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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 the 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 Elementary level, *Now I can ask for and give directions* (lesson 24), *Now I can respond to requests* (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) provides further extension material, for both teachers and students.

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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 usually introduced in one lesson and then 'questions' are introduced in a separate lesson. 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* Elementary have been chosen to reflect basic needs such as *everyday life* (lesson 9), *furniture* (lesson 25), and *clothes* (lesson 57), but also include very functional topics such as *places to go* (lesson 37) and *at the post office* (lesson 61). 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 *ordering food and drink* (lesson 16), *making arrangements* (lesson 40), and *giving measurements* (lesson 72).

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 *families* (lesson 19) and *tipping* (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.

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 *family members* (lesson 17) or *school subjects* (lesson 41).
- 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.

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- 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. present simple: statements (lesson 10), or present perfect and past simple (lesson 78).
- 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 *giving directions* (lesson 24), and an episode of the ***That's Life!*** storyline.

Functional lessons

- The lessons focus on common activities and situations in everyday life, such as *making polite requests* (lesson 32), *on the telephone* (lesson 64), and *checking in* (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 *suggestions* (lesson 20) or *talking about sad events* (lesson 52).
- 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 *word stress* (lessons 3, 5, 33) and *past participles* (lesson 77).
- There is also an introduction to the phonemic alphabet and to sounds that cause problems, such as *schwa /ə/* (lesson 17) or */s/ and /z/* (lesson 57).

English in the world

- This features aspects of English-speaking culture. A wide range of topics are covered, such as *foreign words in English* (lesson 16), *working hours* (lesson 35), and *medical signs* (lesson 47).
- 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. evey 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.

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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, 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 a lexical set of countries and nationalities and say where people are from. (Vocabulary 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 elementary-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 the 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.

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- 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 aspects of their own cultural lives to support their verbal comparisons.

Vocabulary Activities

Games

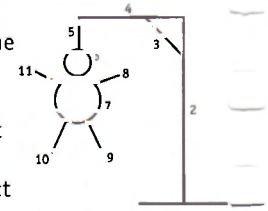
Bingo (lessons 8, 50, 78)

Prepare a list of vocabulary that you want to revise.
Go through the items to check that students understand and know how to pronounce each one.
Ask students to draw a 4 x 4 grid and to write 16 words, one 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) and shout 'Bingo'.

Guess What (lesson 77)

Write out a selection of activities or words that students have learned on pieces of paper e.g. *run a marathon, drive a car, write a letter, read a newspaper, drink a hot coffee,* etc. Place the papers in a pile at the front of the class.
Put students in A/B teams. One student from team A comes to the front and picks up a piece of paper, then mimes the activity.
The first team has 30 seconds to guess the activity or word. (Note that if you have written a phrase, students have to guess the whole phrase.) Award a point for a correct guess. If the first team doesn't guess correctly, ask the other team. Stick to the time limit for each phrase to keep the game moving quickly and students involved.

Hangman (lesson 2, 23, 62)



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 24)

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.

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Put students into 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.

Noughts and Crosses (lessons 30, 42, 72)

Draw a 3 x 3 grid on the board and write a word in each square. Divide students into two teams – 'noughts' (0) 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).

Spelling Lines (lesson 71)

Write a list of words that students have learned, e.g. *mountain, hill, river, ocean, desert, cliff, field, island.*
Arrange students in two rows – A and B. Say a word. The first person in Team A says the first letter of the word, the next person says the second letter. They continue, along the row, to the end of the word. If a team makes a mistake the other team has a chance to finish the word and win the point.

Vocabulary Snap (lessons 37, 61, 75)

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 turn 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.

Whiteboard Scrabble (lessons 55, 69)

Choose a vocabulary topic to revise, e.g. *food*. Write a word, e.g. *chicken* in large letters on the board.
Divide students into two teams. Teams take it in turns to add other words to the board using one of the letters from *chicken*, for example they might use the *c* to add *cheese*, or the *i* to add *ice cream*.
Teams score a point for each letter in their words, e.g. *cheese* = 6 points, *ice cream* = 8 points. The winning team is the one with the most points.

Word Snake (lessons 5, 14, 26, 33)

Prepare a group of words to revise. Write out the words with no spaces or punctuation, e.g. *sitpaintplayhaverun*.
Make 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 in the word snake.

Whispers (lesson 16)

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 large pictures showing key vocabulary items. 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.

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, use this as a spelling check. Put students in 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 logical answers.
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.
- words with the same sound, e.g. plural endings: *pens, cards, apples, keys, watches*.

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Students learn how to introduce themselves and practise spelling.

Warm-up

- Arrange the class in a circle. Say your name. The student on your left says your name and his/her name. The next student says your name, the name of the first student, and his/her name, e.g.

Teacher *Anna*
Student 1 *Anna, Giorgio*
Student 2 *Anna, Giorgio, Kamel*

1a
- **Elicit/Teach:** *conference, advertising company.*
- Ask questions about the picture, e.g. *Who can you see? Where are they?*
- Focus on the text. Point to your ear and then to the text. **Say:** *Read and listen.* Play audio 1.1.
- Drill each line as a class then individually. Check intonation and pronunciation.

b
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise the conversation. Monitor.

2
- Focus on the **Language note**. **Write:** *a student, an engineer* on the board. Elicit more occupations and write them on the board. Point to each one. **Ask:** *'a' or 'an'?* Drill each occupation with the article, e.g. *a nurse, an engineer.* Check pronunciation of *a* (this is a weak form /ə/). Tell students to look at the rules on Student's Book page 103.
- **Write:** *I work in a shop. I work for an advertising company.* on the board. Elicit/Explain that we use *in* with a place and *for* with a company.

3a Your life
- **Write:** *I'm a teacher.* on the board. Ask students to write a sentence about their occupation.
- Nominate individual students. **Ask:** *What do you do, (Manolo)?* Write the jobs on the board. Drill new words and check comprehension.
- Nominate individual students to say a sentence about where they work using *I work in/for ...* Write the places/companies on the board.
- Tell students to move around the classroom and introduce themselves to people. Monitor.

b
- Focus on the pictures. Drill each line as a class then individually. Tell students to look at the rules on Student's Book page 103.
- Ask individual students to tell the class about one of the people they spoke to in **exercise 3a**.
- Put students in pairs to ask and answer questions about the other members of the class. Monitor.

4
- Focus on the alphabet. Play audio 1.2 for students to listen and repeat.
- Drill the alphabet as a chain. **Say:** *A*, point to a student and elicit *B*, etc. Repeat the chain backwards. If your students are not used to Roman script, provide extra practice by writing the letters of the alphabet in upper and lower case on the board and drilling the letters out of order.

5
- **Elicit/Teach:** *registration, badge.*
- Ask questions about the picture, e.g. *Who can you see? Where is Marie? What is she doing?*
- Play audio 1.3 for students to read and listen.
- Drill each line as a class then individually.
- **Write:** *Casson* on the board. Point to the double letter. **Ask:** *What's this?* **Elicit:** *double 's'.*

6
- Focus on the names. Drill each one. Tell students to listen and write the surnames. Play audio 1.4.
- Go through the answers as a class. Ask individual students to spell the first name and surname of each person.

Kanu, Winfield, Chagga

Audio script 1.4

1	**Man 1**	Hello. My name's Imran Kanu.
	Man 2	Sorry. What's your last name again?
	Man 1	It's Kanu.
	Man 2	How do you spell that?
	Man 1	It's K-A-N-U.
	Man 2	Oh yes, thank you. Here's your badge.
	Man 1	Thank you.
2	**Woman**	Hello. My name's Emily Winfield.
	Man	Sorry. Can you repeat your last name again, please?
	Woman	It's Winfield.
	Man	How do you spell that?
	Woman	It's W-I-N-F-I-E-L-D.
	Man	Oh yes, thank you. Here's your badge.
	Woman	Thank you.
3	**Man 1**	Hello. My name's Nelson Chagga.
	Man 2	Sorry. What's your last name again?
	Man 1	It's Chagga.
	Man 2	How do you spell that?
	Man 1	It's C-H-A-double-G-A.
	Man 2	Oh yes, here you are. Here's your badge.
	Man 1	Thank you.

In some countries surnames have suffixes which tell you whether the person is male or female. This doesn't happen in English, so 'A. Manson' could be female or male.

7 Your life
- Ask students to spell their first name and surname. Write the letters on the board so students can check they have said the correct letters.
- Focus on the text in **exercise 5**. Nominate a student to read the part of the man. Read Marie's part yourself but use your own name, e.g. *Hello. My name's (Mark Jones).*
- Put students in pairs to practise. Monitor.
- Ask different pairs of students to read their conversation to the class. Check pronunciation.

English in the world

- Focus on the text. **Write:** *Hello, I'm (Mark).* on the board. Introduce yourself using your first name. Ask different students to introduce themselves using their first name.
- Repeat with your first name and your surname. Tell students to stand up and move around introducing themselves to other members of the class. Monitor.
- Focus students' attention on the **can do** statement: *Now I can introduce myself and spell my name.*

Follow-up

- Write some of the names and words from the lesson on pieces of paper in upper and lower case, e.g. *meet, music, nice, NAME, double, badge, BANK,* etc. Prepare one word for each student.
- Hand out the pieces of paper and tell students to look at their words and arrange themselves in alphabetical order. Ask each student to hold up their word and say it. Check pronunciation.

Resource activity pages 174 and 254

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Students learn and practise singular and plural nouns.

Warm-up

- Arrange the class in a circle. Introduce yourself to the student on your left, e.g.
  Teacher *Hi. I'm (Maria).*
  Student 1 *Pleased to meet you, Maria. My name's (Samir).*
  Teacher *Nice to meet you, too, Samir.*
- The student on your left introduces him/herself to the next student, and so on. If you have a large class, start another chain with the student on your right.

1a
- Focus on the picture. Tell students to cover the words. Ask them if they can name any of the items.
- Go through the words in the box. Drill each item as a class and individually. Point to items in the classroom or in the picture. **Ask:** *What's this?* Elicit the names of the items in the box.
- Point to the words and gaps above the picture. Tell students to write the words from the box in the correct place.

b
- Play audio 2.1 for students to listen and check.
- Play the audio again for students to listen and repeat.
- Drill each item as a class then individually. Check intonation and pronunciation.

1 a door 2 a board 3 a desk 4 a bag 5 a pen 6 a book
7 a pencil 8 a notebook 9 a computer

2
- Put students in pairs. Give them one minute to look around the classroom and list as many objects as possible.
- Ask students to call out their words and write them on the board.
- Drill the new words and check comprehension.

3
- Focus on the table. Play audio 2.2 for students to listen and repeat.
- Drill the singular and plural forms. Check pronunciation of *s* in regular plurals.
- Tell students to cover the table. Say words from the table at random to elicit the plural form, e.g. **Say:** *man*. **Elicit:** *men*.
- Tell students to look at the table on Student's Book page 103.
- **Write:** *umbrella* on the board. Elicit the plural form *(umbrellas)*. Repeat with a selection of words from **exercise 1**.

The plural *s* is not usually a problem for students whose language uses *s* to make plural forms, though they may have problems with irregular plurals or forget to use *es* with words ending *ch*, *sh*, etc. However, speakers of languages such as Arabic, where plurals are often formed by changing the word itself, may forget to add *s* in English.

4
- Do the example together. Play the first item on audio 2.3. Students hear *a desk*, make the plural with *three*, then listen and repeat.
- Play the rest of the audio.

Audioscript 2.3

1 a desk – three desks
2 a woman – three women
3 a window – three windows
4 a badge – three badges
5 a person – three people
6 a box – three boxes

5
- Focus on the pictures. Drill each question and answer.
- Elicit/Teach that we usually use *this/these* for things that are close to us and *that/those* for things that aren't. Hold up two pens. **Say:** *these*. Hold up/point to different things in the classroom to elicit *this, that, these, those*.
- Nominate a student. Hold up your pen. **Ask:** *What's this (Omer)?* **Elicit:** *It's a pen.* Practise with different classroom objects to elicit *It's a .../They're ....*
- Put students in pairs. **Say:** *Ask and answer questions about things in the classroom.* Monitor.

6a
- Play the first conversation on audio 2.4 for students to read and listen.
- Drill each line as a class and individually.
- Repeat with each conversation.
- Nominate pairs of students to read a conversation to the class. Check pronunciation.
- Put students in pairs to practise.

b
- **Ask:** *What does 'notebook' mean?* **Elicit:** *It means 'a thing we write in'.* Repeat with other items from **exercise 1**, 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. *name, pleased to meet you, pen.*
- **Write:** *window* on the board. **Ask:** *How do you say this word?* **Elicit:** /'wɪndəʊ/. Practise with other items from the lesson.
- **Ask:** *How do you spell 'pencil'?* **Elicit:** *P-E-N-C-I-L.* Practise with different items.
- Put students in pairs to practise together. Monitor and check pronunciation.

7 Your life
- Write the names of three items in the classroom on the board, e.g. *ten pens, a desk, two computers.*
- Point to the items. **Ask:** *What's a (pen)?* to elicit sentences, e.g. *It's a thing you write with.*
- **Say:** *Make a list of things in the classroom.* Monitor.
- Put students in pairs to compare their lists. Ask individual students to read out some of the items on their list. Ask questions about the items, e.g. *What's a (notebook)?* to elicit sentences, e.g. *It's a thing you write in.*
- Focus students' attention on the **can do** statement: *Now I can name things in my classroom.*

Follow-up

- Play a game of Hangman (see page 10).
- Arrange students in two groups and explain the rules of Hangman. Play the game using a selection of words from **lessons 1** and **2**.
- Once students understand the game, put them in smaller groups to play together, and monitor.

Resource activity pages 175 and 254

Students learn cardinal numbers 0–100 and ordinal numbers (*first, second*, etc.), and practise asking where things are.

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Warm-up

- Divide the board into two columns with six rows. Label the columns *team 1* and *team 2* and number the rows 1–6.
- Put students in two teams. Each team chooses one person to write on the board. Teams have two minutes to call out classroom objects, which their 'writer' adds to their column. Note that they cannot use objects which the other team has already written.
- The winning team is the first team to write six correctly spelt words.

1a • Tell students to cover the exercise. Write the following numbers on the board: 0, 1, 2, 4, 6, 8, 10, 11, 13, 15, 17, 19. Point to the first number. **Elicit/Teach:** *zero/oh*. Continue to *nineteen*. Check pronunciation of *teen*.
- Repeat with *20, 30, 50, 60, 70, 90, 100*. Check pronunciation of *ty*.
- Focus on the numbers in the box. Drill each one as a class then individually.
- Ask students to complete the list of numbers.

b • Play audio 3.1 for students to listen and check.
- Play the audio again for students to listen and repeat.

3 three 5 five 7 seven 9 nine 12 twelve 14 fourteen
16 sixteen 18 eighteen 40 forty 80 eighty

2 • Put students in small groups to say the numbers as a chain from 30 to 50, e.g. S1: *thirty*, S2: *thirty-one*. Monitor.
- Go through the numbers 30–50 as a class.

3a • Focus on the numbers. Drill each one as a class then individually. Check pronunciation.
- Write the numbers on the board. Point to each one at random and elicit the number.

b • Tell students to listen and write the numbers. Play audio 3.2 twice.
- Go through the answers as a class. Check pronunciation.

47, 30, 16, 99, 68, 21

Audio script 3.2

1 **A** How old are you?
B I'm forty-seven.
2 **A** How much is this shirt?
B It's £30.
3 **A** How many students are there in your class?
B Sixteen.
4 Good morning. This is City Radio. It's on 99 FM.
5 So, here's your key. You're in Room 68.
6 This is our bus – number twenty-one.

4 • **Elicit/Teach:** *lift/elevator, floor*.
- Focus on the ordinal numbers. Play audio 3.3 for students to listen and repeat.
- **Drill:** *It's on the third floor* as a class then individually. Repeat with each ordinal number.
- Say numbers at random to elicit the ordinal, e.g. **Say:** *three*. **Elicit:** *third*.
- Put students in pairs to practise.

5a • Focus on the picture. **Elicit/Teach:** *meeting, yoga, beginner*.
- **Ask:** *Where is the meeting for new students? What floor is Room 42 on?* **Elicit:** *In Room 42. On the fourth floor.*
- Play audio 3.4 twice for students to listen and complete the table.

b • Play the audio again and go through the answers as a class.

Yoga: 20, second English: 59, fifth Computers for beginners: 11, first

Audio script 3.4

1 **Man** Excuse me. Where is the meeting for new students, please?
Receptionist It's in Room 42.
Man Room 42? Where's that, please?
Receptionist It's on the fourth floor.
Man Thank you.
2 **Woman** Excuse me. Where is the yoga class, please?
Receptionist It's in Room 20.
Woman Room 20?
Receptionist Yes. It's on the second floor.
Woman Thank you.
3 **Woman** Excuse me. Where is the English class, please?
Receptionist English 1 or English 2?
Woman Oh, English 1.
Receptionist English 1 is in Room 59.
Woman Room 59. Where's that, please?
Receptionist It's on the fifth floor.
Woman Thank you.
4 **Man** Excuse me. Where is Computers for beginners, please?
Receptionist It's in Room 11.
Man Room 7?
Receptionist No, Room 11.
Man Oh. Thank you. Where is that, please?
Receptionist It's on the first floor.
Woman Thank you.

6 • Nominate two students to read out the example conversation. Check pronunciation. Put students in pairs to practise.
- Focus on the table in **exercise 5a**. **Say:** *Make conversations about Yoga, English 1, and Computers for beginners*. Monitor.
- Nominate different pairs to read out their conversations. Check pronunciation.

Pronunciation

1 • **Elicit/Teach:** *syllable*.
- Play audio 3.5. **Write:** *thirteen* on the board. Model the pronunciation by pointing to each syllable as you speak. **Ask:** *Is the stress on the first or second syllable?* **Elicit:** *the second syllable.* and mark this. Repeat with *thirty*, making sure students can hear the difference.

2 • Drill the pairs of numbers individually then as a class.
- Focus on the first pair of numbers. Play the first item on audio 3.6. **Ask:** *thirteen or thirty?* **Elicit:** *thirty* and write this on the board so students can check.
- Play the rest of the audio.

Audio script 3.6
thirty, fifteen, sixty, seventeen, eighteen, ninety

- Focus students' attention on the **can do** statement: *Now I can use numbers and ask about location.*

Follow-up

- Dictate ten pairs of numbers. Tell students to add up the two numbers in each pair and write the total, e.g. you say *24 and 31*, students write *55*.

Resource activity pages 176 and 255

Students learn and practise expressions for saying *hello* and *goodbye*.

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Warm-up

- Dictate 12 numbers between 0 and 100. Go through the numbers, writing the figures on the board.
- Put students in pairs. Ask them to write out the numbers as words, e.g. *twenty-one*.
- Go through the numbers as a class. Ask individual students to spell numbers.

1a
- Explain that students are going to read and listen to a story throughout the book. In this lesson they meet some of the characters.
- Play audio 4.1 to familiarize students with how the story develops and with the characters' voices.
- Elicit/Teach key vocabulary for each picture, e.g.
  picture 1: *Internet cafe, Ireland, wife, shop, counter, sign, unload*
  picture 2: *street, mobile*
  picture 3: *box, van, boss*
  picture 4: *fix (a computer), offer, computer engineer, Australia, boyfriend*
  picture 5: *jog, office, USA, Singapore, magazine company*
- Write the new words on the board and drill as a class and individually.
- Tell students to cover the text. Ask questions about the **pictures** to check basic comprehension, e.g.
  picture 1: *Where is the man? What is he doing? What does the sign say? What is the woman's job?*
  picture 2: *Where is the girl? What is she doing?*
  picture 3: *What is the man holding? Where is the van?*
  picture 4: *How many people are in the cafe? What are they doing?*
  picture 5: *What is the girl doing? Where is the man going?*
- Play the audio again. Ask questions about the **text** to check comprehension, e.g.
  picture 1: *What is the man's first name? What's his surname? Is he from London? Where does he live? Is he married? What's his wife's name? Whose Internet cafe is this?*
  picture 2: *What is the girl's first name?*
  picture 3: *What's Lucy's surname? Is she a student? What does she do? Who is Olive?*
  picture 4: *Who is the man? What's his surname? Is he English? What does he do? Is he married? Who is his girlfriend?*
  picture 5: *Who is the man? Where is he from? Where does he work? Does he work with Sarah? What's Sarah's surname? Is Sarah from the USA? Does Sarah work?*

b
- Focus on the names. Drill each name.
- Put students in pairs. **Say:** *Read the text again and match the first names with the surnames.*
- Go over the answers as a class. Ask individual students to spell the first names and surnames.

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

2
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- Play audio 4.1 for students to listen and repeat.
- Elicit/Explain when to use *Good morning (before 12 p.m.), Good afternoon (between 12 p.m. and 6 p.m.), Good evening (after 6 p.m.)*.
- Drill each expression as a class then individually.
- Put students in pairs. **Say:** *Cover the text and write down expressions for saying 'hello'.*
- Repeat with expressions for saying *'goodbye'*.

3
- Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise all six roles. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can say hello and goodbye.*

Follow-up

- Prepare a list of words from **Lesson 1** to **4** and mark the number of syllables, e.g.
  1 syllable: badge, spell, desk, name, boss, wife
  2 syllables: country, music, notebook, vowel, boyfriend, cafe
  3 syllables: umbrella, company, computer, alphabet, Internet, magazine
- Put students in two teams. Teams take it in turns to say if they want to spell a word with one, two, or three syllables. A one-syllable word spelt correctly wins the team 1 point, two syllables wins 2 points, etc.

Resource activity pages 177 and 255

Students learn a lexical set of countries and nationalities and say where people are from.

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Warm-up

- Make Word Snakes (see page 11) of the questions and answers in **lesson 2 exercise 6**, e.g. *whatdoesfrenchmeanitmeansfromfrance.*
- Put students in groups to unscramble the questions and answers, rewrite them with the correct punctuation, and then practise them.

1
- **Elicit/Teach:** *country, flag, nationality, language.*
- Play audio 5.1 all the way through.
- **Write:** *Her country is ___, Her nationality is ___.* Point to the first gap. **Ask:** *What's this?* **Elicit:** *Italy.* Repeat with the second gap to elicit *Italian.* Play the first three lines of the audio for students to listen and repeat.
- Drill each line of the conversation as a class and individually.
- Focus on the countries and nationalities. Play the rest of the audio for students to listen and repeat.
- Drill each item as a class and individually. Tell students to cover the countries. Say nationalities to elicit countries, e.g. **Say:** *Spanish,* **Elicit:** *Spain.* Repeat with nationalities covered.
- Put students in pairs to practise. Monitor.

- Focus on part 1 of the **Language note**. Drill the sentences.
- Make a sentence about yourself, e.g. **Say:** *I'm from (Britain). I'm British. I speak English.*
- Nominate individual students to make similar sentences using countries and nationalities from the list, e.g. *I'm from Argentina. I'm Argentinian. I speak Spanish.*
- Read through part 2. **Write:** *I'm from Poland. I'm from Czech Republic.* Put a cross next to the second sentence to show it is incorrect. Elicit that the Czech Republic needs a definite article (other examples are *the USA, the UK, the Netherlands*).

2
- Play the first item on audio 5.2. Students hear *He's from China,* say the nationality, then listen and repeat.
- Play the rest of the audio.

Audio script 5.2

1	He's from China. He's Chinese.	4	She's from France. She's French.
2	She's from Brazil. She's Brazilian.	5	He's from Holland. He's Dutch.
3	He's from the USA. He's American.	6	She's from Poland. She's Polish.

In some languages adjectives describing nationality have two forms, masculine and feminine. In English there is only one form, used with both male and female nouns, e.g. *He/She is Spanish.*

3
- **Write:** *Hiroko is ___.* on the board. Point to the gap. **Say:** *Listen. What is Hiroko's nationality?* Play the first conversation on audio 5.3. **Elicit:** *Hiroko is Japanese.*
- Tell students to listen and complete the gaps.
- Go through the answers as a class.

1 Japanese, Spanish 2 American, Brazilian 3 British, Russian 4 Italian, Australian

Audio script 5.3

1	**Woman**	Hi. I'm Hiroko. I'm from Japan.
	Man	Pleased to meet you, Hiroko. My name's Pedro. I'm from Spain.
	Woman	Nice to meet you, too, Pedro.
2	**Woman**	Hello. My name's Ivana.
	Man	Nice to meet you, Ivana. I'm Jose. Where are you from?
	Woman	I'm from the USA. And you?
	Man	I'm from Brazil.
3	**Man**	Hi. My name's Sam. I'm from Britain.
	Woman	Pleased to meet you, Sam. My name's Olga. I'm from Russia.
4	**Woman**	Hello. My name's Maria.
	Man	Nice to meet you, Maria. I'm Bill. Where are you from?
	Woman	I'm from Italy. And you?
	Man	I'm from Australia.

- Focus on the **Language note** and read the example together. **Ask:** *When do we use a capital letter?* **Elicit:** *at the beginning of a sentence.* Note that we also use capital letters for people's names, for countries, and cities. Repeat with *full stops* to elicit that we use these at the end of a sentence.

4
- **Elicit/Teach:** *famous, alive, dead.* Focus on the pictures. Check that students recognize the people.
- Drill each sentence. **Write:** *Madonna is American.* on the board. Point to *is.* **Ask:** *Is Madonna alive or dead?* **Elicit:** *She's alive.* Repeat with *Che Guevara was Argentinian.* **Elicit:** *He's dead.*
- Ask students to name two famous people. Elicit sentences about their nationality using *is* or *was* and write them on the board.
- Put students in pairs. Tell them to write sentences about five more famous people. Monitor.
- Ask individual students to read out one of their sentences. Check pronunciation.

5 Your life
- Focus on the first question and drill it as a class and individually. **Ask:** *Where are you from, (Hans)?* **Elicit:** *I'm from (Germany).* Repeat with each question.
- Tell students to read the questions and write answers for themselves.
- Ask students to move around, asking and answering the questions. Monitor.

Pronunciation

a
- Play audio 5.4. **Write:** *Australia/Australian* on the board. Model the pronunciation of each word by pointing to each syllable. **Ask:** *Where is the stress?* **Elicit:** *On the second syllable.* and mark this on both words.
- Repeat with *China/Chinese* to elicit that the stress is on the first syllable in *China* and the second in *Chinese.*
- Play the audio again for students to underline the stress.

1 Australia / Australian 2 China / Chinese 3 Britain / British
4 Hungary / Hungarian 5 Poland / Polish 6 Italy / Italian
7 America / American 8 Canada / Canadian

b
- Play the audio again for students to listen and repeat.
- Focus students' attention on the **can do** statement: *Now I can give someone's nationality.*

Follow-up

- Write out countries and nationalities on the board but leave a gap for each vowel, e.g. *H _ n g _ r y, P _ l _ s h.*
- Put students in pairs. Tell them to write the missing vowels in each word. Give them a time limit.

Resource activity pages 178 and 256

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Students learn and practise the verb *to be*.

Warm-up

- Revise countries and nationalities with a board dash. Divide the board into four columns headed *ian, ish, ese, other.*
- Put students in two teams. Call out a country from **lesson 5**, e.g. *Spain*. Students run to the board to write the nationality in the correct column. The first team to write the word correctly wins a point.
- Go through the answers as a class, eliciting the countries. Check pronunciation.

1a
- Tell students to cover the text. Ask questions about the picture, e.g. *Who can you see? Where are they?*
- **Elicit/Teach:** *office, there, here, Brussels, today, assistant, conference, guy, Marketing, unfortunately.*
- Play audio 6.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *Where is Paul Smith? Why are Paul and his assistant in Brussels? Where does Tim work?*
- Drill each sentence as a class.

b
- Focus on the text. Put students in groups of three. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to play all three roles. Monitor.
- Ask one group to act out the text for the rest of the class.

2
- Focus on the table. Drill the examples as a class and individually. Check pronunciation.
- Go through the rules on Student's Book page 103.
- **Write:** *'m* on the board. **Ask:** *What's this?* **Elicit:** *am.* Repeat with each short form (*'s, isn't, 're, aren't*) to elicit the full forms (*is, is not, are, are not*).
- **Write:** *They's from Italy. She is in Brussels not. We arn't at work.* on the board. Put a cross next to each sentence to show they are incorrect. Ask students to correct them. **Elicit:** *They're from Italy. She isn't in Brussels. We aren't at work.*

3
- Do the examples together. Play the first item on audio 6.2. Students hear *They're in Paris*, say the negative, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 6.2

1 They're in Paris.
They aren't in Paris.
2 I'm his assistant.
I'm not his assistant.
3 He's at a conference.
He isn't at a conference.
4 She's Russian.
She isn't Russian.
5 We're in Room 10.
We aren't in Room 10.
6 This is my office.
This isn't my office.

Students might have problems with the verb *to be* if their own language doesn't have an equivalent, e.g. Arabic or Turkish, or if it exists in their language but is rarely used, e.g. Vietnamese.

4
- Focus on the table. Drill the examples as a class and individually. Check pronunciation.
- Focus on the rules on Student's Book page 104.
- **Write:** *They here? You student?* on the board. Put a cross next to the questions to show they are incorrect. Ask students to correct them. Repeat with *Yes, I'm. Yes, we're.* Remind students not to use contracted forms in short answers.

5
- Do the example together. Play the first item on audio 6.3. Students hear *You're new here*, make a question, then listen and repeat.
- Play the rest of the audio.

Audio script 6.3

1 You're new here.
Are you new here?
2 She's on holiday.
Is she on holiday?
3 They're in a meeting.
Are they in a meeting?
4 He's her boyfriend.
Is he her boyfriend?
5 It's on the first floor.
Is it on the first floor?
6 They're from Poland.
Are they from Poland?

6a
- Focus on the conversations. **Elicit/Teach:** *mobile, seat, free, help yourself.*
- Put students in pairs to complete the conversations, using short forms where possible.
- Go over the answers as a class. Ask individual students to say one line each. Check pronunciation.

1 Are, 'm not, 's/is 2 Is, isn't, 's/is 3 Are, aren't, 're/are
4 Are, are,'m/am is 5 Is, is

b
- Ask different pairs of students to read out one of the conversations. Check pronunciation.
- Put students in pairs to practise the conversations. Monitor.

7 Your life
- Focus on the cues. Elicit/Teach key vocabulary, e.g. *young, old, film star.*
- Put students in pairs. **Say:** *Write questions using the cues.*
- Go through the questions as a class. Check pronunciation.
- Think of a famous person that your students will recognize. Tell students to ask you questions to find out who the person is. Note that for a mixed nationality class you could elicit a list of famous people that everyone recognizes and use these people in the game.
- Play the game as a class until your students are confident.
- Put students in pairs. **Say:** *Play the game together.* Monitor.
- Focus students' attention on the **can do** statement: *Now I can say who and where people are.*

Follow-up

- Write out the following paragraph, or make up a similar one about someone your students will recognize.

  I'm from England. I'm not old. I'm married. My wife's a singer. I'm a sportsperson. We're famous. My name is ___.
- Put students in A/B pairs. Arrange the As in a row with a piece of paper and a pen/pencil and the Bs at the front. Put a copy of the paragraph at the front of the class. The Bs race to read the paragraph, remember as much as possible, then run back to their partner who writes it down.
- Go over the paragraph as a class.
- Write the names of three famous people on the board, including the one described in the dictation, e.g. *Tom Cruise, Jennifer Lopez, David Beckham.* Ask students to guess which person you were talking about. (The example paragraph is about David Beckham.)

Resource activity pages 179 and 256

Students learn *wh-* questions with the verb *to be* and practise giving information about themselves.

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Warm-up

- Put a large picture of a famous person on the board (use someone that students will recognize).
- Elicit as many details as possible about the person using these cues on the board, e.g. *first name, surname, age, nationality, married?, job, house?*

1
- **Elicit/Teach:** *customer, bank account, bank clerk, application form.*
- Tell students to cover the text. Ask questions about the picture, e.g. *How many people are there? Where are they?*
- Focus on the headings on the form. Play audio 7.1 for students to listen and repeat.
- Drill the headings as a class and individually. Check pronunciation.
- Go through the personal details. **Elicit/Teach:** *Mr, Ms, Mrs, Miss, male, female, single, married, separated, divorced, nurse.*
- Ask students to cover the personal details and look at the headings. Say personal details at random and nominate students to tell you the correct heading, e.g. **Say:** *divorced.* **Elicit:** *Marital status.*
- Repeat with the headings covered to elicit personal details.
- Put students in pairs to practise. Monitor.

2a
- Focus on the form in **exercise 1**. Tell students to listen and find four mistakes.
- Play audio 7.2 twice.

b
- Tell students to correct the mistakes.
- Go through the answers as a class. If necessary play the audio again, stopping after each mistake.

He's 35. He's Polish. He lives in Wickham Street. His telephone number is 07213 893214

Audio script 7.2

Clerk First, I need some information for the form. So, what's your title? Is it Mister?
Customer Yes, it is.
Clerk And what's your first name?
Customer It's Teodor.
Clerk Is that T-H-E-O ... ?
Customer No, it isn't. It's T-E-O-D-O-R. Teodor.
Clerk Thank you, and what's your surname?
Customer It's Makk.
Clerk How do you spell that, please?
Customer It's M-A- double K.
Clerk M-A- double K. Thank you. How old are you, Mr Makk?
Customer I'm thirty-five.
Clerk OK. And you're male, of course. Are you married?
Customer I'm divorced.
Clerk What's your nationality?
Customer I'm Polish.
Clerk OK. And what do you do?
Customer I'm a nurse.
Clerk What's your address?
Customer It's 29 Wickham Street – That's W-I-C-K-H-A-M – Wickham Street, Bristol.
Clerk And what's the postcode?
Customer It's BS6 7PK.
Clerk What's your phone number?
Customer It's 07213 893214.
Clerk And that's a mobile number.
Customer Yes, it is.
Clerk And what about an email address?
Customer Yes. It's teomakk1, that's T-E-O-M-A-K-K-1 at makk.net.
Clerk OK. Thank you. Now which ...

- Focus on the **Language note**. Drill the examples as a class and individually. Check pronunciation.
- **Write:** *Is your name Teodor?* on the board. Elicit possible answers, e.g. *Yes, it is. No, it isn't.* Repeat for each question.
- Put students in pairs to practise asking and answering the questions. Monitor.

3a
- Focus on the first heading on the form in **exercise 1** *(Title)*. **Write:** *Mr* on the board. **Ask:** *What's the bank clerk's question?* **Elicit:** *What's your title?* Play the first line of audio 7.2 again to check.
- Repeat with the second heading. **Elicit:** *What's your first name?* and play the audio to check.
- Put students in pairs. **Say:** *Write the bank clerk's questions for each heading.* (Remind students that the bank clerk doesn't need to ask if Teodor is male or female because she can see him.) Monitor.
- Play the rest of the audio, stopping after each question for students to check.

b
- Tell students to work individually and write their own answers to the questions.

4 Your life
- Ask individual students questions about their details, e.g. *What's your title? How old are you? What's your post code?*
- Tell students to copy out the form headings. Put students in pairs to interview each other as bank clerk and customer and complete the form. Monitor.
- Ask individual students to tell the class about the person they interviewed.

English in the world

- **Write:** *I'm Mrs Ann Jones, I'm Mrs Jones* on the board. Put a cross next to the first sentence to show it is incorrect. Remind students that we don't say the first name when we use a title.
- Point to yourself. **Say:** *I'm (Mrs Jones).* Point to a student. **Ask:** *Who are you?* Elicit the student's title and surname. Repeat with different students.
- **Write:** *Good morning, Mr Kennedy.* on the board. **Ask:** *formal or informal?* **Elicit:** *formal.* Repeat with an informal greeting, e.g. *Hi, Sam.*
- Elicit and write examples of formal and informal situations in two columns on the board, e.g. formal: *hotel, bank, shop,* informal: *work, a party, the pub.*
- Nominate a student. Tell them you are a hotel guest and he/she is the receptionist. **Say:** *Good morning. My name's (Stefan Brun).* **Elicit:** *Good morning, (Mr Brun).* Repeat with another example from the list to elicit an example of an informal introduction.
- Focus students' attention on the **can do** statement. *Now I can give and ask for personal information.*

Follow-up

- Write out the personal details cues from **exercise 1** on separate pieces of paper. Prepare one for each student.
- Hand out the pieces of paper. Ask students to mingle and ask a question using their cue, e.g. *First name – What's your first name?* When students have asked and answered a question tell them to exchange papers and find another person to talk to with their new question.

Resource activity pages 180 and 257

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Warm-up

- Play Bingo (see page 10) to revise numbers 1–60.
- Tell students to fill in their 4 x 4 grid with numbers of their choice between 1 and 30.
- Play again using numbers between 31 and 60.

1
- **Elicit/Teach:** *time, clock.*
- Focus on the pictures. Play audio 8.1 for students to listen and repeat the times.
- Drill each item as a class and individually. Check pronunciation of *o* in *o'clock* and *to*. They are both weak forms (/ə/).
- Tell students to cover the text and look at the pictures. Nominate a student. **Ask:** *What's number 3, (Omer)?* **Elicit:** *ten past eleven.* Repeat with different times.

2
- Focus on the pictures. **Drill:** *What's the time?* as a class and individually.
- Elicit the times shown on the clock faces. Drill them by pointing to each clock and asking *What's the time?*
- Point out the different ways of saying each time.
- Put students in pairs to practise. Monitor.
- Look at your watch. **Ask:** *What's the time now?* Elicit the time and write it on the board.

3a
- **Ask:** *What day is today?* Elicit the day and write it on the board.
- Drill the words in the box as a class and individually.
- Put students in pairs. Ask them to write the days in the correct order.
- Go through the answers as a class.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

b
- Play audio 8.2 for students to listen and repeat.
- Drill the days as a chain. **Say:** *Monday.* Point to different students. **Elicit:** *Tuesday, Wednesday,* etc.

4
- Play audio 8.3 all the way through.
- Tell students to listen and write the day or the time they hear. Play the first conversation on the audio again. **Elicit:** *Thursday.* Repeat with the second conversation. **Elicit:** *quarter past one.*
- Play the rest of the audio.
- Go through the answers as a class. If necessary play the audio again, stopping after each conversation.

1 Thursday 2 quarter past one 3 Friday 4 twenty to nine
5 Mondays 6 half past nine, five o'clock 7 half past seven
8 Sundays

Audio script 8.3

1 **A** What day is it today?
B It's Thursday.
2 **A** What's the time?
B It's quarter past one.
3 **A** When is our meeting?
B It's on Friday.
4 **A** My appointment at the dentist's is today.
B What time?
A Twenty to nine.
5 **A** Is Kate here today?
B No, she isn't here on Mondays.
6 **A** Is the bank open today?
B Yes, it's open from half past nine to five o'clock.
7 **A** What time is the train?
B It's at half past seven.
8 **A** Is the shop open today?
B No, it's closed on Sundays.

5a
- Focus on the **Everyday expressions**. Go through each one. Elicit/Teach key vocabulary, e.g. *meeting, appointment.*
- Go through the words in the box.
- **Write:** *What ___ is it today?* on the board. Point to the gap. **Ask:** *What's this?* **Elicit:** *day.*
- Put students in pairs to complete the expressions.

b
- Play audio 8.4 for students to listen and check.
- Play the audio again for students to listen and repeat.
- Drill the expressions as a class and individually.

day, the, What, When

- Focus on the **Language note**. Drill the example sentences.
- Check comprehension. **Ask:** *What day is your English class?* **Elicit:** *It's on (Monday).* **Ask:** *What time is your English class?* **Elicit:** *It's at (three o'clock).*

6
- Go through Sandy's diary. Elicit/Teach key vocabulary for each day, e.g. *interview, conference, party, tennis match.*
- Focus on the example dialogue. Drill each sentence. Elicit/Explain that when we're talking about something that has already been mentioned, e.g. an appointment or a meeting, we often shorten *What time/What day is the appointment?* to *What time?/What day?*
- **Write:** *When's the Marketing meeting? When's your appointment?* on the board. Underline *the, your.* Explain that we use *the* to talk about a particular meeting and *your* or a person's name because we're talking about their appointment. Ask students to read Sandy's diary and find other examples when we would use *the, your,* or a name. **Elicit:** *the computer class, the conference, your interview, Jack's party.* Note that *tennis match* could be either, but we would usually use *the* when talking about a match that someone is watching rather than playing in.
- Ask questions about Sandy's diary, e.g. *What day is her appointment at the doctor's? What time is her computer class?* to elicit sentences with *at* and *on.*
- Put students in A/B pairs. Student B is Sandy. Tell them to ask and answer questions about Sandy's week. Give both students the opportunity to act the role of Sandy. Monitor.
- Focus students' attention on the **can do** statement: *Now I can talk about days and times.*

Follow-up

- Ask students to draw a blank diary page and label the days *Monday – Sunday.*
- Tell them to think of one activity for each day (real or imaginary) and to write it on the diary page with the time.
- Put students in pairs to talk about their week. Monitor.

Resource activity pages 181 and 257

Review and Wordlists Lessons 1–8
Student's Book pages 83–84

Students learn a lexical set of daily activities and talk about their daily life.

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Warm-up

- Write a selection of times on pieces of paper, e.g. *five o'clock on Monday evening, twenty past two on Friday morning, quarter past three on Monday afternoon,* etc. Prepare one for each student.
- Hand out the pieces of paper. Tell students to organize themselves in a row starting with the earliest day/time.
- Ask students to read out their times/days.

1
- **Elicit/Teach:** *everyday life.*
- Focus on the pictures. Play audio 9.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Ask different students to say the activities. **Say:** *What's number 10?* **Elicit:** *cook dinner.* Check pronunciation.
- Put students in pairs. Tell them to cover the text and take it in turns to point at the pictures and ask *What's this?*

Students may have problems remembering how to say or spell English words because they are not always pronounced the way they are spelt, e.g. *shower* /ʃaʊə/, *breakfast* /'brekfəst/.

2
- Put students in pairs. Ask them to add three more daily activities to the list. (They can use their dictionaries if necessary.)
- Ask students to call out the daily activities and write these on the board. Drill the new words.

3
- Do the examples together. Play the first item on audio 9.2. Students hear *to work,* make a sentence, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 9.2

1 to work
I go to work.
2 a shower
I have a shower.
3 shopping
I go shopping.
4 breakfast
I have breakfast.
5 to bed
I go to bed.
6 lunch
I have lunch.

4a
- Focus on the **Language note**. Drill the example sentences.
- Play audio 9.3 for students to read and listen.
- Drill each line as a class and individually.
- Focus on the rules on Student's Book page 104. **Write:** *I a shower never have. I watch TV.* on the board. Put a cross next to the sentences to show they are incorrect. Ask students to correct them.

b
- Read through the sentences.
- **Write:** *I watch TV in the evening. (usually)* on the board. Point to *usually.* **Ask:** *Where does this word go?* **Elicit:** *between 'I' and 'watch'.*
- Put students in pairs and tell them to read the sentences and put the adverbs of frequency in the correct place.
- Go through the answers as a class.

1 I usually watch TV in the evening.
2 I sometimes wake up at five o' clock.
3 I always leave home at 7.30.
4 I sometimes go shopping after work.
5 I usually cook dinner.
6 I always have coffee in the morning.

5
- **Elicit/Teach:** *hairdresser, weekdays, salon, friend, open.*
- Ask questions about the picture, e.g. *How many people can you see? What are they doing?*
- Read through the whole text. Focus on the first sentence of the text. **Write:** *I get up at ___ past six.* Point to the gap. **Ask:** *What's this?* Elicit possible words to fit in the gap. e.g. *five, ten, quarter, half.*
- Go through the text eliciting possible words for each gap.
- Tell students to listen and complete the text. Play audio 9.4 twice.
- Go through the answers as a class. If necessary play the audio again, stopping after each answer.
- Nominate a student to read the first sentence from the text. Check pronunciation. Continue round the class, asking different students to read one sentence each.

1 half 2 breakfast 3 shower 4 drive 5 nine
6 have lunch 7 go for a drink 8 cook 9 watch TV
10 go shopping

6a Your life
- Use the pictures in **exercise 1** and adverbs of frequency to talk about a typical day for you. **Say:** *I usually wake up at seven o'clock. I always have a shower. I usually leave home at quarter to eight.* etc.
- Tell students to write sentences about a typical day for them, using adverbs of frequency. Monitor.

b
- Ask different students to say sentences about their daily life. **Say:** *I usually wake up at seven o'clock. What about you, (Maria)?* **Elicit:** *I usually wake up at seven o'clock, too. / I usually wake up at half past seven.*
- Focus on the example sentences. Put students in pairs to compare their days. Monitor.
- Focus students' attention on the **can do** statement: *Now I can talk about my everyday life.*

Follow-up

- Give students one minute to read the text from **exercise 5** again.
- Put students in pairs/small groups. Write the following times on the board: *six o'clock, quarter past six, eight o'clock, 8.45, half past nine, 11 o'clock, half past one, five, half past six, 11.30.*
- Tell students to think about the hairdresser's day and write what she does at each of these times.

Resource activity pages 182 and 258

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Students learn and practise present simple statements.

Warm-up

- Draw two columns on the board. Write the first part of the daily activities from **lesson 9 exercise 1** in the first column and the second part in the second column. Write them out of order, e.g.

wake	*dinner*
watch	*up*

- Put students in teams. The teams take it in turns to match two words and make a sentence, e.g. *I wake up at six o'clock.*

1
- **Elicit/Teach:** *job, pub, clean, wash, glasses, like, money.*
- Focus on the picture. Ask questions about John, e.g. *How old is he? What is he doing?*
- Play audio 10.1 for students to read and listen.
- Play the first part of the audio again (to *I like the money*).
- Drill each sentence as a class. Check pronunciation.
- Ask individual students to read sentences from the text. Check pronunciation.
- Repeat with the second part of the audio.

Students often forget to use *s* in the third person – possibly because there are few verb endings in English.

2
- **Write:** *I go to Leeds University.* on the board. **Ask:** *state or activity?* **Elicit:** *state.* Repeat with *I usually clean the tables.* to elicit *activity.*
- Put students in pairs. Tell them to look at verbs in the first text in **exercise 1**. **Ask:** *Which verbs are activities?* **Elicit:** *clean, wash.* Repeat with *Which verbs are states?* to elicit *go, have, work, like.*
- Focus on the table. Drill the examples. Check pronunciation of *es* in *washes, goes* (an extra syllable in *washes* but not in *goes*). Go through the rules on Student's Book page 104.
- Tell students to cover **exercise 1**. **Write:** *go, have, work, clean, wash, like, do* on the board.
- Put students in pairs. Ask them to write the third person singular for each verb. Go through as a class. Check pronunciation.

3a
- **Write:** *I go to the pub at six o'clock.* on the board. **Ask:** *What does John do at six o'clock?* **Elicit:** *He goes to the pub at six o'clock.* and write it on the board.
- Focus on the sentences. Tell students to write about John.
- Put students in pairs to compare their sentences.

b
- Play audio 10.2 for students to listen and check.
- Play the audio again for students to listen and repeat.

Audio script 10.2

1 He goes to the pub at six o'clock. 2 He usually has dinner there. 3 He starts work at seven o'clock. 4 He finishes work at half past eleven. 5 He lives near the pub. 6 He always walks home. 7 He watches TV for half an hour. 8 Then he goes to bed.

4a
- Go through the table. Drill the examples as a class and individually. Check pronunciation.
- Focus on the rules on Student's Book page 104.
- Go through the verbs in **exercise 1** and elicit the negative form of each, e.g. *go = don't go, goes = doesn't go.*

b
- Do the examples together. Play the first item on audio 10.3. Students hear *She works in a cafe*, say the negative, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 10.3

1 She works in a cafe.
She doesn't work in a cafe.
2 I live near a shop.
I don't live near a shop.
3 They drive to work.
They don't drive to work.
4 He finishes work at five.
He doesn't finish work at five.
5 We get up at seven o'clock.
We don't get up at seven o'clock.
6 He washes cars.
He doesn't wash cars.

5
- Tell students to read the text in **exercise 1** again. **Write:** *John goes / doesn't go to school* on the board. **Ask:** *Does John go to school?* **Elicit:** *no* and underline *doesn't go.*
- Put students in pairs. Tell them to make sentences about John using the verbs in brackets.
- Go through the answers as a class. Ask different students to say the sentences. Check pronunciation.

1 doesn't go 2 has 3 doesn't work 4 doesn't clean
5 washes 6 doesn't go 7 goes 8 doesn't like

6 Your life
- Focus on the verbs in the box. Say positive and negative sentences about your life, e.g. *I work in a school. I don't go to work in the evening.*
- Tell students to write three positive and three negative sentences about their life. Monitor.
- Nominate a student. **Say:** *I work in a school. What about you, (Katia)?* **Elicit:** *I work in a school, too. / I don't work in a school.* Ask the same question to different students.
- Repeat with a negative sentence, e.g. *I don't go to work in the evening.* **Elicit:** *I don't go to work in the evening either. / I go to work in the evening.*
- Put students in pairs to compare their daily life. Monitor.
- Ask different students to say one positive and one negative sentence about their partner's daily life, e.g. *(Ana) works in an office. / (Ana) doesn't drive to work.* Check pronunciation.

English in the world

- **Elicit/Teach:** *part-time, term time, full-time, holiday.*
- Read through the text as a class. Ask questions to check comprehension, e.g. *Do all students in the UK have jobs? Where do students work?*
- Put students in pairs to discuss student jobs in their country.
- Focus students' attention on the **can do** statement: *Now I can describe someone else's everyday life.*

Follow-up

- Use the second text from **exercise 1** as a dictation. Dictate each sentence twice, speaking clearly and naturally.
- Put students in pairs to check each other's work using the Student's Book. Remind them to check for correct spelling and punctuation.

Resource activity pages 183 and 258

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TEACHER'S NOTES LESSON 11

Students revise the present simple and write a paragraph about their everyday life.

Warm-up

- Write five present simple sentences on the board. Each sentence should contain one mistake, e.g. *She haves a part-time job. They doesn't go to school. Wake they up at seven o'clock. I no like my job. He doesn't works in an office.*
- Put students in small groups. Tell them to find the mistakes and rewrite the sentences correctly.
- Go through the answers, writing them on the board for students to check.
- Elicit the opposite of each sentence, e.g. *She has a part-time job. / She doesn't have a part-time job.*

1
- Focus on the picture of Ligaya. **Ask:** *What's her name? How old is she? Where does she live?* Encourage students to guess some of Ligaya's details.
- Play audio for students to read and listen. **Ask:** *What's Ligaya's job?* **Elicit:** *She's a teacher.*
- Ask questions to find out if your students know anything about the Philippines, e.g. *Where are the Philippines? What's the capital city?*
- Elicit / Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *elementary school, near, city centre, expensive, travel, long time, traffic, summer*
  paragraph 2: *normally, main road*
  paragraph 3: *earn, journey*
  paragraph 4: *church, beach*
- Play the audio again while students read and listen.

2
- Tell students to read the first paragraph again. Focus on the first statement. **Ask:** *Is this true or false?* **Elicit:** *True* and write *T* next to the sentence.
- Read through the statements. 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 F 4 F 5 T 6 F

- **Write:** *Ligaya teaches French.* on the board. Ask students to correct the statement. **Elicit:** *She teaches English.*
- Put students in pairs. Tell students to look at the other false statements 3, 4, and 6. **Say:** *Make the statements true.*
- Go over the answers together. **Elicit:** *She takes the bus to work. She likes her job. She doesn't normally go to work on Saturday.*
- Ask students to look at the text again and underline the adverbs of frequency. Elicit the adverbs and write them on the board. Ask students to put them in order with *always* first and *never* last, i.e. *always, usually / normally, often, sometimes, never.*

3
- Focus on the first activity, *gets up*. Tell students to read the text again. **Ask:** *When does Ligaya get up?* **Elicit:** *at quarter to five.*
- Put students in pairs to complete the exercise.
- Go through the answers as a class.

1 at quarter to five 2 at six o'clock 3 at half past seven
4 at five o'clock 5 at five o'clock 6 after work / before she goes home / on Saturday 7 on Sunday morning 8 on Sunday afternoon

- Focus on the **Language note**. Elicit that there are two pieces of information in each of the example sentences.
- Elicit / Explain that we use *and* to join two positive pieces of information, *but* to join a positive and a negative piece of information, and *because* when we give a reason for something.
- **Write:** *1 He cleans the tables. He washes the glasses. 2 She earns a lot of money. She doesn't like her job. 3 He travels to work by bus. He hasn't got a car.* on the board.
- Put students in pairs and tell them to write sentences with *and, but,* or *because*.
- Ask individual students to rewrite the sentences on the board. **Elicit:** *He cleans the tables and washes the glasses. She earns a lot of money but she doesn't like her job. He travels to work by bus because he hasn't got a car.*

4 Your life
- Use the cues to tell students about your everyday life, e.g. **Say:** *My name is (Anna) and I live in (London).*
- Focus on the punctuation used in the pattern. **Ask:** *How do you begin and end a sentence?* **Elicit:** *Begin with a capital letter and end with a full stop.* Remind students to use capital letters with the names of days.
- **Say:** *Follow the pattern. Write about your life.* Monitor.
- Put students in pairs. Ask them to exchange their texts. **Say:** *Read about your partner. Check spelling, capital letters, and full-stops.*
- Nominate individual students to read out their texts. Check pronunciation.

Pronunciation

1
- Model the pronunciation of /ɪ/ in *live* and /iː/ in *leave*. Drill each sound as a class then individually. Play audio for students to listen and repeat.

2
- Drill each pair of words individually then as a class. Check pronunciation.
- Focus on the first pair of words. Play the first item on audio . **Ask:** *live or leave?* **Elicit:** *leave* and write this on the board so students can check.
- Play the rest of the audio, stopping after each word.
- Go through the answers.

Audio script 11.3
1 leave 2 his 3 it 4 these

- Play the audio again for students to listen and repeat.
- Put students in pairs. One student says a word from the list in part 1, the other points to the word in the list.
- Focus students' attention on the **can do** statement: *Now I can write about my everyday life.*

Follow-up

- Focus on the text in **exercise 1**. Tell students to think about someone they know, e.g. a friend or a relative. Ask them to write a paragraph about that person.

Resource activity pages 184 and 259

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Students revise the present simple and learn phrases for responding to things people say.

Warm-up

- Use the pictures in **lesson 4** to revise the story to date. Ask questions about the characters, e.g. *Where does Ryan work? What's his wife's name? Who is Lucy's boss? Where is Peter from? What's Jordan's job? Is he married? What does Sarah do?*

1a • Play audio 17.1 to familiarize students with how the story develops and with the characters' voices.
- Elicit/Teach key vocabulary for each picture, e.g.
  picture 1: *coffee shop, customer, counter*
  picture 2: *do judo, sport, go jogging, play tennis, stop*
  picture 3: *that's funny, fancy, really, obvious*
  picture 4: *notice*
- Write the new words on the board and drill as a class and individually.
- Tell students to cover the text. Ask questions about the **pictures** to check basic comprehension, e.g.
  picture 1: *How many people are there? Where are they? Who is Ryan talking to?*
  picture 2: *Who is Peter talking to? What is Cindy doing?*
  picture 3: *Who is Ryan talking to? Is Peter arriving or leaving?*
  picture 4: *Who is Cindy talking to?*
- Focus on the question. **Ask:** *Why does Peter come into The Coffee Shop?* Play the audio again. **Elicit:** *To see Sarah.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Who is Peter looking for? Is Sarah in the cafe? Does Sarah usually come into the cafe? What time does she usually come in?*
  picture 2: *Where is Sarah? What sports does she do? When does she go jogging? Does she do judo at the weekend?*
  picture 3: *Why does Peter come into The Coffee Shop? Does he always have a cup of coffee? Why does he want to see Sarah?*
  picture 4: *Why does Cindy say 'Men!'? What do men never notice?*

2 • Focus on the sentences. **Write:** *It's 6.30/7.30 in the evening.* on the board. **Say:** *Read the text. What time is it?* **Elicit:** *6.30* and circle the correct answer.
- Put students in pairs. **Say:** *Read the text again and choose the correct answer.*
- Go over the answers as a class.

1 6.30 2 Tuesday 3 sports centre 4 does judo
5 doesn't have 6 fancies

3a • Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Yes, I kn_w.* on the board. Point to the gap and ask students to supply the missing letter. **Elicit:** *o.*
- Ask students to complete the expressions.

b • Play audio 17.2 for students to check their answers.
- Play the audio again while students listen and repeat.

Yes, I know. That's funny. Oh, right. Really.

4 • Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise all three roles. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can respond to things people say.*

Follow-up

- Write out the individual words from the **Everyday expressions** on a large piece of paper. Write the words at random with no punctuation, e.g. *know, yes, thats, really, right, funny.*
- Make enough copies so students can work in small groups.
- Give each group one piece of paper. Ask them to use the words to make four expressions. Tell them to write the expressions with punctuation.

Resource activity pages 185 and 259

Students learn a lexical set of free-time activities and talk about what they do in their free time.

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Warm-up

- Elicit daily activities and write these on the board in random order. Drill the words and check pronunciation.
- Tell students to list the activities in the order that they do them.
- Put students in pairs to compare their lists and talk about their daily activities. Monitor.

1
- **Elicit/Teach:** *free time.*
- Focus on the pictures. Play audio 13.1 for students to listen and repeat.
- Drill each item as a class and 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?* Monitor.

2
- Tell students to add more free-time activities to the list (using dictionaries if necessary).
- Ask students to call them out and write them on the board. Drill the new words and check comprehension.
- Focus on the **Language note**. Drill the examples as a class and individually.
- Tell students to cover the pictures in **exercise 1**. Say an activity. Tell students to say *yes* if we use the verb *play*, and *no* if we use a different verb, e.g. **Say:** *tennis* **Elicit:** *yes*. Say two or three activities at random then put students in pairs to practise.

Collocations (words that go together) can cause problems for students as the English collocation is not always the same as in the student's language. For example, English uses the same verb *(play)* with musical instruments and some sports, but Spanish uses different verbs.

3
- Do the examples together. Play the first item on audio 13.2. Students hear *karate*, make a sentence with the correct verb, then listen and repeat. Do the same with the second item.
- Play the rest of the audio.

Audio script 13.2

1 karate
I do karate.
2 table tennis
I play table tennis.
3 the violin
I play the violin
4 swimming
I go swimming.
5 the radio
I listen to the radio.
6 magazines
I read magazines

4a
- Focus on the first picture. Tell students to listen to Maria and write the activities she does. Play the first conversation on audio 13.3 twice. **Elicit:** *swimming, tennis, listening to (jazz) music.*
- Tell students to listen to the other conversations and write the activities. Play the rest of the audio.
- Go through the answers as a class.

Maria: swimming, tennis, listening to music (jazz)
Dev: karate, play the piano, computer games
Anna: read books (novels), yoga, jogging
Caspar: go to the cinema, watch TV, go to restaurants

Audio script 13.3

Woman 1 My name's Maria. What do I do in my free time? I go swimming and I play tennis. I don't play a musical instrument, but I listen to music. I like jazz.

Man 1 My name's Dev. Free time? Let me see. I do karate and I play the piano. And I play computer games, too.

Woman 2 My name's Anna. In my free time I read books – novels mostly. I don't play any sports, but I do yoga. And I go jogging.

Man 2 My name's Caspar. I don't play any sports. In my free time I go to the cinema or I watch TV. I go to restaurants with my friends, too. I love food.

b
- **Write:** *Maria ___ swimming. She ___ tennis and she ___ music.* on the board. Point to each gap. **Ask:** *What's this?* **Elicit:** *goes, plays, listens to.*
- Focus on the pictures. **Say:** *Write sentences about the activities that Dev, Anna, and Caspar do.*
- Put students in pairs to compare their answers.
- Go through the answers as a class. Ask individual students to read out one sentence each. Check pronunciation.

Dev does karate. He plays the piano and he plays computer games.
Anna reads books. She does yoga and she goes jogging.
Caspar goes to the cinema and he watches TV. He goes to restaurants with his friends.

5 Your life
- Go through the activities in **exercise 1**. Say true sentences about the things that you do/don't do, e.g. *I play table tennis./I don't play football.*
- Ask different students to say sentences about their free-time activities. **Say:** *I play the piano. What about you, (Maria)?* **Elicit:** *I play the piano, too./I don't play the piano.*
- Read through the example sentences.
- **Write:** *I play table tennis and football. I don't play the piano or the violin. I do karate, but I don't do yoga.* on the board. Underline *and, or, but*. Remind students that *and* connects two positive sentences, *or* connects two negative sentences, while *but* connects a positive and a negative sentence.
- Tell students to write a paragraph about the activities in **exercise 1** that they do/don't do.
- Put students in pairs. Ask them to exchange and read each other's work.
- Ask individual students to read out their paragraphs.
- Focus students' attention on the **can do** statement: *Now I can talk about my free-time activities.*

Follow-up

- Arrange the class in two or three teams. Ask one member from each team to come to the front of the class.
- Explain that you are going to whisper a free-time activity to the students at the front of the class. They have to mime the activity and their teams compete to guess the activity. The first team to call out the activity wins a point.
- Repeat with different activities from **exercises 1** and **3**.

Resource activity pages 186 and 260

Students learn and practise present simple questions and ask each other about their free time.

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Warm-up

- Make a Word Snake (see page 11) of free-time activities from **lesson 13**, e.g. *swimmingviolinradiokaratecinemamagazinesfootballbooks.*
- When students have unscrambled the word snake, elicit the verbs that go with each activity, e.g. *go swimming.*

1a Focus on the picture. **Ask:** *Who can you see? Where are they? What can you see?*
Elicit/Teach: *sports centre, two or three times a week, volleyball, love.*
Play audio 1.4.1 for students to read and listen.
Drill each question and answer as a class and individually.
Check pronunciation of *do* at the beginning of a question (when it's a weak form /də/) and in answers (when it's a strong form /du:/). Note that native speakers often pronounce *do you* as /dju:/.

b Put students in pairs to practise the conversation. Give them an opportunity to practise each role. Monitor.

Students who translate questions directly from their own language may make mistakes in English.
They may omit the subject pronoun (*I, you, he,* etc) or forget to use the auxiliary verb *do* in questions because they don't have to use them in their own language, e.g. Spanish. Problems with word order in English might also occur if questions and statements in the student's own language have the same word order, e.g. Chinese.

2 Drill the examples in the table as a class and individually. Check pronunciation and focus on intonation, which rises in *yes/no* questions.
Refer students to the rules on Student's Book page 105.
Write: *don't* on the board. **Ask:** *What's this?* **Elicit:** *do not.* Repeat with *doesn't* to elicit *does not.*
Use the table to ask questions about people in the class, e.g. *Do you go to the gym, (Pedro)? Does (Hamid) play the piano?* Elicit *yes/no* answers.
Put students in pairs to practise asking and answering the questions in the table.

3 Do the examples together. Play the first item on audio 1.4.2. Students hear *He goes to the gym,* make the question, then listen and repeat. Do the same with the second example.
Play the rest of the audio.

Audio script 14.2

1 He goes to the gym.
Does he go to the gym?
2 You read a lot of books.
Do you read a lot of books?
3 She plays the violin.
Does she play the violin?
4 They listen to music.
Do they listen to music?
5 He does yoga.
Does he do yoga?
6 They go to the cinema.
Do they go to the cinema?

4a Focus on the conversation. **Elicit/Teach:** *on your own, meet, park.*
Go through the words in the box. **Write:** ___ *you* ___ *jogging every day?* on the board. Point to the first gap. **Ask:** *What's this?* **Elicit:** *Do.* Repeat for the second gap (*go*).
Tell students to complete the conversation with words from the box. Remind them that they need to use some words more than once. Monitor.
Put students in pairs to compare their answers.

1 Do 2 go 3 do 4 Do 5 go 6 don't 7 go 8 Does
9 go 10 doesn't 11 go 12 do 13 don't 14 go

b Put students in pairs to practise the conversation.

5 Drill the examples as a class and individually. Check pronunciation and focus on intonation, which falls in *wh-* questions.
Refer students to the rules on Student's Book page 105.
Write: *Do you read books? What books do you read?* on the board. Explain that we use the same word order for *yes/no* and *wh-* questions.

6a Your life
Write: *What/do/in your free time?* on the board. Ask students to make a question. **Elicit:** *What do you do in your free time?* Repeat with *like/sport?* to elicit *Do you like sport?*
Tell students to use the cues to make questions.
Go through the questions as a class. Ask students to say one question each. Check intonation and pronunciation of *do.*

1 What do you do in your free time? 2 Do you like sport?
3 What kind of music do you listen to? 4 Do you play a musical instrument? 5 What things do you read? 6 Where do you meet your friends? 7 Do you go to the cinema every week?
8 Do you play computer games?

b Focus on the *wh-* questions. Elicit/Explain that these questions ask for information. Go through each *wh-* question eliciting possible answers.
Say: *Read the questions and write answers for you.*
Nominate individual students. **Ask:** *What do you do in your free time? What things do you read?*
Put students in pairs to interview each other. Monitor.
Ask different students to say a sentence about their partner, e.g. *(Manolo) likes sport.*

c **Write:** *What* ___ *he* ___ *in* ___ *free time?* on the board. Point to each gap. **Ask:** *What's this?* **Elicit:** *does, do, his.*
Tell students to look at their questions and change them into third person singular using *he or she.*
Go through the questions as a class. Check pronunciation of third person *s.*
Put students with new partners to ask and answer questions about their first partner.
Focus students' attention on the **can do** statement: *Now I can ask people about their free time.*

Follow-up

- Choose a student but don't say his/her name. Tell students they have to ask questions and guess who the student is, e.g. *Is it a man? Is he Spanish? Does he like tennis? Does he work in an office?* etc. You can only say *Yes/No.* Play two games as examples then put students in small groups to play.

Resource activity pages 187 and 260

Students revise present simple questions and talk about likes and dislikes.

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Warm-up

- Put students in pairs. Set them a time limit of one minute to list as many free-time activities as possible.
- Go through the activities. Check pronunciation.

1
- **Elicit/Teach:** *DJ, radio station.*
- Tell students to cover the text. Ask questions about the picture, e.g. *How many people are there? Where are they?*
- Focus on the questions. Play audio **15.1** twice for students to listen and choose the correct answers.
- Go through the answers as a class. If necessary, play the audio again stopping after each answer.

1 Ken Stevens 2 his wife

Audio script 15.1

DJ It's Wednesday afternoon and this is the Ken Stevens show on Radio 656. On the line now is Eddie Baker. Good afternoon, Eddie.
Eddie Hello.
DJ Now, you want a song for your wife, Kath.
Eddie Yes, it's her birthday today.
DJ OK. Well, Happy birthday, Kath. Where do you work, Eddie?
Eddie I work in a shop – a supermarket.
DJ I see, and what about Kath, where does she work?
Eddie She works in a bank.
DJ And what do you do in your free time, Eddie?
Eddie I go sailing.
DJ Does Kath go with you?
Eddie No, she doesn't. She doesn't like sailing.
DJ So, what does she do?
Eddie She does judo.
DJ I see. Now what do you do after work in the evening?
Eddie I usually watch TV.
DJ OK. What things do you and Kath watch?
Eddie Oh, Kath doesn't like watching TV. She reads books.
DJ So you like sailing, but Kath doesn't. And you like watching TV but she likes reading books. What things do you do together? Do you go to restaurants?
Eddie No, we don't. Kath likes Indian food, but I don't. I don't like hot food.
DJ What kind of food do you like?
Eddie I like Italian food.
DJ Well, what about music?
Eddie Oh yes, we both like listening to music.
DJ Great. What kind of music do you like?
Eddie Well, I like rock music.
DJ Does Kath like rock music, too?
Eddie Er no, she doesn't. She likes opera.
DJ OK. Well, thanks for that, Eddie. Here's a song for you and Kath. It isn't rock music or opera, but I hope you like it. Bye for now.
Eddie Thank you. Bye.

2
- **Elicit/Teach:** *bank, supermarket, sailing, judo, TV, book, Indian food, Italian food, opera, rock music.* Write new words on the board and drill them.
- Tell students to listen again and write E (Eddie) or K (Kath) next to each picture. Do the first two as an example.
- Play the audio twice. Go through the answers as a class. If necessary play the audio again, stopping after each answer.

1 K, E 2 E, K 3 E, K 4 K, E 5 K, E

3
- Tell students to write five sentences about Eddie and Kath, using their answers to **exercise 2**. Do the example together.

1 Kath works in a bank, but Eddie works in a supermarket.
2 Eddie likes sailing, but Kath likes judo.
3 Eddie watches TV in the evening, but Kath reads books.
4 Kath likes Indian food, but Eddie likes Italian food.
5 Kath likes opera, but Eddie likes rock music.

4
- Focus on the example conversation. Point to the first pair of pictures in **exercise 2**. Tell students to look at the example sentence for **exercise 3**.
- Ask two students to read the example conversation.
- Repeat with the second pair of pictures (*sailing/judo*).
- Tell students to make up similar conversations using the other pictures. Monitor.
- Ask pairs to read one conversation. Check pronunciation.
- Focus on the **Language note**. Drill the examples.
- **Write:** *I like music. I like listening to music.* Elicit/Explain that we use *like + ing* when we talk about actions.

5a Your life
- Draw two columns on the board and write the things you like doing in one and things you don't like doing in the other. Tell students about these things.
- Tell students to make a list of four things they like doing and four things they don't like doing. Ask them to give you examples. Check they have used *-ing* forms.
- **Say:** *Write sentences about the things on your list.*
- Ask individual students to say one of their sentences.

b
- Focus on the example conversation.
- Put student in pairs. Tell them to ask and answer questions about the things they like or don't like doing. Monitor.
- Ask individual students to say sentences about their partner, e.g. *I like jogging, but (Gemma) doesn't.*

Pronunciation

1
- Model the pronunciation of /ɒ/ in *jog* and /əʊ/ in *yoga*. Drill each sound as a class then individually.
- Play audio **15.2** for students to listen and repeat.

2a
- Draw two columns on the board labelled /ɒ/ and /əʊ/.
- **Say:** *jogging.* **Ask:** */ɒ/ or /əʊ/?* **Elicit:** /ɒ/ and write *jogging* in the correct column. Repeat with *yoga*.
- Focus on the list. Tell students to copy the table and write the words in the correct column.

b
- Play audio **15.3** for students to check their answers.
- Play the audio again for students to listen and repeat.

Audio script 15.3

/ɒ/ jogging, song, opera, sorry, rock, coffee
/əʊ/ yoga, open, know, go, phone, don't

3
- Ask students to say one sentence each. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can talk about likes and dislikes.*

Follow-up

- Use the wordlists for **Lessons 1** to **15** to elicit more words with the sound /ɒ/ and /əʊ/. Write these on the board.
- Put students in small groups to make up sentences, using words with these sounds, e.g. *John goes jogging. My mobile phone is old.* Ask groups to read their sentences.

Resource activity pages 188 and 261

Students learn and practise expressions for ordering food and drink.

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Warm-up

- Play a game of Whispers (see page 11) with sentences from **Lessons 13** to **16**, e.g.
  Where do you meet your friends? What kind of music do you like listening to? We go jogging in the park every morning. My husband likes Indian food, but I like Italian food.

1a
- Tell students to cover the text. Ask questions about the picture, e.g. *Who can you see? Where are they? What can you see?*
- Focus on the text. Play audio 16.1 for students to read and listen.
- Go through the menu. Elicit/Teach key food and drink vocabulary, e.g. *regular, large, espresso, cappuccino.*
- Write new words on the board and drill as a class and individually.
- Go through the prices. **Write:** £ on the board. Elicit/Explain that this is the symbol for a *pound* (the currency of Britain). Drill each price as a class and individually.
- Focus on the question *What does the customer buy?* Play the audio again. **Elicit:** *two coffees and a cake.*
- Ask questions about the text to check comprehension, e.g. *Does the customer ask for large coffees? Does she want the coffees to take out? How much does she pay?*

b
- Ask one pair to read out the conversation. Check pronunciation.
- Put students in pairs to practise the conversation. Give them an opportunity to practise both roles. Monitor.

2a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Y___, please?* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *yes.*
- Ask students to complete the expressions.

b
- Play audio 16.2 for students to listen and check their answers.
- Play the audio again while students listen and repeat.

Yes, here, out, anything, have, that, altogether

- Focus on the **Language note**. Drill the examples.
- Use the menu to practise more offers, e.g. **Ask:** *Would you like a cup of tea?* **Elicit:** *Yes, please. / No, thank you.*
- Put students in pairs to practise. Monitor.

3
- Focus on the table. **Elicit/Teach:** *cost.*
- Tell students to listen and complete the table. Play audio 16.3 twice.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

Customer 1: a tea, an espresso, two sandwiches, £10.60
Customer 2: an orange juice, a mineral water (sparkling), two cakes, £9.20

Audio script 16.3

1	**Assistant**	Yes, please?
	Customer	A tea and an espresso, please.
	Assistant	To drink here or take out?
	Customer	To take out, please.
	Assistant	Anything else?
	Customer	Yes, can I have two of those sandwiches, please?
	Assistant	Here you are. Is that everything?
	Customer	Yes, thank you.
	Assistant	That's £10.60 altogether then, please.
2	**Assistant**	Yes, please?
	Customer	One orange juice and one mineral water, please.
	Assistant	Still or sparkling?
	Customer	Sparkling, please.
	Assistant	To drink here or take out?
	Customer	To drink here, please.
	Assistant	Anything else?
	Customer	Yes, can I have two of these cakes, please?
	Assistant	Here you are. Is that everything?
	Customer	Yes, thank you.
	Assistant	That's £9.20 altogether then, please.

4
- Focus on the menu. Put students in pairs. Tell them to use the menu to make new conversations. Monitor.
- Ask different pairs to come to the front of the class and role play their conversations. Check pronunciation.

English in the world

- **Elicit/Teach:** *foreign.*
- Go through the examples. Drill each item as a class and individually.
- Put students in pairs. Ask them to make a list of words that are the same in their language and in English.
- Ask students to call out their suggestions. Students' suggestions will depend on what languages they speak but may include: *supermarket, bar, Internet, email, vodka, opera, cigarette, guitar, yoga, tea.* Note that if you have a mixed-nationality class, they will probably suggest different words. If this is the case, write the new words on the board and check that everyone understands them.
- Focus students' attention on the **can do** statement: *Now I can order food and drink.*

Follow-up

- Put students in teams.
- Use the menu in **exercise 1** to make up orders then dictate the order. Tell students to look at the menu while they listen and write the cost of each item and calculate the total, e.g. **Say:** *a large coffee and two sandwiches.* **Elicit:** *£9.20.* The first team to call out the correct answer wins a point.
- As students become more confident, make the orders longer e.g. *a regular coffee, two hot chocolates, a still mineral water, and four sandwiches.*

Resource activity pages 189 and 261

Review and Wordlists Lessons 9–16
Student's Book pages 85–86

Students learn a lexical set of family members and talk about their family.

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Warm-up

- Collect individual pictures of well-known people and their well-known relatives, e.g. *David and Victoria Beckham, Pablo and Paloma Picasso, Enrique and Julio Iglesias, George W. Bush and George Bush senior, the Queen and Prince William.* Include a variety of relationships, e.g. *mother and daughter, grandmother and grandson, husband and wife, brother and sister.*
- Display the pictures on the board and number each one.
- Ask students to come to the board and work out which people are related.
- Go through as a class. Elicit the names of each person but not the relationships at this stage.

1
- **Elicit/Teach:** *family member.*
- Ask students to call out the names of any family members they know and write these on the board.
- Go through the family tree, describing each branch **Say:** *These are the grandparents, the man is the grandfather, the woman is the grandmother,* etc.
- Play audio 17.1 for students to listen and repeat.
- Drill each item as a class then individually. Check intonation and pronunciation.
- Ask different students to say the family members, e.g. **Say:** *What's number 3?* **Elicit:** *grandmother.* Check pronunciation.
- Put students in pairs. Tell them to take it in turns to point at the pictures and ask *What's this?*

Students often have problems with English family words. In English we use the word 'parents' to mean our mother and father. Some languages, for example Spanish, don't have a separate word for parents and use the plural of 'father' to mean both mother and father. The words 'brother' and 'sister' can also be problematic; In English they are used to refer to siblings, but in other languages, for example Chinese, they can be used to refer to very close friends.

2
- **Write:** *Your mother's sister is your ___.* Point to the gap. **Ask:** *What's this?* **Elicit:** *aunt.*
- Put students in pairs. Tell them to look at the family tree again and complete the sentences.
- Go through the answers as a class. Ask individual students to read sentences. Check pronunciation.

1 aunt 2 grandparents 3 cousins 4 uncle 5 nephew
6 parents 7 niece 8 grandson

3
- Focus on the family tree in **exercise 1**. Ask questions about different people, e.g. *Who's Jenny's grandmother? Who's Gavin's father?*
- **Write:** *Andrew/Betty* on the board. Ask students to make two sentences about Andrew and Betty. **Elicit:** *Andrew is Betty's husband. Betty is Andrew's wife.*
- Focus on the cues. Tell students to use the cues to write sentences.
- Go through the answers as a class. Ask different students to read the sentences.

1 Andrew is Betty's husband. Betty is Andrew's wife.
2 Gavin is Elliott's nephew. Elliott is Gavin's uncle.
3 Diana is Ian's aunt. Ian is Diana's nephew.
4 Helen is Ian's cousin. Ian is Helen's cousin.
5 Gavin is Helen's brother. Helen is Gavin's sister.
6 Betty is Ian's grandmother. Ian is Betty's grandson.
7 Elliott is Jenny's father. Jenny is Elliott's daughter.
8 Andrew is Helen's grandfather. Helen is Andrew's granddaughter.

4 Your life
- Read through the text. Ask questions about Anna's family, e.g. *Who is the girl in the photo? What are her parents' names? How old is she? Is she married?*
- **Write:** *family member, name, parents, age, marital status, home, job* on the board. Show the class a photo of a member of your family. Point to the words on the board. **Say:** *Ask questions about the person in my photo.* **Elicit:** *Who is he/she? What's his/her name?* etc. Write the answers on the board next to the relevant word, e.g. *family member = niece, name = Emily.*
- Point to the information on the board and tell students to make similar notes about someone in their family. Monitor.
- Put students in pairs and ask them to tell their partner about their family member.
- Ask students to tell the class about their partner's family member.

Pronunciation

1
- Model the pronunciation of /ə/. Drill the sound as a class then individually.
- Focus on the list of words. Play audio 17.2 for students to listen and repeat.
- **Write:** *sister* on the board and underline the /ə/ sound. Repeat with *parents, children, husband.*

2
- Check that students understand the words in the list.
- **Say:** *Listen. Tick the words with an /ə/ sound.* Play audio 17.3 twice.
- Go over the answers as a class.

person, student, cousin, brother, centre

- Play the audio again for students to listen and repeat.
- Put students in pairs. Tell them to look at the wordlists for **cycles 1–4** and find five more words with /ə/. Put students in small groups to compare their words. Monitor.
- Focus students' attention on the **can do** statement: *Now I can talk about family relationships.*

Follow-up

- Display the pictures from the **Warm-up** in pairs.
- Elicit the relationships between the people, e.g. *Julio and Enrique are father and son. Prince William and the Queen of England are grandson and grandmother.*

Resource activity pages 190 and 262

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TEACHER'S NOTES LESSON 18

Students learn and practise *have / has got* and talk about possessions, families, and descriptions.

Warm-up

- Tell students to organize themselves in a line, according to who's got the largest family.
- Ask students to say how many people there are in their family and who they are, e.g. *There are four people in my family: me, my brother Jaime, my father, and my mother.*

1a
- **Elicit / Teach:** *not yet, drawer.*
- Play audio 18.1 for students to read and listen.
- Focus on the first picture. Ask questions about the picture, e.g. *Who can you see? Where are they? What's Jordan doing?*
- Play the first part of the audio (to *in that drawer over there*) for students to read and listen.
- **Elicit / Teach:** *lovely, long, dark, fair, hair, I wonder.*
- Repeat with the rest of the audio.
- Drill each sentence as a class and individually. Check pronunciation.
- Ask questions about the text, e.g. *Who's got a sister? Has Jordan got any nieces or nephews? Has Jordan got a picture of his sister? What colour hair has Jordan's sister got?*

b
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise the conversation. Monitor.

In addition to possessions, families, and descriptions, *have / have got* is used to talk about illnesses *(I've got flu)* and timetabled events *(I've got a meeting today)*. *Have* can replace *have got* in every case and is the more common form in American English.

2
- Focus on the table. Drill the examples as a class and individually. Check pronunciation.
- Focus on the rules on Student's Book page 105.
- **Write:** *I've got some photos.* on the board. **Ask:** *Is this about possessions, families, or descriptions?* **Elicit:** *possessions.* Repeat with *We haven't got any children.* and *She hasn't got brown hair.* to elicit *families* and *descriptions.*
- Ask students to write three sentences, one for possessions, one for families, and one for descriptions.
- Put students in pairs to compare their sentences. Ask individual students to read out their sentences.
- Focus on the **Language note.** Read through the examples.
- **Write:** *He's got ___ photos.* Point to the gap. **Ask:** *What's this?* **Elicit:** *some.*
- Repeat with *We haven't got ___ money. Have you got ___ sisters?* to elicit *any.*

3a
- Tell students to look at the text in **exercise 1** again. **Write:** *Jordan / a sister* on the board. Ask students to make a sentence about Jordan. **Elicit:** *Jordan's got / has got a sister.*
- Put students in pairs. Tell them to read the text again and use the cues to make true sentences. Monitor.
- Go over the answers as a class.

1 Jordan's got a sister. 2 He hasn't got any brothers. 3 He's got some photos of his family. 4 His sister hasn't got any children. 5 Rachel's got long hair. 6 Lucy hasn't got any brothers or sisters.

b
- Focus on the cues. Tell students true sentences about yourself and ask them about themselves, e.g. *I've got a brother, what about you, (Maria)? I haven't got any children, what about you, (Hans)?* Elicit full sentences, e.g. *I've got a brother, too. I haven't got any children either.*
- Now tell them to write sentences about themselves. Monitor.
- Ask students to say sentences about themselves.
- Use the information that students provide to make sentences with *and, or, but,* e.g. *(Ivan and Carolina) have both got sisters. (Mikhail) has got a brother but (Andrea) hasn't. (Errol) hasn't got any sisters or brothers.* Remind students when to use *and, but, or.*
- Put students in small groups to compare their sentences.
- Ask individual students to say sentences about the students in their group. Check for correct use of *and, but, or.*

4
- Focus on the table. Drill the examples as a class and individually. Check pronunciation.
- Focus on the rules on Student's Book page 105.
- Nominate pairs of students to ask and answer the questions in the table.
- Nominate two students. Ask about their partners, e.g. *Has (Stefan) got a pen? Has (Elenor) got blue eyes?*
- Put students in pairs to practise asking and answering about other students in the class, using the questions in the table.

5
- Do the examples together. Play the first item on audio 18.2. Students hear *Have you got any cousins? Yes.* make a short answer, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 18.2
1 Have you got any cousins? Yes. – Yes, I have.
2 Has he got a brother? No. – No, he hasn't.
3 Has she got long hair? Yes. – Yes, she has.
4 Have you got a dog? No. – No, I haven't.
5 Has she got a boyfriend? Yes. – Yes, she has.
6 Have they got any children? No. – No, they haven't.

6 Your life
- **Write:** *___ you ___ a pencil?* on the board. **Say:** *Make a question with 'have got'.* **Elicit:** *Have you got a pencil?*
- Focus on the list. Tell students to make eight questions. Go through the questions as a class.
- Nominate a student. Tell him / her to look in his / her bag or briefcase. **Ask:** *Have you got a pencil in your bag, (Katia)?* **Elicit:** *Yes, I have. / No, I haven't.*
- Ask different students about their possessions.
- Put students in pairs to ask and answer questions about the things in their bag. Monitor.
- Ask different students about their partner's possessions, e.g. *Has (Jean) got a diary?*
- Focus students' attention on the **can do** statement: *Now I can talk about possessions, families, and descriptions.*

Follow-up

- Write out common items on separate pieces of paper, e.g. *car, pen, dictionary, cat.* Prepare one for each student.
- Hand them out. Tell students to find five people who own the item on their piece of paper.
- Ask students about their findings, e.g. *Who's got a cat?*

Resource activity pages 191 and 262

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TEACHER'S NOTES LESSON 19

Students revise *have / has got* and write about their families.

Warm-up

- Draw two columns on the board with a man at the top of one and a woman at the top of the other.
- Put students in two teams, A and B. Ask each team to choose one person as the 'writer' to come to the front. Tell team A to call out female family members and team B to call out male family members for their 'writer' to write. Give the teams two minutes. The winning team is the team with the most (correctly spelt) family members in their column.
- Put students in pairs. Tell them to match male and female family members from the columns, e.g. brother / sister, niece / nephew.

1

- Focus on the picture of Luis. **Ask:** *How old is he? Who are the people in the photo with him?* etc. Encourage students to make guesses about the people in the photos.
- Play audio 1.54 twice while students read the text. **Ask:** *Who are the people in the photographs?*
- Go through the answers together.

1 Luis, his wife, and their two children 2 his sister, her husband, and their little girl 3 his brother, Manolo

- Ask questions to find out if your students know anything about Spain, e.g. *Where is Spain? What's the capital city?*
- Elicit / Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *born, south, visit, New Year, celebration, wedding, birthday*
  paragraph 2: *good fun*
  paragraph 3: *send*
  paragraph 4: *now and then, cool, sports car*
- Play the audio again while students read and listen.

2

- Tell students to read the first paragraph again. Focus on the first statement. **Ask:** *Have Luis and Mariluz got two or three children?* **Elicit:** *Two.*
- Read through the statements. 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 two 2 Madrid 3 don't like 4 one brother 5 Only one, is 6 Canada 7 daughter 8 sports car

3

- Focus on the **Language note**. Drill each example as a class and individually.
- Focus on the table on Student's Book page 106.
- Ask students to look at the text again and underline the object pronouns (*us, them, her, me, him*). Write these on the board and elicit the subject pronoun (*we, they, she, I, he*).

4

- **Write:** *Tom is my best friend. ___ lives in London. I phone ___ every weekend.* on the board. Point to the first gap. **Ask:** *What's this?* **Elicit:** *He.* Repeat with the second gap to elicit *him.*
- Focus on the exercise. Put students in pairs to complete the sentences using the words in brackets.
- Go through the answers together.

1 him, he 2 I, me 3 them, they 4 We, us 5 her, She

5 Your life

- Focus on the structure of the text in **exercise 1**. **Ask:** *How many paragraphs?* **Elicit:** *four.* Look at the first paragraph. Point out that a paragraph is a group of sentences that are connected, i.e. about the same subject.
- Go through each paragraph. **Ask:** *Who does Luis talk about in each paragraph?* **Elicit:** *1 – his wife and children, his parents, 2 – his grandfather, 3 – his sister, 4 – his brother.*
- Tell students to look at the first paragraph. **Ask:** *What information does Luis give about himself?* **Elicit:** *He talks about his wife, his children, where they live, where he was born.* Repeat with each person in the text, i.e. *his parents, his grandfather, his brother and sister.*
- Focus on the exercise. Go through the list of people and tell students to make notes about the people in their family. Monitor.
- Now tell them to use their notes to write about their family. Remind students to use paragraphs.
- Put students in pairs / small groups to talk about their families. Monitor.

English in the world

- **Elicit / Teach:** *typical, single-parent, adult, leave home.*
- Read through the text as a class. Ask questions about the text to check comprehension, e.g. *What's a married couple? How many children does a typical British family have? When do children leave home in Britain?*
- Ask students questions about families in their countries, e.g. *Are there a lot of single-parent families in (China)? When do children usually leave home in (Italy)?* If your students are all the same nationality, use the board to recreate a similar text about a typical family in their country.
- Focus students' attention on the **can do** statement: *Now I can write about my family.*

Follow-up

- Put students in pairs. Tell them to look back at the text in exercise 1 and make a family tree for Luis. (Refer them to lesson 17 for a model).
- Put students in small groups to compare the family trees they've created.

Resource activity pages 192 and 263

Students revise *have got* and learn phrases for making and responding to suggestions.

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Warm-up

- Use the pictures in **lesson 12** to revise the story to date. Ask questions about the characters and the story, e.g. *Who are the people? Who does Peter fancy? Where is Sarah?*

1
- Play audio 20.1 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: *date, need, on my own*
  picture 2: *noodles, chopsticks, wonderful, both*
  picture 3: *auntie, all the time, back in Singapore, important*
  picture 4: *join, visitor*
  picture 5: *nice guy*
- Write the new words and phrases 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: *How many people are there? Where are they? Who is Sarah talking to?*
  picture 2 and 3: *Where are Sarah and Jordan? What sort of restaurant is it? What are they doing? What are they eating with?*
  picture 4: *Who is talking to Sarah and Jordan? What do you think Jordan says? What do you think Peter says?*
  picture 5: *Do you think Sarah likes Peter?*
- Focus on the question *Who is a nice guy?* Play the audio again. **Elicit:** *Peter.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *What day is it? Has Jordan got a date with Lucy? Where is Lucy? Who doesn't like her boss? What sort of food does Jordan want to eat?*
  picture 2: *Who makes good noodles? Is Sarah from a big family? Are Sarah's brother and sister married?*
  picture 3: *Is Sarah an aunt? Is Sarah married? Has Sarah got a boyfriend? Who works with Sarah's father?*
  picture 4: *Who is Peter at the restaurant with?*
  picture 5: *Does Sarah like Peter? Does Jordan think Peter is a nice guy?*

2
- Focus on the sentences. **Write:** ___ *hasn't got a date with Lucy.* on the board. **Say:** *Read the text. Who hasn't got a date with Lucy?* **Elicit:** *Jordan* and write this in the gap.
- Tell students to read the text again and write the correct names in the gaps.
- Put students in pairs to compare their answers.
- Go over the answers as a class.

1 Jordan 2 Lucy 3 Jordan and Sarah 4 Sarah's grandmother
5 Sarah 6 Sarah's brother and sister 7 Sarah's parents 8 Peter

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Why* ___ *we go for a meal?* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *don't.*
- Ask students to complete the expressions.

b
- Play audio 20.2 for students to check their answers.
- Play the audio again while students listen and repeat.

don't, Let's, How, idea, but

4
- Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise all three roles. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can make and respond to suggestions.*

Follow-up

- Put students in pairs. Ask them to write a list of things to do, e.g. *go to the cinema, go for a meal,* etc. Encourage students to be imaginative and let them use dictionaries, or help with vocabulary, if necessary.
- Ask students to call out their ideas. Write the ideas on the board. Drill new words and check comprehension.
- Tell students to choose one of the ideas from the board and move around making and responding to suggestions using the expressions from **exercise 3a**.

Resource activity pages 193 and 263

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TEACHER'S NOTES LESSON 21

Students learn a lexical set of places in a town and talk about the area where they live.

Warm-up

- Write ten anagrams of places that students have learned in previous lessons on the board, e.g. *tcyi (city), cnkas rba (snack bar), stauerrnta (restaurant), nkba (bank), feca (cafe), ortssp tercne (sports centre), lonsa (salon), bpu (pub), urchch (church), psoh (shop).*
- Put students in small groups. Tell them the topic i.e. "places". They have to unscramble the letters to find the words.
- The first group to unscramble all of the words and rewrite them correctly is the winner.

1
- Focus on the picture. Play audio 21.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Nominate different students to say the places, e.g. **Say:** *What's number 14?* **Elicit:** *a bus stop.* Check pronunciation.
- Put students in pairs to take it in turns to point at different places and ask *What's this?* Monitor.

2
- Tell students to add more places in a town to the list (using dictionaries if necessary).
- Ask students to call out the places and write these on the board. Drill new words and check comprehension.
- Focus on the **Language note**. Drill the example sentences. **Elicit/Teach:** *near here.*
- **Write:** *There's ___ Internet cafe near here.* Explain that we use *an* before a vowel sound (*a, e, i, o, u*).

We usually refer to smaller shops by the job title of the owner, e.g. *chemist's, hairdresser's, newsagent's*. There is a possessive apostrophe after the job title to show we are talking about the shop that belongs to the chemist, hairdresser, etc. However, we rarely say 'chemist's shop', 'hairdresser's salon'.

3 ✓
- Go through the definitions. Elicit/Teach key vocabulary, e.g. *medicine, money, park a car, cross the road.*
- **Write:** *You take the train from here.* on the board. **Ask:** *What's this place?* **Elicit:** *station.*
- Put students in pairs to complete the exercise. Remind them that there may be more than one possible answer for some of the definitions.
- Go through the answers as a class.

1 a station 2 a chemist's 3 a post office 4 a car park, a street 5 a market 6 a hospital 7 a pedestrian crossing 8 a newsagent's 9 a hairdresser's 10 a bus stop

4
- Do the example together. Play the first item on audio 21.2. Students hear *Excuse me. Is there a newsagent's near here?*, say what the speaker wants, then listen and repeat.
- Play the rest of the audio.

Audio script 21.2

1 Excuse me. Is there a newsagent's near here?
She wants a newsagent's.
2 Excuse me. How do I get to the market, please?
He wants the market.
3 Excuse me. Is there a chemist's near here?
She wants a chemist's.
4 Excuse me. Is the park near here?
He wants the park.
5 Excuse me. How do I get to the post office?
She wants the post office.
6 Excuse me. How do I get to the hospital?
He wants the hospital.

5 Your life
- Draw two columns on the board labelled *yes* and *no*. Write five places from **exercises 1** and **2** that your area has got in the *yes* column and add the location, e.g. *bus stop (London Road)*. Write five places that it hasn't got in the *no* column.
- Describe one place that your area has got and one place that it hasn't got, e.g. *We've got a bus stop. It's in London Road. We haven't got a hospital.*
- Point to the places in the *yes* column. **Ask:** *What places has my area got?* **Elicit:** *You've got (some public toilets). They're in (Smith Street).* etc. Repeat with the places your area hasn't got. **Elicit:** *You haven't got (a park).* etc.
- Focus on the example sentences. Tell students to think about the area where they live now and write five places that their area has got and five places it hasn't got. Monitor.
- Put students in small groups to compare their sentences.
- Ask individual students to say a sentence about their area. Check pronunciation.

Pronunciation

1
- **Elicit/Teach:** *consonant.*
- Go through the list of words. Tell students to underline examples of /s/ + consonant.
- Play audio 21.3 for students to listen and repeat.
- Drill the words as a class and individually. Check pronunciation.

2
- Put students in pairs to practise the sentences.
- Focus students' attention on the **can do** statement: *Now I can name places in a town.*

Follow-up

- Put students in pairs. Tell them that they are going to listen to the definitions you give and then write the places.
- Read out a place definition from **exercise 3.** Give pairs enough time to listen, discuss, and write the place before moving on to the next definition. Pick the definitions at random.
- Go through the answers as a class. Check pronunciation.

Resource activity pages 194 and 264

Students learn and practise *there is / are* and say what there is in a town.

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Warm-up

- Put students in pairs. Give them one minute to write down as many places in a town as possible.
- Ask pairs to call out their words. Write them on the board and drill as a class and individually. Check pronunciation.

1a
- Focus on the pictures. **Ask:** *Who / What can you see? What do you think the man / woman is saying?*
- **Elicit / Teach:** *town centre, cash machine, over there, petrol station.*
- Play audio 22.1 for students to read and listen.
- Drill each question and answer as a class and individually. Check pronunciation.

b
- Put students in pairs to practise the conversation, each taking one role. Give them an opportunity to practise both roles. Monitor.

2
- Focus on the table. Drill the examples in part 1 as a class and individually.
- Repeat with the examples in part 2 as a class and individually. Check pronunciation and focus on intonation, which rises in *yes / no* questions.
- Refer students to the rules on Student's Book page 106.
- Ask questions about classroom objects to elicit short answers, e.g. *Are there any computers? Is there a board?*
- Put students in pairs. Ask them to make up two positive and two negative sentences about things in the classroom, e.g. *There's a teacher. There are twelve students. There isn't a telephone. There aren't any computers.*

We use *There is* with singular nouns and *There are* with plural nouns. In some languages, such as Spanish, French, Portuguese, there is only one form, used with both plural and singular nouns.

3
- Do the examples together. Play the first item on audio 22.2. Students hear *a chemist's*, make a question with *Is there*, then listen and repeat. Do the same with the second example and *Are there*.
- Play the rest of the audio.

Audio script 22.2

1 a chemist's
Is there a chemist's near here?
2 any shops
Are there any shops near here?
3 a car park
is there a car park near here?
4 any restaurants
Are there any restaurants near here?
5 a bus stop
Is there a bus stop near here?
6 any public toilets
Are there any public toilets near here?

4a
- **Elicit / Teach:** *village.*
- Tell students to look at the map. **Ask:** *What places can you see?* List as many places as possible, e.g. *church, cafe.*
- **Write:** ___ *a church.* on the board. Tell students to look at the map and complete the sentence. **Elicit:** *There's.* Do the second example together.
- Put students in pairs to complete the exercise.
- Go through the answers as a class. Ask different students to say one sentence each. Check pronunciation.

1 There's 2 There are 3 There isn't 4 There are two
5 There aren't any 6 There's 7 There isn't 8 There's

b
- Focus on the map. Ask questions about things that are / aren't on the map to elicit short answers, e.g. *Is there a church? Is there a sports centre?*
- Go through the example conversation. Drill each line as a class and individually.
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to ask and answer questions about the village. Monitor.

5 Your life
- Draw a simple map on the board of the area around the school and mark the school on it. Elicit the names of the streets and some of the local buildings and write these on the map.
- Go through the cues.
- Ask questions about the local area, e.g. *Is there a cash machine near here?* **Elicit:** *Yes, there is. / No, there isn't.* If the answer is *yes*, ask for the location and mark this on the map.
- Put students in pairs. Focus on the cues and the map on the board. Tell them to ask and answer questions about the area around the school. Monitor.
- Focus students' attention on the **can do** statement: *Now I can say what there is in a town.*

Follow-up

- Collect 20 pictures or flashcards of things that students have learned, e.g. *a man, some women, a football, a supermarket, some shops, some chopsticks.* (If you don't have access to pictures, use a selection of classroom / everyday items that students know.)
- Tell students you are going to show them some pictures. They have to remember the things but they can't write anything down. Stick the pictures on the board and give students one minute to look at them, then remove them.
- Put students in small groups. Give them one minute to write down the things they remember.
- Groups take it in turns to say *There's a / There are some ....* If they guess correctly, they 'win' the picture. If they make a mistake, move to the next group.

Resource activity pages 195 and 264

Students learn and practise prepositions of place, and describe their town.

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Warm-up

- Play a game of Hangman (see page 10) to revise places in town from **lessons 21** and **22**.

1
- Focus on the pictures. Play audio 23.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Choose three items that every student is likely to have, e.g. a pencil, a coin, and a book. Tell students to find these items and put them on their desk. Give instructions using the prepositions of place, e.g. *Put the pencil on the corner of the desk, put the book next to the pencil, put the coin between the book and the pencil.*
- Put students in pairs to practise.

2
- Ask questions about the map, e.g. *Where is the town hall? What is opposite the hotel?*
- Focus on the box. **Elicit/Teach:** *police station, theatre, museum.* Drill the words as a class and individually.
- Ask students to find buildings A and B on the map. Tell them to listen and name the buildings.
- Play audio 23.2 twice. **Elicit:** *A is a museum, B is a post office.*

Audio script 23.2

A What's your town like?
B Well, it's quite old. There's a big square in the town centre. It's called Town Hall Square, because the town hall is there. Here, I've got a postcard of the square. The Town Hall is the big building at the end of the square.
A Is there a market in the square?
B Yes, there is. There's a market every Wednesday. And once a year there's a French market, too.
A A French market?
B Yes, people from France come to the town and you can buy French cheese and bread and things like that.
A That sounds nice. What are the other buildings in the square?
B Well, on one side of the square there's a big hotel – the Angel Hotel. There's a good restaurant at the hotel, and there's a club in the cellar, too. We usually go there on Saturday nights.
A Uh huh.
B Opposite the hotel there's a museum.
A What kind of museum is it?
B Oh, there are photographs and things about the town there. Next to the museum – between the museum and the town hall – there's a cafe. When the weather's nice you can sit outside in front of it.
A Where are the shops?
B Oh, well, when you leave Town Hall Square, there's a post office on the corner next to the hotel. Then you come into Penny Street. Most of the shops are there. There are clothes shops, shoe shops, banks – the normal places. It's a pedestrian street, so there aren't any cars.

3
- Go through the questions. **Elicit/Teach:** *Town Hall, happen, festival, cellar, club, clothes.* Write new words on the board and drill them.
- Focus on question 1. Tell students to listen again and tick the correct answer. Play the audio again (to *at the end of the square*). Elicit: *b – Town Hall Square.*
- Tell students to listen and answer the questions. Play the rest of the audio twice.
- Go over the answers. If necessary play the audio again, stopping after each answer.

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

- Focus on the **Language note**. Read the first example. **Write:** *There's a bank. It's on the corner.* on the board. Elicit / Explain that *It* in the second sentence refers to *the bank.*
- Repeat with the second sentence to elicit that *they* refers to *some shops.*
- **Write:** *1 There's a hotel. The hotel is called The Angel. 2 There are two bookshops. The bookshops are opposite the bank.* on the board. Ask students to rewrite the sentences using *It* or *They.* **Elicit:** *1 There's a hotel. It's called The Angel. 2 There are two bookshops. They're opposite the bank.*

4 Your life
- Write the name of your town or city on the board. **Say:** *I'm from (Hull). It's an old (city) in the (north) of (England).* If possible, use a map to show students where your town is and postcards / pictures to show them what it's like.
- Draw a simple map of your town or city centre. Tell students to ask questions to find out what's there, e.g. *Is there a museum? Is there a market?* As you answer, mark the places on your map and add notes, e.g. *museum (opposite bank), market (every Tuesday, Saturday).*
- Go through the words and expressions. Use these to talk about your town, e.g. *There's a museum. It's called the Maritime Museum and it's opposite the shopping centre.*
- Put students in pairs. Tell them to think about where they live now and what there is in the town or city. Tell them to draw a map of the centre and mark different places.
- Ask students about the town or city, e.g. *Is there a museum in the centre of (Lviv)? When is the market open? What shops are there? Where's the police station?*
- Point to the words and expressions. Tell students to use them to write about the town or city. Monitor.
- Ask individual students to read out their descriptions.

English in the world

- Focus on the signs. Drill each item as a class then individually.
- Tell students to write the signs in their own language.
- Nominate a student. **Ask:** *(Ana), how do you say 'No entry' in (Thai)?* Put students in pairs to practise.
- Focus students' attention on the **can do** statement: *Now I can describe my town.*

Follow-up

- Prepare a simple picture dictation, e.g. *Draw a street. On the corner of the street there's a big bookshop. Next to the bookshop there's a cinema. Between the theatre and the cinema, there's a little newsagent's.*
- Dictate the information. Tell students to listen, and draw and label the picture.
- Put students in small groups to compare their pictures.

Resource activity pages 196 and 265

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Students learn and practise expressions for giving directions.

Warm-up

- Play a game of Categories to revise vocabulary from previous lessons: *places, months, days of the week, food and drink, countries, nationalities, free-time activities, daily activities.*
- Put students in small teams. Say a topic. Teams have one minute to write down as many words as possible for that topic.
- At the end of each round compare how many words each team has. Ask the team with the most words to call them out. If they are all correct, that team wins the point for that round. If they make a mistake, award a point to the other teams.

1a
- Tell students to cover the first text. Ask questions about the picture, e.g. *Who can you see? Where are they? What can you see? Repeat with the second picture.*
- **Elicit/Teach:** *traffic lights, turn right, on the left, go down, turning, go past.*
- Focus on the conversations. Play audio 24.1 for students to read and listen.
- Ask questions about the first text to check comprehension, e.g. *Where does the woman want to go? Where does she turn right? Is the hotel on the left or the right?*

b
- Nominate two students to read out the first conversation. Check pronunciation.
- Put students in pairs to practise the conversation. Give them an opportunity to practise both roles. Monitor.
- Repeat with the second conversation.

2a
- Focus on the **Everyday expressions** and the diagrams. Point to the diagrams. **Ask:** *Which diagram is 'take the first turning on the right'?* **Elicit:** *a.*
- Tell students to match the expressions and the diagrams. Put them in pairs to compare their answers.

b
- Play audio 24.2 for students to listen and check.
- Play the audio again while students listen and repeat.
- Drill each expression as a class and individually.

a Take the first turning on the right. b Turn left. c Go down here. d Take the second turning on the left. e Turn right. f It's on the right. g Go past ... h It's on the left.

- Tell students to cover the expressions. Nominate a student. **Ask:** *What's 'h'?* **Elicit:** *It's on the left.* Repeat with different diagrams.
- Put students in pairs to practise.

3
- **Elicit/Teach:** *transport.*
- Read through the first set of directions.
- Tell students to listen and complete the directions. Play the first part of audio 24.3 twice.
- Repeat with the second set of directions.
- Go through the answers as a class.

1 1 right 2 right
2 1 left 2 left 3 bank

Audio script 24.3

1 **Woman** Excuse me. How do I get to The Transport Museum, please?
Man The Transport Museum? Yes. Go down here. Take the second turning on the right, and it's on the right opposite the station.
Woman Thank you very much.

2 **Woman** Excuse me. How do I get to Black's Restaurant, please?
Man Black's Restaurant? Yes. Turn left here. Go past the post office and it's there on the left. It's between the post office and a bank.
Woman Thank you very much.

- Remind students that when we give directions we usually use hand gestures to help the other person understand, e.g. pointing, moving our hands to the left or right, etc. When someone gives us directions we also often repeat them back to check we understand.
- Focus on the first set of directions. Ask a student to come to the front of the class. Act out the conversation together.
- Ask two more students to act out a conversation using the second set of directions. Check pronunciation.

4 **Your life**
- Go through the list of places. Draw a simple map of the local area on the board (or make one up). Mark the school and the six places (*park, post office, bus station, newsagent's, petrol station, chemist's*) on the map.
- Put students in pairs to write directions from the school to the park.
- Nominate a pair of students to give directions to the park. Use the map on the board to follow their directions.
- Focus on the list of places. Tell students to write directions from the school to these places. Monitor.
- Put students in pairs to compare their directions.
- Nominate individual students to read their directions. Use the map to check they have included all necessary information.
- Go through the example conversation. Nominate two students to act out giving directions to the park. Encourage them to use gestures and to repeat the directions back to the person giving them.
- Put students in pairs. Point to the list of places and tell them to make conversations for each place. Monitor.
- Nominate pairs of students to act out one of the conversations. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can ask for and give directions.*

Follow-up

- Play Sentence Hangman (see page 10). Choose one of the sets of directions from **exercise 3**. Number the words on your copy. Write out the words as a series of gaps and add the punctuation. Write the name of the place in the correct position, e.g. ___ *Transport* ___*?* ___ ___ ___ ___

Resource activity pages 197 and 265

Reviews and Wordlists lessons 17–24
Student's Book pages 87–88

Students learn a lexical set of rooms and furniture and describe their home.

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Warm-up

- Elicit the names of places in your school/college, e.g. *reception, the staffroom, men's toilets, the library, the computer room.*
- Put students in teams. Use expressions from **lesson 24** to give directions to one of the places. The first team to guess the place wins a point.

1
- **Elicit/Teach:** *apartment, flat, furniture.*
- Go through the rooms in the picture. Drill each word as a class and individually.
- Focus on the items in each room. Play audio 25.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Put students in pairs to practise.

2
- Point to the other items in the picture. **Elicit:** *bed, table, chair, picture, TV, shower, bath, toilet.*
- Ask students to call out other furniture or parts of the house they know. Write new words on the board. Drill each one as a class and individually. Check comprehension.

Vocabulary differences between US and British English can be confusing for students. Some examples in this topic area include: *cooker (US = range / stove), bath (US = tub), sofa (US = couch), washbasin (US = handbasin).*

3
- Tell students to look at the picture in **exercise 1** for one minute and remember where things are.
- Ask students to cover the picture. Nominate a student. **Ask:** *Where's the fridge?* **Elicit:** *in the kitchen.* Say items at random, eliciting the rooms.
- Put students in A/B pairs. **Say:** *Student A cover the picture. Student B ask questions.* After two minutes tell students to change roles. Monitor.
- Focus on the **Language note**. Drill each preposition of place as a class then individually.
- Hold your book up. Put it on your desk. **Ask:** *Where's my book?* **Elicit:** *It's on your desk.* Move your book around to elicit sentences with *in, under, behind, in front of.*

4a
- Go through the list of things and places.
- Point to the table. Tell students to listen and match the sandwiches with the places. Play the first conversation on audio 25.2 twice. **Elicit:** *g – in the fridge.*
- Play the rest of the audio.
- Go through the answers together.

1 g 2 b 3 d 4 e 5 h 6 f

Audio script 25.2

1 **A** Have you got the sandwiches?
B No, I haven't. They're in the fridge.
A OK.

2 **A** Where's the newspaper?
B I think it's in the living room.
A Oh yes. Here it is in front of the TV. Thanks.

3 **A** Have you got any coffee?
B Yes, it's in the cupboard.
A Which cupboard?
B Oh, the cupboard next to the dishwasher.
A OK. Thanks.

4 **A** Where are my keys?
B They're over there.
A Where?
B There, under the chair.

5 **A** Is that your mobile?
B Where?
A There, on the table.
B Oh, yes, it is. Thanks.

6 **A** Where's my bag?
B I don't know. Sorry.
A Oh, it's all right. I've got it. It's here, behind the curtain.

b
- **Ask:** *Where are the sandwiches?* **Elicit:** *The sandwiches are in the fridge.* and write this on the board. Check pronunciation.
- Point to the table and tell students to write sentences for each thing. Monitor.
- Go through the answers as a class.

1 The sandwiches are in the fridge. 2 The newspaper is in front of the TV. 3 The coffee is in the cupboard. 4 The keys are under the chair. 5 The mobile is on the table. 6 The bag is behind the curtain.

5 Your life
- Draw a simple plan of your home on the board. Label the rooms. Tell students to ask you questions to find out what's in each room, e.g. *Have you got a sofa? Is there a shower?* If the answer is *yes*, draw the item in the appropriate room.
- Tell students to draw a plan of their home and write what's in each room.
- Nominate a student. **Ask:** *What's in your (kitchen)?* **Elicit:** *In our (kitchen), there's (a cooker and a washing machine).* Ask different students to describe rooms in their house.

Pronunciation

a
- Explain that sometimes the sound of a letter changes when it's used in different words. **Write:** *paint, train, chair, wait* on the board. Say the words. **Ask:** *Which word has a different sound?* **Elicit:** *chair.* Explain this is the 'odd one out' because the 'ai' sound is different, and circle it.
- Put students in pairs. Tell them to say the words and circle the odd one out.

b
- Play audio 25.3 for students to listen and check.
- Play the audio again for students to listen and repeat.
- Focus students' attention on the **can do** statement: *Now I can talk about furniture and parts of a house.*

Follow-up

- Put students in A/B pairs.
- Tell A students they have *a cup, a book, an eraser.* Tell B students they have *an apple, a pen, a shoe.* Tell students to draw their items in the picture in **exercise 1** (without letting their partner see where).
- Students take it in turns to describe where their items are, e.g. *The pen is in the bedroom under the bed.* Their partner draws the item on his/her picture. At the end, students compare their pictures.

Resource activity pages 198 and 266

Students learn and practise present continuous statements and questions.

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Warm-up

- Make a Word Snake (see page 11) of verbs which appear in **lesson 26** e.g. *sitpaintplayhaverunworkgowatchstudyreadswim.*
- When students have unscrambled the word snake, put them in two teams. Teams take it in turns to make up a sentence with verbs from the word snake, e.g. *You sit on a chair, I go to work.* Teams win a point for each correct sentence.

1a
- **Elicit/Teach:** *make, follow, instructions, easy, piece, put.*
- Ask questions about the pictures, e.g. *Who can you see? Where are they? What's Ryan doing?*
- Play audio 26.1 for students to read and listen.
- Ask questions about the text, e.g. *What day is it? Is Ryan making coffee? Who's talking to Ryan? What is Ryan making? Is he following the instructions? Is it difficult? What's wrong with the desk?*
- Drill each sentence as a class and individually. Check pronunciation.

b
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise the conversation. Monitor.

Generally students have problems with the present continuous because it isn't used in the same way in their own language. For example, speakers of languages such as German, which doesn't have a present continuous, will often forget to use it.

2
- Read through the table. Drill the examples as a class and individually. Check pronunciation of *ing* (/ɪŋ/ not /ɪŋg/)
- Focus on the table on Student's Book page 106.
- Write two true sentences about yourself on the board, e.g. *I'm working. I'm not teaching French.*
- Tell students to write two sentences about themselves. Nominate individual students to read out their sentences.

3a
- Go through the sentences. Elicit/Teach key vocabulary, e.g. *have a rest.*
- **Write:** *We ___ in the garden. (sit)* on the board. Point to the verb. **Ask:** *What is this in the present continuous?* **Elicit:** *are/'re sitting* and complete the sentence on the board.
- Put students in pairs and tell them to complete the sentences with the present continuous. Monitor.
- Go through the answers as a class. Write the verbs on the board so students can check their answers.

1 're sitting 2 'm having 3 're running 4 's working
5 're playing 6 're travelling 7 's painting 8 're going

b
- **Write:** *We're sitting in the garden.* on the board. Elicit the negative form: *We aren't sitting in the garden.*
- Put students in pairs. Point to the sentences in **exercise 3a**. **Say:** *Make the sentences negative.* Monitor.
- Go through the answers as a class.

1 aren't sitting 2 'm not having 3 aren't running
4 isn't working 5 aren't playing 6 aren't travelling
7 isn't painting 8 aren't going

4
- Read through the table. Drill the examples as a class and individually.
- Focus on the table on Student's Book page 107.
- Nominate individual students. Ask questions about the things happening in the classroom, e.g. *Are you learning Russian? Is Simone eating? Are we sitting in a classroom? Are Tomas and Elena talking?* Elicit positive and negative short answers.

5
- Do the examples together. Play the first item on audio 26.2. Students hear *She's watching TV,* make a question, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 26.2
1 She's watching TV.
Is she watching TV?
2 They're having lunch.
Are they having lunch?
3 You're working today.
Are you working today?
4 He's playing football.
Is he playing football?
5 You're listening to the radio.
Are you listening to the radio?
6 She's going to the gym.
Is she going to the gym?

6
- **Write:** *Ryan/make/a desk* on the board. **Say:** *Make a question.* **Elicit:** *Is Ryan making a desk?* Tell students to read the text in **exercise 1** again. **Ask:** *Is Ryan making a desk?* **Elicit:** *Yes, he is.*
- Focus on the cues. Put students in pairs to make the conversations.
- Go through the conversations as a class. Ask pairs of students to read one conversation each. Check pronunciation.

1 Is Ryan making a desk? Yes, he is. 2 Is Cindy helping him? No, she isn't. 3 Is she making coffee? Yes, she is. 4 Are Peter and Lucy helping Ryan? No, they aren't. 5 Are they watching him? Yes, they are. 6 Is Jordan working today? Yes, he is.

7 **Your life**
- Use the cues to ask students what they are doing at the moment, e.g. *Are you studying English, (Paola)? Are you having a rest, (Chen)?* **Elicit:** *Yes, I am./No, I'm not.*
- Tell students to write questions using the cues.
- Go through the questions as a class. If necessary, drill each one as a class and individually.
- Put students in pairs to ask and answer questions. Monitor.
- Ask different students about their partner, e.g. *Is (Chen) having a rest?*
- Focus students' attention on the **can do** statement: *Now I can talk about what people are doing.*

Follow-up

- Elicit free-time activities (see **lesson 13**) and write these on the board.
- Ask a student to come to the front. Explain that he/she has to mime an activity for 15 seconds and the rest of the class has to guess what he/she's doing.
- When the students have guessed the first activity, ask another student to come to the front.

Resource activity pages 199 and 266

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Students revise the present continuous by reading a commentary and then describe their ideal room.

Warm-up

- Write different items of furniture and different parts of a house (see **lesson 25**) on pieces of paper.
- Prepare one piece of paper per student. Ask them to look at their word and write a definition. Monitor, helping where necessary.
- Put students in two teams. Members of each team take it in turns to read out their definitions. If the other team guesses correctly, they get a point.

1

- Focus on the pictures. Ask questions about the people, e.g. *What can you see? Who do you think the people in the pictures are? Who lives in the house?* Encourage students to make guesses about the people.
- Read the title 'A Room in a Day'. Ask students what they think the text is about.
- Play audio 27.1 twice while students read the text. **Ask:** *Who are the people in the pictures?*
- Go through the answers together.

Rupert Buxton-Jones (a TV presenter), Tessa and Phil Brown.

- Elicit/Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *TV presenter*
  paragraph 2: *take out, take down*
  paragraph 3: *ceiling*
  paragraph 4: *wall, favourite, colour, blue, put together*
  paragraph 5: *text, get on, put up*
  paragraph 6: *keep, bedside table*
  paragraph 7: *outside, upstairs, believe, surprise*
- Play the audio again while students read and listen.
- Ask questions about the text to check comprehension, e.g. *What day is it? Who are Marina and Andy? Who's going to London? What are Rupert and Andy taking out of the bedroom?*

2

- Tell students to read the first paragraph again. Read the first statement. **Ask:** *Is it true or false?* **Elicit:** *true.*
- Read through the statements. 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 F 4 T 5 F 6 F

- Tell students to look at the false statements (2, 3, 5, and 6). **Write:** *He lives in the house.* on the board. Ask students to correct the statement. **Elicit:** *He doesn't live in the house. / Phil and Tessa live in the house.*
- Put students in pairs. Point to statements 3, 5, and 6 and tell students to make these into true statements.
- Go through the answers as a class.

3 Tessa wants a new bedroom. 5 They're keeping the old bed.
6 Tessa likes the new bedroom.

3

- Focus on the list of times. Elicit each one, *nine fifteen / quarter past nine, ten thirty / half past ten,* etc.
- Tell students to read the text again. **Ask:** *It's 9.15. What is Rupert doing?* **Elicit:** *He's taking furniture out of the bedroom.*
- Put students in pairs. Point to the list of times. Tell them to read the text and write what Rupert is doing at these times.
- Go through the answers as a class. Ask individual students to say one sentence each. Check pronunciation.

1 At 9.15 he's taking furniture out of the bedroom.
2 At 10.30 he's having a rest.
3 At 12.30 he's painting the walls.
4 At 3.15 he's putting up the new curtains.
5 At 4.00 he's putting the furniture in the room.
6 At 4.15 he's waiting for Tessa and Phil.

4 Your life

- **Write:** *In my ideal room, there's ____.* on the board. Ask students to give examples of furniture, e.g. *a bed, a table, a big wardrobe.* Go through the text eliciting several examples to complete each sentence. Help with vocabulary where necessary.
- Tell students to follow the pattern and write about their ideal room. Monitor.
- Put students in pairs. **Say:** *Describe your ideal room.*
- Nominate individual students to read out their descriptions. Check pronunciation.

English in the world

- **Elicit/Teach:** *makeover programme, popular, expert, problem, decorate, change, diet, style of clothes.*
- Read through the text as a class. Ask questions about the text to check comprehension, e.g. *What's a makeover programme? Where are makeover programmes popular?*
- Ask students to think of reasons why people want to go on makeover programmes.
- Tell students to rank the example makeover programmes 1–3, with the programme they would most like to go on as number 1.
- Put students in small groups to compare their rankings.
- Focus students' attention on the **can do** statement: *Now I can describe a room.*

Follow-up

- Make the following changes to the text 'A Room in a Day':
  paragraph 1: *Thursday → Tuesday, London → Paris*
  paragraph 2: *furniture → things*
  paragraph 3: *10.30 → 10.45, coffee → tea*
  paragraph 4: *blue → red*
  paragraph 5: *train → bus, curtains → pictures*
  paragraph 6: *big → small*
  paragraph 7: *car → taxi*
- Tell students you are going to read the text with ten changes. Tell them to read and make the changes.
- Go through as a class.

Resource activity pages 200 and 267

Students revise *have got* and learn phrases for making and responding to suggestions.

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Warm-up

- Use the pictures in **lesson 20** to revise the story to date. Ask questions about the characters and the story, e.g. *Who is Sarah talking to? Who is Jordan's girlfriend? Why isn't he with her? Who goes for a meal with Jordan? What sort of a restaurant are they in? Who do they meet at the restaurant? Who does Peter fancy?*

1
- Play audio 28.1 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: *van, DIY, store, decorate, help*
  picture 2: *hold, CV, look for a job, give someone a hand*
  picture 3: *annoyed, doing something*
  picture 4: *jacket, customer, hotel, emergency, on call, weekend*
  picture 5: *drive away, just*
- 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: *How many people are there? Where are they? What is Jordan doing?*
  picture 2: *Where's Peter? Who is he with? What are they doing?*
  picture 3: *Who is talking on the phone? Does he look happy?*
  picture 4: *What is Jordan doing? Are Sarah and Peter going with him?*
  picture 5: *Where is Jordan? Where are Sarah and Peter? Do Peter and Sarah look happy? Why?*
- Focus on the question. *Why are the people at Jordan's flat?* Play the audio again. **Elicit:** *They're helping him to decorate/paint it.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Is Jordan going to work? Where is he going? Is he decorating his bedroom? Is Sarah busy today?*
  picture 2: *Why does Lucy need a CV? What are Jordan and Peter doing at the moment? Whose phone rings?*
  picture 3: *Who is Jordan speaking to?*
  picture 4: *Who has a problem with their computers? Why is he working on Saturday?*
  picture 5: *Are Sarah and Peter alone?*

2
- Focus on the questions. **Say:** *Read the text. Why is Jordan going to the DIY store?* **Elicit:** *To buy some paint.*
- **Say:** *Read the text again and answer the questions.*
- Put students in pairs to compare their answers.
- Go over the answers as a class.

1 To buy some paint. 2 They're helping Jordan. 3 She's writing her CV. 4 Raj. 5 One of his customers has got a computer problem. 6 Saturday.

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Would you ___ some help?* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *like*.
- Ask students to complete the expressions.

b
- Play audio 28.2 for students to listen and check.
- Play the audio again while students listen and repeat.

like, hand, be, a

4
- Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise all three roles. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can make offers and accept help.*

Follow-up

- Write out phrases from **Lessons 25** to **28** on a large piece of paper, e.g. *Would you like some help? Let me give you a hand. That would be great. Thanks a lot. I don't believe it. What a surprise. I'm doing something. That's very good. What's this for?*
- Cut the paper up so that there is one half of a phrase 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 phrase.
- When the students have found both halves of their phrase, ask them to read it out.

Resource activity pages 201 and 267

Students learn a lexical set of months and dates and practise giving dates.

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Warm-up

- Prepare six *How many* questions, e.g. *How many ... days contain the letter 's'? students are there in this class? minutes are there in an hour? countries are there in Africa? hours are there in a week? cents are there in a dollar?*
- Put students in teams. Ask the first question. The first team to write the correct answer on the board wins a point.

1
- **Elicit/Teach:** *month, year, date.*
- Focus on the pictures. Play audio 29.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Go round the class eliciting months in order.
- Put students in pairs to take it in turns to say the months. Monitor.
- Ask questions to elicit months, e.g. *What month starts with a 'j' and ends with an 'e'? What month is before June and after May? What's the fourth month?*

Students often have problems spelling the months of the year, especially those which are very close to the students' own languages. For example, in German and Swedish often only one or two letters are different.

- Focus on part 1 of the **Language note**. **Write:** *december, august, january* on the board. Elicit that there is no capital letter and ask individual students to correct them.
- Go through part 2. Drill the example. Dictate three dates for students to write down. Ask individual students to come to the board and write the dates.
- Read through part 3. Drill the examples. **Write:** *John's birthday is ___ December. John's birthday is ___ 21st March.* Elicit the missing words (*in, on the*).

2a
- **Write:** *first, second, third, fourth, fifth* on the board. Elicit each number. Check pronunciation.
- Start a chain of numbers: **Say:** *first.* Nominate a student. **Elicit:** *second.* Continue to *thirty-first.*
- Put students in small groups to practise the chain. Monitor.

b
- Focus on the list of dates. Play audio 29.2 while students listen and repeat.
- Drill each item as a class and individually.

3a
- Go through the list of sentences. Elicit/Teach key vocabulary, e.g. *meeting, test, appointment, on holiday, away, wedding anniversary, interview.*
- **Write:** *The meeting is on ___.* on the board. **Say:** *Listen. What's the date?* Play the first conversation on audio 29.3. **Elicit:** *16 April* and write it in the gap.
- Play the rest of the audio.
- Go over the answers as a class. Write the dates on the board.

Audio script 29.3

1 **A** What date is our meeting?
B It's on the sixteenth of April.
2 **A** When is our English test?
B I don't know the date, but it's in May.
3 **A** When is your appointment at the dentist's, Kate?
B It's on the twentieth of September.
4 **A** When are you on holiday, Tim?
B In July.
5 **A** Hello. Is Helen there, please?
B No. I'm sorry. She's away until the seventh of October.
6 **A** When is your wedding anniversary, Simon?
B It's on the first of December.
7 **A** When's John's birthday?
B It's in February, but I don't know the date.
8 **A** Have you got a date for your interview, Kelly?
B Yes, I have. It's on the thirty-first of August.

b
- **Ask:** *When is the meeting?* **Elicit:** *The meeting is on the sixteenth of April.* Go through the list of events. Encourage students to say complete sentences.
- Put students in pairs to practise asking and answering about the events. Monitor.

4 **Your life**
- Write the following dates (at random) on the board: today's date, next Tuesday's date, the date of the next school holiday. Add some dates that are important to you, e.g. your birthday, your parents' wedding anniversary.
- Point to the board. **Ask:** *What's today's date?* Elicit the date. Repeat with *next Tuesday's date / our next holiday.*
- Go through the remaining dates and explain why they are important, e.g. *The fourteenth of November is my wedding anniversary. The tenth of July is my birthday.*
- Focus on the questions.
- Drill each question as a class and individually. Check intonation (this falls in a *wh-* question). **Say:** *Write answers for each question.*
- Put students in pairs. Point to the questions. **Say:** *Ask and answer the questions.* Monitor.
- Nominate individual students to tell the class about their partner. **Ask:** *What dates are important for (Ahmed)?*

English in the world

- **Elicit/Teach:** *national celebration, New Year, Valentine's Day, May Day, Christmas, saint, independence.*
- Read the first part of the text. Ask if students celebrate these days.
- Go through the next part of the text. Ask questions, e.g. *When is American Independence Day?*
- Focus on the questions. Ask students to give examples of national days they celebrate. Elicit ways people celebrate and write them on the board, e.g. *give presents or cards, set off fireworks, eat special food, say a special greeting.* Drill new words and check comprehension.
- Choose a day that you celebrate, e.g. *Christmas* and explain what you do on this day. Write new vocabulary on the board and check comprehension.
- Tell students to choose one national celebration and write what they do. Put students in pairs to compare their work.
- Focus students' attention on the **can do** statement: *Now I can give dates.*

Follow-up

- Go through the number of days in each month.
- Dictate the following poem:
  Thirty days has September, / April, June, and November,
  All the others have thirty-one, / All but February alone.
- Write the poem on the board. Drill each line as a class.
- Remove the last line and drill the whole poem again – students have to remember the last line.
- Continue removing lines until students can say the poem from memory.

Resource activity pages 202 and 268

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TEACHER'S NOTES LESSON 30

Students learn *can / can't* and practise talking about abilities.

Warm-up

- Play Noughts and Crosses (see page 11) to revise vocabulary.
- Prepare definitions for nine words that students have learned in previous lessons, e.g. *a hot drink (tea), a language people speak in Australia (English), a sport with 22 players and a ball (football), a room where you cook (kitchen), a musical instrument you pick up and play with your fingers (guitar), something you drive to work in (car), you can do this in the sea or a pool (swim), a day with nine letters (Wednesday), you take photos with this (camera).*
- Write the first letter of each word in one of the squares. Teams take it in turns to choose a letter. Give the definition for that word. Teams have to guess and spell the word to win the square.

1
- Focus on the pictures. **Ask:** *Who / What can you see? What is Ryan holding?*
- **Elicit / Teach:** *coffee machine, translate, glasses.*
- Play audio 30.1 for students to read and listen.
- Drill each highlighted sentence as a class and individually. Check pronunciation of *can* (weak in positive statements and questions /kən/, but strong in short answers /kæn/ and *can't* /kɑːnt/).
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise the conversation, each taking one role. Give them an opportunity to practise both roles. Monitor.

2
- Focus on the table. Drill the examples in the first part of the table as a class and individually.
- Refer students to the rules on Student's Book page 107.
- **Write:** *I can swim.* on the board. **Ask:** *Is this ability, possibility, or permission?* **Elicit:** *ability.* Ask students to give more examples of sentences showing ability, e.g. *I can play football, I can't speak German.* Repeat with *He can play tennis on Saturday.* to elicit *possibility*, and *You can park here.* to elicit *permission.*
- Tell students to read the text again and look at the highlighted sentences. **Ask:** *Are these ability, possibility, or permission?* **Elicit:** *ability.*
- Drill each example in the second part as a class and individually. Check pronunciation and focus on intonation, which rises as these are *yes / no* questions.
- Nominate individual students. Ask questions to elicit short answers, e.g. *Can you speak Russian / Arabic / Chinese?* **Elicit:** *Yes, I can. / No, I can't.*

There are two reasons why students have problems with the modal verb *can*. Firstly, it has a number of different uses. As well as being used to show ability, possibility, and permission, it is also used to make requests (*Can I have a cup of coffee?*) and offers (*Can I help you?*). Secondly, unlike most other verbs, there is only one form for all subjects (*I, you, he, she, it, we, they* + *can / can't*).

3
- Do the example together. Play the first item on audio 30.2. Students hear *speak Spanish*, make a question with *can*, then listen and repeat.
- Play the rest of the audio.

Audio script 30.2

1 speak Spanish	4 drive
Can you speak Spanish?	Can you drive?
2 play the guitar	5 read this letter
Can you play the guitar?	Can you read this letter?
3 swim	6 cook
Can you swim?	Can you cook?

4a
- Focus on the pictures. Drill the activity in each picture as a class and individually.
- Go through the pictures saying the things you can / can't do. Write two true sentences about yourself on the board, e.g. *I can read without glasses, I can't change a wheel on a car.*
- Tell students to look at the pictures and write the things they can and can't do. Monitor.
- Nominate different students to read one sentence each. Check pronunciation.

b
- Tell students to look at the pictures again and write a question for each picture.
- Go through the questions as a class. Drill each one as a class then individually.
- Ask different students if they can do the things in the pictures, e.g. *Can you play golf, (Ella)? Can you make a cake, (Hans)?* Elicit short responses. Check pronunciation.
- Put students in pairs to practise asking and answering questions about the things in the pictures. Monitor.

5 Your life
- Think of four things you can do and four things you can't do. Write each activity on the board but don't indicate whether you can do it or not.
- Go through each activity eliciting / teaching new vocabulary where necessary.
- Put students in small groups. **Say:** *Guess the things I can or can't do.*
- Go through the activities saying the things you can do. Ask groups how many things they guessed correctly.
- Tell students to think of four things they can do and four things they can't do and write them down as a list.
- Put students in pairs. **Say:** *Look at your partner's list. Guess the things he / she can do.* Monitor.
- Ask different students to say one thing their partner can do and one thing their partner can't do. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can talk about abilities.*

Follow-up

- Choose four or five **can do** statements from previous lessons, e.g. *I can introduce myself and spell my name, I can name things in my classroom, I can talk about my everyday life.* Dictate each statement.
- Go through the statements. Write each one on the board so students can check their work.
- Go through the statements at the end to find out how many people in the class can do each thing. Ask students to give examples, e.g. If a student says *I can name things in the classroom*, ask him / her to name three things. Note that if you find that a number of students have problems with one particular statement, you should think about how you can revise the lesson that it comes from.

Resource activity pages 203 and 268

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TEACHER'S NOTES LESSON 31

Students use *can / can't* to talk about possibility, and practise making appointments.

Warm-up

- Write out the months of the year but leave a gap for each vowel, e.g. *J_n_ _ ry, F_br_ _ ry, M_rch, _pr_l, M_y.*
- Give students one minute to write the missing vowels.

1
- Ask questions about the picture, e.g. *What are they doing? What do you think the woman's job is?*
- **Elicit / Teach:** *make an appointment.*
- Focus on the table. Go through the list of names. Drill each one as a class and individually. Repeat with each column. Pay attention to the pronunciation of *eleventh, seventh, twenty-second, first,* and *third* in the dates.
- Play audio 31.1 all the way through.
- Play the first conversation on the audio twice. Tell students to choose a name and match the name, day, date, and time. **Elicit:** *William Dean, Thursday, 22 June, 10.15.* If necessary play the audio again, stopping after each answer.
- Repeat with the second conversation.

1 William Dean, Thursday, 22 June, 10.15
2 Mary Scott, Tuesday, 1 September, 3.00

Audio script 31.1

1 **Secretary** Good afternoon. Mr Kelly's office.
Caller Hello. It's William Dean. Can I make an appointment with Mr Kelly, please?
Secretary Yes, certainly. Can you come on Monday the nineteenth of June at half past three?
Caller No, I'm sorry. I can't make that. I'm at a conference.
Secretary Well, can you come on Thursday the twenty-second of June at quarter past ten?
Caller Yes, that's fine.
Secretary OK, so that's Thursday the twenty-second of June at quarter past ten.
Caller Thank you. Goodbye.
Secretary Goodbye.

2 **Secretary** Good afternoon. Mr Kelly's office.
Caller Hello. It's Mary Scott. Can I make an appointment with Mr Kelly, please?
Secretary Yes, certainly. Can you come on Friday the twenty-eighth of August at 12 o'clock?
Caller No, I'm sorry. I can't make that. I'm on holiday in August.
Secretary Well, can you come on Tuesday the first of September at 3 o'clock?
Caller Yes, that's fine.
Secretary OK, so that's Tuesday the first of September at 3 o'clock.
Caller Thank you. Goodbye.
Secretary Goodbye.

2
- Go through the list of options. Elicit / Teach key vocabulary, e.g. *wedding, conference.*
- Focus on William Dean. **Say:** *Listen. Why can't William make the first appointment?* Play the first conversation on the audio again twice. **Elicit:** *He's at a conference.*
- Repeat with the second conversation. **Elicit:** *She's on holiday.*
- Focus on the **Language note.** Drill each example as a class then individually.
- **Write:** ___ *June* on the board. Point to the gap. **Ask:** *What's this?* **Elicit:** *in.* Repeat with: ___ *9.20,* ___ *the afternoon,* ___ *the weekend,* ___ *Wednesday,* ___ *21st December* to elicit the prepositions (*at, in, at, on, on*).
- Ask questions to elicit time expressions, e.g. *What time do you get up? When is your birthday?* Elicit full sentences, e.g. *I get up at 6.30, My birthday's in March.*

3
- Go through the conversation. Elicit the details for William to complete the conversation. Drill each line as a class.
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise. Monitor.
- Tell students to make the conversation for Mary. Monitor.
- Nominate two pairs of students to read one of the conversations each. Check pronunciation.

4 Your life
- Give examples of appointments that you have made, e.g. *to see your dentist / bank manager.* Ask students to give more examples, e.g. *to speak to a teacher / the headmaster.*
- Go through the pattern. Elicit examples of language for each part.
- Put students in pairs to make appointments.
- Nominate pairs of students to read out their conversations.

Pronunciation

1
- Model the pronunciation of *can / can't* in the first pair of sentences. Drill the sentences as a class and individually. Check pronunciation of *can* (weak /kən/), and *can't (strong* /kɑ:nt/).
- Play audio 31.2 for students to listen and repeat.
- Drill each pair of sentences as a class then individually.

2
- Tell students to listen and tick the sentence they hear. Play the first sentence on audio 31.3. **Elicit:** *I can't swim.* Play the rest of the audio.
- Go through the answers as a class. Nominate individual students to say one sentence each.

Audio script 31.3

1 I can't swim. 2 He can come on Monday. 3 She can drive.
4 I can't make that. 5 We can speak French.

- Focus students' attention on the **can do** statement: *Now I can make an appointment.*

Follow-up

- Prepare sentences using *can / can't* to show ability, possibility, and permission, e.g. *Can he speak Arabic? You can't eat in the classroom. Can you meet me tonight? You can park here.*
- Put students in teams. Read out a sentence. Teams compete to decide if the sentences are ability, possibility, or permission.

Resource activity pages 204 and 269

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Students learn and practise expressions for making requests.

Warm-up

- Write a list of words from **lesson 32** that students have learned in previous lessons, e.g. *sandwich, conversation, glass, expression, please, excuse me, door, radio, thank you, listen, everyday.*
- Put students in two teams – A and B. Say a word from your list, e.g. *sandwich*. Team A says the first letter of the words, Team B says the next letter *a*. They continue, alternating letters, to the end of the word. If a team makes a mistake they 'lose' the word.

1a
- Play audio 32.1 for students to read and listen.
- Elicit/Teach key vocabulary for each picture, e.g.
  picture 1: *use, here you are*
  picture 2: *thirsty, help yourself*
  picture 3: *window, hot*
  picture 4: *remote control, turn down, loud*
- Write the new words on the board and drill as a class and individually.
- Tell students to cover the text. Ask questions about the pictures, e.g. *Where are the people? What can you see?*
- Focus on the first conversation. Play the audio again while students read and listen.
- Ask questions about the text to check comprehension, e.g. *What does the woman want? Why does she need a pen?*
- Repeat with each conversation.

b
- Nominate two students to read out the first conversation.
- Put students in pairs to practise the conversation. **Say:** *Practise both roles.* Monitor.
- Repeat with each conversation. Check pronunciation of *could* /kʊd/ which has a silent *l*.

2a
- Focus on the pictures. Play audio 32.2 for students to listen and repeat.
- Drill each item as a class and individually.
- **Ask:** *What's number 5?* **Elicit:** *a driving licence.* Repeat with different items.
- Put students in pairs to practise.

b
- **Say:** *Listen. What does the person ask about?* Play the first conversation on audio 32.3. **Elicit:** *the radio.*
- Repeat with each conversation.

1 a radio 2 a spoon 3 a door 4 a sandwich
5 salt and pepper

Audio script 32.3

1 **A** Can you turn the radio up, please? I can't hear it.
B Sure. There you go.
A Thanks.

2 **A** Can I have another spoon, please?
B Yes, of course. Here you are.
A Thank you very much.

3 **A** Could you close the door, please? I'm cold.
B Yes, of course. There you go.
A Thank you.

4 **A** Could I have a sandwich, please? I'm hungry.
B Sure. Just help yourself.
A Right, thanks ...

5 **A** Could you pass the salt and pepper, please?
B Sure. There you are.
A Thanks.

3
- Focus on the **Everyday expressions**. Drill each one as a class and individually.
- Tell students to write the expressions in their own language.
- Nominate a student. **Ask:** *(Elena), how do you say 'Can I use your pen, please?' in (Greek)?* Put students in pairs to practise. Monitor. Note that if all of the students speak the same language, you could do this as a whole-class activity.

4
- Go through the list of reasons. Drill each one as a class.
- **Say:** *Listen again. Does the person give a reason?* Play the first conversation on audio 32.3 again. **Elicit:** *Yes.* **Ask:** *What reason does the person give?* Play the conversation again. **Elicit:** *I can't hear it.*
- Repeat with each conversation.

1 I can't hear it. 3 I'm cold. 4 I'm hungry.

5 Your life
- Focus on the pictures in **exercise 2a**. **Say:** *You want a fork. Why?* Elicit reasons, e.g. *to eat your dinner.*
- Go through the pictures eliciting reasons why students might ask about each, e.g.
  a fork: to eat dinner
  a spoon: to put sugar in your coffee
  a knife: to cut a cake
  scissors: to cut a piece of paper
  a driving licence: to check someone's identity
  a sandwich: because you're hungry
  a door: because you're hot/cold
  salt and pepper: to put on your dinner
  a radio: because it's too loud/you can't hear it
- Focus on the cues. Nominate two students to act out a conversation about the first picture as an example. Check pronunciation.
- Put students in pairs and tell them to make conversations about the pictures. Monitor.
- Ask different pairs to read out their conversations. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can make polite requests.*

Follow-up

- Write items for students to collect, e.g. *five left shoes, five red pens, five dictionaries, five passports/identity cards.* Write each item on a separate piece of paper.
- **Elicit/Teach:** *Can I borrow your ____, please?*
- Hand out a piece of paper to each student. Tell them to mingle and collect the correct number of items on their piece of paper.

Resource activity pages 205 and 269

Review and Wordlists Lessons 25–32
Student's Book pages 89–90

Students learn a lexical set of jobs and duties, and talk about jobs.

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Warm-up

- Make a Word Snake (see page 11) of work-related words. Prepare enough copies for students to work in small groups (or write the word snake on the board), e.g. *conferencefulltimemeetingbossassistantofficecompanyworkinterviewjobparttime.*
- Ask students to call out the words and write these on the board.

1
- Play audio 33.1 for students to listen and repeat.
- Focus on pictures 1–9. Play the first part of the audio again (to *a bus driver*) while students listen and repeat.
- Drill each item as a class and individually.
- Repeat with pictures 10–15.
- Nominate students to say the jobs and duties, e.g. **Say:** *What's number 4?* **Elicit:** *a chef.* Check pronunciation.
- Put students in pairs to take it in turns to point at different pictures and ask *What's this?* Monitor.

2
- Draw two columns on the board with *jobs* and *places to work* as the column headings. Ask students to call out the names of any other jobs they know. Write new words in the first column. Drill each one as a class and individually. Check comprehension.
- Put students in pairs. Tell them to look at the jobs in **exercise 1** and on the board, then make a list of where the people work.
- Ask students to call out their ideas. Write new words in the second column. Drill and check comprehension.

In English we use an article (*a/an*) before a job, e.g. *I'm a teacher, He's an actor.* This doesn't happen in many other languages and students translating word for word will often forget to add an article in English.

3
- **Write:** ___ *drives a bus.* Point to the gap. **Ask:** *Who drives a bus?* **Elicit:** *A bus driver.*
- Read through the list of definitions.
- Put students in pairs and tell them to read the definitions and write the jobs.
- Go through the answers as a class. Remind students to use articles (*a/an*).

1 a bus driver 2 a waiter 3 a chef 4 a nurse 5 a mechanic
6 a shop assistant 7 a dentist 8 a computer engineer

4a
- **Elicit/Teach:** *children's home, long hours, security guard, reporter, police dog.*
- Play audio 33.2 all the way through.
- Focus on the questions. Play the first conversation on the audio twice. Tell students to write the job. Repeat with questions 2 and 3.
- Repeat with the remaining two conversations.
- Go through the answers together. Check pronunciation.

1 a nurse, in a children's home, yes, but the hours are very long
2 a manager, for a sports company/in a factory, no, but needs the money
3 a lawyer, for a newspaper company, yes (it's very interesting)

Audio script 33.2

1 **A** Are you a nurse?
B Yes, I am.
A Do you work in a hospital?
B No, I don't. I work in a children's home. I look after the children when they're ill.
A Do you enjoy your job?
B Yes, I do, but the hours are very long.

2 **A** What do you do?
B I work for a sports company.
A Oh, where do you work?
B I work in one of their factories.
A What do you do there?
B I'm a manager.
A Oh, right. Do you like your job?
B No, not really, but I need the money.

3 **A** Where do you work?
B I work for a newspaper company.
A Oh, really. What do you do? Are you a reporter?
B No, I'm not. I'm a lawyer.
A Oh, OK. Do you like the job?
B Yes, I do. It's very interesting.

b
- Ask questions about the first conversation, e.g. *What's her job? Where does she work? Does she like her job?* Elicit complete sentences.
- Focus on the example paragraph. Put students in pairs and tell them to write a paragraph about each person.
- Ask different students to read out one paragraph each. Check pronunciation.

5 Your life
- Go through the questions. Say sentences about your job, e.g. *I'm a teacher. I work in a language school. I like my job but the money's not very good.*
- Focus on the questions. Ask different students about their jobs. (If students don't have jobs, tell them to choose one from **exercise 1**).
- **Say:** *Write answers about your job.*
- Put students in pairs to ask and answer questions about their job. Monitor.
- Ask individual students to tell the class about their partner's job.

Pronunciation

1
- **Write:** *manager, assistant* on the board. Model the pronunciation and mark the stress. Play audio 33.3 while students listen and repeat.

2a
- Go through the list of words. Tell students to put the words in the correct column.

b
- Play audio 33.4 for students to listen and check.
- Play the audio again for students to listen and repeat.

Audio script 33.4

first syllable: lawyer, pilot, factory, waiter
second syllable: policeman, repair, attendant, mechanic, computer

- Focus students' attention on the **can do** statement: *Now I can talk about jobs.*

Follow-up

- Ask students to think about someone they know and write the person's name, job, where they work, what they do, if they like their job, why they like/don't like their job.
- Tell students to use their notes to write a paragraph. Set a time limit.
- Put students in pairs to read each other's work.

Resource activity pages 206 and 270

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TEACHER'S NOTES LESSON 34

Students revise the present simple and continuous, and contrast what people are doing with what they usually do.

Warm-up

- Write the following 15 words/phrases on the board in random order: *serve food, nurse, office, cook food, flight attendant, look after people, chef, restaurant, hospital, drive, lawyer, mechanic, sell, school, sports centre.*
- Put students in small groups. Tell them to organize the words into three groups, then write a heading for each group.
- Elicit the three groups: *jobs, places to work, things people do.* Go through the words to check students have grouped them correctly.

1
- Ask questions about the people, e.g. *What can you see? Who do you think the people in the pictures are?* Encourage students to make guesses about the people.
- **Elicit/Teach:** *tennis coach, tennis academy, give (lessons), rain, baseball.*
- Write the new words on the board and drill as a class and individually.
- Play audio 34.1 twice for students to read and listen.
- Focus on the highlighted words in the text. Ask questions about the text to check comprehension, e.g. *What does Marisol do? Where does she work? When does she usually work? Why isn't she working today? What do Ahmed and Boris do? Which city do they work in?*

2
- Read through the first part of the table. Drill the examples as a class and individually.
- Repeat with the second part of the table.
- Focus on the rules on Student's Book page 107.
- Write two true sentences about yourself on the board, e.g. *I usually play tennis on Tuesdays. I'm talking to you now.*
- Tell students to write two sentences about themselves. Nominate individual students to read out their sentences.
- Put students in pairs to compare their sentences.
- Now tell them to write two sentences about their partner. Ask individual students to read out their sentences.

Even when students have successfully practised the present simple and continuous in isolation, they will often have difficulties deciding when to use each tense. This is particularly true if a student's own language is non-inflected and uses different ways to express the concept of time, e.g. Chinese, Thai.

3
- Play the first item on audio 34.2. Students hear *He drives a taxi*, make a negative sentence with the present continuous, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 34.2

1 He drives a taxi.
He isn't driving a taxi at the moment.
2 They clean windows.
They aren't cleaning windows at the moment.
3 She works in a shop.
She isn't working in a shop at the moment.
4 I teach Spanish.
I'm not teaching Spanish at the moment.
5 He sells computers.
He isn't selling computers at the moment.
6 They wash cars.
They aren't washing cars at the moment.

4a
- Ask questions about the picture, e.g. *Who can you see? What is she wearing? Where is she standing? Who is she talking to?*
- **Write:** *Sarah ___ jogging every morning. (go)* on the board. Point to the gap. **Ask:** *Is this present continuous or present simple?* **Elicit:** *present simple* (because it's a regular activity). Nominate a student to complete the sentence.
- Repeat with *At the moment she ___ for her friends. (wait)* to elicit: *present continuous* (because it's an activity that's happening now). Nominate a student to complete the sentence.
- Put students in pairs to complete the sentences.

b
- Play audio 34.3 for students to listen and check.
- Go through the answers as a class. Ask individual students to read one each. Check pronunciation.

1 goes, 's waiting, 's talking 2 's driving, walks, 's raining
3 takes, 's watching 4 repair, aren't repairing, 're playing
5 work, 're having

5 Your life
- **Write:** *I ___ every day.* on the board. Point to *every day.* **Ask:** *Do we use the present simple or present continuous with 'every day'?* **Elicit:** *present simple.* Repeat with each sentence and each time expression.
- Go through the expressions in the box. Make sentences about yourself, e.g. *I watch TV every day, I usually meet my friends at the weekend.*
- Focus on the sentences and the expressions in the box. **Say:** *Complete the sentences for you.*
- Put students in pairs to compare their sentences.
- Nominate individual students to read one sentence. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can contrast what people are doing now with what they usually do.*

Follow-up

- Prepare six sentences, each with a present simple/present continuous mistake, e.g. *I works in a shop. My sister has a shower at the moment. Does he listening to the radio now? My mother go shopping on Saturday. Is they going to London? He is speaking French and English.*
- Put students in pairs or small groups. Write the first sentence on the board. Tell students to correct it.
- Repeat with each sentence.
- Go through the answers as a class.

Resource activity pages 207 and 270

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TEACHER'S NOTES LESSON 35

Students revise the present simple and present continuous and write about their jobs.

Warm-up

- Write the alphabet on the board. Point to the letter A and elicit examples of countries beginning with that letter, e.g. *Australia, Austria, Andorra, Albania.*
- Put students in teams. Tell them that they have three minutes to think of one country for as many of the letters as possible. Point out that they probably won't have time to find countries for every letter.
- After three minutes tell students to stop writing. Go through the alphabet, eliciting countries for as many letters as possible. Teams get one point for a correct answer.

1

- Focus on the pictures. Ask questions about the people, e.g. *What can you see? Where do you think the people in the pictures are? What is the man doing? What is the woman taking a photo of?* Encourage students to make guesses about the people in the photos.
- Play audio 35.1 twice while students read the texts. **Ask:** *Who are the people and where are they from?*
- Go through the answers together.

Kemal from Turkey, Elana from Portugal

- Elicit/Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *coach driver, tourist, palace, castle, market, Europe*
  paragraph 2: *look round, a break*
  paragraph 3: *enjoy, away from home, meet*
  paragraph 4: *estate agent, warm, sunny, retire, owner, measure, take photographs*
  paragraph 5: *problems, spend time with, take someone somewhere*
- Play the audio again for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *What do the tourists visit? Where is Kemal today? What is he drinking? Where does Elana work? Why do people buy holiday homes in Portugal?*

2

- Tell students to read the texts again. Read the first question. **Ask**: *What does Kemal do?* **Elicit:** *He drives a coach. / He's a coach driver.* Repeat with *What does Elana do?* to elicit *She's an estate agent.*
- Read through the questions. Put students in pairs. **Say:** *Read the text again and answer the questions.*
- Put students in pairs to compare their answers.
- 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 He's a coach driver. She's an estate agent.
2 He's in a cafe. She's in an apartment.
3 He's having a break (drinking a cup of coffee, reading a newspaper). She's measuring an apartment and taking some photographs.
4 He goes to a lot of places and meets people from other countries. She meets a lot of interesting people.
5 He only sees his family and friends at the weekend. She often spends a lot of time with people, but they don't buy anything.

3 Your life

- **Write:** *My name is ___ and I'm from ___.* on the board. Complete the sentences with true information about yourself. Go through the remaining cues, saying true information about your job.
- Tell students to follow the pattern and write about their job. Monitor.
- Put students in pairs to describe their job.
- Nominate individual students to read out their descriptions. Check pronunciation.

English in the world

- **Elicit/Teach:** *working hours, working day, large*
- Read through the text as a class. Ask questions about the text to check comprehension, e.g. *What's a normal working week in Britain? When do shops usually open on Tuesdays? What time do shops close on Sundays? Which shops are sometimes open all day?*
- If your students are all the same nationality, use the board to recreate a similar text about shops in their country. If you have a mixed-nationality class, ask questions about working hours in different countries, e.g. *What time do shops open in (Colombia)? Do people normally work on Saturdays in (Oman)? Are there any 24-hour shops in (Japan)?*
- Focus students' attention on the **can do** statement: *Now I can write about my job.*

Follow-up

- Put students in pairs. Tell them you are going to read out a job definition. They have to listen and write the job.
- Read definitions from **lesson 33**.
- Go through the answers as a class. Ask different students to spell the jobs.

Resource activity pages 208 and 271

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TEACHER'S NOTES LESSON 36

Students revise the present simple and present continuous and learn phrases for talking 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. *Where is Jordan going? What does he want from the DIY store? Why does he need some paint? Who's helping him to paint his bedroom? Who rings Jordan? Why does Jordan leave?*

1
- Play audio 36/1 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: *confused, worried, interview, try, help*
  picture 2: *upset, crying, really, go on, explain, sorry*
  picture 3: *pub, beer glass, say the wrong thing*
  picture 4: *hope, go out with someone, actually*
- Write the new words and phrases 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: *Who can you see? Where are they? Does Lucy look happy?*
  picture 2: *Who is Peter with? Where are they? What are they doing? Is Sarah unhappy?*
  picture 3: *Where is Peter? Who is he with? What are they drinking?*
  picture 4: *What is Jordan holding? What are Peter and Jordan doing?*
- Focus on the question *Who are Peter and Jordan talking about?* Play the audio again. **Elicit:** *Lucy and Sarah.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Where does Lucy usually go on Mondays? What is she thinking about? Why does Jordan suggest Lucy goes to her yoga class? Is Jordan helping Lucy? Where is Lucy going?*
  picture 2: *Does Sarah like Peter? Is Peter married? Can Sarah explain why she doesn't want to start anything with Peter?*
  picture 3: *Does Peter understand women? Does Jordan want Lucy to get the new job?*
  picture 4: *Does Sarah want to go out with Peter? Can Jordan help Peter?*

2
- **Write:** *Lucy has got an interview for a new job.* on the board. **Ask:** *Is this true or false?* **Elicit:** *true.*
- Tell students to read the text again and decide if the statements are true or false.
- Put students in pairs to compare their answers.
- Go over the answers as a class.

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

- **Write:** *Lucy isn't worried about the interview.* on the board. Ask students to make this into a true statement. **Elicit:** *She's worried about the interview.*
- Put students in pairs. Tell them to look at the other false statements, 4 and 5, and make them true.
- Go over the answers together. **Elicit:** *She can't explain why she doesn't want to marry Peter. She doesn't tell Peter that she's got a boyfriend.*

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Are you w___ about your interview?* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *worried.*
- Ask students to complete the expressions.

b
- Play audio 36/2 for students to listen and check.
- Play the audio again while students listen and repeat.

worried, help, problem, don't, explain

4
- Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise all four roles. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can talk about problems.*

Follow-up

- Tell students that Lucy is a secretary. She's going for an interview for a new job. Put students in pairs. Ask them to make a list of five things that a secretary does, using a dictionary if necessary.
- Ask students to call out their ideas which might include: *type letters, answer the phone, make appointments, use a computer, make coffee for the boss, speak a foreign language, arrange meetings.* Write new words on the board and check comprehension.
- Put students in small groups. Ask them to rank the duties according to whether they think Lucy likes doing them or not.

Resource activity pages 209 and 271

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TEACHER'S NOTES LESSON 37

Students learn a lexical set of places to go and talk about the places they go to and events.

Warm-up

- Revise free-time activities with a chain game.
- Start the chain with: *I do yoga at the weekend.* The student on your left adds another activity, e.g. *I do yoga and I play football at the weekend.* The next student adds another activity.

1
- Focus on the pictures. Play audio 37.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Nominate different students to say the places, e.g. **Say:** *Where can you dance?* **Elicit:** *a disco.* Check pronunciation.
- Put students in pairs to take it in turns to point at different places and ask *What's this?* Monitor.

English compound nouns, e.g. *music festival, art gallery,* can be problematic. A compound noun is two words put together to form a third: *music + festival = music festival.* In some languages it may be more common to join the two words in a compound with a preposition, such as *of,* for example *a music festival* in French is *un festival de musique.*

2
- Ask students to call out the names of any other places and events they know. Write new words on the board. Drill each one as a class and individually. Check comprehension.
- Focus on the **Language note**. Drill the examples. Elicit/Explain that we use *to* when we are travelling somewhere, and *at* when we arrive.
- **Write:** *John's driving ___ the beach. We usually meet ___ the station.* on the board. Point to the gaps. Elicit the missing words (*to, at*) and complete the sentences.

3
- Do the example together. Play the first item on audio 37.2. Students hear *the beach,* make a suggestion *using Why don't we ...,* then listen and repeat.
- Play the rest of the audio.

Audio script 37.2

1 the beach
Why don't we go to the beach?
2 a concert
Why don't we go to a concert?
3 the zoo
Why don't we go to the zoo?
4 the theatre
Why don't we go to the theatre?
5 an art gallery
Why don't we go to an art gallery?
6 the cinema
Why don't we go to the cinema?

4
- Focus on the pictures in **exercise 1**. Ask questions about the sounds people hear at the different places and events, e.g. *What sounds do you hear at a football match?* **Elicit:** *cheering, whistles,* etc. Help with vocabulary if necessary.
- Play audio 37.3 all the way through.
- Play the first item on the audio twice. **Ask:** *Where are the people?* **Elicit:** *They're at a football match.*
- Play the rest of the audio twice.
- Go over the answers as a class.

1 at a football match 2 at a concert 3 at the theatre / at a play 4 at the zoo 5 at a theme park 6 at an art gallery

Audio script 37.3

1 (football match sounds)
2 (classical music)
3 **Actor** To be, or not to be? That is the question.
4 **Child** Oh look at those elephants! Aren't they big?
5 **Girl** Wow, that was great! Can we go on the roller coaster now, Dad?
Man Yes, OK.
6 **Man** Oh, I like this picture. Who is it by?
Woman Picasso.

5a Your life
- Focus on the pictures in **exercise 1**. Make true sentences about yourself, using *sometimes, often, never,* e.g. *I often go to (the theatre), I never go to (football matches).*
- Ask students about events and the places they go, e.g. *How often do you go to the beach, (Marina)?* Elicit complete sentences, e.g. *I sometimes go to the beach.*
- Put students in pairs. Point to the pictures and tell them to ask and answer questions about how often they go to these places. Monitor.

b
- **Elicit/Teach:** *ever, favourite.*
- **Ask:** *Who likes plays?* Choose one of the students who responds *yes* and focus on the questions. **Ask:** *Do you ever go to the theatre? What's your favourite play?*
- Go through the questions. Drill each one as a class then individually.
- Focus on the example conversation. Put students with a new partner and tell them to ask and answer about the places and events in **exercise 1**. Monitor.
- Nominate different pairs of students to read their conversations.

English in the world

- **Elicit/Teach:** *professional, actor, amateur, local, several, main.*
- Read through the text. Ask questions to check comprehension, e.g. *What can you see at a theatre? Who acts in the plays and shows?*
- Ask students questions about theatres in their country/countries, e.g. *What can you see at a theatre in (Italy)? Where are the main theatres in (Beijing)?*
- Focus students' attention on the **can do** statement: *Now I can talk about places to go.*

Follow-up

- Play a game of Vocabulary Snap (see page 11) to practise making compound nouns.
- On separate pieces of paper, write out words that can be put together to make compound nouns, e.g. *swimming, pool, car, park, computer, engineer, theme, park, art, gallery, football, match, Internet, cafe.*
- Teams take it in turns to find words that make a compound noun.

Resource activity pages 210 and 272

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Students learn and practise the past simple of *to be*.

Warm-up

- Use pictures of the places to go in **lesson 37** as flashcards to revise the places. Hold up each picture and elicit the word, then drill as a class and individually.

1a
- Tell students to cover the text. Ask questions about the picture, e.g. *Who can you see? Where are they? What are they doing?*
- **Elicit/Teach:** *quite, boring, orange tree, tickets.*
- Play audio 38.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *Where was Ryan last night? What play did he see?*
- Drill each sentence as a class and individually.

b
- Ask two students to read out the conversation. Check pronunciation.
- Put students in pairs. Tell them to practise the conversation. Monitor.

2
- **Elicit/Teach:** *last night, yesterday, last week.*
- Focus on the table. Drill the examples as a class and individually. Check pronunciation.
- Go through the table on Student's Book page 108.
- **Write:** *last night, on Saturday, yesterday, last week* on the board. Tell students where you were at each of these times.
- Point to the time expressions. Tell students to write sentences about where they were at these times. Monitor.
- Ask individual students to read one sentence each. Check pronunciation.

Usually English verbs in the past simple are the same for all subjects (*I, you, he, she*, etc). *To be* is a little confusing for students who have learned this, because it is different in that we use *was* with *I, he, she, it* and *were* with *you, we, they*.

3a
- **Write:** *She / at home yesterday* on the board. Ask students to make a sentence in the past. **Elicit:** *She was at home yesterday.*
- Put students in pairs. Focus on the cues and tell them to make sentences in the past. Monitor.
- Go over the answers as a class. Ask individual students to say one sentence each. Check pronunciation.

1 She was at home yesterday. 2 We were at the theatre last night. 3 I was at a football match on Saturday. 4 Peter was at work last week. 5 He was at a conference on Monday. 6 Lucy and Jordan were at the cinema last night. 7 They were at The Coffee Shop yesterday. 8 I was at a club on Friday night.

b
- Put students in pairs. Point to the cues and tell them to make their sentences negative. Monitor.
- Go over the answers as a class. Ask individual students to say one sentence each. Check pronunciation.

1 She wasn't at home yesterday. 2 We weren't at the theatre last night. 3 I wasn't at a football match on Saturday. 4 Peter wasn't at work last week. 5 He wasn't at a conference on Monday. 6 Lucy and Jordan weren't at the cinema last night. 7 They weren't at The Coffee Shop yesterday. 8 I wasn't at a club on Friday night.

4
- Focus on the table. Drill the examples as a class and individually. Check pronunciation.
- Focus on the tables on Student's Book page 108.
- Nominate two pairs of students to read out the exchanges.
- Ask questions to elicit short responses, e.g. **Ask:** *Were you at home on Saturday? Was (Amal) here yesterday?*

5
- Do the examples together. Play the first item on audio 38.2. Students hear *He was away last week*, make a question, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 38.2

1 He was away last week. Was he away last week?
2 They were at the show. Were they at the show?
3 You were out last night. Were you out last night?
4 She was at the meeting yesterday. Was she at the meeting yesterday?
5 We were on holiday in May. Were we on holiday in May?
6 He was at the party. Was he at the party?

6a
- **Write:** ___ *you away last week?* on the board. Point to the gap. **Ask:** *was or were?* **Elicit:** *were.*
- Put students in pairs to complete the conversation.
- Go through the answers as a class. Ask individual students to read out the answers. Check pronunciation.

1 Were 2 was 3 were 4 weren't 5 were 6 was 7 was 8 Were 9 were 10 was 11 Was 12 was 13 wasn't

b
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise. Monitor.

7 Your life
- Tell students about the last time you went out, e.g. *I was out last night.* **Write:** *Where? What? good?* on the board. Point to these cues and tell students to ask you questions about the last time you went out. **Elicit:** *Where did you go?* etc. and reply to the questions.
- Find out about the last time students went out by asking questions, e.g. *Did you go out last night? Where did you go?*
- Focus on the conversation pattern. Go through the questions. Drill each one. Check intonation (rising in *yes / no* questions, falling in *wh-* questions).
- Put students in pairs to make conversations using the pattern. Monitor.
- Ask pairs of students to read out their conversations.
- Focus students' attention on the **can do** statement: *Now I can say where people were in the past.*

Follow-up

- Write time expressions on separate pieces of paper, e.g. *four o'clock last Wednesday, ten o'clock last night, Friday evening, three o'clock this morning.* Prepare one for each student.
- Tell students to find out where four people were at the time on their piece of paper.
- Ask students to tell the class about their findings.

Resource activity pages 211 and 272

Students use the past simple of *to be* and talk about how good something was.

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Warm-up

- Revise questions with *to be*. Tell students you are someone famous. They have to guess who you are by asking *yes/no* questions using the verb *to be*, e.g. *Are you alive? Are/Were you a man? Are you English? Were you a sportsperson?*

1
- Ask questions about the first picture, e.g. *What are the people doing? What do you think the man's job is?*
- **Elicit/Teach:** *travel guide, guidebook, market research, feedback, guest, staff, friendly, gym, sauna, in general.*
- Focus on the speech bubble and read through it together. Ask questions about the text, e.g. *Who is Justin? Who does he work for? Why is he doing market research?*
- Point to the form. **Ask:** *What is the form for?* **Elicit:** *for hotel guest feedback.*

2
- Go through the questions on the form.
- Tell students to listen and complete the form. Play audio 39.1 twice.
- Put students in pairs to compare their answers.
- Go through the answers as a class.

1 Mrs Fleming 2 The Eagle 3 April 4 three 5 no 6 yes 7 OK 8 very good 9a swimming pool, gym 9b swimming pool – good, a gym – don't know 10 good

Audio script 39.1

Justin Hello. Is that Mrs Fleming?
Mrs Fleming Yes, it is.
Justin Hello, Mrs Fleming. My name's Justin Ball from the Hotel and Travel Guide. We're doing some market research for our guidebook.
Mrs Fleming I see.
Justin Now, you were a guest at The Eagle Hotel recently. Is that correct?
Mrs Fleming Yes.
Justin Can I ask you a few questions about the hotel?
Mrs Fleming Yes, of course.
Justin Thank you. When were you at The Eagle?
Mrs Fleming Oh, it was in April.
Justin April. And how many nights were you there?
Mrs Fleming Three nights.
Justin Were you on your own?
Mrs Fleming No, I wasn't. I was with my husband.
Justin Thank you. Now, can I ask you first about the staff at the hotel. Were they friendly?
Mrs Fleming Yes they were, and they were very helpful.
Justin What about the room? Was it very good, good, OK, or not very good?
Mrs Fleming Our room was OK. It was a bit noisy, because it was next to the lift, but it was very clean. Yes, it was OK.
Justin What about the restaurant?
Mrs Fleming It was very good. The food was excellent.
Justin Was there a swimming pool at the hotel?
Mrs Fleming Yes, there was. There was a gym, too, but it was very small.
Justin Was there a sauna?
Mrs Fleming No, there wasn't.
Justin What were the gym and the swimming pool like?
Mrs Fleming I don't know about the gym. We didn't use it. The swimming pool was good. It was big. But it wasn't open until half past nine in the morning.
Justin I see. So in general what was your opinion of the hotel?
Mrs Fleming Oh, erm, 'good', I think. I can't say 'very good', but it was good.
Justin Thank you very much, Mrs Fleming. That's very helpful. Goodbye.
Mrs Fleming Goodbye.

3a
- Go through the list of adjectives and elicit/teach the meaning. Drill each one as a class.
- Focus on *helpful*. **Ask:** *What does Mrs Fleming say was helpful?* Play the audio again to *they were very helpful.* **Elicit:** *the hotel staff.*
- Play the rest of the audio for students to do the exercise.

1 the hotel staff 2 the room 3 the room 4 the food 5 the gym 6 the swimming pool

b
- **Ask:** *What was the problem with the swimming pool?* Play the audio again, if necessary.

c
- Play the audio again for students to check their answers.

It wasn't open until half past nine.

4a
- Focus on the form. Drill each question.
- Ask each question and elicit answers.
- Nominate a student. **Say:** *You're Justin. I'm Mrs Fleming.* Act out the conversation.
- Nominate two students to act out the conversation together. Check pronunciation.
- Put students in pairs. Tell them to turn their chairs so they are sitting back to back. **Say:** *Look at the form. Make the conversation between Justin and Mrs Fleming.* Monitor.

b
- Now tell students to make up another conversation with a different guest. Tell them to use the conversation in **exercise 2** as a model but to put in different information.

Pronunciation

1
- Model the pronunciation of *was, wasn't, were, weren't* in the first two pairs of sentences. Note that *was* and *were* are weak forms in positive statements (/wəz/, /wə(r)/) and strong forms in negative statements (/wɒznt/, /wɜ:nt/).
- Play audio 39.2 for students to listen and repeat.
- Drill each pair of sentences as a class then individually. Check pronunciation.

2
- Tell students to listen and tick the sentence they hear. Play the first pair of sentences on audio 39.3. **Elicit:** *We weren't away last week.* Play the rest of the audio.
- Go through the answers as a class.

Audio script 39.3

1 We weren't away last week. 2 The food was very good.
3 I was here yesterday. 4 They weren't at the hotel.
5 She wasn't out last night.

- Focus students' attention on the **can do** statement: *Now I can say how good something was.*

Follow-up

- Focus on the form in **exercise 1**. Tell students to think about or imagine a hotel they stayed in and answer the questions.
- Put students in pairs to ask and answer about the hotels.

Resource activity pages 212 and 273

Students learn and practise expressions for making arrangements.

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Warm-up

- Put students in pairs. Tell them to make a list of places to go in the town/city where they are living.
- Put students in groups to compare their ideas. You could also give each group a local map so they explain where the different places are.

1a
- **Elicit/Teach:** *work late, tomorrow, tomorrow evening.*
- Tell students to cover the text. Ask questions about the pictures, e.g. *Who can you see? Where are they? What can you see?*
- Drill the words as a class and individually.
- Play audio 40.1 all the way through.
- Play the first conversation on the audio twice. Tell students to complete the first conversation. **Elicit:** *to the cinema, at the station.*
- Repeat with the second conversation. **Elicit:** *for a meal, in the square.*
- Ask questions about the first conversation to check comprehension, e.g. *What day does the man suggest? Can the woman meet him on Tuesday? What time do they agree to meet? Where do they decide to meet?*
- Repeat with the second conversation.

b
- Nominate two students to read out the first conversation. Check pronunciation.
- Put students in pairs to practise the conversation and tell them to practise both roles. Monitor.
- Repeat with the second conversation.
- Focus on the **Language note**. Drill the examples as a class and individually.
- Tell students examples of your arrangements, e.g. *I'm meeting my friends tonight. We're going to that new Italian restaurant in town. Tomorrow, I'm teaching a class.*
- Ask students about their arrangements, e.g. *What are you doing tonight/this evening/tomorrow?*

2a
- Focus on the **Everyday expressions**. **Write:** *Would you like ___ go to the theatre?* on the board. Tell students to read through the first text and find a word to complete the expression. **Elicit:** *to.*
- Put students in pairs. Tell them to read the text again and complete the expressions.

b
- Play audio 40.2 for students to listen and check.

to, we, for, can't, about, fine, not

- Play the audio again for students to listen and repeat.
- Drill each expression as a class and individually.
- Tell students to write the expressions in their own language.
- Nominate a student. **Ask:** *(Ana), how do you say 'Let's go for a meal.' in (Polish)?* Put students in pairs to practise. Monitor.

3
- **Elicit/Teach:** *next (Sunday, week).* Play audio 40.3.
- Go through the list of questions. Play the audio again. Tell students to answer the questions.

Audio script 40.3

Woman Why don't we go for lunch on Wednesday?
Man I'm sorry. I can't make this week. I'm going to a conference.
Woman Oh, well, what about next Monday?
Man Next Monday? Yes, that's fine.
Woman OK. Shall we meet at one o'clock at your office?
Man Yes, OK. See you there.

1 go for lunch 2 Wednesday 3 He's going to a conference.
4 (next) Monday 5 at the man's office 6 at one o'clock

- Nominate two students to act out the conversation together. Check pronunciation.

4 Your life
- Go through some local places and elicit things you can do in each place, e.g. *You can have an Italian meal at the Sorrento Restaurant, You can see a film at the Odeon Cinema.*
- Focus on the first stage of the conversation. **Say:** *I want you to come to the park with me on Saturday. What do I say?* **Elicit:** *Would you like to go to the park on Saturday? Shall we go to the park on Saturday? Let's go to the park on Saturday.*
- Go through the pattern, eliciting what to say at each stage.
- Nominate a student to act out a conversation with you. **Say:** *Shall we go to (the Acropolis on Sunday)?* Elicit a response and continue the conversation following the pattern.
- Put students in pairs. Write the names of three local places on the board. **Say:** *Make arrangements to go to these places.* Monitor.
- Ask different pairs to read out their conversations. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can make arrangements.*

Follow-up

- Collect advertisements/leaflets for local places before the lesson (e.g. from the Tourist Office, local newspapers, or the Internet) and display them on the board or around the classroom.
- Give students a few minutes to walk around and look at the leaflets. Tell them to write down the three places that they think they would enjoy.
- Put students in small groups to compare their ideas.

Resource activity pages 213 and 273
Review and Wordlists Lessons 33–40
Student's Book pages 91–92

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TEACHER'S NOTES LESSON 41

Students learn a lexical set of school subjects and talk about school.

Warm-up

- **Write:** *school* on the board.
- Put students in pairs. Ask them to write down words connected with school. Words that students have seen in previous lessons include: *teacher, student, lesson, classroom, board, coursebook, library, notebook, class, computers, English, languages.*
- Ask students to call out their words and write them on the board. Organize the words into groups, e.g. *places, subjects, people, things in the classroom.* (You could do this as a spidergram.)
- Drill new words and check comprehension.

1
- **Elicit/Teach:** *school subject.*
- Focus on the pictures. Play audio 41.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Nominate different students to say the school subjects, e.g. **Say:** *What's number 3?* **Elicit:** *Mathematics/Maths.* Check pronunciation.
- Put students in pairs. Tell them to cover the text, and take it in turns to point at pictures and ask *What's this?* Monitor.

In English we usually use capital letters for school/university subjects but not when we use the same word in another context, e.g. *I like Music.* (I like the course). *I like classical music.* (I like music in general).

2a
- Ask questions about the picture, e.g. *What can you see? How old are the children? Who do you think the woman is? What is she holding? What do you think they're talking about?*
- Play audio 41.2 once for students to familiarize themselves with the different voices. **Ask:** *What are the children talking about?* **Elicit:** *school subjects they like/don't like.*
- Go through the children's names. Explain that *Adam* and *Joe* are boys' names, and *Holly* is a girl's name.
- Focus on the table. Tell students to listen and complete the table with the subjects that each child likes and doesn't like. Play the audio twice.
- Go through the answers as a class. If necessary, play the audio again, pausing after each child.

Adam likes Geography, I.T. (Information Technology), Art. He doesn't like Cookery or English.
Holly likes P.E. (Physical Education), French, Biology. She doesn't like Science, Physics, Chemistry.
Joe likes History, Music, P.E. He doesn't like Maths.

Audio script 41.2

Linda So, is this your class at school, Adam?
Adam Yes, it is. That's me there with my friend, Martin. That's Mrs Harris. She's our Geography teacher. She's really good. I like Geography. It's my favourite subject.
Linda What other subjects do you like?
Adam Oh, well, I like IT.
Linda What's IT?
Adam Information Technology – you know, computers and things.
Linda Oh, I see. Well, there weren't any computers when I was at school.
Adam Oh, right. I like Art, too, but I don't like Cookery, and I don't like English very much.
Linda And what about you, Holly? What's your favourite subject?
Holly Well, I like P.E., but my favourite subject is French.
Linda Oh, are you good at languages?
Holly Yes, I am.
Linda I was good at languages, too, when I was at school – French and German, but my favourite was Latin.
Holly Latin! Wow! Cool! We don't do that at our school.
Linda And which subjects don't you like?
Holly I don't like Science. Well, Biology is OK – I like that, but I don't like Physics and Chemistry.
Linda So, what do you like, Joe?
Joe I like History and I like Music, too – oh, and P.E.
Linda Well, you're good at sport.
Joe Yes, but History's my favourite subject. I don't like Maths. I'm not very good at it.

b
- **Elicit/Teach:** *Latin.*
- Read through the list of languages. Tell students to listen and tick the languages that Linda says. Play the audio again.
- Go through the answers as a class.

French, German, Latin

3 **Your life**
- Go through the expressions. Say sentences about your schooldays, e.g. *History was my favourite subject. I was good at English but I wasn't very good at Geography. P.E. was OK because I like sport. My favourite teacher was (Mr Smith). He was our Chemistry teacher.*
- Use the expressions to ask questions about the students, e.g. *What was your favourite subject? Were you good at Maths?*
- Tell students to look at the expressions and make notes about their favourite subjects.
- Put students in groups to ask and answer questions about their school life. Monitor.

English in the world

- **Elicit/Teach:** *primary school, move, secondary school, certificate, education, extra, advanced level.*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *When do children go to primary school in Britain? How old are children when they leave primary school? What exams do British students take at secondary school?*
- Ask students questions about schools in their country/countries, e.g. *When do children start school in (Russia)? How many years do children stay at Primary School in (Peru)? When do students in (Egypt) take exams?*
- Focus students' attention on the **can do** statement: *Now I can talk about school subjects.*

Follow-up

- Divide a piece of paper into two columns. Write out school subjects, e.g. *Mathematics, Art,* on one side and definitions on the other, e.g. *You study numbers in this class, You learn to paint pictures in this class.* Cut the paper up so you have one school subject or one definition on each piece.
- Hand out one piece of paper to each student. Tell students to mingle and match a subject and a definition.
- At the end ask each pair of students to read out their definition. The rest of the class have to guess the subject.

Resource activity pages 214 and 274

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Students learn and practise past simple statements.

Warm-up

- Write out time expressions on the board, e.g. *tomorrow morning, now, yesterday morning, this evening, tomorrow afternoon, this morning, last night, yesterday afternoon.*
- Give students one minute to order the time expressions.

1
- Tell students to cover the text. Ask questions about the picture, e.g. *Where is the man? What is he doing?*
- **Elicit/Teach:** *retire, as usual, party.*
- Play audio 42.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *When did Sidney stop working? Why did he go back to work? Where does he work? How does he get to work?*

The past simple is relatively straightforward because it is the same for all subjects. This means that, unlike more highly inflected languages where the form of the verb provides information about the subject, in English a verb must have a subject in order for it to make sense.

2
- Go through the rules on Student's Book page 108.
- Focus on regular verbs. Drill the examples as a class and individually. Check *-ed* pronunciation. **Write:** *cooked, liked, stopped* on the board. Point to *cooked*. **Ask:** *What's the verb?* **Elicit:** *cook*. Point to each past form to elicit *like, stop*.
- Elicit the following spelling rules for regular verbs:
  most verbs: add *-ed* (e.g. *cook – cooked*)
  verbs ending *e*: add *-d* (e.g. *live – lived*)
  verbs ending short vowel + a consonant: double the consonant and add *-ed* (e.g. *stop – stopped*).
- Focus on the second part of the table and explain that there is no rule for irregular verbs.
- Go through the third part of the table. **Ask:** *How do we make the negative past form?* **Elicit:** *didn't + infinitive.* Explain that *didn't = did not.*
- Drill the examples as a class and individually. Check pronunciation of *didn't* /dɪdnt/.

3
- Do the example together. Play the first item on audio 42.2. Students hear *She takes the train every day*, make a statement in the past with *yesterday*, then listen and repeat.
- Play the rest of the audio.

Audio script 42.2
1 She takes the train every day.
She took the train yesterday.
2 I cook the dinner every day.
I cooked the dinner yesterday.
3 We get up at seven o'clock every day.
We got up at seven o'clock yesterday.
4 He goes jogging every day.
He went jogging yesterday,
5 I have a shower every day.
I had a shower yesterday.
6 They watch TV every day.
They watched TV yesterday.

4
- Go through the sentences. Elicit/Teach key vocabulary, e.g. *later, become, salesman, after, join.*
- **Write:** *Sidney ___ school when he was 14. (leave)* on the board. Point to *leave*. **Ask:** *What's the past form?* **Elicit:** *left.*
- Put students in pairs to complete the sentences.
- Go through the answers together. Write the past forms on the board. Ask individual students to say one sentence each. Check pronunciation.

1 left 2 started 3 became 4 travelled 5 retired 6 worked 7 went 8 joined

5
- Tell students to read the information in **exercise 1** and **4**. **Write:** *Sidney stayed at home on his birthday.* **Ask:** *True or false?* **Elicit:** *false.* **Ask:** *What did Sidney do on his birthday?* to elicit *He went to work.*
- Put students in pairs. Tell them to correct each sentence, writing the first sentence in the negative, then the correct sentence. Monitor.
- Go through the answers together.

1 He didn't stay at home on his birthday. He went to work.
2 He didn't go to university. He started work.
3 He didn't work for a bank. He worked for an engineering company.
4 He didn't retire when he was 60. He retired when he was 65.
5 He didn't want to retire. He wanted to do something.
6 His nephew didn't have an engineering company. He had a food company.
7 He didn't get up at six o'clock yesterday. He got up at four o'clock.
8 He didn't drive to work. He took the bus.

6 Your life
- Go through the list of things and tell students about the things you did/didn't do yesterday, e.g. *I went to work yesterday, I didn't get up at seven o'clock.*
- Nominate different students **Say:** *I went to work yesterday. What about you, (Ivan)?* **Elicit:** *I went to work too./I didn't go to work.* Repeat with a negative sentence, e.g. *I didn't get up at seven o'clock. What about you (Rita)?* **Elicit:** *I didn't get up at seven o'clock either./I got up at seven o'clock.*
- Point to the list and tell students to write true sentences about the things they did or didn't do yesterday. Monitor.
- Put students in pairs to compare their sentences.
- Ask individual students to say a sentence about their partner. Check pronunciation.

Pronunciation

a
- **Write:** *like – liked, want – wanted* on the board. Model the pronunciation and count the syllables. **Ask:** *Which verb has an extra syllable?* **Elicit:** *wanted.*
- Put students in pairs. Tell them to say the words out loud and tick those with an extra syllable in the past tense.

b
- Play audio 42.3 for students to listen and check.
- Play the audio again for students to listen and repeat.

words with an extra syllable: wanted, decided, needed, started

- Focus students' attention on the **can do** statement: *Now I can talk about the past.*

Follow-up

- Play a game of Noughts and Crosses (see page 11) to revise past forms of verbs from the lesson.
- To win a square, teams have to make a sentence using the past form and a past time expression (e.g. *yesterday, last week, on Friday*) correctly.

Resource activity pages 215 and 274

Students revise past simple statements and talk about their schooldays.

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Warm-up

- Put students in pairs and tell them to list as many daily and free-time activities as possible.
- Ask students to call out their ideas. Write them on the board and elicit the past forms.
- Arrange students in a circle. Say a sentence, e.g. *I woke up at 6.30 yesterday.* The next student has to repeat your sentence and add another, e.g. *I woke up at 6.30 and I got up.* Continue around the circle.

1

- Focus on the pictures. Ask questions about the people, e.g. *What can you see? Where do you think the woman is? What are the children doing?*
- Play audio 43.1 while students read the text.
- Ask questions to find out if your students know anything about Australia, e.g. *What's the capital city? What animals are there?*
- Elicit/Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *air, outback, sheep station, farm*
  paragraph 2: *dining room, essays, school centre, mark, send back*
  paragraph 3: *boarding school, sea, miss (someone), cry*
- Focus on the questions. Read through the first part of the sentences and the choices.
- Tell students to choose the correct answers. Play the audio again while students read and listen.
- Go through the answers together.

1 a 2 a 3 b

- Ask questions about the text to check comprehension, e.g. *Where is Carol from? Is Alice Springs near the sea? What do Carol's parents do? How many brothers and sisters has Carol got? What were her favourite subjects? Who marked her essays? How often did she see her teacher?*

2

- Explain that Carol studied at two schools The School of the Air and a boarding school in Brisbane. Read the first statement (*She sent essays to Alice Springs.*). **Ask:** *Is this the School of the Air or the boarding school?* **Elicit:** *the School of the Air.*
- Read through the statements. **Say:** *Read the text again. Write 'S' for School of the Air or 'B' for boarding school.*
- Put students in pairs to compare their answers.
- 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 S 2 B 3 S 4 B 5 S 6 S 7 B 8 B

3

- Focus on the list of things. **Ask:** *What's Alice Springs?* **Elicit:** *a town/a place in Australia.* Tell students to read the text. **Ask:** *What does Carol say about Alice Springs?* **Elicit:** *The school centre was in Alice Springs.*
- Go through each of the items. Tell students to find each one and underline it in the text. Monitor.
- Put students in pairs. Tell them to read the text again and take it in turns to say what Carol says about each thing.
- Go through the answers as a class.

1 The school centre was in Alice Springs.
2 She talked to the teacher by radio for half an hour every day.
3 Her favourite subjects were History and Science, but she didn't like Maths.
4 The teacher marked her essays and visited her once a year.
5 Students use computers today but they didn't have them when Carol was a child.
6 Brisbane is a big city near the sea. She went to boarding school there.

- Focus on the **Language note**. **Write:** *study, try, apply, marry, stay* on the board. Put students in pairs. Tell them to write the past form of each verb. **Elicit:** *studied, tried, applied, married, stayed.*

4 Your life

- Go through the sentence cues. Drill each one as a class then individually.
- Write the numbers 1–8 on the board as a list. Tell students eight things about your schooldays, e.g. *I started school when I was (five) in 1975. I went to (Park Primary) School.* etc. Make notes on the board, e.g. *1 five, 2 Park Primary.*
- Point to your notes and tell students to make notes about their own schooldays.
- Ask different students about their schooldays. **Ask:** *When did you start school, (Natalie)? What school did you go to, (Marc)?*
- Focus on the notes you made. Write sentences about your schooldays, e.g. *I started school in 1975. The school was called Park Primary.*
- Tell students to use their notes to write a paragraph about their schooldays.
- Put students in pairs and tell them to take it in turns to ask each other about their schooldays. Monitor.
- Focus students' attention on the **can do** statement: *Now I can write about my schooldays.*

Follow-up

- Revise words from the lesson with a board dash. Draw three columns on the board labelled: *nouns, verbs, adjectives.*
- Put students in two teams. Call out words from the lesson at random, e.g. *study, cry, mark, enjoy, subject, lesson, essay, Internet, boarding school, normal, favourite, big.*
- Students run to the board to write the word in the appropriate column. The first team to write the word correctly wins a point.

Resource activity pages 216 and 275

Students revise the past simple and learn expressions for talking about good news.

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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? Where are Sarah and Peter? Why is Sarah upset? Does Peter like Sarah? Is he married? Where are Peter and Jordan? What are they talking about? Who's going to help Peter?*

1
- Play audio 44.1 to familiarize students with how the story develops and with the characters' voices.
- Elicit/Teach key vocabulary and phrases for each picture, e.g.
  picture 1: *interview, interview panel, personal assistant, director, education, secretarial course, college*
  picture 2: *excited, get a job, get a cold*
  picture 3: *handkerchief, dressing gown, ill, I'm afraid* (for an excuse), *bad cold*
  picture 4: *congratulations, I can't wait, appoint*
  picture 5: *shocked*
- Write the new words and phrases 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: *Who can you see? Where are they? What's happening?*
  picture 2: *Who's in The Coffee Shop? Who's Lucy talking to? Does she look happy?*
  picture 3: *Where is Lucy? What is she wearing? What is she holding? What's wrong?*
  picture 4: *Where is Lucy? Who is she with?*
  picture 5: *Who is in the office? Why does Lucy look shocked?*
- Focus on the questions. Play the audio again. Elicit and check the answers.

1 Personal Assistant to the Director for Europe 2 Olive Green

- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *How old was Lucy when she started her secretarial course? What was her first job? How long did she stay in her first job? When did she join this company?*
  picture 2: *Was Lucy's interview a success? Did she want the new job? Does she know the Director of Europe? What interviews are on Friday? Is Lucy ill?*
  picture 3: *Why can't Lucy go to work?*
  picture 4: *Is Lucy excited about meeting her new boss? When did they appoint her new boss? What is her name?*
  picture 5: *Is Lucy happy? Does she like her new boss? Why did she apply for the new job?*

2
- Focus on the sentences. **Write:** *Lucy left school when she was 16/18.* on the board. Tell students to read the first part of the story again. **Ask:** *When did Lucy leave school?* **Elicit:** *When she was 18.* and circle the correct answer.
- Tell students to read the whole story again and choose the correct answers.
- Put students in pairs to compare their answers.
- Go over the answers as a class.

1 18 2 secretarial 3 bank 4 five 5 Friday 6 had a cold

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Well ___!* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *done.*
- Ask students to complete the expressions.

b
- Play audio 44.2 for students to listen and check.
- Play the audio again while students listen and repeat.

done, so, on, wait

4
- Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise each role. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can talk about good news.*

Follow-up

- Write out different types of good news on pieces of paper, e.g. *pass/driving test, pass/English exam, get/new job, have/new baby, get/married, buy/new house, win/new computer.*
- Give each student a piece of good news. Ask them to make a sentence with the cues, e.g. *I passed my driving test.* Alternatively you could ask students to think of something good that happened to them recently and make a sentence about it.
- Tell students to mingle, and say and respond to each other's good news.

Resource activity pages 217 and 275

Students learn a lexical set of parts of the body and name parts of the body.

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Warm-up

- Revise prepositions of place with a picture dictation.
- **Elicit/Teach:** *mountain, sky, plane, left, right.*

  Draw two mountains. On top of the mountain on the left there's a dog. Between the mountains there's a little house. In front of a house there's a road. At the end of the road there's a car. In the sky there's a plane.
- Put students in small groups to compare their pictures.

1a • **Elicit/Teach:** *body.*
- Ask students to call out the names of any parts of the body they know and write these on the board.
- Go through the parts of the body, describing each one and pointing to them on your body. **Say:** *This is my head, my neck, chest,* etc.
- Focus on the words in the box. Ask students to write the words from the box in the correct place.

3 nose 5 eye 8 hand 9 arm 10 head 14 leg

b • Play audio 45.1 for students to listen and repeat.
- Drill each item as a class then individually. Check intonation and pronunciation.
- Ask individual students to say parts of the body. Point to your shoulder. **Say:** *What's this?* **Elicit:** *shoulder.* Check pronunciation. Repeat with other parts of the body.

2 • Do the examples together. Play audio 45.2. Students hear *What's wrong? My eye's sore,* say what's wrong, then listen and repeat. Do the same with the second example and *What's the matter?*
- Play the rest of the audio.

Audio script 45.2

1	A	What's wrong?	4	A	What's wrong?
	B	My eye's sore.		B	My knee is sore.
	C	His eye's sore.		C	Her knee is sore.
2	A	What's the matter?	5	A	What's the matter?
	B	My finger hurts.		B	My back hurts.
	C	Her finger hurts		C	His back hurts.
3	A	What's wrong?	6	A	What's wrong?
	B	My elbow hurts.		B	My shoulder is sore.
	C	His elbow hurts.		C	Her shoulder is sore.

In English we use a possessive adjective (*my, your, his, her,* etc.) when we talk about parts of our body, e.g. *My foot hurts, He broke his leg.* In English, nouns are not masculine or feminine and the possessive adjective used depends on the person, e.g. *My/His/Her eye's sore.*

3 • Play audio 45.3 all the way through.
- Play part one of the audio again. Ask students to guess who's speaking. **Elicit:** *an exercise/a yoga teacher.*
- Tell students to listen again and write the parts of the body they hear. Play the audio again twice. **Elicit:** *leg, knee, foot, ankle.*
- Repeat with each part of the audio.
- Go through the answers as a class.

1 leg, knee, foot, ankle 2 face, neck, chest, stomach
3 back, arm, shoulder, elbow

Audio script 45.3

1 Now for this exercise, lie on the floor. Lift your left leg. Don't bend your knee. Now rotate your foot. That's it. This exercise is very good for your ankles.

2 **Woman** What's wrong with your face?
Man What do you mean?
Woman Well, it's all red near your neck. Look in the mirror.
Man Oh, yes. It's on my chest, too.
Woman And your stomach!

3 **Tailor** So for the jacket. That's 48 for the back. Can you lift your right arm, please, sir? That's it. Shoulder to elbow is 39 ...

4 • Focus on the pictures in **exercise 1**. **Ask:** *Which part of your body do you see with? Which part of your body do you play the piano with?* **Elicit:** *Your eyes, your fingers.*
- Put students in pairs. Go through the example together.
- Focus on the list of definitions. Read through them as a class. **Say:** *Write the parts of the body.*
- Go through the answers as a class.

1 It's your mouth. 2 They're your toes. 3 It's your nose.
4 It's your head. 5 It's your ankle. 6 They're your hands.
7 It's your back. 8 It's your neck.

Pronunciation

a • **Say:** *knee.* **Ask:** *What letters can you hear?* **Elicit:** *n and e.* Explain that the *k* in *knee* is a silent letter.
- Put students in pairs. Tell them to say the words out loud and circle the silent letters.
- Go through the answers together.

b • Play audio 45.4 for students to check their answers. Play it again and tell them to repeat the words.

k in knee, h in chemist's, w in answer, h in stomach, w in who, l in walk, w in write, k in know, h in when, c in science

- Focus students' attention on the **can do** statement: *Now I can name parts of the body.*

Follow-up

- Teach students this song. Encourage them to stand up and do the actions as they sing, e.g. touch the relevant parts of the body as they sing. If you don't know the tune, you can do this as a chant.

  Head and shoulders, knees and toes, knees and toes.
  Head and shoulders, knees and toes, knees and toes.
  Ears and eyes and mouth and nose.
  Head and shoulders, knees and toes, knees and toes.

Resource activity pages 218 and 276

Students learn and practise past simple questions and ask questions about past events.

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Warm-up

- Revise parts of the body. Write out two sets of parts of the body on sticky labels.
- Put students in two teams. Ask for a volunteer from each team to come to the front. Hand a set of labels to each team. Tell students that they have two minutes to 'label' their volunteer.
- The team with the most correct labels is the winner.

1
- Tell students to cover the text. Ask questions about the picture, e.g. *Where are the women? What's happening?*
- **Elicit/Teach:** *hurt, fall.*
- Play audio 46.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *When did Tina go skiing? Did Karen go with her? What part of her body did Tina hurt? Was it a skiing accident?*

2
- Go through the rules on Student's Book page 109.
- Focus on the first part of the table. Drill the examples as a class and individually.
- Ask different students about yesterday, e.g. *Did you go swimming yesterday? Did you meet your friends on Saturday? Did you have an English exam on Sunday?* to elicit short answers.
- **Write:** *Did you ate my sandwich?* on the board. Put a cross next to the question to show it is incorrect and ask students to correct it. **Elicit:** *Did you eat my sandwich?*
- Focus on part 2 of the table. Ask students to give examples of *wh-* questions, e.g. *how, where, why, when, what, which, who.*
- Drill the example as a class and individually. **Write:** *Where did you stay? Did you stay in a hotel?* Point out that the word order in both questions is the same, i.e. auxiliary (*did*), subject (*you*), verb (*stay*).
- Ask different students about yesterday using *wh-* questions, e.g. *When did you get up? What did you have for breakfast? Who did you speak to?*

In many languages, for example Spanish, questions in the past do not require an auxiliary verb. As a result, even students at higher levels may forget to use one in English.

3
- Do the example together. Play the first item on audio 46.2. Students hear *We went skiing*, make a question in the past, then listen and repeat.
- Play the rest of the audio.

Audio script 46.2

1 We went skiing.
Did you go skiing?
2 I fell over.
Did you fall over?
3 We stayed in a hotel.
Did you stay in a hotel?
4 We had good weather.
Did you have good weather?
5 We enjoyed it.
Did you enjoy it?
6 We came back last night.
Did you come back last night?

4
- Go through the sentences. Elicit/Teach key vocabulary, e.g. *burn, cooker, break, fall off.*
- **Write:** *How did you ___ your hand? I ___ it on the cooker.* Point to the gaps. **Ask:** *Do we write the past form here?* **Elicit:** *no* for the first gap (because it's a question) and *yes* for the second (because it's a statement).
- Do the first two sentences as a class. **Elicit:** *burn, burnt.* Note that in American English the past form of *burn* is *burned* and this is also acceptable in British English.
- Put students in pairs to complete the sentences.
- Go through the answers together.

1 burn, burnt 2 went, go 3 enjoyed, enjoy 4 broke, break
5 fall, fell

5a
- **Elicit/Teach:** *mountain-biking, Scotland, accident, ill, all weekend, oh dear* (to express sympathy).
- **Write:** *you / have / a good weekend* on the board. **Say:** *Make a question in the past.* **Elicit:** *Did you have a good weekend?*
- Focus on the conversation. Put students in pairs to complete the questions and answers. Monitor.

b
- Play audio 46.3 for students to listen and check.
- Go through the answers as a class.

1 Did you have 2 Yes, I did 3 did you do 4 did you go
5 Did you go 6 No, I didn't 7 Did you enjoy 8 Yes, I did
9 Did you have 10 No, I didn't 11 Did he come 12 No, he didn't

c
- Ask two students to read out the conversation. Check pronunciation.
- Put students in pairs to practise the conversation. Give them an opportunity to practise both roles.

6 Your life
- Focus on the cues. Put students in pairs to write the questions.
- Go over as a class. **Elicit:** *What did you do? Who did you go with? Where did you go? Did you have a good time?* Next to each question write three things about your weekend, one true and two false, e.g. *What did you do? played tennis, washed my car, went to a party.*
- Put students in pairs. **Say:** *Guess which things I did.*
- Go through the questions, giving your true answers. Ask how many of the students guessed correctly.
- Tell students to look at the questions and write notes about their weekend.
- Ask individual students about their weekend, e.g. *What did you do, (Lee)? Where did you go, (Jim)?*
- Put students in pairs to ask and answer about their weekend.
- Nominate individual students to tell the class about their partner.
- Focus students' attention on the **can do** statement: *Now I can ask questions about past events.*

Follow-up

- Write two general knowledge questions (using the past tense) on the board, e.g. *Where did the 2006 World Cup take place? (Germany, Argentina, Belgium) When did Christopher Columbus discover America? (1472, 1482, 1492).* Find out how many students know the answers (Germany, 1492).
- Put students in pairs. Ask them to write one general knowledge question with three possible answers (one correct, two incorrect). Tell students to mingle and find out how many people know the answer to their question.

Resource activity pages 219 and 276

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Students revise past simple questions and talk about an accident.

Warm-up

- Put students in pairs. Tell them that you will read out a definition and they have to write down the part of the body that matches the definition.
- Read out definitions from **lesson 45 exercise 4** (you could add some more of your own to extend the activity).

1
- Ask questions about the pictures, e.g. *What can you see? What happened?*
- **Elicit/Teach:** *ladder, trip over, cat, lift, heavy, box.*
- Play audio 47.1 twice. **Ask:** *What happened to Tony last weekend?* **Elicit:** *He fell off a ladder.*

Audio script 47.1

Tony Hello.
Bill Hi, Tony. It's Bill.
Tony Hi, Bill. How are you?
Bill I'm fine, thanks. Did you have a good weekend?
Tony No, I didn't. I had an accident on Saturday morning. I fell off a ladder.
Bill Off a ladder? Did you hurt yourself?
Tony Yes. I hurt my ankle.
Bill Where did it happen?
Tony In the garden.
Bill What did you do? Did you go to the hospital?
Tony Yes, well, luckily, my wife was in and she took me to hospital in the car.
Bill That's good. What did they do at the hospital?
Tony The doctor looked at it and I had an X-ray.
Bill Is it OK?
Tony Well, it isn't broken, but it's very painful.
Bill Can you walk?
Tony Yes, I can, but I can't drive.
Bill Oh dear. Well I hope it's OK soon. Anyway, I suppose you don't want to play tennis tomorrow then.

2
- Go through the statements. Elicit/Teach key vocabulary, e.g. *ambulance, operation, injection, X-ray, broken, painful.*
- Tell students to listen and choose the correct information. Play the audio again.
- Put students in pairs to compare their answers.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

1 b 2 b 3 c 4 a 5 c 6 b 7 a

3
- Drill each question as a class and individually.
- Ask each question and elicit Tony's answers from different students.
- Nominate a student. **Say:** *You're Bill. I'm Tony.* Act out the conversation between Bill and Tony.
- Nominate two students to act out the conversation together. Check pronunciation.
- Put students in pairs. Tell them to look at the questions and make the conversation between Bill and Tony. Monitor.

4 Your life
- Write a sentence on the board about something true that happened to you, e.g. *I had an accident (last year).*
- Tell students they have to find out about your accident by asking questions. **Say:** *Use questions from exercise 3 to find out about my accident.* Answer the students' questions and write notes on the board, e.g. *where – in my house, broke my ankle, phoned doctor.*
- Tell students to make similar notes about an accident they, or someone they know, had.
- Ask individual students about their accidents, e.g. *When did it happen? Where did it happen? How did it happen?*
- Put students in pairs to talk about each other's accident. Tell them to make notes about their partner's accident.
- Tell students to change partners and tell their new partner about their first partner.

English in the world

- Focus on the signs. Drill each item as a class then individually.
- Tell students to write the signs in their own language.
- Nominate a student. **Ask:** *(Ana), how do you say 'Accident and Emergency' in (Chinese)?* Put students in pairs to practise.
- Tell students to think of two more medical signs, e.g. *X-ray Department, Operating Theatre.* Write new words on the board. Drill them and check comprehension.
- Focus students' attention on the **can do** statement: *Now I can talk about an accident.*

Follow-up

- Tell students you are going to dictate six sentences but you will hum the verbs. When you hum a verb, they have to draw a line.
- Dictate the following sentence as an example: *Tony – hum – an accident at the weekend.* Say the sentence twice then ask a student to write it on the board. They should write *Tony ___ an accident at the weekend.* Point to the gap and elicit the missing verb *had.*
- When you are sure that students understand, dictate the following six sentences:
  1 The accident ___ in the garden.
  2 He ___ off a ladder.
  3 He ___ his ankle.
  4 His wife ___ him to hospital.
  5 The doctor ___ at his foot.
  6 Tony ___ an X-ray.
- Go through the sentences as a class.
- **Write:** *have, take, look, hurt, fall, happen* on the board.
- Put students in pairs. Tell them to choose a suitable verb to complete each sentence and write it in the past form in the gap.
- Go through the sentences as a class. **Elicit:** *1 The accident happened in the garden. 2 He fell off a ladder. 3 He hurt his ankle. 4 His wife took him to hospital. 5 The doctor looked at his foot. 6 Tony had an X-ray.*

Resource activity pages 220 and 277

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TEACHER'S NOTES LESSON 48

Students learn and practise expressions for asking for things at a chemist's.

Warm-up

- Put students in teams. Give them two minutes to write down as many words connected with hospitals as possible. Words that students have seen in previous lessons include: *nurse, doctor, chemist, pharmacy, cold, sore, hurt, hospital, surgery, X-ray, accident, emergency, prescription.*
- Compare the lists. The team with the most words is the winner.
- Drill any new words and check comprehension.

1a • **Elicit/Teach:** *insect bite, cream, need, put on, once, twice.*
- Tell students to cover the text. Ask questions about the picture, e.g. *Where are the people? What can you see?*
- Play audio 48.1 for students to read and listen.
- Ask questions to check comprehension, e.g. *Who needs the cream? What bit the woman's grandson? How many times does he have to put the cream on?*

b • Nominate two students to act out the conversation. Check pronunciation.
- Put students in pairs to practise. Give them an opportunity to practise both roles. Monitor.
- Focus on the **Language note**. Drill the examples as a class and individually.
- Give some examples of how often you do things, e.g. *I have Chinese lessons once a week. I go to a restaurant twice a month.*
- Ask students how often they do things, e.g. *How often do you play football? How often do you cook your breakfast?*

2 • Focus on the **Everyday expressions.**
- Drill each expression as a class and individually.
- Tell students to write the expressions in their own language.
- Nominate a student. **Ask:** *(Ana), how do you say 'once a day?' in (Spanish)?* Repeat with different expressions. Put students in pairs to practise. Monitor.

3a • Focus on the pictures of problems. Play audio 48.2 for students to listen and repeat.
- Play the first part of the audio again (to *sore eyes*). Drill each item as a class then individually. Check pronunciation.
- Ask different students to say the problems. **Say:** *What's number 7?* **Elicit:** *a rash.*
- Put students in pairs to practise.
- Repeat with the pictures of medicine.

b • Focus on the table. **Ask:** *What's the best treatment for stomach ache?* Accept anything that seems feasible, e.g. accept *tablets* or *capsules* for stomach ache, but not *cough medicine, cream,* or *drops*. Go through each of the problems eliciting the best treatments.
- Play the first conversation on audio 48.3 twice. **Ask:** *What's the problem and what's the treatment?* **Elicit:** *The customer's daughter's got a cough./Cough medicine three times a day.*
- Repeat with each conversation.

1 the customer's daughter's got a cough / cough medicine / three times a day
2 sore eyes / eye drops / once a day
3 a cold / capsules / one every four hours
4 sunburn / cream / twice a day

Audio script 48.3

1	**Chemist**	Hello. Can I help you?
	Customer	Yes. Have you got anything for a cough?
	Chemist	Is it for yourself?
	Customer	No, it isn't. It's for my daughter.
	Chemist	How old is she?
	Customer	She's seven.
	Chemist	Well, this cough medicine is very good. She needs to take it three times a day.
	Customer	Thank you.
2	**Chemist**	Hello. Can I help you?
	Customer	Yes. Have you got anything for sore eyes?
	Chemist	Is it for yourself?
	Customer	Yes, it is.
	Chemist	Well, these eye drops are very good. Use them once a day.
	Customer	Thank you.
3	**Chemist**	Hello. Can I help you?
	Customer	Yes. Have you got anything for a cold?
	Chemist	Is it for yourself?
	Customer	Yes, it is.
	Chemist	Well, these capsules are very good. Take one every four hours.
	Customer	Thank you.
4	**Chemist**	Hello. Can I help you?
	Customer	Yes. Have you got anything for sunburn?
	Chemist	Is it for yourself?
	Customer	Yes it is. It's for my arms.
	Chemist	Well, this cream is very good. Use it twice a day.
	Customer	Thank you.

4 • Nominate two students. Tell student A that he/she is the chemist, and Student B that his/her mother has got sore eyes. Tell them to use the table in **exercise 3** and have a conversation. Check pronunciation.
- Put students in pairs. Point to the table and ask them to make three more conversations. Monitor.
- Ask pairs of students to act out their conversations. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can ask for things at a chemist's.*

Follow-up

- Write out different problems on pieces of paper, e.g. *a cold, sore eyes, a painful ankle, backache.* Prepare one for each student.
- Tell students to mingle asking *What's wrong? What's the matter?* After each exchange they swap their pieces of paper to practise a different problem.

Resource activity pages 221 and 277

Review and Wordlists Lessons 41–48
Student's Book pages 93–94

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TEACHER'S NOTES LESSON 49

Students learn a lexical set of travel vocabulary and talk about their holidays.

Warm-up

- Write the following words on the board: *fast, leave, buy, expensive, airport, go, bus driver, travel, slow, plane, heavy, bus stop, station.*
- Put students in teams and give them a time limit of two minutes to sort the words into nouns, verbs, and adjectives.

1
- Focus on the pictures. Play audio 49.1 for students to listen and repeat.
- Drill each item as a class and individually.
- Nominate different students to say the words. **Say:** *What's number 14, (Marie)?* **Elicit:** *to lose your luggage.* Check pronunciation.
- Put students in pairs. Tell them to cover the text, and to take it in turns to point at pictures and ask *What's this?* Monitor.

It's a good idea to remind students that many English words have more than one meaning. For example the verb 'to miss' can be used to express several ideas: We can say we *miss someone* (we wish that person was with us), or *miss a train/bus*, etc (arrive after the train/bus has left).

2
- **Write:** *Forms of transport* and *Places* on the board. Focus on the examples, and ask students to call out other forms of transport, e.g. *bus, train, plane, taxi, bicycle, car.* List these under the first heading. Drill new words and check comprehension.
- Put students in pairs to think of other places. Ask students to call out their ideas and list them on the board under the second heading. Drill new items and check comprehension.
- Focus on the **Language note.** Drill the examples as a class and individually.
- **Write:** *go ___ holiday* on the board. Point to the gap and ask what the missing preposition is. **Elicit:** *on.*
- Repeat with the other phrases.

3
- Do the examples together. Play audio 49.2. Students hear *plane*, make a sentence, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 49.2

1 plane
They went by plane.
2 the station
They went to the station.
3 a business trip
They went on a business trip.
4 boat
They went by boat.
5 a cruise
They went on a cruise.
6 the airport
They went to the airport.

4
- Go through the statements. Elicit/Teach key vocabulary, e.g. *camping, Caribbean, Miami, lose, leave (something behind/at home), neighbour.*
- Play audio 49.3 all the way through.
- Do the first statement as an example. **Ask:** *Is the statement true or false?* Play the audio again (to *Caribbean*). **Elicit:** *false.*
- Play the rest of the audio twice.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

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

Audio script 49.3

A Hello. Did you have a good holiday?
B Yes, we did, thanks. It was great.
A Where did you go?
B We went on a cruise in the Caribbean.
A Wonderful. Where did you get on the boat?
B In Florida. We flew to Miami.
A Was the flight OK?
B Well, yes, but we had a bit of a problem, because we forgot the tickets. We left them on the kitchen table.
A Oh no. When did you realize that?
B We were at the airport.
A What did you do?
B Luckily our daughter lives near us. So we phoned her and she went to the house and drove to the airport with the tickets.
A That wasn't a good start to a holiday!
B No, it wasn't.
A Did you miss the plane?
B Yes, we did, but they put us on another plane, so it wasn't too bad, and we didn't miss the boat in Florida.
A That's good.

5 Your life
- Go through the questions. Nominate students to answer the questions and list ideas on the board. Drill new items and check comprehension.
- Use the questions to talk about your holidays. Make notes on the board, e.g. *in July, Greece, by plane, hotel, relax.*
- Tell students to look at the questions and make notes about their holidays.
- Put students in groups to ask and answer questions about their holidays. Monitor.

Pronunciation

a
- **Say:** *station, airport* and write them on the board. Underline the *a* in each word. Elicit and drill the sounds: /eɪ/ in *station* and /eə/ in *airport* to show they are different.
- Repeat with the second pair of words: *ticket, miss.* Underline the *i* in each word. Elicit and drill the sound /ɪ/ in each word to show they are the same.
- Put students in pairs and tell them to tick the words with the same sound.

b
- Play audio 49.4 for students to listen and check.
- Play the audio again for students to listen and repeat.

words that have the same sound: ticket/miss, lose/cruise, train/plane

- Focus students' attention on the **can do** statement: *Now I can talk about travel.*

Follow-up

- Dictate the following mini-paragraph (or make up a similar one about your holiday).

I went on holiday in August. I went to France with my sister. We travelled there in her new car. We stayed in a hotel near the sea. We went to the beach every day. We had a great time.

- Put students in two teams. Each team takes it in turns to come to the board and write one sentence. The team can help by calling out spellings and punctuation. They score one point for each correct word and capital letter (each team has three sentences with a total of 20 words and four capital letters).

Resource activity pages 222 and 278

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TEACHER'S NOTES LESSON 50

Students learn and practise *going to* and talk about their plans for the future.

Warm-up

- Play a game of Bingo (see page 10) to revise free-time activities and places to go from **lessons 13** and **37**.

1
- Tell students to cover the text. Ask questions about the pictures, e.g. *Who can you see? Where are they? What are they doing?*
- **Elicit/Teach:** *public holiday, spend (time), exam, water-skiing, exciting, study for (an exam).*
- Play audio 50.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *Are Cindy and Ryan going to work next Monday? What sort of festival are they going to? What is Jordan going to do? When is Sarah's exam? Is she going to study on Monday?*
- Drill each sentence as a class then individually.

Students are often confused by when to use the present continuous and when to use *going to* to talk about the future. It is made even more confusing because in some, but not all, cases the forms are interchangeable. Note that we often use the present continuous with the verbs *go* and *come* rather than *going to go, going to come*.

2
- Go through the rules on Student's Book page 109.
- Drill the examples as a class and individually. Check pronunciation of *ing* (/ɪŋ/ not /ɪŋg/).
- Ask individual students about their intentions and plans for the future, e.g. *What are you going to do at the weekend/when you finish your English course?*
- Tell students to write one thing they're going to do next week, and one thing they aren't going to do.
- Put students in pairs to compare their sentences. Ask individual students to say two sentences about their partner.
- **Write:** *I'm going for to play tennis. He going to see his family. We's going to study.* on the board. Put a cross next to each sentence to show they are incorrect. Ask students to correct them. **Elicit:** *I'm going to play tennis, He's going to see his family, We're going to study.*

3
- Do the example together. Play the first item on audio 50.2. Students hear *She's going to play tennis*, make a negative statement, then listen and repeat.
- Play the rest of the audio.

Audio script 50.2

1 She's going to play tennis.
She isn't going to play tennis.
2 We're going to have a party.
We aren't going to have a party.
3 They're going to go to the beach.
They aren't going to go to the beach.
4 I'm going to clean the house.
I'm not going to clean the house.
5 He's going to get up early.
He isn't going to get up early.
6 They're going to go sailing.
They aren't going to go sailing.

4
- Go through the pictures. Drill the activities as a class and individually.
- Focus on the first picture. **Ask:** *What are they doing? Are they going to cook on Monday? What are they going to do on Monday?* **Elicit:** *They're cooking. No. They're going to go sailing.*
- Put students in pairs. Tell them to make negative and positive sentences for each picture. Monitor.
- Go through the answers as a class. Ask individual students to say one sentence each. Check pronunciation.

1 They aren't going to cook. They're going to go sailing.
2 He isn't going to drive a taxi. He's going to play golf.
3 She isn't going to get up early. She's going to stay in bed.
4 They aren't going to work in the office. They're going to relax on a beach.

5a
- Go through the rules on Student's Book page 109.
- Drill the examples as a class and individually.
- Use the verbs in **exercise 4** to ask questions about the students' plans, e.g. *Are you going to get up early on Monday? Are you going to play golf?* **Elicit:** *Yes, I am. No, I'm not.*

b
- Focus on the pictures in **exercise 4**. Ask about the people in the first picture, e.g. *Are they going to cook?* Elicit a short answer and a sentence, e.g. *No, they aren't. They're going to go sailing.*
- Put students in pairs to ask and answer questions about the other people. Monitor.

6a Your life
- Go through the list of things and tell students about the things you are going to do next weekend. **Say:** *I'm not going to go shopping. I'm going to relax in the garden with my friends. We're going to have a barbecue.*
- Nominate different students **Say:** *I'm not going to go shopping. What about you, (Grace)?* **Elicit:** *I'm not going to go shopping either./I'm going to go shopping.*
- Point to the list of things and tell students to write true sentences about the things they're going to do next weekend. Monitor.

b
- **Ask:** *Who's going to go shopping?* Nominate one of the students. Focus on the example conversation. Go through the questions, eliciting answers from the student.
- Repeat with each of the items.
- Put students in pairs to ask and answer about the things they're going to do.
- Ask individual students to say a sentence about their partner. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can talk about plans for the future.*

Follow-up

- Put students in pairs. Tell them to think of things they can do to practise/improve their English.
- Ask students to call out their answers and write these on the board. These might include: *watch an English film, listen to some English songs, read an English book, read an English newspaper, speak to an English-speaking person.*
- Tell students to choose three things that they are going to do to practise their English.
- Put students in pairs to compare their ideas.

Resource activity pages 223 and 278

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TEACHER'S NOTES LESSON 51

Students revise *going to* and describe their plans for the future.

Warm-up

- Revise countries with a quiz. Put students in small teams. Prepare between six and ten multiple choice questions, e.g. *This country is above the USA. Is it Mexico, Canada, or Ireland? People speak Portuguese in this country. Is it Italy, Peru, or Brazil? The capital city of this country is Bangkok. Is it Indonesia, China, or Thailand? This is a very cold country. Is it Colombia, Spain, or Norway?*
- The winning team is the one with the most correct answers.

1
- Focus on the pictures. Ask questions about the people, e.g. *Who can you see? How old are they?*
- Play audio 5.5 while students read the texts.
- Elicit/Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *long, rest, Sri Lanka, life*
  paragraph 2: *bottle factory, earn, Bangkok, Thailand, Indonesia*
  paragraph 3: *Taiwan, improve, ski resort, lake*
- Read through the names and activities and check understanding.
- Tell students to match the names with the activities. Play the audio again while students read and listen.
- Go through the answers together.

Sandy Yates is going to teach English. Tamas Pavel is going to travel round the world. Han Sun is going to work in a hotel.

- Ask questions about the text to check comprehension, e.g. *Where is Tamas from? Whose parents have got a bookshop? How is Tamas going to earn money? How long is Sandy going to spend in Sri Lanka? Why is Han going to Canada?*

2
- Read through the questions. Elicit/Teach key vocabulary, e.g. *before, trip.*
- Tell students to read about Sandy and answer the questions.
- Put students in pairs to compare their answers.
- Go through the answers as a class.
- Repeat for Tamas and Han.

Sandy: 1 She's going to have a long rest and go on holiday. 2 Sri Lanka 3 No, she isn't. 4 in August
Tamas: 1 He's going to work in a bottle factory. 2 Thailand, Indonesia, Australia, and some other countries 3 Yes, he's going to travel with two friends. 4 on 29 October
Han: 1 She's going to work in her parents' bookshop. 2 Canada 3 No, she isn't. 4 in September

- Focus on the **Language note**. Elicit/Explain that *First, Then, After that* are sequencers and we use them to show the order that activities occur in.
- Tell students three things that you're going to do after work. **Say:** *First, I'm going to have dinner. Then, I'm going to watch TV. After that, I'm going to phone my mother.*
- Write your sentences on the board. Point out that we use a comma after sequencers.
- Ask students to write three things they are going to do after the lesson using the sequencing words.
- Nominate individual students to tell the class about their plans.

3a Your life
- **Elicit/Teach:** *gap year.*
- Go through the questions. Elicit possible answers for each one, e.g.
  question 1: *save money, get another job*
  question 2: *round the world, round Europe, to Africa, Asia*
  question 3: *work as a volunteer, work to earn money, relax, go sightseeing, learn another language*
  question 4: *alone, with a friend, with a sister/brother*
  question 5: *on + a date, in + a month*
- Drill new items and check comprehension.
- Tell students to look at the questions and make notes about their gap year plans. Monitor.
- Use the questions to ask individual students about their plans.

b
- Tell students you are planning a gap year. Go through the pattern telling students about your plans. **Say:** *For my gap year, I'm going to Africa. First, I'm going to save some money. Then ...* **Write:** *Africa, save money* on the board.
- Tell students to write their own paragraph following the pattern.
- Put students in small groups to ask and answer about their gap year plans. Monitor.
- Ask individual students to read out their paragraphs.

English in the world

- **Elicit/Teach:** *straight, take the opportunity, popular, real job.*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *What sort of jobs do people get in their gap year? Which countries are popular with young people? When do young people take a gap year?*
- Ask students questions about gap years in their countries, e.g. *Do young people in (Spain) take gap years? When do they take a gap year? What countries are popular with (Italian) young people? What do people in (Poland) do during their gap year?*
- Focus students' attention on the **can do** statement: *Now I can describe plans for the future.*

Follow-up

- Write various plans on pieces of paper, e.g. *get a new job, go to university, get married, learn another language, learn to drive, visit another country, buy a new car, move house, buy a computer, get a mobile phone.* Prepare one for each student.
- Hand out the pieces of paper. Tell students to make a question about next year using their cue, e.g. *Are you going to get a new job next year?*
- Tell students to find out about their classmates' plans.
- Go through some of the questions together. **Ask:** *Who's going to visit another country? Where are they going to go?*

Resource activity pages 224 and 279

Students revise *going to* and learn expressions for talking about sad events.

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Warm-up

- Use the pictures in **lesson 44** to revise the story to date. Ask questions about the characters and the story, e.g. *What job did Lucy have an interview for? Did she get the job? Was she happy? Who is her new boss? What's Olive's new job? Does Lucy like Olive?*

1
- 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: *sorry, hear, must, feel, sad, miss (someone), funeral, flight, couple of weeks, hope*
  picture 2: *make a sandwich, supermarket, hungry, cake, now*
  picture 3: *unload, travel bag, puzzled, get married*
  picture 4: *tray, outside, on his way*
  picture 5: *know, busy*
- Write the new words and phrases 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: *Who can you see? Where are they? What are they doing?*
  picture 2: *Where are Cindy and Ryan? What's Ryan making? Does Cindy look relaxed?*
  picture 3: *What's Ryan doing? Where's Peter? What's he doing? What's he holding? What do you think he's going to do?*
  picture 4: *Where is Ryan now? What's he holding?*
  picture 5: Where is Cindy going?
- Focus on the question: *Why is Ryan surprised?* Play the audio again for students to read and listen to the story. **Elicit:** *Because Peter wants to get married.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Where is Sarah going? Whose funeral is Sarah going to go to? Is Sarah going to fly to Singapore? Is Lucy going to go with her?*
  picture 2: *Did Cindy go to the supermarket? Why is Ryan going to make a sandwich? What does Cindy need? Where are the cakes?*
  picture 3: *Is Peter going to go to London? What is he going to talk about next Friday? Is he going to get married next week?*
  picture 4: *Who did Ryan see? What was Peter doing? What did he say? Did Peter drive to the airport? Why does Peter travel a lot?*
  picture 5: *Does Cindy know that Peter wants to get married? Does she want to talk to Ryan? What do they need in the cafe?*

2
- Focus on the questions. Tell students to read the text. **Ask:** *Why is Sarah going to go back to Singapore?* **Elicit:** *Because her grandmother is dead./She's going to go to her grandmother's funeral.*
- Tell students to read the text again and answer the questions.
- Put students in pairs to compare their answers.
- Go over the answers as a class.

1 Because her grandmother is dead./She's going to go to her grandmother's funeral.
2 this evening
3 a couple of weeks/two weeks
4 to the supermarket
5 to get the cakes for Cindy
6 get married
7 to the airport
8 she's busy

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *I was sorry to ___ about your grandmother.* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *hear.*
- Ask students to complete the expressions.

b
- Play audio 52.2 for students to check their answers.
- Play the audio again while students listen and repeat.
- Drill the expressions as a class and individually.

hear, be, miss

4
- Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise each role. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can talk about sad events.*

Follow-up

- Make sure that everyone has an A4 piece of paper and a pen or pencil for this activity.
- Arrange the class in a circle. Tell students to write a month at the top of the paper. When everyone has done this, tell them to fold the top edge of the paper over twice and pass it to the student on their left. Now tell them to write a place, fold the paper over and pass it on. Repeat with a person, a form of transport, a place to stay, and something to do on holiday.
- Open your piece of paper and write the words on the board, e.g. *July, Paris, Brad Pitt, bicycle, campsite, take photos.* Use the words to make sentences with *going to*, e.g. *In July I'm going to go to Paris with Brad Pitt. We're going to go by bicycle and stay in a campsite. We're going to take lots of photos.* Write the sentences on the board so students can see.
- Tell students to open their piece of paper, read the words, and make similar sentences. Put them in small groups to talk about 'their' plans.

Resource activity pages 225 and 279

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TEACHER'S NOTES LESSON 53

Students learn a lexical set of food and talk about their likes and dislikes.

Warm-up

- Write the following food related anagrams on the board: *fofeec (coffee), kcea (cake), fcae (cafe), sturaretna (restaurant), newi (wine), rebe (beer), ndwisahc (sandwich), tewra (water).*
- Put students in small groups. Tell them the topic eg food. They have to unscramble the letters to find the words.
- The first group to unscramble all of the words and rewrite them correctly is the winner.

1
- Focus on the pictures. Play audio 53.1 for students to listen and repeat.
- Drill each item as a class then individually.
- Nominate students to say items. **Ask:** *What's number 16, (Julia)?* **Elicit:** *eggs.* Check pronunciation.
- Put students in pairs. Tell students to cover the text and take it in turns to point at the pictures and ask *What's this?*

2
- Reproduce the diagram on the board. Ask students to come to the front and add words from **exercise 1**, e.g. *fruit – apples, oranges, grapes; meat – beef, pork, chicken.*
- Add two more lines from 'Food' for *dairy products* (eggs, cheese, butter), and *other food* (bread, rice).
- Put students in pairs or small groups and ask them to find two more words for each type of food.
- Ask students to come to the board and add their words to the correct part of the diagram. Examples might include: *fruit – pears, melon; vegetables – beans, peppers; meat – lamb, ham; dairy products – cream, yoghurt; drinks – wine, water; other food – pasta, noodles.*
- Drill new words and check comprehension.

3
- Do the examples together. Play audio 53.2. Students hear *onions*, make a question with *Do you like*, then listen and repeat. Do the same with the second item.
- Play the rest of the audio.

Audio script 53.2

1 onions
Do you like onions?
2 fish
Do you like fish?
3 butter
Do you like butter?
4 lettuce
Do you like lettuce?
5 chicken
Do you like chicken?
6 tomatoes
Do you like tomatoes?

In English it is common to use the verb *have*, rather than *eat*, with food. For example we would say *I had a sandwich for lunch. We're having pasta for dinner.*

4a
- Focus on the picture. **Ask:** *Where are the people?*
- **Elicit/Teach:** *brown bread, filling, lettuce.*
- Play audio 53.3 all the way through.
- Draw the table on the board.
- Play the first conversation on the audio twice. **Ask:** *What does the customer ask for?* **Elicit:** *white bread, no butter, beef and lettuce, orange juice* and write these in the appropriate columns. Repeat with the second conversation.
- Go through the answers as a class.

1 white, no butter, beef and lettuce, orange juice 2 brown, butter, cheese and tomatoes, coffee

Audio script 53.3

1
Assistant Yes, please.
Customer Can I have a sandwich, please?
Assistant Do you want white or brown bread?
Customer White bread, please.
Assistant Do you want butter on that?
Customer No, thank you.
Assistant What would you like in the sandwich?
Customer Can I have beef, please?
Assistant Anything else?
Customer Yes. Can I have lettuce, please?
Assistant Anything to drink?
Customer Orange juice, please.
Assistant Here you are.
Customer Thank you.

2
Assistant Yes, please.
Customer Can I have a sandwich, please?
Assistant Do you want white bread or brown?
Customer Brown, please.
Assistant Butter?
Customer Yes, please.
Assistant What would you like in the sandwich?
Customer Cheese, please.
Assistant Anything else?
Customer Yes. Can I have tomatoes, please?
Assistant Anything to drink?
Customer Coffee, please.
Assistant Here you are.
Customer Thank you.

b
- Read the conversation. Drill each line as a class and individually.
- Nominate two students. A is the assistant, and B is the customer. Point to the table in **exercise 4a**. Tell them to use the table and the model to make the first conversation.
- Put students in pairs to make the other conversation. Monitor.
- Ask pairs of students to act out one of their conversation. Check pronunciation.

5 Your life
- Focus on the pictures in **exercise 1**. Say the things you like and don't like, e.g. *I don't like beef, but I like chicken.*
- Tell students to look at the pictures and tick the things they like. Then ask them about the items, e.g. *Do you like lettuce, (Ivan)?* **Elicit:** *Yes, I do. / No, I don't.*
- Put students in pairs to ask and answer about their likes and dislikes. Monitor.
- Focus students' attention on the **can do** statement: *Now I can talk about food and drink.*

Follow-up

- Arrange the class in a circle. **Say:** *I went to the market and I bought some potatoes.* The next student says: *I went to the market. I didn't buy potatoes, I bought apples.* The third student says: *I went to the market. I didn't buy apples, I bought butter.* etc. Students have to sit down if they repeat a word. Continue until you have one person standing.

Resource activity pages 226 and 280

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TEACHER'S NOTES LESSON 54

Students learn countable and uncountable nouns and talk about quantities.

Warm-up

- Use a board dash to revise food from **lesson 53**. Draw two tables on the board with four columns headed *fruit, vegetables, meat, dairy products.*
- Divide the class into two teams. Ask one person from each team to come to the front and give them a board pen. Stand between the two 'writers' so they can't copy from each other's table.
- Teams have two minutes to call out as many words for each food group as possible. They score a point for each correct word.

1a
- Tell students to cover the text. Ask questions about the picture, e.g. *Who can you see? Where are they? What are they doing?*
- **Elicit/Teach:** *questionnaire, diet, how much, how many, biscuits, a lot of, fill in, get.*
- Play audio 54.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *What has Ryan got? Who gave him the questionnaire? What are the questions about? How often does Ryan have a cheese sandwich? Does he have butter in his sandwiches? What does he eat with his coffee? How many biscuits does he eat? What is Ryan going to get?*
- Drill each sentence as a class then individually.

b
- Nominate two students to act out the conversation. Check pronunciation.
- Put students in pairs to practise. Give them an opportunity to practise both roles. Monitor.

2
- Go through the rules on Student's Book page 110.
- Focus on part 1 of the table. Drill the examples as a class and individually.
- Say countable nouns from **lesson 53** to elicit the singular and plural forms, e.g. *some apples.* **Elicit:** *an apple.* **Say:** *an orange.* **Elicit:** *some oranges.*
- Focus on part 2 of the table. Drill the examples as a class and individually.
- Tell students to look at the pictures in **lesson 53** and call out examples of uncountable nouns. **Elicit:** *beef, pork, chicken, fish, cheese, butter, bread, rice.*
- Go through part 3 of the table. Drill the examples as a class and individually.
- Ask students about the things they eat, e.g. *How many biscuits do you eat? How many apples do you eat? How much cheese do you eat? How much bread do you eat?*

Students don't usually have problems with the concept of countable and uncountable nouns but they do have problems with nouns which are countable in English and uncountable in their own language, and vice versa.

3
- **Write:** ___ *sandwich* on the board. **Ask:** *countable or uncountable?* **Elicit:** *countable* and write *a* in the gap. Repeat with ___ *food* to elicit *uncountable*, and write *some* in the gap.
- Go through the list of items to check comprehension.
- Put students in pairs. Tell them to write *a/an* or *some* next to each word.
- Go through the answers as a class. Ask individual students to say one item each. Check pronunciation.

1 a 2 some 3 some 4 some 5 a 6 a 7 some 8 a 9 an
10 a 11 some 12 some 13 an 14 some

4
- Do the examples together. Play the first item on audio 54.2. Students hear *We need some fruit*, make a question with *how much/how many*, then listen and repeat. Do the same with the second item.
- Play the rest of the audio.

Audio script 54.2

1 We need some fruit. How much do we need?
2 We need some carrots. How many do we need?
3 We need some milk. How much do we need?
4 We need some coffee. How much do we need?
5 We need some potatoes. How many do we need?
6 We need some tomatoes. How many do we need?

5a Your life
- Go through the cues. Elicit/Teach key vocabulary, e.g. *letter, chocolate, housework.*
- Put students in pairs and tell them to decide if the nouns are countable or uncountable.
- Go through the answers as a class.

countable – letters, cousins, emails, people
uncountable – tea, chocolate, housework, exercise

b
- Go through the cues again. Talk about your life, e.g. *I drink a lot of tea. I don't write many letters. I don't eat much chocolate.*
- Tell students to write similar sentences about their own life.
- Focus on the example conversation. Ask individual students about their life, e.g. *How much tea do you drink, (Allan)? How many letters do you write, (Emma)?*
- Put students in pairs to ask and answer about their life.
- Nominate individual students to tell the class about their partner.
- Focus students' attention on the **can do** statement: *Now I can talk about quantities.*

Follow-up

- Collect pictures of food items. Use these as flashcards to revise food and drink items from **lessons 53** and **54.**
- Elicit and drill each word, then list them on the board as countable or uncountable.

Resource activity pages 227 and 280

Students revise countable and uncountable nouns and describe what they eat and drink.

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Warm-up

- Play a game of Whiteboard Scrabble (see page 11) to revise food.

1a
- Focus on the pictures. Play audio 55.1 for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Nominate students to say items. **Ask:** *What's number 4, (Marie)?* **Elicit:** *jam.* Check pronunciation.
- Put students in pairs. Tell them to cover the text and take it in turns to point at the pictures and ask *What's this?*

b
- Put students in pairs. Give them two minutes to write down as many other things in the pictures as they can.
- Ask students to call out their words. **Elicit:** *bread and butter, apple, grapes, cheese, ham, lettuce, cucumber, eggs, tomatoes, vegetables, herbs, milk, sugar.*

2a
- **Elicit/Teach:** *Vietnam, Jordan, salad, bowl, plate, cup, glass.*
- Focus on the pictures. Ask questions about each person, e.g. *What's his/her name? Where is he/she from?*
- Put students in pairs. Tell them to look at the pictures and match each person to a breakfast.

b
- Play audio 55.2 twice for students to listen and check.
- Go through the answers together. If necessary, play the audio again, stopping after each answer.

Bogna – b, Winston – c, Tuyen – e, Amin – a

Audio script 55.2

1 My name's Bogna and I'm from Poland. For breakfast I have coffee with milk and sugar. What do I have to eat? I have bread with cheese and ham. I have some salad with that, too – lettuce and cucumber. I normally have a glass of orange juice or apple juice, too.

2 I'm Winston and I'm from the UK. Breakfast? I usually have a bowl of cereal with milk and sugar. Then I have some toast with butter and jam. Oh, and I have a cup of tea – well usually two cups of tea – with milk and sugar.

3 My name's Tuyen and I'm from Vietnam. My breakfast is a bowl of noodles or rice with some fish or sometimes meat – usually pork or beef. And at every meal in Vietnam we have a plate of fresh vegetables and herbs. A lot of people drink tea or coffee with their breakfast, but I like a cup of hot chocolate.

4 My name's Amin and I come from Jordan. For breakfast I eat bread with butter and honey. I have some fruit – normally apples or grapes. I have some yoghurt, too. I usually put a few nuts in the yoghurt. I drink black coffee – with a lot of sugar.

3a
- **Ask:** *What does Bogna drink with her breakfast?* Play the first part of audio 55.2 again. **Elicit:** *coffee with milk and sugar, orange juice or apple juice/fruit juice.*
- Repeat with each part of the audio.
- Go through the answers as a class.

Bogna – orange juice or apple juice/fruit juice, Winston – two cups of tea with milk and sugar, Tuyen – hot chocolate, Amin – black coffee with a lot of sugar

b
- Focus on Bogna. **Ask:** *What does Bogna have for breakfast?* **Elicit:** *For breakfast, Bogna usually has coffee with milk and sugar, bread with cheese and ham, salad, and a glass of orange juice or apple juice.* Write it on the board as a model.
- Put students in pairs and tell them to describe each person's breakfast.
- Go through the answers as a class. Nominate individual students to read one description each. Check pronunciation.

For breakfast, Bogna usually has coffee with milk and sugar, bread with cheese and ham, salad, and a glass of orange juice or apple juice.

For breakfast, Winston usually has cereal with milk and sugar, toast with butter and jam, and two cups of tea with milk and sugar.

For breakfast, Tuyen usually has noodles or rice with fish or meat – usually pork or beef – vegetables and herbs, and hot chocolate.

For breakfast, Amin usually has bread with butter and honey, fruit – normally apples or grapes, yoghurt with nuts and black coffee with a lot of sugar.

- Focus on the **Language note**. Drill the examples as a class and individually.
- Look at *a bowl of rice*. Ask students to think of other food you put in a bowl, e.g. *noodles, sugar, cereal.*
- Repeat with *cup, glass, piece*. Possible examples are: cup – *coffee, hot chocolate*; glass – *wine, beer, fruit juice, cola*; piece – *cheese, bread, chocolate.*

4 Your life
- Focus on the cues. **Write:** *breakfast* on the board. Tell students what you usually have for breakfast, e.g. *For breakfast, I usually have a cup of black coffee with a piece of toast and jam.* Make notes on the board, e.g. *breakfast – black coffee, toast, jam.*
- Repeat with *lunch* and *dinner*.
- Tell students to write about their typical breakfast, lunch, and dinner.
- Ask individual students about their meals, e.g. *What do you usually have for dinner, (Marco)?*
- Put students in pairs to talk about their meals. *Monitor.*
- Nominate individual students to describe one of their partner's meals.

Pronunciation

- Model the weak and strong pronunciation of *of* (strong /ɒv/, weak /əv/). Drill each sound as a class and individually.
- Play audio 55.3 for students to listen and repeat.
- Drill each expression as a class and individually.
- Put students in pairs. Point to the first part of each expression: *a bowl, a lot, a box*, etc. Tell students to make eight more expressions.
- Ask students to call out their expressions. Write them on the board and drill each one as a class and individually.
- Focus students' attention on the **can do** statement: *Now I can describe what I eat and drink.*

Follow-up

- Bring some pictures of typical dishes from your country into the classroom.
- Explain what you need to make each dish and write the ingredients on the board. Drill new words and check comprehension.
- Tell students to think of two dishes from their country and write down the ingredients for each dish.
- Put students in pairs to describe their dishes.

Resource activity pages 228 and 281

Students learn and practise expressions for ordering a meal in a restaurant.

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Warm-up

- Write examples of food and drinks from different countries on one side of the board, and countries on the other side, e.g. *sushi (Japan), hamburger (USA), kebab (Turkey), pizza (Italy), tortilla (Mexico), vodka (Russia), paella (Spain), champagne (France), noodles (China), fish and chips (Britain).*
- Put students in pairs. Give them one minute to match the countries and the foods.
- Go through the list. Elicit more examples of food from these or other countries and list them on the board.

1
- Focus on the menu. Play audio 56.1 for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Ask students what food groups each of the items belongs to, e.g. *What's salmon?* **Elicit:** *fish.* Check pronunciation.

2
- **Elicit/Teach:** *ready, order, mineral water, still, sparkling, same, meal, certainly, bill.*
- Play audio 56.2 for students to read and listen.
- Tell students to listen again and complete the conversation. Play the audio twice.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

1 salmon 2 a salad 3 omelette 4 chips 5 Sparkling

- Ask questions to check comprehension, e.g. *What does the woman have with her salmon? Does she ask for sparkling water? What does the man want to drink? What sort of vegetables does the man have with his omelette? Did they enjoy their meal?*

3a
- Focus on the **Everyday expressions.** Tell students to find and underline similar expressions in the text.
- **Write:** *Would you like anything ___ drink?* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *to.*
- Ask students to complete the expressions.

b
- Play audio 56.3 for students to check their answers.
- Play the audio again while students listen and repeat.
- Drill each expression as a class and individually.

to, to, have, the, have

- Focus on the **Language note**. Drill each example as a class and individually.
- Ask students to call out more examples of drinks and write these on the board, e.g. *hot chocolate, wine, beer, tea, milk, cola, fruit juice, lemonade.*
- Elicit two ways of asking for tea, e.g. *Can I have a tea, please? Can I have a cup of tea, please?* Repeat for each drink.

4
- Focus on the conversation in **exercise 2.** Put students in groups of three. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise each role. Monitor.
- Ask one group to act out the conversation for the rest of the class.

5
- Nominate three students A, B, C. Student A is the waiter, and B and C are the customers. Tell them to make a new conversation using the menu in **exercise 1.** Check pronunciation.
- Put students in pairs and tell them to make new conversations using the menu. Monitor.
- Ask groups of students to act out their conversation. Check pronunciation.

English in the world

- **Elicit/Teach:** *tip, expect, usual, per cent (%).*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *How much do people tip in Japan? Where is the best place to be a waiter?*
- Focus on the first two questions. Ask individual students about their country, e.g. *Do you tip waiters in (Mexico)? What about in (Austria)? How much do you usually give in (Russia)?* If you have a mixed-nationality class, you could list the results on the board and compare the countries, e.g. *Russia 15%, Tunisia 5%.*
- Focus on the third question. Put students in small groups and ask them to make a list of the people they might tip.
- Ask students to call out their ideas and list these on the board. Depending on the nationality of your students, ideas might include: *taxi drivers, porters* (at hotels or airports), *cleaners* (at hotels).
- Focus students' attention on the **can do** statement: *Now I can order a meal in a restaurant.*

Follow-up

- Tell students about your favourite restaurant and what you usually have to eat and drink when you go there. Make notes of the name and the food/drink on the board.
- Ask students to make notes about their favourite restaurant and what they usually eat/drink there.
- Put students in groups to compare their ideas.

Resource activity pages 229 and 281

Review and Wordlist Lessons 49–56
Student's Book pages 95–96

Students learn a lexical set of clothes and talk about their clothes and prices.

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Warm-up

- Revise numbers and prices. Write prices on the board, e.g. *three pounds fifty, ten pounds sixty, ninety-two pounds twenty, fifteen pounds seventy-five, thirty-three pounds ninety-nine.* Put students in pairs to write the prices as figures, e.g. *£3.50,* from the lowest price to the highest.
- Go through the prices together. Ask students to say the prices and check pronunciation.

1
- **Elicit/Teach:** *clothes.*
- Focus on the first picture. Tell students to cover the words. Ask them if they can name any of the items.
- Repeat with the second picture.
- Play audio 57.1 for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Nominate different students to say items. Point to someone wearing a skirt. **Ask:** *What's this?* **Elicit:** *a skirt.*
- Put students in pairs. Tell them to cover the text and take it in turns to point at clothes and ask *What's this?*

Differences in British and American English words for clothes can cause confusion even for native speakers of English. Here are some examples with the American English word given in brackets: *trousers (pants), pants / knickers (underpants/panties), jumper (sweater), vest (undershirt), waistcoat (vest), trainers (sneakers), swimming costume (bathing suit).*

2
- Put students in pairs. Ask them to add three more items of clothing to the list, using a dictionary if necessary.
- Ask students to call out their words and write these on the board. Drill the new words and check comprehension.
- Focus on the **Language note**. Drill the examples as a class and individually.
- **Write:** *How much ___ ___ top? ___ £15.* on the board. Ask students to supply the missing words. **Elicit:** *is this, It's.*
- Repeat with *How much ___ ___ shorts? ___ £12.* to elicit *are these, They're.*

3
- Do the examples together. Play the first item on audio 57.2. Students hear *Do you like this jacket?* make a question with *How much?*, then listen and repeat. Do the same with the second item.
- Play the rest of the audio.

Audio script 57.2

1 Do you like this jacket? Yes. How much is it?
2 Do you like these shorts? Yes. How much are they?
3 Do you like this shirt? Yes. How much is it?
4 Do you like these trousers? Yes. How much are they?
5 Do you like this top? Yes. How much is it?
6 Do you like these shoes? Yes. How much are they?

4a
- Go through the prices. Drill each one as a class then individually.
- Play audio 57.3 all the way through.
- Focus on the first item *jeans.* **Ask:** *How much are the jeans?* Play the first conversation on the audio twice. **Elicit:** *£60.*
- Play the rest of the audio twice.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

1 £60 2 $35 3 €19 4 $75 5 €7 6 £92

Audio script 57.3

1 A Excuse me. How much are these jeans?
B They're £60.
A Thank you.
2 A Excuse me. How much is this skirt, please?
B It's $35.
A Thank you.
3 A Excuse me. How much is this jumper, please?
B It's 19 euros.
A Thank you.
4 A Excuse me. How much are these shoes?
B They're $75.
A Thank you.
5 A Excuse me. How much are these gloves?
B They're 7 euros.
A Thank you.
6 A Excuse me. How much is this jacket, please?
B It's £92.
A Thank you.

b
- Focus on the cues. Nominate two students, A and B. Student A is the shop assistant, and B is the customer. Point to the list of clothes and prices and tell them to make the first conversation. Check pronunciation.
- Put students in pairs to make more conversations using the list of clothes and prices. Monitor.
- Ask pairs of students to act out one of their conversations. Check pronunciation.

5 Your life
- **Elicit/Teach:** *pack.*
- Tell students about your last holiday. Say where you went, when you went, and the things you packed, e.g. *I went to Venice in August. I packed jeans, shorts, five tops, and a dress.* Make a list on the board.
- Tell students to make a similar list of clothes they pack for a holiday.
- Put students in pairs to compare their lists. Monitor.
- Ask individual students to read out their lists. Check pronunciation.

Pronunciation

1
- Play audio 57.4 for students to listen and repeat. Model the pronunciation of /s/ in *dress* and /z/ in *trousers.* Drill each sound as a class and individually.

2a
- Go through the words. Put students in pairs to say the words and put them in the correct column according to the 's' sound.

b
- Play audio 57.5 for students to listen and check.
- Play the audio again for students to listen and repeat.
- Drill each word as a class and individually.

Audio script 57.5

/s/: dress, this, glass, shorts, suit, sock
/z/: trousers, music, easy, these, cousin, please

- Focus students' attention on the **can do** statement: *Now I can talk about clothes.*

Follow-up

- Put students in small groups. If the groups are all the same nationality, ask them to write two lists of clothes that visitors should bring if they are visiting their country in July and December. If you have a mixed-nationality class, ask them to write two lists for the country they are studying in.
- Go through the lists and write the information on the board.

Resource activity pages 230 and 282

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Students learn and practise adjectives and describe things.

Warm-up

- Draw two columns on the board with *top half* and *bottom half* as the column headings.
- Put students in pairs and tell them to copy the columns.
- Tell students you are going to call out items of clothing. They have to decide if it's something you wear on the *top half* or the *bottom half* of your body and write the item in the appropriate column.
- Go through the columns together.

1
- Tell students to cover the text. Ask questions about the pictures, e.g. *Who can you see? Where are they? What are they doing?*
- **Elicit/Teach:** *old, brown, comfortable, nice, collect, charity, horrible, pocket.*
- Play audio 58.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *What colour is Ryan's jacket? Why does he like his old clothes? What is the boy collecting for? Where are Ryan and Cindy going? What's in the pocket of his old jacket?*
- Drill each adjective as a class and individually.

2
- Go through the rules on Student's Book page 110.
- Drill the examples as a class and individually.
- Ask students questions about their possessions/clothes that are obviously not true, e.g. *Is that an old bag?* to elicit responses with different adjectives, e.g. *No, it's a new bag.*
- **Write:** *He's wearing blues clothes. She's wearing a skirt long.* Put a cross next to the sentences to show they are incorrect. Ask students to correct them. **Elicit:** *He's wearing blue clothes. She's wearing a long skirt.*

3
- Do the example together. Play the first item on audio 58.2. Students hear *She's wearing a dress. It's long,* combine the two sentences, then listen and repeat.
- Play the rest of the audio.

Audio script 58.2

1 She's wearing a dress. It's long.
She's wearing a long dress.
2 He's wearing a hat. It's very big.
He's wearing a very big hat.
3 She's wearing jeans. They're black.
She's wearing black jeans.
4 He's wearing a jumper. It's old.
He's wearing an old jumper.
5 She's wearing gloves. They're brown.
She's wearing brown gloves.
6 He's wearing trousers. They're new.
He's wearing new trousers.

4
- Go through the table on Student's Book page 110.
- Drill the examples as a class and individually.
- **Write:** *He's wearing blue old jeans. She's wearing a red beautiful top.* Put a cross next to the sentences to show they are incorrect. Ask students to correct them. **Elicit:** *He's wearing old blue jeans. She's wearing a beautiful red top.*

Students often have problems with the order of adjectives in English because it isn't the same as their own language. For example, in some languages it isn't common to have a string of adjectives before a noun, whereas in English it is, e.g. *a lovely old white house.*

5
- **Write:** *1 quality, 2 size, 3 age, 4 colour* on the board. Go through the adjectives in each sentence to elicit what sort of adjective each one is. **Say:** *long.* **Elicit:** *size,* etc.
- Do the first sentence as an example. **Elicit:** *She's got long black hair.*
- Put students in pairs to complete the sentences.
- Drill each sentence as a class and individually.

1 long black hair 2 dirty old van 3 nice new office
4 small blue book 5 nice red purses 6 beautiful brown eyes
7 lovely old house 8 big white dogs

6 Your life
- Go through the list of things. Say true sentences about your things, e.g. *I'm wearing a long brown dress. In my bag I've got a new red pen.*
- Point to the list. Tell students to write true sentences about their things. Monitor.
- Ask questions about the students' things, e.g. *What are you wearing, (Geeta)? Where do you live, (Alex)?*
- Put students in pairs and tell them to describe their things.
- Ask individual students to say a sentence about their partner. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can describe things.*

Follow-up

- Make up some 'tongue twisters' from words that students have learned, e.g. *beautiful big blue and brown buses from Belgium; a horrible holiday in a hot hotel in Holland; a cup of coffee and a cake in a cafe in Canada.*
- Practise the tongue twisters, saying the words slowly at first and then building up speed.
- Put students in pairs. Tell them to make up a tongue twister using words from this and previous lessons. (It might help to give each group a letter of the alphabet to focus on.)
- Mix the groups up so there is one member of each original group in the new groups. Tell them to teach each other their tongue twisters.

Resource activity pages 231 and 282

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Students revise adjectives and describe people's clothes.

Warm-up

- Write the following adjectives on the board in random order: *old, new, big, small, long, short, lovely, horrible, good, bad, dirty, clean, comfortable, uncomfortable, happy, sad, interesting, boring, expensive, cheap.*
- Put students in pairs. Tell them to make as many pairs of opposites as possible, e.g. *big – small.*

1
- **Elicit/Teach:** *scarf, purple, suit.*
- Focus on the first picture. Ask questions about the man, e.g. *How old is he? Has he got short hair? What's he doing?*
- Put students in pairs and tell them to make a list of his clothes.
- Go through the list as a class. **Elicit:** *blue trousers, grey shirt, orange tie.*
- Focus on the example sentence. Ask students to write a complete sentence about Carlos. **Elicit:** *Carlos is wearing blue trousers, a grey shirt, and an orange tie.*
- Repeat with each picture.

Imelda is wearing green trousers, a yellow top, and a green and yellow scarf. Katrina is wearing a (short) brown skirt, a pink jumper, and (long) purple boots. Imran is wearing a black suit, a white shirt, a black tie, a black coat, and black gloves.

2a
- Play audio 59.1 while students read the texts.
- Elicit/Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *nightclub, smart, stand*
  paragraph 2: *uniform, airline, colourful, all the time*
  paragraph 3: *white, red, trainers*
  paragraph 4: *fashion model, photographer, gorgeous*
- Tell students to write the correct name for each text. Play the audio again while students read and listen.
- Go through the answers together.

A Imran, B Imelda, C Carlos, D Katrina

b
- Focus on the question. Read through Imelda's text again. **Ask:** *Is Imelda at work at the moment?* **Elicit:** *Yes, she is.* Tell students to read the other texts. **Ask:** *Who isn't at work at the moment?* **Elicit:** *Carlos.*

3
- Read through the questions.
- Put students in pairs to read the texts and write the answers.
- Go through the answers as a class. If students have problems with the questions, help them to find key words, for example 'nice and colourful' for question 2.

1 Imran works at a nightclub. Imelda works for an airline. Carlos works at a gym. Katrina is a fashion model.
2 Yes, she does. (She says it is nice and colourful.)
3 Yes, she does. (She says they are gorgeous.)
4 Because he stands outside the club.
5 Imran (He wears a smart suit.)
6 He's taking photographs of Katrina's boots.
7 He wears jeans and a T-shirt.
8 He wears a white T-shirt and red shorts with socks and trainers.

4 Your life
- Draw three columns on the board with *yesterday, at work, at the weekend* as the column headings. Focus on the first cue. Tell students what you are wearing now, e.g. *At the moment, I'm wearing blue trousers, a yellow shirt, a red jumper, and black shoes.* Write the clothing items in the second column.
- Repeat for each column (the first and second columns may be the same for the teacher).
- Tell students to look at the cues and make notes about their clothes.
- Ask students questions about their clothes, e.g. *What are you wearing, (Tony)? What did you wear yesterday, (Davide)?*
- Put students in pairs and tell them to ask and answer questions about their clothes.
- Ask individual students to say sentences about their partner. Check pronunciation.

English in the world

- **Elicit/Teach:** *visitor, unusual, keep on, take off, casual clothes, best clothes, school uniform.*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *Do people in Britain take their shoes off when they go into a house? What do people in Britain wear to go out? When do children wear uniforms?*
- Ask students questions about their countries, e.g. *Do people in (China) take their shoes off when they go into a house? Do people wear casual clothes to go out in (Morocco)? Do children usually wear school uniforms in (Kuwait)?*
- If your students are studying in, or have visited, Britain, ask them if there is anything that they find unusual about the clothes people wear.
- Focus students' attention on the **can do** statement: *Now I can describe people's clothes.*

Follow-up

- Revise adjectives. Collect pictures of different things, e.g. a young woman, an old man, a car, a building, a bag. The selection of pictures should demonstrate a range of adjectives, e.g. *young, old, long, short.* (Advertisements from magazines and newspapers usually work well for this activity.)
- Display the pictures on the board and give students two minutes to come to the board and look at them. Tell them to memorize as many details as possible (but don't let them write anything down).
- Arrange students in small groups with one piece of paper for each group.
- Ask ten questions about the pictures, e.g. *What colour is the old man's jacket? How much are the green shoes? Has the old woman got long hair or short hair?*
- Groups write their answers down and compare them at the end. The winning group is the one with the most correct details.

Resource activity pages 232 and 283

Students revise adjectives and learn expressions for making comments.

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Warm-up

- Use the pictures in **lesson 52** to revise the story to date. Ask questions about the characters and the story, e.g. *Why did Sarah go back to Singapore? How long did she go back for? Where did Ryan go? What did he buy at the supermarket? Where did Peter go? Why did he go to the airport? Who wants to get married?*

1
- 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: *P.A. glad, hear, still*
  picture 2: *on your way, ex-wife, plans, sound*
  picture 3: *the States*
  picture 4: *away, I think so*
- Write the new words and phrases 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.
  pictures 1–4: *Who can you see? Where are they? What are they doing? What are they wearing?*
  picture 5: *Who can you see? Who is Sarah with? Where are they? What are they doing?*
- Focus on the question: *Who is Zelda?* Play the audio again. **Elicit:** *Peter's ex-wife.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Why is Lucy wearing a suit? Does she look smart? Does she enjoy her new job? Who is her boss? What is Olive's job? Does she travel a lot?*
  picture 2: *Is Lucy going to The Coffee Shop? What is she going to buy? Who is Peter going to meet? Who is Zelda? What are they going to do?*
  picture 3: *What does Zelda want to sell? Where is her house?*
  picture 4: *Does Peter want to get married again? Who does he want to marry? Where is Sarah?*
  picture 5: *What do Sarah's parents want to talk about?*

2
- Focus on the statements. **Write:** *Lucy doesn't like her new job.* on the board. Ask students if this is true or false. Tell them to read the first part of the story again to check. **Elicit:** *false.*
- Tell students to read the whole story and decide if the other statements are true or false.
- Put students in pairs to compare their answers.
- Go over the answers as a class.

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

- **Write:** *Lucy doesn't like her new job.* on the board. Ask students to correct the statement. **Elicit:** *Lucy likes her new job.*
- Put students in pairs. Tell them to look at the false statements: 3, 4, 5, and 7 and make them true.
- Go over the answers together. **Elicit:** *Lucy is going to buy some shoes. Peter is going to have dinner with his ex-wife. Zelda lives in the States. Peter wants to get married.*

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *I'm glad to h___ that.* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *hear.*
- Ask students to complete the expressions.

b
- Play audio 60.2 for students to check their answers.
- Play the audio again while students listen and repeat.
- Drill the expressions as a class and individually.

hear, good, sounds, really, see

4
- Focus on the story. Put students in groups. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise each role. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can make comments.*

Follow-up

- Divide the class into two groups, A and B. Students in group A are Sarah and those in group B are Sarah's parents.
- Ask students to look at the last picture where Sarah is talking to her parents. Tell students in group A to make notes about what Sarah's plans for the future might be. Tell students in group B to make notes about what Sarah's parents might want her to do in the future.
- Put students in A/B pairs to compare their ideas.

Resource activity pages 233 and 283

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TEACHER'S NOTES LESSON 61

Students learn a lexical set of words connected with the post office and practise asking for things at the post office.

Warm-up

- Put students in pairs. Ask them to write a set of directions from the school to the nearest post office.
- Put pairs together to compare and, if necessary, refine their directions.
- Ask one group to read out their directions and use these to recreate a simple map on the board. Check that everyone agrees. If necessary, make changes to the map until everyone is happy with it.

1
- Focus on the pictures. Play audio 61.1 for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Nominate different students to say items. **Say:** *What's number 10, (Sam)?* **Elicit:** *a post box.* Check pronunciation.
- Put students in pairs. Tell them to cover the text and take it in turns to point at the pictures and ask *What's this?*

The verb *get* is possibly one of the most difficult verbs in English because it has multiple meanings. For example, used on its own its meanings include: arrive (*I got to work at 8 o'clock*), obtain (*You can get money at a bank*), and receive (*I got ten emails this morning*). It's also used to form other verbs, e.g. *get dressed, get married,* and a large number of phrasal verbs, e.g. *get up.*

2
- Go through the list of possible answers. Elicit/Teach key vocabulary, e.g. *special delivery, Brazil.*
- Play audio 61.2 all the way through.
- Play the first conversation on the audio twice. **Ask:** *Does the woman want a post office or a post box?* **Elicit:** *post office.*
- Tell students to listen and choose the correct answers. Play the rest of the audio twice.
- Put students in pairs to compare their answers.
- Go through the answers as a class. Ask individual students to say complete sentences, e.g. *She wants the post office.* Check pronunciation.

1 post office 2 parcel 3 stamps, postcards 4 post box
5 envelopes 6 birthday card

Audio script 61.2

1	**Woman**	Excuse me. Where can I find the post office, please?
	Man	Take the second street on the left.
	Woman	Thank you.
2	**Cashier**	Cashier number 4, please.
	Man	Hello. I want to send this parcel to China, please.
	Cashier	OK, Put it on the scales, please.
3	**Cashier**	Cashier number 1, please.
	Woman	Hello. Could I have two stamps for postcards to Australia, please?
	Cashier	Postcards?
	Woman	Yes, please.
4	**Man**	Excuse me. Is there a post box near here?
	Woman	Yes, there's one next to the bank over there.
	Man	Thank you.
5	**Woman**	Have you got any large, white envelopes, please?
	Assistant	Yes, here you are.
	Woman	Thanks.
6	**Assistant**	Can I help you?
	Man	Yes. Can I have this birthday card, please?
	Assistant	That's £4.50, please.

3a
- Go through the words in the box.
- **Write:** *Can I send ___ letter ...* on the board. Point to the gap. **Ask:** *What's this?* **Elicit:** *this.*
- Put students in pairs to complete the conversation.

b
- Play audio 61.3 for students to listen and check.
- Drill each line of the conversation as a class, then individually.
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise. Monitor.

1 this 2 delivery 3 put 4 scales 5 That 6 you

4 Your life
- Go through the list of items and prices. Explain that *p* means *pence* and there are 100 pence in one UK pound (£). Note that we usually say *sixty-five pence (65p)* as *sixty-five p.* For amounts over one pound we usually just say the number, i.e. *five pounds sixty-five.*
- Ask questions about the items and prices, e.g. *How much is it to send a parcel to China? What is 46p?*
- Point to the conversation in **exercise 3a** and to the first item. Nominate two students, A and B, to make the first conversation. A is the cashier, and B is the customer. Check pronunciation.
- Put students in pairs. Point to the list and tell them to make four conversations. Monitor.
- Ask pairs of students to act out one of their conversations. Check pronunciation.

English in the world

- **Elicit/Teach:** *pay a bill, box, apply for, driving licence, change money, foreign.*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *What can you buy at a post office in Britain? What can you apply for?*
- Ask students questions about their countries, e.g. *Can you buy birthday cards at a post office in (Japan)? Can you pay bills at a post office in (Thailand)?*
- Ask students if there are any other things they can do at post offices in their own country which aren't mentioned. Examples of other things you can do at a British post office include: *get money, buy telephone cards.*
- Focus students' attention on the **can do** statement: *Now I can ask for things at a post office.*

Follow-up

- Play a game of Vocabulary Snap (see page 11) to revise places from **lessons 21** and **37.**

Resource activity pages 234 and 284

Students learn *have to* and talk about things they have to and don't have to do.

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Warm-up

- Play a variation of Hangman (see page 10) to revise post office vocabulary from **lesson 61.**
- Divide students into two teams. Award one point for a correctly guessed word and another point for a correct definition, e.g. *postman – a person who delivers letters to your house.*

1
- Tell students to cover the text. Ask questions about the picture, e.g. *Where is Peter in the first picture? What is he doing?*
- **Elicit/Teach:** *finish, report, tired, sign for something.*
- Play audio 62.1 for students to read and listen.
- Ask questions about the text to check comprehension, e.g. *What day is it? Is the report finished? Where is the report going? What day is it tomorrow? Does Peter have to get up early? Why not? What time does the postman arrive? Why does Peter have to sign for the parcel?*
- Drill each sentence as a class then individually.

2
- Go through the table on Student's Book page 110.
- Focus on the table. Drill the examples as a class and individually.
- Nominate a student. **Ask:** *Do you have to study for an exam, (Sheena)?* Elicit long answers, e.g. *Yes, I have to study for an exam. / No, I don't have to study for an exam.* Repeat with other students and *get up early.*
- Ask questions about different members of the class, e.g. *Does (Errol) have to study for an exam? Does (Nico) have to get up early?*

Students sometimes confuse the negative forms of *have* in the verbs *have got* for possession (negative = *haven't got*), and *have to* for obligation (negative = *don't have to*).

3
- Do the examples together. Play the first item on audio 62.2. Students hear *I have to buy some stamps*, make a third-person sentence, then listen and repeat. Do the same with the second example.
- Play the rest of the audio.

Audio script 62.2

1 I have to buy some stamps.
He has to buy some stamps.
2 I don't have to go to work.
He doesn't have to go to work.
3 I don't have to get up early.
He doesn't have to get up early.
4 I have to buy some coffee.
He has to buy some coffee.
5 I have to sign some letters.
He has to sign some letters.
6 I don't have to cook the dinner.
He doesn't have to cook the dinner.

4
- Go through the list of duties. Elicit/Teach key vocabulary, e.g. *type, appointments, photocopying.*
- **Ask:** *Does Lucy have to meet visitors? Does she have to type letters?* **Elicit:** *Yes, she does. / No, she doesn't.*
- Focus on the example sentences. Remind students that there is a capital letter at the beginning of every sentence and a full stop at the end. Tell them to write eight sentences about Lucy. Monitor.
- Put students in pairs to compare their answers.
- Go through the answers as a class. Ask individual students to say one sentence each. Check pronunciation.

1 She has to meet visitors.
2 She doesn't have to type letters.
3 She has to make appointments.
4 She has to use the Internet.
5 She doesn't have to make coffee.
6 She doesn't have to take things to the post office.
7 She has to write reports.
8 She doesn't have to do photocopying.

- Ask students about their jobs, e.g. *Do you have to meet visitors? Do you have to type letters?* **Elicit:** *Yes, I do. / No, I don't.*

5a Your life
- Go through the sentences. Talk about your week. **Say:** *I don't have to go to work. I have to send a birthday card to my brother.*
- Tell students to complete the sentences for themselves.
- Nominate individual students. **Ask:** *Do you have to go to work, (Robert)? Do you have to go to the bank, (Jessica)?*
- Put students in small groups to compare their answers.
- Ask individual students to tell the class about the people in their group, e.g. *(Manolo and Jan) have to go to work.*

b
- Ask students to call out examples of other things they have to do this week, e.g. *wash the car, meet someone, go to the doctor's, buy some stamps, do housework.*
- Write the examples on the board. Drill new words and check comprehension.
- Tell students to write three things they have to do this week and three things they don't have to do. They can use some of the ideas on the board, if necessary.
- Put students in pairs to talk about their week.
- Nominate individual students to tell the class about their partner.
- Focus students' attention on the **can do** statement: *Now I can talk about things I have to and don't have to do.*

Follow-up

- Put students in small groups. Tell them to make a list of things they have to do to succeed in their English course, e.g. *You have to study, revise for tests and exams, do homework, speak English in class, bring your course book to every lesson, buy a dictionary,* etc. You could also do this as a poster-making activity.
- Put students in new groups to compare their lists/posters.
- Ask students to call out their ideas and write them on the board for everyone to see.

Resource activity pages 235 and 284

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Students revise *have to* and learn to respond to requests.

Warm-up

- Write work responsibilities from **lesson 62** (and previous lessons) on a piece of paper, e.g. *type a letter, make an appointment, use the Internet, send emails, meet visitors, take a parcel to the post office, do a lot of photocopying.*
- Cut the paper up so there is one half of each phrase on each piece of paper. Give one piece of paper to each student. Tell them to mingle and find the other half of their phrase.

1
- **Elicit/Teach:** *request, reason.*
- Focus on the picture. Ask questions about Ben, e.g. *How old is he? What's he wearing? What's the matter?*
- Elicit a description of each person in the picture and encourage students to make guesses about who they might be, e.g. *family, friends, people he works with.*
- Read through the list of requests and reasons. Elicit/Teach key vocabulary, e.g. *take, find, look after.*
- Play audio 63.1 all the way through.
- Focus on the first request. Point to the list of reasons. **Ask:** *Why can't Ben play tennis?* Play the first conversation on the audio twice. **Elicit:** *He has to go to work.* Tell students to write the letter *h* next to request 1.
- Repeat with each conversation.

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

Audio script 63.1

1 **Ben** Hello.
Melissa Hi, Ben. It's Melissa. Can you play tennis on Saturday?
Ben No, sorry, I can't. I have to go to work.
Melissa What – on Saturday?
Ben Yes, sorry.

2 **Man** Hi, Ben. Can you come for a drink at lunchtime?
Ben No, sorry, I can't. I have to go to the dentist's.
Man Oh, dear. Have you got toothache?
Ben No, it's just for a check-up.

3 **Woman** Can you come to our party on Friday evening, Ben?
Ben No, sorry, I can't. I have to look after some visitors.
Woman Oh, that's a pity.
Ben Yes, sorry.

4 **Man** Can you post this parcel, please, Ben?
Ben No, sorry, I can't. I have to meet Mr Harris at the airport.
Man Can't you post it on your way?
Ben No, sorry. I'm in a hurry.

5 **Woman** Can you photocopy this report, please, Ben?
Ben No, sorry, I can't. I have to take some letters to the post office.
Woman But I need this now.
Ben I'm sorry. The post office closes in ten minutes.

6 **Man** Can you come to the meeting at 2.30, Ben?
Ben No, sorry, I can't. I have to finish a report.
Man Can't you do that later?
Ben Sorry. I have to send it to Paris today.

7 **Woman** Can you answer the phone, please, Ben?
Ben No, sorry, I can't. I have to go to the bank.
Woman But I can't do it. I have to go to a meeting.
Ben I'm sorry. The bank closes at 4.30.

8 **Man** Can you take Ms Taylor to the station, please, Ben?
Ben No, sorry, I can't. I have to type some letters.
Man Can't you do that later?
Ben Sorry. I'm going on holiday tomorrow, so I have to do them now.

2
- **Write:** *Ben can't play tennis. He has to go to work.* on the board. Ask students to join the two sentences. **Elicit:** *Ben can't play tennis because he has to go to work.* and write it on the board as an example. Remind students that *because* is used to give a reason.
- Point out that *come* in 2, 3, and 6 should change to *go*.
- Put students in pairs to write sentences giving the correct reason.
- Go through the answers as a class. Ask students to say one sentence each. Check pronunciation.

1 Ben can't play tennis because he has to go to work. 2 Ben can't go for a drink because he has to go to the dentist's. 3 Ben can't go the party because he has to look after some visitors. 4 Ben can't post the parcel because he has to meet Mr Harris at the airport. 5 Ben can't photocopy the report because he has to go to the post office. 6 Ben can't go to the meeting at 2.30 because he has to finish a report. 7 Ben can't answer the phone because he has to go to the bank. 8 Ben can't take Ms Taylor to the station because he has to type some letters.

3
- Focus on the example conversation. Drill each sentence as a class and individually.
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to ask and answer questions about Ben. Monitor.

4
- Play audio 63.1 again. Tell students to listen and decide if the statements are true or false.
- Go through the answers as a class.

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

5
- Nominate a student. Point to the lists of requests and reasons in **exercise 1**. **Ask:** *Can you meet Mr Harris at the airport, (Mohammed)?* Elicit an excuse.
- Act out two more examples with different students.
- Put students in pairs to make conversations. Monitor.
- Ask pairs of students to read out their conversations. Check pronunciation.

Pronunciation

1
- Play audio 63.2 while students listen. **Write:** *I have to go to the bank.* on the board and mark the stress. Explain/Elicit that the stress is on the verbs and the noun. These are the words that give the most important information in a sentence.

2
- Play audio 63.3 for students to listen and repeat.
- Drill each expression as a class and individually.
- Focus students' attention on the **can do** statement: *Now I can respond to requests.*

Follow-up

- Revise *have to* with a questionnaire. Prepare a list of things using *have to*, e.g. *1 something you have to do every day, 2 something you have to put on every day, 3 somewhere you have to go every day, 4 someone you have to see every day, 5 something you have to use every day.*
- Tell students to listen and write an answer for each item. Answers will depend on students, but possible examples might be: 1 get up 2 socks 3 school 4 a family member 5 a toothbrush.
- Put students in small groups to compare their answers.

Resource activity pages 236 and 285

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Students learn and practise telephone expressions.

Warm-up

- Put students in teams. Tell them they have two minutes to write as many reasons for having a mobile phone as possible, but they can only use each verb once, e.g. *to talk to friends, to make appointments, to buy things, to pay bills, to find out information, to call the emergency services, to send a text, to use the Internet, to book a hotel, to order a pizza, to play games.* The team with the most reasons is the winner.
- Go through the reasons together. Write new words on the board. Drill them and check comprehension.

1
- Tell students to cover the text. Ask questions about the pictures, e.g. *Where are the people? What are they doing?*
- Play audio 64.1 for students to listen and repeat.
- Drill each line as a class and individually.

2
- Read through the responses and reactions. Elicit/Teach key vocabulary, e.g. *I'm afraid, out, calling, message, wrong number, ring back, leave a message.*
- Drill each sentence as a class and individually.
- Explain that students are going to hear six phone calls from people who want to speak to Sally. Play audio 64.2.
- Tell students to focus on the responses. **Ask:** *What's the first response?* Play the first conversation on the audio twice. **Elicit:** *I think you've got the wrong number.*
- Repeat with each conversation.

1 I think you've got the wrong number. 2 No, I'm afraid she's in a meeting. 3 No, I'm afraid she's out. 4 Yes, speaking. 5 No, sorry. Can I take a message? 6 Who's calling, please?

Audio script 64.2

1 **Woman** Hello.
Man Could I speak to Sally please?
Woman I think you've got the wrong number.
Man Oh, sorry. Goodbye.

2 **Woman** Good morning, The Shoe Company.
Man Hello. Is Sally there, please?
Woman No, I'm afraid she's in a meeting.
Man Oh, well, can I leave a message, please?
Woman Yes, certainly.

3 **Man** Hello, 412609.
Woman Hello. Is Sally Smith there, please?
Man No, I'm afraid she's out.
Woman Oh, OK. I can ring back later. Goodbye.

4 **Woman** Hello.
Man Could I speak to Sally please?
Woman Yes, speaking.
Man Oh, hello. It's Colin.

5 **Man** Good morning, Sally Smith's phone.
Woman Hello. Is Sally there, please?
Man No, sorry. Can I take a message?
Woman Yes. Please say that Penny rang.
Man OK.

6 **Man** Hello, 412609.
Woman Hello. Is Sally there, please?
Man Who's calling, please?
Woman It's Tina Jones.

3
- Focus on the first response in **exercise 2** *I think you've got the wrong number.* Point to the reactions. Tell students to match each response with a reaction. Play the first conversation on the audio twice. **Elicit:** *Oh, sorry. Goodbye.*
- Repeat with each conversation.

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

4
- **Ask:** *What's the first thing you say when you answer the phone?* Elicit as many ideas as possible, e.g. *Good morning, Hello, Hello + phone number, Can I speak to ..., please?* and write these on the board. If students find this difficult, play the audio again, focusing on the first line of each conversation.
- Focus on the first pair of reactions and responses: *I think you've got the wrong number. Oh, sorry. Goodbye.* Nominate a student. **Say:** *I'm the caller. I want to speak to Sally. You answer the phone.* Act out the first conversation.
- Do two more examples with different students and different conversations.
- Put students in pairs to make the conversations from **exercises 2** and **3**. Monitor.
- Ask pairs of students to read out their conversations.

5a
- Focus on the **Everyday expressions.** Tell students to find and underline the expressions in the text.
- **Write:** *No, I'm ___ she's out.* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *afraid.*
- Ask students to complete the expressions.

b
- Play audio 64.3 for students to check their answers.
- Play the audio again while students listen and repeat.

afraid, Can, wrong, ring, leave, say

6
- Go through the situations. Check understanding of each one.
- Focus on the first situation. **Say:** *You can't make a meeting with Mrs Ford. Phone her.* Tell students to look at the expressions in **exercises 2** and **3**. Write an example conversation on the board, eliciting responses and reactions from the students for each person.
- Ask two students to read through the example conversation on the board. Check pronunciation.
- Put students in pairs. Point to the expressions in **exercises 2** and **3** and the list of situations and tell them to write a conversation for each situation. Remind them to try and use all of the expressions. Monitor.
- Nominate pairs of students to act out one of their conversations. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can understand and use telephone expressions.*

Follow-up

- Write the following words on separate pieces of paper: *no im afraid she 's out* Place the words in an envelope. Repeat with each expression from **exercise 5a**. Alternatively, use the responses and reactions in **exercises 2** and **3**.
- Put students in small groups. Give each group one envelope. Tell them to order the words to make an expression. Ask them to rewrite the expression with punctuation and to practise it. Monitor.
- Tell students to put the words back in the envelope and exchange envelopes with another group.

Resource activity pages 237 and 285

Review and Wordlists Lessons 57–64
Student's Book pages 97–98

Students learn a lexical set of weather words and talk about the weather.

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Warm-up

- Revise months of the year with a chain. **Say:** *January.* Point to a student to elicit *February.* Continue to *December.* Start a new chain, saying the months backwards. You could also do odd months (*January, March*) or even months (*February, April*).

1
- **Elicit / Teach:** *the weather.*
- Play audio 65.1 for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Nominate students to say items. **Say:** *What's number 6, (Ella)?* **Elicit:** *dry.* Check pronunciation.
- Put students in pairs. Tell students to cover the text and take it in turns to point at the pictures and ask *What's this?*
- Focus on the **Language note.** Read through the first section (nouns and adjectives) together. Drill the examples as a class and individually. Tell students to cover the nouns. Say an adjective, e.g. *windy.* **Ask:** *What's the noun?* **Elicit:** *wind.* Repeat with the list of adjectives covered.
- Go through the second section (nouns and verbs). Ask students if they can think of any other words which can be nouns and verbs, e.g. *work, drink, play.*
- Read the third section. Drill each example as a class and individually. **Write:** *It snows today. It's usually snowing in December.* on the board. Ask students to correct the sentences. **Elicit:** *It's snowing today. It usually snows in December.*

We use the verb *be* + an adjective to describe the weather, e.g. *It's cold, It's windy.* However, some other languages, for example Spanish, use the verb *do* + a noun. In this case a direct translation from the student's own language would lead to a mistake in English.

2
- Play audio 65.2 all the way through.
- Play the first conversation on the audio twice. **Ask:** *What kinds of weather do the people mention?* **Elicit:** *cold, frosty.*
- Repeat with each conversation.

1 cold, frosty 2 It's snowing. 3 It's raining. 4 hot
5 cold, sunny 6 fine, sunny, wet, windy

Audio script 65.2

1 **A** What's the weather like today?
B It's cold and frosty, but it's very nice. Shall we go for a walk?
A Yes, OK.

2 **A** Ooh look. It's snowing.
B Oh, that's great. Come on, let's go outside.

3 **A** Are you going out?
B Yes, I am.
A Well, take your umbrella. It's raining.
B Oh, right. Thanks.

4 **A** Phew. It's very hot today, isn't it?
B Yes, it is. I think we're going to have a storm.

5 **A** It's very sunny today.
B Yes, it is, but it's cold outside.

6 It's fine and sunny today, but enjoy it, because the weekend's going to be wet and windy.

3a Your life
- Tell students about the weather in your own country at different times of year, e.g. *Today it's warm and hot but in January it's very cold and it snows.* If you are from the same country as your students, ask students what they know about the weather at different times of the year in other countries. **Ask:** *What's the weather like in (Australia) in January?*
- Point to the list of months and tell students to make notes about the weather in their country.
- Ask students questions, e.g. *What's the weather like in (Vietnam) in August? Is it hot in (Germany) in October? Does it snow in (Spain) in August?*
- If you have a mixed-nationality class, put students in small groups to compare the weather. Monitor. If your students are the same nationality, put them in pairs to compare notes, then go through each time of year as a class to make sure everyone agrees.

b
- Focus on the cues. Say sentences about the weather you like, e.g. *I like it when it's sunny because I can go to the beach and swim.*
- Point to the first cue. Tell students to write a sentence about the weather they like.
- Nominate one or two individual students. **Ask:** *What kind of weather do you like, (Bogna)? Why do you like snow, (Jessica)?*
- Repeat with weather you dislike.
- Put students in small groups to ask and answer about the weather they like or dislike. Monitor.
- Ask individual students to tell the class about their group.

English in the world
- **Elicit / Teach:** *small talk, lovely, a bit.*
- Read through the text as a class.
- **Ask:** *Why do people in Britain talk about the weather a lot?* **Elicit:** *Because it changes a lot.*
- Ask students questions about their countries, e.g. *Do people in (Hong Kong) talk about the weather a lot? Why? / Why not? What kind of things do they say?*
- Drill the sentences from both example conversations as a class and individually.
- Ask two pairs of students to read the conversations. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can talk about the weather.*

Follow-up
- **Write:** *morning, afternoon, evening, night* on the board.
- Put students in pairs or small groups. Tell them to write a weather report for today. Remind them to use past, present, and future tenses, e.g. *This morning it was cold and raining. Now it's cold and dry. This afternoon it's going to snow and tonight it's going to be frosty.*
- Ask groups to come to the front of the class to give their weather report.

Resource activity pages 238 and 286

Students learn and practise comparatives and how to compare two things.

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Warm-up

- Write the following weather anagrams on the board: *innoswg (snowing), rmaw (warm), ostrfy (frosty), ciy (icy), ininagr (raining), mroyts (stormy), udolcy (cloudy), tew (wet), ygfgo (foggy), ryd (dry), thwreea (weather).*
- Put students in small groups. Tell them the topic e.g. the weather. They have to unscramble the letters to find the words.
- The first group to unscramble all of the words and rewrite them correctly is the winner.

1
- Tell students to cover the text. Ask questions about the pictures, e.g. *What's the weather like? What are the roads like?*
- **Elicit/Teach:** *worse, dangerous, more.*
- Play audio 66.1 for students to read and listen.
- Ask questions about the text, e.g. *Is it hot today? Was it hotter yesterday? Were the roads dangerous yesterday? Are they dangerous today?*
- Play the audio again for students to listen and repeat.
- Drill each adjective as a class and individually. Check pronunciation of *er* in *colder, nicer,* etc. (/ə/).

2
- Go through the table on Student's Book page 111.
- Drill the examples as a class and individually.
- Tell students to cover the comparatives. Say a base adjective, e.g. *cold.* **Ask:** *What's the comparative?* **Elicit:** *colder.*
- Repeat with the base adjectives covered. Say a comparative and elicit the base adjective, e.g. *hotter.* **Elicit:** *hot.*
- Put students in pairs to practise.
- **Write:** *nicier, more cold, hoter, sunnyier, badder* on the board. Put a cross next to the words to show they are incorrect. Ask students to correct them. **Elicit:** *nicer, colder, hotter, sunnier, worse.*

Students are usually able to understand the idea of comparatives but often have problems forming them. Many languages, e.g. Portuguese and Italian, add the equivalent of *more* to form comparatives, so the longer adjectives, such as *expensive* or *dangerous*, which take *more* are not normally a problem. However, remembering to add a suffix for shorter adjectives can be more difficult, especially for students trying to translate word for word from their own language.

3
- Do the example together. Play the first item on audio 66.2. Students hear *That car's very fast*, make a sentence with *But this* and a comparative, then listen and repeat.
- Play the rest of the audio.

Audio script 66.2

1 That car's very fast.
But this car's faster.
2 That book's very interesting.
But this book's more interesting.
3 That hotel's very big.
But this hotel's bigger.
4 That jacket's very expensive.
But this jacket's more expensive.
5 That mobile phone's very good.
But this mobile phone's better.
6 That film's very bad.
But this film's worse.

4
- Ask questions about the pictures, e.g. *Who's this? Which city is this? How much is this shirt?*
- Focus on the first picture. **Write:** *Chris is ___ than Mike.* on the board. **Ask:** *Is Chris older or younger than Mike?* **Elicit:** *younger.*
- Put students in pairs. Tell them to look at the cues and the pictures and write sentences using the correct adjective.
- Go through the answers as a class. Ask individual students to say one sentence each. Check pronunciation.

1 Chris is younger than Mike. / Mike is older than Chris.
2 Tokyo is hotter than Beijing. / Beijing is colder than Tokyo.
3 The shirt is cheaper than the jumper. / The jumper is more expensive than the shirt.
4 Carol's hair is longer than Judy's. / Judy's hair is shorter than Carol's.
5 The River is worse than The Sun. / The Sun is better than The River.
6 Rome is sunnier than Berlin. / Berlin is cloudier than Rome.

5 Pair work

- Go through the list. Say true sentences about each thing, e.g. *Harrods is more expensive than Debenhams. Debenhams is smaller than Harrods.* Focus on the examples.
- Point to the list of things and ask student to write true sentences about each one. Remind them to use ten different adjectives. Monitor.
- Ask students about their sentences. **Say:** *Describe two shops in your town, (Hannah). Tell the class about two people in your family, (Jean).*
- Put students in pairs to compare their sentences. Monitor.
- Focus students' attention on the **can do** statement: *Now I can compare two things.*

Follow-up

- Collect pictures (or reuse pictures you've used in previous activities) of different things that students have learned in previous lessons, e.g. *pen, computer, plane, bus, car, an ice cream, a cup of coffee.* You will need one picture for each member of the class.
- Hold up two pictures, e.g. the plane and the car. Elicit as many comparative sentences as possible, e.g. *The plane is bigger, more expensive, faster, longer, than the car. The car is smaller, cheaper, slower, shorter than the plane.*
- Hand out the pictures. Tell students to mingle and show each other their pictures, then make a sentence comparing the two things. When they have done this, they exchange pictures and find another partner.

Resource activity pages 239 and 286

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Students revise adjectives and compare two places.

Warm-up

- Tell students to stand up and organize themselves in a line according to height. Start a chain. The first person says *I'm taller than (Sam)*, the second person says *I'm taller than (Pieter) but smaller than (Jan)*, etc.
- Tell students to reorganize themselves according to age. Start a new chain. The first person says *I'm younger than Roberto*, the second person says *I'm younger than Jaime but older than Ahmed*, etc. up to the oldest person.

1
- Focus on the pictures. Ask questions about the people, e.g. *What can you see? Where are they? How old are they?*
- Play audio 67.1 while students read the text.
- Elicit/Teach key vocabulary for each paragraph, e.g.
  paragraph 1: *Hungary, move, north-west, coast, electronics*
  paragraph 2: *west, think of, further, in fact, winter, summer, grey*
  paragraph 3: *shorter, salary, big, earn, petrol, suburbs, meal*
  paragraph 4: *important, medicine, medical insurance*
  paragraph 5: *miss, baseball*
- Read through the questions. Tell students to read the text again and answer the questions.
- Put students in pairs to compare their answers.
- Go through the answers together.

1 Miklos 2 Budapest in Hungary 3 the USA 4 Yes, he does.

- Ask questions about the text to check comprehension, e.g. *When did Miklos move to the USA? Did his family move with him? Is Seattle near the sea? Is the weather in Seattle good? Where does Miklos work? Does he like his new job? How many days holiday does he get?*

2
- Explain that Miklos lived in Budapest but now he lives in Seattle. Read the first statement (*The weather is worse*). **Ask:** *Is this Budapest or Seattle?* Tell students to read the text again. **Elicit:** *Seattle.*
- Read through the statements. Tell students to read the text again and write *B* or *S* for Budapest or Seattle.
- Put students in pairs to compare their answers.
- 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 S 2 B 3 S 4 S 5 B 6 B 7 S 8 S

- Focus on the **Language note.** Drill the compass directions.
- **Ask:** *Where is Seattle?* **Elicit:** *It's in the north-west of the USA.* Practise with places in the country where the school is. For example, if you're teaching in Britain, **ask:** *Where's Brighton? Where's Newcastle? Is Leeds further north than Birmingham?* If possible, use a large map of the country and ask students to point to the places.

3a Your life
- Focus on the list. Write the names of two places that you go to on holiday, e.g. *Cuba/Jersey*, two countries, e.g. *Australia /France*, and two parts of your country, e.g. *Yorkshire/Hampshire* on the board.
- Point to the list and tell students to write places they know for each item.
- Ask questions about the students' notes, e.g. *Which two places do you go to on holiday? Is it hot in (Berlin)? Are hotels expensive in (Dubai)? Which two countries did you choose? Which place is nicer? What two parts of your country did you write? Is (Aragon) in the north or south of (Spain)? Is (Tuscany) more expensive than (Calabria)?*

b
- Focus on the cues and talk about your places. **Say:** *Cuba is hotter than Jersey, but Jersey is nicer because it's smaller and it's cooler in summer. Cuba is cheaper than Jersey and the hotels are bigger.* Write your example on the board.
- Repeat with *two countries* and *two parts of your country.*
- Tell students to write about their places.
- Put students in pairs to compare their descriptions. Monitor.
- Ask individual students to read out their work. Check pronunciation.

Pronunciation

a
- **Say:** *warm, storm.* Underline the *ar* in *warm* and the *or* in *storm.* Elicit and drill the sound /ɔ:/ in each word to show it is the same.
- Repeat with the second pair of words: *big, nice.* Underline the *i* in each word. Elicit and drill the sound /ɪ/ in *big* and /aɪ/ in *nice* to show they are different.
- Put students in pairs and tell them to tick the words with the same sound.

b
- Play audio 67.2 for students to listen and check.
- Play the audio again for students to listen and repeat.

words that have the same sound: warm/storm, dry/fine, bad/fat, winter/windy

- Focus students' attention on the **can do** statement: *Now I can compare different places.*

Follow-up

- Collect enough maps of the world (or of a continent, e.g. Africa, or of a country which has a number of regions, e.g. England) for students to work in small groups.
- Tell each group to write a brief description of a country of their choice, e.g. *This country is hotter than Spain. It's a country in Africa. It's bigger than Egypt but smaller than Nigeria. The people speak Arabic. It's on the Mediterranean Sea. The capital is Tripoli. (answer – Libya)*
- Groups take it in turns to read out their descriptions. The other groups try to guess the country before they finish their description. (You could use the description of Libya as an example for this game.)

Resource activity pages 240 and 287

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TEACHER'S NOTES LESSON 68

Students revise adjectives and comparatives and learn expressions to talk about a trip.

Warm-up

- Use the pictures in **lesson 60** to revise the story to date. Ask questions about the characters and the story, e.g. *Is Lucy enjoying her new job? Who's her boss? Does Olive travel a lot? Who is Peter meeting for dinner? Where does Zelda live? Why does she want to talk to Peter? Who's getting married? Where is Sarah? Why is she in Singapore?*

1
- Play audio 63.1 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, ticket machine, welcome back, funeral, sad*
  picture 2: *ticket barrier, news, remember, boyfriend, someone else, cool, feel better*
  picture 3: *taxi, embrace, travel bag, pavement, puzzled, wedding*
  picture 4: *upset, Oh dear*
- Write the new words and phrases on the board and drill as a class and individually.
- Tell students to cover the text. Ask questions about the **pictures** to check basic comprehension, e.g.
  picture 1: *Who can you see? Where are they? What are they doing?*
  picture 2: *Where are Sarah and Jordan going? What are they doing?*
  picture 3: *Where is Peter? Who is he with? What are they doing? Who is taking the taxi? Where is Sarah? How does she look? Why is she upset?*
  picture 4: *Who can you see? Where are they? What are they doing? How does Sarah look?*
- Focus on the question: *What is Sarah's news?* Play the audio again. **Elicit:** *Her boyfriend is in Canada now and he's going to marry someone else.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Where was Sarah? How does she feel? Was it cold in Singapore? How was her grandmother's funeral? Was Sarah happy to see her family?*
  picture 2: *Where did Sarah tell Jordan about her boyfriend? Where does he work now? Is Sarah upset that her boyfriend is going to marry someone else? Are Sarah's parents happy about it? Were they happy to hear about Peter?*
  picture 3: *Is Peter upset about Zelda's wedding? Does he want her wedding to go well?*
  picture 4: *Does Ryan know about Zelda's wedding? Where did Sarah go? Did Ryan talk to Peter about Zelda's wedding?*

2
- Focus on the questions. **Write:** *When did Sarah get back?* on the board. Tell students to read the first part of the story again. **Elicit:** *yesterday.*
- Tell students to read the whole story again and answer the questions. Put students in pairs to compare their answers.
- Go over the answers as a class.

1 yesterday 2 warmer 3 Her boyfriend is going to marry someone else. 4 yes 5 to see Peter 6 Peter and Zelda together / embracing 7 He's getting married. 8 Because he heard Peter on the phone and Cindy said everyone knows.

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Welcome b____.* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *back.*
- Ask students to complete the expressions.

b
- Play audio 63.2 for students to check their answers.
- Play the audio again while students listen and repeat.
- Drill the expressions as a class and individually.

back, get, tired, How

4
- Focus on the story. Put students in groups of four. Tell them to practise the conversation, each taking one part.
- Give students an opportunity to practise each role. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can talk about a trip.*

Follow-up

- Ask students to think about the last trip they went on. Tell them to write down where they went and why.
- Ask questions about their trips, e.g. *Where did you go? Why did you go to (Rome)?*
- **Say:** *You arrived back from your trip yesterday. Write how you feel and how the trip went.* Put students in pairs. Point to the expressions in **exercise 3a** and tell students to make conversations about their trip.
- Ask pairs of students to read out their conversations.

Resource activity pages 241 and 287

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TEACHER'S NOTES LESSON 69

Students learn a lexical set of geographical features and talk about their own town.

Warm-up

- Play a game of Whiteboard Scrabble (see page 11) to revise weather words.

1
- Focus on the picture. Play audio 69.1 for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Nominate different students to say items. **Say:** *What's number 10?* **Elicit:** *a valley.* Check pronunciation.
- Put students in pairs. Tell them to cover the text and take it in turns to point at the pictures and ask *What's this?*

2
- Put students in pairs and ask them to name other things in the picture. Encourage them to use dictionaries if they are available. **Elicit:** *town, village, houses, factory, farm, church.*
- Write new words on the board. Drill them and check comprehension.

3a
- **Elicit/Teach:** *sightseeing tour, view.*
- Play audio 69.2 all the way through.
- Point to the words in **exercise 1**. Tell students to listen and tick the words they hear. Play the first part of the audio twice (to *you can't see the hills*). **Elicit:** *valley, hill.*
- Play the rest of the audio twice.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

valley, hill, river, bridge, tunnel, motorway, field, railway, forest, road, lake, island

Audio script 69.2

Good morning, ladies and gentlemen. Welcome to our tour. We're in the town centre at the moment. The town is in a valley between two hills. Unfortunately, it's very foggy today, so you can't see the hills.

We're now going towards the river. There's a good view of the town from the bridge. Unfortunately, they're repairing the bridge at the moment and the traffic is very slow. So we have to go through the tunnel. We're in the tunnel now, so I'm afraid you can't see the river or the town.

We're leaving the town now and we're going to join the motorway in a moment. On the right you can see some fields and on the left there's a railway. Over there, there's a large forest. I'm afraid you can't see the forest, because it's still foggy, but it's a very big forest. This forest is where the ...

Now we're taking the road to the lake and fortunately it isn't foggy here. There are two islands in the lake, and we're going to take a boat to the larger island. It's a beautiful island with a lot of interesting houses and shops and ... Oh, I'm sorry, ladies and gentlemen, but the road to the lake is closed because of an accident. So, I'm afraid we have to go back to the town.

Well, here we are back in the town and it's still foggy here. I hope you enjoyed the tour and can visit us again in the future.

b
- Go through the questions. Elicit/Teach key vocabulary, e.g. *town centre, repair, accident, beautiful, closed.* Write new words on the board and drill them.
- Focus on question 1. Tell students to listen again and tick the correct answer. Play the first part of the audio. Elicit: *a – in the town centre.*
- Tell students to listen and answer the remaining questions. Play the rest of the audio twice.
- Go over the answers. If necessary, play the audio again, stopping after each answer.

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

We don't usually use a capital letter with a common noun, e.g. *river, mountain, lake.* However, we do use one when the noun is part of a name, e.g. *the River Saba, Lake Geneva.*

4
- Tell students to look at the picture in **exercise 1**.
- Draw two columns on the board with the headings *Natural features* and *Man-made features*. **Ask:** *Is the sea natural or man-made?* **Elicit:** *natural* and write it in the first column. Repeat with *a railway* and *man-made*.
- Tell students to copy the table and write each word from **exercise 1** in the correct column.
- Go through the answers as a class.

natural features: the sea, a mountain, an island, a cliff, a hill, a forest, a lake, a river, a valley

man-made features: a railway, a tunnel, a road, a bridge, a motorway, a field

5 Your life
- If possible collect some pictures of your town/city to show the students as you describe its features. Hold up each picture and make true sentences about your town, e.g. *My town is near the sea. There aren't any mountains in my town but there's a big forest near it. It's called the New Forest. There's a river in my town. It's called the River Solent.*
- Tell students to think about the town they are living in and make notes.
- Ask students about their notes, e.g. *Is there a river in your town? What's the name of the river? Is (Bangkok) near the sea? Are there any lakes near your town? Has (Paris) got a motorway?*
- Write two example sentences on the board about your town, e.g. *1 My town is near the sea. 2 There aren't any mountains in my town but there's a big forest near it. It's called the New Forest.*
- Tell students to write sentences about their own town using the words in the picture. Monitor.
- Ask individual students to read out their sentences or put students in groups to read each other's work.
- Focus students' attention on the **can do** statement: *Now I can talk about geographical features.*

Follow-up

- Revise *on the left of, on the right of, in front of, behind, in, on, next to.*
- Dictate a simple description and tell students to draw it, e.g.
  Draw a big lake. In the lake there's an island. On the island there's a hill. On the left of the island there's a mountain.
- Reproduce your dictation as a picture on the board for students to compare their work.
- Tell students to draw a very simple picture with eight of the geographical features in **exercise 1**.
- Put students in A/B pairs, sitting back to back. Tell Student A to dictate his/her picture and Student B to draw it, then swap roles.

Resource activity pages 242 and 288

Students learn superlatives and use them to compare more than two things.

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Warm-up

- Write a mixture of correct and incorrect comparatives on the board, e.g. *cheaper, windyier, more dangerouser, badder, more cloudy, colder, better, more expensive, cool, dryer, wetter, biger.*
- Put students in pairs. Give them two minutes to go through the list and make corrections where necessary.
- Go through as a class.

1
- Tell students to cover the text. Ask questions about the places in the picture, e.g. *What's this? Where are The Andes?*
- Elicit/Teach: *mountain range, run through, cm (centimetre), millimetre, desert, famous, wide.*
- Play audio 70.1 for students to read and listen.
- Drill each superlative form as a class and individually. Check pronunciation of *est* (/ɪst/).
- Ask questions about the text, e.g. *What are the Andes? What is the widest river in the world? How much rain falls in the Atacama Desert? Where is Copacabana Beach?*

2
- Go through the rules on Student's Book page 111.
- Drill the examples in the first two parts of the table as a class and individually.
- Tell students to cover the superlative forms. Say a base adjective or a comparative form, e.g. *older.* **Ask:** *What's the superlative?* **Elicit:** *oldest.*
- Repeat with the base and comparative forms covered. Say a superlative and elicit the base adjective and comparative, e.g. *wettest.* **Elicit:** *wet, wetter.*
- Put students in pairs to practise.
- Focus on the irregular superlatives. Drill the examples as a class and individually. Point out that there are very few irregular superlatives in English but that students need to learn them.
- **Write:** *The driest place of the world is the Atacama Desert. Lloro is wettest place in the world. Copacabana is the beautifulest beach in the world.* on the board. Put a cross next to the sentences to show they are incorrect. Ask students to correct them. **Elicit:** *The driest place in the world is the Atacama Desert. Lloro is the wettest place in the world. Copacabana is the most beautiful beach in the world.*

As with comparatives, students are usually able to understand the idea of superlatives but often have problems forming them, especially those formed by adding a suffix (*est*). Another problem caused by L1 interference is remembering to use the superlative form before the noun.

3
- Do the example together. Play the first item on audio 70.2. Students hear *an old book*, make a sentence with *It's the ... in the world* and a superlative, then listen and repeat.
- Play the rest of the audio.

Audio script 70.4

1 an old book
It's the oldest book in the world.
2 a good hotel
It's the best hotel in the world.
3 a beautiful city
It's the most beautiful city in the world.
4 a wide lake
It's the widest lake in the world.
5 an expensive car
It's the most expensive car in the world.
6 a long bridge
It's the longest bridge in the world.

4
- **Elicit/Teach:** *world record.* Ask students if they know any world records, e.g. *What's the highest mountain in the world? What's the fastest animal in the world?*
- Go through the world records. Elicit/Teach key vocabulary, e.g. *ocean, Greenland.* If possible, use a map of the world to locate each place, or ask questions to check that students recognize the places, e.g. *Where is Antarctica? Where does the River Nile start? What country is Bologna in?* Drill each place name as a class and individually.
- **Write:** *The Pacific Ocean is the ___ ___ in the world.* on the board. Point to the gaps. **Ask:** *What's this?* Elicit possible answers, e.g. *largest ocean, biggest ocean, widest ocean, smallest ocean* but don't say if the answers are correct or not.
- Put students in pairs and tell them to complete the world records. If you have been using maps in the lesson, leave them on display and encourage students to look at them to work out the answers.
- Write the answers as a list on the board so students can check their spelling.
- Use the list to drill each superlative form as a class and individually.
- Ask individual students to read one sentence each. Check pronunciation.

1 the largest ocean 2 the largest 3 the deepest 4 the highest
5 the longest 6 the biggest 7 the coldest 8 the oldest

- In questions 1, 2, and 6 *the biggest* would also be possible and in question 4 *the tallest* would be possible.

5 Your life
- Focus on the cues. Go through each one and say sentences about your town, e.g. *I think the highest building in my town is the National Westminster building, The most expensive shop is Harrods.* If possible, use pictures of your town/city to show students the different places.
- Point to the list. Tell students to think about the town/city they are living in now and make notes. Monitor.
- Ask individual students about their notes, e.g. *What's the highest building in the town, (Omar)? What's the most expensive shop?*
- Focus students' attention on the **can do** statement: *Now I can compare more than two things.*

Follow-up

- Collect pictures from magazines, etc. Arrange them in sets of three, e.g. three cars, three singers, three pairs of shoes, three animals, three famous people, labelled A, B, C.
- Put students in small teams.
- Display the first set of pictures on the board and ask a question, e.g. *Which car is the fastest? Which singer made the most records? Which shoes are the most expensive?*
- Teams write down their answer for each question you ask. When you have finished ask teams to give their answers. The winner is the team with the most correct answers.

Resource activity pages 243 and 288

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TEACHER'S NOTES LESSON 71

Students revise comparatives and superlatives and describe their country.

Warm-up

- Play a game of Spelling Lines (see page 11) to revise geographical features from **lessons 69** and **70** on the board, e.g. *mountain, hill, river, ocean, desert, cliff, field, island, bridge, motorway.*

1
- **Elicit/Teach:** *Scotland, England, Wales, Northern Ireland, the UK (United Kingdom), Europe.*
- Ask questions to find out if your students know anything about Scotland, e.g. *What is it famous for?*
- Focus on the map. Ask questions, e.g. *Where's Edinburgh?*

2
- Go through the list of places. Drill each item as a class and individually. Note the pronunciation for *Edinburgh* /'edɪnbʌrə/ and *loch* /lɒk/.
- Play audio 71.1 all the way through.
- Point to the place names and the descriptions. **Ask:** *What does the man say about Edinburgh?* Play the audio (to *plays and shows*) twice. **Elicit:** *It's the capital of Scotland.*
- Play the rest of the audio twice while students match the places with the descriptions.
- Put students in pairs to compare their answers.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

Edinburgh is the capital of Scotland. Glasgow is the largest city in Scotland. Ben Nevis is the highest mountain in the UK. Loch Ness is the deepest lake in the UK.

Audio script 71.1

What can I tell you about my country, Scotland? Well, Scotland is part of the United Kingdom. The other parts are England, Wales, and Northern Ireland. Scotland is the second largest part of the UK and it has a population of about five million people.

Edinburgh is the capital city. The Scottish Parliament is here. A lot of tourists come to Edinburgh to visit the castle, the museums, art galleries, and other places. Every summer there's a big festival with music, plays, and shows. But Edinburgh isn't the largest city in Scotland. That's Glasgow.

Scotland is famous for many things – whisky, golf, bagpipes – and bad weather. Scotland is often the coldest, wettest, and windiest place in the UK. But it also has some of the most beautiful scenery. Scotland has a lot of hills and mountains, including the highest mountain in the UK, Ben Nevis. In winter there's snow on the mountains and you can go skiing.

Scotland has also got a lot of lakes. We call them 'lochs'. The most famous lake is Loch Ness. It's the deepest lake in the UK, and some people think that the famous Loch Ness monster lives in its cold, dark water.

3a
- Focus on the list of things. **Elicit/Teach:** *whisky, golf, bagpipes, monster.*
- Drill each item as a class and individually.
- Point to the list. Tell students to tick the things they hear. Play the audio again twice.
- Go through the answers. If necessary, play the audio again stopping after each answer.

the Edinburgh Festival, whisky, golf, skiing, bagpipes, the Loch Ness Monster

b
- Go through the list. **Elicit/Teach:** *scenery, castle.*
- Play the audio (to *plays and shows*) twice. **Ask:** *What can you see in Edinburgh?* **Elicit:** *the castle, museums, art galleries, Edinburgh Festival.*
- Repeat with the rest of the audio to elicit details about Scotland's weather and Scotland's scenery.
- Go through the answers as a class. If necessary, play the audio again stopping after each answer.

Edinburgh: the castle, museums, art galleries, Edinburgh Festival.
Scotland's weather: It's often the coldest, wettest, and windiest place in the UK. It snows in winter.
Scotland's scenery: It has some of the most beautiful scenery in the UK. It has lots of hills, mountains, and lakes.

- Focus on the **Language note**.
- Go through the three paragraphs in **exercise 4** to identify the information in each one. **Elicit:** *Paragraph 1: population, geographical features; Paragraph 2: capital city and things to do and see; Paragraph 3: the weather in general and around the country.*

4a Your life!
- **Elicit/Teach:** *paragraph, population.*
- Focus on the topics. Read the prompts in paragraph 1. **Ask:** *What's the topic?* **Elicit:** *general information.* Repeat with the remaining paragraphs.

paragraph 1: General information, paragraph 2: Cities, paragraph 3: The weather

b
- Go through each paragraph. Use the cues to talk about your country e.g. *England is a small country with a population of 50 million. The highest mountain is ...*
- Point to the paragraphs and ask students to complete them with information for their country.
- Ask individual students about their country e.g. *What's the population of (Turkey)? What is there to see in (Bulgaria)? What's the weather like in (Mexico)?*

Pronunciation

1
- Play audio 71.2 for students to listen and repeat. Model the pronunciation of /u:/ in *do* and /ju:/ in *museum*. Drill each sound as a class then individually.

2a
- Drill the first word in the list, *future*, as a class and individually. **Ask:** */u:/ or /ju:/?* **Elicit:** /ju:/ and write it on the board so students can check.
- Put students in pairs. Tell them to say the words out loud and put them in the correct column.

b
- Play audio 71.3 for students to listen and check.
- Play the audio again for students to listen and repeat.

Audio script 71.3

/u:/: do, blue, room, shoes, soon, two, cool
/ju:/: museum, future, university, computer, student, new, music

3
- Drill the phrase as a class then individually.
- Focus students' attention on the **can do** statement: *Now I can describe a country.*

Follow-up

- Use the world records from **lesson 70** to make a mini quiz. Make a list of questions, e.g. *Where is Lake Baikal? What's the longest river in the world?*
- Put students in small teams. Ask the questions. Teams win one point for a correct answer.

Resource activity pages 244 and 289

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Students learn expressions for giving measurements.

Warm-up

- Play a game of Noughts and Crosses (see page 11) to revise geographical features from **lessons 69** and **70.**
- Write the first letter of each feature in the grid. Prepare definitions for each feature, e.g. *railway – something a train travels on, motorway – you can drive fast on this road, hill – a small mountain, lake – a big area of water that you can sail on or swim in, tunnel – a road that goes through a mountain, bridge – you can use this to go over a river, mountain – a very big hill, island – Cuba is one of these.*
- To win a square, teams have to say the word and spell it correctly.

1
- Focus on the picture. Play audio 72.1 for students to read and listen.
- Drill each item as a class then individually. Check pronunciation.
- Go through the exchange. Drill each line as a class then individually.
- Ask two students to read the conversation. Check pronunciation.
- Ask questions about the measurements, e.g. *How deep is that river? How wide is it?*
- Put students in pairs to practise.

2
- Focus on the **Everyday expressions.** Drill each expression as a class and individually.
- Ask students about things in the classroom, e.g. *How wide is your desk? How high is the ceiling? How deep is that bag?* Encourage students to use rulers, if available, or guess. Elicit full sentences, e.g. *It's sixty centimetres wide, It's (about) four metres high.*
- Nominate a student. **Ask:** *(Agneta), how do you say 'It's three metres wide' in (Swedish)?* Repeat with different expressions.
- Dictate the following numbers: *four hundred and ninety-nine, two thousand two hundred and twenty-two, eight thousand and sixty, four million.*
- Ask students to come to the board and write the numbers. Check that they use a comma in large numbers, e.g. *2,222 / 4,000,000.*

3
- Go through the statements. Elicit/Teach key vocabulary, e.g. *cupboard, carpet.*
- Play audio 72.2. Drill each measurement as a class and individually.
- Play the first conversation on the audio twice. **Write:** *The hill is 600 metres high.* on the board. **Ask:** *Is this correct?* **Elicit:** *Yes.* Put a tick next to the statement.
- Repeat with the second conversation and elicit that it isn't correct. Don't worry about the correct information at this stage.
- Play the rest of the audio twice.
- Go through the answers together.

1 correct 2 incorrect 3 incorrect 4 correct 5 incorrect 6 incorrect

Audio script 72.2

1 **A** How high is that hill?
B It's six hundred metres high.
2 **A** How wide is this lake?
B It's three kilometres wide.
3 **A** How long is this table?
B I don't know, but I can measure it. ... It's 2.8 metres long.
4 **A** How high is this cupboard?
B Just a minute. It's 95 centimetres high and it's 50 centimetres wide.
5 **A** How wide is this carpet?
B Just a minute. Let me see. It's six metres wide.
6 **A** How deep is the swimming pool?
B It's 1.5 metres deep.

- Focus on the incorrect statements 2, 3, 5, 6. Tell students to listen and correct the statements. Play the audio again to elicit the correct measurements.

2 3 kilometres wide 3 2.8 metres long 5 six metres wide 6 1.5 metres deep

4
- Focus on the items in the picture. Drill each measurement as a class then individually.
- Go through the example conversation. Ask two students to read it. Check pronunciation.
- Ask questions about the items, e.g. *How high is the room? How deep is the bag? How high is the building?* Check pronunciation.
- Put students in pairs to practise. Monitor.

English in the world

- **Elicit/Teach:** *metric, imperial, distance, mile, speed, miles per hour.*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *How many kilometres are there in two miles? What does 'mph' mean?*
- Ask individual students about their country, e.g. *Do you use metric or imperial measurements? What's the speed limit in (Germany)? How far is it from (Moscow) to (St Petersburg) in kilometres?*
- Focus students' attention on the **can do** statement: *Now I can give measurements.*

Follow-up

- Write a mixture of imperial and metric measurements on separate pieces of paper, e.g. *thirty millimetres, four centimetres, a hundred millimetres, thirty centimetres, one foot, one metre, two hundred and one centimetres, fifty-two metres, five hundred and twenty metres, eighty metres, one kilometre, one mile, three kilometres.* Note that here the measurements are in order (from smallest to largest). Prepare one for each member of the class.
- Hand the measurements out and tell students to organize themselves in a row from the smallest measurement to the largest.

Resource activity pages 245 and 289

Review and Wordlist Lesson 65–72
Student's Book pages 99–100

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Students learn and practise a lexical set of everyday jobs.

Warm-up

- Revise rooms, furniture, and parts of a house from **lesson 25**.
- Put students in four teams. Tell them to listen but NOT to write anything. Dictate a word by spelling it out, e.g. *w-a-s-h-i-n-g-m-a-c-h-i-n-e*. The first team to call out the word wins a point if they spell it correctly.

1
- **Elicit/Teach:** *everyday jobs.*
- Play audio 73.1 for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Nominate students to say items. **Say:** *What's number 14?* **Elicit:** *tidy the room.* Check pronunciation.
- Put students in pairs. Tell students to cover the text and take it in turns to point at the pictures and ask *What's this?*

English collocations, particularly those which include phrasal verbs (e.g. *take out, wash up*), don't usually translate word for word into other languages.

2
- Draw four columns on the board with *make, wash, clean, go to the* as the column headings. **Write:** *make the beds, make an appointment at the doctor's, make a cup of coffee* in the first column. **Ask:** *What other everyday jobs do you know?* Elicit more examples, e.g. *make dinner, make a sandwich.*
- Put students in pairs. Point to the three remaining columns and tell them to write in other everyday jobs. They can use dictionaries, if available.
- Go through the columns. Drill new words and check comprehension.
- Focus on the **Language note**. Drill the examples as a class and individually.
- Ask individual students about their shopping habits, e.g. *How often do you go shopping? When do you do your shopping?*

3
- Do the example together. Play the first item on audio 73.2. Students hear *the bank*, make a sentence saying what they are going to do, then listen and repeat.
- Play the rest of the audio.

Audio script 73.2

1 the bank – I'm going to go to the bank.
2 the washing – I'm going to do the washing.
3 the floor – I'm going to vacuum the floor.
4 the beds – I'm going to make the beds.
5 the table – I'm going to lay the table.
6 the rubbish – I'm going to take out the rubbish.

4
- Play audio 73.3 all the way through.
- Play the first item on the audio twice. **Ask:** *What everyday job are the people doing?* **Elicit:** *They're doing the washing-up.*
- Repeat with each conversation.

1 They're doing the washing-up. 2 She's laying the table. 3 He's/He's taking the rubbish out. 4 He's/He's tidying the room. 5 He's/He's going to the bank. 6 She's vacuuming the floor.

Audio script 73.3

1 **A** Are there any more plates on the table?
B No, but there are some glasses here.
A Thanks.
2 **A** Dinner's nearly ready. Can you lay the table?
B All right.
3 **A** Are you taking out the rubbish?
B Yes, I am.
A But it's raining.
B It's no problem.
4 **A** Come on. Tidy this room. It's a mess.
B I am tidying it.
A And make your bed, too.
B OK, OK.
5 **A** Where are you going?
B I'm going to the bank.
A Oh. Can you take these things to the cleaner's while you're in town?
B Sure. See you.
A Thanks.
6 **A** Do you have to do that now?
B Yes, I do.
A But I can't hear the TV.

5
- Put students in pairs. **Say:** *Student A, choose an everyday job. Student B, say a sentence with the correct verb.*
- Go through the example with one pair.
- Students take it in turns to say jobs and sentences. Monitor.

6 **Your life**
- Go through the everyday jobs in **exercise 1**. Say who does the jobs in your house, e.g. *I usually make the beds. My husband always does the washing-up.* Ask students to write who does the jobs in their house. **Ask:** *Do you make the beds, (Marta)?* **Elicit:** *Yes, I do./No, I don't. My (mother) makes them.*
- Put students in pairs to ask and answer about the everyday jobs. Monitor.
- Ask students about their partners, e.g. *Does (Jean) do the ironing?* **Elicit:** *Yes, she does./No, she doesn't. Her (brother) does it.* Check pronunciation.

English in the world

- **Elicit/Teach:** *have time, move money, bank account, order things, book holidays.*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *What can you pay on the Internet? When can you use the Internet?*
- Say true sentences about your Internet use, e.g. *I use the Internet to pay my telephone bill. I sometimes book train tickets but I never book holidays.*
- Point to the list and tell students to tick the things they do. Put them in pairs to compare.
- Ask individual students to say sentences about their partner, e.g. *(Gemma) pays all her bills on the Internet.*
- Focus students' attention on the **can do** statement: *Now I can talk about everyday jobs.*

Follow-up

- Write everyday jobs on separate pieces of paper. You will need one for each student.
- Hand out the pieces of paper. Tell students to read their job and then find out how many people in the class did that job yesterday by asking *Did you (make the beds) yesterday?*

Resource activity pages 246 and 290

Students learn the present perfect and say what people have done.

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Warm-up

- Put students in small groups. Say a verb from **lesson 73**, e.g. *do*. Groups compete to say a noun that goes with the verb, e.g. *do yoga, do the ironing*.

1
- Ask questions about the pictures, e.g. *Where's Lucy? What's she doing?*
- **Elicit/Teach:** *not working, put in, address book, right, managing director.*
- Play audio 74.1 for students to read and listen.
- Ask questions to check comprehension, e.g. *Is Lucy still working? What is she sending to her parents?*
- Drill each present perfect form in bold as a class and individually.

2
- Go through the rules on Student's Book pages 111–112.
- Focus on the first part of the table. Drill the examples as a class and individually.
- **Write:** *We've finished lesson 73. We haven't finished our English course.* on the board. **Ask:** *What are the results?* **Elicit:** *We're doing lesson 74 now. We're still studying.*
- Read through the second part of the table. Drill the examples as a class then individually.
- Go through the third part of the table. Explain that *do* and *go* are irregular. Drill the examples as a class and individually.
- Ask one of the students to go to the back of the classroom. **Write:** *(Katia) has ___ to the back of the classroom.* **Ask:** *been or gone?* **Elicit:** *gone* (the student is there now). Ask the student to return to his/her place. **Write:** *(Katia) has ___ to the back of the classroom.* Point to the gap and elicit *been* (the student isn't there now).

Sometimes students may make mistakes because their language has a tense formed in the same way as the English present perfect but not used in exactly the same way, for example French, or not used as much, for example Greek.

3a
- **Write:** *do* on the board. **Ask:** *What's the past participle?* **Elicit:** *done.*
- Go through the list of verbs. Put students in pairs to write the past participles. Remind them to look at the list on Student's Book page 121.
- Go through the answers as a class.

done, cleaned, made, taken, bought, written, tidied, had, opened, paid, eaten, cooked

b
- Do the example together. Play the first item on audio 74.2. Students hear *do the ironing*, make a sentence with the present perfect, then listen and repeat.
- Play the rest of the audio.

Audio script 74.2
1 do the ironing – I've done the ironing.
2 clean the car – I've cleaned the car.
3 make the beds – I've made the beds.
4 take the letters to the post office – I've taken the letters to the post office.
5 buy some milk – I've bought some milk.
6 tidy the desk – I've tidied the desk.

4a
- Go through Lucy's list. Elicit/Teach key vocabulary, e.g. *hairdresser's, shampoo.*
- Tell students to tick the things Lucy has done. Play audio 74.3 twice.
- Go through the answers as a class.

2, 5, 7, 8

Audio script 74.3
Right then, let's have a look at my list.
I haven't written to Alan Day.
I've been to the bank.
I haven't booked a hotel in Barcelona.
And I haven't phoned the computer engineer.
I've photocopied the Hungary report.
I haven't made an appointment at the hairdresser's.
But I've bought some shampoo.
And I've taken my clothes to the cleaners.

b
- Read through the example sentences.
- Put students in pairs and tell them to write eight sentences about Lucy. Monitor.
- Go through the answers together. Ask students to say one sentence each. Check pronunciation.

1 She hasn't written to Alan Day. 2 She's been to the bank. 3 She hasn't booked a hotel in Barcelona. 4 She hasn't phoned the computer engineer. 5 She's photocopied the Hungary report. 6 She hasn't made an appointment at the hairdresser's. 7 She's bought some shampoo. 8 She's taken her clothes to the cleaner's.

5a
- Go through the rules on Student's Book page 112.
- Focus on the table. Drill the examples as a class and individually.
- Nominate pairs of students to read the exchanges. Check pronunciation.

b
- Focus on the example question.
- Point to the list of jobs in **exercise 4a**. Put students in pairs to ask and answer about Lucy. Monitor.

6a Your life
- List some things you wanted to do this week on the board, e.g. *This week, I wanted to tidy the house, do the washing.*
- Tell students to write a list for themselves. Monitor.

b
- Go through your list. Tell students what you have/haven't done, e.g. *I've tidied the house. I haven't done the washing.*
- Tell students to identify which things they haven't done.
- Nominate individual students to say something they've done and something they haven't done. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can say what people have done.*

Follow-up

- Use the first paragraph from **exercise 1** as a dictation.
- Tell students to use the text to check their work.

Resource activity pages 247 and 290

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TEACHER'S NOTES LESSON 75

Students revise the present perfect and write short messages.

Warm-up

- Play a game of Vocabulary Snap (see page 11) to revise regular and irregular verbs from **lessons 73** and **74**. Prepare verbs and their past participles, e.g. *type / typed, write / written, sent / sent, go / gone, do / done, finish / finished, make / made, read / read, buy / bought, take / taken, put / put, photocopy / photocopied.*

1a
- Read through all parts of the messages and emails. Elicit / Teach key vocabulary, e.g. *love, finance, get (= obtain), someone else, not working, come round, miss (a train), be late, hall, oven.*
- Go through the main part of each message. Focus on the first message. **Ask:** *Who wrote the message? Who is it for? Is it about work? Why has Tim left a message?* **Elicit:** *Tim wrote the message for Julia. It's a personal message. It says where Tim is now.*
- Repeat with each message.
- Read through the missing part of each message. Point to Tim's message. **Ask:** *What's the second part of Tim's message?* **Elicit:** *c.*
- Put students in pairs. Tell them to read the messages again and complete the missing parts. Monitor.

b
- Play audio 75.1 for students to listen and check .
- Go through the answers as a class.

1 c 2 b 3 e 4 a 5 d

Audio script 75.1

1 Julia
I've gone to the cinema. I've had my dinner. I've left some for you in the oven. See you later.
love
Tim

2 Betsy
I haven't booked a room for the Finance meeting on Wednesday. We can't get Room 7. Someone else has booked it. Do you want a smaller room, or can we have the meeting on Thursday?
Paul

3 Everyone
The photocopier isn't working. Please don't use it. I've phoned the engineer. He's coming tomorrow morning.
Kate

4 Mandy
I've gone to the sports centre. Fay's coming round at 8 o'clock for her bag. I've put it under the table in the hall. See you later.
David xx

5 Bill
Message from Jackie.
She's missed the train, so she's going to be late for the meeting. The next train isn't until 11.30, so don't wait for her.
Abigail

2
- Read through the questions. Do the first one together. Read the messages again. **Ask:** *Who's at the station now?* **Elicit:** *Jackie.*
- Put students in pairs to answer the questions.
- Go through the answers as a class.

1 Jackie's at the station. David's at the sports centre. Tim's at the cinema 2 Fay's bag is under the table in the hall. Julia's dinner is in the oven 3 The photocopier isn't working. The Finance meeting can't be in Room 7. The next train is at half past eleven.

3
- Focus on the message. Do the example together. Tell students to complete the message with the expressions.
- Ask different students to say each answer.

1 I've gone 2 I've left 3 Can you take 4 you go
5 I've washed 6 See you

4 Your life
- Read through the situations. Focus on the first one. **Ask:** *What details do you need to include?* **Elicit:** *the name of the restaurant, where it is, meeting time* and make notes on the board.
- Repeat with each situation to elicit:
situation 2: *what happened, where, what you've done (cleaned the floor), tell people to be careful and why (still bits of broken glass on floor)*
situation 3: *you missed your train, what you're going to do (take a taxi, wait for the next train), you're going to be late, new arrival time.*
- Focus on the messages in **exercise 1**. **Ask:** *How do the messages start?* **Elicit:** *with a name.* **Ask:** *How do they finish?* **Elicit:** *love Tim, Paul, David xx, Kate, See you later.* Explain that we use endings such as *love, xx* (kisses), *See you later* in messages to friends.
- Tell students to write a message for each situation. Monitor.
- Put students in pairs. Tell them to exchange their messages and read each other's work.
- Ask students to read out their messages.

Pronunciation

1
- Play audio 75.2 for students to listen and repeat. Model the pronunciation of /ʌ/ in *come* and /əʊ/ in *home*.

2a
- Go through the list of words.
- Put students in pairs. Tell them to say the words out loud and put them in the correct column according to the 'o' sound.

b
- Play audio 75.3 for students to listen and check.
- Play the audio again for students to listen and repeat.

/ʌ/: come, done, some, one, become, love
/əʊ/: home, phone, zone, Rome, alone

- Focus students' attention on the **can do** statement: *Now I can understand and write short messages.*

Follow-up

- Write out a simple message in code (A=1 B=2 C=3 D=4, etc.) on the board (or on an OHT), e.g.
Can you meet Maria at the station at eight o'clock?
3/1/14 25/15/21 13/5/5/20 13/1/18/9/1 1/20 20/8/5 19/20/1/20/9/15/14 1/20 5/9/7/8/20 15 3/12/15/3/11?
- Put students in teams. Tell them that A=1 and Z=26. Teams compete to decode the message.
- Ask teams to write their own message using the code. Tell them to exchange messages and decode the new message.

Resource activity pages 248 and 291

Students revise the present perfect and learn expressions for asking for explanations.

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Warm-up

- Use the pictures in **lesson 68** to revise the story to date. Ask questions about the characters and the story, e.g. *Where has Sarah been? Why did she go to Singapore? What did her parents tell her? Did she tell her parents about Peter? Who did she see Peter with? What did Ryan tell her about Peter? Why was she upset?*

1
- Play audio 76.1 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: *confused, What do you mean? good news, (someone's) place*
  picture 2: *unhappy, fault, fiancee*
  picture 3: *fool*
  picture 4: *bump into, round the corner, give someone a lift, sure, big mouth*
  picture 5: *hostel, go back*
- Write the new words and phrases 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: *Who can you see? Where are they? What are they doing?*
  picture 2: *Where is Peter? Who is he talking to?*
  picture 3: *Who is Cindy talking to? Does she look happy?*
  picture 4: *Who does Peter bump into? Where are they? What are they doing? How does Peter look?*
  picture 5: *Where's Peter? Who is he talking to? What are Lucy and Jordan doing?*
- Focus on the questions: *Where is Sarah? Why?* Play the audio again. **Elicit:** *Sarah is at the airport. She's going back to Singapore.*
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Who has some news? Has Peter tried to phone Sarah? Is she answering her phone? When did Jordan see Sarah? Where was she going?*
  picture 2: *Is Sarah at The Coffee Shop? Is she OK? Where did she go yesterday? Does she know Peter's ex-wife? Why was Peter with his ex-wife? Who's getting married?*
  picture 3: *Is Cindy annoyed with Ryan? Does Peter want to get married? Who does he want to marry?*
  picture 4: *Whose car is near The Coffee Shop? Why does Peter want to know? Where does he want to go?*
  picture 5: *Who's going to Singapore? When is she going?*

2
- Focus on the sentences. **Write:** ___ *hasn't seen Sarah.* on the board. Tell students to read the text under the first picture. **Ask:** *Who hasn't seen Sarah?* **Elicit:** *Peter.*
- Tell students to read the whole story again and write in the correct names.
- Put students in pairs to compare their answers.
- Go over the answers as a class.

1 Peter 2 Sarah 3 Sarah 4 Zelda 5 Ryan 6 Cindy

3a
- **Elicit/Teach:** *explanation.*
- Focus on the **Everyday expressions.** Tell students to find and underline them in the text.
- **Write:** *What do you m___?* on the board. Point to the gap and ask students to supply the missing word. **Elicit:** *mean.*
- Ask students to complete the expressions.

b
- Play audio 76.2 for students to check their answers.
- Play the audio again while students listen and repeat.
- Drill the expressions as a class and individually.

mean, understand, talking, What's

4
- Focus on the story. Put students in groups of five. Tell them to practise the conversation, each taking one part (one student can read the parts of Cindy and the foreign student).
- Give students an opportunity to practise each role. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can ask for an explanation.*

Follow-up

- Write sentences based on the lesson on separate pieces of paper. Include a mistake (grammar, word order, extra word, etc.) in each one, e.g.
  Peter hasn't to Sarah spoken.
  Sarah has went to the airport.
  Zelda is get married again.
  What you are talking about?
  Sarah's going back to the Singapore.
  Everyone is knowing that Peter wants to marry Sarah.
- Prepare enough sentences for students to work in pairs or threes. Hand out a sentence to each pair/group. Give students 30–45 seconds to rewrite the sentence correctly, then tell them to pass the sentence to the next group. Remind students not to write on the piece of paper.
- Go through the answers as a class.

Resource activity pages 249 and 291

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TEACHER'S NOTES LESSON 77

Students learn and practise a lexical set of activities and talk about experiences.

Warm-up

- Write sentences using verbs from **Lessons 73** to **76** on pieces of paper, e.g. *Oh no! I've missed / the train. Has she written / the report? Have you taken / out the rubbish?*
- Cut the sentences in half where indicated. Give each student a sentence half. Tell them to mingle and match the sentences.

1
- Play audio **77.1** for students to listen and repeat.
- Drill each item as a class then individually. Check pronunciation.
- Nominate students to say items. **Say:** *What's number 12, (Clara)?* **Elicit:** *be on TV.*
- Put students in pairs. Tell them to cover the text and take it in turns to point at the pictures and ask *What's this?*

In some languages a number of verbs form their present perfect form with the auxiliary *be*, rather than *have*. For example, in French these verbs include *ride* and *go*.

2
- Draw two columns on the board. Point to the first verb in **exercise 1** (*ride*). **Write:** *ride* in the first column. **Ask:** *What's the past participle of 'ride'?* **Elicit:** *ridden* and write this in the second column.
- Put students in pairs to write the past participles of the verbs in **exercise 1**.
- Go through the answers as a class.

1 ridden 2 driven 3 gone 4 done 5 climbed 6 seen
7 flown 8 run 9 won 10 lost 11 written 12 been

- Focus on the **Language note**. Drill the examples as a class and individually.
- Ask students about the experiences in **exercise 1**, e.g. *Have you ever been on TV?* **Elicit:** *Yes, I have. / No, I haven't.*

3
- Do the example together. Play the first item on audio **77.2**. Students hear *drive a sports car*, make a question with *Have you ever*, then listen and repeat.
- Play the rest of the audio.

Audio script 77.2
1 drive a sports car – Have you ever driven a sports car?
2 see a ghost – Have you ever seen a ghost?
3 fly a plane – Have you ever flown a plane?
4 climb a mountain –Have you ever climbed a mountain?
5 win a prize – Have you ever won a prize?
6 be on TV – Have you ever been on TV?

4
- Focus on the example. **Ask:** *What other words go with 'ride'?* Tell students to call out their ideas and write these on the board, e.g. *ride a motorbike, ride a camel.*
- Put students in four groups. Tell one group to look at verbs 1–4 in **exercise 1**, another to look at verbs 5–8, etc. Tell them to write more words for each verb.
- Ask groups to write their ideas on the board. Drill new words and check comprehension.

5a
- Play audio **77.3** all the way through.
- Go through the list. Play the audio (to *London Marathon*) twice. **Ask:** *Has Sunita ever run a marathon?* **Elicit:** *Yes, she has.*
- Point to the list. Tell students to write *yes* or *no* next to each item. Play the audio twice.
- Put students in pairs to compare their answers.
- Go through the answers as a class.

1 yes 2 no 3 yes 4 no 5 yes 6 no 7 no 8 yes

Audio script 77.3

Presenter	Well, Sunita, we've had a lot of emails from people with questions for you.
Sunita	OK.
Presenter	So here goes. You like sport. Have you ever run a marathon?
Sunita	Yes, I have. I've run the London Marathon.
Presenter	Have you ever been to the USA?
Sunita	No, I haven't, but I'm going next year.
Presenter	Have you ever ridden a motorbike?
Sunita	Yes, I have. It's fun, but a bit dangerous. I usually ride a bike.
Presenter	Now. Here's a strange one. Have you ever seen a ghost?
Sunita	No, I haven't.
Presenter	Have you ever written a book?
Sunita	Yes, I have. I've written two books. They're stories for children.
Presenter	Another question about transport. Have you ever driven a sports car?
Sunita	No, I haven't.
Presenter	Have you ever done a bungee jump?
Sunita	No, I haven't. It looks really scary. No, I don't want to do that.
Presenter	And the last question: Have you ever been scuba diving?
Sunita	Yes, I have. I often go scuba diving. It's fantastic.

b
- Ask questions about Sunita, e.g. *Has she ever been to the USA?* **Elicit:** *Yes, she has. / No, she hasn't.*
- Focus on the example. Put students in pairs to ask and answer about Sunita. Monitor.

6a Your life
- Go through the list of verbs. Say true sentences about the things you've done / haven't done, e.g. *I've been to Indonesia. I've seen a ghost. I've never won a competition.*
- Tell students to write sentences about things they have and haven't done.

b
- Drill the example as a class and individually.
- Put students in pairs to compare what they have and haven't done. Monitor.
- Ask students to say sentences about their partner. Check pronunciation.

Pronunciation

a
- **Say:** *see, seen.* Elicit and drill the sound /i:/ in each word to show they are the same. Repeat with *write, written* to show the vowel sounds are different.
- Put students in pairs. Tell them to listen and tick the verbs with a different vowel sound. Play audio **77.4** twice.
- Go through the answers as a class.

vowel sounds that change: write / written, drive / driven, go / gone, lose / lost

b
- Play the audio again for students to listen and repeat.
- Drill each pair of words as a class and individually. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can talk about experiences.*

Follow-up

- Play a game of Guess What (see page 11) using previously learned vocabulary, e.g. *run a marathon, fall off a ladder.*

Resource activity pages 250 and 292

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TEACHER'S NOTES LESSON 78

Students compare the present perfect and past simple and describe experiences.

Warm-up

- Play a game of Bingo (see page 10) to revise irregular past participles.
- Tell students to fill their grid with irregular past participles from page 121 of the Student's Book.

1a
- Ask questions about the picture, e.g. *Where's Cindy? Who is she talking to? What's she looking at? What country is the Taj Mahal in?*
- **Elicit/Teach:** *lucky.*
- Play audio 78.1 for students to read and listen.
- Ask questions to check comprehension, e.g. *Where does Cindy want to go? Has Jordan been to the Taj Mahal in India? Where did he go with his friends? Did they enjoy the food?*
- Drill each present perfect and past form in bold as a class and individually.

b
- Nominate two students to act out the conversation. Check pronunciation.
- Put students in pairs to practise. Give them an opportunity to practise both roles. Monitor.

2
- Go through the rules on Student's Book page 112.
- Go through the first part of the table. Drill the examples as a class and individually.
- Tell students to look at the text in **exercise 1**. **Ask:** *Has Cindy ever been to the Taj Mahal? How many times has Jordan been to India? Who has eaten at the Taj Mahal restaurant?* **Elicit:** *Cindy's never been to the Taj Mahal, Jordan's never been to India, Jordan's eaten at the Taj Mahal restaurant.*
- Read through the second part of the table. Drill the examples as a class and individually.
- **Ask:** *Did Jordan go to the Taj Mahal with Lucy? Who did he go with? When did he eat there?*

Students often have problems deciding whether to use the present perfect or the past simple in English. In some languages, for example Italian, Dutch, and German, the present perfect can be used with or without a time expression so there is no distinction between something that happened at some point until now, and something that happened at a specified point in the past.

3
- Do the example together. Play the first item on audio 78.2. Students hear *I've seen that film*, make a sentence with the past simple and *last week*, then listen and repeat.
- Play the rest of the audio.

Audio script 78.2

1 I've seen that film.
I saw that film last week.
2 I've been to Athens.
I went to Athens last week.
3 I've read that book.
I read that book last week.
4 I've climbed a mountain.
I climbed a mountain last week.
5 I've driven a sports car.
I drove a sports car last week.
6 I've eaten there.
I ate there last week.

- Focus on the **Language note**. Drill the examples as a class and individually.
- **Write:** *three days ago, three weeks ago, three months ago, three years ago* on the board. Make sentences about yourself using the expressions, e.g. *I went to the gym three days ago, I went to the dentist's three weeks ago, I bought a new computer three months ago, I visited China three years ago.*
- Point to the time expressions and tell students to make sentences about themselves.
- Nominate individual students. **Ask:** *What did you do three days/weeks/months/years ago?* Elicit full sentences with *ago*, e.g. *I went to Paris three months ago.*

4
- Read through the questionnaire. Elicit/Teach key vocabulary, e.g. *famous person, something unusual, move house.*
- Go through the past simple questions. **Write:** *Have you ever won a prize?* on the board. Point to the past simple questions. **Ask:** *Which question follows this?* **Elicit:** *What did you win?* Write this on the board and underline *won* and *win* to show the connection.
- Put students in pairs to write the questions in the correct place.
- Go through the answers as a class.

1 What did you win? 2 What did you lose? 3 Where did you go? 4 Where did you see it? 5 Who did you meet? 6 What did you do? 7 When did you move?

5 Your life
- Use the questionnaire to talk about things you've done, e.g. *I won a prize last year in a writing competition. I wrote a story for a magazine and won a holiday in Ireland. I had a great time.* Make notes on the board, e.g. *writing competition, story, holiday in Ireland.*
- Point to the questionnaire. Tell students to tick the things they've done and make notes. Monitor.
- **Ask:** *Who's won a prize?* Nominate one of the students. Tell the other students to ask questions to find out more information, e.g. *When did you win it? What did you win? How did you win it? Did you like the prize?* Make notes on the board.
- Focus on the example conversation. Put students in pairs and tell them to make conversations about things they've done. Monitor.
- Ask individual students to tell the class about something their partner has done. Check pronunciation.
- Focus students' attention on the **can do** statement: *Now I can say more about experiences.*

Follow-up

- Write out questions using *Have you ever* and expressions from **lesson 77 exercise 1**, e.g. *Have you ever done a bungee jump? Have you ever seen a ghost?* Prepare one for each student.
- Hand out the questions. Tell students to mingle and find out how many people have done their activity and when they did it.
- Collect the results on the board to find out which are the most common and least common experiences.

Resource activity pages 251 and 292

Students revise the past simple and present perfect and ask about people's experiences.

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Warm-up

- Collect five pictures of famous people from different fields that your students will recognize, e.g. a royal, a sportsperson, an explorer, an actor, a politician, a model. Display the pictures on the board. Elicit or give each person's name, where they're from, and what they do / have done.
- Ask students to order the people according to who they would most / least like to interview.
- Put students in pairs to compare their lists.

1
- **Elicit / Teach:** *photographer, animal, programme.*
- Ask questions about the picture, e.g. *Where is the man? What is he doing?*
- Read the introduction. Go through the questions and tell students to answer them.
- Go through the answers as a class.

1 Anders Petersen 2 Denmark 3 He's a photographer.

2
- Go through the statements. Elicit / Teach key vocabulary, e.g. *spider, bird, gorilla, fish, insect, bear, tree, break, snake, rat, build a house.*
- Tell students to listen and choose the correct answers. Play audio 79.1 twice.
- Put students in pairs to compare their answers.
- Go through the answers as a class. If necessary, play the audio again, stopping after each answer.

1 b 2 a 3 c 4 b 5 b 6 c 7 a 8 b

Audio script 79.1

Interviewer My guest today comes from Denmark and is a photographer. He's travelled to almost every country in the world with his camera, and he's taken thousands of photographs of animals. His name is Anders Petersen. Welcome to the programme, Anders.

Anders Thank you. It's nice to be here.

Interviewer You've travelled to so many places. You haven't been to every country in the world, but have you been to every continent?

Anders No, I've never been to Antarctica. I like warm places.

Interviewer Now you've taken photographs of a lot of animals, but what are your favourite animals?

Anders Oh, my favourite animals are spiders.

Interviewer Ugh, spiders?

Anders Well, yes. A lot of people don't like them. They think that spiders are scary, but in fact they're very beautiful. They're also very easy to photograph, because they don't move a lot.

Interviewer Are there any animals that you haven't photographed?

Anders Yes. I've never photographed fish.

Interviewer Is there any reason for that?

Anders Well, actually, I can't swim, so ...

Interviewer Now, you've been to some very difficult and dangerous places. Have you ever had any accidents?

Anders Yes, I have. I fell out of a tree about six years ago.

Interviewer Did you break anything?

Anders Yes, I broke my arm – and one of my cameras, too.

Interviewer Oh dear.

Anders But the worst thing was when I woke up with a snake in my bed.

Interviewer Ugh. Horrible. Now your photographs have been in a lot of books and magazines. Have you ever won any prizes?

Anders No, I haven't. I've been second two or three times, but I've never won a prize.

Interviewer Maybe next year.

Anders Yes, Maybe.

Interviewer Now you've also been in a film. Can you tell us something about that?

Anders Yes, I was in a film last year. It was only a small part and, of course I was ...

3a
- Tell students to look at questions 1–3 in **exercise 2** again. **Ask:** *What reasons does Anders give?*

b
- Play the audio again for students to listen and check.
- Go over the answers as a class.

1 He likes warm places. 2 He thinks they are beautiful.
3 He can't swim.

4 **Your life**
- Read the introduction in **exercise 1** again. Put students in pairs. Tell them to imagine they are going to interview you. Point to the cues and tell students to write an introduction.
- Ask different pairs to read their introductions. Check they have included information for each cue.
- Now ask them to write an introduction for a partner.
- Ask individual students to read their introductions.
- Go through the questions. **Ask:** *What questions could you ask?* Elicit suggestions, e.g. *Have you ever been to Spain / Africa? What is your favourite animal, food, place? Have you ever done a bungee jump, flown a plane, ridden a camel? Have you ever won a competition / a prize? When did you go to Spain / Africa? How did you win the prize / competition?*
- Put students in pairs. Tell each student to write the questions they want to ask. Then ask them to look at their partner's questions and make notes for their answers.
- Students take it in turns to interview each other.
- Ask pairs of students to act out their interviews. Check pronunciation.

English in the world

- **Elicit / Teach:** *pet, hamster, rabbit, mouse / mice, exotic, lizard, national, local, animal show, wildlife.*
- Read through the text as a class.
- Ask questions about the text to check comprehension, e.g. *What are the most popular pets in Britain? What sort of exotic animals do some people keep as pets? What is Crufts?*
- Ask students questions about pets in their country, e.g. *Do lots of people in (Mexico) have pets? What kind of pets are the most popular? Do many people keep exotic animals?*
- Focus students' attention on the **can do** statement: *Now I can ask someone about their experiences.*

Follow-up

- Ask students to think back to the **Warm-up**. Tell them to write three questions they would like to ask that person.
- Put all the students who wanted to interview the same person together to compare their questions.
- Ask groups about their questions. Ask the other students to suggest answers each person might give.

Resource activity pages 252 and 293

Students learn expressions for travelling and checking in at an airport.

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Warm-up

- Revise travel vocabulary with a board race. Draw three columns on the board with *things you take, places, forms of transport* as the column headings.
- Prepare a list of travel words, e.g. *passport, train, clothes, ticket, coach, airport, railway station, backpack, bus stop, boat.*
- Divide the class into two teams. Say a word. Teams race to put the word in the correct column.

1
- Ask questions about the picture, e.g. *Where are the people? What are they doing?*
- Go through the labels. Drill each one as a class and individually.
- **Elicit/Teach:** *window / aisle seat, boarding card, gate, flight.*
- Play audio 80.1 for students to read and listen.

2a
- Focus on the statements. **Write:** *The passenger is travelling to Japan.* on the board. **Ask:** *Is this true or false?* **Elicit:** *false.*
- Tell students to read the text again and decide if the statements are true or false.
- Go over the answers as a class.

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

- Look at the first statement again. Ask students to correct it. **Elicit:** *He's travelling to Mexico.*
- Put students in pairs to correct statements 3 and 5. **Elicit:** *He's checking in one bag. He has got hand luggage.*

b
- Ask two students to read the conversation. Check pronunciation.
- Put students in pairs to practise the conversation.

3a
- Focus on the **Everyday expressions**. Tell students to find and underline them in the text.
- **Write:** *Can I see your ___ and passport?* on the board. Ask students to supply the missing word. **Elicit:** *ticket.*
- Ask students to complete the expressions.

b
- Play audio 80.2 for students to check their answers.
- Play the audio again while students listen and repeat.

ticket, bags, pack, anything, window, nice

- Focus on the **Language note**. **Write:** *How much luggages have you got?* on the board. **Ask:** *Is this correct?* Elicit/Explain that *luggage* is uncountable, so doesn't have a plural form.

4
- Identify where Dubai and Bangkok are.
- Play audio 80.3 all the way through.
- Draw the table on the board.
- Play the first conversation twice. Ask students to complete the table for the first passenger. **Elicit:** *two, window, 8.15, gate 12* and write the answers in the first column.
- Repeat with the second conversation.

1 two, window, 8.15, gate 12
2 one, window, ten o'clock, gate 46

Audio script 80.3

1
Clerk Are you travelling to Dubai?
Passenger Yes, I am.
Clerk Can I see your ticket and passport, please?
Passenger Here you are.
Clerk Thank you. How many bags are you checking in?
Passenger Two.
Clerk Did you pack the bags yourself?
Passenger Yes, I did.
Clerk Has anyone given you anything to carry?
Passenger No, they haven't.
Clerk Can I see your hand luggage, please?
Passenger Yes. Here it is.
Clerk Thank you. That's fine. Now would you like a window seat or an aisle seat?
Passenger An aisle seat, please.
Clerk Here's your boarding card. Boarding is at quarter past eight from gate number 12. Have a nice flight.
Passenger Thank you. Goodbye.
Clerk Goodbye.

2
Passenger Do I check in here for Bangkok?
Clerk Yes. Can I see your ticket and passport, please?
Passenger Here you are.
Clerk Thank you. How many bags are you checking in?
Passenger Just one.
Clerk Did you pack the bag yourself?
Passenger Yes, I did.
Clerk Has anyone given you anything to carry?
Passenger No, they haven't.
Clerk Can I see your hand luggage, please?
Passenger Yes. here it is.
Clerk Thank you. That's fine. Now would you like a window seat or an aisle seat?
Passenger A window seat, please.
Clerk Here's your boarding card. Boarding is at ten o'clock from gate number 46. Have a nice flight.
Passenger Thank you. Goodbye.
Clerk Goodbye.

5
- Nominate two students, A and B. Student A is the check-in clerk, and Student B is the passenger. Point to the conversation in **exercise 1** and the table in **exercise 4**. Tell them to make the first conversation. Check pronunciation.
- Put students in pairs to make the three conversations. Remind them to swap roles for each conversation. Monitor.
- Ask pairs of students to act out one of their conversations.
- Focus students' attention on the **can do** statement: *Now I can check in at an airport.*

Follow-up

- Put students in small groups. Tell them they are going to organize an end-of-course day trip. They have to decide the following information: destination, dates, form of transport, activities, and things people will need to take. Ask them to make posters to advertise their trip, then present their trips to the class.

Resource activity pages 253 and 293

Review and Wordlists Lesson 73–80
Student's Book pages 101–102

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TEACHER'S NOTES EPILOGUE

Students do a general language review and hear the end of the story.

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?*

1
- Play audio 8.5.1 to familiarize students with how the story develops and with the characters' voices.
- Elicit/Teach key vocabulary for each picture, e.g.
  picture 1: *soon, important*
  picture 2: *departure lounge, I expect*
  picture 4: *flight number, destination*
- 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: *Who can you see? Where are they? What are they doing? Who Is Peter talking to? What do you think he's saying?*
  picture 2: *What are they doing now? What is Lucy holding? What do you think she's doing?*
  picture 3: *Where are they now?*
  picture 4: *Where is Sarah? Where is she going? What's her flight number?*
- Play the audio again.
- Ask questions about the **text** to check comprehension, e.g.
  picture 1: *Who does Peter want to talk to? Has Sarah checked in? Has the desk closed? Have all the passengers checked in?*
  picture 2: *Where does Jordan think Sarah is? Is she answering her phone? Why not? When does her flight leave?*

2
- Encourage students to guess what happens next.
  Ask questions to elicit predictions, e.g.
  Why is Sarah going back to Singapore?
  Who does she want to marry?
  Why can't she marry him?
  Does Peter want to marry Sarah?
  What do you think Peter is going to do?
  Do you think Sarah is going to go home?
  Do you think Peter and Sarah are going to get married?
- Put students in small groups to discuss what happens next.
- Ask students to call out their ideas and write these on the board.

3
- **Elicit/Teach:** *carry, hurry, luggage, good luck.*
- Tell students to listen and compare their ideas. Play audio 8.5.2 twice.
- Ask questions about the text to check comprehension, e.g. *What does Peter buy? Why does he have to hurry? Has he got his passport with him? Why does he carry his passport? What does he tell Sarah? Is Sarah going to stay in England? What are Peter and Sarah going to do?* If necessary, play the audio again, stopping after each answer.
- Go through students' ideas to see who guessed correctly.

Audio script 81.2

Peter	Can I have a ticket to Singapore, please?
Counter clerk	For today's flight, sir?
Peter	Yes, please.
Lucy	But you need your passport, Peter.
Peter	I've got it. I travel a lot in my job, so I carry it all the time.
Counter clerk	Here you are, sir. But you have to hurry. The check-in desk is going to close in two minutes.
Peter	Thank you.
Jordan	Bye, Peter.
Lucy	Good luck.
Peter	Thanks. Bye.
Clerk	Can I see your boarding card, please, sir? ... Thank you. Please take a seat in the lounge.
Peter	Thank you ... Hello, Sarah.
Sarah	Peter! What are you doing here?
Peter	I have to talk to you.
Sarah	It's OK. You don't have to tell me. I know all about it.
Peter	I'm not getting married, Sarah. That was my ex-wife. She's getting married again.
Sarah	But Ryan said ...
Peter	Well, Ryan got it all wrong.
Sarah	Oh, so ...
Peter	So, are you going to come back with me now?
Sarah	No, I'm not.
Peter	Oh, why not?
Sarah	I've got a better idea. Have you ever been to Singapore, Peter?
Announcement	The flight for Singapore is now ready for boarding. Please have your boarding cards and passports ready. We will be boarding from rows ...

4
- Focus on the story. Put students in groups. Tell them to practise the story, each taking one part.
- Give students an opportunity to practise each role. Monitor.
- Ask one group to act out the story for the rest of the class.
- Focus students' attention on the **can do** statement: *Now I can start* English for Life *Pre-intermediate.*

Follow-up

- Revise vocabulary covered in the book. Select ten of the **can do** statements at the end of each vocabulary lesson.
- Put students in two teams. Ask one member of each team to come to the board to write.
- Tell students you will call out a topic. They have one minute to call out as many words as possible from that topic and the writer has to write them on the board.
- Award a point for each word that students write correctly, then move on to the next topic.

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1 Pleased to meet you

Photocopiable p.174

1 **Aim:** To practise introducing yourself, and spelling

2 **Activity type:** Cued conversation then pairwork

3 **Time:** 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 students to read the cues.
- Elicit the wording of the conversation with a confident student. For example:

  You *Hi. I'm (Maria Garcia).*
  Student *Pleased to meet you, (Maria). How do you spell your surname?*
  You *It's (G-A-R-C-I-A).*
  Student *My name's (Miguel).*
  You *Nice to meet you, too, (Miguel),* etc.
- Put students in A/B pairs. Assign the role of A or B to each student. Students practise the conversation giving information about themselves. While they are practising, circulate to give help with spelling, pronunciation, and the vocabulary of jobs/places to work. Give students time to practise their conversation more than once. Drill difficult words and lines as a class if necessary.
- Ask two confident students to act out the conversation to the class.
- As an extension, students can swap pairs and practise the conversation again.

SAMPLE ANSWER

A Hi. I'm (Jean Cantal).
B Pleased to meet you, (Jean). How do you spell your surname?
A It's (C-A-N-T-A-L).
B I'm (Alicia).
A Nice to meet you, too (Alicia). How do you spell your first name?
B (A-L-I-C-I-A).
A What do you do?
B I'm a (nurse). What about you?
A I work for a (TV company).
B Oh, that's interesting.

2 How do you spell 'happy'?

Photocopiable p.175

1 **Aim:** To practise naming things in a classroom

2 **Activity type:** Gapped conversations

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Briefly revise the language that is practised in the worksheet. For example:
  1 Pick up a pen. **Ask:** *What's this?* **Elicit:** *It's a pen.*
  2 Point to somebody's books. **Ask:** *What are those?* **Elicit:** *They're books.*
  3 **Ask:** *How do you spell 'glasses'?* **Elicit:** *It's G-L-A-double-S-E-S.*
  4 **Ask:** *What does 'Italian' mean?* **Elicit:** *from Italy.*
- Give students a copy of the worksheet. Focus on the first picture and the example. Ask students to read the gapped conversation and to find the missing word from the box. Elicit the answer *notebook* and ask students to cross out the word in the box.
- Ask students to work in pairs to complete the rest of the conversations. While they are working, circulate to help with meaning, spelling, and vocabulary.
- Check the answers by asking different pairs of students to read out the conversations. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, ask students to practise all of the conversations in their pairs.
- As an extension, students can practise making more conversations by substituting key words, e.g.

  A *What's (this)?*
  B *It's a (pencil).*

ANSWERS

1 this / notebook
2 these / pens
3 that / window
4 those / books
5 mean
6 say
7 spell
8 say

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3 It's on the fourth floor

Photocopiable p.176

1 **Aim:** To practise using numbers and asking about location

2 **Activity type:** Writing numbers from pictures then pairwork

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Review numbers 1–100, using any of these methods:
  1 **Say:** *one*. Point to the class and elicit *two*. **Say:** *three*. Point to the class and elicit *four*. Continue up to number 20. With confident students, repeat the same process counting backwards.
  2 **Say:** *twenty*. Point to the class and elicit *thirty*. **Say:** *forty*. Point to the class and elicit *fifty*. Continue up to *a hundred*.
  3 Write the following numbers on the board: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th. Point to each number in order and elicit *first*, *second*, etc. Then point to each number in random order.
  4 Write any combination of numbers, e.g. 5, 37, 99, etc. Students write the numbers in words in their notebooks. Write the words on the board to check students' answers.
- Give students a copy of the worksheet. Ask them to look at the example and elicit the answer *twenty-seven*. Point to the next picture and elicit the answer *third*.
- Students work individually to complete the worksheet.
- Check answers by asking individual students to write the words on the board.
- For **exercise 2**, ask students to read the conversation to themselves. Then read it aloud it with a confident student.
- Put students in pairs and tell them to practise the conversation.
- As an extension, demonstrate how to change the information in the conversation working with a confident student, e.g.

  Student *Excuse me. Where's the meeting?*
  You *It's in Room (64).*
  Student *Room (64)? Where's that, please?*
  You *It's on the (seventh) floor.*
  Student *Thank you.*
- Students practise making more conversations in pairs.

ANSWERS

1 twenty-seven
2 third
3 fifth
4 fifty-nine
5 ten / thirty / fifty / seventy / ninety
6 fifteen
7 five
8 ninth
9 eighty-eight
10 forty-two

4 Hello and goodbye

Photocopiable p.177

1 **Aim:** To practise saying hello and goodbye

2 **Activity type:** Choosing the correct words

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 questions to establish the context, e.g. *How many people are there? Four. Where are they? In an office. What time of day is it in picture 1? It's morning. What time of day is it in picture 6? It's evening.*
- Ask students to read the conversation in picture 1 and elicit the answers: *morning* and *later*. Tell them to cross out the wrong words each time.
- Students work in pairs and continue choosing the correct alternatives in the other conversations. While they are working, circulate to help with vocabulary and comprehension.
- Check the answers by asking different pairs to read out their conversations. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, put students in new pairs and tell them to practise the conversations.
- As an extension, ask confident pairs to act out their conversations to the class. Alternatively, students can work in groups of four and each take the role of one of the characters.

ANSWERS

1 morning
2 later
3 How
4 Hello
5 Good
6 See you
7 Goodnight
8 Hi

5 Countries and nationalities

Photocopiable p.178

1 **Aim:** To practise countries and nationalities

2 **Activity type:** Word puzzle

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Briefly review the names of countries and corresponding nationalities. **Say:** *Argentina* to the whole class and elicit *Argentinian*. **Say:** *France* and elicit *French*. Continue with other countries and nationalities. You can also reverse the process by saying the name of a nationality and eliciting the country.
- Give students a copy of the worksheet. Ask them to look at the word snake. Explain that there are the names of 14 countries hidden in the snake.
- Ask a student to read out the name of the first circled country: *Argentina* and point out that it is written next to the country in number 1 in the table. Then ask students to find the next country in the word snake. **Elicit:** *China* and ask them to write it next to the country in number 2. Remind students that countries start with a capital letter.
- Students continue working individually to find the words in the word snake and to write them next to 'Country' in the table in the order they find them. Circulate to help with spelling and to make sure students are writing the countries in the correct order.
- When they have finished, check the answers by calling out each number and eliciting the name of the country, e.g. **Say:** *Number* 1 and elicit *Argentina*.
- Before students do **exercise 2**, say *Argentina* and ask *What's the nationality?* Elicit the example *Argentinian*. **Say:** *China*. **Ask:** *What's the nationality?* Elicit the answer *Chinese*. Ask students to write the rest of the nationalities under the countries in the table. Circulate to help the class with spelling.
- Check the answers by calling out each country and eliciting the nationality. Drill the pronunciation if necessary, especially where there is a change in stress, e.g. *Japan*, *Japanese*.

ANSWERS

1 Argentina / Argentinian
2 China / Chinese
3 Britain / British
4 Holland / Dutch
5 Russia / Russian
6 Spain / Spanish
7 the USA / American
8 Poland / Polish
9 Japan / Japanese
10 Brazil / Brazilian
11 Germany / German
12 France / French
13 Hungary / Hungarian
14 Australia / Australian

6 They aren't at home

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Photocopiable p.179

1 **Aim:** To practise *to be* in statements and questions

2 **Activity type:** Correcting information then gapped questions and answers

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Hold up an object, e.g. a pencil. **Say:** *This is a pen.* **Elicit:** *It isn't a pen. It's a pencil.* Point to somebody in the class and call them by the wrong name. **Say:** *He's Hiroko.* **Elicit:** *He isn't Hiroko. He's Paolo.* Continue in the same way with other objects and students in the class.
- Give students a copy of the worksheet. Focus on the first picture. **Say:** *It's Room 5.* Elicit the response *It isn't Room 5. It's Room 7.* Continue in the same way with the remaining pictures. Make sure students know the vocabulary they need to use, e.g. *on holiday, at work.* When you have finished, ask students to correct the wrong information on their sheets. While they are working, circulate to help with any problems.
- Check the answers by asking individual students to read out their sentences. Write them on the board. Drill the pronunciation if necessary.
- Before students do **exercise 2**, pick up an object from your desk, e.g. a book. **Ask:** *Is this a book?* **Elicit:** *Yes, it is.* Point to a student and ask about him / her giving the wrong nationality, e.g. *Is he French?* **Elicit:** *No, he isn't.* Continue in the same way with other objects and students in the class.
- Ask students to complete the questions and answers in **exercise 2**.
- Check the answers by asking students to read them out. Drill the pronunciation if necessary.
- Put students in pairs to practise the conversations.
- As an extension, ask students to make up more conversations about objects and students in the class.

ANSWERS

Exercise 1

1 It isn't Room 5. It's Room 7.
2 She isn't a film star. She's a singer.
3 He isn't Tom. He's Sam.
4 They aren't at home. They're at work.
5 She isn't English. She's Spanish.
6 They aren't at a conference. They're on holiday.

Exercise 2

1 Is / is
2 Are / 'm not
3 Are / are
4 Is / isn't
5 Is / is
6 Are / am
7 Are / aren't
8 Is / isn't

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7 What's your first name?

Photocopiable p.180

1 **Aim:** To practise giving and asking for personal information

2 **Activity type:** Role play

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half.
- Put students into male/female pairs where possible. The male students should take the role of Student B and the female students the role of Student A. Hand out the corresponding half of the worksheet.
- Briefly revise question formation. Write the following words on the board: *is / name? / What / your; your / Jose? / name / Is; old / you? / How / are; you / Are / 29?* Ask students to tell you the correct order for the words. Make up more *wh-* and *yes / no* questions and continue in the same way.
- Ask students to look at the blank application forms on their worksheets. Focus on the word *Title*. **Ask:** *What's the question?* **Elicit:** *What's your title?* Elicit more questions, e.g. *What's your first name? What's your surname?* With weaker classes, elicit all the questions the students will need to ask (see **Answers** below). Drill the questions with the whole class if necessary.
- Make sure students understand the context of the interview, i.e. the director of a language school is interviewing a new student. First, Student A looks at her information and answers Student B's questions. When they have finished, Student B looks at his information and answers Student A's questions. Circulate while students do the role play to help them, and note down any common mistakes.
- Ask confident students to act out their interviews to the class.

SAMPLE INTERVIEW

A What's your title?
B Mr.
A What's your first name?
B Wen.
A What's your surname?
B Morioka.
A How old are you?
B I'm 34.
A Are you single?
B No, I'm not. I'm married.
A What's your nationality?
B I'm Japanese.
A What do you do?
B I'm teacher.
A What's your address?
B It's 67 Hampton Hill, London.
A What's your postcode?
B It's SE4 9RT.
A What's your telephone number?
B It's 0207 946 3255.
A What's your mobile number?
B It's 07610 786125.
A What's your email address?
B It's wm@mori.net.

8 What time is the meeting?

Photocopiable p.181

1 **Aim:** To practise talking about days and times

2 **Activity type:** Matching then making conversations from prompts

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Spend a few minutes practising days and times. Say *Monday*. Elicit the rest of the days of the week in order from the students. Draw clock faces on the board with different times, e.g. twenty to seven, half past eight, three o'clock, quarter to nine, etc. Point to one of the clocks. **Say:** *What's the time?* Elicit the correct answers.
- Give students a copy of the worksheet. Focus on the first picture. Elicit the man's question. *What's the time?* Elicit the woman's answer. *It's ten past seven.* Focus on the conversations and ask *Which conversation?* **Elicit:** *It's conversation d* and tell students to write the letter *d* in the box.
- Students work in pairs to complete the matching exercise. While they are working, circulate to help with any problems. Check the answers with the class.
- Ask students to look at **exercise 2**. Demonstrate the task with a confident student. **Ask:** *What's the time?* and elicit *It's half past three*. With a weaker class, elicit all of the conversations with the whole class first. In their pairs, students practise the conversations. Circulate to help with pronunciation. Drill difficult words and lines as a class if necessary.
- Ask confident students to act out their conversations to the class.

ANSWERS

Exercise 1

1 d
2 e
3 b
4 a
5 c

Exercise 2

Sample answers

1 **A** What's the time?
B It's half past three.
2 **A** When's the music class?
B It's on Wednesday. It's at quarter past seven.
3 **A** When's Suzie's party?
B It's on Saturday 5th July. It's at half past eight.

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9 Everyday life

Photocopiable p.182

1 **Aim:** To practise everyday life vocabulary

2 **Activity type:** Crossword

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half.
- Show a worksheet to the students. Ask *What's this?* and elicit *A crossword*.
- Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet.
- Draw an arrow pointing down and an arrow pointing across on the board and elicit the directions *down* and *across*. Ask an A student to look at their first clue and ask *What's 1 down*? Elicit the answer *dinner*. Ask another student to spell the word and write it on the board. Then ask all the students to write the word in the crossword.
- Ask a B student to look at their first clue and ask *What's 2 across?* Elicit the answer *go*. Ask another student to spell the word and write it on the board. Then ask all the students to write the word in the crossword.
- Student complete their crosswords in pairs reading out their clues to each other and deciding together what activities go where. Circulate to help them with spelling and to correct their pronunciation if necessary.
- Check the answers by asking *What's 2 across?*, etc. for all the clues.

ANSWERS

Down

1 dinner
2 get
4 finish
5 leave
7 watch
9 start

Across

2 go
3 breakfast
5 lunch
6 shopping
7 wake
8 shower

10 We work in a café

Photocopiable p.183

1 **Aim:** To practise present simple positive and negative

2 **Activity type:** Gapped sentences

3 **Time:** 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 pictures and the speech bubbles on the left. Point to the first picture and the verb *work*. Ask a confident student to read the example to the class.
- Ask students to complete the remaining speech bubbles. Remind them to use the first person *I* or *We* form and not to focus on the sentences on the right at this stage. Remind them to use a negative verb form in sentences that have a cross through them: 3, 6, and 7. Circulate to help students with vocabulary and spelling.
- Check the answers by saying *Picture 2*. **Elicit:** *I live near the cafe*, etc.
- For **exercise 2**, ask students to look at the sentences on the right. Ask a different student to read the example to the class.
- Students complete the remaining gapped sentences in the right-hand column. Remind them to use the third person *he*, *she*, or *they* forms.
- Check the answers by saying *Picture 2*. **Elicit:** *Hazel lives near the cafe*, etc.
- As an extension, ask students to make sentences that are true for them, e.g. *I work in an office. I start work at eight o'clock*, etc.

ANSWERS

1 We work in a cafe. / Tim and Hazel work in a cafe.
2 I live near the cafe. / Hazel lives near the cafe.
3 I don't live near the cafe. / Tim doesn't live near the cafe.
4 We start work at 7.30 a.m. / They start work at 7.30 a.m.
5 I wash the glasses. / Hazel washes the glasses.
6 I don't wash the glasses. / Tim doesn't wash the glasses.
7 We don't like the job. / They don't like the job.
8 We like the money. / They like the money.

11 My day

Photocopiable p.184

1 **Aim:** To practise writing about a person's everyday life

2 **Activity type:** Guided writing

3 **Time:** 20 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 students to look at the information in the chart. Hold up a spare worksheet and point to the photo. **Ask:** *What's her name?* **Elicit:** *Megan McGuire*. **Ask:** *Where's she from?* **Elicit:** *Edinburgh*. With weaker students, continue asking questions about the rest of the information.
- Ask students to read the first sentence and elicit the missing words *Megan McGuire*. Students then continue to complete the gapped text on their own, using the information given. Circulate to help with any problems.
- When all the students have finished, check the answers by asking confident students to read out sections of the text.

ANSWERS

1 Megan McGuire
2 Edinburgh
3 bookshop
4 by bus
5 nine o'clock / 9 a.m.
6 seven o'clock / 7 a.m.
7 eight o'clock / 8 a.m.
8 five o'clock / 5 p.m.
9 go home
10 have dinner
11 like books
12 earn a lot of money
13 long journey
14 go to work
15 go shopping
16 friends

12 That's funny

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Photocopiable p.185

1 **Aim:** To practise responding to things people say

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 first picture. Establish the context. **Ask:** *Where are the people?* and elicit *In a cafe*.
- Ask two confident students to read the first conversation aloud. When they get to the gap, elicit the missing word *know* from the words in the box. With a weaker class, repeat this procedure with the other pictures before they complete the gaps. Otherwise, put students in pairs and ask them to complete the worksheet.
- When they have finished, check the answers by asking four confident students to take parts and read out the different parts of the conversations. Drill difficult words and lines as a class if necessary.
- Check understanding of the story by holding up the worksheet, pointing to the characters in turn and asking *Who's that?* Elicit the characters' names. Then ask questions about the story, e.g. *Where's Tim? He's at the sports centre. Who fancies Anna? Tim. Where's Anna now? She's at the sports centre. Why is she at the sports centre? Because she fancies Tim.*
- For **exercise 2**, put students into groups of four and assign each student a character from the story. Tell them to practise the conversations. Circulate to help with pronunciation and intonation. Be prepared to drill difficult words and lines again if necessary. Ask confident groups to act out the conversations to the class.

ANSWERS

1 know
2 right
3 funny
4 Really
5 Really

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13 Free-time activities

Photocopiable p.186

1 **Aim:** To practise the vocabulary of free-time activities

2 **Activity type:** Writing sentences about pictures then guessing game

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 picture 1 and the example sentence. Explain that students need to use a verb from box A and a noun from box B, and write sentences about the people. Tell students to cross out *the piano* in box B.
- Students write the sentences for the remaining pictures. Remind students to use the verbs and nouns in the boxes. The nouns are only used once.
- Check the answers by calling out the picture numbers and asking different students to give you the answers, e.g. *Picture 2 – I listen to the radio.*
- For **exercise 2**, tell students to cover the words and sentences 1–14. Demonstrate the activity. **Say:** *I play table tennis. Who am I?* **Elicit:** *Picture 14.* Put students in pairs and ask them to take it in turns to describe and guess.

ANSWERS

1 I play the piano.
2 I listen to the radio.
3 I read books.
4 I play football.
5 I do karate.
6 I read magazines.
7 I do yoga.
8 I go jogging.
9 I go to restaurants.
10 I play the violin.
11 I go swimming.
12 I go to the cinema.
13 I listen to music.
14 I play table tennis.

14 What do you do in your free time?

Photocopiable p.187

1 **Aim:** To practise present simple questions

2 **Activity type:** Writing questions then a survey

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Explain that it is a survey with different questions on music, sport, TV, etc. Tell students that they have to write the questions.
- Ask students to look at the first set of cues and read out the example question *Do you like music?* Ask them to look at the second set of cues and elicit the second question *What kind of music do you listen to?*
- Ask students to continue writing out the questions. Circulate to help with problems of question formation and word order. Check the answers with class.
- For **exercise 2**, put students in pairs. Ask different students the first question in the survey *Do you like music?* **Elicit:** *Yes, I do.* or *No, I don't.* Then ask *What kind of music do you listen to?* Elicit the names of different singers and bands, e.g. *I listen to Coldplay.* If any of the students don't like music, explain that they can reply *I don't listen to music.*
- Explain that they should write their partner's name in the space at the top of the worksheet. Students then ask and answer the questions on the survey in pairs and write down their partner's answers in the spaces. Circulate to help with vocabulary and pronunciation.
- When students have finished, ask them to swap pairs. They can then tell their new partners about their first partner, e.g. *Miguel likes music. He listens to Green Day. He plays sport. He plays football and tennis,* etc. Ask confident students to report back to the class.

ANSWERS

1 Do you like music?
2 What kind of music do you listen to?
3 Do you play sport?
4 What sports do you play?
5 Do you watch TV?
6 When do you watch TV?
7 Do you like books and magazines?
8 What books and magazines do you read?
9 Do you meet your friends at the weekend?
10 Where do you go?

15 What do people like?

Photocopiable p.188

1 **Aim:** To practise talking about likes and dislikes

2 **Activity type:** Questionnaire then mingle

3 **Time:** 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 the first question in the questionnaire *Do you like cooking?* Ask different students the same question and elicit *Yes, I do.* or *No, I don't.* Tell the class to tick either *Yes* or *No* under the heading *ME*. With weaker classes, briefly review the vocabulary in all the questions to check understanding. You can ask students to mime or elicit examples to do this.
- Students work individually to complete the questionnaire, looking at the questions and ticking either *Yes* or *No*. Circulate to help as necessary.
- Explain that students are going to ask other people in the class about the things in the questionnaire. Demonstrate with a small group of confident students. Ask them to stand in a group near you. Ask the first question *Do you like cooking?* and write the name of a student who says *Yes, I do.* in *THE CLASS* column. Ask students to stand up and walk round the class asking people if they like the things on the list. Remind them to write the name of a person who likes an activity in *THE CLASS* column. Give students about five minutes to complete this activity.
- Ask confident students to report back to the class. Ask different questions to ensure that students practise different forms, e.g. *What does Tomas like doing? Does Anna like sailing? Do Viktor and Yoshi like eating Indian food? Maria, do you and Eduardo like jogging?*, etc.

16 Two coffees, please

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Photocopiable p.189

1 **Aim:** To practise ordering food and drink

2 **Activity type:** Gapped conversations then pairwork

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Briefly review how to say prices in English. **Write:** *£1.50* on the board. **Elicit:** *One pound fifty,* etc.
- Give students a copy of the worksheet. Ask them to look at the menu. Say different items and elicit the prices, e.g. **Say:** *One cappuccino to drink here.* **Elicit:** *£2.70.* **Say:** *One tea to take out* and elicit *£1.60.* **Say:** *One lemonade to drink here and one cake.* **Elicit:** *£3.10,* etc.
- Put students in pairs. Ask them to read the conversations together and to fill in the missing prices. Circulate to help with pronunciation.
- Check the answers by asking different pairs of confident students to read out their conversations to the class. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, ask students to make up their own conversations about different items on the menu. Demonstrate the task with a confident student, e.g.

  You *One orange juice, please.*
  Student *To drink here or take out?*
  You *To take out, please.*
  Student *Would you like anything else?* etc.
- Ask confident students to act out their conversations to the class.

ANSWERS
1 £2.10
2 £4.60
3 £3.20

17 Family members

Photocopiable p.190

1 **Aim:** To practise family vocabulary

2 **Activity type:** Information gap then gapped sentences

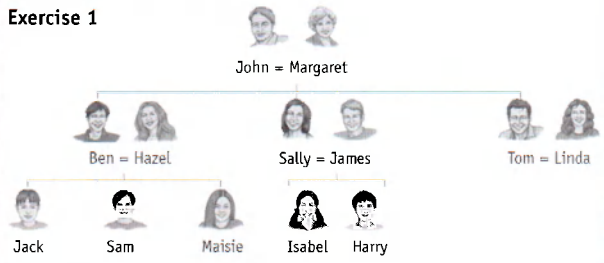
3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half.
- Put students into A / B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet. Explain that the students each have half of Isabel's family tree. Ask students to find Isabel on the family tree.
- Choose an A student. **Ask:** *Who's Isabel's mother?* **Elicit:** *Sally*. **Ask:** *How do you spell that?* **Elicit:** *S-A-L-L-Y*. Tell the B students to write the name in the correct place on the tree. Choose a B student. **Ask:** *Who's Isabel's father?* **Elicit:** *James*. **Ask:** *How do you spell that?* **Elicit:** *J-A-M-E-S*. Tell the A students to write the name in the correct place on the tree. Elicit the question to talk about more than one person, e.g. *Who are Isabel's uncles?*
- Ask students to complete the family tree by asking their partners about the people on their lists. Circulate to help with pronunciation and any other problems.
- Check the answers by asking different questions to A and B students, e.g. ask an A student *Who are Isabel's uncles?* Ask a B student *Who's Isabel's brother?*, etc.
- Ask students to look at the sentences in **exercise 2**. Elicit the missing word in the first sentence *niece*. Students continue using their family trees to complete the sentences. Check the answers with the class.
- As an extension, students can continue asking and answering questions about other people on Isabel's family tree, e.g. *Who are Isabel's grandparents? John and Margaret*.

ANSWERS

Exercise 1



Exercise 2

1 niece
2 husband
3 grandfather
4 uncle
5 cousin
6 grandmother

18 Max has got a car

Photocopiable p.191

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1 **Aim:** To practise using *have got*

2 **Activity type:** Writing 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. Ask them to look at the pictures. Point to the young man in the middle and say *This is Max*. Then point to the picture of the car and elicit *Max has got a car*. Then point to the picture of the two boys and shake your head. **Elicit:** *He hasn't got any children*. Briefly review the use of *any* in negative sentences with a plural noun. With weaker classes, continue in the same way eliciting sentences about Max's possessions using the words in the box.
- Ask students to write sentences about what Max has and hasn't got. Circulate to help, checking students are using the correct verb forms.
- Check the answers by saying each word in the box in turn and eliciting a response, e.g. **Say:** *brother*. **Elicit:** *He hasn't got a brother*.
- Tell students to cover their sentences. **Ask:** *Has Max got a sister?* **Elicit:** *Yes, he has*. Then ask *Have Max and his sister got dark hair?* **Elicit:** *Yes, they have*.
- For **exercise 2**, put students in pairs. Ask them to ask and answer questions about Max and his sister. With weaker classes, write some cues on the board, e.g. *Max / short hair?, his sister / a dog?, they / mobile phone?*, etc.

ANSWERS

1 Max has got a car.
2 He hasn't got any children.
3 He's got a sister.
4 He hasn't got any books.
5 He's got a mobile phone.
6 He's got a wallet.
7 He hasn't got a dog.
8 He's got a computer.
9 He hasn't got a brother.
10 He's got a girlfriend.

19 Michelle Green's family

Photocopiable p.192

1 **Aim:** To practise writing about a family

2 **Activity type:** Information transfer to complete a description

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Ask them to read the interview. Then ask questions to check comprehension. Point to the photo. **Ask:** *Who's this?* **Elicit:** *It's Michelle Green.* **Ask:** *Has she got any sisters?* **Elicit:** *No, she hasn't,* etc.
- Ask a student to read out the first sentence of the text. Elicit the answer to number 2 – *London.*
- Ask students to work individually to complete the text, transferring the information from the interview. Put students in pairs to check their answers.
- Check the answers with the class by asking students to read out a section at a time of the completed text.
- As an extension, ask students in their pairs to interview each other using the questions in the interview. Students can then write three or four sentences about their partner's family.

ANSWERS

1 Michelle Green
2 London
3 Oxford
4 parents
5 four or five
6 children
7 brother
8 Toby
9 24
10 single
11 Spain
12 emails

20 Why don't we go for a meal?

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Photocopiable p.193

1 **Aim:** To practise making and responding to suggestions

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. Choose two confident students to be Tim and Sue. Ask them to start reading the first conversation. When they get to the first gap, elicit the missing word from the box – *Why.* Tell the class to write it in the conversation and cross the word out in the box.
- Ask questions to check comprehension, e.g. **Ask:** *Does Tim fancy Sue?* **Elicit:** *Yes, he does.* **Ask:** *What does he want to do?* **Elicit:** *Go out with Sue / Go for a drink.*
- Put students in pairs and ask them to complete conversations 2 and 3 in the same way.
- Check the answers by asking pairs of students to read out their conversations.
- For **exercise 2**, ask students to practise the conversations in their pairs. Drill difficult words and lines as a class if necessary.
- When students feel confident, tell them to practise the conversations again, this time changing some of the ideas. Write the words on the board that they need to change: *Conversation 1: go for a drink; Conversation 2: go to the cinema; Conversation 3: go for a meal, have a pizza, have a Chinese meal.* Give them some ideas, e.g. *go to a restaurant, have an Italian meal, go to the pub, have a hamburger, play tennis,* etc.
- Ask confident students to act out their new conversations to the class.

ANSWERS

1 Why
2 don't
3 Thanks
4 we
5 Yes
6 Let's
7 about
8 idea

21 Places in a town

Photocopiable p.194

1 **Aim:** To practise the vocabulary of places in a town

2 **Activity type:** Labelling a picture

3 **Time:** 10–15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Write the letter *s* on the board. Ask students to look at the picture. **Say:** *Number 1* and elicit *station*. **Ask:** *How do you spell 'station'?* Elicit the letters and complete the word you have started on the board.
- Put students in pairs. Ask them to identify and write the names of places, using the first letters given to help them. Circulate to help with spelling.
- When students have finished, check the answers by asking them to say the words and spell them.
- Tell students to cover the words. **Say:** *Number 8* and elicit *street*. **Say:** *Number 12* and elicit *post office*, etc. Tell students in their pairs to take it in turns to ask about and identify the places in the same way.

ANSWERS

1 station
2 park
3 public toilets
4 car park
5 bus stop
6 square
7 market
8 street
9 newsagent's
10 chemist's
11 hairdresser's
12 post office
13 pedestrian crossing
14 hospital

22 There are two cafés

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Photocopiable p.195

1 **Aim:** To practise *there is / are*

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 into A / B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet.
- Explain that students A and B each have different pictures of a town. Ask students to look at their pictures and the example sentences. Ask an A and a B student to read out the examples. With weaker classes, briefly review the use of *There's*, *There are*, *There isn't*, and *There aren't any*.
- Tell students to complete the gapped sentences for their picture using *There's*, *There are*, *There isn't*, or *There aren't any*. Circulate to help and check students are using the correct forms.
- Check the answers by asking students to read out their sentences.
- For **exercise 2**, focus attention on the places in the boxes and the example sentences. Ask an A student *Is there a hospital?* and elicit *No, there isn't*. Point out the cross in the *hospital* box to the B students. Ask a B student *Is there a pedestrian crossing?* and elicit *Yes, there is*. Point out the tick in the *pedestrian crossing* box to the A students.
- Tell students to work in pairs to ask and answer questions about the places in their box. Remind them to put ticks or crosses in the boxes as appropriate. Circulate to help with pronunciation. Drill difficult words and lines as a class if necessary.
- Ask confident students to report back about their partner's picture, e.g. *There isn't a square in Maria's picture.*

ANSWERS

Student A

1 There's
2 There aren't any
3 There isn't
4 There's
5 There are
6 There isn't
7 There aren't any
8 There are

Student B

1 There's
2 There aren't any
3 There are
4 There's
5 There isn't
6 There aren't any
7 There are
8 There isn't

23 There's a hotel on George Street

Photocopiable p.196

1 **Aim:** To practise describing a town

2 **Activity type:** Guided writing

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Focus on the map. Ask different students questions, e.g. *Where's the bookshop?* **Elicit:** *It's on Green Street. It's between the chemist's and the police station.* Ask about other places on the map in the same way.
- Put students in pairs and ask them to answer the questions in **exercise 1**. Check the answers by asking individual students.
- Start reading the text in **exercise 2**. Elicit the answer to the first gap *George Street*. With a weaker class, continue to do this with the whole text. Otherwise, ask the students to complete the text individually. Circulate to help with any problems.
- When the class has finished, ask different students to read out sections of the completed text.

ANSWERS

Exercise 1

1 The Royal Hotel
2 The Red Cafe, Sue's Cafe
3 It's on Market Street. It's between The Red Cafe and Sue's Cafe.
4 Green Street, George Street, Market Street, Albert Street
5 a bookshop, a shoe shop, a chemist's
6 It's on Green Street. / It's next to the shoe shop.
7 It's on Albert Street. / It's next to the car park.
8 King's Square

Exercise 2

There's a hotel on *George Street*. It's called *The Royal Hotel*. There are two cafes on *Market Street*. They're called *The Red Cafe* and *Sue's Cafe*. There's a *hairdresser's* between the cafes. *There's* a shoe shop on the corner of Green Street and *George Street*. There's a bookshop on *Green Street*. It's *between* the chemist's and the police station. *There's* a car park on Albert Street. It's *next to* the hospital. There's a museum at the end of *Albert Street*. There's a market in *King's Square*. It's opposite the hairdresser's.

24 How do I get to the police station?

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Photocopiable p.197

1 **Aim:** To practise asking for and giving directions

2 **Activity type:** Gapped conversations

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Ask different students to describe the shops and places they can see on the map. Elicit sentences, e.g. *There's a bank. There's a supermarket. The supermarket is opposite the hairdresser's,* etc.
- Ask two students to read out the first gapped conversation. Tell students they can find the missing words in the box. Elicit the words *get, traffic lights,* and *on*. Tell the class to cross out the words in the box as they find them.
- Put students in pairs and ask them to complete the remaining gapped conversations. Check the answers by asking students to read out their 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 in pairs.
- As an extension, write the following words on the board: *bookshop, post office, bank, hairdresser's.* Role play a conversation with a confident student:

  You *Excuse me. How do I get to the bookshop?*
  Student *Go down here to the traffic lights. Turn right. Go down to the police station. Turn left. It's on the right.*
  You *Thank you.*
- Ask students to role play conversations about the other places you wrote on the board.
- Ask confident students to act out their conversations to the class.

ANSWERS

1 get
2 traffic lights
3 on
4 Take
5 chemist's
6 down
7 left
8 Excuse
9 Go
10 Turn

25 Furniture and parts of a house

Photocopiable p.198

1 **Aim:** To practise the vocabulary of furniture and parrts of a house

2 **Activity type:** Matching words with pictures

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Briefly revise the vocabulary of furniture by miming the use of different objects and eliciting the correct word.
- Give students a copy of the worksheet. Ask them to match the parts of the house with the words given. Check the answers by miming an activity and asking students to tell you name of the room, e.g. mime sleeping and elicit *bedroom*.
- For **exercise 2**, put students in pairs and ask them to match the names of the furniture with the numbered items in the picture. Check the answers by calling out the numbers and eliciting the names of the furniture.
- Explain that you are going to read out some sentences and that you want the students to draw the missing items on the picture. Read out each sentence twice.
  1 *The bag is in front of the wardrobe.*
  2 *The cat is behind the sofa.*
  3 *The keys are on the washing machine.*
  4 *The sugar is in the cupboard.*
  5 *The book is next to the bath.*
  6 *The mobile phone is under the sofa.*
- When you have read out the final sentence, ask students to compare their drawings in pairs. If there are any differences, hold up a spare worksheet and point to the correct position for each item.
- To give further practice with prepositions, set up a pairwork activity. **Say:** *flowers*. **Elicit:** *The flowers are on the table*. **Say:** *jeans*. **Elicit:** *The jeans are on the bed*. Tell students to continue talking about items in the picture in the same way.

ANSWERS

Exercise 1

kitchen	C
bathroom	B
hall	E
living room	D
bedroom	A

Exercise 2

1	curtains	8	dishwasher
2	wardrobe	9	cooker
3	washbasin	10	washing machine
4	fridge	11	sofa
5	microwave	12	carpet
6	cupboard	13	armchair
7	sink	14	mirror

26 Are they drinking coffee?

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Photocopiable p.199

1 **Aim:** To practise the present continuous

2 **Activity type:** Correcting information then finding the differences in a picture

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 their pictures. Tell them to cover the example sentence. **Say:** *Look at the cafe. The men are drinking cola.* **Elicit:** *They aren't drinking cola. They're drinking coffee.*
- Explain that students A and B both have sentences that are false. Ask students to rewrite them, working individually. Circulate to help and check that students are using the correct verb forms.
- For **exercise 2**, explain that there are three differences between Student A and Student B's pictures. Tell students to ask and answer questions in their pairs to find out the differences. Demonstrate the kind of questions they need to ask by asking a confident student *Are the two men sitting in the cafe?* **Elicit:** *Yes, they are.* **Ask:** *Are they drinking coffee?* **Elicit:** *Yes, they are.*
- Students ask and answer in pairs to find the differences. Circulate to help with pronunciation. Drill difficult words and questions as a class if necessary.
- Ask confident students to report back, e.g. an A student might say *In my picture, there's a man sitting on the grass. He's reading a newspaper. In Chiara's picture, the man is talking on his mobile phone.*

ANSWERS

Exercise 1

Student A

1 The men aren't drinking cola. They're drinking coffee.
2 The woman isn't eating a sandwich. She's eating a pizza.
3 The boys aren't talking. They're playing football.
4 The man and the woman aren't having a rest. They're playing tennis.
5 The woman isn't sitting. She's running.
6 The man isn't reading a book. He's reading a newspaper.

Student B

1 The men aren't drinking cola. They're drinking coffee.
2 The woman isn't eating a sandwich. She's eating a pizza.
3 The boys aren't talking. They're playing basketball.
4 The man and the woman aren't playing tennis. They're talking.
5 The woman isn't having a rest. She's running.
6 The man isn't reading a newspaper. He's talking on his mobile phone.

Exercise 2

The three differences are:

- In Student A's picture the man on the grass is reading a newspaper. In Student B's picture he's talking on his mobile phone.
- In Student A's picture the man and the woman on the tennis courts are playing tennis. In Student B's picture they're talking.
- In Student A's picture the three boys are playing football. In Student B's picture they're playing basketball.

27 There's a mirror on the wall

Photocopiable p.200

1 **Aim:** To practise writing about a room

2 **Activity type:** Questionnaire 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. Explain that it shows a questionnaire on the ideal makeover for a room. Give students time to read through the questions and check the vocabulary.
- Ask students to complete the questionnaire about their ideal room. They can use the ideas they had in **Lesson 27** of the **Student's Book** or think of some new ideas. Circulate to help with vocabulary and spelling.
- For **exercise 2**, put students in pairs and ask them to swap worksheets. Explain that they should complete the gapped text with information about their partner.
- Demonstrate by writing the first gapped sentence on the board: *In my partner's ideal room, there's* _____. Then ask a student *What furniture is in your partner's room?* Elicit their answer, e.g. *a desk, a bed, a big wardrobe, an armchair,* etc. Use this information to complete the sentence you wrote on the board.
- While students are completing the text, circulate to help them with transferring the information, and with spelling and vocabulary. Remind them to cross out the words in the description that aren't relevant, e.g. *there's / ~~there are~~ a big mirror.*
- When the class has finished, collect the worksheets, read out some of the completed texts and ask students to guess whose ideal rooms they are.

SAMPLE ANSWER

In my partner's ideal room, there's *a bed, a sofa, a big wardrobe, and a desk*. The walls are *yellow*, the curtains are *blue*, and the floor / ~~carpet~~ is *white*. On the walls there's / ~~there are~~ *a big mirror and there are some nice pictures*. On the desk / ~~table~~ there's / ~~there are~~ *an expensive computer*. In the wardrobe / ~~cupboard there's~~ / there are *a lot of clothes*. There's / ~~There are~~ also *an expensive stereo in the room, a TV, and a lot of books*.

28 Would you like some help?

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Photocopiable p.201

1 **Aim:** To practise making offers and accepting help

2 **Activity type:** Reordering words in a conversation then dictation

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half.
- Write the following jumbled sentences on the board:
  you / help? / Would / some / like
  be / That / great. / would
  Elicit the correct order of words to make sentences: *Would you like some help?* and *That would be great.*
- 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 they each have half of a conversation and that some of the sentences in their half are jumbled up. Get students to rewrite their sentences. Circulate to help with any problems and to check students have used the correct word order.
- For **exercise 2**, ask students to dictate their lines to each other in pairs. They each write down their missing lines and help each other with spellings where necessary. When they have finished, get different A and B students to read out the lines to check the complete conversation.
- Ask students to change partners and practise the conversation. Ask confident students to act out the conversation to the class.

ANSWERS

Mike Hello, Sue. Where are you doing?
Sue I'm decorating my flat.
Mike Would you like some help?
Sue That would be great.
Mike What are you doing first?
Sue I'm moving the furniture.
Mike Let me give you hand.
Sue Thanks a lot.
Mike What colour are you painting the walls?
Sue Pink and yellow.
Mike Really? Very nice ...

29 What's the date?

Photocopiable p.202

1 **Aim:** To practise months and dates

2 **Activity type:** Writing dates then gapped sentences

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Write the following information on the board:
  Jan
  Mon 12
  Tues 13
  Wed (14)
  Thurs 15
  Point to *Jan* and elicit the full month *January*. Point to 14 and elicit the date *14th*. **Write:** *January 14th* under the calendar. Now draw a big speech bubble on the board and elicit the correct way to say the date – *the fourteenth of January*. Write this in the speech bubble.
- Give students a copy of the worksheet. Put students in pairs and ask them to work together to write the dates on the worksheets. Explain that they need to write the dates in two different ways – what we write and what we say. Circulate to help with any problems.
- Check the answers but asking different students to tell you the dates. Write them on the board so that they can check their spelling.
- Students work individually to complete **exercise 2**. When they have finished, ask confident students to read out their sentences.

ANSWERS

1 17th January
the seventeenth of January
2 23rd December
the twenty-third of December
3 31st March
the 31st of March
4 22nd October
the twenty-second of October
5 3rd August
the third of August
6 18th November
the eighteenth of November
7 3rd July
the third of July
8 16th February
the sixteenth of February

30 They can play rugby

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Photocopiable p.203

1 **Aim:** To practise *can / can't* to talk about abilities

2 **Activity type:** Writing sentences then mingle

3 **Time:** 15–20 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 first picture. **Ask:** *Can they play rugby?* **Elicit:** *Yes, they can.* Tell students to look at the second picture. **Ask:** *Can he change a wheel on a car?* **Elicit:** *No, he can't.* Focus students' attention on the example sentences for pictures 1 and 2.
- Students work individually to write sentences about the rest of the pictures. Circulate to help with vocabulary.
- Check the answers by asking students to read out their answers.
- Ask a student *Can you speak Italian?* **Elicit:** *Yes, I can. / No, I can't.* Drill the pronunciation of *can* in the questions and short answers. Make sure students can distinguish the pronunciation of *can* and *can't* in the short answers.
- Students then stand up and mingle, asking and answering questions about the activities in the pictures. Tell students to write down the names of who can do each activity. Set a time limit of about five minutes.
- Bring the class back together to report back on who can do what. Ask different questions in order to practise a range of forms, e.g. *Anna, can Eduardo play the piano?* **Elicit:** *Yes, he can. / No, he can't.* Then ask *Leila, can you and Pavel use a computer?* **Elicit:** *Yes, we can. / No, we can't. / I can use a computer, but Pavel can't,* etc.

ANSWERS

1 They can play rugby.
2 He can't change a wheel on a car.
3 She can speak Italian.
4 He can use a computer.
5 She can't play the piano.
6 They can't swim.
7 He can make a cake.
8 They can do judo.
9 They can drive.
10 He can't use a digital camera.

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31 Making an appointment

Photocopiable p.204

1 **Aim:** To practise making an appointment

2 **Activity type:** Gapped conversation

3 **Time:** 15–20 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 first line of the conversation. Elicit the first missing line *Mr Brown's office* and tell students to cross it out in the box. Tell them to continue with the rest of the conversation.
- Check the answers by asking two confident students to read out the conversation.
- Ask questions to check comprehension, e.g. *Who answers the phone? Mr Brown's secretary. What does the caller want? To make an appointment with Mr Brown. What is the caller doing on the 8th of March? He / She's on holiday. What's he / she doing on the 14th of March? He / She's at a conference. When is the appointment? Tuesday the 19th of March at ten o'clock.*
- For **exercise 2**, put students in pairs. Tell them to practise the conversation. Circulate to help with pronunciation. Drill difficult words and lines as a class if necessary.
- As an extension, write the following information from the conversation on the board. Tell students to underline the information on their worksheet.
  Friday the 8th of March at three o'clock?
  I'm on holiday.
  Thursday the 14th of March at ten o'clock?
  at a conference
- Tell students they are going to make more conversations with different information. Brainstorm reasons for being unable to make an appointment, e.g. at a wedding / away / on holiday / at a meeting, etc.
- Put students in new A / B pairs. Assign the role of secretary to the A students and caller to the B students. Ask the A students to list three possible dates for a meeting and the B students to list two important dates for their diary, e.g. *in London 1–9 August, on holiday 22–26 August.*
- Telll students to role play new conversations using the information in their lists. Circulate to help with ideas and pronunciation. Students who finish quickly can swap roles and make another new conversation. Ask confident pairs of students to act out their new conversations to the class.

ANSWERS

1 Mr Brown's office.
2 Can I make an appointment with Mr Brown, please?
3 I can't make that.
4 at a conference
5 Yes, that's fine.
6 Thank you.

32 Can I use your pen, please?

Photocopiable p.205

1 **Aim:** To practise making polite requests

2 **Activity type:** Gapped conversations then matching with pictures

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Ask two students to read out the first conversation. Elicit the answers from the whole class – *Could* and *are*. Tell students to cross out these words in the box.
- Put students in pairs and ask each pair to continue completing the conversations.
- Check the answers by asking different pairs to read out their conversations.
- Tell students to match the conversations with the pictures in **exercise 2**. Check the answers.
- Ask students questions about the conversations to check comprehension, e.g. *Conversation 1: Where are they? In the park. Conversation 2: Where are they? At home. Conversation 3: Why is she cold? The window's open. Conversation 4: What room are they in? The living room. Conversation 5: What does speaker A want? A pen.*
- As an extension, elicit requests that can be used in the classroom, e.g. *Could I use your pencil / dictionary? Can you turn up the CD / cassette player? Could you open / close the window?*, etc. Encourage students to make these requests when appropriate in class.

ANSWERS

Exercise 1

1 Could
2 are
3 have
4 help
5 please
6 turn
7 use
8 course

Exercise 2

a 3
b 4
c 2
d 5
e 1

33 He's a chef

Photocopiable p.206

1 **Aim:** To practise identifying and talking about jobs

2 **Activity type:** Labelling then choosing the correct words

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 pictures. Ask about the jobs in the pictures in random order. For example, say *Picture 3* and elicit *chef*.
- Students work individually to complete the sentences with the names of the jobs. Circulate to help with vocabulary and spelling. Check the answers.
- Ask a student to read out the first sentence in **exercise 2**. Elicit the correct answer *flight attendant*. Students complete the exercise working individually. Check the answers.
- As an extension, write the following list of jobs on the board: *pilot, waiter, waitress, chef, nurse, mechanic, shop assistant, flight attendant*. Describe one of the jobs. **Say:** *This person cooks food. Who is it?* **Elicit:** *a chef*. Put students in pairs and tell them to take it in turns to describe and guess the jobs.

ANSWERS

Exercise 1

1 pilot
2 police officer
3 chef
4 mechanic
5 flight attendant
6 lawyer
7 manager
8 shop assistant
9 bus driver

Exercise 2

1 flight attendant
2 manager
3 waiter
4 nurse
5 mechanic
6 shop assistant

34 They drive buses in London

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Photocopiable p.207

1 **Aim:** To practise the present simple and present continuous

2 **Activity type:** Gapped descriptions then information gap

3 **Time:** 20 minutes

4 **Instructions:**

- Make one copy of the worksheet for every two students. Cut the worksheets in half.
- Write the following gapped sentences on the board. *I'm a pilot. I _____ (fly) planes every day. I _____ (not work) at the moment because I'm on holiday.* Explain that students need to use the verbs in brackets in the present simple or the present continuous to complete the text. Elicit the missing verbs *fly* and *'m not working*.
- Put students in A/B pairs. Assign the role of A or B to each student. Hand out the corresponding half of the worksheet. Tell each student to complete the two descriptions in exercise 1 using the present simple or present continuous form of the verbs in brackets. Circulate to help with any problems.
- When students have finished, don't check the answers with the whole class. Instead, tell students to take it in turns to read out their descriptions so that they can complete their texts in **exercise 2**. Encourage students to work out the correct verb forms between them. Circulate to help with any queries.
- Check the answers with the whole class by asking different students to read out their descriptions.

ANSWERS

Student A

1 repair
2 aren't working
3 're drinking
4 teaches
5 gives
6 isn't teaching

Student B

1 likes
2 isn't working
3 's driving
4 drive
5 aren't driving
6 're eating

35 I enjoy my job

Photocopiable p.208

1 **Aim:** To practise talking about jobs

2 **Activity type:** Answering questions about a text

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 photo of the man. **Ask:** *Where do you think he is from? What do you think his job is?*
- Ask confident students to read out sections of the text while the others follow. Elicit answers to the pre-reading questions at the end of paragraph 1 (*Spain, a tour guide*).
- Ask students to look at the first question. Elicit the answer *His name's Carlos*. Put students in pairs. They answer the questions together. Explain that they should use full sentences in their answers. Circulate to help with accuracy.
- When students have finished, ask individual students to read out their answers.
- As an extension, ask students to test each other's memory about Carlos. Demonstrate the activity with a confident student. **Say:** *Carlos is Italian*. **Elicit:** *False. He's Spanish*. Put students in different pairs and tell them to continue in the same way.

ANSWERS

1 His name's Carlos.
2 He lives in Madrid.
3 He's a tour guide.
4 He talks to schoolchildren and tourists in castles and palaces. He travels to other cities.
5 He's in Toledo.
6 He's having a break. He's having a cup of coffee and eating a sandwich.
7 He goes to a lot of places and meets a lot of people.
8 He travels a lot and he's often away from his family.

36 Are you worried about your new job?

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Photocopiable p.209

1 **Aim:** To practise talking about problems

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 and give one sheet to each student.
- Ask students to look at the photo. **Ask:** *Who are the people?* **Elicit:** *They're boyfriend and girlfriend*. Ask two confident students to start reading the conversation. When they get to the first gap, pause and then tell the class to read the fourth line in order to find a clue to the missing line. Then ask students to find the missing sentence in the box. **Elicit:** *Are you worried about your new job?* Ask students which word in the fourth line gave them a clue. Elicit the word *worried*.
- Put students in pairs and tell them to read the conversation aloud together and identify the missing sentences in the box. Explain that there are two sentences that they don't need to use.
- When they have finished, ask two confident students to read out their conversation to check the answers. Drill difficult words and lines as a class if necessary. Encourage students to express the feelings of the characters by using appropriate intonation.
- For **exercise 2**, tell students to practise the conversation in pairs. Ask confident students to act out the conversation to the class.

ANSWERS

1 Are you worried about your new job?
2 I'm only trying to help.
3 What's the problem?
4 I can't explain.

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37 Places to go and events

Photocopiable p.210

1 **Aim:** To practise talking about places to go and events

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. Call out the pictures in random order and elicit the names of the places or events. **Say:** *Picture 4* and elicit *the beach*. **Say:** *Picture 2* and elicit *an art gallery*, etc. Make sure students use *a* and *the* appropriately – as they appear in **lesson 37** of the **Student's Book**.
- Students work individually to label the pictures.
- Check the answers by calling out the pictures in the correct order 1–12.
- Before students do **exercise 2**, write the following question stems on the board:
  Do you ever go to ... ?
  How often do you go to ... ?
  Do you like ... ?
- Ask different students complete questions, e.g. *Do you ever go to concerts? How often do you go to a football match? Do you like shopping centres?*
- Put students in pairs and tell them to ask and answer questions in the same way.
- When they have finished, ask students to report back about their partner, e.g. *Nicole likes going to concerts. We don't like theme parks,* etc.

ANSWERS

1 the theatre / a play
2 an art gallery
3 a football match
4 the beach
5 a show
6 a shopping centre
7 the zoo
8 a club / a disco
9 the cinema / a film
10 a music festival
11 a theme park
12 a concert

38 Were they at the theatre?

Photocopiable p.211

1 **Aim:** To practise using the past simple of *to be*

2 **Activity type:** Gapped sentences then memory game

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Ask a student *(Juan), were you at home yesterday?* **Elicit:** *Yes, I was. / No, I wasn't. I was (at school).* Ask another student. *Was (Juan) at home yesterday?* **Elicit:** *Yes, he was. / No, he wasn't. He was (at school).* Ask two students *(Marta and Jan), were you at the theatre on (Wednesday)?* **Elicit:** *No, we weren't. We were (at school).* Ask another student *Were (Marta and Jan) at the theatre on (Wednesday)?* **Elicit:** *No, they weren't. They were (at school).* Ask similar questions to practise a range of different forms.
- Give students a copy of the worksheet. Ask them to look at the pictures. Elicit the first missing word *Were* and tell students to write it in the correct place on the worksheet.
- Put students in pairs and ask them to complete the gapped sentences together. Circulate to help with any problems.
- When students have finished, check the answers by asking different students to read out the questions and answers.
- Before students do **exercise 2**, demonstrate the activity with a confident student. Ask him / her to cover the pictures and sentences. **Say:** *Picture 4.* and elicit where that person was: *She was at the shopping centre.*

ANSWERS

1 Were / weren't / were
2 Was / wasn't / was
3 Were / weren't / were
4 Were / wasn't / was
5 Was / wasn't / was
6 Were / wasn't / was

39 The staff were friendly

Photocopiable p.212

1 **Aim:** To practise saying how good something was

2 **Activity type:** Questionnaire

3 **Time:** 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 photo. **Ask:** *Where is it?* **Elicit:** *A sports centre.* Explain that students should imagine they were at the sports centre for the day and to imagine their answers to complete the questionnaire. Read through the questions together and elicit ideas for question 8, e.g. *It was noisy. / The classes were expensive. / The swimming pool and the sauna were small,* etc.
- Students work individually to complete the questionnaire. Circulate to help with any problems.
- When they have finished, go through the questions with a confident student. Elicit full answers. For example, ask *When were you there? I was there in June / on the 15th of June. Who were you with? I was on my own. / I was with a friend,* etc.
- Put students in pairs. Tell them to ask and answer the questions given in exercise 2. Circulate to help with pronunciation.
- When students have finished, ask confident students to ask and answer the questions across the class.

40 Let's meet at six o'clock

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Photocopiable p.213

1 **Aim:** To practise making arrangements

2 **Activity type:** Reordering words in a conversation

3 **Time:** 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 students to look at the photos. **Ask:** *Who are they?* **Elicit:** *Two friends.* Ask students to look at conversation 1 and elicit the order of words in the first gap: *I can't make this evening.*
- Put students in pairs. Ask them to continue reordering the words in conversations 1 and 2.
- Check the answers by asking confident students to read out the conversations.
- Ask students to practise the conversations in pairs. Circulate to help with pronunciation. Drill difficult words and lines as a class if necessary.
- As an extension, tell students to underline the following information in the conversations:

  Conversation 1
  a meal this evening
  to the cinema
  tomorrow evening
  eight at the restaurant

  Conversation 2
  on Friday
  I'm working late.
  Saturday
  at 7.30 at my place
- Ask students to make more conversations by changing the underlined words and using their own ideas. With weaker classes, brainstorm new wording with the whole class first. Circulate to help students with ideas and pronunciation.
- Ask confident students to act out their new conversations to the class.

ANSWERS

1 I can't make this evening.
2 I'm not doing anything tomorrow.
3 Shall we go out on Friday?
4 What about Saturday?
5 Let's meet at 7.30 at my place.

41 School subjects

Photocopiable p.214

1 **Aim:** To practise talking about school subjects

2 **Activity type:** Labelling pictures then group work

3 **Time:** 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 pictures. Call out the numbers of the pictures in random order and elicit the names of the subjects, e.g. say *Picture 3* and elicit *History*.
- Students work individually to write the names of the school subjects. Check the answers with the class.
- Write the word *Art* on the board. Ask a student *Were you good at Art?* **Elicit:** *Yes, I was./No, I wasn't.* If the student says *Yes*, draw a smiley face next to the word *Art* on the board. If the student says *No*, draw a sad face.
- For **exercise 2**, ask students to complete the *ME* column on the worksheet. They should draw smiley or sad faces next to the subjects depending on whether they were good at the subjects or not.
- Put students into groups of three. Each student writes the names of the two other members of their group on the worksheet. They then take it in turns to ask and answer questions about the school subjects, drawing smiley and sad faces in the columns as appropriate. Circulate to help with pronunciation. Drill the words students have problems with as necessary.
- Ask confident students to report back about members of their groups. For example, *Jan was good at French, Chemistry, Physics, and Biology. He wasn't very good at Art, Music, or English.*

ANSWERS

1 Art
2 Geography
3 History
4 Music
5 Chemistry
6 Physics
7 Biology
8 Information Technology (I.T.)
9 Cookery
10 English
11 Physical Education (P.E.)
12 Metalwork
13 Mathematics (Maths)
14 Science
15 French

42 He didn't have lunch

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Photocopiable p.215

1 **Aim:** To practise using the past simple

2 **Activity type:** Picture story

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 pictures 1 and 2 and the cues. Ask a confident student to read out the example sentences 1 and 2.
- Put students in pairs and ask them to work together to write sentences for the rest of the story. Remind them that the past simple form is the same for all persons.
- Check the answers by asking different students to read out their sentences.
- For **exercise 2**, ask students to cover the sentences. Tell them to retell the story in pairs, just using the pictures and the cues.
- Ask a confident student to retell the whole story to the class.

ANSWERS

1 Jack didn't get up at seven o'clock.
2 He got up at nine o'clock.
3 He didn't eat his breakfast.
4 He drove to work.
5 He arrived at 11 o'clock.
6 His boss and colleagues had a meeting.
7 Jack didn't go to the meeting.
8 Sarah had lunch.
9 Jack stopped work at eight o'clock.
10 Jack's colleagues ate in a restaurant.
11 Jack went home.
12 He cooked dinner.

43 School life

Photocopiable p.216

1 **Aim:** To practise writing about schooldays

2 **Activity type:** Questionnaire then guided writing

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Briefly review the school subjects from **Lesson 41** of the **Student's Book**. Then ask different students *What was the name of your first school?* Elicit their answers. Then ask *What did you do on your first day?* Elicit answers, e.g. *I played. / I cried. / I went home.* Write ideas on the board. Then ask *Did you like school?* Elicit answers such as *No, it was boring / hard / horrible. Yes, it was fun / interesting. / I had a lot of friends,* etc. Write ideas on the board.
- Give students a copy of the worksheet. Ask them to complete the questionnaire individually. Circulate to help with ideas and vocabulary.
- When they have finished, tell students to swap their completed questionnaires with a partner. Write the first line of the guided writing on the board _____ *went to* _____. Write the name of one of your students in the first gap. Ask that student's partner *What was the name of (Yoshi's) first school?* Elicit the name and write it in the second gap. Tell students to use the information about their partners in the same way to complete the text. Remind them to cross out the words in the descriptions that aren't relevant, e.g. *He / ~~She~~.*
- When they have finished, students swap their completed descriptions to check them. Ask confident students to read out their texts.

SAMPLE ANSWER

Juan went to *St. Joseph's*. He / ~~She~~ started in *1974*. On his / ~~her~~ first day, he / ~~she~~ *cried and then he played with his new friends. He / ~~She~~ liked / ~~didn't like~~ school because he had a lot of friends.* He / ~~She~~ liked *English* and *History* but ~~he~~ / ~~she~~ didn't like *Chemistry* or *Geography*. He / ~~She~~ left school in *1987*.

44 No more sandwiches!

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Photocopiable p.217

1 **Aim:** To practise talking about good news

2 **Activity type:** Choosing the correct words

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 picture 1. Ask *Where do they work?* and elicit *In a cafe*. Then ask two confident students to start reading the conversation. Tell them they need to choose the correct word. Elicit *done* as the answer for number 1. Point to the young woman in the picture. **Ask:** *Who's this?* **Elicit:** *Hannah*. Point to the young man. **Ask:** *Who's this?* **Elicit:** *Paul*. Then ask *Why is Hannah happy?* **Elicit:** *She's got a new job.*
- Put students in pairs. Ask them to choose the correct options to complete the rest of the story.
- Check the answers by asking students to read out the conversations.
- Check comprehension by asking more questions, e.g. Picture 1: *Is Paul happy? No, he isn't. Why? He likes Hannah, but she's got a new job.* Picture 2: *What is Hannah doing? She's making sandwiches.* Picture 3: *What is Hannah doing? She's doing the washing-up.* Picture 4: *Where's Hannah's new job? In a restaurant.* Picture 5: *Who's this? (point to Mrs Green) It's Mrs Green.* Picture 6: *What is Hannah doing? She's making sandwiches. Is she happy? No, she isn't. Why? She wants her old job.*
- For **exercise 2**, put students in pairs to practise the conversations. Ask confident students to act out the conversations to the class.

ANSWERS

1 done
2 so
3 on
4 can't

45 Parts of the body

Photocopiable p.218

1 **Aim:** To practise the vocabulary of parts of the body

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. Draw a stick person on the board, write number 1 next to the head and number 2 next to the neck. Ask an A student *What's number 1?* and elicit *head*. **Ask:** *How do you spell 'head'?* Elicit the spelling and write it on the board. Ask a B student *What's number 2?* **Elicit:** *neck*. **Ask:** *How do you spell 'neck'?* Elicit the spelling and write it on the board.
- Students work in pairs asking and answering questions in the same way to find out the missing parts of the body on their worksheets.
- Check the answers by calling out the numbers, eliciting the words and writing them on the board.
- For **exercise 2**, ask students to cover the words and call out several numbers in random order, e.g. *Number 6* and elicit *arm*.
- Students continue in their pairs to identify the parts of the body from memory.
- As an extension, practise using *hurts* and *sore*. Hold up your hand and mime that it hurts. **Elicit:** *My hand hurts.* and *My hand's sore.* Ask a student to mime a pain and ask *What's the matter (Aleksander)?* **Elicit:** *My (head's) sore. / My (head) hurts.* Students practise making similar conversations in pairs. Ask confident students to act out their conversations to the class.

ANSWERS

1 head
2 ear
3 face
4 neck
5 elbow
6 arm
7 hand
8 back
9 ankle
10 hair
11 eye
12 nose
13 mouth
14 tooth
15 shoulder
16 chest
17 finger
18 stomach
19 leg
20 knee
21 foot
22 toe

46 Where did they go last summer?

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Photocopiable p.219

1 **Aim:** To practise past simple questions

2 **Activity type:** Cued questions then 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. Write the following cues on the board: *Where / you / go / last summer? you / stay / in a hotel?* Elicit the full sentences: *Where did you go last summer? Did you stay in a hotel?*
- Ask students to work individually to write complete questions in **exercise 1**. Circulate to help with any problems with question formation and word order.
- For **exercise 2**, explain that the A students need to find out about Eddie and the B students need to find out about Millie. Tell the B students to look at the information they have about Eddie. **Ask:** *Where did Eddie go last winter?* and elicit *He went to Italy*. Tell the A students to write the answer in the correct place. Now tell the A students to look at the information they have about Millie. **Ask:** *Where did Millie go last summer?* **Elicit:** *She went to Paris*. Tell the B students to write the answer in the correct place.
- Students work in pairs to ask and answer questions in the same way. When they have finished, ask confident students to report back. For example, an A student would say *Eddie went to Italy last year. He went with Ben and Paul. They stayed in a hotel,* etc.

ANSWERS

Student A

1 Where did Eddie go last winter? He went to Italy.
2 Who did he go with? He went with Ben and Paul.
3 Did they stay in a hotel? Yes, they did.
4 Did they go skiing? Yes, they did.
5 What did they do in the evening? They went to clubs and restaurants.
6 Did he have an accident? Yes, he did.
7 How did he do that? He fell over on his skis.

Student B

1 Where did Millie go last summer? She went to Paris.
2 Who did she go with? She went with Sally-Ann.
3 Where did they stay? They stayed in the Hotel France.
4 What did they do in the day? They visited the Eiffel Tower and went to museums.
5 What did they do in the evening? They ate in expensive restaurants.
6 Did Millie have a good time? Yes, she did.
7 Why did she have a good time? She met a handsome waiter.

47 I fell off a chair

Photocopiable p.220

1 **Aim:** To practise talking about an accident

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 and give one sheet to each student.
- Ask students to look at the picture. Point to the man. **Ask:** *Who's this?* and elicit *Harry*. **Ask:** *Who is he talking to?* and elicit *Jan*. Ask students to read the first three lines of the conversation including the example sentence.
- Put students in pairs and ask them to complete the conversation with the missing sentences in the box.
- Check the answers by asking a confident pair of students to read out the completed conversation.
- For **exercise 2**, put students in new pairs to practise the conversation. Ask confident students to act out the conversation to the class.
- As an extension, students can role play more conversations. Write the sentences from the box on the board in the order they appear in the conversation and elicit more ideas:
  I fell off a chair / a ladder. / I tripped over the cat. / I lifted a heavy box.
  I hurt my leg / knee / arm / ankle.
  It happened in the kitchen / dining room / garden / bathroom.
  My wife / husband / friend called an ambulance / phoned the doctor / took me to hospital.
  I had an X-ray / an operation / an injection.
  It's painful / broken / OK.
  I can't go to work / walk / drive.
- Ask students to make up more conversations in their pairs using the questions from the conversation and the ideas on the board. Circulate to help with ideas and pronunciation. Drill difficult words and lines as a class if necessary.

ANSWERS

1 I fell off a chair.
2 I hurt my leg.
3 It happened in the kitchen.
4 My wife called an ambulance.
5 I had an X-ray.
6 Well, it's painful.
7 Yes, but I can't go to work.

48 Have you got anything for a cough?

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Photocopiable p.221

1 **Aim:** To practise asking for things at a chemist's

2 **Activity type:** Gapped conversations with picture cues

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. With weaker classes, briefly revise the names of the problems and treatments shown in the pictures.
- Ask two confident students to start reading the first conversation. Elicit the missing words from the whole class as you get to picture 1 (*cough*) and picture 2 (*medicine*). Ask students to write the words in the correct spaces in the conversation.
- Put students in pairs. Ask them to read the conversations together and to identify and write the missing words. Circulate to help with spelling.
- Check the answers by asking pairs to read out their conversations and writing the missing words on the board.
- For **exercise 2**, put students in new pairs to practise the conversations. Encourage them to use mime and gestures to express the different medical problems. Drill difficult words and lines as a class if necessary.
- As an extension, get students to role play other conversations with different problems and the treatments. Elicit other words students can use, e.g. *stomach ache, a headache, sunburn, a cold, capsules.* With weaker classes, build the conversation with the whole class and write it on the board first. Ask confident students to act out their conversations to the class.

ANSWERS

1 cough
2 medicine
3 earache
4 tablets
5 sore eyes
6 drops
7 rash
8 cream

49 Travel

Photocopiable p.222

1 **Aim:** To practise travel vocabulary

2 **Activity type:** Crossword then categorization

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Point to the puzzle and ask *What's this?* **Elicit:** A *crossword.*
- Draw an arrow pointing down and an arrow pointing across on the board and elicit the directions *down* and *across*. Ask students to look at the picture clues and ask *What's 1 across?* Elicit the answer *miss your train*. Ask a student to spell the missing word and write it on the board. Tell students to write the word *miss* in the crossword. Focus on 2 down and the corresponding picture clue. Elicit the answer *station*.
- Put students in pairs. Ask them to continue doing the crossword. Circulate to help with spelling.
- Check the answers by asking *What's 4 across?*, etc for all the clues.
- For **exercise 2**, ask students to look at the table. Say each category in turn and elicit a word from the crossword, e.g. say *objects* and elicit *ticket*, etc. Students then complete the table in their pairs.
- Check the answers by asking different students to list the words for each category.

ANSWERS

Exercise 1

Across

1 miss
4 ticket
6 lose
9 forget
10 plane
11 suitcase
15 airport

Down

2 station
3 port
5 camping
7 cruise
8 passport
12 trip
13 train
14 boat

Exercise 2

Objects	ticket, passport, suitcase
Transport	plane, boat, train
Problems	miss your train, lose your luggage, forget your passport
Places	airport, station, port
Activities	go on a business trip, go camping, go on a cruise

50 They're going to go to Paris

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Photocopiable p.223

1 **Aim:** To practise *going to* for future plans

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. Tell students to cover the example sentence. Point to the young woman in the first picture. **Say:** *Tina's going to go to the beach.* **Elicit:** *Tina isn't going to go to the beach. She's going to go shopping.* Point to the second picture and say *Frank and Amy are going to play golf.* **Elicit:** *Frank and Amy aren't going to play golf. They're going to go sailing.*
- Put students in pairs and ask them to correct the information about the people in the other pictures.
- Check the answers by asking students to read out their sentences.
- For **exercise 2**, ask students to look at picture 1. Ask confident students to read out the example question and answer. Students continue in pairs, asking and answering about the people in the pictures. Drill the intonation with the whole class as necessary.
- As an extension, practise the first person form by asking questions, e.g. *Are you going to stay in bed on Saturday?* **Elicit:** *Yes, I am. / No, I'm not. I'm going to go shopping.* Write some cues on the board, e.g. *stay in bed, go to work, relax, go shopping, go to the beach.* Tell students to ask and answer in pairs about their plans for Saturday.

ANSWERS

1 Tina isn't going to go to the beach. She's going to go shopping.
2 Frank and Amy aren't going to play golf. They're going to go sailing.
3 Tom isn't going to get up early. He's going to stay in bed / get up late.
4 Sarah isn't going to have lunch with her friends. She's going to relax in the garden.
5 Jo, Sam, and Emily aren't going to study for their exams. They're going to have a party.
6 Robert isn't going to go to a museum. He's going to watch a football match.
7 Liz and Mike aren't going to play tennis. They're going to play basketball.
8 Kate isn't going to read a book. She's going to meet her friends.

51 An ideal holiday

Photocopiable p.224

1 **Aim:** To practise using *going to* to describe a holiday

2 **Activity type:** Questionnaire then guided writing

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Explain that the students are going to make plans for their ideal holiday. Ask a student *Where are you going to go?* Elicit ideas, e.g. *the Caribbean / Florida / Egypt,* etc. **Ask:** *When are you going to leave?* Elicit ideas, e.g. *Tomorrow. / Now. / In June. / On 1st August,* etc.
- Give students a copy of the worksheet. Students work individually to complete the questionnaire. Circulate to help with ideas and vocabulary.
- When they have finished, get students to swap their completed questionnaires with a partner. Explain that they're going to write about their partner's ideal holiday. Write the first line of the writing task on the board: *For my partner's ideal holiday, he / she's going to go to* _____. Ask a student about their partner, e.g. *Where is (Eduardo) going to go?* Elicit the destination, e.g. *He's going to go to (Egypt).* Complete the sentence on the board.
- Students complete the task by transferring the information from their partner's questionnaire and crossing out the words in the text that aren't relevant, e.g. ~~*He*~~ / *She*. Circulate to help with grammar and spelling.
- When students have finished, collect the worksheets. Read out some of the texts and ask the class to guess whose holiday you are describing.

SAMPLE ANSWER

For my partner's ideal holiday, ~~he~~ / she's going to go to *Egypt*. ~~He's~~ / She's going to leave ~~in~~ / ~~on~~ *tomorrow*. ~~He's~~ / She's going to go with *her best friend*.
They're going to stay *in an expensive hotel*. First, they're going to *visit the Pyramids*. Then, they're going to *go shopping*. After that, they're going to *go on a boat trip on the Nile*. They're going to come home ~~in~~ / ~~on~~ *September*.

52 I hope everything goes OK

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Photocopiable p.225

1 **Aim:** To practise talking about a sad event

2 **Activity type:** Reordering words in a conversation

3 **Time:** 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 students to look at the photo. **Ask:** *Who's Ben?* and *Who's Asha?* and get students to point to the right character.
- Write the first jumbled sentence on the board: *grandfather. / your / sorry / I / was / hear / to / about*. Elicit the correct order: *I was sorry to hear about your grandfather.*
- Ask students to work individually to reorder the other sentences in the conversation.
- Check the answers by asking two confident students to read out the parts of the conversation. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, put students in pairs and ask them to practise the conversation.
- As an extension, ask students to underline the following information in the conversation: *grandfather / man / train / a couple of days*. Elicit alternatives for these words, e.g. *grandmother, aunt, uncle / plane, boat, taxi / a month, a couple of weeks,* etc.
- Ask students to make more conversations in their pairs by changing the details they have underlined. With weaker classes, build complete conversations on the board with the whole class first. Ask confident students to act out their conversations to the class.

ANSWERS

1 I was sorry to hear about your grandfather.
2 You must feel very sad.
3 I'm going to miss him.
4 I'm going to be away for a couple of days.
5 I hope everything goes OK.

53 Food

Photocopiable p.226

1 **Aim:** To practise food vocabulary

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 an A student *What's picture 1?* and elicit *apples*. **Ask:** *How do you spell apples?*, elicit the spelling and write it on the board. Tell the B students to write it in the correct place on their worksheet. Ask a B student *What's picture 2?* and elicit *lettuce*. Elicit the spelling and write it on the board. Tell the A students to write it in the correct place on their worksheet.
- Students work in pairs asking and answering questions in the same way to find out the missing names of the food.
- Check the answers by calling out the numbers, eliciting the words and writing them on the board.
- For **exercise 2**, ask a student *Do you like fish?* **Elicit:** *Yes, I do./No, I don't.* Students ask and answer questions about their likes and dislikes in their pairs.
- When they have finished, ask confident students to report back about their partners. Limit them to three things their partner likes and three things he/she doesn't like, e.g. *Antonio likes apples, chicken, and potatoes. He doesn't like lettuce, carrots, or fish.*

ANSWERS

1 apples
2 lettuce
3 chicken
4 oranges
5 fish
6 cheese
7 bread
8 butter
9 onions
10 pork
11 beef
12 potatoes
13 carrots
14 tomatoes
15 grapes
16 rice
17 eggs
18 peas

54 She eats a lot of vegetables

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Photocopiable p.227

1 **Aim:** To practise countable and uncountable nouns

2 **Activity type:** Gapped food diary and questions

3 **Time:** 20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Write the following spaces and words on the board: _____ *butter,* _____ *onion,* _____ *potato,* _____ *apples*. Elicit the missing words: *some, an, a;* and *some*.
- Give students a copy of the worksheet. Focus on the photo of Samantha. **Ask:** *Do you think she looks healthy?* Focus on Samantha's food diary. Check comprehension of *mid-morning/mid-afternoon snack*. Tell students to decide whether the words are countable or uncountable and to fill in the gaps with *a, an,* or *some*.
- Check the answers with the class.
- Write the following words on the board: *coffee, oranges, sandwiches, cheese*. Point to *coffee* and say *How much coffee do you drink?* Point to *oranges* and elicit the question *How many oranges do you eat?* Do the same with *sandwiches (how many)* and *cheese (how much)*.
- Ask students to complete the questions in the conversation in **exercise 2**. Check the answers by asking two confident students to read the parts of the conversation.
- Put students in pairs and tell them to ask and answer the questions in the conversation. Ask students if they think Samantha has a good diet.
- Ask a student the questions in the conversation in **exercise 2**. Elicit answers that include *I don't drink/eat ... . Not much/many. I drink/eat a lot of ...*
- As an extension, tell students to write their own food diaries as in **exercise 1** and talk about them in pairs.

ANSWERS

Exercise 1

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

Exercise 2

1 How much
2 How many
3 How many
4 How much
5 How much
6 How many

55 I usually have toast for breakfast

Photocopiable p.228

1 **Aim:** To practise describing what a person eats and drinks

2 **Activity type:** Questionnaire then guided writing

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Explain that students are going to complete a questionnaire about their diet. Briefly review the food vocabulary from **Lesson 53** of the **Student's Book**. Give students a copy of the worksheet and elicit possible answers to each of the questions in **exercise 1**.
- Students work individually to complete the questionnaire. Point out that they should write an answer with the relevant frequency adverb for questions 1, 2, and 3. Circulate to help with vocabulary and spelling.
- When they have finished, get students to swap their completed questionnaires with a partner. Explain that they're going to write about their partner's diet. Write the first line of the writing task on the board: *My partner usually / often has _____ for breakfast.* Ask a student about their partner, e.g. *What does (Maria) usually / often have for breakfast?* Elicit the answer, e.g. *toast and coffee.* Complete the sentence on the board and cross out either *usually* or *often*.
- Students complete the task by transferring the information from their partner's questionnaire and crossing out the words that aren't relevant in the text, e.g. ~~*He*~~ / *She* and ~~*usually*~~ / *often*. Circulate to help with grammar and spelling.
- When students have finished, collect the worksheets. Read out some of the texts, and ask the class to guess whose diet you are describing.

SAMPLE ANSWER

My partner ~~usually~~ / often has *toast and coffee* for breakfast. He / ~~She~~ ~~usually~~ / often has *a sandwich and an apple* for lunch and he / ~~she~~ ~~usually~~ / often has *chicken and rice* for dinner. He / ~~She~~ often eats *fruit* and *biscuits* as a snack. His / ~~Her~~ favourite food is *chocolate* and *yoghurt*. He / ~~She~~ doesn't like *cheese* or *carrots*.

56 Are you ready to order?

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Photocopiable p.229

1 **Aim:** To practise ordering a meal in a restaurant

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. Ask them to look at the photo and ask *Where are they?* **Elicit:** *In a restaurant.* **Ask:** *What are they doing?* and elicit *They're ordering a meal.*
- Ask students to read the first line. Elicit the first missing word *order* and tell students to cross out the word in the box.
- Put students in pairs and ask them to complete the conversation.
- Check the answers by asking a confident pair to read out the parts of the conversation. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, put students in new pairs to practise the conversation.
- As an extension, ask students to underline the following information in the conversation: *steak / chips / salad / grilled salmon / potatoes / sparkling mineral water / the same.* Ask students to make more conversations in their pairs by changing the details they have underlined. With weaker classes, elicit the alternative wording first and build the conversation with the class on the board.
- Give students time to role play their new conversations. Ask confident students to act out their conversations to the class.

ANSWERS

1 order
2 have
3 for
4 me
5 Anything
6 same
7 bill

57 Clothes

Photocopiable p.230

1 **Aim:** To practise the vocabulary of clothes

2 **Activity type:** Labelling then finding the differences in a picture

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 the class to look at number 1 on the picture and elicit the item of clothing *coat*.
- Tell students to work individually to write the names of all the numbered items of clothing in their pictures.
- Check the answers by calling out the numbers and eliciting the items of clothing.
- For **exercise 2**, explain that there are four differences between the two A and B pictures and that students need to identify them without looking at each other's picture. Say to a B student *In picture A, the shop assistant is wearing a jacket.* **Elicit:** *In picture B, the shop assistant isn't wearing a jacket.* Explain that this is the first difference and ask students to circle the shop assistant.
- Briefly review the language students will need to talk about the pictures, e.g. *He's / She's wearing .... He's / She's holding some ... . There are some ... on the desk. He's looking at some ... .*
- Students continue in their pairs to find the differences. Circulate to help with vocabulary.
- Check the answers by asking different students to explain the differences.
- As an extension, exploit the prices shown in the picture. **Say:** *Excuse me. How much are these socks?* **Elicit:** *They're £3.* Ask students to practise similar conversations using the information in their pictures.

ANSWERS

Exercise 1

1 coat	7 boots	13 socks
2 top	8 shorts	14 gloves
3 knickers	9 vest	15 underpants
4 bra	10 jacket	16 shoes
5 jeans	11 shirt	
6 tights	12 trousers	

Exercise 2

1 In picture, A the shop assistant is wearing a jacket.
In picture B, he isn't wearing a jacket.
2 In picture A, there is a pile of knickers on the shelf.
In picture B, there's a pile of vests on the shelf.
3 In picture A, the female customer is holding a jacket.
In picture B, she's holding some trousers.
4 In picture A, there aren't any shoes on the shelf.
In picture B, there are some shoes on the shelf.

58 It's a horrible old white van

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Photocopiable p.231

1 **Aim:** To practise adjective order

2 **Activity type:** Cued sentences then memory game

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Briefly review the adjectives from **Lesson 58** of the **Student's Book**. Point to a range of colours in the room and elicit the correct word. Also elicit the opposites of common adjectives, e.g. *long – short*.
- Give students a copy of the worksheet. Focus on picture 1, the cue words, and the example sentence. With weaker classes, briefly review the order of adjectives before nouns. Put students in pairs and ask them to work together to complete the sentences with the adjectives in the correct order.
- Check the answers by asking different students to read out their sentences.
- For **exercise 2**, ask students to cover the sentences. **Say:** *Picture 4* and elicit the sentence *They've got a beautiful big new house.* Ask students to take it in turns to describe the pictures from memory in the same way.

ANSWERS

1 The dog's got beautiful big brown eyes.
2 The woman's got nice long white boots.
3 He's wearing dirty old blue jeans.
4 They've got a beautiful big new house.
5 He drives a horrible old white van.
6 He's got nice short black hair.
7 She's got a nice new black dress.
8 That's a beautiful long white car.

59 What are your favourite clothes?

Photocopiable p.232

1 **Aim:** To practise describing clothes

2 **Activity type:** Questionnaire then guided writing

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Explain that students are going to complete a questionnaire on clothes. Briefly review the clothes vocabulary from **Lesson 57** of the **Student's Book**. Give students a copy of the worksheet. Elicit possible answers to each of the questions in the questionnaire.
- Ask students to complete the questionnaire individually. Circulate to help with ideas and vocabulary.
- When they have finished, get students to swap their completed questionnaires with a partner. Explain that they're going to write about their partner's clothes. Write the first line of the guided writing on the board *At the moment, my partner is wearing* _____. Ask that student's partner *What is (Adam) wearing at the moment?* Elicit their answer, e.g. *jeans and a T-shirt* and complete the sentence on the board.
- Students complete the task by transferring the information from their partner's questionnaire and crossing out the words that aren't relevant in the text, e.g. *He / ~~She~~* and *For work / ~~school~~ / ~~university~~*. Circulate to help with grammar and spelling.
- When students have finished, collect the worksheets. Read out some of the texts and ask the class to guess who is being described.

SAMPLE ANSWER

At the moment, my partner is wearing *jeans and a top*. Yesterday, ~~he~~ / she wore *a dress*. For work / ~~school / university~~, ~~he~~ / she wears *skirts and dresses*. At the weekend, ~~he~~ / she usually wears *jeans and trousers*. On ~~his~~ / ~~her~~ summer holiday, ~~he~~ / she often wears *shorts and T-shirts*. ~~His~~ / Her favourite clothes are *jeans*. ~~His~~ / Her favourite colours for clothes are *black and red*. ~~He~~ / She doesn't like *gloves and hats*.

60 That sounds interesting

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Photocopiable p.233

1 **Aim:** To practise making comments

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. Ask them to look at the first picture. **Ask:** *What's he wearing?* **Elicit:** *He's wearing a jacket and trousers / a suit.*
- Ask students to read the first line. Explain that the missing line is in the box, but that one of the lines in the box isn't needed. Elicit the missing line *Oh, hello. Thanks.* Tell students to cross out that line in the box. Elicit the second missing line *No, I've got an interview at a design company.*
- Put students in pairs and ask them to complete the other conversations. Remind them that there is one extra reply for each conversation. Circulate to help with any problems.
- Check the answers by asking confident pairs of students to read out the conversations. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, put students in new pairs to practise the conversations. Ask confident students to act out their conversations to the class.

ANSWERS

1 Oh, hello. Thanks.
2 No, I've got an interview at a design company.
3 I'm fine, thanks.
4 Er, no. I've got a new girlfriend now.
5 He's fine, thanks. We're going to get married next year.
6 Yes. We're very happy.
7 I'm going to have a gap year and go travelling.
8 South America.

61 At the post office

Photocopiable p.234

1 **Aim:** To practise talking about things at a post office

2 **Activity type:** Gapped sentences

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Ask questions about the first picture: *What's the man doing? He's sending a parcel. How is he sending it? Special delivery. Who's this?* (point to the cashier) *It's the cashier. What are these?* (point to the scales) *They're scales.* With weaker classes, ask questions about all the pictures on the worksheet to elicit the vocabulary.
- Ask students to look at the first gapped sentence and elicit the answer *parcel* from the words in the box. Tell them to cross out the word in the box.
- Put students in pairs and ask them to complete the sentences. Circulate to help with any problems.
- Check the answers by asking confident students to read out their sentences.
- For **exercise 2**, ask students to cover the first group of sentences. Elicit a description of the picture, e.g. *The man has a parcel. He's sending it special delivery. The cashier is putting it on the scales.*
- In pairs, students cover the sentences and describe the pictures in the same way. Circulate to help with pronunciation.
- Ask confident students to describe all the pictures.

ANSWERS

1 parcel
2 special delivery
3 cashier
4 scales
5 postman
6 deliver
7 birthday card
8 air mail
9 letter box
10 postcard
11 stamp
12 post
13 post box
14 envelopes
15 letter
16 get

62 He has to fly a plane

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Photocopiable p.235

1 **Aim:** To practise *have to/don't have to*

2 **Activity type:** Writing sentences about jobs

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Elicit the names of the jobs by asking about the people in random order, e.g. ask *Picture 3. What do they do?* **Elicit:** *They're chefs.* (Names of jobs: 1 receptionist, 2 student, 3 chef, 4 manager, 5 pilot, 6 nurse, 7 postman, 8 taxi driver, 9 shop assistant, 10 footballer).
- Check comprehension of the verbs in the box. Tell students to look at the example sentence. **Say:** *Number 2. What do they have to do?* **Elicit:** *They have to study hard.* **Ask:** *What don't they have to do?* **Elicit:** *They don't have to go to work.* Tell students to write the sentences and cross out the verbs in the box.
- Put students in pairs and ask them to work together to write the sentences. Remind them to use the *they* form in sentences 3, 4, and 10. Circulate to help with any problems and check students are using the correct verb forms.
- Check the answers by asking students to read out their sentences.
- For **exercise 2**, ask a student who has a job *What do you have to do at work? What don't you have to do?* Elicit his/her answer. Ask a student *What do you have to do in your studies? What don't you have to do?* Elicit his/her answer. Students write their answers and then compare with a partner. Ask confident students to report back about their partner, e.g. *Marta has to meet visitors. She doesn't have to sell things.*
- As an extension, say *I have to drive. I don't have to repair cars.* **Elicit:** *Picture 8* or *a taxi driver.* **Say:** *We have to cook. We don't have to talk to customers.* **Elicit:** *Picture 3* or *chefs.* Students take it in turns to use the first person to describe the people in the pictures.

ANSWERS

1 She has to meet visitors. She doesn't have to have meetings.
2 They have to study hard. They don't have to go to work.
3 They have to cook food. They don't have to speak to customers.
4 She has to have meetings. She doesn't have to make coffee.
5 They have to fly a plane. They don't have to serve drinks.
6 She has to look after ill people. She doesn't have to make meals.
7 He has to deliver letters. He doesn't have to weigh parcels.
8 She has to drive. She doesn't have to repair cars.
9 He has to sell things. He doesn't have to lift heavy boxes.
10 They have to play football. They don't have to learn a language.

63 Can you come for a meal?

Photocopiable p.236

1 **Aim:** To practise making and responding to requests

2 **Activity type:** Making conversations from cues

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 picture 1. Point to the man and say *This is Michael. People are asking him to do a lot of things.* Point to Michael's girlfriend and ask students to look at the first pair of cues and the example conversation. Ask a confident pair of students to read the conversation aloud.
- Put students in pairs. Tell them to make more conversations using the words provided. Circulate to help with pronunciation. Drill difficult words and lines as a class if necessary.
- Check the answers by getting pairs of students to say the conversations across the class.
- For **exercise 2**, say *Picture 1* and ask a student to read the example aloud. **Say:** *Picture 2* and elicit *He can't play football tomorrow because he has to go to the dentist's.* Students make sentences in their pairs about the other pictures.
- As an extension, tell students to make up their own conversations. Elicit some ideas for requests and write them on the board, e.g. *come to the pub / play tennis / buy some milk,* etc. Then elicit ideas for reasons, e.g. *meet a friend / go shopping / do my homework,* etc. Ask students to swap partners. They then make more conversations using the ideas on the board. Ask confident students to act out their conversations to the class.

ANSWERS

Exercise 1

1 Can you come for a meal? I'm sorry. I can't. I have to finish a report.
2 Can you play football tomorrow? I'm sorry. I can't. I have to go to the dentist's.
3 Can you go shopping? I'm sorry. I can't. I have to write a letter.
4 Can you come to my party? I'm sorry. I can't. I have to visit my parents.
5 Can you go to the post office? I'm sorry. I can't. I have to send some emails.
6 Can you photocopy the report? I'm sorry. I can't. I have to go to a meeting.
7 Can you meet Mr Brown at the airport? I'm sorry. I can't. I have to go to the bank.
8 Can you come for a drink? I'm sorry. I can't. I have to look after some visitors.

Exercise 2

1 He can't come for a meal because he has to finish a report.
2 He can't play football tomorrow because he has to go to the dentist's.
3 He can't go shopping because he has to write a letter.
4 He can't come to the party because he has to visit his parents.
5 He can't go to the post office because he has to send some emails.
6 He can't photocopy the report because he has to go to a meeting.
7 He can't meet Mr Brown at the airport because he has to go to the bank.
8 He can't come for a drink because he has to look after some visitors.

64 Who's calling, please?

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Photocopiable p.237

1 **Aim:** To practise using telephone expressions

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. Ask them to look at the pictures. Point to the pictures of Sarah and ask *What's her name?* and elicit the answer.
- Ask students to read the first two lines of the conversation and elicit the first missing word from the box *speak*. Get students to cross out that word.
- Put students in pairs and ask them to complete the conversations with the words in the box.
- Check the answers by asking pairs of confident students to read out the conversations.
- Check comprehension of the context by asking: *Who is Mark? He's Sarah's boyfriend. Why is Sarah angry? Because Mark didn't go the restaurant.*
- For **exercise 2**, put students in new pairs to practise the conversations. Circulate to help with pronunciation. Drill difficult words and lines as a class if necessary. Encourage students to read the roles with expression.
- Ask confident pairs of students to act out the conversations to the class.
- As an extension, get students to role play new situations in which they get a wrong number and in which they offer to take a message.

ANSWERS

1 speak
2 calling
3 ring
4 there
5 afraid
6 message
7 out
8 speaking

65 The weather

Photocopiable p.238

1 **Aim:** To practise talking about the weather

2 **Activity type:** Matching words with pictures 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 picture 1 and ask *What's the weather like?* Elicit the example answers: *wet* and *windy*.
- Put students in pairs and ask them to match two words from each group of with to the other pictures.
- Check the answers with the class.
- For **exercise 2**, tell students to cover the words. Ask about the pictures in random order, e.g. *What's the weather like in picture 4?* **Elicit:** *It's cloudy and cool.* Students continue asking and answering about the weather in the pictures in pairs.
- As an extension, ask students different questions about the weather, e.g. *What's the weather like today? What was the weather like yesterday / last weekend / on your birthday? What's your favourite weather?*, etc. Encourage students to think of their own weather questions.

ANSWERS

1 wet / windy
2 foggy / cold
3 snowing / icy
4 cool / cloudy
5 raining / stormy
6 sunny / warm
7 frosty / dry
8 hot / fine

66 Rome is hotter than London

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Photocopiable p.239

1 **Aim:** To practise using comparatives

2 **Activity type:** Writing sentences from cues

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Choose two students and write the following on the board: *(Marek) / (Antonia) / tall.* Say *(Marek) is taller than (Antonia).* Leave this sentence on the board. Do the same with other pairs of students and elicit sentences from the class.
- Give students a copy of the worksheet. Ask them to look at the first picture, the cues, and the example sentence. Ask them to look at the second picture and the cues, and elicit the sentence *Mice are smaller than elephants.* With a weaker class, elicit the comparative adjectives they need to use: *1 hotter, 2 smaller, 3 more expensive, 4 faster, 5 bigger, 6 shorter, 7 better, 8 more interesting.* Students write sentences about the other pictures. Circulate to help with any problems.
- Check the answers by asking different students to read out their sentences.
- For **exercise 2**, ask students to look at the first sentence you wrote on the board. Elicit the opposite adjective *short.* **Write:** *(Antonia)* and elicit *is shorter than (Marek).* **Say:** *hot* and elicit the opposite adjective *cold.* Focus on the example sentence *London is colder than Rome.* Elicit all the opposite adjectives students need to use: *1 cold, 2 big, 3 cheap, 4 slow, 5 small, 6 tall, 7 bad, 8 boring.* Students then write another sentence about each picture using the opposite adjectives.
- Check the answers by asking different students to read out their sentences.

ANSWERS

Exercise 1

1 Rome is hotter than London.
2 Mice are smaller than elephants.
3 The Apollo is more expensive than Seaview.
4 Aeroplanes are faster than cars.
5 France is bigger than Britain.
6 Joe is shorter than Sam.
7 The weather today is better than the weather yesterday.
8 The book is more interesting than the film.

Exercise 2

1 London is colder than Rome.
2 Elephants are bigger than mice.
3 Seaview is cheaper than The Apollo.
4 Cars are slower than aeroplanes.
5 Britain is smaller than France.
6 Sam is taller than Joe.
7 The weather yesterday was worse than the weather today.
8 The film is more boring than the book.

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67 We love our life in Greece

Photocopiable p.240

1 **Aim:** To practise comparing different places

2 **Activity type:** Correcting wrong information

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 photo of Toby and his family. Point to Toby and say *This is Toby*. Ask different students to read out short sections of the text. After each paragraph, ask questions to check comprehension, e.g. *Where is Toby from? Manchester in Britain. Where does he live now? In Greece. What's the weather like in Greece in summer? It's hot. What's it like in winter? It's cold,* etc.
- Explain that three of the six sentences in the exercise are incorrect. Ask students to read the first sentence in the exercise. Elicit that the information is correct. Ask them to read the second sentence and elicit that the information is incorrect. Elicit the sentence *Toby's old job is more interesting than his new job.*
- Put students in pairs and ask them to do the exercise together. Circulate to help with any problems.
- Check the answers with the class.
- As an extension, ask pairs of students to tell each other about two places they know well. Write the following prompts on the board to help them: *the weather, the food, the price of things*. Ask confident students to describe the places to the class.

ANSWERS

1 correct
2 incorrect – Toby's old job is more interesting than his new job.
3 correct
4 incorrect – His salary now is lower than in Britain.
5 correct
6 incorrect – Meals in restaurants are more expensive in Britain.

68 Welcome back

Photocopiable p.241

1 **Aim:** To practise talking about a trip

2 **Activity type:** Gapped conversations

3 **Time:** 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 students to look at the photos and ask *Where are they?* **Elicit:** *In the street*. Ask students to read the first two lines of the conversation. Elicit the missing sentence *Welcome back*.
- Put students in pairs and ask them to complete the conversations with the missing sentences in the box. Explain that they need the same sentences for the second conversation but in a different order.
- Check the answers by asking confident pairs to read out the completed conversations. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, put students in new pairs to practise the conversations. Ask confident students to act out the conversations to the class.
- As an extension, get students to make up more conversations. Tell them to underline the following words in the first conversation: 1 *Last night.* 2 *Yes, I am. I didn't sleep on the plane.* 3 *the conference was very long, but it was interesting.* Elicit alternative ideas for each underlined section, e.g. 1 *yesterday / yesterday evening / this morning* 2 *No, I'm not. I slept on the plane / train. / Yes, I am. I travelled all night. / No, not really.* 3 *The family party / holiday / wedding was fun / boring / long,* etc. */ It was nice to see my family / friends,* etc.
- Ask students to make up more conversations in their pairs, using the sentences in the first conversation and the ideas on the board. Circulate to help with ideas and pronunciation.

ANSWERS

1 Welcome back.
2 When did you get back?
3 Are you tired?
4 How did it go?
5 Welcome back.
6 How did it go?
7 When did you get back?
8 Are you tired?

69 Geographical features

Photocopiable p.242

1 **Aim:** To practise talking about geographical features

2 **Activity type:** Crossword then pairwork

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Point to the puzzle and ask *What's this?* **Elicit:** *A crossword.*
- Draw an arrow pointing *down* and an arrow pointing *across* on the board and elicit the directions *down* and *across*. Focus onthe picture clues and ask *What's 1 down?* Elicit the answer *tunnel*. Ask a student to spell the word and write it on the board. Tell students to write the word in the crossword. Focus on 3 across and the corresponding picture clue. Elicit the answer *cliff*.
- Put students in pairs. Ask them to continue doing the crossword in pairs. Circulate to help with spelling.
- Check the answers by asking *What's 7 across?*, etc. for all the clues.
- For **exercise 2**, ask a student *Is there a river near here?* **Elicit:** *Yes, there is. It's the River (Thames).* or *No, there isn't.* Students continue asking and answering questions about the geographical features in the area.
- Ask different students to report back about each of the geographical features.

ANSWERS

Down

1 tunnel
2 hill
4 forest
5 valley
7 mountain
8 bridge
9 road
10 railway

Across

3 cliff
6 lake
7 motorway
9 river
11 island
12 field
13 sea

70 Who's the best singer in the world?

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Photocopiable p.243

1 **Aim:** To practise using superlatives

2 **Activity type:** Gapped questions then pairwork

3 **Time:** 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.
- Write the first gapped sentence on the board. Elicit the superlative *the largest* and write it in the gap.
- Students work individually to complete the sentences using the superlative form of the adjectives given.
- Check the answers by asking students to read out their questions.
- Put students in pairs. Ask the class *What's the largest city in your/our country?* Elicit the answer. Students work in pairs to ask and answer the questions in **exercise 1**. Ask the questions to the whole class and encourage students to disagree/give different opinions.
- For **exercise 2**, write the first gapped sentence on the board: _____ *(good) singer in the world is* _____. **Elicit:** *The best* and a variety of answers about who is the best singer.
- Students complete the sentences individually with their own ideas. Check students have formed the superlative adjectives correctly. Then ask a student to tell you their first sentence, e.g. *I think (Madonna) is the best singer in the world.* Say *I don't agree. I think (Placido Domingo) is the best singer in the world.* Encourage other students to join in.
- Students discuss their answers to **exercise 2** in pairs. When they have finished, have another brief class discussion on the answers.

ANSWERS

Exercise 1

1 the largest
2 the most interesting
3 the most famous
4 the hottest
5 the best
6 the most expensive
7 the most beautiful
8 the oldest
9 the cheapest
10 the worst

Exercise 2

1 The best
2 The most beautiful
3 The most handsome
4 The most interesting
5 The worst
6 The best
7 The most interesting
8 The worst

71 The highest mountain is Mount Logan

Photocopiable p.244

1 **Aim:** To practise describing a country

2 **Activity type:** Finding grammar mistakes then correcting wrong information

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 photos and elicit, or provide, the name of the country – *Canada*. Ask students what they know about Canada and elicit a few ideas.
- Explain that there are five mistakes in the grammar of the text. Tell them that the mistakes are with some of the superlative forms. Ask a confident student to start reading. Elicit the first error when he/she gets to it – *the high mountain*. Elicit the correct superlative *the highest mountain*. Tell students to cross out *high* and write *highest* above the line.
- Students continue to read the text and identify and correct the other errors.
- Check the answers by asking confident students to read out different paragraphs.
- For **exercise 2**, elicit the correction for the first sentence: *Canada is in North America*. Students then work individually to correct the rest of the statements.
- Check the answers with the class.
- As an extension, make more false statements about the text and get students to correct them. **Say:** *The Mackenzie is a mountain*. **Elicit:** *No, it isn't. The Mackenzie is a river*, etc.

ANSWERS

Exercise 1

The highest mountain is Mount Logan and **the longest** river is the Mackenzie.
... **the largest lake** is the Great Bear Lake.
Ottawa is a big city, but it isn't **the biggest** city in Canada.
The coldest place in the country is in Yukon.

Exercise 2

1 Canada is in North America.
2 Mount Logan is a mountain.
3 There are millions of lakes in Canada.
4 Toronto is bigger than Ottawa.
5 Yukon is colder than Ottawa.
6 Avril Lavigne is a singer.

72 How high is that mountain?

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Photocopiable p.245

1 **Aim:** To practise giving measurements

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. Ask them to look at the first picture. Elicit the word that completes the gapped sentence – *high*. Tell students to continue completing the sentences. Make sure they know that when we talk about a building, we can use *high* or *tall*, but we only use *tall* to talk about people. Circulate to help with any problems.
- Check the answers by asking different students to read out their answers.
- For **exercise 2**, write the following numbers on the board: *2,000, 15.8, 0.5*. Elicit the correct way to say the numbers: *two thousand, fifteen point eight*, and *nought point five*. Ask the first question *How high is that mountain?* Tell students to look at the alternatives in **exercise 2** and choose the most logical answer. **Elicit:** *It's about 3,000 metres high*.
- Put students in pairs. Ask them to ask and answer the questions, choosing from the alternatives. Circulate to make sure they say the numbers correctly. Drill the correct forms as a class if necessary.
- Check the answers by asking confident pairs to read the questions and answers across the class.

ANSWERS

Exercise 1

1 high
2 wide
3 long
4 deep
5 tall
6 long
7 tall / high
8 wide

Exercise 2

1 a
2 a
3 b
4 b
5 a
6 b
7 b
8 b

73 Everyday jobs

Photocopiable p.246

1 **Aim:** To practise the vocabulary of everyday jobs

2 **Activity type:** Making collocations 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 look at the first picture and the example verb *do the ironing*. Explain that they should take a verb from box A and a group of words from box B to make the everyday jobs that appear in the pictures.
- Ask students to complete the exercise by matching the words and writing them in the correct place.
- Check the answers with the class.
- For **exercise 2**, ask a student *How often do you vacuum the floor?* Elicit an answer, e.g. *I never vacuum the floor. My husband vacuums the floor. / I often vacuum the floor.*
- Put students in pairs and tell them to ask and answer questions about the other everyday jobs.
- Ask confident students to report back on their partner, e.g. *Nicole does the washing-up every day. She never cleans the windows,* etc.

ANSWERS

1 do the ironing
2 clean the windows
3 vacuum the floor
4 pay the bills
5 go to the bank
6 tidy the room
7 make the beds
8 cook the dinner
9 take things to the cleaner's
10 take out the rubbish
11 do the washing-up
12 do the washing
13 lay the table
14 do the shopping

74 They've finished dinner

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Photocopiable p.247

1 **Aim:** To practise using the present perfect

2 **Activity type:** Writing sentences from cues 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 look at the picture. Explain that it shows a block of flats and the people who live there. Focus on the boys in picture 1, the cues, and the example sentence. Do the same for picture 2. Highlight the use of *haven't* as the negative *they* form in sentence 1. Check students understand that *'s* in sentence 2 is the short form of *has*.
- With a weaker class, elicit all the past participles the students will need for the exercise: 3 *tidied*, 4 *bought*, 5 *read*, 6 *done*, 7 *typed*, 8 *cooked*, 9 *had*, 10 *finished*.
- Put students in pairs and ask them to write the sentences together. Circulate to help with any problems.
- Check the answers by asking different students to read out their sentences.
- For **exercise 2**, ask a pair of students to read out the example exchange. Then say *Picture 2. Has she done the ironing?* **Elicit:** *Yes, she has.*
- Students ask and answer questions about the rest of the pictures in pairs.
- Check the answers by asking pairs of students to say the questions and answers across the class.

ANSWERS

Exercise 1

1 They haven't laid the table.
2 She's done the ironing.
3 They haven't tidied their room.
4 She's bought a birthday present.
5 She's read the newspaper.
6 He hasn't done his homework.
7 She's typed a letter.
8 He hasn't cooked dinner.
9 He hasn't had dinner.
10 They've finished dinner.

Exercise 2

1 Have they laid the table? No, they haven't.
2 Has she done the ironing? Yes, she has.
3 Have they tidied their room? No, they haven't.
4 Has she bought a birthday present? Yes, she has.
5 Has she read the newspaper? Yes, she has.
6 Has he done his homework? No, he hasn't.
7 Has she typed a letter? Yes, she has.
8 Has he cooked the dinner? No, he hasn't.
9 Has he had dinner? No, he hasn't.
10 Have they finished dinner? Yes, they have.

75 I've gone to the airport

Photocopiable p.248

1 **Aim:** To practise understanding and writing short messages

2 **Activity type:** Matching then writing short messages

3 **Time:** 15–20 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Give students a copy of the worksheet. Explain that the messages are in two parts and the students have to match them. Ask students to read the first message half. Check understanding by asking *What's the problem?* **Elicit:** *The car isn't working.* Then ask students to find the missing half of the message. Elicit the answer *b*. Ask students which key words helped them. **Elicit:** *appointment* and *garage*.
- Ask students to continue matching the message halves, working individually.
- Check the answers by asking different students to read out the complete messages.
- For **exercise 2**, explain that they have to write their own messages. Elicit the kind of information they will need for the first message, e.g. *Who is the message for? Your boss / colleague. What happened? You missed the train. What's going to happen? You're going to be late for a meeting.* Do an example with the whole class first if necessary, e.g.
  Message for Mr Brown
  I've missed my train, so I'm going to be late for the meeting.
  I'm going to get a taxi.
  Ana
- Put students in pairs. Students work together to write suitable messages. Circulate to help with ideas and any problems.
- Ask some of the students to read out their messages.

ANSWERS

Exercise 1

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

Exercise 2

Sample answers

1 Message for Mr Brown
I've missed my train, so I'm going to be late for the meeting.
I'm going to get a taxi.
Ana

2 Everyone
The computer isn't working.
Please don't use it.
Mum

3 Eddie
I've booked cinema tickets. Let's meet at 7.30 at the cinema.
Karl

76 What are you talking about?

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Photocopiable p.249

1 **Aim:** To practise asking for an explanation

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. Put them into groups of three and ask a confident group to read the first conversation, ignoring the gap. Then ask questions to check comprehension. Point to the picture of Ben, Jane, and Mark in turn and elicit their names. **Ask:** *Who does Ben ask about?* **Elicit:** *Mark's girlfriend.* **Ask:** *What's the problem?* **Elicit:** *Mark hasn't got a girlfriend. She left him.* **Ask:** *Who is angry?* **Elicit:** *Jane.* Then elicit the missing word *sorry* and tell students to cross it out in the box.
- Ask the groups of students to continue working through the conversations and completing them with words in the box. Point out that there are two extra words that they don't need to use. Circulate to help with any problems.
- Check answers by asking different groups of students to read out their conversations. Only two students are needed for the final conversation. Drill difficult words and lines as a class if necessary.
- Check comprehension by eliciting the problem that Ben causes in each conversation: 1 He asks about Mark's girlfriend, but she left him. 2 He tells Tess about her surprise party. 3 He asks Harry about his job, but he hasn't got a job now. 4 Jane is angry because they missed the train.
- For **exercise 2**, ask students to practise the conversations in their groups. Ask confident groups to act out the conversations to the class.

ANSWERS

1 sorry
2 mean
3 talking
4 problem

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77 Experiences

Photocopiable p.250

1 **Aim:** To practise talking about experiences

2 **Activity type:** Labelling then pairwork

3 **Time:** 15–20 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 example *drive a sports car*.
- Ask the students to write the names of the other activities on the worksheet. Check the answers by asking different students to read them out.
- For **exercise 2**, put students in pairs. Ask a student *Have you ever driven a sports car?* **Elicit:** *Yes, I have. / No, I haven't.* Show students how to record their partner's answers. For *Yes, I have.* they should put a tick (✓) in the box next to the relevant picture. For *No, I haven't.* they should put a cross (✗) in the box next to the relevant picture. Ask a different student *Have you ever seen a ghost?* **Elicit:** *Yes, I have. / No, I haven't.* and record a tick or cross on the board.
- Students continue asking and answering in pairs. Remind them to record their partner's answers.
- Ask a student about his / her partner, e.g. *Has (Tamiko) ever driven a sports car?* **Elicit:** *Yes, she has. / No, she hasn't.* Put students in different pairs. Tell them to ask and answer questions about their previous partners.
- Confident students can report back about their partner, e.g. *Karl has never seen a ghost.*

ANSWERS

Exercise 1

1	drive a sports car	7	write a book
2	see a ghost	8	be on TV
3	do a bungee jump	9	ride a horse
4	fly a plane	10	go scuba diving
5	run a marathon	11	climb a mountain
6	lose a match	12	win a prize

Exercise 2

1 **A** Have you ever driven a sports car?
B Yes, I have. / No, I haven't.
2 **A** Have you ever seen a ghost.
B Yes, I have. / No, I haven't.
3 **A** Have you ever done a bungee jump?
B Yes, I have. / No, I haven't.
4 **A** Have you ever flown a plane?
B Yes, I have. / No, I haven't.
5 **A** Have you ever run a marathon?
B Yes, I have. / No, I haven't.
6 **A** Have you ever lost a match?
B Yes, I have. / No, I haven't.
7 **A** Have you ever written a book?
B Yes, I have. / No, I haven't.
8 **A** Have you ever been on TV?
B Yes, I have. / No, I haven't.
9 **A** Have you ever ridden a horse?
B Yes, I have. / No, I haven't.
10 **A** Have you ever been scuba diving?
B Yes, I have. / No, I haven't.
11 **A** Have you ever climbed a mountain?
B Yes, I have. / No, I haven't.
12 **A** Have you ever won a prize?
B Yes, I have. / No, I haven't.

78 Have you ever been to London?

Photocopiable p.251

1 **Aim:** To practise using the present perfect and the past simple to talk about experiences

2 **Activity type:** Cued questions then pairwork

3 **Time:** 15 minutes

4 **Instructions:**

- Make one copy of the worksheet for each student.
- Write the following cues on the board: *be / to London? When / go there?* Elicit the first question and ask different students *Have you ever been to London?* Elicit answers *Yes, I have. / No, I haven't.* Elicit the second question and ask a student who has been there *When did you go there?* Elicit their reply *Last year. / Three years ago*, etc. If nobody has been to London, ask about a different city.
- Give students a copy of the worksheet. Students write the remaining questions on the worksheet. Circulate to help with the question formation and tenses. With weaker students, go through all the questions with the whole class first.
- Check the answers with the class.
- For **exercise 2**, put students in pairs and tell them to practise asking and answering the questions. Ask them to make a note of their partner's answers. Circulate to help with pronunciation. Drill the verbs forms with the whole class if necessary.
- Ask a student to tell you something about their partner, e.g. *(Miguel) has been to London. He went there last month*, etc.
- Put students in different pairs. Ask them to tell each other about their first partner.

ANSWERS

1 Have you ever been to London? **When did you go there?**
2 Have you ever seen a ghost? **Where did you see it?**
3 Have you ever met a famous person? **Who did you meet?**
4 Have you ever lived in another country? **Where did you live?**
5 Have you ever eaten in an Indian restaurant? **What did you eat?**
6 Have you ever won a competition? **What did you win?**
7 Have you ever been to the theatre? **What did you see?**
8 Have you ever lost your wallet? **What did you do?**

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79 An interview

Photocopiable p.252

1 **Aim:** To practise asking someone about their experiences

2 **Activity type:** Writing questions then role play

3 **Time:** 15–20 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. Explain that the A students are going to role play an American basketball player called John Howard and the B students are going to role play an Australian writer called Liza Trent. Explain that they are going to interview each other, so first they should use the cues to write the questions in **exercise 1**. Students work individually to complete the task. Circulate to help with any problems.
- Check the answers by asking different students to read out their questions. Note that both the A and B students have the same questions.
- Ask an A student to look at the information about John Howard. **Say:** *John. Have you ever been to Europe?* **Elicit:** *Yes, I have.* Then ask *When did you go there?* **Elicit:** *Last year.* Repeat the procedure with a B student.
- Tell the A students to interview the B students. When they have finished, they can swap roles so that the B students interview the A students.
- Ask confident pairs of students to role play the interviews.

ANSWERS

1 What's your name?
2 What do you do?
3 Where are you from?
4 Have you ever travelled in Europe?
5 When did you go there?
6 Where did you go?
7 Have you ever won a prize?
8 What did you win?

80 Are you travelling to Singapore?

Photocopiable p.253

1 **Aim:** To practise checking in at an airport

2 **Activity type:** Gapped conversation

3 **Time:** 15–20 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 photo. **Ask:** *Where is the man?* and elicit *At the check-in of an airport*. Explain that the A students have the clerk's lines, and the B students have the passenger's lines.
- Demonstrate the activity by writing Student B's first gapped line on the board: _____ *to Singapore?* Ask an A student to read their first line and write the missing words for the B students on the board: *Are you travelling.*
- Students read their relevant parts and their partner writes down the missing words and 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 confident students to read the conversation across the class. Drill difficult words and lines as a class if necessary.
- For **exercise 2**, put students in new pairs to practise the conversation. Circulate to help with pronunciation.
- As an extension, tell students to underline the following information in their completed conversations: *Singapore / just one / aisle seat / 1.30 / gate number 7*. Tell them to make more conversations, changing these details. With weaker students, build the whole conversation on the board with the class first.

ANSWERS

Clerk Are you travelling to Singapore?
Passenger Yes, I am.
Clerk Can I see your ticket and passport, please?
Passenger Here you are.
Clerk Thank you. How many bags are you checking in?
Passenger Just one.
Clerk Did you pack the bag yourself?
Passenger Yes, I did.
Clerk Has anyone given you anything to carry?
Passenger No, they haven't.
Clerk Can I see your hand luggage, please?
Passenger Yes. Here it is.
Clerk Thank you. Would you like a window seat or an aisle seat?
Passenger An aisle seat, please.
Clerk Here's your boarding card. Boarding is at 1.30 from gate number 7. Have a nice flight.
Passenger Thank you. Goodbye.
Clerk Goodbye.

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Student's Book Review pages answer key

Review 1–8

1 1 'm 2 meet 3 name 4 do 5 an 6 work 7 That 8 a

2 1 Argentina 2 Brazilian 3 China 4 Dutch 5 Britain 6 Polish 7 Spain 8 American

3 1 three keys 2 ✓ 3 four men 4 five boxes 5 ✓ 6 ✓

4 1 Is this Olive's desk? 2 Lucy isn't here today.
3 Are you her secretary? 4 They aren't in the office.

5 1 I am 2 it isn't 3 we are 4 he is 5 they aren't

6 eight, twelve, sixteen, twenty-four, thirty-three, forty-one, fifty, seventy-nine

7 second, fourth, sixth, eighth, tenth

8 1 Six 2 third 3 first 4 Two 5 Four

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

10 1 Goodbye. 2 Good morning. 3 See you later. 4 Goodnight.

11 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

12 1 A What time is your appointment?
B It's at half past two.
2 A What day is Sally's interview?
B It's on Wednesday.
3 A When is Fawzia's party?
B It's on Friday.
4 A What's the time?
B It's quarter to four.

Review 9–16

1 wake up, get up, have breakfast, leave home, start work, finish work, cook dinner, go to bed

2 do: karate, yoga
play: table tennis, the piano, football
go: to the cinema, jogging, swimming
read: books, magazines
listen to: the radio, music

3 1 don't live 2 speak 3 watches 4 don't have 5 doesn't like 6 go

4 a 1 What does Paul do? 2 Does Maya like sport?
3 What sports do you play? 4 Do they play tennis?
5 What do you do in the evening?
b a 3 b 1 c 2 d 5 e 4

5 b 1 Where does she live?
2 Is she married?
3 Who does she live with?
4 What does she do?
5 Where does she work?
6 What does she do in the evening?
c 1 She lives in Berlin.
2 Yes, she is.
3 She lives with her husband and their two children.
4 She's the manager of a bookshop.
5 In the city centre.
6 She usually watches TV.

6 1 I know 2 right 3 funny

7 1 c 2 a 3 e 4 d 5 b

Review 17–24

1 a 1 daughter 2 grandfather 3 niece 4 uncle 5 wife 6 parents

2 1 c 2 a 3 e 4 b 5 d

3 1 's got 2 Have, got, haven't 3 Have, got, 've got 4 hasn't got 5 Has, got, has, 's got

4 1 Are there 2 There's 3 There aren't 4 Is there

5 a 1 In the south of Hong Kong. 2 There's a big market.
3 Every day. 4 The market. 5 A hotel.
6 At the end of Edward's street.
b 1 We 2 her 3 she 4 She 5 us 6 They 7 We 8 them 9 He 10 I 11 him 12 he 13 me

6 1 Why, Good 2 Let's, Sorry 3 How, Yes

Review 25–32

1 kitchen: cooker, fridge, dishwasher, washing machine, sink
bedroom: bed, wardrobe
bathroom: washbasin
living room: armchair, sofa

2 January, February, March, April, May, June, July, August, September, October, November, December.

3 1 the second of September 2 the fifth of June
3 the eleventh of November 4 the thirty-first of December
5 the fourteenth of March 6 the twenty-seventh of January

4 a 1 're sitting 2 aren't reading 3 Is, watching
4 'm not making 5 're going 6 Are, putting
7 aren't using

5 a 1 Can she speak Italian? No, she can't.
2 Can you drive a car? Yes, I can.
3 Can they play volleyball? Yes, they can.
4 Can he make a cake? No, he can't.
5 Can they play the piano? No, they can't.

6 1 Because he's doing a makeover.
2 Rupert.
3 Next week.
4 Because he's on holiday.
5 Wednesday the third of September.

8 1 b 2 c 3 d 4 a

9 1 Can, Sure, you 2 Could, please, OK 3 Excuse, Here, Thank

Review 33–40

1 1 d 2 c 3 e 4 b 5 a

2 1 cinema 2 art gallery 3 disco / club 4 restaurant 5 theatre 6 shopping centre

3 1 Is Pavel teaching, teaches 2 isn't raining
3 are they doing, 're playing 4 Do you often go, do
5 are you walking, is repairing

4 a There **were** a lot of people at the music festival yesterday. Mike **was** with his girlfriend, Mary. They **weren't** happy. The singers **weren't** very good, the music **wasn't** very interesting, and Mary and Mike **were** cold.
b 1 Yes, there were. 2 No, he wasn't. 3 No, they weren't. 4 No, it wasn't. 5 Yes, they were.

5 1 He's a flight attendant.
2 Dubai.
3 He's making coffee for the pilot.
4 He travels around the world and meets different people.
5 Some flights are long and they don't have many breaks.

6 1 I can't explain. 2 I'm only trying to help.
3 Are you worried about your exam? 4 I don't understand.
5 What's the problem?

7 1 d 2 a 3 c 4 b

Review 41–48

2 1 neck 2 ankle 3 toe 4 elbow 5 stomach 6 nose

3 a 1 got up 2 took 3 started 4 had 5 stopped 6 bought 7 ate 8 liked
b 1 You didn't get up at seven o'clock.
2 We didn't take the train to work.
3 Mark didn't start work at 8.30 a.m.
4 They didn't have lunch in a restaurant.
5 Elena didn't stop work at 5.30 p.m.
6 I didn't buy a newspaper.
7 You didn't eat my sandwiches.
8 He didn't like the film.

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4 a 1 Did Jorge go skiing with his friends?
2 Did you enjoy the film?
3 Did they see the match yesterday?
4 How did Anita break her arm?
5 Where did you meet them?
b a 2 b 1 c 5 d 3 e 4

5 1 I started school when I was four.
2 I left school when I was 18.
3 I studied Art at university.
4 I started work in an art gallery in London.
5 I met my husband at work.
6 We travelled a lot with our jobs.
7 We retired last year.
8 We bought a new house last week.

7 1 work 2 fell 3 broke 4 called 5 went 6 had 7 gave 8 hurts

8 1 so 2 Well 3 Congratulations 4 wait

9 1 1 sore 2 yourself 3 drops 4 use 5 every
2 1 cold 2 take 3 twice

Review 49–56

1 1 Airport 2 missed 3 suitcase 4 port 5 cruise 6 ticket

2 1 beef 2 pork 3 tomatoes 4 peas 5 carrots 6 oranges 7 grapes 8 chicken

3 1 David's going to work at home tomorrow.
2 You aren't going to come to my party.
3 Is Luis going to play tennis?
4 She isn't going to take a gap year.
5 Are they going to buy a car?
6 We're going to see a show in London.

5 countable: biscuit, apple, grape, onion, tomato, sandwich
uncountable: beef, food, cheese, milk, tea, bread

6 1 much 2 many 3 a 4 lot 5 much 6 some

8 a 1 eggs 2 bacon 3 tomatoes 4 toast 5 chicken 6 rice 7 peas

9 1 hear, Thank 2 sad 3 miss

10 1 Are you ready to order?
2 Yes. Can I have the cheese omelette, please?
3 What would you like with that?
4 Oh, can I have the salad, please?
5 And would you like anything to drink?
6 Can I have a glass of fruit juice, please?
7 Would you like orange juice or apple juice?
8 Apple juice, please.

Review 57–64

2 People: cashier, postman
Things in a post office: scales, post box, stamp
You post these: letter, postcard, birthday card

3 1 Jordan's wearing a new red shirt.
2 Lucy's got a nice blue dress.
3 That's a very comfortable chair.
4 I bought a big black bag.
5 They live in a horrible old apartment.
6 You've got beautiful long hair.

4 a (in any order)
They have to type letters.
Eva doesn't have to do photocopying.
Boris has to do photocopying.
They don't have to fix the computers.
Eva doesn't have to go to the post office.
Boris has to go to the post office.
They have to make coffee.
b 1 Yes, she does. 2 Yes, I do. 3 No, they don't.
4 Yes, he does. 5 Yes, we do. 6 No, she doesn't.

6 1 Ben 2 Alice 3 Louise 4 Steve

8 1 sounds 2 Really 3 glad 4 good

9 1 c 2 a 3 d 4 b

Review 65–72

1 a 1 cloud 2 sun 3 wind 4 fog 5 storm 6 ice

2 a 1 a tunnel 2 an island 3 a river 4 a forest 5 a valley 6 a mountain

3 1 older 2 shorter 3 more expensive 4 worse 5 sunnier 6 nicer 7 wetter 8 more famous

4 1 cheaper 2 more interesting 3 better 4 hotter 5 cloudier 6 younger

5 1 the smallest 2 the most expensive 3 the worst 4 the longest 5 the wettest 6 the oldest

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

8 1 b 2 c 3 d 4 a

9 1 high 2 long 3 deep 4 wide 5 high

Review 73–80

1 1 make the beds 2 do the ironing 3 lay the table 4 clean the windows

2 1 e 2 a 3 d 4 c 5 b

3 a 1 She's taken the rubbish out.
2 Ari hasn't booked the tickets.
3 Have they done the ironing?
4 Helen's made the beds.
5 I haven't cleaned the windows.
6 Has he paid the bills?

4 1 Have, been, travelled 2 Has, met, spoke
3 Have, learned, studied 4 have, visited, went

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

6 1 mean 2 sorry, understand 3 about 4 problem

8 1 Can I see your passport, please?
2 Have a nice flight.
3 Here's your boarding card.
4 Would you like an aisle seat?
5 Did you pack the bag yourself?
6 How many bags are you checking in?