

Time to Talk

21st Century Communication Skills

Teacher's Guide

Foundation Pre-A1

Lesson	Title	Pages	In this lesson:
1	How Are You?	4 - 7	Introduce yourself
2	I'm a Doctor	8 - 11	Talk about people and their jobs
3	She Likes Pizza	12 - 15	Talk about what people like
4	I Never Walk!	16 - 19	Talk about what you usually do in your free time
5	Do You Listen to Pop Music?	20 - 23	Ask people about their weekends
6	She Works in an Office	24 - 27	Ask and answer questions about your work
7	I Usually Get Home at Six O'clock	28 - 31	Tell people about your daily routines
8	Could I Have a Cup of Tea?	32 - 35	Ask for things in a café or bar
9	He Sells Stamps and Postcards	36 - 39	Talk about what your family and friends do
10 Skills	I Walk in the Park and Look at the Leaves	40 - 43	Talk about what you do in different seasons
11	It's Next to the Toy Shop	44 - 47	Ask people where places are
12	There Aren't Any Kiwis	48 - 51	Compare things and find differences
13	How Much Is the Steak?	52 - 55	Order in a restaurant
14	Is There Any Milk?	56 - 59	Make a shopping list
15	There Are Lots of Books	60 - 63	Describe a room
16	She's Got Short, Brown Hair	64 - 67	Describe a friend
17	I Wear Jeans at the Weekend	68 - 71	Describe what people are wearing
18	It's Very Cold!	72 - 75	Say why you like things
19	What Time's the Party?	76 - 79	Ask for more information
20 Skills	The Food Is Cheap and the Coffee Is Good	80 - 83	Have lunch in a café

	Language	CD Tracks
	Grammar Articles: a/an Possessives: my/your/his/her Present simple form of be	01 - 04
	Grammar Questions with what	05 - 08
	Grammar Subject-verb-object sentences	09 - 10
	Grammar Adverbs of frequency: always/usually/sometimes/never	11 - 14
	Grammar Questions with adverbs of frequency	15 - 17
	Grammar Prepositions: uses of in and by	18 - 19
	Function Present simple for routines	20 - 21
	Function Ordering food and drink	22 - 24
	Grammar Present simple: first and third person	25 - 26
	Skills Extended speaking and listening	27
	Grammar Prepositions: on the corner of / next to / between / opposite	28 - 33
	Grammar There is / There isn't There are / There aren't	34
	Function Asking for prices	35 - 40
	Grammar Countable and uncountable nouns	41 - 43
	Grammar Quantifiers: lots of / a few / not any	44 - 47
	Grammar He/She has got He/She hasn't got	48
	Grammar Present continuous	49 - 54
	Grammar Because	55 - 56
	Grammar Invitations with would you like to	57 - 61
	Skills Extended speaking and vocabulary	62 - 64

1 How Are You?

How Are You?

In this lesson - Introduce yourself

Core activities - 1, 2, 5-9

Grammar - Articles: a/an

Possessives: my/your/his/her

Present simple form of be

Examples:

It's a chair. It's an umbrella.

It's my bag.

I'm Dave.

What's your name?

She's Jane Robbins.

Warmer

- Review the alphabet.
- As a class, take turns writing letters of the alphabet on the board.
- Learners say the names of the letters they write.
- Model stroke order or pronunciation of any problematic items.

Introduction

1

Direct attention to the pictures on **page 4**. Point at the book. Ask, 'What's this in English?' Elicit a response. Model and drill the answer. ('It's a book.') Repeat with other items on the page. Stick to those beginning with consonants.

Point to the picture of the eraser. Ask, 'What's this in English?' Elicit a response. Model the answer, slightly emphasising the 'an'. ('It's an eraser.') Drill. Repeat with the picture of the umbrella.

Direct attention to the **Language Focus** box. Highlight the example sentences. Teach 'vowel' and 'consonant' (use the alphabet you wrote on the board in the warmer). Use items on the page and around the room to continue asking, 'What's this in English?' Alternate between items starting with vowels and consonants. Use the opportunity to introduce 'I don't know.' Model and drill the question. Drill the question and answer, first chorally, and then in open pairs. Learners continue practising in closed pairs.

Direct attention to yourself. Point to an item (for instance, a book) and ask, 'What's this in English?' When learners answer, make to write on the board and ask, 'How do you spell (book)?' Elicit the spelling, or, 'I don't know.' Model and drill the question. Drill the question chorally. Learners ask you about the items on **page 4**. They write the answers you give. Practise in open, then closed, pairs.

1 How Are You?

Introduction

1 Look at the pictures.

Ask and answer questions about the pictures.

example A: What's this in English?
B: It's a book.
A: How do you spell 'book'?
B: B-O-O-K.

Language Focus

a + consonant

a book

a chair

an + vowel

an umbrella

an oven



In this lesson: **Introduce yourself**
 Grammar: **Articles: a/an**
Possessives: my/your/his/her
Present simple form of be

Language Focus

my, your, his, her

It's	my	
	your	
	his	pen.
	her	



Practice

2 Work with a partner. Put three things from your bag on the table. Talk about the things.

example It's my pen.
 It's your rubber.

Make notes.

It's his book.

Sounding Natural

3 **Track 01** Read and listen to the sentences below.

- a Open your book.
- b How do you say this word?
- c What's this in English?
- d Work with a partner.
- e Look at the example.
- f Can you say that again, please?
- g Listen.
- h How do you spell 'pencil'?

4 Match the sentences in **activity 3** with the pictures below.



Lesson 1

5

Sounding Natural

3a-h

Direct attention to the pictures at the bottom right of **page 5**. Run through them, and elicit what they are of. Direct attention to sentences **a-h**. Indicate that learners should read and listen.

Track 01 Play the CD.

Track 01 (page 86, Student Book) 1:07

- a) Open your book.
- b) How do you say this word?
- c) What's this in English?
- d) Work with a partner.
- e) Look at the example.
- f) Can you say that again, please?
- g) Listen.
- h) How do you spell 'pencil'?

4

In pairs, learners match the sentences from **activity 3** with the pictures. Feedback as a class.

4 answers

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

Model and drill sentences b, c, f, and h.

Suggestion

After drilling, point at the pictures of b, c, f, and h as prompts for individual learners to produce the questions.

Language Focus

Using your own and learners' personal items, introduce, model and drill, 'It's my/your/his/her (pen),' etc.

Practice

2

Put three things from your bag or pockets on the table. Have learners do the same. Encourage learners to check any items they don't know, using, 'What's this in English?'

Model statements about the items on the table, using the possessive pronouns ('It's my/your/her...'). Elicit similar statements from individual learners.

In pairs, learners practise, using the items on the table. Monitor. Make notes on good use of vocabulary and language, and any mistakes.

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

Feedback.

Learners tell the class about their partner's items.

Listening and Reading

Direct attention to the background picture on the page. Introduce the people to the class – ‘Sheri’ and ‘Kate’. Point to Sheri (either woman will do) and elicit what she says (‘Hello’ or ‘Hi’).

5a

Direct attention to the dialogue between Sheri and Kate in **activity 5a**. Indicate that learners should listen and read the conversation.

Track 02 Learners listen and read the conversation.

Track 02 (page 86, Student Book) 0:15

Sheri - Hi, Kate. How are you?

Kate - Fine, thanks, Sheri. And you?

Sheri - Very well, thanks.

5b

Track 02 Learners look away from books. Play the CD, again, pausing after each line for learners to repeat. Remodel and drill any problematic lines.

5c

In pairs, learners practise the conversation, using their own names. Encourage learners to look away from book and at each other when speaking.

Listening and Writing

6a

Direct attention to the conversations in **activity 6a**.

Track 03 **Track 04** Learners listen and read the conversations. They complete the conversations with words from the box.

Feedback in pairs and then as a class.

6a answers

See CD scripts for Track 03 and 04.

Track 03 (page 86, Student Book) 0:15

Sheri - Hi, Kate. How are you?

Kate - Great, thanks, Sheri. And you?

Sheri - I'm OK, thanks.

Track 04 (page 86, Student Book) 0:15

Sheri - Hi, Kate. How are you?

Kate - Not bad, thanks, Sheri. And you?

Sheri - Fine, thanks.

6b

Track 03 **Track 04** Learners look away from books. Play conversations again, pausing after each line for learners to repeat. Remodel and drill any problematic lines.

6c

In pairs, learners practise the conversations, using their own names. Encourage learners to look away from book and at each other when speaking.

Listening and Reading

5a **Track 02** Listen and read the conversation below.

Sheri: Hi, Kate. How are you?

Kate: Fine, thanks, Sheri. And you?

Sheri: Very well, thanks.

b **Track 02** Listen again.

Practise the conversation in **activity 5a**.

c Work with a partner. Practise the conversation below. Remember to use your names.

A: Hi, _____. How are you?

B: Fine, thanks, _____. And you?

A: Very well, thanks.

Listening and Writing

6a **Track 03** **Track 04** Listen and complete the conversations with the words in the grey box.

thanks	great	OK
fine	bad	not

Sheri: Hi, Kate. How are you?

Kate: _____, _____, Sheri. And you?

Sheri: I'm _____, thanks.

Sheri: Hi, Kate. How are you?

Kate: _____, _____, thanks, Sheri.

And you?

Sheri: _____, thanks.

b **Track 03** **Track 04** Listen again.

Practise the conversations in **activity 6a**.

c Practise the conversations below. Use your own information.

A: Hi, _____. How are you?

B: Great, thanks, _____. And you?

A: I'm OK, thanks.

A: Hi, _____. How are you?

B: Not bad, thanks, _____. And you?

A: Fine, thanks.



Language Focus

Direct attention to the **Language Focus** box. Go over the example sentences with learners, highlighting the first and third person form of be.

Elicit the second person form (you are – you're). Also highlight the contracted forms (He's, I'm).

Practice

7

In pairs, learners read the conversation and use prompts to write in contracted forms.

Monitor and assist as necessary.

Feedback as a class.

Language Focus

I am John Davies.
He is David Bush.
She is Kate Black.

I'm John Davies.
He's David Bush.
She's Kate Black.

Practice

7 Read the conversation below. Change the words in the parentheses to the short form.

David: Excuse me... Mr Brown?
John: Yes. Call me John, please.
David: OK. Hello, John. My (name is) name's David.
Ann Cox is my friend.
John: Oh, (you are) are David Black!
David: Yes, that's right.
John: Hi, David. Nice to meet you.
David: Nice to meet you too, John.
John: (How is) is Ann?
David: Oh, (she is) is fine, thanks.

8 a Work with a partner. Practise the conversation in the box.

Student A: Hi, I'm Ann. What's your name?
Student B: Hi, my name's Mike. David Black is my friend.
Student A: Oh yes, David! How is he?
Student B: He's great, thanks.

b Work with a different partner.

Practise the conversation again.
Change the underlined words and use your own names.

Time to Talk

9 a Work with a partner. Start a conversation and introduce yourself.

Student A:	Student B:
You speak first. Use your partner's name. Introduce yourself. Ask your partner how he/she is.	Answer your partner. Ask how he/she is.

example Excuse me... Mr Harman?

b Change roles. Do it again.

Homework - turn to page 92

Lesson 1 7

Time to Talk

Tell learners that they are going to start a conversation and introduce themselves.

Assign roles A and B to learners. Read through the instructions and table with learners. Elicit ideas for 'Introduce yourself' (For example, 'I know (person)'; 'I study at (school)'). Check instructions ('Who speaks first?').

9a

In pairs, learners do role-play. Monitor. Make a note of good use of vocabulary and language, and any mistakes. Feedback. Highlight good use of language and elicit corrections of any problems you noted.

9b

Learners change roles and do the role-play again. Monitor and feedback as above.

Homework

Highlight the homework reference at the bottom right of **page 7** in the Student Book. Ask learners to turn to **page 92**.

Set lesson 1 **activities 1** and **2** for homework.

Do **activity 1a** together. Check learners understand what to do for **activity 2**. Check understanding of 'family name' (see answers, below).

Learners check their answers for **activity 2** against

Track 65. Check they understand how to find the correct track.

7 answers

David - Excuse me... Mr Brown?

Ken - Yes. Call me John, please.

David - OK. Hello, John. My **name's** David. Ann Cox is my friend.

Ken - Oh, **you're** David Black!

David - Yes, **that's** right.

Ken - Hi, David. Nice to meet you.

David - Nice to meet you too, John.

Ken - **How's** Ann?

David - Oh, **she's** fine, thanks.

8a

Direct attention to the conversation between Ann and Mike.

In pairs learners practise the conversation. Encourage learners to look away from book and at each other when speaking.

8b

Learners change partners and practise the conversation, using their own names. Encourage learners to look away from book and at each other when speaking.

Homework Answers

1

- What is your name?
- My name is Tony.
- I am very well, thank you.
- It is very nice to meet you.

2

David - Hi, Sheri. **How** are you?

Sheri - Hello, David. I'm very **well**, thank **you**. How are you?

David - **Fine, thanks**. Sheri, **this** is my friend, Michael.

Sheri - Hi, Michael. Nice to meet **you**.

Michael - Nice to meet you, **too**, Sheri. What's your **family** name, Sheri?

Sheri - **It's** Smith, S-M-I-T-H.

2 I'm a Doctor

I'm a Doctor

In this lesson - Talk about people and their jobs

Core activities - If time is short, reduce the number of people learners exchange information about in **activity 9**.

Grammar - Questions with **what**

Examples:

What's your job?

He's a hairdresser.

Introduction

1

Direct attention to the pictures on **page 8**. Pick out one or two pictures and elicit the jobs. Draw attention to the example, and show how learners can find the job names in the box at the top of the activity.

In pairs, learners match the job names to the jobs and write the words under the pictures. Monitor and assist as necessary.

Feedback. Teach, model and drill any problematic items.
Write on the board.

1 answers

Left to right, top to bottom:

waiter, pilot, teacher, receptionist, doctor, waitress,
housewife, police officer, taxi driver, hairdresser, chef,
secretary

LESSON

2 I'm a Doctor

Introduction

1 Look at the jobs below. Write the words under the pictures.

doctor
waiter

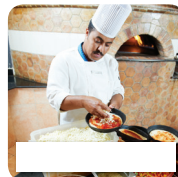
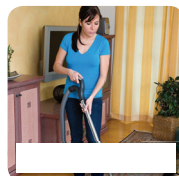
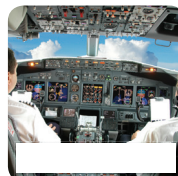
teacher
housewife

taxi driver
pilot

receptionist
hairdresser

secretary
waitress

police officer
chef



Memo

[illegible]

In this lesson: **Talk about people and their jobs**
Grammar: *Questions with what*

Listening and Reading

2 **Track 05** Listen and read the conversations below.

a

What's her job?

She's a doctor.

b

What's his job?

He's a teacher.

c

What's their job?

They're pilots.

3 Practise the conversations in **activity 2**.

Practice

4 Work with a partner.

Look at the pictures in **activity 1**.
Ask and answer questions about the jobs.

example A: What's her job?
B: She's a doctor.

5 Ask and answer questions about your jobs.

example A: What's your job?
B: I'm a pilot.

Language Focus

What's your job?	I'm a hairdresser.
What's his job?	He's a chef.
What's her job?	She's a doctor.
What are your jobs?	We're police officers.
What are their jobs?	He's a nurse, and she's a teacher.

Lesson 2 9

3

Model and drill the exchanges in **activity 2** chorally and in open pairs.

Practice

4

Use the pictures on **page 8** to practise the questions and answers from **activity 3** in open pairs, then have learners practise with the pictures in closed pairs. Monitor. Note good use of vocabulary and language, and any mistakes.

Teaching Tip – Closed Pairs

After drilling and / or practice in 'open' pairs, it's useful to have learners practise target structures in individual, 'closed' pairs (i.e. with the a partner sitting next to them). There is less emphasis on accuracy and more on fluency in closed pairs. It allows for more independence and builds confidence with the language.

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

Language Focus

Direct attention to the **Language Focus** box. Go over the examples with learners. Point out the fact that we always use the indefinite article (a/an) before single jobs.

5

Drill the second/first person question and answer (What's your job? – I'm a...)

Practise in open pairs.

Listening and Reading

2

Direct attention to the exchanges in **activity 2**. Read over the questions and answers in the speech bubbles with learners.

Track 05 Learners listen to the CD and read the exchanges.

Track 05 Play the CD again, pausing after each line for learners to repeat. Remodel and drill any problematic lines.

Track 05 (page 86, Student Book) 0:19

a)

A - What's her job?

B - She's a doctor.

b)

A - What's his job?

B - He's a teacher.

c)

A - What's their job?

B - They're pilots.

Sounding Natural

6

- Track 06** Learners listen and read the telephone number.
Highlight the fact that we say zero as 'oh', and repeated numbers as, e.g. 'double-three'.

Track 06 (page 86, Student Book) 0:15
03-3579-3326

7

- Track 07** Learners listen to the conversations and write the telephone numbers.
Feedback in pairs and then as a class.

7 answers

See CD script for Track 07.

Track 07 (page 86, Student Book) 1:32

- a)
A - What's your telephone number, Ann?
B - It's 65-250-2866.
- b)
A - What's your telephone number, Ken?
B - It's 03-3674-2211.
- c)
A - What's your phone number, David?
B - It's 677-4661.
- d)
A - What's your telephone number, Jane?
B - It's 02-2985-3393.
- e)
A - What's your telephone number, Michael?
B - It's 03-9176-7766.

Speaking

8a

Direct attention to the pictures and conversations in **activity 8**.

- Track 08** Learners listen and read the conversations.

Track 08 (page 86, Student Book) 0:35

Sarah - Hello.
John - Hello. Is that 3579-3326?
Sarah - Yes, it is.
John - Is William Bird there?
Sarah - Yes. Just a moment.
(pause...)
William - Hello?
John - Hi, William. How about a coffee?
William - Yeah, great.

Sounding Natural

- Track 06** Listen to the telephone number below.
Copy the pronunciation.

03 - 3579 - 3326

- Track 07** Listen to the conversations.
Write the numbers you hear.

- a Ann 65-250-2866
b Ken _____
c David _____
d Jane _____
e Michael _____

tip
0 = oh
66 = double six

Speaking

- Track 08** Listen and read the conversation.



Sarah: Hello.
John: Hello. Is that 3579-3326?
Sarah: Yes, it is.
John: Is William Bird there?
Sarah: Yes. Just a moment.

William: Hello?
John: Hi, William. How about a coffee?
William: Yeah, great.

- b** Practise the conversation in a group of three.

10 Lesson 2

- Track 08** Play conversations again, pausing after each line for learners to repeat. Remodel and drill any problematic lines.

8b

In groups of three, learners practise the conversations, using their own names. Encourage learners to look away from the book and at each other when speaking.

Time to Talk

9 Work with a partner.

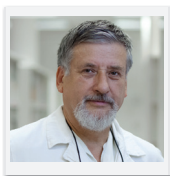
Student A, go to page 84.

Student B, look at the information below.

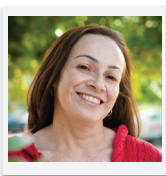
Student B

a Ask Student A questions and complete the missing information.

example Student B: What's his name?
Student A: His name's Ron.



Name Ron
From
Job



Name
From
Job



Name
From
Job

b Look at the information below. Answer Student A's questions.

example Student A: What's her name?
Student B: Her name's Joan.



Name Joan
From Paris, France
Job Chef



Name William
From Cape Town,
South Africa
Job Hairdresser



Name Celine
From Montreal,
Canada
Job Doctor

10 a Write the names of three friends or family.

b Work with a partner. Ask and answer questions.

example A: What's Sarah's job?
B: She's a receptionist.

Homework - turn to page 92

Lesson 2 11

Time to Talk

Direct attention to the three pictures at the top of the page, and missing information under each. Elicit the questions needed to fill in the information for the first picture. Check understanding.

Answers

What's his name? Where's he from? What's his job?

9a+b

Assign roles A and B to learners. Have As turn to page 84. Student Bs ask for the missing information on the page 11.

Demonstrate activity with a confident learner. Ask them a couple of questions about Ron (the first picture) and note the answers on the board. Use 'How do you spell...?' to elicit spellings.

In pairs, learners ask and answer questions about the people and fill in the answers.

Monitor. Make a note of good use of vocabulary and language, and any mistakes.

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

10a

Demonstrate activity. Write the names of three family or friends on the board. Have learners ask and answer questions (job/where from). Have learners think and write three names of their own family and friends.

10b

In pairs, learners ask questions to get information about their partner's friends and family.

Monitor. Make a note good use of vocabulary and language, and any mistakes.

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

Homework

Highlight the homework reference at the bottom right of page 11 in the Student Book. Ask learners to turn to page 92.

Set lesson 2, activities 1 and 2 for homework.

Check learners understand what to do for activity 1. Do activity 2a together.

Learners need Track 66 for activity 1. Check they understand how to find the correct track.

Homework Answers

1

- a) 65-250-2866
- b) 03-3674-2211
- c) 677-4661
- d) 02-2985-3393

2

- a) She's a doctor.
- b) They're doctors.
- c) She's a hairdresser.
- d) She's a nurse.
- e) She's a waitress.
- f) He's a pilot.

Track 66 (page 91, Student Book) 0:25

- a. 65-250-2866
- b. 03-3674-2211
- c. 677-4661
- d. 02-2985-3393

3 She Likes Pizza

She Likes Pizza

In this lesson - Talk about what people like

Core activities - 1-3, 6-12

Grammar - **Subject-verb-object** sentences

Examples:

I like orange juice.

She doesn't like cheese.

Do you like cola?

Introduction

1

Direct attention to the picture of the man and woman at the top of the page. Read through the speech bubbles with learners, using gesture / expression to convey meaning. Drill.

2

Direct attention to the pictures of food and drink on **page 12**. Pick out one or two pictures and elicit the items. Draw attention to the example, and show how learners can find the names in the box at the top of the activity. In pairs, learners match the names to the items and write the words under the pictures. Monitor and assist as necessary. Feedback. Teach, model and drill any problematic items. Write on the board.

2 answers

Left to right, top to bottom: cereal, eggs, tomatoes, rice, bread, spaghetti, beer, wine, orange juice, carrots, tea, bananas

3a

Using the items in **activity 2**, make a couple of sentences about things you like / don't like as a model for learners. Point to various items and elicit one 'like' or 'don't like' sentence from each learner.

3b

Learners work independently to choose four items from the food and drink in **activity 2** and tell the class whether they like or don't like them.

Extension

*Learners think of food and drink that is not on **page 12**. They tell the class about one item they like, and one item they don't like.*

3 She Likes Pizza













Introduction

1 Read what the woman and man say.



2 Work with a partner. Write the names of the food and drink under the pictures.

cereal	beer	bread	carrots	bananas	eggs
orange juice	rice	spaghetti	tea	tomatoes	wine

			
cereal			
			
			

In this lesson: **Talk about what people like**
Grammar: **Subject-verb-object sentences**

3 Work with a partner.

a Make sentences about the food and drink in **activity 2**.

example A: I like bread.
B: I don't like beer.

b Think of food and drink that you like. Tell the class.



Sounding Natural

4 Work with a partner.

Write the words from **activity 2** in the correct column.

a ●	b ● ●	c ● ● ●
rice		

5 **Track 09** Listen and check your answers. Practise the pronunciation.

Language Focus

6 a Write Kevin and Susan's answers in the speech bubbles.

Do you like chicken?



Do you like milk?



b Complete the table.

Do you like chicken?	Yes, I do. No, I don't.
_____ you _____ soup?	Yes, _____. No, _____.

Lesson 3 13

Track 09 (page 86, Student Book) 0:40

a) beer, bread, tea, eggs, wine

b) carrots

c) bananas, spaghetti, tomatoes

d) orange juice

Language Focus

6a

Direct attention to the pictures of Kevin and Susan in the **Language Focus** box. Read the questions. Elicit the short answers and write on the board.

Learners fill in the speech bubbles giving Kevin and Susan's replies.

6a answers

Kevin - No, I don't.

Susan - Yes, I do.

6b

Learners use the example sentence as a model and complete the sentence below it.

Feedback in pairs and then as a class.

6b answers

Do you like soup?

Yes, I do. / No, I don't.

Sounding Natural

4

Model the two example words in the activity ('rice' and 'cereal'), counting the syllables and showing the stress on your fingers as you do so. Show how the example words are written in the correct columns of the table.

In pairs, learners write the other words from **activity 2** in the correct columns of the table.
Monitor and assist as necessary.

5

Track 09 Learners listen to check their answers for the other words. Model and redrill any items that are still problematic.

5 answers

See CD script for Track 09.

(Note that the order on the CD may not be the same as the order in which learners wrote the items.)

Practice

7

Direct attention to the pictures of food and drink on page 14.

Ask two or three learners: 'Do you like (carrots)?' Elicit answers and make notes on the board, using ticks for likes and crosses for dislikes. For example: Eri – carrots X; Tomo – eggs ✓

In pairs, learners ask each other yes/no questions about the items and note their partner's answers. Monitor and assist as necessary.

Language Focus

8

Direct attention to the **Language Focus** box. Elicit how the sentences under Susan and Kevin should be filled in.

8 answers

She likes milk. He doesn't like chicken.

Drill (a substitution drill would work well here).

Teaching Tip – Substitution Drill

Teacher says a phrase or part phrase. Learners respond by fitting the phrase into a longer item using appropriate intonation.

Teacher - chicken

Learner - He doesn't like chicken.

Teacher - carrots

Learner - He doesn't...

Etc.

9

Learners look at their notes from **activity 7** and tell the class about things their partner likes and doesn't like.

Practice

7 Work with a partner.

Look at the pictures of food and drink.

Ask your partner questions.

Make notes of your partner's answers.

example A: Do you like rice?
B: Yes, I do.
A: Do you like cheese?
B: No, I don't.

Ami - carrots	X
Tom - eggs	○



Language Focus

8 Look at the pictures of Kevin and Susan.

Complete the two sentences with **likes** and **doesn't like**.



She _____ milk.

He/She likes rice.

He/She doesn't like cheese.



He _____ chicken.

9 Tell the class four things about your partner.

example Sachiko likes rice. She doesn't like tea.

14 Lesson 3

Listening

10a

Direct attention to the pictures in **activity 10**. Point out the boxes.

Point out the examples, and show how learners should put a circle or cross next to the items.

Track 10 Play the first exchange. Pause and check understanding.

10a answers







See CD script for Track 10.

Track 10 (page 86, Student Book) 0:59

- Giles likes chicken, but he doesn't like tomato juice.
- Emma doesn't like cereal, but she likes coffee.
- John likes potatoes and carrots.
- Robert likes spaghetti, but he doesn't like rice.
- Lucy doesn't like wine, and she doesn't like beer.
- Amanda likes eggs and cheese.

Listening

10 a **Track 10** Listen. Put a circle (○) for 'likes' or a cross (×) for 'doesn't like' in the box for each picture.

a Giles  <input type="checkbox"/> <input checked="" type="checkbox"/>	d Robert  <input type="checkbox"/> <input type="checkbox"/>
b Emma  <input type="checkbox"/> <input type="checkbox"/>	e Lucy  <input type="checkbox"/> <input type="checkbox"/>
c John  <input type="checkbox"/> <input type="checkbox"/>	f Amanda  <input type="checkbox"/> <input type="checkbox"/>

b Check your answers with a partner.

example Giles likes chicken. He doesn't like tomato juice.

11 Ask and answer yes/no questions about the people in **activity 10**.

example Does Giles like chicken?

Time to Talk

12 a Think of one person in your family.

Write three things he/she likes and three things he/she doesn't like in the box on the right.

b Work with a partner.

Ask your partner yes/no questions about his/her family.

example A: Does your father like potatoes?

B: Yes, he does.

c Tell the class about your partner's answers.

example Dave's father likes potatoes and carrots. He doesn't like beer.

Homework - turn to page 93

Lesson 3 15

10b

Track 10 Feedback in pairs and then as a class.

11

Use the answers from **activity 10** for open pair practice of yes/no questions and answers.

Time to Talk

12a

Learners think of and write the name of one person in their family, then think of and write three things that person likes and three things they dislike. Demonstrate on the board with a person in your family. You may like to extend topics beyond food and drink. For example:

Father: likes – golf, wine, movies; doesn't like...

Allow learners time to think and write. Monitor and assist as necessary.

12b

Demonstrate activity with a confident learner. Use a couple of items from your list to ask them about the person they wrote down. Have them use a couple of items from their list to ask you about the person you wrote down.

In pairs, learners ask about each other's family members.

Monitor. Note good use of vocabulary and language, and any mistakes.

12c

Feedback. Learners tell class about their partner's answers.

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

Homework

Highlight the homework reference at the bottom right of **page 15** in the Student Book. Ask learners to turn to **page 93**.

Set lesson 3 **activities 1** and **2** for homework.

Do **activities 1a** and **2a** together.

Homework Answers

1

- 1) a
- 2) g
- 3) j
- 4) d
- 5) e
- 6) k
- 7) b
- 8) h
- 9) f
- 10) l
- 11) c
- 12) i

2

- a) Tom **likes** pop music.
- b) He **doesn't like** jazz.
- c) Maggie **doesn't like** classical music.
- d) Tom **likes** tennis.
- e) Tom **doesn't like** golf.
- f) Maggie **likes** wine.
- g) Maggie **doesn't like** beer.

4 I Never Walk!

I Never Walk!

In this lesson - Talk about what you usually do in your free time

Core activities - 1-6, 9

Grammar - Adverbs of frequency: always/usually/sometimes/never

Examples:

I usually drive to work.

He never gets up late.

Introduction

1

Direct attention to the pictures of Carol and Kent at the top of **page 16**. Explain that learners are going to listen to Carol and Kent talking about their lives. Point out the other pictures and the map on the page. Elicit what they show.

1 answers

Pictures, top to bottom, left to right:
Hong Kong, cooking, driving/cars, hospital

Map (check pronunciation, especially 'Chicago'):
Canada, Boston, Chicago.

Go over listening instructions and example with learners and check understanding.

▶ **Track 11** ▶ **Track 12** Learners listen and write 'C' or 'K' in the boxes. Pause **CD Track 11** after '...I'm from Chicago' to check learners have understood instructions. Feedback in pairs and then as a class.

1 answers contd.

Pictures, top to bottom, left to right:
Hong Kong (K), cooking (K), driving/cars (C), hospital (C)

Map:
Canada (K), Boston (C), Chicago(C)

Track 11 (page 86, Student Book) 0:33

Carol

Hello. I'm Carol. I'm from Boston, but I live in Chicago. I work in a hospital. I always get up at six o'clock. I have a car, and I usually drive to work, but I sometimes take the train. I never walk. I really like my job, and I like Chicago very much, too.

2

Point out the texts in **activity 2**. Explain that the top text is what Carol says, and the one underneath is what Kent says. Check through vocabulary in texts and teach any unfamiliar items.

4 I Never Walk!

Introduction

1 ▶ **Track 11** ▶ **Track 12** Listen to Carol and Kent. Match the people to the pictures. Write **C** (Carol) or **K** (Kent).



16 Lesson 4

Direct attention to the adverbs of frequency in the box above the texts. Go through and check pronunciation. Ask learners to listen again, read the texts, and fill the gaps with the words from the box. Make sure learners understand some words are used more than once.

▶ **Track 11** ▶ **Track 12** Learners listen and complete the exercise.

Feedback in pairs and then as a class.

2 answers

See CD scripts for Track 11 and 12 - answers underlined.

Track 12 (page 86, Student Book) 0:40

Kent

Hi. I'm Kent. I'm a banker. I'm from Canada, but I live in Hong Kong. I always work from Monday to Friday, but I sometimes work on Saturday, too. I never work on Sunday. I like Hong Kong. The food is great here. I usually eat in restaurants, but I sometimes cook at home, too.

Memo

In this lesson: **Talk about what you usually do in your free time**
Grammar: **Adverbs of frequency: always/usually/sometimes/never**

- 2 **Track 11** **Track 12** Listen again. Complete the paragraphs with the words from the box.
You can use the words more than once.

always never sometimes usually

Hello, I'm Carol. I'm from Boston, but I live in Chicago. I work in a hospital. I always get up at six o'clock. I have a car, and I _____ drive to work, but I _____ take the train. I _____ walk. I really like my job, and I like Chicago very much, too.

Hi, I'm Kent. I'm a banker. I'm from Canada, but I live in Hong Kong. I _____ work from Monday to Friday, but I _____ work on Saturday, too. I _____ work on Sunday. I like Hong Kong. The food is great here. I _____ eat in restaurants, but I _____ cook at home, too.

Language Focus

- 3 Complete the sentences with the words from the first box in **activity 2**.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
✓ 1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

a I always play tennis on Mondays.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	✓ 2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

b I _____ play tennis on Mondays.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	✓ 3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

c I _____ play tennis on Mondays.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
✓ 1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

d I _____ play tennis on Mondays.

Lesson 4 17

Language Focus

3

Direct attention to the **Language Focus** activity. Go over instructions and example with learners and check understanding.

In pairs, learners write the adverbs of frequency to complete the sentences under the calendars. Monitor and assist as necessary. Feedback. Teach any problematic items.

3 answers

a) always, b) never, c) usually, d) sometimes

Direct attention to the texts in **activity 2** again. Elicit whether the adverbs come before or after the main verb.

Answer

they come before

(for your information – only mention this if it comes up – when the main verb is 'be', the adverbs come after it).

4

Direct attention to the incomplete sentences in **activity 4**. Go over instructions and example with learners and check understanding.

In pairs, learners check the information in the texts on Carol and Kent (**activity 2**) and complete the statements in **activity 4**.

Monitor and assist as necessary.

5

Track 13 Learners listen and check answers.

4 and 5 answers

See CD script for Track 13 - answers underlined.

Track 13 (page 86, Student Book) 0:54

Carol:

- a) She usually drives to work.
- b) She always gets up at six o'clock.
- c) She never walks.

Kent:

- a) He sometimes works on Saturday.
- b) He usually eats in restaurants.
- c) He sometimes cooks at home.

6

Demonstrate the activity. Write the prompts for Carol on the board and use these to talk about her.

For example:

"This is Carol. She works in a hospital. She always gets up at six o'clock. She usually drives to work. She never walks."

In pairs, learners use the prompts to talk about Carol and Kent. Each learner talks about both people. Monitor. Note good use of vocabulary and language, and any mistakes.

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

Sounding Natural

7a

Track 13 Learners listen to the sentences in **activity 4** and mark the stressed syllables. Do an example together in class first.

Feedback in pairs, and then as a class.

7a answers

Carol:

- a) She usually drives to work.
- b) She always gets up at six o'clock.
- c) She never walks.

4 Complete the sentences about Carol and Kent. Use information from **activity 2**.

Carol

- a) She usually drives to _____.
- b) She always _____ at six o'clock.
- c) She never _____.

Kent

- a) He _____ on Saturday.
- b) He _____ eats in restaurants.
- c) He _____ cooks at _____.

5 **Track 13** Listen and check your answers to **activity 4**.

6 Tell your partner about Carol and Kent.



Carol

work in a hospital get up drive to work walk



Kent

banker Monday to Friday Saturday restaurants

example This is Carol. She works in a hospital. She always...

Sounding Natural

7 a **Track 13** Listen again to the sentences from **activity 4** about Carol and Kent. Mark (●) the stressed syllables on the sentences in **activity 4**.

She usually drives to work.

b **Track 13** Listen again and practise saying the sentences.

18 Lesson 4

Kent:

- a) He sometimes works on Saturday.
- b) He usually eats in restaurants.
- c) He sometimes cooks at home.

7b

Track 13 Play the CD again, pausing after each line for learners to repeat.

Remodel and drill any problematic items.

Listening

Direct attention to the pictures of free time activities on **page 19**. Elicit what they are.

Answers

Left to right, top to bottom: play tennis; read the newspaper; watch TV; watch a film; go running/jogging; cook.

8a

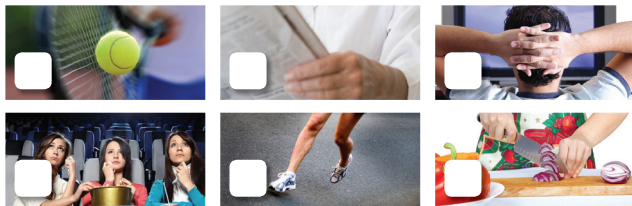
Track 14 Go over listening instructions and example with learners and check understanding.

Learners listen and tick (✓) the items Carol talks about.

Feedback in pairs and then as a group.

Listening

8 a Track 14 Listen and tick (✓) the things Carol talks about.



b Track 14 Listen again and complete the sentences.

On Saturday, I always go _____ in the morning.
In the _____, I _____ watch a film with my _____.
On _____, I _____ read the newspaper in _____.
I _____ watch _____ in the _____.

Time to Talk

9 a Look at Carol's weekend in **activity 8**. Make some notes below about your weekend.

Saturday	Sunday
morning	<u>usually / get up late</u>
afternoon	
evening	

b Work with a partner. Tell your partner what you do at the weekends.

example I usually get up late on Saturday mornings. In the afternoon, I...

Make notes in the table below about your partner's weekends.

Saturday	Sunday
morning	
afternoon	
evening	

c Tell the class about your partner's answers.

example John usually...

Homework - turn to page 94

Lesson 4 19

Time to Talk

9a

Demonstrate activity by writing brief notes for yourself on the board and talking from them. Highlight use of 'on' with days of the week ('on Saturday/Sunday').

Learners work independently to make notes on their weekends.

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

9b

Demonstrate by eliciting from a confident learner one or two things they do at the weekend and making notes on the board.

In pairs, learners tell each other what they do at weekends.

Monitor. Note good use of vocabulary and language, and any mistakes.

9c

Learners tell class about their partner's answers. Highlight good use of language and elicit corrections of any problems you noted.

Homework

Highlight the homework reference at the bottom right of **page 19**.

Tell the learner's to turn to **page 94**.

Set lesson 4 **activities 1** and **2** for homework.

Do **activities 1a** and **2a** together.

8a answers

go jogging; watch a film; read the newspaper; watch TV

Track 14 (page 87, Student Book) 0:54

Carol:

On Saturday, I always go jogging in the morning. In the evening, I sometimes watch a film with my friends.

On Sundays, I usually read the newspaper in bed.

I usually watch TV in the evening.

8b

Track 14 In pairs, learners listen again and write the missing words in the incomplete sentence.

8b answers

See CD script for Track 14 - answers underlined.

Homework Answers

1

- Carol always gets up at six o'clock.
- She likes Chicago very much.
- She sometimes takes the train.
- Kent never works on Sunday.
- He usually eats in restaurants.
- She usually plays tennis with her friends.
- She sometimes goes to a restaurant.
- I sometimes read the newspaper in bed.
- I never cook for my family.

2

- What do you usually do at the weekend, Carol?
- Do you do anything interesting?
- What do you do on Saturday evenings?
- What do you do on Sundays?

5 Do You Listen to Pop Music?

Do You Listen to Pop Music?

In this lesson - Ask people about their weekends

Core activities - 1, 3-7, 9

Grammar - Questions with **adverbs of frequency**

Examples:

What do you usually do on Sundays?

Do you usually eat out on Fridays?

Introduction

1

Write the verb 'eat' on the board and elicit things you can eat. For example: spaghetti, ice cream, lunch, an apple. Write suggestions around the verb. Do the same with 'go'. Possible collocations with 'go': skiing, home, shopping, to work.

Teaching Tip – Collocation

It's a good idea to sensitise learners to which words 'naturally' go together in English – 'collocation'. There is no logical reason why we say 'heavy rain' and 'strong wind', rather than 'heavy wind' and 'strong rain', but we do. We can help learners get a feel for these kinds of quirks in language by drawing attention to common verb-noun, verb-preposition and adjective-noun combinations when teaching vocabulary.

Direct attention to the words in the box and the table on **page 20**. Check understanding of items.

Go over the instructions and examples with learners and check understanding.

In pairs, learners match the words and verbs.

Monitor and assist as necessary.

2

Track 15 Learners listen to check answers.

1 + 2 answers

See CD script for Track 15.

Track 15 (page 87, Student Book) 0:54

a) eat dinner, eat food, eat a hamburger

b) spell a word, spell your name, spell 'flower'

c) play video games, play football, play tennis

d) go shopping, go swimming, go jogging

e) watch films, watch the news, watch TV

f) read books, read newspapers, read magazines

5 Do You Listen to Pop Music?

Introduction

1 Work with a partner.

Complete the green table with the words from the grey box.

dinner	a word
food	a hamburger
films	shopping
the news	swimming
TV	jogging
video games	books
newspapers	football
tennis	magazines
your name	"flower"

a	eat <u>dinner</u>	eat _____	eat _____
b	spell _____	spell _____	spell <u>"flower"</u>
c	play <u>video games</u>	play _____	play _____
d	go <u>shopping</u>	go _____	go _____
e	watch <u>films</u>	watch _____	watch _____
f	read <u>books</u>	read _____	read _____

2 **Track 15** Listen and check your answers.

Reading

3 Match the questions with the answers.

Question	Answer
Do you go out on Friday nights?	I always stay in bed until ten o'clock.
What do you usually cook?	Yes, I sometimes go to a restaurant with my family.
What do you usually do on Saturday mornings?	No, I don't. I sometimes meet friends.
Do you always stay at home at the weekend?	I usually cook pasta.

Language Focus

question

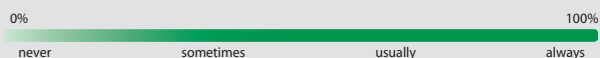
What do you usually	do at the weekend? eat for breakfast?
---------------------	--

yes/no question

Do you usually	get up at six o'clock? go to work by train?
----------------	--

statement

I	never sometimes usually always	meet friends for coffee. cook pasta.
---	---	---



Lesson 5 21

Reading

3

Direct attention to the questions and answers in **activity 3**. Go over instructions and example with learners and check understanding.

In pairs, learners match the questions with the answers. Monitor and assist as necessary.

Feedback as a class.

3 answers

Q - Do you go out on Friday nights?

A - Yes, I sometimes go to a restaurant with my family.

Q - What do you usually cook?

A - I usually cook pasta.

Q - What do you usually do on Saturday mornings?

A - I always stay in bed until ten o'clock.

Q - Do you always stay at home at the weekend?

A - No, I don't. I sometimes meet friends.

Language Focus

Direct attention to the **Language Focus** box. Go over the example sentences with learners and check understanding.

Highlight that, as with statements, the adverbs come before the main verb in the question.

Memo

Practice


4a-e

Direct attention to the picture of Nicole on **page 22**. Explain that learners are going to read an interview with Nicole. Point out that the questions are missing, but that learners can find them in the box on **page 22**. Go over instructions and example with learners and check understanding. In pairs, learners read through the questions and write them in the correct lines in the interview. Monitor and assist as necessary.

4a-e answers

See CD script for Track 16.

5

 **Track 16** Feedback. Learners listen and check their answers to **activity 4**.

Track 16 (page 87, Student Book) 0:54

Interviewer - What do you usually do on Friday nights?

Nicole - On Friday nights? Well, I sometimes watch a film with my husband.

Interviewer - And what do you do on Saturday afternoons?

Nicole - On Saturdays, I listen to music, and I sometimes play the piano.

Interviewer - Do you listen to pop music?

Nicole - No, I don't. I usually listen to classical music. I don't like pop.

Interviewer - What do you do on Sundays?

Nicole - I sometimes play tennis on Sundays, or I watch TV.

Interviewer - Do you read a Sunday newspaper?

Nicole - No, I never read the Sunday newspaper. I usually read books.

6

In pairs, learners practise the conversation. Demonstrate the activity first with a confident learner. Encourage learners to look away from the text and at their partners when speaking.

7a

Go over instructions with learners and check understanding. Demonstrate by asking one or two of the questions to a confident learner and noting answers on the board.

In pairs, learners ask and answer the questions from **activity 4** and make a note of their partner's answers. Monitor. Note good use of vocabulary and language, and any mistakes.

7b

Feedback. Learners tell class about their partner's answers.

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

Practice

4 Nicole answers questions about her weekend.

Read her answers and write in questions from the pink box below.

a What do you usually do on Friday nights?

On Friday nights? Well, I sometimes watch a film with my husband.

b _____

On Saturdays, I listen to music, and I sometimes play the piano.

c _____

No, I don't. I usually listen to classical music. I don't like pop.

d _____

I sometimes play tennis on Sundays, or I watch TV.

e _____

No, I never read the Sunday newspaper. I usually read books.

What do you do on Sundays?

Do you read a Sunday newspaper?

What do you usually do on Friday nights?

Do you listen to pop music?

And what do you do on Saturday afternoons?

5  **Track 16** Listen and check your answers to **activity 4**.

6 Work with a partner. Practise the conversation in **activity 4**.

7 a Change partners. Ask and answer the questions in **activity 4**.


Write the information in the table below.

you	your partner

b Tell the class about your partner's answers.



Sounding Natural

8 a  Track 17 Listen and repeat the words below.

the weekend?

do at the weekend?

you usually do at the weekend?

What do you usually do at the weekend?

b Practise saying the words below.

for breakfast?

usually eat for breakfast?

do you usually eat for breakfast?

What do you usually eat for breakfast?

you like?

music do you like?

kind of music do you like?

What kind of music do you like?

Time to Talk

9 a Work with a partner.

Read the questions below.

Ask your partner questions and make notes.

What do you usually do at the weekend?

What do you usually eat for breakfast?

What do you usually do on Friday?

Do you usually sleep late on Sunday mornings?

What do you usually watch on TV?

What do you usually do after work / school?

Do you usually go to sleep late?

b Tell the class the about your partner's answers.


example Eri usually plays tennis at the weekend.

Homework - turn to page 95

Lesson 5 23

Sounding Natural

8a

 Track 17 Learners listen and repeat the phrases, building up to a full sentence. Pause the CD after each line for learners to repeat.

Track 17 (page 87, Student Book) 0:24

the weekend?

do at the weekend?

you usually do at the weekend?

What do you usually do at the weekend?

Teaching Tip - Back Drilling

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

8b

Drill the next two questions in a similar way.

Time to Talk

9a

Go over instructions with learners and check understanding. Demonstrate by asking one or two of the questions to a confident learner and noting answers on the board.

In pairs, learners ask and answer the questions and make a note of their partner's answers.

Monitor. Note good use of vocabulary and language, and any mistakes.

9b

Feedback. Learners tell class about their partner's answers.

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

Homework

Highlight the homework reference at the bottom right of **page 23** in the Student Book. Ask learners to turn to **page 95**.

Set lesson 5 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

Homework Answers

1

- a) banker (is not an adjective)
- b) walk (is not an adverb of frequency)
- c) nurse (is not a place)
- d) video game (is not something to read)
- e) what (is not a preposition)
- f) hat (is not a verb)
- g) restaurant (is not food)

2

- a) What do you usually do **after work**?
- b) What do you usually **eat for dinner**?
- c) What kind of music do you **usually listen to**?
- d) What time do you usually **get home every day**?

6 She Works in an Office

She Works in an Office

In this lesson - Ask and answer questions about your work

Core activities - 1-8, 10

Grammar - Prepositions: uses of **in** and **by**

Examples:

Martha works in an office.

She goes to work by train.

Introduction

1

Direct attention to the pictures of jobs on **page 24**. Show how learners can find the names of the jobs in the list in the middle of the pictures. Go over example and check learners understand the activity.

In pairs, learners match the words in the centre with the pictures of jobs. Monitor and assist as necessary. Feedback as a class. Teach, model and drill any problematic items.

1 answers:

Clockwise from top left:

cook, doctor, mechanic, teacher, priest, receptionist, waiter, secretary

2

Go over example and check learners understand the activity. Read through the names first with learners to check they know how they are pronounced.

Track 18 Learners listen and match the names with the jobs in **activity 1**. Learners write the names under the jobs. Feedback as a class.

Model and drill an answer: ('His name's Gordon. He's a cook.') and have learners use this when taking feedback.

2 answers:

Clockwise from top left:

Gordon, Margaret, Mark, Pauline, Peter, Linda, Liam, Diana

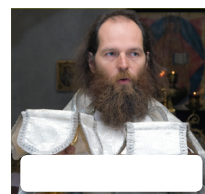
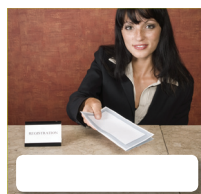
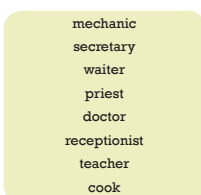
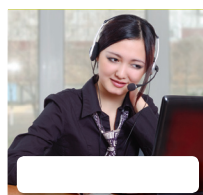
Track 18 (page 87, Student Book) 1:12

- Hi. My name's Gordon. I'm a cook.
- Hi. My name's Mark. I'm a mechanic.
- Hello. I'm a priest. My name's Peter.
- Hi. I'm Liam, and I'm a waiter.
- My name's Margaret. I'm a doctor.
- I'm a secretary, and my name is Diana.
- Hello. I'm Linda. I'm a receptionist.
- Hello. I'm Pauline. I'm a teacher.

6 She Works in an Office

Introduction

1 Write the jobs under the pictures.



2 **Track 18** Listen and match the names with the jobs in **activity 1**.

Write the names under the jobs.

Gordon	Peter	Margaret	Linda
Mark	Liam	Diana	Pauline

In this lesson: Ask and answer questions about your work
Grammar: *Prepositions: uses of in and by*

Vocabulary

3 Work with a partner. Match the words with the pictures.

- a garage c hotel e kitchen g restaurant
b school d church f office h hospital



Language Focus

4 Work with a partner. Complete the sentences.

- a Gordon works in a kitchen.
b _____ in a garage.
c _____ works _____ a hotel.
d _____ works in a school.
e Diana works _____ an _____.
f _____ works in a church.
g Margaret _____ a _____.
h Liam _____.

We use **in** to say where we do something.

Gary works **in** an office.
Mark lives **in** London.

questions and answers

Where does he work? **In** an office. / He works **in** an office.
Does she live **in** London? Yes, she does. / No, she doesn't.

5 Work with a partner. Ask and answer questions about where the people work.

example A: Where does Gordon work?
B: He works in a kitchen.

Lesson 6 25

Vocabulary

3

Direct attention to the pictures of workplaces on **page 25**. Elicit what one or two of them are. Go over instructions and example and check learners understand the activity.

In pairs, learners write letters in the boxes to match the words with the pictures of workplaces. Monitor and assist as necessary.

Feedback as a class. Teach, model and drill any problematic items.

3 answers:

Clockwise from top left:

h) hospital, a) garage, f) office, e) kitchen, g) restaurant, d) church, c) hotel, b) school

Language Focus

4a-h

Go over instructions and example and check learners understand the activity.

In pairs, learners complete the sentences about the people on **page 24**.

Show how they can use the example as a model. Monitor and assist as necessary.

Feedback as a class.

4a-h answers:

- a) Gordon works in a kitchen.
b) Mark works in a garage.
c) Linda works in a hotel.
d) Pauline works in a school.
e) Diana works in an office.
f) Peter works in a church.
g) Margaret works in a hospital.
h) Liam works in a restaurant.

Highlight the preposition 'in', used in all the answers. Depending on the composition of your class, you may want to point out that we say 'work at home', not 'in home'.

Go over the explanation and example sentences with learners. You may want to give learners practice with the 'chunk', 'works in a' by using a substitution drill.

Teaching Tip – Substitution Drill

Teacher says a phrase, part phrase or other prompt.

Learners respond by fitting the phrase into a longer item using appropriate intonation.

Teacher - Margaret... hospital.

Learner - Margaret works in a hospital.

Teacher - Gordon... kitchen.

Learner - Gordon works in a...

Etc.

5

Model the question and answer form. (Where does Gordon / he work? – He works in a kitchen.)

Drill chorally and in open pairs.

In closed pairs, learners practise asking and answering the question about the people on **page 24**.

Monitor. Note good use of vocabulary and language, and any mistakes.

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

Elicit the question and answer form for the second and first person (Where do you work? I work in a...). Have learners ask each other about where they work.

Vocabulary

6

Direct attention to the pictures of transport at the top of **page 26**. Go over instructions and example and check learners understand the activity.

In pairs, learners draw lines to match the words with the pictures of transport. Monitor and assist as necessary.

Feedback as a class. Teach, model and drill any problematic items.

6 answers

Pictures, left to right:

c) bicycle, d) taxi, b) bus, e) train, a) car

7a-e

Go over instructions and example and check learners understand the activity.

In pairs, learners write sentences about how the people in **activity 6** go to work.

Monitor and assist as necessary.

Feedback as a class.

7a-e answers

a) He goes to work by car.

b) He goes to work by bus.

c) He goes to work by bicycle.

d) She goes to work by taxi.

e) She goes to work by train.

Language Focus

Direct attention to the **Language Focus** box. Go over the example sentences with learners. Highlight the use of the preposition 'by'.

8

Model the question and answer forms. Drill chorally and in open pairs.

In closed pairs, learners practise asking and answering the question about how the people in **activity 6** go to work.

Monitor. Note good use of vocabulary and language, and any mistakes.

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

Vocabulary

6 Work with a partner. Match the words with the pictures.

a car

b bus

c bicycle

d taxi

e train



7 Look at the example. Write similar sentences about the pictures.

a He goes to work by car.

b

c

d

e

Language Focus

I go to work

He / She goes to work

by train.

How do you go to work?

By train.

I go to work by train.

How does he/she go to work?

By bus.

He / She goes by

bus.

8 Work with a partner.

Ask and answer questions about the people in **activity 6**.

example A: How does he go to work?
B: He goes to work by car.



Sounding Natural

9 a **Track 19** Listen and tick (✓) the correct stress pattern.

	• •	• •
about	✓	
always		
arrive		
early		
hotel		
office		
taxi		

b Practise saying the words.



Time to Talk

10 a Write your information in the pink boxes in the table.

name	job	workplace	transport

b Work with a partner.

Ask and answer questions.

example A: What do you do, Gordon?
B: I'm a cook.
A: Where do you work?
B: In a restaurant.
A: How do you go to work?
B: By bus.

Write your partner's information in the blue boxes in the table.

c Change partners.

Ask and answer questions.

Write your second partner's information in the green boxes in the table.

d Tell the class about one of your partners.

example Kelly is a secretary.
She works in a school.
She goes to work by car.

Homework - turn to page 95

Lesson 6 27

9b

Model and drill any problematic items chorally, then individually.

Time to Talk

10a

Demonstrate by writing notes about yourself on the board.

Learners work independently to fill in the top row of the table with their name, their occupation, their workplace, and how they get to work.

Monitor and assist as necessary, especially with vocabulary. You may like to encourage use of dictionaries, if available.

10b

Demonstrate activity by asking confident learners one or two questions and noting their answers on the board.

In pairs, learners ask each other questions and note answers in the second row of the table.

10c

Learners change partners and repeat questions and answers, then note answers in the bottom row of the table.

Monitor. Note good use of vocabulary and language, and any mistakes.

10d

Feedback. Learners tell class about their partner's answers.

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

Sounding Natural

9a

Direct attention to the list of words in the **Sounding Natural** activity. Model the first two, slightly exaggeratedly, to make clear the stressed syllables. Show how learners should listen to the CD and tick (✓) the correct column for each word.

Track 19 Play the CD.

Feedback in pairs, and then as a class.

Remodel and drill any problematic items.

9a answers

See CD script for Track 19.

Track 19 (page 87, Student Book) 0:22
(Number of syllables in parentheses)

about (oO)
always (Oo)
arrive (oO)
early (Oo)
hotel (oO)
office (Oo)
taxi (Oo)

Homework

Highlight the homework reference at the bottom right of **page 27** in the Student Book. Ask learners to turn to **page 95**.

Set lesson 6 **activities 1** and **2** for homework.

Do **activities 1a** and **2a** together.

Homework Answers

1

- a) hospital (is not a job)
- b) pilot (is not transportation)
- c) priest (is not a place)
- d) help (has no 's' sound)
- e) bank (is not a verb)
- f) because (is not an adverb of frequency)

2

- a) I **walk** to work.
- b) A secretary **types** letters.
- c) Linda goes to work **by** taxi.
- d) She **works** in a department store.
- e) Diana works **in** an office.
- f) She **doesn't** work in a hotel.
- g) Where does Peter **work**?

I Usually Get Home at Six O'clock

In this lesson - Tell people about your daily routines

Core activities - 1-5, 7

Grammar - Present simple for routines

Examples:

What time does he go to bed?

He goes to bed at 11.30.

Introduction

1

Direct attention to the pictures of daily routines on **page 28**. Elicit what one or two of them are.

In pairs, learners match the words to the pictures.

Feedback as a class. Teach, model and drill any unfamiliar items.

1 answers

(Clockwise from top left):

e) finish work, d) have lunch, b) leave home, c) start work,
f) get home, a) get up

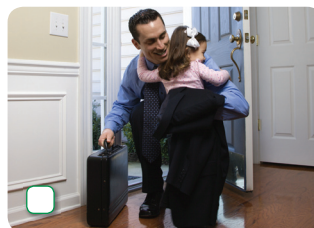
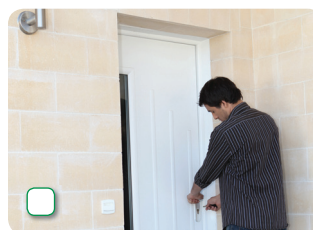
LESSON

7 I Usually Get Home at Six O'clock

Introduction

1 Work with a partner. Match the words to the pictures.

- a** get up **c** start work **e** finish work
b leave home **d** have lunch **f** get home



Memo

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

In this lesson: **Tell people about your daily routines**
Function: **Present simple for routines**

Language Focus

What time do you		get up?
What time does he	(usually)	have lunch?
What time does she		have dinner?
What time do they		go to bed?

Reading

2 Read about Mark's daily routines.

I usually leave home at 7.20 in the morning.
I always start work at 8.00. I never finish work before 5.30, and I usually get home at about 6.15.

3 Mark answers questions on the right.

Write the questions to his answers.

a What time do you (usually) leave home?

b _____

c _____

d _____

7.20 a.m.

8.00 a.m.

after 5.30 p.m.

6.15 p.m.

Practice

4 a Work with a partner. Ask and answer the questions from **activity 3**. Make a note of your partner's answers.

b Tell the class about your partner's answers.

example Ken usually gets up at...



Lesson 7 29

3a-d answers

- a) What time do you (usually) leave home?
- b) What time do you (usually) start work?
- c) What time do you (usually) finish work?
- d) What time do you (usually) get home?

Feedback as a class. Drill the questions and Mark's answers chorally and in open pairs.

Example:

Learner 1 - What time do you usually leave home?

Learner 2 - At 7.20.

Practice

As a class. Have learners ask you the questions they wrote in **activity 3**. Give true answers for yourself. Ask one or two of the questions to confident learners. Make brief notes of their answers on the board.

4a

In pairs, learners ask each other the questions from **activity 3** and make a note of their partner's replies.

Monitor. Note good use of vocabulary and language, and any mistakes.

4b

Feedback. Learners tell the class about their partners.

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

Reading

2

Direct attention to the picture of Mark the mechanic on **page 29**.

Ask learners to read Mark's daily routines and find four things from **activity 1** that he talks about.

Feedback in pairs and then as a class. Concept check – ask if Mark is talking about today, yesterday, or every day. (Every day – he's talking about his routines).

2 answers

leave home, start work, finish work, get home

3a-d

Direct attention to Mark's answers, on the right. Go over the example question with learners. Show how they can look at the text in **activity 2** and make questions for the other answers.

In pairs, learners write questions for the other answers. Monitor and assist as necessary.

Listening

Direct attention to the woman on the left at bottom of **page 80**. Encourage speculation about her job. Take any reasonable suggestions and write on the board, but take the opportunity to elicit 'shop assistant'.

Point out Column A of the table on **page 30**. Go over the missing information and check understanding. Ask learners what kind of information they will be listening for.

For example:

In which spaces do you write times?

In which space do you write days?

5a

Track 20 Learners listen and note missing information in Column A.

Feedback in pairs and then as a class. Play the CD again, if necessary.

5a answers

name - Mary

job - shop assistant

workplace - department store

workdays - Mondays, Tuesdays and Saturdays

transport - train

leave home - seven

start work - 8.30

have lunch - 12.30

finish work - six

get home - (about) seven

Track 20 (page 87, Student Book) 0:59

Mary - My name's Mary. I'm a shop assistant, and I work in a department store. I usually work Mondays, Tuesdays and Saturdays. Every day, I go to work by train. The train is always on time, so I always leave home at seven o'clock. I start work at 8.30, and I have lunch at about 12.30. I usually eat lunch with my friends in the department store, but I sometimes go to a café. I finish work at six o'clock, and I get home at about seven.

5b

Go over instructions and example in Column B of the table, with learners. Check understanding.

In pairs, learners write questions for each piece of information they have in Column A.

Monitor and assist as necessary.

Feedback as a class.

5b answers

What's her name?

What's her job?

Where does she work?

What days does she (usually) work?

How does she (usually) get to work?

What time does she (usually) leave home?

What time does she (usually) start work?

What time does she (usually) have lunch?

Listening

5a **Track 20** Listen to Mary talk about her job. Complete **Column A** in the table below.

	Column A	Column B
name	Mary	What's her name?
job		
workplace		
workdays		
transport		
leave home		
start work		
have lunch		
finish work		
get home		



b Write questions in **Column B**.

c Work with a partner. Practise asking and answering the questions in **activity 5b**.

example A: What's her name?

B: Her name's Mary.

A: Where does she work?

30

Lesson 7

What time does she (usually) finish work?

What time does she (usually) get home?

5c

Go over the example with learners and check understanding. Elicit and model some more questions and answers from the table. Drill chorally and in open pairs.

In closed pairs. Learners practise asking and answering questions about Mary.

Sounding Natural

6 a **Track 21** How many syllables are there in the words below? Listen and tick (✓).

	1	2	3
church	✓		
bicycle			✓
department			
example			
garage			
hotel			
mechanic			
people			
priest			
store			
train			
waiter			

b Practise saying the words.



Time to Talk

7 a Read the questions below about routines. Think about your answers and make notes.

- What time do you get up on Saturdays?
- How do you usually go to work?
- What time do you usually watch TV?
- What time do you have lunch on Fridays?

b Write three more questions about routines.

c Work with a partner. Ask and answer the questions. Make a note of your partner's answers.

d Tell the class about your partner's answers.

example Ken usually gets up at 6.30 a.m. on Saturdays.

Homework - turn to page 96

Lesson 7 31

Time to Talk

7a

Go over the questions in the **Time to Talk** activity and check understanding. Make brief notes of your own answers on the board.

Allow learners time to think about and note their answers to the questions. Monitor and assist as necessary.

7b

Elicit other possible questions about routines. For example: *What time do you get up on Monday mornings? Where do you eat lunch on Tuesdays?* Accept any reasonable suggestions.

Learners work individually to write three more questions of their own.

Monitor and assist as necessary.

7c

In pairs, learners ask and answer their questions.

Monitor. Note good use of vocabulary and language, and any mistakes.

7d

In pairs, learners practise the conversation as a 'disappearing dialogue'.

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

Homework

Highlight the homework reference at the bottom right of **page 31** in the Student Book. Ask learners to turn to **page 96**.

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

Sounding Natural

6a

Go over instructions and examples with learners. Check understanding.

Track 21 Learners listen and tick (✓) the correct column to show if words have one, two or three syllables.

Feedback in pairs and then as a class.

6a answers

See CD script for Track 21.

Track 21 (page 87, Student Book) 0:37
(number of syllables in parentheses)

church (1), bicycle (3), department (3), example (3), garage (2), hotel (2), mechanic (3), people (2), priest (1), store (1), train (1), waiter (2)

6b

Model and drill any problematic items.

Homework Answers

1

- Jim walks to work.
- Jane doesn't leave home before 7.00 a.m.
- Mary works in a department store.
- Linda types letters and answers the phone.
- He goes to work by taxi on Friday.
- She doesn't work in an office.
- Where do you work?
- Margaret never goes to work by bus.
- Bob always goes to work by car.
- Karen sometimes walks to work.

2

- A **priest** works in a church.
- A **mechanic** works in a garage.
- A **teacher** works in a school.
- A **cook** works in a kitchen.
- A **doctor** works in a hospital.

8 Could I Have a Cup of Tea?

Could I Have a Cup of Tea?

In this lesson - Ask for things in a café or bar

Core activities - 1-11, 14

Function - Ordering food and drink

Introduction

1

Direct attention to the pictures of food and drink on **page 32**. Pick out one or two pictures and elicit the items. Draw attention to the example, and show how learners can find the names in the box at the side of the activity. In pairs, learners match the names to the items and write the words under the pictures. Monitor and assist as necessary. Feedback. Teach, model and drill any problematic items. Write on the board.

1 answers

(Clockwise from top left):

a cup of tea, a cup of hot chocolate, a salad, a glass of milk, a hamburger, a cheese sandwich

2

Direct attention to the pictures at the bottom of **page 32**. Elicit what the situations are (customers ordering food or drink in restaurants or cafés).

Listening

3

Track 22 **Track 23** Learners listen and note what items from **activity 1** the customers order. Feedback in pairs, then as a class, after each conversation.

3 answers

Conversation 1 - a (cup of) tea, a (cup of) coffee

Conversation 2 - two salads, a hamburger, a glass of milk

Track 22 (page 87, Student Book) 0:19

Conversation 1

Customer 1 - Could I have a cup of tea, please?

Customer 2 - And I'd like a cup of coffee.

Waitress - So, that's one tea and one coffee.

Track 23 (page 87, Student Book) 0:19

Conversation 2

Customer 3 - Could I have a hamburger and a salad, please?

Customer 4 - I'd like a glass of milk and a salad.

Waiter - So that's one hamburger, one salad and a glass of milk.

Customer 4 - Sorry, we'd like two salads!

Waiter - Oh! Yes, sorry. Two salads, a hamburger and a glass of milk.

8 Could I Have a Cup of Tea?

Introduction

1 What food and drink is in the pictures? Write the names under the matching pictures.

a cup of tea

a hamburger

a glass of milk

a salad

a cheese sandwich

a cup of hot chocolate



a cup of tea



2 Look at the pictures. Where are the people?



Listening

3 **Track 22** **Track 23** Listen to the conversations. What do the people order?

Conversation 1

Conversation 2

32 Lesson 8

4

Track 22 Learners listen to conversation one again, read the text, and fill in the missing words. Feedback in pairs and then as a class.

4 answers

See CD script for Track 22 - answers underlined.

5

Go over instructions and example and check understanding. Show learners how they can find the missing words from the text in the box in **activity 4**. In pairs, learners read the text of conversation 2 and complete it with words from the box. Monitor and assist as necessary.

6

Track 23 Learners listen and check their answers. Feedback as a class.

6 answers

See CD script for Track 23 - answers underlined.

In this lesson: **Ask for things in a café or bar**
Function: *Ordering food and drink*

4 **Track 22** Listen to **Conversation 1** again. Write the missing words.

I could have like I'd

Customer 1 **Could** _____ a cup of tea, please?

Customer 2 And _____ a cup of coffee.

Waitress So, that's one tea and one coffee.

5 Work with a partner. Write the missing words from **Conversation 2**.

Customer 3 **Could** I _____ a hamburger and a salad, please?

Customer 4 I'd _____ a glass of milk, and a salad.

Waiter So, that's one hamburger, one salad, and a glass of milk.

Customer 4 Sorry, we'd _____ two salads!

Waiter Oh! Yes, sorry. Two salads, a hamburger, and a glass of milk.

6 **Track 23** Listen and check your answers.

Language Focus

7 Match the phrases from **Column A** with the phrases from **Column B**.

Column A

Could I have

I'd like

Column B

a cup of tea, please.

a cup of coffee, please?

a cheese sandwich, please?

a glass of milk, please.

Speaking

8 Work with a partner. Practise asking for food.

Answer with 'Yes, of course,' 'Here you are,' and 'Certainly.'

example A: Could I have a salad, please?

B: Certainly.

Language Focus

7

In pairs, learners connect the phrases on the left and right of the box to make requests.

Feedback as a class.

7 answers

Could I have... a cup of coffee, please? / a cheese sandwich, please?

I'd like... a cup of tea, please. / a glass of milk, please.

Speaking

8

Model and drill a response to requests ('Certainly'). Use the items in **activity 1** to model and drill requests and responses, chorally and in open pairs.

In closed pairs. Learners practise ordering items from **activity 1**.

Note – Drilling is important here, because the main difference between requests beginning 'Could I...?' and 'I'd like...' is in the intonation, indicated by question marks when written.

Memo

Lesson 8 33

Vocabulary

9

Direct attention to the pictures of currency on **page 34**. Pick out one currency and elicit what it is. Point out the example, and show how learners can find the names of the currencies in the box at the top left of the activity. In pairs, learners match the names to the items and write the words under the pictures. Monitor and assist as necessary. Feedback. Teach, model and drill any problematic items.

9 answers

Clockwise from top right:
won, euro, dollar, pound, yen

Sounding Natural

10a-e

Track 24 Learners listen and circle the prices they hear. This activity gives learners practice at distinguishing word stress between, for example, 15 / 50. Feedback in pairs and then as a class. Model and drill any problematic items.

10a-e answers

See CD script for Track 24.

Track 24 (page 87, Student Book) 0:52

a)

A - That's fifty pounds ninety-nine, please.

B - Here you are.

A - Thank you.

b)

A - That's nine dollars ninety, please.

B - Here you are.

A - Thank you.

c)

A - That's three hundred and fifty yen, please.

B - Here you are.

A - Thank you.

d)

A - That's fourteen pounds, please.

B - Here you are.

A - Thank you.

e)

A - That's ten dollars thirty, please.

B - Here you are.

A - Thank you.

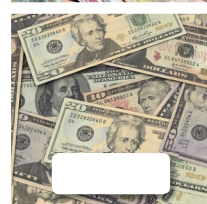
11

Feedback as a class, and then In pairs, learners take turns saying the prices in **activity 10**. Classmates point to the correct column.

Vocabulary

9 Write the names of the money under the pictures.

yen
won
euro
dollar
pound



Sounding Natural

10 **Track 24** Listen and underline the prices you hear.

a	£15.99	<u>£50.99</u>
b	\$9.19	\$9.90
c	¥350	¥315
d	£14.00	£40.00
e	\$10.30	\$10.13

11 Practise saying the prices with a partner.

34 Lesson 8



Practice

Direct attention to the pictures on **page 35**. Elicit what the places are.

Answers

Left to right:
café, train station, newsagent

Elicit the kind of things people ask for in these places. Write on the board in three columns (you will use these in **activity 13**)

Suggested answers

(accept any reasonable ideas):

café – a coffee, a cappuccino, a sandwich
train station – a train ticket (elicit 'return' and 'single')
newsagent – a newspaper, magazines, cigarettes, chocolate, a lighter

Practice

12 Match the conversations with the pictures.

a
A: Could I have a return ticket for London, please?
B: That's £45.
A: Here you are.
B: Here's £5 change.
A: Thanks.



b
A: I'd like three magazines and a lighter, please.
B: That's £2.50, please.
A: Here you are.
B: Thanks. Here's your change.
A: Thank you.



c
A: I'd like two cappuccinos and a latte, please.
B: That's \$15.80, please.
A: Here's \$20.
B: Thank you. That's \$4.20 change.
A: Thanks.



13 Work with a partner. Practise the conversations.

Time to Talk

14 a Work with a partner. Choose a situation below and do a role-play.

Student A, you are the customer. Think about what you want.

Student B, you are the worker. Help the customer.

in a café	
tea	£2
coffee	£3
hot chocolate	£3
sandwiches	£4
cake	£4

in a restaurant	
steak	£20
cola	£2.20
chips	£5
salad	£13
chicken	£14.50

b Change roles and repeat.

c Act out your conversation for the class. Can they guess where you are?

example A: I'd like a coffee and a hot chocolate, please.
B: That's £6.

Homework - turn to page 96

Lesson 8 35

12

In pairs, learners read the dialogues and match them to the pictures.

Monitor and assist as necessary, but show learners they don't have to understand every word to complete the task.

Feedback as a class. Highlight and elicit / teach the meaning of 'change' in the dialogues.

12 answers

(pictures, from the left): c, a, b

13

In pairs, learners practise the conversations from **activity 12**. Encourage learners to look away from the text, and at partners when speaking. Encourage learners to ask for other items possible in the situations (they can select items from the lists you earlier wrote on the board).

Time to Talk

14a

Go over instructions with learners and check understanding.

Elicit other language used in these situations. Drill briefly and write on the board.

Suggestions:

'Good morning, sir / madam...' 'How can I help you?'
'Anything else?' 'No, that's all, thank you.'

Learners do role-play. Monitor. Note good use of vocabulary and language, and any mistakes.

Feedback. Ask the waiters what the customer ordered.

Ask the customers how much they paid.

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

14b

Learners change roles and do the role-play again.

Monitor and feedback as before.

14c

If possible, ask confident learners to perform their exchange in front of the class. Other learners say what the situation is.

Homework

Highlight the homework reference at the bottom right of **page 35** in the Student Book. Ask learners to turn to **page 96**.

Set lesson 8 **activities 1** and **2** for homework.

Do **activity 1a** together. Check they understand what to do for **activity 2** (put a dialogue in order).

Homework Answers

1

a)

A - Could I have a cup of tea, **please?**

B - Yes, of course.

b)

A - I'd like a glass of milk, **please.**

B - Here you are.

c)

A - Could I have a cup of coffee, please?

B - Certainly.

d)

A - I'd like a ham sandwich, please.

B - Here you are.

2

1 Hello, madam. Can I help you?

2 Yes, I'd like a ticket to Manchester, please.

3 That's £35, please.

4 Here you are.

5 Thank you.

9 He Sells Stamps and Postcards

He Sells Stamps and Postcards

In this lesson - Talk about what your family and friends do

Core activities - 1- 6, 9

Grammar - Present simple: first and third person

Example:

I work in a café.

He works in a flower shop.

She meets a lot of tourists.

Introduction

1

Direct attention to the pictures of shops on **page 36**. Pick out one or two pictures and elicit what shops they are. Draw attention to the example, and show how learners can find the names in the box in the middle of the activity.

In pairs, learners match the names to the shops and write the words under the pictures. Monitor and assist as necessary.

Feedback. Teach, model and drill any problematic items. Write on the board.

Answers

(Clockwise from top left): bookshop, post office, shoe shop, café, toy shop, flower shop, chemist, souvenir shop

2

Direct attention to the receipts at the top of **page 37**. Elicit what they are. Go over instructions and example. Check understanding.

In pairs, learners match receipts to shops in **activity 1**. Monitor and assist as necessary. Feedback as a class.

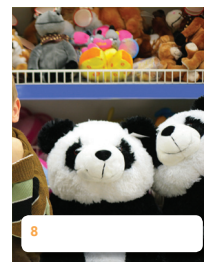
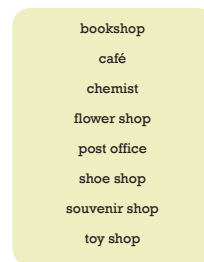
2 answers

(from left): 5 café, 7 flower shop, 1 bookshop, 4 souvenir shop

9 He Sells Stamps and Postcards

Introduction

1 Work with a partner. Write the names of the shops on the pictures.



In this lesson: **Talk about what your family and friends do**
Grammar: **Present simple: first and third person**

2 Look at the receipts below. Which shops in **activity 1** are they from? Write the numbers in the spaces.

5			
Espresso £2.10	6 red roses £14.00	Today's Woman Magazine £7.99	T-shirt £14.99
Latte £3.40	12 carnations £21.00	French - English Dictionary £11.50	Flag £5.99
NY cheese cake £5.75	Sales tax 5% £ 1.80	Sales tax 5% £ .97	Pen £2.99
Blueberry muffin £2.75	Total £37.80	Total £20.46	Sales tax 5% £1.20
Sales tax 5% £ .70	Cash £50.00	Cash £25.00	Total £25.71
Total £14.70	Change £12.20	Change £ 4.54	Cash £30.00
Cash £15.00			Change £ 4.83
Change £ .30			

Practice

3 a Read about the people. Write where they work, in the spaces.

a

Hi. My name's Brenda. I like reading, so working in a bookshop is perfect.

b

Hello. My name's Martin. I meet lots of tourists every day. They buy things on their holiday in my country. I work in a _____

c

I'm Debbie. I'm always very busy. People order tea and coffee from me. I work in a _____

d

Hello. I'm Greg. I sell stamps and postcards. I work in a _____

e

Hi. I'm Vincent. I love the beautiful smells and all the different colours. I work in a _____

f

Hi. I'm Sally. I help sick people. I sell medicine. I work in a _____

b Track 25 Listen and check your answers.

4 Work with a partner. Ask and answer about three people in **activity 3a**.

example A: What does Brenda do?
B: She works in a... She likes...

Lesson 9 37

3b

Track 25 Learners listen and check their answers.

3b answers

a) bookshop, b) souvenir shop, c) café, d) post office, e) flower shop, f) chemist

Track 25 (page 87, Student Book) 1:32

- a) Hi. My name's Brenda. I like reading, so working in a bookshop is perfect.
- b) Hello. My name's Martin. I meet lots of tourists every day. They buy things on their holiday in my country. I work in a souvenir shop.
- c) I'm Debbie. I'm always very busy. People order tea and coffee from me. I work in a café.
- d) Hello. I'm Greg. I sell stamps and postcards. I work in a post office.
- e) Hi. I'm Vincent. I love the beautiful smells and all the different colours. I work in a flower shop.
- f) Hi. I'm Sally. I help sick people. I sell medicine. I work in a chemist.

4

As a class. Direct attention to **activity 3**, text **a**. Ask, 'What's her name? (Answer – Brenda) and, 'What does Brenda do?' Elicit, model and drill third person statements about Brenda.

Answer

She works in a bookshop. She likes reading.

Write the statements on the board and highlight the third person 's' on the verbs.

Ask confident individual learners about the other people in **activity 3**. Elicit third person statements. Model and drill the question (What does he/she do?).

Use the people in **activity 3** to practise asking and answering the question in open pairs, then in closed pairs.

Monitor. Note good use of vocabulary and language, and any mistakes.

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

Teaching Tip – Monitoring and Error Correction

When learners do speaking activities, it's a good idea to make a note of how they use the language. This includes correct as well as incorrect use.

After the activity, write on the board an incorrect and correct sentence you heard. Elicit which is correct and which incorrect, as well as how to fix the mistake. Never pick out one learner who made a mistake. Always correct as a class.

Practice

Direct attention to the texts in **activity 3**. Explain that these are what workers in the different shops say. Go over instructions and example. Check understanding.

3a

In pairs, learners read the texts and write the missing shop names in each. This activity requires learners to make inferences from the texts, since the shop names are not actually mentioned in any of them.

Teaching Tip – Making Inferences

We often 'read between the lines' of what someone says or writes. This allows us to form a picture of, for example, their attitude to a topic, or other things which they take for granted we will understand. We can develop this skill, even at low levels, by encouraging learners to use clues in a text to think about what a speaker or writer is 'getting at', rather than look for a particular word or phrase which gives 'the answer'.

Monitor and assist as necessary.

Language Focus

Direct attention to the **Language Focus** box. Go over the example sentences with learners, highlighting the use of the third person 's'.

Practice

5

In pairs, learners match the occupations with the workplaces.

Feedback as a class.

5 answers

shop assistant - shop

mechanic - garage

doctor - hospital

housewife - home

office worker - office

6a-e

Go over the instructions and example to check understanding. Point out the box at the bottom of the page containing activities done by the various occupations.

In pairs, learners write sentences about the occupations in **activity 5**, and what they do. Monitor and assist as necessary. Feedback as a class.

6a-e answers

a) A shop assistant serves customers.

b) A mechanic fixes things.

c) A doctor helps sick people.

d) A housewife looks after a home.

e) An office worker works on computers.

Extension

Model and drill the question, 'What does a (shop assistant) do?' Ask a confident learner about one of the occupations and elicit an answer. Practise the question about the occupations in **activity 6**, first in open, then in closed pairs. Monitor. Note good use of vocabulary and language, and any mistakes.

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

5 Read the names of the jobs below. Where do they work? Match the jobs with the places.

job		workplace
a shop assistant		garage
b mechanic		shop
c doctor		office
d housewife		hospital
e office worker		home

Language Focus

I work He works	in a shop.	I like He likes I love He loves	the beautiful smells.
I sell She sells	postcards.		
I go He goes	to work every day by train.		


6 Write sentences about the people in **activity 5**. Use the words in the box below.

- a A shop assistant serves customers.
- b _____
- c _____
- d _____
- e _____


work on a computer serve customers help sick people
look after a home fix things



Sounding Natural

7  **Track 26** Listen to the sentences below.
How do we say the underlined words when we speak naturally?

- a I work in a garage.
- b He works in a restaurant.
- c She works in a hospital.
- d I work in an office.

8  **Track 26** Listen again and practise the pronunciation.

Time to Talk

9 a Think about two people you know (a friend, someone in your family). What do they do every day? Make notes.

brother - works in an office, answers the phone...
friend (Tom) - works in a shop...

b Work with a partner.
Ask and answer questions about the people in **activity 9a**.
Make notes about your partner's people.

c Tell the class about your partner's answers.

example Her friend works in a chemist. Her husband works in a post office.

Homework - turn to page 97

Lesson 9 39

Time to Talk

9a

Go over the instructions and example and check understanding.
Demonstrate activity by writing brief notes for yourself on the board.
Learners work independently to make notes about two people that they know.
Allow learners time to think and make notes. Monitor and assist as necessary.

9b

Elicit and write some model questions on the board for the next activity, e.g. *Who's (Tom)? Where does he work? What does he do?*

Ask a confident learner the questions about the people they made notes on.
Make notes yourself about their answers on the board as an example. Show learners where they can note what their partners say.
In pairs, learners ask and answer questions about the people in **activity 9a**.
Monitor. Note good use of vocabulary and language, and any mistakes.

9c

Feedback. Learners tell class about their partners' family and friends.

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

Homework

Highlight the homework reference at the bottom right of **page 39** in the Student Book. Ask learners to turn to **page 97**.

Set lesson 9 **activities 1** and **2** for homework.
Check learners understand what to do.

Homework Answers

1


café - table, tea and coffee
post office - postcards, stamps
bookshop - magazine, dictionary
florist - flowers, vase
+ Learner's own answers.

2


What does Tom do? He's a mechanic.
Where does Mary work? In a café.
What does Tom like? He likes sport.
What do you do? I sell flowers.
What does Jane do? She sells shoes.
What do you like? I like reading and I love music.

Sounding Natural

7

 **Track 26** Learners listen for how we tend to pronounce the 'chunks', 'work in a' and 'works in a'. Highlight how the final letters of 'work' and 'works' tend to attach themselves to the next word, giving us something like 'wor kina' and 'work sina'.

8

 **Track 26** Learners listen again and practise the pronunciation.

Track 26 (page 88, Student Book) 0:32

- a) I work in a garage.
- b) He works in a restaurant.
- c) She works in a hospital.
- d) I work in an office.

I Walk in the Park and Look at the Leaves

In this lesson - Talk about what you do in different seasons

Core activities - 2-10

Skills - Extended speaking and listening

Introduction

Direct attention to the pictures of free time activities on **page 40**. Pick out one or two pictures and elicit the items. Draw attention to the example, and show how learners can find the names of the other items in the box at the top of the activity.

1a

In pairs, learners match the names to the items and write the words under the pictures. Monitor and assist as necessary.

Feedback. Teach, model and drill any problematic items. Write on the board.

1a answers

Left to right, top to bottom:

play football, go to the gym, cook at home, read, go to the cinema, go shopping

Extension

In pairs, or as a group. Learners brainstorm other free time activities.

1b

Direct attention to the adverbs of frequency on the page. Go over the instructions and examples and check understanding.

Demonstrate activity by writing some things about yourself on the board.

For example: 'I sometimes go to the cinema on Fridays.' 'I never play football.'

Learners work independently to write four sentences about themselves.

Allow learners time to think and write. Monitor and assist as necessary.

Feedback as a class.

Introduction

1a Write the expressions under the matching pictures.

play football

go to the cinema

cook at home

go shopping

read

go to the gym



play football



b Do you do any of the activities above?

Write four sentences about yourself.

0% 100%
never sometimes usually always

I never play football.

I sometimes...

In this lesson: **Talk about what you do in different seasons**
Skills: *Extended speaking and listening*

Listening and Speaking

2 **Track 27** Listen. Use the words in the box to complete the questions below.

cook at home go shopping get up go to the gym go to the cinema eat at home go out

	never	sometimes	usually	always
a Do you <u>go shopping</u> at the weekend?				
b Do you _____ in the evening?				
c Do you _____ before eight o'clock on Mondays?				
d Do you _____ at the weekend?				
e Do you _____ on Saturdays?				
f Do you _____ ?				
g Do you _____ on Wednesdays?				

3 What are your answers to the questions in **activity 2**? Tick (✓) the columns in the table.

4 Write three more questions about routines.

Do you...

5 a Work with a partner. Ask and answer the questions from **activities 2** and **4**.

b Tell the class about your partner's answers.

Listening and Speaking

2

Direct attention to the table on **page 41**. Run through the words in the box at the top of the activity and teach any unfamiliar items. Go over the instructions and example and check understanding.

Track 27 In pairs, learners listen and use the words in the box to complete the questions in the table.

Feedback in pairs and then as a class.

2 answers

See CD script for Track 27 - answers underlined.

Track 27 (page 88, Student Book) 1:07

- a) Do you go shopping at the weekend?
- b) Do you go out in the evening?
- c) Do you get up before eight o'clock on Mondays?
- d) Do you eat at home at the weekend?
- e) Do you go to the gym on Saturdays?
- f) Do you cook at home?
- g) Do you go to the cinema on Wednesdays?

3

Elicit the first two questions from **activity 2** and write on the board and make these into a table similar to the one in **activity 2**. Use this to demonstrate how learners should think about the questions in **activity 2** and tick (✓) the appropriate columns with their answers. Learners work independently to think about the questions and tick (✓) their answers. Monitor and assist as necessary. No feedback on this at this stage.

4

Elicit a couple more, similar, questions about routines, and write them onto the board to demonstrate activity.
For example:
Do you eat out at the weekend?
Do you play tennis?

Learners work independently to write three more questions about routines. Allow learners time to think and write. Monitor and assist as necessary.

5a

In pairs, learners ask each other the questions from the table in **activity 2**, and also the questions they wrote in **activity 4**. Monitor. Note good use of vocabulary and language, and any mistakes.

5b

Learners tell class about their partner's answers. Highlight good use of language and elicit corrections of any problems you noted.

6

Direct attention to the pictures of the seasons at the top of **page 42**. Elicit what they are. Show how learners can find the names of the seasons in the box. Learners write the names of the seasons under the correct pictures. Feedback as a class.

6 answers

Left to right, top to bottom:
spring, autumn, winter, summer

Direct attention to the pictures of 'seasonal activities' on the lower part of the page. Pick out one or two and elicit the items. Draw attention to the example, and show how learners can find the names in the box at the top of the activity.

7

In pairs, learners match the names to the items and write the letters under the pictures. Monitor and assist as necessary. Feedback. Teach, model and drill any problematic items. Write on the board.

7 answers

Left to right, top to bottom:
f) walk in the park and look at the leaves, d) have Christmas dinner, c) go skiing, e) watch fireworks, a) look at cherry blossoms, b) go to the beach

8

Ask learners when people usually do the things in the pictures. Do this as a class and write ideas on the board.

8 suggested answers

spring: look at cherry blossoms
summer: watch fireworks, go to the beach
autumn: walk in the park and look at the leaves
winter: go skiing, have Christmas dinner

9

Model the activity by saying two or three things you do in the different seasons. Write them on the board.

For example:

spring: I give chocolates to my boyfriend/girlfriend.

summer: I drink beer with my friends. I eat ice cream.

Learners work independently to write some sentences about what they do in different seasons. You may like to set a definite number, e.g. five sentences.

Allow learners time to think and write.

Monitor and assist as necessary.

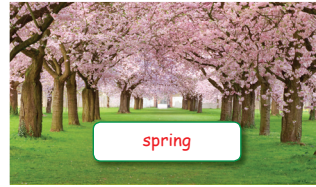
6 Write the names of the seasons under the matching pictures.

spring

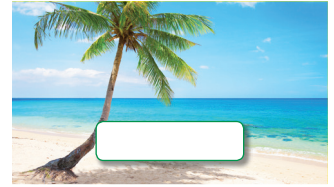
summer

autumn

winter



spring



7 Work with a partner.

Look at the pictures below. Match the words with the pictures.

a look at cherry blossoms

b go to the beach

c go skiing

d have Christmas dinner

e watch fireworks

f walk in the park and look at the leaves



8 Which seasons do people usually do the things in the pictures? Tell the class your ideas.

9 What do you usually do in the different seasons?
Write sentences below.

spring - Give chocolates to...
summer -
autumn -
winter -

Time to Talk

10 a Work with a partner. Ask what your partner does in the different seasons.
Make notes about your partner's answers.

	notes
What do you do in the spring?	
What do you do in the summer?	
What do you do in the autumn?	
What do you do in the winter?	

b Tell the class about your partner's answers.
example Dan plays golf in the summer.

Homework - turn to page 98

Time to Talk

10a

Direct attention to the table on **page 43**.
Demonstrate the activity by asking a confident learner one or two of the questions and eliciting some answers. Have learners ask you and give answers for yourself. Show learners where they can make notes in the Student Book
In pairs, learners ask each other the questions and make notes of answers.

Monitor. Note good use of vocabulary and language, and any mistakes.

10b

Feedback. Learners tell class about their partner's answers.
Highlight good use of language and elicit corrections of any problems you noted.

Homework

Highlight the homework reference at the bottom right of **page 43** in the Student Book. Ask learners to turn to **page 98**.

Set lesson 10 **activities 1** and **2** for homework.
Do **activities 1a** and **2a** together.

Homework Answers

1

- a) I get up **at** 6.30 in the morning.
- b) He goes to work **on** Mondays.
- c) She is **from** China.
- d) Sheila goes to work **by** train.
- e) I go **to** the beach at the weekend.
- f) John sells T-shirts **in** a souvenir shop.
- g) It's very cold **in** winter.

2

Q - What weather do you like?
A - I really like sunny days.

Q - What do you do on Mondays?
A - I go to work.

Q - What time does he get up?
A - At seven o'clock.

Q - What nationality is Joan?
A - She's English.

Q - How old is she?
A - She's 26.

11 It's Next to the Toy Shop

It's Next to the Toy Shop

In this lesson - Ask people where places are

Core activities - 2, 6-10

Grammar - Prepositions: on the corner of / next to / between / opposite

Examples:

It's opposite the toy shop.

It's next to the toy shop.

It's between the toy shop and the bank.

It's on the corner of Queen Street and King's Lane.

Warmer

- Books closed. In pairs, learners make a list of as many places in town (e.g. post office, restaurant, chemist, etc.) as they can in two minutes.
- Learners share their lists with the class.
- Write their lists on the board. Award one point for every place not on the other pairs' lists. The pair with the most points wins.

Introduction

1

Draw attention to the map on **page 44**. Elicit/teach the different shops.

Track 28 Play the CD. Learners tick (✓) the shops they hear. Play the CD again if necessary.

Feedback in pairs, then as a class.

1 answers

See CD script for Track 28 - answers underlined.

Track 28 (page 88, Student Book) 0:45

June - Hi, Mary! How are you? Where do you work now?

Mary - Hi, June! I work in the new shoe shop in Queen Street.

June - Really? Next to the bookshop?

Mary - No, no. That's the bakery. The shoe shop's between the florist and the chemist.

June - Oh yes. I see - opposite the toy shop?

Mary - Yes, that's the one. I like my job. Come in and see me sometime.

June - OK. Maybe next week.

Mary - Great! See you then.

June - Bye.

11 It's Next to the Toy Shop



Introduction

1 **Track 28** Listen to June and Mary talking.
Where does Mary work?
Tick (✓) the shops you hear.

chemist	shoe shop	florist	bookshop	bakery
Queen Street				
garage	toy shop	sports shop	café	souvenir shop

44 Lesson 11

In this lesson: Ask people where places are
Grammar: *Prepositions: on the corner of / next to / between / opposite*

Language Focus

The diagrams illustrate the use of prepositions in a street layout.
 1. **opposite**: A box labeled 'It's opposite the café.' is shown above a dashed line representing a road. Below the line is a box labeled 'café'.
 2. **next to**: A box labeled 'café' is shown next to a box labeled 'It's next to the café.'
 3. **between**: A box labeled 'café' is shown between a box labeled 'It's between the café and the bank.' and a box labeled 'bank'.
 4. **on the corner of**: A box labeled 'It's on the corner of Queen Street and King's Lane.' is shown at the intersection of 'Queen Street' and 'King's Lane'.

Practice

2 Work with a partner.

Ask and answer questions about the places on Queen Street in **activity 1**.

example A: Where's the shoe shop?
B: It's between the florist and the chemist.

Sounding Natural

3 **Track 29** Listen to the sentences below.

Which sentences rise at the end?

Which sentences fall?

- a Excuse me. Is there a bank near here?
- b Excuse me. Where's the train station?
- c Excuse me. Do you have the time?
- d Excuse me. Where can I buy a stamp?

4 **Track 29** Listen again and practise the pronunciation.

5 a Read the sentences below.

Match them with the questions in **activity 3**.

- ☐ Yes, it's quarter to one.
- ☐ You can buy a stamp at the post office.
- ☐ I'm sorry, I don't know.
- ☐ Yes, there is. It's opposite the hotel.

b Work with a partner.

Practise asking and answering the questions in **activity 3**.

Lesson 11 45

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

Sounding Natural

3a-d

Track 29 Learners listen for which sentences rise at the end, and which sentences fall. (*Wh- questions* usually end in falling intonation. *Yes/no questions* usually end in rising intonation.) Feedback in pairs, then as a class.

3a-d answers

- a) rise
- b) fall
- c) rise
- d) fall

Track 29 (page 88, Student Book) 1:03

- a) Excuse me. Is there a bank near here?
- b) Excuse me. Where's the train station?
- c) Excuse me. Do you have the time?
- d) Excuse me. Where can I buy a stamp?

4

Track 29 Learners listen again and practise the pronunciation. Drill chorally, then individually.

5a

In pairs, learners read the sentences and match them with questions in **activity 3**. Match the first sentence with learners to demonstrate activity.

Feedback as a class.

5a answers

c, d, b, a

5b

In pairs, learners practise asking and answering the questions in **activity 3**. Encourage learners to look away from the book and at each other when speaking. Monitor learners' use of vocabulary and intonation.

Language Focus

Go over the examples in the box with learners and check understanding. Drill – choral and substitution.

Teaching Tip – Substitution Drill

Teacher says a phrase or part phrase. Learners respond by fitting the phrase into a longer item using appropriate intonation.

Teacher - opposite

Learner - It's opposite the toy shop.

Teacher - next to

Learner - It's next to the toy shop.

Etc.

Practice

2

Model and drill the question. ('Where's the...?')

In pairs. Go over the instructions and example with learners and check understanding. Demonstrate activity with a confident learner. Learners ask and answer about the places in **activity 1**. Monitor learners' use of vocabulary and language.

6

Look at the map with learners. Elicit the number of buildings (20).

Go over the street names and buildings on the map with learners. Ask some questions to establish where the buildings are.

For example:

Where's the hotel?

Listening

7

Direct learners' attention to the 'bookshop' and ask what street it's on (First Street). Drill "It's on First Street" and write on the board. Elicit the streets for a few more shops.

Draw attention to shop names in the box at the bottom of the page.

Indicate to learners that they should listen and write the names of the shops they hear on the map.

- ☐ Track 30
 ☐ Track 31
 ☐ Track 32
 Play the CD, pausing after each conversation to allow learners time to find and write the names.
- Feedback in pairs, and then as a class.

7 answers

See CD script for Track 30-32.

Track 30 (page 88, Student Book) 0:27

Conversation 1

A - Excuse me. Is there a shoe shop near here?

B - Yes, there is. It's on First Street. It's called 'Feet First'. It's opposite the cinema.

A - Thanks very much.

B - You're welcome.

Track 31 (page 88, Student Book) 0:20

Conversation 2

A - Excuse me. Where's the ice cream shop?

B - It's on Third Street, opposite the police station.

A - Thank you. You're very kind.

Track 32 (page 88, Student Book) 0:27

Conversation 3

A - Excuse me. Is there a bank near here?

B - Yes, there is. On Fourth Street.

A - I'm sorry, Fourth Street, or Fifth Street?

B - Fourth. It's between the café and the camera shop.

8a

- ☐ Track 30
 ☐ Track 31
 ☐ Track 32
 Learners listen again and complete the conversations.

Feedback in pairs, then as a class.

6 Look at the map. How many buildings are there? ____



Listening

7 ☐ Track 30 ☐ Track 31 ☐ Track 32 Listen to three conversations.

Write the names of the buildings on the map.

shoe shop ice cream shop bank

46 Lesson 11

8a answers

See CD scripts for Tracks 30 - 32 - answers underlined.

8b

In pairs, learners practise the conversations.

9

☐ Track 33 Direct learners' attention to the three missing shops on the map in **activity 6**. Learners listen and write the shops on the map. Play the CD again if necessary.

Feedback in pairs, then as a class.

9 answers

See CD script for Track 33.

Track 33 (page 88, Student Book) 0:28

The sports shop is on Third Street, opposite the clothes shop.

The bar is next to the camera shop. It's on the corner of Fourth Street.

The chemist is between the flower shop and the bookshop on First Street.

8 a Listen again. Complete the conversations below.

Track 30

- 1 A Excuse me. Is there a shoe shop near here?
B Yes, there is. It's _____. It's called 'Feet First'. It's _____ the cinema.
A Thanks very much.
B You're welcome.

Track 31

- 2 A Excuse me. Where's the ice cream shop?
B It's _____ Third Street, _____ the police station.
A Thank you. You're very kind.

Track 32

- 3 A Excuse me. Is there a _____ near here?
B Yes, there is. On Fourth Street.
A I'm sorry, Fourth Street, or Fifth Street?
B Fourth. It's _____ the café and the _____ shop.

b Work with a partner. Practise the conversations.

9 Track 33 Look at the map again. Listen and write the three missing shops on the map.

sports shop bar chemist

Time to Talk

10 Work with a partner. Look at the map again. Ask and give directions to places on the map.

- example** A: Excuse me, Is there a café near here?
B: Yes, there is. It's next to the bank.
A: Where's the bank?
B: It's on Fourth Street.

Homework - turn to page 98

Lesson 11 47

Extension

Books closed. In pairs or small teams. Ask learners about places on the map. The first pair or team to answer correctly gets a point.

Time to Talk

10

Go over instructions and example. Check understanding. Pairwork. Learners look at the map again. Learners should choose three places each and ask where they are. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

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




Homework

Highlight the homework reference at the bottom right of **page 47** in the Student Book. Ask learners to turn to **page 98**.

Set lesson 11 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

Homework Answers

1

			
between	✓		
next to		✓	
opposite			✓
behind	✓		

2

- a) The chemist is **on** the corner.
b) The restaurant is **next to** the bookshop.
c) The florist is **opposite** the bank.
d) The toy shop is **between** the florist and the shoe shop.

Memo

There Aren't Any Kiwis

In this lesson - Compare things and find differences

Core activities - 2-4, 8

Grammar - There is / There isn't

There are / There aren't

Examples:

There's a glass of orange juice.

There are some sausages.

Is there a pineapple?

Yes, there is. / No, there isn't.

Are there any kiwis?

Yes, there are. / No, there aren't.

Introduction

1

As a class. Learners name as many things as they can in the picture.

In pairs, learners complete the words in the table.

Feedback as a class.

1 answers

things:

a glass, a cup, a fork, a knife, a napkin, a spoon, some plates
food:

a tomato, an egg, some sausages, some mushrooms

drinks:

a glass of orange juice, a cup of tea

Note - bacon and bread (which are in the photo) are uncountable nouns, which are not part of the language point for this lesson.

Avoid mentioning these when practising the target language for this lesson.

LESSON

12 There Aren't Any Kiwis



Introduction

1 What can you see in the picture above?

Write the names in the table below.

things	food	drinks
a g_l_a_s_s	a t_o_m_a_t_o	a g_____ of orange juice
a c__	an e__	a c__ of tea
a f__	some s_____s	
a k_____	some m_s h_____s	
a n_____		
a s_____		
some p_____s		

Memo

[illegible]

In this lesson: **Compare things and find differences**
 Grammar: **There is / There isn't**
There are / There aren't

Language Focus

There's **a** carrot.

There **are some** bananas.

There **isn't a** pineapple.

There **aren't any** oranges.



Practice

2 Look at the picture. What can you see?

Complete the sentences with the words from the box.

is a

are some

isn't a

aren't any

a There is a bottle of juice.

b There aren't any oranges.

c There _____ bananas.

d There _____ carrot.

e There _____ grapes.

f There _____ red pepper.

g There _____ strawberries.

h There _____ pineapple.

i There _____ chilli pepper.

j There _____ peach.

Lesson 12 49

Language Focus

Go through the sentences in the box with learners. Highlight the different structures used with singular and plural countable nouns.

Practice

2a-j

Draw attention to the basket of fruit. Elicit the names of one or two items from the basket. Go through the examples and indicate to learners that they should look at the picture and complete the sentences with the words in the box.

Feedback in pairs, then as a class.

2a-j answers

a) *There is a bottle of juice*

b) *There aren't any oranges.*

c) *There are some bananas*

d) *There is a carrot.*

e) *There aren't any grapes.*

f) *There is a red pepper.*

g) *There are some strawberries.*

h) *There isn't a pineapple.*

i) *There is a chilli pepper.*

j) *There isn't a peach.*

Memo

Language Focus

Go through the questions and answers for singular and plural countable nouns.

3a

Indicate to learners that they should make yes/no questions for the sentences in **activity 2**. Go over the examples and check understanding.

Feedback in pairs, then as a class.

3a answers

- a) Is there a bottle of juice?
- b) Are there any oranges?
- c) Are there any bananas?
- d) Is there a carrot?
- e) Are there any grapes?
- f) Is there a red pepper?
- g) Are there any strawberries?
- h) Is there a pineapple?
- i) Is there a chilli pepper?
- j) Is there a peach?

3b

In pairs, learners look at the shopping basket on **page 49** and use the questions from **activity 3a** to ask and answer about its contents.

Example:

"Is there a bottle of juice?"

"Yes. There is."

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

4

Draw learners' attention on the picture of the refrigerator. Learners read the sentences and write **T** (true) or **F** (false). Go over the examples and check understanding.

4 answers

T, F, F, T, F, F, T

5

Learners write true sentences to correct the false sentences from **activity 4**.

5 answers

- b) There aren't any red apples.
- c) There isn't a pineapple.
- e) There aren't any bananas.
- f) There aren't any bottles of milk.

Language Focus

Is there a pineapple?

Yes, there is. / No, there isn't.

Are there any kiwis?

Yes, there are. / No, there aren't.

3 a

Look at the sentences in **activity 2**.

Write yes/no questions for each.

a Is there a bottle of juice?

b Are there any oranges?

c _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

b

Work with a partner.

Ask and answer the questions in **activity 3a**.

example A: Is there a bottle of juice?
B: Yes, there is.

4

Look at the big picture of the refrigerator.

Read the sentences. Write **T** (True) or **F** (False).

a There is a lemon. **T**

b There are some red apples. **F**

There aren't any red apples.

c There is a pineapple.

d There are some grapes.

e There are some bananas.

f There are some bottles of milk.

g There are some eggs.

5

Correct the false sentences. Write true sentences in the spaces above.





Sounding Natural

6 **Track 34** Listen and underline the word with the different sound.

- | | | | | |
|---|---------|-------|--------|--------|
| a | go | so | no | to |
| b | cleared | heard | beard | feared |
| c | shoes | goes | nose | toes |
| d | great | wait | gate | treat |
| e | among | wrong | sung | begun |
| f | load | road | snowed | board |

7 Practise saying the words.

Time to Talk

8 Work with a partner.

Student A, go to **page 85**.

Student B, look at the picture on the right.

- a There are two things the same and three things different from Student A's picture. Write five questions.



Are there any green grapes?

b Ask and answer the questions to find the differences.

example A: Is there an avocado?
B: Yes, there is.

Homework - turn to page 99

Lesson 12 51

Time to Talk

8a

Pairwork. Learner A goes to the picture of the fruit basket on **page 85** of the Student Book. Learner B looks at the picture of the fruit basket on **page 51**.

Tell learners that there are three things different in their pictures.

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

Learners look at the items in their fruit baskets. They use these as prompts to write five questions to ask about their partner's basket.

8b

Learners use their questions from **activity 8a**, to find out about their partners fruit basket. Monitor and assist as necessary. Note good use of vocabulary and language, and any mistakes.

Feedback. Ask learners about the differences they found. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 51** in the Student Book. Ask learners to turn to **page 99**.

Set lesson 12 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

Sounding Natural

6a-f

Track 34 Learners listen and underline the word in each line with a different sound. Play the CD. Pause after the first set of words to check understanding of activity.

6a-f answers

See CD script for Track 34 - answers underlined.

Track 34 (page 88, Student Book) 1:17

- a) go so no to
b) cleared heard beard feared
c) shoes goes nose toes
d) great wait gate treat
e) among wrong sung begun
f) load road snowed board

7

Model and drill problem items with learners.

Homework Answers

1

- There are some bottles of juice.
- There are some carrots.
- There isn't a pineapple.
- There are some peppers.
- There are some eggs.
- There are some tomatoes.
- There aren't any grapes.

2

- beer
- carrot
- cheesecake
- garlic
- ice cream
- juice
- milk
- mushroom
- steak
- wine

13 How Much Is the Steak?

How Much Is the Steak?

In this lesson - Order in a restaurant

Core activities - 5 -11

Function - Asking for prices

Introduction

1a

Go over the different kinds of food in the table. Indicate to learners that they should decide how they feel about each kind of food.

Learners write 2 if they love it, 1 if they like it, 0 if it's OK, and -1 if they don't like it, in the column for *you*. Refer learners to the **Language Focus** box at the bottom of the page.

1b

In pairs, learners ask and answer questions about the food in **activity 1a**. Demonstrate activity with a confident learner. Monitor. Note good use of vocabulary and language, and any mistakes.

1c

Feedback. Learners tell the class about their partner.

LESSON

13 How Much Is the Steak?

Introduction

1 a Look at the different kinds of food in the table below.

Write **2** if you love it, **1** if you like it, **0** if it's OK, and **-1** if you don't like it.

	example	you	your partner
	Italian	1	
	Indian	1	
	French	0	
	Chinese	2	
	Japanese	2	
	Mexican	-1	

b Work with a partner. Ask and answer questions about the food in **activity 1a**.

example A: Do you like Italian food?
B: Yes, I love it.
A: Do you like Mexican food?
B: No, I don't like it.

- Tell the class about your partner's answers.

example Lisa likes Chinese food,
but she doesn't like Mexican food.

Language Focus

Yes, I love it.



Yes, I like it.



It is OK.



No, I don't like it.







Memo

[illegible]

Vocabulary

2 Look at the pictures. What are these foods like? Use the words in the box. Write them under the matching pictures.



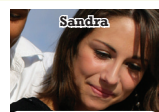

spicy	sweet	healthy	oily
			
oily			

Language Focus

Curry **is** spicy. Salad **is** healthy. Chocolate cake **is** sweet. Fried chicken **is** oily.

Listening

3 **Track 35** Listen to the conversation. What food do the people below like? Use the words in the box. Write them under the matching pictures.

fish	pork chops	chocolate cake	vegetables
			
pork chops			

4 **Track 35** Listen again. Complete the sentences.

<p>a</p> <p>Arthur Jennifer, do you eat meat?</p> <p>Jennifer Yes, I do.</p> <p>I <u>love</u> it.</p>	<p>b</p> <p>Arthur Sandra, what's your favourite kind of food?</p> <p>Sandra Umm, I _____</p> <p>meat or fish, but _____</p> <p>vegetables!</p>	<p>c</p> <p>Warren Let's go to that new Indian restaurant.</p> <p>Jennifer Good idea!</p> <p>_____</p> <p>spicy food.</p>
--	--	--

Lesson 13 53

Vocabulary

2

Focus learners' attention on the pictures of food. Elicit the food in the pictures (fried chicken, green salad, chocolate cake, curry). Learners write the words from the green box below the correct pictures.

Feedback in pairs, then as a class.

2 answers

Left to right: *oily, healthy, sweet, spicy*

Language Focus

Go through the examples with learners and check understanding.

Extension

Learners use the adjectives to describe the foods in **activity 1**.

Listening

3

Go over the names of the people in the pictures and the food in the box above them. Ask learners to listen for which food from the box they like.

Track 35 Play the CD. Learners listen and write the food they hear under the correct picture. Pause the CD after Jennifer speaks and check understanding of activity. Play the CD again if necessary.

Feedback in pairs, then as a class.

3 answers

Jennifer – *pork chops*

Warren – *fish*

Sandra – *vegetables*

Arthur – *chocolate cake*

Track 35 (page 88, Student Book) 1:15

Arthur - Alright everybody. Let's choose a restaurant.

Jennifer, do you eat meat?

Jennifer - Yes, I do. I love it. Pork chops are my favourite.

Pork chops with apple sauce. Yum, yum!

Arthur - And what about you, Warren? Do you like meat?

Warren - Well, it's OK, but I really like fish.

Arthur - And you, Sandra, what's your favourite kind of food?

Sandra - Umm, I don't like meat or fish, but I love vegetables!

Arthur - Oh, you like healthy food! That's great!

Sandra - Yes, but I like sweet food, too!

Arthur - So do I. I love chocolate cake.

Warren - I'm hungry now. Let's go to that new Indian restaurant.

Jennifer - Good idea! I love spicy food, and they have meat, fish and vegetable dishes.

Sandra - Let's have something sweet after dinner.

Arthur - OK! Let's go!

4

Track 35 Learners listen again and complete the sentences.

Feedback in pairs, then as a class.

4 answers

See CD script for Track 35 - answers underlined.

Language Focus

Go over the information in the box with learners. Model and drill the questions.

5

Go over the price list with learners. Model and drill the prices.

6

Pairwork. Direct attention to the example dialogues. Model activity with a confident learner and check understanding. Monitor.

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

Listening

7a-c

Track 36 Track 37 Track 38 Learners listen and complete the table. Go over the questions and examples with learners and check understanding. Pause the CD after each conversation to allow time for learners to complete the table. Play again if necessary.

Feedback in pairs, then as a class.

7a-c answers

- a) fish - £5.40
b) potatoes - 65p
carrots - 40p
mushrooms - 20p
c) oranges - 20p (each) / £2

Track 36 (page 88, Student Book) 0:27

- a)
A - Good afternoon, madam. What can I get you?
B - Do you have any fresh fish?
A - Yes, of course.
B - How much is it?
A - £5.40.
B - £5.40! That's very expensive. No, thank you.

Track 37 (page 88, Student Book) 0:38

- b)
A - Excuse me. I'd like some potatoes and some carrots, please. How much are they?
B - The potatoes are 65p, and the carrots are 40p.
A - OK. I'll take them.
B - Here you are, sir. Anything else?
A - Yes, how much are the mushrooms?
B - They're 20p.
A - That's good. Yes, I'd like some mushrooms, too, thanks.

Language Focus

Asking for prices

How much is the fish?
How much are the mushrooms?

In the United Kingdom, people use pounds (£) and pence (p).
There are 100 pence in one pound: £1 = 100p
25p = twenty-five pence
£1.50 = one pound fifty (pence)
£3.45 = three pounds forty-five (pence)
£10 = ten pounds
We often say p /pi:/, not pence:
25p = twenty-five p

example A: How much is the ice cream?
B: It's 95p.

Sounding Natural

5 Listen to your teacher.

How do we say prices in English?

THIS WEEK'S SPECIALS

potatoes	£1.20
mushrooms	76p
garlic	20p
orange juice	£1.60
eggs	67p
olive oil	£1.38
butter	99p
ice cream	96p

6 Work with a partner.

Use the information above to practise the dialogue below.

example A: How much is the orange juice?
B: It's £1.50.
A: How much are the eggs?
B: They're...

Listening

7 Track 36 Track 37 Track 38

Listen and complete the table.

	What did he/she ask for?	What is the price?
a	fish	£5.40
b		
c		

8 Track 36 Track 37 Track 38

Listen again and check.

9 Listen to the two restaurant conversations.

Complete the sentences.

Track 39

Waiter Can I take your order?
Customer Yes, I'd like the _____ soup and the _____ soup with noodles, please.
Waiter Anything to drink?
Customer I'd like mineral _____, please.
Waiter Anything else?
Customer How much is the _____?
Waiter It's _____.
Customer Hmm, no, thanks. That's all.

Track 40

Waiter Can I take your order?
Customer Yes, I'd like the Italian _____ and the _____ spaghetti, please.
Waiter Anything to drink?
Customer Err... _____ is the red wine?
Waiter A glass is _____, and a bottle is _____.
Customer I'd like a glass, please.
Waiter Anything else?
Customer No, thank you.

10 Work with a partner.

Practise the conversations in activity 9.

54 Lesson 13

Track 38 (page 89, Student Book) 0:25

- c)
A - Hello. Do you have any oranges?
B - Let me see... Umm, yes we do. They're 20p each.
A - OK. I'll take 10.
B - That's £2, please.
A - Here you are.

8

Track 36 Track 37 Track 38 Learners listen again check.

Extension

Elicit where the people in the conversation are (supermarket / fruit and vegetable stand).

Ask learners about the prices of fruits and vegetables in their country (in their currency).

Example:

"apples are ¥120"

"oranges are ¥150"

9

Track 39 Track 40 Learners listen and write the missing information to complete the conversations. Play the CD again if necessary. Monitor and assist as necessary.

Feedback in pairs, then as a class.

Starters		Side Dishes		Alcohol	
Bread and olive oil	£3.50	Roast potatoes	£2.40	Red wine	
Chicken salad	£5.50	Roast parsnips	£2.80	Glass	<input type="text"/>
		Green beans with garlic	£3.00	Bottle	<input type="text"/>
		Baby peas and carrots	£2.20	White wine	
				Glass	<input type="text"/>
				Bottle	<input type="text"/>
				Beer	<input type="text"/>
Main Courses		Desserts		Soft Drinks	
Steak with mushrooms	£11.75	Daily selection from dessert trolley	£4.30	Mineral water	<input type="text"/>
Fish and potato pie	£9.40	Chocolate sponge	£5.00	Fruit juice	<input type="text"/>
Pork chops with apple sauce	£10.25	Ice cream and fresh fruit	£3.50		
Lamb casserole	£13.00	Cheesecake	£4.75		
Spaghetti with tomato sauce	£7.50				
Noodles with chicken, garlic, and ginger	£10.60				

Time to Talk

11a Work with a partner.

Student A, you are the waiter.
Write the prices of drinks in the menu.
Don't show it to your partner.
Student B, you are the customer.
Look at the menu.
Decide what you want.

b Role-play the situation.

c Change roles and do it again.

Useful Language

waiter/waitress	customer
Can I take your order?	I'd like...
Anything to drink?	How much is the... ?
Any dessert?	That's all, thanks.
Anything else?	

Homework - turn to page 100

Lesson 13 55

each other when speaking. Monitor. Note good use of vocabulary and language, and any mistakes. Feedback as a class. Highlight good use of language and elicit corrections of any problems you noted.

Time to Talk

11a

In pairs, learners role-play a conversation in a restaurant. Student B is the customer. They look at the menu. Decide what they want.

Student A is the waiter/waitress. They decide, and write, the missing prices of drinks on the menu. Refer learners to the **Useful Language** box. Demonstrate activity with a confident learner. Monitor and assist as necessary.

11b

Learners do role-play.

11c

Learners change roles and do it again. Monitor. Note good use of vocabulary and language, and any mistakes. Feedback. Learners tell the class what their partner ordered. Highlight good use of vocabulary and language. Elicit correction of any mistakes.

Homework

Highlight the homework reference at the bottom right of **page 55** in the Student Book. Ask learners to turn to **page 100**.

Set Lesson 13 **activities 1** and **2** for homework. Do **activity 1a**. Check learners understand how to do **activity 2**.

9 answers

See CD script for Track 39 and 40 - answers underlined.

Track 39 (page 89, Student Book) 0:27

Waiter - Can I take your order?

Customer - Yes, I'd like the tomato soup and the chicken soup with noodles, please.

Waiter - Anything to drink?

Customer - I'd like mineral water, please.

Waiter - Anything else?

Customer - How much is the chocolate cake?

Waiter - It's £2.50.

Customer - Hmm, no, thanks. That's all.

Track 40 (page 89, Student Book) 0:30

Waiter - Can I take your order?

Customer - Yes, I'd like the Italian salad and the tomato spaghetti, please.

Waiter - Anything to drink?

Customer - Err... How much is the red wine?

Waiter - A glass is £2, and a bottle is £10.

Customer - I'd like a glass, please.

Waiter - Anything else?

Customer - No, thank you.

10

In pairs, learners practise the conversations in **activity 9**. Encourage learners to look away from their books and at

Homework Answers

1

Waiter - Good evening, madam. Can I help you?

Customer - **Yes, a table for one, please.**

Waiter - Certainly. Come with me...

Waiter - Can I take your order now?

Customer - **Yes, thank you. I'd like the noodles with steak and vegetables.**

Waiter - Anything to drink?

Customer - **A fruit juice, please.**

Waiter - We have apple or orange.

Customer - **Apple, thanks.**

2

Possible answers:

Waiter - Good afternoon, sir. A table for one?

Customer - **Yes, please.**

Waiter - Certainly. Come with me...

Waiter - Can I take your order?

Customer - **Yes, thank you. I'd like the pork chops, please.**

Waiter - Anything to drink? The wine is very nice.

Customer - **How much is it?**

Waiter - £8 a bottle, or £1.50 a glass.

Customer - **A bottle, please.**

Waiter - Any dessert?

Customer - **No, thank you.**

14 Is There Any Milk?

Is There Any Milk?

In this lesson - Make a shopping list

Core activities - 2-8, 11

Grammar - Countable and uncountable nouns

Examples:

There are some eggs.

There is some milk.

There isn't any coffee.

There aren't any potatoes.

Are there any apples?

Is there any water?

Introduction

1

Look at the shopping list with learners. Elicit the place the person is going (probably a supermarket). Ask learners how many times a week they go shopping for food. Give everybody a chance to respond.

2

Learners look at the shopping basket and see how many things in the basket are on the list in **activity 1**. Ask learners if they can see milk in the basket (yes). Point to the tick (✓) next the correct sentence. Indicate to learners that they should read the sentences in **activity 2** and tick (✓) the correct one. Monitor and assist as necessary. In pairs learners complete the activity.

2 answers

There's some milk.

There are some eggs.

There's some bread.

There are some apples.

There's an orange.

There are some bananas.

There aren't any potatoes.

There's some broccoli.

There's some water.

There isn't any orange juice.

3

Track 41 Feedback. Learners listen and check answers.

Track 41 (page 89, Student Book) 0:31

A - *There's some milk, and there are some eggs.*

There's some bread.

B - *Are there any apples?*

A - *Yes, there are, and an orange and some bananas.*

B - *There aren't any potatoes, but there's some broccoli.*

A - *Is there any water?*

B - *Yes there is, but there isn't any orange juice.*

14 Is There Any Milk?

Introduction

1 Look at the shopping list below.

Where is this person going?

How many times a week do you go shopping for food?



2 Look at the shopping basket above right.

How many things do you see from the shopping list above? Put a tick (✓) next to the correct sentence.

There's some milk.	<input checked="" type="checkbox"/>	There isn't any milk.
There are some eggs.	<input type="checkbox"/>	There aren't any eggs.
There's some bread.	<input type="checkbox"/>	There isn't any bread.
There are some apples.	<input type="checkbox"/>	There aren't any apples.
There's an orange.	<input type="checkbox"/>	There aren't any oranges.
There are some bananas.	<input type="checkbox"/>	There aren't any bananas.
There are some potatoes.	<input type="checkbox"/>	There aren't any potatoes.
There's some broccoli.	<input type="checkbox"/>	There isn't any broccoli.
There's some water.	<input type="checkbox"/>	There isn't any water.
There's some orange juice.	<input type="checkbox"/>	There isn't any orange juice.

3 **Track 41** Listen and check your answers.

Language Focus

countable	uncountable
There are some eggs.	There's some milk.
There aren't any potatoes.	There isn't any orange juice.
Are there any apples?	Is there any water?
Yes, there are. / No, there aren't.	Yes, there is. / No, there isn't.

Language Focus

Write some countable and uncountable nouns on the board.

For example: car, dog, wine, pencil, water, rice.

Elicit which of the nouns have a plural form.

Explain to learners that uncountable nouns don't usually have a plural form (e.g. waters) and cannot be used with an indefinite article (e.g. a wine, an advice).

Go through the example sentences in the **Language Focus** box. Highlight how we use 'is' with countable nouns and 'are' with uncountable nouns.

Vocabulary

4 Match the words with the pictures.

- a apples
- b coffee
- c cheese
- d strawberries
- e ice cream
- f spaghetti
- g eggs
- h rice
- i cucumbers



5 Write **there is some** or **there are some** sentences for the items in **activity 4**.

sentences

- a There are some apples.
- b There is some coffee.
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____

questions

- a Are there any apples?
- b Is there any coffee?
- c Is there any cheese?
- d Are there any strawberries?
- e Is there any ice cream?
- f Is there any spaghetti?
- g Are there any eggs?
- h Is there any rice?
- i Are there any cucumbers?

6 Write **is there any** or **are there any** questions for the items in **activity 4**.

7 Work with a partner.

Ask and answer questions about items on the shopping list in **activity 1**.

Answer with **Yes, there is/are** or **No, there isn't/aren't**.

example A: Are there any bananas?
B: Yes, there are.

5a-i answers

- a) There are some apples.
- b) There is some coffee.
- c) There is some cheese.
- d) There are some strawberries.
- e) There is some ice cream.
- f) There is some spaghetti.
- g) There are some eggs.
- h) There is some rice.
- i) There are some cucumbers.

6a-i

In pairs, learners write questions for the items from **activity 4** in the **questions** column.
Feedback as a class.

6a-i answers

- a) Are there any apples?
- b) Is there any coffee?
- c) Is there any cheese?
- d) Are there any strawberries?
- e) Is there any ice cream?
- f) Is there any spaghetti?
- g) Are there any eggs?
- h) Is there any rice?
- i) Are there any cucumbers?

7

Learners look at the shopping list in **activity 1** and ask and answer questions about the things in the basket.
Monitor and assist as necessary. Note good use of vocabulary and language, and any mistakes.

Feedback in pairs, then as a class.

Vocabulary

4

Direct attention to the pictures of food on **page 57**. Pick out one or two items and elicit the names. Draw attention to the example, and show how learners can find the names in the list.

In pairs, learners write the words under the pictures.

Monitor and assist as necessary.

Feedback as a class.

4 answers

Left to right, top to bottom:

cheese, strawberries, eggs

ice cream, rice, apples

coffee, spaghetti, cucumbers

5a-i

Go through the pictures in **activity 4** with learners. Elicit which are countable and which uncountable. Indicate to learners that they should write 'there is some' or 'there are some' sentences for the pictures in the **sentences** column. Go over the examples and check understanding. Monitor and assist as necessary.

Learners work in pairs to complete activity.

Listening

8a

Track 42 Explain to learners that they're going to listen to Helen and Bob make a shopping list. Learners listen and write the things Helen and Bob need.

Feedback in pairs, then as a class.

8a answers

eggs, butter, biscuits, ice cream

Track 42 (page 89, Student Book) 0:53

Helen - Bob, I'm going to the supermarket. What do we need?

Bob - Let me see... There aren't any eggs. We need some eggs.

Helen - OK. Is there any butter?

Bob - No, there isn't. We need some butter, too. Also, there aren't any biscuits. Can you buy some biscuits, please?

Helen - OK. So, we need eggs, butter and biscuits. Is that all?

Bob - No! There isn't any ice cream! We need some ice cream, too.

Helen - Bob! I just bought some yesterday!

8b

Track 42 Learners listen again and complete the sentences. Monitor and assist as necessary. Play the CD again if necessary.

Feedback in pairs, then as a class.

8b answers

See CD script for Track 42 - answers underlined.

8c

In pairs, learners practise the conversation in **activity 8b**. Encourage learners to look away from their books and at each other when speaking.

Listening

8a **Track 42** Listen to Helen and Bob.

Helen is going to the supermarket.

Write what they need on the shopping list below.

Shopping List

eggs

b **Track 42** Listen again. Complete the sentences.

Helen Bob, I'm going to the supermarket. What do we need?

Bob Let me see...
There aren't any eggs.
We need some eggs.

Helen OK. _____
butter?

Bob No, _____.
We need some butter, too. Also, _____
biscuits.
Can you buy some biscuits, please?

Helen OK. So, we need eggs, butter and biscuits. Is that all?

Bob No! _____
ice cream! We need some ice
cream, too.

Helen Bob! I just bought some yesterday!

c Work with a partner.

Practise the conversation.

58 Lesson 14



Memo

Sounding Natural

9 **Track 43** Listen to the sentences below.
How do we say the underlined words when we speak naturally?

- a Is there any butter?
- b Is there any ice cream?
- c Is there any coffee?

10 **Track 43** Listen again and practise the pronunciation.

Time to Talk

- 11 a Work with a partner.
Student A is at Student B's house.
Decide on a dish to make for dinner.
Ask about what items they already have.
example A: Let's make Spaghetti Bolognese.
B: OK. Is there any garlic?
A: Yes, there is.
- b Make a shopping list for the items you need to buy.

onions

c Change roles. Choose a different dish.

Homework - turn to page 101

Lesson 14 59

Time to Talk

11a

Pairwork. Assign roles to learners. Explain that Learner A is at Learner B's house. Together they choose a dish to make and decide what ingredients they need for it. Learner A asks Learner B about the items they already have in their home. Go over the example and check understanding. Monitor and assist with vocabulary as necessary. Note good use of vocabulary and language, and any mistakes.

11b

Learners make a shopping list of items they need to buy for the dish.

11c

Feedback. Pairs tell class what dish they want to make, what they have, what they don't have, and what they need to buy.

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

Homework

Highlight the homework reference at the bottom right of **page 59** in the Student Book.
Ask learners to go to **page 101**. Set homework.

Set lesson 14 **activities 1** and **2** for homework.
Do **activities 1a** and **2a** together.

Sounding Natural

9a-c

Track 43 Play the CD. Learners listen to how we say 'there any' when we speak naturally.

Track 43 (page 89, Student Book) 0:25

- a. Is there any butter?
- b. Is there any ice cream?
- c. Is there any coffee?

10

Track 43 Play the CD again. Learners listen and copy the pronunciation.

Homework Answers

1

- a) There isn't any milk.
- b) There are some eggs.
- c) There is some wine.
- d) There aren't any carrots.
- e) There aren't any oranges.
- f) There is some cheese.
- g) There is some rice.
- h) There isn't any coffee.

2

- | | |
|---------------------------|-------------------|
| a) Is there any milk? | No, there isn't. |
| b) Are there any eggs? | Yes, there are. |
| c) Is there any wine? | Yes, there is. |
| d) Are there any carrots? | No, there aren't. |
| e) Are there any oranges? | No, there aren't. |
| f) Is there any cheese? | Yes, there is. |
| g) Is there any rice? | Yes, there is. |
| h) Is there any coffee? | No, there isn't. |

15 There Are Lots of Books

There Are Lots of Books

In this lesson - Describe a room

Core activities - 1-6, 10

Grammar - Quantifiers: **lots of** / **a few** / **not any**

Example:

How many plants are there?

There are a few plants.

There are lots of plants.

There aren't any plants.

Introduction

1a

Direct attention to the picture of the house on **page 60**. Draw attention to the example, and show how learners can find the names of the rooms in the box. In pairs, learners match the words to the rooms. Monitor and assist as necessary.

Feedback as a class.

1a answers

Clockwise from left:

bedroom, bathroom, stairs, garden, living room

1b

Go over the words in the box with learners. Teach any problematic words.

Draw attention to the example question and answer. Model and drill the exchange.

In pairs, learners ask and answer questions about where things are in the house.

Monitor.

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

Listening

2

Track 44 Play the CD. Indicate to learners that they should listen and underline the words in **bold** they hear. Go through example and check understanding. Play the CD again if necessary. Feedback in pairs, then as a class.

2 answers

See CD script for Track 44 - answers underlined.

15 There Are Lots of Books

Introduction

1 a Write the names of the places on the picture below.



b Work with a partner. Where are the things in the box below? Ask and answer questions.

sofa bed bath TV mirror pictures

example A: Where's the bath?

B: It's in the bathroom.

Listening

2 **Track 44** Listen and underline the words in **bold** that you hear.

We have a nice living room. It's blue. There are a few / lots of books in the living room because I like reading, and there are a few / lots of photos on the walls. My wife has a few / lots of CDs.

She likes classical music. We have a nice, red sofa, and there are a few / lots of plants next to the window. We have two cats, a black one and a brown one.

Track 44 (page 89, Student Book) 0:40

We have a nice living room. It's blue. There are lots of books in the living room because I like reading, and there are a few photos on the walls. My wife has lots of CDs. She likes classical music. We have a nice, red sofa, and there are a few plants next to the window. We have two cats, a black one and a brown one.

Language Focus



Are there **any** plants?

How many plants **are there**?

There are **a few** plants.
There are **lots of** plants.

There aren't **any** plants.
(aren't = are not)



3 Complete the sentences about the picture above with **a few**, **lots of**, or **n't any** (not any).

- a** There are a few pictures.
- b** There are _____ CDs.
- c** There are _____ curtains.
- d** There are _____ oranges.
- e** There are _____ chairs.
- f** There are _____ apples.
- g** There are _____ magazines.

4 a Make notes about things in your home.

bedroom - a few pictures

b Work with a partner.

Take turns to tell your partner about the things in your home.

example There are a few pictures in my bedroom.

c Tell the class about your partner's answers.

example There aren't any photos in her living room.

Language Focus

Go through the question and examples for 'a few', 'lots of' and 'aren't any' with learners. Highlight the use of 'any' in negative and yes/no questions.

3a-g

Focus attention on the picture of the living room on **page 61**. Pick out one or two items in the picture and elicit their names (e.g. CDs, oranges). Indicate to learners that they should complete the sentences with *a few*, *lots of* or *(are)n't any*. Monitor and assist as necessary. Learners work in pairs to complete activity.

Feedback in pairs, then as a class.

3a-g answers

- a) There are a few pictures.
- b) There are lots of CDs.
- c) There aren't any curtains.
- d) There are a few oranges.
- e) There are a few chairs.
- f) There aren't any apples.
- g) There are a few magazines.

4a

Write some notes about your house or apartment on the board.

Example:

bedroom - lots of CDs.

bedroom - aren't any plants.

Indicate to learners that they should make notes about their home. Allow learners time to think and make notes. Monitor and assist as necessary.

4b

In pairs, learners take turns talking about the things in their house. Go over example with learners and check understanding. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

4c

Learners tell the class about their partner.

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

Listening

5a

Go over the words in the different columns with learners. Check vocabulary.

Track 45 Learners listen and connect the words in the columns. Go over the example with learners and check they understand the activity. Play the CD again if necessary.

Feedback in pairs, then as a class.

5a answers

See CD script for Track 45.

Track 45 (page 89, Student Book) 0:33

There are a few orange chairs in my kitchen.

There are lots of red flowers in my garden.

There are a few white T-shirts in my wardrobe.

There are a few green cushions in my living room.

There are lots of blue towels in my bathroom.

5b

Learners practise saying the sentences. Go over the example and check understanding. Alternatively, you could try a substitution drill.

Teaching Tip – Substitution Drill

Teacher says a phrase or part phrase. Learners respond by fitting the phrase into a longer item using appropriate intonation.

Teacher - orange chairs

Learner - There are a few orange chairs in my kitchen.

Teacher - red flowers

Learner - There are a few...

Etc.

6

Focus attention on the picture of the bedroom on **page 62**. Pick one or two items from the picture and elicit the name and colour (e.g. *they're blue curtains*, *it's a green carpet*, etc.).

Track 46 Play the CD. Learners listen to the description of the bedroom and tick (✓) the colours that are correct and put a cross (X) for colours that are incorrect. Play the CD again if necessary.

Feedback in pairs, then as a class.

6 answers

See CD script for Track 46.

Track 46 (page 89, Student Book) 0:33

My bedroom is blue and green. The walls are blue (X). The floor is green (✓). My bed is yellow (✓). There are some red flowers on the window (X). I have a big, brown wardrobe (✓). Next to the wardrobe is my white table (X). There are a few yellow books on the table (✓).

Listening

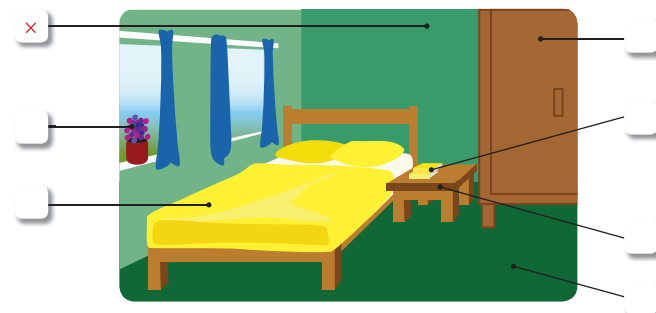
5a **Track 45** Listen to the sentences. Connect the words in the columns.

a few	blue	chairs	kitchen
lots of	orange	cushions	garden
	green	flowers	wardrobe
	white	T-shirts	living room
	red	towels	bathroom

b Practise saying the sentences. **example** *There are a few orange chairs in my kitchen.*

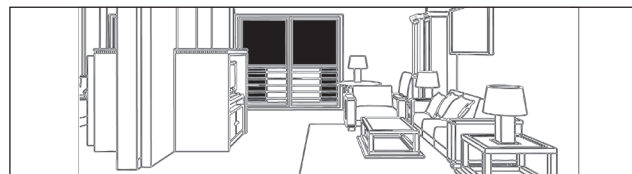
6 **Track 46** Listen to the description of the bedroom. Some colours in the picture below are wrong.

Put a tick (✓) for correct colours and a cross (X) for incorrect colours.



Speaking

7a Look at the picture of the living room below. Choose colours for it.



b Work with a partner. Ask and answer questions about your living rooms in **activity 7a**.

example A: What colour is the sofa?
B: It's red.

62 Lesson 15

Speaking

7a

Go over the instructions with learners. Demonstrate the activity by writing a few sentences about your living room on the board. Allow learners time to think and decide on some colours for the picture of the living room on **page 62**.

Monitor and assist as necessary.

7b

In pairs, learners ask and answer questions about the colours they chose for the living rooms in **activity 7a**. Go over example and check understanding. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

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

Sounding Natural

8 **Track 47** Listen to the words and tick (✓) the stress patterns.

a magazine		✓		
b bathroom				
c living room				
d kitchen				
e wardrobe				
f banana				
g bedroom				
h classical				

9 **Track 47** Listen again and practise the pronunciation.

Time to Talk

10 a Work with a partner.

Look at the pictures below and read the description. Guess which picture it is.

We have an old kitchen. It's brown and white.
We have a big, brown table.
There are pots and pans on the wall and plants on the table.
The walls are white and the floor is brown.

b Student A, choose another picture and describe it to your partner. Can your partner guess which picture it is?



c Student B, choose a different picture and describe it to your partner. Can your partner guess which picture it is?

Homework - turn to page 101

Lesson 15 63

Time to Talk

10a

Read the description of a room in the box on **page 63** with learners. Elicit which picture it is (picture 5).

10b

Pairwork. Learner A chooses a picture and describes it to Learner B. Learner B listens and guesses which picture. Monitor and assist as necessary.

10c

Learners change roles. Learner B chooses another picture and describes it. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

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

Homework

Highlight the homework reference at the bottom right of **page 63** in the Student Book. Ask learners to turn to **page 101**.

Set lesson 15 **activities 1** and **2** for homework. Do **activities 1a** and **2a** together.

Homework Answers

1

- a) sofa
- b) chair
- c) bath
- d) bathroom
- e) living room
- f) magazine
- g) mirror
- h) bed
- i) table
- j) garden

2

Possible answers.

- a) bathroom - wash, brush, relax
- b) bedroom - relax, sleep, read
- c) living room - relax, watch, read, eat
- d) kitchen - cook, eat

Sounding Natural

8a-h

Read the example word (magazine) and direct learners to the matching stress pattern.

Track 47 Play the CD. Learners listen and tick (✓) the correct stress pattern.

8a-h answers

See CD script for Track 47.

Track 47 (page 89, Student Book) 0:33

- a) magazine ooO
- b) bathroom Oo
- c) living room Ooo
- d) kitchen Oo
- e) wardrobe Oo
- f) banana oOo
- g) bedroom Oo
- h) classical Ooo

9

Track 47 Learners listen and practise the pronunciation.

16 She's Got Short, Brown Hair

She's Got Short, Brown Hair

In this lesson - Describe a friend

Core activities - 1-4, 8, 9

Grammar - He/She has got

He/She hasn't got

Example:

Have you got blue eyes?

No, I haven't.

Has she got curly hair?

Yes, she has.

Introduction

1

Direct attention to the pictures of people on **page 64**. Pick out one or two pictures and elicit the words. Draw attention to the example, and show how learners can find the words in the box. Learners write the words under the pictures. Monitor and assist as necessary. Feedback in pairs, then as a class.

1 answers

Left to right, top to bottom:

dyed hair, tall, attractive, short

blonde, curly hair, good-looking, long hair

slim, round face, overweight

Note - You may want to point out that we often use 'slim' instead of skinny/thin, and 'overweight' instead of fat. Also, we tend to use 'good-looking' for men and 'attractive' for women.

2a-d

In pairs, learners match the words with their opposites in **activity 1**.

Feedback as a class.

2a-d answers

a) slim

b) long hair

c) short

d) curly hair

16 She's Got Short, Brown Hair

Introduction

1 Write the words under the matching pictures.

blonde	curly hair	dyed hair	overweight
good-looking	long hair	attractive	round face
short	tall	slim	















2 Write the opposites of these words:

a overweight slim

c tall short

b short hair long hair

d straight hair curly hair

In this lesson: **Describe a friend**

Grammar: *He/She has got*
He/She hasn't got

Reading

3 Match the descriptions with the people in the pictures.



Gordon's very short and thin. He's quite young.

Jerome's tall, and he's very good-looking.

Fiona's very tall and slim. She's attractive.

Joanne's about 60 years old. She's very attractive.

Dan's about 35 years old. He's tall and overweight.

4 Work with a partner. Use the prompts below to ask about the people in **activity 3**.

A

- a Fiona / overweight?
- b Joanne / attractive?
- c Jerome / good-looking?
- d Dan / old?
- e Fiona / short?
- f Who / overweight?
- g Who / slim?
- h Who / young?
- i Who / good-looking?

B

- a Gordon / tall?
- b Jerome / short?
- c Gordon / old?
- d Dan / tall?
- e Joanne / young?
- f Who / old?
- g Who / young?
- h Who / tall?
- i Who / short?

example
A: Is Fiona overweight?
B: No, she isn't.
A: Who's short?
B: Gordon is.

Lesson 16 65

Reading

3

Explain to learners that they should read and match the descriptions with the pictures. Monitor and assist with any difficult vocabulary. Model and drill any problematic words.

Feedback in pairs, then as a class.

3 answers

Left to right:

Joanne, Gordon, Dan, Fiona, Jerome

4

In pairs, learner A uses the prompts from Column A to ask about the people **activity 3**. Learner B uses the prompts in Column B to do the same. Point out that prompts **a – e** are for *yes/no questions* and prompts **f – i** are for *who questions*. Write an example of each on the board and check understanding. Monitor and assist as necessary. Make notes on good use of vocabulary and language, and any mistakes.

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

Memo

Language Focus

Go over the example questions and sentences with learners. Highlight the contracted forms at the bottom of the page.

Practice

5a-g

Read the example sentence (a) with learners. Direct their attention to the matching pictures (1 and 3). The sentences can describe more than one picture. Allow learners time to read and match the other pictures. Monitor and assist as necessary.

Feedback in pairs, then as a class.

5a-g answers

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

6a

In pairs, learners choose a picture. Their partner asks yes/no questions to find out who they chose. Go over the example and demonstrate with a confident learner. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

6b

Learners change roles.

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

Language Focus

have/has got + noun

Have you **got** blue eyes?

No, I **haven't**.

Has she **got** curly hair?

Yes, she **has**.

I've **got** black eyes.

She's **got** blonde hair.

I **haven't got** straight hair.

He **hasn't got** short hair.

be + adjective

Are you overweight?

No, I'm **not**.

Is she attractive?

Yes, she **is**.

I'm short.

She's tall.

I'm **not** slim.

He **isn't** good-looking.

I've got = I have got

she's got = she has got

I'm = I am

he's = he is

Practice

5 Read the descriptions below. Write the number of the pictures you think they match.

a He's got blue eyes.

1, 3

b She's got long, dyed hair.

c He's got a round face.

d She's got brown eyes.

e She's got short hair.

f He's got curly, blonde hair.

g He's got short, black hair.



6 a Work with a partner.

Student A, choose a person from **activity 5**.

Student B, ask yes/no questions to find out who Student A chose.

example A: Has your person got brown hair?

B: Yes, he has.

A: Has he got big ears?

b Change roles.

66 Lesson 16

Sounding Natural

7a

Read through the words in Column A with learners. Go through the example and highlight that the sounds match. Do one more example with learners and check understanding. In pairs, learners match the rest of the words from Column A with the words in Column B.

Track 48 (page 89, Student Book) 0:56

red, said
laugh, calf
kissed, list
green, clean
foot, put
whose, shoes
money, funny
they, say
rose, knows
boys, noise

7b

Track 48 Learners listen and check answers.

7c

Learners practise the pronunciation.

Sounding Natural

- 7 a Read the words in column A.
Match them with the words in column B with the same sounds.

A		B
red		noise
laugh		clean
kissed		say
green		said
foot		funny
whose		put
money		calf
they		knows
rose		list
boys		shoes

- b Track 48 Listen and check your answers.
c Practise the pronunciation.

Time to Talk

- 8 a Choose a person in your class. Make notes to describe them.

- b Describe the person to the class. Can your classmates guess who the person is?

example She's got long, black hair.
She's tall and slim.
She's attractive.

- 9 a Work with a partner.
Student A, think of a friend and describe him or her.
Student B, listen and make notes.
b Student B, think of a friend and describe him or her.
Student A, listen and make notes.
c Tell the class about your partner's friend.

Homework - turn to page 102

Lesson 16 67

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

9b

Change roles.

9c

Learners tell the class about their partner's friend.

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

In a private lesson

Think of a friend and briefly describe them to the learner. Encourage the learner to ask follow-up questions to get more information. Instead of making notes, get learner to draw the person you describe. Change roles. Monitor learner's use of vocabulary and language. Feedback. Compare the pictures you drew and Highlight good use of language and elicit corrections of any problems you noted.

Homework

Highlight the homework reference at the bottom right of **page 67** in the Student Book. Ask learners to turn to **page 102**.

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

Homework Answers

1

John is **short**.
He is a little **overweight**.
He has got a **round** face.
He has got a **big** nose.
He has got **curly** hair.
He has got **brown** hair.

2

Learner's own answers.

Time to Talk

8a

Learners choose a person in the class and make notes to describe them. Allow learners time to think and make notes. Monitor and assist as necessary.

8b

Learners describe the people they made notes about. The class tries to guess who the person is.

9a

In pairs, learners describe a friend to their partner. Learner A thinks of a friend and describes them to their partner. Learner B listens and makes notes. Encourage Learner B to ask follow-up questions to get more information.
Example:

Learner A - My friend Hanna is very attractive. She is tall and slim.

She has got long hair.

Learner B - Has she got straight hair?

Learner A - Yes, she has.

17 I Wear Jeans at the Weekend

I Wear Jeans at the Weekend

In this lesson - Describe what people are wearing

Core activities - 1-4, 7

Grammar - Present continuous

Example:

What are you wearing?

Today, I'm wearing trousers.

It's raining today.

Introduction

1

Direct attention to the pictures of clothes. Pick out one or two pictures and elicit the items. Draw attention to the example, and show how learners can find the names of the clothes at the bottom of the activity.

In pairs, learners match the pictures with the words. Monitor and assist as necessary.

Feedback. Teach, model and drill any problematic items. Write on the board.

1 answers

Left to right, top to bottom:

f, b, k, m

p, i, h, a

e, d, o, g

l, j, n

c, q

17 I Wear Jeans at the Weekend

Introduction

1 Work with a partner. Match the pictures with the words.

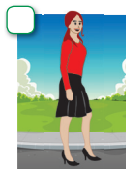
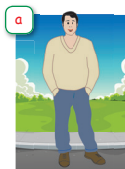
a skirt	e black shoes	i women's boots	m top
b tie	f dress	j jeans	n flat shoes
c trousers	g raincoat	k jumper	o red shirt
d jacket	h belt	l trainers	p leather jacket
			q brown shoes

Memo

Reading

2 Match the descriptions with the people.

At the weekend...



a I usually wear jeans and a jumper at the weekend.

b I usually wear jeans and a T-shirt at the weekend.

c I usually wear tracksuit bottoms and a T-shirt at the weekend.

d I usually wear a skirt and a sweater at the weekend.

Listening

3 The people from **activity 2** are going to work. What are they wearing now?

Track 49 Listen and match the descriptions with the pictures.

Now...



4 Track 50 Listen. Write the missing words.

a Today, I _____ trousers, a top and flat shoes.

b Today, I _____ a dress with a belt and boots.

I'm also wearing a raincoat right now, because it _____ today.

Lesson 17 69

Listening

3

Direct attention to the pictures in **activity 3**. Point out the heading ('Now...'). Elicit that these are the same people as in **activity 2**. Explain that today they are going to work. Go through the pictures and elicit the clothes learners can see in them.

Track 49 Learners listen to the people talk about their clothes and letter the pictures from **a-d**. Feedback in pairs, then as a class.

3 answers

Left to right: d, c, a, b

Track 49 (page 89, Student Book) 0:56

a) Today, I'm wearing trousers, a top and flat shoes.

b) Today, I'm wearing a dress with a belt and boots. I'm also wearing a raincoat right now, because it's raining today.

c) I work in an office, so I'm wearing a shirt and a tie, trousers, a jacket and black shoes.

d) I'm wearing a red shirt, jeans, brown shoes and a leather jacket.

4a+b

Track 50 Learners listen and write the missing words.

Feedback in pairs, then as a class. Elicit from the learners whether the people are talking about every weekend or now. (They are talking about 'now').

4a+b answers

See CD script for Track 50 - answers underlined.

Track 50 (page 89, Student Book) 0:33

a) Today, I'm wearing trousers, a top and flat shoes.

b) Today, I'm wearing a dress with a belt and boots. I'm also wearing a raincoat right now, because it's raining today.

Reading

2

Direct attention to the pictures in **activity 2**. Point out the heading ('At the weekend...'). In pairs, learners read the descriptions and match them to the people in the pictures above. Monitor and assist as necessary.

Feedback in pairs, then as a class.

2 answers

Left to right:
c, a, d, b

Use a similar sentence as in **activity 2** to tell the class what you usually wear at the weekend. Ask learners to do the same. Give everyone a chance to respond.

Language Focus

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

Sounding Natural

5a

• **Track 51** • **Track 52** Play the CD. Learners listen and copy the pronunciation. Pause CD after each line for learners to repeat.

Track 51 (page 90, Student Book) 0:33

wear

wear a jumper

I usually wear a jumper.

I usually wear a jumper at home.

I usually wear a jumper at home at the weekend.

Track 52 (page 90, Student Book) 0:33

wear

wear a shirt

I usually wear a shirt.

I usually wear a shirt at work.

I usually wear a shirt at work on Mondays.

5b

• **Track 53** Play the CD. Learners listen and copy the pronunciation. Pause CD after each line for learners to repeat.

Track 53 (page 90, Student Book) 0:19

I usually wear a jumper at home at the weekend.

I always wear a shirt at work.

5c

• **Track 54** Learners listen and copy the pronunciation.

Track 54 (page 90, Student Book) 0:21

I usually wear a jumper at home at the weekend, but I

always wear a shirt at work.

Language Focus

Talking about now:

be + verb + -ing

What **are** you **wearing**?

Today, I'm **wearing** trousers.

Is she **wearing** a dress?

Yes, she **is**.

No, she **isn't**.

It's **raining** today.

Sounding Natural

5 a Listen and copy the pronunciation.

• **Track 51**

wear

wear a jumper

I usually wear a jumper.

I usually wear a jumper at home.

I usually wear a jumper at home at the weekend.

• **Track 52**

wear

wear a shirt

I usually wear a shirt.

I usually wear a shirt at work.

I usually wear a shirt at work on Mondays.

b • **Track 53** Listen and practise saying the two sentences.

I usually wear a jumper at home at the weekend.

I always wear a shirt at work.

c • **Track 54** Listen and practise saying the sentences together.

I usually wear a jumper at home at the weekend,
but I always wear a shirt at work.

70 Lesson 17



Memo

Reading

- 6 Look at the pictures and read the descriptions. Match the pictures with the descriptions.



a Ann has got long, red hair. Right now, she's wearing a nice, red dress. She's shopping today, so she's carrying a big, yellow shopping bag.

c Mary's got medium, red hair. She works in a toy shop. She's working today, so she's wearing her uniform, a blue top and black trousers.

e This is Andrew. He's quite good-looking and he's got short, brown hair. Today, he's wearing jeans and a shirt. Right now, he's holding a camera.

b Randy's got short, brown hair. He usually wears a suit at work, but today he's wearing brown shoes, jeans and a lovely pink shirt.

d This is Candy. She's quite attractive. She's got brown hair. She's wearing a white hat, a red coat and black boots.

f Dana's got long, blonde hair. She's very pretty. She's wearing a blue top and a skirt and black, high heel shoes.

Time to Talk

- 7 a Work with a partner.

What is your partner wearing now? Make notes in the box.

- b Ask your partner what they wear at work and at the weekend. Make notes.

example A: What do you usually wear at the weekend?
B: I usually wear jeans and a T-shirt.

- c Tell the class about your partner's answers.

example Alex is wearing a white shirt and...
He usually wears... At the weekend...

Name:

He/She is wearing:

Homework - turn to page 102

Lesson 17 71

Time to Talk

7a

Demonstrate activity by writing brief notes on the board about what a learner is wearing. Learners make notes in the box about what their partner is wearing. Monitor and assist as necessary.

7b

In pairs, learners ask their partners what they usually wear at work and at the weekend, and make notes. Model activity with a confident learner and check understanding. Monitor and assist as necessary. Note good use of vocabulary and language, and any mistakes.

7c

Learners tell the class about their partner. Go through the example and check understanding. Monitor and assist as necessary. Note good use of vocabulary and language, and any mistakes.

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

Homework

Highlight the homework reference at the bottom right of **page 71** in the Student Book. Ask learners to turn to **page 102**.

Set lesson 17 **activities 1** and **2** for homework.

Find and correct the first incorrect sentence together as a class.

Reading

6

In pairs, learners look at the pictures and match them with the descriptions in the boxes. Go through the example and check learners understand the activity. Monitor and assist as necessary.

Feedback as a class.

6 answers

Left to right:
d, e, b, c, a, f

Homework Answers

1

a, c, d, f, and h are incorrect.

2

- a) I'm carrying an umbrella today because it's raining.
- c) What's he wearing today?
- d) She's holding a camera.
- f) I usually wear a suit at work.
- h) He usually drives to work, but today he's walking.

18 It's Very Cold!

It's Very Cold!

In this lesson - Say why you like things

Core activities - 1, 4-6

Grammar - Because

Examples:

I like Italian food because it's delicious.

I don't like skiing because it's cold.

Introduction

1a

Direct attention to the pictures of different kinds of holidays on **page 72**. Draw attention to the example, and show how learners can find the names in the box at the top of the activity.

In pairs, learners match the holiday names to the pictures. Monitor and assist as necessary.

Feedback as a class. Teach any problematic items.

Extension

As a class. Brainstorm and write other kinds of holiday on the board.

1a answers

Clockwise from top left: golfing holiday, beach holiday, safari holiday, skiing holiday, cruise holiday, hiking holiday

1b

Read through the questions in the table with learners and check understanding.

In pairs, learners ask and answer the questions. Learners note their partner's responses in the table. Monitor and assist as necessary.

1c

Learners tell the class about their partner. Note good use of vocabulary and language, and any mistakes.

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

18 It's Very Cold!

Introduction

1 a Look at the different kinds of holiday below. Write the words under the pictures.

beach holiday
cruise holiday

hiking holiday
safari holiday

golfing holiday
skiing holiday



beach holiday



b Work with a partner.

Ask and answer the questions below.

	notes
What kinds of holiday do you like?	
What kinds of holiday do you <i>not</i> like?	
What do you like to do on holiday?	

c Tell the class about your partner's answers.

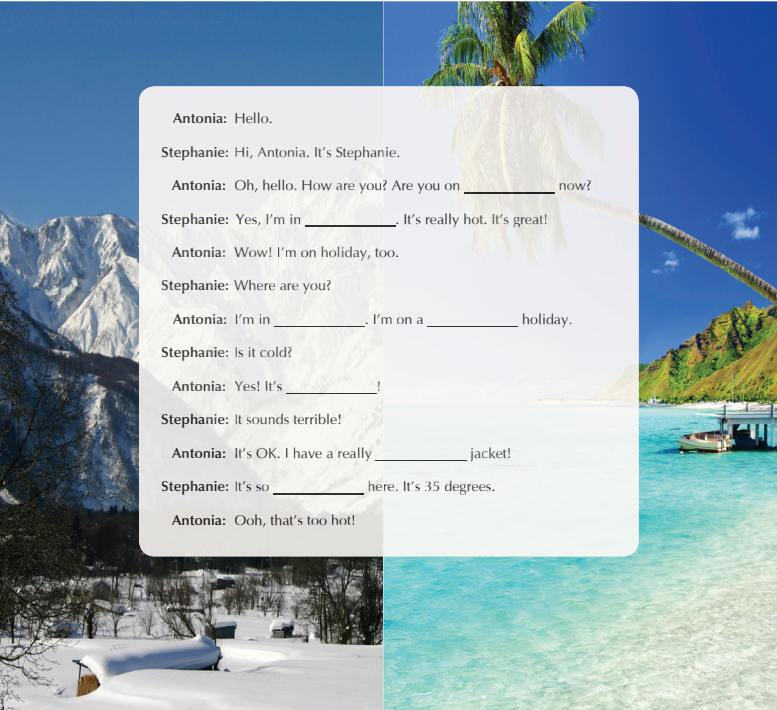
example *Laura likes outdoor holidays, but she doesn't like beach holidays...*

In this lesson: **Say why you like things**
Grammar: **Because**

Listening

2 **Track 55** Listen to Antonia and Stephanie's conversation.
Complete the sentences with the words below.

Hawaii hot warm holiday
skiing Japan freezing



Antonia: Hello.
Stephanie: Hi, Antonia. It's Stephanie.
Antonia: Oh, hello. How are you? Are you on _____ now?
Stephanie: Yes, I'm in _____. It's really hot. It's great!
Antonia: Wow! I'm on holiday, too.
Stephanie: Where are you?
Antonia: I'm in _____. I'm on a _____ holiday.
Stephanie: Is it cold?
Antonia: Yes! It's _____!
Stephanie: It sounds terrible!
Antonia: It's OK. I have a really _____ jacket!
Stephanie: It's so _____ here. It's 35 degrees.
Antonia: Ooh, that's too hot!

Lesson 18 73

Track 55 (page 90, Student Book) 0:46

Antonia - Hello.

Stephanie - Hi, Antonia. It's Stephanie.

Antonia - Oh, hello. How are you? Are you on holiday now?

Stephanie - Yes, I'm in Hawaii. It's really hot. It's great!

Antonia - Wow! I'm on holiday, too.

Stephanie - Where are you?

Antonia - I'm in Japan. I'm on a skiing holiday.

Stephanie - Is it cold?

Antonia - Yes! It's freezing!

Stephanie - It sounds terrible!

Antonia - It's OK. I have a really warm jacket!

Stephanie - It's so hot here. It's 35 degrees.

Antonia - Ooh, that's too hot!

Listening

2

Draw learners' attention to the background pictures on **page 73** and elicit the type of holidays (skiing / beach holiday).

Suggestion

Have learners listen to **Track 55** once through first, with books closed, and say which holiday Antonia is on and which holiday Stephanie is on.
(Stephanie is on a beach holiday – in Hawaii; Antonia is on a skiing holiday – in Japan).

Track 55 Learners listen to Antonia and Stephanie's conversation and complete the sentences with words from the box. Play the CD again if necessary.

Feedback in pairs, then as a class.

2 answers

See CD script for Track 55 - answers underlined.

Practice

3a

Put learners into pairs, and assign roles, A and B.
Direct attention to the information in the box.
Learners use the information from the box to fill in the dialogue.
Allow learners time to think and write. Monitor and assist as necessary.
In pairs, learners role-play the conversation.
Encourage learners to look away from their books and at each other when speaking. Monitor.

3a answers

Completed dialogue should look like this:

A - Hello.

B - Hi, (learner's name). It's (learner's name).

A - Oh, hello. How are you? Are you on holiday now?

B - Yes, I'm in (a Brazil). It's really hot. It's great!

A - Wow! I'm on holiday, too.

B - Where are you?

A - I'm in (b Canada). I'm on a (c camping) holiday.

B - Is it (d cold)?

A - (e No)! It's (f warm).

B - It sounds (g great)!

3b

Learners work independently to fill in the dialogue with their own ideas.
Allow learners time to think and write. Monitor and assist as necessary.
In pairs, learners role-play the conversation.
Encourage learners to look away from their books and at each other when speaking. Monitor.

Practice

3 a Complete the conversation with the words from the box.

Practise the conversation.

a Brazil b Canada c camping d cold e no f warm g great

A: Hello.

B: Hi, _____. It's _____.

A: Oh, hello. How are you? Are you on holiday now?

B: Yes, I'm in (a) _____. It's really hot. It's great!

A: Wow! I'm on holiday, too.

B: Where are you?

A: I'm in (b) _____. I'm on a (c) _____ holiday.

B: Is it (d) _____?

A: (e) _____! It's (f) _____.

B: It sounds (g) _____!

b Practise the conversation again. Use your own ideas.

4 Work with a partner. Match the questions on the left with the answers on the right.

Complete the answers in activity 4 with words from the box below.

a What's your favourite sport?

b What kind of music do you like?

c What kind of food do you *not* like?

d What do you do in your free time?

e Do you like skiing?

f What's your favourite food?

I like Italian
because it's _____.

No, I don't
because it's _____!

I love classical music
because it's _____.

I like hockey
because it's **exciting**.

I don't like fried food
because it's _____.

I study English
because it's _____.

oily relaxing delicious cold exciting interesting

Language Focus

We use **because** to give a reason.

I like / don't like summer
because it's hot.

I like / don't like winter
because it's cold.

Language Focus

Go through the explanation and the examples with learners and check understanding.

4a-f

Go over the example and check understanding.
In pairs, learners draw lines to match the questions on the left with the answers on the right. They then complete the answers with an adjective from the box.
Monitor and assist as necessary.

Feedback as a class.

4a-f answers

a) What's your favourite sport? – I like hockey, because it's exciting.

b) What kind of music do you like? – I love classical music, because it's relaxing.

c) What kind of food do you *not* like? – I don't like fried food, because it's oily.

d) What do you do in your free time? – I study English, because it's interesting.

e) Do you like skiing? – No, I don't, because it's cold!

f) What's your favourite food? – I like Italian, because it's delicious.

Sounding Natural

- 5 a** **Track 56** Listen to the countries and nationalities. Write the number of syllables next to the words.
- b** **Track 56** Listen again and underline the stressed syllable for each word.
- c** Practise the pronunciation.

Vietnam <u>3</u>	Vietnamese <u>4</u>
Italy	Italian
Japan	Japanese
Germany	German
Thailand	Thai

Time to Talk

- 6 a** Read the questions. Make notes of your answers and reasons. You can use the words below or your own ideas.

exciting interesting cold delicious relaxing beautiful hot fun

- Do you like jazz?
- What's your favourite movie?
- What food do you dislike?
- What kinds of sport do you like?
-
-
-

- b** Write three more questions above.
- c** Work with a partner. Ask and answer the questions.
- d** Tell the class about your partner's answers.
- example** Rick likes jazz because it's interesting.

Homework - turn to page 103

Lesson 18 75

Track 56 (page 90, Student Book) 0:29
stress patterns and syllables next to each word
 Vietnam ooO
 Vietnamese oooO
 Italy Ooo
 Italian oOoo
 Japan oO
 Japanese ooO
 Germany Ooo
 German Oo
 Thailand Oo
 Thai O

5c

Learners listen again and practise the pronunciation. Model and drill.

Time to Talk

6a

Learners work independently to read the questions and note their own answers.

6b

Learners work independently to write three more questions about likes and dislikes. Monitor and assist as necessary.

6c

In pairs, learners ask and answer the questions from **activities 6a and 6b**. Monitor learners' use of vocabulary and language. Note good use of vocabulary and language, and any mistakes.

6d

Learners tell class about their partner's answers.

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

Homework

Highlight the homework reference at the bottom right of **page 75** in the Student Book. Ask learners to turn to **page 103**. Go over instructions and example with learners and check understanding. Remind learners that they need to listen to **Track 67** to check the answers.

Homework Answers

1, 2, and 3
 See CD script for Track 67.

Track 67 (page 91, Student Book) 0:44
 a) cold, hot, fun
 b) exciting, delicious, relaxing
 c) interesting, beautiful

Sounding Natural

5a

- Track 56** Learners listen to the countries and nationalities and write the number of syllables next to each word. Feedback in pairs, then as a class.

5b

- Track 56** Learners listen again and underline the stressed syllables. Feedback in pairs, then as a class.

5a+b answers

See CD script for Track 56.

19 What Time's the Party?

What Time's the Party?

In this lesson - Ask for more information

Core activities - 2-6, 8

Function - Invitations with **would you like to**

Introduction

1

Direct attention to the pictures on **page 76**. Pick out one or two pictures and elicit the activities. Draw attention to the example, and show how learners can find the activities in the box underneath the pictures. In pairs, learners tick (✓) the phrases with pictures and write an 'x' next to the ones with no pictures. Monitor and assist as necessary.

1 answers

✓ **a** eat out, **X b** go for a walk, ✓ **c** watch TV,
✓ **d** relax at home, **X e** go to the cinema, ✓ **f** go dancing,
X g go to a concert, ✓ **h** visit a museum, ✓ **i** go to the gym,
✓ **j** meet a friend, **X k** go for a drive, ✓ **l** go shopping,
X m play tennis, ✓ **n** go for a ride

Language Focus

Go over the invitations with learners. Teach, model, and drill.

Elicit/teach ways to accept or refuse an invitation.

Examples: "Certainly", "That's a good idea!", "I'm sorry, I'm busy tonight."

2

Show learners a coin (choose which side is "heads" and which side is "tails"). Indicate that "heads" equals 'accept' an invitation. "Tails" equals 'refuse' an invitation. Write an example invitation on the board ("Would you like to eat out?").

Toss the coin, and elicit a response based on the results of the toss.

For example:

Heads: "Yes. Let's go to an Italian restaurant."

Tails: "I'm sorry. I have an exam."

In pairs. Learner A invites Learner B to some of the activities in **activity 1**. Learner B tosses a coin to accept or refuse the invitation.

Change roles. Monitor. Note good use of vocabulary and language, and any mistakes.

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

19 What Time's the Party?

Introduction

1 Work with a partner. Look at the pictures below. Read the phrases in the yellow box.

Put a tick (✓) next to phrases with a picture and a cross (X) next to phrases with no pictures.



- | | |
|---------------------------|-------------------------------|
| ✓ a eat out | h visit an art gallery |
| X b go for a walk | i go to the gym |
| c watch TV | j meet a friend |
| d relax at home | k go for a drive |
| e go to the cinema | l go shopping |
| f go dancing | m play tennis |
| g go to a concert | n go for a ride |

Language Focus

Would you like to

go to the cinema?
eat out?

2 Work with a partner. Invite them to do some of the activities in **activity 1**. Your partner will toss a coin.



'Heads' = Accept the invitation.

'Tails' = Refuse the invitation.

example A: Would you like to eat out?
(Heads) B: Yes. Let's go to an Italian restaurant.

(Tails) B: I'm sorry. I have an exam.

Listening

3 **Track 57** Listen to the telephone conversation between Micah and an employee in a cinema ticket office. Underline the correct answers.

cinema name	City Cinema New Cinema <u>First Cinema</u>
number of tickets	2 3 4
film	<u>The Sound of Music</u> Black Snow Don't Look Now!
time	4.00 6.00 9.00
seats	front middle back
credit card number	7503 1782 1633 7503 2436 9901 7503 2728 1731

Listening

3

Go through the different items in the table. Explain to learners that they're going to listen to a phone conversation between Micah and an employee in a cinema. Micah wants to book seats for a movie.

Track 57 Play the CD. Learners listen and underline the correct answers. Play the CD again if necessary.

Feedback in pairs, then as a class.

3 answers

See CD script for Track 57 - answers underlined.

Track 57 (page 90, Student Book) 1:27

Cinema - Hello. First Cinema. How can I help you?

Micah - I'd like two tickets for The Sound of Music, please.

Cinema - Certainly. Is that for tonight?

Micah - Yes, tonight at six o'clock, please.


Cinema - OK. Two seats for tonight at six o'clock. Where would you like to sit?

Micah - At the back. Is that OK?

Cinema - At the back? Yes, that's fine. Can I have your credit card

Memo

In this lesson: **Ask for more information**
Function: *Invitations with **would you like to***

4 a  **Track 57** Listen again and read.
Practise the conversation with a partner.

Cinema: Hello. First Cinema. How can I help you?
Micah: I'd like two tickets for The Sound of Music, please.
Cinema: Certainly. Is that for tonight?
Micah: Yes, tonight at 6.00, please.
Cinema: OK. Two seats for tonight at 6.00. Where would you like to sit?
Micah: At the back. Is that OK?
Cinema: At the back? Yes, that's fine. Can I have your credit card number, please?
Micah: Yes, it's 7503 2436 9901.
Cinema: That's 7503 2436 9901.
Micah: That's right!
Cinema: And your name, please?
Micah: Micah Jensen.
Cinema: Thank you, Mr Jensen. You can pick up your tickets any time.
Micah: Thanks very much.
Cinema: You're welcome. Please call again.

b Change partners. Practise the conversation again.
Replace the underlined phrases with the information below.

- City Cinema
- four
- *Coming Home Part 3*
- 10.00 p.m.
- back
- 3057 3462 1909
- Mr Len Murphy

- New Cinema
- one
- *Don't Look Now!*
- 7.30 p.m.
- front
- 9109 5073 2643
- Miss Mandy Foot

- Queen Street Cinema
- six
- *Black Snow*
- 11.00 p.m.
- back
- 2249 6297 0105
- Mr Simon Welby

- First Cinema
- three
- *Santa Is Missing!*
- 6.30 p.m.
- middle
- 1357 9246 8024
- Mrs Tara Martin

Lesson 19 77

number, please?

Micah - Yes, it's 75-03-24-36-99-01.

Cinema - That's 75-03-24-36-99-01.

Micah - That's right!

Cinema - And your name, please?


Micah - Micah Jensen.

Cinema - Thank you, Mr Jensen. You can pick up your tickets any time.

Micah - Thanks very much.

Cinema - You're welcome. Please call again.

4a

 **Track 57** Learners listen and read the conversation, then practise in pairs. Encourage learners to look away from their books and at each other when speaking.

4b

In pairs, learners practise the conversation again, replacing the underlined words with information from the boxes. Encourage learners to look away from their books and at each other when speaking.

Listening

5

Track 58 Track 59 Track 60 Go through the names and activities in the top box with learners. Explain that they're going to listen to three conversations. Learners should match the people with the invitations. Go through an example and check understanding. Play the CD again if necessary.

Feedback as a class.

5 answers

Simon – come to a party, Lucy – have a coffee, Fay – go shopping

Track 58 (page 90, Student Book) 0:36

Conversation 1

Gary - Hi, Simon. It's Gary.

Simon - Oh, hi, Gary. How are you?

Gary - I'm fine. Listen. Would you like to come to a party at my house on Saturday?

Simon - Yes, I would. What time does it start?

Gary - Come at about 8.30 p.m. Bring some wine, too.

Simon - OK. See you on Saturday.

Track 59 (page 90, Student Book) 0:30

Conversation 2

Gary - Lucy! It's Gary. How are you?

Lucy - Not very well. I have a backache.

Gary - Would you like to have a coffee on Friday afternoon?

Lucy - I'm sorry, I can't. I'm sick.

Gary - Oh no! Well, get well soon.

Lucy - Thanks, Gary.

Track 60 (page 90, Student Book) 0:33

Conversation 3

Fay - Hello. This is Fay.

Gary - Hello. It's Gary here.

Fay - Oh, hi, Gary.

Gary - Would you like to go shopping in town on Sunday?

Fay - Yes, OK. What time?

Gary - At about ten in the morning?

Fay - Yes, OK. See you on Sunday morning.

Gary - Bye.

6a-c

Track 58 Track 59 Track 60 Learners listen again and complete the conversations. Pause the CD after each conversation to allow time for learners to write the words they hear. Feedback in pairs, then as a class.

6a-c answers

See CD scripts 58 - 60 - answers underlined.

Listening

5 Gary telephones three friends with invitations.

Track 58 Track 59 Track 60 Listen and match the people with the invitations.

Simon	go shopping
Lucy	come to a party
Fay	have a coffee

6 a Track 58 Listen again. Complete the conversation.

Gary: Hi, Simon. It's Gary.

Simon: Oh, hi, Gary. How are you?

Gary: I'm fine. Listen. Would you like to come to a party at my house on Saturday?

Simon: Yes, I would. What time does it start?

Gary: Come at about 8.30 p.m. Bring some wine, too.

Simon: OK. See you on Saturday.

b Track 59 Listen again. Complete the conversation.

Gary: Lucy! It's Gary. How are you?

Lucy: Not very well. I have a backache.

Gary: Would you like to have a coffee on Friday afternoon?

Lucy: I'm sorry, I can't. I'm sick.

Gary: Oh, no! Well, get well soon.

Lucy: Thanks, Gary.

c Track 60 Listen again. Complete the conversation.

Fay: Hello. This is Fay.

Gary: Hello. It's Gary here.

Fay: Oh, hi, Gary.

Gary: Would you like to go shopping in town on Sunday?

Fay: Yes, OK. What time?

Gary: At about ten in the morning?

Fay: Yes, OK. See you on Sunday morning.

Gary: Bye.

78 Lesson 19

Language Focus

Go through the different ways to ask for more information about an invitation. Model and drill chorally, then individually.

Sounding Natural

Books closed. Write the following words on the board: 'cried, stamped, rested'.

Read the words and elicit how the endings are different (cried /d/, stamped /t/, rested /id/). Drill pronunciation chorally, then individually.

7

Track 61 Point to the different 'ed' sounds at the top of the table. Play the CD. Learners listen and tick (✓) the correct sound. Feedback in pairs, then as a class.

7 answers

See CD script for Track 61.

Language Focus

To ask for more information about an invitation we can say:

What time's the film?
It's at seven o'clock.

When's the party?
It's on Saturday.

Where's the restaurant?
It's on Fifth Avenue.

time's = time is
when's = when is
where's = where is

Time to Talk

8 Work with a partner. Do a role-play.

Student A, go to **page 85**.

Student B, look below.

Student B

a Role-play 1

Invite your partner somewhere.

Think about:

- What you want to invite your partner to
(go to a party / see a movie / have a coffee)

- The day and time you want your partner to come

Call your partner.

b Role-play 2

Take a call from your partner.

- Listen to the invitation.
- Ask about the day and time.
- 'Accept' or 'refuse'.



Homework - turn to page 103

Lesson 19 79

Sounding Natural

7 **Track 61** Listen and tick (✓) the correct sound.

	/ɪd/	/d/	/t/
sounded	✓		
snowed			
cleaned			
fainted			
laughed			
raked			
wounded			
faxed			
cooled			

Examples:

"What day is it?"

"What time is it?"

"Where is it?"

Write responses on the board. Highlight good use of language and elicit corrections of any problems you noted.

In pairs, learners role-play inviting a friend somewhere. Learner A turns to **page 85** of the Student Book. Learner B looks at 'Role-play 1' on **page 79**.

8a

Read through the instructions with learners and check understanding. Allow learners time to think and make notes. Monitor and assist as necessary.

Learners do role-play.

8b

Learners change roles and do 'Role-play 2'.

Monitor.

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

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

Homework

Highlight the homework reference at the bottom right of **page 79** in the Student Book. Ask learners to turn to **page 103**.

Set lesson 19 **activities 1** and **2** for homework.

Do **activities 1a** and **2a** together.

Track 61 (page 90, Student Book) 0:27

sounded /ɪd/

snowed /d/

cleaned /d/

fainted /ɪd/

laughed /t/

raked /t/

wounded /ɪd/

faxed /t/

cooled /d/

Track 61 Learners listen again and practise the pronunciation.

Time to Talk

Write the following on the board:

"Would you like to go to a concert?"

Explain to learners that a friend invited you to go to a concert with them. Elicit some questions you should ask your friend to get more information.

Homework Answers

1

4 Sure. What film would you like to see?

2 Jim! Hi! I'm fine, thanks. And you?

7 At seven thirty.

6 Yes, Ok. What time does it start?

9 See you!

1 Hi, Bob? It's Jim. How are you?

5 I'd like to see 'The Sound of Music'. How about you?

3 I'm very well, thanks. Would you like to go to the cinema tonight?

8 Ok. See you then. Bye!

2

a) Bob calls Jim on the telephone. **False**. Jim calls Bob.

b) Jim invites Bob to the cinema. **True**.

c) Bob doesn't want to see 'The Sound of Music'. **False**. He would like to see 'The Sound of Music'.

d) The film starts at half past seven. **True**.

20 The Food Is Cheap and the Coffee Is Good

The Food Is Cheap and the Coffee Is Good

In this lesson - Have lunch in a café

Core activities - 4-11

Skills - Extended speaking and vocabulary

Introduction

1

Direct attention to the pictures of occupations on **page 80**. Pick out one or two pictures and elicit the items. Draw attention to the example, and show how learners can find the names of the occupations in the box at the top of the activity. This is a review activity, so should not present too many problems. In pairs, learners match the names to the items and write the words under the pictures. Monitor and assist as necessary. Feedback as a class.

1 answers

Left to right, top to bottom:
doctor, pilot, teacher, nurse, priest, mechanic
receptionist, secretary, hairdresser, waiter, cook

Sounding Natural

2

In pairs, learners decide how many syllables each word in **activity 1** has, and write them in the correct row of the table. Check understanding of *syllable* by pronouncing one of the words while counting its syllables on your fingers as you do so.

3a

Track 62 Learners listen and check answers.

3a answers

See CD script for Track 62.

Track 62 (page 90, Student Book) 0:32

nurse, priest, cook (1 syllable)

doctor, pilot, teacher, waiter (2 syllables)

mechanic, secretary, hairdresser (3 syllables)

receptionist (4 syllables)

3b

Track 62 Learners listen again and practise the pronunciation.

20 The Food Is Cheap and the Coffee Is Good

Introduction

1 Work with a partner. Write the words under the matching pictures.

nurse
doctor

pilot
receptionist

teacher
mechanic

waiter
secretary

cook
hairdresser

priest



doctor



Sounding Natural

2 Work with a partner. How many syllables do the words in **activity 1** have? Write them in the table below.

one syllable

two syllables

three syllables

four syllables

one syllable	
two syllables	doctor
three syllables	
four syllables	

3a **Track 62** Listen and check your answers.

b **Track 62** Listen again and practise the pronunciation.

Listening and Reading

4a Wendy meets Gloria on the street.

Put the sentences in the correct order to make the conversation.

- ___ Wendy I don't really like coffee. Do they have tea?
- ___ Wendy Yes, it is. Where do you work?
- ___ Gloria Oh yes? I always go to the café on the corner.
The food is cheap and the coffee is good.
- ___ Gloria Hello, Wendy. I'm fine, thanks. Is this your office?
- 1** Wendy Hi, Gloria. How are you?
- ___ Wendy Yes, it is. My lunch break is at one o'clock.
I usually eat my sandwiches in the park.
- ___ Gloria I work in the bank, next to the post office.
Is this your lunch break?

b Track 63 Listen and check your answers.

5 Read the conversation again and answer the questions.

- a Where does Gloria work?
- b Where does Wendy usually eat lunch?
- c Where does Gloria want to go for lunch?

6 Work with a partner. Practise the conversation.

4a answers

See CD script for Track 63.

4b

Track 63 Learners listen to check their answers. Elicit any corrections to the conversation written on the board.

Track 63 (page 90, Student Book) 0:50

Wendy - Hi, Gloria. How are you?

Gloria - Hello, Wendy. I'm fine, thanks. Is this your office?

Wendy - Yes, it is. Where do you work?

Gloria - I work in the bank, next to the post office. Is this your lunch break?

Wendy - Yes, it is. My lunch break is at one o'clock. I usually eat my sandwiches in the park.

Gloria - Oh yes? I always go to the café on the corner. The food is cheap and the coffee is good.

Wendy - I don't really like coffee. Do they have tea?

5a-c

Learners read the conversation again and answer the questions.

Feedback in pairs and then as a class.

5a-c answers

a) Gloria works in a bank.

b) Wendy usually eats lunch (sandwiches) in the park.

c) Gloria wants to go to the café on the corner. (She doesn't say this, but it is implied.)

Extension

Ask learners if Wendy wants to go to the café with Gloria.

Answer

Yes - Wendy shows she is interested because she asks if they have tea.

6

In pairs, learners practise the conversation.

Suggestion

Use the conversation you elicited onto the board as the basis for a 'disappearing dialogue'.

Teaching Tip – Disappearing Dialogue

Leave conversation on board for learners to refer to while practising.

Learners can look at conversation on board, but must look away when they speak.

Repeat several times, but erase portions of the conversation each time, leaving smaller and smaller prompts.

Listening and Reading

Direct attention to the picture (background) of Wendy and Gloria on **page 81**.

Explain the situation – Gloria and Wendy are friends. They meet on the street in town at lunchtime. Show learners how Wendy and Gloria's conversation is mixed up on the page. Read the first line (from Wendy) and find Gloria's response as a class.

3b answers

Wendy - Hi, Gloria. How are you? (line one - example)

Gloria - Hello, Wendy. I'm fine, thanks. Is this your office? (line two)

If needed, find the next line together as a class too.

4a

In pairs, learners read the dialogue and put the lines in order.

Monitor and assist as necessary.

Take feedback by eliciting the conversation, line by line, onto the board.

Vocabulary

Direct attention to the pictures of food and drink on **page 82**. Pick out one or two pictures and elicit the items. Draw attention to the example, and show how learners can find the names of the items in the menu at the top of the activity.

7a

In pairs, learners match the names to the items and write the words under the pictures. Monitor and assist as necessary.

Feedback as a class. Model and drill any problematic items.

7a answers

Top to bottom, left to right:

tea, potato salad, coffee, cheese and tomato sandwich, Italian salad, chicken soup, spicy chicken sandwich, ham sandwich, tomato soup, orange juice, apple juice

7b

Learners tell the class which items on the menu they like or dislike.

8

In pairs, learners use the menu to practise asking for and giving prices. Model and drill the question ('How much is the...?') first.

Listening

9

Explain that Gloria and Wendy are now in the café. Ask learners to listen for which items in **activity 7** they order.

Track 64 Learners listen and complete the table with the food and the prices of what they order.

Feedback in pairs and then as a class.

9 answers

Wendy

a cheese and tomato sandwich - £6.50, an apple juice - £2.50. Total - £9.00

Gloria

a spicy chicken sandwich - £7.00, a potato salad - £3.00, a coffee - £3.00. Total - £13.00

Vocabulary

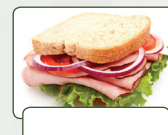
7 a Write the words from the menu under the pictures.

MENU

spicy chicken sandwich	£7.00	chicken soup	£5.00
cheese and tomato sandwich	£6.50	orange juice	£2.50
ham sandwich	£6.50	apple juice	£2.50
potato salad	£3.00	tea	£2.50
Italian salad	£4.50	coffee	£3.00
tomato soup	£4.50		



tea



b Do you like these things? Tell the class.

example I like tomato soup, but I don't like potato salad.

8 Work with a partner. Practise saying the prices.

example A: How much is the potato salad?
B: That's £3.00.

82

Lesson 20

Skills

Track 64 (page 91, Student Book) 1:08

Wendy - What do you want, Gloria?

Gloria - I don't know. I'll look at the menu.

Assistant - Good afternoon. How can I help you?

Wendy - Can I have a cheese and tomato sandwich and an apple juice, please?

Assistant - Here you are. One cheese and tomato sandwich, £6.50, and one apple juice, £2.50. That's nine pounds, please.

Gloria - And can I have a spicy chicken sandwich, a potato salad and a coffee, please?

Assistant - Yes, here you are. That's one sandwich, £7.00, a potato salad, £3.00, and a coffee, £3.00. So that's £13.00, please.

Gloria - Here you are.

Assistant - Thanks very much.

10

In pairs, learners look at the phrases and decide if *workers* or *customers* say them in a café.

Feedback as a class.

You may like to elicit/teach one or two more phrases and board these for use in **activity 11**. For example: What would you like? Eat in or takeaway? Anything to drink?

Homework

Highlight the homework reference at the bottom of **page 83**. Ask learners to turn to **page 104**.

Set Lesson 20 **activities 1** and **2** for homework. Do **activity 1a** together. Check learners understand what to do for **activity 2**. Learners will need **Track 68** for **activity 2** – check they know how to find the track.

Homework Answers

1

- 1** Good afternoon. How can I help you?
- 2** Can I have a ham salad sandwich, please?
- 3** Here you are – one ham salad sandwich. That's £6.50, please. Anything to drink?
- 4** Yes. Can I have a coffee, please?
- 5** So that's a sandwich and a coffee. £9.50, please.
- 6** Here you are.
- 7** Thanks very much.

2

- a) £7.50
- b) £4.19
- c) £30.99
- d) £5.40
- e) £30.49

Track 68 (page 91, Student Book) 0:40

- a. That's seven pounds fifty, please.
- b. Four pounds nineteen, please.
- c. That's thirty pounds ninety-nine, please.
- d. That's five pounds forty, please.
- e. That's thirty pounds forty-nine, please.

Listening

- 9** **Track 64** Listen to Wendy and Gloria in the café.
What food from the menu in **activity 7** do Wendy and Gloria order?
How much is it? Complete the table below.

Wendy		Gloria	
order	price	order	price

- 10** Work with a partner.
Who says the words in the table – customer or worker?
Tick (✓) the correct column.

	customer	worker
Good morning. / Good afternoon. How can I help you? Can I have a...? That's £13.00, please.		

Time to Talk

- 11** Work with a partner.
a Practise ordering food and drink in a café.
One student is the customer. One student is the assistant.
Customer:
Look at the menu in **activity 7**. Decide what you want.
Assistant:
Listen to the customer. Ask for the money.
b Change roles and do it again.

Homework - turn to page 104

10 answers

Good morning. / Good afternoon. – both; How can I help you? – worker; Can I have a...? – customer; That's £13.00, please. – worker

Time to Talk

11a

In pairs. Divide pairs into 'customers' and 'workers'. Go over the instructions and check understanding. Elicit who should speak first (usually the worker – to welcome the customer into the shop).
Allow learners a little time to think and prepare what they are going to say.

Learners role-play the situation in pairs.

Monitor. Note good use of vocabulary and language, and any mistakes.
Feedback. What did learners find easy about the activity? What did they find difficult?
Highlight good use of language and elicit corrections of any problems you noted.

11b

Learners change roles and do it again. Monitor and feedback as above.