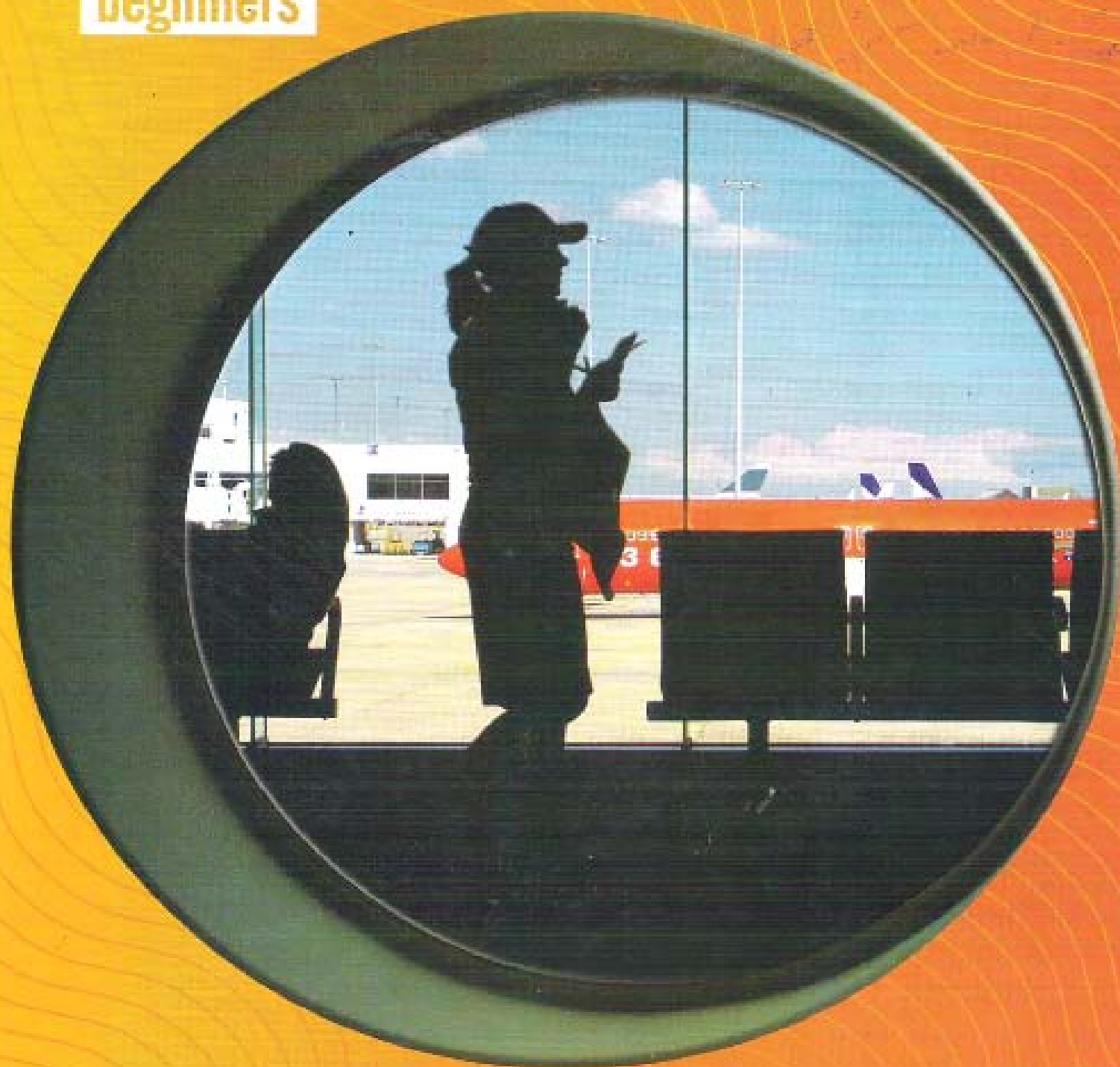


H.Q. Mitchell

Traveller

beginners



teacher's book


mmi publications

Contents of Teacher's Book

Introduction

Student's Book with Teacher's Notes

Contents of Student's Book

Hello	4
Module 1	7
Cross-Curricular page	20
Module 2	21
Culture page	34
Module 3	35
Cross-Curricular page	48
Module 4	49
Culture page	62
Module 5	63
Cross-Curricular page	76
Module 6	77
Culture page	90
Module 7	91
Cross-Curricular page	104
Module 8	105
Culture page	118
Pairwork Activities	119
Song page	124
Grammar Reference	125
Learning Tips - Irregular Verbs	130
British and American English	131
Word List	132

OUTLINE OF THE COURSE

Objectives

Traveller is an exciting and easy-to-use seven-level course in English, which smoothly takes learners from Beginners to Advanced level. The main concern of the writer of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Traveller* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Traveller follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- **Communicative** - to help students establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** - to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help students plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** - to help students acquire an understanding of the language and culture.

Syllabus

Traveller follows the modular approach, which enables students to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling students to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

Organisation and length of the course

Traveller Beginners, the first book in the series, effectively meets the needs of learners with no or little previous exposure to the English language. It brings students to level A1 (Basic User/Breakthrough) of the CEF.

The book is organised in eight modules, each of which is based on a general topic. The modules are well-organised within a steady framework. Each module consists of a cover page, 5 two-page lessons, a round-up section and a cross-curricular/culture page for extra reading. In this way, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The course can be completed in 65-100 teaching hours. The precise time needed will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

Certain key features of the book add to the challenging and motivating material of the course:

- **Lively dialogues** presenting real spoken English.
- **Emphasis on vocabulary building.**
- **Cross-curricular and cultural information.**
- **The language used.** It is principally British English. However, the writer has taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English speaking countries and cultures.
- **Personalisation activities**
- **Opportunities for promoting learner autonomy** with learning tips, self-assessment and *Now I can* sections, learning objectives on the cover pages, through the use of the Portfolio, etc.
- **Opportunities for promoting critical thinking skills** by using an inductive approach to present grammar and vocabulary, relating new information to prior knowledge with warm-up activities, asking open-ended questions, through problem-solving activities, etc.
- **The use of IT (Information Technology)** (e.g. web links, Ss' CD-ROM).

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation as well as the language skills practised in each module.
- Eight modules, each divided into a cover page, five lessons and two Round-up pages.
- Four culture pages.
- Four cross-curricular pages.
- A speaking section including pairwork activities.
- A song page including 4 songs.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A section with tips helping students to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- A list of irregular verbs.
- An appendix of differences between British and American English.
- A word list containing the active vocabulary in alphabetical order per lesson.

Workbook and Student's CD/CD-ROM

The Workbook is in full colour and is closely linked with the Student's Book providing further practice of all the linguistic items dealt with in the Student's Book. Students are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework. The Workbook includes:

- Ten pages per module comprising vocabulary, grammar, communication, listening, reading and writing tasks.
- An eleven-page extra grammar practice section at the

back of the book.

- An eight-page extra vocabulary section (which is recorded) at the back of the book with extra vocabulary items to be presented and activities for practice.

The FREE Student's CD/CD-ROM includes the dialogues, texts and songs from the Student's Book and is meant to give Ss extra practice at home.

Interleaved Teacher's Book

The Teacher's Book contains:

- An introduction.
- A table of contents as it appears in the Student's Book.
- Teacher's Notes interleaved with the pages of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, transcripts of the listening exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help students get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- A speaking section including pairwork activities, a grammar reference section, a section with tips, a list of irregular verbs, an appendix of differences between British and American English and a word list as they appear in the Student's Book.
- The transcripts of the listening tasks included in the Workbook.
- The tracks (▶▶ 22 = Track 22) for all the recorded material included in the class CDs.

Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book where the symbol  appears. They also include the transcripts of the listening tasks and the extra vocabulary section that appear in the Workbook.

Test Audio CD/CD-ROM

The Test CD-ROM contains:

- 8 tests corresponding to the modules of the book.
- a mid-term test.
- a final test.
- keys and transcripts.

The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.

The Test Audio CD contains the recordings of the listening texts of the tests.

Teacher's Resource CD-ROM with supplementary material for extra practice

The Teacher's Resource CD-ROM provides teachers with supplementary material for extra practice. It includes extra vocabulary, grammar, reading, speaking and writing activities for each module. It also includes the Student's **Portfolio**. The Portfolio enables students to record and present new information they have learnt and thus monitor their progress. Projects are also included for this purpose.

Other components accompanying the series are the following:

- On Channel TV DVD and On Channel TV DVD Activity Book
- Interactive Whiteboard material
- Placement test

THE STRUCTURE OF THE MODULES IN TRAVELLER BEGINNERS

Hello

This section familiarises students with the English alphabet, some common English words, greetings and English names as well as basic classroom language. Students are also introduced to the English-speaking world, clearly demonstrating that English is an international language spoken in many countries and different societies.

Modules 1-8 (an overview)

Each module consists of five lessons and focuses equally on lexis, grammar, language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons the four basic skills and micro-skills (reading, listening, speaking, writing) are developed in an integrated manner. In the fifth lesson there is special emphasis on reading and writing. Lastly, the round-up pages at the end of each module thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding lessons and offer a unique opportunity for self-evaluation.

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion. They can also read about what topics they will encounter in the module. The purpose of doing so is to activate students' background knowledge and create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

Before students deal with texts or grammar, they are presented with the key vocabulary so that it does not hinder understanding or communication. Vocabulary is presented through visual clues which make the presentation more appealing to students and facilitate understanding. The lexical items presented are always related to the topic of the module and are semantically grouped. By grouping words this way, students can refer to them any time. Particular attention has been paid to the selection of useful, high-frequency lexis while bearing in mind that vocabulary is not just lexis but also phrases

or chunks of language which have the same function that single words do. Students can refer to the extra vocabulary section which is at the back of the Workbook if they want to expand on the vocabulary presented in the lesson.

Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of tips.

Reading

Reading can be divided into two parts:

• Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose students to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarise students with spoken English in a variety of different real-life situations and they can be dealt with as both reading and listening activities. These dialogues rouse students' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, True/False exercises, ordering events, identifying speakers, gap filling, extracting specific information, etc.

• Different types of texts

There is a variety of reading material: factual texts, film reviews, e-mails, brochures, quizzes, magazine articles, notes, letters, forms, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of students this course is intended for. The texts and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information. Teachers should use the pre-reading questions provided in the Teacher's Book to introduce the topic of the reading text and facilitate students' further comprehension of it. In the Teacher's Book there are also post-reading questions which give students the opportunity to expand on the topic of the text and use the new vocabulary to talk about themselves.

Students are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of tips.

Grammar

This section deals with essential grammar and focuses on the grammatical points that appear in the presentation section. Their usage is illustrated in context through example sentences/dialogues. Students are actively involved in the understanding of grammar through various language awareness activities. For example, they are required to make inferences about the functions and usage of grammatical points and to complete tables and/or sentences. In this way, students develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book, which students may refer to whenever necessary.

Practice

This section always follows the grammar section and is usually a simple activity which allows students to use the structures they have learnt in context, while teachers are able to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. An extra grammar section at the back of the Workbook is also available for those students that might need further practice.

Pronunciation

It is important to sensitise students to the different sounds of the foreign language and give them as much practice as possible. The aim is not for students to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation section deals with significant aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listen-and-repeat drill, presenting and providing controlled practice of individual sounds, as well as sentence stress and intonation patterns.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have students read through the questions/gapped text, etc. first and make predictions about the possible answers using prompts such as pictures, tables, etc. It is always important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the questions, play the CD two or more times if necessary. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

Students are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of tips.

Speaking

Speaking tasks provide students with further practice of the vocabulary, structures and functions presented and progress smoothly from controlled to free practice. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Students usually work in pairs or groups and perform a variety of real-life tasks (role-plays, guessing games, surveys, questionnaires, information-gap activities, etc.). By doing so, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pair and group work help to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. In pairwork involving information exchange, each of the two students is provided with different information found in a special section at the back of the book. Though this arrangement may be impractical, it is necessary so that the effectiveness and communicative value of the tasks are not compromised.

Students are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of tips.

Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. Students are introduced to writing smoothly, starting with gapped activities, simple sentences and then moving on to longer texts. The book helps students build up their writing skills by integrating the skills as the writing activities are usually based on the preceding speaking activities. Students are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks.

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, students could work in pairs and correct each other's work before giving it to the teacher. Moreover, Ss should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW : wrong word	A : article
S : spelling	WO : word order
P : punctuation	^ : something missing
T : tense	

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for students and incorporates research, discussion and peer evaluation.

Students are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of tips.

Round-up

The Round-up sections consist of exercises revising the vocabulary, grammar and communication activities in the corresponding lessons. There are also speaking, writing and occasionally listening tasks as well as self-evaluation charts at the end of each Round-up section where students can check their progress. These charts give students the opportunity to take responsibility for their learning and see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

However, in order to evaluate students' performance, we must ask ourselves about the purpose of evaluation. What do we hope our students will learn? Since our purpose is to improve students' ability and not simply to judge it, we must try and provide them with feedback about their strengths and weaknesses. Here are some practical ideas on how we can go about doing this:

- Monitor and describe students' performance, on paper and verbally, so that they can overcome any difficulties. Try to get them to articulate what they can do.
- Determine whether students have understood the task.
- Judge a task not only for the end result but also reflect upon the stages and progress students went through.
- In the final stage, it is a good idea to help students determine what has been achieved.

Culture pages / Cross-curricular pages

After every module there is a culture page or a cross-curricular page, which is related to the topic of the preceding module. The culture pages consist of texts which further introduce students to the culture of the English-speaking world as more multi-cultural information is included within the modules. The cross-curricular pages consist of texts which help students see how English and cross-curricular subjects fit together. If students would like to find out more information about the topics in the culture and cross-curricular pages, they can find web links at

<http://www.mmpi.net/traveller/travellerindex.htm>

Songs

After every two modules there is a song accompanied by an activity. The songs can be found on the song page at the back of the book.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Wherever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting writing, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.
- It is advisable that teachers use the students' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, to explain grammar rules).

Abbreviations used in Teacher's Book

adj → adjective	etc. → et cetera
adv → adverb	sb → somebody
prep → preposition	sth → something
n → noun	Ss → students
v → verb	SA → student A
p. → page	SB → student B
pp. → pages	TB → Teacher's Book
e.g. → for example	L1 → Ss' first language

Contents

Modules	Vocabulary	Grammar	Reading
Hello page 4	- Greetings - Names - Alphabet - Countries and nationalities - Classroom language	- What's your name? - I'm.../My name's... - How do you spell...? - Plurals (regular -s) - Imperative (affirmative)	
1 page 7 Nice to meet you Cross-curricular page: The British Isles: Terminology page 20	- Greetings - Countries and nationalities - Relationships - Numbers (0-100) - Jobs	- The verb <i>be</i> (I, you, he, she, we, they) - Possessive adjectives (my, your, his, her, our, their) - Who?/What?/How?/Where...from? - a / an	- An advertisement in a TV guide: <i>Get together</i> - A job blog
2 page 21 All about me Culture page: How many names for family members? page 34	- Personal items - Colours - Items related to travelling - Family members - Clothes - Opposite adjectives - Physical appearance	- this / that / these / those - The verb <i>be</i> (it) - Plurals (regular-irregular) - Possessive case - Whose? - The verb <i>have got</i> - Adjectives	- A magazine page: <i>What's in your wardrobe?</i> - A short film review: <i>Who is Edna Turnblad?</i>
3 page 35 Everyday life Cross-curricular page: The Tembé Indians of the Amazon page 48	- Telling time - TV programmes - Days of the week - Free-time activities - Daily routines - Ways of getting around - Household chores	- Present Simple - What time? / When? - Prepositions of time - Adverbs of frequency	- A short text: A 'day' in the life of Gary Silver - A girl's diary page
4 page 49 Places Culture page: What's up there? page 62	- Rooms and parts of a house - Furniture and appliances - Places in a town/city - Addresses - Buildings - Location and directions - Ordinals - Adjectives describing homes	- There is / There are - Prepositions of place - a(n) / the - Object personal pronouns - Imperative	- A note on a fridge door - Three newspaper advertisements: <i>Property for rent</i>
5 page 63 Food Cross-curricular page: Jacket potatoes page 76	- Food and drink - Containers - Prices - Money	- a(n) / some - Countable and uncountable nouns - some / any - would like + noun - How much / How many?	- A magazine page: <i>Food Corner</i> - A magazine article: <i>Breakfast!</i>
6 page 77 Get busy Culture page: Life in the fast lane... page 90	- Jobs - Skills and abilities - Everyday activities - Phrases related to the environment - Weather - Computer parts - Numbers over a hundred	- The verb <i>can</i> - Present Progressive - Let's / How about?	- Quiz: <i>Career Paths</i> - A magazine article: <i>A digital world: Computers</i>
7 page 91 Looking back Cross-curricular page: The race to the South Pole page 104	- Accidents and injuries - Parts of the body - Opinion adjectives - Years - Academic subjects - Life events - Sports	- Past Simple - Time expressions - Why? / Because - Past Simple of the verb <i>be</i> - Past Simple vs Present Simple	- Two short e-mails - A magazine article: <i>From Tenez! to tennis</i> - An interview: <i>The Maths genius who gave it all up...</i>
8 page 105 On holiday Culture page: Travelling to New Zealand page 118	- Seasons - Months and dates - Holiday activities - Geographical features - Ailments - Sightseeing	- Future <i>going to</i> - Time expressions - want to / would like to - The verb <i>should</i>	- Four e-mails about holiday plans - A web page: <i>First-aid for travellers</i> - A brochure: <i>Margarita Island</i>

Listening

Speaking (Pronunciation*)

Writing

Functions

- Pairwork
- * The alphabet

- Greeting and introducing oneself
- Spelling
- Understanding and using classroom language

- People greeting and saying goodbye
- Three short dialogues (identifying relationships)
- A dialogue (understanding personal information)

- Pairwork
- Group work
- Guessing game
- Role play
- * Numbers (sixteen vs sixty)

- Sentences giving personal information
- Completing a form
- Developing skills: Capital letters

- Greeting and saying goodbye
- Asking about one's health
- Introducing oneself and others
- Exchanging basic personal information
- Identifying relationships

- Three short dialogues (identifying personal items)
- Three short dialogues (understanding specific information)
- A dialogue (identifying people / transferring from verbal to visual information)

- Pairwork
- Group work
- Guessing game
- * /s/, /z/, /ɪz/ (plural -s)
- * /ʃ/, /s/, /tʃ/

- Sentences about one's family members
- A description of a person
- Developing skills: Punctuation and capital letters

- Identifying and describing objects
- Expressing possession
- Talking about one's family members
- Discussing clothes
- Expressing opinion
- Describing people's physical appearance

- A street survey (understanding specific information)
- A dialogue (understanding specific information)
- Two phone conversations (understanding gist and specific information)

- Pairwork
- Group work
- * Third-person singular -s
- * Intonation of questions

- Sentences comparing people's daily routines
- A paragraph about what one does on Saturday
- Developing skills: Word order

- Telling the time
- Expressing likes and dislikes
- Talking about free-time activities
- Talking about routines
- Discussing TV programmes

- Three short dialogues (identifying the location of objects)
- Three short dialogues (understanding directions and locating places on a map)
- A dialogue (understanding gist and specific information)

- Pairwork
- Game: Spot the differences
- Group survey
- * Intonation
- * Word stress

- Sentences describing a picture
- A description of one's house / flat / dream house
- Developing skills: How to list things

- Identifying the location of objects
- Describing rooms and houses
- Referring to the location of places in a town
- Asking for, giving and understanding directions
- Reading a map
- Asking and answering about where one lives

- A dialogue (understanding specific information)
- A dialogue (understanding specific information)
- Three monologues (identifying prices)

- Pairwork
- Role play
- Class survey
- Game: Find someone who...
- Class discussion
- * /ɪ/, /i:/
- * /g/, /dʒ/

- Sentences about food preferences
- A paragraph about eating habits
- Developing skills: Linking words (and, but, or)

- Expressing preference
- Ordering food
- Taking an order
- Making, accepting, and refusing offers
- Asking and answering about quantity and prices
- Discussing food and eating habits

- Two phone conversations (transferring from verbal to visual information)
- A dialogue (understanding gist and specific information)
- Three monologues (understanding specific information)

- Pairwork
- Role play
- Guessing game
- Game: Spot the differences
- * /n/, /ŋ/
- * Intonation

- Sentences about one's talents and abilities
- An e-mail to a friend
- A paragraph describing what people are doing
- Developing skills: Set phrases for letters and e-mails

- Talking about talents and abilities
- Making a phone call
- Offering help
- Making suggestions and arrangements
- Talking about current activities
- Talking about the weather

- Three short dialogues (identifying situations)
- A quiz show (understanding specific information)
- Four monologues (identifying places / understanding gist)

- Group work
- Pairwork
- * -ed endings: /t/, /d/, /ɪd/
- * /θ/, /ð/

- Sentences about past events
- A paragraph about one's life story
- Developing skills: Linking words (because, so)

- Talking about past events
- Discussing facts
- Talking about famous people
- Giving reasons
- Talking about sports
- Comparing past and present facts
- Expressing opinion

- A dialogue (identifying objects)
- An answering machine message (understanding gist and specific information)
- Three short dialogues (understanding specific information)

- Pairwork
- Group work
- * Strong and weak forms of to
- * Silent letters

- An e-mail about one's holiday plans
- A postcard
- Developing skills: Using tenses

- Talking about a holiday
- Making plans
- Inviting
- Accepting and refusing invitations
- Talking about health problems
- Asking for and giving advice
- Referring to the past and future
- Asking and answering about dates

Hello

1. COMMON WORDS

Match. Then listen and check your answers.
Do you know any other English words?



1



2



3



4



5

computer

burger

stop

basketball

telephone

taxi

supermarket

coffee

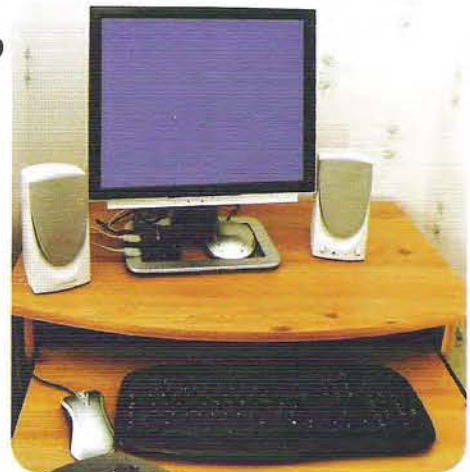
hotel

jeans

10



9



8



7



6



1. COMMON WORDS ▶▶2

Aim: to introduce common English words

Vocabulary

basketball coffee computer burger hotel
jeans stop supermarket taxi telephone

- Introduce yourself to the class. Say: *Hello! I'm...*
- Ask Ss to look at pictures 1-10.
- Ask Ss if they know what any of the words shown in the pictures are called in English.
- Ask Ss if they use the same/similar words in their L1.
- Ask Ss to match the words in the boxes with the pictures 1-10.
- Play the CD and have Ss listen and check their answers.

KEY

1. burger
2. hotel
3. supermarket
4. basketball
5. coffee
6. taxi
7. jeans
8. telephone
9. computer
10. stop

- If necessary, play the CD again and pause so that Ss can repeat what they hear.
- Explain any unknown words if necessary.
- Ask Ss the question in the rubric and elicit answers.

2. WHAT'S YOUR NAME? ▶▶3

Functions

Greeting and introducing oneself

Vocabulary

Hello Hi Nice to meet you (too).
What's your name? I'm... / My name's...

OPTIONAL ACTIVITY

- Write words that Ss have learnt so far on the board and ask Ss to spell them.
- Alternatively, you can write individual letters on the board and ask Ss to identify them.

A. Aim: to present ways of introducing oneself

- Choose a student and introduce yourself. Say: *Hello! I'm ... What's your name?*
- Encourage the student to answer: *Hi! I'm ...*
- Ask Ss to look at the picture.
- Play the CD. Ss listen and follow in their books.
- Ask Ss what the names of the two young men are (*Kevin, Paul*).
- Point out to Ss that we use the phrase *Nice to meet you* when we meet somebody for the first time.
- Play the CD again. Pause after each utterance and have Ss repeat what they hear.

B. Aim: to give Ss practice in introducing themselves

- Divide Ss into pairs.
- Ss take turns to introduce themselves.
- Go round the class helping Ss when necessary.

OPTIONAL ACTIVITY

- Tell Ss to stand up and pretend that they are at a party where they don't know anybody.
- Encourage Ss to go round the class and introduce themselves, shaking hands with the person they are talking to if they wish.

3. ALPHABET ▶▶4

Functions

Identifying the letters of the alphabet
Spelling

Vocabulary

first name How do you spell...? surname

A. Aim: to present the alphabet

- Ask Ss to look at the letters of the English alphabet.
- Differentiate between capital and lower-case letters.
- Ask Ss to pronounce any of the letters they know in English.
- Play the CD. Ss listen and follow in their books.
- Play the CD again. Pause after each letter and ask Ss to repeat what they hear.
- Point out the English vowels (a, e, i, o, u) and explain that the rest are consonants.

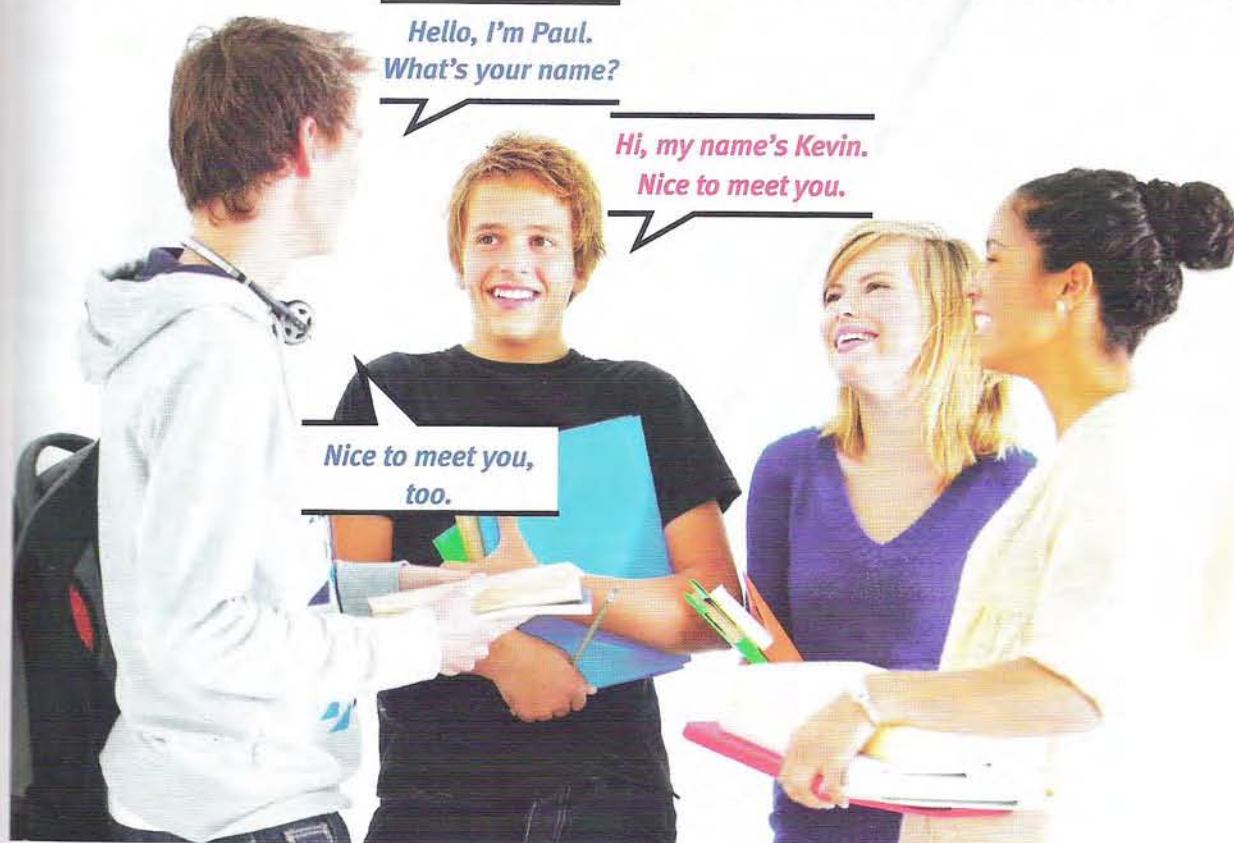
B. Aim: to give Ss practice in spelling their names

- Draw Ss' attention to the speech bubble.
- Choose a student and act out the dialogue.
- Divide Ss into pairs. Ss take turns to spell their names.
- Go round the class helping Ss when necessary.

2. WHAT'S YOUR NAME?

A. Listen and read.

B. Talk in pairs. Introduce yourself to your partner.



3. ALPHABET

A. Listen and repeat.

B. Talk in pairs.



How do you spell your first name?

J-O-H-N

How do you spell your surname?

C-L-A-R-K-S-O-N

Hello

4. THE ENGLISH-SPEAKING WORLD

A. Listen and repeat.

Canada - Canadian

Ireland - Irish

South Africa - South African

Australia - Australian



USA - American

UK - British

New Zealand -
New Zealander

B. Match the cities with the countries.

Montreal

London

Wellington

Johannesburg

Dublin

New York

Sydney

5. CLASSROOM LANGUAGE

Listen and repeat. Who usually says these things? Teachers, students or both?

What does this word mean?

Open your books.

Write a sentence.

I don't understand.

Speak in English.

Can you repeat that?

I don't know.

Listen to the CD.

Can I go out?

Look at the board.

How do you say ...
in English?

Be quiet, please.

Close your books.

That's right.

Read the text.

a teacher

students

NOTE

a book → books

4. THE ENGLISH-SPEAKING WORLD ▶▶5

Vocabulary

Countries-Nationalities

Australia – Australian Canada – Canadian
 Ireland – Irish New Zealand – New Zealander
 South Africa – South African UK – British
 USA – American

A. Aim: to present countries and nationalities

- Ask Ss to tell you if they know where English is spoken around the world.
- Elicit answers.
- Ask Ss to look at the globes.
- Point out to Ss that *Canada, the USA (United States of America), Ireland, the UK (United Kingdom), South Africa, Australia* and *New Zealand* are English-speaking countries while the words next to them are the respective nationalities.
- Play the CD and have Ss repeat what they hear.

LANGUAGE PLUS

We use the definite article *the* before *USA* and *UK* and while we say *I'm Canadian/American/Irish/British/South African/Australian*, we say *I'm a New Zealander*.

B. Aim: to familiarise Ss with cities in the English-speaking world

- Ask Ss to read through the cities in the box.
- Have Ss match the cities with the countries in exercise A.
- Check the answers with the class.

Montreal – Canada
 London – UK
 Wellington – New Zealand
 Johannesburg – South Africa
 Dublin – Ireland
 New York – USA
 Sydney – Australia

- Ask Ss if they can think of any other cities in the English-speaking countries and elicit answers.

5. CLASSROOM LANGUAGE ▶▶6

Functions

Understanding and using classroom language

Structures

Plural nouns (regular –s)
 Imperative (affirmative)

Vocabulary

Be quiet, please book Can I go out?
 Can you repeat that? Close your books
 How do you say ... in English? I don't know
 I don't understand Listen to the CD Look at the board
 Open your books Read the text Speak in English
 student teacher What does this word mean?
 That's right Write a sentence

- Ask Ss to look at the picture and the words *a teacher, students*. Make sure that Ss understand what they mean.
- Ask Ss to read through the phrases written on the board.
- Play the CD and pause so that Ss can repeat what they hear.

- Explain any sentences Ss may have difficulty with.
- Point out to Ss that we use the imperative when we ask somebody to do something.
- Read out and explain the NOTE.
- Draw Ss' attention to the noun *a teacher* and ask them to form the plural (*teachers*).
- Ask Ss the question in the rubric.
- Check the answers with the class.

What does this word mean? – Both

Write a sentence. – Teachers

Speak in English. – Teachers

I don't know. – Students

Listen to the CD. – Teachers

Can I go out? – Students

Look at the board. – Teachers

Be quiet, please. – Teachers

That's right. – Teachers

Open your books. – Teachers

I don't understand. – Students

Can you repeat that? – Both

How do you say ... in English? – Both

Close your books. – Teachers

Read the text. – Teachers

- If necessary, play the CD again and pause so that Ss can repeat what they hear.

WORKBOOK LISTENING ▶▶7

LISTENING TRANSCRIPT

1.

A: How do you spell Adrianne?

B: A-D-R-I-A-N-N-E

2.

A: How do spell your surname?

B: R-O-B-I-N-S-O-N

3.

A: How do you spell your first name?

B: C-A-T-H-E-R-I-N-E

4.

A: How do you spell your first name?

B: A-R-N-A-L-D-O

5.

A: How do you spell Mahoney?

B: M-A-H-O-N-E-Y

1 Nice to meet you

Aims:

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Ask Ss to look at the title of the module.
- Activate Ss' background knowledge by asking them to tell you when we say *Nice to meet you* (when we meet someone for the first time).
- Ask Ss to look at the picture of the young man.
- Ask Ss some questions:

What is the young man doing? He is stretching out his right hand.

Why is he doing that? Because he wants to shake hands with someone he has met (for the first time) / the reader.

- Ask Ss what they do when they meet someone and if they know what people in other countries do.
- Choose a student and pretend that you are meeting for the first time. Introduce yourselves to each other and say *Nice to meet you*.
- Ask Ss the two questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section. Explain any unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

KEY

- ▶ a TV programme about a group of friends: p. 12
- ▶ a blog about finding a job: p. 16
- ▶ two friends greeting in the morning: p. 8
- ▶ a man with a new phone: pp. 14-15
- ▶ flags from different countries: p. 10

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

1

Nice to meet you

Discuss:

- ▶ Do you like meeting new people?
- ▶ What do you usually talk about?

Flick through the module and find...

- ▶ a TV programme about a group of friends
- ▶ a blog about finding a job
- ▶ two friends greeting in the morning
- ▶ a man with a new phone
- ▶ flags from different countries

In this module you will learn...

- ▶ to greet people and say goodbye
- ▶ to introduce yourself and others
- ▶ to ask for and give basic personal information (name, nationality, age, job, telephone number, e-mail, marital status)
- ▶ to complete a form
- ▶ to write about yourself
- ▶ to talk about relationships
- ▶ to use numbers 0-100

1a How are you?

1. VOCABULARY

Listen and repeat.

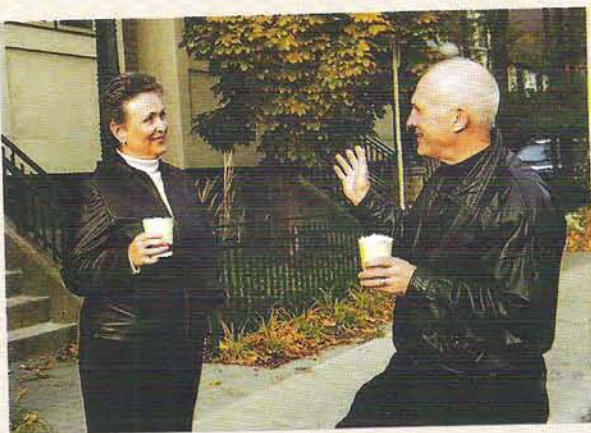
Good morning!

Good afternoon!

Good evening!

2. READ

Listen and read. Which phrases are formal, informal or both?



Jill Good morning, Brian.
 Brian Hi, Jill. How are you?
 Jill Not bad. And you?
 Brian I'm OK, thanks.



Paul Hello Leo!
 Leo Hi Paul! What's up?
 Paul Not much. How's it going?
 Leo Great!



Mrs Day Good afternoon, Mrs Ignes. How are you?
 Mrs Ignes Good afternoon, Mrs Day. I'm fine. And you?
 Mrs Day I'm very well, thank you.

NOTE

- Male: Mr
- Female: Miss, Mrs, Ms

3. SPEAK

Talk in pairs.

Good evening,...

Hello,... How are you?

Not bad. And you?

Functions

Greeting and saying goodbye
Asking about one's health

Vocabulary

Titles

Miss Mr Mrs Ms

Phrases

And you? Bye Good afternoon Good evening
Good morning Good night Goodbye Great!
Have a nice weekend How are you? How's it going?
I'm fine I'm OK I'm very well Not bad Not much
See you See you later See you tomorrow Take care
Thank you Thanks What's up?

WARM-UP

Aim: to introduce the topic of the lesson and one of the main functions presented

- Draw Ss' attention to the title of the lesson.
- Say: *Hello. How are you?*
- Try to elicit an answer but do not insist at this stage.

1. VOCABULARY ►►8

Aim: to present common greetings for different periods of the day

- Ask Ss to look at the expressions in the speech bubbles. Explain to them that we use these expressions when we meet or welcome someone, but not when leaving them.

LANGUAGE PLUS

It is **morning** until 12pm, **afternoon** from 12pm until 6pm and **evening** from about 6pm until midnight.

- Play the CD and tell Ss to listen and repeat each greeting.
- Ask Ss to tell you the equivalent greetings in their L1.

PRE-READING

- Aims:**
- to introduce the topic of the dialogues
 - to help Ss create expectations and make hypotheses

- Draw Ss' attention to the three pictures and ask them some questions:

*Where are the people? They're in the street.
What are they doing? They're greeting each other.
What is their relationship? In the first dialogue, they could be friends or neighbours. In the second dialogue, they are most likely friends. In the third dialogue, they could be an employee and the boss, colleagues or business partners.*

2. READ ►►9

Aim: to present vocabulary and functions in context

First dialogue

- Play the CD and have Ss read and listen to the first dialogue.
- Point out to Ss that we use the question *How are you?* to ask about someone's health and well-being.
- Point out to Ss that the question *And you?* needs to follow the response to the question *How are you?* to show that we also care about the other person's health and well-being.

- Draw Ss' attention to the responses (*Not bad* and *I'm OK, thanks*).
- Choose two Ss to act out the dialogue.

Second dialogue

- Play the CD and have Ss read and listen to the second dialogue.
- Point out the questions *What's up?* and *How's it going?* and explain to Ss that they are used in the same way as the question *How are you?* in the first dialogue.
- Do the same with the responses *Not much* and *Great*.
- Choose two Ss to act out the dialogue.

Third dialogue

- Play the CD and have Ss read and listen to the third dialogue.
- Point out that another way of saying *I'm fine* is *I'm very well*.
- Ask Ss what they think the title *Mrs* means.
- Draw Ss' attention to the NOTE and explain how the titles are used.

LANGUAGE PLUS

- **Mr** /'mɪstə/ is used before a man's surname when you are speaking or referring to him. It is an abbreviation of the word "Mister".
- **Miss** /mɪs/ is used before the surname of a girl or a woman who is not married.
- **Mrs** /'mɪsɪz/ is used before the surname of a married woman.
- **Ms** /mɪz/ is used instead of *Miss/Mrs* when you do not wish to specify if the woman is married or not.

- Choose two Ss to act out the dialogue.
- Ask Ss to look at the three dialogues as well as the pictures and decide if the situations are formal or informal. Have them provide justification.

First dialogue: informal or semi-formal because the people are talking in a friendly way and they are using each other's first names.

Second dialogue: informal because the boys seem to be friends.

Third dialogue: formal because the two women are addressing each other by their surnames preceded by the title *Mrs*.

- Go through each dialogue and discuss whether the phrases used are formal, informal or both.

LANGUAGE PLUS

- *What's up?* and *How's it going?* are used as greetings and are more informal than *How are you?*, which can be used in both informal and formal situations.
- We tend to use **Good morning**, etc. in more formal situations.
- In colloquial speech we can also say **Morning!** instead of *Good morning!*
- In informal situations, we can use **Fine** or **Very well** instead of *I'm fine* or *I'm very well*.
- We usually say **Thanks** in informal situations and **Thank you** in formal situations.

3. SPEAK

Aim: to provide practice in greeting people

- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary. Encourage Ss to use different greetings and responses they have learnt in the dialogues.
- Choose Ss to act out the dialogue in class.

4. VOCABULARY ▶▶10

Aim: to present different ways of saying goodbye

- Ask Ss to look at the picture of the young man and tell you what they think he is saying.
- Introduce *Bye/Goodbye* (used when leaving someone's company) as opposed to *Hi/Hello*.
- Explain to Ss that these are all different ways of saying goodbye.
- Play the CD and tell Ss to listen and repeat.

LANGUAGE PLUS

Good night is used to say goodbye to someone late in the evening or when someone is going to bed. **Good evening** is used to greet someone when we meet them in the evening. In informal situations we sometimes tend to say *Night* and *Evening*.

- Draw Ss' attention to *See you later*. Explain to them that the addition of the word *later* does not necessarily mean that we will actually see the other person later.
- Point out to Ss that we can also use these expressions in written speech, for example to end an informal letter, an e-mail, a note or even in a text message.

5. LISTEN ▶▶11,12

A. Aim: to have Ss distinguish between greeting people and saying goodbye

- Explain to Ss that they will have to choose the most appropriate answer to each of the utterances they will hear.
- Allow Ss some time to read through the pairs of phrases and try to guess what the utterances may be in each case.
- Play the CD twice and check Ss' answers.

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

KEY

LISTENING TRANSCRIPT

1. **Woman:** Good morning.
2. **Man:** Hello. How are you?
3. **Woman:** Good afternoon. What's your name?
4. **Man:** See you later!
5. **Woman:** Good night!
6. **Man:** Hi! How's it going?

B. Aim: to give Ss practice in responding appropriately to different utterances

- Play the CD again and pause after each utterance.
- Have different Ss answer them orally. Try to elicit as many different answers as possible.

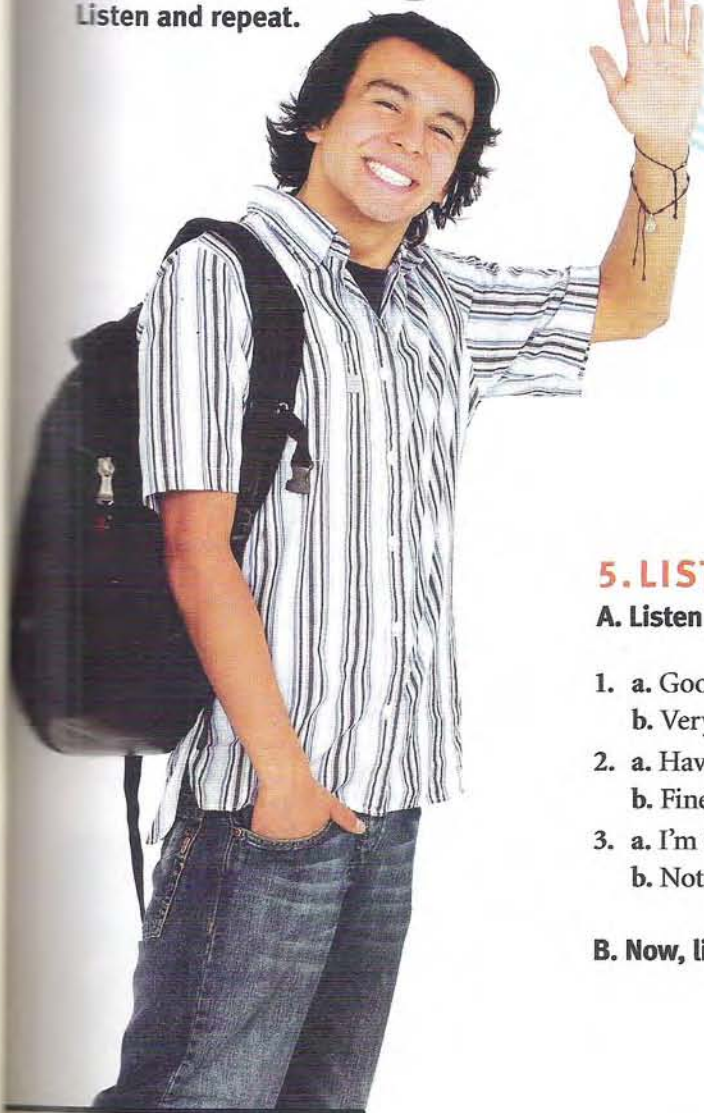
6. SPEAK

Aim: to provide practice in greeting and saying goodbye in different situations

- Draw Ss' attention to the pictures and the speech bubbles.
- Tell Ss to look at each picture and decide whether the situation is a greeting or saying goodbye, formal or informal and act accordingly.
- Choose Ss to act out the dialogues in class.
- Alternatively, tell Ss to imagine they are the people in each picture and greet each other. Then, imagine their conversation is over and say goodbye.

4. VOCABULARY

Listen and repeat.



Bye.

Goodbye.

Good night.

See you.

See you later.

See you tomorrow.

Take care.

Have a nice weekend.

5. LISTEN



A. Listen and choose the correct answer.

- | | |
|----------------------------|-------------------------|
| 1. a. Good morning. | 4. a. Bye! |
| b. Very well, thanks. | b. I'm OK. |
| 2. a. Have a nice weekend. | 5. a. Take care. |
| b. Fine thanks. And you? | b. What's up? |
| 3. a. I'm Steven. | 6. a. See you tomorrow! |
| b. Not bad. | b. Great! |

B. Now, listen again and answer.

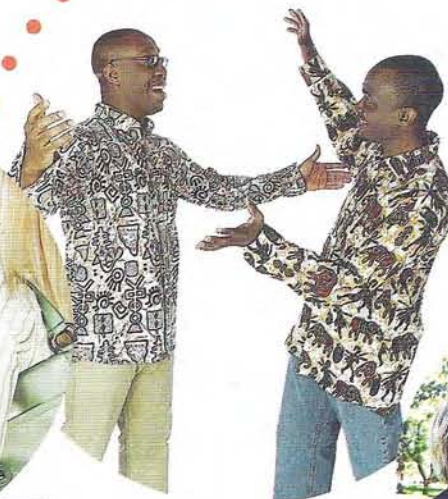
6. SPEAK

Talk in pairs.
Practise greeting
and saying
goodbye in
the following
situations.



Hello...

Hi! How are you?



Bye!

Goodbye!

1b Where are you from?

1. VOCABULARY

Match the countries with the nationalities.
Then listen and check.



Practise the spelling and pronunciation of new words.

TIP

- | | |
|---------------|---------------|
| 1. Poland | a. Turkish |
| 2. Spain | b. Spanish |
| 3. Brazil | c. Chinese |
| 4. Mexico | d. Italian |
| 5. Italy | e. Peruvian |
| 6. China | f. Colombian |
| 7. Peru | g. Polish |
| 8. Turkey | h. Venezuelan |
| 9. Hungary | i. Brazilian |
| 10. Colombia | j. Hungarian |
| 11. Venezuela | k. French |
| 12. France | l. Mexican |

2. READ

A. Listen and read.



- Tom** Hello, Marek. This is my friend Isabel. Isabel, this is Marek.
Isabel Nice to meet you.
Marek Hi, Isabel. That's a nice name. Are you Italian?
Isabel No, I'm not. I'm Spanish. I'm from Madrid, but I live here in London. Where are you from?
Marek I'm from Poland.
Isabel Oh, so you're Polish.

B. Read again and complete with Isabel, Marek or Isabel and Marek.

- "I'm not Italian." _____
- "I'm from Madrid." _____
- "I'm Polish." _____

Functions

Introducing oneself and other people

Asking for and giving personal information (name, nationality)

StructuresThe verb *be* (I, you, we)

Possessive adjectives (my, your, our)

Where....?

Vocabulary**Countries – Nationalities**

Brazil – Brazilian	Mexico – Mexican
China – Chinese	Peru – Peruvian
Colombia – Colombian	Poland – Polish
France – French	Spain – Spanish
Hungary – Hungarian	Turkey – Turkish
Italy – Italian	Venezuela – Venezuelan

Phrases

I live in... I'm from... This is... Where are you from?

Other words

but friend here nice no so yes

WARM-UP**Aim:** to introduce the topic of the lesson and one of the functions presented

- Draw Ss' attention to the title of the lesson and to the flags and ask them what the lesson is about.
- Point to yourself and say: *I'm from (country). I'm (nationality).* Write the sentences on the board.
- Point to a student and ask the question *Where are you from?*
- Explain that this question can be answered both ways, as shown above.

1. VOCABULARY**Aim:** to present a number of countries and nationalities

- Ask Ss if they recognise any of the flags.
- Ask Ss to read through the countries (1-12) and nationalities (a-l) and do the activity.
- Play the CD and check the answers with the class.

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

- Play the CD again and pause so that Ss can repeat what they hear.
- Draw Ss' attention to the TIP and explain it.

OPTIONAL ACTIVITY

Tell Ss to choose a country and imagine that they come from this country. Get them to talk in pairs as in the example below.

SA: *I'm from Spain. I'm Spanish. Where are you from?*

SB: *I'm from France. I'm French.*

2. READ**A. Aims:** • to introduce the topic of the dialogue

- to give Ss practice in identifying the main idea of the dialogue
- to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss what they see in the picture (*Two men and a woman in a restaurant talking. They look happy.*).
- Ask Ss to guess what they may be talking about.
- Play the CD and ask Ss to read and listen, checking their predictions.
- Draw Ss' attention to the phrase *This is...* and ask them to tell you when it is used (*when we want to introduce someone to someone else*).
- Ask Ss some questions:

What's the woman's name? Isabel.

Is Isabel British? No.

Where is Isabel from? She's from Spain.

Where does she live? In London.

Is Marek Italian? No.

Where is Marek from? He's from Poland.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read the dialogue again and do the exercise.
- Check the answers with the class.

- KEY**
1. Isabel and Marek
 2. Isabel
 3. Marek

- Choose Ss to act out the dialogue.
- Explain unknown words.

EXTRA VOCABULARY SECTION IN WORKBOOK**CD 3**

3. SPEAK

Aim: to provide practice in introducing others

- Choose two Ss and act out the dialogue.
- Get Ss to do the activity in groups of three.
- Go round the class, helping Ss when necessary.
- Ss swap roles and introduce and greet each other.

4. GRAMMAR

Aim: to present the verb *be* (I, you, we) and the possessive adjectives *my, your, our*

- Ask Ss to read through the first set of examples and elicit the meaning of the words in bold. Explain to Ss that *I* is a subject personal pronoun followed by the verb *be* in the affirmative and negative form and *My* is a possessive adjective used before nouns, without articles. Both the subject personal pronoun *I* and the possessive adjective *My* are used in the first person singular.
- Do the same with the other set of examples.
- Draw Ss' attention to the formation of the question form of the verb *be* and the short answers.
- Explain to Ss that it is more natural to use the short form when speaking and ask them to fill in the column with the short forms.
- Check the answers with the class. If necessary, write them on the board and practise pronunciation.

You are = You're
We are = We're
are not = aren't

KEY

5. PRACTICE

Aim: to provide practice in using the verb *be* (I, you, we) and the possessive adjectives *my, your, our*

- Ask Ss to read the dialogue and do the activity.
- Check the answers with the class by choosing Ss to act out the dialogue.

Our, Are you, aren't, Where, We're, I'm not

KEY

6. SPEAK

Aim: to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through a guessing game

- Draw Ss' attention to the identity cards and the speech bubbles.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.

7. WRITE

Aim: to give Ss practice in writing sentences about themselves

- Ask Ss to read through the example sentences.
- Allow Ss some time to do the activity.
- Choose Ss to read out their sentences to the class.

3. SPEAK

Talk in groups of three.

Mary, this is John.

John, this is Mary.

Nice to meet you, ...

Hi, ...

4. GRAMMAR

THE VERB be (I, you, we)

POSSESSIVE ADJECTIVES (my, your, our)

Read the examples and write the short forms in the table.

I'm from Colombia. You're Polish.
I'm not from Venezuela. You aren't Hungarian.
My name's Carlos. Your surname's Dudek.

We're from Spain.

We aren't Mexican.

Our surname's Martin.

Are you English?
 Yes, I am. / Yes, we are.
 No, I'm not. / No, we aren't.

Full forms	Short forms
I am	I'm
You are	
We are	
are not	

5. PRACTICE

Circle the correct words.

Ken Good afternoon, I'm Ken and this is Sally.
Woman What's your surname?
Ken Our / Your surname's Jameson.
Woman Are you / You are Scottish?
Ken No, we am not / aren't.
Woman Where / What are you from?
Ken You're / We're American. I'm from New York.
Sally I'm / I'm not from New York. I'm from Boston.

6. SPEAK

GUESSING GAME

Talk in pairs.

Student A: Read the cards below and choose a person.
Don't tell Student B.

Student B: Ask questions and guess who Student A is.



NAME: Diego Alvarez
NATIONALITY: Peruvian



NAME: Anna Varga
NATIONALITY: Hungarian



NAME: Karolina Malik
NATIONALITY: Polish



NAME: Claude Grenier
NATIONALITY: French

Are you Polish?

Yes, I am.

So, you're...

Yes!

Are you Polish?

No, I'm not.

Where are you from?

I'm from...

So, you're...

7. WRITE

Write a few sentences about yourself, as in the example.

I'm Marie Dupont.
I'm from France. / I'm French.
I live in Paris.

1c Who's that?

1. VOCABULARY

Listen and repeat.



classmates



friends



flatmates



neighbours



colleagues

boss

2. READ

A. Listen and read. Who's the star of the TV show?

This is Maria and Craig. They're married.

This is Fay. She isn't married. She's single. Maria is her best friend.

This is Norman. Norman and Barry aren't colleagues. They're flatmates.

This is Barry. He's single, too. Fay and Barry are colleagues.

Their favourite place is a café called...

gettogether

channel 3 Mondays 9:00

B. Read again and answer the questions about the people in the pictures.

1. What's her name?

2. Is she married?

3. Who's her colleague?



4. What's his name?

5. Is he single?

6. Who's his flatmate?



7. What are their names?

8. Are they single?



Functions

Asking for and giving personal information
Identifying relationships

Structures

The verb *be* (he, she, they)
Possessive adjectives (his, her, their)
Who...?

Vocabulary

best friend boss café classmate colleague favourite
flatmate married neighbour place single

WARM-UP

Aim: to introduce the topic of the lesson and one of the structures presented

- Draw Ss' attention to the title of the lesson.
- Choose two Ss and ask one of them: *Who's that?* Then, point to the other student and answer: *Your classmate...*
- Get Ss to guess the meaning of the question word *Who*.
- Ask Ss what they think the lesson is about.

1. VOCABULARY 15

Aim: to present vocabulary related to relationships

- Ask Ss to look at the words and the pictures and try to guess what they mean.

LANGUAGE PLUS

The word **flatmate** can refer to someone with whom you share either a flat or a house.

- Play the CD and pause so that Ss can repeat what they hear.
- Remind Ss that the plural of most nouns is formed by adding *-s* to the word, but when a noun ends in *-ss* the plural is formed by adding *-es* to the word.
- Ask Ss to form the plural number of the nouns *teacher* and *boss* (*teachers – bosses*).

PRE-READING

Aim: to introduce the topic of the text and activate Ss' background knowledge

- Tell Ss to look at the picture and ask them some questions:

*What is this text? It's an advertisement for a TV show.
Where can you find something like this? In a TV guide, newspaper, magazine.
Who are the people in the picture? They are the characters of the TV show.*

- Ask Ss to tell you what they think the TV show is about and how the people in the picture are related to each other but do not correct them at this stage.

2. READ 16

A. Aims: • to help Ss create expectations and make hypotheses about the text

- to present vocabulary, structures and functions in the context of an advertisement for a TV show
- to give Ss practice in identifying the main idea of the text
- Ask Ss to guess who the star of the TV show is (*the young woman in the middle because she is in the foreground*) but do not correct them at this stage.
- Play the CD, ask Ss to follow in their books and check their predictions.
- Draw Ss' attention to the adjectives *married* and *single*. Explain to them that these are adjectives which describe people's marital status and they are opposites. Help them deduce their meaning by referring to the people in the pictures.
- Ask Ss some comprehension questions:
*Who is married? Maria and Craig.
Who is Maria's best friend? Fay.
Are Norman and Barry colleagues? No, they're flatmates.
What's the name of the TV show? Get together.
When is it on? Every Monday at 9:00.*

B. Aim: to give Ss practice in identifying specific information by answering open-ended questions

- Ask Ss to do the activity and check their answers.

1. Her name is Fay.
2. No.
3. Barry.
4. His name is Barry.
5. Yes.
6. Norman.
7. Maria and Craig.
8. No.

- Choose Ss to read the text aloud and explain any unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

BACKGROUND NOTE

Tell Ss that the TV show advertised is a **situation comedy / sitcom** (a funny TV show in which the same characters appear in each programme in a different story).

- Ask Ss if they know of any similar TV shows (e.g. *Friends*).
- Ask Ss what their favourite TV show is.

3. GRAMMAR

Aim: to present the verb *be* (he, she, they) and the possessive adjectives *his, her, their*

- Follow the same procedure as described in Lesson 1b, Activity 4 Grammar.
- Refer Ss to the Grammar Reference (p. 125).

He's, She's, They're, isn't,
aren't, Who's...?, What's...?

KEY

OPTIONAL ACTIVITY

Ask Ss questions practising *Who's...?* and *What's...?* using the adjective *favourite*:

e.g. *Who's your favourite TV character / neighbour / teacher?*

What's your favourite TV channel / café?

4. PRACTICE

Aim: to provide practice in the structures of the lesson

- Ask Ss to read the dialogue and do the activity.
- Check the answers.
- Do the same with the second dialogue.

1. her, his, Is he, isn't, He's
2. are, Are they, they are, their, is

KEY

5. LISTEN 17

Aim: to give Ss practice in listening for specific information and answering multiple choice questions

- Explain to Ss that they are going to listen to three short dialogues and complete a sentence for each one of them.
- Ask Ss to read through the statements 1-3.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time. Ss check their answers.

1. b 2. a 3. b

KEY

LISTENING TRANSCRIPT

1.

Man: Hi, Joanne.

Woman: Hi, Kevin. Hey, who's that? Your flatmate?

Man: No, that's Gordon, my neighbour.

Woman: Is he single?

Man: Yes, he is.

2.

Woman 1: Hello!

Man: Hi, Lisa! This is Ellie. Ellie, this is Lisa.

Woman 2: Nice to meet you.

Woman 1: Nice to meet you, too. So, are you and Mark colleagues?

Woman 2: No, Mark and I are best friends.

Woman 1: Oh, I see.

3.

Woman 1: Hi, Linda. How are you today?

Woman 2: Fine Emma, and you?

Woman 1: I'm OK. Oh, the teacher is here. Be quiet.

3. GRAMMAR

THE VERB be (he, she, they)

POSSESSIVE ADJECTIVES (his, her, their)

Read the examples and write the short forms in the table.

He's Spanish.

She's Mexican.

He isn't Mexican.

She isn't Peruvian.

His name is Juan.

Her name is Dora.

They're married.

They aren't single.

Their surname is Torres.

Is he/she single?  Yes, he/she is.
No, he/she isn't.

Are they classmates?

Yes, they are.

No, they aren't.

Full forms	Short forms
He is	
She is	
They are	
is not	
are not	
Who is...?	
What is...?	

Grammar Reference p.125

4. PRACTICE

Circle the correct words.

- 1.
- Susan There's Beata and her / their boss.
- Carol What's her / his name?
- Susan Antonio Panini.
- Carol He is / Is he Italian?
- Susan No, he isn't / aren't. His / He's Spanish.
- 2.
- David Susan and Tina is / are best friends.
- Gary They are / Are they classmates, too?
- David Yes, they are / are they.
- Gary Who's they're / their favourite teacher?
- David Mrs Garcia.
- Gary Oh, yes, she is / isn't nice.

6. SPEAK

Write the names of people you know on a piece of paper. Then swap papers with your partner. Talk in pairs and try to find out who the people are.

Who's Kevin? Is he your neighbour?
Yes, he is. / No, he isn't. He's my...



5. LISTEN

Listen to three short dialogues and choose a or b.

1. Kevin and Gordon are _____ .
a. flatmates b. neighbours
2. Mark and Ellie are _____ .
a. friends b. colleagues
3. Linda and Emma are _____ .
a. teachers b. classmates

- Look at the example.
- Speak only in English.

TIP

1d What's your number?

1. VOCABULARY

Listen and repeat.



2. SPEAK

Talk in pairs.

What's your phone number?
020 8446 1014

NOTE

for telephone numbers:
O = oh, 44 = double four

3. VOCABULARY

Listen and repeat.

10 ten	11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen	17 seventeen
18 eighteen	19 nineteen	20 twenty	21 twenty-one
30 thirty	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	100 one hundred

4. PRONUNCIATION

A. Listen and repeat. Notice the difference in pronunciation.

sixteen – sixty fourteen – forty

B. Listen and tick the correct number.

- 15 ☐ 50 ☐
- 17 ☐ 70 ☐
- 13 ☐ 30 ☐
- 18 ☐ 80 ☐
- 19 ☐ 90 ☐

5. SPEAK

Talk in pairs.

How old are you?
I'm 27 (years old).

6. READ

A. Listen and read.

- Claire Hi, Simon. Happy Birthday!
Simon Thanks.
Claire How old are you?
Simon 25. Look! Here's my new phone.
Claire A present from Donna?
Simon That's right. Hey, Claire.
What's your number?
Claire 0786 213 2258.
Simon And what's your e-mail?
Claire claire76@gmail.co.uk.
Simon Thanks.

B. Read again and write S for Simon or C for Claire.

- 25 years old ☐
- claire76@gmail.co.uk ☐
- 0786 213 2258 ☐
- new phone ☐

Functions

Identifying numbers 0-100
Asking for and giving personal information
(age, phone number, e-mail)

Structures

Question words (Who?/What?/How?/Where...from?)

Vocabulary**Numbers**

zero – one hundred

Phrases

Happy Birthday Here's... How old are you?

I'm... (years old). What's your e-mail?

What's your phone number?

Other words

new present

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the picture in the vocabulary section and ask them to guess what the lesson is about.
- Ask Ss if they know any numbers in English.

1. VOCABULARY ▶▶18

Aim: to present the numbers 0-9

- Draw Ss' attention to the picture. Ask them what it is (a telephone).
- Play the CD. Ss listen, follow and repeat.

2. SPEAK

Aim: to give Ss practice in asking for and giving their phone number

- Draw Ss' attention to the speech bubble and read it out loud. Explain to Ss that numbers are read out one by one.
- Draw Ss' attention to the NOTE and point out to them that the number 0 in a phone number is read *oh* and when a phone number includes the same number twice successively, it is read *double + the number* (e.g. 44 = *double four*).
- Choose a student and ask him/her: *What's your phone number?* and encourage him/her to answer.
- Get Ss to do the activity in pairs. They can talk about their home numbers or their mobile phone numbers.
- Go round the class, helping them when necessary.

3. VOCABULARY ▶▶19

Aim: to present the numbers 10-100

- Read out the numbers 10-100 slowly and clearly once.
- Play the CD and tell Ss to repeat.
- Write the number 22 on the board and ask Ss what they think the English word for it is.
- Explain to Ss that the numbers 21-29, 31-39, 41-49, 51-59, etc. up to 99 are formed in the same way.
- Point out the difference in spelling: *four-fourteen-forty*.

OPTIONAL ACTIVITY

Invite different Ss to the board and say numbers so that they can write them.

4. PRONUNCIATION ▶▶20,21

A. Aim: to help Ss differentiate between the pronunciation of the endings *-ty* and *-teen*

- Play the CD and ask Ss to repeat the numbers.

- Stress the difference in pronunciation between *sixteen - sixty* and *fourteen - forty*.
- Write a few similar pairs of numbers on the board and ask Ss to read them out.

B. Aim: to help Ss practise the difference in the pronunciation of the endings *-ty* and *-teen*

- Explain the activity to Ss.
- Play the CD and then check Ss' answers.

1. 50 2. 17 3. 13 4. 80 5. 19

LISTENING TRANSCRIPT

1. fifty 2. seventeen 3. thirteen 4. eighty 5. nineteen

5. SPEAK

Aim: to provide practice in asking and answering about age

- Say: *I'm ... years old*. Then choose a student, make a guess about his/her age and ask: *How old are you? Are you + a number?* and write the questions on the board.
- Encourage him/her to answer.
- Point out to Ss that it is not necessary to say *years old* when answering the question *How old are you?*
- Get Ss to do the activity in pairs. Go round the class, helping them when necessary.

PRE-READING

Aim: to help Ss create expectations and make hypotheses about the dialogue

- Ask Ss what they see in the picture (*Two young people looking at a mobile phone*).
- Ask Ss to guess what they may be talking about but don't correct them at this stage.

6. READ ▶▶22

A. Aim: to present vocabulary, structures and functions in context

- Play the CD and have Ss follow in their books.
- Ask Ss if they know what *Happy Birthday* means. Elicit answers and get Ss to tell you the equivalent wish in their L1.
- Ask Ss some questions:

Who is 25 years old, Claire or Simon? Simon.
What's Claire's phone number? 0786 213 2258.
Has Claire got an e-mail? Yes, she has.

BACKGROUND NOTE

E-mail (electronic mail) is the system for using computers to send messages and data to other people over the Internet.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity and check their answers.

1. S 2. C 3. C 4. S

- Explain new vocabulary.
- Choose two Ss to act out the dialogue in class.

7. SPEAK

Aim: to give Ss practice in asking for and giving their e-mail

- Draw Ss' attention to the speech bubble and to the NOTE.
- Explain to Ss how e-mail addresses are written and how they are said. Point out to them that it is more formal to say *e-mail address*, while in everyday speech we just say *e-mail*.
- Get Ss to do the activity in pairs. Go round the class, helping them when necessary.

8. GRAMMAR

Aim: to help Ss revise Question Words

- Write all the question words (*Who? / What? / How? / Where?*) that Ss know on the board and ask them to form as many questions as they can.
- Get Ss to do the activity in their books and check answers.
- Refer Ss to the Grammar Reference (p. 125).

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

KEY

9. LISTEN

Aim: to give Ss practice in identifying names, phone numbers and e-mails

- Explain to Ss that they are going to listen to a dialogue and they should circle the correct personal data of the man in the picture.
- Ask Ss to read through the man's personal data. Alternatively, you can ask a student to read the data out loud.
- Play the CD twice.
- Check the answers with the class.
- If necessary, play the CD again to clarify any questions Ss may have.

- Don Jones, 020 8762 9940, djones44@gmail.co.uk

KEY

LISTENING TRANSCRIPT

Woman: Hello. What's your name?

Man: Don Jones.

Woman: OK, Dan.

Man: No, my name's Don. D-O-N

Woman: Sorry. What's your phone number?

Man: 020 8762 9940

Woman: Great. And what's your e-mail?

Man: It's djones44@gmail.co.uk.

Woman: Thanks a lot.

7. SPEAK

Talk in pairs.

What's your e-mail?

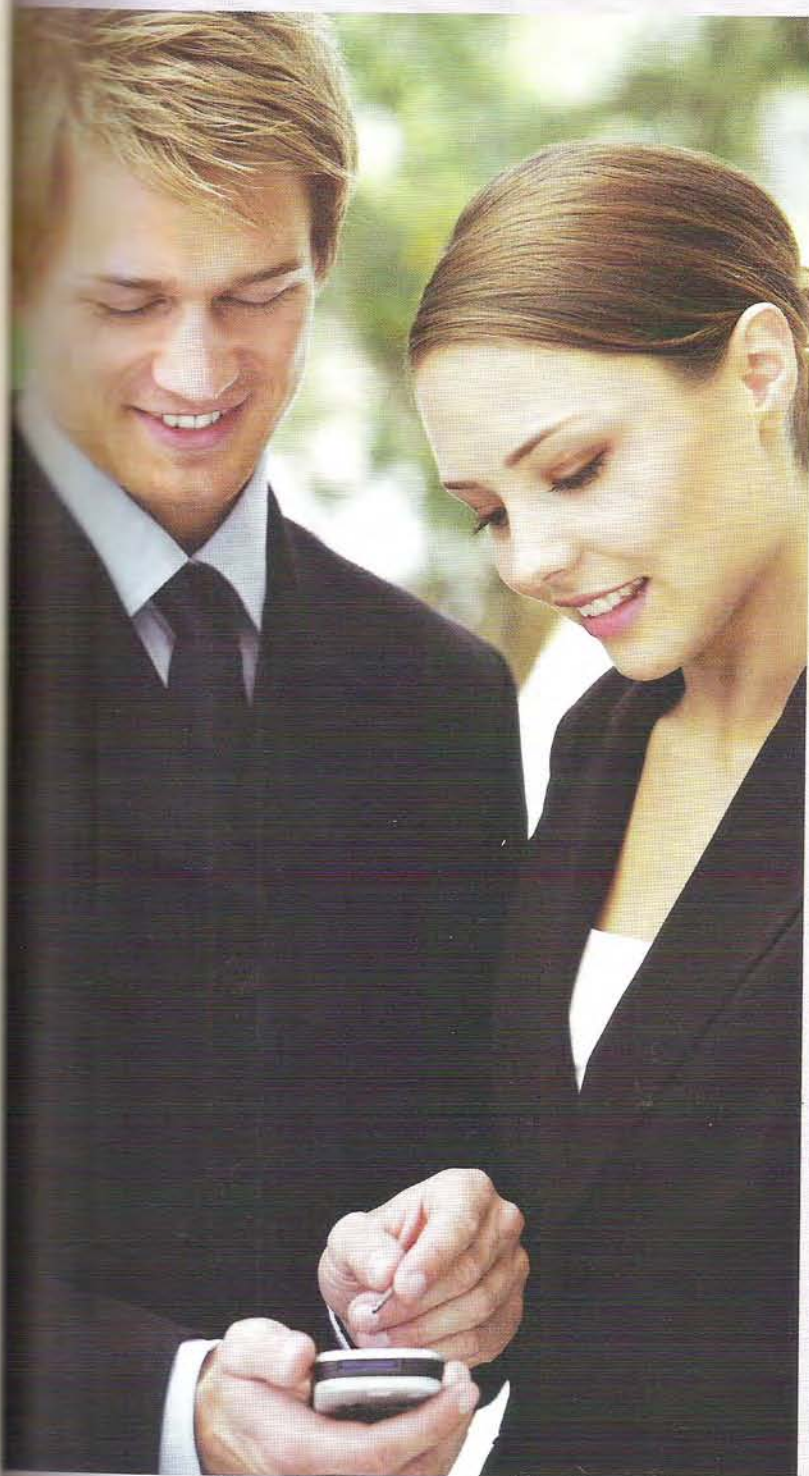
davidpeters762@yahoo.com

NOTE

luketdavidson34@hotmail.com

for e-mail addresses we say:

Luke Davidson 34 'at' hotmail 'dot' com



8. GRAMMAR

QUESTION WORDS (Who?/What?/
How?/Where...from?)

Match the questions with the
answers.

1. Who are you? ☐
2. What's your phone number? ☐
3. What's your e-mail? ☐
4. How are you? ☐
5. How old are you? ☐
6. Where are you from? ☐

- a. I'm 41.
- b. I'm OK.
- c. katy15@gmail.com
- d. I'm Roberta.
- e. Hungary.
- f. 020 8994 5563

Grammar Reference p.125

9. LISTEN

Listen and circle the correct answer.



NAME:

Dan Jones

Don Jones

PHONE NUMBER:

020 8762 9940

020 8762 9140

E-MAIL:

djones44@gmail.com

djones44@gmail.co.uk

1e What do you do?

1. VOCABULARY

A. Listen and repeat.



actor / actress



electrician



nurse



firefighter



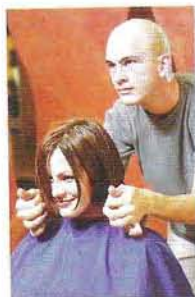
dentist



police officer



reporter



hairdresser



architect



doctor



shop assistant



mechanic



chef

B. Read the note and make sentences.

NOTE a dentist
an electrician

She's a dentist.

2. READ

A. Listen and read the blog. Do the people know each other?

JOB BLOG

Hi! I'm Tim and I'm 24. I'm from London and I'm unemployed. 😞
 Posted by Tim Chaffer at 11:12.

.....

RE: Hello Tim. My name's Jenny. I'm 27 and I'm a mechanic. Go to getajob.co.uk. It's great!
 Posted by Jenny Collins at 11:32.

.....

RE: Hi Tim! I'm Keith and I live in Manchester. I'm an electrician. Jenny's right, getajob.co.uk is a great website.
 Posted by Keith Ball at 11:56.

B. Read again and write T for True or F for False.

1. Tim is English. ☐

2. Tim is a mechanic. ☐

3. Jenny is 27. ☐

4. Keith is an electrician. ☐

Functions

Asking and answering about one's job
Completing a form

Structures

The indefinite article *a/an*

Vocabulary**Jobs**

actor/actress architect chef dentist doctor
electrician firefighter hairdresser mechanic
nurse police officer reporter shop assistant

Other words and phrases

age unemployed What do you do?

WARM-UP

Aim: to introduce the topic of the lesson and one of the main functions presented

- Draw Ss' attention to the title and the pictures of the vocabulary section.
- Help Ss deduce the meaning of the question *What do you do?*
- Point out to Ss that we use the question *What do you do?* to ask about someone's job.

1. VOCABULARY ▶▶24

A. Aim: to present jobs

- Ask Ss to look at the pictures and the words and guess what they mean.
- Play the CD and have Ss follow in their books.
Play the CD again and have Ss repeat.

B. Aim: to present and give Ss practice in using *a/an*

- Draw Ss' attention to the NOTE and say *a dentist* and *an electrician*.
- Write the phrases on the board and underline the letter *d* in *dentist* and the letter *e* in *electrician*.
- Explain to Ss that both *a* and *an* are articles and ask them why they think the article is different in each case (*an* is used before vowel sounds, *a* before consonant sounds). Refer Ss to the Grammar Reference (p. 125).
- Draw Ss' attention to the speech bubble.
- Have Ss do the activity.

OPTIONAL ACTIVITY

Ask Ss to make similar sentences about themselves and people they know. Give them an example if necessary.
(e.g. *My neighbour is a doctor.*)

EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ▶▶47

PRE-READING

Aim: to activate Ss' background knowledge

- Ask Ss some warm-up questions:

Do you use a computer?

Do you surf the Net?

What's your favourite website?

2. READ ▶▶25

A. Aims: • to introduce the topic of the blog

- to help Ss create expectations and make hypotheses about the blog
- to present vocabulary, structures and functions in the context of a blog

- Draw Ss' attention to the text. Ask them to tell you what it is (*a blog*).

BACKGROUND NOTE

A **blog** is an electronic diary (a regular record of your thoughts, opinions and experiences) that you put on the Internet for others to read and add their comments and material. Before the added comment, the letters RE (reply) appear. Blogs have become very popular and influential.

- Play the CD and have Ss follow in their books.
- Ask Ss the question in the rubric.
- Elicit the answer: *No, they don't.*
- Ask Ss some questions:

Whose blog is this? It's Tim's.

How old is Tim? He's 24.

Where is he from? He's from London.

What does he do? He's unemployed.

Why is there a smiley at the end of Tim's sentence?

To show his feelings. He is unhappy.

What is Tim's problem? He's unemployed.

Why have Jenny and Keith replied to Tim's message?

To give him advice on how he can find a job.

What advice do they give Tim? They tell him to visit the website getajob.co.uk.

What does Jenny do? She's a mechanic.

Where does Keith live? In Manchester.

- Ask Ss if they insert smileys in their e-mails and text messages.

OPTIONAL ACTIVITY

Ask Ss to come up with advice to give Tim and write it in their notebooks as if they were typing it on a computer.

B. Aim: to give Ss practice in identifying specific information in the blog through a T/F activity

- Ask Ss to read through the blog again and do the activity.
- Check the answers with the class.

1. T 2. F 3. T 4. T

KEY

- Explain any unknown words and choose Ss to read the blog aloud.

POST-READING

Aims: • to give Ss the opportunity to share their ideas and experiences

- to initiate a discussion on the popularity of blogs nowadays

- Ask Ss:

Have you heard of any blogs?

Have you ever visited a blog? If so, have you added any comments to it?

Why are blogs so popular nowadays?

3. SPEAK

A. Aim: to provide practice in asking and answering about jobs

- Refer Ss to the jobs in the vocabulary activity.
- Demonstrate the dialogue with a student.
- Get Ss to do the activity in groups. Go round the class, helping them when necessary.
- Choose some groups to act out the dialogue.

B. Aim: to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through a guessing game

- Ask Ss to look at the pictures and tell you what they are (*business cards*).
- Demonstrate the game with a student.
- Get Ss to play the game in pairs. Go round the class, helping them when necessary.

4. WRITE

Aim: to present Ss with the use of capital letters

- Ask Ss when capital letters are used and write examples on the board.
- Draw Ss' attention to the box.

A. Aim: to provide practice in using capital letters

- Get Ss to do the activity and check answers.

1. Is Mr Martino your boss?
2. I'm from Canada but I live in Italy.
3. Are you British?
4. This is Ms Lipton.
5. My name is Tanya White.
6. How are you, Ben?

KEY

OPTIONAL ACTIVITY

Ask Ss to write sentences without capital letters and give to their partner to correct.

B. Aim: to provide practice in completing a form

- Ask Ss to read through the form and provide any clarification Ss may need.
- Explain any unknown words.

BACKGROUND NOTE

- A **jobcentre** is a government office where people can see advertisements for jobs and also get advice in finding a job.
- A **middle name** is the name some people have between their first name and their surname (e.g. Brian David Grimes).
- A **daytime phone number** is a phone number you can be reached at during daytime (e.g. your place of work) and an **evening phone number** is a phone number you can be reached at in the evening (e.g. your home).

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to complete the form.
- You are usually required to complete a form in block capitals so you can tell Ss to do so.
- Alternatively, you can divide Ss into pairs and get them to swap books.
- Ss take turns to ask and answer the questions and fill in their partner's data pretending that they are working for the jobcentre.
- Go round the class, helping Ss when necessary.

WORKBOOK LISTENING 26

LISTENING TRANSCRIPT

- A: Hello. What's your name?
 B: Allan Gibson.
 A: How do you spell your first name?
 B: A-L-L-A-N
 A: And your surname?
 B: G-I-B-S-O-N
 A: OK. Now, how old are you?
 B: I'm twenty-four years old.
 A: Twenty-four. And are you married?
 B: Yes, I am.

3. SPEAK

A. Talk in groups of four about what you do.

What do you do?

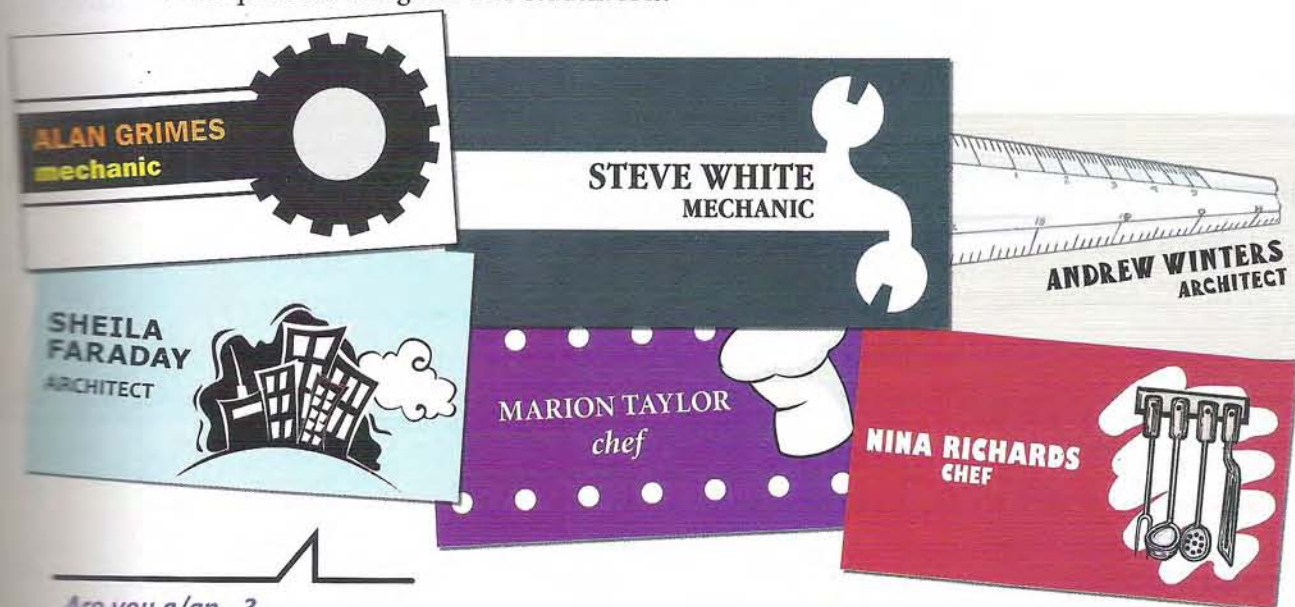
I'm a/an ... Are you a/an ...?

B. GUESSING GAME

Talk in pairs.

Student A: Choose a person from the cards below, but don't tell Student B.

Student B: Ask questions and guess who Student A is.



Are you a/an...?

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

Are you...?

4. WRITE

Capital letters

Use capital letters:

- with names/surnames
- with Mr/Mrs/Miss/Ms
- with cities/countries/nationalities

A. Add capitals where necessary.

1. Is mr martino your boss?
2. I'm from canada but I live in italy.
3. Are you british?
4. This is ms lipton.
5. My name is tanya white.
6. How are you, ben?

B. Complete the form on the right.

When completing a form,
make sure you understand
what information you are
asked to give.

TIP

JOBCENTRE FORM

TITLE: Mr ☐ Mrs ☐ Miss ☐ Ms ☐

FIRST NAME: _____

MIDDLE NAME: _____

SURNAME: _____

AGE: _____

NATIONALITY: _____

MARITAL STATUS: _____

JOB: _____

DAYTIME PHONE NUMBER: _____

EVENING PHONE NUMBER: _____

MOBILE PHONE NUMBER: _____

E-MAIL: _____

I confirm that, to the best of my knowledge, the information given on this
form is correct. (Print and sign)

1 Round-up

VOCABULARY

A. Cross out the odd word. Then add one more.

- Canada – Ireland – Mexican – Spain – _____
- French – Italy – Polish – Australian – _____
- friend – flatmate – neighbour – single – _____
- classmate – electrician – chef – actress – _____
- twenty – one – thirteen – age – _____

GRAMMAR

B. Complete with *a* or *an*.

- Chris is _____ teacher.
- Here's _____ present for your birthday.
- Amanda's _____ doctor and her flatmate is _____ nurse.
- Is Darren _____ architect?
- I'm not _____ police officer. I'm _____ actor.

C. Choose *a*, *b* or *c*.

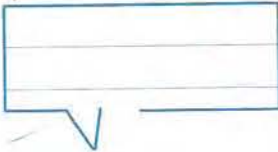
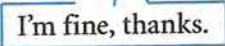
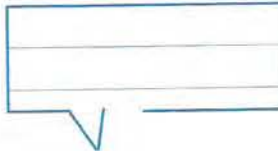
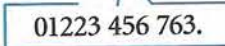
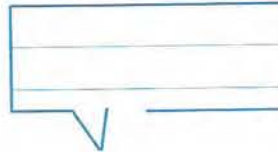
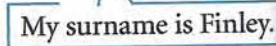
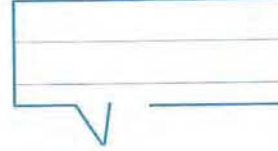
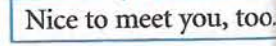
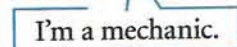
- I'm from the USA. _____ name's Jack.
a. His b. My c. Your
- Sophie is a hairdresser. _____ e-mail is
sophie@gleeson.net
a. She b. His c. Her
- A: Are Mark and Jane married?
B: Yes, they are.
A: What's _____ surname?
a. your b. their c. our
- A: Who's Lee Jones?
B: _____ our boss.
a. He's b. His c. I'm

D. Circle the correct words.

- Who's / What's your phone number?
- We isn't / aren't British. We is / are Irish.
- A: How am / are you?
B: You're / I'm fine.
- Donna and Betty is / are students, but we / they aren't classmates.
- A: Are you / Is he your boss?
B: No, he aren't / isn't. He is / are my colleague.

COMMUNICATION

E. Complete the situations.

-  _____  I'm fine, thanks.
-  _____  01223 456 763.
-  _____  My surname is Finley.
-  _____  Nice to meet you, too.
-  _____  I'm a mechanic.

F. Match the questions with the answers.

- | | |
|----------------------------------|----------------------|
| 1. What's your e-mail? | a. Not much. |
| 2. Where are you from? | b. Turkey. |
| 3. Who's your favourite teacher? | c. No, she's single. |
| 4. Is she married? | d. jenny58@gmail.com |
| 5. What's up? | e. Mr Howard. |

G. Reply to the questions/phrases below.

- Good morning! _____
- How's it going? _____
- How old are you? _____
- Where are you from? _____
- Goodbye! _____

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

VOCABULARY

A.

1. *cross out:* Mexican
2. *cross out:* Italy
3. *cross out:* single
4. *cross out:* classmate
5. *cross out:* age

- add:* Poland, etc.
- add:* Spanish, etc.
- add:* boss, etc.
- add:* doctor, etc.
- add:* two, etc.

KEY

G.

Suggested answers

1. Good morning!
2. Not bad.
3. I'm 25 (years old).
4. I'm from Spain.
5. Goodbye!

KEY

GRAMMAR

B.

1. a
2. a
3. a, a
4. an
5. a, an

KEY

C.

1. b
2. c
3. b
4. a

KEY

D.

1. What's
2. aren't, are
3. are, I'm
4. are, they
5. Is he, isn't, is

KEY

COMMUNICATION

E.

1. How are you?
2. What's your phone number?
3. What's your surname?
4. Nice to meet you.
5. What do you do?

KEY

F.

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

KEY

1 Round-up

SPEAK

- Ask Ss what they can see in the picture (*a man and a woman with a child talking to a nurse in a hospital*).
- Divide Ss into groups of three and allocate roles.
- Draw Ss' attention to the speech bubble.
- Choose two Ss and demonstrate the dialogue.
- Get Ss to do the activity. Go round the class, helping them when necessary.
- Ss can swap roles and repeat the activity.

WRITE

- Tell Ss to write sentences giving information about themselves.

SELF ASSESSMENT

Aims:

- to give Ss the opportunity to check their progress
- to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

ROLE PLAY

Student A and B: Look at the picture, pretend you are the man or the woman and come up with personal information (name, age, nationality, job, phone number).

Student C: Look at the picture and pretend you are the nurse. Ask Students A and B questions.



Gary Hibbard.

And your name?

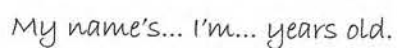
Delia Hibbard.

OK. And how old are you, Mr Hibbard?

[illegible]

WRITE

Write sentences about yourself.



SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- › say where I'm from and where I live
- › introduce myself and others
- › ask and answer personal questions
- › greet people and say goodbye
- › talk about my marital status
- › say how old I am
- › say my telephone number and e-mail
- › say what I do
- › write some basic information about myself
- › complete a form
- › ask about one's health
- › use numbers 0-100
- › talk about relationships

A. What's the difference between the UK, Great Britain and England? Listen, read and find out.



THE BRITISH ISLES: TERMINOLOGY



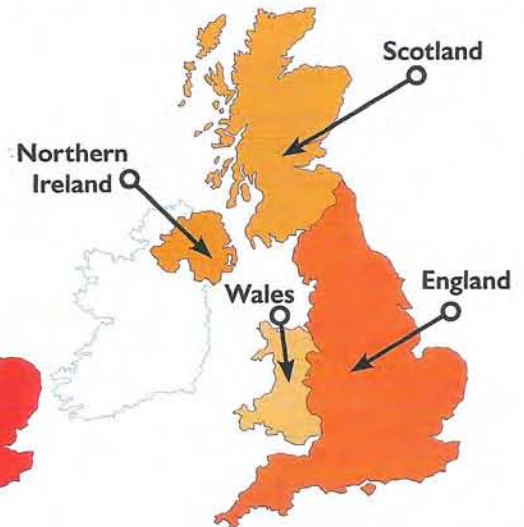
GEOGRAPHICAL

The British Isles is basically two islands. They are called Great Britain and Ireland.



POLITICAL

In the British Isles, there are two nations: the United Kingdom and The Republic of Ireland.



THE UK

In the United Kingdom (UK) there are four countries: England, Scotland, Wales and Northern Ireland.

A person from the UK (England, Scotland, Wales and Northern Ireland) is called British. But they are also English, Scottish, Welsh and Irish and often prefer these nationalities.



THE UNION JACK

The national flag of the United Kingdom is called the Union Flag or Union Jack. It is actually three flags put together.



St Andrew's Cross
(Scotland)



St George's Cross
(England)



St Patrick's Cross
(Ireland)



Union Jack

SONG

"Nice to meet you"

Go to page 124.

B. Read again and write T for True or F for False.

- Great Britain is an island of the British Isles. ☐
- There are four countries in the British Isles. ☐
- England is a country of the UK. ☐
- A person from Wales is British and Welsh. ☐
- The Union Jack is England's national flag. ☐

27

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

WARM-UP

- Draw Ss' attention to the word Geography and explain it to them.
- Ask Ss if they like/liked the subject and if they are/were good at it.

A.

- Tell Ss to look at the pictures and ask them what they think the text is about.
- Ask Ss the question in the rubric. Elicit answers, but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions.

Name the British Isles. Great Britain, Ireland.

How many nations are there in the British Isles? Two.

What does 'UK' stand for? The United Kingdom.

How many countries are there in the UK? Four.

Is a person from England, English or British? Both.

What colour is the UK national flag? Red, blue and white.

- Explain any unknown words.

BACKGROUND NOTE

- **The British Isles** can be a controversial term. People from the Republic of Ireland don't like to be called 'British' and prefer to say 'these isles'. There are other terms such as 'Great Britain and Ireland' or the 'British-Irish Isles'. But the British Isles is still the most commonly used to describe the islands geographically and to many British readers the term is a value-free geographic one.
- There can be some confusion with the term **Ireland** as it is used for the geographical island and for the country, the Republic of Ireland.
- There have been calls for **Wales** to be included in the Union Jack using the cross of St David or the red dragon of Wales, but nothing has been added.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. T
2. F (There are four countries in the UK.)
3. T
4. T
5. F (The Union Jack is the UK national flag.)

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

SONG 28

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

KEY

name
going
actor
Goodbye
later
nice

2 All about me

Aims:

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture and guess what the module will be about.
- Ask Ss the three questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section. Explain any unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

-
- KEY**
- ▶ a famous pop star's clothes: pp. 28-29
 - ▶ a text about a film: p. 30
 - ▶ a woman describing her family to a friend: pp. 26-27
 - ▶ a mix-up with some office stationery: p. 22
 - ▶ two friends off on a trip to Spain: p. 24

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

All about me

Discuss:

- ▶ What do you carry around in your bag?
- ▶ Have you got any pictures of your family in your bag?
- ▶ Who do you look like in your family?

Flick through the module and find...

- ▶ a famous pop star's clothes
- ▶ a text about a film
- ▶ a woman describing her family to a friend
- ▶ a mix-up with some office stationery
- ▶ two friends off on a trip to Spain -

In this module you will learn...

- ▶ to describe objects
- ▶ to talk about your possessions
- ▶ to talk about clothes you like
- ▶ to talk about your family
- ▶ to describe people
- ▶ to express opinion
- ▶ to write about your family members
- ▶ to write a description of a person

2a What colour is it?

1. VOCABULARY

Listen and repeat.

What's this?



a pink folder



a black and white pen



a purple notebook



a red and blue umbrella



an orange and yellow pencil case



a green pencil



a brown bag

2. READ

A. Listen and read.



Gareth Oof!

Susan Oops! I'm so sorry. Are you OK?

Gareth Yes, I'm fine. And you?

Susan I'm OK. Is this your blue folder?

Gareth No, it isn't. That's my blue folder over there.

Susan OK and here's your yellow folder. Now, where's my pen?

Gareth What colour is it?

Susan It's blue and yellow.

Gareth Here it is.

Susan Thanks.

B. Match the people with the things.

Gareth



Susan



Functions

Identifying objects and colours
Talking about personal items

Structures

this/that
The verb *be* (it)

Vocabulary**Colours**

black blue brown green orange pink
purple red white yellow

Phrases

I'm so sorry Now... Over there What colour...?

Other words

bag folder notebook pen pencil pencil case
umbrella

WARM-UP

Aim: to introduce the topic of the lesson and the main function presented

- Ask Ss if they know any colours in English and write them on the board.
- Draw Ss' attention to the title of the lesson.
- Point to an object whose colour Ss already know in English.
- Ask and answer the question: *What colour is it? It's + the colour.*

1. VOCABULARY

Aim: to present colours and objects

- Point to your book and ask Ss: *What's this?*
- Elicit the answer: *It's a book.*
- Ask Ss: *What colour is it?* and elicit answers.
- Ask Ss to look at the words and identify the colours and the objects.
- Play the CD and pause so that Ss can repeat what they hear.
- Divide Ss into pairs. Ss take turns to ask and answer the question *What's this?* while pointing to different objects presented in the activity.

OPTIONAL ACTIVITY

For further practice, divide Ss into pairs and have them take turns to ask and answer the question *What's this?* while pointing to different objects on their desks and in the classroom.

PRE-READING

Aim: to help Ss create expectations and make hypotheses about the dialogue by using visual information

- Ask Ss to look at the two pictures.
- Ask Ss some questions:

Where are these people?

What is happening in the first picture?

Do they know each other?

What are they talking about in the second picture?

2. READ

A. Aims: • to present vocabulary, structures and functions in the context of a dialogue
• to give Ss practice in identifying the main idea of the dialogue

- Play the CD and ask Ss to read and listen at the same time and check their predictions from the pre-reading.

B. Aim: to give Ss practice in identifying specific information in the dialogue through a matching activity

- Ask Ss to read the dialogue again and do the activity.
- Check answers.

Gareth: blue folder, yellow folder
Susan: blue and yellow pen, blue folder

KEY

- Explain unknown words and choose Ss to act out the dialogue.

3. GRAMMAR

Aim: to present the verb *be* (it) and *this/that*

- Ask Ss to look at the pictures and read through the examples.
- Point to your book and say: *This is my book.*
- Point to a student's book and say: *That is his/her book.*
- Repeat the sentences again stressing the physical distance in each case.
- Say: *My book is here. His/Her book is there.*
- Point out that *here* and *there* show how close or far an object is.
- Ask Ss to guess what the difference between *This* and *That* is (*This* is for objects that are near us, *That* is for objects that are far from us). Tell Ss to refer to the Grammar Reference (p. 125).
- Pick up your book and say: *It's orange. It isn't green.*
- Then ask Ss: *Is it green? Is it orange?*
- Elicit the answers *No, it isn't* and *Yes, it is.*
- Ask Ss to read through the examples in the book.
- Refer Ss to the Grammar Reference (p. 125).
- Have Ss complete the table and check answers.

It's
isn't
That's

KEY

4. PRACTICE

Aim: to provide practice in using the structures of the lesson

- Ask Ss to read through the first dialogue and complete it.
- Check answers.
- Do the same with the rest of the dialogues.

1. it isn't, is
2. that, it is
3. Is this/that, it isn't, is
4. Is, It's, it
5. is, It's, Is, it is

KEY

5. LISTEN 31

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the pictures and ask them to describe the items.
- Explain to Ss that they will have to choose the item which belongs to the person mentioned in each dialogue.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

1. a 2. b 3. b

KEY

LISTENING TRANSCRIPT

1. Sally What's this?
Jerry It's my new umbrella.
Sally It's a nice colour. Blue is my favourite colour.
Jerry It isn't blue! It's green.
Sally Oh, yes, sorry.
2. Bella Where's my notebook?
Paul Is that your notebook over there?
Bella What colour is it?
Paul Red and white.
Bella No, my notebook is red and black.
3. Ruth Get my bag, Neil!
Neil Sure. Is your bag yellow?
Ruth No, it isn't. It's purple. My folder's yellow.
Neil OK. Here's your bag.
Ruth Thanks.

6. SPEAK

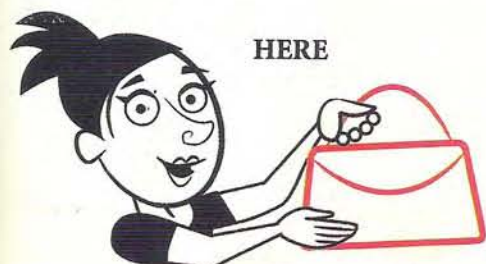
Aim: to provide practice in the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Choose two Ss and act out the dialogue.
- Get Ss to do the activity in pairs.
- Go round the class, helping Ss when necessary.

3. GRAMMAR

THE VERB be (it) - this, that

Read the examples and write the short forms in the table.



This is my bag. It's red.



That isn't my bag. It isn't red.

What colour is your pen? Is it orange?
 Yes, it is.
 No, it isn't.

Is **this/that** your pencil?
 Yes, it is.
 No, it isn't.

Full forms	Short forms
It is	
is not	
That is	

Grammar Reference p.125

4. PRACTICE

Complete the dialogues.

- Lee Hey, that's my notebook.
Jenny No, _____. Your notebook _____ green. This is blue.
- Andrew Sam, is _____ your umbrella over there?
Sam Yes, _____.
- Shannon _____ your pencil, Gina?
Gina No, _____. My pencil _____ over there.

- John _____ your bag black or brown?
Lauren _____ black.
John Here _____ is.

- Karen What colour _____ your pencil case?
Cecil _____ pink.
Karen _____ this your pencil case?
Cecil Yes, _____.

5. LISTEN

Listen and choose the correct picture *a* or *b*.



1. Jerry

a

b



2. Bella

a

b



3. Ruth

a

b

6. SPEAK

Talk in pairs about the things you usually have in class.

Is your folder brown?

No, it isn't.

What colour is it?

It's pink and purple.

2b In my backpack

1. VOCABULARY

Listen and repeat.

backpack

dictionary

tissues

camera

ticket

passport

torch

map

sunglasses

mobile phone

toothbrush

TIP

Write the translation of new words in your notebook.

2. READ

A. Listen and read.

- Brad Are you ready for our trip to Barcelona?
- Andy Of course, I'm so excited!
- Brad Hey, nice backpack!
- Andy Actually, it isn't my backpack.
- Brad Whose is it?
- Andy It's my flatmate's. Now, train tickets, passports, map. I think everything is here.
- Brad Here take these, too.
- Andy What are these?
- Brad They're dictionaries. A Spanish-English dictionary and a Catalan-English dictionary.
- Andy Good idea.

B. Read again and tick the correct things.

- 
☐ a ☐ b
- 
☐ a ☐ b
- 
☐ a ☐ b

Functions

Expressing possession
Identifying objects related to travelling
Expressing opinion

Structures

Plurals (regular)
these/those
Possessive case
Whose?

Vocabulary**Phrases**

Good idea I think... I'm so excited Of course

Other words

actually backpack camera dictionary everything
map mobile phone passport ready sunglasses
take ticket tissues toothbrush torch train (n) trip

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the picture which follows. In this way, Ss deduce the meaning of the word *backpack*.
- Ask Ss to translate the word in their L1.
- Have Ss look at the pictures and ask them what they think the lesson will be about.

BACKGROUND NOTE

Backpacking is a way of travelling or camping while carrying all your clothes and the things you need in a backpack. It is a cheap way of travelling/going on holiday and it is mainly preferred by young people.

1. VOCABULARY ▶▶32

Aim: to introduce vocabulary related to travelling

- Ask Ss to look at the words and the pictures and guess what each word means.
- Play the CD and have Ss follow in their books.
- Play the CD again and have Ss repeat the words they hear.
- Read out and explain the TIP.
- Ask Ss some questions:

Do you use a backpack when you travel?

What things do you usually take with you when you travel?

Why?

2. READ ▶▶33

A. Aims: • to give Ss practice in identifying the main idea of the dialogue
• to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the pictures next to the dialogue and guess what it will be about.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss some questions:

Where are Brad and Andy going? They're going to Barcelona.

How does Andy feel about the trip? He's excited.

Does Andy live alone? No, he doesn't. He's got a flatmate.

Is this Andy's backpack? No, it isn't. It's his flatmate's.

Does Brad like Andy's backpack? Yes, he does.

- Draw Ss' attention to the phrase *I think* and explain to them that we use it to express opinion.

BACKGROUND NOTE

- The official language of Spain is 'Castilian' but in the English language it is most commonly known as 'Spanish'.
- Barcelona is the capital of the region of Catalonia, in the north east of Spain. 'Catalan' is an official language of Catalonia.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Draw Ss' attention to the pictures and ask them to identify the objects.
- Ask Ss to read the dialogue again and do the activity.
- Check the answers with the class.

1. b 2. a 3. a

KEY

- Choose Ss to act out the dialogue.
- Explain unknown words.

3. GRAMMAR

A. Aim: to present plurals and *these/those*

- Have Ss read through the table and ask them to tell you what they notice about the formation of plural nouns.
- Refer Ss to the Grammar Reference (p. 125).
- Ask Ss to read through the dialogue again and find the plural forms (*train tickets, passports, dictionaries*).
- Ask Ss to read through the examples containing *these* and *those*.
- Ask Ss the question in the rubric (*these* and *those* are equivalent plural forms of *this* and *that*).
- Ask Ss to differentiate between *these/those*.
- Refer Ss to the Grammar Reference (p. 125).
- Demonstrate the difference in the usage of *these/those* with objects in the classroom.
- Ask Ss to provide their own examples.

B. Aim: to present the Possessive Case and *Whose*

- Ask Ss to read through the dialogue and answer the question (*they are orange*).
- Draw Ss' attention to the question word *Whose*.
- Ask Ss to read through the dialogue again and find another example of the question word *Whose* (*Whose is it?*).
- Ask Ss when we use the question word *Whose* and elicit the answer: *to ask who something belongs to*.
- Write: *Jane's sunglasses* on the board. Underline the apostrophe *s* and elicit the meaning. Give further examples if necessary, e.g. pick up a pen and say: *This is ...'s pen*, etc.
- Ask Ss to find examples of the Possessive Case in the dialogue (*It's my flatmate's*). Point out that *the genitive apostrophe is used after names and nouns to show possession*.
- Refer again to the example from the dialogue and point out to Ss that when they see an *'s* in sentences, they should be able to distinguish between the short form of *is* (*It's*) and the Possessive Case (*flatmate's*).
- Give further examples if necessary, e.g. pick up a book and say: *Whose book is this? It's ...'s (book)*, etc. Point out that it is not always necessary to have a noun after the Possessive Case (*Whose are these blue sunglasses? Betty's*).
- Make sure that Ss understand the difference between the uses of the question words *Who* (*nominative case, to ask about a person's identity*) and *Whose* (*possessive case, to ask who something belongs to*). Practise the differences by asking Ss questions.
- Refer Ss to the Grammar Reference (p.125).

4. PRACTICE

A. Aim: to provide practice in using the structures of the lesson

- Have Ss do the activity and check the answers with the class.

1. Those are our dictionaries.
2. These are backpacks.
3. Those are Tina's cameras.
4. Our friends are actresses.

B. Aim: to give Ss practice in using the structures of the lesson

- Have Ss do the activity and check the answers with the class.

1. Whose, Anne's
2. friend's
3. flatmate's
4. Who's, neighbour

5. PRONUNCIATION 34,35

A. Aim: to have Ss differentiate between /s/, /z/ and /ɪz/ sounds of plural noun endings

- Play the CD and tell Ss to listen for the difference in pronunciation between *maps, cameras* and *torches*.
- Elicit the answer: *maps* ends in a /s/ sound, *cameras* ends in a /z/ sound, while *torches* ends in an /ɪz/ sound.
- Explain to Ss that the final -s is pronounced /s/ when a noun ends in a /f/, /k/, /t/, /p/ or /θ/ sound. It is pronounced /z/ when a noun ends in a /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/ sound. It is pronounced /ɪz/ when a noun ends in any other sound except the ones mentioned.

B. Aim: to give Ss practice in differentiating between /s/, /z/ and /ɪz/ sounds of plural noun endings

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

KEY
 /s/: students, tickets, backpacks
 /z/: pencils, phones, pens
 /ɪz/: toothbrushes, actresses

6. SPEAK

Aim: to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through pairwork

- Draw Ss' attention to the items shown and ask them to tell you which of them could belong to a woman, which to a man and which to both a man and a woman.
- Get Ss to do the activity in pairs.
- Go round the class, helping Ss when necessary.

OPTIONAL ACTIVITY

- Divide the class into two groups.
- Take one object from each member of the first group and put it in a bag.
- Have each member from the second group come to the front, choose one of the objects from the bag and ask questions (e.g. *Is this Mary's?*) in order to find out who it belongs to.
- Collect objects from the members of the second group and have the members of the first group ask questions.
- Ss win a point for their team each time they guess correctly.

WORKBOOK LISTENING 36

LISTENING TRANSCRIPT

- A: Are you ready for our trip, Tom?
 B: Of course I am. But, where's my camera?
 A: It's over there... Here you go.
 B: Thanks!
 A: Where are your tickets and your passport?
 B: They're over here.
 A: Take your mobile phone, too.
 B: Oh, that's right.
 A: Now, I think that's everything.
 B: Yes, it is.

3. GRAMMAR

A. PLURALS - THESE / THOSE

Look at the table. What do you notice about the formation of plural nouns?

Plural nouns
map → maps
toothbrush → toothbrushes
country → countries

Read the examples. When do we use *these* and *those*?

This is my camera. → **These** are my cameras.
That is a map. → **Those** are maps.

B. POSSESSIVE CASE – WHOSE?

Read the dialogue. What colour are Jane's sunglasses?

Mary **Whose** are these blue sunglasses? Are they your sunglasses, Jane?

Jane No, they aren't. They're Betty's. My sunglasses are orange.

Grammar Reference p.125

4. PRACTICE

A. Write the sentences in the plural.

1. That is my dictionary. _____
2. This is a backpack. _____
3. That's Tina's camera. _____
4. My friend is an actress. _____

B. Circle the correct words.

1. Whose / Who's toothbrush is this? Is it Anne's / Anne?
2. My best friends / friend's name is James.
3. These aren't my notebooks. They're my flatmate / flatmate's.
4. Whose / Who's Mr Jones? Is he our new neighbour / neighbour's?

5. PRONUNCIATION

A. Listen and repeat. What's the difference between *a*, *b* and *c*?

- a. maps b. cameras c. torches

B. Listen and tick the sound you hear.

	maps /s/	cameras /z/	torches /ɪz/
pencils			
students			
phones			
toothbrushes			
tickets			
backpacks			
pens			
actresses			

6. SPEAK

Talk in pairs. Whose are the things below? Discuss as in the example.



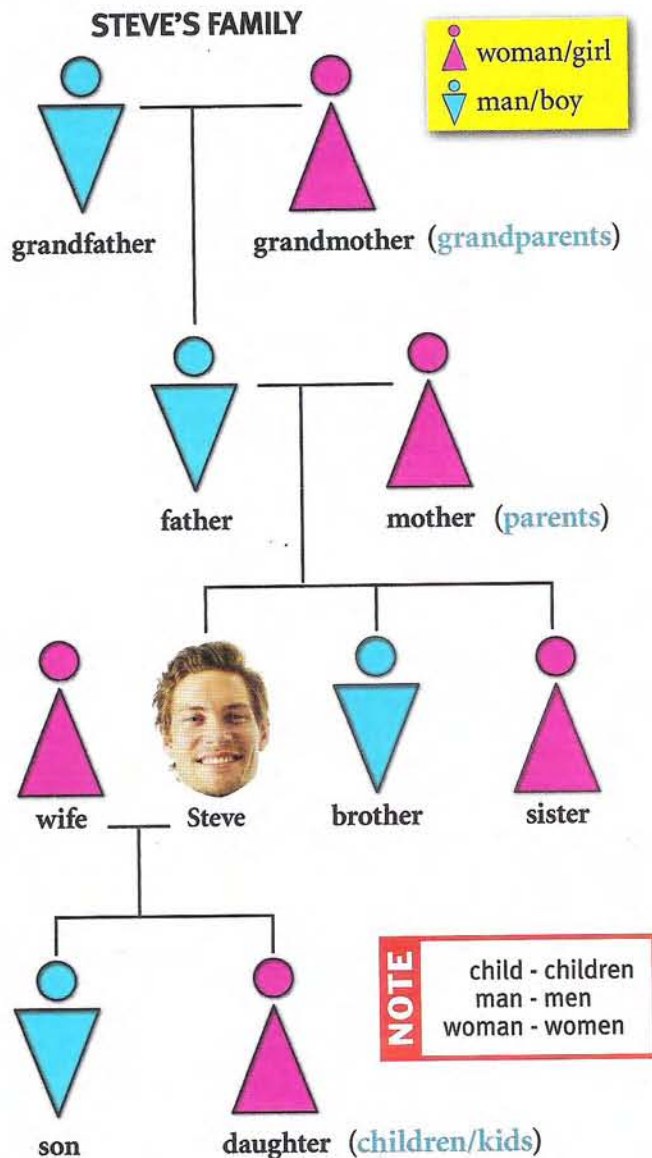
Whose is this mobile phone?
I think it's Greg's.
Whose are these ...?
I think they're ...



2c Family ties

1. VOCABULARY

Listen and repeat.



2. SPEAK

Present different people you know.

My mother's/wife's name is Tanya. She's an architect.

3. READ

A. Look at the pictures. What do you think the people are talking about? Listen, read and find out.



Tom Hi, Jess. This is my friend, Linda.
 Jess Hello, Linda.
 Linda Nice to meet you.
 Jess You look familiar. Have you got a sister?
 Linda Yes, I have. Her name's Sandy. She's an actress.



Mrs Lee This is my daughter and her husband.
 Mr Park What's your daughter's name again?
 Mrs Lee Sun.
 Mr Park Has she got any children?
 Mrs Lee Yes, she's got a baby boy, Chin.
 Mr Park So, you're a grandmother!

Functions

Talking about one's family members

StructuresThe verb *have got*
Plurals (irregular)**Vocabulary****Family**baby brother daughter father grandfather
grandmother grandparents husband mother
parents sister son wife**Phrases**I'm an only child Really? What about you?
You look familiar**Other words**again boy child – children girl kid man – men
or woman – women**WARM-UP****Aim:** to activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson and explain what it means.
- Ask Ss if they know any family words in English.
- Ask Ss about their families. Ask questions in Ss' L1 if necessary. You can ask:

*What's your father's/mother's name?**What does your father/mother do?**How old is your father/mother?**Have you got any brothers/sisters? How many? What are their names?, etc.***1. VOCABULARY****Aim:** to present vocabulary related to family

- Draw Ss' attention to the family tree. Make sure that Ss understand what a *family tree* is (a diagram showing the relationships between the different members of a family).
- Ask Ss whose family this is (Steve's). Point out Steve's position in the family tree.
- Help Ss understand the relationships between the different members of Steve's family by drawing their attention to the box and explaining the symbols which represent the two genders.
- Explain the following: *grandfather* and *grandmother* together are known as *grandparents*, *father* and *mother* together are known as *parents*, *son* and *daughter* together are known as *children/kids*.

LANGUAGE PLUS

- There are formal and more informal ways of addressing members of the family. For example, *mum/mummy*, *dad/daddy*, *grandma/nan*, *granddad/grandpa* are the informal equivalents for *mother*, *father*, *grandmother* and *grandfather* respectively.
- When you want to refer to your brother or sister who is older than you, you can say: *my big/older/elder brother/sister*, but when your brother or sister is younger than you, you can say: *my younger/little brother/sister* or *my baby brother/sister* if he/she is a baby.

- Draw Ss' attention to the NOTE which shows how some irregular nouns form the plural. Read them out and practise the difference in pronunciation.
- Play the CD and tell Ss to listen and repeat the words.

- Ask Ss some questions:

*Has Steve got any brothers or sisters? How many?**Is Steve married?**Has he got any children?, etc.***2. SPEAK****Aim:** to give Ss practice in talking about their family members

- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Alternatively, do it as a whole class activity.

3. READ**A. Aims:** • to present vocabulary, structures and functions in context

- to give Ss practice in identifying the main idea

First dialogue

- Ask Ss to look at the picture and tell you what they can see (*two women and a man talking in the street*).
- Ask Ss to guess what the people may be talking about.
- Play the CD and ask Ss to read and listen at the same time and check their predictions.
- Ask Ss some questions:

*Who is Linda? She's Tom's friend.**Are Linda and Jess friends? No, they aren't. They meet for the first time.**Is Sandy Jess's sister? No, she isn't. She's Linda's sister.*

- Choose Ss to act out the dialogue.
- Explain unknown words.

Second dialogue

- Ask Ss to look at the picture and tell you what they can see (*a man and a woman sitting in front of a laptop looking at a picture of a younger man and woman*).
- Ask Ss to guess what the people may be talking about.
- Play the CD and ask Ss to read and listen at the same time and check their predictions.
- Draw Ss' attention to the phrase *This is...* and point out to Ss that although it is in the singular, it is used to introduce two people.
- Ask Ss some questions:

*Who are the people on the screen? They are Mrs Lee's daughter and her husband.**Is Mrs Lee Chin's mother or grandmother? She's his grandmother.*

- Choose Ss to act out the dialogue.
- Explain unknown words.

Third dialogue

- Ask Ss to look at the picture and tell you what they can see (*two young women drinking coffee and talking*).
- Ask Ss to guess what the women may be talking about.
- Play the CD and ask Ss to read and listen at the same time and check their predictions.
- Ask Ss some questions:

How many brothers has Olivia got? She has got two brothers.

How many sisters has she got? She has got two sisters.

- Choose Ss to act out the dialogue.
- Explain unknown words.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read the dialogues again and do the exercise.
- Check the answers with the class.

- 
1. sister
 2. actress
 3. daughter
 4. son
 5. Paula

POST-READING**Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves**

- Ask Ss some questions:

Have you got any brothers or sisters?

Are you an only child?

Are you married?

Have you got any children?

4. GRAMMAR**Aim: to present the verb *have got***

- Get Ss to read through the table and explain that this is the verb *have got* in the affirmative, negative and question form followed by short answers.
- Say and write on the board: *I've got a mobile phone.*
- Ask a student: *Have you got a mobile phone?* and elicit an answer: *Yes, I have / No, I haven't.*
- Say and write on the board: *He/She has got a mobile phone.* or *He/She hasn't got a mobile phone.*
- Choose two Ss and ask them: *Have you got mobile phones?* and elicit an answer: *Yes, we have / No, we haven't.*
- Say and write on the board: *They have got mobile phones.* or *They haven't got mobile phones.*
- Elicit when we use *have got* and *has got* from the examples (*have got* is used with *I, you, we* and *they* while *has got* is used with *he, she* and *it*). Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to complete the blanks in the table.
- Check the answers with the class.
- Read out and explain the NOTE.
- Explain to Ss that the short forms are usually used when we speak.



Affirmative: got
Questions: Have
Short answers: has, haven't

5. PRACTICE**Aim: to provide practice in using the verb *have got***

- Ask Ss to read through the first dialogue and complete the blanks.
- Check the answers with the class.
- Do the same with the rest of the dialogues.

- 
1. Have ... got, haven't
 2. has got, hasn't got
 3. hasn't got, has got
 4. haven't got
 5. haven't got, Has ... got, has

6. SPEAK**Aim: to provide practice in using the structures, functions and vocabulary presented in this lesson through group work****A.**

- Draw Ss' attention to the TIP.
- Get Ss to do the activity in groups of five.
- Go round the class helping Ss when necessary.

B.

- Choose a student from each group to report the results to the class.

7. WRITE**Aim: to give Ss practice in writing sentences about their family**

- Tell Ss that they can write sentences about one of their friends if they are an only child.
- Allow Ss some time to write their sentences.
- Get Ss to read out their sentences to the class.



Paula Have you got any brothers or sisters?
Olivia Yes, I've got two brothers and two sisters.
Paula Really? That's nice.
Olivia What about you?
Paula I'm an only child.

B. Read again and complete the sentences.

- Sandy is Linda's _____.
- Sandy is an _____.
- Sun is Mrs Lee's _____.
- Chin is Sun's _____.
- _____ is an only child.

4. GRAMMAR

THE VERB *have got*

Read and complete.

Affirmative

I've got
 He's/She's/It's
 We/You/They've got

Negative

I haven't got
 He/She/It hasn't got
 We/You/They haven't got

Questions

Have I got?
 Has he/she/it got?
 we/you/they got?

Short Answers

Yes, I have.	No, I haven't.
Yes, he/she/it .	No, he/she/it hasn't.
Yes, we/you/they have.	No, we/you/they .

NOTE

've got = have got
 's got = has got
 haven't got = have not got
 hasn't got = has not got

Grammar Reference p.126

5. PRACTICE

Complete with the correct form of the verb *have got*.

- A: _____ you _____ kids?
 B: No, I _____.
- My husband _____ two brothers, but he _____ a sister.
- A: Is that Simone's son?
 B: No! Simone _____ a son. She _____ a daughter.
- I _____ a brother or a sister. I'm an only child.
- A: Oh, no! We _____ a camera for our trip.
 B: _____ your flatmate _____ a camera?
 A: Yes, he _____. Good idea!

6. SPEAK

A. Talk in groups of five. Ask and answer questions using the verb *have got* and the words in the box.

brother sister son daughter

Have you got a brother?

Yes, I have. / No, I haven't.

Don't forget to look at the examples and to use the prompts given.

TIP

B. Report the results to the class.

Three people in my group have got

7. WRITE

Write sentences about some members of your family.



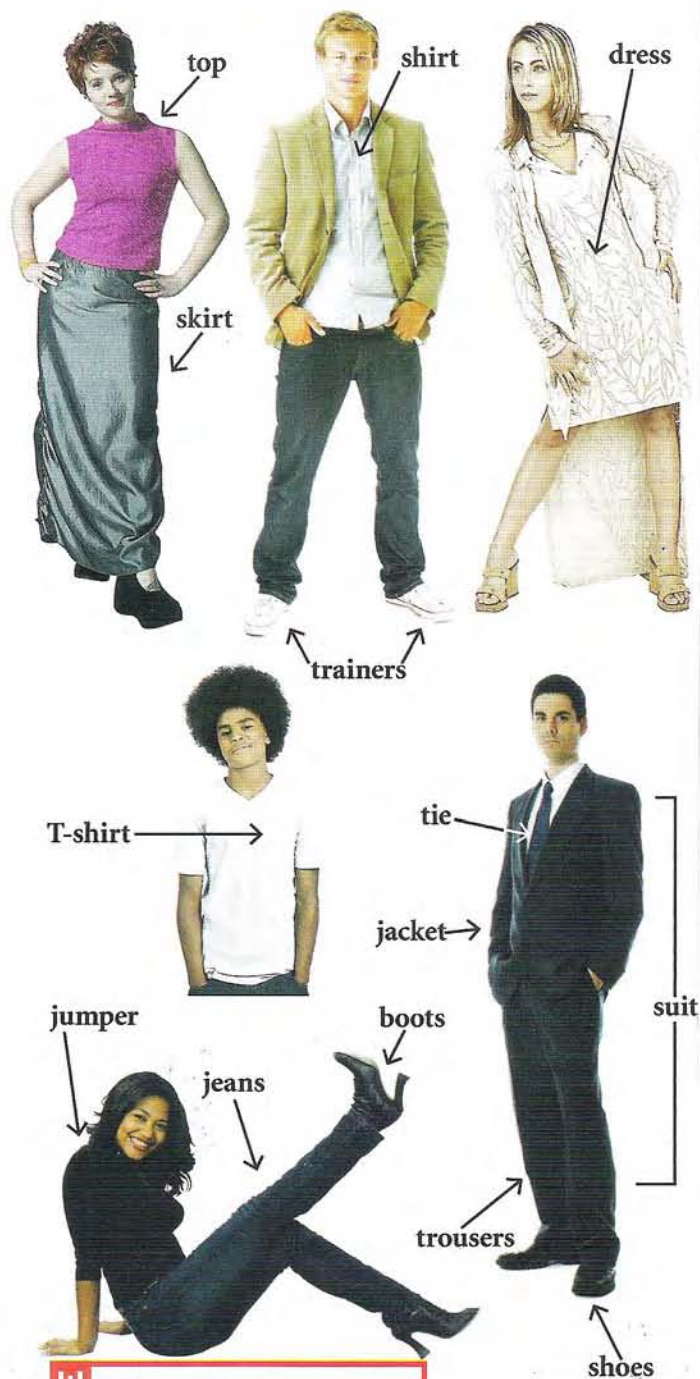
I've got a brother. His name is ... He's a/an ...

2d My favourite clothes

1. VOCABULARY



A. Listen and repeat.



NOTE

The words **trousers** and **jeans** are plural nouns.

B. Match the opposites. Then listen and check your answers.

big

new

nice

cheap

expensive

small

horrible

old

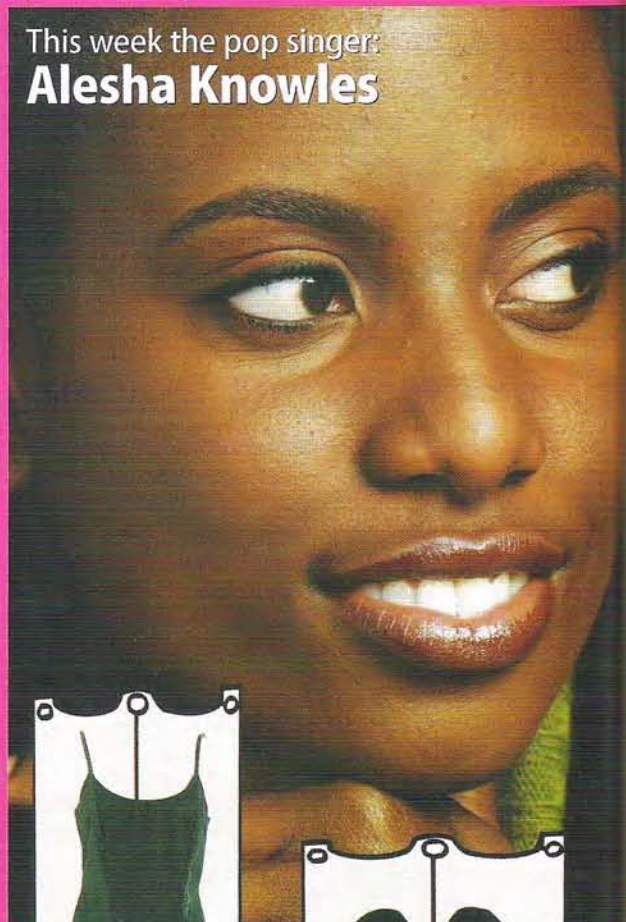
2. READ



A. Listen and read. Where would you find a text like this? What is it about?

What's in your

This week the pop singer:
Alesha Knowles



This is my favourite dress. It isn't very trendy, but I like it.



These are my new trainers. I think they're very trendy.

Functions

Talking about clothes

Expressing opinion

Structures

Adjectives

Vocabulary**Clothes**boots dress jacket jumper shirt shoes skirt suit
T-shirt tie top trainers trousers**Other words and phrases**a lot of big cheap expensive horrible leather old
small trendy wardrobe**WARM-UP****Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Have Ss elicit the meaning of the word *clothes* by drawing their attention to the pictures of the first activity.
- Ask Ss to tell you what the lesson will be about.

1. VOCABULARY ▶▶ 39,40**A. Aim:** to introduce vocabulary related to clothing

- Ask Ss to look at the pictures and the words.
- Play the CD and have Ss follow in their books.
- Play the CD again and have Ss repeat the words they hear.

LANGUAGE PLUS

- The word **top** refers to any item of light clothing (sweatshirt, jumper, T-shirt, vest, spaghetti strap) worn by women on the upper part of the body.
- A **shirt** is a piece of clothing usually for men. Women can wear shirts or blouses.
- **Jackets** can be formal (worn as the upper parts of suits) or casual (worn as short coats).

- Draw Ss' attention to the NOTE and explain to them that the words *clothes*, *jeans* and *trousers* do not have a singular form.
- Ask Ss some questions:

*What are your favourite clothes?**What kind of clothes do you wear at school/work?**What kind of clothes do you wear at a party?**What kind of clothes do you wear at a wedding?***EXTRA VOCABULARY SECTION IN WORKBOOK****CD 3** ▶▶ 48**B. Aim:** to introduce adjectives and their opposites

- Get Ss to do the activity.
- Play the CD and have Ss listen and check their answers.
- Explain unknown words.
- Play the CD again and have Ss repeat the adjectives they hear.

big ≠ small
new ≠ old
nice ≠ horrible
cheap ≠ expensive

KEY**OPTIONAL ACTIVITY**

- Ask a student to come to the board.
- Ask him/her to choose one of his/her classmates but not to reveal it.
- Explain to Ss that they should try to guess the student their classmate has thought of by asking him/her questions about the student's clothes.
e.g. *Is her T-shirt red?*
Are his trousers black?

PRE-READING**Aim:** to activate Ss' background knowledge

- Ask Ss to look at the title of the text. Explain the word *wardrobe*.
- Ask Ss: *What's in your wardrobe?* and elicit answers.

2. READ ▶▶ 41**A. Aims:** • to present vocabulary, structures and functions in the context of a magazine article

- to give Ss practice in identifying the main idea of the text

- Draw Ss' attention to the layout of the text and tell them to read the first question in the rubric.
- Ask Ss to tell you what they think the text is (*an article*) and where it may be found (*in a magazine*).
- Ask Ss the second question in the rubric but don't correct them at this point (*it's about a pop singer's wardrobe / the clothes Alesha Knowles has got in her wardrobe*).
- Play the CD and have Ss follow in their books and check their predictions.
- Ask Ss some questions:

*What does Alesha Knowles do? She's a pop singer.**What colour is her favourite dress? It's black.**Are her trainers trendy? Yes, they are.**Are leather jackets cheap? No, they aren't.**Are all of Alesha's clothes new and trendy? No, they aren't.*

B. Aim: to give Ss practice in identifying specific information in the text through a T/F activity

- Have Ss do the activity.
- Check the answers with the class.

1. F 2. T 3. F 4. F

- Explain any unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

- Ask Ss some questions:

Have you got any clothes that you like but are not trendy any more?

Have you got a lot of clothes?

Are you trendy?

How often do you go shopping?

Do you spend a lot of money on clothes?

3. GRAMMAR

Aim: to present adjectives

- Ask Ss to read through the examples.
- Ask Ss to tell you what they notice about the position of the adjective *nice* in each of the examples (*in the examples on the left, the adjectives go after the verb be while in the examples on the right, the adjectives come before the nouns*).
- Ask Ss to look at the examples again and tell you what they notice about the adjectives in the sentences in plural (*the adjectives remain the same as in the sentences in singular*).
- Refer Ss to the Grammar Reference (p. 126).
- Get Ss to underline all the adjectives in the previous activity and tell you how they are used and whether they have a singular or a plural reference.

4. PRACTICE

Aim: to provide practice in using adjectives

- Get Ss to do the activity and check the answers with the class.

1. new suit
2. trainers are trendy
3. cheap jeans
4. top is horrible
5. old boots

- Ask Ss to make their own sentences using the adjectives they've learnt.

5. PRONUNCIATION 42,43

A. Aim: to have Ss differentiate between /s/, /ʃ/ and /tʃ/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *shoes*, *skirt* and *cheap*.
- Elicit the answer: *shoes* has a /ʃ/ sound, *skirt* has a /s/ sound, while *cheap* has a /tʃ/ sound.

B. Aim: to give Ss practice in differentiating between /s/, /ʃ/ and /tʃ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

/ʃ/: shirt, electrician, tissues
/s/: officer, passport, suit
/tʃ/: teacher, French, children

6. LISTEN 44

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-3.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time. Ss check their answers.
- Check the answers with the class.

1. b 2. a 3. b

LISTENING TRANSCRIPT

1.

Mary: Look at those trainers.

Lucy: Where?

Mary: Over there. They're so nice!

Lucy: Mary, you've got three pairs of trainers at home.

Mary: But they're old and they aren't trendy. Also, I haven't got blue trainers.

Lucy: But, you've got purple trainers.

Mary: So what?

2.

Tina: That dress is very nice.

Grace: No, it isn't.

Tina: Come on, Grace. It's very trendy.

Grace: Well, it's also very expensive.

Tina: Yeah, it isn't cheap.

3.

Ted: Luke, that blue tie is horrible. It isn't trendy at all!

Luke: What? It's my favourite tie.

Ted: So? It's old! Get a new tie.

Luke: Your trousers are new but they're not trendy.

7. SPEAK

Aim: to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through pairwork

- Ask Ss to go to page 119.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.

3. GRAMMAR

ADJECTIVES

The words in **bold** are adjectives. What do you notice about their form and position?

That T-shirt is **nice**. That's a **nice** T-shirt.

Those shoes are **trendy**. Those are **trendy** shoes.

Grammar Reference p.126

wardrobe?

This is my new leather jacket. Leather jackets are great, but they're expensive. I've got another three in my wardrobe.



I've got a lot of shirts but they are all old. My favourite shirt is green.

B. Read again and write T for True or F for False.

1. Alesha's favourite dress is trendy. ☐
2. Alesha's got new trainers. ☐
3. Alesha's got only one leather jacket. ☐
4. Alesha's green shirt is new. ☐

4. PRACTICE

Complete the second sentence so that it means the same as the first sentence.

1. a. Tom's suit is new.
b. Tom's got a _____.
2. a. You've got trendy trainers.
b. Your _____.
3. a. These jeans are cheap.
b. They are _____.
4. a. That's a horrible top.
b. That _____.
5. a. My boots are old.
b. I've got _____.

5. PRONUNCIATION



A. Listen and repeat. What's the difference between **a**, **b** and **c**?

- a. shoes b. skirt c. cheap

B. Listen and tick the sound you hear.

	shoes /f/	skirt /s/	cheap /tʃ/
shirt			
teacher			
electrician			
French			
officer			
passport			
children			
suit			
tissues			

6. LISTEN



Listen to three dialogues and choose **a** or **b**.

1. Mary's got _____ trainers.
a. blue b. purple
2. The dress in the shop is _____.
a. expensive b. cheap
3. Luke's tie is _____.
a. new b. old

7. SPEAK

PAIRWORK

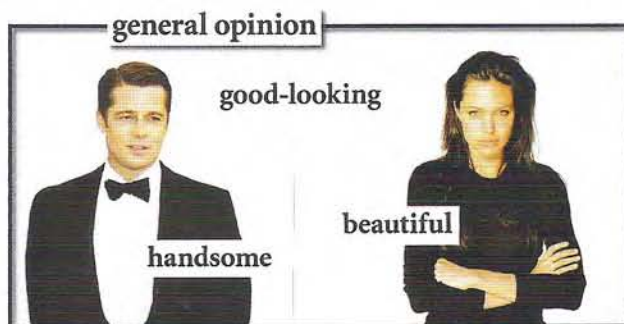
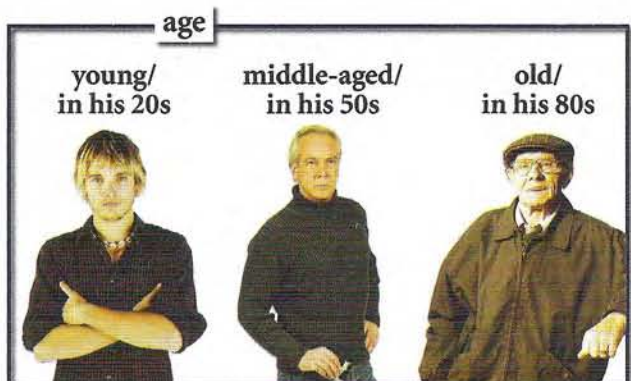
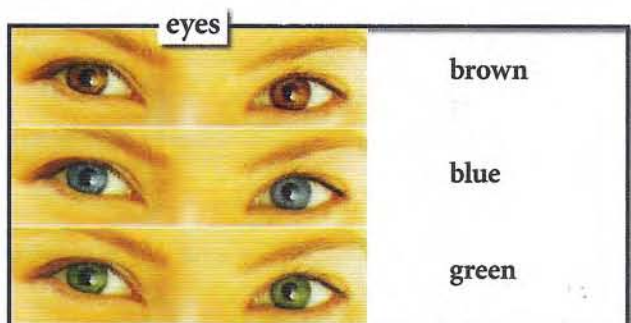
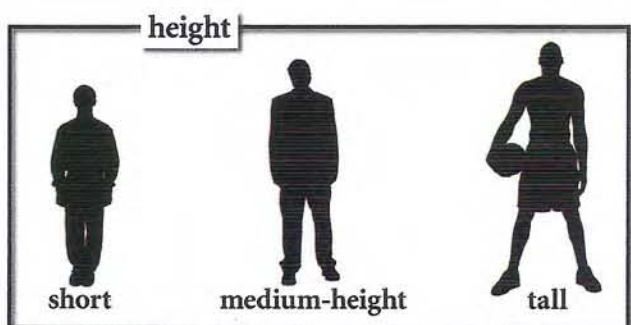
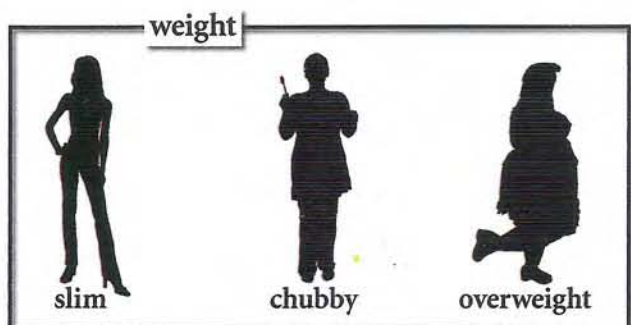
Go to page 119.

2e Looking good

1. VOCABULARY



A. Listen and repeat.



B. Use the vocabulary in A to make true sentences about your classmates.

Chris is tall and he has got dark hair.

2. READ



A. Look at the picture from the film *Hairspray*. Who do you think the actor is? Choose a, b or c.

- a. Jennifer Aniston ☐
- b. John Travolta ☐
- c. Mike Myers ☐

B. Now read, listen and check your answer.

WHO IS EDNA TURNBLAD?

Hairspray is a film about a girl called Tracy Turnblad. Tracy is chubby but she's a great dancer. In the film, John Travolta plays Edna Turnblad, Tracy's mother. Of course, he is very different. Edna is overweight and she's got medium-length hair. In real life, Travolta isn't overweight and he's got short dark hair. Also, Travolta's eyes are blue, but in the film Edna's got brown eyes. It is a big difference!

Functions

Asking about and describing people's appearance

Vocabulary

also beautiful chubby dark different eyes fair
film good-looking grey hair handsome long
medium-height medium-length middle-aged
overweight short slim tall young

Phrases

In his 20s/30s, etc.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the pictures of the first activity.
- Ask Ss to tell you what the lesson will be about. Explain that the phrase *look good* means *to have a pleasant appearance*.

1. VOCABULARY ►►45

A. Aim: to present vocabulary related to physical appearance

- Ask Ss to look at the first box. Make sure that Ss understand the meaning of the word *hair* by relating it to the pictures in the box.

LANGUAGE PLUS

The noun **hair** is normally **uncountable** and it refers to the group of hairs on your head.

Her hair is brown. Her hair are brown.

The **countable** noun **hair** refers to one strand of hair.

There is a hair in my soup! Yuck!

- Ask Ss to tell you what each adjective means.
- Play the CD and have Ss follow in their books.
- Follow the same procedure with the rest of the boxes.

LANGUAGE PLUS

- The adjective **fat** is considered a rude way to refer to someone's weight.
- We should avoid using the adjective **black** to describe someone's **dark eyes** as this may lead to misunderstandings. We usually say **black eye** to refer to an eye whose surrounding skin has gone dark from a bruise, because it has been hit (e.g. a punch).

- Draw Ss' attention to the last box and ask them to identify the actors (*Brad Pitt, Angelina Jolie*).

LANGUAGE PLUS

The adjective **good-looking** can be used to describe both men and women, whereas **handsome** is used only for men and **beautiful** is used only for women.

- Ask Ss to describe the actors.
- Write sentences on the board pointing out the use of *be* and *have got*.
- Encourage Ss to use two adjectives, e.g. *Peter has got short dark hair*.

LANGUAGE PLUS

When we use two or more adjectives to describe a person's physical appearance, these follow a certain order.

opinion	age /size / length	colour	NOUN
---------	--------------------	--------	------

B. Aim: to provide practice in using vocabulary related to physical appearance

- Do the activity with the class.

PRE-READING

Aim: to introduce the topic of the text and activate Ss' background knowledge

- Draw Ss' attention to the picture from the film. Help them deduce the meaning of the word *hairspray* by relating it to the object that the female hand is holding.
- Ask Ss: *Have you heard of or seen the film?*

BACKGROUND NOTE

The original **Hairspray** film was a comedy written and directed by John Waters. It was released in 1988 and it was only a moderate success. In 2002 writers Marc Shaiman and Thomas Meehan teamed up to turn **Hairspray** into a Broadway musical. The show has won 8 Tony awards including Best Musical in 2003. The 2007 film was released on 20 July. It was directed by Adam Shankman and had an all-star cast including John Travolta, Christopher Walken, Michelle Pfeiffer and Queen Latifah.

2. READ ►►46

A. Aim: to help Ss create expectations and make hypotheses about the text

- Ask Ss to look carefully at the picture and describe the woman in it. Then, ask them to guess who they think the actor is (*John Travolta*).
- Elicit answers but do not reveal the identity of the actor.

B. Aims: • to give Ss practice in identifying the main idea of the text

• to present vocabulary and functions in the context of a film review

- Draw Ss' attention to the question in the title of the text. Ask Ss to guess who Edna Turnblad is.
- Elicit answers but do not correct them at this stage.
- Ask Ss to tell you what they think the text is (*a film review*) and where it may be found (*in a magazine*).
- Play the CD and have Ss follow in their books and check their predictions.
- Ask Ss some questions:

Who is Edna Turnblad? Tracy Turnblad's mother.

Who plays Edna Turnblad? John Travolta.

Who is Tracy Turnblad? The heroine of the film. / Edna's daughter.

What does Tracy do? She's a dancer.

Is Tracy slim? No, she isn't. She's chubby.

Is Edna slim? No, she isn't. She's overweight.

Has Travolta got short fair hair? No, he hasn't. He's got short dark hair.

What colour are Travolta's eyes? They are blue.

C. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check the answers with the class.

1. It's about a girl called Tracy Turnblad.
2. Yes, she has.
3. No, he isn't.
4. They are brown.

- Explain any unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss:

*What types of films do you like watching?
Do you prefer going to the cinema or renting DVDs?
What is your favourite film? Why?
What type of film is "Hairspray"?
Do you think it's funny?
Would you like to watch it on DVD?*

3. LISTEN 47

A. Aim: to familiarise Ss with the topic of the listening activity

- Draw Ss' attention to the TIP and ask them to describe the women.

Suggested answers

- a. She is a young woman. She is in her 30s. She is slim. She has got short dark hair and brown eyes.
- b. She is in her 30s/40s. She is chubby. She has got medium-length fair hair and brown eyes.
- c. She is middle-aged. She has got short fair hair and blue eyes.

B. Aim: to give Ss practice in listening for specific information

- Play the CD twice and check the answer with the class.

The following should be ticked: a

LISTENING TRANSCRIPT

Josh Alex, take this to Linda for me, please.
Alex Of course. Ermm... Who's Linda, again?
Josh She's on the first floor.
Alex Has she got fair hair?
Josh No, she's got short dark hair.
Alex How old is she?
Josh She's in her thirties.
Alex Oh, I know Linda. She's chubby, right?
Josh No, she's not. She's slim.
Alex OK. I'll find her.
Josh Thanks.

4. SPEAK

Aim: to give Ss the opportunity to practise the functions and vocabulary presented in this lesson through a guessing game

- Ask Ss to go to page 119.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.

5. WRITE

Aim: to present Ss with the use of punctuation and capital letters

- Ask Ss when full stops and question marks are used and refer them to the *Punctuation* box.
- Ask Ss when capital letters are used and write examples on the board.
- Tell Ss to read through the box with the cases of when capital letters are used. If necessary, provide further explanations and examples.

A. Aim: to provide practice in using punctuation and capital letters

- Get Ss to do the activity and check the answers with the class.

How's it going? My new flatmate is very nice. Her name is Annie. She's tall and chubby. She's got medium-length dark hair and green eyes. She's from Australia and she's an English teacher.

B. Aim: to give Ss practice in writing a description of a person

- Draw Ss' attention to the TIP.
- Allow Ss some time to write their descriptions.
- Choose some Ss to read out their descriptions.

3. LISTEN

A. Look at the pictures and describe the women.



a



b



c

B. Two men are talking about their colleague, Linda. Who is Linda? Tick picture a, b or c.



C. Read again and answer the questions.

1. What's *Hairspray* about?
2. Has Edna got medium-length hair?
3. Is John Travolta overweight in real life?
4. What colour are Edna's eyes?

4. SPEAK

GUESSING GAME

Go to page 119.

5. WRITE

Punctuation

- In English, affirmative and negative sentences end with a full stop (.).
- Questions end with a question mark (?).

Capital letters

Use capital letters:

- at the beginning of a sentence
- with names/surnames
- with Mr/Mrs/Miss/Ms
- with cities/countries/nationalities
- with the personal pronoun *I*

A. Read the e-mail below and add punctuation and capitals.

		To...	tanyaf76@hotmail.com
		From...	roger_227@yahoo.co.uk
		Subject:	My new flatmate
how's it going my new flatmate is very nice her name is annie she's tall and chubby she's got medium-length dark hair and green eyes she's from australia and she's an english teacher			

B. Write a description of someone you've recently met.

Remember to check punctuation and capital letters in your writing.

TIP

2 Round-up

VOCABULARY

A. Cross out the odd word. Then add one more.

1. pen – notebook – green – folder – _____
2. camera – torch – mobile phone – train – _____
3. boy – grandmother – sister – son – _____
4. shirt – shoes – short – suit – _____
5. tall – hair – slim – chubby – _____
6. leather – purple – brown – white – _____

GRAMMAR

B. Write the sentences in the plural.

1. That woman's umbrella is yellow.

2. This dictionary is old.

3. My sister has got a red dress.

4. Whose tie is this?

5. That child has got a new camera.

C. Choose a or b.

1. _____ jacket is this? Is it Alison's?
a. Who's b. Whose
2. _____ pens are Julian's.
a. These b. This
3. My husband _____ a brother.
a. haven't got b. hasn't got
4. _____ she got her passport with her?
a. Have b. Has
5. Are your _____ in your backpack?
a. notebooks b. notebook's
6. What colour are your _____ sunglasses?
a. father b. father's

D. Complete the blanks.

My name is Emily and I (1) _____ got a big family. I've (2) _____ five sons and one daughter. My (3) _____ name (4) _____ Kirsty and she's three years old. Kirsty (5) _____ long brown hair but all my sons (6) _____ fair hair. My husband's name is Jack. (7) _____ hair is fair, too. Well, it's also grey.

COMMUNICATION

E. Match the questions 1-7 with the answers a-g.

- | | |
|-------------------------------------|--------------------------|
| 1. Is that your jumper? | ☐ |
| 2. Has James got orange trainers? | ☐ |
| 3. What colour is your pencil case? | ☐ |
| 4. Whose tissues are these? | ☐ |
| 5. Where are my red boots? | ☐ |
| 6. Is Graham overweight? | ☐ |
| 7. Who's got a torch? | ☐ |
- a. No, it's Delia's.
b. It's black and grey.
c. No, he's slim.
d. They're my mother's.
e. Here they are.
f. Tony.
g. Yes, he has.

F. Complete the questions.

- Jan _____ this jacket?
Kelly It's Gary's brother's jacket.
Jan _____ two brothers?
Kelly Yes, he has. Their names are Bob and Phil.
Jan _____?
Kelly Phil is in his 20s.
Jan _____ dark hair?
Kelly No, he hasn't. He's got fair hair.
Jan I know Phil! He's a student at my school.

G. Answer the questions.

1. Have you got any brothers or sisters?

2. What have you got in your backpack?

3. Has your grandmother got a mobile phone?

4. What colour are your eyes?

5. What are your favourite clothes?

6. Are you tall?

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities

VOCABULARY

A.

- | | |
|------------------------------|----------------------------|
| 1. <i>cross out:</i> green | <i>add:</i> pencil, etc. |
| 2. <i>cross out:</i> train | <i>add:</i> map, etc. |
| 3. <i>cross out:</i> boy | <i>add:</i> father, etc. |
| 4. <i>cross out:</i> short | <i>add:</i> trousers, etc. |
| 5. <i>cross out:</i> hair | <i>add:</i> short, etc. |
| 6. <i>cross out:</i> leather | <i>add:</i> black, etc. |

KEY

GRAMMAR

B.

- Those women's umbrellas are yellow.
- These dictionaries are old.
- Our sisters have ~~red~~ dresses.
- Whose ties are these?
- Those children have got new cameras.

KEY

C.

- b
- a
- b
- b
- a
- b

KEY

D.

- have
- got
- daughter's
- is
- has got
- have got
- His

KEY

COMMUNICATION

E.

- a
- g
- b
- d
- e
- c
- f

KEY

F.

Whose is
Has Gary got
How old is Phil
Has he got

KEY

G.

Open activity

2 Round-up

SPEAK

A.

- Ask Ss what they can see in the picture (*four women and two men*).
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Choose some Ss to describe the people in class.

B.

- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Ss can swap roles and repeat the activity.
- Choose some pairs to play the guessing game in class.

WRITE

- Tell Ss to write a description of themselves on a piece of paper.
- Have Ss play the class game.

SELF ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

SPEAK

A. Talk in pairs. Describe the people below.



*I think Simone is in her 40s.
Roger has got blue jeans.*

B. GUESSING GAME

Talk in pairs.

Student A: Describe someone in the picture to Student B.

Student B: Close your book and guess who Student A is talking about from his/her description.

*She's in her 20s and she's got jeans.
Is it Simone?
No, it isn't.*

WRITE

CLASS GAME

Write a description of yourself on a piece of paper. Put all the pieces of paper in a box and mix them up. Choose a description from the box, read it out and try to guess who it is.

SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer to the relevant sections in the module.

Now I can...

- › talk about my possessions ☐
- › identify and describe objects ☐
- › talk and write about my family ☐
- › describe clothes ☐
- › describe people ☐
- › use plurals ☐
- › write a description of a person ☐
- › express opinion ☐
- › use the verb *have got* ☐

A. How many words for parents and grandparents do you know? Listen, read and find out.



Mum, Mom, Mummy, Mommy, Mama or Ma?

These are all names for *mother* and they are all common in spoken language. *Mother* is more common in written language. *Mum* and *Mummy* are British English and *Mom*, *Mommy*, *Mama* and *Ma* are American English. *Mummy* and *Mommy* are names children use.



How many names for family members?

Dad, Daddy, Papa, Pappy, Pop or Old man?

There are lots of words for *father*, too. *Daddy* is also a name children use. *Papa*, *Pappy* and *Pop* are American English and they are old-fashioned. *Old man* is both American and British English, and it can also mean husband.

Grandma, Granny, Gran, Nan or Nanna? Grandpa, Granddad, Gramps or Grandpappy?

Grandparents have got lots of different names, too. *Grandmother* and *grandfather* are usually written language. Children have usually got four grandparents, so it is common to have a *Grandpa* and a *Granddad*, so there's no confusion. Also, some grandparents are *Grandpa* John or *Granny* Ruth, so they are different. In the USA, many children have got parents from different countries. In this case, it is common for them to have an *Abuelo* and an *Abuela* (Spanish) or an *Opa* and *Oma* (Dutch).

B. Read again and write T for True or F for False.

1. *Mommy* is usually spoken English. ☐
2. Children usually call their father *Daddy*. ☐
3. *Old man* is a father and a husband. ☐
4. A child's father's father is only called *Grandpa*. ☐
5. *Opa* is Spanish for grandfather. ☐

48

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

A.

- Ask Ss to look at the title and the picture.
- Ask Ss to tell you what they can see in the picture and how the people are related.
- Elicit answers (*three different generations – grandfather, father, son / grandmother, mother, daughter*).
- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

LANGUAGE PLUS

Distinguish between **spoken language** (*used when we talk, usually informal*) and **written language** (*used when we write, usually formal*).

- Ask Ss some comprehension questions.

How do children usually call their mother? Mummy or Mommy.

Is the word "Ma" common in British English? No, it isn't. It is common in American English.

Do children in the USA use the words "Papa", "Pappy" and "Pop" a lot today? No, they don't.

How do children call their grandfathers? Grandpa and Granddad.

- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. T
2. T
3. T
4. T
5. F (It's Dutch. *Abuelo* is Spanish for grandfather.)

KEY

- Ask Ss: *How do you call your parents / grandparents?*
- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

3 Everyday life

- Aims:**
- to introduce the topic of the module and activate Ss' background knowledge
 - to present the learning objectives of the module

- Draw Ss' attention to the title of the module and explain what it means.

LANGUAGE PLUS

When **everyday** is used as an adjective (e.g. *everyday life*), it is written as one word. We write *every day* when it is used as a time expression showing the frequency of an action (e.g. *I do my homework every day*).

- Have Ss look at the picture of the two young women and ask them some questions:

*What are the young women doing? They are taking a break from studying. They are drinking coffee and talking.
How often do you study?
Do you like chatting with friends?*

- Ask Ss what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section. Explain any unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

KEY

- ▶ two girls getting ready to go jogging: p. 38
- ▶ a woman doing a street survey: pp. 42-43
- ▶ a girl who's tired of housework: p. 44
- ▶ a TV guide: p. 36
- ▶ Gary Silver's daily routine: p. 40

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

Everyday life

Discuss:

- ▶ What's your daily routine like? How busy are you?
- ▶ What do you do in your free time?
- ▶ Do you prefer spending time at home or going out?

Flick through the module and find...

- ▶ two girls getting ready to go jogging
- ▶ a woman doing a street survey
- ▶ a girl who's tired of housework
- ▶ a TV guide
- ▶ Gary Silver's daily routine

In this module you will learn...

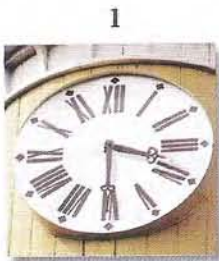
- ▶ to tell the time
- ▶ to talk about free-time activities
- ▶ to talk about your daily routine
- ▶ to talk about your likes and dislikes
- ▶ the days of the week
- ▶ to say how often you do things
- ▶ to talk about TV programmes
- ▶ to write about your and other people's daily routines

3a What time is it on?

1. VOCABULARY

A. Match the clocks 1-5 with phrases a-e. Then listen and check your answers.

What's the time?



- a. It's three o'clock. b. It's three-oh-five. c. It's three fifteen. d. It's three thirty. e. It's three forty-five.

B. Listen and repeat. Can you find any of these programmes in the TV guide below?



tvguide

MONDAY 15th

BBC1

- 3:15▶ Planet Earth
- 4:00▶ Eastenders
- 5:00▶ News and weather
- 6:30▶ The Mighty Boosh, fun with Vince and Howard
- 7:00▶ LIVE tennis: from Paris



ITV1

- 3:00▶ Man United vs Arsenal **LIVE**
- 5:30▶ Who wants to be a millionaire?
- 6:00▶ FILM: The Lord of the Rings: The Return of the King
- 8:15▶ Parkinson with guests, Kylie Minogue and David Beckham
- 9:30▶ Pop Idol



2. SPEAK

Look at the TV guide and talk in pairs.

What time's the news on?
It's on at five o'clock.

NOTE

at + time

Functions

Telling the time
Talking about TV programmes
Talking about likes and dislikes

Structures

Present Simple (I, you, we, they) - Affirmative and negative

Vocabulary**Time**

am midnight noon o'clock pm

TV programmes

chat show documentary game show reality show
sitcom soap opera sports the news the weather

Other words

channel football later like (v) remote control
TV TV guide watch (v)

Phrases

Let's... Me too Wait a minute What time is it on?
What's on? What's the time?

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain what it means.

LANGUAGE PLUS

What time is it on? is a question asked when we want to ask about the time a particular programme is shown on TV. When we want to ask about the time in the course of the day, we can ask one of the following questions: "What time is it?" or "What's the time?"

- Have Ss look at the pictures of the clocks and ask them to tell you what they think the lesson will be about.

1. VOCABULARY ▶▶49,50

A. Aim: to introduce the time

- Draw Ss' attention to the question *What's the time?* and elicit that the answer is *It's + the time*.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

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

- Ask Ss to tell you what they notice about the way we tell the time in English.
- Point out the following:
 - we use *o'clock* only for whole hours (e.g. *three o'clock*)
 - we mention the hour first, followed by the minutes expressed in the form of the sixty parts which an hour is divided into (e.g. *three fifteen/thirty/forty-five*)
- Draw Ss' attention to the NOTE and explain it.

OPTIONAL ACTIVITY

- Draw a clock on the board with the numbers 1-12.
- Give Ss practice in telling the time by changing the hands of the clock and asking them: *What's the time? It's ...*
- Alternatively, divide Ss into pairs and get them to draw a clock on a piece of paper and practise telling the time. Go round the class, helping Ss when necessary.

B. Aims: • to introduce different kinds of TV programmes
• to provide practice in reading a TV guide

- Ask Ss to look at the TV screens and read the words.
- Play the CD and pause so that Ss can repeat what they hear.

- Help Ss deduce the meaning of any of the words by relating them to the content of the pictures.
- Ensure that Ss are familiar with the types of TV programmes mentioned. Ask them to give you examples of the respective TV programmes shown in their country.

LANGUAGE PLUS

The word **sports** describes the type of TV programme. In everyday English, people watch *the football*, *the tennis*, etc., but not *the sports*.

- Draw Ss' attention to the TV guide.
- Ask Ss to tell you what kind of information the TV guide shows (*the date, the time and the channels that the TV programmes are shown on*).
- Ask Ss the question in the rubric.
- Check the answers with the class.

Sports: *LIVE Tennis at 7:00 on BBC 1, Man United vs Arsenal LIVE at 3:00 on ITV1*

Sitcom: *The Mighty Boosh at 6:30 on BBC1*

Documentary: *Planet Earth at 3:15 on BBC1*

The news: *News and weather at 5:00 on BBC1*

Soap opera: *Eastenders at 4:00 on BBC1*

Game show: *Who wants to be a millionaire? at 5:30 on ITV1*

Chat show: *Parkinson at 8:15 on ITV1*

Reality show: *Pop Idol at 9:30 on ITV1*

The weather: *News and weather at 5:00 on BBC1*

- Explain unknown words. If necessary, provide Ss with further clarification.

BACKGROUND NOTE

For a note on **sitcom**, refer to Teacher's book, Module 1, Lesson 1b, Activity 2b.

In **reality shows** (e.g. *Big Brother*) ordinary people are filmed in real situations in an attempt to win the prize money and become famous overnight. However, the genre *reality television* is very broad and there are lots of sub-categories such as, celebrity, quiz, job search, sports, renovation, hoaxes, makeover, etc.

The words **Man** and **vs** in *Man United vs Arsenal* are abbreviations for *Manchester* and *versus* respectively.

Eastenders (= those who live in the east of London) is one of the most popular and successful soap operas in the UK and it has been broadcast for many years.

Pop Idol is a talent show in search of the most promising young singer and it has been broadcast in many countries around the world.

The Mighty Boosh is a comic fantasy starring Noel Fielding and Julian Barratt containing pop-culture references. Michael Fielding, co-star and Noel's brother used to have long curly hair. A Portuguese friend of his once described his hair as a 'Mighty bush', which is where the name of the show comes from.

2. SPEAK

Aim: to give Ss practice in asking and answering about the time TV programmes are broadcast

- Read out and explain the NOTE.
- In pairs, Ss take turns to ask and answer questions. Go round the class, helping them when necessary.

LANGUAGE PLUS

The word **news** is an uncountable noun and can only be used in the singular form.

PRE-READING

Aim: to help Ss create expectations and make hypotheses

- Ask Ss to look at the picture and ask Ss some questions:

What can you see in the picture? A woman with a remote control.

Where is she? She's at home.

What is she doing? She is watching TV.

How do you know? She is holding a remote control.

3. READ 51

A. Aims: • to give Ss practice in identifying the main idea of the dialogue

- to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss the question in the rubric.
- Elicit answers (*he wants to watch a sports programme*) but do not correct them at this stage.
- Play the CD. Ss follow in their books and check their predictions.
- Ask Ss some questions:

What is Melissa watching? She is watching Albion Street.

What type of TV programme is it? It's a soap opera.

Does Dave want to watch Albion Street? No.

Is the documentary on at 3:00? No, it isn't. It's on at 3:15.

Which channel is football on? It's on Channel 6.

Why does the man want the remote control? Because he wants to turn to Channel 6.

- Draw Ss' attention to the verbs *like* and *watch* and ask them to guess what they mean.
- Draw Ss' attention to *Let's* (*Let's watch it*). Point out to Ss that we use it to make suggestions and give them more examples.
- Draw Ss' attention to the phrases *What's on?* and *Me too*. Explain what they mean.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity and check the answers with the class.

1. M 2. B 3. D

- Explain any unknown words and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

- Ask Ss:

Do you like sports programmes?

Have you ever been in the same situation as the people in the dialogue?

What kind of TV programmes do you watch?

Do you watch soap operas?

Which?/When?

What time is your favourite TV programme on?

4. GRAMMAR

Aim: to present the Present Simple (I, you, we, they- Affirmative and negative)

- Ask Ss to read through the examples.
- Draw Ss' attention to the examples in the affirmative form. Ask Ss to tell you what they notice about the formation (*the subject personal pronouns are followed by the main verb*).
- Draw Ss' attention to the examples in the negative form. Ask Ss the question in the rubric (*don't goes after the subject personal pronouns and before the main verb*).
- Refer Ss to the Grammar Reference (p. 126).

5. PRACTICE

Aim: to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

1. We don't like game shows.
2. They don't watch reality shows.
3. They don't like sports.
4. I don't like films.
5. We don't watch the news.

6. SPEAK

Aim: to give Ss practice in expressing likes and dislikes concerning TV programmes

- Read out and explain the TIP.
- In groups, Ss take turns to talk about the TV programmes they like and don't like. Go round the class, helping them when necessary.
- Choose some Ss to act out the dialogues.

3. READ



A. Listen and read.

What does the man want to watch?



- Dave What's on?
 Melissa Albion Street. It's really good. Let's watch it.
 Dave No, thanks. I don't watch soap operas.
 Melissa OK, there's a good documentary on later.
 Dave Oh, I like documentaries.
 Melissa Me too.
 Dave What time is it on?
 Melissa At 3.15.
 Dave And what's the time now?
 Melissa It's 3.00.

- Dave Wait a minute! Where's the remote control? There's live football on Channel 6.
 Melissa Oh no, not again! I don't like football.

B. Read again and write D for Dave, M for Melissa or B for Both.

1. I watch soap operas. ☐
2. I like documentaries. ☐
3. I like football. ☐

4. GRAMMAR

PRESENT SIMPLE (I, you, we, they) Affirmative and negative

Read the examples. What do you notice about the formation of the negative form?

- I
 You like / watch sitcoms.
 We don't like / don't watch documentaries.
 They

Grammar Reference p.126

5. PRACTICE

Read the sentences and change them into the negative.

1. We like game shows.
2. They watch reality shows.
3. They like sports.
4. I like films.
5. We watch the news.

6. SPEAK

Talk in groups about the TV programmes you like and don't like.

When you speak, try to use language you've learnt.

TIP

I don't like chat shows. I watch sitcoms.

Me too.

I like sitcoms, too.

3b Are you active?

1. VOCABULARY

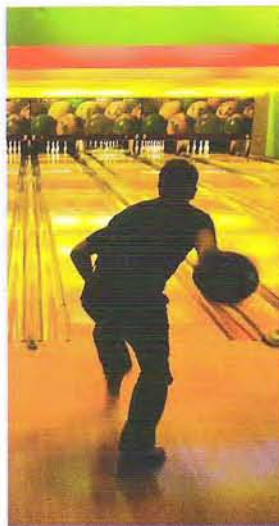
A. Listen and repeat. Which of the activities below are active and which aren't?



play tennis



go to the cinema/theatre



go bowling



hang out with friends



go jogging



go shopping



read the newspaper



go to the gym

B. Listen and repeat the days of the week.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

} weekend

2. SPEAK

Talk in pairs.

I go bowling on Thursdays.

What about you?

I go bowling at the weekend.

NOTE

on Monday/Sundays, etc.
at the weekend

3. READ

A. What do you think the two girls are talking about? Listen, read and find out.



Anna Hi, Sophie. Are you ready?

Sophie Give me a minute.

Anna Do you go jogging only on Sundays?

Sophie No, I don't. I go on Saturdays, too. What about you?

Anna I only go jogging on Sundays. You see, I'm not very active. I watch a lot of DVDs and I read magazines. What else do you do in your free time?

Sophie I go to the gym and I play tennis.

Anna When do you play?

Sophie I play on Tuesdays and Thursdays after work.

Anna OK. Ready now?

Sophie Yep. Let's go!

Functions

Talking about free-time activities

Completing a questionnaire

StructuresPresent Simple (I, you, we, they) – Questions
When?**Vocabulary****Free-time activities**go bowling go jogging go shopping go to the cinema
go to the gym hang out with friends play tennis
read the newspaper**Days of the week**Monday Tuesday Wednesday Thursday Friday
Saturday Sunday**Other words**active after DVD magazine only theatre
weekend**Phrases**

Give me a minute In my free time You see,...

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Help them deduce the meaning of the word *active* by relating it to the content of the pictures underneath.
- Ask Ss what the lesson will be about (*free-time activities we do on different days of the week*).
- Ask Ss the question in the title of the lesson.
- Ask Ss to tell you whether they have an active lifestyle and what they do.

1. VOCABULARY ▶▶ 52, 53**A. Aim:** to introduce vocabulary related to free-time activities

- Ask Ss to read the phrases underneath each picture. Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat the phrases.
- Ask Ss the question in the rubric.
- Ask Ss if they do any of these activities during the week.

EXTRA VOCABULARY SECTION IN WORKBOOK**CD 3** ▶▶ 49**B. Aim:** to present the days of the week

- Ask Ss to tell you if they know any of the days of the week in English.
- Refer Ss to the days of the week in the book.
- Play the CD and ask Ss to repeat what they hear.
- If possible, get Ss to say the days of the week without looking in their books.
- Point out to Ss that the days of the week always begin with a capital letter.

LANGUAGE PLUS

- *Saturday* and *Sunday* are known as the *weekend* while the days from *Monday* to *Friday* are known as *weekdays*.
- *Monday* is considered to be the first day of the week since most people in Western countries do not go to work on Sunday. However, *Sunday* is sometimes considered to mark the beginning of the week.

2. SPEAK

Aims: • to give Ss practice in talking about their free-time activities on different days of the week
• to introduce prepositions of time

- Read out and explain the NOTE.
- Get Ss to do the activity in pairs. Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogue.

3. READ ▶▶ 54

A. Aims: • to help Ss make hypotheses about the content of the dialogue based on visual information
• to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss what they can see in the picture (*two young women warming up*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

The two women are talking about how active they are in their free time.

KEY

- Ask Ss some questions:

What are the two women going to do? They are going to go jogging.

What does Sophie do on Tuesdays and Thursdays after work? She plays tennis.

Does Anna play tennis? No, she doesn't.

Which activities does Anna do in her free time which are not active? She watches a lot of DVDs and reads magazines.

Which activities does Anna do in her free time which are active? She goes jogging.

Does Sophie do any activities in her free time which are not active? No, she doesn't.

- Draw Ss' attention to the question *When do you play?* in the dialogue and ask them to guess what it means by looking at the answer.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read the dialogue again and do the activity.
- Check the answers with the class.

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

- Explain unknown words and choose Ss to act out the dialogue.

4. GRAMMAR

Aim: to present the Present Simple (I, you, we, they-Questions)

- Ask Ss to read through the examples.
- Draw Ss' attention to the two questions (*What do you do in your free time? / Do you play football?*).
- Ask Ss to say what they notice about the formation of the questions (*we add the auxiliary verb do before the subject and the base form of the main verb*). Point out to them that questions can begin with a question word (*What...?*) or with the auxiliary verb *do*.
- Ask Ss to look back at the dialogue and find examples of such questions (*Do you go jogging only on Sundays? When do you play? What else do you do in your free time?*).
- Draw Ss' attention to the first question. Help them differentiate between the *auxiliary verb do* and the *main verb do*.
- Ask Ss the question in the rubric.
- Elicit the answer that in short answers we use only *subject + do/don't*, without the base form of the main verb.
- Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to come up with their own examples.

5. PRACTICE

Aim: to provide practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

do ... go, go, Do ... play, I do, play,
Do ... go, I don't, hang out

6. LISTEN 55

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the questionnaire.
- Point out to Ss that questionnaires are lists of questions that a number of people are asked during a survey so that information can be collected about their opinions, habits, behaviour, etc.
- Ask Ss: *Have you ever answered a questionnaire? What was it about?*
- Ask Ss to tell you what the survey is about (*how active people are*).
- Ask Ss to tell you who is being interviewed (*Grace Simpson*) and how old she is (*She's 24*).
- Draw Ss' attention to the TIP.
- Ask Ss to read through the questions and answers of the survey and answer about themselves. Alternatively, divide Ss into pairs and have them take turns to ask and answer the questions.
- Play the CD twice.
- Check the answers with the class.

1. Yes 2. Mon, Wed, Sat 3. Yes 4. football, tennis

LISTENING TRANSCRIPT

Man Hello, can I ask you some questions for a survey?
Grace Sure.
Man Thanks. What's your name and age?
Grace Grace Simpson, and I'm 24.
Man Great. Do you go to the gym, Grace?
Grace Oh, yes I do.
Man When do you go?
Grace Erm, on Mondays, Wednesdays and Saturdays.
Man OK. What about sports? Do you play sports?
Grace Yes, I do.
Man What do you play?
Grace Um... tennis and football.
Man What about basketball?
Grace No, I don't like it.

- Ask Ss to tell you whether Grace is active or not, how many of their answers coincide with Grace's, etc.

7. SPEAK

Aim: to give Ss practice in talking about their free-time activities

- Get Ss to do the activity in pairs. If necessary, act out the dialogue with a student.
- Ss take turns to ask and answer the questions. Go round the class helping them when necessary.
- Choose some Ss to act out the dialogue in class.

4. GRAMMAR

PRESENT SIMPLE (I, you, we, they) Questions

Read the examples. What verb do you use in short answers?

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

B: We go to the cinema.

Do you play football?
 ↗ Yes, I do.
 ↘ No, I don't.

Grammar Reference p.126

5. PRACTICE

Complete with the Present Simple of the verbs in brackets. Give short answers where possible.

Dan When _____ you _____ (go) to the gym?

Will I _____ (go) on Mondays and Fridays after work.

Dan _____ you _____ (play) sports?

Will Yes, _____. I _____ (play) basketball at the weekend.

Dan You're very active!

_____ you _____ (go) jogging at the weekend, too?

Will No, _____. I _____ (hang out) with friends at home.

B. Read again and write T for True or F for False.



Sophie

1. I only go jogging on Saturdays. ☐
2. I play tennis at the weekend. ☐
3. I'm very active. ☐



Anna

4. I don't go to the gym. ☐
5. I go jogging on Saturdays and Sundays. ☐
6. I read magazines in my free time. ☐

6. LISTEN

Listen to a woman answering questions for a survey and tick the correct boxes.

SURVEY:

ARE YOU ACTIVE?

NAME: Grace Simpson AGE: 24

1. Do you go to the gym?

Yes ☐ No ☐

2. When do you go?

Mon ☐ Tues ☐ Wed ☐ Thurs ☐

Fri ☐ Sat ☐ Sun ☐

3. Do you play sports?

Yes ☐ No ☐

4. What sports do you play?

football ☐ basketball ☐

tennis ☐ none ☐

Before you listen, read the questions and answers carefully.

TIP

7. SPEAK

Talk in pairs.

Are you active?

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

What do you do in your free time?

I ...

When do you...?

On...

3C Daily routine

1. VOCABULARY

Listen and repeat.



get up



have a shower



have breakfast/
lunch/dinner



go to work/school/university



have lessons



work from... to...



get home



go to bed

2. SPEAK

Talk in pairs.

I get home in the afternoon.

I get home in the evening.

NOTE

*in the morning/afternoon/evening
at night*

3. READ

A. Look at the picture and the title of the text.
What does Gary Silver do? Does he work day or night? Listen, read and check your answers.

A 'day' in the life of

GARY SILVER



Gary Silver is a radio DJ for Downtown Radio 97.2FM. His show is on every night, so his daily routine is a bit unusual. Every day he gets up at three o'clock in the afternoon. He has a shower, but then he doesn't have breakfast, he has lunch. He relaxes for the rest of the day and has dinner at about ten o'clock in the evening. Then he goes to work. He starts at 11pm and finishes at 6am. He gets home at about seven in the morning and he goes to bed.

Functions

Talking about daily routines

Structures

Present Simple (he, she, it) – Affirmative and negative

Vocabulary**Daily routines**

get home get up go to bed go to work/school
 have a shower have breakfast/lunch/dinner
 have lessons

Other words and phrases

a bit about DJ every day/night finish from...to...
 in the morning/afternoon/evening radio relax start
 then university work (v)

Gary Silver is a radio DJ. He works at night.

KEY

- Ask Ss some questions:

What radio station does Gary work for? He works for Downtown Radio 97.2FM.

What does he do when he gets up? He has a shower.

Does he have breakfast? No.

What does he have? He has lunch.

Why does he have lunch? Because it's late to have breakfast.

What does he do after he has lunch? He relaxes.

What does he do from 11pm to 6am? He works.

What does he do when he gets home from work? He goes to bed.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Help Ss deduce the meaning of the phrase *daily routine* by relating it to the content of the pictures underneath (*a fixed way of doing things every day*).
- Ask Ss to tell you what their daily routine is like.

1. VOCABULARY ▶▶56

Aim: to introduce vocabulary related to daily routines

- Ask Ss to read through the phrases underneath each picture and try to deduce the meaning of unknown words from the content of the pictures.
- Play the CD and pause so that Ss can repeat what they hear.

2. SPEAK

Aims: • to give Ss practice in talking about their daily routines

• to introduce prepositions of time

- Read out and explain the NOTE.
- Ask Ss some questions: *What time do you get up? Do you have a shower? etc.* and encourage them to talk about their daily routine.
- Get Ss to do the activity in pairs. Go round the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

PRE-READING

Aim: to give Ss practice in making predictions about the content of a text based on verbal and visual prompts

- Draw Ss' attention to the picture and to the title of the text.
- Ask Ss what the text is about (*It's about a day in the life of Gary Silver*).
- Ask Ss who Gary Silver is (*the man in the picture*).

3. READ ▶▶57

A. Aims: • to present functions and vocabulary in the context of a text

• to give Ss practice in identifying the main idea of a text

- Ask Ss the questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss listen and read at the same time and check their predictions.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. three o'clock in the afternoon / 3pm
2. about ten o'clock in the evening / 10pm
3. 11pm
4. 6am
5. about seven in the morning / 7am

KEY

- Explain unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss some questions:

*Do you listen to the radio?
What is your favourite radio station?
What kind of radio programmes do you listen to?
Would you like to be a radio DJ?
Do you prefer working day or night?*

4. GRAMMAR

Aim: to present the 3rd person singular (affirmative and negative) of verbs in the Present Simple

- Draw Ss' attention to the two tables. Ask them the question in the rubric.
- Elicit the answer that the affirmative form of the third person singular (he, she, it) is formed by adding -s to the base form of the main verb and in the negative form we use *doesn't* followed by the base form of the main verb.
- Ask Ss to look back at the text and find examples of the third person singular affirmative and negative (*gets up, has, doesn't have, has, relaxes, has, goes, starts, finishes, gets, goes*).
- Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to come up with their own examples.

5. PRACTICE

Aim: to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

1. goes
2. get
3. doesn't work
4. has
5. don't finish, finish

KEY

6. PRONUNCIATION ▶▶58,59

A. Aim: to have Ss differentiate between the /s/, /z/ and /ɪz/ sounds of the ending of the 3rd person singular of the Present Simple

- Play the CD and tell Ss to listen for the difference in pronunciation between *starts*, *reads* and *finishes*.
- Elicit the answer: *starts* ends in a /s/ sound, *reads* ends in a /z/ sound, while *finishes* ends in an /ɪz/ sound.
- Point out to Ss that when the verb ends in the sounds /s/, /z/, /ʃ/, /tʃ/, /ʒ/, or /dʒ/ it takes -es and it is pronounced /ɪz/. When the verb ends in a vowel sound after other voiced consonants /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /ð/ or /v/ -s is pronounced /z/. When the verb ends in an unvoiced consonant /p/, /t/, /k/, /f/ or /θ/ -s is pronounced /s/.

B. Aim: to give Ss practice in differentiating between /s/, /z/ and /ɪz/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

KEY

/s/: gets, works, likes
/z/: goes, plays
/ɪz/: watches, relaxes

7. WRITE

Aim: to give Ss practice in writing about their and other people's daily routines

- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.

WORKBOOK LISTENING ▶▶60

LISTENING TRANSCRIPT

Nathan What time do you get up?
Wendy I get up at 6am.
Nathan Really?
Wendy Yeah, I have a shower, and then I have a big breakfast.
Nathan Well, I get up at 8:30 and I go to work at 9 o'clock. So, I don't have a shower or breakfast in the morning.
Wendy And when do you have lunch?
Nathan I have lunch at 12 o'clock. What about you?
Wendy I don't have lunch. I have dinner at 6 o'clock.
Nathan I have dinner at 8 o'clock.

between /s/, /z/

they hear.

and other

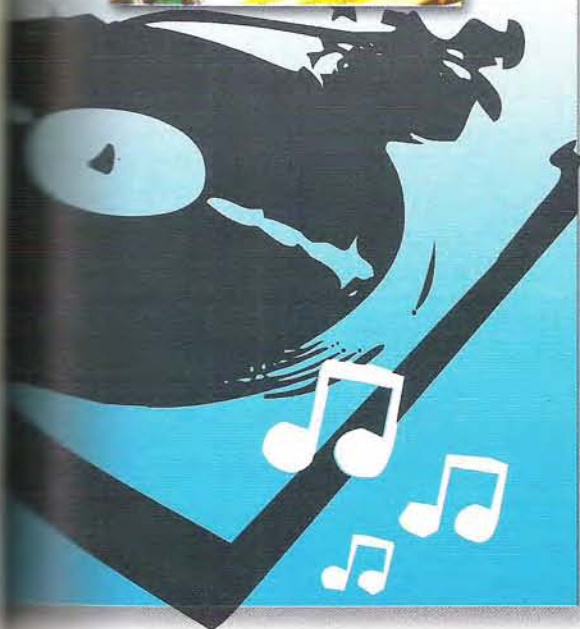
big

9 o'clock.
the

you?
clock.

B. Read again and complete the sentences with the correct time.

1. Gary gets up at _____.
2. He has dinner at _____.
3. He starts work at _____.
4. He finishes work at _____.
5. He gets home from work at _____.



4. GRAMMAR

PRESENT SIMPLE (he, she, it)

Affirmative and negative

Read the tables. What do you notice about the formation of the third person singular (he, she, it)?

I			He	
You	work		She	works
We	don't work	BUT	It	doesn't work
They				

Grammar Reference p.126

5. PRACTICE

Complete with the Present Simple of the verbs in brackets.

1. Fred _____ (go) to bed at eleven o'clock.
2. They _____ (get) home at 7:30pm.
3. She _____ (not work) on Saturdays.
4. Megan _____ (have) lunch at one o'clock.
5. I _____ (not finish) work at 5 o'clock.
I _____ (finish) at 5:30pm.

6. PRONUNCIATION

A. Listen and repeat. What's the difference between a, b and c?

- a. starts b. reads c. finishes

B. Now listen and tick the sound you hear.

	gets	goes	watches	works	relaxes	plays	likes
starts /s/							
reads /z/							
finishes /tʒ/							

7. WRITE

Think of someone you know well (mother, father, wife, husband, best friend, etc.) and write a few sentences comparing your daily routines.

- 🎧 I get up at seven o'clock. My best friend gets up at eight.
🎧 I He....

3d Getting around

1. VOCABULARY

Listen and repeat.



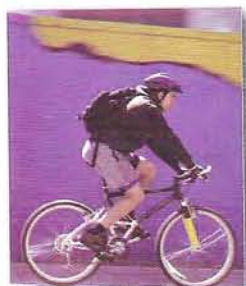
use the underground



take a taxi



take the bus



ride a bike



walk



ride a motorbike



drive a car

2. GRAMMAR

ADVERBS OF FREQUENCY

Look at the graph and read the examples. What do you notice about the position of adverbs of frequency?



My wife **never** walks to work.

Julie doesn't **usually** ride her bike to school.

Robert is **always** at work in the morning.

Grammar Reference p.126

3. SPEAK

Talk in pairs. Think about how you get to work, school, university, the gym, etc.

How do you get to work?

I usually take a taxi. What about you?

4. READ

A. Look at the pictures. Linda Jones is doing a survey about transport. Match the two columns. Then listen, read and check your answers.

Linda Jones

university student

Man

reporter

Woman

architect



Linda Jones

Excuse me, do you work?

Man

Yes, I'm an architect. I work in the city centre.

Linda Jones

How do you get to work?

Man

My sister usually gives me a lift.

Linda Jones

Does she work with you?

Man

Yes, she does.

Functions

Talking about habitual actions and routines

Structures

Adverbs of frequency

Present Simple (he, she, it) - Questions

Vocabulary

Adverbs of frequency

always usually often sometimes never

Other words and phrases

city centre drive a car Excuse me give me a lift

How do you get to work? late motorbike

ride a bike take a taxi take the bus

use the underground walk

- Get Ss to do the activity in pairs. Go round the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

OPTIONAL ACTIVITY

- Ask Ss to use the phrases in the vocabulary activity to ask questions as in the examples below.
e.g. *Do you walk to work? No, I don't. I never walk to work.*
Do you take a taxi? Yes, I do. I often take a taxi to work.
- Get Ss to do the activity in pairs. Go round the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Help Ss deduce the meaning of the phrase *get around* (travel from one place to another) by relating it to the content of the pictures underneath.
- Ask Ss if they know the English word for any means of transport.
- Ask Ss to tell you how they go to school/work, etc.

1. VOCABULARY ▶▶61**Aim:** to introduce vocabulary related to transport

- Ask Ss to look at the pictures and tell you which of the means of transport shown they use to get around.
- Ask Ss to read through the phrases underneath each picture. Help them deduce the meaning of unknown words from the content of the pictures.
- Play the CD and pause so that Ss can repeat what they hear.

LANGUAGE PLUS

The **underground** is British English for a rapid transit system of underground trains. In the USA it is known as the *subway* and in other countries, such as Paris and Moscow, it is known as the *metro*.

BACKGROUND NOTE

In London the traditional **taxis**, or 'Hackney Carriages', are black. In Germany taxis are beige and in New York they are yellow. In some countries, such as Greece, the taxis vary in colour according to the city. In Scandinavia there is no particular colour for taxis, though black and silver are preferred.

2. GRAMMAR**Aim:** to present adverbs of frequency

- Draw Ss' attention to the graph and explain why *always* equals 100% and *never* equals 0%.
- Ask Ss to read through the examples.
- Ask Ss the question in the rubric.
- Elicit the answer that adverbs of frequency go after the verb *be* but before the main verb.
- Refer Ss to the Grammar Reference (p. 126).

3. SPEAK**Aim:** to give Ss practice in talking about how they get to their everyday destinations

- Draw Ss' attention to the speech bubble.
- Choose a student and demonstrate the dialogue with him/her.

4. READ ▶▶62

A. Aims: • to give Ss practice in making predictions about the dialogues based on visual prompts
• to give Ss practice in identifying the main idea of the dialogues

- Draw Ss' attention to the pictures and read the rubric. Ask Ss to match the two columns.
- Elicit answers but do not correct them at this stage.
- Play the CD. Ss listen and read at the same time and check their predictions.

Linda Jones – reporter
Man – architect
Woman – university student

- Ask Ss some questions:

Who does the man work with? He works with his sister.
Why hasn't the woman got a job? Because she's a university student.
When does the woman's husband take a taxi to work? When he's late.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. the city centre
2. sister
3. job
4. husband
5. a taxi

KEY

- Explain unknown words and choose Ss to act out the dialogues.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss if they have taken part in a survey. If so, ask them what kind of survey it was and what kind of questions were asked.

5. GRAMMAR

Aim: to present the 3rd person singular (questions and short answers) of verbs in the Present Simple

- Draw Ss' attention to the two questions.
- Ask Ss to say what they notice about the formation of the questions in the third person singular (*we add the auxiliary verb does before the subject and the base form of the main verb*). Point out to them that questions can begin with a question word (*How...?*) or with the auxiliary verb *does*.
- Ask Ss the question in the rubric.
- Point out to Ss that questions beginning with the auxiliary verb *do/does* are followed by short answers (positive or negative) while questions beginning with a question word ask for specific information.
- Refer Ss to the Grammar Reference (p. 126).

6. PRACTICE

Aim: to give Ss practice in using the structures taught in this lesson in the context of a dialogue

- Get Ss to do the activity and check the answers with the class.

Does, he doesn't, Does he, he does,
does he, does he, he does

KEY

OPTIONAL ACTIVITY

- Divide Ss into pairs and have them take turns to ask and answer questions about someone they know. Go round the class helping them when necessary.
- Choose some Ss to act out their questions and answers in class.

7. PRONUNCIATION ▶▶63,64

A. Aim: to have Ss distinguish between rising and falling intonation of questions

- Play the CD and pause after each question.
- Ask Ss to listen for the difference in intonation between the two questions.
- Play the CD again.

- Ask Ss to repeat the questions while you make movements with your hand to show the rising or falling tone in each question.

- a. The stress is on the last word *work* (rising intonation).
- b. The stress is on the first word *How* (falling intonation).

KEY

B. Aim: to give Ss practice in distinguishing between rising and falling intonation of questions

- Play the CD and pause after each question.
- Ask Ss to repeat the questions and write the appropriate symbol next to each one.
- Check the answers with the class.

1. rising intonation
2. rising intonation
3. falling intonation
4. falling intonation
5. rising intonation
6. falling intonation

KEY

8. LISTEN ▶▶65

Aim: to give Ss practice in listening for specific information and answering multiple choice questions

- Ask Ss to read through the questions 1-4 and their answers.
- Play the CD twice.
- Check the answers with the class.

1. a 2. b 3. b 4. b

KEY

LISTENING TRANSCRIPT

Zoe Good morning, Luke.
Luke Hi, Zoe! Is Mr Selley here?
Zoe No, he isn't.
Luke Great!
Zoe You're late for class again.
Luke I know, I know.
Zoe What time do you get up in the morning?
Luke At 6am.
Zoe What? I get up at 8am and I'm never late.
Luke And how do you get to university?
Zoe My sister gives me a lift.
Luke Well, I take two buses and the underground.
Zoe But you've got a car, right?
Luke No, I haven't. My brother has got a car.
Zoe Oh, yes. That's right.

POST-LISTENING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

- Ask Ss some questions:
What time do you get up?
Are you sometimes late for school/university/work? Why?

5. GRAMMAR

PRESENT SIMPLE (he, she, it)

Questions

Read the examples. What's the difference between the two questions?

How does Jane get to school every day? She walks.

Does Brian drive to work?
 Yes, he does.
 No, he doesn't.

Grammar Reference p.126



Linda Jones Excuse me, how do you get to work?
Woman I haven't got a job actually. I'm a university student. My husband works.
Linda Jones How does he get to work?
Woman He uses the underground, then, he takes the bus.
Linda Jones Does he ever take a taxi?
Woman Only when he's late.
Linda Jones I see. Thank you.

B. Read again and complete.

- The man works in _____.
- The man's _____ gives the man a lift to work.
- The woman hasn't got a(n) _____.
- The woman's _____ uses two means of transport to get to work.
- The woman's husband doesn't often take _____ to work.

6. PRACTICE

Complete the dialogue.

Mrs Drake _____ your husband give you a lift to work?
Mrs Wilson No, _____. He usually gets up late.
Mrs Drake _____ work in the evening?
Mrs Wilson Yes, _____.
Mrs Drake What time _____ start work?
Mrs Wilson At ten.
Mrs Drake Wow! And _____ get home after six in the morning?
Mrs Wilson Yes, _____. He gets home at seven.

7. PRONUNCIATION



A. Listen and repeat. What's the difference between *a* and *b*?

- a. Do you work? b. How do you get to work?

B. Listen and repeat. Is the intonation rising ↗ or falling ↘?

- Have you got a car?
- Does he ride a motorbike?
- Where are you from?
- When do you go to university?
- Is she a doctor?
- What time does the film start?

8. LISTEN



Listen to a dialogue between two friends and choose *a* or *b*.

- Who is never late for university?
a. Zoe b. Luke
- What time does Zoe get up?
a. At 6am. b. At 8am.
- How does Zoe get to university?
a. She takes two buses and the underground. b. Her sister gives her a lift.
- Who has got a car?
a. Luke b. Luke's brother

3e At home

1. VOCABULARY

A. Listen and repeat. Do you do housework?



do the washing-up



iron my clothes



tidy the house



take out the rubbish



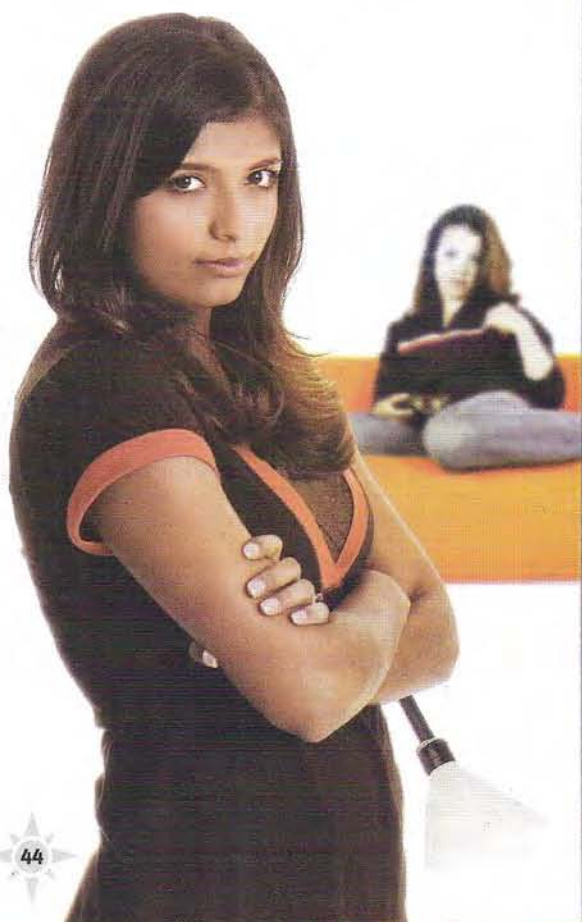
hoover

B. Say what housework you always do and what you never do.

*I always take out the rubbish.
I never cook.*

2. READ

A. Look at the girls in the picture. What is their relationship?



B. Listen and read Wendy's diary and check your answer.

16 February 2008

I can't stand my new flatmate Alison!
She doesn't help with the housework at all.
On Saturday mornings, she gets up early but she doesn't stay at home. She goes to the gym. Then she hangs out with her friends all day. They often come round and make a mess. They eat and watch DVDs for hours. Of course, Alison never does the washing-up. Then on Sundays, she sleeps all day. I usually do all the housework, so I don't go out with my friends. I hate weekends!

Functions

Talking about housework

Talking about habitual actions and routines

Structures

Word order

Vocabulary**Chores**

cook do housework do the washing

do the washing-up Hoover iron

take out the rubbish tidy wash the car

Other words and phrases

all day at all can't stand come round early

eat for hours go out hate help (v) house

make a mess sleep stay

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to use the phrase *at home* in sentences (e.g. *I'm never at home in the mornings*).
- Ask Ss to tell you what they do when they are at home.

LANGUAGE PLUS

We do not always use the preposition *at* with the word *home* (e.g. *I get home late on Tuesdays*).

1. VOCABULARY ▶▶166**A. Aim:** to present chores

- Draw Ss' attention to the pictures and help them deduce the meaning of unknown words from the content of the pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric. Point out to Ss that *housework* refers to all the activities shown in the pictures.

B. Aim: to give Ss practice in talking about chores

- Write the household chores on the board.
- Ask Ss the question in the rubric.
- Elicit answers and put a tick (✓) next to the ones Ss say that they always do and a cross (x) next to the ones Ss say they never do.
- Ask Ss some questions:

*What housework is the most popular?**What housework is the least popular?**What housework do boys/men prefer/dislike doing?**What housework do girls/women prefer/dislike doing?**Does your mother/father do any housework? What?**Do they both do the same amount of housework?***EXTRA VOCABULARY SECTION IN WORKBOOK****CD 3** ▶▶150**2. READ** ▶▶167**A. Aim:** to give Ss practice in making predictions based on visual prompts

- Draw Ss' attention to the girls in the picture.
- Ask Ss the question in the rubric.
- Help Ss elicit the meaning of the word *relationship* by asking them to tell you whether the two girls are friends, sisters, classmates, flatmates, colleagues, etc.
- Elicit the answer (*They're flatmates*.) but do not correct Ss at this stage.

B. Aims:

- to present vocabulary and functions in the context of a diary page
- to give Ss practice in identifying the main idea of a text

- Ask Ss to look at the text.
- Draw Ss' attention to the date on the top left-hand corner and tell you what they think the text is (*a diary = a book in which you write down thoughts, feelings and experiences you have each day*).
- Ask Ss:
 - Do you keep a diary?*
 - Have you ever kept a diary?*
 - Why do you keep a diary?*
 - Do you let anyone read it?*
 - What do you write?*

- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss to tell you who Wendy is (*the girl in the foreground*) and who Alison is (*the girl Wendy is writing about in her diary*).
- Ask Ss some questions:

*Does Wendy like Alison? No, she doesn't.**Why? Because Alison never helps her with the housework.**Does Alison spend Saturday mornings at home? No, she doesn't.**Where does she go? She goes to the gym and then hangs out with her friends.**What do Alison and her friends do when they are at her flat?**They eat and watch DVDs for hours.**Does Alison do the washing-up? No, she doesn't.**Who does it? Wendy.**Why doesn't Wendy go out with her friends? Because she does all the housework.*

C. Aim: to give Ss practice in identifying specific information in the text through a T/F activity

- Get Ss to do the activity and check the answers with the class.

1. F 2. F 3. F 4. T 5. F

KEY

- Explain unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss some questions:

*Do you agree with Wendy's attitude towards Alison?
How should Wendy deal with the problem?
Have you ever found yourself in a similar situation?
What do you do when you have a problem with a friend of yours?*

3. LISTEN 68,69

A. Aim: to give Ss practice in listening for gist and answering multiple choice questions

- Ask Ss to read through the two questions.
- Play the CD and check the answers with the class.

1. a 2. b

KEY

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the household chores.
- Play the CD and check the answers with the class.

	John	Ms Hudson
hoovers	x	✓
does the washing	x	x
irons clothes	x	x
does the washing-up	✓	✓
cooks	x	✓

KEY

LISTENING TRANSCRIPT

1.

Boy: Hello?

Woman: John... The house is a mess. You never help with the housework.

Boy: But...

Woman: I always tidy the house and I always Hoover.

Boy: But...

Woman: You never do the washing and you never iron the clothes.

Boy: But...

Woman: OK, you do the washing-up every evening, but you never cook.

Boy: But...

Woman: Don't but me... Hoover the house and cook or...

Boy: But I'm not John. I'm Joseph, Joseph Brown!

Woman: What? Isn't your number 0776 147 8283?

Boy: No.

Woman: Uhhh.... I'm so sorry. Beep beep beep.

LISTENING TRANSCRIPT

2.

Man: (answering machine): Hi. This is Luke Steinberg. I'm not in right now so, please, leave a message after the beep. Beeeeep

Woman: Hello, Mr Steinberg, this is Ms Hudson and I'm a cleaner. I Hoover, I do the washing-up and I cook. But, I don't do the washing and I don't iron clothes. I can come on Thursday or Friday. My phone number is 267 0336.

4. SPEAK

Aim: to give Ss practice in asking and answering about routines

- Get Ss to do the activity in pairs. Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogues in class.

5. WRITE

Aim: to present word order

- Draw Ss' attention to the box and explain the order of the subject and verb in a sentence.

A. Aim: to give Ss practice in word order

- Get Ss to do the activity and check the answers with the class.

1. My brother uses the underground.
2. Lucy gets up at 6:15.
3. I don't watch reality shows.
4. Ben's friends don't play football.
5. I finish work at midnight.

KEY

B. Aim: to give Ss practice in writing about routines

- Read out and explain the TIP.
- Point out to Ss that they should think of things they do on Saturday in the morning, afternoon, evening.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.



cook



wash the car



do the washing

3. LISTEN

A. Listen to two different women talking on the phone and answer the questions below. Choose a or b.

- Who is the woman?
a. John's mother b. Joseph's mother
- Who is the woman?
a. Ms Steinberg b. a cleaner

B. Listen again and tick or cross the boxes.

	John	Ms Hudson
hoovers	☐	☐
does the washing	☐	☐
irons clothes	☐	☐
does the washing-up	☐	☐
cooks	☐	☐

4. SPEAK Go to page 120.

5. WRITE

Word order

In English, we always put the subject of a sentence before the verb.

Subject + verb

I Hoover on Saturdays.
Sam doesn't iron his clothes.

A. Make sentences by putting the words in the correct order.

- brother / uses / my / underground / the
- at / Lucy / 6:15 / gets up
- don't / shows / watch / I / reality
- football / Ben's / play / friends / don't
- finish / at / I / midnight / work

B. Write a short paragraph about what you do on Saturdays.

- In the morning, I...
- In the afternoon, I...
- In the evening, I...

C. Read again and write T for True or F for False.

- Alison sometimes does housework. ☐
- Wendy and Alison hang out at the weekend. ☐
- Alison's friends do the washing-up on Saturdays. ☐
- Alison stays at home on Sundays. ☐
- Wendy thinks weekends are great. ☐



- Remember to check the word order in your writing (subject + verb, adverbs of frequency).
- Remember to use prepositions of time correctly. (e.g. at 7 o'clock, in the morning, on Saturday afternoon)

TIP

3 Round-up

VOCABULARY

A. Match.

- | | |
|----------|-----------------|
| 1. go to | a mess |
| 2. read | the underground |
| 3. go | lessons |
| 4. have | the newspaper |
| 5. do | shopping |
| 6. use | bed |
| 7. make | housework |

B. Complete with the words in the box.

hang from rides lift shower remote

1. I don't drive so my brother gives me a _____ every day.
2. Kelly and Julie _____ out with their friends at the weekend.
3. Where's the _____ control? There's a new game show on TV.
4. Fred usually _____ his motorbike to work.
5. I always have a _____ in the evening.
6. My dad works _____ 9 to 5.

GRAMMAR

C. Complete with *in*, *on* or *at*.

1. There's a nice sitcom on TV _____ seven o'clock.
2. I play tennis _____ Mondays and Wednesdays.
3. What do you do _____ the weekend?
4. Andy usually gets up early _____ the morning.
5. I don't go jogging _____ night.
6. _____ my free time, I usually read magazines.

D. Complete with the Present Simple of the words in brackets.

1. Donna _____ (never / watch) soap operas.
2. Peter _____ (cook) dinner every day.
3. We _____ (not finish) school at two.
We _____ (finish) at three.
4. The girls _____ (not / usually / get) home at three o'clock.

5. Ben _____ (sometimes / take) the bus to work.
6. Paul and Wendy _____ (often / go) out with their friends at the weekend.
7. I _____ (not like) football.

COMMUNICATION

E. Complete the questions for the answers below.

1. A: _____ basketball?
B: No, I don't.
2. A: _____?
B: It's six o'clock.
3. A: _____ have dinner?
B: At seven.
4. A: _____ on Saturday evenings?
B: They usually go to the cinema.
5. A: _____ the washing-up?
B: No, he doesn't.
6. A: _____ to the gym?
B: On Mondays, Wednesdays and Fridays.

F. Complete the dialogues. Choose *a* or *b*.

1. A: What's on?

B: _____

a. A chat show.

b. At nine.

2. A: Do you like housework?

B: _____

a. Yes, I like it, too.

b. No, I can't stand it.

3. A: When does Anna tidy the house?

B: _____

a. She never does it.

b. Yes, but she doesn't Hoover.

4. A: _____

B: He walks.

a. Does Jack walk to work?

b. How does Jack get to work?

to help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities

VOCABULARY

A.

1. go to bed
2. read the newspaper
3. go shopping
4. have lessons
5. do housework
6. use the underground
7. make a mess

KEY

B.

1. lift
2. hang
3. remote
4. rides
5. shower
6. from

KEY

GRAMMAR

C.

1. at
2. on
3. at
4. in
5. at
6. In

KEY

D.

1. never watches
2. cooks
3. don't finish, finish
4. don't usually get
5. sometimes takes
6. often go
7. don't like

KEY

COMMUNICATION

E.

Suggested answers

1. Do you play/like
2. What's the time
3. What time do you
4. What do they usually do
5. Does he do
6. When do you go

KEY

F.

1. a
2. b
3. a
4. b

KEY

3 Round-up

G.

Open activity

SPEAK

- Ask Ss to look at the people in the picture.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs or small groups.
- Go round the class helping Ss when necessary.
- Choose some Ss to talk about the people in the picture in class.

WRITE

- Tell Ss to write three sentences about their daily routine, including one lie, as in the example.
- Have Ss play the class game.

SELF ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

G. Answer the questions.

1. What's your favourite TV programme?

2. What do you do on Saturdays?

3. Do you go clubbing?

4. How do you get to school/work?

5. When do you relax?

6. When do you do the housework?

SPEAK

Talk in pairs or small groups. Choose one of the people below and talk about their daily routine.

I think he's very active. He goes to the gym after school every day.

He also likes ...



WRITE

CLASS GAME

Write three sentences about your daily routine, including one lie. Then take turns to read your sentences to the class. Your classmates must find the sentence that is not true about you.

-  I always go to the cinema on Saturdays.
-  I tidy my room on Sundays.
-  I do the washing-up every day.

SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > tell the time ☐
- > talk about my daily routine ☐
- > talk about my free-time activities ☐
- > use the Present Simple ☐
- > use adverbs of frequency ☐
- > use prepositions of time ☐
- > talk about my likes and dislikes ☐
- > talk about TV programmes ☐
- > write about my and other people's daily routines ☐

A. Look at the pictures. What can you guess about the lives of the Temb  Indians?
Listen, read and check your answers.

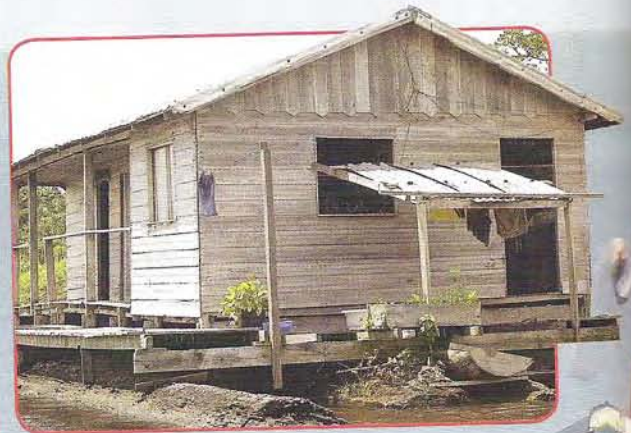
The Temb  Indians of the Amazon

A different way of life



The Temb  Indians live in the Amazon rainforest of Brazil. They speak Portuguese but at school children also learn Temb .

The Temb  Indians live in wooden houses by the river. They eat fish from the river but sometimes they catch alligators, too. They sleep in hammocks and they don't have showers, so they wash in the river. They do the washing there, too.



They never wear shoes and they haven't got many clothes because it's usually very warm there. But it rains every day.

The Temb  Indians sleep in hammocks like this.



Young people don't watch TV because they haven't got televisions. In their free time they swim in the river. But they are always careful because there are alligators and piranha fish.



SONG

"Busy, busy, busy"

Go to page 124.



B. Read again and answer the questions.

1. What languages do the Temb  Indians speak?
2. What do they eat?
3. Where do they sleep?
4. Where do they do their washing?
5. What do young people do in their free time?

You can find more information on this topic at <http://www.mmpi.net/traveller/travellerindex.htm>

▶▶170

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

WARM-UP

- Draw Ss' attention to the title *Social Studies* and explain it to them (*the study of societies*).
- Ask Ss why they think it is interesting/necessary, etc. to study other societies.
- Elicit answers (*because we learn interesting facts about their lifestyle, etc.*).
- Ask Ss if they know of any interesting facts about the lifestyle of people around the world.
- Elicit answers.

A.

- Tell Ss to look at the pictures and ask them what they think the text is about.
- Ask Ss the question in the rubric. Elicit answers, but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions.

Where do the Temb  Indians live? They live in the Amazon rainforest of Brazil.

Do they live by the river? Yes, they do.

Where do they wash? They wash in the river.

Have they got many clothes? No, they haven't.

Why? Because it is usually very warm there.

Does it rain a lot there? Yes, it does.

Do the Temb  Indians watch TV? No, they don't.

Why? Because they haven't got televisions.

- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. Portuguese and Temb .
2. They eat fish and alligators.
3. They sleep in hammocks.
4. They do their washing in the river.
5. They swim in the river.

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

SONG ▶▶171

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

six
bus
relax
chat
tennis
gym

KEY

KEY

4 Places

- Aims:**
- to introduce the topic of the module and activate Ss' background knowledge
 - to present the learning objectives of the module

- Ask Ss to look at the picture.
- Ask Ss:

Is this a city or a village?

How can you tell?

Where do you think it is?

Have you ever been to/lived in a place like the one shown in the picture?

- Point out to Ss that the tall buildings in the picture are called *skyscrapers*.
- Ask Ss:

Are there skyscrapers in your area?

Have you ever been to a skyscraper?

Would you like to live in a skyscraper?

- Ask Ss what they think the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section. Explain any unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

KEY

- ▶ two men lost in the city: p. 56
- ▶ a hotel room: p. 52
- ▶ homes for rent: p. 58
- ▶ a girl showing pictures of her new house to a friend: pp. 50-51
- ▶ a note on a fridge door: p. 54

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

Discuss:

- ▶ Do you like where you live?
- ▶ What would you like to change about your house or flat?

Flick through the module and find...

- ▶ two men lost in the city
- ▶ a hotel room
- ▶ homes for rent
- ▶ a girl showing pictures of her new house to a friend
- ▶ a note on a fridge door

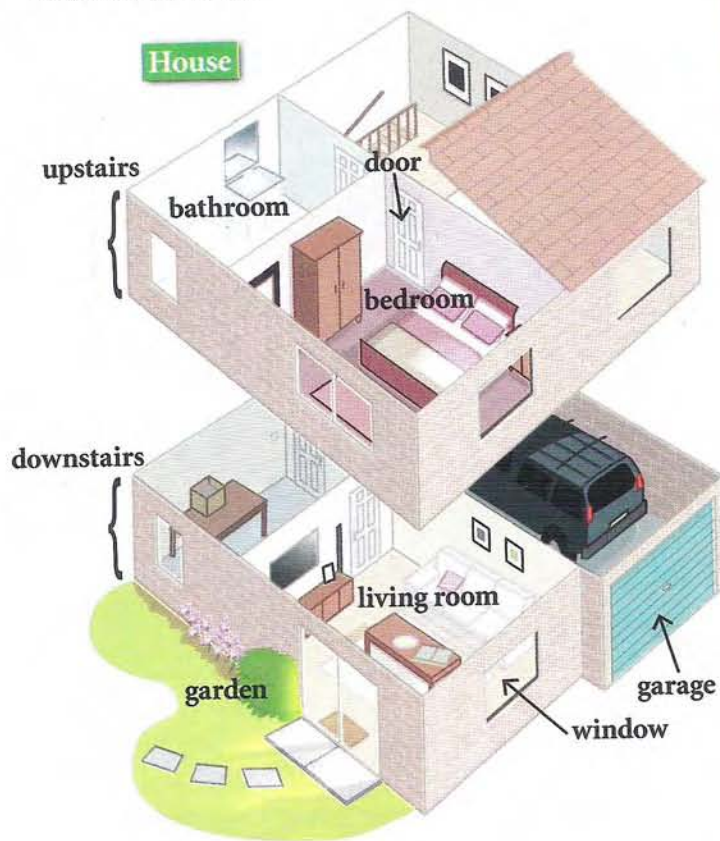
In this module you will learn...

- ▶ to identify the location of objects
- ▶ to give your address
- ▶ to describe a room
- ▶ to describe your house or flat
- ▶ to talk about furniture and appliances
- ▶ to ask for and give directions
- ▶ to refer to the location of places in a town
- ▶ to read a map
- ▶ to write about your house/flat/dream house

4a What's your house like?

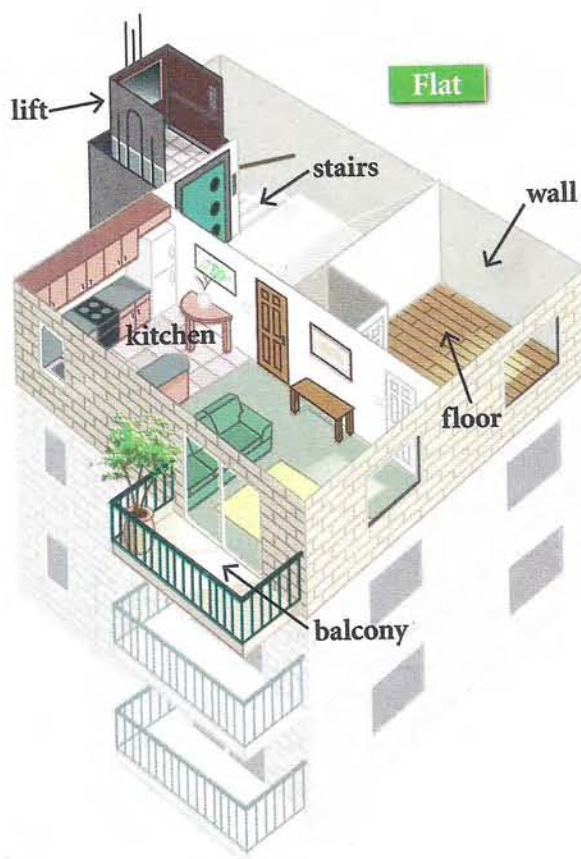
1. VOCABULARY

Listen and repeat.



2. READ

A. Listen and read. Does Claire like her new house?



Functions

Asking for and giving one's address

Asking about and describing your house or flat

Structures

There is / There are

Vocabulary**Parts of a house/flat**

balcony bathroom bedroom door downstairs
 floor garage garden kitchen lift living room
 stairs upstairs wall window

Other words and phrases

Check this out. large lovely picture street Sure

What's your address? What's your house like?

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures and have them guess what the lesson will be about.

1. VOCABULARY ▶▶2**Aim:** to introduce vocabulary related to houses/flats and rooms

- Tell Ss to look at the first picture and ask them: *What is it?*
It's a house.
- Tell Ss to look at the second picture and ask them: *What is it?*
It's a flat.
- Ask Ss some questions:
Do you live in a house or flat?
Do you like your house/flat?
Where is your house/flat?
How many rooms has your house/flat got?
- Ask Ss to read through the words.
- Help Ss deduce the meaning of unknown words by relating them to the items they are referring to.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss what rooms their houses/flats have got.

2. READ ▶▶3

A. Aims: • to give Ss practice in making predictions about the dialogue based on visual prompts
 • to present vocabulary, functions and structures in the context of a dialogue

- Ask Ss to look at the picture and ask them some questions:
What can you see in the picture?
What are they wearing?
What do they look like?
Where are they?
What is their relationship?
What are they doing?
What are they talking about?
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss the question in the rubric (*Claire likes her new house*). Explain to them that Claire is the girl holding the camera.

- Ask Ss some questions:

*Who lives on Cross Street? Claire and Tina.**Does Lucy like Claire's new house? Yes, she does.**How many bathrooms has Claire's house got? Two.**How many bedrooms has Claire's house got? Three.**What rooms are there upstairs? Three bedrooms and a bathroom.**What rooms are there downstairs? A living room, a kitchen and a bathroom.**Does Claire like the kitchen of her new house? Yes, she does.*

- Draw Ss' attention to the phrase *come round* and ask them to guess what it means.
- Draw Ss' attention to the preposition *in* in the sentence *And there's even a fish pond in it.* and have them guess its meaning from the context.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

- KEY**
1. (Lucy's friend) Tina.
 2. It's 24 Cross Street.
 3. No, there aren't.
 4. It's upstairs.
 5. There's a fish pond in it.

- Explain unknown words and choose Ss to act out the dialogue.

3. GRAMMAR

Aim: to present *there is/there are*

- Ask Ss to read through the examples.
- Elicit the use of *there is/there are* (we use *there is* before singular nouns and *there are* before plural nouns).
- Ask Ss to find examples of *there is/there are* in the dialogue (...*there's a big living room...*, *There are two small bedrooms...*, *Is there a garden?*, *Yes, there is.*, ...*there's even a fish pond...*).
- Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to make sentences with *there is/there are*.
- Choose Ss to read out their sentences.

OPTIONAL ACTIVITY

Ask Ss to describe their house using *there is/there are*.

4. PRACTICE

Aim: to give Ss practice in using *there is/there are* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- KEY**
1. Is there, there isn't, there is
 2. There are
 3. Are there, there are
 4. There aren't, There is
 5. There are, Is there

5. SPEAK

Aim: to give Ss practice in talking about their place of residence

- Read out and explain the TIP.
- In pairs, Ss take turns to ask and answer the questions. Go round the class, helping Ss when necessary.
- Choose some Ss to act out the dialogue.

WORKBOOK LISTENING ▶▶4

LISTENING TRANSCRIPT

My new house is great. Downstairs there's a big living room, a small kitchen and a bathroom. There are two big windows in the living room, but there's only a small window in the kitchen. Upstairs there's a big bedroom, a small bedroom and a bathroom. Both bedrooms have got big windows, but the bathroom hasn't got a window.

Claire Hey, Lucy! Check this out.
 Lucy What is it?
 Claire It's a picture of my new house.
 Lucy No!
 Claire Yes!
 Lucy Where do you live now?
 Claire On Cross Street.
 Lucy My friend Tina has got a flat there. What's your address?
 Claire It's 24 Cross Street.
 Lucy So, what's your new house like?
 Claire It's great. Downstairs there's a big living room, a lovely kitchen and a small bathroom.
 Lucy What about upstairs?
 Claire There are two small bedrooms, one large bedroom and a big bathroom.
 Lucy Is there a garden?
 Claire Yes, there is. And there's even a fish pond in it.
 Lucy Nice!
 Claire Hey, come round for coffee later.
 Lucy Sure. See you later.

B. Read again and answer the questions.

1. Who's got a flat on Cross Street?
2. What's Claire's new address?
3. Are there two large bedrooms in Claire's house?
4. Where's the big bathroom?
5. What's special about the garden?

3. GRAMMAR

There is / There are

Read the examples and make sentences with *there is/are*.

There's a big bathroom upstairs.

There isn't a garage.

Is there a garden?
 Yes, there is.
 No, there isn't.

There aren't three windows in the bedroom.

There are only two.

Are there four bedrooms in your house?
 Yes, there are.
 No, there aren't.

Grammar Reference p.126

4. PRACTICE

Complete the dialogues with the correct form of *there is/are*.

1. Mr Miles _____ a big window in the bedroom?

Mrs Stone No, _____, but _____ a large window in the living room.

2. _____ three bedrooms in my house. They are all upstairs.

3. Tony _____ two bathrooms in Andy's new flat?

Jane Yes, _____.

4. _____ two red ties in the wardrobe. _____ only one.

5. Betty What's your flat like?

Henry It's lovely. _____ two bedrooms, a bathroom and a kitchen.

Betty _____ a living room?

Henry Yes, of course.

5. SPEAK

Talk in pairs.

Where do you live?

...

What's your address?

...

Do you live in a house or flat?

...

What's your house/flat like?

...

Don't be afraid to make mistakes when you speak.

TIP

4b Enjoy your stay

1. VOCABULARY

Listen and repeat.



2. READ

A. Listen and read. Where are the people? What are they talking about?

Man This is your room. Room 315.

Woman Thank you.

Man The TV is in this cupboard.

Woman And the remote control?

Man It's on the bedside table, next to the telephone.

Woman OK. Where's the mini-bar?

Man It's next to the cupboard.

Woman Right. And the bathroom...

Man It's right this way.

Woman Oh, it hasn't got a bath!

Man No. All the bathrooms in our hotel have only got a shower.

Woman Well, I guess it doesn't matter... The mirror is nice and big and...

Man Do you need anything else?

Woman No, thank you. This is for you.

Man Oh, thank you madam. Enjoy your stay.

B. Read again and correct the sentences below.

1. The telephone is in the cupboard.
2. There is a TV next to the telephone.
3. The mini-bar is next to the wardrobe.
4. The bathroom has got a bath.
5. The mirror in the bathroom is small.

Functions

Asking about and identifying the location of objects

Structures

Prepositions of place (behind, in, in front of, next to, on, under)

Vocabulary**Furniture**bed bedside table chair cupboard desk lamp
mirror table**Other words and phrases**

anything else bath Enjoy your stay

I guess it doesn't matter mini-bar need

Right this way room rug shower sink toilet

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain what it means.
- Ask Ss when we can say or hear the phrase *Enjoy your stay*.
- Elicit answers (*at a hotel, when we have guests staying with us*).
- Ask Ss what the lesson will be about and elicit answers.

1. VOCABULARY ▶▶5**Aim:** to introduce vocabulary related to a hotel room

- Draw Ss' attention to the picture and ask them what it shows (*a picture of a hotel bedroom and bathroom*).
- Ask Ss to read through the words.
- Help Ss deduce the meaning of unknown words by relating them to the items they are referring to.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss if they have ever stayed in a hotel and what furniture it had.

EXTRA VOCABULARY SECTION IN WORKBOOK**CD 3** ▶▶51**2. READ** ▶▶16**A. Aims:** • to give Ss practice in identifying the main idea of the dialogue

- to present vocabulary, functions and structures in context

- Play the CD and have Ss read and listen at the same time.
- Ask Ss the questions in the rubric.
- Elicit answers (*the people are at a hotel room and the man is showing the woman the room*).
- Ask Ss to tell you what the relationship between the man and the woman is (*the woman is a client and the man is a bellboy, that is someone employed by the hotel to carry luggage, open doors, etc.*).
- Draw Ss' attention to the phrase *This is for you*. Ask Ss to tell you what they think the woman is giving to the man (*money*) and why (*because he has helped with her luggage and has shown her around the hotel room*).

LANGUAGE PLUS

The small amount of money we give to somebody in recognition of their services is called a **tip**.

- Ask Ss some questions:

*What is the number of the woman's room? It's 315.**Where is the remote control? It's on the bedside table.**Have all the bathrooms in the hotel got only a shower? Yes, they have.**Has the woman got a problem with that? No, she hasn't.***B. Aim:** to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

Suggested answers

1. The TV is in the cupboard.
2. There is a **remote control** next to the telephone.
3. The mini-bar is next to the **cupboard**.
4. The bathroom has got a **shower**.
5. The mirror in the bathroom is **big**.

- Choose two Ss to act out the dialogue and explain any unknown words.

POST-READING**Aim:** to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss some questions:

*Have you ever stayed at a hotel?**Did you like the room?**How was it?**What did it have?*

3. GRAMMAR

Aim: to present and give Ss practice in using prepositions of place

- Draw Ss' attention to the positions of the balls in relation to the boxes and read the prepositions of place.
- Ask Ss to make sentences and check the answers with the class.

The ball is on the box.
The ball is in the box.
The ball is under the box.
The ball is in front of the box.
The ball is behind the box.
The ball is next to the box.

- If necessary, use your book and a pencil to give Ss further practice in using prepositions of place.
- Refer Ss to the Grammar Reference (p. 127).

4. PRACTICE

Aim: to give Ss practice in using prepositions of place

- Get Ss to do the activity and check the answers with the class.

1. in front of
2. mini-bar
3. on
4. mirror
5. table
6. next to
7. in
8. bed

5. PRONUNCIATION ▶▶7

Aim: to present and give Ss practice in identifying intonation and rhythm in *Wh-* questions and answers

- Have Ss read through the questions and answers.
- Play the CD and have Ss repeat what they hear and notice the intonation and rhythm.

6. LISTEN ▶▶8

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the first set of pictures and tell you what they can see in each picture.
- Play the CD twice and check the answer with the class.
- Follow the same procedure with the rest of the dialogues.
- Alternatively, ask Ss to tell you what they can see in each set of pictures and play the CD twice without pausing at the end of each dialogue.

1. b 2. a 3. b

LISTENING TRANSCRIPT

1.

Brian (mobile ringing) Yeah?
Annie Where are you? Are you in our room?
Brian Yes. What do you need?
Annie My sunglasses.
Brian OK. Where are they? In your bag?
Annie I don't know. I think they're on the bedside table.
Brian No, those are my sunglasses... Oh, here they are, in your bag.

2.

Frank Wow, look at this room!
Helen It's great.
Frank I know. Look at the TV on the wall!
Helen Wow! Where's the remote control?
Frank I don't know. Isn't it on the bed?
Helen No, it isn't. What about the desk?
Frank Yes, here it is, on the desk behind the lamp.

3.

Receptionist Reception. How may I help you?
Ms Davin This is Ms Davin from room 413.
Receptionist Good afternoon, Ms Davin. What can I do for you?
Ms Davin Well, there's a shirt in the bathroom, on the floor.
Receptionist Excuse me?
Ms Davin And there's a toothbrush next to the sink. I want another room!
Receptionist Um. I'll be right up.

7. SPEAK

Aim: to give Ss practice in speculating and talking about the location of furniture

- Divide Ss into pairs.
- Ask SA to go to page 120 and SB to go to page 122.
- Get Ss to do the activity. Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

8. WRITE

Aim: to give Ss practice in describing the location of furniture in a room

- Allow Ss some time to write their descriptions.
- Choose Ss to read out descriptions of both pictures.

3. GRAMMAR

PREPOSITIONS OF PLACE

Look and make sentences.



on



in



under



in front of



behind



next to

Grammar Reference p.127

4. PRACTICE

Look at the picture in activity 1 and circle the correct words.

1. The rug is **under** / in front of the bed.
2. The desk is next to the **mini-bar** / chair.
3. The lamp is **on** / behind the bedside table.
4. The **rug** / mirror is in the bathroom.
5. The telephone is on the **table** / desk.
6. The toilet is **in front of** / next to the sink.
7. The TV is **under** / in the cupboard.
8. The bedside table is next to the **bed** / cupboard.

5. PRONUNCIATION

Listen and repeat. Notice the intonation and rhythm.

1. A: Where's the yellow lamp?
B: It's on the desk.
2. A: Where's the rug?
B: It's in front of the bed.
3. A: Where's the TV?
B: It's in the cupboard.
4. A: Where are the shoes?
B: They're under the bed.

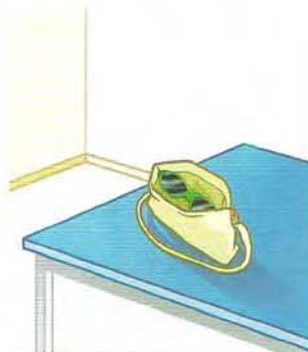
6. LISTEN

Listen to the dialogues and choose picture a or b.

1.



a



b

2.



a



b

3.



a



b

7. SPEAK

GAME: SPOT THE DIFFERENCES

Student A go to page 120.

Student B go to page 122.

8. WRITE

Choose one of the pictures on pages 120 and 122 and describe it.



The lamp is next to the bed...

4c Make yourself at home

1. VOCABULARY

Listen and repeat. Which of the following have you got at home?



cooker



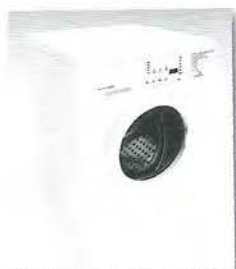
fridge



bookcase



dishwasher



washing machine



microwave



sofa



armchair

2. READ

A. Listen and read.

Who is the note for?



Good morning!

Make yourself at home. I've got classes all day today. I'm sorry.

Please take Rocky for a walk and then feed him. The dog food is next to the microwave. Rocky's got a red bowl and a blue bowl. The blue bowl is for his food and the red bowl is for his water. They're both outside on the balcony.

I know you don't like washing up, but please do it. There's something wrong with the dishwasher. And something else: I've got clothes in the washing machine. Please hang them outside. Thanks sis!

There's a surprise for you in the fridge - chocolate cake! Enjoy!

See you tonight,
Brian

B. Read again and write T for True or F for False.

1. Brian is at work. ☐
2. Brian has got two dogs. ☐
3. The dishwasher doesn't work. ☐
4. Brian's got clothes outside. ☐
5. The cake is for Brian's sister. ☐

C. Read again and find who or what these words refer to.

1. I (line 1): _____
2. him (line 4): _____
3. They (line 6): _____
4. it (line 9): _____
5. them (line 11): _____
6. you (line 12): _____

(1)

(5)

(10)

Functions

Talking about furniture and home appliances

Structures

Object personal pronouns

a(n) vs *the***Vocabulary****Furniture**

armchair bookcase sofa

Appliances

cooker dishwasher fridge microwave

washing machine

Other words and phrases

both bowl cake chocolate class dog enjoy feed

food hang outside surprise take the dog for a walk

There's something wrong with.... today tonight water

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Explain to Ss that we use this expression when we want someone to feel comfortable and relax in our home. Ask them to find the equivalent expression in their L1.

1. VOCABULARY**Aim:** to introduce vocabulary related to appliances and furniture

- Ask Ss to read the words underneath each picture. Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat the words.
- Ask Ss the question in the rubric.
- Read out and explain the TIP.
- Write the words *Furniture* and *Appliances* on the board and ask Ss to put the words they have just learnt under the correct heading.

*Furniture: bookcase, sofa, armchair**Appliances: cooker, fridge, dishwasher, washing machine, microwave*

- Ask Ss to add more words under each heading.

2. READ**A. Aims:** • to give Ss practice in making predictions about the text

- to give Ss practice in identifying the main idea of the text
- to present functions, structures and vocabulary in the context of a note

- Ask Ss to tell you what they can see in the picture (*a note attached to a fridge by a fridge magnet*).
- Ask Ss some questions:

*Have you ever left a note on your fridge?**Who was it for?**What was it about?**Why did you leave a note?*

- Play the CD. Ss read and listen at the same time.
- Ask Ss the question in the rubric.
- Elicit answers.

The note is for Brian's sis. (Explain to Ss that *sis* is the informal word for *sister*).

- Ask Ss some questions:

*What is Brian's dog's name? It's Rocky.**What is Brian asking his sister to do with his dog? To take him for a walk and feed him.**Is the dog food next to the dishwasher? No, it isn't. It's next to the microwave.**How many bowls has Rocky got? He's got two bowls.**What are they for? The blue one is for his food and the red one is for his water.**Where are Rocky's bowls? They are both outside on the balcony.**Does Brian's sister like washing up? No, she doesn't.**What is Brian asking his sister to do with the clothes in the washing machine? To hang them outside.***B. Aim:** to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

1. F 2. F 3. T 4. F 5. T

KEY

C. Aim: to give Ss practice in identifying the words pronouns refer to

- Ask Ss to read the text again and find the words 1-6.
- Get Ss to do the activity and check the answers with the class.

1. Brian
2. Rocky
3. the blue bowl and the red bowl
4. washing up
5. clothes
6. Brian's sister

KEY

- Explain unknown words.
- Choose Ss to read the text aloud.

POST-READING**Aim:** to give Ss the opportunity to use the new vocabulary to talk about themselves

- Ask Ss:

*Do you do housework?**Does your brother or sister do housework?**How would your brother/sister react if you left them a note like that?*

3. GRAMMAR

Aim: to introduce object personal pronouns

- Ask Ss to read through the first example.
- Ask Ss the question in the rubric.
- Elicit the answer that *I* goes before the verb *be* (used as the *subject*) while *me* goes after the main verb (used as the *object*).
- Do the same for the rest of the examples.
- Refer Ss to the Grammar Reference (p. 127) and explain the relation between subject personal pronouns and object personal pronouns (*I – me, You – you, He – him, etc.*).
- For further practice, refer Ss to the pronouns in activity 2C and ask them to tell you which are subject personal pronouns and which are object personal pronouns.

Subject personal pronouns: I (line 1), They (line 6)

Object personal pronouns: him (line 4), it (line 9), them (line 11), you (line 12).

4. PRACTICE

Aim: to give Ss practice in using object personal pronouns in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. it 2. them 3. her 4. us 5. you 6. him

KEY

5. GRAMMAR

Aim: to present the indefinite and definite articles *a(n)/the*

- Have Ss read through the two examples and ask them the question in the rubric.
- Elicit the answer that the indefinite articles *a* and *an* don't refer to specific items whereas the definite article *the* refers to specific items.
- Ask Ss to find examples in the text (...*The dog food...the microwave...a red bowl and a blue bowl...The blue bowl...the balcony, ...the dishwasher...the washing machine...the fridge*).
- Refer Ss to the Grammar Reference (p. 127).

6. PRACTICE

Aim: to give Ss practice in using the indefinite and definite articles *a(n)/the*

- Get Ss to do the activity and check the answers with the class.

1. a, a, The, the, the, the
2. a, an, the, The, the

KEY

7. PRONUNCIATION ▶▶11, 12

A. Aim: to have Ss identify the stressed syllable in a word

- Play the CD and tell Ss to listen for the stressed syllable in the words *washing* and *machine*.
- Elicit the answer that *washing* is stressed on the first syllable while *machine* is stressed on the second syllable.

B. Aim: to give Ss practice in identifying stressed syllables

- Have Ss read the words and underline the stressed syllables.
- Play the CD.
- Check the answers with the class. Write the words on the board and underline the stressed syllables.

dishwasher

microwave

tonight

behind

bookcase

chocolate

bathroom

today

hotel

toilet

surprise

cupboard

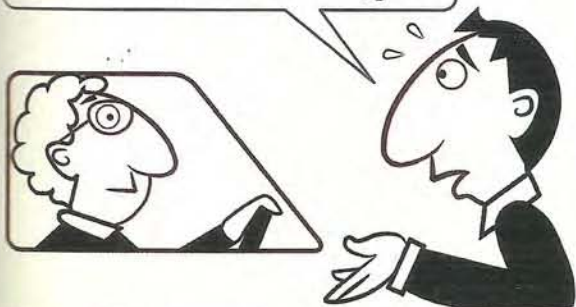
KEY

3. GRAMMAR

OBJECT PERSONAL PRONOUNS

Read the examples. What do you notice about the words in **bold**?

I'm late for work. Give **me** a lift, please.



You look familiar. I think I know **you**.

Dan Who's Mr Adams?

Frank **He's** my new boss. I can't stand **him**.

I like Tina. **She** is very nice. I hang out with **her** every day.

Alice Where's my hamburger?

Tom **It's** in the microwave. Eat **it**.

We don't understand. Help **us**, please.

Look at these armchairs. **They're** leather. I like **them**.

Grammar Reference p.127

4. PRACTICE

Complete with object personal pronouns.

- Your room is a mess. Tidy _____.
- Those are my sunglasses. Give _____ to me, please.
- I know that girl. I have English lessons with _____.
- Robert and I are late. Please drive _____ to school.
- Sue Greg!
Greg What?
Sue I need _____ in the kitchen. There's something wrong with the fridge.
- That actor is horrible. I can't stand _____.

5. GRAMMAR

a(n) vs the

Read the examples. What's the difference between ***a(n)*** and ***the***?

I've got **an** armchair and **a** sofa in my living room.
The armchair is black and **the** sofa is white.

Grammar Reference p.127

6. PRACTICE

Complete with ***a(n)*** or ***the***.

- There are two bookcases in our flat, _____ small bookcase and _____ big bookcase.
_____ big bookcase is in _____ living room and
_____ small bookcase is in _____ bedroom.
- Ted There's _____ jacket and
_____ umbrella on
_____ sofa. Whose are they?
Kate _____ jacket is Lucy's and
_____ umbrella's her brother's.

7. PRONUNCIATION

A. Listen and repeat. Notice the syllable that is stressed in words ***a*** and ***b***.

a. washing

b. machine

B. Read the following words and underline the stressed syllable. Then listen and check your answers.

dishwasher

microwave

tonight

behind

bookcase

chocolate

bathroom

today

hotel

toilet

cupboard

surprise

4d In the city

Before you read, look at the picture. It helps you understand the situation.

TIP

1. VOCABULARY

Listen and repeat.



police station



cathedral



hospital



park



restaurant



museum



bank

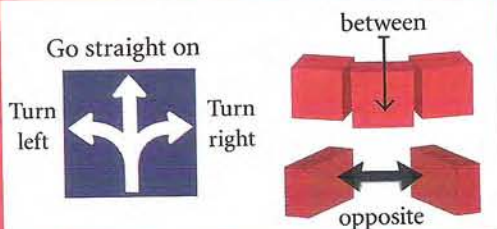
2. READ

A. Look at the picture below. What do you think the people are talking about? Listen, read and check your answers.



- Girl Need any help, guys?
 Dave Yes, where's the Museum of Modern Art?
 Girl It's opposite the hospital on Westbourne Road.
 Nigel How do we get there?
 Girl Go down this road and turn left at the traffic lights. Then go straight on and turn left again at the bank. The museum is on your right between the cathedral and the police station.
 Nigel Is it far?
 Girl It's about a twenty-minute walk.
 Dave It's far. Let's take a taxi.
 Girl No, don't take a taxi. Take the underground to Westbourne Station. It's near the museum. Visit the cathedral, too. It's beautiful.
 Nigel OK, thanks.
 Girl No problem.

NOTE



B. Read again and write T for True or F for False.

- The museum is on Westbourne Road.
- The museum is a 20-minute walk from the hospital.
- The museum is next to the cathedral.
- The museum is opposite the police station.
- The museum is near Westbourne Station.

☐
☐
☐
☐
☐

Functions

Asking for and giving directions
Referring to the location of places in a city
Reading a map

Structures

Imperative

Vocabulary**Places in a city**

bank cathedral hospital museum park
police station restaurant underground station

Prepositions of place

between opposite

Other words and phrases

a 20-minute walk far Go down Go straight on guy
How do I get there? It's on your left/right near
Need any help? No problem road traffic lights
Turn left/right at... visit

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask Ss to tell you what the lesson will be about.
- Ask Ss to tell you some things about their city/town/village.

1. VOCABULARY ▶▶13

Aim: to present vocabulary related to buildings

- Introduce the word *buildings/places* to the class.
- Ask Ss to say what kind of buildings/places there are in their city/town/village/area. Write the English words on the board.
- Ask Ss to look at the pictures and read the words underneath them. Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.

EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ▶▶52

2. READ ▶▶14

A. Aims: • to give Ss practice in making predictions about the dialogue based on visual prompts
• to give Ss practice in identifying the main idea of the dialogue

- Read out and explain the TIP.
- Ask Ss to look at the picture and tell you what they can see.
- Ask Ss to tell you what they think the people are talking about.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions (*the girl is telling Dave and Nigel how to get to the Museum of Modern Art*).
- Draw Ss' attention to the NOTE. Make sure that Ss understand the meaning of the directions and the prepositions by relating them to the content of the corresponding pictures.

LANGUAGE PLUS

- In the phrase a **twenty-minute walk**, the noun *minute* preceded by the cardinal number *twenty* is used as an adjective. It is always in the singular number and hyphenated, as opposed to *twenty minutes*.
- The question **Need any help?** is used in colloquial, everyday language instead of the standard question *Do you need any help?*

- Ask Ss some questions:

*Who is asking for directions? Dave and Nigel.
Where do they want to go? To the Museum of Modern Art.
What is opposite the hospital on Westbourne Road? The Museum of Modern Art.
What is the girl telling the men to do when they get to the traffic lights? To turn left.
What is the girl telling the men to do when they get to the bank? To turn left again.
How long do the men have to walk to get to the museum? About 20 minutes.
Are they going to walk to the museum? No, they aren't.
What is the girl telling the men about the cathedral? To visit it.*

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. T 2. F 3. T 4. F 5. T

KEY

- Choose Ss to act out the dialogue and explain any unknown words.

3. GRAMMAR

Aim: to present the imperative

- Draw Ss' attention to the traffic lights. Ask them to tell you what the signs mean by writing the correct imperative form.
- Explain to Ss that we use the imperative when we ask somebody to do or not to do something.
- Point out to Ss that the negative form of the imperative is *Don't + base form*.
- Refer Ss to the Grammar Reference (p. 127).

1. Walk! 2. Don't walk!

KEY

4. PRACTICE

Aim: to give Ss practice in using the imperative in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. Don't use 2. Visit, don't go 3. don't write 4. Go, turn

KEY

5. LISTEN 15

Aim: to give Ss practice in locating a place on a map by listening to directions

- Draw Ss' attention to the map and ask them to make sentences about the location of different places on the map (e.g. *The bank is next to Joe's café.*).
- Play the CD twice.
- Check the answers with the class.
- Ask Ss to repeat the routes they heard on the CD on their own.
- Alternatively, you can play the CD and pause after each dialogue for Ss to find the answer.

1. museum
2. Joe's café
3. theatre

KEY

LISTENING TRANSCRIPT

- Mike** OK, but how do I get there? Is it far?
Woman No, it isn't. Go down this street and turn left at the traffic lights. Go straight on and at the bank turn right. It's on your right, next to a hotel.
Mike Thanks.
Woman No problem.
- Jenny** Sorry, where is it again?
Man Go down this road. Turn left at the park and it's on your right. It's opposite the park and next to a bank. You can't miss it.
Jenny Thanks.
- Olivia** And how do I get there?
Woman Well, go down this road and turn left at the supermarket. Go straight on. Then, turn right at the police station. That's Green Street. Go down Green Street and it's on your left. It's between the cathedral and an Italian restaurant.

6. SPEAK

Aim: to give Ss practice in asking for and giving directions

- In pairs, Ss give and follow directions on the map. Go round the class, helping them when necessary.
- Choose some Ss to act out the dialogues.

3. GRAMMAR

IMPERATIVE

Look and write:
Walk! Don't walk!



1.



2.

Grammar Reference p.127

4. PRACTICE

Complete the dialogues with the correct form of the verbs in the box.

go

not write

turn

not go

not use

visit

1. Henry _____ the microwave. It doesn't work.

Louise Oh, OK.

3. Teacher Eddie! Please _____ on the desk.

Student Sorry, Miss.

2. Diane _____ the museum on King Street.

Paul What about the Natural History Museum?

Diane No, _____ there. It isn't open today.

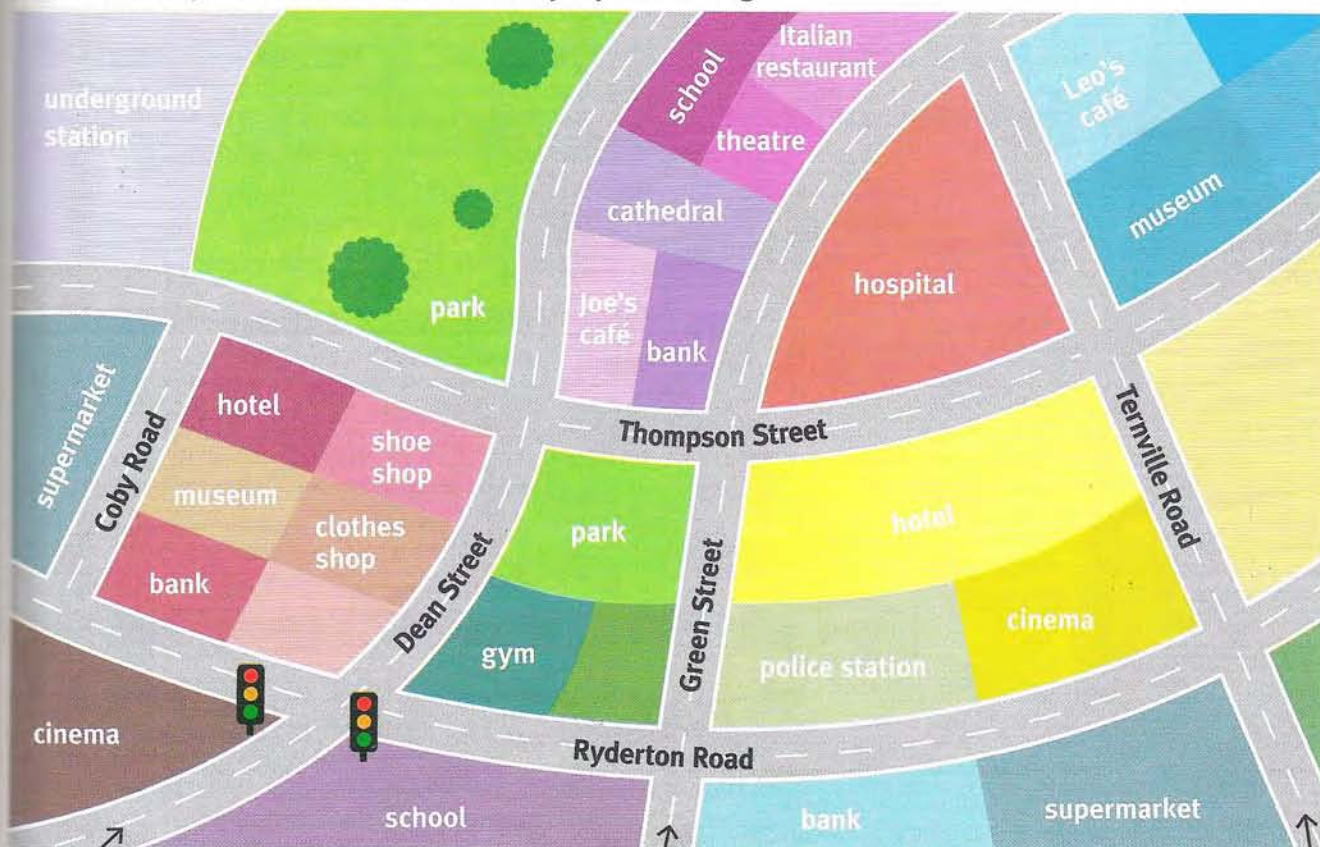
4. Man How do I get to the bank?

Woman _____ down this road and _____ left at the traffic lights. It's on your right.

5. LISTEN



Look at the map, listen and write where the people want to go.



1. Mike: _____

2. Jenny: _____

3. Olivia: _____

6. SPEAK

Talk in pairs. Look at the map above.

Student A: Imagine that Student B is at the traffic lights. Choose a place and imagine you are there, but don't tell Student B. Give him/her directions to this place.

Student B: Imagine you are at the traffic lights. Follow Student A's directions. Where is he/she?

Go down...

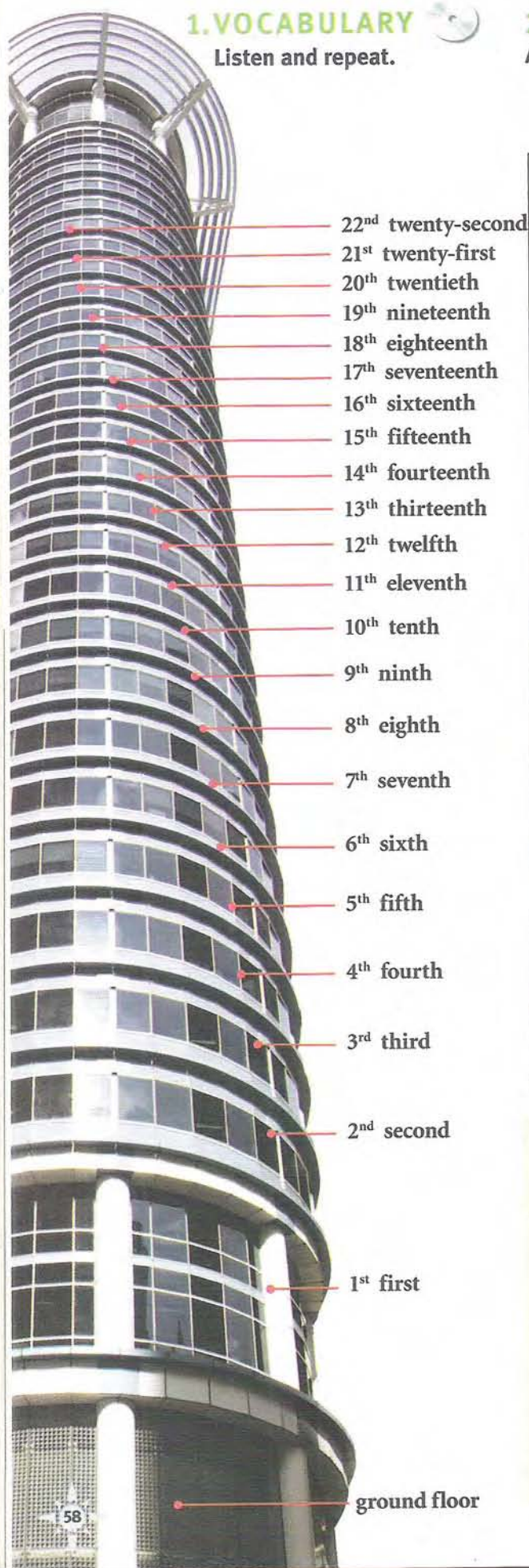
4e House-hunting

1. VOCABULARY

Listen and repeat.

2. READ

A. Look at the advertisements below. What information do you think they include? Listen, read and check your answers.



2-bedroom flat £850 per month



4th-floor flat with 1 bathroom, WC, modern kitchen and living room. Gas central heating. Balcony with fantastic view. 5-minute walk from city centre.

☎ 01923 333 784

2-bedroom house £930 per month



Large wardrobes and gas central heating. Garage and front and back garden. In quiet neighbourhood, near primary school.

☎ 01923 189 654

4-bedroom house £1150 per month



Big kitchen, living room, 2 bathrooms, WC, gas central heating, large back garden. 10-minute walk from underground station.

☎ 01923 259 798

B. Read the situations below and the advertisements above. Then decide which house/flat is best for each.

- Mr and Mrs Samson live in a noisy neighbourhood and they need a change. Mr Samson is a mechanic and Mrs Samson is unemployed and she doesn't drive. They've got a nine-year-old daughter.
- Lance wants a place to stay with his brother. They both go to university and get around on bikes. Lance's brother also works in a restaurant in the city centre.
- Mr and Mrs Nelson have got three children. They've also got two dogs and a cat. They both work in the city centre but they don't want to live there.

Functions

Describing your house/flat

Vocabulary**Ordinals**

first, second, third, etc.

Other words and phrases

back cat fantastic front gas central heating
ground floor modern neighbourhood noisy
primary school view want WC

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the pictures of the houses.
- Help Ss elicit the meaning of the phrase *house-hunting* (*looking for a house/flat*).
- Ask Ss what the lesson will be about and elicit answers.
- Ask Ss if they have ever house-hunted, what the experience was like, etc.

1. VOCABULARY **16****Aim:** to introduce ordinals

- Draw Ss' attention to the skyscraper.
- Point out to Ss that skyscrapers have many floors.
- Ask Ss to look at the numbers and tell you what they are used for (*to number the floors of the skyscraper*).

LANGUAGE PLUS

- The word **floor** can be used to describe both the surface of a room that we walk on (e.g. *She usually sits on the floor and watches TV*) and the rooms that are on the same level of a building (e.g. *We live on the first floor*).
- **Ordinal numbers** (first, second, third, etc.) are used to show the position of something in a list of items (e.g. the order of the floors) as opposed to **cardinal numbers** (1, 2, 3, etc.) which are used to show quantity.
- Ask Ss what they notice about the formation of ordinal numbers (they are formed with the ending *-th*, except *first, second, third*) and point out the exceptions and spelling irregularities (*fifth, eighth, ninth, twelfth, twentieth*).
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss to count to 40 using ordinal numbers.

OPTIONAL ACTIVITY

Write numbers on the board and ask Ss to say the ordinal numbers.

2. READ **17**

- A. Aims:**
- to give Ss practice in making predictions about the text based on visual prompts
 - to give Ss practice in identifying the main idea of the text
 - to present functions and vocabulary in the context of an advertisement
- Draw Ss' attention to the advertisements and ask them what kind of advertisements they are (*advertisements for people who want to rent houses/flats*) and where they can find them (*in newspapers*).
 - Ask Ss the question in the rubric.

- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions (*information about the rooms, the price, the neighbourhood, the transport facilities, the contact number, etc.*).

B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class, asking Ss to provide justification for their answers.

1st advertisement: b

2nd advertisement: a

3rd advertisement: c

KEY

- Ask Ss some questions:

1st advertisement

Is the flat on the second floor? No, it isn't. It's on the fourth floor.

How many bedrooms has it got? It's got two bedrooms. What does it say about the kitchen and the living room? That they are modern.

What is the view from the balcony like? It's fantastic.

Is it far away from the city centre? No, it isn't.

2nd advertisement

How many gardens has the house got? It's got two gardens.

Has it got a garage? Yes, it has.

Is it near a school? Yes, it is.

What is the neighbourhood like? It's quiet.

3rd advertisement

How many bedrooms has the house got? It's got four bedrooms.

How many bathrooms has it got? It's got two bathrooms.

Has it got a large front garden? No, it hasn't. It's got a large back garden.

How long do you have to walk to get to the underground station? Ten minutes.

- Choose Ss to read the advertisements aloud and explain new vocabulary.

LANGUAGE PLUS

- The initials **WC** stand for *Water Closet*.
- In the phrases **2-bedroom flat**, **4th-floor flat**, **5/10-minute walk**, the nouns *bedroom*, *floor* and *minute* preceded by the numbers 2, 4th, 5 and 10 respectively are used as adjectives. They are in the singular and hyphenated.

BACKGROUND NOTE

- In the UK, children aged 5-11 go to **primary school** while children aged 12-18 go to **secondary school**.
- The British currency is the **pound sterling**. The sign for the pound is £.

OPTIONAL ACTIVITY

- Divide Ss into pairs and ask them to discuss which of the houses they like and why.
e.g. *I like the 2-bedroom flat because it's got a modern kitchen and the view from the balcony is fantastic.*
- Go round the class helping Ss when necessary.

3. LISTEN 18, 19

A. Aim: to give Ss practice in listening for gist

- Tell Ss that they should listen carefully in order to decide whether the woman likes the flat or not.
- Play the CD once.
- Check the answer with the class and ask Ss to provide justification for their answers.

The woman doesn't like the flat because it hasn't got a balcony, it has got two bedrooms instead of three and the kitchen is small.

KEY

B. Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the TIP.
- Ask Ss to read through the notes and predict the kind of information missing.
- Play the CD once.
- Ss listen carefully and complete the missing information.
- Check the answers with the class.
- If necessary, play the CD again in order to clarify any questions Ss might have.

1. fourth
2. two
3. small
4. fridge
5. balcony

KEY

LISTENING TRANSCRIPT

Estate agent	Good afternoon, 'Peterson and Rilken.'
Mrs Wilson	Good afternoon, Jennifer Wilson here.
Estate agent	Ah yes, Mrs Wilson. I've got a flat for you in Stanford. It's on the fourth floor.
Mrs Wilson	Really? Has it got three bedrooms?
Estate agent	No, it hasn't. It's got two.
Mrs Wilson	Two bedrooms? That's a problem.
Estate agent	Well, the bedrooms are quite big. It's also got a large living room.
Mrs Wilson	Oh, that's good. Is the kitchen big, too?
Estate agent	No, it's small.
Mrs Wilson	Small?
Estate agent	Yes, but it's got a fridge, a cooker and even a microwave.
Mrs Wilson	Oh, OK. What about the bathroom?
Estate agent	It's new and it's quite big as well.
Mrs Wilson	Uh-huh. Has it got a balcony?
Estate agent	No. There isn't a balcony, but the flat has got big windows...
Mrs Wilson	I'm sorry, I need a balcony.
Estate agent	OK. Maybe it's not for you.

4. SPEAK

A. Aim: to give Ss practice in asking and answering about houses/flats

- In groups of three, Ss ask and answer questions and complete the table. Go round the class, helping Ss when necessary.

B. Aim: to give Ss practice in reporting information included in a table

- Have Ss report their groups' answers to the class.

5. WRITE

A. Aim: to present and give Ss practice in describing a house/flat and listing things

- Read out and explain the box.
- Get Ss to do the activity and check the answers with the class.

1. There are
2. has got
3. there is
4. has got

KEY

B. Aim: to give Ss practice in sentence structure

- Draw Ss' attention to the example.
- Get Ss to do the activity and check the answers with the class.

2. My sister's got a big bed, a desk and a bookcase in her room.
3. The house is big, modern and cheap.
4. Upstairs there's a bathroom, a WC and three bedrooms.

KEY

C. Aim: to give Ss practice in writing a paragraph about their house/flat

- Read out and explain the TIP.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.

3. LISTEN

- A. Listen to a woman talking to an estate agent about a flat. Does the woman like the flat? Why/Why not?
- B. Listen again and complete her notes.

Before you listen, try to predict what kind of information is missing.

TIP

FLAT IN STANFORD

- (1) _____ floor flat
- only (2) _____ bedrooms
- large living room
- (3) _____ kitchen with a (4) _____, a cooker and a microwave
- new, big bathroom
- no (5) _____

4. SPEAK

- A. Interview two students in your class and complete the table below. Then complete the table about yourself.

	Student 1	Student 2	You
house/flat			
2 or 3 bedrooms			
2 bathrooms			
WC			
garden			
garage			
balcony			

Do you live in a house or flat?

I live in a ...

Are there 2 or 3 bedrooms?

There are ...

- B. Report your answers to the class.

Tony and I live in a flat, but Fay lives in a house.

5. WRITE

Description of a house/flat

When writing a description of a house/flat, don't forget to use:

- there is / there are and have got / has got.

There are four bedrooms in my house.

My house has got four bedrooms.

- commas and and to list things.

In my living room there is a sofa, an armchair and a coffee table.

- A. Circle the correct words.

1. There are / Have got two bookcases in the living room.
2. My brother there is / has got a modern desk in his room.
3. In the kitchen there is / has got a big table and four chairs.
4. My new flat has got / there is a small balcony.

- B. Join the sentences as in the example.

1. The flat's got two bedrooms. It's got a small living room. It's got a kitchen. It's got a bathroom.
The flat's got two bedrooms, a small living room, a kitchen and a bathroom.

2. My sister's got a big bed in her room. She's also got a desk. She's got a bookcase, too.

3. The house is big. It's also modern. It's cheap, too.

4. Upstairs there's a bathroom. There's a WC. There are three bedrooms.

- C. Write a paragraph about your house or flat. Use the ideas you discussed in activity 4.



I live in a ...

Remember to use prepositions of place.

TIP

4 Round-up

VOCABULARY

A. Write:

three things you would find in a kitchen.

_____, _____, _____

three things you would find in a bathroom.

_____, _____, _____

three things you would find in a bedroom.

_____, _____, _____

three things you would find in a living room.

_____, _____, _____

B. Circle the correct words.

1. Turn left at the **traffic** / **street** lights.
2. My sister is a nurse. She works at a **hospital** / **bank** in the city.
3. The cathedral isn't **far** / **near**. Walk there.
4. There is a **restaurant** / **museum** on the 21st floor and the food is very good there.
5. This is your room Mr Charles. **Visit** / **Enjoy** your stay.

GRAMMAR

C. Complete.

My best friend, Lisa, lives in (1) _____ very nice house with her parents. It's very big and it's got two floors. There (2) _____ two beautiful gardens. (3) _____ front garden is small, but (4) _____ back garden is big. There (5) _____ also a big balcony with a fantastic view. All the rooms are very modern. Lisa (6) _____ got a nice bedroom upstairs, but that isn't her favourite room. Her favourite room is (7) _____ living room. (8) _____ are two big sofas and (9) _____ armchair in there. Lisa always sits on (10) _____ sofa next to the window and reads books. She loves books.

D. Circle the correct words.

1. There is coffee **on** / **in** the table for you.
2. The police station is **next to** / **under** the park.

3. What's that **behind** / **on** the floor?
4. My backpack is **between** / **in** the wardrobe and the bookcase.
5. There's a big garden **in front** / **behind** of the house.
6. The underground station is **opposite** / **next** my house.

E. Complete with object personal pronouns.

1. A: What's Martha's new house like?
B: I don't know. Let's visit _____.
2. Mark hasn't got a car. I give _____ a lift to work every day.
3. Look at that dishwasher. It's very modern. I like _____.
4. A: Look at the board and listen to _____.
B: Yes, Miss.
5. My neighbour's kids are very noisy. I can't stand _____.

COMMUNICATION

F. Complete the dialogues with the sentences.

- a. How do I get there?
- b. Where's the Italian restaurant?
- c. Go down Iffley Road and turn right at the park.
- d. It's about a 15-minute walk.
- e. Go straight on.

Tina Hey, Roger. (1) _____

Roger It's next to the National Museum.

Tina Where's that? Is it far?

Roger No, it isn't. (2) _____

Tina Great. (3) _____

Roger Go down Station Road and turn left at the traffic lights. (4) _____ Then turn left at the supermarket. That's Iffley Road. (5) _____ The restaurant is on your left between the museum and the police station.

Tina Thanks, Roger.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

VOCABULARY

A.

Suggested answers

fridge, sink, cooker
mirror, washing machine, shower
bed, bedside table, lamp
armchair, sofa, bookcase

KEY

B.

1. traffic
2. hospital
3. far
4. restaurant
5. Enjoy

KEY

GRAMMAR

C.

- | | |
|--------|----------|
| 1. a | 6. has |
| 2. are | 7. the |
| 3. The | 8. There |
| 4. the | 9. an |
| 5. is | 10. the |

KEY

D.

1. on
2. next to
3. on
4. between
5. in front
6. opposite

KEY

E.

1. her
2. him
3. it
4. me
5. them

KEY

COMMUNICATION

F.

1. b 2. d 3. a 4. e 5. c
6. h 7. g 8. i 9. f

KEY

4 Round-up

G.

Suggested answers

1. What's your address?
2. Are there two bathrooms in your house?
3. Where is the supermarket?
4. Where is the newspaper?
5. Where is the bank? /How do I get to the bank?

KEY

SPEAK

- Ask Ss to look at the plans of the flats.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogues.

WRITE

- Tell Ss to write a paragraph about their dream house, as instructed.

SELF ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

f. I guess it doesn't matter then.

g. There's something wrong with it.

h. Check out the lift at this hotel.

i. Where's our room?

Fay Hey, Kate. (6) _____ It's so modern.

Oh, no. (7) _____

Kate Let's use the stairs.

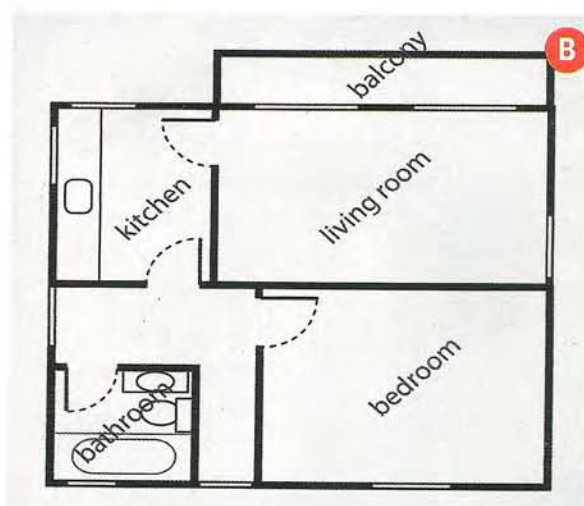
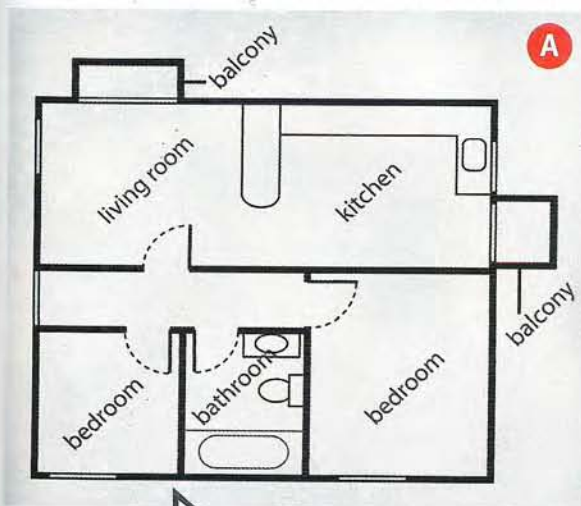
Fay The stairs? (8) _____

Kate It's on the second floor.

Fay (9) _____

SPEAK

Talk in pairs. Imagine that you and your partner are going to be flatmates. Look at the plans below. Discuss and decide which flat you are going to rent.



There are two bedrooms in flat A, but there's a small living room.
Flat A has also got...

WRITE

Write a paragraph about your dream house. Write about some of the following:

- the neighbourhood
- the view
- the garden
- how many floors it's got
- the rooms
- the furniture and appliances

My dream house is in a neighbourhood.
It has got floors. In my dream house
there are

G. Write the questions.

1. A: _____

B: 21 Speedwell Street.

2. A: _____

B: No, there's only one bathroom and it's upstairs.

3. A: _____

B: The supermarket is between the museum and the bank.

4. A: _____

B: I think the newspaper is on the table in the kitchen.

5. A: _____

B: Go straight on. The bank is on your right.

SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- › say where things and buildings are located ☐
- › describe my house or flat ☐
- › ask for and give directions ☐
- › use prepositions of place ☐
- › talk about furniture and appliances ☐
- › give my address ☐
- › describe a room ☐
- › read a map ☐
- › write about my house/flat/dream house ☐
- › use object personal pronouns ☐
- › use the Imperative ☐

A. What have the buildings in the pictures got in common? Listen, read and find out.

What's up there?

Buckingham Palace is one of the Queen's many homes. It's got 775 rooms! There are about 200 bedrooms and 78 bathrooms. It has even got a swimming pool, a cinema and a post office. Around the palace, there's a lovely large garden with a beautiful lake in it.



One Canada Square is a large building in East London. Over 9000 Londoners work there. This building has got 50 floors.

There are 32 lifts and they take you to the 50th floor in only 40 seconds. It's also got 3960 windows and 4388 steps. On top of the building, there is a warning light for planes. It flashes 40 times a minute. That's 57,600 times a day!



30 St Mary Axe is a building people stop to look at. It has got 41 floors and about 5500 windows. There are 2074 steps, but people use one of the 23 lifts. At the very top, there is a fantastic restaurant with a great view. There aren't any walls around this restaurant, just windows. Many Londoners go up there for lunch or dinner and to enjoy the view.

B. Read again. What do the numbers refer to? Match.

1. 78
2. 23
3. 3960
4. 775
5. 32
6. 5500

- a. the number of lifts in 30 St Mary Axe
- b. the number of windows in One Canada Square
- c. the number of rooms in Buckingham Palace
- d. the number of bathrooms in Buckingham Palace
- e. the number of windows in 30 St Mary Axe
- f. the number of lifts in One Canada Square

You can find more information on this topic at <http://www.mmpi.net/traveller/travellerindex>



Aim: to introduce Ss to various aspects of the culture of the English-speaking world

A.

- Tell Ss to look at the three pictures and the title of the text.
- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

Suggested answers

The three buildings are in London. They are major attractions. There is something on top of them.

- Ask Ss some comprehension questions.

Who lives in Buckingham Palace? The Queen.

How many bedrooms are there in Buckingham Palace? About 200.

What is there around the palace? A lovely large garden with a beautiful lake in it.

When is the Queen at home? When the Union Jack is on top of the palace.

Where is One Canada Square? In East London.

How many Londoners work there? Over 9000.

How many floors has it got? 50

What is there on top of the building? A warning light for planes.

How many times does it flash a day? 57,600

How many floors has St Mary Axe got? It has got 41 floors.

What is there on top of the building? A fantastic restaurant with a great view.

- Ask Ss if there are similar buildings in their country/city.
- Ask Ss if they have been to London, if they have visited the three buildings, what they liked about the city, etc.
- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

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

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

5 Food

Aims:

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to guess what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Draw Ss' attention to the *Flick through the module and find* section and explain unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

KEY

- ▶ a shopping list: p. 69
- ▶ a girl ordering over the phone: p. 71
- ▶ a breakfast survey: p. 73
- ▶ 3 teenagers talking about fruit and vegetables: pp. 64-65
- ▶ a man ordering food from a waitress: p. 66

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

Discuss:

- ▶ What's your favourite food?
- ▶ Where do you like eating? Do you like going to cafés or restaurants?

Click through the module and find...

- ▶ a shopping list
- ▶ a girl ordering over the phone
- ▶ a breakfast survey
- ▶ 3 teenagers talking about fruit and vegetables
- ▶ a man ordering food from a waitress

In this module you will learn...

- ▶ to say and write about food preferences
- ▶ to talk about your eating habits
- ▶ to ask and answer about quantity
- ▶ to offer something
- ▶ to accept and refuse an offer
- ▶ to order food
- ▶ to take an order
- ▶ to talk about prices
- ▶ to write about your and other people's eating habits

5a What do you eat?

1. VOCABULARY

Listen and repeat. What other food can you add to these categories?

fruit



strawberry



apple



banana



peach



orange

vegetables



lettuce



onion



carrot



mushroom



tomato



potato

dairy products



yoghurt



cheese



milk

meat



sausage



steak

2. READ

A. Listen and read. Where would you find this text?

teenweekly

FOOD CORNER

this week: Do you eat your fruit and veg?

I usually have some vegetables with my meat, like carrots or mushrooms, but I don't like them very much. I love fruit. I eat all kinds of fruit, but I don't eat strawberries. I'm allergic to them.

Darren, Bournemouth



Functions

Expressing likes and dislikes regarding food

Structures

Countable / Uncountable nouns

A(n) – Some

Vocabulary

Food

apple banana carrot cheese dairy products fruit
 lettuce meat milk mushroom onion orange
 peach potato salad sausages steak strawberry
 tomato vegetables yoghurt

Other words and phrases

delicious good for you love try very much

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Ask Ss the question in the title of the lesson.
- Elicit answers. Make a list of the things Ss eat on the board.

1. VOCABULARY ▶▶21

Aim: to introduce fruit, vegetables, dairy products and meat

- Draw Ss' attention to the headings of the four categories (fruit – vegetables – dairy products – meat).
- Ask Ss to look at the pictures and read the words.
- Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Help Ss deduce the meaning of the four categories by relating each heading to the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric.
- Elicit answers. Write the four categories on the board and write Ss' answers underneath each heading.

Suggested answers

fruit: pear, apricot, watermelon, melon, pineapple, grapes, mango, kiwi fruit, fig
vegetables: peppers, cucumber, cauliflower, broccoli, cabbage, aubergine, courgette, beetroot
dairy products: butter, margarine, ice cream
meat: chicken, beef

KEY

- Ask Ss which of these they eat.

LANGUAGE PLUS

There is some confusion about whether a **tomato** is a 'fruit' or a 'vegetable' and the answer depends on whether you are a scientist or a cook. Scientifically, the tomato is a fruit, or to be precise a berry, of the tomato plant which contains the seeds of the plant. In cooking, some fruits are called 'vegetables' because they are savoury rather than sweet, but 'vegetable' is not a scientific term. So, technically, the tomato is a fruit but it is used in cooking as a vegetable. Other examples are aubergines, peppers, cucumbers and pumpkins.

2. READ ▶▶22

A. Aims: • to give Ss practice in identifying the main idea and the type of the text
 • to present vocabulary, structures and functions in the context of a magazine article

- Ask Ss to look at the text and the pictures of the three teenagers.
- Ask Ss to guess what the text will be about and elicit answers.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss to decide what kind of text this is (*an article*) and where they would find it (*in a magazine*).
- Draw Ss' attention to the words *teenweekly*, *this week* and *veg* (an abbreviation for *vegetables*) and ask them the following questions:

What is the article about? It's about whether the three teenagers eat fruit and vegetables.

What kind of magazine is this? A teenage magazine.
How often is this magazine published? Every week.

- Ask Ss some comprehension questions:

What does Darren usually have with his meat? He usually has vegetables.

Does he like them? Not very much.

Does Samantha like oranges? No, she doesn't.

Does she eat vegetables? Yes, she does.

Does Oscar like vegetables? Yes, he does.

When does he make a salad? In the evening.

Does he like salads? Yes, he does.

- Point out to Ss that the words *Bournemouth*, *Huddersfield* and *Leatherhead* are the names of the places the three teenagers live in.
- Draw Ss' attention to the sentence *I'm allergic to them.* and explain to them that a lot of people are allergic to strawberries and to different kinds of nuts.

B. Aim: to give Ss practice in identifying specific information in the text through open-ended questions

- Get Ss to do the activity and check the answers with the class.

1. He doesn't eat strawberries.
2. She eats a banana every day.
3. Lettuce, a tomato, some cheese and some mushrooms.
4. Samantha.

- Choose Ss to read the text aloud and explain any unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about themselves

- Ask Ss some questions:

*Do you eat fruit and vegetables?
What fruit do you like/dislike?
What vegetables do you like/dislike?
How often do you eat them?
Do you read teenage magazines?
What kind of articles do you like reading?*

3. GRAMMAR

Aim: to present countable and uncountable nouns and a(n)/some

- Ask Ss to read through the examples. Check that Ss understand that *steak* and *sausages* are countable nouns and *yoghurt* is an uncountable noun.
- Get Ss to do the activity and check the answers with the class. Explain the difference in use between *a(n)* and *some*.
- Refer Ss to the Grammar Reference (p. 127).

a. 2 b. 1 c. 3

- Refer Ss to the Vocabulary activity and ask them to decide which of the nouns are countable and which are uncountable.
- Write COUNTABLE NOUNS and UNCOUNTABLE NOUNS on the board and ask Ss to put the nouns under the correct heading (COUNTABLE NOUNS: *strawberry, apple, banana, peach, orange, lettuce, onion, carrot, tomato, mushroom, potato, yoghurt, cheese, sausage, steak*, UNCOUNTABLE NOUNS: *lettuce, yoghurt, cheese, milk*).
- Point out to Ss that the nouns *lettuce, yoghurt* and *cheese* can be both countable and uncountable and provide Ss with examples, e.g. *I buy a fresh lettuce from the supermarket every day – I always put some lettuce in my salad, I always have a yoghurt for lunch – I have some yoghurt for breakfast, I like all kinds of cheeses – I always have some cheese with my lunch.*

4. PRACTICE

Aim: to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

1. some, a, an
2. some
3. a, some
4. some

5. PRONUNCIATION

▶▶ 23, 24

A. Aim: to have Ss differentiate between /ɪ/ and /i:/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *milk* and *meat*.
- Elicit the answer that *milk* has got a short /ɪ/ sound while *meat* has got a long /i:/ sound. If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between /ɪ/ and /i:/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

milk /ɪ/: hospital, live
meat /i:/ peach, these, cheese, police

6. SPEAK

Aim: to give Ss practice in talking about their likes and dislikes

- Get Ss to do the activity in pairs. Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogues.

7. WRITE

Aim: to give Ss practice in writing sentences about their food preferences

- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.

I don't eat oranges. I can't stand them, but I eat a banana every day. And I usually have some strawberries or an apple after my lunch. Vegetables aren't my favourite food, but I try to eat some every day.
Samantha, Huddersfield

I like vegetables very much and I love salads. They're very good for you. I always make a salad in the evening, with some lettuce, a tomato, some cheese and some mushrooms. It's delicious!
Oscar, Leatherhead

B. Read again and answer the questions.

1. What fruit doesn't Darren eat?
2. What fruit does Samantha eat every day?
3. What is in Oscar's salad?
4. Who usually has some fruit after lunch?

3. GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS / a(n) - some

Read the examples a-c and match.

- a. There's a steak on the table. ☐
- b. There are some sausages in the bag. ☐
- c. There is some yoghurt in the salad. ☐

1. some + plural countable nouns
2. a(n) + singular countable nouns
3. some + uncountable nouns

Grammar Reference p.127

4. PRACTICE

Complete with **a**, **an** or **some**.

1. Mark Let's make a salad.
Debbie OK. There are _____ tomatoes and _____ carrot in the fridge.
Mark And here's _____ onion.
2. Kevin Mum, I want _____ cheese, please.
Mum Sure.
3. I've got _____ banana and _____ peaches in my bag.
4. Have _____ fruit with your yoghurt. It's delicious!

5. PRONUNCIATION

A. Listen and repeat. What's the difference between **a** and **b**?

- a. milk
- b. meat

B. Listen and tick the sound you hear.

	milk /ɪ/	meat /i:/
peach		
hospital		
these		
live		
cheese		
police		

6. SPEAK

Talk in pairs about your likes and dislikes.

I like vegetables very much. Do you eat vegetables?

No, I don't like them. I like...

7. WRITE

Write a few sentences about what food you like and don't like.

5b Can I take your order?

1. VOCABULARY

Listen and repeat.



soup



tea



cheesecake



rice



chicken



ice cream



pasta



egg



tuna



ketchup



sandwich



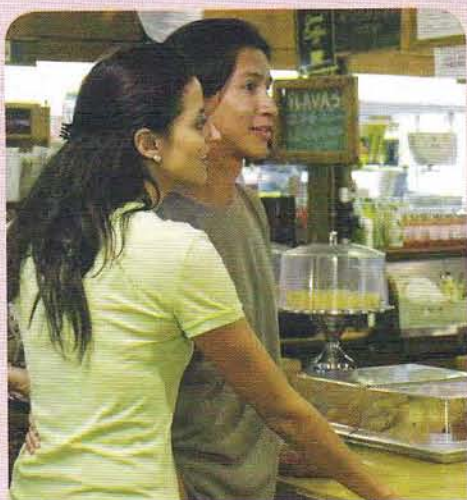
orange juice



crisps

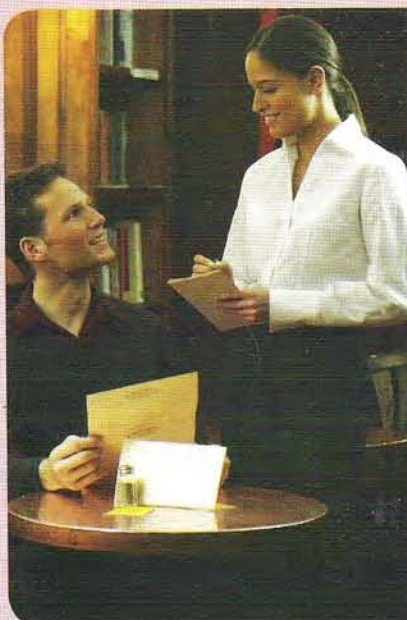
2. READ

A. Look at the pictures and try to match the phrases a-d with the two dialogues. Then listen, read and check your answers.



- Tess So, what would you like?
 Ian I'd like some crisps and a coke. I'm not very hungry. And you?
 Tess Those sandwiches look nice. I'd like a tuna sandwich.
 Ian Anything else? Do you want a coke?
 Tess No, thanks. I'm not thirsty. Get me a coffee.
 Ian Milk and sugar?
 Tess Yes.

- a. Get me a coffee.
 b. Can I take your order?
 c. Anything else?
 d. I'm afraid we haven't got any ice cream.



TIP
 Before you read, try to predict what the text is about with the help of the pictures.

- Waitress Can I take your order?
 Mike I'd like some pasta with mushroom sauce.
 Waitress OK. Would you like a drink with that?
 Mike Yes, please. I'd like some water.
 Waitress OK. Is that all then?
 Mike Yes... No wait! I'd like some strawberry ice cream for dessert.
 Waitress I'm afraid we haven't got any ice cream.
 Mike Then I'd like some cheesecake.
 Waitress Thank you, sir.

Functions

Ordering food
Taking an order
Reading a menu
Making offers
Accepting and refusing offers

Structures

some/ any

Vocabulary**Food and drink**

cheesecake chicken coke crisps dessert egg
ice cream ketchup orange juice pasta rice
sandwich sauce soup sugar tea tuna

Other words and phrases

Can I take your order? Get me... hungry I'm afraid...
Is that all then? thirsty waiter waitress
Would you like...? I'd like...

- Ask Ss some questions:

Dialogue 1:

Is Ian very hungry? No, he isn't.

Does Tess like the sandwiches? Yes, she does.

Is Tess thirsty? No, she isn't.

What does Tess want to drink? Coffee.

What does she want in her coffee? Milk and sugar.

Dialogue 2:

What does Mike order? Pasta with mushroom sauce, water and cheesecake.

What is the waitress telling him about the ice cream? That they haven't got any.

LANGUAGE PLUS

- The noun **coffee** can be both countable and uncountable.
e.g. Get me a (cup of) coffee – countable
Buy some coffee from the supermarket – uncountable
- **Waitress** is the feminine for **waiter**.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Translate it into Ss' L1 if necessary.
- Ask Ss where they can be asked or hear this question and elicit answers (*at a restaurant or a café*).
- Ask Ss what the lesson will be about and elicit answers.

1. VOCABULARY ▶▶25

Aim: to introduce vocabulary related to food and drinks

- Ask Ss to read the words and look at the pictures. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Write the following phrases on the board: *I would like a ... / an ... / some ...* Explain that it is a polite way of stating what you want.
- Choose a student and ask the question: *Can I take your order?*
- Elicit the student's answer: *I would like ...*
- Go round the class asking Ss the same question and elicit answers.

2. READ ▶▶26

- A. Aims:**
- to give Ss practice in predicting the content of dialogues by using visual information
 - to give Ss practice in identifying the main idea of a dialogue
 - to present vocabulary, structures and functions in the context of short dialogues

- Draw Ss' attention to the TIP.
- Ask Ss to look at the first picture and tell you what they can see (*a young man and a woman standing up at a café / restaurant deciding what to order*).
- Ask Ss to look at the second picture and tell you what they can see (*a man sitting at a café / restaurant and a waitress taking his order*).
- Ask Ss to match the phrases a-d with the two dialogues and provide justification.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

Dialogue 1: a, c
Dialogue 2: b, d

KEY

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

1. a coffee instead of a coke
2. no sandwich and a coke instead of coffee
3. pasta with mushroom sauce instead of tomato sauce, cheesecake instead of strawberry ice cream

- Choose Ss to act out the two dialogues and explain any unknown words.

3. GRAMMAR

Aim: to present *some* / *any*

- Ask Ss to read through the first set of examples and tell you when *some* is used.
- Help Ss deduce that we use *some* in affirmative sentences with uncountable nouns (*There's some soup in the bowl.*) and with plural countable nouns (*There are some carrots in my salad.*) as well as in questions when we offer something politely (*Would you like some water?*).
- Ask Ss to read through the second set of examples and tell you when *any* is used.
- Help Ss deduce that we use *any* with uncountable and plural countable nouns in negative sentences (*There isn't any water in the fridge.*) and questions (*Have we got any eggs?*).
- Ask Ss to refer to the dialogues and find examples with *some* and *any* (*I'd like some crisps, I'd like some pasta, I'd like some water, I'd like some strawberry ice cream, I'm afraid we haven't got any ice cream, I'd like some cheesecake.*).
- Refer Ss to the Grammar Reference (p. 127).

4. PRACTICE

Aim: to give Ss practice in using *some* / *any* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. some
2. some
3. any
4. some
5. any
6. any
7. some
8. some
9. any
10. some

5. LISTEN

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the menu.
- Play the CD twice.
- Check the answers with the class.

M: orange juice, cheese and tomato sandwich, chocolate ice cream

W: water, green salad

LISTENING TRANSCRIPT

- Waiter** Good afternoon. Can I take your order?
Man Yes.
Waiter OK. Let's start with drinks.
Man Orange juice, please.
Waiter Orange juice for you, too?
Woman No, just water for me, please.
Waiter Good. So, what would you like to eat?
Man I'd like a cheese and tomato sandwich.
Waiter OK. And you madam?
Woman Just a salad for me.
Waiter A green salad?
Woman Yes, please.
Waiter Anything for dessert?
Woman Not for me.
Man I'd like some ice cream.
Waiter The chocolate ice cream is very nice.
Man OK. Chocolate it is.
Waiter Excellent. Can I have your menus?

6. SPEAK

Aim: to give Ss practice in ordering food and taking an order at a restaurant

- Explain the activity to Ss.
- Write the following on the board:

CUSTOMER

I'd like...

No, thanks.

Yes, please.

WAITER/WAITRESS

Can I take your order?

Would you like...?

Is that all?

I'm afraid we haven't got any...

Anything else?

Thank you.

- In pairs, Ss take turns to order food and take an order. Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogue.

3. GRAMMAR

some / any

Read the examples. In which cases do we use **some** and **any**?

There's **some** soup in the bowl.

There are **some** carrots in my salad.

Would you like **some** water?

There isn't **any** water in the fridge.

Have we got **any** eggs?

Grammar Reference p.127

4. PRACTICE

Complete with **some** or **any**.

1.

A: Are you hungry? There are (1) _____ cheese sandwiches in the fridge and there are (2) _____ sausages on the table.

B: I want a sandwich, but I don't want (3) _____ sausages.

A: Would you like (4) _____ ketchup with your sandwich?

B: Sure.

A: Oops, we haven't got (5) _____ ketchup.

B: That's OK.
2.

A: Have we got (6) _____ pasta?

B: No, we haven't. Get (7) _____ from the supermarket.

A: OK. What about milk and orange juice?

B: Well, we've got (8) _____ milk, but we haven't got (9) _____ orange juice. We need (10) _____ tea, too.

A: OK.

B. Read again and find the mistakes in each picture.



5. LISTEN

Listen to the people ordering and write M for Man and W for Woman on the menu below.

DAVE'S PLACE

DRINKS

- tea ☐
- coffee ☐
- orange juice ☐
- water ☐

SALADS

- tomato salad ☐
- potato salad ☐
- green salad ☐

DESSERTS

- chocolate cake ☐
- ice cream: *banana* ☐
- chocolate* ☐
- strawberry* ☐
- cheesecake ☐

SANDWICHES

- cheese and tomato ☐
- chicken and mushroom ☐
- tuna ☐

PASTA

- mushroom ☐
- tomato and mushroom ☐
- tuna ☐



6. SPEAK

ROLE PLAY

Talk in pairs.

Student A: Imagine you are a waiter/waitress at DAVE'S PLACE. Look at the menu above and cross out three items. Then talk to Student B and take his/her order.

Student B: Imagine you are at DAVE'S PLACE and you want to order. Student A is the waiter/waitress. Give him/her your order.

Can I take your order?

Yes, I'd like...

Would you like...?

5c At the supermarket

1. VOCABULARY

A. Listen and repeat.

a bottle of...



ketchup



milk



orange juice



water

a cup of...



hot chocolate



coffee

a can of...



tuna



lemonade

a slice of...



cake



bread



biscuits

a packet of...



pasta

B. Look at the pictures below and name the items.



2. READ

A. Look at the picture. What do you think the girls are talking about? Listen, read and check your answers.

Carla Hey, let's get some crisps for the trip.

Sandy Sure. How many packets do you want?

Carla Just four.

Sandy We need drinks, too. How much water do we need?

Carla I drink lots of water so get three bottles. But I want a can of coke, too.

Sandy Me too. What about some fruit?

Carla No, thanks. But we need a big packet of biscuits.

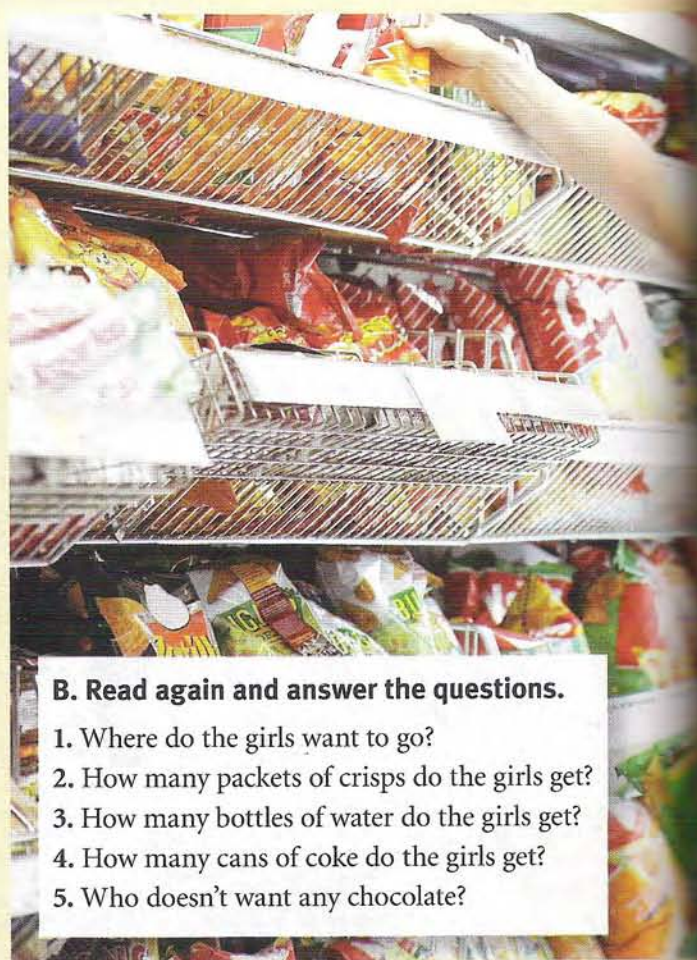
Sandy And chocolate.

Carla Not for me, I'm on a diet.

Sandy Diet? What diet? You've got crisps, coke, biscuits...

Carla Calm down. It's a long way to Blackpool, remember?

Sandy Let's get some chocolate, then.



B. Read again and answer the questions.

1. Where do the girls want to go?
2. How many packets of crisps do the girls get?
3. How many bottles of water do the girls get?
4. How many cans of coke do the girls get?
5. Who doesn't want any chocolate?

Functions

Asking and answering about quantity
Talking about one's eating habits

Structures

How much...? / How many...?

Vocabulary**Containers**

a bottle of a can of a cup of a glass of a packet of

Food and drink

biscuit bread hot chocolate lemonade

Other words and phrases

a slice of Calm down drink I'm on a diet just
Not for me remember

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.
- Ask Ss some questions:

How often do you go to the supermarket?

Do you like going to the supermarket?

What things do you buy from the supermarket?

- Elicit answers.

1. VOCABULARY ▶▶28

A. Aim: to introduce vocabulary related to food and drink and expressions of quantity

- Draw Ss' attention to the words *a bottle/glass/cup/can/slice/packet of*.
- Explain to Ss that we usually put these words in front of uncountable nouns that describe liquids and food to define their quantity.
- Ask Ss to look at the pictures and read the words. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.

B. Aim: to give Ss practice in using expressions of quantity

- Get Ss to do the activity and check the answers with the class.

a glass of milk, a bottle of water, a can of soup, slices of cheese, a cup of tea, a packet of crisps

2. READ ▶▶29

A. Aims:

- to give Ss practice in predicting the content of the dialogue by using visual information
- to give Ss practice in identifying the main idea of the dialogue
- to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the picture and tell you what they can see (*two girls shopping at a supermarket*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

- Ask Ss some questions:

What do the girls want to buy for the trip? They want to buy food and drink.

What do they buy? Crisps, water, coke, biscuits and chocolate.

Does Carla drink lots of water? Yes, she does.

Do the girls buy fruit? No, they don't.

Is it a long trip? Yes, it is.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. They want to go to Blackpool.
2. Four.
3. Three.
4. Two.
5. Carla.

- Choose Ss to act out the dialogue and explain unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about themselves

- Ask Ss some questions:

What kind of snacks do you like?

Do you eat lots of snacks every day?

Do you eat snacks at school/at work?

What do you usually buy for a trip?

3. GRAMMAR

Aim: to present *How much?* / *How many?*

- Briefly revise countable and uncountable nouns by asking Ss to give you some examples.
- Ask Ss to read through the examples and do the activity.
- Check the answers with the class.

1. b 2. a

KEY

- Ask Ss to find examples of *how many/how much* in the dialogue (*How many packets do you want?*, *How much water do we need?*).
- Point out to Ss that whereas we can't count drinks like *milk/coffee/tea*, we can when using containers such as *a cup/glass/bottle of*.
- Refer Ss to the Grammar Reference (p. 127).

4. PRACTICE

Aim: to give Ss practice in using *How much?* / *How many?* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. How many
2. How much
3. How much, How many

KEY

5. LISTEN ▶▶ 30, 31

A. Aim: to give Ss practice in listening for specific information and completing a shopping list

- Draw Ss' attention to the TIP.
- Ask Ss to look at the picture and tell you what they can see (*a man and a woman shopping at a supermarket*).
- Ask Ss to tell you what they think the relationship between the people in the picture is (*they are a couple*) and what they are talking about (*the things they need to buy*).
- Ask Ss to read through the shopping list and predict the type of information missing.
- Play the CD.
- Check the answers with the class.

- 5 tomatoes
- 3/three onions
- a packet of carrots
- a packet of rice
- a can of mushrooms

KEY

B. Aim: to give Ss practice in listening for specific information

- Play the CD.
- Check the answers with the class.

They don't need to buy any potatoes, pasta or chicken.

KEY

LISTENING TRANSCRIPT

- Mr Jackson How many tomatoes do we need?
 Mrs Jackson Five tomatoes and make sure they're big.
 Mr Jackson OK. What about potatoes? Do we need any?
 Mrs Jackson No, we don't. But, we need some onions for the sauce.
 Mr Jackson How many do you want?
 Mrs Jackson Just three. Oh, and don't forget to get some carrots.
 Mr Jackson Sure. Is this packet of carrots OK?
 Mrs Jackson Yes, it is.
 Mr Jackson OK. Let's go and get a packet of pasta, now.
 Mrs Jackson No. Not pasta. We need rice.
 Mr Jackson Rice? How much rice?
 Mrs Jackson Just a packet.
 Mr Jackson Do we also need mushrooms?
 Mrs Jackson Yes, get a can of mushrooms from that shelf over there.
 Mr Jackson We've got some chicken at home. Do we need more?
 Mrs Jackson No, we don't.

- Initiate a discussion by asking Ss some questions:

Do you make a shopping list before you go to the supermarket? Why/Why not?
Do you go to the supermarket on your own or with your parents/friends?

6. SPEAK

Aim: to give Ss practice in asking and answering about their eating habits

- In groups of five, Ss take turns to ask and answer about their eating habits. Go round the class helping Ss when necessary.
- Choose a student from each group to report his/her group's answers to the class.

3. GRAMMAR

HOW MUCH? / HOW MANY?

Read the examples.

How much water do you drink?

I drink about two bottles a day.

How many glasses of milk do you drink a day?

I drink four glasses of milk a day.

Choose a or b.

1. We use **How much** with

a. countable nouns.

b. uncountable nouns.

2. We use **How many** with

a. countable nouns.

b. uncountable nouns.

Grammar Reference p.127

4. PRACTICE

Complete the dialogues with **how much** or **how many**.

1. Barry _____ tomatoes do you need for your salad?

Peter Just one. But I also need some lettuce.

2. Adam _____ coffee do you drink a day?

Diego I only drink one cup of coffee in the morning.

3. Gina _____ milk do you need for the cake?

Paola I need four cups.

Gina OK. We've got a bottle in the fridge. _____ eggs do you want?

Paola Three.

Gina Oh, no. We've only got two.

5. LISTEN

A. Two people are shopping in a supermarket.

Listen and complete the woman's shopping list.



TIP

Before you listen, try to predict what the speakers are going to talk about.

- 5 _____
- _____ onions
- a _____ of carrots
- a packet of rice
- a _____ of mushrooms

B. Listen again. What don't they need to buy?

6. SPEAK

CLASS SURVEY

Talk in groups. Go to page 122.



5d Fast food

1. VOCABULARY

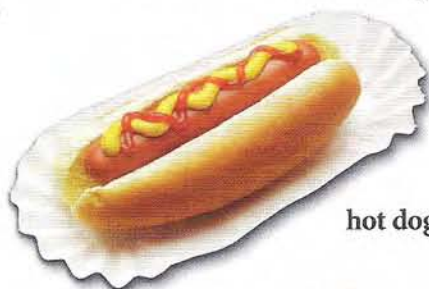
A. Listen and repeat.



pizza



fish and chips



hot dog



noodles



tacos



kebab



burger

B. Listen and repeat. Then say how much the food above costs in your country.



money

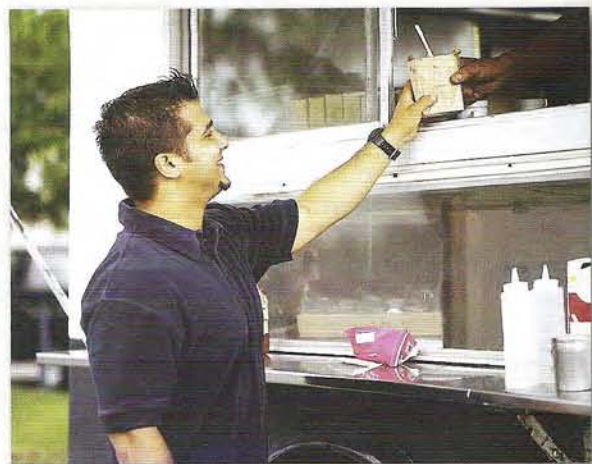
£5.85 = five pounds and eighty-five pence

€13.59 = thirteen euros and fifty-nine cents

\$49.15 = forty-nine dollars and fifteen cents

2. READ

A. Look at the pictures. What do you think the people are ordering? Listen, read and check your answers.



Fred Hi, I'd like a hot dog and chips, please.
 Woman Do you want ketchup and mustard?
 Fred Just mustard.
 Woman Here's your hot dog and chips.
 Fred Great. How much is that?
 Woman \$4.85.
 Fred Here's \$5.
 Woman And here's fifteen cents change.



Tony Hi, I'd like a slice of chicken and mushroom pizza.
 Man Sure. That's €2.75, please.
 Tony Sorry, but it says €2.50 on here.
 Man No, that's just mushroom pizza.
 Tony Oh, you're right.
 Man Anything to drink?
 Tony Umm... I'd like a lemonade, please.
 Man Medium or large?
 Tony Medium. How much is that?
 Man €4.
 Tony There you go.
 Man Enjoy!

Functions

Ordering food
Taking an order
Talking about prices
Reading a menu

Vocabulary

Fast Food

burger fish and chips hot dog kebab noodles
pizza tacos

Money

cent change dollar euro pence pound

Other words and phrases

fried How much is that? medium mustard say
There you go

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.
- Ask Ss some questions:

Do you like fast food?

How often do you eat fast food?

1. VOCABULARY ▶▶32, 33

A. Aim: to present different types of fast food

- Ask Ss to look at the pictures and the words.
- Ask Ss: *What do the pictures show?* and elicit the answer: *Different types/kinds of fast food.*
- Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Ask Ss some questions:

What is your favourite fast food?

What is the most popular fast food in your country?

- Ask Ss if they know where the types of fast food shown in the pictures come from.
- Elicit answers (*pizza* = Italy, *fish and chips* = UK, *tacos* = Mexico/Spain, *noodles* = Asia, *kebab* = Middle East, *burger/hot dog* = USA).

LANGUAGE PLUS

These are two main types of *kebab*. *Shish kebab* is a meal of small chunks of meat grilled on a skewer. *Döner kebab* is slices of meat slowly roasted on a rotating spit, and commonly served in pita bread. In the UK döner kebabs are a very popular fast food dish and are usually eaten after a night out.

- Play the CD and pause so that Ss can repeat what they hear.

B. Aim: to introduce and give Ss practice in talking about prices in different currencies

- Play the CD and pause so that Ss can repeat what they hear.
- Explain to Ss how sums of money are read in English.
- Ask Ss to tell you where *pounds/pence*, *euros/cents* and *dollars/cents* are used.

BACKGROUND NOTE

Pounds/pence are used in the UK.

Euros/cents are used in countries of the European Union.

Dollars/cents are used in the USA.

Australian dollars/cents are used in Australia.

Canadian dollars/cents are used in Canada.

- Ask Ss the question in the rubric. Choose a student and ask him/her: *How much does a pizza cost?* and elicit the answer: *A pizza costs (e.g. €11.50).*
- Choose Ss to tell you how much the food shown in the remaining pictures costs.
- For further practice in talking about prices, ask Ss to tell you how much other objects cost (e.g. *a pencil, a pen, a notebook, a mobile phone, a bag, etc.*).

2. READ ▶▶34

- A. Aims:**
- to give Ss practice in predicting the content of dialogues by using visual information
 - to give Ss practice in identifying the main idea of the dialogues
 - to present vocabulary and functions in the context of three dialogues
- Draw Ss' attention to the three pictures and ask them the question in the rubric.
 - Elicit answers but do not correct Ss at this stage.
 - Play the CD and have Ss read and listen to the first dialogue and check their predictions.
 - Do the same with the other two dialogues.

The man in the **first picture** is ordering a hot dog and chips.

The man in the **second picture** is ordering a slice of chicken and mushroom pizza and a lemonade.

The woman in the **third picture** is ordering some chicken noodles and some fried rice.

- Ask Ss some questions:

Does Fred want mustard on his hot dog? Yes, he does.

How much money is the woman giving Fred back? Fifteen cents.

Does Tony want something to drink? Yes, he does.

How much does a medium lemonade cost? It costs €1.25.

What is the name of the restaurant Jasmine is calling? Dragon's Den.

What is Jasmine's phone number? It's 294 5573.

What is the number of Jasmine's flat? 8.

How much does Jasmine's order cost? It costs £11.50.

LANGUAGE PLUS

We use the phrase *There you go* when we give someone something they want, have asked for or have bought.

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

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

KEY

- Choose Ss to act out the dialogues and explain any unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about themselves

- Ask Ss some questions:

Do you order food at home?

What type of food?

Do you prefer ordering food at home or going to a fast food restaurant?

Do you like Chinese food?

3. PRONUNCIATION ▶▶35, 36

A. Aim: to have Ss differentiate between /g/ and /dz/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *burger* and *orange*.
- Elicit the answer: *burger* has a /g/ sound while *orange* has a /dz/ sound. If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between /g/ and /dz/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

/g/: sugar, yoghurt, hungry, glass
/dz/: juice, change, sausages, enjoy, vegetables

KEY

4. LISTEN ▶▶37

Aim: to give Ss practice in listening for specific information

- Ask Ss to tell you what each picture shows (*a hot dog, a frozen pizza, a burger*).
- Play the CD twice.
- Check the answers with the class.
- If necessary, play the CD again in order to clarify any questions Ss may have.

hot dog: €2.30
pizza: \$2.50
burger: £1.99

KEY

LISTENING TRANSCRIPT

1.

Hot dogs! Hot dogs! Come and get your tasty hot dogs! I've got fried onions! I've got fried mushrooms and lots of different sauces to choose from. A normal hot dog with mustard is 1.99. A hot dog with onions, mustard and ketchup is 2.30 and a hot dog with a drink is 2.99. Come and get it!

2.

This is an announcement to all customers. Today only, a packet of tacos is 3.99. All frozen pizzas are 2.50 each and 2 bottles of lemonade are just 1.50. Remember, this offer is only for today. Thank you.

3.

...I'm telling you it's really cheap there... It is! OK, how much is a burger at Ryan's Restaurant? 2.60? Well, it's 1.99 at Fast Food House. And chips are only 79 pence... It's true!... Yeah, they taste really nice. Let's go there tonight... OK... See you later.

5. SPEAK

Aim: to give Ss practice in ordering food and taking an order at a restaurant and talking about prices

- Ask Ss to read through the menu and make sure that they haven't got any unknown words or questions.
- In pairs, Ss take turns to take and give their orders. Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogues in class.

3. PRONUNCIATION

A. Listen and repeat. What's the difference between *a* and *b*?

- a. burger b. orange

B. Listen and tick the sound you hear.

	burger /g/	orange /dʒ/
sugar		
juice		
change		
yoghurt		
sausages		
enjoy		
hungry		
vegetables		
glass		



- Man Dragon's Den. What's your phone number, please?
- Jasmine 294 5573.
- Man 27 Garrett Street, flat number 8, Miss Cooper. Is that right?
- Jasmine Yes.
- Man OK. What would you like?
- Jasmine I'd like some chicken noodles and some fried rice.
- Man OK.
- Jasmine How much is that?
- Man £11.50.
- Jasmine Thanks.

B. Read again and write T for True or F for False.

- Fred wants ketchup and mustard on his hot dog. ☐
- A hot dog is \$4.85. ☐
- A slice of chicken and mushroom pizza is €2.50. ☐
- Tony orders a medium lemonade. ☐
- Jasmine lives in a flat on Garrett Street. ☐
- Jasmine orders noodles and rice. ☐

4. LISTEN

Listen and write the prices.



5. SPEAK

ROLE PLAY

Talk in pairs.

Student A: Imagine that you work at Burger Palace. Take Student B's order.

Student B: Decide what you want to eat and order at Burger Palace.

BURGER PALACE			
burger	€ 2.00	salad	
cheeseburger	€ 2.50	medium	€ 2.50
chicken burger	€ 2.50	large	€ 3.00
burger special	€ 3.00		
hot dog	€ 2.50	chips	
hot dog special	€ 3.00	medium	€ 1.00
		large	€ 1.50
kebab		coke/lemonade	
medium	€ 3.00	medium	€ 1.00
large	€ 4.00	large	€ 1.50

What would you like?

I'd like a cheeseburger.

Would you like chips with that?

Yes, please. Medium chips. How much is that?
€3.50, please.

Here's €4.

And here's 50 cents change. Enjoy your meal!

5e Eating habits

1. VOCABULARY

Listen and repeat. Do you ever have any of these for breakfast?



cereal



pancakes



porridge



beans + toast



waffles + honey

2. READ

A. What do people in Britain and in the USA have for breakfast? Listen, read and find out.

BREAKFAST!

The first meal of the day!

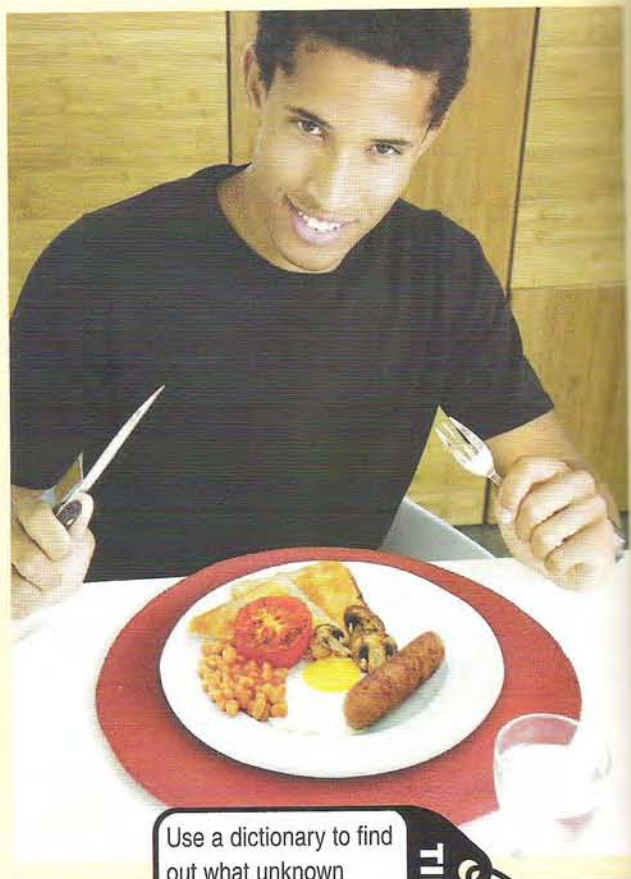
Full English Breakfast

"The only way to eat well in England is to have breakfast three times a day!" (Somerset Maugham)

The traditional English breakfast is a hot meal. It includes eggs, sausages, fried tomatoes, baked beans, mushrooms, toast, black pudding and tea or coffee. Not many British people eat it during the week. They prefer cereal, porridge, toast, fruit, yoghurt and tea or coffee. They usually enjoy a Full English at the weekend. Cafes or 'greasy spoons' serve this breakfast at any time of the day.

American Breakfast

The traditional breakfast in the US and Canada isn't very different from the Full English. It's a hot meal usually without any vegetables. It includes pancakes with maple syrup, waffles, croissants, etc. This breakfast is popular but, during the week, Americans just have toast or cereal and coffee. Some people don't have breakfast at all. Coffee shops or diners serve breakfast all day and many people usually go there at the weekend.



Use a dictionary to find out what unknown words mean.

TIP 

B. Read again and write E for Full English Breakfast, A for American Breakfast or B for Both.

1. People eat this breakfast in diners.
2. This breakfast includes vegetables.
3. People usually have this breakfast at weekends.
4. People eat this breakfast in 'greasy spoons'.
5. This breakfast includes cooked food.

☐
☐
☐
☐
☐

Functions

Talking about the meals of the day
Discussing eating habits

Structures

Linking words *and, but, or*

Vocabulary**Food**

beans butter cereal croissant doughnut honey
jam omelette pancakes porridge toast waffles

Other words

during include meal people popular prefer
serve traditional without

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. If necessary, translate it into Ss' L1.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1. VOCABULARY ▶▶38

Aim: to introduce different types of food people eat for breakfast

- Ask Ss to look at the pictures and read the words.
- Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and elicit answers.

LANGUAGE PLUS

Porridge is a thick soft white food made by boiling oats in milk or water and eaten hot, especially for breakfast.

- Ask Ss if they have anything else for breakfast and elicit answers.

PRE-READING

Aim: to give Ss practice in making predictions about the content of a text based on verbal and visual prompts

- Draw Ss' attention to the picture and to the title of the text.
- Ask Ss what the text is about (*It's about English and American breakfasts*).
- Ask Ss some questions:

*Have you ever been to the UK or to the USA or Canada?
Did you stay at a hotel?
What kind of breakfast was served?*

2. READ ▶▶39

- A. Aims:**
- to present vocabulary and functions in the context of an article about English and American breakfasts
 - to give Ss practice in identifying the main idea of the text

- Ask Ss if they know what English people and Americans have for breakfast.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to read and listen at the same time to check their predictions.

- Ask Ss some questions:

*What is the first meal of the day? Breakfast.
Do the English have the traditional English breakfast every day? No, they don't.
What do the English usually drink in the morning? Tea or coffee.
Is the traditional English breakfast available at cafés only in the morning? No, it isn't.
Does the American breakfast include any vegetables? No, it usually doesn't.
Is it a hot or a cold meal? It's a hot meal.
What do Americans usually have for breakfast during the week? Toast or cereal and coffee.
Do all Americans have breakfast? No, they don't.*

- Draw Ss' attention to Somerset Maugham's words. Explain to Ss that generally the English cuisine is not as popular as some other cuisines (*e.g. Italian, Greek, French, etc.*) so the traditional English breakfast is probably the richest and fullest meal of the day.

BACKGROUND NOTE

W. Somerset Maugham (1874-1965) was an English novelist and playwright.

A **greasy spoon**, as the phrase itself suggests, is a small, cheap restaurant which sells mostly fried food.

- Draw Ss' attention to the TIP. Choose a word from the text (*e.g. traditional*) and demonstrate how you look it up in a dictionary. Ask Ss to look up the words *include, serve* and *popular* in their dictionaries.

B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

1. A 2. E 3. B 4. E 5. B

KEY

- Choose Ss to read the text aloud and explain any unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about breakfast in their country and express opinion

- Ask Ss some questions:

*Do people in your country have different breakfasts on weekdays and at weekends?
What do they usually have?
Do you agree that breakfast is the most important meal of the day?
Do you have breakfast every day?
Why do you think some people don't have breakfast?*

3. SPEAK

Aim: to give Ss practice in talking about eating habits

- Get Ss to play the game and ask the winner to report his/her findings to the class.
- Ask other Ss to report their findings to the class.

4. WRITE

Aim: to introduce linking words

- Get Ss to read through the box and make sure that they understand the difference in use between *and*, *but* and *or*.
- Get Ss to underline examples of *and*, *but* and *or* in the text on page 72 (e.g. *It includes eggs, sausages, fried tomatoes, baked beans, mushrooms, toast, black pudding and tea or coffee. / This breakfast is popular but, during the week, Americans just have toast or cereal and coffee.*).
- Ask Ss to come up with similar sentences about themselves (e.g. *Every morning I usually have toast and butter or an omelette but I never have porridge.*).

A. Aim: to give Ss practice in using linking words

- Get Ss to do the activity and check the answers with the class.

1. or 2. but 3. but 4. and 5. or 6. and 7. but 8. and

KEY

B. Aim: to give Ss practice in writing a paragraph about their eating habits

- Read out and explain the TIP.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.

WORKBOOK LISTENING ▶▶ 40

LISTENING TRANSCRIPT

Man

I love my Sunday breakfasts. I get up at around 10 o'clock and have a big breakfast. First, I have some porridge and then I have an omelette with some beans and toast. I never have coffee or juice, but I always have some tea.

Woman

I always get up late on Sundays. I have some porridge and then I have waffles and honey. Mm mm. delicious! I never have beans and toast. Errgh.... Also, I don't like coffee, so I have a cup of tea and some orange juice.



croissant + butter + jam



omelette



doughnuts

3. SPEAK

GAME

Go round the class, ask questions and complete the sentences. Be the first to complete five of the sentences with different names and you're the winner!

What do you have

- _____ has cereal.
- _____ has porridge.
- _____ has coffee.
- _____ has pancakes.
- _____ has an omelette.
- _____ has toast and butter.
- _____ has a doughnut.
- _____ has yoghurt.
- _____ has fruit.
- _____ has pizza.

for breakfast?

Do you have cereal for breakfast?
Yes, I do. / No, I don't.

4. WRITE

Linking words

- We use **and** to join similar ideas.

For lunch, I have a sandwich.

For lunch, I also have an apple.

*For lunch, I have a sandwich **and** an apple.*

- We use **but** to join two opposite ideas.

I like yoghurt.

I don't like milk.

*I like yoghurt, **but** I don't like milk.*

*I don't like milk, **but** I like yoghurt.*

- We use **or** to show that there is a choice or alternative.

Do you want ice cream for dessert?

Do you want cheesecake for dessert?

*Do you want ice cream **or** cheesecake for dessert?*

A. Complete with **and**, **but** or **or**.

- I'd like some chocolate _____ some cake. What have we got?
- My parents love beans, _____ I think they're horrible.
- We never have pancakes for breakfast, _____ we sometimes have omelette.
- For dinner, I usually have a steak _____ a salad.
- Jerry always has coffee _____ tea with his breakfast.
- For breakfast, I have cereal _____ a glass of orange juice.
- I don't eat vegetables, _____ I like fruit.
- I usually put cheese, tomato _____ mushrooms on my pizza.

B. Write a paragraph about your eating habits.



My eating habits

For breakfast, I usually have...

For lunch,...

For dinner,...



Do not write very short sentences. Join your ideas with **and**, **but** or **or**.

TIP

5 Round-up

VOCABULARY

A. Put the words in the correct category.

yoghurt cheesecake chicken apple
doughnut sausage steak hot dog milk
butter lettuce pizza onion orange carrot
peach chocolate kebab

dairy products	fruit	vegetables

meat	fast food	desserts

B. Complete with the words in the box.

glass packet slice cup can bottle

- Remember to get a _____ of pasta and a _____ of soup, too.
- Would you like a _____ of tea?
- There's a _____ of water in the fridge.
- You look thirsty. Would you like a _____ of lemonade?
- Sorry. There's only one _____ of bread.

GRAMMAR

C. Complete with *some*, *any* or *a(n)*.

- A: I want to make a fruit salad. Have we got _____ fruit?
B: Yes. There are _____ bananas and strawberries in the fridge.
- A: I'm hungry.
B: Make _____ sandwich.
A: I'm afraid there isn't _____ bread.
B: Oh, no.
- A: Have we got _____ eggs at home?
B: Yes, I think there are _____ eggs in the fridge. Do you want to make _____ omelette?

A: No. I want to make _____ pancakes for breakfast tomorrow.

B: Great idea! I love pancakes.

- A: I'm so thirsty. Is there _____ orange juice in the fridge?

B: No, there isn't. Would you like _____ coke or water?

D. Circle the correct words.

- A: How much / How many milk is there in the fridge?

B: There are two bottles.

- A: How much / How many is that?

B: That's €9.60, please.

- A: Alice get me some tomatoes from the supermarket, please.

B: OK. How much / How many tomatoes?

A: Three or four.

- A: How much / How many sugar do you want in your coffee?

B: I don't want any sugar. I'm on a diet.

- A: How much / How many slices of cheese do you need for the sandwiches?

B: Four.

COMMUNICATION

E. Match the questions with the answers.

- | | |
|------------------------------|--|
| 1. Would you like a dessert? | a. No, thanks. I'm on a diet. |
| 2. How much is that? | b. Yes, I'd like a potato salad, please. |
| 3. Is that all then? | c. No, I'd like some cheesecake for dessert. |
| 4. Can I take your order? | d. Yes, I like them very much. |
| 5. Do you eat vegetables? | e. That's €4.50, please. |

5 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

VOCABULARY

A.

dairy products	fruit	vegetables	meat	fast food	desserts
yoghurt	apple	lettuce	chicken	hot dog	cheesecake
milk	orange	onion	sausage	pizza	doughnut
butter	peach	carrot	steak	kebab	chocolate

B.

1. packet, can 2. cup 3. bottle 4. glass 5. slice

KEY

GRAMMAR

C.

1. any, some
2. a, any
3. any, some, an, some
4. any, some

KEY

D.

1. How much
2. How much
3. How many
4. How much
5. How many

KEY

COMMUNICATION

E.

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

KEY

5 Round-up

F.

KEY

- 1 Can I take your order?
- 2 Yes, I'd like some pasta with tomato sauce.
- 3 Anything else?
- 4 A cup of coffee.
- 5 OK some coffee. Is that all then?
- 6 No wait! I'd like some cheesecake for dessert.
- 7 Thank you, sir.

- 1 Would you like a drink with that?
- 2 Yes, please. I'd like some orange juice.
- 3 I'm afraid we haven't got any orange juice.
- 4 Then I'd like some lemonade.
- 5 Medium or large?
- 6 Medium.

- 1 Here are your chips. Would you like some ketchup?
- 2 Yes, please.
- 3 There you go.
- 4 Thanks. How much is that?
- 5 €2.60.
- 6 Here's €3.
- 7 And here's forty cents change.

SPEAK

- Initiate a class discussion by asking Ss the questions about the eating habits of people in their country.

WRITE

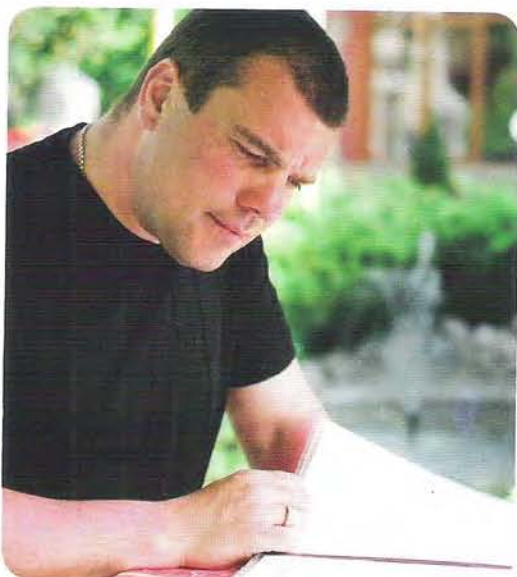
- Tell Ss to write a paragraph about the eating habits of people in their country.

SELF ASSESSMENT

- Aims:**
- to give Ss the opportunity to check their progress
 - to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

F. Put the sentences in the dialogues in order.



- ☐ A cup of coffee.
- ☐ Anything else?
- 1** Can I take your order?
- ☐ OK some coffee. Is that all then?
- ☐ No wait! I'd like some cheesecake for dessert.
- ☐ Yes, I'd like some pasta with tomato sauce.
- ☐ Thank you, sir.

- ☐ Medium or large?
- ☐ I'm afraid we haven't got any orange juice.
- ☐ Yes, please. I'd like some orange juice.
- ☐ Then I'd like some lemonade.
- 1** Would you like a drink with that?
- ☐ Medium.

- ☐ Thanks. How much is that?
- 1** Here are your chips. Would you like some ketchup?
- ☐ Here's €3.
- ☐ And here's forty cents change.
- ☐ Yes, please.
- ☐ €2.60.
- ☐ There you go.

SPEAK

CLASS DISCUSSION

Talk about the eating habits of people in your country.

What do people in your country have for breakfast?

What do people in your country have for lunch?

What do people in your country have for dinner?

What is a popular dish in your country?

What kind of fast food is popular in your country?



WRITE

Write a paragraph about the eating habits of people in your country.



For breakfast, usually have....

For lunch,

For dinner,....

SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > say and write about my food preferences ☐
- > order food ☐
- > take an order ☐
- > offer something ☐
- > accept and refuse an offer ☐
- > talk about prices ☐
- > talk and write about my eating habits ☐
- > talk and write about the eating habits of people in my country ☐
- > ask and answer about quantity ☐
- > use *some* and *any* ☐

A. What is a jacket potato? Listen, read and find out.



JACKET POTATOES!

Jacket potatoes are delicious, healthy and very easy to make.



What to do:

1. Heat the oven to 200°C.
2. Take some large potatoes, wash them well and make holes in them with a fork.
3. Put butter or oil on the potatoes and put them in aluminium foil.
4. Bake them for 1-2 hours.
5. Use a fork to see when they are ready.

You can also put them in the microwave and bake for 8-10 minutes.

The fun bit

There are lots of different fillings or toppings for your jacket potato. When it's ready, just cut your potato open and fill it up. You can keep it simple, or you can go wild! It's up to you. Here are a few ideas to get you started.



The classic:
beautiful butter!



Mmmmm...cheese!



Tuna and sweetcorn:
The perfect match!



Cheese,
onion and
sweetcorn:
Delicious!



Cheese, onion and mayonnaise!

B. Read again and write T for True or F for False.

1. The first thing to do is heat up the oven.
2. You need to make holes in the potato with a fork.
3. You put butter or oil on the aluminium foil.
4. You need to cook them in the microwave for 1-2 hours.

☐
☐
☐
☐

SONG

"Friday night
dinner"

Go to page 124.

You can find more information on this topic at <http://www.mmpi.net/traveller/travellerindex.htm>

41

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

WARM-UP

- Draw Ss' attention to the title *Home Economics* and explain it to them (*a school subject which is about cooking and other skills needed at home*).
- Ask Ss if they do/did home economics at school, if they like/liked it, find/found it useful, etc.
- Ask Ss if they can cook, what their speciality is, etc.

A.

- Tell Ss to look at the pictures and the title of the text.
- Ask Ss the question in the rubric. Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Point out to Ss that the text is a *recipe*.
- Ask Ss some comprehension questions:

Is it difficult to make jacket potatoes? No, it isn't.

Do you need to wash the potatoes before you cook them? Yes, you do.

What do you use to see if the potatoes are ready? A fork.

What do you do when the potatoes are ready? You cut them open and fill them up.

What can you use to fill the potatoes up? Anything you like.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. T

2. T

3. F (*You put butter or oil on the potatoes.*)

4. F (*You cook them for 1-2 hours in the oven. You cook them for 8-10 minutes in the microwave.*)

- Explain any unknown words.
- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.
- Ask Ss if they have ever tried jacket potatoes, if they liked them, if they'll try to make them at home, etc.
- Ask Ss to give you their own recipe for something delicious and easy to make.

SONG 42

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

food
kitchen
pizza
soup
burger

KEY

KEY

6 Get busy

- Aims:**
- to introduce the topic of the module and activate Ss' background knowledge
 - to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Explain to Ss that *get* is one of the most common words in English and is used to form phrases such as *get busy*, *get ready*, *get married*, etc.
- Ask Ss what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Draw Ss' attention to the *Flick through the module and find* section and explain unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

KEY

- ▶ a man trying to call a friend: pp. 80-81
 - ▶ a woman talking on the phone in the rain: p. 84
 - ▶ a quiz about what job is for you: p. 78
 - ▶ information about computers: p. 86
 - ▶ different ways to help the environment: p. 82
- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

Get busy

Discuss:

- ▶ How busy are you in your everyday life?
- ▶ What would you like to change about your life?

Flick through the module and find...

- ▶ a man trying to call a friend
- ▶ a woman talking on the phone in the rain
- ▶ a quiz about what job is for you
- ▶ information about computers
- ▶ different ways to help the environment

In this module you will learn...

- ▶ to talk about your abilities
- ▶ expressions used when making a phone call
- ▶ to make suggestions and arrangements
- ▶ to talk about things that are happening now
- ▶ to use numbers over one hundred
- ▶ to write a letter / an e-mail
- ▶ to talk about the weather
- ▶ some useful vocabulary related to the environment

6a What can you do?

1. READ

A. Which of the following do you like?

using computers singing and dancing sports reading playing a musical instrument art

B. Read the quiz. Answer the questions, follow the arrows and find out what career is for you.



Functions

Talking about ability / lack of ability and talents

StructuresThe verb *can***Vocabulary****Jobs**

artist computer engineer dancer farmer gardener
 graphic designer musician singer writer

Musical instruments

flute guitar piano

Other words

alone athlete become dance draw language
 nature sing swim well

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to tell you what they think the lesson will be about.
- Ask Ss to tell you what they can do.
- Elicit answers.

1. READ**A. Aim:** to introduce the topic of the quiz by relating it to Ss' personal preferences

- Ask Ss to read through the words in the box and ask them the question in the rubric.
- Elicit answers.

B. Aim: to present vocabulary, structures and functions in the context of a quiz

- Ask Ss if they do quizzes, if they believe in the results they get, etc.
- Draw Ss' attention to the title of the quiz. Explain the word *career path* (the career somebody decides to follow).
- Ask Ss if they have ever done a similar quiz and if so, what the results said about their careers.
- Ask Ss where they may see a quiz of this type (in a magazine).
- Tell Ss to look carefully at the pictures within the quiz and circle the words they correlate to (e.g. *the picture of a mouth singing* – Ss circle the word "sing", etc.). In this way, Ss can deduce the meaning of unknown words from the context of the corresponding pictures.
- Have Ss do the quiz. Tell them to answer the questions and follow the arrows at the same time. Go round the class helping Ss when necessary.
- Ask Ss some questions:

*What career does the quiz say is for you?**Do you agree?**If not, what career do you think is for you?*

- Elicit answers and explain any unknown words.
- Point out to Ss that we use the definite article *the* before musical instruments (e.g. *the guitar, the piano, the flute*).

EXTRA VOCABULARY SECTION IN WORKBOOK**CD 3** ▶▶ 54

2. GRAMMAR

Aim: to present the verb *can*

- Ask Ss to read through the tables.
- Help Ss complete the tables (*can, Can, can't*).
- Ask Ss what they notice about the formation and syntax of *can*.
- Explain that the modal verb *can* has the same form in all persons both in the singular and plural, it is followed by the base form of a verb (a verb without *to*) and the negative and questions are formed without *do/does*.
- Point out to Ss that we use *can* to express ability (*I can dance*), lack of ability (*I can't dance*) and to ask and answer about one's ability/lack of ability (*Can you dance? Yes, I can./ No, I can't.*)
- Refer Ss to the Grammar Reference (p. 127).

3. PRACTICE

Aim: to give Ss practice in using the verb *can* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- 
1. can play
 2. Can he play
 3. Can your sister use
 4. she can
 5. Can she speak
 6. she can't
 7. can speak
 8. can't ride
 9. Can you drive
 10. I can't

4. SPEAK

Aim: to give Ss practice in asking and answering questions about their talents and abilities in the context of a job interview

- Ask Ss to read through the application form and provide any clarification Ss may need. Explain any unknown words.
- Ss take turns to ask and answer questions and fill in their partner's data, thus simulating a job interview.
- Go round the class helping Ss when necessary.
- Point out to Ss that they should fill in their partner's personal data in capitals and put a tick (✓) or a cross (x) for the things he/she can or can't do in the respective boxes.
- Choose some Ss to act out the dialogues in class.

5. WRITE

Aim: to give Ss practice in writing about their talents and abilities

- Allow Ss some time to write about their talents and abilities looking at the application form of the previous activity.
- Alternatively, you can ask Ss to copy the application form on a piece of paper and complete it for themselves.
- Have Ss read out their answers in class.

WORKBOOK LISTENING 43

LISTENING TRANSCRIPT

- Interviewer** Good afternoon, ladies and gentlemen. Today we have two young stars with us: nineteen-year-old Kevin Nickson and eighteen-year-old Sandy Winston. Welcome to the programme.
- Kevin** Thank you.
- Sandy** It's good to be here.
- Interviewer** So, let's begin with you Sandy, what can you do? Can you sing, dance and play musical instruments?
- Sandy** Well, actually, I can't play an instrument, but I can sing.
- Kevin** Yes, she sings very well.
- Interviewer** Can you dance well, too?
- Sandy** Yes, I can.
- Interviewer** What about you Kevin? Can you also sing well?
- Kevin** Oh, no. I'm terrible.
- Interviewer** What about dancing? Can you dance well?
- Kevin** No, not really. But I can play the piano and the guitar.
- Interviewer** I see. Now, let's talk about ...

2. GRAMMAR

THE VERB can

Read and complete the tables.

Affirmative		
I		
He / She / It		dance
We / You / They		
Negative		
I		
He / She / It		can't dance
We / You / They		
Questions		
	I	
	he / she / it	dance?
	we / you / they	
Short Answers		
I	I	
Yes, he / she / it can.	No, he / she / it	
we / you / they	we / you / they	

Grammar Reference p.127

3. PRACTICE

Complete the dialogues with **can** and the words in brackets. Give short answers where possible.

- Matt** I think Mr Franklin is a great musician.
He (1) _____ (play) the piano and the guitar very well.

Bruce Really? (2) _____ (he / play) the flute well, too?

Matt Oh, I don't know about that.
- Carl** (3) _____ (your sister / use) a computer?

Brian Of course, (4) _____.

Carl (5) _____ (she / speak) Spanish and French?

Brian No, (6) _____, but she (7) _____ (speak) German.
- Alison** I (8) _____ (not / ride) a motorbike.

Debbie (9) _____ (you / drive) a car?

Alison No, (10) _____.

4. SPEAK

ROLE PLAY

Talk in pairs.

Student A: Imagine that you work for a local TV station. You are looking for a presenter for a children's TV programme called WOW! GET ACTIVE. Student B is an applicant. Interview him/her and complete the application form.

Student B: Imagine that you are applying for the job of a presenter for a children's TV programme. Answer Student A's questions.

Hello!

Hi! I'm here about the job.

Right. So, what's your name?

Can you...?

WOW!
GET ACTIVE

APPLICATION FORM

FIRST NAME:.....

SURNAME:.....

AGE:.....

TALENTS:

- dance ☐
- sing well ☐
- play a musical instrument ☐
- draw well ☐
- _____ ☐
- _____ ☐

LANGUAGES:

- English ☐
- French ☐
- Spanish ☐
- _____ ☐
- _____ ☐

OTHER ABILITIES:

- swim ☐
- ride a bike ☐
- cook ☐
- use a computer ☐

5. WRITE

Imagine that you are applying for a job and that this is part of your application form. Write a few sentences about your talents and abilities.

I can...

6b On the phone

1. VOCABULARY

Listen and repeat. Which of these actions do you do every day?

Learn whole phrases (e.g. verb + noun), not just isolated words.

TIP



take a nap



listen to music



talk on the phone



check e-mails



study for an exam / do homework



surf the Net

2. READ

A. Listen and read. Why is Justin calling?

Secretary Mad Mag, how may I help you?
Justin Hello, is Tom Wilson there, please?
Secretary No, he isn't working today. He has the day off.
Justin OK. Thank you.
Secretary No problem.



B. Where does Justin call next? Guess. Then listen, read and find out.

Mrs Wilson Hello?
Justin Hello, Mrs Wilson. Can I speak to Tom, please?
Mrs Wilson He isn't at home at the moment. He's at Jay's house. I think they're studying for an exam. Call him on his mobile.
Justin He isn't answering.
Mrs Wilson Do you want Jay's home number?
Justin Yes, please.
Mrs Wilson It's 638 0679.
Justin Thank you, Mrs Wilson.



Functions

Having a phone conversation
 Making a request and offering help
 Talking about things that are happening now

Structures

Present Progressive (affirmative – negative)

Vocabulary**Everyday activities**

check e-mails do homework listen to music
 study for an exam surf the Net take a nap
 talk on the phone

Other words and phrases

answer (v) at the moment call (v)
 Can I speak to...? Can I take a message?
 have a day off hold on secretary tell
 together wake up

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them what they think it will be about.
- Elicit answers.
- Ask Ss some questions:

Do you like talking on the phone?

How often do you talk on the phone with your friends?

How long do you talk on the phone with your friends?

What do you usually talk about?

1. VOCABULARY ▶▶44

Aim: to introduce vocabulary related to everyday activities

- Ask Ss to read the phrases underneath each picture. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and elicit answers.
- Read out and explain the TIP.

2. READ ▶▶45,46,47

A. Aims: • to give Ss practice in making predictions about the content of the dialogue based on visual prompts
 • to give Ss practice in identifying the main idea of the dialogue

- Draw Ss' attention to the picture of the young man and ask them to describe what they can see (*a young man talking on his mobile phone and looking frustrated/disappointed*).

- Ask Ss some questions:

Why is the man disappointed?

Who is he calling?

- Play the CD and have Ss read and listen at the same time and check their predictions.
- Ask Ss the question in the rubric and elicit answers.

Justin is calling because he wants to speak to Tom Wilson.

- Ask Ss some questions:

Where does Tom Wilson work? He works at Mad Mag.

What is Mad Mag? It's a magazine.

Who is Justin talking to? He's talking to the secretary of Mad Mag.

Which of the two women in the pictures is the secretary? The young one.

LANGUAGE PLUS

Mag is an abbreviation for magazine.

B. Aims: • to give Ss practice in making predictions about the content of the dialogue based on visual prompts
 • to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture of the fair-haired woman and ask them some questions:

What can you see in the picture? A middle-aged woman.

What does she look like? She's got short fair hair and blue eyes and she's wearing a black top.

What is she doing? She's talking on the phone.

Where is she? She's in a kitchen.

- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss listen and read at the same time and check predictions.

Justin is calling Tom's mum.

- Ask Ss some questions:

Is Tom at home? No, he isn't.

Where is he? He's at Jay's house.

What is Mrs Wilson telling Justin to do? To call Tom on his mobile and then to call Jay.

Does Justin know Jay's phone number? No, he doesn't.

What is Jay's phone number? It's 638 0679.

KEY

KEY

C. Aim: to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture and describe what they can see (*a young man talking on the phone*).
- Ask Ss who they think the young man is.
- Elicit answers (*It's Jay*).
- Play the CD and have Ss read and listen at the same time.
- Ask Ss the question in the rubric and elicit answers.

Because Tom is taking a nap on his books.

- Ask Ss some questions:

*Does Justin want Jay to wake Tom up? No, he doesn't.
What does Justin want to tell Tom? That he can't go bowling with him.*

D. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

Justin calls Mad Mag / wants to speak to a friend
Tom has the day off / is studying for an exam / isn't answering his mobile / is at a friend's house / is sleeping
Jay is studying for an exam / is making sandwiches

- Choose Ss to act out the dialogues in class and explain any unknown words.

3. GRAMMAR

Aim: to present the Present Progressive (affirmative – negative)

- Ask Ss to read through the examples.
- Draw Ss' attention to the fact that these actions are happening now and establish that this is when the Present Progressive is used.
- Draw Ss' attention to the two sets of examples.
- Point out to Ss that the first sentences in each set are examples of the Present Progressive affirmative form while the second sentences in each set are examples of the Present Progressive negative form.
- Ask Ss what they notice about the formation of the Present Progressive affirmative form (we form it with the present tense of the verb *be* and the main verb with the ending *-ing*).
- Ask Ss what they notice about the formation of the Present Progressive negative form (we form it with the negative form of the present tense of the verb *be* and the main verb with the ending *-ing*).
- Refer Ss to the Grammar Reference (p. 128).
- Ask Ss to underline all the examples of the Present Progressive in the three short dialogues (A: *he isn't working* – B: *they're studying, He isn't answering* – C: *we're studying, I'm making, He's taking*).

OPTIONAL ACTIVITY

- Ask some Ss to mime different actions.
- Have the rest of the class guess what they are doing (e.g. *He is eating, She is writing, etc.*).

4. PRACTICE

Aim: to give Ss practice in using the Present Progressive (affirmative – negative)

- Get Ss to do the activity and check the answers with the class.

1. isn't surfing, is studying
2. is checking, isn't sleeping
3. aren't watching, are playing
4. is doing, is cooking
5. isn't having, is working

5. PRONUNCIATION ▶▶ 48,49

A. Aim: to have Ss differentiate between /n/ and /ŋ/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *listen* and *listening*.
- Elicit the answer: *listen* has a /n/ sound while *listening* has a /ŋ/ sound. If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between /n/ and /ŋ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

- /n/: chicken, iron, woman
/ŋ/: young, hang, taking, surfing

6. SPEAK

Aim: to give Ss practice in having a phone conversation

- Have Ss do the activity in pairs.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogue in class.

3. GRAMMAR

PRESENT PROGRESSIVE (affirmative-negative)

Read the examples. These actions are happening now. What do you notice about the formation of the Present Progressive?

Amanda is **doing** her homework now. She **isn't talking** on the phone.

The children **are taking** a nap. They **aren't listening** to music.

Grammar Reference p.128



C. Listen and read. Why can't Justin speak to Tom?

- Jay Hello?
- Justin Hi, Jay. This is Justin. Is Tom there?
- Jay Yeah, we're studying together. Well, I'm making us some sandwiches at the moment. Tom! Justin's on the phone. Tom?... Hold on... Hmm...
- Justin What's up?
- Jay He's taking a nap on his books. Tom!
- Justin No, don't wake him up.
- Jay Can I take a message?
- Justin Just tell him that I can't go bowling with him tonight.

D. Read the dialogues again and match to make true sentences.

- Justin
- has the day off.
 - is studying for an exam.
 - calls Mad Mag.
- Tom
- isn't answering his mobile.
 - is at a friend's house.
 - is making sandwiches.
 - is sleeping.
- Jay
- wants to speak to a friend.

4. PRACTICE

Complete with the Present Progressive of the verbs in brackets.

- Tanya _____ (not surf) the Net.
She _____ (study).
- Harry _____ (check) his e-mails.
He _____ (not sleep).
- The girls _____ (not watch) TV. They
_____ (play) football in the garden.
- Karen _____ (do) housework and
Ellis _____ (cook) dinner.
- Dylan _____ (not have) a guitar lesson.
He _____ (work) at the restaurant.

5. PRONUNCIATION

A. Listen and repeat. What's the difference between a and b?

- a. listen b. listening

B. Listen and tick the sound you hear.

	listen /n/	listening /ŋ/
young		
chicken		
hang		
taking		
iron		
surfing		
woman		

6. SPEAK

Talk in pairs.

Student A: Imagine you are friends with Student B's sister, Jane, and you call her at home. Student B answers the phone. Ask for his/her sister.

Student B: Imagine you're at home and your sister, Jane, is busy doing one of the activities shown on page 80. Student A calls and wants to speak to her. Talk to him/her as in the example.

Hello?

Hi, is Jane there?

Yes, but she can't talk right now.

She's... Can I take a message?

Yes. I'm Kate. Tell her that I can't...

6C Get involved

1. VOCABULARY

Listen and repeat. Do you do any of these activities?

6 WAYS to help protect the environment



1 Recycle magazines, newspapers, bottles and cans.



2 Throw rubbish in bins.



3 Plant trees.



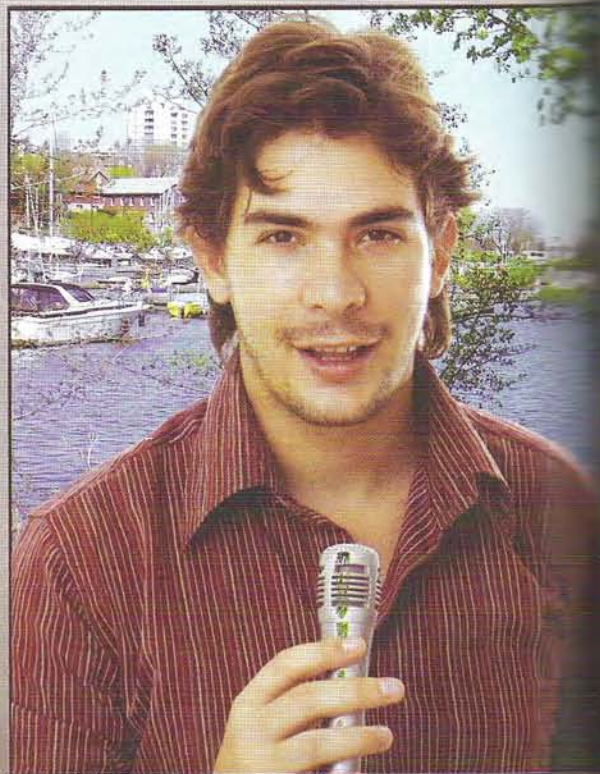
4 Save energy. Turn off lights.



5 Save water. Turn off the tap.



6 Use public transport.



2. READ

A. Look at the picture. Where do you think the people are? What do you think the people are doing? Listen, read and find out.

Reporter I'm Mark Booker and I'm at Bellview Lake. Today is Earth Day and there are about 150 volunteers here. Let's talk to one of them. Hello. What's your name?

Steven Hi, I'm Steven Jefferson.

Reporter I can see you're wearing a red shirt.

Steven Yes, I'm in the red team. Right now we're collecting rubbish. It's sad, but some people just don't care about the environment.

Reporter I know... What are those people doing?

Steven Who? The yellow team? They're carrying trees.

Functions

Talking about things that are happening now

Structures

Present Progressive (questions)

Vocabulary**Words and phrases**

bin busy care about carry clean (v) collect
 energy environment important join lake lights
 plant (v) protect public transport recycle sad
 save tap team That sounds like a good idea
 throw tree turn off volunteer wear

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. If necessary, translate it into Ss' L1.
- Ask Ss to look at the pictures of the first activity and guess what the lesson will be about.
- Elicit answers.

1. VOCABULARY ▶▶50**Aim:** to introduce vocabulary related to the protection of the environment

- Draw Ss' attention to the title of the leaflet. Ask them to tell you any ways they can think of which can help protect the environment.
- Elicit answers.
- Ask Ss to look at the pictures and read through the phrases. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and elicit answers.

2. READ ▶▶51

A. Aims: • to give Ss practice in using visual information to predict the content of the dialogue
 • to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture and tell you what they can see (*a young man who is a reporter and three other people*).
- Elicit answers.
- Ask Ss the two questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss some questions:

Why are the people at Bellview Lake? Because it is Earth Day.

How many volunteers/people are there at Bellview Lake? 150.

What is the colour of Steven's team? Red.

What does Steven think is sad? That some people don't care about the environment.

How many teams are there at Bellview Lake? Four.

Are they all busy? Yes, they are.

Does the reporter want to help them? Yes, he does.

B. Aim: to give Ss practice in identifying specific information in the dialogue by doing a matching activity

- Get Ss to do the activity and check the answers with the class.

The yellow team are carrying trees.
The red team are collecting rubbish.
The blue team are cleaning the lake.
The green team are planting trees.

- Choose Ss to act out the dialogue in class and explain any unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about the environment and express opinion

- Ask Ss some questions:

Why is it important to get involved/participate in actions which help protect the environment?

Have you ever got involved/participated in something similar? If so, what did you do?

Do people celebrate "Earth Day" in your country? If so, what happens on that day?

3. GRAMMAR

Aim: to present the Present Progressive (questions)

- Ask Ss to read through the examples.
- Point out to Ss that the first question begins with the question word *What?* while the second question is a *Yes/No question*.
- Ask Ss what they notice about the formation of questions in the Present Progressive (we put the present tense of the verb *be* before the subject followed by the main verb with the ending *-ing*).
- Refer Ss to the Grammar Reference (p. 128).

OPTIONAL ACTIVITY

- In pairs, have Ss ask and answer questions about what their classmates are doing. Go round the class, helping Ss when necessary.
- Choose pairs to ask and answer their questions in class.

4. PRACTICE

Aim: to give Ss practice in using the Present Progressive in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. Is ... sleeping, is planting
2. Are ... cleaning, are watching
3. is ... doing, is carrying, is taking

5. LISTEN 52

Aim: to give Ss practice in listening for specific information and transferring from verbal to visual information

- Ask Ss to look at the pictures and read the questions.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answer.

- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

1. b 2. a

LISTENING TRANSCRIPT

1.

Louisa Hello?

Mark Hey, Louisa. Where are you?

Louisa I'm on the bus. I'm going to work.

Mark Aren't you driving to work? What's wrong with your car?

Louisa I'm using public transport today. It's Earth Day, remember?

Mark Oh yeah right.

2.

Neil Hi, Ruth. What's up? Where are you?

Ruth I'm in the park.

Neil What are you doing there?

Ruth I'm doing volunteer work. It's Earth Day today, you know. We're planting trees. What about you?

Neil I'm just watching a documentary on TV about Earth Day.

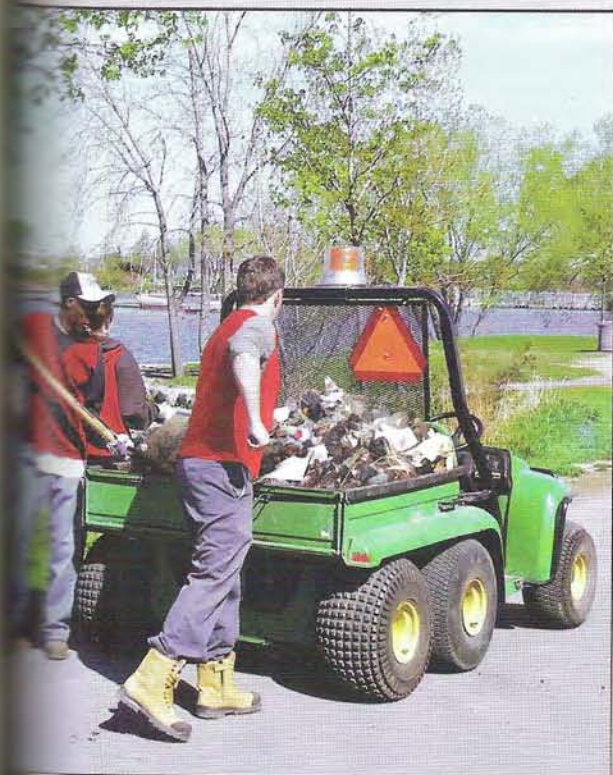
Ruth Come and help.

Neil Sure.

6. SPEAK

Aim: to give Ss practice in asking and answering questions about activities related to the protection of the environment

- In pairs, Ss ask and answer questions about the people in the pictures. Go round the class, helping them when necessary.
- Choose some pairs to act out the dialogues in class.



Reporter I see. And the people in the green team are planting them, right?

Steven Yes. Teamwork is important.

Reporter What's the blue team doing in the lake? Are they cleaning it?

Steven Yes, they are.

Reporter Wow, you're all very busy.

Steven Join us!

Reporter OK. That sounds like a good idea.

B. Read again, match and make sentences.



carry / trees



collect / rubbish



clean / lake



plant / trees

3. GRAMMAR

PRESENT PROGRESSIVE (questions)

Read the examples. How is the question formed?

What are Greg and Nigel doing at the moment?

They're reading a book.

Is Diane talking on the phone?
 Yes, she is.
 No, she isn't.

Grammar Reference p.128

4. PRACTICE

Complete the sentences with the Present Progressive of the verbs in brackets.

1. A: _____ Sam _____ (sleep)?

B: No, he isn't. He's busy in the garden. He _____ (plant) vegetables.

2. A: _____ Alan and Mark _____ (clean) their room?

B: No, they aren't. They _____ (watch) a DVD.

3. A: Hey, look at Christine! What _____ she _____ (do)?

B: She _____ (carry) old magazines and newspapers. She _____ (take) them to the recycling bin. Let's help her.

5. LISTEN

Listen to two dialogues and answer the questions. Choose picture a or b.

1. What is Louisa doing?



2. What is Ruth doing?



6. SPEAK

GUESSING GAME

Talk in pairs.

Student A go to page 121.

Student B go to page 123.

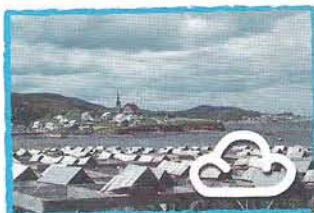
6d Let's do something

1. VOCABULARY

Listen and repeat. What's the weather like today?



It's sunny.



It's cloudy.



It's windy.



It's raining.



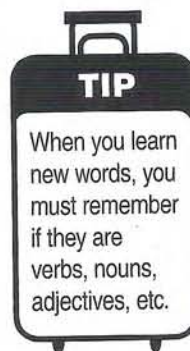
It's snowing.



It's hot.



It's cold.



2. READ

A. Listen and read. Name the people in the pictures below.

Abbie Hey, let's decide what to do today. How about going for a coffee by the beach?

Cindy Sounds great, but I've got a lesson later. How about going tomorrow?

Abbie OK. Let's ask Fiona to come with us.

Cindy But she lives in Manchester with her cousin now.

Abbie I know, but she wants to come down for the weekend.

Cindy Call her.

Abbie That's what I'm doing... Hi Fiona!

Fiona Hi! How's it going?

Abbie Great. I'm here with Cindy. What's the weather like there?

Fiona It's raining and it's cold again.

Abbie Well, it's lovely and sunny here.

Fiona I'm jealous!

Abbie How about coming down for the weekend?

Fiona I can't. I've got a job now, and I work on Saturdays.

Abbie Too bad. How about coming for the concert next week?

Fiona Maybe.

Abbie Well, don't forget to call and let us know.

Fiona OK. Take care.



Functions

Talking about the weather
Making suggestions and arrangements

Structures

Let's (+ base form of the verb) / How about (+ -ing form)?

Vocabulary**Weather**

It's cloudy It's cold It's hot It's raining It's snowing
It's sunny It's windy

Other words and phrases

ask beach by concert cousin decide forget
go for a coffee jealous Let me know maybe next
Too bad What's the weather like?

- Ask Ss some questions:

Where do Abbie and Cindy decide to go? They decide to go for a coffee by the beach.

When do they decide to go? Tomorrow.

Why? Because Cindy has got a lesson today.

Who do they invite to go with them? Fiona.

Where does Fiona live? In Manchester.

Does she live alone? No, she doesn't.

Who does she live with? She lives with her cousin.

What is the weather like where Cindy and Abbie are? It's sunny.

Why can't Fiona visit the girls next weekend? Because she works on Saturdays.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Translate it into Ss' L1 if necessary.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

1. VOCABULARY ▶▶53

Aim: to introduce vocabulary related to weather

- Ask Ss to look at the pictures and read through the phrases. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric. Make sure that Ss understand that we ask this question when we want to know what the weather is like.
- Elicit answers.
- Read out and explain the TIP.
- Ask Ss if the words *sunny*, *cloudy*, *raining*, etc. are verbs or adjectives.

2. READ ▶▶54

A. Aims: • to activate Ss' background knowledge

- to give Ss practice in identifying the main idea of the dialogue
- to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the picture and tell you what they can see (*three girls*).
- Ask Ss some questions:

Are the three girls in the same place? No, they aren't.

What are they doing? Two of the girls are sitting on a bench in the open air. One of them is eating ice cream and the other is talking to the third girl on the phone.

Do they all look happy? No, they don't.

- Play the CD. Ss read and listen at the same time.
- Ask Ss to name the girls in the picture and check the answers with the class.

Cindy – Abbie – Fiona

KEY

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. T 2. T 3. F 4. T 5. F

KEY

- Choose Ss to act out the dialogue in class and explain unknown words.

3. GRAMMAR

Aim: to present *Let's...* and *How about...*?

- Ask Ss to read through the examples.
- Ask Ss to tell you when we use *Let's...* and *How about...*?
- Elicit the answer that they are used for making suggestions.
- Ask Ss to refer to the dialogue and underline all the examples of *Let's...* and *How about...*? (let's decide, *How about going*, *Let's ask*, *How about coming*).
- Ask Ss the question in the rubric.
- Elicit the answer that *Let's* is followed by the *base form of the verb*, whereas *How about* is followed by the *verb in -ing form*.
- Refer Ss to the Grammar Reference (p. 128).

4. PRACTICE

Aim: to give Ss practice in using *Let's...* and *How about...* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. How about
2. Let's
3. Let's
4. How about
5. Let's
6. Let's
7. Let's
8. How about

KEY

5. PRONUNCIATION ▶▶55

Aim: to give Ss practice in noticing intonation and rhythm

- Play the CD and have Ss listen, repeat and notice the intonation and rhythm.

6. LISTEN ▶▶56, 57

A. Aim: to give Ss practice in listening for gist and identifying relationships

- Ask Ss to read through the sentences a-c and explain any unknown words if necessary.
- Read out and explain the TIP.
- Play the CD once.
- Check the answer with the class and ask Ss to provide justification for their answer.

c. They are colleagues.

KEY

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5.
- Play the CD.
- Check the answers with the class.

1. home
2. snowing
3. drives
4. stay at home
5. brother

KEY

LISTENING TRANSCRIPT

- Fred** Hello?
Anne Fred, where are you?
Fred I'm still at home. There's something wrong with my car and it won't start.
Anne I see. Is the weather bad there?
Fred Yes, it is. Everything is white.
Anne Wow! It's snowing all over the country. It's really beautiful.
Fred Yes, it is nice. But I can't start my car.
Anne How about taking a bus to work?
Fred I don't usually take the bus to work, so I don't know which one to take.
Anne Of course. You usually drive here.
Fred Maybe I can walk but it's far.
Anne Listen, how about staying at home today? I can talk to Mr Grayson. We're not very busy today, anyway.
Fred OK, thanks. I think you're right.
Anne See you tomorrow, then. Hey, what about your car?
Fred Don't worry, my brother is a mechanic. I can ask him to come round and take a look at it.
Anne Great. See you.
Fred Bye!

7. SPEAK

Aim: to give Ss practice in making suggestions and arrangements

- In pairs, have Ss make suggestions and arrangements. Go round the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

3. GRAMMAR

LET'S / HOW ABOUT?

Read the examples below. What do you notice about the verb form after *let's* and *how about*?

Let's watch the basketball game tonight.
How about watching it at my house?

Grammar Reference p.128

4. PRACTICE

Complete the dialogues with *let's* or *how about*.

1. Jim (1) _____ taking the bus home?

Anna No, it's raining. (2) _____ get a taxi.

Jim (3) _____ wait for the bus for ten minutes. Then, get a taxi.

Anna OK.

2. Kieran It's a lovely sunny day.

(4) _____ going to the beach?

Chelsea Nice idea. (5) _____ call Sue and David.

Kieran OK. (6) _____ all go together in my car.

Chelsea Great!

3. Jo (7) _____ have sandwiches for lunch.

Ian Sure. (8) _____ having lunch in the garden today?

Jo But it's cold.

Ian No, it isn't. It's just windy.

B. Read again and write T for True or F for False.

1. Cindy can't go for a coffee today. ☐
2. Cindy and Abbie decide to have coffee together tomorrow. ☐
3. Fiona calls Abbie on her mobile. ☐
4. It's raining in Manchester. ☐
5. There's a concert in Manchester next week. ☐

5. PRONUNCIATION

Listen and repeat. Notice the intonation and rhythm.

1. A: How about going out for dinner?

B: Good idea.

2. A: Let's go for a coffee after work.

B: I'm sorry, I can't.

3. A: How about making pasta for lunch?

B: Oh I don't know. I don't really like pasta.

6. LISTEN

A. Listen to a dialogue. What's the relationship between Fred and Anne?

- a. They are brother and sister.
- b. They are husband and wife.
- c. They are colleagues.

B. Listen again and complete.

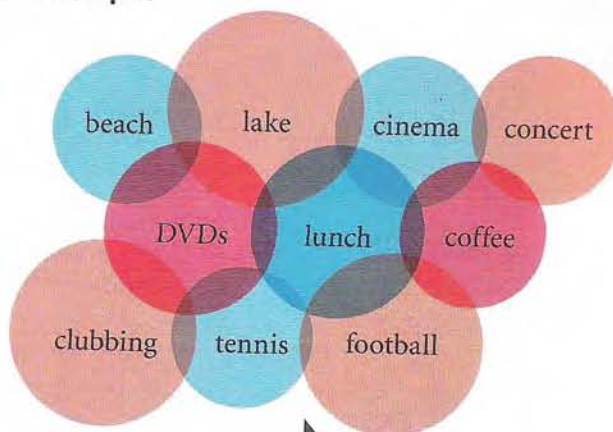
1. Fred is at _____.
2. The weather is bad today; it's _____.
3. Fred usually _____ to work.
4. Fred decides to _____ today.
5. Fred's _____ can help him with his car.

TIP

While listening, try to understand the general idea, not every single word.

7. SPEAK

Talk in pairs. Have conversations using the ideas below and the weather words from activity 1, as in the example.



Let's go to the lake.

No, it's cold and windy today.

How about watching a DVD?

Good idea.

6e Click here

1. VOCABULARY

A. Match the words with the items in the picture.
Then listen and check your answers.



keyboard

screen

printer

mouse

USB flash drive

B. Look at the numbers in the box. Listen and repeat.

278 two hundred and seventy-eight

3456 three thousand, four hundred and fifty-six

4,125,000 four million, one hundred and twenty-five thousand

5,000,000,000 five billion

NOTE

1500 $\begin{cases} \text{one thousand five hundred} \\ \text{or} \\ \text{fifteen hundred} \end{cases}$

2. READ

A. Read the questions below and guess the answers. Then listen, read and check your answers.

1. How many people use the Internet in the US?

- a. 30% of the population b. 50% of the population c. 70% of the population

2. What's the average age of computer game players in the US?

- a. 13 b. 23 c. 33

A digital world: Computers

Computers are a part of our everyday life.

People use computers for many reasons. Some people use them for work and others for fun. They play games, watch films and listen to music. People also surf the Net to find information. Of course, they use computers to communicate with each other, usually by sending e-mails.

Amazing facts: USA

- Almost 1,320,000,000 of about 6,600,000,000 people around the world are Internet users. In the US, there are over 300 million people and about 215 million (70%) of them use the Internet. That's over half the population.
- 2/3 of the population (207,786,000) play computer and video games. The average age of these people is 33. About half of them are women.
- Over half of US office workers check their e-mails about five times a day during their working hours. About half of them check their e-mails when they are on holiday.

Functions

Using large numbers
Talking about computers

Vocabulary**Words related to computers**

click (v) computer/video games Internet keyboard
mouse printer screen USB flash drive

Phrases for letters/e-mails

Dear... I hope you're fine Best wishes
Write back soon Yours

Other words and phrases

almost around the world billion communicate
each other find fun half information million
office others over population send thousand
user

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Ask Ss if they have seen or read this phrase before and where (*on websites*).
- Ask Ss to look at the pictures and guess what the lesson will be about.
- Elicit answers.
- Ask Ss if they have got/know how to use a computer, what they use it for, if they spend many hours in front of their computer, etc.

1. VOCABULARY ▶▶58, 59

A. Aim: to present vocabulary related to computers

- Ask Ss to look at the pictures 1-5 and then read through the words underneath them.
- Ask Ss to match the pictures with the words.
- Play the CD and have Ss check their answers.

- KEY**
1. printer
 2. USB flash drive
 3. screen
 4. keyboard
 5. mouse

- Play the CD again and pause so that Ss can repeat what they hear.
- Make sure that Ss are familiar with all five items. Provide explanations if necessary.

LANGUAGE PLUS

The **USB flash drive** is used for storing computer information. It is gradually replacing the floppy disk.

EXTRA VOCABULARY SECTION IN WORKBOOK**CD 3** ▶▶55

B. Aim: to present numbers over a hundred

- Draw Ss' attention to the box and have them see how the numbers are said in English.
- Differentiate between *hundred*, *thousand*, *million* and *billion* and explain to Ss how numbers over a hundred are said in English.
- Point out to Ss that in English we say *two hundred* (not *two hundreds*), *three thousand* (not *three thousands*), *four million* (not *four millions*), *five billion* (not *five billions*).
- Play the CD and pause so that Ss can repeat what they hear.
- Read out and explain the NOTE.

OPTIONAL ACTIVITY

- Write some numbers on the board.
- Ask Ss to say them in English.

2. READ ▶▶60

A. Aims: • to give Ss practice in making predictions based on background knowledge

- to present vocabulary in the context of an article about computers

- Ask Ss to look at the layout of the text and decide what the text is (*an article*) and where it may be found (*in a magazine*).
- Ask Ss to read through the questions and the options. Make sure that Ss haven't got any unknown words.
- Have Ss guess the answers to the questions.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Check the answers with the class.

1. c 2. c

- Ask Ss some questions:

Which of the reasons mentioned in the text do you use a computer for?

Why do people surf the Net? To find information.

How do people use computers to communicate with each other? By sending e-mails.

How many of the computer game players in the US are women? About half of them.

According to the text, when do over half of US office workers check their e-mails? During their working hours.

B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

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

KEY

- Choose Ss to read the text aloud and explain any unknown words.

3. LISTEN 61

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-3 and make sure that they haven't got any unknown words.
- Explain to Ss that each sentence corresponds to a monologue.
- Play the CD twice.
- Alternatively, play the CD and pause after each monologue so that Ss can choose the correct answer.
- Check the answers with the class.

1. 3,400,000
2. printers
3. 4,000

KEY

LISTENING TRANSCRIPT

1.
OK, let's talk about Germany today. The population of Germany is 83,000,000 and the capital is... Berlin, of course. There are other big cities in Germany, like Hamburg, Munich and Frankfurt. Now, 3,400,000 people live in Berlin but only 1,700,000 people live in Hamburg. Munich and Frankfurt are...

2.
So, you want a computer and a printer....Well, I'm sorry we haven't got any printers here at *Click Here*, but we've got some great computers and laptops. This one over here isn't very expensive and it also comes with a keyboard and a mouse.

3.
Computer Tec is doing great this year. We have got about 4,000 people working for us around the world and they are doing an excellent job. Over 400,000 people buy computers from us every month. And the numbers keep going up.

4. WRITE

Aim: to present set phrases for letters and e-mails

- Draw Ss' attention to the box containing set phrases for letters and e-mails and explain what they should bear in mind when writing a letter or an e-mail to a friend.

A. Aim: to give Ss practice in using some basic conventions of a letter or an e-mail to a friend

- Ask Ss to read through the e-mail and the words in the box.
- Get Ss to do the activity and check the answers with the class.

1. Dear
2. How's
3. fine
4. Bye
5. Louisa

KEY

B. Aim: to give Ss practice in writing an e-mail to a friend

- Ask Ss to read through the instructions.
- Read out and explain the TIP.
- Allow Ss some time to write their e-mails.
- Choose Ss to read out their e-mails.

3. LISTEN

You will hear three monologues. Circle the correct answers.

1. The population of Berlin is 3,400,000 / 1,700,000.
2. At *Click Here* they haven't got keyboards / printers.
3. There are 4,000 / 400,000 people working for *Computer Tec*.



B. Read again. What do the numbers below refer to? Match.

- | | |
|---|---|
| 1. 1,320,000,000 ☐ | 4. 215,000,000 ☐ |
| 2. 207,786,000 ☐ | 5. 300,000,000 ☐ |
| 3. 6,600,000,000 ☐ | |

- a. the number of Internet users around the world
- b. the number of computer and video game players in the US
- c. the number of Internet users in the US
- d. the population of the US
- e. the world population



4. WRITE

Set phrases for letters and e-mails

When you write a letter or an e-mail to a friend, don't forget:

- to start with **Dear** or **Hi / Hello** + **first name**
Dear Neil, Hi Betty, Hello Ted,
- to use a set phrase.
How are you? How's it going?
I hope you're fine. I'm writing to tell you about...
- to end with a set phrase. Write your first name under this.
Yours, Your friend, Love, Bye for now,
See you soon, Best wishes, Write back soon,

A. Read the e-mail below and complete it with the words in the box.

how's Louisa bye fine dear

Send

To... briancox188@gmail.co.uk
 From... louisatompkins44@yahoo.com

(1) _____ Brian,

(2) _____ it going? I hope you're

(3) _____. I'm at work now in front of my computer screen. What about you? I've got some great news. I've got a new computer. Can you come round tonight and help me set it up? I finish work at 5.30, so you can come after 6.00. Let me know soon.

(4) _____ for now,

(5) _____

B. Write an e-mail to a friend.

Don't forget to:

- use appropriate phrases.
- tell him/her what you are doing at the moment.
- ask him/her to do something for you.

Think about what you want to include in your e-mail. Make some notes before you start writing.

TIP

6 Round-up

VOCABULARY

A. Circle the correct words.

1. Don't **collect** / **throw** rubbish in the lake.
2. Turn off the **lights** / **tap**! I'm taking a nap.
3. How can I **save** / **protect** energy?
4. Give me those newspapers, Eve. I want to **join** / **recycle** them.
5. Teamwork is very **important** / **busy**. Let's all work together.
6. A: How do you communicate with your cousin in Paris?
B: I **check** / **send** her e-mails.
7. Shannon is **calling** / **talking** on the phone at the moment.
8. There's something wrong with the **printer** / **keyboard**. I can't use the computer.

B. Complete with the words in the box.

tell cold hot answer ask

1. Wear your jacket outside. It's _____.
2. A: Where's Sam?
B: I don't know. _____ his brother.
3. Please _____ the phone. I'm busy right now.
4. It's _____ today. Let's go to the beach.
5. Don't _____ Harry about the trip. It's a surprise.

C. Complete the table.

895	
3,256,000	
	five thousand, two hundred and thirty-nine
7,541,000	
	six billion

GRAMMAR

D. Complete with the Present Progressive of the verbs in brackets.

1.
A: Hey, Brian. What _____ (you / do)?
_____ (you / write) an e-mail?
B: No, I'm not. I _____ (do) my homework.
A: On the computer?
B: Yes, I _____ (surf) the Net. I want to find information about Internet users around the world.
2.
A: It's Earth Day today. Our neighbours _____ (collect) rubbish in the park. Let's do something about the environment, too. Let's use public transport to go to work.
B: We have the day off, remember?
A: Oh, right. Let's plant some trees, then.
B: It _____ (rain), Celia. Let's stay at home.
3.
A: _____ (Ethan / watch) TV, again?
B: Yes, but he _____ (not watch) sports or a reality show. His friend Tony is here and they _____ (watch) a documentary together.

E. Complete the dialogues with *can* and the words in brackets. Give short answers where possible.

1.
A: _____ (you / play) the guitar, Brad?
B: No, _____. But I _____ (play) the flute and the piano.
A: _____ (you / sing), too?
B: No, _____. But I _____ (dance) very well.
2.
A: _____ (your brother / use) a computer?
B: Of course, _____. He's a computer engineer!
3.
A: Betty _____ (speak) six languages.
B: Really? _____ (she / speak) Chinese?
A: No, _____, but she _____ (speak) Japanese.

6 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

VOCABULARY

A.

- 1. throw
- 2. lights
- 3. save
- 4. recycle
- 5. important
- 6. send
- 7. talking
- 8. keyboard

KEY

B.

- 1. cold
- 2. Ask
- 3. answer
- 4. hot
- 5. tell

KEY

C.

895	eight hundred and ninety-five
3,256,000	three million, two hundred and fifty-six thousand
5239	five thousand, two hundred and thirty-nine
7,541,000	seven million, five hundred and forty-one thousand
6,000,000,000	six billion

GRAMMAR

D.

- 1. are you doing, Are you writing, am/'m doing, am/'m surfing
- 2. are collecting, is/'s raining
- 3. Is Ethan watching, is not/isn't watching, are/'re watching

KEY

E.

- 1. Can you play, I can't, can play, Can you sing, I can't, can dance
- 2. Can your brother use, he can
- 3. can speak, Can she speak, she can't, can speak

KEY

6 Round-up

COMMUNICATION

F.

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

KEY

G.

1. Let's make some sandwiches. /
How about making some sandwiches?
2. Let's go shopping. / How about
going shopping?
3. Let's watch it. / How about
watching it?
4. Let's go outside. / How about going
outside?
5. Let's tidy it up. / How about tidying
it up?

KEY

SPEAK

- Ask Ss to look at the two pictures.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Choose Ss to say the differences.

WRITE

- Tell Ss to write a paragraph describing one of the pictures in the speaking activity, beginning as in the example.

SELF ASSESSMENT

- Aims:**
- to give Ss the opportunity to check their progress
 - to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

COM

F. Cor

a. Car

b. I'm

1.

Mrs M

Mary

Mrs M

Lisa

Mrs M

Mary

G. Re

1. I'm

2. I w

3. Th

4. Lo

5. My

SPE

GAM

Talk i

A

WR

Writ

in th

COMMUNICATION

F. Complete the dialogues with the sentences a-f.

a. Can I take a message?

c. How can I help you?

e. Very well, Sir.

b. I'm talking to Justin on my mobile.

d. Hold on.

f. Can you call her a bit later?

1.

Mrs Martin Hello?

Mary Hello, Mrs Martin. Can I speak to Lisa, please?

Mrs Martin (1) ____ She's outside in the garden at the moment. Lisa! Lisa! Mary's on the phone.

Lisa I can't speak to her right now. (2) ____

Mrs Martin Sorry, Mary. She can't come to the phone. (3) ____

Mary Sure. Thank you.

2.

Secretary Larry Donaldson's office. (4) ____

Mr Dupont Can I speak to Mr Donaldson, please?

Secretary I'm afraid he can't speak to you right now. (5) ____

Mr Dupont Yes. My name's Jean Dupont, his son's French teacher. Please tell him that I can't have a lesson with his son tonight. I'm busy.

Secretary (6) ____

G. Reply to the phrases below using *Let's* or *How about*.

1. I'm hungry.

2. I want a new keyboard.

3. There's football on TV.

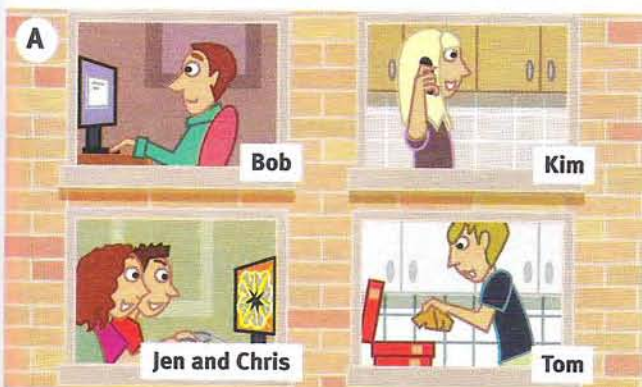
4. Look! It's snowing!

5. My room's a mess.

SPEAK

GAME: SPOT THE DIFFERENCES

Talk in pairs. Look at the pictures and find the differences.



In picture A Bob is checking his e-mails, but in picture B he is playing video games.

SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about my abilities
- > have a conversation on the phone
- > make suggestions and arrangements
- > talk about things that are happening now
- > use numbers over one hundred
- > write a letter / an e-mail
- > talk about the weather

☐
☐
☐
☐
☐
☐
☐

WRITE

Write a paragraph describing one of the pictures in the activity above.



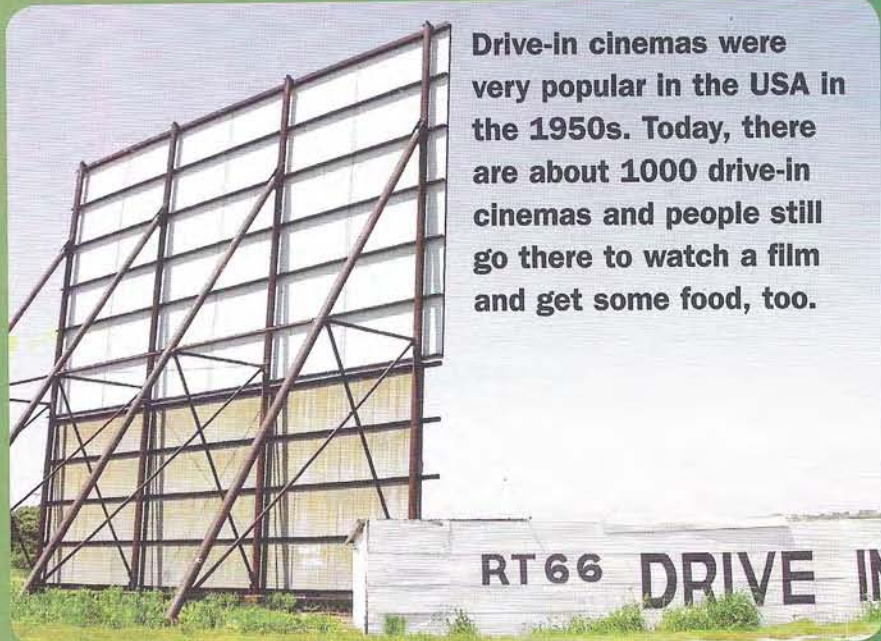
In picture A Bob is checking his e-mails.



A. Do you know what a drive-in cinema is? Listen, read and find out.

Life in the fast lane...

In the USA, they like cars a lot. There are about 250,000,000 cars in the States and Americans spend a lot of time in them, doing lots of different everyday activities.



Drive-in cinemas were very popular in the USA in the 1950s. Today, there are about 1000 drive-in cinemas and people still go there to watch a film and get some food, too.



In this picture, a couple is getting married at a drive-through wedding chapel.



In this picture a woman is getting some money out from a drive-through bank.

Drive-through places are also very popular. They are usually fast-food restaurants but you can also find drive-through cafés and even drive-through supermarkets. So, no more looking for parking spaces! Other drive-through places include banks and chemist's.

Las Vegas is famous for its wedding chapels. It's a fast and cheap way to get married. Well, now there are drive-through wedding chapels. Here, you can get married without getting out of your car!

So, with all these things you can do, why do we need to ever get out of our cars?

B. Read again and write T for True, F for False or NM for Not Mentioned.

- | | | | |
|--|--------------------------|--|--------------------------|
| 1. Americans don't go to drive-in cinemas today. | ☐ | 4. You can order coffee from your car at a drive-through café. | ☐ |
| 2. There are 1000 drive-through restaurants in the States. | ☐ | 5. It's expensive to get married in Las Vegas. | ☐ |
| 3. All restaurants in the States are drive-through. | ☐ | 6. Drive-through wedding chapels are very popular. | ☐ |

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

A.

- Tell Ss to look at the central picture.
- Draw Ss' attention to the words *DRIVE IN*.
- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

Suggested answer

A drive-in cinema is a place where you can watch films without leaving your car.

- Have Ss read through the sentences underneath the two pictures.
- Draw Ss' attention to the picture on the right and explain that the word *THRU* is an informal way of spelling the word *THROUGH* as is the case with a number of words today (*we spell them the way we pronounce them*).
- Ask Ss some comprehension questions.

*How many cars are there in the States? About 250,000,000.
Do Americans spend a lot of time in their cars? Yes, they do.
When were drive-in cinemas very popular in the USA? In the 1950s.*

*How many drive-in cinemas are there in the USA today?
About 1000.*

*What are drive-through places? They are fast-food restaurants, cafés, supermarkets, banks, chemist's and wedding chapels.
What is Las Vegas famous for? It's famous for its wedding chapels.*

- Ask Ss if there are drive-in cinemas and drive-through places in their country, if they have visited them, if they would like to, etc.
- Draw Ss' attention to the title *Life in the fast lane* and ask them what they think it means.
- Help Ss deduce the meaning of it (*a way of living full of activities*) by relating it to *a fast lane of a motorway*.
- Ask Ss how *drive-in cinemas* and *drive-through places* can be related to *a life in the fast lane*.
- Help Ss understand that today people are very busy and use their cars for almost everything they do and because of that it's very difficult for them to take their time with everyday routines. So, drive-through places are a convenient alternative.
- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. F (*...people still go there to watch a film...*)
2. F (*Today, there are about 1000 drive-in cinemas.*)
3. NM
4. T
5. F (*It's a fast and cheap way to get married.*)
6. NM

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

7 Looking back

Aims:

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Ask Ss to look at the title of the module and the pictures.
- Ask Ss to tell you what they can see in the pictures (*a baby, a boy learning to ride a bicycle, a boy at school, a graduate*).
- Ask Ss to guess what the module will be about and elicit answers.
- Explain to Ss that *Looking back* is not used only for the distant past but also for last week, yesterday, etc.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Draw Ss' attention to the *Flick through the module and find* section and explain unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

KEY

- ▶ a young Maths genius: pp. 100-101
- ▶ a woman looking for some new chairs: p. 92
- ▶ a man with a broken foot: p. 95
- ▶ two tennis players from the 19th century: p. 98
- ▶ two friends talking about a party: p. 96

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.



Looking back

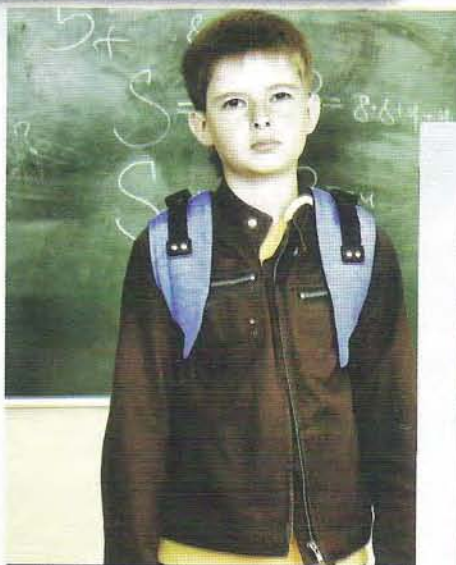


Discuss:

- ▶ What did you do last weekend?
- ▶ Did you have a good time?

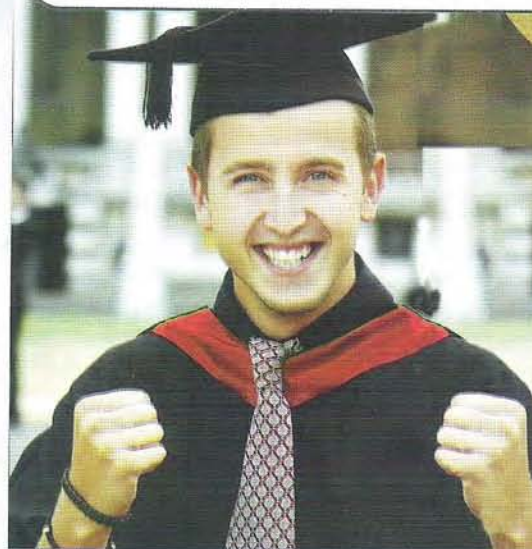
Flick through the module and find...

- ▶ a young Maths genius
- ▶ a woman looking for some new chairs
- ▶ a man with a broken foot
- ▶ two tennis players from the 19th century
- ▶ two friends talking about a party



In this module you will learn...

- ▶ to give reasons
- ▶ to talk and write about events in the past
- ▶ to talk about sports
- ▶ the parts of the body
- ▶ to write a paragraph about your life
- ▶ to talk about famous people
- ▶ to compare past and present facts
- ▶ to express opinion



7a What a day!

1. READ

A. Look at the e-mails below. Listen, read and tick the statements that are true.

- a. Sally and John had the day off. ☐
- b. John had a good time. ☐
- c. Sally had a nice day. ☐

What's up? I had fun today! John and I went shopping and I bought 4 fantastic chairs. Then we visited Jenny and we all had lunch together. We ate Jenny's famous pasta. Delicious!! Then John came to my place and helped me with the housework. He's great!

How are you? I'm tired. Sally and I both had the day off. In the morning, we went shopping. Sally bought some chairs for her new flat. They're horrible! Then we went to Jenny's - Sally's cousin, remember? Jenny made lunch for us. Yuck! She's a really bad cook. After lunch, I went to Sally's and helped her with the housework. I left at about eight, and now all I want to do is sleep. What a day!

B. Read again and complete the paragraph with words from the texts.

Sally and John went (1) _____ together. Sally bought (2) _____. John thinks they're (3) _____. They had lunch with Sally's (4) _____. She cooked (5) _____ for them. Sally (6) _____ the meal, but John thinks Jenny is a (7) _____. After that, Sally and John went to (8) _____ and did (9) _____. John got home very tired.

Functions

Talking about past events

Talking about one's day

Structures

Past Simple (affirmative)

Vocabulary**Words and phrases**

buy come cook (n) have a good time have fun
 last night, etc. leave really tired What a day!
 yesterday

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss when we say *What a day!*
- Elicit the answer that we say it to describe a tiring or adventurous day.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

1. READ **A. Aims:** • to present vocabulary, functions and structures in the context of two e-mails

• to give Ss practice in identifying specific information through a T/F activity

- Ask Ss to look at the picture on the page and tell you what they can see (*a young man and woman in a furniture shop checking the prices, probably wanting to buy some new furniture*).
- Draw Ss' attention to the two e-mails. Ask them if they communicate with their friends by e-mails, what they usually write in their e-mails, etc.
- Play the CD and have Ss read and listen at the same time.
- Get Ss to do the activity and check the answers with the class.

The following should be ticked: a, c

KEY

- Ask Ss some comprehension questions:

Who is Sally writing an e-mail to? To Dylan Robson.
What did Sally and John do in the morning? They went shopping.
Did John buy anything? No, he didn't.
Did Sally buy anything? Yes, she did.
Where did they have lunch? At Jenny's.
Did they like it? Sally did, but John didn't.
What time did John leave Sally's place? At 8.

B. Aim: to give Ss practice in identifying specific information through a gap-filling activity

- Get Ss to do the activity and check the answers with the class.

1. shopping
2. four (fantastic) chairs
3. horrible
4. cousin
5. pasta
6. liked/enjoyed
7. (really) bad cook
8. Sally's
9. the housework

KEY

- Choose Ss to read the e-mails aloud and explain unknown words.

2. GRAMMAR

Aim: to present the affirmative form of the Past Simple of regular and irregular verbs

- Ask Ss to read through the table on the left.
- Ask Ss what they notice about the formation of the Past Simple of regular verbs (it is formed by adding *-ed* to the base form and it is the same for all persons in the singular and in the plural).
- Refer Ss to the Grammar Reference (p. 128) and draw their attention to the spelling irregularities.
- Ask Ss to read through the table on the right.
- Ask Ss what they notice about the formation of the Past Simple of irregular verbs (each irregular verb forms the affirmative of the Past Simple in a different way and not by adding an *-ed* ending).
- Draw Ss' attention to the box containing some more irregular verbs.
- Refer Ss to the list of irregular verbs on page 130.
- Ask Ss to read through the time expressions and the examples. Explain to Ss that these time expressions are used with the Past Simple to indicate when exactly the action took place in the past.

3. PRACTICE

Aim: to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

1. stayed, watched
2. studied, played
3. had
4. went, ate
5. enjoyed
6. did

KEY

4. PRONUNCIATION ▶▶ 3, 4

A. Aim: to have Ss differentiate between /t/, /d/ and /ɪd/ sounds of the *-ed* ending of regular verbs in the Past Simple

- Play the CD and tell Ss to listen for the difference in pronunciation of the *-ed* endings between *washed*, *lived* and *visited*.
- Elicit the answer that *washed* ends in a /t/ sound, *lived* ends in a /d/ sound and *visited* ends in an /ɪd/ sound.
- Point out to Ss that when the verb ends in a /p/, /k/, /f/, /s/, /ʃ/, /tʃ/, /x/ sound, *-ed* is pronounced /t/. When the verb ends in a /d/ or /t/ sound, *-ed* is pronounced /ɪd/. When the verb ends in any other sound, *-ed* is pronounced /d/.

B. Aim: to give Ss practice in differentiating between /t/, /d/ and /ɪd/ sounds of the *-ed* ending of regular verbs in the Past Simple

- Play the CD and pause after each verb.
- Ask Ss to repeat each verb and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

- /t/: watched, liked, helped
- /d/: listened, stayed, played
- /ɪd/: wanted, started

KEY

5. SPEAK

Aim: to give Ss practice in talking about past activities

- In pairs, discuss what they did last Saturday. Go round the class, helping them when necessary.
- Choose some pairs to act out the dialogues in class.

OPTIONAL ACTIVITY

Playing the chain game

- Relying on the speaking activity, have Ss play the *chain game*.
- One student (or the teacher) starts by saying what he/she did last Saturday, a second student repeats the first student's words and says what he/she did last Saturday, a third student repeats the second student's words and says what he/she did last Saturday, etc.
- The student that can't repeat what the others have said loses and is out of the game.
- The winner is the student that can repeat everything the others have said.
- Point out to Ss that it is important to be alert and answer as quickly as possible.

2. GRAMMAR

PAST SIMPLE (affirmative)

Read the tables. What do you notice about the formation of the Past Simple of regular verbs?

Regular Verbs		Irregular Verbs
I		I
You		You
He	(visit→) visited	He
She	(like→) liked	She
It	(tidy→) tidied	It
We	(stop→) stopped	We
You		You
They		They

Other Irregular Verbs

have → had	come → came
get → got	eat → ate
buy → bought	leave → left
make → made	do → did

For a list of irregular verbs go to p.130

Time Expressions

- yesterday / yesterday afternoon, etc.
We went to the cinema yesterday evening.
- last night / week / Monday, etc.
Dave played computer games last Sunday.

Grammar Reference p.128

3. PRACTICE

Complete the sentences with the Past Simple of the verbs in brackets.

- Mary and Kevin _____ (stay) at home yesterday and _____ (watch) TV.
- Yesterday afternoon I _____ (study) for my exam and then I _____ (play) computer games.
- The boys _____ (have) dinner late last night.
- Harry _____ (go) jogging with his friends last Saturday afternoon and then they _____ (eat) at a fast-food restaurant.
- Carol _____ (enjoy) the concert last week.
- My mum and I _____ (do) the washing yesterday morning.

4. PRONUNCIATION

A. Listen and repeat. What's the difference between a, b and c?

- a. washed b. lived c. visited

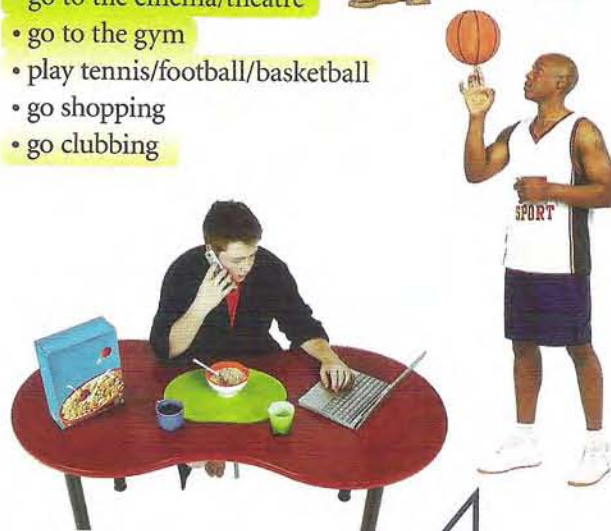
B. Listen and tick the sound you hear.

	washed /t/	lived /d/	visited /ɪd/
watched			
wanted			
listened			
liked			
started			
helped			
stayed			
played			

5. SPEAK

Talk in groups about the things you did last Saturday. Use some of the ideas below.

- stay at home
- watch TV
- study
- surf the Net
- have lunch/dinner with friends
- tidy room
- do housework
- go out with friends
- go to the cinema/theatre
- go to the gym
- play tennis/football/basketball
- go shopping
- go clubbing



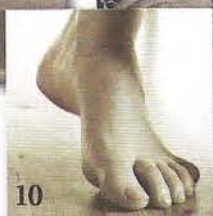
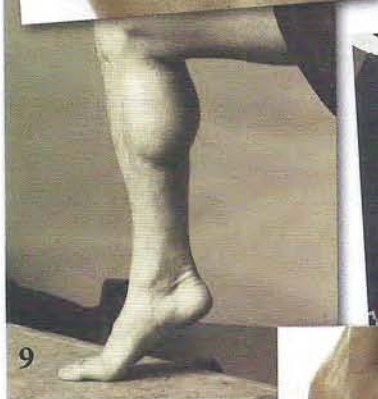
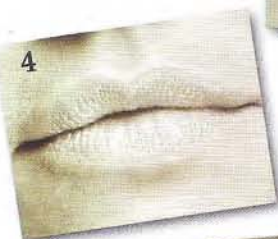
Last Saturday, I did the housework, visited friends and studied for an exam. What about you?

Well, in the morning, I...

7b Unlucky days

1. VOCABULARY

Match the words with the parts of the body. Then listen and check your answers.

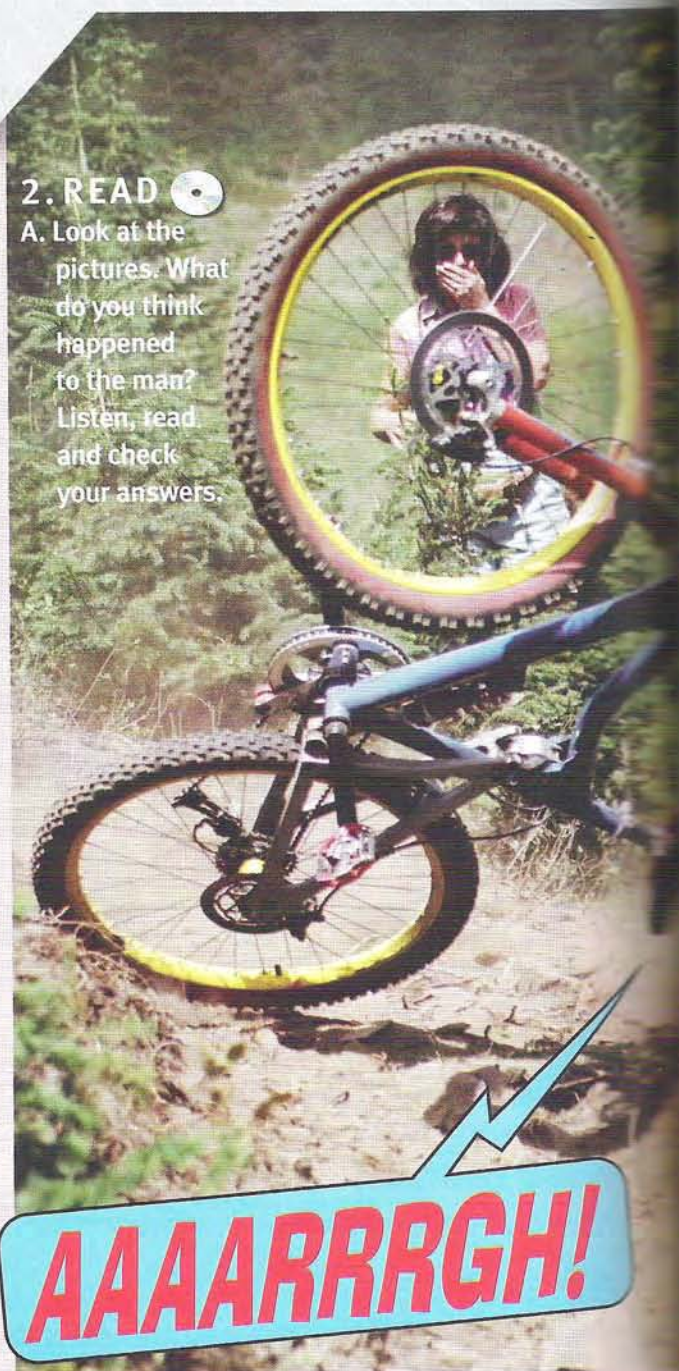


NOTE foot - feet
tooth - teeth

arm	☐	leg	☐	nose	☐
face	☐	back	☐	ear	☐
hand	☐	foot	☐	teeth	☐
head	☐	mouth	☐		

2. READ

A. Look at the pictures. What do you think happened to the man? Listen, read and check your answers.



Dave Ouch!

Woman Are you OK?

Dave I think so.

Woman What happened?

Dave I didn't see that stone, I hit it and I fell off the bike.

Woman It's lucky you didn't crash into that tree. Did you hit your head?

Dave No, I didn't. I hurt my foot.

Woman Come on, I can take you to hospital.

Dave Thanks. Oh no! Look at the bike. I'm in big trouble.

Woman Why's that?

Dave Because it isn't my bike. It's my son's. I just borrowed it for the afternoon.

Functions

Talking about accidents/unlucky days
Asking and answering about past events
Giving reason

Structures

Past Simple (negative – questions)
Why...? Because...

Vocabulary**Parts of the body**

arm back ear face foot-feet hand head
leg mouth nose tooth-teeth

Other words and phrases

borrow break Come on crash into fall (off)
happen happy have an accident hit hurt
I think so I'm in big trouble lucky/unlucky
shout when

- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss read and listen at the same time and check their predictions.

The man had an accident with the bike and broke his foot.

KEY

- Ask Ss some questions:

Did Dave crash into a tree? No, he didn't.

What happened? He didn't see a stone and hit it.

Did Dave hurt his foot and his head? No, he didn't. He only hurt his foot.

Is the bike Dave's? No, it isn't. It's his son's.

When will Dave's foot be OK? In a week or so.

What did his son do when he saw his bike? He shouted at Dave.

- Draw Ss' attention to the last part of the first dialogue and explain to them when *Why* and *Because* are used. Give examples if necessary.
- Check Ss' previous knowledge of the Past Simple affirmative by asking them to find the past tense of the verbs *happen* (*happened*), *fall* (*fell*), *hit* (*hit*), *hurt* (*hurt*), *borrow* (*borrowed*), *shout* (*shouted*), *see* (*saw*), *buy* (*bought*) in the dialogues.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. If necessary, translate it into Ss' L1.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.
- Ask Ss to tell you what they consider *unlucky days*.
- Elicit answers.

1. VOCABULARY ▶▶15

Aim: to introduce parts of the body

- Ask Ss to look at the pictures 1-11 showing different parts of the body.
- Ask Ss to read through the words in the box referring to different parts of the body.
- Get Ss to match the pictures with the words.
- Play the CD and have Ss check their answers.

arm	11	leg	9	nose	6
face	2	back	7	ear	3
hand	8	foot	10	teeth	5
head	1	mouth	4		

KEY

- If necessary, play the CD a second time and pause so that Ss can repeat what they hear.
- Read out and explain the NOTE.

OPTIONAL ACTIVITY

- Ask Ss to close their books.
- Point to different parts of your body and ask Ss for the word in English.
- Alternatively, you can get Ss to come to the front and point to different parts of their body.

EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ▶▶156

2. READ ▶▶16

- A. Aims:**
- to present vocabulary, functions and structures in the context of two dialogues about an accident
 - to give Ss practice in identifying the main idea of the dialogues
- Have Ss look at the pictures and ask them the question in the rubric.

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

<i>Dave had an accident with his son's bike.</i>	2
<i>A woman took Dave to hospital.</i>	3
<i>Dave borrowed his son's bike.</i>	1
<i>Dave went back to the hospital to check his foot.</i>	5
<i>Dave bought a new bike for his son.</i>	4

KEY

- Choose Ss to act out the dialogues in class and explain new vocabulary.

3. GRAMMAR

Aim: to present the negative form and the questions of the Past Simple of regular and irregular verbs

- Ask Ss to read through the first set of examples. Explain to them that this is the negative form of regular and irregular verbs in the Past Simple.
- Ask Ss what they notice about the formation of the negative form of the Past Simple (we add *didn't* before the base form of the main verb).
- Ask Ss to look back at the dialogues and find more examples of negative forms (*didn't see, didn't crash, didn't break*).
- Ask Ss to read through the second set of examples. Explain to them that the first question begins with the question word *When* while the second question is a *Yes/No question*.
- Ask Ss what they notice about the formation of questions in the Past Simple (we add *did* before the subject and the base form of the verb).
- Ask Ss what they notice about the answers to the two questions (Questions beginning with a question word ask for information, while Yes/No questions require *Yes/No* + *subject* + *did/didn't*, without the base form of the main verb).
- Ask Ss to look back at the dialogues and find more examples of question forms (*What happened? I didn't see... – Did you hit your head? No, I didn't. – What did your son say about his bike? He shouted at me...*).
- Draw Ss' attention to the box with the irregular verbs and then refer them to the Grammar Reference (p. 128).

4. PRACTICE

Aim: to give Ss practice in using the Past Simple of regular and irregular verbs in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. had, did ... happen, didn't break
2. did ... take, didn't take, borrowed, did ... borrow, needed, didn't ask

KEY

5. LISTEN

Aim: to give Ss practice in transferring from verbal to visual information

- Ask Ss to look at the pictures.
- Play the CD twice.
- Check the answers with the class.
- Alternatively, have Ss listen to the first dialogue twice and pause so that they can choose the correct picture.
- Follow the same procedure with the rest of the dialogues.

Dialogue 1: c
Dialogue 2: b
Dialogue 3: a

KEY

LISTENING TRANSCRIPT

1.
Woman Are you OK?
Boy No, I can't walk. It's my leg.
Woman Did you break it?
Boy I think so.
2.
Girl Why's your leg in plaster? What happened?
Boy I had an accident yesterday and I broke it.
Girl How did it happen?
Boy I fell off my bike.
3.
Girl What did you do to your bike?
Boy I crashed into a tree.
Girl Oh, no. Are you OK?
Boy Yeah, I just hit my head, but I'm fine.

6. SPEAK

Aim: to give Ss practice in talking about unlucky days or accidents

- In pairs, Ss take turns to ask and answer questions about an unlucky day or an accident they had.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

3. GRAMMAR

PAST SIMPLE (negative - questions)

Read the examples. Which verb do you use to form the negative and question?

Brian **didn't** crash into a car. He crashed into a tree.

I **didn't** break my leg. I broke my arm.

When **did** the accident **happen**? Yesterday evening.

Did Alison hurt her head?
 Yes, she did.
 No, she didn't.

Other irregular verbs

see	→	saw	hurt	→	hurt
fall	→	fell	take	→	took
break	→	broke	say	→	said
hit	→	hit			

Grammar Reference p.128



Three weeks later...

Doctor Well, Mr Williams, your foot is doing just fine.

Dave Oh, that's good news. When can I take the plaster off?

Doctor Well, you didn't break your foot badly, so in a week or so.

Dave That's OK.

Doctor What did your son say about his bike?

Dave He shouted at me when he saw it, but he's happy now.

Doctor Well, he just wants his dad to be well.

Dave Not really. You see, I bought him a new bike.

B. Read again and put the sentences below in order. Write 1-5.

Dave had an accident with his son's bike. ☐

A woman took Dave to hospital. ☐

Dave borrowed his son's bike. ☐

Dave went back to the hospital to check his foot. ☐

Dave bought a new bike for his son. ☐

4. PRACTICE

Complete the dialogues with the Past Simple of the verbs in brackets.

1. A: Theo's at home, in bed. He _____ (have) a car accident.

B: How _____ it _____ (happen)?

A: I don't know, but he's OK. He _____ (not break) anything.

2. A: Why _____ you _____ (take) my backpack?

B: I _____ (not take) it. I _____ (borrow) it.

A: OK, why _____ you _____ (borrow) my backpack?

B: Because I _____ (need) it.

A: But you _____ (not ask) me!

B: Sorry.

5. LISTEN

Listen to three dialogues and match them with the correct pictures.

Dialogue 1



Dialogue 2



Dialogue 3



6. SPEAK

Talk in pairs. Think about an unlucky day or an accident you had. Ask and answer questions, as in the example.

When did the accident happen?

Last Saturday.

What happened?

I fell off my motorbike.

Did you hurt/break anything?

Yes, I did. I hurt my arm.

7c How was it?

1. VOCABULARY

Look, listen and read. What do the adjectives in **bold** mean? Do they have a **positive** or **negative** meaning?



This is Cranberry Stadium. Everybody is watching an **interesting** match between the Rovers and the Vikings...



I'm at the new shopping centre and the bookshop is **crowded**!



This party is so **boring**!



The weather's **awful** here at Fields Swimming Pool, but we've got an **exciting** race...

Try to guess the meaning of unknown words.

TIP

2. READ

A. Listen, read and choose the correct summary sentence.

- Peter enjoyed the party but didn't like the club.
- Peter enjoyed the evening and really liked the club.
- Peter had a good time but didn't like the music.



- Mark** Hey Peter! What's up? You look tired.
- Peter** Well, I went to bed late last night. I went to Lesley's party.
- Mark** So, how bad was it? Lesley's parties are usually so boring!
- Peter** Actually, I had a great time!
- Mark** Are you joking?
- Peter** No.
- Mark** Were there lots of people there?
- Peter** Well, it wasn't crowded, but something exciting happened.
- Mark** What?
- Peter** At around 11pm there was a blackout. Suddenly, the music stopped and the lights went out.
- Mark** What did you do?
- Peter** We all drove to the city centre and found a club on Gilbert Street.
- Mark** Really? How was it?
- Peter** It was fantastic! Everybody liked it. And the music was great!
- Mark** Was it live?
- Peter** No, it wasn't. But I thought the DJ was really good.
- Mark** What about Lesley? Was she upset about her party?
- Peter** Not at all. She wants to have her party at the club every year.

Functions

Talking about past events
Expressing opinion

Structures

Past Simple of the verb *be*

Vocabulary**Places**

bookshop club shopping centre stadium
swimming pool

Other words and phrases

Are you joking? awful boring crowded
everybody exciting go out (lights) interesting
live (adj) match Not at all party race upset

The correct summary sentence is **b**. (Actually, I had a great time! – It was fantastic! Everybody liked it. And the music was great!)

KEY

- Ask Ss some questions:

Did Peter enjoy Lesley's party? Yes, he did.

How did they go to the club? They drove.

Where is the club? On Gilbert Street. / In the city centre.

What did Peter think of the DJ? That he was really good.

Was Lesley unhappy about her party? No, she wasn't.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Explain to them that we use this question to ask whether something (e.g. a party, a film, etc.) was successful or enjoyable.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1. VOCABULARY

Aim: to present adjectives

- Draw Ss' attention to the first picture and ask them what it shows.
- Elicit answers and give Ss the English word (*a stadium*).
- Follow the same procedure with the rest of the pictures to help Ss guess the meaning of the words *shopping centre*, *bookshop*, *party*, *swimming pool*, *race*.
- Read out and explain the TIP.
- Ask Ss to look at the pictures again and read through the phrases underneath them.
- Draw Ss' attention to the adjectives in bold. Help Ss deduce their meaning by referring them to the context of the respective picture.
- Ask Ss to guess whether the adjectives have a positive or a negative meaning.
- Before playing the CD, tell Ss to pay attention to the speaker's intonation and word stress as these may help them decide whether the adjectives have a positive or a negative meaning.
- Play the CD and have Ss read and listen at the same time.
- Check Ss' predictions and provide any further explanations.

interesting (positive)
crowded (negative)
boring (negative)
awful (negative)
exciting (positive)

KEY

2. READ

- A. Aims:**
- to present vocabulary, functions and structures in the context of a dialogue between two friends
 - to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture and describe what they can see (*two boys talking to each other*).
- Ask Ss to guess what the boys are talking about.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss to choose the correct summary sentence and provide justification for their answer.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. Because he went to Lesley's party and went to bed late last night.
2. They are usually boring.
3. No, there weren't.
4. Because there was a blackout/the music stopped and the lights went out.
5. They went to a club in the city centre.
6. No, there wasn't.

KEY

C. Aim: to give Ss practice in identifying the Past Simple of irregular verbs in a dialogue

- Draw Ss' attention to the verbs in the boxes.
- Ask Ss to find the Past Simple of the verbs in the dialogue.
- Check the answers with the class.

But I **thought** the DJ was really good.
... and **found** a club on Gilbert Street.
We all **drove** to the city centre...

KEY

- Choose Ss to act out the dialogue and explain unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about parties

- Ask Ss some questions:

Do you go to parties?
Do you like going to parties?
What makes a good party?
When was the last time you went to a party?
How was it?
How was the music/the food?
Were there a lot of people there?

3. GRAMMAR

Aim: to present the Past Simple of the verb *be*

- Ask Ss to read through the examples.
- Point out to Ss that *was* and *were* are the Past Simple of the verb *be*.
- Ask Ss what they notice about the formation of the Past Simple of the verb *be* (it is *was* in the first and third person singular and *were* in all other persons).
- Ask Ss the question in the rubric and elicit answers.
- Ask Ss to look back at the dialogue and underline any examples of *was* and *were* (So, how bad was it? – Were there lots of people there? Well, it wasn't crowded... – ...there was a blackout – How was it? It was fantastic! – And the music was great! – Was it live? No, it wasn't. – ...the DJ was really good. – Was she upset...).
- Refer Ss to the Grammar Reference (p. 129).

4. PRACTICE

Aim: to give Ss practice in using the Past Simple of the verb *be* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. were, was, Was, wasn't, was
2. were, was, Were, weren't, was, wasn't

KEY

5. SPEAK

Aim: to give Ss practice in commenting on past events

- Ask Ss to read through the adjectives in the box and the words below each picture and make sure that they haven't got any unknown words.
- In pairs, Ss take turns to ask and answer questions about the places of their choice.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues in class.

6. WRITE

Aim: to give Ss practice in writing about past events

- Ask Ss to read through the questions. Explain any unknown words if necessary.
- Allow Ss some time to write a paragraph answering the questions about yesterday.
- Choose some Ss to read out their paragraphs.

WORKBOOK LISTENING ▶▶ 10

LISTENING TRANSCRIPT

1. It was awful. There was live music, but it was horrible. The place was crowded and noisy. I just wanted to go home. So, I stayed for an hour and left.
2. Everybody was excited. Our team played very well and we won. It was a great match. Tom was a bit upset because his team didn't win, but Basil and I were very happy.
3. Yesterday, I was very unlucky. I needed a jacket, so I went to buy one with my friend Mary. We got there around 7pm and I found a jacket I really liked. But the lights went out and I couldn't buy it in the end.

B. Read again and answer the questions.

1. Why is Peter tired?
2. What are Lesley's parties usually like?
3. Were there lots of people at the party?
4. Why did the party finish early?
5. Where did everybody go after they left Lesley's house?
6. Was there a live band at the club?

C. Find the Past Simple of the verbs below in the dialogue.

think

find

drive

3. GRAMMAR

PAST SIMPLE of the verb *be*

Read the examples. How do we form the negative and questions?

- A: Were you and James at the new Chinese restaurant yesterday afternoon?
B: No, we **weren't**. We **were** at the Chinese market.
- A: Where **was** your sister yesterday morning? I called her but she **wasn't** at home.
B: She **was** at the gym.
- **There were** lots of drinks at the party but **there wasn't** any food.

Grammar Reference p.129

4. PRACTICE

Complete the dialogues with *was*, *wasn't*, *were*, *weren't*.

1. A: Where _____ you yesterday afternoon?
B: I _____ at the park with the kids.
A: _____ Kate with you, too?
B: No, she _____. She _____ at work.
2. A: Did you and Charlie go to the swimming pool yesterday?
B: Yes, we did. We _____ there from 11am to 1pm. Why didn't you come?
A: I _____ tired. _____ there many people there?
B: No, there _____ and the water _____ lovely. It _____ cold at all.

5. SPEAK

Imagine you were at one of the places shown below yesterday. Talk in pairs, as in the example. Use the prompts and the adjectives given.



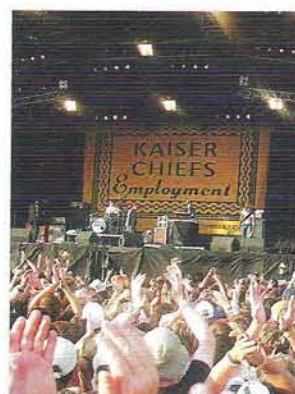
film?



weather?



match?



music, people?

interesting	fantastic	exciting	lovely
crowded	boring	horrible	awful
cold	hot	sunny	windy

Where were you yesterday morning/afternoon/evening?

I was at the cinema.

Really? How was the film?

It was boring.

6. WRITE

Write a few sentences about yesterday. Use the ideas from activity 5 and answer the questions below.

- Where were you?
- How was it?
- Who were you with?
- What was the weather like?
- Were there lots of people there?

7d A good sport

1. VOCABULARY

A. Listen and repeat. Which sports are indoor and which are outdoor?



swimming



hockey



athletics



cricket



gymnastics



volleyball



skiing



golf



pool

B. Look at the box and read the years a-e aloud. Then listen and check your answers.

1998 We say: nineteen ninety-eight
2009 We say: two thousand and nine

- a. 2004 b. 1765 c. 1999
 d. 2022 e. 1341

NOTE

in + years, centuries
 I joined a volleyball team in 2006.

Find key words in the text. They help you to understand the main ideas.

2. READ

A. Listen and read. Which of the following topics are mentioned?

- history of tennis ☐
 famous tennis players ☐
 how you can win a game ☐
 players' clothes ☐
 types of rackets ☐
 who won the first gold medal ☐
 types of tennis balls ☐



From Tenez! to tennis

Tennis first appeared in England and France in the 16th century. It was called *real* (royal) tennis and only kings and queens played it. It was an indoor sport and players started the game by saying "Tenez!" (Hold! or Play!) and that's how it got its name.

Modern tennis appeared in the 1860s. It was first called 'Lawn Tennis' and players only played on grass. The first tennis tournament was at Wimbledon, London in 1877. Nowadays, players play on other kinds of courts, too.

In the past, players didn't use plastic rackets. They used wooden rackets and they were quite heavy. Men wore trousers and shirts and women wore long dresses. The



first person to wear shorts at Wimbledon was Bunny Austin in 1933. In the past, players also wore shoes but today, players wear trainers.

Today, tennis is an Olympic sport. It is also part of the Paralympics and athletes play in wheelchairs.



Functions

Talking about sports
Comparing past and present facts
Talking about past events

Structures

Past Simple vs Present Simple

Vocabulary

Sports

athletics cricket golf gymnastics hockey pool
skiing swimming volleyball

Other words and phrases

appear ball court famous gold medal grass
heavy in the past indoor person plastic player
quite racket shorts wheelchair win wooden

WARM-UP

Aim: to introduce the topic of the lesson

- Ask Ss to look at the title of the lesson.
- Ask Ss to guess what the lesson will be about and elicit answers.
- Ask Ss what they consider to be a good sport and elicit answers (*someone who accepts rules or difficult situations well*).

1. VOCABULARY ►►11, 12

A. Aim: to present sports

- Ask Ss to look at the pictures and read through the words.
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and check the answers with the class.
- Point out to Ss that some sports can fall into both categories.
- Initiate a discussion by asking Ss some further questions:

What is your favourite sport?

What sport are you good at?

Is there a sport you would like to take up?

EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ►►57

B. Aim: to present and give Ss practice in how we say years

- Read out the years in the box.
- Point out to Ss that years up to 1999 are read as two-digit numbers, years from 2000 to 2009 are pronounced as thousands while years from 2010 and onwards are pronounced both ways.
- Ask Ss to say the years a-e aloud.
- Play the CD and have Ss check their answers.
- If necessary, play the CD a second time and pause so that Ss can repeat the years they hear.
- Read out and explain the NOTE.
- Ask Ss to make their own sentences.

- a. two thousand and four
- b. seventeen sixty-five
- c. nineteen ninety-nine
- d. two thousand and twenty-two /
twenty twenty-two
- e. thirteen forty-one

2. READ ►►13

A. Aims • to present vocabulary, functions and structures in the context of a text about tennis
• to give Ss practice in identifying the main idea of the text

- Ask Ss to look at the title of the text and the pictures and tell you what they think it is about (*about tennis*).
- Ask Ss to look at the layout of the text and decide what the text is (*an article*) and where it may be found (*in a magazine*).
- Ask Ss if they play/like tennis, if they have ever attended a tennis match, etc.
- Elicit answers.
- Ask Ss to read through the topics and explain any unknown words.
- Read out and explain the TIP.
- Play the CD and have Ss read and listen at the same time.
- Ask Ss the question in the rubric and check the answers with the class.

The following topics are mentioned:

history of tennis, players' clothes, types of rackets

- Ask Ss some questions.

Where did tennis first appear? In England and France.

When did it appear? In the 16th century.

Was it an outdoor or an indoor sport? It was an indoor sport.

When did modern tennis appear? In the 1860s.

When was the first tennis tournament? In 1877.

Who was the first tennis player to wear shorts at Wimbledon? Bunny Austin.

When did it happen? In 1933.

Is tennis an Olympic sport today? Yes, it is.

How do tennis players play tennis in the Paralympics? They play tennis in wheelchairs.

LANGUAGE PLUS

We use **1860s** to refer to the decade between 1860 and 1870.

BACKGROUND NOTE

- Olympic games for athletes with a disability, now called **Paralympics**, were first organised in Rome in 1960. Today, the Paralympics are elite sport events for athletes from six different disability groups. The Paralympic Games have always been held in the same year as the Olympic Games. The number of athletes participating in Summer Paralympic Games has increased dramatically.
- *The Championships, Wimbledon*, commonly referred to as **Wimbledon**, is the oldest major tennis championship. It is held annually between late June and the beginning of July for two weeks at the *All England Lawn Tennis and Croquet Club* in London, England.

B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

1. Kings and queens.
2. Tenez.
3. It was first called 'Lawn Tennis' and players only played on grass.
4. They were quite heavy.
5. Long dresses.

C. Aim: to give Ss practice in identifying the Past Simple of regular and irregular verbs in the text

- Draw Ss' attention to the verbs in the boxes.
- Ask Ss to find the Past Simple of the verbs on page 98 (activity A and text).
- Check the answers with the class.

who **won** the first gold medal
 ...players **started** the game...
 Tennis first **appeared** in England... /Modern tennis
appeared in the 1860s.
 Men **wore** trousers and shirts and women **wore** long
 dresses. / In the past, players also **wore** shoes...
 They **used** wooden rackets...

- Choose Ss to read the text aloud and explain unknown words.

3. GRAMMAR

Aim: to present the difference between the Past Simple and the Present Simple

- Ask Ss to read through the examples.
- Draw Ss' attention to the first verb in bold preceded by an adverb of frequency (*I **usually play***) and ask them to identify the tense (*Present Simple*).
- Draw Ss' attention to the second verb in bold preceded by a time expression (***last week I played***) and ask them to identify the tense (*Past Simple*).
- Ask Ss the question in the rubric.
- Elicit the answer that we use the Present Simple for habits or actions that happen regularly in the present while we use the Past Simple to talk about things that happened in the past.
- If necessary, demonstrate the difference with further examples or ask Ss to come up with their own example sentences.

4. PRACTICE

Aim: to give Ss practice in using the structures of the lesson in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. Did, didn't, go
2. have, have, had
3. bought, Do

5. SPEAK

Aim: to give Ss practice in talking about sports

- In pairs, Ss take turns to ask and answer the questions about sports using the Present Simple and the Past Simple.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

6. PRONUNCIATION ▶▶14, 15

A. Aim: to have Ss differentiate between /ð/ and /θ/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation in the **th** sound between *athlete* and *weather*.
- Elicit the answer: *athlete* has a /θ/ sound while *weather* has a /ð/ sound.

B. Aim: to give Ss practice in differentiating between /ð/ and /θ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

/θ/: thousand, thanks, third, bathroom
 /ð/: brother, these, clothes

7. LISTEN ▶▶16

A. Aim: to give Ss practice in making predictions based on their background knowledge of sports

- Ask Ss to read through statements 1-4. Make sure they haven't got any unknown words.
- Ask Ss to guess whether the statements are true or false.
- Elicit answers but do not correct Ss at this stage.

B. Aim: to give Ss practice in listening for specific information

- Play the CD twice.
- Ss listen and check their predictions at the same time.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss might have.

1. T 2. F 3. T 4. T

LISTENING TRANSCRIPT

- Presenter** OK, welcome back to 50/50! Linda, it's your turn and your topic is sport.
- Linda** OK.
- Presenter** Here we go. How big is an indoor athletics track? Is it 200m or 400m?
- Linda** Let me see, 200 is very small. Is it 400?
- Presenter** I'm sorry, it's actually 200. Never mind, next question, gymnastics.
- Linda** Oh no, that's not my favourite.
- Presenter** When did gymnastics first appear in the Olympics? In 1896 or in 1954?
- Linda** Oh, I don't know. 1896 is a long time ago so let's say 1954.
- Presenter** I'm sorry, Linda, it appeared in the first Olympics in 1896, so you're wrong. On to volleyball now. True or false? All the players on a volleyball team wear the same colour shirts.
- Linda** That's wrong. There is one player with a different shirt, I think.
- Presenter** That's right, they're called *liberos* and they usually play in defence.
- Linda** That's interesting.
- Presenter** OK, last question. Where did golf first start? The United States or Scotland?
- Linda** Ermm, I think it's Scotland.
- Presenter** Yes! Way back in 1456. Well done Linda. Right, over to Jason now....

3. GRAMMAR

PAST SIMPLE VS PRESENT SIMPLE

Read the examples and explain why each tense is used.

I **usually play** volleyball on Tuesday evenings, but **last week I played** on Wednesday.

4. PRACTICE

Circle the correct words.

1. A: Do / Did they go to the swimming pool yesterday?
B: No, they **don't** / **didn't**. They never **go** / **went** there at the weekend.
2. A: What do you usually **have** / **had** for breakfast?
B: I usually **have** / **had** cereal, but this morning I **have** / **had** pancakes.
3. A: Is that a new racket?
B: Yes, I **buy** / **bought** it last week. **Do** / **Did** you like it?
A: Yes, it's great.

B. Read again and answer the questions.

- Who played *real* tennis?
- What did players say to start a game of *real* tennis?
- What was modern tennis first called and where did they play it?
- What was the problem with wooden rackets?
- What did women tennis players wear in the past?

C. Find the Past Simple of the verbs below on page 98.

win

start

appear

wear

use

5. SPEAK

Talk in pairs about the sports you play. Use the prompts.

What sports / you / play?

When / you / usually / play?

When / you / play / last week?

Who / you / play with / last week?

What sports do you play?...

I play...

6. PRONUNCIATION

A. Listen and repeat. What's the difference between *a* and *b*?

- a. athlete b. weather

B. Listen and tick the sound you hear.

	athlete /θ/	weather /ð/
brother		
thousand		
thanks		
these		
third		
bathroom		
clothes		

7. LISTEN

A. Before you listen, read the statements below. Do you think they are true or false?

50/50

TRUE OR FALSE????

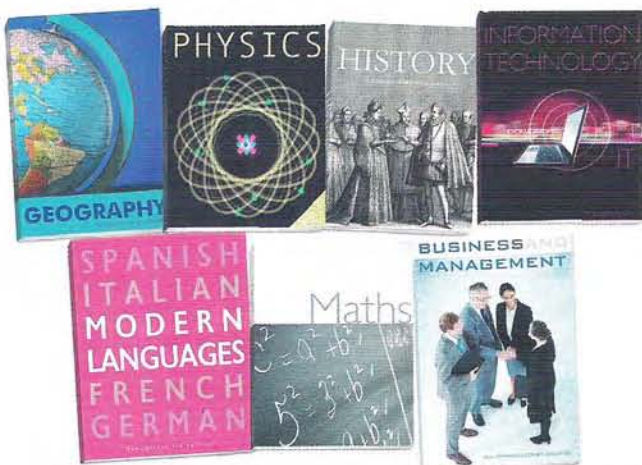
- An indoor athletics track is 200m.
- Gymnastics first appeared in the Olympics in 1954.
- One player on a volleyball team wears a different colour shirt.
- Golf started in Scotland in 1456.

B. Now listen and check your answers.

7e My life story

1. VOCABULARY

A. Listen and repeat.



B. Listen and repeat.



be born



grow up

2. READ

A. Read the interview quickly and match the questions a-f with the paragraphs 1-6. Then listen and check your answers.

- Was it difficult to get a degree in Maths?
- When did you become interested in Maths?
- What did you decide to do?
- Was Maths the only subject you liked at school?
- So, why did you decide to end your Maths career?
- How old were you when you won the National Maths Competition?

B. Read again. Find sentences to prove that the statements below are wrong.

- Jamie liked all subjects at school.
- Jamie became interested in Maths when he started school.
- All the contestants at the competition were the same age.
- Jamie ended his Maths career because he didn't get his PhD.
- Jamie isn't happy with his new career.

NOTE Ago is a time expression we use with the Past Simple.
Alice got married five years ago.

MAG

The Maths genius who gave it all up...

This week Y interviews maths genius Jamie Bodwin. Jamie Bodwin gave it all up to become a musician...

- Jamie** Yes, and I was very good at it. I found other subjects, like History, boring.
- Jamie** From a very early age, before I went to school. You see, my grandfather was a Maths teacher and he taught me lots of things. He was a great teacher and made me love Maths.
- Jamie** I was nine. All the other contestants were university students, and I don't think they liked losing to a little kid.
- Jamie** For me, university was really easy.
- Jamie** Because I wasn't happy. At eighteen, I was at university studying for my PhD. I woke up one day and I thought 'This is not for me,' so I decided I needed a change.
- Jamie** I always liked music so I became a musician. I got a Music degree in 2007 and, a month ago, I got a job at a music school. Music is quite difficult for me, but it's exciting and it makes me happy!

Functions

Writing about one's life story
Talking about the lives of others

Vocabulary**Academic subjects**

Business and Management Geography History
Information Technology (IT) Maths
Modern Languages Physics

Other words and phrases

ago be born before career competition
difficult easy end (v) get a degree get married
give up good at grow up have children
interested in little teach

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

1. VOCABULARY ►►17, 18

A. Aim: to introduce academic subjects

- Introduce the word *subject*.
- Ask Ss to look at the covers of the books and read through the titles.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding cover.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss to tell you what their favourite subjects are.
- Elicit answers and write the ones not mentioned here on the board.

LANGUAGE PLUS

- **Maths** is another way of saying *Mathematics*.
- The initials **IT** stand for *Information Technology*.

B. Aim: to introduce vocabulary related to life events

- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.

2. READ ►►19

A. Aim: to give Ss practice in identifying the main ideas of an interview through a matching activity

- Ask Ss to look at the layout of the text and decide what the text is (*an interview*) and where it may be found (*in a magazine*).
- Ask Ss if they read interviews, what kind of interviews they like reading, etc.
- Ask Ss to look at the title of the text and the picture and tell you what they think it is about. Explain the words *genius* and *give sth up*.
- Ask Ss if they have heard of or read something similar.
- Ask Ss to guess what kind of questions will be asked.
- Allow Ss some time to read through the interview.
- Point out to Ss that they should not worry about unknown words at this stage. If necessary, they should try to deduce the meaning of any unknown words from the context.

- Ask Ss to read through the questions a-f. Make sure that Ss haven't got any unknown words.
- Allow Ss some time to do the matching.
- Play the CD. Ss listen and read at the same time and check their answers. Clarify any questions Ss might have.

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

KEY

LANGUAGE PLUS

- A **BA** is an abbreviation for *Bachelor of Arts*, which is a university or college degree in arts or social sciences.
- An **MA** is an abbreviation for *Master of Arts*, which is an advanced university or college degree in subjects such as literature, language, history, social sciences, etc.
- A **PhD** is an abbreviation for *Doctor of Philosophy*, which is the highest university or college degree.

• Ask Ss some questions:

*What did Jamie's grandfather do? He was a Maths teacher.
Was he a good teacher? Yes, he was.
How old was Jamie when he won the National Maths Competition? He was nine.
Did he find studying Maths at university difficult? No, he didn't.
What did Jamie think when he woke up one day? That Maths was not for him/he needed a change.
Why did he become a musician? Because he always liked music.
When did he get his Music degree? In 2007.
What did he do after he got his Music degree? He got a job at a music school.
What does he think of music? That it's difficult but exciting.*

B. Aim: to give Ss practice in identifying specific information in the interview

- Get Ss to do the activity and check the answers with the class.
- Read out and explain the NOTE.

1. I found other subjects, like History, boring.
2. From a very early age, before I went to school.
3. All the other contestants were university students,...
4. Because I wasn't happy.
5. Music is quite difficult for me, but it's exciting and it makes me happy!

KEY

C. Aim: to give Ss practice in identifying the Past Simple of regular and irregular verbs

- Draw Ss' attention to the verbs in the boxes.
- Ask Ss to find the Past Simple of the verbs in the interview.
- Check the answers with the class.

*I woke up one day...
...who gave it all up... / Jamie Bodwin gave it all up...
...so I became a musician.
...and he taught me lots of things.*

KEY

- Choose Ss to read the interview aloud and explain any unknown words.

3. SPEAK

Aim: to give Ss practice in asking and answering questions about the lives of famous authors

- Divide Ss into pairs and ask them to turn to the appropriate pages.
- Ask Ss if they know who J. R. R. Tolkien and J. K. Rowling are (*authors/writers*).
- Ask Ss if they have read or know of any of their books (*e.g. The Lord of the Rings trilogy by J. R. R. Tolkien, the Harry Potter series by J. K. Rowling*).
- Ask Ss to read through the prompts and form questions.
- Ss take turns to ask and answer the questions and complete the charts.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Student A

When was Tolkien born?
Where was he born?

When did he start school?

When did he go to university?

What did he study?
When did he get his degree?

When did he write his first book?

Student B

When was Rowling born?
Where was she born?

When did she start school?

When did she go to university?

What did she study?
When did she get her degree?

When did she write her first book?

Student B

He was born in 1892.
He was born in South Africa.

He started school in 1900.

He went to university in 1911.

He studied English.
He got his degree in 1915.

He wrote his first book in 1936.

Student A

She was born in 1965.
She was born in England.

She started school in 1971.

She went to university in 1983.

She studied French.
She got her degree in 1987.

She wrote her first book in 1995.

KEY

A. Aim: to give Ss practice in using *because* and *so*

- Get Ss to do the activity and check the answers with the class.

1. so
2. because
3. so
4. because
5. so
6. because
7. so
8. because

KEY

B. Aim: to give Ss practice in writing a paragraph about their life story

- Read out and explain the TIP.
- Allow Ss some time to write their paragraphs.
- Alternatively, give Ss a chart to complete before they start writing. This chart should ask for information depending on their age group.

e.g.

Date of birth:	
Place of birth:	
Grew up in:	
Started school:	
Finished school:	
Favourite subjects:	
University attended:	
First job:	
Marital status:	
Children:	

- Choose Ss to read out their paragraphs.

4. WRITE

Aim: to present *because* and *so*

- Draw Ss' attention to the box containing the linking words *because* and *so* and demonstrate their usage by relating them to the corresponding examples.



get a degree



have children



get married

3. SPEAK INFORMATION GAP ACTIVITY

Talk in pairs.

Student A go to page 121.

Student B go to page 123.

4. WRITE

Linking words

- We use **because** to show reason.
*Ethan studied Physics at university **because** he was good at it.*
- We use **so** to express result or consequence.
*Ethan was good at Physics **so** he studied it at university.*

A. Complete with *because* or *so*.

1. Nora was tired _____ she decided not to go to the cinema.
2. Anne didn't have lunch today _____ she had a lot of work to do.
3. It was very cold _____ we didn't go swimming.
4. Jim never goes shopping _____ he hates it.
5. Ryan is bad at art _____ he didn't win the art competition.
6. Mary can speak French very well _____ she grew up in Paris.
7. Josh woke up late _____ he took a taxi to work.
8. My mother gave up her teaching career _____ she wanted to get married and have children.

B. Write a paragraph about your life story.



I was born in in

I grew up in

I started / finished school in

Now, I

Write the events in chronological order. Use the Past Simple for the events that happened in the past. Use the Present Simple for things that are true now.

TIP



C. Find the Past Simple of the verbs below in the text.

wake

give

become

teach

7 Round-up

VOCABULARY

A. Cross out the odd word.

- club - bookshop - skiing - stadium
- mouth - nose - ear - foot
- volleyball - ball - hockey - gymnastics
- wooden - shorts - plastic - gold

B. Choose a, b or c.

- Monica broke her _____ last night and now she can't walk.
a. hand b. leg c. arm
- My sister went shopping yesterday and she _____ a new jacket.
a. borrowed b. wore c. bought
- Yesterday, I went to the cinema and had a good time. The film was very _____.
a. boring b. interesting c. awful
- The shopping centre is always _____ on Saturdays.
a. crowded b. heavy c. live
- Sophie and Luke got _____ two years ago, but they haven't got children.
a. married b. a degree c. born

C. Complete with the words in the box.

difficult race leave come easy match

- What time did you _____ Erin's house yesterday?
- I find Information Technology very _____. Can you help me?
- Lewis doesn't want to _____ to the swimming pool with us. He hates swimming.
- Thomas didn't win the _____ because he crashed into another car.
- We watched the football _____ on TV last night.
- Amber is very good at Modern Languages and she thinks that it's _____ to learn French.

GRAMMAR

D. Complete with the Past Simple of the words in the box.

find decide make join take get

- When Tony _____ his degree in Modern Languages, he _____ to travel around the world.
- Jason loves hockey. He _____ a hockey team last week.
- I _____ a cake yesterday. It was delicious!
- My cousin _____ a dog in the street and she _____ it home.

E. Complete with the Past Simple of the verbs in brackets.

- A: Where (1) _____ (you, be) last night? I (2) _____ (call) you at about nine and you (3) _____ (not answer).
- B: Yeah. I (4) _____ (be) out with my brother.
- A: Where (5) _____ (you, go)?
- B: We (6) _____ (go) to Amy's house.
- A: (7) _____ (she, have) a party?
- B: No, she didn't. She (8) _____ (make) us dinner.
- A: Really? Is she a good cook?
- B: Not really. She (9) _____ (cook) burgers and they (10) _____ (be) awful.
- A: Oh, no.

F. Circle the correct words.

- Alex **has** / **had** a car accident three years ago, and now he is afraid to drive.
- I usually **get up** / **got up** early in the morning, but today I **wake up** / **woke up** at 11.
- In the 1860s, people **play** / **played** tennis only on grass.
- Charlie always **wins** / **won** when we play golf.
- Tyler always **wants** / **wanted** to become a doctor, but when he **grows up** / **grew up** he **becomes** / **became** a Maths teacher.

7 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

VOCABULARY

A.

1. skiing
2. foot
3. ball
4. shorts

KEY

B.

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

KEY

C.

1. leave
2. difficult
3. come
4. race
5. match
6. easy

KEY

GRAMMAR

D.

1. got, decided
2. joined
3. made
4. found, took

KEY

E.

1. were you
2. called
3. didn't answer
4. was
5. did you go
6. went
7. Did she have
8. made
9. cooked
10. were

KEY

F.

1. had
2. get up, woke up
3. played
4. wins
5. wanted, grew up, became

KEY

7 Round-up

COMMUNICATION

G.

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

KEY

H.

1. Did you go
2. Why did you stay
3. How was
4. When did you break
5. Were there lots of

KEY

I.

Open activity

LISTEN ▶▶20, 21

A.

- Ask Ss to read through the names and the places.
- Play the CD.
- Check the answers with the class.

Max	restaurant
Louise	club
Dennis	party
Sally	cinema

KEY

B.

- Ask Ss to read through the four names and sentences.
- Play the CD.
- Check the answers with the class.

Max	I thought the music was bad.
Louise	My friends liked it but I didn't.
Dennis	I danced a lot.
Sally	I didn't like the food.

KEY

LISTENING TRANSCRIPT

Max

I don't usually go out on Sundays but I'm glad I did. I had a really good time. The food was great and cheap too! I had chocolate ice cream for dessert and I loved it! The only thing I didn't like was the music. It was awful.

Louise

I didn't enjoy it. The others thought it was a great place but it wasn't. The music was OK but the place was crowded and we didn't dance at all. Also, the drinks were very expensive and they weren't good.

Dennis

We all had a great time! The DJ played good music and we danced a lot. There wasn't any food but the cake was really good.

Sally

The film started at 8pm but we were there earlier because we wanted to have some ice cream first. I was hungry so I got a hot dog too. It wasn't very good but the film was very interesting so I didn't mind.

SPEAK

- Tell Ss to read through the questions.
- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to ask and answer the questions.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

SELF ASSESSMENT

- Aims:
- to give Ss the opportunity to check their progress
 - to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

COMM

G. Comp

a. Did

b. Wh

c. But

d. I th

e. Are

Kyle

Steve

Kyle

Steve

Kyle

Steve

Kyle

Steve

Kyle

Steve

Kyle

H. Com

belo

1. A:

B: Ye

2. A:

B: Be

3. A:

B: It

4. A:

B: I l

5. A:

ce

B: Y

COMMUNICATION

G. Complete the dialogue with the sentences.

- a. Did you have a good time?
- b. Where were you last night?
- c. But you're not interested in football.
- d. I think so, why?
- e. Are you joking?

Kyle Hi Steve. (1) _____
 Steve I went to a football match.
 Kyle (2) _____
 Steve I know, but a friend had some free tickets.
 Kyle (3) _____
 Steve Yes, it was great. I talked to the players after the game.
 Kyle (4) _____
 Steve No, I'm not. We saw them coming out of the stadium and said hello.
 Kyle Did you see Freddie Turner?
 Steve (5) _____
 Kyle He's my favourite player!

H. Complete the questions for the answers below.

1. A: _____ to the cinema yesterday?
 B: Yes, I did. The film was great.
2. A: _____ at home last Saturday?
 B: Because I was tired and I didn't want to go out.
3. A: _____ the party?
 B: It was fantastic.
4. A: _____ your arm?
 B: I broke it yesterday.
5. A: _____ people at the new shopping centre?
 B: Yes, there were. It was crowded.

I. Answer the questions.

1. When were you born? _____
2. Where did you grow up? _____
3. What did you do last night? _____
4. When did you last go to a party? _____
5. Did you have a good time? _____

LISTEN

A. Listen to four people talking about what they did last night. Match their names with the places.

Max	club
Louise	restaurant
Dennis	cinema
Sally	party

B. Listen again and match the people with the sentences.

Max	My friends liked it but I didn't.
Louise	I danced a lot.
Dennis	I thought the music was bad.
Sally	I didn't like the food.

SPEAK

Talk in pairs about what you did last Saturday. Ask and answer the following questions.

- Where were you? _____
- Who were you with? _____
- What did you do? _____
- How was it? _____
- What was the weather like? _____

Where were you last Saturday?
I was at the park.

SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > use the Past Simple ☐
- > talk and write about events in the past ☐
- > talk about sports ☐
- > identify parts of the body ☐
- > write a paragraph about my life ☐
- > give reasons ☐
- > express my opinion ☐
- > talk about famous people ☐
- > compare past and present facts ☐

A. Who was the first man to get to the South Pole? Listen, read and check your answers.

The race to the South Pole

At the beginning of the 20th century, two men went on a difficult journey. They both wanted to be the first to get to the South Pole in the Antarctic. It wasn't an easy race!

ROALD AMUNDSEN was born in 1872 in Norway. His father was a shipowner and he taught him to love the sea and exploring. He gave up university at 21 for a life at sea.



ROBERT FALCON SCOTT was a British Naval officer and an explorer. He was born in 1868 and he went on two trips to Antarctica.



4 Jan 1911

Scott and his team arrived on the ship *Terra Nova* and set up camp.

1 Nov 1911

Scott's team began their journey to the South Pole.

17 Jan 1912

Scott arrived at the South Pole. He found a Norwegian flag and understood he was second to get there.

29 Mar 1912?

Scott and all his team died on the journey home. They were just 17km from one of their camps.

19 Oct 1911

Amundsen and his team arrived on the ship *Fram* and began their journey. They travelled quickly on sledges pulled by dogs.

14 Dec 1911

Amundsen became the first man to get to the South Pole.

B. Read again and answer the questions.

1. What was the name of Amundsen's ship?
2. How did Amundsen travel across the ice?
3. What did Scott find at the South Pole?
4. Who arrived at the South Pole first?
5. What happened to Scott and his team on the way home?

SONG

"What a day"

Go to page 124.

You can find more information on this topic at <http://www.mmpi.net/traveller/travellerindex.htm>

Cross-curricular page

▶▶22

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

WARM-UP

- Draw Ss' attention to the word *History* and ask them if they like/liked the subject and if they are/were good at it.

A.

- Tell Ss to look at the pictures and the title of the text.
- Make sure that Ss understand what and where the South Pole is.
- Draw Ss' attention to the pictures of the two men. Ask Ss if they have heard of them, who they think they are, etc.
- Ask Ss the question in the rubric. Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

Roald Amundsen was the first man to get to the South Pole.

- Ask Ss some comprehension questions.

Where was Amundsen from? He was from Norway.

When was he born? In 1872.

What did his father teach him? He taught him to love the sea and exploring.

Where was Scott from? He was from Britain.

When was he born? In 1868.

What was he? He was a British Naval Officer and an explorer.

When did they go on a journey to the South Pole? At the beginning of the 20th century. / In 1911.

What was the name of Scott's ship? Terra Nova.

When did Amundsen arrive at the South Pole? On 14 December 1911.

When did Scott arrive at the South Pole? On 17 January 1912.

- Ask Ss if they like exploring, if they would like to go on a similar expedition, what explorers offer to humanity, etc.
- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. Fram.
2. On sledges pulled by dogs.
3. A Norwegian flag.
4. Amundsen.
5. They died.

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

SONG ▶▶23

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

toast
butter
rode
girl
fell
arm
bed
nurse

KEY

8 On holiday

Aims:

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to guess what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss where they went on holiday last year and what they did there.
- Draw Ss' attention to the *Flick through the module and find* section and explain unknown words.
- Then ask Ss to flick through the pages of the module and find where these points are discussed.

KEY

- ▶ a man making a holiday checklist: p. 108
- ▶ a brochure about a tropical island: pp. 114-115
- ▶ four e-mails about holiday plans: pp. 106-107
- ▶ two friends on a cruise around the Mediterranean: p. 110
- ▶ first-aid tips for travellers: p. 112

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

Discuss:

- ▶ Where do you usually go on holiday?
- ▶ What do you usually do?

Flick through the module and find...

- ▶ a man making a holiday checklist
- ▶ a brochure about a tropical island
- ▶ four e-mails about holiday plans
- ▶ two friends on a cruise around the Mediterranean
- ▶ first-aid tips for travellers

In this module you will learn...

- ▶ to talk about dates and seasons
- ▶ to talk and write about your future plans
- ▶ to invite
- ▶ to accept or refuse invitations.
- ▶ to ask for and give advice
- ▶ to write a postcard
- ▶ to talk about holidays
- ▶ to talk about health problems

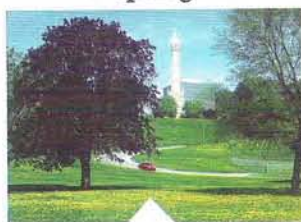
8a All year round

1. VOCABULARY

A. Listen and repeat.

seasons

spring



summer



winter

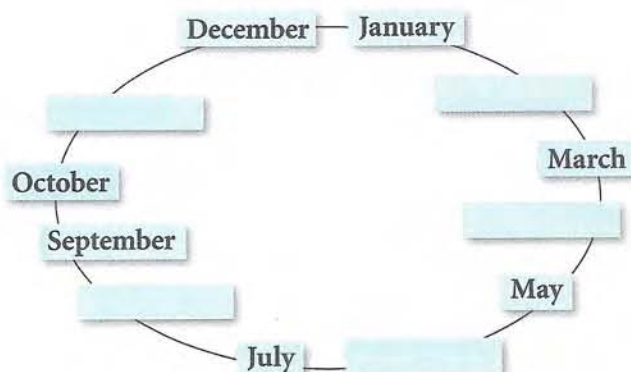


autumn

B. Complete the missing months. Then listen and check your answers.

April August November June February

months



2. SPEAK

Talk in pairs.

What's the date today/tomorrow?

It's 23 May.

When's your birthday?

It's in November.

It's on 14 November.

NOTE

Dates: We write: 23 May or 23rd May
We say: the twenty-third of May
in + seasons/months
on + dates

3. READ

A. Listen, read and complete the table.

	PLACE	SEASON
Karen		
Jennifer		
Henry		
Kim		



Functions

Discussing future plans and arrangements
Talking about dates and seasons

Structures

Future *going to* (affirmative - negative)

Vocabulary**Months**

January February March April May June July
August September October November December

Seasons

spring summer autumn winter

Other words and phrases

anyway Come along flower Guess what! holiday
I can't wait for... Japan-Japanese learn photo
probably take pictures travel warm
What's the date? year You know,...

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures in activity 1 and ask them to tell you what they think the lesson will be about.
- Elicit answers.

1. VOCABULARY ▶▶ 24, 25

A. Aim: to present the seasons of the year

- Ask Ss to look at the pictures and read through the seasons.
- Help Ss guess the meaning of the seasons by looking at the respective pictures.
- Play the CD and pause so that Ss can repeat what they hear.

B. Aim: to present the months of the year

- Ask Ss to read through the circle showing the months of the year starting from January.
- Ask Ss to read through the box containing the months that are missing from the circle.
- Have Ss do the activity individually or in pairs.
- Play the CD and have Ss listen and check their answers.
- Play the CD again and pause so that Ss can repeat what they hear.

OPTIONAL ACTIVITY

- Say the name of a month and ask a student to tell you which month comes before and after it.
- Go round the class asking Ss.

2. SPEAK

Aim: to present and give Ss practice in using dates

- Read out and explain the NOTE.
- Draw Ss' attention to the speech bubble. Ask a student: *What's the date today?* Elicit the answer: *It's the* (+ date). Ask another student: *When's your birthday?* Elicit the answer: *It's in* (+ the month). *It's on* (+ the date).
- In pairs, Ss ask and answer questions.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

3. READ ▶▶ 26

A. Aims: • to present vocabulary, functions and structures in the context of four e-mails
• to give Ss practice in identifying the main ideas of the e-mails

- Explain to Ss that they are going to read and listen to four e-mails written by people who are going to go on holiday.
- Draw Ss' attention to the table and explain to them that they should read and listen to the e-mails and find out where these people are going to go on holiday (*place*) and when (*season*).
- Play the CD and have Ss read and listen at the same time.
- Allow Ss some time to complete the table and check the answers with the class.

	PLACE	SEASON
Karen	Los Angeles	summer
Jennifer	Scotland	spring
Henry	France	winter
Kim	Japan	autumn

KEY

- Ask Ss some questions.

When is Karen going to visit the States? When school finishes.

Who is Karen going to stay with? Her cousin Brad.

What kind of pictures does Jennifer want to take? She wants to take pictures of flowers.

How long is Jennifer going to stay in Scotland? For a weekend.

Is Henry going to go to the concert? No, he isn't.

Why? Because he's going to go to France.

Why is he going to go to France? Because he wants to go on a skiing holiday.

How long is he going to stay in France? From the 25th to the 27th.

What month does Henry think is the best time for skiing? February.

What does Stephen do? He's a student.

When is Kim going to come home? Before winter.

LANGUAGE PLUS

A *year out* or a *gap year* is a year between leaving school and starting university which is usually spent travelling.

B. Aim: to give Ss practice in identifying specific information in the e-mails through a gap-filling activity

- Get Ss to do the activity and check the answers with the class.

KEY

1. Jennifer
2. Karen
3. Kim
4. Henry
5. Jennifer
6. Henry
7. Karen ... Kim

- Choose Ss to read the e-mails aloud and explain unknown words.

4. GRAMMAR

Aim: to present the Future *going to* (affirmative – negative)

- Ask Ss to read through the examples.
- Ask Ss the question in the rubric (verb *be* (+ *not*) + *going to* + *base form of the verb*).
- Ask Ss to guess when we use the Future *going to*.
- Elicit the answer that we use the Future *going to* to express future plans.
- Read out and explain the NOTE.
- Refer Ss to the Grammar Reference (p. 129).

5. PRACTICE

Aim: to give Ss practice in using the Future *going to* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

KEY

1. are going to see, is/s going to cook
2. am/m going to get, are going to buy
3. isn't going to rain, is/s going to be

6. SPEAK

Aim: to give Ss practice in talking about their plans for the summer

- In pairs, Ss take turns to say two things they are going to do and two things they are not going to do this summer.
- Go round the class helping Ss when necessary.
- Choose Ss to say their sentences in class.

7. WRITE

Aim: to give Ss practice in writing about their plans for a trip

- Allow Ss some time to write their e-mails.
- Choose Ss to read out their e-mails.

WORKBOOK LISTENING 27

LISTENING TRANSCRIPT

- Luke** Hey, Maggie.
Maggie Hi, Luke.
Luke Guess what!
Maggie What?
Luke I'm going to go on holiday in June.
Maggie Really? So, you're going to visit Italy with Mark, right?
Luke No, I'm not. Mark is going to Italy alone. I'm going to visit Spain with my brother.
Maggie But you went to Spain last year.
Luke I know. But I had a great time. So, I'm going to go there again this year.
Maggie Wow. I want to visit Spain, too.
Luke How about coming along?
Maggie That sounds great, but I'm not going to go on holiday this summer. We're very busy at work.

B. Read again and complete with Karen, Jennifer, Henry or Kim.

1. _____ has got a new hobby.
2. _____ is going to visit family.
3. _____ is going to this place to practise the language.
4. _____ is going to go with a friend.
5. _____ is going to visit friends.
6. _____ likes winter sports.
7. _____ and _____ are going to stay there for over three weeks.

Send To... craigboon77@gmail.co.uk

What's up Craig?

I'm going to travel to France next month, probably from the 25th to the 27th, so don't get me a ticket for the concert. You know, February is the best time for skiing. James is going to come, too. How about coming along? Let me know.

Henry

Send To... stephenstubbs32@hotmail.com

Hello Stephen,

How's uni? I'm going to take a gap year. I'm learning Japanese at the moment and I'm going to travel to Japan in September. I'm going to stay for a month or two, but I'm going to come home before winter. Anyway, what's up with you?

Kim

4. GRAMMAR

FUTURE going to (affirmative - negative)

Read the example. How do we form the Future *going to* affirmative and negative?

Paul **is going to** visit Spain next month, but he **isn't going to** stay in Madrid.

The girls **are going to** cook pasta. They **aren't going to** cook chicken.

NOTE

It isn't necessary to say or write **to go** with the Future *going to*.

I'm going (to go) to London next weekend.

Grammar Reference p.129

5. PRACTICE

Complete the dialogues with the Future *going to* and the verbs in brackets.

1. A: Are these tickets for the football match?

B: Yes, my brother and I _____ (see) the match together tonight. What about you?

A: No, I can't. It's my sister's birthday today.

She _____ (cook) Chinese for us.

2. A: Hey, when's your birthday?

B: It's on 30th April, and guess what! I _____ (get) a car! My parents _____ (buy) me one next week.

3. A: What did they say about the weather?

B: It _____ (not rain) but it _____ (be) cold and cloudy all weekend.

6. SPEAK

Say two things that you're going to do this summer and two things that you aren't going to do.

I'm going to go on holiday.

I'm going to travel around Europe.

7. WRITE

Write a short e-mail to a friend telling him/her about your plans for a trip. Think about:

- where you are going to travel to
- who you are going with
- when you are going

Hi Lee,

I'm going to travel to...

8b Pack your bags

1. VOCABULARY

Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers. Can you guess what the highlighted phrases mean?

money taxi tickets plane bags



1. A: Can you help me pack my _____?

B: OK. Where are your clothes?



2. Jason went to a travel agent yesterday and booked _____ for July.



3. I've got euros, but I need dollars. Where can I exchange some _____?



4. I'm not going to take my car to the airport, so please order a _____ for 7am tomorrow morning.



5. A: Do you often travel by _____?

B: No, it's my first time.



2. READ

A. Look at the picture. What do you think the man is doing? Listen, read and check your answers.

Kevin Hey, Alison! Help me make a list for my trip.

Alison Sure. So you're going to fly to Budapest, right?

Kevin Yes, I booked the flight last week. I'm going to collect my plane ticket tomorrow.

Alison OK. Write down TICKET. What else? Are you going to exchange money before you go?

Kevin No, I don't think so. I'm going to do that at the airport. And I'm going to take my credit card with me, of course. So, CREDIT CARD.

Alison OK. Are you going to order a taxi to the airport?

Kevin That's a good idea. TAXI.

Alison Also, before you pack your clothes, check the weather in Budapest on the Net.

Functions

Discussing future plans
Making arrangements

Structures

Future *going to* (questions)

Vocabulary**Words and phrases**

airport arrive book a ticket collect a ticket
credit card exchange money flight fly list
order a taxi pack bags travel agent
travel by plane, etc. word write down

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain it (*put clothes and other possessions into bags before going on a trip*).
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

1. VOCABULARY ▶▶28

Aim: to present and give Ss practice in using vocabulary related to travelling

- Ask Ss to look at the pictures, read through the words in the box and then complete the sentences.
- Allow Ss some time to complete the sentences.
- Play the CD and have Ss listen and check their answers at the same time.

1. bags
2. tickets
3. money
4. taxi
5. plane

KEY

- Have Ss guess the meaning of the highlighted phrases by using clues from the pictures and the short dialogues.

2. READ ▶▶29

A. Aims: • to give Ss practice in making predictions by using visual information

- to give Ss practice in identifying the main idea of the dialogue
 - to present vocabulary, functions and structures in the context of a dialogue between two friends
- Ask Ss to look at the picture and tell you what they can see (*a man and a woman, the man is writing something*).
 - Ask Ss what they think the man is writing (*TICKET/He is making a list for his trip*).
 - Elicit answers but do not correct Ss at this stage.
 - Play the CD and have Ss read and listen at the same time in order to check their predictions.
 - Ask Ss some questions.

What is Kevin asking Alison to do? To help him make a list for his trip.

Where is Kevin going to fly to? To Budapest.

What is he going to take with him? His credit card, his ticket, his passport and his clothes.

What are the five things in Kevin's list? Ticket, credit card, taxi, weather, passport.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. Last week.
2. He's going to collect his plane ticket.
3. He's going to exchange money.
4. By taxi.
5. The weather in Budapest.
6. She forgot her passport.

- Choose Ss to act out the dialogue and explain unknown words.

POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about what they do before they go on a trip

- Ask Ss some questions:

*Do you usually make a list before you go on a trip?
What are the things you write down?
Have you ever forgotten your passport or your ticket?*

3. GRAMMAR

Aim: to present the Future *going to* (questions)

- Ask Ss to read through the example questions.
- Point out to Ss that the first question begins with the question word *What* while the second question is a *Yes/No question*.
- Ask Ss what they notice about the formation of the questions (we put the present tense of the verb *be* before the subject followed by *going to* and *the base form of the verb*).
- Ask Ss what they notice about the answers to the two questions (*Questions beginning with a question word ask for information while Yes/No questions require a short answer*).
- Ask Ss the question in the rubric and elicit the answer that short answers are formed by *Yes* or *No* followed by the subject and the affirmative or the negative present tense of the verb *be*.
- Refer Ss to the Grammar Reference (p. 129).

4. PRACTICE

Aim: to give Ss practice in using the Future *going to* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. Is ... going (to go)
2. isn't
3. am/'m going to travel
4. Are ... going to take
5. are ... going to get
6. am/'m going to order
7. Are ... going to call
8. am not

5. LISTEN 30

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the pictures and name the items.
- Read out and explain the TIP.
- Play the CD twice.
- Check the answers with the class.

- a. ✓
- b. ✓
- c. ✓
- d.
- e. ✓
- f.
- g.
- h.

KEY

LISTENING TRANSCRIPT

- Patrick** Hello?
- Sue** Hi, Patrick, it's Sue. Listen, I'm trying to pack for my trip to Paris, and I need your help.
- Patrick** OK.
- Sue** My main problem is, which bag do I take? I've got a small blue bag and a big red one.
- Patrick** Are you going to stay there long?
- Sue** Just for a few days.
- Patrick** Well, take the small bag, then. By the way, when are you going to leave?
- Sue** Next Friday.
- Patrick** Let me check the weather on the Internet... Here we are, it's going to be cold there next week, so take a warm jacket.
- Sue** Yes, good idea. What about shoes? I don't need boots, right?
- Patrick** No, just trainers. It isn't going to rain.
- Sue** That's good, so no umbrella, then. What else do I need?
- Patrick** What about money? Are you going to exchange any pounds for euros?
- Sue** No, I'm not. I'm just going to take some pounds and my credit card. What do you think?
- Patrick** Yes, that's fine.
- Sue** Thanks Patrick, you're really helping.
- Patrick** No problem. Now, what about the hotel...

6. SPEAK

Aim: to give Ss practice in talking about preparations for a trip

- In pairs, Ss take turns to ask and answer questions.
- Go round the class, helping Ss when necessary.
- Choose Ss to act out the dialogues.

3. GRAMMAR

FUTURE going to (questions)

Read the examples. How do we form short answers?

A: What are you going to take with you on your trip?

B: I'm not sure.

Are you going to make a list?
 Yes, I am.
 No, I'm not.

Grammar Reference p.129

4. PRACTICE

Complete the dialogues with the Future *going to* of the verbs in brackets. Give short answers where possible.

1. A: (1) _____ Dennis _____ (go) on holiday this summer?

B: No, he (2) _____. What about you?

A: I (3) _____ (travel) to New York.

B: Really? (4) _____ you _____ (take) your family?

A: Of course.

2. A: How (5) _____ we _____ (get) to the party tonight?

B: I (6) _____ (order) a taxi.

A: OK. (7) _____ you _____ (call) Sunshine Taxis?

B: No, I (8) _____. They're always late.

Kevin Of course. WEATHER.

Alison Now, write down the word PASSPORT.

Kevin Come on, I'm not going to forget that.

Alison Just write it down. I forgot it once, and it was a nightmare.

Kevin Maybe you're right.

B. Read again and answer the questions.

1. When did Kevin book tickets for Budapest?
2. What is Kevin going to do tomorrow?
3. What is Kevin going to do at the airport?
4. How is Kevin going to get to the airport?
5. What is Kevin going to check on the Internet?
6. What happened to Alison once?

5. LISTEN

Look at the pictures below and tick what Sue is going to take with her on her trip.



Don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

TIP

6. SPEAK

Talk in pairs. Look at the activities on page 108 and make a list of things to do before you go on a trip. Decide what you would do first, second, etc.

So, what are we going to do first?

Let's book the flight first.

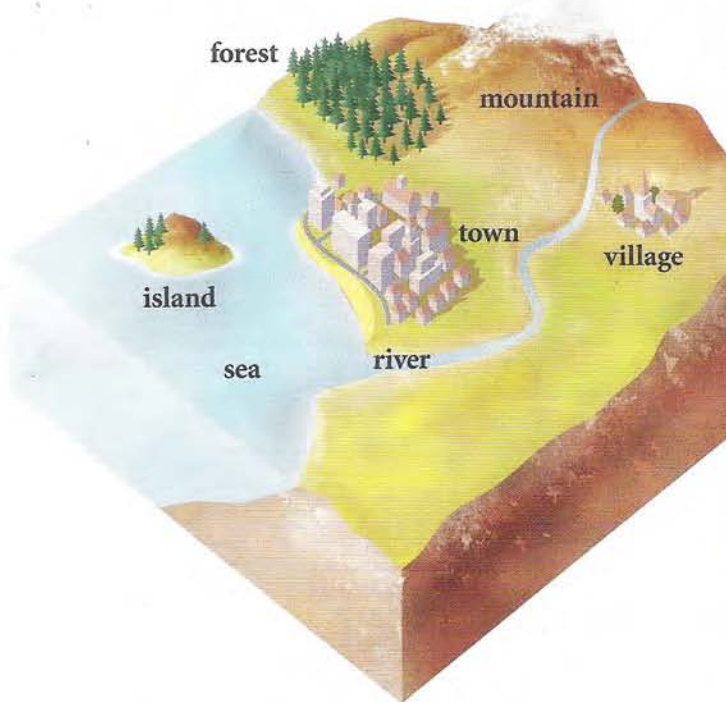
And what are we going to do next?

...

8C Would you like to come?

1. VOCABULARY

A. Listen and repeat.



B. Listen and repeat. Then decide where you can do these activities. Use the vocabulary from A.



do water sports



go on a cruise



go sightseeing



go hiking



buy souvenirs



sunbathe



go camping

2. READ

A. Read the dialogues and put them in the correct order. Then listen and check your answers.

a. ☐

- Zoe Are you ready to have some fun, then?
 Eva Yeah. What time does the ship leave?
 Zoe In about thirty minutes. This is going to be your first cruise, right?
 Eva Yes, I'm very excited.
 Zoe I'm going upstairs with the girls. Do you want to join us?
 Eva No, thanks. Maybe later.
 Zoe OK. Would you like to have dinner all together later?
 Eva I'd love to.
 Zoe See you later, then.

b. ☐

- Zoe Where are you going to go on holiday this summer?
 Eva I'm not sure.
 Zoe Have a look at these brochures. I'm going to go on a cruise around the Mediterranean with some friends. Would you like to come?
 Eva That sounds brilliant. Are you sure it's OK?
 Zoe Of course.
 Eva Great. Thanks for inviting me.

c. ☐

- Eva This is the perfect holiday!
 Zoe Yeah, I can't wait to see Cairo tomorrow. Do you want to go shopping with us? We want to buy some souvenirs.
 Eva Sorry, I can't. I'm going to visit the Pyramids with Toby.
 Zoe Who's Toby?
 Eva This guy I met yesterday.
 Zoe OK, then. Have a nice day.
 Eva Thanks. Talk to you later.

B. Read again and write T for True or F for False.

- Eva decides to go on holiday with Zoe and her friends. ☐
- Eva is excited about the trip. ☐
- Zoe invites Eva to have dinner with her friends. ☐
- Eva is going to go sightseeing tomorrow. ☐
- Toby is a friend of Zoe's. ☐

Functions

Inviting
Accepting and refusing invitations

Structures

would like to – want to

Vocabulary**Holiday activities**

buy souvenirs do water sports go camping
go hiking go on a cruise go sightseeing
sunbathe

Geographical features

forest island mountain river sea town
village

Other words and phrases

brilliant brochure have a look invite
I've got other plans meet perfect ship
Talk to you later Thanks for...

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Explain to Ss that we use this question when we want to invite someone to come with us.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

1. VOCABULARY ▶▶31, 32

A. Aim: to introduce geographical features

- Draw Ss' attention to the words describing different geographical features.
- Help Ss deduce the meaning of unknown words by relating them to the picture.
- Play the CD and pause so that Ss can repeat what they hear.

EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ▶▶58

B. Aim: to introduce holiday activities

- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss where they can do these activities.
- Refer Ss to the vocabulary of the previous activity and check the answers with the class.

EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ▶▶59

2. READ ▶▶33

A. Aims: • to present vocabulary, functions and structures in the context of three dialogues between friends
• to give Ss practice in understanding text cohesion

- Ask Ss to look at the picture and tell you what they can see (*people boarding a ship*).
- Ask Ss if they have ever been on a cruise, if they had a good time, etc.
- Elicit answers.
- Ask Ss to read the dialogues and put them in the correct order.
- Allow Ss some time to do the activity.
- Play the CD and have Ss listen and check their answers at the same time.
- Elicit answers and ask Ss to provide justification.

a. 2 b. 1 c. 3

KEY

- Ask Ss some questions.

*Where do the girls decide to go on their summer holiday?
On a cruise around the Mediterranean.*

Are they going to go alone? No, they aren't. Some of Zoe's friends are going to go with them.

What place are they going to visit? Cairo.

What does Zoe want to do in Cairo? To go shopping. / To buy some souvenirs.

What is Eva going to do in Cairo? She's going to visit the Pyramids with Toby.

BACKGROUND NOTE

Mediterranean cruises stop off for day trips to various places, e.g. Cairo.

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

1. T 2. T 3. T 4. T 5. F

KEY

- Choose Ss to act out the dialogues and explain unknown words.

3. GRAMMAR

Aim: to present the verbs *want to* and *would like to*

- Ask Ss to read through the examples drawing their attention to the words in bold type.
- Ask Ss to guess when we use *would like to* and *want to*.
- Elicit the answer that we use *would like to* and *want to* to express what we want to do (*I want to buy a present – I'd like to buy him a present too*) and to invite (*Would you like to go camping with me? – Do you want to come with me?*).
- Point out to Ss that *would like to* is more polite than *want to*.
- Ask Ss the question in the rubric and elicit answers (*would like* and *want* are followed by the full infinitive).
- Refer Ss to the Grammar Reference (p. 129).
- Ask Ss to look at the example sentences again and find ways to accept or refuse invitations (*accepting an invitation: I'd love to. / Sure. – refusing an invitation: I'm sorry, I can't.*).

4. PRONUNCIATION ▶▶ 34, 35

A. Aim: to have Ss differentiate between the strong and the weak form of *to*

- Play the CD and tell Ss to listen for the difference in the pronunciation of *to* in the two utterances.
- Elicit that in utterance A *to* is pronounced as /tə/ (weak form) whereas in utterance B it is pronounced as /tu:/ (strong form).

B. Aim: to give Ss practice in differentiating between the strong and the weak form of *to*

- Play the CD and have Ss repeat the utterances.

5. SPEAK

Aim: to give Ss practice in inviting and accepting/refusing an invitation

- Ask Ss to read through the boxes containing set phrases used for accepting or refusing an invitation.
- In groups of three, Ss take turns to invite and accept or refuse invitations.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogues.

6. LISTEN ▶▶ 36, 37

A. Aim: to give Ss practice in listening for gist

- Ask Ss to read through sentences a-c.
- Play the CD.
- Check the answer with the class.

The correct answer is **b**.

KEY

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the pictures.
- Play the CD.
- Check the answers with the class.

1. b 2. b 3. a

KEY

LISTENING TRANSCRIPT

John Please leave your message after the tone... BEEP!

Paul John! It's Paul. I just wanted to tell you about some changes to our trip next month. First of all, I'm going to go to a party on Saturday, so we're going to leave on Sunday morning. Is that OK? We're still going to stay for two weeks, don't worry. Also, I can't find a place to stay by the sea, so I booked a hotel in a village near the forest. It looks really nice, and it was very cheap. The village has got everything we need and there's a beautiful river nearby. Now, about our hiking trip. The mountains aren't very near so we can go hiking by the river. Don't forget your camera! Anyway, call me if you have any problems. See ya!

3. GRAMMAR

would like to – want to

Read the examples. What do you notice about the verb that comes after *would like* and *want*?

- A: Would you like to go camping with me?
B: Yes, I'd love to.
C: I'm sorry, I can't.
- A: I'm going to go shopping. I want to buy a present for Tony. Do you want to come with me?
B: Sure. I'd like to buy him a present too.

Grammar Reference p.129

4. PRONUNCIATION

A. Listen and repeat. What do you notice about the pronunciation of *to*?

- A: Would you like to do some water sports?
B: Yes, I'd love to.

B. Now listen to the examples in the grammar section and repeat.

5. SPEAK

Talk in groups of three.

Student A: Invite your partners to do something together. Use ideas from activity 1B or your own.

Students B and C: Accept or refuse Student A's invitation and discuss. Use phrases from the boxes.

Accept	Refuse
Yes, I'd love to.	I'm sorry, I can't.
Sure, why not?	I'm afraid I'm busy/tired.
Of course!	Sorry, I've got other plans.
Sounds brilliant/great!	No, thanks!
Great idea!	Maybe some other time.
Thanks for inviting me.	Isn't it a bit late?

Would you like to go hiking in the forest with me tomorrow?

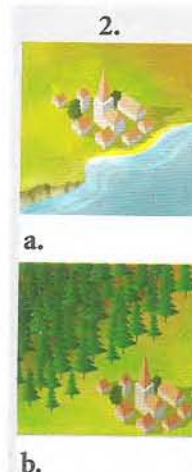
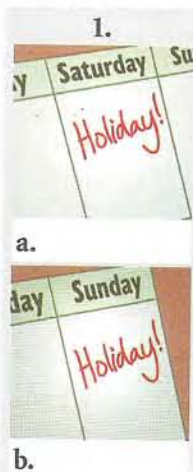
I'm sorry, I can't. I'm going to go swimming.

6. LISTEN

A. Listen to a message on an answering machine. Why is Paul calling?

- To invite John to go sightseeing with him.
- To give John information about the trip.
- To tell John that he can't go hiking.

B. Listen again and tick the correct picture *a* or *b*.



8d Be prepared

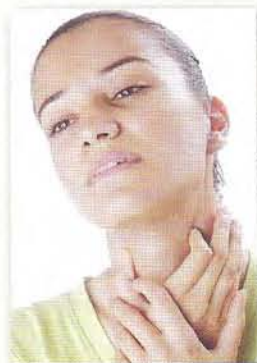
1. VOCABULARY

Listen and repeat.

What's wrong?



I've got a headache.



I've got a sore throat.



I've got backache.



I've got toothache.

2. READ

A. Read the text and match the questions a-c with the advice in paragraphs 1-3. Then listen and check your answers.

www.first-aidfortravellers.net

a. I use a high factor sunscreen and I don't stay in the sun for too long. But, I still get sunburnt. Any advice?
Wendy, Bristol

b. I usually get terrible stomach aches when I'm on holiday. Any ideas?
Sally, St Albans

c. I always take painkillers when I travel by plane because I get bad headaches. What should I do?
Darren, Luton

+ First-aid for Travellers +

1. ____
This is a problem for many people. You should try to get some sleep on the plane. Also, you should drink lots of water and move around.

2. ____
You should be careful what you eat and drink. Never drink tap water, only bottled water. Brush your teeth with it, too. Also, don't buy drinks with ice in them.

3. ____
Don't forget to put sunscreen on every hour and after swimming. You can also wear a T-shirt when on the beach. Remember that you can get sunburnt on cloudy days, too.

B. Read again and answer the questions.

- When should you drink lots of water?
- How should you brush your teeth when on holiday?
- What shouldn't you have in your drink?
- What should you wear on the beach?
- What can happen on cloudy days?

TIP
Decide in which part of the text you can find the information you need.

Functions

Asking for and giving advice
Talking about health problems

Structures

The verb *should*

Vocabulary**Ailments**

backache headache sore throat stomach ache
temperature the flu toothache

Other words and phrases

advice Any ideas? be careful bottled water
brush my teeth get some sleep get sunburnt ice
move painkiller put still sun sunscreen
terrible What's wrong?

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain it to them (*be ready to deal with a situation*).
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

1. VOCABULARY ▶▶38

Aim: to present ailments

- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of unknown words by relating them to the context of the corresponding picture.
- Draw Ss' attention to the question *What's wrong?* and ask them to guess when we use it by looking at the pictures (*we use it to find out what is worrying or upsetting someone*).
- Play the CD and pause so that Ss can repeat what they hear.

2. READ ▶▶39

A. Aims: • to present vocabulary, functions and structures in the context of a website giving advice on how to treat ailments
• to give Ss practice in understanding text cohesion

- Ask Ss to look at the layout of the text and decide what it is (*a website giving advice on how to treat ailments while you are on holiday*) and where it may be found (*on the Internet*).
- Ask Ss if they have ever visited a similar website, what they think of it, etc.
- Ask Ss to read through the questions a-c and the advice in paragraphs 1-3.
- Allow Ss some time to do the matching activity.
- Check the answers with the class.

1. c 2. b 3. a

LANGUAGE PLUS

The sentence *I've got a headache* refers to a current condition while the sentence *I get bad headaches* means that the speaker generally suffers from bad headaches, e.g. when s/he travels by plane.

- Ask Ss some questions:

What is Darren's problem? He gets bad headaches when he travels by plane.

What should Darren try to do when he travels by plane? He should try to get some sleep on the plane, move around and drink lots of water.

What is Sally's problem? She gets terrible stomach aches when she's on holiday.

What should Sally be careful of when she's on holiday? She should be careful what she eats and drinks.

Should Sally drink tap water when she's on holiday? No, she shouldn't.

What is Wendy's problem? She gets sunburnt easily.

How often should Wendy put sunscreen on? Every hour and after swimming.

B. Aim: to give Ss practice in identifying specific information in the text

- Read out and explain the TIP.
- Get Ss to do the activity and check the answers with the class.

1. When you are on the plane./
When you get bad headaches on the plane.
2. With bottled water.
3. Ice.
4. A T-shirt.
5. You can get sunburnt.

- Get Ss to read the text aloud and explain any unknown words.
- Ask Ss to tell you how they protect themselves against ailments when they go on holiday.
- Elicit answers.

3. GRAMMAR

Aim: to present the verb *should*

- Ask Ss to read through the examples and tell you when we use the verb *should* (to ask for and give advice).
- Ask Ss the question in the rubric (*should* is followed by the base form of the verb).
- Point out to Ss that *should* remains the same in all persons.
- Refer Ss to the Grammar Reference (p. 129).

4. PRACTICE

Aim: to give Ss practice in using *should* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- | | |
|----------------|--------------------|
| 1. should go | 3. shouldn't eat |
| 2. should book | 4. shouldn't spend |

KEY

5. LISTEN ▶▶40

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions and the answers.
- Play the CD twice.
- Check the answers with the class.
- Alternatively, you can ask Ss to read through the first question.
- Play the CD and have Ss listen to the first dialogue twice.
- Follow the same procedure with the other two dialogues.

1. b 2. a 3. a

KEY

LISTENING TRANSCRIPT

1.
Emma Hi, Ricky, are you OK?
Ricky Not really. My head hurts.
Emma Do you want a painkiller?
Ricky No, thanks, I took one.
Emma Maybe you should see a doctor.
Ricky Doctor? I need a dentist.
Emma What do you mean?
Ricky It's my tooth, it really hurts and it's giving me a headache.
2.
Alice Hello?
Fred Hi, Alice. How's it going?
Alice Not very well.
Fred You sound awful.
Alice Yeah, I woke up this morning with a temperature, a headache and a terrible stomach ache.
Fred Oh! You've got the flu. I had it last week, you know. It was awful.
Alice Tell me about it.
Fred It sounds like you've got a sore throat, too.
Alice No, my throat's OK. I just went to a concert with Lisa yesterday and we sang all night.
3.
Simone Hi, Rupert!
Rupert Hello, how are you? Ahh!
Simone I'm fine, what's up with you?
Rupert I've got backache.
Simone Ow, that's bad. Did you go to work today?
Rupert Yeah. Why not? I sit down all day. I don't get tired.
Simone Where are you going now?
Rupert To the gym.
Simone What? You can't go there like that!
Rupert I thought maybe it's good for my back.
Simone Don't be silly. Go home and go to bed.

6. PRONUNCIATION ▶▶41, 42

A. Aim: to give Ss practice in identifying silent letters in words

- Play the CD and ask Ss to identify the silent letters in the two words.
- Elicit the answer that *l* is silent in *should* and *k* is silent in *know*.

B. Aim: to give Ss practice in identifying silent letters in words

- Ask Ss to read the words and underline the silent letters in them.
- Play the CD and have Ss check their answers.

would
 flight
 answer
 autumn
 bought
 island

KEY

7. SPEAK

Aim: to give Ss practice in talking about health problems and giving advice

- In pairs, Ss take turns to ask and answer about health problems and give advice.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogues.



I've got a stomach ache.



I've got a temperature.



I've got the flu.

3. GRAMMAR

THE VERB should

Read the examples. What do you notice about the verb that comes after *should*?

A: I've got a headache. What **should** I do?

B: You **should** take a painkiller and you **shouldn't** play computer games all day.

Grammar Reference p.129

4. PRACTICE

Complete with *should* or *shouldn't* and the verbs in brackets.

1. A: I've got a temperature. What **should** I do?

B: You _____ (go) to bed.

2. A: I want to go to New York for New Year's.

B: You _____ (book) your tickets early.

3. A: I've got terrible toothache.

B: You _____ (eat) chocolate all the time.

4. A: I haven't got any money.

B: You _____ (spend) all your money on expensive clothes.

5. LISTEN

Listen to three dialogues and choose the correct answer *a* or *b*.

- What should Ricky do?
 - go to the doctor's
 - go to the dentist's
- What's wrong with Alice?
 - She's got the flu.
 - She's got a sore throat.
- What shouldn't Rupert do?
 - go to the gym
 - go to work

6. PRONUNCIATION

A. Listen and repeat. Which letters are silent?

- should
- know

B. Read the words below and underline the silent letters. Then listen and check your answers.

would

flight

answer

autumn

bought

island

7. SPEAK

Talk in pairs.

Student A: Imagine you have one of the problems in activity 1. Ask Student B for advice.

Student B: Student A isn't feeling well. Ask what's wrong with him/her. Then tell him/her what he/she should/shouldn't do. Use some of the ideas in the box.

go/gym	take/painkiller	visit/dentist
stay/bed	eat/chocolate	drink/tea
watch TV	visit/doctor	get/sleep

What's wrong with you?

I've got... What should I do?

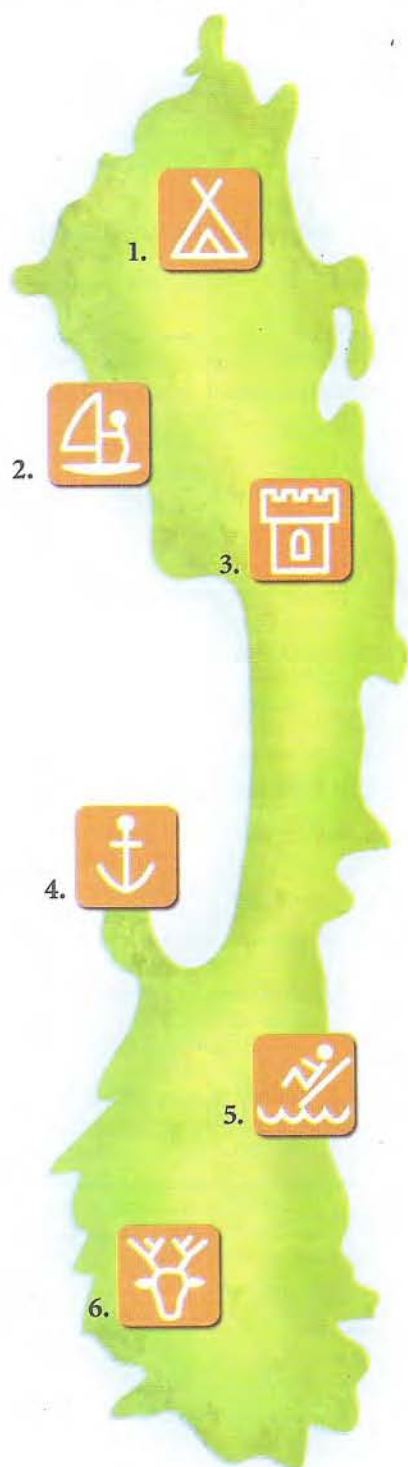
You should/shouldn't...

8e What a holiday!

1. VOCABULARY

Match the map symbols with the words. Write 1-6 in the boxes. Then listen and check your answers.

castle	☐	national park	☐
port	☐	water sports	☐
campsite	☐	waterpark	☐



2. READ

Read the text quickly to understand the main idea.

TIP

A. Read the text quickly and match the headings a-c with the paragraphs 1-3. Then listen and check your answers.

a. Tour the island!

c. Enjoy the beaches!

b. Enjoy nature!

Margarita Island

Margarita Island is a beautiful tropical Caribbean island near Venezuela and has got many things you can do.

1.

There are lots of beaches: quiet, crowded, cold, warm, large, small, windy or not windy. Go to a different beach every day! For windsurfers and windsurfing competitions, Playa El Yaque is the perfect place. Of course, there are many other water sports you can do on the island.



2.

There are many places to visit. Go on an organised tour or rent a car and drive around. Don't miss the fantastic castles, like the Castle of Pampatar. Also, visit the town El Cercado and buy impressive souvenirs!

3.

Have fun at Margarita Tropical Gardens and Labyrinth. Walk around a maze, see beautiful flowers and trees and try to find your way out. See snakes and monkeys, and taste local fruit and drinks.



Don't forget to visit La Restinga National Park and take a boat ride on the river through the mangrove forest.



Functions

Talking about one's holiday
Differentiating between past and future tenses

Vocabulary**Words and phrases**

boat campsite castle Don't miss... impressive
local monkey national park port postcard
rent snake taste (v) through tour (v) tropical
waterpark windsurfing

KEY

1. c 2. a 3. b

• Ask Ss some questions:

Is Margarita Island in South America? Yes, it is. It's near Venezuela.

Are there many beaches on the island? Yes, there are.

Can you do water sports on the island? Yes, you can.

What can you buy in El Cercado? Impressive souvenirs.

What can you see at Margarita Tropical Gardens and Labyrinth? Beautiful flowers and trees, a maze and animals.

What should people who visit La Restinga National Park do? Take a boat ride on the river.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to tell you when we say *What a holiday!*
- Elicit the answer that we can say it to refer to a holiday which is either very good, exciting, etc. or very bad, adventurous, etc.
- Ask Ss to tell you what they think the lesson will be about and elicit answers.

1. VOCABULARY ▶▶43

Aims: • to present vocabulary related to holidays
• to give Ss practice in identifying symbols on a map

- Ask Ss to look at the map and the symbols on it.
- Ask Ss if they have seen/used a similar map.
- Elicit answers.
- Ask Ss if they can identify the symbols on the map.
- Ask Ss to read through the words which refer to the map symbols.
- Allow Ss some time to do the matching activity.
- Play the CD and have Ss listen and check their answers.

KEY

castle	3
port	4
campsite	1
national park	6
water sports	2
waterpark	5

2. READ ▶▶44

A. Aims: • to present vocabulary and functions in the context of a brochure
• to give Ss practice in identifying the main ideas of the paragraphs of a text through a matching activity

- Ask Ss to look at the layout of the text and tell you what it is (*an article about a tropical island*) and where it may be found (*in a magazine, a travel brochure*).
- Tell Ss to look at the title of the text and the pictures of the island and ask them if they have heard of the island, if they have ever been to a similar island, if they would like to, etc.
- Ask Ss what they usually do when they are on holiday and what their criteria are when choosing a holiday destination.
- Read out and explain the TIP.
- Allow Ss some time to read through the text and match the paragraphs with the headings.
- Play the CD and have Ss listen and check their answers at the same time.

B. Aim: to give Ss practice in identifying specific information in the text

- Read out and explain the TIP.
- Get Ss to do the activity.
- Check the answers with the class.

KEY

1. Caribbean
2. beach
3. windsurfing
4. car
5. Castle
6. snakes / monkeys
7. monkeys / snakes

- Choose Ss to read the text aloud and explain unknown words.

3. WRITE

Aim: to have Ss differentiate between the Past Simple and the Future *going to*

- Draw Ss' attention to the box explaining the difference between the two tenses.

A. Aim: to give Ss practice in differentiating between past and future time expressions

- Ask Ss to read through the time expressions in the box.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

Past: in 2006, two days ago, yesterday, last Saturday

Future: in two days, next week, soon, tomorrow

B. Aim: to give Ss practice in expanding notes into sentences

- Get Ss to do the activity and check the answers with the class.

KEY

1. Last summer we stayed at a campsite by the beach.
2. My cousins and I are going to tour the island tomorrow.
3. I visited the waterpark two weeks ago.
4. Stephanie bought (some) impressive souvenirs yesterday.
5. Greg and John are going to try windsurfing next week.

C. Aim: to give Ss practice in writing a holiday postcard

- Read out and explain the TIP.
- Allow Ss some time to write their postcards.
- Have some Ss read out their postcards and check the language used.

B. R
W

Hi R

Gree

in th

time

(2)

I wa

I too

a (4)

(I wa

Tom

Gard

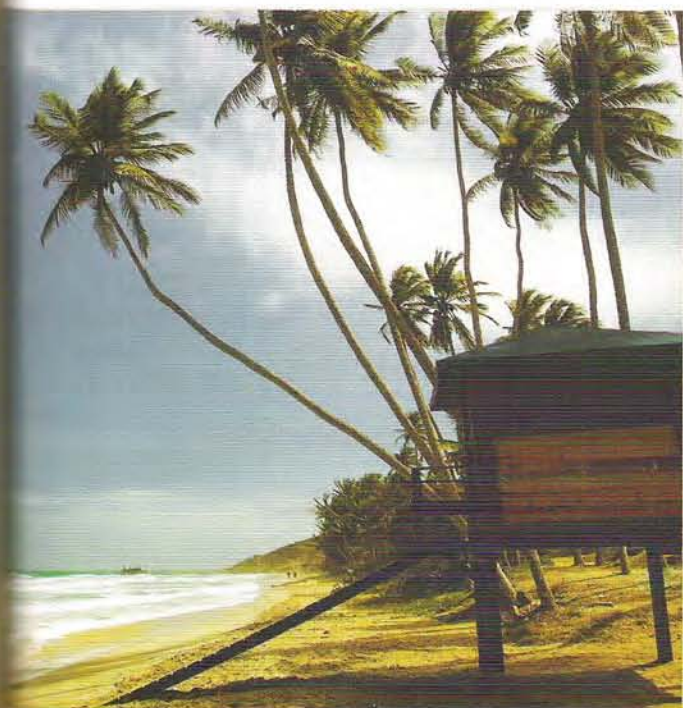
and

and

I low

See

Jerry



B. Read again and complete the postcard with words from the text.

Hi Robert!

Greetings from Margarita Island, a beautiful place in the (1) _____. I'm having a fantastic time! I'm staying at a hotel near a

(2) _____ called Playa El Yaque. Yesterday, I watched a (3) _____ competition.

I took lots of pictures. Today, I'm going to rent a (4) _____, so I can tour the island.

I want to visit the (5) _____ of Pampatar.

Tomorrow, I'm going to visit Margarita Tropical Gardens and Labyrinth. It's got a beautiful maze and there are animals like (6) _____

and (7) _____ there. I'm so excited.

I love this place!

See you soon

Jerry

Read the text carefully to understand specific details.

TIP

3. WRITE

Using tenses

When you write a postcard, be careful which tenses you use.

- Use the Past Simple to describe what you did.
- Use the Future *going to* for your future plans.

A. Look at the words/phrases in the box. Which of them refer to the past and which refer to the future?

in 2006 in two days two days ago next week
yesterday soon tomorrow last Saturday

B. Expand the notes into sentences.

1. last summer / we / stay / campsite / by / beach

2. cousins and I / tour / island / tomorrow

3. I / visit / waterpark / two weeks ago

4. Stephanie / buy / impressive souvenirs / yesterday

5. Greg and John / try / windsurfing / next week

C. Imagine you're on holiday. Write a postcard to a friend telling him/her about it. Use the following ideas and the postcard in activity 2B as a guide.

- Say where you are
- Say what you did/saw yesterday
- Say what you are going to do/see today/tomorrow
- Say what you want to do/see today/tomorrow

Hí ...!

Greetings from...

Yesterday...

Tomorrow...

TIP

After you finish, check your writing.

- Check:
- punctuation
 - capital letters
 - spelling
 - word order
 - grammar
 - vocabulary
 - linking words

8 Round-up

VOCABULARY

A. Circle the correct words.

1. I always **be** / **get** sunburnt in the summer.
2. Did you **take** / **order** a taxi for Mrs Franklin?
3. We want to **go** / **get** on a cruise around the world.
4. Let's **take** / **have** pictures of those beautiful birds.
5. Tell William to **be** / **come** along. We're going to go windsurfing.
6. I'm going to travel to Euston **in** / **by** train.
7. Don't forget to **buy** / **take** souvenirs for Rose and Keith.
8. **Be** / **Get** careful. There's a snake near your foot.

B. Complete with the words in the box.

taste	learn	brush	wait
arrive	book	invite	

1. You should always _____ your teeth in the morning.
2. I'm not going to _____ Ben to the party.
3. Max wants to _____ German.
4. I can't _____ for the summer holidays.
5. What time does Samuel's plane _____?
6. Lucy's going to _____ her ticket tomorrow morning.
7. I want to _____ some of that cake. It looks delicious.

GRAMMAR

C. Write questions and answers as in the example. Use the Future *going to* and the prompts.

1. A: Samantha / go camping / Tuesday?
B: No / go hiking
A: Is Samantha going to go camping on Tuesday?
B: No, she isn't. She's going to go hiking.
2. A: Linda and Fay / do water sports / Sunday?
B: No / go sightseeing

3. A: Peter / visit / national park / tomorrow?

B: Yes

4. A: the boys / have / fish?

B: No / have / pasta

5. A: Greg / tour / the island?

B: Yes

COMMUNICATION

D. Choose a or b.

1. A: Would you like to come to the cinema with us?

B: _____ I love the cinema.

a. Yes, I'd love to.

b. No thanks!

2. A: Do you want to go clubbing on Saturday?

B: _____ I'm going to go to the theatre with Tom.

a. Sounds brilliant.

b. Sorry, I've got other plans.

3. A: Do you want to watch a DVD?

B: _____ I've got a terrible headache.

a. Great idea.

b. Maybe some other time.

4. A: Would you like to go for a walk in the forest?

B: _____ It's a beautiful day.

a. Sure, why not?

b. Isn't it a bit late?

E. Match.

1. What's wrong?
 2. What's the date?
 3. What are you going to do first?
 4. Are you going to come?
 5. When are you going to tour the island?
 6. I've got a sore throat. Any ideas?
- a. It's 17 March.
b. On 28 August.
c. You should drink some hot tea.
d. I've got a headache.
e. No, I've got other plans.
f. Pack my bags, then order a taxi.

☐
☐
☐
☐
☐
☐

8 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 8 through various activities

VOCABULARY

A.

1. get
2. order
3. go
4. take
5. come
6. by
7. buy
8. Be

KEY

B.

1. brush
2. invite
3. learn
4. wait
5. arrive
6. book
7. taste

KEY

GRAMMAR

C.

2. A: Are Linda and Fay going to do water sports on Sunday?
B: No, they aren't. They're going to go sightseeing.
3. A: Is Peter going to visit the national park tomorrow?
B: Yes, he is.
4. A: Are the boys going to have fish?
B: No, they aren't. They're going to have pasta.
5. A: Is Greg going to tour the island?
B: Yes, he is.

KEY

COMMUNICATION

D.

1. a 2. b 3. b 4. a

KEY

E.

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

KEY

8 Round-up

F.

Suggested answers

KEY

1. You should take a painkiller.
2. You should visit the/a dentist.
3. You shouldn't go to the gym.
4. You should drink some tea.
5. You should visit the/a doctor.
6. You shouldn't eat chocolate.

SPEAK

A.

- Tell Ss to look at the brochure. Make sure that they haven't got any unknown words.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.

B.

- Draw Ss' attention to the speech bubble.
- Choose Ss to report their answers to the class.

WRITE

- Tell Ss to write an e-mail about a day trip they are going to go on, including the ideas given.

SELF ASSESSMENT

- Aims:
- to give Ss the opportunity to check their progress
 - to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

F. Complete the situations. Use *should/shouldn't* and the prompts in the box.

visit/dentist take/painkiller eat/chocolate visit/doctor drink/tea go/gym

1. A: I've got a headache.

B: _____

2. A: I've got toothache.

B: _____

3. A: I've got backache.

B: _____

4. A: I've got a sore throat.

B: _____

5. A: I've got the flu.

B: _____

6. A: I've got a stomach ache.

B: _____

SPEAK

A. Talk in pairs. Imagine that you and your partner have decided to go to Florida for your summer holiday. Look at the brochure below and decide what you are going to do and why. Choose three things.



Holiday in Florida!

- **Panama City Beach**
Swim, sunbathe, do water sports!
- **SeaWorld Adventure Park**
See whales, dolphins, sharks! Watch sea animal shows!
- **Walt Disney World**
Spend time with your favourite Disney characters!
- **National Museum of Naval Aviation**
See over 140 different types of planes!
- **Everglades National Park**
Go for a walk or boat tour and see birds, alligators and crocodiles!

So, what are we going to do?

Let's go to Panama City Beach and do water sports.

I love water sports.

Sure. I want to try windsurfing. How about going to...?

No, I don't want to go there. It sounds boring.

B. Report your answers to the class.

We are going to go to Panama City Beach and do water sports. We are also going to...

WRITE

Write an e-mail to a friend about a day trip you are going to go on. Include the following:

- where you are going to go
- when you are going to go
- who is going to be with you
- what you are going to do
- invite your friend to come along

SELF ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

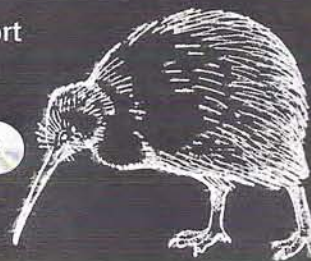
- › say the date ☐
- › say my date of birth ☐
- › talk about future plans and arrangements ☐
- › discuss preparations for a trip ☐
- › invite someone to do something ☐
- › accept and refuse invitations ☐
- › ask for and give advice ☐
- › talk about my holidays ☐
- › write a postcard ☐
- › talk about health problems ☐
- › write an e-mail about my holiday plans ☐



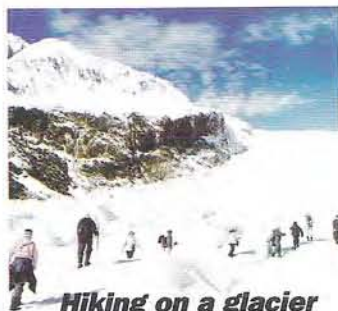
travelling to NEW ZEALAND

New Zealand has got everything; from a traditional holiday by the beach to really exciting adventure holidays!

A. Look at the pictures. What sort of holidays do you think you can go on in New Zealand? Listen, read and find out.



Zorbing



Hiking on a glacier



A Tall Ship

Adventure

Travel on a Tall Ship. It's the perfect way to experience life at sea and visit some of New Zealand's best tourist sights, too. New Zealand is an excellent place for hiking, and trips to glaciers. Horse riding, rafting and skiing are also very popular and there are great waves for surfing. But for real excitement, you need to try bungee-jumping or even zorbing, rolling down a hill in a big plastic ball.



Whitewater rafting

Culture

Wellington and Auckland have got interesting museums. But to see real New Zealand culture you need to visit a Maori art and craft workshop. Here, you can see Maori people painting and making jewellery. You can buy some art or you can also make your own. Maori people are also famous for their traditional dances, like the *Haka*.



Maori art and craft

Taking pictures of dolphins



Wildlife

Many people come to New Zealand just to see the wildlife. You can go on a boat trip and swim with seals or take pictures of dolphins and whales. You can even see penguins in some parts of the country. Eco-tours are also becoming very popular. You can see New Zealand's beautiful wildlife and help the environment, too.

B. Read again and write T for True, F for False or NM for Not Mentioned.

1. A trip on a Tall Ship is very expensive. ☐
2. Zorbing is a kind of adventure sport. ☐
3. You can make your own art at the museums in Wellington and Auckland. ☐
4. The *Haka* is a traditional Maori dance. ☐
5. You need to take a boat trip to see penguins. ☐

▶▶ 45

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

A.

- Ask Ss to look at the text and the pictures.
- Ask Ss which country it is about (*New Zealand*).
- Ask Ss what the pictures show (*things you can do and see in New Zealand*).
- Draw Ss' attention to the pictures of the birds in the title. Explain to Ss that these birds are called *kiwis*.

BACKGROUND NOTE

A *kiwi* is a bird which can't fly. It's the national symbol of New Zealand and a nickname for a New Zealander. A *kiwi* is also a fruit.

- Ask Ss what they know about New Zealand.

BACKGROUND NOTE

New Zealand is a country made up of two main islands in the Pacific Ocean. Its capital is Wellington, though Auckland is larger than Wellington. **The Maori** are the native people of New Zealand and make up approximately 10 per cent of the total population of the country. According to a myth, New Zealand was created when the Maori god Maui caught a huge fish with a magic hook. The fish became the North Island and Maui's canoe was the South Island.

- Ask Ss the question in the rubric. Elicit answers but don't correct them at this stage.
- Play the CD and have Ss follow in their books and check their answers.

Suggested answer

You can go on different sorts of holidays in New Zealand; from a traditional holiday by the beach to really exciting adventure holidays.

- Ask Ss some comprehension questions.

What sports can you try in New Zealand? Hiking, horse riding, rafting, skiing, surfing, bungee-jumping and zorbing. If you want to see real New Zealand culture, what do you need to visit? A Maori art and craft workshop.

What will you see there? Maori people painting and making jewellery.

Can you buy the jewellery? Yes, you can.

What marine animals can you see in New Zealand? Seals, dolphins, whales, penguins.

What can you do during an eco-tour in New Zealand?

You can see New Zealand's beautiful wildlife and help the environment.

- Ask Ss what they think of New Zealand, if they would like to visit it, etc.
- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

KEY

1. NM

2. T

3. F (*You can make your own art at a Maori art and craft workshop.*)

4. T

5. F (*You can even see penguins in some parts of the country.*)

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.



STU
STU

Is it a

Has



Johnny

Pairwork activities

2d

Talk in pairs. Look at the magazine page below and talk about the items.

Fashion... time

This jumper's nice.

Yes, it's trendy and cheap.

I think these jeans aren't trendy.

Yes, and they're a bit expensive, too.

2e

Talk in pairs.

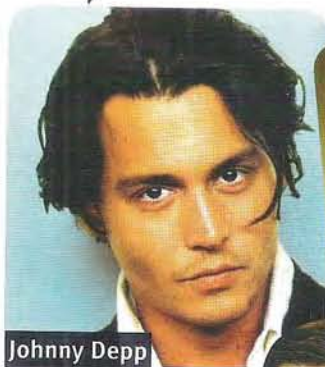
STUDENT A: Choose one of the actors/actresses below, but don't tell Student B. Answer his/her questions.
STUDENT B: Ask Student A questions to guess the actor/actress.

Is it a man or a woman?

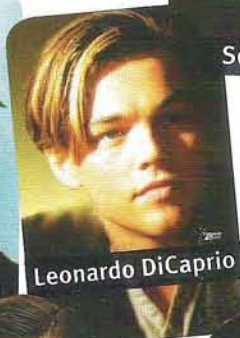
A man.

Has he got blue eyes?

Yes, he has. / No, he hasn't.



Johnny Depp



Leonardo DiCaprio



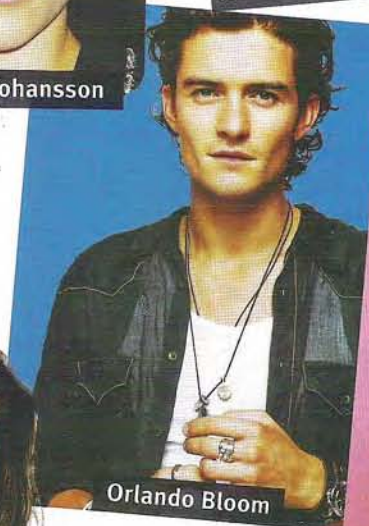
Scarlett Johansson



Russell Crowe



Liv Tyler



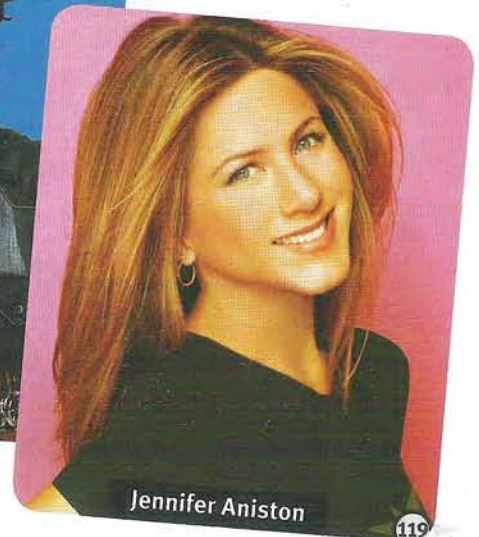
Orlando Bloom



Brad Pitt



Angelina Jolie



Jennifer Aniston

Pairwork activities

3e

Complete the chart below according to what you do on Saturdays. In the red column, write down what you do. In the blue column, write down how often (always, usually, often, sometimes) you do these things. Then talk in pairs. Look at the example given.

		MY SATURDAY		
		Morning	Afternoon	Evening
Housework				
Free-time activities at home				
Sports				
Going out				

		MY SATURDAY		
		Morning	Afternoon	Evening
Housework	tidy house	sometimes		
	iron		usually	
Free-time activities at home	read magazines	often		
	watch DVDs			always

What do you do on Saturdays?

In the morning, I sometimes tidy the house and I often read magazines. What about you?

In the morning, I... What do you do in the afternoon?

4b

STUDENT A

Look at the picture and discuss the things in the box as in the example.



armchair mirror rug
lamp TV telephone

Where's the armchair in your room?

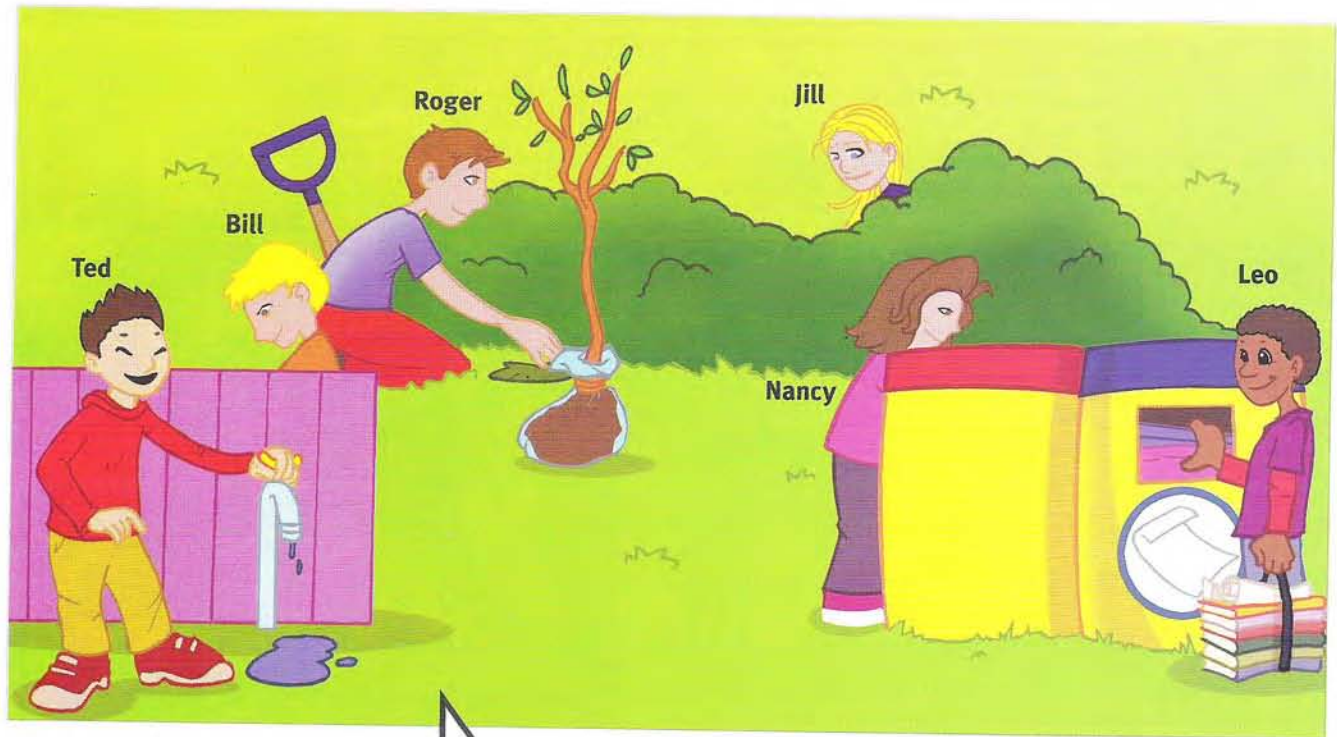
In my room, the armchair is next to the bed.

In my room, it's in front of the table.

6c

STUDENT A

Look at the picture below and try to guess what the people are doing. Ask Student B questions and discuss as in the example. Then answer Student B's questions.



What's Bill doing? Is he planting trees?

No, he isn't. He's throwing rubbish in the bin.

7e

STUDENT A

A. Look at the chart about J. K. Rowling and answer Student B's questions.

B. Ask Student B questions about J. R. R. Tolkien and complete the chart below.



J. K. Rowling

J. R. R. Tolkien

	J. K. Rowling	J. R. R. Tolkien
When / born?	1965	
Where / born?	England	
When / start / school?	1971	
When / go / university?	1983	
What / study?	French	
When / get / degree?	1987	
When / write / first book?	1995	

When was ... born?

He/She was born in ...

5c

A. Talk in groups of five. Use *How much / How many* to ask the members of your group questions about their eating habits and complete the table.

CLASS SURVEY: WHAT WE EAT EVERY DAY!

Name	milk	water	tomatoes	apples	oranges	eggs

How much milk do you drink a day?
I drink three glasses of milk a day.



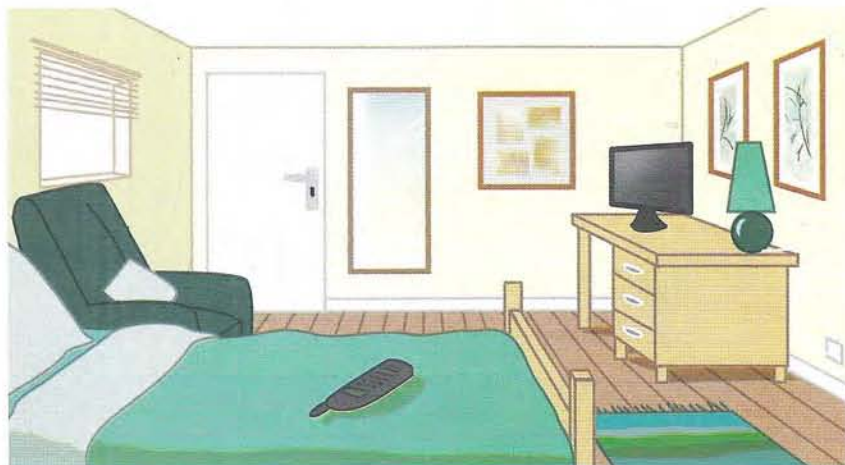
B. Report your answers to the class.

Three students in my group drink 3 bottles of water a day.

4b

STUDENT B

Look at the picture and discuss the things in the box as in the example.



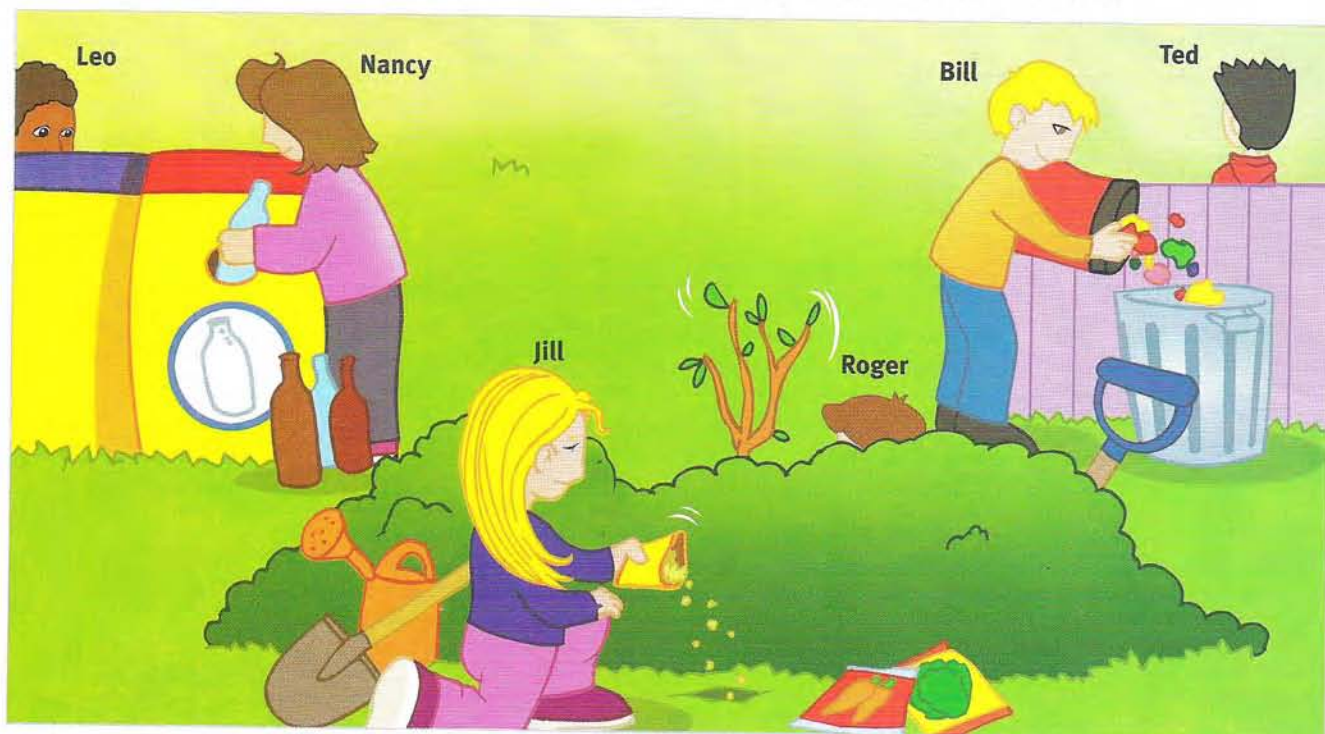
armchair mirror rug
 lamp TV telephone

Where's the armchair in your room?
In my room, the armchair is in front of the table.
In my room, it's next to the bed.

6c

STUDENT B

Look at the picture below and answer Student A's questions. Then try to guess what the rest of the people are doing. Ask Student A questions and discuss as in the example.



What's Ted doing? Is he planting trees?

No, he isn't. He's turning off the tap.

7e

STUDENT B

A. Ask Student A questions about J. K. Rowling and complete the chart below.

B. Look at the chart about J. R. R. Tolkien and answer Student A's questions.



	J. K. Rowling	J. R. R. Tolkien
When / born?		1892
Where / born?		South Africa
When / start / school?		1900
When / go / university?		1911
What / study?		English
When / get / degree?		1915
When / write / first book?		1936

When was ... born?

He/She was born in ...

Song Page

Circle the correct words. Then listen and check your answers.

MODULE 1

Nice to meet you

Hi, nice to meet you.
Hello, what's your **name / surname**?

I'm Thomas Hughes.
Hi, Thomas. My name's Jane.

So, how's it **going / doing**?
I'm fine. What do you do?

I am an actor.
My friend's a(n) **doctor / actor**, too!

Where are you from?
The UK, but I live in Spain.

Right. **Good night / Goodbye**, Jude.
Actually, my name's Jane.

I'm sorry. Take care, Jane.
See you **later / tomorrow**, OK?

Have a **fine / nice** weekend.
And you have a nice day!

MODULE 3

Busy, busy, busy

I get up at **eight / six** and take the **bus / train** to work.
I work and work all day.
When I get home, don't think that I **relax / sleep**.
There's housework to do and no play.

Busy, busy, busy always busy!
Is the weekend near?
Busy, busy, busy always busy!
Weekends are the best, oh yeah!

I talk on the phone, watch **chat / reality** shows,
Hang out with friends all day.
I play **tennis / football** or I go to the **gym / cinema**.
Oof! Another tiring day!

Busy, busy, busy always busy!
Is the weekend near?
Busy, busy, busy always busy!
Weekends are the best, oh yeah!

MODULE 7

WHAT A DAY!

It started bad, I woke up late
I dropped my **toast / cereal**
and I broke the plate.

What a day! Oh, what a day! Oh, oh what a day!

I left the house with
butter / bacon on my shirt
I missed the bus and I **drove / rode** to work.

What a day! Oh, what a day! Oh, oh what a day!

I saw a **friend / girl** I really like
I smiled at her and I **fell / crashed** off my bike.

What a day! Oh, what a day! Oh, oh what a day!

I hurt my **arm / face**, I hit my head
I woke up in a hospital **bed / room**.

What a day! Oh, what a day! Oh, oh what a day!

The **nurse / doctor** came in with some tea
She fell and threw it all over me!

What a day! Oh, what a day! Oh, oh what a day!

MODULE 5

Friday night dinner

I come home, but there's no **food / dinner** for me.
I go to the **kitchen / fridge** and what do I see?
There's some **pasta / pizza**, but it's a bit cold
And look at that, it's also a week old!

All I want is a good meal.
I don't think it's a big deal.
What's there to eat?
What's there to eat?

I want to make some chicken **salad / soup**.
But the chicken and vegetables don't look good.
I'd like to have a nice **hot dog / hamburger**.
Where's that phone? I think it's time to order.

All I want is a good meal.
I don't think it's a big deal.
What's there to eat?
What's there to eat?

Hello

★ Plural nouns

- We form the plural of most nouns by adding -s to the end of the word.
- We don't use the article a before plural nouns.
a book → books a student → students

★ Imperative

- We form the affirmative imperative with the base form of the verb.
Listen to the CD!
- We use the imperative to ask someone to do something. We can use "please" to be more polite.
Open your books, please!

Module 1

★ The verb be

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Questions	Short answers	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

I'm not a teacher. I'm a police officer.

- We use short forms when we speak and full forms when we write.

★ Possessive Adjectives

Personal Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Possessive Adjectives go before nouns, without articles.
She is my friend.
Her name is Emma.

★ Question Words (Who...?, What...?, Where...?, How...?)

- Who...?:** We ask questions about people.
Who's that? My friend Kim.

Grammar Reference

- What...?:** We ask questions about things, animals and actions.
What's your phone number? 6975888
- Where...?:** We ask questions about places.
Where are you from? I'm from Madrid.
- How are you?:** We ask about someone's health or to find out someone's news.
How are you? Fine, thanks.
- How old...?:** We ask about someone's age.
How old are you? I'm thirteen years old.

★ a/an

- We use **a** when the next word begins with a consonant sound (s, t, x...).
- a book a student*
- We use **an** when the next word begins with a vowel sound (a, e, i, o, u, etc.).
- an actor an electrician*

Module 2

★ this/that - these/those

Singular	Plural
this	these
that	those

- We use **this/these** to point out people, animals or things that are close to us.
This is my pen. These are my pens.
- We use **that/those** to point out people, animals or things that are far from us.
That is a book. Those are books.

★ Plural nouns

Regular nouns
- Most nouns take -s. <i>bag → bags, pen → pens</i> - Nouns ending in -s, -ch, -sh, -x, -o take -es. <i>box → boxes, torch → torches</i> - Nouns ending in a consonant + y, drop the -y and take -ies. <i>country → countries</i>
BUT
<i>boy → boys</i>

Irregular nouns

man → men
woman → women
child → children

★ Whose...? - Possessive Case

- We use **whose** to ask about possession.
A: Whose book is this?
B: It's my book.
- We use the **possessive case** to express possession. We form the possessive case by adding 's to a singular noun.
This is Tom's book.
This is my sister's pencil.

★ The verb *have got*

Affirmative	
FULL FORMS	SHORT FORMS
I have got	I've got
You have got	You've got
He has got	He's got
She has got	She's got
It has got	It's got
We have got	We've got
You have got	You've got
They have got	They've got

Negative	
FULL FORMS	SHORT FORMS
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It hasn't got
We have not got	We haven't got
You have not got	You haven't got
They have not got	They haven't got

Questions	Short answers	
Have I got?	Yes, I have.	No, I haven't.
Have you got?	Yes, you have.	No, you haven't.
Has he got?	Yes, he has.	No, he hasn't.
Has she got?	Yes, she has.	No, she hasn't.
Has it got?	Yes, it has.	No, it hasn't.
Have we got?	Yes, we have.	No, we haven't.
Have you got?	Yes, you have.	No, you haven't.
Have they got?	Yes, they have.	No, they haven't.

We use the verb **have got**:

- to express possession. *I've got a blue bag. I've got two brothers.*
- to describe people, animals and things. *Mary has got fair hair.*

★ Adjectives

- We use adjectives **before nouns** and **after the verb *be***.
That's a beautiful jacket. That jacket is beautiful.
- Adjectives are the same in singular and in plural.
I've got a trendy shirt. I've got trendy shirts.

Module 3

★ Present Simple

	Affirmative	Negative	
	FULL FORMS	SHORT FORMS	
I work	I do not work	I don't work	
You work	You do not work	You don't work	
He works	He does not work	He doesn't work	
She works	She does not work	She doesn't work	
It works	It does not work	It doesn't work	
We work	We do not work	We don't work	
You work	You do not work	You don't work	
They work	They do not work	They don't work	

Questions	Short answers	
Do I work?	Yes, I do.	No, I don't.
Do you work?	Yes, you do.	No, you don't.
Does he work?	Yes, he does.	No, he doesn't.
Does she work?	Yes, she does.	No, she doesn't.
Does it work?	Yes, it does.	No, it doesn't.
Do we work?	Yes, we do.	No, we don't.
Do you work?	Yes, you do.	No, you don't.
Do they work?	Yes, they do.	No, they don't.

NOTE No **-s** in the 3rd person singular after **does/doesn't**.

Formation of the 3rd person singular (he/she/it)

• Most verbs take -s . I eat → He eats I like → He likes
• Verbs ending in -ss, -sh, -ch, -x, -o take -es . I watch → He watches I go → He goes
• Verbs ending in a consonant + y , drop the -y and take -ies . I tidy → He tidies BUT I play → He plays

We use the **Present Simple**:

- for habits or actions that happen regularly.
I watch TV every day.
She goes out at the weekend.
- for situations that are always the same.
We live in Bristol.
I like ice cream.

★ Present Simple (Yes/No questions, Wh-questions)

- Questions which start with **Do/Does** have a Yes/No answer.
A: *Do you like ice cream?*
B: *Yes, I do. / No, I don't.*
- We use **Who, What, Where, When** to ask questions and request information.
A: *When do you go to the cinema?*
B: *On Sundays.*

★ Adverbs of frequency

	**	***	****	*****
never	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.
John often plays football on Saturdays.
Peter doesn't always eat breakfast.
- **after** the verb ***be***.
Sheryl is never late for school.

★ Prepositions of time (at, in, on)

- **at**: *at six o'clock/at two thirty*
at noon/at night/at midnight
at the weekend/at the weekends
- **in**: *in the morning/afternoon/evening*
in my free time
- **on**: *on Friday, etc.*
on Friday morning, etc.

Module 4

★ There is / There are

	Affirmative		Negative	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
Singular	There is	There's	There is not	There isn't
Plural	There are	There are	There are not	There aren't
	Questions		Short answers	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
Singular	Is there...?	Yes, there is.	No, there isn't.	
Plural	Are there...?	Yes, there are.	No, there aren't.	

- We use **there is** before singular nouns.
There's a bedroom downstairs.
- We use **there are** before plural nouns.
Are there two armchairs in the room?

★ Prepositions of place

in	The book is in the bag.
on	The book is on the bed.
under	The cat is under the table.
next to	The restaurant is next to the bank.
between	The park is between the cathedral and the museum.
in front of	The table is in front of the sofa.
behind	The cat is behind the sofa.
opposite	The cinema is opposite the school.

NOTE

The prepositions **on**, **in** and **at** are also used in various expressions.
on: with the expressions: *on the left*, *on the right*, with names of streets/roads: *on Walkley Street*.
in: with names of countries, cities: *in Canada*, *in London*.
at: with addresses: *He lives at 62 Bellview Road*.

★ Personal pronouns

SUBJECT	I	you	he	she	it	we	you	they
OBJECT	me	you	him	her	it	us	you	them

- Personal pronouns replace nouns.
Betty is in the garden. Look at her.
- We use object pronouns as objects of verbs. They always go after verbs.
The room is a mess. Tidy it.

★ Articles: a(n) vs the

a/an + singular nouns
• when we mention something for the first time <i>There's a microwave in the kitchen.</i>
no a/an before plural nouns
<i>Dogs are great pets.</i>
the + singular or plural nouns
• when we talk about something specific <i>There are two dogs outside. The black dog is called Butch.</i>
• when we talk about something unique <i>The sun is hot.</i>
no articles
• before proper nouns <i>Fiona is thirteen years old.</i> <i>London is in England.</i>
• when we talk about something in general <i>Dogs are friendly animals.</i>

★ Imperative

Affirmative	Listen to the CD.	Be careful!
Negative	Don't close your books.	Don't be late.

- We can use **please** to be more polite.
Speak in English, please!

Module 5

★ Countable and Uncountable nouns

- Countable nouns** have both a singular and a plural form and we can count them. We use *a/an* and numbers before countable nouns.
a table - two tables
- Uncountable nouns** only have a singular form and we cannot count them.
cheese - meat - milk

- We don't use *a/an* or numbers before uncountable nouns but we often use *some* and *any*.
A: *Is there any milk?*
B: *No, but there's some yoghurt.*

	Singular	Plural
Countable nouns	a carrot	carrots
Uncountable nouns	milk	×

★ Some / Any

- We use **some** with uncountable and plural countable nouns in affirmative sentences and offers.
There are some carrots in the fridge.
Would you like some tea?
- We use **any** with uncountable and plural countable nouns in questions and negative sentences.
Is there any milk in the fridge?
There aren't any apples in the fridge.

★ Would like

- We use **Would you like...?** when we offer something.
Would you like some coffee?
- We use **I would like** or **I'd like** when we ask for something politely.
I'd like some coffee, please.

★ How much / How many

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much water is in the bottle?
- We use **How many...?** with plural countable nouns to ask about the number of something.
How many students are there in the classroom?

Module 6

★ The verb can

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I can dance	I cannot dance	I can't dance
You can dance	You cannot dance	You can't dance
He can dance	He cannot dance	He can't dance
She can dance	She cannot dance	She can't dance
It can dance	It cannot dance	It can't dance
We can dance	We cannot dance	We can't dance
You can dance	You cannot dance	You can't dance
They can dance	They cannot dance	They can't dance

Questions	Short answers	
Can I dance?	Yes, I can.	No, I can't.
Can you dance?	Yes, you can.	No, you can't.
Can he dance?	Yes, he can.	No, he can't.
Can she dance?	Yes, she can.	No, she can't.
Can it dance?	Yes, it can.	No, it can't.
Can we dance?	Yes, we can.	No, we can't.
Can you dance?	Yes, you can.	No, you can't.
Can they dance?	Yes, they can.	No, they can't.

We use **can**:

- to express ability.
He can swim.
- to offer help.
Can I help you?
- to make a request.
Can I speak to Dan, please?

The verb **can** is a modal verb. It doesn't take an -s in the third person singular, it doesn't form the negative and question form with *do/does*, and it is always followed by the base form of the verb.

★ Present Progressive

Affirmative	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

Negative	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

Questions	Short answers	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

- We use the **Present Progressive** for actions that are happening at the moment of speaking.
What is Kelly doing now? She's talking on the phone.

★ Formation of -ing

Most verbs take -ing.	<i>talk → talking</i>
Verbs ending in -e, drop the -e before the -ing.	<i>come → coming</i>
Verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ing.	<i>stop → stopping</i>
Verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the -ing.	<i>begin → beginning BUT answer → answering</i>
Verbs ending in one vowel + -l, double the -l before the -ing.	<i>travel → travelling BUT sail → sailing</i>
Verbs ending in -ie take -ying.	<i>die → dying</i>

TIME EXPRESSIONS
now, at the moment

★ Let's / How about?

- To make suggestions we use:
- Let's** + the base form of the verb.
Let's play tennis.

- How about** + -ing form of the verb?
How about playing tennis?
- How about** + noun?
How about a game of tennis?

Module 7

- We use the **Past Simple** to talk about things that happened in the past.
I visited Carla yesterday.

★ Past Simple of regular verbs (Affirmative)

Affirmative	
I / You / He / She / It / We / You / They played	
Spelling	
• Most verbs take -ed. <i>talk → talked</i>	
• Verbs ending in -e, take only -d. <i>dance → danced</i>	
• Verbs ending in a consonant + -y, take -ied. <i>try → tried BUT play → played</i>	
• Verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ed. <i>stop → stopped</i>	
• Verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the -ed. <i>prefer → preferred BUT answer → answered</i>	
• Verbs ending in one vowel + -l, double the -l before the -ed. <i>travel → travelled BUT sail → sailed</i>	

★ Past Simple of irregular verbs (Affirmative)

Affirmative
I / You / He / She / It / We / You / They (go →) went

Irregular verbs don't take -ed in the Past Simple.

NOTE Look at the list of irregular verbs on page 130.

TIME EXPRESSIONS
yesterday / yesterday morning, etc.
in + years / centuries
last night / week / month / year
last Wednesday / Friday, etc.
last summer / winter, etc.
two days / a week / three months ago

★ Past Simple

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I liked/ate	I did not like/eat	I didn't like/eat
You liked/ate	You did not like/eat	You didn't like/eat
He liked/ate	He did not like/eat	He didn't like/eat
She liked/ate	She did not like/eat	She didn't like/eat
It liked/ate	It did not like/eat	It didn't like/eat
We liked/ate	We did not like/eat	We didn't like/eat
You liked/ate	You did not like/eat	You didn't like/eat
They liked/ate	They did not like/eat	They didn't like/eat

Questions	Short Answers	
Did I like/eat?	Yes, I did.	No, I didn't.
Did you like/eat?	Yes, you did.	No, you didn't.
Did he like/eat?	Yes, he did.	No, he didn't.
Did she like/eat?	Yes, she did.	No, she didn't.
Did it like/eat?	Yes, it did.	No, it didn't.
Did we like/eat?	Yes, we did.	No, we didn't.
Did you like/eat?	Yes, you did.	No, you didn't.
Did they like/eat?	Yes, they did.	No, they didn't.

★ Past Simple (Yes/No questions, Wh-questions)

- Questions which start with **Did** have a Yes/No answer.

A: *Did you go to Charlie's house last night?*

B: *Yes, I did. / No, I didn't.*

- We use **Who, What, Where, When** to ask questions and request information.

A: *What did you do last night?*

B: *I stayed at home.*

★ Past Simple of *be*

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

Questions	Short answers	
Was I?	Yes, I was.	No, I wasn't.
Were you?	Yes, you were.	No, you weren't.
Was he?	Yes, he was.	No, he wasn't.
Was she?	Yes, she was.	No, she wasn't.
Was it?	Yes, it was.	No, it wasn't.
Were we?	Yes, we were.	No, we weren't.
Were you?	Yes, you were.	No, you weren't.
Were they?	Yes, they were.	No, they weren't.

★ There was / There were

Affirmative		Negative	
Questions	Short Answers	Questions	Short Answers
Was there?	Yes, there was. No, there wasn't.	Were there?	Yes, there were. No, there weren't.

★ Why? / Because...

- We use **why** to ask about the reason why something happens.
- We use **because** to give the reason why something happens.

A: *Why did you open the window?*

B: *Because it's hot in here.*

Module 8

★ Future *going to*

Affirmative	
FULL FORMS	SHORT FORMS
I am going to work	I'm going to work
You are going to work	You're going to work
He is going to work	He's going to work
She is going to work	She's going to work
It is going to work	It's going to work
We are going to work	We're going to work
You are going to work	You're going to work
They are going to work	They're going to work

Negative	
FULL FORMS	SHORT FORMS
I am not going to work	I'm not going to work
You are not going to work	You aren't going to work
He is not going to work	He isn't going to work
She is not going to work	She isn't going to work
It is not going to work	It isn't going to work
We are not going to work	We aren't going to work
You are not going to work	You aren't going to work
They are not going to work	They aren't going to work

Questions	Short answers	
Am I going to work?	Yes, I am.	No, I'm not.
Are you going to work?	Yes, you are.	No, you aren't.
Is he going to work?	Yes, he is.	No, he isn't.
Is she going to work?	Yes, she is.	No, she isn't.
Is it going to work?	Yes, it is.	No, it isn't.
Are we going to work?	Yes, we are.	No, we aren't.
Are you going to work?	Yes, you are.	No, you aren't.
Are they going to work?	Yes, they are.	No, they aren't.

We use the **Future *going to*** to express future plans.

Ben is going to buy a car next week.

TIME EXPRESSIONS

tomorrow, tonight
next week/month/Monday, etc.
soon
in an hour/a year, etc.

NOTE It isn't necessary to say or write **to go** with the Future *going to*.
Ted's going (to go) swimming next weekend.

★ Would like to

We use **would like to** to say what we want and to make offers, invitations and requests.

I'd like to go to Spain.

Would you like to have a hot dog?

★ The verb *should*

Affirmative	
I / You / He / She / It / We / You / They	should go
Negative	
I / You / He / She / It / We / You / They	shouldn't go
Questions	
Should I / you / he / she / it / we / you / they	go?

We use **should** to ask for and give advice.

A: *What should I do?*

B: *I think you should see a doctor.*

Learning Tips - Irregular Verbs

In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from magazines and newspapers in English.
- Read websites in English.
- Listen to songs in English.
- Watch TV programmes and DVDs in English.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (eg. verb+noun) not just isolated words.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
 - In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Look at the example given.
- Use the prompts given.
- Use the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Join your ideas with *and*, *but*, *or*.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

Irregular verbs

Base Form		Past Simple
be	→	was/were
become	→	became
break	→	broke
buy	→	bought
come	→	came
cost	→	cost
do	→	did
draw	→	drew
drink	→	drank
drive	→	drove
eat	→	ate
fall	→	fell
feed	→	fed
find	→	found
forget	→	forgot
get	→	got
give	→	gave
go	→	went
grow	→	grew
hang	→	hung
have	→	had
hit	→	hit
hurt	→	hurt
know	→	knew
leave	→	left
make	→	made
meet	→	met
put	→	put
read	→	read
ride	→	rode
run	→	ran
say	→	said
see	→	saw
send	→	sent
sing	→	sang
sleep	→	slept
speak	→	spoke
spend	→	spent
swim	→	swam
take	→	took
teach	→	taught
tell	→	told
think	→	thought
throw	→	threw
wake up	→	woke up
wear	→	wore
win	→	won
write	→	wrote

British and American English

spelling

British English	American English
centre	center
colour	color
doughnut	donut (also doughnut)
favourite	favorite
grey	gray
neighbour	neighbor
organise	organize
theatre	theater
traveller	traveler
yoghurt, yogurt	yogurt

grammar and usage

British English	American English
I've got	I have
Have you got?	Do you have?
I haven't got	I don't have
I've got backache	I have a backache
I've got toothache	I have a toothache
at the weekend	on the weekend
in hospital	in the hospital
in the team	on the team
4 January	January 4
4th January	January 4th

words and phrases

British English	American English
aluminium (foil)	aluminum (foil)
athletics	track and field
autumn	fall
bath	bath tub
bedside table	nightstand
bin	garbage can
biscuit	cookie
brackets	parentheses
café	coffee shop
chemist's	drugstore
chips	french fries, fries
cinema (the building)	movie theater
city centre	downtown, downtown area
come round	come over
cooker	stove, oven
crisps	potato chips
do the washing	do the laundry
do the washing-up	do the dishes
estate agent	realtor
fair (hair)	blonde (hair)
film	movie (also film)
flat	apartment
flatmate	roommate
flick	flip
football	soccer
free, spare time	spare time
fridge	refrigerator
garden	yard
go to the cinema	go to the movies
ground floor	first floor
have a shower	take a shower
holiday	vacation
hoover (verb)	vacuum
I've got a temperature	I have a fever
jumper	sweater
lift	elevator
match	game
Maths	Math
mobile phone	cell phone
motorbike	motorcycle
mum / mummy	mom / mommy
opposite	across from
painkiller	pain reliever
plaster (cast)	cast
primary school	elementary school, grade school
rubbish	garbage, trash
shop	store
shop assistant	salesperson
shopping centre	shopping mall, mall
soft drink	soda, pop
surname	last name
tap	faucet
tick (✓)	check (✓)
tidy my room	clean my room
torch	flashlight
trainers	sneakers
trousers	pants
TV programme	TV show
underground	subway
university	college
use the underground	ride the subway
wardrobe	closet

word list

Hello

basketball
book
coffee
computer
first name
hamburger
hotel
jeans
stop
student
supermarket
surname
taxi
teacher
telephone

Countries-Nationalities

Australia - Australian
Canada - Canadian
Ireland - Irish
New Zealand - New Zealander
South Africa - South African
UK - British
USA - American

Phrases

Be quiet, please
Can I go out?
Can you repeat that?
Close your books
Hello
Hi
How do you say... in English?
How do you spell...?
I don't know
I don't understand
Listen to the CD
Look at the board
Nice to meet you (too).
Open your books
Read the text
Speak in English
That's right
What does this word mean?
What's your name? I'm.../My name's...
Write a sentence

1a

Titles

Miss
Mr
Mrs
Ms

Phrases

And you?
Bye
Good afternoon
Good evening
Good morning
Good night
Goodbye
Great!
Have a nice weekend

How are you?
How's it going?
I'm fine
I'm OK
I'm very well
Not bad
Not much
See you
See you later
See you tomorrow
Take care
Thank you
Thanks
What's up?

1b

but
friend
here
nice
no
so
yes

Countries-Nationalities

Brazil - Brazilian
China - Chinese
Colombia - Colombian
France - French
Hungary - Hungarian
Italy - Italian
Mexico - Mexican
Peru - Peruvian
Poland - Polish
Spain - Spanish
Turkey - Turkish
Venezuela - Venezuelan

Phrases

I live in...
I'm from...
This is...
Where are you from?

1c

best friend
boss
café
classmate
colleague
favourite
flatmate
married
neighbour
place
single
Who?

1d

new
present
Numbers 0-100

Phrases

Happy Birthday
Here's...
How old are you?
I'm... (years old).
What's your e-mail?
What's your phone number?

1e

age
unemployed

Jobs

actor
actress
architect
chef
dentist
doctor
electrician
firefighter
hairdresser
mechanic
nurse
police officer
reporter
shop assistant

Phrases

What do you do?

2a

bag
folder
notebook
pen
pencil
pencil case
umbrella

Colours

black
blue
brown
green
orange
pink
purple
red
white
yellow

Phrases

I'm so sorry
Now...
Over there
What colour...?

2b

actually
backpack
camera
dictionary
everything
map
mobile phone
passport
ready
sunglasses
take
ticket
tissues
toothbrush
torch
train (n)
trip

Phrases

Good idea
I think..
I'm so excited

Of course
Whose...?

2c

again
boy
child - children
girl
kid
man - men
or
woman - women

Family

baby
brother
daughter
father
grandfather
grandmother
grandparents
husband
mother
parents
sister
son
wife

Phrases

I'm an only child
Really?
What about you?
You look familiar

2d

a lot of
big
cheap
expensive
horrible
leather
old
small
trendy
wardrobe

Clothes

boots
dress
jacket
jumper
shirt
shoes
skirt
suit
T-shirt
tie
top
trainers
trousers

2e

also
beautiful
chubby
dark
different
eyes
fair
film
good-looking
grey

hair
handsome
long
medium-height
medium-length
middle-aged
overweight
short
slim
tall
young

Phrases
In his 20s/30s, etc.

3a
channel
football
later
like (v)
remote control
TV
TV guide
watch (v)

Time
am
midnight
noon
o'clock
pm

TV programmes
chat show
documentary
game show
reality show
sitcom
soap opera
sports
the news
the weather

Phrases
Let's...
Me too
Wait a minute
What time is it on?
What's on?
What's the time?

3b
active
after
DVD
magazine
only
theatre
weekend

Free-time activities
go clubbing
go jogging
go shopping
go to the cinema
go to the gym
hang out with friends
play tennis
read the newspaper

Days of the week
Monday
Tuesday

Wednesday
Thursday
Friday
Saturday
Sunday

Phrases
Give me a minute
In my free time
When...?
You see,...

3c
a bit
about
DJ
every day/night
finish
from...to...
in the morning/afternoon/evening
radio
relax
start
then
university
work (v)

Daily routines
get home
get up
go to bed
go to work/school
have a shower
have breakfast/lunch/dinner
have lessons

3d
city centre
drive a car
give me a lift
late
motorbike
ride a bike
take a taxi
take the bus
use the underground
walk

Adverbs of frequency
always
usually
often
sometimes
never

Phrases
Excuse me...
How do you get to work?

3e
all day
at all
can't stand
come round
early
eat
for hours
go out
hate
help
house
make a mess

sleep
stay

Chores
cook
do housework
do the washing
do the washing-up
hoover (v)
iron
take out the rubbish
tidy
wash the car

4a
large
lovely
picture
street

Parts of a house/flat
balcony
bathroom
bedroom
door
downstairs
floor
garage
garden
kitchen
lift
living room
stairs
upstairs
wall
window

Phrases
Check this out
Sure
What's your address?
What's your house
like?

4b
anything else
bath
mini-bar
need
room
rug
shower
sink
toilet

Furniture
bed
bedside table
chair
cupboard
desk
lamp
mirror
table

Prepositions of place
behind
in
in front of
next to
on
under

Phrases
Enjoy your stay
I guess it doesn't matter
Right this way

4c
both
bowl
cake
chocolate
class
dog
enjoy
feed
food
hang
outside
surprise
take the dog for a walk
today
tonight
water

Furniture
armchair
bookcase
sofa

Appliances
cooker
dishwasher
fridge
microwave
washing machine

Phrases
There's something wrong with...

4d
a 20-minute walk
far
guy
near
road
traffic lights
visit

Places in a city
bank
cathedral
hospital
museum
park
police station
restaurant
underground station

Prepositions of place
between
opposite

Phrases
Go down...
Go straight on
How do I get there?
It's on your left/right
Need any help?
No problem
Turn left/right at...

4e
back
cat
fantastic

front
gas central heating
ground floor
modern
neighbourhood
noisy
primary school
view
want
WC

Ordinals

first
second
third, etc.

5a

delicious
good for you
love
try
very much

Food

apple
banana
carrot
cheese
dairy products
fruit
ham
lettuce
meat
milk
mushroom
onion
orange
peach
potato
salad
sausages
steak
strawberry
tomato
vegetables
yoghurt

5b

hungry
thirsty
waiter
waitress

Food and drink

cheesecake
chicken
coke
crisps
dessert
egg
ice cream
ketchup
orange juice
pasta
rice
sandwich
sauce
soup
sugar
tea

tuna

Phrases

Can I take your order?
Get me...
I'm afraid...
Is that all then?
Would you like...? I'd like...

5c

a slice of...
drink (v)
just
remember

Containers

a bottle of...
a can of...
a cup of...
a glass of...
a packet of...

Food and drink

biscuit
bread
hot chocolate
lemonade

Phrases

Calm down
I'm on a diet
Not for me

5d

fried
medium
mustard
say

Fast food

burger
fish and chips
hot dog
kebab
noodles
pizza
tacos

Money

cent
change
dollar
euro
pence
pound

Phrases

How much is that?
There you go

5e

during
include
meal
people
popular
prefer
serve
traditional
without

Food

bacon
beans

butter
cereal
croissant
doughnut
honey
jam
omelette
pancakes
porridge
toast
waffles

6a

alone
athlete
become
dance
draw
language
nature
sing
swim
well

Jobs

artist
computer engineer
dancer
farmer
gardener
graphic designer
musician
singer
writer

Musical instruments

flute
guitar
piano

6b

answer (v)
at the moment
call (v)
have a day off
secretary
tell
together
wake up

Everyday activities

check e-mails
do homework
listen to music
study for an exam
surf the Net
take a nap
talk on the phone

Phrases

Can I speak to...?
Can I take a message?
Hold on

6c

bin
busy
care about
carry
clean (v)
collect

energy
environment
important
join
lake
lights
plant (v)
protect
public transport
recycle
sad
save
tap
team
throw
tree
turn off
volunteer
wear

Phrases

That sounds like a good idea

6d

ask
beach
by (next to)
concert
cousin
decide
forget
go for a coffee
jealous
maybe
next

Weather

It's cloudy
It's cold
It's hot
It's raining
It's snowing
It's sunny
It's windy

Phrases

Let me know
Too bad
What's the weather like?

6e

almost
around the world
billion
communicate
each other
find
fun
half
information
million
office
others
over
population
send
thousand
user

Words related to computers

click

computer/video games
Internet
keyboard
mouse
printer
screen
USB flash drive

Phrases for letters/e-mails

Dear ...
I hope you're fine
Best wishes
Write back soon
Yours

7a

buy
come
cook (n)
have a good time
have fun
last night, etc.
leave
really
tired
yesterday

Phrases

What a day!

7b

because
borrow
break
crash into
fall (off)
happen
happy
have an accident
hit
hurt
lucky / unlucky
shout
when

Parts of the body

arm
back
ear
face
foot - feet
hand
head
leg
mouth
nose
tooth - teeth

Phrases

Come on
I think so
I'm in big trouble
Why... ?

7c

awful
boring
crowded
everybody
exciting
go out (lights)
interesting

live (adj)
match
party
race
upset

Places

bookshop
club
shopping centre
stadium
swimming pool

Phrases

Are you joking?
Not at all

7d

appear
ball
court
famous
gold medal
grass
heavy
in the past
indoor
person
plastic
player
quite
racket
shorts
wheelchair
win
wooden

Sports

athletics
cricket
golf
gymnastics
hockey
pool
skiing
swimming
volleyball

7e

ago
be born
before
career
competition
difficult
easy
end (v)
get a degree
get married
give up
good at
grow up
have children
interested in
little
teach

Academic subjects

Business and management
Geography
History

Information technology (IT)
Maths
Modern languages
Physics

8a

anyway
flower
holiday
Japan - Japanese
learn
photo
probably
take pictures
travel
warm
year

Months

January
February
March
April
May
June
July
August
September
October
November
December

Seasons

spring
summer
autumn
winter

Phrases

Come along
Guess what!
I can't wait for...
What's the date?
You know,...

8b

airport
arrive
book a ticket
collect a ticket
credit card
exchange money
flight
fly
list
order a taxi
pack bags
travel agent
travel by plane, etc.
word
write down

8c

brilliant
brochure
have a look
invite
meet
perfect
ship

Holiday activities

buy souvenirs
do water sports
go camping
go hiking
go on a cruise
go sightseeing
sunbathe

Geographical features

forest
island
mountain
river
sea
town
village

Phrases

I've got other plans
Talk to you later
Thanks for...

8d

advice
be careful
bottled water
brush my teeth
get some sleep
get sunburnt
ice
move
painkiller
put
still
sun
sunscreen
terrible

Ailments

backache
headache
sore throat
stomach ache
temperature
the flu
toothache

Phrases

Any ideas?
What's wrong?

8e

boat
campsite
castle
impressive
local
monkey
national park
port
postcard
rent
snake
taste (v)
through
tour (v)
tropical
waterpark
windsurfing

Phrases

Don't miss...

Traveller Beginners

Teacher's Book

H.Q. Mitchell

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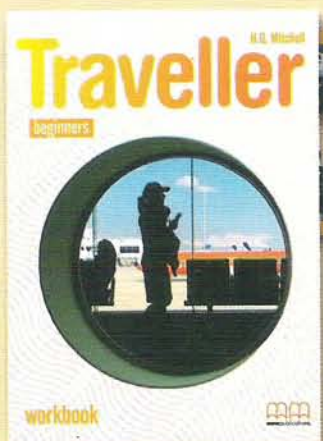
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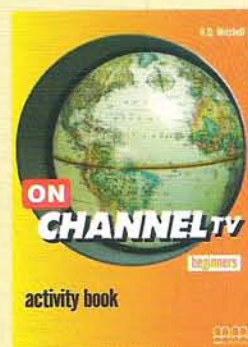
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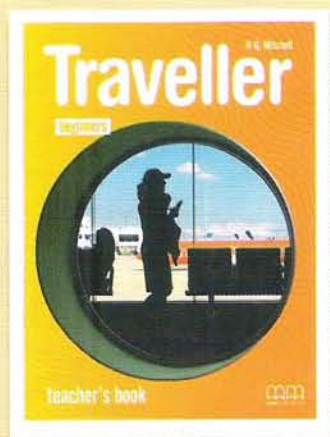
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