

# English for Life

Beginner

Teacher's Book

Tom Hutchinson

OXFORD

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**Beginner**

**Teacher's Book**

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**OXFORD**  
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## SKILLS

- 3** Listen and speak: Classroom language: *read, listen, a desk*, etc.  
Imperatives: *look, don't write*, etc.  
Useful expressions: *What does ... mean?* etc.
- 7** Listen and speak: Talking about your family  
*Mum / Dad*  
Pronunciation: The phonemic alphabet
- 11** Read and write: Introducing yourself  
*and for adding ideas*  
English in the world: English-speaking countries
- 15** Listen and speak: Asking for and giving personal information
- 19** Listen and speak: Asking about prices  
*this / that / these / those*  
English in the world: Shop signs: *Pull, Push, Open, Closed*, etc.
- 23** Read and write: Describing food from different countries  
*but for contrasting ideas*  
English in the world: Food
- 27** Listen and speak: Free time activities survey  
Pronunciation: Short and long vowels
- 31** Listen and write: Describing your lifestyle  
English in the world: Addresses
- 35** Read and write: A Day in a Life  
*in + parts of the day*
- 39** Listen and write: Ambitions  
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- 43** Read and write: Giving news in emails and letters  
Emails and informal letters  
English in the world: Text messages
- 47** Listen and speak: Describing illnesses: *toothache, a cold*, etc.  
English in the world: Medical advice
- 51** Listen and speak: A job interview  
English in the world: Sports
- 55** Read and write: Describing a house / flat  
Pronunciation: */ð/ and /d/*
- 59** Listen and speak: Describing clothes  
English in the world: Going to a party
- 63** Read and write: postcards  
Prepositions: *on / in*
- 67** Listen and speak: Asking where somebody was  
English in the world: British and American English
- 71** Read and write: A newspaper story  
*because for giving reasons*
- 75** Read and write: My early life  
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- 79** Listen and speak: Talking about last weekend  
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Spelling names
- 8** Saying hello and goodbye: *Good morning, Bye, See you*, etc.  
English in the world: Titles: *Mr, Ms, Mrs, Miss*
- 12** Story: That's Life! Episode 2 *Man with a van*  
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- 16** Telling the time  
*watches / clocks*  
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- 20** Story: That's Life! Episode 3 *An important meeting*  
Invitations 1
- 24** Offering a drink: *Would you like ... ?*  
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Offering a lift
- 32** Talking about days and times  
Days of the week  
Capital letters; Time prepositions: *on / at*
- 36** Story: That's Life! Episode 5 *Lucy's in trouble*  
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- 40** Getting to know someone: *Where do you live ... ?* etc.  
Showing interest  
English in the world: Taboo questions
- 44** Story: That's Life! Episode 6 *We've got a new neighbour*  
Finding a seat
- 48** Asking for things: *Have you got a / any ... ?*  
Pronunciation: */h/*
- 52** Story: That's Life! Episode 7 *Can I take you to dinner?*  
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- 56** Asking where places are: *Where can I find ... ?*  
Ordinal numbers: *first, second*, etc.  
English in the world: *Which floor?* UK vs US English
- 60** Story: That's Life! Episode 8 *I won't be long!*  
Saying goodbye
- 64** Talking about plans: *We're going to France*  
Future time expressions: *next Wednesday, this evening*, etc.  
English in the world: Transport signs
- 68** Story: That's Life! Episode 9 *Where were you?*  
Expressing anger
- 72** Talking about dates  
Months of the year  
*on + date*
- 76** Story: That's Life! Episode 10 *Sarah, you're wonderful!*  
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- 80** Building a conversation  
English in the world: The weekend

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Pronunciation chart page 108

## INTRODUCTION

### English for Life is language learning made simple

*English for Life* is an exciting new four-level course for adult and young adult learners. It features British English, with international communication in mind. The course takes learners from complete beginner to intermediate level. *English for Life* has been developed to make language learning an enjoyable and reassuring experience, offering everything needed for success.

*English for Life* offers an easy, manageable syllabus through:

- carefully controlled input of grammar and vocabulary
- skills work for revision of grammar and vocabulary
- a practical language syllabus with real-life outcomes
- an engaging storyline.

*English for Life* is designed for teachers and learners who want a simple, direct approach with lots of support and practice. The course provides everything teachers need to make teaching and learning easier:

- one-page, low preparation lessons
- a step-by-step approach for building confidence
- lots of repetition of new language for learning at a steady pace
- clear, achievable lesson outcomes
- audio models for all new language and texts
- easy-to-use support and testing materials in one, interleaved Teacher's Book
- a full set of practice materials for students via the Workbook, MultiROM, and the *English for Life* website.

### Approach and methodology

*English for Life* has been created by Tom Hutchinson, the internationally respected author of *Hotline*, *Lifelines*, and *Project English*. He has over 20 years' experience of writing courses that really work in the classroom. *English for Life* aims to establish a new approach to language teaching which recognizes the need to learn one thing at a time. The clear step-by-step approach gives students the confidence they need to use the language effectively.

*English for Life* has:

#### A simple format

The format of the course is simple and consistent, so students always know where they are and what they are learning.

- The material is grouped in **regular cycles of four lessons**: Vocabulary, Grammar, Skills, and English for Everyday Life. This ensures systematic coverage of all the key elements of the syllabus.
- The format of the Student's Book is **80 one-page lessons**.
- Each lesson is designed to last **45 minutes** and is self-contained, with a clear learning outcome given at the bottom of the page.
- The **course package is simple to use**. Each one-page lesson corresponds with one page of Workbook material, one page of photocopiable classroom activities, one page of notes for the teacher, and one set of MultiROM activities.

#### A direct approach

*English for Life* offers clear starting points and outcomes for each lesson.

All new language and vocabulary is presented **on the page** as well as **on audio**, so students know what they are learning.

New vocabulary is presented in an attractive **picture dictionary style** with labelled pictures to show the meaning directly.

New grammar is **highlighted in presentation texts and dialogues**.

Students learn, practise, and produce **one thing at a time**, and so are able to see their **progress** immediately.

### Maximum support for students

The simple, direct approach and generous amount of practice in *English for Life* gives students maximum support.

- There's plenty of **simple, confidence-building practice**. Exercises regularly ask students to 'Listen and repeat' and drills give students the chance to learn and practise new language thoroughly before moving on to freer practice.
- There are **audio scripts** for all the reading texts 'to help students through' and to bring texts to life.
- **Reading and listening texts** are kept to manageable lengths.
- Speaking and writing tasks have lots of **structured support**, therefore placing realistic demands on students in terms of performance and ideas generation.
- The **Workbook** provides **consolidation** work at home, one page for every lesson.
- The **MultiROM** gives learners the opportunity to **revisit the lesson** in their own time, or to **catch up** with a missed lesson.

### Real-life focus

*English for Life* gives students the language they need in the real world: for work, for study, for travel, and for international communication.

- Each lesson has a **clear learning outcome** taken from the **Common European Framework**. These outcomes are expressed as 'can do' statements, showing students the real-world relevance of each lesson. For example, at Beginner level, *Now I can offer and accept a drink* (lesson 24), *Now I can understand and write a postcard* (lesson 63).
- Throughout the book, students have an opportunity to personalize the new language in the frequent **Your life** sections. These are simple sentence-generation exercises, or very manageable 'ask and answer' pairwork exercises at the end of the lesson.
- *English for Life* recognizes the international use of English. The **themes and characters** reflect situations that are **meaningful to everyone**. Contexts are chosen from a wide range of countries, not just the English-speaking world.
- The **English in the world** feature looks at **aspects of daily life and English language use** in a range of English-speaking cultures. It encourages learners to **compare** their own world, language, and experiences.

### Flexibility of use

Each page in the *English for Life* Student's Book provides the content for a thorough and interesting lesson with minimal preparation.

However, some teachers may wish to expand or develop lessons to meet the needs of their own particular situation. *English for Life* provides teachers with this flexibility in two ways:

- The **quick and simple lessons**, each with its own separate learning outcome, make the course ideal for **using one lesson at a time** according to your students' needs.
- *English for Life* makes it **easy and quick to plan** your teaching programme. The interleaved Teacher's Book makes **quick reference to the teacher's notes easier in class**. Having the teacher's notes **directly opposite** the Student's Book page means **easy access to answer keys and audio scripts** while you teach.
- The **Teacher's Book** provides **additional resources** to use in class, for homework, or to test your students' progress.
- For teachers who want to try out **extra resources**, additional activities and ideas are provided in the Teacher's Book via **short warm-up and follow-up activities and photocopiable activities** for every lesson. The *English for Life* website ([www.oup.com/elt/englishforlife](http://www.oup.com/elt/englishforlife)) provides further extension material, for both teachers and students.



## Course syllabus

The tightly structured syllabus of *English for Life* guides students through the language, at a comfortable and manageable pace.

## Grammar

The course has a carefully graded grammar syllabus. Grammar lessons introduce new structures one at a time. For example with tenses, 'positive and negative statements' are introduced in one lesson and then 'questions' are introduced in a separate lesson. Only when students have practised all of these separately, are they given the chance to integrate them. There is also a generous overlap in syllabus coverage between levels in the course, so students have plenty of opportunity to revise what they know and build their confidence before moving on. For example, thorough revision is given to basic tenses at the beginning of a new level before proceeding to new structures.

## Vocabulary

Between 12 and 20 new words can be presented in a Vocabulary lesson for active, productive use. The lexical sets in *English for Life* Beginner have been chosen to reflect basic needs such as *lifestyles* (lesson 29), *jobs* (lesson 37), and *weekend activities* (lesson 77), but also include very functional topics such as *transport* (lesson 61) and *emergency services* (lesson 69). Vocabulary is recycled in the Skills lessons where great care has been taken that reading and listening texts present a limited number of new words.

## Functions

The functional syllabus is organized to support and give more practice of the grammar and vocabulary points that students are learning. Students learn key language to enable them to manage simple communicative contexts, such as *introductions* (lesson 4), *invitations* (lessons 20 and 52), and *saying sorry* (lesson 12).

## Skills work

*English for Life* gives students regular practice in reading, writing, listening, and speaking, in dedicated Skills lessons. Two skills are focused on in any one lesson, e.g. *Listen and speak*, *Read and write*, *Listen and write*, or *Read and speak*. Each lesson is based around a manageable, graded text. The main function of the reading and listening texts is for students to meet the grammar and vocabulary of the previous two lessons in a wider context.

## Pronunciation

Pronunciation is taught with relevant language or vocabulary in separate 'boxes' at the end of a lesson. This gives the teacher the flexibility to decide at what point in the lesson they wish to focus on pronunciation for a particular language area. The pronunciation boxes emphasize problem areas, and introduce students to work on individual sounds, stress, rhythm, and intonation.

## Cultural awareness

*English for Life* aims to appeal to students of all cultural backgrounds. The topics and texts are supplemented by a regular focus on aspects of cultural life via English in the world boxes. These focus on topics such as *shop signs* (lesson 19), going to a party (lesson 59), and *aspects of British vs. US English* (lesson 56). They can be used as a springboard for cross-cultural comparison, giving students an opportunity to find out more about each other and the English-speaking world.

## The English for Life course package

Each level of *English for Life* provides 60–120 hours of teaching material. This consists of 80 lessons designed to last at least 45 minutes, with a wide range of additional classroom resources, homework, and testing material.

At every level, the course consists of:

- **Student's Book**, with 80 single-page lessons
- **Workbook**, with 80 single-page sets of practice exercises
- **Teacher's Book**, with one page of class notes next to every Student's Book lesson, plus a customizable Test CD
- **3 class audio CDs** or **3 class audio cassettes**, including all of the texts, dialogues, and drills from the Student's Book
- **MultiROM** with interactive audio practice of the key new language for every Student's Book lesson, and audio material covering all of the pronunciation work in the Student's Book.

Each of the components is described in more detail below.

The whole package is supported by a dedicated website for teachers and students, at [www.oup.com/elt/englishforlife](http://www.oup.com/elt/englishforlife).

## The Student's Book

The Student's Book contains:

- an easy-to-use contents page
- 80 one-page lessons
- 10 Review lessons – one for every 8 lessons
- wordlists
- audio scripts
- a list of irregular verbs
- a pronunciation chart of the sounds of English.

For each level, the 80 lessons in the Student's Book are grouped in cycles of four. Every cycle follows the same sequence:

- Vocabulary
- Grammar
- Skills
- English for Everyday Life.

Each cycle also has two smaller sub-sections:

- Pronunciation
- English in the world

## One page, one lesson, one focus

The format of *English for Life* lessons is simple and predictable, making them easy and reliable to use. Every lesson moves in the same manageable progression:

- presentation of one new text or language area
- controlled practice activities
- several lessons contain a **Language note** box. These boxes highlight an important aspect of the language area that is being studied.
- freer practice often ending with a **Your life** personalization exercise, where learners talk or write about their own life
- a clear **'Now I can ...'** statement, summarizing the learning outcome of the lesson.

## Vocabulary

Students spend the first lesson in each cycle of 4 lessons learning a new set of vocabulary. They meet the words again in the other three lessons in the cycle and have further opportunities to use them.

- Groups of new words are introduced meaningfully around a particular topic, such as *food* (lesson 21) or *transport* (lesson 61), or around a particular language area, such as *adjectives* (lesson 41) or *irregular verbs* (lesson 73).
- The new vocabulary is presented through labelled pictures, 'picture dictionary' style. As they work through the cycle, students can easily go back and check new words in the 'picture dictionary'.



- Every presentation includes recorded models for students to copy and repeat.
- Students then practise via a range of simple exercises, to build confidence with the sound, meaning, and form of the words. These might include drills, gap-filling, listening comprehension, and 'ask and answer' exercises.
- The exercises move from controlled to freer, often ending with a *Your life* exercise, which enables learners to personalize the language they have learned.

## Grammar

The Grammar lesson is the second in each cycle of 4 lessons. It presents and practises new grammar in a clear and structured way.

- The Grammar lessons focus on one aspect of structural grammar, e.g. *statements with the verb 'to be'* (lesson 10), or *can/can't* (lesson 50).
- The new grammar is presented in everyday contexts through a short, simple text or dialogue on the page. Often the familiar characters from the *That's Life!* storyline are used in the grammar presentation texts and dialogues to help students relate new language to 'real' characters and situations.
- New language items are highlighted in blue in the presentation texts and dialogues, so it's easy to focus on language patterns.
- Students study the grammar through clear rules and tables.
- Short and simple *Language notes* emphasize points of form or usage which students should learn.
- Students practise via a range of simple exercises including drills, gap-filling, listening comprehension, listen and check exercises, and ask and answer exercises.
- As with the Vocabulary lessons, the activities move from controlled to freer, often ending with a *Your life* exercise.

## Skills

Skills lessons are the third lesson in each cycle of 4 lessons. They give learners the opportunity to see the vocabulary and grammar from the previous two lessons in the context of a reading or listening text on the general topic of the cycle.

- Across the course, the lessons provide a balance of the four skills – reading, listening, speaking, and writing. The lesson heading always makes it clear which skills students will practise, e.g. *Read and write* or *Listen and speak*.
- Reading and listening texts are carefully graded for length and complexity, to ensure that students aren't distracted by too much information or language they don't need.
- Reading texts are recorded on the class audio cassettes and CDs, so your students can listen and read at the same time.
- Comprehension tasks build students' confidence with reading for general and detailed meaning, and with coping with different types of text.
- Skills sections build to either a speaking or writing task based on the topic of the lesson. Speaking and writing tasks are tightly controlled and have plenty of support. This makes them easy to run in class, and confidence-building for the students. The task can be a simple response to the text or more personalized practice of the main language focus.
- The *Your life* sections offer motivating opportunities for students to talk and write about their own experiences.

## English for Everyday Life

English for Everyday Life is the fourth lesson in each cycle of 4 lessons. They focus on functional language and how this language is used in the real world. English for Everyday Life lessons alternate between functional lessons such as *asking for things* (lesson 48), and an episode of the *That's Life!* storyline.

## Functional lessons

- The lessons focus on common activities and situations in everyday life, such as *telling the time* (lesson 16), *getting to know someone* (lesson 40), and *building a conversation* (lesson 80).
- The new language is presented in a model dialogue on the page which students can listen to and then practise.
- *Everyday expressions* boxes highlight the essential practical language that students should learn.
- Students practise the new language in further listening and speaking exercises.

## That's Life! lessons

- These lessons deal with everyday social interaction in the fun context of a soap opera story.
- The story revises the language of the cycle and focuses on useful phrases for social interaction in the *Everyday expressions* boxes, such as *saying sorry* (lesson 12) or *offering a lift* (lesson 28).
- Learners read and listen to the story, do a comprehension exercise, study the useful expressions and finally practise the story in pairs or groups.
- The engaging story provides an ongoing context which students can relate to. The story characters also occasionally appear elsewhere in the course, to introduce new language in interactive contexts.

Each cycle of 4 lessons has two sub-sections, **Pronunciation** and **English in the world**. These are integrated into the material, in the most relevant lessons for the teaching point.

## Pronunciation

- This focuses on important aspects of English pronunciation that students often find difficult, such as short and long vowels (lesson 27), present simple -es endings (lesson 34), and sentence intonation (lesson 78).
- There is also an introduction to the phonemic alphabet and to sounds that cause problems, such as schwa /ə/ (lesson 39) or /ə/ and /ō/ (lesson 55).

## English in the world

- This features aspects of English-speaking culture. A wide range of topics are covered, such as *titles* (lesson 8), *taboo questions* (lesson 40), *sports* (lesson 51), and *transport signs* (lesson 64).
- The topics are drawn from aspects of life in English-speaking countries, and the main aim is to encourage learners to think and talk about their own culture and language in comparison.

## Additional Student's Book resources

The Student's Book also has a set of essential learning resources at the back of the book:

- There is one **Review** for every two cycles of 4 lessons, i.e. every 8 lessons, with exercises on all four lesson types
- **Wordlists**, containing all of the essential vocabulary to learn, together with phonemic transcriptions
- **Audio scripts** for quick checking and revision of listenings and drills done in class
- An **Irregular verb list**, covering all of the essential verbs for a particular level of *English for Life*
- A **Pronunciation chart** with all of the sounds of English for easy reference.

## Other course components

### Workbook

- Each Student's Book one-page lesson has one page of practice material in the Workbook.
- Students consolidate the language of the lesson in simple parallel contexts.
- There is no distracting new language work.
- **Practise and learn** boxes give students an opportunity to personalize and memorize language they can use in the world outside the classroom.
- A short review exercise every four lessons allows students to assess their own progress.

### Class Cassettes / CDs

These contain all the audio work from the Student's Book.

The audio material is shown by this symbol in the Student's Book:

**14.2**

### MultiROM

- When students want to revisit the key language in a lesson, because they have had difficulties, or haven't been able to attend the lesson, the MultiROM will help them to 'catch-up' and revise.
- For students' computers there are interactive 'listen-and-do' exercises for every lesson of the Student's Book.
- For students' CD players there are audio models for practising all of the Pronunciation areas from the Student's Book.
- Additional learning resources include: a list of the 'can do' statements from the Student's Book to help students assess their progress, a learning record for each component of the course for each level, and an attractive 'bookmark' with space for students to record new words and their translation.

### Teacher's Book

- An introduction to the course.
- Page-for-page teaching notes, interleaved with the Student's Book lessons, so you only have to carry and consult one book.
- One page of photocopiable classroom activities for every lesson.
- Additional Warm-up and Follow-up activities for every lesson.
- Extra ideas for games to use in class.
- A customizable Test CD with tests as Word documents or as downloadable PDFs. There are 20 progress tests and a mid-course and end-of-course test.

### Website

*English for Life* has a website for teachers, and one for students.

Visit [www.oup.com/elt/englishforlife](http://www.oup.com/elt/englishforlife), and you'll find a wide range of materials and activities.

For teachers:

- customizable tests
- assessment records for your students
- guidance on *English for Life* and the CEF
- wordlists and *English for Life* syllabus documents
- links to the world of Oxford online resources for learning English.

For students:

- separate customizable revision tests
- interactive extension activities based on the *That's Life!* story
- individual learning records
- interactive language games.

## Teaching with English for Life

### General points

The lessons in *English for Life* have been designed to make teaching simple, effective and enjoyable.

- Each lesson in the Teacher's Book has a **clear objective**, given at the top of the page, e.g. Students learn to use the present simple positive and negative and talk about likes and dislikes. (Grammar lesson)
- Each lesson is accompanied by **short and simple procedural notes** which aim to help teachers make the most of the material. These notes should be particularly supportive for those teachers who are just embarking on a career in TEFL, or who may be teaching their first beginner-level class. The notes explain what to *do* and *say* at each stage of the lesson. For example, where teachers are expected to ask questions, elicit language, give an instruction, or write something, this is highlighted in bold e.g.  
**Write:** *My name is \_\_\_\_\_ on the board.*  
**Elicit:** *He likes chocolate.*  
**Ask:** *How many names can you find in the text?*  
**Say:** *I live in a flat.*

- **Specific language notes** are given in boxes. These raise awareness of specific problems students might have with grammar and vocabulary, or draw students' attention to the differences between languages, including American and British English. It is important to encourage students to think about how their language might affect the way they speak English.
- **Answer keys** and **key audio scripts** are provided in the notes next to each corresponding Student's Book page. This makes cross-reference whilst preparing and teaching very easy.
- **Drilling** is a very useful technique to help build students' confidence with new language. Throughout *English for Life*, it is suggested that you drill as a whole class and individually. Here are some tips for successful drilling:
  - 1 Provide a clear model at the start using either the audio or yourself if you prefer. Allow students sufficient 'listening time' before they repeat. Say the item two or three times if necessary.
  - 2 Do a class drill (choral drilling) first. Ask students to repeat the items as a group at the same time. Give short, simple commands: Everyone, Together, Again. Use hand gestures like a conductor of an orchestra to keep everyone together in a brisk rhythm. Be enthusiastic and keep up the pace – drilling can be a lot of fun if done with confidence and in a good spirit.
  - 3 Select a few individuals to say the items (individual drilling) and give appropriate correction. This is a good time for all students to listen to the correction being given. Offer lots of praise and the opportunity for individual students to 'have another go' after correction.

### The Vocabulary lessons

- The 'picture dictionary' approach to vocabulary presentations makes the meaning clear. Each picture is directly labelled with the appropriate word / phrase.
- Students may well already know some of the words to be learned. Therefore, before students open their books, encourage them to supply any words they know on the topic.
- Use the Class Cassette / CD to present and practise the pronunciation of the new words. Drill each word by playing the audio or saying the word and then encouraging the students to repeat the words together and individually. Do this as many times as necessary, until students feel confident.

- Check the meaning and pronunciation of any useful new words which aren't pictured; use translation when you feel it is appropriate. Some lessons may require additional vocabulary for the practice stages. These are listed in the teacher's notes.
- Encourage students to contribute additional words to the vocabulary area, particularly any that might be useful to their own life or job.
- Encourage students to keep all of their vocabulary work in a separate notebook.
- Use the wordlists at the back of the Student's Book to revise the new vocabulary. Test students on both meaning and pronunciation.

## The Grammar lessons

- Use the Grammar lesson presentation dialogue to drill the new language, until students are confident with the form. Students can drill as a whole class, or in pairs, changing roles in the dialogue.
- Study the rules table and any Language note boxes as a class. Use translation to explain or check the meaning, when you feel it is appropriate. Encourage students to write down information that they should learn.
- It's often useful to copy the tables onto the board. They can then be referred to during the lesson to clarify or explain.
- Work through the examples for each of the exercises on the board. Use the Class Cassette / CD to check answers. You may want to repeat the correct forms, to give students further practice.

## The Skills lessons

- As a general rule, don't be afraid to go through texts, dialogues, listenings, etc. several times. Repetition is a very effective means of learning and it's very important that students understand something as fully as possible before moving on. Students will be greatly reassured by this.

### Reading and Listening

- Pre-teach or elicit any necessary vocabulary. The teacher's notes will point out any new words that are needed.
- Use the pictures and the general first task to help students to get a good idea of the general meaning of the text and a good awareness of the context / setting for the reading or listening text. Exploit the pictures for additional information, eliciting details where helpful.
- Listen to the text as a class. For readings, listen and read at the same time.
- Go through the text at least twice, with students working alone. For listenings, students should listen at least three times, as this will improve their confidence.
- Encourage students to focus on the keywords and the meaning of the text, rather than on every individual word.
- Discourage students from using dictionaries or worrying about unknown words in the text until they have read / listened to the whole text at least once.
- As students become better readers and listeners, encourage them to find the parts of texts which contain the information they need to answer the comprehension tasks. For listenings, go through the audio scripts with the class if necessary.

### Speaking and Writing

- Clarify what students have to do before they start. Use the board, if necessary, to help with instructions.
- Encourage students to make notes, working alone or in pairs, before they start the task.
- Go through their notes as a class. List ideas or useful language on the board.
- In a Skills lesson, refer students back to the text, to give them a model to work from.

- When necessary, establish a basic pattern for the writing or speaking on the board.
- When students have completed a task, ask one or two to read out their work, or repeat their dialogue, for all of the class. Point out where they have successfully used new language, to give them confidence, and focus the class on what they have learned.
- Make a note of any errors that you feel need to be corrected, and deal with these later if possible.
- Whilst we need to encourage students to use the language fluently, don't be afraid to insist on accuracy, especially where inaccurate usage makes comprehension difficult. There's no point in students saying something fluently if their pronunciation, for example, means that people can't understand what they are saying.
- Encourage students to learn spoken dialogues by heart and get them to perform the dialogues in front of the class. This will increase their confidence in using the language.

## The Pronunciation sections

- Give students as much exposure as you can to a new pronunciation point by modelling the sounds yourself, as well as playing the Class Cassette / CD.
- Drill the point as a class, and individually. Ask students to drill each other in pairs and test each other.
- Encourage students to: think about how sounds are made, with the mouth, lips, and teeth; clap the rhythm for sentence stress; show how intonation moves up and down with their hands.
- Ask students to spend five minutes every day repeating new words and problematic sounds in their own time, for example on the way to work, or first thing in the morning.

## The English in the world sections

- Focus students carefully on any photos / illustrations in the Student's Book and encourage them to tell you what they see.
- Encourage pair / group discussion for this part of the lesson so that the discussion is productive.
- Where aspects of the English language are presented, ask students to translate into their own languages for comparison.
- If you have a multi-lingual class, get as many comparisons as you can with what is presented in the Student's Book.
- Ask students to draw on aspects of their own cultural lives to support their verbal comparisons.

## Vocabulary Activities

### Games

#### Bingo version 1 (lessons 2, 56)

Prepare a list of words or numbers.

Go through the items to check that students understand and know how to pronounce each one.

Ask students to write any six of the items.

Call out items at random. If students have an item on their list, they cross it off.

The winner is the first person to cross off all of their items and shout 'Bingo'. Check the winner's answers by asking him / her to read the items back to you.

#### Bingo version 2 (lessons 13, 79)

Follow the instructions for version 1 but ask students to draw a 4 x 4 grid and to write one of 16 words or numbers in each square. Call out words at random. If students have an item in their grid, they cross it off.

The winner is the first person to cross off four items in a row (across, down, or diagonally).



**Noughts and Crosses (lessons 10, 15, 26, 42)**

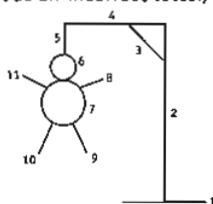
Draw a  $3 \times 3$  grid on the board and write a word in each square. Divide students into two teams – 'noughts' (O) and 'crosses' (X). Teams take it in turns to choose a square and make up a sentence using the word or phrase in that square. If the sentence is correct, put a nought or a cross symbol over the word in the square. The winner is the first team to get their symbol in three squares in a row (down, across, or diagonally).

**Hangman (lesson 23)**

Choose a word, e.g. *Japan*. Put five dashes on the board, one for each letter: \_ \_ \_ \_ \_.

Students take it in turn to call out letters that they think might be in the word. If they call out a correct letter, write this in the appropriate place, e.g. \_ a \_ a \_ . If they call out an incorrect letter, draw a piece of the hangman.

Students have to guess the word before the hangman is completed.

**Sentence Hangman (lesson 66)**

Follow the instructions for Hangman (see above) but use sentences or a short text instead of single words. Each dash represents a word in the sentence or text.

Put students in two teams. Teams take it in turns to call out a word. If the word occurs in one of the sentences, write it in the correct place, and give the team a point. Continue until the text is complete.

**Vocabulary Snap (lessons 27, 73)**

Prepare a list of collocations or phrases to revise, e.g. *play football*, *Good morning*.

Write half of each collocation or phrase on separate pieces of paper. Use thick paper or card so the writing cannot be seen from the back. Arrange the pieces of paper face down on a table.

Put students in two teams. Each team takes it in turns to turn over two pieces of paper. If they turn over a matching pair of words, they keep the two pieces of paper. If the words don't match, they replace the pieces of paper.

The team with the most pairs at the end of the game is the winner.

**I Spy (lesson 67)**

Elicit / Teach: *I see something beginning with \_\_\_\_\_. I see some things beginning with \_\_\_\_\_.*

Put students in teams. Tell them you are thinking of a word – this must be something they can see, e.g. *students* – and give the first letter, e.g. *I see some things beginning with 's'.*

Teams try to guess the word. The team that guesses the correct word then has to spell it to win a point.

**Whispers (lesson 77)**

Prepare a list of sentences to practise.

Arrange students in two lines. Whisper a sentence to the students at the front of each line, e.g. *I went shopping with my mother on Saturday*. The students then whisper the sentence to his / her neighbour. When the sentence reaches the last student he / she writes what they heard on the board.

To keep students interested, wait until the first sentence has reached the middle of the line and give the next sentence so there are two or more sentences travelling down the lines.

**Using Flashcards**

Flashcards are pictures showing key vocabulary items and they should be large enough for all of the students to see. Preparing flashcards can be time-consuming so it's a good idea to use good

quality card and, if possible, to laminate your cards so they can be reused in different lessons.

The activities suggested here are for picture flashcards but you can also make flashcards with words on, either written out normally or as phonemics, and adapt the activities accordingly.

**Drilling**

Hold up each picture. Elicit the target vocabulary and check pronunciation. Drill each vocabulary item as a class and individually. An alternative to this is a 'disappearing drill'. Stick flashcards in a line on the board. Elicit and drill each word then remove the first card. Students say the words in order again, including the missing item. Continue until all of the cards have been removed and students have to say all of the words from memory.

**Listening and identifying words**

Give each student a flashcard.

Say a word. The student with the matching flashcard holds it up.

You could also organize this as a board race: Stick flashcards on the board. Put students in two teams. Call out a word. One runner from each team races to collect the matching flashcard. The team with the most cards at the end is the winner.

**Memory game**

Arrange flashcards on the board. Give students a minute to look at, and memorize, all of the items.

Remove flashcards from the board, then put students in pairs and tell them to write down the things they remember.

Another version of this activity is to give students time to look at the items then tell them to close their eyes. Remove one or two items and mix the rest up, then ask students to look and say what has been removed.

**Organizing words**

Mix up flashcards for four different topics and arrange them on the board.

Put students in teams. Give them one topic each, e.g. *transport*, *food*, *classroom items*, *free-time activities*. Tell them to run to the board and collect the words which are connected to their topic.

Alternatively you could use this as a spelling check: Put students into groups and tell them to look at the flashcards and write the words in topic groups.

**Putting words in order / Revising the alphabet**

Select a mixture of vocabulary / vocabulary topics.

Give each student a flashcard. Tell them to think about how their item is spelt and then organize themselves in a line in alphabetical order, e.g. *bag*, *book*, *bridge*, *cake*, *cat*, *chicken*.

Go through the words and the spellings together.

**Spelling game**

Put students in teams. Hold up a flashcard. The first team to say the word has to spell it. If they spell it correctly, they win the word.

**Spotting the odd one out**

Stick a row of five or six flashcards on the board. All but one should be connected by topic.

Ask students to guess which is the odd one out and say why. For example, if your words are *bus*, *taxi*, *train*, *plane*, *bicycle* the odd one out might be *bicycle* (the only one without an engine), or *plane* (the only one with wings). Accept any answers that are logical.

You can also play this game with:

- words beginning (or ending) with the same letter, e.g. *house*, *hand*, *hamburger*, *hair*, *apple*. Choose letters that your students regularly misspell, for example, Spanish students may confuse words beginning with V or B.
- words with the same sound, e.g. plural endings: *pens*, *cards*, *apples*, *keys*, *watches*.

**1 1.1** Read and listen to the story.

**2a** Complete the conversation.

Ryan Hello. <sup>1</sup> \_\_\_\_\_ Ryan Gaskell.  
 Jordan Pleased to <sup>2</sup> \_\_\_\_\_ you, Ryan.  
<sup>3</sup> \_\_\_\_\_ name's Jordan Morris.  
 Ryan Nice to meet <sup>4</sup> \_\_\_\_\_, too,  
 Jordan.


**b 1.2** Listen and check.

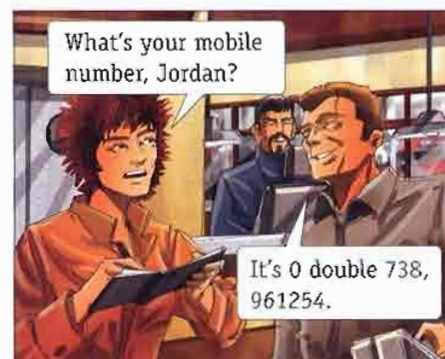
**Language note** Short forms

I'm ... = I am ...      My name's ... = My name is ...  
 It's ... = It is ...      What's ...? = What is ...?

**3 Your life** Introduce yourself to some people in the class. Use the conversation in exercise 2.

**4 1.3** Listen and repeat.

0 oh / zero	6 six
1 one	7 seven
2 two	8 eight
3 three	9 nine
4 four	10 ten
5 five	

**5 1.4** Read and listen.

**6 1.5** Listen. Complete the numbers.

Lucy Patterson (mobile) 07261 448\_30

Peter Columbo 0\_0\_146\_33

Russell (mobile) 079\_0 55773\_

Melanie (home) 0\_63 481\_52

**7 Your life** Write some phone numbers from people in your class.

A What's your phone number?

B It's ...

**English in the world**
**Names**

first name	surname / last name
Jordan	Morris
Cindy	Gaskell



☒ Now I can ... introduce myself and give my phone number.

Student's Book p.1



## TEACHER'S NOTES

## LESSON 1

Students learn numbers 1–10 and how to introduce themselves.

## Warm-up

- Arrange the class in a circle. **Say:** *I'm (Anna)* and point to yourself. Throw a soft ball to one of the students. He/She says his/her name and then throws the ball to another student.

- 1 • Write your first name on the board. Point to yourself and to your name. **Say:** *Hello, I'm (Anna)*. Ask individual students to say their names using *Hello, I'm ...*
  - Point to the text and to your ear. **Say:** *Read and listen to the story.* Play audio **1.1** all the way through.
  - Play the first three lines of the audio again for students to listen and repeat.
  - Drill each line as a class then individually. Check the pronunciation of short forms *I'm* and *name's*.
  - Write your first name and surname on the board. **Say:** *My name's (Anna Smith)*. Point to your surname. **Say:** *My surname's (Smith)*. **Ask:** *(Giorgio), what's your surname?* (At this stage the students don't need to reply with a full sentence.)
  - Focus on the second picture. Play the last two lines of audio **1.1** once.
  - Play the audio again, pausing after each line for students to repeat together. Drill each line as a class then individually. Check pronunciation of short forms *it's* and *what's*.
  - Tell students to practise the whole conversation in pairs.

In some countries, e.g. Korea, China, and Japan, the family name (surname) is often written before the given name (first name).

- 2a • **Write:** *Hello, \_\_\_\_\_ Ryan Gaskell.* Point to the gap. **Ask:** *What's this?* **Elicit:** *I'm* and write it in the gap.
  - Tell students to complete the conversation in pairs.
- b • Play audio **1.2**, pausing if necessary for students to check their answers.
  - Go through the answers as a class.

1 I'm 2 meet 3 My 4 you

- Focus on the **Language note**. **Write:** *I'm* and *My name's* on the board and underline the contraction. Point to *'m*. **Ask:** *What's this?* **Elicit:** *am*. Repeat with *'s* to elicit *is*.
- Demonstrate *underline* and ask students to underline the short forms.
- Ask individual students to read out the sentences. Check pronunciation of contracted forms.

## 3 Your life

- Nominate a student. Act out the conversation in **exercise 2** using your real names. (If it is appropriate, shake hands as you speak.) Tell students to practise in pairs.
- Ask students to stand up and introduce themselves to some people. Monitor.

- 4 • Tell students to look at the list of numbers. Play audio **1.3** twice for students to listen and repeat.
  - Write figures 0–10 on the board. Point to figures at random and get students to say the numbers together and individually.
  - Dictate six numbers between 0–10 at random. (Write the numbers down so you have a record.) Nominate a student to read out the numbers he/she has written.

- 5 • Focus on the picture. Play audio **1.4** once for students to read and listen.
  - Play the audio again while students listen and repeat each line.
  - **Write:** *07738 961254* on the board and underline 77. **Say:** *double 7* and ask students to repeat.
- 6 • **Write:** *07261 448\_30* on the board. Play the first line of audio **1.5**. Point to the gap. **Ask:** *What's this?* You may need to play the line again for students to hear the missing number (8).
  - Tell students to listen and complete the phone numbers. Play the audio again.

## Audio script 1.5

- |   |         |                                       |
|---|---------|---------------------------------------|
| 1 | Cindy   | What's your mobile number, Lucy?      |
|   | Lucy    | It's 0 7 2 6 1 double 4 double 8 3 0. |
| 2 | Cindy   | What's your phone number, Peter?      |
|   | Peter   | It's 0 2 0 9 1 4 6 7 double 3.        |
| 3 | Cindy   | What's your number, Russell?          |
|   | Russell | My mobile?                            |
|   | Cindy   | Yes.                                  |
|   | Russell | It's 0 7 9 3 0 double 5 double 7 3 2. |
| 4 | Cindy   | What's your phone number, Melanie?    |
|   | Melanie | It's 0 1 6 3 4 8 1 double 0 5 2.      |

- Go through the answers as a class. Elicit the difference between home and mobile numbers.

Lucy 07261 448830, Peter 0209 146733, Russell 07930 557732, Melanie 0163 4810052

## 7 Your life

- Nominate a student. **Ask:** *What's your phone number?* Write the number on the board.
- Tell students to stand up and find and write phone numbers. Monitor.

## English in the world

- Point to Jordan and Cindy in the pictures. **Ask:** *What's his first name? What's her surname?*
- **Write:** *first name, surname* on the board. Drill each item as a class then individually.
- Point out that *last name* is an alternative to *surname*.
- Point to different students. **Ask:** *What's your first name? What's your surname/last name?* Encourage students to use contracted forms, e.g. *My last name's ...*
- Focus students' attention on the **can do** statement: *Now I can introduce myself and give my phone number.*

## Follow-up

- Hand out small pieces of paper to each student. Ask them to write their name and telephone number. Collect the pieces of paper and place them upside down on the desk.
- Choose five or six pieces of paper and dictate the telephone numbers to the class. Repeat the numbers slowly and clearly so that students can write them down. At the end of each number, ask whose telephone number it is. Check that the name of the student on the paper is the same. Ask the student to say the telephone number back to you and write it on the board so everyone can check they have the correct number.

Resource activity pages 174 and 254



## TEACHER'S NOTES

## LESSON 2

Students learn to use indefinite articles and some everyday words.

## Warm-up

- Arrange students in a circle. **Say:** *Zero* and point to the next student, hold up one finger and elicit *one*, point to the second student and elicit *two*. Continue to *ten* and then start again at *zero*.
- Repeat the chain in reverse, starting at *ten* and finishing at *zero*.

- 1 • Focus on the pictures. Play audio **2.1** for students to listen and repeat.
  - Play the audio again. Drill each item as a class then individually.
  - Nominate a student. **Say:** *(Antonio), what's number 7?* Go through items at random, asking individual students to say each one. Check pronunciation.
  - Tell students to look at the first four pictures and cover the words. Nominate a student. **Say:** *(Chen), what's number 2?* Go through the items at random, asking individual students to say each item. Check that they use the correct article (*a/an*). Repeat with pictures 5–8.

Students may have problems with articles. This is because some languages don't have articles, or don't use them in the same way as English, e.g. Chinese and Japanese. It's a good idea to look for opportunities to recycle articles when you are presenting new vocabulary.

- 2 • Draw two columns on the board with *a* and *an* as the column headings.
  - Focus on the picture of a man in **exercise 1**. **Ask:** *A man or an man?* **Elicit:** *a* and write *man* in the correct column. Underline the first letter. Repeat with *girl*, *house*, and *umbrella*.
  - Focus on the grammar rule. Point to the words in the first column on the board. **Ask:** *Consonant or vowel?* Elicit that *m*, *g*, *h* are consonants. **Write:** *consonant* above the column.
  - Repeat with *vowel* for the second column.
  - **Write:** *This is boy*. Put a cross next to the sentence to show it is incorrect. Elicit that there is no article in the sentence. Ask students to correct the sentence.
  - Ask individual students to make sentences using *This is a/an ...* about pictures in **exercise 1**.
- 3a • Focus on the pictures. Play audio **2.2** all the way through then play it again for students to listen and repeat.
  - Drill each word as a class and individually.
  - Nominate a student. **Say:** *(Marco), what's number 4?* Go through several words at random, asking individual students to say each item. Check pronunciation.
  - Put students in pairs to practise together. Monitor and check pronunciation.
- b • **Write:** *\_\_\_ table* on the board. Point to the gap. **Ask:** *What's this?* **Elicit:** *a* and write it in the gap.
  - Put students in pairs to complete the remaining labels.
- c • Play audio **2.3** for students to check and repeat.
  - Go over the answers as a class.

1 a 2 a 3 an 4 a 5 a 6 a 7 a 8 a 9 an 10 an

- 4 • Hold up a pen. **Say:** *It's a pen*. Drill as a class then individually. Repeat with other items in the classroom, e.g. *book*, *bag*, *pencil*, *eraser*.
  - Focus on the **Language note**. Hold up the pen again. Nominate a student. **Ask:** *(Jan), what's this?* Repeat with two or three more items. Do the same for *what's that?* pointing to the items rather than holding them.
  - Put students in pairs to practise together. Monitor and check pronunciation.
- 5a • Play audio **2.4** for students to read and listen.
  - Play the first conversation on the audio while students look at picture 1 and read.
  - Play the audio again while students listen and repeat.
  - Nominate two students to read the conversation to the class.
  - Do the same with the second conversation and picture 2.
- b • **Ask:** *What does 'pen' mean?* **Elicit:** *It means a thing we write with*. Repeat with other items in the book, helping students with vocabulary.
  - Ask students how to say things in their language, e.g. *How do you say 'Hello' in Spanish?* Use words and expressions that students have learned in class, e.g. *surname*, *nice to meet you*, *pen*, *umbrella*.
  - Put students in pairs to practise together. Monitor and check pronunciation.
  - Focus students' attention on the **can do** statement: *Now I can ask about and use some everyday words*.

## Follow-up

- Before the lesson write one of the new words from **exercises 1** and **3** on 18 pieces of paper. Arrange these face down in front of you.
- Ask students to choose six words from **exercises 1** and **3** and write them down.
- Play a word version of Bingo (see page 10). Check the winner's answers by asking them to read the words back using the correct articles (*a/an*).

## Resource activity pages 175 and 254



## 1 2.1 Listen and repeat.



1 a man      2 a woman      3 a girl      4 a boy



5 a house      6 a car      7 an umbrella      8 a bag

## 2 Study the rules.

Indefinite articles: *a / an**a* + consonant sound

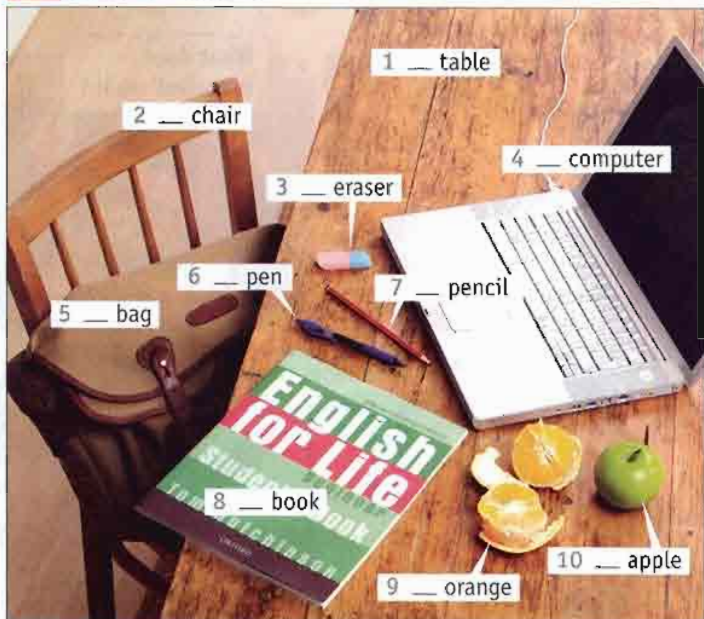
a bag

*an* + vowel sound

an umbrella

This is a bag. NOT This is bag.

## 3a 2.2 Listen and repeat.

b Complete the labels with *a* or *an*.

## c 2.3 Listen, check, and repeat.

## 4 Work with a partner. Ask and answer about things in your classroom or in this book.

Language note *this/that*

What's *this*?  
It's a pen.

What's *that*?  
It's a chair.

## 5a 2.4 Read and listen.



## b Practise the expressions with some different words.

How do you say ... ?

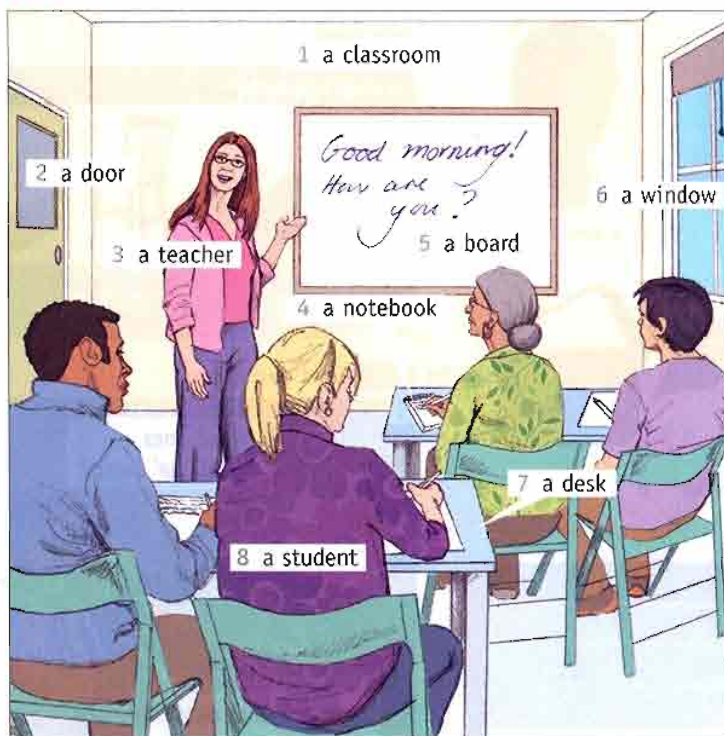
It means ...

We say ...

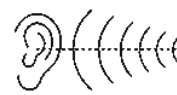


Now I can ...  
ask about and use some everyday words.

Student's Book p.2

1 **3.1** Listen and repeat.

9 Read



10 Listen



11 Write



12 Draw



13 Open



14 Close



15 Say 'hello'



16 Repeat

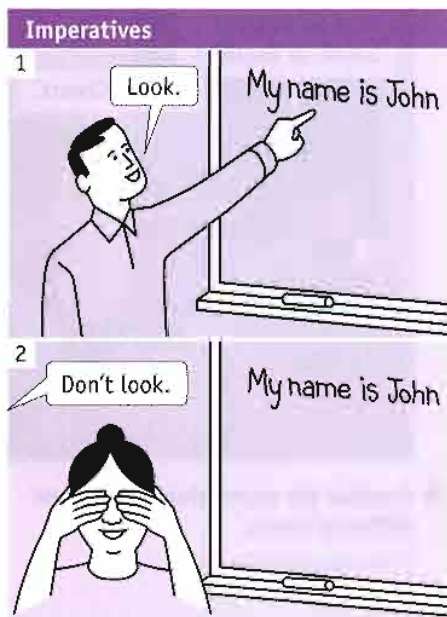
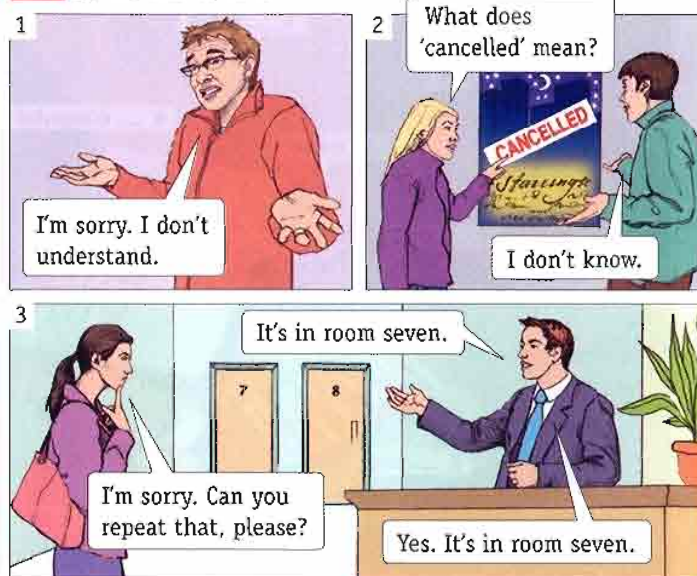


17 Give



18 Look

## 2 Study the examples.

3 **3.2** Listen. Follow the instructions.4a **3.3** Listen and repeat.

## b Practise the expressions with some different words.

5 **Your life** Give a partner some instructions.

Now I can ...  
 understand some classroom instructions.

Student's Book p.3



Students learn to identify things in the classroom and how to understand instructions.

### Warm-up

- Hold up, or point to, a book. **Ask:** *How do you say this in English?* **Elicit:** *We say 'book'.* Continue with a selection of classroom objects from **lesson 2** (pen, pencil, bag, eraser, table, chair).
- Put students in pairs to practise asking and answering questions about classroom objects.

- 1 • Play audio **3.1** for students to listen and repeat.
  - Focus on the picture of people and things. Play the audio (to a student) while students listen and repeat.
  - Drill each item as a class then individually. Check that students use the correct article (*a/an*).
  - Nominate a student. **Say:** (*Jamil*), *what's number 7?* Go through the items at random, asking individual students to say each item. Check pronunciation.
  - Draw two columns on the board with *people* and *things* as the column headings. In the 'people' column write *teacher*. Point to a window. **Ask:** *People or things?* **Elicit:** *things*. Continue with the remaining words.
  - Focus on the actions. Play the remaining words on the audio (from *Read*) while students listen and repeat.
  - Check pronunciation.

- 2 • Focus on the first example. Point to your eye and to something in the classroom. **Say:** *Look*. Cover your eyes. **Say:** *Don't look*. Drill both phrases as a class then individually.
  - Repeat with *Listen* (cup your hand around your ear then put your hands over your ears).
  - Drill the negative forms of the actions in **exercise 1**. Say a positive form and ask students to respond with the negative form.

**Teacher** *Read.*

**Students** *Don't read.*

**Teacher** *Say 'Hello'.*

**Students** *Don't say 'Hello'.*

- 3 • Prepare students for the listening by giving simple instructions for them to follow. Use a mixture of positive and negative forms. **Say:** *Look at the door* and wait until all of the students have followed your instruction. Continue with two or three more instructions, e.g. *Don't open your notebook*. Say 'Hello'. *Don't look at the board*.
  - Play audio **3.2** all the way through.
  - Play the first sentence from the audio again. Pause so that students can follow the instruction. Continue to the end of the exercise.

#### Audio script 3.2

- 1 Open your English book at page four.
- 2 Read page four.
- 3 Don't close your book.
- 4 Open your notebook.
- 5 Draw a house.
- 6 Write your first name.
- 7 Don't write your last name.
- 8 Listen. What's this?
- 9 Say 'one, two, three'.
- 10 Repeat.
- 11 Don't say 'four, five, six'.
- 12 Look at your teacher.

- 4a • Play audio **3.3** all the way through.
  - Focus on picture 1. Play the first conversation on the audio for students to listen and repeat.
  - Repeat with the other two conversations.
  - Put students in pairs to practise each conversation.
- b • Nominate a student. Speak quickly and use words that they are unlikely to know. Get the student to respond *I'm sorry. I don't understand*. Repeat with another student.
  - **Write:** *late* on the board. Nominate a student. **Ask:** (*Reza*), *what does 'late' mean?* Get the student to respond *I don't know*.
  - Write five words that the students have learned and five they will learn in later lessons. Put students in pairs to practise the second conversation.
  - Point to a student. **Ask:** *What's your name?* When the student replies, say *I'm sorry. Can you repeat that, please?* Repeat with other words, e.g. *first name, mobile number, surname, home phone number*.
  - Put students in pairs to practise the third conversation. Monitor and check pronunciation.

### 5 Your life

- Put students in pairs. Tell them to use instructions from the lesson and take it in turns to give each other instructions.
- Focus students' attention on the **can do** statement: *Now I can understand some classroom instructions.*

### Follow-up

- Mime an action, e.g. *read*. Tell students to guess what you're miming. Repeat with another action, this time using a negative action, e.g. *don't listen*.
- Put students in pairs or small groups. One student mimes a positive or negative action and the other/others say what it is.

Resource activity pages 176 and 255



## Warm-up

- Arrange the class in a circle. Turn to the student on your left and say *What's your mobile number?* The student replies then asks the same question to the next student.
- Continue until the circle reaches you once more. Introduce another new question or phrase that students have learned in this cycle, e.g. *What's your name? What's your last name?*

- 1 • Explain that students are going to read and listen to a story throughout the book. In this lesson, they see the names of the characters and are introduced to some of them.
  - Focus on the list of names. Play audio 4.1 for students to listen and repeat.
  - Drill each name as a class then individually.
- 2 • Elicit/Teach key vocabulary and phrases for each picture, e.g.
  - picture 1: *tea, coffee, sure, here you are*
  - picture 2: *friend*
  - Write the new words and phrases on the board and drill as a class and individually.
  - Play audio 4.2 for students to read and listen.
  - Focus on the first picture. Ask questions, e.g. *How many people are in the picture? Where are they?*
  - Play the first conversation on the audio again. Point to the names in exercise 1. Ask students to identify the names they hear. Play the audio again and elicit *Ryan* and *Lucy*.
  - Tell students to find *Ryan* and *Lucy* in the first picture.
  - Drill each line of the conversation as a class then individually.
  - Nominate pairs of students to act out the conversation using appropriate gestures.
  - Put students in pairs to practise with their books closed.
  - Repeat with the second picture and the second conversation.
  - Ask students if they can see *Jordan* and *Cindy* in the pictures.

## 3 Your life

- Act out the conversation from the second picture with two students using their real names.
- Put students in groups of three to practise. Monitor and check pronunciation.

- 4 • Ask questions about the picture, e.g. *Who can you see? What can you see?*
  - Play audio 4.3 for students to read and listen.
  - Drill each line as a class then individually.
  - Act out the conversation with a student.
  - Put students in pairs to practise the conversation.

- 5a • Play audio 4.4 while students read the alphabet and listen.

- b • Play the audio again.
  - Write each letter on the board and drill them. Use capital letters and write the alphabet in a row from left to right.
  - Repeat using lower case letters and position them underneath the capital letters.
  - Point to letters at random and ask individual students to say them.
  - Write your name on the board then spell it, e.g. *A-N-N-A*. Nominate students to spell their names.

Many languages, e.g. Greek, Arabic, Hindi, are not written in Roman script. Students who aren't familiar with the Roman script may need extra practice to help them familiarize themselves with lower and upper case letters.

- 6 • Write: a) *Stephens* and b) *Stevens* on the board. Spell the first name *S-T-E-P-H-E-N-S*. Ask: *a or b?* Elicit: *a* and tick *Stephens*.
  - Play audio 4.5. Pause after each conversation to give students time to tick the name they heard.
  - Go through the answers as a class.

1 Anne Stephens 2 Geoffrey Harris 3 Katy Mills  
4 John Moore 5 Tim Wallace

## Audio script 4.5

- 1 Man What's your name, please?  
Woman Anne Stephens.  
Man How do you spell your surname?  
Woman It's S-T-E-P-H-E-N-S.  
Man ... P-H-E-N-S. Thank you.
- 2 Man Hi, I'm Geoffrey Harris.  
Woman Hi. Pleased to meet you. How do you spell Geoffrey?  
Man G-E-O- double F-R-E-Y.  
Woman Oh, OK.
- 3 Woman Hi. My name's Katy Mills. That's K-A-T-Y - Katy.  
4 Man Hi. I'm John Moore.  
Woman Pleased to meet you, John. How do you spell Moore?  
Man It's M- double O-R-E.  
Woman OK.
- 5 Woman What's your name, please?  
Man It's Tim Wallace.  
Woman How do you spell your surname?  
Man It's W-A- double L-A-C-E.  
Woman ... A-C-E. Thank you.

## 7 Your life

- Tell students to close their books. Point to a student. Ask: *What's your name?* Elicit an answer. Ask: *How do you spell that?* Elicit an answer. Say: *Thank you.* Repeat with another student.
- Focus on the example conversation. Tell students to practise first in pairs, then tell them to find different partners and practise again. Monitor and check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can introduce people and spell names.*

## Follow-up

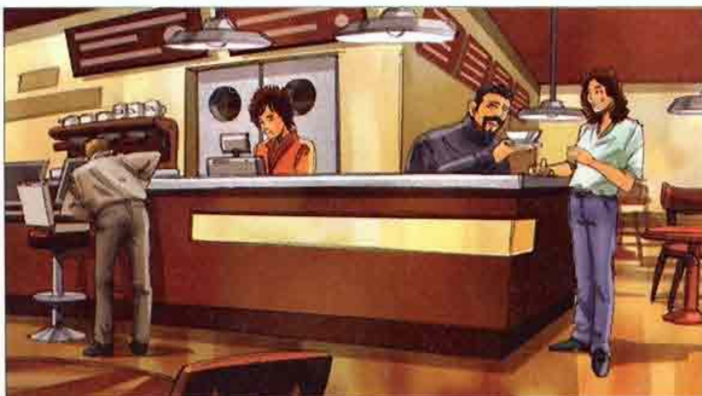
- Tell students to work in pairs and turn to the wordlist for lessons 1 to 4 at the back of the Student's Book.
- Nominate one student. Ask: *(Hajer), how do you spell 'computer'?* Elicit: *c-o-m-p-u-t-e-r*. (The student spelling the word is allowed to look at the wordlist. This isn't a spelling test but an opportunity for students to have more practice with the English alphabet and with the vocabulary they have learned in lessons 1 to 4.)
- Students work in pairs and take it in turns to ask and spell words.

## Resource activity pages 177 and 255



1 **4.1** Listen and repeat the names.

Peter Columbo      Cindy Gaskell      Lucy Patterson  
Sarah Chen      Jordan Morris      Ryan Gaskell

2 **4.2** Read and listen to the story. Match the names with the people in the pictures.

Ryan Hi, Lucy.  
Lucy Hello, Ryan. Tea, please. No ... Coffee.  
Ryan Sure?  
Lucy Yes. Coffee.  
Ryan OK. Here you are.  
Lucy Thank you.



Peter Hello, Lucy.  
Lucy Oh, hi, Peter.  
Peter Sarah, this is my friend, Lucy.  
Sarah Nice to meet you, Lucy.  
Lucy Nice to meet you, too. I'm sorry. What's your name again?  
Sarah It's Sarah - Sarah Chen.

3 **Your life** Work in groups. Introduce each other. Use the conversation above.4 **4.3** Read and listen.

Sarah What's your last name, Lucy?  
Lucy It's Patterson.  
Sarah How do you spell that?  
Lucy It's P-A double T-E-R-S-O-N.  
Sarah Thank you.

5a **4.4** Read and listen.

## The alphabet

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				

## b Listen again and repeat.

6 **4.5** Listen. Choose the correct names.

1 Anne Stephens ✓	Anne Stevens
2 Jeffrey Harris	Geoffrey Harris
3 Katie Mills	Katy Mills
4 John Moore	John More
5 Tim Wallace	Tim Wallis

7 **Your life** Practise the conversation with people in your class.

A What's your name?

B My name's Bella.

A How do you spell that?

B It's B-E double L-A. Bella.

A Thank you.

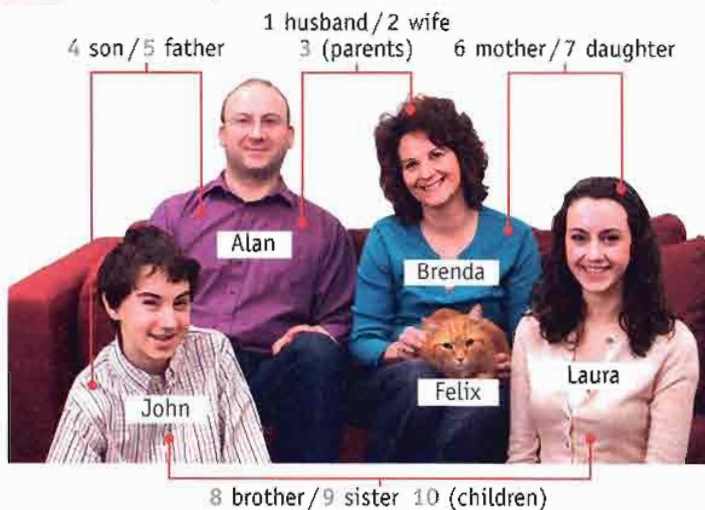


Now I can ...  
introduce people and spell names.



Student's Book p.4



## 1 5.1 Listen and repeat.



## 2 Write the missing words.

	brother	2 _____	father	4 _____
	1 <u>sister</u>	wife	3 _____	daughter

## 3 5.2 Drill. Listen. Say the sentence.

- 1 son *He's my son.*  
2 wife *She's my wife.*

## 4a Complete what the people say.



Alan is my <sup>1</sup> husband.  
Laura is my <sup>2</sup> \_\_\_\_\_ and  
John is my <sup>3</sup> \_\_\_\_\_.

Laura is my <sup>4</sup> \_\_\_\_\_.  
Alan is my <sup>5</sup> \_\_\_\_\_ and  
Brenda is my <sup>6</sup> \_\_\_\_\_.



Alan and Brenda are my  
<sup>7</sup> \_\_\_\_\_. John is my  
<sup>8</sup> \_\_\_\_\_.

Brenda is my <sup>9</sup> \_\_\_\_\_.  
Laura and John are my  
<sup>10</sup> \_\_\_\_\_.



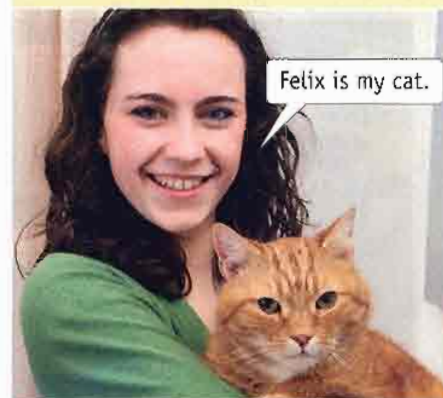
## b 5.3 Listen and check.

## 5a Study the rule.

## Language note Possessive 's

We use a name / noun + 's to show possession.

Felix is Laura's cat.

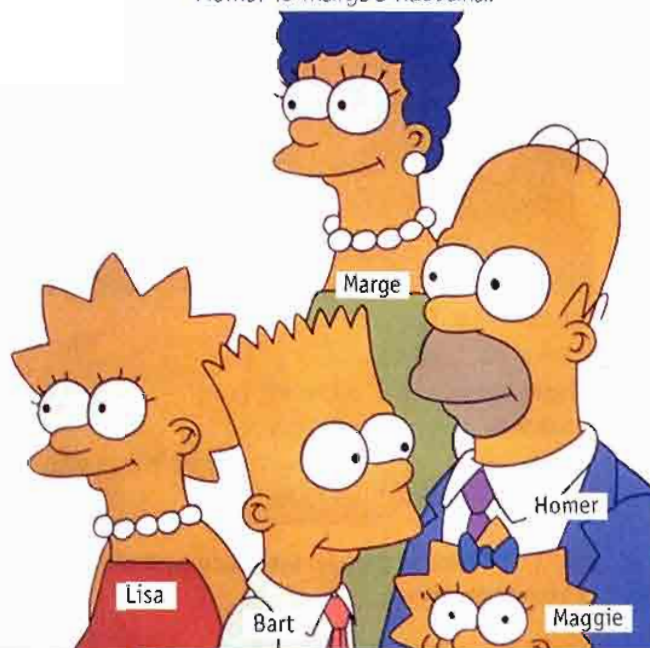


## b Complete the sentences.

- Alan is Brenda's husband.
- Laura is \_\_\_\_\_ sister.
- Brenda is \_\_\_\_\_ wife.
- \_\_\_\_\_ is Alan and Brenda's son.
- John is \_\_\_\_\_ brother.
- \_\_\_\_\_ and \_\_\_\_\_ are John and Laura's parents.

## 6 Make sentences about this family.

*Homer is Marge's husband.*



Now I can ...  
name family members.

Student's Book p.5

## TEACHER'S NOTES

## LESSON 5

Students learn how to talk about their family and use possessive 's.

## Warm-up

- Divide a piece of paper into three columns. Write names in each column, e.g.  

Max Wallace	Jordan Wallace	Lucy Wallace
Jenny Martinez	Anna Martinez	John Martinez
- Prepare enough names for each member of the class using each surname three times. Cut the paper into strips with one name on each. Mix them up and hand out one to each student.
- Students move around introducing themselves to different people until they find two more people with the same surname. When everyone is in groups of three, ask one student from each group to introduce themselves and their partners to the rest of the class, e.g. *Hi. I'm Jenny Martinez, this is Anna, and this is John.*

- Focus on the family photo. Play audio **5.1** for students to listen and repeat.
  - Play part of the audio again (to *Laura*) and tell students to repeat the names.
  - Point to John. **Ask:** *What's his name?* Repeat with the other names.
  - Focus on the list of family members. Play the rest of the audio.
  - Drill each item as a class then individually.
  - Say:** *Alan and John. Ask: Father and ? Elicit: son.* Repeat with different pairs of names.

- Focus on the table. Do the example together first then get students to complete the table.

1 sister 2 husband 3 mother 4 son

- Drill the family word pairs as a class then individually. Say a family member and ask students to respond with its pair.

In Britain, *brother* and *sister* refer only to close family members. However, in some societies, they are also used to refer to close friends.

- Draw a stick man and woman on the board and write *he* and *she* underneath.
  - Play the first two items on audio **5.2** while students read the examples. Play them again, this time telling students to produce the correct sentence after they hear the first word, then repeat the sentence.
  - Play the rest of the audio.

## Audio script 5.2

- son  
He's my son.
- wife  
She's my wife.
- sister  
She's my sister.
- husband  
He's my husband.
- brother  
He's my brother.
- mother  
She's my mother.

- Point to Brenda in the photo in **exercise 1**. **Write:** *Alan is my \_\_\_\_*. **Elicit:** *husband* and write it in the gap.
  - Focus on **exercise 4a**. Put students in pairs to complete the sentences.
- Play audio **5.3** for students to listen and check, if necessary pausing after each sentence.
- Go over as a class. Ask individual students to provide the answers. Check pronunciation.

1 husband 2 daughter 3 son 4 sister 5 father 6 mother  
7 parents 8 brother 9 wife 10 children

- Focus on the **Language note**. Point to Felix. **Say:** *Laura's cat*. Drill as a class and individually. Hold up a student's pen. **Elicit:** *(Ann)'s pen*. Repeat with a selection of students' possessions, e.g. *bag, pencil, eraser, notebook*. Check pronunciation of 's.
  - Write:** *Ann pen*. on the board. Put a cross next to the sentence to show it is incorrect. Elicit that 's is missing. Ask a student to correct the sentence.
- Do the example together then tell students to complete the sentences in pairs.
- Go over as a class. Ask individual students to provide the answers. Check pronunciation of 's.

1 Brenda's 2 John's 3 Alan's 4 John 5 Laura's  
6 Alan, Brenda

- Focus on the picture of the Simpsons. Tell students to repeat the names: *Homer, Marge, Bart, Lisa, Maggie*.
  - Point to Homer and Marge. **Say:** *Homer is Marge's husband*.
  - Tell students to work in pairs and make more sentences about the Simpsons.
  - Nominate pairs to tell the class about the Simpsons. Check pronunciation of 's.
  - Focus students' attention on the **can do** statement: *Now I can name family members*.

## Follow-up

- Draw 'Bob's' family tree with spaces for his mother and father, his brother, sister, wife, and his two children. Write Bob's name on the tree and names for the rest of his family around the tree. Decide for yourself how each person is related to Bob.
- Students have to choose a name and guess how that person is related to Bob, e.g. *Anna is Bob's mother*. If they guess correctly, and say the sentence correctly, write the name in the correct place on the family tree.

Resource activity pages 178 and 256



## TEACHER'S NOTES

## LESSON 6

Students learn to use possessive adjectives and talk about possessions.

## Warm-up

- Write one family word on pieces of paper, e.g. *husband, wife, mother, father, brother, sister, son, daughter, parents, children*. You will need more than one set if you have more than ten students.
- Mix up the pieces of paper and hand one to each student. Students have to mingle and find their pair, e.g. *son and daughter*.

- 1 • Play audio **6.1** for students to read and listen.
  - Focus on the first picture. Play the first part of the audio again (to Rover).
  - Drill each sentence as a class then individually.
  - Nominate a student. Point to Ryan. **Say:** (*Simone*), *what's his name?* **Elicit:** *His name's Ryan*. Repeat with *her, their, its*. Check pronunciation.
  - Repeat with the second picture and play the second part of the audio.
- 2a • Focus on the table. Play audio **6.2** twice for students to listen and repeat.
  - Drill each item as a class then individually.
  - Ask a female student to hold up a book. **Ask:** *What's that?* **Elicit:** *That is her book*. Repeat with the other possessive adjectives.
  - Put students in pairs to ask and answer questions about people's things. Monitor.
- b • Focus on the **Language note**.
  - Ask a male student to hold up a pen. **Ask:** *His pen or her pen?* **Elicit:** *His pen*. Repeat with different students and possessions.

Possessive adjectives are sometimes confusing for students. In languages that have masculine and feminine nouns, the possessive adjective often matches the noun rather than its owner. For example, in French 'son livre' could be *his book* or *her book*.

- 3a • Use the pictures and the text to elicit details about the office and the people who work there.
  - Elicit/Teach key vocabulary for each picture, e.g.
    - picture 1: *company*
    - picture 2: *managing director, boss*
    - picture 3: *office, photo, desk*.
 Write the new words on the board and drill as a class and individually.
  - Ask some questions to check basic comprehension, e.g.
    - picture 1: *Where are they? What's his first name? What's her surname? What's the company's name? How do you spell the company name?*
    - picture 2: *Where are they? What's the Managing Director's name? Who is Lucy's boss? What's Olive's surname?*
    - picture 3: *Whose office is this? Whose desk is this? Who is in the photo? Where are Lucy's parents? Where's Daniel's desk?*
  - Focus on the first gap. **Elicit:** *your*.
  - Put students in pairs to complete the remaining gaps. Remind them to use possessive adjectives.

- b • Play audio **6.3** for students to listen and check, if necessary pausing after each sentence.
  - Go over as a class.
  - Nominate two students to act out the first part of the conversation. Tell them to stand up and move around as if they are showing a new person around their office and pointing out people and things. Nominate different pairs to act out the second and third parts of the conversation.
  - Put students in pairs to practise the conversations.

1 your 2 My 3 your 4 our 5 its 6 our 7 His 8 my  
9 Her 10 our 11 my 12 my 13 their 14 your

## 4 Your life

- Point to a male student. **Ask:** *What's his name?* **Elicit:** *His name's (Marco)*. Repeat with a female student.
- Put students in pairs and tell them to ask and answer questions about people in the class.
- Focus students' attention on the **can do** statement: *Now I can talk about possession*.

## Follow-up

- Focus on the third part of the conversation in **exercise 3**. Nominate a student to come to the front of the classroom. Describe the classroom and your desk to the student, e.g. *This is our classroom. This is my desk. That's my bag. This is my book. And that's your desk over there*.
- Put students in pairs and tell them to describe the classroom and their desk to each other.

Resource activity pages 179 and 256

## 1 6.1 Read and listen.



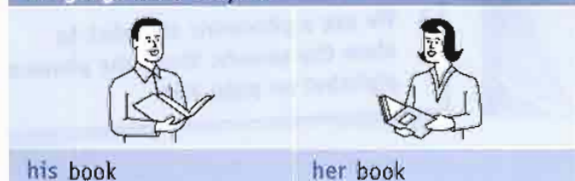
## 2a 6.2 Listen and repeat.

## Possessive adjectives

my book	his computer	our car
your pen	her mobile	their house
	its name	

## b Study the rule.

## Language note his/her



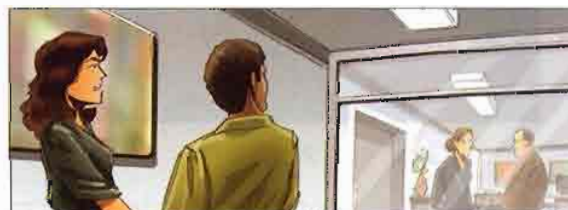
## 3a Lucy is talking to a new colleague. Complete the sentences.



Lucy Hi. I'm Lucy. What's <sup>1</sup>y \_\_\_\_\_ name?

Daniel <sup>2</sup>M \_\_\_\_\_ name's Daniel Barre. What's <sup>3</sup>y \_\_\_\_\_ last name?

Lucy Patterson. Lucy Patterson. And this is <sup>4</sup>o \_\_\_\_\_ company. As you know, <sup>5</sup>i \_\_\_\_\_ name is Streetwise.



Lucy That man is <sup>6</sup>o \_\_\_\_\_ Managing Director.  
<sup>7</sup>H \_\_\_\_\_ name's Ian Carter.

Daniel And who's that woman?

Lucy That's <sup>8</sup>m \_\_\_\_\_ boss. <sup>9</sup>H \_\_\_\_\_ name's Olive Green.



Lucy This is <sup>10</sup>o \_\_\_\_\_ office. This is <sup>11</sup>m \_\_\_\_\_ desk. That's a photo of <sup>12</sup>m \_\_\_\_\_ parents at <sup>13</sup>t \_\_\_\_\_ house. And that's <sup>14</sup>y \_\_\_\_\_ desk over there.

## b 6.3 Listen and check.

## 4 Your life Work with a partner.

Ask and answer about the people in your class.

A What's his name?

B His name's Ivan.



Now I can ...  
talk about possession.

Student's Book p.6

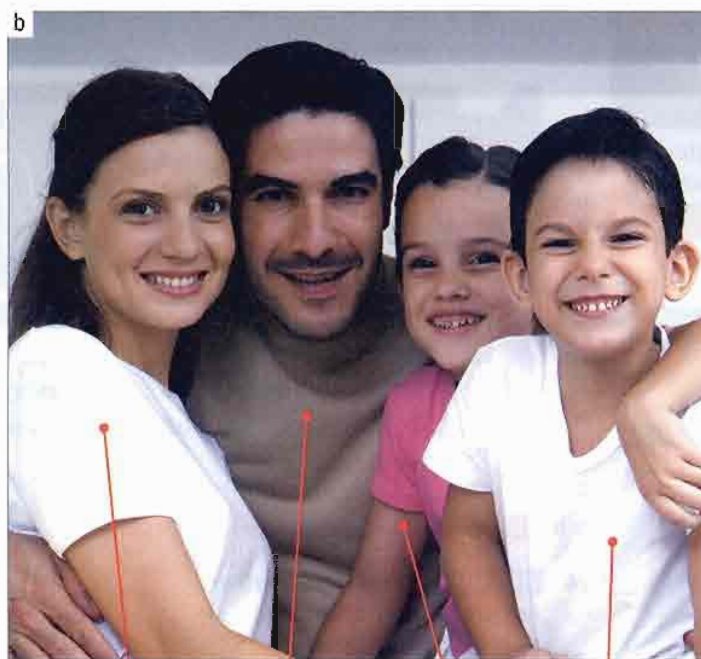


- 1 **7.1** Carla is talking about her family. Listen and repeat the names below.



1 Carla      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_

Donna   Henry   Ricardo   Carla  
Sophia   David   Maria   Leo



5 \_\_\_\_\_      6 \_\_\_\_\_      7 \_\_\_\_\_      8 \_\_\_\_\_

- 2 **7.2** Listen. Match the names with the people in the photos.

**Language note** *mum and dad*

mum = mother  
dad = father  
This is my mum.  
Hello, Dad.

- 3 Write six sentences about Carla's family.  
*Her father's name is ...*  
*... is Carla's sister.*
- 4 **Your life** Tell a partner about the people in your family. Use photos or draw a family tree.

**Pronunciation**

**The phonemic alphabet**

In English letters don't always have the same sound.

- 1 **7.3** Read and listen.

	/ɒ/	/ɒ/
different letters;		
same sound;	dog	what
	/ɔ:/	/aʊə/
same letters;		
different sound;	your	our

- 2a Tick ✓ the pairs with the same vowel sound.

1 three	meet ✓
2 man	car
3 you	two
4 nine	five
5 cat	chair
6 son	one
7 who	boss
8 read	please

- b **7.4** Listen and repeat.

- 3 We use a phonemic alphabet to show the sounds. Study the phonemic alphabet on page 108.



Now I can ...  
*describe my family.*

Student's Book p.7

## TEACHER'S NOTES

## LESSON 7

Students revise language for talking about families.

## Warm-up

- Arrange the class in a circle.
- Introduce the student on your left to the rest of the group. **Say:** *This is my friend. His/Her first name is (Jon). His/Her surname is (Moss).* Continue around the group.

- Before the lesson, ask students to bring in photos of their families.
- 1 • Point to Carla in picture a. **Say:** *This is Carla.* Point to Carla's father. **Ask:** *Who's this?* **Elicit:** *Carla's father.* Repeat with mother, brother.
    - Repeat with picture b and sister, husband, son, and daughter.
    - Tell students to look at the names and repeat as you play audio 7.1.
    - Drill each name as a class then individually.
  - 2 • **Say:** *Carla is talking about her family. Listen.* Play audio 7.2. **Ask:** *How many people are talking?* **Elicit:** *Two.*
    - Point to picture a and to the list of names. **Say:** *Listen and find their names.* Play the first exchange on the audio again (to David). Point to Carla's father again and to the list of names. **Ask:** *What's his name?* **Elicit:** *His name's Henry.* Repeat for her mother (Sophia), and brother (David).
    - Repeat with picture b to elicit the names of Carla's sister (Maria), her sister's husband (Ricardo), and their children (Leo and Donna).

## Audio script 7.2

Carla This is my dad. His name's Henry, and this is my mum. Her name's Sophia.  
 John Is this your brother?  
 Carla Yes. His name's David.  
 John Uh-huh.  
 Carla Now, in this photo this is my sister, Maria, and her family.  
 John OK.  
 Carla This is her husband. His name's Ricardo. This is their son, Leo. And their daughter.  
 John What's her name?  
 Carla Her name's Donna.

- Put students in pairs to ask and answer questions about the photos. One student is Carla, the other is John.
  - Focus on the **Language note**. Draw a stick picture of a woman and a child on the board. Draw a speech bubble from the child's mouth with the words *This is my mum*. Underline the word *mum*. **Ask:** *What does 'mum' mean?* **Elicit:** *It means 'mother'.* Repeat with *dad*.
  - Focus on the use of upper and lower case. Explain that we use upper case (*Mum* and *Dad*) only when we are addressing the person directly.
- 3 **Your life**
    - Draw a family tree for Carla on the board using the information from **exercises 1 and 2**. Fill in Carla's name and draw lines where the other names should be (Henry, Sophia, David, Maria, Ricardo, Leo, Donna). Point to the line for Carla's father. **Ask:** *Who's this?* **Elicit:** *Henry* and write it in the tree. Continue with the remaining family members.
    - Ask questions about the family members, e.g. *Who's Maria's husband? Who's Sophia? Who's Donna's brother?*

- If students have brought in family photos, put students in pairs and ask them to tell their partner about their family. If they haven't brought in photos, tell them to draw a family tree and use this to talk about their family. Monitor and help.
- Nominate two or three students to tell the class about their family.

## Pronunciation

- 1 • Focus on the table. Play audio 7.3 for students to read and listen.
  - **Write:** *dog, what* on the board. Elicit the pronunciation of each word and drill them.
  - Underline the vowel in each word. Elicit the pronunciation of the vowel and drill the vowel sound so that students can hear that it is the same sound but a different letter.
  - Repeat with *your* and *our*. Make sure students realize that with these words, the letters are the same but the sound is different.
- 2a • **Write:** *three, meet* on the board and say the words. Underline the vowels in each word and elicit the pronunciation. Drill the vowel sound so that students can hear that it is the same sound. Put a tick next to the words.
  - **Write:** *man, car* and repeat the procedure. Drill the vowel sound so that students can hear that it is a different sound. Put a cross next to the words.
  - Put students in pairs to do the remaining words.
  - Go through the answers as a class.

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✓

- b • Point to the word pairs. Play audio 7.4 for students to listen and repeat.
- 3 • **Write:** */ɒ/, /ɔ:/, /aʊ/* on the board.
    - Tell students to turn to the pronunciation chart on Student's Book page 108. Point to the chart and the symbols on the board and ask students to find these sounds in the chart.
    - Drill the sounds as a class then individually.
    - Focus students' attention on the **can do** statement: *Now I can describe my family.*

## Follow-up

- Bring photos of your family to the class. Show them to the students. Encourage them to ask questions about the people in the photos, including how to spell names.
- Put students in pairs to draw and describe your family tree.

Resource activity pages 180 and 257



## TEACHER'S NOTES

## LESSON 8

Students revise greeting people and saying goodbye.

## Warm-up

- Revise introductions from **lesson 1**.
- Tell students to stand up and mingle, introducing themselves to different people.

- 1a • Play audio **8.1** for students to read and listen.
- Focus on picture 1. Ask questions, e.g. *How many people are there? Where are they? What can you see?*
  - **Elicit/Teach:** *checking out*.
  - Play the first conversation from the audio again for students to read and listen.
  - Drill each line as a class then individually.
  - Nominate two students to read the conversation to the class.
  - Put students in pairs to practise together.
  - Repeat with picture 2 and the second conversation.
- b • Tell students to close their books. **Write:** *Good m\_\_\_\_\_* on the board. Elicit the missing word (*morning*) and write this in the gap.
- Repeat with *Checking o\_\_\_\_\_*, *Yes, p\_\_\_\_\_*, *Thank y\_\_\_\_\_ very m\_\_\_\_\_*, *Goodb\_\_\_\_\_*.
  - Drill each phrase as a class then individually. Check that intonation is natural.
  - Put students in pairs to practise the conversations.
- 2a • Focus on the **Everyday expressions**. Play audio **8.2**. Tell students to listen again and repeat the expressions.
- Drill each line as a class then individually.
  - Check that students understand *morning*, *afternoon*, *evening*. Draw a clock on the board. **Write:** *morning (< 12 p.m.)*, *afternoon (12 p.m. – 6 p.m.)*, *evening (> 6 p.m.)*.
- b • **Say:** *Good morning* to one of the students. **Elicit:** *Good morning* in response. Repeat with *Hello*.
- Play audio **8.3**. Tell students to repeat each expression after the audio.

## Audio script 8.3

- 1 Good evening.
- 2 Hello.
- 3 See you.
- 4 Bye.
- 5 Good morning.
- 6 Hi.
- 7 Good night.
- 8 Good afternoon.
- 9 Goodbye.

- Act out saying *hello* and *goodbye* with different students. Use a range of expressions.
  - Tell students to say *hello* and *goodbye* to five people. Monitor.
- 3 • **Write:** *Hi, Kate. How \_\_\_\_\_ you?* on the board. Elicit the missing word (*are*) and write it in the gap.
- Tell students to complete the rest of the conversation.
  - Go through the answers as a class.

1 are 2 fine 3 you

## 4 Your life

- Tell students to close their books. Write the conversation from **exercise 3** on the board, using lines to represent the words.
- Go through the conversation. Point to each gap and elicit the correct word.
- Nominate pairs of students to stand up and act out the conversation.
- Tell students to stand up and greet people in the class.

## English in the world

- 1 • Tell students to look at the pictures. Play audio **8.4** for students to listen and repeat.
- Play the audio again while students repeat the titles.
  - Drill each item as a class and individually.
  - Check understanding of *married* and *single*.
  - Point to yourself. **Say:** *I'm (Mr Smith)*. Point to a student. **Ask:** *Who are you?* Elicit the student's title and surname. Repeat with different students.
- 2 • Explain that we don't say the first name when we use a title. Write the example on the board.
- Tell students to greet four people using a title and surname. Make sure they don't use the first name with any of the titles.
- 3 • **Say:** *Hello, Mr Patterson*. **Ask:** *Formal or informal?* **Elicit:** *formal*. Repeat with an informal greeting, e.g. *Hello, Helen*.
- Draw four columns on the board with the headings *office*, *classroom*, *family*, *friends*. Write *Britain* as a heading for a first row.
  - Point to *Britain* then *office*. **Say:** *informal* and write (i) beneath *office*. Repeat with *classroom*, *family*, *friends* (all informal).
  - Write the students' country as a heading for the second row. **Say:** *Compare Britain and your country*. Tell students to complete the table for the different situations.
  - Use photos to talk about different situations, e.g. a party, a business meeting, a wedding, etc. Hold each photo up and ask whether they use a formal or informal greeting.
  - Focus students' attention on the **can do** statement: *Now I can say hello and goodbye*.

## Follow-up

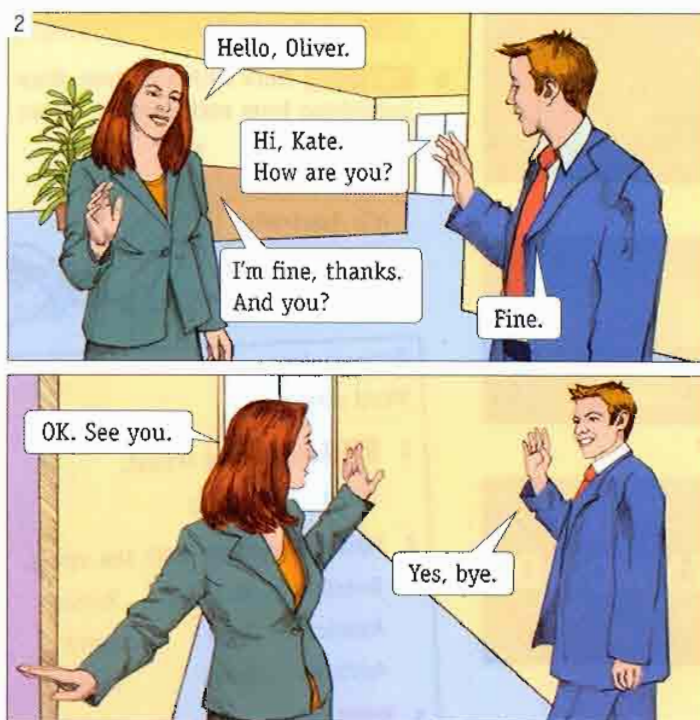
- Arrange the class in a circle. Tell the student on your right to say *Good evening* to you. Respond *Good evening*. Turn to the student on your left and say *See you*. He/She responds *See you* and greets the next student with a different greeting. Encourage students to use all of the greetings from the lesson at least once. Work quickly so that students begin to respond automatically.

Resource activity pages 181 and 257

Review and Wordlist Lessons 1–8

Student's Book pages 83–84



**1a 8.1 Read and listen.**

**b Practise the conversations with a partner.**
**2a 8.2 Listen and repeat.**
**Everyday expressions**  
**Saying hello and goodbye**


Good morning  
 Good afternoon  
 Good evening



Goodbye  
 Goodnight

Hello  
 Hi

Bye  
 See you  
 See you later

**b 8.3 Drill. Listen and respond with the same expression.**

1 Good evening. *Good evening.*

**3 Complete the conversation.**

Oliver Hi, Kate. How <sup>1</sup> \_\_\_\_\_ you?

Kate I'm <sup>2</sup> \_\_\_\_\_, thanks. And <sup>3</sup> \_\_\_\_\_?

Oliver Fine.

**4 Your life Greet some people in your class. Use the conversation in exercise 3.**
**English in the world**  
**Titles**
**1 8.4 Listen and repeat.**


Mr Gaskell



Ms Gaskell or Mrs Gaskell  
 (Cindy is married.)



Ms Patterson or Miss Patterson  
 (Lucy is not married.)

**2 We say:**

Hello, Ms Chen.

NOT Hello, Ms Sarah Chen.

**3 In Britain and the USA people only use titles in formal situations. In everyday situations they normally use first names.**


Now I can ...  
 say hello and goodbye.

Student's Book p.8



## 1 9.1 Listen and repeat.



1 Spain



2 China



3 Britain



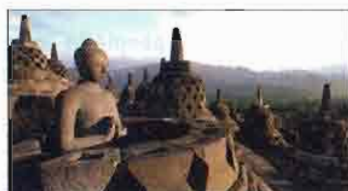
4 Russia



5 Brazil



6 Japan



7 Indonesia



8 Italy



9 France



10 Australia



11 Egypt



12 the USA

## 2 Add two more countries to the list.

## 3a Which country are these cities in? Are they capital cities?

1 Moscow is the capital of Russia.

2 Venice is in Italy.

- |               |                   |
|---------------|-------------------|
| 1 Moscow      | 7 Jakarta         |
| 2 Venice      | 8 Tokyo           |
| 3 Los Angeles | 9 Madrid          |
| 4 Shanghai    | 10 Sydney         |
| 5 Manchester  | 11 Rio de Janeiro |
| 6 Cairo       | 12 Paris          |

## b 9.2 Listen and check.

## 4 9.3 Drill. Listen. Say which country the people are from.

1 I'm from Los Angeles.

*He's from the USA.*

2 I'm from Cairo.

*She's from Egypt.*

## Language note Capital letters

We use capital letters for cities and countries.

He's from Russia.

I'm in Venice.

Paris is in France.

## 5 Your life Work with a partner. Draw something from each country. Guess the country.

It's Australia.



## Pronunciation

## Word stress

## 1 9.4 Listen and repeat.

ChinaJapan

## 2 Mark the syllable with the stress.

Britain Hungary Russia

America Italy Korea

Australia Brazil Egypt

## 3 9.5 Listen, check, and repeat.

Now I can ...  
name some countries.

Student's Book p.9

## TEACHER'S NOTES LESSON 9

Students learn a lexical set of countries and talk about their favourite cities.

## Warm-up

- Divide a sheet of paper into three columns. Write enough words for one per student if possible.

Country	Language	City
Britain	English	London
Australia	English	Brisbane
Spain	Spanish	Barcelona

- Cut up the paper and give one word to each student. Elicit/Teach: *country, language, city*.
- Tell students to mingle and find two people with words that are connected to their word. Ask them to read out each set at the end.

- Draw the outline (or use a map) of an easily recognizable country. Ask: *What's this?* Elicit the name of the country. Write: 1 country / 2 countries on the board. Ask students to say countries they know. Write these on the board.
  - Play audio 9.1 for students to listen and repeat. Elicit/Teach countries the students don't know. (Use a map of the world or let students use dictionaries if necessary.)
  - Elicit/Teach that we can also use *the UK* instead of *Britain*, and *the United States of America* instead of *the USA*.
  - Drill the words as a class and individually.
  - Ask different students to say the countries. Check pronunciation.
- Ask students to add two more countries to the list. (They can use their dictionaries if necessary.) Ask students to call out the countries and write these on the board. Drill the new words.
- Write: *New York* (or use a city in the students' own country). Ask: *What's this?* Elicit: *city*. Write: 1 city / 2 cities on the board. Ask: *Where is New York?* Elicit: *New York is in the USA*.
  - Write: *London* on the board. Ask: *What's this?* Elicit: *London is the capital of Britain*.
  - Choose another country and write two cities, including the capital. Elicit that one is a city and one is the capital.
  - Put students in pairs. Ask them to match the cities and countries in exercise 1. Go through the answers as a class. Check pronunciation.

1 Moscow - Russia	7 Jakarta - Indonesia
2 Venice - Italy	8 Tokyo - Japan
3 Los Angeles - the USA	9 Madrid - Spain
4 Shanghai - China	10 Sydney - Australia
5 Manchester - Britain	11 Rio de Janeiro - Brazil
6 Cairo - Egypt	12 Paris - France

- Play audio 9.2 for students to check their answers. Play the audio again, if necessary stopping after each sentence.
- Go through the answers as a class. Check pronunciation.

## Audio script 9.2

- Moscow is the capital of Russia.
- Venice is in Italy.
- Los Angeles is in the USA.
- Shanghai is in China.
- Manchester is in Britain.
- Cairo is the capital of Egypt.
- Jakarta is the capital of Indonesia.
- Tokyo is the capital of Japan.

- Madrid is the capital of Spain.
- Sydney is in Australia.
- Rio de Janeiro is in Brazil.
- Paris is the capital of France.

- Do the examples together. Play the first item on audio 9.3. Students hear *I'm from Los Angeles*, say where the person is from, then listen and repeat. Do the same for the second example.
- Play the rest of the audio.

## Audio script 9.3

- |                            |                       |
|----------------------------|-----------------------|
| 1 I'm from Los Angeles.    | 5 I'm from Venice.    |
| He's from the USA.         | He's from Italy.      |
| 2 I'm from Cairo.          | 6 I'm from Madrid.    |
| She's from Egypt.          | She's from Spain.     |
| 3 I'm from Rio de Janeiro. | 7 I'm from Tokyo.     |
| He's from Brazil.          | He's from Japan.      |
| 4 I'm from Paris.          | 8 I'm from Sydney.    |
| She's from France.         | She's from Australia. |

- Focus on the Language note. Write: *He's from Russia* on the board. Put a cross next to the sentence to show it is incorrect. Elicit that we use capital letters for countries. Ask students to correct the sentence.

## 5 Your life

- Put students in pairs. Look at the example for 'Australia' then tell students to use the list of countries in exercise 1. They take it in turns to draw and guess the country.
- Monitor and feed in ideas where necessary. You could help by 'drawing' clues.

## Pronunciation

- Play audio 9.4 for students to listen and repeat. Model the pronunciation of *China* by counting the syllables on your fingers as you say the word. Write the word on the board and elicit the position of the stress mark. Repeat with *Japan*.
- Ask individual students to say the two countries. Check pronunciation.
- Focus on the list of countries. Tell students to say each word and mark the stressed syllable.
- Play audio 9.5 for students to listen, check, and repeat.

Britain	America	Australia	Hungary	Italy	Brazil	Russia
Korea	Egypt					

- Focus students' attention on the *can do* statement: *Now I can name some countries*.

## Follow-up

- Choose a city, capital city, or country. Explain that students have to find out the name of the place. They make a sentence, e.g. *It's a country. It's a city in Spain. It's the capital of Spain. It's a Spanish-speaking country. It's Argentina.* You can only agree *Yes, it is.* or disagree *No, it isn't.* Students have to try to guess the name of the place with ten sentences.

Resource activity pages 182 and 258



## TEACHER'S NOTES LESSON 10

Students learn to use *to be* in statements and write sentences about themselves.

## Warm-up

- This is a variation of the game Noughts and Crosses (see page 11). Write the names of nine famous people from different countries in a grid on the board (they can be living or dead). Choose people that your students will recognize, e.g.

Einstein	Madonna	Jackie Chan
Stalin	Enrique Iglesias	Gandhi
Napoleon	Kofi Annan	Nelson Mandela

- Divide the class into two teams. Teams take it in turns to choose a square. To win a square they have to say where each person is from, e.g. *Jackie Chan is from China*.

- Check students understand *Britain, South America, South Africa, Greece, Poland, Argentina*. Use a map or allow students to use their dictionaries.
  - Focus on the pictures. Point to Yu Li. **Say:** *This is Yu Li*. Point to her friends. **Say:** *These are Yu Li's friends*.
  - Play audio **10.1** for students to read and listen. Elicit that only Yu Li speaks.
  - Play the first section of the audio or read the text about Yu Li, pausing at the end of each sentence for students to repeat as a class and individually. Check pronunciation of the contracted forms. Repeat with the remaining sections.
- Say:** *Japan*. **Elicit:** *I'm from Japan*. **Write:** *I'm/I am from Japan*. Repeat with *you, he, she, it, we, they*. Write as a list on the board. Drill the sentences as a class and individually.
  - Focus on the left side of the table (positive). Put students in pairs to make up as many sentences as possible and write them on the board. Go over as a class. Check pronunciation.
  - Focus on the text in **exercise 1**. Ask students to find examples of the negative forms. Point to the sentences on the board and elicit the negative forms, e.g. *I'm not from Japan, You aren't from Japan, He isn't from Japan*, etc.
  - Focus on the right side of the table (negative). Put students in pairs to make up as many sentences as possible and write them on the board.
  - Go over as a class. Check pronunciation.
  - Write:** *positive (+)* and *negative (-)* above the relevant sentences.
- Write:** *I am a student*. Underline *I am*. Point to the underlined words. **Ask:** *What is the short form of 'am'?* **Elicit:** *'m*. **Write:** *I'm a student*. Circle the short form. Do the same for *We are not from Argentina*.
  - Focus on **exercise 3**. Put students in pairs to rewrite the sentences.
  - Go over as a class. Check pronunciation of short forms.

- |                                |                                    |
|--------------------------------|------------------------------------|
| 1 I'm from Spain.              | 5 Susie isn't from Britain.        |
| 2 We aren't students.          | 6 I'm not from Japan.              |
| 3 Nelson's from South America. | 7 She's married.                   |
| 4 They're my friends.          | 8 London's the capital of Britain. |

- Focus on the **Language note**. **Write:** *Am from Italy*. Put a cross next to the sentence to show it is incorrect. Elicit that there is no subject in the sentence. Ask students to correct the sentence. **Write:** *He from Italy*. Put a cross next to the sentence to show it is incorrect. Elicit that there is no verb in the sentence. Ask students to correct the sentence.
- Repeat with *he's from Italy*, eliciting that sentences start with a capital letter and end with a full stop.

The verb *to be* causes many problems for students in statements. Spanish and Italian students will often leave out the subject and/or the verb.

- Focus on the sentences in **exercise 4**. Put students in pairs to complete them.
  - Go over as a class. Check pronunciation and remind students to use the short form of the verb where necessary.

1 's, 'm, is, aren't, 're 2 aren't, 're 3 are, 's, isn't, 's

- Do the example together. Play the first item on audio **10.2**. Students hear *He's from Poland*, say the negative, then listen and repeat.
  - Play the rest of the audio.

## Audio script 10.2

- |                          |                             |
|--------------------------|-----------------------------|
| 1 He's from Poland.      | 4 That's our house.         |
| He isn't from Poland.    | That isn't our house.       |
| 2 I'm a student.         | 5 He's married.             |
| I'm not a student.       | He isn't married.           |
| 3 We're from New York.   | 6 They're from Australia.   |
| We aren't from New York. | They aren't from Australia. |

## 6 Your life

- Ask individual students *What's your name? Where are you from? Are you from Poland? Are you a teacher? Are you a student? Are you married?*
- Point to yourself. **Write:** *My name's \_\_\_\_\_, I'm from \_\_\_\_\_* on the board. Elicit the correct answers.
- Ask students to complete the sentences for themselves. Monitor and check students' answers.
- Put students in pairs to read their sentences to their partner. Go over as a class.
- Focus students' attention on the **can do** statement. *Now I can say where people are from.*

## Follow-up

- Ask students to write a mini-profile for someone famous, using the sentences from **exercise 6**. Tell them to include two pieces of false information.
- Students read their profile to their partner who has to decide which sentences are true and which are false, e.g.

Student A *My name is Madonna and I'm from France.*

Student B *False! You aren't from France. (You're from the USA.)*

Student A *I'm married.*

Student B *True.*

## Resource activity pages 183 and 258



## 1 10.1 Read and listen.



This **is** Costas.  
He's from Greece.



Ania **isn't** from Greece.  
She's from Poland.



Susie and Joshua **are** from  
South Africa.



Maria and Nelson **aren't** from  
South Africa. **They're** from  
South America.



## 2 Study the tables. Make sentences.

to be: statements					
Positive			Negative		
I	'm (am)		I	'm not (am not)	
He	's (is)	from	He	isn't (is not)	from
She			She		
It			It		
We	're (are)		We	aren't (are not)	
You			You		
They			They		
		Russia. Japan. France.			Russia. Japan. France.

## 3 Rewrite the sentences with the short form of the verb.

- I'm from Spain.*
- I am from Spain.
- We are not students.
- Nelson is from South America.
- They are my friends.
- Susie is not from Britain.
- I am not from Japan.
- She is married.
- London is the capital of Britain.

## Language note Sentence structure

In English a sentence always has a subject and a verb.

He **is** from Italy. (subject+verb)  
NOT ~~Is~~ from Italy. OR ~~He~~ from Italy.

A sentence always starts with a capital letter and ends with a full stop.

My name is Yu Li.  
↑ capital letter    ↑ full stop

## 4 Complete the sentences.

- My name's S Maria, and I am a student at London University. My husband is a student here, too. We are from Britain. We are from Argentina.
- Susie and Joshua are from South America. They are from Cape Town in South Africa.
- Ania and Costas are from Europe. Ania is from Warsaw in Poland. Costas is from Poland. He is from Athens in Greece.

## 5 10.2 Drill. Listen. Say the negative.

- He's from Poland.  
*He isn't from Poland.*

## 6 Your life Complete the sentences about yourself.

- My name is.
- I am from the USA.
- I am from Spain.
- I am a teacher.
- I am a student.
- I am married.



Now I can ...  
say where people are from.

Student's Book p.10



- 1 11.1 Read and listen to the text. Label the people in the picture.



Bruno

*My name's Bruno Bonnetti and I'm from Italy. I'm a student at Milan University. Here, I'm with my girlfriend. Her name's Claudia, and she's a student, too.*

*We're at a restaurant with my brother, Antonio, and his wife. Her name's Irena. She isn't from Italy. She's from Slovenia. Antonio and Irena aren't students. Antonio's a doctor and Irena's a teacher.*

- 2 Read the text again. Are the statements true (T) or false (F)?

- |                            |                            |
|----------------------------|----------------------------|
| 1 Bruno is from Italy.     | 5 Irena is from the USA.   |
| 2 He's married.            | 6 Antonio is her brother.  |
| 3 Claudia isn't a student. | 7 He's a doctor.           |
| 4 Bruno is her boyfriend.  | 8 They're at a restaurant. |

#### Language note and

We use **and** to add information.

My name is Bruno. I'm from Italy.

My name is Bruno **and** I'm from Italy.

Her name is Claudia. She's a student.

Her name is Claudia **and** she's a student.

- 3a **Your life** Find or draw a photograph of yourself with other people. Write about the photograph.

My name's \_\_\_\_\_ (name) and I'm from \_\_\_\_\_ (country). I'm a \_\_\_\_\_ (student / doctor ...). In this photo I'm \_\_\_\_\_ (at a restaurant / at a party / on holiday ...). \_\_\_\_\_ (names). (He's / She's / They're) from \_\_\_\_\_ (country). \_\_\_\_\_ (Name) is a \_\_\_\_\_ (student / doctor ...).

- b Read your partner's text.

#### English in the world English-speaking countries



English is the main language in more than 60 countries. These include:

the UK	the USA	Canada
Ireland	Australia	New Zealand
South Africa	Singapore	Jamaica

What languages do people speak in your country?

What examples of English words do you see or hear in your country?



Now I can ... write simple information about myself and other people.

Student's Book p.11

## TEACHER'S NOTES LESSON 11

Students revise the use of *to be* via a reading text and write a simple paragraph about themselves.

## Warm-up

- Put students in pairs. Give them one minute to write down as many family members as possible.
- Give them another minute to compare their list with another pair.
- Go over as a class, writing the words on the board.

- Focus students on the picture to interest them in the lesson. **Ask:** *How many people can you see? How many men? How many women? Where are they?*
  - Play audio **11.1** for students to read and listen.
  - Ask students the names of the four characters and write the names on the board (Bruno, Claudia, Antonio, Irena). Point to each person and ask the names.

1 Antonio 2 Irena 3 Bruno 4 Claudia

- Elicit/Teach:** *girlfriend, doctor, Slovenia.*
  - Ask *yes/no* questions about the text, e.g. *Is Bruno from Italy? Yes. Is he a doctor? No. Is Claudia married? No.*
  - If you have time, ask students to read the first sentence of the text. Nominate a student to read the next sentence. Continue to the end of the text. Help with pronunciation where necessary.
- Put students in pairs. Focus on the statements and do one as an example first. Go through the answers as a class.

1 T 2 F 3 F 4 T 5 F 6 F 7 T 8 T

- Focus on statement 2: *He's married.* Write this on the board and ask students to make it into a true statement: *He isn't married.* Put students in pairs and ask them to make sentences 3, 5, and 6 true. Go through the answers as a class.

3 Claudia's a student. 5 Irena is from Slovenia.  
6 Antonio is her husband.

- Focus on the **Language note**. Ask students to look at the first sentence in the text. Elicit that there are two pieces of information in this sentence (Bruno's name and where he's from). **Ask:** *What word joins the information?* **Elicit:** *and.*
- Put students in pairs and tell them to find three more sentences in the text that use *and* to add information. Ask pairs to say the sentences. Check answers.

Her name's Claudia and she's a student. We're at a restaurant with my brother ... and his wife. Antonio's a doctor and Irena's a teacher.

## 3a Your life

- Bring a photograph of yourself into class. It should be clear where you are (e.g. at a restaurant, on holiday, in the classroom). There should be two or three other people in the photo.
- Write:** *My name's \_\_\_\_ and I'm from \_\_\_\_ . I'm a \_\_\_\_ . In this photo I'm \_\_\_\_ with \_\_\_\_ .* Continue to the end of the paragraph. Point to each gap. **Ask:** *What's this?* and complete the gaps.
- Ask *yes/no* questions about the text, e.g. *Am I from Russia? Am I a teacher?*
- If students don't have a photograph of themselves with friends, tell them to draw a picture.

- Point to your paragraph. **Say:** *Write about your picture.* Monitor and give help where necessary.
  - Put students in pairs to tell each other about their pictures.
- Tell students to exchange their texts. Repeat with three or four students. Check pronunciation.

## English in the world

- Write:** *English is the main language in more than 60 countries.* on the board. Check that students understand *main language*. Ask students to call out the names of some of these countries and write them on the board. Compare the list with the examples in the book. Check students' comprehension of new countries.
- Elicit the languages spoken in the students' country and write them on the board. If you are teaching in a Spanish-/French-/Portuguese-speaking country, you could ask where these languages are spoken around the world.
- Elicit examples of English words found in the students' country and write them on the board. These will depend on where your students are from but might include: *Internet, DVD, email, supermarket, bus, telephone, video, television, snack, bar.* If you are teaching in a monolingual environment, you could give some examples of words from the students' language that are used in English, e.g. words from Spanish that are used in English would include *siesta, matador, tortilla, sangria.*
- Focus students' attention on the **can do** statement: *Now I can write simple information about myself and other people.*

## Follow-up

- Dictate the following sentences. Read slowly but naturally. Say each sentence two or three times.
  - Bruno's from Spain.
  - He's a teacher.
  - Claudia isn't a student.
  - Antonio is Bruno's sister.
  - Irena is a doctor.
- Ask students to read the text from **exercise 1** and correct the sentences.
- Go over as a class.

## Resource activity pages 184 and 259



## TEACHER'S NOTES LESSON 12

Students revise the use of *to be* and learn how to say sorry.

## Warm-up

- Use the pictures from **lessons 4 and 6** to revise the story to date. Ask questions about the characters and the story, e.g. *Where are they? What's her first name? What's Lucy's surname? Who is Lucy talking to? Who is Peter's friend? What's Sarah's surname? What's Ryan's wife's name? What's the name of Lucy's company? Who is Lucy's boss?*

- 1 • Play audio **12.1** to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key vocabulary for each picture, e.g.
    - picture 1: *a bag, a mobile phone*
    - picture 2: *a van*
    - picture 3: *a hand*
    - picture 4: *a computer, fix*
    - picture 5: *an idiot*
    - picture 6: *embarrassing* (adj)
  - Write the new words/expressions on the board and drill as a class and individually.
  - Ask some questions to check basic comprehension of the pictures and text, e.g.
    - picture 1: *Who is Lucy talking to?*
    - picture 2: *Who is opening the door of the van?*
    - picture 3: *Is Lucy OK?*
    - picture 4: *Where are Lucy and Jordan now?*
    - picture 5: *Who is behind the computer?*
  - Play the audio again.
- 2 • Ask students to read by themselves to find the answers before checking in pairs. Go through the answers as a class. Ask individual students to say the answers. Write these on the board so that everyone can see.

1 F 2 T 3 F 4 T 5 T 6 T 7 F

- As a follow-up, ask students to make sentences 1, 3, and 7 true. Go through the answers as a class.

1 Lucy is talking to Mr Linsky on her mobile. 3 Mrs Diderot is from France. 7 Lucy says Jordan is an idiot.

- 3a • Focus on the **Everyday expressions**. Ask students to complete the sentences in pairs.
  - Go through the answers as a class. Check pronunciation.
- b • Play audio **12.2** for students to check their answers.
  - Drill each expression individually and as a class.

'm, you, 's, you

- **Say:** *I'm sorry.* **Elicit:** *It's all right.* **Say:** *Are you OK?* **Elicit:** *I'm fine, thank you.* Practise this as a drill. You apologize, the students give the correct response together.
  - Put students in pairs to practise. Monitor and check pronunciation.
- 4 • Put students in groups of three to practise the story. Monitor and check pronunciation.
    - Ask one group to act out the story for the rest of the class. Check pronunciation.
    - Focus students' attention on the **can do** statement: *Now I can say sorry.*

## Follow-up

- Ask students to close their books.
- **Say:** *I'm very sorry.* Students repeat the sentence together. Continue with three more sentences from the lesson: *Are you OK? It's all right. I'm fine, thank you.*
- **Say:** *Listen and write.* Dictate each of the four sentences. Speak slowly but naturally and repeat each sentence, pausing for students to write.
- Go over the dictation as a class.
- Practise the sentences in a mingling activity. Students move around the classroom apologizing and responding to apologies. Circulate and check pronunciation.

Resource activity pages 185 and 259

1 **12.1** Read and listen to the story.

2 Are the statements true (T) or false (F)?

- 1 Lucy is talking to her mother on her mobile.
- 2 The meeting is in Room 7.
- 3 Mrs Diderot is from the USA.
- 4 The man with the van is Jordan.
- 5 He's there to fix a computer.
- 6 The computer is in Lucy's office.
- 7 Lucy says Daniel is an idiot.

3a Complete the expressions.

**Everyday expressions** Saying sorry

I \_\_\_\_\_ (very) sorry.

Are \_\_\_\_\_ OK?

It \_\_\_\_\_ all right.

I'm fine, thank \_\_\_\_\_.

b **12.2** Listen, check, and repeat.

4 Work in a group. Practise the story.

**1** Oh, hello, Mr Linsky. How are you?

Yes, I'm fine, thanks. ... Our meeting? ... It's with Mr Leclerc and Mrs Diderot. ... They're from France.

**2** No, we aren't in my office. We're in room 7. ... See you la....

Ow!!

**3** I'm very sorry. Are you OK?

Yes. It's all right. I'm fine, thank you.

**4** Good morning.

Hi. I'm here to fix a computer.

Ah, yes. It isn't this office. It's that office over there.

**5 Later...**

How's your hand, Lucy?

It's OK, but that idiot with his van, I ...

**6** Your computer's OK now.

Oh, how embarrassing!

Now I can ...  
say sorry.

Student's Book p.12



## 1 13.1 Listen and repeat.

11 eleven	21 twenty-one	40 forty
12 twelve	22 twenty-two	50 fifty
13 thirteen	23 twenty-three	60 sixty
14 fourteen	24 twenty-four	70 seventy
15 fifteen	25 twenty-five	80 eighty
16 sixteen	26 twenty-six	90 ninety
17 seventeen	27 twenty-seven	100 a hundred
18 eighteen	28 twenty-eight	
19 nineteen	29 twenty-nine	
20 twenty	30 thirty	

## 2 Count from 40 to 60.

## 3 Look at the pictures. Say the numbers.

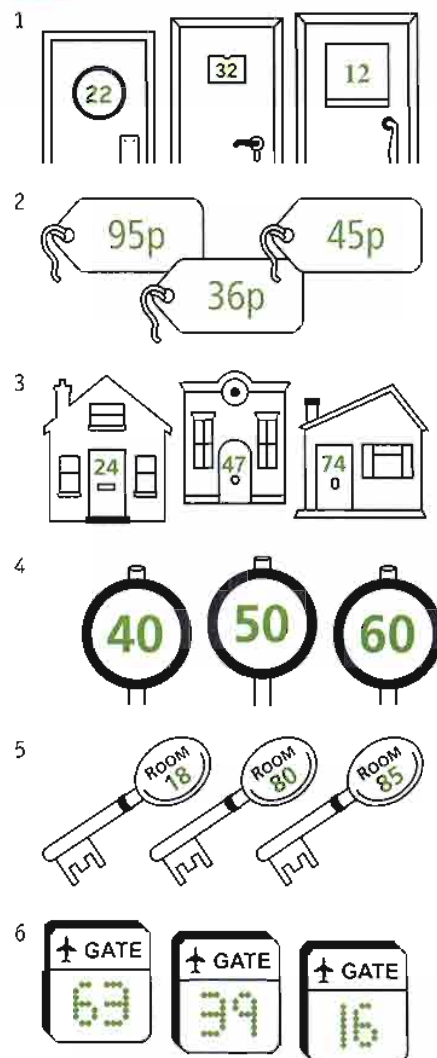


## 4a Write the numbers in full.

32 <u>thirty-two</u>	51 _____	40 _____
17 _____	84 _____	11 _____
95 _____	14 _____	60 _____
71 _____	23 _____	36 _____

## b Say the numbers.

## 5 13.2 Listen. Which number do you hear?

Pronunciation  
-teen and -ty

## 1 13.3 Listen and repeat.

sixteen	sixty
eighteen	eighty

## 2a 13.4 Listen. You will hear pairs of numbers. Are the two numbers the same or different?

## b Listen again and repeat.

Now I can ...  
count to 100.

Student's Book p.13

## TEACHER'S NOTES LESSON 13

Students learn numbers 11–100.

## Warm-up

- Revise the numbers 0–10, either as a chain, a number dictation, or by writing the figures on the board and pointing to them at random for students to repeat.

- Tell students to look at the numbers while you play audio **13.1**.
  - Play the audio again for students to listen and repeat.
  - Drill the numbers as a class and individually. Tell students that *one hundred* can be used as well as *a hundred*.
  - Write the figures 11–20 on the board and ask individual students to name random numbers.
  - Dictate six numbers between 11 and 20 at random. (Write the numbers down so you have a record.) Nominate a student to read out the numbers he/she has written.
  - Put students in pairs and tell them to practise the numbers from 0–20. Repeat the activity so that both students say all of the numbers.
  - Arrange everyone in a circle. **Say:** Zero. Point to the next student. Hold up one finger. **Elicit:** One. Continue to twenty. Repeat the chain in reverse, starting at *twenty* and finishing at *zero*.
  - Repeat with 21–100.
- Write the figures 40–60 on the board.
  - Put students in pairs and tell them to count from 40–60. Monitor and check pronunciation.
  - Dictate ten numbers between 21 and 100 at random. Nominate a student to read out the numbers he/she has written.
  - Say:** Choose ten numbers between 21 and 100. Write them. Put students in pairs. **Say:** Student A read your numbers. Student B write the numbers you hear. When they have finished, tell them to swap roles.
- Focus on the first picture. Elicit the number then repeat with each picture.
  - Drill the numbers as a class then individually.
- Write:** 32. t \_ \_ \_ \_ - t \_ \_ on the board. **Ask:** How do you spell 'thirty-two'? Elicit each letter.
  - Focus on the figures in **exercise 4a**. Put students in pairs. Tell them to cover **exercise 1** and write the numbers.
  - Tell them to check answers by looking at **exercise 1**.
  - Write the numbers (in figures) on the board, then drill them.
  - Put students in pairs and tell them to say the numbers in order.
- Focus on the numbers in each picture. Ask students to read them out. Check pronunciation. Play audio **13.2** all the way through.
  - Do the first one as an example. Play the first exchange on the audio again. Tell students to look at the first picture and circle the correct door number. Demonstrate *circle* if necessary.
  - Elicit/Teach key vocabulary for each picture: *p* (*pence*) (picture 2), *speed limit* (picture 4), *key* (picture 5), *boarding*, *gate* (picture 6).
  - Play the rest of the audio.
  - Go over the answers as a class.

1 12 2 95p 3 74 4 50 5 18 6 39

## Audio script 13.2

- A** The meeting is in room twelve.  
**B** Room twelve?  
**A** Yes.
- A** How much is this, please?  
**B** It's ninety-five p.  
**A** I'm sorry. Can you repeat that, please?  
**B** Yes. It's ninety-five p.  
**A** Oh, thank you.
- A** What number is your house?  
**B** It's number seventy-four.  
**A** Seventy-four?  
**B** Yes.
- A** What's the speed limit here?  
**B** It's fifty.  
**A** Fifty?  
**B** Yes.
- A** Here's your key. You're in room eighteen.  
**B** Room eighty?  
**A** No, room eighteen.
- Tannoy** Your flight to New York is now ready for boarding at gate number thirty-nine. Gate thirty-nine for New York.

## Pronunciation

- Play audio **13.3** for students to listen and repeat.
  - Write the words on the board. Model the pronunciation of *sixteen* by pointing to each syllable as you speak. **Ask:** Is the stress on the first or second syllable? **Elicit:** the second syllable and mark it. Repeat with *sixty* making sure students can hear the difference.
  - Repeat for *eighteen* and *eighty*.
- Play the first pair of numbers on audio **13.4**.
  - Repeat both numbers and ask students to say *same* or *different*. Write them on the board to check.
  - Play the rest of the audio, stopping after each pair of numbers.
  - Go through the answers.

## Audio script 13.4

1	fifteen	fifteen
2	seventy	seventeen
3	thirty	thirty
4	eighteen	eighty
5	ninety	nineteen
6	fourteen	fourteen

- Play the audio again for students to listen and repeat.
  - Focus students' attention on the **can do** statement: *Now I can count to 100.*

## Follow-up

- Play Bingo (see page 10). Tell students to fill their 4 × 4 grid with numbers of their choice between 0 and 49.
- Play again using numbers from 50–100.

Resource activity pages 186 and 260



## TEACHER'S NOTES LESSON 14

Students learn to use *to be* in questions.

## Warm-up

- Use a drill to revise *to be* in positive and negative statements. Say a positive statement. Students respond with a negative form. Repeat with a negative statement.

- 1a • Focus on the picture. Ask questions, e.g. *Who can you see?*
  - Play audio **14.1** for students to read and listen.
  - Drill each question and response.
- b • Nominate a student. **Ask:** *(Reza), is Sarah a student?* **Elicit:** *Yes, she is.* Repeat with different students and questions.
  - Nominate two students to read the conversation.
  - Put students in pairs to practise the conversation.
- 2 • Focus on the grammar table, *yes/no questions*.
  - **Say:** *Sarah is a student.* **Ask:** *Is she a student?* **Elicit:** *Yes, she is.* **Ask:** *Is she a teacher?* **Elicit:** *No, she isn't.* Repeat with *you/I*.
  - **Drill:** *Yes, I am. No, I'm not. Yes, he/she is. No, he/she isn't.*
  - Ask *yes/no* questions using *he/she/you*, e.g. *(Stefan), are you a teacher? Is he married?*
  - **Write:** *Is she a teacher? Yes, she's.* Put a cross next to the response to show it is incorrect. Ask students to correct the sentence. Repeat with *Are you a teacher? Yes, I'm.*
- 3 • Do the example together. Play the first item on audio **14.2**. Students hear *He's a student*, make a question, then listen and repeat.
  - Play the rest of the audio.

## Audio script 14.2

- |   |  |
|---|--|
| 1 He's a student.<br>Is he a student?   | 4 You're from Greece.<br>Are you from Greece?  |
| 2 They're married.<br>Are they married? | 5 This is your mobile.<br>Is this your mobile? |
| 3 She's a doctor.<br>Is she a doctor?   | 6 We're in room 51.<br>Are we in room 51?      |

- 4 • Do the first question as an example together.
  - Put students in pairs to make questions and answers. Monitor and check that they use the correct punctuation.
  - Go over as a class.

- 1 Is Sarah from the UK? No, she isn't.
- 2 Is she a student? Yes, she is.
- 3 Is she married? No, she isn't.
- 4 Are you married? Yes, I am. / No, I'm not.
- 5 Are you a teacher? Yes, I am. / No, I'm not.
- 6 Are you a student? Yes, I am. / No, I'm not.

- 5 • Focus on the grammar table, *wh- questions*. **Write:** *Thailand.* **Ask:** *Where is he from?* **Elicit:** *He's from (Thailand).*
  - **Drill:** *Where is he/she from?*
  - Repeat with *How old is she?* and *What is his name?*
  - Ask *wh-* questions, e.g. *(Jaime), where is (Luisa) from? How old is (Jean)?* Elicit an appropriate response.
  - **Write:** *Where he from?* Put a cross next to the question to show it is incorrect. Ask students to correct the sentence. Repeat with *Where he is from?*
- 6 • Tell students to make *wh-* questions, then answer them.

- 1 Where is Sarah from? She's from Singapore. 2 How old is she? She's 28. 3 Where are you from? 4 How old are you?

- Focus on the **Language note**. Read the example sentence.
- **Write:** *is Sarah a student* on the board. Ask students to rewrite the question with the correct punctuation.
- Repeat with different questions from the lesson, e.g. *where is he from/how old is she/are they married.*

- 7a • Copy the headings and the details about Sarah onto the board. Play the first conversation on audio **14.3**.
  - Ask:** *Where is she from?* **Elicit:** *Singapore.* Repeat with *How old is she? Is she single, married, or divorced?*
  - Repeat for each conversation, playing the audio twice each time.
  - Go through the answers as a class. If necessary, play the audio again pausing after each answer.

## Audio script 14.3

- 1 Ryan Is Sarah a student?  
Lucy Yes, she is.  
Ryan Where is she from?  
Lucy She's from Singapore.  
Ryan Oh. How old is she?  
Lucy She's 28.  
Ryan Is she married?  
Lucy No, she isn't.
- 2 Cindy Where are you from, Jordan?  
Jordan I'm from Australia.  
Cindy Really? How old are you?  
Jordan I'm 30.  
Cindy Are you married?  
Jordan No, I'm not.
- 3 Jordan Are you from the UK, Ryan?  
Ryan No, I'm not.  
Jordan Where are you from?  
Ryan I'm from Ireland.  
Jordan Really? Is your wife from Ireland, too?  
Ryan No, she isn't. Cindy's from the UK - from London.  
Jordan How old are you?  
Ryan Me? I'm forty-eight. Cindy's forty-nine.  
Jordan Oh...
- 4 Sarah Are you from the UK, Lucy?  
Lucy Yes, I am.  
Sarah Are you married?  
Lucy No, I'm not. I'm single.  
Sarah How old are you?  
Lucy I'm 27.  
Sarah Oh, I'm 28. What about Peter? How old is he?  
Lucy He's 35.  
Sarah He isn't from the UK, is he?  
Lucy No, he isn't. He's from the USA.  
Sarah Is he married?  
Lucy No, he isn't. He's divorced.  
Sarah Oh, really?

- b • Put students in pairs and tell them to look at the chart then ask and answer questions about the people.
- Focus students' attention on the **can do** statement: *Now I can ask people questions about themselves.*

## Follow-up

- Put students in pairs. One student chooses a name from the chart in **exercise 7**. The other has to ask questions and guess who it is, e.g. *Are you a man? Yes. / Are you married? No. / Are you from Singapore? No. / Are you 30? Yes. / You're Jordan. Correct.*

Resource activity pages 187 and 260

## 1a 14.1 Read and listen.



Ryan **Is Sarah** a student?  
 Lucy **Yes, she is.**  
 Ryan Where **is she** from?  
 Lucy **She's** from Singapore.  
 Ryan Oh. How old **is she**?  
 Lucy **She's** 28.  
 Ryan **Is she** married?  
 Lucy **No, she isn't.**

b Practise the conversation with a partner.

## 2 Study the table.

## to be: yes/no questions and short answers

She is a student.

Is she a student?

Yes, she is. NOT Yes, she's.  
 No, she isn't.

You are from Thailand.

Are you from Thailand?

Yes, I am. NOT Yes, I'm.  
 No, I'm not.

## 3 14.2 Drill. Listen. Make questions.

1 He's a student.

Is he a student?

4 Work with a partner. Make questions and answers.  
Use the cues.

A Is Sarah from the UK?

B No, she isn't.

- 1 Sarah / from the UK (No)
- 2 she / a student (Yes)
- 3 she / married (No)
- 4 you / married (Yes / No)
- 5 you / a teacher (Yes / No)
- 6 you / a student (Yes / No)

## 5 Study the table.

## to be: wh- questions

Where is he from?

How old is she?

What is his name?  
 is her address?

## 6 Make questions with the cues. Give the answers.

- 1 Where / Sarah / from?
- 2 How old / she?
- 3 Where / you / from?
- 4 How old / you?

## Language note Punctuation

Questions start with a capital letter and end with a question mark.

Where is she from?

↑  
capital letter↑  
question mark

## 7a 14.3 Listen. Complete the information.



Name: Sarah  
 From: Singapore  
 Age: 28  
 single / married / divorced



Name: \_\_\_\_\_  
 From: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 single / married / divorced



Name: \_\_\_\_\_  
 From: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 single / married / divorced



Name: \_\_\_\_\_  
 From: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 single / married / divorced



Name: \_\_\_\_\_  
 From: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 single / married / divorced



Name: \_\_\_\_\_  
 From: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 single / married / divorced

b Work with a partner. Use the information from the chart above. Ask and answer about the people.

Where is \_\_\_\_\_ from?

How old is \_\_\_\_\_?

Is he / she married?

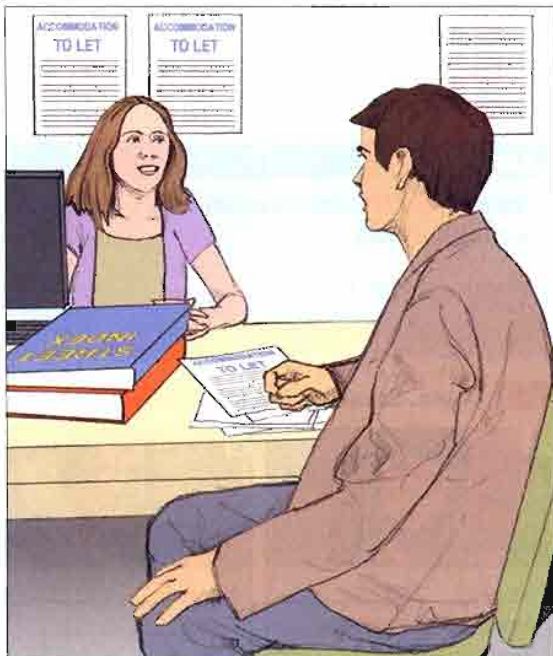


Now I can ...  
 ask people questions about themselves.

Student's Book p.14



1a **15.1** Jose is looking for a flat. Read and listen to his conversation.



### At an Accommodation Agency

**Agent** Can I take a few details first? What's your surname?

**Jose** It's Ferreira.

**Agent** How do you spell that?

**Jose** It's F-E double R-E-I-R-A.

**Agent** And what's your first name?

**Jose** Jose. That's J-O-S-E.

**Agent** Thank you. Where are you from?

**Jose** I'm from Brazil.

**Agent** How old are you, Mr Ferreira?

**Jose** I'm 27 years old.

**Agent** Are you married?

**Jose** No, I'm not. I'm single.

**Agent** And what's your telephone number?

**Jose** It's 07096 46 double 52. That's my mobile.

**Agent** Thank you.

b Practise the conversation with a partner.

2 **15.2** Listen to another conversation and choose the correct items to complete the form.

3 **Your life** Use the questions in Jose's conversation. Interview your partner.



**Home Sweet Home**  
15 High Street, Newtown, England

### Personal Details

Title: Mr/Ms

Surname: Bellion/Deleonne

First name: Sonia/Sonja

Country: Switzerland/Spain

Age: 39/35

Marital status: single/married/divorced

Tel. no.: 020 743 1188/020 734 8811



**Home Sweet Home**  
15 High Street, Newtown, England

### Personal Details

Title: \_\_\_\_\_

Surname: \_\_\_\_\_

First name: \_\_\_\_\_

Country: \_\_\_\_\_

Age: \_\_\_\_\_

Marital status: \_\_\_\_\_

Tel. no.: \_\_\_\_\_



Now I can ...  
ask for and give personal information.

Student's Book p.15

## TEACHER'S NOTES LESSON 15

Students learn how to ask for and give personal information.

## Warm-up

- Play a variation of Noughts and Crosses (see page 11). Write nine capital letters in a 3 × 3 grid on the board.
- Divide the class into two teams. To win a square teams have to say the name of a country that begins with the letter and spell the name of the country correctly.

- 1a**
- Focus on the title. **Elicit/Teach:** *accommodation agency and agent.*
  - Tell students to cover the text. Use questions to elicit as much detail as possible about the people and things in the picture, e.g. *What can you see? How many people can you see? Where are they? Is it a classroom? Who are the people? Are they friends?*
  - Play audio **15.1** twice for students to read and listen.
  - **Elicit/Teach:** *details. Ask: What details does the agent ask for? Elicit: name, surname, age, where Jose is from, if he's married, telephone number.*
  - Elicit all of Jose's details and write them on the board.
  - Drill Jose's responses as a class then individually. Ask the questions and get students to respond together with the answers. Write the questions on the board.
- b**
- Nominate two students to read the conversation.
  - Put students in pairs to practise the conversation. Make sure they play both roles.
- 2**
- Elicit the name of the accommodation agency (*Home Sweet Home*). Check that students understand *home*.
  - Tell students to read the form.
  - **Ask:** *What's the first surname? Elicit: Bellion. Ask: How do you spell it? Repeat with each name. Ask: What's the first country? Elicit: Switzerland. Repeat with each country, age, and telephone number.*
  - Check that students remember the difference between *Mr/Ms, single/married/divorced*.
  - Play audio **15.2** twice. Tell students to choose the correct items.
  - Go through the answers as a class. If necessary, play the audio again, pausing at the end of each answer.

## Audio script 15.2

**Agent** Can I take a few details first? What's your last name?  
**Sonja** It's Bellion.  
**Agent** How do you spell that, please?  
**Sonja** It's B-E- double L-I-O-N.  
**Agent** And what's your first name, Ms Bellion?  
**Sonja** Sonja.  
**Agent** Is that S-O-N-I-A?  
**Sonja** No, it's S-O-N-J-A.  
**Agent** Thank you. Are you from the UK?  
**Sonja** No, I'm not.  
**Agent** And where are you from?  
**Sonja** I'm from Switzerland.  
**Agent** How old are you?  
**Sonja** I'm 35.  
**Agent** And are you married?  
**Sonja** No, I'm not. I'm divorced.  
**Agent** And what's your telephone number?  
**Sonja** It's 020 743 double 1 double 8.  
**Agent** Thank you.

- Focus on the completed form. **Write:** *Bellion* on the board.  
**Ask:** *What's this? Elicit: surname. Ask: What's the question? Elicit: What's your surname? Ask: How do you spell 'Bellion'? Repeat with first name, country, age, marital status, telephone number.*
- Put students in pairs to practise the conversation.

## 3 Your life

- Point to the conversation in **exercise 1**. Tell students to underline the questions.
- Nominate a student. **Say:** *(Roland), you're the agent. Ask me the questions. Act out the conversation for the rest of the class giving your real details.*
- Put students in pairs to practise the conversation using their own details.
- Nominate two or three students to tell the class about their partner.
- Put students with a new partner and ask them to tell their new partner about the first person.
- Focus students' attention on the **can do** statement: *Now I can ask for and give personal information.*

## Follow-up

- Students use the information they collected in **exercise 3** to write a short paragraph about you or their partner.

## Resource activity pages 188 and 261



## TEACHER'S NOTES LESSON 16

Students learn how to tell the time and compare opening times in Britain and their country.

## Warm-up

- Revise the numbers 0–60 as a chain. Point to students at random to say the numbers.
- Repeat using multiples of 5, 10, 15.

- 1 • Focus on the pictures in **exercise 1**.
  - Play audio **16.1** for students to listen and repeat.
  - Drill each item as a class then individually. Check pronunciation of 'o' in *o'clock* and *to*. These are both weak forms (/ə/).
  - Nominate a student. **Ask:** (*Manos*), *what's number 7?* **Elicit:** *half past one*. Go through the items at random. Check pronunciation.
  - Check that students recognize that we use *o'clock* for times on the hour, *past* for 1–30 minutes after the hour, and *to* for 1–29 minutes before the hour. Draw three clocks on the board showing six o'clock, quarter past eleven, twenty-five to twelve. Elicit the time on each clock.
- 2 • Focus on the clock faces. Read each time using *It's ...*, e.g. *It's ten to four*. Play audio **16.2**. Drill each time individually and as a class.
  - **Say:** *Listen and point to the correct clock*. Demonstrate *point*. Play the first question and response on the audio again as an example.
  - Play the rest of the questions and responses.

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

## Audio script 16.2

- |   |       |                             |
|---|-------|-----------------------------|
| 1 | Woman | What's the time?            |
|   | Man   | It's half past nine.        |
| 2 | Man   | What's the time?            |
|   | Woman | It's quarter past six.      |
| 3 | Woman | What's the time?            |
|   | Woman | It's quarter to seven.      |
| 4 | Man   | What's the time?            |
|   | Man   | It's twenty-five to eleven. |
| 5 | Woman | What's the time?            |
|   | Man   | It's twenty past five.      |
| 6 | Man   | What's the time?            |
|   | Woman | It's ten to four.           |
| 7 | Woman | What's the time?            |
|   | Woman | It's five past ten.         |
| 8 | Man   | What's the time?            |
|   | Man   | It's eight o'clock.         |

- Focus on the **Everyday expressions**. **Ask:** *What's the time?* Nominate a student to respond *It's quarter to eight*.
  - Focus on the pictures in **exercise 1**. Nominate a student. **Say:** (*Han*), *look at picture 2. What's the time?* Elicit the answer (*It's five past one*). Go through the items at random.
- 3 • Put students in pairs. Point to the clock faces in **exercise 2** and tell students to practise asking about each time. Monitor for accuracy and pronunciation.
    - Focus on the **Language note** to show the difference between *clock* and *watch*.
  - 4 • Draw a clock showing twenty-five past three. Elicit the time, then write *twenty-five past three* OR *three twenty-five* on the board.
    - Repeat with another clock face showing twenty-five to four.

- If you feel your students need more practice before they move on to the exercise, practise with 3.05, 3.10, 3.15, etc.
- Do the first time as an example. Continue with numbers 2–8. Drill each time individually and as a class.
- **Say:** *Look at your watch. What time is it now?* Elicit the time.

## English in the world

- Use pictures to show the meaning of *shop*, *supermarket*, *bank*, and *office*. Write them on the board with the correct indefinite article. Drill each item.
- Read the text 'Opening times'. Tell students to follow the text as you read.
- Read the first line for 'shops' again. Elicit *a.m.* is before twelve o'clock and *p.m.* is after.
- Draw four columns on the board with the headings *shops*, *supermarkets*, *banks*, *offices*. Write *Britain* as the heading for the first row.
- **Ask:** *What are the opening times of shops in Britain?* Elicit the hours and write this in the first row.
- Repeat the question for the students' own country, then complete the table.
- **Elicit/Teach:** *hour*. **Ask:** *How many hours are shops in Britain open?* **Elicit:** *eight and a half hours*.
- Repeat for the students' country.
- Focus students' attention on the **can do** statement: *Now I can tell the time*.

## Follow-up

- Prepare pieces of paper with different times – one for each student. Use, e.g. *one o'clock*, *five past one*, *ten past one*, *quarter past one*, etc. (to a full hour).
- Students stand up and organize themselves in a circle (i.e. as a clock) and then read out their time, starting at one o'clock.

## Resource activity pages 189 and 261

## Review and Wordlist Lessons 9–16

## Student's Book pages 85–86

## 1 16.1 Listen and repeat.



1 one o'clock



2 five past one



3 ten past one



4 quarter past one



5 twenty past one



6 twenty-five past one



7 half past one



8 twenty-five to two



9 twenty to two



10 quarter to two

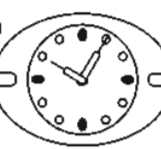
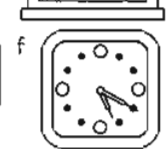
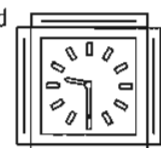
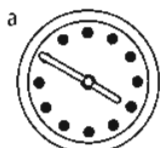


11 ten to two



12 five to two

## 2 16.2 Listen and point to the correct time.



## Everyday expressions Telling the time



## 3 Ask and answer with a partner.

A Point to one of the clocks. Ask the time.

B Say the time.

A What's the time?

B It's ten to four.

## Language note Watches and clocks



watches

clocks

## 4 We can also give times in digital form.

Say the times.

1 six twenty-five

1 6:25

2 1:10

3 4:30

4 17:52

5 12:16

6 2:45

7 20:50

8 7:15

## English in the world

## Opening times

These are typical opening times in Britain. Compare them to your country.

Shops: Most shops are open from 9.00 a.m. to 5.30 p.m.

Supermarkets: A lot of supermarkets are open from 8.00 a.m. to 10.00 p.m. Some supermarkets are open 24 hours.

Banks: Banks are open from 9.30 a.m. to 4.30 p.m.

Offices: Normal office hours are 9.00 a.m. to 5.00 p.m.

Now I can ...  
tell the time.

Student's Book p.16



## 1 17.1 Listen and repeat.



1 a briefcase



2 a wallet



3 a purse



4 an address book



5 tissues



6 glasses



7 a credit card



8 a hairbrush



9 a driving licence



10 keys



11 money



12 make-up

## 2a 17.2 Read and listen.

## Nouns: singular and plural

## singular

a key



## plural

three keys



an umbrella



two umbrellas



## b Study the rules.

	singular	plural
<b>Add -s</b>	a bag a wallet	three bags two wallets
<b>After -ch, -sh, -ss, or -x, we add -es</b>	a watch a hairbrush	four watches two hairbrushes
<b>Irregular</b>	a man a woman a person a child	two men three women five people six children

## c 17.3 Listen and repeat.

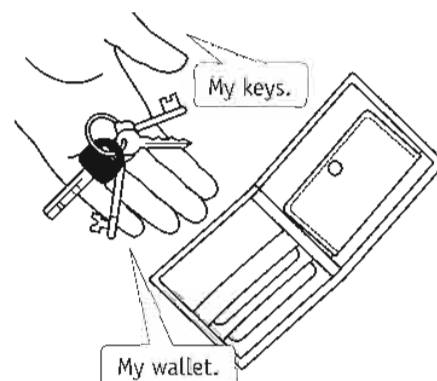
3 17.4 Drill. Listen. Say the plural with *three*.

- 1 a bag  
three bags

## 4 Write the plurals.

- 1 a chair two chairs  
 2 a dog five \_\_\_\_\_  
 3 a woman three \_\_\_\_\_  
 4 a purse four \_\_\_\_\_  
 5 an orange two \_\_\_\_\_  
 6 a pencil seven \_\_\_\_\_  
 7 a sandwich two \_\_\_\_\_  
 8 a child three \_\_\_\_\_  
 9 a table two \_\_\_\_\_  
 10 a car eight \_\_\_\_\_

## 5 Your life What things do you carry in your bag or pockets? Show a partner.



## Pronunciation

## Plural endings

## 1 17.5 Listen and repeat.

/s/	/z/	/tʃ/
books	pens	sandwiches
cats	cards	oranges

## 2 Put the words in the correct column above.

apples keys watches dogs  
 briefcases students desks

## 3 17.6 Listen, check, and repeat.



Now I can ...  
 name some things that people carry.

Student's Book p.17

## TEACHER'S NOTES LESSON 17

Students learn how to form plurals and talk about and identify things that people carry.

## Warm-up

- Put students in pairs. Give them a minute to look around the classroom and write down as many classroom words as possible.
- Ask them to say a word and hold up the object or point to it. Make sure that students use the correct indefinite article.
- The winner is the pair that lists the most objects and spells the words correctly.

- Focus on the pictures. Play audio **17.1** twice for students to listen and repeat.
  - Drill each item as a class then individually.
  - Nominate a student. **Say:** (Ali), what's number 4? Go through items at random. Check pronunciation.
- Focus on the first table. Play audio **17.2** for students to read and listen.
  - Drill the singular and plural forms of *key* and *umbrella*.
  - Write:** a key and underline a. **Ask:** How many? **Elicit:** one. **Write:** singular. Repeat with two keys and plural.
  - Ask:** What do we use to make a word plural? **Elicit:** 's'.
  - Focus on pictures 4, 7, and 9 in **exercise 1**. **Write:** credits card, addresses book, drivings licence on the board. Put a cross next to each word to show they are incorrect. Elicit/Teach the correct plural form of compound nouns (*credit cards, address books, driving licences*).
- Read the first two rows of the second table.
  - Check that students understand when to use -es. **Write:** classes, brushes, sandwiches, faxes as a list. Elicit the singular of each word, crossing out -es each time. Tell students that these are all regular.
  - Read the third row of the table.
  - Elicit/Teach the difference between regular and irregular plurals.
  - Work around the class, saying a word and eliciting the plural. Use s/es plurals and irregular plurals, e.g. *teachers, desks, watches, people*.
- Play audio **17.3**. Tell students to repeat each word after the audio.
  - Drill each example from the table as a class then individually.
- Do the example together. Play the first item on audio **17.4**. Students hear a bag, respond with three bags, then listen and repeat.
  - Play the rest of the audio.

## Audio script 17.4

- |             |                |
|-------------|----------------|
| 1 a bag     | 4 a man        |
| three bags  | three men      |
| 2 a woman   | 5 a girl       |
| three women | three girls    |
| 3 a key     | 6 a child      |
| three keys  | three children |

- Do the example together first, underlining the 's' on *chairs*.
  - Put students in pairs to compare their answers.
  - To check the correct spelling, nominate individual students to spell each plural.

1 chairs 2 dogs 3 women 4 purses 5 oranges 6 pencils  
7 sandwiches 8 children 9 tables 10 cars

Students who aren't used to the idea of irregular plurals often make mistakes and use 's', e.g. *three persons*.

## 5 Your life

- Point to a bag. **Say:** a bag. Repeat with a pocket.
- Take items out of your own bag or pocket. Hold each item up. **Say:** My (driving licence), etc.
- Put students in pairs to tell each other what's in their bag or pocket. Monitor and check carefully.
- Nominate different students to say what's in their partner's bag.

## Pronunciation

- Say:** books and identify the 's' sound. Repeat with pens and sandwiches. Elicit that these three endings sound different.
  - Play audio **17.5** for students to listen and repeat.
- Tell students to say each word and put it in the correct column in **exercise 1** according to the sound of the plural ending.
- Play audio **17.6** for students to listen and check.
  - Drill the singular and plural forms of each word individually and as a class.

## Audio script 17.6

/s/ books, cats, students, desks  
/z/ pens, cards, apples, keys, dogs  
/ɪz/ sandwiches, oranges, watches, briefcases

- Focus students' attention on the **can do** statement: *Now I can name some things that people carry.*

## Follow-up

- Collect a selection of items that students have learned, e.g. 1 mobile phone, 2 purses, 3 wallets, 4 credit cards, 5 keys, 6 rubbers, 7 pencils, 8 tissues, 9 pens, 10 books and arrange them on a table. Number the items.
- Put students in small groups. Give them a minute to look at the items, then cover them up. Write the figures 1-10 as a list on the board. The students work in groups to remember and list all of the items against the correct number.
- The winner is the group that lists the most words and is able to read them back with the correct number. Write the words on the board next to the correct number so students can check.

Resource activity pages 190 and 262



## TEACHER'S NOTES LESSON 18

Students learn to use prepositions to talk about and ask where things are.

## Warm-up

- Divide a piece of paper into two columns. Write one half of a word on one side and the other half on the opposite side, e.g. *driving/licence, um/brella, hair/brush*, etc.
- Cut the paper up so that there is one half of a word on each piece of paper.
- Mix up the pieces of paper. Give one piece to each student and tell them to find the other half of their word.
- When the students have found both halves of their word, ask them to read it out.

- 1 • Focus on the pictures of prepositions.
  - Play audio **18.1** for students to listen and repeat.
  - Play the first part of the audio (to *behind*) for students to listen and repeat the words.
  - Drill each preposition as a class then individually.
  - Focus on the prepositions box. **Ask:** *Where's the watch?* **Elicit:** *It's in the box.* Repeat with *the glasses*.
  - Play the second part of the audio (the sentences). Students listen and repeat each sentence.
  - Choose an object and put it on your desk. **Ask:** *Where's the (umbrella)?* **Elicit:** *It's on the desk.* Practise the prepositions by moving the object around.
- 2 • Focus on the first picture. Ask students what they can see. Repeat with the second picture.
  - Do the first sentence as an example together. Write the sentence on the board and elicit the correct word for the gap.
  - Put students in pairs to complete the remaining sentences.
  - Go through the answers as a class.

1 in 2 on 3 next to 4 under 5 in front of 6 in 7 on 8 behind

English has a very wide range of prepositions. However, other languages may have fewer prepositions but with more than one meaning. For example, in French the preposition *dans* translates as both *in* and *into*. This can lead to students mistranslating words, e.g. *The pen is into the briefcase.*

- 3 • **Write:** *The briefcase is under the chair.* on the board. **Ask:** *Is the briefcase under the chair?* **Elicit:** *No.* **Write:** *false* next to the sentence. Repeat with a true sentence.
  - Play the first line of audio **18.2** while students look at the pictures in **exercise 2**. Check the answer.
  - Play the rest of the audio, repeating each line several times, if necessary, to help students understand.

1 F 2 T 3 F 4 F 5 T 6 F 7 F 8 T

## Audio script 18.2

- 1 The briefcase is under the chair.
- 2 The wallet is in front of the computer.
- 3 The cat is in the briefcase.
- 4 The keys are behind the computer.
- 5 The money is in the wallet.
- 6 The chair is on the table.
- 7 The book is under the chair.
- 8 The bag is behind the computer.

- Focus on the **Language note**. Read the examples.
  - Hold up a pencil. **Ask:** *What's this?* **Elicit:** *It's a pencil.* Write *a pencil* on the board, underline *a*, and write 1 above it to show this is the first reference to 'pencil'.
  - Now put the pencil in a bag. **Ask:** *Where's the pencil?* **Elicit:** *The pencil is in a bag.* Write *the pencil* on the board, underline *the*, and write 2 above it to show this is the second reference to 'pencil'. Repeat for *a bag*.
  - You could add extra sentences to provide more practice.
- 4 • Check understanding of all the words in the list.
    - Do the example together, then put students in pairs to identify where the things are.
    - Go over as a class.

- 1 The keys are behind the computer.
- 2 The umbrella is behind the chair.
- 3 The wallet is on the chair.
- 4 The briefcase is under the chair.
- 5 The books are in the briefcase.
- 6 The glasses are on his head.
- 7 The mobile phone is next to the computer.
- 8 The sandwiches are in front of the computer.

- 5a • Point to yourself. **Say:** *I'm Peter.* **Ask:** *Where are my keys?* **Elicit:** *They're behind the computer.* **Ask:** *Where are my glasses?* **Elicit:** *They're on your head.*
  - Play audio **18.3**. Tell students to listen to each question and respond, then listen to and repeat the response.

## Audio script 18.3

- 1 **Peter** Where are my keys?  
**Woman** They're behind the computer.
- 2 **Peter** Where's my briefcase?  
**Woman** It's under the chair.
- 3 **Peter** Where's my mobile phone?  
**Woman** It's next to the computer.
- 4 **Peter** Where's my umbrella?  
**Woman** It's behind the chair.
- 5 **Peter** Where are my books?  
**Woman** They're in your briefcase.
- 6 **Peter** Where are my sandwiches?  
**Woman** They're in front of the computer.
- 7 **Peter** Where's my wallet?  
**Woman** It's on the chair.
- 8 **Peter** Oh, and where are my glasses?  
**Woman** They're on your head.

- b • Put students in pairs. Tell them to make questions about the list of items in **exercise 4**.
  - Focus students' attention on the **can do** statement: *Now I can ask and say where things are.*

## Follow-up

- Give instructions, using prepositions, which the students have to follow, e.g. *Stand behind your chair. Put your book in your bag. Put your bag under your desk*, etc.
- Do a few examples as a class, then put students in pairs to practise.

## Resource activity pages 191 and 262

## 1 18.1 Listen and repeat.



1 in



2 on



3 under



4 next to



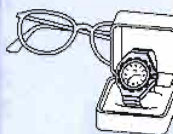
5 in front of



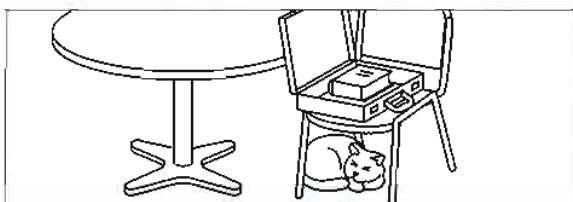
6 behind

## Prepositions

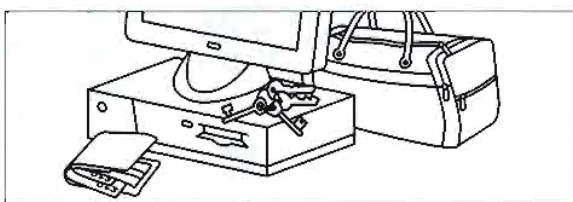
The watch is **in** the box.  
The glasses are **behind** the box.



## 2 Look at the pictures. Complete the sentences.



- 1 The book is \_\_\_\_\_ the briefcase.
- 2 The briefcase is \_\_\_\_\_ the chair.
- 3 The chair is \_\_\_\_\_ the table.
- 4 The cat is \_\_\_\_\_ the chair.



- 5 The wallet is \_\_\_\_\_ the computer.
- 6 The money is \_\_\_\_\_ the wallet.
- 7 The keys are \_\_\_\_\_ the computer.
- 8 The bag is \_\_\_\_\_ the computer.

## 3 18.2 Look at the pictures and listen. Are the statements true (T) or false (F)?

- 1 The briefcase is under the chair.  
*False. It's on the chair.*

## Language note Articles

	Indefinite article	Definite article
	an umbrella	The umbrella is on the table.
	a table.	

## 4 Look at the picture of Peter's office. Where are his things?

1 The keys are *behind the computer.*

- |                 |                    |
|-----------------|--------------------|
| 1 the keys      | 5 the books        |
| 2 the umbrella  | 6 the glasses      |
| 3 the wallet    | 7 the mobile phone |
| 4 the briefcase | 8 the sandwiches   |



## 5a 18.3 Help Peter to find his things. Listen and answer.

- 1 Where are my keys?  
*They're behind the computer.*

## b Work with a partner. Ask and answer about the picture.

- A *Where is the mobile phone?*  
B *It's ...*



Now I can ...  
ask and say where things are.

Student's Book p.18



## 1 19.1 Listen. Repeat the prices.

- |   |      |              |   |        |                         |
|---|------|--------------|---|--------|-------------------------|
| 1 | £3   | three pounds | 5 | 35¢    | thirty-five cents       |
| 2 | \$10 | ten dollars  | 6 | £4.50  | four pounds fifty       |
| 3 | €12  | twelve euros | 7 | €26.80 | twenty-six euros eighty |
| 4 | 50p  | fifty p      | 8 | \$7.20 | seven dollars twenty    |

## 2 Give the prices of some common things in your country.

A cup of coffee is 80¢.

A CD is €15.

## 3a 19.2 Read and listen. Choose from the prices below to complete the conversation.

£25

£45

£23.50

£38.50



**Assistant** Can I help you?

**Customer** Yes. How much are these bags here on the shelf?

**Assistant** They're 1£\_\_\_\_\_.

**Customer** Oh, that's expensive. How much are those bags behind the counter?

**Assistant** They're 2£\_\_\_\_\_.

**Customer** That's good. Can I have that one, please?

**Assistant** Certainly. Anything else?

**Customer** No, thank you.

**Assistant** That's 3£\_\_\_\_\_, then, please.

**Customer** Here you are.

**Assistant** Thank you. That's £1.50 change.

**Customer** Thank you.

## b Practise the conversation with a partner.

## Language note

*this, that, these, those*

	here	there
singular		
	this book	that book
plural		
	these books	those books

## 4a 19.3 Listen. Answer the questions below for each conversation.

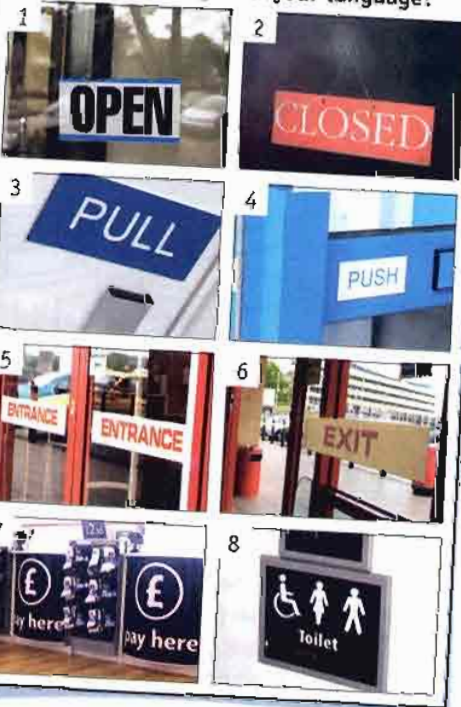
- What does he/she buy?
- Where is it in the shop?
- How much is it?

## b Work with a partner. Use the information from exercise 4a. Make the conversations.

## English in the world

## Shop signs

What are these signs in your language?

Now I can ...  
ask about and understand prices.

Student's Book p.19

## TEACHER'S NOTES LESSON 19

Students revise numbers and learn to talk about how much things cost.

## Warm-up

- Use a number dictation to revise numbers 1–100.

- Focus on the prices. Play audio **19.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Nominate a student. **Say:** (Jose), *what's number 7?* Go through items at random. Check pronunciation.
- Write:** *A cup of coffee is 80¢.* on the board. **Ask:** *How much is a cup of coffee in (students' own country)?* **Elicit:** *A cup of coffee in ... is ...*
  - Repeat with a selection of common items, e.g. an apple, a TV, an MP3 player, a book, a CD.
- Focus on the prices. Point to the first price (or write it on the board). **Ask:** *How much is this?* **Elicit:** *twenty-five pounds.* Repeat with each price.
  - Focus on the picture. Ask questions about the people and the things in the picture, e.g. *How many people are there? Where are they? What can you see?*
  - Use the picture and the prices to elicit/teach *customer, assistant, shelf, counter, expensive, change, Can I help you? Anything else?*
  - Play audio **19.2** for students to read and listen.
  - Tell students to listen and complete the conversation. Play the audio again.

1 £45 2 £23.50 3 £23.50

- Nominate two students to act out the conversation up to *That's good.* Check pronunciation.
  - Put students in pairs to practise. Monitor.
  - Give students further practice using different items, e.g. TV, DVD player, CD. Encourage them not to look at their books and to try and memorize the conversation.
  - Repeat with the second half of the conversation.
  - Focus on the **Language note.** Demonstrate that we use *this/these* for things that are close to us, and *that/those* for things that aren't close. Point to an object near you. **Say:** *this (bag).* Move away from the object and point to it. **Say:** *that (bag).* Practise *this/that* with other objects.
  - Repeat with *these/those*.
- Read through the questions. Look at the conversation in **exercise 3.** Ask the questions and elicit the answers (*1 a bag, 2 on the shelf, 3 £23.50*).
  - Play the first conversation on audio **19.3** twice.
  - Go through the answers as a class. If necessary, play the audio again, pausing after each answer.
  - Repeat with each conversation.

1 1 sunglasses 2 next to the door 3 \$10.40  
2 1 briefcase 2 in the window 3 62 euros  
3 1 wallet 2 behind the counter 3 £15

## Audio script 19.3

1 **Assistant** Can I help you?  
**Customer** Yes. How much are those watches, please?  
**Assistant** They're \$12 each.  
**Customer** I see. And how much are these sunglasses next to the door?  
**Assistant** They're \$10.40.  
**Customer** Can I have these sunglasses, please?  
**Assistant** Certainly. Anything else?

**Customer** No, thank you.  
**Assistant** That's \$10.40, then, please.  
**Customer** Here you are.  
**Assistant** Thank you. That's 60 cents change.  
**Customer** Thank you.

2 **Assistant** Can I help you?  
**Customer** Yes. How much are these briefcases?  
**Assistant** They're 85 euros each.  
**Customer** Oh, that's expensive. How much are those briefcases in the window?  
**Assistant** They're 62 euros.  
**Customer** Can I have that one, then, please?  
**Assistant** Certainly. Anything else?  
**Customer** No, thank you.  
**Assistant** That's 62 euros then, please.  
**Customer** Is a credit card OK?  
**Assistant** Certainly. Thank you.

3 **Assistant** Can I help you?  
**Customer** Yes. How much are those wallets behind the counter, please?  
**Assistant** They're £15 each.  
**Customer** OK, and how much are these wallets in front of the umbrellas?  
**Assistant** They're £18.50.  
**Customer** Can I have one of the wallets behind the counter, then, please?  
**Assistant** Certainly. Anything else?  
**Customer** No, thank you.  
**Assistant** That's £15, then, please.  
**Customer** Here you are.  
**Assistant** Thank you. That's £5 change.  
**Customer** Thank you.

- Nominate two students to act out the first conversation using the questions in **exercise 4a** to help them.
  - Put students in pairs to practise the conversations. Monitor.
  - Nominate three pairs to act out the three conversations in front of the class.

## English in the world

- Focus on the pictures. Drill each item as a class then individually.
- Ask individual students to say the items. Check pronunciation.
- Tell students to write the signs in their own language.
- Nominate a student. **Ask:** (Anna), *how do you say 'open' in (Polish)?* Put students in pairs to practise.
- Tell students to think of two more shop signs, e.g. *lifts, stairs, men's department, changing room*, etc. Write new words on the board, drill them and check comprehension.
- Focus students' attention on the **can do** statement: *Now I can ask about and understand prices.*

## Follow-up

- Collect pictures from magazines/newspapers/the Internet of items that students will know, e.g. toy cars, apples, bags, books. Use a selection of pictures that show single and multiple items, e.g. one car, six apples. Prepare a selection of price tags. Make enough pictures and price tags for each student to have one of each.
- Students work in small groups asking and answering questions about each other's items and the prices.

Resource activity pages 192 and 263



## TEACHER'S NOTES LESSON 20

Students revise telling the time and learn to understand and answer invitations.

## Warm-up

- Use the pictures in lessons 4, 6, and 12 to revise the story to date. Ask questions about the characters and the story, e.g. *Who's this? Where does Lucy work? Who is Lucy's boss? Who is the managing director? Why is Jordan at the office? Why does Lucy say Jordan is an idiot?*

- 1 • Play audio 20.1 to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key vocabulary for each picture, e.g.
    - picture 1: *meeting, late*
    - picture 2: *tomorrow, important*
    - picture 3: *pub, birthday, few, minutes*
    - picture 5: *closed*
  - Write the new words on the board and drill as a class and individually.
  - Ask some questions to check basic comprehension about the pictures and the text, e.g.
    - picture 1: *What time is it? Who is Olive? Who has a meeting with Mr Linsky?*
    - picture 2: *Is it OK for Lucy to be late tomorrow? What time does The Photo Shop close?*
    - picture 3: *Where is Daniel going? Why are they going to the pub?*
    - picture 4: *What time is it?*
    - picture 5: *Is The Photo Shop open?*
  - Play the audio again.
- 2 • Put students in pairs to read the text again and answer the questions.
  - Ask individual students to say the answers. Write them on the board so that everyone can see.
  - Go through the answers as a class.

1 He's from Top Films. 2 At half past ten tomorrow. 3 No, it's in Cambridge. 4 In The Photo Shop. 5 No, it isn't. 6 She's in the pub.

- 3a • Focus on the **Everyday expressions**. Tell students to find and underline the expressions in the text.
  - Drill each one as a class then individually.
  - Tell students to cover the text. **Write:** *We'\_\_\_\_\_ off to the pub.* Ask students to supply the missing word. **Elicit:** *'re (are)* and write it in the gap.
  - Put students in pairs to complete the expressions.
- b • Play audio 20.2.
  - Go through the answers as a class.

're, you, Sorry, for

- Play the audio again, for students to check their answers and repeat.

- 4 • Focus on the text. Put students in groups of three. Tell them to practise the conversation, each taking one part, Mrs Green, Lucy, or Daniel.
  - Give students an opportunity to practise all three roles. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can understand and answer invitations.*

## Follow-up

- Use pictures to present *restaurant, café, pub*.
- Put students in pairs to practise inviting each other to different places.

## Resource activity pages 193 and 263

1 **20.1** Read and listen to the story.

## 2 Answer the questions.

- 1 Who is Mr Linsky?
- 2 When is the meeting with Mr Linsky?
- 3 Is the meeting in London?
- 4 Where are the photographs?
- 5 Is The Photo Shop open till eight o'clock?
- 6 Where is Lucy at ten to seven?

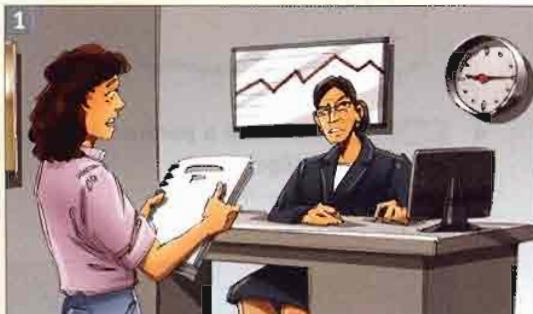
## 3a Complete the expressions.

## Everyday expressions Invitations 1

We' \_\_\_\_\_ off to the pub.  
Are \_\_\_\_\_ coming?  
\_\_\_\_\_, but I can't.  
OK, but only \_\_\_\_\_ a few minutes.

b **20.2** Listen, check, and repeat.

## 4 Work in a group. Practise the story.



**Mrs Green** Good morning, Lucy.  
**Lucy** Morning, Olive. I'm sorry I'm late. This is for our meeting with Mr Linsky, Olive.  
**Mrs Green** Thank you, Lucy. Is that Mr Linsky from Top Films?  
**Lucy** Yes, it is.  
**Mrs Green** Where is the meeting? Is it here?  
**Lucy** No, it isn't. It's at their office in Cambridge. It's at half past ten tomorrow.  
**Mrs Green** OK. Thank you.



**Mrs Green** See you tomorrow in Cambridge, Lucy. And don't be late. This meeting is important.  
**Lucy** Yes, Olive.  
**Mrs Green** Oh, and Lucy, where are those photographs for Mr Linsky? Are they at The Photo Shop?  
**Lucy** Yes, they are, but it's OK. The Photo Shop is open till 7.



**Daniel** Hey, Lucy. We're off to the pub. Are you coming?  
**Lucy** Oh, hi, Daniel. Sorry, but I can't.  
**Daniel** Come on. It's my birthday.  
**Lucy** OK, but only for a few minutes.  
**Daniel** Great.



Oh, it's ten to seven.  
The Photo Shop!



Oh, no! It's closed.



Now I can ...  
understand and answer invitations.

Student's Book p.20



## 1 21.1 Listen and repeat.



1 fish



2 meat



3 fruit



4 vegetables



5 eggs



6 cheese



7 bread



8 butter



9 chocolate



10 chips



11 rice



12 pasta



13 water



14 milk



15 orange juice



16 beer



17 wine



18 cola

## 2 Complete the words.

- |          |           |
|----------|-----------|
| 1 che_se | 6 m_lk    |
| 2 _eer   | 7 bre_d   |
| 3 co_fee | 8 _eat    |
| 4 fru_t  | 9 fis_    |
| 5 c_ips  | 10 b_tter |

## 3 21.2 Listen. Complete the shopping list.

shopping list  
cheese  
bu

## 4 Your life Work with a partner. Ask about their fridge.

A What's in your fridge?

B Milk, cheese ...



## Pronunciation

## Voiced and voiceless consonants

## 21.3 Listen and repeat.



Voiced	Voiceless
/v/ vegetable	/f/ fish
/g/ egg	/k/ milk
/d/ bread	/t/ fruit
/z/ cheese	/s/ rice
/b/ beer	/p/ pasta



Now I can ...  
name some kinds of food and drinks.

Student's Book p.21

## TEACHER'S NOTES LESSON 21

Students learn a lexical set of food and drink and talk about shopping lists.

## Warm-up

- Write 16 words on the board – use a mixture of classroom objects, food/drink, countries, and people, e.g. *pen, notebook, desk, board, sister, managing director, boss, child, orange, apple, coffee, sandwich, Switzerland, Singapore, South Africa, Australia*. Mix up the categories.
- Tell students to work in groups and sort the words into four groups, giving each group a title. Remind them that this is a useful way to record and remember vocabulary.

- Focus on the pictures in **exercise 1**. Play audio **21.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Nominate a student and ask them to identify a picture. Go through items at random. Check pronunciation.
  - Tell students to cover the pictures and identify the word they hear as food or a drink. Say one of the words and elicit the answer. Go through a selection of items at random.
  - Nominate a student. Point to the food pictures. **Ask:** (*Marco*), *what's your favourite food?* Repeat with *favourite drink*.
  - Put students in pairs to ask and answer questions about their favourite food and drink. Monitor.
  - Nominate students to tell the class about their partner's favourite food and drink. Check pronunciation.

There are several differences in British and American English which can cause confusion, for example: in Britain a *crisp* is a savoury snack made from slices of potato and sold in packets to eat cold. In the USA, this is a *chip*. In Britain *chips* are made by cutting a potato into sticks and frying them to eat hot. In the USA these are *french fries*.

- Tell students to cover the pictures. **Write:** *che\_ se* on the board. Point to the word and ask what it is. **Elicit:** *cheese* and complete the word.
  - Focus on **exercise 2**. Tell students to complete the remaining words.
  - Go through the answers as a class. Check pronunciation.
  - Drill each item as a class then individually.

1 cheese 2 beer 3 coffee 4 fruit 5 chips 6 milk  
7 bread 8 meat 9 fish 10 butter

- Play audio **21.2**. Ask questions, e.g. *How many people are there? Where are they? Are they shop assistants or customers?*
  - Focus on the shopping list. Tell students to listen and write the list. Play the audio twice.
  - Put students in pairs to compare their lists.
  - Play the audio again and go through the answers as a class.

cheese, butter, fruit, bread, eggs, tea, milk, orange juice

## Audio script 21.2

**Woman** So what's on the list?  
**Man** Cheese.  
**Woman** Cheese? OK, that's over there.  
**Man** Oh, and butter, too.  
**Woman** So that's cheese and butter. What about fruit?  
**Man** Fruit? Yes.  
**Woman** Apples or oranges?  
**Man** Apples.  
**Woman** OK. What's next?  
**Man** Mmm ... bread.  
**Woman** Right that's the bread. What about meat?  
**Man** No.  
**Woman** Fish?  
**Man** No. But we need some eggs.  
**Woman** Eggs? OK. What about drinks?  
**Man** Yes. Tea, milk, and orange juice.  
**Woman** OK. Tea ..., milk ..., and orange juice. What about coffee?  
**Man** No.  
**Woman** Is that it?  
**Man** Let's see. Cheese, butter, fruit, bread, eggs, tea, milk, and orange juice. Yes, that's it.  
**Woman** No, it isn't. We need some chocolate.  
**Man** No. Chocolate isn't on the list.  
**Woman** Well, it is now. Come on. There's a till free.

## 4 Your life

- Focus on the picture. **Elicit/Teach:** *fridge*.
- Ask:** *What's in the fridge?* Elicit food and drink items from individual students.
- Put students in pairs to tell each other what's in their fridge at home. Monitor.
- Nominate a student. **Say:** (*Rosa*), *tell the class what's in your partner's fridge*. Repeat with different students.

## Pronunciation

- Play audio **21.3** twice for students to listen and repeat each word.
- Put your fingers on your throat and tell students to copy you. **Say:** *Listen and repeat*. Say the *v* sound from *vegetable* and the *f* sound from *fish*. Do this several times. **Ask:** *Which sound can you feel in your throat?* **Elicit:** *v*.
- Repeat with each pair of words.
- Focus students' attention on the **can do** statement: *Now I can name some kinds of food and drinks*.

## Follow-up

- Students look at the food and drink in **lesson 21** and say how much each item is in their country. If you have a mixed-nationality group, put students from different countries together. If not, let students decide on the prices in their country and guess how much these items cost in your country.

Resource activity pages 194 and 264



## TEACHER'S NOTES LESSON 22

Students learn to use the present simple positive and negative and talk about likes and dislikes.

## Warm-up

- Collect pictures from magazines, newspapers, or the Internet. Use these to revise food and drink vocabulary.
- Hold each picture up. Elicit the word and drill individually and as a group.

- Focus on the pictures. Play audio **22.1** for students to read and listen.
  - Play the audio again and tell students to repeat each sentence.
  - Drill each line as a class then individually. Check pronunciation.
  - Draw a smiling face and a frowning face on the board. Point to the smiling face. **Say:** *chocolate*. **Elicit:** *I like chocolate* as a class response. Point to the frowning face. **Say:** *vegetables*. **Elicit:** *I don't like vegetables*. Repeat with *fish*, *meat*, *coffee*, *tea*. You could extend this exercise to give students more practice by making flashcards of the food and drinks from **lesson 21**.
  - Repeat with *eat* / *don't eat*, *drink* / *don't drink*.
  - Focus on the **Language note**. **Write:** *I like fruit*. on the board. Point to the first word. **Ask:** *What's this?* **Elicit/Teach:** *subject* and write this above *I*. Repeat with the second and third words (*verb* and *object*). Tick the sentence to show it is correct.
  - **Write:** *Fruit like I*, *Fruit I like*, *I fruit like*. Put a cross next to the sentences to show they are incorrect. Elicit that the word order is wrong. Ask students to say the correct sentence (*I like fruit*).
  - Elicit/Teach that this is a statement.
- Focus on the first table (positive).
  - Put students in pairs and tell them to make four sentences from the table. Go over as a class.
  - Focus on the text in **exercise 1**. **Say:** *Find and underline the negative form of 'like'*. **Ask:** *What do we add to make negative sentences?* **Elicit:** *do not/don't*.
  - Focus on the second table (negative). Tell students to make another four sentences.
  - **Write:** *I don't like bread*, *I do not like wine*, *I no like meat*, *I not like rice*. Put a tick next to the first two sentences to show they are correct. Put a cross next to the third and fourth sentences to show they are incorrect. Ask students to correct the incorrect sentences.

Many languages, e.g. German, Spanish, Italian, don't use an auxiliary verb to make negative statements. Some place a negative word before the verb. The Spanish equivalent of *I don't eat fish* is *Yo no como pescados*, which translates as *I no eat fish*. Others place a negative word after the verb. The German equivalent of *I don't eat fish* is *Ich esse nicht Fische*, which translates as *I eat not fish*.

- Do the example together. Play the first exchange on audio **22.2**. Students hear *I like cheese*, say the opposite, then listen and repeat.
  - Play the rest of the audio.

## Audio script 22.2

- |                       |                     |
|-----------------------|---------------------|
| 1 I like cheese.      | 4 I eat eggs.       |
| I don't like cheese.  | I don't eat eggs.   |
| 2 I drink coffee.     | 5 I like dogs.      |
| I don't drink coffee. | I don't like dogs.  |
| 3 I like sport.       | 6 I drink milk.     |
| I don't like sport.   | I don't drink milk. |

- Write: *like we fruit* on the board. Elicit the correct order and write it underneath (*We like fruit*).
  - Tell students to put the sentences in order.
  - Go over the answers as a class.

1 We like fruit. 2 They don't eat fish. 3 I don't drink milk.  
4 I like chocolate 5 We don't like sport. 6 They eat rice.
- Go through the list of items. Check that students understand *animal*, *burger*, *sport*, *shopping*.
  - Focus on the first three items. Point to yourself and say the first three sentences for yourself, e.g. *I don't like chocolate*, *I don't like tea*, *I like animals*.
  - Point to the students and tell them to complete the sentences for themselves. Monitor.
  - Put students in pairs to tell each other about their likes and dislikes.
- 6a Your life**

  - Write two things you like and two things you don't like on the board. Use items that students have already learned in previous lessons or use pictures to present new vocabulary.
  - Tell students to guess which two things you like and which two things you dislike.
  - Focus on the first two cues. **Say:** *Write about two things you like and two things you don't like*. Allow students to use dictionaries if necessary. Monitor.
  - Repeat with the other cues for *eat* and *drink*.

**b**

  - Focus on the example dialogue. Nominate a student to read part A while you read part B.
  - Put students in pairs to exchange information. Monitor.
  - Nominate different students to tell the class about their partner.
  - Focus students' attention on the **can do** statement: *Now I can talk about my likes and dislikes*.

## Follow-up

- Tell students to work in pairs or small groups. They take it in turns to draw/act out their likes and dislikes silently. Their partner(s) guess the sentence, e.g.

**Student 1** (draws a glass of wine and mimes drinking)

**Student 2** *You like wine.*

**Student 1** *Correct!*

Resource activity pages 195 and 264



## 1 22.1 Read and listen.



## Language note Sentence structure 2

In English a statement always has this word order:

subject	verb	object
I	like	fruit.
We	don't like	beer.
You	don't eat	cheese.
They	drink	milk.

## 2 Study the tables. Make sentences.

## Present simple: positive statements

I		fruit.
You	like	fish.
We		cheese.
They		milk.

## Present simple: negative statements

I			bread.
You	do not	like	wine.
We	don't		meat.
They			rice.

## 3 22.2 Drill. Listen. Say the negative.

- 1 I like cheese.  
I don't like cheese.

## 4 Put the words in the correct order.

- 1 like we fruit  
2 fish eat don't they  
3 don't milk I drink  
4 chocolate I like  
5 we sport like don't  
6 eat they rice

5 Complete the sentences with *I like* or *I don't like*.

- 1 \_\_\_\_\_ chocolate.  
2 \_\_\_\_\_ tea.  
3 \_\_\_\_\_ animals.  
4 \_\_\_\_\_ computers.  
5 \_\_\_\_\_ sport.  
6 \_\_\_\_\_ fish.  
7 \_\_\_\_\_ burgers.  
8 \_\_\_\_\_ milk.  
9 \_\_\_\_\_ English.  
10 \_\_\_\_\_ shopping.

## 6a Your life Complete the sentences about yourself.

- 1 I like \_\_\_\_\_.  
2 I don't like \_\_\_\_\_.  
3 I eat \_\_\_\_\_.  
4 I don't eat \_\_\_\_\_.  
5 I drink \_\_\_\_\_.  
6 I don't drink \_\_\_\_\_.

## b Tell a partner.

- A I like rice. What about you?  
B Yes, I like rice. OR No, I don't like rice.

Now I can ...  
talk about my likes and dislikes.

Student's Book p.22



- 1 **23.1** Suchart is from Thailand. Read and listen to what he says about food in his country.

# THAI FOOD

In Thailand people eat a lot of rice and noodles with meat and fish. The food is very hot.

In my family we have three meals a day. For breakfast we have rice soup with chicken or fish. For lunch we have noodles.

Dinner in the evening is our big meal of the day. For dinner we eat rice with curry and vegetables. We have fruit for dessert. We eat a lot of fruit but we don't eat apples. They're very expensive.

We don't eat a lot of potatoes, bread, or pasta. And we don't eat milk products, like cheese or butter.

We drink tea, coffee, water, or fruit juice. We don't drink wine, but we drink beer.

We don't use chopsticks. We eat with a spoon and fork.



- 2 Are the statements true (T) or false (F)?

- 1 Food in Thailand is very hot.
- 2 People eat their big meal in the afternoon.
- 3 Apples are expensive.
- 4 Thai people don't drink tea.
- 5 They eat a lot of milk products.

- 3 Choose the correct answers.

- |                        |                       |
|------------------------|-----------------------|
| 1 Suchart's family eat | 4 For lunch they have |
| a two meals a day.     | a soup.               |
| b three meals a day.   | b rice.               |
| c one meal a day.      | c noodles.            |
| 2 They eat a lot of    | 5 They don't drink    |
| a rice.                | a fruit juice.        |
| b potatoes.            | b beer.               |
| c bread.               | c wine.               |
| 3 They don't eat       | 6 They don't eat with |
| a chicken.             | a chopsticks.         |
| b cheese.              | b a fork.             |
| c fruit.               | c a spoon.            |

## Language note *but*

We use **but** to join two contrasting ideas.

We eat a lot of fruit. We don't eat apples.  
We eat a lot of fruit, **but** we don't eat apples.

We don't drink wine. We drink beer.  
We don't drink wine, **but** we drink beer.

- 4 **Your life** Write about what you normally eat and drink.

Food from \_\_\_\_\_ is \_\_\_\_\_. People eat a lot of \_\_\_\_\_. We don't eat a lot of \_\_\_\_\_. People drink \_\_\_\_\_. In a normal day I eat \_\_\_\_\_. We use \_\_\_\_\_ to eat our food.

## English in the world Food

- 1 Which countries do these come from?



tacos



sushi



fish and chips



a pizza

- 2 Give some more examples of food and drinks from different countries.



Now I can ...

write about food from different countries.

Student's Book p.23

## TEACHER'S NOTES LESSON 23

Students learn to write and talk about food from different countries.

## Warm-up

- Play a game of Hangman (see page 11) to revise countries. Choose a country, e.g. Japan.
- Repeat with different countries. The first student to guess a country correctly chooses another country and draws the next hangman.

- Ask questions to find out if your students know anything about Thailand, e.g. *Where is Thailand? What's the capital city? What food do people eat there?*
  - Explain that Suchart is talking about meals. **Elicit/Teach:** *meals, breakfast, lunch, dinner, dessert.*
  - Ask questions about the students' eating habits, e.g. *When do you eat breakfast in your country? When do you eat your big meal of the day? When do you eat dessert?*
  - Draw a timeline on the board and complete it with information about students' eating habits, e.g.

breakfast	lunch
7.30–9.30	

- **Elicit/Teach:** *hot* (as in *spicy*), *milk product*, *chopsticks*, *fork*, *spoon*.
  - Play audio 23.1 twice for students to read and listen.
- Focus on the first statement and point to the first paragraph. **Ask:** *Is this true or false?* **Elicit:** *True* and write *T* next to the sentence.
    - Put students in pairs to complete the exercise.
    - Go through the answers as a class. If some students find the exercise difficult, number the paragraphs and help by giving or asking for the number of the correct paragraph for each answer.

1 T 2 F 3 T 4 F 5 F

- Focus on the false statements, 2, 4, and 5. Tell students to correct the statements.

2 People eat their big meal in the evening.  
4 Thai people drink tea.  
5 They don't eat milk products.

- Focus on the first question. **Write:** *a, b, c* on the board. **Say:** *Look at 'a'. Suchart's family eat two meals a day.* **Ask:** *Is this correct?* **Elicit:** *No*. Put a cross next to *a*. Repeat with *three meals a day* and *one meal a day*. Elicit that option *b* is correct.
  - Put students in pairs. Tell them to do the remaining questions.
  - Go through the answers as a class.

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

- Focus on the **Language note**. Read the example sentences.
- **Write:** *They speak English. They don't speak French.* on the board. Ask students to rewrite the two sentences as one, using *but*. **Elicit:** *They speak English, but they don't speak French.*
- Put students in pairs. **Say:** *Make two more sentences using 'but'.*
- Ask different students to read out their sentences.

## 4 Your life

- **Write:** *Food from \_\_\_\_ is \_\_\_\_.* on the board. Read the sentence and complete the gaps with information about Britain, e.g. *Food from Britain is tasty.*
- Focus on the cues. Read each cue and complete the sentence with information about British food. Write the sentence endings on the board, e.g. *potatoes, fruit, wine and beer, four meals, a knife and fork.*
- Tell students to work individually and write sentences about what they eat and drink. Monitor and help with vocabulary if necessary.
- Put students in pairs to compare their sentences.
- Nominate different students to read out what they have written.

## English in the world

- Focus on the first picture. **Ask:** *Which country are tacos from?* **Elicit:** *Mexico.* **Write:** *Tacos are from Mexico.* on the board. Repeat with *sushi, fish and chips, pizza* to elicit *Japan, Britain, Italy.*
- Put students in small groups. Point to the examples on the board. **Say:** *Write the names of different foods and the countries they are from.* Allow students to use their dictionaries.
  - You could organize this as a game by setting a time limit and getting groups to compete to list the most countries/foods.
  - Focus students' attention on the **can do** statement: *Now I can write about food from different countries.*

## Follow-up

- Ask students to choose a popular local dish that everyone in the class recognizes.
- Tell students to work alone and write a list of ingredients for the dish, using dictionaries if necessary.
- Put students in pairs to compare their list of ingredients.
- If the class is a mixed nationality class, let each student choose his/her own dish.

## Resource activity pages 196 and 265



## TEACHER'S NOTES LESSON 24

Students revise drinks and learn how to offer and accept a drink.

## Warm-up

- Use anagrams to revise drinks from **lesson 23**. Write the jumbled letters on the board, e.g. 1 *oeffce* (*coffee*), 2 *ate* (*tea*), etc.
- Students have one minute to work out what the jumbled words are and rewrite them, spelling them correctly.
- Go over the words as a class, asking different students to give the name of the drink and the correct spelling.

- 1a**
- Focus on the pictures. Play audio **24.1** for students to listen and repeat.
  - Drill each item as a class then individually. Check the pronunciation of *of* in *a glass of water* (this is a weak form /əv/).
  - Nominate a student and ask them to identify a picture. Go through items at random. Check pronunciation.
  - **Elicit/Teach:** *soft drink, still water, sparkling water*.
  - Put students in pairs to practise asking and answering questions about the items.
- b**
- Tell students to add more drinks to the list. Let them use their dictionaries if necessary. Draw three columns on the board with *hot drinks, soft drinks, alcoholic drinks* as the column headings. Ask students to call out the drinks and write these on the board in the relevant column.
  - Drill the new words.
- 2a**
- Ask questions about the picture, e.g. *Who can you see? Where are they? What can you see?*
  - Play audio **24.2** for students to read and listen.
  - Drill each line as a class then individually. Check rising intonation in questions, e.g. *Milk?* ↗ *Sugar?* ↗
  - Take the part of the man. Read each line and get students to respond together as the woman.
  - Offer students drinks from **exercises 1a** and **1b**. Tell them to respond with: *Yes, please. / No, thank you.*
- b**
- Nominate two students to act out the conversation.
  - Put students in pairs to practise.
- 3**
- Focus on the **Everyday expressions**.
  - **Write:** *Would you — a cup of tea?* on the board. Ask students to supply the missing word. **Elicit:** *like* and write it in the gap.
  - Tell students to complete the expressions. Go through them as a class.
  - Drill each expression as a class then individually.

like, please, Would, No

- 4**
- Play the first conversation on audio **24.3** twice. **Ask:** *What drink does the man choose?*
  - Go over the answer as a class. If necessary, play the conversation again to elicit the answer.
  - Repeat with each conversation.

1 tea 2 a glass of still water 3 orange juice

## Audio script 24.3

- 1 Woman Would you like a drink?  
 Man Yes, please.  
 Woman Tea or coffee?  
 Man Tea, please.  
 Woman Milk and sugar?  
 Man No, thank you.

- Woman Here you are.  
 Man Thank you.  
 Woman OK.
- 2 Woman 1 Would you like a drink?  
 Woman 2 Yes, a glass of water, please.  
 Woman 1 Still or sparkling?  
 Woman 2 Still, please.  
 Woman 1 Ice and lemon?  
 Woman 2 Just ice, please.  
 Woman 1 Here you are.  
 Woman 2 Thank you.  
 Woman 1 You're welcome.
- 3 Man 1 Would you like a drink?  
 Man 2 Yes, please.  
 Man 1 Wine, beer, a soft drink?  
 Man 2 A soft drink, please.  
 Man 1 Orange juice or lemonade?  
 Man 2 Orange juice, please.  
 Man 1 Would you like ice in that?  
 Man 2 No, thank you.  
 Man 1 OK. Here you are.  
 Man 2 Thank you.

- Focus on the **Language note**. Read the first exchange. **Ask:** *How many spoonfuls of sugar?* **Elicit:** *One.*
  - Read the second exchange. **Ask:** *Does he want lemon?* **Elicit:** *No.* **Ask:** *Does he want ice?* **Elicit:** *Yes.*
  - Drill the exchanges with the class.
- 5**
- Nominate a student to act out one of the conversations from **exercise 4** with you.
  - Focus on the words in **exercise 1**. Tell students to make four new conversations.
  - Nominate pairs of students to act out one conversation each for the rest of the class.
  - Focus students' attention on the **can do** statement: *Now I can offer and accept a drink.*

## Follow-up

- Write out a drinks menu on the board with prices. Ask students to suggest drinks and prices to include on the menu.
- Put students in pairs or groups of three to act out conversations in a restaurant or pub. One person is the waiter/barperson, the other two are customers. The waiter/barperson has to take orders and calculate the bill for the customers. Use the drinks menu on the board.

Resource activity pages 197 and 265

Review and Wordlist Lessons 17–24  
Student's Book pages 87–88

## 1a 24.1 Listen and repeat.



1 a cup of coffee



2 a cup of tea



3 milk



4 sugar

5 a glass of water  
(still/sparkling)

6 a soft drink



7 ice



8 lemon

b What other drinks do you know?

## 2a 24.2 Read and listen.



**Man** Would you like a cup of coffee?  
**Woman** Yes, please.  
**Man** Milk?  
**Woman** No, thank you.  
**Man** Sugar?  
**Woman** Yes, please. Just one.  
**Man** Here you are.  
**Woman** Thank you.  
**Man** You're welcome.

b Practise the conversation with a partner.

## 3 Complete the expressions.

## Everyday expressions Offering a drink

Would you \_\_\_\_\_ a cup of tea?

Yes, \_\_\_\_\_.

\_\_\_\_\_ you like milk?

\_\_\_\_\_, thank you.

## 4 24.3 Listen to the conversations. Which things do the people choose from exercise 1?

## Language note just

A Sugar?

B Just one, please.



A Ice and lemon?

B Just ice, please.



## 5 Work with a partner. Make four new conversations. Use the words from exercise 1.



Now I can ...  
offer and accept a drink.

Student's Book p.24



## 1 25.1 Listen and repeat.



1 play football



2 play tennis



3 play computer games



4 go shopping



5 go swimming



6 go to the cinema



7 do yoga



8 do aerobics



9 do karate



10 read a newspaper



11 read magazines



12 read novels



13 listen to the radio



14 listen to music



15 watch TV



16 watch DVDs

## 2a 25.2 Drill. Listen. Make sentences.

- 1 tennis  
I play tennis.
- 2 aerobics  
I do aerobics.

## b Work with a partner.

- A Say a noun.  
B Give the sentence  
A magazines  
B I read magazines.

## 3a Do you do the things in the pictures in exercise 1?

- 1 I don't play football.
- 2 I play tennis.

## b Compare your lifestyle with a partner's.

- A I don't play football. What about you?  
B No, I don't play football, either.  
A I play tennis. What about you?  
B Yes, I play tennis, too.  
A I don't play computer games. What about you?  
B I love computer games.

## Language note too / either

To agree with a positive statement, we use: ..., too.

- A I play tennis.  
B I play tennis, too. (= I agree)

To agree with a negative statement, we use: ..., either.

- A I don't watch TV.  
B I don't watch TV, either. (= I agree)

## 4 Your life Write true statements about your life. Complete the sentences.

- 1 I play \_\_\_\_\_.
- 2 I don't play \_\_\_\_\_.
- 3 I go \_\_\_\_\_.
- 4 I don't go \_\_\_\_\_.
- 5 I do \_\_\_\_\_.
- 6 I don't do \_\_\_\_\_.
- 7 I read \_\_\_\_\_.
- 8 I don't read \_\_\_\_\_.
- 9 I listen to \_\_\_\_\_.
- 10 I don't listen to \_\_\_\_\_.



Now I can ...  
name some free-time activities.

Student's Book p.25



## TEACHER'S NOTES LESSON 25

Students learn a lexical set of free-time activities and talk about their own free-time activities.

## Warm-up

- Prepare a list of four sentences. Each sentence should contain one of the following errors: spelling, word order, punctuation, grammar. Make enough copies for four teams.
- Demonstrate the activity: Write a sentence on the board, e.g. *I don't chocolate like*. Elicit the error (word order) and ask students to correct it.
- Put students into teams and hand out the four sentences to each team to correct. The winning team is the team that returns the corrected sentences to you first.

- 1 • Check understanding of *free-time*.
  - Focus on the pictures. Play audio **25.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Ask different students to say the activities. Check pronunciation.
  - Put students in pairs. Tell them to take it in turns to point at different activities and ask *What's this?*
- 2a • Ask students to close their books. **Write:** *play, go, do, watch, listen to, read* on the board. Elicit that these are verbs.
  - **Write:** *I \_\_\_\_ TV*. Point to the gap. **Elicit:** *I watch TV*.
  - Repeat with *football, shopping, karate, music, magazines*.

The verb *listen* does not take a preposition in every language, which is why students often forget to say *listen to*.

- Focus on **exercise 2a**. Do the examples together. Play the first item on audio **25.2**. Students hear *tennis* and produce a sentence with the correct verb (*play*), then listen and repeat. Do the same with the second item.
- Play the rest of the audio, asking individual students to say each item.

## Audio script 25.2

- |                |                        |
|----------------|------------------------|
| 1 tennis       | 4 the radio            |
| I play tennis. | I listen to the radio. |
| 2 aerobics     | 5 a newspaper          |
| I do aerobics. | I read a newspaper.    |
| 3 swimming     | 6 DVDs                 |
| I go swimming. | I watch DVDs.          |

- b • Put students in A/B pairs. Tell Student A to think of a noun and say it to Student B. Student B then makes a sentence with the correct verb. Remind them to use verbs and nouns from **exercise 1**.
  - Do the example with one pair, then tell students to continue with more nouns. Monitor.

- 3a • Focus on the activities in **exercise 1**. Give two examples of things you do/don't do, e.g. *I play football, I don't play tennis*.
  - Ask students to write sentences about themselves for each of the pictures.
  - Put students in pairs or small groups to compare their sentences.
- b • Ask two students to read the conversation. **Elicit/Teach:** *love*.
  - Put students in pairs to practise the conversation.
  - Focus on the **Language note**. Ask students to look at the conversation and underline examples of *too/either*.
  - Tell students to work in pairs and make up a similar conversation about their own free-time activities. If they are finding this difficult, encourage them to write out the conversation first, replacing the activities with items from **exercise 1**. They can then practise the conversation until they feel confident to do it without prompts.
  - Ask different students to read out their conversations. Check pronunciation.

## 4 Your life

- Tell students to cover the pictures in **exercise 1**. **Write:** *I play \_\_\_\_* on the board. Point to the gap. **Ask:** *What words can go here?* **Elicit:** *football/tennis/computer games*. Go through each sentence eliciting possible endings.
- Ask students to write true sentences about themselves.
- Put students in pairs to compare their sentences.
- Ask different students to tell the class some of the things they do/don't do.
- Focus students' attention on the **can do** statement: *Now I can name some free-time activities*.

## Follow-up

- Use the verbs in **exercise 4** to introduce new vocabulary that may be useful for your students. For example, if your school is near the coast, you could use pictures to present *I go to the beach, I play volleyball*, or you could talk about local TV or radio channels/programmes, e.g. *I watch Star TV*.
- Write new words on the board and drill them. Check that students understand new words (they can use their dictionaries if necessary).

## Resource activity pages 198 and 266



## TEACHER'S NOTES LESSON 26

Students learn to ask present simple questions using *do* and give short answers.

## Warm-up

- Play a version of Noughts and Crosses (see page 11) to revise free-time activities. Write the name of nine activities in a 3 × 3 grid on the board. Don't include the verb, e.g.  

a newspaper	music	to the cinema
computer games	aerobics	DVDs
shopping	the radio	football
- Divide the class into two teams. To win a square teams make a sentence, e.g. *I listen to the radio.*

- 1a • Ask questions about the pictures, e.g. *Who can you see? Where are they? What can you see?*
- Elicit/Teach:** *enjoy, why, win, because, always.*
  - Play audio **26.1** for students to read and listen.
  - Drill the questions in bold (*Do you play computer games? Do you enjoy them?*) as a class then individually. Check pronunciation of *do* (this is a weak form – /də/) and the intonation, which rises as this is a *yes/no* question.
  - Repeat with the short answers in bold. Check pronunciation of *do* again (in the short answer, *Yes, I do* it's a strong form /du:/). Drill each answer, checking students copy the falling intonation.
- b • Ask two students to read out the conversation. Check pronunciation.
- Put students in pairs to practise. Monitor.

Not all languages use an auxiliary verb, such as *do*, to make questions. Sometimes questions are made by changing the word order of a sentence. Alternatively, the word order remains the same but spoken questions are marked by a change in intonation, and written questions by punctuation.

Short answers can also be a problem for students if there is no equivalent of *do* in their own language and they may try to form short answers by repeating the main verb.

- 2 • Focus on the questions in the table. Put students in pairs to make up as many questions as possible.
- Go over as a class. Check pronunciation.
  - Repeat with short answers.
  - Write:** *Do you eat meat? Yes, I eat.* on the board. Put a cross next to the sentence to show it is incorrect. Elicit that we use the auxiliary rather than the verb in the response and ask students to correct the sentence.
  - Put students in pairs to practise asking and answering the questions in the table.
- 3 • Do the example together. Play the first item on audio **26.2**. Students hear *watch DVDs* and produce a full question with *you*, then listen and repeat.
- Play the rest of the audio.

## Audio script 26.2

- |                     |                     |
|---------------------|---------------------|
| 1 watch DVDs        | 4 like cheese       |
| Do you watch DVDs?  | Do you like cheese? |
| 2 play tennis       | 5 read novels       |
| Do you play tennis? | Do you read novels? |
| 3 do karate         | 6 drink wine        |
| Do you do karate?   | Do you drink wine?  |

- 4a • Do the example together. **Write:** *you play computer games* do on the board and ask students to write the words in the correct order to make a question. **Elicit and write:** *do you play computer games.* Elicit that a question needs a capital letter at the beginning and a question mark at the end, and add these.
- Put students in pairs to put the remaining questions in the correct order.
  - Go through the answers as a class.

- |                               |                            |
|-------------------------------|----------------------------|
| 1 Do you play computer games? | 2 Do you read a newspaper? |
| 3 Do you like sport?          | 4 Do you eat meat?         |
| 5 Do you go swimming?         | 6 Do you do yoga?          |
| 7 Do you drink coffee?        | 8 Do you smoke?            |

- Drill each question as a class then individually. Check pronunciation and intonation.

- b • Put students in pairs to ask and answer the questions.

## 5a Your life

- Write:** *Do you — books?* on the board. Focus on the list of verbs. Point to the gap. **Ask:** *What verbs can go here?* **Elicit:** *like/read.*
  - Put students in pairs to write eight questions using the verbs given.
- b Tell students to work with a new partner. Tell them to interview each other using their questions.

## English in the world

- Find out if your students have any experience of computers. **Ask:** *Do you use a computer? Is there a computer in your home/office?*
- Drill each word as a class and individually.
- Point to the different parts of the computer. **Ask:** *What's this?*
- Point to the computer keyboard. Nominate individual students. **Ask:** *What do you call this thing in (Arabic)?* Put students in pairs to practise the question. Some students may not have any experience of computers and not know the words in their own language. If this is the case, arrange the pairs so that students can help each other.
- Focus students' attention on the **can do** statement: *Now I can ask questions about what people do in their free time.*

## Follow-up

- Use the pictures from previous lessons to revise vocabulary. Put students in pairs or small groups. One student points to a picture (making sure the label is covered) and asks *What do you call this in English?* The other student(s) respond.
- You could provide extra practice with the alphabet by telling students to ask *How do you spell it?*

## Resource activity pages 199 and 266



## 1a 26.1 Read and listen.



Jack Do you play computer games, Terry?

Terry Yes, I do. I play them with my children.

Jack Do you enjoy them?

Terry No, I don't.

Jack Why not?

Terry Because my children always win.



## b Practise the conversation with a partner.

## 2 Study the tables. Make questions and answers.

Present simple: yes/no questions and short answers

Do	I you we they	play like	tennis? football? any sports? computer games?	Yes, No,	I you we they	do. don't.

## 3 26.2 Drill. Listen. Make questions.

Use you.

1 watch DVDs

Do you watch DVDs?

## 4a Make questions. Write the words in the correct order.

1 Do you play computer games?

1 you play computer games do

2 you a newspaper do read

3 do like sport you

4 you meat eat do

5 go swimming you do

6 yoga you do do

7 drink do coffee you

8 do smoke you

## b Use your questions. Ask and answer with a partner.

A Do you play computer games?

B Yes, I do. OR No, I don't.

## 5a Your life Use the verbs. Write eight questions.

read like listen to drink  
play go watch do

## b Use your questions. Interview your partner.

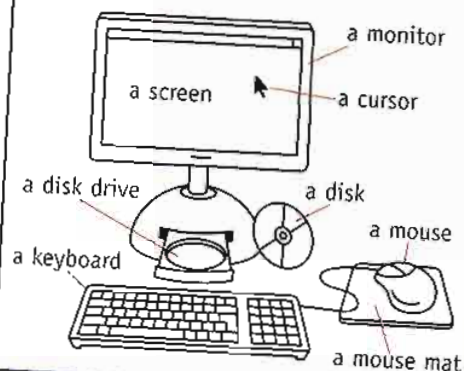
A Do you read a newspaper?

B Yes I do. OR No, I don't.

## English in the world

## Computers

What do you call these things in your language?



Now I can ... ask questions about what people do in their free time.

Student's Book p.26



- 1 **27.1** Listen to a survey about free time. Tick ✓ the things the people do.



What do you do in your  
**free time?**

Do you ...

- 1 listen to the radio?
- 2 read a newspaper?
- 3 watch the news on TV?
- 4 watch sport on TV?
- 5 go to the cinema?
- 6 watch DVDs?
- 7 play computer games?
- 8 go shopping?
- 9 go to a sports centre?
- 10 play any sports?

Name      Name  
Paul and      \_\_\_\_\_  
Mary Jones

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Thanks!

- 2 What do Paul and Mary do?

*They listen to the radio.*

*They don't read a newspaper.*

#### Language note Articles

We watch TV. (no article)

We watch DVDs. (no article)

We listen to the radio.

We go to the cinema.

- 3 Listen again. What do they say about the things?

*Paul and Mary listen to Radio 1. They like pop music.*

Radio 1	computer games
the news	the shopping centre
football	swimming

- 4 **Your life** Use the questionnaire. Interview a partner. Put his/her answers in the second column in exercise 1.

#### Pronunciation

##### Short and long vowels

- 1 **27.2** Listen and repeat.

/ɪ/ listen      /i:/ read

/ɒ/ shop      /ɔ:/ sport

/o/ football      /u:/ do

/æ/ magazine      /ɑ:/ glasses

/ɔ/ yoga      /ɜ:/ purse

- 2 Say the words. Write them with the correct sound from exercise 1.

dog	girl
bag	swim
two	book
please	student
door	car

✓ Now I can ... interview people about their free time.

Student's Book p.27

## TEACHER'S NOTES LESSON 27

Students revise present simple questions and short answers through a listening text and by interviewing each other.

## Warm-up

- Copy the jumbled questions from **lesson 26, exercise 4** onto a large piece of paper. Cut the paper up with one or two words on each part. Prepare one for each student.
- Tell students to mingle and find enough people to make up a question.

- Focus students on the picture.
  - Play audio **27.1**. Elicit that there are three speakers: an interviewer and a husband and wife.
  - **Elicit/Teach:** *the news, pop music, sports centre, shopping centre.*
  - Focus on the survey. Read through each question. Tell students to listen and put a tick or a cross next to each question, depending on Paul and Mary's answers.
  - Play the audio twice.
  - Go through the answers as a class. Play the audio again, if necessary, stopping after each answer.

## Audio script 27.1

**Interviewer** Excuse me.  
**Paul** Yes?  
**Interviewer** Can I ask you some questions for this survey?  
**Mary** A survey? What's it about?  
**Interviewer** It's about what people do in their free time.  
**Paul** Oh, OK.  
**Mary** Yes, fine.  
**Interviewer** Thank you. First, what are your names?  
**Mary** It's Paul and Mary Jones.  
**Interviewer** Jones. OK. Thank you. Now number 1. Do you listen to the radio?  
**Paul** Yes, we do. We listen to Radio 1. We like pop music.  
**Interviewer** Do you read a newspaper?  
**Paul** No, we don't.  
**Interviewer** Do you watch the news on TV?  
**Paul** No, we don't.  
**Mary** No, we go and make a cup of tea when the news is on.  
**Interviewer** I see. And do you watch sport on TV?  
**Paul** Oh, yes, we do. Football.  
**Mary** Yes, we watch a lot of football.  
**Interviewer** Do you go to the cinema?  
**Paul** Yes, we do. We like films.  
**Interviewer** OK. Do you watch DVDs, too?  
**Paul** Yes, we do.  
**Mary** When there's no football on TV!  
**Interviewer** Do you play computer games?  
**Paul** No, we don't.  
**Mary** Our children do. They love computer games, but we don't.  
**Interviewer** Do you go shopping?  
**Mary** Yes, we do. We like shopping. We go to the shopping centre every weekend.  
**Interviewer** OK. Now exercise. Do you go to a sports centre?  
**Paul** No, we don't.  
**Interviewer** Do you play any sports?  
**Paul** No, we don't.  
**Mary** Well, we go swimming when we're on holiday.  
**Interviewer** No, that isn't really sport. Fine. Thank you.

- Read the example sentences together.
  - Point to Paul and Mary's responses to the survey in **exercise 1**. Tell students to write sentences about things they do.
  - Go through the answers as a class.

1 They listen to the radio. 2 They don't read a newspaper.  
 3 They don't watch the news on TV. 4 They watch sport on TV.  
 5 They go to the cinema. 6 They watch DVDs.  
 7 They don't play computer games. 8 They go shopping.  
 9 They don't go to a sports centre. 10 They don't play any sports.

- Focus on the **Language note**. Drill the example sentences.
- **Write:** *We listen to radio. We watch the DVDs.* on the board. Put a cross next to the sentences to show they are incorrect. Ask students to correct them.

- **Ask:** *What do Paul and Mary listen to on Radio 1?* Play the first part of the audio again (to *pop music*). **Elicit:** *They listen to pop music.*
  - Read through the list and focus on the example sentence. Put students in pairs to write sentences about each item.
  - Go through the answers as a class.

Paul and Mary listen to Radio 1 because they like pop music.  
 They don't watch the news. / They make a cup of tea when the news is on.  
 They watch a lot of football.  
 They don't play computer games. / Their children play computer games.  
 They go to the shopping centre every weekend.  
 They go swimming when they're on holiday.

## 4 Your life

- Put students in pairs. Tell them to interview each other using the questionnaire and put a tick or cross in the second column depending on their partner's answers.
- Ask the whole class some of the questions, e.g. *Who listens to the radio?* Tell students to put their hand up if they do.

## Pronunciation

- **Elicit/Teach:** *long, short.*
  - Play audio **27.2** for students to listen and repeat.
  - **Model listen.** Write it on the board and elicit that the *i* is a short vowel. Repeat with *read* for long vowel.
  - Ask individual students to say the word pairs. Check pronunciation.
- Go through the list of words. Drill each word as a class and individually.
  - Focus on the phonemic symbols in **part 1**. Elicit and drill each sound.
  - **Write:** *dog /d\_\_\_g/* on the board. Point to the gap. **Ask:** *What's this sound?* **Elicit:** */ɒ/* and write it in the gap.
  - Put students in pairs. Tell them to write the correct sound for each word. Monitor.
  - Go through the answers as a class.

dog /ɒ/, bag /æ/, two /u:/, please /i:/, door /ɔ:/, girl /ɜ:/,  
 swim /ɪ/, book /ʊ/, student /ʌ/, car /ɑ:/

- Focus students' attention on the **can do** statement: *Now I can interview people about their free time.*

## Follow-up

- Play a game of Vocabulary Snap (see page 11). Write each of the activities from **lesson 25** on separate pieces of paper – the verb on one piece and the activity on another.
- If teams turn over a matching set of verb + activity, e.g. *play + football*, they ask a member of the other team a question, e.g. *Do you play football, (Donna)?* If they ask the question correctly, they keep the cards.

## Resource activity pages 200 and 267



# TEACHER'S NOTES LESSON 28

Students revise questions and learn how to offer a lift.

## Warm-up

- Use the pictures in **lesson 20** to revise the story to date. Ask questions about the characters and the story, e.g. *Is Lucy late? Who are Olive and Lucy meeting? Where does Mr Linsky work? Where is the meeting? What's at The Photo Shop? Whose birthday is it? Where do they go? Does Lucy get the photos for the meeting?*

- Play audio **28.1** to familiarize students with how the story develops and with the characters' voices. **Ask:** *Whose van is it?* **Elicit:** *It's Jordan's van.*
  - Elicit/Teach key vocabulary and phrases for each picture, e.g.  
 picture 1: *sports bag, sports centre, sunglasses, meeting, a lift*  
 picture 2: *nowhere, park*  
 picture 3: *parking space, private, a few minutes*  
 picture 4: *van*  
 picture 5: *behind, driver*
  - Write the new words/expressions on the board and drill as a class and individually.
  - Ask questions about the **pictures** to check basic comprehension, e.g.  
 picture 1: *Who is Lucy talking to? Where are they? What is Lucy holding? What is Sarah pointing at?*  
 picture 2: *Where are they? Is The Photo Shop closed?*  
 picture 3: *What does the notice say? Is Lucy going to park there?*  
 picture 4: *Who's driving the van? Is Jordan happy? Why not? Where are Lucy and Sarah?*  
 picture 5: *What's the problem? Where is Jordan?*
  - Play the audio again. Ask questions about the **text** to check comprehension, e.g.  
 picture 1: *Where is Sarah going? Where is Lucy going? What's at The Photo Shop? Whose car is it? Where are Lucy's sunglasses?*  
 picture 2: *What is Lucy's problem?*  
 picture 3: *How long is Lucy going to park for?*  
 picture 4: *Whose parking space is this?*  
 picture 5: *Why is Lucy worried? Who are the photos for?*
- Focus on the sentences. Ask students to read by themselves to find the answers before checking in pairs.
  - Go through the answers as a class. Ask individual students to say one answer each. Write these on the board so that everyone can see.

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

- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
  - Ask students to complete the expressions.
  - Go through the answers as a class. Check pronunciation.
- Play audio **28.2** to check students' answers.

are, 'm, a, please

- Play the audio again for students to listen and repeat.
- Drill each expression as a class and individually.

- Ask four students to read the story. Check pronunciation.
  - Put students in groups of four to practise the story. Tell them to change roles and read the story again.
  - Focus students' attention on the **can do** statement: *Now I can offer and accept a lift.*

## Follow-up

- Use the wordlist on Student's Book page 90 to revise key vocabulary from **lessons 25 to 28**.

## Resource activity pages 201 and 267



1 **28.1** Read and listen to the story. Whose van is it?

2 Match the parts of the sentences.

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1 Lucy is <u>c</u>              | a for the meeting.          |
| 2 Sarah is <u>a</u>             | b to park.                  |
| 3 Her sunglasses are <u>b</u>   | c going to a meeting.       |
| 4 The Photo Shop is <u>d</u>    | d behind her car.           |
| 5 There's nowhere <u>e</u>      | e private.                  |
| 6 The parking space is <u>f</u> | f in the car.               |
| 7 Lucy is late <u>g</u>         | g open.                     |
| 8 The van is <u>h</u>           | h off to the sports centre. |

3a Complete the expressions.

## Everyday expressions

## Offering a lift

Where a you off to?

I'm going to The Photo Shop.

Would you like b lift?Yes, c.b **28.2** Listen, check, and repeat.

4 Work in a group. Practise the story.



Sarah Morning, Lucy. How are you?

Lucy Oh, hi, Sarah. I'm fine thanks. Where are you off to?

Sarah The sports centre.

Lucy Oh, right. Well, I'm going to The Photo Shop and then to a meeting in Cambridge.

Sarah Is that The Photo Shop next to the sports centre?

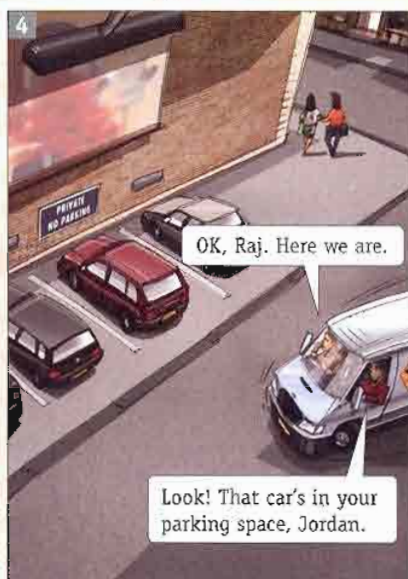
Lucy Oh, yes it is. Would you like a lift?

Sarah Yes, please.

Lucy OK. Now, where are my sunglasses?



Yes, but there's nowhere to park.



Look! That car's in our parking space, Jordan.

Now I can ...  
offer and accept a lift.

Student's Book p.28



## 1 29.1 Listen and repeat.



1 live in a house



2 live in a flat



3 live alone



4 live with my family



5 live in the city centre

6 live in the suburbs

7 live in a town

8 live in a village



9 work in a hospital



10 work in a bank



11 work in a restaurant



12 work in a factory



13 go to work



14 go to school



15 drive to work



16 walk to work

## 2 Write a sentence about yourself for each picture.

- 1 I don't live in a house.  
2 I live in a flat.

## 3 29.2 Drill. Listen and ask the questions.

- 1 live alone  
Do you live alone?  
2 work in a restaurant  
Do you work in a restaurant?

## 4 29.3 Listen to the conversations. Write what the people do or don't do.

- 1 Do you live in a village?  
No, we don't.  
They don't live in a village.  
2 Do you work in a bank?  
Yes, we do.  
They work in a bank.

## 5 Your life Work with a partner. Ask and answer about each picture.

- A Do you live in a house?  
B Yes, I do. OR No, I don't.

Pronunciation  
Diphthongs

Some English vowel sounds consist of two sounds. We call these diphthongs.

## 29.4 Listen and repeat.

/ɪə/	near	here
/əʊ/	don't	alone
/aɪ/	drive	my
/eɪ/	take	play
/eə/	where	their



Now I can ...  
describe where I live and work.

Student's Book p.29



## TEACHER'S NOTES LESSON 29

Students learn a lexical set of words relating to lifestyles and talk about their own lifestyle.

## Warm-up

- Prepare a list of present simple *yes/no* questions (see **lesson 26**) to ask the class.
- Tell students to stand up. Ask a question, e.g. *Do you like sport?* Students who say *Yes, I do* remain standing. Students who say *No, I don't* sit down. Keep asking questions until there are no students left standing.

- 1 • **Elicit/Teach:** *lifestyle*.
  - Focus on the pictures. Play audio **29.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Ask different students to say the items. Check pronunciation.
  - Put students in pairs to practise by pointing at different pictures and asking *What's this?*

The difference between *live in* and *live with* can be confusing. In some languages, for example German, these concepts are expressed by different verbs, but in English we use the same verb with a different preposition.

- 2 • **Write:** *I \_\_\_\_ in a house. I \_\_\_\_ in a flat.* on the board. Point to yourself. **Say:** *I live in a flat.* **Write:** *live / don't live* in the appropriate gaps.
  - Use the pictures to talk about your lifestyle and ask questions about students' lifestyles. **Say:** *I live in a flat. What about you, (Ann)?* Encourage students to use *too / either* where appropriate.
  - Ask students to write 16 sentences about their lifestyle, using the pictures in **exercise 1**.
  - Put students in pairs to compare their sentences.
- 3 • Do the examples together. Play the first item on audio **29.2**. Students hear *live alone* and produce a *yes/no* question, then listen and repeat. Do the same with the second item.
  - Play the rest of the audio.

## Audio script 29.2

- 1 live alone  
Do you live alone?
- 2 work in a restaurant  
Do you work in a restaurant?
- 3 go to work  
Do you go to work?
- 4 live in a flat  
Do you live in a flat?
- 5 walk to school  
Do you walk to school?
- 6 work in a hospital  
Do you work in a hospital?

- 4 • Do the examples together. **Say:** *Do you live in a village?* **Elicit:** *No, we don't.* Nominate a student. **Ask:** *What don't the people do?* **Elicit:** *They don't live in a village.* Repeat with the second example.
  - Play audio **29.3** pausing after each item. Repeat if necessary.

## Audio script 29.3

- 1 A Do you live in a village?  
B No, we don't.
- 2 A Do you work in a bank?  
B Yes, we do.
- 3 A Do you work in the city centre?  
B Yes, we do.
- 4 A Do you drive to work?  
B No, we don't.
- 5 A Do you work in a factory?  
B No, we don't.
- 6 A Do you walk to work?  
B Yes, we do.

## 5 Your life

- Go through each picture in **exercise 1**. Ask different students about their lifestyles, e.g. *Do you live in a house?* **Elicit:** *Yes, I do. / No, I don't.*
- Put students in pairs. Tell them to write questions for each picture.
- Go through each question. Check pronunciation and intonation.
- Tell students to work with a new partner and take it in turns to ask and answer questions about the pictures.

## Pronunciation

- **Elicit/Teach:** *diphthong*. Play the first two words on audio **29.4**. Model the pronunciation of *near*, *here*. Explain that there are two vowel sounds in these words: /ɪə/.
  - Ask individual students to say the two words. Check pronunciation.
  - Focus on the list of words. Play the rest of the audio for students to listen and repeat.
  - Ask individual students to say the word pairs. Check pronunciation.
  - Focus on the phonemic symbols. Elicit and drill each sound.
  - If you have time, you could focus on the pronunciation chart on Student's Book page 108 and use this to revise the sounds that students have learned to date.
- Focus students' attention on the **can do** statement: *Now I can describe where I live and work.*

## Follow-up

- Tell students to imagine they are 20 years older and make notes about where they live, who they live with, their job, and where they work.
- Put students in pairs to ask and answer questions about their 'future' lifestyles.

## Resource activity pages 202 and 268



## TEACHER'S NOTES LESSON 30

Students learn to ask and answer present simple *wh-* questions.

## Warm-up

- Use a soft ball or soft toy for this activity. The aim is to revise *yes/no* questions.
- Arrange students in a circle. Choose a student and throw the ball to him/her. **Ask:** *Do you like fish?* The student replies *Yes, I do. / No, I don't.* and throws the ball back to you.
- Practise with two or three questions, e.g. *Do you live in a city? Do you watch TV? Do you work in a factory?* then let students take over the questions.

- 1a** • Ask questions about the pictures, e.g. *Who is Sarah talking to? Where are they? What can you see?*
- **Elicit/Teach:** *street, place, near, share, fun.*
  - Play audio **30.1** for students to read and listen.
  - **Drill:** *Where do you live? Do you live alone? Do you like that?* as a class then individually. Check pronunciation of *do you* and intonation in each question: *Where do you live?* – falling intonation, *Do you live alone? / Do you like that?* – rising intonation.
- b** • Ask two students to read out the conversation. Check pronunciation.
- Put students in pairs to practise the conversation.

Many languages have equivalent *wh-* question words, however, they don't always use the same word order as English which can lead to errors.

Sometimes confusion is caused by 'false friends', English words that sound the same as a word in the student's own language but have a different meaning. For example, Arabic speakers may confuse *where/when* because *when* sounds like the Arabic word for *where*.

- 2** • Focus on the first part of the grammar rules. Read through the *yes/no* questions. Ask students to think of other examples of this type of question.
- Focus on the first *wh-* question: *Where do you work?* Elicit what type of information it asks for (a place) and examples of answers (an office, a school, etc). Repeat with each question.
  - Put students in pairs to practise asking and answering the questions.
  - Focus on the third part. **Write:** *When you do play tennis?* on the board. Put a cross next to the question to show it is incorrect. Elicit that the word order is wrong and ask students to correct it.
  - **Write:** *football* on the board. Ask students to work in pairs and make as many *wh-* and *yes/no* questions as possible. Put students in small groups to compare their questions.
- 3** • Do the example together. Play the first item on audio **30.2**. Students hear *live* and produce a *wh-* question with *where*, then listen and repeat.
- Play the rest of the audio.

## Audio script 30.2

- |                           |                             |
|---------------------------|-----------------------------|
| 1 live                    | 5 do aerobics               |
| Where do you live?        | Where do you do aerobics?   |
| 2 go swimming             | 6 go to school              |
| Where do you go swimming? | Where do you go to school?  |
| 3 play tennis             | 7 park your car             |
| Where do you play tennis? | Where do you park your car? |
| 4 work                    | 8 have lunch                |
| Where do you work?        | Where do you have lunch?    |

- 4** • **Write:** *Where do you go shopping? At the weekend. When do you go shopping? At the weekend.* Point to the answer. **Ask:** *Which question is correct?* **Elicit:** *When do you go shopping?*
- Tell students to cover the answers. Go through the questions. Elicit possible responses for each one.
  - Ask students to match the answers to the correct question.
  - Go through the answers as a class. Ask different students to read out one question each. Check pronunciation and intonation.

- 1 When do you go shopping? 2 What time do you have lunch?  
3 What newspaper do you read? 4 How do you go to school?  
5 Where do you play tennis? 6 When do you watch TV?

- 5a** • Go through each of the answers. Check that students understand each one.
- Do the example question as a class.
  - Put students in pairs to complete the questions.
- b** • Play audio **30.3** for students to check their answers.
- Go through the answers as a class. Ask different students to read out one question each. Check pronunciation and intonation.

- 1 Where do you work?  
2 What do you do in your free time?  
3 What time do you go to work?  
4 When do you play tennis?  
5 Where do you do karate?  
6 What do you have for lunch?  
7 What do you do?  
8 Where do you live?

- c** • Put students in pairs to practise the conversations.

**6 Your life**

- Focus on the first question: *Where do you live?* **Write:** *I live in \_\_\_\_* on the board. Point to the gap. **Ask:** *What words can go here?* **Elicit:** *a house / a flat / a city / the suburbs*, etc.
- Repeat with each question.
- Go through the questions and ask individual students for answers.
- Tell students to read the questions and write answers for themselves.
- Put students in pairs to ask and answer the questions.
- Focus students' attention on the **can do** statement: *Now I can ask questions about everyday life.*

## Follow-up

- Write answers to questions about your life on the board, e.g.  
*At six o'clock. I do aerobics. I drive.*  
*The Times. Pasta. In a school.*  
*In York Street. At the cinema. In the morning.*
- Put students in groups to make questions that might fit these answers.
- Tell students to ask you their questions. Cross out the answers if they guess the correct question.

Resource activity pages 203 and 268

## 1a 30.1 Read and listen.



Ryan Where do you live, Sarah?

Sarah I live in Bedford Street.

Ryan Oh, yes. I know it. It's near Lucy's place.

Sarah Yes, that's right.

Ryan Do you live alone?

Sarah No, I don't. I share a flat with three other students.

Ryan Oh, right. Do you like that?

Sarah Yes, it's great. We have a lot of fun.

## b Practise the conversation with a partner.

## 2 Study the rules.

## Present simple: questions

1 These are *yes/no* questions. The answer is *yes* or *no*.

Do you live alone? Yes, I do.

Do you play football? No, I don't.

2 These are *wh-* questions. They ask for information.

Where do you work?

What time do you go to school?

What do you do in your free time?

How do you go to work?

3 We use the same question form for *yes/no* and *wh-* questions.

Do you live alone?

Where do you live?

3 30.2 Drill. Listen. Ask *Where*.

1 live

Where do you live?

## 4 Choose the correct questions for the answers.

- |                                  |                           |
|----------------------------------|---------------------------|
| 1 Where do you go shopping?      | At the weekend.           |
| When do you go shopping?         |                           |
| 2 What time do you have lunch?   | At one o'clock.           |
| What do you have for lunch?      |                           |
| 3 What newspaper do you read?    | I read <i>The Times</i> . |
| When do you read a newspaper?    |                           |
| 4 What time do you go to school? | I walk.                   |
| How do you go to school?         |                           |
| 5 When do you play tennis?       | At the club.              |
| Where do you play tennis?        |                           |
| 6 What do you watch on TV?       | In the evenings.          |
| When do you watch TV?            |                           |

5a Complete the questions. Use *you*.

- |                                   |  |
|-----------------------------------|--|
| 1 A Where <u>do you work</u> ?    |  |
| B In a hospital.                  |  |
| 2 A What _____ in your free time? |  |
| B We go swimming.                 |  |
| 3 A What time _____ to work?      |  |
| B At eight o'clock.               |  |
| 4 A When _____ tennis?            |  |
| B At the weekend.                 |  |
| 5 A Where _____ karate?           |  |
| B At the sports centre.           |  |
| 6 A What _____ for lunch?         |  |
| B A sandwich.                     |  |
| 7 A What _____?                   |  |
| B I work in a factory.            |  |
| 8 A Where _____?                  |  |
| B In the suburbs.                 |  |

## b 30.3 Listen and check.

## c Practise the conversations with a partner.

## 6 Your life Work with a partner. Ask and answer the questions.

- Where do you live?
- Where do you work/go to school?
- What time do you go to work/school?
- What do you do in your free time?
- What do you eat for breakfast?
- What newspaper do you read?
- When do you go shopping?
- What time do you have lunch?



Now I can ...

ask questions about everyday life.

Student's Book p.30



1a You are going to hear a radio interview. First read the cues.

1 Pavel and Misha live ...



in Prague.



in New York.



in Buenos Aires.

2 Their house is ...



in the city centre.



in a village.



in the suburbs.

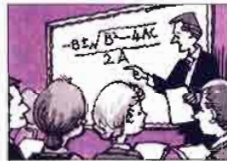
3 They work ...



in offices.



in shops.



at the university.

4 They ...



drive to work.



walk to work.



take the bus.

5 In their free time they ...



run in marathons.



go hang-gliding.

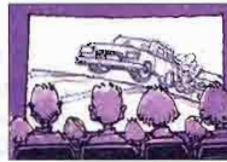


go to dog shows.

6 They also go to ...



jazz clubs.



the cinema.



concerts.

b **31.1** Listen to the interview. Choose the correct pictures.

2a Use the cues. Make questions about Pavel and Misha.

- 1 Where do they live?
- 2 Do they like the city?

- 1 Where/live
- 2 like the city
- 3 live in a house
- 4 Where/work
- 5 drive to work
- 6 watch TV a lot
- 7 What/do in their free time
- 8 like films

b Work with a partner. Use the questions. Ask and answer.

- A Where do they live?  
B They live in ...  
A Do they like the city?  
B Yes, they do.

3 **Your life** Write about your life. Follow the pattern.

I live in \_\_\_\_ (name). I live \_\_\_\_  
(alone/with ...). \_\_\_\_ (I/We) live in  
\_\_\_\_ (a house/a flat). It's in \_\_\_\_ (the  
suburbs/the city centre). I \_\_\_\_ (work/go  
to school) in \_\_\_\_ (place). I \_\_\_\_  
(drive/walk). In my free time I \_\_\_\_  
(play tennis/watch TV).

### English in the world

#### Addresses

1 We write addresses like this:

name  
house number Mr R Wilson  
79 Penny St. street or road  
Liverpool town or city  
L4 7TJ postcode

St. = Street Rd. = Road Ave. = Avenue

2 How do you give addresses in your country?



Now I can ...  
write about my lifestyle.

Student's Book p.31



## TEACHER'S NOTES LESSON 31

Students revise present simple *wh*- questions and write a simple paragraph about their lifestyle.

## Warm-up

- Dictate the following statements slowly and clearly. Say each sentence twice.

*I have lunch at one o'clock.*

*I work in an office.*

*I drive to work.*

*I play tennis in my free time.*

- Put students in pairs to check their sentences. Go over the statements as a class.
- Ask students to change each statement into a *wh*- question. Go over the questions as a class.
- Put students in pairs to ask and answer the questions.

- Focus on the pictures. Explain that students are going to listen to a radio interview.
  - Go through each picture. Elicit/Teach any new vocabulary.
  - Drill each sentence as a class then individually using cues to elicit a sentence with *they*. **Say:** *in Prague*. **Elicit:** *They live in Prague*. Repeat with each picture.
  - Point to the pictures and ask different students to say the items. Check pronunciation.
  - Put students in pairs to practise the vocabulary. Tell them to take it in turns to ask and answer questions about the pictures using *What's this?*
- Use the cues to predict the interview questions. **Write:** *We live in Prague*. on the board. **Elicit:** *Where do you live?* Repeat with each cue to elicit the following questions: *Do you live in the city centre/a village/in the suburbs? Where do you work?/What do you do? How do you go to work? What do you do in your free time? What other things do you do?*
  - Play audio 31.1. Elicit that there are two speakers: an interviewer who asks questions and a man (Pavel) who answers the questions.
  - Play the audio twice for students to choose the correct pictures.
  - Go through the answers as a class. Play the audio again, if necessary, stopping after each answer.

## Audio script 31.1

**Interviewer** What's your name?  
**Pavel** My name's Pavel and my wife's name is Misha.  
**Interviewer** Where do you live?  
**Pavel** We live in Prague.  
**Interviewer** Do you like Prague?  
**Pavel** Oh yes. It's a great city.  
**Interviewer** Do you live in the city centre?  
**Pavel** No, we don't. We live in a house in the suburbs.  
**Interviewer** Uh-huh. Where do you work?  
**Pavel** We work in offices in the city.  
**Interviewer** Do you drive to work?  
**Pavel** No, we don't. There's nowhere to park in the city centre, so we take the bus.  
**Interviewer** What do you do in your free time?  
**Pavel** We go hang-gliding.  
**Interviewer** Really?  
**Pavel** Yes, it's great fun.  
**Interviewer** What other things do you do?  
**Pavel** Well, we don't watch TV a lot. But we love films, so we go to the cinema every week.  
**Interviewer** What kind of films do you like?

- Do the examples together. **Write:** *Where/live and like the city* on the board. **Say:** *Make questions*. Nominate two students to say the questions.
  - Put students in pairs to write the questions using the cues.
  - Go through the questions as a class. If you feel your students need more practice, drill each question. Check the pronunciation of *do you* and the intonation in *wh*- and *yes/no* questions.

1 Where do they live? 2 Do they like the city? 3 Do they live in a house? 4 Where do they work? 5 Do they drive to work? 6 Do they watch TV a lot? 7 What do they do in their free time? 8 Do they like films?

- Ask: *Where do they live?* Nominate a student to answer: *They live in Prague*. Repeat with the second question.
    - Put students in pairs to ask and answer questions about Pavel and Misha using the questions from exercise 2a.
    - Go through the questions and answers as a class. Ask different pairs of students to read out each question and answer set.
- Your life**
    - Write:** *My name is \_\_\_\_ . I live in \_\_\_\_ .* Complete the gaps with true information about you. Continue to the end of the paragraph.
    - Tell students to follow the pattern and write about their own life.
    - Put students in pairs. Tell them to exchange their work and read about their partner.
    - Ask different students to read their work to the class.

## English in the world

- Read through the example address together. Check that students understand that *St.* is an abbreviation by focusing on the key underneath the address. Ask questions about the different parts of the address, e.g. *What's his name? What's the name of his street? What number is his house? What city does he live in? What's his postcode?*
  - Put students in pairs to ask and answer questions about the different parts of Mr Wilson's address.
- Ask: *How do you write addresses in your country?* If all of your students share the same nationality, use their instructions to write an address in their country on the board. If you have a mixed-nationality class, ask students to write their address in their home country. Put students in mixed-nationality groups to compare their addresses.
  - Focus students' attention on the **can do** statement: *Now I can write about my lifestyle.*

## Follow-up

- Tell students to imagine they are someone famous, e.g. Madonna, George Bush (use examples that they will recognize). Tell them to write down the person's name, job, where they live, what they do in their free time.
- Put students in pairs to interview each other using the questions elicited in exercise 1b.

Resource activity pages 204 and 269



## TEACHER'S NOTES LESSON 32

Students learn the days of the week and practise asking and answering questions about timetabled events.

## Warm-up

- Prepare one piece of paper for each student in the class. Write (or ask students to write) a different time on each piece of paper – some in analogue form (e.g. 2 o'clock) and some in digital (e.g. 15.33).
- Tell students to circulate and ask each other the time. After each exchange, students swap papers and partners so they practise different times.

- 1 • **Elicit/Teach:** *diary*.
- Play audio **32.1** for students to listen and repeat.
  - Play the days of the week again (up to *Sunday*).
  - Drill the words as a class then individually. Check pronunciation, paying attention to *Tuesday/Thursday* (often confused) and *Wednesday* (two syllables: /wenzdi/).
  - Focus on the words in the diary. Play the next part of the audio again (up to *the weekend*).
  - Drill the words as a class then individually.
  - Ask questions to check comprehension, e.g. *How many days in a week? What days are the weekend/weekdays?*

The weekend and weekdays will depend on where your students are studying. For example, in Italy the weekend will be Saturday and Sunday, while in the Middle East the weekend might be Thursday and Friday or Friday and Saturday.

- Focus on the man and woman in the picture. Read the exchange.
- Play the last section of the audio (the exchange). Drill each line as a class then individually.
- Nominate individual students. **Ask:** *What day is it today/tomorrow? What day is your English class? What days do you work?*
- Focus on the **Language note**. **Write:** *monday, a Week, Friday, The Weekend, thursday, a Weekday* on the board. **Ask:** *What's wrong?* Elicit that the capital letters are wrong and ask students to write the words correctly.
- Go over the answers as a class. Write the answers on the board so students can check their work.

2a • **Elicit/Teach:** *appointment*.

- Focus on the dialogue. Tell students to read as you play audio **32.2**.

b • **Elicit/Teach:** *event, party, interview (for a job), driving test, football match*.

- Focus on the chart. **Ask:** *Who's got a driving test?* **Elicit:** *Petra*. Repeat with each item to familiarize students with the sound of the names and the new vocabulary.
- Play audio **32.3** twice for students to complete the chart.
- Go through the answers as a class. Play the audio again, if necessary, stopping after each conversation.

## Audio script 32.3

- 2 A When is your interview, Jeff?  
B It's on Tuesday.  
A What time?  
B It's at quarter to ten
- 3 A What day is Carlo's party?  
B It's on Saturday.  
A What time?  
B It's at eight o'clock.

- 4 A Hi, Petra. What day is your driving test?  
B It's on Wednesday.  
A What time?  
B It's at 11.15.
- 5 A When is the meeting with Mr Ben?  
B It's on Friday.  
A What time?  
B It's at half past three.
- 6 A What day is the football match?  
B It's on Monday.  
A What time?  
B It's at 7.45.

- Focus on the second **Language note**.
- Ask questions about the days and times in the chart. **Ask:** *What day is Anna's appointment?* **Elicit:** *It's on Thursday.* **Ask:** *What time is Anna's appointment?* **Elicit:** *It's at 5.50./ It's at ten to six.* Repeat with each day and time.

- 3a • Do the example together. Draw students' attention to the use of capital letters, apostrophes, and full stops.
- Tell students to write sentences about each event in the chart in **exercise 2**.
  - Put students in pairs and ask them to exchange their sentences. Tell students to read through their partner's work to check that they have used punctuation correctly.
  - Go through the answers as a class. Write the sentences on the board.
- b • Tell students to look at the events and say which ones are on weekdays. **Elicit:** *All of them except Carlo's party.*
- 4a • Focus on the **Everyday expressions**. Drill the questions and answers as a class then individually.
- Put students in pairs to practise the questions and answers.
  - Ask students to translate the expressions into their own language.
- b • Play audio **32.4** for students to check their answers.

When, at, is, on, time, at

- 5 • Ask two students to read the example.
- Put students in pairs to make conversations using the expressions from **exercise 4a** and information from the chart in **exercise 2**.
  - Ask different pairs to say their conversations to the rest of the class. Check pronunciation.
  - Focus students' attention on the **can do** statement: *Now I can talk about days and times.*

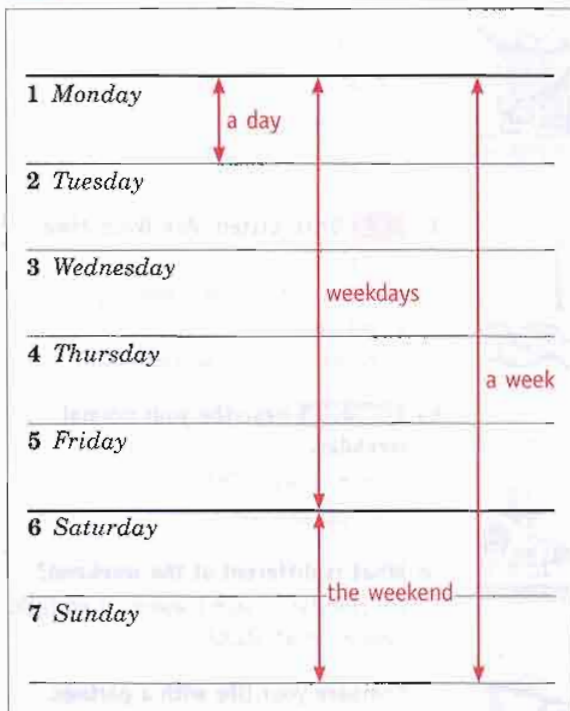
## Follow-up

- Dictate the days of the week out of order. Speak slowly and clearly. Say each day twice.
- Put students in pairs and ask them to proofread each other's work for correct spelling and use of capital letters.
- Go round the class, eliciting the days in order.

Resource activity pages 205 and 269

Review and Wordlist Lessons 25–32  
Student's Book pages 89–90

## 1 32.1 Listen and repeat.

**Language note** Capital letters

We always write days of the week with a capital letter.

Wednesday NOT wednesday

## 2a 32.2 Read and listen to the dialogue.

A When is your appointment at the doctor's, Anna?

B It's on Thursday.

A What time?

B It's at ten to six.

## b 32.3 Listen to the dialogues. Write the days and times.

Event	Day	Time
1 Anna's appointment	Thursday	5.50
2 Jeff's interview		
3 Carlo's party		
4 Petra's driving test		
5 The meeting with Mr Ben		
6 The football match		

**Language note** Time prepositions

on Tuesday, Thursday, Saturday

at half past six, 10.45

the weekend

## 3a Write a sentence about each event.

1 Anna's appointment is on Thursday at ten to six.

## b Which of the events are on weekdays?

## 4a Complete the expressions.

**Everyday expressions** Time

\_\_\_\_\_ is your appointment?

It's \_\_\_\_\_ 1.30 on Friday.

What day \_\_\_\_\_ our meeting?

It's \_\_\_\_\_ Monday.

What \_\_\_\_\_ is your interview?

It's \_\_\_\_\_ two o'clock.

## b 32.4 Listen and check.

## 5 Use the expressions and the information in the chart in exercise 2b. Make the conversations.

A When is your interview, Jeff?

B It's on Tuesday.

A What time?

B It's at quarter to ten.



Now I can ...  
talk about days and times.

Student's Book p.32



1 **33.1** Listen and repeat.

1 wake up



2 get up



3 have a shower (bath)



4 get dressed



5 have breakfast



6 go to work (school)



7 start work (school)



8 have a break



9 have lunch



10 finish work (school)



11 go home



12 have dinner



13 go to bed



14 go to sleep

## 2 How many expressions can you make with the words?

1 have ...	a shower, breakfast
2 go ...	
3 ... work	
4 get ...	

3 **33.2** Drill. Listen. Ask *What time*.

- 1 wake up  
What time do you wake up?
- 2 get up  
What time do you get up?

4a **Your life** Describe your normal weekday.

I wake up at 6.30.  
I get up at 6.45.

## b What is different at the weekend?

On Sundays I don't wake up at 6.30.  
I wake up at 9.00.

## c Compare your life with a partner.

- A I wake up at 6.30 on weekdays. What about you? When do you wake up?
- B I wake up at seven o'clock.

**English in the world****A working day**

This is a common working day in Britain.

7.30	breakfast
9.00	start work
11.00	tea/coffee break
1.00-2.00	lunch - usually a sandwich
3.30	tea/coffee break
5.00	finish work
7.00	dinner - the big meal of the day

What is a normal working day in your country?



Now I can ...  
describe my daily routine.

Student's Book p.33



## TEACHER'S NOTES LESSON 33

Students learn a lexical set of daily activities and talk about their daily routine.

## Warm-up

- Use a large clock with moveable hands to revise telling the time (you could make one out of cardboard if you don't have access to a clock). Move the hands round the clock. Ask individual students to tell you the time.

- Elicit/Teach:** *daily*.
  - Focus on the pictures. Play audio **33.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Ask different students to say the activities. Check pronunciation. Pay particular attention to items that students may have problems with because of the spelling, i.e. *shower, dressed, breakfast*.
  - Put students in pairs. Tell them to take it in turns to point to the pictures and ask *What's this?*

Students often have difficulties with expressions which don't translate word for word from their own language to English. For example a different verb may be used in the students' own language in phrases like *have breakfast*. Another potential problem area is verbs such as *wake up, get dressed*, which may be reflexive in other languages but aren't in English.

- Do the example together. **Say:** *Cover the pictures. Write: have on the board. Ask: How many expressions can you make with 'have'? Elicit and write: have breakfast, have a shower, have lunch, have dinner.*
  - Put students in pairs to remember as many expressions as possible.
  - Go over the answers as a class.
  - Write:** *breakfast, lunch, dinner* on the board. Elicit that these are meals. Explain that we often use *have* with meals, food, and drink, e.g. *have dinner, have a sandwich, have a cup of tea*.

- have breakfast, have dinner, have lunch, have a shower, have a break
- go to work, go home, go to bed, go to sleep
- go to work, start work, finish work
- get up, get dressed

- Do the examples together. Play the first item on audio **33.2**. Students hear *wake up*, produce a question with *What time*, then listen and repeat. Do the same with the second example.
  - Play the rest of the audio.

## Audio script 33.2

- wake up  
What time do you wake up?
- get up  
What time do you get up?
- go to school  
What time do you go to school?
- start work  
What time do you start work?
- have lunch  
What time do you have lunch?
- finish work  
What time do you finish work?
- go home  
What time do you go home?
- go to bed  
What time do you go to bed?

## 4a Your life

- Check that students remember weekdays. Use the pictures in **exercise 1** to talk about your normal weekday. **Say:** *I wake up at 7.15, I get up and I have a shower, etc.*
- Tell students to use the pictures to write about their weekdays.
- Ask different students to tell the class one or two things about their normal weekday.
- Choose a day that your students will recognize as the weekend. Focus on the example. Talk about the differences between your weekdays and your weekends. **Say:** *On (Sundays) I don't wake up at (7.15). I wake up at (9.00), etc.* Write example sentences on the board.
- Tell students to write about the differences between their weekdays and their weekends.
- Ask different students to tell the class one or two things about how their weekend is different.
- Ask students about their lives. **Say:** *I wake up at 6.30 on weekdays. What about you, (Sam)? When do you wake up?* Repeat with different students and activities.
- Put students in pairs to talk about and compare their lives.

## English in the world

- Elicit/Teach:** *common*.
- Read through *A working day* as a class. Explain that this is a common working day for a lot of people.
- Ask questions about the students' country/countries. **Say:** *In Britain people have breakfast at 7.30. What time do people have breakfast in (Thailand)?*
- Tell students to make similar notes about a common working day in their country.
- If you have a mixed-nationality class, put students in small groups to talk about a common working day in their country. If your students are all from the same country, put them in pairs. One student talks about Britain and the other about their country.
- Ask individual students to tell the class how a working day in their country is different.
- Focus students' attention on the **can do** statement: *Now I can describe my daily routine.*

## Follow-up

- Copy the activities from **exercise 1** onto a large piece of paper.
- Cut up the paper so there are one or two words on each piece. Prepare one for each student and hand them out.
- The object is for students to mingle and make an expression.

## Resource activity pages 206 and 270



## TEACHER'S NOTES LESSON 34

Students learn the present simple third person singular and talk about other people's daily routines.

## Warm-up

- Put students in pairs. Ask them to list as many daily activities as possible. Tell them to call out daily activities and write them on the board in random order.
- Draw a clock face on the board. Put students in pairs to say when they do the activities, e.g. *I wake up at eight o'clock. I get up at 8.30.*

- Focus on the picture. **Ask:** *Who can you see? Where is she?*
  - Elicit/Teach:** *straightaway.*
  - Play audio **34.1** while students read the text – both on and below the picture.
  - Drill the sentences as a class then individually. Check pronunciation of third person *s*.
  - Ask:** *When does Lucy wake up? What time does she get up?*  
**Elicit:** *She wakes up at seven o'clock. She gets up at 7.15.*

Students usually need a lot of practice using *s* for the third person singular. Perhaps because there aren't many verb endings in English they often forget to use the *s*.

- Focus on the first table. Put students in pairs to make as many positive statements as possible. Go over as a class.
  - Nominate a student. **Ask:** *What time do you get up, (Karl)?* Elicit a response and then ask another student *What time does (Karl) get up?* **Elicit:** *He/She gets up at (7.30).* Practise with different verbs.
  - Write:** *wake up, listen to, get up* on the board. Tell students to find and underline these verbs in the text.
  - Ask:** *What do we add to make the third person singular?*  
**Elicit:** *s.*
  - Explain that there are some exceptions to this rule. Focus on the second table. Drill each verb as a class then individually. **Say:** *go.* **Elicit:** *goes.* Repeat with all the verbs in the table.
- Go through the sentences. Check that students understand *after that, then.*
  - Do the example together. Say the sentence in the first person and elicit the correct third person sentence.
  - Ask students to write eight sentences about Lucy's day using the third person singular.
  - Put students in pairs to compare their answers.
  - Write the verbs on the board for students to check their answers. Ask different students to say the sentences. Check pronunciation of *es*.

1 gets up 2 has 3 watches 4 has 5 gets 6 goes  
7 starts 8 finishes

- Tell students to underline the negative statements in the text in **exercise 1**.
  - Ask:** *What do we add to make negative statements?* **Elicit:** *don't/doesn't.*
  - Drill:** *not get up.* Check pronunciation of *don't/doesn't.*
  - Focus on the table (negative statements). Put students in pairs to make as many negative statements as possible.
- Tell students that all of the sentences are incorrect. Play the first sentence on audio **34.2**. Students hear *I get up at six o'clock.* **Ask:** *What is wrong in sentence 1?* **Elicit:** *five o'clock.*
  - Tell students to listen and underline the incorrect part in each sentence. Play the rest of the audio.
  - Go through the answers as a class.

1 five o'clock 2 bath 3 6.30 4 listens to the radio  
5 seven o'clock 6 8.45 7 5.30 8 12 o'clock

## Audio script 34.2

1 I get up at six o'clock. 5 I go to work at quarter to seven.  
2 I have a shower. 6 I start work at 8.30.  
3 I have breakfast at 6.15. 7 I finish work at five o'clock.  
4 I read the newspaper. 8 I go to bed at half past eleven.

- Tell students to look at the sentences again, and listen for the correct details. Play the audio again.
  - Go through the answers and write them on the board.
  - Put students in pairs to write out the sentences.
  - Go through the answers together. Ask different students to read out the sentences.

1 He doesn't get up at five o'clock. He gets up at six o'clock.  
2 He doesn't have a bath. He has a shower. 3 He doesn't have breakfast at 6.30. He has breakfast at 6.15. 4 He doesn't listen to the radio. He reads the newspaper. 5 He doesn't go to work at seven o'clock. He goes to work at quarter to seven. 6 He doesn't start work at 8.45. He starts work at 8.30. 7 He doesn't finish work at 5.30. He finishes work at 5 o'clock. 8 He doesn't go to bed at 12 o'clock. He goes to bed at half past eleven.

## 6 Your life

- Nominate a student. **Ask:** *What time do you get up? Do you have a bath or a shower? What time do you have breakfast?* Tell students to make notes about their own daily routine.
- Ask students to think of someone they know (a family member or a friend) and make notes about that person's daily routine.
- Read through the example together.
- Tell students to use their notes to write six sentences comparing their normal day with that of their family member/friend.
- Put students in pairs to talk about their sentences.
- Ask different students to read out their sentences.

## Pronunciation

- Play audio **34.3**. Model the pronunciation of *live/lives, watch/watches*. Write the words on the board and elicit that there is an extra vowel in *watches*.
  - Put students in pairs. Tell them to say the word pairs and tick words which have an extra syllable in the third person.
  - Ask different students to say the words. Check pronunciation.

watches, finishes, uses, practises

- Focus on the list of words. Play the audio again and tell students to listen and repeat.
  - Focus students' attention on the **can do** statement: *Now I can talk about other people's daily routine.*

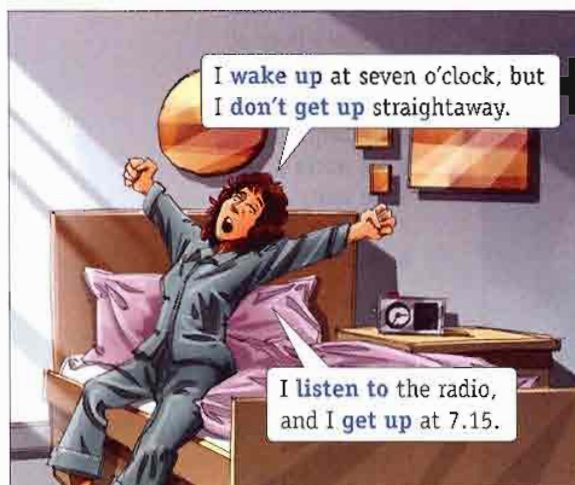
## Follow-up

- Write a combination of positive/negative sentences on the board. Make some of them correct and some incorrect, e.g. *He does go to bed at ten o'clock. She doesn't watch not TV. She has breakfast at 9 a.m. He listens to the radio.*
- Put students in small groups to correct the incorrect sentences.

Resource activity pages 207 and 270



## 1 34.1 Read and listen.



Lucy **wakes up** at seven o'clock, but she **doesn't get up** straightaway. She **listens to** the radio, and she **gets up** at 7.15.

## 2 Study the table. Make sentences.

## Present simple: positive statements

I	get up	at eight o'clock, in the afternoon, at 6.30.
You	start work	
We	go home	
They		
He	gets up	at eight o'clock, in the afternoon, at 6.30.
She	starts work	
(It)	goes home	

## Spelling: third person singular

go	goes	watch	watches	have	has
do	does	finish	finishes		

## 3 Describe Lucy's day.

- 1 She gets up at 7.15 a.m.
- 2 I get up at 7.15 a.m.
- 3 I have breakfast.
- 4 I watch the news on TV.
- 5 After that I have a shower.
- 6 Then I get dressed.
- 7 I go to work at 8.15 a.m.
- 8 I start work at nine o'clock.
- 9 I finish work at five o'clock.

## 4 Study the table. Make sentences.

## Present simple: negative statements

I	don't (do not)	get up start work go home	at eight o'clock, at 6.30.
You			
We			
They			
He	doesn't (does not)		
She			
(It)			

5a 34.2 Listen. Correct the the sentences about Jordan's day. Underline the mistakes.

- 1 Jordan gets up at five o'clock.
- 2 He has a bath.
- 3 He has breakfast at 6.30.
- 4 He listens to the radio.
- 5 He goes to work at seven o'clock.
- 6 He starts work at 8.45.
- 7 He finishes work at 5.30.
- 8 He goes to bed at 12 o'clock.

## b Listen again. Write the sentences from exercise 4a correctly.

- 1 He doesn't get up at five o'clock. He gets up at six o'clock.

## 6 Your life Choose someone that you know. Compare your normal day to his/hers. Write six sentences.

- 1 I listen to the radio in the morning. My brother doesn't listen to the radio. He watches TV.

## Pronunciation

## Present simple -es endings

- 1 34.3 Listen. Is there an extra syllable (/ɪz/) in the third person?

live	lives X
watch	watches ✓
take	takes
go	goes
do	does
finish	finishes
use	uses
practise	practises

## 2 Listen again and repeat.



Now I can ...

talk about other people's daily routine.

Student's Book p.34



- 1 **35.1** Read and listen to the text. What is the man's name? Which country is he from?



## Medic on a Motorbike

Rodney Masese is a medical assistant. He lives in the city of Machinga in Malawi in southern Africa. He works at the Machinga District Hospital, but on Tuesdays and Thursdays he visits some of the health centres in the villages.



On Tuesdays and Thursdays Rodney gets up at four o'clock in the morning. He has a shower and gets dressed. Then he has breakfast.

At 4.45 he gets on his motorbike and goes to a village sixty kilometres away. It takes an hour and a half, because the roads aren't very good. There are a lot of people at the health centre. They all have problems with their eyes.

Rodney helps some people. He sends other people to the hospital. After three hours he has lunch. Then he gets on his motorbike again, but he doesn't go home. He goes to the next health centre.

Rodney visits two or three centres in one day. He doesn't want to be on the road at night, so at five o'clock in the evening he goes home.

'A lot of people in Africa have problems with their eyes,' says Rodney. 'I love my job. When I help a person to see again, I feel very happy.'

- 2 Read the text again. Match the parts of the sentences.

- 1 Rodney lives d
  - 2 Malawi is in —
  - 3 Rodney is —
  - 4 He helps —
  - 5 He works —
  - 6 He visits —
  - 7 He goes to the villages —
  - 8 He loves —
- a on a motorbike.  
b health centres in the villages.  
c a medical assistant.  
d in Malawi.  
e at the Machinga District Hospital.  
f his job.  
g southern Africa.  
h people with eye problems.

### Language note *in + parts of the day*

in the morning  
in the afternoon      BUT at night  
in the evening

- 3 What does the text say about these times?

- 1 *On Tuesdays and Thursdays he visits health centres.*  
1 Tuesdays and Thursdays  
2 four o'clock in the morning  
3 4.45  
4 an hour and a half  
5 three hours  
6 one day  
7 at night  
8 five o'clock in the evening

- 4 **Your life** Think of someone that you know. Describe his/her life. Follow the pattern. Change the words in bold.

Her name is Magda. She lives in Cairo. She works at a university. She's a teacher. She starts work at 8.30 in the morning and she finishes at 5.00 in the evening. She doesn't work at the weekends. In her free time she goes to the park with her children.



Now I can ... understand a description of someone's daily life.

Student's Book p.35

## TEACHER'S NOTES LESSON 35

Students revise the use of the present simple through a reading text, and write a simple description of someone's daily routine.

## Warm-up

- Start a chain with *On Mondays I get up at seven o'clock*. The next student makes a sentence with *On Tuesdays* and a different verb, e.g. *On Tuesdays, I go to the sports centre*. Continue around the class to *Sunday*, then begin the chain again. Students can't use a verb twice.

- Focus on the picture. **Ask:** *How old is the man? Where is he? What does he do?* Encourage students to guess some of Rodney's details.
  - Write:** *Medic on a motorbike* on the board. **Elicit/Teach:** *medic* and *motorbike*.
  - Read through the questions. Play audio **35.1** for students to read and listen.
  - Go over the answers as a class.

Rodney Masese, Malawi

- Point out that they hear *kilometre* here (with the stress on the underlined letter). Elicit/Teach that the alternative pronunciation is *kilometre*.
- Ask questions to find out if your students know anything about Malawi, e.g. *Where is Malawi? What's the capital city? (Lilongwe)*.
- Elicit/Teach key vocabulary and phrases for each paragraph, e.g.
  - paragraph 1: *medical assistant, district, hospital, visit*
  - paragraph 3: *get on, 60 km away, take, road, health centre, problems, eyes*
  - paragraph 4: *help, send, after*
  - paragraph 5: *on the road*

- Write:** *Rodney lives \_\_\_\_* on the board. Point to the gap. **Ask:** *What's this?* **Elicit and write:** *in Malawi*. Focus on the example. Tell students to find the two halves of the sentence (1d).
  - Tell students to read the text again and match the two parts of each sentence.
  - Put students in pairs to compare their answers.
  - Go through the answers as a class. Ask different students to read the sentences. Check pronunciation of third person s.

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

- Focus on the **Language note**. Ask students to read the text again and find parts of the day. Ask different students to read out the sentences.

- Go through the list of times.
  - Ask students to read the text again and find and underline each of the times.
  - Focus on the first time. **Ask:** *What happens on Tuesdays and Thursdays?* **Elicit:** *Rodney visits health centres on Tuesdays and Thursdays*.
  - Put students in pairs to write sentences about each of the times.
  - Go through the answers as a class.

- On Tuesdays and Thursdays he visits health centres.
- He gets up at four o'clock in the morning.
- He gets on his motorbike at 4.45.
- It takes him an hour and a half to ride to the village.
- He has lunch after three hours.
- He visits two or three health centres in one day.
- He doesn't want to be on the road at night.
- He goes back to Machinga at five o'clock in the evening.

## 4 Your life

- Read the example text together.
- Ask a student to read the first sentence, then ask another student to read the second, and so on around the class.
- Write:** *My friend lives in Paris. His name is David. He works in a shop.* on the board. **Ask:** *Is my friend a man or a woman?* **Elicit:** *a man*, making sure that students notice the use of different pronouns (*he/his*).
- Tell students to follow the pattern and write a paragraph about someone they know. Monitor.
- Ask individual students to read their descriptions.
- Focus students' attention on the **can do** statement: *Now I can understand a description of someone's daily life*.

## Follow-up

- Make the following changes to the text in **exercise 1**:
  - paragraph 1: *medical assistant* → *doctor*, *Tuesdays* → *Wednesdays*
  - paragraph 2: *shower* → *bath*
  - paragraph 3: *motorbike* → *bicycle*, *health centre* → *sports centre*
  - paragraph 4: *three hours* → *four hours*
  - paragraph 5: *two or three* → *four or five*, *in the evening* → *at night*
  - paragraph 6: *eyes* → *hands*, *see* → *walk*
- Tell students you are going to read the text with ten mistakes. Tell them to read and listen. When they hear a mistake, they have to call out the correct word.

## Resource activity pages 208 and 271



## TEACHER'S NOTES LESSON 36

Students revise the present simple and learn how to talk about problems.

## Warm-up

- Use the pictures in **lesson 28** to revise the story to date. Ask questions about the characters and the story, e.g. *Who is Lucy talking to? Where is Lucy going? Is The Photo Shop in Cambridge? Is The Photo Shop open? Where does Lucy park? Whose van is behind Lucy's car?*

- Play audio **36.1** to familiarize students with how the story develops and with the characters' voices. **Ask:** *Why does Lucy say 'Oh, no, not you again'?* Elicit that Lucy knows Jordan but she doesn't like him.
  - Elicit/Teach key vocabulary and phrases for each picture, e.g. picture 1: *carry, parking space, van, meeting, note* picture 2: *person, park, over there* picture 3: *annoyed, fix computers, idiot, in a hurry, move, keys* picture 4: *late, over, in trouble, worried*
  - Write new words and expressions on the board and drill as a class and individually.
  - Ask questions about the **pictures** to check basic comprehension, e.g. picture 1: *What is Lucy carrying? What is the problem? Who left the note?* picture 2: *Who is Lucy talking to?* picture 3: *Where is Lucy now? Who is she talking to? Is she annoyed?* picture 4: *Where is Lucy? Who is she talking to? Is Olive happy? Is Lucy annoyed?*
  - Play the audio again. Ask questions about the **text** to check comprehension, e.g. picture 1: *What does the note say? When is Lucy's meeting? What time is it now?* picture 2: *Does the woman know Jordan? Why does Jordan park behind people's cars? Where does he work?* picture 3: *Does Lucy know Jordan? What does Lucy want Jordan to do? What does he look for?* picture 4: *Is the meeting finished? Where does Olive want Lucy to go this afternoon? What time does she want to see Lucy?*
- Focus on the questions. Ask students to read by themselves to find the answers before checking in pairs.
  - Go through the answers as a class. Ask individual students to say one answer. Write these on the board so that everyone can see.

- 1 The meeting is at 10.30.
- 2 It's Jordan's van.
- 3 Because Lucy's car is in his parking space.
- 4 He's in an office.
- 5 Yes, he does.
- 6 Because she's late and the meeting is over.

- 3a • Focus on the **Everyday expressions**. Ask students to find and underline the expressions in the text, then complete them.
  - Play audio **36.2** for students to check their answers.
  - Play the audio again for students to listen and repeat.
  - Drill each expression individually and as a class.

in, in

- 4 • Ask three students to read the story. Check pronunciation.
  - Put students in groups of three to practise the story.
  - Focus students' attention on the **can do** statement: *Now I can react to problems.*

## Follow-up

- Write out the **Everyday expressions**, with no punctuation, on a large piece of paper. Cut up the paper with one word on each piece. Prepare enough sets so that students can work in small groups.
- Give each group a set of words. Ask them to rearrange the words into sentences and rewrite them using correct punctuation.
- Go over as a class.

## Resource activity pages 209 and 271

1 **36.1** Read and listen to the story. Why does Lucy say 'Oh, no, not you again!'?

2 Answer the questions.

- 1 What time is the meeting?
- 2 Whose van is it?
- 3 Why is his van behind Lucy's car?
- 4 Where is Jordan?
- 5 Does Jordan move his van?
- 6 Why is Lucy in trouble?

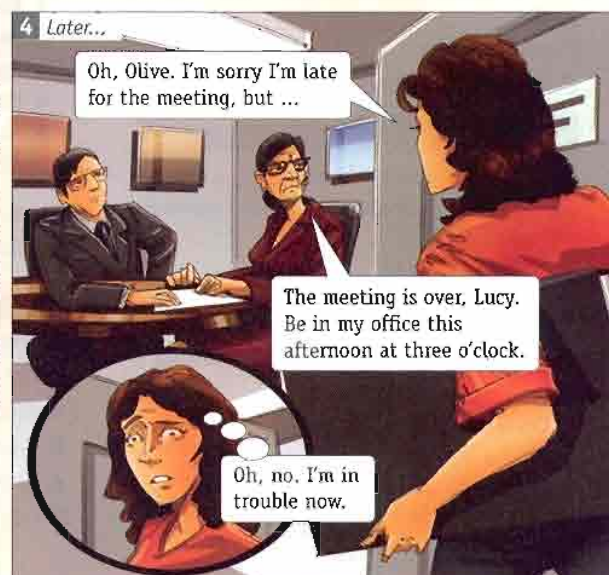
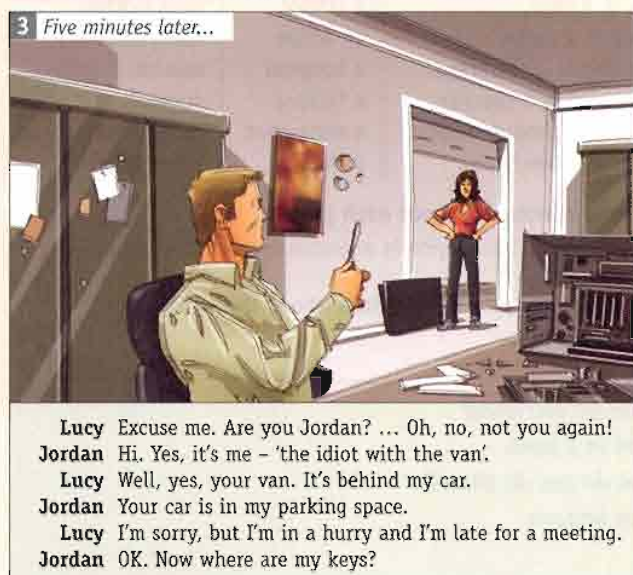
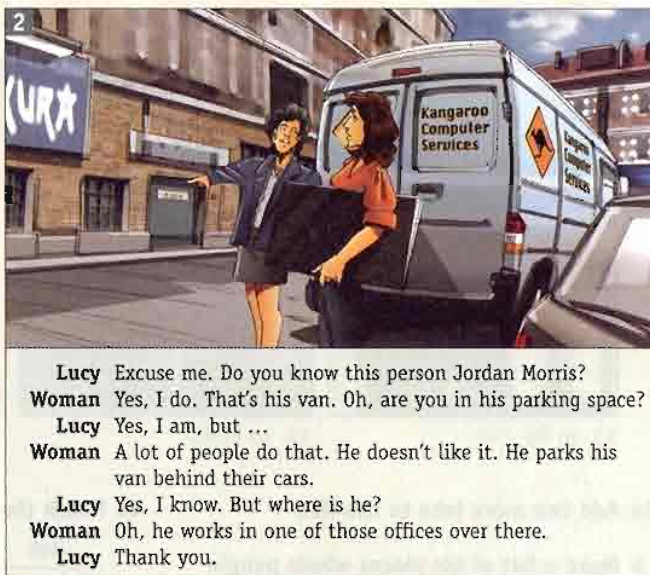
3a Complete the expressions.

**Everyday expressions Problems**

Oh, no!  
This is terrible!  
I'm \_\_\_\_\_ a hurry.  
I'm late for a meeting.  
I'm \_\_\_\_\_ trouble.

b **36.2** Listen, check, and repeat.

4 Work in a group. Practise the story.



Now I can ...  
react to problems.

Student's Book p.36



## 1 37.1 Listen and repeat.



1 a chef



2 a shop assistant



3 a waiter



4 a nurse



5 a secretary



6 a mechanic



7 a housewife



8 a builder



9 to type



10 to look after



11 to serve



12 to sell



13 to fix



14 to build



15 to clean



16 to cook

## 2a Add two more jobs to the list.

## b Make a list of six places where people work.

- 1 in a factory
- 2 in a health centre

## Language note Talking about jobs

- 1 What do you do? = What is your job?
- 2 We always use an indefinite article with a job:  
She's a waitress.  
NOT She's waitress.

## 3 37.2 Drill. Listen. Say what the people do.

- 1 I'm a builder.  
He's a builder.
- 2 I'm a shop assistant.  
She's a shop assistant.

## 4a Match the people with the places and the duties.

Job	Place	Duties
1 Mia is a chef.	a school	sells clothes
2 Petra is a nurse.	an office	fixes machines
3 Antonio is a secretary.	a hospital	teaches English
4 Mahmoud is a teacher.	a factory	cooks food
5 Safia is a shop assistant.	a restaurant	looks after people
6 John is a mechanic.	a shop	types letters

## b Write three sentences about each person.

- 1 Mia is a chef. She works in a restaurant. She cooks food.

## 5 Your life Ask people in the class about their jobs.

- A What do you do?
- B I'm a secretary.
- A Where do you work?
- B I work in a bank.
- A What do you do there?
- B I type letters.



Now I can ...  
talk about some jobs.

Student's Book p.37

## TEACHER'S NOTES LESSON 37

Students learn a lexical set of jobs and duties and talk about their own jobs.

## Warm-up

- Tell students to look up their jobs in a bilingual dictionary. If they don't have a job, tell them to imagine one.
- **Write:** *I'm a teacher.* on the board. Ask individual students to say their jobs. Help with pronunciation where necessary. (At this stage it isn't important for all of the students to understand all of the jobs.)

- 1 • Play audio **37.1** for students to listen and repeat.
  - Focus on the pictures of jobs. Play the first part of the audio again (up to *a builder*).
  - Drill each job as a class then individually.
  - **Ask:** *What do you call a female waiter?* **Elicit/Teach:** *waitress.* Tell students that for most jobs, the same word can be male or female.
  - Ask different students to say the jobs. Check pronunciation.
  - Focus on the verbs. Play the rest of the audio.
  - Drill each verb as a class then individually.
  - Ask different students to say the verbs. Check pronunciation.
  - Put students in pairs to match jobs and verbs. Go over as a class.

1 a chef – to cook   2 a shop assistant – to sell   3 a waiter – to serve  
4 a nurse – to look after   5 a secretary – to type  
6 a mechanic – to fix   7 a housewife – to clean  
8 a builder – to build

- 2a • **Say:** *Add two more jobs to the list.* Ask students to call out the jobs and write new words on the board. Check all students understand the new words.
  - Drill the new items as a class then individually.
- b • **Write:** *I work in a factory. I work for a car company.* on the board. Elicit that we use *in* when we talk about a building, and *for* when we talk about the company business.
  - Put students in pairs. Tell them to look at the jobs in **exercise 1** and make a list of six places where people work, e.g. *in a hospital, for a film company, at home, in an office.*
  - Focus on the **Language note.**
  - **Write:** *I am teacher. He is engineer.* on the board. Put a cross next to each sentence to show they are incorrect and ask students to correct the sentences. Elicit when to use *an* (after a vowel sound).

Some students leave out articles because they don't have them in their own language. Even languages that have articles don't always use them with jobs so students may forget to use articles with jobs in English.

- 3 • Do the examples together. Play the first item on audio **37.2**. Students hear *I'm a builder*, say what the person does, then listen and repeat. Do the same with the second item.
  - Play the rest of the audio.

## Audio script 37.2

- |                           |                      |
|---------------------------|----------------------|
| 1 A I'm a builder.        | 5 A I'm a student.   |
| B He's a builder.         | B He's a student.    |
| 2 A I'm a shop assistant. | 6 A I'm a secretary. |
| B She's a shop assistant. | B She's a secretary. |
| 3 A I'm a chef.           | 7 A I'm a mechanic.  |
| B He's a chef.            | B He's a mechanic.   |
| 4 A I'm a teacher.        | 8 A I'm a housewife. |
| B She's a teacher.        | B She's a housewife. |

- 4a • Read through the sentences. **Elicit/Teach:** *duties*

- **Write:** *chef* on the board. **Ask:** *Where do chefs work?* **Elicit:** *In a restaurant.* **Ask:** *What do chefs do?* **Elicit:** *They cook food.*
- Put students in pairs to match the people with the places and duties.
- Go through the answers as a class.

- 1 chef – restaurant – cooks food
- 2 nurse – hospital – looks after people
- 3 secretary – office – types letters
- 4 teacher – school – teaches English
- 5 shop assistant – shop – sells clothes
- 6 mechanic – factory – fixes machines

- b • Check that students recognize that *Antonio, Mahmoud,* and *John* are men's names.
  - Go through the example together. **Say:** *Write three sentences about each of the people.*
  - Go through the answers as a class.

- 1 Mia is a chef. She works in a restaurant. She cooks food.
- 2 Petra is a nurse. She works in a hospital. She looks after people.
- 3 Antonio is a secretary. He works in an office. He types letters.
- 4 Mahmoud is a teacher. He works in a school. He teaches English.
- 5 Safia is a shop assistant. She works in a shop. She sells clothes.
- 6 John is a mechanic. He works in a factory. He fixes machines.

## 5 Your life

- Focus on the example. Put students in pairs to practise the conversation.
- Tell students to write down their job, where they work, and their duties. (If the students don't have jobs, ask them to imagine one.)
- Draw three columns on the board. Ask students to call out their jobs and write these in the first column. Drill new words and check that students understand them (they can use dictionaries if necessary). Repeat with places and duties.
- Focus on the example again. Put students in pairs to practise the conversation using their real (or imaginary) jobs.
- Nominate different students to tell the class about their partner's job.
- Focus students' attention on the **can do** statement: *Now I can talk about some jobs.*

## Follow-up

- Tell students to write three sentences about their job and three sentences about their partner's job.

## Resource activity pages 210 and 272



## TEACHER'S NOTES LESSON 38

Students learn to ask present simple questions using *do/does* and give short answers.

## Warm-up

- Write anagrams of the jobs from **lesson 37** on the board, e.g. *rbielud, rusne, sfihewuoe, thossstaapins, fceh, teracsyer, niceanmh, trawei* (builder, nurse, housewife, shop assistant, chef, secretary, mechanic, waiter).
- Put students in pairs to work out the anagrams.
- Go over as a class and check pronunciation.

- 1 • Focus on the pictures. **Ask:** *Who can you see? Where are they? What can you see?*
  - **Elicit/Teach:** *drama, actor.*
  - Play audio **38.1** for students to read and listen.
  - Focus on the first text. Play the first conversation on the audio while students read the text.
  - Drill each question and response as a class then individually. Check pronunciation of *do you*.
  - Put students in pairs to practise the conversation.
  - Repeat with the second text. Check pronunciation of *s*.

It is important to provide opportunities for students to practise writing, asking, and answering questions. In some languages it isn't necessary to use a subject pronoun. For example, in Spanish *¿Qué hace?* can translate as *What does she do? What does he do? What does it do?* For this reason students may either mix up subject pronouns or omit them altogether.

- 2 • Focus on the questions in the table. Put students in pairs to make up as many questions as possible.
  - Go over as a class. Repeat with short answers.
  - Check pronunciation of *do* in normal fast speech at the beginning of a question (when it's a weak form: /də/) and in a short answer (when it's a strong form: /du:/).
  - **Write:** *Does you play tennis? Yes, I do.* on the board. Put a cross next to the sentence to show it is incorrect and ask students to correct it. Repeat with *Does he play tennis? No, he don't.*
  - Use the table to ask questions about people in the class, e.g. *Do you live in a city? Does (Paola) work in a bank?*
  - Put students in pairs to practise asking and answering the questions.
- 3 • Do the examples together. Play the first exchange on audio **38.2**. Students hear *He likes his job*, make a question, then listen and repeat. Do the same with the second exchange.
  - Play the rest of the audio.

## Audio script 38.2

- |   |   |
|---|---|
| 1 He likes his job.<br>Does he like his job?                | 4 He goes to college.<br>Does he go to college?           |
| 2 They work in a hospital.<br>Do they work in a hospital?   | 5 They start work at nine.<br>Do they start work at nine? |
| 3 She finishes work at six.<br>Does she finish work at six? | 6 They live in a village.<br>Do they live in a village?   |

- 4 • Focus on the *wh-* questions in the table. Drill each question as a class and individually. Check intonation.
  - **Write:** *Where they do work?* on the board. Put a cross next to the question to show it is incorrect and ask students to correct it. **Elicit:** *Where do they work?*

- 5a • **Write:** *Where do/does Jordan work?* on the board. **Ask:** *Which is the correct word? Elicit:* *does.*
  - Tell students to read the conversations and choose the correct words.
  - Put students in pairs to compare their answers.
- b • Play audio **38.3** for students to check their answers.
  - Go through the answers as a class. Ask pairs of students to read out each conversation. Check pronunciation.

1 does 2 Do 3 do 4 works 5 Does 6 doesn't 7 works  
8 does 9 don't 10 Do 11 don't 12 Do 13 do

- c • Put students in pairs to practise the conversations.

## 6a Your life

- Ask students to tell you their jobs or where they study. Write these on the board. Check that students understand new words (they can use dictionaries if necessary).
- Focus on the *wh-* questions (1, 2, 4, 5). Remind students that these questions ask for information. Read question 1. **Ask:** *What type of information? Elicit:* *a job.* Repeat with question 2 to elicit *a place*, and questions 4 and 5 to elicit *a time*.
- Focus on the *Do* questions. **Ask:** *What type of answer? Elicit:* *Yes, I do./No, I don't.*
- Go through the questions. Ask different students to answer each question.
- Put students in pairs. Tell them to use the questions to find out about their partner's job/studies and write answers using the third person, e.g. *He's a teacher. She works in a bank.*
- b • Nominate different students to tell the class about their partner. **Ask:** *What does (Hans) do, (Elena)? Where does he work? etc.*
  - Ask students to change the questions from **exercise 6a** into the third person singular. Tell them to write questions about their first partner, e.g. *What does he/she do? Where does he/she work? Does he/she drive to work?* Go through each question. Check pronunciation of third person *s* in the answers.
  - Put students with new partners. **Say:** *Ask and answer questions about your first partner.*
  - Focus students' attention on the **can do** statement: *Now I can ask questions about other people's jobs.*

## Follow-up

- Collect pictures of people from magazines/newspapers. Try to find a range of people types, e.g. *old/young, smartly/casually dressed, female/male*.
- Put students in groups of four and give each group a picture. Tell them to look at the questions in **exercise 6a** and to think about the answers the person in the picture would give.
- Ask each group to write eight sentences about the person in the picture.

## Resource activity pages 211 and 272



## 1 38.1 Read and listen.

Cindy Do you like your job, Jordan?

Jordan Yes, I do.

Cindy Do you work at weekends?

Jordan No, I don't. I go to college on Saturdays.

Cindy Oh? What do you do there?

Jordan Drama. I want to be an actor.



Ryan Does Jordan like his job?

Cindy Yes, he does.

Ryan Does he work at weekends?

Cindy No, he doesn't. He goes to college on Saturdays.

Ryan Oh? What does he do there?

Cindy Drama. He wants to be an actor.



## 2 Study the tables. Make conversations.

## Present simple: yes/no questions and short answers

Do	I you we they	live in a city? work in a bank? finish work at 5 o'clock? play tennis?	Yes, No,	I you we they	do. don't.
Does	he she (it)		Yes, No,	he she (it)	does. doesn't.

## 3 38.2 Drill. Listen. Make questions.

1 He likes his job.

*Does he like his job?*

2 They work in a hospital.

*Do they work in a hospital?*

## 4 Study the table. Make questions.

## wh- questions

We use the same question form for wh- questions.

Where	do they does she	work?
What	do you does he	do?
When	do they does she	go home?

## 5a Choose the correct words to complete the conversations.

1 Ryan Where <sup>1</sup>do / does Jordan work?

Cindy <sup>2</sup>Do / Does you know The Photo Shop?

Ryan Yes, I <sup>3</sup>do / does.

Cindy Well, he <sup>4</sup>work / works near there.

2 Ryan <sup>5</sup>Do / Does Peter work for a newspaper?

Sarah No, he <sup>6</sup>don't / doesn't. He <sup>7</sup>work / works for a magazine company.

Ryan What <sup>8</sup>do / does he do there?

Sarah I <sup>9</sup>don't / doesn't know.

3 Cindy <sup>10</sup>Do / Does you work at the university, Sarah?

Sarah No, I <sup>11</sup>don't / doesn't. I'm a student there.

Cindy <sup>12</sup>Do / Does you like it?

Sarah Yes, I <sup>13</sup>do / does.

## b 38.3 Listen and check.

c Practise the conversations with a partner.

## 6a Your life Work with a partner. Ask about his/her job. Write the answers.

1 What do you do?

2 Where do you work / study?

3 Do you drive to work / school / university?

4 What time do you start?

5 When do you finish?

6 Do you work / study at the weekend?

7 Do you use a computer in your job / studies?

8 Do you like your job / studies?

## b Find a new partner. Ask and answer about your first partners.

A What does Ivan do?

B He's an engineer.

A Where does he work?

B He works in ...

A What time does he start work?



Now I can ...

ask questions about other people's jobs.

Student's Book p.38



## 1 39.1 Read and listen.

## Ambitions



Ritsuko

My name's Ritsuko. I'm a <sup>1</sup> \_\_\_\_\_ and I work in a <sup>2</sup> \_\_\_\_\_. I love my job, but I really want to work in Africa. I want to help people in poor countries.



Alphonse

Hello. I'm Alphonse. I'm a <sup>3</sup> \_\_\_\_\_ and I work in a <sup>4</sup> \_\_\_\_\_ in my town. I like my job but I want to work in a top Paris <sup>5</sup> \_\_\_\_\_.



Shania

My name's Shania. I'm a <sup>6</sup> \_\_\_\_\_ and I work for a <sup>7</sup> \_\_\_\_\_. I don't like my job. It's boring. I really want to be a <sup>8</sup> \_\_\_\_\_.



Octavio

My name's Octavio. I'm a <sup>9</sup> \_\_\_\_\_. I work for a local <sup>10</sup> \_\_\_\_\_. I like my job. It's interesting, but I really want to work for a <sup>11</sup> \_\_\_\_\_.

## 2a Complete the texts with the correct words.

nurse	doctor
singer	hospital
waiter	computer company
newspaper	secretary
restaurant	TV company
factory	reporter
hotel	shop assistant

## b Listen again and check.

## 3 Write about each person in exercise 1.

1 Ritsuko is a ... and she works in ....  
She loves her job, but she really wants to work in Africa. She wants to help people in poor countries.

## 4 Test your memory. B closes his/her book and A asks questions about the people. Use the cues.

What/do?  
like his/her job?  
Where/work?  
What/want to do?

A What does Ritsuko do?

B She's a ...

A Does she like her job?

B Yes, she does.

## 5 Your life Write a paragraph about your job/studies and your ambitions. Use the texts in exercise 1 as a model.

## Pronunciation

/ə/

A lot of words have a /ə/ (schwa) sound in the last syllable, especially when the syllable is -or, or -er. This syllable is never stressed.

## 39.2 Listen and repeat the words.

1 waiter	/ˈweɪtə/
2 actor	/ˈæktə/
3 newspaper	/ˈnjuːspeɪpə/
4 reporter	/rɪˈpɔːtə/
5 doctor	/ˈdɒktə/
6 singer	/ˈsɪŋə/
7 teacher	/ˈtiːtʃə/
8 computer	/kəmˈpjʊtə/



Now I can ...  
write about simple ambitions.

Student's Book p.39



## TEACHER'S NOTES LESSON 39

Students revise the present simple and write a simple paragraph about their ambitions.

## Warm-up

- Write different jobs on pieces of paper – use the jobs that students learned in **lesson 37** and some of the students' own jobs. Ask a student to come to the front of the class and choose a piece of paper. Tell them to listen to the questions from the class but to answer only *Yes* or *No*.
- The other students try to guess his/her job by asking questions, e.g. *Do you work in an office? Do you look after people? Are you a teacher?*

- 1 • **Elicit/Teach:** *ambition, really, love, help, poor, top, boring, reporter, interesting*.  
 • Play audio **39.1** for students to read and listen.  
 • Focus on the first photo (Ritsuko). Tell students to cover the text. Ask questions about her, e.g. *How old is she? Where is she from? What does she do?* Encourage students to make guesses.  
 • Play the first part of the audio while students read the text.  
 • Repeat with each photo.

- 2a • Focus on the words. Check that students understand them.  
 • Draw two columns on the board with *jobs* and *places people work* as the column headings.  
 • Put students in pairs and tell them to put the words into two lists.  
 • Go through the answers as a class. Check pronunciation.

Jobs – nurse, doctor, singer, waiter, secretary, reporter, shop assistant

Places – hospital, computer company, newspaper, restaurant, TV company, factory, hotel

- Tell students to complete the texts with the correct words.
- Make sure they realize that there are three words they don't need to use.

- b • Play the audio again for students to check their answers.  
 • Go through the answers as a class.

1 doctor 2 hospital 3 waiter 4 hotel 5 restaurant  
 6 secretary 7 computer company 8 singer 9 reporter  
 10 newspaper 11 TV company

- 3 • Read through the example together.  
 • Write the first two sentences on the board. Focus on the punctuation (capital letters, commas, and full stops) and the grammar, particularly the use of *s* for the third person singular.  
 • **Say:** *Write about Alphonse, Shania, and Octavio.*  
 • Put students in pairs. Tell them to exchange their paragraphs and check each other's work for correct punctuation and use of *s* for the third person singular. If you think your students need extra help, go through each paragraph on the board.  
 • Ask individual students to read one paragraph to the class.

- 2 Alphonse is a waiter. He works in a hotel in his town. He likes his job, but he wants to work in a top Paris restaurant.
- 3 Shania is a secretary. She works for a computer company. She doesn't like her job. It's boring. She really wants to be a singer.
- 4 Octavio is a reporter. He works for a local newspaper. He likes his job. It's interesting, but he really wants to work for a TV company.

- 4 • **Write:** *What/do?* on the board. **Say:** *Write one question about Ritsuko and one question about Alphonse.* **Elicit:** *What does she do? What does he do?*  
 • Put students in pairs to write questions using the cues.  
 • Go over the questions as a class.  
 • Drill each question as a class and individually.

Ritsuko – What does she do? Does she like her job? Where does she work? What does she want to do?

Alphonse – What does he do? Does he like his job? Where does he work? What does he want to do?

- Ask questions using the cues, e.g. *What does Ritsuko do? Does Alphonse like his job? Where does Shania work? What does Octavio want to do?*
- Give students one minute to read the information in the texts then tell them to close their books. Put students in A/B pairs. Tell Bs to close their books and As to ask questions about the people using the cues. Tell students to swap roles and repeat.

## 5 Your life

- Write three sentences about your life based on the texts, e.g. *I'm a \_\_\_\_\_ and I work in a \_\_\_\_\_. I \_\_\_\_\_ my job, it's \_\_\_\_\_. I really want to be a \_\_\_\_\_. Ask students to help you complete the text. Encourage them to make guesses about how much you like your job and your ambitions.*
- **Say:** *Write about your job and ambitions.*
- Nominate individual students to read their paragraphs.
- Ask students to rewrite the questions in **exercise 4** using *you*, e.g. *What do you do?*
- Put students in pairs to ask and answer questions about their jobs and ambitions.
- Nominate individual students to tell the class about their partner.

## Pronunciation

- **Elicit/Teach:** *syllable*.
- Play audio **39.2**. Model the pronunciation of *waiter* and *actor*. Write both words on the board. Point to the final syllable. **Ask:** *What's this sound?* **Elicit:** */ə/*.
- Focus on the list of words. Play the audio again for students to listen and repeat.
- Ask students to think of other jobs that have a */ə/* sound, e.g. *builder, office worker*.
- Focus students' attention on the **can do** statement: *Now I can write about simple ambitions.*

## Follow-up

- Rewrite each text from **exercise 1** with no punctuation, e.g. *my names ritsuko im a doctor and i work in a hospital i love my job but i really want to work in africa I want to help people in poor countries*
- Put students in four groups and give each group one text. Tell them to rewrite the text using correct punctuation.

## Resource activity pages 212 and 273



## TEACHER'S NOTES LESSON 40

Students revise present simple questions and learn expressions to show interest when someone is speaking.

## Warm-up

- Arrange the class in a circle. Turn to the student on your left. **Say:** *Hello, my name's (Cheryl).* **Elicit:** *Pleased/Nice to meet you, (Cheryl). My name's (Ted).*
- Continue round the circle. (If you have a large class, you could start two chains – one clockwise and the other anti-clockwise.)

- 1a • **Elicit/Teach:** *get to know someone, interesting, kind, classical music, receptionist, play (the piano).*
- Play audio **40.1** for students to read and listen. Ask questions about the picture and the text, e.g. *What can you see? Where are they? How old are they? Are they friends?*
  - Play the audio again. Tell students to choose the correct information.
  - Play the audio again for students to check their answers.
  - Go through the answers as a class. If necessary, play the audio again, pausing after each option.

1 the suburbs 2 receptionist 3 piano 4 classical

- b • Put students in pairs to practise the conversation.
- 2a • Focus on the **Everyday expressions**. Tell students to find and underline the expressions in the text.
- **Write:** *Oh, I see.* on the board. **Ask:** *How do you say this in (French)?*
  - Put students in pairs. Ask them to translate the expressions, using a dictionary if necessary. **Ask:** *When do you use these expressions in your language?* Elicit that they show you are interested in what someone is saying.
- b • **Say:** *Copy the intonation.* Play audio **40.2** while students listen and repeat what Tony says.

## Audio script 40.2

- 1 Nicky I live in the suburbs – in Greendale.  
Tony Oh, I see.
- 2 Nicky I work at the Lancaster Hotel.  
Tony Really?
- 3 Nicky I'm a receptionist.  
Tony Oh, right.
- 4 Nicky I go swimming and I play the piano.  
Tony That's interesting.
- 5 Nicky I like classical music.  
Tony Me, too.

- Put students in pairs to practise the conversation in **exercise 1** again. Check intonation.
- 3 • Focus on the instruction. **Say:** *Tony tells someone about Nicky. What does he say?*
- Put students in pairs to complete the text.
  - Go over the answers. Nominate students to read out the answers.

1 Nicky 2 Greendale 3 at the Lancaster Hotel 4 receptionist  
5 interesting 6 goes swimming and plays the piano  
7 classical music

## 4 Your life

- Use the questions in **exercise 1** to ask students about their lives. Nominate a student. **Ask:** *Do you live near here, (Tomas)?*
- Tell students to read through Tony's questions and write answers about themselves.
- Put students in pairs to practise, using real information. Check pronunciation.
- For extra practice you could tell your students to imagine they are at a party, meeting for the first time. Ask them to stand up and mingle, introducing themselves to different people.

## English in the world

- Explain that something that is *taboo* is something that isn't considered to be polite.
- Focus on the picture. **Ask:** *What's wrong with these questions?* Elicit that most people prefer to keep information about salary and age private. **Ask:** *Is this the same in your country?*
- Find out what questions are impolite in your students' countries. Possible responses may include questions about money, e.g. *How much money have you got?* possessions, e.g. *How much was your house?* appearance, e.g. *How much do you weigh?* etc.
- Focus students' attention on the **can do** statement: *Now I can show interest when talking to someone.*

## Follow-up

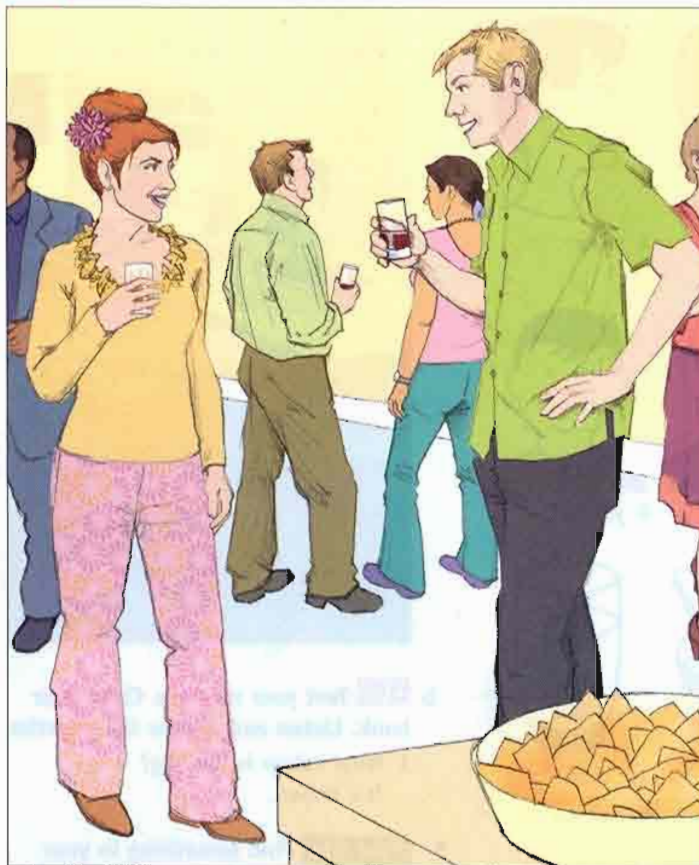
- Find two pictures of famous people that your students will recognize.
- Tell students to imagine that these two people are meeting for the first time. Look at the questions in **exercise 1** and brainstorm possible answers for each person. Write new words on the board and drill them. Check that students understand the new words.
- Put students in pairs to act out the meeting using the answers they brainstormed.

Resource activity pages 213 and 273

Review and Wordlist Lessons 33–40

Student's Book pages 91–92

## 1a 40.1 Read and listen. Choose the correct information.



**Tony** Hi. My name's Tony.  
**Nicky** Pleased to meet you, Tony. I'm Nicky.  
**Tony** Do you live near here?  
**Nicky** No, I don't. I live in <sup>1</sup>the suburbs / a village – in Greendale.  
**Tony** Oh, I see. Where do you work?  
**Nicky** I work at the Lancaster Hotel.  
**Tony** Really? What do you do there?  
**Nicky** I'm a <sup>2</sup>chef / receptionist.  
**Tony** Oh, right. Do you like it?  
**Nicky** Yes, I do. It's very interesting.  
**Tony** What do you do in your free time?  
**Nicky** I go swimming and I play the <sup>3</sup>guitar / piano.  
**Tony** That's interesting. What kind of music do you like?  
**Nicky** I like <sup>4</sup>classical / rock music.  
**Tony** Me, too.  
**Nicky** Anyway, what about you?

## b Practise the conversation with a partner.

## 2a Complete the expressions.

## Everyday expressions Showing interest

Oh, I \_\_\_\_\_.  
 Really?  
 \_\_\_\_\_, right.  
 \_\_\_\_\_ interesting.  
 Me, \_\_\_\_\_.

## b 40.2 Listen. Repeat what Tony says. Try to copy his intonation.

## 3 Later, Tony tells someone about Nicky. Complete what he says.

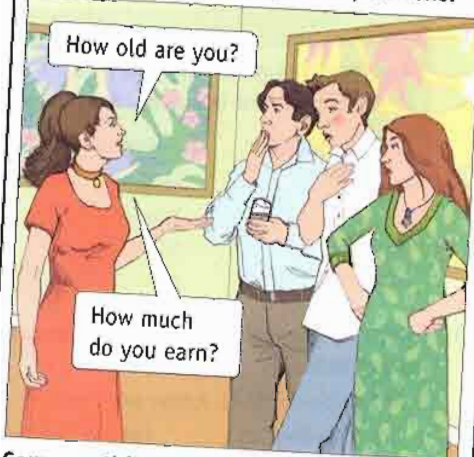
Her name's <sup>1</sup>Nicky. She lives in <sup>2</sup>\_\_\_\_\_.  
 She works <sup>3</sup>\_\_\_\_\_. She's a <sup>4</sup>\_\_\_\_\_. Her job  
 is very <sup>5</sup>\_\_\_\_\_. In her free time she  
<sup>6</sup>\_\_\_\_\_. She likes <sup>7</sup>\_\_\_\_\_.

## 4 Your life Work with a partner. You have just met for the first time. Use Tony's questions. Get to know each other.

A Hi. My name's ...  
 B Do you live near here?  
 A I live in ...  
 B Oh, I see.

English in the world  
Taboo questions

## In Britain these are impolite questions:



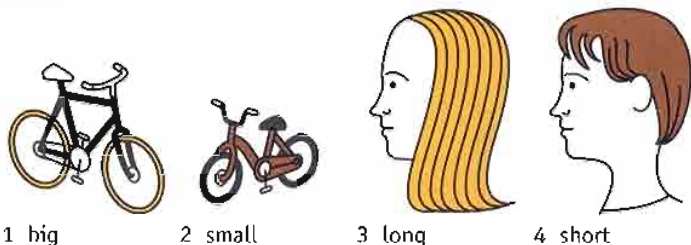
Compare this to your country. Do you ask these questions? What questions are impolite?

✓ Now I can ...  
 show interest when talking to someone.

Student's Book p.40



## 1 41.1 Listen and repeat.

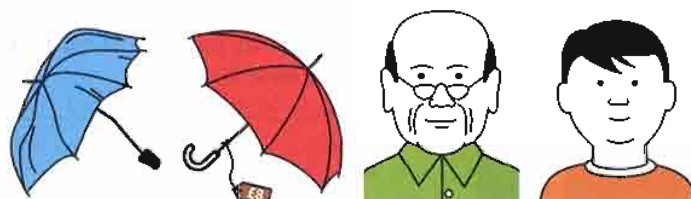


1 big

2 small

3 long

4 short



5 old

6 new

7 old

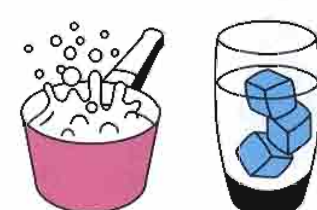
8 young



95%



25%



9 good

10 bad

11 hot

12 cold

13 red

14 yellow

15 blue

16 green

17 black

18 white

19 brown

20 orange

## 2 Study the rules.

## Adjectives

1 Adjectives go before the noun.

2 Adjectives are the same for singular and plural.

article/number	adjective	noun
a	small	dog
-	long	hair
an	old	key
two	old	keys

## 3 Complete the sentences. Put the words in brackets in the correct order.

1 I'm a student at a new university.

1 I'm a student at \_\_\_\_\_. (new a university)

2 I live with \_\_\_\_\_. (friends two good)

3 We live in \_\_\_\_\_. (big house a)

4 It's in \_\_\_\_\_. (street a long)

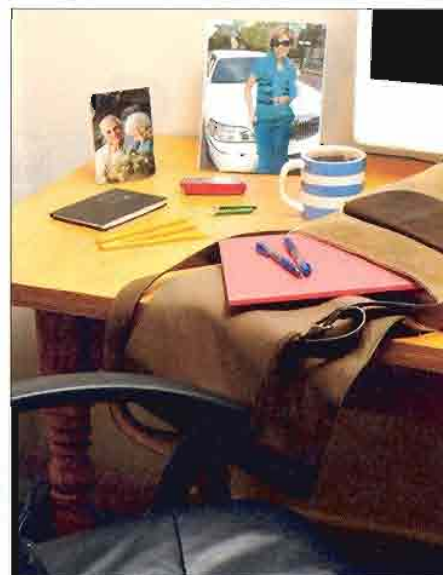
5 I work in \_\_\_\_\_ in the evening. (a restaurant small)

6 I drive \_\_\_\_\_. (van a green)

## 4a What's in the picture? Make a list.

a brown bag

a big photo with a white car

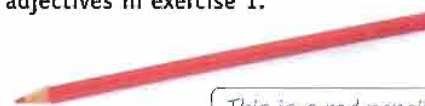


## b 41.2 Test your memory. Close your book. Listen and answer the questions.

1 What colour is the bag?

It's brown.

## 5 Your Life Find something in your class (or in this book) for each of the adjectives in exercise 1.



This is a red pencil.

## Pronunciation

## Consonant clusters

## 1 41.3 Listen and repeat.

black brown small old green umbrella

## 2 Say these.

A small green umbrella

Three brown cats

An old black briefcase

Twelve short blue pencils



Now I can ...

describe things with simple adjectives.

Student's Book p.41



## TEACHER'S NOTES LESSON 41

Students learn a lexical set of adjectives and use them to describe people and things.

## Warm-up

- Revise a selection of everyday items, classroom objects, and things people carry from lessons 2, 3, and 17.
- Write a list of items on the board, e.g. *two pens, a bag, four pencils, an eraser, two notebooks*, etc.
- Put students in teams. Tell them to collect the items listed. The team that finishes first is the winner. Check they have all of the items by asking them to hold up the items and describe them, e.g. *two pens*.

- Play audio 41.1 for students to listen and repeat.
  - Focus on the pictures. Play the first part of the audio (to item 12, *cold*) while students listen and repeat.
  - Drill each word as a class then individually.
  - **Write:** *big* ≠ *small* on the board. **Say:** '*Big*' is the opposite of '*small*'. Nominate a student and ask them to identify a picture. Go through the adjectives at random, eliciting the opposites. Check pronunciation.
  - Focus on the colours. **Elicit/Teach:** *colour*. Play the next part of the audio (*red – orange*).
  - Drill each word as a class then individually.
  - Ask questions about things in the classroom, e.g. *What colour is your pen? Is the door blue?*
- Focus on the table. Go through the combinations. Elicit/Explain that *hair* has no article because it is uncountable. Put students in pairs to make up other combinations of adjectives and nouns, e.g. *a small dog, two old keys*.
  - **Write:** *dog, hair, key, keys* on the board. Put students in pairs. Tell them to write four more phrases using the articles and nouns from the table, and the adjectives in exercise 1, e.g. *a black dog, two new keys*.
  - Go through the new phrases as a class.
  - **Write:** *an apple red*. Put a cross next to the phrase to show it is incorrect. Elicit that we use adjectives before nouns and ask students to correct the phrase.
  - Repeat with *four goods students* and elicit that there are no plural adjectives in English.

In some languages adjectives match nouns in terms of number or gender, or can be used after the noun they describe. This can lead to students making mistakes such as confusing word order or trying to make adjectives plural in English.

- Do the example together. **Write:** *I'm a student at \_\_\_\_\_. (new a university)* on the board. Point to the gaps and the words in brackets. Elicit which word fits into which gap.
  - Put students in pairs and tell them to complete the remaining sentences using the words in brackets.
  - Go through the answers as a class. Ask individual students to say one sentence each and write the answers on the board so students can see them. Check pronunciation.

1 a new university 2 two good friends 3 a big house  
4 a long street 5 a small restaurant 6 a green van

- Focus on the picture. Do the examples together. Point to the bag. **Ask:** *What's this? What colour is it?* **Elicit:** *It's a brown bag*. Go through each item to elicit appropriate adjectives.
  - Put students in pairs to make a list of the items.
  - Go through the answers together.

a black chair, a brown bag, two blue pens, a big red book, a small black book, three long yellow pencils, two short green pencils, a small photo with two old people, a big photo with a young woman and a white car, a red mobile phone, a blue and white cup of hot coffee

- Focus on the picture. Ask questions about the items, e.g. *What colour is the small book?*
  - Tell students to look at the picture for a minute and try to memorize it, then close their books. Play the first question on audio 41.2. Tell students to answer the question.
  - Play the rest of the audio.

## Audio script 41.2

- 1 What colour is the bag?
- 2 Is the mobile phone blue or red?
- 3 What colour are the two pens?
- 4 Are the yellow pencils long or short?
- 5 What colour is the big book?
- 6 Are the old people in the big photo or the small photo?
- 7 What colour is the young woman's car?
- 8 What colour is the cup?

## 5 Your life

- **Write:** *big* on the board. **Say:** *Find something in the classroom that is big*. Elicit examples, e.g. *a big window, a big board, a big bag*. Encourage students to use *This is/That is*.
- Put students in pairs or small groups. Focus on the adjectives in exercise 1. **Say:** *Find things in the classroom or the coursebook for each adjective*.
- Go over the responses as a class.

## Pronunciation

- Use the pronunciation chart on Student's Book page 108 to revise consonant sounds.
  - **Write:** *green* on the board. Elicit the sound of the first two letters. Demonstrate that each letter in a consonant cluster is pronounced individually by building up the word *green*. Model the sound of the letter *g* alone, /g/, then combine it with *r*, /gr/, and finally say the complete word, /grin/.
  - Play audio 41.3. Check pronunciation. If necessary, break each word down into individual sounds.
- Ask individual students to say each sentence. Check pronunciation.
  - Focus students' attention on the **can do** statement: *Now I can describe things with simple adjectives*.

## Follow-up

- Tell students to listen and draw the things you say. Dictate the following passage. Say each item separately and give students enough time to draw.

*Draw a big house with a small door. Draw two big windows and a small door on the house. Next to the house draw a young girl with a small dog. In front of the house draw a long road. On the road draw an old man with short hair in a car.*

- Dictate colours and tell students to colour the items in the picture (or write the colour in the appropriate place), e.g. *The house is green. The dog is black. The girl's hair is brown.*

## Resource activity pages 214 and 274



## TEACHER'S NOTES LESSON 42

Students learn the verb *have got* and use it to talk about possessions.

## Warm-up

- Play Noughts and Crosses (see page 11) to revise adjectives from **lesson 41**, e.g. *long, short, blue, new, young, old, red, small, good*.
- Divide students into two teams. To win a square teams make up a sentence using the adjective appropriately to describe something/someone in the classroom.

- 1 • Ask questions about the pictures, e.g. *Who can you see? Where are they? What can you see?*
  - **Elicit/Teach:** *fast, sports car, bike.*
  - Play audio **42.1** for students to read and listen. Ask questions about the text, e.g. *Who's got a fast, new car? Who's got a big dog?*
  - Focus on the text. Ask students to underline all forms of *have got*. Go through them together.
  - **Write:** *They have got a big house. He has got a small house.* on the board. Elicit the contracted forms of *have* and *has* ('ve / 's) and rewrite the sentences.
  - Drill the affirmative forms of *have got* (both full and contracted forms) with *I, you, he, she, it, we, they*, as a class then individually.
  - Repeat with the negative forms.
  - **Write:** *big house, sports car, small dog, small house, old bike, big dog* on the board. Put students in pairs to make sentences about themselves using the items on the board. Check pronunciation.

*Have got* is used to talk about a range of states including possessions (*I've got a car*), relationships (*I've got a sister*), illnesses (*I've got a headache*), timetabled events (*I've got a meeting today*), and appearance (*He's got brown hair*). *Have* is also acceptable in all of these states, and is correct usage in American English.

- 2 • Focus on the table.
  - Put students in pairs to make as many sentences as possible using full and contracted forms.
  - Go through as a class. Check pronunciation of 've / 's.
  - **Write:** *Max and Ellen've got a small dog* on the board. Put a cross next to the sentence to show it is incorrect. Elicit that we don't use the contracted form after two or more names.
- 3 • Do the example together. Play the first exchange on audio **42.2**. Students hear *I've got a mobile*, make a negative sentence, then listen and repeat.
  - Play the rest of the audio.

## Audio script 42.2

- 1 I've got a mobile.  
I haven't got a mobile.
- 2 He's got a sports car.  
He hasn't got a sports car.
- 3 They've got a big house.  
They haven't got a big house.
- 4 You've got a test today.  
You haven't got a test today.
- 5 She's got a brother.  
She hasn't got a brother.
- 6 We've got a meeting today.  
We haven't got a meeting today.

- 4a • Focus on the picture. Ask questions about Kelly, e.g. *Is she old or young? Has she got long hair?*
  - Go through the list of items. Encourage students to guess which things Kelly has/hasn't got.
  - Tell students to listen and tick the things that Kelly has got. Play audio **42.3**.
  - Go through the answers as a class.

a car, a bike, a job, an email address, a new mobile

## Audio script 42.3

- 1 I live in the city centre. I haven't got a house. I've got a small flat.
- 2 I've got a car. It's quite old, but it's OK.
- 3 I've got a bike, too, but I don't use it a lot.
- 4 I've got a good job. I work for a credit card company.
- 5 I don't come from a big family. I've got a brother, but I haven't got a sister.
- 6 I haven't got a computer.
- 7 I use the computers at work, so I've got an email address.
- 8 And I've got a new mobile, too.
- 9 I haven't got a boyfriend at the moment.
- 10 But I've got a pet. I've got a cat called Timmy.

- b • **Ask:** *What adjectives does Kelly use about each item in the list?* Play the audio again, stopping after each sentence. Elicit the adjectives and write them on the board.
  - **Write:** *I've got a bike.* on the board. Ask students to make this into a sentence using *She* (*She's got a bike*). Go through each item eliciting sentences using *She's got/She hasn't got*.
  - Focus on the example. Put students in pairs to write sentences about the things that Kelly has/hasn't got, using the list in **exercise 4a**. Remind them to use adjectives where appropriate.
  - Go through the sentences as a class. Ask individual students to say one sentence each. Check pronunciation.

- 1 She hasn't got a house. She's got a small flat. 2 She's got an old car. 3 She's got a bike. 4 She's got a good job. 5 She hasn't got a sister. 6 She hasn't got a computer. 7 She's got an email address at work. 8 She's got a new mobile. 9 She hasn't got a boyfriend. 10 She hasn't got a dog. She's got a cat.

## 5a Your life

- Write two sentences about yourself on the board, e.g. *I've got a flat. I haven't got a car.*
- Tell students to make sentences about themselves using *have/haven't got* and the cues.

- b • **Say:** *I've got a bike. What about you, (Lars)?* **Elicit:** *I've got a bike, too./I haven't got a bike.*
  - **Say:** *I haven't got a pet. What about you, (Jo)?* **Elicit:** *I haven't got a pet, either./I've got a pet.*
  - Put students in pairs to compare their answers to **exercise 5a**. Tell them to make notes about their partner.
  - Nominate individual students to talk about their partner.
  - Focus students' attention on the **can do** statement: *Now I can talk about possessions.*

## Follow-up

- Ask students to write sentences about their partner using their notes from **exercise 5b**.
- Tell students to exchange their work and to check their partner's sentences are true.

Resource activity pages 215 and 274



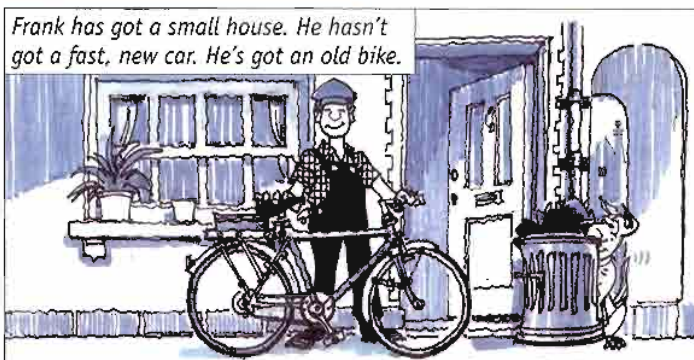
## 1 42.1 Read and listen.

Max and Ellen have got a big house.



But they've got a very small dog.

Frank has got a small house. He hasn't got a fast, new car. He's got an old bike.



But I haven't got a small dog.

I've got a very big dog.



## 2 Study the table. Make sentences.

have / has got: statements

I	've (have)	got	a new flat. a sister. a cat. a mobile. a big car.
You	haven't		
We	(have not)		
They			
He	's (has)	got	a new flat. a sister. a cat. a mobile. a big car.
She	hasn't		
(It)	(has not)		

## 3 42.2 Drill. Listen. Say the negative.

- 1 I've got a mobile.  
I haven't got a mobile.

## 4a 42.3 Listen. Tick ✓ what Kelly has got.



- 1 a house X
- 2 a car ✓
- 3 a bike
- 4 a job
- 5 a sister
- 6 a computer
- 7 an email address
- 8 a new mobile
- 9 a boyfriend
- 10 a dog

## b Write sentences about Kelly.

- 1 She hasn't got a house. She's got a small flat.

## 5a Your life Complete the sentences with I've got or I haven't got.

- 1 \_\_\_\_\_ a house.
- 2 \_\_\_\_\_ a computer.
- 3 \_\_\_\_\_ a pet.
- 4 \_\_\_\_\_ an email address.
- 5 \_\_\_\_\_ a good job.
- 6 \_\_\_\_\_ new mobile.
- 7 \_\_\_\_\_ a sports car.
- 8 \_\_\_\_\_ a bike.
- 9 \_\_\_\_\_ a big family.
- 10 \_\_\_\_\_ long hair.

## b Work with a partner. Compare your answers.

- A I haven't got a house.  
B No, I haven't got a house, either.



Now I can ...  
talk about possessions.

Student's Book p.42



1 **43.1** Read and listen. Who is Zeta?

To: Mum and Dad  
Subject: My news

Hi Mum and Dad

Guess what? I've got a new job. It's with a mobile phone company called Phones-2-Go.



I haven't got my own office. I share it with four other people. But it's a very big office. I've got a desk with a computer. It's a laptop. It's black and it's really fast. I've got a telephone, too, and, of course, a new mobile. The mobile's very small. I haven't got a secretary or a company car, but maybe next year ...

Anyway, the job is really good and the people in my office are very nice.

Hope you're OK.

Love  
Joe

PS I've got a new girlfriend, too. Her name's Zeta, and she works for a big sports company. She's 29 and she's gorgeous.

## 2 Read the email again. Answer the questions.

- 1 Who is it from?
- 2 Who is it to?
- 3 What is it about?
  - a new flat
  - a new job
  - a new girlfriend
  - a new car

## 3 What has Joe got in his new job?

- his own office
- a desk ✓
- a computer
- a telephone
- a new mobile
- a secretary
- a company car
- a parking space

## 4 Match the people and things to the adjectives.

- 1 The office is f.
  - 2 His laptop is —
  - 3 His new mobile is —
  - 4 The job is —
  - 5 The people in his office are —
  - 6 Zeta is —
- a really good.  
b gorgeous.  
c very small.  
d very nice.  
e really fast.  
f very big.

## Language note

## Emails/informal letters

Greeting: Dear ...

Hi ... (more informal)

Ending: All the best

Take care

Love (more informal)

Lots of love

5 **Your life** Write to someone about your news (a new job, a new car). Use the text in exercise 1.

## English in the world

## Text messages

People often make text messages very short. Match the texts to the meanings.

- 1 c u 2moro
- 2 r u ok?
- 3 dnt b l8
- 4 thnx 4 yr txt
- 5 i luv u
- 6 cn u go 2nite

- a — Thanks for your text.
- b — Can you go tonight?
- c — Are you OK?
- d — See you tomorrow.
- e — I love you.
- f — Don't be late.



Now I can ...  
write a short email giving news.

Student's Book p.43

## TEACHER'S NOTES LESSON 43

Students revise *have got* through a reading text and write a short email giving news.

## Warm-up

- Take items out of your bag / pocket. Hold each one up. Say: *I've got a (purse).* etc.
- Put students in pairs. Say: *Tell your partner what's in your bag or pocket.* Students can use dictionaries if necessary.
- Nominate students to say what their partner has got.

- Elicit/Teach:** *guess what?, own, share, laptop, company car, girlfriend, boyfriend, gorgeous, nice, PS.*
  - Tell students to cover the text. Focus on the pictures. Ask questions about Joe and Zeta, e.g. *How old is he/she? Where is he? What does he/she do?* Encourage students to guess some of Joe and Zeta's details.
  - Focus on the text. Elicit that it's an email.
  - Play audio 43.1 for students to read and listen.
  - Ask:** *Who is Zeta?* **Elicit:** *She's Joe's new girlfriend.*
- Read through the questions. Tell students to read the text again and find the answers.
  - Go through the answers together.

1 Joe 2 his mother and father 3 his new job (NB Joe mentions his girlfriend at the end of the email but the main part of the email is about his new job)

- Focus on the list. Ask students to find and underline these things in the text.
  - Tell students to read the text again and tick the things that Joe has got.
  - Go through the answers together. Ask individual students to say one sentence each about what Joe has/hasn't got. Check pronunciation.

Joe has got: a desk, a computer, a telephone, a new mobile

- Write:** *The office is \_\_\_\_.* **Ask:** *What adjective does Joe use for the office?* **Elicit:** *big.*
  - Write:** *really good, very big* on the board. Elicit that these words make the adjective stronger, e.g. *'very big' is stronger than 'big'.*
  - Tell students to read the text again and match the people and things to the adjectives. Put students in pairs to compare their answers.
  - Go through the answers together. Ask students to say one sentence each. Check pronunciation.

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

- Focus on the **Language note**. Tell students to look at the email. **Ask:** *Is this a formal or an informal email?* Elicit that it is informal. Check that students remember the difference between *formal* and *informal* by eliciting examples of each, e.g. *informal – an email to a friend or a member of your family, formal – an email to an employer, someone you don't know, etc.*

## 5 Your life

- Focus on Joe's email. **Ask:** *What is Joe's email about?* **Elicit:** *His new job.* Tell students to read through the email again. **Ask:** *What things does Joe say about his job?* Elicit details and write them on the board, e.g. *name of the company (Phones-2-Go), his office (it's big, he shares it with four people), the things he's got/hasn't got (desk, computer, etc.), the job (he likes it but he doesn't say what the job is), the people (they're very nice).*

- Tell students that you are going to write an email to your friend about your new car. Elicit ideas for things to include in your email and write these on the board, e.g. *the make (Honda, BMW, etc.) the type of car (sports car, family car) the colour (red, blue, etc.), the size (big, small), the speed (fast, slow).* Check understanding of new vocabulary.
- Elicit similar details to include in an email about a new job, e.g. *company name, office, desk, people* (very big, very small, really good, very nice).
- Tell students to decide which email they want to write and make notes about the details they need to include. Remind them that the details don't have to be true. Monitor. You could divide the class into two groups, one for each email, and let students exchange ideas and help each other.
- Focus on the layout of Joe's email, including the position of the greeting and ending and the punctuation. **Ask:** *How do I start my email? How do I finish it?* Elicit an appropriate greeting and ending.
- Ask students to write their email. Monitor.
- Put students in pairs to read each other's work. Ask individual students to read out their work.

## English in the world

- Elicit/Teach:** *text message.*
- Ask:** *Are text messages long or short? How can you make a long message into a short message?* **Elicit:** *By using abbreviations or numbers.*
- Write:** *c u 2moro* on the board. Ask students to read and say the letters/numbers out loud. Elicit the meaning (*see you tomorrow*). If necessary, go over the alphabet (see lesson 4).
- Put students in pairs to complete the matching exercise.
- Go through the answers as a class.

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

- Find out if students send text messages in their own language. If you have a monolingual group, ask them to tell you some common abbreviations and write these on the board. If you have a mixed-nationality group, put students in small groups to compare abbreviations.
- Focus students' attention on the **can do** statement: *Now I can write a short email giving news.*

## Follow-up

- Make up some more text messages using the abbreviations in **English in the world** (don't include the meanings), e.g. *c u at the wkend (see you at the weekend), wer r u (where are you?), how r u (How are you?), u r l8 (You are late), cn u go out? (Can you go out?), txt me 2nite (Text me tonight), fone me 2moro (Phone me tomorrow), do u luv me (Do you love me?)*
- Make enough copies for each group of students.
- Put students in small groups to work out the meanings.
- Go through as a class.

## Resource activity pages 216 and 275



## TEACHER'S NOTES LESSON 44

Students revise questions and introductions, and learn expressions for finding a seat.

## Warm-up

- Use the pictures in **lesson 36** to revise the story to date. Ask questions about the characters and the story, e.g. *Why is Lucy worried? Who put the note on her car? Where does Jordan work? Does Lucy know Jordan? How does she know Jordan? Why is Lucy in trouble?*

- Play audio **44.1** to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key vocabulary for each picture, e.g.  
picture 1: *know, block of flats, road, over there*  
picture 2: *seat, free, go ahead, again, remember*  
picture 3: *friend*  
picture 4: *taken, over here*  
picture 5: *neighbour, each other*
  - Write the new words on the board and drill as a class and individually.
  - Tell students to cover the text. Ask some questions about the **pictures** to check basic comprehension, e.g.  
picture 1: *Where are they? Who is Jordan talking to? What do you think Jordan/Sarah say?*  
picture 2: *Who is in the café? What do you think Jordan/Sarah say?*  
picture 3: *Who is sitting at the table?*  
picture 4: *Who is looking for a seat? Does Lucy see Sarah?*  
picture 5: *Is Lucy happy to see Jordan? Why not?*
  - Play the audio again. Ask questions about the **text** to check comprehension, e.g.  
picture 1: *Does Jordan know Sarah? Does Jordan know York House? What is York House? Where is York House?*  
picture 2: *Does Sarah remember Jordan?*  
picture 3: *Does Jordan like the flat? Who does Sarah see?*  
picture 4: *Can Lucy sit here? Who calls Lucy?*  
picture 5: *Who is Lucy's new neighbour? Do Lucy and Jordan know each other?*
- Put students in pairs to read the text again and decide if the statements are true or false.
  - Ask individual students to say the answers. Write them on the board so that everyone can see.
  - Go through the answers as a class.

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

- Ask students to make the false statements into true statements.

1 Jordan works in London. 4 He likes the flat in York House.  
5 He meets Sarah and Lucy in The Coffee Shop.

- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
  - Drill each expression as a class then individually.
  - Tell students to cover the text. **Write:** *Is this \_\_\_ free?* on the board. Ask students to supply the missing word. **Elicit:** *seat.*
  - Put students in pairs to complete the expressions.
- Play audio **44.2**.
  - Go through the answers as a class.

seat, Go, sorry, over

- Play the audio again, while students listen and repeat.

- Focus on the story. Put students in groups of four. Tell them to practise the conversation, each taking one part, Jordan, Sarah, the man in the café, and Lucy.
  - Give students an opportunity to practise all four roles. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can offer and ask for a seat politely.*

## Follow-up

- Put students in pairs to write a menu for The Coffee Shop using vocabulary from **lesson 21**.
- Ask them to work with another pair but tell them not to show their menus to each other. Tell them to practise asking and answering questions about the things on the menu and the prices, e.g. *Have you got any ham sandwiches? How much is a cup of coffee?*

## Resource activity pages 217 and 275



1 **44.1** Read and listen to the story.

2 Are the statements true (T) or false (F)?

- 1 Jordan doesn't work in London.
- 2 He drives to work.
- 3 He wants to live in London.
- 4 He doesn't like the flat in York House.
- 5 He meets Sarah and Peter in the Coffee Shop.
- 6 Lucy and Jordan know each other.

3a Complete the expressions.

**Everyday expressions Finding a seat**

Is this \_\_\_\_\_ free?

Sure. \_\_\_\_\_ ahead.

No, I'm \_\_\_\_\_. It's taken.

There's a seat \_\_\_\_\_ here.

b **44.2** Listen, check, and repeat.

4 Work in a group. Practise the story.

1 *Jordan works in London, but he doesn't live there. Every day he drives to work in his van and every evening he drives home. He doesn't like it. He wants a flat in London.*



**Jordan** Excuse me. Do you know this place - York House? It's a block of flats.

**Sarah** Yes, I live near York House - it's in Park Road, over there.

**Jordan** Thanks.

2 *Later...*

**Jordan** Excuse me. Is this seat free?

**Sarah** Sure. Go ahead.

**Jordan** Thanks. Oh, hello again!

**Sarah** I'm sorry. Do I know you? ... Oh, yes. I remember. York House.



**Sarah** So do you like the flat?

**Jordan** Yes, I do. My name's Jordan.

**Sarah** Pleased to meet you. I'm Sarah. I ... oh, look. There's my friend Lucy.



**Lucy** Excuse me. Is this seat free?

**Man** No, I'm sorry. It's taken.

**Sarah** Lucy! There's a seat over here!



**Sarah** Lucy, we've got a new neighbour. This is Jordan.

**Lucy** You!

**Jordan** Hello again.

**Sarah** Oh, do you know each other?



Now I can ...  
offer and ask for a seat politely.

Student's Book p.44



## 1 45.1 Listen and repeat.



## 2a Complete the words. Write in the missing letters.

- |          |            |
|----------|------------|
| 1 mo__th | 7 stomac__ |
| 2 ha_d   | 8 n__ck    |
| 3 l_g    | 9 f__ot    |
| 4 nos__  | 10 ea__    |
| 5 e__es  | 11 fi__ger |
| 6 ha__r  | 12 t__e    |

## b Say the words.

## 3 Work with a partner. Test each other.



- A What's this?  
B It's your nose.

## 4 45.2 Listen. Follow the instructions.

## Language note Articles

She's got blue eyes.  
NOT the blue eyes.

He's got short hair.  
NOT He's got short hairs.

He's got a big nose.  
NOT He's got big nose.

## 5 Describe the people. Write two sentences about each person.

He's got short legs.  
She hasn't got a big stomach.



✓ Now I can ...  
name some parts of the body.

Student's Book p.45

## TEACHER'S NOTES LESSON 45

Students learn a lexical set of parts of the body and write a simple description.

## Warm-up

- Prepare a list of words presented in previous lessons to revise the alphabet. Try and cover every letter of the alphabet with your selection of words.
- Put students in four teams. Tell them to listen but not to write anything down. Dictate a word by spelling it out, e.g. *t-e-l-e-p-h-o-n-e*. The teams compete to guess the word. The first team to call out the word has to spell it back correctly.

- 1 • **Elicit/Teach:** *parts of the body*.
  - Focus on the pictures. Play audio **45.1** for students to listen and repeat.
  - Drill each word as a class then individually.
  - Focus on the plural form of *foot*.
  - Point to parts of your body. **Ask:** *What's this?* Elicit the part, e.g. *stomach, hand, thumb*.
  - Put students in pairs to practise together.
- 2a • Tell students to cover the pictures. **Write:** *mo\_th* on the board. Ask students to supply the missing letter. **Elicit:** *u*.
  - Tell students to complete the words and compare their answers with a partner.
  - Go through the answers as a class. Nominate individual students to spell each word.

1 mouth 2 hand 3 leg 4 nose 5 eyes 6 hair 7 stomach  
8 neck 9 foot 10 ear 11 finger 12 toe

- b • Drill the items at random. **Say:** *Number 4*. **Elicit:** *Nose*. If it seems that students have problems producing words accurately, model the pronunciation again.
  - Put students in pairs to practise saying the words.
- 3 • Tell students to cover **exercise 1**. Point to your stomach. **Ask:** *What's this?* **Elicit:** *It's your stomach*. Practise with several body parts.
  - Put students in pairs. Tell them to take it in turns to ask and answer about body parts.

In English we usually say *my hand, your hand, his hand*, etc. when we're talking about parts of our bodies. However, in some languages it is common to use a definite article (*the*), and possession is either clear from the context or is shown by the verb in a sentence, rather than by a possessive pronoun.

- 4 • **Elicit/Teach:** *point, pull, put, close, open*. Drill the words and demonstrate each action as you drill.
  - Do the actions and elicit the verbs. Put students in pairs to practise.
  - **Say:** *Point to your head*. Point to your head and check that students follow the instruction. Make instructions with *point, pull, put, close, open* and practise until you think your students are confident enough to begin the listening exercise.
  - Play the first line of audio **45.2**. Check that students follow the instruction.
  - Play the rest of the audio, repeating each line several times, if necessary, to help students understand.

## Audio script 45.2

- 1 Point to your nose.
- 2 Point to your hand.
- 3 Put your hands on your head.
- 4 Point to your legs.
- 5 Close your eyes.
- 6 Open your mouth.
- 7 Point to your neck.
- 8 Open your eyes and close your mouth.
- 9 Point to your ear.
- 10 Pull your hair.
- 11 Put your hand on your stomach.
- 12 Point to your feet.

- Focus on the **Language note**. Drill the examples as a class and individually.
  - Elicit/Teach that we use an article with a singular noun. There is no article when the noun is plural (*feet, fingers, toes*) or uncountable (*hair*).
  - **Write:** *He's got \_\_\_\_ big feet. He's got \_\_\_\_ big mouth.* on the board. Point to the first sentence. **Ask:** *Is there an article?* **Elicit:** *No*. Repeat with the second sentence to elicit *yes* because it's a singular noun, and write *a* in the gap.
- 5 • Focus on the picture. Elicit sentences about each person, e.g. *He's got ... / He hasn't got ...*. Put students in pairs to talk about the people.
    - Ask students to write one negative and one positive sentence about each person.
    - Put students in small groups to compare their sentences. Nominate individual students to read out one pair of sentences.
    - Focus students' attention on the **can do** statement: *Now I can name some parts of the body*.

## Follow-up

- Dictate a picture of an alien/monster. Say each part of the body separately and give students time to draw it. (Note that it is probably easier to draw the alien you are going to describe before the class.)  
e.g. *Draw a circle, this is the alien's body. He's got a big head but he hasn't got hair. He's got a big mouth. He's got three legs and three feet but he hasn't got toes. The alien has got a long nose. He's got hair on his nose.*
- Put students in groups to compare their pictures.
- If you have time, you could put students in pairs to practise dictating 'aliens' to each other.

Resource activity pages 218 and 276



## TEACHER'S NOTES LESSON 46

Students learn *have/has got* questions and talk about possessions.

## Warm-up

- Divide the board in half. Draw two large stick figures.
- Put students in two teams, A and B, and tell them to stand in two lines. If you have a large class, have more teams.
- Call out body parts, e.g. *head, arms, neck, fingers*, etc. Team members take it in turns to race to the board and write the word in the correct place on the body.
- Go through the labels at the end of the game. Award points for correctly positioned and spelt body parts.

- 1a • Focus on the pictures. **Ask:** *Who can you see? Where are they? What can you see? Is Ryan OK?*
- **Elicit/Teach:** *headache, aspirin, something, hangover, see* (as in *understand*).
  - Play audio 46.1 for students to read and listen.
  - Play the first conversation on the audio again. Drill each line as a class then individually. Check pronunciation of *have/has got* and intonation in each question (rising as this is a *yes/no* question).
  - Repeat with the second conversation. **Ask:** *What's wrong with Ryan?* **Elicit:** *He's got a headache/a hangover.*
- b • Focus on the text. Put students in groups of three. Tell them to practise the conversation, each taking one part, Ryan, Sarah, and Cindy.
- Give students an opportunity to practise all three roles.

- 2 • Focus on the table.
- Ask students to think of different contexts where we use *have/has got*, e.g. *I've got a brother, You've got a new computer, She's got short hair, We've got a class at nine o'clock, They've got a cold*. Write the sentences on the board and ask students to make them into questions.
  - Drill question forms as a class, then individually, using all the subjects.
  - Drill short answers.
  - Nominate individual students and ask questions, e.g. *Have your parents got a car? Has your teacher got long hair? Have you got a brother? Have we got a class tomorrow?*

In questions with *have got* it is easy for students to mix up the word order and put the subject pronoun after *have got*, e.g. *Have got you a pencil?* (X), instead of *Have you got a pencil?* (✓).

- 3 • **Write:** *\_\_\_ you got a cold?* on the board. Point to the gap and elicit the missing word: *Have*.
- Tell students to complete the questions with *Have* or *Has*. Check answers.

1 Have 2 Have 3 Has 4 Has 5 Have 6 Have

- 4 • Do the example together. Play the first item on audio 46.2. Students hear *He's got a car*, make a question, then listen and repeat. Do the same with the second item.
- Play the rest of the audio.

## Audio script 46.2

- 1 He's got a car.  
Has he got a car?
- 2 They've got a nice house.  
Have they got a nice house?
- 3 You've got a cold.  
Have you got a cold?

- 4 She's got a new boyfriend.  
Has she got a new boyfriend?
- 5 He's got short hair.  
Has he got short hair?
- 6 I've got an appointment today.  
Have I got an appointment today?

- 5 • **Write:** *you/an aspirin* on the board. Tell students to make a question using the cue. **Elicit:** *Have you got an aspirin?* Ask different students. **Elicit:** *Yes, I have. / No, I haven't.*
- Put students in pairs to make the questions and short answers using the cues.
  - Go through the answers. Write the questions on the board so students can check their work.
  - Tell students to reread their questions and answers to check they have used punctuation correctly.

- 1 Have you got an aspirin? No, I haven't.
- 2 Has Ryan got a hangover? Yes, he has.
- 3 Have we got a meeting today? Yes, we have.
- 4 Has Jordan got a new job? No, he hasn't.
- 5 Has he got a new flat? Yes, he has.
- 6 Have Ryan and Cindy got three children? No, they haven't.
- 7 Has Sarah got a bike? Yes, she has.
- 8 Has Lucy got a boyfriend? No, she hasn't.

- Put students in pairs to practise the conversations.

## 6a Your life

- **Write:** *Have you got an umbrella? Have they got a daughter? Has he got any children?* on the board. Elicit that we use *a/an* for a singular noun and *any* for a plural noun.
  - Go through the list of items, eliciting the questions.
  - Focus on the example. Explain that when we answer *Yes*, we often give some more information (as in the example: *I've got a son and a daughter*).
  - Model the example with a student, with you answering the questions.
  - Put students in pairs to ask and answer the questions. Tell them to write their partner's answers.
- b • Ask individual students questions about their partner, e.g. *Has (Jorge) got any children?*
- Go through the questions from exercise 6a. Ask students to rewrite them using the third person singular.
  - Put students with a new partner to ask and answer questions about their first partner. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can ask people about their possessions.*

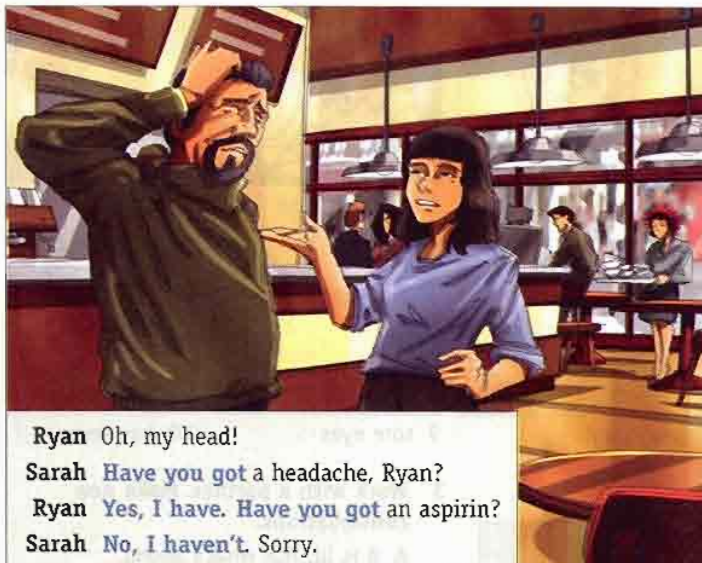
## Follow-up

- Ask students to bring a picture of a family member or a friend to the class.
- Show students a photo of a family member or one of your friends. Write a list of things on the board, e.g. *children, car, job, brothers and sisters, big house*. Put students in pairs to write questions using *Has (she) got ...*, e.g. *Has she got a boyfriend? Has she got any brothers? Has she got a job?*
- Tell students to ask their questions. Answer, giving extra information where appropriate, e.g. *Yes, she's got a job. She's a teacher.*
- Put students in pairs to ask and answer questions about the people in their photos.

Resource activity pages 219 and 276



## 1a 46.1 Read and listen. What's wrong with Ryan?



## b Practise the conversation with a partner.

## 2 Study the rule.

**have / has got: questions and short answers**

You've got an aspirin.

**Have you got** an aspirin?Yes, I **have**. NOT Yes, I've.No, I **haven't**. NOT No, I haven't got.

Ryan has got a cold.

**Has Ryan got** a cold?Yes, he **has**.No, he **hasn't**.3 Put in **Have** or **Has**.

- 1 \_\_\_\_\_ you got a cold?
- 2 \_\_\_\_\_ they got a car?
- 3 \_\_\_\_\_ she got a good job?
- 4 \_\_\_\_\_ he a nice flat?
- 5 \_\_\_\_\_ you got a daughter?
- 6 \_\_\_\_\_ we got a new boss?

## 4 46.2 Drill. Listen. Make questions.

- 1 He's got a car.  
*Has he got a car?*
- 2 They've got a nice house.  
*Have they got a nice house?*

## 5 Make conversations. Use the cues.

- 1 *Have you got an aspirin?*  
*No, I haven't.*
- 1 you / an aspirin (No)
- 2 Ryan / a hangover (Yes)
- 3 we / a meeting today (Yes)
- 4 Jordan / a new job (No)
- 5 he / a new flat (Yes)
- 6 Ryan and Cindy / three children (No)
- 7 Sarah / a bike (Yes)
- 8 Lucy / a boyfriend (No)

6a **Your life** Work with a partner. Ask about these things. Write his / her answers.

- A *Have you got any children?*  
B *Yes, I have. I've got a son and a daughter.*
- A *Have you got a car?*  
B *No, I haven't.*
- 1 any children
  - 2 a car
  - 3 a cold
  - 4 a secretary
  - 5 any brothers or sisters
  - 6 a mobile
  - 7 a driving licence
  - 8 your own office

## b Find a new partner. Ask and answer about your first partners.

- A *Has Miguel got any children?*  
B *Yes, he has. He's got a son and a daughter.*



Now I can ...

ask people about their possessions.

Student's Book p.46



## 1 47.1 Listen and repeat.



1 a headache



2 a bad back



3 toothache



4 stomach ache



5 a cold



6 a sore throat



7 a temperature



8 a cough

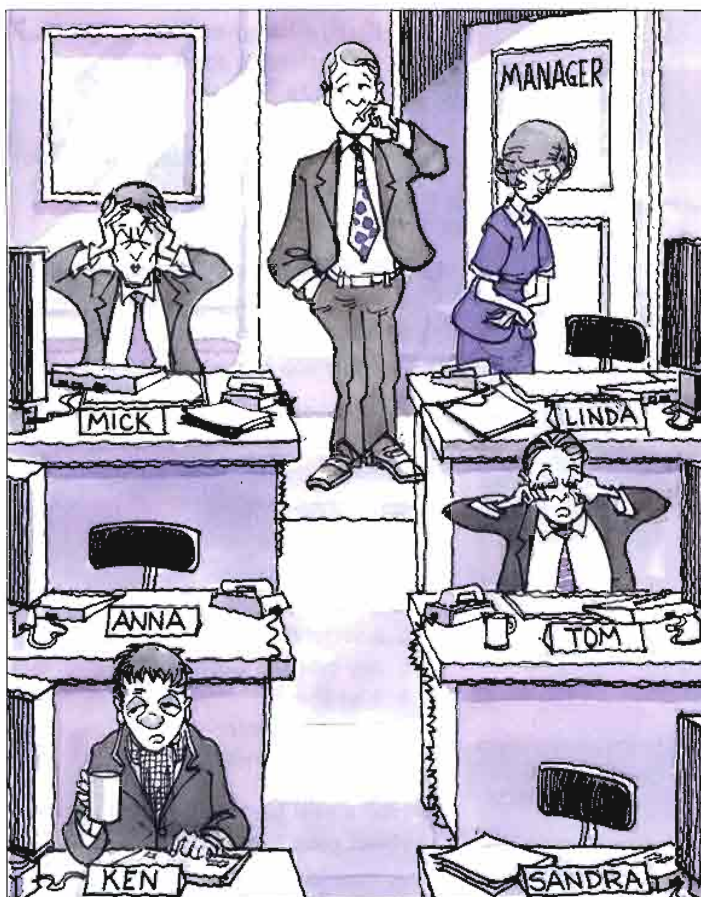


9 sore eyes



10 hay fever

## 2a 47.2 Listen. What's wrong?



## b Work with a partner. Ask and answer about the people.

A What's wrong with Sandra?

B She's got toothache.

## 3 Work with a partner. Make new conversations.

A B is ill. Ask what's wrong.

B Say what's wrong.

A Answer.

A What's the matter?/What's wrong?

B I've got a bad back.

A Oh, dear.

## English in the world

## Medical advice

Here is some health advice that doctors in the UK give:



Don't smoke.



Use less salt.



Take care in the sun.



Do more exercise.



Eat five portions of fruit or vegetables every day.

What advice do doctors in your country give for a healthy lifestyle?



Now I can ...

describe some common illnesses.

Student's Book p.47

## TEACHER'S NOTES LESSON 47

Students learn a lexical set of health-related vocabulary through a listening text and talk about illnesses.

## Warm-up

- Tell students to stand up and listen to your instructions. Give positive and negative instructions using *point to*, *pull*, *put*, *open*, *close*, e.g. *Pull your hair. Don't point to your ear.* Students who follow the instruction correctly remain standing, those who make a mistake have to sit down.

- Elicit/Teach:** *What's the matter? What's wrong?*
  - Focus on the pictures. Play audio **47.1** for students to listen and repeat.
  - Drill each word as a class then individually.
  - Nominate a student and ask them to identify a picture. Say: *What's number 6, (Jaime)?* Check pronunciation.
  - Put students in pairs to practise together.

Illnesses are often uncountable in British English. However, there are some exceptions, which we treat as countable and use with an article (*a/an*), e.g. *a headache, a sore throat, a cold.*

- Elicit/Teach:** *ill, illness, well, not well, feel well, feel ill, not feel well, all right.* Check that students recognize that *not well = ill, not feel well = feel ill.*
  - Focus on the picture. **Ask:** *What can you see? Where are they? Who's at work? Who isn't at work?*
  - Drill the names of the people to familiarize students with the sound of each name before they listen to the audio.
  - Play audio **47.2** all the way through.
  - Play the first item on the audio. Tell students to listen, and match Sandra with one of the illnesses in **exercise 1**. **Write:** *Sandra – toothache* on the board.
  - Repeat with each conversation, playing the audio as many times as students need to be able to identify the problem.

## Audio script 47.2

- Boss** Where's Sandra today?  
**Woman** She's at the dentist's.  
**Boss** Oh, has she got toothache?  
**Woman** Yes, she has.
- Boss** Hello, Ken. How are you?  
**Ken** Oh, not very well.  
**Boss** Why? What's the matter?  
**Ken** I've got a cold.  
**Boss** Well, why are you here?  
**Ken** I've got a lot of work to do.  
**Boss** Well, go home.  
**Ken** OK. Thank you.
- Boss** Is Anna here?  
**Man** No, she isn't. She's ill.  
**Boss** Oh, what's wrong?  
**Man** She's got a sore throat and a temperature.  
**Boss** Oh, dear.
- Boss** What's the matter, Tom?  
**Tom** I've got sore eyes.  
**Boss** Yes, they're very red.  
**Tom** You've got a cough, too. Have you got a cold?  
**Tom** No, it's hay fever.  
**Boss** Oh, I see.
- Boss** Are you OK, Linda?  
**Linda** No, I don't feel well.  
**Boss** Oh what's the matter?  
**Linda** I've got stomach ache.  
**Boss** Oh, dear.

- Boss** Are you all right, Mick?  
**Mick** No, I'm not.  
**Boss** What's the matter?  
**Mick** I've got a headache.  
**Boss** Oh, dear. Here. I've got some painkillers. I need them in this job!

- Ask:** *What's wrong with Sandra?* **Elicit:** *She's got toothache* and write this on the board.
  - Put students in pairs to ask and answer questions about each of the people in **exercise 2a**. Monitor.
- Focus on the example. Check that students understand that we often use the expression *Oh, dear* to show sympathy, for example when someone says they are ill. Model the example with a student.
  - Put students in pairs to make conversations using the illnesses in **exercise 1**.
  - Nominate pairs to act out their conversations.

## English in the world

- Elicit/Teach:** *medical advice, health.*
- Focus on the pictures. Check that students understand any new vocabulary.
- Drill each piece of advice given by doctors in the UK.
- Ask:** *What sort of advice do doctors give in your country?* Draw up a list of advice on the board, e.g. *Don't drink alcohol, Use less sugar, Take care in the dark, Do more sport, Eat a good breakfast every day.*
- Focus students' attention on the **can do** statement: *Now I can describe some common illnesses.*

## Follow-up

- On a large piece of paper, write out the first five lines of conversation 4 from audio **47.2** with no gaps or punctuation, e.g. *whatsthemattertom ivegotsoreeyes.*
- Elicit/Teach:** *full stop, apostrophe, comma, question mark, capital letter.*
- Put students into five groups. Tell each group to nominate one of their members to stand at the front of the class with a board pen. These students are the 'writers'.
- Give each group one line of dialogue to write out correctly. Tell them to dictate their line of dialogue, including punctuation, to their writer. (They can use gestures to explain punctuation.)
- When all five lines of the dialogue are on the board and you have checked they are correct, ask students to order them into a conversation. Students then act out the conversation in pairs.

## Resource activity pages 220 and 277



## TEACHER'S NOTES LESSON 48

Students revise illnesses, and learn expressions to talk about health problems and to ask for things.

## Warm-up

- Write the illnesses from **lesson 47** on pieces of paper and place them face down. Pick one up and mime the illness. Ask: *What's the matter?* Elicit: *You've got (a headache).*
- Ask students to come to the front and mime an illness for the rest of the class to guess.

- Focus on the pictures. Play audio **48.1** for students to listen and repeat.
  - Drill each item as a class then individually. Check pronunciation, paying particular attention to words which students might find difficult to pronounce, e.g. *scissors*, *mirror* (/ə/ not /ɔ:/), *file* (/l/ not /li/).
  - Nominate a student and ask them to identify a picture. Go through items at random. Check pronunciation.
  - Put students in pairs to practise.
- Play audio **48.2** and elicit that there are five conversations.
  - Focus on the pictures in **exercise 1**. Say: *Listen. What does this person want?* Play the first conversation twice. Elicit: *Plasters.*
  - Tell students to listen and tick the things that people ask for. Play the audio twice.

1 plasters 2 a nail file 3 painkillers 4 a pen and a piece of paper 5 a mirror and a tissue

## Audio script 48.2

- A Have you got any plasters?  
B Yes, I have. Just a minute. Here you are.  
A Thanks.
- A Have you got a nail file?  
B Oh well, I've got some scissors. Here you are.  
A Oh, OK. Thanks.
- A Have you got any painkillers?  
B Yes, I have. Here you are.  
A Thanks.
- A Have you got a pen and a piece of paper?  
B Yes. Here you are.  
A Thanks. I need to write a letter.
- A Have you got a mirror? I've got something in my eye.  
B I've got a mirror in my bag. Here you are.  
A Thanks.  
B Do you need a tissue?  
A No, it's OK, thanks I've got one here.  
B Do you want any help?  
A Yes, please.  
B OK. Give me the tissue. Look up ... There. It's out.  
A Oh, thanks. That feels better.  
B Good.

- Focus on the **Everyday expressions**. Drill each expression as a class then individually.
  - Tell students to cover the text. Write: *Have you got \_\_\_\_\_ mirror?* on the board. Ask students to supply the missing word. Elicit: *a*.
  - Put students in pairs to complete the expressions.
- Play audio **48.3**.
  - Go through the answers as a class.

a, Here, any, sorry

- Play the audio again, for students to listen and repeat.

- Do the example together. Play the first word on audio **48.4**. Students hear *plasters*, make a question using *Have you got*, then listen and repeat. Do the same with the second word.
  - Play the rest of the audio.

## Audio script 48.4

- |                            |                        |
|----------------------------|------------------------|
| 1 plasters                 | 4 a stamp              |
| Have you got any plasters? | Have you got a stamp?  |
| 2 a pen                    | 5 a towel              |
| Have you got a pen?        | Have you got a towel?  |
| 3 scissors                 | 6 a mirror             |
| Have you got any scissors? | Have you got a mirror? |

- Focus on the **Language note**. Elicit/Teach that *some* and *any* are used for plural nouns.
  - Go through items from **exercise 1** at random to elicit sentences and questions with *some* and *any*. Make sure students understand that *scissors* is a plural noun.
- Focus on the example conversation. Drill each sentence as a class then individually.
    - Put students in pairs to make conversations using things in **exercise 1** and problems in **exercise 2**. Monitor.
    - Nominate different pairs to act out their conversations. Check pronunciation.

## Pronunciation

- Play audio **48.5** for students to listen and repeat. Model the pronunciation of *here* and *ear*. Write both words on the board. Point to the first letter of *here*. Ask: *What's this sound?* Elicit: /h/.
  - Focus on the list of words. Play the audio again.
  - Ask students to think of words beginning with this sound (words that students have learned in previous lessons include: *house, happy, home, husband, hot, holiday*).
- Focus on the sentences. Play audio **48.6** for students to listen and repeat.
  - Ask individual students to say one sentence each. Check pronunciation.
  - Put students in pairs to practise the sentences. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can ask people for things.*

## Follow-up

- Focus on the sentences in the pronunciation section. Put students in groups of three to make up similar sentences to practise the /h/ sound. Challenge groups to compete to include the most /h/ sounds. Refer them to the wordlists for lessons 1 to 48 at the back of the Student's Book.
- Ask each group to read out their sentences and write them on the board.
- Drill the new sentences as a class then individually.

Resource activity pages 221 and 277

Review and Wordlist Lessons 41–48  
Student's Book pages 93–94

## 1 48.1 Listen and repeat.



1 a mirror



2 tissues



3 a pen



4 a stamp



5 painkillers



6 scissors



7 a piece of paper



8 a nail file



9 plasters



10 a towel

## 2 48.2 Listen to the conversations.

Which things do the people ask for in exercise 1?

## 3a Complete the expressions.

**Everyday expressions Asking for things**

Have you got \_\_\_\_\_ mirror?  
Yes, I have. \_\_\_\_\_ you are.  
Have you got \_\_\_\_\_ tissues?  
No, \_\_\_\_\_. I haven't.

## b 48.3 Listen, check, and repeat.

## 4 48.4 Drill. Listen. Make questions.

- 1 plasters  
*Have you got any plasters?*  
2 a pen  
*Have you got a pen?*

**Language note some/any**

Positive: I've got **some** plasters.  
Negative: I haven't got **any** plasters.  
Question: Have you got **any** plasters?

## 5 Work with a partner. Make conversations. Follow the pattern.

- A *Have you got any plasters?*  
B *Yes, I have. Here you are.*  
A *Thanks.*

**Pronunciation**

/h/

## 1 48.5 Listen and repeat.

- 1 here ear  
2 hand and  
3 his is  
4 Hi eye

## 2 48.6 Listen and repeat.

- 1 *Hi. How are you?*  
2 *Has he got any hair?*  
3 *Her hands are over her eyes.*  
4 *Here's our house.*  
5 *How old is he?*



Now I can ...  
ask people for things.

Student's Book p.48



## 1 49.1 Listen and repeat.



1 swim



2 run



3 sing



4 cook



5 cycle



6 ski



7 skate



8 paint



9 dance



10 play golf



11 play ice hockey



12 play basketball



13 play the guitar



14 play the piano



15 play the violin

## 2 49.2 Listen. Mime the activity.



## Language note go + ing

With these activities we usually use  
go + -ing:

swim	go swimming
run	go running
cycle	go cycling
ski	go skiing
skate	go skating
dance	go dancing

## We say:

I go dancing on Mondays.

NOT I dance on Mondays.

## 3 49.3 Drill. Listen. Make questions.

1 golf

Do you play golf?

2 cycle

Do you go cycling?

## 4a Work with a partner. Ask and answer about the activities in exercise 1.

A Do you go swimming?

B Yes, I do.

A Do you ...

## b Find a new partner. Tell him/her about your first partner.

Denise goes swimming. She doesn't go running. She ...

## 5 Your life Choose five activities that you do and five that you don't. Write sentences.

I go skiing, but I don't go skating.

I ...

I don't play the piano, but I play the violin.

I don't ...



Now I can ...

name some common leisure activities.

Student's Book p.49



## TEACHER'S NOTES LESSON 49

Students learn a lexical set of activities and talk about the things they do/don't do.

## Warm-up

- Revise free-time activities from **lesson 25**.
- Draw three columns on the board headed *do, play, go*.
- Put students in two teams. Say a free-time activity. Teams compete to call out the correct verb. Write the activity in the correct column.
- Drill each activity with its verb, e.g. *go swimming*.
- Tell teams to find one new activity for each column (they can use dictionaries if necessary).
- Drill new words.

- 1 • Focus on the pictures. Play audio **49.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Nominate a student and ask them to identify a picture. **Say:** *What's number 2, (Javier)?* Check pronunciation.
  - Put students in pairs to practise.

In English we combine certain verbs and activities, e.g. *play the violin*. These combinations don't necessarily translate word for word into other languages which can cause confusion.

Another problem area for students may be gerunds (-ing forms as nouns, e.g. *swimming*) as some languages don't have gerunds.

- 2 • Focus on the activities in **exercise 1**. Tell students they will hear a sound. **Say:** *Listen and mime the activity*. Play the first sound on audio **49.2**. **Elicit:** *play the violin*.
  - Play the rest of the audio.

a play the violin, b ski, c play golf, d swim, e play the guitar, f skate, g cycle, h run, i cook, j play basketball

- Focus on the **Language note**.
- Drill each activity, e.g. *I go dancing on Mondays, I go running on Tuesdays*. Check pronunciation of -ing (/ɪŋ/ not /ɪŋg/).
- Draw two columns on the board. Write the following forms in the first column: *skiing, swimming, running, cycling, skating, dancing*. Point to *skiing*. **Ask:** *What's the verb?* **Elicit:** *ski*. Point to each -ing form to elicit the following verbs: *ski, swim, run, cycle, skate, dance*. Write the verbs in the second column.
- Go through the verbs to elicit the following spelling rules for -ing forms:
  - most verbs: add -ing, e.g. *ski* → *skiing*
  - verbs ending with a short vowel + a consonant: double the consonant and add -ing, e.g. *run* → *running*
  - verbs ending with e: remove e and add -ing, e.g. *dance* → *dancing*.

- 3 • Do the example together. Play the first word on audio **49.3**. Students hear *golf*, make a question using *Do you*, then listen and repeat. Do the same with the second word.
  - Play the rest of the audio.

## Audio script 49.3

1 golf	5 the guitar
Do you play golf?	Do you play the guitar?
2 cycle	6 run
Do you go cycling?	Do you go running?
3 the drums	7 dance
Do you play the drums?	Do you go dancing?
4 ski	8 tennis
Do you go skiing?	Do you play tennis?

- 4a • Tell students to write questions for each of the activities in **exercise 1**. Go through the questions checking spelling.
  - Ask individual students about the activities, e.g. *Do you go swimming, (Samir)?* **Elicit:** *Yes, I do. / No, I don't.*
  - Put students in pairs to ask and answer questions about each activity. Tell them to tick (✓) the things that their partner does and put a cross (X) next to the things their partner doesn't do.
- b • Ask individual students about their partner, e.g. *Does (Tom) play the guitar, (Jan)?*
  - Put students with a new partner. **Say:** *Tell each other about your first partner*. Monitor.
- 5 **Your life**
  - Look at the activities in **exercise 1**. Count the things that you do in real life. **Write:** *I do (5) of the activities. I don't do (10) of the activities.* on the board.
  - Put students in small teams. Focus on the activities. **Say:** *Guess the (5) things I do.*
  - Go through the activities. **Ask:** *Do I swim?* **Elicit:** *Yes, you do. / No, you don't.* The winning team is the team that made the most correct guesses.
  - Focus on the cues. **Say:** *Write five sentences about things you do and five sentences about things you don't do.* Monitor.
  - Put students in pairs to compare their sentences.
  - Nominate different students to tell the class about the things they do/don't do.
  - Focus students' attention on the **can do** statement: *Now I can name some common leisure activities.*

## Follow-up

- Write out the activities from **exercise 1** on separate pieces of paper. Make enough pieces for each student to have one.
- Tell students to mingle and ask *Do you (play golf)?* to find out how many people in the class do their activity.
- Go over the answers that students have collected and write the top five activities on the board.

Resource activity pages 222 and 278



## TEACHER'S NOTES LESSON 50

Students learn to use *can* in positive and negative statements, and questions, and talk about the things they can/can't do.

## Warm-up

- Write out a selection of activities from lessons 25 and 49.
- Put students in two teams. Tell them that you will say a word to the first team. They decide whether they want to try or challenge. If they try, they have to spell the word correctly and use it in a sentence, e.g. *ski s-k-i I go skiing*. If they challenge, the other team has to spell and use the word correctly. There are 2 points for each word, 1 for correct spelling, 1 for correct usage.

- 1a • Ask questions about the pictures, e.g. *Who can you see? Where are they? What can you see?*
  - **Elicit/Teach:** *good at* (something), *cricket, basketball, volleyball, team, game*.
  - Play audio **50.1** for students to read and listen.
  - Drill the highlighted phrases. Check pronunciation of *can* (weak in positive statements and questions /kən/, but strong in short answers /kæn/, and *can't* /kɑːnt/).
  - Nominate individual students to answer questions, e.g. *Can you play volleyball, (Toni)? Can you cook, (Peter)?* **Elicit:** *Yes, I can. / No, I can't*. Check pronunciation.
- b • Focus on the text. Put students in groups of three. Tell them to practise the conversation, each taking one part, Lucy, Peter, and Sarah.
  - Give students an opportunity to practise all three roles. Monitor.
- 2 • Focus on the table. Point out that there is only one form of *can/can't*.
  - Drill positive and negative forms.
  - Put students in pairs to make as many sentences as possible.
  - Go over as a class. Check pronunciation.
- 3 • Do the example together. Play the first exchange on audio **50.2**. Students hear *I/swim*, make a sentence with *can*, then listen and repeat.
  - Play the rest of the audio.

## Audio script 50.2

- |   |   |
|---|---|
| 1 I/swim<br>I can swim.                         | 4 He/play the piano<br>He can play the piano. |
| 2 We/play ice hockey<br>We can play ice hockey. | 5 I/ski<br>I can ski.                         |
| 3 She/paint<br>She can paint.                   | 6 You/sing<br>You can sing.                   |

- 4a • Focus on the table. Point out that we don't use *do* to make questions with *can*.
  - Drill questions and short answers.
  - **Write:** *Do you can sing? Yes, I can do.* on the board. Put a cross next to the sentences to show they are incorrect and ask students to correct them.
  - Put students in pairs to practise asking and answering the questions in the table. Check pronunciation.

Probably one of the most confusing things about *can/can't* for students is that there is only one form. Unlike other verbs it doesn't change for the third person and we don't use *do/does* to make questions.

- b • Focus on the pictures. Elicit the things that Sarah can and can't do.
  - Tell students to make six sentences about the things that Sarah can and can't do.

- 1 She can swim. 2 She can't ski. 3 She can dance.
- 4 She can drive. 5 She can't play ice hockey. 6 She can paint.
- 7 She can't cook. 8 She can't play the piano.

- c • Focus on the pictures. **Ask:** *Can Sarah swim?* **Elicit:** *Yes, she can*.
  - Tell students to write questions for each of the activities in exercise 4b, e.g. *Can Sarah ski?*
  - Go through the questions. Check pronunciation.
  - Put students in pairs to ask and answer questions about Sarah. Monitor.
  - Go through as a class. Check pronunciation.

## 5a Your life

- Choose one thing you can do and one thing you can't do from the pictures in exercise 4b. Write two sentences, one positive and one negative, on the board.
  - Tell students to go through the pictures and write about the things they can and can't do.
- b • Ask individual students about the activities in exercise 4b, e.g. *Can you swim, (Alan)?*
    - Put students in pairs to ask and answer questions.
    - Go through as a class. Nominate individual students to answer questions about their partner.

## Pronunciation

- 1 • Play audio **50.3**. Model the pronunciation of *can/can't* in the first two sentences.
  - Play the audio again while students repeat.
- 2 • Focus on the sentences. Tell students to listen and tick the sentence they hear. Play the first sentence on audio **50.4**. **Elicit:** *I can't skate*. Play the rest of the audio.
  - Go through the answers as a class. Nominate individual students to say one sentence each.

## Audio script 50.4

- 1 I can't skate.
- 2 She can dance.
- 3 You can sing.
- 4 We can't cook.

- Focus students' attention on the *can do* statement: *Now I can say what I can and can't do*.

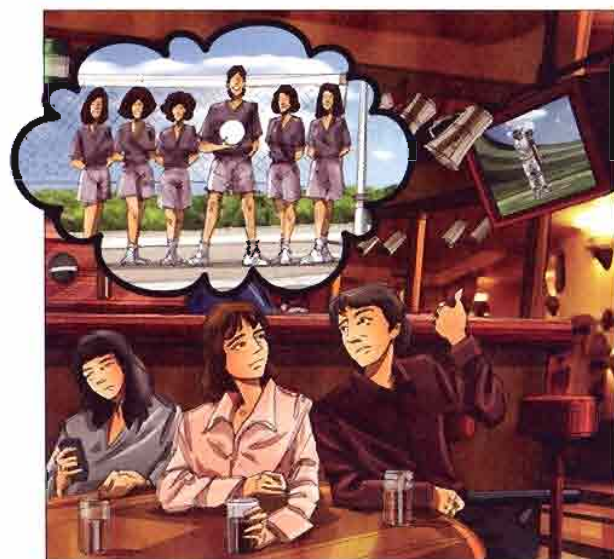
## Follow-up

- Put students into teams. Draw five columns on the board headed: *family, parts of the body, activities, food and drink, jobs*. Divide the columns into six rows. Tell each team to make a copy.
- Tell students that you will call out a letter of the alphabet. They have a minute to think of a vocabulary item beginning with that letter for each column. Do the first row as an example. Say the letter *s* and elicit words for each column, e.g. *sister, stomach, swimming, sausages, secretary*.
- Call out letters for the remaining five rows. Explain that sometimes students may not be able to complete every column. The winning team is the one with more words than the other teams.

Resource activity pages 223 and 278



## 1a 50.1 Read and listen.



Lucy Are you good at sport, Peter?

Peter Yes, I am. **I can't play** cricket. We don't play it in the US, but **I can play** basketball, tennis, and ...

Sarah Oh, excuse me. I've got a text. ... Oh, no! One of the people in our volleyball team is ill. **Can you play** volleyball, Lucy?

Lucy **No, I can't.** Sorry. But what about you, Peter? **Can you play** volleyball?

Peter **Yes, I can.** When's the game, Sarah?

Sarah I'm sorry, Peter. It's a women's team.

## b Practise the conversation with a partner.

## 2 Study the table. Make sentences.

## can / can't: statements

I		ski.
He		swim.
She	can	play the piano.
(It)	can't	dance.
We	(cannot)	cook.
You		play volleyball.
They		sing.

NOT I can to ski. OR I can skiing.

## 3 50.2 Drill. Listen. Make sentences.

- 1 I / swim  
I can swim.

## 4a Study the rule.

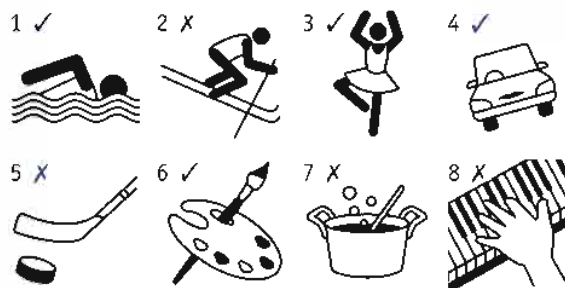
## can / can't: questions and short answers

He can sing.	
Can he sing?	Yes, he can. No, he can't.
You can play the piano.	
Can you play the piano?	Yes, I can. No, I can't.

## b Look at the pictures. What can Sarah do?

She can swim. ✓

She can't ski. X



## c Work with a partner. Ask and answer about Sarah.

A Can she swim?

B Yes, she can.

## 5a Your life Can you do the things in exercise 4b?

Make sentences with I can or I can't.

I can paint.

I can't dance.

## b Ask and answer with a partner.

A Can you play the violin?

B Yes, I can. OR No, I can't.

## Pronunciation

## can / can't

## 1 50.3 Listen and repeat.

- |                  |                 |
|------------------|-----------------|
| 1 I can skate.   | 3 You can sing. |
| I can't skate.   | You can't sing. |
| 2 She can dance. | 4 We can cook.  |
| She can't dance. | We can't cook.  |

## 2 50.4 Listen. Tick ✓ the sentence that you hear.



Now I can ...  
say what I can and can't do.

Student's Book p.50



- 1 **51.1** Liam has got a job interview with an adventure holiday company. Listen. What is his job at the moment?



- 3 What can Liam do?

He can ...

He can't ...

- 4 Use the form. Interview your partner. Write his/her answers.

- 5 Find a new partner. Ask and answer about your first partners.

A Can Magda speak any foreign languages?

B Yes, she can. She can speak ...

### English in the world

#### Sports

These are popular sports in the USA and Britain.

#### the USA



baseball



basketball



ice hockey



American football

#### Britain



football



rugby



snooker



cricket

What are the popular sports in your country?

### FUNTIME HOLIDAYS

Name: Liam Cross

Age: 22

	YES	NO	Details
1 Can you speak any foreign languages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	French, German
2 Can you swim?	<input type="checkbox"/>	<input type="checkbox"/>	
3 Can you ski?	<input type="checkbox"/>	<input type="checkbox"/>	
4 Can you play any sports?	<input type="checkbox"/>	<input type="checkbox"/>	
5 Can you ride a horse?	<input type="checkbox"/>	<input type="checkbox"/>	
6 Can you drive?	<input type="checkbox"/>	<input type="checkbox"/>	
7 Can you play a musical instrument?	<input type="checkbox"/>	<input type="checkbox"/>	
8 Can you cook?	<input type="checkbox"/>	<input type="checkbox"/>	
9 Can you fix a car?	<input type="checkbox"/>	<input type="checkbox"/>	
10 Can you use a computer?	<input type="checkbox"/>	<input type="checkbox"/>	

- 2 Listen again and complete the form.



Now I can ...

ask someone what they can do.

Student's Book p.51

## TEACHER'S NOTES LESSON 51

Students revise *can/can't* through a listening text and interview each other about their abilities.

## Warm-up

- Make flashcards from pictures collected from magazines, newspapers, or the Internet. Use them to revise the jobs, workplaces, and duties in lesson 37.

- **Elicit/Teach:** *interview, adventure holiday.*
  - Focus on the picture. **Ask:** *Who is the man? How old is he?* Encourage students to make guesses.
  - **Ask:** *What's Liam's job now?* Play audio **51.1**. **Elicit:** *He's a chef.* **Ask:** *Where does he work? What does he do?* **Elicit:** *He works in a restaurant. He cooks food.*

## Audio script 51.1

**Interviewer** So, Liam. First. How old are you?  
**Liam** I'm twenty-two.  
**Interviewer** And what is your job at the moment?  
**Liam** I work in a restaurant. I'm a chef.  
**Interviewer** Thank you. Now what things can you do? Can you speak any foreign languages?  
**Liam** Yes, I can. I like languages. I can speak French and German.  
**Interviewer** Very good. Now can you swim?  
**Liam** Yes, I can.  
**Interviewer** Can you ski?  
**Liam** No, I can't.  
**Interviewer** I see. Can you play any sports?  
**Liam** Yes, I can. I can play a lot of sports. I like tennis, football, and basketball.  
**Interviewer** What about golf?  
**Liam** No, I can't play golf.  
**Interviewer** Can you ride a horse?  
**Liam** Yes, I can. I'm very good at that.  
**Interviewer** Can you drive?  
**Liam** Yes, I can, but I haven't got a car.  
**Interviewer** OK. And can you play a musical instrument?  
**Liam** No, I can't. But I can sing.  
**Interviewer** I see. Can you cook?  
**Liam** Yes, I can. I'm a chef!  
**Interviewer** Oh yes, of course. Can you fix a car?  
**Liam** No, I can't. I'm not very good with machines.  
**Interviewer** OK. And can you use a computer?  
**Liam** Yes, I can. I play a lot of computer games.  
**Interviewer** OK. Thank you. Now what ...

- Focus on the form. Go through each question to check that students understand them. Elicit examples of foreign languages, sports, and musical instruments.
  - Ask individual students questions from the form, e.g. *Can you speak any foreign languages, (Andrea)?* **Elicit:** *Yes, I can. / No, I can't.*
  - Tell students to listen and tick *Yes* or *No*. Play the audio again.
  - Go through the answers as a class.
  - Focus on the details column. **Ask:** *What languages can Liam speak?* Play the audio again. **Elicit:** *He can speak French and German.*
  - Tell students to listen and complete the details. Play the audio again.
  - Go through the answers as a class. Play the audio again, if necessary, stopping after each answer.

1 Yes, French and German 2 Yes 3 No 4 Yes, tennis, football, basketball 5 Yes, very good 6 Yes, no car 7 No, can sing 8 Yes 9 No 10 Yes, plays a lot of computer games

- Focus on the form. Ask questions about the things that Liam can/can't do. **Write:** *Liam \_\_\_\_ speak French. Liam \_\_\_\_ ski.* on the board and ask students to complete the sentences.
  - Put students in pairs to write ten sentences about the things that Liam can/can't do.
  - Go through the answers as a class. Ask individual students to read out one sentence each. Check pronunciation.
- Focus on the questions in **exercise 1**. Nominate individual students to answer each question, e.g. *Can you speak any foreign languages, (Roberto)?*
  - Remind students that when we answer *Yes*, we often include additional information. **Write:** *He can speak ...* on the board and ask students for possible endings, e.g. *French, English, two foreign languages, three foreign languages.*
  - Put students in pairs. Tell them to interview each other using the questions in **exercise 1** and write their partner's answers.
- Ask individual students questions about their partner, e.g. *Can (Alan) ski?*
  - Put students with a new partner to tell each other about their first partner.
  - Ask some of the questions from **exercise 1** to the whole class, e.g. *Who can speak any foreign languages?*

## English in the world

- **Elicit/Teach:** *popular.*
- Focus on the pictures.
- Drill each item as a class then individually.
- Put students in pairs. Tell them to make a list of sports that are popular in their country. They can use dictionaries if necessary.
- List the sports on the board. Drill new words and check that students understand them.
- Focus students' attention on the **can do** statement: *Now I can ask someone what they can do.*

## Follow-up

- Focus students' attention on the **can do** statements at the end of each vocabulary lesson up to lesson 49.
- Tell students to use these to make up four questions, e.g. *Can you name four leisure activities?*
- Put students in pairs or small groups to test each other. One student asks the question, the other(s) name the items.

## Resource activity pages 224 and 279



## TEACHER'S NOTES LESSON 52

Students learn how to use *can* to make arrangements, and a set of expressions for making invitations.

## Warm-up

- Use the pictures in **lesson 44** to revise the story to date. Ask questions about the characters and the story. e.g. *Who is Sarah talking to? Does Sarah know where York House is? Why does Jordan want a flat in London? Who is in the café? Who is Sarah's friend? Is Sarah Lucy's new neighbour? Does Jordan know Lucy?*

- Play audio **52.1** to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key phrases and vocabulary for each picture, e.g.
    - picture 1: *hold, the other day, still, take someone to dinner*
    - picture 2: *days of the week*
    - picture 3: *ticket, match, Champion's League, date*
    - picture 4: *concert*
  - Write the new words and phrases on the board and drill as a class and individually.
  - Ask some questions about the **pictures** to check basic comprehension, e.g.
    - picture 1: *Who is sitting at the table? Who is Lucy talking to? What do you think Jordan is saying?*
    - picture 2: *Where is Jordan sitting? What is Jordan holding?*
    - picture 3: *What is Ryan holding? Who is he trying to hide the tickets from?*
    - picture 4: *Where is Lucy? Who is she with?*
  - Play the audio again. Ask some questions about the **text** to check comprehension, e.g.
    - picture 1: *Why is Jordan sorry? Is Olive angry now? How does Jordan want to say sorry?*
    - picture 2: *Can Lucy go on Thursday? What sort of food can you get at the restaurant? Where is the Cherry Blossom?*
    - picture 3: *What has Ryan got tickets for? Which two teams are playing?*
    - picture 4: *Where is Daniel going this evening? Why has he got an extra ticket?*
- Put students in pairs to read the text again and answer the questions.
  - Ask individual students to say the answers. Write them on the board so that everyone can see.
  - Go through the answers as a class.

1 On holiday. 2 To say sorry. 3 On Wednesday.  
4 At the Cherry Blossom Restaurant. 5 On Wednesday.  
6 Yes, he does. 7 On Wednesday.

- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
  - Play audio **52.2** for students to listen and repeat.
  - Drill each expression as a class then individually.
  - Put students in pairs to practise the expressions.
- Focus on the story. Put students in groups of four. Tell them to practise the story, each taking one part, Jordan, Lucy, Ryan, and Daniel.
  - Give students an opportunity to practise all four roles. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can make a simple social arrangement.*

## Follow-up

- Write a list of events that you might invite someone to on the board, e.g. *a party, a picnic, the theatre, the cinema, a basketball match*. Check that students understand the words.
- Put students in pairs. Tell them to use the expressions in **exercise 3** to practise inviting their partner to different events. Their partner should accept/refuse each invitation.

Resource activity pages 225 and 279



1 **52.1** Read and listen to the story.

## 2 Answer the questions.

- 1 Where is Lucy's boss this week?
- 2 Why does Jordan want to take Lucy to dinner?
- 3 When is Lucy and Jordan's dinner?
- 4 Where is their dinner?
- 5 When is the football match?
- 6 Does Jordan want to go to the football match?
- 7 When is the concert?

3 **52.2** Listen and repeat.**Everyday expressions** Invitations 2

Can I take you to dinner?  
That would be nice.  
What about Friday?  
No, I can't come on Friday.  
Would you like to go?  
Yes. Great! / Yes, OK.

## 4 Work in a group. Practise the story.



**Jordan** Look, I'm really sorry about the other day. Is your boss still angry with you?  
**Lucy** No, it's OK. Anyway, she's on holiday this week.  
**Jordan** Good, but can I take you to dinner? I want to say sorry.  
**Lucy** Thank you. That would be nice.



**Jordan** What about Friday?  
**Lucy** No, I can't come on Thursday or Friday this week. What about Wednesday?  
**Jordan** Yes, OK. Do you like Japanese food?  
**Lucy** Yes, I do.  
**Jordan** Good. We can try that new restaurant near the cinema – the Cherry Blossom. Is seven o'clock OK for you?  
**Lucy** OK. Seven o'clock at the restaurant.



**Ryan** Do you like football, Jordan?  
**Jordan** Yes, I do. Why?  
**Ryan** Well, I've got two tickets for the Champion's League match this evening. Would you like to go?  
**Jordan** Yes. Great! ... Oh, but I've got a date with Lucy tonight.  
**Ryan** Well, it's Chelsea and Real Madrid – a big match!  
**Jordan** Oh, no!



Hello, Daniel.

Hi, Lucy. We've got tickets for the Zutons concert this evening, but Sasha can't come. Would you like to go?



Now I can ...  
make a simple social arrangement.

Student's Book p.52



## 1 53.1 Listen and repeat.



## 2a Where are they? Complete the sentences.

- 1 The woman's in the bathroom
- 2 The car's \_\_\_\_\_
- 3 The piano's \_\_\_\_\_
- 4 The man's \_\_\_\_\_
- 5 The girl's \_\_\_\_\_
- 6 The dog's \_\_\_\_\_
- 7 The two boys are \_\_\_\_\_
- 8 The cat's \_\_\_\_\_

## b 53.2 Listen, check, and repeat.

## c Ask and answer with a partner.

A Where is the woman?

B She's in the bathroom.

## 3a 53.3 Listen. Some people are showing a visitor round their house. Number the places in the correct order.

- |                 |              |
|-----------------|--------------|
| ___ garage      | ___ bathroom |
| ___ dining room | ___ kitchen  |
| ___ living room | ___ cellar   |
| <u>1</u> garden | ___ balcony  |
| ___ bedrooms    | ___ hall     |

## 3b Your life Make a map of your house. Write the names of the rooms.

Now I can ...  
name some parts of a house or flat.

Student's Book p.53



## TEACHER'S NOTES LESSON 53

Students learn a lexical set of parts of a house and talk about houses.

## Warm-up

- Revise prepositions of place.
- Put your book on your desk. **Ask:** *Where's my book?* **Elicit:** *It's on your desk.* Move the book to different places to elicit sentences with *in, on, behind, in front of, next to.*
- Put students in pairs to practise.

- 1 • Focus on the picture in **exercise 1**. Play audio **53.1** for students to listen and repeat.
- Drill each item as a class then individually.
  - Nominate a student and ask them to identify different parts of the house. Go through items at random. Check pronunciation.
  - Elicit/Teach the difference between *living room* and *dining room*. **Ask:** *Where do you watch TV?* **Elicit:** *in the living room.* Repeat with *Where do you eat meals?* to elicit *in the dining room*. If you think your students need some more practice with rooms, ask more questions, e.g. *Where do you cook?* *Where do you have a shower?* *Where do you sleep?*
  - Tell students to cover the labels and identify the word they hear as *upstairs, downstairs, outside, other*. Say one of the words and elicit the answer. Go through a selection of items at random.

You may find that many students confuse the English words *kitchen* and *chicken*, especially when speaking, because they contain similar sounds.

- 2a • **Write:** *The woman's \_\_\_\_* on the board. Ask students to supply the missing words. **Elicit:** *in the bathroom.*
- Put students in pairs. Tell them to look at the picture and complete the sentences.
- b • Play audio **53.2** for students to check their answers.
- Go through the answers as a class. Ask individual students to say one sentence each. Check pronunciation.

## Audio script 53.2

- 1 The woman's in the bathroom.
- 2 The car's in the garage.
- 3 The piano's in the dining room.
- 4 The man's in the kitchen.
- 5 The girl's in the bedroom.
- 6 The dog's in the garden.
- 7 The two boys are in the living room.
- 8 The cat's in the hall.

- Play the audio again for students to listen and repeat.

- c • **Ask:** *Where is the woman?* **Elicit:** *She's in the bathroom.* Go through each item from **exercise 2a**.
- Put students in pairs to practise questions and answers. Monitor.

- 3a • **Elicit/Teach:** *view, owner, visitor, show someone round.*
- Explain that the owner of the house is showing someone round. Elicit reasons for this, e.g. *It's her friend's first visit. She wants to sell the house.*
  - Play audio **53.3**. Ask questions, e.g. *How many people are there? Where are they?*
  - Focus on the list of rooms. Tell students to listen and write the places in the order they hear them. Play the audio twice.
  - Put students in pairs to compare their lists.

- Play the audio again and go through the answers as a class.

- 1 garden
- 2 hall
- 3 living room
- 4 kitchen
- 5 dining room
- 6 cellar
- 7 bedrooms
- 8 balcony
- 9 garage
- 10 bathroom

## Audio script 53.3

- Owner** Well, this is our new house.  
**Visitor** Very nice. I like the garden.  
**Owner** Yes, we like it, too. Anyway, come in.  
**Visitor** Thank you.  
**Owner** Well, this is the hall.  
**Visitor** Uh-huh.  
**Owner** And this is the living room.  
**Visitor** Very nice. That's a nice big window.  
**Owner** Yes. Now here's the kitchen.  
**Visitor** Mmm. And have you got a dining room?  
**Owner** Yes, we have. That's here.  
**Visitor** Great. What's behind that door?  
**Owner** Oh, that goes down to the cellar.  
**Visitor** Oh, OK.  
**Owner** Now upstairs we've got three bedrooms.  
**Visitor** I see. Oh this is beautiful. Oh and you've got a balcony.  
**Owner** Yes, we really like it. The view is very good.  
**Visitor** Yes, I can see. And is that the garage down there?  
**Owner** Yes, it is. ... And then here's the bathroom. And that's it.  
**Visitor** Well, it's all very nice. Can I just use your bathroom, while we're here?  
**Owner** Yes, of course. See you downstairs. Would you like a cup of tea?

## b Your life

- Tell students to draw a map of their house and label the rooms.
- Nominate a student. **Ask:** *Have you got a garage, (Petra)?* **Elicit:** *Yes, I have. / No, I haven't.*
- Put students in pairs to compare their houses. Monitor.
- Nominate students to tell the class about their partner's house, e.g. *(Petra's) house has got a kitchen, two bathrooms, etc.*
- Focus students' attention on the **can do** statement: *Now I can name some parts of a house or flat.*

## Follow-up

- Write parts of a house on the board. Replace vowels with a line to show a missing letter, e.g. *b \_ d r \_ \_ m, k \_ t c h \_ n, d \_ n \_ n g / r \_ \_ m, c \_ l l \_ r, b \_ l c \_ n y.*
- Elicit that none of the words have vowels (a, e, i, o, u).
- Put students in pairs to complete the words.

## Resource activity pages 226 and 280



## TEACHER'S NOTES LESSON 54

Students learn to use *there is / are* and describe their houses.

## Warm-up

- Put students in small groups to revise parts of a house. Give them two minutes to list as many parts of a house as possible.
- Ask students to call out their words and write these on the board in a random order.
- Draw four columns labelled *upstairs*, *downstairs*, *outside*, *other* on the board. Tell students to organize the words into columns.

- 1a • Ask questions about the pictures, e.g. *Who is Jordan talking to? Where are they? What can you see?*
- Elicit/Teach:** *top floor, block of flats, lift.*
  - Play audio **54.1** for students to read and listen.
  - Drill each line as a class then individually. Check pronunciation and intonation.
- b • Focus on the text. Put students in pairs. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise both roles. Monitor.
- 2 • Focus on the table. Put students in pairs and ask them to make three positive sentences from the table. Go over them as a class.
- Repeat with three negative sentences.
  - Write:** *There isn't a garden, There are four rooms, There are a lift, There're two bedrooms.* Put a tick next to the first two sentences to show they are correct. Put a cross next to the third and fourth sentences to show they are incorrect. Ask students to correct them.

In English we use *there are* with plural nouns and *there is* with singular nouns. Some languages only have one form, which they use with both singular and plural nouns.

- 3 • Do the example together. Play the first item on audio **54.2**. Students hear *two bathrooms*, make a sentence with *there is* or *there are*, then listen and repeat.
- Play the rest of the audio.

## Audio script 54.2

- two bathrooms  
There are two bathrooms.
- a kitchen  
There's a kitchen.
- a lift  
There's a lift.
- a cellar  
There's a cellar.
- four bedrooms  
There are four bedrooms.
- two garages  
There are two garages.

- 4 • Ask students to read the text in **exercise 1** again. **Write:** *— a garden* on the board. Ask students to supply the missing words. **Elicit:** *There isn't.*
- Put students in pairs. Tell them to read the text and complete the sentences. Monitor.
  - Go through the answers as a class. Ask individual students to read the sentences. Check pronunciation.

- There isn't a garden.
- There are four rooms.
- There aren't three bedrooms.
- There is a kitchen.
- There is a balcony.
- There are six flats in the block.
- There aren't two bathrooms.
- There isn't a lift.

- 5 • Focus on the first part of the table (*yes/no* questions). Tell students to make three questions. Go over as a class.
- Focus on the second part of the table (short answers). Put students in pairs. Tell them to use their questions to ask and answer questions about Jordan's flat, e.g. *Is there a cellar? No, there isn't.*
  - Repeat for *wh-* questions with the second table.
- 6 • Do the example together. Play the first item on audio **54.3**. Students hear *six flats*, make a question with *Is there* or *Are there*, then listen and repeat.
- Play the rest of the audio.

## Audio script 54.3

- six flats  
Are there six flats?
- a telephone  
Is there a telephone?
- two balconies  
Are there two balconies?
- four bedrooms  
Are there four bedrooms?
- a garden  
Is there a garden?
- a good view  
Is there a good view?

## 7 Your life

- Draw and label a floorplan of your house/flat on the board. **Write:** *rooms* on the board. **Ask:** *How many rooms are there?* Elicit and write the number. Go through each item on the list of things, eliciting details about your house.
- Tell students to make notes about their house/flat for each thing on the list.
- Focus on the first item on the list. Ask students to make a question. **Elicit:** *How many rooms are there?* and write this on the board.
- Repeat with the remaining example expressions to elicit *Are there (two bathrooms)? Is there (a cellar)?*
- Put students in pairs and ask them to write eight questions. Go over the questions as a class.
- Put students with a new partner to ask and answer questions about their house/flat. Monitor.
- Focus students' attention on the **can do** statement: *Now I can describe my house or flat.*

## Follow-up

- Prepare a simple picture dictation, e.g. *Draw a house with two floors. There isn't a lift. There are three rooms upstairs and three rooms downstairs. Upstairs there are two bedrooms. There isn't a balcony but there is a bathroom.*
- Dictate the information. Tell students to listen, and draw and label the house and the rooms.

## Resource activity pages 227 and 280

## 1a 54.1 Read and listen.



Raj What's your new flat like, Jordan?

Jordan It's great. **There are** four rooms – a living room, a bedroom, a kitchen, and a bathroom. And **there's** a balcony, too.

Raj Oh, right. How many flats **are there** in the block?

Jordan Six. I'm on the top floor, so **there's** a good view.



## b Practise the conversation with a partner.

## 2 Study the rule and the table. Make sentences.

**there is / there are: statements**

We use **there is / there are** to describe a place.

There	's (is) isn't (is not)	a garden. a lift. a balcony.
	are aren't (are not)	four rooms. two bedrooms. three flats.

3 54.2 Drill. Listen. Make sentences. Use **there's** or **there are**.

1 two bathrooms

*There are two bathrooms.*

## 4 Complete the sentences about Jordan's flat.

1 *There isn't* a garden.

2 \_\_\_\_\_ four rooms.

3 \_\_\_\_\_ three bedrooms.

4 \_\_\_\_\_ a kitchen.

5 \_\_\_\_\_ a balcony.

6 \_\_\_\_\_ six flats in the block.

7 \_\_\_\_\_ two bathrooms.

8 \_\_\_\_\_ a lift.

## 5 Study the tables. Make three question and answer conversations.

**there is / are: yes / no questions and short answers**

Is		a cellar	Yes,		is.
		a kitchen?	No,		isn't.
	there	a good view?		there	
Are		five rooms?	Yes,		are.
		two bedrooms?	No,		aren't.
		six windows?			

**there is / are: Wh- questions**

How many	rooms flats bedrooms	are there?
----------	----------------------------	------------

6 54.3 Drill. Listen. Make questions. Use **Is there** or **Are there**.

1 six flats

*Are there six flats?*

7 **Your life** Work with a partner. Ask about his / her house or flat.

*How many ... are there?*

*Are there ...?*

*Is there ...?*

Ask about these things:

- rooms
- rooms upstairs
- a cellar
- bedrooms
- a garden
- two bathrooms
- a garage
- a balcony



Now I can ...  
*describe my house or flat.*

Student's Book p.54



- 1 **55.1** Pushpa and her husband have just moved into a new house.  
Read and listen to Pushpa's email to her friends.

To: Friends  
Subject: Our new house

Hi

This is our new house. It's a modern house and it's unusual, because the bedrooms are downstairs. There are three bedrooms. There's a bathroom downstairs, too.


Upstairs there's a big living room, a hall, a toilet, and a kitchen. We haven't got a dining room. We eat in the kitchen. There's a very big window in the living room. We sit there in the evening. The view is beautiful.

Outside there's a garden with a small swimming pool, but we haven't got a garage.

We love the house, and the neighbours are very nice.

Hope you're OK. Come and visit us soon.

Love  
Pushpa



- 2 Are the statements true (T) or false (F)?

- 1 There are two bedrooms.
- 2 The bathroom is upstairs.
- 3 There isn't a dining room.
- 4 There's a swimming pool in the garden.
- 5 There's a garage.
- 6 Pushpa doesn't like the neighbours.

- 3 Answer the questions.

- 1 Is it an old house?
- 2 Why is the house unusual?
- 3 How many rooms are there?

- 4 What does Pushpa describe with the adjectives below?

- |            |             |
|------------|-------------|
| - modern   | - beautiful |
| - big      | - small     |
| - very big | - nice      |

- 5 **Your life** Imagine that you have just moved into your dream house. Write an email to a friend describing the house.

### Pronunciation

/ð/ and /θ/

- 1 **55.2** Listen and repeat.

/ð/	/θ/
there	three
brother	bathroom

- 2a Put the words in the correct column above.

Thursday	with	thanks	father
this	thirty	thing	those

- b **55.3** Listen, check, and repeat.

- 3 Say these.

- 1 These are my three brothers.
- 2 The bathroom's over there.
- 3 Thank you for those things.



Now I can ... write a short email  
describing where I live.

Student's Book p.55

## TEACHER'S NOTES LESSON 55

Students learn to write and talk about houses.

## Warm-up

- Make a word snake using adjectives that students have learned in previous lessons, e.g. *nicegoodbigshortoldnewlongyellowhotcold*.
- Make enough copies for students to work in small groups. Give each group a copy and tell them to find as many adjectives as possible in the word snake and write them out (there are ten in the example).

- 1 • **Elicit/Teach:** *modern, unusual, toilet, neighbours, view, swimming pool*.  
 • Tell students to cover the text. Focus on the picture. Ask questions about the house, e.g. *Is it an old house? Where do you think it is? What sort of people live there?* Encourage students to guess details.  
 • Focus on the text. **Ask:** *What sort of text is this?* **Elicit:** *It's an email*.  
 • Play audio **55.1** for students to read and listen.

- 2 • Read through the statements. Tell students to read the text again and decide whether the statements are true or false.  
 • Go through the answers together.

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

- 3 • Focus on the questions. Tell students to try and answer them without reading the text again.  
 • Nominate individual students to say the answers. For question 3, ask students to name the rooms.

1 No, it's a new house. 2 Because the bedrooms are downstairs.  
 3 Eight (three bedrooms, a bathroom, a living room, a hall, a toilet, a kitchen).

- 4 • Focus on the list. **Ask:** *What sort of words are these?* **Elicit:** *adjectives*, and remind students that we use adjectives to describe things/people. Ask students to find and underline the adjectives in the text.  
 • Tell students to read the text again and find the things/people that the adjectives describe.  
 • Go through the answers together.

modern – house, big – living room, very big – window, beautiful – view, small – swimming pool, nice – neighbours

## 5 Your life

- **Elicit/Teach:** *dream house*.
- Ask students to imagine their dream house and to write down some details including number of rooms, type of rooms, garden, extra things (e.g. swimming pool). They can use dictionaries, if necessary.
- Ask students to call out some of their ideas. Write new words on the board and drill.
- Tell students that they are going to write an email to a friend describing their new house. Focus on the layout of Pushpa's email, including the position of the greeting and ending. **Ask:** *How do I start my email? How do I finish it?* Elicit an appropriate greeting and ending.
- Elicit the content of each paragraph in Pushpa's email:  
 paragraph 1: introduces the topic (their new house) and describes the downstairs area  
 paragraph 2: describes the upstairs area  
 paragraph 3: describes the outside area – the garden, swimming pool, garage

paragraph 4: describes the neighbours and says that she likes her new house

paragraph 5: includes a personal message to her friend and an invitation.

- Ask students to write an email to a friend to tell them about their new house. Tell them to use Pushpa's email as a model.
- Put students in pairs to read each other's work. Ask individual students to read out their work.

## Pronunciation

Students often have problems making the sounds /ð/ or /θ/ and it's important to provide opportunities for them to practise. One common mistake is to substitute /s/ or /z/ so, for example, it's not clear if the speaker is saying *thick* or *sick*.

- 1 • Play audio **55.2** for students to listen and repeat.  
 • Model the pronunciation of *there* and *three*. Write both words on the board. Point to the *th* of *there*. **Ask:** *What's this sound?* **Elicit:** /ð/. Repeat with *three* to elicit /θ/.  
 • Repeat each sound randomly several times to help students hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/. Say the sound and ask students to say *there* or *three*.  
 • Drill each word individually, then say the words several times and at random. Say the word and ask students to make the sound.

- 2a • Focus on the words in **part 1**. Play the audio again.  
 • Drill the words in the list.  
 • Put students in pairs. Tell them to practise saying the words and then decide whether the *th* in each word sounds like *there* or *three* and put the word in the correct column.

- b • Play audio **55.3** for students to listen and check their answers.

## Audio script 55.3

/ð/ there, brother, with, father, this, those,  
 /θ/ three, bathroom, Thursday, thanks, thirty, thing

- 3 • Focus on the sentences. Say each sentence and ask students to repeat.  
 • Ask individual students to say one sentence each. Check pronunciation.  
 • Focus students' attention on the **can do** statement: *Now I can write a short email describing where I live.*

## Follow-up

- Make the following changes to Pushpa's email:  
 paragraph 1: *new* → *old*, *unusual* → *very nice*, *a bathroom* → *a really old bathroom*  
 paragraph 2: *big living room* → *beautiful living room*, *a toilet* → *a very big toilet*, *big window* → *small window*,  
 paragraph 3: *small swimming pool* → *modern swimming pool*  
 paragraph 4: *very nice* → *very young*
- Tell students you are going to read the text with eight changes. Tell them to listen and make the changes.
- Go through as a class.

Resource activity pages 228 and 281



## TEACHER'S NOTES LESSON 56

Students learn ordinal numbers and learn to ask and say where places are.

## Warm-up

- Before the lesson write numbers 1–20 on separate pieces of paper. Arrange these face down in front of you.
- Ask students to write six numbers between 1 and 20 (using words rather than figures i.e. *one, four, nine*).
- Play Bingo (see page 10). Check the winner's answers by asking them to read the numbers back to you.
- Go round the class eliciting the spellings of the numbers. Write these on the board.

- 1a** • Tell students to focus on the pictures. Ask questions about the **pictures**, e.g. *Where are the people? What do you think the man is saying?*
- **Elicit/Teach:** *reception, receptionist, fourth floor, on the left* (picture 1) *chemist, street, second, on the right* (picture 2).
  - Write the new words and phrases on the board and drill as a class and individually.
  - Play audio **56.1** for students to read and listen.
  - Ask questions about the **text** to check comprehension, e.g. picture 1: *What is the man looking for? Where is Mr Lee's office? Where is the lift?* picture 2: *What does the woman want? Where is the chemist's? Where is New Street?*
- b** • Put students in pairs to practise the conversations. Monitor.
- 2a** • Focus on the numbers. Play audio **56.2** for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation of *th* /θ/.
  - Elicit that, to form an ordinal number, we add *th* to a cardinal number (unless it ends in *one, two, or three*).
- b** • Put students in pairs to practise saying *15th* – *19th*. Check pronunciation.
- Say a cardinal number between 1 and 19, e.g. *two*, and elicit the ordinal number, e.g. *second*. Go through items at random. Check *-th* pronunciation, paying particular attention to *sixth* and *twelfth* which many students find difficult to pronounce.
  - For extra practice, continue eliciting ordinal numbers to *31st*. **Elicit/Teach:** *birthday*. Write your birthday (just the day), e.g. *17* on the board. **Say:** *My birthday is on the (seventeenth)* and ask individual students to say their birthday, e.g. *the twentieth*.
  - Ask students to arrange themselves in a row, from the first birthday to the last. Go through the row eliciting the different birthdays. Write them on the board and drill. Check pronunciation.
- 3a** • Focus on the **Everyday expressions**. **Write:** *Where \_\_\_\_ I find Mr Lee's office, please?* on the board. Ask students to look at the conversations in **exercise 1** and supply the missing word. **Elicit:** *can*.
- Put students in pairs. Tell them to read the conversations again and complete the expressions.
  - Go through the answers as a class.
- b** • Play audio **56.3** for students to listen and check.
- Go through the answers as a class.

can, there, on, in, the, right

- Play the audio again, while students listen and repeat.

- 4a** • **Elicit/Teach:** *cash machine, toilets, manager's office, Internet café, top floor, upstairs*.
- Read through the list of places and locations.
  - Play the first conversation on audio **56.4** and do the example together.
  - Play the rest of the audio.
  - Go over the answers as a class.

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

## Audio script 56.4

- 1 **A** Excuse me. Where can I find room 52, please?  
**B** It's on the fifth floor.  
**A** Thank you.
- 2 **A** Excuse me. Is there a cash machine near here, please?  
**B** Yes, there's a cash machine in London Road. That's the third street on the left.  
**A** Thank you.
- 3 **A** Excuse me. Where are the toilets, please?  
**B** They're upstairs – the first door on the right.  
**A** Thank you.
- 4 **A** Excuse me. Is there a restaurant here, please?  
**B** Yes, there is. It's on the sixth floor.  
**A** Thank you.
- 5 **A** Excuse me. Where can I find the manager's office, please?  
**B** The manager's office? It's over there – the second door on the left.  
**A** Thank you.
- 6 **A** Excuse me. Is there an Internet café near here, please?  
**B** Yes, there is. There's a café in Market Street. That's the second street on the right.  
**A** Thank you.

- b** • Focus on the places in **exercise 4a**. Go through each place. Elicit and drill questions for asking where the place is, e.g. *Where can I find a cash machine, please? Is there a cash machine near here, please?*
- Focus on the example conversation. Put students in pairs to make up similar conversations for each of the places.
  - Ask pairs of students to act out their conversations.

## English in the world

- **Elicit/Teach:** *ground floor*.
- Focus on the picture. Compare the British and American systems for naming floors. **Ask:** *Which system do you use in your country?*
- Write the name of a building with three or more floors that students will recognize. Draw the floors on the board and ask questions about things in the building, e.g. *Where is reception? Where are the toilets?* **Elicit:** *It's / They're on the (ground floor)*.
- Focus students' attention on the **can do** statement: *Now I can ask and say where places are.*

## Follow-up

- Write some of the places in and near your school on the board, e.g. *coffee bar, teacher's room, toilets, library, bank, post office*. Drill new words and check that students understand them.
- Use *Where can I find ...? Is there a ... near here?* to ask students where to find places.
- Put students in pairs to practise asking about places.

Resource activity pages 229 and 281

Review and Wordlist Lessons 49–56  
Student's Book pages 95–96

## 1a 56.1 Read and listen.



## b Practise the conversations with a partner.

## 2a 56.2 Listen and repeat.

## Ordinal numbers

1st first	6th sixth	11th eleventh
2nd second	7th seventh	12th twelfth
3rd third	8th eighth	13th thirteenth
4th fourth	9th ninth	14th fourteenth
5th fifth	10th tenth	

## b How do you say these?

15th 16th 17th 18th 19th

## 3a Complete the expressions.

Everyday expressions  
Asking where places are

Where \_\_\_\_ I find Mr Lee's office, please?  
 Is \_\_\_\_ a chemist's near here, please?  
 It's \_\_\_\_ the tenth floor.  
 It's \_\_\_\_ New Street.  
 It's on \_\_\_\_ left. ←  
 It's on the \_\_\_\_ →

## b 56.3 Listen, check, and repeat.

## 4a 56.4 Listen to the conversations. Where are the places 1-6? Write the correct letter.

- 1 room 52 e
- 2 a cash machine —
- 3 the toilets —
- 4 a restaurant —
- 5 the manager's office —
- 6 an internet café —

- a over there, the second door on the left
- b in Market Street – the second street on the right
- c on the sixth floor
- d upstairs – the first door on the right
- e on the fifth floor
- f in London Road – the third street on the left

## b Work with a partner. Make the conversations.

A Excuse me. Where can I find room 52, please?

B It's on the fifth floor.

A Thank you.

English in the world  
Which floor?

## the UK

the third floor  
 the second floor  
 the first floor  
 the ground floor

## the USA

the fourth floor  
 third floor  
 the second floor  
 the first floor



What do you say in your country?

Now I can ...  
ask and say where places are.

Student's Book p.56



## 1 57.1 Listen and repeat.



## Language note Plurals

These words are always plural:

trousers jeans shorts

We say: *This shirt is nice.* BUT *These trousers are nice.*

## 2 57.2 Drill. Listen. Make questions.

1 suit

*How much is this suit?*

2 jeans

*How much are these jeans?*

## 3a 57.3 Listen to the fashion show. What are the models wearing?



Arnold	<i>a brown suit ...</i>
Beatrix	
Sylvia	
Marco	

## b Write a sentence about each person.

*Arnold is wearing a brown suit, ...*

## 4 Your life Choose a partner. What are you both wearing today? Describe your clothes.

*I'm wearing a red T-shirt and blue trousers.**Sergio is wearing ...*

## Pronunciation

/ʃ/ and /dʒ/

## 1 57.4 Listen and repeat.

/ʃ/	/dʒ/
shoes	jeans
shirt	jacket
shorts	jumper
wash	orange

## 2 Say these.

1 *She's wearing shorts and jogging shoes.*2 *Jane's washing an orange T-shirt.*Now I can ...  
*name some items of clothing.*

Student's Book p.57



## TEACHER'S NOTES LESSON 57

Students learn a lexical set of items of clothing and describe what they are wearing.

## Warm-up

- Put students in small teams to revise colours. Say a colour from **lesson 41**, e.g. *green*. Students have to find something of that colour in the classroom and write a sentence, e.g. *The door is green. She's got green eyes. etc.*
- Go through the sentences as a class to compare students' sentences.

- Elicit/Teach:** *clothes*.
  - Focus on the pictures in **exercise 1**. Play audio **57.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Nominate a student and ask them to identify different items of clothing. Go through items at random. Check pronunciation.

There are some differences in British and American words for clothes, for example: *trousers* are *pants* in American English. Other differences are *trainers* (UK) = *sneakers* (US), *jumper* (UK) = *sweater* (US), and *swimming costume* (UK) = *bathing suit* (US).

- Focus on the **Language note**. Put students in pairs to make sentences about the items of clothing using *This ( ) is nice. These ( ) are nice*. Monitor.
  - Go over the sentences as a class.
- Do the examples together. Play the first item on audio **57.2**. Students hear *suit*, make a question with *How much is this ...?* then listen and repeat. Do the same with the second item, with the question *How much are these ...?*
    - Play the rest of the audio.

## Audio script 57.2

- suit  
How much is this suit?
- jeans  
How much are these jeans?
- trousers  
How much are these trousers?
- tie  
How much is this tie?
- jumper  
How much is this jumper?
- shorts  
How much are these shorts?

- Elicit/Teach:** *fashion show, model, catwalk*.
  - Focus on the picture. **Ask:** *What's he wearing?* **Elicit:** *a brown suit, a blue shirt, a red tie, brown shoes*.
  - Point to the picture of Arnold and the names. **Ask:** *Who's this?* Play audio **57.3**. **Elicit:** *Arnold*.
  - Tell students to listen and write down what each model is wearing. Play the audio twice.
  - Go through the answers as a class.

Arnold: brown suit, blue shirt, red tie, brown shoes  
 Beatrix: green skirt, white top, long black boots  
 Sylvia: blue jeans, yellow jumper, black jacket, white shoes  
 Marco: green shorts, orange T-shirt, green socks, orange trainers

## Audio script 57.3

And our next model is Arnold. He's wearing a brown suit, a blue shirt, and a red tie. And with that he's wearing brown shoes. Thank you, Arnold. Now here's Beatrix and she's wearing a green skirt with a white top and long, black boots. And our next model is Sylvia. She's wearing blue jeans with a yellow jumper and a black jacket. Her shoes are white. Thank you, Sylvia. Now Marco. He's wearing green shorts, an orange T-shirt, green socks, and orange trainers.

- Write:** *Arnold is wearing a brown suit, , on the board*. Ask students to complete the sentence. **Elicit:** *Arnold is wearing a brown suit, a blue shirt, a red tie, and brown shoes*. Point to the commas and explain that we use them to separate items in a list.
    - Put students in pairs to write sentences about Beatrix, Sylvia, and Marco.
    - Go over the answers (see audio script **57.3**) as a class.
- Your life**
    - Ask:** *What am I wearing today?* Elicit the items of clothing you're wearing and write them on the board, e.g. *a red top, blue jeans, a red tie*. Ask students to write a list of things they're wearing.
    - Write:** *I'm wearing (a red top, blue jeans, etc.) on the board*. **Say:** *Write a sentence about your clothes*.
    - Ask individual students to read their sentences. Check pronunciation.
    - Put students in pairs. **Say:** *Write a sentence about your partner's clothes*. Tell students to compare their sentences.
    - Ask students about their partner's clothes, e.g. *What's (Tomas) wearing today?* Check pronunciation.

## Pronunciation

- Play audio **57.4** for students to listen and repeat.
  - Model the pronunciation of *shoes* and *jeans*. Write both words on the board. Point to the *sh* of *shoes*. **Ask:** *What's this sound?* **Elicit:** /ʃ/. Repeat with *jeans* to elicit /dʒ/.
  - Repeat the two sounds randomly several times. Tell students to say *shoes* if they hear /ʃ/, and *jeans* if they hear /dʒ/.
  - Focus on the list of words. Tell students to listen and repeat. Play the audio again.
- Say the sentences and tell students to listen and repeat.
  - Ask individual students to say each sentence. Check pronunciation.
  - Focus students' attention on the **can do** statement: *Now I can name some items of clothing*.

## Follow-up

- Collect full-length pictures of people from magazines, etc. to revise *clothes* and *adjectives*.
- Give each student a picture and ask them to make notes about what the person looks like (*tall/short, long/short hair, etc.*) and what they are wearing.
- Put students in pairs to describe the person in their picture.

Resource activity pages 230 and 282



## TEACHER'S NOTES LESSON 58

Students learn to use the present continuous in positive and negative statements and say what is happening.

## Warm-up

- Write out activities from lessons 27 and 49 on pieces of paper. Prepare one for each student.
- Tell students to mingle asking *What activity do you do?* Tell them to answer each other's question using a sentence, e.g. *I play football*, then swap papers and move on to work with a new partner.

- 1 • Ask questions about the pictures, e.g. *Who can you see? Where is she?*  
 • **Elicit/Teach:** *make, video diary, rain, have a picnic, play Frisbee, at the moment.*  
 • Play audio 58.1 for students to read and listen.  
 • Drill each line. Check pronunciation.  
 • Ask individual students to read sentences from the text. Check pronunciation.

In English the present continuous is used to talk about things that are happening at the moment. In some languages there is no present continuous and the present simple is used instead so it can be difficult for students to get used to using the present continuous naturally.

- 2 • Focus on the table. **Write:** *I'm cooking* on the board and elicit the rule for forming the present continuous. **Write:** *present continuous = \_\_\_\_ + 'ing' form* on the board. Point to the gap and ask students to supply the missing words. **Elicit:** *to be.*  
 • Put students in pairs and ask them to make positive sentences using all the subjects and places from the table. Go over as a class.  
 • Repeat with negative sentences.  
 • **Write:** *I not swimming. We are play Frisbee* on the board. Put a cross next to the sentences to show they are incorrect. Ask students to correct them.
- 3 • Do the example together. Play the first item on audio 58.2. Students hear *I'm cooking*, say the negative, then listen and repeat.  
 • Play the rest of the audio.

## Audio script 58.2

- 1 I'm cooking.  
I'm not cooking.
- 2 We're having lunch.  
We aren't having lunch.
- 3 It's raining.  
It isn't raining.
- 4 She's writing an email.  
She isn't writing an email.
- 5 I'm wearing a tie.  
I'm not wearing a tie.
- 6 You're listening to the radio.  
You aren't listening to the radio.

- Focus on the **Language note**. Put students in groups. Ask them to list as many verbs as possible. Monitor.
- Ask students to call out some of their verbs and write ten of them on the board. Tell students to work in their groups and turn the verbs into *-ing* forms. Monitor.
- Go through as a class. Check spelling. If students have made mistakes, ask them to check the **Language note** again.

- 4 • **Write:** *play Frisbee/read a book* on the board. **Ask:** *Is she playing Frisbee?* **Elicit:** *No.* **Say:** *Make a sentence.* **Elicit:** *She isn't playing Frisbee.* Repeat with *read a book* to elicit *She's reading a book.*  
 • Go through each picture. Elicit what each person is/isn't doing.  
 • Focus on the example sentences. Ask students to write sentences about each picture.  
 • Put students in pairs to compare their sentences.  
 • Go through the answers as a class. Ask individual students to read their sentences.

- 1 She isn't playing Frisbee. She's reading a book.
- 2 He's running. He isn't walking.
- 3 They're sitting in the park. They aren't shopping.
- 4 He isn't sending an email. He's writing a letter.
- 5 She isn't watching TV. She's listening to music.

## 5 Your life

- Focus on the phrases. **Write:** *play* on the board. **Ask:** *What's the -ing form?* **Elicit:** *playing.*
- Put students in pairs. Tell them to write the *-ing* form of each verb. Remind students to check the **Language note** for the correct spelling.
- Go through the verbs as a class.

playing, learning, eating, running, writing, sitting, making, having, reading, sleeping

- Focus on the example. Write two sentences about yourself, e.g. *I'm not playing football. I'm not learning English.* Tell students to write two sentences about themselves using the same verbs.
- Ask individual students to say their sentences.
- Focus on the list. **Say:** *Write ten true sentences about yourself.*
- Put students in pairs to compare their sentences.
- Ask students to say two sentences about their partner, e.g. *He's learning English. He isn't running.*
- Focus students' attention on the **can do** statement: *Now I can say what is happening at the moment.*

## Follow-up

- Arrange the class in a circle. **Say:** *I'm eating a sandwich*, and mime the action. Tell the next student to make a sentence about themselves with a different verb and mime it, then say a sentence about you, e.g. *I'm dancing. My teacher's eating a sandwich.*
- Each student makes a new sentence and repeats the previous sentences in the correct order. If they make a mistake, they sit down.
- Encourage students to continue miming their sentence throughout the game to help other students remember the verbs. Make the game more difficult by telling them to alternate positive/negative sentences.

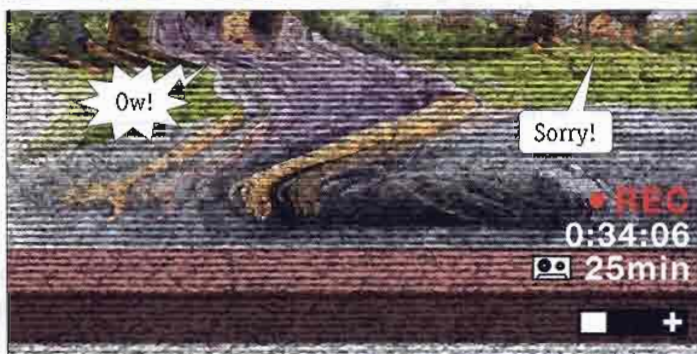
Resource activity pages 231 and 282



## 1 58.1 Read and listen.

Sarah **is making** a video diary for her family.

Hi. It's Saturday morning and it's raining. I'm sitting in my room. I'm **not studying**. I'm **writing** some emails.



## 2 Study the rule and the table. Make sentences.

## Present continuous: statements

We use the present continuous to say what is happening now.

I	'm (am) 'm not (am not)	cooking. having a picnic. sitting in the garden. playing Frisbee. eating.
He She (It)	's (is) isn't (is not)	
We You They	're (are) aren't (are not)	

## 3 58.2 Drill. Listen. Say the negative.

- 1 I'm cooking.  
I'm **not** cooking.

## Language note -ing forms

-e	have write	having writing
short vowel + consonant	sit run	sitting running

## 4 Write two sentences about each picture. Use the cues.

- 1 She **isn't playing** Frisbee. She's **reading** a book.



- 1 play Frisbee / read a book



- 2 run / walk



- 3 sit in the park / shop



- 4 send an email / write a letter



- 5 watch TV / listen to music

## 5 Your life Are you doing the things below at the moment? Write sentences.

- 1 I'm **not playing** football.

- 2 I'm **learning** English.

- |                  |                      |
|------------------|----------------------|
| 1 play football  | 6 sit in a classroom |
| 2 learn English  | 7 make a video diary |
| 3 eat a sandwich | 8 have a shower      |
| 4 run            | 9 read               |
| 5 write          | 10 sleep             |



Now I can ...

say what is happening at the moment.

Student's Book p.58



1 Look at the picture. What are the people wearing?



2 **59.1** Robin has just arrived at the party. He doesn't know many people there. Listen and repeat the names.

Alan	Trisha	Georgia	Ben
Carlos	Robin	Linda	Colin

3 **59.2** Listen. Match the names with the people in the picture.

4a Complete the sentences with the correct names.

- 1 Linda is talking to Robin.
- 2 \_\_\_\_\_ is standing in front of the window.
- 3 \_\_\_\_\_ is looking at some photographs.
- 4 \_\_\_\_\_ is Ben's girlfriend.
- 5 \_\_\_\_\_ is wearing a blue top.
- 6 \_\_\_\_\_ is Linda's boss.
- 7 \_\_\_\_\_ is eating a sandwich.
- 8 \_\_\_\_\_ is talking on a mobile.

b Listen again and check.

5 **Your life** Work with a partner. Talk about people in the class.

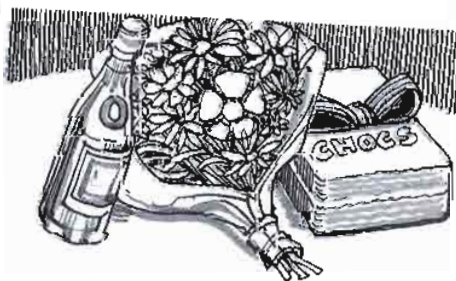
A *That's Anita over there. She's wearing jeans and a blue jumper.*

B *OK.*

### English in the world Going to a party

Read about parties in Britain.

When people go to a party in Britain, they take a gift for the host(s). This is usually a bottle of wine, flowers, or a box of chocolates.



People don't normally take chocolates or flowers for a man.

Compare this to your country.



Now I can ...  
describe what people are wearing.

Student's Book p.59

## TEACHER'S NOTES LESSON 59

Students revise the present continuous and describe what people are wearing.

## Warm-up

- Put students in groups to list as many items of clothing as possible. Ask them to call out a word and write it on the board. Go over the words to check students remember them.
- Ask each group to choose two members of their group to be their 'models', if possible one female and one male. Tell them to make up descriptions of the model's clothes.
- Tell each group to choose another member of their group to be a 'presenter'. Models walk along a 'catwalk' while presenters describe their clothes.

- Focus on the picture. Ask questions, e.g. *Where are the people? How many people are at the party?*
  - Point to different people in the picture and elicit details about their appearance. **Ask:** *Is he tall? Has she got long hair? How old do you think he is?* etc.
  - Focus on one of the men. **Ask:** *What is he wearing?*
  - Put students in pairs. Tell them to look at the picture and make notes about each person's clothes.
  - Go through as a class. **Elicit:** *He's/She's wearing ...*
  - Ask questions about each of the people in the picture to check comprehension, e.g. *Where is the woman in the yellow top? What is she doing? Is she eating?*
- Look at the names. Play audio 59.1 for students to listen and repeat.
- Play audio 59.2 all the way through.
  - Focus on the names and the picture. Tell students to listen to the descriptions and match people with names. Do the first one as an example. Play the first five lines of the audio again twice, (to *He's wearing a yellow tie*). **Ask:** *Who's wearing a yellow tie?* **Elicit:** *Alan's wearing a yellow tie.*
  - Play the rest of the audio twice.
  - Go through the answers as a class. Play the audio again, if necessary, stopping after each answer.

1 Carlos 2 Colin 3 Ben 4 Trisha 5 Linda 6 Robin 7 Alan  
8 Georgia

## Audio script 59.2

**Narrator** Who's that over there?  
**Linda** Oh, hello, Robin. Nice to see you.  
**Robin** Nice to see you, too, Linda. How are you?  
**Linda** Fine, thanks. Anyway. Come in. Now do you know anyone here?  
**Robin** No, I ... Oh yes, I know Alan. He's standing in front of the window. He's wearing a yellow tie.  
**Linda** Yes, He's nice. He's talking to Trisha. She's from Canada.  
**Robin** Who's the man behind Trisha? He's looking at some photographs.  
**Linda** That's Ben. He's Trisha's boyfriend.  
**Robin** Oh, OK. Is your boss here? I can't remember his name.  
**Linda** Carlos.  
**Robin** Oh, yes.  
**Linda** Yes, he's over there. He's wearing a green shirt and black trousers.  
**Robin** Oh yes, I see him. He's eating a sandwich.  
**Linda** No, he isn't eating a sandwich. That's Colin. Carlos is drinking.  
**Robin** Oh yes, OK.  
**Linda** His wife, Georgia, is here, too. She's wearing a blue and white skirt, but I can't see her ...  
**Robin** She's over there. She's talking on her mobile.  
**Linda** Yes, that's right. Anyway, look. Would you like ...

- Focus on the picture. **Ask:** *What is Linda doing?* **Elicit:** *She's talking to Robin.* Go through the different people in the picture, asking *Where is ...? What is he/she doing?*
  - Focus on the sentences. Ask students to complete them and then compare their answers with a partner.
- Play audio 59.2 again for students to check their answers.
  - Go through the answers as a class. Ask individual students to say the sentences. Check pronunciation.

1 Linda 2 Alan 3 Ben 4 Trisha 5 Robin 6 Carlos 7 Colin  
8 Georgia

## 5 Your life

- Point to one of your students. **Ask:** *Who's that?* **Elicit:** *That's (Jaime).* **Ask:** *What's he/she wearing?* **Elicit:** *He's/She's wearing (a black suit and a white shirt).*
- Put students in pairs. Tell them to choose six students and write a list of their names and what each one is wearing.
- Focus on the example conversation. Tell students to make up similar conversations about the students on their list. Monitor.
- Ask pairs of students to read out their conversations.

## English in the world

- Elicit/Teach:** *gift, host, hostess, flowers, a box of chocolates.*
- Focus on the text.
- Ask students what sort of gifts they usually take to parties in their country.
- Explain that in Britain it is quite usual to take flowers. Ask students if there are any rules about the sort or number of flowers they would give to someone in their own country.
- Focus students' attention on the **can do** statement: *Now I can describe what people are wearing.*

## Follow-up

- Tell students to imagine they are going to five parties given by the following people: their best friend, a neighbour they don't know very well, their teacher, a famous film star or singer, a well-known politician (suggest names that your students will recognize for the last two).
- Put students in pairs. Tell them to think of suitable gifts to take with them.
- Compare students' ideas.

## Resource activity pages 232 and 283



## TEACHER'S NOTES LESSON 60

Students revise present continuous statements and learn expressions for leave-taking.

## Warm-up

- Use the pictures in **lesson 52** to revise the story to date. Ask questions about the characters and the story, e.g. *Where is Lucy? Where is Olive? How does Jordan want to say sorry? Which restaurant is Jordan taking Lucy to? What has Ryan got? Who's playing in the football match? Where are Lucy's friends going? Why can't Lucy go to the concert?*

- Play audio **60.1** to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key phrases and vocabulary for each picture, e.g.
    - picture 1: *text, ticket, match*
    - picture 2: *annoyed, need help, birthday, tell the truth, I won't be long*
    - picture 3: *rock concert, date, not working*
    - picture 4: *crowd, unhappy, surprised*
  - Write the new words and phrases on the board and drill as a class and individually.
  - Ask some questions about the **pictures** to check basic comprehension, e.g.
    - picture 1: *What is Ryan holding? Who is he giving the ticket to? What is Jordan doing?*
    - picture 2: *Where are Cindy and Ryan? Does Cindy look happy? What's Ryan doing?*
    - picture 3: *Where is Lucy? Is she arriving at work or leaving work? Is she going in the same direction as her friends?*
    - picture 4: *Where is Lucy? Who is she with? Who's watching the football match on TV? Who's at the football match?*
  - Play the audio again. Ask some questions about the **text** to check comprehension, e.g.
    - picture 1: *Who is Jordan trying to phone? Why is he trying to phone Lucy? What are Ryan and Jordan talking about? Does Cindy know about the football match?*
    - picture 2: *Where does Ryan say he's going? Why is he going to Jordan's flat? Is he telling the truth? Why does Cindy want him to stay at home? Whose birthday is it?*
    - picture 3: *What time is it now? Who's going to the rock concert? Why is Lucy going to the Cherry Blossom restaurant? What's wrong with Lucy's phone?*
    - picture 4: *What's Lucy doing? What's Peter doing at eight o'clock? Who does Peter see at the football match?*
- Put students in pairs to read the text again and complete the sentences.
  - Ask individual students to say the answers. Write them on the board so that everyone can see.
  - Go through the answers as a class.

1 phone 2 Jordan's 3 birthday 4 rock concert 5 phone  
6 restaurant 7 match 8 TV

- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
  - Drill each expression as a class then individually. Check that students understand them.
  - Tell students to cover the text. **Write:** *See y\_\_\_\_\_ later.* Ask students to supply the missing word. **Elicit:** *you.*
  - Put students in pairs to complete the expressions.
- Play audio **60.2** for students to listen and check.
  - Go through the answers as a class.

you, long, nice, See

- Play the audio again, while students listen and repeat.
- Focus on the story. Put students in small groups. Tell them to practise the conversation, each taking one part.
  - Give students an opportunity to practise each of the roles. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can use expressions for saying goodbye.*

## Follow-up

- Write out the expressions from **exercise 3** with no punctuation on a piece of paper. Cut the paper into pieces with one word on each. Prepare enough sets so that students can work in small groups.
- Give each group a set of words. Ask them to rearrange the words into sentences and rewrite them using correct punctuation.

## Resource activity pages 233 and 283



## 1 60.1 Read and listen to the story.

## 2 Complete the sentences with the correct words.

- 1 Lucy isn't answering her phone.
- 2 Ryan says he's going to \_\_\_\_\_ flat.
- 3 It's Cindy's mother's \_\_\_\_\_.
- 4 Lucy's friends are going to a \_\_\_\_\_.
- 5 Lucy's \_\_\_\_\_ isn't working.
- 6 At eight o'clock Lucy is sitting in a \_\_\_\_\_.
- 7 Jordan and Ryan are at a football \_\_\_\_\_.
- 8 Peter is watching the match on \_\_\_\_\_.

## 3a Complete the expressions.

## Everyday expressions Saying goodbye

See y\_\_\_\_\_ later.  
I won't be \_\_\_\_\_.  
Bye.  
Have a n\_\_\_\_\_ time.  
S\_\_\_\_\_ you tomorrow.

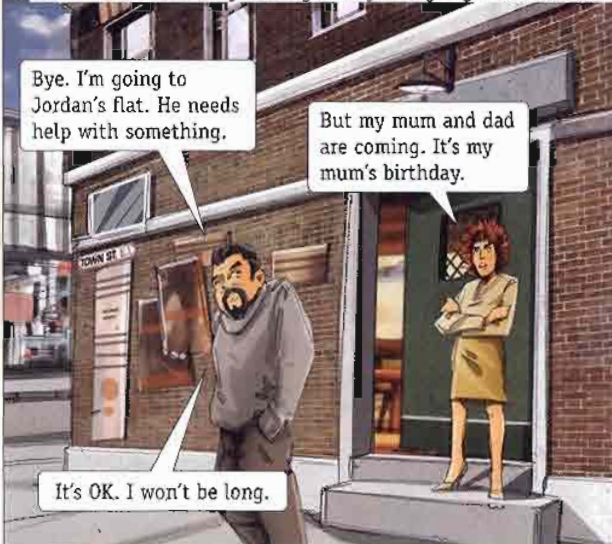
## b 60.2 Listen, check, and repeat.

## 4 Work in a group. Practise the story.

1 It's 6.15 on Wednesday evening and Jordan and Ryan are talking about the football match.



2 It's 6.30 on Wednesday evening and Ryan is going to the match.



3 It's 6.45. Lucy is leaving her office. Her friends are going to a rock concert. She isn't going with them. She's going to the Cherry Blossom restaurant. She's got a date with Jordan.



4 It's eight o'clock. Lucy is sitting in the restaurant, but Jordan isn't there. He's watching the football match with Ryan. Peter is watching the match, too. He's watching it on TV.



Now I can ...  
use expressions for saying goodbye.

Student's Book p.60



## 1 61.1 Listen and repeat.



1 a train



2 a bus



3 a coach



4 a motorbike



5 a tram



6 a boat



7 a plane



8 a taxi



9 a ferry



10 the underground



11 a station



12 a bus stop



13 a bus station



14 an airport



15 a taxi rank

## Language note Transport verbs

They're	going	by	tram.
We're	travelling		plane.
			train.
			bus.
			underground.

We say: We're waiting for the bus/train.

NOT We're waiting the bus/train.

## 2 61.2 Listen. What form of transport are the people using? Choose the correct answer.

- 1 They're travelling by boat / plane.
- 2 They're going by underground / plane.
- 3 They're waiting for the tram / train.
- 4 They're waiting for the train / ferry.
- 5 They're going by bus / motorbike.
- 6 They're travelling by underground / coach.
- 7 They're waiting for the boat / bus.
- 8 They're waiting for the taxi / tram.

## 3 Write the plurals of the words in exercise 1.

- 1 trains
- 2 buses

## 4 Your life Look at the pictures in exercise 1. Which things have you got in your town?

- 1 We haven't got trains.
- 2 We've got buses.

## Pronunciation

/æ/ and /ei/

## 1 61.3 Listen and repeat.

/æ/

tram

/ei/

train

## 2a Put the words in the correct column above.

plane	travel	have	station	taxi	bag
take	wait	flat	late	bank	

## b 61.4 Listen, check, and repeat.

## 3 Say these.

- 1 They're waiting for the taxi.
- 2 We travel by train.
- 3 I'm late for the plane.
- 4 His flat is near the station.

Now I can ...  
name some forms of transport.

Student's Book p.61



## TEACHER'S NOTES LESSON 61

Students learn a lexical set of forms of transport and places connected to transport, and say how people travel.

## Warm-up

- Revise plurals. Divide the board into four columns with *add -s*, *add -es*, *irregular*, and *uncountable* as the column headings.
- Write uncountable and singular countable nouns on pieces of paper, e.g. *wine, man, car, hairbrush, money, shopping, woman, glass, key, sandwich, sport, child, orange, box, person*.
- Give each student a piece of paper. Tell them to write their word as a plural in the correct column on the board.
- Go through the words, eliciting the rules for forming plurals (see **lesson 17**).

- 1 • **Elicit/Teach:** *transport, travel*.
- Play audio **61.1** for students to listen and repeat.
  - Focus on the pictures. Play the first part of the audio again (items 1–10).
  - Drill each item as a class then individually.
  - Nominate a student and ask them to identify different forms of transport. Go through items at random. Check pronunciation.
  - Put students in pairs to practise pointing at the pictures and asking their partner *What's this?*
  - Repeat with places (items 11–15).
  - Focus on the **Language note**. Use flashcards/pictures of people travelling. **Ask:** *What are they doing? How is he travelling?* etc. Elicit sentences using the present continuous and a form of transport from **exercise 1**.

In English we say *by tram, plane*, etc. However, when we talk about walking we say *on foot*.

- 2 • Play the first item on audio **61.2**. **Ask:** *Are they travelling by boat or plane?* **Elicit:** *They're travelling by boat*.
- Tell students to listen to the rest of the audio and choose the correct form of transport.
  - Go over the answers as a class.

1 boat 2 plane 3 tram 4 train 5 motorbike  
6 underground 7 bus 8 taxi

## Audio script 61.2

- 1 *seagulls and boat*  
2 Departure flight AK179 to Los Angeles now boarding at ...  
3 **Woman** Ah, here's the tram.  
4 The train now standing at platform 6 is the Eurostar service to Paris calling at ...  
5 *two motorbikes*  
6 **Man** I like the underground.  
**Woman** Me, too. It's very fast.  
7 **Woman** Is this our bus?  
**Man** Yes, it is.  
8 **Man** Taxi!  
**Woman** Oh, good. He's stopping.

- 3 • **Write:** *train* on the board. **Ask:** *What's the plural?* **Elicit:** *trains*. Repeat with *bus* to elicit *buses*.
- Focus on **exercise 1**. Put students in pairs. Ask them to write the plural form of each of the words (but point out that *underground* is always singular).

- Go through the answers as a class. Check pronunciation. Note that this is the first time students encounter plurals for words ending consonant + y, e.g. *ferry* → *ferries*. Give them extra practice by writing other words on the board, e.g. *city, family, story, baby*, and asking students to make the plurals (*cities, families, stories, babies*).
- Drill the plural forms.

train → trains, bus → buses, coach → coaches, motorbike → motorbikes, tram → trams, boat → boats, plane → planes, taxi → taxis, ferry → ferries, underground → underground (always singular), station → stations, bus stop → bus stops, bus station → bus stations, airport → airports, taxi rank → taxi ranks

## 4 Your life

- Focus on the pictures in **exercise 1**.
- Make sentences about your town, e.g. *We've got buses, we haven't got boats*.
- Tell students to use the pictures to write sentences about the things their town has/hasn't got.
- Nominate individual students. **Ask:** *Have you got ferries in your town?* etc. **Elicit:** *Yes, we have./No, we haven't*.
- Put students in pairs to ask and answer questions about the transport in their towns.

## Pronunciation

- 1 • Play audio **61.3** for students to listen and repeat. Model the pronunciation of *tram* and *train*. Write both words on the board. Point to the *a* of *tram*. **Ask:** *What's this sound?* **Elicit:** /æ/. Repeat with *train* to elicit /eɪ/.
- 2a • Focus on the list of words.
- Repeat each word several times at random and ask students to say /æ/ or /eɪ/.
  - Put students in pairs. Tell them to organize the words in two columns according to the sound.
- b • Play audio **61.4** for students to listen and check.

## Audio script 61.4

/æ/ tram, travel, have, taxi, bag, flat, bank  
/eɪ/ train, plane, station, take, wait, late

- Play the audio again for students to listen and repeat.
- 3 • Read the first sentence. Tell students to repeat, checking pronunciation of *taxi* and *waiting*.
- Drill each sentence in turn as a class then individually.
  - Nominate students to say a sentence.
  - Focus students' attention on the **can do** statement: *Now I can name some forms of transport*.

## Follow-up

- Divide a piece of paper in two. Write the names of forms of transport and places on one half. On the other half write the same words in phonemics. Cut the paper up so there is one word on each.
- Give one piece of paper to each student. Tell them to mingle and match the words and the phonemics.

Resource activity pages 234 and 284



## TEACHER'S NOTES LESSON 62

Students learn to use present continuous questions and ask what people are doing.

## Warm-up

- Collect pictures of people doing different activities. Use these to revise present continuous statements. Hold each one up and elicit what the person/people are doing.
- Drill positive and negative forms of the present continuous.

1a • **Elicit/Teach:** *beach, coffee machine, clean, have fun.*

- Tell students to cover the text. Ask questions about the pictures, e.g. *Who is Cindy speaking to? Where is he? What is he doing? Who is he with? What is Cindy doing? Where is Ryan?*
- Play audio **62.1** for students to read and listen.
- Drill each of the highlighted questions and responses as a class then individually. Check pronunciation.

- b • Put students in pairs to practise the conversation. Monitor.
- Give students an opportunity to practise both roles.

Because the present continuous doesn't exist in many languages, students may try to use *do* to form questions rather than *be*.

- 2 • Focus on the table. **Write:** *Are you having a good time?* on the board. Elicit questions with all the subjects.
- Focus on the picture in **exercise 1**. Ask questions about the picture and about your students to elicit short answers, e.g. *Is Russell watching TV? Is Cindy cleaning the coffee machine? Are Russell's friends sitting on the beach? Are you talking on your mobile?*
- 3 • Do the example together. Play the first item on audio **62.2**. Students hear *He's having fun*, make a question, then listen and repeat.
- Play the rest of the audio.

## Audio script 62.2

- 1 He's having fun.  
Is he having fun?
- 2 They're waiting for the bus.  
Are they waiting for the bus?
- 3 It's raining.  
Is it raining?
- 4 You're reading the newspaper.  
Are you reading the newspaper?
- 5 He's playing football.  
Is he playing football?
- 6 We're taking a taxi.  
Are we taking a taxi?

- 4 • Focus on the table. Tell students to look at the two *wh*-questions and elicit possible answers, e.g. *He's playing tennis. I'm going to the pub.*
- 5 • **Write:** *wearing shorts is Russell* on the board. Ask students to make a question. **Elicit:** *Is Russell wearing shorts?*
- Put students in pairs. Tell them to make questions. Monitor.
- Focus on the picture in **exercise 1**. Tell students to look at the picture and write answers for their questions. Go through the answers as a class.

- Put students in pairs to practise asking and answering the questions. Monitor.

- 1 Is Russell wearing shorts? Yes, he is.
- 2 What is he doing? He's sitting on the beach.
- 3 Are Russell and his friends having fun? Yes, they are.
- 4 Are his parents sitting on the beach? No, they aren't.
- 5 What is Cindy cleaning? She's cleaning the coffee machine.
- 6 Is Ryan helping her? No, he isn't.
- 7 Is Ryan watching TV? Yes, he is.
- 8 What is he watching? He's watching football.

- 6a • Focus on the picture. Ask questions about the people, e.g. *Where are they? What are they doing?*
- **Write:** *What/you/do?* on the board. Ask students to make a question. **Elicit:** *What are you doing?* and write this on the board.
- Put students in pairs. Tell them to read the conversation and make questions using the cues.
- b • Play audio **62.3** for students to listen and check.
- Put students in pairs to practise the conversation. Give them an opportunity to practise both roles. Monitor.

- 1 What are you doing? 2 What are you watching? 3 Are you enjoying it? 4 Are you eating something? 5 What are you eating? 6 What are you doing? 7 Are you going home? 8 What are you reading?

- 7 • Mime someone playing the piano. **Ask:** *What am I doing?* Elicit questions as suggestions, e.g. *Are you sending an email? Are you using a computer?*
- Write a selection of actions on pieces of paper. Make two sets. Put students in two teams. Ask one member of each team to come to the front of the class. Give them an action to mime. The team to first guess the action wins a point for their team and then another two team members come to the front. As the game progresses you could start to bring in more than one action, e.g. *It's raining and you're eating an ice cream on a boat. You're riding a bicycle and drinking a cup of coffee.*
- Focus students' attention on the **can do** statement: *Now I can ask what people are doing.*

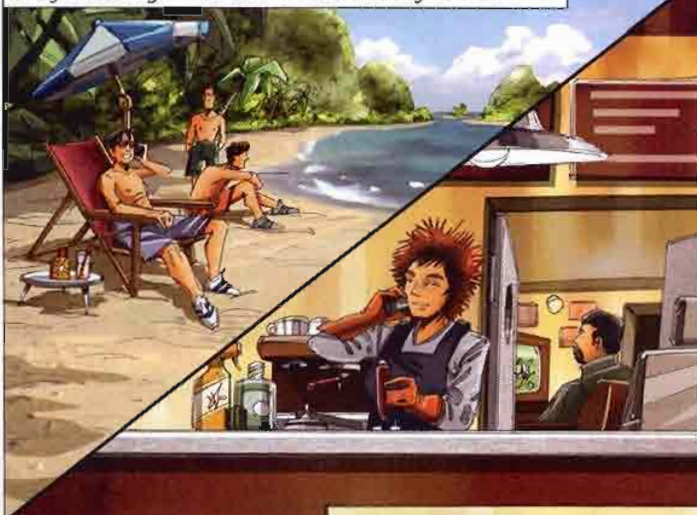
## Follow-up

- Prepare six sentences from the lesson on separate pieces of paper. Each sentence should contain two errors: spelling, word order, punctuation, or grammar. Make copies for four teams.
- Put students into teams and hand out one sentence to each team to correct. The team that finds and corrects the two errors first gets a point. Continue with each sentence.

Resource activity pages 235 and 284

## 1a 62.1 Read and listen.

Cindy is talking to her son. He's on holiday in Vietnam.



Cindy Hi, Russell. It's Mum. Are you having fun?  
 Russell Yes, I am. It's very hot here. It's great.  
 Cindy What are you doing at the moment?  
 Russell I'm sitting on the beach with my friends. What are you and Dad doing?  
 Cindy Well, I'm cleaning the coffee machine in the café.  
 Russell Is Dad helping you?  
 Cindy No, he isn't. He's watching football on TV – as usual!

## b Practise the conversation with a partner.

## 2 Study the rule.

Present continuous: **yes/no** questions and short answers

You <sup>are</sup> having a good time.

Are you having a good time?

Yes, I am. NOT Yes, I'm  
 No, I'm not.

He <sup>is</sup> helping you.

Is he helping you?

Yes, he is. NOT Yes, he's  
 No, he isn't.

## 3 62.2 Drill. Listen. Make questions.

1 He's having fun.  
 Is he having fun?

## 4 Study the examples.

Present continuous: **wh-** questions

What is he doing?

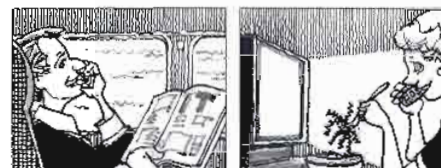
Where are you going?

## 5 Make the questions and answers.

1 Is Russell wearing shorts?  
 Yes, he is.

- 1 wearing shorts is Russell
- 2 he is what doing
- 3 Russell and his friends having fun are
- 4 sitting on the beach are his parents
- 5 Cindy what cleaning is
- 6 helping is her Ryan
- 7 Ryan watching TV is
- 8 is what watching he

## 6a Make questions. Use the cues.



Bill Hi, Elaine. It's Bill. How are you?  
 Elaine Hi, Bill. I'm fine, thanks.  
 Bill <sup>1</sup>What/you/do?  
 What are you doing?  
 Elaine I'm watching TV.  
 Bill Oh, right. <sup>2</sup>What/you/watch?  
 Elaine It's a film – *The Piano*.  
 Bill <sup>3</sup>you/enjoy/it?  
 Elaine Yes, I am. It's very good.  
 Bill <sup>4</sup>you/eat/something?  
 Elaine Yes, I am. Sorry. Can you hear it?  
 Bill Yes, I can. <sup>5</sup>What/you/eat?  
 Elaine Noodles. <sup>6</sup>What/you/do?  
 Bill I'm reading a magazine on the train.  
 Elaine <sup>7</sup>you/go/home?  
 Bill Yes, I am.  
 Elaine <sup>8</sup>What/you/read?  
 Bill It's just a computer magazine. I ...

## b 62.3 Listen and check.

## 7 Work with a partner. Guess the action.

- A Mime an action.  
 B Ask questions.  
 A Are you playing the piano?  
 B No, I'm not.  
 A Are you sending an email?



Now I can ...  
 ask what people are doing.

Student's Book p.62



1 **63.1** Read and listen. Match the postcards with the correct pictures.

1

Dear Julie,

We're in Greece. At the moment we're sitting on a boat. We're going to one of the islands. Peter and Tony are with me. Peter isn't enjoying the boat trip. He's feeling seasick. Tony's taking some photographs. It's beautiful here and we're having a great time.

Missing you,

Oliver XXX




---



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---



---

a



2

Greetings from Japan! Jack and I are on holiday. We're travelling from Tokyo to Osaka on the bullet train today. It's a fantastic train - very fast. We're having a very good time here. The food's wonderful. Jack's eating rice and fish from something called a 'bento box' at the moment.

See you soon,

Barbara




---



---



---



---

b



3

Hi

I'm in the USA. I'm here on business with Suki and Frank. We're travelling from New York to San Francisco today. We're at the airport now. We're waiting for our plane, but it's delayed. I'm looking after the bags, while Suki and Frank are looking in the shops. There are lots of shops here. You can buy anything.

Hope you're OK.

Love,

Sandra




---



---



---



---

c

**Language note** on and in

We say: **on** a train, bus, plane, boat, bike  
but: **in** a car, a taxi

2 **Look at the names. Answer the questions.**

Sandra Jack Oliver Frank Barbara Peter Suki Tony

- Which people are travelling together?
- Where is each group of people? What are they doing today?
- What is each person doing at the moment?

3 **63.2** Test your memory. Close your book. Listen and answer the questions.

- 1 What's Tony doing?

He's taking photographs.

4 **Your life** Imagine you are on holiday with two friends. Write a postcard to someone at home.

Now I can ...  
understand and write a postcard.

Student's Book p.63

## TEACHER'S NOTES LESSON 63

Students revise the present continuous through reading postcards and then write a postcard.

## Warm-up

- Think of 12 countries, places, forms of transport, and foods, e.g. *Japan, Greece, America, boat, plane, train, station, bus stop, airport, rice, fish, peas*. Write the first letter of each word on the board, e.g. *1 J, 2 G, 3 A*, etc.
- Focus on the first letter *J*. Write/Say a clue, e.g. *1 J is a country near China*.
- Put students in teams. Students have to guess the word and call it out, e.g. *J is Japan*.
- Award one point for a correct answer and another if the team can spell it correctly.

## 1 • Elicit/Teach: postcard.

- Ask students to cover the texts and look at the pictures. Ask questions about the pictures, e.g. *What can you see?*
- Say:** Match the postcards with the pictures. Play audio 63.1 for students to read and listen.
- Go through the answers as a class.

1 c 2 a 3 b

- Focus on the **Language note**. Write: *I'm sitting in a car. I'm sitting on a bus*. on the board. Put ticks next to both sentences to show they're correct. Explain that we can use *in* or *on* with a form of transport. Tell students to look at the list to identify which preposition goes with which word.
- Write:** *I'm on a taxi. I'm in a bike*. on the board. Put a cross next to the sentences to show they are incorrect. Ask students to correct them.
- Ask students to find two examples using *on* from the postcards. (*At the moment, we're sitting on a boat. We're travelling from Tokyo to Osaka on the bullet train today.*)

## 2 • Drill each name to familiarize students with the pronunciation.

- Elicit/Teach:** *at the moment, island, trip, seasick, take photographs, a great time, bullet train, wonderful, on business, delayed, look after*.
- Focus on the first question. Tell students to read postcard 1 again. **Ask:** *Who is Oliver with?* **Elicit:** *Peter and Tony*.
- Use questions 2 and 3 to elicit information about Oliver, Peter, and Tony.
- Put students in pairs. Tell them to read postcards 2 and 3 and answer questions 1, 2, and 3 for each group of people.
- Go through the answers as a class.

Postcard 1 – 1 Oliver, Peter, Tony 2 Greece, They're on a boat trip. 3 Oliver is writing a postcard. Peter is feeling seasick. Tony is taking photographs.

Postcard 2 – 1 Barbara, Jack 2 Japan, They're on a train. 3 Barbara is writing a postcard. Jack is eating.

Postcard 3 – 1 Sandra, Suki, Frank 2 New York, They're waiting for their plane. 3 Sandra is looking after the bags. Frank and Suki are looking in the shops.

- 3 • Ask students to read postcard 1 again and close their books.
- Ask questions about the text, e.g. *Who's on a boat? Where are they going?* etc.
  - Repeat with each postcard.
  - Play the first question on audio 63.2. **Elicit:** *He's taking photographs*. and write this on the board.
  - Tell students to listen and write answers to the questions. Play the rest of the audio twice, pausing for students to write.

1 He's taking photographs. 2 Yes, they are. 3 Sandra.  
4 No, they aren't. / No, they're travelling by train.  
5 To San Francisco. 6 No, he isn't. 7 He's eating. 8 Yes, he is.

## Audio script 63.2

- What's Tony doing?
- Are Suki and Frank looking in the shops?
- Who's writing a postcard in New York?
- Are Jack and Barbara travelling by ship?
- Where are Suki, Frank, and Sandra going?
- Is Peter enjoying the boat trip?
- What's Jack doing?
- Is Oliver writing a postcard?

## 4 Your life

- Focus on postcard 1. **Ask:** *What information does Oliver put in his postcard?* Elicit the following information and write the details as a list on the board: where he is (*Greece*), who he's with (*Tony and Peter*), what they are doing at the moment (*on a boat trip, taking photos*, etc.), what the place is like (*beautiful*), what sort of time they're having (*a great time*).
- Point to the list on the board. **Say:** *Imagine you're on holiday. Make notes about your holiday*. Monitor.
- Ask individual students about their notes, e.g. *Where are you? Who are you with? What are you doing today?*
- Say:** *Write a postcard using your notes*. Monitor.
- Put students in pairs. Ask them to exchange their postcards and read about their partner's holiday.
- Ask individual students to read their postcards.
- Focus students' attention on the **can do** statement: *Now I can understand and write a postcard*.

## Follow-up

- Tell students to close their books. Revise *comma, full stop, new line*.
- Dictate the second postcard from exercise 1.
- Ask students to exchange their work and proofread each other's work using the text.

Resource activity pages 236 and 285



## TEACHER'S NOTES LESSON 64

Students learn to use the present continuous for plans and talk about their holiday plans.

## Warm-up

- This Warm-up is different in that it doesn't focus on things that students have covered but, instead, it activates ideas that students can use in the lesson.
- Use ten pictures collected from magazines or holiday brochures of different types of holiday destinations, e.g. beaches, mountains, cities. Elicit the names of the destinations and use a map of the world to locate them.
- Ask students to list the destinations in order of preference.
- Put students in pairs to compare their lists.

- 1a • Elicit/Teach:** *go on holiday, tomorrow, next week, stay, hotel.*
- Play audio **64.1** for students to read and listen.
  - Read through the text. Tell students to listen to the conversation and choose the correct information. Play the audio again.
  - Go through the answers as a class.
- 1 next week 2 Barcelona 3 by car 4 in a hotel
- Ask questions about the text to check comprehension, e.g. *Is the man on holiday now? When is he going on holiday? Is he going with someone else? Are they going by train? Are they staying in a hotel?*
- b** • Focus on the text. Put students in pairs. Tell them to practise the conversation.
- Give students an opportunity to practise both roles. Monitor.
- 2a • Elicit/Teach:** *tomorrow, next week, next Wednesday, at the weekend, on Monday, this evening* (you could use a calendar for this).
- Focus on the **Everyday expressions**. **Write:** *We're going to France tomorrow.* on the board. Ask students to make a question with *When*. **Elicit:** *When are you going to France?* and write this on the board.
  - Repeat with each statement to elicit suitable questions. Write each question on the board.
  - Put students in pairs to ask and answer the questions.

**b Your life**

- Write two sentences about your plans, e.g. *I'm going to Spain next week. I'm meeting my boyfriend tonight.*
  - Tell students to write six sentences about their plans using the future time expressions in the table.
  - Ask students about their plans, e.g. *What are you doing tomorrow? What are you doing next week?*
  - Elicit questions for each of the time expressions.
  - Put students in pairs to ask and answer questions about each other's plans. Monitor.
- 3a** • Focus on the first question. Go through each question and write an answer for you, e.g. *When are you going? Next week. Who are you going with? My parents.*
- Focus on your first answer. **Ask:** *What's the sentence?* **Elicit:** *I'm going on holiday next week.* and write this on the board.
  - Ask students to think back to the **Warm-up** where they chose somewhere they would like to go for a holiday. Tell them to imagine they are going on holiday to that place. Focus on the questions and tell students to write an answer for each question. Monitor.
  - Ask individual students about their holiday plans, e.g. *When are you going? Where are you going?*

- b** • Drill the questions from **exercise 3a**.
- Focus on the conversation in **exercise 3b**. Nominate a student to read part B while you read part A.
  - Put students in pairs. **Say:** *Use the answers you wrote in exercise 3a to talk about your holiday.* Give students an opportunity to practise both roles. Monitor.
  - Nominate pairs of students to act out their conversations.

## English in the world

- Go through each sign and elicit/teach the meaning.
- Ask students to translate the signs into their own language.
- Focus on the first sign *Check-in*. **Ask:** *Where do you find this sign?* Elicit an example, e.g. *at an airport*. Go through each sign eliciting examples of where they might be found.

- 1 in the departures area at an airport
- 2 outside the airport building
- 3 on the seat in front of you in the plane
- 4 just before the arrivals lounge at an airport
- 5 on the platform of a train station
- 6 outside the airport building

- Ask students to think of another sign that they might find on different forms of transport/places connected with transport, e.g. *Do not talk to the driver* (on a bus/tram), *No smoking* (on a plane).
- Focus students' attention on the **can do** statement: *Now I can talk about future plans.*

## Follow-up

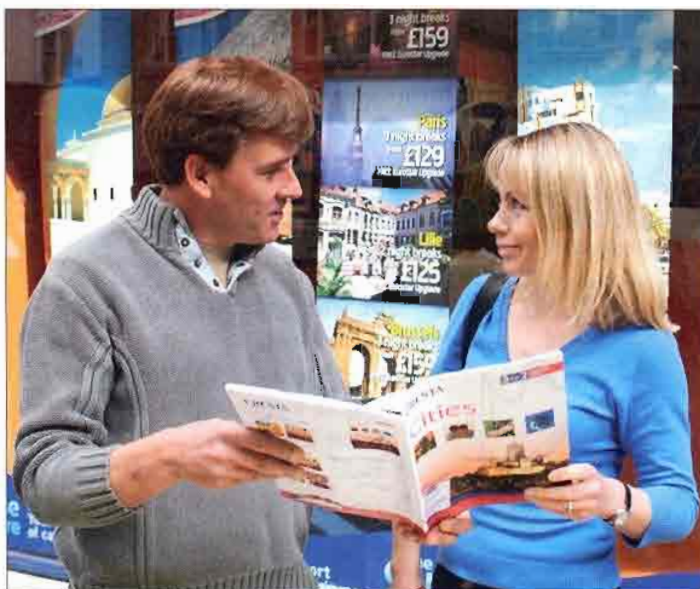
- Tell students they are going to London (or a place that students are likely to recognize) for four days (Friday – Monday). Ask them to write down ideas about what they could do while they are there, then call out their ideas. Write them on the board. Drill new words and check that all students understand them.
- Put students in pairs. Tell them to use the ideas on the board and write down one or two things they plan to do on each day of their holiday.
- Put students with a new partner to ask and answer questions about their plans for each day.

Resource activity pages 237 and 285

Review and Wordlist Lessons 57–64  
Student's Book pages 97–98



- 1a **64.1** Read and listen to the conversation. Choose the correct information.



Man We're going on holiday <sup>1</sup>tomorrow / next week.  
 Woman Oh, where are you going?  
 Man We're going to <sup>2</sup>Barcelona / Rome.  
 Woman Are you going by plane?  
 Man No, we aren't. We're going by <sup>3</sup>train / car.  
 Woman Where are you staying?  
 Man We're staying <sup>4</sup>with some friends / in a hotel.  
 Woman Very nice. Well, have a good time.  
 Man Thanks.

- b Practise the conversation with a partner.

- 2a Study the examples.

#### Everyday expressions Future plans

##### Present continuous

We're **going** to France  
 He's **playing** tennis  
 Some visitors **are coming**  
 They're **having** a party  
 She's **going** to the cinema  
 I'm **meeting** my friends

##### Future time expression

tomorrow.  
 next week.  
 next Wednesday.  
 at the weekend.  
 on Monday.  
 this evening.

- b **Your life** Use the expressions above. Make new sentences about yourself.

*I'm going to a party tomorrow.*

*My friend and I are ... at the weekend.*

- 3a Plan your next holiday.

When are you going?

Who are you going with?

Where are you going?

How are you travelling?

Where are you staying?

- b Work with a partner. Talk about your holiday. Follow the pattern.

A I'm going on holiday ... (time).

B Oh, who are you going with?

A I'm going with ... (people).

B And where are you going?

A We're going to ... (place).

B Are you going by ... (form of transport)?

A Yes, we are. / No, we aren't. We're going by ... (form of transport).

B Where are you staying?

A We're staying ... (accommodation).

B Well, have a good time.

A Thanks.

#### English in the world

##### Transport signs

What are these signs in your language?  
 Where do you find them?



Now I can ...

talk about future plans.

Student's Book p.64



1 **65.1** Listen and repeat.

1 in bed



2 in the shower



3 in the garden



4 in a meeting



5 at work



6 at school



7 at the supermarket



8 at home



9 at a restaurant



10 at a party



11 at the doctor's



12 on holiday



13 He's in. / He's out.



14 He's here. / He's away.

## 2 Complete the sentences.

- 1 We're in the garden.
- 2 They're \_\_\_\_\_ work.
- 3 She's \_\_\_\_\_ meeting.
- 4 The children are \_\_\_\_\_ school.
- 5 Our friends are \_\_\_\_\_ holiday.
- 6 Bill's \_\_\_\_\_ doctor's.
- 7 She isn't \_\_\_\_\_ home.
- 8 He's \_\_\_\_\_ bed.
- 9 I'm \_\_\_\_\_ shower.
- 10 We're \_\_\_\_\_ restaurant.

## 3 Work with a partner. Make phone conversations.

- A Phone to speak to a friend.  
 B Choose a place from exercise 1. Say where the person is.  
 A Hello. Can I speak to Jane, please?  
 B I'm sorry. She's in the shower.  
 A Oh, OK. Thank you.

4 **65.2** Listen. Where's Harry in each conversation?

- 1 He's at a restaurant.

5 **Your life** Where do you do these things? Discuss your ideas with a partner.

- 1 eat
- 2 sleep
- 3 watch TV
- 4 read
- 5 sing
- 6 meet your friends
- 7 write emails
- 8 spend a lot of money
- 9 listen to music
- 10 buy food



Now I can ...  
 say where people are.

Student's Book p.65



## TEACHER'S NOTES LESSON 65

Students learn a lexical set of places and say where people are.

## Warm-up

- Write daily activities (from **lesson 33**) and times on pieces of paper, e.g. *wake up – 7.15*. Do one for each member of the class and do times throughout the day. (For a large class put students in two groups, or add extra activities such as *have a coffee break, read a newspaper, go to the gym*.)
- Tell students to arrange themselves in a circle according to the times on their pieces of paper, starting with the first activity of the day, i.e. *wake up*.
- Tell the first student to make a sentence with their activity, e.g. *I wake up at 7.15*, and the rest of the class to mime the activity. Continue around the circle.

- Focus on the pictures. Play audio **65.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Nominate a student and ask them to identify different places. Go through items at random. Check pronunciation.
  - Focus on **picture 13**. Explain that we usually use *in* to say someone is where they live/work and *out* when someone is not where they live/work for a short time, for example if they have gone out to the shop, or to a party.
  - Focus on **picture 14**. Explain that we use *here* when someone is with you. *Away* is usually used when someone is not where you'd expect them to be, for example they may not be at work/home because they're on holiday.

The use of prepositions with places in English doesn't always correspond to their use in the students' own languages and you may find students choose the wrong prepositions or omit them altogether. For this reason, it's important to give students plenty of practice.

- Do the example together. Write: *We're \_\_\_\_ garden*, on the board. Point to the gap and ask *What's this?* Elicit: *in the*.
  - Tell students to complete the sentences on their own then check with a partner.

1 in the 2 at 3 in a 4 at 5 on 6 at the 7 at 8 in  
9 in the 10 at a

- Focus on the first picture in **exercise 1**. Ask: *Where is he?* Elicit: *He's in bed*.
  - Go through each picture to elicit sentences for each place, e.g. *He's in bed, He's in the shower*.
  - Put students in pairs to practise pointing at the pictures and asking their partner *Where is he?*
  - Focus on the example phone conversation. Drill each line. Put students in pairs to practise the example.
  - Tell students to make phone conversations about their friends using the places in **exercise 1**. Monitor.
  - Ask pairs of students to act out their conversations. Check pronunciation and correct use of prepositions.
- Do the example together. Play the first conversation on audio **65.2**. Tell students to listen and write where Harry is. Elicit: *He's at a restaurant*.
  - Play the rest of the audio.
  - Go over the answers as a class. Ask individual students to say one sentence about Harry. Check pronunciation.

1 He's at a restaurant. 2 He's on holiday. 3 He's at the doctor's. 4 He's in the shower. 5 He's at the supermarket. 6 He's at a party. 7 He's in bed. 8 He's in a meeting. 9 He's at work.

## Audio script 65.2

- Waitress What can I get for you, sir?  
Harry Can I have the fish, please, and a glass of white wine?  
Waitress Certainly, sir.
- Woman Is Harry here?  
Man No, he isn't. He's on holiday this week.
- Doctor Hello. Now what's the problem?  
Harry I've got a cough and a sore throat.  
Doctor I see. Have you got a headache, too?  
Harry Yes, and I've got a temperature ...
- shower with Harry singing
- Woman That's £27.64, please.
- Harry Hello.  
Woman Hi. Harry. Come in. The drinks are over there.
- snoring; alarm clock rings
- Man Hello. Harry Morgan's phone.  
Woman Oh, is Harry there?  
Man No, I'm sorry. He's in a meeting.  
Woman Oh, OK.
- Woman Morning, Harry.  
Harry Hi, Sheena. What time is our meeting today?  
Woman It's at 10.15.  
Harry OK. See you then.

## 5 Your life

- Focus on the list of things. Ask: *Where do you eat?* Elicit: *at home, in the kitchen, in the dining room, in a restaurant*, etc.
- Elicit/Teach: *spend a lot of money*.
- Go through each item eliciting places. You could do this as a team game. Put students into small teams, read out an activity, and give the teams thirty seconds to write down as many places as possible for that activity. Go through students' answers giving one point for each logical suggestion and challenging the less logical suggestions, e.g. *read in the shower*.
- Focus on the list. Say: *Make notes about where you do these things*.
- Ask questions about the students' lists, e.g. *Where do you meet your friends, (Ellen)?*
- Put students in pairs to ask and answer questions about where they do things. Monitor.
- Focus students' attention on the **can do** statement: *Now I can say where people are*.

## Follow-up

- Revise places and the alphabet. Write a list of places for yourself, e.g. *dentist, holiday, bed, home, restaurant, supermarket, doctor, shower, garden*.
- Arrange students in a circle. Say a place, e.g. *supermarket*. Tell students they have to spell the word. As the first student says the first letter, write it on the board, then the second student says the second letter, etc. until the word is complete. If students make a mistake, they have to sit down.

## Resource activity pages 238 and 286



## TEACHER'S NOTES LESSON 66

Students learn to use the past simple in positive and negative statements and say where people were in the past.

## Warm-up

- Collect pictures of people doing different activities in different places from magazines, newspapers, or the Internet. Use these as flashcards to revise places and activities from previous lessons.

- Ask questions about the pictures, e.g. *Who can you see? Is Lucy happy? What is she holding?*
  - Elicit/Teach:** happy, coffee break, minute, this week, last week.
  - Play audio **66.1** for students to read and listen.
  - Draw two columns headed *Present – this week*, *Past – last week* on the board. Ask students to look at the first text and call out present forms of *to be* used in the text. **Elicit:** *isn't, is, are* and write them in the first column.
  - Focus on the second text. Drill each line. Check pronunciation. Note that *was* and *were* are weak forms in positive statements (/wəz/, /wə(r)/) and strong forms in negative statements (/wɒznt/, /wɜːnt/).
  - Tell students to look at the second text and find the past form of *is*. **Elicit:** *was* and write it in the second column. Repeat with *isn't, are* to elicit *wasn't, were*.
  - Focus on *weren't*. **Ask:** *What's the present form?* **Elicit:** *aren't* and add it to the correct column.
  - Ask individual students to read sentences from the text. Check pronunciation.

Possibly the most confusing thing about *was/were* for students is that the first and third person singular both use *was*. In the present simple it is usually only the third person singular that is different.

- Elicit/Teach:** *yesterday*.
  - Focus on the first table. Put students in pairs and ask them to make positive sentences using all the subjects and places from the table. Go over as a class. Repeat with negative sentences.
  - Write:** *I were at a party on Monday, They wasn't in Rome last week, We were at home today*. Put a cross next to the sentences to show they are incorrect. Ask students to correct them.
  - Focus on the **Language note**. Elicit or teach the time expressions and then drill each one. Check pronunciation.
  - Ask students which expressions are used with the past, and which with the future.
  - Ask students to make true sentences with the past simple using *yesterday, last week, last night, yesterday evening*.
  - Go over the sentences as a class.
- Do the example together. Play the first item on audio **66.2**. Students hear *She's ill today*, say the negative in the past, then listen and repeat.
  - Play the rest of the audio.

## Audio script 66.2

- She's ill today.  
She wasn't ill yesterday.
- They're at a party today.  
They weren't at a party yesterday.
- I'm at work today.  
I wasn't at work yesterday.

- We're at home today.  
We weren't at home yesterday.
- He's away today.  
He wasn't away yesterday.
- You're late today.  
You weren't late yesterday.

- Write:** *Sarah wasn't/weren't at home last night* on the board. **Ask:** *wasn't or weren't?* **Elicit:** *wasn't* and circle it.
  - Put students in pairs. Tell them to read the text and choose the correct past form of *to be*. Monitor.

- Play audio **66.3** for students to check their answers.
  - Go through the answers as a class. Ask individual students to read the sentences. Check pronunciation.

1 wasn't 2 was 3 were 4 were 5 were 6 was 7 weren't  
8 were 9 was

## 5 Your life

- Go through the list of sentences and say true sentences about you.
- Write two sentences about yourself on the board, e.g. *I wasn't at the dentist's yesterday. I was on holiday last week.*
- Focus on the sentences. Tell students to complete each sentence with *was/wasn't*.
- Put students in pairs to compare their sentences. Monitor.

## Pronunciation

- Play audio **66.4**. Model the pronunciation of *are/aren't, is/isn't* by counting the syllables on your fingers as you say the words. Ask individual students to say the words. Check pronunciation.
  - Focus on the list of words. Tell students to listen and decide if the words have one or two syllables.
    - Play audio **66.5** for students to check their answers.
- one syllable – weren't, don't, can't  
two syllables – wasn't, haven't, hasn't, doesn't
- Play the audio again for students to listen and repeat.
  - Say the first sentence and ask students to repeat. Check pronunciation.
    - Nominate students to say each sentence. Check pronunciation.
    - Focus students' attention on the **can do** statement: *Now I can say where people were in the past.*

## Follow-up

- Play Sentence Hangman (see page 11). Write out the first four sentences from the text in exercise 4a on the board as a series of gaps.
- Put students into two teams. Teams take it in turns to call out a word.

## Resource activity pages 239 and 286

## 1 66.1 Read and listen.

Lucy isn't happy this week. Her boss, Olive Green, **is** at work. Lucy's coffee breaks **are** exactly fifteen minutes.



Lucy **was** very happy last week. Olive **wasn't** at work, because she **was** on holiday. Lucy's coffee breaks **weren't** 15 minutes last week. They **were** 25 or 30 minutes. And her lunch breaks ...



## 2 Study the table. Make sentences.

## Past simple: to be

I	was	at a party	
He	wasn't	at the doctor's	
She	(was not)	out	
(It)		ill	yesterday.
We	were	on holiday	last week.
You	weren't	at home	on Monday.
They	(were not)	away	
		in Rome	

## Language note Time expressions

yesterday	last week	last night	yesterday evening
today	this week	tonight	this evening

## 3 66.2 Drill. Listen. Say the negative in the past. Use yesterday.

- 1 She's ill today.  
She **wasn't** ill yesterday.

## 4a Choose the correct form.

Sarah <sup>1</sup>wasn't / weren't at home last night. She <sup>2</sup>was / were with her friends. They <sup>3</sup>was / were at a restaurant. Their exams <sup>4</sup>was / were over so they <sup>5</sup>was / were very happy. The food <sup>6</sup>was / were very good. Two of her friends <sup>7</sup>wasn't / weren't there. They <sup>8</sup>was / were at home, because their daughter <sup>9</sup>was / were ill.

## b 66.3 Listen and check.

## 5 Your life Complete the sentences with I was or I wasn't.

- \_\_\_\_\_ at the dentist's yesterday.
- \_\_\_\_\_ on holiday last week.
- \_\_\_\_\_ in bed at 3 o'clock this morning.
- \_\_\_\_\_ at home yesterday evening.
- \_\_\_\_\_ at a restaurant last Saturday.
- \_\_\_\_\_ ill yesterday.
- \_\_\_\_\_ away last weekend.
- \_\_\_\_\_ out last night.

## Pronunciation

## Negative short forms

Some negative short forms have one syllable and some have two syllables.

## 1 66.4 Listen and repeat.

one syllable

aren't

two syllables

isn't

## 2a Put the words in the correct column above.

wasn't weren't haven't hasn't  
don't doesn't can't

## b 66.5 Listen, check and repeat.

## 3 Say these.

- She doesn't eat cheese.
- We weren't in.
- He isn't a student.
- I wasn't out.
- I can't sing.



Now I can ...  
say where people were in the past.

Student's Book p.66







## TEACHER'S NOTES LESSON 67

Students revise the past simple of *to be* and learn to ask and answer questions about where people were.

## Warm-up

- Revise present simple questions with *to be* using a game of I Spy (see page 11). As this is the first time this game has been played, **elicit/teach**: *I see something beginning with ...*. *I see some things beginning with ...*.

- Focus on the first column *People*. Play audio **67.1** for students to listen and repeat the names.
- Focus on the middle column *Places*. **Elicit/Teach**: *a party, an office, a beach, a football match, the dentist's, the garden, a bed, a supermarket*.
  - Play audio **67.2** all the way through.
  - Tell students to listen and match the people with a place. Play the first conversation on the audio. **Elicit**: *Sue and Tim – on holiday*.
  - Repeat with each conversation. Play the audio as many times as necessary for students to understand.
  - Focus on the third column *Times*. Go through the time expressions. Check that students understand them.
  - Tell students to listen to the audio again and match the people and places with a time expression.
  - Go through the answers as a class.

1 Sue and Tim – on holiday – last week    2 Ben – at the dentist's – this morning    3 Alice – in the garden – on Sunday afternoon  
4 Will and May – at a party – last night    5 Penny – in bed – on Friday

## Audio script 67.2

- 1  
**Woman 1** Hello, Sue. How are you?  
**Woman 2** Fine, thanks.  
**Woman 1** Were you away last week?  
**Woman 2** Yes, we were. We were on vacation. What do you say here in Britain – on holiday?  
**Woman 1** Yes, on holiday. Where were you?  
**Woman 2** We were in Portugal.  
**Woman 1** Very nice.  
**Woman 2** Yes, it was great.
- 2  
**Woman** Were you at the meeting this morning, Ben?  
**Man** No, I wasn't. I was at the dentist's.  
**Woman** Oh, I see. Was it for a check-up?  
**Man** No, toothache, but it's OK now.  
**Woman** Good.
- 3  
**Man** Hello, Alice. Were you out on Sunday afternoon?  
**Woman** No, I wasn't. I was at home. Why?  
**Man** Well, I phoned, but there was no answer.  
**Woman** Sunday afternoon? Oh, I was in the garden.  
**Man** Oh, OK.
- 4  
**Man 1** Hi, Will. How are you?  
**Man 2** Fine, thanks, but a bit tired.  
**Man 1** Were you out last night?  
**Man 2** Yes, we were out till two o'clock in the morning.  
**Man 1** Were you at a club?  
**Man 2** No, we weren't. We were at a party – at our neighbour's house.  
**Man 1** Was it good?  
**Man 2** Yes, it was great.  
**Man 1** Good. And how's May?  
**Man 2** Oh, she's ...
- 5  
**Woman 1** Were you away on Friday, Penny?  
**Woman 2** Yes, I was. I was ill. I was in bed all day.  
**Woman 1** Oh, dear. Are you all right now?  
**Woman 2** Yes, thanks.  
**Woman 1** Good.

- Write**: *Sue/Tim/holiday/last week* on the board. Ask students to make a sentence in the past. **Elicit**: *Sue and Tim were on holiday last week*. and write this on the board.
- Put students in pairs to write sentences about all of the people in exercise 1. Monitor.
- Go through the sentences as a class. Ask individual students to read them. Check pronunciation.

1 Sue and Tim were on holiday last week.    2 Ben was at the dentist's this morning.    3 Alice was in the garden on Sunday afternoon.    4 Will and May were at a party last night.    5 Penny was in bed on Friday.

- Focus on the **Language note**. Check pronunciation. Note that *was* and *were* are weak in questions (/wəz/, /wə(r)/) and strong in short answers (/wɒznt/, /wɜːnt/).
- Put students in pairs to make questions from the sentences they wrote, e.g. *Were Sue and Tim on holiday last week?*
- Elicit short positive responses, e.g. *Yes, they were*. Change the questions to elicit short negative responses, e.g. *Were Sue and Tim in the office last week? No, they weren't*.
- Focus on *wh-* questions. Ask questions about the people in exercise 1 to elicit places, e.g. *Where were Sue and Tim last week?*

## 4 Your life

- Focus on the chart in exercise 1. **Write**: *I was at a party yesterday. I was in bed last night*. on the board.
- Ask students to write eight sentences about themselves using places and time expressions in the chart. Monitor.
- Nominate individual students to say where they were. **Ask**: *Were you at a party last night, (Dina)?* **Elicit**: *Yes, I was. / No, I wasn't*. Make questions with each time expression.
- Put students in pairs to practise asking and answering questions about the past. Monitor.
- Ask about students' partners, e.g. *(Tomas), where was (Hans) at the weekend?* Check pronunciation.

## English in the world

- Focus on the differences in American and British English.
- Put students in A/B pairs. Tell the As to close their book and Bs to say a British word. The As have to say the American equivalent. They then change roles.
- Ask students if they know any more words. You could do this as a dictionary activity; give the British word and ask students to find the American word (they are usually listed together). Possible examples are as follows (American equivalents given in brackets): *ground floor* (first floor), *chips* (french fries), *crisps* (chips), *post code* (zip code), *bath* (bathtub), *toilet* (restroom), *mobile phone* (cell phone), *chemist's* (drug store), *block of flats* (apartment building).
- Focus students' attention on the **can do** statement: *Now I can ask where people were*.

## Follow-up

- Write out British words and their American equivalents on separate pieces of paper.
- Give each student one piece of paper. Tell students to circulate and find someone with a word that has the same meaning as their word.

## Resource activity pages 240 and 287



## TEACHER'S NOTES LESSON 68

Students revise the past simple with *to be* and language for apologizing and learn to explain how they feel.

## Warm-up

- Use the pictures from **lesson 60** to revise the story to date. Ask questions about the characters and the story, e.g. *Who's this? Where are they? What has Ryan got? Whose birthday is it? Why can't Lucy answer her phone? Where's Lucy? Why is she unhappy? Who's at the football match?*

- Play audio **68.1** to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key vocabulary for each picture, e.g.  
 picture 1: *angry, embarrassing, rock concert, alone*  
 picture 2: *arrive, congratulations, crowd, guilty, shocked, TV star, on TV, joking*  
 picture 3: *leave*  
 picture 4: *take the dog for a walk, dear*
  - Write the new words on the board and drill as a class and individually.
  - Ask some questions about the **pictures** to check basic comprehension, e.g.  
 picture 1: *Is Lucy happy? Does Lucy want to talk to Jordan? Why has Ryan got his finger on his mouth?*  
 picture 2: *Who is Jordan talking to? What do you think Peter's talking about? Why do you think Lucy is shocked?*  
 picture 3: *Who is talking to Jordan and Peter? What's Ryan doing? Why do you think Ryan is going towards the door?*  
 picture 4: *Where is Lucy? Who sees Ryan leaving?*
  - Play the audio again. Ask some questions about the **text** to check comprehension, e.g.  
 picture 1: *What is Jordan sorry about? Why does Lucy say 'Don't talk to me'? Why was Lucy embarrassed last night? Where were Lucy's friends last night?*  
 picture 2: *Who wants to be a TV star? Why was Jordan on television last night? Who saw Jordan on TV? Why does Lucy say 'Well, that's it!'?*  
 picture 3: *Does Cindy know that Ryan was at the football match? How does she find out Ryan was there? Who was he with?*  
 picture 4: *Is Cindy angry? Where is Ryan going? Why do you think he doesn't want to speak to Cindy?*

- Go through the statements.
  - Tell students to read the text again and decide if the statements are true or false.
  - Put students in pairs to compare their answers.
  - Ask individual students to say the answers. Write them on the board so that everyone can see.
  - Go through the answers as a class.

1 F 2 F 3 T 4 F 5 T 6 T 7 T

- Focus on the false statements (1, 2, 4). Put students in pairs. Tell them to correct the false statements.
- Go through the answers as a class.

1 Lucy was at the restaurant for an hour. 2 She was alone.  
4 He was at the football match.

- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
  - Play audio **68.2** for students to listen and repeat.
  - Drill each expression as a class then individually.

- Focus on the story. Put students in groups of five. Tell them to practise the conversation, each taking one part, Jordan, Lucy, Peter, Cindy, Ryan.
  - Give students an opportunity to practise all five roles. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can use expressions to show I'm angry.*

## Follow-up

- Write time expressions on pieces of paper, e.g. *last night, yesterday morning, last Tuesday evening, last weekend, last Monday at 6 p.m., this morning, tomorrow afternoon, tonight, today at 3 p.m., etc.*
- Give each student a piece of paper. Tell students to organize themselves in order from the earliest time to the latest.
- When students are in order, ask them to say their time expression.

Resource activity pages 241 and 287



1 **68.1** Read and listen to the story.

## 2 Are the statements true (T) or false (F)?

- 1 Lucy was at the restaurant for two hours.
- 2 She was with her friends.
- 3 Jordan wasn't at the restaurant.
- 4 He was at home.
- 5 The football match was on TV.
- 6 Jordan was with Ryan at the match.
- 7 Cindy is angry with Ryan.

3 **68.2** Listen and repeat.**Everyday expressions** Feeling angry

Don't talk to me.  
I'm very angry with you.  
It was very embarrassing.  
That's it!!

## 4 Work in a group. Practise the story.

1 *The day after the football match.*

**Jordan** Look. I'm very sorry about dinner last night.  
**Lucy** Don't talk to me, Jordan. I'm very angry with you.  
**Jordan** But I ...  
**Lucy** I was at that restaurant for an hour. It was very embarrassing.  
**Jordan** Yes, I'm very sorry, but ...  
**Lucy** My friends were at a rock concert, but I wasn't. I was at the restaurant – alone! Where were you?  
**Jordan** Where was I? Oh, I was ... oh, look. Here's Peter!

## 2



**Peter** Hi. And congratulations, Jordan!  
**Jordan** What?  
**Peter** Well, you want to be a TV star, and you were on TV last night.  
**Jordan** I'm sorry. I don't understand.  
**Peter** It's OK. I'm only joking. You were in the crowd at the soccer – sorry, football match.  
**Lucy** You were at a football match? Well, that's it!!



**Jordan** Lucy! I ...  
**Cindy** Excuse me, Jordan. Were you at the football match last night?  
**Peter** Yes, he was. He was with Ryan!

## 4



Now I can ...  
use expressions to show I'm angry.

Student's Book p.68



## 1 69.1 Listen and repeat.

## The fire brigade



- 1 a fire 2 a fire engine 3 a fire fighter (a fireman)  
4 a fire alarm

## The police



- 5 police officers (a policeman/a policewoman)  
6 a thief 7 a police car 8 a police station

## Medical services



- 9 an accident 10 an ambulance 11 a paramedic  
12 a first aid kit

## 2 69.2 Listen to the conversations. Which words from exercise 1 do you hear?

- 1 A police officer; a paramedic

## Language note Help!

We say:

Call **the** fire brigade!

Call **the** police!

Call **an** ambulance!

## 3 69.3 Drill. Listen and answer.

- 1 Stop! Thief!  
*Quick. Call the police!*

## 4a Your life Answer the questions.

- 1 Where are these things in your town?  
- the hospital or ambulance station  
- the police station  
- the fire station
- 2 Where are these things in your place of work or school?  
- a fire alarm  
- a first aid kit

b Compare your answers with a partner.

English in the world  
Emergency services

What colour are these things in your country?

fire engines      police cars  
police uniforms      ambulances

What number do you phone for the emergency services in your country?



the UK



the USA  
and Canada

Now I can ...  
call for help in an emergency.

Student's Book p.69



## TEACHER'S NOTES LESSON 69

Students learn a lexical set of words connected to emergencies and learn how to call for help in an emergency.

## Warm-up

- Write out the illnesses from **lesson 47** on pieces of paper. Prepare one for each student.
- Ask students to mingle and ask *What's the matter? / What's wrong?*
- Tell students to exchange illnesses when they finish each conversation and talk to someone else.

- **Elicit/Teach:** *emergency services, fire brigade, the police, medical services.*
  - Play audio **69.1** for students to listen and repeat.
  - Drill each item as a class then individually.
  - Nominate a student. **Ask:** *What's number (2)?* Go through items at random. Check pronunciation.
  - Tell students to cover the labels. **Write:** 1 the fire brigade, 2 the police, 3 medical services on the board. Tell students to listen as you say words and say *one, two, or three*, e.g. a fire alarm – one, paramedic – three. Go through a selection of items at random.
  - Put students in pairs to practise. Monitor.

In English, unlike some other languages, *the police* is a plural noun and we say *The police are coming*.

- **Elicit/Teach:** *test, attention, be careful, factory.*
  - Focus on the words in **exercise 1**. Tell students to listen and write the words they hear. Play the first conversation on audio **69.2** twice. **Elicit:** *a police officer, a paramedic.*
  - Play the rest of the audio twice.
  - Go through the answers as a class. Check pronunciation.

## Audio script 69.2

- Man What do you do?

Woman I'm a police officer. What about you?

Man I'm a paramedic.

Woman Oh, really!
- Woman There's a police car behind us.

Man Oh, no!

Woman Oh, and there's an ambulance, too.

Man There must be an accident.

Woman Yes.
- Woman Oh, that's the fire alarm! Come on.

Man Oh, I'm not leaving. They're probably just testing the alarms.

Woman Yes, You're probably right!

tannoy Attention. This is not a test. This is not a test. Please leave the building. Attention. This is not a test.

Woman See. It is a fire. Come on. Quick!
- Woman Be careful with that knife.

Child Ow! My finger.

Woman It's OK. I'll get the first aid kit.
- Man Look. There's a fire over there!

Woman That's the shoe factory.

Man Here come the fire engines.
- Man Excuse me. Is there a police station near here?

Woman Yes, there is. It's in the first street on the right.

Man Thank you.

- Focus on the **Language note**. Explain that *call* means *phone*. Drill each expression.
- **Ask:** *What do you do if you see an accident?* **Elicit:** *Call an ambulance.* Repeat with questions to elicit *Call the police, Call the fire brigade.*

- Do the example together. Play the first item on audio **69.3**. Students hear *Stop! Thief!* then call for help using *fire brigade, police, or ambulance*. They then listen and repeat.
  - Play the rest of the audio.

## Audio script 69.3

- Stop! Thief!  
Quick. Call the police!
- Help! Fire!  
Quick. Call the fire brigade!
- Look. There's an accident.  
Quick. Call an ambulance!
- That's the fire alarm.  
Quick. Call the fire brigade!
- Ow, my leg! I can't move my leg!  
Quick. Call an ambulance!
- My car! That man's taking my car!  
Quick. Call the police!

## 4a Your life

- Focus on the questions in part 1. Find out if students know what emergency services are near the place where they work or study. **Ask:** *Is there a hospital near the school?* Repeat with *ambulance station, police station, fire station.*
- **Say:** *Read the questions and write notes for your town.* Monitor. (If your students are all from the same town, ask them to make notes about the area where they work or live.)
- **Ask:** *Where's the hospital?* **Elicit:** *It's in (Oxford Street). / There's one in (Oxford Street).*
- Go through part two to find out if students know what emergency facilities are in the place where they work or study. **Ask:** *Where is the fire alarm? Where can you find a first-aid kit?*
- Put students in pairs or small groups to compare their answers. Monitor.

## English in the world

- Focus on the pictures in **exercise 1**. Elicit the colours of the fire engines, police cars, police uniforms, and ambulances. Ask students to write down the colours of these things in their country.
- Put students in groups to compare their answers.
- Focus on the emergency numbers. Ask students to say the telephone numbers for emergency services in their country.
- Focus students' attention on the **can do** statement: *Now I can call for help in an emergency.*

## Follow-up

- Go through fire regulations for the place where your students study. Include the following information: how they know there is a fire, what to do if they find a fire, what to do with belongings, how to leave the building, where to meet outside, when they can return to the building, etc.

## Resource activity pages 242 and 288



## TEACHER'S NOTES LESSON 70

Students learn the past simple for regular verbs, and use them to make simple sentences about the past.

## Warm-up

- Write anagrams of emergency services vocabulary from **lesson 69** on the board e.g. *rmaal* (alarm), *ciploe* (police), *iefr gdiarbe* (fire brigade), *bmlcaanue* (ambulance), *necacidt* (accident), *lihsaopt* (hospital).
- Put students in pairs to solve the anagrams.
- Go through the words. Check pronunciation.

- Ask questions about the pictures, e.g. *Where is Lucy? What is she doing? What can she hear?*
  - **Elicit/Teach:** *normal, stop for coffee.*
  - Play audio **70.1** for students to read and listen.
  - Draw two columns on the board headed *a normal day, last Friday*. Ask students to look at the first text and call out present simple forms of verbs used in the text. **Elicit:** *arrive, start, stop, finish* and write them in the first column.
  - Focus on the second text. Drill each line.
  - Tell students to find the past form of *arrive*. **Elicit:** *arrived* and write it in the second column. Repeat with the remaining verbs.
  - Ask individual students to read sentences from the text. Check pronunciation.
- Focus on part 1 of the table. **Write:** *work, watch, clean* on the board. Ask students to make the past simple form. **Elicit:** *worked, watched, cleaned.*
  - Focus on part 2. **Write:** *type, use, live* on the board. Ask students to make the past forms. **Elicit:** *typed, used, lived.*
  - Focus on part 3. **Write:** *stop, show* on the board. Underline *o* in both words and say the sounds /ɒ/ (*stop*) and /əʊ/ (*show*). Elicit that *stop* has a short vowel and *show* has a long vowel. Write the past forms of both verbs on the board (*stopped, showed*). **Write:** *plan, shop* on the board. Elicit that they both have short vowel sounds. Ask students to make the past forms. **Elicit:** *planned, shopped.*
  - **Write:** *regret, visit* on the board. Check students understand the words. Mark the stress on the second syllable of *regret* and the first syllable of *visit*. Explain that we double the final consonant of regular verbs with two syllables only when the second syllable is stressed, e.g. *regret* – *regretted*, but *visit* – *visited*. Note that an exception to this rule are two-syllable verbs ending consonant + *l*, e.g. *travel*. The stress is on the first syllable but we double the final *l* (*travelled*).
  - **Write:** *study, tidy, marry, try, copy* on the board. Explain we make the past of regular verbs ending *y* by changing the *y* to *i* and adding *ed*. Ask students to write the past forms of each verb. **Elicit:** *studied, tidied, married, tried, copied.*

The *-ed* ending of regular verbs is relatively straightforward though students sometimes have problems with spelling (see **exercise 2**) and *-ed* pronunciation (see **pronunciation**). American and British spellings differ for words ending *l*, e.g. *travel*, which has a double consonant at the end in British English (*travelled*) but not in American English (*traveled*).

- Tell students to write the past simple of each verb, then check with a partner.

1 arrived 2 cooked 3 waited 4 shopped 5 liked 6 phoned  
7 helped 8 played

- **Elicit/Teach:** *sound, pick up, rush, move away, report.*
  - Focus on the text. Read through as a class.

- **Write:** *The fire — (start) at 11.15.* on the board. Elicit the past form *started* and write this in the gap.
- Put students in pairs to complete the text.

- Play audio **70.2** for students to check their answers.
  - Go through each verb to elicit the past simple and write these on the board for students to check their spelling.
  - Ask individual students to read sentences from the text. Check pronunciation.

1 started 2 phoned 3 sounded 4 picked up 5 walked  
6 arrived 7 rushed 8 moved 9 closed 10 wanted  
11 stopped 12 waited 13 decided 14 started 15 watched

## Audio script 70.2

The fire started at 11.15. Somebody phoned the fire brigade and the police. Then the fire alarm in our building sounded. I picked up my bag and walked downstairs. After a few minutes the fire brigade arrived and they rushed into the building. The police moved everybody away from the buildings and they closed the street. Some people wanted to get things from their offices, but the police stopped them. We waited in the street for an hour. Then we decided to go home. So my weekend started early. Later I watched a report about the fire on the TV news.

## Pronunciation

- Play audio **70.3**. Model the pronunciation of *phoned, walked, waited*. Pronounce and drill the sounds /d/, /t/, /ɪd/. Ask individual students to say the words. Check pronunciation.
  - Use the pronunciation chart on Student's Book page 108 to help students recognize voiceless and voiced consonants. (Voiceless consonants are: /p/, /t/, /s/, /ʃ/, /tʃ/, /k/, /t/.)
  - Play the audio again for students to listen and repeat.
- Drill the verbs in the list.
  - Put students in pairs. Tell them to practise saying the words and then decide whether the ending is /d/, /t/, or /ɪd/.
- Play audio **70.4** for students to listen and check their answers.
  - Ask individual students to say the words. Check pronunciation.

## Audio script 70.4

/d/ phoned, arrived, lived, used, travelled  
/t/ walked, finished, stopped, worked, watched  
/ɪd/ waited, sounded, needed, started, wanted

- Focus students' attention on the **can do** statement: *Now I can make simple sentences about the past.*

## Follow-up

- Write the past form of the verbs from **exercise 4a** on the board as a list (in the order they appear in the text).
- Tell students to look at the text for two minutes and then close their books.
- Ask students to use the verbs to reconstruct the main facts from the story. Write their sentences on the board.
- Tell students to compare their version with the text in the book.

## Resource activity pages 243 and 288



## 1 70.1 Read and listen to Lucy.

On a normal day, I **arrive** at my office at 8.45 and I **start** work at nine. I **stop** for coffee at eleven and for lunch at one. I **finish** work at 5.30.



Last Friday I **arrived** at my office at 8.45 and I **started** work at nine. I **stopped** for coffee at eleven, but I **finished** work at 11.30, because the fire alarm **sounded**. There was a fire in the next building.



## 2 Study the rules.

Past simple: regular verbs	present	past
1 To make the past simple, we add <b>-ed</b> .	finish walk	finished walked
2 When the verb ends in <b>-e</b> , we add <b>-d</b> .	arrive close	arrived closed
3 When the verb has a short vowel and one consonant, we usually double the consonant.	stop travel	stopped travelled
4 The past simple is the same for all subjects. I arrived. He arrived. They arrived.		

## 3 Write the past simple of these verbs.

- 1 arrive arrived 5 like \_\_\_\_\_  
 2 cook \_\_\_\_\_ 6 phone \_\_\_\_\_  
 3 wait \_\_\_\_\_ 7 help \_\_\_\_\_  
 4 stop \_\_\_\_\_ 8 play \_\_\_\_\_

## 4a Put the verbs into the past simple.

The fire <sup>1</sup> started (start) at 11.15.  
 Somebody <sup>2</sup> \_\_\_\_\_ (phone) the fire brigade and the police. Then the fire alarm in our building <sup>3</sup> \_\_\_\_\_ (sound). I <sup>4</sup> \_\_\_\_\_ (pick up) my bag and <sup>5</sup> \_\_\_\_\_ (walk) downstairs. After a few minutes the fire brigade <sup>6</sup> \_\_\_\_\_ (arrive) and they <sup>7</sup> \_\_\_\_\_ (rush) into the building. The police <sup>8</sup> \_\_\_\_\_ (move) everybody away from the buildings and they <sup>9</sup> \_\_\_\_\_ (close) the street. Some people <sup>10</sup> \_\_\_\_\_ (want) to get things from their offices, but the police <sup>11</sup> \_\_\_\_\_ (stop) them. We <sup>12</sup> \_\_\_\_\_ (wait) in the street for an hour. Then we <sup>13</sup> \_\_\_\_\_ (decide) to go home. So my weekend <sup>14</sup> \_\_\_\_\_ (start) early. Later I <sup>15</sup> \_\_\_\_\_ (watch) a report about the fire on the TV news.

## b 70.2 Listen and check.

## Pronunciation

Past tense **-ed** endings

## 1 70.3 Listen and repeat the examples.

After a voiced consonant, **-ed** = /d/  
 After a voiceless consonant, **-ed** = /t/  
 After **-t** or **-d**, **-ed** = /ɪd/

/d/	/t/	/ɪd/
phoned	walked	waited
arrived	finished	sounded

## 2a Put the verbs in the correct column above.

stopped lived needed used started  
 worked watched travelled wanted

## b 70.4 Listen, check, and repeat.



Now I can ... **make simple sentences about the past (1).**

Student's Book p.70



1 **71.1** Read and listen to the text.

# Surprise! Surprise! Oops!

LAST WEEK Simon Fine was away on business. While he was away, his wife, Judith, organized a surprise party for his fortieth birthday. She invited all Simon's family and friends. They arrived at six o'clock and they waited for Simon.

*There were  
voices in the flat.  
But who was it?*

When Simon arrived home, he walked upstairs to the flat. Then he stopped because there were voices in the flat. But who was it? He listened. It wasn't Judith because she was on holiday in Scotland. Were there burglars in the flat?



Simon rushed downstairs and he phoned the police. Five minutes later two police officers arrived in a police car. They walked upstairs. Simon opened the door and they rushed into the flat. Then all his family and friends shouted: 'Happy Birthday! Surprise! Surprise!'

'It was very embarrassing. But the police officers laughed about it,' said Simon.

'I organized the party while Simon was away. I wasn't really on holiday. It was certainly a big surprise, when he arrived with two police officers,' said Judith.

## 2 Answer the questions.

- 1 Who was the party for?
- 2 Did he know about it?
- 3 Who organized the party?
- 4 Why were the police there?

## 3 Read the story again. Complete the sentences.

- 1 Simon was away \_\_\_\_\_.  
a on holiday  
b on business
- 2 His wife organized a party for \_\_\_\_\_.  
a his 40th birthday  
b his new job
- 3 Simon stopped because there were \_\_\_\_\_ in the flat.  
a voices  
b burglars
- 4 He phoned \_\_\_\_\_.  
a the police  
b the hospital
- 5 \_\_\_\_\_ were in the flat.  
a Two burglars  
b His family and friends
- 6 The police \_\_\_\_\_.  
a were angry  
b laughed

Language note *because*

We use *because* to give a reason.

He stopped. There were voices in the flat.  
He stopped *because* there were voices in the flat.

It wasn't Judith. She was on holiday.  
It wasn't Judith *because* she was on holiday.

4 **Your life** Write about a good or bad party.  
Answer the questions.

- 1 The party was last May.  
It was for my friends.
- 1 When was the party?
- 2 Who was it for?
- 3 Where was it?
- 4 How many people were there?
- 5 Who were they?
- 6 Was there any food? Was it good?
- 7 Why was the party good or bad?



Now I can ...  
understand and tell a story in the past.

Student's Book p.71

## TEACHER'S NOTES LESSON 71

Students learn to understand and tell a story in the past.

## Warm-up

- Write the following sentence from **lesson 70** on the board: *I stopped for coffee at 11, but I finished work at 11.30, because the fire alarm sounded.*
- Drill the sentence.
- Remove the last two words from the board.
- Drill the sentence again. Students have to remember and replace the missing words. Continue until there are no words left and students are reproducing the entire sentence from memory.

- 1 • **Elicit/Teach:** *organize, surprise, invite, voices, Scotland, burglars, rush, shout, embarrassing, laughed, really, certainly.*  
 • Tell students to cover the text. Ask questions about the pictures, e.g. *Who can you see? What are the police officers wearing?* Encourage students to guess details.  
 • Focus on the text. **Ask:** *What sort of text is this?* **Elicit:** *It's a newspaper article.*  
 • Play audio **71.1** for students to read and listen.
- 2 • Go through the questions.  
 • Put students in pairs. Tell them to read the text again and find the answers.  
 • Go over the answers together.

1 Simon 2 No 3 Judith (Simon's wife) 4 Simon phoned them.

- Play the audio again.
- 3 • Go through the questions.  
 • Tell students to read the text again and complete the sentences.  
 • Put students in pairs to compare their answers.  
 • Go through the answers as a class. Ask individual students to say the answers.

1 b 2 a 3 a 4 a 5 b 6 b

- Tell students to read the text in **exercise 1** again and then close their books.
  - Ask questions about the text, e.g. *Where was the party? What time was the party? Who was there? Were there any burglars in the flat? Who did Simon phone? How many police officers arrived? Was Simon surprised?*
  - Focus on the **Language note**. **Write:** *Judith organized a party.* on the board. **Ask:** *Why?* **Elicit:** *Because it was Simon's birthday.* and write this on the board. Repeat with *Simon phoned the police.* **Elicit:** *Because there were people in his flat.*
- 4 **Your life**
    - Focus on the questions. Go through each one eliciting two or three possible answers, e.g. *When was the party? Last week, At Christmas, Last year.* Help students with new vocabulary. Write new words on the board and drill them.
    - Tell students about the last party you went to. Go through the questions and write details about the party. Tell students why the party was good/bad.
    - Focus on the questions again. **Say:** *Think of a party you were at. Answer the questions and write about it.* Monitor.

- Ask individual students questions, e.g. *When was your party, (Maria)?*
- Put students in pairs to ask and answer questions about their party.
- Nominate students to read their text about their party.
- Focus students' attention on the **can do** statement: *Now I can understand and tell a story in the past.*

## Follow-up

- Tell students you are going to dictate seven sentences but that you will hum the verbs. When you hum a verb, they have to draw a line.
- Dictate the following sentence as an example: *Judith – hum – a party for her husband.* Say the sentence twice then ask one of the students to write it out on the board. They should write *Judith \_\_\_\_ a party for her husband.* Ask students what verb is missing. **Elicit:** *organized.* Tell a student to write it in the gap. When you are sure that students understand, continue with the following sentences:
  - 1 She \_\_\_\_ his friends.
  - 2 Her husband \_\_\_\_ home.
  - 3 There \_\_\_\_ voices in the flat.
  - 4 He \_\_\_\_ the police.
  - 5 They \_\_\_\_ into the flat.
  - 6 It \_\_\_\_ a surprise party.
- Go through the sentences as a class.
- Write the following verbs on the board: *rush, be, be, arrive, invite, phone.* Tell students to choose a suitable verb to complete each sentence and write the past form in the gap.
- Go through as a class. **Elicit:** *1 She invited his friends. 2 Her husband arrived home. 3 There were voices in the flat. 4 He phoned the police. 5 They rushed into the flat. 6 It was a surprise party.*

Resource activity pages 244 and 289



## TEACHER'S NOTES LESSON 72

Students learn dates and months and revise and extend ordinal numbers.

## Warm-up

- Revise ordinal numbers from *first* to *twentieth*. Arrange your students in a circle. **Say:** *First* and point to the next student. **Elicit:** *Second*. Continue to *twentieth*. Check *th* pronunciation.
- Repeat the chain in reverse, starting at *twentieth* and finishing at *first*.

- **Elicit/Teach:** *calendar, date, month*.
  - Play audio **72.1** for students to listen and repeat.
  - Drill the words as a class then individually.
  - Ask questions to check comprehension, e.g. *How many months are there in a year? What month is it now? What was last month? What's next month? What month is your birthday?*
- a • Focus on the pictures. Play audio **72.2** for students to read and listen.
  - Read the first exchange. Drill each line as a class then individually.
  - Repeat with the second exchange.
  - Put students in pairs to practise the exchanges. Monitor.
- b • Play the audio again for students to listen and repeat.
- Focus on part one of the **Everyday expressions**. Tell students to listen and write the dates they hear. Dictate the following dates: *the third of May, the tenth of June, the fourteenth of March*. Ask individual students to write the dates on the board. **Elicit:** *3 May, 10 June, 14 March*. Point to each date and ask students to say them.
  - Focus on part two. **Write:** *january, february* on the board. Put a cross next to each word to show it is incorrect. **Ask:** *What's wrong?* **Elicit:** *no capital letter*. Write the correct versions.

We can write the date in three ways: *1st January, January 1st, or 1 January*.

- a • Focus on the list of ordinal numbers. Go through the first three numbers. **Write:** *23rd* on the board. **Ask:** *What's this?* **Elicit:** *twenty-third* and write it on the board.
  - Tell students to listen and complete the remaining numbers. Play audio **72.3**.
  - Put students in pairs to compare their answers.
  - Go through the answers. Write the missing numbers on the board for students to check their spelling.

## Audio script 72.3

twentieth	twenty-fourth	twenty-eighth
twenty-first	twenty-fifth	twenty-ninth
twenty-second	twenty-sixth	thirtieth
twenty-third	twenty-seventh	thirty-first

- b • Play the audio again for students to listen and repeat.
- Tell students to work in A/B pairs. Student A says a number between 1 and 31 and Student B says the correct ordinal number.
  - Do the example with one pair, then tell pairs to continue, then swap roles. Monitor.
- a • Focus on the dates. Drill each one.
  - Ask individual students to say pairs of dates.
- b • Do the example together. **Write:** *1 February, 4 January* on the board. **Say:** *Say the date you hear*. Play the first item on audio **72.4**. **Elicit:** *4 January*.
  - Tell students to listen and tick the date they hear. Play the rest of the audio.

- Go through the answers as a class.

1 4 January 2 21 June 3 7 March 4 30 December  
5 14 April 6 2 October 7 6 May 8 18 February

## Audio script 72.4

- 1 What's the date today?  
It's the fourth of January.
- 2 When's your birthday?  
It's on the twenty-first of June.
- 3 What's the date tomorrow?  
It's the seventh of March.
- 4 When's your appointment?  
It's on the thirtieth of December.
- 5 What's the date on Friday?  
It's the fourteenth of April.
- 6 When's your party?  
It's on the second of October.
- 7 What's the date on Sunday?  
It's the sixth of May.
- 8 When's your interview?  
It's on the eighteenth of February.

- Focus on the **Language note**. **Write:** *What's the date today?* Ask the question and elicit and write the answer, e.g. *It's 3 May*. Repeat with *When's your birthday?* to elicit an answer, e.g. *It's on 3 May*.
- Ask questions to individual students, e.g. *What's the date today/tomorrow? What date is your exam? When is your mum's birthday? When are you going on holiday?* Check that students use *on* when they answer a *When?* question.

## 7a Your life

- Write six dates that are important to you on the board, e.g. your birthday, Christmas Day, your parents'/children's birthdays, your wedding anniversary. Explain what each date is. Write new vocabulary on the board.
- **Say:** *Write six dates that are important to you*.
- Ask individual students to say one of the dates they have written. Write this on the board and elicit why it is important.
- b • Put students in pairs to talk about the dates they have written down. Monitor.
- Elicit other important dates/months, e.g. Christmas, New Year, Ramadan, Easter, Valentine's Day, Labour Day. Write new words on the board and drill them.
- Focus students' attention on the **can do** statement: *Now I can ask about and give dates*.

## Follow-up

- Ask students to write down their birthdays. Tell them to move around asking *When's your birthday?* then arrange themselves in a row, from the first birthday to the last.
- Ask the first student *When's your birthday?* **Elicit:** *It's on the (second of January)*. Tell the first student to ask the same question to the next student. Go through the row eliciting the different birthdays. Check pronunciation.

## Resource activity pages 245 and 289

Review and Wordlist Lessons 65–72  
Student's Book pages 99–100



1 **72.1** Listen and repeat.

## Yearly Calendar

January							February							March							April						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7	1	2	3	4				1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31					29	30	31				

May							June							July							August						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31					29	30	31				

September							October							November							December						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31					29	30	31				

2a **72.2** Read and listen.

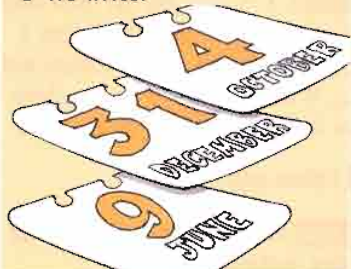


b Listen again and repeat.

3 Study the rules.

### Everyday expressions Giving dates

1 We write:



**We say:**

the fourth of October

the thirty-first  
of December

the ninth of June

**2 We always write months with a capital letter:**  
April NOT april

4a **72.3** Listen. Write the missing numbers.

20th	twentieth
21st	twenty-first
22nd	twenty-second
23rd	_____
24th	twenty-fourth
25th	_____
26th	twenty-sixth
27th	_____
28th	twenty-eighth
29th	_____
30th	thirtieth
31st	_____

b Listen again and repeat.

5 Work with a partner.

A Say a number from 1 to 31.

B Give the ordinal number.

A Twenty-two

B Twenty-second

6a Say the dates.

1	1 February	4 January ✓
2	24 July	21 June
3	7 March	2 May
4	13 September	30 December
5	14 April	15 August
6	27 November	2 October
7	5 May	6 May
8	18 February	8 February

b **72.4** Listen. Which date do you hear in each pair? Tick ✓ them.

language note *on*

To answer a question with 'When ...?'  
we use *on*:

When is our meeting?

It's **on** the fourth of May.

7a **Your life** Write six dates that are important for you.

Mother's birthday - 12 August.

**b Tell a partner.**

My mother's birthday is on the twelfth of August.



Student's Book p.72



## 1 Study the rules.

## Past simple: irregular verbs

## 1 A lot of common verbs have an irregular past form.



## present

I go to work at 8.30 every day.

## past

I went to work at 6.30 yesterday.  
NOT I goed to work.

## 2 The past simple is the same for all subjects.

I came. He came. They came.

## 2 73.1 Listen and repeat.

present	past	present	past
buy	bought	go	went
come	came	have	had
do	did	leave	left
drink	drank	make	made
drive	drove	read /ri:d/	read /red/
eat	ate /et/	see	saw
find	found	take	took
get	got	write	wrote

## 3a Work with a partner.

A Say one of the verbs in the present simple.

B Give the past simple.

A do

B did

## b Go to page 82. Test your partner on five more verbs.

## 4 Complete the sentences with verbs from exercise 2.

- I drank five cups of coffee yesterday.
- We \_\_\_\_\_ a party last Saturday.
- I \_\_\_\_\_ some new shoes last week.
- I \_\_\_\_\_ a burger for lunch yesterday.
- We \_\_\_\_\_ a good film last night.
- I \_\_\_\_\_ my friend's car yesterday.
- We \_\_\_\_\_ swimming last weekend.
- We \_\_\_\_\_ a taxi to work yesterday.
- I \_\_\_\_\_ a good book last week.
- I \_\_\_\_\_ home early yesterday.

## 5 73.2 Drill. Listen. Make sentences. Use yesterday.

1 I drive to work every day.

I drove to work yesterday.

## 6a Read about Claire's morning routine. Then complete what she says about yesterday morning.



I get up at seven o'clock and I go jogging. I come home at half past seven and I have a shower. I get dressed and then I make some toast and coffee. I eat my breakfast and then I clean my teeth. I drive to the station. I leave my car there and I take the train to the city centre. I buy a newspaper at the station and I read it on the train. I walk from the station in the city centre to my office.

Yesterday I <sup>1</sup> got up at seven o'clock and I <sup>2</sup> \_\_\_\_\_ jogging. I <sup>3</sup> \_\_\_\_\_ home at half past seven and I <sup>4</sup> \_\_\_\_\_ a shower. I <sup>5</sup> \_\_\_\_\_ dressed and then I <sup>6</sup> \_\_\_\_\_ some toast and coffee. I <sup>7</sup> \_\_\_\_\_ my breakfast and then I <sup>8</sup> \_\_\_\_\_ my teeth. I <sup>9</sup> \_\_\_\_\_ to the station. I <sup>10</sup> \_\_\_\_\_ my car there and I <sup>11</sup> \_\_\_\_\_ the train to the city centre. I <sup>12</sup> \_\_\_\_\_ a newspaper at the station and I <sup>13</sup> \_\_\_\_\_ it on the train. I <sup>14</sup> \_\_\_\_\_ from the station in the city centre to my office.

## b 73.3 Listen and check.

## 7a Your life Write six sentences about your day yesterday.

1 I got up at 7.30.

## b Tell a partner.

✓ Now I can ... make simple sentences about the past (2).

Student's Book p.73

## TEACHER'S NOTES LESSON 73

Students learn a set of irregular verbs and use them to make simple sentences about the past.

## Warm-up

- Revise daily routines from **lesson 33**. Divide students into two groups. Ask one member from each group to come to the front of the class to be the group 'writer'.
- Tell teams they have one minute to write a list of daily activities. Team members call out words and their writer writes them on the board. Teams are not allowed to write a word that is already in the other team's list.

- 1 • Focus on the table. Ask students to look at the pictures and underline the verb in each sentence. **Elicit:** *go, went*. **Say:** 'Went' is the past form of 'go'. Explain that *go* is an irregular verb because the past form doesn't have *-ed*.  
• Ask students to turn to the list of irregular verbs on Student's Book page 82. Call out verbs that students have learned in previous cycles and ask students to say whether they are regular or irregular.

Students need a lot of practice to help them remember which verbs are regular and which are irregular. One of the most common mistakes that students are likely to make is to try to form the past of irregular verbs by adding *-ed*.

- 2 • Focus on the list of verbs. Go through the verbs in the present tense and check that students understand them all. Put students in pairs and ask them to make sentences using the verbs in the present. Go through as a class, asking for examples, e.g. *I drive to work*.  
• Play audio **73.1** for students to listen and repeat. Drill each item as a class then individually.  
• Tell students to cover the two columns of past verbs. Say past forms at random and elicit the present forms.  
• Repeat with students covering the present verbs. Say present forms at random and elicit the past form.  
• Put students in pairs to practise.
- 3a • Tell students to cover the verbs in **exercise 2**. Write the present verbs on the board.  
• Tell students to work in pairs. Tell them to take it in turns to say a verb and elicit the past form.
- b • Tell students to look at the list of irregular verbs on Student's Book page 82 and practise with five more verbs with their partner. Monitor.
- 4 • Do the example together. **Write:** *I \_\_\_\_ five cups of coffee yesterday*, on the board.  
• Ask students to look at the list of verbs in **exercise 2** and supply the missing word. **Elicit:** *drank*.  
• Put students in pairs to complete the sentences with suitable verbs.  
• Go through the answers as a class. Ask individual students to read the sentences. Check pronunciation.

1 drank 2 had 3 bought 4 had/ate/made 5 saw  
6 drove/took 7 went 8 took 9 read/bought 10 left/went

- 5 • Do the example together. Play the first item on audio **73.2**. Students hear *I drive to work every day*, make a sentence in the past with *yesterday*, then listen and repeat.  
• Play the rest of the audio.

## Audio script 73.2

- 1 I drive to work every day.  
I drove to work yesterday.
- 2 I have a shower every day.  
I had a shower yesterday.
- 3 I get up early every day.  
I got up early yesterday.
- 4 I leave work at five every day.  
I left work at five yesterday.
- 5 I read the newspaper every day.  
I read the newspaper yesterday.
- 6 I drink coffee every day.  
I drank coffee yesterday.

- 6a • Read through Claire's morning routine as a class. **Ask:** *What time does she get up? What does she have for breakfast?* etc.  
• **Write:** *Yesterday I \_\_\_\_ at seven o'clock*, on the board. Ask students to look at the first text and supply the missing word in the past tense. **Elicit:** *got up*.  
• Put students in pairs to complete the text.
- b • Play audio **73.3** for students to check their answers.  
• Go through the text. Ask individual students to read sentences from the text.

1 got up 2 went 3 came 4 had 5 got 6 made 7 ate  
8 cleaned 9 drove 10 left 11 took 12 bought 13 read  
14 walked

## 7a Your life

- Write six sentences about your day yesterday on the board, e.g. *I got up at 6.30, I had toast for breakfast, I took a taxi to work*. Tell students what you did yesterday.
- **Say:** *Write six sentences about your day yesterday*. Monitor.
- Ask individual students to say one of their sentences. Check pronunciation.
- b • Put students in pairs. Tell them to compare their days.  
• Ask individual students to say a sentence about their partner, e.g. *Yesterday, (Mario) bought a computer magazine*. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can make simple sentences about the past*.

## Follow-up

- Play a game of Vocabulary Snap (see page 11) to revise present and past forms. Write out the present and past verbs from **exercise 2** on pieces of paper and place them face down in the middle of the class.
- Students have to find a matching pair (present and past versions of the same verb, e.g. *get – got*).

## Resource activity pages 246 and 290



## TEACHER'S NOTES LESSON 74

Students learn to use the past simple in negative statements.

## Warm-up

- Review regular and irregular past forms. Dictate the following verbs: *go, have, want, see, phone, play, get up, buy, drive, use, wait, talk*.
- Put students in pairs. Ask them to sort the verbs into regular and irregular. Go through as a class.
- Ask students to write the past simple of each verb. Go through as a class.

- Ask questions about the pictures, e.g. *Who can you see? Where are they? Is Lucy happy? Does Lucy want to talk to Jordan?*
  - Play audio 74.1 for students to read and listen.
  - Drill each sentence as a class and individually.

In English the past tense is the same for all subjects, and for a sentence to make sense it must have a subject. However, in some languages it isn't necessary to use a subject pronoun in a sentence and this can lead to mistakes in English.

- Focus on part 1 of the table. **Write:** *want, go* on the board. Elicit the past forms for all subjects (*I, you, he, etc.*), e.g. *I wanted, you wanted, I went, you went*.
  - Focus on part 2. Ask students to underline the negative forms of *go* and *want*. **Ask:** *How do we make a negative past form?* **Elicit:** *didn't + infinitive*. Write the following sentences on the board: *I walked to school. You got up at 6.30*. Ask students to make the sentences negative.
  - Write:** *I no went to the party. We don't bought a car*. on the board. Put a cross next to the sentences to show they are incorrect. Ask students to correct them.
  - Read part 3. **Write:** *He didn't go to work yesterday*. on the board. Tell students to write out the sentence using the long form of *didn't*.
  - Focus on part 4. **Write:** *He didn't took the train. We didn't go shopping. Sheila didn't used the computer*. on the board. Ask students if the sentences are correct or incorrect. Elicit that the first and last sentences are incorrect and tell students to rewrite them.
- Focus on the sentences. Ask students to read them and underline the verbs.
  - Go through the verbs as a class. Elicit the infinitive form of each verb, e.g. *went* → *go* and write these on the board.
  - Write:** *Sarah went to the university yesterday*. on the board. Ask students to make a negative sentence. **Elicit:** *Sarah didn't go to the university yesterday*.
  - Ask students to make each of the sentences negative.
  - Go through as a class. Ask individual students to say the sentences.

1 didn't go 2 didn't have 3 didn't go out 4 didn't see  
5 didn't play 6 didn't get up 7 didn't buy 8 didn't drive

- Do the example together. Play the first item on audio 74.2. Students hear *We took the tram*, say the negative, then listen and repeat.
  - Play the rest of the audio.

## Audio script 74.2

- We took the tram.  
We didn't take the tram.
- He listened to a CD.  
He didn't listen to a CD.
- They went to Spain.  
They didn't go to Spain.
- She bought a new jumper.  
She didn't buy a new jumper.
- We had a meeting.  
We didn't have a meeting.
- I waited for the bus.  
I didn't wait for the bus.

## 5 Your life

- Go through the list of items and say true sentences about yourself.
- Write two sentences about yourself on the board, e.g. *I didn't get up late yesterday. I bought a newspaper*.
- Focus on the example sentences. **Say:** *Write eight sentences for you using 'yesterday'*. Monitor.
- Ask individual students to read out a sentence. Check pronunciation.
- Put students in pairs to tell each other what they did/didn't do yesterday. Monitor.

## Pronunciation

- Play audio 74.3. Focus on the first sentence. Explain that the words with dots above (*didn't, work*) are stressed. Model the pronunciation of *I didn't go to work*. Ask individual students to say the sentence. Check pronunciation. Repeat with the second sentence.
  - Play the audio again for students to listen and repeat.
- Read through the sentences. Tell students to listen and copy the stress. Play audio 74.4.
  - Ask individual students to say the sentences. Check pronunciation.
  - For further practice, focus on the sentences in exercise 3. Say each sentence and ask students to mark the stressed words. Go over as a class.
  - Focus students' attention on the **can do** statement: *Now I can talk about what I didn't do in the past*.

## Follow-up

- Arrange students in a circle. Say a sentence, e.g. *Henry went to the supermarket yesterday*. The next student has to turn your sentence into a negative sentence and add another sentence saying what Henry did, e.g. *Henry didn't go to the supermarket yesterday. He played tennis*. Continue around the circle.

## Resource activity pages 247 and 290



## 1 74.1 Read and listen.

Last Wednesday

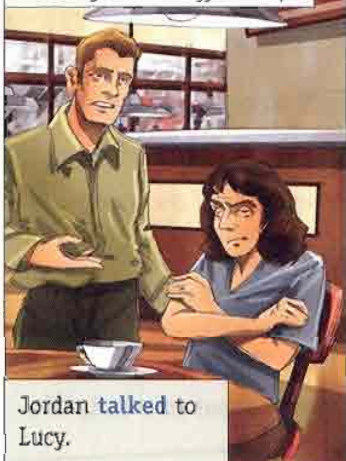


Jordan went to the football match.



He didn't go to the restaurant with Lucy.

Yesterday at The Coffee Shop



Jordan talked to Lucy.



Lucy didn't talk to Jordan.

## 2 Study the rules.

## Past simple: negative statements

## 1 The past simple negative is the same for:

- regular and irregular verbs.
- all subjects.

2 To make negative statements in the past simple we use: subject + **didn't** + verb

I **didn't go** to the restaurant.  
She **didn't talk** to Jordan.

3 **didn't** = **did not**

## 4 Note: We use the infinitive NOT the past simple

He **didn't go** ...  
NOT He **didn't went** ...

## 3 Make the sentences negative.

1 Sarah **didn't go** to the university yesterday.

1 Sarah went to the university yesterday.

2 She had an exam.

3 Ryan and Cindy went out last night.

4 Sarah saw Peter last Sunday.

5 Jordan and Ryan played football yesterday.

6 Cindy got up late today.

7 Jordan bought a new TV for his flat.

8 Lucy drove to work today.

## 4 74.2 Drill. Listen. Say the negative.

1 We took the tram.

We **didn't take** the tram.

## 5 Your life What did you do yesterday? Write a sentence for each verb.

1 I got up late yesterday.

OR I **didn't get up** late yesterday.

1 get up late

5 play tennis

2 send a text

6 speak English

3 go shopping

7 use the Internet

4 buy a newspaper

8 take the train

## Pronunciation

## Sentence stress

In a sentence not all of the syllables are stressed.

## 1 74.3 Listen.

1 I **didn't** go to **work**.2 He **bought** a new **mobile**.

## 2 74.4 Listen and repeat the sentences. Try to copy the stress.

1 I **didn't** go to **work**.2 He **bought** a new **mobile**.3 She had **lunch** with **Jim**.4 We **went** to the **shops**.5 They waited for the **bus**.6 I **phoned** the **police**.

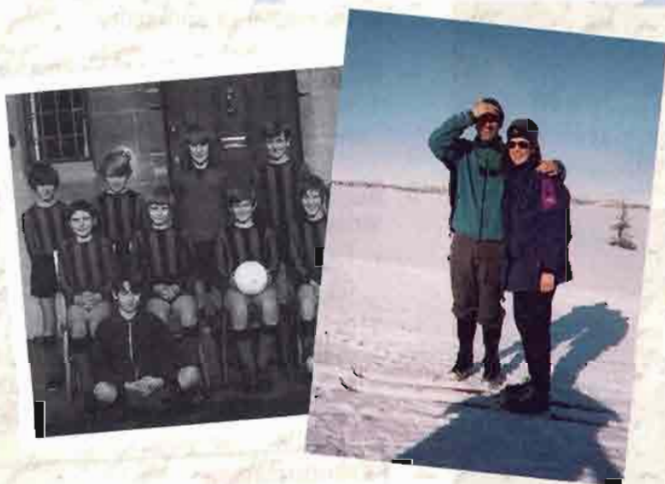
Now I can ...  
talk about what I **didn't do** in the past.

Student's Book p.74



## 1 Read the information about Hans.

## MY LIFE



- 1 Hans was born in Germany. His family lived in a small town near Frankfurt.
- 2 When he was five, they left Germany and they moved to Hong Kong. His father worked for a computer company there.
- 3 Hans went to school in Hong Kong. He liked school.
- 4 He liked sport. He played football and rugby for the school teams.
- 5 Hans left school when he was eighteen. He went to Vancouver in Canada.
- 6 He studied there at the University of British Columbia. He did Japanese and Russian.
- 7 After that he stayed in Vancouver and he got a job with a radio station. He was a reporter.
- 8 He met his wife, Meena, in hospital. He had a motorbike and one day he had an accident. Meena was a nurse at the hospital.
- 9 They got married two years later.
- 10 Their first child - a son - was born in January this year.

2a **75.1** Some of the facts in the text are wrong. Listen to Hans talking about his life. Underline the incorrect information.

b Listen again. Correct the text in exercise 1.



c Say what is wrong and give the correct form.

*They didn't live in a small town; they lived in a village.*

3a **Your life** Write five sentences about your life. Follow the pattern.

I was born in ...  
We lived in (name of the street) ...  
I went to (name of the school) ...  
I liked/didn't like ...  
I left school when I was ...  
I got a job in /with .... OR I went to ...  
(name of university)

b Tell a partner about your early life.

## English in the world

## Ages

Read about ages in Britain.

- 5 Children start school.
- 16 You can leave school, but most students stay till 18.
- 17 You can drive a car.
- 18 All students leave school.  
You can get married even if your parents say 'no'.  
You can vote.
- 19 Most students start university.
- 22 Most students finish university.

Compare this to your country.



Now I can ...  
talk about my early life.

Student's Book p.75



## TEACHER'S NOTES LESSON 75

Students revise regular and irregular verbs through a reading text and learn to talk about their early life.

## Warm-up

- Revise lifestyles by drawing a picture of a man or woman on the board (a stick picture is fine for this activity). Around the picture write: *name? age? birthday? married? children? nationality? job? home?*
- Put students in pairs. Tell them to write eight questions to find out the information on the board.
- Students ask their questions and write down the answers you give. (Make up the answers as you go along or prepare them before the class.) Ask students to write a mini-profile of the person. Monitor.
- Put students in pairs to compare their profiles.

- 1 • Tell students to cover the text. Focus on the pictures. Ask questions, e.g. *How old is he? What is he doing? Who is he with?* Encourage students to guess details.
- **Elicit/Teach:** *was born, move to, rugby, team, do (Russian), get a job, radio station, accident, nurse.*
  - Tell students to read the text.
  - Ask questions about the text, e.g. *Where was Hans born? Where is Frankfurt? How old was he when his family went to Hong Kong?*
  - Tell students to read the text again and then cover it.
  - **Say:** *Germany. Elicit:* *Hans lived in Germany.* Repeat with *Hong Kong, computer company, football and rugby, eighteen* to elicit sentences about Hans.
- 2a • Tell students that some of the information in the text is wrong. Ask them to listen to Hans. Play audio 75.1.
- **Write:** *I was born in Germany. We lived in a small town near Frankfurt.* on the board. Play the first line of the audio twice. **Elicit:** *Hans didn't live in a small town* and underline *small town*. (Don't ask students to correct the sentences yet.)
  - Play the rest of the audio twice.

1 small town 2 computer company 3 Hong Kong 4 rugby  
5 eighteen 6 Japanese 7 radio station 8 motorbike  
9 two 10 this year

## Audio script 75.1

- 1 I was born in Germany. We lived in a village near Frankfurt.
- 2 When I was five, we left Germany and we moved to Hong Kong. My father worked for a bank there.
- 3 I went to school in Frankfurt. I liked school.
- 4 And I liked sport. I played football and basketball for the school teams.
- 5 I left school when I was nineteen and I went to Vancouver in Canada.
- 6 I studied there at the University of British Columbia. I did Chinese and Russian.
- 7 After that I stayed in Vancouver and I got a job with a newspaper. I was a reporter.
- 8 I met my wife, Meena, in hospital. I had a sports car and one day I had an accident. Meena was a nurse at the hospital.
- 9 We got married three years later.
- 10 Our first child – a son – was born in January last year.

- b • Tell students to listen again and correct the text. Play the audio again.
- c • Go through each line of the text. Elicit what's wrong and the correct information.

- **Write:** *They \_\_\_\_ live in a small town; they lived in a \_\_\_\_.* Ask students to supply the missing words. **Elicit:** *didn't, village.* Focus on the use of the semi-colon (;) to separate the two parts of the sentence.
- Put students in pairs. Tell them to write sentences saying what's wrong and giving the correct information.
- Go through the answers as a class. Ask individual students to read their sentences.

- 1 They didn't live in a small town; they lived in a village.
- 2 His father didn't work for a computer company; he worked for a bank.
- 3 He didn't go to school in Hong Kong; he went to school in Frankfurt.
- 4 He didn't play rugby for the school team; he played basketball.
- 5 He didn't leave school when he was eighteen; he left when he was nineteen.
- 6 He didn't do Japanese; he did Chinese.
- 7 He didn't get a job with a radio station; he got a job with a newspaper.
- 8 He didn't have a motorbike; he had a sports car.
- 9 They didn't get married two years later; they got married three years later.
- 10 Their first son wasn't born this year; he was born last year.

## 3a Your life

- If possible, show students photos of yourself at different stages in your life to create interest.
  - Use the expressions in the pattern to tell students about your early life, e.g. *I was born in London/England. We lived in Cambridge Street.*
  - Go through the pattern. Ask individual students to say sentences about their life
  - Focus on the expressions. **Say:** *Write five sentences about your life.* Monitor.
- b • Put students in pairs. Tell them to compare their sentences and make notes about their partner.
- Ask individual students to say a sentence about their partner.

## English in the world

- **Elicit/Teach:** *vote.*
- Go through the text about ages in Britain. Ask individual students about ages in their country.
- Tell students to make notes about their country.
- Put students in small groups (if possible, mixed-nationality groups), to compare their notes.
- If you have a mixed-nationality group, you could put students of the same nationality together and ask them to make one set of notes. When they finish, draw a table, with columns for each country, on the board and ask one person from each group to come to the board and fill in the relevant column.
- Focus students' attention on the **can do** statement: *Now I can talk about my early life.*

## Follow-up

- Revise months by dictating them out of order.
- Ask individual students to spell one month each and write these on the board.
- Go through as a class.

## Resource activity pages 248 and 291



## TEACHER'S NOTES LESSON 76

Students revise the past simple and learn expressions for saying who is right and who is wrong.

## Warm-up

- Use the pictures from **lesson 68** to revise the story to date. Ask questions about the characters and the story, e.g. *Who can you see? Where did Jordan go? Who did he have a date with? Who did he go to the football match with? Where did Lucy's friends go?*

- Play audio **76.1** to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key vocabulary for each picture, e.g.
    - picture 1: *still, angry, fault, try*
    - picture 2: *date, match, idiot, maybe, audition, play*
    - picture 3: *look for, birthday card, present*
    - picture 4: *wonderful, surprised, kiss*
  - Write the new words on the board and drill as a class and individually.
  - Ask some questions about the **pictures** to check basic comprehension, e.g.
    - picture 1: *Where are Jordan and Peter? What are they drinking? Are they enjoying themselves?*
    - picture 2: *What do you think they're talking about? Where are they now?*
    - picture 3: *Who do they meet in the street?*
    - picture 4: *What's Jordan doing? Why do you think he's kissing Sarah?*
  - Focus on the question *Where is Sarah going?* Play the audio again. **Elicit:** *She's going shopping.*
  - Ask questions about the **text** to check comprehension, e.g.
    - picture 1: *What are they talking about? Who isn't talking to Jordan? Why? Who did Jordan try to phone? Why didn't Jordan phone Lucy? Does Jordan think it's his fault that Lucy isn't speaking to him?*
    - picture 2: *Why didn't Lucy go out with her friends? Why does Jordan say he's an idiot? Where is Jordan going?*
    - picture 3: *What is Sarah going to buy? Whose birthday is it? When is Lucy's birthday?*
    - picture 4: *Why does Jordan kiss Sarah? What do you think he's going to do?*
- Write:** *\_\_\_\_\_ isn't talking to Jordan.* Tell students to read the text again and supply the missing name. **Elicit:** *Lucy.*
  - Tell students to read the text again and complete the sentences with the correct names.
  - Put students in pairs to compare their answers.
  - Ask individual students to say the answers. Write them on the board so that everyone can see.
  - Go through the answers as a class.

1 Lucy 2 Jordan 3 Cindy 4 Lucy 5 Lucy 6 Sarah 7 Lucy  
8 Jordan

- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
  - Write:** *It was Ryan's \_\_\_\_\_ on the board.* Point to the gap and ask students to supply the missing word. **Elicit:** *fault.*
  - Ask students to complete the expressions.

- Play audio **76.2** for students to check their answers.

fault, my, right

- Play the audio again while students listen and repeat.
  - Ask:** *Whose fault is it that Lucy isn't speaking to Jordan?* **Elicit:** *Jordan's.* **Ask:** *Why?* **Elicit:** *He went to the football match and didn't tell Lucy.*
- Focus on the story. Put students in groups of three. Tell them to practise the conversation, each taking one part, Jordan, Peter, Sarah.
  - Give students an opportunity to practise all three roles. Monitor.
  - Focus students' attention on the **can do** statement: *Now I can say who is right and wrong.*

## Follow-up

- Make a word snake of past forms of verbs from the text, e.g. *talkedleftsawwasn'tphonedsentknewwentlookedwantedhad.*
- Make enough copies for students to work in small groups (or write the word snake on the board). Groups compete to find as many words as possible.
- When students have unscrambled the word snake, elicit the present forms of each verb.

## Resource activity pages 249 and 291



1 **76.1** Read and listen to the story. Where is Sarah going?

2 Complete the sentences with the correct names.

- 1 Lucy isn't talking to Jordan.
- 2 \_\_\_\_\_ saw Lucy at The Coffee Shop yesterday.
- 3 \_\_\_\_\_ is still angry with Ryan.
- 4 \_\_\_\_\_ didn't get Jordan's text.
- 5 \_\_\_\_\_ didn't go to the rock concert.
- 6 \_\_\_\_\_ is looking for a card and a present.
- 7 It's \_\_\_\_\_'s birthday next Thursday.
- 8 \_\_\_\_\_ says that Sarah is wonderful.

3a Complete the expressions.

#### Everyday expressions

#### Saying who is right and wrong

It was Ryan's f. \_\_\_\_\_.

It wasn't m. \_\_\_\_\_ fault.

Lucy was r. \_\_\_\_\_.

b **76.2** Listen, check, and repeat.

4 Work in a group. Practise the story.



**Jordan** Lucy still isn't talking to me. She was at The Coffee Shop yesterday. But she left when she saw me.

**Peter** Oh, dear. And Cindy's still angry with Ryan, too.

**Jordan** Yes, because you told Cindy.

**Peter** Hey, it wasn't my fault.

**Jordan** Yes, you're right. It was Ryan's fault.

**Peter** Come on, Jordan. You went to the match, too.

**Jordan** Yes, but I tried to phone Lucy. And I sent a text.

**Peter** But her phone wasn't working.

**Jordan** Yes, but I didn't know that. So why is she angry?



**Peter** Look. Lucy wanted to go to the rock concert with her friends, but she didn't go, because she had a date with you. But you ...

**Jordan** I went to the football match. Yes, Lucy was right: I am an idiot.

**Peter** Maybe. Anyway, I must go.

**Jordan** Me, too. I've got an audition for a play this afternoon.



**Peter** Hi, Sarah.

**Sarah** Oh, hello, Peter. Hi, Jordan.

**Peter** Are you going shopping?

**Sarah** Yes, I'm looking for a birthday card and a present for Lucy.

**Jordan** Really? When's her birthday?

**Sarah** It's next Thursday.



Now I can ...

say who is right and wrong.

Student's Book p.76



## 1 77.1 Listen and repeat.



1 go shopping



2 wash the car



3 tidy the house



4 work in the garden



5 do the washing



6 pay the bills



7 meet your friends



8 visit your family



9 go to the cinema



10 go to the theatre



11 go to the park



12 relax

## 2 Which of the verbs in exercise 1 are irregular? Look at the list of irregular verbs on page 82. Write the expressions in the past form.

present

past

1 go shopping

I went shopping.

2 wash the car

We washed the car.

## 3 77.2 Drill. Listen. Make sentences. Use the past simple.

1 go to the cinema.

I went to the cinema.

## 4a What other things do people do at the weekend? Write five more activities.

1 go to church

b Tell the class your ideas.

## 5a 77.3 Listen. Which activity did they do at the weekend?

Saturday

Sunday

1 go shopping

visit parents

## b Now make sentences.

1 On Saturday, he went shopping.

## 6a Your life Which things did you do last weekend?

Write a sentence about each activity in exercise 1.

I went shopping. OR I didn't go shopping.

## b Work with a partner. Compare your weekends.

A I went shopping. What about you?

B No, I didn't go shopping. I met my friends.

A Me, too.

Now I can ...  
talk about weekend activities.

Student's Book p.77



## TEACHER'S NOTES LESSON 77

Students learn a lexical set of weekend activities and talk about what they do at the weekend.

## Warm-up

- Revise past tenses. Ask students to write down the following information: something they did yesterday, somewhere they went, someone they saw, something they bought, something they ate. Put students in pairs to tell each other about their day.

- Focus on the pictures. Play audio 77.1 for students to listen and repeat.
  - Drill each word as a class then individually.
  - Nominate a student and ask them to identify a picture. Go through items at random. Check pronunciation.
  - Put students in pairs to practise. Monitor.

A number of the activities in exercise 1, e.g. *tidy the house, go shopping*, do not translate word for word into other languages, so while students are unlikely to make mistakes while they have the words in front of them, they may make mistakes when trying to recall the words.

- Focus on the first item in exercise 1, *go shopping*. Ask: *Is 'go' regular or irregular?* Elicit: *irregular*.
  - Put students in pairs to decide whether the verbs are regular or irregular. Tell them to check each verb on the list of irregular verbs on Student's Book page 82.
  - Write: *go shopping* on the board. Ask: *What's the past form?* Elicit: *went shopping* and write this on the board.
  - Put students in pairs to put the verbs into the past form and write sentences using different subjects, e.g. *He tidied the house*. Monitor.
  - Go through as a class.

1 went shopping 2 washed the car 3 tidied the house  
4 worked in the garden 5 did the washing 6 paid the bills  
7 met (my / our) friends 8 visited (my / our) family 9 went to the cinema  
10 went to the theatre 11 went to the park  
12 relaxed

- Do the example together. Play the first item on audio 77.2. Students hear *go to the cinema*, make a sentence in the past, then listen and repeat.
  - Play the rest of the audio.

## Audio script 77.2

1 go to the cinema	4 go to the park
I went to the cinema.	I went to the park.
2 work in the garden	5 meet my friends
I worked in the garden.	I met my friends.
3 wash the car	6 visit my family
I washed the car.	I visited my family.

- Focus on the example. Elicit/Teach: *church*.
  - Ask students to think of other weekend activities and call them out, e.g. *go to the sports centre, go to the mosque, go to a concert*. Write these on the board.
  - Put students in pairs. Tell them to write five more weekend activities (they can use dictionaries, if necessary).
- Ask students to tell the class their ideas. Write these on the board. Drill new words and make sure that students understand them.
- Draw two columns on the board headed *Saturday* and *Sunday*. Tell students to listen and write the activities the man did at the weekend. Play the first conversation on audio 77.3 twice. Elicit: *go shopping, visit parents*, and write the activities in the correct columns.
  - Repeat with each conversation.

1 go shopping, visit parents 2 do the washing, relax in the garden 3 go to the cinema, go to the park with the children 4 wash the car, pay some bills on the Internet 5 meet friends in town, tidy the house 6 go to the theatre, work in the garden

- Focus on the pairs of activities from exercise 5a. Play the audio again. Elicit *he, she, or they* for each pair of activities.
- Put students in pairs to make sentences using the correct subject pronoun.
- Go through the answers as a class.

1 On Saturday, he went shopping. On Sunday, he visited his parents. 2 On Saturday, she did the washing. On Sunday, she relaxed in the garden. 3 On Saturday, they went to the cinema. On Sunday, they went to the park (with the children). 4 On Saturday, she washed the car. On Sunday, she paid some bills on the Internet. 5 On Saturday, he met his friends in town. On Sunday, he tidied the house. 6 On Saturday, they went to the theatre. On Sunday, they worked in the garden.

## Audio script 77.3

1 A How was your weekend?  
B It was OK. I went shopping on Saturday and on Sunday I visited my parents.

2 A Hi, Linda. How was your weekend?  
B OK, thanks. I did the washing on Saturday.  
A What about Sunday?  
B It was a nice day, so I relaxed in the garden.  
A Good.

3 A Morning, Bob. How was your weekend?  
B It was very good, thanks. We went to the cinema on Saturday and on Sunday we went to the park with the children.  
A Very nice.

4 A How was your weekend, Yasmin?  
B It was all right. I didn't do a lot. I washed the car on Saturday and on Sunday I went on the Internet and paid some bills.  
A Oh, I see.

5 A Hi. How was your weekend?  
B It was fine, thanks. I met my friends in town on Saturday.  
A What about Sunday?  
B I tidied the house.  
A Oh, OK.

6 A Hello. How was your weekend?  
B It was very nice, thank you. We went to the theatre on Saturday. The play was very good, and on Sunday we worked in the garden.  
A Yes, the weather was very nice.

## 6a Your life

- Focus on the activities in exercise 1. Go through the activities. Say the things that you did/didn't do.
  - Look at the example. Say: *Write sentences about your weekend. Use the activities in exercise 1*. Monitor.
  - Ask individual students to say something that they did/didn't do. Check pronunciation.
- Put students in pairs. Say: *Compare your weekends*. Monitor.
    - Ask students to say sentences about their partner's weekend.
  - Focus students' attention on the **can do** statement: *Now I can talk about weekend activities*.

## Follow-up

- Play a game of Whispers (see page 11).

Resource activity pages 250 and 292



## TEACHER'S NOTES LESSON 78

Students learn past simple questions and ask and answer questions about the past.

## Warm-up

- Revise weekend activities by making large flashcards with pictures of the activities in **lesson 77**. (If you can't find pictures, write the activities on cards.)
- Arrange the activities in a row on the board and drill each one.
- Turn the flashcards over so students can't see the pictures/words.
- Point to each card and ask *What's this?* If students guess correctly, turn the card over. If not, continue along the row and then return to the activities that they weren't able to guess and ask *What's this?* again.

- 1a** • Ask questions about the pictures, e.g. *Where are Peter and Cindy? What are they doing?*
- **Elicit/Teach:** *station, audition, part.*
  - Play audio **78.1** for students to read and listen.
  - Drill each question and answer.
- b** • Put students in pairs to practise the conversation. Give them an opportunity to practise both roles.
- 2** • Focus on the first part of the table. **Write:** *Did \_\_\_\_ see him?* Drill the question form using all subjects.
- Repeat with short answers.
  - Focus on the second part. **Write:** *Did he tidy the flat? Did he tidied the flat? Did he get the part? Did he getted the part? Did he got the part?* on the board. Tell students to find two correct questions. **Elicit:** *Did he tidy the flat? Did he get the part?*
  - Focus on the third part. **Write:** *Did you get up early yesterday? Did you watch TV yesterday?* on the board. Point to each verb. **Ask:** *Regular or irregular?* Elicit that *get up* is irregular and *watch* is regular.
  - **Write:** *go shopping, work in the garden, do the washing* on the board. Ask students to make questions using *you/yesterday*. **Elicit:** *Did you go shopping yesterday? Did you work in the garden yesterday? Did you do the washing yesterday?* and write the questions on the board.
  - Put students in pairs to practise asking and answering the questions.

Students often have problems with word order in past simple questions, especially if they make questions in their own language in a different way. They may also have difficulty remembering to use the auxiliary verb *did* to form questions, as not all languages use an auxiliary to form questions.

- 3a** • **Elicit/Teach:** *club, story.*
- Focus on the conversations. **Write:** *Did you \_\_\_\_ that bill yesterday (pay/paid)?* on the board. Point to the gap. **Ask:** *pay or paid?* **Elicit:** *pay.*
  - Put students in pairs. Tell them to complete the conversations by choosing the correct verb form.
- b** • Tell students to listen and check their answers. Play audio **78.2** twice.
- Go through the answers as a class. Ask individual students to say a sentence.
  - Put students in pairs to practise the conversations. Monitor.

## Audio script 78.2

- 1** **Cindy** Did you pay that bill yesterday?  
**Ryan** Yes I did. I paid it at the bank.
- 2** **Sarah** Did you go out on Saturday night?  
**Lucy** Yes I did. I went to a club. What about you?  
**Sarah** No, I didn't go out. I had a headache.
- 3** **Cindy** Did you like the film?  
**Peter** It was OK. I liked the story, but I didn't like the actors.

## 4 Your life

- Go through the verbs. Focus on the example question. Tell students to make past questions for each verb.
- Go through as a class.
- Ask individual students questions about their weekend, e.g. *Did you go swimming? Did you have a party?* **Elicit:** *Yes, I did./No, I didn't.*
- Put students in pairs to ask and answer questions about each other's weekend. Monitor.
- Ask individual students about their partner's weekend.

## Pronunciation

- 1** • Play audio **78.3**. Model the question and answer. **Write:** *Did you meet your friends?* Draw a line to show the rising intonation in the question and the falling intonation in the answer.
- Did you meet your friends?*  
*No, I didn't.*
- Play the audio again.
- 2** • Go through the sentences. Write each one on the board and mark the intonation.
- Play audio **78.4** for students to listen and repeat.
  - Focus students' attention on the **can do** statement: *Now I can ask and answer questions about the past.*

## Follow-up

- Write a selection of activities that students learned in **lessons 25, 49, and 77** on pieces of paper.
- Give each student one piece of paper. Tell them to make a past question using *you/at the weekend* and the activity on their piece of paper, e.g. *Did you go swimming at the weekend?*
- Tell students to move around and find out how many people in the class did their activity.
- Go over the activities as a class. Ask individual students to say the results of their mini-survey, e.g. *Ten students played tennis last weekend.*

## Resource activity pages 251 and 292



## 1a 78.1 Read and listen.



Peter Did you see Jordan yesterday?  
 Cindy Yes, I did. I saw him at the station last night.  
 Peter Oh, did he go to his audition?  
 Cindy Yes, he did.  
 Peter Did he get the part?  
 Cindy No, he didn't.  
 Peter Oh, dear.

## b Practise the conversation with a partner.

## 2 Study the rules.

## Past simple: questions and short answers

## 1 To make questions in the past simple we use:

did + subject + verb

Did you see Jordan? Yes, I did.

No, I didn't.

Did he get the part? Yes, he did.

No, he didn't.

## 2 We use the infinitive and not the past simple after did.

Did he go to the audition?

NOT Did he went to the audition?

## 3 We make questions in the same way with both regular and irregular verbs.

Did you clean the car? (regular)

Did you do the washing? (irregular)

## 3a Complete the conversations. Choose the correct verb form.

## 1 pay paid

Cindy Did you \_\_\_\_\_ that bill yesterday?

Ryan Yes, I did. I \_\_\_\_\_ it at the bank.

## 2 go went

Sarah Did you \_\_\_\_\_ out on Saturday night?

Lucy Yes, I did. I \_\_\_\_\_ to a club. What about you?

Sarah No, I didn't \_\_\_\_\_ out. I had a headache.

## 3 like liked

Cindy Did you \_\_\_\_\_ the film?

Peter It was OK. I \_\_\_\_\_ the story, but I didn't

\_\_\_\_\_ the actors.

## b 78.2 Listen and check.

## 4 Your life Did you do these things at the weekend? Ask and answer with a partner.

A Did you go swimming?

B Yes, I did. OR No, I didn't.



1 go swimming



2 have a party



3 tidy the house



4 watch TV



5 play tennis



6 stay in bed late



7 read a book



8 meet your friends

## Pronunciation

## Sentence intonation

## 1 78.3 Listen. Note the intonation.

Question Did you meet your friends?

Answer No, I didn't.

## 2 78.4 Listen and repeat. Try to follow the intonation.

1 Did you meet your friends?

No, I didn't.

2 Did you like the film?

Yes, we did.

3 Were you at the party?

No, we weren't.

4 Did you go out last night?

No, I didn't.

5 Was Monica away yesterday?

Yes, she was.



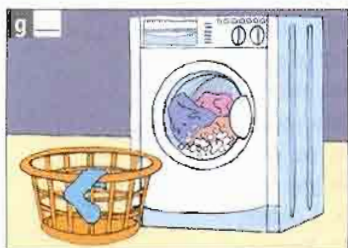
Now I can ...

ask and answer questions about the past.

Student's Book p.78



- 1 **79.1** Jane is talking to her friend Monica about her weekend. Listen. Number the pictures in the correct order.



- 2 Listen again. Match the pictures with the times.

	Saturday	Sunday
morning	2	—
afternoon	—	—
evening	—	—

- 3 Listen again. Answer the questions.

- Who did Jane go to town with?
- Did she buy anything at the shops?
- What did she lose?
- Did she find it?
- What was the play called?
- Was the play good?

#### Language note

##### Past simple *wh-* questions

We use the normal question form in *wh-* questions.

Did she find it?  
Where did she find it?

Did you buy anything?  
What did you buy?

- 4 Use the cues. Make questions.

- What did you do at the weekend?
- Did you tidy the house?

- What/do/at the weekend
- tidy the house
- Where/go/on Saturday
- go shopping
- What/buy
- meet your friends
- When/meet
- have lunch at a restaurant
- Who/have lunch with
- What time/get up on Sunday

- 5 **Your life** Work with a partner. Talk about your weekend.

What did you do on Saturday morning?

Where did you go?

Did you ...?

Where did you go on Saturday afternoon?



Now I can ...  
ask about someone's weekend.

Student's Book p.79

## TEACHER'S NOTES LESSON 79

Students revise the past tense through a listening text and learn to understand a conversation about recent events.

## Warm-up

- Play Bingo (see page 10) with irregular verbs. Write out the present forms of the irregular verbs from Student's Book page 82 on pieces of paper. Mix them up and place them in a pile face down in front of you.
- Tell students to fill their grid with the past form of 16 irregular verbs from the list on page 82.

- **Elicit/Teach:** *interesting, mum, called, jumper, lose, find, purse, go back, lucky, nice, guy, theatre, funny, lovely.*
  - Go through the activities and times. Elicit what is happening in each picture.
  - Play audio **79.1**.
  - **Ask:** *What did Jane do on Saturday morning?* Play the first part of the audio twice, (up to *we went shopping*). **Elicit:** *She cleaned her flat.* Point to picture e and elicit that this is the first activity.
  - Play the rest of the audio twice and tell students to number the pictures in order.
  - Go through the answers as a class.

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

## Audio script 79.1

**Narrator** Jane's weekend.  
**Monica** Hi, Jane. How are you?  
**Jane** Oh, hi, Monica. I'm fine, thanks. And you?  
**Monica** Fine. Did you have a good weekend?  
**Jane** Yes, it was OK.  
**Monica** What did you do?  
**Jane** Well, on Saturday morning I cleaned my flat. Then in the afternoon I went into town and I met my boyfriend, Rob, and we went shopping.  
**Monica** Did you buy anything?  
**Jane** Yes, I bought a few things – some clothes and a book. But then I lost my mobile phone!  
**Monica** Oh no! What did you do?  
**Jane** Well, we went back to all the shops.  
**Monica** Did you find it?  
**Jane** Yes, it was in the bookshop.  
**Monica** Wow, that was very lucky.  
**Jane** Yes, it was. Anyway in the evening we went to the theatre. We saw a very good play – *The Birthday*. It was very funny.  
**Monica** Oh, yes. We saw that last week. It's very good. What did you do on Sunday?  
**Jane** I did the washing in the morning and then I cleaned the car. In the afternoon I visited my parents and I took their dog for a walk in the park. In the evening I just watched TV. Anyway, what about you? Did you have a good weekend?

- Copy the table onto the board. **Ask:** *When did Jane clean her flat?* Play the first part of the audio again (up to *we went shopping*). **Elicit:** *on Saturday morning* and write e in the table for *Saturday morning*.
  - Repeat with the other activities. Play the audio again, if necessary stopping after each activity.
  - Go through the answers as a class.

e Saturday morning h Saturday afternoon a Saturday evening  
 g, b Sunday morning f, d Sunday afternoon c Sunday evening

- Go through the questions.
  - Tell students to listen again and write answers to the questions. Play the audio again twice.
  - Put students in pairs to compare their answers.
  - Go over the answers as a class. Play the audio again, if necessary, stopping after each answer.

1 her boyfriend 2 Yes, she did (some clothes and a book). 3 her mobile phone 4 Yes, she did (at the bookshop). 5 *The Birthday* 6 Yes, it was.

- Focus on the **Language note**. Drill each question as a class and individually.
  - Read through as a class and elicit possible responses for each question, e.g. *She found it in the bookshop. I bought a book.*
  - Focus on the form. **Write:** *Where they did go? They went where?* on the board. Put a cross next to the sentences to show they are incorrect and ask students to correct them.
- Focus on the cues. **Write:** *What/do/at the weekend* on the board. **Ask:** *What's the question?* **Elicit:** *What did you do at the weekend?*
  - Put students in pairs to write questions using the cues.
  - Nominate students to read the questions.

1 What did you do at the weekend? 2 Did you tidy the house?  
 3 Where did you go on Saturday? 4 Did you go shopping?  
 5 What did you buy? 6 Did you meet your friends? 7 When did you meet? 8 Did you have lunch at a restaurant? 9 Who did you have lunch with? 10 What time did you get up on Sunday?

## 5 Your life

- Tell students to answer the questions they wrote in exercise 4.
- Ask individual students about their weekend, e.g. *What did you do at the weekend? Did you tidy the house?*
- Put students in pairs. Focus on the cues. **Say:** *Ask and answer questions about each other's weekend.* Monitor.
- Ask individual students about their partner, e.g. *What did (Simon) do on Saturday morning?*
- Focus students' attention on the **can do** statement: *Now I can ask about someone's weekend.*

## Follow-up

- Write out time expressions (past, present, future) and verbs that students have learned on pieces of paper. Put the time expressions in one pile, face down, and the verbs in another pile, face down.
- Put students in two teams. Choose a time expression and a verb and hold them up for the first team to make up a sentence. To keep the game moving quickly, set a time limit, e.g. 30 seconds, and then hold up new words for the next team to make up a sentence.

Resource activity pages 252 and 293



## TEACHER'S NOTES LESSON 80

Students revise past tenses and use questions in the past to build up a conversation.

## Warm-up

- Revise past tenses and places. Elicit a list of places, e.g. *sports centre, supermarket, chemist's, station, airport, car park, park, clothes shop, restaurant, café, pub, cinema, theatre, school, club.*
- Put students in small groups. **Say:** *I went to the cinema and I saw a film.* The next student has to make a past sentence with a place and an activity.

## 1a • Elicit/Teach: weather.

- Focus on the questions.
- Play audio **80.1** for students to listen and repeat.
- Drill the questions as a class then individually. Check pronunciation.
- Ask individual students what they did/where they went at the weekend, e.g. *Did you go shopping?* Choose questions from the list to ask for more information, e.g. *Who did you go with?*

## b • Elicit/Teach: delicious, boating, lake.

- Ask students to cover the text and focus on the pictures. Ask questions e.g.  
picture 1: *Where are they? What are they doing? What sort of restaurant is it?*  
picture 2: *Where are they? What are they doing?*  
picture 3: *What's the weather like? What are they doing? Do you think they're enjoying it?*  
picture 4: *Where are they? What's the weather like? What are they doing? Are they having a good time?*
- Read the first exchange. Focus on the first gap. Tell students to read the next line of the conversation: *We went to the Red Dragon.* **Say:** *This is the answer. What's the question?* Tell students to read the questions in **exercise 1a** again and find a suitable question. **Elicit:** *Where did you go?*
- Put students in pairs. Ask them to look at the answers in each conversation and then find questions to complete the conversations. They can use each question once.

2a • Play audio **80.2** for students to check their answers.

- Go through the answers as a class.

1 Where did you go? 2 Was it good? 3 What did you see? 4 Did you enjoy it? 5 What did you do? 6 Did you have a good time? 7 Who did you go with? 8 Was the weather good?

- Put students in pairs to practise the conversations. Give students the opportunity to practise both roles in each conversation. Monitor.
- Ask pairs of students to act out the conversations.

- 3 • Focus on the **Everyday expressions**. Drill each expression as a class then individually. Check intonation in the questions (falling in a *wh-* question and rising in a *yes/no* question).
- Write:** *What did you see?* on the board, and underline *Wh-*. **Ask:** *What do wh- questions ask for?* **Elicit:** *information.* Put students in pairs. Ask them to read the text again and underline more examples of *wh-* questions.
  - Write:** *Was it good?* on the board. **Ask:** *What are the two possible answers?* **Elicit:** *Yes, it was./No, it wasn't.* Ask students to look at the text again and find more examples of *yes/no* questions.
  - Elicit/Teach that we use questions to build up a conversation. Point out that we usually start with a *wh-* question to find out more information.

- 4 • Go through the cues. Elicit or explain that *The Revolution* is the name of a club, *The Seagull* is the name of a play, and *Ireland* is a country.
- Write the first conversation from **exercise 1b** on the board. Go through each line and ask students to make a new conversation using the first set of cues (*a club/The Revolution*). **Elicit:**  
**A** *What did you do on Saturday evening?*  
**B** *We went to a club.*  
**A** *Where did you go?*  
**B** *We went to The Revolution.*  
**A** *Was it good?*  
**B** *Yes, the music was great.*
  - Put students in pairs and tell them to make new conversations with the cues. Monitor.
  - Go through as a class.
  - Ask pairs of students to act out their new conversations.
  - Put students in pairs to practise the conversations. Monitor.

## English in the world

- Focus on the pictures. Elicit different things that people can do or see at the different places, e.g.  
*The Lake District – go walking, take photos, see wild animals*  
*The London Eye – see London, take photos*  
*The Eden Project – walk around, see the plants*  
*Alton Towers – go on rides*
- Write new words on the board and drill them.
- Say:** *Write down four popular places to go in your country and one thing you can do at each place.*
- Put students in pairs or small groups to compare their ideas.
- Focus students' attention on the **can do** statement: *Now I can use questions in the past to build a conversation.*

## Follow-up

- Collect pictures of different popular places to visit (choose places that students will recognize) – you need one picture for each group. Hold the pictures up and elicit the name of each place. Write the place names on the board.
- Divide the class into equal size small groups. Give each group a picture and tell students that they went on a trip to this place last week.
- Tell students to make up and write the following details: when they went, who they went with, where they went, how they travelled, what they did.
- Put students in new groups, containing one member from each of the original groups. Tell them to find out about each person's trip by asking questions.

Resource activity pages 253 and 293

Review and Wordlist Lessons 73–80  
Student's Book pages 101–102



## 1a 80.1 Listen and repeat the questions.

- |                        |                           |
|------------------------|---------------------------|
| What did you see?      | Did you have a good time? |
| What did you do there? | Was the weather good?     |
| Who did you go with?   | Where did you go?         |
| Was it good?           | Did you enjoy it?         |

## b Complete the conversations with the questions.



- 1
- A What did you do on Saturday evening?
- B We went to a restaurant.
- A <sup>1</sup> \_\_\_\_\_
- B We went to The Red Dragon.
- A <sup>2</sup> \_\_\_\_\_
- B Yes, the meal was delicious, thanks.

- A What did you do last night?
- B We went to the cinema.
- A <sup>3</sup> \_\_\_\_\_
- B We saw *Cold Feet*.
- A <sup>4</sup> \_\_\_\_\_
- B Yes, we did. It was very good.



- 3
- A What did you do on Sunday?
- B We went to the park.
- A <sup>5</sup> \_\_\_\_\_
- B We went boating on the lake.
- A <sup>6</sup> \_\_\_\_\_
- B Yes, we did. We had a great time, thanks.

- A What did you do at the weekend?
- B We went walking in the Lake District.
- A <sup>7</sup> \_\_\_\_\_
- B We went with some friends.
- A <sup>8</sup> \_\_\_\_\_
- B No, it wasn't. It rained all the time.



## 2a 80.2 Listen and check.

b Practise the conversations with a partner.

## 3 Study the rule.

**Everyday expressions**  
**Building a conversation**

- A **Statement** We went to the cinema.
- B **wh- question** What did you see?
- A **Statement** We saw *Cold Feet*.
- B **yes/no question** Was it good?

## 4 Make new conversations. Use the cues.

- 1 a club / *The Revolution*
- 2 the theatre / *The Seagull*
- 3 the sports centre / play basketball
- 4 Ireland / beautiful weather

**English in the world**  
**The weekend**

Here are some popular places to go in Britain at the weekend.



The Lake District



The London Eye



The Eden Project



Alton Towers

What are popular places to go to in your country?

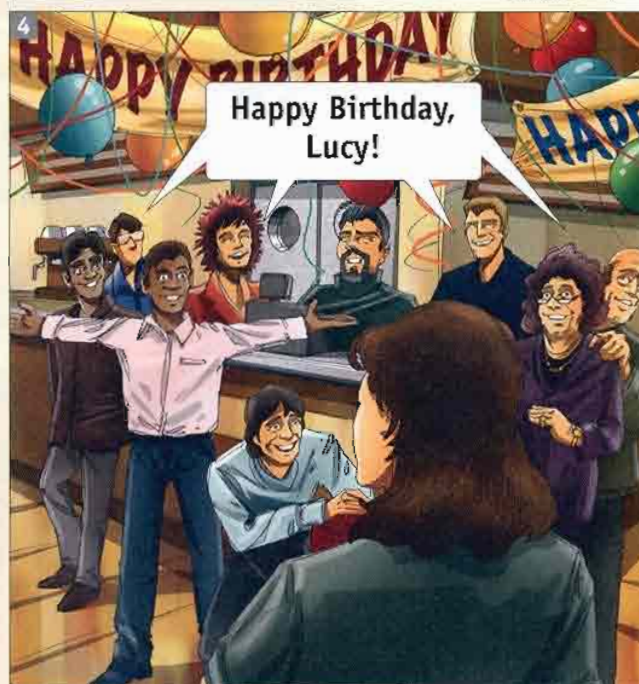


Now I can ... use questions in the past to build a conversation.

Student's Book p.80



- 1 **81.1** Read and listen to the story.
- 2 What do you think happens next?
- 3 **81.2** Listen and check.



☒ Now I can ...  
start English for Life Elementary.  
Student's Book p.81



## TEACHER'S NOTES EPILOGUE

Students revise past and present tenses and make predictions.

## Warm-up

- Use the pictures from the storyline lessons to revise the story from the beginning to date. Ask questions about the characters and the story, e.g. *Who's this? Where do they work? Where did they meet?*

- Play audio **81.1** to familiarize students with how the story develops and with the characters' voices.
  - Elicit/Teach key phrases and vocabulary for each picture, e.g.
    - picture 1: *underground station, fed up*
    - picture 2: *forget, nobody, cards, pub*
    - picture 3: *entrance, after you*
    - picture 4: *Happy Birthday, balloons, banners*
  - Write the new words and phrases on the board and drill as a class and individually.
  - Ask some questions about the **pictures** to check basic comprehension, e.g.
    - picture 1: *Where's Lucy? How is she feeling? What's Sarah doing?*
    - picture 2: *What are they doing? Why do you think Lucy is fed up?*
    - picture 3: *Where are they?*
    - picture 4: *Who's in the café? Why are they there? Why is Lucy surprised?*
  - Play the audio again. Ask some questions about the **text** to check comprehension, e.g.
    - picture 1: *Is Lucy arriving at or leaving the underground station? Who do you think Sarah is talking to?*
    - picture 2: *What's special about today? Why is Lucy fed up? Where are Lucy's friends? Where does Sarah want to go?*
    - picture 3: *Where are they? Why does Sarah say 'After you'?*
    - picture 4: *Who's in the café? What do they say?*
  - Play the audio again.
  - Put students in pairs to practise the conversation. Give them an opportunity to practise both roles. Monitor.
- Encourage students to guess what happens next. Ask questions to elicit predictions, e.g.
    - Whose idea was the party?*
    - Who organized everything?*
    - Is Lucy pleased?*
    - Do you think Lucy is still angry with Jordan?*
    - Do you think Jordan likes Lucy?*
    - What do you think Jordan might say to Lucy?*
    - Do you think he asks Lucy for another date?*
    - Do you think she says 'yes'?*
  - Put students in pairs to discuss what happens next.
  - Ask students to call out their ideas and write these on the board.
- Elicit/Teach:** *wonderful, everybody, the others, idea, make (the food).*
  - Tell students to listen and compare their ideas. Play audio **81.2** twice.
  - Go through the ideas that students had to see who guessed correctly.

## Audio script 81.2

Sarah Here we are. After you.  
 Lucy Thanks.  
 Everyone Happy Birthday, Lucy!  
 Lucy Oh! This is wonderful. Oh! Everybody's here. There's my mum and dad, and Daniel, Mel and the others from work. And Peter and Cindy and Ryan ...  
 Sarah ... And Jordan.  
 Lucy Yes, he isn't at a football match. That's a surprise!  
 Sarah Actually, Lucy, he ...  
 Lucy's dad Happy birthday, love.  
 Lucy Hello, Dad. Hi, Mum.  
 Lucy's mum Happy birthday, Lucy. We ...  
 Narrator Later  
 Lucy That was a great surprise. Thank you very much, Sarah.  
 Sarah Oh, don't thank me. I didn't do it. It was Jordan.  
 Lucy Jordan!? But ...  
 Sarah Well, we all helped. I invited everybody. Peter got the drinks and Cindy and Ryan made the food. But it was Jordan's idea. He organized it.  
 Lucy Oh!  
 Lucy Hello, Jordan.  
 Jordan Hi, Lucy. Happy birthday. Are you enjoying the party?  
 Lucy Yes, I am, thank you. Sarah said that you organized it.  
 Jordan Oh, well, everyone helped. I didn't do a lot really.  
 Lucy Yes, but it was a nice idea. Thank you.  
 Jordan That's OK.  
 Jordan and Lucy together Look. Are you doing anything ...?  
 Jordan Oh, sorry, after you ...  
 Lucy No, you first ...  
 Jordan OK, Are you doing anything at the weekend? There's a good concert on at ...

- Ask questions about the audio to check comprehension, e.g. *Whose idea was the party? What did Peter get? Who made the food? What's on at the weekend?* Play the audio again, if necessary, stopping after each answer.
- Focus students' attention on the **can do** statement: *Now I can start English For Life Elementary.*

## Follow-up

- Prepare lists of vocabulary for each of the topics that students have covered in their course.
- Put students in two teams, A/B. Select a topic. Say the name of the topic, e.g. *parts of the body*. Allow teams to confer and decide how many parts of the body they can name and spell correctly.
- Ask Team A: *How many parts of the body can you name and spell?* Team A gives an answer, e.g. *six*.
- Ask Team B: *Can you do more than six?* Team B can say a higher number, e.g. *seven*, or tell Team A to 'name and spell six parts of the body'. If Team B says a higher number, ask Team A again *Can you do more?*
- The team which offers to say and spell the most words then tries to do that. They get a point for each word they say and spell correctly. However, if they make a mistake, all of their points for the round go to the other team.



## What's your phone number?



Name: John ☎ My phone number: 01488 725915	Name: Claire ☎ My phone number: 0244 365 6854
Name: Richard ☎ My phone number: 0203 398 6881	Name: Emma ☎ My phone number: 01283 230162
Name: Harry ☎ My phone number: 01602 994120	Name: Jane ☎ My phone number: 0209 397 3401
Name: Simon ☎ My phone number: 0507 221 2580	Name: Sarah ☎ My phone number: 01243 456357
Name: Mike ☎ My phone number: 0201 240409	Name: Anne ☎ My phone number: 0118 496 0328
Name: Tim ☎ My phone number: 01823 775125	Name: Laura ☎ My phone number: 01994 761104



Ask and answer questions. Complete the phone book.

☎ Name: John	☎ Number: _____
☎ Name: Richard	☎ Number: _____
☎ Name: Harry	☎ Number: _____
☎ Name: Simon	☎ Number: _____
☎ Name: Mike	☎ Number: _____
☎ Name: Tim	☎ Number: _____
☎ Name: Claire	☎ Number: _____
☎ Name: Emma	☎ Number: _____
☎ Name: Jane	☎ Number: _____
☎ Name: Sarah	☎ Number: _____
☎ Name: Anne	☎ Number: _____
☎ Name: Laura	☎ Number: _____

1 Complete the sentences. Use *a* or *an* and the words in the box.

computer book eraser pencil table chair orange umbrella car pen apple house

1



It's an umbrella.

5



It's \_\_\_\_\_.

9



It's \_\_\_\_\_.

2



It's \_\_\_\_\_.

6



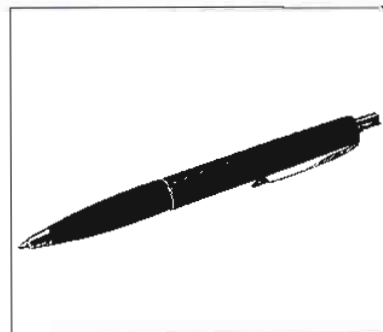
It's \_\_\_\_\_.

10



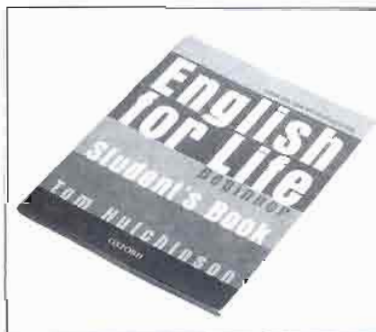
It's \_\_\_\_\_.

3



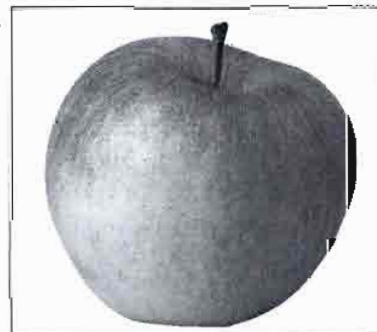
It's \_\_\_\_\_.

7



It's \_\_\_\_\_.

11



It's \_\_\_\_\_.

4



It's \_\_\_\_\_.

8



It's \_\_\_\_\_.

12



It's \_\_\_\_\_.

2 Cover the pictures. Test your partner's memory.

A What's number 1?

B It's an umbrella.



## 1 Match the sentences with the pictures.



- |  |  |
|--|--|
| 1 <input checked="" type="checkbox"/> Draw a car.        | 6 <input type="checkbox"/> Say 'hello'.              |
| 2 <input type="checkbox"/> Don't open your English book. | 7 <input type="checkbox"/> Listen to the teacher.    |
| 3 <input type="checkbox"/> Read page 2.                  | 8 <input type="checkbox"/> Repeat the expressions.   |
| 4 <input type="checkbox"/> Don't close the window.       | 9 <input type="checkbox"/> Don't write on the board. |
| 5 <input type="checkbox"/> Don't look at my book.        | 10 <input type="checkbox"/> Give me your notebook.   |

## 2 Work with a partner. Give some instructions.

## How do you spell your surname?

## 1 Make conversations.

A Hello, m\_\_\_\_\_ name's \_\_\_\_\_.

B N\_\_\_\_\_ to meet you.

A What's y\_\_\_\_\_ n\_\_\_\_\_?

B M\_\_\_\_\_ name's \_\_\_\_\_.

A How do you s\_\_\_\_\_ your first name?

B It's \_\_\_\_\_.

A How do you spell your s\_\_\_\_\_?

B It's \_\_\_\_\_.

## 2 Ask and answer questions. Write the names.

First name: \_\_\_\_\_  
Surname: \_\_\_\_\_

First name: \_\_\_\_\_  
Surname: \_\_\_\_\_

First name: \_\_\_\_\_  
Surname: \_\_\_\_\_

First name: \_\_\_\_\_  
Surname: \_\_\_\_\_

First name: \_\_\_\_\_  
Surname: \_\_\_\_\_

First name: \_\_\_\_\_  
Surname: \_\_\_\_\_

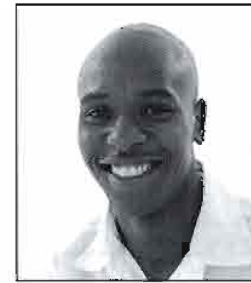


Look at the family tree. Complete the sentences.

- 1 Barbara is Peter's wife.
- 2 Peter is Barbara's \_\_\_\_\_.
- 3 Barbara and Peter are Amy and Eddie's \_\_\_\_\_.
- 4 Amy is Barbara's \_\_\_\_\_.
- 5 Eddie is Barbara's \_\_\_\_\_.
- 6 Peter is Amy and Eddie's \_\_\_\_\_.
- 7 Barbara is Amy's and Eddie's \_\_\_\_\_.
- 8 Eddie is Amy's \_\_\_\_\_.
- 9 Amy is Eddie's \_\_\_\_\_.
- 10 Amy and Eddie are Barbara and Peter's \_\_\_\_\_.



Barbara



Peter



Amy



Eddie

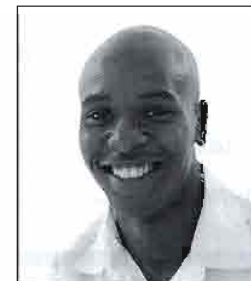


Look at the family tree. Complete the sentences.

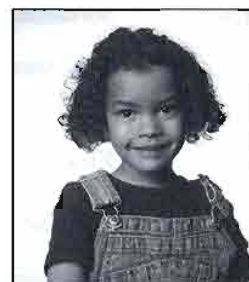
- 1 Barbara is Peter's wife.
- 2 Peter is Barbara's \_\_\_\_\_.
- 3 Barbara and Peter are Amy and Eddie's \_\_\_\_\_.
- 4 Amy is Barbara's \_\_\_\_\_.
- 5 Eddie is Barbara's \_\_\_\_\_.
- 6 Peter is Amy and Eddie's \_\_\_\_\_.
- 7 Barbara is Amy's and Eddie's \_\_\_\_\_.
- 8 Eddie is Amy's \_\_\_\_\_.
- 9 Amy is Eddie's \_\_\_\_\_.
- 10 Amy and Eddie are Barbara and Peter's \_\_\_\_\_.



Barbara



Peter



Amy



Eddie

1 Complete the sentences. Use *my, your, his, her, its, our, or their*.

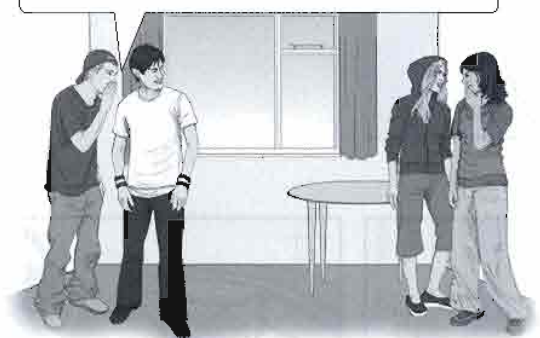
1

His name's Ben.



2

names are Anna and Maria.



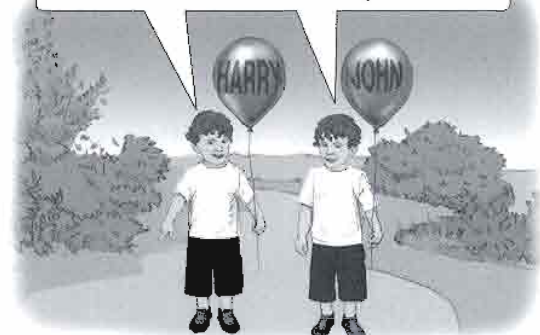
3

That's desk.



4

names are Harry and John.



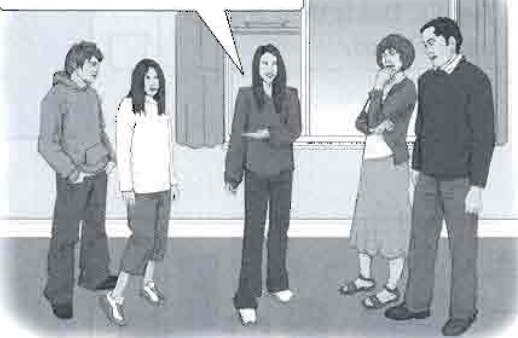
5

name is Spot.



6

He's friend.



7

It's car.



8

surname's Brown.



2 Cover the sentences. Look at the pictures. Say the sentences.



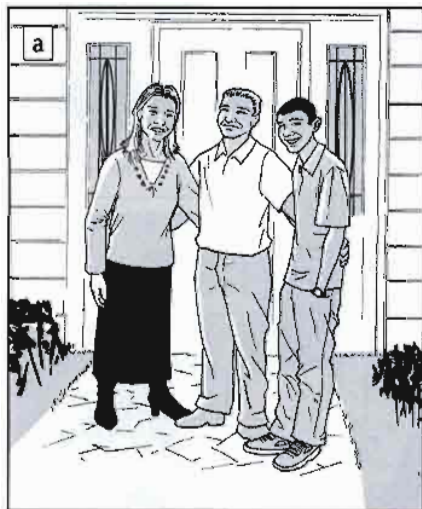
## 1 Match the pictures with the descriptions.

- 1 In this photo, this is my sister, Vicky, and her family. This is her husband. His name's Bill. This is their son, Lenny. And this is their daughter. Her name's Nadia.

- 2 This is my brother, John, and his family. This is his wife, Tanya. And this is their son, Freddie. This is their dog. Its name's Bingo.



- 3 This is my dad. His name's Robert. And this is my mum. Her name's Christine. This is my brother. His name's John.



## 2 Draw your family tree. Tell a partner about your family.

son daughter mother father  
brother sister wife husband

This is my family. This is my mother.  
Her name's Ana.

1 Complete the conversations. Use the words in the box. There is one extra word each time.

Conversation 1

morning good later

Jane Good <sup>1</sup> morning, Mr Smith.

Mr Smith Hello, Jane. How are you?

Jane I'm fine, thank you.

Mr Smith Good. See you <sup>2</sup> \_\_\_\_\_.



Conversation 2

hello bye afternoon

Mrs Harris Good <sup>3</sup> \_\_\_\_\_, David.

David <sup>4</sup> \_\_\_\_\_, Mrs Harris. How are you?

Mrs Harris I'm fine, thank you.



Conversation 3

evening see hello

James Good <sup>5</sup> \_\_\_\_\_, Mr and Mrs Peters.

Mr Peters <sup>6</sup> \_\_\_\_\_, James. How are you?

James I'm fine, thank you, Mr Peters.



Conversation 4

you hi see

Tessa <sup>7</sup> \_\_\_\_\_, Sue. How are you?

Sue Hello, Tessa. I'm fine, thanks. And you?

Tessa I'm fine.

Sue Good. <sup>8</sup> \_\_\_\_\_ you.

Tessa Yes, bye.



Conversation 5

goodnight bye evening

Waiter Thank you very much. <sup>9</sup> \_\_\_\_\_.

Mrs Clarke Thank you. <sup>10</sup> \_\_\_\_\_.

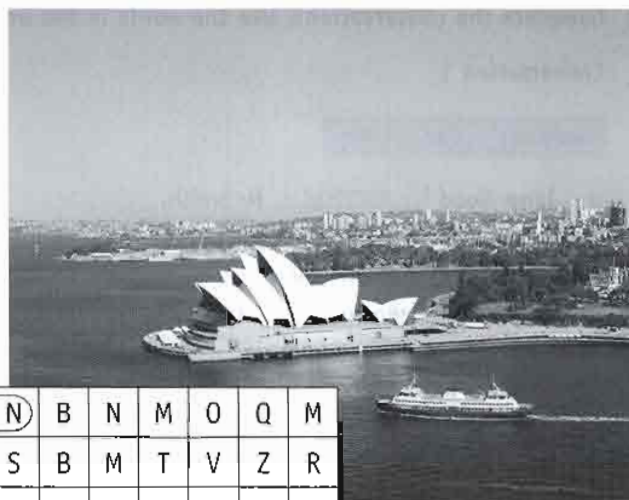
Mr Clarke Goodbye.



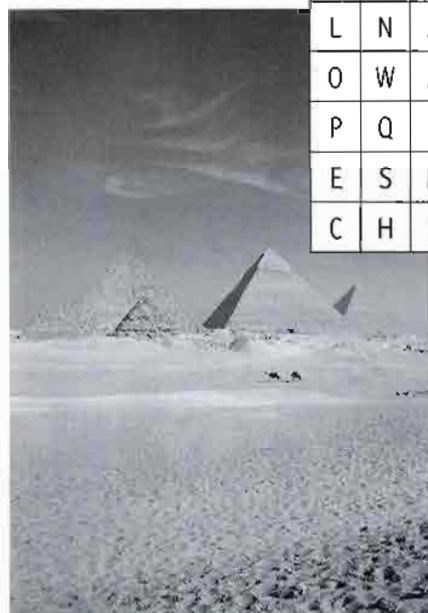
2 Practise the conversations with a partner.



1 Find 11 more countries in the wordsearch.



Z	B	R	I	T	A	I	N	B	N	M	O	Q	M
C	R	L	F	I	O	U	S	B	M	T	V	Z	R
S	A	U	S	T	R	A	L	I	A	W	C	T	M
I	Z	Z	Y	F	K	P	E	N	S	K	X	S	R
P	I	T	A	L	Y	W	X	D	A	M	S	U	A
E	L	H	R	U	S	K	L	O	P	M	M	E	M
R	E	E	G	Y	P	T	X	N	V	N	S	N	I
N	W	U	F	B	R	E	C	E	V	R	P	Q	W
M	C	S	R	U	U	D	J	S	R	I	A	L	P
L	N	A	A	O	S	P	A	I	N	X	N	S	G
O	W	A	N	M	S	P	P	A	H	L	E	H	D
P	Q	I	C	H	I	N	A	W	R	Q	Z	V	E
E	S	M	E	R	A	D	N	B	F	S	X	C	P
C	H	I	D	W	E	E	I	N	D	O	N	K	F



2 Complete the names of the countries.

1 Tokyo is the capital of Japan.

2 Moscow is the capital of Russia.

3 Rome is the capital of Italy.

4 Jakarta is in Indonesia.

5 New York is in the USA.

6 Sydney is in Australia.

7 Cairo is in Egypt.

8 Paris is the capital of France.

9 Madrid is the capital of Spain.

10 London is in Britain.

11 Shanghai is in China.

12 Rio de Janeiro is in Brazil.

## 1 Complete the sentences. Use the cues.

1 I'm Ben. *I'm not a teacher.**I'm a student.*

(I / not / a teacher. I / a student.)



2 This is Paolo and Caterina.

(They / not / married. They / friends.)



3 Our names are Diane and Melanie.

(We / not / sisters. We / friends.)



4 This is Carlos and Mimi.

(They / not / from Spain. They / from / Brazil.)



5 This is Kelly.

(She / not / a student. She / a teacher.)



6 James is from Britain.

(He / not / from London. He / from / Manchester.)

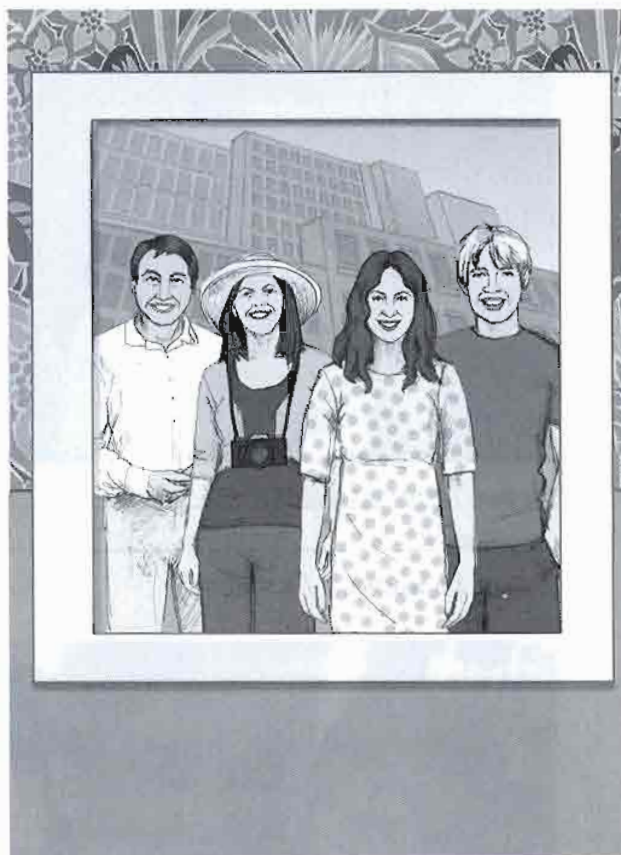
## 2 Cover the sentences. Talk about the people with a partner.



Read the text. Correct the information.

My name's Annabel Reed and I'm from Melbourne in Australia. I'm a student at the University of Melbourne. In this photo I'm with my boyfriend. His name's Mark, and he's a student too. We're on holiday with my sister, Vicky, and her boyfriend. His name's Yoshi. He isn't from Melbourne. He's from Japan. Vicky and Yoshi aren't students. Vicky is a teacher and Yoshi is a doctor.

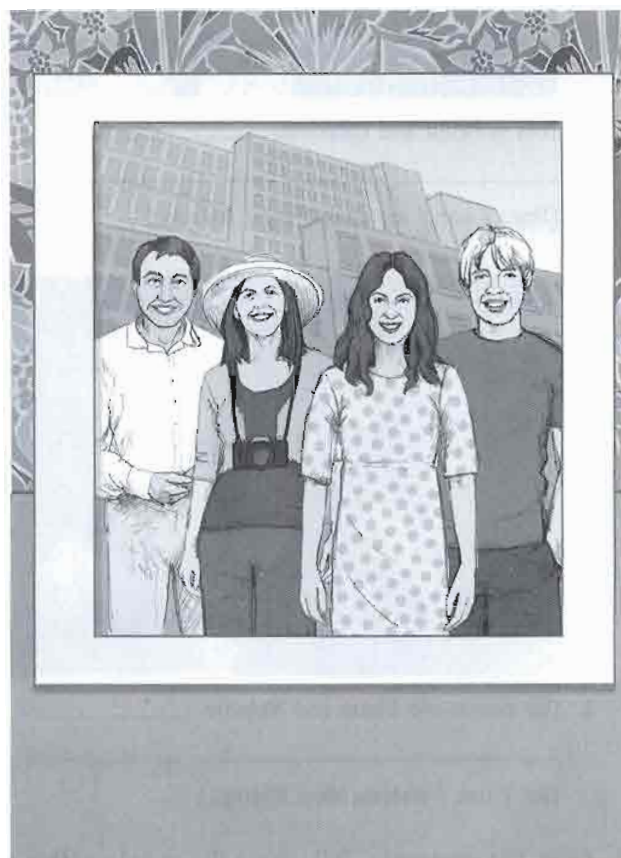
- 1 Annabel is from the USA.  
She isn't from the USA. She's from Australia.
- 2 Annabel is a teacher.  
She \_\_\_\_\_
- 3 In the photo she's with her parents.  
She \_\_\_\_\_
- 4 Mark is a doctor.  
He \_\_\_\_\_
- 5 Yoshi is from Australia.  
He \_\_\_\_\_
- 6 Vicky and Yoshi are students.  
They \_\_\_\_\_



Read the text. Correct the information.

My name's Annabel Reed and I'm from Melbourne in Australia. I'm a student at the University of Melbourne. In this photo I'm with my boyfriend. His name's Mark, and he's a student too. We're on holiday with my sister, Vicky, and her boyfriend. His name's Yoshi. He isn't from Melbourne. He's from Japan. Vicky and Yoshi aren't students. Vicky is a teacher and Yoshi is a doctor.

- 1 Annabel is from the USA.  
She isn't from the USA. She's from Australia.
- 2 Annabel is a teacher.  
She \_\_\_\_\_
- 3 In the photo she's with her parents.  
She \_\_\_\_\_
- 4 Mark is a doctor.  
He \_\_\_\_\_
- 5 Yoshi is from Australia.  
He \_\_\_\_\_
- 6 Vicky and Yoshi are students.  
They \_\_\_\_\_



## 1 Number the lines in the correct order.

## Conversation 1

- Man ☐ OK, thanks.
- Woman ☐ Ah, yes. I'm sorry. It isn't this office. It's that office over there.
- Man ☐ I'm here to fix your computer.
- Woman ☐ Good morning.
- Man ☒ 1 Hi.



## Conversation 2

- Woman ☐ It's all right.
- Man ☐ How's your hand?
- Woman ☒ 1 Ow!
- Man ☐ I'm very sorry. Are you OK?
- Woman ☐ Yes. I'm fine, thank you.



## Conversation 3

- Man ☐ OK, thanks.
- Woman ☐ Hello.
- Man ☒ 1 Hi.
- Woman ☐ I'm sorry. It isn't in Room 8. It's in Room 7.
- Man ☐ Where's our meeting?



## Conversation 4

- Woman ☒ 1 Good morning, Mr Benson.
- Man ☐ That's OK.
- Woman ☐ Oh, I'm sorry. How embarrassing!
- Man ☐ I'm not Mr Benson. I'm David Benton.



## 2 Practise the conversations with a partner.



## Student A

Ask and answer the questions. Complete the information.

- 1 What's the gate number for Paris?
- 2 What's the gate number for New York?
- 3 What's the gate number for Sydney?
- 4 What's the gate number for Tokyo?
- 5 What's the gate number for Shanghai?
- 6 What's the gate number for Oslo?



CITY	 GATE
PARIS	_____
LONDON	21
NEW YORK	_____
AMSTERDAM	50
SYDNEY	_____
HONG KONG	73
TOKYO	_____
RIO DE JANEIRO	87
SHANGHAI	_____
CAPE TOWN	94
OSLO	_____
MOSCOW	67



## Student B

Ask and answer the questions. Complete the information.

- 1 What's the gate number for London?
- 2 What's the gate number for Amsterdam?
- 3 What's the gate number for Hong Kong?
- 4 What's the gate number for Rio de Janeiro?
- 5 What's the gate number for Cape Town?
- 6 What's the gate number for Moscow?



CITY	 GATE
PARIS	14
LONDON	_____
NEW YORK	30
AMSTERDAM	_____
SYDNEY	83
HONG KONG	_____
TOKYO	40
RIO DE JANEIRO	_____
SHANGHAI	17
CAPE TOWN	_____
OSLO	66
MOSCOW	_____

## 14

## Where is she from?

1 Write the questions and answers about Jane and Robert. Use the cues.

Jane

1 Where / Jane / from?

\_\_\_\_\_?

She's from \_\_\_\_\_.

2 What / her / surname?

\_\_\_\_\_?

It's \_\_\_\_\_.

3 How old / she?

\_\_\_\_\_?

She's \_\_\_\_\_.

4 she / a student?

\_\_\_\_\_?

\_\_\_\_\_.

5 she / married?

\_\_\_\_\_?

\_\_\_\_\_.

Robert

6 Where / Robert / from?

\_\_\_\_\_?

He's from \_\_\_\_\_.

7 What / his / surname?

\_\_\_\_\_?

It's \_\_\_\_\_.

8 How old / he?

\_\_\_\_\_?

He's \_\_\_\_\_.

9 he / a student?

\_\_\_\_\_?

\_\_\_\_\_.

10 he / married?

\_\_\_\_\_?

\_\_\_\_\_.

**First name:** Jane

**Surname:** Palmer

**From:** London

**Age:** 28

**Job:** teacher

**Married:** ✓

**Single:** X

**Divorced:** X



**First name:** Robert

**Surname:** Lyle

**From:** Glasgow

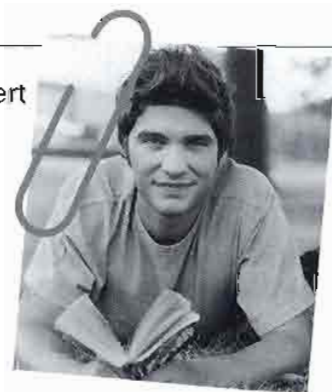
**Age:** 22

**Job:** student

**Married:** X

**Single:** ✓

**Divorced:** X



2 Cover the questions and answers in exercise 1. Ask and answer about Jane and Robert with a partner.



## Student A

- 1 Write the words in the correct order. Make questions. Use the correct punctuation.

1 surname / your / what's

\_\_\_\_\_

2 first / your / what's / name

\_\_\_\_\_

3 where / you / from / are

\_\_\_\_\_

4 you / are / how old

\_\_\_\_\_

5 you / married / are

\_\_\_\_\_

6 number / what's / telephone / your

\_\_\_\_\_

- 2 Ask your partner the questions. Complete the form.



### Greenacre Accommodation Agency

Surname: \_\_\_\_\_

First name: \_\_\_\_\_

Country: \_\_\_\_\_

Age: \_\_\_\_\_

Marital status:

married ☐ single ☐ divorced ☐

Telephone number: \_\_\_\_\_



## Student B

- 1 Write the words in the correct order. Make questions. Use the correct punctuation.

1 surname / your / what's

\_\_\_\_\_

2 first / your / what's / name

\_\_\_\_\_

3 where / you / from / are

\_\_\_\_\_

4 you / are / how old

\_\_\_\_\_

5 you / married / are

\_\_\_\_\_

6 number / what's / telephone / your

\_\_\_\_\_

- 2 Ask your partner the questions. Complete the form.



### Greenacre Accommodation Agency

Surname: \_\_\_\_\_

First name: \_\_\_\_\_

Country: \_\_\_\_\_

Age: \_\_\_\_\_

Marital status:

married ☐ single ☐ divorced ☐

Telephone number: \_\_\_\_\_

## Student A

Ask and answer questions. Complete the times.



1 It's \_\_\_\_\_.



2 It's \_\_\_\_\_.



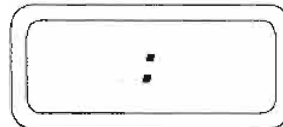
3 It's \_\_\_\_\_.



4 It's \_\_\_\_\_.



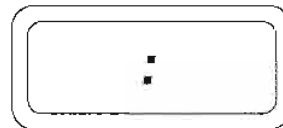
5 It's \_\_\_\_\_.



6 It's \_\_\_\_\_.



7 It's \_\_\_\_\_.



8 It's \_\_\_\_\_.



## Student B

Ask and answer questions. Complete the times.



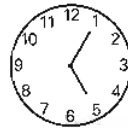
1 It's \_\_\_\_\_.



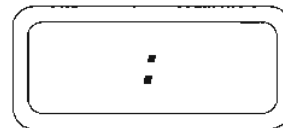
2 It's \_\_\_\_\_.



3 It's \_\_\_\_\_.



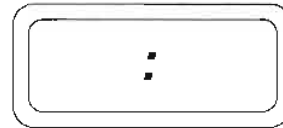
4 It's \_\_\_\_\_.



5 It's \_\_\_\_\_.



6 It's \_\_\_\_\_.



7 It's \_\_\_\_\_.



8 It's \_\_\_\_\_.



1 Write the names of the objects. Use the words in the box.

driving licence	purse	keys	wallet	make-up	credit card
address book	tissues	briefcase	hairbrush	glasses	money



1 a \_\_\_\_\_

2 \_\_\_\_\_

3 a \_\_\_\_\_

4 \_\_\_\_\_

5 a \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 a \_\_\_\_\_

9 a \_\_\_\_\_

10 \_\_\_\_\_

11 an \_\_\_\_\_

12 a \_\_\_\_\_

2 Write the plurals.

1 a chair      two chairs

2 a bag      three \_\_\_\_\_

3 a watch      four \_\_\_\_\_

4 a man      three \_\_\_\_\_

5 a sandwich      five \_\_\_\_\_

6 a person      seven \_\_\_\_\_

7 an umbrella      six \_\_\_\_\_

8 a hairbrush      two \_\_\_\_\_

9 a woman      three \_\_\_\_\_

10 a child      six \_\_\_\_\_

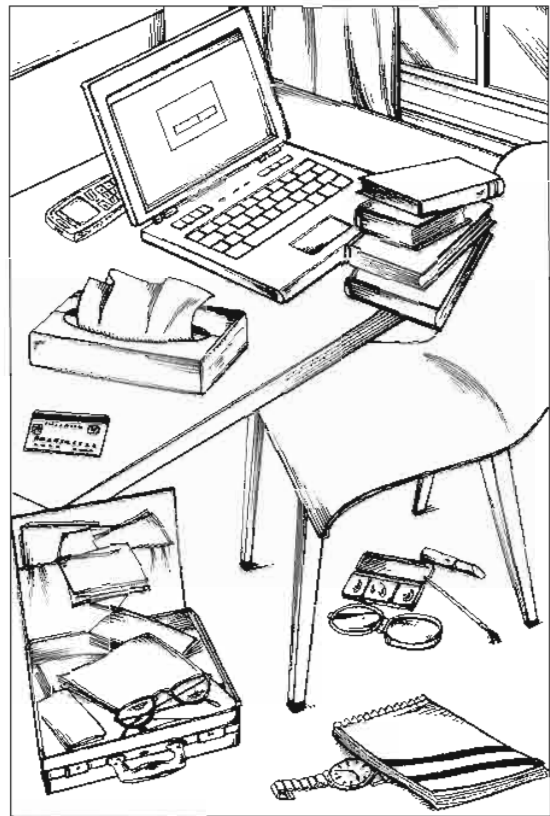
- 1 Look at the picture. Complete the sentences. Use the words in the box.

in    under    next to    in front of    behind    on

- 1 The computer is \_\_\_\_\_ the table.
- 2 The chair is \_\_\_\_\_ the table.
- 3 The glasses are \_\_\_\_\_ the briefcase.
- 4 The make-up is \_\_\_\_\_ the chair.
- 5 The tissues are \_\_\_\_\_ the table.
- 6 The mobile phone is \_\_\_\_\_ the computer.
- 7 The credit card is \_\_\_\_\_ the tissues.
- 8 The briefcase is \_\_\_\_\_ the table.
- 9 The watch is \_\_\_\_\_ the notebook.
- 10 The books are \_\_\_\_\_ the computer.

- 2 Cover the picture and the sentences. Test your partner's memory.

- A Where's the credit card?  
 B It's next to the tissues.  
 A Where are the glasses?  
 B They're in the briefcase.



- 1 Look at the picture. Complete the sentences. Use the words in the box.

in    under    next to    in front of    behind    on

- 1 The computer is \_\_\_\_\_ the table.
- 2 The chair is \_\_\_\_\_ the table.
- 3 The glasses are \_\_\_\_\_ the briefcase.
- 4 The make-up is \_\_\_\_\_ the chair.
- 5 The tissues are \_\_\_\_\_ the table.
- 6 The mobile phone is \_\_\_\_\_ the computer.
- 7 The credit card is \_\_\_\_\_ the tissues.
- 8 The briefcase is \_\_\_\_\_ the table.
- 9 The watch is \_\_\_\_\_ the notebook.
- 10 The books are \_\_\_\_\_ the computer.

- 2 Cover the picture and the sentences. Test your partner's memory.

- A Where's the credit card?  
 B It's next to the tissues.  
 A Where are the glasses?  
 B They're in the briefcase.





## 1 Complete the conversations. Use the prices in the box.

## Conversation 1

£5   £35   £15

**Assistant** Can I help you?**Customer** Yes. How much are those wallets behind the counter?**Assistant** They're <sup>1</sup> \_\_\_\_\_.**Customer** Oh, that's expensive. How much are these wallets here on the shelf?**Assistant** They're <sup>2</sup> \_\_\_\_\_.**Customer** That's good. Can I have this one, please?**Assistant** Certainly. Anything else?**Customer** No, thank you.**Assistant** That's <sup>3</sup> \_\_\_\_\_ then, please.**Customer** Here you are.**Assistant** Thank you. That's <sup>4</sup> \_\_\_\_\_ change.**Customer** Thank you.

## Conversation 2

£2   £40   £18

**Assistant** Can I help you?**Customer** Yes. How much are those purses behind the counter?**Assistant** They're <sup>5</sup> \_\_\_\_\_.**Customer** Oh, that's expensive. How much are these purses here on the shelf?**Assistant** They're <sup>6</sup> \_\_\_\_\_.**Customer** That's good. Can I have this one, please?**Assistant** Certainly. Anything else?**Customer** No, thank you.**Assistant** That's <sup>7</sup> \_\_\_\_\_ then, please.**Customer** Here you are.**Assistant** Thank you. That's <sup>8</sup> \_\_\_\_\_ change.**Customer** Thank you.

## 2 Practise the conversations with a partner.

Make conversations.

A Hi, \_\_\_\_\_ (name).

B Hi, \_\_\_\_\_ (name).

A I'm \_\_\_\_\_ to  
\_\_\_\_\_ (place).

Are \_\_\_\_\_ coming?

B Sorry, but I \_\_\_\_\_.

A Come on. It's \_\_\_\_\_  
birthday.

B OK, but only for  
a few \_\_\_\_\_.

A Great.



Make conversations.

A Hi, \_\_\_\_\_ (name).

B Hi, \_\_\_\_\_ (name).

A I'm \_\_\_\_\_ to  
\_\_\_\_\_ (place).

Are \_\_\_\_\_ coming?

B Sorry, but I \_\_\_\_\_.

A Come on. It's \_\_\_\_\_  
birthday.

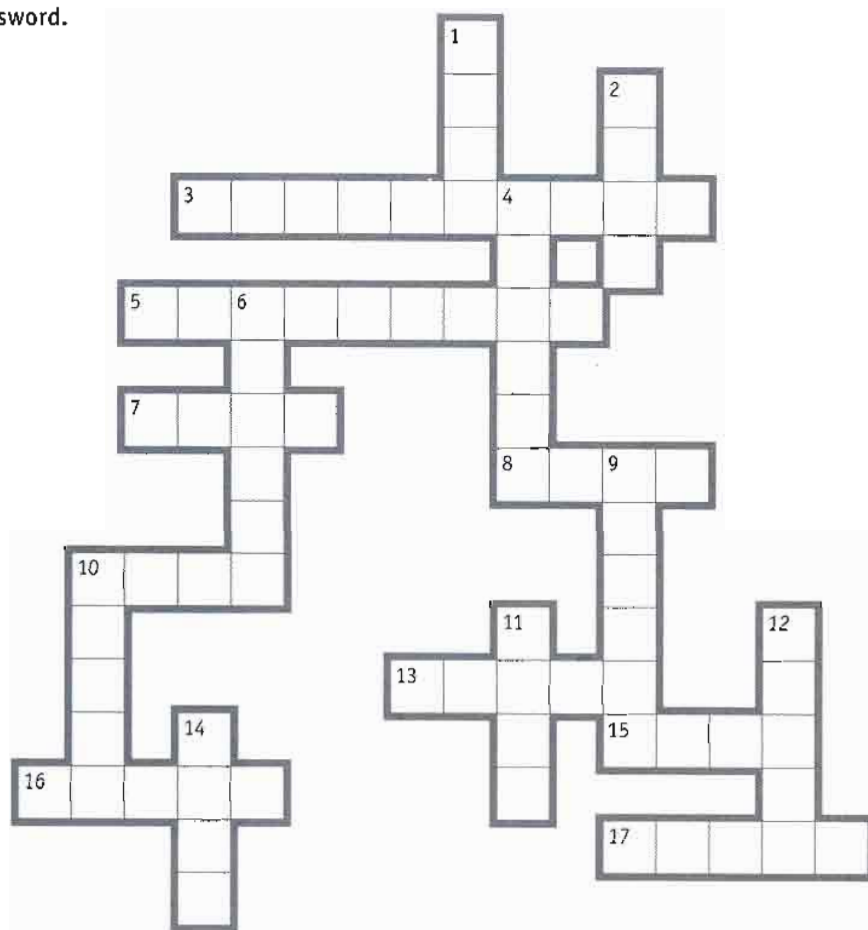
B OK, but only for  
a few \_\_\_\_\_.

A Great.





Complete the crossword.



Down ↓

1



6



11



2



juice

9



12



4



10



14



Across →

3



8



15



5



10



16



7



13

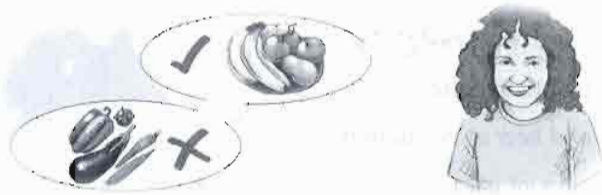


17



## 1 Complete the sentences. Use the cues.

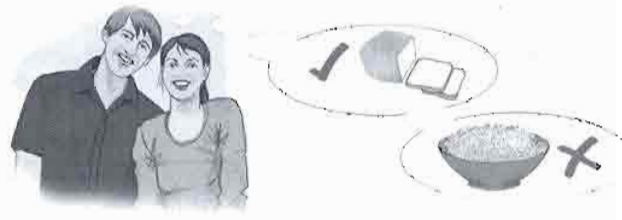
1

I like fruit.

(like)

I don't like vegetables.

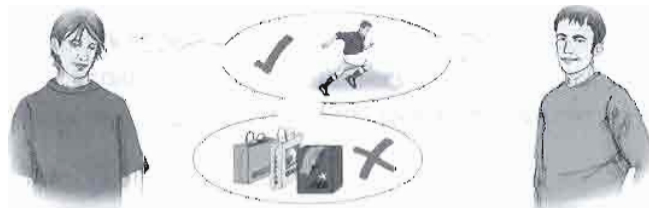
2

They like bread.

(eat)

They don't like rice.

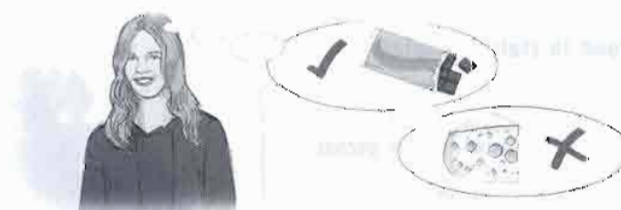
3

We like sport.

(like)

We don't like shopping.

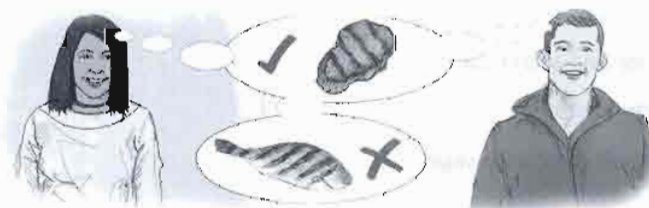
4

I like chocolate.

(eat)

I don't like cheese.

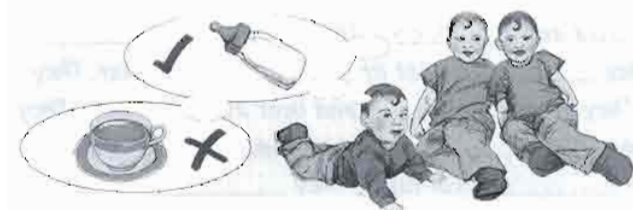
5

We like meat.

(eat)

We don't like fish.

6

They like milk.

(drink)

They don't like tea.

## 2 Cover the sentences and cues. Say the sentences from memory.



Look at the information about food in Italy. Complete the text.

**Eat a lot of:** pasta, fruit, cheese with pasta and on pizzas

**Don't eat a lot of:** potatoes, butter

**Drink:** a lot of water; wine and beer at restaurants

**Meals a day:** three; not a lot of snacks

**Breakfast:** coffee and a croissant

**Lunch:** pasta

**Dinner:** big meal; pasta or meat with vegetables



In Italy, people eat a lot of pasta and \_\_\_\_\_. They eat a lot of \_\_\_\_\_ with pasta and on pizzas. They \_\_\_\_\_ a lot of \_\_\_\_\_ or butter. They drink a lot of \_\_\_\_\_. They drink \_\_\_\_\_ and beer at restaurants. They have \_\_\_\_\_ meals a day. They \_\_\_\_\_ a lot of snacks. For breakfast, they have \_\_\_\_\_ and a \_\_\_\_\_. For lunch, they \_\_\_\_\_ pasta. \_\_\_\_\_ is the big meal of the day. For dinner, they eat \_\_\_\_\_ or meat with \_\_\_\_\_.



Look at the information about food in Italy. Complete the text.

**Eat a lot of:** pasta, fruit, cheese with pasta and on pizzas

**Don't eat a lot of:** potatoes, butter

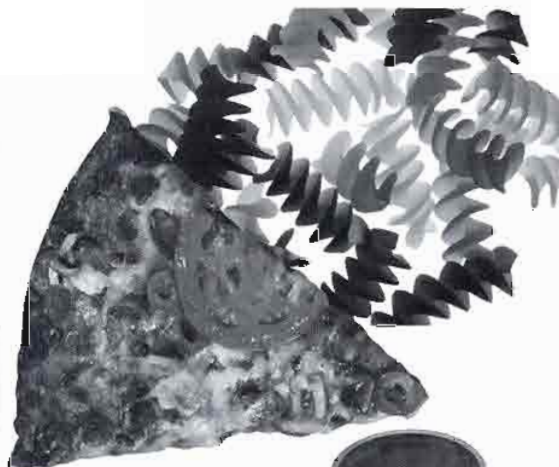
**Drink:** a lot of water; wine and beer at restaurants

**Meals a day:** three; not a lot of snacks

**Breakfast:** coffee and a croissant

**Lunch:** pasta

**Dinner:** big meal; pasta or meat with vegetables



In Italy, people eat a lot of pasta and \_\_\_\_\_. They eat a lot of \_\_\_\_\_ with pasta and on pizzas. They \_\_\_\_\_ a lot of \_\_\_\_\_ or butter. They drink a lot of \_\_\_\_\_. They drink \_\_\_\_\_ and beer at restaurants. They have \_\_\_\_\_ meals a day. They \_\_\_\_\_ a lot of snacks. For breakfast, they have \_\_\_\_\_ and a \_\_\_\_\_. For lunch, they \_\_\_\_\_ pasta. \_\_\_\_\_ is the big meal of the day. For dinner, they eat \_\_\_\_\_ or meat with \_\_\_\_\_.



## 1 Choose the correct words.

## Conversation 1

Flight attendant <sup>1</sup> *Do / Would* you like a cup of tea or a cup of coffee?

Passenger Tea, please.

Flight attendant Milk?

Passenger <sup>2</sup> *Yes / No*, thank you.

Flight attendant Sugar?

Passenger Yes, please. Just one.

Flight attendant Here you <sup>3</sup> *have / are*.

Passenger Thank you.

Flight attendant <sup>4</sup> *You / You're* welcome.



## Conversation 2

Flight attendant Would you <sup>5</sup> *like / drink* a cup of coffee or a cup of tea?

Passenger Coffee, <sup>6</sup> *please / thank you*.

Flight attendant Milk?

Passenger Yes, please.

Flight attendant Sugar?

Passenger Two, <sup>7</sup> *please / welcome*.

Flight attendant Here you are.

Passenger <sup>8</sup> *Thank / Thanks* you.

Flight attendant You're welcome.

## Conversation 3

Flight attendant Would you like a drink?

Passenger Yes, please.

Flight attendant A glass of water? A <sup>9</sup> *soft / beer* drink? A glass of wine?

Passenger A glass of sparkling water, please.

Flight attendant Would you like ice and lemon?

Passenger <sup>10</sup> *Just / One* ice, please.

Flight attendant Here you are.

Passenger Thank you.

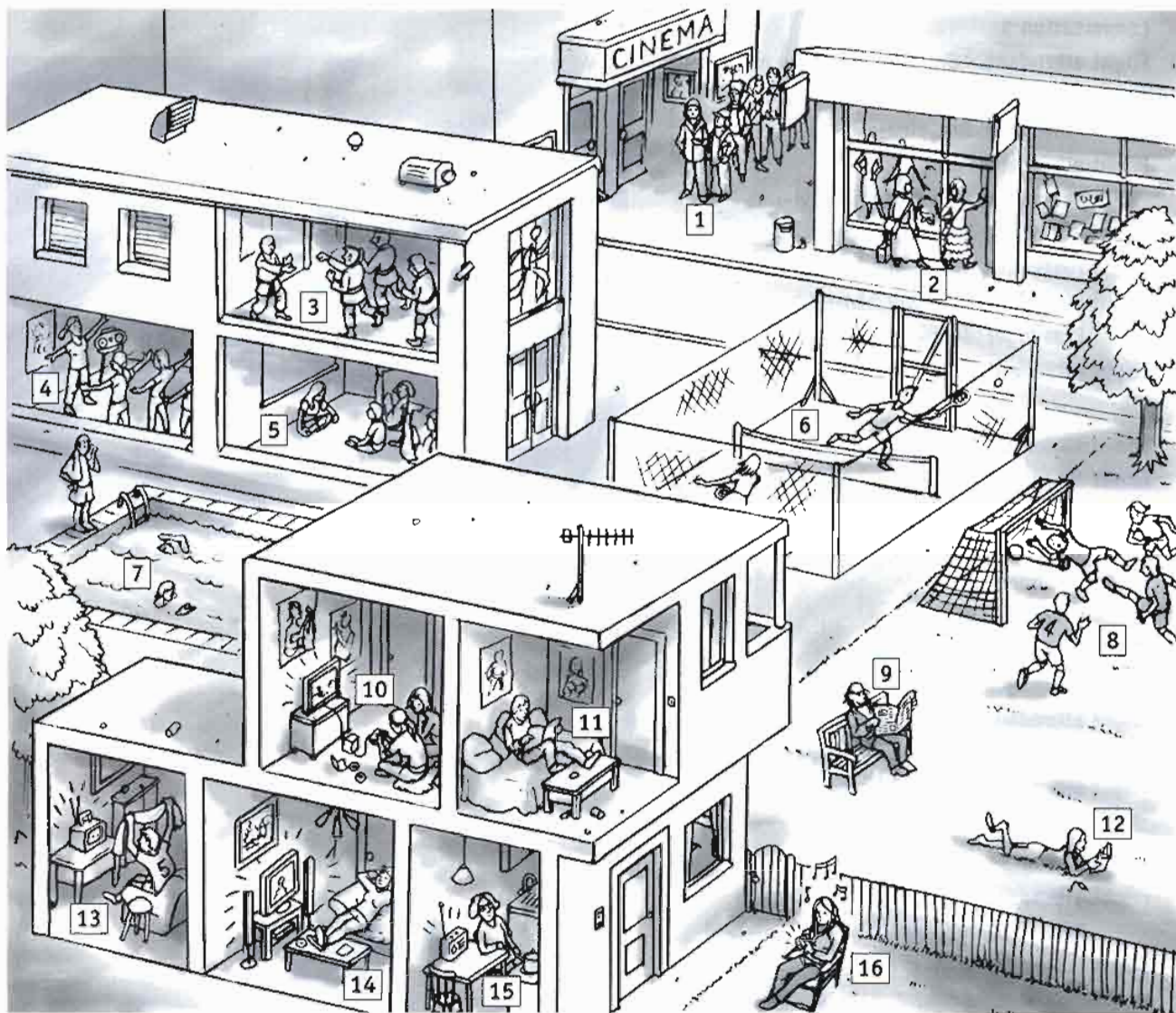
Flight attendant You're welcome.



## 2 Practise the conversations with a partner.



## 1 Complete the names of the activities.



1 \_\_\_\_\_ cinema

2 go \_\_\_\_\_

3 do \_\_\_\_\_

4 do \_\_\_\_\_

5 \_\_\_\_\_ yoga

6 \_\_\_\_\_ tennis

7 \_\_\_\_\_ swimming

8 play \_\_\_\_\_

9 read \_\_\_\_\_

10 play \_\_\_\_\_

11 \_\_\_\_\_ a magazine

12 read \_\_\_\_\_

13 watch \_\_\_\_\_

14 \_\_\_\_\_ DVDs

15 listen \_\_\_\_\_

16 \_\_\_\_\_ music

## 2 Work with a partner. Talk about the activities.

A I don't do yoga. What about you?

B I love yoga.

A I play football. What about you?

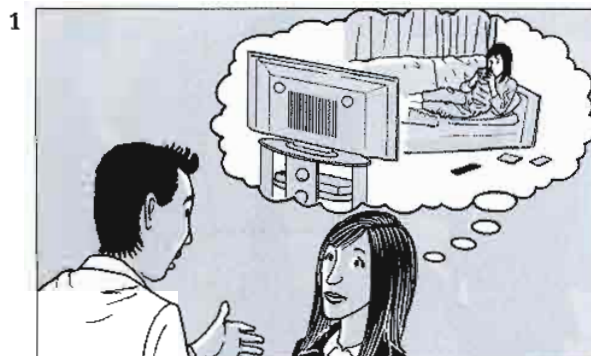
B Yes, I play football, too.

A I don't do karate. What about you?

B No, I don't do karate, either.

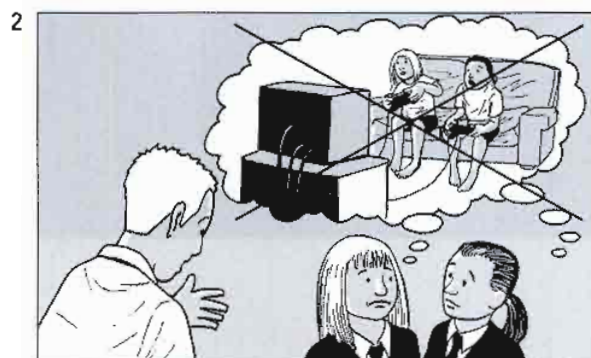
1 Complete the questions and answers. Use the verbs in the box.

listen do watch play eat read



Do you watch DVDs?

Yes, I do.



Do you play computer games?

No, we don't.



Do you read novels?

Yes, we do.



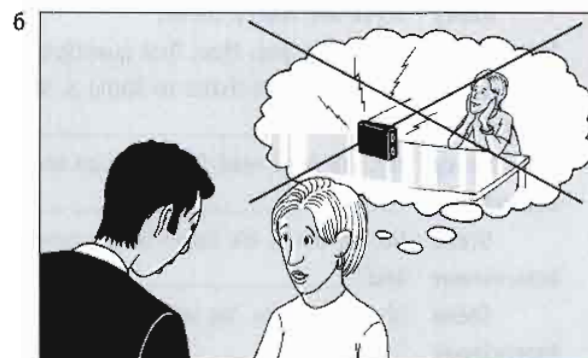
Do they fish?

No, they don't.



Do they do karate?

Yes, they do.



Do you listen to the radio?

No, I don't.

2 Work with a partner. Ask and answer questions about these activities.

- |                       |                   |
|-----------------------|-------------------|
| - go swimming         | - watch TV        |
| - play computer games | - listen to music |
| - do karate           | - read magazines  |

A Do you go swimming?

B Yes, I do.



1 Write the questions in the correct place in the conversation.

**What do you do in your free time?**

Do you go to the cinema?

Do you watch the news on TV?

Do you go to a sports centre?

Do you listen to the radio?

Do you read a newspaper?

And do you watch sport on TV?



**Interviewer** Can I ask you some questions for this survey?

**Steve** Yes, OK.

**Interviewer** Thank you. First, what are your names, please?

**Nancy** Steve and Nancy Clarke.

**Interviewer** OK. Thank you. Now, first question: <sup>1</sup> \_\_\_\_\_

**Steve** Yes, we do. We listen to Radio 3. We like classical music.

**Interviewer** <sup>2</sup> \_\_\_\_\_

**Nancy** Yes, we do. I read *The Guardian* and Steve reads *The Times*.

**Interviewer** <sup>3</sup> \_\_\_\_\_

**Steve** No, we don't. We listen to the news on the radio.

**Interviewer** And <sup>4</sup> \_\_\_\_\_

**Steve** Oh, yes, we do. We watch a lot of football.

**Interviewer** <sup>5</sup> \_\_\_\_\_

**Nancy** Yes, we like French films.

**Interviewer** <sup>6</sup> \_\_\_\_\_

**Steve** Yes, I go swimming at the weekend.

**Nancy** And I do yoga on Mondays and Fridays.

**Interviewer** OK. Thank you very much.

2 Practise the conversation in groups of three.

## 1 Choose the correct words.

## Conversation 1

Ben Morning, Tess. How are you?

Tess Oh, hi, Ben. I'm fine, thanks.

Ben Where <sup>1</sup> are / do you off to?

Tess The library.

Ben Oh, right. Well, I'm <sup>2</sup> go / going to the cinema.

Tess Is that the cinema next to the library?

Ben Yes, it is. <sup>3</sup> Would / Do you like a lift?

Tess Yes, <sup>4</sup> please / thanks.

## Conversation 2

Anna Good morning, Harry.

Harry Hello, Anna. How are you?

Anna I'm fine, thanks. <sup>5</sup> Who / Where are you <sup>6</sup> off / go to?

Harry The sports centre.

Anna I'm going <sup>7</sup> to / for the shops. They're next to the sports centre.

Harry Oh ...

Anna Would you <sup>8</sup> liking / like a lift?

Harry Yes, please.



## 2 Practise the conversations with a partner.



## 1 Choose the correct words.

## Conversation 1

Ben Morning, Tess. How are you?

Tess Oh, hi, Ben. I'm fine, thanks.

Ben Where <sup>1</sup> are / do you off to?

Tess The library.

Ben Oh, right. Well, I'm <sup>2</sup> go / going to the cinema.

Tess Is that the cinema next to the library?

Ben Yes, it is. <sup>3</sup> Would / Do you like a lift?

Tess Yes, <sup>4</sup> please / thanks.

## Conversation 2

Anna Good morning, Harry.

Harry Hello, Anna. How are you?

Anna I'm fine, thanks. <sup>5</sup> Who / Where are you <sup>6</sup> off / go to?

Harry The sports centre.

Anna I'm going <sup>7</sup> to / for the shops. They're next to the sports centre.

Harry Oh ...

Anna Would you <sup>8</sup> liking / like a lift?

Harry Yes, please.

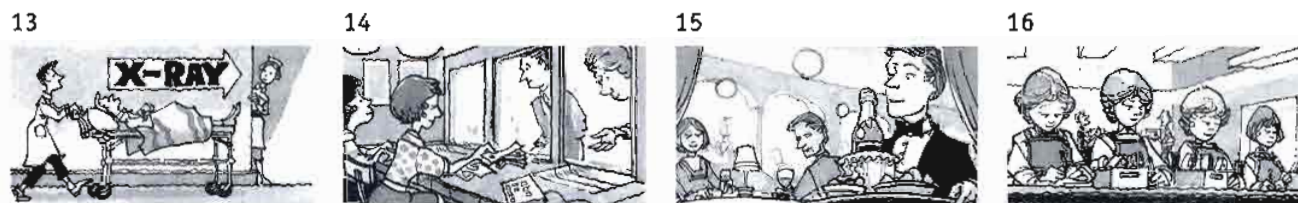
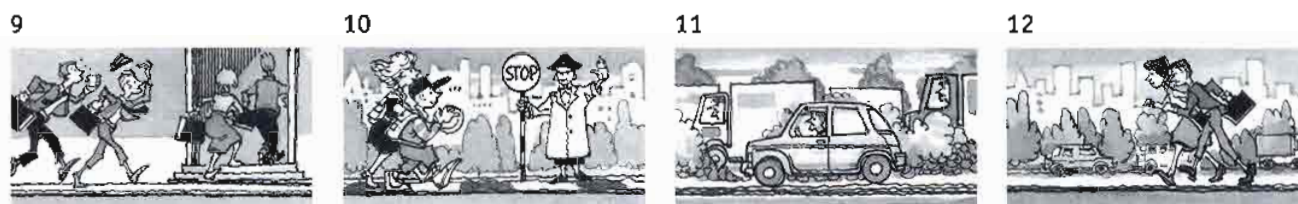
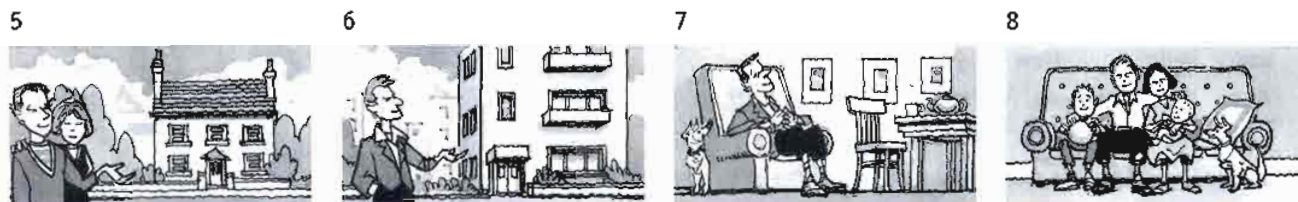
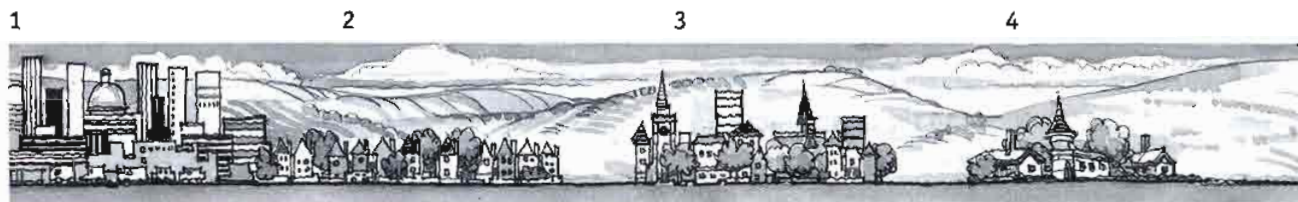


## 2 Practise the conversations with a partner.



Look at the pictures. Complete the expressions. Use the words in the box.

live	work	bank	drive	city centre	flat	live	family
hospital	house	walk	suburbs	school	restaurant	town	factory



- |                      |                    |
|----------------------|--------------------|
| 1 live in the _____  | 9 go to _____      |
| 2 live in the _____  | 10 go to _____     |
| 3 live in a _____    | 11 _____ to work   |
| 4 _____ in a village | 12 _____ to work   |
| 5 live in a _____    | 13 work in a _____ |
| 6 live in a _____    | 14 work in a _____ |
| 7 _____ alone        | 15 work in a _____ |
| 8 live with my _____ | 16 work in a _____ |

1 Complete the questions.

## Lifestyle questionnaire



### Your home

Where do you live ?

In a village.

1 Do \_\_\_\_\_ in a house?

Yes, I do.

2 Do \_\_\_\_\_ alone?

No, I don't. I live with my family.



### Your work

3 \_\_\_\_\_ to school?

No, I don't. I go to work.

4 Where \_\_\_\_\_?

I work in a restaurant.

5 What time \_\_\_\_\_ to work?

At nine o'clock.

6 How \_\_\_\_\_ go to work?

I walk.

7 What \_\_\_\_\_ for lunch?

I usually have a sandwich.



### Your free time

8 What \_\_\_\_\_ in your free time?

I play tennis and I go swimming.

9 When \_\_\_\_\_ tennis?

At the weekend.

10 Where \_\_\_\_\_ swimming?

At the sports centre.



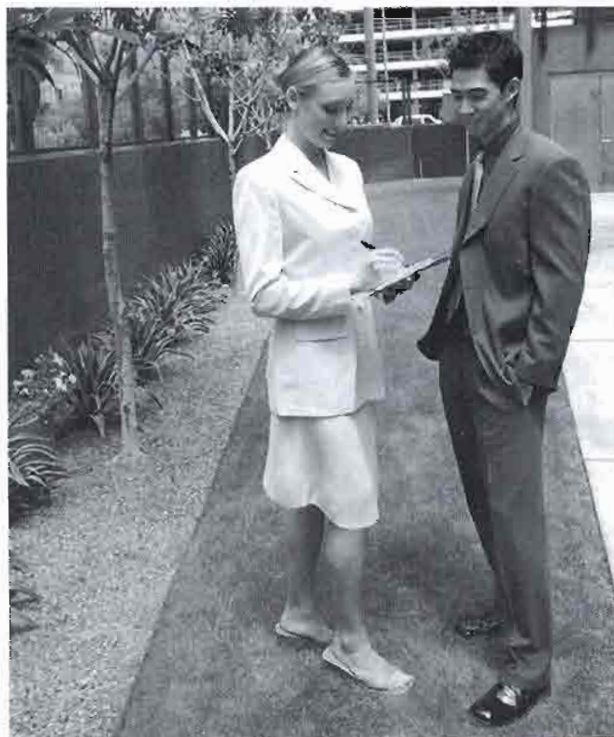
2 Ask and answer the questions with a partner.



## Student A

## 1 Read the conversation with a partner. Find out the missing words.

- Interviewer What's your name?  
 John My name's John.  
 Interviewer \_\_\_\_\_  
 John I live in Manchester.  
 Interviewer \_\_\_\_\_  
 John Oh, yes. It's a great city.  
 Interviewer \_\_\_\_\_  
 John Yes, I do. I live in a flat there.  
 Interviewer \_\_\_\_\_  
 John I work in an office near my flat.  
 Interviewer \_\_\_\_\_  
 John No, I don't. I take the bus.  
 Interviewer \_\_\_\_\_  
 John I play football.  
 Interviewer \_\_\_\_\_  
 John Yes, I love it.  
 Interviewer \_\_\_\_\_  
 John Well, I listen to music and I love films.  
 Interviewer \_\_\_\_\_  
 John Mainly Hollywood films!



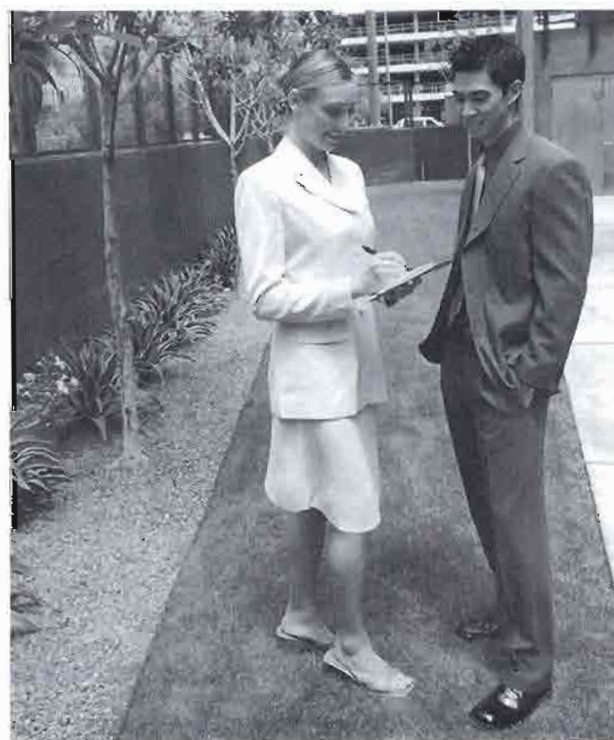
## 2 Practise the conversation with a partner.



## Student B

## 1 Read the conversation with a partner. Find out the missing words.

- Interviewer What's your name?  
 John My name's John.  
 Interviewer Where do you live?  
 John \_\_\_\_\_  
 Interviewer Do you like Manchester?  
 John \_\_\_\_\_  
 Interviewer Do you live in the city centre?  
 John \_\_\_\_\_  
 Interviewer Where do you work?  
 John \_\_\_\_\_  
 Interviewer Do you drive to work?  
 John \_\_\_\_\_  
 Interviewer What do you do in your free time?  
 John \_\_\_\_\_  
 Interviewer Really?  
 John \_\_\_\_\_  
 Interviewer What other things do you do?  
 John \_\_\_\_\_  
 Interviewer What films do you watch?  
 John \_\_\_\_\_



## 2 Practise the conversation with a partner.

## 1 Choose the correct words.

## Conversation 1

Receptionist Good morning, Mrs Green. <sup>1</sup> *What / Where / When* is your appointment?

Mrs Green It's <sup>2</sup> *in / on / at* quarter to three.



## Conversation 2

Mark Hello, Tim. What day <sup>3</sup> *is / have / be* our meeting?

Tim It's <sup>4</sup> *on / at / in* Friday.



## Conversation 3

Anna Hi, Jane! What <sup>5</sup> *time / day / week* is your interview?

Jane It's <sup>6</sup> *for / at / to* ten o'clock.



## 2 Practise the conversations with a partner.



## 1 Choose the correct words.

## Conversation 1

Receptionist Good morning, Mrs Green. <sup>1</sup> *What / Where / When* is your appointment?

Mrs Green It's <sup>2</sup> *in / on / at* quarter to three.



## Conversation 2

Mark Hello, Tim. What day <sup>3</sup> *is / have / be* our meeting?

Tim It's <sup>4</sup> *on / at / in* Friday.



## Conversation 3

Anna Hi, Jane! What <sup>5</sup> *time / day / week* is your interview?

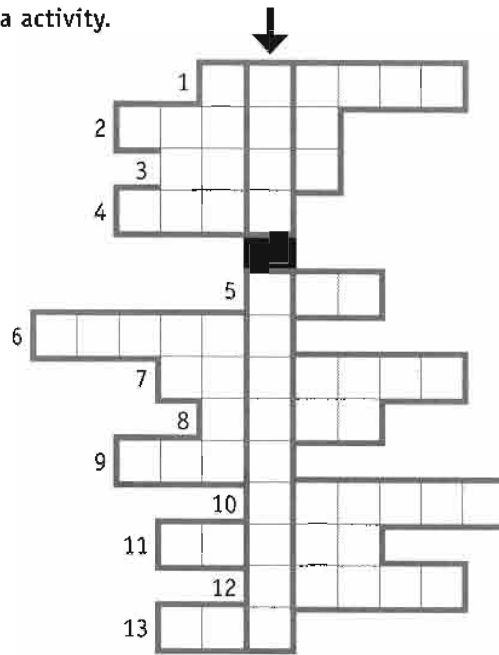
Jane It's <sup>6</sup> *for / at / to* ten o'clock.



## 2 Practise the conversations with a partner.



Complete the puzzle. Find the extra activity.



have a \_\_\_\_\_



have a \_\_\_\_\_



\_\_\_\_\_ lunch



go \_\_\_\_\_



go to \_\_\_\_\_



have \_\_\_\_\_



get \_\_\_\_\_



\_\_\_\_\_ up



go to \_\_\_\_\_ (school)



\_\_\_\_\_ work (school)



\_\_\_\_\_ work (school)



go to \_\_\_\_\_

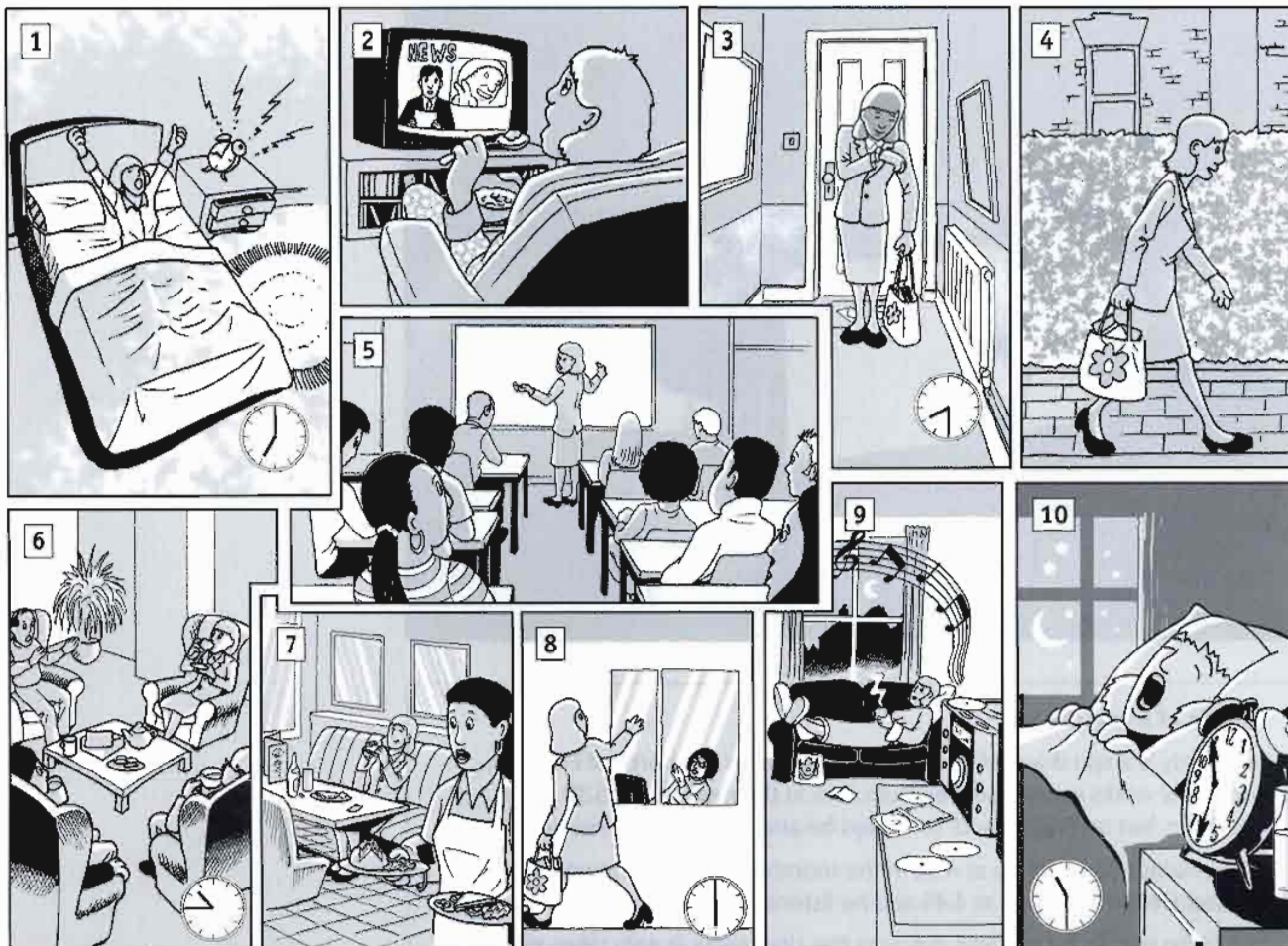


\_\_\_\_\_ up

Extra activity:

\_\_\_\_\_

## 1 Correct the information about Barbara's day.



1 Barbara gets up at half past seven.

*Barbara doesn't get up at half past seven.**She gets up at seven o'clock.*

2 She listens to the news on the radio.

6 She has a break at half past ten.

7 She has lunch at home.

3 She goes to work at eight o'clock.

8 She finishes work at seven o'clock.

4 She drives to work.

9 She watches DVDs in the evening.

5 She works in a bank.

10 She goes to sleep at ten o'clock.

## 2 Compare your life with Barbara's.

*Barbara gets up at seven o'clock, but I get up at half past six.*



Read the text. Complete the sentences with the correct verbs.



### The life of a taxi driver

Ben Hardy is a taxi driver. He lives in Manchester in the north of England. He usually works every weekday from 5.15 in the morning to 5.30 in the afternoon, but on Fridays and Saturdays he also works in the evening.

On weekdays Ben gets up at 4.30 in the morning. He has a shower and gets dressed. He has breakfast at 4.45 and he listens to the radio.

At 5.15 he gets in his taxi and drives to the city centre. It only takes twenty minutes because it's very early in the morning. When he arrives, he goes to the station. There are a lot of people there. They work in the city. Ben drives the people to their offices and to Manchester Airport. At 12.30, Ben goes home for lunch. Then he drives to the city centre again.

'I love my job,' says Ben. 'I like driving and I like people. They often tell me interesting stories.'

- 1 Ben \_\_\_\_\_ in Manchester.
- 2 He \_\_\_\_\_ work at 5.15 a.m.
- 3 He \_\_\_\_\_ work at 5.30 p.m.
- 4 Ben \_\_\_\_\_ at 4.30 a.m.
- 5 He \_\_\_\_\_ at 4.45 a.m.
- 6 He \_\_\_\_\_ to the city centre at 5.15 a.m.
- 7 The drive \_\_\_\_\_ twenty minutes.
- 8 Ben \_\_\_\_\_ people to their offices and to the airport.
- 9 He \_\_\_\_\_ at 12.30 p.m.
- 10 He \_\_\_\_\_ his job.

- 1 Complete the conversations. Use the words in the box. There are three words you don't need.

no	trouble	terrible	over
problem	hurry	yes	late

Bob Oh, <sup>1</sup> \_\_\_\_\_! This is <sup>2</sup> \_\_\_\_\_.

Linda What's the problem?

Bob I'm in a <sup>3</sup> \_\_\_\_\_. I'm going to the cinema with my girlfriend. It's quarter to eight and the film starts at eight.

Linda I'm off to the city centre. Would you like a lift?

Bob Yes, please.

Later

Bob I'm sorry I'm <sup>4</sup> \_\_\_\_\_ for the film.

Emma The cinema is full!

Bob (thinks) Oh, no! I'm in <sup>5</sup> \_\_\_\_\_ now.

- 2 Practise the conversations with a partner.



- 1 Complete the conversations. Use the words in the box. There are three words you don't need.

no	trouble	terrible	over
problem	hurry	yes	late

Bob Oh, <sup>1</sup> \_\_\_\_\_! This is <sup>2</sup> \_\_\_\_\_.

Linda What's the problem?

Bob I'm in a <sup>3</sup> \_\_\_\_\_. I'm going to the cinema with my girlfriend. It's quarter to eight and the film starts at eight.

Linda I'm off to the city centre. Would you like a lift?

Bob Yes, please.

Later

Bob I'm sorry I'm <sup>4</sup> \_\_\_\_\_ for the film.

Emma The cinema is full!

Bob (thinks) Oh, no! I'm in <sup>5</sup> \_\_\_\_\_ now.

- 2 Practise the conversations with a partner.





1 Complete the sentences about the people. Use a noun from box A and a verb from box B.

A

nurse chef housewife waiter mechanic builder shop assistant secretary

B

type look after sell serve fix build look after cook

1



Marco is a chef. He cooks food in a restaurant.

2



Sally is a nurse. She looks after people in hospital.

3



Danny is a mechanic. He fixes cars in a garage.

4



Ellen is a secretary. She types letters in an office.

5



Carol is a shop assistant. She sells food in a shop.

6



Amy is a housewife. She looks after her children at home.

7



Greg is a builder. He builds houses in the city centre.

8



Leo is a waiter. He serves food in a restaurant.

2 Cover the pictures. Test your partner's memory.

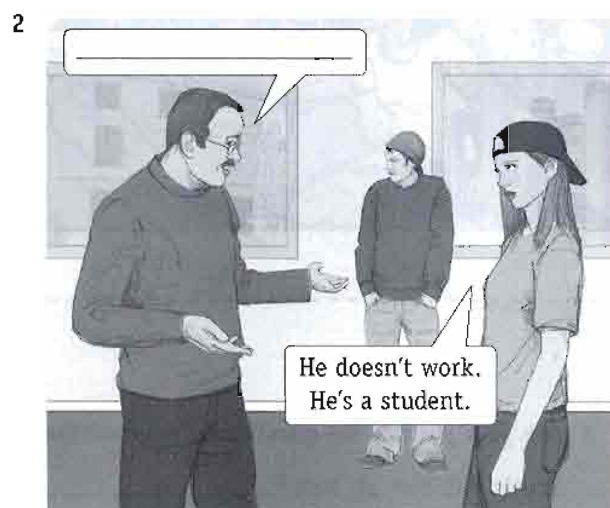
A Who's Greg?

B He's a builder. He builds houses in the city centre.

## 1 Write the questions. Use the cues.



What / you / do?



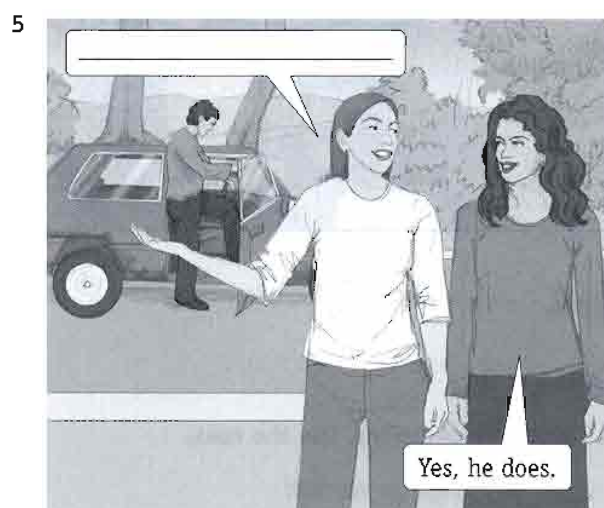
Where / he / work?



What time / you / start work?



she / work / in a restaurant?



he / drive / to work?



When / you / finish work?

## 2 Ask and answer the questions with a partner.



## Student A

## 1 Write the questions. Use the cues.

1 How / old?

*How old is he?*

3 Where / live?

5 Where / work?

7 he / like his job?

9 Where / want to go?

## 2 Ask your partner the questions. Complete the text.

This is Bill. He's <sup>1</sup>\_\_\_\_\_. He's single. He lives in <sup>3</sup>\_\_\_\_\_ in the USA. He's an engineer and he works in a <sup>5</sup>\_\_\_\_\_. He builds and fixes machines there. He <sup>7</sup>\_\_\_\_\_ his job. He really wants to work with people in a poor country. He wants to go to <sup>9</sup>\_\_\_\_\_. He wants to sell his house and car.



## Student B

## 1 Write the questions. Use the cues.

2 he / single or married?

*Is he single or married?*

4 What / do?

6 What / do there?

8 What / want to do?

10 What / want to sell?

## 2 Ask your partner the questions. Complete the text.

This is Bill. He's 32. He's <sup>2</sup>\_\_\_\_\_. He lives in Chicago in the USA. He's an <sup>4</sup>\_\_\_\_\_ and he works in a factory. He <sup>6</sup>\_\_\_\_\_ there. He hates his job. He really wants to <sup>8</sup>\_\_\_\_\_ in a poor country. He wants to go to Africa. He wants to sell his <sup>10</sup>\_\_\_\_\_.



## 1 Complete the conversations. Use the words in the box. There is one extra word each time.

## Conversation 1

Me right see

Billy Hi, my name is Billy.

Maya Pleased to meet you, Billy. I'm Maya.

Billy Do you live near here?

Maya No, I don't. I live in a village.

Billy Oh, I <sup>1</sup> \_\_\_\_\_. Do you live with  
your family?

Maya No, I live alone.

Billy <sup>2</sup> \_\_\_\_\_, too.

## Conversation 2

That's oh Really

Hazel I'm Hazel.

Tim Hi. I'm Tim.

Hazel What do you do?

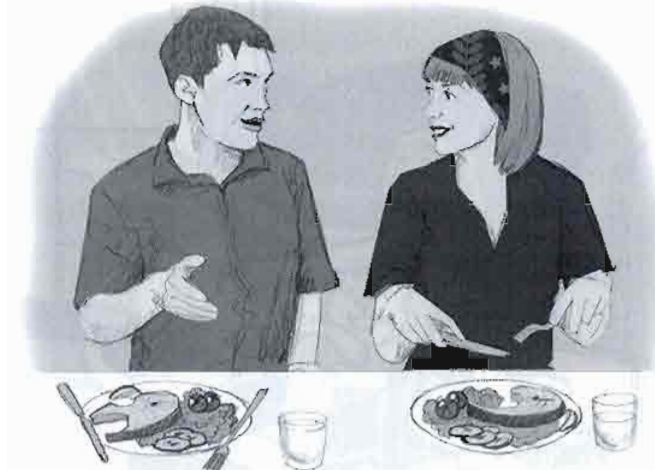
Tim I'm a chef.

Hazel <sup>3</sup> \_\_\_\_\_. Where do you work?Tim I work in an Italian restaurant. What about  
you? What do you do?

Hazel I work in a museum.

Tim <sup>4</sup> \_\_\_\_\_ interesting. Do you like it?

Hazel Yes, I love it.



## Conversation 3

see right interesting

Tessa I'm Tessa.

John Hi. I'm John.

Tessa Do you like this music?

John No. I don't like music.

Tessa Oh. What do you do in your free time?

John I play tennis.

Tessa Oh, <sup>5</sup> \_\_\_\_\_.

John Do you play tennis?

Tessa Er, no. I play football.

John Oh. That's <sup>6</sup> \_\_\_\_\_.

## 2 Practise the conversations with a partner.



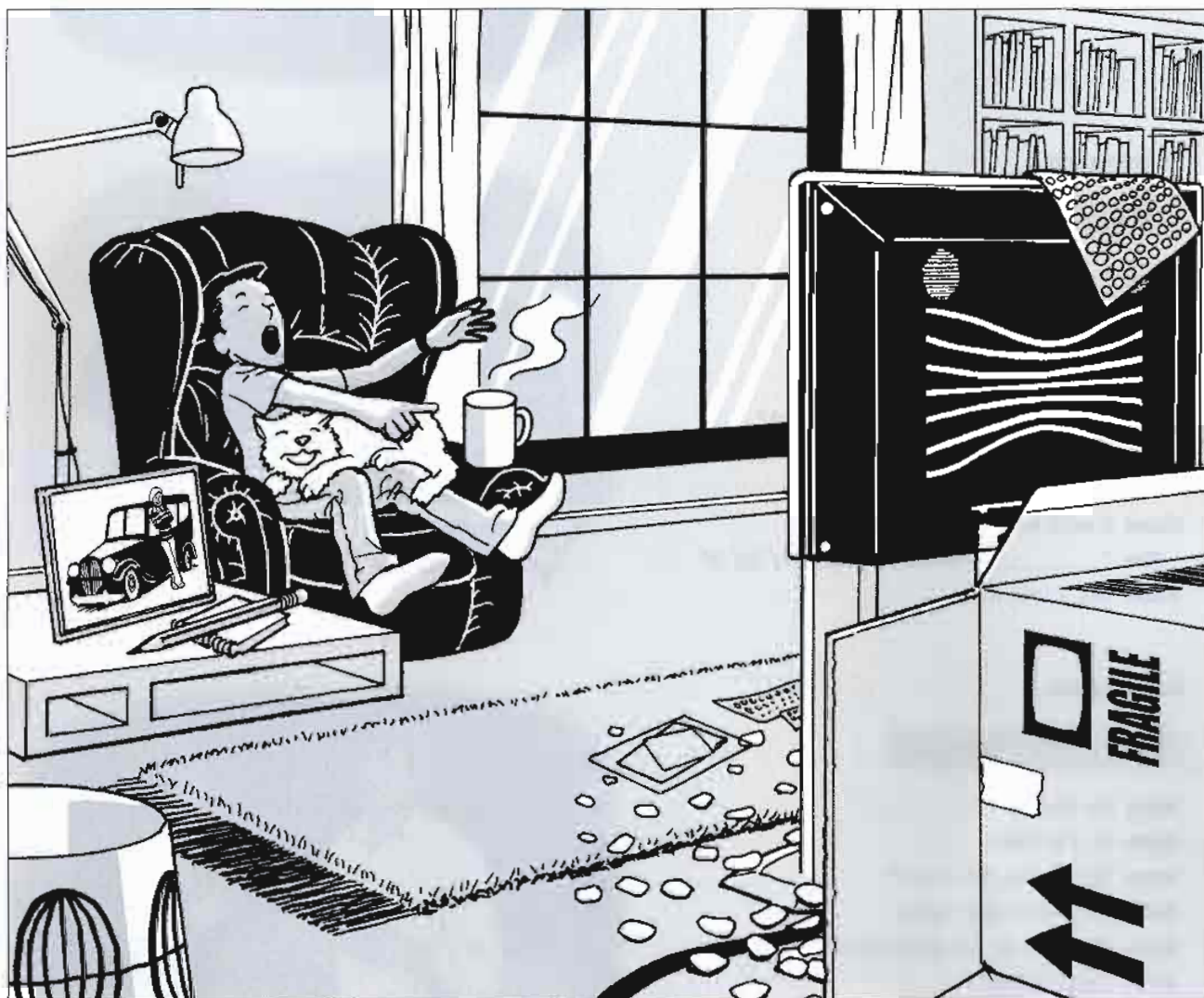
1 Find 18 more adjectives in the word snake. Write the words.

yellow short old big long brown red good black small green cold young blue hot bad white orange new

Colours: yellow,

Other adjectives: \_\_\_\_\_

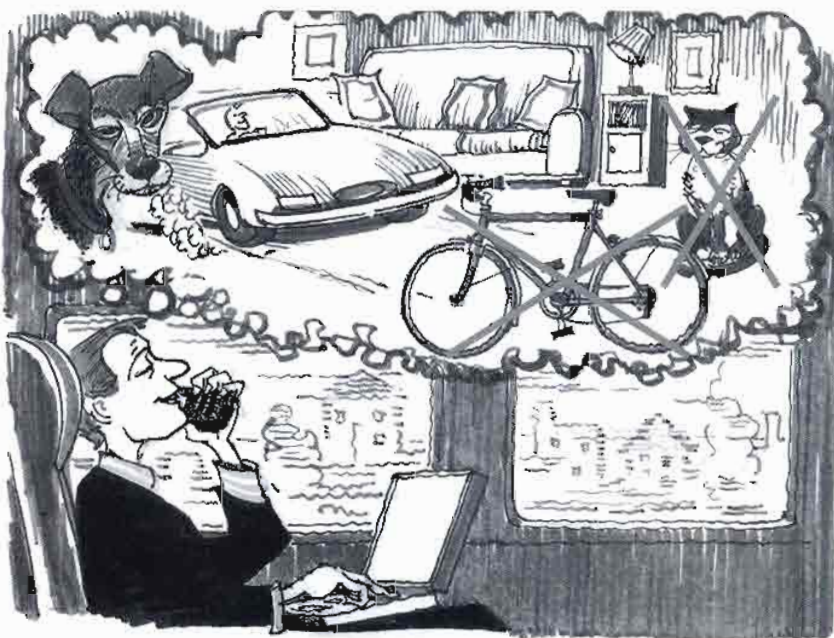
2 Look at the picture. Are the sentences true or false? Correct the false sentences.



- 1 It's a white chair. False. It's a black chair.
- 2 It's a big cat. True.
- 3 He's an old man. \_\_\_\_\_
- 4 It's a new TV. \_\_\_\_\_
- 5 It's a big notebook. \_\_\_\_\_

- 6 It's a short pencil. \_\_\_\_\_
- 7 It's cold coffee. \_\_\_\_\_
- 8 She's a young woman. \_\_\_\_\_
- 9 It's a new car. \_\_\_\_\_
- 10 It's a bad film. \_\_\_\_\_

- 1 Look at the pictures of Mick and his wife, Andrea.  
Complete the sentences. Use *'s got*, *hasn't got*, *'ve got*, or *haven't got*.

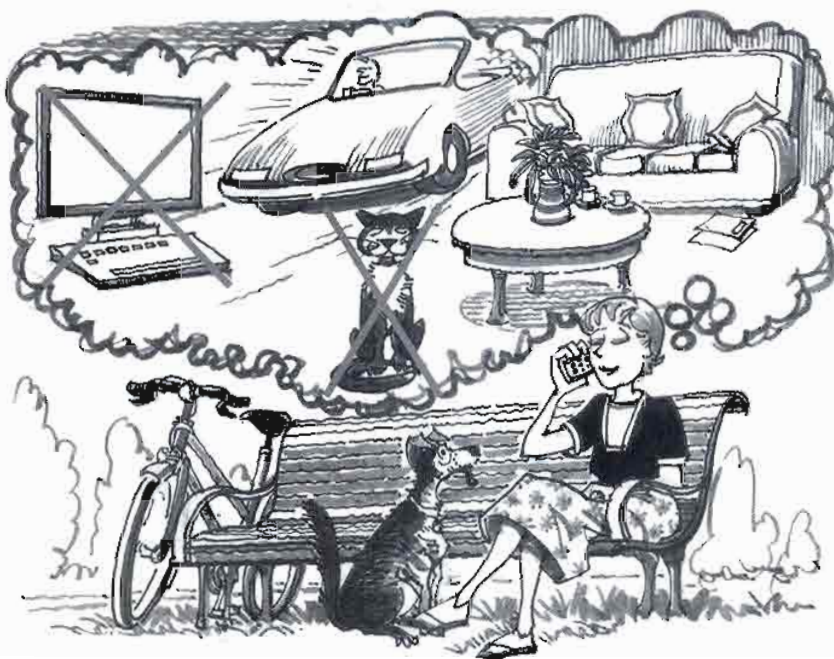


## Mick

- 1 He *'s got* \_\_\_\_\_  
short hair.
- 2 He \_\_\_\_\_  
a mobile.
- 3 He \_\_\_\_\_  
a bike.

## Andrea

- 4 She \_\_\_\_\_  
long hair.
- 5 She \_\_\_\_\_  
a bike.
- 6 She \_\_\_\_\_  
a computer.



## Mick and Andrea

- 7 They \_\_\_\_\_  
a nice flat.
- 8 They \_\_\_\_\_  
a cat.
- 9 They \_\_\_\_\_  
a dog.
- 10 They \_\_\_\_\_  
a new car.

- 2 Cover the pictures and the sentences. Talk about Mick and Andrea.

*He's got a computer.*

*They've got a dog.*



## 1 Look at the information about Kevin. Complete the email.

Kevin's news	
own office	X
share office	✓ (three other people)
own desk	✓
computer	✓ (new laptop)
telephone on desk	X
new mobile	✓
secretary	X
company car	X
new girlfriend	✓ (Jo, 29, very nice)

Delete Reply Reply All Forward Print

Hi John

Guess what? Kevin's got a new job with a car company. He \_\_\_\_\_ his own office. He shares it with \_\_\_\_\_ other people. He \_\_\_\_\_ his own desk, of course, and a new laptop. He hasn't got a \_\_\_\_\_ on his desk but he \_\_\_\_\_ a new mobile. He \_\_\_\_\_ a secretary or a company car but he has got a new \_\_\_\_\_! Her name's Jo. She's 29 and she's very nice.

All the best

Kate



## 2 Look at the information about John. Complete the email.

John's news	
own office	✓ (very big)
share office	X
own desk	✓
computer	✓ (on desk and new laptop)
telephone on desk	✓
new mobile	X
secretary	✓
company car	✓ (red sports car)
new flat	✓ (in city centre, really nice)

Delete Reply Reply All Forward Print

Hi Kate

Thanks for the news about Kevin. That's great! But guess what? I've got a new job, too! I've got my own \_\_\_\_\_. It's very big and I don't \_\_\_\_\_ it with other people. I've got my own desk, of course, with a computer and a \_\_\_\_\_ laptop. I've got a telephone on my desk, but I \_\_\_\_\_ a new mobile. I've also got a \_\_\_\_\_ and a company car - it's a \_\_\_\_\_ sports car!

Hope you're OK.

Take care

John

PS I \_\_\_\_\_ a new flat, too. It's in the city centre and it's really \_\_\_\_\_.



## Student A

- 1 Read the conversation with a partner. Find out the missing words.

## Conversation 1

Sarah Excuse me. Is this seat free?

Tim <sup>1</sup> \_\_\_\_\_

Sarah Thanks. I'm Sarah.

Tim <sup>2</sup> \_\_\_\_\_

## Conversation 2

John Excuse me. Is this seat free?

Lisa <sup>3</sup> \_\_\_\_\_

## Conversation 3

Sarah John! There's a seat over here.

John <sup>4</sup> \_\_\_\_\_

Sarah This is Tim.

John <sup>5</sup> \_\_\_\_\_

- 2 Practise the conversations with a partner.



## Student B

- 1 Read the conversation with a partner. Find out the missing words.

## Conversation 1

Sarah <sup>1</sup> \_\_\_\_\_

Tim Sure. Go ahead.

Sarah <sup>2</sup> \_\_\_\_\_

Tim Oh. Hello. I'm Tim.

## Conversation 2

John <sup>3</sup> \_\_\_\_\_

Lisa No, I'm sorry. It's taken.

## Conversation 3

Sarah <sup>4</sup> \_\_\_\_\_

John Great. Thanks.

Sarah <sup>5</sup> \_\_\_\_\_

John Oh. Hello, Tim.

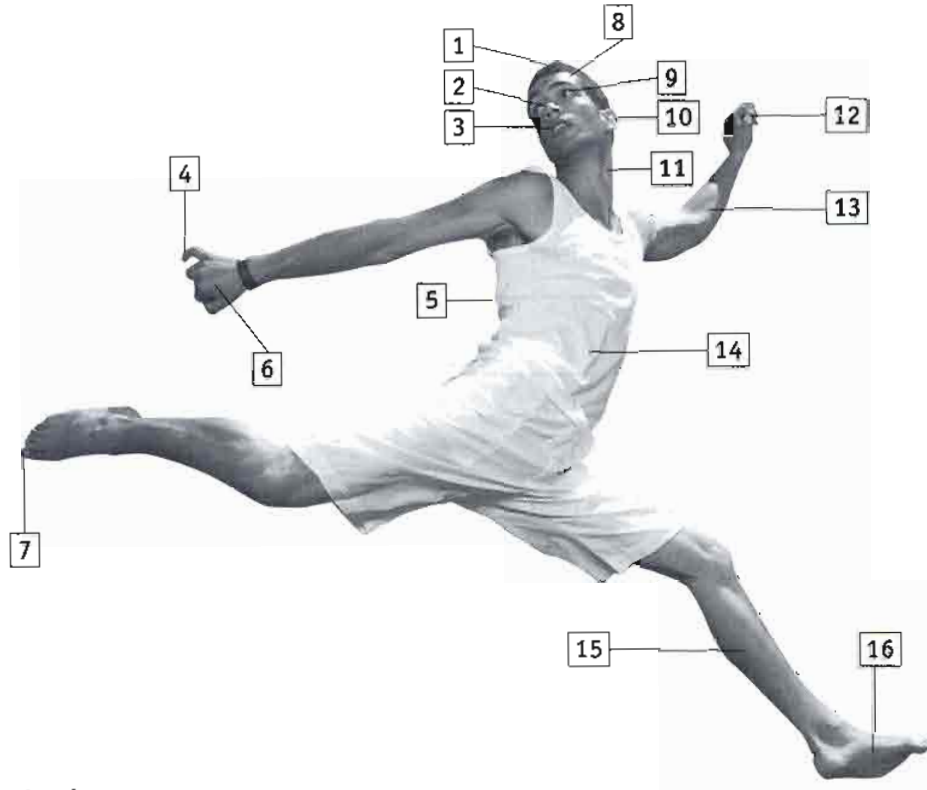
- 2 Practise the conversations with a partner.





## 1 Complete the words.

- 1 h \_\_\_\_\_
- 2 n \_\_\_\_\_
- 3 m \_\_\_\_\_
- 4 f \_\_\_\_\_
- 5 b \_\_\_\_\_
- 6 h \_\_\_\_\_
- 7 t \_\_\_\_\_
- 8 h \_\_\_\_\_
- 9 e \_\_\_\_\_
- 10 e \_\_\_\_\_
- 11 n \_\_\_\_\_
- 12 t \_\_\_\_\_
- 13 a \_\_\_\_\_
- 14 s \_\_\_\_\_
- 15 l \_\_\_\_\_
- 16 f \_\_\_\_\_

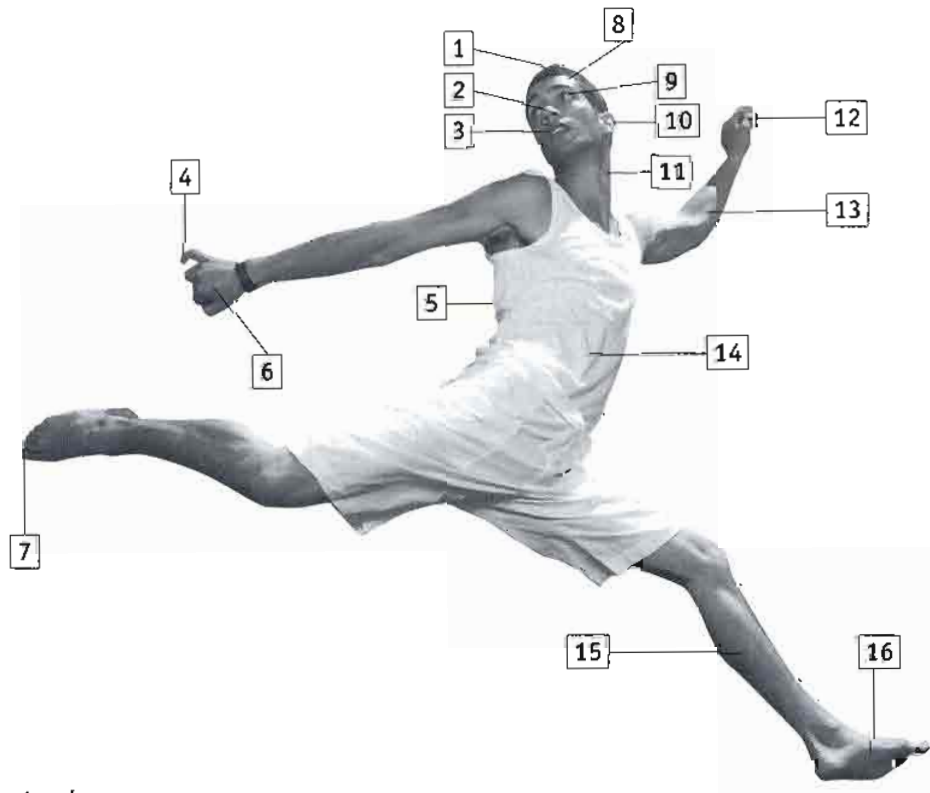


## 2 Cover the words. Test your partner's memory.



## 1 Complete the words.

- 1 h \_\_\_\_\_
- 2 n \_\_\_\_\_
- 3 m \_\_\_\_\_
- 4 f \_\_\_\_\_
- 5 b \_\_\_\_\_
- 6 h \_\_\_\_\_
- 7 t \_\_\_\_\_
- 8 h \_\_\_\_\_
- 9 e \_\_\_\_\_
- 10 e \_\_\_\_\_
- 11 n \_\_\_\_\_
- 12 t \_\_\_\_\_
- 13 a \_\_\_\_\_
- 14 s \_\_\_\_\_
- 15 l \_\_\_\_\_
- 16 f \_\_\_\_\_



## 2 Cover the words. Test your partner's memory.

1 Look at the pictures. Write questions and short answers. Use the cues.



James and Sarah

1 James and Sarah / a car?

*Have James and Sarah got a car?*

*Yes, they have.*

3 James / a mobile?

2 Sarah / a bike?

4 James and Sarah / a flat?



Robert and Anna

5 Robert and Anna / a car?

7 Robert / a cat?

6 Anna / a bike?

8 Robert and Anna / any children?

2 Work with a partner. Ask and answer questions about these things.

a driving licence

your own office

any children

any brothers and sisters

a bike

A Have you got any children?

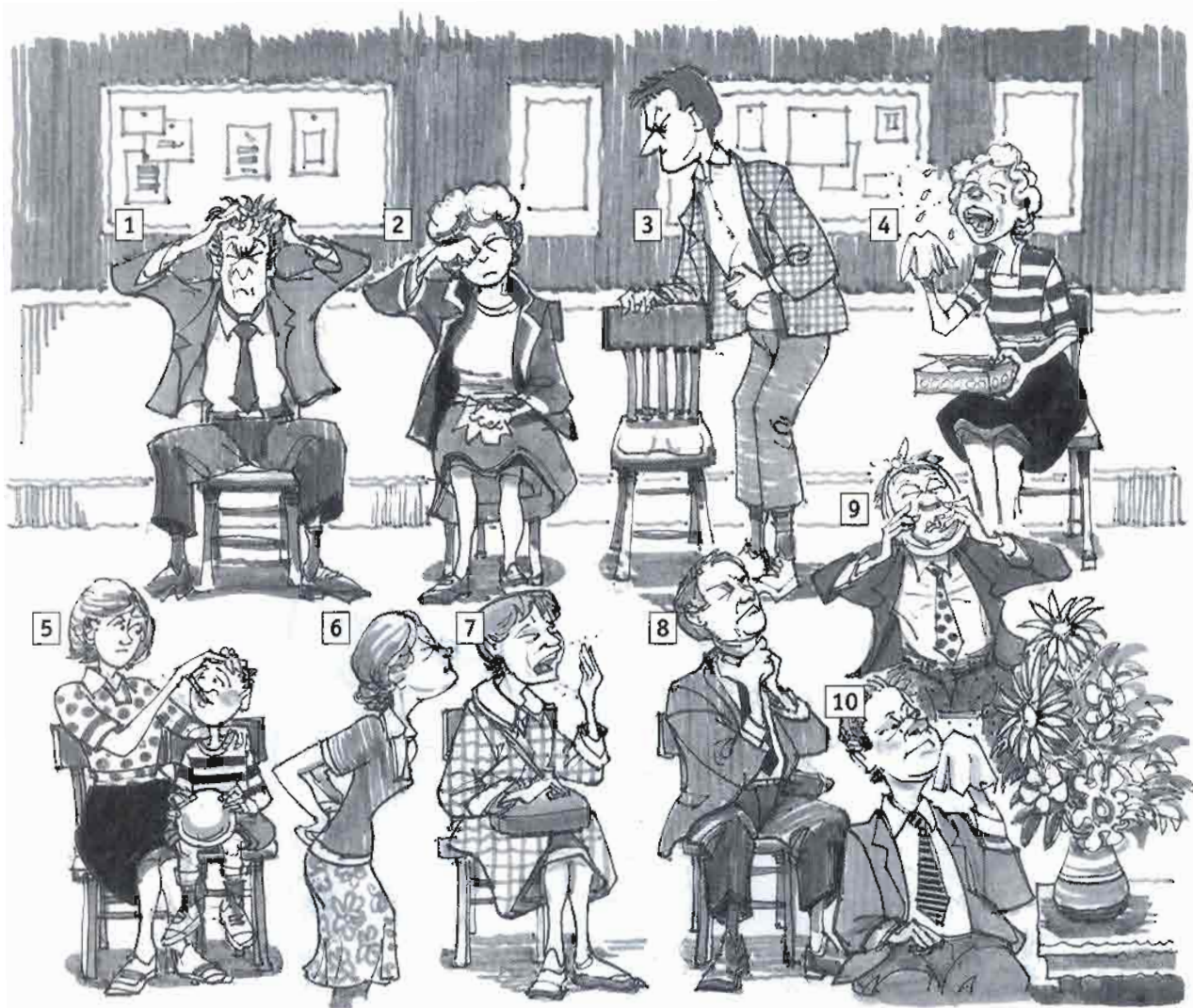
B Yes, I have. I've got two sons.



1 What's wrong with the people? Tell your partner. Use the words in the box.

a headache	a cough	hay fever	stomach ache	a temperature
sore eyes	a cold	a bad back	toothache	a sore throat

Picture 1. He's got a headache.



2 Make conversations.

A What's the matter?

B I've got a cough.

A Oh dear.

A What's wrong?

B I've got toothache.

A Oh dear.



## 1 Write conversations. Use the words in the box.

a nail file   a stamp   a pen   tissues   plasters   painkillers

A Have you got any painkillers ?B No, sorry, I haven't.

A Oh, OK.



A Have \_\_\_\_\_ ?

B Yes, I have. Here \_\_\_\_\_.

A Thanks.



A Have \_\_\_\_\_ ?

B Yes, I \_\_\_\_\_.

A Thanks.



A Have \_\_\_\_\_ ?

B No, \_\_\_\_\_.

A Oh, OK.



A \_\_\_\_\_ ?

B \_\_\_\_\_.

A \_\_\_\_\_.



A \_\_\_\_\_ ?

B \_\_\_\_\_.

A \_\_\_\_\_.

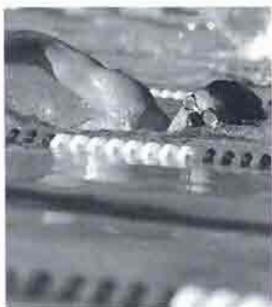
## 2 Practise the conversations with a partner.



1 Write the verbs. Use the words in the box.

swim	play ice hockey	dance	play the violin	skate	cycle	sing	cook
play golf	play the guitar	ski	play basketball	paint	run	play the piano	

1



5



9



13



2



6



10



14



3



7



11



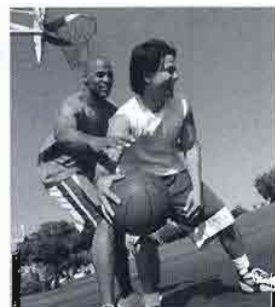
15



4



8



12



1 swim

4

7

10

13

2

5

8

11

14

3

6

9

12

15

2 Ask and answer questions about the activities in exercise 1.

A Do you go running?

B Yes, I do. / No, I don't.

1 Complete the sentences. Use *can*/*can't*.

1

He can swim.

2



She \_\_\_\_\_.

3



They \_\_\_\_\_.

4



She \_\_\_\_\_.

5



They \_\_\_\_\_.

6



He \_\_\_\_\_.

7



They \_\_\_\_\_.

8



He \_\_\_\_\_.

9



They \_\_\_\_\_.

10



She \_\_\_\_\_.

## 2 Ask and answer questions about the activities in exercise 1.

A Can you swim?

B Yes, I can. / No, I can't.



## Can she speak any foreign languages?

## Student A

- 1 Ask your partner questions about Charlie. Complete his form.

A How old is Charlie?

B He's 28.

A Can he speak any foreign languages?

B Yes, he can. He can speak ...

Name: Charlie Wood

Age: \_\_\_\_\_

- |                                | Yes                      | No                       | Details |
|--------------------------------|--------------------------|--------------------------|---------|
| 1 speak any foreign languages? | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 2 swim?                        | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 3 ski?                         | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 4 play any sports?             | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 5 ride a horse?                | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 6 drive?                       | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 7 play a musical instrument?   | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 8 cook?                        | <input type="checkbox"/> | <input type="checkbox"/> |         |



- 2 Look at the information on Amelia's form. Answer your partner's questions.

Name: Amelia Ryan

Age: 25

- |                                | Yes                                 | No                                  | Details        |
|--------------------------------|-------------------------------------|-------------------------------------|----------------|
| 1 speak any foreign languages? | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Italian        |
| 2 swim?                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                |
| 3 ski?                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                |
| 4 play any sports?             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | hockey, tennis |
| 5 ride a horse?                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                |
| 6 drive?                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                |
| 7 play a musical instrument?   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | guitar         |
| 8 cook?                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                |



## Student B

- 1 Look at the information on Charlie's form. Answer your partner's questions.

A How old is Charlie?

B He's 28.

A Can he speak any foreign languages?

B Yes, he can. He can speak ...

Name: Charlie Wood

Age: 28

- |                                | Yes                                 | No                                  | Details     |
|--------------------------------|-------------------------------------|-------------------------------------|-------------|
| 1 speak any foreign languages? | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | German      |
| 2 swim?                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |             |
| 3 ski?                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |             |
| 4 play any sports?             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | rugby, golf |
| 5 ride a horse?                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |             |
| 6 drive?                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |             |
| 7 play a musical instrument?   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |             |
| 8 cook?                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |             |



- 2 Ask your partner questions about Amelia. Complete her form.

Name: Amelia Ryan

Age: \_\_\_\_\_

- |                                | Yes                      | No                       | Details |
|--------------------------------|--------------------------|--------------------------|---------|
| 1 speak any foreign languages? | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 2 swim?                        | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 3 ski?                         | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 4 play any sports?             | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 5 ride a horse?                | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 6 drive?                       | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 7 play a musical instrument?   | <input type="checkbox"/> | <input type="checkbox"/> |         |
| 8 cook?                        | <input type="checkbox"/> | <input type="checkbox"/> |         |



## 1 Write the words in the correct order.

Mike It's your birthday next week.

1

(dinner? / take / Can / I / you / to)

Amy Thank you.

2

(be / nice. / would / That)

Mike

3

(Friday? / about / What)

Amy No,

4

(can't / on / come / I / Friday.)

Mike OK,

5

(what / Wednesday? / about)

Amy Yes, OK.

Mike I've also got tickets for a jazz concert.

6

(to / Would / like / go? / you)

Amy Yes, great!

Mike

7

(past / OK / Is / you? / for / half / seven)

Amy Yes, OK.

8

(Half / the / seven / restaurant. / at / past)



## 2 Practise the conversation with a partner.



## 1 Write the words in the correct order.

Mike It's your birthday next week.

1

(dinner? / take / Can / I / you / to)

Amy Thank you.

2

(be / nice. / would / That)

Mike

3

(Friday? / about / What)

Amy No,

4

(can't / on / come / I / Friday.)

Mike OK,

5

(what / Wednesday? / about)

Amy Yes, OK.

Mike I've also got tickets for a jazz concert.

6

(to / Would / like / go? / you)

Amy Yes, great!

Mike

7

(past / OK / Is / you? / for / half / seven)

Amy Yes, OK.

8

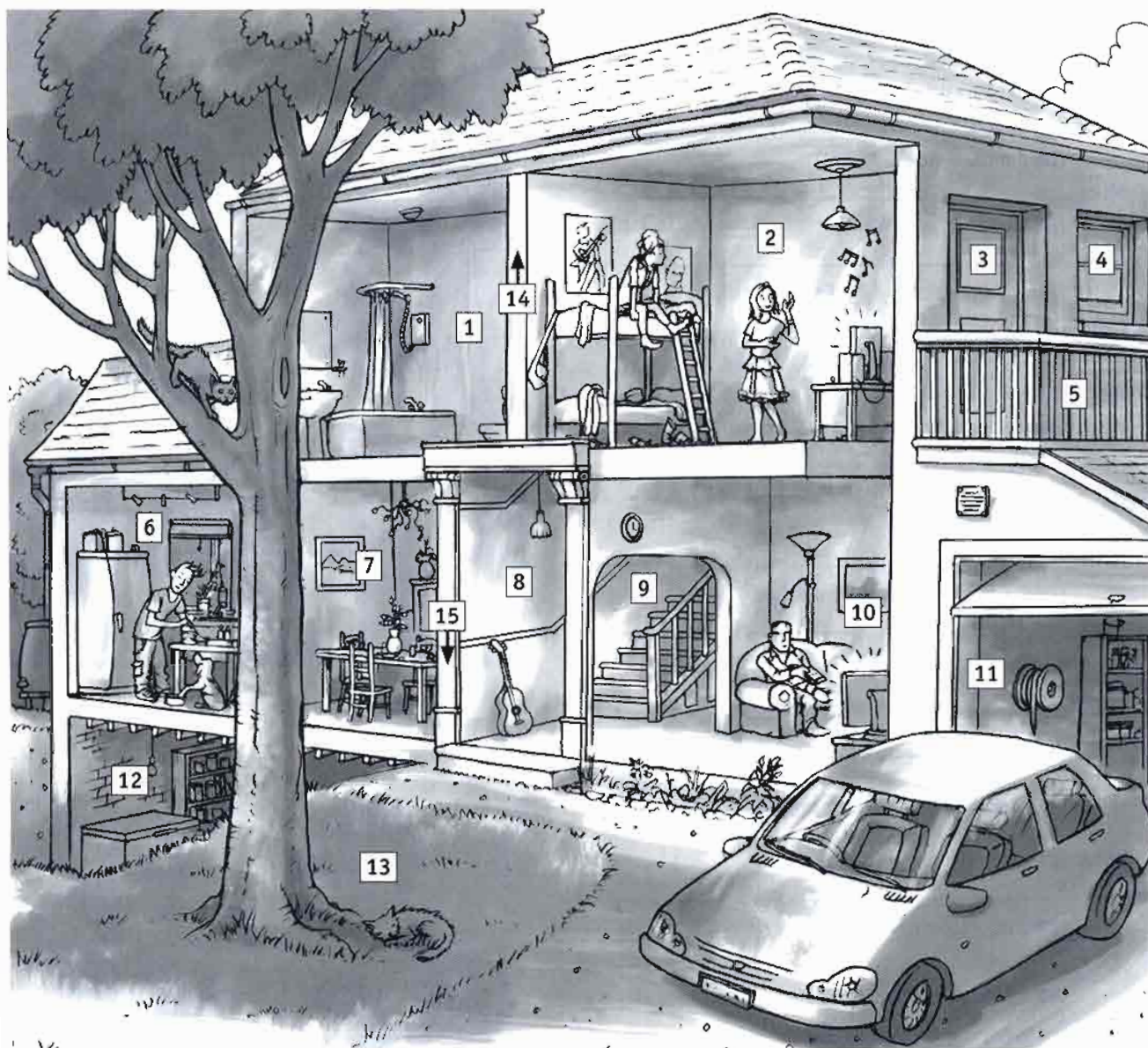
(Half / the / seven / restaurant. / at / past)



## 2 Practise the conversation with a partner.



## 1 Complete the words.

1 b athroom4 w indow7 d ining room10 l iving room13 g arden2 b edroom5 b alcony8 h allway11 g arage14 u stairs3 d oor6 k itchen9 s tairs12 c upboard15 d ownstairs

## 2 Look at the picture. Are the sentences true or false? Correct the false sentences.

1 The two girls are in the living room.

False. They're in the bedroom.

5 The man is downstairs.

2 The boy is in the kitchen.

6 The cats are in the garden.

3 The car is in the garage.

7 The guitar is in the dining room.

4 The dog is upstairs.

8 The bathroom is upstairs.

- 1 Look at the notes about a flat. Complete the conversation. Use *there's*, *there are*, *there isn't*, *there aren't*, *is there*, or *are there*.

## Central Estate Agency

Address: City View Flat 10

Number of flats in block: 12

Number of rooms: 5 including big living room,  
new Kitchen

Number of bedrooms: 2

Number of bathrooms: 1

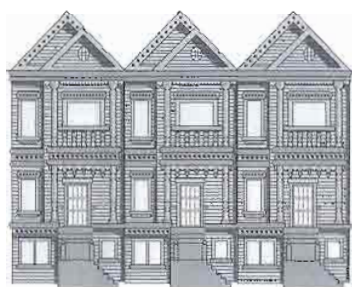
lift ☒

balcony ☒

good view ☒

garden ☐

garage ☒



Fiona Can we have some information about the City View Flats?

Agent Yes, of course. Number ten is for sale.

Fiona How many flats <sup>1</sup> are there in the block?

Agent <sup>2</sup> twelve.

Mike And how many rooms <sup>3</sup> are there in the flat?

Agent Five. There's a big living room and <sup>4</sup> a new kitchen ...

Fiona <sup>5</sup> Is there two bathrooms?

Agent No, <sup>6</sup> there isn't. There's only one bathroom  
but <sup>7</sup> there are two bedrooms.

<sup>8</sup> Is there also a balcony.

Mike <sup>9</sup> Is there a good view from the flat?

Agent Yes, <sup>10</sup> there is.

Fiona Is there a garden with the flat?

Agent No, <sup>11</sup> there isn't but there's a garage and  
<sup>12</sup> there is also a lift in the block.

Mike Can we see the flat, please?

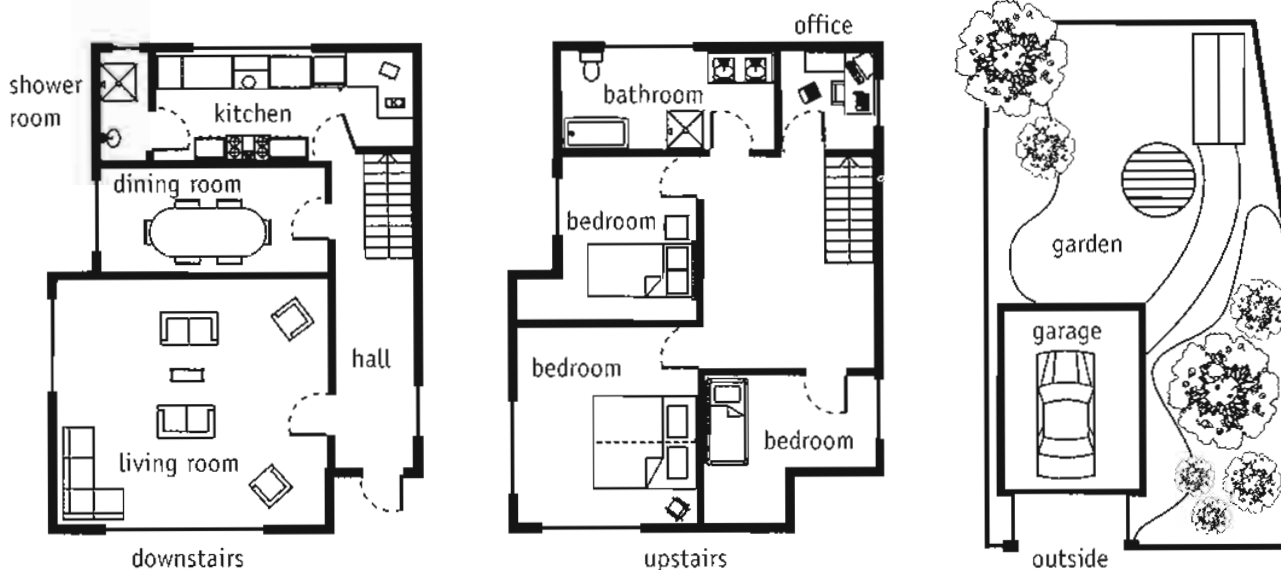
Agent Yes, of course.



- 2 Practise the conversation in groups of three.



1 Look at the plans. Complete the email.



Hi Marta

Guess what? We've got a new house! It's big and modern and we love it! There's a hall, a big living room and a dining room. There's a kitchen, of course, and there's also a shower room.

Upstairs there are three bedrooms and a nice big office. I've also got an bathroom with my computer and all my books.

Outside there's a nice garden. We've also got a small garage. There isn't a pool, but that isn't a problem.

Hope you're OK. Come and visit us soon.

2 Complete the email with a description of your ideal house / flat.

Hi \_\_\_\_\_

Guess what? We've got a new \_\_\_\_\_. It's \_\_\_\_\_ and we love it! There's a \_\_\_\_\_, a \_\_\_\_\_ room and a \_\_\_\_\_. There's a kitchen, of course, and there's also a \_\_\_\_\_ room. There are \_\_\_\_\_ bedrooms and a nice big \_\_\_\_\_.

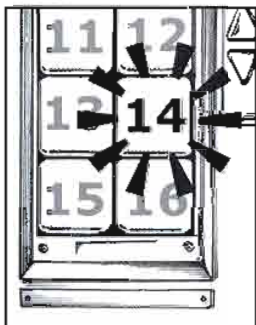
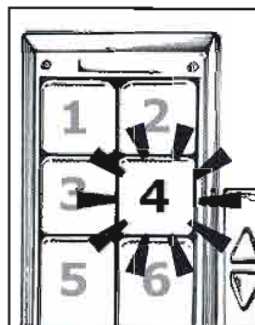
\_\_\_\_\_ a garden and we've got a \_\_\_\_\_. There isn't a \_\_\_\_\_, but that isn't a problem.

Hope you're OK. Come and visit us soon.

Love \_\_\_\_\_

\_\_\_\_\_

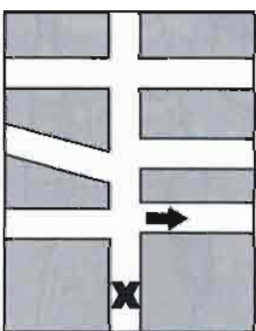
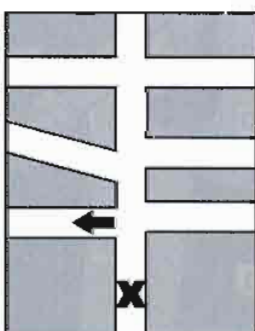
## 1 Read the conversations. Choose the correct pictures.

1 a ☐b ☐

**Man** Excuse me. Where can I find Mr Wood's office, please?

**Woman** Mr Wood? His office is on the fourteenth floor. The lift is over there on the left.

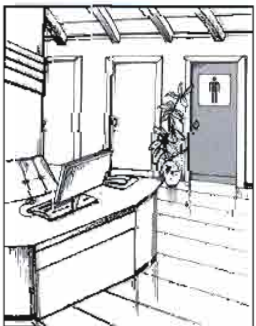
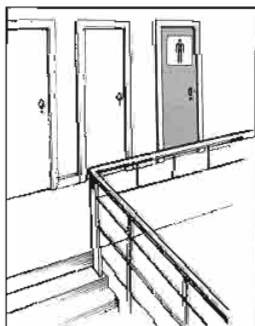
**Man** Thank you.

2 a ☐b ☐

**Woman** Excuse me. Is there a bank near here, please?

**Man** Yes. There's a bank in Old Street. That's the first street on the right.

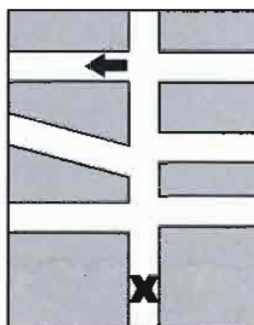
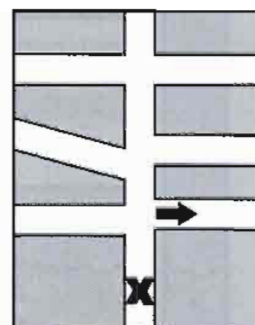
**Woman** Thank you.

3 a ☐b ☐

**Man** Excuse me. Where are the toilets?

**Woman** They're upstairs – the third door on the right.

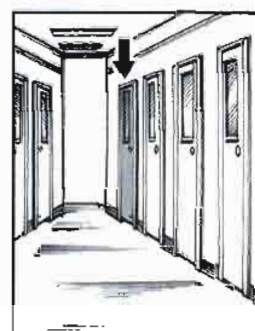
**Man** Thank you.

4 a ☐b ☐

**Woman** Excuse me. Is there a good restaurant near here, please?

**Man** Yes. There's a restaurant in Green Street. That's the third street on the left.

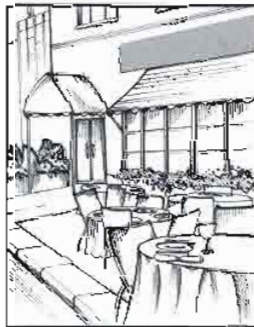
**Woman** Thank you.

5 a ☐b ☐

**Man** Excuse me. Where can I find Room 12, please?

**Woman** It's over there, the fourth door on the right.

**Man** Thank you.

6 a ☐b ☐

**Woman** Excuse me. Where's the restaurant?

**Man** It's on the ground floor.

**Woman** Thank you.

## 2 Practise the conversations with a partner.



1 Look at the people's clothes. Write the words in the correct order.



- |            |               |           |       |            |       |            |       |
|------------|---------------|-----------|-------|------------|-------|------------|-------|
| 1 tejkac   | <u>jacket</u> | 5 tius    | _____ | 9 resrtani | _____ | 13 seohs   | _____ |
| 2 eti      | _____         | 6 tsorhs  | _____ | 10 pot     | _____ | 14 snaej   | _____ |
| 3 reuotrss | _____         | 7 T-rtsih | _____ | 11 krtsi   | _____ | 15 rejmulp | _____ |
| 4 rthsi    | _____         | 8 kssoc   | _____ | 12 ssrde   | _____ | 16 toosb   | _____ |

2 Underline the word that is different.

- |           |        |          |                 |          |          |        |         |
|-----------|--------|----------|-----------------|----------|----------|--------|---------|
| 1 shoes   | boots  | trainers | <u>trousers</u> | 4 skirt  | trousers | jeans  | shirt   |
| 2 jeans   | boots  | jumper   | dress           | 5 shorts | jacket   | tie    | shirt   |
| 3 T-shirt | shorts | jumper   | top             | 6 jeans  | dress    | jumper | T-shirt |

1 Look at the pictures. Correct the information.

1



2



3



4



1 The boys are studying.

They aren't studying. They're playing football.

2 The woman is playing a computer game.

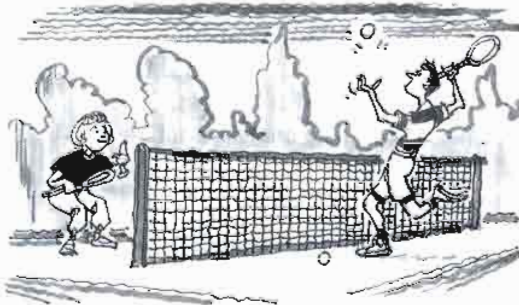
3 The children are playing in the garden.

4 The women are walking in the park.

5



6



7



8



5 The man is drinking coffee.

6 The man and the woman are having a picnic.

7 The girls are listening to music.

8 The woman is sending an email.

2 Cover the sentences. Say what the people are doing.

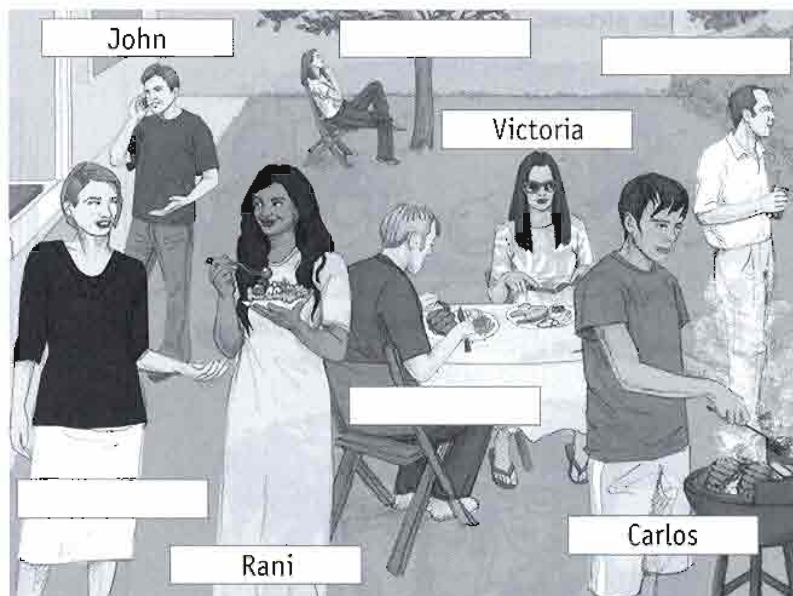


## Student A

- 1 Look at the picture. Complete the text. Use the names in the box.

Rani Carlos Victoria John

1 Rani has got long hair. She's wearing a dress and she's eating some salad. 2 \_\_\_\_\_ is wearing jeans and a T-shirt. He's standing near the house and he's talking on his mobile. 3 \_\_\_\_\_ is wearing shorts and a T-shirt. He's cooking the food. 4 \_\_\_\_\_ is wearing a dress and sunglasses. She's sitting at the table and she's eating fish and salad.



- 2 Work with a partner. Match the names with the correct people.

Ben Tina Samantha Dan

A Who's Ben?

B He's drinking some cola and he's looking at the view.

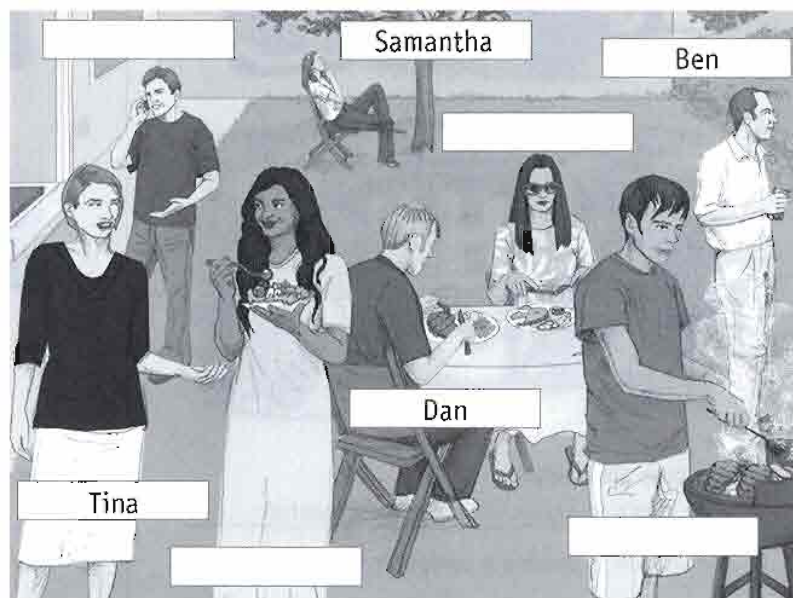


## Student B

- 1 Look at the picture. Complete the text. Use the names in the box.

Ben Tina Samantha Dan

1 Ben is wearing trousers and a shirt. He's drinking some cola and he's looking at the view. 2 \_\_\_\_\_ is wearing jeans. He's sitting on a chair and he's eating a steak and some vegetables. 3 \_\_\_\_\_ is wearing jeans and a T-shirt. She's sitting on a garden chair under a tree. 4 \_\_\_\_\_ has got short hair. She's wearing a white skirt and a black top. She's standing next to her friend and they are talking.



- 2 Work with a partner. Match the names with the correct people.

Rani Carlos Victoria John

A Who's Rani?

B She's wearing a dress and she's eating some salad.

- 1 Look at the pictures of Kim's day. Complete the conversations. Use the words in the box.

long nice later you See Bye

1



Mum Kim! It's half past eight.

Kim Oh, no! I'm late!

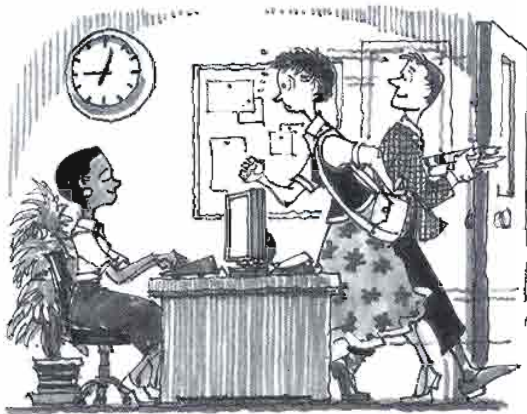
2



Kim Bye, Mum.

Mum See <sup>1</sup> \_\_\_\_\_ later.

3



John Hi, Kim.

Kim Sorry. I'm late. See you <sup>2</sup> \_\_\_\_\_.

4



John Kim! We're going to a restaurant.

Kim I'm going to a meeting. <sup>3</sup> \_\_\_\_\_.

5



Katie Bye, Kim.

Kim <sup>4</sup> \_\_\_\_\_ you tomorrow.

6



John Kim!

Kim I'm going to the hairdresser's. I won't be <sup>5</sup> \_\_\_\_\_.

7



Kim Bye, Mum.

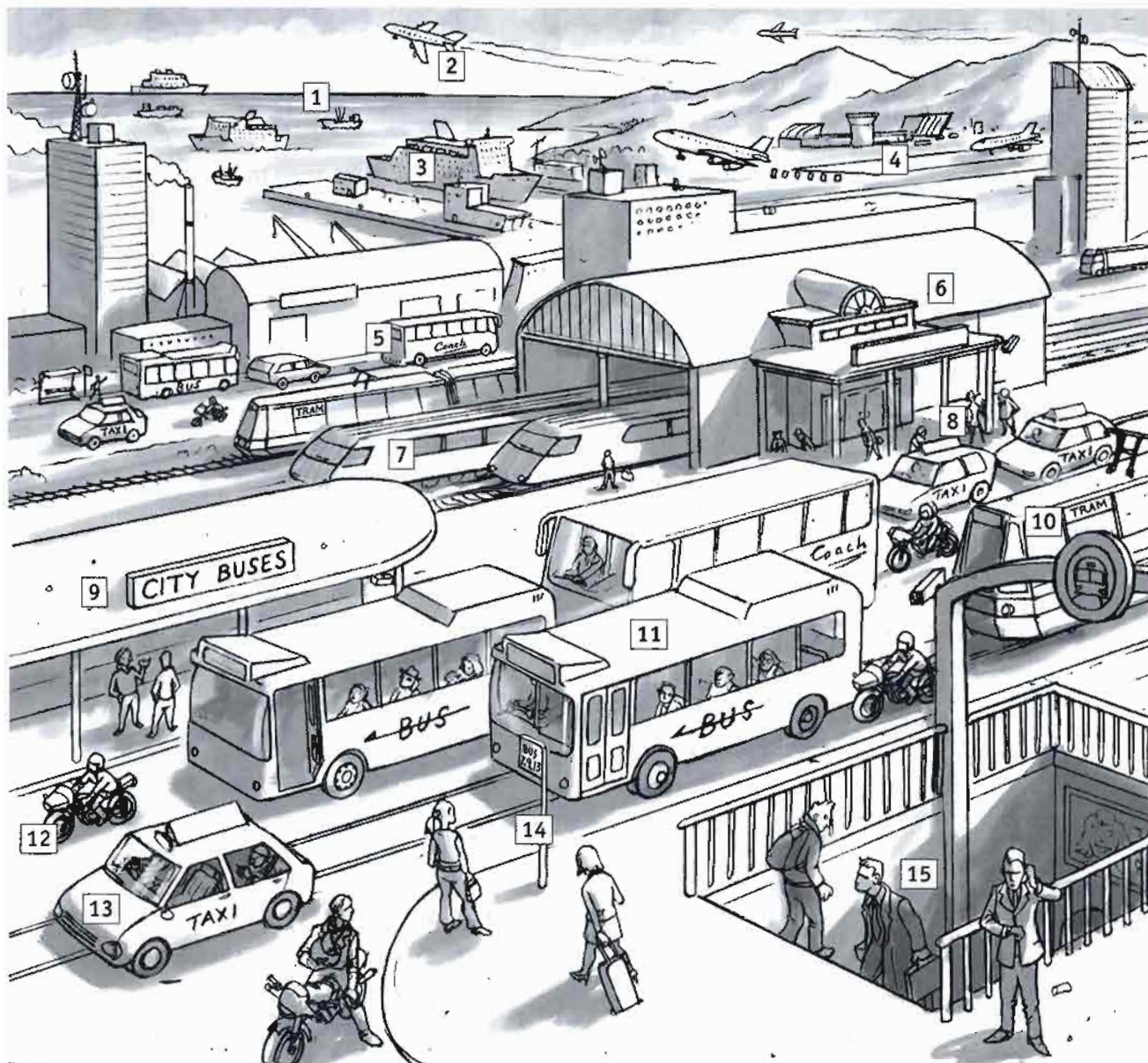
Mum Bye, Kim. Have a <sup>6</sup> \_\_\_\_\_ time.

- 2 Practise the conversations with a partner.



1 Write the forms of transport. Use the words in the box.

train	underground	taxi rank	bus station	tram	plane	bus stop	coach
taxi	station	bus	ferry	airport	motorbike	boat	



- |                 |            |           |            |              |
|-----------------|------------|-----------|------------|--------------|
| 1 a <u>boat</u> | 4 an _____ | 7 a _____ | 10 a _____ | 13 a _____   |
| 2 a _____       | 5 a _____  | 8 a _____ | 11 a _____ | 14 a _____   |
| 3 a _____       | 6 a _____  | 9 a _____ | 12 a _____ | 15 the _____ |

2 Count the things in the picture. Write the plurals.

- |             |                   |            |       |
|-------------|-------------------|------------|-------|
| 1 train     | <u>two trains</u> | 6 coach    | _____ |
| 2 bus       | _____             | 7 bus stop | _____ |
| 3 tram      | _____             | 8 plane    | _____ |
| 4 motorbike | _____             | 9 ferry    | _____ |
| 5 taxi      | _____             | 10 boat    | _____ |

## 1 Write the questions. Use the cues.

Suzy you / have / a good time?

1 Are you having a good time?

Anna Yes. It's fantastic.

Suzy What / you / doing?

2

Anna I'm sitting in a café with Ben.

Suzy you / have lunch?

3

Anna Yes, we are ... I'm having pasta.

Suzy you / enjoy / it?

4

Anna Yes. It's very nice.

Suzy What / Ben / eat?

5

Anna He's eating a pizza.

Suzy What / you / drink?

6

Anna We're drinking water.

Suzy you / wear / shorts?

7

Anna It's very hot, but I'm wearing a dress.

Suzy you / listen / to music?

8

Anna Can you hear it? The waiter's playing the violin.



## 2 Write questions and true answers. Use the cues.

1 What / you / study / right now?

2 you / sit / in a classroom?

3 Who / sit / next to / you?

4 What / you / do?

5 you / use / a pen or a pencil?

6 your / teacher / help / you?



1 Robert and Emma are travelling around Europe. Write the missing lines in their postcards.

We're travelling from Rome to Turin on an **ES\* Italia train**.  
Emma's enjoying some cake while I'm writing the postcards.  
She's taking some photographs.

I'm looking after the bags while Emma is buying some food.  
We're travelling down the river.  
We're travelling back to London today.



Hi Alison

Greetings from Italy! Emma and I are on holiday

1 We're travelling from Rome to Turin on an

ES\* Italia train. It's very fast and comfortable.

We're having a good time. The food's wonderful

2 \_\_\_\_\_

Missing you,

Rob



Dear Mum and Dad

We're in Prague - it's a wonderful city. At the  
moment we're sitting on a boat. 3 \_\_\_\_\_

\_\_\_\_\_. Emma is enjoying

the boat trip. 4 \_\_\_\_\_

\_\_\_\_\_. It's beautiful here and

we're having a great time

Love,

Rob and Emma



Hi Sarah

We're in Paris. It's the last day of our  
holiday. 5 \_\_\_\_\_

We're at the station and we're waiting for the  
train. 6 \_\_\_\_\_

I can see her now. She's got some bread, cheese,  
and fruit. The food here is fantastic!

See you soon.

Rob and Emma

2 Imagine you are on holiday. Change the  
information in bold and write your postcard.

Hi Helen

We're in **Spain**. At the moment we're sitting next  
to the swimming pool. **Dave** is swimming and  
I'm looking after our bags. We're having a great  
time. The food is wonderful!

See you soon!

Rachel



1 Imagine your ideal holiday. Write answers for the questions.

A I'm going on holiday ... (time).

B Oh, where are you going?

A \_\_\_\_\_

B And who are you going with?

A \_\_\_\_\_

B Are you going by plane?

A \_\_\_\_\_

B Where are you staying?

A \_\_\_\_\_

B Well, have a great time.

A Thanks.



2 Practise the conversation with a partner. Then change roles.



1 Imagine your ideal holiday. Write answers for the questions.

A I'm going on holiday ... (time).

B Oh, where are you going?

A \_\_\_\_\_

B And who are you going with?

A \_\_\_\_\_

B Are you going by plane?

A \_\_\_\_\_

B Where are you staying?

A \_\_\_\_\_

B Well, have a great time.

A Thanks.



2 Practise the conversation with a partner. Then change roles.





1 Look at the pictures of the Benson family. Complete the sentences.



- |                           |                          |                      |
|---------------------------|--------------------------|----------------------|
| 1 They're in <u>bed</u> . | 6 They're at _____.      | 11 They're at _____. |
| 2 He's in the _____.      | 7 They're at the _____.  | 12 He's _____.       |
| 3 They're in the _____.   | 8 They're at a _____.    | 13 He's _____.       |
| 4 They're in a _____.     | 9 They're at a _____.    | 14 They're on _____. |
| 5 She's at _____.         | 10 They're at the _____. |                      |

2 Cover the sentences. Talk about the pictures.

Picture 1. They're in bed.



## 1 Correct the information in the sentences. Use the places in the box.

at a party      at home      at a restaurant      at the doctor's  
at school      at the supermarket      in the garden      at the dentist's

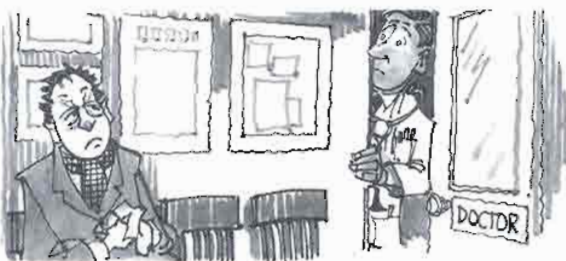
1



Stella was out last night.

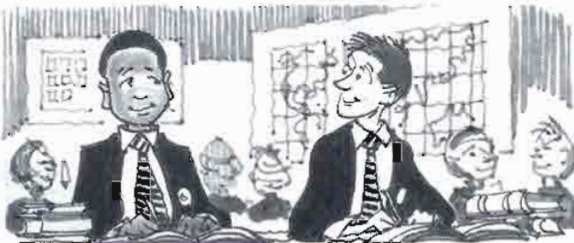
*She wasn't out last night. She was at home.*

2



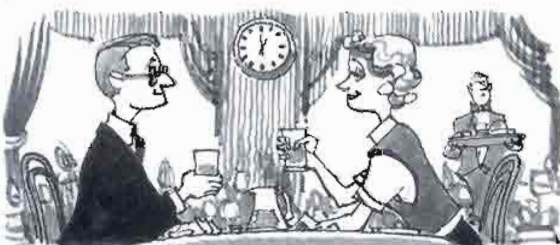
Andrew was at work this morning.

3



The boys were on holiday last week.

4



Paul and Megan were in a meeting at one o'clock.

5



James was in bed at two o'clock this morning.

6



Chris was at a football match yesterday.

7



Jill and Harry were in this afternoon.

8



The girls were in the living room at four o'clock.





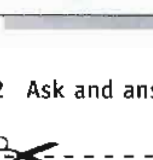
## 2 Tell your partner where you were at these times.

- at six o'clock this morning      - last night      - last Saturday
- at nine o'clock this morning      - yesterday      - last Sunday

*I was in bed at six o'clock this morning.*







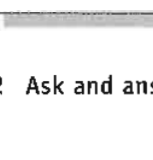
1 Complete the *Me* column in the questionnaire.

	Me	Name: _____
 <p><b>Last night</b> Were you out last night? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Last Friday night</b> Were you out last Friday night? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Last weekend</b> Were you away last weekend? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Last week</b> Were you on holiday last week? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Your last birthday</b> Were you out on your birthday? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>

2 Ask and answer the questions with a partner.



1 Complete the *Me* column in the questionnaire.

	Me	Name: _____
 <p><b>Last night</b> Were you out last night? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Last Friday night</b> Were you out last Friday night? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Last weekend</b> Were you away last weekend? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Last week</b> Were you on holiday last week? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>
 <p><b>Your last birthday</b> Were you out on your birthday? Where were you?</p>	<p>Yes / No</p> <p>_____</p>	<p>Yes / No</p> <p>_____</p>

2 Ask and answer the questions with a partner.

## 1 Choose the correct words.

Beth Daniel, I'm very sorry about the party last night.

Daniel <sup>1</sup> *Not / Don't* talk to me, Beth. I'm very <sup>2</sup> *angry / happy* with you.

Beth But ...

Daniel I was at that party for two hours. It was very <sup>3</sup> *joking / embarrassing*.

Beth Yes, I'm very sorry, but ...

Daniel My friends <sup>4</sup> *was / were* at the cinema, but I wasn't. I was at that party – alone! Where <sup>5</sup> *was / were* you?

Beth Where was I? I was ... Oh, look. Here's Liz.

Liz Hi. Who <sup>6</sup> *was / were* you with at the concert, Beth?

Beth Erm, what do you mean?

Liz You were at the concert last night. I <sup>7</sup> *was / were* there too.

Daniel You were at a concert? Well, that's <sup>8</sup> *it / that*!



## 2 Practise the conversations with a partner.

## 1 Choose the correct words.

Beth Daniel, I'm very sorry about the party last night.

Daniel <sup>1</sup> *Not / Don't* talk to me, Beth. I'm very <sup>2</sup> *angry / happy* with you.

Beth But ...

Daniel I was at that party for two hours. It was very <sup>3</sup> *joking / embarrassing*.

Beth Yes, I'm very sorry, but ...

Daniel My friends <sup>4</sup> *was / were* at the cinema, but I wasn't. I was at that party – alone! Where <sup>5</sup> *was / were* you?

Beth Where was I? I was ... Oh, look. Here's Liz.

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Beth Erm, what do you mean?

Liz You were at the concert last night. I <sup>7</sup> *was / were* there too.

Daniel You were at a concert? Well, that's <sup>8</sup> *it / that*!



## 2 Practise the conversations with a partner.



1 Look at the pictures. Write the correct words. Use the words in the box.

fire    ambulance    fire fighter    police station    accident    fire engine  
thief    fire alarm    paramedic    police car    first aid kit    police officers

### The fire brigade



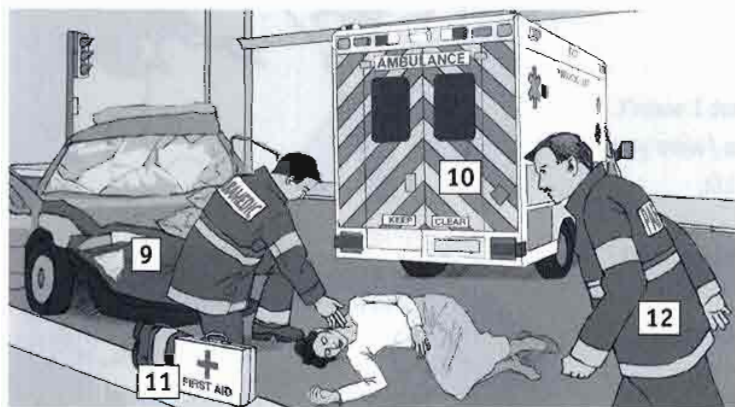
- 1 a fire alarm  
2 a \_\_\_\_\_  
3 a \_\_\_\_\_ (fireman)  
4 a \_\_\_\_\_

### The police



- 5 \_\_\_\_\_ (a policeman /  
a policewoman)  
6 a \_\_\_\_\_  
7 a \_\_\_\_\_  
8 a \_\_\_\_\_

### Medical services



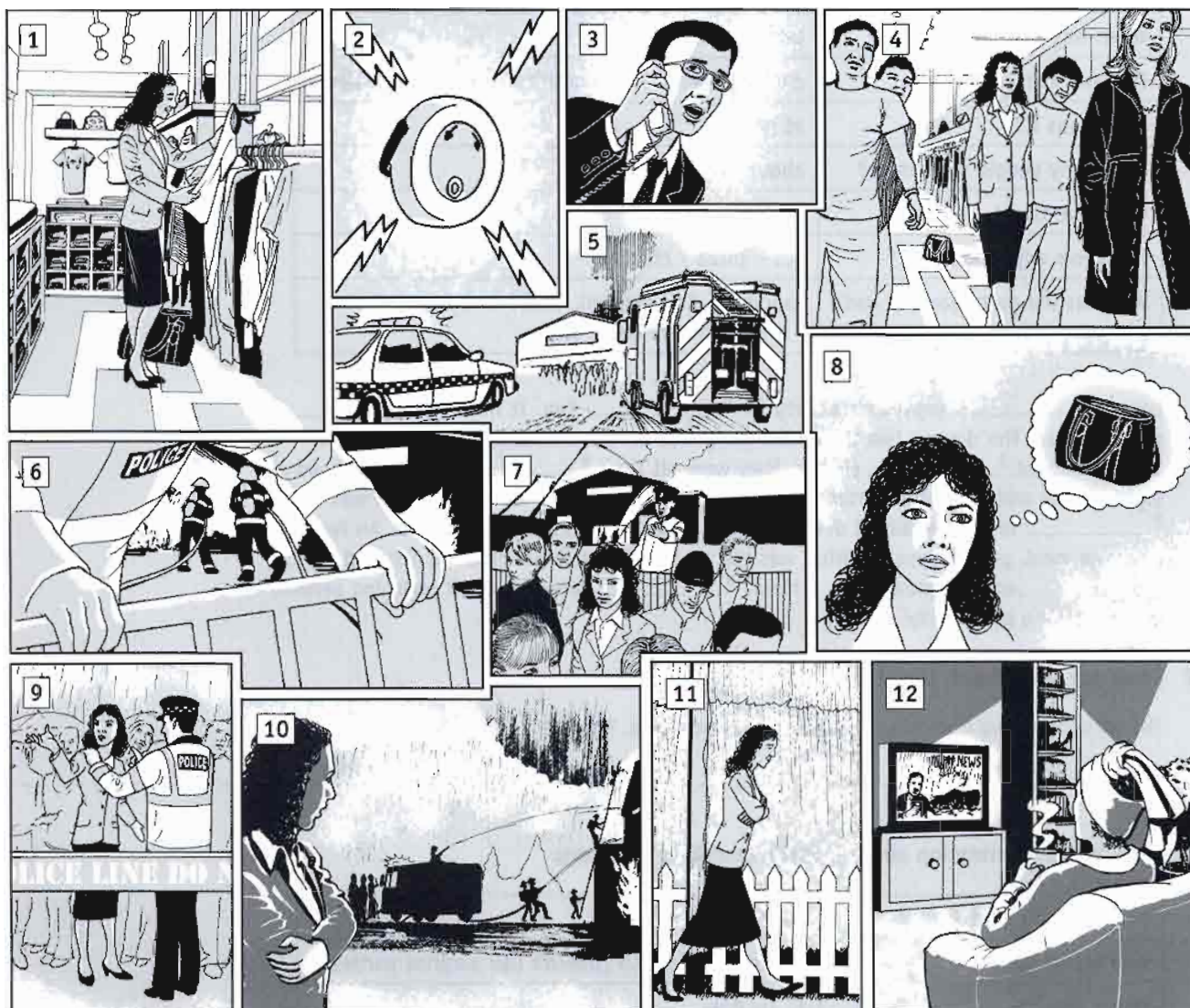
- 9 an \_\_\_\_\_  
10 an \_\_\_\_\_  
11 a \_\_\_\_\_  
12 a \_\_\_\_\_

2 What do you say in these situations?

- 1 Help! Fire!  
2 Stop! Thief!  
3 Look! A car accident!

- 1 A Help! Fire!  
B Quick! Call the fire brigade!

1 Look at the pictures. Complete the story. Use the past simple.



Last Saturday afternoon I was in town. I <sup>1</sup> wanted (want) to buy some clothes for my holiday. I was in my favourite clothes shop when the fire alarm <sup>2</sup> \_\_\_\_\_ (sound). The manager <sup>3</sup> \_\_\_\_\_ (call) the fire brigade and the police. Everyone <sup>4</sup> \_\_\_\_\_ (walk) out of the shop.

After about five minutes the fire brigade and the police <sup>5</sup> \_\_\_\_\_ (arrive). The fire fighters rushed into the building and the police <sup>6</sup> \_\_\_\_\_ (close) the road. Everyone <sup>7</sup> \_\_\_\_\_ (move) away from the building. Then I <sup>8</sup> \_\_\_\_\_ (remember) that my bag was still in the shop. I wanted to get it but the police <sup>9</sup> \_\_\_\_\_ (stop) me.

I <sup>10</sup> \_\_\_\_\_ (wait) in the street for an hour. Then I <sup>11</sup> \_\_\_\_\_ (decide) to go home. In the evening I <sup>12</sup> \_\_\_\_\_ (watch) a report about the fire on TV.

2 Cover the pictures and the text. Test your partner's memory.

- A The woman wanted to buy a bag.
- B Wrong! She wanted to buy some clothes.



## 1 Look at the information about a party. Complete the story.

When was the party?	last Saturday
Who was it for?	my best friend, Tim (doesn't like surprise parties!)
Where was it?	at my flat
How many people were there?	about fifty people
Who were they?	Tim's friends
Was there any food?	yes - pizza / chicken
Why was the party good or bad?	everybody ill - chicken. Called ambulance - arrived five minutes later

Last <sup>1</sup> \_\_\_\_\_, I organized a party for <sup>2</sup> \_\_\_\_\_, Tim. It wasn't a <sup>3</sup> \_\_\_\_\_ party because Tim doesn't like them! The party was at <sup>4</sup> \_\_\_\_\_ in north London. I invited about <sup>5</sup> \_\_\_\_\_ people. They were all Tim's <sup>6</sup> \_\_\_\_\_. People arrived at eight o'clock and the party started. There was great music and great food. There was <sup>7</sup> \_\_\_\_\_ for me because I don't eat meat. There was <sup>8</sup> \_\_\_\_\_, too. An hour after the meal, people were ill. What was the problem? Was it the chicken? I called an <sup>9</sup> \_\_\_\_\_ and the paramedics arrived <sup>10</sup> \_\_\_\_\_ later. It wasn't anything serious, but it wasn't a good party!

## 2 Cover the text. Retell the story.

*The party was last Saturday. It was for my best friend, Tim.*



## 1 Look at the information about a party. Complete the story.

When was the party?	last Saturday
Who was it for?	my best friend, Tim (doesn't like surprise parties!)
Where was it?	at my flat
How many people were there?	about fifty people
Who were they?	Tim's friends
Was there any food?	yes - pizza / chicken
Why was the party good or bad?	everybody ill - chicken. Called ambulance - arrived five minutes later

Last <sup>1</sup> \_\_\_\_\_, I organized a party for <sup>2</sup> \_\_\_\_\_, Tim. It wasn't a <sup>3</sup> \_\_\_\_\_ party because Tim doesn't like them! The party was at <sup>4</sup> \_\_\_\_\_ in north London. I invited about <sup>5</sup> \_\_\_\_\_ people. They were all Tim's <sup>6</sup> \_\_\_\_\_. People arrived at eight o'clock and the party started. There was great music and great food. There was <sup>7</sup> \_\_\_\_\_ for me because I don't eat meat. There was <sup>8</sup> \_\_\_\_\_, too. An hour after the meal, people were ill. What was the problem? Was it the chicken? I called an <sup>9</sup> \_\_\_\_\_ and the paramedics arrived <sup>10</sup> \_\_\_\_\_ later. It wasn't anything serious, but it wasn't a good party!

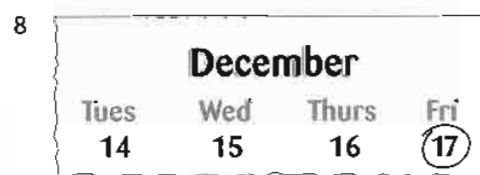
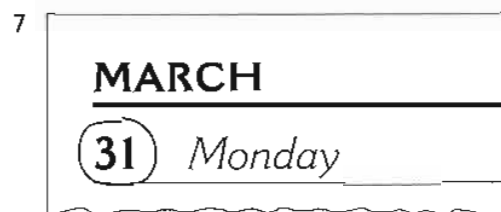
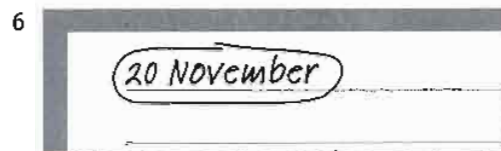
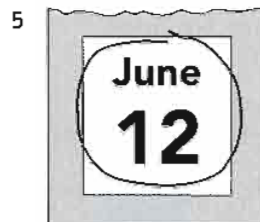
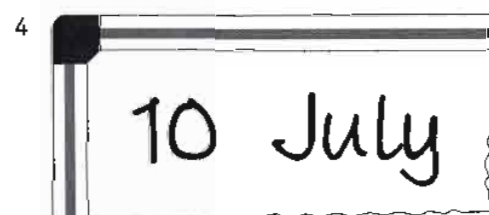
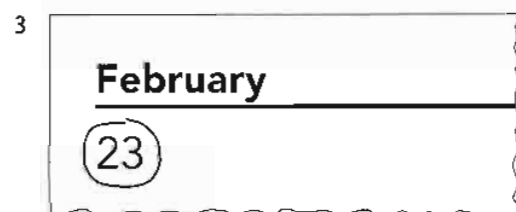
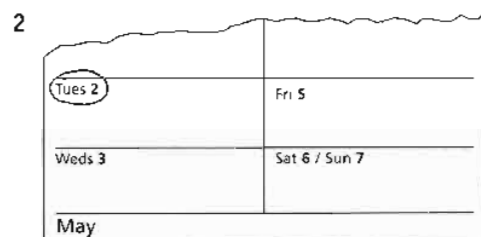
## 2 Cover the text. Retell the story.

*The party was last Saturday. It was for my best friend, Tim.*

## 1 Write the dates.



21 August



## 2 Match the dates with the conversations.

a ☐

A What's the date today?

B It's the tenth of July.

b ☐

A What date's your interview?

B It's on the twentieth of November.

c ☐

A When's your birthday?

B It's on the second of May.

d ☐

A When's your brother's birthday?

B It's on the thirty-first of March.

e ☐

A When's the meeting?

B It's on the twenty-third of February.

f ☐

A When's your holiday?

B It's on the twelfth of June.

g ☐

A What's the date on Friday?

B It's the seventeenth of December.

h ☐

A When's the party?

B It's on the twenty-first of August.



1 Find 15 more verbs in the word snake. Write the past simple forms.

go have buy come leave make read do drink see take write drive eat get find

1	go	went
2		
3		
4		
5		
6		
7		
8		

9		
10		
11		
12		
13		
14		
15		
16		

2 Complete the sentences about the Smith family. Use the verbs in the correct order in the past simple.

At seven o'clock yesterday ...

- Mark \_\_\_\_\_ jogging. He \_\_\_\_\_ a shower and then he \_\_\_\_\_ to work in his new car.  
(have / drive / go)
- Tessa \_\_\_\_\_ a big breakfast. Then she \_\_\_\_\_ her teeth and \_\_\_\_\_ to school.  
(clean / eat / walk)
- Dad \_\_\_\_\_ some coffee. Then he \_\_\_\_\_ to the station and \_\_\_\_\_ a train to the city centre.  
(drink / take / walk)
- Mum \_\_\_\_\_ some toast and coffee. Then she \_\_\_\_\_ dressed and \_\_\_\_\_ a taxi to work.  
(get / take / make)

## 1 Correct the information in the sentences. Use the cues.

On Saturday morning, ...

1



(get up late)

Mum and dad got up early.

*They didn't get up early. They got up late.*

2



(go jogging)

Ben went to school.

3



(listen to music)

Wendy did her homework.

4



(watch TV)

Tim and Toby read books.

On Saturday afternoon, ...

5



(go shopping)

Mum cleaned the house.

6



(phone his friends)

Ben went to the supermarket.

7



(eat pizza)

Tim and Toby made lunch.

8



(go to a football match)

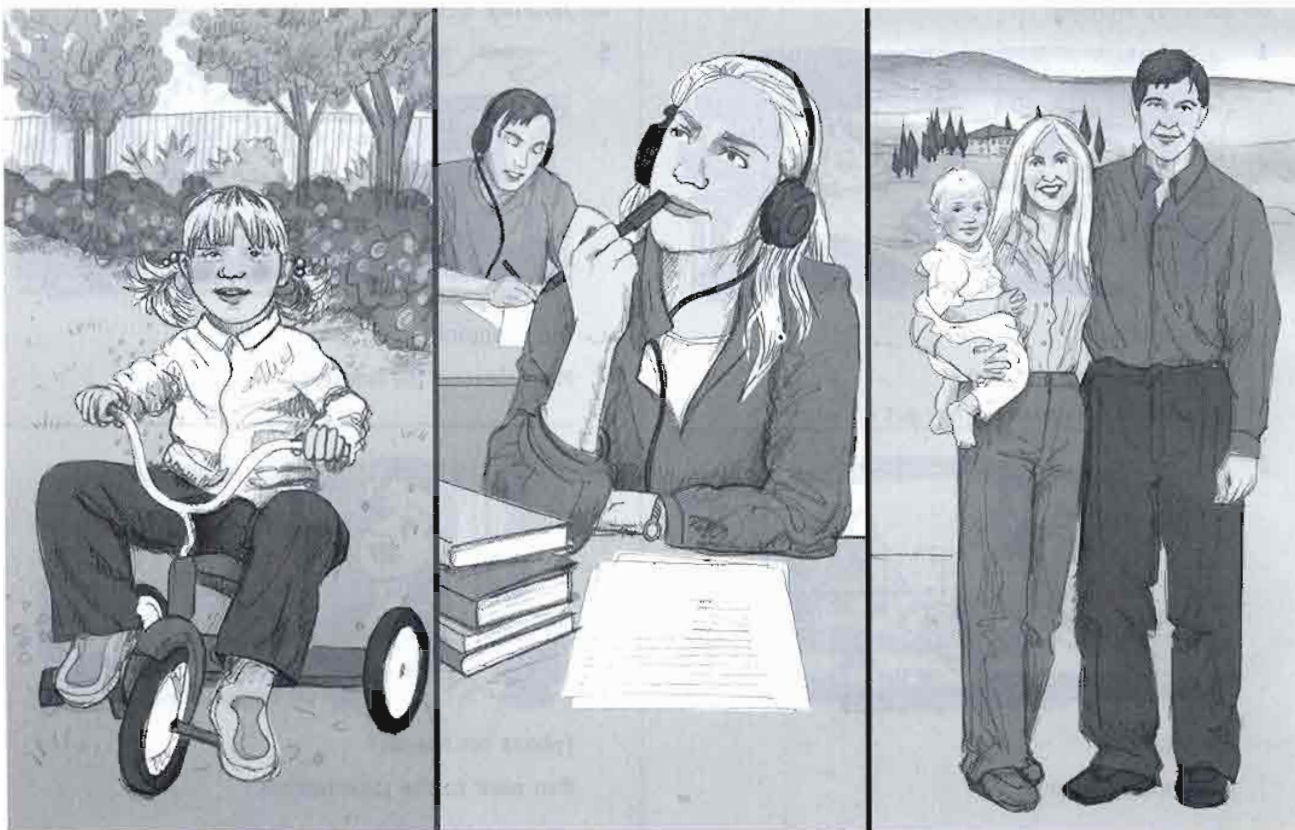
Dad and Wendy used the Internet.

## 2 Tell your partner about last Saturday.

*Last Saturday, I didn't get up early. I got up at half past nine ...*



1 Read about Kate. Number the information in the correct order.



- a ☐ After that she lived in London and she got a job in a school. She was a teacher.
- b ☐ Their first child – a daughter called Sophie – was born in January this year.
- c ☐ She studied there at the University of Cambridge. She did Italian and German.
- d ☐ When she was one year old, they left England and they moved to Hamburg in Germany. Her father worked for a bank there.
- e ☐ Kate left school when she was eighteen. She went to Cambridge in England.
- f ☐ She met her husband at the school. He was a teacher, too.
- g ☐ She liked football but she didn't play football at school. She played hockey.
- h ☒ Kate was born in England. Her family lived in a small town near London.
- i ☐ After two years, they left the school, got married and moved to Italy to teach English.
- j ☐ Kate went to an international school in Hamburg. She liked school.

2 Complete the information about your life.

I was born in \_\_\_\_\_ (country). We lived in \_\_\_\_\_  
 (name of street) in \_\_\_\_\_ (town). I went to \_\_\_\_\_  
 (name of school). I \_\_\_\_\_ (liked/didn't like) it. I left school when I was  
 \_\_\_\_\_ (age). I \_\_\_\_\_ (job/studies).

- 1 Complete the conversation. Use the sentences in the box.  
There are two sentences you don't need.

Anna, my girlfriend, isn't talking to me.  
Yes, but it was her brother's fault.  
I'm very angry with you.  
You're right.  
But it wasn't my fault.  
Don't talk to me.

Kim What's the matter?

Leo <sup>1</sup> \_\_\_\_\_

Kim Oh dear. Why is she angry?

Leo Well, we had a date at the cinema. Anna went, but I didn't go.

Kim That's terrible!

Leo <sup>2</sup> \_\_\_\_\_

Kim Come on, Leo! Your girlfriend went to the cinema – alone!

Leo <sup>3</sup> \_\_\_\_\_

I tried to phone Anna and her brother answered. I said, 'I can't go to the cinema tonight. Please tell Anna.' But he didn't.

Kim Well, phone Anna now. You can use my mobile.

Leo <sup>4</sup> \_\_\_\_\_

We need to talk. Thanks, Kim.

- 2 Practise the conversation with a partner.



- 1 Complete the conversation. Use the sentences in the box.  
There are two sentences you don't need.

Anna, my girlfriend, isn't talking to me.  
Yes, but it was her brother's fault.  
I'm very angry with you.  
You're right.  
But it wasn't my fault.  
Don't talk to me.

Kim What's the matter?

Leo <sup>1</sup> \_\_\_\_\_

Kim Oh dear. Why is she angry?

Leo Well, we had a date at the cinema. Anna went, but I didn't go.

Kim That's terrible!

Leo <sup>2</sup> \_\_\_\_\_

Kim Come on, Leo! Your girlfriend went to the cinema – alone!

Leo <sup>3</sup> \_\_\_\_\_

I tried to phone Anna and her brother answered. I said, 'I can't go to the cinema tonight. Please tell Anna.' But he didn't.

Kim Well, phone Anna now. You can use my mobile.

Leo <sup>4</sup> \_\_\_\_\_

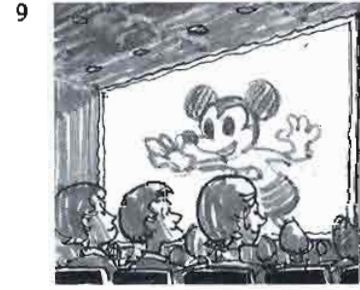
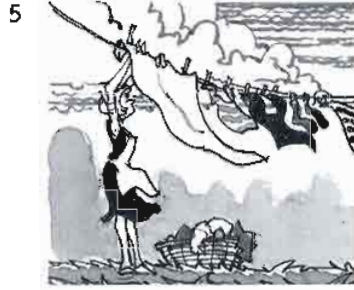
We need to talk. Thanks, Kim.

- 2 Practise the conversation with a partner.





## 1 Match the pictures with the activities.


☐ go to the cinema

☐ meet your friends

☐ pay the bills

☒ go shopping

☐ wash the car

☐ relax

☐ tidy the house

☐ go to the theatre

☐ go to the park

☐ visit your family

☐ do the washing

☐ work in the garden

## 2 Imagine last weekend was fantastic. What did and didn't you do? Write six sentences.

*I relaxed all weekend.*

*I didn't pay the bills.*

1 \_\_\_\_\_

4 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

6 \_\_\_\_\_

## Did you go out at the weekend?

1 Write questions. Use the verbs in the box.

tidy the house

go to the park

go to the cinema

go shopping

wash the car

pay the bills

visit your family

stay in bed late

1



Did you go shopping?

2



3



4



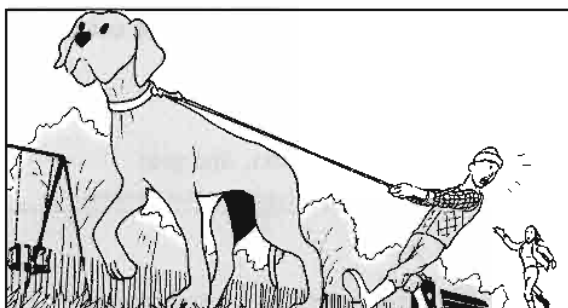
5



6



7



8



2 Think about last weekend. Ask and answer the questions in exercise 1.

A Did you go shopping?

B No, I didn't.





1 Complete the conversation. Use the cues. Then practise the conversation with a partner.

A Hi, how are you?

B Oh, hi. I'm fine, thanks. And you?

A Fine. <sup>1</sup> Did you have a good weekend? (have / a good weekend?)

B It was great!

A Really? <sup>2</sup> \_\_\_\_\_ (What / you / do / on Saturday?)

B Well, on Saturday morning I got up late. Then I met my friends for coffee.  
We all had lunch at my house.

A <sup>3</sup> \_\_\_\_\_ (What / do / in the afternoon?)

B After lunch we went shopping.

A <sup>4</sup> \_\_\_\_\_ (buy / anything?)

B Yes, I did. I bought a shirt and some trousers.

A <sup>5</sup> \_\_\_\_\_ (What / do next?)

B I went home and watched TV with my family. We went to bed really late.

A <sup>6</sup> \_\_\_\_\_ (What / do / on Sunday morning?)

B I got up very late and then I tidied the house.

A <sup>7</sup> \_\_\_\_\_ (What / do / in the afternoon?)

B I visited my mum and dad. What about you? Did you have a good weekend?

2 Work with a new partner. Give true answers.

## 1 Complete the conversations. Use the sentences in the box.

## Conversation 1

Did you enjoy it?  
 What did you do at the weekend?  
 Where did you go?

Jack \_\_\_\_\_ *What did you do at the weekend?*

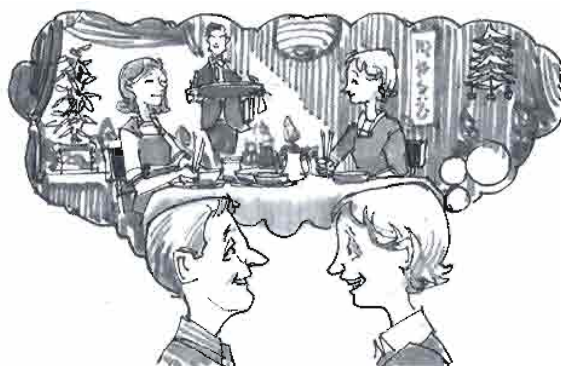
Maisie We went to a restaurant.

Jack <sup>1</sup> \_\_\_\_\_

Maisie We went to the Green Dragon.

Jack <sup>2</sup> \_\_\_\_\_

Maisie Yes, the meal was delicious, thanks.



## Conversation 2

I went to Paris.  
 I went with some friends.  
 Yes, it was fantastic.

Harry What did you do at the weekend?

Tim <sup>3</sup> \_\_\_\_\_

Harry Who did you go with?

Tim <sup>4</sup> \_\_\_\_\_

Harry Was the weather good?

Tim <sup>5</sup> \_\_\_\_\_



## Conversation 3

Did you have a good time?  
 What did you do there?  
 What did you do on Saturday?

Ben <sup>6</sup> \_\_\_\_\_

Tess We went to the park.

Ben <sup>7</sup> \_\_\_\_\_

Tess We played tennis.

Ben <sup>8</sup> \_\_\_\_\_

Tess Yes, we did. We had a great time, thanks.



## Conversation 4

Was it good?  
 What did you see?

Sue I went to the cinema last night.

Anna <sup>9</sup> \_\_\_\_\_

Sue *Casino Royale*.

Anna <sup>10</sup> \_\_\_\_\_

Sue Yes, it was very good.



## 2 Practise the conversations with a partner.



- 1 **Aim:** To practise asking for and giving phone numbers
- 2 **Activity type:** Mingle
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student. Cut up the role cards at the top of the worksheet. Give every student a role card, making sure that they get appropriate male or female names, and the phone book from the bottom half of the sheet.
  - Briefly revise numbers 0-9 by writing up the numbers in random order on the board and asking individual students to say the numbers in English.
  - Write the following phone number on the board: 01427 529133 and elicit how to say it. Remind students that we use *oh* for 0 in phone numbers, rather than *zero*. Also remind students that we say *double* when a number is repeated, e.g. 5291 *double* 3.
  - Drill the pronunciation of the names on the role cards as a class.
  - Ask a student *What's your name?* and *What's your phone number?* and elicit the name and number on the role card. Drill the questions as a class if necessary.
  - Tell students to get up and mingle, asking the questions and filling in their phone books as they go along.
  - Check the answers by going through the phone numbers as a class. **Ask:** *What's John's number?*, etc.
  - As an extension, ask a student *What's your name?* and *What's your phone number?* and this time elicit his/her real name and number. Ask students to draw up a new empty phone book on the back of their existing one, then mingle as before and write in the other students' real names and numbers. They can invent phone numbers if they don't want to give their real ones.

## ANSWERS

John	01488 725915
Richard	0203 398 6881
Harry	01602 994120
Simon	0507 221 2580
Mike	0201 240409
Tim	01823 775125
Claire	0244 365 6854
Emma	01283 230162
Jane	0209 397 3401
Sarah	01243 456357
Anne	0118 496 0328
Laura	01994 761104

- 1 **Aim:** To practise indefinite articles and everyday words
- 2 **Activity type:** Gapped sentences then memory game
- 3 **Time:** 10-15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Draw a picture of a bag on the board. **Ask:** *What's this?* **Elicit:** *It's a bag*. Write the sentence on the board.
  - Give students a copy of the worksheet. Briefly revise the vocabulary in the box and drill the pronunciation as necessary.
  - Ask students to look at the first sentence and remind them of the use of *an* before a vowel sound.
  - Students work individually to complete the worksheet. Circulate to help with vocabulary and the use of *a/an* as necessary.
  - Check the answers by asking *What's number 1?* etc. and eliciting *It's a/an ...* about each picture.
  - For **exercise 2**, demonstrate the meaning of *cover* by covering the pictures and sentences in exercise 1. **Ask:** *What's number 2?* **Elicit:** *It's a computer*.
  - Put students in pairs to continue asking and answering about the pictures from memory.

## ANSWERS

- 1 an umbrella
- 2 a computer
- 3 a pen
- 4 a house
- 5 an orange
- 6 a pencil
- 7 a book
- 8 an eraser
- 9 a chair
- 10 a car
- 11 an apple
- 12 a table

## 3

## Don't close the window

Photocopiable p.176

- 1 **Aim:** To practise instructions and classroom language
- 2 **Activity type:** Matching then giving instructions
- 3 **Time:** 10–15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Briefly revise imperatives by giving instructions to a student and eliciting the correct response, e.g. *Open your English book. Don't close your English book. Open your notebook. Don't write your name!*, etc.
- Give students a copy of the worksheet. Focus on sentence 1 and the example instruction *Draw a car*. Tell them to point to picture c.
- Students work individually to match the pictures with the instructions. Circulate to help with comprehension as necessary.
- Check the answers by saying the instructions and asking students to point to the correct picture.
- For **exercise 2**, ask a confident student to give you some instructions and respond appropriately.
- Put students in pairs. Then ask them to take it in turns to give and follow instructions. If appropriate, set the task up as a competition with marks out of 10. Students get a point for each instruction correctly carried out.
- As an extension, ask each student to give an instruction to the whole class.

## ANSWERS

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

## 4

## How do you spell your surname?

Photocopiable p.177

- 1 **Aim:** To practise introductions and spelling names
- 2 **Activity type:** Cued conversation then mingle
- 3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Revise the alphabet by writing up the letters on the board and drilling them as a class. Check students can distinguish letters that are often confused, e.g. the vowels, and *g* and *j*, *m* and *n*, *v* and *w*, etc.
- Give students a copy of the worksheet. Demonstrate the activity with a confident student and elicit Student B's lines. Put out your hand to shake hands and introduce yourself:  
**You** *Hello, my name's (your name).*  
**Student** *Nice to meet you.*  
**You** *What's your name?*  
**Student** *My name's (student's name).*  
**You** *How do you spell your first name?*  
**Student** *It's (spelling).*  
**You** *How do you spell your surname?*  
**Student** *It's (spelling).*
- Tell students to fill in the gaps in the conversation apart from the spelling.
- Put students in pairs to practise the conversation. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, ask students to move around the class, introducing themselves to six different people. They should ask for the spelling of their classmates' first names and surnames and complete the badges.

## ANSWERS

See model conversation above.



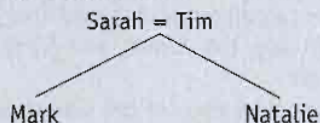
1 **Aim:** To practise family vocabulary

2 **Activity type:** Gapped sentences

3 **Time:** 10 minutes

4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half.
- Draw a simple family tree on the board as follows:



- Briefly revise the vocabulary for talking about family members including *son, daughter, mother, father, brother, sister, wife, husband*. **Say:** *Sarah is Tim's ...?* and elicit *wife*. Point to both Sarah and Tim's names on the board. **Say:** *Mark and Natalie are Sarah and Tim's ...?* **Elicit:** *children*. **Say:** *Sarah and Tim are Mark and Natalie's ...?* and elicit *parents*.
- Continue with sentences to revise *husband, son, daughter, brother, sister, mother, father*.
- Give students a copy of the worksheet. Drill the pronunciation of the names of the people.
- Focus on the family tree and the example in sentence 1. Students work individually to fill in the gaps with the relevant words. Circulate to help with any problems.
- Check the answers with the class.
- As an extension, students can talk about relationships in famous families, e.g. *Victoria Beckham is David Beckham's wife*.

#### ANSWERS

- 1 wife
- 2 husband
- 3 parents
- 4 daughter
- 5 son
- 6 father
- 7 mother
- 8 brother
- 9 sister
- 10 children

1 **Aim:** To practise possessive adjectives

2 **Activity type:** Gapped sentences then memory game

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Focus on the first picture on the worksheet. Ask them who is talking (*the big boy*) and who he is talking about (*the little boy*). Ask a student to read out the example sentence.
- Ask students to look at the second picture. Ask them who is talking (*the boys*) and who they are talking about (*the girls*). Elicit the missing word *Their*.
- Students work individually to complete the rest of the sentences. Circulate to help with any problems.
- Check the answers by asking different students to read out the completed sentences.
- For **exercise 2**, ask students to cover the sentences. **Say:** *Picture 3* and elicit the sentence *That's your desk*. Put students in pairs and ask them to ask and answer in the same way.

#### ANSWERS

- 1 His
- 2 Their
- 3 your
- 4 Our
- 5 Its
- 6 her
- 7 his
- 8 My

## 7

Fiona's family  
Photocopiable p.180

- 1 **Aim:** To practise reading and talking about families
- 2 **Activity type:** Matching then talking about your own family
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Draw a simple family tree on the board and briefly review the vocabulary of family members including *son, daughter, mother, father, brother, sister, wife, husband*.
  - Give students a copy of the worksheet. Point to the picture of Fiona and say *This is Fiona*. Point to the pictures of her family and say *This is Fiona's family*.
  - Students work individually to match the pictures with the descriptions. Circulate to help with any problems. Check the answers.
  - For **exercise 2**, draw your own family tree on the board. Describe your family, emphasizing the different possessive adjectives as you go, e.g. *Now, this is my family. This is my mother. Her name is (Carol). This is my father. His name is (Sam). This is my brother. His name is (Alex) and this is his wife. Her name is (Natasha). This is my daughter, (Sophie), etc.*
  - Give students time to draw their own family tree. They can illustrate it with simple drawings if they want to. Circulate to help with any problems.
  - Put students in pairs. Ask a confident pair of students to demonstrate the activity. Students then tell their partner about their family. Encourage them to ask questions about their partner's family members.
  - As an extension, students can swap pairs and tell another student about their family.

## ANSWERS

- 1 b
- 2 c
- 3 a

## 8

Hello and goodbye  
Photocopiable p.181

- 1 **Aim:** To practise saying hello and goodbye
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture and read the first gapped conversation. Focus on the example *morning* and elicit the second missing word *later*. Explain that there is always one extra word for each conversation that students don't need to use.
  - Students work individually to complete the other gapped conversations. Remind them to use a capital letter when the word begins a line in the conversation. Circulate to help with any problems.
  - Check the answers by asking pairs of students to read out their completed conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in pairs. Tell them to practise the conversations with a partner.
  - Ask confident students to act out the conversations to the class.

## ANSWERS

- 1 morning
- 2 later
- 3 afternoon
- 4 Hello
- 5 evening
- 6 Hello
- 7 Hi
- 8 See
- 9 Goodnight
- 10 Bye



- 1 **Aim:** To practise the names of countries
- 2 **Activity type:** Puzzle then gapped sentences
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Ask students to close their Student's Books and to tell you as many names of countries as they can think of. Write these on the board, asking the students to spell them for you.
  - Give students a copy of the worksheet. Focus on the example. Ask students to find 11 names of countries in the puzzle. With a weaker class, leave the words on the board. Otherwise, rub them off.
  - Check the answers by asking students to tell you the names of the countries they have found.
  - For **exercise 2**, ask a confident student to read out the example sentence. Then ask him/her to read out the second gapped sentence and elicit the answer *Russia*.
  - Students complete the sentences, working individually. Point out that the countries are all in the wordsearch. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed sentences.
  - As an extension, if you have time, ask students to turn their worksheets over and then ask any general knowledge questions that you think they will know, e.g. *Where's Barcelona?* (*It's in Spain.*) *Where's the Eiffel Tower?* (*It's in France.*)

## ANSWERS

## Exercise 1

Z	B	R	I	T	A	I	N	B	N	M	O	Q	M
C	R	L	F	I	O	U	S	B	M	T	V	Z	R
S	A	U	S	T	R	A	L	I	A	W	C	T	M
I	Z	Z	Y	F	K	P	E	N	S	K	X	S	R
P	I	T	A	L	Y	W	X	D	A	M	S	U	A
E	L	H	R	U	S	K	L	O	P	M	M	E	M
R	E	E	G	Y	P	T	X	N	V	N	S	N	I
N	W	U	F	B	R	E	C	E	V	R	P	Q	W
M	C	S	R	U	U	D	J	S	R	I	A	L	P
L	N	A	A	O	S	P	A	I	N	X	N	S	G
O	W	A	N	M	S	P	P	A	H	L	E	H	D
P	Q	I	C	H	I	N	A	W	R	Q	Z	V	E
E	S	M	E	R	A	D	N	B	F	S	X	C	P
C	H	I	D	W	E	E	I	N	D	O	N	K	F

## Exercise 2

- 1 Japan
- 2 Russia
- 3 Italy
- 4 Indonesia
- 5 the USA
- 6 Australia
- 7 Egypt
- 8 France
- 9 Spain
- 10 Britain
- 11 China
- 12 Brazil

- 1 **Aim:** To practise positive and negative statements with the verb *to be*
- 2 **Activity type:** Cued sentences then memory game
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture of Ben and the example sentence. Elicit the pair of sentences for number 2: *They aren't married. They're friends.*
  - Students work individually to write the sentences. Circulate to help with any problems.
  - Check the answers by asking students to read out the pairs of sentences. Write them on the board and tell students to check their use of capital letters and full stops. Refer them back to the **Language note in Lesson 10** of the **Student's Book**.
  - For **exercise 2**, ask students to cover the sentences. Say the name of one of the characters/set of characters and get students to tell you about that person/those people from memory, e.g. **Say:** *Paolo and Caterina* and elicit *They aren't married. They're friends.*
  - Put students in A/B pairs. Student A covers the sentences and Student B asks for information. Students then swap roles.

## ANSWERS

- 1 I'm not a teacher. I'm a student.
- 2 They aren't married. They're friends.
- 3 We aren't sisters. We're friends.
- 4 They aren't from Spain. They're from Brazil.
- 5 She isn't a student. She's a teacher.
- 6 He isn't from London. He's from Manchester.

# 11 In this photo I'm with my boyfriend

Photocopiable p.184

- 1 **Aim:** To practise writing about a person
- 2 **Activity type:** Reading a text then correcting information
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Give students a copy of the worksheet. Point to the picture of Annabel and say *This is Annabel*.
  - Ask students to read the text to themselves. Check comprehension by pointing to the other people in the picture and eliciting the correct names.
  - Tell students to look at the example sentence and the corrected version. They work individually to correct the rest of the sentences. Circulate to help with any problems.
  - Check the answers with the class.
  - As an extension, give three false statements about yourself and tell students to correct the information. **Say:** *I'm from (the USA)*. **Elicit:** *You aren't from (the USA). You're from (Britain)*.
  - Ask students to write three false statements about themselves. Put students in pairs and ask them to correct each other's information.

## ANSWERS

- 1 She isn't from the USA. She's from Australia.
- 2 She isn't a teacher. She's a student.
- 3 She isn't with her parents. She's with her boyfriend.
- 4 He isn't a doctor. He's a student.
- 5 He isn't from Australia. He's from Japan.
- 6 They aren't students. Vicky is a teacher and Yoshi is a doctor.

# 12 I'm sorry

Photocopiable p.185

- 1 **Aim:** To practise saying sorry
- 2 **Activity type:** Ordering lines in conversations
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on conversation 1 and point out that the first line is already numbered 1. Give students time to read the lines. Elicit the correct order, asking students to write the correct numbers in the boxes.
  - Students work individually to order the lines in each conversation. Circulate to help with any problems.
  - Check the answers by asking different pairs of students to read out their conversations to the class. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in new pairs. Give them time to practise the conversations. With weaker classes, you could write out the first two conversations on the board in the correct order.
  - Ask confident students to act out the conversations to the class.

## ANSWERS

### Conversation 1

Order of lines:

5 / 4 / 3 / 2 / 1

### Conversation 2

Order of lines:

5 / 4 / 1 / 2 / 3

### Conversation 3

Order of lines:

5 / 2 / 1 / 4 / 3

### Conversation 4

Order of lines:

1 / 4 / 3 / 2



# 13 What's the gate number for Paris?

Photocopiable p.186

- 1 **Aim:** To practise numbers to 100
- 2 **Activity type:** Information gap
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Briefly review the numbers 1–100 by writing a range of figures of the board and asking students to say the correct number.
  - Establish the context of an airport by showing a photo or giving the names of famous airports, e.g. JFK in New York, London Heathrow, etc.
  - Hold up a copy of the worksheet. Ask students to look at the list of cities and numbers. Check comprehension of *gate number*. Write the name of a city and the corresponding gate on the board, e.g. *Paris – gate 14*. **Ask:** *What's the gate number for Paris?* **Elicit:** *It's fourteen*. Drill the question and answer as a class.
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet. Ask a B student to ask the first question on their sheet and an A student to give the answer.
  - Students continue asking and answering in pairs to complete the information. Circulate to check pronunciation and the use of the numbers.
  - Check the answers by asking pairs of students to ask and answer the questions across the class. Correct pronunciation as you go.
  - As an extension, ask students to produce a list of their own destinations and gate numbers and repeat the activity with a new partner.

## ANSWERS

Paris – Gate 14  
 London – Gate 21  
 New York – Gate 30  
 Amsterdam – Gate 50  
 Sydney – Gate 83  
 Hong Kong – Gate 73  
 Tokyo – Gate 40  
 Rio de Janeiro – Gate 87  
 Shanghai – Gate 17  
 Cape Town – Gate 94  
 Oslo – Gate 66  
 Moscow – Gate 67

# 14 Where is she from?

Photocopiable p.187

- 1 **Aim:** To practise *wh-* and *yes/no* questions with the verb *to be*
- 2 **Activity type:** Cued questions and answers
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the photos of Jane and Robert. **Say:** *This is Jane* and *This is Robert*.
  - Ask students to look at the first question about Jane and the information in the form. Elicit the question and answer: *Where is Jane from? She's from London*.
  - Students work individually to complete the questions and answers about Jane and Robert. Circulate to help with any problems.
  - Check the answers, drilling the intonation of the questions and answers if necessary.
  - For **exercise 2**, put students in pairs. Tell them to cover the questions and answers in exercise 1, and ask and answer about the people using the information in the forms.

## ANSWERS

### Jane

- 1 Where is Jane from?  
She's from London.
- 2 What is her surname?  
It's Patmer.
- 3 How old is she?  
She's 28.
- 4 Is she a student?  
No, she isn't.
- 5 Is she married?  
Yes, she is.

### Robert

- 6 Where is Robert from?  
He's from Glasgow.
- 7 What is his surname?  
It's Lyle.
- 8 How old is he?  
He's 22.
- 9 Is he a student?  
Yes, he is.
- 10 Is he married?  
No, he isn't.

# 15 What's your name?

Photocopiable p.188

- 1 **Aim:** To practise giving personal information
- 2 **Activity type:** Ordering words then information exchange
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Briefly revise the alphabet and the question *How do you spell that?*
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet. Ask students to look at the form in **exercise 2**. Explain that this is a form from an accommodation agency and that students are going to ask questions to complete it.
  - Write the first jumbled question on the board *urname / your / what's* and elicit the full question *What's your surname?* Remind students of the use of the capital letter to start the question and of the question mark at the end.
  - Ask a student *What's your surname?* and elicit the answer. **Ask:** *How do you spell that?* and elicit the spelling.
  - Students work individually to write the words in the correct order. Circulate to help with any problems. Check students are including the capital letter and question mark in each question.
  - Check the answers. Drill the intonation of the questions if necessary.
  - For **exercise 2**, tell the A students to ask the questions in **exercise 1** and complete the form. Students then change roles.
  - As an extension, ask confident pairs of students to role play interviews in the accommodation agency in front of the class.

## ANSWERS

### Exercise 1

What's your surname?  
 What's your first name?  
 Where are you from?  
 How old are you?  
 Are you married?  
 What's your telephone number?

### Exercise 2

Students' own answers

# 16 What's the time?

Photocopiable p.189

- 1 **Aim:** To practise telling the time
- 2 **Activity type:** Information gap
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Briefly revise telling the time by drawing a range of clock faces (conventional and digital) on the board. **Ask:** *What's the time?* for each clock and elicit the correct time. Write the times in words on the board as you go.
  - Draw another clock face without hands and ask *What's the time?* Elicit the real time by pointing at a student's watch or your own. Elicit the time and draw the hands on the clock face.
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet. Explain that the A students need to complete the sentences for clocks 1, 3, 5, and 7. The B students need to complete the sentences for clocks 2, 4, 6, and 8. Give students time to complete their answers. Remind them that clocks 5–8 need digital times. Circulate to help with any problems and to check students are completing the sentences correctly.
  - Drill the questions *What's the time for clock 1?* *What's the time for clock 2?*, etc. Students then ask and answer about the empty clock faces. Student A asks about clocks 2, 4, 6, and 8; Student B asks about clocks 1, 3, 5, and 7. They draw in the correct times and complete the sentences.
  - Students check their answers by comparing their worksheets at the end of the exercise.
  - As an extension, students can draw and dictate more clocks and times for further practice.

## ANSWERS

- 1 three o'clock
- 2 nine o'clock
- 3 twenty past eight
- 4 five past five
- 5 four forty-five
- 6 one fifteen
- 7 seven thirty-five
- 8 twelve forty-one



# 17 Things that people carry

Photocopiable p.190

- 1 **Aim:** To talk about things that people carry
- 2 **Activity type:** Labelling a picture then writing plurals
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. **Ask:** *Where is the woman?* **Elicit:** *At the airport.*
  - **Ask:** *What's number 1?* to elicit *a briefcase*. Elicit the spelling and ask students to write the answer next to number 1 in the list.
  - Students work individually to complete the list with the things that people carry. Circulate to help with any problems.
  - Check the answers by asking students to say and spell the words aloud.
  - For **exercise 2**, say *a chair – two chairs* and ask students to look at the example. Students work individually to complete the exercise.
  - Check the answers by asking different students to read out the plurals.

## ANSWERS

### Exercise 1

- 1 briefcase
- 2 keys
- 3 hairbrush
- 4 tissues
- 5 credit card
- 6 money
- 7 make-up
- 8 wallet
- 9 purse
- 10 glasses
- 11 address book
- 12 driving licence

### Exercise 2

- 1 chairs
- 2 bags
- 3 watches
- 4 men
- 5 sandwiches
- 6 people
- 7 umbrellas
- 8 hairbrushes
- 9 women
- 10 children

# 18 The computer is on the table

Photocopiable p.191

- 1 **Aim:** To practise prepositions of place
- 2 **Activity type:** Gapped sentences then memory game
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Briefly revise the following prepositions of place: *on, in, in front of, behind, under, and next to* by putting classroom objects into different positions. **Ask:** *Where's the (book)?* **Elicit:** *It's (on the desk).* Drill the sentences as a class.
  - Give students a copy of the worksheet. Focus on the picture. **Ask:** *Where's the computer?* and elicit *It's on the table*. Tell students to complete the first sentence in exercise 1.
  - Students work individually to complete the sentences. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed sentences.
  - For **exercise 2**, write *Where / mobile phone?* on the board and elicit the question *Where's the mobile phone?* **Write:** *Where / tissues?* and elicit the plural form *Where are the tissues?* Drill the questions if necessary.
  - Put students in pairs. Ask a pair of confident students to read the example questions and answers in **exercise 2**. Tell one student in each pair to cover the picture and sentences and the other to ask questions about the picture. Students then swap roles.

## ANSWERS

- 1 on
- 2 in front of
- 3 in
- 4 under
- 5 on
- 6 behind
- 7 next to
- 8 in front of
- 9 under
- 10 in front of

## 19 How much are those wallets?

Photocopiable p.192

- 1 **Aim:** To practise asking about and understanding prices
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture. Point to the man. **Ask:** *Who's this?* and elicit *the customer*. Point to the woman. **Ask:** *Who's this?* and elicit *the assistant*. Point to the £20 note. **Ask:** *What's this?* and elicit *twenty pounds*. **Elicit/Teach:** *counter, shelf, and wallet* in the same way.
  - Ask a confident student to start reading the first conversation and elicit the missing price £35.
  - Put students in pairs and ask them to complete the rest of conversation 1 and conversation 2. Circulate to help with any problems.
  - Check the answers by asking pairs of students to read out the completed conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, ask students to practise the conversations in pairs, working with a new partner. Ask confident pairs of students to act out the conversations to the class.
  - As an extension, write the following information on the board: *bags: behind the counter – £45, on the shelf – £25, £50 note*. Then ask students to create another conversation by substituting the new information.

### ANSWERS

- 1 £35
- 2 £15
- 3 £15
- 4 £5
- 5 £40
- 6 £18
- 7 £18
- 8 £2

## 20 I'm off to the beach

Photocopiable p.193

- 1 **Aim:** To practise understanding and answering invitations
- 2 **Activity type:** Cued conversations
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
  - Ask the students to read the cues.
  - Elicit the wording of the conversation with a confident student.
 

**You** *Hi, (student's name).*

**Student** *Hi, (your name).*

**You** *I'm off to (the pub/a restaurant/the café/the beach, etc.) Are you coming?*

**Student** *Sorry, but I can't.*

**You** *Come on. It's my birthday.*

**Student** *OK, but only for a few (minutes).*

**You** *Great.*
  - Put students in pairs and tell them to practise the conversation. Give them time to swap roles at least once.
  - Ask confident students to act out their conversation to the class.

### SAMPLE ANSWERS

- A *Hi, (Marco).*  
 B *Hi, (Nicole).*  
 A *I'm off to (the beach). Are you coming?*  
 B *Sorry, but I can't.*  
 A *Come on. It's my birthday.*  
 B *OK, but only for a few minutes.*  
 A *Great.*



## 21

## Food and drinks

Photocopiable p.194

- 1 **Aim:** To practise the vocabulary of food and drinks
- 2 **Activity type:** Crossword
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Show a worksheet to the class. **Ask:** *What's this?*  
**Elicit:** A crossword. Give students a copy of the worksheet.
  - Draw an arrow pointing down and an arrow pointing across on the board and elicit the directions *down* and *across*. Focus on the first clue.  
**Ask:** *What's 1 down?* Elicit the answer *cola*. Ask another student to spell the word and write it on the board. Then ask all students to write the word in the crossword.
  - Students complete the crossword. Circulate to help them with spelling.
  - Check the answers by asking *What's 2 down?*, etc. for all the clues.

## ANSWERS

## Down

- 1 cola
- 2 beer
- 4 butter
- 6 orange
- 9 cheese
- 10 water
- 11 fish
- 12 pasta
- 14 milk

## Across

- 3 vegetables
- 5 chocolate
- 7 meat
- 8 rice
- 10 wine
- 13 chips
- 15 eggs
- 16 fruit
- 17 bread

## 22

## I like chocolate

Photocopiable p.195

- 1 **Aim:** To practise using the present simple to talk about likes and dislikes
- 2 **Activity type:** Gapped sentences
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Write the following cues on the board:  
*fruit ✓ (like) vegetables X*  
Point to *fruit*, smile, and say *I like fruit*. Point to *vegetables*, frown, and say *I don't like vegetables*.
  - Give students a copy of the worksheet. Ask a student to read out the example sentences. Then ask students to look at the second pair of pictures and read the gapped sentences. Read out the verb *eat* and elicit *They eat bread*. *They don't eat rice*.
  - Put students in pairs and ask them to complete the exercise together. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed sentences.
  - For **exercise 2**, ask students to cover the sentences, but not the pictures. **Say:** *Picture 3*.  
**Elicit:** *We like sport*. *We don't like shopping*. Students work in pairs and practise saying the sentences from memory.
  - As an extension, practise the *you* form by pointing to different students and talking about different items. **Say:** *(Miguel)*. *Coffee?* **Elicit:** *Yes, I like coffee*. or *No, I don't like coffee*. Talk about: chocolate, fish, wine, tea, beer, cheese, shopping, etc. You can also ask students to do this activity in pairs.

## ANSWERS

- 1 like / don't like
- 2 eat / don't eat
- 3 like / don't like
- 4 eat / don't eat
- 5 eat / don't eat
- 6 drink / don't drink

## 23

## Food in Italy

Photocopiable p.196

- 1 **Aim:** To practise writing about food
- 2 **Activity type:** Guided writing
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Give students a copy of the worksheet. Focus on the information about Italian food. **Elicit/Teach:** *snacks, croissant, potatoes, and butter.* **Write:** *not a lot of snacks* on the board and elicit the full form *They don't eat a lot of snacks.*
  - Ask students to look at the first sentence of the gapped text. Elicit the missing word *fruit*.
  - Students work individually to complete the rest of the text. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed text sentence by sentence.
  - As an extension, ask students to write three sentences about the food people eat in their country or a country they know.

## ANSWERS

In Italy, people eat a lot of pasta and fruit. They eat a lot of cheese with pasta and on pizzas. They *don't eat* a lot of potatoes or butter. They drink a lot of water. They drink wine and beer at restaurants. They have three meals a day. They *don't eat* a lot of snacks. For breakfast, they have coffee and a croissant. For lunch, they *have/eat* pasta. Dinner is the big meal of the day. For dinner, they eat pasta or meat with vegetables.

## 24

## Would you like a cup of coffee?

Photocopiable p.197

- 1 **Aim:** To practise offering and accepting a drink
- 2 **Activity type:** Choosing the correct words
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. **Ask:** *Where are the people?* and elicit *On a plane.* Point to the flight attendant. **Ask:** *Who's this?* **Elicit:** *flight attendant.* Point to the passenger. **Ask:** *Who's this?* **Elicit:** *passenger.*
  - Read the first line of conversation 1. Elicit the correct word for number 1 – *Would.*
  - Put students in pairs and tell them to choose the correct words in the rest of the worksheet. Circulate to help with any problems.
  - Check the answers by asking students to read out the lines of the conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, tell students to work with a new partner to practise the conversations.
  - Ask confident students to act out the conversations to the class.

## ANSWERS

- 1 Would
- 2 No
- 3 are
- 4 You're
- 5 like
- 6 please
- 7 please
- 8 Thank
- 9 soft
- 10 Just



## 25

## Free-time activities

Photocopiable p.198

- 1 **Aim:** To practise the vocabulary of free-time activities
- 2 **Activity type:** Labelling a picture then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. Explain that it shows people doing different free-time activities in a city.
  - **Ask:** *What's number 1?* and elicit *go to the cinema*. Tell students to complete the expression for number 1 in the task.
  - Students work individually to complete the activities in **exercise 1**. Circulate to help with any problems.
  - Check the answers by asking *What's number 2?*, etc. and eliciting the responses.
  - For **exercise 2**, put students in pairs. Ask confident pairs of students to read out the example questions and answers. Drill the pronunciation as a class if necessary.
  - Students work in pairs to continue asking and answering about the activities shown in the picture in **exercise 1**.
  - As an extension, ask students to report back about their partner and themselves. Tell them to talk about things they both have in common, e.g. (*Marek*) *and I do karate. We don't do yoga.* (Note that **Lesson 34** covers the third person singular form, so do not ask students to produce the *he/she/it* forms at this stage.)

## ANSWERS

- 1 go to the
- 2 shopping
- 3 karate
- 4 aerobics
- 5 do
- 6 play
- 7 go
- 8 football
- 9 a newspaper
- 10 computer games
- 11 read
- 12 novels
- 13 TV
- 14 watch
- 15 to the radio
- 16 listen to

## 26

## Do you play computer games?

Photocopiable p.199

- 1 **Aim:** To practise present simple *yes/no* questions and short answers
- 2 **Activity type:** Gapped questions and answers then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture and the example sentences. Then ask students to look at the second picture and sentences and elicit the verb they need to use from the box (*play*). Elicit the complete question and answer *Do you play computer games? No, we don't*. Point out that the answer is *no* because the thought bubble in the picture is crossed through.
  - Students work individually to complete **exercise 1**. Circulate to help with any problems.
  - Check the answers by asking students to read out the questions and answers. Drill the pronunciation as a class if necessary.
  - For **exercise 2**, ask a student *Do you go swimming?* and elicit *Yes, I do.* or *No, I don't*. Ask other students questions about the activities in **exercise 2**. Put students in pairs to continue asking and answering in the same way.

## ANSWERS

- 1 Do ... watch / do
- 2 Do ... play / don't
- 3 Do ... read / do
- 4 Do ... eat / don't
- 5 Do ... do / do
- 6 Do ... listen / don't

## 27 A free-time survey

Photocopiable p.200

- 1 **Aim:** To practise asking people about their free time
- 2 **Activity type:** Gapped conversation
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. **Ask:** *Where are the people?* and elicit *In the street*. **Elicit/Teach:** *survey*. Point to each of the people in the picture and elicit *the interviewer, Steve, and Nancy*.
  - Ask two confident students to read the conversation as far as the first gapped line. Ask students to read the line after the gap and elicit the correct question *Do you listen to the radio?* Students cross out this question in the survey.
  - Students work individually to complete the rest of the conversation. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed conversation. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in groups of three. Tell them to practise the conversation in their groups.
  - Ask confident pairs to act out the conversation to the class.

### ANSWERS

- 1 Do you listen to the radio?
- 2 Do you read a newspaper?
- 3 Do you watch the news on TV?
- 4 And do you watch sport on TV?
- 5 Do you go to the cinema?
- 6 Do you go to a sports centre?

## 28 Would you like a lift?

Photocopiable p.201

- 1 **Aim:** To practise offering and accepting a lift
- 2 **Activity type:** Choosing the correct words
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Give students a copy of the worksheet. Focus on the pictures. **Ask:** *Where are the people?* and elicit *In the street*. Point to Ben and Tess in conversation 1 and Anna and Harry in conversation 2, and elicit the correct names.
  - Ask students to read the first three lines of conversation 1. Elicit the first correct word *are*. Tell the students to cross out *do*.
  - Put students in pairs and ask them to choose the correct words for the rest of the conversation and for conversation 2. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in new pairs. Ask them to practise the conversations.
  - Ask confident pairs to act out the conversations to the class.

### ANSWERS

- 1 are
- 2 going
- 3 Would
- 4 please
- 5 Where
- 6 off
- 7 to
- 8 like



- 1 **Aim:** To practise the vocabulary of lifestyles
- 2 **Activity type:** Labelling pictures
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. Explain that they show various aspects of people's everyday lives.
  - Ask students to look at the first picture and the first gapped label. **Say:** *live in the ...* and elicit *city centre* from the words in the box. Ask students to complete the first gap and cross out *city centre* in the box.
  - Put students in pairs and ask them to complete the rest of the exercise in the same way. Circulate to help with any problems.
  - Check the answers by asking students to read the completed labels.
  - As an extension, tell students to play a guessing game. Write the following example conversation on the board:
 

A *Do you live in a town?*  
 B *No, I don't.*  
 A *Do you live in a village?*  
 B *Yes, I do.*  
 A *Do you work in a bank?*  
 B *Yes, I do.*  
 A *Picture 14.*
  - Ask two students to read the conversation. Then ask a student to think of a different picture but not to tell you what it is. Ask questions similar to those in the example conversation until you find the right answer.
  - Students continue playing the guessing game in their pairs. Ask confident students from different pairs to demonstrate their exchanges to the class.

**ANSWERS**

- 1 city centre
- 2 suburbs
- 3 town
- 4 live
- 5 house
- 6 flat
- 7 live
- 8 family
- 9 work
- 10 school
- 11 drive
- 12 walk
- 13 hospital
- 14 bank
- 15 restaurant
- 16 factory

- 1 **Aim:** To practise using present simple *wh-* and *yes/no* questions
- 2 **Activity type:** Gapped questionnaire then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Ask them to read the example sentence and answer in the questionnaire. Then ask them to read the first gapped sentence and elicit *Do you live in a house?* Review the word order in *wh-* questions by writing *Where / work?* on the board and eliciting *Where do you work?*
  - Students work individually to complete the gapped questions. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed questions. Drill the intonation as a class if necessary.
  - Put students in pairs and tell them to ask and answer the questions in **exercise 1**.
  - For **exercise 2**, ask a student the first question in **exercise 1** *Where do you live?* Elicit his/her reply. Then ask the second question *Do you live in a house?* and elicit the reply.
  - Tell students to work with a new partner. They then ask and answer the questions in their pairs. Point out that some of the questions may need to be altered to make them relevant, e.g. the questions about work and school, and the questions about free time.

**ANSWERS**

- 1 you live
- 2 you live
- 3 Do you go
- 4 do you work
- 5 do you go
- 6 do you
- 7 do you have
- 8 do you do
- 9 do you play
- 10 do you go

## 31

## An interview

Photocopiable p.204

- 1 **Aim:** To practise asking and answering about someone's lifestyle
- 2 **Activity type:** Gapped conversation
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet. Focus on the photo. **Say:** *Where are the people?* and elicit *In a town/city*. Explain that the interviewer is asking John about his life. Make sure students understand that the A students have John's lines, and the B students have the interviewer's lines.
  - Demonstrate the activity by writing Student A's first gapped line on the board. Ask a B student to read their line and write the missing words on the board: *Where do you live?*
  - Students read their relevant parts and their partner writes down the missing lines in the same way. Remind them to help each other with spelling and not to look at each other's conversations as they do the activity. Circulate to make sure they are being accurate.
  - When they have finished, ask students to put their worksheets together to check the wording and spelling.
  - Ask students to read the conversation across the class. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, students work with a new partner and practise the conversation in pairs. Circulate to help with pronunciation.
  - As an extension, tell students to repeat the interview, giving their own answers to the questions.

## ANSWERS

- Interviewer** What's your name?  
**John** My name's John.
- Interviewer** Where do you live?  
**John** I live in Manchester.
- Interviewer** Do you like Manchester?  
**John** Oh, yes. It's a great city.
- Interviewer** Do you live in the city centre?  
**John** Yes, I do. I live in a flat there.
- Interviewer** Where do you work?  
**John** I work in an office near my flat.
- Interviewer** Do you drive to work?  
**John** No, I don't. I take the bus.
- Interviewer** What do you do in your free time?  
**John** I play football.
- Interviewer** Really?  
**John** Yes, I love it.
- Interviewer** What other things do you do?  
**John** Well, I listen to music and I love films.
- Interviewer** What films do you watch?  
**John** Mainly Hollywood films!

## 32

## Days and times

Photocopiable p.205

- 1 **Aim:** To practise talking about days and times
- 2 **Activity type:** Choosing the correct words
- 3 **Time:** 10 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
  - Focus on the pictures. **Ask:** *Where are the people?* and elicit the answers: conversation 1 – *At the doctor's*; conversation 2 – *In an office*; conversation 3 – *In the street*.
  - Ask students to look at the first picture and to read the receptionist's part of the conversation. Elicit the correct word *When*. Tell students to cross out the other words.
  - Put students in pairs and ask them to do the same with the rest of conversation 1 and for conversations 2 and 3. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed conversations.
  - For **exercise 2**, tell students to work with a new partner and practise the conversations in pairs.
  - As an extension, ask students to underline the following information in the conversations: *quarter to three, Friday, and ten o'clock*. Then ask them to make up more conversations, using the same questions, but different information in the answers.

## ANSWERS

- 1 When
- 2 at
- 3 is
- 4 on
- 5 time
- 6 at



- 1 **Aim:** To practise the vocabulary of daily activities
- 2 **Activity type:** Word puzzle
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first clue in the puzzle. Elicit the answer *shower* and ask for the spelling. Tell students to write the word in the correct place in the puzzle.
  - Put students in pairs and ask them to complete the puzzle. Circulate to help with any problems.
  - Check the answers by asking individual students for the missing words in the clues. Then elicit the extra daily activity *have breakfast*.
  - As an extension, write the following activities on the board: *\_\_\_ get dressed, \_\_\_ get up, \_\_\_ have a shower, \_\_\_ have breakfast, \_\_\_ wake up*. Then number them in the order you do them in the morning, e.g. *4 get dressed, 2 get up, 3 have a shower, 5 have breakfast, 1 wake up*.
  - Ask students to number all of the daily activities in **exercise 1** in the order they do them in a typical day.
  - Tell students the order of your day, adding times as necessary, e.g. *I wake up at seven o'clock. I get up. I have a shower, etc.*
  - Put students in pairs and ask them to tell each other about the order of their day.
  - Ask confident students to tell the class about a typical day for them.

**ANSWERS**

- 1 shower
- 2 break
- 3 have
- 4 home
- 5 bed
- 6 dinner
- 7 dressed
- 8 wake
- 9 work
- 10 finish
- 11 start
- 12 sleep
- 13 get

**Extra activity:** have breakfast

- 1 **Aim:** To practise the third person singular of the present simple
- 2 **Activity type:** Correcting information
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. Explain that they show a typical day for Barbara.
  - Ask students to look at picture 1 and the corresponding sentences. Highlight the use of the negative form in the first sentence and the positive in the second.
  - Elicit the pair of sentences for picture 2: *She doesn't listen to the news on the radio. She watches the news on TV*. With weaker students, elicit the verbs they will need to use in each pair of sentences for each picture.
  - Students work individually to complete **exercise 1**. Circulate to help with any problems.
  - Check the answers by asking students to read out the corrected information for each picture.
  - For **exercise 2**, give examples of how your life is different to Barbara's, e.g. *She has lunch in a café, but I have lunch at home, etc.*
  - Give students time to think of four or five examples. Put students in pairs to exchange their examples.

**ANSWERS**

- 1 Barbara doesn't get up at half past seven. She gets up at seven o'clock.
- 2 She doesn't listen to the news on the radio. She watches the news on TV.
- 3 She doesn't go to work at eight o'clock. She goes to work at half past eight.
- 4 She doesn't drive to work. She walks to work.
- 5 She doesn't work in a bank. She works in a school.
- 6 She doesn't have a break at half past ten. She has a break at quarter to eleven.
- 7 She doesn't have lunch at home. She has lunch in a café.
- 8 She doesn't finish work at seven o'clock. She finishes work at six o'clock.
- 9 She doesn't watch DVDs in the evening. She listens to music.
- 10 She doesn't go to sleep at ten o'clock. She goes to sleep at half past eleven.

## 35

## I love my job

Photocopiable p.208

- 1 **Aim:** To understand a description of someone's daily life
- 2 **Activity type:** Reading a text then completing gapped information
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. **Ask:** *What's his job?* and elicit *He's a taxi driver.*
  - Ask four confident students to read out one paragraph each of the text to the class.
  - Ask some general comprehension questions, e.g. *What's his name? Ben Hardy. Where does he live? In Manchester in the north of England. Does he work at the weekend? Yes, he does. He works on Saturdays. Does he like his job? Yes, he does.*
  - Ask students to look at the gapped sentences. Elicit the missing answer *lives* for number 1.
  - Put students in pairs and ask them to complete the gapped sentences together. Point out that all the missing words are verbs and that numbers 2, 3, and 9 require different verbs from those that appear in the text. Circulate to help with any problems.
  - Check the answers with the class.

## ANSWERS

- 1 lives
- 2 starts
- 3 finishes
- 4 gets up
- 5 has breakfast
- 6 drives
- 7 takes
- 8 drives
- 9 has lunch
- 10 loves

## 36

## I'm in a hurry

Photocopiable p.209

- 1 **Aim:** To practise reacting to problems
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 10 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
  - Focus on the pictures. **Ask:** *Where are the people?* and elicit the answers: *In the street* and *Outside the cinema.* Point to Bob, Linda, and Emma and elicit the names of the characters.
  - Ask students to read the first sentence and select the missing word from the box: *no*. Students cross out the word from the box.
  - Students work individually to complete the conversations. Remind them that there are three words that they don't need. Circulate to help with any problems.
  - Check the answers by asking students to read out the conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in pairs to practise the conversations.
  - Ask confident pairs of students to act out the conversations to the class.

## ANSWERS

- 1 no
- 2 terrible
- 3 hurry
- 4 late
- 5 trouble



- 1 **Aim:** To practise the vocabulary of jobs
- 2 **Activity type:** Gapped sentences then memory game
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet.
  - Ask students to look at the words in the boxes. Explain that box A contains the names of different jobs and box B contains verbs that describe what people do at work.
  - Focus on picture 1 and the example sentences. Point out the use of the third person -s on the verb form *cooks*.
  - Students work individually to complete the sentences using the words in box A and box B. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed sentences. Drill pronunciation as a class if necessary.
  - For **exercise 2**, put students in pairs. Demonstrate by asking students to cover the pictures and tell you about the people in **exercise 1**. Students continue in pairs, taking it in turns to test each other's memory.
  - As an extension, ask students to tell the class about people they know and the jobs they do.

**ANSWERS**

- 1 chef / cooks
- 2 nurse / looks after
- 3 mechanic / fixes
- 4 secretary / types
- 5 shop assistant / sells
- 6 housewife / looks after
- 7 builder / builds
- 8 waiter / serves

- 1 **Aim:** To practise using present simple *wh-* and *yes/no* questions
- 2 **Activity type:** Cued questions then pairwork
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Ask them to look at the first picture and to read the example question and answer. Then focus on the second picture and the cue under it. Elicit the question *Where does he work?* With weaker classes, briefly review the formation of *wh-* and *yes/no* questions in the present simple.
  - Students work individually to write the rest of the questions. Circulate to help with any problems.
  - Check the answers by asking students to read out the questions.
  - For **exercise 2**, put students in pairs. Ask them to practise the questions and answers.
  - As an extension, ask students to write six more questions (three *wh-* questions and three *yes/no* questions) for another student. Tell them to work with a new partner and ask and answer their questions.

**ANSWERS**

- 1 What do you do?
- 2 Where does he work?
- 3 What time do you start work?
- 4 Does she work in a restaurant?
- 5 Does he drive to work?
- 6 When do you finish work?

- 1 **Aim:** To practise talking and writing about ambitions
- 2 **Activity type:** Information gap
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet.
  - Ask students to look at the picture and say *This is Bill*. Ask them to look at the description of Bill in **exercise 2**. Explain that there are 10 pieces of information missing in the text and that the A and B students each have five questions to ask. Student A has questions 1, 3, 5, 7, and 9 and Student B has 2, 4, 6, 8, and 10. Between them they will exchange information to complete the description. Demonstrate the activity by asking confident students to ask and answer questions 1 and 2 across the class.
  - Students work individually to write their questions in **exercise 1**. Circulate to help with any problems and to check students are forming the questions correctly.
  - For **exercise 2**, students ask and answer their questions in order to complete the information about Bill.
  - Give students time to check each other's sheets to see if they have exchanged the information correctly.

**ANSWERS****Exercise 1****Student A**

- 1 How old is he?
- 3 Where does he live?
- 5 Where does he work?
- 7 Does he like his job?
- 9 Where does he want to go?

**Student B**

- 2 Is he married or single?
- 4 What does he do?
- 6 What does he do there?
- 8 What does he want to do?
- 10 What does he want to sell?

**Exercise 2**

- 1 32
- 2 single
- 3 Chicago
- 4 engineer
- 5 factory
- 6 builds and fixes machines
- 7 hates
- 8 work with people
- 9 Africa
- 10 house and car

- 1 **Aim:** To practise showing interest when talking to someone
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. **Ask:** *Where are the people?* and elicit the answers: conversation 1 – *In an office*; conversation 2 – *At someone's house*; conversation 3 – *At a party*.
  - Ask students to look at the first picture. Ask two confident students to start reading the conversation and elicit the first answer *see*. Tell students to write it in the correct place and cross out the word in the box. Ask them to continue reading and elicit the second gapped word *Me*.
  - Put students in pairs and ask them to complete conversations 2 and 3 in the same way. Remind them that there is an extra word for each conversation. Circulate to help with any problems.
  - Check the answers by asking pairs of students to read out the completed conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, ask students to practise the conversations. Circulate and encourage them to read with expression and interest.
  - Ask confident students to act out the conversations to the class.

**ANSWERS**

- 1 see
- 2 Me
- 3 Really
- 4 That's
- 5 right
- 6 interesting



- 1 **Aim:** To practise describing things with simple adjectives
- 2 **Activity type:** Puzzle then true/false sentences
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Ask them to look at the word snake and the example *yellow*. Check comprehension of *Colours* and *Other adjectives* by eliciting words for each category. Ask students to work individually to find the rest of the adjectives and write them in the correct category. Circulate to help with any problems.
  - Check the answers by asking different students to name the adjectives in order in the correct categories.
  - Write the following adjectives on the board:  
1 *short* \_\_\_\_\_, 2 *old* \_\_\_\_\_, 3 *big* \_\_\_\_\_, 4 *good* \_\_\_\_\_, 5 *cold* \_\_\_\_\_. Elicit their opposites from the word snake: 1 *long*, 2 *new/young*, 3 *small*, 4 *bad*, 5 *hot*.
  - For **exercise 2**, ask students to look at the picture and the example answers. Then read out sentence number 3. Elicit that the sentence is false and the true sentence is *He's a young man*. Ask students to complete the exercise.
  - Check the answers by asking students to read out the sentences.
  - As an extension, put students in pairs. Ask them to cover the sentences. **Say:** *It's a new car*. **Elicit:** *False. It's an old car*. Tell students to take it in turns to cover the sentences and say whether the sentences their partner reads out are true or false, giving the correct information where necessary.

**ANSWERS****Exercise 1**

**Colours:** yellow, brown, red, black, green, blue, white, orange

**Other adjectives:** short, old, big, long, good, small, cold, young, hot, bad, new

**Exercise 2**

- 1 False. It's a black chair.
- 2 True.
- 3 False. He's a young man.
- 4 True.
- 5 False. It's a small notebook.
- 6 False. It's a long pencil.
- 7 False. It's hot coffee.
- 8 True.
- 9 False. It's an old car.
- 10 False. It's a good film.

- 1 **Aim:** To practise talking about possessions
- 2 **Activity type:** Gapped sentences then pairwork
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. Write these gapped sentences on the board: 1 *He \_\_\_\_\_ black hair*. 2 *She \_\_\_\_\_ long hair*. 3 *They \_\_\_\_\_ a dog*. 4 *They \_\_\_\_\_ a cat*. Explain that students should complete them with *'s got*, *hasn't got*, *'ve got*, or *haven't got*. Elicit the answers from different students and complete the sentences: *He's got black hair*. *She hasn't got long hair*. *They've got a dog*. *They haven't got a cat*.
  - Ask students to complete the gapped sentences in **exercise 1** in the same way.
  - Check the answers by asking different students to read out the completed sentences. Circulate to help with any problems.
  - For **exercise 2**, tell students to cover the pictures and sentences in **exercise 1**. **Say:** *Mick / computer* and elicit *He's got a computer*. **Say:** *Andrea / cat* and elicit *She hasn't got a cat*. Put students in pairs. Tell them to take it in turns to talk about what Mick and Andrea have and haven't got. Their partner can prompt them, e.g. *Mick / car*, *Andrea / bike*, etc.
  - As an extension, say *(Miguel) / computer?* **Elicit:** *I've got a computer / I haven't got a computer*. Ask around the class until you find two people with a computer. **Say:** *(Miguel / Anna) / computer?* **Elicit:** *We've got a computer*. Ask about other items, e.g. mobile, pet, bike, car, etc.

**ANSWERS**

- 1 's got
- 2 's got
- 3 hasn't got
- 4 hasn't got
- 5 's got
- 6 hasn't got
- 7 've got
- 8 haven't got
- 9 've got
- 10 've got

- 1 **Aim:** To practise writing short emails giving news
- 2 **Activity type:** Guided writing
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet.
  - Focus on the email in **exercise 1**. Explain that it's to John from Kate about their friend Kevin.
  - Focus on the information in the table. Elicit examples of what Kevin has and hasn't got, e.g. *Kevin hasn't got his own office. He's got his own desk, etc.*
  - Ask students to read the email in **exercise 1** quickly to the end. Ask one student to read the first two sentences aloud. Then elicit the missing words in the first gap: *hasn't got*.
  - Put students in pairs and get them to complete the email with the information in the table. With weaker students, you can do this activity together as a whole class, writing the answers on the board.
  - Check the answers to **exercise 1**.
  - Focus on the email in **exercise 2**. Explain that it is John's reply to Kate with his news.
  - Focus on the information in the table. Repeat the above procedure for the email in **exercise 2**. Circulate to help with any problems.
  - Check the answers to **exercise 2**.

**ANSWERS****Exercise 1**

Hi John

Guess what? Kevin's got a new job with a car company. He *hasn't got* his own office. He shares it with *three* other people. He's got his own desk, of course, and a new laptop. He *hasn't got* a telephone on his desk but he's got a new mobile. He *hasn't got* a secretary or a company car but he has got a new girlfriend! Her name's Jo. She's 29 and she's very nice.

All the best

Kate

**Exercise 2**

Hi Kate

Thanks for the news about Kevin. That's great! But guess what? I've got a new job, too! I've got my own office. It's very big and I don't share it with other people. I've got my own desk, of course, with a computer and a new laptop. I've got a telephone on my desk, but I *haven't got* a new mobile. I've also got a secretary and a company car – it's a red sports car!

Hope you're OK.

Take care

John

PS I've got a new flat, too. It's in the city centre and it's really nice.

- 1 **Aim:** To practise offering and asking for a seat politely
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet. Ask students to look at the pictures, ask *Where are the people?* and elicit *In a school*. Explain that the A students and the B students have different lines in the conversation.
  - Demonstrate the activity by writing Sarah's first line from conversation 1 on the board. Ask a B student to read the next line and write the missing words on the board: *Sure. Go ahead*.
  - Students read their relevant parts and their partner writes down the missing lines in the same way. Remind them to help each other with spelling and not to look at each other's conversations as they do the activity. Circulate to make sure they are being accurate.
  - When they have finished, ask students to put their worksheets together to check the wording and spelling.
  - Ask students to read the conversations across the class. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, students practise the conversations in new pairs. Circulate to help with pronunciation.
  - As an extension, encourage students to use the expressions in this worksheet to ask if seats are free at the start of their lessons.

**ANSWERS****Conversation 1**

Sarah Excuse me. Is this seat free?

Tim Sure. Go ahead.

Sarah Thanks. I'm Sarah.

Tim Oh. Hello. I'm Tim.

**Conversation 2**

John Excuse me. Is this seat free?

Lisa No, I'm sorry. It's taken.

**Conversation 3**

Sarah John! There's a seat over here.

John Great. Thanks.

Sarah This is Tim.

John Oh. Hello, Tim.



- 1 **Aim:** To practise the vocabulary of parts of the body
- 2 **Activity type:** Labelling a picture then memory game
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
  - Draw a stick man on the board. Point to its head and elicit *head*. Ask students to spell *head* and write it on the board. Do the same with other parts of the stick man's body. Then rub out your drawing and the words.
  - Ask students to look at the worksheet. Elicit the first word *hair* and its spelling. Ask students to complete the first word on the worksheet. Tell them to continue completing the names of the parts of the body. Circulate to help with any problems.
  - Check the answers by asking students to tell you the names of the parts of the body and the correct spellings.
  - For **exercise 2**, ask students to cover the words. **Say:** *Number 3* and elicit *mouth*. Say a few other numbers and elicit the relevant parts of the body. Put students in pairs and ask them to test each other's memory in the same way.

### ANSWERS

- 1 hair
- 2 nose
- 3 mouth
- 4 finger
- 5 back
- 6 hand
- 7 toe
- 8 head
- 9 eye
- 10 ear
- 11 neck
- 12 thumb
- 13 arm
- 14 stomach
- 15 leg
- 16 foot

- 1 **Aim:** To practise asking people about their possessions
- 2 **Activity type:** Cued questions and answers then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. Say the names of the characters and tell students to point to the correct person.
  - Write the following cues on the board: *James and Sarah / a house? James / a bike? Sarah / a mobile?* Elicit the questions and answers: *Have James and Sarah got a house? Yes, they have. Has James got a bike? No, he hasn't. Has Sarah got a mobile? No, she hasn't.* With weaker students, remind them of the difference between the forms *has (he/she/it)* and *have (I/we/you/they)*.
  - Ask students to read the example question and answer across the class. They then write the rest of the questions and answers using the cues. Circulate to help with any problems.
  - Check the answers by asking students to read out the questions and answers.
  - Put students in pairs and tell them to ask and answer the questions, plus any more they can think of about the picture, e.g. *Have James and Sarah got a garden? Have James and Sarah got a dog? Has Robert got a dog? Have Robert and Anna got a flat?, etc.*
  - For **exercise 2**, ask a student *Have you got a driving licence?* **Elicit:** *Yes, I have. / No, I haven't.* Ask other students about the other things in **exercise 2**. Tell students to work in their pairs to ask and answer questions about the things in the box.

### ANSWERS

- 1 Have James and Sarah got a car?  
Yes, they have.
- 2 Has Sarah got a bike?  
No, she hasn't.
- 3 Has James got a mobile?  
Yes, he has.
- 4 Have James and Sarah got a flat?  
No, they haven't.
- 5 Have Robert and Anna got a car?  
No, they haven't.
- 6 Has Anna got a bike?  
Yes, she has.
- 7 Has Robert got a cat?  
No, he hasn't.
- 8 Have Robert and Anna got any children?  
No, they haven't.

## 47

## What's wrong?

Photocopiable p.220

- 1 **Aim:** To practise describing some common illnesses
- 2 **Activity type:** Describing illnesses then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. **Ask:** *Where are the people?* and elicit *At the doctor's*. **Say:** *Number 1* and elicit *He's got a headache*. **Say:** *Number 2* and elicit *She's got sore eyes*. Continue to elicit the names of all the illnesses (see **Answers** below).
  - Put students in pairs. Tell them to describe the illnesses to each other in the same way in random order. Circulate to help with pronunciation.
  - For **exercise 2**, say to a student *Number 6*. *What's the matter?* and elicit *I've got a bad back*. **Say:** *Oh dear*. Then say *Number 3*. *What's wrong?* and elicit *I've got stomach ache*. **Say:** *Oh dear*.
  - Ask students to make similar conversations about all the people in the pictures. Remind them to vary their questions between *What's the matter?* and *What's wrong?*
  - Ask confident students to act out some of the conversations to the class.

## ANSWERS

- 1 He's got a headache.
- 2 She's got sore eyes.
- 3 He's got stomach ache.
- 4 She's got a cold.
- 5 He's got a temperature.
- 6 She's got a bad back.
- 7 She's got a cough.
- 8 He's got a sore throat.
- 9 He's got toothache.
- 10 He's got hay fever.

## 48

## Have you got a pen?

Photocopiable p.221

- 1 **Aim:** To practise asking people for things
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Check comprehension of the things in the box by doing simple mimes or holding up actual objects.
  - Focus on picture 1 and get two confident students to read the example conversation. Remind students of the use of *any* with plural nouns in questions. Refer them to the **Language note** in **Lesson 48** of the **Student's Book** if necessary.
  - Students work individually to complete the rest of the conversations in **exercise 1**. Remind them to use *any* with *tissues* and *plasters*. With weaker classes, elicit which object in the box is being requested in each conversation and/or build the conversations on the board as a class.
  - Check the answers by asking students to read the completed conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in pairs to practise the conversations.
  - Ask confident students to act out some of the conversations to the class.
  - As an extension, ask students to write and role play conversations with other everyday items, e.g. scissors, a mirror, a towel, and a piece of paper. Encourage students to use the expressions in this worksheet to ask for things in their lessons.

## ANSWERS

- 1 you got any painkillers / sorry. I haven't
- 2 you got any plasters / you are
- 3 you got a pen / have / Here you are
- 4 you got a stamp / sorry
- 5 A Have you got a nail file?  
B Yes, I have. Here you are.  
A Thanks.
- 6 A Have you got any tissues?  
B No, sorry. I haven't.  
A Oh, OK.



## 49

## Activities

Photocopiable p.222

- 1 **Aim:** To practise the vocabulary of common leisure activities
- 2 **Activity type:** Labelling pictures then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture and the example answer *swim*. **Say:** *Number 2. Elicit:* *run*, and check the spelling. Then ask students to write the answer in the correct place.
  - Put students in pairs and ask them to complete the exercise. Circulate to help with spelling.
  - Check the answers by asking students to say and spell the activities in number order.
  - For **exercise 2**, briefly revise the *go + -ing* form with verbs like *swim, run*, etc. (See the **Language note** in **Lesson 49** of the **Student's Book**.) Ask a student *Do you go swimming?* and elicit *Yes, I do./ No, I don't*. Ask about a few other activities in **exercise 1**. With weaker students, elicit the verbs that can be used in the *go + -ing* form: *go swimming/running/cycling/skiing/skating/dancing*.
  - Students then ask and answer questions about all the activities in **exercise 1** in the same way. Tell them to tick (✓) or cross (X) the activities according to whether their partner does them or not.
  - As an extension, ask confident students to report back to the class about their partners, e.g. (*Marek*) *plays the violin and he paints. He doesn't sing*.

## ANSWERS

- 1 swim
- 2 run
- 3 cycle
- 4 ski
- 5 skate
- 6 play ice hockey
- 7 play golf
- 8 play basketball
- 9 sing
- 10 cook
- 11 paint
- 12 dance
- 13 play the guitar
- 14 play the piano
- 15 play the violin

## 50

## I can't cook

Photocopiable p.223

- 1 **Aim:** To practise saying what people can/can't do
- 2 **Activity type:** Gapped sentences then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Introduce the topic of skills by giving a few examples of what you can and can't do.
  - Give students a copy of the worksheet. Focus on picture 1 and the example sentence. **Say:** *Picture 2. Elicit:* *She can't cook*. Elicit the spelling, write the sentence on the board, and tell students to write it on the worksheet.
  - Students work individually to complete the rest of the sentences. With weaker students, elicit the verbs they will need to use first. Circulate to help with any problems.
  - Check the answers by asking students to read the completed sentences. Drill the pronunciation of *can/can't* as a class if necessary.
  - For **exercise 2**, ask a confident pair of students to read the example question and answer. Drill the pronunciation of *can/can't* and the intonation in the questions as a class if necessary. Students continue to ask and answer about the activities in **exercise 1**.
  - As an extension, ask confident students to report back about themselves and their partner, e.g. (*Nahla*) *and I can swim. (Julio) can sing, but I*

## ANSWERS

- 1 can swim
- 2 can't cook
- 3 can't skate
- 4 can play the violin
- 5 can ski
- 6 can sing
- 7 can't dance
- 8 can't play the guitar
- 9 can't play volleyball
- 10 can play golf

# 51 Can she speak any foreign languages?

Photocopiable p.224

- Aim:** To practise asking what someone can do
- Activity type:** Information gap
- Time:** 15 minutes
- Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet.
  - Copy the top of the A students' form on the board:  
**Name:** Charlie Wood      **Age:** \_\_\_\_\_  
**Yes**      **No**      **Details**

1 speak any  
foreign languages?

- Ask the B students to look at their information about Charlie. **Ask:** *How old is Charlie?* and elicit *He's 28*. On the board, write *28* in the gap next to *Age*. Tell the A students to do the same. Then ask the B students *Can he speak any foreign languages?* **Elicit:** *Yes, he can. He can speak German.* On the board, tick the *Yes* column. **Write:** *German* in the *Details* column. Tell the A students to do the same.
- Ask the A students to continue asking questions in order to complete Charlie's form. Then tell students to change roles so that the B students are asking the A students questions to complete Amelia Ryan's form. With weaker classes, elicit the questions that students need to ask before the pairwork:  
*How old is he/she? Can he/she speak any foreign languages? Can he/she swim? Can he/she ski? Can he/she play any sports? Can he/she ride a horse? Can he/she drive? Can he/she play a musical instrument? Can he/she cook?*  
 While students are working, circulate to check that they are forming the questions correctly.
- When students have finished, ask the B students questions about Amelia. Then ask the A students questions about Charlie.

## ANSWERS

### Student A

**Name:** Charlie Wood

**Age:** 28

	Yes	No	Details
1 speak any foreign languages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	German
2 swim?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3 ski?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4 play any sports?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	rugby, golf
5 ride a horse?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6 drive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7 play a musical instrument?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8 cook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

### Student B

**Name:** Amelia Ryan

**Age:** 25

	Yes	No	Details
1 speak any foreign languages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Italian
2 swim?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3 ski?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4 play any sports?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	hockey, tennis
5 ride a horse?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6 drive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7 play a musical instrument?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	guitar
8 cook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

# 52 Can I take you to dinner?

Photocopiable p.225

- Aim:** To practise making a simple social arrangement
- Activity type:** Ordering words in a gapped conversation
- Time:** 15 minutes
- Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
  - Focus on the picture. **Say:** *Who's Mike?* and *Who's Amy?* and ask students to point to the correct character.
  - Focus on Mike's first line and the jumbled words. Elicit the correct order and write the sentence on the board: *Can I take you to dinner?*
  - Put students in pairs and tell them to continue reordering the words to complete the conversation. Circulate to help with any problems.
  - Check the answers by asking students to read out the lines of the completed conversation. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, tell students to work with a new partner and practise the conversation.
  - Ask confident students to act out the conversation to the class.

## ANSWERS

- Can I take you to dinner?
- That would be nice.
- What about Friday?
- I can't come on Friday.
- What about Wednesday?
- Would you like to go?
- Is half past seven OK for you?
- Half past seven at the restaurant.



## 53 Parts of a house

Photocopiable p.226

- Aim:** To practise the vocabulary of parts of a house or flat
- Activity type:** Labelling a picture then true/false sentences
- Time:** 15 minutes
- Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. Ask students to look at number 1 and the example answer. **Say:** *Number 2*, elicit *bedroom*, and check the spelling. Ask students to write it in the correct place on the worksheet.
  - Students work individually to complete **exercise 1**. Circulate to help with any problems.
  - Check the answers by asking for the names of the parts of the house in number order.
  - For **exercise 2**, ask students to read the example. Read out the second statement *The boy is in the kitchen*. and elicit *True*.
  - Students work individually to complete **exercise 2**.
  - Check the answers by reading out all the statements and eliciting the answers.
  - As an extension, tell students to turn over their worksheets. **Say:** *The guitar is in the dining room*. **Elicit:** *False. It's in the hall*. Repeat all the statements in **exercise 2** in random order and elicit whether they are true or false.
  - Put students in pairs. Tell them to take it in turns to make statements about the picture and to say from memory whether they are true or false.

### ANSWERS

#### Exercise 1

- bathroom
- bedroom
- door
- window
- balcony
- kitchen
- dining room
- hall
- stairs
- living room
- garage
- cellar
- garden
- upstairs
- downstairs

#### Exercise 2

- False. They're in the bedroom.
- True.
- False. It's in the garden.
- False. It's in the kitchen.
- True.
- True.
- False. It's in the hall.
- True.

## 54 Is there a lift?

Photocopiable p.227

- Aim:** To practise *there is/are* to describe a house or flat
- Activity type:** Gapped conversation
- Time:** 15 minutes
- Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the photo. **Ask:** *Where are the people?* and elicit *In an estate agent's*. Explain that Fiona and Mike want a new flat and they are asking the agent some questions.
  - Ask students to look at the information on the form and ask questions to check comprehension and review *there is/are*, e.g. *What's the name of the block of flats?* (*City View*). *What number flat are Mike and Fiona interested in?* (*number 10*). *How many flats are there in the block?* (*twelve*). *How many rooms are there in the flat?* (*five*) *Is there a garage?* (*Yes, there is.*)
  - Ask confident students to read the first three lines. Ask students to look at the example in number 1 and elicit the correct verb form for number 2: *There are*.
  - Students work individually to complete the conversation. With weaker students, read through the conversation and elicit the answers with the whole class first.
  - Check the answers by asking students to read out the completed lines of the conversation. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in groups of three to practise the conversation.
  - As an extension, students can repeat the conversation, substituting information about their own or an imaginary house/flat.

### ANSWERS

- are there
- There are
- are there
- there's
- Are there
- there aren't
- there are
- There's
- Is there
- there is
- there isn't
- there's

## 55

## This is our new house

Photocopiable p.228

- 1 **Aim:** To practise writing a short email to describe a new house or flat
- 2 **Activity type:** Guided writing
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet.
  - Focus on the plan and the email in **exercise 1**. Explain that the email is to Marta from her friend about her friend's new house. The plan shows the layout of the house.
  - Briefly revise/check the names of the rooms on the plan and the labels *downstairs*, *upstairs*, and *outside*.
  - Ask students to read the email through to the end to get an idea of the general content.
  - Read the first two sentences and tell students to look at the example. Tell them to read to the end of the first paragraph and elicit the missing words (see **Answers** below).
  - Students work individually to complete the email. Circulate to help with any problems.
  - Check the answers by asking students to read out the email, sentence by sentence.
  - For **exercise 2**, elicit ways of completing the description from a range of students. Tell students they can talk about an imaginary house/flat. Write students' ideas on the board.
  - Give students time to complete the email about their ideal house/flat. Circulate to help with ideas and vocabulary.
  - As an extension, students can exchange their emails and try to guess who wrote each description.

## ANSWERS

## Exercise 1

Guess what? We've got a new *house*! It's big and modern and we love it! *Downstairs* there's a hall, a big *living* room, and a dining room. There's a kitchen, of course, and there's also a *shower* room.

Upstairs there are *three* bedrooms and a nice big *bathroom*. I've also got an *office* with my computer and all my books.

*Outside* there's a nice garden. We've also got a small *garage*. There isn't a *swimming* pool, but that isn't a problem.

## Exercise 2

## Sample answer

Hi Andrea

Guess what? We've got a new *flat*. It's modern and we love it! There's a *living* room, a *dining* room and a *hall*. There's a kitchen, of course, and there's also a *shower* room. There are *four* bedrooms and a nice big *office*.

There's a garden and we've got a *garage*. There isn't a *swimming* pool, but that isn't a problem.

Hope you're OK. Come and visit us soon

Love

Nico

## 56

## It's on the tenth floor

Photocopiable p.229

- 1 **Aim:** To practise asking and saying where places are
- 2 **Activity type:** Matching conversations with pictures
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first pair of pictures and ask two confident students to read the conversation. Elicit the picture that matches with the information in the conversation (picture a).
  - Put students in pairs. Ask them to read the conversations together and to choose the correct picture each time. Circulate to help with any problems.
  - Check the answers by eliciting *a* or *b* for each conversation.
  - For **exercise 2**, ask students to practise the conversations. Circulate, encouraging students to read with expression.
  - Ask confident students to act out the conversations to the class.
  - As an extension, students can change the key information in the conversations and practise them again with a new partner.

## ANSWERS

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



- 1 **Aim:** To practise the vocabulary of clothes
- 2 **Activity type:** Reordering jumbled words then odd one out
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Briefly review the vocabulary of clothes by asking different students *What are you wearing today?*  
**Elicit:** *I'm wearing (jeans and a T-shirt). I'm wearing (a suit), etc.*
  - Give students a copy of the worksheet. Focus on number 1 in the picture and the example word *jacket*. Ask students to look at number 2 and the second jumbled word. Elicit the answer *tie* and the correct spelling.
  - Students work individually to complete the exercise in the same way. Circulate to help with any problems.
  - Check the answers by asking students to say the words in number order.
  - For **exercise 2**, ask students to look at the first set of words. Elicit the reason why *trousers* is the odd word out. (You wear the other items on your feet.)
  - Put students in pairs. Tell them to look at the other lists of words and to work out which word is different each time.
  - Check the answers. Try to let students explain why one of the words is different, but don't expect them to do so in perfect English!
  - As an extension, write the following information on the board: *jeans £40, T-shirt £12, dress £45, jacket £60, tie £6*. Ask a student *How much are these jeans?* **Elicit:** *They're £40*. Then ask students to make similar conversations in their pairs.

## ANSWERS

### Exercise 1

- 1 jacket
- 2 tie
- 3 trousers
- 4 shirt
- 5 suit
- 6 shorts
- 7 T-shirt
- 8 socks
- 9 trainers
- 10 top
- 11 skirt
- 12 dress
- 13 shoes
- 14 jeans
- 15 jumper
- 16 boots

### Exercise 2

- 1 trousers (You wear the other items on your feet.)
- 2 boots (You wear the other items on your body, not your feet.)
- 3 shorts (You wear the other items on the top half of your body.)
- 4 shirt (You wear the other items on the bottom half of your body.)
- 5 shorts (The other items are formal/part of a suit.)
- 6 dress (The other items are worn by both men and women.)

- 1 **Aim:** To practise using present continuous statements
- 2 **Activity type:** Correcting information
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture. **Say:** *The boys are studying*. **Elicit:** *They aren't studying. They're playing football*. Focus on the second picture. **Say:** *The woman is playing a computer game*. **Elicit:** *She isn't playing a computer game. She's reading*. If students have problems, briefly review the formation of positive and negative verbs in the present continuous. Drill the verb forms as a class if necessary.
  - Elicit the verbs students will need to use to correct the information in each sentence (see **Answers** below).
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking students to read out the pairs of sentences.
  - For **exercise 2**, tell students to cover the sentences. **Say:** *Picture 3. The children are playing in the garden*. **Elicit:** *They aren't playing in the garden. They're watching TV*.
  - Put students in pairs and ask them to take it in turns to cover the sentences and describe what the people are doing in the pictures.
  - As an extension, review and practise *I* and *you* forms. Mime an action, e.g. drinking coffee. **Say:** *I'm eating*. **Elicit:** *You aren't eating. You're drinking*. Mime other actions, e.g. reading, writing, singing, playing the drums, swimming, etc. Make wrong statements and ask students to correct you. Students continue the activity in their pairs.
  - Review and practise the *we* and *you* plural form. Ask several pairs of students to agree on an activity and to mime it for the class, e.g. playing the guitar. Tell them to make a wrong statement about what they are doing, e.g. *We're playing football*. **Elicit:** *You aren't playing football. You're playing the guitar*.

## ANSWERS

- 1 They aren't studying. They're playing football.
- 2 She isn't playing a computer game. She's reading.
- 3 They aren't playing in the garden. They're watching TV.
- 4 They aren't walking in the park. They're sitting in the garden.
- 5 He isn't drinking coffee. He's eating a sandwich.
- 6 They aren't having a picnic. They're playing tennis.
- 7 They aren't listening to music. They're shopping.
- 8 She isn't sending an email. She's writing a letter.

## 59

## Who's Rani?

Photocopiable p.232

- 1 **Aim:** To practise describing people
- 2 **Activity type:** Information gap
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half.
  - Briefly review the vocabulary of clothes by asking *What am I wearing? What is (Kara) wearing?*, etc. and eliciting true answers.
  - Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet.
  - Ask students to look at the picture. **Ask:** *Where are the people? Elicit:* *At a party/barbecue.* Explain that there are eight people at the party. Student A has the names of four of the people and Student B has the names of the other four.
  - Students work individually to complete the description of the people in **exercise 1**. Circulate to help with any problems and to check students are writing the correct names.
  - For **exercise 2**, drill the pronunciation of the names of the people at the party. Ask a pair of confident students to read the example questions and answers across the class. Explain that students need to write the missing names of the people on their worksheet.
  - Students continue asking and answering in the same way to label all the people at the party. Students check they have labelled correctly by comparing their worksheets.
  - Elicit a description of the people by asking *Who's (John)?*, etc.
  - As an extension, ask students to cover the pictures and ask them questions to test their memory, e.g. *Who's Carlos? He's cooking the food.* Students then take it in turns to test each other in the same way.

## ANSWERS

## Student A

- 1 Rani
- 2 John
- 3 Carlos
- 4 Victoria

## Student B

- 1 Ben
- 2 Dan
- 3 Samantha
- 4 Tina

## 60

## See you later

Photocopiable p.233

- 1 **Aim:** To practise using expressions for saying goodbye
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture. Ask two confident students to read the conversation that goes with it.
  - Ask students to look at conversation 2 and elicit the missing word *you*. Tell students to write it in the correct place and to cross it out in the box.
  - Put students in pairs and ask them to complete the rest of the conversations in the story. Circulate to help with any problems.
  - Check the answers by asking pairs of students to read out the completed conversations.
  - Check comprehension by asking questions about the story. For example:  
 Pictures 1 and 2: *What's the problem? (Kim's late)*  
 Picture 3: *Who's the man? (John)*  
 Picture 4: *Where are John and his friend going? (to a restaurant)* *Where's Kim going? (to a meeting)*  
 Picture 5: *Who's the woman? (Katie/the receptionist)*  
 Picture 6: *Where's Kim going? (to the hairdresser's)*  
 Picture 7: *Where's Kim going? (out with John)*
  - For **exercise 2**, ask students to work with a new partner to practise the conversations.
  - Ask confident students to act out the conversations to the class.

## ANSWERS

- 1 you
- 2 later
- 3 Bye
- 4 See
- 5 long
- 6 nice



- 1 **Aim:** To practise the vocabulary of transport
- 2 **Activity type:** Labelling a picture then writing plurals
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture and the example for number 1. **Say:** *Number 2* and elicit a *plane*. Ask students to write it in the correct place on the worksheet.
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking students to read the answers in number order.
  - For **exercise 2**, write *train* \_\_\_\_\_, *bus* \_\_\_\_\_ on the board. Ask students to look at the picture again and to count the number of trains. **Elicit:** *two trains*, check the spelling of *trains*, and write *two trains* on the board in the first gap. Ask students to count the buses. **Elicit:** *three buses*, check the spelling of *buses*, and write *three buses* on the board in the second gap. Students write the answer to number 2 in the correct place on the worksheet.
  - Students work individually to complete **exercise 2**.
  - Check the answers by asking students to read the answers in number order. Drill the pronunciation of the plurals as a class if necessary.
  - As an extension, elicit descriptions of what the people are doing in the picture, e.g. say *Number 13* and elicit *They're travelling by taxi*, etc.

## ANSWERS

## Exercise 1

- 1 boat
- 2 plane
- 3 ferry
- 4 airport
- 5 coach
- 6 station
- 7 train
- 8 taxi rank
- 9 bus station
- 10 tram
- 11 bus
- 12 motorbike
- 13 taxi
- 14 bus stop
- 15 underground

## Exercise 2

- 1 two trains
- 2 three buses
- 3 two trams
- 4 five motorbikes
- 5 four taxis
- 6 two coaches
- 7 two bus stops
- 8 four planes
- 9 three ferries
- 10 three boats

- 1 **Aim:** To practise using present continuous questions
- 2 **Activity type:** Cued questions in a conversation then cued questions and true answers
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. **Ask:** *Who is Suzy?* and *Who is Anna?* and ask students to point to the correct character. **Ask:** *Where is Suzy?* (*at home*) and *Where is Anna?* (*in a restaurant*).
  - Then ask two confident students to start reading the conversation. When they get to sentence 2, elicit the question *What are you doing?*
  - Put students in pairs. Ask them to write the questions to complete the whole conversation. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed conversation.
  - If you have time, ask students to work with a new partner to practise the conversation. Ask confident students to act out the conversation to the class.
  - For **exercise 2**, elicit the question for number 1: *What are you studying right now?* and the true answer *I'm studying English*. Students work individually to complete the questions and answers in **exercise 2**. Check the answers by getting students to read questions and answers across the class. Note that the true answers in the key will vary from student to student.
  - As an extension, ask students to turn their worksheets over. Then ask different questions about **exercise 1**, e.g. *Is Anna having a good time?* (*Yes, she is.*) *What's Anna doing?* (*She's sitting in a café./She's having lunch./She's eating pasta.*) *What's Ben eating?* (*He's eating pizza.*) *What's Suzy drinking?* (*She's drinking tea.*) etc. Ask students to continue playing this memory game in pairs.

## ANSWERS

## Exercise 1

- 1 Are you having a good time?
- 2 What are you doing?
- 3 Are you having lunch?
- 4 Are you enjoying it?
- 5 What's Ben eating?
- 6 What are you drinking?
- 7 Are you wearing shorts?
- 8 Are you listening to music?

## Exercise 2

- 1 What are you studying right now?  
(*I'm studying English.*)
- 2 Are you sitting in a classroom?  
(*Yes, I am.*)
- 3 Who is sitting next to you?  
(*Kara is sitting next to me.*)
- 4 What are you doing?  
(*I'm writing the answer/doing an exercise.*)
- 5 Are you using a pen or a pencil?  
(*I'm using a pen.*)
- 6 Is your teacher helping you?  
(*No, she isn't.*)

- 1 **Aim:** To practise understanding and writing a postcard
- 2 **Activity type:** Reading then guided writing
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the places on the postcards and elicit which cities are shown: Rome, Prague, and Paris.
  - Ask students to read the Rome postcard from beginning to end. Ask them to look at the example line and then elicit which line goes in gap 2 (see **Answers** below).
  - Students work individually to complete **exercise 1**. Encourage them to read each postcard to the end before they select the lines to fill in the gaps. Circulate to help with any problems.
  - Check the answers by getting students to read the postcards aloud, sentence by sentence.
  - For **exercise 2**, elicit students' ideas for places to go on holiday. Elicit examples of words and phrases that can replace the wording in the postcard. With weaker students, choose a place and build the new wording as a class on the board.
  - Give students time to complete **exercise 2**. Circulate to help with ideas and vocabulary.
  - As an extension, ask students to exchange their postcards and vote for the one that is most interesting.

**ANSWERS****Exercise 1**

- 1 We're travelling from Rome to Turin on an ES\* Italia train.
- 2 Emma's enjoying some cake while I'm writing the postcards.
- 3 We're travelling down the river.
- 4 She's taking some photographs.
- 5 We're travelling back to London today.
- 6 I'm looking after the bags while Emma is buying some food.

**Exercise 2****Sample answer**

Hi Saskia

We're in Japan. At the moment we're sitting in the centre of Tokyo. Dave is taking photos and I'm writing postcards. We're having a great time. The weather is wonderful!  
See you soon!  
Rafa

- 1 **Aim:** To practise talking about future plans
- 2 **Activity type:** Gapped conversation
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
  - Elicit students' ideas for their ideal holiday and give your own suggestion.
  - **Say:** *I'm going on holiday next week.* and ask confident students to ask you the questions in the conversation. Give answers about your ideal holiday.
  - Elicit words and expressions that can replace *time* in the first line: *tomorrow, next week, next month, at the weekend*, etc.
  - Students work individually to complete the answers about their ideal holiday. Circulate to help with any problems.
  - For **exercise 2**, put students in pairs to practise the conversation. Tell them to change roles when they have finished so that both students get the opportunity to answer the questions.
  - Ask confident students to act out the conversation to the class.

**SAMPLE ANSWERS**

- A I'm going on holiday *next week*.  
 B Oh, where are you going?  
 A I'm going to Cuba.  
 B And who are you going with?  
 A I'm going with my friends.  
 B Are you going by plane?  
 A Yes, I am.  
 B Where are you staying?  
 A I'm staying in a hotel in Havana.  
 B Well, have a great time.  
 A Thanks.



- 1 **Aim:** To practise saying where people are
- 2 **Activity type:** Gapped sentences then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. **Say:** *This is the Benson family.* Explain that the pictures show them in different places. Ask students to look at picture 1 and the example *They're in bed.* **Say:** *Picture 2* and elicit *He's in the shower.*
  - Students work individually to complete **exercise 1.** Circulate to help with any problems.
  - Check the answers by asking students to read the sentences in number order. Drill the use of *in*, *at*, and *on* with the places if necessary.
  - For **exercise 2**, ask students to cover the sentences. **Say:** *Picture 9* and elicit *They're at a party.* **Say:** *Picture 7* and elicit *They're at the supermarket.*
  - Put students in pairs. Ask them to take it in turns to cover and describe the pictures their partner asks about.
  - As an extension, write the following cues on the board: *Ben / on holiday, Helen / at work, Toby / at the doctor's, Maria / out, Mrs Green / in a meeting.* Explain that you are going to make phone conversations. Demonstrate the following conversation:  
**You** *Can I speak to Ben, please?*  
**Student** *I'm sorry. He's on holiday.*  
**You** *Oh, OK. Thanks.*
  - Ask students to make similar conversations in their pairs, using the cues on the board and their own ideas.
  - Ask confident students to act out the conversations to the class.

**ANSWERS**

- 1 bed
- 2 shower
- 3 garden
- 4 meeting
- 5 work
- 6 school
- 7 supermarket
- 8 restaurant
- 9 party
- 10 doctor's
- 11 home
- 12 away
- 13 in
- 14 holiday

- 1 **Aim:** To practise the past simple of the verb *to be*
- 2 **Activity type:** Correcting information then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Briefly revise the places in the box in **exercise 1** by doing simple mimes and eliciting the correct phrase.
  - Focus on the first picture and the example sentences. Explain that the information given about each picture is wrong. Ask students to look at the second picture and statement and to find the relevant place in the box. Elicit the second pair of sentences: *He wasn't at work this morning. He was at the doctor's.* Tell students to cross out *at the doctor's* in the box.
  - Students work individually to complete **exercise 1**, using the places in the box. Circulate to help with any problems.
  - Check the answers by asking students to read out the pairs of sentences. Drill the pronunciation of the verb forms and the complete sentences as a class if necessary.
  - For **exercise 2**, choose a time on the list and tell students where you were, e.g. *I was at the cinema last night.* Elicit other ideas, e.g. *I was at work at nine o'clock this morning. I was at the beach last Saturday,* etc.
  - Put students in pairs and ask them to tell each other where they were at the times given in **exercise 2.** Ask confident students to report back to the class, e.g. *Karin was at work yesterday.*

**ANSWERS**

- 1 Stella wasn't out last night. She was at home.
- 2 He wasn't at work this morning. He was at the doctor's.
- 3 They weren't on holiday last week. They were at school.
- 4 They weren't in a meeting at one o'clock. They were at a restaurant.
- 5 He wasn't in bed at two o'clock this morning. He was at a party.
- 6 He wasn't at a football match yesterday. He was at the dentist's.
- 7 They weren't in this afternoon. They were at the supermarket.
- 8 They weren't in the living room at four o'clock. They were in the garden.

## 67

## Were you out last night?

Photocopiable p.240

1 **Aim:** To practise asking where people were2 **Activity type:** Questionnaire then pairwork3 **Time:** 15 minutes4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
- Focus on the pictures. Explain that the questionnaire is about going out and the places people were in the past.
- Copy the first part of the questionnaire onto the board:

Me	Name: _____
----	-------------

**Last night**

Were you out last night?	Yes/No	Yes/No
Where were you?	_____	_____

- Complete the *Me* column for yourself by circling *Yes/No*. If you were out, write where you were in the space in the *Me* column.
- Tell students to complete the *Me* column with their own answers. Circulate to help with any problems.
- Choose a confident student and write his/her name at the top of the second column on the board. Ask the student the questions and complete the second column with his/her answers.
- Put students in pairs. Choose a confident pair of students to ask and answer the first set of questions across the class.
- Students continue to ask and answer the questions, noting their partner's answers in the second column.
- As an extension, ask students to work with a new partner. They should tell him/her where their first partner was at the different times.

**ANSWERS**

Students' own answers

## 68

## Don't talk to me

Photocopiable p.241

1 **Aim:** To practise using expressions to show you are angry2 **Activity type:** Choosing the correct words3 **Time:** 10–15 minutes4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
- Focus on the pictures. Say the names of the characters, Beth, Daniel, and Liz, and ask students to point to the correct person. **Ask:** *Is Daniel happy?* **Elicit:** *No, he isn't.*
- Ask a pair of confident students to read the first two lines. Elicit the correct words for numbers 1 and 2 (see **Answers** below).
- Students work individually to complete **exercise 1**. Circulate to help with any problems.
- Check the answers by asking students to read out the conversations line by line. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, put students in pairs to practise the conversations. Circulate, encouraging students to read with expression.
- As an extension, ask students to underline the following information in the conversations: *that party for two hours, my friends were at the cinema, the concert*. Ask them to change these details and practise the conversations again with a new partner.

**ANSWERS**

- 1 Don't
- 2 angry
- 3 embarrassing
- 4 were
- 5 were
- 6 were
- 7 was
- 8 it



- 1 **Aim:** To practise talking about the emergency services
- 2 **Activity type:** Labelling pictures then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture of the fire brigade in action and the example for number 1. **Say:** *Number 2. Elicit: a fire engine.* Elicit the spelling and tell students to write the answer in the correct place on the worksheet.
  - Students work individually to complete **exercise 1**. Circulate to help with any problems.
  - Check the answers by asking students to read the words in number order.
  - Tell students to cover the phrases. **Say:** *Number 6* and elicit *police car*. Ask about several other items.
  - Put students in pairs. Ask them to take it in turns to cover the phrases and say them from memory.
  - For **exercise 2**, ask two confident students to read out the short conversation. **Say:** *Stop! Thief!* and elicit the response *Call the police!* **Say:** *Look! A car accident!* and elicit the response *Call an ambulance!* Ask students to practise the short conversations in their pairs.
  - Ask confident students to act out the conversations to the class.

## ANSWERS

### Exercise 1

- 1 fire alarm
- 2 fire engine
- 3 firefighter
- 4 fire
- 5 police officers
- 6 police car
- 7 police station
- 8 thief
- 9 accident
- 10 ambulance
- 11 first aid kit
- 12 paramedic

### Exercise 2

- 1 A Help! Fire!  
B Quick! Call the fire brigade!
- 2 A Stop! Thief!  
B Quick! Call the police!
- 3 A Look! A car accident!  
B Quick! Call an ambulance!

- 1 **Aim:** To practise past simple regular verbs
- 2 **Activity type:** Gapped picture story
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Briefly review the form of past simple regular verbs by writing the following on the board and eliciting the past simple forms: *want, rush, arrive, decide, sound* (*wanted, rushed, arrived, decided, sounded*).
  - Give students a copy of the worksheet. Give them a few seconds to look at the picture story and understand the action of the story. With weaker students, describe the action of the story and elicit the relevant picture. For example, say *The woman walked home* and ask students to point to picture 11.
  - Tell students to read the story to the end before they start filling in the gaps.
  - Ask a confident student to read the first two sentences. Ask students to look at the example for number 1. Ask another student to read the next sentence and elicit the verb for number 2 (see **Answers** below).
  - Students work individually to complete the story. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed story sentence by sentence. Drill the pronunciation of the past simple regular verbs if necessary.
  - For **exercise 2**, ask students to cover the pictures and the text. Make statements about the story and elicit the correct response from the students, e.g. *There was a car accident. Wrong! There was a fire. The manager called the fire brigade. Right!*
  - Put students in pairs and tell them to take it in turns to cover the story and test their partner's memory in the same way.

## ANSWERS

- 1 wanted
- 2 sounded
- 3 called
- 4 walked
- 5 arrived
- 6 closed
- 7 moved
- 8 remembered
- 9 stopped
- 10 waited
- 11 decided
- 12 watched

## 71 It wasn't a good party!

Photocopiable p.244

- Aim:** To practise understanding and telling a story in the past
- Activity type:** Completing a story then retelling
- Time:** 15 minutes
- Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheets in half and give one sheet to each student.
  - Focus on the information in the table. Ask pairs of confident students to read the questions and answers in the information.
  - Ask students to start reading the gapped story and elicit the first missing word *Saturday* and the second missing words *my best friend*.
  - Put students in pairs and ask them to read the text together and to use the information to work out the missing words. Circulate to help with any problems.
  - Check the answers by asking students to read out sections of the completed story.
  - For **exercise 2**, ask students to cover the story. Start retelling the story using the notes, e.g. *The party was last Saturday. It was for my best friend, Tim. Elicit the next sentence It was at my flat. Tell students to work in their pairs to retell the story.*
  - Ask confident students to retell the story to the class.

### ANSWERS

#### Exercise 1

- Saturday
- my best friend
- surprise
- my flat
- fifty
- friends
- pizza
- chicken
- ambulance
- five minutes

#### Exercise 2

##### Sample retelling

The party was last Saturday. It was for my best friend, Tim. It was at my flat. There were about fifty people. They were all Tim's friends. There was pizza and chicken. Everybody was ill. It was the chicken. I called an ambulance. The paramedics arrived five minutes later.

## 72 What's the date today?

Photocopiable p.245

- Aim:** To practise talking about dates
- Activity type:** Writing dates then matching dates with conversations
- Time:** 10–15 minutes
- Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the first picture and the example date. Ask students to read the date aloud: *the twenty-first of August*. Elicit the second date: *the second of May*. **Write:** *2 May* on the board and ask students to write the answer in the correct place on the worksheet.
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking different students to write their answers on the board. Also elicit the spoken versions of the dates (see **Answers** below).
  - For **exercise 2**, put students in pairs. Ask a pair of confident students to read out the first conversation. Elicit that the conversation matches with number 4 in **exercise 1**. Ask students to continue matching the conversations with the dates in **exercise 1**. Tell them to write the number of the correct date in the box each time.
  - Check the answers with the class.
  - Ask students to practise the conversations in their pairs.

### ANSWERS

#### Exercise 1

- 21 August (the twenty-first of August)
- 2 May (the second of May)
- 23 February (the twenty-third of February)
- 10 July (the tenth of July)
- 12 June (the twelfth of June)
- 20 November (the twentieth of November)
- 31 March (the thirty-first of March)
- 17 December (the seventeenth of December)

#### Exercise 2

- 4
- 6
- 2
- 7
- 3
- 5
- 8
- 1



# 73 She took a taxi

Photocopiable p.246

- 1 **Aim:** To practise past simple irregular verbs
- 2 **Activity type:** Puzzle, writing past forms then gapped sentences
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the word snake, the example *go*, and the past form *went*. Ask them to circle the next verb *have*. Tell them to write it in the first column next to number 2. Elicit the past form *had* and the spelling and ask students to write that in the next column.
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking students to say the verbs and the corresponding past forms. Drill the pronunciation of the verbs if necessary. Make sure that students can distinguish the pronunciation of the present and past forms of *read*.
  - For **exercise 2**, explain that the sentences are about the Smith family at seven o'clock yesterday. Ask students to look at the first two sentences. Explain that they need to complete them with the verbs in brackets, but that the verbs aren't in the correct order. Elicit the past forms in the correct order (see **Answers** below).
  - Students work individually to complete the exercise.
  - Check the answers by asking students to read out the completed sentences.
  - As an extension, say *Yesterday I got up at six o'clock. I had breakfast*. Then elicit other examples of things that students did yesterday.
  - Put students in pairs. Ask them to tell each other about the things they did yesterday.

## ANSWERS

### Exercise 1

- 1 go / went
- 2 have / had
- 3 buy / bought
- 4 come / came
- 5 leave / left
- 6 make / made
- 7 read / read
- 8 do / did
- 9 drink / drank
- 10 see / saw
- 11 take / took
- 12 write / wrote
- 13 drive / drove
- 14 eat / ate
- 15 get / got
- 16 find / found

### Exercise 2

- 1 went / had / drove
- 2 ate / cleaned / walked
- 3 drank / walked / took
- 4 made / got / took

# 74 He didn't go to work

Photocopiable p.247

- 1 **Aim:** To practise past simple negative statements
- 2 **Activity type:** Correcting information then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures and explain that they show different members of a family last Saturday morning and afternoon.
  - Ask students to look at the first picture and to read the example sentences. Explain that the information given in the sentences is wrong. Ask students to look at the second picture and elicit the sentences *Ben didn't go to school. He went jogging*.
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking students to read out the pairs of sentences. Drill the pronunciation as a class if necessary.
  - For **exercise 2**, write the following cues on the board: *last Saturday / get up late*. Elicit: *I got up late* or *I didn't get up late. I got up early*. Add the following list of cues to the board: *play football / go shopping / have lunch with friends / speak English / use the Internet*. Elicit a few example statements from the students.
  - Put students in pairs. Ask them to talk about what they did and didn't do last Saturday, using the verbs in the list on the board.

## ANSWERS

- 1 They didn't get up early. They got up late.
- 2 He didn't go to school. He went jogging.
- 3 She didn't do her homework. She listened to music.
- 4 They didn't read books. They watched TV.
- 5 She didn't clean the house. She went shopping.
- 6 He didn't go to the supermarket. He phoned his friends.
- 7 They didn't make lunch. They ate pizza.
- 8 They didn't use the Internet. They went to a football match.

## 75

## Kate's life

Photocopiable p.248

- 1 **Aim:** To practise writing about your early life
- 2 **Activity type:** Ordering a biography then guided writing
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. Explain that they show stages in Kate's life.
  - Give students time to read through the information in the wrong order. Circulate to help with any problems.
  - Ask students to look at the beginning of the information numbered 1. Ask a student to read this section aloud. Elicit the next section as a class (see **Answers** below).
  - Students work individually to complete the exercise. Encourage them to use expressions of time and key words to help them work out the order.
  - Check the answers by getting students to read out the information in the correct order. If students have made mistakes, highlight the key words that decide the order.
  - For **exercise 2**, give students time to look at the framework. Elicit possible ways of completing the information. With weaker students, build a complete set of information on the board with the whole class.
  - Give students time to complete the framework with their own information.
  - As an extension, tell students to exchange their completed texts and guess who was the writer.

**ANSWERS****Exercise 1**

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

**Exercise 2****Sample answer**

I was born in *France*. We lived in *rue Bayard* in *Nantes*. I went to Lycée Pierre Guéguin. I liked it. I left school when I was *18*.  
I went to university in *Paris*.

## 76

## It wasn't my fault

Photocopiable p.249

- 1 **Aim:** To practise saying who is right and wrong
- 2 **Activity type:** Gapped conversation
- 3 **Time:** 10–15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for every two students. Cut the worksheet in half and give one sheet to each student.
  - Focus on the picture. **Say:** *Kim* and *Leo* and ask students to point to the correct character. **Ask:** *Is Leo happy?* **Elicit:** *No, he isn't.*
  - Ask students to read the conversation to the end and select the correct sentence for number 1 from the box (see **Answers** below). Ask students to cross out the sentence in the box.
  - Students work individually to complete the exercise. Remind them that there are two sentences in the box that they don't need. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed conversation. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, put students in pairs to practise the conversation. Circulate, encouraging students to read with expression.
  - Ask confident students to act out the conversation to the class.

**ANSWERS**

- 1 Anna, my girlfriend, isn't talking to me.
- 2 But it wasn't my fault.
- 3 Yes, but was her brother's fault.
- 4 You're right.



## 77

## Weekend activities

Photocopiable p.250

- 1 **Aim:** To practise the vocabulary of weekend activities
- 2 **Activity type:** Matching then sentence writing
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet.
  - Focus on the first picture and the example number 1 in the box for *go shopping*. **Ask:** *What's picture 2?* and elicit *wash the car*. Tell students to write number 2 next to *wash the car* in the list.
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking students to say the activities and the relevant numbers.
  - For **exercise 2**, say *Last weekend was fantastic*, and give examples of what you did and didn't do, e.g. *I didn't work in the garden. I met my friends*. Elicit further examples from the class and ask students to look at the examples on the worksheet.
  - Give students time to write their sentences. Circulate to help with any problems.
  - Put students in pairs and ask them to read out their sentences.
  - As an extension, tell students to report back to the class about their partner's weekend.

## ANSWERS

go to the cinema	9
go shopping	1
tidy the house	3
visit your family	8
meet your friends	7
wash the car	2
go to the theatre	10
do the washing	5
pay the bills	6
relax	12
go to the park	11
work in the garden	4

## 78

## Did you go out at the weekend?

Photocopiable p.251

- 1 **Aim:** To practise past simple *yes/no* questions
- 2 **Activity type:** Cued questions then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Briefly revise the vocabulary of weekend activities by saying key words and eliciting the full verb, e.g. *shopping – go shopping, the bills – pay the bills*, etc.
  - Give students a copy of the worksheet. Ask them to look at the first picture and the example question. Focus on number 2 and the verbs in the box. Elicit the verb they need to use (*wash the car*). Then elicit the full question *Did you wash the car?* and tell them to write the question in the correct place on the worksheet. With weaker students, elicit all the verbs students need to use before they write the questions.
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking students to read out the questions.
  - For **exercise 2**, put students in pairs. Ask pairs of confident students to ask and answer the questions across the class. Drill the pronunciation and intonation as a class if necessary.
  - Students continue asking and answering the questions in **exercise 1**.
  - As an extension, practise the question form with *he/she*. Ask a student about his/her partner and elicit the answer, e.g. *Did Paco visit his family? Yes, he did./No, he didn't.*
  - Tell students to work with a new partner and ask about the person they worked with in **exercise 2**.

## ANSWERS

- 1 Did you go shopping?
- 2 Did you wash the car?
- 3 Did you go to the cinema?
- 4 Did you pay the bills?
- 5 Did you tidy the house?
- 6 Did you stay in bed late?
- 7 Did you go to the park?
- 8 Did you visit your family?

- 1 **Aim:** To practise past simple *wh-* and *yes/no* questions
- 2 **Activity type:** Gapped conversation then pairwork
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the picture. Explain that it shows two friends talking about the weekend.
  - Ask students to read the conversation through to the end. Then ask them to read the first three lines again, including the example. With weaker students review the formation of past simple *wh-* and *yes/no* questions on the board.
  - Students work individually to complete the exercise. Circulate to help with any problems.
  - Check the answers by asking students to read out the completed conversation. Drill the pronunciation and intonation as a class if necessary.
  - Put students in pairs to practise the conversation.
  - For **exercise 2**, tell students to ask you the questions and give true answers. Elicit other possible answers from a few students.
  - Tell students to work with a new partner to ask and answer the questions.
  - Ask confident students to act out the conversation to the class.

**ANSWERS**

- 1 Did you have a good weekend?
- 2 What did you do on Saturday?
- 3 What did you do in the afternoon?
- 4 Did you buy anything?
- 5 What did you do next?
- 6 What did you do on Sunday morning?
- 7 What did you do in the afternoon?

- 1 **Aim:** To practise using questions in the past to build a conversation
- 2 **Activity type:** Gapped conversations
- 3 **Time:** 15 minutes
- 4 **Instructions:**
  - Make one copy of the worksheet for each student.
  - Give students a copy of the worksheet. Focus on the pictures. Explain that they show what people did at the weekend. Say the names of the characters in the conversations and ask students to point to the right person.
  - Ask students to look at the first picture and to read the first gapped conversation. Focus on the example question and then elicit question 1: *Where did you go?* Tell students to cross out the question in the box.
  - Put students in pairs and ask them to complete the gapped conversations together. Circulate to help with any problems.
  - Check the answers by asking pairs of students to read out the completed conversations. Drill difficult words and lines as a class if necessary.
  - For **exercise 2**, ask students to work with a new partner to practise the conversations.
  - Ask confident students to act out the conversation to the class.



**ANSWERS**

- 1 Where did you go?
- 2 Did you enjoy it?
- 3 I went to Paris.
- 4 I went with some friends.
- 5 Yes, it was fantastic.
- 6 What did you do on Saturday?
- 7 What did you do there?
- 8 Did you have a good time?
- 9 What did you see?
- 10 Was it good?



# Student's Book Review pages answer key

## Review 1-8

- 1 two, four, six, eight, ten  
 2  man, boy, husband, father, brother, son  
     woman, girl, wife, mother, sister, daughter  
 3 1 phone 2 husband 3 surname 4 mean 5 meet  
 4 1 a 2 an 3 a 4 an 5 a 6 a 7 an 8 a  
 5 1 This is Jordan's book. 2 Ryan is Cindy's husband.  
    3 That's Lucy's car. 4 Sarah is Peter's friend.  
    5 What's Sarah's phone number?  
 6 1 1 My 2 your 3 My  
    2 1 His 2 Her 3 my 4 our 5 her 6 their  
    3 1 his 2 Her 3 their  
 7 1 a classroom 2 a window 3 a door 4 a board 5 a teacher  
    6 a student 7 a notebook 8 a desk  
 8 a 1 h 2 d 3 a 4 e 5 g 6 b 7 f 8 c  
 9 1 Hello 2 How 3 you 4 fine 5 And 6 See 7 later  
    8 bye

## Review 9-16

- 1 a 1 Spain 2 Russia 3 Japan 4 Brazil 5 Canada 6 Italy  
    7 Indonesia 8 Australia  
 b 1 I'm from Australia.  
    2 Rome is the capital of Italy.  
    3 Marcel is from France.  
    4 Cathy's surname is Hawkins.  
    5 We aren't from China.  
 2 twenty-four, sixteen, eighty-five, twelve, fifty-three,  
    seventy, eleven, thirty-nine  
 3 1 is, 's, Are, 'm not, 'm 2 Is, isn't, 's 3 Are, aren't, 're  
    4 Are, aren't, 're, are, are  
 4 1 Are you from Argentina? 2 Is he a student?  
    3 What is her address? 4 Are you single?  
    5 How old are you? 6 Where are they from?  
    7 Are Joshua and Susie from Greece? 8 Is she divorced?  
    9 Is your brother a student? 10 What is his name?  
 5 1 isn't 2 is 3 are 4 is 5 isn't 6 aren't 7 is  
    8 isn't  
 6 1 sorry 2 OK 3 all 4 fine  
 7 1 It's ten past three. 2 It's nine o'clock.  
    3 It's quarter to four. 4 It's half past ten.  
    5 It's twenty to twelve. 6 It's five past eight.  
    7 It's twenty-five past eleven. 8 It's ten to six.

## Review 17-24

- 2 1 books 2 men 3 watches 4 pencils 5 keys 6 chairs  
    7 boxes 8 people 9 oranges 10 purses  
 3 kinds of food: bread, fruit, eggs, meat, vegetables, fish, butter,  
    cheese, chips, chocolate, rice  
    drinks: coffee, tea, beer, orange juice, wine, milk, water,  
    lemonade, fruit juice  
 4 1 on 2 next to 3 under 4 in front of 5 on 6 behind  
    7 in  
 6 1 c 2 b 3 d 4 a  
 7 1 c 2 f 3 b 4 e 5 a 6 d  
 8 8 Thank you  
    2 Yes, please.  
    4 Coffee, please.  
    1 Would you like a drink?  
    5 Milk and sugar?  
    7 Here you are.  
    3 Tea or coffee?  
    6 Just milk, please.

## Review 25-32

- 1 1 go 2 watch 3 play 4 listen to 5 read 6 work  
    7 drive 8 live 9 do  
 3 a 1 Do you live near here? 2 What do you do at the weekend?  
    3 When do you go shopping? 4 Do you watch TV every day?  
    5 What do you drink in the morning? 6 Do you like sport?  
    7 What time do you go to work? 8 Do you listen to music?  
    9 Where do you work? 10 Do you read a newspaper?  
 4 a 1 from 2 years 3 married 4 work 5 to 6 listen to  
    7 classical 8 do 9 swimming 10 I 11 go to 12 love  
    13 like 14 Italian  
 b 1 I live in Istanbul. 2 Yes, I do. 3 I work in an office in  
    the city centre. 4 No, I don't. 5 I watch TV and listen to  
    music. 6 No, I don't. 7 Yes, I do. 8 I like Chinese and  
    Italian food.  
 5 1 c 2 b 3 a 4 d  
 6 1 It's on Monday, at ten to six.  
    2 It's on Friday, at four thirty/half past four.  
    3 It's on Wednesday, at 8 p.m./8 o'clock.

## Review 33-40

- 2 1 Mike gets up at six o'clock.  
    2 He doesn't have breakfast at home.  
    3 He has breakfast at work.  
    4 He goes to work at 6.30.  
    5 He doesn't work in an office.  
    6 He works in a car factory.  
    7 He doesn't live near the factory.  
    8 He drives to work.  
    9 He finishes work at four o'clock.  
    10 In the evening he watches TV.  
 3 1 Do, do 2 Does, doesn't 3 does, don't 4 Does, does  
    5 Do, don't  
 4 John works in a hospital. He's a nurse. He works at weekends. He  
    likes his job.  
    Min works in a university. She's a secretary. She doesn't work at  
    weekends. She doesn't like her job.  
    Bill works in a hotel. He's a chef. He works at weekends. He  
    doesn't like his job.  
 5 1 f 2 a 3 g 4 d 5 b 6 e 7 c

## Review 41-48

- 1 b 1 arm, hand, finger, thumb 2 leg, foot, toe  
    3 head, hair, eye, ear, nose, neck  
 2 1 an old house 2 those big dogs 3 a new boyfriend  
    4 good neighbours 5 a black car 6 a bad headache  
 4 1 Have, got, haven't 2 Has, got, has 3 Have, got, have  
    4 Has, got, hasn't 5 Have, got, haven't  
 5 a 1 b 2 c 3 a 4 e 5 d  
 b old: Ben and Abbie's new flat  
    interesting: Michael's new job  
    very fast: Tina's new laptop  
    very nice: Jack and Sandy's new sports car  
    very big: Ben and Abbie's new flat  
    gorgeous: Connie's new boyfriend  
    yellow: Jack and Sandy's new sports car  
 6 1 Is this seat free? 2 Sure. Go ahead.  
    3 No, I'm sorry. It's taken. 4 There's a seat over there.  
 7 1 A Have you got any painkillers?  
    B Yes, here you are. What's the matter?  
    A I've got a really bad headache.  
    B Oh dear.  
 2 A I've got an appointment at the doctor's today.  
    B Why? What's the matter?  
    A I've got a bad back.  
    B Oh, I see. Well, I hope you feel better soon.

**Review 49–56**

- 3 1 There's 2 There isn't 3 There are 4 There's  
5 There aren't 6 There are 7 There aren't 8 There isn't  
9 There's
- 4 a 1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 F
- b 1 There are nine flats in the block.  
3 The flat is on the first floor.  
4 There is one small bedroom and one big bedroom.  
6 There isn't a garden.  
8 You can see the shops from the living room.
- 5 1 music, some, like 2 take, would, about, make 3 restaurant, second

**Review 57–64**

- 1 1 tie 2 suit 3 jacket 4 dress 5 shirt 6 socks 7 jumper  
8 jeans 9 boots 10 shorts 11 trainers 12 T-shirt
- 3 1 1 're travelling 2 're waiting 3 's writing 4 's reading  
5 's drinking  
2 1 'm having 2 're sitting 3 're eating 4 'm wearing  
5 's taking
- 4 1 aren't waiting 2 aren't travelling 3 isn't reading  
4 isn't playing 5 aren't having 6 'm not wearing
- 5 1 Are you going by plane? Yes, I am.  
2 Is he having a shower? No, he isn't.  
3 Are they waiting for the bus? No, they aren't.  
4 Is she watching TV? Yes, she is.  
5 Are we taking the train? Yes, we are.  
6 Are you going to work? No, I'm not.
- 6 a a Mary b Sophie c Carmen d Rita
- b Mary is wearing boots, a skirt, and a top. She's reading a book.  
Sophie is wearing trainers, shorts, and a T-shirt. She's listening to music.  
Carmen is wearing shoes, a dress, and a hat. She's looking at photographs.  
Rita is wearing shoes, jeans, and a jumper. She's talking on a mobile.
- 7 1 See you later. 2 Have a nice time. 3 See you tomorrow.  
4 I won't be long.
- 8 I'm going on holiday on Saturday.  
We're going to Dubrovnik.  
With my family.  
No, we aren't. We're going by plane.  
We're staying in a small hotel in the city centre.

**Review 65–72**

- 3 1 Were 2 wasn't 3 was 4 Was 5 was 6 Were 7 weren't  
8 were
- 4 1 played 2 watched 3 started 4 finished 5 listened  
6 phoned 7 organized 8 played
- 5 1 b 2 c 3 b 4 a
- 6 1 Don't talk to me! 2 I'm very angry with you.  
3 It was very embarrassing. 4 That's it!
- 7 1 the sixteenth of November  
2 the third of March  
3 the tenth of April  
4 the thirtieth of September  
5 the twenty-ninth of May

**Review 73–80**

- 1 saw, lived, went, started, cooked, came, painted, ate, bought,  
played, drank, watched, made, took, looked, did, had, wanted  
**irregular:** see, go, come, eat, buy, drink, make, take, do, have
- 2 1 h 2 g 3 i 4 d 5 b 6 e 7 a 8 f 9 c
- 3 a 1 came 2 went 3 lost 4 cleaned 5 had 6 paid  
7 cooked 8 bought
- b 1 I didn't come home early yesterday.  
2 We didn't go shopping on Friday.  
3 I didn't lose my glasses.  
4 Ryan didn't clean the car on Saturday.  
5 They didn't have a party at the weekend.  
6 Cindy didn't pay the bills.  
7 I didn't cook dinner yesterday.  
8 We didn't buy a new car.
- 4 1 Did you go swimming yesterday? Yes, I did. / No, I didn't.  
2 Did you buy a new mobile last week? Yes, I did. / No, I didn't.  
3 Did you get up at 6.30 this morning? Yes, I did. / No, I didn't.  
4 Did you wear brown shoes yesterday? Yes, I did. / No, I didn't.  
5 Did you take the bus today? Yes, I did. / No, I didn't.  
6 Did you do the washing this morning? Yes, I did. / No, I didn't.  
7 Did you cook dinner last night? Yes, I did. / No, I didn't.  
8 Did you eat breakfast today? Yes, I did. / No, I didn't.
- 6 1 She was born in Argentina, in South America. 2 She was four.  
3 He worked for a newspaper. 4 She spoke Spanish.  
5 No, they didn't. 6 She went to university in England.  
7 She got a job with a mobile phone company.  
8 She got married last year.
- 7 1 you're 2 wasn't 3 right 4 his
- 8 1 Where did you go? Was it good?  
2 What did you see? Did you enjoy it?



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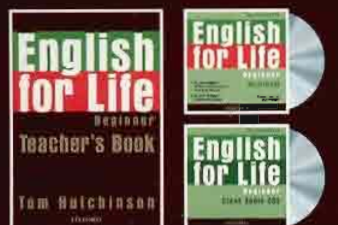
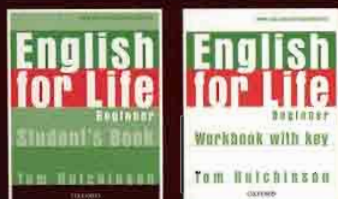
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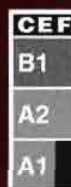
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