ROADMAP™

A2

TEACHER'S BOOK

with digital resources and assessment package

Damian Williams

Pearson

GSE Global Scale of English

ROADMAP™

Every class is different, every learner is unique.

Roadmap is a new eight-level general English course for adults which recognises that every class is different and every learner is unique. Built on ***Global Scale of English*** learning objectives, the course is designed to give learners the specific language training they need to progress. Engaging, relevant content and extensive support materials make lessons enjoyable for both learners and teachers.

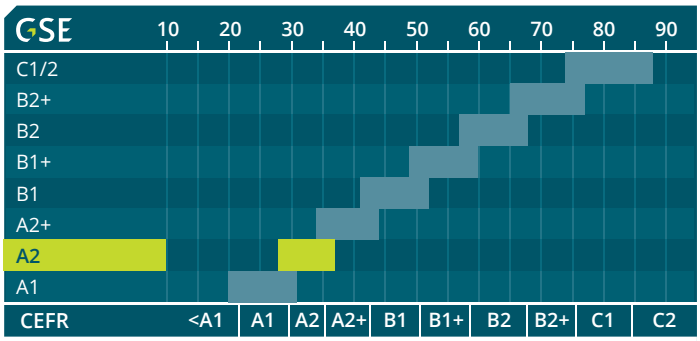
The ***Roadmap*** Teacher's Book with digital resources and assessment package provides everything you need to deliver successful lessons and get the most out of the course.

- Clear instructions on how to exploit each lesson
- Ideas for warmers, fillers, extension and homework activities
- Culture notes and suggestions for dealing with tricky language points
- Answer keys for all practice exercises
- Additional support materials to add 'spice' to your lessons including photocopiable worksheets, games and activities
- Audio and video scripts plus video worksheets
- Unit, achievement, mid and end of course tests in accompanying assessment package

COURSE COMPONENTS

- Students' Book with digital resources and mobile app
- Students' Book with online practice, digital resources and mobile app
- Workbook with key and online audio
- Teacher's Book with digital resources and assessment package
- Presentation tool

Find out more at **english.com/roadmap**



Learn more about the Global Scale of English at **english.com/gse**

Pearson

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ROADMAP™

Your course comes with resources on the *Pearson English Portal*.

To access the Portal:

- Go to **english.com/activate**
- Sign in or create your Portal account
- Enter the access code below and click **activate**

ACCESS CODE

Need help?

Go to **english.com/help** for support with:

- Creating your account
- Activating your access code
- Checking technical requirements





Teacher's Book

with digital resources and assessment package

Damian Williams

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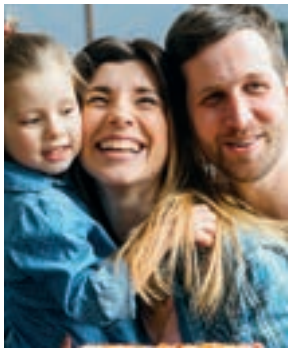
FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A **People and places** page 6	verb *be* – positive and negative	countries and nationalities	contractions with *be*	introduce yourself
1B **All about me** page 8	questions with *be*	question words	intonation in questions	ask and answer questions
1C **For sale** page 10	*this, that, these* and those	everyday objects 1	*this, these*	talk about things for sale
1D **English in action** page 12	tell the time			tell the time
Check and reflect page 13 Go online for the Roadmap video.				
UNIT 2 page 14				
2A **Families** page 14	possessive adjectives and possessive 's	family members	possessive 's	describe your family
2B **After the party** page 16	*whose* and possessive pronouns	everyday objects 2	possessive pronouns	say who things belong to
2C **Special things** page 18	*have got*	adjectives describing objects	*have/has*	describe objects
2D **English in action** page 20	buy things in a shop			buy things in a shop
Check and reflect page 21 Go online for the Roadmap video.				
Communication game Units 1–2 page 146				
UNIT 3 page 22				
3A **Free time** page 22	present simple with *I, you, we* and *they*; adverbs of frequency and time expressions	free-time activities 1	adverbs of frequency	talk about free-time activities
3B **A night's work** page 24	present simple with *he, she* and *it*	everyday activities	present simple with *he, she* and *it*	describe daily routines
3C **Going out** page 26	present simple questions	free-time activities 2	*do/does*	ask about free-time activities
3D **English in action** page 28	buy tickets			buy tickets
Check and reflect page 29 Go online for the Roadmap video.				
UNIT 4 page 30				
4A **A nice area** page 30	*there is/are*	places in a city	linking	talk about your city
4B **Homes** page 32	articles	things in a home	*the*	describe your home
4C **Be prepared** page 34	*need* + noun, *need* + infinitive with *to*	equipment	weak forms	discuss what to take on a trip
4D **English in action** page 36	ask for information			ask for information
Check and reflect page 37 Go online for the Roadmap video.				
Communication game Units 3–4 page 147				
UNIT 5 page 38				
5A **What does he look like?** page 38	position of adjectives	appearance	tonic stress on adjectives	describe people's appearance
5B **How was it?** page 40	*was/were*	adjectives to describe experiences	weak forms of *was/were*	describe an experience
5C **You can do it!** page 42	*can/can't* for ability	skills	*can/can't*	describe your skills
5D **English in action** page 44	make and respond to requests			make and respond to requests
Check and reflect page 45 Go online for the Roadmap video.				

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
1A Develop your writing page 86	write an online message	using capital letters and full stops
1B Develop your listening page 87	understand a simple conversation	understanding question words
1C Develop your reading page 88	understand adverts	identifying specific information
2A Develop your listening page 89	understand a conversation about family	*and, too* and *but*
2B Develop your reading page 90	understand online posts	understanding the important words
2C Develop your writing page 91	write a review of a product	using *and, but* and *so*
3A Develop your writing page 92	write an online profile	using commas and apostrophes
3B Develop your reading page 93	understand a factual text	using headings to find information
3C Develop your listening page 94	understand short talks	understanding key words
4A Develop your writing page 95	write a description	using word order correctly
4B Develop your reading page 96	understand social media posts	guessing new words
4C Develop your listening page 97	understand a short radio programme	understanding weak forms
5A Develop your writing page 98	write a description of a person	using paragraphs
5B Develop your listening page 99	understand a story	linking between words
5C Develop your reading page 100	understand information in a brochure	understanding *it, they* and *them*











Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A **Events** page 46	past simple (regular verbs)	prepositions	past simple (regular verbs)	describe an event
6B **A good weekend** page 48	past simple (irregular verbs)	irregular verbs	past simple (irregular verbs)	describe a good weekend
6C **A different world** page 50	past simple (questions)	verbs + prepositions	*did you?*	ask and answer questions
6D **English in action** page 52	give and accept an apology			give and accept an apology
Check and reflect page 53 Go online for the Roadmap video.				
Communication game Units 5–6 page 148				
UNIT 7 page 54				
7A **Food** page 54	countable and uncountable nouns; *some, any, lots of* and *a lot of*	food and drink	vowel sounds; connected speech	describe food shopping items
7B **Shopping** page 56	*how much/how many?* + quantifiers	food containers	sentence stress	create a dish
7C **Unusual cafés** page 58	comparative adjectives	describing places to eat	comparative adjectives	compare places to eat
7D **English in action** page 60	order in a café			order in a café
Check and reflect page 61 Go online for the Roadmap video.				
UNIT 8 page 62				
8A **A great time** page 62	present continuous	geography	*-ing*	describe a travel experience
8B **Weather** page 64	present simple and present continuous	weather	contractions	describe the weather
8C **Travel talk** page 66	superlative adjectives	phrases describing travel	*-iest*	compare places, activities and transport
8D **English in action** page 68	make a phone call			make a phone call
Check and reflect page 69 Go online for the Roadmap video.				
Communication game Units 7–8 page 149				
UNIT 9 page 70				
9A **Good advice** page 70	*should/shouldn't*	health	*should/shouldn't*	give advice
9B **My goals** page 72	*be going to*	future plans	*be going to*	discuss your goals for the future
9C **New experiences** page 74	*would like/want*	activities with *go*	tonic stress; weak forms	describe what you want to do
9D **English in action** page 76	make arrangements and invitations			make arrangements and invitations
Check and reflect page 77 Go online for the Roadmap video.				
UNIT 10 page 78				
10A **Living together** page 78	verb patterns	housework	sentence stress	interview people
10B **Formal or casual?** page 80	*have to/don't have to*	clothes	word stress; *have to*	play a guessing game
10C **A digital world** page 82	present perfect simple	technology	contractions	talk about past experiences
10D **English in action** page 84	give a compliment			give a compliment
Check and reflect page 85 Go online for the Roadmap video.				
Communication game Units 9–10 page 150				
Grammar bank page 116	Vocabulary bank page 136	Communication bank page 151	Irregular verbs page 159	

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your reading page 101	understand reviews	understanding adjectives
6B Develop your listening page 102	understand a narrative	understanding the order of events
6C Develop your writing page 103	write a short story	using subject pronouns
7A Develop your listening page 104	understand announcements	listening for specific information
7B Develop your writing page 105	write a social media post	giving opinions and reasons
7C Develop your reading page 106	follow instructions	understanding instructions
8A Develop your writing page 107	write a guide	using adjectives
8B Develop your listening page 108	understand a news report	understanding connected speech
8C Develop your reading page 109	understand a short article	understanding paragraph topics
9A Develop your listening page 110	understand a short talk	dealing with unknown words
9B Develop your writing page 111	write an informal email	organising an email to a friend
9C Develop your reading page 112	understand a blog post	understanding *because* and *so*
10A Develop your writing page 113	write a personal profile	expressing likes and dislikes
10B Develop your reading page 114	understand an opinion article	identifying opinions
10C Develop your listening page 115	understand an interview	understanding time expressions











WELCOME TO *ROADMAP*

Roadmap is a new, flexible eight-level general English course for adults. Recognising that every class is different and every learner is unique, *Roadmap* provides a dual track approach that allows all learners to develop confidence in speaking while taking a more tailored approach to skills development. It does this by providing smooth syllabus progression based on the *Global Scale of English*, by putting clear and achievable speaking goals at the heart of every lesson, and by providing in-depth skills development lessons for teachers to choose from at the back of the Students' Book. Multiple opportunities are provided for learners to practise outside the classroom in print, online and using the mobile app.

Map your own route through the course

It can be challenging for institutions and teachers to deal with the different needs, interests and abilities of each student, especially if they have a wide mix of learners in the same class. The unique dual track approach of *Roadmap* helps you solve this problem.

- The **fast track route** concentrates on developing learners' speaking skills as well as giving them the grammar, vocabulary and functional language they need to achieve their goals.
- The **extended route** gives learners valuable practice in reading, writing and listening as well as specific training and strategies for developing these skills.

Fast track route:
10 core units featuring grammar, vocabulary and pronunciation with each lesson leading to a final GSE-related speaking activity.

Extended route:
10 core units plus additional skills-based lessons (reading, writing and listening) linked to the content of each lesson.

This unique approach also allows you to adapt material to suit different course lengths. Whatever the number of hours in your course and whatever the interests of your learners, the flexible organisation of *Roadmap* makes it easy for you to choose the best route for your students' success.

Build your students' confidence

Learners need to know what they are aiming for and why. This is key to building confidence, increasing motivation and helping learners make rapid, tangible progress.

- *Global Scale of English* learning objectives provide students with clear goals for every lesson (the goals have been selected to be useful and relevant to students in real-life situations).
- Grammar and vocabulary has been specifically selected according to how useful it is in terms of helping learners reach specific goals.
- Carefully structured tasks with 'models' and opportunities to review performance, *Check and reflect* activities and regular progress tests allow learners to see how well they are doing and highlight the areas they need to improve.

Make the most of your skills as a teacher

Roadmap is designed to be as supportive and easy to use as possible, whatever your level of experience, with:

- 'pick-up-and-go' lessons with clear aims and outcomes that are guaranteed to work.
- clear instructions on how to exploit each lesson, including help with tricky language points, ideas for warmers, fillers, extension and homework activities.
- a huge range of additional support materials, including video, photocopiable games and activities, online and mobile app practice activities, are provided to add variety to your lessons.

The front of class presentation tool makes it easy to access all the support material in one place and enhances your performance as a teacher.

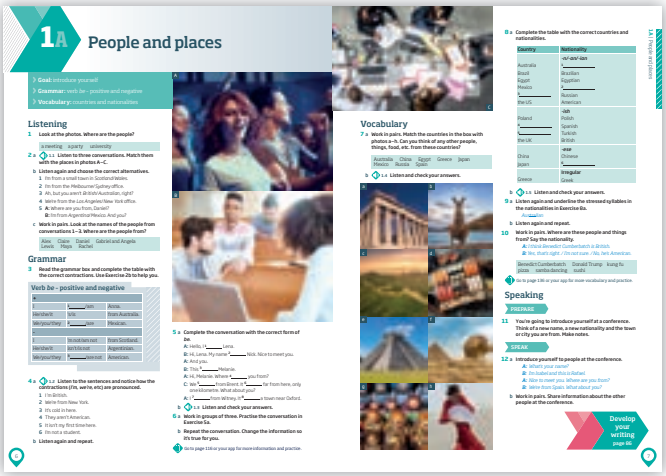


COURSE COMPONENTS

FOR LEARNERS

STUDENTS' BOOK WITH DIGITAL RESOURCES AND MOBILE APP

- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced to a *Grammar bank* at the back of the book.
- A *Vocabulary bank* extends some of the key lexical sets in each unit and focuses on important areas such as word-building and collocation.
- An *English in action* lesson in each unit covers key functional language.
- *Check and reflect* pages at the end of each unit show learners how their confidence and mastery of spoken language has improved.
- Light-hearted video clips and worksheets (available online) extend and consolidate key language covered in the unit.
- Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.
- *Develop your skills* lessons at the back of the book expose learners to different genres and give them strategies for developing skills.
- *Communication games* at the back of the book enable learners to practise key language in a fun, communicative way.
- Audio/video scripts and word lists available online.



STUDENTS' BOOK WITH ONLINE PRACTICE, DIGITAL RESOURCES AND MOBILE APP

- Provides online practice for students, class management for teachers and a gradebook to review performance.
- Includes all the Students' Book material plus a digital version of the exercises and activities from the Workbook and Tests.
- Includes tools for managing and assigning self-study and practice activities to students, with automatic marking to save time.
- Includes a gradebook for reviewing performance of individual students and classes.



WORKBOOK WITH KEY AND ONLINE AUDIO

- Ten units provide additional practice of material covered in the Students' Book.
- Additional grammar, vocabulary and functional language practice activities.
- Additional reading, writing and listening practice activities.
- Answer key at the back of the book allows learners to check their answers.
- Audio available online.

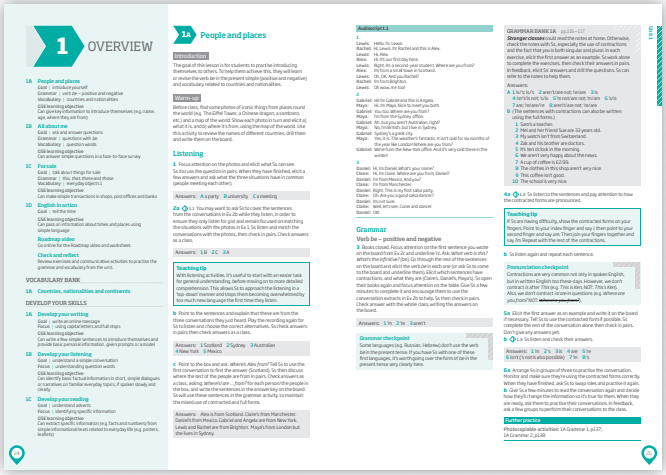


FOR TEACHERS

TEACHER'S BOOK

The Teacher's Book features a host of support materials to help teachers get the most out of the course.

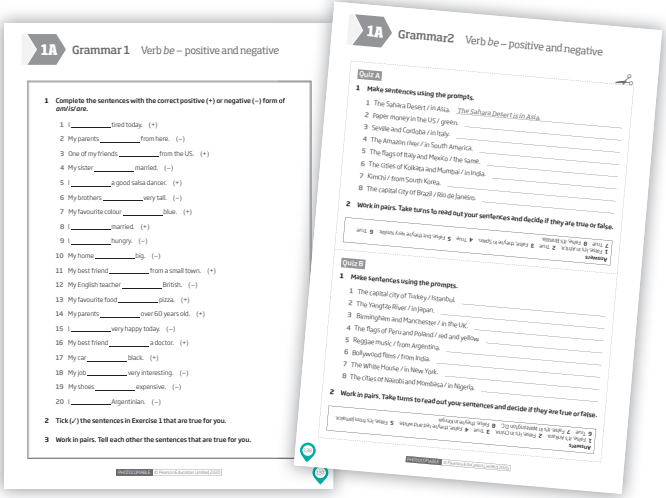
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes, etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopiable worksheets for every unit, including accompanying teacher's notes and answer keys.
- Class audio scripts and answer keys.
- Photocopiable worksheets for each Students' Book unit accompanied by teaching notes and answer key.



TEACHER'S DIGITAL RESOURCES

Additional resources can be accessed on the *Pearson English Portal* using the access code in the Teacher's Book.

- Class audio.
- Video and video worksheets.
- Audio and video scripts.
- Word lists.
- Students' Book answer key.
- Assessment package with a range of tests including unit tests (grammar, vocabulary and functional language), achievement and mid and end of course tests (grammar, vocabulary, functional language and skills), with accompanying audio.
- Workbook audio.



VIDEO

- Ten videos – one for each unit – designed to consolidate key language and illustrate some of the quirkier aspects of real life.
- Each video features a roving reporter who goes out on location to visit interesting places, meet interesting people and/or try new experiences.
- Video clips are 2–3 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.



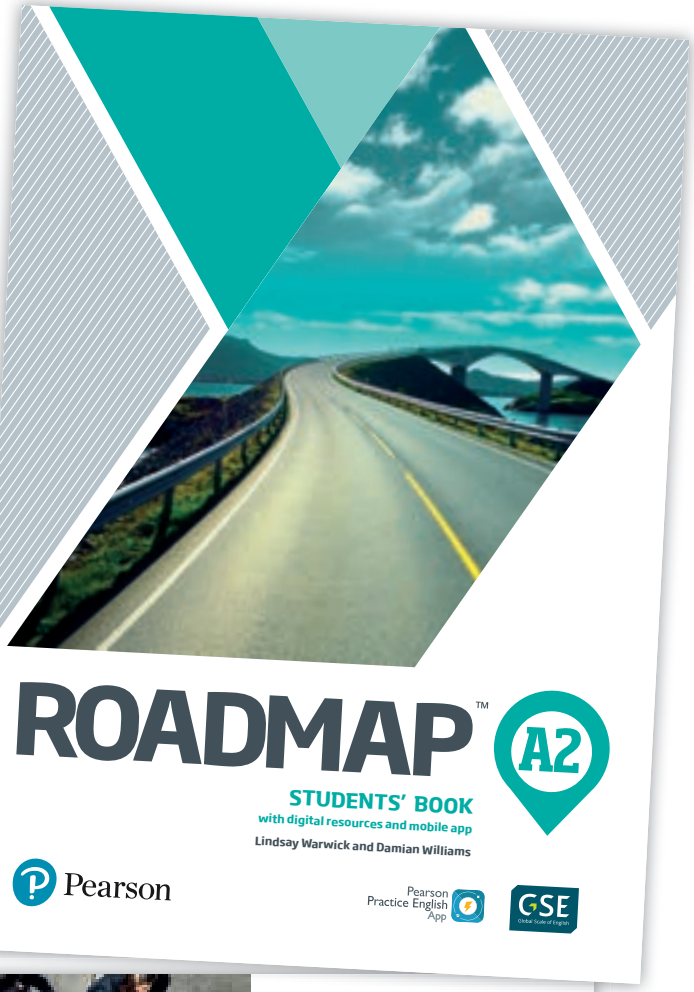
PRESENTATION TOOL

- Interactive version of the Students' Book with integrated audio and video is available on the *Pearson English Portal*.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with timed-coded video scripts.
- A host of useful classroom tools.



The **Students' Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features grammar, vocabulary and pronunciation activities which lead up to a final speaking task. Each lesson links to a *Develop your skills* lesson and other material at the back of the book including a *Grammar bank, Vocabulary bank, Communication bank* and *Communication games*.

1. Clearly defined *Global Scale of English* objectives at the start of each lesson.
2. Different topics for each lesson to maintain interest and motivation.
3. Striking images provoke interest in the topic and provide a vehicle for teaching vocabulary.
4. Short reading and/or listening texts featuring real-life information are used to present grammar and/or vocabulary.
5. Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
6. Pronunciation is highlighted and practised in each lesson.
7. Additional practice is provided on the mobile app and in the *Grammar bank* at the back of the book.
8. Key vocabulary is presented in context and practised through personalised activities.
9. Carefully staged speaking tasks with 'models' and time to prepare build learners' confidence.
10. Relevant, meaningful tasks engage learners and prepare them for real life.
11. *English in action* pages focus on functional language.
12. Each unit ends with a *Check and reflect* page that consolidates key grammar and vocabulary.





1A

People and places

1
- **Goal:** introduce yourself
- **Grammar:** verb *be* – positive and negative
- **Vocabulary:** countries and nationalities

4 Listening

1 Look at the photos. Where are the people?

a meeting a party university

2 a 1.1 Listen to three conversations. Match them with the places in photos A–C.

b Listen again and choose the correct alternatives.

1 I'm from a small town in *Scotland/ Wales*.
2 I'm from the *Melbourne/ Sydney* office.
3 Ah, but you aren't *British/ Australian*, right?
4 We're from the *Los Angeles/ New York* office.
5 **A:** Where are you from, Daniel?
B: I'm from *Argentina/ Mexico*. And you?

c Work in pairs. Look at the names of the people from conversations 1–3. Where are the people from?

Alex Claire Daniel Gabriel and Angela
Lewis Maya Rachel

5 Grammar

3 Read the grammar box and complete the table with the correct contractions. Use Exercise 2b to help you.

Verb *be* - positive and negative

+		
I	1_____/am	Anna.
He/she/it	's/is	from Australia.
We/you/they	2_____/are	Mexican.
-		
I	'm not/am not	from Scotland.
He/she/it	isn't/is not	Argentinian.
We/you/they	3_____/are not	American.

6

4 a 1.2 Listen to the sentences and notice how the contractions (*I'm, we're*, etc) are pronounced.

1 I'm British.
2 We're from New York.
3 It's cold in here.
4 They aren't American.
5 It isn't my first time here.
6 I'm not a student.

b Listen again and repeat.

5 a Complete the conversation with the correct form of *be*.

A: Hello, I 1_____ Lena.
B: Hi, Lena. My name 2_____ Nick. Nice to meet you.
A: And you.
B: This 3_____ Melanie.
A: Hi, Melanie. Where 4_____ you from?
C: We 5_____ from Brent. It 6_____ far from here, only one kilometre. What about you?
A: I 7_____ from Witney. It 8_____ a town near Oxford.

b 1.3 Listen and check your answers.

6 a Work in groups of three. Practise the conversation in Exercise 5a.

b Repeat the conversation. Change the information so it's true for you.

7 Go to page 116 or your app for more information and practice.

8 Vocabulary

7 a Work in pairs. Match the countries in the box with photos a–h. Can you think of any other people, things, food, etc. from these countries?

Australia China Egypt Greece Japan
Mexico Russia Spain

b 1.4 Listen and check your answers.

8 a Complete the table with the correct countries and nationalities.

Country	Nationality
	-n/-an/-ian
Australia	1_____
Brazil	Brazilian
Egypt	Egyptian
Mexico	2_____
3_____	Russian
the US	American
	-ish
Poland	Polish
4_____	Spanish
5_____	Turkish
the UK	British
	-ese
China	Chinese
Japan	6_____
	Irregular
Greece	Greek

b 1.5 Listen and check your answers.

9 a Listen again and underline the stressed syllables in the nationalities in Exercise 8a.

Australian

b Listen again and repeat.

10 Work in pairs. Where are these people and things from? Say the nationality.

A: *I think Benedict Cumberbatch is British.*
B: *Yes, that's right. / I'm not sure. / No, he's American.*

Benedict Cumberbatch Donald Trump kung fu
pizza samba dancing sushi

Go to page 136 or your app for more vocabulary and practice.

Speaking

9 PREPARE

11 You're going to introduce yourself at a conference. Think of a new name, a new nationality and the town or city you are from. Make notes.

10 SPEAK

12 a Introduce yourself to people at the conference.

A: *What's your name?*
B: *I'm Isabel and this is Rafael.*
A: *Nice to meet you. Where are you from?*
B: *We're from Spain. What about you?*

b Work in pairs. Share information about the other people at the conference.

Develop your writing page 86

1B All about me









- **Goal:** ask and answer questions
- **Grammar:** questions with *be*
- **Vocabulary:** question words

Listening and vocabulary

1 a **Work in pairs. How many words do you know for each topic? Use the photos to help you.**

- colours *red; blue*
- months *January; December*
- hobbies *football; dancing*
- feelings (adjectives) *happy; tired*
- jobs *teacher; doctor*

b **Work in groups of four and compare your answers. Are any the same?**

2 **Complete Larissa's social media profile with the words in the box.**

good November pink walking

Friendly Face



Larissa Norte

Feeling [1]_____

From: Rio, Brazil
Birthday: 25th [2]_____
Hobbies: tennis, [3]_____
Favourite colour: [4]_____
Favourite actor: Jennifer Lawrence
Favourite food: Italian

3 a **Match questions 1–7 with answers a–g. Use the words in bold to help you.**

1 **What's** your favourite **colour**?
2 **Where** are you **from**?
3 **Who's** your favourite **actor**?
4 **When's** your **birthday**?
5 **What's** your favourite **food**?
6 **How** are you **today**?
7 **Are** you **interested** in reading?

a I'm OK.
b Chinese food. No, maybe it's Indian. No, it's Chinese.
c I think Simon Pegg is really good.
d Yes, I love it!
e I'm from Napoli, in Italy.
f It's in September.
g It's blue.

b 1.6 **Listen and check your answers.**

4 a **Complete the questions with the correct question words or form of the verb *be*.**

1 _____ is your birthday?
2 _____ is your friend from?
3 _____'s your favourite food?
4 _____ your favourite actor Jude Law?
5 _____ is your teacher from?
6 _____ are you today? Are you OK?
7 _____'s your best friend?
8 _____ you interested in art?
9 _____ is your next English class? Is it today?
10 _____ it Friday today?

b **Work in pairs. Ask and answer the questions.**

Go to your app for more vocabulary and practice.

Grammar

5 **Complete the grammar box with the correct form of *be*. Use Exercises 3 and 4 to help you.**

Questions with *be*

***Yes/No* questions**

Am/Is/Are	Subject	Other information	Short answers
[1]_____	I	late?	Yes, I am. No, I'm not.
[2]_____	he/she/it	Greek?	Yes, he/she/it is. No, he/she/it isn't.
[3]_____	we/you/they	interested in art?	Yes, we/you/they are. No, we/you/they aren't.

***Wh-* questions**

Question word	am/is/are	subject
Where	[4]_____ / _____	your teacher from?
What	[5]_____	your favourite films?

6 a 1.7 **Listen to the sentences. Does the speaker's voice go up or down at the end?**

1 Are you from Argentina?
2 What's your favourite food?
3 Are you OK today?
4 Where is he from?

b **Listen again and repeat.**

7 a **Put the words in the correct order to make sentences.**

1 who / your / favourite singer / is ?
Who is your favourite singer?
2 are / your parents / the US / from ?
3 photography / are / you / interested in ?
4 is / your / birthday / when ?
5 today / are / you / how ?
6 why / are / in this class / you ?
7 your / what's / favourite / month ?
8 are / tired / today / you ?
9 your / is / teacher / Spain / from ?
10 second name / your / is / what ?

b **Work in pairs. Student A give an answer to one of the questions in Exercise 7a. Student B say the correct question. Swap roles.**

A: December.
B: What's your favourite month?

Go to page 116 or your app for more information and practice.

Speaking

PREPARE

8 **You're going to make a social media profile about your partner. First, write some questions to ask your partner. Use the ideas below to help you.**

- name
- nationality/country
- hobbies/interests
- favourite (actor/singer/food, etc)



SPEAK

9 a **Work in pairs. Ask and answer your questions. Use the Useful phrases to help you. Make notes of your partner's answers.**

Useful phrases

OK, first question ...
Next question ...
That's interesting!
Why is Iggy Pop your favourite singer?

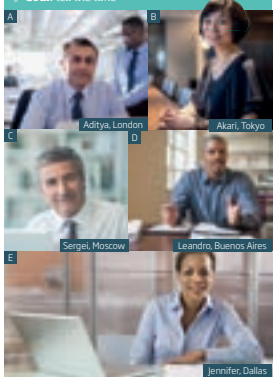
b **Make a social media profile for your partner.**

c **Look at your social media profile. Is all the information correct?**

Develop your listening page 87

1D English in action 11

- **Goal:** tell the time



1 **Look at the photos. What countries are the people from? What are their nationalities?**

A: She's from Japan.
B: Yes, she's Japanese.

2 a 1.18 **Listen to a conference call. What's the time in each location? Choose the correct alternatives.**

1 It's *6.15 a.m./6.50 a.m.* in Dallas.
2 It's *10.15 p.m./2.15 p.m.* in Moscow.
3 It's *12.15 p.m./12.45 p.m.* in London.
4 It's *5.15 a.m./9.15 a.m.* in Buenos Aires.
5 It's *9.15 a.m./9.15 p.m.* in Tokyo.

b **Listen again. Tick the phrases in the Useful phrases box that you hear.**

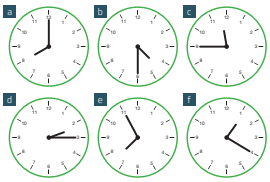
Useful phrases

Asking for the time
What's the time (in Buenos Aires)?
What time is it (there)?

Telling the time
It's six fifteen in the morning. [6.15]
It's four twenty p.m. [16.20]
It's half past two in the afternoon. [14.30]
It's three o'clock in the morning. [03.00]
It's a quarter to six in the evening. [17.45]

3 a **Match the times in the box with clocks a–f. Sometimes more than one answer is possible.**

a quarter past two a quarter to twelve
eight o'clock eleven forty-five twenty past one
five to eight half past four four thirty
one twenty seven fifty-five two fifteen



b 1.19 **Listen and check. Then listen and repeat.**

4 **Choose the correct alternatives.**

1 **A:** What's *the/a* time?
B: It's a quarter *two/to* six.
2 **A:** What's the time *at/in* Nairobi?
B: It's four *thirty/half* p.m.
3 **A:** What time *it is/is it* there?
B: It's *a half/half* past ten in the morning.
4 **A:** What's the time *there/here*?
B: It's seven twenty-five *a.m./in a.m.*

5 **Work in pairs. Ask for and tell the time with the clocks in Exercise 3a. Tell the time in different ways.**

A: What's the time on clock a?
B: It's eight o'clock. What time is it on clock e?
A: It's seven fifty-five.

6 **You are going to have a conference call. First, think about:**

- your name
- your location
- your nationality
- the time where you are now

7 a **Work in groups. Have a conference call. Introduce yourself. Write down the names, locations, nationalities and times of the other people in your group.**

b **Work in pairs. Tell your partner about the other people in your group in Exercise 7a.**

Go online for the Roadmap video.

Check and reflect 12

1 **Choose the correct alternatives.**

1 My name *are/'s* Carla. I *'m/'s* American.
2 My mother *aren't/isn't* Italian. She *'m/'s* Spanish.
3 Kate and Graham *are/is* from a small town in Australia.
4 We *'s/'re* Spanish but our father *is/are* from Poland.
5 They *isn't/aren't* students.
6 My teacher *isn't/is* Japanese. He *'s/are* from China.
7 I'm from the US but my boyfriend *isn't/is*. He *'s/are* Italian.
8 This is Maria. She *'s/are* from Brazil.

2 **Complete each sentence with a country or nationality.**

1 He's from the UK. He's _____.
2 They're from _____. They're Greek.
3 I'm from Poland. I'm _____.
4 She's from _____. She's Turkish.
5 We're from China. We're _____.
6 They're from _____. They're Mexican.
7 I'm from Australia. I'm _____.
8 You're from _____. You're Egyptian.

3 a **Think of five famous people from different countries and write their names. Make sure you know which country they're from.**

b **Work in pairs. Say the names of the famous people. Guess where your partner's people are from.**

A: Kate Winslet.
B: She's American.
A: No, she's from the UK.

4 a **Match questions 1–6 with endings a–f.**

1 What's	a a doctor?
2 Where are	b parents now?
3 Are you	c favourite singer?
4 Who's your	d your job?
5 How old	e you from?
6 Where are your	f are your brothers and sisters?

b **Work in pairs. Ask and answer the questions.**

5 **Choose the correct alternatives.**

1 **A:** *Is/Are* her name Catherine?
B: Yes, it *is/are*.
2 **A:** Where *is/are* you from?
B: I *'m/'s* from Russia.
3 **A:** *Are/Am* they from Turkey?
B: No, they *isn't/aren't*. They're from Spain.
4 **A:** What *are/'s* your email address?
B: It *'s/'re* jaime21@email.uk.
5 **A:** *Are/Is* you a nurse?
B: No, I *'s/'m* not. I'm a doctor.

6 **Choose the correct alternatives.**

1 Don't go by car. Take your *bike/lamp*.
2 I want to play tennis but I don't have a *racket/sunglasses*.
3 It's raining – take your *umbrella/rings*.
4 I work on my *laptop/skateboard* in a café.
5 My son plays on his *umbrella/skateboard* every day.
6 My family sometimes play *board games/printer*.
7 On holiday, I sometimes read *suitcases/books*.
8 Take a photo with your *pictures/camera*.
9 The *camera/pictures* of your holiday are nice.
10 That *lamp/printer* is beautiful.

b **Work in pairs. Which of the objects in Exercise 6a do you have in your home?**

I have a camera, board games ...

7 **Choose the correct alternatives.**

1 **A:** What's *this/these*?
B: It's my pen. Do you like it?
2 **A:** I like *that/those* sunglasses.
B: Thank you. They're from Italy.
3 **A:** Are *this/these* your keys?
B: No, *that/those* are my keys over there.
4 **A:** What's *that/those* over there?
B: It's my bag.
5 **A:** Hi Karen. *This/That* is Phil.
B: Hi Phil. Nice to meet you.

8 **Work in pairs. Take some objects out of your bag and put them on your desk. Ask and answer questions about them.**

A: This is my pencil, that's my mobile phone. What are those?
B: These are my keys.

9 **Write the times.**

1 08.15 3 6.45 5 09.00
2 03.00 4 3.30 6 11.20

It's a quarter past eight in the evening.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can introduce myself.
- I can ask and answer questions.
- I can talk about things for sale.
- I can tell the time.

Want more practice? Go to your Workbook or app.

The **Students' Book** also features *Develop your skills* lessons at the back of the book. These lessons are based on GSE learning objectives and are thematically linked to the main lessons. They focus on developing specific strategies for improving reading, writing and listening and expose learners to a wide variety of different text types/genres. The *Develop your skills* lessons can either be done in class following the main lessons they are linked to, or they can be used for homework.

1. *Develop your writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
2. *Develop your listening* lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.
3. *Develop your reading* lessons provide practice of specific genres such as stories, articles, reviews, factual texts, reports, social media and blog posts.
4. Each *Develop your skills* lesson has a clearly defined genre-related goal and a focus which teaches a sub-skill related to the genre.
5. Special *Focus boxes* highlight reading, listening and writing sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers etc.
6. Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.
7. Follow-up questions round up the lesson and provide opportunities for further discussion.



1

1A Develop your writing

4

Goal: write an online message

Focus: using capital letters and full stops

1 a Discuss the questions. What's a study group? Do you think it's a good idea?

b Read the conversation in an online study group. Which person/people ...

1 likes sports?
2 is a songwriter?
3 are parents?
4 is from another country?
5 are teachers?

Patrick Smith: Hi, everyone. Welcome to the study group for our course. Let's introduce ourselves! I'm Patrick Smith. I'm from Chicago. I'm an English teacher at a high school there. I'm a big music fan. I play the guitar and write my own songs.

Mona Galotti: It's nice to meet you, Patrick. My name's Mona and I'm a university student. I'm from a small town in Texas called Palmer. It's about 30 minutes from Dallas. I'm a soccer player and I'm in a really great team in my town. My best friend is my dog, Bertie. He's big, brown and really friendly.

Steven Welsh: Hi, Patrick. Hi, Mona and everyone else. I'm Steven. I'm from Denver in Colorado. I'm a taxi driver and I'm married with five children. Five! 😊 They're all girls, too! Every room in my house is noisy. The only quiet place is the garden. It's my favourite place at home!

Annika Petrov: Hello, everyone! I'm Annika. I'm Russian but I'm here in the US now. I'm a teacher at the University of California. Nice to meet you all. I speak three languages – Russian, English and French. I love books and read all kinds of books from all over the world. My favourite author is Haruki Murakami. His books are amazing!

Maria Martinez: Hi! I'm Maria. I'm from Charlotte, a city in North Carolina. I'm a receptionist at a big hotel in Tryon Street on Fridays, Saturdays and Sundays and I'm a mother, too. My children are four and five so life is busy and I'm always tired. I like books, TV and films. I think all stories are interesting – I love them all.

2 a Read the Focus box. Find one example of each use of capital letters in the online group in Exercise 1b.

Using capital letters and full stops

We use capital letters (e.g. A, B, C) at the beginning of a sentence. We use a full stop (.) at the end of a sentence.
I'm a big music fan.
Hi everyone. Welcome to the group.

5 We also use capital letters for:

- the subject *I*
- people's names, e.g. *Natasha, Leo*
- road or street names, e.g. *Park Road, Oxford Street*
- names of towns, cities, states and countries, e.g. *Sheffield, Florida, Argentina*
- nationalities, e.g. *Japanese, Turkish*
- languages, e.g. *English, Spanish*
- names of companies and universities, e.g. *Samsung, the University of Cambridge*
- days and months, e.g. *Friday, October*

b Rewrite the message below. Add capital letters and full stops.

hello everyone i'm kelvin and i'm canadian i'm a doctor at the south west hospital here in los angeles i'm married with two children, sam and maggie my wife is a manager at the california water company she is at work all week, but i am only at the hospital on mondays, wednesdays and thursdays

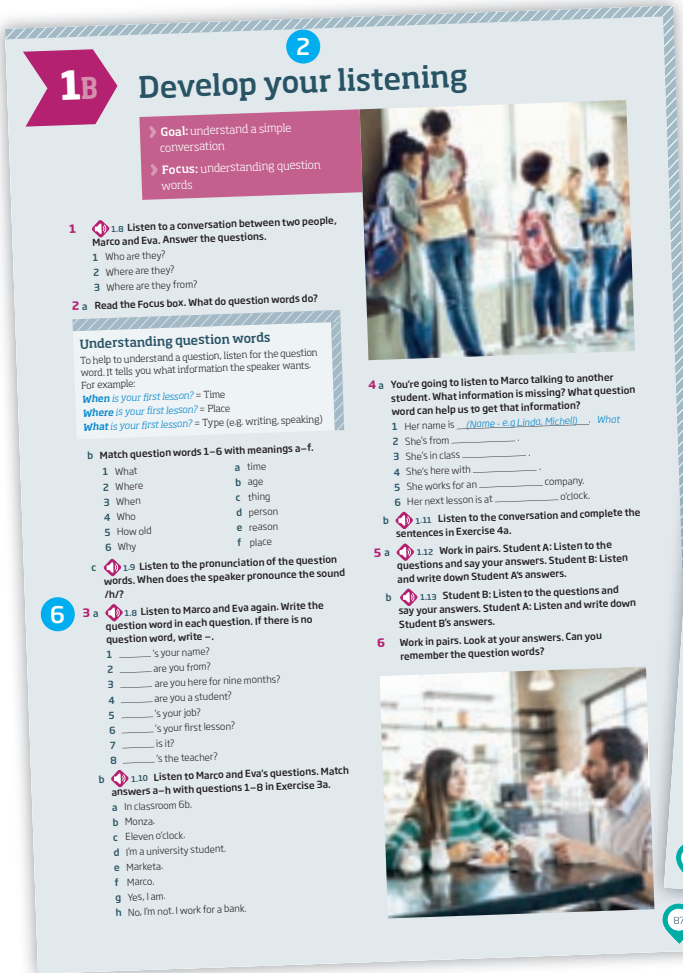
Prepare

3 You're going to write an online message to introduce yourself to your classmates. Make notes about:

- your name
- your town/city
- your job
- your family
- something else about you

Write

4 Write your message. Use capital letters and full stops.



2

1B Develop your listening

Goal: understand a simple conversation

Focus: understanding question words

1 1.8 Listen to a conversation between two people, Marco and Eva. Answer the questions.

1 Who are they?
2 Where are they?
3 Where are they from?

2 a Read the Focus box. What do question words do?

Understanding question words

To help to understand a question, listen for the question word. It tells you what information the speaker wants. For example:
When is your first lesson? = Time
Where is your first lesson? = Place
What is your first lesson? = Type (e.g. writing, speaking)

b Match question words 1–6 with meanings a–f.

1 What	a time
2 Where	b age
3 When	c thing
4 Who	d person
5 How old	e reason
6 Why	f place

c 1.9 Listen to the pronunciation of the question words. When does the speaker pronounce the sound /h/?

6 **3 a** 1.8 Listen to Marco and Eva again. Write the question word in each question. If there is no question word, write –.

1 _____'s your name?
2 _____ are you from?
3 _____ are you here for nine months?
4 _____ are you a student?
5 _____'s your job?
6 _____'s your first lesson?
7 _____ is it?
8 _____'s the teacher?

b 1.10 Listen to Marco and Eva's questions. Match answers a–h with questions 1–8 in Exercise 3a.

a In classroom 6b.
b Monza.
c Eleven o'clock.
d I'm a university student.
e Marketa.
f Marco.
g Yes, I am.
h No, I'm not. I work for a bank.

4 a You're going to listen to Marco talking to another student. What information is missing? What question word can help us to get that information?

1 Her name is _(Name - e.g Linda, Michell)_. What
2 She's from _____.
3 She's in class _____.
4 She's here with _____.
5 She works for an _____ company.
6 Her next lesson is at _____ o'clock.

b 1.11 Listen to the conversation and complete the sentences in Exercise 4a.

5 a 1.12 Work in pairs. Student A: Listen to the questions and say your answers. Student B: Listen and write down Student A's answers.

b 1.13 Student B: Listen to the questions and say your answers. Student A: Listen and write down Student B's answers.

6 Work in pairs. Look at your answers. Can you remember the question words?



3

1C Develop your reading

Goal: understand adverts

Focus: identifying specific information

1 Read the website quickly and choose the correct option.

This website is for ...
a making friends.
b buying and selling things.
c watching videos.

Korean laptop
This laptop is two years old. It's good but I need a tablet for work. It's black with white lines on the side.
€100

Red dress from a lovely shop in Paris
It's three years old but I never wear it because it's a bit small for me now.
€1,500

Children's book from the 1950s
A lovely story book for young readers.
€300

Picture by Carla Weber, a German artist
I love it but my new house is very small and there's no space.
2 metres x 1.5 metres
€75

Mobile phone with wifi and 4G
Ready to use with any phone company. Only three months old! Unwanted gift.
€500

Sports bag from the US
Good for running or cycling. This is a very good bag at a very good price!
€5

2 Read the Focus box, then find the prices, places, ages and sizes in the adverts in Exercise 1.

Identifying specific information

To find information quickly in a text, don't read everything.

- To find a price, look for symbols, e.g. £, €, $, etc. and a number.
- To find where something or someone is from, look for place names with a capital letter, e.g. *France, Spain, Rome*, etc.
- To find age, look for *years old* or years in numbers, e.g. *50 years old, from the 1970s*, etc.
- To find size, look for *cm, m, metres* with numbers, e.g. *35 cm x 1.5 m*, etc.

3 a Read the adverts in Exercise 1 again and answer the questions.

Which object is ...

1 almost new?	4 expensive?
2 from the US?	5 big?
3 from Asia?	6 old?

b Work in pairs. Which words in each advert gave you the answers in Exercise 3a?

4 Read adverts 1–4 quickly and find the information.

Which object is ...

1 small?	5 cheap?
2 old?	6 free?
3 quite new?	7 good for a student?
4 from Spain?	

[1]Men's racing bike
This bike is twenty years old. It's a really great bike.
Only €100!

[2]Large suitcase for sale
This is a strong suitcase and only six months old.
76 cm x 48 cm
€50

[3]White desk lamp, 30 cm tall
Perfect for work or homework!
€5

[4]Spanish guitar, made in Madrid. I don't have time to play it now. Free to good home.

7 **5** Work in pairs. Which things on the page do you like?
I like the bike!

The **Students' Book** also has extensive back of book material including a *Grammar bank*, a *Vocabulary bank*, *Communication games* and a *Communication bank*.

Vocabulary bank

1A Countries, nationalities and continents

1 a Complete the nationalities with *ish, -ian, an* or *-ese.*

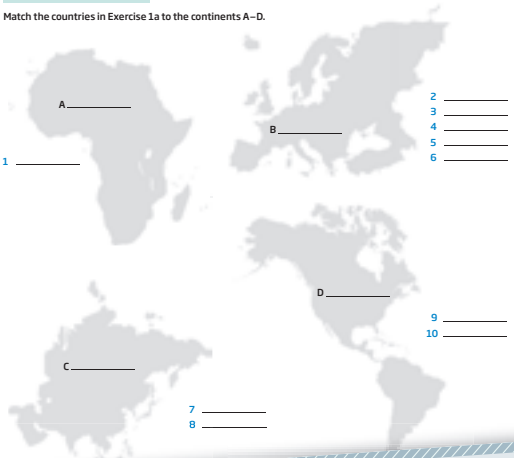
Germany	Germ___
Argentina	Argentin___
Italy	Ital___
Portugal	Portugu___
Sweden	Swed___
Nigeria	Niger___
India	Ind___
Ireland	Ir___
Colombia	Colomb___
Vietnam	Vietnam___

b Can you think of a person or thing that comes from these countries?
Lionel Messi is Argentinian.

2 a Label the continents A–D with the words in the box.

Africa Asia Europe
North and South America

b Match the countries in Exercise 1a to the continents A–D.



2B Everyday objects 2

1 a Match objects 1–8 with photos A–H.



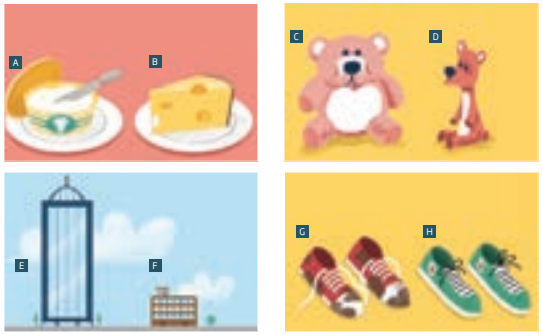
1 battery
2 calendar
3 envelope
4 folder
5 ID card
6 poster
7 textbook
8 scissors

b Work in pairs. Look around your classroom. Which objects in Exercise 1a can you see?

2C Describing objects

1 a Match the adjectives in the box with A–H.

clean dirty fat hard high low soft thin



b Work in pairs. Describe objects in the room or the building using the adjectives in Exercise 1a.

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Communication review

Three in a line (Units 1–2 review)

Work in pairs or two teams. Choose a square and start the game. If you get the answer correct, you win the square. Try to get a line in a row.

Game 1

1 My sister _____ name is Sam. Fill the gap.	2 What jewellery do people wear on their fingers?	3 Women keep their money in a _____. Fill the gap.
4 _____ notebook is this? Fill the gap.	5 That's not our car. That one over there is _____. Fill the gap.	6 **A:** Excuse me, how _____ is this? **B:** It's £4.99. Fill the gap.
7 Describe an object in the classroom using three different adjectives.	8 What do you put on your hands in cold weather?	9 My father's brother is my _____. Fill the gap.

Game 2

1 **A:** That's £3. **B:** Here's £10. **A:** Thanks. That's £7 _____. Fill the gap.	2 Describe an object in your bag or pocket using three different adjectives.	3 What object do people use to put electricity in their phone?
4 My parent's parents are Sue and Martin. They're my _____. Fill the gap.	5 Make a true sentence about you with *haven't got.*	6 That's £7.17, please. _____ you *like a bag?* Fill the gap.
7 His brother is called Ben and _____ daughter is called Lily. Fill the gap.	8 Is this umbrella _____? I know you have a blue one. Fill the gap.	9 These boots are not light. They're really _____. Fill the gap.

Game 3

1 What jewellery do people wear in their ears?	2 **A:** Is that Rick and David's car? **B:** No, _____ car is blue. Fill the gap.	3 **A:** _____ you got a red pen? **B:** No, I _____, sorry. Fill the gaps.
4 My watch isn't round, it's s_____. Fill the gap.	5 **A:** Excuse me, where's the milk? **B:** It's _____ there next to the bread. Fill the gap.	6 This object says you can drive a car and has a photo of you on it. What is it?
7 Ask a student in the other team three questions with *Have you got ...?*	8 **A:** Here's your jacket. **B:** It's not _____. It's Belinda's. Fill the gap.	9 The opposite of old is new or m_____. Fill the gap.

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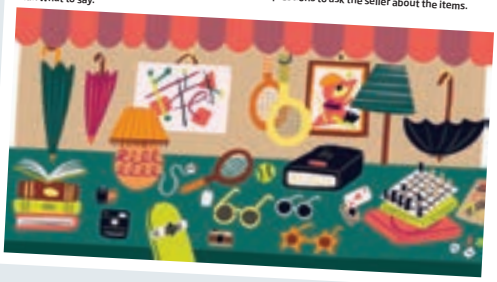
Communication bank

Lesson 1C

Exercise 10

Student A

Look at the items for sale. You are a customer. Think of questions to ask the seller about the items. Plan what to say.



Lesson 2D

Exercise 5

Student A

Part 1
You're a shop assistant in a supermarket. A customer wants batteries. Decide where they are and how much they cost. Serve the customer.

Part 2
You're a customer in a chemist's. You want some medicine for a stomach ache. Decide what questions to ask. Buy the medicine.

Lesson 8C

Exercise 8a

Student A

VANCOUVER, Canada

WHEN TO GO
December to March for snow sports
Spring and autumn for sightseeing

WHERE TO GO
Take a bus to Grouse Mountain – wonderful views of the city. Ski there in winter.
Walk or cycle along the beach for a view of the mountains.

WHERE TO EAT
Visit the popular Gastown area of the city – great restaurants, amazing food.
Go to Chinatown for fantastic Asian food.

THINGS TO DO
Ski at one of the three mountains in the area.
Swim in the sea or try surfing.
Take a boat tour and look for sea life.

GETTING AROUND
Take a bus tour and get on and off where you want.
Use the Translink system (electric bus, sea bus) – cheap and safe. You only need one ticket.

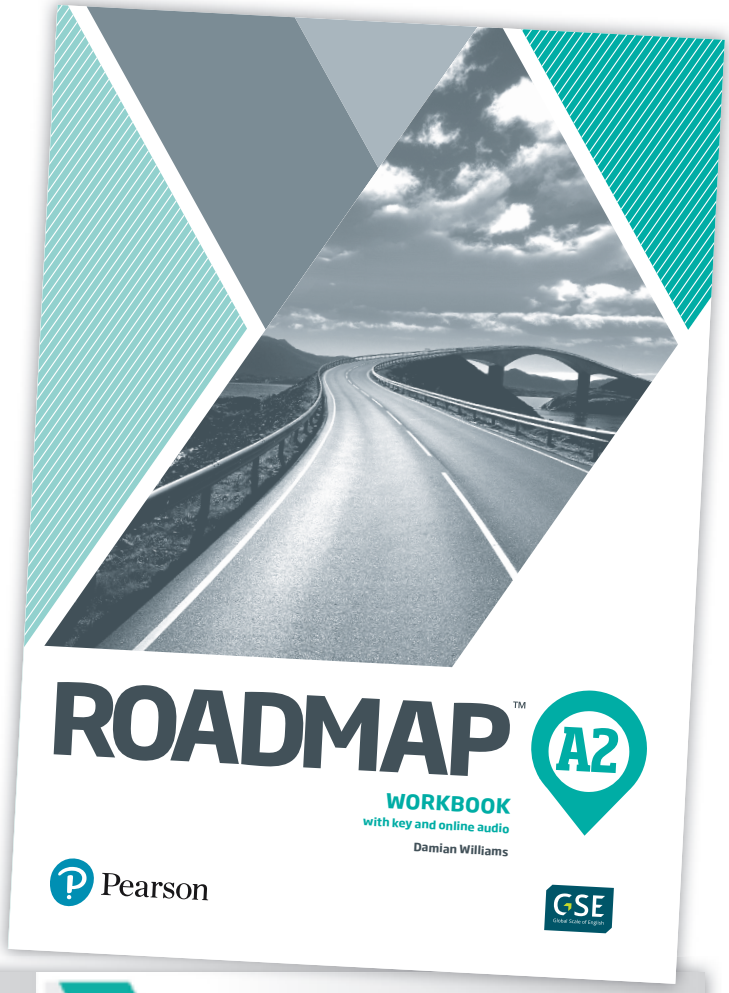
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WORKBOOK WITH ONLINE AUDIO

The *Roadmap* **Workbook** contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas covered in the Students' Book. It also features additional listening, reading and writing practice.

- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.

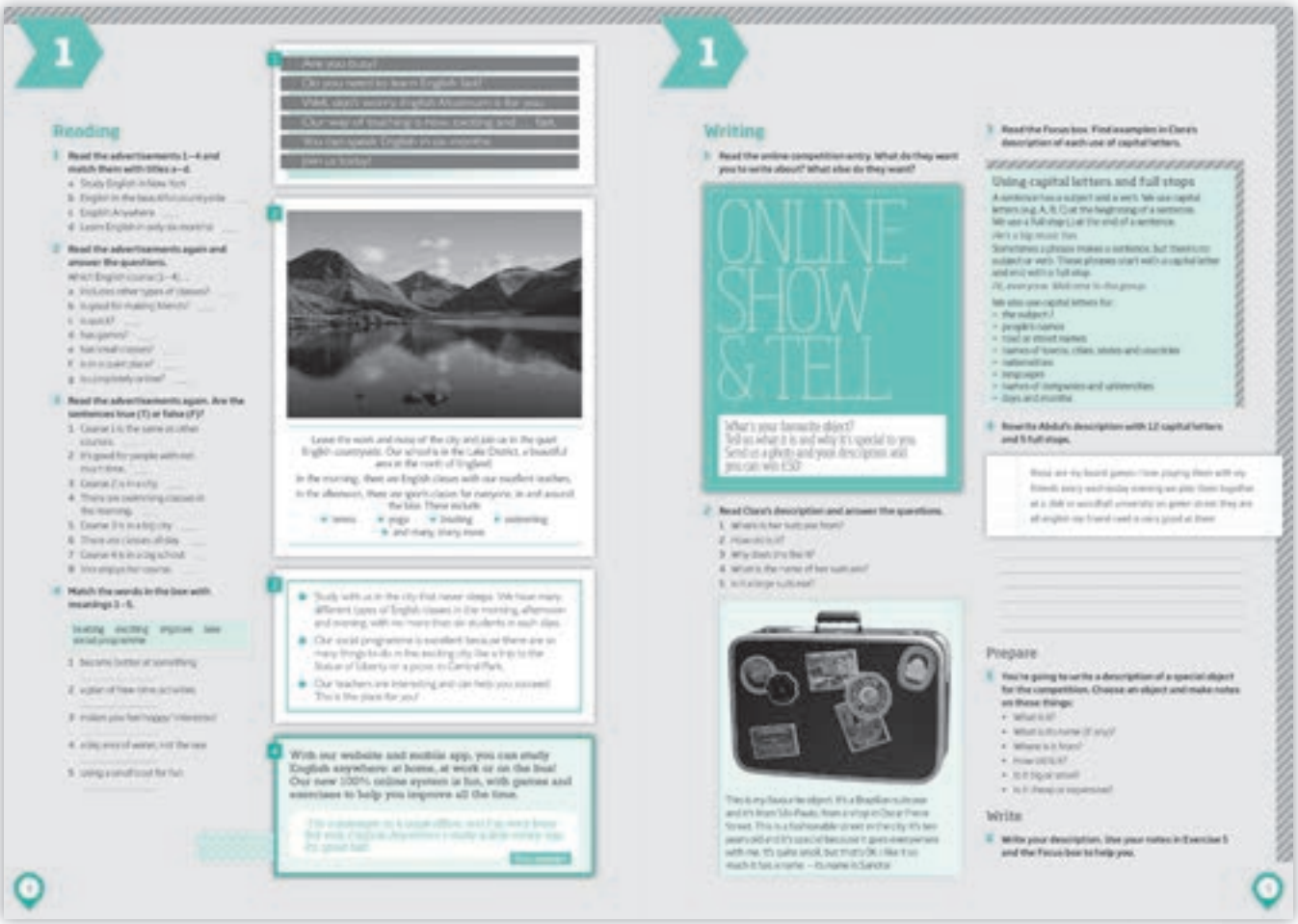


MOBILE APP

Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.

- On-the-go, bite-sized practice which can be done anywhere, any time.
- Instant feedback provided to students.
- Progressive levels of challenge.





ONLINE PRACTICE

Roadmap **Online practice** provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive Workbook exercises with instant feedback and automatic grade book.
- Common errors report that highlights mistakes learners are making.
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves.
- Unit, achievement, mid and end of course tests.



TEACHER'S BOOK

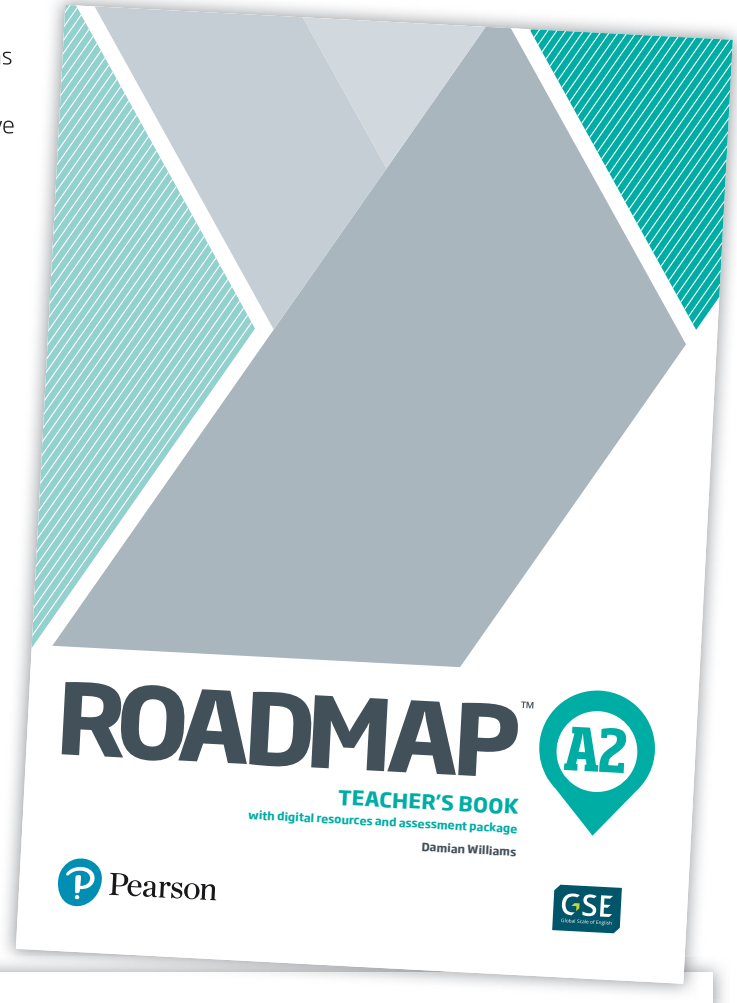
The *Roadmap* **Teacher's Book** provides step-by-step instructions on how to exploit the material.

- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys.
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation etc.
- Photocopiable grammar and vocabulary worksheets for every unit.
- Class audio scripts.

TEACHER'S DIGITAL RESOURCES

The *Roadmap* digital resources area (accessed via the *Pearson English Portal*) provides a host of support materials to help teachers get the most out of the course.

- Photocopiable grammar and vocabulary worksheets for every unit, with teacher's notes and answer keys.
- Class audio and scripts.
- Workbook audio and scripts.
- Word lists.
- Students' Book answer key.
- Video, video scripts and video worksheets.
- Unit, achievement, mid and end of course tests.
- Tests audio, audio scripts and answer keys.



1 OVERVIEW

1A People and places
Goal | introduce yourself
Grammar | verb *be* – positive and negative
Vocabulary | countries and nationalities
GSE learning objective
Can give key information to introduce themselves (e.g. name, age, where they are from)

1B All about me
Goal | ask and answer questions
Grammar | questions with *be*
Vocabulary | question words
GSE learning objective
Can answer simple questions in a face-to-face survey

1C For sale
Goal | talk about things for sale
Grammar | *this, that, these* and *those*
Vocabulary | everyday objects 1
GSE learning objective
Can make simple transactions in shops, post offices and banks

1D English in action
Goal | tell the time
GSE learning objective
Can pass on information about times and places using simple language

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

1A Countries, nationalities and continents

DEVELOP YOUR SKILLS

1A Develop your writing
Goal | write an online message
Focus | using capital letters and full stops
GSE learning objective
Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model

1B Develop your listening
Goal | understand a simple conversation
Focus | understanding question words
GSE learning objective
Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly

1C Develop your reading
Goal | understand adverts
Focus | identifying specific information
GSE learning objective
Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets)

1A People and places

Introduction

The goal of this lesson is for students to practise introducing themselves to others. To help them achieve this, they will learn or revise the verb *be* in the present simple (positive and negative) and vocabulary related to countries and nationalities.

Warm-up

Before class, find some photos of iconic things from places round the world (e.g. The Eiffel Tower, a Chinese dragon, a sombrero, etc.) and a map of the world. Show each photo in turn and elicit a) what it is, and b) where it's from, using the map of the world. Use this activity to review the names of different countries, drill them and write them on the board.

Listening

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit a few answers and ask what the three situations have in common (people meeting each other).

Answers: A a party B university C a meeting

2a 1.1 You may want to ask Ss to cover the sentences from the conversations in Ex 2b while they listen, in order to ensure they only listen for gist and remain focused on matching the situations with the photos in Ex 1. Ss listen and match the conversations with the photos, then check in pairs. Check answers as a class.

Answers: 1 B 2 C 3 A

Teaching tip
With listening activities, it's useful to start with an easier task for general understanding, before moving on to more detailed comprehension. This allows Ss to approach the listening in a 'top-down' manner and stops them becoming overwhelmed by too much new language the first time they listen.

b Point to the sentences and explain that these are from the three conversations they just heard. Play the recording again for Ss to listen and choose the correct alternatives. Ss check answers in pairs then check answers as a class.

Answers: 1 Scotland 2 Sydney 3 Australian
4 New York 5 Mexico

c Point to the box and ask: *Where's Alex from?* Tell Ss to use the first conversation to find the answer (Scotland). Ss then discuss where the rest of the people are from in pairs. Check answers as a class, asking: *Where's/are … from?* for each person/the people in the box, and write the sentences in the answer key on the board. Ss will use these sentences in the grammar activity, so maintain the mixed use of contracted and full forms.

Answers: Alex is from Scotland. Claire's from Manchester. Daniel's from Mexico. Gabriel and Angela are from New York. Lewis and Rachel are from Brighton. Maya's from London but she lives in Sydney.

Audioscript 1.1

1
Lewis: Hello, I'm Lewis.
Rachel: Hi, Lewis. I'm Rachel and this is Alex.
Lewis: Hi, Alex.
Alex: Hi. It's our first day here.
Lewis: Right. I'm a second-year student. Where are you from?
Alex: I'm from a small town in Scotland.
Lewis: Oh, OK. And you Rachel?
Rachel: I'm from Brighton.
Lewis: Oh wow, me too!

2
Gabriel: Hi! I'm Gabriel and this is Angela.
Maya: Hi, I'm Maya. Nice to meet you both.
Gabriel: You too. Where are you from?
Maya: I'm from the Sydney office.
Gabriel: Ah, but you aren't Australian, right?
Maya: No, I'm British, but I live in Sydney.
Gabriel: Sydney's a great city.
Maya: Yes, it is. The weather's fantastic. It isn't cold for six months of the year like London! Where are you from?
Gabriel: We're from the New York office. And it's very cold there in the winter!

3
Daniel: Hi, I'm Daniel. What's your name?
Claire: Hi, I'm Claire. Where are you from, Daniel?
Daniel: I'm from Mexico. And you?
Claire: I'm from Manchester.
Daniel: Right. This is my first salsa party.
Claire: Oh. Are you a good salsa dancer?
Daniel: I'm not sure.
Claire: Well, let's see. Come and dance!
Daniel: OK!

Grammar

Verb *be* – positive and negative

3 Books closed. Focus attention on the first sentence you wrote on the board from Ex 2c and underline 'is'. Ask: *What verb is this? What's the infinitive?* (be). Go through the rest of the sentences on the board and elicit the verb *be* in each one (or ask Ss to come to the board and underline them). Elicit which sentences have contractions, and what they are (Claire's, Daniel's, Maya's). Ss open their books again and focus attention on the table. Give Ss a few minutes to complete it and encourage them to use the conversation extracts in Ex 2b to help. Ss then check in pairs. Check answer with the whole class, writing the answers on the board.

Answers: 1 'm 2 're 3 aren't

Grammar checkpoint
Some languages (e.g. Russian, Hebrew) don't use the verb *be* in the present tense. If you have Ss with one of these first languages, it's worth going over the form of *be* in the present tense very clearly here.

GRAMMAR BANK 1A pp.116–117
Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of contractions and the fact that *you* is both singular and plural. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A 1 is/'s; is/'s 2 aren't/are not; 're/are 3 is 4 isn't/is not; 's/is 5 'm not/am not; 'm/am 6 's/is 7 are; 're/are/'re 8 aren't/are not; 're/are
B (The sentences with contractions can also be written using the full forms.)
1 Sam's a teacher.
2 Mel and her friend Sue are 33 years old.
3 My watch isn't from Switzerland.
4 Zak and his brother are doctors.
5 It's ten o'clock in the morning.
6 We aren't very happy about the news.
7 A cup of coffee is £2.99.
8 The clothes in this shop aren't very nice.
9 This coffee isn't good.
10 The school is very nice.

4a 1.2 Ss listen to the sentences and pay attention to how the contracted forms are pronounced.

Teaching tip
If Ss are having difficulty, show the contracted forms on your fingers. Point to your index finger and say *I*, then point to your second finger and say *am*. Then join your fingers together and say *I'm*. Repeat with the rest of the contractions.

b Ss listen again and repeat each sentence.

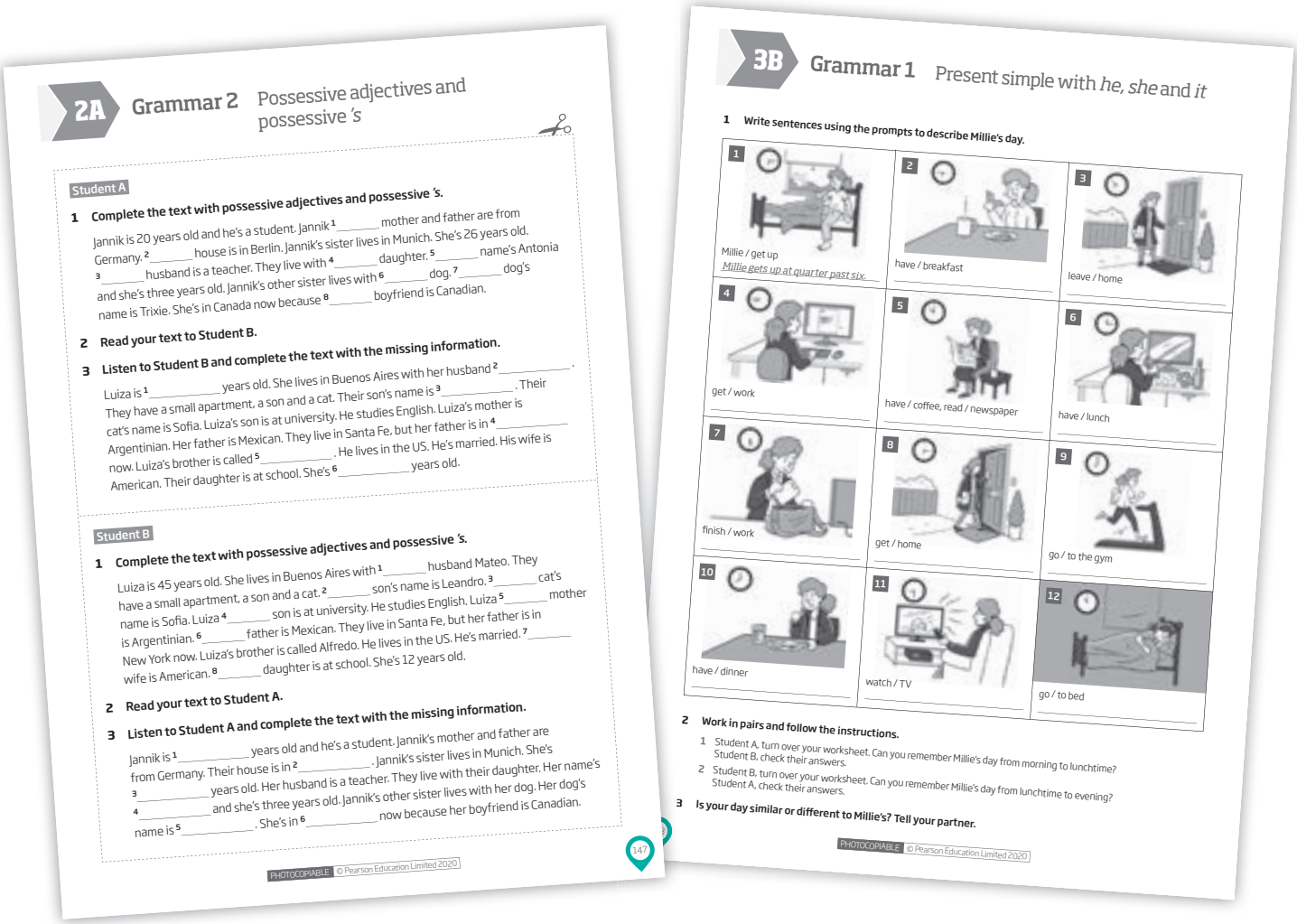
Pronunciation checkpoint
Contractions are very common not only in spoken English, but in written English too these days. However, we don't contract *is* after *This* (e.g. *This is Ken*, NOT: *This's Ken*). Also, we don't contract *is/are* in questions (e.g. *Where are you from?* NOT: ~~*Where're you from?*~~).

5a Elicit the first answer as an example and write it on the board if necessary. Tell Ss to use the contracted form if possible. Ss complete the rest of the conversation alone then check in pairs. Don't give any answers yet.
b 1.3 Ss listen and check their answers.

Answers: 1 'm 2 's 3 is 4 are 5 're
6 isn't ('s *not* is also possible) 7 'm 8 's

6a Arrange Ss in groups of three to practise the conversation. Monitor and make sure they're using the contracted forms correctly. When they have finished, ask Ss to swap roles and practise it again.
b Give Ss a few minutes to read the conversation again and decide how they'll change the information so it's true for them. When they are ready, ask them to practise their conversations. In feedback, ask a few groups to perform their conversations to the class.

Further practice
Photocopiable activities: 1A Grammar 1, p137; 1A Grammar 2, p138



2A Grammar 2 Possessive adjectives and possessive 's

Student A

1 Complete the text with possessive adjectives and possessive 's.

Jannik is 20 years old and he's a student. Jannik [1]_____ mother and father are from Germany. [2]_____ house is in Berlin. Jannik's sister lives in Munich. She's 26 years old. [3]_____ husband is a teacher. They live with [4]_____ daughter. [5]_____ name's Antonia and she's three years old. Jannik's other sister lives with [6]_____ dog. [7]_____ dog's name is Trixie. She's in Canada now because [8]_____ boyfriend is Canadian.

2 Read your text to Student B.

3 Listen to Student B and complete the text with the missing information.

Luiza is [1]_____ years old. She lives in Buenos Aires with her husband [2]_____. They have a small apartment, a son and a cat. Their son's name is [3]_____. Their cat's name is Sofia. Luiza's son is at university. He studies English. Luiza's mother is Argentinian. Her father is Mexican. They live in Santa Fe, but her father is in [4]_____ now. Luiza's brother is called [5]_____. He lives in the US. He's married. His wife is American. Their daughter is at school. She's [6]_____ years old.

Student B

1 Complete the text with possessive adjectives and possessive 's.

Luiza is 45 years old. She lives in Buenos Aires with [1]_____ husband Mateo. They have a small apartment, a son and a cat. [2]_____ son's name is Leandro. [3]_____ cat's name is Sofia. Luiza [4]_____ son is at university. He studies English. Luiza [5]_____ mother is Argentinian. [6]_____ father is Mexican. They live in Santa Fe, but her father is in New York now. Luiza's brother is called Alfredo. He lives in the US. He's married. [7]_____ wife is American. [8]_____ daughter is at school. She's 12 years old.

2 Read your text to Student A.

3 Listen to Student A and complete the text with the missing information.

Jannik is [1]_____ years old and he's a student. Jannik's mother and father are from Germany. Their house is in [2]_____. Jannik's sister lives in Munich. She's [3]_____ years old. Her husband is a teacher. They live with their daughter. Her name's [4]_____ and she's three years old. Jannik's other sister lives with her dog. Her dog's name is [5]_____. She's in [6]_____ now because her boyfriend is Canadian.

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3B Grammar 1 Present simple with *he*, *she* and *it*

1 Write sentences using the prompts to describe Millie's day.

1 Millie / get up — *Millie gets up at quarter past six.*
2 have / breakfast
3 leave / home
4 get / work
5 have / coffee, read / newspaper
6 have / lunch
7 finish / work
8 get / home
9 go / to the gym
10 have / dinner
11 watch / TV
12 go / to bed

2 Work in pairs and follow the instructions.

1 Student A, turn over your worksheet. Can you remember Millie's day from morning to lunchtime? Student B, check their answers.
2 Student B, turn over your worksheet. Can you remember Millie's day from lunchtime to evening? Student A, check their answers.

3 Is your day similar or different to Millie's? Tell your partner.

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PRESENTATION TOOL

The *Roadmap* **Presentation tool** contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

Presentation tool:

- Fully interactive version of the Students' Book.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with time-coded video scripts.
- A host of useful classroom tools.

Resources area:

- PDFs of the *Grammar bank* materials.
- Video worksheets.
- Photocopiable activities with teacher's notes.
- Audioscripts.
- Assessment package containing all the course tests.



Syllabus

The *Roadmap* syllabus is built on *Global Scale of English* language learning objectives (see below) but there is a strong focus on the key grammar, functional language, vocabulary and pronunciation needed to perform those objectives in each of the main lessons. Language items have been selected according to their level of difficulty and how useful they are in helping learners to achieve the communicative goal which is at the heart of each lesson. As a result, learners never feel that they are studying grammar, functional language, vocabulary or pronunciation for its own sake and can immediately see the relevance of what they are learning.

- Syllabus built on *Global Scale of English* learning objectives so learners can immediately see the relevance of what they are learning.
- Strong focus on the grammar, vocabulary, functional language and pronunciation needed to achieve the speaking objective at the heart of every lesson.

The Global Scale of English

The **Global Scale of English** (**GSE**) is a standardised, granular scale that measures English language proficiency. Using the GSE students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

The GSE identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The GSE is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The GSE serves as a standard against which English language courses and assessments can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Roadmap* online at english.com/roadmap. This booklet provides an overview of all the learning objectives covered in each unit of *Roadmap*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support students, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information please go to english.com/gse.

Topics

Maintaining learners' interest is a vital part of the teacher's role. Research suggests that learners get bored if they stay on the same topic for too long so each lesson in *Roadmap* introduces a fresh theme, although there is always a coherent link in terms of language items covered from one lesson to the next. There is also a topic link with the *Develop your skills* lessons which are an extension of the main lesson. Fresh angles on familiar topics have been used wherever possible and reading and listening texts have been designed to be as authentic as possible. The texts are based on real-world sources and although they have been graded, especially at the lower levels, to make them accessible for students, the 'tone' of the texts is as realistic as possible. Every unit contains a variety of rich and authentic input material including specially filmed video clips.

- New topics are introduced in every lesson so learners never get bored.
- Fresh angles on familiar topics have been introduced wherever possible.
- Reading and listening texts are designed to be as authentic as possible and are based on real-world sources.

Grammar

Successful communication is dependent on an ability to recognise and use grammatical structures. Learners can often manage to make themselves understood with a limited repertoire of words and phrases but as their level progresses, they increasingly need grammar to navigate more complex situations and communicate more sophisticated ideas and opinions. Students also need a knowledge of grammar to understand sentence formation when reading and listening and to be able to produce accurate grammar in professional and exam situations. Grammar is a core feature of learning a language and *Roadmap* recognises this by giving it a central role in each of the main lessons:

- Grammar is introduced in context through short listening/reading texts so that learners can see the language in action, and understand how and when it is used.
- Grammar items are then presented and practised using a 'guided-discovery' approach. Learners study the patterns of a grammar point and are often asked to identify aspects of meaning or form by completing simple exercises and/or rules and tables.
- Language items are presented in a concise form in a Grammar box in the main lesson and a fuller explanation of each grammar point is provided in the *Grammar bank* at the back of the book.
- Each grammar point has one or two controlled practice exercises plus a freer personalised activity which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. Learners are also encouraged to use the language they have learned in the final speaking task.
- The *Grammar bank* in the Students' Book, the Workbook and mobile app have additional grammar practice exercises. There are also further photocopiable grammar activities in the Teacher's Book.

Vocabulary

Developing a wide range of vocabulary is also key to developing communicative competence. A good knowledge of vocabulary helps learners to improve their reading and listening skills and is also important for writing. A knowledge of high-frequency collocations and fixed and semi-fixed phrases is also an effective way to increase spoken fluency. Vocabulary is an important feature of every lesson in *Roadmap*. Vocabulary items have been selected a) according to the topic of the lesson and b) according to how useful they are for the final speaking task. Vocabulary is always presented in context through photos or texts and practised through controlled and freer practice activities. Vocabulary is also constantly recycled throughout the course and learners are actively encouraged to use the new vocabulary they have learned to give their personal opinions on the topics in focus and to talk about their own lives and experiences.

- Vocabulary is an important feature of every lesson. It is usually presented in context through quotes and/or short reading texts or illustrated with photos and/or cartoons so that learners can understand how and when an item is used.
- The emphasis throughout is on high-frequency, useful vocabulary. At lower levels, the focus is on presenting lexical sets and at higher levels there is an increased focus on word-building, collocation and useful fixed phrases.
- Vocabulary is practised in a variety of ways with one or two controlled practice activities for each vocabulary section. Learners are often asked to relate the vocabulary they have learned to their own lives making it more memorable.
- Vocabulary is constantly recycled throughout the course and further practice is provided in the *Check and reflect* pages, on the mobile app, in the Workbook and photocopiable activities in the Teacher's Book.
- The *Vocabulary bank* at the back of the Students' Book further extends some of the key vocabulary areas covered in the main lessons.

Functional Language

Learners need to manage communication in a wide variety of different situations and they need to be able to recognise and use phrases and expressions that are appropriate for each situation. These include transactional exchanges, where the focus is on getting something done or interactional exchanges where the focus is on socialising with others.

Roadmap recognises the importance of functional language and each unit has an *English in action* page which focuses on useful areas such as giving directions, asking for information, clarifying information, etc. Each *English in action* lesson has a communicative outcome based on a GSE learning objective and key functional language items are highlighted in a *Useful phrases* box.

- *English in action* lessons focus on useful functional areas such as giving directions, clarifying information, etc.
- Each *English in action* lesson has a communicative outcome based on a GSE learning objective.
- Key functional language items are highlighted in a *Useful phrases* box.

Pronunciation

Teachers often have mixed attitudes towards teaching pronunciation in their lessons. Some consider that it is relatively unimportant, especially if their learners can generally make themselves understood, but others place great importance on developing pronunciation that is more than just intelligible. They consider that a systematic focus on pronunciation in a lesson, however brief, can have a significant impact on developing learners' communicative competence.

In *Roadmap*, we have taken a practical, integrated approach to developing students' pronunciation by highlighting features that often cause problems in conjunction with the areas of grammar, vocabulary or functional language in focus. Where relevant to the level, a grammatical or functional language focus is followed by practice of a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key features and then practise it.

- Pronunciation is a prominent feature of the syllabus, and practice is generally linked to the main grammar, vocabulary and functional language in focus.
- *Listen and repeat* activities reinforce pronunciation of new language. As and when appropriate, there is an emphasis on areas of pronunciation that affect communication, for example, sentence stress/intonation.

Skills development

Roadmap recognises that effective communication involves receptive as well as productive skills. Although speaking is the main skills focus in each of the main lessons, short reading and listening texts are used to present and practise new language and introduce topics for discussion. These cover a variety of different genres – blogs, articles, fact files, etc. – but are never very long as research indicates that teachers want to maximise speaking practice during class time. *Roadmap* also recognises the importance of writing and suggestions for writing extension activities are suggested in the teacher's notes for each of the main lessons.

In addition to the reading, writing and listening material in the main lessons, there is a *Develop your skills* section at the back of the book for learners who want to improve their reading, writing or listening skills. There are three *Develop your skills* lessons for each unit. Each lesson is built around a GSE learning objective and concentrates on a specific skill – reading, listening or writing. They are linked thematically to one of the main lessons and can be done at home or in class. The *Develop your skills* lessons expose learners to different text genres of reading (articles, blogs, etc.), writing (emails, reports, essays, etc.) and listening (radio broadcasts, conversations, etc.) and focus on different strategies or sub-skills to improve general competence in each skill. These strategies are particularly useful for exam training.

Speaking

Most learners, whatever their age and whatever specific goals or reasons they might have for learning English, want to improve their speaking skills. Many learners lack opportunities to practise in the real world so they need to make the most of opportunities to speak English in the classroom. *Roadmap* recognises the importance of speaking and there are many opportunities throughout the course for learners to participate in a wide variety of different speaking activities. For example, learners might

be asked to discuss a series of questions, respond to photos or cartoons, give their opinions about the content of a reading or listening text or take part in conversations, discussions and role-plays. Speaking is a fundamental part of each lesson and learners are frequently asked to work together in pairs or groups to maximise opportunities to speak in class.

Many learners are reluctant or unable to speak because they have nothing to say or lack the language they need to say what they want to say. *Roadmap* helps learners to overcome these problems and one of the key aims of the course is to increase learners' confidence and fluency. Each of the four core lessons in each unit are built around a *Global Scale of English* speaking objective and all the grammar, functional language, vocabulary and pronunciation is geared towards helping learners achieve that objective. Learners develop fluency when they are motivated to speak and for this to happen, engaging topics and relevant, carefully-staged speaking tasks are essential. In each lesson of *Roadmap* there is a logical sequence of linked activities that have been carefully constructed and staged to help learners perform the final speaking task to the best of their ability. Learners are given time to prepare their ideas and think about the language they need for the final speaking task in a structured way. Giving learners time to rehearse is crucial in terms of building their confidence and this in turn leads to better motivation and greater accuracy and fluency. As learners' confidence increases, their willingness to experiment with the language also increases. Speaking is systematically developed in *Roadmap* through the following activities:

- Lead-in questions and/or striking images engage learners' interest and activate passive knowledge of vocabulary related to the topic.
- Grammar and vocabulary relevant for the final speaking activities are presented and practised.
- Personalised practice activities encourage learners to give their own opinions on the topic and talk about their own lives and experiences
- Learners are given 'models' and time to prepare their ideas for the final speaking task.
- Useful phrases give learners ideas and provide prompts to help them get started.
- Learners perform the speaking task in pairs or groups and are invited to reflect on their performance through a whole class round-up activity.

Listening

Listening is an important skill for all users of English and one which learners often find quite challenging. Many learners complain that they can understand their teacher but find it difficult to understand people speaking English outside the classroom, especially if speakers do not make any concessions to their audience in terms of their speed of delivery. Learners with poor listening skills are unlikely to be competent communicators or users of the language so listening features almost as prominently as speaking in the main lessons in *Roadmap*. It is important to expose learners to real language in use as well as different varieties of English. Listening material, particularly at lower levels, is scripted but aims to reflect the patterns of natural speech and is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level. Listening texts are often used to present new grammar or vocabulary and can act as a springboard to stimulate discussion in class. In addition, there is a listening 'model' for each of the speaking tasks in which one or more speakers perform whole or part of the task. Learners listen to this and try to replicate what they have heard when they come to perform the task themselves.

Listening is a prominent feature in the main lessons but more in-depth practice of different genres, for example, short talks and monologues, conversations, radio interviews and discussions, etc. is provided in the *Develop your listening* lessons at the back of the book. The *Develop your listening* lessons also provide invaluable training in listening sub-skills, for example, predicting information, recognising discourse markers and weak forms, identifying examples and sequencing words. Each *Develop your listening* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Listening is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Listening 'models' are provided to build learners' confidence.
- Listening material is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level.
- More in-depth practice of different listening genres – short talks and monologues, conversations, radio interviews and discussions – is provided in the *Develop your listening* lessons at the back of the book.
- *Develop your listening* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Listening sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Reading

Reading is important for many students, particularly if they need it for their work or studies. The learner who develops confidence in reading both in and outside the classroom will undoubtedly make faster progress. We now have access to a very wide range of English language reading material and it is a good idea to encourage learners to read as much as possible outside the classroom. *Roadmap* provides ample opportunities for learners to practise their reading skills, both in the main lessons and in the *Develop your reading* sections at the back of the book.

Short reading texts are included in the main lessons to contextualise new grammar or vocabulary and they also often serve as a springboard for discussion. As with the listening material, there is an emphasis on authenticity, and although reading texts have been adapted or graded for the level, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. Texts are relevant and up-to-date, and are designed to stimulate interest and motivate learners to read. The texts represent a variety of genres and mirror the text types that learners will probably encounter in their everyday lives. Texts are generally not exploited in any great depth in the main lessons (as in-depth work on reading is provided in

the *Develop your reading* section) but learners are always given a reason to read along with basic comprehension exercises.

More in-depth practice of different genres is provided in the *Develop your reading* lessons at the back of the book. The *Develop your reading* lessons also provide invaluable training in reading sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, understanding pronouns, missing words, etc. Each *Develop your reading* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Reading is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Reading material is designed to be as authentic as possible whilst bearing in mind the need to make it accessible for the level. Text types mirror those learners will encounter in their everyday lives, for example, blogs, social media posts, etc.
- More in-depth practice of different reading genres – stories, articles, reviews, factual texts, reports, social media and blog posts, etc. – is provided in the *Develop your reading* lessons at the back of the book.
- *Develop your reading* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Reading sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Writing

In recent years the growth of email and the internet means that people worldwide are writing more than ever before – for business, for their studies and for personal communication. Learners need effective writing skills for professional and academic purposes but people also use writing – email, text messages, social media posts, etc. – as an informal means of communication far more than they used to. The latter isn't simply speech written down and there are all sorts of conventions for both informal and formal writing. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages. *Roadmap* provides extensive training in all these types of writing.

Writing is not a prominent feature of the main lessons in *Roadmap* although learners are frequently asked to make notes as preparation for the speaking task. There are also suggestions in the teacher's notes on ways to extend the tasks with follow-up written work. However, in-depth practice of different genres of writing is provided in the *Develop your writing* lessons at the back of the book. The *Develop your writing* lessons also provide invaluable training in writing sub-skills such as organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives, etc.

Each *Develop your writing* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework. Each *Develop your writing* lesson follows a similar format:

- Some writing practice is provided in the main lessons and in-depth work on different genres of writing as well as writing sub-skills is provided in the *Develop your writing* section at the back of the book.
- Each *Develop your writing* lesson starts with a few discussion questions designed to activate learners' vocabulary and get them thinking about ideas related to the topic.
- Each *Develop your writing* lesson provides a model of the genre in focus. These are designed to be as authentic as possible whilst bearing in mind the need to make them accessible for the level. Types of writing mirror those that learners will encounter in their everyday lives, for example, stories, formal and informal emails, blog posts, descriptions, invitations, reviews, etc.
- *Develop your writing* lessons provide examples of the genre as well as highlighting different sub-skills needed to develop mastery of it, for example, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives, etc.
- Writing sub-skills are outlined in a special *Focus box* and practised in the lesson.
- Learners prepare and then write their own example of the genre in focus and are encouraged to use the sub-skills they have practised in the lesson.
- *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Review and consolidation

Language items are regularly recycled in each lesson of *Roadmap*. At end of each unit, there is a *Check and reflect* page which is designed to review all the language points covered and give learners an opportunity to reflect on how their confidence and mastery of the language has improved. In addition, each unit is accompanied by a short video – *the Roadmap report* – that can be used to provide a break from the routine of the Students' Book as well as revise and consolidate language in a fun, light-hearted way. Each *Roadmap report* features a 'roving reporter' who goes out on location to visit interesting people and places and has a variety of new experiences. The videos are designed to illustrate some of the quirkier aspects of real life as well as show language items covered in the unit in realistic contexts.

- Video clips and extension activities consolidate key language covered in each unit and illustrate some of the quirkier aspects of real life.
- Video clips are 2–3 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.

1 OVERVIEW

1A People and places
Goal | introduce yourself
Grammar | verb *be* – positive and negative
Vocabulary | countries and nationalities
GSE learning objective
Can give key information to introduce themselves (e.g. name, age, where they are from)

1B All about me
Goal | ask and answer questions
Grammar | questions with *be*
Vocabulary | question words
GSE learning objective
Can answer simple questions in a face-to-face survey

1C For sale
Goal | talk about things for sale
Grammar | *this, that, these* and *those*
Vocabulary | everyday objects 1
GSE learning objective
Can make simple transactions in shops, post offices and banks

1D English in action
Goal | tell the time
GSE learning objective
Can pass on information about times and places using simple language

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

1A Countries, nationalities and continents

DEVELOP YOUR SKILLS

1A Develop your writing
Goal | write an online message
Focus | using capital letters and full stops
GSE learning objective
Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model

1B Develop your listening
Goal | understand a simple conversation
Focus | understanding question words
GSE learning objective
Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly

1C Develop your reading
Goal | understand adverts
Focus | identifying specific information
GSE learning objective
Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets)

1A People and places

Introduction

The goal of this lesson is for students to practise introducing themselves to others. To help them achieve this, they will learn or revise the verb *be* in the present simple (positive and negative) and vocabulary related to countries and nationalities.

Warm-up

Before class, find some photos of iconic things from places round the world (e.g. The Eiffel Tower, a Chinese dragon, a sombrero, etc.) and a map of the world. Show each photo in turn and elicit a) what it is, and b) where it's from, using the map of the world. Use this activity to review the names of different countries, drill them and write them on the board.

Listening

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit a few answers and ask what the three situations have in common (people meeting each other).

Answers: **A** a party **B** university **C** a meeting

2a 1.1 You may want to ask Ss to cover the sentences from the conversations in Ex 2b while they listen, in order to ensure they only listen for gist and remain focused on matching the situations with the photos in Ex 1. Ss listen and match the conversations with the photos, then check in pairs. Check answers as a class.

Answers: **1** B **2** C **3** A

Teaching tip
With listening activities, it's useful to start with an easier task for general understanding, before moving on to more detailed comprehension. This allows Ss to approach the listening in a 'top-down' manner and stops them becoming overwhelmed by too much new language the first time they listen.

b Point to the sentences and explain that these are from the three conversations they just heard. Play the recording again for Ss to listen and choose the correct alternatives. Ss check answers in pairs then check answers as a class.

Answers: **1** Scotland **2** Sydney **3** Australian **4** New York **5** Mexico

c Point to the box and ask: *Where's Alex from?* Tell Ss to use the first conversation to find the answer (Scotland). Ss then discuss where the rest of the people are from in pairs. Check answers as a class, asking: *Where's/are ... from?* for each person/the people in the box, and write the sentences in the answer key on the board. Ss will use these sentences in the grammar activity, so maintain the mixed use of contracted and full forms.

Answers: Alex is from Scotland. Claire's from Manchester. Daniel's from Mexico. Gabriel and Angela are from New York. Lewis and Rachel are from Brighton. Maya's from London but she lives in Sydney.

Audioscript 1.1

1
Lewis: Hello, I'm Lewis.
Rachel: Hi, Lewis. I'm Rachel and this is Alex.
Lewis: Hi, Alex.
Alex: Hi. It's our first day here.
Lewis: Right. I'm a second-year student. Where are you from?
Alex: I'm from a small town in Scotland.
Lewis: Oh, OK. And you Rachel?
Rachel: I'm from Brighton.
Lewis: Oh wow, me too!

2
Gabriel: Hi! I'm Gabriel and this is Angela.
Maya: Hi, I'm Maya. Nice to meet you both.
Gabriel: You too. Where are you from?
Maya: I'm from the Sydney office.
Gabriel: Ah, but you aren't Australian, right?
Maya: No, I'm British, but I live in Sydney.
Gabriel: Sydney's a great city.
Maya: Yes, it is. The weather's fantastic. It isn't cold for six months of the year like London! Where are you from?
Gabriel: We're from the New York office. And it's very cold there in the winter!

3
Daniel: Hi, I'm Daniel. What's your name?
Claire: Hi, I'm Claire. Where are you from, Daniel?
Daniel: I'm from Mexico. And you?
Claire: I'm from Manchester.
Daniel: Right. This is my first salsa party.
Claire: Oh. Are you a good salsa dancer?
Daniel: I'm not sure.
Claire: Well, let's see. Come and dance!
Daniel: OK!

Grammar

Verb *be* – positive and negative

3 Books closed. Focus attention on the first sentence you wrote on the board from Ex 2c and underline 'is'. Ask: *What verb is this? What's the infinitive?* (be). Go through the rest of the sentences on the board and elicit the verb *be* in each one (or ask Ss to come to the board and underline them). Elicit which sentences have contractions, and what they are (Claire's, Daniel's, Maya's). Ss open their books again and focus attention on the table. Give Ss a few minutes to complete it and encourage them to use the conversation extracts in Ex 2b to help. Ss then check in pairs. Check answer with the whole class, writing the answers on the board.

Answers: **1** 'm **2** 're **3** aren't

Grammar checkpoint
Some languages (e.g. Russian, Hebrew) don't use the verb *be* in the present tense. If you have Ss with one of these first languages, it's worth going over the form of *be* in the present tense very clearly here.

GRAMMAR BANK 1A pp.116–117
Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of contractions and the fact that *you* is both singular and plural. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** is/'s; is/'s **2** aren't/are not; 're/are **3** is **4** isn't/is not; 's/is **5** 'm not/am not; 'm/am **6** 's/is **7** are; 're/are/'re **8** aren't/are not; 're/are
B (The sentences with contractions can also be written using the full forms.)
1 Sam's a teacher.
2 Mel and her friend Sue are 33 years old.
3 My watch isn't from Switzerland.
4 Zak and his brother are doctors.
5 It's ten o'clock in the morning.
6 We aren't very happy about the news.
7 A cup of coffee is £2.99.
8 The clothes in this shop aren't very nice.
9 This coffee isn't good.
10 The school is very nice.

4a 1.2 Ss listen to the sentences and pay attention to how the contracted forms are pronounced.

Teaching tip
If Ss are having difficulty, show the contracted forms on your fingers. Point to your index finger and say *I*, then point to your second finger and say *am*. Then join your fingers together and say *I'm*. Repeat with the rest of the contractions.

b Ss listen again and repeat each sentence.

Pronunciation checkpoint
Contractions are very common not only in spoken English, but in written English too these days. However, we don't contract *is* after *This* (e.g. *This is Ken*, NOT: *This's Ken*). Also, we don't contract *is/are* in questions (e.g. *Where are you from?* NOT: ~~*Where're you from?*~~).

5a Elicit the first answer as an example and write it on the board if necessary. Tell Ss to use the contracted form if possible. Ss complete the rest of the conversation alone then check in pairs. Don't give any answers yet.
b 1.3 Ss listen and check their answers.

Answers: **1** 'm **2** 's **3** is **4** are **5** 're **6** isn't (*'s not* is also possible) **7** 'm **8** 's

6a Arrange Ss in groups of three to practise the conversation. Monitor and make sure they're using the contracted forms correctly. When they have finished, ask Ss to swap roles and practise it again.
b Give Ss a few minutes to read the conversation again and decide how they'll change the information so it's true for them. When they are ready, ask them to practise their conversations. In feedback, ask a few groups to perform their conversations to the class.

Further practice
Photocopiable activities: 1A Grammar 1, p137; 1A Grammar 2, p138

Vocabulary

Countries and nationalities

7a Focus attention on the photos and elicit Ss' ideas about what they can see. Ss match the countries with the photos in pairs.

b 1.4 Play the recording for Ss to check their answers. Check answers as a class, and as you give each answer, elicit anything else Ss associate with these countries.

Answers: **a** Greece **b** Australia **c** China **d** Japan **e** Mexico **f** Egypt **g** Russia **h** Spain

Optional alternative activity

You could do Ex 7 as a quiz. Arrange Ss in small groups and ask them to write their answers on a separate piece of paper. When they have finished, ask each team to pass their paper to another group. Play recording 1.4 for groups to check answers, awarding a point for each correct answer. The team with the most points at the end wins.

8a Ss complete the table in pairs. Monitor and help with spelling if necessary. Don't give any answers yet.

b 1.5 Play the recording for Ss to check their answers, then check answers as a class, writing the answers on the board and carefully checking spelling.

Answers: **1** Australian **2** Mexican **3** Russia **4** Spain **5** Turkey **6** Japanese

9a Read the example with the class, then play the recording again for Ss to underline the stressed syllables. Check answers as a class.

Answers: Australian, Brazilian, Egyptian, Mexican, Russian, American, Polish, Spanish, Turkish, British, Chinese, Japanese, Greek

b Ss listen again and repeat each nationality after they hear it.

10 Read the example with the class, then put Ss in pairs to discuss where they think each thing is from. Don't give any answers yet. When they have finished, check answers as a class.

Answers: Benedict Cumberbatch is British. Donald Trump is American. Kung fu is Chinese. Pizza is Italian. Samba dancing is Brazilian. Sushi is Japanese.

VOCABULARY BANK 1A p136

Countries, nationalities and continents

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss complete the words alone, then check in pairs. Check answers as a class.

Answers: German, Argentinian, Italian, Portuguese, Swedish, Nigerian, Indian, Irish, Colombian, Vietnamese

b Ss discuss the question in pairs. In feedback, nominate a few Ss to share their ideas with the class.

2a Ss complete the exercise alone, then check in pairs. Check answers as a class.

Answers: **A** Africa **B** Europe **C** Asia **D** North and South America

b Ask one or two Ss which country they are from, then elicit which continent it belongs to. Ss then complete the exercise alone. Check answers as a class.

Answers: **1** Nigeria **2–6** Germany, Italy, Portugal, Sweden, Ireland **7–8** India, Vietman **9–10** Argentina, Colombia

Optional alternative activity

Stronger classes can complete Ex 1a at home, then discuss Exs 1b and 2 in the next class.

Further practice

Photocopiable activities: 1A Vocabulary, p139

Speaking

Prepare

11 Check Ss understand *conference* (an event where people with similar interests or professions come to meet and exchange ideas). Ask Ss to think of a new name, nationality and town or city they're from for themselves. Monitor and help with ideas and spelling if necessary, and encourage them to be creative with their information.

Speak

12a Go through the Useful phrases with the class and check understanding. Drill the phrases chorally and individually. Ask Ss to imagine they are now at the conference and to stand up and introduce themselves to as many other people as possible. Ask them to also try and remember some of the information they hear. While they are speaking, monitor their use of language, especially the use of contracted forms of the verb *be*, and encourage them to use contractions if they're using full forms.

b Arrange Ss in pairs and ask them to discuss what they can remember about other people at the conference. In feedback, ask a few Ss to tell the class what they remember and check if they were correct.

Reflection on learning

Write the following questions on the board:

How many countries and nationalities from the lesson can you remember?
Can you use contractions of the verb 'be'?
How can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11: Write a short paragraph introducing yourself.
Grammar bank: 1A Ex A–B, p117
Workbook: Ex 1–6, p4
App: grammar and vocabulary practice

Fast route: continue to Lesson 1B
Extended route: go to p86 for Develop your writing

1B All about me

Introduction

The goal of this lesson is for students to ask and answer questions to give personal information about themselves. To help them achieve this, they will learn or revise question words and the verb *be*.

Warm-up

Tell Ss that today's lesson is about asking questions. Ask Ss to work in pairs to write two or three questions to ask you. This is a chance to preview the grammar to be taught, as well as the topic. When they are ready, ask pairs to question you and give your own answers. Observe errors but don't correct them yet.

Listening and vocabulary

Question words

1a Ask Ss to make their lists in pairs, referring to the photos to help them. Move around the class and support as needed.

Optional alternative activity

With ***weaker classes*** or if time is short, divide the categories among the class, giving different topics to different pairs or groups. When they have finished, ask each pair or group to share their answers with the class. Write the words on the board for Ss to copy.

b When they have finished, put pairs together to make groups of four and ask them to compare their answers. Write lists on the board as a class and encourage Ss to write the vocabulary in their notebooks.

Teaching tip

Even at lower levels, Ss can be encouraged to peer-teach. This 'pair and share' stage enables students to maximise their talk and develop confidence in learning from each other as well as from the teacher. While they do this, move around the class and look for common misunderstandings that you can pick up in a final feedback stage.

2 Focus attention on the social media profile and ask Ss to complete it with the words in the box. Give them a minute or two. When they have finished, check answers as a class.

Answers: 1 good 2 November 3 walking 4 pink

Culture notes

Jennifer Lawrence was the highest-paid actress in the world in 2015/2016. She is perhaps most famous for *The Hunger Games* series. Note that the term *actor* is nowadays often used for both male and female, as the term *actress* can be considered less serious.

3a Ss match the questions and answers using the words in bold to help them. Monitor and help with vocabulary if necessary. When they have finished, Ss check answers in pairs. Don't give any answers yet.

b 1.6 Ss listen and check their answers in pairs. Check answers as a class.

Answers: 1 g 2 e 3 c 4 f 5 b 6 a 7 d

Audioscript 1.6

Tina: Hey Jacomo. How are you today?
Jacomo: I'm OK. A little tired maybe. How are you?
Tina: Very well! OK, let's write your Sinder profile. Some quick questions. So, where are you from?
Jacomo: I'm from Napoli, in Italy.
Tina: Oh, that's nice. Bellissima!
Jacomo: How many questions are there? I'm tired.
Tina: OK. Who's your favourite actor?
Jacomo: I think Simon Pegg is really good.
Tina: Pegg ... And when's your birthday?
Jacomo: It's in September.
Tina: Uh huh. And ... what's your favourite colour?
Jacomo: It's blue. How many more questions, Tina?
Tina: Two more! What's your favourite food?
Jacomo: Chinese food. No, maybe it's Indian. No, it's Chinese. Goodbye, Tina.
Tina: Are you interested in reading?
Jacomo: Yes, I love it!

4a Focus attention on the questions and ask what kind of word is missing from each (a question word). Elicit the first answer as an example. Ss complete the remaining questions alone. Check answers as a class.

Answers: 1 When 2 Where 3 What 4 Is 5 Where 6 How 7 Who 8 Are 9 When 10 Is

b Put Ss in pairs to ask and answer the questions. When they have finished, ask a few Ss to tell the class something interesting they found out about their partner.

Optional extra activity

With ***weaker classes***, get Ss to ask you the questions before they do Ex 4b. Drill the questions as needed, to improve their pronunciation, and give your own answers.

Further practice

Photocopiable activities: 1B Vocabulary, p142

Grammar

Questions with *be*

5 Focus attention on the grammar box. Elicit the first missing word as an example. Ss complete the rest of the table, using Ex 3 and Ex 4 to help, then check in pairs. Check answers as a class, reminding Ss that a capital letter is needed at the start of each question. Be prepared to give further explanations or examples if necessary.

Answers: 1 Am 2 Is 3 Are 4 is/'s 5 are

Grammar checkpoint

Ss may need a reminder that word order must change for questions in English and that the subject must be included. This may be a problem if, in Ss' own language(s), a question can be implied without changing the word order and/or the subject is implied by the verb form. If Ss struggle with this, word ordering practice tasks can be very helpful, either moving parts of cut-up sentences around or reordering jumbled sentences in writing (as in Ex 7a).

GRAMMAR BANK 1B pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A
1 Where are you from?
2 What is your email address?
3 Are you a student?
4 When is your next lesson?
5 What is your job?
6 Who is the woman over there?
7 Are you married?
8 What is your favourite colour?
9 Where is your friend from?
10 How is your class?
11 How old is your brother?
12 What is our teacher's name?

B
1 How old is Megan?
2 What is your phone number?
3 Who is that man?
4 What is your job?
5 Where are they from?
6 Where are my keys?
7 What is the time? / What time is it?
8 How much is a cup of tea?
9 Is she French?
10 Where are you?

6a 1.7 Ask Ss to read through the questions, then listen and add an arrow going up or down to each sentence as they hear it. With ***weaker classes***, do this as a class. Check the answers as a class and deal with any queries. Share the information in the pronunciation checkpoint if you think it's useful.

Answers: 1 up 2 down 3 up 4 down

b Ss listen and repeat chorally.

Pronunciation checkpoint

Ss often assume that the voice rises at the end of all questions. In fact, with questions starting with a question word the voice tends to fall at the end; it is on questions starting with an auxiliary verb that the voice tends to rise.

7a Do the first one as an example. Make sure Ss realise they don't need to add any extra words and tell them to refer to the grammar box if they need help. Ss order the words to make the remaining questions alone then check in pairs. Check answers as a class. Ask individual Ss to read each answer aloud and drill where needed, focusing on the intonation.

Answers:
1 Who is your favourite singer?
2 Are your parents from the US?
3 Are you interested in photography?
4 When is your birthday?
5 How are you today?
6 Why are you in this class?
7 What's your favourite month?
8 Are you tired today?
9 Is your teacher from Spain?
10 What is your second name?

b Look at the example as a class. Point out that the first student should give the answer and their partner should provide the correct question. Ask a stronger pair to model this dialogue for the class, then put Ss in A/B pairs to continue, taking turns to provide answers. ***Weaker classes*** may benefit from going through the questions and their answers first. Close the activity by asking a few pairs for any similar or shared answers they had.

Optional extra activity

With the whole class, ask Ss to choose random questions to ask another student in the class. The answering classmate should then choose another question to ask a different student. This encourages Ss to hear their voice in the larger group and to work with different students.

Teaching tip

Ss benefit from listening to each other, not just to the teacher, and hearing their voices in a larger group. When you ask Ss to ask each other across the class (this is sometimes called 'open pairs') ensure all are paying attention. This also builds a positive classroom dynamic. For the same reason, when calling on Ss for answers, avoid going around the class in a predictable order. This ensures Ss are listening as they don't know when they will be called on!

Further practice

Photocopiable activities: 1B Grammar 1, p140; 1B Grammar 2, p141

Speaking

Prepare

8 Tell Ss they are going to make a social media profile about their partner. Ask Ss to write questions using the prompts shown. ***Weaker classes*** can do this in pairs. Monitor and help, ensuring Ss are forming questions correctly.

Speak

9a When they are ready, put Ss in (new) pairs to ask and answer their questions. Go through the Useful phrases with the class then tell Ss to ask their questions and make notes of their partner's answers. Monitor and help if necessary.

b When they have finished, ask Ss to use the information they have noted to write a profile like the one in Ex 2.

c Ask Ss to give the profile to their partner so that they can check the information is correct.

Optional extra activity

Stick the profiles on the wall around the room and ask Ss to walk around and read about their classmates. Encourage them to ask each other questions if they read something interesting or discover a shared interest.

Reflection on learning

Write the following questions on the board:
What was fun about this lesson?
What do you want to do more of?
Why is it important to you?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 1B Ex A–B, p117
Workbook: Ex 1–5, p5
App: grammar and vocabulary practice

Fast route: continue to Lesson 1C
Extended route: go to p87 for Develop your listening

1c For sale

Introduction

The goal of this lesson is for students to practise describing objects in the context of a sale. To help them achieve this, they will learn or revise *this, that, these* and *those* and vocabulary related to everyday objects.

Warm-up

Bring a few everyday objects to the class (e.g. a pen, mobile phone, book). Show each one in turn to the class and elicit or teach what they're called in English. Put the objects away, then put Ss in pairs to try and remember all of the objects and write them down. When they have finished, find out which pair remembered the most objects correctly.

Vocabulary

Everyday objects 1

1 Focus attention on the picture and elicit what Ss can see. Put them in pairs to discuss the questions. When they have finished, elicit their answers and have a brief class discussion.

Answers: **1** a market **2** The objects are new.

2a Elicit the first answer as an example. Ss match the rest of the words with the photos alone then check in pairs. Check answers as a class.

Answers: **A** laptop **B** sunglasses **C** books **D** camera **E** clock **F** lamp **G** board games **H** pictures **I** bike **J** rings **K** skateboard **L** suitcase **M** tennis racket **N** umbrella

b 1.14 Play the recording for Ss to listen and repeat the words. Drill further if necessary.

Optional extra activity

Write on the board: *camera, laptop, pictures, skateboard, suitcase, sunglasses, umbrella.* Ask: *Which syllable in 'camera' is stressed?* Elicit the answer and underline the stress on the board. Put Ss in pairs to underline the stress in the other words, then play the recording again for Ss to check their answers. Check answers as a class and underline the stressed syllables on the board.

Answers: camera, laptop, pictures, skateboard, suitcase, sunglasses, umbrella

3 Books closed. Put Ss in pairs and ask them to remember as many of the objects as they can and note them down. When they have finished, ask them to open their books again and check.

Further practice

Photocopiable activities: 1C Vocabulary, p145

Listening

4 1.15 Tell Ss they are going to listen to two people, Jake and Chris, at a market like the one in the picture in Ex 1. Ss listen and find out what Chris wants to buy, then check in pairs. Check the answer as a class.

Answer: Chris wants to buy a (new) bike.

Audioscript 1.15

Jake: Hey, Chris. That's a nice bike over there.
Chris: Hmm, it looks old. I want a new bike, really.
Jake: OK, well what about those bikes over there?
Chris: Yes, they look new. Come on Jake, let's go and look.

5a 1.16 Ss listen to the next part of the conversation and find out what Jake and Chris buy. Check the answer as a class.

Answer: Chris buys sunglasses and Jake buys a lamp.

b ***Stronger classes*** can complete the sentences from memory then listen to check. Otherwise, play the recording again for Ss to complete the sentences. Ss check answers in pairs, then check answers as a class.

Answers: **1** 10 **2** 10 **3** 5 **4** 3

Audioscript 1.16

Chris: Excuse me, are these bikes new?
Seller: No, they aren't. They're about ten years old.
Chris: Oh, OK.
...
Chris: Wow, are these sunglasses only a pound?
Seller: No, they're ten pounds.
Chris: Hmm, are they for men or women?
Seller: They're men's sunglasses.
Chris: They're very nice. OK, I'll have them, please.
Seller: Great, here you are.
Jake: Oh, this lamp is nice. Excuse me, is this lamp new?
Seller: Um, well, yes – almost new. It's only five pounds.
Jake: I'll give you three.
Seller: Hmm, OK then.
Jake: Thanks! Here you are.

Grammar

this, that, these and *those*

6 Arrange four pens in front of you on a desk in front of the class: two near you and two further away. Point to one of the pens near you with one hand and say: *this pen.* Then point to the two pens near you with both hands and say: *these pens.* (With ***stronger classes***, you could elicit this and the next phrases.) Then point to one of the pens further away from you with one hand and say: *that pen.* Finally point to the two pens further away from you with both hands and say: *those pens.* Focus attention on the table in the book. Ss choose the correct alternatives alone, then check in pairs. Check answers as a class.

Answers: **1** This **2** these

GRAMMAR BANK 1C pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A **1** ~~that~~ those/these **2** ~~these~~ this **3** Correct **4** ~~these~~ this **5** ~~Those~~ That **6** Correct **7** ~~this~~ that **8** ~~those~~ that/this

B **1** **A:** How much are **those** bags over there?
B: The blue bag is £10 and **that** red bag is £20.
2 **A:** Do you prefer **that** bike over there or **this** bike here?
B: I prefer **that** one.
3 **A:** I don't like **those** shoes, but I like **this** jacket.
B: Oh, really? I like **those** pink shoes.
4 **A:** **That** skateboard is expensive, but **those** board games are cheap.
B: How much are **those** board games?
5 **A:** Look at **these** plates here. They're really nice.
B: **These** plates are nice. **Those** plates over there are really pretty too.
6 **A:** How much is **that** umbrella in the window?
B: It's £25. **This** one here is £15.

7a 1.17 Play the recording for Ss to listen and answer the question. Check the answers with the whole class.

Answers: *this* – short; *these* – long
1 these books **2** this laptop **3** this lamp **4** these printers **5** these bikes

b Play the recording again for Ss to listen and repeat.

Pronunciation checkpoint

Note that *this* ends with the /s/ sound, whereas *these* and *those* end with the /z/ sound. Point this out to Ss and drill the difference.

8a Focus attention on the pictures and elicit what Ss can see. Ss choose the correct alternatives to complete the sentences, then check in pairs. Check answers as a class.

Answers: **1** That **2** these **3** This **4** Those

b Ask Ss to cover the sentences in Ex 8a. Read the example with the class and demonstrate the activity with a stronger student. Ss practise pointing and saying what the objects are in pairs.

9 Elicit the first sentence as an example. Ss reorder the words alone, then check in pairs. Check answers as a class.

Answers:
1 How much are those shoes?
2 That lamp is really nice.
3 How old is that bike?
4 Are these shoes new?
5 That ring is very pretty.
6 Is this book £5?
7 I love that guitar.
8 Where is that clock from?

Further practice

Photocopiable activities: 1C Grammar 1, p143; 1C Grammar 2, p144

Speaking

Prepare

10 Put Ss in A/B pairs and ask them to turn to the relevant pages at the back of the book. Give them a few minutes to read their instructions and plan what to say. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board

Speak

11a Go through the Useful phrases with the class. Ss ask and answer their questions in pairs and decide what to buy. Monitor and make notes on their use of language for feedback later.

b Ss swap roles and repeat the activity. Give them a few minutes of preparation time if they need it.

c When they have finished, ask a few Ss what they bought and why. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What was difficult in today's lesson?
What can you do to improve this in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 1C Ex A–B, p117
Workbook: Ex 1–6, p6
App: grammar and vocabulary practice

Fast route: continue to Lesson 1D
Extended route: go to p88 for Develop your reading

1D English in action

Introduction

The goal of this lesson is for students to practise telling the time. To help them achieve this, they will learn a range of phrases for asking for and telling the time in the context of an international conference call.

Warm-up

Write on the board: *phone calls, videocalls, text messages.* Ask Ss which they prefer to communicate with and with whom, and have a brief class discussion. You could also ask which they prefer to use at work and if it's different, ask why.

1 Focus attention on the photos and read the example with the class. Ss practise saying where the people are from and their nationalities in pairs. Check answers as a class.

Answers:
Aditya's from the UK. He's British.
Akari's from Japan. She's Japanese.
Sergei's from Russia. He's Russian.
Leandro's from Argentina. He's Argentinian.
Jennifer's from the US. She's American.

2a 1.18 You may want to check Ss know the difference between *a.m.* (before noon) and *p.m.* (after noon) before they do this exercise. Tell Ss they're going to listen to the people in the photos in Ex 1 having a conference call. Play the recording for Ss to listen and choose the correct options then check answers in pairs. Check answers as a class.

Answers: 1 6.15 a.m. 2 2.15 p.m. 3 12.15 p.m. 4 9.15 a.m. 5 9.15 p.m.

b Give Ss a few minutes to read through the phrases in the box, then play the recording again for Ss to tick the phrases they hear. Ss check answers in pairs, then check with the whole class.

Answers:
Asking for the time: What's the time (in Buenos Aires)?
Telling the time: It's six fifteen in the morning.

Audioscript 1.18

Sergei: Hi everyone, thanks for coming. Is everyone here?
Aditya: I don't think Jennifer is here yet.
Sergei: Ah, OK. It's very early in Dallas at the moment. It's six fifteen in the morning! I think she'll be here soon. While we wait, let's introduce ourselves. I'm Sergei, International Manager. Here in Moscow it's a quarter past two in the afternoon. Aditya.
Aditya: Hi everyone. I'm Aditya in London. It's a quarter past twelve here.
Sergei: Hi Aditya. Leandro? Leandro? Can you hear us?
...
Leandro: Sorry about that ... let me just connect my mic properly. Hi Sergei, hi everyone. Sorry about that. I'm Leandro and I'm in Buenos Aires.
Sergei: What's the time in Buenos Aires, Leandro?
Leandro: It's a quarter past nine here.
Jennifer: Hello everyone, sorry I'm late! It's very early here in Dallas!
Sergei: That's OK, Jennifer. Welcome to the meeting. OK, so the last person to introduce themselves is Akari.
Akari: Hello everybody. I'm Akari in Tokyo. Here it's nine fifteen in the evening.
Sergei: Wow, thanks for staying so late, Akari! OK, let's begin ...

3a Elicit the first answer as an example and make sure Ss understand that more than one phrase can go with each clock. Ss match the phrases with the clocks alone then check in pairs. Don't give any answers yet.

Optional extra activity

With ***weaker classes***, or if you think it will be useful for your Ss, use a real clock or draw one on the board. Use it to elicit or teach: *past* and *to* each hour, *half*, *quarter* and *o'clock*.

b 1.19 Play the recording for Ss to check, then check answers as a class. Play the recording again for Ss to listen and repeat. Drill further if necessary.

Answers:
a It's eight o'clock.
b It's half past four.; It's four thirty.
c It's a quarter to twelve.; It's eleven forty-five.
d It's a quarter past two.; It's two fifteen.
e It's five to eight.; It's seven fifty-five.
f It's twenty past one.; It's one twenty.

4 Elicit the first answer as an example. Ss choose the correct alternatives alone then check in pairs. Check answers as a class, then ask Ss to practise the conversations.

Answers: 1 the; to 2 in; thirty 3 is it; half 4 there; a.m.

5 Read the example with the class. Ask Ss to cover the box with the phrases in Ex 3a. Ss take turns pointing to the clocks and saying the time. When they have finished, ask a few pairs to point to the clocks and say what the time is.

6 Tell Ss they are going have their own conference call. Give them a few minutes to prepare the information on their own. If they want, Ss can use their mobile devices to find out what the time is in their location or they can just invent what the time is.

7a Put Ss in groups. With ***stronger classes***, you could ask them to sit in a circle, all facing outwards so they can't see each other while they speak. (This means they'll have to speak and listen more carefully, as with a telephone call.) Ss practise their conference call. Monitor and make notes on their language use for feedback later.

b Put Ss in pairs, making sure their partner is from a different group than they were in in Ex 7a. Ss tell their partner as much as they can remember about the people in their group. In feedback, ask a few Ss to share what they found out with the class and give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:
What new phrases did you learn in today's lesson?
How can you practise these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p7
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

1 Check and reflect

Introduction

Ss revise and practise the language of Unit 1 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Elicit the first answer as an example. Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 's; 'm 2 isn't; 's 3 are 4 're; is 5 aren't 6 isn't; 's 7 isn't; 's 8 's

2 Elicit the first answer as an example and write it on the board. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** British **2** Greece **3** Polish **4** Turkey **5** Chinese **6** Mexico **7** Australian **8** Egypt

Optional extra activity

Put Ss in pairs, one with their book open and the other with it closed. Ss test each other by saying e.g. *I'm from Argentina, I'm …* for their partner to say the nationality. When they have finished, Ss swap roles and repeat the activity.

3a Ss think of and write the names of five famous people that they think other Ss will know. Monitor and help with ideas if necessary.

b Read the example with the class, then put Ss in pairs to share their names and guess the nationalities.

4a Elicit the first answer with the class as an example. Ss match the question halves alone then check in pairs. Check answers as a class by reading out the first half and eliciting the ending.

Answers: **1** d **2** e **3** a **4** c **5** f **6** b

b Ss ask and answer the questions in pairs. Monitor and make notes on their language use for feedback after they've finished.

5 Ss choose the correct alternatives alone, then check in pairs. Check answers as a class.

Answers: **1** Is; is **2** are; 'm **3** Are; aren't **4** 's; 's **5** Are; 'm

Optional extra activity

After Ex 5, write these skeletal conversations on the board:

1 A: Catherine? B: Yes
2 A: from? B: Canada
3 A: Turkey? B: No, Germany
4 A: email address? B: jaime21@email.uk
5 A: nurse? B: No, doctor

Ask Ss to practise the conversations in pairs with their books closed.

6 Ss choose the correct words to complete the sentences alone, then check in pairs. Check answers as a class.

Answers: **1** bike **2** racket **3** umbrella **4** laptop **5** skateboard **6** board games **7** books **8** camera **9** pictures **10** lamp

b Put Ss in pairs to discuss the question.

7 Ss choose the correct alternatives alone then check in pairs. Check answers as a class, then ask Ss to practise the conversations.

Answers: **1** this **2** those **3** these; those **4** that **5** This

8 Demonstrate the activity by taking some objects out of your bag and describing them. Read the example with the class. Ss talk and ask about their objects in pairs. Ask them to spread them around the desk in front of them, so that some objects are nearer and some are further away.

9 Read the example with the class. Ss write the sentences alone then check in pairs. Make sure they write the answers in their notebooks and not on the page.

Suggested answers:
1 It's a quarter past eight in the evening.
2 It's three o'clock in the morning.
3 It's a quarter to seven in the evening.
4 It's half past three in the afternoon.
5 It's nine o'clock in the morning.
6 It's eleven twenty p.m.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 1.

1A Develop your writing

Introduction

Ss develop the skill of writing an online message by learning how to use capital letters and full stops.

Warm-up

Before the class, write: *am*, *is* and *are* in large letters on three pieces of paper, and stick them to three of the walls in the classroom. Ask Ss to stand up, and explain that you are going to say a pronoun (e.g. *we*) and Ss should walk to the correct wall (*are*). Call out a pronoun each turn for Ss to move to the correct wall. If you have a large class, make two copies of the verbs on paper and split the class into two groups.

1a Check understanding of *study groups*. Ss discuss the questions in pairs.

b Focus attention on the text and explain that it's a conversation among people in an online study group based in the US. The posts are the people introducing themselves. Ss read the posts and answer the questions, then check in pairs. Check answers as a class.

Answers: **1** Mona **2** Patrick **3** Steven and Maria **4** Annika **5** Patrick and Annika

2a Give Ss a few minutes to read the Focus box and ask about anything they're not sure of, then find the examples in the text in Ex 1b. Ss check in pairs then with the whole class. Point out the use of exclamation marks, too.

Answers:
Capital letters and full stops – every sentence in the conversation.
The subject *I* – I'm Patrick Smith.
People's names – Mona Galotti
Road or street names – Tryon Street
Names of towns, cities and countries – Denver, Colorado
Nationalities – Russian
Languages – French
Names of companies and universities – the University of California
Days and months – Fridays
There are other possible examples in addition to the ones given above.

b Focus attention on the message and explain that it needs lots of capital letters and six full stops. Ss rewrite it alone then check in pairs, using the Focus box to help. While they are working, write the text on the board as it is on the page. In feedback, ask Ss to come to the board and correct the punctuation. Check answers as a class.

Answers:
Hello everyone. I'm Kelvin and I'm Canadian. I'm a doctor at the South West Hospital here in Los Angeles. I'm married with two children, Sam and Maggie. My wife is a manager at the California Water Company. She is at work all week, but I am only at the hospital on Mondays, Wednesdays and Thursdays.
Note: the final full stop could also be an exclamation mark.

Prepare

3 Tell Ss they're going to write their own online messages. Give them plenty of time to make notes on the things in the list. Monitor and help with ideas and vocabulary if necessary.

Write

4 While Ss are writing, monitor and help if necessary. When they have finished, ask Ss to check their writing and think about whether they have used capital letters and full stops correctly.

Homework ideas

Workbook: Ex 1–6, p9

1B Develop your listening

Introduction

Ss develop the listening skill of understanding a simple conversation by learning how to understand question words.

Warm-up

Do a backwards dictation. Arrange Ss in small groups and explain that you're going to dictate a word letter by letter, but backwards. Demonstrate with a simple word (e.g. *D-O-O-G good*). Each turn, dictate a country or nationality from Lesson 1A backwards. The first group to call out the word gets a point. The group with the most points at the end wins.

1 1.8 Focus attention on the photo and tell Ss they're going to listen to two people meeting for the first time. Read the questions with the class and elicit their predictions. Play the recording for Ss to listen and answer the questions, then check answers in pairs. Check answers as a class.

Answers:
1 They're international students.
2 They're at a language school.
3 Marco is from Monza, Italy and Eva is from Elche, Spain.

Audioscript 1.8

Marco: Hello, I'm a new student here.
Eva: Me too. I'm Eva. What's your name?
Marco: It's Marco.
Eva: Nice to meet you, Marco.
Marco: And you, Eva.
Eva: So, where are you from?
Marco: I'm from Monza.
Eva: Oh? Where's Monza?
Marco: It's in Italy.
Eva: Ah, right. I'm from Elche in Spain.
Marco: OK. Are you here for nine months?
Eva: Yes, I am. What about you?
Marco: Maybe a year – or more.
Eva: Oh, right. Are you a student?
Marco: No, I'm not. I work for an international bank. What's your job?
Eva: I'm a university student. I study languages.
Marco: When's your first lesson?
Eva: It's at eleven o'clock, I think.
Marco: Mine too. Where is it?
Eva: In classroom 6b.
Marco: Me too. Great! We're in the same class. Who's the teacher?
Eva: It's someone called Marketa.
Marco: OK, good. Shall we get a coffee before the lesson?
Eva: Sounds great! Let's go!

2a Read the Focus box with the class and elicit the answer to the question.

Answer: They tell us what information the speaker wants.

b Ss match the question words with the meanings alone then check in pairs. Check answers as a class.

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

c 1.9 Play the recording for Ss to listen and answer the question. Check the answer with the class.

Answer: Who, How. The *h* is silent in the other words.

3a 1.8 Read the questions with the class and elicit Ss' guesses as to what the missing words are, but don't give any answers yet. Play the recording for Ss to complete the questions then check in pairs. Check answers as a class. Note that the answers for 6 and 7 could be swapped, but these are the words they use.

Answers: 1 What 2 Where 3 – 4 – 5 What 6 When 7 Where 8 Who

b 1.10 Play the recording, pausing after each question for Ss to write which answer is correct. Play recording 1.8 again for Ss to check their answers. Check answers as a class.

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

4a Tell Ss they're going to listen to Marco talking to another student. Focus attention on the first sentence and elicit what information is missing and which question word they need (*Name; What*). Ss do the same in pairs for the rest of the sentences.

Answers:
1 What
2 Place (e.g. Spain); Where
3 Class number (e.g. 3a); What
4 Name (e.g. Max); Who
5 Type of company (e.g. phone); What
6 Time (e.g. 11); When/What time

b 1.11 Ss listen to the conversation and complete the sentences in Ex 4a, then check in pairs. Play the recording again if necessary, then check answers as a class.

Answers: **1** Renata **2** Rio de Janeiro/Brazil **3** 8c **4** a work friend **5** international **6** two

Audioscript 1.11

Marco: Hi, I'm Marco.
Renata: Hi Marco.
Marco: What's your name?
Renata: It's Renata.
Marco: Renata. Is that a Greek name?
Renata: No, I don't think so!
Marco: Oh. Where are you from?
Renata: I'm from Rio de Janeiro.
Marco: Oh, you're Brazilian!
Renata: Yes, that's right. And you?
Marco: I'm from Monza.
Renata: Where's Monza?
Marco: It's in the north of Italy.
Renata: Ah right. And why are you here at the school?
Marco: For my job. What about you?
Renata: For my job, too. We work at an international company but our English isn't very good.
Marco: Oh, who are you here with?
Renata: A work friend. We're in class 8c. What class are you in?
Marco: Oh, I'm in 6b. When's your next lesson?
Renata: It's at two o'clock.
Marco: Are you free for lunch?
Renata: Sure. You?
Marco: Yeah. Let's have lunch together.
Renata: OK, great!

5a 1.12 Put Ss in A/B pairs. Play the recording, pausing after each question for Student A to say their answer and Student B to write it down. Demonstrate with a stronger pair first.

Audioscript 1.12

1 What's your surname?
2 Where are you from?
3 What's your job?
4 What's your email address?
5 Who's your teacher?
6 When's your next English lesson?
7 When's your birthday?
8 Where's your favourite place?

b 1.13 Repeat the activity in Ex 5a but with Student B answering the questions and Student A writing them down.

Audioscript 1.13

1 What's your first name?
2 Where's your home town?
3 What's your first language?
4 Are you a student?
5 What's your email address?
6 When's your birthday?
7 Who's your best friend?
8 What's your favourite colour?

6 In the same pairs, ask Ss to look at each other's answers and try to remember the question words and the questions. If they want to, they could listen to the questions again and check. In feedback, ask a few Ss to share any interesting information they found out with the class.

Homework ideas

Workbook: Ex 1–4, p7

1c Develop your reading

Introduction

Ss develop the reading skill of understanding adverts by learning how to identify specific information in the context of a website for buying and selling things.

Warm-up

Write on the board:
Do you ever sell things? *How and where?*
Ss discuss the questions in small groups. When they are ready, nominate a student from each group to share their ideas with the class.

1 Give Ss a minute to skim the website and choose the correct option. Check the answer with the class and explain that it's a place where people can sell things they don't want any more. Ask Ss if they know any websites like this and what they're called.

Answer: b

2 Ss read the Focus box, find the information, then check answers in pairs. In feedback, explain that this is something we do subconsciously in our first language and is a good strategy to use when learning a language to help us identify specific information.

Answers:
prices: €100, €1,500, €300, €75, €500, €5
places: (Korean,) Paris, (German,) the US
ages: two years old, three years old, from the 1950s, three months old
sizes: 2 metres x 1.5 metres

3a Ss read the adverts again and find the information alone, then check in pairs. Check answers as a class.

Answers: **1** mobile phone **2** bag **3** laptop **4** dress **5** picture **6** book

b Ss discuss the question in pairs. When they have finished, check answers as a class.

Answers: **1** three months old **2** from the US **3** Korean **4** €1,500 **5** 2 metres x 1.5 metres **6** from the 1950s

4 Focus attention on the adverts and elicit what Ss can see in the photos. Ss find the information alone then check in pairs. Check answers as a class.

Answers: **1** lamp **2** bike **3** suitcase **4** guitar **5** lamp **6** guitar **7** lamp

Optional alternative activity

Do Ex 4 as a race. Ask Ss to cover the adverts, then begin reading when you say 'Go!'. The first student to find all the correct information wins. This will encourage Ss to read quickly and scan for specific information.

5 Ss discuss which of the objects they like. When they have finished, elicit a few answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p8

2 OVERVIEW

2A Families
Goal | describe your family
Grammar | possessive adjectives and possessive *'s*
Vocabulary | family members
GSE learning objective
Can talk about the family in a basic way, given prompts

2B After the party
Goal | say who things belong to
Grammar | *whose* and possessive pronouns
Vocabulary | everyday objects 2
GSE learning objective
Can ask basic questions to find out who things belong to

2C Special things
Goal | describe objects
Grammar | *have got*
Vocabulary | adjectives describing objects
GSE learning objective
Can use a limited range of fixed expressions to describe objects, possessions or products

2D English in action
Goal | buy things in a shop
GSE learning objective
Can make simple transactions in shops, post offices and banks

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

2B Everyday objects 2

2C Describing objects

DEVELOP YOUR SKILLS

2A Develop your listening
Goal | understand a conversation about family
Focus | understanding *and, too* and *but*
GSE learning objective
Can identify key information (e.g. places, times) from short audio recordings, if spoken and clearly

2B Develop your reading
Goal | understand online posts
Focus | understanding the important words
GSE learning objective
Can understand short, simple messages on postcards, emails and social networks

2C Develop your writing
Goal | write a review of a product
Focus | using *and, but* and *so*
GSE learning objective
Can write short texts describing favourite objects, possessions or household pets

2A Families

Introduction

The goal of this lesson is for students to practise describing their family. To help them achieve this, they will learn or revise possessive adjectives, possessive 's and vocabulary related to family members.

Warm-up

Draw your family tree on the board and use it to tell the class about your family, reviewing the words for immediate family members (i.e. *mother, father, brother, sister*). When you have finished, tell the class that today they are going to learn how to describe their family.

Vocabulary and listening

Family members

1a Focus attention on the photos and elicit what Ss can see. Read the first quote with the class and elicit which photo it goes with. Ss match the rest of the quotes with the photos alone then check in pairs. Check answers as a class.

Answers: 1 B 2 C 3 A 4 D

b Ss discuss the questions in pairs. In feedback, nominate a few Ss to share their answers with the class.

2a 2.1 Explain that Dominic and Anna are in a relationship and that Anna is going to meet Dominic's family for the first time, at a family party. Read the questions with the class, then play the recording for Ss to answer the questions. Check answers as a class.

Answers: 1 Dominic's 2 big

b Draw attention to the family tree and explain that the missing names are in the box. Play the recording again for Ss to listen and complete the family tree. Ss check in pairs. Play the audio again if necessary. Check answers as a class.

Answers: 1 Arthur 2 Jack 3 Lily 4 Kerry 5 Charlotte 6 Sally

Audioscript 2.1

Anna: I'm worried about the party on Saturday, Dominic.
Dominic: Why?
Anna: Oh, you know, meeting your family for the first time ...
Dominic: Oh, don't worry! They're all very friendly.
Anna: Oh I know, but your family's very big! There are a lot of names to remember!
Dominic: Ha, I see. Well, this is a photo of all of us. Who can you see?
Anna: OK, well that's you.
Dominic: Correct!
Anna: Um ... that's Tom, right? He's your brother.
Dominic: Yes, that's right.
Anna: And that's his wife, Kerry.
Dominic: Yes, it is.
Anna: Who's that?
Dominic: That's my sister, Charlotte, and her husband, Phil.
Anna: Are those their children?
Dominic: Yes, exactly – my nephew Harry and my niece Sally. She's so funny!
Anna: OK ... I know your parents, Mick and Sue, but who are those people? Are they your grandparents?

Dominic: That's right, they're our grandparents. My grandma's name is Joyce and my grandad's is Arthur. They're really lovely.
Anna: So who are these people?
Dominic: That's my uncle Jack. He's my mother's brother. That's Jack's wife Linda, my aunt. She's from Spain. And that's their daughter Lily. She's my cousin.
Anna: Phew! OK, thanks Dominic.

3 Elicit the first answer as an example. Ss match the family members alone then check in pairs. Check answers with the whole class and drill them chorally and individually.

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

Vocabulary checkpoint

Explain that *grandma*, *grandad*, *mum* and *dad* are informal. You could ask Ss what informal words they use for the same family members in their language(s).

Optional extra activity

When checking answers to Ex 2b, draw the family tree on the board and write the answers in the family tree. After Ex 3, practise the vocabulary by pointing to two people in the family tree and eliciting how they are related to each other. For example, point to *Harry* and *Sally* and elicit that they are brother and sister.

Further practice

Photocopiable activities: 2A Vocabulary, p148

Grammar

Possessive adjectives and possessive *'s*

4a Focus attention on the table in the grammar box. Ss read the rest of the grammar box and choose the correct alternatives to complete the sentences. Don't give any answers yet.

b 2.2 Play the recording for Ss to check their answers. Check answers as a class.

Answers: 1 your 2 his 3 my; her 4 their 5 our

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Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of possessive *'s* with singular and plural nouns. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A 1 ~~I~~ my 2 ~~they're~~ their 3 Correct 4 ~~Her~~ His 5 ~~you~~ your 6 ~~It~~ Its 7 Correct 8 ~~he's~~ his 9 ~~Me~~ My 10 ~~you~~ your
B 1 Alice's; John's 2 Mike's 3 Michael's; Tom's 4 Georgia's 5 brother's; sister's 6 sister's

5a 2.3 Play the recording and pause it after the first sentence. Elicit the sound Ss hear. Ss listen to the rest of the sentences and pay attention to the pronunciation of *'s*. Model each sentence again yourself if necessary.

b Ss listen again and repeat each sentence after they hear it.

Pronunciation checkpoint

If the last sound of the word is voiced, *'s* sounds like /z/. If it's unvoiced, *'s* sounds like /s/. For example, in Ex 5a, sentence 1, the last sound of the word *Ana* is voiced (/ə/), so *Ana's* is pronounced /ˈænəz/. In sentence 2, the last sound in *Nick* is unvoiced (/k/), so *Nick's* is pronounced /nɪks/.

6 Ss choose the correct alternatives to complete the conversations, then check in pairs. Check answers with the whole class by asking open pairs to read out their answers for each conversation.

Answers: 1 Carl's; his 2 grandma's; Her 3 John's; our 4 your; his; their

7 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 his 2 my 3 our 4 their 5 her

Further practice

Photocopiable activities: 2A Grammar 1, p146; 2A Grammar 2, p147

Speaking

Prepare

8a Give Ss a few minutes to write the eight names. They can write the names of family members or friends, or a mix of the two.

b Give Ss plenty of time to make notes on their people. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Speak

9a Go through the Useful phrases with the class and check understanding. Drill the phrases chorally and individually. Ss describe their people in pairs. Monitor and make notes on Ss' language use for feedback later.

b Nominate Ss to share something interesting with the class. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:
What's the most useful thing from today's lesson?
How can you practise it in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Write a short paragraph about your family and/or friends.
Grammar bank: 2A Ex A–B, p119
Workbook: Ex 1–6, p10
App: grammar and vocabulary practice

Fast route: continue to Lesson 2B
Extended route: go to p89 for Develop your listening

2B After the party

Introduction

The goal of this lesson is for students to practise saying who things belong to. To help them achieve this, they will learn or revise *whose*, possessive pronouns and vocabulary related to everyday objects.

Warm-up

Books closed. Draw the family tree from Lesson 2A on the board and use this to review the language from that lesson by asking questions about it e.g. *Who is Dominic's grandma?* (*Joyce*) *Who is Tom?* (*Dominic's brother*).

Vocabulary

Everyday objects 2

1a Focus attention on the photo and elicit what Ss can see, but don't give any answers yet. Give Ss a few minutes to make their lists. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

b Put Ss in pairs to share their lists. In feedback, find out if they had any objects in common.

2 Ss match the words with the photos, then check in pairs. Check answers as a class.

Answers: **A** necklace **B** phone charger **C** gloves **D** wallet **E** earrings **F** scarf **G** sweater **H** handbag **I** driving licence **J** cap **K** purse **L** hairbrush **M** make-up **N** notebook

3a 2.10 Read the examples with the class, to demonstrate what a syllable is and how to count them. Play the recording for Ss to count the syllables then check in pairs. Check answers as a class.

Answers: cap – 1, driving licence – 4, earrings – 2, gloves – 1, hairbrush – 2, handbag – 2, make-up – 2, necklace – 2, notebook – 2, phone charger – 3, purse – 1, scarf – 1, sweater – 2, wallet – 2

b Play the recording again for Ss to listen and repeat. Drill chorally and individually if necessary, too.

4 Ask Ss to look back at the objects in Ex 2 and discuss the questions in pairs. When they have finished, ask a few Ss to share their answers and find out what they have in common.

VOCABULARY BANK 2B p137

Everyday objects 2

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the words with the photos alone, then check in pairs. Check answers as a class.

Answers: **1** B **2** F **3** C **4** G **5** D **6** A **7** H **8** E

b Ss discuss the question in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1a at home, then discuss Ex 1b in the next class.

Further practice

Photocopiable activities: 2B Vocabulary, p151

Listening

5a 2.11 Remind Ss of Dominic and Anna and the family party from Lesson 2A, if you did it. Explain that the party is now finished and Dominic and Anna are cleaning up. Ss listen and note which objects from Ex 2 they mention.

Answers: earrings, gloves, sweater, scarf, phone charger, notebook, cap, handbag

b Read the example with the class, then play the recording again for Ss to match the objects with the people. Ss check answers in pairs then check with the whole class.

Answers: **1** earrings, gloves **2** sweater, scarf **3** phone charger **4** notebook, cap **5** handbag

Audioscript 2.11

Anna: What a great party. Your family are very nice.
Dominic: Thanks, Anna. They really like you.
Anna: Oh, that's good! I'm really pleased. Oh – whose earrings are these?
Dominic: Um … I think they're my grandma's. She's outside now.
Anna: Wait, are these her gloves too?
Dominic: Yeah, they're hers too. Thanks. Grandma!
…
Dominic: Thanks, Anna. This is a nice sweater. Whose is it?
Anna: Oh, it's Charlotte's. And that scarf's hers, too.
Dominic: Oh well, she can get them tomorrow. Whose phone charger is that?
Anna: It's Jack and Linda's. I remember them using it.
Dominic: Oh yes, that's right. And whose notebook is this? Is it theirs, too?
Anna: No, that's Harry's. Look, his name's on it. And I think that cap is his, too.
Dominic: Ah yes, you're right. What about this handbag, is it yours?
Anna: Yes, it's mine.

Grammar

whose and possessive pronouns

6 2.12 ***Stronger classes*** can do the exercise first then listen to the recording to check. Otherwise, play the recording for Ss to listen and choose the correct alternatives, then check in pairs. Check answers as a class.

Answers: **1** Whose **2** hers **3** is **4** theirs **5** his **6** yours **7** mine

7 Read the grammar box with the class, then ask Ss to choose the correct alternatives, using the sentences in Ex 6 to help. Ss check answers in pairs, then check with the whole class.

Answers: **1** mine **2** hers **3** ours **4** theirs

GRAMMAR BANK 2B pp.118–119

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of possessive pronouns in short answers. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** hers **2** theirs **3** yours **4** mine **5** his **6** mine
B **1** Whose **2** yours **3** mine **4** his **5** theirs **6** ours **7** Whose **8** hers

8a 2.13 Play the recording for Ss to listen and pay attention to the sound of the letter *s* in bold in each sentence. Afterwards, elicit that in each case it has the /z/ sound. Model the sentences again if necessary.

b Play the recording again for Ss to listen and repeat.

9 Ss complete the conversations, then check in pairs. ***Fast finishers*** can practise the conversations in pairs. In feedback, elicit the answers by nominating open pairs to read out the conversations.

Answers: **1** hers **2** mine **3** Whose; yours **4** theirs **5** ours **6** Whose; his

10a Demonstrate by taking out three objects from your bag to show the class. If Ss don't feel comfortable taking objects out of their bags, they can draw pictures or write the names of three objects to use. Arrange them in small groups to pool their objects.

b Read the examples with the class. Ss ask and answer questions about the objects in groups.

Grammar checkpoint

Point out that overusing *his* and *hers* can sound a bit rude, so it's a good idea for them to use a mix of possessive adjectives and possessive *'s*. Monitor and check they're using possessive pronouns correctly.

Further practice

Photocopiable activities: 2B Grammar 1, p149; 2B Grammar 2, p150

Speaking

Prepare

11 Put Ss in A/B pairs, and ask them to turn to the relevant pages at the back of the book. Ss read their information and plan what they're going to say, and what questions they'll ask. Monitor and help if necessary.

Speak

12a Go through the Useful phrases and check their use. Ss ask and answer questions about who things belong to in pairs. Monitor and make notes on Ss' language use for feedback later.

b When they have finished, ask Ss to show each other their lists to check their answers. Give Ss feedback on their language use during the speaking task.

Reflection on learning

Write the following questions on the board:

What are the three most useful words from this lesson?
What can you do to remember them?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 2B Ex A–B, p119
Workbook: Ex 1–6, p11
App: grammar and vocabulary practice

Fast route: continue to Lesson 2C
Extended route: go to p90 for Develop your reading

2c Special things

Introduction

The goal of this lesson is for students to practise describing a special object. To help them achieve this, they will learn or revise *have got* and adjectives describing objects.

Warm-up

Write the alphabet on the board with space next to each letter. Put Ss in small groups and give them a few minutes to try and think of an object that starts with each letter of the alphabet (e.g. *Apple, Book*, etc.). Stop them when the time is up and elicit what they came up with, writing the words on the board.

Reading and vocabulary

Adjectives describing objects

1 Read the example with the class, then tell the class what objects you have with you at the moment (you could show them too if you're comfortable doing so). Put Ss in pairs to discuss what objects they have with them. Monitor and help with vocabulary, writing any new words and phrases on the board. When they have finished, elicit a few answers from Ss and write the names of the objects on the board.

2a Read the example with the class, then put Ss in pairs to say which of the adjectives they could use to describe the objects they have with them. When they have finished, elicit a few answers from the class by going through each adjective. This will allow you to explain its meaning at the same time if necessary.

Optional alternative activity

With ***weaker classes***, go through the adjectives first and elicit or explain what they mean. Ss then do Ex 2a.

b 2.14 Play the recording for Ss to listen and underline the stressed syllables. Check answers as a class.

Answer: The stress is on the first syllable of the words longer than one syllable, i.e. beautiful, broken, comfortable, heavy, modern, special, useful. Note that *comfortable* only has three syllables.

c Play the recording again for Ss to listen and repeat.

3 Read the title and introduction of the article with the class. Ss then read the rest of the article, match the photos with the people and say why their object is special. Ss check answers in pairs then check answers as a class.

Answers:
Megan – D; because it's beautiful
Aisha – B; because he's an old friend.
Nick – C; because all of his books are on there and it's useful for work and everything else
Darius – A; because it was his grandad's and it's different from today's watches.

4 Put Ss in pairs to discuss their objects. Monitor, helping with new vocabulary as necessary.

VOCABULARY BANK 2C p137

Describing objects

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the adjectives with the objects alone, then check in pairs. Check answers as a class.

Answers: **A** soft **B** hard **C** fat **D** thin **E** high **F** low **G** dirty **H** clean

b Elicit an example from the class. Ss practise describing things in pairs. In feedback, ask a few Ss to share their descriptions with the class.

Optional alternative activity

Stronger classes can complete Ex 1a at home then do Ex 1b in the next class.

Further practice

Photocopiable activities: 2C Vocabulary, p154

Grammar

have got

5 Write on the board: *I've got a bike.* Ask: *Which verb do we use to talk about our things?* (*have got*) Ask Ss to find examples in the article in Ex 3. Check answers as a class.

Answers:
We've all got a lot of things these days.;
I've got lots of photos of my husband.;
he's got his favourite cap on.;
I've got a teddy bear called Bob.;
he's got big ears and big round eyes.;
I've got my grandad's old watch.;
I haven't got it with me today.

GRAMMAR BANK 2C pp.118–119

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of *have* in short answers. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** 've/have got **2** hasn't got **3** 've/have got **4** hasn't got **5** 've/have got **6** haven't got **7** hasn't got **8** have got **9** have got **10** haven't got **11** have got **12** has got
B **1** **A** Have ... got **B** haven't; 've got
2 **A** Has ... got **B** has; 's got
3 **A** Has ... got **B** hasn't; 's got
4 **A** Have ... got **B** have; 've got
5 **A** Have ... got **B** has; hasn't got
6 **A** Have ... got **B** haven't; 've got
7 **A** Has got **B** 's got
8 **A** Has ... got **B** has

6a Ss complete the conversations. Don't check answers yet.

b 2.15 Play the recording for Ss to listen and check their answers. Check answers as a class.

Answers: **1** **A** Has **B** has **2** **A** Have **B** have **3** **A** Has **B** has **4** **A** Have **B** have

c Play the recording again for Ss to listen and repeat.

7a Read the example with the class. Tell Ss to write sentences which are true for them. Monitor and make sure Ss are forming sentences correctly.

b Put Ss in pairs and read the example with the class. Ss share their information in pairs. In feedback, ask a few Ss to share any interesting information with the class.

8 Demonstrate the activity by asking a stronger student a few questions with *have got* and the things and people in the box. When they have finished, ask a few Ss to share anything interesting with the class.

Further practice

Photocopiable activities: 2C Grammar 1, p152; 2C Grammar 2, p153

Speaking

Prepare

9a Demonstrate by writing three special things for you on the board. Monitor and help with vocabulary if necessary while Ss write their lists.

b Remind Ss of the adjectives in Ex 2b to help them here. Monitor and help with vocabulary if necessary.

Speak

10a Go through the Useful phrases with the class. Ask Ss to stand up and walk around, speaking to at least three other students, and encourage them to make notes on what other Ss say. Monitor and make notes on Ss' language use.

b Ask Ss to share what they found out with the class. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:

Which adjectives are new for you?
What was most difficult in today's lesson?
What can you do to improve this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 2C Ex A–B, p119
Workbook: Ex 1–6, p12
App: grammar and vocabulary practice

Fast route: continue to Lesson 2D
Extended route: go to p91 for Develop your writing

2D English in action

Introduction

The goal of this lesson is for students to practise buying something in a shop. To help them achieve this, they will learn a range of phrases for asking for things, saying where things are and paying for things.

Warm-up

Elicit a few types of shops and write them on the board (e.g. *chemist's, supermarket, clothes shop, shoe shop*, etc.). Then write some objects from Lesson 2B on the board. Put Ss in pairs to discuss where they would buy each object – what type of shop or online. In feedback, write any types of shops they mention on the board.

1 Focus attention on the photo and elicit what Ss can see. Put Ss in pairs to discuss the questions. In feedback, elicit Ss' answers and have a brief class discussion.

2a 2.16 Ss listen and decide which conversation matches with the photo, then check in pairs. Check the answer as a class.

Answers: Conversation 4

b Give Ss a few minutes to read the sentences and choose the correct alternatives in any that they're sure of. Play the recording for Ss to choose the correct alternatives in all of the sentences. Check answers as a class.

Answers: **1** drinks **2** please **3** change **4** any **5** many **6** have **7** that **8** like **9** much **10** Where's

c Focus attention on the Useful phrases. Play the recording again for Ss to tick the phrases they hear. Check answers as a class.

Answers:
All the phrases are used except:
The (drinks) are over there/on the third floor.
Cash or card?
Where do I pay?
How much are (these pens)?

Audioscript 2.16

1
Assistant: Hello, can I help you?
Customer: No, I'm fine thanks.
...
Customer: Sorry, where are the drinks?
Assistant: They're over there, next to the milk.
Customer: Oh yes, thanks.
...
Assistant: That's one pound twenty-five, please.
Customer: I've only got ten pounds.
Assistant: That's fine. That's eight pounds seventy-five change.
Customer: Great, thanks.

2
Customer: Have you got any medicine for a cold?
Assistant: Yes, we have. How many bottles would you like?
Customer: Just one, please.
Assistant: OK, that's four pounds sixty-five.
Customer: Great. Here you are.
Assistant: Thank you. Here's your change. Have a nice day.
Customer: Thanks. You too.

3
Customer: Can I have a cheese sandwich, please?
Assistant: Sure. Anything else?
Customer: Yes, that cake there, please. And a bottle of water.
Assistant: OK.
Customer: How much is that?
Assistant: That's seven pounds and six pence, please.
Customer: Can I pay by card?
Assistant: Sure. Put your card in the machine. Would you like a bag?
Customer: No, thanks. I've got my own.

4
Customer: Excuse me, how much is this book?
Assistant: Let me see. It's nine ninety-nine.
Customer: And this one?
Assistant: That's seven ninety-nine.
Customer: OK, thanks. Just this one, please.
Assistant: That's nine ninety-nine, please.
Customer: Thanks.
Assistant: That's a penny change. Thank you.
Customer: Where's the café?
Assistant: Oh, it's on the third floor.
Customer: Thanks.

3a 2.17 Ss listen and say who sounds more polite as a class. Elicit what makes them sound more polite (*the intonation*).

Answers: Speaker 2 is more polite. He uses polite intonation i.e. his voice is higher than Speaker 1's and it isn't flat like Speaker 1's. Speaker 2 sounds interested in what they say.

b 2.18 Play the recording for Ss to listen and repeat, practising the polite intonation.

Audioscript 2.18

1 Here you are.
2 Can I have a cheese sandwich, please?
3 Where's the café?
4 How much is that?
5 Can I pay by card?

4a Elicit the first couple of lines as an example. Ss complete the conversations, then check in pairs. Check answers as a class.

Suggested answers:

1 **A:** Do you sell stamps?
B: Yes, we do. How many would you like?
A: Two, please.
B: Here you are. Anything else?
A: No, thank you. How much is that?
B: That's £1.38, please.

2 **A:** Excuse me, where are the shoes?
B: They're over there.
A: How much are these?
B: They're £28.
A: Where do I pay?
B: You pay here. That's £28, please.
A: Here you are.
B: Thank you. That's £2 change. Would you like a bag?
A: No, thank you. I've got one.

b Put Ss in pairs to practise the conversations. Monitor and make sure they're using polite intonation. When they have finished, ask Ss to swap roles and practise again. In feedback, ask one or two pairs to perform their conversations for the class.

5 Put Ss in A/B pairs and ask them to turn to the relevant pages to read their instructions. Give them a few minutes to think about what they're going to say. Monitor and help if necessary.

6a Ss practise the conversation in Part 1 in pairs. Monitor and make notes on Ss' language use for feedback later.

b Ss practise the conversation in Part 2 in pairs. Monitor and make notes on Ss' language use for feedback later. When they have finished, ask a couple of pairs to perform the conversations from Parts 1 and 2 for the class. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:
What phrases were new in today's lesson?
How can you practise these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p13
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

2 Check and reflect

Introduction

Ss revise and practise the language of Unit 2 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1a Look at the example with the class. Ss write the words alone then check in pairs. Check answers with the whole class and write them on the board, or invite Ss to do so.

Answers: 1 sister 2 grandfather 3 parents 4 niece 5 cousin 6 nephew 7 brother 8 uncle 9 mother 10 children

b The aim of this exercise is to check Ss' understanding of the family words through personalisation.

Optional alternative activity

When writing the names in Ex 1b, ask Ss to write only the names, not the family members. When they have finished, put Ss in pairs and have them ask and answer about the people e.g. *A: Who's Maria? B: She's my sister.*

2a Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 's 2 my 3 his 4 's 5 their 6 Our 7 's

b Read the example with the class. Ss describe three of the people in Ex 1b to each other in pairs. In feedback, ask Ss to share something interesting about their partner's family with the class.

3 Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class, then ask Ss to practise the conversations in pairs.

Answers: 1 Whose; mine 2 your; his 3 hers 4 Who's; my

4a Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 mine 2 his 3 ours 4 hers 5 yours 6 theirs

b Read the example with the class, then demonstrate the activity with a stronger student by pointing at something in the classroom and asking whose it is. Ss continue in pairs.

5 Elicit the first answer with the class as an example, and ask Ss to explain why it's the odd one out. Ss choose the rest in pairs. In feedback, elicit the answers and the reasons why they're different.

Answers:

1 hairbrush – you put things in the other objects
2 phone – other objects are clothes
3 handbag – other objects are jewellery
4 phone charger – its only use is to make a piece of technology work
5 sweater – other items are for your head or face

6 Elicit the first one as an example. Ss write their sentences alone then check in pairs. Check answers as a class.

Answers: **1** 's/has got **2** haven't got **3** hasn't got **4** have got **5** haven't got **6** 've/have got **7** hasn't got

7a Ss complete the sentences alone then check in pairs. In feedback, get open pairs to read out the conversations in order to check answers.

Answers: **1** Have ... got; have **2** haven't got; 've got **3** Has ... got; hasn't **4** Have ... got; haven't; 've got **5** Has ... got; has

b Read the example with the class, then put Ss in pairs to ask more questions. In feedback, ask a few Ss to tell you something interesting they found out.

8a Ss complete the sentences alone then check in pairs. Ask them to try and complete it from memory but if they need to they can refer back to Lesson 2C. Check answers as a class.

Answers: **1** large **2** broken **3** heavy **4** brown **5** square **6** soft **7** modern **8** comfortable

b Read the example with the class. Ss describe and guess in pairs.

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 2.

2 Three in a line (Units 1–2 review)

Introduction

Ss revise and practise the language of Units 1 and 2. This can be done after the Check and reflect page as a fun way to revise the language of Units 1 and 2.

Put Ss in two teams. Teams take it in turns to choose a square and answer the question or complete the sentence in that square. If they answer correctly, they win that square. The aim is to get a line of three squares (down, across or diagonally). The first team to do this wins. Then move onto the next game, until all three games have been completed. While Ss are playing the game, monitor and check answers if necessary. Make a note of any common areas of weakness for further practice.

Optional alternative activity

Instead of aiming to get a row of three squares, teams can keep playing until all the squares on the board are 'taken'. The team with the most squares wins. Alternatively, ***fast finishers*** could aim to get as many squares as possible after the first team has got a row of three.

Answers:

Game 1

1 's **2** rings **3** purse (*wallet* or *handbag* are also possible) **4** Whose **5** ours **6** much **7** Ss' own answer **8** gloves **9** uncle

Game 2

1 change **2** Ss' own answer **3** phone charger **4** grandparents/grandmother and grandfather **5** Ss' own answer **6** Would **7** his **8** yours **9** heavy

Game 3

1 earrings **2** their **3** Have; haven't **4** square **5** over **6** driving licence **7** Ss' own answer **8** mine **9** modern

2A Develop your listening

Introduction

The goal of this lesson is for students to understand a conversation about family. To help them achieve this, they will focus on *and*, *too* and *but*.

Warm-up

Display pictures of a family and/or family tree. Ask Ss to work in pairs and write down all the family words they know. After a few minutes, ask how many they have and elicit the words. Explain that today they will be listening to conversations about families.

1a Ask Ss to discuss the questions in pairs. After a few minutes, ask a few pairs for their answers and write any useful vocabulary on the board.

Optional extra activity

If you feel comfortable talking about your family, get Ss to ask you the questions for extra speaking practice.

b 2.4 Refer Ss to the questions and ask them to listen and note the answers. Point out that they only need to count the countries and cities mentioned, they don't have to write the names. Play the recording. Ask Ss to compare answers before checking answers as a class.

Answers:
1 No
2 Five countries and cities are mentioned. Shaun asks about Spain and Teresa mentions Madrid, Valencia, Australia and London.

Audioscript 2.4

Shaun: So, your family is from Spain, Teresa, is that right?
Teresa: Yes, that's right. From Madrid.
Shaun: Ah, OK. And do they all live in Madrid now?
Teresa: Well, my parents live there, and my brothers, too.
Shaun: Right. So, all your family?
Teresa: No, my sister lives in Valencia.
Shaun: Oh, right. Just her?
Teresa: No, my grandparents live there, too.
Shaun: And your husband's family? Your husband's from … where is it … ?
Teresa: My husband's from Australia, but his family all live in London.

2 Read through the Focus box as a class. Point out the information in the Grammar checkpoint and illustrate using the examples in the Focus box. Ask Ss to complete the sentences alone and then check answers as a class.

Answers: 1 but 2 and 3 too

Grammar checkpoint

Point out that the linking words *and*, *too* and *but* do not start a new sentence and do not have capital letters.
and and *but* are used between two clauses to join them.
too comes at the end of a sentence.
In the examples, there is a comma before *and* and *but*, however, this is not strictly necessary.

3a Ss read and complete the conversation. Don't check the answers yet.
b 2.5 Ss listen and check their answers. Check answers as a class.

Answers: 1 but 2 too

Optional extra activity

Ss work in pairs and practise the conversation then swap roles and repeat.

Teaching tip

There are a lot of short listening extracts in this lesson, which can be tiring for Ss at this level. To make it easier for them, remember to get pairs to compare each time after they listen and play the recording again as needed.
If the audioscript is accessible, pairs can practise the conversations after they listen. This allows you to add variety by mixing receptive (listening) and productive (speaking) skills.

4a 2.6 Ss listen and choose the correct alternatives then compare their answers. Check answers as a class.

Answers: 1 England 2 England 3 Spain

Audioscript 2.6

A: Are your family here in London?
B: Well, my dad is here, and my brother. Oh, and my grandparents live here, too.
A: Right.
B: But my mum lives in Spain, in Alicante.
A: Nice!

b Refer Ss to the extracts from the recording. Ss listen again and notice how the linking words *and* and *but* are pronounced. Check answers as a class. Drill the sentences if necessary and share the information in the Pronunciation checkpoint if you think it's helpful.

Pronunciation checkpoint

The linking words *and* and *but* appear in the middle of the sentence. They are not stressed and the sound of the vowel in each is weakened to a schwa /ə/. This is the most common sound in spoken English.

5 2.7 Refer Ss to the map and ask them to identify the country (Poland). Play the recording. Ss listen, write the family members next to where they live and then compare their answers. With ***weaker classes***, write *Magda*, *her brother*, *her parents* on the board to help. Check answers as a class.

Answers:
Magda, her parents – Toruń Magda's brother – Poznań

Audioscript 2.7

A: You live in Toruń, Magda, don't you?
B: Yes, that's right.
A: And does your family live there, too?
B: My parents live there, but my brother lives in Poznań.

6a 2.8 Ss read the sentences. Play the recording. Ss decide if the sentences are true or false then check in pairs. Check answers as a class. Ask a stronger student for the correct information about the woman's parents.

Answers: 1 T 2 T 3 F (They live in Falkirk.)

b Ss listen again and count how many times *and*, *but* and *too* are used. Play the recording a second time if necessary, then check answers as a class. If your Ss have access to the audioscript, they can listen and underline the linking words as they hear them.

Answers: and – 2 too – 2 but – 1

Audioscript 2.8

A: Is your sister here in Edinburgh, too?
B: Yes, she lives with me, and my brother, too.
A: And your parents?
B: They live in Falkirk, but they're here in Edinburgh at the moment.

7a 2.9 Tell Ss they will hear another person, Emma, talking about her family and where they live. Ss listen and note which family members she talks about then check in pairs. Check answers as a class.

Answers: parents, grandparents, sister, brother, brother's wife and son (Emma's nephew)

b Ss read the questions. Play the recording. Ss answer the questions then check in pairs. Play the recording again if necessary then check answers as a class.

Answers:
1 Italy
2 Grandparents and parents (Genoa); Her brother, his wife and son (Turin)
3 Her sister (Lucy)
4 His wife and son

Audioscript 2.9

Josh: What's that, Emma?
Emma: It's a photo of my family.
Josh: Ooh, let me see. Who are they? Are those your parents?
Emma: Yes, they're my parents. They live in Italy.
Josh: Ah, whereabouts?
Emma: Near Genoa.
Josh: And those are your grandparents, I guess. Do they live in Genoa, too?
Emma: Yes, near my parents. Oh, and that's my sister ...
Josh: Lucy, is it?
Emma: Yes, that's right. She lives in Milan, but she's in Spain at the moment.
Josh: Why's that?
Emma: She's at university.
Josh: Cool. And you have a brother, too, right?
Emma: Mauro. He lives with his wife and son in Turin.

Homework ideas

Workbook: Ex 1–4, p13

2B Develop your reading

Introduction

Ss develop the reading skill of understanding online posts by understanding the important words.

Warm-up

Bring in photos of the objects in Ex 2 in Lesson 2B. Arrange Ss in small groups. Each turn, show one of the photos to the class and ask the groups to write the word. When they have finished, check answers as a class and write the words on the board.

1 Read the sentences with the class and check understanding. Ss discuss which sentences are true for them in pairs. When they have finished, elicit Ss' answers and find out what they have in common.

2 Focus attention on the photos and elicit what Ss can see. Explain that the online posts are from a website where people offer things they don't want any more for free. Ss match the photos with the posts alone then check in pairs. Check answers as a class.

Answers: 1 D 2 A 3 E 4 C 5 B

3 Read the Focus box with the class, then ask Ss to underline the important words in the online posts. Ss compare important words in pairs then check answers as a class.

Suggested answers:
1 jewellery, old, new
2 handbag, don't want, new, nice, blue
3 laptop, screen, broken, works, Collect, Friar's Street, Thursday, Friday
4 chargers, different, phones, 30
5 bottles of perfume, different companies, 3 or 4 years old, smells nice, don't want, need, space

4 Ss underline the important words alone then check in pairs. Check answers as a class.

Suggested answers:
1 laptop's screen, broken
2 new, sweater
3 old, blue, necklace, free
4 old, works fine
5 don't want, sunglasses, don't like

5 Ss match the posts alone then check in pairs. Check answers as a class and give Ss a chance to ask you about any new words.

Answers: 1 c 2 a 3 b 4 d

6 Ss discuss the question in pairs. In feedback, ask a few Ss to say what things they get from websites like these and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p14

2c Develop your writing

Introduction

Ss develop the skill of writing a review of a product by learning how to use the linkers *and*, *but* and *so*.

Warm-up

Ask: *Do you ever write reviews for things online? What?* and have a class discussion. You could start by telling the class about any reviews you've written, what they were for and why you wrote them.

1 Focus attention on the website and explain that it's an online store. Put Ss in pairs to discuss the questions. Discuss answers as a class.

Answers:
1 A wallet, trainers, a teddy bear, a clock, a tablet, a pair of sunglasses, a watch, a scarf
2 Ss' own answers

2a Explain that the reviews were written by customers of the online store and relate to some of the objects in Ex 1. Ss read them quickly and complete them with the headings. Check answers as a class.

Answers: 1 C 2 B 3 D 4 A

b Focus attention on the first review and ask: *Is it positive or negative? Which words tell you this?* Elicit the answers, then ask Ss to do the same for the other reviews. Check answers as a class.

Answers:
Reviews 1, 3 and 4 are positive.
1 – beautiful, looks great, modern, works well
3 – large, colours are nice, lovely orange colour, good buy
4 – great, light, comfortable, good price, happy with them
Review 2 is negative (terrible, heavy on your nose, aren't comfortable, Don't buy them).
We know because of the adjectives and other language that the writer uses to describe the objects.

3 Read the Focus box with the class, then ask Ss to find more examples in the reviews. Check answers as a class.

Answers:
and it works well; and a lovely orange colour on the inside
but it looks great in our kitchen; but they're not – they're brown; but that's it
so I can put all my money in it; so they're a good price

4a Elicit the first sentence as an example and write it on the board. Ss combine the sentences alone. Make sure they understand that more than one combination may be possible. Don't give any answers yet.

b Put Ss in pairs to compare their sentences. In feedback, check answers and show both possibilities where different combinations are possible.

Answers:
1 They're cheap but they aren't great. / They're cheap so they aren't great.
2 They're over £50 so they aren't cheap.
3 It's good and (it's) heavy. / It's good but it's heavy.
4 They're yellow so they're bright. / They're yellow and (they're) bright.
5 They're expensive so they're not popular.
6 It's soft but it's not comfortable.

5 Ss complete the sentences with their own ideas. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board. When they have finished, put Ss in small groups to compare their sentences.

Suggested answers:
1 I like the colour.
2 they're fantastic.
3 very strong.
4 it's interesting.
5 (they're) strong.
6 it's comfortable to sit on.

Prepare

6a Give Ss a few minutes to choose their item from Ex 1 and decide if they want to write a positive or negative review. Monitor and help with vocabulary if necessary.

b Review the adjectives from Lesson 2C, then give Ss time to write down adjectives they can use in their reviews.

c Ss write their sentences alone, then compare them in pairs. Monitor and help if necessary.

Write

7 Ss write their reviews. When they have finished, put Ss in pairs and ask them to read each other's reviews and say whether they are positive or negative.

Homework ideas

Workbook: Ex 1–5, p15

3 OVERVIEW

3A Free time
Goal | talk about free-time activities
Grammar | present simple with *I, you, we* and *they*; adverbs of frequency and time expressions
Vocabulary | free-time activities 1
GSE learning objective
Can talk about their hobbies and interests, using simple language

3B A night's work
Goal | describe daily routines
Grammar | present simple with *he, she* and *it*
Vocabulary | everyday activities
GSE learning objective
Can describe people's everyday lives using a short series of simple phrases and sentences

3C Going out
Goal | ask about free-time activities
Grammar | present simple questions
Vocabulary | free-time activities 2
GSE learning objective
Can ask someone about their hobbies and activities using simple language

3D English in action
Goal | buy tickets
GSE learning objective
Can handle common everyday transactions (e.g. buying a ticket)

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

3B Jobs

DEVELOP YOUR SKILLS

3A Develop your writing
Goal | write an online profile
Focus | using commas and apostrophes
GSE learning objective
Can write basic personal details for a website profile, business card, etc.

3B Develop your reading
Goal | understand a factual text
Focus | using headings to find information
GSE learning objective
Can read a simple factual text and extract factual details

3C Develop your listening
Goal | understand short talks
Focus | understanding key words
GSE learning objective
Can understand information related to people's daily routines

3A Free time

Introduction

The goal of this lesson is for students to do a survey about free-time activities. To help them achieve this, they will learn or revise the present simple with *I, you, we* and *they*, adverbs of frequency, time expressions and vocabulary related to free-time activities.

Warm-up

Draw a pie chart on the board with different sections showing what makes up your typical weekday (not including sleep), e.g. *60% work, 10% eating, 20% time with my children, 10% TV*. Present it to the class and say what each section shows. When you have finished, ask Ss to do the same. Monitor and help with vocabulary while they are drawing their pie charts. When they have finished, put Ss in pairs to compare their pie charts.

Reading

1 Focus attention on the photos and ask: *What do you think the topic of today's lesson is?* (free time). Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where needed, writing any new words and phrases on the board. When they have finished, nominate a few Ss to share their ideas with the class and have a brief class discussion.

2a You may want to pre-teach: *busy* (= you have a lot of things to do). Ask Ss to cover the people's comments in the article with a piece of paper or their notebooks, and just read the introduction, then answer the questions in pairs. Check answers as a class.

Answers:
1 We have less free time.
2 This is a bad thing.

b Focus attention on the photos again. Give Ss a few minutes to read the rest of the article and match the people in it with the photos. Ss check in pairs then check answers as a class.

Answers: Joe – E, Annie – D, Alfie – C, Tilly – A, Karen – B

Vocabulary

Free-time activities 1

3a Explain that all the phrases are in the article in Ex 2b, so Ss can use this to help them choose the correct word. When they have finished, ask Ss to check in pairs. Check answers with the whole class, then drill each phrase chorally and individually, paying attention to any linking between the end of the verb and the beginning of the noun e.g. *visit a museum*.

Answers: 1 go 2 watch 3 meet 4 go 5 do
6 visit 7 read 8 pictures 9 cook 10 play

Vocabulary checkpoint
All of the phrases in Ex 3a are *collocations*. Collocations are words which are commonly used together. For example, we say *do* cooking, but *make* dinner. It's important to learn which words go together (in this case, which verbs go with which nouns), as this can help Ss sound more natural when they speak.

b Focus attention on the photos again and ask: *Which of the activities can you see in the photos?* Ss match the photos with the activities in pairs then check answers as a class.

Answers: **A** read a newspaper **B** play with our children **C** watch TV **D** meet friends; go to a club **E** go for a bike ride

4a You could demonstrate here by going through the activities and telling Ss which you do. Give Ss a minute to tick the activities they do.

b Read the example with the class and highlight the use of 'Me too.' to show agreement. Put Ss in pairs to compare what they do, and make sure they note down any that they both do. In feedback, nominate Ss to share what they do and find out how many other Ss do the same.

Further practice

Photocopiable activities: 3A Vocabulary, p157

Grammar

Present simple with *I, you, we, they*; adverbs of frequency and time expressions

5 Write on the board: *I watch sport on TV in my free time.* Ask: *Is this the past, present or future?* (present). Then amend the sentence to: *I always watch sport in my free time.* Ask: *Do I watch sport a lot or a little?* (a lot – you can express 'a lot' and 'a little' with hand gestures). Then write: *I never watch sport on TV in my free time.* Ask: *Do I watch sport?* (No.)

Focus attention on the grammar box, and ask Ss to read and choose the correct alternatives to complete it. With ***weaker classes***, you could read the box together, stopping at each choice and eliciting the correct answer. Otherwise, check answers with the whole class and be prepared to give further explanations or examples if necessary.

Answers: **1** now **2** don't **3** rarely **4** usually

GRAMMAR BANK 3A pp.120–121

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the verb forms and use of time expressions. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A
1 We have pizza every week. / Every week, we have pizza.
2 You don't often do sports.
3 My friends and I go for coffee every Saturday. / Every Saturday, my friends and I go for coffee.
4 They go to the park once a week. / Once a week, they go to the park.
5 I don't usually enjoy films.
6 I sometimes paint pictures of people. / Sometimes, I paint pictures of people.
7 They don't go to the gym every day.
8 We usually have dinner at six o'clock.
9 I always relax at the weekend.
10 I never drink coffee before bed.

B **1** don't see **2** go **3** don't watch **4** work **5** live **6** don't play **7** swim **8** don't go

6a 3.1 Play the recording for Ss to listen to the pronunciation of the adverbs of frequency. Check the answer as a class.

Answer: the first syllable

b Ss listen again and repeat each sentence after they hear it.

7 Read the example with the class. Ss rewrite the sentences alone then check in pairs. Check answers as a class.

Answers:
1 I don't watch a lot of sport on TV.
2 I play tennis in the summer.
3 We have a lot of free time at the weekend.
4 Our children don't like video games.
5 They don't often make pasta for dinner.
6 We don't always have pizza on Friday evenings.
7 The children usually go online in the evenings.
8 I don't always paint every day.

Optional alternative activity

Books closed. Put Ss in small groups or teams and explain that you'll read out a sentence. Ss must listen and rewrite it so it's negative if it's positive and vice versa. Each turn, read out one of the sentences in Ex 7 for the teams to rewrite. As soon as they have finished, they call you over. The first team to rewrite it correctly wins a point. The team with the most points at the end wins.

8a Elicit the first answer as an example. Remind Ss of the phrases in Ex 3a. Ss order the words to make sentences alone then check in pairs. Check answers as a class.

Answers:
1 I always go for a bike ride at the weekend.
2 I sometimes watch sport on TV.
3 My family and I usually have dinner together in the evenings.
4 I usually cook dinner at home twice a week.
5 I often watch funny videos online.
6 I sometimes meet my friends for coffee at the weekend.
7 I often go for a run in the mornings.
8 I rarely sleep late on Saturday mornings.

b Read the example with the class, and elicit one or two more as examples. Give Ss a few minutes to amend the sentences so they're true for them. While they're working, monitor and check they're putting the adverbs and time expressions in the correct places in the sentences.

c Read the example with the class, then put Ss in pairs to tell each other their sentences, giving more information. In feedback, ask a few Ss to share some of their sentences with the class.

Further practice

Photocopiable activities: 3A Grammar 1, p155; 3A Grammar 2, p156

Speaking

Prepare

9 3.2 Explain that Ss will hear three people talking about their free-time activities. Ss listen and decide if the sentences are true or false alone then check in pairs. Play the recording again if necessary, then check answers as a class.

Answers: 1 F (Carina and Daniel don't) 2 T 3 T

Audioscript 3.2

Benjamin: OK, so three things we all do … Well, I do sport every day. I run or I swim.
Carina: Wow, good for you, Benjamin! Well, I go to the gym but not every day. Maybe twice a week …
Benjamin: Daniel?
Daniel: I watch sport at the weekends but I don't play it. I walk to work. Is that a sport?
Benjamin: Um, no.
Carina: OK, so … I always see my friends at the weekend.
Benjamin: I rarely see my friends because I need to study. Daniel?
Daniel: I sometimes meet friends at the weekend, but not always.
Carina: This is difficult! Oh, I know! I usually watch TV every night.
Daniel and Benjamin: Me too!

10 Read the examples with the class, then say *I go to the cinema every Tuesday evening.* Elicit how to write this as notes (go to the cinema – Tuesday evenings). Ss make their notes alone. Monitor and help with ideas and vocabulary.

Speak

11a Go through the Useful phrases with the class. Put Ss in small groups to share their information. Encourage them to give more information and to try to find three things they all do.

b When they have finished, nominate a student from each group to share the things they all do with the class.

Reflection on learning

Write the following questions on the board:
What was new for you in today's lesson?
What was the most useful vocabulary?
How can you practise it in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11: Write a summary of your group's free-time activities.
Grammar bank: 3A Ex A–B, p121
Workbook: Ex 1–5, p16
App: grammar and vocabulary practice

Fast route: continue to Lesson 3B
Extended route: go to p92 for Develop your writing

3B A night's work

Introduction

The goal of this lesson is for students to describe daily routines. To help them achieve this, they will learn or revise the present simple with *he*, *she* and *it* and vocabulary related to everyday activities.

Warm-up

Books closed. Arrange Ss in two large groups and give each group a board pen. Each turn, mime one of the free-time activities from Lesson 3A. When they know it, a different person each turn from each group should run to the board and write the phrase. The first team to write it correctly wins a point. The team with the most points at the end wins.

Vocabulary and reading

Everyday activities

1a Focus attention on the pictures and elicit what Ss can see. Ss match the phrases with the pictures alone, then check in pairs. Check answers as a class.

Answers: 1 h 2 k 3 g 4 i 5 f 6 b 7 a 8 l 9 e 10 j 11 d 12 c

b Demonstrate by telling Ss about some of the things you do every day. Then put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and find out how many other Ss do each activity every day and when they do them.

VOCABULARY BANK 3B p138

Jobs

These optional exercises build on the lexical set in the vocabulary section.

1 Elicit the first answer as an example. Ss match the pictures with the jobs alone then check in pairs. Check answers as a class.

Answers: 1 tennis player 2 shop assistant 3 photographer 4 driver 5 farmer 6 cleaner 7 musician 8 nurse 9 actor 10 doctor 11 journalist 12 police officer

2 Read the examples with the class. Ss answer the questions in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then do Ex 2 in the next class.

Further practice

Photocopiable activities: 3B Vocabulary, p160

2a Focus attention on the photos. Ask Ss to discuss the questions in pairs. When they are ready, ask Ss for their answers and have a brief class discussion.

Answers:
1 Ss' own answers; the photos show an air traffic controller, a nurse, a TV presenter, a DJ and a security guard
2 At night

b Ss read the texts quickly and match Keira and Liam with two of the photos. Check answers as a class.

Answers: Keira – photo C; Liam – photo B

c Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 Liam 2 Keira 3 Liam 4 Keira 5 Liam 6 Liam

3 Ss discuss the question in pairs. In feedback, elicit answers from a few pairs and have a brief class discussion.

Grammar

Present simple with *he, she* and *it*

4a Write on the board:
I get up at 6 a.m.
I start work at 8.30 a.m.
Then erase *I* in each sentence and replace it with *he* or *she*. Ask: *Are these sentences correct?* (no). *Why?* (We need to change the verb by adding *-s*.) Elicit the correct sentences and correct the sentences on the board accordingly.
Ss read the grammar box and choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 *-s* 2 *-es* 3 *-ies* 4 doesn't

b Read the first sentence in the texts in Ex 2 and elicit the verb with *-s* (gets up). Ss underline the rest of the examples then check in pairs. Check answers with the whole class, sentence by sentence.

Answers:
Keira gets up at 2 a.m. She has a shower then gets dressed. She leaves home at 3 a.m. and gets to work at 3.30. She has a quick breakfast at work, then she gets ready for the breakfast TV programme. She reads the plan for the morning. The programme starts at 5 a.m. when most people are asleep.

Liam loves his job but it's hard work. He gets up at 3 p.m. and spends time with his family. He leaves for work at 8.30 p.m. because he worries about the traffic. He starts work at 10 p.m. He works in the hospital and helps the patients and doctors. He doesn't have lunch but he has coffee and a snack. He finishes work at 6 a.m. and has dinner. He gets home at 7 a.m. and goes straight to bed because he's very tired!

GRAMMAR BANK 3B pp.120–121
Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the spelling of the verbs in the third person. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A 1 works 2 has 3 have 4 gets 5 arrive 6 doesn't 7 helps 8 leave 9 has 10 goes
B 1 doesn't leave 2 goes 3 doesn't have 4 have 5 does 6 starts 7 doesn't get 8 don't work

5a 3.3 Play the recording, pausing after the first sentence to elicit the correct sound. Then play the rest of the recording and ask Ss to write the sound for each sentence. Check answers as a class, modelling each one if necessary for Ss to hear the difference.

Answers: 1 /s/ 2 /z/ 3 /s/ 4 /z/ 5 /s/ 6 /z/

b Play the recording again for Ss to listen and repeat. Drill the sentences if necessary, both chorally and individually.

6 Ss complete the text alone then check in pairs. Check answers as a class.

Answers: 1 gets up 2 has 3 reads 4 gets 5 puts on 6 leaves 7 meets 8 walks 9 watches 10 doesn't have 11 finishes 12 doesn't do 13 goes

7a Read the examples with the class, and remind Ss of the phrases in Ex 1a to help. Make sure they write about a typical weekday rather than a weekend. Monitor and help if necessary.

b Put Ss in pairs to compare their daily routines and make notes.

c Rearrange Ss in different pairs and explain they need to report back on their previous partner's daily routine as well as their own. Read the examples with the class first. While they are sharing their sentences, monitor and check Ss are using the verbs in the third person correctly. If they are not, gently encourage them to do so.

Further practice

Photocopiable activities: 3B Grammar 1, p158; 3B Grammar 2, p159

Speaking

Prepare

8 You could demonstrate the activity by briefly telling the class about someone you know who has a different routine from you. Read the example notes with the class, then give them plenty of time to make their own. Monitor and help with vocabulary. Encourage them to use the vocabulary of the lesson for ideas.

Speak

9 Put Ss in pairs to tell each other about the differences between their routines and their friend's. Encourage them to expand and give more information. Monitor and make notes on their use of language for feedback later. When they have finished, ask a few Ss to tell the class who has the most different routine from their friend and why. Give Ss feedback on their language.

Reflection on learning

Write the following questions on the board:

How can you remember to use -s for verbs with he, she *and* it*?*
How can you practise this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 3B Ex A–B, p121
Workbook: Ex 1–5, p17
App: grammar and vocabulary practice

Fast route: continue to Lesson 3C
Extended route: go to p93 for Develop your reading

3c Going out

Introduction

The goal of this lesson is for students to ask about free-time activities. To help them achieve this, they will learn or revise present simple questions and more vocabulary related to free-time activities.

Warm-up

On the board, write three sentences about you and your free-time activities, using an adverb of frequency or a time expression, e.g.:

I meet friends twice a week.
I never visit museums.
I play with my children every day.

Tell the class that two of the sentences are true and one is false. Ask Ss to guess which one is false.

Remind Ss of the free-time activities they learnt in Lesson 3A, then ask them to write three sentences for themselves: two true and one false. Monitor and check they're forming the sentences correctly. When they are ready, put them in small groups to read out their sentences and guess which ones are false. In feedback, ask each group to share anything interesting they found out.

Reading

1 Demonstrate by telling Ss your own answers to the questions. Then put Ss in pairs to discuss the questions themselves. When they have finished, elicit answers from one or two pairs and have a brief class discussion.

2a Focus attention on the pictures and explain that they show free-time activities. Ss discuss what the pictures show in pairs. When they are ready, check answers as a class.

Answers: **A** read a book **B** go to a party **C** go shopping/shop online **D** do exercise/yoga

b Write on the board: *Stay in or go out?* Ask the class, by show of hands, which they usually prefer. Give Ss time to do the quiz themselves, answering each question with the option that suits them best.

c Ask two stronger Ss to read out the example exchange for the class. Put Ss in pairs to share their answers and give some more information where they can.

d Ss turn to p153 and read out their partner's results to them. When they have finished, ask a few Ss if they agree with their results and why/why not.

Grammar

Present simple questions

3 Ss read the grammar box and choose the correct alternatives. Encourage them to use the questions in the quiz in Ex 2 to help them. Check answers as a class.

Answers: **1** Do **2** do **3** don't **4** after **5** do **6** does

GRAMMAR BANK 3C pp.120–121

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the word order and use of auxiliaries. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** Do; don't **2** Does; does **3** Does; doesn't **4** Do; do **5** Does; does **6** Do; don't **7** doesn't; don't **8** Do; do
B **1** Where do you live?
2 Who does she live with?
3 How often do you listen to music?
4 Where does he work?
5 What time/When do you get up?
6 Where does she watch TV?
7 Where do you go for coffee?
8 How much does the painting cost?
9 What time/When do you go to bed?
10 (When/How often) does Heather eat meat?

4a 3.4 Ss listen and complete the questions then check in pairs. Check answers as a class. Play the recording again for Ss to listen for when *do* and *does* are stressed, then check with the class.

Answers: **1** Do **2** Does **3** don't **4** does
do and *does* are unstressed in questions and are pronounced in their weak forms (/də/ and /dəz/). However, they're stressed in short answers and pronounced in their strong forms (/duː/ and /dʌz/).

Pronunciation checkpoint

Do you is often linked and pronounced as one word /dəjə/ (two syllables) or even /ʤə/ (one syllable). The same is true of *Does she* /dəʒʃɪ/ and *Does he* /dəzi/.

b Play the recording again for Ss to listen and repeat. Pause the recording after each sentence to allow Ss to repeat it.

5a Elicit the first answer as an example. Ss order the words alone then check answers in pairs. Check answers as a class and drill each question chorally and individually.

Answers:
1 Do you ever play video games?
2 Where do you listen to music?
3 Do you play the piano?
4 How often do you watch TV?
5 Where do you watch films?
6 Do you ever go to the cinema on your own?
7 When do you listen to music?
8 How many times a year do you go to the cinema?

b Ss ask and answer the question in pairs and compare their responses. When they have finished, ask open pairs to ask and answer the questions in front of the class.

Further practice

Photocopiable activities: 3C Grammar 1, p161; 3C Grammar 2, p162

Vocabulary

Free-time activities 2

6a Focus attention on verbs 1–4 and the example words already given. Ss match the words in the box with the verbs. While they are working, write the phrases on the board with the gaps. In feedback, invite Ss to come to the board to complete them and check answers as a class. Ask if Ss know any other nouns that could go with each verb, too.

Answers:
1 games online, the piano/guitar
2 the radio, a song
3 a football match, a video online
4 to a concert, to the theatre

b Ss answer the questions in pairs. Check answers as a class.

Answers:
1 play video games, play games online, watch TV/a TV programme, watch a video online
2 go to the cinema, go to a concert, go to the theatre
3 play the piano/guitar (at home, in a band), listen to music/the radio/a song (at home, in the car, at a club, etc.), watch a film (at home, at the cinema), watch a football match (on TV, at the stadium).

7 Read the example conversation with a stronger student to demonstrate. Ss ask and answer their questions in pairs. When they have finished, ask a few pairs to share something interesting they found out with the class.

Further practice

Photocopiable activities: 3C Vocabulary, p163

Speaking

Prepare

8a 3.5 Tell Ss that they are going to make a quiz like the one in Ex 2, but first they're going to listen to Jordan asking Martina questions. Go through questions 1–3 with the class so they know what to listen for. Then play the recording for Ss to answer. Ss check in pairs then check answers as a class.

Answers: 1 Do you have a busy life? 2 She likes a quiet life. 3 Yes, she does.

b Play the recording again for Ss to match the questions and answers, then check in pairs. Check answers as a class.

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

Audioscript 3.5

Jordan: There's this online quiz about free time. It's called 'Do you have a busy life?'
Martina: Hmm, I think I know the answer to that!
Jordan: Well, let's see. Can I ask you the questions?
Martina: Sure.
Jordan: OK, so, how many times a week do you go out?
Martina: Er, once or twice.
Jordan: OK, and what do you do when you go out?
Martina: I meet friends and we have a drink or go to a restaurant or something.
Jordan: How many different activities do you do on a Sunday?
Martina: Oh, I don't know. Er, four or five. I mean, I read, clean the house, have a nice bath, watch TV, cook. That's five.
Jordan: Do you often go to concerts or to the theatre or cinema?
Martina: No, not really.
Jordan: How often do you go dancing or to a party?
Martina: Oh, not often. A few times a year, that's all.
Jordan: Do you often stay at home and read books, watch films or play games online?
Martina: Yes, I do! Most evenings.
Jordan: OK, let's look at the results. You like going out and doing some things but mostly you prefer a quiet life. What do you think about that?
Martina: Oh, I agree. Work's really busy and I talk to people all day. In the evenings and at weekends, I just want to sit at home and do nothing!

9 Write the following prompts on the board:
- *Do you ever ... ?*
- *What kind of ... ?*
- *Which ... ?*
- *Where ... ?*
- *When ... ?*
- *Who ... with?*
- *How many times a week/month/year ... ?*
- *How many hours a day/week ... ?*

Go through the prompts with the class and elicit some example questions. Give Ss plenty of time to write their questions. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board. Make sure both Ss in the pair write their questions as they'll need them in the next exercise.

Speak

10a Go through the Useful phrases with the class. Ask pairs to split up and use their copies of the questions to stand up and walk around, speaking to a few other Ss and noting their answers. When they have asked another student all five questions, they should tell them their result and ask if they agree. Make sure Ss make a note of the results they give other Ss.

b Read the example with the class. Put pairs back together to compare results. When they are ready, ask each pair to share their results with the class. Encourage Ss to make general statements about the class, e.g. *Most Ss prefer a quiet life, because they don't like going out in the week.* Ask: *Is there anything interesting?*

Reflection on learning

Write the following questions on the board:
Which phrases from this lesson are new for you?
What was most difficult in today's lesson?
What can you do to improve this in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10b: Write a paragraph summarising what you found out about your classmates.
Grammar bank: 3C Ex A–B, p121
Workbook: Ex 1–6, p18
App: grammar and vocabulary practice

Fast route: continue to Lesson 3D
Extended route: go to p94 for Develop your listening

3D English in action

Introduction

The goal of this lesson is for students to practise buying tickets. To help them achieve this, they will learn a range of phrases for the assistant and customer to use when buying tickets.

Warm-up

Write on the board:
How often do you go to:
- *a sports match?*
- *the cinema?*
- *the theatre?*
- *a music concert?*

How do you buy tickets for each one?
Demonstrate by sharing your answers with the class, then put Ss in pairs or small groups to discuss. In feedback, nominate a few Ss to share their answers with the class.

1 Focus attention on the photos. Ss match the photos with the places in pairs. Check answers as a class.

Answers: **A** theatre **B** cinema **C** concert **D** football stadium

2a 3.10 Tell Ss that they will hear two conversations and each one is in one of the places in the photos. Play the recording for Ss to listen and match the conversations with the photos alone, then check in pairs. Check answers as a class.

Answers: **1** B **2** C

b Focus attention on the Useful phrases box and give Ss a minute to read through the phrases. Play the recording again for Ss to listen and tick the ones they hear, then check in pairs. Play the recording again if necessary then check answers as a class.

Answer: All the phrases are used except: *There are still some available*; *I'm sorry, there aren't any seats together*; *No problem* and *Certainly*.

Audioscript 3.10

1
A: Good afternoon. How can I help you?
B: I'd like two tickets for the film on screen 3, please.
A: Which time would you like?
B: Six thirty, please.
A: I'm sorry, the six thirty film is sold out. But there are still some tickets available for the nine thirty film.
B: Hmm. Oh well, that's OK.

2
A: Hi, I'd like four tickets for the concert, please.
B: Yes, of course. Where do you want to sit?
A: Near the front, please.
B: OK, let me see. Do you want to sit together?
A: Yes, please.
B: I'm sorry, there aren't any more seats together, but you can sit near each other at the front.
A: Oh really? Oh well, that's OK. How much is a ticket?
B: It's thirty pounds for a ticket. So, four tickets … that's one hundred and twenty pounds.

3a 3.11 Read the example with the class, then play the recording for Ss to underline the stressed words. With ***weaker classes***, pause after each phrase to give Ss a chance to underline the words. Check answers as a class, writing the phrases on the board and underlining the stressed words.

Answers: How can I help you? The six thirty film is sold out. There are still some available. Where do you want to sit? Do you want to sit together? I'm sorry, there aren't any seats together. Here you are. No problem. Certainly. Yes, of course. That's sixty pounds. How much is a ticket? I'd like two tickets for the game, please. Near the front, please. Near the back, please.

b Play the recording for Ss to listen and repeat, practising the correct stress.

4a 3.12 Play the recording for Ss to identify the problem in each conversation. Check answers as a class.

Answers: **1** The tickets for the 7 p.m. show are too expensive. **2** Tonight's show is sold out.

b Ss complete the conversations alone, using the Useful phrases box to help where possible, then check in pairs. Play the recording again for Ss to check their answers.

Answers: **1** much **2** pounds **3** tickets **4** That's **5** can **6** like **7** sold **8** available

Optional extra activity

Ask Ss to practise the conversations in Ex 4, substituting key information, e.g.:
Customer: How much is a ticket for the concert?
Assistant: Do you want to go to the 2 p.m. or 8 p.m. show?
Customer: 8 p.m.
etc.

5 Ss could work alone to make notes and think of questions here, then compare ideas in pairs, or just work in pairs. Monitor and help with ideas if necessary, referring Ss back to the box in Ex 2.

6a Ss practise their conversations for each of the situations in pairs. Monitor and make notes on Ss' language use for feedback later.

b Ss swap roles and repeat the task in Ex 6a.

7 Rearrange Ss in new pairs and ask them to practise the conversations again, changing key information (see the Optional extra activity in Ex 4 for an example of this). When they have finished, ask one or two pairs to perform one of their conversations to the class. Give Ss feedback on their language use.

Reflection on learning

Write the following questions on the board:

What are the most useful phrases in today's lesson?
Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p19
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

3 Check and reflect

Introduction

Ss revise and practise the language of Unit 3 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Make sure Ss understand that one of the sentences in the exercise is correct. Ss correct the mistakes alone then check in pairs. Check answers as a class, writing the corrections on the board.

Answers: 1 ~~doesn't~~ don't 2 at **the** weekend 3 Correct 4 You ~~do~~ read or You do**n't** read 5 ~~likes~~ like 6 ~~lives~~ live

2a Demonstrate the activity by telling the class some sentences which are true for you. Give Ss plenty of time to write their sentences. Monitor and help with vocabulary, writing any new words and phrases on the board.

b Put Ss in pairs to compare sentences and find out what they have in common. In feedback, nominate a few pairs to share what they have in common.

Optional alternative activity

In Ex 2a, ask Ss to write three true sentences and two false.
In Ex 2b, ask Ss to read out their sentences and try to guess which two of their partner's are false.

3a Elicit the first answer as an example. Ss match the verbs with the nouns alone then check in pairs. Check answers as a class.

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

Optional alternative activity

Put Ss in A/B pairs. Student A has their book open and reads out verbs randomly e.g. *cook*. Student B responds with the correct noun (*dinner*/*food*). When they have finished, Ss swap roles and repeat.

b Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 go … coffee 2 cook dinner 3 paint pictures 4 watch TV 5 do sport

4a Elicit the first answer as an example. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 doesn't like 2 starts 3 doesn't have 4 speaks 5 works 6 goes 7 doesn't have 8 doesn't see

b Read the example with the class, then give Ss a few minutes to read the sentences and decide how they'll change them (if necessary). When they are ready, put Ss in pairs to share their information.

c Assign new pairs and read the example with the class. Ss tell each other what they can remember about their partner in Ex 4b in pairs. Monitor and check Ss are forming the third-person form of the present simple correctly.

5 Elicit the first one as an example. Ss complete the questions alone then check in pairs. Check answers as a class.

Answers: 1 Does 2 Do 3 do 4 Do 5 do 6 does 7 Does

6a Read the example with the class. Give Ss a few minutes to write their sentences. Monitor and help with vocabulary and ideas if necessary.

b Read the example with the class then ask Ss to get up and find the people they wrote about to ask and check their ideas. In feedback, ask Ss how many things they guessed correctly.

7a Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 listen to 2 go to 3 play 4 watch 5 play 6 listen to 7 go to

b Ss discuss the questions in Ex 7a in pairs. When they have finished, ask a few Ss to share anything interesting they found out with the class.

8a Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 get 2 go to 3 have 4 get 5 do 6 go 7 start 8 have

b Put Ss in pairs to describe their own morning routines. When they have finished, ask a few Ss to share anything interesting they found out with the class.

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 3.

3A Develop your writing

Introduction

Ss develop the skill of writing an online profile by learning how to use commas and apostrophes.

Warm-up

Ask: *What types of social media are there?* Elicit the names of different types of social media Ss can think of and write them on the board. Then ask Ss to tell you which they use and what they use them for and have a brief class discussion.

1 Ss discuss the sentences in pairs, saying which are true for them and why. When they have finished, nominate a few Ss to share their ideas with the class and find out if other Ss agree.

2a Focus attention on the online profile and explain that it's Lacey's online profile where she gives some personal information about herself. Read the types of information in the box and elicit which of these things Ss expect to see there. Give them a few minutes to read the profile quickly and tick which of the things in the box they find. Tell Ss not to worry about new words at this stage as they'll have a chance to read it again more carefully afterwards. Check answers as a class.

Answers: All except for age and favourite music.

b Ss read the profile again more carefully and answer the questions, then check in pairs. Check answers as a class.

Answers:
1 She's from Leeds.
2 She lives in London.
3 She's a student. She has a job in a café at the weekends.
4 Lacey and her friends visit museums; Lacey cooks.
5 She visits her parents and eats her mum's cakes.

3a Read the Focus box with the class, then elicit the answer to the question from the class.

Answer: an apostrophe

b Identify the other examples with the class and elicit why the commas and apostrophes are used.

Answers:
Commas:
Most days, (after time expressions); I usually make pasta, rice dishes and curries (in a list); In the holidays, (after time expressions); Chocolate, lemon and banana are my favourites (in a list)
Apostrophes:
I'm Lacey Brown (contractions); I'm a student (contractions); I'm from Leeds (contractions); they're also students (contractions); my parents' house (possessive plural noun)

4a Elicit the first answer as an example and write it on the board. Ss add commas to the rest of the sentences alone then check in pairs. Check answers as a class.

Answers:
1 I study English, French and Spanish.
2 On Fridays, I work in a restaurant.
3 I've got a dog, a cat and a rabbit.
4 I read, listen to music and go for a walk on Sundays.
5 At the weekend, I go for coffee with my friends.
6 I like basketball, volleyball and baseball.

b Repeat the procedure for Ex 4a but this time with apostrophes. In feedback, highlight the difference between *its* and *It's* in sentences 4 and 5.

Answers:
1 I'm always tired in the evenings.
2 I love my brother's new car. I want one myself!
3 We're students at the University of Barcelona.
4 No apostrophe is necessary. *Its* is a possessive here.
5 I really like my job. It's always interesting.
6 My cousins' names are Paul and Ava.

Teaching tip
When the answers are quite detailed like in Ex 4, you might want to write (or project) the sentences on the board while Ss are working. This will make feedback clearer for the whole class when checking answers.

Prepare

5a Read the instructions with the class and tell them they can include other things not in Ex 2a if they want. Give Ss plenty of time to plan their information and make notes. Monitor and help with vocabulary, writing any new words or phrases on the board.

b Give Ss a few minutes to think about what order they want to include their information from Ex 5a.

Write

6 Ss write their online profiles. When they have finished, put Ss in pairs and ask them to read each other's profiles and say one thing they like and one suggestion to improve them.

Homework ideas

Workbook: Ex 1–6, p21

3B Develop your reading

Introduction

Ss develop the reading skill of understanding a factual text by learning how to use headings to find information.

Warm-up

Revise the vocabulary from Lesson 3B with a miming game. Mime one of the everyday activities for the class to guess (they can have their books open on Lesson 3B if they want to). Put Ss in pairs to take turns miming different everyday activities for their partner to guess. When they have finished, ask one or two Ss to mime activities for the class to guess.

1 Elicit or teach the meaning of *uniform* in relation to school (specific clothes which children have to wear to school e.g. a dress, a tie, etc.). Put Ss in pairs to discuss the sentences. If you're teaching a multilingual class, try to pair Ss from different nationalities. When they have finished, nominate a different student for each sentence to share their answers with the class and find out if other Ss agree.

2a Tell Ss they are going to read about schools in Australia. Focus attention on the headings only. Put Ss in pairs to guess which sentences go in which section. Elicit their guesses but don't give any answers yet.

Optional alternative activity

If you think Ss are likely to try and read the whole text prematurely, then ask them to cover the text and write the headings on the board for the matching exercise.

b Tell Ss that not all the sentences need to be changed. Ss read the article and check their answers, then compare in pairs. Check answers as a class.

Answers:
1 C (True)
2 A (False – The school year starts in January.)
3 A (True)
4 B (False – The school day starts at 8.30 or 9 and finishes around 3.30.)
5 D (True)
6 E (True)

3 Read the Focus box with the class, then elicit the answer to the question. Answer any questions Ss might have.

Answer: They tell you what type of information the section contains.

4a Ss match the headings with the questions alone then check in pairs. Check answers as a class.

Answers: 1 Important dates 2 A typical day 3 Clothes 4 Languages 5 Homework

b Ss read the text and answer the questions alone then check in pairs. Check answers as a class and ask: *Do you find anything surprising about schools in Singapore?*

Answers:
1 It starts in early January and finishes in the middle of November.
2 They do Co-Curricular Activities (CCA), such as sport or art.
3 A name tag
4 Four
5 Two hours of homework

5 Ss discuss the questions in pairs. In feedback, elicit a few answers and open up to have a class discussion.

Homework ideas

Workbook: Ex 1–4, p20

3C Develop your listening

Introduction

Ss develop the listening skill of understanding short talks by learning how to understand key words.

Warm-up

Write on the board:
I never …
I sometimes …
I rarely … but I want to more often.
I … twice a week.
Demonstrate by telling Ss information about you to complete the sentences. Then give Ss a few minutes to complete them so they're true for them. Monitor and help with ideas and vocabulary. When they are ready, arrange Ss in small groups to share their sentences and ask any follow-up questions they can. In feedback, ask each group to share something interesting with the class.

1a Focus attention on the photos and elicit what Ss can see. Read the examples with the class then put Ss in pairs to discuss the questions. When they are ready, elicit Ss' ideas but don't give any answers yet.

b 3.6 Ss listen and guess which person the speaker is. In feedback, check who it is and why and ask Ss if they guessed correctly in Ex 1a.

Answer: Dorothy

Audioscript 3.6

Dorothy:
People often think that at my age we stay home every night and relax with a book or something, but for me that's not true. Life for me is all about having fun! I love singing and so I go out twice a week and sing in a group. The group is called *The Song Birds*. There are about forty-five of us, men and women. There are young people and older people like me. We're like a big family. We meet at the town hall to practise for two hours. It's hard work but I love it. I meet some of my friends from the group at the weekend. We have coffee and talk about the music. We sing all kinds of wonderful songs in our group. Do you want to hear me sing?

2 Read the Focus box with the class and elicit the answer to the question. Answer any other questions Ss might have. Stress that this actually makes listening easier because the most important words which carry the meaning are loudest and clearest.

Answer: Nouns, verbs, adjectives

3 Give Ss a minute to read the sentences so they know what to listen for. Then play the recording again for Ss to choose the correct alternatives. Ss check in pairs then check answers with the whole class.

Answers: **1** book **2** twice **3** Song **4** hall **5** coffee

4 3.7 Ss listen and underline the stressed words, then check in pairs. If necessary, play the recording again then check answers with the whole class.

Answers:
1 I rarely go to the cinema.
2 My old friends often come to my house.
3 We don't stay at home much in the evenings.
4 I don't like crazy parties.
5 We have a lovely cup of tea every day at 11.
6 I often go for a walk at the weekend.
7 My house is near the sea so I swim a lot.
8 We work for a big company.

Optional alternative activity

With ***stronger classes***, you could ask them to apply the information in the Focus box to decide which words are stressed first, then listen to the recording and check their answers.

5 3.8 Ss listen and complete the sentences alone then check in pairs. Check answers as a class then put Ss in pairs to discuss which sentences are true for them.

Answers: **1** five **2** ice cream **3** shop **4** brothers **5** dad **6** films **7** Indian **8** sport

6a 3.9 Tell Ss they are going to listen to two friends, Rana and Simon, each talking about something. Read the questions so Ss know what they are listening for. Then play the recording for Ss to listen and answer the questions. Check answers as a class.

Answers: **1** Simon **2** Rana

b The purpose of this exercise is for Ss to put everything they've learnt together and use the strategies to help them understand the monologues. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions then check in pairs. Play the recording again if necessary, then check answers as a class.

Answers:
1 She never goes to parties.
2 Two or three
3 Online friends
4 Nobody/Himself
5 At the shops, on the bus, in the street
6 Different, interesting

Audioscript 3.9

Rana:
I'm a stay-at-home kind of person. I like quiet places. I never go to parties, and I rarely go out on Friday or Saturday evenings. I like staying home and reading. I love books. I can visit strange and amazing places in my head and become a very different person. I know it's not real but the world becomes more interesting. I read two or three books a week. I have online friends who love books too and I often chat with them about the things we read. A few times a year, we meet up at a café and we talk. That's fun too.

Simon:
Oh, I'm always out but I don't usually go out with friends. I go out by myself and meet people! I meet people everywhere – at the shops, on the bus, or just in the street. I just love talking to them! People are all so different and interesting. Of course, not everyone likes talking to me at first but after a minute or two, they usually feel comfortable. I don't talk about myself very much. I ask people questions about their lives. Some of them tell me their life stories.

7 Ss discuss the questions in pairs. In feedback, nominate a few Ss to share their answers with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p19

4 OVERVIEW

4A A nice area
Goal | talk about your city
Grammar | *there is/are*
Vocabulary | places in a city

GSE learning objective
Can say what's in a town (e.g. buildings, places) using basic words and phrases

4B Homes
Goal | describe your home
Grammar | articles
Vocabulary | things in a home

GSE learning objective
Can ask for and give very basic information about the home

4C Be prepared
Goal | discuss what to take on a trip
Grammar | *need* + noun, *need* + infinitive with *to*
Vocabulary | equipment

GSE learning objective
Can use brief, everyday expressions to describe wants and needs, and request information

4D English in action
Goal | ask for information

GSE learning objective
Can ask for basic information about an event (e.g. a concert or football match), using simple language

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

4A Describing places

4B Things in a home

DEVELOP YOUR SKILLS

4A Develop your writing
Goal | write a description
Focus | using word order correctly

GSE learning objective
Can write short, basic descriptions of places, people or things

4B Develop your reading
Goal | understand social media posts
Focus | guessing new words

GSE learning objective
Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts

4C Develop your listening
Goal | understand a short radio programme
Focus | understanding weak forms

GSE learning objective
Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly

4A A nice area

Introduction

The goal of this lesson is for students to talk about their city. To help them achieve this, they will learn or revise *There is/are* and vocabulary related to places in a city.

Warm-up

Tell the class about your two favourite places in your town or city and your two least favourite places and say why you like/dislike them. Ask Ss to think of their two most and least favourite places where they live, and why. Give them a minute or two to choose what they are and make notes if they want to. When they are ready, put Ss in pairs to share their ideas. When they have finished, nominate a few Ss to share their ideas with the class and find out if other Ss agree.

Vocabulary and listening

1 Focus attention on the photos and elicit the answer to the first question, what they can see in the photos. Put Ss in pairs to discuss the remaining questions. When they are ready, ask a few Ss to share their answers with the class and have a brief class discussion.

2 Ss match the places with the pictures alone, then check in pairs. Monitor and help if necessary. Check answers as a class.

Answers: **a** theatre **b** police station **c** bus station **d** stadium **e** train station **f** shops **g** sports centre **h** post office **i** car park **j** castle **k** offices **l** garage

Vocabulary checkpoint

A *sports centre* is also sometimes called a *leisure centre* in the UK. A *garage* can be a place where cars are repaired or it can be a small building next to a house where people keep their cars or store things.

3a 4.1 Read the example with the class, then play the recording for Ss to listen and underline the stressed syllables. In feedback, write the words on the board and underline the stressed syllables (or invite Ss to the board to do so).

Answers: bus station, car park, castle, garage, offices, police station, post office, shops, sports centre, stadium, theatre, train station

Pronunciation checkpoint

Garage can also be pronounced /gəˈrɑːʒ/ in American English.

b Play the recording again for Ss to listen and repeat the words.

4a Read the first sentence with the class as an example and highlight that two answers are possible here. Ss decide which places the rest of the sentences refer to alone then check in pairs. Check answers as a class.

Answers: **1** stadium, sports centre **2** shops **3** post office **4** train station, bus station **5** garage

b Ss write sentences for three other places. Monitor and help with vocabulary and ideas if necessary, writing any new words and phrases on the board.

c When they are ready, put Ss in pairs to read out their sentences for their partner to guess. In feedback, ask Ss how many their partner guessed correctly.

5a 4.2 Play the recording for Ss to listen and note down the places in Ex 2 the speaker talks about, then check in pairs. Check answers as a class.

Answers: shops, police station, train station, bus station, castle

b Ss listen again and choose the correct alternatives, then check in pairs. Check answers as a class.

Answers: **1** a lot of **2** a **3** any **4** a lot of **5** some

Audioscript 4.2

So, in the centre there are a lot of shops. There's a police station and two train stations, that's good, but there isn't a bus station. There aren't any train stations in other parts of the town, such as at the castle. There are a lot of visitors to the castle, and it's difficult to get there. There's some green space near the centre which is nice.

VOCABULARY BANK 4A p139

Describing places

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the adjectives with the photos alone then check in pairs. Check answers as a class.

Answers: **1** B **2** C **3** I **4** D **5** H **6** J **7** A **8** E **9** G **10** F

b Read the example with the class then Ss describe their town or city in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1a at home then do Ex 1b in the next class.

Further practice

Photocopiable activities: 4A Vocabulary, p166

Grammar

There is/are

6 Ss read the grammar box and choose the correct alternatives. Point out that they can use the examples in the box to help. Check answers as a class and be prepared to give further explanations and examples if necessary. For example, *uncountable* means you can't 'count' it e.g. *space*, *water*, etc.

Answers: **1** singular **2** plural **3** big **4** plural **5** uncountable

GRAMMAR BANK 4A pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of the verb *be* with singular, plural and uncountable nouns. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A **1** a **2** any **3** a **4** are **5** isn't **6** Are **7** some **8** a lot of **9** some **10** aren't **11** a lot of **12** Is there

B **1** a **2** aren't **3** are **4** any **5** a **6** 's/is **7** are **8** of **9** any

7a 4.3 Focus attention on the linking of the words and ask Ss to follow them as you play the recording. If necessary, drill the sentences to demonstrate further. Explain that when a word ends with a consonant sound and the next word begins with a vowel sound, we link them together smoothly, as if they're one word.

b 4.4 Ss mark the linking alone then compare in pairs. Play the recording for Ss to check their answers then check answers as a class by writing the sentences on the board and drawing the linkings.

Answers:

1 There are some cafés.
2 There isn't a hospital.
3 There are a lot of parks.
4 There aren't any garages.

c Play the recording again for Ss to listen and repeat, copying the linking.

8 Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class and ask if this description is similar to where they live.

Answers: **1** are **2** some **3** a **4** any **5** there's **6** isn't **7** a lot of

9a Ss complete the sentences alone, then check in pairs. Check answers as a class.

Answers: **1** a **2** a **3** lot **4** some **5** any **6** a **7** lot

b Read the example with the class. If you're from a different city to the students, then demonstrate by talking about your home town. Ss discuss which of the sentences are true for where they live. In feedback, ask a few Ss to share their answers with the class.

Further practice

Photocopiable activities: 4A Grammar 1, p164; 4A Grammar 2, p165

Speaking

Prepare

10 Divide the class in half: Student As and Bs, and then put Ss in pairs. Explain that they're planning to move to a new town and direct them to the relevant pages. Ask them to plan what to say about how many of each thing there is in each town. Monitor and help them decide what to say and which quantifiers to use if necessary.

Speak

11a Put Ss in A/B pairs with one person from each of the two groups in Ex 10. Ss take turns asking and answering about each other's town e.g. *How many shops are there? There are a lot of shops*, etc. Monitor and make notes on Ss' language use for feedback later.

b Go through the Useful phrases with the class. Ask Ss to work together to decide where they'd like to move and why. When they have finished, ask each pair to justify their decision to the class. Give Ss feedback on their use of language.

Reflection on learning

Write the following questions on the board:

What's the most difficult thing in today's lesson?
What can you do to work on this more?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4A Ex A–B, p123
Workbook: Ex 1–5, p22
App: grammar and vocabulary practice

Fast route: continue to Lesson 4B
Extended route: go to p95 for Develop your writing

4B Homes

Introduction

The goal of this lesson is for students to describe their home. To help them achieve this, they will learn or revise articles and vocabulary related to things in a home.

Warm-up

Collect some photos of different types of rooms and homes. Put Ss in pairs and ask them to think of an adjective they've learnt on the course so far to describe each photo. Add each adjective to the board, asking what else each could be used to describe.

Vocabulary

Things in a home

1 You might want to pre-teach or elicit the difference between *flat* (a home on one floor, usually part of a building and also called *apartment*) and *house* (a home with two or more floors, often with a garden). Ss discuss the questions in pairs. In feedback, ask a few Ss to share their answers with the class.

Optional extra activity

Books closed. On the board, elicit the following rooms in a house: *living room, kitchen, bathroom, bedroom*. Arrange the class in four groups and assign one of the rooms to each group. Give each group a few minutes to think of and write as many types of furniture for that room that they can think of. While they are doing this, divide the board into four sections and write a name of a room at the top of each one. When they are ready, give out a board pen to each group and ask them to come to the board and write the names of the furniture they thought of. Correct any errors with the class and award a point for each correct piece of furniture. The group with the most points wins.

2a Ss match the words with the pictures alone then check in pairs. Check answers as a class and drill the words chorally and individually. In monolingual classes, you could check understanding by asking Ss how they say each of the words in their first language.

Answers: **A** upstairs **B** wardrobe **C** curtains **D** shower **E** bath **F** downstairs **G** cupboard **H** fridge **I** furniture **J** garage **K** garden

b Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** cupboard **2** furniture **3** curtains **4** fridge **5** bath **6** wardrobe **7** garden

c Focus attention on the photos and put Ss in pairs to discuss which of the things in Ex 2a they can see. Elicit answers from the class.

VOCABULARY BANK 4B p140

Things in a home

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the words with the photos alone then check in pairs. Check answers as a class.

Answers: **A** light **B** shelf **C** bin **D** mirror **E** plate **F** towel **G** sheet

b Ss discuss which rooms they can find the things in in pairs. When they are ready, check answers as a class.

c Read the examples with the class then Ss discuss the question in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1a at home then do Exs 1b and 1c in the next class.

Further practice

Photocopiable activities: 4B Vocabulary, p169

Reading

3a Focus attention on the text and elicit that it's an advertisement for a home. Give Ss a minute to read it quickly and decide which is the correct answer to the question. Check the answer as a class.

Answer: b

b Ss read the advertisement again and answer the questions, then check in pairs. Check answers as a class.

Answers:
1 the furniture in every room, the shower, the bath
2 three
3 two of the bedrooms; the kitchen (it has 'a big fridge and lots of cupboard space')
4 a fridge and lots of cupboards
5 two garages and a big garden

c Ss discuss the questions in pairs. In feedback, elicit Ss' ideas and ask a few Ss if they'd like to live there

Grammar

Articles

4a Write on the board: *I have two pets: dog and cat. Dog's name is Poppy and cat's name is Colin.* Ask: *Is this sentence correct?* (No) *What's missing?* Elicit the missing articles. If Ss are finding it difficult, point to the places where the articles are missing and ask: *What goes here:* a *or* the*?* (Correct sentence: I *have two pets,* ***a*** *dog and* ***a*** *cat.* ***The*** *dog's name is Poppy and* ***the*** *cat's name is Colin.*) Ask: *Why do we use* a/the *here?* Elicit Ss' ideas but don't give any answers yet.

Ss read the grammar box and choose the correct alternatives alone then check in pairs using the examples to help them. Check answers as a class.

Answers: **1** a/an **2** the **3** no article

b Read the first sentence with the class and focus attention on the article. Ask: *Which rule in the grammar box does this go with?* (rule b as there's only one garden outside the house). Ss match the rest of the sentences with the rules in pairs. Check answers as a class and elicit why we use the article in each sentence.

Answers:
1 b (only one garden outside the house)
2 b (the phrase *in the evening*)
3 a (first time one sofa is mentioned), b (only one living room)
4 c (second time the curtains are mentioned)
5 d (the phrase *at work*)

GRAMMAR BANK 4B pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, going through each of the uses of each article. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and ask them to explain them. Ss can refer to the notes to help them.

Answers:
A 1 ~~a~~ the sea (there's only one)
2 Correct
3 ~~the~~ a nurse (one of many/before a job)
4 to ~~the~~ work (expression)
5 **the** US (one of a few countries that includes *the*)
6 ~~an~~ a school (expression)
7 Correct
8 ~~the~~ small towns (plural noun, talking generally)
9 ~~a~~ very nice people (plural noun)
10 ~~the~~ Barcelona (no article before city names)
11 ~~an~~ a TV (before a consonant sound)
12 **the** afternoon (expression)
B 1 a 2 – 3 The 4 the 5 The 6 the 7 a 8 a 9 The 10 a 11 – 12 the

5a 4.5 Model the two ways of saying *the*: short (/ðə/) and long (/ðiː/). Play the recording for Ss to listen and say which type they hear in each sentence. Check answers as a class.

Answers:
the is a short sound (/ðə/) before a consonant sound (i.e. in sentences 1 and 2).
the is a long sound (/ðiː/) before a vowel sound (i.e. in sentences 3 and 4).

b Play the recording again for Ss to listen and repeat. Drill the sentences if necessary, both chorally and individually.

6 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** a **2** the **3** a **4** – **5** a; The **6** –; the **7** –; the **8** the; the

7a Read the example with the class then ask Ss to complete the sentences about their home. Monitor and make sure they're using articles correctly.

b Read the example with the class. Tell Ss to use the sentences in Ex 7a, but that they can also expand on these to give a fuller description of their homes. In feedback, ask a few Ss to describe their partner's homes to the class.

Further practice

Photocopiable activities: 4B Grammar 1, p167; 4B Grammar 2, p168

Speaking

Prepare

8a 4.6 Pre-teach *estate agent* (= someone who sell homes). Tell Ss they're going to listen to someone called Mark call an estate agent to ask about a flat. Play the recording for Ss to tick the things he asks about then check in pairs. Check answers as a class.

Answers: All except the neighbours and parking. The estate agent mentions the neighbours but Mark doesn't ask about them.

b Read through the questions with the class so Ss know what they are listening for. Play the recording for Ss to listen again and answer the questions. Ss check answers in pairs. Play the recording again if Ss want you to, then check answers as a class.

Answers:
1 6 **2** a sofa, a dining table and chairs **3** a shower and a bath
4 yes (but it's not private) **5** five minutes away
6 £600/month

Audioscript 4.6

Estate agent: Hello. Cathy speaking.
Mark: Oh, hi. My name's Mark Edwards. I'm calling about the flat on West Street.
Estate agent: Oh yes, are you looking for somewhere to live?
Mark: That's right. I've got some questions about the flat. Is it a large flat?
Estate agent: It's not very large but it's not small. It's a good size for one person. It's modern and very comfortable.
Mark: How many rooms are there?
Estate agent: There's a hall, then there's a living room, a kitchen, a bathroom and two bedrooms.
Mark: Is there furniture in the flat?
Estate agent: Yes, there is. There's a sofa and dining table and chairs in the living room. There's a double bed and cupboards in both bedrooms. In one of the bedrooms, there's also a desk and a chair.
Mark: Oh great, I sometimes work at home. Is there a shower in the bathroom?
Estate agent: Yes, there's a shower and a bath.
Mark: Fantastic. Is there a garden?
Estate agent: Um, yes. There's a garden for everyone in the building. It's not private but it's very pretty. Some of the neighbours sit out and read or have their breakfast there. It's large so you can find a quiet place to sit.
Mark: OK. Are there any shops and cafés near the flat?
Estate agent: Yes, there's a small supermarket about five minutes away. The flat's in a quiet area but there are other shops and cafés about a fifteen-minute walk away. There's a bus stop nearby, too.
Mark: Great. How much is the flat?
Estate agent: It's £600 per month. Are you interested?
Mark: Yes, I'd like to see it, please.
Estate agent: Good. Are you free tomorrow at 11 a.m.?
Mark: Yes, I am.
Estate agent: Meet me in front of the gate to the building and I'll show you around.
Mark: Great, see you then!

9 Put Ss in A/B pairs and direct them to the relevant pages to read and follow the instructions. Monitor while Ss are preparing and help with ideas if necessary.

Speak

10a Go through the Useful phrases with the class and check understanding. When they are ready, put Ss in their pairs again to carry out the roleplay. While they are speaking, monitor carefully and listen for Ss' use of articles, noting down any common errors and examples of good language use for feedback later.

b Ask each Student B in turn to tell the class if they'd rent the flat or not and why. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
Which vocabulary from today's lesson is most useful for you?
How will you continue practising articles in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 7b: Write a description of your home.
Grammar bank: 4B Ex A–B, p123
Workbook: Ex 1–6, p23
App: grammar and vocabulary practice

Fast route: continue to Lesson 4C
Extended route: go to p96 for Develop your reading

4c Be prepared

Introduction

The goal of this lesson is for students to discuss what to take on a trip. To help them achieve this, they will learn or revise *need* + noun, *need* + infinitive with *to* and vocabulary related to equipment.

Warm-up

Tell the Ss this situation:
There is an emergency and you have to leave your house immediately. You can only take three things with you, not including your mobile phone. What do you take and why?
Tell Ss the three things you would take and why (e.g. *I'd take my guitar because I play it every day*), then give them a minute to think about what they would take. When they are ready, put Ss in small groups to share their objects. In feedback, nominate a student from each group to share anything interesting they found out with the class.

Vocabulary and listening

Equipment

1a Focus attention on the photos and elicit what Ss can see. Introduce the topic by asking if Ss ever watch any TV shows about surviving in extreme situations and/or if they like this type of TV show. Ss match the places with the photos in pairs. Check answers as a class.

Answers: **1** B **2** A **3** C

b Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

2a Ss match the words with the pictures alone then check in pairs. Don't give any answers yet.

b 4.7 Play the recording for Ss to check their answers then check with the class.

Answers: **a** knife **b** hat **c** blanket **d** bowl **e** boots **f** backpack **g** mirror **h** sunglasses **i** gloves **j** warm clothes **k** water bottle **l** batteries **m** map **n** can

c Play the recording again for Ss to listen and repeat. It may be worth pointing out that using *can* for a food container is generally considered American English. In British English, we usually use *can* for drinks (e.g. *a can of cola*).

3 Read the examples with the class then Ss discuss in pairs. In feedback, elicit their ideas and find out if other Ss agree. Ask them what other things would be useful in each place.

Further practice

Photocopiable activities: 4C Vocabulary 1, p172

4a 4.8 Tell Ss they are going to listen to an expert talking about how to survive in one of the places in Ex 1a. Play the recording for Ss to listen and answer the questions then check in pairs. Check answers as a class.

Answers:
1 the Atacama desert
2 warm clothes, hat, mirror, water bottle

b Read the sentences with the class and elicit possible answers, but don't give any yet. Play the recording again for Ss to complete the sentences then check in pairs. If necessary, play the recording a third time, then check answers as a class.

Answers: **1** clothes **2** be **3** move **4** hat **5** get **6** water

c Ss discuss if they agree with Chris's advice in pairs. In feedback, elicit their ideas and find out if other Ss agree.

Audioscript 4.8

Presenter: It's the middle of the night, and you're lost in the Atacama Desert. Do you know what to do? Well, Chris Hall does. He's an ex-soldier who knows what to do in difficult situations. Chris, what's your advice?
Chris: First, you need warm clothes. A lot of people think it's always hot in the desert, and this is true in the day, but at night it's very cold, so you need to be warm. This is the best time to move, too. You need to move at night, because in the day it's very, very hot.
Presenter: Really? So what about when day comes?
Chris: This is the time to rest. You need to get out of the sun if possible. You need a hat so you can cover your head. This is very important. You need to get help, so a small mirror is good to use the sun to get attention. Stay where you are and write 'help' in big letters in the sand.
Presenter: And what about water?
Chris: You need to drink a little water and often, and you need a water bottle to carry it. Only eat a little because your body needs water to take food in.
Presenter: Thanks, Chris. That's really useful advice. I hope I never need it!

Grammar

need + noun, *need* + infinitive with *to*

5a Ss read the grammar box and choose the correct alternatives. Encourage them to use the examples to help. Check answers as a class.

Answers: **1** noun **2** between **3** infinitive

b Ss can do this exercise orally in pairs. When they have finished, go over each sentence with the class.

Answers: **1** noun **2** infinitive with *to* **3** infinitive with *to* **4** noun **5** infinitive with *to* **6** noun

GRAMMAR BANK 4C pp.122–123

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A
1 We need some bread.
2 Do you need to take some water?
3 I need a new laptop.
4 They don't need to leave early.
5 She needs to leave soon.
6 Do we need any more drinks?
7 Do you need some help?
8 He doesn't need to drive.
9 I don't need a shower.
10 What do I need to do?

B
1 He needs hot water.
2 I don't need to go early.
3 They need to study more.
4 Do you need food?
5 We don't need a blanket.
6 Do we need to tell them?
7 I need to go home.
8 Do you need to sit down?
9 She doesn't need your help.
10 We need some food.

6a 4.9 Ss listen and decide if *to* and *a* are stressed or unstressed. Check the answer as a class.

Answer: unstressed (/tə/ and /ə/)

b Play the recording again for Ss to listen and repeat.

7 Read the example with the class. Remind Ss that they need to decide first if the word in brackets is a noun or verb, then write the sentence accordingly. Check answers as a class and write the sentences on the board (or invite Ss to do so).

Answers:
1 You need to walk slowly in the day.
2 I need a bowl.
3 She needs gloves because it's cold.
4 We need to stay dry.
5 You need to find food.
6 They need a water bottle when it's hot.
7 I don't need to take a mirror
8 They don't need hats or gloves.

8a Read the first situation and the examples with the class, then elicit any other ideas Ss have (e.g. *I need a mobile phone. I need to know where I am.*). Ss write their sentences for each situation alone. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Suggested answers:
1 I need a map. I need to use public transport.
2 I need some water. I need to wear a hat.
3 I need warm clothes. I need to start a fire.
4 I need a good teacher. I need to practise.
5 I need smart clothes. I need to prepare.
6 I need a good recipe. I need to cook a lot of food.

b Put Ss in pairs to share their sentences. In feedback, ask: *Were any of your sentences the same?*

Further practice

Photocopiable activities: 4C Grammar 1, p170; 4C Grammar 2, p171

Speaking

Prepare

9a 4.10 Tell Ss that they are going to decide what they need in a specific situation. Tell Ss that Gavin and Kirsten are talking about what they need in one of the places in Ex 1a. Play the recording for Ss to listen and decide which place they're talking about. Check answers as a class.

Answer: the Amazon rainforest

b Ss listen again and identify which things they decide to take, then check in pairs. Check answers as a class.

Answers: knife, blanket, can, water bottle

Audioscript 4.10

Kirsten: Oh, this is a fun quiz. We're in the rainforest and we can only have five objects from this list. Here, have a look.
Gavin: OK, so what do we need first?
Kirsten: Well, I think first we need to find somewhere to sleep under the trees, then we need to build a fire.
Gavin: So we need a good knife, right? So we can cut wood for a fire.
Kirsten: Oh, good idea! And we can use the blanket to make a place to sleep under.
Gavin: What about food?
Kirsten: We need the bowl to cook with.
Gavin: Yes, or …
Kirsten: What?
Gavin: I think we need the can. After we eat the food in it, we can use it to cook things in.
Kirsten: OK, but water is more important. We need to drink so we need the water bottle.
Gavin: Of course. How many things is that?
Kirsten: Four. So we can have one more.
Gavin: Hmm … oh, I know. We need to carry these things in something, so let's take the backpack. Or we need to know where we are so perhaps we need the map …
Kirsten: Or what about a mirror or batteries for a phone because we need to get help … ?

10 Tell Ss they are lost on an island and they need to choose five objects from Ex 2a. Give them plenty of time to choose which objects they need and also to prepare a strong reason why they need each one. Monitor and help with ideas and vocabulary if necessary.

Speak

11a Go through the Useful phrases with the class. Ss take it in turns to say which five objects they need and why, then agree on five things together.

b Put pairs together in groups of four and ask them to agree on five things as a group. As in Ex 10a, each side should say why they need their five things then try to agree on a list of five together. When they have finished, ask each group in turn to present their list of five things to the class and find out if other groups agree.

Reflection on learning

Write the following questions on the board:
Which phrases from this lesson are new for you?
What did you find most difficult in today's lesson?
What can you do to improve this in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4C Ex A–B, p123
Workbook: Ex 1–6, p24
App: grammar and vocabulary practice

Fast route: continue to Lesson 4D
Extended route: go to p97 for Develop your listening

4D English in action

Introduction

The goal of this lesson is for students to practise asking for information. To help them achieve this, they will learn a range of phrases for asking if something is near, for asking and saying where things are and for asking about times, prices and permission.

Warm-up

Before the lesson, write the vocabulary from Lesson 4C on the board. Describe one of the words with a definition, e.g.: *You wear these when it's very sunny.* and ask Ss to guess the word (*sunglasses*). Put Ss in pairs to take turns to test each other in the same way, i.e. one student describes or defines a word for the other to guess.

1 Focus attention on the adverts and elicit what each one is for (a gym, a cinema and a museum). Give Ss a minute to read through the adverts then put them in pairs to discuss the questions. Check answers as a class.

Answers: 1 Adverts for a gym, a cinema and a museum.
2 From £39.99 a month 3 20.10
4 An exhibition of maps of the world

2a 4.16 Tell Ss that they will hear three conversations related to the three adverts. Ss listen and match the conversations with the adverts then check in pairs. Check answers as a class and ask what information each person wants.

Answers:
1 Museum. The person wants to know if it's free, if she can take photos and if there is a gift shop.
2 Cinema. The person wants to know what time the next film starts, how much tickets are and where to buy them.
3 Gym. The person wants to know what time the gym closes, if there are towels in the changing rooms and where the changing rooms are.

b Read the sentences with the class and elicit what kind of information is missing in each one (e.g. 1: an adjective, 2: an auxiliary verb, etc.), but don't give any answers yet. Play the recording for Ss to complete the sentences then check in pairs. Play the recording again if necessary.

c Draw Ss' attention to the Useful phrases box, then ask Ss to check their answers to Ex 2b with the phrases in the box.

Answers: 1 free 2 Can 3 there 4 near 5 start 6 ticket 7 pay 8 close 9 any 10 Where

Teaching tip

Before doing a listening task, it's a good idea to go through the questions first and elicit ideas. This helps focus Ss on what they're going to be listening for.

Audioscript 4.16

1
A: Excuse me, is the museum free?
B: Yes, it is.
A: Oh great. Can I take photos in there?
B: No, I'm sorry you can't but we sell postcards of some of the paintings.
A: Oh, I see. Is there a gift shop?
B: Yes, there is. It sells some lovely things. It's near the exit.
A: Fantastic, thank you.

2
A: Hi. What time does the next film start?
B: At er ... half past three.
A: OK. How much is a ticket?
B: It's £8 for adults and £5.50 for children.
A: Thanks. Where do I pay?
B: You can pay here or at the machine over there.
A: OK, thanks.

3
A: Excuse me, what time does the gym close tonight?
B: At ten.
A: Oh, good. And are there any towels in the changing rooms? I don't have one with me.
B: No, but I've got one here you can take.
A: Fantastic, thanks. Last question. Where are the changing rooms?
B: Go down that hall. The ladies' is on the right.
A: Thanks.

3a 4.17 Read the example with the class then play the recording for Ss to underline the stressed words. With ***weaker classes***, pause after each phrase to give Ss a chance to underline the words. Check answers as a class, writing the phrases on the board and underlining the stressed words.

Answers:
Is there a gift shop near here?
Are there any towels in the changing rooms?
Where are the changing rooms? The gift shop is near the exit.
What time does the next film start?
What time does the gym open on Sundays?
What time does the gym close tonight?
Is the museum free? How much is a ticket? Where do I pay?
Can I take photos in the museum?

b Play the recording for Ss to listen and repeat, practising the correct stress.

4a Read the example with the class. Ss write the rest of the questions alone then check in pairs. Check answers as a class and write the questions on the board, or invite Ss to do so.

Answers:
1 When does the next train arrive?
2 Where's the ticket office?
3 How much is a ticket to London?
4 Is there a gym near here?
5 Where do I pay?
6 Is there a cinema (near here/in the town)? Are there any cinemas in the town?
7 Is the concert free?
8 Can I take food into the theatre?

b Elicit the first question as an example and write it on the board. Ss write the rest of the questions alone then check in pairs. Check answers as a class.

Answers:
1 What time do the shops open?
2 How much is a taxi to the airport?
3 Is there a swimming pool near here?
4 Where do I pay for a train ticket?
5 What time is the last bus?
6 Are there any parks near here?
7 Where's the bus station?
8 Is the city museum free?

c Ask a stronger pair to demonstrate the activity for the class first. Ss take turns to ask and answer the questions in pairs. In feedback, ask a few Ss to ask and answer some of the questions for the class in open pairs.

5 Arrange Ss in A/B pairs and direct them to the relevant pages to read their instructions. You could put As together and Bs together to plan their questions and information. Monitor and help if necessary.

6a Ss practise their conversations for each of the situations in pairs. Monitor and make notes on Ss' language use for feedback later.

b Assign new pairs. Ss swap roles and practise the conversations again. When they have finished, ask one or two pairs to perform their conversations for the class. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:
What are the most useful phrases in today's lesson?
Where and when can you practise these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p25
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

4 Check and reflect

Introduction

Ss revise and practise the language of Unit 4 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Elicit the first answer as an example and write it on the board. Ss complete the sentences alone then check in pairs. Check answers as a class and write the words on the board.

Answers: **1** park **2** post office **3** theatre **4** sports centre **5** bus station **6** stadium **7** police station

2a Ss complete the sentences alone then check in pairs. Check answer with the whole class.

Answers: **1** aren't **2** is **3** isn't **4** are **5** aren't **6** are **7** aren't **8** is

Optional alternative activity

Divide the board into four and write *is*, *isn't*, *are* and *aren't* in the sections. Arrange the Ss in small teams, then each turn, call out a number from 1–10. Someone from each team must come to the board and touch the relevant section relating to that sentence, e.g. *is* for number 8. The first team to do it correctly wins a point. The team with the most points at the end wins.

b Read the examples with the class then put Ss in pairs to make the sentences true for their town or city. In feedback, nominate different Ss to read out each sentence for the class.

3a Ss complete the sentences alone then check in pairs. In feedback, check answers and find out which sentences are true for Ss.

Answers: **1** isn't **2** are **3** There **4** any **5** isn't **6** some

b Ss discuss the question in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if other Ss agree.

4a Ss complete the text alone then check in pairs. Check answers as a class.

Answers: **1** a **2** a **3** a **4** a **5** the **6** the **7** the **8** a **9** the **10** – **11** the **12** – **13** the **14** the

b Read the example with the class then put Ss in pairs to describe their favourite rooms. In feedback, ask one or two Ss to share their descriptions with the class.

5 Point out that the first and last letter of each missing word is given. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** garage **2** shower, bath **3** wardrobes **4** cupboards **5** furniture **6** curtains **7** fridge

6a Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** gloves **2** batteries **3** sunglasses **4** can **5** knife **6** blanket

b Ss discuss the question in pairs. In feedback, elicit Ss' answers and ask for their reasons.

7 Ss complete the sentences and questions alone then check in pairs. Check answers as a class.

Answers: **1** do **2** don't **3** need **4** to **5** needs **6** doesn't

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 4.

4 Reach the end (Units 3–4 review)

Introduction

Ss revise and practise the language of Units 3 and 4 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 3 and 4.

For this game, Ss can write numbers 1–6 on small pieces of paper and put them in a bag if dice are not available. All Ss place their counters on the START square. Ss take turns to roll the dice or take out one of the pieces of paper and move that number of squares along the board. When they land on a square they must follow the instructions on it. If their answer is incorrect Ss move back to the square they were on before. The first person to reach the FINISH square wins.

While Ss are playing, monitor and be on hand to adjudicate or help if necessary.

Answers:

1 do (*brush*, *wash* and *comb* are also possible)
2 (e.g.) the radio, music, etc.
3 She worries about her job.
4 lot
5 Ss' own answers
6 Ss' own answers
7 go
8 e.g. How can I help you?; Which time would you like?; Where do you want to sit?; Do you want to sit together?
9 an
10 She doesn't go to bed late.
11 the (*my*, *his*, *our*, etc. are also possible)
12 gloves
13 Do you ever go to the cinema alone?
14 much
15 watch
16 any
17 sunglasses
18 Ss' own answers
19 out
20 downstairs
21 get
22 How often does she go out on (a) Saturday night?/ Does she often go out on (a) Saturday night?
23 does
24 Ss' own answers
25 Ss' own answers
26 Ss' own answers
27 play
28 a post office

4A Develop your writing

Introduction

Ss develop the skill of writing a description by learning how to use word order correctly.

Warm-up

Tell Ss the three best things and three worst things about your home town. Ask Ss to think of the three best and worst things about their home town and write them down. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their ideas.

1 Focus attention on the photo. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class, but don't give any answers yet.

2a Ss read the article and check their answers to Ex 1. Check answers as a class.

b Ss read the article again more carefully and decide if the sentences are true or false. Check answers as a class and ask Ss to correct the false sentences.

Answers:
1 T
2 F (The city is over a thousand years old. The castle is nearly 800 years old.)
3 T
4 F (it's easy)
5 F (it's the gingerbread)
6 T

3a Read through the Focus box with the class and elicit the answer to the question.

Answer: before nouns and after the verb *be*

b Ss find more examples in the article alone then check in pairs. Check answers as a class.

Answers:
Basic word order: e.g. Toruń is a very old city; The buses go to many European cities; People come from many different places; Toruń is a great place to live and visit.
Adjectives come before nouns: e.g. small city; capital city; (very) old city; attractive buildings; big train station; old town; European cities; famous speedway stadium; drama theatres; children's theatres; musical theatres; great place
Long sentences: e.g. There are a lot of attractive buildings in the city and it looks really beautiful at night.; There's also a bus station near the old town.

4 Read the example with the class then ask Ss to write the rest of the sentences. Ss check in pairs. Check answers with the whole class and write them on the board.

Answers:
1 I live in an interesting city.
2 People live and work there.
3 There are some beautiful parks in the city.
4 People have lunch in the parks in summer.
5 I visit a museum or gallery with my friends every weekend.
6 Jamie sometimes goes to the theatre with his partner after work.
7 The city centre is beautiful.

Optional alternative activity

Do this exercise as a race. Ss compete to write the sentences as quickly as possible. The first student to complete all the sentences correctly wins.

5 Demonstrate by telling the class how you would complete the sentences about your town or city (or a town or city you know well). Ss complete the sentences then share their answers in pairs.

Prepare

6a Tell Ss that they're going to write their own description of a city. Go through the points with the class, then give Ss plenty of time to make notes. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

b Give Ss a minute or two to decide on the order of their information. Be on hand to answer any questions they may have.

Write

7 Ss write their descriptions. When they have finished, put Ss in pairs and ask them to read each other's descriptions and say one thing they like and one suggestion to improve them.

Homework ideas

Workbook: Ex 1–6, p27

4B Develop your reading

Introduction

Ss develop the reading skill of understanding social media posts by learning how to guess new words.

Warm-up

Write on the board: *When you read and meet a new word, what do you do?* You could make it clear by miming reading, meeting a new word, frowning and then ask: *What do you do in this situation?* Ss discuss what they do in pairs (e.g. ignore them, look them up, try to guess what they mean, etc.) When they have finished, elicit their ideas and have a brief class discussion.

1 Focus attention on the photo and discuss the questions as a class.

Answers: The person is in a living room in front of a fire. They probably like it because it's comfortable, warm, quiet, etc.

2 Focus attention on the social media posts and explain that one of them describes the place in the photo. Give them a few minutes to read the posts quickly and say which one it is. Check the answer as a class.

Answer: post 2 (@Sam)

3a Read the Focus box with the class. Elicit ideas about the meaning of *sunset* then ask Ss to look it up and check.

Answer: **Sunset** is the time of day when the sun goes away and you see a red or orange sky. The night then starts.

b Focus attention on the words in posts 2 and 3. Ss discuss the questions in pairs, then check with the whole class.

Answers:
cottage: It's a noun. There are two examples in the text. It's difficult to understand any part of it. *stay*, *one small bedroom*, *open fire* suggest it's some kind of building/home. *pretty village*, *old* and *beautiful* tell us that it's some kind of old home, maybe a traditional one.
tough: It's an adjective. There's only one example in the text. It's difficult to understand a part of the word. We could replace *tough* in *It's tough for me to relax* with *easy or difficult*. *so I go to the gym* [where] *I quickly relax* tells us that it must mean *difficult*.

c Encourage Ss to look up the words to check. Also encourage them to look for the pronunciation, collocations and other example sentences in a dictionary to see how it's used. Answer the questions as a class.

Answers: 1 a 2 b

4 Ss read the posts 1–3 again and decide if the sentences are true or false, then check in pairs. Check answers as a class and ask why they're true or false.

Answers:
1 T – I walk five minutes and I arrive at the beach
2 F – other people go there to look at the sunset, too
3 T – The cottage is tiny
4 F – We leave our phones and other technology at home
5 F – My job is stressful

5a Ss read the rest of the social media posts and make a list of words they don't know. When they have done so, put Ss in pairs to compare their lists and answer the questions about each one.

b Ss guess the meanings in pairs, then look them up in a dictionary or online to check.

6 Ss read the posts again and answer the questions in pairs. Check answers as a class.

Answers:
1 He has a picnic – a few different types of food.
2 When it rains.
3 It's friendly and the food is good.
4 He watches the people.

7 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p26

4c Develop your listening

Introduction

Ss develop the listening skill of understanding a short radio programme by learning how to understand weak forms.

Warm-up

Write on the board:
Think of a very hot place you've visited.
Think of a very cold place you've visited.
What was the temperature?
Ss discuss in small groups.

1a Focus attention on the first photo and elicit what people can see, then put Ss in pairs to discuss the questions. When they are ready, ask a few Ss to share their ideas with the class.

b 4.11 Write *Calgary* on the board and ask: *Where is this?* (Canada). Read the sentences with the class and elicit if they think each one is true or false, but don't give any answers yet. Play the recording for Ss to check their guesses and discuss in pairs. Check answers as a class and ask Ss to correct the false sentences.

Answers: 1 F (–30˚C) 2 T 3 F (for 18 km)

Audioscript 4.11

Presenter: People live in all kinds of unusual places around the world: hot places, rainy places, dry places. But what is life like in a very cold place? Reporter James Larkin travels to three different cities around the world to find out.
James: Well, here I am in Calgary in Canada. It's sometimes minus 30 degrees centigrade here in winter. So how do people live?
Woman 1: Life here is good in winter. We do different winter sports like skiing. It's fun!
Man 1: It's cold here in winter but it's also sunny so you need to wear sunglasses almost every day.
James: How are the city streets here in winter?
Woman 2: I don't often use the streets in winter. We have the Skywalk so I walk from the train station to my office inside. We can walk eighteen kilometres around the city inside with the Skywalk. It's warm and comfortable. I love it!

2a Read the Focus box with the class and elicit the answer to the question. Answer any other questions Ss might have.

b 4.12 Play the recording for Ss to listen and check, then play it again and ask Ss to repeat the words.

Answers:
an /ən/ *the* /ðə/
from /frəm/ *to* /tə/
are /ə/ *do* /də/
and /ənd/ or /ən/ (because we often drop the /d/ sound, particularly before a consonant sound)
but /bət/ or /bə/ (because we often drop the /t/ sound, particularly before a consonant sound)

3 4.13 Tell Ss that they're going to hear four extracts from the radio programme and they need to choose the word they hear in each one. Ss listen and choose the word then check in pairs. Check answers as a class.

Answers: 1 of 2 a 3 to 4 the

Audioscript 4.13

1 People live in all kinds of unusual places around the world.
2 But what is life like in a very cold place?
3 Reporter James Larkin travels to three different cities.
4 I don't often use the streets in winter.

4a 4.14 Focus attention on the second photo and elicit or tell Ss that it shows Reykjavík in Iceland, which is where the second part of the radio programme is from. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions alone then check in pairs. Check answers as a class.

Answers:
1 He sits in a hot pool in his garden.
2 There's natural hot water under the roads.
3 Four or five
4 Three
5 Two or three minutes
6 A T-shirt, a shirt, a sweater, a coat, two pairs of trousers, gloves, a hat, a scarf and boots.
7 Cars

Audioscript 4.14

James: Now, I'm in Reykjavík in Iceland. There's natural hot water here and so people don't need to pay for warm homes in winter. It's free. There are also hot pools outside.
Man 2: I go outside every day and sit in a hot pool in my garden in January and February. It's fantastic in really cold weather.
James: The hot water also helps with the roads.
Woman 3: It's not easy to drive around Iceland. We need to have special tyres on our cars so we can drive safely. But natural hot water goes under some of our roads in the city so there's no snow on them. It's easy to drive on those roads.
James: There isn't much sunlight in winter in Iceland.
Woman 4: In December, we have just four or five hours of sunlight but in June, we have only three hours of night time so it's OK!
James: This is Yakutsk in Russia. Some days it's minus forty degrees here but people live normal lives. They get up, go to work, go shopping and come home.
Man 3: We go outside but we don't stay outside for very long. We walk to our car or to another building – just two or three minutes.
James: Clothes are important in cold places.
Man 4: We need to wear a lot of clothes. I wear a T-shirt, a shirt, a sweater and a big, thick coat. I wear two pairs of trousers! I also wear gloves, a hat and a scarf and I have big boots.
James: Shops and schools usually stay open in winter.
Woman 5: Life doesn't stop in winter. Shops open. The trains work every day. Sometimes the schools close but only in very, very cold weather. One big problem is our cars. They don't always start in the morning!
James: So, life in a cold place is different. It's sometimes difficult but not always. Wear a lot of clothes, stay inside, enjoy a lovely hot bath every day and do some snow sports. Then, life is good.

b 4.15 Ss listen and write the missing words, then check in pairs. Check answers as a class.

Answers: 1 for 2 a 3 the 4 to 5 of 6 but 7 We 8 are 9 and 10 They

5 Ss discuss the questions in pairs. In feedback, nominate a few Ss to share their answers with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–6, p25

5 OVERVIEW

5A What does he look like?
Goal | describe people's appearance
Grammar | position of adjectives
Vocabulary | appearance
GSE learning objective
Can use simple language to describe people's appearance

5B How was it?
Goal | describe an experience
Grammar | *was/were*
Vocabulary | adjectives to describe experiences
GSE learning objective
Can talk about past events or experiences, using simple language

5C You can do it!
Goal | describe your skills
Grammar | *can/can't* for ability
Vocabulary | skills
GSE learning objective
Can describe skills and abilities using simple language

5D English in action
Goal | make and respond to requests
GSE learning objective
Can make requests related to immediate needs using basic fixed expressions

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

5B Feelings

DEVELOP YOUR SKILLS

5A Develop your writing
Goal | write a description of a person
Focus | using paragraphs
GSE learning objective
Can write short, basic descriptions of places, people or things

5B Develop your listening
Goal | understand a story
Focus | linking between words
GSE learning objective
Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly

5C Develop your reading
Goal | understand information in a brochure
Focus | understanding *it, they* and *them*
GSE learning objective
Can identify specific information in simple letters, brochures and short articles

5A What does he look like?

Introduction

The goal of this lesson is for students to describe people's appearance. To help them achieve this, they will learn or revise the position of adjectives and vocabulary related to appearance.

Warm-up

Divide the board into three sections and give them the following headings: *Places in a city, Things in a home* and *Equipment*. Remind Ss of the topics covered in Unit 4. Divide the class into two teams and give each team a board pen. Explain that you will say a word each turn and one student from each team (a different one each turn) should write the word in the correct place. Demonstrate with *post office* (places in a city). The first student to write the word correctly and in the correct place wins a point for their team. The team with the most points at the end wins.

Choose from the following words:

Places in a city: *bus station, car park, castle, garage, offices, police station, post office, shops, sports centre, stadium, theatre, train station*

Things in a home: *bath, cupboard, curtains, fridge, furniture, garage, garden, shower, stairs, wardrobe*

Equipment: *backpack, batteries, blanket, boots, bowl, can, gloves, hat, knife, map, mirror, sunglasses, warm clothes, water bottle*

Listening and vocabulary

Appearance

1 Focus attention on the photos and elicit what parts of the body and face Ss can see.

2a Ask the class: *Do you ever listen to podcasts? What ones do you listen to?* Tell Ss that they're going to listen to part of a podcast episode about remembering faces. Ss read the description then answer the question in pairs. Check the answer with the class.

Answer: three

b 5.1 Tell Ss they're now going to listen to Neil describing the faces he remembers to Tina. Ss listen and note what parts of the body he mentions. Elicit the answers.

Answers: hair, face and eyes

c Ss listen again and complete the sentences. Check answers as a class and check understanding of the adjectives.

Answers: 1 hair 2 eyes 3 face

d Ss listen again and put the faces in the order they hear them described, then check in pairs. Check answers as a class.

Answers: Photos C, A and B

Audioscript 5.1

Professor: OK, Neil. That's thirty seconds. Tina, here are the photos of the three faces. Neil, describe the three faces to Tina, please.
Neil: OK, here we go. So the first person is a woman. She's got long, dark hair and a thin face. She's got brown eyes.
Professor: OK, next description please Neil. What does she look like?

Neil: OK, the second person is also a woman, but she's got short, blonde hair. She's young.
Professor: OK, thanks. And the last picture?
Neil: The last woman has long, blond hair. She's also got a thin face and big, blue eyes.
Professor: Thank you! Now, Tina, can you tell us which photos they are?
Tina: OK, well ...

3a Divide the board into four sections and give them the following headings: *body*, *eyes*, *hair* and *age*. Read the examples with the class and write them in the correct sections. Ss categorise the rest of the words alone then check in pairs. Check answers as a class and write the words in the correct sections, or invite Ss to the board to do so.

Answers:
1 tall, short, small, thin
2 blue, brown, black, dark, grey, large, small
3 brown, blonde, black, dark, grey, long, short
4 old, young

b Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 young 2 big 3 short 4 long 5 blue 6 blonde 7 old 8 grey

c Give Ss a few minutes to choose someone they know and think of adjectives to describe them, using the vocabulary in Ex 3a. When they have finished, put Ss in pairs to share their descriptions.

Optional extra activity

Ask Ss to write descriptions of themselves on pieces of paper in Ex 3c, but not to write their names on the descriptions. When they have finished, collect the descriptions in, shuffle them, then redistribute to other people. Ss then read the descriptions and guess who wrote them.

Further practice

Photocopiable activities: 5A Vocabulary, p175

Grammar

Position of adjectives

4 Write on the board: *She's got eyes*. Then ask Ss where the two adjectives *blue* and *beautiful* go in the sentence (*She's got beautiful, blue eyes*). Ss read and complete the grammar box alone then check in pairs. Check answers as a class.

Answers: 1 before 2 after 3 look like

GRAMMAR BANK 5A pp.124–125

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the order of more than one adjective. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A
1 ~~man good-looking~~ good-looking man
2 ~~eyes blue~~ blue eyes
3 Correct
4 ~~a~~
5 ~~looks~~ is
6 ~~are~~
7 Correct
8 ~~middle-aged, good-looking~~ good-looking, middle-aged
9 ~~Is young Susan?~~ Is Susan young?
10 ~~nice very~~ very nice
11 Your brother **is** tall!
12 ~~smalls~~ small

B
1 Sandra's got long dark hair.
2 He's a tall young man.
3 He looks attractive.
4 I have three beautiful children.
5 My grandfather's very old but he looks young.
6 I think he's a good-looking man.
7 Tom's got nice brown eyes.
8 She's got a thin face.
9 I feel tired today.
10 Selena has got three beautiful horses.

5a 5.2 Ss listen to the sentences and decide if the adjectives are stressed or not, then check in pairs. Play the recording again if necessary, then check the answer with the class.

Answer: yes

b Play the recording again for Ss to listen and repeat.

6 Read the example with the class. Ss write the sentences alone then check in pairs. In feedback, invite Ss to the board to write the sentences, or write them up yourself, eliciting the correct order.

Answers: 1 He looks young. 2 Your dad is tall.
3 Shannon has got short hair. 4 He's a short boy.
5 She's got dark hair. 6 He's got a short nose.
7 Clara's got big, brown eyes.
8 My mum has got long, blonde hair.

Grammar checkpoint

When we use more than one adjective together, we put size first, then colour e.g. *She's got long, dark hair.* NOT: ~~*She's got dark, long hair.*~~

7a Focus attention back on the photos. Elicit different adjectives that can describe each photo and write them on the board.

b Read the example conversation with a stronger student, then put Ss in pairs to describe and guess the photos.

Further practice

Photocopiable activities: 5A Grammar 1, p173; 5A Grammar 2, p174

Speaking

Prepare

8 Put Ss in A/B pairs and direct them to p155 to try and memorise the photos of people's faces, making notes if they want to.

Speak

9a Go through the Useful phrases with the class. Make sure Ss realise they should describe the photos in a random order. Put Ss in pairs for Student A to describe the people in their photos, while their partner listens, looks at the photos and writes the order they describe them. Monitor and check Ss are using adjectives in the correct order.

b When they have finished, ask Ss to swap roles and repeat.

c When they're ready, Ss look at the photos together and check they got the order right.

Reflection on learning

Write the following questions on the board:

What was the most useful vocabulary in today's lesson?
How can you practise this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Write a description of one of the people in the photos.
Grammar bank: 5A Ex A–B, p125
Workbook: Ex 1–5, p28
App: grammar and vocabulary practice

Fast route: continue to Lesson 5B
Extended route: go to p98 for Develop your writing

5B How was it?

Introduction

The goal of this lesson is for students to describe an experience. To help them achieve this, they will learn or revise *was* and *were* and adjectives to describe experiences.

Warm-up

Show the class some photos of a wide range of different-looking people. Describe one of them using the vocabulary and grammar from Lesson 5A and ask the Ss to guess who you're talking about. Arrange Ss in small groups and give some of the photos of people to each group. Ss take turns to describe one of the photos for other Ss to guess.

Vocabulary

1a Focus attention on the photos and elicit what Ss can see. Ss match the phrases with the photos alone then check in pairs. Check answers as a class.

Answers: **A** go on holiday **B** go to a restaurant **C** go to the cinema **D** go to a party

b Put Ss in pairs to discuss the questions. When they have finished, nominate a few Ss to share their answers with the class and find out if other Ss agree.

2 Read the example with the class, then ask Ss to match the groups of words with the places in Ex 1a. Check answers as a class and explain the meanings of the new words if necessary.

Answers: **1** go to the cinema **2** go to a party **3** go to a restaurant **4** go on holiday

3a 5.3 Tell the class that they're going to listen to some people talking about experiences. Go through the questions first, so that Ss know what to listen for, then play the recording for Ss to listen and answer the questions. Check answers as a class.

Answers:
Conversation 1:
1 go on holiday **2** hotel, food **3** like: hotel; dislike: food
Conversation 2:
1 go to a restaurant **2** food **3** like: restaurant, food (fish curry)
Conversation 3:
1 go to the cinema **2** actors, story **3** like: actors; dislike: story
Conversation 4:
1 go to a party **2** people, music **3** like: people, music

b Ss listen again and tick the adjectives they hear, then check in pairs. Check answers as a class.

Answers: awful, boring, brilliant, great, OK, lovely, nice, terrible

Audioscript 5.3

1
A: How was the holiday?
B: It was awful.
A: Oh no! Why?
B: Well, the hotel was OK, but the food was terrible.

2
A: Was the restaurant nice?
B: Yes, it was lovely.
A: And the food?
B: The food was great. I love their fish curry.

3
A: How was the film last night?
B: It was OK.
A: Only OK?
B: Yeah. The actors were good, but the story was boring.

4
A: How was Monica's party?
B: It was brilliant! The people were lovely and the music was fantastic!
A: That's great!

c Ss decide which adjectives in the box are positive, which are negative and which is neutral in pairs. Check answers as a class, writing them in two lists on the board (or invite Ss to do so).

Answers:
Positive: amazing, brilliant, cool, excellent, exciting, great, interesting, lovely, nice, perfect
Negative: awful, boring, horrible, terrible
Neutral: OK

d 5.4 Play the recording for Ss to listen and repeat. Make sure they stress each adjective correctly.

4 Elicit the first answer as an example. Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** lovely **2** terrible **3** excellent **4** boring **5** OK **6** cool **7** perfect **8** exciting

5 You could demonstrate by telling Ss your answers first. Ss complete the sentences with their own ideas. When they have finished, put Ss in pairs to share their ideas. In feedback, ask a few pairs if they have any answers in common.

VOCABULARY BANK 5B p140

Feelings

These optional exercises build on the lexical set in the vocabulary section.

1 Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** happy **2** upset **3** angry **4** worried **5** unhappy **6** afraid **7** bored **8** surprised

2 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** bored **2** upset/unhappy **3** angry **4** afraid **5** worried **6** happy

3 With ***weaker classes***, you may want to quickly review the adverbs of frequency from Lesson 3A first. You could write them on the board in random order and elicit the order from least to most frequent. Read the example with the class, then put Ss in pairs to discuss when they feel the feelings. In feedback, ask a few Ss to share their ideas with the class.

Optional alternative activity

Stronger classes can complete Exs 1 and 2 at home, then do Ex 3 in the next class.

Further practice

Photocopiable activities: 5B Vocabulary, p178

Listening

6a 5.5 Tell the class that they're going to listen to someone else describing an experience. Go through the questions with the class so they know what to listen for. Play the recording for Ss to answer the questions then check in pairs. Then check answers as a class.

Answers: **1** going to a party **2** positive **3** The speaker says *It was great.*

b Play the recording again for Ss to listen and tick the sentences they hear. Check answers as a class.

Answers: 1, 3, 6 and 7

Audioscript 5.5

A: How was the party?
B: It was great. The food was really nice and the people were really interesting.
A: How many people were there?
B: Maybe 40 or 50. It was a really good night.

Grammar

was/were

7 Write on the board: *It's great. The film is boring.* Ask: *Do these sentences talk about the past, present or future?* (present) *How can we change them to talk about the past?* (It was great. The film was boring).

Ss read the grammar box and choose the correct alternatives alone, then check in pairs, using the examples and the sentences in Ex 6b to help them. Check answers as a class.

Answers: **1** was **2** wasn't **3** were **4** weren't

GRAMMAR BANK 5B pp.124–125

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, going through the different forms of *be*. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** was **2** was **3** was **4** was **5** were **6** was **7** were **8** were **9** was **10** were **11** was **12** Were
B
1 Where were you yesterday?
2 Were they at work this morning?
3 Who was that woman in your garden yesterday?
4 Why were you late to class?
5 Was he a good child at school?
6 When were they on holiday?
7 Where was she born?
8 Was your hair long when you were young?
9 What time was the show?
10 How many people were at the party?

8a 5.6 Ss listen to the sentences and answer the question. Check the answer as a class and model again if necessary.

Answers: *was* and *were* aren't usually stressed in positive sentences and questions. *was* is pronounced /wəz/. *were* is pronounced /wə/. These are weak forms and feature the schwa sound. *wasn't* and *weren't* are usually stressed. They don't have weak forms.

b Play the recording again for Ss to listen and repeat.

9 Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone then check in pairs. Check answers as a class and write them on the board.

Answers: **1** was **2** wasn't **3** were, were **4** was **5** weren't **6** was **7** Were **8** were

10a Demonstrate by telling the class about the last time you went to a hotel, using the sentence prompts. Ss complete the sentences alone.

b Put Ss in pairs to share their sentences. Encourage them to give more information and say if both their experiences were good. When they have finished, ask a few Ss to share their descriptions with the class.

Optional alternative activity

You could set this up as a visualisation in order to help Ss come up with ideas. Ask Ss to close their eyes and imagine they're waking up on the first morning of their last holiday. The curtains are closed but the sun is shining and they're imagining all the nice things they're going to do on holiday. Ask them to look around the room and picture it. Then ask them to open their eyes and complete the sentences.

Further practice

Photocopiable activities: 5B Grammar 1, p176; 5B Grammar 2, p177

Speaking

Prepare

11a Tell Ss they're going to describe a good or bad experience. Ask them to choose one of the topics.

b Read the examples, then ask Ss to make notes alone. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Speak

12a Go through the Useful phrases and the example with the class and check understanding. Put Ss in pairs to describe their experiences and ask and answer questions about it. Monitor and make notes on Ss' use of language for feedback later.

b Ask each pair to report back to the class on their partner's experience and say if it was really good or really bad. When they have finished, give Ss feedback on their language use.

Reflection on learning

Write the following questions on the board:

What was it like describing your experience?
What was most difficult in today's lesson?
How can you improve this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 5B Ex A–B, p125
Workbook: Ex 1–6, p29
App: grammar and vocabulary practice

Fast route: continue to Lesson 5C
Extended route: go to p99 for Develop your listening

5c You can do it!

Introduction

The goal of this lesson is for students to describe their skills. To help them achieve this, they will learn or revise *can* and *can't* for ability and vocabulary related to skills.

Warm-up

Hold a 'Classroom Olympics'. Arrange Ss in small groups and ask them to choose a country they're going to represent. Teams take turns to compete in different 'sports'. These could include saying the alphabet backwards, throwing a paper airplane the furthest, drawing a face the slowest and standing on one leg the longest. Award gold, silver and bronze medals for the three best teams in each 'sport'.

Reading

1 Focus attention on the photos and the activities in the box. Ss work in pairs to discuss what they're good and not good at. When they have finished, elicit Ss' answers and find out what skills Ss share.

2a Ss read the comments and answer the questions alone then check in pairs. Tell Ss that there are two people for each question. Check answers as a class.

Answers: 1 Emi, Josh 2 Robert, Rosie 3 Alice, Ravi

b Ss read the comments again more carefully and decide if the sentences are true or false, then check in pairs. Check answers as a class, and elicit why the false sentences are false.

Answers:
1 T
2 F – He thinks they're 'not bad' but he says he isn't a fantastic artist.
3 F – she says her friends 'can't do it!'
4 F – He says he doesn't 'do it often' and that it's 'boring after ten minutes'.
5 T
6 F – He speaks two languages. He only writes in one language.

c Tell Ss about any of the skills that you'd like to have, then ask Ss to discuss in pairs. In feedback, ask a few Ss to share anything interesting about their partners that they discovered.

Grammar

can/can't for ability

3 Ss read the grammar box and choose the correct alternatives. Encourage them to use the examples to help. Check answers as a class.

Answers: 1 can 2 can't 3 strong 4 weak 5 subject

GRAMMAR BANK 5C pp.124–125

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of (*very*) *well* with *can* and *can't*. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** can't **2** can **3** can **4** Can **5** can't **6** can **7** Can **8** can't **9** can't **10** Can **11** can't **12** can
B **1** Oliver can play a musical instrument. Lily can't play a musical instrument.
2 Oliver can cook a meal. Lily can't cook a meal.
3 Oliver can't speak Spanish. Lily can speak Spanish.
4 Oliver can't ride a horse. Lily can ride a horse.
5 Oliver can play chess. Lily can't play chess.
6 Oliver can't drive a car. Lily can drive a car.
7 Oliver can swim. Lily can't swim.
8 Oliver can't sing. Lily can sing.

4a 5.12 Play the recording for Ss to listen and decide whether the words are stressed. Answer the question as a class.

Answers:
can isn't usually stressed so it's pronounced in its weak form /kən/.
can't is usually stressed. This helps us to hear the negative more clearly. It's pronounced /kɑ:nt/.

b 5.13 Ss listen and choose the options they hear, then check answers in pairs. Check answers as a class.

Answers: **1** can **2** can **3** can't **4** Can **5** can't

c Play the recording again for Ss to listen and repeat. If necessary, drill the sentences chorally and individually, too.

Teaching tip
When drilling weak forms, it's important to drill them as part of a phrase so that they're naturally unstressed. When they're isolated, it's much more difficult to drill them naturally as unstressed.

5 Read the example with the class. Ss write the sentences alone then check in pairs. Check answers as a class and write them on the board, or invite Ss to do so.

Answers:
1 I can't run very fast.
2 Leon can make wonderful pizzas.
3 They can sing really well.
4 Can you play tennis?
5 Can Billy play the violin?
6 We can't speak Spanish very well.

6a Demonstrate the activity by telling Ss two or three true sentences about yourself. Check understanding of the verbs in the sentences, then ask Ss to write their sentences alone.
b Put Ss in pairs to compare their sentences. In feedback, ask a few pairs if they share any of the same skills.

Further practice
Photocopiable activities: 5C Grammar 1, p179; 5C Grammar 2, p180

Vocabulary

Skills

7a Books closed. Write *... a car* on the board. Elicit possible verbs that can go with it (e.g. *drive, park, fix, buy, sell*). Ask Ss to open their books then complete the phrases with the verbs in the box. Check answers as a class.

Answers: **1** drive **2** climb **3** bake **4** count **5** spell **6** cook (*make* is also possible) **7** fix **8** play **9** run **10** make (*cook* is also possible) **11** play **12** speak

b 5.14 Play the recording for Ss to listen and check and then listen and repeat.
c Ss ask and answer in pairs. When they have finished, ask a few Ss to share anything interesting they found out about their partners.

Optional extra activity
Put Ss in small groups and ask them to take turns miming the activities from Ex 7a for other group members to guess.

8a Read the example with a stronger student. You may want to assign skills to ensure that Ss pick a range. Ask Ss to stand up and walk around the class, asking all the other Ss about their skill. Encourage Ss to ask follow-up questions to find out more information.
b When they have finished, ask each student in turn to share what they found out with the class. If you have a large class, then put Ss in groups to take turns sharing their information with each other.

Further practice
Photocopiable activities: 5C Vocabulary, p181

Speaking

Prepare

9a Write *World Skills Day* on the board and elicit Ss' ideas as to what it involves. Then give Ss a minute to read the advertisement and check their ideas. Ask: *What does the newspaper want you to do?*

Answers: Tell them about your special, different, funny or everyday skills.

b 5.15 Tell Ss they're going to hear three friends talking about their skills and World Skills Day. Play the recording for Ss listen and answer the questions.

Answers: Maria can ride a motorbike and make amazing pasta dishes. Richie can count to ten in twenty different languages. Lizzie can skateboard really well and she can move her ears. They want to tell the newspaper about the ears and the languages.

Audioscript 5.15

Richie: What can you do, Maria? Do you have any interesting skills?
Maria: Hmm, I can ride a motorbike.
Richie: Really? Where do you ride?
Maria: Nowhere these days. I haven't got a bike.
Richie: I can't ride a motorbike or drive.
Lizzie: Really, Richie? You can't drive?
Richie: No.
Lizzie: Oh … Erm, I can skateboard really well.
Maria: Can you, Lizzie?
Lizzie: Yeah. I go to the skateboarding park all the time.
Maria: Oh! I'd love to watch you one day.
Lizzie: Sure.
Maria: Er … I can cook amazing pasta dishes. Well, my family say they're amazing.
Richie: Great! When's dinner?!
Maria: Ha ha.
Richie: That's a great skill. I mean, everyone needs to eat and everyone loves pasta.
Lizzie: That's true. That's a really useful skill to have. What else can we do?
Richie: Well, I can count to ten in twenty different languages.
Lizzie: Twenty? Wow, that's pretty good. Oh! I can move my ears.
Richie: What?
Lizzie: Yeah, look. Can you do that?
Richie: No, I can't.
Maria: Me, neither. Oh, it's really hard. Let's tell the newspaper about that. It's funny!
Lizzie: And Richie's counting skills in different languages.
Maria Oh yeah, that's a good one, too.

10 Give Ss plenty of time to choose their skills and make notes about them. Ss can use the skills in Ex 7a and the listening in Ex 9b for ideas to help if they need to. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Speak

11a Go through the Useful phrases with the class. Put Ss in small groups to talk about their skills, then choose three from the group to tell the newspaper. Monitor and make notes on Ss' language use for feedback later.

b Nominate a member of each group to share their three skills with the class. Have a class discussion about which skill is best and why. When they have finished, give Ss feedback on their language use.

Reflection on learning

Write the following questions on the board:

Which phrases from this lesson are new for you?
What did you find most difficult in today's lesson?
What can you do to improve this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11: Write about your skills.
Grammar bank: 5C Ex A–B, p125
Workbook: Ex 1–6, p30
App: grammar and vocabulary practice

Fast route: continue to Lesson 5D
Extended route: go to p100 for Develop your reading

5D English in action

Introduction

The goal of this lesson is for students to practise making and responding to requests. To help them achieve this, they will learn a range of phrases for making, accepting and rejecting requests.

Warm-up

Review the vocabulary for skills from Lesson 5C. Put Ss in small groups and give each group a piece of paper. Each turn, say a noun from Ex 7a in Lesson 5C and ask Ss to write down the corresponding verb. Make sure they keep their books closed. When you have finished, ask each group to swap pieces of paper with another group. Check answers as a class and ask groups to award one point per correct verb. The group with the most points wins.

1 Focus attention on the picture. Put Ss in pairs to discuss what they think is happening. Elicit their ideas.

2a 5.16 Ss listen to the conversations and decide which one matches the picture alone then check in pairs. Check the answer as a class.

Answer: Conversation 3

b Play the recording again for Ss to listen and answer the questions for each conversation. Ask Ss to check answers in pairs, then play the recording again if necessary. Check answers as a classs.

Answers:
Conversation 1: 1 help with the washing up 2 yes
3 Can you help me with the washing up, please?; Of course, I can.; … no problem
Conversation 2: 1 the man to move his bag 2 no
3 Could you move your bag, please?; I can't, I'm sorry.
Conversation 3: 1 Harry to open the door 2 yes
3 can you open that door for me, please?; Sure, no problem.
Conversation 4: 1 to borrow a charger 2 no
3 Can I borrow your charger?; I'm sorry, I need it.; … no problem.

Audioscript 5.16

1 **A:** Can you help me with the washing up, please?
B: Of course I can. Give me two minutes to finish this.
A: OK, no problem.
2 **A:** Excuse me. Could you move your bag, please?
B: I can't, sorry. It's too big.
A: Well thank you! So rude!
3 **A:** Harry, can you open that door for me, please?
B: Sure, no problem!
A: Thanks Harry.
4 **A:** Excuse me, can I borrow your charger?
B: I'm sorry, I need it.
A: OK, no problem. Thanks anyway.

3a 5.17 Draw Ss' attention to the Useful phrases box, then play the recording for Ss to listen and underline the stressed words. With ***weaker classes***, pause after each phrase to give Ss a chance to underline the words. Check answers as a class, writing the phrases on the board and underlining the stressed words.

Answers: Could you help me with the washing up, please?
Can I borrow your charger? Could you lend me a pen?
Could you move your bag? Sure, no problem.
Of course you can. Of course I can. I can't, I'm sorry.
I'm sorry, I need it. I'm afraid not.

b Play the recording again for Ss to listen and repeat. If necessary, drill the sentences chorally and individually, too.

4a Ss complete the conversations, using the Useful phrases box to help. Ss check in pairs, but don't give any answers yet.

b 5.18 Play the recording for Ss to listen and check their answers. Check answers as a class.

Answers: **1** no **2** borrow; not **3** lend; need **4** you; Sure **5** help; course

c Ss practise the conversations in pairs. When they have finished, ask them to swap roles and repeat. In feedback, ask a different pair of Ss to perform each conversation for the class.

5a Put Ss in A/B pairs and direct them to the relevant cards to plan what they're going to say. Monitor and help if necessary.

b Ss practise the conversations for each of the situations in pairs. Monitor and make notes on Ss' language use for feedback later.

c Ss swap roles and repeat the task. When they have finished, ask one or two pairs to perform their conversations for the class. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:

What are the most useful phrases in today's lesson?
Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p31
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

5 Check and reflect

Introduction

Ss revise and practise the language of Unit 5 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1a Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** young **2** long **3** short **4** short **5** tall **6** look like

b Ss discuss which sentences are true for them in pairs and change the others so they're true. When they have finished, ask a few Ss to share their ideas with the class.

Optional alternative activity

In Ex 1b, tell Ss to say that all of the sentences are true. Ss must then ask questions to find out more information and guess whether each sentence is true or false for their partner.

2 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** wasn't **2** were **3** Were **4** weren't; were **5** wasn't; was

3a Elicit the first question as a class and write it on the board. Ss then write the rest of the questions alone then check in pairs. Check answers as a class.

Answers:
1 Where were you born?
2 Were you always happy when you were a child?
3 What was your favourite subject at school?
4 What was your favourite food when you were a child?
5 Were your teachers polite at school?
6 Was your dad a good cook when you were a child?

b Ss ask and answer the questions in pairs. When they have finished, nominate a few Ss to share their answers with the class and have a brief class discussion.

4 Ask the class: *Do you have a big or small family?* Explain that the text is about someone's big family. Ss complete the text with the adjectives in the box then check in pairs. Check answers as a class.

Answers: **1** funny **2** boring **3** friendly **4** clever **5** lazy **6** quiet **7** kind

5 Explain that two of the sentences are correct, but the rest of them have mistakes. Ss correct them alone then check in pairs. Check answers as a class.

Answers: **1** She can't ~~to~~ drive **2** ~~cans~~ can **3** correct **4** ~~Do you can bake~~ Can you bake **5** ~~playing~~ play **6** ~~You can fix~~ Can you fix **7** correct **8** We can all ~~to~~ climb

6a Read the example with the class then ask Ss to write their own sentences about three members of their family. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

b Read the example conversation with a stronger student then put Ss in pairs to guess each other's adjectives.

7a Ss complete the questions alone then check in pairs. Check answers as a class.

Answers: **1** fix **2** speak **3** bake **4** spell **5** play **6** drive **7** cook **8** play

b Ss ask and answer the questions in pairs. Monitor and check Ss are using *can* and *can't* correctly.

8a Read the examples with the class then ask Ss to write their own sentences for all the skills in the box. Monitor and check Ss are using *can* and *can't* correctly.

b Read the example conversation with the class then put Ss in pairs to share their sentences and ask follow-up questions to find out more information.

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 5.

5A Develop your writing

Introduction

Ss develop the skill of writing a description of a person by learning how to use paragraphs.

Warm-up

Write these questions on the board:
What's more important: friends or family? Why?
Is it better to have lots of friends or one or two close friends?
Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers from the class and have a brief class discussion.

1 Demonstrate the activity by telling the class your answers to the questions. Give Ss a few minutes to think about their answers to the questions and make notes if they want to. When they are ready, put Ss in pairs to discuss the questions.

2a Focus attention on the photo and the first line of Jodie's description and ask: *Who is special to Jodie?* (her grandmother). Then ask them to read the rest of the description quickly and answer the question.

Answer: because she always listens when Jodie has a problem

b Ss read the description again more carefully and answer the questions. Check answers as a class.

Answers:
1 76
2 She looks young. She's short and attractive with beautiful blue eyes and long, dark hair.
3 She gets up early and works in the garden.
4 She loves nature and helping things grow.
5 She always listens to her when she has a problem.
6 She listens to everything Jodie says.

3 Read through the Focus box with the class and elicit the answer to the question. Tell Ss that knowing how to use paragraphs is useful for lots of different types of writing, not just descriptions.

Answer: one

4 Tell Ss that they're going to read another description. Ss match the descriptions with the paragraphs alone then check in pairs. Check answers as a class.

Answers: a 1 b 2 3 c

Prepare

5a/b Give Ss a few minutes to decide who they're going to write about and make notes on that person for each paragraph. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Write

6 Ss write their descriptions. When they have finished, put Ss in pairs and ask them to read each other's entries and say one thing they like and one suggestion to improve them.

Homework ideas

Workbook: Ex 1–6, p33

5B Develop your listening

Introduction

Ss develop the listening skill of understanding a story by learning about linking between words.

Warm-up

Write on the board:
What do you know about your parents' lives when they were young? What about your grandparents?
What was the same/different when you were young?
Ss discuss the questions in small groups.

1 Focus attention on the photos and elicit what Ss can see. Discuss the questions as a class.

2a 5.7 Tell Ss they're going to listen to part of a radio show about memories. Ss listen to Tom and answer the question. Check the answer with the class.

Answer: No; Tom was sick.

Audioscript 5.7

Tom: I was about three years old and I was with my parents and my brother. We were in a car in Italy. It was a little white Fiat. We were near a mountain called Gran Sasso. I was in the front of the car with my mum. I was sick, really sick. I wasn't happy at all.

b 5.8 Read the Focus box with the class, then elicit the answer to the question, feeding in the information from the answer key and the Pronunciation checkpoint.

Answer: We usually link words together when one ends with a consonant sound and the next starts with a vowel sound. We don't usually pronounce the /r/ sound at the end of a word but we do when the next word starts with a vowel sound.

Pronunciation checkpoint

Note that while a word that ends with an /r/ sound before a word that starts with a consonant sound isn't usually pronounced in British English (e.g. *near* /nɪə/), it often is in American English (e.g. *near* /nɪər/).

3a Elicit the linking in the first phrase as an example on the board. Ss mark the linking alone then check in pairs. Don't give any answers yet.

b 5.9 Play the recording for Ss to check their answers. Check answers with the class by writing the phrases on the board and eliciting where the linking occurs.

Answers:
1 My parents and my brother.
2 We were in a car in Italy.
3 It was a little white Fiat.
4 I was in the front of the car.
5 I wasn't happy at all.

4 5.7 Ss listen to the recording from Ex 2a again and answer the questions. Check answers as a class.

Answers:
1 He was about three.
2 He was in a car in Italy, near Gran Sasso mountain.
3 His parents and brother.
4 He was sick. He wasn't happy at all.

5a Ss mark the linking as they did before in Ex 3a, then check in pairs. Don't check answers as a class yet.

b 5.10 Play the recording for Ss to listen and check their answers. Check answers as a class. Point out that prepositions and articles are often pronounced in their weak forms.

Answers:
1 I was outside.
2 we were on holiday
3 at a hotel
4 at the bottom of the pool
5 I was at school
6 we were all on the floor

6a 5.11 Tell Ss that they're going to listen to some more people's first memories. Play the recording and elicit the answer from the class.

Answers: Felicity's memory was happy. The other two were unhappy experiences.

b Play the recording again for Ss to listen and answer the questions, then check in pairs. Check answers as a class.

Answers:
Felicity:
1 about three
2 in the garden of her playgroup
3 some other children and a teacher
4 some toys
Greg:
1 two or three
2 in a swimming pool in a hotel in Wales
3 his parents, brother and sister
4 a toy car
Tiffany:
1 four
2 at school on the floor of the classroom
3 the other children in the class
4 one blue shoe and one black shoe

c Ss listen again and complete the sentences, then check in pairs. Check answers as a class.

Answers: 1 a playgroup 2 another girl 3 a swimming 4 a little 5 one of 6 strange about

Audioscript 5.11

Felicity
I was about three years old, I think, and I was at a playgroup near my house. The playgroup was in a big, green building but I was outside. I was in the garden with some other children. A teacher was there, too, but I can't remember her very well. I was with another girl. There were some toys on the floor. I was happy.

Greg
I was two or three years old. I was with my family and we were on holiday in Wales. We were at a hotel. There was a swimming pool and I was in it with my brother and sister. My favourite toy was a little toy car. One minute it was in my hand. The next minute it wasn't. Where was it? I cried 'Mum! Mum! Mum! Where's my car?' Of course, the car was at the bottom of the pool.

Tiffany
I was four years old. I was at school in one of the classrooms. There were maybe twenty-five other children in the class. We were all on the floor of the classroom because it was story time. I looked down at my feet. There was something strange about my shoes. One shoe was blue and one was black. They weren't the same! They were different colours. I wasn't happy with my mum!

7 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their memories with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p31

5c Develop your reading

Introduction

Ss develop the reading skill of understanding information in a brochure by learning how to understand the pronouns *it, they* and *them*.

Warm-up

Review the vocabulary from Lesson 5C by miming one of the phrases for the class to guess (e.g. *climb a tree*). Put Ss in small groups then ask them to take turns miming the phrases for the rest of their group to guess.

1 Focus attention on the picture and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit their ideas and write them on the board.

Suggested answers:
books you need to buy, study times, what facilities they have, accommodation, free-time activities

2 Read the example with the class. Ask Ss to match the headings with the paragraphs alone then check in pairs. Check answers as a class.

Answers: 1 A 2 G 3 B 4 E 5 C 6 F 7 D 8 H

3 Read the Focus box with the class, then ask when we use each pronoun to check understanding.

Answers: *it*: singular nouns and activities; *they*: plural nouns as the subject of a verb; *them*: plural nouns as the object of a verb

4 Focus attention on the first noun in bold, *Conversation classes*, and ask: *Is it a singular or plural noun?* (plural) *Is it the subject or object of the verb?* (subject) *So which pronoun do we use?* (They). Ss replace the rest of the words alone then check in pairs. Check answers as a class.

Answers: 1 They 2 them 3 it 4 It 5 them 6 They 7 it 8 It

5a Refer Ss back to the brochure in Ex 2. Ss underline the pronouns and write the nouns that they replace alone then check in pairs. Check answers as a class.

Answers:
A it, it, It, it – a test; they – the reception staff
B them, They – your coursebooks
C It – the library; them – books you borrow from the library
D it – using mobile phones; them – mobile phones; It – homework
E it, it, – travel card form; They – travel cards
F them – phone number and address; It – reception
G them – parties and trips; They – the social team
H They, them – classes

b Ss answer the questions alone and then check in pairs. Check answers as a class.

Answers:
1 on the first day, before starting lessons
2 your coursebooks
3 six hours
4 doing the homework your teacher gives you
5 reception
6 three hours

6 Ss discuss the question in pairs. In feedback, nominate a few Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p32

6 OVERVIEW

6A Events
Goal | describe an event
Grammar | past simple (regular verbs)
Vocabulary | prepositions

GSE learning objective
Can give a short, basic description of a special event if guided by questions or prompts

6B A good weekend
Goal | describe a good weekend
Grammar | past simple (irregular verbs)
Vocabulary | irregular verbs

GSE learning objective
Can talk about past events or experiences, using simple language

6C A different world
Goal | ask and answer questions
Grammar | past simple (questions)
Vocabulary | verbs + prepositions

GSE learning objective
Can ask and answer questions about past times and past activities

6D English in action
Goal | give and accept an apology

GSE learning objective
Can make and accept a simple apology

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

6C Verbs + prepositions

DEVELOP YOUR SKILLS

6A Develop your reading
Goal | understand reviews
Focus | understanding adjectives

GSE learning objective
Can understand a simple text about a past event

6B Develop your listening
Goal | understand a narrative
Focus | understanding the order of events

GSE learning objective
Can follow the sequence of events in a short, simple dialogue or narrative

6C Develop your writing
Goal | write a short story
Focus | using subject pronouns

GSE learning objective
Can write a very simple story, given prompts or a model

6A Events

Introduction

The goal of this lesson is for students to describe an event they've been to. To help them achieve this, they will learn or revise the past simple of regular verbs and prepositions of place.

Warm-up

Find a 'summery' photo to show to the class e.g. some fields in the countryside, a summer festival, people on the beach, etc. Show it to the class and ask them to close their eyes and think of the first three things they think of when they think of summer, then write them down. When they are ready, put Ss in small groups to share what they came up with. In feedback, ask a member of each group to share their ideas with the class.

Vocabulary

Prepositions

1 Focus attention on the leaflet, then put Ss in pairs to discuss the questions. When they have finished, nominate a few Ss to share their ideas with the class and have a brief class discussion.

2a Read the example with the class, then ask Ss to match the rest of the information with the photos. Check answers as a class.

Answers: 1 C 2 B 3 A 4 D

b Ss correct the sentences alone then check in pairs. Check answers as a class.

1 The camping area is near the main festival stage.
2 The camping area is easy to find at night.
3 The children's play area is next to the camping area.
4 You can find the timetable for cooking classes on the noticeboard outside the food tent.
5 On Saturday, there will be music from pop group 'The Dream'.
6 'Raspberry' will play in the afternoon.

c Ss complete the phrases alone then check in pairs. Check answers as a class.

Answers: 1 inside/outside/in 2 in 3 at 4 near/next to 5 on

Optional extra activity

With ***weaker classes***, you might want to check understanding of or teach the prepositions before they attempt Ex 2c. Use a small object to show the position of each preposition in relation to a desk or chair, e.g. hold the object next to the desk and say: *next to*, etc. Do the same for each of the prepositions, writing each one on the board as you go along.

3a Read the example sentence with the class, then ask Ss to complete the sentences so they're true for them. Monitor and help with vocabulary if necessary.

b Put Ss in pairs to compare their sentences. When they have finished, ask Ss if they had any sentences in common.

Further practice

Photocopiable activities: 6A Vocabulary, p184

Listening

4a 6.1 Tell Ss that they're going to listen to someone who went to the festival. Ss listen and note down the places he and his family went to, then check in pairs. Check answers as a class.

Answers: play area, food tent, music stage, camping area, art tent, Magic Castle

b Ss listen again and choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** started **2** arrived **3** stayed **4** painted **5** tried **6** didn't like; cried

Audioscript 6.1

Lynn: How was your weekend, Steve?
Steve: It was great, thanks. We were at the Summer Festival. It's a family festival.
Lynn: A what?
Steve: A festival for families. Hannah and I took our two children. It was in a big field in the countryside and there were lots of different things to do. Some for the parents, some for the children and some for both.
Lynn: That sounds fun. How long were you there?
Steve: Well, it started on Friday night, but we arrived on Saturday morning.
Lynn: OK, and what did you do there?
Steve: Well, on Saturday, the kids wanted to go to the play area and Hannah and I visited the food tent. They had cooking classes, they were great.
Lynn: Sounds good! What did you do in the evening?
Steve: In the evening, we watched a singer called Mano Chu on the music stage. He was really good. We all danced. Even me!
Lynn: Oh, I love Mano Chu! So, did you camp there?
Steve: Yes, we stayed in a big tent together. The next day the children were in the play area again all morning and then we all went to the art tent. Someone painted our faces. Stella was a cat, Ryan was a lion and Hannah and I were rabbits. I didn't want to do it but the kids asked me a hundred times! Then we tried something different. We went to the Magic Castle.
Lynn: What was that?
Steve: Oh, it was really fun. It was a building with lots of actors in different places, telling a story. Our boy Ryan didn't like it – he was a bit too young for it. He was scared and cried the whole time!
Lynn: Oh dear.
Steve: Ha, it was all OK in the end. We were all quite sad when it ended.

Grammar

Past simple (regular verbs)

5 Focus attention on the sentences in Exercise 4b and ask: *past, present or future?* (past). Tell the class that today they are going to learn how to talk about the past in English. Ss read the grammar box and choose the correct alternatives alone then check in pairs. Check answers with the whole class, going over the spelling rules. Be prepared to give more examples if necessary.

Answers: **1** finished **2** *-ed* **3** *-ied* **4** infinitive

GRAMMAR BANK 6A pp.126–127

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** invited **2** missed **3** didn't cook **4** talked **5** cried **6** started **7** didn't laugh **8** ended
B **1** didn't play **2** called **3** laughed **4** didn't like **5** missed **6** didn't work **7** studied **8** loved

6a 6.2 Read the examples with the class, reading out the verbs to show the number of syllables. Ss listen to the verbs and write the number of syllables, then check in pairs. Play the recording again if necessary, then check the answers with the class.

Answers: **1** one **2** two **3** one **4** two **5** two **6** one **7** two **8** two

b Play the recording again for Ss to listen and repeat.

Pronunciation checkpoint

Usually the *-ed* ending is pronounced as part of the previous syllable i.e. it doesn't make another syllable (e.g. *watch* = *watched, stay* = *stayed*). However, if the last sound in the verb is a /d/ (e.g. *end*) or /t/ (e.g. *start*), we add a syllable for the *-ed* ending and pronounce it /ɪd/ (i.e. *ended, started*).

7 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** watched **2** played **3** didn't laugh **4** started; didn't arrive **5** cried **6** stayed

8a Demonstrate by telling Ss how you would complete the sentences. Give Ss plenty of time to complete the sentences alone. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

b Ss compare their sentences in pairs. When they have finished, ask Ss if any of their sentences were the same, and what they were if so.

Further practice

Photocopiable activities: 6A Grammar 1, p182; 6A Grammar 2, p183

Speaking

Prepare

9a You may want to pre-teach *conference* (an event where a lot of people come together professionally to share ideas). Give Ss a few minutes to decide what event they're going to speak about. They can use the ideas in the box or something different.

b Go through the list of topics with the class, then ask Ss to plan what they're going to say, making notes to help them. Alternatively, they could make a map if they want to. Monitor and help with vocabulary, writing any new words and phrases on the board.

Speak

10a Ss describe their events to each other in pairs, then choose the most interesting one together. Monitor and make notes on Ss' language use for feedback later.

b Nominate Ss randomly to share the event they chose in Ex 10a with the class. Then ask: *Which event was the most interesting, do you think?* Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:

What were the three most useful words you learnt today?
What was most difficult today?
How can you practise this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Write a description of the event you went to.
Grammar bank: 6A Ex A–B, p127
Workbook: Ex 1–5, p34
App: grammar and vocabulary practice

Fast route: continue to Lesson 6B
Extended route: go to p101 for Develop your reading

6B A good weekend

Introduction

The goal of this lesson is for students to describe a good weekend. To help them achieve this, they will learn or revise the past simple of irregular verbs.

Warm-up

Write three sentences about what you did last weekend using regular past simple verbs: two true and one false, and ask Ss to guess which one is false. Ss then write three sentences about what they did last weekend (two true and one false). They show them to each other in pairs to try and guess which one is false.

Listening and vocabulary

Irregular verbs

1 Focus attention on the photos. Ss discuss the questions in pairs. When they have finished, ask a few pairs for their answers and have a brief class discussion.

2a 6.3 Tell Ss they're going to hear three people talking about their weekends. Give them a minute to read the summaries quickly and look at the photos, then play the recording for Ss to match the speakers with the summaries. Check answers as a class.

Answers: 1 A 2 C 3 B

b ***Stronger classes*** could try to complete the summaries from memory. When they're ready, play the recording again for Ss to listen and complete the summaries or check their answers. Check answers as a class. As you do this, you could elicit what the infinitive forms of the verbs are, but don't give any answers yet.

Answers: 1 left 2 brought 3 bought 4 woke up 5 drove 6 sat 7 saw 8 felt 9 took 10 went 11 threw 12 caught

Audioscript 6.3

1 Last year my birthday was on a Friday. In the morning, my husband didn't say anything, he just got up and left for work. But when I finished work in the afternoon, he was there waiting for me. 'We're going to Paris for the weekend!', he said. 'I brought your suitcase, it's in the car.' I felt so happy, I nearly cried! Anyway, it was a perfect weekend, really special. We walked through the streets and went to the Eiffel Tower. He also bought me this beautiful scarf. Whenever I put it on now, I remember how special I felt that weekend and never want to take it off!

2 Last summer started badly for me. My girlfriend broke up with me and I felt really sad. My friends wanted to make me feel better so they took me to a music festival for the weekend. At first, I didn't want to go but they made me. Well, as soon as we got there, I had a great time and forgot about my ex-girlfriend. The bands were amazing. At the end of the show on Saturday night the singer threw her sunglasses into the audience and I caught them! I keep them now to remind me of what good friends I have.

3 Oh, I got this keyring a few weeks ago from a gift shop in Monterey Bay. One Saturday morning, my wife and I woke up really early, like 5 a.m., and we both decided to go to the beach. So we packed some food and drink for a picnic and drove down to Monterey Bay. It was a beautiful, sunny morning and when we arrived, we sat on the beach and just looked out to sea. Suddenly my wife shouted and pointed out to the sea. I looked out and saw a family of whales! These beautiful, huge things swimming around in the sea. It was amazing, we just sat there and watched for an hour. I keep this keyring on my desk at work now and when work is difficult, I just look at it and remember how calm I felt when I saw the whales.

3a Read the example with the class. Ss match the verbs with the past forms alone then check in pairs. Check answers as a class.

Answers: 1 took 2 bought 3 left 4 brought 5 went 6 felt 7 sat 8 caught 9 saw 10 threw 11 drove 12 woke up

Grammar checkpoint

Highlight the difference between the past of *fall* (*fell*) and the past of *feel* (*felt*), as these are commonly confused.

b Ss discuss the questions in pairs. In feedback, ask one or two pairs to share their opinions with the class and find out if other Ss agree.

4a Ss match the sentence halves and then complete the sentences alone, then check in pairs. Check answers as a class, writing the past simple forms of the verbs on the board.

Answers: **1** went; b **2** felt; e **3** saw; f **4** bought; a **5** woke up; d **6** left; c

b Read the example with the class, then demonstrate by sharing a few of your own answers. Ask Ss to complete the sentences about them. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

c Put Ss in pairs to share their sentences. In feedback, ask if anyone had any of the same sentences, and what they were.

Further practice

Photocopiable activities: 6B Vocabulary, p187

Grammar

Past simple (irregular verbs)

5 Ss read the grammar box and choose the correct alternatives alone, then check in pairs, using the examples to help them. Check answers as a class.

Answers: **1** don't finish **2** in the same way as

GRAMMAR BANK 6B pp.126–127

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A **1** ~~went~~ go **2** ~~goed~~ went **3** Correct **4** ~~haved~~ had **5** ~~sayed~~ said **6** ~~came~~ come **7** ~~saw~~ see **8** Correct

B

1 We knew you were here.
2 Graham went to school yesterday.
3 I thought it was important.
4 She had dinner at home.
5 I bought a new car.
6 They woke up early.
7 He got the email you sent.
8 Julia and Steve came to the meeting.

6a 6.4 Play the recording for Ss to listen and focus on the pronunciation of the irregular past verbs. Model the sentences yourself too if necessary.

b Play the recording up to the first verb and elicit where it goes in the table (under *brought*, as it has the same vowel sound: /ɔ:/). Play the rest of the recording for Ss to complete the table.

c 6.5 Play the recording for Ss to check their answers. Check answers as a class, then play the recording again for Ss to listen and repeat.

Answers: **1** went **2** felt **3** bought **4** caught **5** woke up

7a Read the example with the class and review the grammar box for forming negatives if necessary. Ss rewrite the sentences alone then check in pairs. Check answers as a class.

Answers:

1 I didn't leave work very late last night.
2 I didn't make dinner last night.
3 I bought clothes last month.
4 I felt happy yesterday.
5 I didn't go to a restaurant last weekend.
6 I didn't catch the bus to work yesterday. I drove.
7 I didn't wake up early today.
8 I didn't see an old friend last month.

b Read the example with the class and tell Ss some true sentences for you, with extra information. Ss discuss in pairs. When they have finished, ask a few Ss to share any interesting information with the class.

Further practice

Photocopiable activities: 6B Grammar 1, p185; 6B Grammar 2, p186

Speaking

Prepare

8a 6.6 Tell Ss they're going to listen to someone called Tom describing a good weekend he had. Ss listen and answer the questions. Check answers as a class.

Answers: **1** to the park **2** a girl

b Read the list with the class so that Ss know what to listen for. Ss listen again and tick the things he describes, then check in pairs. Check answers as a class.

Answer: He describes all of them except the weather, the clothes he wore and what he didn't do.

Audioscript 6.6

Aida: Morning, Tom. How was your weekend?
Tom: Fantastic!
Aida: Fantastic? Why, what happened?
Tom: So I got a message from my friends who said they wanted to have a picnic in the park. I replied and said I wanted to come.
Aida: Oh, nice.
Tom: Yeah, so my friends came round and got me, then we all went to the park. Then when we got to the park, we saw there was a free concert with some bands I really like. We had some food, then danced and had a really good time.
Aida: That sounds great, Tom.
Tom: It was, but that's not all. Later I met this girl – we tried to talk but it was difficult because the music was so loud, so we went for a walk in the park and we spoke to each other for hours. We had a great time and really liked each other. Then, at the end of the day she gave me her phone number!
Aida: You're always so lucky, Tom.
Tom: I know! What about you?
Aida: Oh, nothing special really. Although on Sunday we went …

9 Give Ss a few minutes to think about a good weekend they had and make notes, using the list of topics in Ex 8b to help. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Speak

10a Ss tell each other about their weekends in pairs. Encourage Ss to listen carefully and ask follow-up questions to find out more information.

b Monitor the class, asking Ss to share two interesting things they found out from their partner with the class.

Reflection on learning

Write the following questions on the board:

What did you enjoy most in today's lesson? Why?
How can you continue to practise the past simple in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Write about a good weekend you had.
Grammar bank: 6B Ex A–B, p127
Workbook: Ex 1–6, p35
App: grammar and vocabulary practice

Fast route: continue to Lesson 6C
Extended route: go to p102 for Develop your listening

6c A different world

Introduction

The goal of this lesson is for students to ask and answer questions to find out information about the past. To help them achieve this, they will learn or revise past simple questions and a range of verbs + prepositions.

Warm-up

Write on the board: *TV shows*, *music*, *games*, *food*, *clothes* and ask Ss to think of things they liked in each category when they were children. When they're ready, put Ss in pairs to compare ideas.

Listening and vocabulary

Verbs + prepositions

1a Focus attention on the photos and elicit what Ss can see. Ss match the facts in the factfile with the photos in pairs. Check answers as a class and ask Ss what they know about life in their country in the 1960s.

Answers: 1 D 2 C 3 A 4 E 5 B

Optional extra activity

Ss use the topics on the board from the warmer to discuss what they know about their country in the 1960s. When they have finished, ask a few Ss to share what they know with the class.

b Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class. You could feed in information from the suggested answers at this stage if you want to.

Suggested answers:
A Families don't always watch TV together – we watch it on our mobile phones, etc. There are lots of TV channels now.
B Teenagers sometimes ride motorbikes and scooters but not many of them.
C Young people today go to cafés so this is the same.
D Most young people like listening to music so this is the same. Some people listen to records but most people listen to music online or via MP3. We don't always have to pay for it.
E People don't often dance with a partner these days and don't go dancing in their lunch hour.

2a 6.10 Tell Ss that they're going to listen to someone called Mara asking her grandma Val about the 1960s. Go through the topics in the box and ask Ss to listen and tick the four she talks about. Check answers as a class.

Answers: free time, home, a Saturday job, school life

b Ss listen again and make notes on what she says about each thing, then check in pairs. Check answers as a class.

Answers:
She had a lot of free time because she didn't have a lot of homework. She met up with her friends, listened to music at somebody's house, went to cafés and to dance halls.
She lived with her parents, aunt, uncle and cousin. They moved to a new house when she was 15 and she had her own room.
She was a babysitter on Saturdays. She looked after two children.
She went to a girl's school.

c With ***stronger classes***, have Ss choose the correct alternatives alone before you play the recording again. When they have finished, play the recording for Ss to listen and check their answers. Check answers as a class.

Answers: 1 with 2 to 3 to 4 to 5 as 6 to 7 with 8 to 9 to 10 with

Vocabulary checkpoint

These are known as *dependent prepositions* because these verbs are always used with these prepositions with these meanings. Since they function as a single lexical unit (i.e. like a single word), it's important for Ss to record them as such, preferably in example sentences.

Audioscript 6.10

Mara: Grandma, where did you live when you were my age?
Val: In Leeds. I lived with my parents, aunt, uncle and my cousin for a long time because my dad and uncle bought a house together.
Mara: Why did they do that?
Val: Well, because they didn't have a lot of money and houses were expensive. But my parents and I moved to our own house when I was fifteen. I had my own room! I remember we had really friendly neighbours. We talked to them nearly every day. Not like today. No one knows their neighbours today.
Mara: Did you like your school?
Val: Yes, I did. I went to a girl's school. I had good friends and it was a good school.
Mara: Did the teachers give you a lot of homework?
Val: No, they didn't. We had some but not a lot. We had a lot of free time in those days. In fact, I even had a job every Saturday. I worked as a babysitter.
Mara: Oh right. Who did you look after?
Val: A ten-year-old boy and an eight-year-old girl. I walked a mile to their house, worked from 9 to 6 and then walked a mile back home. I earned 72 pence.
Mara: What? That's terrible!
Val: No. It was OK in those days.
Mara: So what did you do after work?
Val: I met up with friends at somebody's house and we listened to records.
Mara: What did you listen to?
Val: Rock and roll mostly. We spent a lot of time in cafés, too. We watched the boys drive past on their scooters. Some evenings, we travelled to a dance hall. That was fun. We danced with the boys there. In fact, that's how I met your grandfather.
Mara: Really? Ooh, did he dance well? Tell me everything!
Val: Well, he was quite a good dancer. So, one night …

3a Ss complete the sentences they can about themselves and their childhoods. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

b Read the example with the class. When they are ready, put Ss in pairs to share their sentences. Encourage them to give more information for each one.

c If you think Ss need to, you could give them a few minutes to research life in the 1960s in their country. Suggest the search terms: *teenagers 1960s (my country)* and have them look it up on their mobile devices. Have a class discussion to answer this question. Elicit Ss' ideas and find out if everyone agrees.

VOCABULARY BANK 6C p141

Verbs + prepositions

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the phrases with the pictures alone, then check in pairs. Check answers as a class.

Answers: 1 B 2 J 3 K 4 M 5 I 6 C 7 G 8 A 9 E 10 N 11 F 12 L 13 H 14 D

b Ss complete the sentences alone.

c Ss share their sentences from Ex 1b in pairs and give more information. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Exs 1a and 1b at home, then do Ex 1c in the next class.

Further practice

Photocopiable activities: 6C Vocabulary, p190

Grammar

Past simple (questions)

4a Ss match the questions with the answers alone then check in pairs. Check answers as a class.

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

b Ss read the grammar box and choose the correct alternatives. Encourage them to use the examples and the questions in Ex 4a to help. Check answers as a class.

Answers: 1 did 2 infinitive 3 did 4 didn't

c Ss add the questions to the tables in the grammar box then check in pairs. Check answers as a class by writing the headings from the tables on the board and adding the questions.

Answers:

Did	subject	infinitive + other information
Did	he	dance well?
Did	they	listen to records?

Question word	did	subject	infinitive + other information
What	did	you	do in your free time?
Who	did	she	live with?

GRAMMAR BANK 6C pp.126–127

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the word order and use of the infinitive. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A 1 did 2 see/watch 3 Did 4 did 5 go 6 Did 7 didn't 8 say/think

B

1 What time did you get here?
2 What did you have/eat for dinner last night?
3 Where did Joe go last summer?
4 What did you do yesterday?
5 Who did you talk to on Monday?
6 Where did Emma go to university?
7 When did Max start his job?
8 What time did you get up this morning?

5a 6.11 Play the recording for Ss to listen to the pronunciation of *did you*, then discuss the pronunciation as a class. Highlight that it's more important for Ss to be able to recognise this when listening than it is to try and reproduce this pronunciation when speaking at this stage.

Answers: *Did* isn't usually stressed in questions so it can be difficult to hear it clearly. We usually say /dɪdjə/ or /dɪʤjə/.

b Play the recording again for Ss to listen and repeat. If necessary, drill the sentences chorally and individually, too.

6a Read the example with the class. Ss write the questions alone then check in pairs. Check answers with the whole class and write the questions on the board, or invite Ss to do so.

Answers:
1 Did you live in a flat?
2 Where did you go to school?
3 Who did you spend most of your time with?
4 What did you and your friends do in your free time?
5 Did you listen to music?
6 What kind of films did you watch?
7 Did you do any sport?
8 What places did you travel to?

b Read the example with the class then ask Ss to think of and write follow-up questions in pairs. Monitor and check they're forming the questions correctly. When they've finished, elicit their questions and write them on the board.

c Assign new pairs for Ss to ask and answer the questions and follow-up questions. In feedback, ask a few Ss to share any interesting information they found out.

Further practice

Photocopiable activities: 6C Grammar 1, p188; 6C Grammar 2, p189

Speaking

Prepare

7 Set the context by bringing in some photos of life in the 1980s and 1990s to show Ss. Ss work alone to make notes.

8 Put Ss in A/B pairs and direct them to the relevant pages. Ss compare their information with their ideas from Ex 7 and write questions to ask about their partner's information. Monitor carefully and check Ss are forming the questions correctly, correcting any errors as you monitor.

Suggested answers:
What did people wear in the 1980s/1990s?
How did people watch films?
How many TV channels were there?
What music did people listen to?
What did families do together?
Where did people go on holiday?
What did people do in their free time?
What did people eat?
What technology did people have?

Optional alternative activity

With ***weaker classes***, write prompts for the questions in the suggested answers on the board and check them with the class before they do Ex 9a.

Speak

9a Student A asks Student B about the 1980s, using the questions they prepared. Then Student B asks Student A about the 1990s. Monitor and make notes on their language use for feedback later.

b Ss discuss the question in pairs. When they have finished, elicit a few ideas and have a class discussion. Finish by giving the class feedback on their language use on the board.

Reflection on learning

Write the following questions on the board:
How confident do you feel asking questions about the past?
What can you do to improve this in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 6C Ex A–B, p127
Workbook: Ex 1–6, p36
App: grammar and vocabulary practice

Fast route: continue to Lesson 6D
Extended route: go to p103 for Develop your writing

6D English in action

Introduction

The goal of this lesson is for students to practise giving and accepting an apology. To help them achieve this, they will learn a range of phrases for saying sorry and replying to an apology.

Warm-up

Write these questions on the board:
How do you say 'sorry' in your language?
When do people usually say sorry in your country?
What things don't people usually say sorry for?
Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

1 Focus attention on the cartoon and elicit what Ss think is happening, where the people are and what they are saying.

Culture notes

In the UK it's common for both the person who did something wrong and the other person to both say 'sorry'. One of the things British people are famous for is saying sorry too much!

2a 6.12 Ss listen and match the conversations with the reasons alone then check in pairs. Check answers as a class.

Answers: 1 e 2 b 3 a 4 d 5 c

b Play the recording again for Ss to listen and complete each conversation. Ask Ss to check answers in pairs, then play the recording again if necessary. Check answers as a class.

Answers: 1 worries 2 problem 3 so sorry 4 afraid 5 can't

3a Divide the board in two and write *Sorry* at the top of the left-hand side and *Reply* at the top of the right-hand side. Ask Ss to copy the table into their notebooks. Ss work in pairs to complete the table with the phrases in the conversations in Ex 2b.

b Ss check their answers with the Useful phrases box. Check answers as a class.

Answers:
Saying sorry: Sorry; I'm sorry I'm late; so sorry; I'm afraid that I didn't do the homework; I'm sorry I can't.
Replying to an apology: No worries; No problem; That's OK; That's fine; That's all right

4a 6.13 Ss listen and say which are good apologies and which aren't. Check answers as a class and elicit why some are good and some aren't.

Answers: The first and fourth are good apologies because the speaker sounds like they mean them. The speakers don't sound like they mean the second and third apologies. Intonation is important when apologising.

Audioscript 6.13

1 I'm sorry I'm late.
2 I'm afraid I can't come to your party.
3 Sorry. I didn't see you there.
4 I'm sorry. This is my seat.

b 6.14 Play the recording for Ss to listen and repeat the apologies, making sure they sound convincing.

Audioscript 6.14

1 I'm sorry I'm late.
2 I'm afraid I can't come to your party.
3 Sorry. I didn't see you there.
4 I'm sorry. This is my seat.

5a Elicit the first answer as an example. Ss complete the conversations alone then check in pairs. Don't give any answers yet.

b 6.15 Play the recording for Ss to listen and check their answers. Check answers as a class using the audioscript below.

Audioscript 6.15

1 **A:** Let's go for a coffee.
B: I'm sorry, I can't. I'm busy.
A: That's OK.
2 **A:** I'm sorry we're late. The roads were busy.
B: No problem. You're here now.
3 **A:** Ouch. You hit me!
B: I'm really sorry. I didn't see you.
4 **A:** Can I use your pen?
B: Sorry. I need it.
A: No worries. I can use Sally's.
5 **A:** I'm afraid I didn't finish the report.
B: That's fine. Can you finish it tomorrow?

c Ss practise the conversations in pairs. When they have finished, ask Ss to swap roles and repeat.

6 Put Ss in A/B pairs and direct them to the relevant pages to plan what they're going to say. Monitor and help if necessary.

7a Ss practise their conversations for each of the situations in pairs. Monitor and make notes on Ss' language use for feedback later.

b Ss swap roles and repeat their conversation in each situation. When they have finished, ask one or two pairs to perform their conversations for the class. Give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:
What were the most useful phrases in today's lesson?
Where and when can you practise these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p37
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

6 Check and reflect

Introduction

Ss revise and practise the language of Unit 6 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1a Elicit the first answer as an example and write it on the board. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 danced 2 didn't do 3 studied 4 didn't listen 5 didn't watch 6 started 7 didn't arrive 8 called

b Read the example with the class. Ss discuss the sentences in pairs. When they have finished, ask a few Ss to share any interesting information they found out with the class.

2a Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 between 2 on 3 Next to 4 under 5 inside 6 Outside

b Demonstrate by describing your living room to the class. Ss describe their rooms in pairs. When they have finished, ask a few pairs: *Are your living rooms similar or different?*

3 Ss complete the sentences with the past simple form of the verbs in the box alone then check in pairs. Check answers as a class and write the verbs on the board.

Answers: **1** brought **2** drove **3** threw **4** went **5** met **6** sat **7** felt **8** woke up

4a Ss choose the correct prepositions alone then check in pairs. Check answers as a class.

Answers: **1** as **2** to **3** to **4** with **5** with **6** to **7** to **8** to

b Ss tick the sentences in Ex 4a that are true for them. Put Ss in pairs to share their information. Encourage them to ask follow-up questions to find out more information.

5a Elicit the first question as an example and write it on the board. Ss write the rest of the questions alone then check in pairs. Check answers as a class.

Answers:
1 Did you have a good weekend?
2 What did you do?
3 Where did you go?
4 Who did you go with?
5 When did you get home?
6 Did you have a good time?
7 What did you watch on TV?
8 Did you enjoy the TV show?

b Ss ask and answer the questions in pairs. In feedback, ask a different student each of the questions.

6 Read the example with the class, then ask Ss to write the rest of the questions. Check answers as a class and write them on the board.

Answers:
1 Where did you go yesterday?
2 What did Ali do last Saturday?
3 When did you see Ed?
4 Who did you watch the film with?
5 Where did they have dinner?
6 What time did you go to bed?
7 What did you have for lunch?
8 What kind of pizza did you get?

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 6.

6 Cross the board (Units 5–6 review)

Introduction

Ss revise and practise the language of Units 5 and 6 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 5 and 6.

Depending on the size of your class, Ss can either work in pairs or in two teams. Each turn, Ss pick one of the hexagons and answer the relevant question. If they answer it correctly, they 'take' that hexagon. The first side to make a line connecting the left and right sides wins.

While Ss are playing, monitor and be on hand to adjudicate or help if necessary.

Optional alternative activity

Instead of aiming to get a line of hexagons, teams can keep playing until all the hexagons on the board are 'taken'. The team with the most hexagons wins. Alternatively, ***fast finishers*** could aim to get as many hexagons as possible after the first team has got a line.

Answers:
1 went; took; spoke
2 I'm sorry (that) I'm late.
3 Ss' own answer
4 Ss' own answer
5 e.g. my friends
6 Ss' own answer
7 e.g. What did you do yesterday? What did you eat? Where did you go?
8 e.g. There are some books on the table. There's a whiteboard above the desk. There are some bags under the desks.
9 e.g. No worries; No problem; It's OK
10 e.g. Sure, no problem.; Of course you can.
11 Where did you grow up?
12 Ss' own answers
13 e.g. the radio; music
14 blond(e)
15 Ss' own answers
16 e.g. I'm afraid I broke your glass. I'm really sorry!
17 He ~~look is~~ tired. He looks tired. / He is tired.
18 e.g. What did you do? Who did you see? Where did you go?
19 e.g. I can't swim. I can't cook well. I can't drive.
20 e.g. I didn't have breakfast. I didn't watch TV. I didn't do any sport.
21 e.g. Could you move your bag, please?
22 No. Correct sentence: *My brother is a good-looking man.*
23 brought; talked; felt
24 When did you parents meet?
25 e.g. I can speak French.; I can draw.; I can ride a motorbike.

6A Develop your reading

Introduction

Ss develop the reading skill of understanding reviews by learning how to understand adjectives.

Warm-up

Tell the class some things you usually do in the summer which you don't normally do at other times (e.g. *have a barbecue*). Put Ss in pairs to do the same. When they have finished, ask a few pairs to share their ideas with the class.

1 Focus attention on the photos and elicit what Ss can see. Put Ss in pairs to discuss the questions. In feedback, ask a few Ss to share their ideas with the class and have a brief class discussion.

2a Give Ss a minute to read the reviews quickly. Discuss the questions with the class, eliciting reasons for their answers.

Answer: generally bad

b Elicit what words and phrases helped the Ss answer the questions in Ex 2a. Feed in the words and phrases from the suggested answers box if necessary.

Suggested answers:
1 boring, weren't many other things to do, didn't have a very good time
2 very small, very crowded, waited a long time, noisy, dirty, don't want to go there again
3 there wasn't anything we liked; we didn't like it

3a Read the Focus box with the class. Ask Ss to underline the adjectives and intensifiers in the reviews in Ex 2 then check in pairs. Check answers as a class.

Answers:
1 different, boring, good
2 small, crowded, alright, long, noisy, dirty
3 not bad, good, different

b Ss categorise the adjectives in pairs then check answers as a class.

Answers:
Positive: good
Negative: boring, small, crowded, long, noisy, dirty
Neutral: different, OK, alright, not bad

4a Ss read the reviews in Ex 4a and find positive, neutral and negative adjectives. Check answers as a class, writing the adjectives in three columns on the board. Ask Ss what intensifiers are used. (*really*, *very*, *a bit*)

Answers:
Positive: warm, beautiful, amazing, wonderful, fantastic, awesome, friendly, brilliant
Neutral: OK, small, different, average, big
Negative: bad, crowded, expensive, cold, horrible, boring, terrible

b Ss give each review a number stars in pairs. Don't elicit any of their answers yet.

5a Put pairs together in small groups to compare how many stars they gave each review. When they have finished, ask Ss what they gave each review and find out if others agree.

b Discuss the question as a class and tell Ss what you think, too.

Optional extra activity

Round off the lesson by first telling the class about any reviews (positive or negative) you've written then asking Ss to think of any they've written. Ask Ss to share their experiences with the class, saying what they were for, whether they were positive or negative and why they wrote them.

Homework ideas

Workbook: Ex 1–4, p38

6B Develop your listening

Introduction

Ss develop the listening skill of understanding a narrative by learning how to understand the order of events.

Warm-up

Explain this situation to the class: *Imagine a friend from another country is coming to visit you. While he/she is here, they want to go on a day out. What places would you recommend?* Ss discuss in pairs. When they have finished, ask Ss where they would recommend.

1 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers and have a class discussion.

2a 6.7 Tell Ss they're going to listen to someone called Aiden talking about a day out with his girlfriend. Ss listen and say which places in the box they visited. Check answers as a class.

Answer: a park and a museum

b Ss listen again and put the events in the correct order then check in pairs. Check answers as a class.

Answer: The correct order is c, d, a, b.

Audioscript 6.7

Tonia: How was your day off last week, Aiden?
Aiden: Oh, it was great actually. I found a lovely little museum.
Tonia: Really?
Aiden: Yeah. It was a beautiful sunny day, wasn't it? So I decided to go to Hyde Park on the bus. Before that, I went to Fiona's house.
Tonia: Fiona? Who's that?
Aiden: My girlfriend. She had a day off work, too.
Tonia: Oh, nice.
Aiden: I know – we hardly ever have a day off at the same time! Anyway, I told her my idea about going to the park and she loved it. So she got ready and then we went to get the bus. Oh, and before that, we picked up some bread, cheese, fruit and other nice things for a picnic from the supermarket.
Tonia: Good idea.
Aiden: So we got to the bus stop and waited a really long time for the bus. We were really hot and just wanted to get to the park and enjoy it, you know?
Tonia: Right.
Aiden: Just then two buses came at the same time!
Tonia: Ah, that always happens!

Aiden: Anyway, it didn't take long to get to the park and when we got there, we sat down and opened all our nice food. We were really hungry by then.
Tonia: I can imagine.
Aiden: But suddenly, the sky went really dark.
Tonia: Oh dear …
Aiden: I know! And after that it started to rain. I mean really rain!
Tonia: Oh no!
Aiden: I know! And everyone got up and ran away, trying to stay dry. It was really funny, hundreds of people running to get out of the park. So we just went into the first place we found that was dry.
Tonia: What was that?
Aiden: It was a little museum that we didn't know about – the Museum of London. It was really interesting. All about the history of our city. In the end, we really enjoyed it and actually had a great day out.

3 Read the Focus box with the class and elicit the answer to the question.

Answer: They help us follow the order that things happened.

4 6.8 Focus on the actions listed. Tell Ss that they are going to hear some sentences with the actions and words which tell us the order that things happened. Play the recording for Ss to decide which action happened first. Check answers as a class, playing the recording again and eliciting the words that helped them decide.

Answers: 1 b 2 a 3 b 4 a 5 a 6 b 7 a 8 a

Audioscript 6.8

1 Before we met, I was alone.
2 We did some work, and after that we relaxed.
3 I called my mum, but before that I cleaned the flat.
4 I was worried but in the end it was OK.
5 She asked me my name and then she told me hers.
6 Before you came here, did you see Peter?
7 I lived in Berlin for two years and after that I moved to Stockholm.
8 After lunch, we played golf.

5a 6.9 Tell Ss that they're now going to listen to Tonia talking about a day out. Elicit the events shown in the pictures with the class so they know what to listen for then play the recording for Ss to listen and put them in order. Check answers as a class.

Answer: The correct order is G, F, A, B, H, D, E, C.

b Read through the questions with the class and then play the recording again. Ss listen again and answer the questions then check in pairs. Check answers as a class.

Answers:
1 The Mendip Hills; beautiful views
2 a long way/three hours
3 train, bus and walking
4 went to the visitor centre
5 they thought there was nobody there
6 talked and went home together

Audoscript 6.9

Freddy: Did you have a good weekend, Tonia?
Tonia: Yeah, actually it was really good.
Freddy: Really? Why's that?
Tonia: Well my husband and I decided to go and visit the Mendip hills.
Freddy: The Mendip hills? Where are they?
Tonia: They're in Somerset. It's a really nice area with beautiful views.
Freddy: Wait, that's a long way away, isn't it?
Tonia: Yes, it is. It took us three hours! We got up really early to get there.
Freddy: Did you drive or go by public transport?
Tonia: Public transport. We got two different trains then a bus. After that, we walked for about an hour to get to a viewpoint.
Freddy: Wow!
Tonia: But when we got there it was amazing. There were beautiful views and there weren't any other people around, so we enjoyed it by ourselves. It was lovely.
Freddy: What did you do there?
Tonia: We just enjoyed the view, really. Then we sat down and had some lunch. Oh, before that, we went to the visitor centre. They gave us a map and showed us where to go. They were really helpful actually. Anyway, we had a lovely little picnic at the top of a hill. It was lovely and quiet – the view was beautiful.
Freddy: Sounds wonderful.
Tonia: It was! We ate, drank and looked at the views. But just then, I heard a woman call my name.
Freddy: Really?
Tonia: Yes! It was very strange because we were out there all alone, or so we thought. So I looked up and do you know who it was?
Freddy: Who?
Tonia: My old friend from school, Zoe. We last saw each other ten years ago!
Freddy: Wow!
Tonia: Anyway, we talked for ages about our lives. Then she asked where I live now, so I told her and we discovered we both live near each other!
Freddy: Really?
Tonia: Yes, it was amazing. In the end we all came home together and had a great journey. We talked all the way home.

6 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p37

6c Develop your writing

Introduction

Ss develop the skill of writing a short story by learning how to use subject pronouns.

Warm-up

Ask Ss what time in history they'd like to visit if it was possible to do so. Put Ss in pairs to discuss when and why. When they have finished, ask a few Ss to share their answers with the class.

1 Focus on the photo and ask Ss to discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2a Ss read the story and discuss in pairs why the night in 1965 was special. Check the answer as a class.

Answer: It was special because the writer met her husband.

b Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** woman **2** man **3** man **4** man **5** couple **6** couple

3a Ss read the Focus box. Elicit the first example with the class as an example. Answer any questions Ss have, then ask them to find three more examples in the story in Ex 2. Check answers as a class and write them on the board.

Answers:
I went three times a week and danced for hours.
Finally, one evening, he came over and asked me to dance.
After two songs, we sat down and talked.
We got married exactly one year later and had our first child a year after that.

b Read the example with the class. Ask Ss to write the rest of the sentences then check in pairs. Check answers as a class and write the sentences on the board, or invite Ss to come and do so.

Answers:
1 I put on my best clothes and went to the party.
2 I met Rachel at the party and we talked for hours.
3 My friend came to my house and we ordered pizza.
4 Carl got home and went to bed early.
5 My friends and I went to the cinema and saw a great film.
6 The cat came into the room and sat on the sofa.
7 We went to the theatre and got tickets to the show.
8 Anna and I went to London and walked along the river.

Prepare

4 Read the instructions with the class then give them a few minutes to make notes. Monitor and help with vocabulary if necessary.

Write

5 Ss write their descriptions of how they met someone using their notes in Exercise 4.

6 Ss edit their work by deleting repeated subject pronouns where possible. Monitor and help if necessary. When they have finished, put Ss in pairs and ask them to read each other's entries and say one thing they like and one suggestion to improve them.

Homework ideas

Workbook: Ex 1–6, p39

7 OVERVIEW

7A Food
Goal | describe food shopping items
Grammar | countable and uncountable nouns; *some, any, lots of* and *a lot of*
Vocabulary | food and drink

GSE learning objective
Can answer simple questions about quantities and amounts, given help with vocabulary

7B Shopping lists
Goal | create a dish
Grammar | *how much/how many?* + quantifiers
Vocabulary | food containers

GSE learning objective
Can ask simple questions about quantities and amounts

7C Unusual cafés
Goal | compare places to eat
Grammar | comparative adjectives
Vocabulary | describing places to eat

GSE learning objective
Can make simple, direct comparisons between two people or things using common adjectives

7D English in action
Goal | order in a café

GSE learning objective
Can order food and drink in a café or restaurant, using simple language

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

7A Food

7B Cooking verbs

DEVELOP YOUR SKILLS

7A Develop your listening
Goal | understand announcements
Focus | listening for specific information

GSE learning objective
Can extract key factual information such as prices, times and dates from short clear, simple announcements

7B Develop your writing
Goal | write a social media post
Focus | giving opinions and reasons

GSE learning objective
Can write simple informal emails/letters and online postings giving news or opinions

7C Develop your reading
Goal | follow instructions
Focus | understanding instructions

GSE learning objective
Can follow a simple series of written instructions to carry out a task

7A Food

Introduction

The goal of this lesson is for students to describe food shopping items. To help them achieve this, they will learn or revise countable and uncountable nouns, *some, any, lots of* and *a lot of* and vocabulary related to food and drink.

Warm-up

Revise basic words for food and drink with the class. Ask Ss to write three types of food or drink they like and three types they don't like. When they are ready, put Ss in small groups to compare their lists. When they have finished, ask a student from each group to share their ideas with the class.

Vocabulary

Food and drink

1 Ss discuss the questions in pairs. In feedback, elicit some answers and have a brief class discussion, telling Ss your own answers to the questions, too.

2a Focus attention on the photos. Discuss which of the words in the box they can see in the photos. Elicit what other food they can see and any other food words they know in English. You could write these up on the board for Ss to copy in their notebooks.

b 7.1 Play the recording for Ss to listen and repeat the words. Drill chorally and individually too if necessary. Pay particular attention to: *vegetables* /ˈveʤtəbəlz/ (three syllables).

c Read the example with the class. Ss find words with the same vowel sounds alone, then check in pairs. Check answers as a class and drill the words.

Answers: 1 salad /æ/ 2 fish /ɪ/
3 ice cream, meat, sweets, tea /iː/ 4 frozen food, juice /uː/

3 Read the example with the class. Demonstrate by telling the class which food you like and don't like, then put Ss in pairs to discuss the same. When they have finished, ask a few Ss to tell the class what they found out about their partner.

VOCABULARY BANK 7A p142
Food
These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words with the photos alone then check in pairs. Check answers as a class.

Answers: 1 F 2 G 3 B 4 H 5 E 6 A 7 C 8 D

2 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and discuss them as a class.

Optional alternative activity

Stronger classes can complete Ex 1 at home then do Ex 2 in the next class.

Further practice

Photocopiable activities: 7A Vocabulary, p193

Reading

4a Focus attention on the titles in the article. Ss discuss what they think each person buys in pairs. Elicit Ss' ideas and write them on the board, but don't give any answers yet.

b While Ss read the text to check their answers, write the words in the box in Ex 2a on the board. Check answers as a class, ticking off the items on the board that the article mentions.

Answers:
Mike: bread, pasta, meat, soft drinks, tins of tomatoes, vegetables, sweets, tomato ketchup
Emma: microwave food, Italian meals, Indian meals, pizza, cheese, bread, chocolate
Simon: chicken, green beans, salad, eggs, fruit, oranges
Ryan: fish, potatoes, vegetables, fruit, ice cream

5 Read the example with the class. Ask Ss to correct the mistakes alone then check in pairs. Check answers as a class.

Answers: 1 ~~pasta~~ soft drinks 2 ~~pizza~~ vegetables
3 ~~salad~~ eggs 4 ~~vegetables~~ sweets or soft drinks
5 ~~fish~~ frozen food

Grammar

Countable and uncountable nouns; *some, any, lots of* and *a lot of*

6a Ss read the grammar box and choose the correct alternatives. Check answers as a class and answer any other questions Ss have.

Answers: 1 plural 2 singular 3 some 4 any 5 large

b Focus attention on the table and check understanding by asking: *Can you say 'two eggs'?* (Yes) *Can you say 'two pasta'?* (No).

Answers: 1 countable 2 uncountable

c Ss add the words to the table alone then check in pairs. Check answers as a class

Answers:
Countable: potatoes, bananas
Uncountable: fish, bread, milk, water

GRAMMAR BANK 7A pp.128–129
Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **Countable:** bean, carrot, nut, red pepper, sweet
Uncountable: jam, juice, lemonade, milk, pasta, salad, yoghurt
B 1 C 2 B 3 U 4 C 5 B
C 1 some 2 is 3 any 4 Are 5 any; some 6 any 7 any 8 Is

7a 7.2 Ss listen and focus on the linking. Elicit the answer to the question from the class.

Answer: When the word after the /t/ or /d/ sound starts with a vowel sound, they link together and sound like one word. This makes it smoother and easier to say fluently.

b Play the recording again for Ss to listen and repeat.

8 Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 are 2 is 3 lots of; any 4 weren't 5 are
6 is 7 any; some 8 is

9a Start by telling the class what you bought the last time you went to a supermarket, then ask Ss to write their lists. Monitor and help with vocabulary if necessary, writing any new words on the board.

b Read the example with the class. Ss compare their lists in pairs. In feedback, ask a few Ss what they think their partner's shopping basket says about them.

Further practice

Photocopiable activities: 7A Grammar 1, p191; 7A Grammar 2, p192

Speaking

Prepare

10a 7.3 Ss listen and answer the question alone then check in pairs. Check answers as a class.

Answers: Cathy guesses that Robbie isn't vegetarian, is healthy but also likes sweet food and has a date with someone special and wants to show them he's a good cook. She is right.

Audioscript 7.3

Presenter: Today, reporter Cathy's at a supermarket talking to people about their shopping. She thinks that you can learn a lot about someone from the food in their shopping basket. Let's see if she's right. Cathy, are you there?
Cathy: Yes, hi Dan. I'm here at a supermarket in the city centre. Let's speak to one of the customers. Hi there, I'm Cathy from Radio West. Can I look in your shopping basket, please?
Robbie: Er, why?
Cathy: Well, I think that the food in your basket can tell me a lot about you.
Robbie: Really?
Cathy: Yeah.
Robbie: OK, then. Tell me.
Cathy: Well, the first thing I can see is that you've got two steaks so you're not a vegetarian and it's a meal for two people. A lot of people buy oven chips to eat with their steak. You don't have any oven chips. You have potatoes so I think you want to cook a really nice meal.
Robbie: Er, that's right.
Cathy: Great! I can see you've got some salad too so you want to be healthy. Oh, but wait. You've got dessert. A lot of dessert! There's cake and ice cream. Oh and some chocolates too. Hmm, you like your sweet food, don't you?
Robbie: Yes, I do.
Cathy: The chocolates are expensive so you're happy to spend money. And you've got some flowers so you want your house to look good. Hmm, I think you've got a date tonight. A date with someone special. You want to show the person that you're a good cook. Am I right?
Robbie: Yes, you are. It's our first meal at my house so I want to cook something good.
Cathy: I knew it! See, you can learn a lot about a person from their shopping basket.

b Put Ss in A/B pairs and direct them to the relevant pages. Ss read the instructions and write their lists. Monitor and help with ideas if necessary.

Speak

11a/b Read the Useful phrases with the class and check understanding. In their A/B pairs, Ss tell each other what's in their shopping baskets and make guesses about their partner. Monitor and make notes on Ss' use of language, especially the grammar and vocabulary from this lesson.

c Ask Ss to tell the class if their guesses were correct, then give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:

How many new words for food and drink did you learn today?
How do you think you can use them in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 7A Ex A–C, p129
Workbook: Ex 1–6, p40
App: grammar and vocabulary practice

Fast route: continue to Lesson 7B
Extended route: go to p104 for Develop your listening

7B Shopping lists

Introduction

The goal of this lesson is for students to create a dish. To help them achieve this, they will learn or revise *how much* and *how many?*, quantifiers and vocabulary for food containers.

Warm-up

Review the vocabulary from Lesson 7A with a drawing game. Divide the class into two large groups and ask a volunteer from each group to come to the board. Point to one of the food or drink items in Lesson 7A and ask them to draw a picture of it for their team to guess. The first team to call out the correct word gets a point. Continue until you have revised all of the vocabulary from the lesson, asking for a different volunteer each time. At the end, the team with the most points wins.

Reading and listening

1 Ss discuss the questions in pairs. When they have finished, ask a few pairs to share their ideas with the class and have a brief class discussion.

2a Focus attention on the title of the article, then ask Ss to discuss the question in pairs. When they have finished, ask a few Ss to share their answer with the class and find out if others agree.

b Check understanding of *throw out* (= throw away). Give Ss a few minutes to quickly read the text and check the answer to the question in Ex 2a. Discuss whether Ss would do the same as Elias as a class.

Answer: The article is about finding food that cafés and supermarkets throw away and making meals with it.

c Ss read the article again and decide if the sentences are true or false. Check answers as a class and ask Ss to correct the false sentences.

Answers:
1 T
2 F (They use the food other people throw away.)
3 T
4 F (He's never hungry.)

3a 7.8 Tell the class they're going to listen to two 'freegans' discussing what they're going to do with the food they've found. Ss listen and note down what food they have, then check in pairs. Check answers as a class.

Answers: rice, onions, peppers, eggs, oil, ice cream, chocolate

b Ss listen again and choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 many 2 few 3 much 4 Lots 5 much 6 little 7 much 8 none

Audioscript 7.8

Clara: Let's see, what have we got. Some rice, onions, peppers, ... Hey, do we still have those eggs you found yesterday?
Elias: Yeah, we've still got some.
Clara: How many eggs do we have?
Elias: A few. Just two, I think.
Clara: OK, and how much oil do we have?
Elias: Lots. Remember I found that big bottle last week.
Clara: Great. So I think we can make vegetarian egg-fried rice.
Elias: Yum! How do we make that?
Clara: Well, I'll boil the rice, then fry it with the onions, eggs and peppers.
Elias: Fantastic! Hey look, I also found some ice cream!
Clara: Wow, ice cream? How much did you find?
Elias: One box. It's enough for dessert. Do we still have any chocolate?
Clara: Yes.
Elias: How much do we have?
Clara: Just a little, but we've got some fruit we can mix with it, too.
Elias: How much fruit do we have?
Clara: Um, let me see ... Oh, none. Sorry. I ate it last night, I forgot.
Elias: Never mind, chocolate and ice cream sound good to me!

Grammar

How much/how many? + quantifiers

4 Write on the board: *some eggs* and *some pasta* and ask: *What's a question to ask about these foods?* Point to *some eggs* and elicit *How many eggs?* Point to some pasta and ask: *How much pasta?* Ss read the grammar box and choose the correct alternatives alone, then check in pairs, using the examples to help them. Check answers as a class.

Answers: 1 uncountable 2 countable 3 a few 4 a little 5 both

GRAMMAR BANK 7B pp.128–129

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the different quantifiers used with countable and uncountable nouns. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A 1 much; any 2 many; few 3 much; A lot 4 much; little 5 many; two 6 any; any 7 much; None
B 1 How many 2 How much 3 How many 4 How many 5 How much
C 1 Two 2 Just a little 3 A lot 4 Just a few 5 None

5a 7.9 Play the recording and pause it after the first question. Write the question on the board and elicit the stressed words. Ss listen and do the same for the rest of the questions then check in pairs. Check answers as a class.

Answers: The nouns (bread, tomatoes, eggs, chocolate, water) are stressed in each question as well as *much/many* and, in 1, 3 and 5, the verbs.

b Play the recording again for Ss to listen and repeat.

6a Ss complete the conversations alone then check in pairs. Don't give any answers yet.

b 7.10 Ss listen and check their answers. Check answers as a class, then put Ss in pairs to practise the conversations. When they have finished, ask them to swap roles and repeat.

Answers: 1 much; little 2 many; Lots 3 much; None 4 some; many 5 many; few

7a Elicit the first answer as an example. Ss complete the questions alone then check in pairs. Check answers as a class.

Answers: 1 much 2 many 3 much 4 many 5 much

b Put Ss in pairs to ask and answer the questions. When they have finished, ask each pair what they have in common.

Further practice

Photocopiable activities: 7B Grammar 1, p194; 7B Grammar 2, p195

Vocabulary

Food containers

8a Point to picture A and ask: *What's this drink?* (orange juice) *What do we call this container?* (a carton). Ss complete the phrases and match them with the pictures alone then check in pairs. Don't give any answers yet.

b 7.11 Play the recording for Ss to check their answers. Check answers as a class. Write on the board: *A cup of tea*. Model the phrase with the class and explain that *of* is in the weak form /əv/ here. Also, show how the final 'p' of *cup* links to the initial 'o' of *of*. It might also be worth reminding Ss at this stage that *can* is used for both drinks (in British English) and food (in American English).

Answers: 1 B, cup 2 H, bag 3 J, packet 4 C, bottle 5 A, carton 6 D, tin 7 G, box 8 I, can 9 E, bar 10 F, jar

9 Read the example with the class, then ask Ss to think of more items in pairs. Check answers as a class and write them on the board.

Suggested answers:
bag: flour bar: (soap) bottle: lemonade, cola, juice
box: chocolates, biscuits can: fizzy pop
carton: milk cup: coffee, soup
jar: jam, peanut butter, chocolate spread, honey
packet: biscuits, crisps tin: tomatoes, soup, peas, sweetcorn

Optional alternative activity

Arrange the class in two teams. Explain that each team will take it in turns to call out a container for the other team. The other team must respond with a food or drink suitable for that container and then say another container. This continues back and forth until one team can't say a food or drink without pausing and they lose the game.

10 Put Ss in small groups to discuss the questions. When they have finished, ask a student from each group to summarise their discussion for the class.

VOCABULARY BANK 7B p142

Cooking verbs

These optional exercises build on the lexical set in the vocabulary section.

1 Elicit the first answer as an example. Ss match the words with the pictures alone then check in pairs. Check answers as a class.

Answers: **A** fry **B** stir **C** roast **D** bake **E** boil **F** cut **G** add **H** mix **I** grill

2a Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** Boil; add **2** Cut **3** Mix **4** Grill **5** Fry **6** Cook; Roast **7** Stir

b Ss discuss how they cook the things in the box in pairs. When they have finished, ask a few Ss to share their answers and discuss them as a class.

Optional alternative activity

Stronger classes can complete Exs 1 and 2a at home, then do Ex 2b in the next class.

Further practice

Photocopiable activities: 7B Vocabulary, p196

Speaking

Prepare

11 Put Ss in A/B pairs and go through the instructions for each student. Give Ss plenty of time to prepare and make notes.

Speak

12a Go through the Useful phrases with the class and check understanding. Ss practise their phone calls in pairs. When they have finished, ask them to swap roles and repeat the task.

b Ss discuss the question in pairs. Have a brief class discussion to see whether Ss have chosen similar items to buy.

Reflection on learning

Write the following questions on the board:

How do you think you'll use quantifiers in the future?

What was the most useful vocabulary today?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 7B Ex A–C, p129
Workbook: Ex 1–5, p41
App: grammar and vocabulary practice

Fast route: continue to Lesson 7C
Extended route: go to p105 for Develop your writing

7c Unusual cafés

Introduction

The goal of this lesson is for students to compare places to eat. To help them achieve this, they will learn or revise comparative adjectives and vocabulary for describing places to eat.

Warm-up

Write *breakfast*, *lunch* and *dinner* on the board and check understanding. Ask: *What do you usually have for these meals? What did you have for these meals yesterday?* Ss discuss the questions in pairs. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Listening and vocabulary

Describing places to eat

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

2a 7.12 Tell Ss that they're going to listen to two people, Jess and Glen, talking about cafés. Ss listen then answer the questions in pairs. Check answers as a class.

Answer: Café Jewel because Jess doesn't like the Underground Café.

b Go through the adjectives in the box and check understanding, teaching the meanings if necessary. Ss listen again and match the adjectives to the two cafés. Check answers as a class and for each adjective elicit if it describes the place or the food.

Answers:
Café Jewel: bright, modern, nice, fresh, healthy, expensive
Underground Café: cool, (not) healthy, small, dark, strange, comfortable, popular, crowded, noisy
These adjectives describe the place: bright, cool, comfortable, crowded, dark, noisy, modern, popular, small, strange.
These adjectives describe the food: expensive, fresh, healthy, nice.

Audioscript 7.12

Jess: Do you want to meet for brunch tomorrow?
Glen: Yeah, that'd be lovely. How about the Underground Café in Downsview Road?
Jess: Oh, er …
Glen: Yeah, it's really cool.
Jess: Yes, but the food isn't very healthy though, is it? They fry everything.
Glen: Not all of it. They've got a really big brunch menu so there's a lot to choose from. So where do *you* want to go?
Jess: Well, I like Café Jewel. I think it's better than the Underground Café. It's brighter because there are windows! It's more modern, too, and the food there's nicer. Everything's fresh. The Underground Café's cool but it's small and dark. And the seats are beds! It's a bit strange!
Glen: But the seats are really comfortable! They're more comfortable than the plastic seats in Café Jewel. Lots of people think so. It's a really popular café.
Jess: I know. That's why it's always more crowded than Café Jewel. We might need to wait for a seat, I mean bed! It's often noisy in there, too.
Glen: OK, I'm happy to go to Café Jewel. I like it there, too. The food is more expensive than the Underground Café but it *is* healthier.
Jess: OK, great! Shall we meet at ten? Then we can …

3a Elicit some examples using adjectives in the box with different numbers of syllables. Ss then discuss in pairs. Pay special attention to *comfortable*. Elicit how many syllables it has (three), then demonstrate by drilling it in parts *comf–ta–ble*, then joining it together again. Explain that the *or* in the middle is silent.

Teaching tip

When breaking down problematic longer words or phrases like *comfortable*, it's a good idea to use backchaining. This means starting with the final syllable (*ble*), then building it up backwards, i.e.:

T: ble
Ss: ble
T: ta–ble
Ss: ta–ble
T: COMF–ta–ble
Ss: COMF–ta–ble

This allows you to keep the natural stress pattern as you break it down then build it back up again.

b 7.13 Ss listen and check their answers. Check answers with the whole class and drill the adjectives chorally and individually.

Answers:
One syllable: bright, cool, dark, fresh, nice, small, strange
Two syllables: crowded, healthy, noisy, modern,
Three syllables: comfortable, expensive, popular

4a Elicit the first answer as an example. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** noisy **2** expensive **3** popular **4** healthy **5** dark **6** crowded **7** fresh **8** comfortable

b Read the example with the class, then tell Ss about your favourite place to eat out. Ss discuss their favourite places in pairs. In feedback, ask a few Ss to tell the class about their partner's favourite place to eat out.

Further practice

Photocopiable activities: 7C Vocabulary, p199

Grammar

Comparative adjectives

5a 7.12 Play the recording from Ex 2a again for Ss to listen and choose the correct alternatives. Check answers as a class.

Answers: **1** better **2** brighter **3** nicer **4** more comfortable **5** more crowded **6** more expensive **7** healthier

b Draw two plates on the board and write A in the first one and B in the second one. Under the first one write €€€ (or whichever currency symbol you feel is most relevant for your Ss) and €€€€€ under the second one. Then write on the board: *Meal A* _____ _____ _____ *meal B*. Elicit the missing words (*is cheaper than*) and explain that this is how we compare two things.

Ss read the grammar box and choose the correct alternatives. Encourage them to use the examples in Ex 5a to help. Check answers as a class.

Answers: **1** short **2** two **3** long

Grammar checkpoint

By 'short' we usually mean one syllable. By long, we usually mean two or more syllables, but some two-syllable words can take *-er* or *more* e.g. *polite*. See the grammar bank for more information.

c Read the example with the class, then ask Ss to write the comparative forms. In feedback, write the comparative forms on the board, or invite Ss to do so.

Answers: bright – brighter; cool – cooler; comfortable – more comfortable; crowded – more crowded; dark – darker; expensive – more expensive; fresh – fresher; healthy – healthier; nice – nicer; noisy – noisier; modern – more modern; popular – more popular; small – smaller; strange – stranger

GRAMMAR BANK 7C pp.128–129

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the irregular adjectives. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** ~~more bad~~ worse **2** ~~thiner~~ thinner **3** Correct
4 ~~expensiver~~ more expensive **5** hotter **than** yesterday
6 Correct **7** ~~gooder~~ better **8** ~~friendly~~ friendlier
B Possible answers:
1 Cars are faster than bikes.
2 Apples are better for you than chocolate.
3 Walking is slower than driving.
4 Walking is healthier than driving.
5 Brazil is bigger than Greece.
6 Football is more popular than tennis.
7 Summer is warmer than winter.
8 Tokyo is busier than Rome.

6a 7.14 Ss listen then say if the sounds are the same or different. Check the answer with the class.

Answers: They're all pronounced with the schwa sound.
-er is pronounced /ə/ *-ier* is pronounced /ɪə/
than is pronounced in its weak form /ðən/.

b Play the recording again for Ss to listen and repeat.

7 Ss complete the sentences alone then check in pairs. Check answers as a class and write the comparative forms on the board.

Answers: **1** more expensive **2** stronger **3** more comfortable **4** fresher **5** noisier **6** larger

8a Read the example with the class. Ss write the sentences alone then check in pairs. Check answers with the whole class and write them on the board.

Answers:
1 Breakfast is more delicious than lunch.
2 Italian food is healthier than Japanese food.
3 Starters are better than desserts.
4 Sofas in restaurants are more comfortable than chairs.
5 Cooking a meal is more interesting than eating out.
6 Cafés are busier in the evening than in the daytime.

b Read the example with the class. Ss discuss the sentences in pairs. When they have finished, ask a few volunteers to share their ideas with the class.

Further practice

Photocopiable activities: 7C Grammar 1, p197; 7C Grammar 2, p198

Speaking

Prepare

9a Put Ss in pairs and ask them to choose two places that they both know. Remind Ss of the adjectives in Ex 2b and ask them to make a list for each place.

b Ss choose their favourite and make some notes about why on their own. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

Speak

10a Go through the Useful phrases with the class and check understanding. While they're speaking, encourage them to use the language for comparisons from the lesson. Monitor and make notes on Ss' language use for feedback later.

b Ask each pair to share which place they chose and why with the class. When they have finished, give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:
What were the most useful adjectives in today's lesson?
How can you practise the spelling of comparative adjectives in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 7C Ex A–B, p129
Workbook: Ex 1–5, p42
App: grammar and vocabulary practice

Fast route: continue to Lesson 7D
Extended route: go to p106 for Develop your reading

7D English in action

Introduction

The goal of this lesson is for students to practise ordering in a café. To help them achieve this, they will learn a range of phrases for the customer and assistant.

Warm-up

Write the names of some well-known restaurants in your area on the board. Then write these questions: *Which of these restaurants do you know? Which is your favourite? Why? Which would you like to try?* Ss discuss the questions in pairs. In feedback, ask a few Ss to share their ideas with the class.

1 Focus attention on the photo and elicit what Ss can see. Explain that in today's lesson they are going to be learning how to order in a café. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion. You could ask them to name their favourite café or coffee shop, too.

2a 7.15 Ss listen and answer the questions then check in pairs. Check answers as a class.

Answers: **1** a sandwich and a small cappuccino **2** yes **3** if she wants it hot or cold **4** £6.50 **5** She collects it.

b Give Ss a minute or two to read through the Useful phrases then play the recording again for Ss to tick the phrases they hear.

Answers:
Customer: I'd like (this sandwich), please.; Can I get (a small cappuccino), please?
Assistant: Can I help?; Eat in or take out?; Would you like it hot or cold?, Any hot drinks with that?

Audioscript 7.15

Assistant 1: Hi. Can I help?
Marguerite: Yes, I'd like this sandwich, please.
Assistant 1: Sure. Eat in or take out?
Marguerite: Eat in, please.
Assistant 1: Would you like it hot or cold?
Marguerite: Hot, please.
Assistant 1: OK … Any hot drinks with that?
Marguerite: Yes, please. Can I get a small cappuccino?
Assistant 1: Of course. That's six pounds fifty, please.
Marguerite: Here you are.
Assistant 1: Thank you. Please wait there at the collection point.
…
Assistant 2: Small cappuccino and hot cheese sandwich!
Marguerite: Thank you, that's mine.

3a 7.16 Ss listen and underline the stressed words then check in pairs. Play the recording again if necessary then check answers as a class.

Answers: I'd <u>like</u> (this <u>sandwich</u>), please.
Can I get/have (a <u>small</u> <u>cappuccino</u>), please?
I'll have (a <u>latte</u>), please. How <u>much</u> is <u>that</u>?
Can I <u>pay</u> by <u>card</u>? Can I <u>help</u>? Eat <u>in</u> or take <u>out</u>?
Would you <u>like</u> it <u>hot</u> or <u>cold</u>? Any <u>hot</u> <u>drinks</u> with <u>that</u>?
<u>Take</u> a <u>seat</u> and I'll <u>bring</u> it <u>over</u>. Anything <u>else</u>?

b Play the recording again for Ss to listen and repeat.

4a Ss complete the conversations then compare answers in pairs. Don't give any answers yet.

b 7.17 Ss listen and check their answers. Check answers as a class.

Answers: 1 Can; bring 2 drinks 3 help; like; hot 4 get (*have* is also possible); take 5 much; pay

c Ss practise the conversations in pairs. When they have finished, ask Ss to swap roles and repeat.

5 Put Ss in A/B pairs and direct them to the relevant situations to plan what they're going to say. Monitor and help if necessary.

6 Ss practise their conversations for each of the situations in pairs. Monitor and make notes on Ss' language use for feedback later. When they have finished, ask one or two pairs to perform their conversations for the class. Give Ss feedback on their language use.

Reflection on learning

Write the following questions on the board:

What were the most useful phrases in today's lesson?

Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–4, p43
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

7 Check and reflect

Introduction

Ss revise and practise the language of Unit 7 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1a Read the example with the class. Ss unscramble the letters alone then check in pairs. Check answers as a class and write them on the board, or invite Ss to do so.

Answers: 1 fruit 2 coffee 3 beans 4 pasta 5 juice 6 sweets 7 chicken 8 eggs

Optional alternative activity

With ***weaker classes***, write the first letter of each word on the board.

Optional extra activity

When they have finished Ex 1a, you could ask Ss to choose three more food and drink words from Lesson 7A and jumble the letters. Ss then swap with a partner to unscramble their words.

b Ss discuss which they like/dislike in pairs. In feedback, ask a few Ss to share their answers with the class and find out if others agree.

2 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 's/is 2 any 3 some 4 are 5 any 6 any 7 some 8 some

3a Tell the class that every sentence has a mistake. Ss correct the mistakes alone then check in pairs. Check answers as a class.

Answers: 1 ~~milks~~ milk 2 ~~are~~ is/'s 3 ~~any~~ some 4 ~~fruits~~ fruit 5 ~~is~~ are 6 ~~some~~ any OR ~~aren't~~ are

b Tell Ss which sentences are true for you then put Ss in pairs to do the same. When they have finished, ask a few Ss to share something interesting they found out about their partner with the class.

4a Elicit the first answer as an example. Ss complete the questions alone then check in pairs. Check answers as a class.

Answers: 1 How much 2 How many 3 How many 4 How much 5 How much 6 How many

b Ss match the responses to the questions alone then check in pairs. Check answers as a class.

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

c Read the example with the class, then demonstrate by asking the question to a stronger student. Ss ask and answer the questions in pairs. When they have finished, ask a few Ss to share their answers with the class.

5a Read the example with the class and highlight the fact that more than one answer might be possible. Ss complete the phrases alone then check in pairs. Check answers as a class.

Answers: 1 carton 2 bar 3 packet/box 4 can/bottle 5 tin/packet 6 bag/packet 7 cup/packet/jar 8 box

b Read the examples with the class and ask if they're true for anyone. Ss discuss the questions in pairs.

6a Read the example with the class then elicit a sentence with these things and the adjective *expensive* (e.g. *Dinner at a restaurant is more expensive than dinner at home.*). Ss write their sentences alone then check in pairs. Monitor and make sure they're forming and spelling the comparative adjectives correctly.

b Ss compare their sentences in pairs. When they have finished, ask a few Ss to share their sentences with the class and find out if others agree.

Suggested answers:
1 Dinner at home is cheaper than dinner at a restaurant.
2 A house is more expensive than a flat.
3 Chocolate is nicer than cheese.
4 My friend is taller than me.
5 Vegetables are healthier than pizza.
6 Our classroom is bigger than my living room.

7 Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 delicious 2 busy 3 dark 4 fresh 5 healthy 6 modern

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 7.

7A Develop your listening

Introduction

Ss develop the listening skill of understanding announcements by learning how to listen for specific information.

Warm-up

Check Ss understand the meaning of *announcement* (= a public or official statement giving information about something), then ask Ss where they might hear them. Ask: *What kind of information do you need to listen for in announcements in airports and railway stations?*

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers and have a class discussion.

2a 7.4 Ss listen to the announcements, match them to what they are for, then check in pairs. Check answers as a class.

Answers: 1 b 2 a

b Ss listen again, categorise the words, then check in pairs. Check answers as a class and be prepared to explain the words if necessary.

Answers: All except *arrive* can be heard.
Planes: flight, gate Trains: platform Both: arrive, depart

Audioscript 7.4

1 The NA74 flight to Barcelona will depart from Gate 22 in 25 minutes. Please make your way to the departure gate if you have not already done so.
2 The 5:57 train to Manchester will now depart from platform nine at six fifteen. This train is made up of eight carriages. The first-class carriage is situated in the rear of the train.

3 Read the Focus box with the class then play the announcements again for Ss to answer the questions. Check answers as a class.

Answers: 1 in 25 minutes 2 9

4 Ss underline the key information alone then check in pairs. Before they start, emphasise the kind of information they need to know.

Answers: This is an announcement from Network Rail. The next train to Manchester has been delayed due to problems with signalling, and will not depart on time. We will keep you updated on the revised time for departure as soon as we have more information. The next train to London will leave from Platform 5 at 19:30 as planned.

5a 7.5 Ss listen to the announcements and decide which of the pairs of words are stressed more strongly. Check answers as a class.

Answers: 1 London/five 2 Munich/twenty
3 thirty/Belfast 4 Malaga/19

b Read the example with the class then put Ss in pairs to try and remember the announcements from the words given in Ex 5a.

c Play the recording again for Ss to check their answers.

Answers: See audioscript.

Audioscript 7.5

1 The next train to London will depart from Platform 5 at 11:15.
2 Flight GG73 to Munich will leave in thirty minutes from Gate 20.
3 The next train to Belfast will leave from platform 13 in thirty minutes.
4 Flight GG 78 to Malaga will leave from Gate 19 at one thirty.

6 7.6 Go through the information with the class so that Ss know what to listen for. Ss listen and note down the information alone then check in pairs. Check answers as a class.

Answers: 1 2 p.m. 2 8

Audioscript 7.6

The next flight to Moscow will depart from Gate 15 at 11:30. Please make sure if you are travelling on this flight to arrive at the departure gate at least 30 minutes before boarding. The next flight to Berlin will depart from Gate 8 at 2 p.m. Please continue to check the board for updates.

7 7.7 Go through the information with the class so that Ss know what to listen for. Ss listen and note down the information alone then check in pairs. Check answers as a class.

Answers: 1 5:55 2 12

Audioscript 7.7

The next train to Liverpool from Platform 12 will be the 5:55 Umbridge service, calling at Caxton Rise, Fendle Hill and Liverpool. The train will be made up of six coaches.

8 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p43

7B Develop your writing

Introduction

Ss develop the skill of writing a social media post by learning how to give opinions and reasons.

Warm-up

Tell the class about a strange thing you have eaten. Describe where you ate it and what it tasted like. Avoid using the present perfect as they won't study this until Unit 10. Then put Ss in pairs to share their own experiences.

1 Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2a Focus attention on the photo and elicit what type of sandwich they think it is. Ask: *Would you like to try this sandwich?* Elicit what Ss think Lilly wrote about.

b Ss read Lilly's post and check their answers. Ask: *Did Lilly like the sandwich?* (Yes).

Answer: Her experience of eating a chocolate, cheese and banana sandwich.

3 Ss read the Focus box. Answer any questions they have then ask them to find Lilly's opinions and reasons in her social media post. Check answers as a class.

Answers: I didn't want to eat it because it looked strange, but I tried it and it tasted really nice.
Banana, cheese and chocolate are amazing together.
I don't think everyone will like it, but I think everyone should try it once!

4a Match the first opinion with a reason as an example with the class. Ss match the rest of the opinions with the reasons alone then check in pairs. Check answers as a class.

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

b Read the example with the class and ask: *Do you agree? Why/Why not?* Ss work on their own to think of different reasons and complete the sentences so that they're true for them.

c Ss share their opinions and reasons in pairs. In feedback, ask a few Ss what they agree on.

Prepare

5a Give Ss a minute to choose one of the experiences or think of a different one.

b Ss think of opinions and reasons and make notes. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Write

6a Ss write their social media posts. Monitor and check Ss' writing as they go along and note any common errors for feedback later.

b Ss share their posts in pairs then think of a comment to write on their partner's post, as they would on social media.

Optional alternative activity

Ask Ss to write their social media posts at the top of a piece of paper. When they have finished, display the posts around the room and ask Ss to walk round, read the posts and write comments as they would on social media.

Homework ideas

Workbook: Ex 1–6, p45

7c Develop your reading

Introduction

Ss develop the reading skill of following instructions by learning words and structures commonly used in them.

Warm-up

Write on the board: *Where can you find robots? What jobs do they do?* Ss discuss the questions in pairs. When they are ready, ask a few Ss to share their answers with the class.

1a Focus attention on the photo and elicit what Ss can see. You may want to pre-teach: *menu* and *bill*. Ss discuss the order they do the things in pairs. Check answers as a class.

Suggested answer: find a table, get a menu, order food, get food, get the bill, pay the bill

b Ss read the instructions then discuss in pairs whether they order this way in restaurants in their country.

2 Read through the Focus box with the class. Ss then find more examples in the text in Ex 1b then compare in pairs. Check answers as a class and write them on the board.

Answer:
Infinitive + object: e.g. *Choose your meal, take knives, forks and spoons; Enjoy your food!*
You can + infinitive: e.g. *You can choose from our amazing hot sauces.*
Sequencing words: e.g. *then order, before you go to the bar*

3a Ss read the text in Ex 1b again more carefully and put the actions in order. Check answers as a class.

Answers: The correct order is d, c, e, b, a, f.

b Ss decide if the sentences are true or false alone then check in pairs. Check answers as a class and elicit why the false sentences are false.

Answers:
1 F – you find your own table
2 F – it's already on the table
3 F – you order at the counter/bar
4 T
5 T
6 F – you pay when you order

4a Ss read the instructions for the Shotoku Robot Restaurant then discuss in pairs what's the same as and different from the Hot Chicken Restaurant. Check answers as a class.

Answers: In a different way. In the Hot Chicken Restaurant, you pay at the counter/bar and get your own knives and forks but in the Shotoku Robot Restaurant, you order by tablet and we assume that the knives and forks are on the table. In both restaurants you pay when you order.

b Ss underline examples of the language in the Focus box alone then compare in pairs. Check answers as a class.

Answer:
Infinitive + object: *tell a robot; Remember the table number; find your table; Choose the dishes; tap in your credit card information; use the tablet; give your dirty plates*
You can + infinitive: *You can order your own dish; You can then order one of our delicious desserts*
Sequencing words: *Then, find … ; After you choose, … ; Before your food arrives … ; after you order it; You can then order …*

c Elicit the first answer as an example. Ss work in pairs to discuss which action happens first in each case. Check answers as a class.

Answers: 1 A 2 B 3 B 4 B

5 Ss discuss the questions in pairs. In feedback, ask a few Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p44

8 OVERVIEW

8A A great time
Goal | describe a travel experience
Grammar | present continuous
Vocabulary | geography

GSE learning objective
Can say what people are doing at the time of speaking, if supported by pictures or gestures

8B Weather
Goal | describe the weather
Grammar | present simple and present continuous
Vocabulary | weather

GSE learning objective
Can describe activities or events that are happening at the time of speaking

8C Travel talk
Goal | compare places, activities and transport
Grammar | superlative adjectives
Vocabulary | phrases describing travel

GSE learning objective
Can give an extended description of everyday topics (e.g. people, places, experiences)

8D English in action
Goal | make a phone call

GSE learning objective
Can make a hotel, restaurant, or transportation reservation on the phone

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

8C Travel

DEVELOP YOUR SKILLS

8A Develop your writing
Goal | write a guide
Focus | using adjectives

GSE learning objective
Can write short, basic descriptions of places, people or things

8B Develop your listening
Goal | understand a news report
Focus | understanding connected speech

GSE learning objective
Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly

8C Develop your reading
Goal | understand a short article
Focus | understanding paragraph topics

GSE learning objective
Can understand the main points in simple descriptive texts on familiar topics

8A A great time

Introduction

The goal of this lesson is for students to practise describing a travel experience through a video call. To help them achieve this, they will learn or revise the present continuous and vocabulary related to geography.

Warm-up

Tell the class to imagine that they can travel to three places in the world. Ask: *Where would you like to visit and why?* Give Ss a few minutes to think about their answers and make notes if they want to, then put them in small groups to share their ideas. When they have finished, ask each group to tell the class if any of them thought of the same places.

Vocabulary

Geography

1 Ss discuss the questions in pairs. In feedback, elicit some answers and have a brief class discussion, telling Ss your own answers to the questions, too.

2a Focus attention on the photos and elicit what Ss can see. Ss then use the words in the box to say which features they can see in the photos in pairs. Check answers as a class, drilling each word chorally and individually. Pay particular attention to the silent *s* in *island* /ˈaɪlənd/ and the pronunciation of the second syllable in *mountain* /ˈmaʊntɪn/. You could check understanding of the features not included in the photos with other photos or pictures and/or by asking questions e.g. *Can you think of a famous river? Do you live in a city or the countryside?* etc.

Answers: **A** air, countryside, river, sky, trees, water
B air, countryside, mountain, sky, trees
C air, beach, sea, sky, water **D** air, countryside, sky, trees
E air, countryside, sky, trees **F** air, mountain, sky

b Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** mountain **2** river; water **3** air **4** trees
5 countryside **6** sky **7** beach **8** island; sea

3a Ss complete the sentences with their own ideas. Monitor and help if necessary.

b Read the example with the class then put Ss in pairs to compare their sentences from Ex 3a. Encourage them to ask follow-up questions and give more information.

Further practice

Photocopiable activities: 8A Vocabulary, p202

Listening and grammar

Present continuous

4 8.1 Tell Ss that they're going to listen to a video call from Gareth, who's on holiday, to his mum back at home. Play the recording for Ss to listen and decide which photo shows where he is. Check the answer with the class, feeding in information from the Culture notes if you think Ss are interested.

Answer: F

Culture notes

Mount Chogatake is a mountain in the Nagano Prefecture in the centre of Japan. It is 2,677 metres high. The best months to hike to the top are between April and October when the weather is best.

5 Ss listen again and complete the sentences with the correct form of the verb *be*, then check in pairs. Play the recording again if necessary, then check answers as a class.

Answers: **1** 'm **2** 're **3** 's **4** Are **5** aren't **6** 're

Audioscript 8.1

Mum: Hello? Gareth?
Gareth: Hi Mum!
Mum: Hello! Where *are* you?
Gareth: I'm standing at the top of Mount Chogatake. Look at the view! Isn't it beautiful?
Mum: Lovely!
Gareth: It was a long walk up here – eight hours! So now we're resting before the walk back down.
Mum: Where's Carla?
Gareth: Oh, she's over there. She's having something to eat. What are you and Dad doing now? Are you having a good time at home? You aren't working too hard, I hope.
Mum: Oh no, don't worry about us. Everything's the same here. We're actually just ...
Gareth: What's that? Oh, OK! Look, I have to go now, Mum. We're leaving now. It's another six hours to get back down. Let's hope it's easier than the way up! Call you when we arrive!
Mum: But ...

6 Focus attention on the first sentence in Ex 5 and ask: *Is this something he does every day or something happening now?* (something happening now). Explain that we use the present continuous to describe things happening at the time we're speaking. Ss read the grammar box and choose the correct alternatives. Check answers as a class and answer any questions.

Answers: **1** now **2** be **3** be **4** subject

GRAMMAR BANK 8A pp.130–131

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the spelling rules. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions.

Answers:

A **1** ~~haveing~~ having **2** ~~We're aren't~~ We aren't **3** ~~is~~ are
4 ~~have~~ having **5** ~~cook~~ cooking **6** ~~play~~ playing
7 I **am/'m** waiting **8** ~~is~~ are **9** ~~You are~~ Are you
10 ~~doesn't~~ isn't

B **1** We are sitting outside.
2 Joanna is not doing any work.
3 What are Yuki and Katsu doing?
4 I'm relaxing and my dad is playing golf.
5 Jonas isn't dancing because he doesn't like the music.
6 Are you listening to me?
7 I'm not doing anything right now.
8 It isn't raining at the moment.
9 Where is Pedro going?
10 We're sitting in the park right now.

7a 8.2 Ss listen and focus on the pronunciation of *-ing*. Elicit the answer from the class and highlight that this sometimes happens in fast speech.

Answer: *-ing* is pronounced /ɪn/

b Play the recording again for Ss to listen and repeat.

8 Ss complete the sentences with the verbs in brackets in the present continuous and check in pairs. Check answers as a class.

Answers: **1** 'm/am sitting **2** 'm/am enjoying **3** 's/is reading **4** are ... doing **5** 's/is taking **6** 're/are having **7** 'm/am waiting **8** 're/are driving **9** is not/isn't raining **10** 'm not swimming **11** are waiting **12** 're/are travelling

9 Read the example with the class. Ss take it in turns to describe a person in the picture. Their partner must guess which person it is.

Further practice

Photocopiable activities: 8A Grammar 1, p200; 8A Grammar 2, p202

Speaking

Prepare

10a Tell the class they're going to practise having a video call on holiday like the one in Ex 4 between Gareth and his mum. Give Ss a minute to choose one of the places in the photos in Ex 2, or choose somewhere different. You could suggest Ss choose a photo on their mobile phones from a past holiday, perhaps.

b Go through the instructions then give Ss a few minutes to make notes. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Speak

11a Go through the Useful phrases with the class. Ask Ss to stand up and walk around the class mingling, having their video calls with other Ss. Encourage them to ask follow-up questions to find out more information such as those in the Useful phrases box. Monitor and make notes on Ss' use of language for feedback later.

b When they have finished, ask a few Ss whose holidays they liked the best. Give the class feedback on their language use on the board.

Reflection on learning

Write the following questions on the board:
How confident do you feel using the present continuous?
How and where can you practise it more?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11a: Write a message from your holiday to a friend.
Grammar bank: 8A Ex A–B, p131
Workbook: Ex 1–5, p45
App: grammar and vocabulary practice

Fast route: continue to Lesson 8B
Extended route: go to p107 for Develop your writing

8B Weather

Introduction

The goal of this lesson is for students to describe the weather. To help them achieve this, they will learn or revise the present simple, present continuous and vocabulary related to weather.

Warm-up

Review the present continuous by eliciting what the time is, then telling the class what different people you know are doing right now, e.g. *My friend Jo is also teaching, my mum is working, my brother is studying, my cat is sleeping,* etc. Tell Ss to write similar present continuous sentences about five people they know. Monitor and help with vocabulary if necessary. Check Ss are forming the present continuous correctly, using the correct form of the verb *be* and the correct spelling of the main verb. When they are ready, put Ss in pairs to share their sentences and give more information. In feedback, ask a few Ss to share anything interesting they found out from their partner with the class.

Vocabulary

Weather

1 Ss work in pairs to name as many types of weather as they can. When they have finished, elicit their answers and write a list on the board, or invite Ss to come up and do so.

2a Focus attention on the photos. Ss match the phrases with the photos alone then check in pairs. Check answers with the whole class and drill the weather words chorally and individually, paying particular attention to *cloudy* /ˈklaʊdiː/ and *warm* /wɔːm/. Explain that *warm* means not hot and not cold and that *cool* means a little bit cold.

Answers: 1 A 2 F 3 B 4 C 5 H 6 G 7 D 8 E

b Focus attention on the first phrase: *It's snowing.* Ask: *Is this a verb or an adjective?* (verb) *What tense is this?* (present continuous). Ss categorise the rest of the weather words in Ex 2a then check in pairs. Check answers as a class.

Answers:
Verbs: snowing, raining
Adjectives: windy, cloudy, cool, foggy, cold, wet, warm, sunny, hot

3a Ss put the seasons in order alone then check in pairs. Check answers as a class and ask: *What season is it now?*

Answers: spring, summer, autumn, winter

b Ss discuss the questions in pairs. In feedback, elicit Ss' answers and ask: *What's your favourite season? Why?*

Culture notes

Some places in the world don't have four seasons. In these places there are usually two, which we call *rainy* and *dry*.

4 Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 raining 2 sunny 3 hot 4 foggy 5 snowing 6 cloudy 7 warm 8 wet

5 Tell Ss what your favourite kind of weather is and why. Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

Further practice

Photocopiable activities: 8B Vocabulary, p205

Listening and grammar

Present simple and present continuous

6a 8.3 Write on the board: *Florida, Cairo, Manchester.* Ask: *What's the weather usually like in these places?* Elicit what Ss know and feed in information from the Culture notes. Ss listen to the recording and say what the weather's like there right now. Ask: *Is this normal?* (No).

Answers: **Florida:** It's snowing. **Cairo:** It's raining a lot. **Manchester:** It's warm and sunny.

b Read through the table with the class and elicit their ideas as to how to complete it, but don't give any answers yet. Ss listen again and complete the table then check in pairs. Check answers as a class.

Answers: 1 warm 2 snowing 3 dry 4 raining 5 cold 6 sunny

Audioscript 8.3

Michael: Welcome to Weatherwatch, and today we're looking at some very strange weather around the world, from snow in usually sunny Florida to hot weather in wet and rainy Manchester. What is happening? First up, Suzanna is in Florida. What's the weather like there at the moment, Suzanna?

Suzanna: Thanks Michael. Well the weather here is definitely unusual. It's usually warm here in January, with temperatures of around fifteen degrees Celsius, but today it's snowing! At this time of year, people usually wear summer clothes, but today they're wearing coats and hats. The children are enjoying it though, they're playing outside in the snow.

Michael: Thanks Suzanna. And now over to Kareem in Egypt, where there's more unusual weather. Kareem, what's happening there?

Kareem: Thanks, Michael. At this time of year it's usually dry. It sometimes rains a little, but at the moment it's raining a lot, really hard. It's very unusual and people don't really know what to do. I'm in Cairo, where the traffic is really bad as people are trying to drive to work in the rain. Other people are staying inside, when usually at this time of year they are out in the street.

Michael: Thanks Kareem. Well, finally some good news from Donna in Manchester. What's happening there, Donna?

Donna: Yes thanks, Michael. I'm in Alexandra Park and it's quite busy here. This time of year is usually really cold and wet, and people don't go out much. But at the moment people are having lunch in the park, enjoying the warm weather – it's nearly twenty degrees and it's lovely and sunny. I have to say it feels like the weather's going crazy at the moment, but people are happy!

Michael: Thanks Donna. Well there's some crazy weather happening around the world right now. What about where you are? Is the weather unusual? What's happening? We'd love to hear from you, so contact us on 0208 ...

Culture notes

Florida, in the South of the USA, has average temperatures of 23–32°C in the summer and around 7–22°C in the winter. Storms can be common in late summer but it rarely snows. It is usually very sunny and it's often called 'The Sunshine State'.

Cairo, the capital city of Egypt, has average temperatures of around 30°C in the summer and around 15–20°C in the winter, although it can sometimes get very hot, over 40°C, in the summer. It rarely rains there, although it does a little in the winter.

Manchester, in the north of England, has average temperatures of around 16°C in the summer and 5°C in the winter. It often rains there all through the year, although a bit more in the winter. It rarely snows in the city, but it does in the area around the city.

7 Write on the board: *Every day I walk to work.* Tell the class this is true for you (you could change it to whatever is true for you, e.g. drive, take the bus, etc.). Ask: *Am I walking to work right now?* (no) *What am I doing now?* (You're teaching). Ask: *What tense is the sentence on the board?* (present simple) *What tense is 'You're teaching.'?* (present continuous).

Ss read the grammar box and choose the correct alternatives alone then check in pairs, using the examples to help them. Check answers with the whole class, going through the different adverbs of frequency and time expressions.

Answers: **1** present simple **2** present continuous

GRAMMAR BANK 8B pp.130–131

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the different adverbs of frequency and time expressions used with each tense. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** e **2** a **3** d **4** c **5** b
B **1** are you doing **2** 'm cooking **3** you never cook **4** I **5** I don't usually enjoy **6** I'm going

8a 8.4 Ss listen to the sentences, paying attention to the contractions. Model the contractions further if necessary.

b Play the recording again for Ss to listen and repeat.

9 Focus attention on the first sentence and highlight the use of *at the moment*. Elicit the answer as an example and write it on the board. Ss complete the sentences alone then check in pairs. Check answers with the whole class and write them on the board, or invite Ss to do so.

Answers: **1** 's/is happening **2** play **3** walk; 're/are driving **4** 's/is raining **5** work; 'm/am working

10a Read the examples with the class. Explain that Ss' sentences can be about anything as long as they're true. Monitor and help with ideas if necessary, asking Ss to think about different aspects of their everyday lives and what they're doing now.

b Put Ss in pairs to share their sentences. In feedback, ask if anyone has the same ideas.

Further practice

Photocopiable activities: 8B Grammar 1, p203; 8B Grammar 2, p204

Speaking

Prepare

11a Tell the class that they're going to prepare and present a weather report like the one in Ex 6. Put Ss in A/B pairs and direct them to the relevant pages.

b Give Ss plenty of time to prepare. Student As make notes on strange or unusual weather, using the ideas in the list. At the same time, Student Bs prepare questions to ask. You could ask all the Student Bs to work together at this stage to help each other. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

c Go through the Useful phrases with the class. Ss decide how they will present their weather report, then practise presenting it together, with the presenters asking questions to find out more information.

Speak

12a Each pair takes it in turns to present their weather report to the class. Ask other Ss to listen to each one and decide which they like best at the end. Give them some criteria to assess each one by: e.g. *interesting facts, good pronunciation, use of the present simple and present continuous, delivery*, etc.). Monitor Ss' language use during the presentation in order to give the class feedback afterwards.

b Ss discuss which they like best and why. When they have finished, have the class vote for the best report then give the class feedback on their use of language.

Reflection on learning

Write the following questions on the board:
Which were the most useful words and phrases in the lesson today?
What other weather words would you like to know?
How can you learn these?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 8B Ex A–B, p131
Workbook: Ex 1–6, p47
App: grammar and vocabulary practice

Fast route: continue to Lesson 8C
Extended route: go to p108 for Develop your listening

8c Travel talk

Introduction

The goal of this lesson is for students to compare places, activities and transport. To help them achieve this, they will learn or revise superlative adjectives and phrases describing travel.

Warm-up

Elicit and write on the board: *bus, car, plane, taxi, boat, train.* Underneath, write the following questions:

Which is your favourite way to travel? Why?
Which of these do you use every day?
Which do you never use?

Ss discuss the questions in pairs. When they have finished, ask a few Ss for their answers and find out if others agree.

Reading

1a Read the examples with the class if you didn't do the Warm-up. Put Ss in pairs to think of as many types of transport as they can. When they have finished, elicit their answers and write a list on the board, or invite Ss to come up and do so.

b Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and write them on the board.

c Ss read the text quickly to check their ideas from Ex 1b. When they have finished, ask Ss which of their ideas were mentioned and tick them off on the board. Answer any questions about vocabulary in the text.

Answers:
1 It's sunny all year.
2 Its big five-star hotels.
3 taxi, *dhow* (a type of boat), camel, metro, bus

Vocabulary

Phrases describing travel

2a Write on the board: *When you arrive in Dubai, … .* Ask Ss to find the sentence in the text in Ex 1 and complete the sentence (*take a taxi to your hotel.*). Explain that we can use the verb *take* with *a taxi* to mean *use* one. Ss complete the phrases alone then check in pairs. Explain that they can use the text in Ex 1 to help. When they are ready, check answers as a class.

Answers: **1** get back/leave **2** stay at **3** arrive in **4** arrive at **5** take **6** book **7** go **8** get on **9** get off

b Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** trip **2** home **3** by **4** at **5** at **6** book **7** get back

c Ss ask and answer the questions in Ex 2b in pairs. Encourage them to give more information. When they have finished, ask a few Ss to share anything interesting they found out with the class.

VOCABULARY BANK 8C p143

Travel

These optional exercises build on the lexical set in the vocabulary section.

1a Elicit the first answer as an example. Ss match the words with the pictures alone then check in pairs. Check answers as a class.

Answers: **1** I **2** L **3** M **4** K **5** A **6** C **7** E **8** B **9** F **10** H **11** D **12** J **13** G **14** N

b Read the example with the class. Ss complete the phrases alone then check in pairs. Check answers as a class and write them on the board.

Answers:
1–6 a bus, a coach, a lorry/truck, a taxi, a train, a tram
7–9 a bicycle/bike, a motorbike, a scooter
10–11 an aeroplane/airplane, a helicopter
12–13 a boat, a ship

c Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

Optional alternative activity

Stronger classes can complete Exs 1a and 1b at home then do Ex 1c in the next class.

Further practice

Photocopiable activities: 8C Vocabulary, p208

Grammar

Superlative adjectives

3a Write on the board:

Metro: €1 Bus: €1.50 Taxi: €5

Elicit: *The bus is cheaper than the taxi.* Then ask: *Is the bus the cheapest?* (no). Elicit or teach: *The Metro is the cheapest.* and explain that this is how we can compare three or more things.

Ss choose the correct alternatives to complete the grammar box then check in pairs. Check answers with the whole class, drawing comparisons with the form of comparatives in Lesson 7C where possible.

Answers: **1** *-est* **2** *-iest* **3** doesn't change

b Ss write the superlative forms using the information in the grammar box to help. Don't give any answers yet.

c Ask Ss to check their answers by finding the forms in the text in Ex 1. In feedback, invite a different student to come up and write each form on the board.

Answers: the cheapest; the most comfortable; the friendliest; the oldest; the tallest

GRAMMAR BANK 8C pp.130–131

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the spelling rules. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A **1** the tallest **2** the heaviest **3** the most attractive **4** the oldest **5** the noisiest **6** the cleverest/the most clever **7** youngest **8** the laziest **9** the richest **10** the happiest

B
1 Burj-Khalifa in Dubai is the tallest building in the world.
2 The Amazon is the longest river in the world.
3 Russia is the biggest country in the world.
4 Singapore is the most expensive country in the world.
5 Bangkok is the most popular city for visitors in the world.
6 Guangzhou is the noisiest place in the world.
7 The Pacific is the largest ocean in the world.
8 Everest is the highest mountain in the world.
9 The cheetah is the fastest land animal.
10 The Mariana Trench is the deepest place in the world.
11 The heaviest onion in the world weighed 8.5 kg.
12 Antarctica is the coldest place on Earth.

4a 8.11 Ss listen then answer the question in pairs. Check the answer with the class and model further if necessary.

Answers:
It's pronounced /iːjɪst/. It has two syllables. A /j/ sound is added to make it easier to say two vowel sounds together.

b Play the recording again for Ss to listen and repeat.

5a Ss complete the text alone then check in pairs. Check answers with the class and write the correctly spelt forms on the board.

Answers: **1** the easiest **2** the most expensive **3** the slowest **4** the best **5** the most modern **6** the most interesting **7** the safest **8** the noisiest

b Read the example with the class and ask if the same is true where they live. Ss use the adjectives from the text in Ex 5a to compare transport where they live. In feedback, ask a few Ss to share their opinions with the class and find out if others agree.

6a Read the example with the class and find out if Ss agree. Ss choose the correct alternatives and complete the sentences alone. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Answers: **1** worst **2** easiest **3** best **4** most delicious **5** shortest **6** most **7** most popular **8** friendliest
Ss' own answers

b Read the example with the class then put Ss in pairs to share their sentences and give more information. When they have finished, elicit a few answers round the class and find out if other Ss agree.

Further practice

Photocopiable activities: 8C Grammar 1, p206; 8C Grammar 2, p207

Speaking

Prepare

7a 8.12 Tell the class they're going to listen to two tourist officers giving a presentation about Cambridge. Read through the list of topics with the class then play the recording for Ss to listen and order them. Check answers as a class.

Answers: They correct order is c, d, a, e, b.

b Ss listen again and note down what forms of transport they mention. Ss then compare answers in pairs. Play the recording again if necessary then check answers as a class.

Answers: walking, boat, bike, (train)

Audioscript 8.12

Julia: Welcome to Cambridge. It's one of the most famous cities in the country because its university is over 800 years old. You're here in spring. May is one of the best months to come because the weather is good but it's not very busy.

Thomas: We'd like to tell you about activities in the city. Firstly, it's a good idea to take a walking tour. You can see the most interesting places in the city and hear some funny stories. Book your tour here at the tourist information office.

Julia: The best places to visit are the university colleges. The old buildings are very attractive and some very famous people studied there. Many of the colleges are free but you need to pay at the bigger ones.

Thomas: The Fitzwilliam Museum is the largest museum in the city. It has paintings by some of the most famous artists in the world. It's a big museum for a small city and it's free.

Julia: The most interesting activity is a boat ride along the river. You can sit and enjoy a great view of the university colleges and watch the cows walk past in the fields, too.

Thomas: It's easy to eat out here. There are lots of restaurants around the city centre. You can find all kinds of food – Italian, Japanese, Indian, Turkish. There are cheaper restaurants and more expensive ones.

Julia: Getting around the city is easy. You can get anywhere in the centre on foot. Bikes are really popular here, too. You can rent a bike at the train station.

Thomas: Cambridge is one of the prettiest cities in the UK so we really hope you enjoy your time here. Does anyone have any questions?

8a Put Ss in A/B pairs and direct them to the relevant pages to read the information about the cities. Walk round and be on hand to answer any questions Ss have about vocabulary or any other information in the texts.

b Read the instructions with the class and go through the Useful phrases. Give Ss plenty of time to decide how to present their information and what to say.

Speak

9a Student A presents their information to Student B. Monitor and make notes on Ss' language use for feedback later. When they have finished, Student B says if they'd like to visit and why/why not.

b Ss swap roles and repeat. In feedback, ask a few pairs if they'd like to visit each other's cities and why/why not. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What were the most useful adjectives in today's lesson?
How can you practise the spelling of superlative adjectives in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Ss find out about another city they'd like to visit and write about it.
Grammar bank: 8C Ex A–B, p131
Workbook: Ex 1–6, p48
App: grammar and vocabulary practice

Fast route: continue to Lesson 8D
Extended route: go to p109 for Develop your reading

8D English in action

Introduction

The goal of this lesson is for students to practise making a phone call. To help them achieve this, they will learn a range of phrases for making plans and appointments, asking someone to repeat information and asking for clarification.

Warm-up

Write these questions on the board:

How do you prefer to make plans and appointments: on the phone, online or in person?
Do you ever use the telephone in English?
How confident do you feel using the telephone in English?

Ss discuss the questions in pairs. When they have finished, elicit a few answers from the class, then explain that today they're going to learn how to use the phone in English to make plans and appointments.

1 Focus attention on the photos. Ss work in pairs to describe what's happening in each one. Encourage the use of the present continuous.

Answers:
A a taxi company is taking a booking
B a restaurant is taking a booking

2 8.13 Ss listen and match two of the conversations with the photos then check in pairs. Check answers as a class and ask why Will makes each call.

Answers:
Conversation 2 – photo B; Conversation 4 – photo A
1 Will wants to make an appointment with a doctor.
2 Will wants to book a table at a restaurant.
3 Will's friend is late and so Will wants to know where she is.
4 Will wants a taxi to the airport.

3a Ss listen again and choose the correct alternatives, then check in pairs. Don't give any answers yet.

b Focus attention on the Useful phrases box and check understanding of *clarification* (= making something clear). Then ask Ss to check their answers to Ex 3a. Check answers as a class.

Answers: **1** speaking **2** Can **3** Thanks **4** Is that **5** mean **6** It's **7** hear **8** See **9** Could **10** again

Audioscript 8.13

1
Receptionist: Hello, New Street Surgery. Maddie speaking.
Will: Hello, can I make an appointment with Dr Bell, please?
Receptionist: Yes, of course. Let me see … ah, he doesn't have any appointments today or tomorrow, I'm afraid. Is Thursday OK?
Will: Is that the 12th?
Receptionist: It is.
Will: Yeah, that's fine.
Receptionist: How about two forty-five?
Will: I'm sorry, I can't do that time. I've got a meeting then.
Receptionist: OK, how about quarter past four?
Will: Yes, perfect.
Receptionist: Great. What's your name?
Will: It's Will Miller.
Receptionist: And your date of birth?
Will: 17th April 1983.
Receptionist: Got you. OK, see you on Thursday at four fifteen.
Will: Fantastic. Thanks for your help. Bye.

2
Manager: Hello.
Will: Hello. Is that The Blue Hat restaurant?
Manager: Yes, it is. How can I help you?
Will: Can I book a table for Saturday night, please?
Manager: What time?
Will: Er … seven thirty if possible.
Manager: Let me look … . How many people?
Will: Four, please.
Manager: Yes, that's fine. And your name?
Will: It's Miller. M-I-double L-E-R. We'd like the table with the sofas if possible.
Manager: Do you mean the table near the window?
Will: Yes, that's the one.
Manager: OK, no problem. Right, that's all booked. See you on Saturday night.
Will: Yes, see you then.

3
Will: Lizzie? It's Will. Where are you?
Lizzie: I'm really sorry. I'm still on the bus. The traffic's terrible today and it was late. I sent you a message.
Will: Oh! I didn't get it. Strange. Anyway, no problem. I'm outside the café.
Lizzie: Sorry, I didn't hear that.
Will: I'm outside the café.
Lizzie: Well, go inside and get a table. My bus arrives in ten minutes.
Will: Oh, that's not long. Do you want me to get you a coffee?
Lizzie: Yes, please. A cappuccino and a piece of that lovely lemon cake.
Will: Sure, no problem. See you soon!
Lizzie: See you!

4
Taxi company: Hello, ABC taxis.
Will: Hello, could I book a taxi, please?
Taxi company: Of course, where from?
Will: I'm at the train station.
Taxi company: And where do you want to go?
Will: Edward Street.
Taxi company: OK. And your name?
Will: Sorry, can you say that again?
Taxi company: What's your name?
Will: It's Will Miller.
Taxi company: Thanks. Your driver will be there in about ten minutes.
Will: Fantastic. Bye.

4a 8.14 Focus attention on the question, then play the recording. Ss listen and answer the question. Check the answer as a class. Write the question on the board and mark the intonation using a curved arrow. Clarify, if necessary, that when we ask a question, our voice goes up on the final stressed syllable and then down at the end. Where the final stressed syllable is the final syllable of the sentence, our voice usually goes up and then down on that syllable. Write the sentence on the board and draw an arrow to show the intonation.

Answer: up and down

b 8.15 Ss listen and mark the intonation in the same way as you marked it on the board in Ex 4a. When they have finished, put Ss in pairs to compare their answers. While they are doing that, write the sentences on the board. Check answers as a class and draw arrows on the board to show the intonation.

Answers: The intonation goes up on the final stressed syllable and then down at the end.

c Play the sentences again for Ss to listen and repeat.

5a Elicit the first answer as an example. Ss complete the conversations alone then check in pairs. Don't give any answers yet.

b 8.16 Ss listen and check. Check answers as a class then ask Ss to mark the intonation for when they practise the conversations in Ex 5c.

Answers:
1 Is that Smith's taxis?
2 Can I book a taxi from the Forest Hotel, please?
3 Could I book an appointment with the dentist, please?
4 Is that for today?
5 Sorry, can you say that again?
6 Thanks very much for your help.
7 See you at 3 o'clock.

c Ss practise the conversations in pairs. When they have finished, ask Ss to swap roles and practise them again. Ask a few volunteers to perform each one for the class.

6 Put Ss in A/B pairs and direct them to the relevant pages to plan what they're going to say. Monitor and help if necessary.

7a Ss practise their conversations in pairs. Monitor and make notes on Ss' language use for feedback later.

b Ss swap roles and repeat their conversations. When they have finished, ask one or two pairs to perform their conversations for the class. Give Ss feedback on their language use.

Reflection on learning

Write the following questions on the board:

What were the most useful phrases in today's lesson?
Where and when can you practise these in the future?
Do you feel more confident making phone calls in English now?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p49
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

8 Check and reflect

Introduction

Ss revise and practise the language of Unit 8 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Ss complete the sentences alone then check in pairs. Check answers as a class and write them on the board to check spelling and use of the verb *be*.

Answers: 1 'm/am writing 2 's/is playing 3 's/is losing 4 are riding 5 aren't/'re not/are not talking 6 's/is watching 7 's not/isn't/is not sitting 8 's/is sleeping

2 Elicit the first answer as an example, pointing out that the first letter of each word is given. Ss complete the words alone then check in pairs. Check answers as a class and write them on the board to check spelling, or invite Ss to do so.

Answers: 1 trees 2 river 3 sky 4 island 5 beach 6 countryside

3a Ss put the letters in order to make words then check answers in pairs. Check answers as a class.

Answers: 1 hot, warm 2 foggy 3 snowing 4 cloudy 5 wet 6 windy

b Go through the list of places with the class and check Ss know where they are. Ss discuss the question in pairs. You could then ask them to go online, searching with: *What's the weather like in (Moscow) right now?* and share their answers with the class.

4 Elicit the first answer as an example, pointing to the phrase *at the moment* to indicate the use of the present continuous. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 're/are watching 2 does ... get up 3 's/is ... reading 4 's not/isn't/is not raining 5 's/is playing 6 meet 7 don't like

5 Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 friendliest 2 best 3 funny 4 most comfortable 5 bad 6 oldest

6a Read the example with the class and make sure Ss only write the superlative at this stage, without thinking of a thing for it to describe just yet. Monitor while Ss are writing and check they're forming the superlative adjectives correctly. Check answers as a class and write them on the board, or invite Ss to do so.

Answers: 1 the prettiest 2 the most exciting 3 the coldest 4 the best 5 the busiest 6 the most expensive 7 the noisiest 8 the most interesting

b Read the example with the class, then put Ss in pairs to think of their places and things. Monitor and help with vocabulary if necessary, and write any new words and phrases on the board.

7 Ask the class if anyone has ever been to Beijing and if so what it was like. If they haven't, ask what they know about it. Ss complete the blog post alone then check in pairs. Check answers as a class and write them on the board.

Answers: **1** left **2** arrived **3** got on **4** got off **5** took **6** got back

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 8.

8 Keep talking (Units 7–8 review)

Introduction

Ss revise and practise the language of Units 7 and 8 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 7 and 8.

Put Ss in pairs or groups and explain that Ss in each pair or group should share the speaking role. Each team chooses a topic from the table and has two minutes to plan what to say. Ss decide who goes first. One student from the first team speaks for 30 seconds on a topic. The other team listens and then decides how many points to award them, depending on how fluent (on a scale of 1 to 3) they were and how much of the topic language they included (as indicated on the topic card). Repeat four more times, choosing different topics. Make sure a different person in each team speaks each time and that everyone in each team has a chance to speak. Monitor and be ready to adjudicate if necessary. When they have finished, elicit which team won in each group.

8A Develop your writing

Introduction

Ss develop the skill of writing a guide by learning how to use adjectives.

Warm-up

Write the following questions on the board:

When you travel to a new place, do you ever use a guide?
What type of guide do you use?
What type of information do you look for in a guide (e.g. accommodation, places to visit, etc.)?

Ss discuss the questions in pairs. When they are ready, ask a few Ss to share their ideas with the class and have a brief class discussion.

1a Focus attention on the photos in the article. Ss discuss the questions in pairs. When they have finished, elicit their ideas but don't confirm them yet.

b Ss read the article quickly to check their ideas. Check answers as a class.

Answers:
1 Photo 1 shows the sunrise from the top of a mountain; photo 2 shows someone cooking; photo 3 shows a beach with boats in the sea; photo 4 shows a temple/building; photo 5 shows someone surfing
2 They are all in Bali.
3 Ss' own answers

2a Remind Ss of the adjectives and intensifiers they saw in Lesson 6A *Develop your reading* if you did that lesson. Read the Focus box with the class, then answer any questions Ss have. Elicit the answer to the question with the class.

Answer: by using 'strong' adjectives and words like *very* and *really*

b Ss find more adjectives and examples of *very* and *really* in the article in Ex 1b, then compare their findings in pairs. Check answers as a class and write them on the board. Check understanding of the adjectives by eliciting other things they can be used to describe.

Answers: very early, beautiful, famous, delicious, traditional, very nice, wonderful, peaceful, really relaxing, awesome, really delicious, traditional, popular

3 Elicit the first answer with the class and write it on the board. Ss complete the rest of the sentences alone then check in pairs. Check answers as a class, including the two options for sentences 5 and 6.

Answers:
1 Visit the beautiful old centre of town.
2 You can walk along the quiet beach in the afternoon.
3 Summer is a really nice time to visit the forest.
4 Try the delicious food.
5 There's a (very pretty) island in the middle of the (very pretty) lake.
6 Watch the (wonderful/amazing) dancers perform a(n) (amazing/wonderful) dance on the beach.

Prepare

4a Tell the class they're going to write a similar guide. They can either write it for where they live or another place that they know fairly well. Give them a few minutes to decide what to write about.

b Go through the topics with the class, then give them plenty of time to make notes. They could also go online to find out more things they can do. Monitor and help with vocabulary if necessary, writing any new words and phrases on the board.

Write

5a Ss write their guides. Monitor and check Ss' writing as they go along, and note any common errors for feedback later.

b Ss read through their own descriptions, thinking about where they can add adjectives and intensifiers to make it more interesting. When they have finished, either put Ss in pairs to read each other's descriptions or display them round the room for Ss to walk round, read and choose their favourite one.

Homework ideas

Workbook: Ex 1–6, p51

8B Develop your listening

Introduction

Ss develop the listening skill of understanding a news report by learning how to understand connected speech.

Warm-up

Review the vocabulary from Lesson 8B by drawing some weather symbols on the board or on pieces of paper placed around the room. Ask Ss to come up and write the phrases for each symbol (e.g. *It's snowing. It's cloudy.*) under each one.

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers and have a class discussion.

2 8.5 Ss listen and choose which photo is being discussed. Check the answer as a class.

Answer: C

Audioscript 8.5

Sandra: People in the southwest town of Bainbridge left town last night when a big storm arrived. The wind from the storm made trees fall into roads and water came into people's homes. Fire and police services helped people move out of the area into a school in the next town. They stayed for the night.

3 Read through the Focus box with the class, modelling the examples to show how the linking works. Elicit the answer to the question and explain that this happens in fast, natural speech to make things easier to say.

Answers: When a word ends with a consonant sound and the next one starts with the same consonant sound or with a vowel sound.

4a Ss practise the linking in the phrases in pairs. Ss decide which of the two types of linking discussed in the Focus box each one is.

b 8.6 When they are ready, play the recording for Ss to listen and check. Go through each answer with the class, modelling further if necessary.

Answers:
1 consonant + vowel: the words join together
2 consonant + consonant: the sounds join together as one
3 consonant + vowel: the words join together
4 consonant + vowel: the words join together
5 consonant + vowel: the words join together
6 consonant + vowel: the words join together x2
7 consonant + vowel: the words join together
8 consonant + consonant: the sounds join together as one

5a 8.7 Read through the sentences with the class and ask them to think about where the linking happens. Then play the recording for Ss to listen and mark it in each sentence. Check answers as a class by writing the sentences on the board and marking the linking.

Answers:
1 It's hot today, which is unusual for October.
2 It's sunny and people are having a great time.
3 It's a really nice Sunday afternoon!

b 8.8 Read the questions with the class so they know what to listen for. Ss listen to the whole of the second part of the report and answer the questions alone then check in pairs. Check answers as a class.

Answers: 1 It's October. 2 swimming in the lake 3 having picnics 4 Sunday

Audioscript 8.8

Sandra: And now over to Chris, with a special report from White Lake Park. Chris, what's happening there?

Chris: Thanks Sandra. It's hot today, with temperatures over thirty degrees, which is unusual for October! It's a beautiful day here in White Lake Park. It's sunny and people are having a great time. Children are swimming in the lake and families are having picnics. It's a really nice Sunday afternoon!

6a Ss read the next part of the report and mark the linking alone then check in pairs.

b 8.9 Play the recording for Ss to listen and check. Check answers carefully with the class, then play the recording again for Ss to listen and follow the marked linking. Ask: *Does this help you follow when listening?*

Answers:
In other news, the government wants to put a new tax on food and drink with a lot of sugar. The tax will make these kinds of food and drink 10 percent more expensive.
Finally, the Prime Minister met the Greek President today. It was the first time in London for the Greek President after he won last year's election.

7 8.10 Read through the questions with the class first so they know what to listen for. Ss listen and answer the questions alone then check in pairs. Check answers as a class.

Answers: 1 a 2 b 3 b 4 b 5 b

Audioscript 8.10

Gareth Parker was sad when his dog escaped from his garden last year. He looked everywhere for his dog, whose name was Archie, but nobody knew where he was. Gareth thought that he was gone forever. Then one day, one year after he escaped, Archie walked in through the door. Where did Archie go for that year? Archie can't talk to tell us, but it was no problem for Gareth. It was great to have his dog home again.

8 Ss discuss the questions in pairs. If you have time, you could ask them to go online first and look up a few recent stories to discuss.

Homework ideas

Workbook: Ex 1–4, p49

8c Develop your reading

Introduction

Ss develop the reading skill of understanding a short article by learning how to understand paragraph topics.

Warm-up

Write on the board: *Unusual transport* and ask the class if they know about any unusual types of transport round the world. If they don't, then write the following on the board: *gondola, tangah, Monte toboggan* and *dog sled*. Ask Ss to go online and find out about these forms of transport, then report back to class, saying which they would most like to try and why.

Culture notes

A **gondola** is a traditional rowing boat found in Venice.

A **tangah** is a small carriage pulled by one horse, found in India, Pakistan and Bangladesh.

A **Monte toboggan** is a large basket with wheels which tourists ride on for fun in Portugal.

A **dog sled** is a sled pulled by husky dogs through ice and snow found in several cold places such as Greenland, Canada and Alaska.

1a Focus attention on the first photo. Ss discuss the questions in pairs, then share their ideas with the class. Don't give any answers yet.

b Ss read the article and check their ideas. Check answers as a class.

Answers:
1 the Philippines
2 a motorbike
3 The motorbike has extra seats so up to seven people can sit on it.

2a Ask Ss to read through the Focus box, then ask you any questions they have. Then ask Ss to decide on the topic of the first paragraph of the article. Check the answer with the class.

Answer: B

b Ss read the article again and match the other topics with paragraphs 2–4, then check in pairs. Check answers as a class and write the full paragraph plan on the board for Ss to use with the next exercise.

Answers: 2 D 3 C 4 A

c Ss discuss where they can find the answers to the questions, but make sure they only look at the paragraph plan and don't read the text again yet. Check answers as a class.

Answers: 1 Paragraph 2 2 Paragraph 4 3 Paragraph 3 4 Paragraph 2 5 Paragraph 4

d Ss find the answers in the text then check in pairs. Check answers with the whole class and ask: *What's most surprising for you?*

Answers:
1 Up to 7
2 'You can fall off' and some drivers travel too quickly.
3 You can see places that you can't see by car; it's fun
4 On extra seats behind the driver or on the side
5 They don't all drive slowly and carefully.

3a Tell Ss that now they're going to read about another type of transport. Ss read and underline the key words in each paragraph, then circle any repeated words. When they have finished, discuss answers as a class.

b Ss match the topics with the paragraphs, then check in pairs. In feedback, elicit Ss' ideas, agree on the topic together and write the paragraph plan in full on the board.

Answers: 5 D 6 A 7 C 8 B

4a Ss discuss where to find the information in pairs, but don't answer the questions yet. Check answers as a class.

Answers: 1 Paragraph 8 2 Paragraph 8 3 Paragraph 6 4 Paragraph 5 5 Paragraph 7 6 Paragraph 7

b Ss answer the questions alone then check in pairs. Check answers as a class.

Answers:
1 Food and drink
2 Water sports and probably dancing because there is a DJ
3 A day tour is about seven hours. A night tour is four hours.
4 Hundreds of years ago
5 One or two months before the day
6 Go online

5 Ss discuss the questions in pairs. In feedback, ask a few Ss to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p50

9 OVERVIEW

9A Good advice
Goal | give advice
Grammar | *should/shouldn't*
Vocabulary | health
GSE learning objective
Can give basic advice using simple language

9B My goals
Goal | discuss your goals for the future
Grammar | *be going to*
Vocabulary | future plans
GSE learning objective
Can ask and answer questions about basic plans and intentions

9C New experiences
Goal | describe what you want to do
Grammar | *would like/want*
Vocabulary | activities with *go*
GSE learning objective
Can discuss what to do and where to go, and make arrangements to meet

9D English in action
Goal | make arrangements and invitations
GSE learning objective
Can make simple arrangements to meet or do something

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

9A Health problems

DEVELOP YOUR SKILLS

9A Develop your listening
Goal | understand a short talk
Focus | dealing with unknown words
GSE learning objective
Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly

9B Develop your writing
Goal | write an informal email
Focus | organising an email to a friend
GSE learning objective
Can write short, simple notes, emails and messages relating to everyday matters

9C Develop your reading
Goal | understand a blog post
Focus | understanding *because* and *so*
GSE learning objective
Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation

9A Good advice

Introduction

The goal of this lesson is for students to practise giving advice. To help them achieve this, they will learn or revise *should* and *shouldn't* and vocabulary related to health.

Warm-up

Write on the board: *money, working hard, technology, pizza, travel, lots of friends*. Put Ss in pairs and ask them to discuss if they think these things are good or bad for your health. Ask them to try and think of ways in which each one could be good or bad. When they have finished, elicit a few ideas and have a light-hearted discussion.

Vocabulary

Health

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. In feedback, elicit some answers and have a brief class discussion, telling Ss your own answers to the questions, too.

Answers:
1 **A** some women are meeting/talking in the gym
B a woman is having a bath
C an older man is hiking/climbing some rocks
D a woman is studying/working on a laptop
E a man is eating a burger
Ss' own answers
2 Suggested answers: They are all good for you except studying long hours without a break and eating junk food.

2a Tell the class they're going to listen to a talk about how to live a long life. Focus attention on the topics in the box. Elicit one or two ideas for *exercise* (e.g. *Exercise every day*).

b 9.1 Ss listen and check their ideas. Discuss answers as a class.

3a Explain that Dr Brown used all the phrases in his talk. Ss complete the sentences alone then check in pairs. Don't give any answers yet.

b Play the recording again for Ss to check their answers. Check answers as a class and answer any questions Ss have about the phrases.

Answers: **1** Eat **2** stay **3** keep **4** join; do **5** Walk **6** sit **7** Stand; walk **8** move **9** go

Vocabulary checkpoint

Note that *slim* and *thin* have similar meanings, but *thin* is more negative, whereas *slim* is more positive.

Audioscript 9.1

Presenter: More and more people are living a long time these days. Dr David Brown, how can we all live a long life?
Dr Brown: Well, the first thing we can do is eat well. Don't have a lot of unhealthy food. A lot of us eat food like chocolate and cakes but to stay healthy, we shouldn't eat a lot of sugar.
Presenter: OK, so only a little sugar.
Dr Brown: Yes, that's right. It's important to keep fit, too. You don't need to join a gym but you should do some exercise. For example, walk up the stairs at work. Don't take the lift.
Presenter: OK, good idea. One problem I have is my desk. I sit down all day at work. That's not good, is it?

Dr Brown: No, it's not. Don't sit down all day. Stand up and walk around the office. Technology can help you with that.
Presenter: Oh, how?
Dr Brown: Get a health app that tells you your number of steps you take each day. The app also tells you to move around every hour so that you do more steps.
Presenter: Oh, right! So exercise is important. Should we think about rest, too?
Dr Brown: Yes, we should. Sleep is very important – we need about eight hours every night. To get a good night's sleep, relax before you go to sleep. Maybe read a book!
Presenter: Good idea! Any other ideas?
Dr Brown: Do something you love every day. Being happy helps us live longer.
Presenter: I should watch a great film every day then!

4a Check that Ss understand that more than one answer may be possible. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 walk up 2 eat well 3 do exercise
4 do exercise; keep fit
5 sit down; stand up/move around/walk around
6 join a gym 7 go to sleep

b Read the example with the class, then tell Ss one or two of your own sentences. Ss change the sentences alone and then discuss them in pairs. When they have finished, ask a few Ss if they think their partner is healthy or not.

VOCABULARY BANK 9A p144

Health problems

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words and phrases with the pictures alone then check in pairs. Check answers as a class.

Answers: 1 L 2 G 3 A 4 B 5 C 6 N 7 H 8 D 9 M 10 K 11 E 12 I 13 J 14 F

2 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a class discussion.

Optional alternative activity

Stronger classes can complete Ex 1 at home then do Ex 2 in the next class.

Further practice

Photocopiable activities: 9A Vocabulary, p211

Grammar

should/shouldn't

5a 9.2 Explain that the sentences are from the interview with Dr Brown in Ex 2. Ss listen and choose the correct alternatives, then check answers in pairs. Check answers as a class.

Answers: 1 shouldn't 2 should 3 Should 4 should

b Ss discuss the questions in pairs. Check answers with the whole class.

Answers: Sentences 2, 3 and 4 talk or ask about a good idea. Sentence 1 talks about a bad idea.

c Ss read the grammar box and choose the correct alternatives. Check answers as a class and answer any other questions Ss have.

Answers: 1 should 2 shouldn't 3 question

GRAMMAR BANK 9A pp.132–133

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of *I think* with *should*. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A 1 shouldn't get 2 should dress 3 should be
4 shouldn't take 5 should work 6 should ask
7 shouldn't forget 8 shouldn't say
B 1 should ~~to~~ go 2 ~~Do we should take~~ Should we take
3 Correct 4 ~~going~~ go 5 Correct 6 Should Tom ~~to~~ come

6a 9.3 Ss listen and identify the silent letter. Check the answer with the class.

Answer: The 'l' is silent.

Pronunciation checkpoint

It's useful at this point also to highlight the vowel sound in *should* – /ʊ/, i.e. the same as the vowel sound in *book*, not *shoulder*.

b Play the recording again for Ss to listen and repeat.

7 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 should play 2 Should ... join 3 shouldn't walk
4 shouldn't buy 5 should go 6 Should ... book

8a Books closed. Write on the board: *Eight ways to sleep well!* Elicit any ideas Ss have about it and write them on the board. Ask Ss to open their books again and quickly read the prompts to see if any of their ideas are mentioned. Read the example with the class, then ask Ss to write the rest of the sentences.

b Ss compare their answers in pairs and add any other advice they want to. Check answers as a class and find out if everyone agrees. Elicit reasons for each piece of advice.

Suggested answers:
1 You shouldn't drink coffee before bedtime.
2 You should turn off your mobile phone.
3 You should do some exercise.
4 You shouldn't work before bedtime.
5 You shouldn't sleep in the daytime.
6 You should go to bed and get up at the same time every day.
7 You shouldn't eat before you go to bed.
8 You should have a hot bath 90 minutes before you go to sleep.

Suggested reasons:
1 Coffee wakes you up.
2 The blue light from our phones makes our brains think it's daytime.
3 Exercise makes us feel tired.
4 Stop work at least an hour before going to bed so you have time to relax.
5 When we sleep in the daytime, we don't feel tired at night.
6 When you sleep at different times, you sleep badly.
7 It's OK to eat a few hours before but not one hour before.
8 It helps you relax to have a hot bath 90 minutes before you go to bed but you shouldn't have a hot bath or shower immediately before you go to bed – when your body is too hot, you can't sleep.

Further practice

Photocopiable activities: 9A Grammar 1, p209; 9A Grammar 2, p210

Speaking

Prepare

9a Tell the class they're going to think of and present eight ways to do something else. Put Ss in pairs and give them a minute or two to choose from the topics in the list, or their own topic.

b Ss think of ideas for their topic together, then decide on the best eight. Monitor and help with vocabulary where needed, writing any new words and phrases on the board.

c Go through the Useful phrases with the class. Give Ss plenty of time to prepare how they're going to present their advice. Monitor and help with vocabulary where needed.

Speak

10a Ask each pair to present their advice to the class in turn. Ask the rest of the class to listen, make notes and think of questions to ask at the end of each presentation.

Optional alternative activity

Instead of presenting to the class, Ss could record their presentations as 'podcasts' on their phones or mobile devices for other Ss to listen to, or share them via an online tool.

b When they have finished, vote on the most useful presentation and elicit answers to the questions from a few Ss. Give the class feedback on their language use on the board.

Reflection on learning

Write the following questions on the board:
What was the most useful vocabulary in today's lesson?
Do you feel more confident giving advice in English now?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Write your advice as a short article.
Grammar bank: 9A Ex A–B, p133
Workbook: Ex 1–6, p52
App: grammar and vocabulary practice

Fast route: continue to Lesson 9B
Extended route: go to p110 for Develop your listening

9B My goals

Introduction

The goal of this lesson is for students to discuss their goals for the future. To help them achieve this, they will learn or revise *be going to* and vocabulary related to future plans.

Warm-up

Review the vocabulary from Lesson 9A. Put Ss in teams and give them a minute to look at and remember the verb phrases in Ex 3a in Lesson 9A. Then ask them to close their books. Each turn, call out one of the verbs for the teams to call out the rest of the phrase e.g. *T: stay, Ss: healthy.* The first team to call out the rest of the phrase correctly gets a point. The team with the most points at the end wins.

Listening

1 Focus attention on the vision board and tell the class that this is Petra's vision board. Put Ss in pairs to discuss the questions. Check answers to question 1 with the class, but don't confirm any answers to question 2 yet.

Answer:
1 a woman running, some running shoes, a woman doing yoga, some healthy food, a clock showing 5 a.m., a medal and some words and phrases.

2a 9.10 Tell Ss they're going to listen to Petra talking to her friend Dave about her vision board from Ex 1. Ss listen and check their answers to Ex 1. Check answers to question 2 in Ex 1 as a class.

Answer:
2 to run a 5k (five-kilometre) race

b Ss listen again and complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 buy 2 get up 3 do 4 eat 5 have

Audioscript 9.10

Dave: What's that on your wall, Petra?
Petra: That's my vision board.
Dave: Your what?
Petra: My vision board. It helps you with your goals. You put photos and phrases on a board to help you remember your goal.
Dave: Really? That sounds interesting.
Petra: Yes, can you guess what my goal is?
Dave: Um … are you going to run?
Petra: Ha, yes. I'm going to run a 5k.
Dave: A 5k?
Petra: Yes, it's when you run five kilometres in a race.
Dave: Right! So what do the photos on your vision board show?
Petra: Well, you see this one here?
Dave: The shoes? Yep.
Petra: So first I'm going to buy some really good running shoes.
Dave: OK.
Petra: Then I'm going to get up at 5 a.m. every morning, so I can run before I go to work.
Dave: Wow!
Petra: I'm also going to do yoga to keep fit. It's important to do more than one type of exercise, so you stay strong. I sometimes go to a class with my friend Sally, but we're going to go twice a week from next week. She's going to do the run with me, too.
Dave: OK.
Petra: And I'm also going to eat healthy food. I'm not going to have chocolate any more.
Dave: But you love chocolate.
Petra: Don't laugh! I know I do, but I really want to do this.
Dave: OK … So the words and phrases on this board are to make you feel confident about it, right?
Petra: That's right. When I wake up early, I'm going to look at the vision board and remember my goal. That's my plan, anyway.
Dave: This is great, Petra. I really hope you can do it. Good luck!
Petra: Thanks, Dave!

3 Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

Grammar

be going to

4 Write on the board: *Petra's going to buy some new running shoes.* Ask: *Does she have them now?* (no) *Is this the past, present or future?* (future).

Ss read the grammar box and choose the correct alternatives alone then check in pairs. Check answers with the whole class and be prepared to give further explanations and examples if necessary.

Answers: **1** future **2** be **3** be

GRAMMAR BANK 9B pp.132–133

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the different time phrases. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A **1** are **2** going **3** going **4** to drive **5** 're going to leave **6** going to arrive **7** to stay
B
1 She's going to buy a car.
2 You're going to learn to drive.
3 Are they going to get married?
4 I'm not going to get a new job.
5 Are you going to get home early tonight?
6 He 's not/isn't going to do the course.

5a 9.11 Ss listen to the sentences then answer the question in pairs. Check the answer with the class and model further if necessary.

Answer: /ŋ/

b Play the recording again for Ss to listen and repeat.

6 Elicit the first answer as an example. Ss complete the rest of the text alone then check in pairs. Check answers with the whole class and ask if Ss agree with the advice.

Answers: **1** are … going to do **2** 's/is going to be **3** 're/are going to finish **4** 's/is going to write **5** are … going to start **6** are … going to do **7** isn't going to be

7a Read the examples with the class. Explain that Ss' sentences can be about anything, as long as they're true. Monitor and help with ideas if necessary, asking Ss to think about different aspects of their everyday lives and what they want to do in the future.

b Put Ss in small groups to share their sentences. In feedback, ask if anyone has the same plans.

Optional alternative activity

Ask Ss to write five sentences about their plans, three true sentences and two false ones. In Ex 7b, other Ss in the group ask questions to find out more information then guess which two sentences are false.

Further practice

Photocopiable activities: 9B Grammar 1, p212; 9B Grammar 2, p213

Vocabulary

Future plans

8a Ss complete the phrases alone then check in pairs. Check answers as a class and write the verbs up in the same order in a list on the board.

Answers: **1** learn **2** get **3** do **4** decide **5** buy **6** look for **7** save **8** talk to

b Read the examples with the class and add them next to the list of verbs on the board from Ex 8a. Ss work in pairs to think of more things to add to each verb. When they have finished, elicit their ideas and write them next to the correct verbs on the board.

9 Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** save **2** do **3** how to **4** get **5** look for **6** talk to

10 Read the example with the class. Ss note down small steps for each goal. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare their answers. In feedback, elicit the steps Ss came up with and write them on the board.

Further practice

Photocopiable activities: 9B Vocabulary, p214

Speaking

Prepare

11a Tell the class that they're going to share a goal they have for the future with other people in the class and describe what they're going to do to achieve that goal. Give Ss a minute or two to choose one of the ideas from the list or their own idea.

b Read the example with the class. Ss work alone to make notes on what they're going to do. Remind them of the phrases in Ex 8 to help them. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

Optional alternative activity

If you have enough time and the resources are available, Ss could make their own vision boards, finding photos and quotes to represent the things they need to do to achieve their goals, like Petra's vision board in Ex 1. They could also search for vision boards online for ideas of what to include. Alternatively, they could prepare these at home then present them in the next class.

Speak

12a Read the example with the class, briefly review the use of *should* and *shouldn't* from Lesson 9A, then go through the Useful phrases with the class. Put Ss in pairs to share their goals. Encourage Ss to listen and give advice using *should* and *shouldn't*. Monitor and make notes on Ss' use of language, especially *be going to* and the vocabulary from the lesson.

b Nominate Ss to share their ideas with the class, along with the best advice they received. Give Ss feedback on their language use as a class, correcting any mistakes on the board.

Reflection on learning

Write the following questions on the board:

How confident do you feel describing future plans in English? How can you practise this in the future? Think of two things you're going to do.

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11: Make a vision board and present it to the class in the next lesson.

Grammar bank: 9B Ex A–B, p133
Workbook: Ex 1–6, p53
App: grammar and vocabulary practice

Fast route: continue to Lesson 9C
Extended route: go to p111 for Develop your writing

9c New experiences

Introduction

The goal of this lesson is for students to describe what they want to do in the future. To help them achieve this, they will learn or revise *would like* and *want* and activities with *go*.

Warm-up

Put Ss in small groups to play a speaking game. Each turn, one student from the group must talk about at least three future goals for one minute. However, other Ss in the group must interrupt them with questions about each future goal. The first student needs to answer the questions as quickly as possible in order to be able to have described three goals by the time the minute is up. When they have finished, ask each group how many people managed to describe their three goals.

Reading and vocabulary

Activities with *go*

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

2a Draw Ss' attention to the title and ask: *What things do you think the writer did?* Ss read the article and answer the questions then check in pairs. Check answers as a class.

Answers:
1 A new activity every day
2 walk a different way to work, cook a new meal, learn how to say 'hello' in ten languages, visit a new park, do yoga
3 No, he didn't always want to do something new.
4 He made new memories, he remembers the days better

b Ss discuss the question in pairs. Encourage them to think of reasons for their answers. When they have finished, elicit their answers and have a brief class discussion.

3a Ss match the activities with the photos alone then check in pairs. Check answers as a class and tell Ss that *go* + *-ing* is a common way to describe activities and sports like these.

Answers: 1 C 2 F 3 A 4 H 5 B 6 I 7 D 8 J 9 G 10 E

b 9.12 Ss listen and mark the stress alone, then check in pairs. Check answers as a class and elicit the rule.

Answers: 1 go horse riding 2 go swimming 3 go climbing 4 go surfing 5 go skiing 6 go snowboarding 7 go shopping 8 go cycling 9 go sightseeing 10 go bowling
The stress is on the first syllable of the activity each time.

c Play the recording again for Ss to listen and repeat.

d Ss ask and answer the questions in pairs. Encourage them to give more information. When they have finished, ask a few Ss to share anything interesting they found out with the class.

Further practice

Photocopiable activities: 9C Vocabulary, p217

Listening and grammar

would like/ want

4a 9.13 Tell the class that Adam and Lily are planning to try some new activities. Read the list with the class, then play the recording for Ss to listen and tick the ones they hear. Ss check in pairs, then check answers as a class.

Answer: They talk about all of them except *go skiing*, *sing in public* and *take a dance class*.

b Ss listen again, answer the question then check in pairs. Check the answer as a class.

Answers: look at the stars, go surfing, take photos, bake a chocolate cake

Audioscript 9.13

Lily: I'm reading an article about doing something new every day for 30 days. I think it's a great idea. Would you like to try it next month?
Adam: Sure, why not? Let's do it together.
Lily: OK, great! Well, I'd like to go out into the countryside one night and look at the stars. I want to know what they all are.
Adam: OK, good idea. Let's do that one evening.
Lily: My friend from work would like to do it, too, so we can ask her. She's nice.
Adam: OK. What else? Er … I want to go surfing but I don't want to do it here, I'd like to go to Parnass beach, where the waves are big.
Lily: Yes, you should definitely do it, but I don't want to go surfing. I don't want to hurt myself.
Adam: Really? That's OK. Matt wants to surf, too, so we can go together.
Lily: Fine, go with Matt. Oh, I can take photos of you. I'd like to do that. I've got a new camera but I don't use it. I'd like to use it more.
Adam: OK, great!
Lily: When would you like to go to Parnass?
Adam: I don't know. This weekend?
Lily: OK. Would you like to learn a musical instrument?
Adam: Hmm, no I don't think so. It costs money and I don't have time to practise every day.
Lily: OK, you're right. It's a bad idea.
Adam: I'd like to learn how to bake a really delicious chocolate cake. I love cake!
Lily: Oh, me too. Let's do that! My mum bakes amazing cakes and she wants to teach me her recipe so she can teach us.
Adam: OK, good. OK, and what about …

5 Ss choose the correct alternatives to complete the grammar box then check in pairs. Check answers with the whole class, answering any further questions Ss have.

Answers: 1 future 2 do 3 subject (you, he, etc.)

GRAMMAR BANK 9C pp.132–133

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the difference between *like* and *would like*. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
A 1 would 2 play 3 like to 4 Would 5 want 6 do 7 doesn't 8 like
B 1 Marie doesn't want to come out with us tomorrow.; She wants to see Fran.
2 What time do you want to go shopping?; Do you want to get the bus or walk?
3 I wouldn't like to live abroad.; I don't want to live away from my family.
4 Would you like to come to a party at my house tomorrow night?; I'd/I would like to bring someone.
5 Max wants to join a gym.; Does he want somewhere close to work?; He'd/He would like to find somewhere close to his house.
6 What kind of coffee would you like?; I'd like a latte, please.

6a 9.14 Ss listen then answer the question in pairs. Check the answer with the class and model further if necessary.

Answer: It's unstressed and therefore pronounced in its weak form /tə/.

b Play the recording again for Ss to listen and repeat.

7a Elicit the first answer as an example and write it on the board. Ss write the rest of the sentences alone then check in pairs. Check answers as a class and write the sentences on the board, or invite Ss to do so.

Answers:
1 They'd like to learn a new language.
2 We don't want to go to a salsa class.
3 I'd like to make a new friend.
4 Would you like to grow your own vegetables?
5 Does she want to learn how to cook?
6 I don't want to join a gym.

b Read the example with the class then give Ss a few minutes to complete the sentences about themselves. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

c Read the example with the class, then put Ss in pairs to share their sentences and encourage them to give more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 9C Grammar 1, p215; 9C Grammar 2, p216

Speaking

Prepare

8 Tell the class they're going to make their own plan to do one new activity each day for a week and give them a minute or two to think of and write down some ideas.

Speak

9a Go through the Useful phrases with the class, then put Ss in pairs to share their ideas and agree on seven things to try together, one for each day of the week.

b Read the example with the class then put pairs together to compare their plans. When they have finished, ask each group to tell the class if they had any plans that were the same. Follow up a week later by finding out how Ss got on.

Reflection on learning

Write the following questions on the board:

What was the most useful vocabulary in today's lesson?
How confident do you feel discussing what you want to do in the future now?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9a: Try the new things you planned to do!
Grammar bank: 9C Ex A–B, p133
Workbook: Ex 1–5, p54
App: grammar and vocabulary practice

Fast route: continue to Lesson 9D
Extended route: go to p112 for Develop your reading

9D English in action

Introduction

The goal of this lesson is for students to practise making arrangements and invitations. To help them achieve this, they will learn a range of phrases for making arrangements and invitations, responding to suggestions, inviting people and responding to invitations.

Warm-up

Write these questions on the board:

When was the last time you celebrated something?
What did you celebrate?
What did you do?

Ss discuss the questions in pairs. When they have finished, elicit a few answers from the class then explain that today they are going to learn how to make arrangements and invite people in English.

1 Focus attention on the photo and elicit a few things Ss can see. Ss then discuss the questions in pairs. When they have finished, ask a few pairs to share their answers with the class.

2a 9.15 Tell the class they are going to listen to three people discussing something they want to celebrate and how to celebrate it. Ss listen and answer the questions then check in pairs. Check answers as a class.

Answers: **1** the end of the course **2** with a picnic

b Go through the Useful phrases with the class. Ss listen again and tick the ones they hear, then check in pairs. Check answers as a class.

Answers: What shall we do?; Where shall we meet?; Let's have a party.; Good idea!; I don't think it's a good idea.; Would you like to come? Yes, please!

Audioscript 9.15

Erica: So it's our last lesson of the course next Friday, and I think we should do something to celebrate. What shall we do?
Pavel: Let's have a party!
Rosa: Hmm, I don't think it's a good idea. Our class finishes before others and we don't want to make lots of noise.
Pavel: Ah right, good point. Let's go out and do something then.
Erica: Like what?
Pavel: Um … a picnic?
Rosa: Good idea!
Erica: Great! We should meet at the weekend to discuss what to make. Where shall we meet?
Rosa: At the café on Hill Street, at 1 p.m.?
Erica: OK.
Pavel: Yes, good idea. Oh, we should invite Mariana, too. She has good ideas.
Erica: Good idea. Can you invite her?
Pavel: OK.
…
Mariana: Hello?
Pavel: Hi Mariana, it's Pavel here. Listen, we're going to celebrate the end of the course next week, and a few of us are going to meet on Saturday to discuss our plan. Would you like to come?
Mariana: Yes, please!
Pavel: Great, we're going to meet at the café on Hill Street at 1 p.m.
Mariana: OK, see you there.
Pavel: See you!

3a 9.16 Ss listen and underline the stress alone then check in pairs. Check answers as a class by writing the phrases on the board and underlining the stress.

Answers: What shall we do to celebrate?
What time shall we meet? Where shall we meet?
Let's have a party. Good idea! I don't think it's a good idea.
I'm not sure. Would you like to come?
Do you want to join us? Yes, please! Sorry I can't, I'm busy.

b Play the recording again for Ss to listen and repeat.

4a Ss complete the conversations alone then check in pairs. Don't give any answers yet.

b 9.17 Play the recording again for Ss to listen and check their answers. Check answers as a class.

Answers: **1** like; Yes **2** shall **3** do; Let's **4** join; can't **5** Shall; don't **6** Where; sure

c Put Ss in pairs to practise the conversations. When they have finished, ask them to swap roles and repeat. Monitor and make sure they're stressing the right words in the phrases.

5a Elicit a possible answer to the first question as an example, then ask Ss to write responses for all the questions. Monitor and make sure Ss are forming correct responses, using the Useful phrases from Ex 2.

b Ss practise asking and answering the questions in pairs, taking turns to ask and answer. When they have finished, ask open pairs to ask and respond in front of the class.

6a Put Ss in pairs, then ask them to decide together what they're going to celebrate.

b When they have decided, ask Ss to plan the details, making notes if they want to. Make sure they both write down any important information.

7a Ss walk round the class in their pair, inviting people to their celebration and responding to other's invitations. Make sure they make a note of who's coming to their celebration.

b Ask each pair to share their details with the class and find out who's having the biggest celebration.

Reflection on learning

Write the following questions on the board:
What were the most useful phrases in today's lesson?
Where and when can you practise these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p55
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

9 Check and reflect

Introduction

Ss revise and practise the language of Unit 9 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Books closed. Write: *I need to lose weight.* on the board and ask: *What should I do?* Elicit some advice from the class, then ask Ss to open their books and compare with the advice in Ex 1, item 1. Ss complete the conversations alone then check in pairs. Check answers as a class.

Answers: 1 shouldn't eat 2 should see 3 should leave 4 shouldn't go 5 should watch

Optional extra activity

Focus attention on item 1 and elicit other advice Ss could give e.g. *You should do more exercise.* Put Ss in pairs to think of more advice for the situations in Ex 1. When they have finished, ask Ss to share their advice with the class and choose the best.

2a Ss match the verbs with items a–h to make phrases alone then check in pairs. Check answers as a class.

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

b Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 join … gym 2 go … sleep
3 sit down; Do some exercise 4 stay healthy
5 walk … the stairs 6 eat well

3 Make sure Ss understand that there's an error in every sentence. Ss correct the errors alone then check in pairs. Check answers as a class.

Answers: 1 She~~'s~~ isn't 2 Fiona and I **are** going
3 Are you going **to** learn 4 ~~eating~~ to eat
5 We're going ~~to~~ travelling OR We're going to **go** travelling
6 ~~go~~ going

4 Ss complete the text with the missing verbs alone then check in pairs. Check answers as a class.

Answers: 1 do 2 learn 3 save 4 buy 5 decide

5 Read the example with the class. Ask Ss to rewrite the rest of the sentences then check in pairs. Check answers as a class and write the sentences on the board, or invite Ss to come and do so.

Answers:
1 I don't want to visit Greece this year.
2 She wouldn't like to climb a mountain.
3 We wouldn't like to go bowling at the weekend.
4 He doesn't want to learn another language.
5 You don't want to go skiing in January.
6 I wouldn't like to learn how to drive.

6a Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: 1 to learn 2 want 3 wouldn't 4 to 5 to climb 6 don't

b Tell the class about a couple of the sentences and whether they're true for you. Ss discuss which are true for them in pairs, changing any that aren't true so that they are.

7 Remind Ss that after *go* we use these verbs + *-ing*. Ss complete the sentences alone then check in pairs. Check answers as a class by writing them on the board so Ss can check the correct spelling of the *-ing* forms.

Answers: 1 go sightseeing 2 went/go cycling 3 go skiing 4 go bowling 5 went surfing

8a Ss complete the phrases alone. Remind them of the phrases with *go* in Lesson 9C to help them.

b Ss compare their sentences in pairs. In feedback, ask a few Ss to share their sentences and find out if others had similar ideas.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 9.

9A Develop your listening

Introduction

Ss develop the listening skill of understanding a short talk by learning how to deal with unknown words.

Warm-up

Write on the board:

... is good for you.

... is bad for you.

Ask Ss to work alone and think of and write as many things as they can to complete the sentences. Monitor and help with vocabulary if necessary. When they are ready, put Ss in pairs to compare their lists. When they have finished, elicit Ss' ideas and, if everyone agrees, write them on the board.

1 Focus attention on the photos and elicit what they show (some carrots, some oranges, a cup of coffee and some coffee beans). Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

2 9.4 Tell the class they're going to listen to a radio programme about food. Note: it's important that you don't pre-teach any of the words from the radio programme before they listen as this will interfere with the development of the subskill focused on here. Ss listen to the beginning of the programme then write the food mentioned and check in pairs. Play the recording again if necessary, then check answers as a class.

Answers: carrots, orange juice, coffee

Audioscript 9.4

Mark: We think we know what foods are good for us and what foods are bad for us. But sometimes the information we believe about food isn't true. In today's show, I'm going to tell you if some of the information you know about food is true or false. For example, do carrots help us to see at night? Does orange juice stop a cold? Is coffee bad for us?

3a Ask Ss: *What do you do when you hear words you don't understand when listening?* Elicit Ss' ideas and answers and write them on the board. Then ask Ss to read the Focus box and say which of their ideas it mentions.

b 9.5 Tell Ss they're going to listen to just a small part of the radio programme. Ask Ss to write down any important words. Ss compare their words in pairs, then play the recording again if Ss want, for them to write more important words.

c Ask Ss to think about the words they wrote down and what they already know about carrots, then choose the best summary. Ss compare in pairs then check the answer with the class.

Answer: b

Audioscript 9.5

Mark: Let's start with carrots. Many wise parents tell their children that carrots help them to see in the dark like foxes, rabbits or owls. But do they? Well, carrots are good for our health because they have vitamin A in them and vitamin A helps to keep our body healthy. So, eating carrots is good but they don't help us see better in the dark. Parents say that so children eat their vegetables!

4a 9.6 Ss listen to the part of the radio programme on orange juice, write down any important words then compare their words in pairs.

b Ask Ss to think about the words they wrote down and what they already know about orange juice, then choose the best summary. Ss compare in pairs then check the answer with the class.

Answer: a

Audioscript 9.6

Mark: What about orange juice? Can it stop a cold? Orange juice has vitamin C in it and vitamin C can help to stop a cold but orange juice also has sugar in it. We shouldn't have a lot of sugar so drinking lots of orange juice is not a good idea. When we have a cold, it's better to eat tomatoes or green peppers.

5a/b 9.7 Ss follow the same procedure as for Ex 4, listening to what Mark says about coffee. Check the answer as a class.

Answer: a

Audioscript 9.7

Mark: Let's talk about coffee. People say it's bad for us but is it? The answer is that some coffee is probably OK. Of course, we shouldn't drink a lot of it. That's not very good for us at all. But that's true about most food and drink!

6a/b 9.8 Ss follow the same procedure as for Ex 4, listening to what Mark says about breakfast. Check the answer as a class.

Answer: b

Audioscript 9.8

Mark: Finally, many of us think that breakfast is the most important meal of the day. For some people, this is true. If you have a busy morning or you feel hungry, you should have breakfast but if you have a quiet morning or you had a big meal the night before, it's probably OK to miss breakfast and eat later.

7 9.9 Read the questions with the class so they know what to listen for. Ss listen to the whole programme and answer the questions alone then check in pairs. Check answers as a class and ask: *Is any of this surprising for you?*

Answers:

1 Vitamin A
2 Sugar
3 When you have a quiet morning or you had a big meal the night before.

Audioscript 9.9

Mark: We think we know what foods are good for us and what foods are bad for us. But sometimes the information we believe about food isn't true. In today's show, I'm going to tell you if some of the information you know about food is true or false. For example, do carrots help us to see at night? Does orange juice stop a cold? Is coffee bad for us?

Let's start with carrots. Many wise parents tell their children that carrots help them to see in the dark like foxes, rabbits or owls. But do they? Well, carrots are good for our health because they have vitamin A in them and vitamin A helps to keep our body healthy. So, eating carrots is good but they don't help us see better in the dark. Parents say that so children eat their vegetables!

What about orange juice? Can it stop a cold? Orange juice has vitamin C in it and vitamin C can help to stop a cold but orange juice also has sugar in it. We shouldn't have a lot of sugar so drinking lots of orange juice is not a good idea. When we have a cold, it's better to eat tomatoes or green peppers.

Let's talk about coffee. People say it's bad for us but is it? The answer is that some coffee is probably OK. Of course, we shouldn't drink a lot of it. That's not very good for us at all. But that's true about most food and drink!

Finally, many of us think that breakfast is the most important meal of the day. For some people, this is true. If you have a busy morning or you feel hungry, you should have breakfast but if you have a quiet morning, or you had a big meal the night before, it's probably OK to miss breakfast and eat later.

8 Ss discuss the question in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p55

9B Develop your writing

Introduction

Ss develop the skill of writing an informal email by learning how to organise an email to a friend.

Warm-up

Divide the class into two teams and ask each team to choose a volunteer. The two volunteers come to the front of the class and sit with their backs to the board, facing their teams. Explain that each turn you'll write a phrase from Lesson 9B on the board and that teams must get their volunteer to say the phrase by describing or miming it. The first volunteer to say the phrase gets a point for their team. Change the volunteers each turn so that each student gets a turn at guessing. The team with the most points at the end wins.

1 Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

2a Draw attention to the email and explain that Patrick is writing to his friend Evan. Ss read the email quickly then answer the question. Check the answer with the class.

Answer: To tell Evan about his plans for the year

b Ss read the email again more carefully and answer the questions. Check answers as a class.

Answers:
1 He went to Berlin.
2 They're going to leave their jobs and go travelling.
3 Alissia is going to start her MA and Patrick is going to start a new job.
4 Write and tell him about his plans.

3 Ss read the Focus box then underline the points in the email. Check answers as a class and answer any questions Ss may have about the Focus box.

Answers:
1 Hi Evan
2 How are you? Hope you had a good new year.
3 Anyway, I have some news.
4 What about you? Do you have any exciting plans for this year?
5 All the best

4 Tell Ss that these are more Useful phrases for the different sections of an email. Ss match them with the correct point alone then check in pairs. Check answers as a class.

Answers: a 5 b 3 c 2 d 1 e 4

5 Tell the class that this is an email from Cassie to Charlotte. Ss put the sections in the correct order alone then check in pairs. Check answers as a class.

Answer: The correct order is B, E, D, A, C.

Prepare

6a Tell the class they're going to imagine they're Evan and write a reply to Patrick. Alternatively, they can just write a reply to a friend telling them of their plans for the year. Ss think of or invent their plans and make notes for each of the sections of the email. Monitor and help with vocabulary where needed, writing any new words and phrases on the board.

b Ss decide which of the phrases from the Focus box they want to use.

Write

7 Ss write their emails. Monitor and check Ss' writing as they go along, and note any common errors for later class feedback. When they have finished, ask them to swap emails with a partner and check their partner's spelling and grammar. You could ask them to email you a final draft for homework.

Homework ideas

Ex 7: Email a final draft of your email to your teacher.

Workbook: Ex 1–7, p57

9c Develop your reading

Introduction

Ss develop the reading skill of understanding a blog post by learning how to understand *because* and *so*.

Warm-up

Write on the board: *What are your ambitions? What one thing would you like to achieve in your life? Why?*

Put Ss in small groups to discuss the questions. When they have finished, elicit a few answers and find out if others have the same ambitions.

1 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

2a Focus attention on the headings and first line of the blog post, and give Ss a minute to read them. Ask: *What do you think the blog post is about?* and elicit ideas.

b Ss read the post and answer the questions alone then check in pairs. Check answers as a class.

Answers:
1 Write 1,666 words a day because they wanted to write a book in a month
2 The blogger finished the book.
3 The blogger wrote and published a second book.

3 Ss read the Focus box and then find examples of *so* and *because* in the blog post. Answer any questions Ss have about the Focus box.

Answers:
I always wanted to write but I didn't because I didn't have the time.; After a week, it became difficult because it was hard to write every evening after a long day at work.; I didn't have time to write because it was my sister's birthday party.; I almost stopped because it was so hard; the book was not great because you can't write a good book in 30 days
They write every day so they don't have too much to write at the end of the month.; I needed to write 3,332 words so I wasn't late.; I spent six months on it so it was a lot better.

4 Ss match the sentence halves alone, using the linkers to help, then check in pairs. Check answers as a class.

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

Optional extra activity

Before Ss match the sentence halves in Ex 4, ask them to cover the endings. Go through the beginnings of the sentences and elicit Ss' ideas as to how to finish them. Then Ss do the matching activity.

5 Ss read the post again more carefully, answering the questions and underlining the words that help. Ask Ss to check in pairs then check answers as a class.

Answers:
1 He didn't have the time to write. (because)
2 Writers write 1,666 words every day for 30 days and finish a 50,000 word book. (What is NaNoWriMo?)
3 The blogger had lots of ideas. (so)
4 The blogger was tired after work and had other things to do. (because)
5 The blogger went to a birthday party and couldn't write so needed to write double the number of words the next day. (because/so)
6 The blogger wrote it in 30 days. (because)
7 The blogger wrote it in six months. (so)

6 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a class discussion.

Homework ideas

Workbook: Ex 1–4, p56

10 OVERVIEW

10A Living together
Goal | interview people
Grammar | verb patterns
Vocabulary | housework

GSE learning objective
Can answer simple questions and respond to simple statements in an interview

10B Formal or casual?
Goal | play a guessing game
Grammar | *have to/don't have to*
Vocabulary | clothes

GSE learning objective
Can ask and answer questions about what they do at work and in their free time

10C A digital world
Goal | talk about past experiences
Grammar | present perfect simple
Vocabulary | technology

GSE learning objective
Can talk about past events or experiences, using simple language

10D English in action
Goal | give a compliment

GSE learning objective
Can give compliments using fixed expressions

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

VOCABULARY BANK

10C Technology

DEVELOP YOUR SKILLS

10A Develop your writing
Goal | write a personal profile
Focus | expressing likes and dislikes

GSE learning objective
Can write basic personal details for a website profile, business card, etc.

10B Develop your reading
Goal | understand an opinion article
Focus | identifying opinions

GSE learning objective
Can understand basic opinions expressed in simple language in short texts

10C Develop your listening
Goal | understand an interview
Focus | understanding time expressions

GSE learning objective
Can understand the main points of a short informal interview on a familiar topic

10A Living together

Introduction

The goal of this lesson is for students to practise interviewing people. To help them achieve this, they will learn or revise verb patterns for expressing likes and dislikes and vocabulary related to housework.

Warm-up

Write the following questions on the board:

What age do people usually leave home in your country?
Who do they move in with?
Is it common to share a house or flat with people your own age?

Ss discuss the questions in small groups. If you have a multilingual class, try to have people from different countries in each group. When they have finished, elicit a few answers and discuss the questions as a class.

Reading and vocabulary

Housework

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. In feedback, elicit some answers and have a brief class discussion, telling Ss your own answers to the questions, too.

2a Draw Ss' attention to the quiz in Ex 2b, then point out the phrases in bold. Ss match them with the pictures then check in pairs. Check answers as a class and ask: *Which of these things do you like doing? Which don't you like doing? Why?*

Answers: **A** fixing things **B** sharing bills **C** clean the bathroom **D** washing up **E** cooking for people **F** do the laundry **G** tidy my room

b Ss do the quiz on their own. While they are reading, be on hand to help with any new vocabulary in the quiz. When they have finished, ask Ss to turn to p158 to find out what their answers mean. Ss could compare their answers in pairs. When they have finished, ask Ss if they agree with what the quiz says.

3a Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: **1** share **2** clean **3** fix **4** tidy **5** cook **6** do the laundry **7** washing up

b Ss tick the sentences that are true for them and change the ones that aren't. Monitor and check Ss are changing them correctly.

c Read the example with a stronger student, then put Ss in pairs to compare their sentences. In feedback, ask a few pairs if their sentences are the same.

Further practice

Photocopiable activities: 10A Vocabulary, p220

Grammar

Verb patterns

4 Read the examples in the grammar box then ask Ss to choose the correct alternatives to complete the rules. Check answers as a class.

Answers: **1** a noun **2** What do you like doing?

Grammar checkpoint

Using the infinitive after some verbs that express likes and dislikes actually changes the meaning of the sentence.

Compare:

1 *I like listening to classical music.*
2 *I like to listen to classical music when I'm working.*

Sentence 1 suggests the speaker likes listening to classical music in general. The infinitive form in sentence 2 is used to express a habit or preference in a particular situation.

This will likely be too complicated for Ss to understand at this level but it may be useful for you to be prepared should it come up.

GRAMMAR BANK 10A pp.134–135

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially which verb forms are used after *like* and *would like*. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A **1** sharing **2** cleaning **3** living **4** cooking **5** washing up **6** going out **7** fixing

B **1** I hate getting up early. **2** I love travelling by train. **3** Karen likes shopping. **4** Do you like sharing a house? **5** We don't mind sharing bills. **6** He hates cooking meals. **7** I don't mind driving. **8** She would like to stay at home tonight. **9** We don't like going to bed late. **10** Terry doesn't like Jane.

5a 10.1 Ss listen and underline the stressed words then check in pairs. Check answers as a class.

Answers:

1 I hate cleaning! **2** I don't mind working at the weekend.
3 I don't like getting up early. **4** I love staying at home.
5 I like shopping.

b Play the recording again for Ss to listen and repeat.

6a Read the example with the class. Ask Ss to write the rest of the questions then compare in pairs. Check answers as a class and write them on the board, or invite Ss to do so.

Answers:

1 Do you mind cleaning the house?
2 Do you hate cleaning the bathroom?
3 Do you like living alone?
4 What do you love doing in your free time?
5 Do you mind tidying your room?
6 What do you hate cleaning the most?

b Read the example with a stronger student. Give Ss a few minutes to think about their own answers and make notes if they want to. Ss ask and answer the questions in pairs. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share two things they found out about their partner with the class.

Further practice

Photocopiable activities: 10A Grammar 1, p218; 10A Grammar 2, p219

Speaking

Prepare

7a 10.2 Tell the class they're going to interview a new housemate, but they'll listen to two interviews first. Ss listen to the two interviews then discuss how the people are different in pairs. Check the answer as a class.

Suggested answer: Julia doesn't have a job, goes out a lot and likes parties. Maria has a job, doesn't have a lot of free time but likes reading and listening to music.

b Give Ss a minute to read the sentences so they know what to listen for. Play the recording again for Ss to match the people with the sentences then check in pairs. Check answers as a class.

Answers: **1** J **2** M **3** M **4** J **5** M **6** J

c Discuss the question as a class, asking for reasons.

Audioscript 10.2

Julia

Natalia: Hi Julia. I'm Natalia and this is Hailey.
Julia: Hi! Lovely to meet you!
Hailey: Um yes, nice to meet you. So we'd like to ask you a few questions, OK?
Julia: Yes, sure.
Hailey: What's your job?
Julia: Oh, I don't have a job right now. I'm over here travelling.
Natalia: Uh, OK. But can you pay the rent and bills OK?
Julia: Well, I only use my mobile phone, so I don't think I should pay for the telephone in the house. And I'm not at home much so I think I should pay less for the electricity. And I think I can pay the rent this month, but I'm not sure.
Hailey: Right. Um, what do you like doing in your free time?
Julia: Oh, I like going out with friends and I love parties! I've got lots of friends here. We go out to restaurants and clubs. I usually get home at around 5 a.m.! Do you like going out? You can come with us! Would you like to?
Natalia: Um, maybe, but we both have jobs so only at the weekend.
Julia: Oh. OK.
Hailey: OK. Do you have any questions?
Julia: Yes. When can I move in? We're going to have so much fun!
Hailey: Um, well, we need to talk about it and let you know.

Maria

Hailey: Hi Maria. I'm Hailey, and this is Natalia. Nice to meet you.
Maria: Yes, nice to meet you, too. Can I ask, do you like cleaning?
Hailey: Um, sorry?
Maria: It's just that the house looks a bit dirty. But I don't mind cleaning it.
Hailey: Er, OK. Um, what's your job?
Maria: I'm an accountant. I work very close to here, so this house is ideal for me.
Natalia: Great. Do you mind ...
Maria: Oh and I have two dogs. Do you like dogs?
Natalia: Um, yes, they're OK.
Maria: Good.
Natalia: OK, so, what do you like doing in your free time?
Maria: Well, you know, I don't have very much free time because I work a lot. When I'm not working, I like reading and listening to music.
Natalia: OK, thanks. We're going to see some other people, but then we'll let you know, OK?
Maria: That's fine, but please don't take very long.

8 Put Ss in A/B pairs and ask them to make notes according to the instructions alone. Monitor and help with vocabulary if necessary.

Optional alternative activity

Arrange Ss in groups of four and separate housemates and interviewees into pairs to prepare. Housemates prepare questions together while interviewees make notes about themselves. If you don't have an even number of Ss in your class, have a group of three with one housemate, but put all the housemates and interviewees together to think of questions and then have them move into their small groups.

Speak

9a Go through the Useful phrases with the class. Ss carry out their interviews. Monitor while they work and make notes on their language use for feedback later.

b Ask Ss to share their decisions with the class. Give the class feedback on their language use using the notes you made earlier.

Reflection on learning

Write the following questions on the board:
What was the most useful vocabulary in today's lesson?
How can you practise this more in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 10A Ex A–B, p135
Workbook: Ex 1–5, p58
App: grammar and vocabulary practice

Fast route: continue to Lesson 10B
Extended route: go to p113 for Develop your writing

10B Formal or casual?

Introduction

The goal of this lesson is for students to play a guessing game. To help them achieve this, they will learn or revise *have to* and *don't have to* and vocabulary related to clothes.

Warm-up

Write the following questions on the board:
What are your favourite clothes?
How often do you buy clothes?
Do you like spending a lot of money on clothes or do you prefer to buy cheap clothes?
Ss discuss the questions in small groups. In feedback, elicit a few answers and find out how many people agree.

Vocabulary

Clothes

1 Focus attention on the photos. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas but don't give any answers yet.

2 Ss find the clothes in the photos and answer the questions. Check answers as a class.

Answers:
A shirt, smart clothes, tie, trousers
B dress
C coat, shirt, jeans, boots
D shirt, smart clothes, suit, tie, trousers
E cap, coat
F boots, coat, helmet, trousers, uniform
Not in the pictures: shorts, trainers

3a 10.3 Ss listen and decide which syllable is stressed every time, then check in pairs. Check answers as a class.

Answer: the first syllable

b Play the recording again for Ss to listen and repeat.

Pronunciation checkpoint

Although not focused on here, the word *clothes* /kləʊðz/ is very difficult to say because of the final consonant cluster, even for native speakers. Therefore, in fast speech we usually just say /kləʊz/ ('cloze'), as it's easier to say and the context makes it clear.

4 Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

Further practice

Photocopiable activities: 10B Vocabulary, p223

Reading

5a Introduce the topic by asking Ss: *What are some jobs where people wear a uniform?* Elicit their ideas and write them on the board. (e.g. *police officer, shop assistant, waiter/waitress, doctor, nurse*)
Ss read the introduction to the survey and then answer the question. Check the answer with the class.

Answer: What people wear to work

b Ss read the responses and decide where each person works and check in pairs. Check answers as a class.

Answers: **1** at an IT company **2** at a big supermarket **3** at a school or in a sports centre **4** in an office

6 Ss read the responses again and answer the questions, then check in pairs. Highlight that more than one answer may be possible. Check answers as a class.

Answers:
a the person who works for the IT company, the manager
b the person who works for the supermarket
c the manager
d the person who works for the IT company, the sports teacher

Grammar

have to/don't have to

7 Ss read the grammar box and choose the correct alternatives alone then check in pairs, using the responses in Ex 5 to help them. Check answers with the whole class and be prepared to give further explanations and examples if necessary.

Answers: **1** necessary **2** not necessary **3** has to **4** do

GRAMMAR BANK 10B pp.134–135

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A **1** ~~have~~ has **2** ~~has~~ have **3** don't have **to** wear **4** ~~doing~~ do **5** ~~don't~~ doesn't **6** ~~has~~ have **7** ~~not~~ don't **8** ~~haven't~~ don't have

B **1** don't have to wear **2** have to arrive **3** have to buy **4** don't have to walk **5** have to get up **6** has to show **7** don't have to buy **8** don't have to take **9** have to finish **10** have to wait

8a 10.4 Ss listen to the sentences then answer the question in pairs. Check the answer with the class and model further if necessary. Highlight the difference between *have* and *has* here (/hæf/ and /hæs/) and *have* and *has* as a main verb or auxiliary (/hæv/ and /hæz/).

Answers: *have to* = /hæftə/; *has to* = /hæstə/

b Play the recording again for Ss to listen and repeat.

9 Read the example with the class. Ask Ss to rewrite the rest of the sentences then compare answers in pairs. Check answers as a class and write the sentences on the board, or invite Ss to do so.

Answers:

1 You have to wear smart clothes.
2 You don't have to take a present to the party.
3 Do we have to buy a ticket?
4 The manager has to wear a suit.
5 They don't have to be early.
6 You have to have a passport to travel abroad.
7 We have to wear a uniform.
8 We can wear what we want, so we don't have to wear smart clothes.

10a Ss write rules for their work or school. Monitor and help with ideas and vocabulary, and write any new words or phrases on the board.

b Put Ss in small groups to share their rules. In feedback, ask if anyone has the same answers.

Further practice

Photocopiable activities: 10B Grammar 1, p221; 10B Grammar 2, p222

Speaking

Prepare

11a 10.5 Tell the class that they're going to listen to a game where three friends have some jobs on cards and the others have to guess their job by asking questions. Ss listen to the game and find out what James's job is. Check the answer as a class.

Answer: police officer

b Ss listen again and decide which of the rules are true then check in pairs. Check answers as a class.

Answers: Rules 1, 3 and 5

Audioscript 10.5

Katherine: OK, so first you take one of these cards. Don't show it to anyone else! On the card is a job and some basic information. Here you are.
James: Thanks.
Shannon: Thanks, Katherine.
Katherine: Right, so James, you go first. We're going to ask you questions and you have to answer 'yes' or 'no'. Then we have to guess your job. OK?
James: Right.
Shannon: OK, so me first. Do you have to wear a uniform?
James: Yes, I do.
Katherine: Do you have to work at night?
James: Um, yes, sometimes.
Shannon: Hmm, do you work with food?
James: No.
Katherine: Do you work in an office?
James: No.
Shannon: Do you work outside?
James: Yes.
Katherine: Are you a police officer?
James: Yes, well done!

12 Ask Ss to think of a job then make notes using the questions to help. Monitor and help with vocabulary if necessary.

Speak

13 Go through the Useful phrases with the class. Ss play the game in small groups. Monitor and adjudicate if necessary, making sure Ss only ask and answer *yes/no* questions and are using the grammar correctly. When they have finished, ask each group to tell the class if they all guessed their jobs.

Reflection on learning

Write the following questions on the board:
How confident do you feel talking about rules in English?
How can you practise this in the future?
Think of two things you're going to do.
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 10B Ex A–B, p135
Workbook: Ex 1–6, p59
App: grammar and vocabulary practice

Fast route: continue to Lesson 10C
Extended route: go to p114 for Develop your reading

10c A digital world

Introduction

The goal of this lesson is for students to talk about past experiences. To help them achieve this, they will learn or revise the present perfect simple and vocabulary related to technology.

Warm-up

Draw ten lines on the board like this: _ _ _ _ _ _ _ _ _ _

Tell Ss that this word is the topic of today's lesson. Ss take turns to guess a letter at a time. If the letter is in the word, write it in the correct place. If it isn't, write it at the side. Ss keep guessing until they guess the word (technology). Follow this up by eliciting any words students know that are related to 'technology' and add them to the board.

Vocabulary

Technology

1 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

2a Draw Ss' attention to the photos and discuss which of the things in the box they can see. Then go through the other words in the box and explain what they are.

b Ss complete the phrases alone then check in pairs. Check answers as a class and tell Ss the information in the Vocabulary checkpoint.

Answers: 1 app/file/program 2 (text) message
3 app/file/laptop/program 4 file 5 the internet
6 online game/multiplayer game
7 laptop/tablet/printer/smartphone/speakers 8 website

Vocabulary checkpoint

Note that instead of *text message* we usually just say *text*, i.e. *He sent me a text*. Not: ~~*He sent me a text message*~~.

We can also use *text* as a regular verb, e.g. *He texted me*. *Message* can be used in the same way, e.g. *Message me later*.

c Ss complete the questions with words from Ex 2a and Ex 2b alone then check in pairs. Check answers as a class.

Answers: 1 website 2 printer
3 screen/laptop/smartphone/tablet 4 go 5 messages
6 speakers 7 files

d Ss ask and answer the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

VOCABULARY BANK 10C p145

Technology

These optional exercises build on the lexical set in the vocabulary section.

1a Ss match the words with the pictures alone then check in pairs. Check answers as a class.

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

b Ss match the words with the photos alone then check in pairs. Check answers as a class.

Answers: 7 I 8 J 9 K 10 H 11 L 12 N 13 G 14 M

2 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a class discussion.

Optional alternative activity

Stronger classes can complete Ex 1a and 1b at home and do Ex 2 in the next class.

Further practice

Photocopiable activities: 10C Vocabulary, p226

Reading

3a Ss read the article quickly and choose the best summary alone then check in pairs. Check the answer with the whole class.

Answer: b

b Ss read the article and complete the sentences with one word in each gap. While they're reading, monitor and answer any questions about vocabulary in the article. When they have finished, put Ss in pairs to compare answers. Check answers as a class.

Answers: 1 letter 2 photo 3 website 4 online
5 smartphone 6 tablet; laptop 7 apps 8 online

Grammar

Present perfect simple

4a Write on the board: *I ate sushi last night.* Elicit what tense it is (past simple). Then ask: *Do we know when it happened?* (yes) and add the sentence to a timeline on the board. Next, write I've eaten sushi. Ask: *Do we know when it happened?* (no). Explain that this form is called the present perfect simple and that we use it to talk about experiences in the past without saying when they happened (either to put the emphasis on the action itself or because the exact time isn't important).

Ss choose the correct alternatives to complete the grammar box then check in pairs. Check answers with the whole class, answering any further questions Ss have. Check understanding of *never* in negatives (at no time in the past) and *ever* in questions (at any time in the past).

Answers: **1** past **2** don't say **3** *-ed* **4** never **5** ever

b Ss write the past participles, using the article in Ex 3 to help, then check in pairs. In feedback, draw two columns on the board and label them *Regular* and *Irregular*. Invite Ss to the board to write the past participles in the correct columns and check answers.

Answers: bought, chatted, did, made, played, printed, recorded, sent, wrote
bought, did, made, sent and *wrote* are irregular.

GRAMMAR BANK 10C pp.134–135

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the form of regular and irregular verbs. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

A
1 have you ever been; 've never been
2 Has Gary watched; hasn't seen
3 've/have never swum; 've/have swum
4 Have … ever eaten; 've/have tried
5 Has … ever travelled; 's/has visited
6 Have … ever seen; haven't

B
1 We haven't travelled much.
2 Jon's started a company.
3 Kay hasn't learnt to cook.
4 They've driven to Scotland a few times.
5 I've never baked a cake.
6 She hasn't ridden a horse.
7 Have you ever been up a mountain?
8 I've run some races but I've never won.
9 We haven't studied British History.
10 Brian's met a king.
11 Tanya's never won a prize.
12 They've visited New York.

Grammar checkpoint

Explain to Ss that the verb *go* has two forms in the present perfect. We use *been* to describe completed visits to a place, e.g. *He's been to Italy twice.* (= he has returned home). We use *gone* to describe visits which are not completed, e.g. *She's gone to India.* (= she is still there).

With ***weaker classes***, you could explain this before they do Ex A and Ex B in the Grammar Bank.

5a 10.6 Ss listen and focus on the contractions. Go over each one and highlight how it's pronounced ('ve /v/; 's /z/; haven't /hævnt/; hasn't /hæznt/; we've /wi:v/, sometimes reduced to /wiv/).

b Play the recording again for Ss to listen and repeat.

6 Elicit the first answer as an example and write it on the board. Ss complete the rest of the conversations alone then check in pairs. Check answers as a class and write the sentences on the board, or invite Ss to do so.

Answers:
1 's/has never owned
2 Have … ever shared; 've/have never done
3 's/has made; haven't/have not seen; Has … been

7a Read the example with the class then ask Ss to make their own sentences for each phrase in the box. Monitor and check Ss are forming the present perfect correctly, offering help if necessary.

Answers: I've (never) broken my mobile phone screen.; I've (never) bought a DVD.; I've (never) owned a laptop.; I've (never) read a blog.; I've (never) watched a film on my phone.; I've (never) written a letter by hand.

b Read the example conversation with the class, highlighting the phrases for agreeing and disagreeing. Ss compare their experiences in pairs. In feedback, ask a few Ss to tell the class what they have in common.

Grammar checkpoint

After using the present perfect to introduce an experience, e.g. *Have you ever broken your mobile phone screen? Yes, I have.*, we then use the past simple to give more details and say when e.g. *I dropped it on the floor in the kitchen last week.*

With ***stronger classes***, you could explain this before they do Ex 7b so that they can extend their conversations.

Further practice

Photocopiable activities: 10C Grammar 1, p224; 10C Grammar 2, p225

Speaking

Prepare

8 10.7 Tell the class they're going to listen to Freddie interviewing Ali about technology. Read the questions with the class. Ss listen and answer the questions alone then check in pairs. Check answers as a class.

Answers: **1** Freddie has, Ali hasn't. **2** Yes, they have.

Audioscript 10.7

Freddie: Ali, have you ever made a website?
Ali: No, I haven't. Have you?
Freddie: Yes, I have. Have you ever sent a text message to the wrong person?
Ali: Oh yes, I have.
Freddie: Me too! Terrible!
Ali: Yes.

9 Read the examples with the class then ask Ss to write two more questions of their own alone. Monitor and check Ss are forming the questions correctly.

Speak

10a Read through the example conversation with a stronger student to demonstrate the activity. Make sure Ss find a different person for each question. While they are asking and answering, monitor and check they are using the present perfect correctly and encourage them to use the past simple to ask follow-up questions to find out more detail.

b Put Ss in pairs to compare information. In feedback, ask a few Ss to share anything interesting they found out about other Ss in the class.

Reflection on learning

Write the following questions on the board:

How confident do you feel using the present perfect simple for experiences?

What can you do in the future to practise it more?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Write a report on your classmates' experiences with technology.

Grammar bank: 10C Ex A–B, p135
Workbook: Ex 1–6, p60
App: grammar and vocabulary practice

Fast route: continue to Lesson 10D
Extended route: go to p115 for Develop your listening

10D English in action

Introduction

The goal of this lesson is for students to practise giving compliments. To help them achieve this, they will learn a range of phrases for giving and replying to compliments.

Warm-up

Write these questions on the board:

When was the last time someone said something nice to you?
What did they say?
How did you feel?

Ss discuss the questions in pairs. When they have finished, elicit a few answers from the class and teach the word *compliment* (= something nice you say to someone). Explain that today they are going to learn how to give compliments in English.

1a Focus attention on the pictures and elicit a few things Ss can see. Put Ss in pairs to discuss what they think the people are saying. Elicit Ss' ideas but don't give any answers yet.

b Ss match the captions with the pictures alone then check in pairs. Don't give any answers yet.

c 10.11 Play the recording for Ss to listen and check their answers. Check answers as a class.

Answers: 1 C 2 A 3 B

Audioscript 10.11

1
A: The house looks fantastic, Steve. You did a great job.
B: Thanks. I'm pleased you like it.
A: Maybe you can come and paint inside next.
B: Sure, when would you like me to start?

2
A: You play really well.
B: Oh, thanks. That's kind of you to say.
A: When did you learn?
B: I started when I was ten but I don't play very often these days.

3
B: Take a seat and I'll go and make us a cup of tea.
A: Wow, this room is beautiful! It's really modern.
B: Thank you. I like it.

2a Ss complete the conversations from what they can remember alone then check in pairs.

b Play the recording again for Ss to listen and check their answers. Check answers as a class.

Answers: 1 looks; great; pleased 2 well; kind
3 beautiful; Thank you

c Ss discuss the questions in pairs. Don't give any answers yet.

d Focus attention on the Useful phrases box, then ask Ss to check their answers to Ex 2c using the phrases. Check answers as a class.

Answers:
Give a compliment: The house looks fantastic; You did a great job; You play really well; this room is beautiful
Reply to a compliment: Thanks. I'm pleased you like it; That's kind of you to say; Thank you

3a 10.12 Tell Ss that they're going to listen to some pairs of compliments and that in each pair, one sounds better than the other. Ss listen then answer the questions in pairs. Check answers as a class.

Answers: 1 A 2 B 3 B 4 A
They use intonation so that they sound like they mean what they say. When the speaker doesn't use the correct intonation, they sound rude and it doesn't sound like they are giving a compliment.

b 10.13 Play the recording for Ss to listen and repeat.

4a Ask Ss to use the Useful phrases to think of a compliment for each situation and write it down. Monitor and check the compliments are appropriate. Ss compare their ideas in pairs. When they are ready, elicit a few ideas from the class but don't give any answers.

b Ss listen and compare with their own ideas. In feedback, ask: *Were any the same as your ideas?*.

Suggested answers: See Audioscript 10.14.

Audioscript 10.14

1 Your new TV looks amazing!
2 You're very kind.
3 Your party was fantastic. I had a great time.
4 You did a great job with my bike. Thanks.
5 You played really well today.
6 That cake looks lovely!

c Ss practise giving and replying to compliments for the situations in Ex 4a. When they have finished, ask a few Ss to share their compliments and replies with the class.

5 Put Ss in A/B pairs and direct them to the relevant pages to plan what they're going to say. Monitor and help if necessary.

6a Ss practise their conversations for each of the situations in pairs. Monitor and make notes on Ss' language use for feedback later.

b You could discuss these questions as a class, as a way to round up the lesson. Give Ss feedback on their language use.

Reflection on learning

Write the following questions on the board:

What were the most useful phrases in today's lesson?
Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p61
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

10 Check and reflect

Introduction

Ss revise and practise the language of Unit 10 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 reading 2 cooking 3 going 4 doing 5 riding

2a Ss match the sentence halves alone then check in pairs. Check answers as a class.

Answers: 1 f 2 b 3 d 4 c 5 a 6 e 7 g

b Ss discuss the things they do in pairs. When they have finished, ask a few Ss what things they do and have a brief class discussion, telling Ss some of the things you do, too.

3 Make sure Ss understand that only four of the sentences have errors. Ss correct the errors alone then check in pairs. Check answers as a class.

Answers: 1 ~~doesn't~~ don't 2 don't have **to** get up 3 ~~have~~ has 4 Correct 5 ~~doing~~ do 6 Correct

4a Tell the class that the text is about someone's rules at work. Ss choose the correct alternatives to complete the text alone then check in pairs. Check answers as a class.

Answers: 1 have to 2 don't have to 3 don't have to 4 has to 5 have to 6 have to 7 has to 8 doesn't have to

b Put Ss in pairs to tell each other about three things they have to do in the next 24 hours. When they have finished, ask a few Ss what things they have to do and have a brief class discussion, telling Ss some of the things you have to do, too.

5 Elicit the first answer as an example. Ss write the clothes alone. They check in pairs and discuss which they own. Check answers as a class.

Answers: 1 trainers 2 shorts 3 uniform 4 tie 5 cap/helmet 6 suit

6 Highlight that each sentence is incorrect. Ss correct the errors alone then check in pairs. Check answers as a class.

Answers: 1 ~~I never have been~~ I have never been 2 ~~have~~ has 3 ~~visit~~ visited 4 We **have** never seen 5 ~~haven't~~ hasn't 6 ~~haven't~~ hasn't

7a Ss complete the conversations alone then check in pairs. Check answers with the whole class by having open pairs read out each part of the completed conversations. Ss could then practise the conversations in pairs.

Answers: 1 Have ... visited; haven't 2 Has ... tried; hasn't 3 've/have ... been; 've/have been 4 Has ... seen; has

b Give Ss a minute to think of their things first, then put Ss in pairs to share their ideas. In feedback, ask a few Ss to share their partner's things with the class and find out if anyone else has the same answer.

8 Highlight the fact that the first letter is given. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 screen 2 message 3 file 4 download 5 printer 6 speakers

Reflect

Ask Ss to rate each statement alone then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 10.

10 Snakes and ladders (Units 9–10 review)

Introduction

Ss revise and practise the language of Units 9 and 10 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 9 and 10.

For this game, Ss can write numbers 1–6 on small pieces of paper and put them in a bag if dice are not available. All Ss place their counters on the Start square. Ss take turns to throw the dice or take out one of the pieces of paper and move that number of squares along the board. When they land on a square they must follow the instructions on it. If their answer is incorrect Ss move back to the square they were on before. If they land on a square with a ladder, they move up it. If they land on a square with a snake, they go down it. The first person to reach the Finish square wins. While Ss are playing, monitor and adjudicate or help if necessary.

Answers:

1 up/the dishes/the plates
2 Ss' own answers
3 uniform
4 e.g. He should do some exercise/join a gym/eat healthy food.
5 e.g. I went to the south of Italy.
6 trainers
7 e.g. I've visited Paris.; I've been on TV.; I've learnt to speak German.
8 e.g. go swimming/skiing/bowling/surfing
9 e.g. I'm not going to tidy my room.
10 e.g. He shouldn't drink coffee/look at his mobile phone/have a meal before bed.
11 e.g. I wouldn't like to be a police officer.
12 get
13 e.g. Would you like to come to a party tomorrow night?
14 laundry/washing
15 e.g. I hate cleaning/doing the laundry/washing up
16 a helmet
17 What time shall we meet?/What time do you want to meet?
18 e.g. I don't have to do any homework/clean my kitchen/do the washing up.
19 app
20 keep
21 e.g. I haven't been/I've never been to Europe/ridden a motorbike/eaten sushi.
22 e.g. I want to have pasta for dinner tonight.
23 e.g. Don't buy coffee in expensive coffee shops. Walk to work, don't take the bus.
24 e.g. I have to speak to customers/answer the telephone/send emails.
25 I'd love to!/That sounds great!
26 a printer
27 join
28 jewellery
29 e.g. I'm going to see my friend/go for a walk/read a book.
30 e.g. I love painting/cooking.
31 e.g. I have to go to work/tidy my house/go to the dentist.
32 send
33 e.g. I like pizza/Thai food/vegetables.
34 sharing

10A Develop your writing

Introduction

Ss develop the skill of writing a personal profile by learning how to express likes and dislikes.

Warm-up

Mime: *cook a meal* for Ss to guess the phrase. Then put Ss in groups. Ss take turns in their groups to mime phrases from Lesson 10A for other Ss to guess. When they have finished, ask each group to pick their best mime to show the class for them to guess the phrase.

1 Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

2a Draw attention to the profile and explain that it's from a website where people look for housemates and places to live. Give Ss a minute to read it quickly and answer the question, then check in pairs. Check answers as a class.

Answer: a double room in the North London area

b Ss read the profile again more carefully and put the information in the order he includes it. Check answers as a class.

Answers: b, a, c

3 Ss read the Focus box then find the things Alex likes, dislikes and doesn't mind, then check in pairs. Check answers as a class and ask: *Which phrase does he use for each thing?* (*I'm a big fan of …; I'm not really into …; I can't stand …; I'm OK with …; I'm fine about …*)

Answers:
likes: (watching and playing) sport;
dislikes: cooking, smoking;
doesn't mind: sharing the bills, most things

4 Elicit the first answer as an example with the class. Ss categorise the rest of the phrases alone then check in pairs. Check answers as a class.

Answers:
Expressing likes: 3, 4
Saying you don't mind something: 2, 5
Expressing dislikes: 1, 6

5 Read the example with the class. Ss rewrite the sentences alone and then check in pairs. Check answers as a class.

Answers:
1 I'm into football.
2 I'm OK with washing up.
3 I'm a big fan of American action films.
4 I don't mind sharing bills.
5 I'm not really into rock music.

6 Ss complete the profile alone using the Focus box to help if necessary, then check in pairs. Check answers as a class.

Answers: 1 really 2 into 3 mind 4 fan 5 OK

Prepare

7a Tell the class to imagine they're looking for somewhere to live and they're going to post a personal profile on the website in Ex 2. Read the topics with the class then give them a few minutes to make notes on each thing. Monitor and help with vocabulary if needed, writing any new words and phrases on the board.

b Give Ss a few minutes to look back at the phrases from the lesson and decide which they want to use to express their likes and dislikes.

Write

8a Ss write their profiles. Monitor and check Ss' writing as they go along and note any common errors for later class feedback.

b When they have finished, ask them to swap profiles with another student. Ss read each other's profiles and find out if they have similar likes and dislikes. Give the class feedback on the their language use.

Homework ideas

Workbook: Ex 1–6, p63

10B Develop your reading

Introduction

Ss develop the reading skill of understanding an opinion article by learning how to identify opinions.

Warm-up

Collect some photos of people wearing different clothes and show them to Ss. Demonstrate the activity by describing the clothes and appearance of one of the people for Ss to guess which one it is. On the board, write:

He's/She's ... *He's/She's got ...* *He's/She's wearing ...*

and elicit some example sentences using the description you just gave.

Put Ss in small groups to take turns describing people in the photos for others to guess.

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

2 Elicit or teach the meanings of *casual* (comfortable, informal clothes) and *smart* (formal clothes) in the context of clothes. Read the statements with the class so they know what to look for. Ss read the article quickly and choose the best statement alone then check in pairs. Check the answer as a class.

Answer: b

3a Read through the Focus box with the class and highlight the phrases used to introduce opinions. Ss look back and underline the two opinions in the text.

b Ss check their answers and discuss the opinions in pairs. Check answers as a class and have a brief class discussion.

Answers: Are we becoming too casual at work? <u>In my opinion</u>, <u>we are and it's not a good thing.</u> Nowadays, every day is casual day, and <u>I think this is wrong</u>.

4 Ss read the article again more carefully and answer the questions, then check in pairs. Check answers as a class.

Answers: **1** shorts **2** 10 percent **3** over half **4** jeans, trainers and a sweater **5** quite smart **6** comfortable **7** workers don't have to wear their usual work clothes every Friday **8** no

5 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a class discussion.

Homework ideas

Workbook: Ex 1–3, p62

10C Develop your listening

Introduction

Ss develop the listening skill of understanding an interview by learning how to understand time expressions.

Warm-up

Collect photos of the technology in Ex 2a in Lesson 10C. Each turn, show a photo and elicit what it is from the class. Ss then work in pairs to write the verbs they can use with each one. When they have finished, elicit Ss' answers and write them on the board.

1a Focus attention on the photos and elicit what Ss can see. (The photos show a letter, a landline telephone and a pager.) Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

b 10.8 Ss listen to the interview and note down which types of communication they talk about. Ask Ss to check answers in pairs then check with the whole class.

Answers: a, b, d, e, f

Audioscript 10.8

Presenter: Today we're talking about technology and communication. Zoe, you work for a technology company. Technology changes every year. What does that mean for communication?

Zoe: Well, communication is changing every year. My parents wrote each other letters with a pen and paper when they were young! People don't do that now!

Presenter: No, they don't!

Zoe: When technology changes, the way we speak to each other changes, too. These days, we use apps to chat to our friends but ten years ago, everyone used email because we didn't have those apps.

Presenter: That's true.

Zoe: Teenagers today don't usually use email. For them, it's old technology! They use chatting apps to speak to everyone – their parents, their friends and their teacher. And of course no one makes calls on their phones these days! In the past, we all spoke to friends and family on the phone all the time. Now, most of us just send a message. It's quick, easy and takes less time.

Presenter: Yeah, you're right.

Zoe: But some things don't change. I mean, we send text messages on our phone today but we also did that a hundred years ago. These were called telegrams. Text messages today are much faster and cheaper but telegrams were the first technology for sending messages.

Presenter: What about the future of messaging apps?

Zoe: Well, that's difficult to say. I can say that the big technology companies want to make their digital assistants better and so they're going to do a lot of work on those in the future.
Presenter: Sorry, what's a digital assistant?
Zoe: It's a computer program that talks to you. Most of us have digital assistants on our phones these days. You talk to your digital assistant and ask it a question and then it answers you. The big companies want to make them like a friend to us. A friend who calls the doctor's to make an appointment for us or who sends a birthday message to a friend, for example. That's the future of messaging.
Presenter: Wow, interesting.
Zoe: You see? The future is an exciting place!

2a Read the Focus box with the class and answer any questions Ss have. Ss then add the time expressions under the correct headings in pairs. Check answers as a class.

Answers:
Past time: when I was young
Present time: right now
Future time: in a few months

b 10.9 Play the recording for Ss to complete the sentences with the correct time expressions. Ss check in pairs. Play the recording again if necessary then check answers as a whole class and ask what 'time' each phrase refers to.

Answers: **1** These days – present **2** ten years ago – past **3** In a few months – future **4** yesterday – past **5** at the moment – present **6** last night – past **7** now – present **8** In the future – future

3 10.10 Ss listen to the sentences, complete the table alone then check in pairs. Ask if Ss need to hear it again. Otherwise, check answers as a class.

Answers: **Past:** 1, 4 ,8 **Present:** 3, 5 **Future:** 2, 6, 7

Audioscript 10.10

1 My brother bought me a new phone last year.
2 I'm going to buy a new phone next week.
3 My phone isn't working at the moment.
4 My grandparents didn't have mobile phones when they were young.
5 New phones are really expensive these days.
6 We aren't going to take our phones on holiday with us next time.
7 Call me when you get your new phone in a few days.
8 Jack lost his mobile phone a few days ago.

4a 10.8 Ss listen to the interview again, answer the question then check in pairs. Check answers as a class.

Answers: **1** Past **2** Past **3** Present **4** Present **5** Past **6** Past

b Give Ss a minute to read through the sentences so they know what to listen for. Ss listen again and decide if the sentences are true or false then check in pairs. Check answers as a class.

Answers: **1** True **2** False **3** True **4** False **5** True **6** True **7** False

5 Ss discuss the question in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p61

RESOURCE BANK

Photocopiable activities index

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1A Grammar 1 Verb *be* – positive and negative

1 Complete the sentences with the correct positive (+) or negative (–) form of *am/is/are*.

1 I _____ tired today. (+)

2 My parents _____ from here. (–)

3 One of my friends _____ from the US. (+)

4 My sister _____ married. (–)

5 I _____ a good salsa dancer. (+)

6 My brothers _____ very tall. (–)

7 My favourite colour _____ blue. (+)

8 I _____ married. (+)

9 I _____ hungry. (–)

10 My home _____ big. (–)

11 My best friend _____ from a small town. (+)

12 My English teacher _____ British. (–)

13 My favourite food _____ pizza. (+)

14 My parents _____ over 60 years old. (+)

15 I _____ very happy today. (–)

16 My best friend _____ a doctor. (+)

17 My car _____ black. (+)

18 My job _____ very interesting. (–)

19 My shoes _____ expensive. (–)

20 I _____ Argentinian. (–)

2 Tick (✓) the sentences in Exercise 1 that are true for you.

3 Work in pairs. Tell each other the sentences that are true for you.

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1A Grammar 2 Verb *be* – positive and negative

Quiz A

1 Make sentences using the prompts.

1 The Sahara Desert / in Asia. *The Sahara Desert is in Asia.*

2 Paper money in the US / green. _____

3 Seville and Cordoba / in Italy. _____

4 The Amazon river / in South America. _____

5 The flags of Italy and Mexico / the same. _____

6 The cities of Kolkata and Mumbai / in India. _____

7 Kimchi / from South Korea. _____

8 The capital city of Brazil / Rio de Janeiro. _____

2 Work in pairs. Take turns to read out your sentences and decide if they are true or false.

Answers
1 False, it's in Africa. **2** True **3** False, they're in Spain. **4** True **5** False, but they're very similar. **6** True **7** True **8** False, it's Brasília.

Quiz B

1 Make sentences using the prompts.

1 The capital city of Turkey / Istanbul. _____

2 The Yangtze River / in Japan. _____

3 Birmingham and Manchester / in the UK. _____

4 The flags of Peru and Poland / red and yellow. _____

5 Reggae music / from Argentina. _____

6 Bollywood films / from India. _____

7 The White House / in New York. _____

8 The cities of Nairobi and Mombasa / in Nigeria. _____

2 Work in pairs. Take turns to read out your sentences and decide if they are true or false.

Answers
1 False, it's Ankara. **2** False, it's in China. **3** True **4** False, they're red and white. **5** False, it's from Jamaica. **6** True **7** False, it's in Washington D.C. **8** False, they're in Kenya.

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1A Vocabulary Countries and nationalities

Cairo, Egypt	Shangai, China
Shangai, China	Moscow, Russia
Athens, Greece	Madrid, Spain
Tokyo, Japan	Mexico City, Mexico
Rio de Janeiro, Brazil	Warsaw, Poland
Warsaw, Poland	Istanbul, Turkey

Worksheet

1 _____ is from Cairo. He/She's Egyptian.
2 _____ and _____ are from Shanghai. They're _____.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.
8 _____.
9 _____.
10 _____.

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1B Grammar 1 Questions with *be*

1 Put the words in the correct order to make questions.

1 your / what's / city / favourite / ? _____

2 your / is / actor / who / favourite / ? _____

3 from / you / Brazil / Are / ? _____

4 your / new / is / or old / phone / ? _____

5 favourite / what's / day of the week / your / ?

_____

6 brothers / your / and sisters / how old / are / ?

_____

7 film / what's / favourite / your / ? _____

8 lessons / when / your / are / English / ? _____

9 you / are / in / interested / football / ? _____

10 your / job / what's / ? _____

11 a / you / good / are / you / singer / ? _____

12 favourite / what's / time of day / your / ? _____

13 eyes / colour / are / what / your / ? _____

14 your / interesting / is / job / ? _____

15 student / you / a / good / are / ? _____

16 birthday / when / your / is / ? _____

17 best friends / your / are / who / ? _____

18 shop / your / what's / favourite / ? _____

19 on / you / social media / are / ? _____

20 are / for visitors / good / which places / to your town or city / ?

_____

2 Work in pairs. Ask and answer the questions in Exercise 1.

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1B Grammar 2 Questions with *be*







Find someone who ...	Name
1 ... is married.	
2 ... is under 25.	
3 ... is a manager.	
4 ... is a good cook.	
5 ... isn't very good at sport.	
6 ... is an animal lover.	
7 ... is a bad singer.	
8 ... is a good tennis player.	
9 ... is an artist.	
10 ... is a good dancer.	







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1B Vocabulary Question words

I live in Canada. **Where** (do you live?)	I'm very well, thank you. **How** (are you?)
Yes, it is. **Is** (your country hot?/your coffee good?)	It's very good. **How** (is your sandwich/the film?)
My favourite sports star is Jonas Bag. **Who** (is your favourite sports star?)	It's in Paris. **Where** (is the Eiffel Tower?)
No, I'm not. **Are** (you OK/hungry/Australian?)	It's 07559999321. **What** (is your phone number?)
She's my teacher. **Who** (is she?)	It's pizza. **What** (is that?)
In my country. **Where** (is your mother/father/sister?)	It's in December. **When** (is your birthday?)
It's at 2 p.m. **When** (is the class?) **What** (time is the class?)	They are my work friends. **Who** (are they?)
It's BobbiBee@Mymail.com. **What** (is your email address?)	America. **Where** (is Lady Gaga from?)

Who	**Are/Is**	**What**	**When**
Where	**How**	**Who**	**Are/Is**
What	**When**	**Where**	**How**

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1C Grammar 1 *this, that, these* and *those*

1 Complete the conversations with *this, that, these* or *those*. Use the pictures to help you.

A: What are [1] _____ things over there?
B: [2] _____ things here?
A: Yes.
B: They're parts of a bike.



A: Is [3] _____ seat free?
B: No, sorry, it isn't, but [4] _____ one is.
A: Great, thanks.



A: Excuse me, how much is [5] _____ T-shirt?
B: It's £10.00.
A: Are there any in white?
B: Yes, look over there on your right. [6] _____ are all white.
A: Great, thank you!



A: Are [7] _____ chips for me?
B: No, [8] _____ ones are for you.
A: Where?
B: Over there on the table.
A: Oh yeah, I see them. Thanks!



A: Where's today's newspaper?
B: I don't know. Is [9] _____ it over there?
A: No, [10] _____'s yesterday's.
B: Oh? What about [11] _____ one here? Is [12] _____ it?
A: Yes, it is. Thanks!



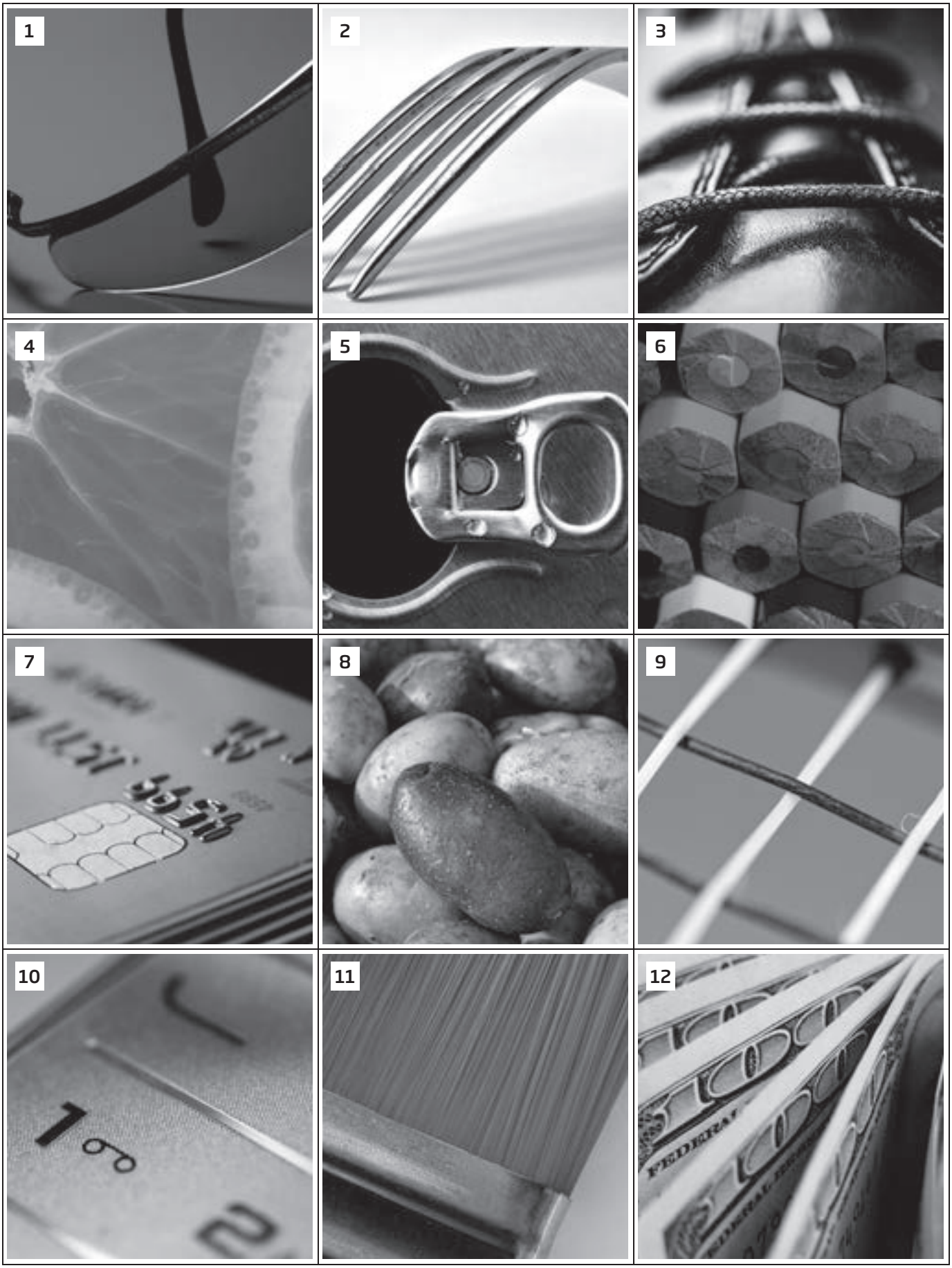
6 **A:** Are [13] _____ the keys for the front door?
B: No, they're for the back door. [14] _____ keys over there are for the front door
A: OK, fine.



2 Work in pairs and practise the conversations.

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1C Grammar 2 *this, that, these* and *those*



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book	bike
camera	lamp
umbrella	laptop
suitcase	picture
tennis racket	ring
skateboard	clock
board game	sunglasses

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2A Grammar 1 Possessive adjectives and possessive *'s*

1 Complete the conversations with possessive pronouns and names with the possessive *'s*. Use the words in brackets to help you.

1 **A:** Who's that in the photo?
B: That's *my* (I) uncle. *His* (he) name's David.

2 **A:** Is this _____ (Jan) bag?
B: No, it's _____ (Charlotte). And that's _____ (she) book, too.

3 **A:** That's Diego, and that's _____ (he) wife.
B: Mariana?
A: No, Mariana is _____ (Paulo) sister. _____ (Diego) wife is called Alessandra.

4 **A:** Those are _____ (we) grandparents. _____ (they) names are Noah and Agnes.
B: They look nice.

5 **A:** Is that _____ (you) sister?
B: No! It's _____ (I) mum!

6 **A:** What's _____ (you) teacher's name?
B: It's Chris.

7 **A:** Is that _____ (Carla) sister?
B: Yes, it is. And that's _____ (she) husband and _____ (they) daughter, Christine.

8 **A:** Wow, is that _____ (you) bike?
B: No, it's _____ (my brother). _____ (I) bike is very really old!

9 **A:** Who are they?
B: They're _____ (I) friends. _____ (he) name's Yuka and _____ (she) name's Saori.

10 **A:** These are _____ (we) parents.
B: Nice to meet you. _____ (I) name's Jackie.
C: And _____ (I) name is Will.

2 Work in pairs and practise the conversations.

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2A Grammar 2 Possessive adjectives and possessive *'s*

Student A

1 Complete the text with possessive adjectives and possessive *'s*.

Jannik is 20 years old and he's a student. Jannik [1]_____ mother and father are from Germany. [2]_____ house is in Berlin. Jannik's sister lives in Munich. She's 26 years old. [3]_____ husband is a teacher. They live with [4]_____ daughter. [5]_____ name's Antonia and she's three years old. Jannik's other sister lives with [6]_____ dog. [7]_____ dog's name is Trixie. She's in Canada now because [8]_____ boyfriend is Canadian.

2 Read your text to Student B.

3 Listen to Student B and complete the text with the missing information.

Luiza is [1]_____ years old. She lives in Buenos Aires with her husband [2]_____. They have a small apartment, a son and a cat. Their son's name is [3]_____. Their cat's name is Sofia. Luiza's son is at university. He studies English. Luiza's mother is Argentinian. Her father is Mexican. They live in Santa Fe, but her father is in [4]_____ now. Luiza's brother is called [5]_____. He lives in the US. He's married. His wife is American. Their daughter is at school. She's [6]_____ years old.

Student B

1 Complete the text with possessive adjectives and possessive *'s*.

Luiza is 45 years old. She lives in Buenos Aires with [1]_____ husband Mateo. They have a small apartment, a son and a cat. [2]_____ son's name is Leandro. [3]_____ cat's name is Sofia. Luiza [4]_____ son is at university. He studies English. Luiza [5]_____ mother is Argentinian. [6]_____ father is Mexican. They live in Santa Fe, but her father is in New York now. Luiza's brother is called Alfredo. He lives in the US. He's married. [7]_____ wife is American. [8]_____ daughter is at school. She's 12 years old.

2 Read your text to Student A.

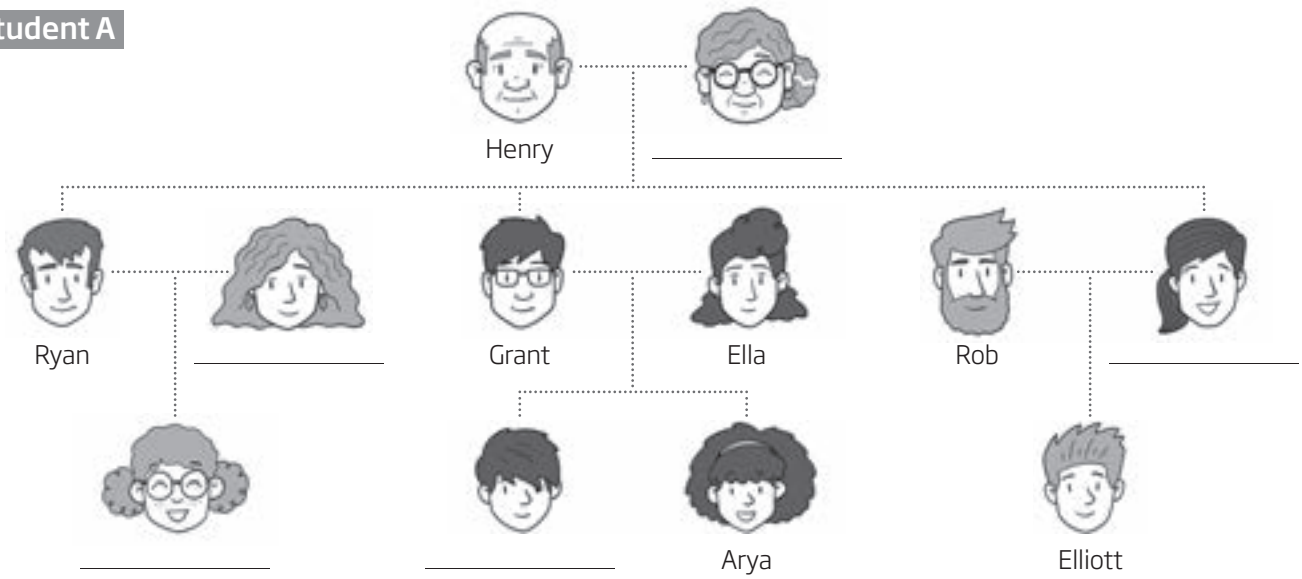
3 Listen to Student A and complete the text with the missing information.

Jannik is [1]_____ years old and he's a student. Jannik's mother and father are from Germany. Their house is in [2]_____. Jannik's sister lives in Munich. She's [3]_____ years old. Her husband is a teacher. They live with their daughter. Her name's [4]_____ and she's three years old. Jannik's other sister lives with her dog. Her dog's name is [5]_____. She's in [6]_____ now because her boyfriend is Canadian.

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2A Vocabulary Family members

Student A



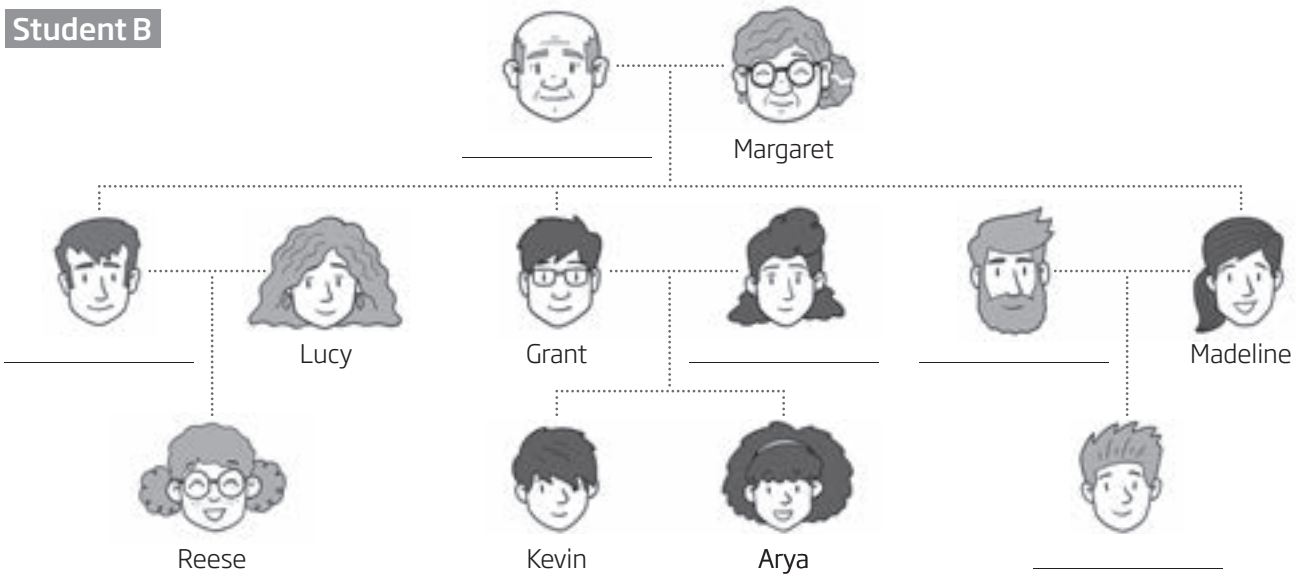
1 Look at the family tree and complete the sentences.

1 Ella is Arya's *mother* and Grant's *wife* .
2 Elliott is Rob's _____ and Ryan's _____ .
3 Henry is Elliott's _____ and Ryan's _____ .
4 Ryan is Henry's _____ and Arya's _____ .
5 Rob is Arya's _____ .

2 Ask and answer the questions to complete the family tree.

1 Who is Madeline?
2 Who is Reese?
3 Who is Kevin?
4 Who is Margaret?
5 Who is Lucy?

Student B



1 Look at the family tree and complete the sentences.

1 Madeline is Grant's *sister* and Margaret's *daughter* .
2 Reese is Margaret's _____ and Grant's _____ .
3 Kevin is Arya's _____ and Margaret's _____ .
4 Margaret's is Kevin's _____ and Madeline's _____ .
5 Lucy is Ayra's _____ .

2 Ask and answer the questions to complete the family tree.

1 Who is Ella?
2 Who is Elliott?
3 Who is Henry?
4 Who is Ryan?
5 Who is Rob?

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2B Grammar 1 *whose* and possessive pronouns

1 Put the words in the correct order to make sentences.

1 Lauren's / bag / That's

_____

2 my / parent's / is / This / car

_____

3 wallet / John's / It's

_____

4 my / That's / bike

_____

5 charger / our / phone / That's

_____

6 your / are / earrings / These

_____

7 Ali / Ezma's / things / and / They're

_____

8 gloves / my / Those / are

_____

2 Match sentences a–h with sentences 1–8.

a That's mine. _____
b It's hers. _____
c They're mine. _____
d That's ours. _____
e It's his. _____
f These are yours. _____
g They're theirs. _____
h This is theirs. _____

3 Work in pairs. Ask and answer questions about the objects in Exercise 1. Answer using possessive pronouns.

A: Whose phone charger is that?
B: It's mine. Whose earrings are these?
A: They're yours.

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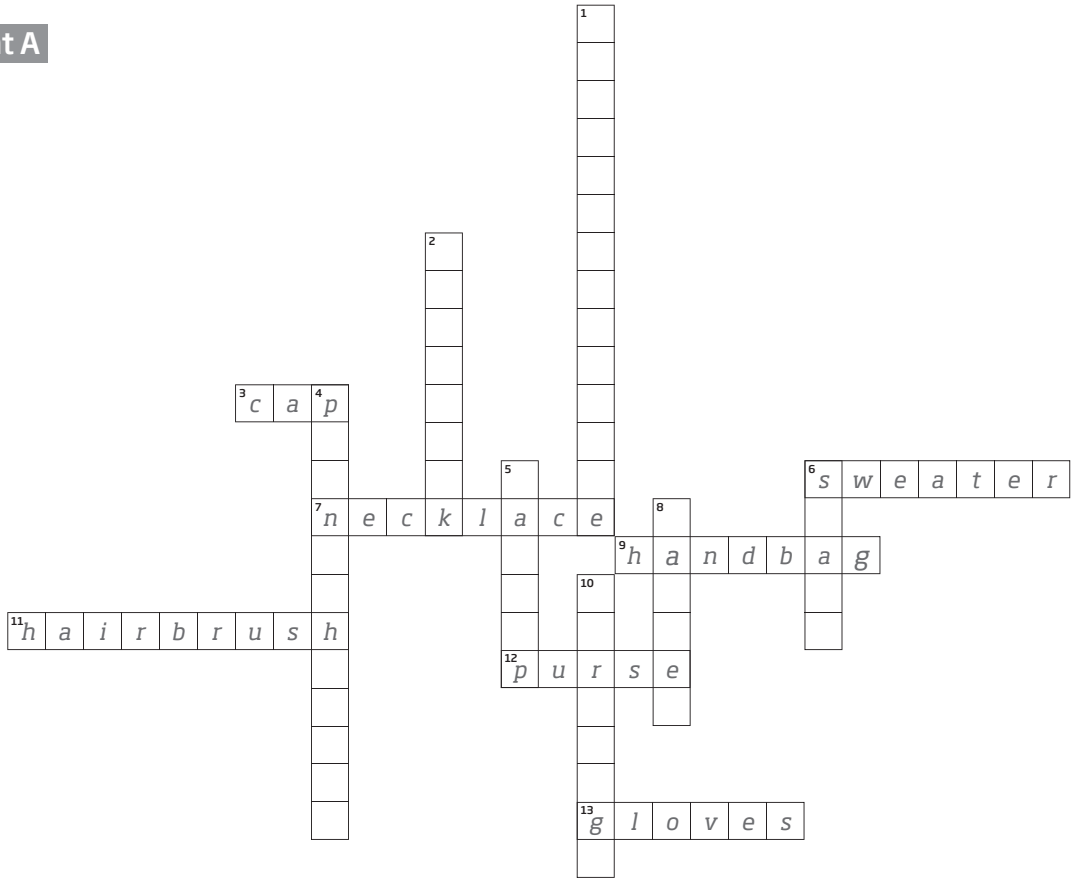
2B Grammar 2 *whose* and possessive pronouns

			
			
			
			
I	**I**	**you**	**you**
I	**I**	**you**	**you**
he	**he**	**he**	**she**
she	**she**	**they**	**they**

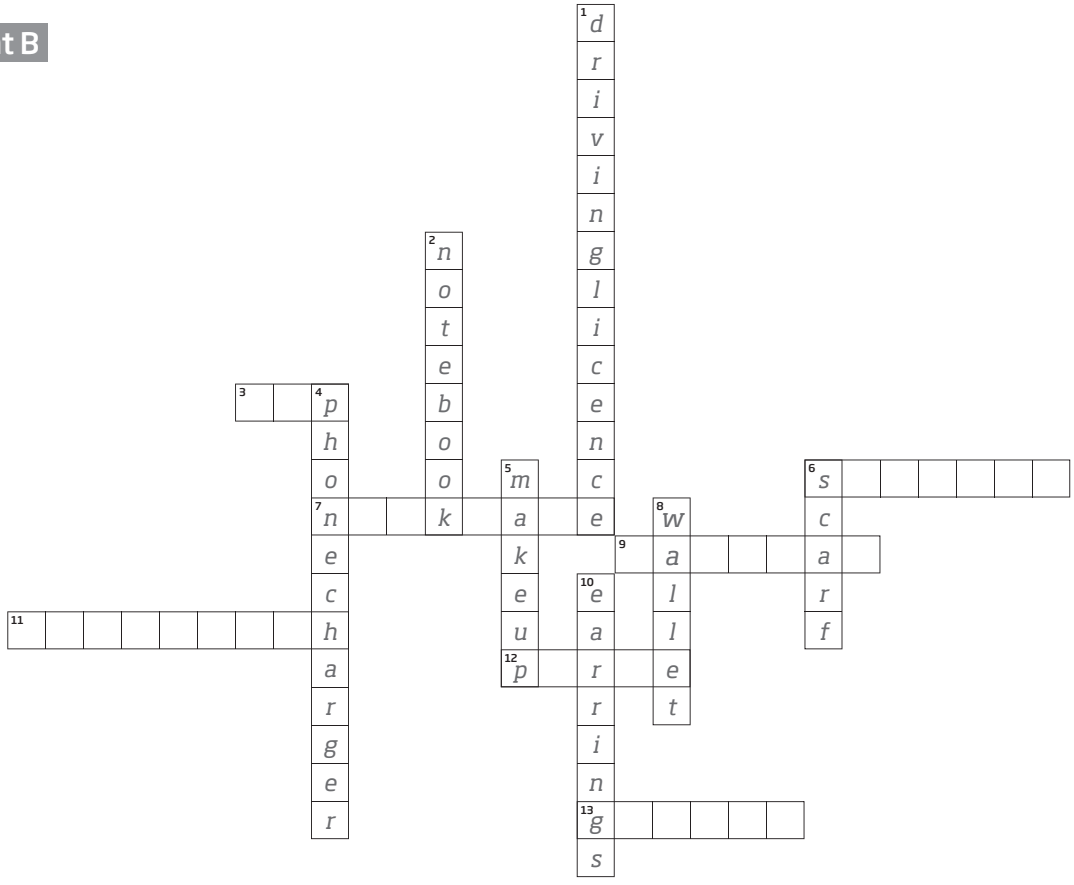
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2B Vocabulary Everyday objects 2

Student A



Student B



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2C Grammar 1 *have got*

1 Complete the sentences using the table. Use contractions where possible.

Name	a bike	an umbrella	a laptop	a driving licence	a scarf	a car
Alicia	✓	✗	✓	✗	✗	✗
Craig	✗	✗	✓	✓	✓	✓
My parents	✓	✓	✓	✗	✗	✗
Tia	✗	✗	✗	✓	✗	✓
Matt	✓	✗	✓	✓	✗	✗
James and Alice	✓	✗	✓	✗	✗	✗






1 Alicia _'s got_ a bike.
2 She _____ a car.
3 Craig _____ a scarf, but he _____ an umbrella.
4 He _____ a driving licence.
5 My parents _____ a laptop.
6 They _____ a car.
7 Tia _____ a driving licence.
8 She _____ a laptop.
9 Matt _____ a bike.
10 He _____ a laptop, but he _____ an umbrella.
11 James and Alice _____ a car.
12 They _____ a bike.

2 Work in pairs. Ask and answer questions about the people and objects in Exercise 1.

A: Has Matt got a scarf?
B: No, he hasn't. Have Tia's parents got an umbrella?
A: Yes, they have.

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Grammar 2 *have got*



You've got:
a cap
a scarf
a purse

You want:
some earrings
some gloves
a wallet

You've got:
a notebook
a phone charger
a necklace

You want:
a picture
a suitcase
a tennis racket

You've got:
a notebook
a bike
a cap

You want:
a picture
a board game
a sweater

You've got:
a scarf
a phone charger
a handbag

You want:
some gloves
a suitcase
some earrings

You've got:
a necklace
a bike
a notebook

You want:
a tennis racket
a board game
a phone charger

You've got:
a cap
a tennis racket
some books

You want:
some earrings
a suitcase
some pens

You've got:
a purse
a cap
a notebook

You want:
a wallet
a sweater
a phone charger

You've got:
a handbag
a tennis racket
some books

You want:
some earrings
a suitcase
some pens

You've got:
a suitcase
a board game
a sweater

You want:
a phone charger
a bike
a cap

You've got:
some gloves
a tennis racket
a sweater

You want:
a scarf
a necklace
a cap

You've got:
some earrings
a picture
a suitcase

You want:
a cap
a notebook
a phone charger

You've got:
a wallet
a tennis racket
a board game

You want:
a purse
a necklace
a bike

You've got:
some earrings
a phone charger
a suitcase

You want:
a cap
a notebook
a tennis racket

You've got:
some gloves
some earrings
some pens

You want:
a scarf
a handbag
some books

You've got:
a wallet
a phone charger
some pens

You want:
a purse
a notebook
some books

You've got:
a picture
some earrings
a suitcase

You want:
a notebook
a handback
a tennis racket

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2C Vocabulary Adjectives describing objects

bike	teddy bear	earrings	ring
laptop	suitcase	scarf	mobile phone
necklace	wallet	sweater	painting
clock	handbag	eyes	camera
piano	car	dog	book

beautiful	broken	brown	comfortable	gold
heavy	large	light	modern	old
round	soft	special	square	useful

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3A Grammar 1 Present simple with *I, you, we* and *they*; adverbs of frequency and time expressions

1 Cross out the incorrect word(s) in bold.

1 I **often** sing **often** in the car.
2 My brother and sister **often** don't **often** read books.
3 My friends and I usually **on Saturdays** go for coffee **on Saturdays**.
4 I **don't** often **don't** draw pictures.
5 My parents **sometimes** have **sometimes** dinner at my house.
6 I **four times a week** go to the gym **four times a week**.
7 My friends and I **rarely** go **rarely** to the cinema.
8 My sisters **often** don't **often** talk about their jobs.
9 I **don't** usually **don't** drive to work.
10 I **always** am **always** tired in the evenings.
11 My friends **every weekend** play football **every weekend**.
12 I **once a month** go for a long bike ride **once a month**.
13 My grandparents **don't** often **don't** go online.
14 I don't **every evening** go out **every evening**.
15 My friend and I **once a month** visit a museum **once a month**.
16 My sisters **never** cook **never** dinner.
17 My brothers **always** are **always** busy
18 I watch **every evening** the news on TV **every evening**.
19 My parents always **on Sundays** visit us **on Sundays**.
20 I don't usually **at the weekends** have breakfast **at the weekends**.

2 Tick (✓) the sentences in Exercise 1 that are true for you.

3 Work in pairs. Tell each other the sentences that are true for you.

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3A Grammar 2 Present simple with *I, you, we* and *they*; adverbs of frequency and time expressions

Student A



I _____ visit a museum at the weekends.

My friends _____ cook dinner for me.

My family and I play board games _____
_____.

Student B



I have a holiday _____.

My friends and I do sport _____
_____.

My friends are _____
busy at the weekends.

Student C



I meet my friends for coffee _____
_____.

My family and I _____
go for a walk.

My friends _____
read books.

Student D



A friend and I go to the cinema _____
_____.

I'm _____ tired at the weekends.

My family _____ watch
sport on TV.

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3A Vocabulary Free-time activities 1

	My partner Same (✓) / Different (✗)
1 I / museums on holiday. _____	
2 I / dinner for my family most evenings. _____	
3 My family and I / for a coffee on Saturdays. _____	
4 I / online for news about sport. _____	
5 I / my friends at a café at the weekends. _____	
6 I / pictures in my free time. _____	
7 I / TV in the evenings. _____	
8 I / for a walk on Sundays. _____	
9 I / sport every weekend. _____	
10 I / a book before I go to bed. _____	
11 I / games with my nieces and nephews at the weekends. _____	
12 I / to a club on Saturday nights. _____	

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3B Grammar 1 Present simple with *he, she* and *it*

1 Write sentences using the prompts to describe Millie's day.

1  Millie / get up *Millie gets up at quarter past six.*	2  have / breakfast	3  leave / home
4  get / work	5  have / coffee, read / newspaper	6  have / lunch
7  finish / work	8  get / home	9  go / to the gym
10  have / dinner	11  watch / TV	12  go / to bed

2 Work in pairs and follow the instructions.

1 Student A, turn over your worksheet. Can you remember Millie's day from morning to lunchtime? Student B, check their answers.

2 Student B, turn over your worksheet. Can you remember Millie's day from lunchtime to evening? Student A, check their answers.

3 Is your day similar or different to Millie's? Tell your partner.

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3B Grammar 2 Present simple with *he, she* and *it*

What do you think?	Correct (✓) or not correct (✗)
1 I think that _____ gets up really early most days.	
2 I think that _____ usually has eggs for breakfast.	
3 I think that _____ goes to work/school by bus.	
4 I think that _____ works in an office.	
5 I think that _____ works at the weekends.	
6 I think that _____ usually has a hot meal for lunch.	
7 I think that _____ finishes work late in the evening.	
8 I think that _____ does exercise two or three times a week.	
9 I think that _____ has dinner early.	
10 I think that _____ cooks dinner most evenings.	
11 I think that _____ watches videos online in the evenings.	
12 I think that _____ goes to bed early most evenings.	
13 I think that _____ gets up late on Saturdays.	
14 I think that _____ goes to bed very late on Saturdays.	

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get up

morning
bed

have breakfast

eat
cereal

leave work

job
finish

get ready

arrive
afternoon

go to bed

sleep
bedroom

go to work

office
morning

get dressed

clothes
morning

do exercise

sport
fun

have a shower

water
bathroom

do my hair

brush
bathroom

go to the gym

exercise
building

have lunch

midday
food

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3C Grammar 1 Present simple questions

1 Complete the questions with *do* or *does*.

1 When _____ you see your friends?
2 How many hours a week _____ your brother work?
3 _____ you ever cook for a lot of people?
4 How often _____ you use social media?
5 What food _____ your teacher like?
6 Who _____ you spend time with in the evening?
7 Where _____ your sister live?
8 _____ your best friend ever play games on their phone?
9 How many times a week _____ you do exercise?
10 Which TV programmes _____ you watch every week?
11 What _____ your best friend do?
12 Where _____ your brother go at the weekends?

2 Match questions 1–12 with answers a–l.

a I'm not really sure. I think she likes cake! _____
b She's got a flat in Gower Street. _____
c Usually at the weekend. We go out to a restaurant. _____
d No, I only cook for my wife and two children. _____
e I watch a lot of programmes about animals. _____
f Every ten minutes! I'm always on my phone. _____
g Every day. I cycle to and from work. It takes 30 minutes. _____
h I'm not sure! I think he often goes for a swim at the beach. _____
i Yes, when he travels. _____
j No-one. I'm usually at home alone. _____
k He's a bank manager. _____
l Ten to twelve hours a day. He's a doctor. _____

3 Work in pairs. Take turns to ask and answer five questions from Exercise 1.

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3C Grammar 2 Present simple questions

Student A

The life of a concert lover



Abi loves all kinds of music. She goes to [1]_____ (How many?) concerts a week. That means that she goes to over 70 concerts a year!

Abi spends [2]_____ (How much?) a year on concert tickets. She sometimes goes to concerts with her university friends but she often goes alone. Abi and her friends like different music.

Abi goes to both big and small concerts. The tickets for big concerts cost between [3]_____ (How much?). The tickets for small concerts cost between £10 and £20.

Abi buys [4]_____ (What?) at big, important concerts. She spends about £300 a year on T-shirts. It's an expensive hobby!

Not all the concerts are good, but Abi feels [5]_____ (How?) at every one. She forgets about her everyday life. She takes a lot of photos at the concert. The next day she feels really tired but that's OK. She looks at [6]_____ (What?) and remembers the music.

Student B

The life of a concert lover



Abi loves [1]_____ (What kind of?) music. She goes to one or two concerts a week. That means that she goes to [2]_____ (How many?) concerts a year!

Abi spends over £1000 a year on concert tickets. She sometimes goes to concerts with her [3]_____ (Who?) but she often goes alone. Abi and her friends like different music.

Abi goes to both big and small concerts. The tickets for big concerts cost between £50 and £200. The tickets for small concerts cost between [4]_____ (How much?).

Abi buys clothes at big, important concerts. She spends about [5]_____ (How much?) a year on T-shirts. It's an expensive hobby!

Not all the concerts are good, but Abi feels happy at every one. She forgets about her everyday life. She takes a lot of photos at the concert. The next day she feels really [6]_____ (How?) but that's OK. She looks at her pictures and remembers the music.

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Do you ever _____ video games online?	How often do you _____ to the cinema?	Do you ever _____ to music at school/work?
How often do you _____ football?	How often do you _____ board games?	How often do you _____ to concerts?
Do you ever _____ to the theatre?	Do you ever _____ TV in the morning?	How often do you _____ films?
Do you ever _____ to rock music?	How often do you _____ videos online?	How often do you _____ sports on TV?
How often do you _____ to the gym?	How often do you _____ on holiday?	How often do you _____ shopping for clothes?

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4A Grammar 1 *there is/are*

1 Are these sentences are correct or incorrect? Rewrite the incorrect sentences.

1 There's a lot of shops in my city.
There are a lot of shops in my city.

2 There isn't any stadium in my town.

3 There's a cinema in my city.

4 There isn't a post office near here.

5 There's two hospitals in my area.

6 There are a parks where I live.

7 There aren't some offices in this part of the city.

8 There is any car park near my building.

9 There are some shops near here.

10 There aren't a sports centre in my town.

11 There's a small train station in my town.

12 There are a castles in my country.

13 There's some big theatre in my city.

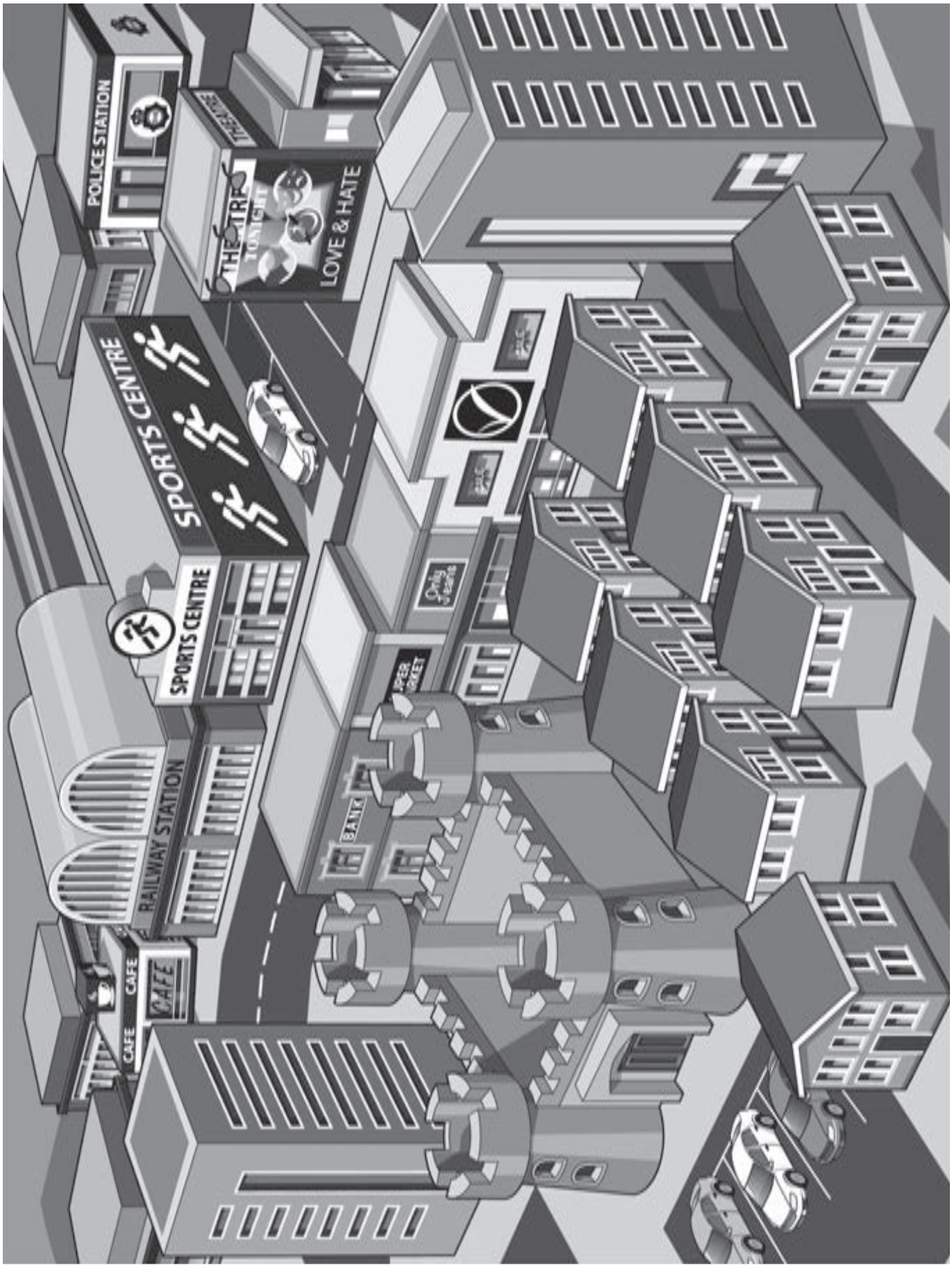
14 There's a bus station in my town.

15 There aren't a lot of restaurants where I live, just one or two.

2 Work in pairs. Which of the sentences in Exercise 1 are true for you?

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4A Grammar 2 *there is/are*



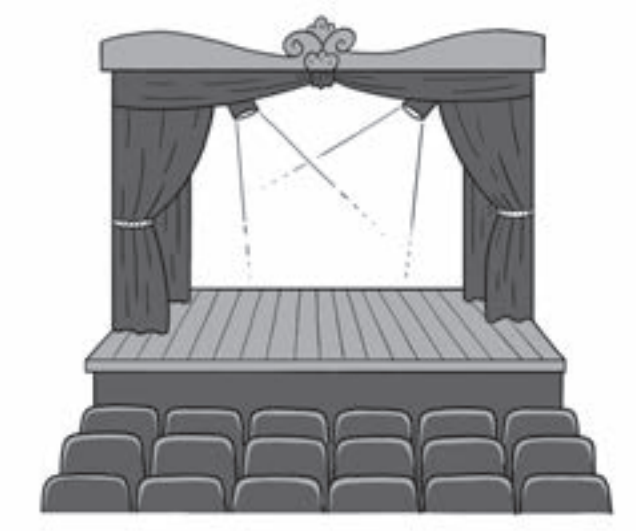
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4A Vocabulary Places in a city

Student A

1 Read the sentences to Student B. Student B will choose the correct words.

1 There's a great **BEEP!** in town with a gym and swimming pool.
2 You can't leave your car here, but there's a **BEEP!** over there.
3 All the buses stop at the **BEEP!**
4 Is there a **BEEP!** near here? I need to send a letter.
5 There's a really good musical on at the **BEEP!** this weekend.
6 There are a lot of **BEEP!** in my town that sell clothes.



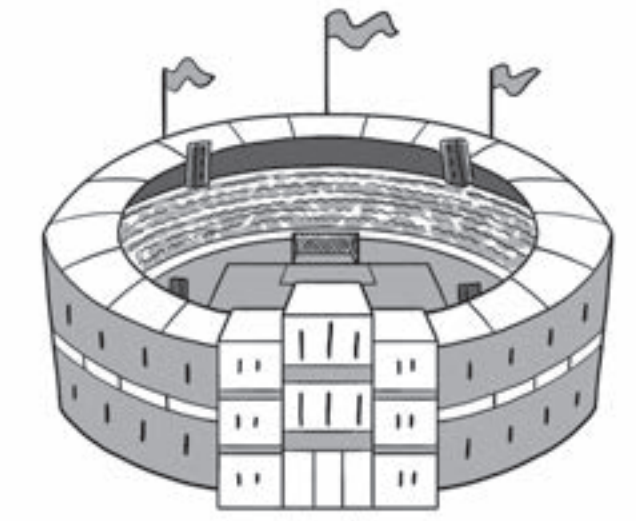
2 Listen to Student B's sentences. Find the correct words in the box.

castle	garage	offices	police station	stadium	train station

Student B

1 Read the sentences to Student A. Student A will choose the correct words.

1 Oh no! My car doesn't work. I need to take it to the **BEEP!**
2 The company is in those **BEEP!** over there.
3 Let's visit the old **BEEP!** It's got an interesting history.
4 My football team play at the **BEEP!** every Saturday.
5 My train arrives at the **BEEP!** at 6 p.m.
6 I live near a **BEEP!** so my street is very safe.



2 Listen to Student A's sentences. Find the correct words in the box.

bus station	car park	post office	shops	sports centre	theatre

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4B Grammar 1 Articles

1 Complete the descriptions with *a, an, the* or no article (–).

A

I live in [1]_____ old house. There are five bedrooms upstairs, so we all have our own room (I have [2]_____ sister and two brothers). There's a living room and [3]_____ kitchen downstairs. [4]_____ kitchen is very big, with a lot of [5]_____ cupboards. In [6]_____ morning, we all have [7]_____ breakfast in the kitchen before we go to [8]_____ work or school.





B

We live in [1]_____ small flat in [2]_____ centre of the city. [3]_____ furniture is all very modern and [4]_____ heating is great, so we don't get cold in [5]_____ winter! We haven't got [6]_____ garden, but there's [7]_____ park very near to us. We often go there at [8]_____ weekend.

C

I live in [1]_____ small house in [2]_____ small town. [3]_____ house is very modern, it's only ten years old. There are two bedrooms upstairs, and [4]_____ living room, [5]_____ hall and [6]_____ small kitchen downstairs. [7]_____ living room is very comfortable and we've got [8]_____ big sofa. I really like our house.



2 Work in pairs and discuss the questions.

1 Are any of the places in Exercise 1 similar to where you live?
2 Which of the places would you like to live in? Why?

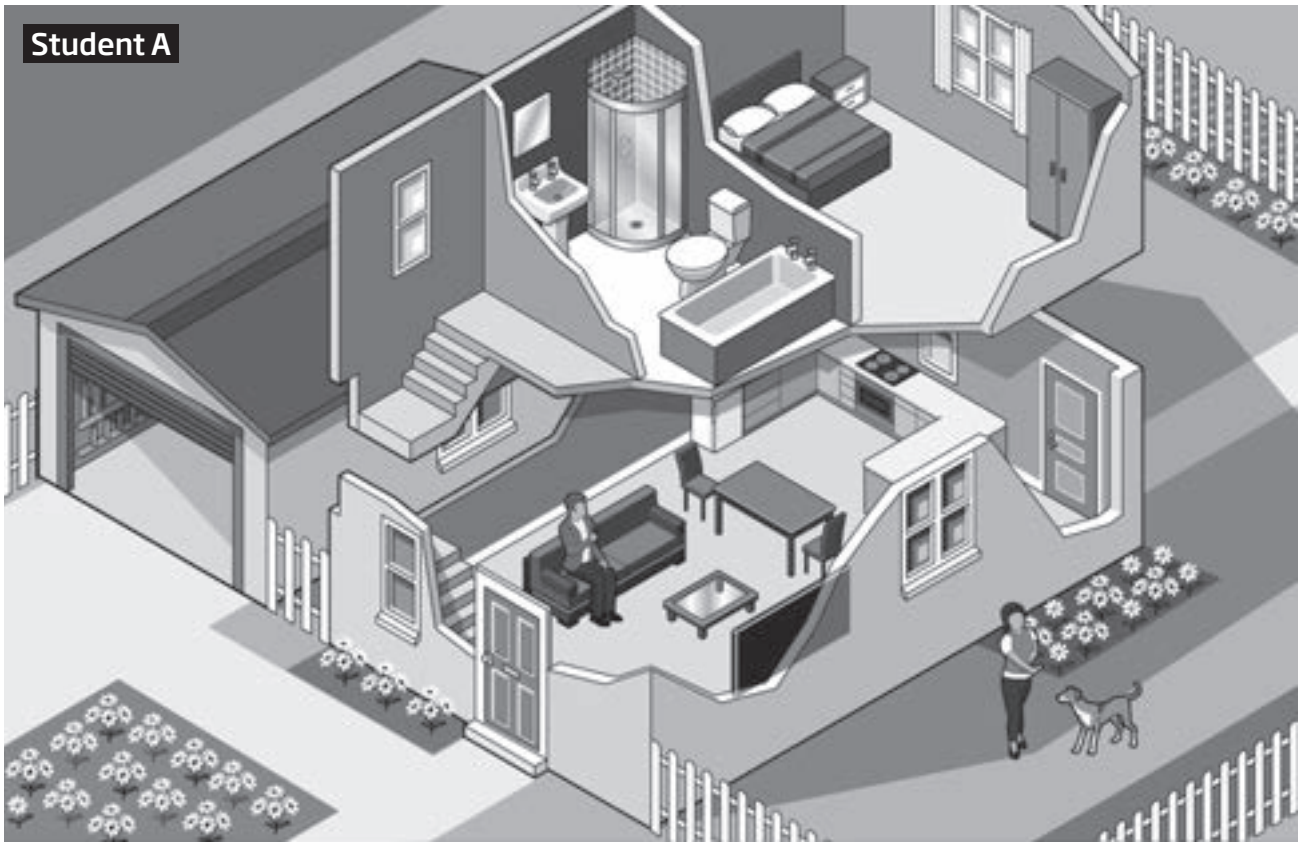
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I play football at _____ weekend.	We usually cook _____ food outside in summer.	I like _____ sushi.
She goes to _____ work early.	That's _____ useful book.	There's _____ old table in the kitchen.
There's a small bedroom and a big bedroom. _____ small bedroom's mine.	Why is your book on _____ floor?	You can work at _____ home today.
There are _____ things all over the floor!	Is there _____ shower in the flat?	I live in _____ big house.
_____ front door is open!	I usually watch TV in _____ evening.	I don't like _____ small houses.
What do you usually do at _____ school?	We need _____ new carpet.	This is _____ lovely, comfortable sofa.

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4B Vocabulary Things in a home

Student A



Student B



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4C Grammar 1 *need* + noun, *need* + infinitive with *to*

1 Make sentences with need using the prompts.

1 We / invite people _____
2 You / your sunglasses _____
3 We / start /a fire _____
4 I / take a tent _____
5 You / not / warm clothes _____
6 I / some party food _____
7 I / not / my phone charger _____
8 I / some money for an ice cream _____
9 You / study for the exam _____
10 We / make a cake _____
11 I / do my homework _____
12 You / some swimming shorts _____
13 We / backpack to carry everything _____
14 They / some books _____
15 You / some good music _____
16 I / blanket to keep warm _____
17 We / take some sun cream _____
18 We / listen to the teacher _____
19 You / not / buy me a present _____
20 We / a map _____

2 Match the sentences 1–20 with situations a–d.

a going to the beach _____
b planning a party _____
c studying at school _____
d going camping _____

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4C Grammar 2 *need* + noun, *need* + infinitive with *to*



start a new job
- *I / know about the company*
- *I / laptop*
- *I / not / new clothes*
- *I / find my desk*

go on holiday
- *I / book a hotel*
- *I / sun cream*
- *I / pack my suitcase*
- *I / not / my laptop*

move to a new house
- *I / pack my things*
- *I / big boxes*
- *I / friends to help me*
- *I / not / new furniture*

go somewhere very cold
- *I / warm clothes*
- *I / start a fire*
- *I / not / shorts*
- *I / eat hot food*

go somewhere very hot
- *I / water*
- *I / not warm clothes*
- *I / stay cool*
- *I / drink lots of water*

learn to drive
- *I / a car*
- *I / practise driving*
- *I / have lessons*
- *I / not study*

cook a meal for six people
- *I / buy lots of food*
- *I / not much time to prepare*
- *I / lots of dishes*
- *I / plan the cooking*

go to the gym
- *I / take some water*
- *I / sports clothes*
- *I / learn how to use the machines*
- *I / not music*

play football
- *I / ball*
- *I / some friends to play with*
- *I / know how to play*
- *I / not / be very fit*

paint a picture
- *I / paint*
- *I / quiet place*
- *I / not / be good at art*
- *I / know how to paint*

go online
- *I / have an internet connection*
- *I / a computer or laptop*
- *I / not / work*
- *I / website address*

have a party
- *I / invite people*
- *I / not / cook*
- *I / food and drink*
- *I / tell my neighbours first*

do your homework
- *I / quiet place to study*
- *I / know the subject*
- *I / books*
- *I / not / my computer*

go to a concert
- *I / buy a ticket*
- *I / not / arrive early*
- *I / friends to go with me*
- *I / water*

go to the cinema
- *I / ticket*
- *I / choose a film*
- *I / arrive there on time*
- *I / not / my phone*

learn to play the guitar
- *I / not / teacher*
- *I / practise every day*
- *I / guitar*
- *I / know some music*

meet friends
- *I / know where and when*
- *I / a good place to meet*
- *I / not / money*
- *I / call them firs.*

learn English
- *I / good teacher*
- *I / dictionary*
- *I / not / understand everything*
- *I / study grammar and vocabulary*

sell your old bike
- *I / clean it*
- *I / take a photo of it*
- *I / advertisement*
- *I / not / a lot of money*

play a video game
- *I / computer*
- *I / know how to play it*
- *I / enjoy it*
- *I / not / be good at it*

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4C Vocabulary Equipment



Student A

You've got:

- a backpack
- some boots
- some gloves
- a mirror
- a map



Student B

You've got:

- some sunglasses
- warm clothes
- a water bottle
- a hat
- some batteries



Student C

You've got:

- a knife
- some cans of food
- a bowl
- a blanket

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5A Grammar 1 Position of adjectives

1 Are these sentences correct or incorrect? Rewrite the incorrect sentences.

1 That man tall over there is my new boss. _____

2 You very happy look today. _____

3 The sea here is quite warm. _____

4 Alex's a nice man. _____

5 I don't know Javier. What does he look? _____

6 My new job's great. I love it! _____

7 Our new dentist has got eyes really blue. _____

8 My daughter's got blonde beautiful hair. _____

9 Look at those really yellow flowers over there. _____

10 Yuma looks angry really. His face is red! _____

11 Brian looks good these days. _____

12 I need to buy a new suitcase for my holiday. _____

13 You've got quiet small hands. _____

14 Oviedo is a city really pretty. _____

15 Whose is that bag orange over there? _____

16 Wear your red shirt to the party. _____

17 Your brother's a good-looking man. _____

18 Your car is small quite for a family of four. _____

19 Vanessa looks like really tired. _____

20 What does your sister look like? _____

2 Work in pairs. Make true sentences about you using the adjectives in Exercise 1.

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5A

Grammar 2 Position of adjectives

1 is / a / old / My / lady / neighbour / nice .

2 Lawrence! / looks / Your / like / Jennifer / sister

3 the / hair / Who's / woman / that / with / grey / ?

4 got / green / really / She's / eyes / beautiful / .

5 blonde / got / hair / short / son's / My / .

6 dad / does / like / What / look / your / ?

7 thin / I / quite / think / tall / he's / and / .

8 got / hands! / really / You've / small

9 he's / old, / 39! / My / only / looks / teacher / but

10 man / doctor's / middle-aged / a / Our / good-looking / .

1 is / a / old / My / lady / neighbour / nice .

2 Lawrence! / looks / Your / like / Jennifer / sister

3 the / hair / Who's / woman / that / with / grey / ?

4 got / green / really / She's / eyes / beautiful / .

5 blonde / got / hair / short / son's / My / .

6 dad / does / like / What / look / your / ?

7 thin / I / quite / think / tall / he's / and / .

8 got / hands! / really / You've / small

9 he's / old, / 39! / My / only / looks / teacher / but

10 man / doctor's / middle-aged / a / Our / good-looking / .

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5A Vocabulary Appearance





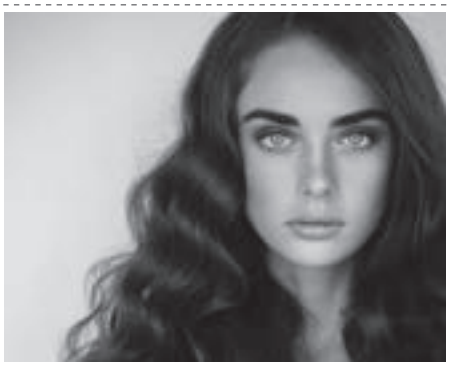













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5B Grammar 1 *was/were*

1 Choose the correct alternatives to complete the conversations.

1 **A:** Where [1]*was/were* you last night?
B: I [2]*was/were* out with Jack. We [3]*was/were* at a concert.
A: [4]*Was/Were* it good?
B: Well, the first singer [5]*wasn't/weren't* very good but the second [6]*was/were* amazing!

2 **A:** Oh, hey! How [7]*was/were* your the meeting?
B: It [8]*was/were* really boring! There [9]*was/were* also a lot of people there, so the room [10]*was/were* really hot!
A: Sounds awful!
B: It [11]*was/were*!

3 **A:** Who [12]*was/were* your favourite teacher at school?
B: There were two. Mrs Greene and Mr Rose.
A: Why [13]*was/were* they your favourites?
B: Because they [14]*was/were* very funny.
A: My favourite teacher [15]*was/were* Mr Jackson. He [16]*wasn't/weren't* funny but his classes [17]*was/were* really interesting.

4 **A:** [18]*Was/Were* you and your brothers good students?
B: Hmm. Ed and I [19]*was/were*, but Steven [20]*wasn't/weren't*.
A: [21]*Was/Were* he lazy?
B: Yeah, but it [22]*wasn't/weren't* just him. All of his friends [23]*was/were*.

5 **A:** How [24]*was/were* your weekend?
B: It [25]*was/were* good, thanks. We [26]*was/were* at the park all day yesterday.
A: Oh, right. My friends [27]*was/were* there, too.
B: Where [28]*was/were* you?
A: I [29]*was/were* at home. I [30]*wasn't/weren't* very well.
B: Oh, no! Are you OK now?
A: Yes, I am, thanks.

2 Work in pairs. Practise saying the conversations in Exercise 1.

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5B Grammar 2 *was/were*

Student A







Student B







Student C







Student D







Whose email is this?

Hi!

It's good here. The weather's fantastic. The hotel's OK – the rooms are small and the food in the restaurant is awful, but the staff are friendly. The beach is beautiful, and we are usually alone there!

See you soon!

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5B Vocabulary Adjectives to describe experiences

Experience	My answer
an exciting activity	
an awful experience	
a brilliant day out	
a horrible meal	
a boring sport	
a great actor	
an excellent film	
an amazing person	
a perfect meal	
a cool place	
a terrible day out	
an OK singer	
a lovely person	
an interesting place	
a nice café or restaurant	

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5C Grammar 1 *can/can't* for ability

1 Complete the conversations with *can* or *can't*.

1 **A:** [1] _____ you swim?
B: Yes, I [2] _____, but I [3] _____ swim very fast. I'm really slow.

2 **A:** Where [4] _____ I buy some batteries near here?
B: There's a supermarket down the road. You [5] _____ probably get some from there.

3 **A:** I [6] _____ open this door. Help!
B: Let me try. No, I [7] _____ do it either. I think we need a key.

4 **A:** [8] _____ Robbie drive?
B: No, he [9] _____, but he [10] _____ ride a motorbike.

5 **A:** I [11] _____ do this exercise. I don't understand it.
B: Sorry, I [12] _____ help you. I don't understand it either!

6 **A:** Are you hungry? I [13] _____ make you a sandwich.
B: Oh no, that's OK. I [14] _____ get something from the bakery on my way home.

7 **A:** [15] _____ you speak any other languages?
B: No, I [16] _____, but my wife [17] _____ speak a bit of French.

8 **A:** I've got a problem. [18] _____ you help me with it?
B: I [19] _____ try.

9 **A:** [20] _____ Rakesh come to the party next week?
B: No, he [21] _____. He's at a conference.

10 **A:** Where [22] _____ I find a bathroom?
B: There's one near the kitchen that you [23] _____ use.

2 Work in pairs and follow the instructions.

1 Student 1, read A's lines in conversations 1–5. Student 2, try to remember B's replies without looking at your worksheet.
2 Student 2, read A's lines in conversations 6–10. Student 1, try to remember B's replies without looking at your worksheet.

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5C Grammar 2 *can/can't* for ability


skateboard


paint or draw


cook a meal for four


make something with wood


run 10 km


touch your toes


write with your left hand


ice skate


fix a car


ride a bike


play the piano


speak three languages


climb a mountain


bake a cake


surf


play chess

TRUTH	**LIE**
TRUTH	**LIE**

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5C Vocabulary Skills

Find someone who ...	Name	More information
1 can *bake*/*cook* a cake.		
2 can *drive*/*ride* a motorbike.		
3 can *bake*/*make* spaghetti.		
4 can *say*/*speak* more than two languages.		
5 can *listen*/*play* a musical instrument.		
6 can *climb*/*walk* a tree.		
7 can *cook*/*do* a delicious meal.		
8 can *exercise*/*run* 10 km.		
9 can *count*/*speak* to ten in three languages.		
10 can *know*/*play* chess.		
11 can *speak*/*spell* the word pronunciation.		
12 can *fix*/*make* a problem with a computer.		

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6A Grammar 1 Past simple (regular verbs)

1 Complete the sentences using the past simple form of the verbs in brackets.





1 I _____ (listen) to hip hop music when I was a child.

2 I _____ (not like) vegetables when I was little, but now I love them.

3 I _____ (play) video games with my friends last night.

4 I _____ (cry) when I watched *Titantic* for the first time.

5 I _____ (not work) last summer.

6 My friends and I _____ (dance) a lot last Saturday night.

7 I _____ (not arrive) late to class today.

8 I _____ (study) a lot for my last exam.

9 I _____ (not want) to get up early this morning.

10 I _____ (start) learning English a year ago.

11 I _____ (try) mango for the first time last month.

12 My parent(s) _____ (call) me yesterday.

13 I _____ (not stay) at home last weekend.

14 I _____ (love) festivals when I was a teenager.

15 I _____ (not watch) TV last night.

2 Work in pairs. Discuss whether each sentence in Exercise 1 is true for you.

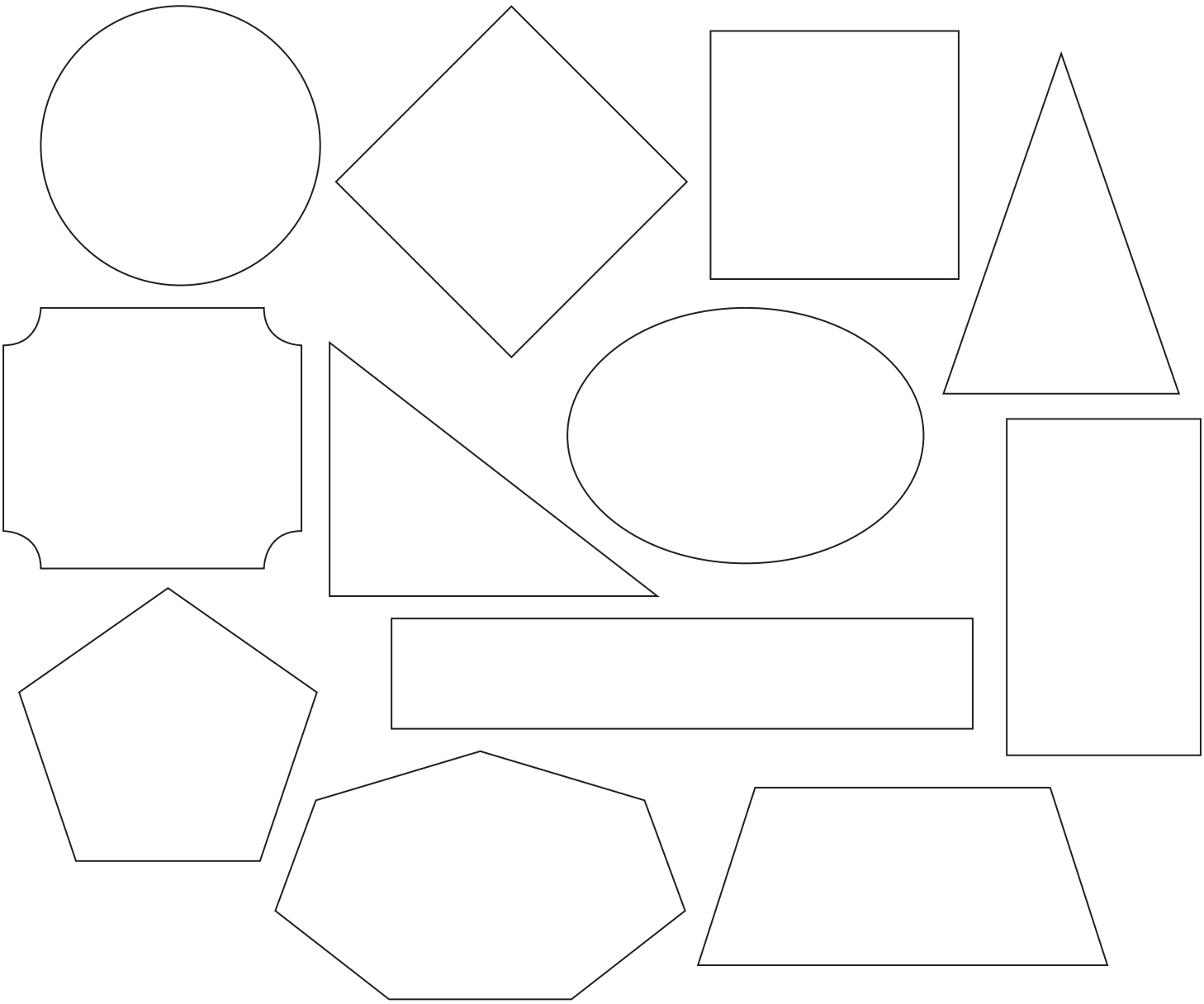
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6A Grammar 2 Past simple (regular verbs)

Write short responses to each bullet in the shapes below.

- the last place you stayed on holiday
- a food you hated when you were a child
- a subject you didn't like at school
- a TV show you enjoyed last week
- the last time you arrived late for class
- the last game or sport you played
- the time you finished work/school most days last week
- the last person you called
- the last time you danced
- the last film you watched that you didn't like
- something you wanted for your last birthday
- the last new sport you tried

fold here



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6A Vocabulary Prepositions

at in inside near next to on outside

September	the building	night	my house
the entrance	2018	9 a.m.	where I work
the city centre	Tuesday	New York	the table
Friday night	the shopping centre	the last day of school	summer
Madrid	the weekend	2 p.m.	the morning
the evening	the floor	the cinema	Saturday morning

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6B Grammar 1 Past simple (irregular verbs)

1 Correct the mistake in each sentence.

1 I buyed a really cheap phone last week. _____

2 I falled over and hurt my leg this morning. _____

3 We didn't went to the supermarket on Sunday because it was closed. _____

4 I leaved home when I was 18. _____

5 I didn't come to school yesterday because I feelt sick. _____

6 She doesn't saw anyone she knew at the party last night. _____

7 I bring my dog to work last Friday. _____

8 Cara drived to work this morning. _____

9 I didn't woke up early today because my alarm clock is broken. _____

10 Jonas catched the last train home last night. _____

2 Match sentences 1–10 with responses a–j.

a Really? It's usually open on Sundays. _____

b Yes, but it's not very good because you can't send messages! _____

c OK, but buy a new one for tomorrow morning! _____

d That's probably why she went home early. _____

e Me too. I lived with friends for a few years. _____

f Oh good, I thought he missed it. _____

g Oh, no! Does it hurt when you walk? _____

h She usually comes to the office by bus. _____

i Are you feeling better today? _____

j Did it sleep all day? _____

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6B Grammar 2 Past simple (irregular verbs)

A great/boring weekend

1 I _____ (wake up) _____ _____.

2 I _____ (catch) _____ _____.

3 I _____ (go) to _____ _____.

4 I _____ (see) _____ _____.

5 I _____ (buy) _____ _____.

6 I _____ (leave) _____ _____.

7 I _____ (make) _____ _____.

8 I _____ (feel) _____ _____.

A great/boring weekend

1 I _____ (wake up) _____ _____.

2 I _____ (catch) _____ _____.

3 I _____ (go) to _____ _____.

4 I _____ (see) _____ _____.

5 I _____ (buy) _____ _____.

6 I _____ (leave) _____ _____.

7 I _____ (make) _____ _____.

8 I _____ (feel) _____ _____.

A great/boring weekend

1 I _____ (wake up) _____ _____.

2 I _____ (catch) _____ _____.

3 I _____ (go) to _____ _____.

4 I _____ (see) _____ _____.

5 I _____ (buy) _____ _____.

6 I _____ (leave) _____ _____.

7 I _____ (make) _____ _____.

8 I _____ (feel) _____ _____.

A great/boring weekend

1 I _____ (wake up) _____ _____.

2 I _____ (catch) _____ _____.

3 I _____ (go) to _____ _____.

4 I _____ (see) _____ _____.

5 I _____ (buy) _____ _____.

6 I _____ (leave) _____ _____.

7 I _____ (make) _____ _____.

8 I _____ (feel) _____ _____.

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took	bought	left	brought
went	felt	sat	caught
saw	threw	drove	woke up
take	buy	leave	bring
go	feel	sit	catch
see	throw	drive	wake up

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6C Grammar 1 Past simple (questions)

1 Write a past simple question for each answer. Use the underlined words to help you.

1 I arrived at school at 1 p.m. today.
What time did you arrive at school today?

2 I went to the cinema last weekend.

3 I woke up at 5 a.m. this morning.

4 No, I didn't drive here today.

5 I went to school in London.

6 Yes, I listened to music this morning.

7 I spent most of my time with my girlfriend last weekend.

8 I watched comedy films when I was a child.

9 I played tennis last night.

10 No, I didn't have breakfast this morning.

11 I started learning English because I needed it for my job.

12 I liked ice cream, chocolate and fruit when I was a child.

2 Work in pairs. Ask and answer the questions about you.

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6C Grammar 2 Past simple (questions)

Student A

You're a travel magazine reporter. You want to interview someone who visited ten European cities in three months using one of the types of transport in the pictures. Prepare your questions using the prompts and your own ideas.

Think about:

- where he/she went
- how he/she travelled
- who he/she went with
- where he/she stayed
- how long he/she stayed in each city
- what he/she did in each city
- what he/she liked
- what he/she did not like
- what he/she ate
- which city was his/her favourite city and why

Think of some more questions to ask.



on foot



on a skateboard



on a bike



on a scooter

Student B

You travelled to ten European cities in three months using one of the types of transport in the pictures. A travel magazine reporter wants to interview you. Prepare your answers for the interview.

Think about:

- where you went
- how you travelled
- who you went with
- where you stayed
- how long you stayed in each city
- what you did in each city
- what you liked
- what you did not like
- what you ate
- which city was your favourite city and why

Think of three more things to tell the reporter.



on foot



on a skateboard



on a bike



on a scooter

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6C Vocabulary Verbs + prepositions

1 Match the sentence halves.

1	I talked ...	a	with her grandparents when she was young.
2	Christina lived ...	b	to Warsaw by car.
3	My parents danced ...	c	to my friend's house.
4	I walked two miles ...	d	as a receptionist last week.
5	We moved ...	e	to our new flat last year.
6	I listened ...	f	to Maya tell me about her new job.
7	We travelled ...	g	to my mum on the phone for an hour last night.
8	Elif went ...	h	with some old friends last night.
9	I met up ...	i	to school in Istanbul.
10	Tim worked ...	j	with each other at the party.

2 Write new endings for sentence beginnings 1–10 in Exercise 1. Use the correct prepositions.

1 I talked _____

2 Christina lived _____

3 My parents danced _____

4 I walked two miles _____

5 We moved _____

6 I listened _____

7 We travelled _____

8 Elif went _____

9 I met up _____

10 Tim worked _____

3 Work in pairs and compare your new sentences.

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7A Grammar 1 Countable and uncountable nouns; *some, any, lots of* and *a lot of*

1 Complete the conversations with one word in each gap.

1 **A:** [1]_____ there any orange juice in the fridge?
B: Err, no I don't think so. Why?
A: I really want [2]_____ .
B: Let's go to the supermarket. I need to get a [3]_____ of other things too.

2 **A:** Can we have pasta for dinner?
B: Yeah, OK. But have we got [4]_____ tomatoes?
A: Yeah, there [5]_____ some in the fridge. We've also got [6]_____ onion and [7]_____chicken.
B: OK, so chicken pasta then. Sounds good!

3 **A:** We need [8]_____ vegetables to put in the soup.
B: I know, but we haven't got [9]_____ .
A: I think there [10]_____ some peas in the freezer.
B: Oh, yeah. There are [11]_____ of carrots in here too. Good.

4 **A:** What do you want for breakfast?
B: [12]_____ there any cereal?
A: Yes, but we haven't got [13]_____ milk. Sorry. But there [14]_____ some bread.
B: OK, great! I'll have some toast and [15]_____ cup of coffee, please.

5 **A:** I put a [16]_____ of sugar in your tea. Is that right?
B: Yeah, thanks. I know it's bad for me, but I like it.
A: There [17]_____ some little cakes here, too.
B: Oh lovely, more sugar. Thank you!

6 **A:** Have you got [18]_____ money on you?
B: About £20. Why?
A: I'd like to buy [19]_____ water but I haven't got my wallet with me.
B: No problem, I can buy you [20]_____ bottle.

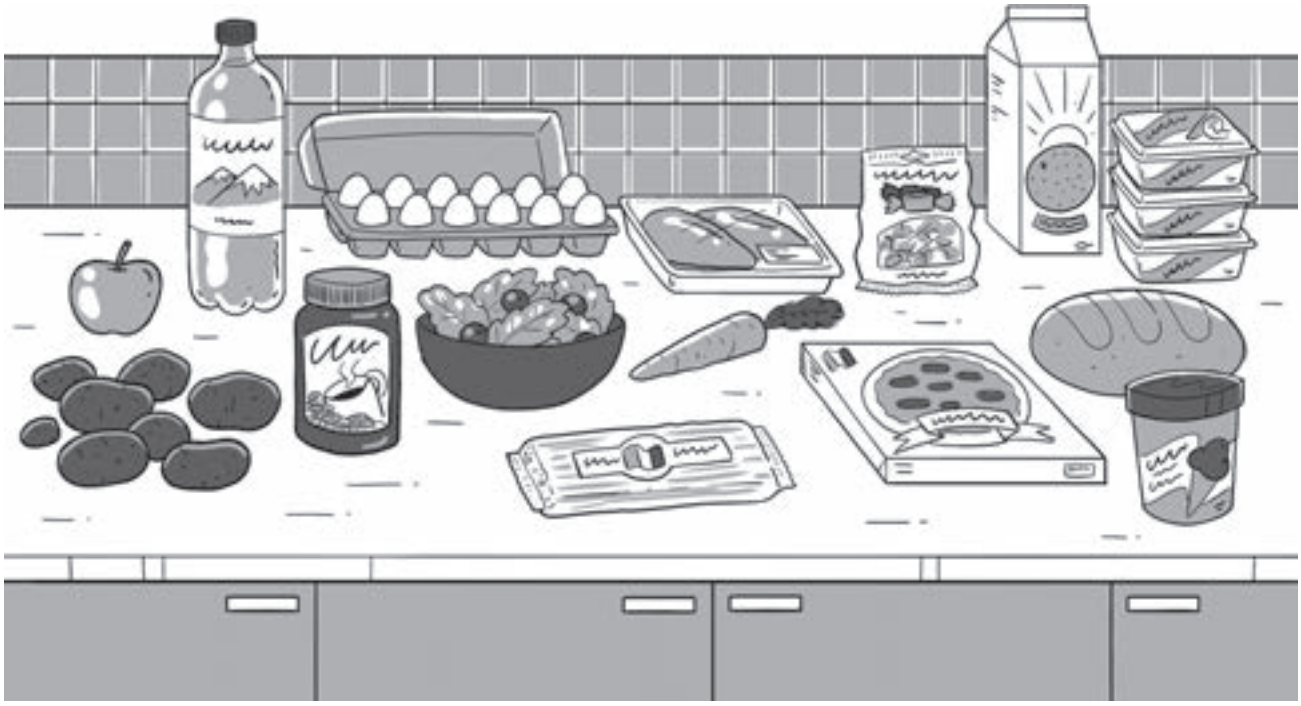
2 Work in pairs and practise the conversations.

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7A Grammar 2 Countable and uncountable nouns; *some*, *any*, *lots of* and *a lot of*

Student A

Find ten differences between your picture and your partner's picture.



Student B

Find ten differences between your picture and your partner's picture.



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7A Vocabulary Food and drink

Student A

1 Complete the text with the words in the box.

beans	chicken	coffee	eggs	
frozen food	fruit	ice cream	juice	
meat	pasta	rice	salad	



Ying Wang needs to be really strong in her sport. For breakfast, she has three [1]_____ on brown toast and some [2]_____ . She drinks some [3]_____ . In the middle of the morning, she eats a [4]_____ sandwich. For lunch, she has fish with [5]_____ . In the afternoon, she has some fruit. In the evening, she eats some [6]_____ with potatoes and green [7]_____ . She sometimes has brown [8]_____ or [9]_____ . She drinks [10]_____ , water and special sports drinks. Ying loves [11]_____ , but she only eats it when she wins a competition. She never eats [12]_____ .

2 Work with Student B. Ask and answer questions to check your answers to Exercise 1.



Mario Rossi sometimes cycles 100 km in one day. He usually has brown toast with some eggs for breakfast. He drinks a glass of juice and some coffee. For lunch, he has a chicken sandwich and a salad with some nuts in it. In the evenings, he eats some fish with potatoes, brown rice or pasta and lots of vegetables. Then he has some ice cream for dessert. He eats three meals a day, but he also has four or five snacks of fruit, nuts, cereal and milk. He drinks a lot of water and some green tea. He only has soft drinks. He doesn't eat any chocolate or sweets.

Student B

1 Complete the text with the words in the box.

chicken	coffee	fish	juice	pasta
rice	salad	soft drinks	sweets	tea
vegetables				



Mario Rossi sometimes cycles 100 km in one day. He usually has brown toast with some eggs for breakfast. He drinks a glass of [1]_____ and some [2]_____ . For lunch, he has a [3]_____ sandwich and a [4]_____ with some nuts in it. In the evenings, he eats some [5]_____ with potatoes, brown [6]_____ or [7]_____ and lots of [8]_____ . Then he has some [9]_____ for dessert. He eats three meals a day, but he also has four or five snacks of fruit, nuts, cereal and milk. He drinks a lot of water and some green [10]_____ . He only has [11]_____ . He doesn't eat any chocolate or [12]_____ .

2 Work with Student A. Ask and answer questions to check your answers to Exercise 1.



Ying Wang needs to be really strong in her sport. For breakfast, she has three eggs on brown toast and some fruit. She drinks some coffee. In the middle of the morning, she eats a chicken sandwich. For lunch, she has fish with salad. In the afternoon, she has some fruit. In the evening, she eats some meat with potatoes and green beans. She sometimes has brown rice or pasta. She has some yoghurt and some nuts for dessert. She drinks juice, water and special sports drinks. Ying loves ice cream, but she only eats it when she wins a competition. She never eats frozen food.

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7B Grammar 1 *How much/How many?* + quantifiers

1 Choose the correct alternatives to complete the conversations.

1 **A:** How *many/much* chairs do we need for the meeting?
B: We need *a lot/a little*. Maybe twenty.
A: OK, no problem. There are some in rooms 8 and 9, and *a few/a little* in room 10. We can use those.

2 **A:** We need *some/many* more bread.
B: How *many/much* do we need? I can go and get some.
A: We don't need *a little/a lot*. I just need to make three sandwiches.

3 **A:** There are *a little/a lot of* apples on the tree in the garden. Take one for your lunch.
B: Oh, thanks. Can I take *a few/a little*? Then I can make an apple cake.
A: Yes, please do! Take *a lot/lots of*. Then you can make me one, too!

4 **A:** How *many/much* money do we need for the car park?
B: *None/Some*. It's free.
A: Oh great! How *many/much* time do we get there?

5 **A:** There are *a few/a lot of* people here today.
B: Yeah, it's really busy. There weren't *any/none* yesterday. It was very quiet.
A: It's Saturday today. There are usually *lot/lots of* people here on a Saturday.

6 **A:** How *many/much* potatoes do you want?
B: *None/Some*. I only want meat!
A: Oh, are you sure? I cooked *a lot of/much* them.

7 **A:** How *many/much* milk do you want in your tea?
B: Just *a few/a little*, thanks.
A: Good. We don't have *many/much* left!

8 **A:** There isn't *any/many* ice cream left. I ate all of it, sorry!
B: That's OK. I've got a *little/some* sweets in my bag.
A: Oh, can I have one? I don't eat *many/much* sweets these days. Only ice cream!

9 **A:** Sorry, I haven't got *some/any* time to watch a film tonight.
B: That's OK. I've got *a few/lots of* homework I can do.
A: I can help you tomorrow. I've got *a few/a little* time then.

10 **A:** I've got *a few/a little* ideas for Liam's birthday party.
B: I've got *some/much*, too.
A: Great! Together we'll have *a lot of/much* ideas!

2 Work in pairs. Ask each other four questions, two which start with *How much ...?* and two which start with *How many ...?*

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7B Grammar 2 *How much/How many?* + quantifiers

Student A

1 Complete the questions with *much* or *many*.

1 How _____ rooms are there in your house? _____

2 How _____ music do you have on your phone? _____

3 How _____ water do you drink every day? _____

4 How _____ mobile phones do you have? _____

5 How _____ TVs do you have at home? _____

6 How _____ money do you have in your pocket? _____

7 How _____ people live in your house? _____

8 How _____ fruit do you eat every day? _____

2 Listen to your partner's questions and give the correct answer (a–h).

a Just one of each.

b None. My parents didn't have any brothers or sisters.

c We have two. The red one is mine and the white one is my wife's.

d I have a few cups a day.

e I do a little. I go for a walk once a week.

f A lot, usually two or three hours, because I love cooking.

g Two. We have one in April and one in August or September.

h I have it a few times a week. My favourite is chicken.

Student B

1 Complete the questions with *much* or *many*.

1 How _____ cousins do you have? _____

2 How _____ exercise do you do? _____

3 How _____ time do you spend in the kitchen each day? _____

4 How _____ cars does your family have? _____

5 How _____ coffee do you drink every day? _____

6 How _____ holidays do you take each year? _____

7 How _____ brothers and sisters do you have? _____

8 How _____ meat do you eat each week? _____

2 Listen to your partner's questions and give the correct answer (a–h).

a I have some every day, usually a banana and an apple for breakfast.

b Two. One for private use and one for work.

c Not much. About £3!

d A lot. Around two litres.

e A lot. More than 7000 songs.

f Not many. Three including me.

g Four. There's a living room, kitchen, bathroom and bedroom.

h None. I watch programmes on my laptop.

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7B Vocabulary Food containers



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7C Grammar 1 Comparative adjectives

1 Make true sentences using the prompts. Use the correct comparative form of the adjective in brackets.

1 my city / London (big)
London is bigger than my city.

2 cinema tickets / concert tickets (expensive)

3 the city at night / the city in the day (noisy)

4 trains / buses (comfortable)

5 the food I eat / the food my friends eat (healthy)

6 Mondays / Fridays (good)

7 Hollywood films / films from my country (popular)

6 May / September (warm)

9 my house now / my old home (modern)

10 the shops on Saturday / the shops on Sunday (crowded)

11 Tuesdays / for me / Thursdays (busy)

12 The Taj Mahal in India / The Eiffel Tower in France (beautiful)

13 I / my friends (lazy)

14 British food / food from my country. (bad)

15 English pronunciation / English grammar (difficult)

16 TV programmes about animals / TV programmes about people (interesting)

17 people in my city / people in other places (friendly)

18 male drivers / female drivers (safe)

2 Work in pairs. Compare your sentences. Do you agree?

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7C Grammar 2 Comparative adjectives

Card A

It's busier today than it was yesterday.	She's noisier than him.	It was more exciting than this one.
He was faster than me.	My results were worse than yours.	She's shorter than me.
Mine is more modern than yours.	Yours was more expensive than mine.	It's hotter in the afternoon.

Card B

My results were worse than yours.	She's noisier than him.	She's shorter than me.
He's friendlier than me.	She's taller than me.	He was faster than me.
It's hotter in the afternoon.	It was more exciting than this one.	Mine is more modern than yours.

Card C

I'm a year older than you.	Yours was better than mine.	Mine was cheaper than yours.
He was faster than me.	Yours was more expensive than mine.	It's busier today than it was yesterday.
Mine is more modern than yours.	It's more comfortable.	My results were worse than yours.

Card D

Mine is more modern than yours.	Yours was better than mine.	He was faster than me.
She's noisier than him.	I'm a year older than you.	She's taller than me.
It's hotter in the afternoon.	Yours is more popular than mine.	Yours was more expensive than mine.

Card E

I'm healthier than him.	Yours was more expensive than mine.	I'm a year older than you.
Yours was better than mine.	It's busier today than it was yesterday.	She's taller than me.
My results were worse than yours.	She's noisier than him.	It was more exciting than this one.

Card F

It's more comfortable.	Yours was better than mine.	She's noisier than him.
She's shorter than me.	Mine was cheaper than yours.	I'm healthier than him.
It's hotter in the afternoon.	Yours is more popular than mine.	My results were worse than yours.

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7C Vocabulary Describing places to eat

I prefer crowded restaurants.

True: _____

False: _____

I like new, very modern cafés.

True: _____

False: _____

I always order healthy food when I go to a restaurant or café.

True: _____

False: _____

I order expensive food when I eat out.

True: _____

False: _____

I prefer dark restaurants without much light.

True: _____

False: _____

I prefer large, bright restaurants.

True: _____

False: _____

I enjoy eating strange food.

True: _____

False: _____

I only go to cool cafés.

True: _____

False: _____

I don't like noisy restaurants.

True: _____

False: _____

I only go to cafés with fresh food.

True: _____

False: _____

My favourite café is very popular.

True: _____

False: _____

I prefer small cafés, not large ones.

True: _____

False: _____

Comfortable seats are important for me in a restaurant.

True: _____

False: _____

The cafés and restaurants in this area are very nice.

True: _____

False: _____

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8A Grammar 1 Present continuous

1 Write a sentence for each picture. Use the verbs in the box.

cook	dance	drive	eat	have	listen	play	read	run	shop	~~swim~~	watch	work

1

She *'s swimming* in a lake.

2

We _____ dinner.

3

He _____ video games.

4

I _____ home.

5

They _____ .

6

He _____ dinner.

7

They _____ TV.

8

She _____ a book.

9

I _____ .

10

We _____ pizza.

11

She _____ hard.

12

She _____ to music and _____ .

2 Work in pairs. Discuss what these people are doing at the moment.

- you
- the teacher
- someone in your family (who?)
- your friend (who?)
- people outside the classroom/in the street

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8A Grammar 2 Present continuous

START

a supermarket

You ...



I ...



a classroom

We ...



You ...



They ...





I ...



He ...



They ...



a concert

We ...



at home

a café



You ...



We ...



a park

They ...



a party

We ...



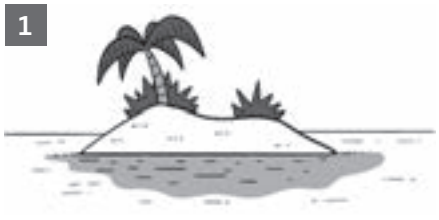
FINISH

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8A Vocabulary Geography

Find the words for pictures 1–9 in the wordsearch. Write the correct word next to the pictures.

A	G	I	M	O	U	N	T	I	W	G	S	B	H	D
T	U	C	O	U	N	T	R	Y	S	I	D	E	S	S
R	M	A	U	S	P	N	I	S	I	S	Y	A	C	C
A	P	S	N	O	A	S	V	Y	O	D	E	C	O	S
P	T	F	T	A	T	R	E	S	S	I	D	H	R	G
S	F	L	A	K	A	R	R	E	J	I	R	H	W	E
T	I	O	I	I	S	A	H	F	G	B	D	E	A	Y
H	E	U	N	N	D	E	A	G	I	O	P	E	S	I
D	D	H	A	A	R	O	T	E	I	I	S	L	A	B
S	C	G	A	R	A	I	E	L	E	S	S	E	S	W
G	S	R	S	E	T	R	T	R	A	L	D	E	S	P
V	W	A	T	E	R	J	S	E	E	A	D	S	E	A
F	K	T	B	V	E	X	H	K	J	N	L	K	E	A
A	W	S	W	A	E	T	H	R	O	D	P	Y	K	I
A	A	S	I	T	S	N	P	T	F	G	X	S	Y	R

1 

island

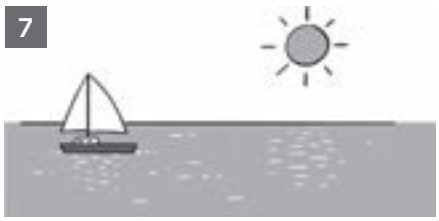
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3 

4 

5 

6 

7 

8 

9 

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8B Grammar 1 Present simple and present continuous

1 Complete the conversations with the present simple or present continuous forms of the verbs in brackets.



1 **A:** What's the weather like where you are at the moment?
B: It [1] _____ (rain) outside and it's really cold.
A: Oh no, sorry to hear that! What [2] _____ you [3] _____ (do) now then?
B: I [4] _____ (watch) TV. Usually I [5] _____ (play) tennis with a friend on Tuesdays but I can't today because of the weather.

2 **A:** Where [6] _____ you [7] _____ (work)?
B: I usually [8] _____ (work) in an office in the city centre but this week I [9] _____ (work) from home.
A: What [10] _____ you [11] _____ (do)?
B: I [12] _____ (be) a customer service manager.
A: Oh, that's an interesting job.

3 **A:** What are you doing?
B: I [13] _____ (clean) the house.
A: But you never [14] _____ (clean) anything!
B: Yes, I [15] _____ (do)!

4 **A:** Can you help me, Dan? I [16] _____ (try) to download this document.
B: I'm sorry, I'm busy. I [17] _____ (write) this report. I need to finish it before the meeting.
A: No problem, I'll ask someone else.

5 **A:** How are you, Chris?
B: I'm really tired. I [18] _____ (study) really hard at the moment.
A: You always [19] _____ (study) hard!
B: Ha, I know, but we [20] _____ (have) a lot of exams at the moment.
A: That's true. You [21] _____ (not study) today though.
B: No. It's Sunday and I [22] _____ (do) nothing!



6 **A:** Is that Sarah's bike outside?
B: Yes, it is. She usually [23] _____ (cycle) to work, but it [24] _____ (snow) today, so she took the bus.
A: Ah, good idea.

2 Work in pairs and practise the conversations.

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8B Grammar 2 Present simple and present continuous

A

On Mondays you usually _____ (work) in a restaurant. Today it's a national holiday and it's sunny!

It's your birthday and you _____ (play) football in the park with your friends.

B

On Mondays you usually _____ (clean) the house and go shopping. Today it's a national holiday and it's sunny!

You _____ (swim) in the river.

C

On Mondays you usually _____ (work) in an office. Today it's a national holiday and it's sunny!

You _____ (have) lunch with a friend.

D

On Mondays you usually _____ (teach) history at a local school. Today it's a national holiday and it's sunny!

You _____ (play) tennis with your son.

E

On Mondays you usually _____ (study) French at college. Today it's a national holiday and it's sunny!

You _____ (walk) your dog.

F

On Mondays you usually _____ (work) in a shop. Today it's a national holiday and it's sunny!

You _____ (do) yoga with a friend.

G

On Mondays you usually _____ (work) in a hospital. Today it's a national holiday and it's sunny!

You _____ (read) a good book under a tree.

H

On Mondays you usually _____ (work) at home. Today it's a national holiday and it's sunny!

You _____ (eat) a chocolate ice cream.

I

On Mondays you usually _____ (drive) to the city. Today it's a national holiday and it's sunny!

You _____ (listen) to a podcast.

1 _____ usually *works/is working* in a restaurant.
2 _____ *swims/is swimming* in the river today.
3 _____ *has/is having* lunch with a friend at the moment.
4 _____ usually *teaches/is teaching* history at a local school.
5 _____ *studies/is studying* French at college.
6 _____ *works/is working* in a shop.
7 _____ *reads/is reading* a good book under a tree.
8 _____ *eats/is eating* an ice cream.
9 _____ *listens/is listening* to a podcast.
10 It's _____ 's birthday today!

1 _____ usually *works/is working* in a restaurant.
2 _____ *swims/is swimming* in the river today.
3 _____ *has/is having* lunch with a friend at the moment.
4 _____ usually *teaches/is teaching* history at a local school.
5 _____ *studies/is studying* French at college.
6 _____ *works/is working* in a shop.
7 _____ *reads/is reading* a good book under a tree.
8 _____ *eats/is eating* an ice cream.
9 _____ *listens/is listening* to a podcast.
10 It's _____ 's birthday today!

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8B Vocabulary Weather



















































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8C Grammar 1 Superlative adjectives

1 Complete the sentences with the superlative form of the adjectives in brackets.

1 The _____ (good) time of day to study is in the morning.

2 I think cheese is the _____ (delicious) food in the world.

3 The _____ (tall) person in my family is my dad.

4 My sister is the _____ (friendly) person I know.

5 Train is the _____ (easy) way to travel around my city.

6 My mobile phone is the _____ (expensive) thing I've got.

7 The capital city is the _____ (popular) place for tourists to visit in my country.

8 My grandfather is the _____ (old) person in my family.

9 Grammar is the _____ (difficult) part of studying English.

10 Winter is the _____ (bad) season of the year.

11 My bedroom is the _____ (big) room in my house.

12 I live in the _____ (busy) part of my city.

13 My friend is the _____ (happy) person I know.

14 My brother is the _____ (young) person in my family.

15 Bus is the _____ (comfortable) form of transport.

2 Work in pairs and discuss which sentences in Exercise 1 are true for you. Then change the other sentences so that they are true for you.

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8C Grammar 2 Superlative adjectives

cheap	expensive	comfortable	good
bad	easy	old	hot
busy	nice	big	small
fast	popular	beautiful	interesting
form of transport	room in my house	food	person in my family
time of day	season	part of my town/city	sport
person I know	school subject	TV programme	animal
place to eat	place to go shopping	weekend activity	place to go on holiday

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8C Vocabulary Phrases describing travel

1 Complete the sentences with the words in the box.

at back in left took

Last week I went on a trip to Munich for work. I [1] _____ home very early to catch my flight at 7 a.m. When I arrived [2] _____ the airport, I saw my flight was late because of bad weather. I waited for three hours, then finally the flight left. When I arrived [3] _____ the city, I [4] _____ a taxi to the office and had a meeting. After that I went back to the airport and flew home. I finally got [5] _____ to my apartment at 2 a.m. I was very tired!



at by off on

I always go to work [6] _____ bus. Yesterday, when I got [7] _____ the bus it was very busy and there were no seats. It was very hot and uncomfortable so I got [8] _____ early and walked two kilometres to my office. I arrived [9] _____ work late and my manager was angry with me!



at booked got take

Last summer I went on holiday with some friends. We [10] _____ a really nice hotel by the beach and were all excited about the holiday. However, when we arrived [11] _____ the hotel, it was horrible. The rooms were dirty and the hotel wasn't near the beach. We had to [12] _____ a taxi to go anywhere and that was expensive. In the end we left the hotel and came home a few days early. When we [13] _____ back home we decided never to go there again.



2 Work in pairs. Have you ever had any similar experiences? What happened?

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9A Grammar 1 *should/shouldn't*

1 Complete the sentences with the verbs in the box.

count	drink	eat	give	go	look	put on	sleep	speak	take	talk	turn

1 You should _____ for a different one. One that you like.
2 You shouldn't _____ your food so fast!
3 You should go to _____ for an hour or two.
4 You shouldn't _____ to him if he isn't very nice.
5 You should _____ it off for two hours a day.
6 You should _____ a jumper.
7 You shouldn't _____ it any food.
8 You should _____ outside at lunchtime and get some sun.
9 You shouldn't _____ the bus. It's slow. Take the metro.
10 You should _____ slowly from 1 to 100. That always helps me.
11 You should _____ more water.
12 You should _____ to Jon. He's a mechanic.

2 Match the problems a–l with the advice 1–12 in Exercise 1.

a I don't feel very well. _____
b I don't sleep well at night. _____
c It's cold in here. _____
d I don't like my job. _____
e My next-door neighbour isn't very polite. _____
f There's something wrong with my car. _____
g One of my neighbour's cats visits me every evening. _____
h It takes me a really long time to get to work every day. _____
i I feel sick after that meal. _____
j I sit in an office all day, every day. _____
k I'm always on my phone. _____
l I'm always thirsty. _____

3 Work in pairs. Take turns reading out a sentence (a–l) and trying to remember the advice.

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9A Grammar 2 *should/shouldn't*

You want to do more exercise.

You want a tidier house.

You want to get a new job.

You want to become famous.

You want to meet new people.

You want to spend more time outside.

You want to earn more money.

You want to learn more English words.

You want to learn a new skill.

You want to visit more places in your own country.

You want to learn how to cook.

You want to have more fun.

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9A Vocabulary Health

1 Complete the statements in the table with a verb. You have the first letter to help you.

	Disagree → Agree
1 People where I live usually e_____ well.	1 2 3 4 5
2 It's easy to s_____ slim.	1 2 3 4 5
3 It's difficult to k_____ fit.	1 2 3 4 5
4 It's good to s_____ down in the evenings.	1 2 3 4 5
5 We should all d_____ more exercise _____ every day.	1 2 3 4 5
6 We should always w_____ up the stairs in a building.	1 2 3 4 5
7 10.30 p.m. is the best time to g_____ to sleep.	1 2 3 4 5
8 We should all j_____ a gym.	1 2 3 4 5
9 It's better to w_____ around the city than take transport.	1 2 3 4 5
10 It's a good idea to s_____ up and work at your desk.	1 2 3 4 5

2 Do you agree with each statement? Circle the correct number for you.

3 Work in a group. Compare your ideas. Can you agree on a number for each statement?

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9B Grammar 1 *be going to*

1 Complete the conversations with *be going to* and the verbs in brackets.

1

A Rachel [1]_____ (live) in Spain.

B Really? That's great.

A Yeah. She [2]_____ (start) a business there.

B Good for her! Where [3]_____ she _____ (live)?

A She [4]_____ (rent) an apartment near the beach.

B Great. I know where I [5]_____ (go) on holiday next year then!

2

A Hannah and Paul's wedding day is on the 7th July. They just decided on the date.

B Oh, great!

A They [6]_____ (travel) to the Seychelles and get married there.

B Wow, that's expensive. [7]_____ their friends and family _____ (go) with them?

A Yes, they are. They asked me but I [8]_____ (not/go). I don't have the money.

3

A I'm really sorry but I've got a terrible headache.

B Sorry to hear that …

A I [9]_____ (not/come) to work today.

B No problem. Do you need to see a doctor?

A No, I think I [10]_____ (take) some tablets and go to bed.

B OK. Hope you feel better soon.

2 Write your own short conversation about an interesting future plan. Use *be going to*.

3 Work in pairs and practise reading your conversations aloud.

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9B Grammar 2 *be going to*



I _____ tonight.

I _____ next year.

I _____ next summer.

I _____ tomorrow.

I _____ next week.

I _____ on Saturday.

I _____ later this year.

I _____ one year from now.

I _____ tomorrow night.

I _____ the week after next.

I _____ on Thursday.

I _____ in a few year's time.

I _____ on Friday.

I _____ tomorrow evening.

I _____ next month.

I _____ next winter.

I _____ on Sunday.

I _____ next weekend.

I _____ on Wednesday.

I _____ next June.

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9B Vocabulary Future plans

1 Your future plan: buy an expensive camera

2 Your future plan: do more exercise

3 Your future plan: look for a new job

4 Your future plan: learn how to bake

5 Your future plan: talk to more people

6 Your future plan: do an art course

7 Your future plan: save money for a new car

8 Your future plan: learn Chinese

9 Your future plan: get a £500 bonus at work

10 Your future plan: decide where to go on holiday

Worksheet

1 _____ wants to buy an _____.
2 _____ wants to do more _____.
3 _____ wants to look for _____.
4 _____ wants to learn how to _____.
5 _____ wants to talk to more _____.
6 _____ wants to do an _____.
7 _____ wants to save _____.
8 _____ wants to learn _____.
9 _____ wants to get a _____.
10 _____ wants to decide where _____.

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9C Grammar 1 *would like/ want*

1 Correct the mistakes in nine of the sentences.

1 I'd like go to China in the next few years. _____

2 We'd like to buy a bigger house next year. _____

3 Do you would like to get married one day? _____

4 I don't want go to the party tonight. _____

5 William wants to get a new job. _____

6 My parents would like to get a dog. _____

7 Does Alex wants to go to university? _____

8 Ricardo would like to seeing a film tonight. _____

9 I'd really like to go skiing. _____

10 Do Lucas and Samira want to get married? _____

11 Lily would like to speak to you later. _____

12 We'd like to have a dinner party next week. _____

13 Would like you to live in the countryside? _____

14 Yuka likes to go out tonight. _____

15 Do you want to share a pizza? _____

16 Carrie want to speak to you later. _____

17 Would you like to learn another language? _____

18 I want have a long holiday in the summer. _____

2 Write about three things you'd like to or want to do in the future.

3 Work in pairs and compare your ideas.

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9C Grammar 2 *would like/ want*

From: competition@mytravelshop.uk
Subject: You're a winner!

Dear lucky winner,

Congratulations! You've won last month's holiday competition! You now have £10,000 to spend on a holiday anywhere in the world. You can go to Paris to see the Eiffel Tower, New York to see the Statue of Liberty or an island in the Maldives to swim in the beautiful, blue sea. The only place we can't send you is the moon! So, decide where you want to go and what you'd like to do there. Then, email us back and we can book everything for you.

We look forward to hearing from you soon.

Faith Connor
Competition Prize Manager

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Fly to ...						
Afternoon / Evening							Fly back to ...

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Vocabulary Activities with *go*

go bowling



go sightseeing



go climbing



go shopping



go surfing



go swimming



go cycling



go skiing



go horse riding



go snowboarding



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10A Grammar 1 Verb patterns

1 Make sentences and questions using the prompts.

1 I / not mind / clean. *I don't mind cleaning.*

2 I / love / work from home. _____

3 you / mind / work / at the weekend? _____

4 I / not like / shop. _____

5 My mum / like / get up / early. _____

6 My friend / not like / go to parties. _____

7 What / you / like / do / in the evenings? _____

8 My dad / hate / cook. _____

9 you / like / go running early in the morning?

_____

10 I hate / work late. _____

11 I love / study English. _____

12 I / not like / stay / at home / on holiday.

_____

13 What / you / hate / do? _____

14 My brother / hate / travel / train. _____

15 What / you / like / wear / at work? _____

16 you / like / live in your area? _____

17 I love / travel / plane. _____

18 I / not like / swim / the sea. _____

19 I like / eat / healthy food. _____

20 What / you / love read? _____

2 Work in pairs. Discuss the sentences and ask and answer the questions in Exercise 1.

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10A Grammar 2 Verb patterns

I love _____
I like _____
I don't like _____
I don't mind _____
I hate _____

(sport?)

_____
_____
_____

(weekend?)

_____
_____
_____

(get up?)

_____
_____
_____

I love _____
I like _____
I don't like _____
I don't mind _____
I hate _____

(sport?)

_____
_____
_____

(weekend?)

_____
_____
_____

(get up?)

_____
_____
_____

I love _____
I like _____
I don't like _____
I don't mind _____
I hate _____

(sport?)

_____
_____
_____

(weekend?)

_____
_____
_____

(get up?)

_____
_____
_____

I love _____
I like _____
I don't like _____
I don't mind _____
I hate _____

(sport?)

_____
_____
_____

(weekend?)

_____
_____
_____

(get up?)

_____
_____
_____

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10A Vocabulary Housework



1 Complete the sentences with the correct form of the verbs in the box.

clean	cook	do	fix	share	tidy	wash

1 I always _____ up in my house. Nobody else ever touches the dishes!
2 My dad is very good at _____ things. He hates leaving anything broken round the house!
3 I'm happy to _____ for other people. I love making any type of food.
4 I never _____ the laundry in our house.
5 I don't mind _____ the living room. I do it every day because I like it to look nice.
6 When I was a child my mum made me _____ my room every day.
7 I share a house with my sister. We _____ all the bills 50–50.

2 Match sentences 1–7 from Exercise 1 to the quotes a–g.

a 'I once cooked a meal for twelve people. It was a lot of work but everyone said it was delicious!'
b 'It makes me angry, especially if I go away for the weekend. When I come back there are dirty plates and glasses all over the kitchen.'
c 'Every morning I took my clothes off the floor, but usually I just threw them under the bed.'
d 'Gas, electricity, the internet, everything. Sometimes one of us uses more than the other, but I think it's the best thing to do.'
e 'Once our washing machine broke, but he found out what was wrong and made it work again!'
f 'It's also important so you can enjoy it, for example, when you relax and watch TV or read a book.'
g 'I don't know how to use the washing machine! My housemate usually does it for me.' I sometimes offer to help, but he always says it's OK.'

3 Work in pairs. Are any of the quotes true for you?

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10B Grammar 1 *have to / don't have to*

1 Choose the correct option (a or b) for each sentence or question.

1 We don't have to take a present to the party.
- **a** We can take a present if we want to.
- **b** We should buy a present to take.

2 I have to wear a uniform at work.
- **a** I can wear what I want.
- **b** I can't wear what I want.

3 He has to get up early every day.
- **a** He can wake up late.
- **b** He can't wake up late.

4 I have to wear smart clothes at work.
- **a** I can wear jeans. **b** I can't wear jeans.

5 You have to get here early tomorrow.
- **a** You can arrive late. **b** You can't arrive late.

6 He has to start work at 8 a.m.
- **a** He can start at 8.30 a.m.
- **b** He can't start at 8.30 a.m.

7 We don't have to buy a ticket.
- **a** It's free. **b** It's expensive.

8 You have to show your ID when you arrive.
- **a** You need to take your ID.
- **b** You don't need to take your ID.

9 You have to have breakfast before ten o'clock.
- **a** You can have it at 9 a.m.
- **b** You can have it at 11 a.m.

10 She doesn't have to play with her cousin if she doesn't want to.
- **a** She needs to play with her cousin.
- **b** She doesn't need to play with her cousin.

11 You have to learn these verbs for the test.
- **a** You need to learn these verbs.
- **b** You don't need to learn these verbs.

12 We have to leave in ten minutes.
- **a** We can leave in twenty minutes.
- **b** We can't leave in twenty minutes.

2 Work in pairs. Choose ten sentences and discuss who you think said each one.

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10B Grammar 2 *have to / don't have to*

a doctor

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .

a teacher

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .
I don't have to _____ .

an office worker

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .
I don't have to _____ .

a police officer

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .
I don't have to _____ .

a shop assistant

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .
I don't have to _____ .

a taxi driver

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .
I don't have to _____ .

a pilot

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .
I don't have to _____ .

a singer

I always _____ .
I have to wear _____ .
I have to _____ .
I don't have to _____ .
I don't have to _____ .

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10B Vocabulary Clothes

boots	cap	coat	dress	jeans	shirt	shorts	smart clothes	suit	tie	trainers	trousers	uniform

Jack's got an interview.

He needs ...
He doesn't need ...



Saki is going to have a beach holiday.

She needs ...
She doesn't need ...



Javier is going to have a picnic with his children.

He needs ...
He doesn't need ...



Carla is going on a work trip.

She needs ...
She doesn't need ...



Dan is going to run a 10km race.

He needs ...
He doesn't need ...



Anna is going to ride a motorbike.

She needs ...
She doesn't need ...



Maxine is getting married.

He needs ...
He doesn't need ...



Sue is gardening in the sun.

She needs ...
She doesn't need ...



Jun is going to the theatre.

He needs ...
He doesn't need ...



Ines is walking in the countryside.

She needs ...
She doesn't need ...



Richard is going to a rock concert.

He needs ...
He doesn't need ...



Camille is going somewhere very cold.

She needs ...
She doesn't need ...



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10C Grammar 1 Present perfect simple

1 Complete the sentences and questions with the present perfect simple form of the verbs in brackets.

1 I _____ (never be) to Brazil.

2 _____ you _____ (ever watch) a film in another language?

3 I _____ (drive) a sports car.

4 My sister _____ (make) a short film.

5 My mum _____ (never use) social media.

6 _____ your friend _____ (ever climb) a mountain?

7 _____ you _____ (ever do) a cooking course?

8 My grandad _____ (never have) a mobile phone.

9 I _____ (bring) my tablet to class today.

10 I _____ (never use) a cassette player.

11 I _____ (play) tennis a few times this month.

12 _____ you _____ (ever write) a computer program?

13 My parents _____ (travel) around the U.S.

14 _____ you _____ (ever buy) a CD?

15 I _____ (never chat) online with people I don't know.

2 Work in pairs. Discuss the sentences and ask and answer the questions in Exercise 1.

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10C Grammar 2 Present perfect simple

Student A

1 _____ _____ (meet) a famous person.
(name)

2 _____ _____ (take) an important exam this month.
(name)

3 _____ _____ (run) 10 km recently.
(name)

4 _____ _____ (ride) a motorbike.
(name)

5 _____ _____ (play) a musical instrument.
(name)

6 _____ _____ (visit) more than ten countries.
(name)

7 _____ _____ (fly) in a small plane.
(name)

8 _____ _____ (study) another language.
(name)

Student B

1 _____ _____ (sleep) in a tent outside this year.
(name)

2 _____ _____ (read) a book in another language.
(name)

3 _____ _____ (have) a surprise birthday party.
(name)

4 _____ _____ (buy) a sports car.
(name)

5 _____ _____ (play) golf this month.
(name)

6 _____ _____ (take) a dance lesson this year.
(name)

7 _____ _____ (climb) a tree.
(name)

8 _____ _____ (eat) an unusual kind of a food.
(name)

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download a/an	go on	app	screen
download a/an	play a/an	file	smartphone
download a/an	play a/an	laptop	speakers
send a	own a/an	tablet	(text) message
open a	own a/an	program	the internet
save a	own a/an	online game	(web)site
save a	look for a	printer	multiplayer game
open a	close a	close a	visit a

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Photocopiable notes and answer key

1A

Grammar 1 Verb *be* – positive and negative

Materials: One worksheet per student

Instructions:

Distribute the worksheets for Ex 1. Ask Ss to complete the sentences in Ex 1 with the correct form of *be*. Point out the + or – symbol in brackets at the end of each sentence. Do the first item together if appropriate. Check answers as a class, or encourage peer correction and discuss any items that are problematic for Ss.

In Ex 2, ask Ss to tick (✓) the sentences in Ex 1 that are true for them. Demonstrate this by doing it yourself with two sentences on the board – one that's true for you and one that isn't. Mark the sentence which is true with a tick and the one that isn't with a cross, e.g. *I'm tired today.* ✗ *My parents aren't from here.* ✓ Give Ss time to do this themselves.

For Ex 3, put Ss in pairs and ask them to tell each other the sentences which are true for them. Again, you could demonstrate this yourself.

Answer key:

1
1 'm/am **2** aren't/are not **3** is **4** isn't/is not **5** 'm/am
6 aren't/are not **7** 'm/am **8** are **9** 'm not/am not
10 isn't/is not **11** 's/is **12** isn't/is not **13** is **14** are
15 'm not/am not **16** 's/is **17** 's/is **18** isn't/is not
19 aren't/are not **20** 'm not/am not

Grammar 2 Verb *be* – positive and negative

Materials: One worksheet per pair

Instructions:

For Ex 1, give half the class Quiz A and the other half Quiz B. If you have an odd number of Ss, give out one extra Quiz A. Check Ss understand the meaning of *capital city* by giving some examples (e.g. *London, Paris, Tokyo*). Elicit understanding of *flag* and *desert*, by drawing or showing pictures of them (for example).

Ask Ss to make sentences using the prompts and then check their answers with someone who has the same quiz as them. You could do an example on the board first: *Toronto / the capital city of Canada.* (Answer: *Toronto is the capital city of Canada.*).

For Ex 2, put Ss in A/B pairs. Tell them not to show each other their quizzes. If you have an odd number of Ss, make a group of three with two Ss with Quiz A and one with Quiz B. Tell Ss to take turns to read out their statements. Their partner has to say whether they think the statement is true or false. The answers are at the bottom of each quiz. Demonstrate the activity with a strong student with this statement: *Toronto is the capital city of Canada.* (Answer: *False, it's Ottawa*.).

Answer key:

Quiz A

1
1 The Sahara Desert is in Asia.
2 Paper money in the US is green.
3 Seville and Cordoba are in Italy.
4 The Amazon river is in South America.
5 The flags of Italy and Mexico are the same.
6 The cities of Kolkata and Mumbai are in India.
7 Kimchi is from South Korea.
8 The capital city of Brazil is Rio de Janeiro.

2
See key at the bottom of each quiz.

Quiz B

1
1 The capital city of Turkey is Istanbul.
2 The Yangtze River is in Japan.
3 Birmingham and Manchester are in the UK.
4 The flags of Peru and Poland are red and yellow.
5 Reggae music is from Argentina.
6 Bollywood films are from India.
7 The White House is in New York.
8 The cities of Nairobi and Mombasa are in Nigeria.

2
See key at the bottom of each quiz.

Vocabulary Countries and nationalities

Materials: One place card per student in the class, one worksheet per pair

Instructions:

Give each student a card from the worksheet with the name of a city/country. Tell Ss not to show their place cards to each other. If you have fewer than twelve Ss, make sure that you include the Cairo and Shanghai cards as these are given in the examples. The others can be omitted. If you have a very large class, you might want to divide Ss into two groups for the mingle.

Tell Ss to imagine they're from the city and country on their card. Ask Ss to mingle and to tell each other where they're from, e.g. *I'm from Cairo. I'm Egyptian.* It's important that Ss listen to each other carefully and try to remember where each person is from so they can later complete the worksheet. Ss should use their own names, however, in order to avoid confusion!

When they have spoken to everyone, put Ss in pairs and give each pair a worksheet. Elicit the missing words in the first two sentences and write them on the board as a model.

Tell Ss to work in pairs to complete sentences 2–10 from memory. If you have fewer than twelve Ss, not all the sentences will need to be completed. Check the answers with the class. Each pair gets one point for every factually correct sentence and one point for every grammatically correct sentence. The winner is the pair with the most points.

1B

Grammar 1 Questions with *be*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, ask Ss to work individually to put the words in the correct order to make questions. Do the first one together as a whole class. For question 19, you might want to check that Ss understand the meanng of *social media* by giving some examples. Put Ss in pairs to check their answers. Then, check answers with the class and discuss any answers that were particularly problematic.

For Ex 2, ask Ss to continue to work with their partner to ask and answer the questions in Ex 1. Tell one student in each pair that they are Student A. Tell the other student that they are Student B. Ask Student A to ask Student B questions 1–10, and Student B to ask Student A questions 11–20. ***Fast finishers*** can swap roles. When they have finished, ask some pairs to share their findings with the class.

Answer key:

1

1 What's your favourite city?
2 Who is your favourite actor?
3 Are you from Brazil?
4 Is your phone new or old?
5 What's your favourite day of the week?
6 How old are your brothers and sisters?
7 What's your favourite film?
8 When are your English lessons?
9 Are you interested in football?
10 What's your job?
11 Are you a good singer?
12 What's your favourite time of day?
13 What colour are your eyes?
14 Is your job interesting?
15 Are you a good student?
16 When is your birthday?
17 Who are your best friends?
18 What's your favourite shop?
19 Are you on social media?
20 Which places are good for visitors to your town or city?

Grammar 2 Questions with *be*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they are going to get to know their classmates better by asking questions about the information on the sheet. Do the first question together (*Are you married?*) and give Ss time to prepare the other questions if necessary. ***Stronger classes*** can do the activity without preparation.

Conduct a class mingle. Tell Ss that they must speak to as many different people in the class as they can. Ss should ask a question and if their partner's answer is *yes*, they write down their name in column 2 of the table. They should then move onto a new partner. They should only ask a partner a second question if their answer is *no* and can only write each Ss' name once (unless you have quite a small class, in which case twice is fine). Ss don't have to ask the questions in the order they are on the worksheet. Demonstrate the activity with a strong, confident student.

Give Ss plenty of time to complete the activity. When they have finished, ask the class to share some of the things they learnt about each other.

Vocabulary Question words

Materials: One set of cards per group

Instructions:

Put Ss in groups of three. Give each group a cut-up set of question words (*Who, Are/is* … etc) from the bottom half of the worksheet. Cut up the answers and put them in the middle of the group face down.

Write on the board:

Q: _____ ?
A: It's Sarah.

Ask Ss to hold up the correct question word from their collection of cut-up question words (In this case *Who*). Award a point to the student who raises their card the quickest. Then, ask that student if they can make a correct question that fits the answer. If they can, award them a further point. As the point of this activity is lexical rather than grammatical, you may wish to emphasise the importance of knowing the correct question word over forming the correct structure.

Have one student be the referee. They pick up one of the cut-up answer statements and read it aloud. The other students need to hold up the correct question word as fast as they can. The referee awards a point to the first student to get the correct question word and an extra point if they can finish the question (a sample answer is given to help the referee.) After five turns, the referee announces the winner and the winner swaps places with the referee.

1C

Grammar 1 *this, that, these* and *those*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss what things they can see in the pictures to activate their vocabulary. Check they understand the meaning of *parts of a bike*, *chips* and *free* (i.e. *not available* in this context).

In Ex 1, explain that Ss have to write *this*, *that*, *these* or *those* in each gap. Ask Ss to look carefully at the pictures to help them. Elicit the first answer to clarify the task. Give Ss a few minutes to complete the conversations individually.

When they have finished, ask Ss to compare their answers in pairs and discuss any answers they have that are different. Check answers with the whole class.

For Ex 2, put Ss in pairs and ask them to practise saying the conversations aloud. You might want to model and get Ss to listen and repeat the first conversation to help them with sentence stress and intonation. They could record themselves on their phones if they have the opportunity and listen back to check how natural they sound.

Answer key:

1

1 those **2** These **3** this **4** that **5** this **6** Those
7 these **8** those **9** that **10** that **11** this **12** this
13 these **14** Those

Grammar 2 *this, that, these* and *those*

Materials: One worksheet per pair

Instructions:

Put Ss in pairs. Distribute the worksheets. Explain that the pictures show parts of objects from a very close-up perspective. On the board, write:

A: I think this / that is … ; I think these / those are …
B: I agree. ; Maybe, but I think it's / they're …

Hold up a copy of the worksheet or display it on the board, point to one of the pictures near to you and say, for example, *I think this is a pen*. Point to one of the pictures further away from you and say, for example, *Maybe those are glasses*. Don't give the correct answer. Ask a strong student to make a sentence and then respond using one of the phrases on the board. Make sure Ss understand both responses.

Give Ss time to discuss their ideas in pairs using the prompts on the board to help them. When finished, elicit answers from the class and confirm if they're correct or not.

Answer key:
1 sunglasses **2** a fork **3** a shoe **4** slices of orange
5 a can of drink **6** pencils **7** a credit card **8** potatoes
9 a racket **10** a mobile phone **11** a brush **12** US dollars

Vocabulary Everyday objects 1

Materials: One worksheet per group

Instructions:

Cut up each worksheet into a set of cards. Put Ss in groups of three or four and give each group a set of cards.

Tell Ss that you're going to draw a picture and they have to say what it is. Draw a picture of a camera. The first student to give the correct answer gets one point.

Ask Ss to play the game in their groups. Ss take turns to take a card and draw it. Whoever guesses first, gets to keep the card. The winner in each group is the student who has most cards at the end of the game.

Fast finishers can continue to play, drawing pictures of other objects they know.

2A

Grammar 1 Possessive adjectives and possessive *'s*

Materials: One worksheet per student

Instructions:

Write the first conversation on the board with the gaps and the words in brackets, and elicit the answers as an example. Distribute the worksheets and ask Ss to complete the conversations on their own. Monitor and help, reminding Ss of the rules if necessary. With ***weaker classes***, you could write the possessive pronouns in a chart on the board next to the relevant subject pronouns first. When they have finished, ask Ss to compare their answers in pairs, then check answers with the class, and write them on the board to check correct spelling.

For Ex 2, put Ss in pairs to practise the conversations (for conversation number 10, one of the pairs takes the role of A and C). ***Stronger classes*** could change some of the details (e.g. people's names) when doing this. When they have finished, ask different pairs of Ss to read out the conversations to the class.

Answer key:
1
1 my, His **2** Jan's, Charlotte's, her **3** his, Paulo's, Diego's
4 our, Their **5** your, my **6** your **7** Carla's, her, their
8 your, my brother's, My **9** my, His, her **10** our, My, my

Grammar 2 Possessive adjectives and possessive *'s*

Materials: One worksheet per pair

Instructions:

Give half the class a Student A worksheet and the other half a Student B worksheet. Put Ss in A/A and B/B pairs. Tell Ss to look at Ex 1 on their worksheet and complete the gaps in the text with either the appropriate possessive adjective or possessive *'s*. Check answers with each group.

For Ex 2, rearrange the class into A/B pairs. Ask Student A to read out their text from Ex 1, while Student B listens and completes the text in Ex 3. Student B then reads out their text from Ex 1 for Student A to complete their text in Ex 3.

As a follow-up, ask Ss to say which family is similar to theirs. Ask them to describe their family.

Answer key:
Student A
1
1 's **2** Their **3** Her **4** their **5** Her **6** her **7** Her **8** her
3
1 45 **2** Mateo **3** Leandro **4** New York **5** Alfredo **6** 12

Student B
1
1 her **2** Their **3** Their **4** 's **5** 's **6** Her **7** His **8** Their
3
1 20 **2** Berlin **3** 26 **4** Antonia **5** Trixie **6** Canada

Vocabulary Family members

Materials: One worksheet per pair

Instructions:

Give half the class a Student A worksheet and the other half a Student B worksheet. Tell Ss to complete the sentences in Ex 1 individually with an appropriate word. With ***weaker classes***, review the names of family members first and write them on the board. Ss can then use these to complete the sentences. When Ss have finished, check the answers with each group by checking each missing word, but not the whole sentence.

Then put Ss in A/B pairs. Tell Ss not to show their worksheets to each other. Tell Ss to do Ex 2. Student A starts by asking *Who is Madeline?* Student B can use his/her completed sentence 1 in Ex 1 to answer the question, i.e. *Madeline is Grant's sister and Margaret's daughter*. Student A should now be able to write the name Madeline in the correct place on his/her family tree.

Tell Ss to ask and answer their questions in Ex 2 until they have completed their trees. Each pair can then look at each other's tree to check they have written the names in the correct places. In feedback, you could ask Ss to come to the board and draw the complete family tree together.

Answer key:

Student A

1

1 mother, wife **2** son, nephew **3** grandad, father
4 son, uncle **5** cousins

2

1 Madeline is Margaret's daughter. **2** Reese is Lucy's daughter.
3 Kevin is Grant's son. **4** Margaret is the grandma.
5 Lucy is Reese's mother.

Student B

1

1 sister, daughter **2** granddaughter, niece
3 brother, grandson **4** grandma, mother **5** aunt

2

1 Ella is Grant's wife. **2** Elliott is Rob's son.
3 Henry is the grandad. **4** Ryan is Henry's son.
5 Rob is Elliott's father.

2B

Grammar 1 *whose* and possessive pronouns

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer as an example, then ask Ss to order the words to complete the rest of the sentences individually. Ss check their answers in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Focus Ss' attention on sentence 1 in Ex 1, and sentence b in Ex 2, and explain how *It's* and *hers* in *b* match sentence 1. Tell Ss to work individually to match the sentences with the same meanings. Monitor and help if necessary. When they have finished, put Ss in pairs to compare answers, then check answers with the whole class. Go over any questions Ss have.

Focus Ss' attention on Ex 3, and demonstrate the activity by reading through the example conversation with a stronger student. You could extend this by asking some more questions and pointing to the relevant sentences in Ex 1. Remind Ss of the pronunciation of the question word *Whose* (/hu:z/). Put Ss in pairs. Tell Ss to practise asking and answering. ***Stronger Ss*** can extend the activity by using their own nouns. In feedback, ask a few pairs to read out their questions and answers for the class.

Answer key:

1

1 That's Lauren's bag.
2 This is my parent's car.
3 It's John's wallet.
4 That's my bike.
5 That's our phone charger.
6 These are your earrings.
7 They're Ali and Ezma's things.
8 Those are my gloves.

2

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

Grammar 2 *whose* and possessive pronouns

Materials: One worksheet per group, cut up and arranged into two piles – pictures and pronouns

Instructions:

Put Ss in groups of four, with two pairs in each group. If you don't have an exact number of Ss in your class to do this, then make sure you have groups of *at least* four (for example, groups of five or six split into pairs or three Ss). Place the two groups of cards face down between each pair in the group. Demonstrate the activity by turning over one card from the picture pile (e.g. *books*) and ask: *Whose* (*books*) *are they?* Then turn over one card from the pronoun pile (e.g. *he*) and elicit the sentence *They're his books*. Explain that each pair takes it in turns to do the same. If they form a sentence correctly, then they keep that pair of cards. Monitor and check Ss are forming the sentences correctly. The pair with the most cards at the end wins.

When they have finished the game, write the names of the objects on the cards on the board: *bike, books, caps, gloves, hairbrush, jeans, keys, laptop, pens, phone charger, shoes, suitcase, sunglasses, sweater, tennis, racket, umbrella*.

Then tell Ss to stay in their pairs. Tell Ss to take it in turns in their pairs to ask and answer questions, trying to remember whether they or the other pair from their group have these objects from the first activity, e.g.:

A: Whose pens are they?
B: They're ours. Whose tennis racket is it?
A: It's theirs.

Demonstrate with a stronger pair, then monitor and check Ss are forming the questions and possessive pronouns correctly.

Vocabulary Everyday objects 2

Materials: One worksheet per pair

Instructions:

Put Ss in pairs and give out half of the crossword to each student in the pairs. Make sure they don't show their crossword to their partner. Explain that they each have half of the answers to the crossword, and they need to ask and answer questions to find the answers from their partner. First, ask Ss to work individually to think about how they will explain their answers without saying the words. They could mime, e.g. putting on a scarf, draw a picture or say how you use it. Monitor and help while they prepare, giving ideas how to explain the words, and writing any new words or phrases that they ask for on the board.

Then, write on the board:

What's (*3*) *across?*
What's (*2*) *down?*

Explain how the questions relate to the direction of the words in the crossword and drill the question structures. Ask Ss to turn and sit so that they're facing each other (to ensure they don't see each other's answers). Tell Ss to take it in turns to ask about their missing words and explain them for their partner to guess. When they have finished, Ss can look at each other's crosswords to check their answers.

Answer key:

Across

3 cap **6** sweater **7** necklace **9** handbag **11** hairbrush
12 purse **13** gloves

Down

1 driving licence **2** notebook **4** phone charger **5** make-up
6 scarf **8** wallet **10** earrings

2C

Grammar 1 *have got*

Materials: One worksheet per student

Instructions:

Focus Ss' attention on the chart in Ex 1 and explain that it shows which objects people have or haven't got. Read the example with the class and show the point in the chart that it refers to. Tell Ss to complete the rest of the sentences individually. Remind them to use contractions where appropriate. While they are completing the sentences, monitor and help if necessary, making sure Ss are using the correct forms of *have got*. When they have finished, put Ss in pairs to compare answers. ***Fast finishers*** can write two or three more sentences about other objects in the chart. When they are ready, go through the answers with the class, and elicit extra sentences from any ***fast finishers*** and write them on the board.

For Ex 2, read the example conversation with a stronger student, then use the chart to elicit one or two more questions and answers. Make sure Ss understand that they don't have to stick to the people and objects covered in the sentences in Ex 1, and that they can ask and answer about any of the people and objects in the chart.

Answer key:

1

1 's got **2** hasn't got **3** 's got, hasn't got **4** 's got **5** have got
6 haven't got **7** 's got **8** hasn't got **9** 's got
10 's got, hasn't got **11** haven't got **12** 've got

Grammar 2 *have got*

Materials: One card per student

Instructions:

Distribute the cards to the class. If you have more than 16 Ss, repeat some of the cards. Ask the class: *Do you ever get presents for your birthday that you don't like? Would you like to exchange them for something you want?* Explain that they're going to do a 'Great Gift Exchange' where they swap gifts they have, but don't want for other items that they do want. Give each student a card, and make sure they don't show it to anyone else. Explain that they've got three things they don't want, and three things that they want. They need to walk around the class, find people who have got things they want and exchange them. Drill the phrases and questions below, then write them on the board for Ss to refer to while they do the activity:

Have you got a (handbag) / any (gloves)?
Yes, I have.
No I haven't.
I've got a necklace.
I think Marsha's got some books.

Encourage Ss to help each other out by saying who's got the things they need, if they can remember. While they are mingling, monitor and check Ss are forming sentences and questions correctly. Tell Ss to cross out objects they've exchanged and to note down what they exchanged and who with. When they have finished, find out who found all, some or none of the things they wanted.

Vocabulary Adjectives describing things

Materials: One worksheet per group

Instructions:

Put Ss in groups of four and give each group a cut-up of one set of the object cards (white) and one set of the adjective cards (grey) per group of (three) Ss. Arrange Ss in groups of three and give each group a set of object cards, placed face down on the table, and give each student in the group five adjective (grey) cards. Explain the game. Tell Ss to take turns to turn over an object card so that everyone can see it. Ss then put down as many of their adjective cards as they can which can be used to describe that object. The student who puts down the most correct adjectives wins that object card. If there is a draw, then the first student to think of another object which their adjective card can describe wins. Ss then pick up their adjective cards and continue. The student with the most object cards at the end of the game wins.

With ***weaker classes***, you could review the meanings of the adjectives from Students' Book Lesson 2C before playing the game.

3A

Grammar 1 Present simple with *I, you, we* and *they*; adverbs of frequency and time expressions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, do the first item together if appropriate. Tell Ss to complete the rest of Ex 1 individually. Check answers as a class, or encourage peer correction, and discuss any items that were problematic for Ss.

In Ex 2, ask Ss to tick (✓) the sentences in Ex 1 that are true for them. Demonstrate this by doing it yourself with two sentences on the board – one that is true for you and one that isn't. Give Ss time to do this themselves.

Finally, in Ex 3, put Ss in pairs and ask them to tell each other the sentences which are true for them. Again, you could demonstrate this.

Answer key:

1

1 I **often** sing ~~often~~ in the car.
2 My brother and sister ~~often~~ don't **often** read books.
3 My friends and I usually ~~on Saturdays~~ go for coffee **on Saturdays**.
4 I don't often ~~don't~~ draw pictures
5 My parents **sometimes** have ~~sometimes~~ dinner at my house.
6 I ~~four times a week~~ go to the gym **four times a week**.
7 My friends and I **rarely** go ~~rarely~~ to the cinema.
8 My sisters ~~often~~ don't **often** talk about their jobs.
9 I **don't** usually ~~don't~~ drive to work.
10 I ~~always~~ am **always** tired in the evenings.
11 My friends ~~every weekend~~ play football **every weekend**.
12 I ~~once a month~~ go for a long bike ride **once a month**.
13 My grandparents **don't** often ~~don't~~ go online.
14 I don't ~~every evening~~ go out **every evening**.
15 My friend and I ~~once a month~~ visit a museum **once a month**.
16 My sisters **never** cook ~~never~~ dinner.
17 My brothers ~~always~~ are **always** busy.
18 I watch ~~every evening~~ the news on TV **every evening**.
19 My parents always ~~on Sundays~~ visit us **on Sundays**.
20 I don't usually ~~at the weekends~~ have breakfast **at the weekends**.

Grammar 2 Present simple with *I, you, we* and *they;* adverbs of frequency and time expressions

Materials: One worksheet per group of four

Instructions:

Put Ss in groups of four and give each group a cut-up worksheet. Ask Ss to complete each sentence on their worksheet with either an adverb of frequency or a time expression to make true sentences. You could write the first prompt from Student A's worksheet on the board and model how to complete it. Monitor and check Ss are completing the worksheets correctly.

On the board write *That's true for me. That's not true for me.* Tell Ss to work in their groups. Student A reads out his/her first sentence. The other Ss in the group then say if the sentence is true or not for them. Student A gets a point every time another student agrees with their sentence. If the sentence is not true for the student, they should say why, e.g. *It's not true for me. I often visit museums.*

Student B now reads out his/her sentence and this continues until all Ss have read out their sentences. The student in each group with the highest number of points wins.

Answer key:

Suggested answers:

Student A
I **usually** visit a museum at the weekends.
My friends **sometimes** cook dinner for me.
My family and I play board games **at the weekend**.

Student B
I have a holiday **once a year**.
My friends and I do sport **after school**.
My friends are **usually** busy at the weekends.

Student C
I meet my friends for coffee **in the evenings**.
My family and I **often** go for a walk.
My friends **usually** read books.

Student D
A friend and I go to the cinema **at the weekend**.
I'm **usually** tired at the weekends.
My family **often** watch sport on TV.

Vocabulary Free-time activities 1

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to make sentences about themselves using the prompts. They need to add in an appropriate verb. Demonstrate this by writing a sentence about you on the board. If you have a ***weaker class***, you might want to write the target verbs on the board out of order. Check answers with the class. You may ask Ss to work orally from the prompts when they do this task to stop them simply reading aloud.

On the board, write:

	+ verb	– verb
Same for me	*Me too!*	*Me neither!*
Different for me	*I don't.*	*I do.*

Ask a student to read out their first sentence to you, e.g. *I visit museums on holiday.* Give an appropriate response. Ask Ss to read out more sentences and answer using the phrases. Use a variety where possible. Where you disagree, extend your answer by giving correct information, e.g. *Student: I don't cook dinner for my family most evenings. You: I do. I cook dinner and my partner cleans the house.*

Put Ss in pairs. Ask Ss to take turns to tell each other about one activity from their list. Their partner then responds. If they do the same thing, they put a tick next to the activity in column 2. If they do different things, they put a cross. When Ss have finished, get Ss to add up how many ticks and crosses they have in column 2.

Ask a few pairs to tell the class if they do the same things or not.

Answer key:

Suggested answers:

1 I (don't) visit museums on holiday.
2 I (don't) cook dinner for my family most evenings.
3 My family and I (don't) go for a coffee on Saturdays.
4 I (don't) go online for news about sport.
5 I (don't) meet my friends at a café at the weekends.
6 I (don't) paint/draw pictures in my free time.
7 I (don't) watch TV in the evenings.
8 I (don't) go for a walk on Sundays.
9 I (don't) do sport every weekend.
10 I (don't) read a book before I go to bed.
11 I (don't) play games with my nieces and nephews at the weekends.
12 I (don't) go to a club on Saturday nights.

3B

Grammar 1 Present simple with *he, she* and *it*

Materials: One worksheet per student

Instructions:

For Ex 1, ask Ss to look at the first picture and read the time on the clock. Point out the prompt and elicit the first sentence from the class. Give Ss time to write the other sentences individually. Remind them to use third person 's' for the verbs. Check answers with the class.

For Ex 2, put Ss in A/B pairs. Student A turns over their worksheet and tells Student B what Millie does from morning to lunchtime, and at what time, from memory. Student B then turns over their worksheet and Student A looks at his/hers. Student B now tells Student A what Millie does from lunchtime to evening, and at what time.

For Ex 3, in their pairs, ask Ss to look at their worksheets and say what's similar and different between their everyday routines and Millie's. You could demonstrate this with an example yourself, e.g. *Millie gets up at quarter past six but I get up at seven. We both get to work at quarter to nine.* Elicit a few ideas from the class when they have finished.

Answer key:

1

1 Millie gets up at quarter past six/6.15 a.m.
2 She has breakfast at quarter to seven/6.45 a.m.
3 She leaves home at ten to eight/7.50 a.m.
4 She gets to work at quarter to nine/8.45 a.m.
5 She has a coffee and reads the newspaper at ten/ten o'clock/10.00 a.m.
6 She has lunch at quarter past twelve/12.15 p.m.
7 She finishes work at half past five/5.30 p.m.
8 She gets home at quarter past six/6.15 p.m.
9 She goes to the gym at half past six/7.00 p.m.
10 She has dinner at eight o'clock/8.00 p.m.
11 She watches TV at half past eight/8.30 p.m.
12 She goes to bed at eleven o'clock/11.00 p.m.

Grammar 2 Present simple with *he, she* and *it*

Materials: One worksheet per student

Instructions:

Copy the table on the board with the two columns. Write the first sentence in column 1 and then complete it with the name of a student that you think gets up early most days. Tell that student not to confirm if your guess is correct. Put Ss in pairs and ask them to discuss each sentence and complete the first column of their worksheet with a student's name. Monitor and help if necessary. Tell Ss to split the sentences so Student A has sentences 1–7 and Student B has sentences 8–14. Write this information on the board to make it clear. Ss now mingle and check their ideas. Demonstrate this by saying to the student whose name you wrote in sentence 1 *I think you get up early most days. Am I right?* If you're right, put a ✓ in column 2 next to the sentence. If you're wrong, put a ✗. Encourage the student to extend their answer a little beyond *Yes, you're right* and *No, you're wrong*, e.g. *Yes, you're right. I get up at 5.30 a.m. most days. / No, you're wrong. I get up at 7.00 a.m. most days.* Tell Ss to note down the extra information on their worksheet. Monitor and help if necessary.

When Ss have finished, they return to their pairs and report back what they learnt, e.g. *Sevim doesn't get up early most days. She gets up at eight o'clock.* When they have finished, ask pairs to count how many sentences they got right between them. The winning pair is the one with the most correct guesses.

Vocabulary Everyday activities

Materials: One worksheet per group of Ss, cut into cards

Instructions:

Put Ss in groups of four and divide each group into two teams. Divide the cards between each team. Explain that the teams will have some time to look at their card and decide how they can explain the phrases on the card, without saying them or miming them, using the other words on the card to help. When Ss have finished preparing, each team takes turns to describe their phrases to the other team. The team gets one point if they guess the phrase correctly. The winning team is the one with the most points.

Alternatively, put Ss in groups. Each group gets a set of cards in a pile face-down. Ask Ss to take a card in turn. They describe the phrase at the top of the card. The student in the group who guesses it correctly first keeps the card. The student with the most cards at the end wins.

With ***stronger classes*** you might want to tell them that they cannot use the words on the cards although this will make the game much more challenging.

3C

Grammar 1 Present simple questions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the missing word in the gap in the first question in Ex 1. Give Ss time to complete the rest of the questions individually. Check answers with the class.

Then, in Ex 2, tell Ss to work individually to match questions 1–12 with answers a–l. You could give Ss time to look through the answers to find the one that matches question 1 first and check their answer before they continue with the rest. When Ss have finished, check answers with the class.

Finally, in Ex 3, put Ss in pairs. Ask Ss to choose five questions from Ex 1 at random and ask those questions to their partner. Demonstrate this with a strong student in the class. Give pairs time to ask and answer their questions. ***Fast finishers*** can ask more questions. Then, ask one or two Ss to share what they learnt in open class.

Answer key:

1
1 do **2** does **3** Do **4** do **5** does **6** do **7** does **8** Does **9** do **10** do **11** does **12** does

2
c **1** l **2** d **3** f **4** a **5** j **6** b **7** i **8** g **9** e **10** k **11** h **12**

Grammar 2 Present simple questions

Materials: One worksheet per pair

Instructions:

Ask the class if they ever go to concerts and how often. Do a quick class survey.

Put Ss in pairs. Give half the class the Student A worksheet and the other half the Student B worksheet. If you have an odd number, you can give out an extra Student A worksheet.

Explain that Ss have an article about someone who goes to a lot of concerts, but that some of the information is missing. They will need to work with a partner to get that information. From the group of Student As, elicit the question (*How many concerts a week does Abi go to?*)that will help them get the missing information in gap 1 on their worksheet. From the group of Student Bs, do the same with their first gap (*What kind of music does Abi love?*). Give Ss time to prepare the rest of the questions. They could do this orally or in pairs. Check answers with each group. You can do this orally, separately with each group or as a whole class. Or, you could provide them with the answers written down to check themselves.

Put Ss in A/B pairs. You can have two Student As in one group with a Student B if you have an odd number of Ss in the class. Tell Ss not to show each other their worksheets. Ss take turns to ask each other their questions and fill in the gaps with the missing information, starting with Student A.

When they are finished, ask Ss to compare their answers. Ask the class if they think Abi's hobby is a good one or not and why/why not.

Answer key:

Student A:
1 How many concerts does Abi go to a week?
2 How much does she spend on concert tickets a year?
3 How much do tickets for big concerts cost?
4 What does she buy at big, important concerts?
5 How does she feel at every concert?
6 What does she look at the next day?

Student B:
1 What kind of music does Abi like?
2 How many concerts does she go to a year?
3 Who does she sometimes go to concerts with?
4 How much do tickets for small concerts cost?
5 How much does she spend on T-shirts a year?
6 How does she feel the next day?

The information for the gaps can be found on the other half of the worksheet.

Vocabulary Free-time activities 2

Materials: One set of cards per group

Instructions:

Put Ss into groups and give each group a set of cards. Ask the groups to turn the cards over so the blank side is facing up. To demonstrate the activity, call on one of the stronger Ss in the class to turn over one card and read out the question. Write the gapped question on the board and elicit which verb completes it. Add the verb to the question on the board in a different colour.

Then, ask the student the question. Encourage the student to give a full answer and try to ask a follow-up question. (e.g. *A: Do you ever listen to rock music? B: Yes, I often listen to rock music. A: Who's your favourite band? B: My favourite band is Foo Fighters. A: What's you favourite Foo Fighters song?* etc.). Once you are confident the class understand what they have to do, ask them to take turns asking and answering the questions on the cards. Monitor, encouraging them to ask follow-up questions, helping with new or unfamiliar vocabulary as necessary.

Answer key:

1 play **2** go **3** watch **4** listen to **5** watch **6** play **7** go **8** go **9** watch **10** listen to **11** watch **12** play

4A

Grammar 1 *there is/are*

Materials: One worksheet per student

Instructions:

Distribute the worksheet. For Ex 1, read the example with the class and explain that some of the sentences are correct and some are incorrect. With ***weaker classes***, you could tell them that five sentences are correct, and the rest are incorrect. Tell Ss to correct the sentences individually. Monitor and help if necessary, reminding them of the form of *there is a … / there are some … / there aren't any …* . When they have finished, ask Ss to check their answers in pairs, then check with the whole class. You could invite Ss to the board to write up the corrections if they want to.

For Ex 2, put Ss in new pairs to discuss which of the sentences are true for them. Remind Ss that they shouldn't change the nouns from singular to plural or vice versa. When they have finished, elicit a few answers and find out some more information, and if they like where they live.

Answer key:

1

1 In my city there are a lot of shops.
2 There isn't a stadium in my town.
3 Correct
4 Correct
5 There are two hospitals in my area.
6 There are some parks where I live.
7 There aren't any offices in this part of the city.
8 There is a car park near my building.
9 Correct
10 There isn't a sports centre in my town.
11 Correct
12 There are some castles in my country.
13 There's a big theatre in my city.
14 Correct
15 Correct

Grammar 2 *there is/are*

Materials: One worksheet per group

Instructions:

Arrange the Ss in groups of three or four. Tell the class that you're going to give them a picture of a city and that they should study it for one minute and try to remember all the things they can see. Make sure they don't take notes while they are doing this. Distribute the worksheets placing one face down in the middle of each group. When Ss are ready, say *Go!* and time them for one minute. While they are studying the picture, write the following sentence beginnings on the board: *There's a / an … , There are some / a lot of … , There isn't a … , There aren't any …*

When the minute is up, collect the worksheets back in and write the following on the board: *bus station, car parks, castle, garage, offices, police station, shops, sports centre, stadium, theatre, train station*

Tell Ss they must now write sentences about the things they can remember from the picture using the sentence beginningss on the board. Tell Ss to appoint one person in the group to write their answers on a piece of paper. Stop them after three minutes and ask them to put their pens down.

Get Ss to swap papers with another group. Give the worksheets back out and ask Ss to check the other group's sentences. Tell them to award one point if the sentence is grammatically correct and another point if it's factually correct. Monitor and help, checking the sentences are formed correctly. The group with the most points wins.

Answer key:

Suggested answers:

There isn't a bus station. There are some car parks.
There's a castle. There isn't a garage.
There are some offices. There's a police station.
There are a lot of shops. There's a sports centre.
There isn't a stadium. There's a theatre.
There's a train station.

Vocabulary Places in a city

Materials: One worksheet per pair of

Instructions:

Put Ss in A/B pairs and give out a copy of the worksheet to each pair. Make sure Ss don't show each other their worksheet. For Ex 1, give Ss a minute to read the sentences and think about what word BEEP! replaces in each one. For Ex 2, explain that Ss read out their sentences for their partner to supply the missing words from the word box on their worksheet, e.g.:

Student A: There's a great BEEP! in town with a gym and a swimming pool.

Student B: (It's) sports centre

As Ss do the activity, monitor and help if required. When they have finished, ask different Ss to read out the correct sentences and check that the rest of the class agrees with them.

Answer key:

Student A

1

1 sports centre **2** car park **3** bus station **4** post office **5** theatre **6** shops

Student B

1

1 garage **2** offices **3** castle **4** stadium **5** train station **6** police station

4B

Grammar 1 Articles

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, focus Ss' attention on the photos and elicit what Ss can see. Then, from Ex 1, elicit the first two answers as examples. Elicit why each article is used (see page 122 in the Student's Book for reference). Tell Ss to complete the rest of the gaps in the texts individually, then check in pairs. When they are ready, check answers with the class, eliciting why each article is used.

In Ex 2, ask Sss to look at the questions. Give Ss a minute to think about their answers, then put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Answer key:

1

A **1** an **2** a **3** a **4** The **5** – **6** the **7** – **8** –

B **1** a **2** the **3** The **4** the **5** the **6** a **7** a **8** the

C **1** a **2** a **3** The **4** a **5** a **6** a **7** The **8** a

Grammar 2 Articles

Materials: One worksheet per pair of Ss, cut into cards

Instructions:

Distribute one set of cards per pair of Ss. Put Ss in pairs and give out half the set (nine cards) to each student face down and tell them not to look at them. Write *a/an*, *the* and – (no article) on the board and explain that on each card there is a sentence with a gap in it. Ss need to decide which article (or no article) needs to go in these gaps.

Ask Ss to take turns to turn over their top cards at the same time. If the same type of article is missing from the two cards, or if no article is needed in either of them, the first student to give the correct answer wins all of the cards laid down so far. If there is no match, Ss continue to turn over their top cards at the same time. Demonstrate the activity with a stronger student. Ss continue playing until one student has won all the cards. ***Fast finishers*** can shuffle and divide their cards and play again. Monitor and help if required.

Answer key:

I play football at **the** weekend.
We usually cook food outside in the summer. (–)
I like sushi. (–)
She goes to work early. (–)
That's **a** useful book.
There's **an** old table in the kitchen.
There's a small bedroom and a big bedroom. **The** small bedroom's mine.
Why is your book on **the** floor?
You can work at home today. (–)
There are things all over the floor! (–)
Is there **a** shower in the flat?
I live in **a** big house.
The front door is open!
I usually watch TV in **the** evening.
I don't like **big** houses.
What do you usually do at school? (–)
We need **a** new carpet.
This is **a** lovely, comfortable sofa.

Vocabulary Things in a home

Materials: One worksheet per pair

Instructions:

Put Ss in pairs. Give each pair a Student A and Student B worksheet. Tell Ss not to show their worksheets to each other.

Explain that their pictures are very similar, but that there are twelve differences between them. Tell Student A to ask Student B questions to try to find the differences, e.g. *Is there a … ?* or *Are there any … ?* When he/she finds a difference, he/she puts a circle around it.

Give Ss plenty of time to find the differences. While they are working, monitor and help with vocabulary if necessary, writing any new words and phrases on the board. Check the answers with the class, encouraging Ss to use the target language, e.g. *In my picture there aren't any cupboards, but in Roberto's picture there are.*

To give Ss additional writing practice, you could ask them to write sentences that describe the differences before eliciting them from the whole class. While Ss are writing, monitor and correct if necessary.

Answer key:

1 In picture A, there's a car in the garage. In picture B, there isn't.
2 In picture A, there isn't a hall. In picture B, there is.
3 In picture A, there's a big sofa in the living room. In picture B, there's a small sofa.
4 In picture A, there's a table in the living room. In picture B, there isn't.
5 In picture A, there's a large TV on the wall in the living room. In picture B, there's a small one.
6 In picture A, the table and chairs are next to the sofa. In picture B, they're behind it.
7 In picture A, the shower is upstairs in the bathroom. In picture B, it's downstairs.
8 In picture A, there are cupboards in the kitchen. In picture B, there aren't any.
9 In picture A, the fridge is on the back wall of the kitchen. In picture B, the fridge is next to the back door.
10 In picture A, you can't see a sink in the kitchen. In picture B, the sink is next to the cooker.
11 In picture A, the toilet is between the shower and the bath. In picture B, the toilet is next to the sink.
12 In picture A, there is a table next to the bed. In picture B, there isn't a table.
13 In picture A, there are curtains in the bedroom. In picture B, there aren't any.
14 In picture A, there's a wardrobe in the bedroom. In picture B, there isn't one.
15 In picture A, there isn't a bike in the garden. In picture B, there is.
16 In picture A, there's a person playing with the dog in the garden. In picture B, there isn't.

4C

Grammar 1 *need* + noun, *need* + infinitive with *to*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, write the first set of prompts on the board. Remind Ss of the rules for using *need* before a verb and before a noun. Elicit the sentence and write it on the board

(*We need to invite people.*) Distribute the worksheets and ask Ss to write the sentences on their own. Monitor and check they are forming the sentences correctly, helping if necessary. When they have finished, put Ss in pairs to compare their answers, then check answers with the whole class. Alternatively, you could invite ***fast finishers*** to write their sentences on the board.

For Ex 2, put Ss in pairs to categorise the sentences into the four situations. When Ss have finished, divide the board into four sections and write the situations at the top of each one. Elicit which situation each sentence goes with and write the relevant numbers in each one.

Answer key:

1

1 We need to invite people.
2 You need your sunglasses.
3 We need to start a fire.
4 I need to take a tent.
5 You don't need warm clothes.
6 I need some party food.
7 I don't need my phone charger.
8 I need some money for an ice cream.
9 You need to study for the exam.
10 We need to make a cake.
11 I need to do my homework.
12 You need some swimming shorts.
13 We need a backpack to carry everything.
14 They need some books.
15 You need some good music.
16 I need a blanket to keep warm.
17 We need to take some sun cream.
18 We need to listen to the teacher.
19 You don't need to buy me a present.
20 We need a map.

2

Suggested answers:
a 2, 5, 7, 8, 12, 17
b 1, 6, 10, 15, 19
c 7, 9, 11, 14, 18
d 3, 4, 13, 16, 20

Grammar 2 *need* + noun, *need* + infinitive with *to*

Materials: One worksheet per group of four or five Ss, cut into cards

Instructions:

Put Ss in groups of four or five. Distribute one set of cards per group. Give one set of cards to each group face down, and ask Ss to deal them out equally, without looking at them. When Ss have got their cards, they can look at them, but tell them not to show them to anyone else in the group. Explain that each card has a situation at the top and prompts for them to say what they need in each situation. Give Ss time to work individually and decide how to say the sentences from the prompts. Monitor and help if necessary. ***Fast finishers*** can also think of their own ideas for each situation.

When they are ready, ask Ss to take it in turns to read out their sentences for other Ss in the group to try and guess the situation. The first student to correctly guess it (or close enough) takes the card. The student in each group with the most cards at the end wins.

Answer key:
(in the same order as the complete worksheet)
start a new job
I need to know about the company. I need a laptop.
I don't need any new clothes. I need to find my desk.
go on holiday
I need to book a hotel. I need some sun cream.
I need to pack my suitcase. I don't need my laptop.
move to a new house
I need to pack my things. I need some big boxes.
I need some friends to help me. I don't need new furniture.
go somewhere very cold
I need some warm clothes. I need to start a fire.
I don't need shorts. I need to eat some hot food.
go somewhere very hot
I need some water. I don't need warm clothes.
I need to stay cool. I need to drink lots of water.
learn to drive
I need a car. I need to practise driving.
I need to have lessons. I don't need to study.
cook a meal for six people
I need to buy lots of food. I don't need much time to prepare.
I need lots of dishes. I need to plan the cooking.
go to the gym
I need to take some water. I need some sports clothes.
I need to learn how to use the machines.
I don't need any music.
play football
I need a ball. I need some friends to play with.
I need to know how to play. I don't need to be very fit.
paint a picture
I need some paint. I need a quiet place.
I don't need to be good at art. I need to know how to paint.
go online
I need to have an internet connection.
I need a computer or laptop. I don't need to work.
I need a website address.
have a party
I need to invite people. I don't need to cook.
I need some food and drink. I need to tell my neighbours first.
do your homework
I need a quiet place to study. I need to know the subject.
I need some books. I don't need my computer.
go to a concert
I need to buy a ticket. I don't need to arrive early.
I need some friends to go with me. I need some water.
go to the cinema
I need a ticket. I need to choose a film.
I need to arrive there on time. I don't need my phone.
learn to play the guitar
I don't need a teacher. I need to practise every day.
I need a guitar. I need to know some music.
meet friends
I need to know where and when. I need a good place to meet.
I don't need any money. I need to call them first.
learn English
I need a good teacher. I need a dictionary.
I don't need to understand everything.
I need to study grammar and vocabulary.
sell your old bike
I need to clean it. I need to take a photo of it.
I need an advertisement. I don't need a lot of money.
play a video game
I need a computer. I need to know how to play it.
I need to enjoy it. I don't need to be good at it.

Vocabulary Equipment

Materials: One worksheet per group

Instructions:

Put Ss in groups of three: Ss A, B and C. If you don't have the exact numbers for groups of three, put Ss in groups of four and get one pair of Ss to share a card (e.g. have two student Cs). Give out the list cards to the Ss in each group, along with the card with the photos on it.

Ask Ss to look at the photos of the places and discuss what equipment they think they would need in each place. Then Ss share the items of equipment they have on their lists. Explain that they can only take two items of equipment from each student's list to each place. They can't change the allocation of items, i.e. three things from Student A's list and one from Student B's list. Tell Ss to decide which six items to take to each place.

When Ss have finished, ask a volunteer from each group to share what they chose for each situation and find out if the other Ss agree with them.

5A

Grammar 1 Position of adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, do the first sentence together to clarify the task. Give Ss time to correct the rest of the sentences individually. Put Ss in pairs to check and discuss their answers. Check answers with the class.

Put Ss in pairs to make sentences with some of the adjectives in Ex 1. You could make a sentence or two yourself to demonstrate the task. When Ss have finished, elicit a few sentences from around the class. Ask the class to check they're grammatically correct.

Answer key:

1

1 That **tall** man ~~tall~~ over there is my new boss.
2 You **look** very happy ~~look~~ today.
3 Correct
4 Correct
5 I don't know Javier. What does he look **like**?
6 Correct
7 Our new dentist has got **really blue** eyes ~~really blue~~.
8 My daughter's got ~~blonde~~ beautiful **blonde** hair.
9 Correct
10 Yuma looks **really** angry ~~really~~. His face is red!
11 Correct
12 Correct
13 You've got ~~quiet~~ **quite** small hands.
14 Oviedo is a really **pretty** city ~~pretty~~.
15 Whose is that **orange** bag ~~orange~~ over there?
16 Correct
17 Correct
18 Your car is **quite** small ~~quite~~ for a family of four.
19 Vanessa looks ~~like~~ really tired.
20 Correct

Grammar 2 Position of adjectives

Materials: One set of sentences per group, cut into strips

Instructions:

Stick each set of sentences to the board so the strips hang down and can be easily torn off. Next, put Ss into groups and ask them to nominate one 'runner'. The runner from each group should race to the board, tear off a sentence and take it back to their group. The group should then try to put the words into the correct order to make a sentence. When they've finished, the runner should bring the sentence to you to check. If they've got it right, they can take a new sentence. The first team to finish all of the sentences is the winner!

Answer key:

1 My neighbour is a nice old lady.
2 Your sister looks like Emily Blunt!
3 Who is that woman with the grey hair?
4 She's got really beautiful green eyes.
5 My son's got short blonde hair.
6 What does your dad look like?
7 I think he's quite tall and thin.
8 You've got really small hands!
9 My teacher looks old, but he's only 39!
10 Our doctor's a good-looking middle-aged man.

Vocabulary Appearance

Materials: One set of cards per pair

Instructions:

Put Ss into A/B pairs, and give each a set of cards. Ask Student A to choose one of the people, but keep it secret from their partner. Student B should then ask questions to try and guess the person (e.g. *Is it a man or a woman? Has he got short hair? Has he got a thin face?*). Students can then swap roles and play again.

As a variation, you could limit the number of questions (e.g. 21) or print out two copies and have both students chose a person and take turns asking questions – the winner is the first person to guess correctly!

Answer key:

Student A

1 Nisha **2** Leon **3** Olivier **4** Antonio **5** Marcus **6** Ryan **7** Rose **8** Victoria

Student B

1 Kenin **2** Jada **3** Amy **4** Josh **5** Marcia **6** Lily **7** Rose **8** Lizzie

5B

Grammar 1 *was/were*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, explain that there are five different conversations and that Ss must choose the correct alternatives to complete the conversations. Review the use of *was/were* if necessary. Do the first one together to clarify the task. Give Ss time to do the rest individually. Then, put Ss in pairs to check their answers. Check answers with the class.

For Ex 2, put Ss in pairs and ask them to practise reading the conversations aloud as naturally as possible. You might want to drill the first conversation to help Ss get the right sentence stress and intonation. Ss could record themselves to see how natural they sound.

To extend the task, pairs could then have their own conversations by taking the first line of every conversation and continuing it about themselves. Demonstrate this by asking a strong student *Where were you last night?* The conversations are unlikely to be long as Ss will want to use the past simple using verbs other than *be*, but you could use this to test how well they can do that, ready for Unit 6 where these past simple verbs will be introduced.

Answer key:

1

1 were **2** was **3** were **4** Was **5** wasn't **6** was **7** was
8 was **9** were **10** was **11** was **12** was **13** were
14 were **15** was **16** wasn't **17** was **18** Were **19** were
20 wasn't **21** Was **22** wasn't **23** were **24** was **25** was
26 were **27** were **28** were **29** was **30** wasn't

Grammar 2 *was/were*

Materials: One worksheet per group

Instructions:

Put Ss in groups of four. Give out a Student A worksheet to everyone in the first group, a Student B worksheet to everyone in the second group, a Student C worksheet to everyone in the third group and a Student D worksheet to everyone in the final group.

Explain to Ss that the pictures on their worksheets show a holiday they went on last month. On the board write *weather, hotel room, hotel food, swimming pool, staff, beaches, town, people, the evenings*. Ask Ss to work with someone in their group and discuss what kind of holiday it was using the pictures to help them. They should choose adjectives to help them describe the pictures. You could elicit some ideas from the class before they start (e.g. *fantastic, OK, terrible, perfect*).

Put Ss in new groups so that a Student A, B, C and D (if appropriate) work together. Tell Ss to ask and answer questions about their holidays to find out if each person had a good holiday or not. They should try to remember the information they hear. Demonstrate the activity by asking a group a question and paying attention to the answers. For example, ask if there was plenty of room in their hotel room. Then, elicit more questions they could ask, i.e. *How was the weather / your hotel room / the hotel food? How were the staff / the beaches / the people / the evening entertainment?*

You could also elicit example responses and write prompts on the board for the answers, especially with ***weaker classes***, e.g. *The weather was … / The hotel room was … / The people were … / The beaches were … .*

When Ss have finished, give out the email to each group. Ask Ss to read it and decide who in the group wrote it. Check the answer in class feedback.

Answer key:
Student D wrote the email.

Vocabulary Adjectives to describe experiences

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Demonstrate the activity by writing the first prompt (*an exciting activity*) on the board and explain that Ss should write their own answer next to it, e.g. *an exciting activity – skiing*. Give Ss time to fill in column 2 with their own ideas for each prompt. Monitor and check Ss are on task and help with any vocabulary. For prompts such as *A brilliant day out*, tell Ss to only write a few words, e.g. *The beach* or *Shopping with friends*.

Put Ss in small groups. Tell them not to show their worksheets to each other. Tell Ss to take turns to read out one of their answers randomly (e.g. *skiing*). The other Ss have to guess what it refers to, e.g. *an exciting activity*, as quickly as possible. You could demonstrate this with the whole class using your own answers to some of the prompts. The first student to get the correct answer wins a point and marks it on their worksheet. The winning student is the one with the most points at the end of the game.

Ss could read out all of their answers but this may take quite a long time. Alternatively, ask Ss to read out a specific experience each, e.g. *An exciting activity*, or give them a time limit.

5C

Grammar 1 *can/can't* for ability

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, complete the first conversation as a class to demonstrate the task. Give Ss time to complete the rest of the conversations individually. Check answers with the whole class.

For Ex 2, put Ss in pairs. Allocate one student as Student 1 and one as Student 2. Explain that Student 1 will read A's lines in conversations 1–5. Student 2 has to try to remember B's replies. Student 1 will then try to remember B's replies in conversations 6–10 when Student 2 reads A's lines. Give Ss time to read the conversations again and try to remember them.

Demonstrate the task yourself by asking Student 2s to turn over their worksheets. Read aloud the first sentence of Conversation 1 and elicit from the Student 2s in the room what the response is, or could be. Ss don't need to produce exactly the same answer, but the sentence should be grammatical and be close in meaning. Monitor as Ss complete Ex 2. Provide feedback on any issues related to accuracy and pronunciation.

Answer key:

1

1 Can **2** can **3** can't **4** can **5** can **6** can't **7** can't **8** Can
9 can't **10** can **11** can't **12** can't **13** can **14** can **15** Can
16 can't **17** can't **18** Can **19** can **20** Can **21** can't
22 can **23** can

Grammar 2 *can/can't* for ability

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of four. You could also have two or three groups of three if necessary. Try to put Ss into groups with people they don't normally work with. Give each group a set of activity cards in a pile, face down, on the table. Give each student in the group a TRUTH card or a LIE card. Tell Ss not to show their cards to each other.

Tell Ss that they're going to ask each other questions about activities using *can*. If they have a TRUTH card, they must always answer truthfully. If they have a LIE card, they must always answer with a lie. Demonstrate this by asking Ss to ask you three different *can* questions and afterwards invite Ss to tell you if you're telling the truth or not.

Ask Ss to take it in turns to pick up an activity card and ask the other Ss the questions, e.g. *Can you skateboard?* When all the cards have been used, Ss should guess which Ss in their group were telling the truth and which were telling lies. Feedback as a class.

Vocabulary Skills

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the correct verb in sentence 1 in column 1 of the table (*bake*). Give Ss time to choose the correct verbs in the rest of the sentences individually. Check answers with the class. Make sure that the answers are checked before the class mingle.

Elicit what question Ss need to ask to find someone who can bake a cake, e.g. *Can you bake a cake?*, and what follow-up questions they could ask, e.g. *What kind of cake can you bake?*, *How often do you bake?*. Give Ss time to think of questions for the other sentences and ask them to make notes. You could put them into pairs to do this. You might want to write the prompt *Can you … ?* on the board to help them with the initial question.

Tell Ss to mingle to find someone who answers 'yes' to each question, and to write their name in the second column. Encourage them to ask follow-up questions (e.g. *What kind of cakes do you bake?*) and to write any interesting information they find out in the third column.

Answer key:

1 bake **2** drive **3** make **4** speak **5** play **6** climb
7 cook **8** run **9** count **10** play **11** spell **12** fix

6A

Grammar 1 Past simple (regular verbs)

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer as an example. Give Ss ten minutes to complete the sentences individually, using the verbs in brackets in the past simple. Monitor and check Ss are spelling the past simple forms correctly. When Ss have finished, check answers with the class and write the answers on the board to check spelling.

For Ex 2, tell the class if the first sentence is true for you. If it isn't, change it so it is. Put Ss in pairs to discuss the sentences, changing them if necessary. When they have finished, ask a few Ss to share their ideas with the class.

Answer key:

1
1 listened **2** didn't like **3** played **4** cried **5** didn't work
6 danced **7** didn't arrive **8** studied **9** didn't want
10 started **11** tried **12** called **13** didn't stay **14** loved
15 didn't watch

Grammar 2 Past simple (regular verbs)

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to read the sentences and write their answers randomly in the shapes on the bottom half of the worksheet. Demonstrate by telling the class the name of the last place you stayed on holiday and mime writing it in one of the shapes. Explain that Ss should only write one or two words where possible, and make sure they don't show their answers to anyone. Monitor and help with vocabulary if required.

When they have finished, ask Ss to fold their worksheet along the line, so that they can only see their answers. Put Ss in pairs. Ask them to show each other their answers and guess which sentence they refer to. Ss should try to remember what things are at the top of the page, but if they get stuck they can look back at the top of the worksheet. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Vocabulary Prepositions

Materials: One set of cards per group

Instructions:

Put Ss in groups of three or four. Distribute one set of cards per group of Ss and arrange them face down in the middle of the group. Demonstrate the activity with the class first. Tell Ss to take it in turns to take a card and read out the word(s) on it, e.g. *where I work*. Explain that Ss need to identify the preposition that goes with each word/phrase. The first student to say the preposition, from the wordpool, that is used with the word or phrase, e.g. *near*, wins the card if they can make a sentence using it correctly, e.g. *There are some shops near where I work.*

Monitor and help if necessary. When they have finished, the student in the group with the most cards wins.

Answer key:

Suggested answers:
(I started school) **in September.**
(Carlos is) **inside/outside/in the building.**
(Doctors sometimes work) **at night.**
(There's a post office) **near/next to my house.**
(Let's meet) **at the entrance.**
(We moved house) **in 2018.**
(I usually start work) **at 9 a.m.**
(There are some shops) **near/next to where I work.**
(I live) **in/near/next to the city centre.**
(I didn't go to work) **on Tuesday.**
(My sister lives) **in New York.**
(Put the dishes) **on the table.**
(I meet up with friends) **on Friday night.**
(There are some restaurants) **inside/outside/in the shopping centre.**
(I saw Linda) **on the last day of school.**
(We always go on holiday) **in summer.**
(Jamie lives) **in Madrid.**
(What do you want to do) **at the weekend?**
(Our train leaves) **at 2 p.m.**
(I study English at school) **in the morning.**
(I usually watch TV) **in the evening.**
(The dog is sitting) **on the floor.**
(My parents are) **at the cinema.**
(I play football) **on Saturday morning.**

6B

Grammar 1 Past simple (irregular verbs)

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the first answer in Ex 1 as an example, then ask Ss to correct the mistakes in the rest of the sentences individually. When they have finished, ask Ss to compare answers in pairs, then check answers with the class.

Tell Ss to match the responses in Ex 2 with the sentences in Ex 1 individually. Put Ss in pairs to check their answers. Check answers with the class, and elicit the infinitive forms of each verb.

Answer key:

1

1 I ~~buyed~~ **bought** a really cheap phone last week.
2 I ~~falled~~ **fell** over and hurt my leg this morning.
3 We didn't ~~went~~ **go** to the supermarket on Sunday because it was closed.
4 I ~~leaved~~ **left** home when I was 18.
5 I didn't come to school yesterday because I ~~feelt~~ **felt** sick.
6 She ~~doesn't saw~~ **didn't see** anyone she knew at the party last night.
7 I ~~bring~~ **brought** my dog to work last Friday.
8 Cara ~~drived~~ **drove** to work this morning.
9 I didn't ~~woke~~ **wake** up early today because my alarm clock is broken.
10 Jonas ~~catched~~ **caught** the last train home last night.

2

b **1** g **2** a **3** e **4** i **5** d **6** j **7** h **8** c **9** f **10**

Grammar 2 Past simple (irregular verbs)

Materials: One card per student

Instructions:

Give each student a card. Tell Ss to complete the card about a great or boring weekend they had in the past, but not to tell anyone which it is at this stage. If necessary, write the first two sentences from the card on the board and elicit the correct verb forms. Then complete the sentences about you and ask Ss to guess if you had a great or boring weekend.

While Ss are completing the sentences individually, monitor and help if necessary. When Ss have completed their sentences, check the correct verb forms with the class as a whole.

Put Ss in pairs and ask them to tell each other about their weekends. Each student should listen to his/her partner carefully and remember as much of the information as possible. Ss can take notes if they like, but encourage them to only write key words, not complete sentences. At the end, the partner should guess if the weekend was great or boring.

When they have finished swapping stories, tell each student to find a new partner. He/She should then tell his/her new partner about his/her old partner's weekend. His/Her partner should also tell him/her about his/her previous partner. Both Ss should take notes, so they can remember information about the weekend. At the end, the partners should guess if the weekend they just heard about was great or boring.

Answer key:

1 woke up **2** caught **3** went **4** saw **5** bought **6** left **7** made **8** felt

Suggested answers:

1 I woke up early.
2 I caught a train at the station.
3 I went to the beach.
4 I saw some dolphins.
5 I bought an ice cream.
6 I left late.
7 I made some friends on the train home.
8 I felt great.

Vocabulary Irregular verbs

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of four and give each group a set of cards (shuffle the cards first). Tell Ss to lay the cards out face down in the middle of the group. Explain that the aim of the activity is to find pairs of infinitive verbs and irregular past simple forms. Ask Ss to take turns to turn over two of the cards, then turn them back face down if they're not a pair. If Ss find a pair, they need to say a sentence with that verb in the past simple in order to keep the pair of cards. Tell Ss to continue until all of the cards have been used. The student with the most cards at the end wins.

Answer key:

take, took; buy, bought; leave, left; bring, brought; go, went; feel, felt; sit, sat; catch, caught; see, saw; throw, threw; drive, drove; wake up, woke up

6C

Grammar 1 Past simple (questions)

Materials: One worksheet per student

Instructions:

For Ex 1, read the example with the class and explain that Ss need to write the questions for the underlined information in each sentence. With ***weaker classes***, you could give them the question words, too. Ask Ss to write the questions individually. Monitor and help if necessary. When they have finished, put Ss in pairs to check their answers. Then check answers with the whole class and write the questions on the board (or invite Ss to come and do so).

For Ex 2, put Ss in pairs to ask and answer the questions. Encourage them to ask follow-up questions to find out more information.

Answer key:

1

1 What time did you arrive at school today?
2 Where did you go/What did you do last weekend?
3 What time/When did you wake up this morning?
4 Did you drive here today?
5 Where did you go to school?
6 Did you listen to music this morning?
7 Who did you spend most of your time with last weekend?
8 What type/kind of films did you watch when you were a child?
9 What did you do last night?
10 Did you have breakfast this morning?
11 Why did you start learning English?
12 Which foods/What kind of food did you like when you were a child?

Grammar 2 Past simple (questions)

Materials: One worksheet per pair

Instructions:

Put Ss in pairs (Student A/Student B) and tell them to brainstorm as many European cities as they can in one minute. Get feedback from the class.

Give one half of the pairs a Student A worksheet and ask them to prepare their interview questions from the prompts. Give

the other half of the pairs a Student B worksheet and ask Ss to prepare their answers to the questions. Ask the travellers not to reveal their mode of transport until the roleplay. Make sure all Ss understand their roles. Monitor and correct if necessary.

Then rearrange the class so that a Student A works with a Student B. Tell them to roleplay the interview. When they have finished, ask two or three reporters to tell the class the most interesting things they heard during the interview.

As a follow-up, put Ss in A/B pairs and ask them to write a newspaper article.

Vocabulary Verbs + prepositions

Materials: One worksheet per student

Instructions:

For Ex 1, elicit the first answer as an example, then ask Ss to match the sentence halves individually. Put Ss in pairs to compare their answers, then check with the whole class.

For Ex 2, ask Ss to work individually to write new endings for the sentence beginnings in Ex 1. Demonstrate with an example of your own for sentence beginning 1, e.g. *I talked … to Anna at the party.* Monitor and help as necessary, checking Ss are using the correct prepositions with the verbs. When they have finished, put Ss in pairs to compare their sentences. Alternatively, ***stronger classes*** could read out just their new endings in random order for their partner to listen and guess which sentence beginning from Ex 1 it finishes.

Answer key:

1

1 g **2** a **3** j **4** c **5** e **6** f **7** b **8** i **9** h **10** d

7A

Grammar 1 Countable and uncountable nouns; *some, any, lots of* and *a lot of*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, demonstrate the activity by eliciting the word to fill gap 1 from the class (*Is*). Give Ss time to complete the rest of the conversations individually. Put Ss in pairs to discuss their answers. Check answers with the class.

For Ex 2, model each sentence in the first dialogue and ask Ss to repeat it, copying the stress and intonation. Do this chorally and then ask individual Ss to repeat it so you can listen and help them with any problems. You might want to do this with further conversations, or parts of the conversation, if you feel it would benefit your class.

Ask Ss to work in their pairs to practise saying the conversations aloud. Monitor and help Ss to get the right stress and intonation.

Answer key:

1

1 Is **2** some **3** lot **4** any **5** are **6** an **7** some **8** some **9** any **10** are **11** lots **12** Is **13** any **14** 's/is **15** a **16** lot **17** are **18** any **19** some **20** a

Grammar 2 Countable and uncountable nouns; *some, any, lots of* and *a lot of*

Materials: One set of cards per pair

Instructions:

Put Ss in pairs. Ask them to sit opposite each other or turn their chairs to face each other. Hand out a Student A worksheet and Student B worksheet to each pair. Tell Ss not to show each other their worksheets.

Elicit from Ss a general description of what they can see in their pictures (*different types of food*) and explain that the pictures are similar but that there are ten differences between them. Tell Ss to describe and ask questions about their pictures to find the differences. Demonstrate the activity with a strong student. You might want to write these prompts on the board to help ***weaker Ss***:

Is there a … in your picture?
Are there any … ?

There's / There are … in my picture? What about in yours?

Give Ss time to find the differences. Monitor and help if necessary. When they have finished, tell Ss to compare their pictures. ***Fast finishers*** can talk about how similar or different the food in their picture is to that in their own kitchens, e.g. *There's some meat in this picture but there isn't any meat in my kitchen.*

For feedback, elicit one or two differences from each pair in the class, e.g. *There's an apple in Danielle's picture but there isn't one in mine.* Check the answers as a class.

Answer key:

Both pictures

There are lots of/a lot of eggs, some salad, a carrot, some bread and some ice cream. The other ten items are different in each picture.

Picture A

There are lots of/a lot of potatoes, some water, an apple, some coffee, some chicken, lots of/a lot of spaghetti, some sweets, some juice, a pizza, and a lot of butter.

Picture B

There are lots of/a lot of beans, some rice, some lemonade, a lot of bananas, a burger, a/some cake, some milk, a sandwich, some tea and lots of/a lot of cheese.

Vocabulary Food and drink

Materials: One worksheet per pair

Instructions:

Divide the class into two halves. Give one half of the class the Student A worksheet and the other half the Student B worksheet. Ask Ss to look at the pictures and identify what sports the two people are doing (*cycling and weightlifting*). Ask them what kind of food they think they eat every day and elicit a few ideas.

For Ex 1, give Ss time to read the text and try to complete the gaps with the words in the box individually. Then put Ss in pairs with someone who has the same worksheet to compare ideas.

For Ex 2, put Ss in A/B pairs and tell them not to show each other their worksheets. Explain that Student A has the completed information about Mario Rossi and Student B has the completed information about Ying Wang. They should ask each other questions to check their answers to Ex 1. Elicit these questions and write them on the board, e.g. *What does … have/drink for (breakfast/lunch/dinner/a snack)?* Demonstrate the activity with a strong student.

Give Ss time to ask and answer their questions and check their answers. When Ss have finished, check answers with the whole

class. You might want to check Ss' understanding of the difference between *brown* and *white pasta/rice* (*the brown version includes the whole grain and is healthier*) and of *green tea* (*a tea made with green leaves that is popular in Asia*).

Put Ss in pairs and ask them to discuss what similar food they eat. You could demonstrate this, e.g. *I have toast for breakfast but I have jam with it, not eggs*. Ask one or two pairs to share their ideas in feedback.

Answer key:

1

Student A – Ying Wang

1 eggs **2** fruit **3** coffee **4** salad **5** meat **6** beans **7** rice **8** pasta **9** chicken **10** juice **11** ice cream **12** frozen food

Student B – Mario Bianchi

1 juice **2** coffee **3** chicken **4** salad **5** fish **6** rice/pasta **7** rice/pasta **8** vegetables **9** ice cream **10** tea **11** soft drinks **12** sweets

7B

Grammar 1 *How much/How many?* + quantifiers

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the correct alternatives in Conversation 1 to demonstrate the task. Give Ss time to read the rest of the conversations and choose the correct alternatives individually. Put Ss in pairs to discuss their answers. Check answers with the class.

For Ex 2, ask a strong student to ask you a question starting with *How much* or *How many* (e.g. *How much chocolate do you eat a week?*) and answer it. Ask Ss to think of two *How many* and two *How much* questions. Monitor and help if necessary. Tell Ss to work in their pairs and take turns to ask and answer the questions. Ask pairs to share what they learnt in feedback.

Answer key:

1

1	**A** many	**B** a lot	**A** a few
2	**A** some	**B** much	**A** a lot
3	**A** a lot of	**B** a few	**A** a lot
4	**A** much	**B** None	**A** much
5	**A** a lot of	**B** any	**A** lots
6	**A** many	**B** None	**A** a lot of
7	**A** much	**B** a little	**A** much
8	**A** any	**B** some	**A** many
9	**A** any	**B** lots of	**A** a little
10	**A** a few	**B** some	**A** a lot of

Grammar 2 *How much/How many?* + quantifiers

Materials: One worksheet per pair

Instructions:

Put the Ss in pairs. Give half the pairs a Student A worksheet and half the pairs a Student B worksheet. Tell Ss to complete the questions using *much* or *many*. Check the answers with each group without reading the whole question.

Then rearrange the class so that Ss work in A/B pairs. Tell them not to look at each other's worksheets. Explain that Student A has eight questions, and Student B has the answers to those questions (*a–h*). Student B has eight different questions, and Student A has the answers to those questions.

Ask Student A to begin by reading question 1 (*How many rooms are there in your house?*) Student B looks for the answer on his/her worksheet and reads out the answer (*Four. There's a living room, kitchen, bathroom and bedroom.*) Tell Ss to decide together if it is the correct answer and Student A writes the letter of the answer (in this case *g*) next to the question. Student B then asks his/her first question and Student A finds the matching answer. The winner is the first pair to match all the questions and answers correctly. Check the answers with the whole class.

Finally, tell Student A to ask Student B the questions on his/her worksheet. Student B must answer about him/herself. They then swap and Student B asks his/her questions to Student A. Student A answers about him/herself. When they have finished, ask one or two Ss to feed back any interesting information about their partner to the class.

Answer key:

1 and **2**

Student A

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

Student B

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

Vocabulary Food containers

Materials: One worksheet per group

Instructions:

Put Ss in groups of between three and five. Give each group a set of shuffled cards. Ask one student in each group to share the cards out among them.

Explain to Ss that there are ten different food containers on the cards. There are four cards of each container, and Ss must try to get all four cards to make a complete set. Demonstrate the activity with one group. A student starts by asking another person in the group if they have a particular card (i.e. *Have you got a bar of chocolate?*). If they have it, they must give it to the student who has asked the question. The successful student can then continue to ask the other Ss for a card until someone doesn't have one. It is then the turn of the student who doesn't have the card to ask for a card from someone. When Ss collect a set of four cards of the same container, they put them on the table. At the end of the game, the winner is the student with the most sets of four cards.

7C

Grammar 1 Comparative adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, write the prompts in question 1 on the board (i.e. *my city / London* (*big*)) and make a grammatically correct sentence that is true for you (e.g. *London is bigger than my city.*). Ask the class if the sentence is true for them.

Distribute the worksheets and give Ss time to write true sentences using the prompts. Monitor and help if necessary. Make sure Ss are changing the order of the nouns where appropriate to make the sentences true and not just making sentences with the prompts in the same order as the worksheet.

For Ex 2, put Ss in pairs and ask them to discuss their answers to Ex 1 to see if they agree. Elicit answers from the class and check they're grammatically correct. Ask the other Ss if they agree or disagree and do a quick survey each time.

Answer key:

1 and **2**

1 London is bigger than my city. /
My city is bigger than London.
2 Cinema tickets are more expensive than concert tickets. /
Concert tickets are more expensive than cinema tickets.
3 The city in the day is noisier than the city at night. /
The city at night is noisier than the city in the day.
4 Trains are more comfortable than buses. /
Buses are more comfortable than trains.
5 The food I eat is healthier than the food my friends eat. /
The food my friends eat is healthier than the food I eat.
6 Mondays are better than Fridays. /
Fridays are better than Mondays.
7 Hollywood films are more popular than films from my country. /
Films from my country are more popular than Hollywood films.
8 May is warmer than September. /
September is warmer than May.
9 My house now is more modern than my old home. /
My old house was more modern than my home now.
10 The shops on Saturday are more crowded than the shops on Sunday. /
The shops on Sunday are more crowded than the shops on Saturday.
11 Tuesdays are busier for me than Thursdays. /
Thursdays are busier for me than Tuesdays.
12 The Taj Mahal in India is more beautiful than The Eiffel Tower in France. /
The Eiffel Tower in France is more beautiful than The Taj Mahal in India.
13 I'm lazier than my friends. / My friends are lazier than me.
14 British food is worse than food from my country. /
Food from my country is worse than British food.
15 English pronunciation is more difficult than English grammar. /
English grammar is more difficult than English pronunciation.
16 TV programmes about animals are more interesting than TV programmes about people. /
TV programmes about people are more interesting than TV programmes about animals.
17 People in my city are friendlier than people in other places. /
People in other places are friendlier than people in my city.
18 Male drivers are safer than female drivers. /
Female drivers are safer than male drivers.

Grammar 2 Comparative adjectives

Materials: One Bingo! card per team

Instructions:

Before you begin, make sure that Ss are familiar with the game of Bingo! by giving a brief demonstration or drawing a diagram on the board.

Divide the class into six teams and give each team a Bingo! card (A–F). Make sure all the team members can see it (you might need to make more than one copy of each card if you have a big class, or enlarge the photocopies). Ask Ss to look at the sentences and make sure that they understand their meanings. Tell Ss that you're going to read some sentences. They must listen to the sentences and try to find a comparative sentence on their card that means the same thing.

Read out the sentences below, choosing them at random, and allow a few moments between each sentence for Ss to look for the comparative sentence on their card. You should read each sentence twice. If they find it, they tick (✓) or put a line through the sentence. Tick your sentences as you read them out, so that you don't repeat any (which could cause confusion).

The winners are the first group of Ss to tick all their sentences and call out Bingo! Check their answers.

Answer key:

Sentences to read out:

Note that Ss' answers are in brackets afterwards, so don't read these out. You might also want to change the names to more local ones so Ss can easily recognise the pronouns in their sentences.

- You're sixteen and I'm seventeen. (I'm a year older than you.)
- My laptop cost £500 and yours cost £600. (Yours was more expensive than mine.)
- Your mobile phone cost £450 and mine cost £350. (Mine was cheaper than yours.)
- My homework was good, but your homework was very good. (Yours was better than mine.)
- You got forty percent in the exam, but I only got twenty percent. (My results were worse than yours.)
- There were 200 people in the restaurant last night, but there are 300 here this evening. (It's busier today than it was yesterday.)
- This football match is good, but the match I saw last weekend was really good. (It was more exciting than this one.)
- I do exercise every day. My father doesn't do any exercise. (I'm healthier than him.)
- Michael came first in the race and I came second. (He was faster than me.)
- Mark's loud, but Susie's very loud. (She's noisier than him.)
- I'm 1 m 75 cm tall. Alison is 1 m 82 cm tall. (She's taller than me.)
- I'm 1 m 68 cm tall. Marnie's 1 m 55 cm tall. (She's shorter than me.)
- The sun is warm at ten o'clock. It's very warm at 1 p.m. (It's hotter in the afternoon).
- That bed feels hard, but this bed feels soft. (It's more comfortable.)
- I talk to a few people in my class, but Henry talks to lots of people in our class. (He's friendlier than me.)
- Last year, 80,000 people visited my town, but 90,000 visited yours. (Yours is more popular than mine.)
- I bought my car last year, but you bought yours ten years ago. (Mine is more modern than yours.)

Vocabulary Describing places to eat

Materials: One card per student

Instructions:

Demonstrate the activity by writing this statement on the board: *I go to a café most weekends*. Read the sentence aloud and ask a few Ss if the statement is true or false for them. On the board, write *True* and *False*. Put ticks next to each one to record each student's answer.

Give each student a card. If you have more than 14 Ss, repeat some of the cards. Explain that they must ask every student in the class if the statement on their card is true or false for them and record their answers. If you have a large class, you might want to divide them into two groups to do this. Ss mingle within their groups only.

Give Ss time to read their statements and check any vocabulary if necessary. When ready, ask Ss to mingle and ask other Ss if the statement is true for them. Monitor and help if necessary.

When they have finished, tell Ss to count up their answers to find out how many Ss answered true and how many answered false. In feedback, ask Ss to read out their statement and the results. If the Ss mingled in two groups, you could have the Ss feeding back their results in their separate groups. Highlight any interesting answers and ask follow-up questions to find out more information.

8A

Grammar 1 Present continuous

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, read the example with the class, then ask Ss to complete the rest of the sentences individually. Put Ss in pairs to compare their answers. Encourage Ss to use the contracted forms of the verb *be*. When Ss have finished, check answers with the class and write them on the board (or invite Ss to do so) in order to check and correct spelling if necessary.

Read the list of people in Ex 2 aloud and give Ss a few minutes to think about what the people are doing. Encourage them to ask you for any vocabulary they need, and write any new words and phrases on the board. Put Ss in pairs to discuss what the people are doing. When they have finished, ask a few Ss to share their answers with the class.

Answer key:

1
1 's swimming **2** 're having **3** 's playing **4** 'm driving
5 're running **6** 's cooking **7** 're watching **8** 's reading
9 'm shopping **10** 're eating **11** 's working
12 's listening; dancing

Grammar 2 Present continuous

Materials: One worksheet per group, small pieces of paper for counters and a coin

Instructions:

Put Ss in small groups and distribute the worksheets. Ask Ss to make counters for themselves with a small piece of paper and write their name on it. Tell Ss to place their counters on the START square and decide who will go first. Ask Ss to take it in turns to toss the coin. If it lands on 'heads' (= the side of the coin with a 'head' on it), they move one square, and if it lands on 'tails' (= the other side of the coin), they move two squares. If they land on a picture square, they need to say a sentence to describe what the people are doing, using the pronoun given. If they land on a square with a place on it, they need to imagine they are there and say what they're doing. Monitor and check Ss are using the present continuous correctly. The first student to reach the FINISH square wins.

Answer key:

Suggested answers:
a supermarket – I'm buying food; **You**'re playing tennis;
I'm talking on the phone; **a classroom** – I'm studying English;
We're sitting outside; **You**'re riding a bike; **They**'re having dinner;
at home – I'm watching TV; **We**'re dancing;
a concert – I'm listening to music; **They**'re playing basketball;
He's running; **I**'m watching TV; **a café** – I'm eating lunch;
You're reading a book; **We**'re swimming;
a park – I'm playing football; **They**'re laughing;
a party – I'm dancing with friends; **We**'re shopping.

Vocabulary Geography

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain that there are nine words related to geography hidden in the wordsearch. The words are set either across or down (not diagonally). Give Ss time to work individually to decide what words the pictures show and to find them in the wordsearch.

With ***weaker classes***, you could use the pictures to elicit the words first and write them on the board.

When they have finished, put Ss in pairs to compare their answers, then check answers with the whole class.

Answer key:
1 island **2** trees **3** mountain **4** countryside **5** water
6 beach **7** sea **8** river **9** sky **10** sky

A	G	I	M	O	U	N	T	I	W	G	S	B	H	D
T	U	C	O	U	N	T	R	Y	S	I	D	E	S	S
R	M	A	U	S	P	N	I	S	I	S	Y	A	C	C
A	P	S	N	O	A	S	V	Y	O	D	E	C	O	S
P	T	F	T	A	T	R	E	S	S	I	D	H	R	G
S	F	L	A	K	A	R	R	E	J	I	R	H	W	E
T	I	O	I	I	S	A	H	F	G	B	D	E	A	Y
H	E	U	N	N	D	E	A	G	I	O	P	E	S	I
D	D	H	A	A	R	O	T	E	I	I	S	L	A	B
S	C	G	A	R	A	I	E	L	E	S	S	E	S	W
G	S	R	S	E	T	R	T	R	A	L	D	E	S	P
V	W	A	T	E	R	J	S	E	E	A	D	S	E	A
F	K	T	B	V	E	X	H	K	J	N	L	K	E	A
A	W	S	W	A	E	T	H	R	O	D	P	Y	K	D
A	A	S	I	T	S	N	P	T	F	G	X	S	Y	R

8B

Grammar 1 Present simple and present continuous

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the first answer as an example, then ask Ss to complete the rest of the conversations individually. Tell Ss to use contractions where possible. Monitor and help if necessary. When they have finished, put Ss in pairs to compare answers, then check answers with the whole class, writing the answers on the board.

Put Ss in pairs to practise the conversations. When they have finished, ask different pairs to read out the conversations for the class.

Answer key:

1
1 's raining **2** are **3** doing **4** 'm watching **5** play **6** do
7 work **8** work **9** 'm working **10** do **11** do **12** 'm
13 'm cleaning **14** clean **15** do **16** 'm trying **17** 'm writing
18 'm studying **19** study **20** have **21** 're not studying
22 'm doing **23** cycles **24** 's snowing

Grammar 2 Present simple and present continuous

Materials: One role card and one copy of the bottom part of the worksheet per student

Instructions:

Tell smaller classes to work as a whole group and duplicate one or two role cards, if necessary. Divide larger classes into groups of nine Ss or fewer, but be sure to assign role card A.

Give each student in each group a role card, but mix them up so they are not in letter order. Tell Ss to imagine that today is a national holiday and they're not working, they're in the park. Tell Ss to read the information on their cards and put the verbs in the correct tense. Check that Ss have used the present simple for the first gap on their cards and the present continuous for the other gap.

Tell Ss to mingle within their groups, meeting the other people in the park. Ss should try to find out whose birthday it is, as well as what each person usually does and what he/she is doing today. As Ss listen to each other, they should complete their worksheets. The first gap of each sentence should be completed with the relevant student's name and the correct verb form should be chosen, e.g. *Kimiko usually works in a restaurant.* If there are fewer than nine Ss in each group then only that number of sentences needs to be completed plus sentence 10.

When Ss have spoken to everyone, put them in pairs and tell them to compare the information they have on their worksheets. Check answers with the group and find out how many people got all the information correct.

Answer key:

Role cards

A work, are playing **B** clean, are swimming
C work, are having **D** teach, are playing **E** study, are walking
F work, are doing **G** work, are reading **H** work, are eating
I drive, are listening

Worksheet

1 works **2** is swimming **3** is having **4** teaches **5** studies
6 works **7** is reading **8** is eating **9** is listening
10 (name of student with role card A)

Vocabulary Weather

Materials: One Bingo! card per student

Instructions:

Give out one Bingo! card per student and check they understand what their symbols and pictures show. Monitor and help with vocabulary if necessary. In turn, call out one type of weather from the list below, in random order:

It's snowing. It's windy. It's raining. It's cloudy. It's foggy. It's wet. It's sunny. It's hot. It's warm. It's cool.

If Ss hear a type of weather that's on their card, ask them to underline it. The first student to underline all their pictures calls out Bingo! and wins the game.

Collect in all the cards, shuffle them, and give them out again. Repeat the activity, but ask Ss to circle their pictures this time.

8C

Grammar 1 Superlative adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer as an example, then ask Ss to complete the rest of the sentences individually. Monitor and check Ss are forming the superlative adjectives correctly. When they have finished, put Ss in pairs to compare answers, then check answers with the whole class, writing them on the board (or inviting Ss to do so) to check spelling.

For Ex 2, put Ss in pairs to discuss which sentences in Ex 1 are true for them, and ask them to change any which aren't so that they are also true for them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Answer key:

1

1 best **2** most delicious **3** tallest **4** friendliest **5** easiest
6 most expensive **7** most popular **8** oldest **9** most difficult
10 worst **11** biggest **12** busiest **13** happiest **14** youngest
15 most comfortable

Grammar 2 Superlative adjectives

Materials: One set of cards per group

Instructions:

Separate the cards into adjectives and words or phrases for nouns. Put Ss in groups of between three and five. Give one set of adjective cards and one set of noun cards to each group, in two piles face down on the table. Tell Ss to take turns to turn over a card in each pile. Ask Ss to try to make a sentence using a superlative adjective with them (e.g. *fast, form of transport: The fastest form of transport is a plane.*) If Ss make a correct sentence, they keep those cards. If they can't make a sentence because the adjective and noun cards don't match (e.g. *comfortable, person I know*), then they put the cards randomly back into the piles on the table.

Tell Ss to continue until they have made all possible sentences with the cards still available. The student with the most cards at the end wins.

Vocabulary Phrases describing travel

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to look at the pictures and elicit what they can see. Tell the class that the three texts describe difficult trips. Ask Ss to complete the texts with the words in the boxes individually. Then, put Ss in pairs to check their answers. Check answers with the class.

For Ex 2, put Ss in pairs to discuss whether they've had any similar experiences, or whether they've had any other types of bad journeys and to explain what happened. When they have finished, nominate a few Ss to share their ideas with the class.

Answer key:

1 left **2** at **3** in **4** took **5** back **6** by **7** on **8** off **9** at
10 booked **11** at **12** take **13** got

9A

Grammar 1 *should/shouldn't*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to read the advice 1–12 and complete each sentence with a verb from the box. Give Ss time to complete the senences individually, then put them in pairs to compare their answers. When they have done this, ask Ss to work individually again to match the advice with the problems (a–l). Then, check answers with the whole class.

Put Ss in pairs and tell them to cover the advice 1–12. Tell Ss to take it in turns to read out one of the problems. Their partner then has to respond with some advice that includes *should* or *shouldn't*. Draw Ss' attention to the example given. They can repeat the same ideas as those in a–l from memory.

Monitor and assess Ss' use of *should/shouldn't*. Highlight good examples of language use and any errors in class feedback.

Answer key:

1
1 look **2** eat **3** sleep **4** speak **5** turn **6** put on
7 give **8** go **9** take **10** count **11** drink **12** talk to

2
1 d **2** i **3** a **4** e **5** k **6** c **7** g **8** j **9** h **10** b **11** l **12** f

Grammar 2 *should/shouldn't*

Materials: One sentence card per student

Instructions:

Demonstrate the activity by telling the class that you want to be healthier. Elicit some advice from Ss.

Give each student a sentence card. If you have more than twelve Ss in your class, divide them into two or three smaller groups so sentence cards won't need to be repeated. If your group is small, not all the cards need to be used.

Ask Ss to walk around the class (or work in their groups), tell others what is on their sentence card and listen to their partner's advice. Ask Ss to also give advice to their partners about their sentences. ***Weaker classes*** could look at the sentences on a screen or a copy of the complete worksheet first and think of possible advice in pairs or groups before the discussion stage.

When Ss have spoken to five or six different people, ask them to sit down. Put Ss in pairs to discuss what they want to achieve and the best advice they received. Monitor and note down good examples of target language use and any errors.

Ask a few Ss to share their best advice with the class. Highlight good examples of language use and any errors in class feedback.

Vocabulary Health

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, focus Ss' attention on the first statement and elicit the verb to complete it to check Ss understand the task. Give Ss time to complete the rest of the statements individually, then check answers as a class.

For Ex 2, ask Ss to circle the number that best represents how much they agree with statement 1, demonstrating on the board if necessary. Tell Ss to read the rest of the statements and circle the number that represents their opinion. Monitor and help if necessary.

For Ex 3, put Ss in groups. Tell them not to show each other their worksheets, but to tell each other the numbers they have written.

Answer key:

1
1 eat **2** stay **3** keep **4** sit **5** do **6** walk **7** go **8** join
9 walk **10** stand

9B

Grammar 1 *be going to*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, explain that Ss have to complete conversations 1–3 with the correct form of *be going to* and the verbs in brackets. Elicit the first one from the class to check they understand the task. Give Ss time to complete the conversations individually, then check answers as a class.

For Ex 2, ask Ss to write their own conversation between two people talking about an interesting future plan. Monitor and help if necessary. For Ex 3, put Ss in pairs to practise reading their conversations aloud. When they have finished, ask Ss to display their conversations around the room (or online if you have a space where Ss can share their work) and vote for the conversation with the most interesting plan.

Answer key:

1
1 's going to live **2** 's going to start **3** is (she) going to live
4 's going to rent **5** 'm going to go **6** 're going to travel
7 Are (their friends and family) going to go **8** 'm not going to go
9 'm not going to come **10** 'm going to take

Grammar 2 *be going to*

Materials: Two to three sentence cards for each student, four per student in smaller classes

Instructions:

Give out two to three sentence cards to each student. Tell Ss to work alone and complete the sentences with true information about themselves, but not to write their names. Monitor and help if necessary.

Collect all the sentences and put them in a bag. Shuffle them and ask each student to take out two to four new sentences, depending on how many they each wrote originally. If a student pulls out one of his/her own, he/she should return it and take a new one.

Tell Ss to mingle and ask questions in order to find the people who wrote the sentences on their cards, e.g. *Are you going to go to the cinema this evening?* If the answer is *yes*, the student must ask *Did you write this sentence?* as other Ss may have written the same thing. Encourage Ss to ask for more information, e.g. *What film are you going to see?* You could write *What (film)/Where/When are you going to _____?* on the board as prompts. If the answer is *no*, the student should continue to mingle and ask questions until they find the sentence writer. Demonstrate the activity so that Ss understand what to do.

When Ss have found all the people who wrote their sentence cards, elicit some interesting information from the class.

Vocabulary Future plans

Materials: One future plan card per student; one worksheet per pair

Instructions:

If you have a class of fifteen or less, Ss can work together as a whole class. Give each student a future plan card (1–10), repeating cards as necessary. For classes of sixteen or more, divide the Ss into two or three groups of 8–10 Ss and make sure everyone has a different future plan card.

Ask Ss to mingle and tell each other about the future plans on their card. You could demonstrate this, i.e. *I'm going to buy a new camera*, and elicit and answer one or two follow-up questions, e.g. *What kind of camera?*, *Why?* Tell Ss to try to remember the information they hear about each person because they're going to be tested on it later. However, they shouldn't write anything down unless you think they'll really struggle without notes later.

Once Ss have spoken to everyone, put them in pairs with someone from the same group and give each pair worksheet. Elicit the answer to the first sentence from the class or each group and get Ss to complete it to clarify the task. Ask pairs to complete the rest of the sentences from memory.

Check answers with the whole class. Find out if anyone managed to remember everything perfectly.

Answer key:

Suggested answers:

The number of each sentence on the worksheet corresponds to the numbers on the future plan cards.

1 (Student name) wants to buy an expensive camera.
2 (Student name) wants to do more exercise.
3 (Student name) wants to look for a new job.
4 (Student name) wants to learn how to bake.
5 (Student name) wants to talk to more people.
6 (Student name) wants to do an art course.
7 (Student name) wants to save money for a new car.
8 (Student name) wants to learn Chinese.
9 (Student name) wants to get a £500 bonus at work.
10 (Student name) wants to decide where to go on holiday.

9C

Grammar 1 *would like/ want*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to read the first sentence and decide if it is correct or not. If it is incorrect, Ss correct the mistake in the sentence individually. Check the answer as a class. Give Ss time to read the rest of the sentences and to correct them individually where needed. When they have finished, put Ss in pairs to check their answers. Check answers as a class.

For Ex 2, ask Ss to write three sentences about their future plans and dreams with *would like* or *want*. Monitor and help if necessary.

For Ex 3, put Ss in pairs and ask them to tell each other the three things they wrote about. If possible, they should cover their sentences and say them from memory so it's more natural. ***Stronger Ss*** could ask each other follow-up questions.

Answer key:

1
1 I'd like **to** go to China in the next few years. **2** Correct
3 ~~Do you would~~ **Would you** like to get married one day?
4 I don't want **to** go to the party tonight. **5** Correct **6** Correct
7 Does Alex ~~wants~~ **want** to go to university?
8 Ricardo would like to ~~seeing~~ **see** a film tonight. **9** Correct
10 Correct **11** Correct **12** Correct
13 Would ~~like~~ you **like** to live in the countryside?
14 Yuka ~~likes~~ **would like/wants** to go out tonight. **15** Correct
16 Carrie ~~want~~ **wants** to speak to you later. **17** Correct
18 I want **to** have a long holiday in the summer.

Grammar 2 *would like/ want*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they have won a competition. Tell them to read the email and ask a few questions to check they've understood it, e.g. *What did you win? How much can you spend?*.

Put Ss in groups of three or four. Tell each group to discuss where they'd like to go on holiday and what they'd like to do there. They can visit several places or countries if they wish, but they only have £10,000 between them. Make sure that all the Ss in the group note down their plans on their worksheets.

Rearrange the class so that each student now works with another student from a different group. Tell Ss to ask about and discuss their holiday plans. As well as *would like/ want*, Ss could also use *be going to* to discuss their plans. Monitor and assess Ss' use of the target language.

When they have finished, ask the pairs to tell the class which parts of each holiday they think are the best. Highlight good examples of language use and any errors in class feedback.

Vocabulary Activities with *go*

Materials: One set of cards per group

Instructions:

Put Ss in groups of three or four. Give each group a set of shuffled cards in a pile, face down on a table. You could start by demonstrating the task yourself. Mime the action 'go running'. Ask the class what you're doing and elicit the correct answer. Play the game in one of the three ways described:

Version 1

In their groups, tell Ss to take turns to turn over a card and mime the action. The student who guesses the action first gets to keep the card and mimes the next action. The student in each group with the most cards at the end of the game wins. If there is time, Ss could play again.

Version 2

Groups play against each other. When you say *Go!* one student in each group turns over a card from their pile and mimes the action. When the other Ss in the group guess the action correctly, the next student turns over a card and the group guesses, and so on. The winning group is the one which guesses all ten actions correctly first. With this version, you will need to monitor carefully to ensure Ss are miming and guessing in English and not cheating!

Version 3

Groups play against each other. Ask one student in each group to volunteer. When you say *Go!* the Ss come to you, look at a card that you show them, return to their groups and mime the action. When a student in each group guesses the action, they come to you and

whisper it to you. The first student to tell you the correct answer wins the point. This continues with all of the cards. The group with the most points wins the game.

10A

Grammar 1 Verb patterns

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, read the example with the class, then ask Ss to write the rest of the sentences and questions individually. Monitor and check they are putting the second verb in the correct (*-ing*) form. When they have finished, put Ss in pairs to compare their answers, then check answers with the class.

For Ex 2, put Ss in pairs and ask them to discuss which sentences are true for them (changing any that aren't so they are true) and ask and answer the questions. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information with the class.

Answer key:

1

1 I don't mind cleaning.
2 I love working from home.
3 Do you mind working at the weekend?
4 I don't like shopping.
5 My mum likes getting up early.
6 My friend doesn't like going to parties.
7 What do you like doing in the evenings?
8 My dad hates cooking.
9 Do you like going running early in the morning?
10 I hate working late.
11 I love studying English.
12 I don't like staying at home on holiday.
13 What do you hate doing?
14 My brother hates travelling by train.
15 What do you like wearing at work?
16 Do you like living in your area?
17 I love travelling by plane.
18 I don't like swimming in the sea.
19 I like eating healthy food.
20 What do you love reading?

Grammar 2 Verb patterns

Materials: One card per student

Instructions:

Before the activity, write two sentences about your own likes and dislikes on the board, one true and one false. Ask Ss to ask you questions to find out which one is false. For example:

I love getting up early. *What time do you get up?*
What do you do when you get up?, etc.

Give a card to each student and ask them to complete the sentences (using verbs) about things they like and don't like doing. Four sentences should be true and four should be false. For the last three items, tell Ss to write their own sentences related to the topics in brackets. As they are writing, monitor, help with vocabulary and check Ss are forming the sentences correctly.

When they are ready, put Ss in pairs to read their sentences. Ask them to take turns to ask and answer questions, and to try to work out which sentences are true and which are false. When they have finished, rearrange Ss to do the activity again (they can repeat it as many times as you have time for). Monitor Ss while they work and take notes on their use of language. When they have finished, ask a few Ss to share something interesting they found out about their partners, and give Ss feedback on their language use as a class.

Vocabulary Housework

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1 ask Ss to complete the sentences with the missing verbs from the word box. Monitor and help if necessary. Check answers with the class and write them on the board.

For Ex 2, explain that the short texts in Ex 2 give a bit more information for each of the quotes. Tell Ss to match the quotes with the texts individually, then put Ss in pairs to check their answers. Check answers with the class.

When they have finished, put Ss in pairs to discuss which of the quotes are true for them. Encourage them to ask follow-up questions to find out more information.

Answer key:

1

1 wash **2** fixing **3** cook **4** do **5** cleaning **6** tidy **7** share

2

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

10B

Grammar 1 *have to/don't have to*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer in Ex 1 as an example, then get Ss to choose the correct options for the rest of the sentences individually. When they have finished, put Ss in pairs and ask them to compare answers, then check answers with the class.

For Ex 2, put Ss in pairs to choose ten of the sentences and discuss who they think said each one. When they have finished, elicit a few answers from the class and find out if other Ss agree.

Answer key:

1

1 a **2** b **3** b **4** b **5** b **6** b **7** a **8** a **9** a **10** b **11** a **12** b

2

Suggested answers:

1 some friends going to a party
2 somebody discussing their job
3 parents discussing their son
4 someone in an office job or working with clients
5 a boss to an employee
6 friends discussing another friend
7 people going to an art exhibition or festival
8 instructions for an exam
9 a hotel receptionist
10 parents discussing their daughter
11 a teacher to a class of Ss
12 people about to travel somewhere

Grammar 2 *have to/don't have to*

Materials: One card per student

Instructions:

Write the following sentences on the board:

I always arrive at work early.
I have to wear a uniform.
I have to drive the train safely.
I don't have to stand up all day.

Then ask Ss to guess the job you are describing (*a train driver*).

Give out one card to each student and make sure they don't show it to anyone else. Tell Ss to work individually to write sentences to describe the job on the card. Monitor and help if necessary, writing any useful words or phrases on the board.

When they are ready, put Ss in small groups to read out their sentences for the other people in the group to guess the jobs.

Vocabulary Clothes

Materials: One worksheet per pair

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss what clothes and accessories each person needs and doesn't need in each situation, using the words in the box at the top of the worksheet. When they have finished, put pairs together into groups to compare their answers and to discuss if they agree on what each person needs.

In feedback, ask different groups about each person and find out if the class agrees with their choices.

10C

Grammar 1 Present perfect simple

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer as an example, then ask Ss to complete the rest of the sentences and questions with the present perfect simple form of the verbs in brackets individually. Monitor and help if necessary. When they have finished, put Ss in pairs and ask them to compare their answers, then check answers with the whole class.

For Ex 2, put Ss in pairs to discuss which sentences are true for them, and to ask and answer the questions.

Answer key:

1

1 've never been
2 Have (you) ever watched
3 've driven
4 's made
5 has never used
6 Has (your friend) ever climbed
7 Have (you) ever done
8 has never had
9 've brought
10 've never used
11 've played
12 Have (you) ever written
13 have travelled
14 Have (you) ever bought
15 've never chatted

Grammar 2 Present perfect simple

Materials: One worksheet per pair

Instructions:

Put Ss in pairs. Give a complete worksheet to each pair. Tell Ss to complete the sentences on both halves of the worksheet together so that each sentence starts with the name of someone in the class and the verbs are in the correct present perfect form. The pair should believe that each statement is true, e.g. *Vincent has met a famous person*, but they should not ask the student if they are correct at this point.

When each pair has finished making their sentences, ask them to tear the worksheet in half down the dotted line. One student takes the Student A worksheet and the other takes the Student B worksheet. Tell each student to find out if their statements are true by asking the people they have made sentences about if they have done those things or not, e.g. *Vincent, have you ever met a famous person?* If you feel Ss need time to prepare their questions, ask them to write them down with their partner before they mingle.

When Ss have mingled and found out if their statements are true or false, ask the pairs to sit together and tell each other what they learnt, e.g. *We were wrong. Vincent has never met a famous person.*

Answer key:

Student A

1 has met **2** has taken **3** has run **4** has ridden
5 has played **6** has visited **7** has flown **8** has studied

Student B

1 has slept **2** has read **3** has had **4** has bought
5 has played **6** has taken **7** has climbed **8** has eaten

Vocabulary Technology

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three or four. Distribute a set of cards to each group of Ss, and ask them to place them face down and spread out in the middle of the table. Tell Ss to take turns to turn over two of the cards. If the two cards make a phrase (e.g. *download a/an + app*), then they keep them. If not, they must turn the cards face down again. Tell Ss to try and remember where the words are so that they can choose the correct cards to make phrases. Monitor and help if necessary.

When they have finished, ask Ss to count how many pairs of cards they have. The student in each group with the most cards wins.

As a follow-up, you could ask Ss to make sentences with the cards they have, then share them with the other members of their group.

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