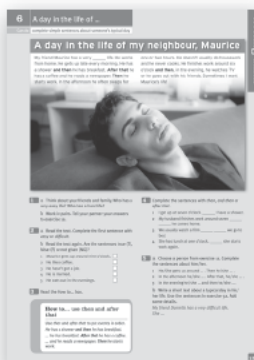
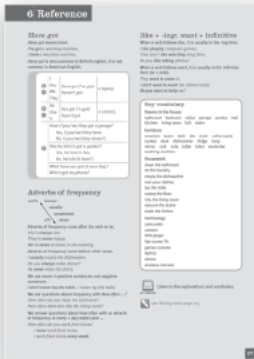
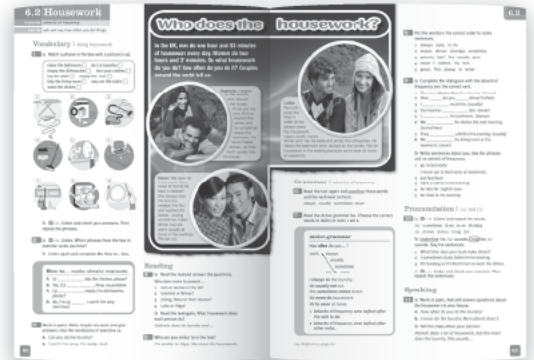
Website

New Total English has its own dedicated website. In addition to background information about the course and authors, the website features teaching tips, downloadable worksheets and links to other useful websites as well as special offers and competitions. Join us online at www.pearsonELT.com/newtotalenglish

Structure of a Students' Book unit

Each unit of the *New Total English Students' Books* has the same structure:

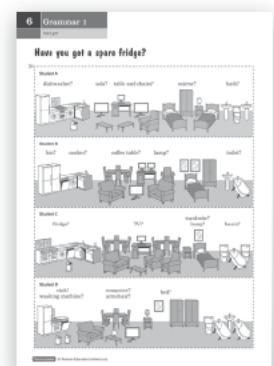
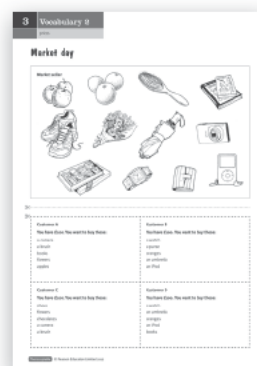
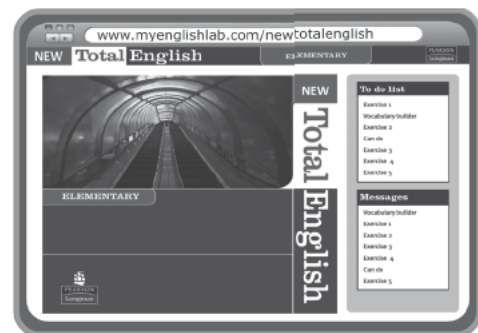
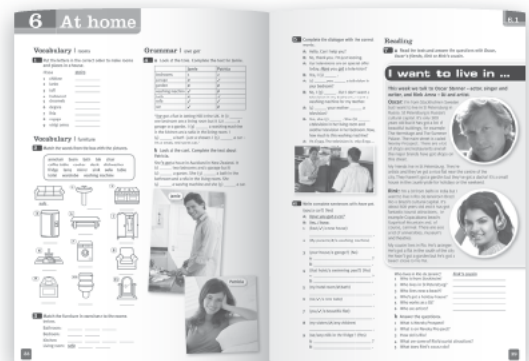
- **Lead-in page**
 - acts as a springboard into the topic of the unit and engages learners' interest.
 - introduces essential vocabulary related to the topic so that learners start with the same basic grounding.
- **Input lessons**
 - three input lessons, thematically linked, offering interesting angles on the unit topic. Lessons are double-page at lower levels and triple-page at Intermediate and above.
 - each input lesson leads towards a Can do learning objective in line with the CEFR Can do statements.
 - each 90-minute lesson focuses on a specific grammar area and includes vocabulary and skills work.
 - each unit usually contains at least two reading texts, a substantial listening element (including semi-authentic listenings) and pronunciation work.
 - How to... boxes develop students' competence in using language, in line with the CEFR.
 - Lifelong learning boxes offer tips and strategies for developing learners' study skills.
- **Communication page**
 - revises language taught in the previous three lessons in a freer, more communicative context.
 - each communication task practises a range of skills and has a measurable goal or outcome.
- **Vocabulary page (Intermediate and above)**
 - focuses on vocabulary systems and word-building.
 - helps learners to expand and develop their vocabulary.
- **Reference page**
 - summarises the main grammar points covered in each unit and provides a list of key vocabulary.
 - helps learners to catch up if they miss lessons and is an essential revision tool.
- **Review and practice page**
 - provides a range of exercises to consolidate key grammar and vocabulary covered in the unit.
 - can be used to check progress, enabling teachers to identify areas that need further practice.
- **Writing bank**
 - provides models and tips on how to deal with different types of writing (reports, emails and so on).
 - provides guidance on different writing sub-skills such as formality, connotation and paragraph construction.
- **Pronunciation bank**
 - provides a list of English phonemes, guidance on stress, connected speech and intonation.
 - summarises the pronunciation points covered in each unit of the Students' Book.



Structure of support components

A range of support components help you get the most out of each unit:

- **Students' Book with ActiveBook and DVD**
 - digital version of Students' Book with interactive activities.
 - integrated audio for Students' Book listening activities (including Reference pages and pronunciation activities).
 - wide variety of video clips (including drama, documentary and comedy) which can be selected when you use the ActiveBook in your computer, or play it in a DVD player.
 - interactive video activities.
- **Workbook with Audio CD**
 - consolidation of work covered in the Students' Book.
 - extensive practice of grammar, vocabulary and skills, including pronunciation.
 - regular Review and consolidation sections.
 - can be used in class or for self-study.
- **Students' Book with ActiveBook and MyLab (Elementary–Upper Intermediate levels)**
 - interactive Workbook with instant feedback and automatic marking.
 - progress and achievement tests with automatic marking and gradebook.
- **Teacher's Book with Resource Disc**
 - provides step-by-step teaching notes including ideas for warmers and extension activities.
 - includes background notes and tips for dealing with particularly difficult language points.
 - Resource Disc features an extensive bank of photocopiable and printable classroom activities as well as editable and printable progress and achievement tests.
- **ActiveTeach**
 - digital version of the Students' Book to be used in class.
 - video clips that can be selected when you use the ActiveTeach in your computer, or play it in a DVD player.
 - all the material from the Teacher's Book Resource Disc.
 - a range of interactive whiteboard software tools.
- **Vocabulary Trainer**
www.newtotalenglish.vocabtrainer.net
 - new online learning tool designed to help students revise and memorise key vocabulary from each unit of the course.
- **Website**
www.pearsonELT.com/newtotalenglish
 - features background information about the course and authors as well as teaching tips, downloadable worksheets and links to other useful websites.



Grammar

New Total English places a lot of emphasis on providing learners with the grammar ‘building blocks’ they need to communicate confidently. It aims to give learners a thorough foundation in grammar and, at the same time, provides plenty of structured and free practice. Each unit deals with grammar in a broadly similar way:

- **Clear presentation and analysis**

Each lesson has a clear grammar aim which is stated at the top of the page. Lessons are double-page at lower levels and triple-page at Intermediate and above. New language items are presented in context via reading and/or listening texts and grammar rules are then analysed and explained via the Active grammar boxes, which are a key feature of each lesson. *New Total English* takes a ‘guided discovery’ approach to grammar and learners are actively invited to think about grammar and work out the rules for themselves.

Active grammar

a/an

a	book	_____	apple
	camera		iPod

Noun plurals

1 Regular

one pen	two pen__
one passport	two passport__

2 Nouns ending in -s, -sh, or -ch

one brush	two brush__
one watch	two watch__

- **Varied, regular practice**

Once learners have grasped the important rules, all new language is then practised in a variety of different ways so that learners are able to use the grammar with confidence. Practice activities include form-based exercises designed to help learners manipulate the new structures as well as more meaningful, personalised practice. Additional grammar practice exercises can be found in the Review and practice sections at the end of each unit as well as in the Workbooks and *MyEnglishLab* (Elementary–Upper Intermediate levels). This component, which features the Workbook exercises in digital format, also provides learners with extra guidance, tips and feedback. The Teacher’s Book provides a lot of guidance on how to deal with tricky grammar points. It also contains a Resource Disc with an extensive bank of printable and photocopyable classroom grammar activities which are designed to practise the language in freer, more communicative contexts.

- **Easily accessible reference material**

In addition to the explanations contained in the Active grammar boxes, there is a Reference section at the end of each unit which provides a summary of the grammar rules as well as extra language notes and examples. Audio recordings of the rules and examples are available on the ActiveBook and ActiveTeach components.

Vocabulary

New Total English recognises the central role that vocabulary plays in successful communication. The emphasis is on providing learners with high-frequency, useful vocabulary which is regularly practised and revised. New vocabulary is presented and practised in a variety of different ways.

- **Lead-in pages**

Each unit starts with a Lead-in page which provides a springboard into the topic of each unit. Featuring a variety of attractive picture prompts and related exercises, the Lead-in pages are designed to help teachers elicit vocabulary that learners already know as well as pre-teach essential vocabulary for the rest of the unit.

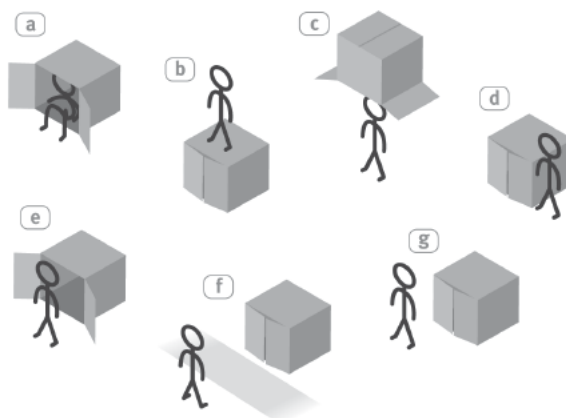
- **Topic-based vocabulary**

Each unit focuses on useful vocabulary relating to the topic of the lessons as well as vocabulary arising from the listening and reading texts. Items are generally presented in context and practised through a variety of exercises.

Vocabulary | prepositions of place

3 Match the prepositions in the box with the pictures (a–g).

in <input type="checkbox"/>	in front of <input type="checkbox"/>	near <input type="checkbox"/>	next to <input type="checkbox"/>
on <input type="checkbox"/>	opposite <input type="checkbox"/>	under <input type="checkbox"/>	



Additional vocabulary practice is provided in the Review and practice sections of the Students’ Book and in the practice exercises in the Workbook. Photocopiable vocabulary activities are also available on the ActiveTeach and on the Resource Disc which accompanies the Teacher’s Book.

- **Vocabulary pages (Intermediate and above)**

At the lower levels there is a lot of emphasis on building learners’ knowledge of high-frequency words and phrases as well as common lexical sets. Learners are introduced to collocation work at a very early stage and from Intermediate level onwards, there is a greater emphasis on vocabulary systems and word-building.

- **Vocabulary Trainer**

Each level of *New Total English* is accompanied by a Vocabulary Trainer. This unique online learning tool focuses on the key vocabulary in each unit and helps learners memorise new words and phrases.

Speaking

The key aim for most learners is spoken fluency. However, most learners find it difficult to talk about topics which hold no interest for them and many cannot express themselves easily without support. *New Total English* develops spoken fluency in a number of ways – by giving learners discussion topics they want to talk about; by setting up situations where they are motivated to communicate in order to complete a specific task; by providing clear models and examples of how to structure discourse and by encouraging them, wherever possible, to express their own ideas and opinions.

- **Fresh angles on familiar topics**

Topics in *New Total English* have been chosen for their intrinsic interest and relevance. Obscure topics, i.e. those which are only likely to appeal to a minority audience, have been avoided and discussion questions have been deliberately chosen to encourage learners to draw on their own lives and experience. Inevitably, many of the topics have been covered in other ELT coursebooks but wherever possible, we have tried to find a fresh angle on them.

- **Structured speaking activities**

Many of the lessons in *New Total English* culminate in a structured final speaking activity in the form of a survey, roleplay etc. Learners are given time to prepare what they are going to say and prompts to help them. The activities often involve pair and group work to maximise learners' opportunities to speak in class. Many of the structured speaking activities are linked to the CEFR Can do statements.

- **How to... boxes**

There are regular How to... boxes throughout the course which focus on the words and expressions learners need to carry out specific functions, e.g. ordering food in a restaurant.

How to... start and continue a conversation

1	Ask a general question OR make a comment	: <i>Is the food nice?</i> : <i>How do you know Paul?</i> : <i>I like your bag.</i>
2	THEN introduce yourself	: <i>My name is Katashi, by the way.</i> :
3	THEN ask about work or free time	: <i>Where do you work?</i> : <i>Do you play any sports?</i> : : _____ : _____

- **Communication pages**

Communication pages feature at the end of each unit and engage learners in a variety of problem-solving tasks and activities. These give learners practice in a number of different skills including speaking.

- **Photocopiable class activities**

The photocopiable activities on the ActiveTeach and on the Resource Disc are also specifically designed to promote speaking practice.

Pronunciation

New Total English pays particular attention to pronunciation, which is integrated into lessons which present new language. The pronunciation syllabus includes word and sentence stress, intonation and connected speech. The Pronunciation bank at the back of the Students' Books provides a summary of all pronunciation points in the book as well as a list of English phonemes, guidance on intonation and weak forms. The ActiveTeach includes audio to accompany the Pronunciation bank. There is additional pronunciation practice in the Workbooks and Workbook Audio CD.

Listening

Listening is one of the most difficult skills to master and *New Total English* places particular emphasis on developing learners' confidence in this area. Listening texts include short scripted dialogues as well as longer, unscripted semi-authentic listenings. There is additional listening practice in the Workbooks and the video clips on the ActiveBook and ActiveTeach components further enhance learners' confidence in understanding the spoken word.

- **Scripted listening activities**

Scripted listening activities include short dialogues as well as longer extracts including conversations, interviews and stories. There are lots of simple 'Listen and check your answer' exercises as well as longer, more challenging extracts where learners have to listen for specific information.

- **Semi-authentic listening activities**

As well as the more traditional scripted listening activities, *New Total English* also includes a range of semi-authentic listening texts, i.e. recordings of one or more people speaking in an unprepared, unscripted way, although they are aware of the relevant level and therefore have adapted their own language to a certain extent accordingly. Learners benefit from listening to a semi-authentic recording because the spontaneity of spoken English means that it is full of false starts, hesitations, redundancy and 'ungrammatical' sentences. Learners need to be aware of these features and they need to develop confidence in dealing with them in order to cope with listening in the 'real world'.

- **Video clips**

New Total English provides a video clip to accompany each unit of the Students' Book. The videos feature a range of authentic material from a variety of different sources including short films and clips from TV documentaries and drama. The video clips expose learners to real English and are designed to motivate learners to 'raise their game' in terms of developing their listening skills.

To make the material more accessible to learners, photocopiable activities for each video clip are available on the ActiveTeach and on the Resource Disc. There are additional interactive video exercises on the ActiveBook and ActiveTeach which students can complete in class or at home.

The video clips are available on the ActiveBook which accompanies each Students' Book and on the ActiveTeach. You can select the video clips when you use the discs in your computer, or you can play them in a DVD player.

Reading

Many learners need to be able to read texts in English – for their studies, for work or simply for pleasure – and *New Total English* recognises that reading is an extremely important skill that can have a beneficial effect on all aspects of language learning including vocabulary, spelling and writing.

New Total English encourages learners to read as much as possible – in most units there are at least two substantial reading texts – and care has been taken to introduce students to as wide a range of text types as possible, from simple forms and advertisements to short texts from newspapers and magazines.

Reading texts are accompanied by a range of activities that are designed to check comprehension as well as develop key reading skills such as reading for gist, reading for specific information, guessing the meaning of words from the context and so on.

• Choice of texts

As with the listening material in *New Total English*, texts have been chosen for their intrinsic interest as well as for their usefulness in providing a vehicle for the particular grammar and vocabulary points in focus. Many of the texts have been adapted from authentic, real-life sources such as magazines and websites, and where texts have been adapted or graded, every effort has been made to remain faithful to the original text type in terms of content and style.

• Exploitation of texts

Each reading text in *New Total English* is accompanied by a number of exploitation exercises that have been carefully selected to develop learners' reading skills. Activities include comprehension and vocabulary work as well as practice in dealing with different reading sub-skills such as reading for gist. There are also a number of jigsaw readings where learners work together and share information.

Unit 10 Lesson 3 Exercise 2a

Student B

Giving presents around the world

When to open the present

Chinese people usually say no three times when you give a gift. Then they say yes, but they open the gift in private. In South America people usually open the present immediately. In Morocco people open the gift later. In Hong Kong, people give the gift with two hands.

What to give

In South Korea a person's first birthday and sixtieth birthday



• Length and complexity

The length and complexity of the reading texts in *New Total English* get more challenging as the course progresses. At lower levels, the texts are very short and the emphasis is on training learners to read for specific information. At higher levels, learners are introduced to a greater range and variety text types and more emphasis is placed on textual analysis.

Writing

In these days of electronic media, it is easy to forget that writing is not simply speech written down – effective writing has all sorts of conventions that differ from speech and that are necessary to learn in one's own language as well as in a foreign language.

New Total English pays particular attention to the important skill of writing. One of the most important new features of the revised edition is the Writing bank at the back of each Students' Book which contains 10–12 lessons that focus on different types of writing – emails, blogs, formal and informal letters and so on. Each lesson also provides additional advice and guidance on different writing sub-skills such as formality, connotation and paragraph construction.

• Model text types

Each Writing bank lesson has a Can do statement which refers to the written output that students complete at the end of the lesson. The lesson usually starts with a warmer that engages students in the topic. Learners then go on to focus on a model of the text type and in most cases, there is some comprehension work to ensure that students are familiar with the content before they start working on the format and related sub-skills. The lesson always finishes with a contextualised written output.

• Writing sub-skills

One of the most important aspects of the Writing bank is that it examines the sub-skills of writing in detail. This is important as it helps learners to build on and develop their writing skills, rather than simply providing practice in writing. Among the sub-skills covered are punctuation, grammatical cohesion, paragraphing and features such as varying the vocabulary used to both enhance interest and ensure lexical cohesion.

• How to... boxes

How to... boxes are a particular feature of the Writing bank. They usually focus on a particular sub-skill of writing and in some cases on written conventions, such as email or letter layout, appropriate formality of language for the text type or order of presentation of the content (such as in a review).

How to... use common email phrases

To start an email	: <i>How are things?</i> : <i>I hope you're well.</i>
To invite a friend to do something	: <i>Are you free next/on Saturday?</i> : <i>Why don't we [hire a car]?</i> : <i>Let's go [to the beach].</i>
End an email	: <i>Let me know.</i> : <i>Love,</i> : <i>All the best,</i>

Learner training

New Total English places a strong emphasis on learner training and good study habits are encouraged and developed via the Lifelong learning boxes which are featured in many lessons. The Lifelong learning boxes provide useful tips and suggestions on how to continue learning outside the classroom.

Use a good dictionary

! Good dictionaries tell you the opposite of an adjective.

hard /hɑ:d/ *adjective*
 1 very firm and difficult to cut, break, or bend
 → Opposite SOFT (1): *The chairs were hard and uncomfortable to sit on.*

Lifelong learning

Revision and testing

There are plenty of opportunities for revision in *New Total English* and language is constantly recycled throughout the course. At the end of every unit, there are special Review and practice pages which take the form of mini-progress checks, enabling learners to identify areas where they might need further practice. Interactive versions of the activities on these pages are available on the ActiveBook and ActiveTeach. The Workbook and accompanying Audio CD provide further practice in grammar, vocabulary and skills covered in the corresponding Students' Book. The Workbook is available in with key and without key versions.

For learners at Elementary to Upper Intermediate levels who are really serious about making rapid progress in English, *MyEnglishLab* provides the perfect solution. This exciting component features the Workbook exercises in digital format as well as tips and feedback on common errors.

Regular progress and achievement tests are provided on the ActiveTeach, Resource Disc and *MyEnglishLab*. *MyEnglishLab* also includes automatic marking and a gradebook.



New Total English and exams

The table below shows how the different levels of *New Total English* relate to the University of Cambridge ESOL main suite examinations in terms of the language taught and the topics covered.

Starter	Builds foundation for KET
Elementary	Useful for KET
Pre-Intermediate	Useful for PET
Intermediate	Useful for FCE
Upper Intermediate	Useful for FCE
Advanced	Useful for CAE

While *New Total English* is not an examination preparation course, a student who has, for example, completed the Upper Intermediate level would have sufficient language to attempt the Cambridge ESOL FCE (First Certificate in English) examination. Many of the exercises in the *New Total English Students' Books* and other components are similar in format to those found in the Cambridge ESOL main suite examinations, but specific training is required for all EFL examinations and we would strongly recommend this.

New Total English and the CEFR

New Total English is correlated to the CEFR (Common European Framework of Reference). Please see the *New Total English* website:

www.pearsonELT.com/newtotalenglish for details of CEFR Can do statements for each level of the course.

CEFR	
A1	Starter
A2	Elementary
B1	Pre-intermediate
B1+	Intermediate
B2	Upper Intermediate
C1	Advanced

Students' Book contents

UNIT		Can do	Grammar
Do you know...? p 8			
1 Global p 9–18	1.1 Nice to meet you!	Greet someone	<i>to be: I and you</i>
	1.2 Faces and names	Ask where someone is from	<i>to be: he, she and it</i>
	1.3 Favourite films	Say your favourite things	Possessive adjectives: <i>my, your, his and her</i>
	Communication p 16 Writing bank p 120	Ask for and give phone numbers How to... ask for repetition Complete simple sentences about your favourite things How to... spell consonant sounds in English	
2 My life p 19–28	2.1 Family parties	Introduce a friend	<i>to be: you (plural), we and they</i> Possessive adjectives: <i>our, your and their</i>
	2.2 What's in your bag?	List the contents of your bag	<i>a/an</i> Noun plurals
	2.3 How old is she?	Talk about friends	<i>to be: review</i>
	Communication p 26 Writing bank p 121	Give personal details How to... say email addresses Write short, simple phrases about a family photo How to... use <i>and</i> and <i>but</i>	
3 Around town p 29–38	3.1 Café culture	Order snacks in a café	Possessive 's: singular and plural
	3.2 Sorry, we're closed.	Understand shop signs	Position of adjectives
	3.3 How much is that?	Ask for and give prices	<i>this, that, these, those</i>
	Communication p 36 Writing bank p 122	Have a short phone call with a friend How to... greet a friend Write short, simple sentences about a product How to... spell noun plurals	
4 Travel p 39–48	4.1 The Old City	Give and understand opinions	<i>There is/are some a lot of</i>
	4.2 Tourist information	Ask and say where a place is	<i>There isn't/aren't Is/Are there ...? any</i>
	4.3 At the station	Buy a train ticket	Telling the time
	Communication p 46 Writing bank p 123	Ask about a hotel room Write a simple online profile update How to... use capital letters and full stops	
5 People p 49–58	5.1 The 60-second interview	Say what you like and don't like	Present Simple: <i>I and you</i>
	5.2 Best friends	Describe a daily routine	Present Simple: <i>he, she and it</i>
	5.3 Making friends	Ask and answer simple questions about your life	Present Simple: <i>you (plural), we and they</i> <i>Wh-</i> questions
	Communication p 56 Writing bank p 124	Start and continue a conversation How to... start and continue a conversation Write simple sentences to describe yourself and your family How to... use common letter phrases	

Vocabulary	Speaking and Pronunciation	Listening and Reading
Numbers 0–10	/aɪ/	L Greetings
Countries	Contractions How to... ask where someone is from	L A fashion quiz
Nationalities	Syllable stress A survey	R What's your favourite film?
Reference p 17, Review and practice p 18		
The alphabet	Ask and answer How to... introduce someone	L Family parties
Personal objects	/æ/ and /e/	L Two bags
Numbers 11–101	Saying numbers How to... ask and talk about age	R FriendsConnect
Reference p 27, Review and practice p 28		
Snacks and drinks	/ɒ/ How to... order food and drink	R Cafés around the world
Adjectives	/əʊ/	R Signs
Prices Colours	How to... ask for prices and pay for things	L In a shop
Reference p 37, Review and practice p 38		
Adjectives of opinion	How to... give an opinion A holiday city	R A guide to Istanbul
Prepositions of place	/θ/ and /ð/ How to... ask where a place is	R The Info-Bike
	How to... buy a train ticket /ə/	L Buying a train ticket R Train stations around the world
Reference p 47, Review and practice p 48		
<i>live, work, have and like</i>	/u:/ and /əʊ/ How to... show interest	L The 60-second interview
Verbs of routine	/s/, /z/ and /ɪz/	R Rebecca's blog
Days of the week Verb collocations	do in <i>Wh-</i> questions	R A problem
Reference p 57, Review and practice p 58		

Students' Book contents

UNIT		Can do	Grammar
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	6.3 Technology at home	Make and respond to offers	<i>like + -ing</i> <i>want + infinitive</i>
	Communication p 66 Writing bank p 125	Ask and answer simple questions about a friend Complete simple sentences about someone's typical day How to... use <i>then</i> and <i>after that</i>	
7 Leisure p 69–78	7.1 A bad day	Make suggestions	Object pronouns
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8 The past p 79–88	8.1 20th century icons	Make simple statements about people in the past	Past Simple of <i>to be</i> : positive
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	10.3 Giving gifts	Give and receive a present	<i>why</i> and <i>because</i>
	Communication p 106 Writing bank p 129	Make holiday plans Write a text to a friend using common text expressions How to... use SMS (texting) language	
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Vocabulary	Speaking and Pronunciation	Listening and Reading
Furniture	A survey	R A small apartment
Doing housework	/ʌ/ and /ɪ/ How to... make simple requests	R Housework
Technology	How to... offer food and drink to a guest <i>would you</i>	L A dinner party
Reference p 67, Review and practice p 68		
Verbs of like and dislike	How to... make suggestions <i>/aɪ/ and /eɪ/</i>	L A bad day
Abilities	<i>can/can't</i>	R Amazing abilities
Months Ordinal numbers and dates	How to... write and say dates	L Booking tickets
Reference p 77, Review and practice p 78		
Jobs	<i>/ɜː/</i>	R Two 20 th century icons L More icons
Past time expressions	How to... take part in a game	L Playing a game
More adjectives	<i>/aʊ/</i> How to... ask about a past experience	R How was your weekend?
Reference p 87, Review and practice p 88		
Teenagers and money	Past Simple <i>-ed</i> endings	L Worst teenage jobs
Money adjectives	<i>/ɔː/ and /ɪː/</i>	R Curt Degerman
High numbers	A questionnaire How to... talk about questionnaire results	R Imogen Moxley L Imogen and money
Reference p 97, Review and practice p 98		
	Plans for the future	R A trip to New Zealand
Emotions	How to... say goodbye <i>/gəʊɪŋ tə/</i>	L Problems
Presents	Sentence stress How to... give and receive gifts	R Gifts around the world
Reference p 107, Review and practice p 108		

Overview

Lead-in	Vocabulary: International words
1.1	Can do: Greet someone Grammar: <i>to be: I and you</i> Vocabulary: Numbers 0–10 Speaking and Pronunciation: /aɪ/ Listening: Greetings
1.2	Can do: Ask where someone is from Grammar: <i>to be: he, she and it</i> Vocabulary: Countries Speaking and Pronunciation: Contractions How to... ask where someone is from Listening: A fashion quiz
1.3	Can do: Say your favourite things Grammar: Possessive adjectives: <i>my, your, his and her</i> Vocabulary: Nationalities Speaking and Pronunciation: Syllable stress A survey Reading: What's your favourite film?
Communication	Ask for and give phone numbers How to... ask for repetition
Writing bank	Complete simple sentences about your favourite things How to... spell consonant sounds in English
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 1.1 Greet someone
- 1.2 Ask where someone is from
- 1.3 Say your favourite things
- Communication** Ask for and give phone numbers
- Writing bank** Complete simple sentences about your favourite things

CEFR Portfolio ideas


- a) Work in pairs. Make a video with different types of people arriving at different places – at the doctor, at school, at a hotel etc. One person arrives and one person greets him/her.
- b) Who is your favourite famous person? Make a wallchart of different famous people. Show what country they come from and include a picture of them.
- c) Write a 'top ten' list of your ten favourite things in the world – food, sport, music, films etc. Work in pairs and compare your lists.

Do you know...? Classroom language


In this lesson, Ss practise key classroom language that they will need throughout the course. This will help them feel more comfortable in their learning environment.

OPTIONAL WARMER

Before the class starts, write *Welcome to the English course* on the board or prepare an OHT. Greet the Ss by saying *Good morning/afternoon/evening*, and introduce yourself by saying *Hello, I'm...* Arrange the class in a U-shape so that everyone can see each other and walk round the class introducing yourself to each student. They might just give their names, or even reply *Hello, I'm...* Ss then introduce themselves to each other in a mingling activity. Some false beginner Ss may want to say more. Encourage this but do not correct mistakes. At this stage, use your full name (first and last name). Check pronunciation and intonation right from the start of the course, as it is very difficult for Ss to un-learn mistakes later. You can correct Ss' mistakes at the end.

1 ▶  1.01 Focus Ss' attention on the nine pictures. Play recording 1.01. After each word, Ss repeat; first as a class and then individually.

▶ Read out one of the words and mime it. Then ask individual Ss to mime each word to show that they have understood the meaning. If Ss are all of the same nationality, you could ask for the translation of each word.

2 ▶  1.02 Play recording 1.02. After each phrase, Ss repeat; first as a class and then individually. Play the recording again and ask Ss to identify any phrases that contain the words from ex. 1 (e.g. 4 goes with the bottom right picture).

OPTIONAL EXTENSION

Elicit any responses Ss they might know to the phrases. If they cannot think of any, put one for each question on the board and ask Ss to match them, e.g. 1 – *Of course*; 2 – *Hello*; 3 – *OK I'll repeat it*; 4 – *Complete means finish*; 5 – *Of course*; 6 – *The answer is X*. Ss can then say and respond to the phrases in pairs.


▶ At the end of the lesson, teach *Goodbye, See you next week/lesson* by going round the class and addressing each student directly: *Goodbye, Toni. See you next week/lesson*. Ss will be impressed if you remember all their names!

Lead-in

OPTIONAL WARMER

Ask Ss to say *Hello, I'm...* which they learnt in the last lesson. Check that Ss remember the name of their colleagues in the class. With strong Ss you can teach *He's.../She's...* Elicit any phrases that Ss remember from the previous lesson. Ss then look at page 8 and check. Elicit responses to the phrases.

1a ▶ Ss read the words and tick the words they know. Give Ss about two minutes for this. Ss then check their answers in pairs.

b ▶  1.03 Play recording 1.03. After each word, Ss repeat; first as a whole class and then individually. Make sure Ss understand why parts of the words are underlined (to indicate word stress).

2 ▶ Focus Ss' attention on the photos. Model the task with a student in the class, e.g. point at the computer and elicit the word. Put Ss in pairs (A and B). A points at the pictures and B says the words.

Check the answers with the whole class and write any new words that are not in the box on the board. Ask Ss to discuss the photos with a partner and decide where they are or what they represent. Get feedback from the whole class.

Answers

- A Internet
- B bus
- C taxi, coffee
- D restaurant, telephone

3 ▶ Check that Ss understand the categories in the table. Ss first work individually to add words to the table. Ss compare their lists with a partner. Encourage them to use the classroom language from page 8 and learn all the words that their partners know. Draw the table on the board and then ask Ss to come up and write words in the table. Then check the meaning and pronunciation of the words with the whole class.

Suggested Answers

- Places – house, school, station
- Food – hamburger, toast, cake
- Sport – swimming, volleyball, basketball
- Other – teacher, book, car

EXTEND THE LEAD-IN

Ss mime or give the meanings of the words in the table and the rest of the class have to guess the answer.


1.1 Nice to meet you!

Speaking

In this lesson, Ss learn how to greet each other, use *to be: I* and *you* and practise the /aɪ/ sound and numbers 0–10.

OPTIONAL WARMER

Write *Hi. I'm X* on the board. Ss should know this by now. Elicit other ways of greeting people.

1a ▶  1.04 Ss look at the pictures. Ask them if they know where the photos are from (Ss should be able to say *party, doctor/hospital, hotel*).

Play recording 1.04. Ss listen and read. Read out some important phrases from each dialogue and elicit which picture the phrases go with, e.g. 1: *I'm Kate*, 2: *Hello Mr Smith*, 3: *Welcome to Hotel Panorama*.

b ▶ Play the recording again. After each dialogue, get Ss to repeat them, first as a class and then individually.


2 ▶ Ask Ss to practise the three dialogues in pairs. Go round the class monitoring their dialogues, taking note of any errors for discussion in the class feedback.


OPTIONAL EXTENSION

Write some different locations on the board, e.g. *street, house, restaurant, hospital, business meeting, sports centre*. Choose two Ss and give them a location. The pair then acts out the most suitable dialogue from ex. 1, making any necessary changes. Alternatively, Ss can do this in pairs before doing it in front of the class.

3 ▶ Model the two phrases: *I'm...* and *My name's...*. Then, go round the whole class, allowing all of the Ss to say the phrases. Elicit any corrections from the class.

Pronunciation | /aɪ/

4a ▶  1.05 Play recording 1.05. After each word, Ss repeat, first as a whole class and then individually. Write /aɪ/ on the board and get Ss to repeat the sound. Then elicit the words in the task again, without playing the recording.

b ▶  1.06 Play recording 1.06 and get Ss to repeat each phrase, first as a class and then individually.

OPTIONAL EXTENSION

Elicit more words Ss may know with the /aɪ/ sound, e.g. *ice-cream, five, size, buy, guy* etc.

Grammar | *to be: I and you*

5 ▶ Focus Ss' attention on the dialogues on page 10. Ask them to find all examples of *I* and *you*. Then tell Ss to work individually to complete the sentences in the Active grammar box. Ss then check their answers in pairs. Check the answers with the whole class and write them on the board.

Active grammar

I'm = I am

You're = you are

OPTIONAL EXTENSION

Say: *I'm (your name)*. Choose a student and say: *You're (student's name)*. Then ask Ss to do the same thing with themselves and a partner. Continue until all Ss have made both sentences.

6a ▶ Ss work individually to complete the activity. They then check their answers with a partner by practising the dialogues. When checking as a whole class, choose pairs to practise the dialogues.

Answers

- 1 I'm, I'm
- 2 I'm, You're


b ▶ Elicit from the whole class where each dialogue takes place (*in a café, in a hotel*) and elicit any words Ss know from the pictures (e.g. *café, motorbike, glass, chair* etc).

Ss then work individually to complete the activity. They then check their answers with a partner by practising the dialogues. When checking as a whole class, choose pairs to practise the dialogues.

Answers

- 1 A I'm
B I'm
- 2 B I'm
A You're

Vocabulary | *numbers 0–10*

7a ▶  1.07 Begin by writing the numbers on the board as on page 11. Ss keep their books closed. Elicit the numbers from Ss but do not confirm any answers. Then, get students to open their books and play recording 1.07. After each number, Ss repeat; first as a whole class and then individually.


Ss close their books. Return to the numbers on the board and randomly pick the numbers for Ss to say. Finally, nominate Ss to come to the board and write the numbers.

b ▶ Model the activity with a student. Then, in pairs, Ss take it in turns to be Student A and Student B.

OPTIONAL VARIATION

Get Ss to write down the third number, rather than saying it.

Speaking

8 ▶  1.08 Play recording 1.08 phrase by phrase. At the end of each phrase, elicit possible responses from the Ss. Then, put Ss into pairs to practise the mini-dialogues themselves.

9 ▶ Model the example with a student. Then remodel the example with another student, this time using real names. Then get Ss to mingle round the class, recreating the mini dialogue. Go round the class monitoring as Ss do this, taking note of any errors to check during the feedback session.

1.2 Faces and names

The people in the fashion quiz all work in the fashion industry. In the UK alone, the fashion industry is worth more than 21 billion dollars and covers all types of fashion from haute couture (the most expensive and traditional) to retail fashion, which you see on every High Street. Top fashion houses include Chanel, Yves Saint Laurent, Armani, Valentino, Versace, Ralph Lauren, Calvin Klein, Halston and Christian Dior. The top fashion centres are New York, Hong Kong, London, Paris and Los Angeles.


In this lesson, Ss do a fashion quiz and listen to other people's answers. They learn how to ask where someone is from, look at the grammar of the third person singular form of *to be* and practise contractions.

OPTIONAL WARMER

This is the best time to use Hangman as the Ss have very little vocabulary that needs to be consolidated. Divide the class into six teams (as few as two Ss per team if necessary). Each team chooses five words from lesson 1 (this can include numbers). Give out paper and pair up the teams so that one team plays against another. Teams then play each other at Hangman by one team writing the blanks to represent the letters of a word and the other team guessing the letters that make up the word. Each time a team gets a word right, they get two points. Each time they get it wrong, they lose a point. At the end, the team with the most points is the winner. Finally, check with the whole class which words were used and confirm their meanings.


Listening

1 ▶ Put the Ss in pairs and ask them to take it in turns to read out the questions and attempt to answer them. Get feedback from the whole class but do not confirm the answers.

2a ▶  1.09 Play recording 1.09 for Ss to check their answers. Then get feedback from the whole class.


Answers

- 1 b, b
- 2 a, a
- 3 a, b

b ▶  1.09 Play the recording again and ask Ss how many questions Nora got right.

Answer
5 out of 6

Vocabulary | Countries

3a ▶  1.10 Play recording 1.10 and after each country, Ss repeat the name of the country; first as a whole class and then individually.


b ▶ Put Ss in pairs (A and B). A covers the country words and then points to a flag for B to guess. Ss then swap roles and repeat the activity. Go round the class monitoring as Ss do this, taking note of any errors to go over during feedback.

OPTIONAL VARIATION

Instead of Ss saying the name of the country, they could write it down. This would practise spelling as well as pronunciation.


OPTIONAL EXTENSION

In pairs, Ss try to think of a famous person for each country. They should have a total of fourteen names. Then put the pairs into groups of four. Each pair reads out their names and the other pair guesses the name of the country they are from. The pair that gets the most right is the winner.

4a ▶  1.11 Before listening, read through the *How to...* box and see if Ss can complete the gaps themselves. Then play recording 1.11 and get feedback from the whole class.

Answers

- 1 the USA
- 2 the USA
- 3 New York

b ▶  1.11 Play the recording again. After each phrase, Ss repeat; first as a whole class and then individually. You may want to drill the phrases with the whole class.

5 ▶ Get Ss to mingle round the class, recreating the dialogue. Go round the class monitoring, taking note of any errors to go over during feedback.

OPTIONAL VARIATION

Rather than using their own names, Ss may choose one of the famous people they used in the earlier optional activity.

Grammar | *to be: he, she and it*

OPTIONAL GRAMMAR LEAD-IN

Write the name *Giorgio Armani* on the board and the question words *Who...?* and *Where...?* Elicit *Who's he?* and *Where's he from?* and write the questions on the board. Then write *Lady Ga-Ga* and repeat the activity. Elicit the questions and then write them on the board, explaining that *'s = is*.

6a ▶ Ss first read the dialogue and underline 's, is and isn't. They then check their answers in pairs. Get feedback from the whole class.

b ▶ Ss use the dialogue to complete the Active grammar box with *is* or *isn't*. They then check their answers in pairs. Get feedback from the whole class. Then, keeping Ss in pairs, ask Ss to practise the dialogue, using Calvin Klein and Giorgio Armani. Monitor for any errors or mistakes to cover in feedback.

Tell Ss to turn to the Reference on page 17 and look at the box in blue. Ask different Ss to read out each part. You may like to drill some of these. Make sure Ss pay special attention to the difference between full forms and contractions and also the information in the Remember box.

Get Ss to read the information about *Wh*-questions. Go through this section as a listen and repeat. You can then ask Ss individual questions about themselves, using the model in the Reference.

Active grammar

isn't
Is
is
isn't

7 ▶ Ss first complete the dialogues individually. Then put Ss into pairs (A and B) and ask them to act out the dialogues to check the answers. Then get feedback from the whole class.

Answers


1 c
2 b
3 c
4 b
5 b, c
6 c


8 ▶ Model the dialogue with one other student. Then put Ss into pairs to ask and answer questions about other Ss in the class. Go round and monitor and take note of any errors for the feedback session.

OPTIONAL VARIATION

This can be made more fun by Ss receiving slips of paper with the names of famous people and their nationalities on. First, Ss mingle and find out about as many people as possible. Then they get back together in pairs and, using the dialogue, identify as many famous people (and their nationality) as they can.

Pronunciation | contractions

9a ▶  1.12 Play recording 1.12 and after each contraction, Ss repeat; first as a whole class and then individually. Then repeat the pronoun without the contraction, and elicit the contraction, e.g. *I, I'm. You, you're.*

b ▶  1.13 Play recording 1.13 and after each sentence, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Once 9b is completed, drill the sentences, e.g. *I'm from Spain and she's from China...* etc.

Speaking

10a ▶ Put Ss in pairs (A and B). Give Ss two or three minutes to ask each other questions to find out about the people in the pictures.

b ▶ A turns to page 109 and checks their answers. B turns to page 112 and does the same. Give Ss about a minute to do this. Then get feedback from the whole class.

OPTIONAL EXTENSION

Ss continue this activity with pictures of other famous people you have or ones that Ss have brought in. Alternatively, this could be the warmer for the following lesson.

1.3 Favourite films

Sholay is an Indian action adventure film made in 1975. It has made more money than any other Indian film. *Inception* is an American science fiction film made in 2010. It was directed by Christopher Nolan and starred Leonardo Di Caprio. It had 8 Oscar nominations. *Amores Perros* is a Mexican film made in 2000. It was nominated for the Best Foreign Language Film Oscar. *Central Station* is a Brazilian film made in 1998. It was nominated for Best Foreign Language Film and Best Actress Oscars.

In this lesson, Ss read about and then talk about famous films, analyse possessive adjectives, learn nationalities and are introduced to syllable stress.

OPTIONAL WARMER

Write the following on the board:

- | | |
|---------------------|--------------------|
| 1 naymgre (Germany) | 7 najap (Japan) |
| 2 latyi (Italy) | 8 zarbli (Brazil) |
| 3 asusri (Russia) | 9 achin (China) |
| 4 naldop (Poland) | 10 naisp (Spain) |
| 5 coxime (Mexico) | 11 efcarn (France) |
| 6 anidi (India) | |

In pairs, Ss unscramble the letters to make the countries and then think of someone from each country. When getting feedback from the class, Ss call out a name and the rest of the class must answer by saying *He/she is from...*

Reading

1 ▶ Model the sentence *My favourite film is (Avatar)*. Ss listen and repeat the phrase. Ss then tell each other what their favourite film is in pairs. Get feedback from the whole class.

2a ▶ Ss read the texts and match the film posters to the people. They then check their answers with a partner. Get feedback from the whole class.

Answers

Simon = *Inception*
Hiro = *Amores Perros*
Flavia = *Central Station*

b ▶ Ss individually read through the texts again and complete the table. Check the answers with the whole class.

Answers

	From	Favourite film from
Ashna	India	India
Simon	the UK	the USA
Hiro	Japan	Mexico
Flavia	Brazil	Brazil

Vocabulary | nationalities

3 ▶ Refer Ss back to the completed table from ex. 2. Say *Ashna is...* and write *India* on the board. Elicit the correction from Ss and underline -an at the end. Then do the same for *British*. Put Ss in pairs to complete the table. Get feedback from the rest of the class. Elicit any other nationalities that Ss might know.


Answers


- 2 Indian
- 3 Mexican
- 4 American
- 5 Spanish
- 6 Japanese

OPTIONAL EXTENSION

Refer back to the pictures of famous people on pages 12–13 and elicit statements about their nationality.

Pronunciation | syllable stress

4a ▶  1.14 Play recording 1.14. After each pair of countries and nationalities, Ss repeat the pair; first as a whole class and then individually.

b ▶  1.14 Focus Ss' attention on the model. Check they understand the meaning of *syllable*. Give other words as examples and elicit the number of syllables in each word. Focus back on the examples. Emphasise the underlined syllables as you say them. Check understanding of *stress* and give other words as examples and elicit the stressed syllables. Ss then listen again for the number of syllables. Get feedback from the whole class and then elicit the stressed syllable in each case.

Answers

Brazil(2)	Brazilian (4)
Germany (3)	German (2)
India (3)	Indian (3)
Italy (3)	Italian (4)
Mexico (3)	Mexican (3)
Russia (2)	Russian (2)
the USA (4)	American (4)
Poland (2)	Polish (2)
Spain (1)	Spanish (2)
the UK (3)	British (2)
China (2)	Chinese (2)
Japan (2)	Japanese (3)

5 ▶ Put the Ss in pairs (A and B). A chooses a country and B replies with the nationality. Once completed, Ss then swap roles and repeat the activity. Go round the class monitoring as Ss do this, taking note of any errors to go over during the feedback session.

6 ▶ Read through the Lifelong learning box with the whole class. Then get Ss to look at the countries in ex. 3 on page 12 and write the countries and nationalities. Check these as a whole class.

Grammar | possessive adjectives: *my, your, his and her*

7 ▶ Read through the three example sentences with the whole class. Get Ss to complete the Active Grammar box and then check their answers with a partner. Get feedback from the whole class. Tell Ss to turn to the Reference on page 17 and look at the Possessive adjectives section. Read out the examples and get Ss to repeat as a whole class and then individually.

Active grammar

he – his
you – your
she – her

8 ▶ Ss do the task individually and then check their answers with a partner. Get feedback from the whole class. Then encourage Ss to make sentences of their own, similar to each of the sentences in the exercise, e.g. *Her name is Ela. Her favourite food is cheese.*

Answers

1 He's, His
2 Her, Her
3 your, you
4 My, My

9 ▶ Ss first complete the dialogue individually. Then put Ss into pairs (A and B) and ask them to act out the dialogue to check the answers. Then get feedback from the whole class, with Ss playing the parts of A and B.

Answers

1 your
2 My
3 His
4 his
5 his
6 Her

Speaking

10a ▶ Get Ss to look at the survey on page 116. Give Ss some time to read and answer the questions for themselves.

b ▶ Model the two questions to check that Ss understand them. Put Ss into groups of three. Get Ss to finish the survey in their groups by asking and answering each other questions. Give Ss about three or four minutes to do this.

Go round the class monitoring, taking note of any errors to go over during feedback.

c ▶ Ask Ss at random to give feedback on one of the other Ss in their group. Elicit any corrections required from the rest of the class.

OPTIONAL EXTENSION

Tell the Ss that they have to find out about three more people's answers in the class. Then allow Ss to mingle and tell each other about another person, following the model given. As they mingle, monitor the Ss and take note of any errors for the feedback session. Finally, get feedback from different Ss.

1 Communication

In this lesson, Ss listen to people asking for and giving phone numbers. Ss read and exchange information about people, learn how to say phone numbers and how to ask for repetition.

OPTIONAL WARMER

Play number whispers. Put Ss into two lines of at least four Ss. Give the Ss at the head of the line a piece of paper with a sequence of 6 numbers on it, e.g. 246765. Give them about ten seconds to memorise the numbers and then take it away. Ss then whisper the sequence down the line. The final student then comes to the front and recites the sequence that they were told. Repeat this activity with other numbers. The team that gets the most numbers right are the winners.

1a ▶ 1.15 Get Ss to look at the numbers given in ex. 1. Elicit the phone numbers from the class. As phone numbers are given in different ways, you may get variations of how this is done. Do not confirm the answers at this stage. Play recording 1.15 and after each phone number, Ss repeat; first as a whole class and then individually.

b ▶ 1.15 Elicit answers from the whole class for the two questions but do not confirm the answers. Listen to the recording again and then check as a whole class.

Answers

o – 'Oh'
55 – double five

2 ▶ 1.16 Play recording 1.16. Ss listen and correct the phone numbers and then check the answers with a partner. Get feedback from the whole class and play the recording again as a final check. Pay special attention to the 'o' and double numbers.

Answers

1 0583 121 558.
2 422 81009.
3 01472 698471.

3a ▶ 1.17 Tell Ss to look at the three photos. Elicit any information that Ss can give about the pictures, e.g. *In picture A, there is a boy and a girl.* Play recording 1.17. Ss match the pictures to the dialogues. Get feedback from the whole class.

Answers

Dialogue 2: Photo B
Dialogue 3: Photo A

b ▶ 1.17 Get Ss to write down what they remember of each of the numbers and compare answers with a partner. Don't confirm any answers yet. Play the recording again for Ss to check their answers. Get feedback from the whole class, getting as many Ss to say at least one phone number as possible.

Answers

Dialogue 1: 0747 499109
Dialogue 2: 0208 1149032
Dialogue 3: 0118 8873374

4a ▶ 1.18 Give Ss time to read the How to... box dialogue and elicit any possible answers for the blanks. Don't confirm any answers yet. Play recording 1.18. Get Ss to complete the gaps and then get feedback from the whole class. Check the spelling and the meaning of the words.

Answers

1 say
2 repeat

b ▶ Get Ss to work in pairs (A and B). Ss practise the dialogue, taking it in turns to be A and B.

OPTIONAL EXTENSION

Using their own phone numbers, Ss mingle round the class exchanging numbers, using the How to... dialogue as a model. If students feel uncomfortable giving their real numbers, they can make up an imaginary number instead. As they do this, go round the classroom monitoring and taking note of any errors for the feedback.

5 ▶ Put Ss into groups of three (A, B and C). Tell A to turn to page 118, B to turn to page 114 and C to turn to page 116. Give Ss a minute to read the information and think about the questions they are going to ask. Make sure Ss have taken note of the model dialogue below the table on page 16. Ss then question each other and complete their tables. As they do this, go round the class monitoring and take notes of any issues for feedback.

Answers

	Leonardo	Sofia	Marta
From (country)	Mexico	the USA	Spain
From (city)	Mexico City	New York	Madrid
Mobile phone number	556 893 2085	646 390 150	691 439 0023
Home number	556 933 2107	212 809 226	914 710 430

1 Review and practice

1 ▶

Answers

- 1 A: What's your name?
B: My name's Rick.
A: Nice to meet you, Rick.
2 A: Welcome to Hotel Lux.
B: Thank you. My name's Mr Hardy.
A: You're in room 4-1-7, Mr Hardy.

2 ▶

Answers

- | | |
|---------------------------|---------------------------|
| 1 It isn't / It's from | 5 It isn't / It's |
| 2 Is she / she is | 6 Is it / it is |
| 3 She isn't / She's | 7 He isn't / He's |
| 4 Is he / he isn't / He's | 8 Is it / it isn't / It's |

3 ▶

Answers

- | | |
|-------------------------|---------------------------------------|
| 1 You're a student. | 5 Who's she? |
| 2 She isn't German. | 6 It isn't a cafe. It's a restaurant. |
| 3 What's his name? | 7 Where's he from? Is he American? |
| 4 I'm not Lee. I'm Leo. | 8 You aren't Italian. You're French. |

4 ▶

Answers

- | | | |
|--------|--------|-------|
| 1 your | 4 Her | 7 his |
| 2 My | 5 her | 8 his |
| 3 her | 6 your | 9 My |

5a ▶

Answers

- | | | |
|-------|--------|--------|
| 1 his | 3 he | 5 he |
| 2 His | 4 He's | 6 He's |

b ▶

Answers

- | | |
|---------|---------|
| 1 she | 3 she |
| 2 She's | 4 She's |
| | 5 her |

6 ▶

Answers

- 1 café doctor football passport salad
2 police
3 cinema Internet telephone
4 computer

7 ▶

Answers

- | | |
|----------------------------------|-----------------------------------|
| 1 My favourite food is Chinese. | 5 Is Al Pacino American? |
| 2 Is she Spanish? | 6 Is Lady Gaga Polish? |
| 3 My car isn't German. | 7 Is his television Japanese? |
| 4 My favourite music is British. | 8 My favourite films are Mexican. |

Writing bank

1 ▶ Model the example. Ss read the poem and match the words to the photos. Ss then check their answers with a partner.

Answers

- 2 = city
3 = food
4 = car

2a ▶ Ss read the poems and tick the lines that are true for them. Get feedback from the whole class.

b ▶ Model the example with a student. Then put Ss in pairs to ask and answer similar questions about things from the poem, using the information from ex. 2a.

3a ▶ Ss read the How to... box. Drill the words and sounds; first as a whole class and then individually.

b ▶ Ss practise saying the words with a partner. Then get feedback from the whole class.

Answers

- 1 /k/
2 /s/
3 /k/
4 /s/
5 /s/
6 /dʒ/
7 /dʒ/
8 /f/
9 /f/

4 ▶ Model the example with the whole class. Ss then work individually to write their own poems, using the poem text as a template.

5 ▶ Put Ss in pairs. They now read their poems out to each other. Go round the class monitoring and then pick some of the best to be read out to the whole class.

Overview

Lead-in	Vocabulary: Relationships
2.1	<p>Can do: Introduce a friend</p> <p>Grammar: <i>to be</i>: <i>you</i> (plural), <i>we</i> and <i>they</i></p> <p>Possessive adjectives: <i>our</i>, <i>your</i> and <i>their</i></p> <p>Vocabulary: The alphabet</p> <p>Speaking and Pronunciation: Ask and answer</p> <p>How to... introduce someone</p> <p>Listening: Family parties</p>
2.2	<p>Can do: List the contents of your bag</p> <p>Grammar: <i>a/an</i></p> <p>Noun plurals</p> <p>Vocabulary: Personal objects</p> <p>Speaking and Pronunciation: /æ/ and /e/</p> <p>Listening: Two bags</p>
2.3	<p>Can do: Talk about friends</p> <p>Grammar: <i>to be</i>: review</p> <p>Vocabulary: Numbers 11–101</p> <p>Speaking and Pronunciation: Saying numbers</p> <p>How to... ask and talk about age</p> <p>Listening and Reading: Friends Connect</p>
Communication	<p>Give personal details</p> <p>How to... say email addresses</p>
Writing bank	<p>Write short, simple phrases about a family photo</p> <p>How to... use <i>and</i> and <i>but</i></p>
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 2.1 Introduce a friend
- 2.2 List the contents of your bag
- 2.3 Talk about friends
- Communication** Give personal details
- Writing bank** Write short, simple phrases about a family photo

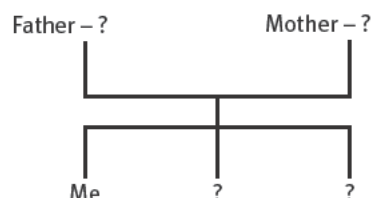
CEFR Portfolio ideas

- a) Work in pairs. Choose a photo of your family. Write a description of the photo. Who is in the photo? Where are they? Then describe the photo to your partner. Your partner asks questions.
- b) Interview friends and family about the contents of their bags. Write a list for each person.
- c) Write an email to a pen pal. Describe your best friend to him/her.

Lead-in

OPTIONAL WARMER

Draw the family tree below on the board and read out the following short text. Then elicit the different names of people for the different blanked spaces on the family tree.



This is my family. There are five of us. There is my mother, Anne, and my father, Peter. I have one brother called Dan and a sister called Carol.

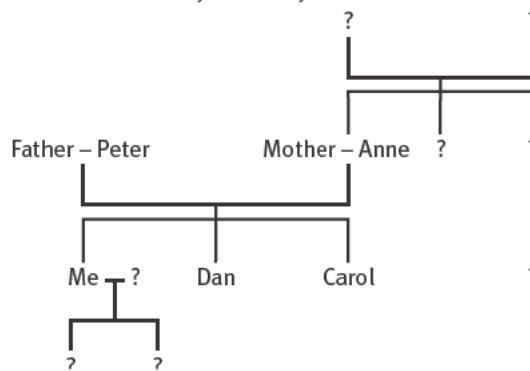
Ss then draw their own family trees to look like yours on separate pieces of paper. Check them and make sure Ss keep them for later. Keep your family tree on the board.

1a ▶ Ss look at the words in the box and tick the words they know. They then compare their results with a partner. Each student can help explain the meaning of any words that their partner doesn't know. Get feedback from the whole class and elicit meanings for all of the words.

b ▶ 1.19 Play recording 1.19. After each word, Ss repeat; first as a whole class and then individually. When the recording has finished, choose Ss to say different words from the list. Elicit why a part of some words is underlined (it shows the syllable stress).

OPTIONAL WARMER EXTENSION

Add more blanks to your family tree.



Then read out the following script and get Ss to fill in the remaining positions.

My grandma is called Rosa and my grandfather is called Ray. I have an aunt called Sarah and an uncle called Sam. My cousin is called Bob. My husband/wife is called Jan. My son is Pat and my daughter is Amanda.

Get feedback from the whole class and then allow Ss to extend their family trees in a similar way. Check their trees and make sure they don't lose them.

2 ▶ Ss look at the four photos. Ask how many people there are in each photo. Ss then work individually to match the dialogues to the photos. Ss check their answers with a partner. Get feedback from the whole class and elicit who each person is in the photo.

Answers

- 1 C
- 2 D
- 3 A
- 4 B

3 ▶ Check that Ss understand the meaning of male and female. This can be done by asking Ss to tell you how many males/females there are in the class and by asking, e.g. *Is Andrzej male or female?* Give Ss a few minutes to do the exercise individually and then let them check their answers with a partner. Get feedback from the whole class.

Answers

Male	Female	Male or female
brother	sister	cousin
boyfriend	aunt	friend
father (dad)	daughter	
grandfather (grandpa)	girlfriend	
husband	grandmother (grandma)	
son	mother	
uncle	wife	

4 ▶ Put Ss in pairs. Give them time to write the names of five people from their family. Model the dialogue with one student and then get Ss to swap their lists of names.

Ss then ask questions to find out who the people are. As they do this, go round the class monitoring and take note of any errors or problems for the feedback session. In the feedback session, elicit students' partner's relationships, e.g. *Kerem is his brother.*

OPTIONAL WARMER EXTENSION

Draw Ss' attention back to your family tree on the board. Elicit from Ss what you said about the family tree. Tell Ss that they will now work in pairs and give the same descriptions of their family trees. Go round the class monitoring as Ss do this, taking notes of any errors for feedback.

2.1 Family parties

Prince William is the Duke of Cambridge and is second in the line of succession to the throne of Great Britain. Harry (or Henry) is third in the line of succession.

Zara Phillips is the daughter of Princess Anne, daughter of Queen Elizabeth II. She does not hold a royal title, but is 13th in the line of succession.

Prince Edward, Earl of Wessex, is the youngest son of Queen Elizabeth II and is 7th in the line of succession. He is married to Sophie, the Countess of Wessex.

Queen Elizabeth II is the royal head of the Commonwealth (16 independent countries) and Great Britain. She has held this position since 1953. She is currently the second longest reigning royal leader in British history.


Prince Charles is the Prince of Wales and the oldest son of Queen Elizabeth II and first in the line of succession.


Princesses Beatrice and Eugenie are the daughters of Prince Andrew (Queen Elizabeth's second son) and are fifth and sixth in the line of succession.


In this lesson, Ss listen to people introducing each other at family parties and look at the plural forms of *to be* and plural possessive adjectives. Ss also learn the alphabet.

Vocabulary | the alphabet

1a ▶ Get Ss to work in pairs. Give Ss time to say the vowels. Choose a few Ss randomly to try and say the letters.

b ▶  1.20 Play recording 1.20. After each letter, Ss repeat; first as a whole class and then individually. When the recording has finished, choose Ss to say the different vowels.

2a ▶  1.21 Go round the class, asking each student to read a letter one by one. Don't worry if Ss get the letters wrong at this stage but try and elicit the correct answer from other Ss. Play recording 1.21 for Ss to listen to.

b ▶  1.21 Play the recording again. After each letter, Ss repeat; first as a whole class and then individually. When the recording has finished, choose Ss to say different letters from the alphabet.

c ▶ As a class, Ss say the letters with the same colour. Elicit why they are similar (see below). Put Ss in pairs and get them to take it in turns to say the letters of the alphabet in order. Then repeat the activity with the whole class.

Answers

red – ahjk – all have the /ei/ sound
 blue – bcdegptv – all have the /i:/ sound
 pink – flmnsxz – all have the /e/ sound
 green – iy – all have the /ai/ sound
 purple – quw – all have the /ju:/ sound
 yellow – o – has the /əʊ/ sound
 brown – r – has the /a:/ sound

3a ▶ 1.22 Ask Ss to close their books. Play recording 1.22 and then elicit the spelling of the name *Billy*. Play the recording again while Ss read. Check Ss understand the meaning of *double*. Write a few double letters on the board and get Ss to say them (e.g. double *e*, double *s*). Model the dialogue with a student.

b ▶ Divide the class into pairs and get Ss to take it in turns to be A and B. Ss practise the dialogue with their own names. Get feedback from the whole class, with Ss spelling their partner's names.

OPTIONAL EXTENSION

To give more spelling practice, do a spelling quiz on the key vocabulary from Unit 1 and the lead-in to Unit 2.

Listening

4a ▶ 1.23 Give Ss a couple of minutes to read the dialogues. Then elicit possible answers for all of the gaps. Play recording 1.23, then ask Ss to fill in the gaps for each dialogue. Randomly choose Ss to play the roles in the dialogue, adding their own answers. Elicit corrections to any wrong answers from the class.

Answers

- 1 Mum
- 2 girlfriend
- 3 Grandma and Grandpa
- 4 friend
- 5 cousin

b ▶ 1.23 Play the recording again. Ss answer the questions and check their answers with a partner. Then get feedback from the whole class. Where possible, elicit spellings.

Answers

- 1 no
- 2 Hiro Tanaka
- 3 outside (with Baby Boris)
- 4 a car
- 5 yes
- 6 no

5a ▶ Model the dialogue in the How to... box with a student in the class. Put Ss into groups of three (A, B and C). Ss take it in turns to play each role and introduce their friends. As they do this, go round the class monitoring, taking notes of any issues or errors for the feedback session. During feedback, nominate some of the groups to perform for the rest of the class.

b ▶ In their groups, Ss introduce each other to their partners. During feedback, nominate some of the groups to introduce their partners to the rest of the class.

Grammar 1 | *to be: you (plural) we and they*

OPTIONAL GRAMMAR LEAD-IN

Draw a table on the board with three columns. In the first column write *I* and in the third column write *from England*. Elicit *am* and *'m* and write it in the second column. Then elicit the next two rows with *you* and *he/she*.

6a ▶ If Ss haven't identified *'re*, *are* and *aren't* in the lead-in activity, write them on the board. Get Ss to underline examples of these verbs in the dialogues and then check with a partner.

Get Feedback from the whole class. Elicit what comes before the verb (or after the verb in questions) in each example.

Answers

- Are we late?
No, you aren't.
Are Grandma and Grandpa here?
Yes, they are.
They're outside.

b ▶ Get Ss to look back at the examples from the dialogues and complete the Active grammar box individually. Tell Ss to turn to the Reference on page 27 to check their answers. Ask Ss whether you can use contractions in the question form (no).

Active grammar

- aren't
Are
are
aren't

7a ▶ Go through the examples in the exercise. Drill them as a whole class and then individually.

Check Ss remember that we reverse the order of the verb and subject in questions. We also don't use contractions in questions and we answer with just subject + verb E.g. *Yes, we are*. Ss then do the activity individually. Do not check the answers at this stage.

b ▶ 1.24 Play recording 1.24 so that Ss can check their answers, then get feedback from the whole class. Play the recording again, sentence by sentence. After each sentence, Ss repeat; first as a whole class and then individually.

Answers

- 3 Are they in the garden? No, they aren't.
- 4 We aren't late.
- 5 They aren't Chinese.
- 6 We're from Poland.
- 7 Are you late? No, we aren't.
- 8 We're from Moscow.
- 9 They're in love.

OPTIONAL EXTENSION

Refer Ss to questions 6, 7 and 8.

Write the name of a country you are not from, the name of your country and your city of birth on the board, e.g. *Turkey, England, London*. Elicit *I'm not from (Turkey), I'm from (England), I'm from (London)*. Then put Ss into pairs. Each student makes the same three sentences about themselves, e.g. *I'm not Polish. I'm from Turkey. I'm from Istanbul*. Get feedback from the whole class with Ss saying what their partner said, using the third person *he/she*. If there is more than one student with the same information, elicit the plural forms.

Grammar 2 | possessive adjectives: *our*, *your* and *their*

OPTIONAL GRAMMAR LEAD-IN

Put a possession of yours on the table or in a bag, but make sure all the Ss see what it is. Then encourage every student to put something of theirs on the table or in the bag. Close your eyes, choose a possession and say *It's your pen/It's my pen/It's his/her pen*. If you are wrong, encourage Ss to correct you. Then continue choosing objects and choosing Ss to answer with the correct phrase. Check Ss know that these are called possessive adjectives. If you are planning to do the next optional activity, keep the possessions on the table.

8 ▶ Refer Ss to the dialogues from ex. 4a. Find *my new girlfriend* (dialogue 1) and tell Ss to underline it. Elicit the possessive adjective.

Give Ss a minute to find and underline more examples. Ss then check with their partner before filling in the gaps in the Active grammar box. Get feedback from the whole class but do not confirm the answers.

Tell Ss to turn to the Reference on page 27 to confirm their answers. Make sure Ss understand that these possessive adjectives are plural.


Active grammar

our
your
their

9a ▶ Ss work individually to complete the gaps in the dialogues. They then check their answers with a partner by acting out the dialogues. Go round the class monitoring but do not confirm any answers at this stage.

Answers

- 1 your
- 2 our
- 3 their, their
- 4 your

b ▶  1.25 Play recording 1.25 for Ss to check their answers. Then get a pair to act out the dialogues for feedback. If they make mistakes, elicit the correct answers from the rest of the class.

OPTIONAL EXTENSION

Repeat the activity from the Optional Grammar Lead-in, using two possessions at a time to get plural possessive adjective answers.

Speaking

10 ▶ Put Ss into pairs (A and B). Act out the model dialogue with a student and ask Ss to write down the verbs and the possessive adjectives, e.g. *They're. She's their*. A then asks questions and B answers.

Move all the As to a different pair and make sure As are all now Bs and Bs are now As. Repeat the activity. During both activities, walk around the class monitoring and take note of any issues or problems for the feedback session.

OPTIONAL EXTENSION

For homework, Ss bring in photos of family and friends and prepare to describe them to the rest of the class.

2.2 What's in your bag?

In this lesson, Ss listen, read and speak about personal objects and what people keep in their bag. Ss analyse articles *a/an* and noun plurals.

OPTIONAL WARMER

Play object hangman with the Ss. Each student thinks of an object they either have or can see. Ss then come to the board and play hangman. When the answer is guessed, Ss should use possessive adjectives to describe it, e.g. (pointing) *It is her pen.*

Vocabulary | personal objects

1a ▶ 1.26 Play recording 1.26. After each word, Ss repeat; first as a whole class and then individually. When the recording has finished, choose Ss to say different words in the list. At this stage, do not elicit the meaning of words or give the meaning of words.

b ▶ Ss work individually to match the words with the photos. They then check their answers with a partner. Get feedback from the whole class.

Answers

- A purse
- B passport
- C computer
- D key(s)
- E mobile (phone)
- F business card
- G umbrella
- H brush
- I pen(s)
- J apple
- K camera
- L iPod
- M (train) ticket
- N orange(s)
- O watch(es)
- P book(s)

2 ▶ Put Ss in pairs (A and B). A says one of the letters from ex. 1 and B has to say what the object is. Student A makes a note of how many Student B gets right. Ss then swap roles and repeat the activity. The student who gets the most right is the winner.

OPTIONAL VARIATION

Student A uses letters A–H to test Student B. Student B tests Student A with letters I–P.

OPTIONAL EXTENSION

Encourage Ss to come to the board and draw pictures of other objects that might be in a bag. The rest of the class tries to guess what the object is.

Pronunciation | /æ/ and /e/

3a ▶ 1.27 Play recording 1.27. After each word, Ss repeat; first as a whole class and then individually. When the recording has finished, choose Ss to say different words in the list. Ask Ss why a part of each word is in blue (to show the /æ/ and the /e/ sounds).

b ▶ Ss underline and circle the sounds in the sentences individually and then check their answers with a partner. Encourage Ss to say the sentences to each other and to listen for the sounds.

Answers

- 1 /æ/ – camera, bag /e/ – umbrella
- 2 /æ/ – taxi, café /e/ – friend
- 3 /æ/ – bag, apple /e/ – ten, pens

c ▶ 1.28 Play recording 1.28. Then, after each sentence, Ss repeat; first as a whole class and then individually. When the recording has finished, Ss check their answers again in pairs. Then get feedback from the whole class.

4 ▶ Read through the Lifelong learning box with the whole class. Check Ss understand. Give Ss two minutes to think of five words with /æ/ in them and five words with /e/ in them.

Ss then work in pairs to compare and check their lists. Then get feedback from the whole class. Divide the board into two columns, one for /æ/ and one for /e/. Ss come up and add their words in the correct column, with the sounds underlined. If there are any words on the board with both sounds, elicit them from the whole class.

Grammar | a/an; noun plurals

OPTIONAL GRAMMAR LEAD-IN

Refer Ss back to the pictures of objects A–P. Ask Ss if they can see more than one of any object. Elicit how many for each, e.g. brush (2), pen (3). Elicit if Ss know how to say more than one pen by writing *1 pen, 2 ...* on the board. Check spelling but at this stage do not confirm answers.

5a ▶ Ss read the texts and underline the parts of the text that are different to the photos on page 22. Ss check their answers with a partner. Get feedback from the whole class. Then try and elicit the answers with the plurals.

Answers

- Lily: two passports
one business card
- Jeff: two oranges
one book


OPTIONAL EXTENSION

Listen and repeat the parts of the text where plurals are mentioned, especially *oranges*.

b ▶ Ss complete the gaps in the Active grammar box using information from the texts. Get feedback from the whole class, drilling the plural endings. Tell Ss to turn to the Reference on page 27. Elicit from Ss when we use *an* instead of *a* (when the word begins with a vowel sound).

Active grammar

an apple/ipod
two pens
two passports
two brushes
two watches

6 ▶  1.29 Play recording 1.29 of the two texts from ex. 5. Whenever there is a sentence with the article *a*, stop the recording and get Ss to repeat as a whole class. At the end of the recording, get individual Ss to make the correct sound for *a* /ə/.


OPTIONAL EXTENSION

Ask different Ss to name the objects A–P from page 22, using the correct article in the singular and then in the plural form.

7a ▶ Look at the two examples given with the whole class. Ss then label the other pictures. They check their answers with a partner. Do not confirm the answers yet.

Answers

3 an umbrella
4 a ticket
5 two keys
6 two buses
7 an orange
8 two passports
9 three watches

b ▶  1.30 Play recording 1.30 for Ss to check and then repeat after each answer; first as a whole class and then individually.

8 ▶ Ss read the text and identify four mistakes. Ss then check their answers with a partner. Get feedback from the whole class. Elicit reasons for Ss' answers, e.g. *there are two*, *there is one*, etc.

Answers

It's a great watch.
Two mobile phones
They are Chinese phones
It's a Japanese computer

Speaking

9 ▶ Put Ss into pairs. Tell Ss that they will have one minute to look at some photos and then, together, they will have to try and remember as many objects as possible.

Tell Ss to turn to page 115. After one minute, tell the Ss to close their books. Give them one minute to write down as many of the objects as they can remember. Before doing feedback, tell Ss that you will only accept correct pronunciation and correct use of plurals and articles. Get feedback from the whole class. The pair that remembers the most are the winners.

Answers

two mobiles / mobile phones
an apple
an orange
a passport
two cameras / a green camera and a black camera
a watch
three keys
an iPod
two business cards
a bag

10a ▶ Ss make a list of what they have in their bag and include something that is NOT in their bag. Help Ss if they are not sure of any words in English. Model the dialogue with a student.

b ▶ Put Ss into pairs (A and B) and give each pair a number. Ss take it in turns to be A and B and guess what isn't in their partner's bag.

Then move the As to another pair, i.e. from Pair 1 to Pair 2 etc. and repeat the task. While Ss are doing this, go round the class monitoring and checking for any errors to cover in the feedback session. When completed, get feedback from the Ss.

OPTIONAL EXTENSION

Tell Ss they are going on a beach holiday. Get them to make a list of the things in their bag for the next lesson.

2.3 How old is she?

In this lesson, Ss read a text from a social network site and talk about friends. They learn numbers 11–101 and review *to be*.

OPTIONAL WARMER

Bring in some pictures of rooms, shop windows or any other scenes that have multiple objects in them. Put Ss into pairs and give each student a picture. They must not show the picture to their partner. Ss take it in turns to say what they can see in their pictures, using *to be* and singular and plural forms, e.g. *There are two chairs, there is a clock*. Ss take notes of what they hear. Collect all the pictures and then lay them face up on your desk or on the floor. Ss use their notes to identify the picture their partner described.

Reading

1 ▶ Ss read the text and complete the gaps with the names of the people. Ss check their answers with a partner. Get feedback from the whole class. Try and get reasons for the Ss' answers.

Answers

photo 1 – Gaby
photo 2 – Josh
photo 3 – Charlotte and David

2 ▶ Elicit the meaning of *married*. Ss read the text again and answer the questions. They then check their answers with a partner before getting feedback from the whole class. For question 4, some Ss may not know how to say the number. If they are having problems, let them write the answer on the board.


Answers

	4	28
1	Brazil	5 no
2	Gaby	6 no
3	Brazil	7 London

Vocabulary | Numbers 11–101

OPTIONAL LEAD-IN


Start by numbering Ss. Make yourself number 1, then go round the class getting each student to say the next number. Continue until a student doesn't know or gets the number wrong and then start again with that student from 1. Do this as often as you think is necessary to get an idea of what the class knows of numbers 11–101.

3 ▶  1.31 Play recording 1.31. After each number, Ss repeat; first as a whole class and then individually. When the recording has finished, put Ss in pairs and get them to point at a number for their partner to say.

4a ▶ In pairs, Ss say the numbers to each other.


Answers

1	66
2	23
3	79
4	101
5	88
6	45

b ▶  1.32 Play recording 1.32 for Ss to check their answers. Get feedback from the whole class by making one student the board monitor and other Ss spelling out their answers. The board monitor writes the numbers to check that Ss have taken note of the spelling.


c ▶ Put Ss into pairs (A and B). B writes down the five numbers that A says, making sure the spelling is correct. A then checks. Ss then swap roles and do the activity again. As Ss do this, go round the class monitoring and take note of any errors for feedback.

Pronunciation | saying numbers

5a ▶  1.33 Play recording 1.33. Ss listen and decide which number they hear first. Get feedback from the whole class by doing a vote but do not confirm any answers at this stage.

Answers

1	40
2	17
3	24
4	90
5	30
6	65

b ▶  1.33 Play the recording again. After each pair of numbers, Ss repeat; first as a whole class and then individually. When the recording has finished, check the answers with the whole class and make sure Ss can distinguish between *-teen* and *-ty*.

6 ▶ Give Ss a minute to read the How to... box and then model both the example and the How to... dialogue with a student. Elicit the meaning of *secret*.

Give Ss two or three minutes to work in pairs and ask as many questions as possible about the ages of members of their family. Get feedback from the whole class, with Ss reporting what their partner said, e.g. *His sister is twenty-two*.

OPTIONAL EXTENSION

Ss try and guess (although they may know) the age of other people in their class. You may also bring in pictures of famous people and ask Ss how old these people are.

Grammar | *To be*: review

OPTIONAL GRAMMAR LEAD-IN

Elicit the meaning of *same* and *different*, e.g. *I am a boy and Jorge is a boy. We are the same. I am a boy and Marta is a girl. We are different.* Make examples using *he* and *she* and *they*. Write your examples on the board. Then elicit similar sentences from Ss.

7 ► Ss read the Active grammar box and complete the gaps. Ss check their answers with a partner before checking their answers with the reference on page 27. Get feedback from the whole class and check that Ss remember the rules about when and when not to use contractions.

Active grammar

Am
am.
is
Is
isn't.
Are

8 ► Ss do the activity individually. They then check their answers with a partner by reading out the dialogues, with one student reading A and another student reading B. Go round the class monitoring and then get feedback from the whole class by asking different pairs to read each dialogue.

Answers

- 1 aren't, 're
- 2 is, 's
- 3 's, Is, isn't, 's
- 4 are, 're
- 5 are, 'm, 're

Speaking

9 ► Put Ss into pairs (A and B). Tell A to turn to page 112 and B to turn to page 117. Give Ss about two minutes to read the information and think about the questions they are going to ask. Ss then ask and answer each other's questions about their photos.

As Ss do this, go round the class monitoring and take note of any issues or errors to go over in the feedback session. Get feedback from the whole class with A commenting on B's photos and vice-versa.

OPTIONAL EXTENSION


Ss prepare a small presentation about a person they know (can be famous or just a friend) with pictures.

2 Communication

In this lesson, Ss listen to people giving personal details, learn how to say email addresses and ask basic questions.

OPTIONAL WARMER

Divide the class into two teams. Give each student a slip of paper. On the paper, Ss should write four details about themselves. They should then order the information from most difficult to identify them by, to the easiest, e.g. *My phone number is 01273 69642* will be more difficult to identify a student in the class than *I am 26* or *I am from Russia*. If you think Ss will have difficulty with this, Ss can check with you on the order to use. Collect the slips from the two teams. Then, for each team, read out a slip of paper from the other team, sentence by sentence. Alternatively, you can get different students to read out the slips of paper. After each sentence, ask: *Who is it?* Give a few seconds to see if the team wishes to answer. If not, go on to the next sentence. If Ss correctly guess the name after one sentence, the team gets 4 points. If they answer incorrectly, they get -4 points. If they answer the second question they can get 3 or -3 points and so on. The team that gets the most points is the winner.


1a ▶  1.34 Ask a student to come to the board and write his/her email address. Then get Ss to read it out loud. Do not correct the Ss at this stage. Then play recording 1.34 while Ss read the How to... box. Get Ss to listen and repeat the example in the How to... box as a whole class and then individually.

b ▶ In pairs, Ss tell each other their email addresses. Then move Ss around so that each student is with a different partner and repeat the activity. You can do this as many times as you like. Then get feedback from the whole class.

2a ▶ Check the meaning of *postcode* and *spell*. Ss complete the questions, then compare their answers with a partner.


Answers

1 old	6 in
3 phone	8 spell
4 address	10 email

b ▶  1.35 Play recording 1.35 for Ss to check their answers. Get feedback from the whole class. Then give Ss a minute to try and remember the order of the questions, before playing the recording again and checking the order with the whole class.

Answers

2 Q8	6 Q2
3 Q5	7 Q4
4 Q6	8 Q9
5 Q1	9 Q3
	10 Q10

3 ▶  1.35 Give Ss some time to complete as much information as they can remember from the previous listenings. Ss then check their answers in pairs and make any necessary changes. Then play the recording again and get feedback from the whole class. Make sure Ss read out the information correctly.

Answers

Name: Anton Alekseev
From: Moscow in Russia
Age: 26
Address: 61 Leith Street. EH3 6YI
Phone number: 07853 900841
Email address: anton.alekseev@my-mail.com

4 ▶ Go through the questions from ex. 2a, practising both as a whole class and then individually.

OPTIONAL VARIATION

You may like to play the recording again and stop after each question before practising. This will allow you to focus more on the intonation of questions.

OPTIONAL EXTENSION

As a quick drill, read out answers and get Ss to give you the question that matches it, e.g. *John Smith – What is your name?*

5a ▶ Tell Ss to look at the blank registration form and give them a few minutes to prepare their own information to fill in this form. Tell them NOT to fill in the form yet.

b ▶ Tell Ss that, in pairs, they will now ask questions and fill in the forms for their partners. Ask Ss to make a copy of the blank registration form on page 26. Tell Ss to look at the example and model this with a student.

With weak classes you may like to do this with every question. Ss then ask and answer their questions and fill in the forms. As they do this, go round the class and monitor, taking note of any issues or errors for the feedback session. In class feedback, Ss report information about their partners.

OPTIONAL EXTENSION

For the next lesson, Ss fill in a copy of the form for a friend or relative and, at the beginning of the next lesson, go through the procedure in ex. 5b again.

2 Review and practice

1 ▶

Answers

2 're	7 're
3 Are	8 Are
4 aren't	9 aren't
5 Are	10 're
6 are	11 're

2 ▶

Answers

2 'm	9 aren't
3 is	10 are
4 Are	11 's
5 's	12 's
6 'm not	13 Are
7 'm	14 isn't
8 Are	15 's

3 ▶

Answers

2 We're	6 Their
3 our	7 Your
4 our	8 We're
5 They're	9 Their

4 ▶

Answers

2 a ticket	5 an apple
3 a brush	6 a key
4 a camera	7 a mobile phone
	8 a pen

5 ▶

Answers

1 brushes	a book	
2 cameras	watches	a passport
3 an iPod	a purse	an umbrella

6 ▶

Answers

2 son	4 brother
3 uncle	5 husband
	6 boyfriend

7 ▶

Answers

2 My daughter is twelve.
3 His grandfather is one hundred and one.
4 'How old is your son?' 'He's sixteen.'
5 I'm fifty-eight.
6 Are you between thirty-five and forty-nine years old?
7 He's eleven.

2 Writing bank

1 ▶ Ss look at the photo and then write the names of the people in the photo by reading the email. Ss check their answers with a partner. Get feedback as a whole class.

Answers

(from left to right) Sue, Karina, Bill, Freya, Ingrid, Dirk and Jamie

2a ▶ Ss read the How to ... box. Drill the sentences; first as a whole class and then individually.

b ▶ Ss underline more examples of *and* and *but* from the email. Get feedback from the whole class.

Answers

...my parents, Bill and Sue.
It's hot in the photo but it's cold in Berlin!

3 ▶ Ss rewrite the sentences individually before checking their answers with a partner. Get feedback from the whole class.

Answers

- Hans is my brother but Konrad isn't my brother.
- My mother is sixty-one and my father is sixty-two.
- My children are five, seven and ten.
- I'm in London but my family is in New York.

4 ▶ Using the photo to help them, Ss fill in the table.

5 ▶ Using the model as a template and the table they completed in ex. 4, Ss write their own emails, describing the picture. Put Ss in pairs to read their partner's email and identify each person in the photo.

Overview

Lead-in	Vocabulary: Places in town
3.1	Can do: Order snacks in a café Grammar: Possessive 's: singular and plural Vocabulary: Snacks and drinks Speaking and Pronunciation: /v/ How to... order food and drink Reading: Cafés around the world
3.2	Can do: Understand shop signs Grammar: Position of adjectives Vocabulary: Adjectives Speaking and Pronunciation: /əv/ Reading: Signs
3.3	Can do: Ask for and give prices Grammar: <i>this, that, these, those</i> Vocabulary: Prices Colours Speaking and Pronunciation: How to... ask for prices and pay for things Listening: In a shop
Communication	Have a short phone call with a friend How to... greet a friend
Writing bank	Write short, simple sentences about a product How to... spell noun plurals
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 3.1 Order snacks in a café
- 3.2 Understand shop signs
- 3.3 Ask for and give prices
- Communication** Have a short phone call with a friend
- Writing bank** Write short, simple sentences about a product

CEFR Portfolio ideas

- a) Work in pairs. Write a dialogue in a café. Student A is the waiter and Student B is the customer. Make a video of the dialogue.
- b) Find pictures of English signs on the Internet or take photos of English signs with your phone or camera. What do the signs mean? Make a quiz with your signs and test other students. Do they know what the signs mean?
- c) Write a dialogue in a shop. Student A is the shop assistant and Student B is the customer. What is the shop? What do you want to buy? How much is it?

Lead-in

OPTIONAL WARMER

Write the word *town* on the board and elicit the meaning. Elicit examples of towns. Then draw a house and say 'In a town there are houses and....' Elicit from Ss any other places they may know in a town, e.g. *cinema, theatre, café*. If you have a strong class, you might like to divide the class into teams to make up lists of places in a town. Then share these with the whole class. You may not be able to elicit meanings of these places at this time but they might be able to mime the places or draw them on the board.

1a ▶ 1.36 Check the meaning of *stress*. Play recording 1.36 for Ss to underline the stress. Get feedback from the whole class.

Answers

bank bus stop café car park cashpoint
chemist cinema clothes shop deli park
petrol station restaurant shoe shop
train station or station supermarket

b ▶ 1.36 Play the recording again and, after each word or phrase, Ss repeat, first as a whole class and then individually.

2 ▶ Draw Ss' attention to the photos and symbols. Do *bank* (F) as an example by eliciting the answer. Ss then do the activity themselves and check their answers with a partner. Get feedback from the whole class.

Answers

- A shoe shop
- B deli
- C (train) station
- D chemist
- E supermarket
- F bank
- G car park
- H bus stop
- I restaurant
- J cashpoint
- K café
- L cinema
- M clothes shop
- N park
- O petrol station

3 ▶ Model the activity with a student. Ss then take it in turns to be Student A and Student B. As they do this, go round the class monitoring and take notes of any issues for feedback.

EXTEND THE LEAD-IN

Encourage Ss to come up to the board and draw icons for any other places in town. The rest of the class can guess what the icons represent.

4 ▶ Check the meaning of *find*. Do not give or elicit the meaning of the other words in the activity. Let Ss attempt the activity themselves. Ss then check their answers with a partner before checking the answers with the whole class. Be prepared to accept some unusual answers (e.g. *You can find shoes in a park*).

If Ss are unable to answer some of the questions because they don't know the meanings of the words, then try and elicit the meaning. Put Ss in pairs to ask each other the questions, e.g. A: *Where can you find cheese?* B: *In a deli*. Go round the class monitoring and take note of any problems for feedback.

Answers

- 2 in a supermarket, restaurant or café
- 3 in a bank, cashpoint or a petrol station
- 4 in a supermarket, restaurant, café, cinema or petrol station
- 5 in a chemist or supermarket
- 6 in a cinema or supermarket
- 7 in a car park or petrol station
- 8 in a shoe shop or supermarket

EXTEND THE LEAD-IN

Elicit other things that can be found in any of the places from ex. 2. Put any new ones on the board, e.g. *cheese, petrol, a bus, a dog*.

3.1 Café culture

Cairo is the capital city of Egypt and is the largest city in Africa. Seven million people live there. It is famous for the Pyramids.

Bangkok is the capital of Thailand. Nine million people live there. It is famous for the Grand Palace. It is one of the most expensive cities in Asia.

Melbourne is the capital city of the state of Victoria in Australia. It is the second largest city in Australia. Four million people live there.

Turkish coffee is a strong coffee in a small pot. It is made by adding very fine coffee and sugar to water and heating the water, stirring all the time. It is drunk without milk in small cups.

Prawn salad is salad with prawns (red shellfish from the sea) with celery, mayonnaise and lemon juice.

Reading

In this lesson, Ss read about different cafés in different cultures. Ss learn how to use possessive 's with singular and plural nouns, words for different snack and drinks and the pronunciation of the /v/ sound. They also practise how to order food and drink.

OPTIONAL WARMER

Put Ss into pairs. Each pair chooses a place in town to mime. Each pair performs the mime and Ss have to guess where the place is. However, they must answer by saying *In an X, you can find Y*, e.g. *In a deli you can find cheese*. Try to finish with the pair who chooses to mime a café and then elicit as many possible things that you can find in a café.

1a ▶ Look at the photos with the whole class. Elicit what Ss can see in each photo. Get feedback from the whole class on which country each photo is of. Do not confirm the answers yet.

Answers

- A – Australia
- B – Egypt
- C – Thailand

b ▶ Ss read the texts and check their answers. Get feedback from the whole class.

2a ▶ Check the meaning of *stall, owner* and *snack*. At this stage, do not check the meaning of any other words. Ss fill in the table and then check their answers with a partner. Get feedback from the whole class. Then check the meaning of *sugar, customer, prawn* and *spicy*.

Answers			
	Al Samadi	Leonardo's	Kulap's food stall
Owner	Madu	Leonardo	Kulap
City	Cairo, Egypt	Melbourne, Australia	Bangkok, Thailand
Favourite snack/drink	Turkish coffee	prawn salad and chocolate cake	spicy chicken

b ▶ Ss work in pairs and take it in turns to talk about one of the cafés. Make sure Ss take note of the structures provided. You may like to drill them first before Ss start doing the activity. As Ss do this, go round the class monitoring and take notes for the feedback session. Then randomly ask Ss to describe the cafés.

c ▶ Give Ss a few minutes to prepare and help with any vocabulary for their favourite snack/drink. Then put Ss into pairs. Make sure the Ss use the same structures from ex. 2b. Now move Ss around so that each person is with a different partner and repeat the activity. As Ss share their information, go round the class monitoring and take notes of any problems to discuss in the feedback session. In the feedback sessions, get Ss to tell you what one of their partners said.

Grammar | possessive 's: singular and plural

3a ▶ Write 's on the board. Tell Ss to look at the text about Al Samadi café and underline any examples of 's and s'. Give Ss some time to do this and then get feedback from the whole class. Write the answers on the board.

Answers

Madu's café, It's in Cairo, customers' favourite drink

b ▶ Ss complete the Active grammar box and then check their answers with a partner. Get feedback from the whole class by getting Ss to read out the information in the grammar box. Do not confirm the answers at this stage.

Tell Ss to turn to the Reference on page 37 and check their answers. Highlight the positioning of the apostrophe in both the singular and plural forms. Also make sure Ss have understood the Remember! note.

Active grammar

This is Madu's café
The customers' favourite
Snacks are prawn salad and chocolate cake

4 ▶ Write *Amun is his friend* and *Amun is Madu's friend* on the board. Underline *his* in the first sentence and *Madu's* in the second and explain that Amun is the friend of *Madu*.

Ss do the activity and then check their answers with a partner. Get feedback from the whole class. For question 7, you can either say nothing or explain that if the plural does not end in s, you put the apostrophe before the s.


Answers

- 3 Where is your parents' restaurant?
- 4 What's your father's favourite drink?
- 5 Ruth's mobile is on the table.
- 6 Who is Jay's daughter?
- 7 The children's pizza isn't ready.
- 8 It's the boys' favourite snack.

OPTIONAL EXTENSION

Collect objects from Ss in the class and put them on the table. Pick up the objects one by one and elicit from Ss, e.g. *It's Bea's pen*. Then do the same again but get them to write it down. This task highlights the difference between *It is* and possessive 's.


Vocabulary | snacks and drinks

5 ▶  1.37 Tell Ss to look at the pictures and, in pairs, check which ones they already know. Then play recording 1.37 and, after each phrase, Ss repeat; first as a whole class and then individually.

In pairs, Ss then brainstorm any other snacks and drinks they know. Get feedback from the whole class and write the new snacks and drinks on the board. Check the whole class understand the meaning of each item.


OPTIONAL EXTENSION

Ss take it in turns to come to the board and draw a snack or drink. Ss shout out what they think it is.


6a ▶  1.38 Play recording 1.38. Ss check their answers with a partner. Get feedback but do not confirm the answers yet.


Answers

- 1 chocolate cake and coffee with milk
- 2 a cheese sandwich and sparkling water
- 3 a chicken roll and orange juice

b ▶  1.38 Play the recording again to allow Ss to check their answers and then get feedback from the whole class.

Pronunciation | /ɒ/


7a ▶  1.39 Play recording 1.39 while Ss read. Elicit the sound in blue. Give Ss a chance to pronounce the words but do not correct at this stage.

b ▶  1.39 Play the recording again and after each word, Ss repeat; first as a whole class and then individually.

8a ▶ Ss complete the activity and then check their answers with a partner. Get feedback but do not confirm any answers yet.

Answers


- 1 What's the restaurant's name?
- 2 It's not Jon's cheese roll.
- 3 Is the chocolate cake in the coffee shop good?

b ▶  1.40 Play recording 1.40. Ss check their answers and then get feedback from the whole class. Make sure Ss are aware that the letter doesn't have to be *o* to have the /ɒ/ sound. You may like to drill the sentences when feedback is completed.

OPTIONAL EXTENSION

In pairs, Ss make a list of ten words with the /ɒ/ sound. They then compare their list with another pair. Get feedback from the whole class.

Speaking

9a ▶  1.41 Read through the How to... box and get two Ss to read the dialogue, but do not correct any errors. Then play recording 1.41 and, after each sentence, Ss repeat; first as a whole class and then individually.

If Ss have trouble, you can use backchaining (say the last word in the sentence and get Ss to repeat. Then get them to say the last two words. Build up the sentence, adding an extra word until Ss are saying the whole sentence).

b ▶ Put Ss in pairs (A and B). Make sure books are closed and ask Ss to recreate the dialogue. Go round the class monitoring and take note of any issues for the feedback session. Then choose one or two pairs to do the dialogue in front of the class.

c ▶ Change the pairs. Ss take it in turns to be A and B and recreate the dialogue with different food and drink. Then change the pairs and repeat. Again, walk around the class monitoring and take note of any issues for the feedback session.

OPTIONAL EXTENSION

In groups of three, Ss prepare their own café and menu. Then each group visits another group's café and orders their meal. One person from each group is the waiter.

3.2 Sorry, we're closed.

In this lesson, Ss look at shop signs and listen to dialogues about different everyday events. They learn about adjectives and their opposites and the position of adjectives in sentences.

OPTIONAL WARMER

Act out a dialogue similar to the one at the café from the previous lesson. Take the role of the waiter and choose a student to be the customer. After giving them their drink, encourage Ss to ask *Is it good?* Write *good* on the board and then write *bad* on the board. Check they understand the meaning and then encourage Ss to think of other adjectives and put them on board. Encourage Ss to say something with their adjective. Tell Ss that today we are looking at adjectives.

Vocabulary | adjectives

1 ▶ Ss do the activity and then check their answers in pairs. At the start of the feedback session, get Ss to read out the signs before giving their answer. Elicit other possible signs that Ss know, e.g. *No entry*, *Silence please*, *Sale* etc.


Suggested Answers

- A a café
- B a food stall
- C a shop
- D a clothes shop
- E a café/food stall
- F a car park
- G a (clothes) shop

2a ▶ Check Ss understand the meaning of *opposite*. Look at the example with the Ss. Check that Ss understand all the adjectives in the list. Ss complete the activity and then check their answers with a partner. Get feedback from the whole class. Do not confirm any answers yet.

Answers

- 2 closed
- 3 cold
- 4 cheap
- 5 good
- 6 new
- 7 big

b ▶  1.42 Play the recording for Ss to check their answers. Get feedback from the whole class. You may like to drill the adjectives to make sure the pronunciation is correct. Then Ss close their books. Say an adjective and elicit the opposite from individual Ss.

OPTIONAL EXTENSION

Use the adjectives from ex. 2a to make sentences and elicit the correct opposite adjective, e.g. *This dress is (expensive, cheap).*

3 ▶ Give Ss a few minutes to find the only three adjectives that have not been used. Get feedback from the whole class and make sure Ss understand they do not have opposites.

Check the meaning of the three adjectives and encourage Ss to think of other signs that would use these adjectives.

Answers
fresh, free, nice


4 ▶ Read through the Lifelong learning box with the Ss. Elicit the opposite of the word *hard*. Then ask Ss to identify the pronunciation and the example sentence.


Now is a good time to mention that a starter monolingual dictionary is better than a bilingual dictionary as a bilingual dictionary will not give you the same amount of information for every word.

OPTIONAL EXTENSION

Providing you have enough starter monolingual dictionaries, put Ss into groups and allocate the same number of adjectives from ex. 2a to each group. Ss check if the information is correct. Then get Ss to read out each of the entries. Other Ss have to guess which adjective it is. If you do not have enough dictionaries, you could copy the entries and hand them out to the groups.


Pronunciation | /əʊ/

5a ▶  1.43 Play recording 1.43 while Ss read. Elicit the sound in blue. Give Ss a chance to pronounce the words but do not correct at this stage.

b ▶  1.43 Play the recording again and after each word, Ss repeat; first as a whole class and then individually.

6a ▶ Ss complete the activity and then check their answers with a partner. Get feedback from the class but do not confirm any answers.

Answers
1 Hello. Is your hotel open?
2 'So, are you Jo?' 'No, I'm Toby.'
3 'What's the hotel's number?' 'It's 09 double 0 485235.'


b ▶  1.44 Play recording 1.44 to allow Ss to check their answers and then get feedback from the whole class. You may like to drill the sentences when feedback is completed.

OPTIONAL EXTENSION

In pairs, Ss make a list of five words with the sound /əʊ/. They then compare their list with another pair. Get feedback from the whole class.

7a ▶ Make sure Ss understand they should only use adjectives from ex. 2a. Ss complete the activity and then compare their answers. Get feedback from the whole class but do not confirm the answers at this stage.

Answers
1 open, closed
2 big, small
3 expensive, fast
4 new, old

b ▶  1.45 Play recording 1.45 for Ss to check their answers. Get feedback from the whole class.

8 ▶ Ss practise the dialogues in pairs. Go round the class monitoring and check for any problems to discuss in the feedback session.

OPTIONAL EXTENSION

Give your Ss the chance, in pairs, to create dialogues similar to those in ex. 7a. They have to include two adjectives. Ss then act them out in front of the class.

Grammar | position of adjectives

OPTIONAL GRAMMAR LEAD-IN

Make sure Ss' books are closed. Write one of the words below on different slips of paper and give one word to each student. Ss mingle and find the other students they need to make a sentence. When all the Ss have come together, elicit the sentences and ask the Ss where the adjective is in the sentence. With smaller classes you can do this more than once or give Ss more than one word.
The shop is closed. It's an expensive car. It's very fast. It's a big sale. The food is very good.

9 ▶ Read the Active grammar box with the whole class. Ss fill in the blanks with examples from ex. 7a. Ss check their answers with a partner and then check the Reference section on page 37. Then get feedback from the rest of the class.

Active grammar

Is this shop open?
I'm Pete's old girlfriend.
And it's very fast.

10 ▶ Ss do the activity individually and then check their answers with a partner. Get feedback from the whole class.

Answers
2 Your computer is really slow.
3 My iPod is new.
4 The chemist isn't open.
5 Is he Jen's new husband?
6 Can I have a small salad, please?

11 ▶ Look at the cartoons one by one with the whole class. Elicit what they can see in each cartoon. Tell Ss they are going to write sentences for each cartoon using *very* and *really* and the adjective given. Look at the example and check they understand.

Ss complete the activity and then check their answers with a partner. Then get feedback from the whole class. Try and elicit more sentences using different adjectives.

Answers

- 1 b It's a very/really slow car.
- 2 a My hotel is very/really expensive.
b It's a very/really expensive hotel.
- 3 a Is it a very/really good book?
b Is your book really/very good?

Speaking

12a ▶ Ss look at the five objects and choose an adjective to describe them. It might be a good idea to write down these adjectives so you can check spelling. Go round and check Ss answers individually before moving on to the next exercise.

b ▶ Ss work in pairs and describe their objects, using their list of adjectives and the example sentence. Tell Ss to take notes as they will be telling other people later about what they heard. Then change the pairs and do the activity again. While they are doing this, go round the class monitoring and take note of any problems for the feedback session.

c ▶ Get feedback from the whole class by asking Ss to tell the class about the last person they spoke with. Make sure Ss change the information to match the example, i.e. Instead of saying *the flat is big* they should say *Elena's flat is big*. Pay particular attention to the use of possessive 's.

OPTIONAL EXTENSION

Ss tell each other about places in town using adjectives, e.g. *The cinema is very old but very cheap.*



3.3 How much is that?

In this lesson, Ss listen to a man and woman buying things and learn about prices. Ss learn how to use *this*, *that*, *these* and *those*, colours and how to ask for and give prices.

OPTIONAL WARMER

Before the class, cut out or print some pictures of things you could have bought. Try to find pictures that use as many adjectives as possible from ex. 2a in 3.2. In class, tell the Ss that you went shopping last week and bought some things. Show them the pictures and elicit sentences with adjectives that describe what you bought. When completed, keep the pictures as you may use them again later.

Vocabulary | prices

1a ▶ Before starting, you might like to revise numbers. Put up a variety of numbers between 1 and 1,000 on the board and elicit how to say them. Do not confirm any answers at this stage but leave them on the board. Then give Ss some time to complete the activity before checking their answers with a partner. Do not get feedback at this stage.

Answers

- 1 B
- 2 A
- 3 D
- 4 E
- 5 F
- 6 C

b ▶ 1.46 Play recording 1.46 for Ss to check their answers. Get feedback from the whole class.

c ▶ 1.46 Play the recording again and after each sentence, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Go back to the numbers that you wrote on the board and convert them into prices. Then elicit the prices from the whole class.

2 ▶ 1.47 Play recording 1.47. Ss match what they hear with the prices. Ss check their answers with a partner. Get feedback from the whole class. Then make sure Ss understand when to say the currency and when to say the smaller denomination, e.g. *seventeen pounds ninety-nine*. Play the recording again and get Ss to repeat the prices; first as a whole class and then individually.

Answers


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

3 ▶ Put Ss into pairs. Each student writes down five prices. Ss take it in turns to read out their prices and their partner writes them down. Ss then check how many they got right and then repeat the activity with the roles reversed. As Ss do this, go round the class monitoring and take note of any problems for discussion in the feedback session.

OPTIONAL VARIATION


Ask Ss to use the pictures on the board (from the warmer) and give prices to each one. Ss then, in pairs, read out the prices for their partner to write down. The partner then guesses which object has which price.

Listening

4a ▶  1.48 Play recording 1.48. Ss listen and write down what the people buy. Get feedback from the whole class. You should only play the listening again if it is clear that Ss are having difficulties.

Answers

- 1 a blue umbrella
- 2 Three yellow 'Birds of Paradise' flowers and a box of chocolates

b ▶  1.48 Play the recording again. Ss listen and write the prices of things. Get feedback from the whole class.

Answers

- 1 a blue umbrella = £6.50
- 2 3 yellow 'Birds of Paradise' flowers = €20, box of chocolates = €4.99.

5a ▶ Check that Ss understand that the dialogues in the How to... box are about asking for prices and paying for things. Get Ss to act out the dialogues in pairs.

Then give each pair two prices from ex. 2. Ss then redo their dialogues with the new prices they have been given. In each activity, go round the class monitoring and checking for problems for the feedback session.

b ▶ Tell Ss to close their books. Get Ss to repeat the dialogues from memory. Again, go round the class monitoring and take notes and then, in the feedback session, ask different pairs to reenact the dialogues for the whole class. Alternatively, appoint one student to write the dialogues on the board while the rest of the class dictates the dialogues from memory to the board writer.

Grammar | *this, that, these, those*

OPTIONAL GRAMMAR LEAD-IN

Put a pile of pens on the table and ask a student to come to the table and show the difference between *this* and *that*. Follow this up by asking the student the questions *What's this/that?* Then ask another student to show the difference between *these* and *those* and ask the questions *What are these/those?* Continue doing this with other objects in the class until you are sure the whole class has understood and can use the words.

6 ▶ The examples here are taken from the listening in ex. 4a. Ss look at the words in the box and then add them to sentences 1–4. Ss check answers with a partner and then check their answers in the audioscript on page 136. Get feedback from the whole class.


Answers

- 1 umbrella
- 2 that
- 3 flowers
- 4 chocolates

7a ▶ Tell Ss to look at the Active grammar box and the pictures. Refer them to the example. Then ask them to complete the three blanks with *these, that* and *those*. Ss check their answers with a partner by checking the reference on page 37.

Active grammar

that umbrella
these chocolates
those flowers


b ▶  1.49 Play recording 1.49 for Ss to check their answers. Then get feedback from the whole class. You may also want to drill the sentences. Read through the note carefully and then drill the question form by pointing at the pictures, asking the questions and then eliciting the answers.

8 ▶ Ss do the activity and then check their answers with a partner. Get feedback from the whole class.

Answers

- 1 that
- 2 These
- 3 This
- 4 That
- 5 those
- 6 This

Vocabulary | colours

9a ▶  1.50 Play recording 1.50 and, after each colour, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Point at things in the room and ask Ss to tell you the colour of them. At this stage, do not use the question *What colour is...?* Ask just by pointing.

b ▶ Tell Ss to look at the example and get them to listen and repeat the question. Tell Ss they can also ask the shorter form *What colour is this?/What colour is that?* You can check this by getting Ss to ask such questions about things in the classroom. Ss then take it in turns to be A and B and ask questions about the two pictures in ex. 4.

Speaking

10a ▶ Put Ss into pairs (A and B). Tell A that they are customers and to read the instructions for A. Tell B they are shop assistants and to read the instructions for B and look at the flower shop on page 113.

Check the Ss understand. Make sure B knows they have to decide on prices before the dialogue begins. Model the dialogue with a student and then tell the pairs to do their dialogues themselves.

b ▶ Ss swap roles. B makes new prices and then repeats the task. As they do both tasks, go round the class monitoring and take note of any problems to go over in the feedback session.

OPTIONAL VARIATION


Rather than using the flower shop, Ss create a shop of their choice and make up a price list of what they sell. This makes the task more interesting and more challenging.

3 Communication

In this lesson, Ss listen to a short telephone conversation and learn how to have a short phone call with a friend.


OPTIONAL WARMER

Give each student a piece of paper with two telephone numbers on. Tell them that one is their own and one is somebody else's in the class. Ss mingle in the class, go up to another student and 'ring them' as in a phone call. They say *Is that* and say the number on the paper. If it is, the partner responds *Yes it is*. If it isn't, they say *Sorry, wrong number*. When Ss have found the right number, they write down the name of the student whose number it is.

1a ▶  1.51 Ss cover the dialogue. Tell Ss to look at the photo. Ask them what they see in the photo. Ss then close their books and you write the questions on the board. Read through the questions with the class and then play recording 1.51. Get feedback from the whole class. Do not confirm the answers yet. Let Ss look at the dialogue and check their own answers. Check the meaning of *iced coffee*.


Answers

- 1 in Spring Park
- 2 iced coffee
- 3 Marrakesh, Morocco

b ▶  1.54 Give Ss time to read the dialogue and to fill in the gaps. Let Ss check with a partner but do not do class feedback at this stage. Play the recording again. Ss correct or confirm their gaps. Then do class feedback.

Answers

- 1 nice
- 2 hot
- 3 cold
- 4 OK
- 5 Bye

2a ▶  1.52 Check the meaning of *greet*. Play recording 1.52 while Ss read the How to... box. After each sentence, Ss repeat; first as a whole class and then individually.

b ▶ Model the example dialogue with a student. Then put Ss in pairs to greet each other. Get feedback from the whole class.

OPTIONAL VARIATION

Rather than working in pairs, Ss can mingle as a whole class and greet different people.

3a ▶ In pairs, Ss take it in turns to be Nicklas and Magda and practise the dialogue. Go round the class monitoring and take note of any problems for the feedback session.

b ▶ Ss either cover the dialogue in 1a or close their books. Either write the prompts on the board or have a handout prepared with the prompts on. Change the student pairs so that they are not with the same student from the previous task.

Ss now use the prompts to recreate the same dialogue in ex. 1a again. When they have completed it first time around, Ss change roles and repeat the dialogue. Go round the class monitoring and take note of issues for the feedback session.

4 ▶ In pairs, Ss write their own dialogue. Make sure Ss know to change names, places and adjectives in the dialogue. When the dialogues have been written, pairs swap their dialogues with another pair, who then act them out.

3 Review and practice

1 ▶

Answers

- 3 It's Fred's sandwich.
- 4 It's my customers' favourite snack.
- 5 They're Claudia's parents.
- 6 They're my brothers' friends.
- 7 She's Kimiko's mother.
- 8 They're my friends' cousins.

2 ▶

Answers

- 3 I
- 4 I
- 5 P
- 6 P

3 ▶

Answers

- 2 It's an expensive computer.
- 3 They aren't very big.
- 4 Are your sandwiches fresh?
- 5 That's a very old phone.
- 6 This is a nice restaurant.

4 ▶

Answers

- 2 Those are nice cars.
- 3 Are these your bags?
- 4 They aren't Sabine's brothers.
- 5 Where are those pens?
- 6 Are those new books?

5 ▶

Answers

- 2 these
- 3 that
- 4 those

6 ▶

Answers

- 2 a piece of chocolate cake
- 3 an orange juice
- 4 a prawn salad
- 5 a sparkling water
- 6 a cheese sandwich

7 ▶

Answers

- 2 open
- 3 small
- 4 old
- 5 expensive
- 6 hot

3 Writing bank

1 ▶ Ss make a list of what they buy online and then check in pairs. Get feedback from the whole class.

2 ▶ Check the meaning of *bargain*. Ss look at the website. Model the example sentence. Ss then write their own sentences. Get feedback from the whole class.

Suggested Answers

The coffee machine is a bargain. It's useful and cheap.
The knives are a bargain. They are sharp and cheap.

3 ▶ Ss complete the reviews with one of the three words.

Answers

- 1 coffee machine
- 2 glasses
- 3 knives
- 4 knives
- 5 coffee machine
- 6 glasses
- 7 knives

4a ▶ Ss read then complete the How to ... box with words from the website.

Answers

- a glass → glasses
- b knife → knives
- c dictionary → dictionaries

5 ▶ Ss correct the sentences before checking their answers with a partner. Get feedback from the whole class.

Answers

- 1 Elena and Kim are babies.
- 2 Rodrigo and Juan are good boys.
- 3 Those are my brushes.
- 4 These are English dictionaries.
- 5 Are these your keys?

6 ▶ Read the model with the whole class. Ss then write their own online reviews. Put all the reviews on the wall for the class to read and then decide which item they would like to buy.

Overview

Lead-in	Vocabulary: Travel locations
4.1	<p>Can do: Give and understand opinions Grammar: <i>There is/are some</i> <i>a lot of</i></p> <p>Vocabulary: Adjectives of opinion Speaking and Pronunciation: How to... give an opinion A holiday city Reading: A guide to Istanbul</p>
4.2	<p>Can do: Ask and say where a place is Grammar: <i>There isn't/aren't</i> <i>Is/Are there...?</i> <i>any</i></p> <p>Vocabulary: Prepositions of place Speaking and Pronunciation: /θ/ and /ð/ How to... ask where a place is Reading: The Info-Bike</p>
4.3	<p>Can do: Buy a train ticket Grammar: Telling the time Speaking and Pronunciation: How to... buy a train ticket, /ə/ Listening: Buying a train ticket Reading: Train stations around the world</p>
Communication	Ask about a hotel room
Writing bank	Write a simple online profile update How to... use capital letters and full stops
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 4.1 Give and understand opinions
- 4.2 Ask and say where a place is
- 4.3 Buy a train ticket
- Communication** Ask about a hotel room
- Writing bank** Write a simple online profile update

CEFR Portfolio ideas

- a) Make a radio programme. Interview other students about a topic, e.g. the language school, their city, etc. What is their opinion?
- b) Write an email to a friend. Describe your home town. Say where different places are, e.g. the post office, the park. Ask your friend where different places are in their home town.
- c) Work in pairs. Write a dialogue at the train station. Student A is the sales assistant and Student B is the customer. Where do you want to go? When?

Lead-in

OPTIONAL WARMER

Write the word *travel* on the board and check Ss understand the meaning. Draw a car on the board and elicit the word. Elicit other forms of travel that they know.

1a ▶ 1.53 Play recording 1.53 and, after each word, Ss repeat; first as a whole class and then individually.

b ▶ 1.53 Play the recording again for Ss to underline the stress. Get feedback from the whole class. If Ss identify the wrong stress, get them to repeat the word and listen for the stress themselves.

Answers	<u>market</u>	<u>river</u>
<u>airport</u>	<u>mountain</u>	the <u>sea</u>
<u>beach</u>	museum	<u>theatre</u>
<u>gallery</u>	<u>national park</u>	
<u>lake</u>	<u>palace</u>	

2 ▶ Check Ss understand the meaning of *city* and *nature*. Ss fill in the chart with the words from ex. 1a. They then check their answers with a partner. Get feedback from the whole class and elicit the meaning of each word, either by translation, drawing pictures or mime. Ss can also bring in their own visuals, if pre-prepared.

Answers	
Nature	City
beach	airport
lake	gallery
mountain	market
national park	museum
river	palace
the sea	theatre

3 ▶ Model the example with a student. Drill the question; first as a whole class and then individually. Put Ss into pairs (A and B). A asks questions and B answers about photos A and B. Ss then swap roles and talk about photos C and D. Get feedback from the whole class and check the meaning of any words Ss use that have not been taught. To finish, go through the words in ex. 1a, asking Ss to match them to the photos.

4 ▶ Read through the instructions with the whole class and model the examples. Drill the question and especially focus on the intonation of *What about you?* Give each student one place. Ss then mingle round the class, gathering information from different Ss. Get feedback from the whole class with Ss reporting what other people said, e.g. *Angela's favourite museum is the British Museum.*

4.1 The Old City

Barcelona is the capital city of Catalonia and the second largest city in Spain. 1.5 million people live there. People visit Barcelona to see the La Sagrada Familia Church, the Gothic part of town and its nice beaches.

London is the capital city of the United Kingdom and the largest urban area in Europe. 7.5 million people live there. People visit London to see Buckingham Palace, the Tower of London, the London Eye and Madame Tussauds.

Tokyo is the capital city of Japan. 13 million people live there. People visit Tokyo to see the National Parks, have fun or do business.

New York is the most populous city in the US. 8 million people live there. People go there to have fun and see art. They also want to see the Statue of Liberty, Brooklyn Bridge and Times Square.

Hanoi is the capital city and the second largest city in Vietnam. 6.5 million people live there. It is one of the world's top ten destinations. People go there to see the Old Quarter, the Temple of Literature, and the One Pillar Pagoda.

Warsaw is the capital city and the largest city in Poland. Nearly 2 million people live there. People go to Warsaw to see the Old Town, the Royal Castle and its many beautiful statues and parks.

The Lake District is a popular tourist destination in the north of England. It is the largest National Park and has the deepest and longest lakes in the UK.

Reading

In this lesson, Ss read about Istanbul and learn how to use *there is*, *there are*, *some* and *a lot of*. They also learn adjectives of opinion and practise how to give an opinion.

OPTIONAL WARMER

Ss write all of the countries they have visited on a piece of paper. If they haven't visited any other countries, they should write the names of popular places they have visited in their own country. In pairs, Ss tell each other where they have been and say one thing about it.

1 ► Ss choose their favourite city other than the one used in the warmer. Get feedback from the whole class. Check the meaning of *tourist attraction*. Then give Ss a few minutes to prepare their ideas about top tourist attractions.

Put the Ss into pairs and get them to tell each other about their favourite city and its top tourist attractions. Get feedback from the whole class. Check the meaning of any new words that Ss use.

2 ► Ss read the text quickly and find the names of the places. They then check their answers with a partner. Get feedback from the whole class and then check the meaning of *area*, *roof* and *wide*.

Answers

- 1 Topkapi
- 2 Grand Bazaar, Spice Market
- 3 Aya Sofya
- 4 Blue Mosque
- 5 Hayat
- 6 Mevlana

Vocabulary | adjectives of opinion

3a ► Read through the words in the box with the class. Get Ss to say them out loud; first as a whole class and then individually, paying attention to the stress given. Give Ss some time to find the adjectives in the text. Get feedback from the whole class.

Answers

awful, fantastic, great, nice, not bad, OK, terrible

OPTIONAL EXTENSION

Elicit other adjectives of opinion that Ss might know, e.g. *good*, *bad*, *wonderful*, *cool* etc.

b ► Ss match the adjectives in the box in ex. 3a with the symbols. Ss then check their answers with a partner. Get feedback from the whole class. Write *Mevlana Restaurant is awful* on the board.

OPTIONAL VARIATION

You can add the adjectives elicited from the previous optional activity.

Answers

- ***** great, fantastic
- **** nice
- *** not bad, OK
- ** not very good
- * awful, terrible

OPTIONAL EXTENSION


In pairs, Ss write five sentences about a place in the town/city using adjectives of opinion. Put pairs together to share sentences and then get feedback from the whole class.

4 ► Read through the How to... box with the class. Check the meaning of *opinion*. Drill the example sentences. Ss discuss the two questions in pairs and practice saying the sentences.

Get feedback from the whole class. Get each student to say one sentence, e.g. *I think Plac Konstytucji is beautiful*, and then ask other people's opinions of the same place.

Grammar | *there is/are; some; a lot of*

5a ▶ Ss read the Active grammar box and complete the gaps with words from the text.

b ▶  1.54 Play recording 1.54 for Ss to check their answers. Get feedback by reading the Active grammar box as a whole class. Drill the example sentences in the Active grammar box. Tell Ss to look at the Reference on page 47. Read through as a whole class.

Active grammar

is
are

6 ▶ Ss do the activity and then check their answers with a partner before giving feedback as a whole class. Check Ss have understood the difference between *some* and *a lot of* by eliciting examples, e.g. 5 pens (*There are some pens*), 20 pens (*There are a lot of pens*). This needs to be tightly controlled so that issues of uncountable and negative forms don't arise.

Answers

1 b
2 c
3 a

7 ▶ Read through the instructions with the Ss. Elicit the first answer as a whole class (*There are some*). Make sure Ss understand that the number in the brackets helps them to decide whether it is *a/an, some* or *a lot of*. Ss then complete the activity and check their answers with a partner. Get feedback from the whole class.

Suggested Answers

1 There are some
2 There are a lot of
3 There's a
4 There are a lot of
5 There are a lot of
6 There's a
7 There are some
8 There are a lot of

8 ▶ Check the meaning of *aquarium* and *zoo*. Tell Ss to look at the map carefully and decide how many beaches etc. there are in Los Angeles. They then read the text and fill in the gaps.

Ss complete the activity and then check their answers in pairs. Get feedback from the class, first by eliciting the number of beaches, aquariums, etc. Then ask different Ss to read the text sentence by sentence. Correct any pronunciation problems that occur.

Answers

2 a
3 There's (also) a
4 There are a lot of
5 There's a
6 There are some
7 there are

Speaking

9a ▶ Ss work in pairs to collect information about a holiday city. If the Ss do not know any places, they can make up the information.

Ss make a list of tourist attractions. Check the lists of all the pairs, making sure that they have enough things to allow them to use all the structures from this lesson.

OPTIONAL VARIATION

To do this activity properly, Ss need research time to find out about a place on the Internet. If possible, let Ss prepare this stage for homework and bring their collected information to the next lesson.

b ▶ Ss prepare presentations using the example and the text in ex. 8. Model the example to help. As they prepare their presentations, go round the class monitoring and take note of any problems to cover in the feedback session.

Give feedback on any errors you have seen during the preparation stage before moving onto the next stage. Pairs take it in turns to give their presentations to the whole class.

c ▶ Ss vote for the best holiday city. When they have voted, elicit from the whole class the reasons why it is the best, checking what they remember of the presentations, e.g. *It has a lot of restaurants*.

4.2 Tourist information

Waterloo Bridge is a bridge crossing the river Thames in London. It is named after the Battle of Waterloo in 1815. It was opened in 1817.

The National Theatre is, along with the Royal Shakespeare Company, one of the most important theatre groups in the UK. The building opened in 1976.

The Royal Festival Hall is a 2900-seat hall used for concerts, theatre and talks. It was built in 1951.

The Jubilee Gardens is a public park. It opened in 1977 to celebrate Elizabeth II being queen for 25 years.

The London Eye was opened in 1999 to celebrate the new millennium. It is 135 metres tall. It is very popular with tourists.

The London Aquarium was opened in 1997. It has the largest collection of sea-living animals in London.

The NFT or National Film Theatre is the leading film theatre for classic films in the UK. It was opened in 1957.

The BFI Imax is one of the biggest and most modern cinemas in London.

In this lesson, Ss read about the Info-Bike, a tourist information officer on a bike and listen to a tourist information officer answering tourists' questions. Ss learn prepositions of place, *There isn't/aren't* and *Is/Are there any...?* They also practise asking where a place is.

OPTIONAL WARMER

Write *Tourist Information Officer* on the board. Check Ss understand the meaning. Ask what information a Tourist Information officer needs to know, e.g. *A tourist information officer knows about museums* etc. In small groups, Ss brainstorm as many things as they can think of that a Tourist Information Officer needs to know.

Reading

1a ► Ask Ss the question in ex. 1a. Get a show of hands on *yes* and *no*. Ss write the answers to the three questions.

b ► Ss now check their answers in pairs. Get feedback from the whole class. If Ss are all from the same place, see if Ss agree on the top tourist attraction and the best cheap restaurants.

OPTIONAL VARIATION

Combine ex. 1a and 1b by putting Ss into groups of three and getting them to ask and answer questions 1 and 2. Then put two groups together and compare their answers. Get feedback from one student per group. E.g. *Vienna's top tourist attraction is ...* Then answer question 3 by going around the whole class choosing Ss randomly.

2a ► Tell Ss to look at the photo. Elicit from the whole class everything they can see. Ask Ss what they think it is. Read through the instructions and the example with the whole class. Make sure Ss understand they are matching answers to questions.

Ss read the text and complete the task. Do not give any help with vocabulary (except *bridge*) at this stage. Ss then check their answers with a partner. Get feedback from the whole class.

Answers

- | | |
|-----|-----|
| 1 C | 3 D |
| 2 A | 4 B |

b ► Tell Ss to look at the map. Ask them to look at the text and find the Info-Bike on the map. Get feedback from the whole class. Elicit the sentence from the text that helped them find the answers. Write it up on the board. Drill the sentence; first as a whole class and then individually. Then underline the two prepositions of place and write them on the right hand side of the board. Try and elicit any more prepositions such as *in front of* and *under*.

Answer

2

Vocabulary | prepositions of place

3 ► Tell Ss to look at the words in the box. Do not check the meaning at this stage. Refer Ss to the pictures and ask them to match the pictures to the words in the box. Tell them they can find some of the answers in the text. They should not worry if they don't know the answers at this stage.

Ss then check their answers with a partner. Get feedback from the whole class but try and leave *near*, *next to* and *opposite* to last as they are not in the text. You may need to explain d, f and g with more examples so that Ss understand the differences clearly.

Answers

- | | |
|-----------|---------------|
| a in | e in front of |
| b on | f opposite |
| c under | g near |
| d next to | |

4 ► Ss complete the activity by looking at the map and choosing the right preposition. Ss then check their answers with a partner. Get feedback from the whole class by getting Ss to read out the full sentences.

Answers

- | | |
|---------------------|---------------|
| 1 in front of, on | 3 in, next to |
| 2 near, in front of | 4 opposite |
| | 5 on |

OPTIONAL EXTENSION

Elicit any more sentences that Ss can say about the map and then move onto making sentences about the classroom, e.g. *Alejandro is near Sait. The book is on the table.* Put Ss into groups of four and get them to write as many sentences as possible about the class using prepositions of place. Give them three minutes to do this. Get feedback from the whole class.

Listening

5a ▶ 1.55 Read through the instructions with the whole class and check they understand. Look at the example. Tell Ss that the Information Officer is in London. Elicit possible things/places that tourists might want information about. Play the recording and then ask Ss to check their answers with a partner. Get feedback from the whole class.

Answers

2	café	4	museum
3	car park	5	cashpoint

b ▶ 1.55 Play recording 1.55 of the first dialogue. Ask Ss which sentence comes from the dialogue (c). Then play the rest of the recording for Ss to match the sentences to the dialogues. Get feedback from the whole class.

Answers

a	2	b	4	c	1	d	3	e	5
---	---	---	---	---	---	---	---	---	---

Pronunciation | /θ/ and /ð/

6a ▶ 1.56 Play recording 1.56 and, after each word, Ss repeat; first as a whole class and then individually. Pay special attention to the difference between the voiced and unvoiced nature of the sounds. Don't worry if Ss cannot make the exact sounds as an approximation of the sounds is fine.

b ▶ Ss read the text and underline the /θ/ sounds and circle the /ð/ sounds. Ss check their answers with a partner. Do not get feedback at this stage.

Answers

1 That's three pounds thirty, please. Thank you.
 2 This is my brother and that's my father.
 3 'Are there any nice clothes in that shop?' 'Yes, there are.'

c ▶ Play the recording once only for Ss to check their answers and then get feedback from the whole class. Drill each of the sentences as a further check.

OPTIONAL EXTENSION

Try the following tongue twisters with the Ss: *The thirty-three thieves think they like Thursdays. There are three thousand thinkers thinking how the thin thieves got through that.*

Grammar | *There isn't/aren't; Is /Are there...?; any*

OPTIONAL GRAMMAR LEAD-IN

Go back to the London map from page 42. Ask Ss *Is there an aquarium?* and elicit *Yes, there is.* Don't worry if they get it wrong, but if anyone gets it right, write it on the board. Continue with the other places on the map and also include places that are not on the map, e.g. *Is there a palace.* Then try and elicit the question form. Again don't worry if they get it wrong but if they get it right put it on the board.

7a ▶ Ss read the Active grammar box and then complete the gaps with words from the text. Tell Ss to look at the sentences in ex. 5b to help them. Ss check their answers with a partner. Do not do class feedback at this stage.

Active grammar

<u>Is</u> there a cashpoint near here?	<u>Are</u> there any museums near here?
Yes, there <u>is</u> .	Yes, there <u>are</u> .
No, there <u>isn't</u> .	No, there <u>aren't</u> .

b ▶ 1.58 Play recording 1.58 and allow Ss to check their answers. Get feedback from the whole class. Drill the sentences in the Active grammar box. Tell Ss to look at the Reference on page 47.

Then draw Ss' attention to *any*. Write *some* and *a lot of* and elicit the difference between the three forms (*some*, *a lot of* used in positive sentences, whilst *any* is used in negative sentences and questions). Write *There are...* on the board and elicit possible endings. Then elicit the negative forms of the same sentences.

8 ▶ Go through the example and elicit reasons for the answer (*any* = negative). Ss complete the activity by filling the gaps with forms from the Active grammar box. Ss check their answers with a partner. Get feedback from the whole class.

Answers

2	Is there, is
3	there any, aren't
4	There isn't
5	There (aren't) any
6	Is (there) a, there

Speaking

9a ▶ 1.59 Tell Ss to look at the How to... box. Get Ss to complete the gaps themselves. Ss compare answers with a partner but do not get class feedback at this stage. Play recording 1.59 and then get feedback from the whole class. If Ss are still having problems, play the recording again.

Answers

1	near	4	OK
2	over	5	welcome
3	here		

b ▶ Ss complete the dialogues and then check their answers with a partner. Then get feedback from the whole class.

Answers

- 1 A: Is there a restaurant in this hotel?
B: Yes, there is. There's a restaurant over there.
A: Are there any cafés near the hotel?
B: Yes, there are. There's a café opposite the hotel.
- 2 A: Is there a train station in your town?
B: Yes, there is. There's a train station near the bus station.
A: Is there an airport?
B: No, there isn't.
- 3 A: Is there a toilet in this station?
B: No, there isn't. Sorry.
A: Are there any small shops near here?
B: Yes, there are. There are some small shops on Bridge Street.

c ▶ Ss practice the dialogues in pairs. As they do this, go round the class monitoring and take notes of any problems to cover in the feedback session.

10 ▶ Before beginning this activity, brainstorm places and locations as a whole class and put them on the board.

Ss then mingle round the class, asking each other questions in pairs and then moving on and forming another pair and repeating. Give Ss a few minutes to do this. While they are doing this, listen in and monitor the dialogues. Take note of any problems to cover in the feedback session.

OPTIONAL VARIATION

To make sure Ss know where locations are, give them a map with locations placed on it.

4.3 At the station

King's Cross Station is a London train station that opened in 1852. From this station trains go north and east.

Grand Central Station is in New York City, USA. It is the largest station in the world, with 44 platforms. It opened in 1871.

Santa Justa Station is a train station in Seville, Spain.

Shinjuku Station in Tokyo, Japan, is the world's busiest train station. It has more than 200 exits. It was opened in 1885.

In this lesson, Ss listen to people buying tickets at a train station and read about King's Cross train station. Ss learn how to tell the time and how to buy a train ticket. They also learn about the pronunciation of /ə/.

OPTIONAL WARMER


Tell Ss to look at the photo. Ask Ss where it is (*a train station*). Elicit what Ss can see in the picture by asking *Is there...?* or *Are there...?* Then get Ss to ask and answer questions using the same forms.


Grammar | telling the time

1a ▶ Check the meaning of *clock* and *time*. Ss complete the activity individually and then check their answers with a partner. Tell Ss not to worry if they do not know the answers. Do not offer any help at this stage.

Answers

- | | | |
|-----|-----|-----|
| 1 E | 3 F | 5 B |
| 2 C | 4 D | 6 A |

b ▶  1.60 Play recording 1.60 and then get feedback from the whole class. Check the meaning of *o'clock*, *quarter past / to* and *half past*. Then play the recording again and, after each time, Ss repeat; first as a whole class and then individually.

2a ▶  1.61 Play the recording and, after each time, Ss repeat; first as a whole class and then individually.

b ▶ Model the example with another student. Put Ss into pairs (A and B). Ss take it in turns to be A and B. Make sure Ss notice that even though we use the twenty-four hour clock, we only use the first twelve hours to tell the time, as in the example.

OPTIONAL VARIATION

With weak classes, go through each of the times as a class and elicit the times. Then model the dialogues and put Ss into pairs.

OPTIONAL EXTENSION

At various times during the rest of the lesson, and in the following lessons, ask Ss what the time is.

Listening

3 ▶ 1.62 Refer Ss to the photo. Elicit what Ss can see in the photo. Then play recording 1.62. Ss listen and choose which dialogue matches the picture. Check answers with the whole class. Elicit why Ss think so.

Answer

Dialogue 2 (the time)

4 ▶ 1.62 Check the meaning of *single*, *return*, *platform* and *next*. Play the recording for Ss to complete the table. Ss check their answers with a partner. Get feedback from the whole class.

Answers

	Dialogue 1	Dialogue 2
single or return?	single	return
price?	£8.40	€10.90
platform?	2	6
time of next train	10:20	13:45

5a ▶ 1.63 Tell Ss to look at the How to... box and follow the dialogue as they listen. Play recording 1.63. Play the recording again and after each phrase, Ss repeat; first as a whole class and then individually. Ss then practise the dialogue in pairs. Monitor and take notes of any problems for the feedback session.

b ▶ Put Ss into different pairs to those in ex. 5a. Tell Ss to look at the first set of prompts. With weaker classes you may like to model this dialogue to emphasise the changes. Alternatively, go through the dialogue in the How to... box and show where changes need to be made, e.g. *Can I have a single to Grand Central Station?* etc.

Ss then do the first dialogue. Get feedback by asking one pair to model. Then tell Ss to use the second set of prompts and swap roles. During both dialogues, go round the class monitoring and take notes of any errors for the feedback session.

OPTIONAL VARIATION

Instead of Ss being in pairs, do each activity as a chain. Each phrase is spoken by a different student in the class. Only when you have done this with both dialogues do you allow Ss to practise the dialogues in pairs.

Pronunciation | /ə/

6a ▶ 1.64 Play recording 1.64 and, after each word, Ss repeat; first as a whole class and then individually. Pay special attention to the /ə/ sound in each word and practise the difference between /ə/, /ʌ/ and /æ/.

b ▶ 1.65 Before playing each sentence, give Ss the chance to practice the sentences in pairs and then ask random Ss to try and say them. Then play recording 1.65. After each sentence let Ss repeat; first as a whole class and then individually.

c ▶ Ss practice the dialogue in pairs. Then choose random pairs to perform them in front of the class.

Reading

7a ▶ Tell Ss to look at the map on page 42 and ask them the names of the train stations. Then elicit names of other famous train stations.

b ▶ Check the meaning of *passengers*. Put Ss into either A pairs or B pairs. Tell A pairs to read the text about King's Cross Station on page 45 and answer the questions. Tell B pairs to read the text on Shinjuku Station on page 117 and answer the questions. Check the answers with pairs when they have finished but do not do whole class feedback.

Answers

King's Cross Station	Shinjuku Station
1 in London	1 in Tokyo
2 Yes. 160 years old	2 24 hours a day
3 24 hours a day	3 from 07:00 to 09:30
4 from 05:00 to 01:30	4 from 3:30 to 10:00
5 Yes. 300,000 a day	5 Yes. 3 million a day
	6 Yes. 125 years old.

c ▶ Make new pairs with one student A and one student B. Ss tell each other about their train stations. Partners take notes. Make sure Ss know they will talk about their partners' stations. Get classroom feedback by asking partners to report what they have learned.

OPTIONAL EXTENSION

For the next lesson, Ss prepare a poster presentation similar to the descriptions of King's Cross and Shinjuku Station. They bring them to the next lesson. Put the posters on the board and ask Ss questions about the stations, e.g. *Where is Victoria Station?*

4 Communication

In this lesson, Ss listen to people talking about a hotel room. They learn how to ask about a hotel room and think about ways of recording new words.

OPTIONAL WARMER

Write the following on the board:

Manchester 13:15 Platform 3 £24 single

Brighton 13:30 Platform 5 £12 single

Put Ss into pairs (A and B). Ss act out the dialogues, with one student being a passenger and one student being the cashier. They then swap roles to do the second dialogue. Go round the class monitoring and take notes of any issues for the feedback session.


1 ▶ Tell Ss to look at the picture. Elicit what they can see in the picture. Write any words they know on the board but do not explain the meaning at this stage. Ask if it's a nice room. Ask why/why not? Then reformulate the answer with the model, e.g. *I don't think it's a nice room. It's old.* Drill the sentence and then elicit other answers.

2a ▶ Ss match the words in the box to the items in the picture. Do not give any help at this stage or let Ss use dictionaries. Ss then check their answers with a partner. Get feedback from the whole class and only help with meaning if no one knows the answer. Make sure Ss take note of the stress and check pronunciation of the word.

Answers


- A blanket
- B shower
- C towels
- D fridge
- E kettle
- F television

b ▶ Ss close their books. In pairs, Ss write as many sentences as they can of what they remember about the bedroom. Tell Ss to write sentences like the example. Then put pairs together to check their answers. Then get feedback from the whole class.

3a ▶  1.66 Tell Ss that they are going to listen to people talking about the room in the picture. Check that Ss remember the meaning of adjectives by eliciting things that Ss think are great, awful or nice. Play recording 1.66 and then get feedback from the Ss.

Answer

c

b ▶  1.66 Go through the table with the Ss. Check the meaning of *breakfast* and *checkout*. Check Ss know that Y means *Yes* and N means *No*. Ss try and remember what the answers were from the first listening. Then play the recording again. Ss check their answers with a partner. Then get feedback from the whole class.

Answers

	Y	N
1 Double bed?	✓	
2 Towels?	✓	
3 Extra blanket?	✓	
4 Kettle?	✓	
5 Fresh coffee?		✓
6 Fridge?	✓	
7 Restaurant or café near?		✓
8 Shop near?		✓
9 Breakfast time:	7:30–10:30	
10 Checkout time:	11:45	

4a ▶ Tell Ss to look at the Lifelong learning box. Read this through with the whole class. Ask Ss if they already record new words and phrases in their notebook.

b ▶ Ss fill in the column on Hotels in the lifelong learning box with any words they have learnt in the lesson. Ss then compare their lists with a partner. Get feedback by building the list on the board.

OPTIONAL EXTENSION

Nominate two Ss to cover one topic that Ss have studied so far and ask them to individually make a list of important words they need to remember. Then put the Ss in pairs to check their lists. Move the pairs around the class, sharing their lists so Ss build up a full vocabulary list of the whole book so far.

5 ▶ Put Ss into pairs (A and B). A copies the list from ex. 3b and thinks about the answers to any questions about the list. At the same time, B thinks about the questions they want to ask. Look at the example. Model this with a student.

Ss then roleplay the dialogue. As they do this, go round the class monitoring and take note of any issues or errors for the feedback session. Ss can then swap roles and do a new roleplay.

4 Review and practice

1 ▶

Answers

- 2 are
- 3 are
- 4 are
- 5 is
- 6 is

2 ▶

Answers

- 2 There isn't a nice restaurant near here.
- 3 There is a nice hotel near my house.
- 4 Is there a beach in Barcelona?
- 5 There are a lot of people in the cinema.
- 6 There aren't any banks near here.
- 7 Are there any museums near this hotel?
- 8 There is a chemist next to this café.

3 ▶

Answers

- 2 opposite
- 3 in
- 4 next to
- 5 in front of
- 6 near
- 7 under

4 ▶

Answers

- 2 It's half past twelve/twelve thirty.
- 3 It's five past nine.
- 4 It's quarter past four.
- 5 It's ten to nine / eight fifty.
- 6 It's seven o'clock.

5 ▶

Answers

- 2 beach N
- 3 museum C
- 4 mountain N
- 5 theatre C
- 6 national park N

6 ▶

Answers

- 1 fantastic
- 2 OK / terrible / not very good
- 3 great / awful

4 Writing bank

1 ▶ Ss discuss if they have an online profile in pairs. Get feedback from the whole class.

2a ▶ Ss read the text and find the answer.

Answer

Damascus

b ▶ Ss read the profile and answer the questions before checking their answers with a partner. Get feedback from the whole class.

Answers

- 1 her parents
- 2 City of Jasmine
- 3 Close to the Barada River
- 4 9:35 a.m.
- 5 about two million

3a ▶ Ss read the How to ... box. Check Ss understand.

b ▶ Using the How to... box, Ss add capital letters and full stops to the text before checking their answers with a partner. Get feedback from the whole class.

Answers

It's day ten of our holiday and we're in Amman in Jordan. Amman is a city on nineteen hills. It's different to Damascus but it's really beautiful too. The language here is Arabic. There are a lot of writers and artists here. There are a lot of museums too.

4 ▶ Read through the instructions with the Ss. Check the meaning of *ugly*, *hot*, *warm*, *cool* and *cold*. Ss then fill in the information themselves.

5a ▶ Ss write a profile update about their town using the template given and the information from ex. 4. Ss should make sure they use capital letters and full stops correctly.

b ▶ Put Ss in pairs. Ss share their profile updates and check for correct use of capital letters and full stops. Ss check how similar and how different their profiles are. Get feedback from the whole class.

Overview

Lead-in	Vocabulary: Adjectives of appearance
5.1	<p>Can do: Say what you like and don't like</p> <p>Grammar: Present Simple: <i>I</i> and <i>you</i></p> <p>Vocabulary: <i>live, work, have</i> and <i>like</i></p> <p>Speaking and Pronunciation: /u:/ and /əʊ/</p> <p>How to... show interest</p> <p>Listening: The 60-second interview</p>
5.2	<p>Can do: Describe a daily routine</p> <p>Grammar: Present Simple: <i>he, she</i> and <i>it</i></p> <p>Vocabulary: Verbs of routine</p> <p>Speaking and Pronunciation: /s/, /z/ and /ɪz/</p> <p>Reading: Rebecca's blog</p>
5.3	<p>Can do: Ask and answer simple questions about your life</p> <p>Grammar: Present Simple: <i>you</i> (plural), <i>we</i> and <i>they</i></p> <p><i>Wh-</i> questions</p> <p>Vocabulary: Days of the week</p> <p>Verb collocations</p> <p>Speaking and Pronunciation: <i>do</i> in <i>Wh-</i> questions</p> <p>Reading: A problem</p>
Communication	<p>Start and continue a conversation</p> <p>How to... start and continue a conversation</p>
Writing bank	<p>Write simple sentences to describe yourself and your family</p> <p>How to... use common letter phrases</p>
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 5.1 Say what you like and don't like
- 5.2 Describe a daily routine
- 5.3 Ask and answer simple questions about your life
- Communication** Start and continue a conversation
- Writing bank** Write simple sentences to describe yourself and your family


CEFR Portfolio ideas

- a) Write a list of things you like and don't like about work or school. Then ask a partner if they like the things on your list. Do they like the same things as you?
- b) Write a blog about your life. Describe your daily routine. Say the times you do different things.
- c) Work in pairs. You meet at a party. Write a dialogue asking and answering questions about your lives. Practise the dialogue.

Lead-in

OPTIONAL WARMER

Ask one of the Ss to stand up. Ask *Who is he/she?* and elicit as much information as you can about that person. Encourage, through mime, the Ss to describe hair, eyes, colour etc, e.g. point to your hair or eyes.

1a ▶  1.67 Play recording 1.67 and, after each word, Ss repeat; first as a whole class and then individually. Make sure Ss take note of the stress.

b ▶ Check the meaning of *opposite*. Tell Ss that the words all have opposites and show the example. Ss then complete the activity before checking with a partner.

Answers	old – young
dark – fair	overweight – slim
fat – thin	short – tall

c ▶ In pairs, Ss take it in turns to say a word. Their partner then says the opposite. As Ss do this, go round the class monitoring and take note of any problems for feedback.

2 ▶ Put Ss into groups of three or four. In their groups, each student talks about one photo and provides adjectives to describe the people in the photo. Other Ss make suggestions. Get feedback from the whole class.

Suggested Answers

- A young, tall, thin/slim, dark
- B old, young, dark
- C dark, fair, tall, short, old, young
- D slim/thin, overweight/fat, fair, dark

3a ▶ Put Ss into pairs (A and B). Each student makes a list of famous people and matches each person to an adjective from the list in ex. 1a. A then reads out their list of famous people and B writes an adjective for each person. Ss then compare their adjectives for the famous person.

b ▶ Ss change roles. B reads out their list of famous people and A writes adjectives. As Ss do both activities, go round the class monitoring and take notes for the feedback session. Get feedback from the class.

EXTEND THE LEAD-IN

Write two opposite adjectives on the board and elicit sentences describing two famous people, e.g. *Robert De Niro is old. Justin Beiber is young.*

4 ▶ Tell Ss to look at the example and read through it. Elicit the names of relatives with the whole class (*uncle, aunt, etc.*). Tell Ss to write two sentences describing a relative using the adjectives from ex. 1a. Ss then work in groups of three or four and compare sentences. Get feedback from the whole class.

5.1 The 60-second interview

Listening

In this lesson, Ss listen to an interview with a man talking about himself. Ss learn how to use the Present Simple tense with *I* and *you* and the verbs *live*, *work*, *have* and *like*. They also practise how to show interest.

OPTIONAL WARMER

Write the following table on the board:

Name:

Age:

Nationality:

Lives:

Married:


Children:

Job:

Appearance:


Check Ss understand each heading. Ss copy the table and fill it in. Put Ss into groups of four. Ss tell their group as much about themselves as they can. As they do this, go round the class monitoring and checking. Do not correct any mistakes at this stage. Do not do a feedback session but tell Ss to keep their forms for later.

1 ▶ Tell Ss to look at the photos. Elicit what Ss can see in all of the pictures. Check the meaning of *job*. Elicit possible answers to the questions from the whole class.

2a ▶  1.68 Play recording 1.68 for Ss to check their answers. Get feedback from the whole class. If Ss are struggling, go on to ex. 2b but come back at the end of that task to check the answers again.

Suggested Answers

- 1 Vancouver
- 2 No
- 3 A writer

b ▶  1.68 Ss read the questions and answers. Check the meaning of *daughter* and *hobby*. Make sure Ss understand they are going to put the questions and answers in the correct order. Look at the example to confirm.

Ss first try and remember the order. Get feedback from the whole class but do not confirm any answers at this stage. Play the recording again and then get feedback from the whole class.

Answers

- d 1
- f 2
- a 3
- b 4
- c 5
- e 6

Vocabulary | *live, work, have and like*

3a ▶ Ask Ss to underline *live, work, have* and *like* in the extracts from the listening in ex. 2b. Get feedback, with Ss reading out their sentences. Tell Ss to use these examples to help them choose the words in ex. 3a. Ss then do the activity. Do not get feedback at this stage.

Answers

- 1 live
- 2 like
- 3 work
- 4 have
- 5 like
- 6 live
- 7 work
- 8 have
- 9 live
- 10 work


b ▶ Ss check their answers with a partner. Get feedback from the whole class. Drill the sentences; first as a whole class and then individually.

Grammar | Present Simple: *I and you*

4a ▶ Ss use the extracts from ex. 2b to find the negative and question forms of the Present Simple and underline them. Get Ss to read them out to the whole class. Ss read the Active grammar box and then fill in the gaps with *do* or *don't*. Don't get feedback from the whole class at this stage.

Active grammar

I don't work as a writer.
 You don't like your job.
 I don't live alone.
Do you have any children?
Do you like your job?
 Yes, I do.
 No, I don't.

b ▶  1.69 Play recording 1.69 for Ss to check their answers. Get feedback by reading the Active grammar box as a whole class. Drill the example sentences in the Active grammar box. Tell Ss to look at the Reference on page 57. Read through as a whole class.

OPTIONAL EXTENSION

Go back to the sentences in ex. 3a. Elicit the questions and negative forms of each one and drill them.

5 ▶ Go through the example with the whole class. Do not teach word types or word order at this stage, just ask Ss to follow the examples in the Active grammar box. Ss then do the activity and compare their answers with a partner. Get feedback from the whole class.

Answers

- 2 I don't live near the airport.
- 3 I have three brothers.
- 4 Do you live in a big house?
- 5 I don't like this music.
- 6 I work for a small company.
- 7 I like good food.
- 8 I don't have any brothers.
- 9 Do you like big cities?
- 10 Do you have any friends in Madrid?

6a ► Go through the example with the Ss. Make sure Ss realise the answer is negative because *not* is in the prompt. Ss complete the activity and then compare answers with a partner. Get feedback from the whole class.

Answers

- 2 I like Hollywood films.
- 3 I don't live alone.
- 4 I have a sister.
- 5 I work in a hotel.
- 6 I live near the beach.
- 7 I don't like my home town.
- 8 I don't have any children.

b ► Ss change the sentences in 6a so they are true for them. Put Ss in pairs. Partners guess what their partner wrote, e.g. *You like Hollywood films. No, I don't like Hollywood films. I like Bollywood films.* As they do this, go round the class monitoring and take note of any problems to discuss during the feedback session.

7 ► Put Ss into groups of three or four. Model the example question and answer with a student. Ss look at the pictures and ask and answer the questions. Go round the class monitoring and take note of any issues. Get class feedback by asking different pairs to ask and answer one question.


Suggested Answers

- 2 Do you like seafood/prawns?
- 3 Do you like Twitter?
- 4 Do you like holidays/beaches?
- 5 Do you like football?
- 6 Do you like computers?

OPTIONAL EXTENSION

Ss go back to ex. 6b and ask the questions in pairs, e.g. *Do you work in an office?*


Pronunciation | /u:/ and /əʊ/

8a ►  1.70 Play recording 1.70 and, after each word, Ss repeat; first as a whole class and then individually. Practise the sound in blue individually for each word.


b ► Ss read the text and underline the /u:/ sounds and circle the /əʊ/ sounds. Ss check their answers with a partner. Do not give feedback at this stage.

Answers

- 1 'That's two euros.' 'I don't have two euros!'
- 2 Where are you? Oh! Are you in the museum?
- 3 Do you like those new students from Vancouver?

c ►  1.71 Play recording 1.71 for Ss to check their answers and then get feedback from the whole class. Drill each of the sentences as a further check.

Speaking

9 ►  1.72 Read through the How to... box with the class and nominate Ss to read each of the dialogues. Do not correct at this stage. Play recording 1.72. At the end of each sentence, Ss repeat; first as a whole class and then individually.

Then practise each dialogue with random pairs. Check the meaning of *shame*. Make sure Ss understand the difference in meaning of the three ways to show interest (i.e. 1B – to show happiness, 2B – to show sympathy, 3B – to show understanding).

OPTIONAL EXTENSION

Make more statements to drill the three different reactions, e.g.

I like films.

I don't have a car.

I work in a bank.

Ss can then make their own short dialogues.

10a ► Ss go back to the forms they used in the Warmer. Tell Ss to add more information if they can. Put Ss in pairs and tell them to carry out interviews and use phrases to show interest. Model the example with a student. Alternatively, if you are worried Ss can't do this, use a form of your own and model the interview with the whole class working as your partner.

Give Ss a few minutes to prepare and do their interviews. Ss then swap roles after a minute. While they are doing this, go round the class monitoring and take notes of any issues for the feedback session.

b ► Get feedback from the whole class by asking Ss to tell the class about their partner. Model the example with a student.

5.2 Best friends

In this lesson, Ss read a blog where someone is talking about their friends' routines. Ss learn about the Present Simple with *he*, *she* and *it*. They also learn about verbs of routine and practise pronunciation of /s/, /z/ and /iz/

OPTIONAL WARMER

Revise some times on the board with a clock. Write the word *routine* on the board and write some times on the board. Then make the following comments about routine and elicit the times these are done. As you make the comments, mime the action to help the students:

I get up
I wash my face
I get dressed
I have breakfast
I clean my teeth
I drive to work etc.

Vocabulary | verbs of routine

1 ▶ Tell Ss to look at the pictures. Elicit what they see in each picture. Do not confirm anything at this stage. Then tell Ss to look at the verb phrases in the box and match them to the pictures. Ss check their answers with a partner. Get feedback from the whole class.

Answers

A leave work
 B have a shower
 C make dinner
 D come home
 E get up
 F watch TV
 G start work
 H go to bed

2a ▶ Go through the examples with students. Elicit some more from Ss. Then Ss write sentences about themselves with each verb from ex. 1. Go round the class checking and correcting Ss' sentences.

b ▶ Tell the Ss to look at the example dialogue. Model the dialogue with a random student. Check the meaning of *early* and *late*. Ss then complete the activity in pairs. As they do this, go round the class monitoring and take note of any issues to cover in the feedback sessions.

Reading

3 ▶ Elicit what a blog is. Ask if any Ss have blogs and elicit their favourite blogs.

4 ▶ Ss complete the activity by reading the blog and choosing which name matches each photo. Do not give the meaning of any words in the text. Get feedback from the whole class.

Answers

Rem C Adam B Frank A

5 ▶ Check the meaning of *gym*. Ss read the blog again and tick or cross the options for each person. Ss check their answers with a partner. Get feedback from the whole class. Elicit where in the text the answer is. When complete, check the meaning of *freak*, *busy*, *couch potato*, *workaholic* and *teddy bear*.

Answers

Rem: fruit ✓	salad ✓	TV ✗
Adam: gym ✗	shower ✓	coffee ✓
Frank: lunch ✗	gym ✓	work ✓

6 ▶ Ask the whole class to stand up and ask: *Who are you like? Rem, Adam or Frank?* Then tell Ss to stand with other people who answered the same. Give the three groups some time to prepare sentences to explain why they are like the person, e.g. *I don't watch TV*. Get feedback from each group.

Grammar | Present Simple: *he*, *she* and *it*


OPTIONAL GRAMMAR LEAD-IN

Say *I like ice cream. I don't like chocolate*. Tell Ss to mingle and find out everyone's likes and dislikes. Give Ss a few minutes and then get feedback. Ask one student *What do you like?* and then *What about Marek?* Elicit a response. Ask a few Ss these questions and write up their answers on the board. Do not correct if they are wrong at this stage.

7a ▶ Ss read the sentences from Rebecca's blog and the Active grammar box. Ss then fill in the gaps with *does* or *doesn't*. Ss check their answers with a partner but do not get class feedback at this stage.

Active grammar

He doesn't watch TV.
 She doesn't have a lot of time for me.
Does he have time?
Does he love coffee?
 Yes, he does.
 No, he doesn't.

b ▶  1.73 Play recording 1.73 for Ss to check their answers. Get feedback by reading the Active grammar box as a whole class. Drill the example sentences in the Active grammar box. Then tell Ss to look at the Reference on page 57. Read through as a whole class. Elicit what the difference is between verbs following *I/you* and *he/she/it* (an extra *s* in positive sentences and *does* and *doesn't* instead of *do* and *don't* for questions and negatives).

Refer Ss back to the sentences on the board from the lead-in and elicit whether the sentences are right or wrong. Elicit corrections if they are wrong and elicit question and negative forms of the sentences on the board.

8 ▶ Ss read the text and fill in the gaps with the correct forms of the verbs in the box. Ss then check their answers in pairs. Get feedback from the whole class.

Answers

- 2 gets
- 3 has / eats
- 4 watches
- 5 starts
- 6 has / eats
- 7 finishes

OPTIONAL EXTENSION

This text can also be used as a reading text. To check comprehension, ask the following questions:
 What is brunch? (breakfast and lunch together)
 What time does she get up? (eleven o'clock)
 Does she eat at home? (No, she doesn't.)
 When does Yasmin finish work? (around midnight)
 Does she work a lot? (Yes, she does.)

9a ▶ Read through the instructions with the Ss. Go through the example and ask Ss to model the example answers. Make sure they understand the first example is a question and the second a negative. Ss then do the rest of the task. Ss check their answers with a partner. Then get feedback from the whole class.


Answers


- 2 A: Does she watch a lot of TV?
B: No, she doesn't. She doesn't have a TV.
- 3 A: Does he eat fruit?
B: No, he doesn't. He doesn't like fruit.
- 4 A: Does she start work early?
B: No, she doesn't. She doesn't get up early.
- 5 A: Does he come home early?
B: No, he doesn't. He doesn't finish work early.
- 6 A: Does she work in an office?
B: No, she doesn't. She doesn't have a job.

OPTIONAL VARIATION

Drill the answers in the class feedback.

Pronunciation | /s/, /z/ and /iz/

10a ▶  1.74 Play recording 1.74 and after each word, Ss repeat; first as a whole class and then individually. Pay special attention to the difference between the voiced and unvoiced sounds.

b ▶  1.75 Ss practise reading the sentences in pairs. Then play recording 1.75. Ss repeat the sentences; first as a whole class and then individually.

OPTIONAL EXTENSION

Ss make three sentences, one with /s/ sounds, one with /iz/ sounds and one with /z/ sounds. In pairs, Ss then read the sentences to a partner who corrects them, if necessary.

Speaking

11a ▶ Check Ss remember the meaning of *health freak*, *workaholic* and *couch potato*. Elicit sentences about each one, e.g. for *health freak*: *He eats a lot of healthy food*. Ss think of a person they know who is one of these.

b ▶ Ss write the daily routine of their friend. Tell Ss they shouldn't worry if they don't know, they can be creative. Elicit some more example sentences and put them on the board, e.g. (couch potato) *He gets up at 11 o'clock. He watches TV in bed*, etc. Go round the class helping and monitoring.

c ▶ Put Ss into pairs. Each student tells their partner about their friend. Ss should take notes of what they hear. Go round the class monitoring and take notes of any examples or errors for the feedback session. During feedback, ask Ss to report about their partner's friend, e.g. *Yuri is Elana's friend. He is a workaholic. He gets up....*

OPTIONAL VARIATION

Ss read out their sentences but do not say if their friend is a workaholic, couch potato or health freak. When Ss report back, they can say what they think the person is.

OPTIONAL EXTENSION

At home, Ss find out about the routines of famous people and prepare a poster with the routine. Students then ask and answer questions about the famous people's routines.


5.3 Making friends

In this lesson, Ss read about Flavia, her problem and the replies she receives. Ss learn about the plural forms of the Present Simple (*you, we, they*), practise the days of the week and learn verb collocations. They also learn *Wh-* questions.

OPTIONAL WARMER

Elicit a routine for an imaginary person. Start by drawing a person with a smiling face on the board and say. *This is Deniz. S/he gets up at...* Elicit the end of the sentence and then elicit the rest of the routine. Write the whole routine on the board. With the routine, divide the day into four sections. Elicit what the sections are (*morning, afternoon, evening, night*). Ask Ss: *Is this day a weekday or a weekend?* Don't worry if Ss cannot answer this. If they do, try and elicit the names of the weekdays and the days for the weekend.

Vocabulary | days of the week

1a ▶  1.76 Tell Ss to look at the times of the day. Play recording 1.76 until after *night*. After each word, Ss repeat; first as a whole class and then individually. Check the meaning of the words by supplying times of the day and asking Ss to match the times with parts of the day.

Then tell Ss to look at weekdays and the weekend. Continue the recording until after *Sunday*. Repeat the drill and then check what day it is today. Finally, tell Ss to look at the note. Complete the recording and repeat drill.

b ▶ Read through the instructions and model the example. In pairs, Ss take turns to tell each other when they do the activities in the box. As they do this, go round the class monitoring and take note of any issues to cover during the feedback session. During feedback, ask different Ss to tell the rest of the class one thing about their partner.

Reading

2a ▶ Elicit what Ss can see in the photos. Elicit where each photo is from. Then elicit what Ss think Flavia's problem is.

b ▶ Ss read the first text and find out what Flavia's problem is. Get feedback from the whole class. Check the meaning of *cold* (in this context).

Answer

She doesn't have any friends.

c ▶ Check the meaning of *true* and *false*. Ss read the whole text and answer the questions. Ss check their answers with a partner. Get feedback from the whole class. Elicit where the correct information is in the text. Only once you have finished feedback should you check the meaning of *surf* and *pub*.

Answers


- 1 F
- 2 T
- 3 F
- 4 F
- 5 F
- 6 T

Vocabulary | verb collocations

3a ▶ Tell Ss to look at columns A and B. Look at the example and elicit the phrase *call your friends*. Ask: *Can you 'call sport'?* and elicit *no* to show *call* doesn't collocate with *sport*. Show where *call your friends* is in the text. Write the collocation on the board and write *collocation*. Ss then make collocations with the other words in columns A and B. Make sure Ss look for them in the text.

Answers

eat fish
make friends
play sport
say hello
stay at home
study a language
surf the Internet

b ▶  1.77 Play recording 1.77 for Ss to check their answers. Then get class feedback. Drill the collocations as a whole class and then individually.

4 ▶ Ss write advice for Flavia using the collocations in ex. 3a. Look at the example with the whole class. Tell Ss they should use at least three collocations. Go round the class, helping Ss and checking as they do this. Get feedback from the whole class and identify which are the most popular pieces of advice.

Grammar 1 | Present Simple: *you* (plural), *we* and *they*

OPTIONAL GRAMMAR LEAD-IN

Write the following on the board:

you/play/football/Saturdays?

you/like/parties?

you/eat chicken?

Elicit the questions. Ss then ask and answer the questions in pairs. Elicit other questions and answers using the same verbs E.g. *Do you play chess? No, I don't.*

5 ▶ Tell Ss to read through the Active grammar box. Then ask them to correct the four sentences. If the class is weak, do the first sentence as a whole class, eliciting the correct answer. Ss check their answers with a partner. Then get feedback from the whole class.

Answers

- 1 We play football on Saturdays.
- 2 Do you like parties?
- 3 They don't say hello.
- 4 Do you eat chicken?

OPTIONAL EXTENSION

Get Ss to close their books. Then elicit the full Present Simple table with question and negative forms (refer to the Reference on page 57) with the whole class.

6 ▶ Ss work in pairs to make sentences with the six phrases. Then put two pairs together. Each pair shares their sentences with the other pair. As Ss do this, go round the class monitoring and take note of any issues for the feedback session. In the feedback session, ask pairs to report what the other pair said.

Grammar 2 | Wh-questions

7 ▶ Tell Ss to reread the text on page 54 and underline all of the questions. Get feedback from the whole class. As each question word is mentioned, write it up on the board. Then Ss complete the Active grammar box with the question words. Get feedback from the whole class. Tell Ss to turn to page 57 and read through the Reference section with the whole class.

Active grammar


- A: What sports do you play?
 A: Where do you work?
 A: Who do you work with?
 A: When do you go out?
 A: How do I make friends with British people?


8 ▶ Ss complete the activity by rearranging the words to make *Wh-* questions. Ss then check their answers with a partner. Get feedback from the whole class.

Answers

- 1 What sports do you play?
- 2 What do you drink in a cafe?
- 3 Where do you live?
- 4 How do you make friends in your country?
- 5 What do you do at the weekend?
- 6 Who do you live with?
- 7 When do you get up at the weekend?
- 8 When do you go to bed on weekdays?

Pronunciation | do in Wh- questions

9a ▶  1.78 Write *Do you work?* and *Where do you work?* on the board. Ask different Ss to say the questions. Then ask a student to underline the stress in the two questions. Play recording 1.78 and ask Ss to check which word they underlined on the board. Explain that as the *Wh-* question word is stressed, the pronunciation of *do* changes.

b ▶  1.78 Play the recording again and, after each question, Ss repeat; first as a whole class and then individually. Pay special attention to the /də/ sound.

10 ▶ Ss work in pairs and take it in turns to ask and answer the questions in exercises 8 and 9a. As they do this, go round the class monitoring and take notes of any issues. Do not worry too much about the answers to some of the questions, as they may have difficulty making an answer.

OPTIONAL EXTENSION

Ss make a question for each *Wh-* word. Ss then ask and answer each other's questions.


5 Communication

In this lesson, Ss listen to people asking and answering questions in a conversation. Ss practise how to start and continue a conversation.

OPTIONAL WARMER


Tell everyone that they are at a party. What questions would they ask when talking to new people, e.g. *What's your name?* Elicit the questions and put them on the board. Ss then mingle and ask and answer questions as if they were at a party.

1 ▶ Elicit sentences about the man and woman in the picture. Encourage Ss to use adjectives.

2a ▶  1.79 Tell the Ss to read the questions. Then ask them to look back at the picture and predict the answers to the questions. Play recording 1.79 for Ss to answer the questions. Then get feedback from the whole class.

Answers

- 1 She's a doctor.
- 2 He's a teacher.

b ▶  1.79 Read through the table with the class and elicit the three questions for the information in the table, i.e. *What is his/her name? Where does he/she work? What does he/she do at weekends?* Play the recording again for Ss to check their answers with a partner. If Ss are having difficulty, play the recording again. Get feedback from the whole class.

Answers

	Man	Woman
Name	Katashi	Vera
Works	In a language school	At the hospital
Weekends	Stays at home/surfs the Internet/plays sports	Goes to the gym/goes out with friends

3 ▶ Tell Ss to complete the gaps in the questions from the dialogue. Ss then check their answers with a partner. Get feedback from the whole class. If Ss are struggling, play the recording again.

Answers

- 2 How do you know Paul?
- 3 What do you do?
- 4 Where do you work?
- 5 Do you go to a lot of parties?
- 6 What do you do at the weekend?

4 ▶ Read through the Lifelong learning box with the Ss. *Check that Ss understand the tip.* Ask which Ss already do this. Don't spend too long on this as the longer you spend, the less they will remember of the dialogue they have just been listening to.

5 ▶ Ss work together to remember the dialogue in ex. 2a. Get feedback from the whole class by asking different Ss to read out each turn in the dialogue. Do not correct if Ss get stuck.

Once completed, tell Ss to turn to page 138 to check what they have written. Then get feedback by going through the dialogue again in the same way you did the first time.

OPTIONAL VARIATION

Do ex. 5 before ex. 4 so that Ss have less time to try and remember the dialogue and you can spend more time discussing the Lifelong learning box.

6 ▶ Tell Ss to look at the How to... box. Read through each section. Elicit the meaning of *comment*. Ss write two more sentences for part 3 of the box. Get feedback from the whole class.

Make sure Ss make notes of any questions they don't have. You may also elicit questions for the other two sections, e.g. *Is that a chicken salad?*

7a ▶ Ask Ss what they can see in each photo. Elicit as much information as possible. Ss work in pairs and think of questions to start a conversation. Go round the class monitoring and helping to make the questions. Make sure both Ss have copies of the questions.

b ▶ Change the pairs and label each student A and B. A is the man in the first photo and the woman in the second photo.

Ss then try and have a conversation using the questions they prepared. As they do this, go round the class monitoring and take note of any problems. In the class feedback, ask random pairs to act out one of the dialogues.

5 Review and practice

1 ▶

Answers

- 2 A: Do you like football?
B: Yes, I do. I like all sports.
- 3 A: Do you work in an office?
B: No, I don't. I work in a shop.
- 4 A: Do you have any brothers or sisters?
B: Yes, I do. I have two brothers and a sister.
- 5 A: Do you live alone?
B: No, I don't. I live with my wife.

2 ▶

- | | | | |
|---------|--------------|--------------|----------|
| Answers | 5 | doesn't work | |
| 2 | doesn't have | 6 | works |
| 3 | watches | 7 | finishes |
| 4 | starts | 8 | goes |

3 ▶

Answers

- 3 Yuri and I don't play sport.
- 4 Do Ella and Greg call their friends?
- 5 We make friends at work.
- 6 Do you work for a small company?
- 7 They don't stay at home at the weekend.
- 8 Nora and I like Jerry and Michaela.

4 ▶

- | | | | | | |
|---------|---------|-----------|----------|-------|--------------|
| Answers | 5 | don't eat | 9 | plays | |
| 2 | don't | 6 | eat | 10 | doesn't play |
| 3 | live | 7 | Do, play | 11 | Do, watch |
| 4 | Do, eat | 8 | play | 12 | watches |

5 ▶

Answers

- 2 Where do you work?
- 3 When do you start work?
- 4 How old are you?
- 5 Who is he? Is he your brother?
- 6 What food do you like?
- 7 What do you do?
- 8 Who do you work for?

6 ▶

- | | | | |
|---------|-------|------------|------------|
| Answers | 5 | attractive | |
| 2 | short | 6 | dark |
| 3 | young | 7 | slim |
| 4 | thin | 8 | overweight |

7 ▶

- | | | | |
|---------|---|---|---|
| Answers | 5 | e | |
| 2 | c | 6 | b |
| 3 | a | 7 | g |
| 4 | h | 8 | d |

5 Writing bank

1 ▶ Check the meaning of *pen friend*. In pairs, Ss ask and answer the questions. Get feedback from the whole class.

2 ▶ Ss read the letter and answer the two questions before checking with a partner. Get feedback from the whole class.

Answers

Beth, her mum and dad and her sisters Abby and Liz
Lemal is her pen friend

3 ▶ Ss read the letter again and answer the questions before checking their answers with a partner. Get feedback from the whole class.

Answers

- 1 South Africa
2 Edinburgh
3 She goes out for dinner and gets up very late.

4a ▶ Ss read the How to... box. Check Ss understand by identifying the phrases in Beth's letter.

b ▶ Ss fill in the gaps in Lemal's letter before checking with a partner. Get feedback from the whole class.

Answers

- 1 Dear Beth
2 Thank you for your letter
3 I hope to hear from you soon
4 Best wishes

5 ▶ Model the sentences yourself before Ss write sentences about themselves using the prompts.

6 ▶ Ss use the prompts from ex. 5, the phrases from the How to... box and Beth's letter to help them write their own pen friend letter. Once completed, Ss work in pairs to check each other's letters and help correct them.

Overview

Lead-in	Vocabulary: Places in the house
6.1	Can do: Understand basic information about a house and furniture Grammar: <i>have got</i> Vocabulary: Furniture Speaking and Pronunciation: A survey Reading: A small apartment
6.2	Can do: Ask and say how often you do things Grammar: Adverbs of frequency Vocabulary: Doing housework Speaking and Pronunciation: /ʌ/ and /ɪ/ How to... make simple requests Reading: Housework
6.3	Can do: Make and respond to offers Grammar: <i>like + -ing</i> <i>want + infinitive</i> Vocabulary: Technology Speaking and Pronunciation: How to... offer food and drink to a guest <i>would you</i> Listening: A dinner party
Communication	Ask and answer simple questions about a friend
Writing bank	Complete simple sentences about someone's typical day How to... use <i>then</i> and <i>after that</i> .
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 6.1 Understand basic information about a house and furniture
6.2 Ask and say how often you do things
6.3 Make and respond to offers
Communication Ask and answer simple questions about a friend
Writing bank Complete simple sentences about someone's typical day

CEFR Portfolio ideas

- a) Draw a plan of your house or flat. Write the names of the rooms. Make a list of the objects in each room. Then describe your house or flat to a partner. Listen to your partner's description and make notes. Write a paragraph about his/her house or flat.
b) You are on a dating website. Write a description about you. Describe your life and say how often you do different things.
c) Work in pairs. Student A is visiting Student B in his/her new house. Write a dialogue. Student A offers student B some food and drink and shows him/her the house. Make a video or record the dialogue.

Lead-in

In the UK, a loft is the place at the top of the house, between the roof and the top living floor. It is usually used for storing things, but some people like to live in lofts. It is usually only one room. In the USA, lofts are flats and luxury flats at the top of the building.

OPTIONAL WARMER


Ask random Ss *Where do you live?* Ss will probably respond with the name of the town or city. Draw a house and a block of flats. Ask: *Do you live in a house or a flat?* Check Ss know which picture is which. Elicit some answers and then get Ss to mingle and ask each other. Give Ss two minutes to brainstorm words connected with *house* or *flat*. Get feedback from the whole class and write the words on the board. At this stage do not give the meaning of any words.

1a ▶ Tell Ss to look at the photos. Elicit what they can see in each photo. Direct Ss' attention to the words in the box and ask them to match the photos to some of the words. Get feedback from the whole class. For the remaining words, divide the class into teams. Each team chooses someone to draw.


Divide the board into boxes large enough for Ss to draw. The teams tell their artist which of the remaining words to draw. Give a point for the picture which most resembles the word. At the end of this activity, if there are still words that Ss don't know, elicit by giving clues, e.g. *My car is in the garage*.

Answers

- A – garden and living room
B – bedroom
C – loft
D – kitchen


b ▶  2.01 Play recording 2.01 and after each word, Ss repeat; first as a whole class and then individually. Make sure Ss stress the underlined part of the word.

2 ▶ Model the example for Ss. Ss then work in pairs and tell each other about their house or flat. As they do this, go round the class monitoring and take note of any issues to discuss during the feedback session. Also take note of any new words used by Ss and, in the feedback session, you may decide to teach these to the whole class.

3a ▶  2.02 Tell Ss they are going to listen to two people talking about their houses. Play recording 2.02. Ss listen and match the speakers to the pictures. Ss check their answers with a partner. Get feedback from the whole class.

Answers

- Marisa B
Anya C

b ▶  2.02 Tell Ss to choose the right words in the texts. Give Ss a minute or two to read the texts and try to remember the correct answers. You may like to get initial feedback at this stage but do not confirm any answers. Play the recording again. Get feedback from the whole class.

Answers

- 1 flat
- 2 two
- 3 seventy
- 4 kitchen
- 5 house
- 6 three
- 7 120
- 8 living room
- 9 loft

4 ▶ Tell Ss they are now going to write a description of their own house/flat. Model the example and tell Ss to look at the texts in ex. 3b. Give Ss some time to prepare their descriptions. Put Ss into pairs. Ss read their descriptions to each other.

Then change the pairs and get Ss to read out their descriptions again. As they do both tasks, go round the class monitoring and take note of anything new or problems to discuss during the feedback session. Finally, ask Ss to describe the house/flat of the first person they talked to for the whole class. See who can remember the most.

OPTIONAL VARIATIONS

- 1 Once Ss have written their descriptions, put Ss into pairs. Each student describes their house/flat while the other student tries to draw a plan.
- 2 Once Ss have written their descriptions, put Ss into groups of three or four. Each student in the group reads out their description and the group as a whole chooses which house/flat sounds best. The groups should be prepared to give reasons for their decision to the whole class.

6.1 Small houses

New York City is the most populous city in the USA. It is also the only city in the USA which is in a state with the same name – New York State. New York has eight boroughs including the Bronx, (one half very poor, the other half very rich), Brooklyn (famous for the many different languages and cultures it has), Manhattan (the centre of New York City), Queens and Staten Island.

In this lesson, Ss read about a very small apartment in New York City. Ss learn how to use *have got* and the vocabulary of furniture. They then complete a house survey.

OPTIONAL WARMER


Mime a place in the house. Ss have to guess which room it is. Then get Ss to mime different rooms in the house.

Vocabulary | furniture

1a ▶ Tell Ss to look at the pictures. Elicit what they can see in each picture. Direct Ss' attention to the words in the box and ask them to match the pictures to the words. Ss then check their answers with a partner but do not do class feedback to confirm the answers yet.

Answers

- 1 table
- 2 chair
- 3 armchair
- 4 bath
- 5 toilet
- 6 fridge
- 7 coffee table
- 8 lamp
- 9 washing machine
- 10 sink
- 11 basin
- 12 wardrobe
- 13 mirror
- 14 desk
- 15 sofa
- 16 bin
- 17 cooker
- 18 dishwasher

b ▶  2.03 Play recording 2.03 for Ss to check their answers. Get feedback from the whole class. Play the recording again and, after each word, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Ss stay in pairs and brainstorm other words for things they might find in a house. Share these with the rest of the class, helping Ss to understand any useful words.

c ▶ Read the question with the whole class and model the sentence. This can then be done as a line drill. Read the question and get student 1 to ask the question using another item to student 2 and so on. If this goes well, you may start using the extra words the Ss found in ex. 2b.

Suggested Answers

You find a table in the dining room.
 You find a chair in the dining room.
 You find an armchair in the living room.
 You find a bath in the bathroom.
 You find a toilet in the bathroom.
 You find a fridge in the kitchen.
 You find a coffee table in the living room.
 You find a lamp in the bedroom.
 You find a washing machine in the bathroom.
 You find a sink in the kitchen.
 You find a basin in the bathroom.
 You find a wardrobe in the bedroom.
 You find a mirror in the bathroom.
 You find a desk in the study.
 You find a sofa in the living room.
 You find a bin in the kitchen.
 You find a cooker in the kitchen.
 You find a dishwasher in the kitchen.

OPTIONAL VARIATION

Rather than doing a line drill, Ss can form pairs and ask and answer each other's questions. As they do this, go round the class monitoring and take note of any good utterances or problems to discuss during the feedback session.

2a ▶ Ss work individually to choose the five most important pieces of furniture in a house. Give them no more than a couple of minutes to do this.

b ▶ Put Ss into pairs to check their answers. Before they do, model the example dialogue with a student. As they speak, go round the class monitoring and take note of any interesting things to discuss during the feedback session. During feedback, you can try to get reasons for their answers.

Reading

OPTIONAL EXTENSION

Tell Ss to look at the two photos and elicit everything that they can see as a whole class. Where possible, encourage Ss to use the new vocabulary, e.g. *flat* (elicit the American synonym, *apartment*), *bed*, *sink*, etc.

3a ▶ Read the title of the text with the Ss and elicit what Ss think the text is about. Then give Ss no more than a minute to read. Elicit answers to the question.

Answer

It is very small.

b ▶ Ss read the text again and do the activity before checking their answers with a partner. Get feedback from the rest of the class. When this activity is completed, you can check the meaning of *wide*, *long*, *window*, *view*, *dry cleaners*.

Answers

Zaarath and Christopher

children	Yes ✗	No ✓
cats	Yes ✓	No ✗

Their apartment

two windows	Yes ✓	No ✗
a kitchen	Yes ✗	No ✓
a cooker	Yes ✗	No ✓
a fridge	Yes ✓	No ✗
wardrobes	Yes ✗	No ✓

4 ▶ Read the question with the Ss and model the beginning of the sentence. Then go round the class eliciting different answers to the question.

OPTIONAL EXTENSION

Ss can answer the question with reference to their own flat/house or another Ss' flat/house that they heard about in the previous lesson. E.g. *I like Edvard's house but it has a lot of bedrooms.*

Grammar | *have got*

OPTIONAL GRAMMAR LEAD-IN

Ask Ss to take at least two things out of their pockets or bags and put them on the table. Elicit from the Ss what they have, e.g. *This is a/my pen*, *This is a/my magazine*, etc. Then name an object yourself and elicit from Ss whose object it is, e.g. *Pen? It is Yasmina's pen.*

5 ▶ Get Ss to read out all of the sentences. Then get Ss to use these examples to complete the Active grammar box. Ss check their answers with a partner before giving class feedback. After feedback, drill the sentences; first as a whole class and then individually. Tell Ss to look at the Reference on page 67. Drill the two new question forms with the whole class and then individually.

Active grammar

I, you, we, they

+ I've got (have got) a sofa.
 – They haven't got (have not got) a sofa.
 ? Have you got a sofa?
 Yes, we have.
 No, we haven't.

he, she, it

+ It's got (has got) a washing machine.
 – He hasn't got (has not got) a washing machine.
 ? Has she got a washing machine?
 Yes, she has.
 No, she hasn't.

6 ▶ Read the first text up to answer (1) with the whole class. Ss then do the activity and then check their answers with a partner. Get feedback from the whole class.

Answers

- 2 've
- 3 haven't
- 4 's
- 5 haven't
- 6 've
- 7 's
- 8 's
- 9 hasn't
- 10 's
- 11 's
- 12 hasn't

OPTIONAL EXTENSION

Put the Ss in pairs (A and B). A completes Chris's text and B completes Fiona's text. Ss then read their answers to their partners to check.

7a ▶ Put Ss into pairs (A and B). A writes questions using *has/have got* about Chris's life and B does the same for Fiona's life. Remind Ss that they should use the information in ex. 6 to help them.

b ▶ Ss now ask and answer each other's questions. Model the example with a student before they begin. As they do this, go round the class monitoring and take note of any issues to discuss during class feedback.

OPTIONAL EXTENSION

Elicit the two other questions that were in the Reference section on page 67 i.e. *What have you got in...? Who's got my...?* Elicit what could finish the first question, e.g. *bag, pocket*. Ss mingle round the class asking *What have you got in...*. Then get feedback from the whole class by asking what information they found out, e.g. *Przemek has got a book in his bag*. Then collect one object from each student and put them in a bag. Make sure Ss remember what object they have given. Ss then pick an object from the bag (not their own). Each student then asks, e.g. *Who's got my watch?* If a student thinks he/she has got the object, he/she replies *I've got it*.

Speaking

8a ▶ Put Ss in pairs. First model the activity. Do an example question, e.g. *Has your house got a dishwasher?* Guess the number, e.g. *five* and write this on the board. Tell Ss to do the same thing and write their guess on the chart.

b ▶ Go back to your question on the board and ask Ss to raise their hands. Count the hands and then declare whether you were right or wrong.

Then model the dialogues with a random student. Tell Ss to mingle round the class in pairs and collect answers from everyone. Get feedback from the whole class by asking different Ss their answers and check how close they were to the final answer.

OPTIONAL VARIATION

To make the information gathering a little more interesting, you can ask pairs in 8a to add two questions of their own.

OPTIONAL EXTENSION

For homework, ask Ss to write a short description of a house, including both the rooms and the furniture. To make it interesting they can also supply pictures.

6.2 Homework

In this lesson, Ss read an article about who does the housework in a couple. They learn about adverbs of frequency and how to make simple requests. They also practise the pronunciation of /ʌ/ and /ɪ/.

OPTIONAL WARMER


Draw the plan of a two-floor one bedroom house. Elicit a piece of furniture from the class and then ask another student to come up to the board and put it in the correct room. As they do it, the student says *The kitchen has got a dishwasher*. Do this with all the pieces of furniture from lesson 6.1. The task can be extended to the drilling of negative forms.

Vocabulary | doing housework

1a ▶ Tell Ss to look at the pictures. Elicit what they can see in each picture. Direct Ss' attention to the phrases in the box and ask them to match the phrases to the pictures. Ss then check their answers with a partner. At this stage, do not check or give any unknown vocabulary.


Answers

clean the bathroom 7
do the laundry 2
empty the dishwasher 8
iron your clothes 1
lay the table 9
sweep the floor 4
tidy the living room 6
vacuum the stairs 3
wash the dishes 5

b ▶  2.04 Play recording 2.04 for Ss to check their answers. Get feedback from the whole class. Play the recording again and, after each phrase, Ss repeat; first as a whole class and then individually. Check Ss understand all of the phrases.

OPTIONAL EXTENSION

Ss stay in pairs and brainstorm other types of housework they might do in or around the house, e.g. *cut the grass* or *clean the windows*. Share these with the rest of the class, helping Ss to understand any useful words.

2a ▶  2.05 Play recording 2.05. Ss listen and tick the housework phrases from ex. 1a that they hear. Ss check their answers with a partner and then get feedback from the whole class.

Answers

lay the table, tidy the living room, clean the bathroom, wash the dishes

b ▶ Tell Ss to look at the How to... box. Ss read through the box and try to remember the words that go in the blanks. Play the recording again to let Ss check their answers. Then get feedback from the whole class. Drill the dialogue with the whole class and then individually.

Answers

1 Can you
2 of course
3 Can you
4 sorry

3 ▶ Put Ss in pairs. Tell Ss to repeat the dialogue with the phrases from ex. 1a. Model the dialogue with a student. As they do this, go round the class monitoring and take note of any issues to discuss during the feedback session.

Reading

OPTIONAL EXTENSION

Tell Ss to look at the photos that go with the text. Elicit who these people are (husband and wife/couples). Read the title of the text with the class and elicit what Ss think the answer is.

4a ▶ Check the meaning of *more*. Ss answer the questions by reading the text and then check their answers with a partner. Get feedback from the whole class. Do not, at this stage, give the meaning of any words in the text.

Answers

1 Women (two hours and 31 minutes)
2 Gabriela
3 their cleaner
4 they both do the same amount

b ▶ Ss read the text again and find out what housework each person does. Ss then check their answers with a partner. Get feedback from the whole class.

Answers

Gabriella – does the laundry, vacuums the house, makes dinner and tidies the house
Bolivar – washes the dishes and sometimes cleans the bathroom
Delun – never does housework
JinJing – sometimes makes dinner
Viggo – usually makes dinner and cleans the bathroom
Lotta – lays the table, empties the dishwasher and does the laundry

5 ▶ Read the instructions with the whole class and model the example. Put Ss in pairs to tell each other who they are most similar to. Then encourage Ss to go round the class finding out about other Ss. Ask Ss what they found out about other Ss.

Grammar | Adverbs of frequency

OPTIONAL GRAMMAR LEAD-IN

Write five activities on the board, e.g. *play football, go shopping, listen to music, watch a film, read a book*. Ask Ss how many times they do these things in one week. Ss ask and answer in pairs. *Do you...?* and *In one week, how many times?* and find out the numbers. Get feedback from the whole class. Tell Ss to keep the information as they will use it later.

6 ▶ Ss read the text and underline the adverbs of frequency. Check them with the whole class.

Answers

Gabriela: always do, sometimes cleans, never makes, usually tidy

Delun: never do, never at home, always does, sometimes makes, aren't usually at home

Lotta: always share, usually makes, always do, never at home

7 ▶ Read through the first part of the Active grammar Box with the whole class. Drill the example sentences; first as a whole class and then individually.

Ss then choose the correct alternatives in rules 1 and 2 and check their answers with a partner. Tell Ss to then look at the Reference on page 67 to finally check their answers. Tell Ss to look at the question *Do you always make dinner?* Elicit from Ss that the adverb of frequency comes after the pronoun.

Active grammar

- 1 after
- 2 before

8 ▶ Ss put the words in the correct order to make sentences before checking their answers with a partner. Then get feedback from the whole class.

Answers

- 1 He is always early.
- 2 Grandpa sometimes makes dinner.
- 3 Are your parents usually late?
- 4 I never iron my clothes.
- 5 This writer is always great.

OPTIONAL EXTENSION

Ss go back to the answers they got from their partner in the grammar lead-in. They now make sentences using the information, e.g. *Carlos never drinks pineapple juice*.


9a ▶ Before Ss do the activity, tell them to look at the Reference on page 67. Ask them to look at the last section on *how often...?* Read through it with the class and drill the examples; first as a whole class and then individually. Ss then complete the activity and check their answers with a partner. Get feedback from the whole class.

Answers

- | | |
|----------------|------------------|
| 2 often, cook | 6 sometimes wash |
| 3 usually iron | 7 usually watch |
| 4 is never | 8 never tidy |
| 5 always clean | |

b ▶ Using the corrected sentences from ex. 9a and the prompts, Ss write their own sentences. Then, as a whole class, elicit the questions, e.g. *How often do you go to bed early?* and then ask Ss to give their answers.


Pronunciation | /ʌ/ and /ɪ/

10a ▶  2.06 Play recording 2.06 and, after each word, Ss repeat; first as a whole class and then individually. When you have finished /ʌ/, drill the sound and the words as a class again. Do the same when you have finished /ɪ/.

b ▶ Ss underline and circle the words which use /ʌ/ and /ɪ/. Ss then check with a partner. Do not check as a whole class at this stage.

Answers

- 1 What time does your mum cook dinner?
- 2 I sometimes study Italian in the evening.
- 3 It's Sunday so it's Mum's turn to wash the dishes.

c ▶  2.07 Play recording 2.07. Ss listen and check their answers. Get feedback from the whole class.

OPTIONAL EXTENSION

In pairs, Ss find three words with /ɪ/ and three words with /ʌ/ in. Check them as a whole class.

Speaking

11a ▶ Tell Ss that they are going to ask and answer questions in pairs about the housework they do. Model the activity with a student. Then remind Ss to use the activities given in ex. 1a. As they do the activity, go round the class monitoring and take note of any errors or interesting things to discuss during the feedback session.

b ▶ Get feedback from the whole class, asking Ss to tell the class about their partner. Find out if there are any other housework activities that Ss do and say how often they do them.

OPTIONAL EXTENSION

Ss write about their housework routines, e.g. *I always do the washing up. I do it after dinner.*

6.3 Technology at home


In this lesson, Ss listen to someone visiting a friend's flat and talking about technology. Ss learn how to offer food and drink to a guest and how to use *like + -ing* and *want + infinitive*. They also practise the pronunciation of *would you*.

OPTIONAL WARMER

Choose two Ss in the class and tell them they are having a party in their house. Choose three or four people as guests. Tell them they are going to arrive one at a time. The two Ss greet them, introduce them to anyone there and ask them if they want a drink. Then these Ss have to talk, e.g. *Hello, how are you? I'm fine thanks*, etc. Let this roleplay continue briefly and then ask other Ss for comments. Elicit any good important phrases that Ss hear and write them on the board.

Listening

1 ▶ Put Ss into groups of three or four. Tell Ss to look at the flow chart. You may like to model the activity as Ss may have trouble understanding how to follow the chart. Ss discuss the different questions and answers in their groups. Then get feedback from the whole class, getting example answers for each step of the process.

2a ▶  2.08 Read through the questions and check Ss understand. Play recording 2.08 for Ss to write their answers. Ss check their answers with a partner. Then get feedback from the whole class. If Ss are having trouble, play the recording again before confirming any answers.

Answers

- 1 to attend Jacob's birthday party
- 2 tea, coffee and apple juice
- 3 a Hollywood film

b ▶ Play the recording again. Ss tick the things they hear about Ahmad and Jacob. Check the answers with the whole class.


Answers

	A	J
1 He likes reading.	X	✓
2 He likes surfing the Internet.	✓	X
3 He wants to buy a new camera.	✓	X
4 He doesn't want to watch TV in the evening.	X	✓
5 He doesn't like watching Hollywood films.	X	✓

3a ▶ Tell Ss to read the How to... box. Tell them to try and remember what was said in the listening and fill in the gaps. Get feedback from the whole class but do not confirm any answers yet.

Answers

- | | |
|---------|--------------|
| 1 Would | 3 What |
| 2 love | 4 would like |


b ▶  2.09 Play recording 2.09 for Ss to check their answers. Get feedback from the whole class.

c ▶ In pairs, Ss practise the dialogue. As they do this, go round the class monitoring and take note of any problems to discuss during the feedback session. If Ss are having problems with *would you*, do not discuss it at this stage.

OPTIONAL EXTENSION

In pairs, Ss redo the dialogue but for something to eat.

Pronunciation | *would you*

4a ▶  2.10 Tell the Ss to listen to the sound /dju:/. Play recording 2.10 and then drill the sound /dju:/; first as a whole class and then individually.

b ▶ Play the recording again and, after each sentence, Ss repeat; first as a whole class and then individually. If Ss are having trouble with the sound, backchain the sentence, i.e. *drink, a drink, like a drink* etc. for Ss to repeat. When you have finished, choose pairs of Ss to make and answer the offers in ex. 4a.

5 ▶ Read through the instructions and roles with the whole class. Model the example with a student. Check the meaning and drill: *Nice house you've got*. Then put Ss into pairs (A and B) and do the roleplay. Tell Ss they should try and keep talking for two minutes.


At the end of the two minutes, move all the As onto another pair and tell the class that Bs are now As and vice versa. Ss then repeat the role play. As they do this, go round the class monitoring and take note of any good issues to discuss during the feedback session.

Grammar | *like + -ing; want + infinitive*

6a ▶ Tell Ss to look at the Active grammar box. Elicit what type of sentences are in the box (positive, negative and questions). Tell Ss to look at ex. 2b. Tell Ss to use these sentences to fill in the gaps in the Active grammar box.

Active grammar

- + I like watching TV.
- I want to buy a new phone.
- I don't like surfing the Internet.
- I don't want to take photos with my phone.
- ? Do you like taking videos?
- Do you want to listen to some music?

b ▶  2.11 Play recording 2.11 for Ss to check their answers. Then tell Ss to look at the Reference on page 67 to do a final check. Get feedback from the whole class and drill the example sentences in the Reference.

7 ▶ Ss read the text and complete the blanks. They then check their answers with a partner. Get feedback from the whole class.

Answers

- 2 want to buy
- 3 want to take
- 4 like listening
- 5 like texting
- 6 like playing
- 7 want to buy
- 8 want to play / like playing
- 9 want to have

8 ▶ Look at the example with the whole class. Model the example with a random student. In pairs, Ss write dialogues for the remaining three sets of prompts. Then ask random pairs to read out their dialogues, taking it in turns to play each role. The rest of the class corrects any problems.

Answers

- 2 A: Do you like listening to music?
B: Yes, I do.
A: Do you want to listen to music on my new iPod?
B: Yes, OK.
- 3 A: Do you like taking photos?
B: Yes, I do.
A: Do you want to take photos of my friends and me?
B: Yes, OK.
- 4 A: Do you like playing computer games?
B: Yes, I do.
A: Do you want to play computer games with me this weekend?
B: Yes, OK.

OPTIONAL EXTENSION

Each pair acts out their own dialogue using their own prompts. You may brainstorm a few ideas for prompts with the whole class before doing this.

Vocabulary | technology

9 ▶ Tell Ss to look at the pictures. Elicit what they can see in each picture. Direct Ss' attention to the words in the box and ask them to match the words with the pictures. Ss then check their answers with a partner. Get feedback from the whole class.

Answers

- | | |
|------------------|---------------------|
| A flat-screen TV | E wireless internet |
| B laptop | F games console |
| C camera | G stereo |
| D camcorder | H DVD player |

10a ▶ Ss do the activity and then check their answers with a partner. Get feedback from the whole class.

Answers

- 1 f
- 2 e
- 3 b
- 4 a/c
- 5 c/a
- 6 d

OPTIONAL EXTENSION

- 1 Ask Ss if they like doing the things in ex. 10a, e.g. *I like surfing the Internet. I don't like taking photos.*
- 2 Ask Ss to think of other forms of technology and then the verbs to go with each one, e.g. *use a mobile phone, play an iPod.*

b ▶ Read through the instructions with the Ss and model the example with a student. Check the meaning of *What do you use it for?* Check that Ss understand that *use for* takes the *-ing* form.

In pairs, Ss repeat the dialogue using the collocations from ex. 10a. As they do this, go round the class monitoring and take note of any problems to discuss during the feedback session.

Speaking

11a ▶ Put Ss in pairs. Ss take it in turns to ask and answer the questions in the technology quiz on page 110. When Ss have finished, check that Ss understand the key. Then, Ss add up their points and tell each other how they have done.

b ▶ Get feedback from the whole class. Ss report their marks and why they got those marks, e.g. *I have a new laptop and I have wireless Internet. I like surfing on the Internet...*

OPTIONAL VARIATION

Using the information from the questionnaire, Ss write a description of their partner's feelings about technology, e.g. *Gosia doesn't have a laptop and doesn't want to buy one. She doesn't like technology.*

6 Communication

In this lesson, Ss listen to people asking and answering simple questions about a friend. They learn the importance of listening for important information.


OPTIONAL WARMER

Write *What have you got in your flat?* on the board. Say *In my flat I have...* and mime *watching TV*. Elicit the answer from the Ss, e.g. *You have a flat-screen television in your house*. Ss look back at the vocabulary they have learnt in Unit 6 and choose three things they have in their house. In pairs, Ss mime their things and their partner has to guess what they are.

1 ▶ As a whole class, tell the Ss to look at the picture of a block of flats. Model the first question using the example and then elicit what the people in the picture have got in their flats. Repeat this procedure for the second question.


OPTIONAL VARIATION

For both questions, divide Ss into pairs and then label the pairs 1–4. Pair 1 looks at flats 1–4, pair 2 flats 5–8, pair 3 flats 9–11 and pair 4 looks at flats 12–14. Ss then pool their information in the class feedback.

2a ▶  2.12 Play recording 2.12. Ss listen and identify which flat Helen is in. Get feedback from the whole class.

Answer
Helen is in flat 4

b ▶ Read through the Lifelong learning Box with the Ss. Elicit from Ss where we did this (ex. 2a). Ask how many times we listened (once).

c ▶  2.12 Ask Ss to look at the questions and try to remember what the questions were from the recording. Play the recording again for Ss to complete the questions. Ss check their answers in pairs before checking the answers with the whole class.

Answers

- 1 Has she got a child?
- 2 Does she like taking photos?
- 3 Does she like playing computer games?
- 4 Has she got a big armchair and a lot of books?

3a ▶ Tell Ss to choose a person from the picture and give that person a name.

b ▶ Put Ss in pairs (A and B). Read through the instructions with the Ss and model the dialogue with a student. Ss then roleplay the activity.

c ▶ When Ss are finished, swap the Ss's roles and repeat the activity. As they do the activity in 3b and c, go round the class monitoring and take notes of any errors in structure or pronunciation to discuss during the feedback session.

6 Review and practice

1 ▶

Answers

- 2 's got
- 3 's got
- 4 hasn't got
- 5 's got
- 6 haven't got
- 7 've got

2 ▶

Answers

- 2 A: Have your parents got wireless Internet?
B: No, they haven't.
- 3 A: Have you got a games console?
B: Yes, I have.
- 4 A: Have we got any food in the fridge?
B: No, we haven't.
- 5 A: Has Mike got a camcorder?
B: No, he hasn't.
- 6 A: Have I got a lot of friends?
B: Yes, you have.

3 ▶

Answers

- 2 I sometimes cook dinner.
- 3 My mother never surfs the Internet.
- 4 Their students are always happy.
- 5 He is often tired.

4 ▶

Answers

- 2 like watching
- 3 want to play
- 4 want to stay
- 5 like reading
- 6 like surfing

5 ▶

Answers

- 2 a
- 3 e
- 4 c
- 5 b
- 6 a
- 7 d
- 8 e
- 9 c
- 10 b

6 ▶

Answers

- | | |
|---------|--------|
| 2 clean | 5 do |
| 3 empty | 6 wash |
| 4 tidy | |

6 Writing bank

1a ▶ Read the instructions and give Ss about a minute to think about their answers.

b ▶ Put Ss in pairs to tell each other their answers from ex. 1a. Ss should ask each other for the reasons why they think someone's life is hard or easy.

2a ▶ Ss read the text and fill in the gap in the first sentence. Get feedback from the class. Ask why Ss chose the answer.

Answer

easy

b ▶ Check Ss understand the difference between *false* and *not given*. Ss read the text again and answer the questions before checking with a partner. Get feedback from the whole class.

Answers

- 1 F
- 2 T
- 3 F
- 4 NG
- 5 NG

3 ▶ Ss read the How to... box. Drill the words in bold; first as a whole class and then individually.

4 ▶ Ss complete the sentences using the information in the How to... box. Get feedback from the whole class.

Answers

- 1 After that / Then
- 2 and then
- 3 and then
- 4 After that / Then

5a ▶ Ss choose one of the people they talked about in ex. 1 and use the prompts to write sentences about them.

b ▶ Using the sentences they wrote in ex. 5a, Ss write a short text, similar to the text on page 125, adding extra information.

Put Ss into groups of three or four. In the groups, each student reads out their text. The group then decides which of the people in the texts has the easiest and most difficult lives.

Overview

Lead-in	Vocabulary: Activities with <i>do, go</i> and <i>play</i>
7.1	Can do: Make suggestions Grammar: Object pronouns Vocabulary: Verbs of like and dislike Speaking and Pronunciation: How to... make suggestions <i>/aɪ/, /eɪ/</i> Listening: A bad day
7.2	Can do: Talk about abilities Grammar: <i>can/can't</i> Vocabulary: Abilities Speaking and Pronunciation: <i>can/can't</i> Reading: Amazing abilities
7.3	Can do: Say dates Grammar: <i>in, at, on</i> Vocabulary: Months Ordinal numbers and dates Speaking and Pronunciation: How to... write and say dates Listening: Booking tickets
Communication	Order food in a restaurant
Writing bank	Use common phrases to complete a simple email invitation How to... use common email phrases
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

7.1 Make suggestions

7.2 Talk about abilities

7.3 Say dates

Communication Order food in a restaurant**Writing bank** Use common phrases to complete a simple email invitation


CEFR Portfolio ideas

- You are talking to a friend on the Internet. You see your friend every weekend and you make suggestions of things to do next weekend. Write a dialogue.
- You saw a job you want on the Internet. Write a letter to the company to apply for the job. Say what job it is and tell them the things you can do.
- Draw a timeline for the next month or year. Write important dates on the timeline, e.g. weddings, birthdays, graduations etc. Then write a paragraph about the dates. Say when they are and why are they important.

Lead-in

OPTIONAL WARMER

Give out a slip of paper to each student. Write *What do you like doing?* On the board, give an example, e.g. *I like surfing the Internet.* Ask Ss to write two things they like doing on their paper. Don't worry if Ss don't know the verb that goes with their activity at this stage. Collect the papers. Pick one and read it out. Ss have to guess which student it is. Ss should try and make sentences with their guess, e.g. *Lisa likes listening to music.* Make a note of any incorrect uses of verb + activity collocations for later.

- 1 ▶  2.13 Elicit from Ss what they can see in each photo. Encourage them to describe the activity. Play recording 2.13. Ss listen and match the speaker to the photo.

Answers

- Speaker 1 D
Speaker 2 A
Speaker 3 C
Speaker 4 B

- 2 ▶ Ss match four words in the box to the photos before checking their answers with a partner. Get feedback from the whole class. Elicit the meaning of the other activities, through mime if necessary.

Answers


- A chess
B exercise
C football
D cycling

- 3a ▶ Tell Ss to look at the three word maps in ex. 3a. Elicit what the words in the circles are (verbs). Tell Ss that these verbs go with the activities in ex. 2.

Ss then complete the word maps with the words from ex. 2. Ss check their answers with a partner. Then get feedback from the whole class but do not confirm the answers at this stage.

Answers

- do exercise, puzzles
go to a gallery, for a walk, cycling
play football, tennis

- b ▶  2.14 Play recording 2.14 for Ss to check their answers. Get feedback from the whole class. Then play the recording again and, after each phrase, Ss repeat; first as a whole class and then individually.

c ► In groups of three or four, Ss try to add more words to each word map. If Ss have problems with this, you can let them use a bilingual dictionary. Get feedback from the whole class by making three columns on the board for the three verbs.

Each group comes up to the board and writes their activities in the correct column. Then practise saying them with the whole class.

EXTEND THE LEAD-IN

Go back to the warmer activity and put the incorrect statements that you made note of on the board. Elicit the corrections from the class.

4 ► Put the Ss into groups of three or four. Tell Ss they are going to use the collocations that they have learnt to talk about themselves. Model the example from the Ss. Quickly elicit all the time adverbials they have learnt and what they mean.

In their groups, Ss take it in turns to make sentences similar to the example. Groups should keep going round until they have used all the activities they have learnt in the lesson.

Get feedback by asking a student from each group to tell the class about another person in their group.

EXTEND THE LEAD-IN

Ss write a short paragraph about what activities they do, like and dislike. They should also write what they want to do.

7.1 A bad day

Jackie Chan is an actor, director, producer, comedian and screenwriter from Hong Kong. After starring in Chinese martial arts films, he became famous in Hollywood too. He always performs his own stunts, even though he is still making martial arts films in his late fifties.

Clint Eastwood has been a successful Hollywood actor, director and producer since the 1960s. He became famous for starring in cowboy films known as spaghetti westerns (because they were produced and directed by Italians). Since then, he has won five Oscars and six more nominations. He is also involved in politics.


In this lesson, Ss listen to the dialogues of two people having a very bad day. Through this context, Ss learn about object pronouns and how to make suggestions. Ss also learn verbs of like and dislike.

OPTIONAL WARMER

Write *like* and *don't like* on the board. Ss make a list of three things that they think the teacher likes and doesn't like. Ss then ask *Do you like...?* Give the answer and put them under the correct word. Then elicit the sentences from the Ss and elicit how much they think you like them – 5 means like a lot, 0 means dislike a lot. When you have completed this, leave it on the board to come back to later.

Listening

1a ► Tell Ss to look at the pictures and put them in the correct order. Then get feedback from the whole class by eliciting what Ss can see in the pictures as they order them. Do not confirm any answers at this stage.

b ►  2.15 Play recording 2.15 for Ss to check their answers. Get feedback from the whole class.

Answers
E, D, A, C, B

C ▶ Read through the questions with the whole class, making sure Ss understand them. Play the recording again. Ss write their answers and then check them with a partner. Get feedback from the whole class and elicit why dialogue 5 was different (Eddie and Jo were happy).

Answers

Dialogue 1

- 1 in a café
- 2 they don't know what to do
- 3 to go to an art gallery

Dialogue 2

- 1 at the art gallery
- 2 Eddie doesn't like the paintings
- 3 to go to the cinema

Dialogue 3

- 1 at the cinema
- 2 Jo thinks vampire films are silly
- 3 to go and have dinner

Dialogue 4

- 1 at a restaurant
- 2 they are fully booked
- 3 to rent a DVD and watch it at home

Dialogue 5

- 1 at home
- 2 no problem
- 3 to stay in next time

2 ▶ Tell Ss to make sentences about Jo and Eddie using the pictures and the information in ex. 1. Model the example with the Ss.

OPTIONAL VARIATION

Ss work in pairs to write sentences for each picture, using the model as an example of how to write. Pairs then join with another pair and compare what they have written. Then get feedback from the whole class.

Vocabulary | verbs of like and dislike

3 ▶ Ss do the activity and then check their answers with a partner. Get feedback from the whole class. Elicit which verbs mean *like* (*love, like, quite like*) and which mean *dislike* (*not like, hate*). Finally elicit which one means neither like nor dislike (*not mind*).

Answers

- | | |
|--------------|-------------|
| ☺☺☺ love | ☹ not mind |
| ☺☺ like | ☹☹ not like |
| ☺ quite like | ☹☹☹ hate |

4a ▶ Using the information from ex. 3, Ss write true sentences about Jo and Eddie. Ss can then check their sentences with a partner but do not get class feedback at this stage.

b ▶ Tell Ss to turn to pages 139–140 to check their answers with the audioscript. Then get feedback from the whole class.

Answers

- 2 Jo doesn't like modern art.
- 3 Jo loves Jackie Chan.
- 4 Eddie likes watching vampire films.
- 5 Eddie loves watching films and eating pizza.
- 6 Eddie loves Clint Eastwood.

OPTIONAL EXTENSION

Return to the sentences you made about activities you like and dislike. Elicit sentences from the Ss, using the different words for like and dislike.


5a ▶ In pairs, Ss give their opinion about the things mentioned in ex. 4a. Model the first sentence. You may also give some more information in your opinion. As they give their opinion, go round the class monitoring and take note of any problems or issues to discuss during the feedback session.

b ▶ Ask Ss to look at the activities on page 69 (this can also include the other activities you added to the list) and ask Ss to repeat the activity they did in 5a. Again, go round the class monitoring and take note of any problems or issues to discuss during the feedback session.

6a ▶ Ask Ss to think back to the dialogues between Jo and Eddie. Then tell them to look at the How to... box. Read out the sentences yourself with the blank to help prompt Ss' memory. Ss fill in the blanks and then check their answers with a partner. Do not check at this stage.

Answers

- 1 we
- 2 don't
- 3 Let's

b ▶  2.16 Play recording 2.16. Ss listen and check their answers. Get feedback from the whole class. Play the recording again and, after each sentence, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Do a chain drill with Ss changing the destination or things to do, e.g.


S1: *Shall we go to a restaurant?*

S2: *Yes, OK. Why don't we go to the cinema?*


S3: *OK. That sounds nice. Let's go and play football, etc.*

7 ▶ Put Ss into pairs. Ss make and respond to suggestions using the phrases in the box. When they have finished, they can make more suggestions of their own. As they do this, go round the class monitoring and take note of any good issues to discuss during the feedback session.

Pronunciation | /aɪ/ and /eɪ/

8a ▶  2.17 Play recording 2.17 and, after each word, Ss repeat; first as a whole class and then individually. When you have finished /aɪ/, drill the sound and the words as a class again. Do the same when you have finished /eɪ/.

b ▶ Ss underline and circle the words which use /aɪ/ and /eɪ/. Ss then check their answers with a partner. Do not check as a whole class at this stage.

c ▶  2.18 Play recording 2.18. Ss listen and check their answers. Get feedback from the whole class. Then play the recording again with Ss repeating the words, first as a whole class and then individually.

Answers

- 1 I like taking photos and writing my blog.
- 2 I hate cycling in town at night.
- 3 I sometimes play tennis at eight in the morning.

OPTIONAL EXTENSION

In pairs, Ss find words that include /eɪ/ and /aɪ/. Check them as a whole class.

Grammar | object pronouns

OPTIONAL GRAMMAR LEAD-IN

Revise subject pronouns. Write: _____ love playing tennis and point to yourself, eliciting *I*. Then ask: *Who loves playing tennis?* Elicit the sentence *You love playing tennis*. Do the same with *he/she, we, you, and they*, writing sentences on the board.

9a ▶ Read the instructions and check Ss understand. Look at the example and try to elicit *who* and *what* *me* and *it* refer to (Jo and chocolate cake). Ss then complete the activity and compare answers with a partner. Get feedback from the whole class.

Answers

- 1 Jo, chocolate cake
- 2 the paintings
- 3 Louise del Monte
- 4 signs
- 5 Clint Eastwood

b ▶ Tell Ss to look at the Active grammar box. Tell Ss to use the answers from ex. 9a to complete the table. Then tell Ss to turn to the Reference on page 77 to check their answers. Get feedback from the whole class. Look at the examples that show questions and negatives. Drill them both as a whole class and individually.

Active grammar

I	<u>me</u>
you	you
he	<u>him</u>
she	<u>her</u>
it	<u>it</u>
you	you
we	us
they	<u>them</u>

10a ▶ Ss look at the pictures and then fill in the blanks with the correct object pronoun. Ss then check their answers with a partner before getting feedback from the whole class.

Answers

- | | | |
|------|-------|--------|
| 1 me | 3 him | 5 you |
| 2 it | 4 her | 6 them |

b ▶ Ss complete the sentences with the correct object pronoun and then check their answers with a partner. When getting feedback, elicit what the object pronouns refer to (i.e. 1 big cities, 2 you and me, 3 Eva, 4 Niko, 5 chess).

Answers

- | | |
|--------|-------|
| 1 them | 3 her |
| 2 us | 4 him |
| | 5 it |

OPTIONAL EXTENSION

Ss make sentences using object pronouns about people and things in the class, e.g. *I love drinking it (coffee)*. Ss have to guess what the object pronouns refer to. Only allow a maximum of three (or another number, depending on the size of your class) of each object pronoun.

Speaking

11 ▶ Tell Ss to turn to page 118 and look at the table there. Make sure Ss understand what is required from each row (the first three refer to verb collocations, whilst the last three refer to people and things).

Give Ss a few minutes to fill in their own boxes. They do not have to fill in every single space but they should fill in at least two of each row. They can take out football and golf if they are not true. Then put Ss into groups of three or four.

Model the example with a student. Ss then take it in turns to make a sentence, to which the other students reply according to the example given. As they do this, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session.

Get feedback from the whole class by asking Ss to report on someone else and give their own opinion, e.g. *Ali loves Plan B but I don't like him*.

7.2 Amazing abilities


In this lesson, Ss read an article about people who have amazing abilities. They learn about *can/can't* and vocabulary of abilities.

Vocabulary | abilities

1a ▶ Tell Ss to look at the pictures. Elicit what they can see in each picture. Then ask Ss to match the verbs and phrases in the box to the pictures. Do not do class feedback at this stage.

Answers

- 1 talk to animals
- 2 use a computer
- 3 dance
- 4 cook
- 5 write computer programs
- 6 speak French
- 7 play the piano
- 8 drive
- 9 sing


b ▶  2.19 Play recording 2.19 for Ss to check their answers. Get feedback from the whole class. Play the recording again and, after each phrase, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Ss stay in pairs and brainstorm other abilities that people have, e.g. *riding horses, painting, being a DJ*. Share these with the rest of the class, helping Ss to understand any useful words.

2 ▶ Put Ss in pairs. Read through the instructions with the Ss and model the example. Give Ss a minute to share their sentences and then change pairs. Do this three times. As they speak, go round the class monitoring and take note of any problems or interesting things to discuss during the feedback session. Then get Ss to tell you about someone they spoke to.

Reading

3 ▶  2.20 Read the instructions with the Ss and check the meaning of *false*. Play recording 2.20 and tell Ss to read along in the book. Then check the answers with the whole class. Elicit from Ss why they think the story is false. Do not check any of the vocabulary with Ss at this stage.

Answer
Text 3

4 ▶ Check Ss understand the difference between *false* and *not given*. Ss read the texts again and decide whether the sentences are true, false or not given. Ss check their answers with a partner and make sure they know why something is false. Then get feedback from the whole class. After feedback, check the meaning of *kiss, nose* and *twins*.

Answers

- | | |
|------|------|
| 1 T | 4 NG |
| 2 T | 5 T |
| 3 NG | 6 F |

5 ▶ Ask the whole class the question in ex. 5 and model the example. Then give the Ss one minute to think. Ss then tell a partner their sentence. Get Ss to correct any mistakes. Then ask each individual student to give their answer.

Grammar | *can / can't*

OPTIONAL GRAMMAR LEAD-IN

Draw a table on the board with three columns and six rows. At the top of column two, put a tick and at the top of column three a cross. Then write five phrases, e.g. *can swim* and mark either the tick or the cross box if you can or can't do them. Then model the sentences. Then get Ss to do their own table, but at this stage do not get them to make the sentences.

6a ▶ Tell Ss to look back at the text and underline all of the examples of *can* and *can't*. Do not, at this stage, explain its meaning. Elicit all the sentences from the Ss.

Answers

Text 1
Can people really talk to animals?
Kevin Richardson can.
Perhaps he can't talk...
...he can understand them
He can look into their eyes...
Text 2
Can you use a computer?
Ling Din Wen can...
He can write computer programs.
Everyone can do it.
Text 3
They can speak over...
The twins can't speak...

b ▶ Ss use the examples they underlined to complete the Active grammar box. Ss then check their answers with a partner before turning to the Reference on page 77 to do a final check. Get feedback from the whole class. Drill the sentences in the reference; first as a whole class and then individually. Make sure Ss understand the meaning of *ability*.

Active grammar

- + Kevin can talk to lions.
- They can't speak Chinese.
- ? Can you write computer programs?
Yes, I can.
No, I can't.
What languages can they speak?

OPTIONAL EXTENSION

Refer Ss to the table they made in the lead-in. In pairs, Ss ask and answer questions using their tables and fill in their partner's responses, e.g. *Can you swim? Yes I can.* Ss then change pairs and report to their partner about their first partner and themselves, e.g. *Paula can swim but I can't.*

7 ▶ Ss complete the story using *can* or *can't* and the correct verb in the gaps. Ss then check their answers with a partner. Get feedback from the whole class.

Answers


- 1 can sing
- 2 can play
- 3 can't dance
- 4 can use
- 5 can't write
- 6 can't use
- 7 can't understand

8 ▶ Before Ss do the activity, model number 1 and the answer. Ss then complete the activity by making the questions and then giving the correct answers according to the texts and the text in ex. 7. Ss then compare their answers with a partner. Get feedback from the whole class.

Answers

- 2 Can the lions understand Kevin?
No, they can't.
- 3 Can Ding Wen use a computer?
Yes, he can.
- 4 Can he write computer programs?
Yes, he can.
- 5 Can Olga and Inna speak Japanese?
No, they can't.
- 6 Can Inna use a computer?
No, she can't.

Pronunciation | *can* and *can't*


9a ▶  2.21 Read the instructions and then tell Ss to look at sentence 1. Play just sentence 1 and ask Ss if they heard the stress on the words. Play recording 2.21 for Ss to do the same thing with the remaining three sentences. Get feedback from the whole class.

Answers

- 2 I can play the piano.
- 3 They can't sing.
- 4 You can't use a computer.

b ▶ Play the recording again and, after each sentence, Ss repeat; first as a whole class and then individually. Emphasise the difference in the vowel sound of both words.

c ▶ In pairs, Ss read the text in ex. 7 to each other. Then, in class feedback, choose different Ss at random to read each part.

10 ▶  2.22 Play recording 2.22 and get Ss to tick whether they hear *can* or *can't*. Get feedback from the whole class.

Answers

	can	can't
1	✓	X
2	X	✓
3	X	✓
4	✓	X
5	✓	X
6	X	✓

Speaking

11 ▶ Put Ss in pairs. Model the example with a student and then ask Ss to take it in turns to ask each other as many questions as they can in two minutes. Tell Ss that they should take notes of each answer.

As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session. Get feedback from the whole class by each student telling the class about their partner.

12 ▶ Divide Ss into groups of five or six and get them to look at the photo of a personal assistant. In their groups, Ss ask each other questions to find out who has the most relevant skills.

As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

Then each group presents their candidate and explains why they chose him or her, e.g. *She can speak French.* The whole class votes for the best candidate in the class.

OPTIONAL EXTENSION

Write *Who can...?* on the board. Give every student a piece of paper. They should write the question forms and then add five activities or skills below, e.g. *speak Chinese, play chess.* Tell Ss that they are now going to walk round the class finding people who can do any of the things they have written down. Elicit the question they are going to ask, i.e. *Can you...?* Get feedback from the class at the end of the activity, finding out who can do what.

7.3 It's sold out!

The Marriage of Figaro is an opera by the Austrian composer Wolfgang Amadeus Mozart (1756–1791). In his short life, he wrote more than 600 musical works, many of which are still popular today.

Aida, which is set in Ancient Egypt, is an opera written by Giuseppe Verdi (1813–1901). He is also famous for the operas *Rigoletto* and *La Traviata*.

In this lesson, Ss listen to people making telephone bookings for shows. Ss learn the use of *in*, *at* and *on*. They also learn about months, using ordinal numbers and dates. They also learn how to write and say dates.

OPTIONAL WARMER

Write some important dates on the board, either important for yourself or maybe famous ones. Elicit what these dates are. Ss then write a date on the board and other Ss have to guess why the date is important. Don't worry if Ss make mistakes when guessing as the idea is to lock the topic of dates in their heads. If Ss attempt to say the dates, don't stop them and don't correct if they get it wrong.

Vocabulary | months

1 ▶ Look at the posters as a whole class. Elicit the meaning of *opera*, *concert*, *musical* and *play*. Look at the question and the model answer. Drill the answer; first as a class and individually.

Then get each student to give their answer. You may ask *why*, but expect simple answers, e.g. *I like opera*. Then get feedback from the whole class, getting example answers for each step of the process.


2a ▶ Check the meaning of *month*. Refer Ss to the list in ex. 2 and tell Ss to complete the list with months from the posters. Ss then check their answers with a partner, but do not get class feedback at this stage.

Answers

- 2 February
- 3 March
- 6 June
- 9 September
- 10 October

OPTIONAL VARIATION

Before referring to the list in ex. 2, write the numbers 1–12 on the board and elicit the months of the year in the Ss' L1.

b ▶  2.23 Play recording 2.23 for Ss to check their answers. Check the answers with the whole class.

c ▶ Check Ss remember the sound /ə/ and that it is used when something is not stressed. Play the recording again for them to mark the stress and check which five months use /ə/.

Then play the recording again. After each month, Ss repeat; first as a whole class and then individually. When you have finished, give Ss another minute to check their answers and then get feedback from the whole class for the answers to ex. 2c.

Answers


January, February, March, April, May, June, July, August, September, October, November, December

months with /ə/ – April, July, August, September, October, November, December

3 ▶ Read through the Lifelong learning box with the Ss. Then tell Ss to write the twelve months on a piece of paper or in their notebooks. Get them to fill in birthdays that are important to them. Get feedback from the whole class. Try and elicit other important dates you might use.

4 ▶ Put Ss in pairs to ask and answer the two questions. Ss should try and give reasons for their answers, e.g. *My favourite month is July. It is very hot in July*. Get feedback from the whole class, including reasons.

Listening

5a ▶  2.24 Read through the instructions with the Ss. Check the meaning of *bookings*. Play recording 2.24 and check the answers with the whole class.

Answers

Customer 1 – The High Life
Customer 2 – The 51st State

b ▶ Check the meaning of the categories in the table. Then play the recording again. Ss check their answers with a partner. Then get feedback from the whole class.

Answers

	Customer 1	Customer 2
Month	October	June
Doors open	7 o'clock	6:30 pm
Time of performance	7:45 pm	7:30 pm
Ticket price	£42.50	£21.50


Vocabulary | ordinal numbers and dates

6a ▶ Tell Ss to look at the numbers and elicit what they are (ordinal numbers). Then tell Ss to fill in the gaps with the ordinal numbers. Ss check their answers with a partner. Get feedback from the whole class.

Tell Ss to look at the exercise again and elicit why three is different (it uses *rd*, *third*) and then elicit what other numbers are different (1, 2 and 21). Elicit what all other numbers use (*th*).

Answers

1 st first	2 nd <u>second</u>	3 rd <u>third</u>
4 th fourth	5 th <u>fifth</u>	6 th <u>sixth</u>
7 th <u>seventh</u>	8 th <u>eighth</u>	9 th ninth
10 th tenth	11 th <u>eleventh</u>	12 th <u>twelfth</u>
13 th thirteenth	14 th <u>fourteenth</u>	15 th <u>fifteenth</u>
16 th <u>sixteenth</u>	17 th <u>seventeenth</u>	18 th <u>eighteenth</u>
19 th <u>nineteenth</u>	20 th <u>twentieth</u>	21 st twenty-first

b ▶  2.25 Play recording 2.25 and, after each ordinal number, Ss repeat; first as a whole class and then individually. Pay special attention to the *-th* endings.

7a ▶ Tell Ss to look at the How to... box. Read through the box and drill the dates; first as a whole class and then individually. Then elicit the dates given in the posters.

b ▶ Model the example sentences before giving Ss a minute to write three dates. Then put Ss in pairs to tell each other why the dates are important. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback sessions.

OPTIONAL EXTENSION

Ss go back to the month lists they made in ex. 3. Ss then add the numbers to the months and then tell their partners why these dates are important.

Grammar | *in, at, on*

OPTIONAL GRAMMAR LEAD-IN

Write three reasons for important dates on the board, e.g. *My birthday...*

My wedding anniversary...

My sister's birthday...

Ask Ss to guess, e.g. *Is it September... Is it the 23rd September?* etc. Then complete the sentences but leave out the preposition, e.g. *My birthday is ____ September, ____ the 15th September.* Add extra information. *It was ____ Saturday ____ 3:00.* Elicit possible answers for the gaps but do not give the right answers yet. Leave these sentences on the board

8a ▶ Tell Ss to look at the three sentences in ex. 8a. Then tell Ss to look at the Active grammar box and fill in the blanks. Check the answers as a whole class.

Tell Ss to look at the Reference on page 77 and drill the sentences; first as a whole class and then individually. Tell Ss that *in* can also be used with specific times of day, e.g. *morning, afternoon* and *evening* whereas *at* is used with *night*.

Active grammar

in + months

on + dates/days

at + times/the beginning/ the end

b ▶ Ss fill in the gaps in the text before checking their answers with a partner. Get feedback from the whole class. Ss then practise the dialogue in pairs.

Answers

- on
- in
- at
- in
- on
- in
- in
- at
- at

OPTIONAL EXTENSION

Go back to the sentences on the board and fill in the gaps. Then ask Ss to write a similar set of sentences. They then check them with a partner and then with the whole class.

Speaking

9 ▶ Go through the conversation flowchart with the whole class, checking the meaning of *sold out*. With weaker classes, you may want to elicit the questions that will be needed.

Put Ss into pairs (A and B). A is the Assistant and B is the Caller. Ss then act out the dialogue. When they have finished, move the A Ss to different pairs and then repeat the dialogue, this time with Bs being the Assistant and As being the Caller. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

7 Communication

In this lesson, Ss listen to people ordering food in a restaurant. They practise how to order food and the vocabulary of different types of food.


OPTIONAL WARMER

Write the words *eat* and *drink* on the board. Elicit from Ss where they eat and drink (e.g. home, restaurant, café) and what they eat and drink. Write what they say on the board but do not correct anything. Elicit from students when they go out to eat and drink.

1 ▶ Tell Ss to look at the pictures. Elicit what they can see in each picture. Direct Ss' attention to the words in the box and ask them to match the words with the pictures. Ss then check their answers with a partner. Do not do class feedback to confirm the answers yet.

Answers

- 1 vegetables
- 2 potatoes
- 3 cheese
- 4 beef
- 5 chocolate
- 6 fish
- 7 seafood
- 8 fruit
- 9 rice
- 10 lamb
- 11 pasta
- 12 chicken

b ▶  2.26 Play recording 2.26 for Ss to check their answers. Get feedback from the whole class. Play the recording again and, after each word, Ss repeat; first as a whole class and then individually.


OPTIONAL EXTENSION

Ss stay in pairs and brainstorm other words for food that are not on the board. Share these with the rest of the class, helping Ss to understand any useful words.

2 ▶ Check the meaning of *starter*, *main course* and *dessert*. Ss look at the menu and complete it by using the words from ex. 1a. Ss then check their answers with a partner, but do not get class feedback at this stage.

Answers

- 2 Chicken
- 3 beef
- 4 potatoes
- 5 Seafood
- 6 Lamb
- 7 Chocolate
- 8 Fruit
- 9 Cheese

3 ▶  2.27 Play recording 2.27 for Ss to check their answers. Then get feedback from the whole class. Check the meaning of *chops* and *roast*.

4a ▶ Play the recording again for Ss to put the phrases in the correct order. Ss check their answers with a partner before getting feedback from the whole class.


Answers

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

b ▶ As a whole class, go through the phrases again and elicit who says each phrase. If Ss have trouble remembering, play the recording again.

Answers

- | | |
|----------|----------|
| a waiter | g woman |
| b waiter | h man |
| c waiter | i woman |
| d waiter | j waiter |
| e woman | k man |
| f waiter | |

5 ▶  2.28 Play recording 2.28 and, after each phrase, Ss repeat; first as a whole class and then individually. Pay special attention to the intonation.

6a ▶ Tell Ss to look at the menu and choose their favourite starter, main course and dessert from the menu.

b ▶ Put Ss into groups of three. Choose one student to be the waiter. Ss then roleplay their dialogues. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

OPTIONAL VARIATION

Put Ss into groups of three and label them A, B and C. Tell Cs that they are waiters. Conduct the activity and then ask Cs to change groups. Conduct the activity again with Bs as waiters. Then ask Bs to change groups and ask As to be waiters.

OPTIONAL EXTENSION

In new groups of three, Ss create their own menus and then roleplay their dialogues with their menu.

7 Review and practice

1 ▶

Answers	6 you
2 them	7 us
3 me	8 her
4 him	9 them
5 it	10 him

2 ▶

Answers	
2 He can play the piano.	
3 Can she cook Italian food?	
4 'Can you drive?' 'No, I can't.'	
5 We can sing but we can't dance.	
6 Can you drive?	
7 He's only six, but he can play golf.	
8 'Can your brother swim?' 'Yes, he can.'	

3 ▶

Answers	
2 on	5 in, in
3 on	6 At
4 at	7 on

4 ▶

Answers	
2 play	5 go
3 do	6 do
4 plays	7 play

5 ▶

Answers	
2 My brother doesn't mind listening to my music.	
3 You like singing.	
4 A lot of people hate eating alone.	
5 My friend doesn't like driving.	
6 We quite like playing chess.	

6 ▶

Answers	
2 say: the twenty-second of August write: 22 nd August	
3 say: the eleventh of February write: 11 th February	
4 say: the thirty-first of May write: 31 st May	
5 say: the twenty-eighth of January write: 28 th January	
6 say: the second of April write: 2 nd April	
7 say: the twentieth of July write: 20 th July	
8 say: the third of September write: 3 rd September	

7 Writing bank

1 ▶ Put Ss into pairs. Check the meaning of the different forms of communication and model the example. Ss then look at the different forms of communication and discuss how they make arrangements with friends. Get feedback from the whole class.

2a ▶ Ss read the email and find out what Rebecca wants to celebrate. Get feedback from the whole class.

Answer
the end of exams

b ▶ Ss read the email again and answer the questions, before checking with a partner. Get feedback from the whole class, making sure they have reasons for their answers.

Answers	
1 Rebecca	3 Alana
2 Alana	4 Rebecca

3a ▶ Ss read the How to... box. Drill the phrases; first as a whole class and then individually.

b ▶ Ss look back at Rebecca's email and check which phrases were used from the How to... box. Ss check their answers with a partner before getting feedback from the whole class.

Answers	
I hope you're well.	Let's go...
How are things	Let me know.
Are you free...	Love,
Why don't we...	

4 ▶ Ss complete the email using the phrases from the How to... box. Ss then check their answers with a partner. Get feedback from the whole class.

Answers	
1 are things	5 Let's
2 hope you're well	6 Let me know.
3 you free next	7 Love,
4 Why don't we	

5a ▶ Read through the instructions with the whole class and give Ss a minute or two to write some notes.

b ▶ Ss use the ideas from ex. 5a, the phrases from the How to... box and the text as a model to write their own email to their best friend. When completed, put Ss into pairs (A and B). A gives B their email. B reads the email and gives a reply. B then changes pairs and gives their email to A, who replies. As they do this, go round the class monitoring and take note of any issues for class feedback.

Overview

Lead-in	Vocabulary: Saying years
8.1	Can do: Make simple statements about people in the past Grammar: Past Simple of <i>to be</i> : positive Vocabulary: Jobs Speaking and Pronunciation: /ɜ:/ Reading: Two 20 th century icons Listening: More icons
8.2	Can do: Give a brief description of a past experience Grammar: Past Simple of <i>to be</i> : negatives and questions Vocabulary: Past time expressions Speaking and Pronunciation: How to... take part in a game Listening: Playing a game
8.3	Can do: Ask simple questions about a past experience Grammar: Questions with <i>how</i> Vocabulary: More adjectives Speaking and Pronunciation: /əv/ How to... ask about a past experience Reading: How was your weekend?
Communication	Ask and answer simple questions about your childhood
Writing bank	Complete short, simple sentences about a famous person How to... join clauses with <i>when</i>
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 8.1** Make simple statements about people in the past
8.2 Give a brief description of a past experience
8.3 Ask simple questions about a past experience
Communication Ask and answer simple questions about your childhood
Writing bank Complete short, simple sentences about a famous person

CEFR Portfolio ideas

- a) Think of three famous icons from the past. Write five statements about each icon. Then work in pairs. Read your statements to your partner. Can they guess who the icons are?
b) Look at the news on the Internet. Make notes on five important stories. Then write what happened in the past tense. Record your news stories for the radio and play it to the class. The class takes notes.
c) Work in pairs. Make notes about something interesting you did in the past, e.g. ran a marathon, won a prize etc. Write about the experience in the Past Simple. Describe the experience to your partner. Your partner asks you questions about the experience.

Lead-in

The first computer was built in 1946. The computer, called ENIAC, was created by John Mauchly and J. Presper Eckert to calculate artillery firing tables for the US army.

The first Moon landing was made by the US spaceship Apollo 11 on July 20th 1969. The astronauts Neil Armstrong, Buzz Aldrin and Michael Collins were on the spaceship.

The first iPod, the iPod classic, was introduced by Apple in October 2001 but didn't reach most shops until early 2002.

The first full-colour film, *Becky Sharpe*, was made in 1935. It received one Oscar nomination.

The first ebay auction was in 1995.

The first photograph, in 1826, was produced by the French inventor Joseph Nicéphore Niepce.

The first cashpoint machine which worked online was created by IBM for Lloyds Bank in 1971. However, the first cash machine was actually opened in Enfield, England, by Barclays Bank in 1967.

Elk Cloner is considered by many to be the first computer virus and was developed by a 15-year-old on an Apple computer in 1981.

The first horror film was made by the French filmmaker, George Melies in 1896. It was only two minutes long and was called *The Devil's Castle*.

The first Blu-ray film was *Charlie's Angels: Full Throttle* and went into the shops in 2006.


OPTIONAL WARMER

Elicit when the Ss were born (day, month and maybe also time and day). Write your date of birth on the board. Remind Ss that these are important dates. Elicit other important days in one's life, i.e. date you are born, when you start school, when you finish school, when you get married, etc. Then ask Ss to write the dates that are true for them on pieces of paper. Keep these to come back to at the end of the lesson.

1a ► Tell Ss to look at the photos of famous firsts. Elicit what they can see in each photo. Direct Ss' attention to the years in the box and ask them to match the years to the photos. Ss then check their answers with a partner but do not do class feedback to confirm the answers yet.

Answers


- 1935 C
1946 A
1969 B
2002 D

b ▶  2.29 Brainstorm any words they expect to hear for each picture, e.g. *computer, space, iPod, film*. Play recording 2.29 for Ss to check their answers. Get feedback from the whole class.

c ▶ Play the recording again and, after each word, Ss repeat; first as a whole class and then individually.

2a ▶ Put Ss in pairs to say the years to each other. Then elicit each year from different Ss.

b ▶ Check the meaning of *auction, computer virus, cashpoint, horror film* and *Blu-ray*. Ss then match the years to the events. Ss check their answers with a partner.

c ▶  2.30 Play recording 2.30 for Ss to check their answers. Get feedback from the whole class.

Answers

The first eBay auction: 1995
 The first photograph: 1826
 The first cashpoint: 1971
 The first computer virus: 1981
 The first horror film: 1896
 The first Blu-ray film: 2006

EXTEND THE LEAD-IN

Go back to the dates that Ss wrote on their paper in the Warmer. Ask Ss to make sentences using the full dates.

3 ▶ Put Ss in pairs. Go through the instructions and model the example with a student. Ss then do the activity in pairs. As they do this, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session. In the feedback session ask Ss to tell you about their partners.

EXTEND THE LEAD-IN

Ss form teams of four or five. Ss think of five important historical dates and write phrases. Pair up the teams. Each team reads out a phrase and the other team has to guess the year, e.g. *The Second World War starts. 1939*. Teams get a point for each one they get right. Winning teams can then play against each other for the class championship.

8.1 20th century icons

Pablo Picasso (1881–1973) was a Spanish artist and sculptor, famous for his painting *Guernica*.

Louis Armstrong (1901–1971) was an American jazz trumpeter and musician, particularly famous for the song *What a wonderful world*.

Rudolf Nureyev (1938–1983) was a Russian ballet dancer, considered the best male ballet dancer in history.

Florence Griffith-Joyner (1959–1998) was an American track and field athlete. She still holds the 100m and 200m world records.

Agatha Christie (1890–1976) is the best-selling writer of all time. She is famous for her detective novels.

Andrew Carnegie (1835–1919) was a Scottish-American industrialist, businessman and philanthropist.

John F. Kennedy (1917–1963) was the 35th US President. He was married to Jackie Kennedy and was assassinated by Lee Harvey Oswald.

Marie Curie (1867–1935) was a Polish-French scientist. She developed the theory of radioactivity and was the first woman to win the Nobel Prize.

Mahatma Gandhi (1869–1948) was a political and ideological leader who worked to gain independence for India.

In this lesson, Ss read and listen about twentieth century icons. They learn about jobs vocabulary and the Past Simple of *to be* in positive sentences.

OPTIONAL WARMER

Check the meaning of *famous* by writing three names on the board, one of which is a famous person. Elicit which one is famous. Then elicit the name of other famous people. Try and get Ss to tell you what they are, e.g. *Elvis Presley was a singer*. Write a list of the most famous people on the board.

Vocabulary | jobs

1a ▶ Put Ss in pairs. Model the example with a student and then tell Ss to look at the photos and identify who the people are. Get feedback from the whole class but do not confirm any answers at this stage.


Answers

- | | |
|----------------------------|--------------------|
| 1 Grace Kelly | 6 Agatha Christie |
| 2 Pablo Picasso | 7 Andrew Carnegie |
| 3 Louis Armstrong | 8 John F. Kennedy |
| 4 Rudolf Nureyev | 9 Marie Curie |
| 5 Florence Griffith-Joyner | 10 Michael Jackson |
| | 11 Mahatma Gandhi |

b ▶ Tell Ss to look at the jobs in the box. At this stage, do not check the meaning of any of the jobs. Just elicit possible jobs for each person. Let Ss work in pairs for a couple of minutes and then get feedback, but again do not confirm any answers yet.

Answers

- 1 actor
- 2 artist
- 3 musician / singer
- 4 dancer
- 5 sports star
- 6 writer
- 7 business person
- 8 politician / leader
- 9 scientist
- 10 singer / dancer / actor
- 11 leader / politician / writer

c ▶  2.31 Play recording 2.31 for Ss to check their answers. Get feedback from the whole class. Check the meaning of the jobs.

OPTIONAL EXTENSION

Ss take it in turns to mime jobs. The rest of the class has to guess the job.

2 ▶ Ss write the three sentences, adding a job at the end with the correct article. Put Ss into groups of three or four to tell each other their sentences. Then get feedback by asking Ss in the groups to tell you what their partners said, e.g. *Ela wants to be nurse, she doesn't want to be a cook and her friend, Sara, is a policewoman.*

OPTIONAL VARIATION

Once Ss have written their sentences, get them into groups of three or four. The first student begins by reading the first prompt. Ss then have to guess what the job is. They can mime the job to give the team help. For every wrong answer, the teams gets -1 point. When all the teams have read out their sentences and Ss have guessed their jobs, the team with the least minus points wins.

Reading

3 ▶ Tell Ss to look at the reading text about two 20th century icons. Elicit which icons they are and then give the Ss no more than a minute to find out how old each icon was when they died. Get feedback from the whole class. At this stage, do not check the meaning of any vocabulary. Try and elicit what the Ss did to find the answers (looked for the dates).

Answers

- Michael Jackson – 50 (2 months before his 51st birthday)
Grace Kelly – 52 (2 months before her 53rd birthday)

4 ▶ Ss read the text again to find the answers to the questions. Set a time limit for this but not too long as you don't want Ss reading every single word. Ss check their answers with a partner. Get feedback from the whole class. After feedback you can check the meaning of *vote*, *celebrity*, *twice* and *princess*.

Answers

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

OPTIONAL VARIATION

Even at this stage you may start getting Ss to think about how to read quickly to answer the questions. Tell Ss that words in the question, or similar words, are also in the text and that is where the answer will probably be. As a whole class, look at each question and identify words that will be in the text with the answer (1 – children, 2 – singers, 3 – number one, 4 – USA/Monaco, 5 – first film, 6 – married). Then continue with the rest of the activity. Remind Ss that they did not need to read the whole text to get the answers.

Grammar | Past Simple of *to be*: positive

OPTIONAL GRAMMAR LEAD-IN


Revision of Present Simple. Tell Ss that they should choose a famous person who is dead. Then they should write five sentences about that person using *I am* either as a whole class or in groups of four or five. Ss take it in turns to read out their sentences and the other Ss guess who it is referring to. If Ss still don't know after five sentences, they can ask the speaker yes/no questions, e.g. *Are you English?*

5a ▶ Write *was* and *were* on the board. Ss then underline examples of these forms in the texts about Michael Jackson and Grace Kelly. Get feedback from the whole class but do not comment on *was* and *were* at this stage.

b ▶ Tell Ss to look at the Active grammar box. Using the examples they found in the text, Ss fill in the gaps in the box. At this stage, do not look at the Reference on page 87 so that they don't get confused by seeing negative and question forms.

Active grammar

He was the eighth of ten children.
She was in *Rear Window*.
It was a great film.
They were Michael's brothers.

C ▶  2.32 Play recording 2.32. Ss listen and check their answers. Get feedback from the whole class. Then play the recording again with Ss repeating the sentences; first as a whole class and then individually.

OPTIONAL EXTENSION

Ask Ss to look at the sentences they made in the Optional Grammar Lead-in. Ask them to say them in the Past Simple, first using *I*. Then put Ss in pairs and tell them to swap their notes. Ss then tell each other about themselves using the notes, using *you*.

6a ▶ Tell Ss to look at the text. Ss read the text and fill in the gaps before checking their answers with a partner. Get feedback from the whole class.

Answers	3 was	6 was
1 was	4 were	7 were
2 was	5 was	8 were


OPTIONAL EXTENSION

Tell Ss to close their books. Then elicit what the Ss can remember from the text, using the Past Simple of *to be*.

b ▶ Tell Ss to look back at ex. 4 and turn the answers into sentences. Tell Ss to use the example to help them. Ss check their answers with a partner. Then get feedback from the whole class.


Answers
2 Michael's brothers were singers in <i>The Jacksons</i> .
3 <i>Thriller</i> was number one for a long time.
4 Grace Kelly was from the USA.
5 Grace Kelly's first film was <i>Fourteen Hours</i> .
6 Grace Kelly and the Prince of Monaco were married in 1956.

Pronunciation | /ɜ:/

7a ▶  2.33 Play recording 2.33 and after each word, Ss repeat; first as a whole class and then individually. When you have finished, drill the sound in blue in each of the words.

b ▶ Ss underline the /ɜ:/ sounds in the sentences. Ss then check their answers with a partner. Do not check as a whole class at this stage.


Answers
1 You <u>were</u> my <u>first</u> love.
2 My daughter is a beautiful <u>girl</u> . This is <u>her</u> photo.
3 They <u>were</u> my <u>first</u> friends. They're about <u>thirty</u> years old now.

C ▶  2.34 Play recording 2.34. Ss listen and check their answers. Get feedback from the whole class. Then play the recording again with Ss repeating the sentences; first as a whole class and then individually.

OPTIONAL EXTENSION

In pairs, Ss find three words with /ɜ:/. Check them as a whole class.

Listening

8a ▶  2.35 Read through the instructions and the table with the Ss. Elicit whether the Ss know anything about any of the people. Play recording 2.35 for Ss to take notes.

Answers

	Akio Moriata	Coco Chanel	Crick and Watson
Job	business person	fashion designer and business person	scientists
Nationality	Japanese	French	British
Other information	Sony was his company	Chanel was her company	Nobel Prize winners in 1962

b ▶ In pairs, Ss check their answers. Then play the recording again for them to double check. Then get feedback from the whole class. When completed, tell Ss to close their books. Elicit sentences about the people using the past tense of *to be*.

Speaking

9a ▶ Ss make a list of three people that they think are 20th century icons. Tell Ss not to use any that they have read about in the lesson. Make sure Ss check their choices with you to ensure that the Ss are choosing different people.

b ▶ For the next lesson, Ss find out information on the Internet about their three icons and make notes for a mini-presentation.

10 ▶ Ss bring their notes to class. Model the example given. Tell Ss they will give a similar presentation on their three icons. Give Ss some time to prepare.

Ss give their presentation either to the whole class or in groups of four or five. As they do this, go round the class monitoring and take notes of any problems or good examples to discuss during the feedback session. In the feedback session, elicit information about the presentation from other Ss, e.g. *Chen told us about Stevie Wonder. What do you remember about Stevie Wonder, Sara?*

OPTIONAL VARIATION

Ss give the presentation by being the icon, using the first person. While listening to the presentations, the other Ss should prepare questions to ask, which the presenter should answer in the first person.

8.2 Memories

In this lesson, Ss listen to people playing a game and talking about their memories. They learn the negative and question forms of the Past Simple of *to be*. They also learn past time expressions and the language used for taking part in a game.

OPTIONAL WARMER

Draw a timeline of the twentieth century on the board. Divide the class into groups with a decade, e.g. Group 1 does 1900–1910. Each group's role is to add a minimum of five dates to their decade. Ss write the dates but don't say what they represent. They can use information from 8.1 to help them. The rest of the class then ask questions to find out why those years are important.

Vocabulary | past time expressions

1a ▶ Tell Ss to look at the photos. Elicit descriptions of the people in the photos. Direct Ss' attention to the quotes and ask them to match the quotes with the photos. Ss check their answers with a partner before checking the answers with the whole class.

Answers

A	4	C	1
B	3	D	2

b ▶ Elicit the words in the quotes that helped Ss find the answer. Elicit what these words/phrases do (give a time in the past).

Answers

A	It was in 1981	C	It was 60 years ago
B	Last year	D	yesterday

2a ▶ Read through the instructions with the Ss. Ss underline examples of *ago*, *last*, *yesterday* and *in* in the quotes.

b ▶ Tell Ss to use the time expressions from ex. 2a to fill in the table. When completed, Ss check their answers before checking their answers with a partner. Get feedback from the whole class.

Answers

last night
yesterday morning/afternoon/evening
two days ago
last week/month
six months ago
last year
in 2010
ten years ago
in 1980

OPTIONAL EXTENSION

Tell Ss to close their books. Elicit the four time expressions they have studied. Write them on the board and check pronunciation. Explain that some time expressions are only one word. Elicit which one that is (*yesterday*). Then read out the different phrases from ex. 2b and elicit what the missing word was, e.g. *hmm year? last year*.

3a ▶ Look at the first sentence together with the class. Tell Ss that you were late for work yesterday. Elicit the sentence. Then tell Ss to write their own true sentences for all five sentences.

b ▶ Ss check their sentences and make corrections in pairs. Then get feedback from the whole class by asking Ss to read one of their sentences.

Grammar | Past Simple of *to be*: negatives and questions

OPTIONAL GRAMMAR LEAD-IN

Write a distinctive first memory on the board, e.g. *eat ice cream* and the number of the age you were, e.g. *3*. Ask Ss to write similar notes i.e. the age and the verb + noun, e.g. *play in the park*. 4. Ss then mingle and discover who has the earliest memory.

4 ▶ Tell Ss to look at the sentences. Ss fill in the blanks in the Active grammar box. Get feedback from the whole class. Drill the example sentences; first as a whole class and then individually.

Tell the Ss to turn to the Reference on page 87. Drill the sentences in the box for all three forms. Then focus Ss' attention on the *Wh-* questions. Drill these first as a whole class and then individually. You may also like to do these questions as a chain drill with one student asking the question, the next student answering then asking a third student the next question who then answers etc.

Active grammar

Was it a good song?

Yes, it was.

No, it wasn't.

Were they expensive?

Yes, they were.

No, they weren't.

5 ▶ Ss complete the interview with *was*, *were*, *wasn't* or *weren't*. They then check their answers with a partner. Get feedback from the whole class.

Answers

2	was	6	Was	10	wasn't
3	was	7	wasn't	11	wasn't
4	weren't	8	Were	12	wasn't
5	weren't	9	were		

6a ► Put Ss in pairs. Ss take it in turns to ask and answer questions about 1995 using the prompts. As they do this, go round the class monitoring and take note of any problems for the feedback session. Get feedback from the class.


Answers

- 2 A: Was the Internet new?
B: Yes, it was.
- 3 A: Were CDs cheap?
B: No, they weren't.
- 4 A: Was Microsoft a big company?
B: Yes, it was.
- 5 A: Were MP3 players popular?
B: No, they weren't.
- 6 A: Were you happy?
B: Yes, I was.

b ► Put Ss in different pairs and repeat the task in ex. 6a but now referring to 2010 rather than 1995. Get feedback from the whole class.

Listening

7 ► Read the board game through with the Ss and elicit which things the Ss remember. At this stage, do not ask follow-up questions.

8a ►  2.36 Play recording 2.36. Ss write down the four topics that the speakers talk about. Get feedback from the whole class. Only play the recording again if Ss are having trouble with the answers.

Answers

record or CD
mobile phone
holiday
film at the cinema

b ► Play the recording again. Ss listen and decide whether the sentences are true or false. Ss check their answers with a partner. Then check the answers as a whole class.

Answers

- 1 T
2 F
3 F
4 F
5 T
6 F

9 ► Read through the instructions and the example with the whole class. Check the meaning of *dice*. Ss write the rest of the instructions for the game. Ss check their answers in pairs before checking with the whole class. You may wish to play the recording again if they are having problems.

Answers

- 1 Throw the dice.
2 Talk about the topic for 30 seconds.
3 Answer questions from your partners but don't say 'yes' or 'no'.

Speaking

10 ► To do this activity, you will need enough dice for each group. Put Ss into groups of three and tell them they are now going to play *I remember my first...*

Tell Ss to look at the How to... box. Go through each of the phrases, checking that Ss understand. Drill each phrase as a whole class and then individually, particularly focusing on intonation. Model the game with a couple of Ss if you think Ss will find it difficult to play.

Ss then play the game. Make sure Ss have no more than 30 seconds for each turn and that Ss ask questions. If Ss cannot talk for 30 seconds they have to do the same step again the following turn. As they play the game, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session.

OPTIONAL VARIATION

To avoid using the dice. Label each student 1, 2 or 3. Student 1 does steps 1, 4, 7, 10 and 13, Student 2 does 2, 5, 8, 11 and 14 and student 3 does steps 3, 6, 9, 12 and 15.

8.3 How was your weekend?

In this lesson, Ss read and listen to dialogues of people talking about the weekends they have had. Ss learn the use of *How* + adjectives. They also learn how to ask about a past experience.

OPTIONAL WARMER


Divide Ss into three or four teams. Prepare slips of paper, one for each student. Each slip will say *true* on it except one, which will say *false*. Tell Ss that they are going to ask each other questions. One student in your group will always lie. They have to find out which one. Then write the questions on the board: *Where were you: three weeks ago, last night, in 2004, at 7:00 this morning.* Go round the class as they play the game, checking for any problems or issues.

Reading

1a ▶ Tell the Ss to look at the cartoons and elicit what they see in each of them. Check the meaning of the words in the box. Ss then read the dialogues and fill in the gaps with the words from the box. Do not check answers at this stage.

Answers

- 1 weekend
- 2 date
- 3 holiday
- 4 flight
- 5 trip

b ▶  2.37 Play recording 2.37 for Ss to check their answers. Then get feedback from the whole class.


2 ▶ Ss read the dialogues again and decide if the statements are true or false. They then compare their answers with a partner and identify the reason why the statements are true or false. Get feedback from the whole class. At this stage, do not check the meaning of any vocabulary.

Answers

- 1 T (he was in bed all day on Saturday)
- 2 T (it was great. He was nice and funny)
- 3 F (the holiday was really nice)
- 4 F (it was OK)
- 5 F (they were on a trip)

3 ▶ In pairs, Ss choose a dialogue and act it out. Make sure all the dialogues are acted out. Then get pairs to do one of the dialogues for the whole class. Pay attention to pronunciation as they do this.


Pronunciation | /aʊ/

4a ▶  2.38 Play recording 2.38 and, after each word, Ss repeat; first as a whole class and then individually. When you have finished, drill the sound in blue in each of the words.

b ▶ Ss underline the /aʊ/ sounds in the sentences. Ss then check with a partner. Do not check as a whole class at this stage.

Answers

- 1 Wow! How big is that mouse?
- 2 Now, how far is the nearest town?
- 3 Do you want to have a shower at my house?

c ▶  2.39 Play recording 2.39. Ss listen and check their answers. Get feedback from the whole class. Then play the recording again with Ss repeating the sentences; first as a whole class and then individually.

OPTIONAL EXTENSION

In pairs, Ss find three words with /aʊ/. Check them as a whole class.

5a ▶ Elicit the first sentence of each of the five dialogues. Then read the title of the How to... box. Check the meaning of *experience*. Look at the questions and drill each as a separate question, i.e. *How was your day? How was your weekend?* etc. Then look at the answers and check Ss understand.

b ▶ Go through the instructions. Make sure Ss understand they have to make more than the three questions. Model the example with a student. Ss should take note that they should give a reason.

Put Ss in pairs. They take it in turns to be A and B and ask as many questions as possible. As they do this, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session. During feedback, you might ask for some good examples to be repeated.

Vocabulary | more adjectives

6 ▶ Tell Ss to look at the words in the box and elicit their meaning. Ss then do the activity. Ss check their answers with a partner before checking with the whole class.

Answers

- 1 wide
- 2 long
- 3 far
- 4 tall
- 5 deep
- 6 heavy

Grammar | Questions with *how*

OPTIONAL GRAMMAR LEAD-IN

Write the six adjectives from ex. 6 on the right hand side of the board. Then, next to each, elicit units of measurement that can go with them. Ask Ss to provide an example different from the ones in ex. 6, e.g.

deep – metres – lake

far – kms – (name of city which is far away or on another continent)

heavy – kgs – box

long – metres – ruler

tall – metres – Alfredo

wide – cms – hole

Then, using the prompts, elicit sentences from Ss, using the sentences in ex. 6 as an example, e.g. *The lake is 10 metres deep.* Keep the information on the board for the optional activity later.

7a ► Ss underline examples of *How* + adjective in the dialogues in ex. 1a. Get feedback from the whole class but do not comment at this stage.

b ► Tell Ss to look at the Active grammar box. Using the examples they found in the text, Ss fill in the gaps in the box. Get feedback from the whole class, drill each question and answer; first as a whole class and then individually.

Then tell Ss to look at the reference on page 87. Make sure Ss understand the difference between *How* + noun and *How* + adjective.

Active grammar

How long was your journey?

About seven hours.

How tall is that building?

It's thirty storeys tall.

How far was the hotel from the town?

It was about twenty kilometres from the town.

How deep is the water in the pool?

It's about two metres deep.

How heavy were your bags?

They were very, very heavy.

8 ► Ss write questions for the answers and then check their answers with a partner. Get feedback from the whole class.

Answers

2 How long is the flight?

3 How tall is he?

4 How far is the restaurant?

5 How tall is that building?

6 How long is the table?

9a ► In pairs, Ss ask and answer questions. Tell Ss to look at page 119 for the answers. As they do this activity, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session. In the feedback, ask Ss to ask and answer the questions.

Answers

2 How tall is the Eiffel Tower?

The Eiffel Tower is 324 metres tall.

3 How far is Perth from the nearest big city?

It is 3,200 kilometres from Perth to the nearest big city (Adelaide).

4 How long is the flight from New York to Madrid?

The flight from New York to Madrid is seven hours.

5 How deep is the Mediterranean, on average?

The Mediterranean is 1,500 metres deep, on average.

6 How heavy is a sixty kilogram person on the moon?

A sixty kilogram person is ten kilograms on the moon.

b ► Put Ss into pairs to prepare their own general knowledge questions, similar to those in ex. 9a. Put pairs together to ask and answer each other's questions. As they do this, go round the class monitoring and take note of any issues or interesting questions to discuss during the feedback session.

Speaking

10a ► Ss choose one of the options in the instruction and think of four adjectives to describe it.

b ► Put Ss in pairs (A and B). Model the activity with a student. Make sure Ss understand that they should keep the conversation going. Tell Ss they should talk for one minute. At the end of one minute, they swap roles and repeat the activity. As they do this, go round the class monitoring and take note of any problems or good examples to discuss during class feedback.

OPTIONAL EXTENSION

For the next lesson, Ss find out interesting facts for each of the different adjectives in ex. 6, similar to the facts on page 119. At the beginning of the next lesson, Ss tell their partners, e.g. *The River Thames is very long.* The partner then asks: *How long is it?* and the first student answers: *It's 346kms long.*

8 Communication

In this lesson, Ss read about an author. They practise how to ask and answer simple questions about someone's childhood.

Wole Soyinka is a Nigerian writer, poet and playwright. He was also the first African winner of the Nobel prize for Literature in 1986.

Nadine Gordimer is a South African writer and political activist. She won the Nobel prize for Literature in 1991. Her most famous novel is *The Conservationist*.

Cape Town is the second largest city in South Africa. It is famous for its harbour and Table Mountain.

Vogue is a fashion and lifestyle magazine that is sold every month.

OPTIONAL WARMER

Write *How...* on the board. Tell Ss to write down a question with *How* + adjective to ask other Ss. Ss then mingle and get answers to their questions. Get feedback from the whole class. If anyone asked *How old...?* write it on the board. If not, try and elicit this question from the class. Tell Ss that this is a way of asking about someone. Elicit other questions we can ask, e.g. *Where are you from? Do you have a job etc?* Make a list on the board. If Ss do not know much about each other, Ss can then ask and answer these questions in pairs.

1a ► Check Ss understand *writer*. Do a quick chain drill round the class so that each student can ask and answer the question. Write the names of a few of the most famous writers on the board. Elicit any information that Ss know about these writers. Don't worry if they cannot say very much.

b ► Give Ss a little time, e.g. a minute to read the text and answer the questions before comparing their answers with a partner. Then get feedback from the whole class.

Answers

- 1 Cape Town
- 2 Wole Soyinka and Nadine Gordimer

2 ► Read through the statements a–d with the Ss. Elicit what the most important words are, e.g. *happy, good, child, hobbies* and *bad*.

Ss then read the text and find the same words or words with the same or opposite meaning in the paragraphs. Go through paragraph 1 with them and then let the Ss do the rest themselves. Get feedback from the whole class and ask Ss to tell you the words in the paragraph that helped them find the answer, i.e.

- 1 – *clothes, fashion*, 2 – *I was good at*, 3 – *really bad!*,
4 – *I was very happy*.

Answers

- | | |
|-----|-----|
| 1 c | 3 d |
| 2 b | 4 a |

3a ► Read through the Lifelong learning box and do the task with the whole class.

Answers

- a like it

b ► Ask Ss to tell you the meaning of *science, terrible* and *confident* by reading the text. If they have trouble, give them a choice of opposites as in the Lifelong learning box. Then elicit the meanings of any other words they don't know.

4a ► Tell Ss to look at the text again. Elicit how many questions there are (8) and elicit each one. Put Ss into pairs and ask them to write four more questions they might ask someone about their childhood. Elicit the question words they might use, i.e. *What, Who, Why, When, Where, How, Which, Did, Was/Were?* As they do this, go round the class monitoring and correcting mistakes as Ss write. When completed, make sure that both Ss have copies of the questions.

b ► Put Ss into different pairs. Ss take it in turns to interview each other, using their own questions and the questions from the reading text. As they do this, go round the class monitoring and take note of any issues or errors to discuss during the feedback session.

c ► Get different Ss to report on the partner they interviewed and then go over any problems or interesting information for discussion.

OPTIONAL EXTENSION

Using the Internet or books and magazines, Ss find out information about a famous person's life. Ss write an interview with an interviewer asking questions and the famous person answering. This can be acted out in the next lesson, if there is time.



8 Review and practice

1 ▶

Answers

- | | |
|--------|---------------|
| 2 were | 5 were |
| 3 was | 6 were |
| 4 was | 7 Mick Jagger |

2 ▶

Answers

- 2 My parents weren't at home. They were in a restaurant.
- 3 I wasn't at the theatre. I was at the cinema.
- 4 Ian wasn't born in 1981. He was born in 1979.
- 5 It wasn't a good film. It was very boring.
- 6 We weren't rich. We were quite poor.
- 7 You weren't my best friend. You were a good friend.
- 8 Kerry and Mark weren't in Bogotá. They were in Cali.

3 ▶

Answers

- | | |
|----------|------------|
| 2 wasn't | 6 were |
| 3 Were | 7 Was |
| 4 was | 8 was |
| 5 was | 9 were |
| | 10 weren't |

4 ▶

Answers

- 2 Who was your manager? = d
- 3 Where was your school? = e
- 4 What was your first job? = a
- 5 How was your weekend? = b

5 ▶

Answers

- 2 How long
- 3 How wide
- 4 How tall

6 ▶

Answers

- 3 dancer
- 4 sports star
- 5 musician
- 6 scientist
- 7 politician
- 8 writer

7 ▶

Answers

- 2 ago
- 3 in
- 4 last
- 5 yesterday
- 6 ago
- 7 last

8 Writing bank

1a ▶ Ss discuss the question in pairs. Get feedback from the whole class.

b ▶ Ss read the biography and answer the question. Get feedback from the whole class. Elicit reasons for their answer.

Answers

1959 (1915 + 44 years)

2a ▶ Ss read the biography again and answer the questions before checking their answers with a partner. Get feedback from the class, eliciting the correct answers to any false information.

Answers

- 1 T
- 2 F (her family was poor)
- 3 F (her father was never at home)
- 4 F (her marriages weren't successful)
- 5 T

3 ▶ Ss read the How to ... box. Drill the phrase; first as a whole class and then individually. Make sure Ss know which clause comes first in each example and why (*when* goes with the clause that refers to time).

4 ▶ Go through the example with the whole class. Ss then link the clauses in two ways with *when*. Ss then check their answers with a partner before checking with the whole class. Pay special attention to the order that Ss put the clauses in.

Answers

- 2 When she was young, she was always late.
She was always late when she was young.
- 3 When you were a teenager, you were a great singer.
You were a great singer when you were a teenager.
- 4 We were best friends when we were teenagers.
When we were teenagers, we were best friends.

5a ▶ Ss use the table to write sentences about themselves using *when*. Model a few examples before they start. Encourage Ss to make their own second half of the sentences if they wish, e.g. *When I was a child, I was at school.*

b ▶ Put Ss in pairs. Ss read out their sentences to their partner, who corrects any that are wrong.

6a ▶ Put Ss in pairs. Pairs think of a famous person who is dead and write sentences about him/her using the prompts. Model examples for the Ss if necessary, using a person they all know. Make sure Ss know the person has to be dead.

b ▶ Ss use the sentences they made in ex. 6a to write a short biography of the person, similar to the one on page 127. Ss should make sure they add extra information to their text. Ss should not use the name of the person in the text. When completed, Ss swap their biography with another pair who will read the text and guess who the biography is about.

Overview

Lead-in	Vocabulary: Verbs connected with money
9.1	Can do: Make simple statements about the past Grammar: Past Simple: regular verbs, positive Vocabulary: Teenagers and money Speaking and Pronunciation: Past Simple <i>-ed</i> endings Listening: Worst teenage jobs
9.2	Can do: Exchange basic information about a story Grammar: Past Simple: negatives and questions Vocabulary: Money adjectives Speaking and Pronunciation: /ɔ:/ and /ɪ:/ Reading: Curt Degerman
9.3	Can do: Make simple statements about money habits Grammar: Past Simple: irregular verbs Vocabulary: High numbers Speaking and Pronunciation: A questionnaire How to... talk about questionnaire results Reading: Imogen Moxley Listening: Imogen and money
Communication	Explain simple events
Writing bank	Write simple sentences about personal experiences How to... use commas and apostrophes
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 9.1 Make simple statements about the past
- 9.2 Exchange basic information about a story
- 9.3 Make simple statements about money habits
- Communication** Explain simple events
- Writing bank** Write simple sentences about personal experiences

CEFR Portfolio ideas

- a) Work in pairs. Think of a true story about someone in your family. Tell each other your stories. Write notes about your partner's story, and then write the story in the Past Simple. Check what your partner wrote. Is it correct?
- b) Write questions to find out information about other students' pasts, e.g. *Where did you live? Did you learn English at school?* Ask four or five students your questions. Make notes. Then write the answers as full sentences in the positive or negative, e.g. *David didn't learn English at school.*
- c) Read about a business man or woman on the Internet. Find information about their past. What was their first job? How old were they when they started their business? Write a fact file about them.

Lead-in


OPTIONAL WARMER

Elicit what we use money for and where we keep money. Write: *We use money to buy food...* on the board. Put their answers on the board.

1a ▶ Tell Ss to look at the photos. Elicit what they can see in each photo. Direct Ss' attention to the descriptions and ask them to match the descriptions with the photos. At this stage, don't check the meaning of any vocabulary. Ss then check their answers with a partner but do not do class feedback to confirm the answers yet.

Answers

1 C 2 B 3 A 4 D

b ▶  2.40 Play recording 2.40 for Ss to check their answers. Get feedback from the whole class.

2a ▶ Tell Ss to look at the sentences and then fill in the gaps with one of the words from the box. Remind them to use the descriptions from ex. 1a to help them. Do the example with the Ss by showing the similar phrase in description 1 in ex. 1a. Ss check their answers with a partner. Get feedback from the whole class. Check the meaning of *shares, online, lottery* and *a day*.

Answers

2 borrow 5 save 8 sell
3 lend 6 pay 9 win
4 invest 7 buy 10 earn

EXTEND THE LEAD-IN

In pairs or small groups (3 or 4) Ss write their own sentences, one for each of the words from the box. As they do this, go round the class checking and correcting.

b ▶ Tell Ss to look at the example. Drill the short dialogue; first with the whole class and then individually. Then write *Do you...?* on the board and elicit the next word (*usually/ever*). Check Ss understand. Then elicit what comes next (a verb) and elicit the verbs from ex. 2a. Then, focus on the reply. Elicit the last two words *Do you?* Elicit what A will say next (*Yes, I do.* or *No, I don't*). Put Ss into pairs. Tell Ss to use the sentences in ex. 2 to help them take it in turns to ask and answer questions. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

EXTEND THE LEAD-IN

Ss write a few sentences about their partner based on the answers to the question in ex. 2b. Collect them and hand them out. Ss read out the sentences and other Ss have to guess who gave those answers.

9.1 Teenage jobs

Nicole Kidman is an Australian actor. She was the first Australian actor to win an Oscar. She has had two more Oscar nominations. Her most famous film is *Moulin Rouge*. She was married to Tom Cruise.

Tom Cruise is an American actor. He has had three Oscar nominations. He has been in many successful films including *Top Gun*, *Jerry Maguire* and *Minority Report*.

The Zloty is the currency of Poland. It uses the symbols PLN after the number, e.g. 8 PLN.

In this lesson, Ss read and listen to a radio programme about teenage jobs. Ss learn about Past Simple regular verbs in positive sentences and how to pronounce *-ed*. They also learn vocabulary related to teenagers and money.

OPTIONAL WARMER

Write the following on the board:

nwi (win)
vase (save)
svenit (invest)
rowrob (borrow)
sdenp (spend)
yap (pay)
near (earn)
lels (sell)
nedl (lend)
yub (buy)


Tell the Ss these are words with the letters mixed up. To win the word, Ss have to make a sentence that is correct both in meaning and structure. Put the class in teams to compete against each other to win the words.

Vocabulary | teenagers and money

1a ► Tell Ss to look at the pictures. Elicit what they can see in each picture. Direct Ss' attention to the phrases in the box and ask them to match the phrases to the pictures. At this stage, don't check the meaning of any vocabulary. Ss then check their answers with a partner but do not do class feedback to confirm the answers yet.

Answers

- 1 deliver newspapers
- 2 clean and tidy at home
- 3 work part-time in a cinema
- 4 wash cars
- 5 work nights in a factory
- 6 stack shelves
- 7 look after your neighbour's children
- 8 help your brother/sister with his/her homework

b ►  2.41 Play recording 2.41 for Ss to check their answers. Get feedback from the whole class. Check the meaning of *newspaper*, *tidy*, *part-time*, *stack shelves* and *neighbour*. Brainstorm any other duties/jobs they can think of, e.g. *work in a shop*, *walk the dog*.


OPTIONAL EXTENSION

Using both the activities in ex. 1a and those that have been brainstormed on the board, Ss choose three activities they would do and three activities they would never do. Ss should also be able to say why. First, Ss discuss in pairs, then get feedback from the whole class.

2 ► Read through the question and the example answer with the whole class. If the class is all the same nationality, divide the Ss into groups of three or four to prepare an answer. If there are different nationalities, try to group your Ss according to nationality.

Groups then give short presentations to the rest of the class. Extra information Ss might wish to include is: the types of jobs they do and how much money they get paid.

Listening

3a ►  2.42 Play recording 2.42. Ss listen to a radio programme and match the phrases from ex. 1a to the people. Do the example with the Ss. Get feedback from the whole class.

Answers

- b Tom Cruise = deliver newspapers
- c Amrik = wash cars
- d Lidia = stack shelves
- e Eva = look after your neighbour's children

b ► Tell Ss to look at the table. Check the meaning of *worst*. Play the recording again for Ss to fill in the table. Ss compare their answers with a partner. Then get feedback.

Answers

	Job now	Worst job
Amrik	lawyer	wash cars
Lidia	teacher	stack shelves in a supermarket
Eva	university student	look after your neighbour's children
Eva's mother	restaurant owner	work nights in a factory

Grammar | Past Simple: regular verbs, positive

OPTIONAL GRAMMAR LEAD-IN

Revision of Past Simple with *to be*. Twenty Questions. Divide the class into an even number of teams of three or four. Give each team the name of a famous person who is dead (preferably from the people in Unit 8). Now tell the class that you are thinking of a famous person who is dead. Tell Ss they can ask twenty questions in the past tense, e.g. *Was the person a man? Was he English? etc.* Ss can only ask *yes/no* questions. Answer *yes he was/no he wasn't*. Pair the teams up and let them play. As Ss play the game, go round the class monitoring and take notes of any problems for the feedback session.

4a ▶ Ss read the sentences and underline the verbs in the Past Simple. Get feedback from the whole class. Elicit what we did to the verb to make it past simple (added *-ed*)

Answers

- | | |
|------------|-----------|
| 1 washed | 3 worked |
| 2 finished | 4 started |

b ▶ Tell Ss to look at the Active grammar box. Ss fill in the gaps with the Past Simple form of the verbs. Get feedback from the whole class. At this stage, do not look at the Reference on page 97 so that Ss don't get confused by seeing negative and question forms.

Active grammar

You looked after their children.
He/She/It delivered newspapers.
You lived next door to a young couple.
We cleaned the floor.
They earned four zloty an hour.

5 ▶ Ss write the sentences in the Past Simple, using the example to help them. They then check their answers with a partner before checking the answers with the whole class.

Answers

- I helped her brother with his homework.
- We lived in Manhattan.
- They worked nights in a factory.
- I saved some money every month.

6 ▶ Ss read the text, filling in the blanks with the correct Past Simple form of the verb. Ss check their answers with a partner before checking their answers with the whole class.

Answers

- | | |
|------------|-----------|
| 1 lived | 5 surfed |
| 2 parked | 6 hated |
| 3 washed | 7 needed |
| 4 listened | 8 worked |
| | 9 started |


OPTIONAL EXTENSION


Tell Ss to close their books. Then elicit what the Ss can remember from the text, using Past Simple regular verbs.

OPTIONAL EXTENSION

In pairs, Ss write five sentences using five different Past Simple regular verbs. Go round the class monitoring and checking as they do this.

Pronunciation | Past Simple *-ed* endings

7a ▶  2.43 Play recording 2.43 and, after each word, Ss repeat; first as a whole class and then individually. When you have finished, drill the three sounds in blue in each of the words.

b ▶  2.44 Play recording 2.44. Ss mark which sound they hear at the end of the word, /t/, /d/ or /ɪd/. Ss then check their answers with a partner. Do not check as a whole class at this stage.

Answers

- /d/
- /t/
- /t/
- /d/
- /ɪd/

c ▶ Play the recording again. Ss listen and check their answers. Get feedback from the whole class. Then play the recording again with Ss repeating the sentences; first as a whole class and then individually.

8 ▶ Read through the Lifelong learning box together. Copy the example on the board and then tell Ss to close their books. Either in notebooks or on paper, Ss make similar entries for all the verbs they have learnt in this lesson. Ss then check their answers in groups of three or four. Ss can then open their books and do a final check.

Writing

9 ▶ Read through the instructions and the prompts with the whole class. Model an example for the class. If Ss have never had a job before, ask them to make it up. As they do this, go round the class monitoring and checking. Ss then read their paragraphs to a partner. Get feedback from different Ss by asking them to tell you about their partner.

9.2 Rags to riches

In this lesson, Ss read about a homeless man who was rich. They learn about the negative and question forms of the Past Simple. They also practise the /ɔ:/ and /ɪ:/ sounds.


OPTIONAL WARMER

Put the names of all the activities mentioned in Lesson 9.1 ex. 1a on pieces of paper. Divide the class into teams of four or five people. One of the team pulls out one of the slips from a bag and has to mime the activity. The other Ss have to guess what they are doing. *When you were a child, you...* If the sentence is wrong, then the slip goes back in the bag and another student chooses another slip. Only one guess per slip is allowed. The team that finishes their slips first is the winner.

Vocabulary | money adjectives

1a ► Tell Ss to look at the pictures. Elicit descriptions of the pictures. Direct Ss' attention to the words in the box and ask them to match the words to the pictures. Ss check their answers with a partner. Do not do a class check at this stage.

Answers	
1 rich	4 careful with money
2 poor	5 generous
3 careless with money	6 mean
	7 broke

b ►  2.45 Play recording 2.45 for Ss to check their answers. Get feedback from the whole class.

2a ► Go through the instructions and the example with the whole class. Ss then write one sentence for each word/phrase from ex. 1a. As they do this, go round the class monitoring and correcting where necessary.

b ► Put Ss into pairs. Ss take it in turns to tell each other about their friends and family, using the sentences they made in ex. 2a. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

OPTIONAL EXTENSION

Elicit the positive and negative pairs of words, e.g. *rich/poor*. For each of the words, Ss should think of someone they know and be prepared to explain why. Then put Ss in pairs to discuss, e.g. *Mark Zuckerberg is rich because he owns Facebook*.

Reading

3a ► Tell Ss to look at the picture of Curt Degerman. Then look at the example with the whole class. Ss complete the description of the man in the picture by making guesses about him. Write the key information on the board.

b ► Ss read the text. Get feedback from the whole class and check whether the information on the board is correct. Do not check the meaning of any vocabulary at this stage.

Suggested Answers

Curt is not poor. He looks poor but is rich.

4 ► Check the meaning of *shares*. Ss read the text again and decide whether the statements are true or false. Ss then check their answers with a partner and together correct the false sentences. Then get feedback from the whole class. Check the meaning of *average, bins, checked, account, gold bars, pennies* and *successful*

Answers

- 1 F – he wasn't an average man
- 2 F – he died in 2008
- 3 F – he was almost a millionaire
- 4 T
- 5 F – he invested in shares

5 ► Put Ss in pairs. Check Ss understand the difference between a happy story and a sad story. Ss discuss and decide if the reading text is a happy or a sad story. They should give at least three reasons why they think so, e.g. *He was poor but now he is rich* or *He is rich but doesn't know because he is dead*).

Then put two pairs together to tell each other their opinions. As they do this, go round the class monitoring and take note of anything useful for the feedback session.

Grammar | Past Simple: negatives and questions

OPTIONAL GRAMMAR LEAD-IN

Tell Ss to look at the sentences from the text. Ask Ss to identify the Past Simple verbs in each sentence (1 – *didn't work*, 2 – *Did he play*, 3 – *didn't earn*, 4 – *did Curt become*). Elicit what forms of the past tense we are looking at in these examples (negatives and questions).

6 ► Ask Ss to complete the Active grammar box. Get feedback from the whole class. Drill the example sentences; first as a whole class and then individually.

Tell the Ss to turn to the Reference on page 97. Drill the sentences in the box individually. Then focus Ss' attention back on the *Wh-* questions in the Active grammar box. Drill these; first as a whole class and then individually. Elicit the other question words. Make sure Ss understand that all these question words use the same form as the examples in the Active grammar box.

Active grammar

He didn't earn a lot of money.
 They didn't play the lottery.
Did you invest the money?
Did she want to be an actor?
Did they check his bank account?
 Yes, I / he / she / they did.
 No, I / he / she / they didn't.
 How much money did he earn?
 Where did you live?

7 ▶ Ss complete the dialogues with the Past Simple forms of the verbs. They then check their answers with a partner. Check that they can use the positive as well as the negative and question forms. Get feedback from the whole class. Ss can then practise the dialogues.

Answers

- 1 Did / enjoy / didn't
- 2 did / live / didn't live
- 3 didn't borrow / Did / borrow / didn't / borrowed
- 4 Did / watch / didn't / didn't watch
- 5 did / start / started

OPTIONAL EXTENSION

Write the phrases *yesterday*, *last week* and *last year* on the board. Then write the following prompts:

A: *What...?*


B: *I...*

A: *Did you...?*

B: *No, I..., I also....*

Put Ss into pairs (A and B). A asks questions about the three different times and B answers. When completed, Ss swap roles and do the activity again. As they do the activity, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session.


Pronunciation | /ɔ:/ and /ɪ:/

8 ▶  2.46 Play recording 2.46 and, after each word, Ss repeat the word; first as a whole class and then individually. When you have finished, drill the sound in blue in each of the words.

9a ▶ Ss underline and circle the /ɔ:/ and /ɪ:/ sounds. Ss then check with a partner. Do not check as a whole class at this time.

Answers

- 1 She's not poor, she's mean.
- 2 Is he forty-three or forty-four? I'm sure he's forty-four.
- 3 Shall we take a tour now? I want to see the city before we leave.

b ▶  2.47 Play recording 2.47. Ss listen and check their answers. Get feedback from the whole class. Then play the recording again with Ss repeating the words; first as a whole class and then individually.

OPTIONAL EXTENSION

In pairs, Ss find three words with /ɔ:/ and three words with /ɪ:/ that have not been previously used. Check them as a whole class.

Speaking

10a ▶ As a whole class, look at the photos and elicit what Ss can see in each photo. Check the meaning of *competition*, *need* and *library*. Ss then write questions using the prompts. Make sure Ss take note of any time phrases.

Answers

Vaughan Bailey

- 1 Why did he live on the streets?
- 2 What sport did he play?
- 3 Why did he change his job?
- 4 What was his new job?
- 5 What competition did he enter?
- 6 What is his job now?

Anya Peters

- 1 Why did she need a new job?
- 2 Where did she start living?
- 3 Where did she shower and wash her clothes?
- 4 Did she like her new life?
- 5 What did she do in the library?
- 6 How is Anya's life now?

b ▶ Get feedback from the whole class. Once you have checked each question, elicit possible answers from the class.

11a ▶ Put Ss into pairs (A and B). Tell A to look at the text about Vaughan on page 118. Tell B to look at the text about Anya on page 114. Ss read the text and take notes.

b ▶ Tell Ss to close their books. Ss now take it in turns to tell their partner about their character. Model the example for the Ss. Ss should take notes about what their partner tells them. As they do this, go round the class monitoring and take note of any problems to discuss during the feedback session.

c ▶ Ss now use the questions they prepared in ex. 10a to find out more information about their partner's text and add to their notes. Continue monitoring as you did for ex. 11b.

When completed, divide the A Ss and B Ss up. Ask different A Ss to supply one piece of information about Anya Peters. Check with B Ss that their notes are correct. Then ask B Ss to do the same about Vaughan Bailey.

9.3 A woman in a man's world

In this lesson, Ss read about and listen to a woman who has been successful in the football business. Ss learn Past Simple irregular verbs. They also practise high numbers and how to talk about questionnaire results.

OPTIONAL WARMER

Ss think about a holiday they had. Write the following prompts on the board:

Where?

When?

How long?

What did/do?

What/like?

What/not like?

Ss prepare their info. Ss then work in groups of three or four and tell each other about the holiday they had. Ss then choose the best holiday in their group. As they do the activity, go round the class monitoring and take note of any issues. Get feedback from each group and go over any notes you made.

Reading

1 ▶ Tell the Ss to look at the photo. Elicit what Ss see in the photo. Elicit who they think the woman is. Tell Ss to read the fact file. Elicit which sentence they think is not true.

Answers

Not true: Her husband was a famous actor. (He was Grayling Town's star footballer).

2a ▶ Give Ss no more than one minute to read the fact file and check the answers. Get feedback from the whole class. Elicit the correct answer (Her husband was a footballer).

b ▶ Ss read the text again and answer the questions. Ss then check their answers with a partner before checking the answers with the whole class. Check the meaning of *Managing Director, in charge, gave birth* and *coma*.

Answers


- 1 2003
- 2 it was broke
- 3 2007
- 4 £150,000
- 5 she had a car accident
- 6 she checked her emails
- 7 she gave birth to her first child

3 ▶ Read through the instructions and the example with the Ss. Check the meaning of *admire*. In pairs, Ss discuss their opinion using the example. As they do this, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session.

OPTIONAL VARIATION


Ss may still have problems putting their ideas into English. Before doing the discussion, you might want to brainstorm the facts from the reading and any other comments Ss want to make. Put these main points on the board for the Ss to refer to during their dialogue.

Vocabulary | high numbers

4a ▶  2.48 Play recording 2.48 and, after each number, Ss repeat; first as a whole class and then individually. When you have finished, drill the numbers again but with the number + one, e.g. 751, 1000, 1001, etc. This can be done as a chain drill round the class and every time you reach the last number, another one is added, e.g. 752 etc.

b ▶ Put Ss in pairs (A and B). A writes two high numbers (the highest should be X million, not billion or trillion) and says them out loud. B writes them and then they check what they have written.

Ss then swap roles and repeat the task. As they do this, go round the class monitoring and take note of any mistakes in saying the numbers for the feedback session.

5 ▶  2.49 Play recording 2.49. Ss listen and write in the date and the price of each footballer. Ss check their answers with a partner before checking the answers with the whole class.

Answers

Date	Footballer	Price
1928	David Jack	£10,890
1957	Omar Sivori	£93,000
1973	Johann Cruyff	£922,000
1975	Giuseppe Savoldi	£1,200,000
2000	Luis Figo	£37,000,000
2009	Cristiano Ronaldo	£80,000,000

Grammar | Past Simple: irregular verbs

OPTIONAL GRAMMAR LEAD-IN


Write all the verbs that Ss have already studied in the last two units in the past tense on pieces of paper. Designate three areas of the room as /id/, /t/ and /d/. Ss take a verb. Then when you say *Go*, Ss should go to the part of the room that represents the sound of their ending. Check they are right by getting each student to make a sentence using their verb in the past tense.

6a ▶ Tell Ss to look at the text again and underline all the verbs in the Past Simple. Tell the Ss they may not end in *-ed* but they are still Past Simple forms. Check the underlined sentences with the whole class.

b ► Ss complete the Active grammar box using the verbs from the text. Do not check the answers at this stage.

Active grammar

become – became
buy – bought
do – did
find – found
get – got
give – gave
go – went
have – had
sell – sold
spend – spent
take – took

c ►  2.50 Play recording 2.50 for Ss to check their answers. Get feedback from the whole class. Tell the Ss to turn to the Reference on page 97. Drill the verbs and their irregular past forms; first as a whole class and then individually. Tell Ss to look at the full list on page 133 but do not drill these.

7a ► Put Ss in pairs (A and B). A has their book open on page 97 while B has their book closed. A chooses verbs which B has to say the Past Simple form of.

Ss then swap roles and do the activity again. As they do the activity, go round the class monitoring and take notes of any problems or good examples to discuss during the feedback session.

b ► Ss read the sentences and correct the mistakes before checking their answers with a partner. Get feedback from the whole class.

Answers

- 2 Did you buy a new phone?
- 3 I became class president at school in 2001.
- 4 When I was younger, I didn't have a bike.
- 5 Why did you take my wallet?
- 6 She didn't do her homework.
- 7 After the film we went out for dinner.
- 8 Did you spend all your money?

8 ► Read the instructions with the whole class and check the meaning of *daughter* and *careful*. Ss then rewrite the paragraph in the Past Simple before checking their sentences with a partner. Get feedback from the whole class.

Answers

I got up early on Saturday. I took my daughter to swimming club. Then I went home and I did some exercise. I had lunch around one o'clock. In the afternoon I went shopping with my family. My daughter bought some new clothes. I didn't buy anything. I was careful with my money. I didn't spend a lot.

OPTIONAL VARIATION

Divide the board into four columns and then divide the class into four teams. The teams race against each other to write the full paragraph correctly on the board. Each student takes it in turn to write a sentence.

9 ► Put Ss in pairs. Ss take it in turns to tell each other what they did last weekend, using the irregular verbs. As they do this, go round the class monitoring and take notes of any problems or good examples to discuss during class feedback.

OPTIONAL VARIATION

Write the phrases *yesterday*, *last week* and *last year* on the board. Then write the following prompts:

A: *What...?*


B: *I...*

A: *Did you...?*

B: *No, I..., I also...*

Put Ss into pairs (A and B). A asks questions about the three different times and B answers. However, Ss will only use irregular verbs in this activity. When completed, Ss swap roles and do the activity again. As they do the activity, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session.

Listening

10a ►  2.51 Read through the questionnaire with the Ss. Check the meaning of *tip*, *saver*, *spender*, *advice* and *cheque*. Play recording 2.51 for Ss to put the questions in the right order.

Answers

- 1 D
- 2 B
- 3 E
- 4 A
- 5 C

b ► Ss read the questionnaire again and try to remember Imogen's answers. Then play the recording again for Ss to check. Get feedback from the whole class.

Answers

- A 1
- B 1
- C 1
- D 1
- E 2

Speaking

11a ▶ Put Ss in pairs. Each pair writes three more questions for the questionnaire on the topic of money. As they do this, go round the class monitoring and correcting any mistakes.

b ▶ Read through the How to... box with the Ss. Pay particular attention to the amounts, explaining with percentages, i.e. *Everyone/everybody* = 100%, *Most people* = 51–99%, *Some people* = 1–50% and *No one/nobody* = 0%. Drill the sentences; first as a whole class and then individually.

c ▶ Elicit guesses about the questionnaire answers for the class. Use the example to model. Concentrate only on the questions in the questionnaire, not the extra questions the Ss have written.

OPTIONAL VARIATION

Ss talk about their guesses in pairs, including their extra three questions. As they do this, go round monitoring and take note of any mistakes for checking in the feedback session.

12 ▶ Pairs now mingle, asking their questions and getting feedback. Once completed, collect class feedback on the original questions in the questionnaire and check whether Ss' guesses were correct or not. Then ask each pair to present the feedback on their extra questions.

9 Communication

In this lesson, Ss play the Internet Millionaire Game and practise how to explain simple events.

OPTIONAL WARMER

Put Ss in groups and write the names of the people below on the board. Ask the groups to put the people in order of how rich they are, from the richest first. Ss then guess how rich they really are:

Bill Gates (\$40 billion)

Mark Zuckerberg (\$13.5 billion)

Paul McCartney (\$800 million)

David and Victoria Beckham (\$250 million)

Daniel Radcliffe (\$80 million)

Kylie Minogue (\$60 million)

1 ▶ Check Ss understand *millionaire* and *billionaire*. Ask the whole class if they know of any. Ask them if they know why they are so rich.

2a ▶ Give Ss time to read the rules and then check they understand by asking questions E.g. *What is your aim? Do you work alone? What do you do first? And then what do you do?*

b ▶ Before you start the game, check the meaning of *design, uncle, don't put all your eggs in one basket, market research, apps, night school, hire, rent, paperwork and taxman*.

Tell the Ss that they are all going to play the game. Put Ss into pairs and read through the first card as a whole class. Model the example with a student. Give Ss about two minutes to decide and then go to the next card.

From then on, Ss play the game until either they are out or they are the winner. As they do this, go round the class monitoring and helping where necessary. Take note of any errors or issues that you wish to discuss during class feedback.

3 ▶ Put Ss into new pairs. Ss tell each other how the game went, decisions they made and what the result of those decisions was. Then get class feedback with Ss telling you about what happened to their partners.

OPTIONAL EXTENSION

Ss write a short article telling the history of their attempt to become a millionaire.

9 Review and practice

1 ▶

Answers

- 2 cooked
- 3 watched
- 4 played
- 5 cleaned
- 6 washed

2 ▶

Answers

Down

- 1 made
- 3 spent
- 4 lent
- 5 bought
- 6 won

Across

- 2 gave
- 3 sold
- 5 became
- 7 took
- 8 found
- 9 got

3 ▶

Answers

- 2 did/win
- 3 invested
- 4 did
- 5 bought
- 6 didn't save
- 7 did/do
- 8 did/wash
- 9 didn't get
- 10 did/help
- 11 looked
- 12 didn't do
- 13 didn't have
- 14 worked
- 15 didn't stack
- 16 cleaned

4 ▶

Answers

- 2 broke
- 3 saved
- 4 spent
- 5 careful with
- 6 earn
- 7 work nights
- 8 stack shelves

5 ▶

Answers

- 2 six hundred and fifty-one
- 3 fifteen thousand, three hundred
- 4 thirty-nine thousand, four hundred and twenty-one
- 5 a/one hundred and twenty-one thousand, eight hundred and ninety
- 6 two million, seven hundred and fifty thousand, four hundred and eighty

9 Writing bank

1a ▶ Ss discuss the questions in pairs. Get feedback from the whole class.

b ▶ Ss read the blog and answer the question. Get feedback from the whole class. Elicit reasons for their answer.

Suggested Answers

His friends (it is about his day)

2a ▶ Ss read the blog again and answer the questions before checking their answers with a partner. Get feedback from the whole class.

Answers

- 1 DVDs
- 2 he lost them (not in his bag)
- 3 in his coat pocket
- 4 to a restaurant (with his friend Claire)

3 ▶ Ss read the How to ... box. Drill the phrases; first as a whole class and then individually. Check the meaning of *contractions* and elicit more examples, e.g. *She's, It's* etc.

4 ▶ Ss read the blog and add commas and apostrophes wherever necessary. Ss check their answers with a partner before getting feedback from the whole class.

Answers

Mary's Blog

I had a great day on Saturday. It was Ben's birthday. Ben, Sally and I had dinner at Emma's house. We ate pizza, pasta and garlic bread. Delicious!

I had a terrible day on Sunday. I borrowed a jacket from my sister, Yasmin, but I lost it. I think I left it at the café near Ben's flat. Yasmin wasn't happy.

5a ▶ Go through the example with the whole class and elicit an example for a good event and a bad event. Ss then write one sentence for each themselves.

b ▶ Using the blogs on page 128 and the sentences they wrote in ex. 5a, Ss write a blog about last week for themselves. They should include extra information. Encourage them to use apostrophes and commas where necessary. When completed, pin the blogs on the wall. Ss walk around the class reading them and choose the most interesting blog.

10 Changes

Overview

Lead-in	Vocabulary: Major changes in life
10.1	Can do: Talk about your future plans Grammar: <i>going to</i> : positive Speaking and Pronunciation: Plans for the future Reading: A trip to New Zealand
10.2	Can do: Ask and answer about personal plans Grammar: <i>going to</i> : negatives and questions Vocabulary: Emotions Speaking and Pronunciation: /gəʊɪŋ tə/ How to... say goodbye Listening: Problems
10.3	Can do: Give and receive a present Grammar: <i>why</i> and <i>because</i> Vocabulary: Presents Speaking and Pronunciation: Sentence stress How to... give and receive gifts Listening: Gifts around the world
Communication	Make holiday plans
Writing bank	Write a text to a friend using common text expressions How to... use SMS (texting) language
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 10.1 Talk about your future plans
10.2 Ask and answer about personal plans
10.3 Give and receive a present
Communication Make holiday plans
Writing bank Write a text to a friend using common text expressions

CEFR Portfolio ideas

- a) Write the titles 'The next three months', 'The next two years' and 'The next ten years'. Make notes about your future plans for each title. Then write a paragraph for each title using *going to*. Put your paragraphs on the classroom wall. Ss read the paragraphs and guess who wrote them.
b) Work in pairs. Write the titles, 'The next three months', 'The next two years' and 'The next ten years'. Write questions for your partner for each title, e.g. *Are you going to start a new job in the next two years?* Interview your partner.
c) Work in groups. It is one student's birthday. Think of a present you want to give him/her. Write it on a piece of paper and give it to him/her. He/She asks, 'Why did you give me this present?' Explain why you chose the present. Write a paragraph about the presents and why each student gave them.

Lead-in

OPTIONAL WARMER

Revision of Past Simple irregular verbs. Put the following on twelve different slips of paper:

- | | |
|-----------------------|-----------------------|
| 1 <u>come</u> bought | 2 <u>buy</u> did |
| 3 <u>do</u> found | 4 <u>find</u> had |
| 5 <u>have</u> got | 6 <u>get</u> gave |
| 7 <u>give</u> went | 8 <u>go</u> sold |
| 9 <u>sell</u> spent | 10 <u>spend</u> took |
| 11 <u>take</u> became | 12 <u>become</u> came |

Make sure that everyone gets a slip of paper. This might mean making two teams. Ss mingle and find the person who has the past tense form of their infinitive verb (underlined) and joins hands with them. Give an example on the board, e.g. *have – had, do – did*. By the time everyone has found their partner, they will form a circle.

1 ► Tell Ss to look at the photos. Elicit what they can see in each photo. Direct Ss' attention to the phrases in the box and ask them to match four of the phrases to the photos. At this stage, don't check the meaning of any vocabulary.

Ss then check their answers with a partner. Get feedback from the whole class and check that Ss understand the meaning of the correct answers.


Answers


- A move
B have a baby
C get fit
D quit your job

2a ► Go through the headings and check the meaning of *personal*. Tell Ss to put all the phrases from ex. 1 into the correct group. Ss check their answers with a partner but don't give feedback or confirm any answers yet.

Answers

- 1 Love and family: *fall in love*, get married, have a baby, meet someone special
2 House: leave home, move
3 Personal: get fit, learn to drive
4 School/University: go to university, graduate
5 Work: change jobs, get a job, quit your job, retire, start your own business

b ►  2.52 Play recording 2.52 for Ss to check their answers. Get feedback from the whole class. Check the whole class understands the meaning of each phrase. You may want to drill each of the phrases; first as a whole class and then individually.

3 ►  2.53 Read through the statements with the Ss. Check the meaning of *alone*. Play recording 2.53 for the Ss to hear whether the statements about the woman and man are true or false. Ss then check their answers with a partner. Then get feedback from the whole class.

Answers

- 1 F
- 2 T
- 3 T
- 4 T
- 5 T
- 6 F
- 7 T
- 8 F

4a ► Put the Ss into pairs. Read through the instructions with the Ss. Focus Ss' attention on the changes in ex. 1 and get Ss to tell each other about the changes they have had and when they happened. If Ss are too young, they can make up life changes. Model the example to show them how to do this.

Ss then take it turns to tell each other. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

b ► Put the Ss into different pairs. Read the instructions. Tell Ss that they again use the changes in ex. 1 but they can think of others. Try and elicit other important changes, e.g. *move to another country, get divorced, have dancing lessons, give up smoking* and put them on the board.

Model the example for Ss and then tell Ss that they should have a discussion for two minutes, sharing their ideas. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

EXTEND THE LEAD-IN

Ss make a list of things they plan to do in the future and three things they plan to stop, e.g. *move to another country* and *stop smoking*. They should also try and write the reason why. Ss then share these in groups of three or four. When completed, keep these for the next lesson.

10.1 Home and away

Wellington is the capital of New Zealand. It has a population of nearly 400,000 people. It is known as *Windy Wellington* because the winds are so strong there.

Sydney is the largest and most populous city in Australia. It has a population of 4.5 million people. It is famous for its Opera House, the Harbour Bridge and Bondi Beach.

Ayers Rock is a large sandstone rock in Australia. It is a very important religious place for Aborigines.

The Great Barrier Reef is the world's largest reef system covering 2,600 square kilometres. These reefs are made of coral and are very beautiful. It is an environmentally protected area.

In this lesson, Ss read emails and text messages about people's future plans. Ss learn *going to* in positive sentences to talk about future plans. They also find out how to learn useful phrases and talk about their future plans.

OPTIONAL WARMER

Write *Buckingham Palace* on the board. Ask Ss if they want to see it and why it's a popular tourist attraction. Divide Ss into groups and then ask them to guess what the top ten tourist attractions in the world are. Then put groups together to compare and check. Then show them the list and discuss how well they did:

- Taj Mahal (Agra, India)
- Great Wall of China (Northern China)
- Eiffel Tower (Paris, France)
- St Peter's Basilica (Rome, Italy)
- The Alhambra (Granada, Spain)
- Empire State Building (New York, USA)
- Monet's Gardens (Giverny, France)
- St Paul's Cathedral (London, England)
- The Reichstag (Berlin, Germany)
- Westminster Abbey (London, England)

Reading

1 ► In pairs, Ss tell each other which country they want to visit most and why. They also say how long they want to stay and what they want to visit. Get feedback from the whole class by asking Ss to tell the class about their partners.

2a ► Ss quickly read the messages and put them in the correct order. Ss should not discuss it with others or with you. Do not check the meaning of any words at this stage.

Answers

- 1D (At the airport at beginning of holiday)
- 2B (First day)
- 3A (met some people and first mention of South island, 4)
- 4E (Now in South island, going to Australia, first mention of Daniel)
- 5F (in Sydney Australia, mention of Daniel)
- 6C (End of story)

b ▶ Ss check their answers for ex. 2a and find reasons for their decisions. Get feedback from the whole class.

3 ▶ Ss read the messages more carefully and decide whether the statements are true or false. They then check with a partner and correct the false sentences. Get feedback from the whole class.

Answers

- 1 F (the airline lost her luggage)
- 2 T
- 3 F (she decided to drive to Wellington)
- 4 F (she decided to go to Australia)
- 5 T

4 ▶ Read through the Lifelong learning tip with the whole class. Drill the two examples; first with the whole class then individually. Then elicit more useful phrases from the text.

Suggested Answers

I miss you already.
I don't know how to say this, but...
Wow!
I must go.
Call me soon!

5a ▶ In pairs, Ss guess what Rosa is telling Callum in message C. Ss write the email together and then read it out to the rest of the class.

b ▶ Elicit advice for both Rosa and Callum, similar to the example given.

Grammar | *going to*: positive

OPTIONAL GRAMMAR LEAD-IN

Divide the class into teams of four or five Ss. Each team draws the following table:

Simple Past	Simple Present	


On your desk, have slips of paper with regular and irregular verbs which they have studied in the past. A member of each team comes to the desk and takes one slip. The team then has to create a sentence in the Past Simple and a sentence in the Present Simple. For each completed set of sentences, the team gets one point. The sentence must be both meaningful and correct. The team can take another slip when they have written one sentence. At the end of five minutes, the team that has most points wins. Get feedback from the rest of the class. Tell Ss that we will fill in the third column later.

6a ▶ Ss read through the texts and underline all the examples of *going to*. Get feedback from the whole class. Elicit what Ss think it is used for. Do not worry if they are not sure.

b ▶ Tell Ss to look at the Active grammar box and use the examples they found in ex. 6a to help them fill in the gaps in the box. Do not check or confirm their answers at this stage.

Active grammar

He's going to lend me some money.
We're going to see Ayers Rock.
They're going to drive to Wellington tomorrow.

c ▶  2.54 Play recording 2.54 for Ss to check their answers. Get feedback from the whole class. Drill the example sentences; first as a whole class and then individually. Don't look at the Reference on page 107 until you have done the Grammar section in 10.2. Make sure Ss take notice of the time adverbials that we can use with *going to*.

7 ▶ Ss read the text, filling in the blanks with the correct form of *going to*. Ss check their answers with a partner before checking their answers with the whole class.

Answers

- | | |
|-----------------------|----------------------|
| 2 is going to change | 8 's going to start |
| 3 's going to be | 9 are going to take |
| 4 are going to start | 10 're going to do |
| 5 'm going to learn | 11 'm going to get |
| 6 'm going to meet | 12 is going to study |
| 7 are going to retire | 13 's going to meet |
| | 14 are going to be |

OPTIONAL EXTENSION

Ss look at the table they made in the Grammar Lead-in and fill in the third column by using *going to* and the verbs they chose. Teams then share these sentences with the rest of the class.

Speaking

8 ▶ Ss write notes about their plans for the next three months, two years and ten years. They can use the notes they made in the optional warmer at the beginning of this lesson to help.

Put Ss in pairs to tell each other about their plans. Then change the pairs and get Ss to tell their new partner about their old partner's plans. As they do this, go round the class monitoring and take notes of any problems. Get feedback from the whole class. Then do question 2 as a whole class activity.

OPTIONAL VARIATION

Once Ss have written their notes, they then stand up and mingle, telling each other their plans, using *going to*. If they find someone who has the same plan as them for one of the dates, they should sit down with that person. Get feedback from the whole class, Ss who have found partners stay in those pairs. Those without a partner should now be put into new pairs. Ss discuss question 2 in pairs for a couple of minutes before getting feedback from the whole class. As they do both activities, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during class feedback.

10.2 Cheer up!

In this lesson, Ss listen to dialogues in which people need cheering up. Ss learn the negative and question forms of *going to* and how to pronounce it properly. They also practise how to say goodbye and learn vocabulary for emotions.

OPTIONAL WARMER

Draw a sad face on the board. Ask Ss to think of something that made them sad recently. Go round the class, eliciting sentences in the past tense, e.g. *I didn't see my girlfriend this week*. For each one, ask other Ss to try and give advice, e.g. *Phone her!* The student chooses the best advice and then says what he/she is going to do, e.g. *I am going to phone her*.


Vocabulary | emotions

1a ▶ Tell Ss to look at the photos and decide how each person feels, using the smiley icons for each picture. Elicit descriptions of the pictures and elicit which smiley icon they used and why.

b ▶ Get Ss to look at the words in the box and ask them to match them to the pictures. Ss check their answers with a partner. Do not do a class check at this stage and do not give any vocabulary. If Ss don't know, tell them to guess.

Answers

- 1 happy
- 2 excited
- 3 bored
- 4 scared
- 5 angry
- 6 nervous
- 7 upset
- 8 depressed
- 9 tired

c ▶  2.55 Play recording 2.55 for Ss to check their answers. Get feedback from the whole class. Check the meaning of the emotions.

OPTIONAL EXTENSION

In pairs, Ss can now mime the different emotions for their partners to guess.


2a ▶ Go through the instructions and the examples with the Ss. Divide Ss into groups A, B, and C. Group A does pictures 1–3, Group B does pictures 4–6 and Group C does pictures 7–9. Ss then write sentences for each of the emotions. As they do this activity, go round the class checking and correcting where necessary.

b ▶ Put Ss into pairs, making sure Ss are not from the same groups as the previous task. Model the example sentences with a random student. Ss then take it in turns to read out their sentences and share how they deal with the emotions.

OPTIONAL VARIATION

Put Ss into groups of three, with one A, one B and one C student.

Listening

3a ▶  2.56 Tell the Ss they are going to listen to two dialogues and they should match the dialogues with the emotions and photos in ex. 1b. Play recording 2.56. Ss then check their answers with a partner. Get feedback from the whole class.


Answers

- a 6 (nervous)
- b 8 (depressed)

b ▶ Play the recording again for Ss to answer the questions. Ss check their answers with a partner. Then get feedback from the whole class.

Answers

- 1 She borrowed her husband's phone. She lost hers.
- 2 She can't find her husband's phone.
- 3 Yes.
- 4 Because his children are going to leave home.
- 5 They're twenty-two and nineteen.
- 6 He's going to go to university.

4a ▶  2.57 Play recording 2.57. Ss look at the How to... box and circle the phrases they hear. Get feedback from the whole class, then read through the How to... box. Drill the different ways of saying goodbye; first with the whole class and then individually. Elicit whether Ss know any other ways of saying goodbye, e.g. *See you around, Catch you later, Later!*

Answers

- See you soon.
Bye.
See you on Monday.
Have a nice weekend.

b ▶ Put Ss in pairs. Model the example with a student. Make sure that Ss know the different situations and then let Ss act out each situation. Once they have done this, swap the pairs and do it again. As they do the activity, go round the class monitoring and take note of any errors to discuss during the feedback session.

Grammar | *Going to*: negatives and questions

OPTIONAL GRAMMAR LEAD-IN

Say an emotion, e.g. *upset*. Ss then give a sentence using *going to* that explains why he or she is going to have this emotion, e.g. *She is going to get some bad news*. You can further extend this by asking for more information for each situation, e.g. *What type of bad news?*

5a ▶ Tell Ss to look at the sentences from the dialogues. Elicit what forms of *going to* we are looking at in these examples (negative and question). Ss then fill in the gaps in the Active grammar box. Do not get feedback at this stage.

Active grammar

He isn't going to like me.

They aren't going to live at home.

Are you going to buy him a new one?

Yes, I am.

No, I'm not.

Is he going to be happy?

Yes, he is.

No, he isn't.


Are they going to go to university?

Yes, they are.

No, they aren't.

What are you going to do?

Where are they going to go?

b ▶  2.58 Play recording 2.58 for Ss to check their answers. Get feedback from the whole class. Drill the example sentences; first as a whole class and then individually.

Tell the Ss to turn to the Reference on page 107. Drill the sentences in the box for all three forms. Then focus Ss' attention on the *Wh*- questions in the Active grammar box. Make sure Ss understand that all these question words use the same form as the examples given in the Active grammar box.

6 ▶ Ss complete the sentences with the correct form of *going to* and the prompts. They then check their answers with a partner. Get feedback from the whole class. Ss can then practise saying the dialogues, making their own answers when one isn't given.

Answers

3 My sister isn't going to leave home.

4 A: Are your parents going to move?

B: No, they aren't.

5 When are they going to learn to drive?

6 What are you going to do this weekend?

7 She isn't going to come this evening.

8 Our teacher isn't going to give us any homework.

9 How are you going to get home?

10 A: Is Jon going to get married?

B: No, he isn't.

7 ▶ Read through the instructions and then model the example dialogue with a student. Then put Ss in pairs to complete the activity. As they do this, go round the class monitoring and take notes of any errors to discuss during class feedback. During feedback, ask different pairs to do their dialogue again.

Answers

2 A: I'm bored.

B: Are you going to watch TV?

A: No, I'm not.

3 A: She's angry.

B: Is she going to talk to him?

A: Yes, she is.

4 A: He's depressed.

B: Is he going to go to the doctor?

A: No, he isn't.

5 A: I'm excited.

B: Are you going to tell your parents?

A: Yes, I am.

6 A: They're scared.

B: Are they going to call the police?

A: No, they aren't.

OPTIONAL EXTENSION

Write the phrases *tomorrow*, *next week* and *next month* on the board. Then write the following prompts:

A: *What...?*


B: *I...*

A: *Are you going to...?*

B: *No, I..., I also...*

Put Ss into pairs (A and B). A asks questions about the three times and B answers. When completed, Ss swap roles and do the activity again. As they do the activity, go round the class monitoring and take note of any problems or good examples to discuss during class feedback.

Pronunciation | /gəʊɪŋ tə/

8a ▶  2.59 Play recording 2.59 and, after each sentence, Ss repeat; first as a whole class and then individually. When you have finished, check Ss can say *going to*, concentrating on the final schwa sound.

b ▶ In pairs, Ss use the audioscripts on page 143 to practise the dialogues. As they do the activity, go round the class monitoring and take note of any pronunciation problems to discuss during the feedback session.

Speaking

9a ▶ Tell Ss to turn to the questionnaire on page 111 and check the meaning of *exercise* and *countryside*. Ss then fill out the questionnaire for themselves. Tell Ss to read the key. Check the meaning of *don't mind*.

b ▶ Model the dialogue with a student. Then put Ss in pairs to check their answers to the questionnaire. As they do this, go round the class monitoring and take note of any errors to discuss during the feedback session.

c ▶ Get feedback from the whole class by asking Ss to talk about their partner. Again, first model the example. Get feedback from the class on the results in the key. Do they agree with their descriptions?

OPTIONAL EXTENSION

Tell Ss to write a short paragraph on how they are going to make their life better. When Ss have written their paragraphs, swap them with a partner who will check and then give advice on what they have written.

10.3 Giving gifts

In this lesson, Ss read texts about gifts. Ss learn how to ask *why* and answer with *because*. They also study sentence stress and practise what to say when giving and receiving gifts.

OPTIONAL WARMER

Write the following nine words on slips of paper.

presdeeds (depressed)

pypha (happy)

racsed (scared)

derit (tired)

robde (bored)

tespu (upset)

gryna (angry)

cedtexi (excited)

vernous (nervous)

Divide the class into an even number of teams of between three and five Ss and then hand out the slips. Make sure each student has about the same number of slips. Each student in the team reads out the letters but does not show the slip. The rest of the group has to work out what the word is. When the groups have unscrambled all the words, they choose three of the emotions and write sentences similar to the following. *I feel this when... (I see my girlfriend... happy)*. Then put two teams together. Each team reads out the sentences and the other team has to guess what the emotion is.

Reading

1 ▶ In pairs, Ss ask and answer the three questions, using the example to help them. As they do this, go round the class monitoring and take note of anything worth discussing during the feedback session. Get feedback from the whole class.

2a ▶ Put Ss into new pairs (A and B). A turns to the text on page 119 and answers the questions. B turns to the text on page 114 and answers their questions. Do not check the meaning of any words in the texts until after ex. 2c.

Answers

Student A

- 1 an even number, e.g. 2, 4, 6...
- 2 seven
- 3 no (they are a gift for lovers)
- 4 yellow, green and red

Student B

- 1 say no three times and then say yes. They open the gift in private.
- 2 later (after receiving it)
- 3 on their first birthday and 60th birthday
- 4 gold jewellery

b ▶ Get Ss to close their books. Ss now tell each other about their text. Model the example to show them how to do this. As they do the activity, go round the class monitoring and make sure Ss are not just giving their partners the answers to the questions.

C ▶ A now asks B the questions for the text on page 119. B uses the notes they made to answer them. A takes note of which questions they get wrong. B then does the same for the text on page 114.

Get class feedback, checking all the answers to the questions for both texts. Summarise what everybody learnt about giving gifts in different countries.

3 ▶ If there are different nationalities in your classroom, divide the class into groups of these nationalities to prepare mini-presentations. If Ss are all the same nationality, do this activity as a whole class discussion. Before Ss start, model the example for Ss to follow when trying to answer the question.

4 ▶ Again, as in ex. 3, if you have different nationalities in your class then let them discuss together before giving mini-presentations. If not, do this as a whole class discussion.

Grammar | *why* and *because*

OPTIONAL GRAMMAR LEAD-IN

Write *New Year Resolutions* on the board. Tell Ss that in the UK at New Year you make a promise to do or not to do something the next year, e.g. *I am only going to eat vegetables* or *I'm not going to eat chocolate*. Elicit whether Ss have the same tradition in their country. Tell Ss to write a New Year resolution and then the reason, e.g. Resolution – *I'm going to do a lot of exercise*. Reason – *I am lazy*.

Ss then go round the class just telling their friends the reasons. Their partners have to guess the resolution. Keep the slips of paper to use again later.

5a ▶ Tell Ss to look at the text and underline all the sentences beginning with *why* and all the phrases beginning with *because*. Get feedback and then elicit which ones are questions (the ones beginning with *why*) and which ones are answers (the ones beginning with *because*). Ss then fill in the Active grammar box with *why* and *because*. Do not check or confirm answers at this stage.


Active grammar

Why did you buy a DVD?

I bought a DVD because it's Adam's birthday.

Why did you quit your job?

Because I hated it and because I want to live abroad.

b ▶  2.60 Play recording 2.60 for Ss to check their answers. Get feedback from the whole class. Drill the example sentences; first as a whole class and then individually.

Look at the Reference section on page 107 and go through the explanation as a whole class, drilling the example sentences; first as a whole class and then individually.

6 ▶ Ss use the prompts to write questions and answers. Use the example to show Ss how they should do this. Ss then check their answers with a partner. Get feedback from the whole class.


Answers

- 2 Why did he buy that bike?
Because he liked it.
- 3 Why did you borrow €10?
Because I wanted to buy some food.
- 4 Why did you give them a gift?
Because I decided to say thank you.
- 5 Why did we move?
Because we needed a big house.
- 6 Why did she go to university?
Because she wanted to study Art.

OPTIONAL EXTENSION

When Ss have completed the procedure for ex. 6, ask them to write their own answer for the six questions in ex. 6, e.g. *Why did you wake up early? Because I heard a loud noise*. Then put the Ss into pairs. Ss ask each other the questions and give their new answer. Decide which is the best answer for each question.

Pronunciation | sentence stress

7a ▶  2.61 Check that Ss remember the meaning of the word *stressed* (the word you hear the loudest). Provide an example, e.g. My name is John. Say the sentence and emphasise the stressed words as you say them.

Then do the example in the SB. Play recording 2.61. Ss then check their answers with a partner. Get feedback from the whole class, playing the recording again to show the correct answers for each sentence.

Answers

- 2 Why do you like your job?
- 3 I bought him a book because he wants to learn to read.
- 4 I went to the doctor because I needed some medicine.

b ▶ Play the recording again, stopping after each sentence for Ss to repeat; first as a whole class and then individually. Make sure the Ss get the rhythm right. If they struggle, just get the Ss to hum the rhythm of each sentence.

OPTIONAL EXTENSION


Put the Ss into pairs. Ss take it in turns to hum the rhythm of one of the sentences in ex. 7 (if they are good, they could use one of the sentences in ex. 6 too). Their partner has to guess which sentence they are saying, based on their humming. As feedback, do this as a whole class, choosing different Ss to hum.

Vocabulary | presents

8a ▶ Tell Ss to look at the pictures and match the words and phrases in the box to the pictures. Ss then check their answers with a partner but do not confirm any answers at this stage. Do not check the meaning of any words at this stage.

Answers

- 1 a toy
- 2 a photo frame
- 3 chocolates
- 4 beauty products
- 5 tickets for a show
- 6 a clock
- 7 a vase
- 8 jewellery
- 9 a plant
- 10 plates and bowls
- 11 glasses
- 12 a voucher for a shop

b ▶  2.62 Play recording 2.62 for Ss to check their answers. Get feedback from the whole class. Check the meaning of each of the words.

Then play the recording again and drill; first as a whole class and then individually, paying particular attention to stress.


9a ▶ Read though the situations with the Ss. Check the meaning of *cousin* and *retirement*. Model the example. Ss discuss this in pairs. Then get feedback from the whole class.

b ▶ Ss choose five Ss in the class and allocate each of them presents from the list in ex. 8a or their own ideas. Put the Ss into pairs and model the example dialogue with a student.

Then Ss have similar conversations, explaining the presents and why they gave them. As they do the activity, go round the class monitoring and take note of any errors to discuss during class feedback.

OPTIONAL VARIATION

Divide Ss into groups of four or five. Then allocate each group another group and tell them that they each have to buy presents for Ss in the other group. Each student chooses five presents. They don't have to be the presents in ex. 8a. Ss then tell the rest of the group their choice of presents and the reasons why, using the example dialogue. The whole group then decides on the best present for each student in the other group.

10a ▶  2.63 Play recording 2.63 for Ss to listen and follow in the How to... box. Then play the recording again and, after each sentence, Ss repeat; first as a whole class and then individually. Check Ss understand each sentence and elicit other possibilities, e.g. *Thanks very much, that's really nice of you, not at all etc.*

b ▶ Ss now go round the class, pretending to hand over the presents they chose in ex. 9b and explain why they gave the presents. Before they do this, model the example dialogue with a student. As they do the activity, go round the class monitoring and take note of any errors or interesting points to discuss during the feedback session.

10 Communication

In this lesson, students talk about holidays and make holiday plans.

OPTIONAL WARMER

Bring in holiday pictures cut-out from magazines. Put Ss into groups of three or four and give each group a collection of two or three pictures. Tell groups to create a holiday story that they will present, using the pictures they've been given. Pair up all the groups to tell each other their stories.

1a ▶ Tell Ss to look at the photos of different holidays and put them in order from 1 = favourite, etc.

b ▶ Put Ss into pairs. Ss check their lists and use *why* and *because* to talk about their choices. Get feedback from the whole class. Start by eliciting descriptions of each photo. Then ask students to talk about their partners.

2a ▶ Read through the instructions and go through the example paragraph, including your own information, e.g. *My favourite holiday was in 1999...* . Elicit emotions that the Ss remember.

Ss then write their own paragraphs. As they do this, go round the class monitoring and correcting mistakes as Ss write.

b ▶ Put Ss into pairs. Tell Ss they will now ask each other questions about their favourite holiday and will use their written paragraph to give answers. Model the example. As they have their discussions, go round the class monitoring and take note of any issues or interesting points for the feedback. In the feedback, ask Ss to tell you about their partner's favourite holiday.

3 ▶ Read through the instructions and model the example for the Ss. Ss then tell their partners about countries, cities and places that they want to go to in the future. As they do this, go round the class monitoring and take note of any issues for feedback.

4a ▶ Put Ss in pairs. Ss read through the instructions and rules. Check Ss understand by asking questions, e.g. *What did you win? How did you win it? What is the prize?* etc.

b ▶ Following the rules and the prompts given, pairs plan their holiday of a lifetime. Model the example with a student to show how Ss should discuss their plan. With weaker Ss you might also like to elicit the questions for the prompts. As they plan the holiday, go round the class monitoring and take note of any errors or interesting points to discuss during feedback.

5 ▶ Tell the pairs that they will now present their plans to the rest of the class. Model the example first and then give Ss some preparation time. During the presentations, take note of any issues. When completed, ask Ss for their opinion of other people's plans and vote on what the class thinks is the best plan.

OPTIONAL EXTENSION

Ss write a postcard or email from their holiday of a lifetime. They write about what they did and what they are going to do next.

10 Review and practice

1 ►

Answers

- 2 are going to move
- 3 aren't going to move
- 4 'm going to start
- 5 'm not going to quit
- 6 is going to go
- 7 isn't going to do
- 8 's going to study
- 9 are going to leave
- 10 aren't going to live
- 11 is going to travel abroad
- 12 is going to live
- 13 're going to have

2 ►

Answers

- 2 A: Is she going to help you with your homework?
B: Yes, she is.
- 3 A: Are we going to go on holiday this year?
B: No, we aren't.
- 4 A: Are your children going to leave home soon?
B: Yes, they are.
- 5 A: Are you and your wife going to have a party this year?
B: No, we aren't.
- 6 A: Are you going to get fit?
B: Yes, I am.

3 ►

Answers

- 3 Where are they going to go?
- 4 What are you going to see at the cinema?
- 5 Who is going to get fit?
- 6 Who are you going to call?
- 7 What is Lucy going to study at university?
- 8 Where are Tom and Minnie going to buy a new house?

4 ►

Answers

- | | |
|----------|---------|
| 2 leave | 5 start |
| 3 fall | 6 meet |
| 4 change | 7 get |
| | 8 quit |

5 ►

Answers

- | | |
|-------------|----------|
| 2 depressed | 5 bored |
| 3 tired | 6 upset |
| 4 happy | 7 scared |

6 ►

Answers

- | | |
|----------------------|--------------------|
| 2 a voucher | 5 plates and bowls |
| 3 tickets for a show | 6 jewellery |
| 4 beauty products | |

10 Writing bank

1 ► Ss discuss the questions in pairs. Get feedback from the whole class. Make a list of common text expressions on the board.

2a ► Ss read the text messages and put them in the correct order. Get feedback from the whole class.

Answers

- | | | |
|-----|-----|-----|
| 1 E | 3 D | 5 A |
| 2 B | 4 F | 6 C |

2b ► Ss read the texts again and answer the questions. Get feedback from the class

Answers

- 1 He is going to have dinner with Henry.
- 2 They are going to see the Monet exhibition at the National Gallery.
- 3 They are going to meet at the gallery on Saturday at 1 p.m.

3a ► Ss read the How to... box. Elicit if Ss know any more examples of SMS/texting language. Write examples on the board.

b ► Ss rewrite the text messages as full sentences before checking with a partner. Get feedback from the whole class.

Answers

- A Saturday is fine. See you at the gallery at 1 p.m.?
- B Hi, Nina. (I'm) sorry, I can't. I'm going to have dinner with Henry.
- C Great! See you then.
- D OK. Never mind. How about/what about/can you do next week?
- E Hi, Lance. Are you free tomorrow? I want to see the new Monet exhibition at the National Gallery.
- F Next Saturday is good for me. What about/how about you/Is it good for you?

4 ► Ss use the text language in the How to... box to make text messages of the sentences. Get feedback from the class.

Answers

- 1 How RU? Im Gr8!
- 2 CU later / latr
- 3 (Do) U want 2 meet 4 dinner?
- 4 What / wot RU going 2 do?
- 5 CU @ cinema @ 8. Don't B late / l8.

5 ► Put Ss into pairs and label them A and B. Read through the instructions with the Ss. Student A writes their text and then B Ss read and reply. The text dialogue continues until a date and time is agreed on. Ss should write their texts using the text language they know from the lesson. Get feedback from the whole class, possibly by pairs sending you a text message of what they have agreed.

Do you know...?

Track 1.01

- 1 read
- 2 write
- 3 speak
- 4 listen
- 5 match
- 6 repeat
- 7 look
- 8 choose
- 9 complete

Track 1.02

- 1 Can you repeat that, please?
- 2 What's Hola in English?
- 3 Sorry, I don't understand.
- 4 What does complete mean?
- 5 Can you help me, please?
- 6 What's the answer to number 4?

Unit 1

Track 1.03

bank, bus, café, chocolate, cinema, coffee, computer, doctor, film, football, hotel, Internet, passport, pizza, police, restaurant, salad, student, taxi, telephone, television, university

Track 1.04

- 1
A: Hi. I'm Kate. What's your name?
B: My name's Clive.
A: Nice to meet you.
B: Nice to meet you, too.
- 2
A: Hello, Mr Smith. I'm Doctor Mazur.
B: Hello. Nice to meet you.
A: Nice to meet you, too.
- 3
A: Hello.
B: Hello. My name's Iris Salas.
A: Welcome to Hotel Panorama, Ms Salas.
B: Thank you.
A: You're in room 3-1-5.

Track 1.05

/aɪ/ Hi, I, Clive, Iris, nice, my

Track 1.06

- Clive: Hi, I'm Clive.
Iris: Hi Clive. My name's Iris.
Clive: Nice to meet you.
Iris: Nice to meet you, too.

Track 1.07

zero, oh, one, two, three, four, five, six, seven, eight, nine, ten

Track 1.08

- 1 Nice to meet you.
- 2 Hello. I'm Paul Smith.
- 3 Welcome to Hotel Panorama.
- 4 Hi. What's your name?

Track 1.09

- Mike: Look, Nora! It's a quiz.
Nora: Is it a celebrity quiz?
Mike: No, it isn't. It's a fashion quiz.
Question one. Who's he? Is he Calvin Klein or Giorgio Armani?
Nora: He's Giorgio Armani.
Mike: Correct! And where's he from? Spain or Italy?
Nora: He's from Italy.
Mike: Very good. Question two. Who's she?
Nora: Er ... is she Donatella Versace?
Mike: No, she isn't. She's Donna Karan. And where is Donna Karan from?
Nora: Well, she isn't from the UK so ... she's from the USA.
Mike: Correct! Question three. Who's he?
Nora: Hm ... is he Jimmy Choo?
Mike: Yes, he is. Where's he from?
Nora: He's from Malaysia.
Mike: That's right. Well done. You're a fashion expert!

Track 1.10

Argentina, Brazil, China, France, Germany, India, Italy, Japan, Mexico, Poland, Russia, Spain, the UK, the USA

Track 1.11

- A: Where are you from, Becky?
B: I'm from the USA.
A: Where in the USA?
B: New York.

Track 1.12

I'm, you're, he's, she's, it's, isn't, who's, where's

Track 1.13

- 1 I'm from Spain and she's from China.
- 2 It isn't a film quiz. It's a fashion quiz.

- 3 Who's he? He isn't a student.
- 4 She's from Germany and she's in room three.
- 5 Where's she from? Is she from Poland?

Track 1.14

Brazil Brazilian
Germany German
India Indian
Italy Italian
Mexico Mexican
Russia Russian
the USA American
Poland Polish
Spain Spanish
the UK British
China Chinese
Japan Japanese

Track 1.15

- 1 729 1553
- 2 07863 400212
- 3 01873 839711

Track 1.16

- 1 My mobile number is 0583 121 558.
- 2 My home number is 422 81009.
- 3 My work number is 01472 698471.

Track 1.17

- 1
A: What's your phone number, James?
B: My mobile number is 0747 499109.
A: Sorry, can you say that again?
B: Yes. It's 0747 499109.
A: Great. Thanks.
- 2
A: What's the number?
B: It's 0208 114 9032.
A: Is it a work number or a home number?
B: I don't know.
- 3
A: What's your number, Julia?
B: It's 0118 887 3374.
A: Sorry. Could you repeat that?
B: Yes. It's 0118 887 3374.
A: Thanks.

Track 1.18

- A: What's your mobile number?
B: It's 0749 128384.
A: Sorry. Can you say that again?
B: Yes, it's 0749 128384. And my work number is 01532 229150.

A: Sorry. Could you repeat that?
 B: Yes, it's 01532 229150.
 A: Thanks.

Unit 2

Track 1.19

aunt, boyfriend, brother, cousin, daughter, father, friend, girlfriend, grandfather, grandmother, husband, mother, sister, son, uncle, wife

Track 1.20

a, e, i, o, u

Track 1.21

a b c d e f g h i j k l m n o p q
 r s t u v w x y z

Track 1.22

A: What's your name?
 B: Billy.
 A: How do you spell that?
 B: B-I-double L-Y.

Track 1.23

Dialogue 1

A: Hi Mum. Are we late?
 B: No, you aren't. Come in, Hiro.
 A: Mum, Dad, this is Alice, my new girlfriend.
 B: Nice to meet you, Alice.
 C: Nice to meet you, too, Mrs Tanaka.

Dialogue 2

A: Are Grandma and Grandpa here?
 B: Yes, they are. They're outside with Baby Boris.
 A: Baby Boris? Who's Baby Boris?
 B: Not who – what. It's their new sports car.

Dialogue 3

A: This is Alfie. He's Helen's new boyfriend.
 B: Hello Alfie. I'm Liz and this is my sister, Mina. Nice to meet you.
 C: Nice to meet you, too. Is Helen your friend?
 B: No, she isn't. She's our cousin.

Track 1.24

1 We're brother and sister.
 2 A: Are you married?
 B: Yes, we are.
 3 A: Are they in the garden?
 B: No, they aren't.
 4 We aren't late.
 5 They aren't Chinese.
 6 We're from Poland.

7 A: Are you late?
 B: No, we aren't.
 8 We're from Moscow.
 9 They're in love.

Track 1.25

1 Peter: How do you spell your names?
 Ian: I'm Ian, I-A-N, and she's Ruth, R-U-T-H.
 2 Adam: I'm Adam and this is my brother, Ben.
 Ben: And this is our mother, Barbara.
 3 Carol: Lisa and Fran are sisters.
 Bob: Is Alan their father?
 Carol: No, he isn't. He's their uncle.
 4 Andy: Hi, Olga. Hi, Natalia. Where are your passports?
 Olga: They're in my bag.

Track 1.26

apple, book, brush, business card, camera, computer, iPod, key, mobile, orange, passport, pen, purse, ticket, umbrella, watch

Track 1.27

/æ/ apple, camera, grandpa, café, bag
 /e/ pen, Internet, umbrella, friend, seven

Track 1.28

1 My camera and my umbrella are in my bag.
 2 I'm in a taxi and my friend is in a café.
 3 What's in my bag? Ten pens and an apple.

Track 1.29

Lilly: Hi. I'm Lilly. I'm half Chinese, half British. What's in my bag? Well, a computer and a mobile phone, of course. And two passports – my Chinese passport and my British passport. And my keys, two brushes, my purse, an umbrella and ... and a business card.
 Jeff: Hello. I'm Jeff. I'm American. What's in my bag? Er ... an apple, two oranges, an iPod for my music ... and a book – Catch 22 by Joseph Heller. It's a great book. What else? Er ... a camera, two pens, two watches ... oh, and a train ticket to Paris.

Track 1.30

1 a mobile phone
 2 two business cards
 3 an umbrella
 4 a ticket
 5 two keys
 6 two buses
 7 an orange
 8 two passports
 9 three watches

Track 1.31

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, forty, fifty, sixty, seventy, eighty, ninety, one/a hundred, one/a hundred and one

Track 1.32

1 sixty-six
 2 twenty-three
 3 seventy-nine
 4 one hundred and one
 5 eighty-eight
 6 forty-five

Track 1.33

1 40 14
 2 17 70
 3 24 34
 4 90 19
 5 30 13
 6 65 55

Track 1.34

How to say email addresses:

A: What's your email address?
 B: It's jane.smith@email.com
 at, dot, dot com, dash, underscore
 jane dot smith at email dot com

Track 1.35

Judy: Come in. Sit down.
 Anton: Thank you.
 Judy: I'm Judy. What's your name?
 Anton: My name's Anton Alekseev.
 Judy: How do you spell *Alekseev*?
 Anton: A-L-E-K-S-double E-V.
 Judy: Where are you from, Anton?
 Anton: I'm from Russia.
 Judy: Oh, really? Where are you from in Russia?
 Anton: I'm from Moscow.
 Judy: Ah, Moscow is great. How old are you?

Anton: I'm twenty-six.
Judy: And are you married or single?
Anton: I'm single.
Judy: OK. What's your address here in Edinburgh?
Anton: It's 61 Leith Street. Leith is L-E-I-T-H.
Judy: What's the postcode?
Anton: It's EH3 6YI.
Judy: What's your phone number?
Anton: My mobile number is 07853 900841.
Judy: And last question: what's your email address?
Anton: It's anton.alekseev@my-mail.com.
Judy: OK, thank you very much!
Anton: You're welcome.

Unit 3

Track 1.36

bank, bus stop, café, car park, cashpoint, chemist, cinema, clothes shop, deli, park, petrol station, restaurant, shoe shop, station, supermarket

Track 1.37

- 1 a coffee
- 2 milk
- 3 a prawn salad
- 4 a cheese sandwich
- 5 sugar
- 6 an orange juice
- 7 a sparkling water
- 8 a tea
- 9 a piece of chocolate cake
- 10 a chicken roll

Track 1.38

1
A: Can I help you?
B: Yes. Can I have a piece of chocolate cake, please?
A: Eat in or take away?
B: Eat in, please.
A: Sure. Anything else?
B: Yes. A coffee, please.
A: With milk and sugar?
B: Milk, please. No sugar.
 2
A: Hello. Can I help you?
B: Yes. Can I have a cheese sandwich, please?
A: Sure. Anything else?
B: Yes. Can I have a water too, please.

A: Still or sparkling?
B: Sparkling, please.
 3
A: Good morning. Can I have a chicken roll and an orange juice, please?
B: Of course. Eat in?
A: No. Take away, please.
B: OK. Anything else?
A: No, thank you.

Track 1.39

/ɒ/ orange, chocolate, coffee, shop, doctor

Track 1.40

- 1 What's the restaurant's name?
- 2 It's not Jon's cheese roll.
- 3 Is the chocolate cake in the coffee shop good?

Track 1.41

A: Can I help you?
B: Yes. Can I have a piece of chocolate cake, please?
A: Eat in or take away?
B: Eat in, please.
A: Sure. Anything else?
B: Yes. A coffee, please.
A: With milk and sugar?
B: Milk, please. No sugar.

Track 1.42

- 1 slow – fast
- 2 open – closed
- 3 hot – cold
- 4 expensive – cheap
- 5 bad – good
- 6 old – new
- 7 small – big

Track 1.43

/əʊ/ open, closed, slow, no, clothes

Track 1.44

- 1 Hello. Is your hotel open?
- 2 **A:** So, are you Joe?
B: No, I'm Toby.
- 3 **A:** What's the hotel's number?
B: It's 0900 485235.

Track 1.45

1
A: Hello. Is this shop open?
B: No, sorry. We're closed.
 2
A: Can I have a coffee, please?
B: Big or small?
A: Small, please.

3
A: Wow! An Aston Martin. That's a really expensive car.
B: Yeah! \$90,000. And it's very fast. 200 miles an hour!
 4
A: Oh, hi! Er ... this is Liv. She's my new girlfriend.
B: Hi, Liv. I'm Emma. I'm Pete's old girlfriend.

Track 1.46

1
A: How much is the orange juice?
B: It's 89p.
 2
A: How much is that computer?
B: It's \$699.
 3
A: How much is this sandwich?
B: It's €3.25.
 4
A: How much is this mobile phone?
B: It's £75.
 5
A: How much is that umbrella?
B: It's \$6.99.
 6
A: How much is this chocolate?
B: It's 10¢.

Track 1.47

- 1 €16.99
- 2 \$90.00
- 3 £2.99
- 4 £17.99
- 5 £19.50
- 6 €1.15
- 7 €1.50
- 8 \$19.00

Track 1.48

1
A: How much is this umbrella?
B: That blue umbrella is £6.50.
A: Oh, that's expensive.
B: Well, that green umbrella is only £4.99.
A: Hm ... It's very small. What's that?
B: It's an umbrella hat. Look, it's really good and it's only £5.50.
A: Er ... no, thank you. Can I have the blue umbrella, please?
B: Of course. That's £6.50, please.
A: Here you are.
B: Thank you. Here's your change.
A: Thank you.

2

A: What are those orange flowers?
 B: They're called 'Birds of Paradise'.
 A: They're beautiful. How much are they?
 B: They're €10 each or €20 for three.
 A: OK, can I have three, please.
 B: Sure. Anything else?
 A: Yes. How much are these chocolates?
 B: They're €4.99.
 A: OK. Can I have these, too, please? How much is that all together?
 B: That's €24.99, please.
 A: Can I pay by card?
 B: Yes ... Enter your PIN number, please ... And here's your receipt.
 A: Thank you.

Track 1.49

this flower, that umbrella, these chocolates, those flowers
 A: What's this?
 B: It's an umbrella hat.
 A: What are those?
 B: They're called 'Birds of Paradise'.

Track 1.50

black
 blue
 brown
 green
 grey
 orange
 pink
 purple
 red
 white
 yellow

Track 1.51

N = Nicklas, M = Magda
 N: Hi, Magda.
 M: Hello, Nicklas. How are you?
 N: I'm fine, thanks. And you?
 M: I'm OK, thanks. Where are you?
 N: I'm in town, in Spring Park.
 M: Oh, the park's nice at this time of year.
 N: Yeah, it's really nice.
 M: Is it hot?
 N: Yes, it is. But my iced coffee is nice and cold.
 M: That's good. How's your mum?
 N: Oh, she's OK. She's on holiday.
 M: Great! Where is she?
 N: She's in Marrakesh, in Morocco.
 M: Wow! Oh! I've got to go. See you on Friday evening?

N: Yes, see you on Friday.
 M: Bye.
 N: Bye.

Track 1.52

N: Hi, Magda.
 M: Hello, Nicklas. How are you?
 N: I'm fine, /I'm OK, /I'm not bad, thanks. And you?
 M: Fine /OK /Not bad, thanks.

Unit 4

Track 1.53

airport, beach, gallery, lake, market, mountain, museum, national park, palace, river, the sea, theatre

Track 1.54

There is a palace.
 There's a beautiful mosque.
 There are some great museums.
 There are two fantastic markets.
 There are some fantastic shops.
 There are a lot of good restaurants.

Track 1.55

1
 Man 1: Excuse me. Is the National Theatre near here?
 Dave: Yes, it is. We're right in front of it now.
 Man 1: Oh! There it is. Thank you very much.
 Dave: You're welcome. Bye.

2
 Woman 1: Excuse me.
 Dave: Yes. How can I help you?
 Woman 1: Is there a café near here?
 Dave: Yes, there is. There's one in the National Theatre.

Woman 1: Oh, great! Thank you.
 Dave: You're welcome.

3
 Man 2: Hello. Are there any car parks near here?
 Dave: Yes, there are. There are two car parks on Stamford Street and there's another one on Belvedere Street, opposite Jubilee Gardens.

Man 2: Are they free?
 Dave: No, they aren't. There aren't any free car parks in central London.
 Man 2: OK. Thank you.
 Dave: Bye.

4

Dave: Hello. Can I help you?
 Woman 2: Are there any museums near here?
 Dave: No, there aren't, I'm afraid. The big museums are in South Kensington.
 Woman 2: Oh, alright. Thank you.
 Dave: Bye.

5

Woman 3: Excuse me, is there a cashpoint near here?
 Dave: Er ... no, there isn't. And there isn't a bank near here. The nearest cashpoint is on Waterloo Road I think. It's next to Waterloo East train station.
 Woman 3: OK. Thanks for your help.
 Dave: You're welcome. Bye.

Track 1.56

/ə/ think, three, thirty, theatre
 /ð/ there, this, the, that, mother

Track 1.57

1 That's three pounds thirty, please. Thank you.
 2 This is my brother and that's my father.
 3 A: Are there any nice clothes in that shop?
 B: Yes, there are.

Track 1.58

Singular
 There isn't a bank near here.
 Is there a cashpoint near here?
 Yes, there is. /No, there isn't.
Plural
 There aren't any free car parks.
 Are there any museums near here?
 Yes, there are. /No, there aren't.
Any
 Use *There aren't / Are there + any*
 A: Are there any car parks near here?
 B: No, there aren't.
 There aren't any museums near here.

Track 1.59

A: Excuse me, is the National Theatre near here?
 B: Yes, it is. It's just over there.
 A: And are there any cafés near here?
 B: Yes, there are. There's a café in the theatre.
 A: OK. Thank you very much.
 B: You're welcome.

Track 1.60

- a
A: Excuse me. What time is it, please?
B: It's eleven o'clock.
- b
A: Excuse me. What time is it?
B: It's half past six.
- c
A: What's the time, please?
B: It's quarter past seven.
- d
A: Excuse me. What's the time?
B: It's twenty-five past two.
- e
A: What time is it, please?
B: It's quarter to six.
- f
A: What time is it, please?
B: It's ten to twelve.

Track 1.61

- Ten o'clock
Five past ten
Ten past ten
Quarter past ten
Twenty past ten
Twenty-five past ten
Half past ten
Twenty-five to eleven
Twenty to eleven
Quarter to eleven
Ten to eleven
Five to eleven

Track 1.62

- 1
A: Hello. Can I have a ticket to Glasgow Central, please?
B: Single or return?
A: Single, please.
B: That's £8.40, please.
A: Here you are. What time is the next train?
B: Let me see. It's at twenty past ten.
A: And what platform is it on?
B: It's on platform two.
A: Thanks very much.
- 2
A: Hello. Can I have a return to Gare de Lyon, please?
B: That's €10.90, please.
A: Can I pay by card?
B: Yes ... Enter your PIN number here. Thank you.
A: What time is the next train?
B: It's at ... quarter to two.
A: Oh! That's only five minutes.

- B: It's platform six.
A: Thank you.

Track 1.63

- A: Can I have a single to York, please?
B: That's £7.55 please.
A: Here you are. What time is the next train?
B: It's at four forty-five.
A: And what platform is it on?
B: It's on platform five.

Track 1.64

/ə/ seven, under, opposite, theatre, o'clock

Track 1.65

- 1 A: What's the time?
B: It's eleven o'clock.
2 Is the theatre opposite the river?
3 Can I have a ticket to London?

Track 1.66

- T = Teresa, N = Nikos, B = Barbara
T: Come with me, please. What are your names?
N: I'm Nikos and this is Barbara.
T: Nikos and Baba ...
B: Barbara! B-A-R-B-A-R-A.
T: Well, Nikos and Baba, I'm Teresa and ... this is your room.
N: Oh!
T: It's a very nice room. Here it is. There's a double bed and there's a shower.
N: Er ... are there any towels?
T: Yes, there are. There are some white towels on the bed, over there.
B: Is there an extra blanket?
T: Yes. There's a green blanket on the bed, next to the towels.
B: Great.
T: There's a kettle on the table with some tea and coffee ...
N: Is it fresh coffee?
T: No, it isn't, I'm afraid. It's instant coffee.
N: Oh!
B: Is there a fridge?
T: Yes, there is. It's under the table.
B: Is there a restaurant near here?
T: No, there isn't.
N: Or a café? Is there a café near here?
T: No, there isn't. There's a small shop about two miles from here.
N/B: Oh!
T: But it's closed today.

- B: What time is breakfast?
T: It's from half past seven to half past ten.
N: And what time is checkout?
T: Checkout is quarter to twelve.
N/B: Oh.
B: Well ... er ... it's very nice.
N: Yes, ... beautiful.
T: Enjoy your stay!
N: Thanks. Bye. This room is awful!
B: I know – terrible!

Unit 5

Track 1.67

attractive, dark, fair, fat, old, overweight, short, slim, tall, thin, ugly, young

Track 1.68

AS = Annie Spring, AL = Aidan LeBlanc

AS: I'm Annie Spring and this is Vancouver Radio, Canada's favourite radio station. And now, on Vancouver Radio, it's time for ... 60-second interview. Today, my guest is Aidan LeBlanc! Welcome, Aidan.

- AL: Thank you very much.
AS: Aidan is a writer. His first book is called Short and Ugly. It's a great title for a book!
AL: Thank you.
AS: And it's a great book!
AL: Oh, do you like it?
AS: Yes, I do. It's fantastic. Now, are you ready for your 60-second interview, Aidan?
AL: I'm ready.
AS: Here we go. Where are you from, Aidan?
AL: I'm from, Vancouver.
AS: Do you live in Vancouver now?
AL: Yes, I do. I live in a small house near the airport.
AS: Do you like Vancouver?
AL: Yes, I do. I like it a lot.
AS: Do you live alone?
AL: No, I don't. I live with my wife, Valeria.
AS: Valeria. That's a nice name. Is she Canadian?
AL: No, she isn't. She's from Venezuela.
AS: Do you have any children?
AL: Yes, I do. I have two daughters.
AS: How old are they?

AL: They're four and six and they're very beautiful. I'm short and ugly but they're beautiful.

AS: Ah, Short and Ugly is the title of your book. Do you like your job as a writer?

AL: Well ... I don't really work as a writer. It's my hobby. Short and Ugly is my first book.

AS: Oh, I see. So do you have another job?

AL: Yes, I do. I work for an international company.

AS: Do you work in an office?

AL: Yes, I do. I work in the accounts department.

AS: Do you like your job?

AL: No, not really!

AS: Really? That's a shame! So what do you like? What are your favourite things in life?

AL: Oh! I like fresh coffee, I like William Shakespeare, I like Puerto Cruz in Venezuela.

AS: And what are your least favourite things in life?

AL: Oh, I don't like airports. I think they're terrible. I don't like Hollywood films. I don't like ...

AS: Ah! Time is up. Thank you Aidan. Good luck with your new book – and your old job!

AL: Thank you.

AS: And now, some music.

Track 1.69

I like fresh coffee.

You have two daughters.

I live in a small house.

I don't work as a writer.

You don't like your job.

I don't live alone.

Do you have any children?

Yes, I do. / No, I don't.

Do you like your job?

Yes, I do. / No, I don't.

Track 1.70

/u:/ do, two, you, who, Vancouver

/əʊ/ don't, so, oh, euro

Track 1.71

1 A: That's two euros.

B: I don't have two euros!

2 Where are you? Oh! Are you in the museum?

3 Do you like those new students from Vancouver?

Track 1.72

1 A: I like my job!

B: Really? That's great!

2 A: I don't like my job.

B: Really? That's a shame!

3 A: I don't work as a writer. It's my hobby.

B: Oh, I see.

Track 1.73

He starts work early.

She finishes work late.

He doesn't watch TV.

She doesn't have a lot of time for me.

Does he have time?

Does he love coffee?

Yes, he does./No, he doesn't.

Track 1.74

/s/ works, gets, likes, eats

/z/ goes, lives, has, does

/ɪz/ finishes, watches

Track 1.75

1 'Does she work here?' 'Yes, she does.'

2 He likes food and he works in a restaurant.

3 She finishes work then she watches TV.

Track 1.76

Times of day

morning afternoon evening night

Days of the week

weekdays: Monday Tuesday

Wednesday Thursday Friday

the weekend: Saturday Sunday

Note:

in the morning/in the afternoon/in the evening

on Saturday/on Wednesday/on

weekdays

at night/at the weekend

Track 1.77

call your friends

eat fish

make friends

play sport

say hello

stay at home

study a language

surf the Internet

Track 1.78

1 Where do you work?

2 What do you eat?

3 When do you get up?

4 How do you make friends?

5 Who do you work with?

Track 1.79

K = Katashi, V = Vera

K: Is the food nice?

V: Sorry?

K: The food. Is it nice?

V: Oh, yes, it is. The ham salad is great.

K: Oh. I don't eat meat.

V: Well, there's a cheese pizza, too.

K: My name's Katashi, by the way.

V: I'm Vera. Nice to meet you.

K: Nice to meet you, too. How do you know Paul?

V: We work together.

K: Really? What do you do?

V: I'm a doctor.

K: That's great. Where do you work?

V: I work at the hospital.

K: Oh, I see. Do you go to a lot of parties?

V: No, not really. At weekends I go to the gym or I go out with my friends. What about you? What do you do?

K: I'm a teacher.

V: Really? Where do you work?

K: In a language school in the centre of town.

V: I see. And what do you do at the weekend?

K: Oh, I stay at home and surf the Internet or I play sports. I really like squash.

V: I love squash, too. Where do you play?

Unit 6

Track 2.01

bathroom, bedroom, cellar, garage, garden, hall, kitchen, living room, loft, stairs

Track 2.02

Marisa

I live in a small flat near the centre of town. It's nice, but it's very expensive. There are two big bedrooms and the flat is about seventy square metres. The living room is big, but the kitchen is small.

Anya

I live in a small house. It's a nice house and it's near a park. There are three bedrooms and the house is

about 120 square metres. The kitchen and the living room are small so we keep a lot of things in the loft.

Track 2.03

- 1 a table
- 2 a chair
- 3 an armchair
- 4 a bath
- 5 a toilet
- 6 a fridge
- 7 a coffee table
- 8 a lamp
- 9 a washing machine
- 10 a sink
- 11 a basin
- 12 a wardrobe
- 13 a mirror
- 14 a desk
- 15 a sofa
- 16 a bin
- 17 a cooker
- 18 a dishwasher

Track 2.04

- 1 iron your clothes
- 2 do the laundry
- 3 vacuum the stairs
- 4 sweep the floor
- 5 wash the dishes
- 6 tidy the living room
- 7 clean the bathroom
- 8 empty the dishwasher
- 9 lay the table

Track 2.05

- 1
A: Can you lay the table, please?
B: Yes, of course.
- 2
A: Can you tidy the living room, please?
B: No, I'm sorry. I can't. I'm very tired.
- 3
A: Can you clean the bathroom after your shower, please?
B: Sure, no problem.
- 4
A: Can you wash the dishes tonight, please?
B: No, I'm sorry. I can't. I'm really busy.

Track 2.06

/Λ/ sometimes, does, mum, Monday
/ɪ/ dinner, dishes, living, bin

Track 2.07

- 1 What time does your mum make dinner?

- 2 I sometimes study Italian in the evening.
- 3 It's Sunday, so it's Mum's turn to wash the dishes.

Track 2.08

- J = Jacob, A = Ahmad
- J: Hi, Ahmad. Welcome!
- A: Thanks, Jacob. Is anyone else here yet?
- J: No, you're the first. Come in.
- A: Thanks. Happy birthday! Here, this is for you.
- J: Oh, thank you. That's really kind of you.
- A: It's just something small. Hey, nice flat!
- J: Thank you.
- A: Wow! You've got a lot of books. Do you like reading?
- J: Yes, I do. I love it. Do you?
- A: Not really. I like surfing the Internet. You know, Facebook, YouTube ... We've got wireless Internet in our flat, so I sometimes surf the Internet in bed!
- J: Really? Would you like a drink?
- A: Yes, please. I'd love one.
- J: What would you like? I've got tea, coffee, apple juice ...
- A: I'd like an apple juice, please. Is that your camera?
- J: No, it's my flatmate's.
- A: I really want to take good photos, but my photos are usually terrible.
- J: Have you got a good camera?
- A: No, I haven't. I want to buy a new camera, but I haven't got any money. I just use the camera on my mobile phone!
- J: I think that's the problem!
- A: Yeah! Nice TV. I love big flat-screen TVs.
- J: It's my flatmate's. I don't like watching it. It's so big. In the evening I always want to read. I never want to watch TV.
- A: Do you like watching films?
- J: Sometimes. I like French films and Spanish films. What about you?
- A: Yes, I do. I always watch big Hollywood films.
- J: Really? I don't like watching Hollywood films. They're usually terrible. Now what's this present? Oh! It's a ... Hollywood film. Er ... thanks very much!
- A: You're welcome!

Track 2.09

- J: Would you like a drink?
A: Yes, please. I'd love one.
J: What would you like? I've got ...
A: I'd like an apple juice, please.

Track 2.10

- 1 Would you like a drink?
- 2 Would you like a hot drink or a cold drink?
- 3 Would you like an apple juice?
- 4 What would you like to eat?

Track 2.11

I like watching TV.
I want to buy a new phone.
I don't like surfing the Internet.
I don't want to take photos with my phone.
Do you like taking videos?
Do you want to listen to some music?

Track 2.12

- A: Hello?
- B: Hello. Does Helen live here? She's my friend.
- A: I don't know. Can you describe Helen? Has she got a child?
- B: No, she hasn't.
- A: Does she like taking photos?
- B: No, I don't think so.
- A: Does she like playing computer games?
- B: Yes, she does.
- A: Has she got a big armchair and a lot of books?
- B: Yes, she has.
- A: Then I think Helen is in flat 4.
- B: OK, great. Thank you.
- A: You're welcome.

Unit 7

Track 2.13

- 1
I love cycling. So does Fran.
We usually go at the weekend.
Sometimes we go cycling in the park, but today we're here in the countryside. It's beautiful.
- 2
We meet every Sunday. We usually come here to the park and play chess.
When the weather is bad we go to a café and do puzzles or just talk.
- 3
We always go for a walk in the park at the weekend. This park is beautiful

and it's near our home. Our son always plays football and we just talk.

4
I usually do aerobics at the gym, but I've got this new game. It's a computer game and it's quite good fun.

Track 2.14

do aerobics do puzzles do exercise
go cycling go for a walk go to a gallery
play chess play football play tennis

Track 2.15

1
E = Eddie, J = Jo, G = Guard, W = Waiter
E: Here we are, Jo. A piece of chocolate cake for you and a cappuccino for me.
J: Thanks, Eddie. Mmm ... delicious! Chocolate cake isn't good for me, but I love it.
E: It's really cold in here.
J: Yes, it is.
E: So, what shall we do today?
J: Why don't we go to an art gallery? There's an exhibition at the modern art museum.
E: OK. That sounds nice. Let's go. I'm really cold.
J: Hold on. I've still got my chocolate cake. I hate eating fast!

2
E: Interesting paintings. What do you think of them?
J: I think they're ... awful.
E: Me too!
J: I don't like modern art.
E: The artist is Louise del Monte. Do you know her?
J: No, I don't. But I don't like her paintings. Shall we go to the cinema?
E: Yes, OK. But first I want to take a photo.
G: Excuse me. No photos in here. The signs are very clear. Please read them.
E: Oh, sorry.
J: Oh, my phone.
G: And no mobile phones.
J: Sorry!
E: Come on, let's go ... quick! I don't think he likes us!

3
E: What film do you want to see, Jo?
J: It's called Wait and See. It's a Jackie Chan film.

E: Jackie Chan?
J: Yeah. I really love him!
E: Let's have a look. That film starts at half past seven and it's only half past five now. That's two hours.
J: Oh, that's a long time. OK, why don't we see another film? There's a Julia Roberts film. Do you like her?
E: I don't mind her, but is there anything else?
J: Yes. There's a vampire film.
E: Oh, let's see that, Jo. I like watching vampire films.
J: I hate them. They're silly.
E: Maybe the cinema is a bad idea. Let's go and have dinner.
J: I'm not sure. I'm not very hungry.
E: There's a great restaurant near here.
J: Oh, OK. Let's go.

4
E: Hello. Table for two, please.
W: Have you got a reservation, Sir?
E: No, we haven't.
W: I'm afraid we're fully booked, Sir. I'm very sorry.
J: Oh no! It's not our day today.
E: I've got an idea. Let's rent a DVD and watch it at your house. Then nothing can go wrong!
J: Good idea. Shall we get a takeaway pizza?
E: That sounds nice. I love watching films and eating pizza ...

5
E: Do you like the film, Jo?
J: I love it! How about you, Eddie?
E: Yeah. Clint Eastwood is brilliant. I love him.
J: I have an idea.
E: What?
J: Next time we want to have a day out, let's stay in!
E: Good idea!

Track 2.16

A: Shall we go to the cinema?
B: Yes, OK.
A: Why don't we go to an art gallery?
B: OK. That sounds nice.
A: Let's go and have dinner.
B: I'm not sure. I'm not very hungry.

Track 2.17

/aɪ/ like, mind, bike, cycling
/eɪ/ hate, play, eight, take

Track 2.18

1 I like taking photos and writing my blog.
2 I hate cycling in town at night.
3 I sometimes play tennis at eight in the morning.

Track 2.19

1 talk to animals
2 use a computer
3 dance
4 cook
5 write computer programs
6 speak French
7 play the piano
8 drive
9 sing

Track 2.20

1
Can people really talk to animals? Kevin Richardson can. Well, perhaps he can't talk to them, but he can understand them. Kevin lives and works in South Africa. He makes TV films about lions and other animals. He can look into their eyes and kiss them on the nose. How does he do it? 'Love and trust,' Kevin says.

2
Can you use a computer? Lim Ding Wen can and he can write computer programs. Ding Wen is nine years old and he lives in Malaysia. In his free time he writes programs for computers and mobile phones. What does Ding Wen's father say? 'It's easy. Everyone can do it.'

3
Olga and Inna Abelev are Russian twins in their 70s. They can speak over twenty different languages. 'I sometimes talk to Olga in Chinese or Korean,' Inna says, 'and she talks to me in French or Italian.' The twins can't speak Japanese. 'I want to learn that next year,' Olga says.

Track 2.21

1 He can dance.
2 I can play the piano.
3 They can't sing.
4 You can't use a computer.

Track 2.22

1 I can speak English.
2 I can't speak Spanish.

- 3 She can't play the piano.
- 4 He can play the piano.
- 5 They can cook.
- 6 They can't do that.

Track 2.23

January, February, March, April,
May, June, July, August, September,
October, November, December

Track 2.24

W = Woman, M1 = Man 1, M2 = Man 2
1

W: Hello, TicketShop.

M1: Hello. I'd like to make a booking
for The High Life.

W: When would you like to see the
show?

M1: At the end of September. Have
you got any tickets on Saturday
the 29th of September?

W: I'm afraid that show is sold out in
September. There are tickets in
October.

M1: OK. Have you got any tickets on
Saturday the 6th of October?

W: Yes, we have. How many tickets
would you like?

M1: Two, please.

W: Would you like an afternoon or
evening performance?

M1: Afternoon, please.

W: OK. Tickets are £42.50 each, so
that's £85 altogether.

M1: OK. What time does the
performance start?

W: Doors open at 7:00 and the
performance starts at 7:45. Can
I take your credit card number,
please?

M1: Yes, it's 4308 32 ...

2

W: Good morning. TicketShop.

M2: Good morning. I'd like to make a
booking for The 51st State concert.

W: OK. When would you like to see
the show?

M2: On the 9th of June.

W: That's fine. How many tickets
would you like?

M2: Four.

W: OK. Tickets are £21.50 each and
there's a £2 booking fee. So that's
£88 altogether.

M2: OK.

W: Doors open at 6:30 and the
concert starts at 7:30. Would you

like to pay by credit card or debit
card?

M2: Credit card please.

W: OK. What's the credit card
number?

Track 2.25

first, second, third, fourth, fifth,
sixth, seventh, eighth, ninth, tenth,
eleventh, twelfth, thirteenth,
fourteenth, fifteenth, sixteenth,
seventeenth, eighteenth, nineteenth,
twentieth, twenty-first

Track 2.26

- 1 vegetables
- 2 potatoes
- 3 cheese
- 4 beef
- 5 chocolate
- 6 fish
- 7 seafood
- 8 fruit
- 9 rice
- 10 lamb
- 11 pasta
- 12 chicken

Track 2.27

W = Waiter, Wo = Woman, M = Man

W: Hello, Madam.

Wo: Hello. A table for two, please.

W: Certainly. Take a seat, please.

Wo: Thank you.

W: Would you like to order any
drinks?

Wo: Yes. I'd like an orange juice,
please.

M: I'd like a sparkling water, please.

W: Certainly.

...

W: Here are your drinks. Are you
ready to order?

Wo: Er ... almost.

W: We've got some specials on the
board over there.

M: Oh. Can you read them out for
me?

W: Of course. For starters there's fish
soup or there's chicken salad. And
for the main course we have roast
beef with roast potatoes and
vegetables. Or we have a seafood
pasta. Or there's lamb chops with
rice.

Wo: Oh, I'd like the fish soup, please.
And for the main course I'd like
the roast beef.

W: And for you, Sir?

M: And I think I'd like the chicken
salad, please.

W: Certainly. And for main course?

M: I think I'd like the seafood pasta.

W: Of course.

...

W: Can I take your plates?

Wo: Yes. Thank you.

W: Would you like a dessert? There's
chocolate cake on the specials
menu and we have fruit salad. Or
we have cheese and biscuits.

Wo: Hmm, I don't really want a
dessert. You?

M: No, not really. It's quite late. Let's
go home and have coffee.

Wo: Good idea. Can we have the bill,
please?

W: Yes, of course.

Track 2.28

A table for two, please.

Take a seat, please.

Would you like to order any drinks?

I'd like a sparkling water, please.

Are you ready to order?

For the main course I'd like the roast
beef.

And for you, Sir?

I think I'd like the seafood pasta.

Can I take your plates?

Would you like a dessert?

Can we have bill, please?

Unit 8

Track 2.29

The first computer – 1946

The first moon landing – 1969

The first iPod – 2002

The first full-colour film – 1935

Track 2.30

H = Host, G = Gloria, K = Karen

H: And now it's time for Famous Firsts.

G: Great. I love this part of the show.

H: OK, Gloria. Try these: the first eBay
auction?

G: Oh, that's interesting. Er ... 2005?

H: No. 1995.

G: Oh, that's early. OK. Let's try
another one.

H: The first photograph?

G: Oh, that's very old. Er ... I don't
know ... 1896?

H: No, much earlier. 1826.

G: 1826? Really?

H: The first cashpoint?
 G: Hmm ... 1970?
 H: Very close. 1971.
 G: Oh, I'm not very good at this.
 H: Let's talk to a caller. Who's on line one? Hello?
 K: Hello.
 H: What's your name?
 K: I'm Karen.
 H: OK, Karen. You know the rules. You just need one correct answer to win our top prize – a laptop computer. Are you ready?
 K: I'm ready.
 H: OK, number one. The first computer virus?
 K: Oh, er, um, is it 1995?
 H: No, it isn't. I'm sorry. It's 1981.
 K: Oh, no.
 H: Number two. The first horror film?
 K: Oh, er ... I don't know. 1940?
 H: No, I'm sorry. It's 1896.
 K: Oh dear.
 H: Don't worry. You've got one more question. Here it is: the first Blu-ray film.
 K: Er, um, is it 2006?
 H: 2006?
 K: Yes.
 H: Karen ... You are a winner!

Track 2.31

Number one is Grace Kelly. She was an actor.
 Number two is Picasso. He was an artist.
 Number three is Louis Armstrong. He was a musician.
 Number four is Rudolf Nureyev. He was a dancer.
 Number five is Florence Griffith Joyner. She was a sports star.
 Number six is Agatha Christie. She was a writer.
 Number seven is Andrew Carnegie. He was a business person.
 Number eight is John F. Kennedy. He was a politician.
 Number nine is Marie Curie. She was a scientist.
 Number ten is Michael Jackson. He was a singer, a dancer and an actor.
 Number eleven is Mahatma Gandhi. He was a writer, a leader and a politician.

Track 2.32

I was a student.
 You were my best friend.
 He was the eighth of ten children.
 She was in *Rear Window*.
 It was a great film.
 You were Michael Jackson fans.
 We were singers.
 They were Michael's brothers.

Track 2.33

/3:/ were, person, thirty, first, her

Track 2.34

- 1 You were my first love.
- 2 My daughter is a beautiful girl. This is her photo.
- 3 They were my first friends. They're about thirty years old now.

Track 2.35

Who was on *Time* magazine's list of *The 100 Most Important People of the 20th Century*? Well, there were a lot of famous Americans like Michael Jackson, Marilyn Monroe and even Bart Simpson. But there were also people from other countries. The Japanese business person Akio Moriata was on the list. His company, Sony, makes electronic items and it is still famous today. And Coco Chanel was also on the list. She was a French fashion designer and business person. Her company, Chanel, makes perfume and clothes and is still very famous. And people like Francis Crick and James Watson were on the list. Crick and Watson were British scientists. They are famous for their work on DNA. They were Nobel Prize winners in 1962.

Track 2.36

D = Don, F = Fran, H = Helder
 D: Your go, Fran.
 F: Four! One, two, three, four.
 D: Your first record or CD!
 H: Thirty seconds. Starting NOW!
 F: OK, I remember my first CD. It was about twenty years ago. It was Macarena by Los del Rio.
 D: Was it a good song?
 F: It was great! Hey, Macarena! It wasn't cool, but it was a fantastic song.
 D: Los del Rio. Were they Spanish?

F: Yes, they were Oh no!
 D: Bad luck, Fran. You can't say 'yes' or 'no'! It's your go now, Helder.
 H: OK. Two. One, two. My first mobile phone.
 F: Thirty seconds. Starting now!
 H: OK, my first mobile phone was a Motorola.
 F: Was it cheap?
 H: Mobile phones weren't cheap then. This was in 1986.
 D: Was it a small mobile phone like this one?
 H: No, it wasn't Oh no!
 F: Never mind, Helder. It's your go, Don.
 D: One. Not again! My first holiday.
 F: Thirty seconds. Starting now.
 D: I remember my first holiday in another country. It was last year!
 H: Really? Was it last year?
 D: Yes! It was. Oh, no! I'm so bad at this game.
 F: Don't worry, Don. It's only a game. My go again. Three! One, two, three. My first film at the cinema.
 H: OK, thirty seconds, Fran. Starting now!
 F: I remember my first film at the cinema. It was about twenty-five years ago and it was Jaws 4.
 D: Jaws 4. Was it good?
 F: It wasn't good. In fact, it was terrible. But I was so happy because I was at the cinema ...

Track 2.37

1
Woman: How was your weekend?
Man: It wasn't very good. I was in bed all day on Saturday.
Woman: What was wrong with you?
Man: I don't know, but I'm OK now.
 2
Girl 1: How was your date?
Girl 2: It was great. He was nice, and funny and he was really tall.
Girl 1: How tall was he?
Girl 2: Almost two metres, I think.
 3
Neighbour: How was your holiday?
Mother: It was really nice. We were in Port Martin. There was no one on the beach, but it was quite far from the hotel.

Neighbour: How far was it?

Mother: About two kilometres.

4

Girl: Hi, Uncle Alan. How was your flight?

Uncle: It was OK, thanks, but it was quite long.

Girl: How long was it?

Uncle: About seven hours. And there weren't any free drinks!

5

Son: Oh, hi. How was your trip?

Father: It was nice.

Son: There was ... er ... a party here.

Father: How big was the party?

Son: About fifty people. One or two are still here.

Track 2.38

/au/ how, now, wow, house, mouse

Track 2.39

- 1 Wow! How big is that mouse?
- 2 Now, how far is the nearest town?
- 3 Do you want to have a shower at my house?

Unit 9

Track 2.40

Photo A – He sells fruit. He saves some money every month. He plays the lottery but he never wins any money.

Photo B – She invests in shares. She earns a lot of money.

Photo C – She spends a lot of money on clothes. She buys them online and pays by credit card.

Photo D – He borrows money from the bank. The bank lends him money.

Track 2.41

- 1 deliver newspapers
- 2 clean and tidy at home
- 3 work part-time in a cinema
- 4 wash cars
- 5 work nights in a factory
- 6 stack shelves
- 7 look after your neighbour's children
- 8 help your sister with her homework

Track 2.42

P = Presenter, R = Reporter, A = Amrik, L = Lidia, E = Eva

P: ... and the weather tomorrow will be bright and sunny. Now, Sandy, what have you got for us?

R: Well, Paul. Did you know that some celebrities worked in very normal jobs before they were famous? For example, Nicole Kidman worked part-time in her local cinema and Tom Cruise delivered newspapers. So I asked some people around town, what was your worst job when you were a teenager?

R: What's your name?

A: My name's Amrik.

R: What do you do?

A: I'm a lawyer.

R: What was your worst job, Amrik, when you were a teenager?

A: Oh, let me see, well, when I was seventeen, I washed cars in a car wash at the weekend. It was awful.

R: Why was it awful?

A: Well, I started work at seven in the morning and I finished work at seven in the evening, so I was always tired. And I just washed cars for twelve hours with only half an hour for lunch. My hands were red and sore every day. I hated it, but I stayed for two years.

R: What's your name?

L: I'm Lidia.

R: What do you do?

L: I'm a teacher.

R: What was your worst job when you were a teenager?

L: Oh, er ... well, when I was sixteen I worked nights in a supermarket in my holidays. It was awful.

R: Why was it awful?

L: Oh, I hated working in a supermarket. It was really hard work. I just stacked shelves. Oh, it was so boring.

R: What's your name and what do you do?

E: I'm Eva and I'm a university student.

R: What was your worst job, Eva, when you were a teenager?

E: My worst job? Well, I looked after my neighbours' children and they were really naughty, really bad. I didn't like that job. But it was different for my parents. My mum was seventeen when she arrived here. She worked nights in a factory. She hated it. It was really hard work and she earned almost nothing. She worked there for two

years and then my dad started working in the same factory. After two years they started a restaurant. Now they've got five restaurants.

R: Five?

E: Yes. They cook in one of the restaurants together. They're workaholics – very different to me!

Track 2.43

/t/ liked, cooked, finished

/d/ cleaned, earned, lived

/ɪd/ hated, needed

Track 2.44

- 1 I listened to music.
- 2 They worked in a shop.
- 3 We watched TV.
- 4 She loved that job.
- 5 I texted him.

Track 2.45

- 1 rich
- 2 poor
- 3 careless with money
- 4 careful with money
- 5 generous
- 6 mean
- 7 broke

Track 2.46

/ɔ:/ poor, four, more, sure, your

/ɪ:/ mean, clean, three, she, street

Track 2.47

- 1 She's not poor, she's mean.
- 2 Is he forty-three or forty-four? I'm sure he's forty-four.
- 3 Shall we take a tour now? I want to see the city before we leave.

Track 2.48

750 seven hundred and fifty
999 nine hundred and ninety-nine

1,000 one thousand

2,500 two thousand five hundred
6,520 six thousand, five hundred and twenty

10,010 ten thousand and ten

300,502 three hundred thousand, five

hundred and two

1,000,000 a/one million

Track 2.49

Today, football clubs buy and sell footballers for millions of pounds.

But it wasn't always this way. In 1928 British club Arsenal spent £10,890 on David Jack. This was a world record. Thirty years later, in 1957, Juventus spent £93,000 on Omar Sivori, another world record. In 1973 Barcelona bought Johann Cryuff for £922,000. But the first million pound footballer was Guiseppe Savoldi. Napoli bought him for £1,200,000 in 1975. In the 1980s and 1990s prices went up fast. In 2000 Real Madrid spent £37 million on Luis Figo. Nine years later, in 2009, they spent £80 million on Cristiano Ronaldo.

Track 2.50

become became

buy bought

do did

find found

get got

give gave

go went

have had

sell sold

spend spent

take took

Track 2.51

I = Interviewer, M = Imogen Moxley

I: So Imogen, tell me, you're a successful business woman and you're very careful with money. Were your parents careful with money?

M: Yes, they were. My father was a taxi driver and my mother was a housewife. They worked hard and they were careful with money. That was a good lesson for me.

I: Are you a saver or a spender?

M: I'm a saver. Before I was twenty-five I spent my money on holidays and shopping. Then I married Gary and in 2011 I had my first child. Now I save my money.

I: How do you usually pay for things: cash, card or cheque?

M: I always pay by card. I only have one card because I only need one card. I don't usually have money in my bag.

I: Do you always give big tips?

M: Yes, I do. My father was a taxi driver, so I always give taxi drivers big tips. I also give waiters tips.

I: What financial advice do you give to young people?

M: Work hard. That's really important. And don't buy a big house in a bad area. Buy a small house in a good area!

I: Thank you very much, Imogen.

M: You're welcome.

Unit 10

Track 2.52

Love and family: fall in love, get married, have a baby, meet someone special

House: leave home, move

Personal: get fit, learn to drive

School/University: go to university, graduate

Work: change jobs, get a job, quit your job, retire, start your own business

Track 2.53

Woman

About five years ago I quit my job.

I was bored and I wanted to study.

I went to university and I studied maths. I graduated last year. Now I'm a maths teacher in a school. My job isn't easy, but I really love it.

Man

When I was eighteen, I left home. I found a house with a friend and we lived there for five years. Then I met someone special – Belinda. We fell in love and got married. That was three years ago. And guess what! Last year we had a baby.

Track 2.54

I'm going to go with them.

You're going to wait for me.

He's going to lend me some money.

You're going to visit me next year.

We're going to see Ayers Rock.

They're going to drive to Wellington tomorrow.

Track 2.55

1 We're really happy.

2 I'm so excited.

3 I'm bored.

4 I'm scared.

5 I'm so angry.

6 I'm really nervous.

7 I'm upset.

8 I'm depressed.

9 I'm tired.

Track 2.56

Dialogue a

S = Seth, P = Pippa

S: Oh, hi, Pippa. What's the matter? Are you OK?

P: Not really, Seth. I lost my phone yesterday, so I borrowed my husband's phone. Now I can't find it.

S: Oh no! What are you going to do?

P: I don't know yet.

S: Are you going to tell him?

P: Yes, of course I am. I'm not going to lie to him.

S: Is he going to be angry?

P: He isn't going to be happy!

S: Are you going to buy him a new one?

P: I really don't know, Seth.

S: Oh, OK.

P: Sorry. I didn't mean to be angry with you.

S: That's OK. I'm late. See you soon.

P: See you soon, Seth. Bye.

S: Yeah, bye.

Dialogue b

K = Kerry, O = Omar

K: See you on Monday, Omar.

O: Yeah, see you on Monday, Kerry.

K: Is everything OK, Omar?

O: Oh, yes and no. My children are going to leave home soon.

K: Oh? How old are they?

O: Ravi is twenty-two and Sef is nineteen.

K: Where are they going to go?

O: Ravi is going to live with his friend and Sef is going to go to university.

K: That's great!

O: Yes, but they aren't going live at home with me and my wife any more. We're going to miss them.

K: Cheer up, Omar. They aren't going to live in another country.

O: Yes, that's true. Thanks, Kerry.

K: Have a nice weekend!

O: You too. Bye.

Track 2.57

1

Seth: I'm late. See you soon.

Pippa: See you soon, Seth. Bye.

2

Kerry: See you on Monday, Omar.

Omar: Yeah, see you on Monday, Kerry.

3

Kerry: Have a nice weekend!

Omar: You too. Bye.

Track 2.58

I'm not going to borrow his phone again.

He isn't going to like me.

They aren't going to live at home.

Are you going to buy him a new one?

Yes, I am./No, I'm not.

Is he going to be happy?

Yes, he is./No, he isn't.

Are they going to go to university?

Yes, they are./No, they aren't.

What are you going to do?

Where are they going to go?

Track 2.59

1

A: They're tired.

B: Are they going to go to bed early?

A: Yes, they are.

2

A: I'm bored.

B: Are you going to watch TV?

A: No, I'm not.

3

A: She's angry.

B: Is she going to talk to him?

A: Yes, she is.

4

A: He's depressed.

B: Is he going to go to the doctor?

A: No, he isn't.

5

A: I'm excited.

B: Are you going to tell your parents?

A: Yes, I am.

6

A: They're scared.

B: Are they going to call the police?

A: No, they aren't.

Track 2.60

Why did you buy a DVD?

I bought a DVD because it's Adam's birthday.

Why did you quit your job?

Because I hated it and because I want to live abroad.

Track 2.61

1 Why do you go to the gym?

2 Why do you like your job?

3 I bought him a book because he wants to learn to read.

4 I went to the doctor because I needed some medicine.

Track 2.62

1 a toy

2 a photo frame

3 chocolates

4 beauty products

5 tickets for a show

6 a clock

7 a vase

8 jewellery

9 a plant

10 plates and bowls

11 glasses

12 a voucher for a shop

Track 2.63

A: This is for you.

B: Oh, thank you. That's really kind of you.

A: Don't mention it./You're welcome.

Pronunciation bank

Track 2.64

1 /ɪ/, big, /æ/, bag. It's a big bag.

2 /ɪ/, sit, /i:/, seat. Can I sit in this seat?

3 /æ/, map, /ɒ/, mop. That's my map and my mop.

4 /ɪ/, live, /ʌ/, love. I love living in London.

5 /ʌ/, cup, /æ/, cap. The cup is under your cap.

6 /i:/, me, /ɔ:/, more. Please give me more.

7 /ɪ/, ship, /ɒ/, shop. There's a shop on the ship.

8 /ɪ/, lift, /e/, left. The lift is on the left.

9 /ɑ:/, car, /i:/, key. Where's my car key?

10 /ɒ/, box, /ʊ/, books. Look at the box of books.

11 /i:/, he, /ɜ:/, her. He hates her.

12 /i:/, Sophie, /ə/, sofa. Sophie's on the sofa.

13 /e/, let, /eɪ/, late. Let's get up late.

14 /aɪ/, kite, /eɪ/, Kate. This is Kate's kite.

15 /i:/, she, /əʊ/, show. She's at the show.

16 /i:/, eat, /eɪ/, eight. Did Jane eat eight cakes?

17 /aʊ/, how, /aɪ/, Hi. Hi. How are you?

18 /i:/, week, /eɪ/, wake. I wake up at six in the week.

19 /p/, Paul, /b/, ball. Put Paul's ball in the bin.

20 /t/, to, /d/, do. What do you want to do?

21 /k/, came, /g/, game. He came and played a game.

22 /tʃ/, chess, /dʒ/, Jess. Jess plays chess.

23 /f/, off, /v/, of. Please get off of Fran's van.

24 /p/, pink, /ə/, think. I think it's pink.

25 /p/, pay, /ð/, they. Did they pay for the party?

26 /s/, keeps, /z/, keys. She keeps her keys in her bag.

27 /t/, fit, /ʃ/, fish. Is your fish fit?

28 /t/, letter, /ʒ/, leisure. This letter's about leisure.

29 /m/, mice, /n/, nice. Are your mice nice?

30 /l/, collect, /r/, correct. Did you collect the correct letter?

Track 2.65

One syllable words

one, six, big, young, read, learn, friend, great, lake, house, beach, road, west

Two syllable words: stress on first syllable

happy, seven, listen, morning, passport, father, website, surname, photo, awful, teacher, picture, modern, Sunday

Two syllable words: stress on second syllable

Japan, address, between, today, return, behind, Chinese, design, July, explain, mistake, dessert, because

Three syllable words: stress on first syllable

India, favourite, gallery, holiday, beautiful, Saturday, visitor, newsagent, medium, popular, opposite, interview, architect, hospital

Three syllable words: stress on second syllable

eleven, computer, cathedral, espresso, attachment, important, piano, designer, reporter, together, September, tomorrow, exciting, potato

Three syllable words: stress on third syllable

afternoon, engineer, introduce, magazine

ActiveBook and ActiveTeach contents

The ActiveBook component features the Students' Book pages in digital format and includes integrated audio and video as well as interactive exercises for students to do in class or at home. The ActiveTeach component will help you get the most out of the course with its range of interactive whiteboard software tools and extra resources.



ActiveBook

Students' Book pages and interactive activities

Audio bank (Class CD material)

Video clips

Interactive video activities

Phonetic chart and dictionary

Video clips to play on DVD player

ActiveTeach

Students' Book pages and interactive activities

Interactive whiteboard tools with save functionality

Audio bank (Class CD material)

Video clips

Interactive video activities

Phonetic chart and dictionary

Extra resources for the teacher:

- class photocopiables
- video photocopiables
- printable audio and video scripts
- editable tests

Video clips to play on DVD player