



Learning Support Materials

English for Speakers of Other Languages: Everyday Life 1 (National 2)

Teacher's Notes



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Please note these materials have been repurposed for the new National Qualifications - August 2015

Introduction

These materials are designed to support learning and teaching for the National 2 Unit ESOL for Everyday Life. They form part of a series of materials for the three National 2 Units.

The materials are not designed to be a stand-alone teaching pack, but to supplement the materials which lecturers, teachers and tutors already use to deliver courses and to support ESOL and EAL learners.

The Outcomes covered in each lesson are listed in the contents page of the Student Notes and in these notes.

The teacher's notes are arranged in four sections as follows:

- Teacher's notes
- Answer key
- Tapescripts
- Supplementary materials

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01 Introductions and greetings

Exchanging personal information

Outcome: 1, 2, 3, 4

Task: Greet others and introduce yourself. Exchange personal information. Recognise and write numbers. Write name and address.

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescripts

Notes: **Activity 1**

First introduce yourself and ask around the class: 'Hello, my name's ... What's your name?' As soon as students reply confidently, add 'Pleased to meet you' and elicit 'Pleased to meet you too'. Check students are using the correct language in group work.

Activity 2

 **Track 2**

Start by saying, 'I speak English. What language do you speak?' Note the different languages on board/OHP. Ask students to say 'Hello' in their own language.

Listening exercise: on first listening, ask what languages the students speak. On the second listening they must fill in the gaps.

Activity 3

First revise alphabet, particularly checking pronunciation of vowels. Also revise first name, surname and full name. Ask students to write down their full names. Ask around the class, 'How do you spell that?' Get students to circulate, asking each other about their names and the language they speak. Make sure that they can ask for repetition: 'Can you say that again, please/Sorry?'

Activity 4

 **Track 3**

Revise numbers up to 100, by writing numbers on board/OHP and asking students. Focus on difference between **fifteen** and **fifty** etc. If they need more practice, get them to ask each other numbers from the worksheet. Ask students, 'What's your address?' and 'How do you spell that?' Make sure that they use the upper and lower case correctly — ie write in lower case, but use upper case for the first letter of proper names — name, street name etc.

Follow up activity: Students write a few sentences about themselves — My name is ... I speak ...
My address is ...

Useful language for this lesson:

Hello, my name's ... What's your name?

Pleased to meet you. Pleased to meet you, too

What language do you speak? I speak ...

How do you spell that? Can you repeat that, please?

Can you say that again please. Sorry?

02 Talking about jobs and exchanging personal information

Outcome: 1, 2, 3, 4

Task: Ask and answer questions about jobs and personal information

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, cue cards

Notes: **Activity 1**

First, ask students (in groups) to think of four jobs. Elicit answers and write them on OHP/board. Ask students, 'What's your job?' Ask school pupils what they want to be. Continue with matching exercise.

Activity 2

Give each student a cue card with a job. They must ask each other, 'What's your job?' (If there are 10 students or more, hand out a double set of cards so that students must find the person with the same job.)

Activity 3

Hold up large cue cards. (Enlarge the pictures on the cue cards.) Ask 'What's her/his job?' Elicit, 'She's a/He's a ...' Alternatively, ask about other students in the class, if they are adults. Drill. Move onto 'Is she a teacher? Yes, she is. /No she isn't, she's a ...' Drill.

Activity 4

 **Track 4**

Students read the information about Jan Brown, then fill in the gaps in the questions and answers. They check their answers by listening to the tape. They can then practise the questions and answers. Ask the students, 'Is Jan from London?' 'Is she 25?' After that students ask each other the questions.

Activity 5

 **Track 5**

Students will need to listen to the tape several times. After they have filled in the answers ask questions — 'Is Fatma from Glasgow? Is she a shop assistant? Is her phone number ...?' Make sure students use short answers.

Activity 6

Circulate around the groups making sure that students are using the correct language both in writing and asking the questions.

Activity 7

First revise the correct use of capital letters and full stops at the start and end of sentences.

Follow up activity: Give students a piece of writing about Asif (see tapescript) without punctuation, and ask them to put in the correct punctuation. They could also write a few sentences about a member of their own family.

Useful language for this lesson:

Jobs

What's your job?

I'm a .../ He's a ...

Yes, she is / No, he isn't.

03 Talking about family

Outcome: 1, 2, 3, 4

Task: Talking about family

Skill: speaking, listening, reading, writing

Materials: CD Player, CD, tapescript, photo of your family

Notes: **Activity 1**

Introduce your family with a photo. Introduce as many family members as possible. Ask students 'Have you got any children? Have you got any brothers and sisters?' as appropriate. Ensure that you have introduced/revised vocabulary for family members before students start the vocabulary exercise.

Activity 2

Introduce, 'This is my book/ This is your pen/ This is her file/ This is our classroom'. Drill. Get students to talk about things on their table. Students then complete the table.

Activity 3

 **Track 6**

Check understanding of possessive. Pick up items from around the classroom and say, for example, 'Maria's bag, Ben's pencil' etc. Check meaning of 'retired'. Before listening, talk about what students can see in the photo and encourage them to suggest family relationships. Students should first read the text and then read and listen at the same time. After listening ask students, 'Who is Tom? Who is Sally? Who are Jane and Nick?' and note down answers. 'He's Sally's husband' = 'He is Sally's husband'. 'They're Sally and Tom's children' = 'They are Sally and Tom's children'.

Activity 4

Track 7

First, talk about the photo and compare it to the previous one — how is this family different? Explain that Sue is talking about her family.

Activity 5

Drill the verb 'have', by holding up a dictionary and saying 'I have a dictionary'. Pass on to a student and say 'He/She has a dictionary'. Practise you/we/ have a pen/big classroom, etc.

Activity 6

Dictate the following sentences:

I have a shop in Edinburgh (use the name of the city/town where your students live).

He has a good job.

We have a dog.

They have two sons.

Activity 7

If time is running out, this activity can be completed for homework.

Follow-up activity

Students bring photos of their families or friends to the next class. As a warm-up activity they show the other students who is in the photo — ‘This is my mother’, etc.

Useful language for this lesson:

Family members — mother, father, etc.

This is my sister, my friend, etc

He’s/he’s Tom’s father/ mother.

They’re Sally’s children.

How many children/ brothers and sisters have you got?

I have/I’ve got one brother/son/daughter.

04 Talking about likes and dislikes

Food, drink, sports and hobbies

Outcome: 1, 2, 3, 4

Task: Asking and answering questions and writing about likes and dislikes

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, cue cards

Notes: **Activity 1**

As a warm-up activity ask students, 'What food do you like?' 'What sports and hobbies do you like?' (providing they are confident with the vocabulary). Students then do the matching activity and tick the things they like. Ask around the class, 'What do you like?'

Activity 2

 **Track 8**

After listening to the tape, note how the voice goes up when you ask a yes/no question. First ask the students, 'Do you like coffee?' eliciting the answer 'Yes, I do/No, I don't'. Then drill the actual question around the class, focusing on intonation. Hand out cue cards. Students work in pairs asking each other 'Do you like ...?'. At this stage before moving on to the next activity, it would be useful to explain that pizza and spaghetti are Italian food. Rice and noodles are Chinese food.

Activity 3

 **Track 9**

Talk about the picture. On first listening, ask where Maria lives and what she likes. On second listening, students fill in the gaps. Students then listen and repeat the questions and, after that, fill in the gaps of the answers and check in pairs before listening to the complete conversation. Finally, they ask and answer the questions in pairs, giving true answers for themselves.

Activity 4

As a pre-reading question ask what Shun Lan likes. After reading, teach the difference between like/love and don't like/hate. Ask students what they love and hate.

Activity 5

Students fill in the gaps.

Activity 6

Revise/teach when to use capital letters and full stops. Do the first line of the e-mail 'Hi! My name's Shun Lan' together.

Activity 7

If you are running out of time, this activity can be done for homework. Explain that they should model their answer on Shun Lan's e-mail. Some students might need to do the activity with prompts, for example, 'My name is ...' etc.

Useful language for this lesson:

Coffee, milk, pizza, tomatoes, swimming, sewing.

Do you like coffee/tea? Yes, I do/No I don't.

I like Italian food/I don't like beer.

Do you live in ...? Do you speak ...?

I love/hate football.

05 Review — starting and finishing a conversation and using a dictionary

Outcome: 1, 2, 3, 4

Task: Having conversations to exchange personal information.
Using a dictionary

Skill: speaking, listening, reading, writing

Materials: CD player, CD, cue cards, cassette players, blank cassettes, simple monolingual dictionaries

Notes: **Activity 1**

Revise questions to exchange personal information by holding up large cue cards and eliciting the questions. 'What language do you speak? Where do you live? What's your job? Do you like your job? Have you got any brothers and sisters?' as appropriate.

Note the questions on OHP/board. Then hand out small cue cards so that students practise asking and answering in pairs. Circulate, checking the correct use of language.

Activity 2

Students must talk to three other students, asking questions and filling in the form. Make sure that students know how to frame the questions before they start and then circulate, monitoring the conversations. Encourage students to talk to those they do not sit with. Students who finish the activity quickly could report back to the group about who they have spoken to. 'His name is ... He speaks ...'etc.

Activity 3

Elicit how you would start a conversation:

'Hello, how are you? I'm fine thanks. And you?'

Alternatives may include, 'Hello, my name's ... What's your name? Pleased to meet you.'

Drill around the class.

Similarly, elicit and drill ways of finishing a conversation:

'Nice talking to you. Nice talking to you, too. See you later.'

'I must go now. OK, see you later.'

Activity 4

Ask students to stand in two long lines facing each other. Explain that they will have a conversation with the person standing opposite them which will last for around one-and-a-half minutes. Hold up three or four large cues for the conversation. Call the start and finish time. Then get one line of students to move one space to the left so that they are standing opposite a different person. Have another conversation with a different set of three or four cues.

Continue this exercise for at least three conversations. Monitor the conversations to ensure that students are both asking and answering questions, as well as finishing and ending the conversation appropriately.

Activity 5

Students return to their places and have similar conversations with their partners. To gain confidence for the speaking tests, they should tape themselves and listen to their conversation with the teacher and identify any problems such as pronunciation and fluency.

Activity 6

Before doing this activity, make sure that students have access to both a bilingual and a simple monolingual dictionary, (such as the *Longman Elementary Dictionary*). Revise the alphabet and if necessary teach the vowels and consonants. When students are putting the words in alphabetical order, explain how teacher comes before tick in the dictionary.

Follow up activity: give students a list of new (but simple) words to put in alphabetical order and look up in their bilingual dictionaries.

Useful language for this lesson:

What's your name? My name is ...

What language do you speak? I speak ...

Where do you live? I live in ... What's your job? I'm a ...

Do you like your job/school?

Are you married?

How many brothers and sisters/children have you got? I've got ...

How are you? I'm fine thanks. And you?

Nice talking to you. Nice talking to you, too. See you later.

I must go now. Bye.

06 Telling the time and talking about daily routine


Outcome: 1, 2, 3, 4

Task: Telling the time and asking and answering questions and writing about daily routine

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, toy clock, cue cards: time, cue cards: time and activities, cue cards: making sentences (pictures), cue cards: making sentences (words), powerpoint/OHP slide template.

Notes: **Activity 1**

 **Track 10**

Revise/introduce the time using a toy clock. Teach 10 o'clock, 10.15, 10.30 and 10.45. (If students are confident also do 10.10, 10.20, etc. If not, do this at another lesson.) Play the tape. (If students are not confident with 10.10, 10.20 etc, omit questions 7–10.) Students note down the times and then practise with the cue cards.

Activity 2

Elicit daily activities such as get up, have breakfast, go to school, have lunch, go shopping, do the housework, have dinner, watch TV, go to bed. Note on OHP/ board. Students then match the activity with the words.

Activity 3

 **Track 11**

Talk about the pictures. NB They all refer to one person. Listen to the tape and circle the correct time.

Activity 4

Hand out cue cards. Students ask and answer in pairs. 'What time do you get up?' etc.

Activity 5

If not already taught, present the simple present tense on OHP/board with slide. Drill positive, negative and question form around the class. Point out have/has and go/goes. Students practise with cue cards: they use two piles — one with the pictures and one with 'I + / you -' and make sentences — for example, 'I get up/you don't have a shower'.

Activity 6

Read text and fill in the gaps in the sentences.

Follow up activity:

Students write five sentences about their day.

Useful language for this lesson:

What time is it?

It's 10 o'clock, 10.15, 10.30, 10.45, 10.05, 10.10, 10.20, 10.25, etc.

I, you, we, they have/don't have/Do you have ...?

He, she has/doesn't have/Does he have ...?

I get up, have a shower, get dressed, have breakfast, go to school/work, go shopping, do the housework, have lunch, walk/go home, get home, do my homework, have dinner, read the newspaper, listen to music, watch TV, go to bed.

On schooldays, during the week, at weekends.

07 Talking about daily routine and weekly activities

Outcome: 1, 2, 3, 4

Task: Talking about weekly activities and daily routine using the present simple tense and adverbs of frequency

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, cue cards from lesson 6

Notes: **Activity 1**

Track 12

Before starting on this activity, review vocabulary for daily routine by asking, 'What time do you get up? What time do you have breakfast?' etc. If students need more practice they can ask each other those questions using the cue cards from lesson 6.

Revise/teach days of the week, emphasising the different pronunciation of Tuesday and Thursday. Pre-teach 'church'. Students listen to the tape and then fill in the diary.

Activity 2

Track 13

First teach the meaning of adverbs of frequency:

Usually (90 per cent); often (70 per cent); sometimes (40 per cent) never (zero per cent).

Get students to look up the words in their dictionaries. Play tape. On the first listening, ask students what Tom's job is and what he does in the evening. Then ask students to read the questions and make sure they understand them. Play tape again at least twice more, so that they can circle the True/False questions. Students should first compare their answers in pairs before you give the correct answers. Make sure that students understand 'quarter to' and 'quarter past' before they start listening.

Activity 3

Students must first think and possibly write the questions they will ask for this exercise — for example, 'Do you go shopping on Sundays?' Once you have checked the questions encourage students to talk to as many other students in the class as possible. (These questions can be adapted to suit your students.) Afterwards they should report back to the class/group what they have learned — for example, 'Fatma goes shopping on Sundays'.

Activity 4

First, students should make sentences orally in pairs, and then write them down. As an extension activity students can make their sentences longer and more interesting by adding on Friday/usually/never, etc.

Activity 5

Point out that days of the week start with a capital letter. Check that students use capitals and full stops correctly. (This exercise can also be done for homework.)

Useful language for this lesson:

Days of the week

I go shopping on Monday/Tuesday/Wednesday, etc.

Usually/often/sometimes/never

I go/I don't go/Do you go?/He goes/she goes, etc.

08 Talking about rooms and furniture

Outcome: 1, 2, 3, 4

Task: Talking about rooms and furniture using 'there is/there are' and prepositions of place

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, cue cards: furniture, powerpoint/OHP slide, old home catalogues and magazines

Notes: **Activity 1**

First elicit rooms in a house — bedroom, living room, bathroom, and note on OHP/board. Then elicit furniture and room in which it belongs, and note on OHP/board beneath the appropriate room.

Students then do matching and fill in under the correct room. If they need further practice in identifying furniture, they should practise with the cue cards.

Activity 2

 **Track 14**

Look at pictures of Sue's house (if at all possible make a colour copy of this worksheet), and talk about the furniture. If not already introduced, teach 'lamp', 'cushion' and 'plant'. Listen to the tape and gapfill. Once the students have made sentences about Sue's house ask them, 'Is there a sofa in the living room?/Are there any cushions?/Are there any pictures?' eliciting the answers 'Yes, there is/are. No there isn't /aren't.'

Activity 3

Teach/revise the correct use of there is/are, using the OHP/powerpoint slide. Drill the correct form around the class, by talking about things in the classroom — for example, tables, chairs, CD player, TV. Students then fill in the table, and afterwards talk about their living rooms with their partners.

Activity 4

 **Track 15**

Teach 'in', 'on', 'under', 'next to', 'behind', 'in front of', 'above', first demonstrating with a pen on/under/next to a book, and then asking students to put the pen in the correct place. Then ask students about objects in the classroom — for example, 'Where is the CD player?' An extension activity for lively students is to ask them to stand next to/behind/in front of other students or pieces of furniture in the classroom.

NB Try to use a colour photo for this activity. First, get students to describe the room in the picture and where things are. Check they know the following words: coffee table, cushions, rug, picture, mirror. (Ask students 'Is there a mirror?') Although the photo isn't entirely clear, you should assume that there are two sofas and two armchairs. Students then listen and note the differences.

NB They may need to listen to the tape several times. They should check their answers in pairs or groups.

Activity 5

Students check their answers in pairs.

Activity 6

Students check their answers in pairs.

As a follow-up to this activity, students should write five sentences about their own house.

As a general follow-up activity, ask students to bring in a picture of their ideal house/living room/bedroom. They should look in catalogues (such as the IKEA catalogue) and be ready to describe their ideal room as part of a warm-up activity at the next class. (Hand out pictures from old catalogues to students who might have difficulty getting hold of a catalogue or magazine.)

Useful language for this lesson:

Furniture — bed, wardrobe, dressing table, chest-of-drawers, desk, table, chair, sofa, armchair, fireplace, bookcase, cooker, sink, fridge, lamp, cushion, plant, rug, coffee table, picture, mirror.

There is/there are/there isn't/there aren't/Is there/Are there?

In, on, under, next to, behind, in front of, above.

09 Talking about your house and neighbourhood

Outcome: 1, 2, 3, 4

Task: Talking about your house and neighbourhood

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, large cue cards

Notes: **Activity 1**

First hold up large cues to elicit questions:

Where do you live?

Do you live in a house or a flat?

Which floor are you on?

How many rooms do you have?

Do you have a garden?

Do you have a garage?

Do you like your house/flat?

Ask these questions around the class. Then students put the words in order to make questions. Once you have checked their answers they should ask in pairs.

Activity 2

 **Track 16**

Ask students, 'What shops are there near your house?' Elicit answers and write on board/OHP supermarket, post office, chemist, café, library, school, park and any others they suggest. Students should check the meaning in their dictionaries. You can help by showing items or pictures which relate to each shop/place. Students listen to tape: on first listening, they say where John and Aisha live.

Activity 3

Students read the adjectives. Check they know the meaning and look up their dictionaries if necessary. Ask them to read the sentences about John and Aisha's neighbourhoods aloud to each other.

Demonstrate the conversation, talking about your neighbourhood with a confident student. As an extension activity, students could record their conversations and listen to check on fluency and pronunciation.

Activity 4

Students read the e-mail and answer the questions. As a pre-question, ask students if Aisha likes Blackhall. Make sure students use the correct form of the third person singular — ie 'She likes Blackhall'.

Activity 5

This can be done for homework if you run out of time.

Useful language for this lesson:

Where do you live?

Do you live in a house or a flat?

Which floor are you on?

How many rooms do you have?

Do you have a garden/garage?

Do you like your house?

Post office, school, supermarket, library, chemist, park, sports centre.

Quiet, noisy, busy, crowded, convenient, friendly, interesting, boring.

What's it like?

It's got a ... It hasn't got a ...

There's a/there are some ... There isn't a/there aren't any ...

It's busy/quiet.

10 Talking about weekend activities using the past tense

Outcome: 1, 2, 3, 4

Task: Talking about weekend activities using the past simple tense

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, cue cards, OHP/PowerPoint slides

Notes: **Activity 1**

Introduce/revise the past simple of the verb 'to be' by saying:

'Today **is** Yesterday **was**.....

Today the weather **is** Yesterday the weather **was**

Today I **am** in class, On Sunday I **was** at home.

Ask around the class:

Which day was yesterday?

What was the weather like?

Where were you on Sunday/Saturday, etc?

First students complete the table, then check together with the OHP/PowerPoint slide.

Activity 2

Teach/revise the formation of past simple regular verbs by writing up examples such as walk, work, start on the board and making sentences to illustrate the meaning. Students then fill in the box. Check together with the OHP/ PowerPoint slide.

Explain that many common verbs are irregular. Put up OHP and encourage students to fill in past simple form in pairs/ groups. Check together and drill around the class.

Hand out cue cards (photocopied back to back onto card).

Students should look at the present form and then say the past form. They can check the correct answers on the reverse of the cue card.

As an extension activity, use the daily routine cue cards from lesson 8 and get students to talk about what they did yesterday with the picture prompts.

Activity 3

 **Track 17**

Talk about the picture — Ann is a schoolgirl. Get students to suggest what she did at the weekend. Play the tape and ask students to tick the things she mentions. Then they should talk in pairs about what she did. After that they underline the things they did and talk to their partners about them.

Activity 4

🎧 Track 18

Talk about the photo of Jim and his wife. Ask students what he is doing. Explain he is talking about what he did on Saturday. On first listening ask students to listen for what he bought when he went shopping. After listening for a second time, they should fill in the gaps with the correct verbs in the past simple form. They should first check in pairs and then listen again.

A possible extension activity would be to give students comprehension questions on the text and/or to get students to write a few sentences about what they did on Saturday.

The cue cards can be used as a revision/warm-up activity at the next class.

Useful language for this lesson:

Is/was, are/were

Bought, caught, came, did, drove, ate, got, gave, went, had, left, lost, made, met, put, read, saw, took, wrote.

Vocabulary to do with daily routine (covered in Units 6 and 7).

11 Talking about weekend activities and holidays using the past tense

Outcome: 1, 2, 3, 4

Task: Asking and answering questions about weekend activities and holidays using the past simple tense. Writing about a holiday

Skill: speaking, listening, reading, writing

Materials: CD player, CD, OHP/PowerPoint slides, cue cards, holiday and tourist brochures

Notes: **Activity 1**

As a warm-up ask students what they did at the weekend. Drill the question 'What did you do at the weekend?' and then students should ask each other in pairs or groups.

Teach/revise negative and question form of past simple with template as well as short answers. Take away the template and get students to fill in the box in activity 1. Check together and drill around the class.

Hand out activity cue cards so that the students must ask and answer questions in pairs about the weekend: 'Did you go shopping? Yes, I did/No I didn't'.

Activity 2

First, get students to make up the questions. Then they should talk to as many different people as possible in the class. Afterwards, ask them to report back in their groups/class about the people they spoke to — for example, 'Maria played tennis at the weekend'.

Activity 3

 **Track 19**

First elicit from students what you might do on holiday. Hold up or circulate around the class holiday/tourist brochures.

Elicit, introduce the phrases (as well as any other activities which the students mention):

- stay in a hotel
- stay in an apartment
- stay with friends/family
- eat in restaurants
- go sightseeing
- go to the beach
- go swimming
- go fishing/sailing
- play tennis/football

Note these phrases on the board, and ask students to copy them into their vocabulary notebooks.

Talk about the photo of Mike and Maria. Ask students, 'Where are they?' and 'Who are they?' (father and daughter). Is this in Scotland? (no). Ask students to suggest which European country they might be in and introduce Spain as one of the possibilities.

Students listen to the tape and underline the correct answer. Check in pairs. Then ask students, 'When did they go?' Model the first question 'Where did they go?' with a confident student and get students to ask and answer in pairs.

Activity 4

Students complete sentences and check in pairs.

Activity 5

If students have not been on holiday, give each pair a brochure or a number of holiday pictures and first ask them to choose a holiday they would like. They then write about an imaginary holiday.

As a follow-up activity, students could read what they have written to the group. They need only write around six sentences in a single paragraph.

Useful language for this lesson:

What did you do? I went shopping, etc.

Did you go shopping/play tennis/watch TV/do housework/listen to music/get up early/go to bed late/read the newspaper/play football?

Yes I did/No, I didn't.

At the weekend, last night, this morning, yesterday

stay in a hotel

stay in an apartment

stay with friends/family

eat in restaurants

go sightseeing

go to the beach

go swimming

go fishing/sailing

play tennis /football

When did they go on holiday?

What did they do?

Who did they go with?

Where did they stay?

Did they have a good time?

12 Review – talking about the weekend and holidays and writing a postcard

Outcome: 1, 2, 3, 4

Task: Having conversations about weekend activities and holidays using the past simple tense. Writing a postcard.

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, tape recorder and tapes, examples of postcards and letters, blank postcards, template of postcard

Notes: **Activity 1**

Track 20

As a warm-up, ask students what they like to do on holiday, or during the school/college holidays.

Refer back to Mike from lesson 11 and ask students where he went on holiday. On first listening look at the photo **only** (not the questions) and ask students if they can remember from lesson 11 what Mike did on holiday. On second listening, students should fill in the questions.

Activity 2

Elicit the questions and write them on the board and add any that would be appropriate for your students. Get students to ask you what you did at the weekend, and demonstrate the use of secondary questions — for example, ‘And what did you buy?’ ‘And where did you play?’

Revise the phrases used to begin and end a conversation (see lesson 5).

Once students are confident with their conversations they should record themselves and then play back the conversation. Listen to the tapes, and comment on pronunciation, correct questions and replies, (making sure that the students both ask and answer questions) and fluency. Explain that in the assessment they should speak for between one and two minutes, which gives time for around four to five questions and replies each. Give students a timer to ensure that the conversation is no longer than two minutes.

Activity 3

Introduce how to write a postcard, by asking students if they have ever written or received one, and explain how it differs from a letter. Bring in a few postcards and letters for them to look at as you ask these questions. (Stronger students could do this activity in pairs.) Put up the template of a postcard on the board/OHP and elicit where and how you write the address, and how you begin and end it. Fill in the postcard on the board/OHP with ‘Dear ...; Best wishes ... and the address. Elicit what you might write on the postcard if you

were Mike.

Pre-teach/revise 'comfortable', 'friendly', 'horrible', 'wet', 'windy'. Then get students to read the postcard and answer questions in pairs. Check the answers as a class.

Activity 4

Students write postcards to each other. (Stronger students may not need the prompts.) They could base this on one of their holidays or on Mike's holiday.

NB They will need to ask each other what their address is.

As a follow-up activity ask students to send you or each other a postcard. Possibly bring in blank postcards for them to write.

Useful language for this lesson:

Did you have a good holiday/weekend?

Who did you go with?

Where did you stay?

What did you do?

What was the weather like?

Did you have a good time?

What did you buy?

Where did you play?

I went to ... / I went shopping/I stayed at home/I played football/we stayed in a ...

Yes I did/No I didn't

Dear ...

Best wishes,

Nice, friendly, beautiful, horrible, lovely, wet, windy, sunny, old.

13 Using 'can' and 'can't' to express ability and to make requests

Outcome: 1, 2, 3, 4

Task: Using 'can/can't' to express ability and to make requests in conversations

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, cue cards

Notes: **Activity 1**

Track 21

As a warm-up ask students, 'Do you have a computer? Do you use it for e-mails/internet?' Then ask, 'Can you use a computer?' Students should answer, 'Yes I can/No, I can't'. Students should then look at the photos and discuss who the different people are — ie, a schoolboy, a runner, a cook and a lorry driver. Write up the four occupations on the board/OHP. After that, students should fill in the gaps with the correct word and then listen to the CD to check their answers.

Ask students, 'Can John use a computer?' then, 'Can you use a computer?', eliciting the answer 'Yes, he can' and 'Yes I can/No, I can't'. Ask around the class in the same way about the other three people, and then get students to ask each other in pairs, 'Can you use a computer?' Monitor students' pronunciation of the different forms of 'can' in questions and short answers.

Activity 2

Track 22

First talk about the picture, asking students 'Where do you think Mei Ho comes from? What languages does she speak?' Students should first listen to the CD and tick the things which she can do. After listening to the CD twice, they should check their answers in pairs. They then complete the chart about themselves and after that talk to two different students.

Encourage them to talk to students whom they don't normally work with. They should then report back to the group or class about the students they have spoken to.

Activity 3

Hand out cue cards and make sure the students know how to say the activity on the card. Tell the students they are going to go around the class asking and answering questions about the activities. They should put a tick on their card each time somebody answers yes. They should then work with two or three other students, writing down some of the information they have gathered, for example:

Seven people/students in the class can drive a car.
Four people/students in the class can't drive a car.
Model the first sentence on the board/OHP.

Activity 4

🎧 Track 23

Write the first question together on the OHP/board. Then students work alone, but compare their answers in pairs. Once they have matched the questions to the correct answers, play the CD and then ask them to practise the sentences with a partner and to continue the conversations — for example:

Can I have a cold drink please?

Yes of course. Do you want orange juice or Coca Cola?

Orange juice, please.

Here you are.

Thank you.

You're welcome.

As an optional extra activity students could tape these mini exchanges.

Activity 5

Students should tick the correct sentence and then check in pairs.

As a follow-up, students could write four sentences about what they can and cannot do.

Useful language for this lesson:

I can/can't/Can you ...?

use a computer

run fast

cook pizza

drive a car/lorry/bus

speak two languages

speak English very well

play the piano/guitar

ski

ride

swim

ride a bicycle

play badminton

Yes, I can/No, I can't.

Can you tell me the time?

Can you speak more slowly?

Can I help you?

Can I have a cold drink?

Can I borrow your pencil?

Can I open the window?

14 Making, accepting and refusing invitations and making arrangements

Outcome: 1, 3, 4

Task: Making, accepting and refusing invitations and making arrangements in conversations, using the phrase 'Would you like ...'

Skill: Speaking, listening, reading

Materials: CD player, CD, tapescript, activity cue cards, diary pages (optional) a DVD, a computer game, a shopping bag, a CD, a football, swimming goggles.

Notes: **Activity 1**

As a warm-up tell students you are coming to visit them in their house and ask them what they would offer — something to drink: a cup of tea, coffee, a glass of juice, milk; something to eat: a biscuit, some cake, a sweet, an apple.

Elicit possible dialogue onto the OHP/ board:

Would you like a.../ something to drink.

Yes, please.

Here you are.

Thank you very much.

Practise the dialogue with students.

NB This activity can be incorporated into a coffee or tea break and works best with real food or drink. Get students to practise from one to the other around the class, without the written dialogue. After this, they should read the dialogue. Then get them to practise the dialogue with the different items in activity 1. Make sure they say '**Would** you like ...?' Not 'Do you like ...?'

Activity 2

 **Track 24**

Revise/teach the following activities by holding up the items listed above:

Go shopping, watch a DVD, play a computer game, go to the cinema, go for a walk, go dancing, play football, go to a party, listen to music, go swimming (and any other activities that may be relevant to your students) Alternatively, you could enlarge the cue cards and hold up the pictures to elicit the vocabulary.

Get students to practise making invitations using the cue cards.

Build up the conversation line by line onto the board/OHP (if necessary revise the days of the week first):

'Would you like to go to the cinema?
Yes, I'd love to but when?
How about on Saturday at 3.00?
Saturday would be fine.
OK, see you then.'

Then elicit how you would refuse an invitation:

'Would you like to play football?
Yes, I'd love to, but when?
How about on Friday at 5.00?
I'm sorry I can't, I'm busy on Friday.
Oh what a pity. How about on Sunday?
Yes, Sunday would be fine.
Oh good, see you then.'

Once students have had a chance to read the dialogue together in activity 2, ask them to listen to the recorded dialogues and fill in the table. They should first check their answers in pairs and then report back to the class.

Activity 3

Ask students to practise the dialogues in pairs with two sets of cue cards — one for the activity and one for the day of the week and time. Once students are confident to accept an invitation, encourage them to refuse the invitation and suggest an alternative day or time.

Activity 4

Explain that you are giving each student a page from their diary for next week. They have only one free day and they want to go out on that day. They would like a friend to go, too. Divide the class in half. (If there is an odd number, ask two students to work together, or take on a page of the diary yourself.) Make two sets of the diaries and give a page from one set to one half of the class and a page from the second set to the other half. The object of the game is for students to find someone to go out with them. First, ask students to identify which day they are free (without showing their diary to anyone else). Then ask them to stand up and move around the room asking each other 'Would you like to ... on ...?' until they find someone to go with. Make sure they understand that 'Away on holiday' means that they are busy.

Useful language for this lesson:

Would you like ...?

A cup of coffee, tea, biscuit.

Would you like to ...?

Listen to music, watch a DVD, play a computer game, go to the cinema, go shopping, go for a walk, go dancing, go swimming, play football, go to a party,

Yes, I'd love to, but when?

How about on Saturday/Friday, etc?

Saturday would be fine.

I'm sorry I can't, I'm busy.

What a pity!

15 Making suggestions, accepting and refusing suggestions and writing a thank-you note

Outcome: 1, 2, 3, 4

Task: Making suggestions, accepting and refusing suggestions in conversations, and writing a thank-you note

Skill: speaking, listening, reading, writing

Materials: CD, CD player, tapescript, cue cards from lesson 14, OHP/PowerPoint slide: three ways to make a suggestion; OHP/PowerPoint slide: letter layout

Notes: **Activity 1**

Track 25

As a revision warm-up, ask students what they want to do at the weekend or on their day off. Elicit 'go to the cinema, go shopping, go for a walk in the park, go to a restaurant, go to the theatre, play football'. An optional extra activity would be to use the cue cards from lesson 14 to revise this vocabulary. Students listen to the track. On the first listening they identify what the two people decide to do in each conversation. On second and third listening they fill in the gaps. After this they should practise the dialogue in pairs, swapping roles.

Activity 2

Put up OHP/ slide: three ways to make a suggestion. Then elicit from students how you accept and refuse the suggestion. Explain that if you turn down a suggestion you should give a reason why.

Give each student an activity cue card from lesson 14.

Before you do this, put a cross or a tick on the reverse side of each card. (Explain that a cross means refusing the suggestion, and a tick means accepting it.) In each pair, student A should hold the card with the picture facing them, and the cross/tick facing student B. Student A should suggest doing the activity on that picture. Student B should then respond 'That's a good idea' or 'I'd rather not' (with a reason) depending on whether there's a cross or a tick on the card. First, demonstrate the activity with a confident student. Go around the class monitoring the conversations.

Activity 3

Ask students if they have written letters in their own language and then in English. Present the layout for an informal note/letter on OHP/slide: letter layout. Elicit where you would put the address, the date, the salutation and your own name. Write onto the slide an example address; date; 'Dear Jill' and 'Best wishes, Ann'. Talk about why you would write a letter — to keep in touch/give news; to say thank-you for a gift, meal or party; to make or reply to an invitation.

Then read the note from Jean. First ask why Jean is writing a letter, then ask students to answer the questions.

Activity 4

Explain that they are going to write thank-you notes. Elicit vocabulary for a party/meal and for a gift — for example, 'I had a great time, I really enjoyed myself, The gift/flowers are beautiful'. The second letter could be done for homework.

16 Using the present continuous tense to talk about current activities

Outcome: 1, 2, 3, 4

Task: Asking and answering questions about current activities using the present continuous tense

Skill: speaking, listening, reading, writing

System:

Materials: CD player, CD, tapescripts, OHP/slides of present continuous tense (1 and 2), picture cue cards from lessons 4 and 14, cue cards: sentences.

NB The learning materials for this unit need to be printed in colour

Notes: **Activity 1**

Track 26

Assuming that students know the vocabulary for colours and clothes, ask them as a warm-up to describe first what you are wearing and then, with their partners, what they are wearing. (At this stage they don't need to use the present continuous tense correctly, but you should check they know the words for clothes and colours). If necessary note them on the OHP/board.

They should then read about Kate, and in pairs fill in the gaps with the correct verb. As you go over it, emphasise that this is what she does **every day**.

Discuss the photo with the students and point out that now — at this moment in time — she is on holiday. They should listen and read about Kate on holiday. Then ask the students to listen to you and repeat the following phrases: 'She's wearing shorts; they're running along the beach; they're having a great holiday'.

Put up the present continuous table and fill in the grid together. Point out how we make contractions — 'I'm studying English; He's reading a book'.

Activity 2

Hand out activities cue cards from lesson 14 and/or lesson 4. Students should say what the person or people are doing. Once they are confident with this, do the miming activity. First, students should guess an activity that you are miming and then they should mime to each other.

Activity 3

Track 27

Talk about the photo. Explain that Keiko is from Japan and she is on holiday in Scotland and is talking to a Scotsman, Gary, in a café.

Students should listen to the tape once or twice and answer the questions orally in pairs. Elicit the correct answers, checking the correct use of the present continuous. Fill in the question, negative and short answer forms of the present continuous in the attached grid on OHP/ board. (Depending how confident your students are, this activity can be done together as a class, or students can fill it in first themselves and then go through it together.)

Activity 4

Divide the class into teams of three or four and make sure each team has a pencil and paper. Divide the sentence cue cards equally amongst the teams and place face down in piles. Demonstrate the game by taking one sentence cue card and draw the activity that is described there on the board. Students must guess as you draw; you should only answer 'No, they aren't/ No, he isn't' as appropriate. Continue until students have guessed the correct pronoun and the verb in the correct continuous form — for example, if the sentence is '**They are** eating ice cream' don't accept '**She is** eating ice cream' or '**They eat** ice cream'. Now, tell the students that they are going to play the game by drawing similar sentences for their team to guess. The winners are the team who correctly draw and guess all their sentences. While they are playing, go round each group and make sure they are playing correctly. A small prize for the winning team might be an added incentive (providing their use of the present continuous has merited it!).

Activity 5

Students should first work on their own and then check their answers in pairs.
NB This can be done as a follow-up activity.

Useful language for this lesson:

I'm/I'm not wearing, going, doing

You're/you aren't/Are you wearing?

He's/she's/he isn't/she isn't/Is he/Is she having a good time?

We're/They're/We aren't/They aren't/Are they playing football? Yes I am/

No, I'm not/Yes, he is/No, she isn't/Yes, they are/No, they aren't

colours and clothes

17 Describing people and explaining a basic problem

Outcome: 1, 2, 3, 4

Task: Describing people using adjectives of appearance and the present continuous and explaining a basic problem in response to the question, 'What's the matter?'

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, fashion magazines and catalogues, large photos or posters of people, cue cards
NB The learning materials from this unit need to be printed in colour if possible.

Notes: **Activity 1**

As a warm-up, hand out pages from catalogues and ask students to describe what the people are wearing. Make sure they use the correct form of the present continuous — 'She's wearing a black skirt'. Note up any new clothes vocabulary on the board.

Get students to stand back to back and to ask each other questions to find out what their partners are wearing — for example, 'Are you wearing jeans? Are they blue?' Go around the class checking the questions and answers.

Activity 2

Elicit words onto the board to describe people. You can do this by asking individual students or hold up large photos of people. (For teenagers, photos of singers and actors could work well.) First, elicit words to describe height and build, then hair, age and general looks. Make sure you elicit all the words from the vocabulary box in activity 2. Also, teach how to use the adjectives in sentences — for example, 'He's tall and dark. He's got black hair and a moustache. He's middle-aged'. If students are reasonably confident, take down the list of words and ask them to sort the vocabulary, only looking up words in their dictionaries if necessary.

Ask students to describe another person in the room without naming them. The others must guess who it is.

Activity 3

 **Track 28**

Students must listen to the tape and pick the correct people. They should then describe the people to their partner, who must guess who they are talking about.

Activity 4

🎧 Track 29

Introduce the adjectives 'tired', 'hungry', 'thirsty', 'cold', 'hot' and 'bored' by miming them to the class and asking the students to guess how you feel. They then complete the sentences with the words in the box and listen to the conversation. Once they have practised the conversation, check any new vocabulary from the suggestions, such as 'relax' and then model a similar conversation with a confident student playing the part of A, while you are B. Students should then have conversations with their partners. As an extension, you could give each student a picture cue card with a problem. In each pair, student A asks student B 'What's the matter?'. Student B replies, and student A then makes suggestions to help student B.

Activity 5

(If you run out of time this activity could be done as a follow-up.)

Ask students to describe the first picture orally in pairs. They should then write about the other three people on their own. Check that they write the sentences as a paragraph. As a follow up activity at home students could describe a member of their family or a friend using similar vocabulary.

Useful language for this lesson:

He/she is tall, short, medium build, young, middle-aged, old, elderly, bald.

He/she's got fair, blond, brown, dark, long, short, curly hair.

He's got a beard, a moustache.

He/she's wearing a suit, jacket, skirt, jeans, trousers, shorts, coat, top, sweater, glasses.

Blue, black, brown, pink, red, orange, green, yellow

What's the matter?

I'm hot, cold, tired, thirsty, hungry, bored

Why don't you:

Go to bed early, put on a sweater, have a cold drink, sit down and relax, watch a DVD, go to the cinema, have a shower, go for a swim, have a glass of water, have a cup of tea.

18 Writing simple instructions and using the phone

Outcome: 1, 2, 3, 4

Task: Using instructions to understand and write a simple recipe.
Telephoning the teacher to explain absence from class.

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, photos of food from magazines, optional template for the cooking of rice, optional template for telephoning the teacher.

Notes: **Activity 1**

As a warm-up, ask students if they like cooking and note on the board any dishes they suggest. In pairs, get them to tell each other what they like to cook (and if they don't like cooking, what they like to eat!) Hand out pictures from magazines to help give ideas and vocabulary. Ask them to report back what their partner has said, and note any more new vocabulary on the board.

Ask students how to cook rice. Elicit the answers onto the board. (There is a template for this in the supplementary materials section, though you might prefer to note up the different stages of the recipe on the board as the students suggest them, because there could be many variations on the method.) Once you have elicited all the stages insert 'first', 'next' and 'then' as appropriate.

Get students to match the picture to the instruction and then ask them to tell each other how to make a cup of coffee or tea. They should report back to the class.

Activity 2

Ask students if they have ever cooked pasta and, and if they, what they need to cook it. They should read the instructions and put them in the correct order. (For students who have never cooked, explain that it is very similar to the cooking of rice.) Students should do this exercise alone, but check their answers in pairs. Point out how the pronoun, 'you' is not used in the imperative form.

Activity 3

This can be done as a follow-up activity at home. For students with little or no experience of cooking, ask them to write down instructions for making a cup of tea or coffee. Check the written work carefully for the correct use of the imperative form.

As a further follow-up activity, students can exchange recipes, put the recipes together to make a class cook book as a mini-project and then bring the actual dishes into class for a class party.

Activity 4

🎧 Track 30

Ask students what they should do if they can't come to class, and elicit the response that they should phone the teacher. Then elicit from the class the telephone conversation they would have. The exact wording will vary, depending on the arrangement of your college/school. Either note up the correct conversation as the students produce it, or use the attached template, gradually revealing each line.

Students should listen to the telephone conversation. On first listening, they should note why the student can't come to class. On the two subsequent times they hear the conversation, they should fill out the message.

Students should then practise the telephone dialogue, taking it in turns to play the role of the student. It may be helpful to put up the cues for the original telephone conversation on the board.

Useful language for this lesson:

Recipe

Put, boil, drain off, add, stir, fry, grate, whisk, slice, chop, serve, pour, fill, peel.

To taste

First, next, then

Can I leave a message for...

Can I speak to...

How do you spell your name?

I'll give her the message.

19 Talking about future plans, using the verb 'going to'

Outcome: 1, 2, 3, 4

Task: Talking about future plans for the evening and the weekend using the verb 'going to'

Skill: speaking, listening, reading, writing

:

Materials: CD Player, CD, tapescript, cue cards, template for 'going to', mime cards for game

Notes: Activity 1

As a warm-up, ask students what they are going to do this evening. Note up the answers on the OHP/board. They may include:

'I'm going to stay at home and have dinner with my family/do my homework/watch TV/play on the computer/play football / go out/go to the cinema'. Once they are confident with the vocabulary, (which shouldn't take long as these phrases have already been taught in previous units), make sure that they use the 'going to' form correctly. Write both the question, **'What are you going to do this weekend?'** and the answer **'I'm going to ...'** on the board.

Then hand out cue cards and get students to practise asking and answering questions according to the cue card.

Circulate, checking the correct use of 'going to' ,

Activity 2

Track 31

After looking at the photo and describing it, tell the students that they are going to talk about their plans for the weekend. They should first read the various activities and check the vocabulary. Then they should listen to the CD at least twice and mark a 'T' against what Tom is going to do and an 'S' for Susie. After comparing their answers in pairs, they should talk about what Tom and Susie are going to do — for example, Susie's going to get up late and go running. Students should then underline what **they** are going to do and talk to each other about the weekend.

Activity 3

Students fill in the box with the correct form of 'going to'. Check the answers with the attached template. Then drill students with the different forms.

Activity 4

Divide the class into teams of four to five, and make sure that you mix up the language and acting ability of each team. Give each team a set of mime cards, (preferably in a different order). Demonstrate the game by taking a card and miming the actions you would do in preparation for the activity (but not the action itself). Freeze just before the action itself and ask the students **'What am I going to do?'** They must guess the answer. They must take it in turns to mime the actions to the other members of the team. The team who correctly guesses all the actions first are the winners. As they are playing the game circulate and explain any vocabulary as necessary.

Activity 5

If you run out of time this activity could be completed for homework.

Useful language for this lesson:

I'm going to ... You're going to ... He/She's going to

Are you going to ...? Is he/she going to ...?

I'm not going to ... He/she isn't going to ...

Yes, I am/No, I'm not

Get up early/late

Get on a bus/get into bed

Go running/shopping, to the cinema/to a party/to lunch with family/
swimming/for a walk

Play football/play tennis

Stay at home

Do homework/do housework/the washing up

Drink a cup of tea/coffee

Eat a delicious meal

Clean the windows

Ask the teacher a question

20 Review and talking about the weather

Outcome: 1,2,3,4

Task: Talking about the weather and activities as well as plans for the weekend. Dictation.

Skill: speaking, listening, reading, writing

Materials: CD, CD player, tapescript

Notes: **Activity 1**

As a warm-up, ask students about the weather today, yesterday and at the weekend. Elicit and write onto the board/OHP different types of weather — for example, sunny, hot, cold, freezing, windy, rainy, cloudy, snowy, foggy, boiling. Students then do the matching activity.

Activity 2

 **Track 32**

Students should look at the photo and talk about what the people are doing — making sure that they use the present continuous tense correctly. On first listening, they should number the photos in the correct order. The second time they listen they should note the weather and the activity decided upon in each conversation.

Activity 3

 **Track 33**

Read this passage as a dictation. First, read the whole passage through. Then read it again, pausing as indicated below. Read each phrase twice, allowing students time to write it down.

This weekend/I'm going to visit/my grandparents./My grandmother/is quite old. She's got grey hair/and glasses./She likes cooking/and playing the piano./My grandfather is tall/and quite bald. /He likes playing tennis/but he can't/play football.

Now read the whole passage once more, giving students time to correct their work. Either take the dictation in and mark each one yourself, or put the answer up on the OHP/ board and let students self-correct.

Activity 4

First elicit and write onto the board/OHP what students like to do at the weekend, or in their free time. Explain to the students that they are going to decide in pairs what to do at the weekend, or on their day off. Put them with a friend or someone with whom they have a common interest.

Encourage them to think of at least three or four things and to say where exactly they are going to go and what they are going to do there. Circulate, helping with ideas and encouraging detail. Once they have planned their day, they should tell the rest of the group or class what they are going to do. Encourage other students to ask them questions.

This could be done as a taped activity. Students could then listen to the tape afterwards to analyse mistakes. This could also be followed up with a writing activity based on their plans.

Useful language for this lesson:

What's the weather like?

It's sunny, hot, cold, freezing, windy, rainy, cloudy, snowy, foggy, boiling.

Why don't we ...

Let's ...

That's a good idea

We're going to

go shopping/play football/play tennis/go running/go swimming/go to the cinema/go to a restaurant/stay at home/go to the beach/go for a walk/watch TV/go to a party

Answer key

01 Introductions and greetings Exchanging personal information

Activity 2

🎧 Track 2

Answers are in bold.

Ming(male): Hello, my name's Ming. Eh ... What's your name?

Razia (female): My name's Razia.

M: Oh, pleased to meet you.

R: Pleased to meet you too.

M: What language do you speak?

R: I speak Urdu. And what language do you speak?

M: I speak Chinese.

Activity 4

🎧 Track 3

Answers are in bold.

I'm **19**

I'm **58**

I'm **40**


I live at **16** Green Street.

I live at **30** Leith Street.

I live at **74** London Road.

02 Talking about jobs and exchanging personal information

Activity 1

			
Teacher	Housewife	Bus driver	Policeman
			
Cook	Doctor	Waitress	Builder
			
Mechanic	Students	Businessman	Shop assistant

Activity 4

🎧 Track 4

Answers are in bold.

- | | | |
|---|----------------------------------|--------------------------|
| 1 | What's her name ? | Jan Brown |
| 2 | What's her address ? | 13 Smith Street, Glasgow |
| 3 | What's her phone number ? | 0141 667 3478 |
| 4 | How old is she? | She's 21 . |
| 5 | What's her job ? | She's a teacher. |
| 6 | Is she married ? | No, she isn't. |

Activity 5

🎧 Track 5

Name	Fatma Turban	Asif Ahmed
City/Town	Edinburgh	Aberdeen
Phone number	0131 442 5589	01224 661792
Age	24	36
Job	Waitress	Builder
Married?	No	Yes

Activity 6

Answers are in bold.

- 1 **What's your** name?
- 2 **Where** do you live?
- 3 **What's** your phone number?
- 4 How old **are you**?
- 5 **What's your** job?

03 Talking about family

Activity 1

Answers are in bold.

Male	Female
grandfather	grandmother
husband	wife
son	daughter
brother	sister
grandson	granddaughter
uncle	aunt
nephew	niece
cousin	cousin
father	mother

Activity 2

Subject pronoun	I	you	he	she	we	they
Possessive adjective	mine	your	his	her	our	their

Activity 3

🎧 Track 6

- 1 Sally is Tom's **wife**.
- 2 Tom is Sally's **husband**.
- 3 Jane is Tom and Sally's **daughter**.
- 4 Nick is their **son**.
- 5 Bob is Tom's **father**.

6 Ann is Jane and Nick's **grandmother**.

7 Nick is Jane's **brother**.

Activity 4

🎧 Track 7

- | | | |
|---|------------------------------------|---|
| 1 | Sue's shop is in Livingston. | T |
| 2 | Her husband has a job in a school. | F |
| 3 | Sue and Jim have two sons. | F |
| 4 | Emma is Kate's sister. | T |
| 5 | They have a cat. | F |

Activity 5

I	have
You	have
He	has
She	has
We	have
They	have

Activity 6 Dictation

- 1 I have a shop in Edinburgh. (Use name of the city/town where your
- 2 students live.)
- 3 He has a good job.
- 4 We have a dog.
- 5 They have two sons.

04

**Talking about likes and dislikes
Food, drink, sports and hobbies**

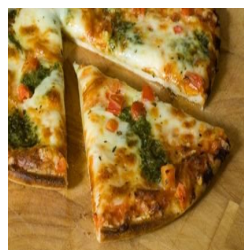
Activity 1



Milk



Sewing



Pizza



Coffee



Swimming



Tomatoes



Football



Hamburgers



Beer



Tea



Tennis



Apples

Activity 3

🎧 Track 9

Answers are in bold.

Hello! My name's Maria. I come from Dundee, but now I live and work in London. I'm a **waitress** and I'm also a student. I work in an Italian restaurant. I **like** Italian food but I **don't** like my job. I speak **English** and French and I want to be a **teacher**.

Questions

Do you come from Scotland?

Do you live in Glasgow?

Do you work in a Chinese restaurant?

Do you like Italian food?

Do you like your job?

Do you speak French and Spanish?

Answers

Yes I **do**

No I **don't**, I live in London.

No, I **don't**, I **work** in an Italian restaurant.

Yes, I **do**.

No, I **don't**, I want to be a **teacher**

I **speak** English **and** French, but I **don't** speak Spanish.

Activity 4

What does she like? **Football and swimming.**

05 Review — starting and finishing a conversation and using a dictionary

Activity 6

How many letters are there in the English alphabet? 26
How many vowels and how many consonants? 5 vowels, 21
consonants

Alphabetical order

1	copy	2	dictionary
3	listen	4	magazine
5	notebook	6	pen
7	rubber	8	student
9	teacher	10	tick

06

Telling the time and talking about daily routine

Activity 1

🎧 **Track 10**

- 1 10 o'clock
- 2 3.30
- 3 6.15
- 4 8.45
- 5 11.15
- 6 9.30
- 7 2.45
- 8 7.10
- 9 1.50
- 10 4.40

Activity 2

go swimming go to bed listen to music watch TV

Activity 3

🎧 **Track 11**

- 7.45
- 8.00
- 8.30
- 8.45.
- 12.15
- 5.30
- 7.00
- 7.45
- 9.15

Activity 5
Simple present tense

	+	-	?
I You	work	don't work	Do you work?
He She It	works	doesn't work	Does he/she work?
We You They	work	don't work	Do they work?

Activity 6
Answers are in bold.

- 1 Jim gets **up** at 7 o'clock.
- 2 He has **breakfast at** 8 o'clock.
- 3 He **goes to school** at 8.30.
- 4 He **comes home at** 3.15.
- 5 He **has dinner at** 6.30
- 6 He **goes to bed** at 9 o'clock.

07 Talking about daily routine and weekly activities

Activity 1
 🎧 **Track 12**

April	
Mon 14 stay at home	Fri 18 lunch with friends
Tues 15 swimming	Sat 19 homework
Wed 16 Study English at college	Sun 20 go to church
Thurs 17 shopping	Notes

Activity 2
 🎧 **Track 13**

- 1 F
- 2 F
- 3 F
- 4 T
- 5 F
- 6 F
- 7 T
- 8 T
- 9 T
- 10 F
- 11 T
- 12 F
- 13 F
- 14 T

Activity 4

Make sentences from the cues.

I + **I watch television.**

She – **She doesn't go shopping.**

You? **Do you go swimming?**

He + **He cooks.**

I - **I don't do the washing.**

They ? **They go by bus.**

He - **He doesn't have a shower.**

08 Talking about rooms and furniture

Activity 1

			
fireplace	bookcase	fridge	chest of four drawers
			
armchair	desk	dressing table	wardrobe
			
cooker	sofa	bed	sink

Activity 1 (cont)

Put the furniture in the correct room:

Bedroom	Living room	Kitchen
bed dressing table wardrobe chest of drawers	sofa armchair desk fireplace bookcase	sink cooker fridge

Activity 2
 🎧 **Track 14**

Answers in bold.

My living room isn't very big, but I love it. There's a sofa and an armchair. **There's** a bookcase behind the sofa and there **are** two lamps. In my kitchen there's a sink and **there** are lots of cupboards. I really like my bedroom. **There's** a bed and a chest of drawers. It's a very comfortable room.

Activity 3

+	-	?
There is (There's)	There isn't	Is there?
There are	There aren't	Are there?

Activity 4
 🎧 **Track 15**

The window is big.
 There are two armchairs.
 There's a picture above the fireplace.
 There isn't a lamp on the coffee table.
 There isn't a TV next to the sofa.

Activity 5

Is there a sofa in the living room?
 There's a CD player.
 Are there any lamps?
 The lamp is next to the bed.
 The bookcase is behind the sofa.

Activity 6

Answers are in bold.

Eight mistakes

Jim lives in a **house** with his **family**. He has got three **children**. There is a small **kitchen**. There is a big living **room** and there are three **bedrooms**. In the **bathroom** there is a bath and a **shower**.

09 Talking about your house and neighbourhood

Activity 1

- 1 Do you live in a house or a flat?
- 2 How many rooms do you have?
- 3 Do you have a garage?
- 4 Which floor are you on?
- 5 Do you like your house?
- 6 Do you have a garden?

Activity 2

🎧 Track 16

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

Listen again. Which of these words do they use to talk about their neighbourhood?

noisy interesting crowded boring
friendly busy quiet

Activity 4

- 1 Where does she live? **Blackhall.**
- 2 Who does she live with? **Her husband.**
- 3 How many rooms has she got? **Five.**
- 4 Is there a garden? **Yes.**
- 5 Does she like her house? **Yes.**
- 6 What is there in the town centre? **Lots of shops, cafes and a cinema.**

10 Talking about weekend activities using the past tense

Activity 1

Complete the table of the verb to be.

	Present	Past
I	am	was
You	are	were
He/She/It	is	was
We	are	were
They	are	were

1 He **was** at school.

2 I **was** hungry.

3 It **was** sunny.

4 We **were** not at work.

5 She **was** not very well.

6 They **were** on holiday.

Activity 2

Put these regular verbs into the past tense.

Present	Past
cook	cooked
play	played
listen	listened

Put these irregular verbs into the past tense:

present	past	present	past
buy	bought	have	had
catch	caught	leave	left
come	came	lose	lost
do	did	make	made
drink	drank	meet	met
drive	drove	put	put
eat	ate	read	read
get	got	see	saw
give	gave	take	took
go	went	write	wrote

Activity 3

🎧 Track 17

She got up late.

She had a big breakfast.

She went shopping.

She bought a new top.

She did homework.

She played on the computer.

He had dinner with her family.

She watched TV.

She went to bed early.

Activity 4

🎧 Track 18

Answers are in bold.

On Saturday I **got up** early. I **caught** the bus into town and **went** shopping with my wife. We **bought** a sweater and some jeans. We had lunch in a café. In the afternoon I **played** football with my friends in the park near my house. I **walked** home and then **had** a shower. After dinner we **watched** TV. I **was** very tired so I **went** to bed at 10.30.

11 Talking about weekend activities and holidays using the past tense

Activity 1 Simple past tense

+		-	?
I You He worked She went It We They	I You He She It We They	didn't work didn't go	I you Did he work she go it we they

+		-	?
I You He She went It We They	I You He She It We They	didn't go	I you Did he go she it we they

Short answers:

Yes, I **did**. Yes, he **did**.
No, I **didn't**. No, he **didn't**.

Activity 3 🎧 Track 19

They went to **Spain**.
They stayed in a **hotel**.
They ate in **restaurants**.
They went to the **beach**.
They played **tennis**.
They **had** a good time.

Activity 4

- 2 They **didn't stay** in an apartment. They **stayed** in a hotel.
- 3 They **didn't eat** in the hotel. They **ate** in restaurants.
- 4 They **didn't go** sightseeing. They **went** to the beach.
- 5 They **didn't play** football. They **played** tennis.

12 Review — talking about the weekend and holidays and writing a postcard

Activity 1

🎧 Track 20

Answers are in bold

Hi, Mike! How are you? Did you **have a good holiday**?

I'm fine thanks. I had a great holiday. We went to Spain.

Oh really? Who **did you go** with?

I went with my family — my wife and my two daughters.

Oh, right, and where **did you stay**?

Well, we stayed in a beautiful hotel next to the beach. The girls loved it.

And what **did you do**?

We went to the beach every day and we sometimes played tennis in the morning and ...

And what **was the** weather like?

It was really sunny. In fact we didn't go sightseeing because it was so hot.

So did **you have a good** time?

Yes, we did — we all want to go back next year and what about you ...?

Activity 3

- 1 Who is the postcard from? **Pete**
- 2 Where is he? **London**
- 3 Why is he there? **On holiday**
- 4 Is the hotel good? **Yes**
- 5 What isn't good? **The weather**

13 Using 'can' and 'can't' to express ability and to make requests

Activity 1

🎧 Track 21

Answers are in bold.

- 1 John is **a schoolboy**. He can use a computer.
- 2 Tom is **a cook**. He can make pizza.
- 3 Jill is **a runner**. She can run fast.
- 4 Matt is **a lorry driver**. He can drive a lorry.

Activity 2

🎧 Track 22

Can...	Mei Ho
speak Chinese?	Yes
speak French?	Yes
speak English very well?	Yes
ride a bicycle?	Yes
drive a car?	Yes
ski?	No
cook?	No
play the piano?	Yes
play the guitar?	No

Activity 4

🎧 Track 23

- 1 Can you speak more slowly, please?
- 2 Can I borrow your pencil, please?
- 3 Can you tell me the time, please?
- 4 Can I help you?
- 5 Can you open the window, please?
- 6 Can I have a cold drink, please?

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

Activity 5

- 1 She can speak two languages.
- 2 Can you run fast?
- 3 I can't come to class tomorrow.
- 4 What can you see?
- 5 Can they come to the cinema? No, they can't.
- 6 Can he play golf?

14 Making, accepting and refusing invitations and making arrangements

Activity 2

🎧 Track 24

	Dialogue 1	Dialogue 2	Dialogue 3
Invitation	Play tennis	Go to a party	Go to the cinema
Day	Tuesday	Friday	Saturday
Time	3.30	8.00	7.45

15 Making suggestions, accepting and refusing suggestions and writing a thank-you note

Activity 1

🎧 Track 25

Dialogue 1

What do they decide to do? **Go to the cinema.**

Jim: What do you want to do at the weekend?
Bill: Well, I don't know. What do you suggest?
Jim: **How about going** to the cinema?
Bill: Hey, **that's a good idea**. What's on?
Jim: The new James Bond Film.
Bill: Do you know where's it on?
Jim: At the Odeon.
Bill: Great.

Dialogue 2

What do they decide to do? **Go shopping.**

Ann: Well, what would you like to do on Saturday afternoon?
Sara: Umm..I don't know. What do you suggest?
Ann: **Let's go** to the park.
Sara: Oh, I'd rather not. It's too cold. **Why don't we go** shopping?
Ann: Sure, that's a good idea.

Activity 3

- 1 What did Jean do last Saturday? **Had lunch with Najma.**
- 2 What was the food like? **Delicious/very good.**
- 3 Did she have a good time? **Yes.**

16 Using the present continuous tense to talk about current activities

Activity 1

🎧 Track 26

Kate **works** in an office. She **starts** work at 9.30 and she **leaves** work at 6.00. She usually **wears** a red jacket. She **has** lunch at 1.00. She sometimes **goes** to a restaurant. She **likes** her job.

I	am studying	English	
You	are wearing	jeans	(wear)
We	are working	in class	(work)
They	are having	lunch	(have)
He	is reading	a book	(read)
She	is playing	tennis	(play)

Activity 3

🎧 Track 27

- 1 She's on holiday.
- 2 She's staying with friends.
- 3 Yes, she is.
- 4 She says it's very beautiful, but it rains a lot.

Present continuous tense

Positive	Negative	Question
He is wearing ...	He isn't wearing...	Is he wearing ...?
You are enjoying it	You aren't enjoying it	Are you enjoying it?
They are having a good time.	They aren't having a good time.	Are they having a good time?
I'm staying ...	I'm not staying ...	Am I staying...?

Short answers — positive	Short answers — negative
Yes, I am	No I'm not
Yes, she is	No, she isn't
Yes, they are	No, they're not
Yes, we are	No, we aren't

Activity 5

Make the following sentences into questions:

- 1 Are you doing your homework?
- 2 Is he learning English?
- 3 Are they having lunch in a restaurant?
- 4 Is she taking a photo of her friend?

Make the following sentences negative:

- 1 We're not watching a film on television.
- 2 I'm not cooking dinner for my family.
- 3 He's not eating a cheese sandwich.
- 4 She's not washing her hair in the shower.


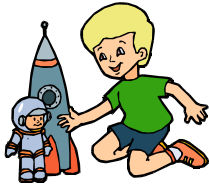




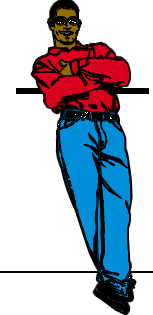


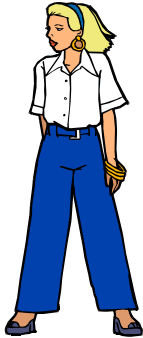


17 Describing people and explaining a basic problem

Activity 2

Height/build	Face and hair	Age	General looks
slim medium height short small tall	blonde fair dark curly straight long short a moustache a beard bald	young old middle-aged elderly	beautiful ugly pretty handsome

Activity 3

🎧 Track 28

 9	 7	 5	 3
 4	 12	 6	 10
 1	 11	 8	 2

Activity 4
🎧 **Track 29**



1
She's hot



2
He's tired



3
He's bored



4
He's thirsty



5
He's cold



6
He's hungry

18 Writing simple instructions and using the phone

Activity 1

			
boil	fry	add salt	slice / chop
			
serve	whisk	mix	peel
			
add butter	stir	put water in a pan	grate

Activity 2

- 1 Put water in a pan.
- 2 Add salt to the water.
- 3 Boil the water.
- 4 Put the spaghetti into the boiling water.
- 5 Stir the spaghetti.
- 6 Let it boil for 10–12 minutes.
- 7 Drain off the water.
- 8 Add some butter or olive oil to taste.

Activity 4
📍 Track 30

Message

For: Mrs Macdonald

Date: 7 March

Caller's name: Shashi Kumar

Telephone number: 07960 532970

Message: Can't come to class today because she is sick.

19 Talking about future plans, using the verb 'going to'

Activity 2

🎧 Track 31

Saturday

get up early (Tom)
 get up late (Susie)
 go running (Susie)
 play football (Tom)
 play tennis
 go shopping (Susie)
 stay at home (Tom)
 go to the cinema (Susie)
 go to a party (Tom)
 do homework

Sunday

get up late (Tom)
 stay at home (Tom)
 do homework (Tom and Susie)
 go to lunch with family (Susie)
 do housework (Tom)

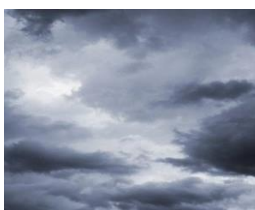
Activity 3

+	-	?
I'm going to	I'm not going to	Am I going to?
You're going to	You're not going to	Are you going to?
He/she's going to	He/she isn't going to	Is he/she going to?
We're going to	We're not going to	Are we going to?
They're going to	They're not going to	Are they going to?

20 Review and talking about the weather

Activity 1

It's cloudy



It's freezing



It's snowy



It's sunny



It's rainy



It's windy



It's boiling



Activity 2
Track 32

Look at the photos. What are the people doing?

- 1 Walking
- 2 Swimming
- 3 Watching television
- 4 At the beach



1

3

4

2

	Weather	Activity
1	cloudy	go for a walk
2	hot and sunny	go to the beach and have a picnic (and possibly swim)
3	windy (it may rain)	go swimming
4	freezing (it may snow)	stay at home and watch a DVD

Activity 3

🎧 Track 33

Dictation

This weekend / I'm going to visit / my grandparents./ My grandmother / is quite old./ She's got grey hair / and glasses./ She likes cooking / and playing the piano./ My grandfather is tall/ and quite bald./ He likes playing tennis/ but he can't/ play football.

Tapescripts

01 Introductions and greetings Exchanging personal information

Activity 2

🎧 Track 2

Ming (male): Hello, my name's Ming. Eh ... What's your name?

Razia (female): My name's Razia.

M: Oh, pleased to meet you.

R: Pleased to meet you too.

M: What language do you speak?

R: I speak Urdu. And what language do you speak?

M: I speak Chinese.

Activity 4

🎧 Track 3

I'm 19.

I'm 58.

I'm 40.

I live at 16 Green Street.

I live at 30 Leith Street.

I live at 74 London Road.

02 Talking about jobs and exchanging personal information

Activity 4

🎧 Track 4

What's her name?

Jan Brown

What's her address?

13 Smith Street, Glasgow

What's her phone number?

0141 667 3478

How old is she?

She's 21.

What's her job?

She's a teacher.

Is she married?

No, she isn't.

Activity 5

🎧 Track 5

1.

Interviewer: Good morning.

Fatma: Hello.

I: What's your name, please?

F: My name's Fatma Turban.

I: Thank-you. And where do you live?

F: I live in Edinburgh.

I: Thank-you. And your telephone number, please?

F: 0131 442 5589.

I: How old are you, Fatma?

F: I'm 24.

I: And eh ... what's your job?

F: I'm a waitress.

I: And ... are you married?

F: No, I'm not.

I: Thank you very much.

2.

Interviewer: Hello.

Asif: Hello.

I: What's your name, please?

A: Asif Ahmed.

I: And where do you live?

A: In Aberdeen.

I: And what's your phone number?

A: It's 01224 661792.

I: Thank-you. How old are you?

A: I'm 36.

I: What's your job Mr Ahmed?

A: I'm a builder.

I: Are you married?

A: Yes, I am.

I: That's fine. Thank you very much.

03 Talking about family

Activity 3

🎧 Track 6

This is Tom Clegg. He's a teacher. He's married and this is his family. Sally is Tom's wife. She's a doctor. Their children are Jane and Nick. They're pupils at primary school. His father's name is Bob and his mother's name is Ann. They are retired.

Activity 4

🎧 Track 7

(Sue speaks)

Well, I have a shop in Livingston. My husband's name is Jim. And he has a job in Edinburgh. He's a nurse. We have two daughters, Emma and Kate. And we have a dog.

04 Talking about likes and dislikes

Food, drink, sports and hobbies

Activity 2

🎧 Track 8

A Do you like coffee?

B Yes, I do.

(pause)

A Do you like tea?

B No, I don't.

Activity 3

🎧 Track 9

Dialogue 1

Hello! My name's Maria. I come from Dundee, but now I live and work in London. I'm a waitress and I'm also a student. I work in an Italian restaurant. I like Italian food but I don't like my job. I speak English and French and I want to be a teacher.

Dialogue 2

Do you come from Scotland?

Do you live in Glasgow?

Do you work in a Chinese restaurant?

Do you like Italian food?

Do you like your job?

Do you speak French and Spanish?

Dialogue 3

A Do you come from Scotland?

(Maria): Yes, I do.

A Do you live in Glasgow?

M: No, I don't. I live in London.

A Do you work in a Chinese restaurant?

M: No I don't. I work in an Italian restaurant.

A Do you like Italian food?

M: Yes, I do.

A Do you like your job?

M: No, I don't. I want to be a teacher.

A Do you speak French and Spanish?

M: I speak English and French, but I don't speak Spanish.

06 Telling the time and talking about daily routine

Activity 1

🎧 Track 10

9 o'clock

3.30

6.15

8.45

11.15

9.30

2.45

7.10

1.50

4.40

Activity 3

🎧 Track 11

(Emma)

Well on schooldays I usually get up at 7.45. Then I have a shower at 8 o'clock and after that I get dressed. I have breakfast at 8.30 and I go to school at 8.45. I have lunch in school with my friends, that's at 12.15 – it's early in our school. In the afternoon I walk home from school with my friends and I get home at around four o'clock. At 5.30 I do my homework, and then I have dinner at seven o'clock. After that I watch TV at 7.45. I go to bed at 9.15 on schooldays but not at the weekend.

07 Talking about daily routine and weekly activities

Activity 1

🎧 Track 12

(Nicole)

Well I'm quite busy. Umm ... I go swimming on Tuesday. I really like swimming. On Wednesday I have a class — I study English at college. I go shopping on Thursday, usually to the shopping centre near my house, and then on Friday I have lunch with my friends. We go to a restaurant. Ermm ... I stay at home on Saturday and I do my housework, but I go to church on Sunday.

Activity 2

🎧 Track 13

(Tom)

I usually get up at 7.30. I have a shower and then I have breakfast — that's usually a boiled egg, a piece of toast and a cup of coffee. At 8.30 I leave for work. I'm a doctor in a hospital and I always drive to work. I work from 9 o'clock in the morning until 5.30 in the evening. I have a break for lunch from 12.30 to 1.30. I usually go to a small café near the hospital and have soup and a sandwich. I usually get home at about 6.30. I have dinner and then I read the newspaper. From 9 o'clock until 10.30 I often watch television but sometimes I listen to music. I never go out on weekdays. I go to bed and read for about half an hour before I go to sleep. I usually fall asleep at about quarter past eleven.

08 Talking about rooms and furniture

Activity 2

🎧 Track 14

(Sue)

My living room isn't very big, but I love it. There's a sofa and an armchair. There's a bookcase behind the sofa and there are two lamps. In my kitchen there's a sink and there are lots of cupboards. I really like my bedroom. There's a bed and a chest of drawers. It's a very comfortable room.

Activity 4

🎧 Track 15

(A male voice)

My living room is quite big, but the window is very small. There are three armchairs and two sofas and lots of cushions. There's a fireplace and above the fireplace there's a mirror. In the corner there's a big cupboard, but there isn't a desk. The coffee table is in front of the fireplace and there's a lamp on the table. There's a TV next to the sofa. There's a big rug on the floor. It's a lovely room.

09 Talking about your house and neighbourhood

Activity 2

🎧 Track 16

- Aisha: ... is that near the college?
John: Yes, it's only ten minutes away. Where do you live?
Aisha: Blackhall. We've got a new house. It's lovely and the road is quiet, so ...
J: Mmm. It's noisy where we are. But it's OK. We're in a block of flats. It's convenient. There are some shops near the flats — there's a small supermarket and a post office. The children's school is nearby too.
A: Yeah, for me it's a bit of a walk to all the shops. Well ... there's a supermarket in my road. And everyone in the road is very friendly. What's also nice is the park. There's a park opposite me and ...
J: Is that Blackhall Gardens?
A: Yeah.
J: Oh, we take the kids there sometimes.
A: Oh, well, maybe I'll see you there at the weekend.
J: Mmm, that would be good.
A: Anyway, I must go now. I'll see you later.
J: OK, see you.

10 Talking about weekend activities using the past tense

Activity 3

🎧 Track 17

(Ann)

Yesterday was Sunday, so I got up late at 10 o'clock. I had a big breakfast — orange juice, cereal, fruit, toast and tea. Then I went shopping with my Mum. I bought a new top and a pair of shoes. They're really nice. In the afternoon I did my homework and after that I played on the computer. My grandmother visited us and we had dinner together. Then I watched a film on TV and I went to bed early.

Activity 4

🎧 Track 18

(Jim)

On Saturday I got up early. I caught the bus into town and went shopping with my wife. We bought a sweater and some jeans. Then we had lunch in a café. In the afternoon I played football with my friends in the park near my house. I walked home and then had a shower. After dinner we watched TV. I was very tired so I went to bed at 10.30.

11 Talking about weekend activities and holidays using the past tense

Activity 3

🎧 Track 19

Mike: Usually we stay in Scotland for our summer holiday but last year went to Spain. We stayed in a hotel and we ate in restaurants. It was great.

Maria (child): Yes, the food was really good!

Mike: It was very sunny so we went to the beach every day.

Maria: And we went swimming in the sea and played with my new kite on the beach.

Mike: And yeah ... we also played tennis early in the morning, but we didn't go sightseeing because it was too hot, so ...

Maria: We had a really good time and I want to go back again next year!

12 Review — talking about the weekend and holidays and writing a postcard

Activity 1

🎧 Track 20

Caroline: Hi, Mike! How are you? Did you have a good holiday?

Mike: I'm fine thanks. I had a great holiday. We went to Spain.

Caroline: Oh really? Who did you go with?

Mike: I went with my family — my wife and my two daughters.

C: Oh, right, and where did you stay?

M: Well, we stayed in a beautiful hotel next to the beach. The girls loved it.

C: And what did you do?

M: Umm, we went to the beach every day and ehmm ..., we sometimes played tennis in the morning and ...

C: And what was the weather like?

M: It was really sunny. In fact we didn't go sightseeing because it was so hot.

C: So did you have a good time?

M: Yes, we did — we all want to go back next year and what about you ...?

13 Using 'can' and 'can't' to express ability and to make requests

Activity 1

🎧 Track 21

John is a student. He can use a computer.

Tom is a cook. He can make pizza.

Jill is a runner. She can run fast.

Matt is a lorry driver. He can drive a lorry.

Activity 2

🎧 Track 22

(Mei Ho)

I come from China, but now I live and work in England, in London. I can speak three languages — Chinese, English and French. I can speak English very well now but at first it was very difficult for me. I can ride a bicycle and I can drive a car. I can't ski and I can't cook very well. I can't play the guitar but I can play the piano.

Activity 4

🎧 Track 23

- | | |
|---|--|
| 1 | Can you speak more slowly, please? |
| d | I am sorry. Can you understand now? |
| 2 | Can I borrow your pencil, please? |
| a | Yes, sure. Here you are. |
| 3 | Can you tell me the time, please? |
| b | It's about 11.30. |
| 4 | Can I help you? |
| e | Yes, please. Can I try on this jacket? |
| 5 | Can you open the window, please? |
| f | No problem, it is hot in here. |
| 6 | Can I have a cold drink, please? |
| c | Yes, of course. Do you want orange juice or Coca Cola? |

14 Making, accepting and refusing invitations and making arrangements

Activity 2

🎧 Track 24

Dialogue 1

Bob: Hello Mary. It's Bob here.
Mary: Hello Bob. How are you?
Bob: I'm fine thanks. How are you? I haven't seen you for ages!
Mary: I'm very well thanks.
Bob: I was wondering ... would you like to play tennis next week?
Mary: Oh, yes, I'd love to, but which day?
Bob: How about on Monday afternoon?
Mary: Oh dear ... I'm afraid I'm busy on Monday afternoon.
Bob: Well, how about Tuesday afternoon, then?
Mary: Yes that's fine. What time?
Bob: Is 3.30 OK?
Mary: Yes, that's great. I'll see you then.
Bob: OK, see you. Bye.

Dialogue 2

Jean: Hello.
Sue: Hello Jean. It's Sue.
Jean: Hello Sue. How are you?
S: I'm fine thanks. Listen — would you like to come to a party with me?
J: A party? Yes, I'd love to, but when is it?
S: On Friday.
J: Friday? Ehhh ... Yes. That sounds fine. I'm not doing anything on Friday. What time is the party?
S: It's at 8 o'clock.
J: Thanks very much, that's great. I'll see you on Friday at eight then.
S: Good. I'll see you then. Bye.
J: Bye.

Dialogue 3

David: Hello.

Najma: Hello, David. It's Najma here.

David: Hello Najma. How are you?

N: I'm fine thanks. And you?

D: I'm fine.

N: Would you like to go to the cinema this weekend?

D: That's a great idea. Which day?

N: How about on Saturday in the afternoon or the evening. When are you free?

D: Umm. I'm busy in the afternoon, so how about Saturday evening?

N: That's fine. I'll see you at the cinema at 7.45 then. Is that OK?

D: Great. I'll see you then. Bye for now.

N: Bye.

15 Making suggestions, accepting and refusing suggestions and writing a thank-you note

Activity 1

🎧 **Track 25**

Dialogue 1

Jim: What do you want to do at the weekend?
Bill: Well, I don't know. What do you suggest?
Jim: How about going to the cinema?
Bill: Hey, that's a good idea. What's on?
Jim: The new James Bond Film.
Bill: Do you know where it's on?
Jim: At the Odeon.
Bill: Great.

Dialogue 2

Ann: Well, what would you like to do on Saturday afternoon?
Sara: Umm ... I don't know. What do you suggest?
Ann: Let's go to the park.
Sara: Oh, I'd rather not. It's too cold. Why don't we go shopping?
Ann: Sure, that's a good idea.

16 Using the present continuous tense to talk about current activities

Activity 1

🎧 Track 26

Now Kate is on holiday in France with her friends. She is wearing blue shorts and a yellow top. Her boyfriend is wearing black shorts. They're running along the beach. They're having a great holiday.

Activity 3

🎧 Track 27

(Keiko is a Japanese girl and Gary is a man with a mild Scottish accent.)

Gary: And what are you doing in Scotland?

Keiko: I'm visiting Scotland on holiday.

Gary: Are you staying in a hotel?

Keiko: Oh no, I'm not. I'm staying with friends here in Edinburgh.

Gary: Are you having a good time?

Keiko: Yes, I'm enjoying it very much. It's a very beautiful country and there's so much to see, but it's always raining!

Gary: You're right. The weather is terrible at the moment! Oh well ... I must go now. I hope you have a great holiday!

Keiko: Thanks very much.

17 Describing people and explaining a basic problem

Activity 3

🎧 Track 28

- 1 He's tall and he's got short dark hair. He's wearing a black suit.
- 2 She's dark and she's got black curly hair. She's wearing a brown dress.
- 3 She's quite young. She's got long blonde hair and she's wearing a pink T-shirt and blue jeans.
- 4 She's elderly and she's got grey hair and glasses.
- 5 She's medium build and she's got short blonde hair. She's wearing a purple jacket and a red hat.
- 6 He's tall, slim and dark. He's wearing a red sweater and blue trousers.
- 7 He's young and quite short. He's got short blonde hair and he's wearing a green T-shirt.
- 8 He's medium build and he's quite bald. He's wearing glasses.
- 9 He's middle-aged and he's got brown hair and a moustache. He's wearing a white shirt and an apron.
- 10 She's tall and slim. She's got quite long dark hair and she's wearing a stripy top and blue jeans.
- 11 She's tall and slim and she's got long blonde hair. She's wearing a white shirt and blue trousers.
- 12 She's got short brown hair. She's wearing glasses and a pink suit.

Activity 4

🎧 Track 29

(**A** is a man and **B** a woman)

- A What's the matter?
B I'm hot and thirsty.
A Why don't you have a glass of water?
B That's a good idea.

18 Writing simple instructions and using the phone

Activity 4

🎧 Track 30

(The college receptionist is a Scottish woman and the student is a non-native speaker of English.)

Receptionist:

Leith Community College, can I help you?

Shashi: Yes, I want to leave a message for Mrs Macdonald, please.

Receptionist

: Do you mean the English tutor?

Shashi: Yes. My name is Shashi Kumar. I can't come to class today because I'm ill.

Receptionist:

OK, that's fine. I'll give her the message. Eh, Could you spell your name?

Shashi: My first name is Shashi S-H-A-S-H-I ... and my surname is Kumar - K-U-M-A-R.

Receptionist:

And do you have a telephone number where she can contact you?

Shashi: Yes, its 07964 532970.

Receptionist:

Is that 07964 532790?

Shashi: No, it's 07964 532970.

Receptionist:

OK, Ms Kumar. I'll give her the message.

Shashi: Thank-you. Bye.

Receptionist:

Bye.

19

Talking about future plans, using the verb 'going to'

Activity 2

🎧 Track 31

- Tom: What are you going to do this weekend?
- Susie: Well, on Saturday I'm going to get up late. Then I'm going to go running in the park. After that I'm going to have a big breakfast. Then in the afternoon I'm going to go shopping with my friends. And in the evening I'm going to go to the cinema.
- Tom: Oh, what are you going to see?
- Susie: The new James Bond film. It's on at the Odeon. And what about you? Have you got any plans for Saturday?
- Tom: Ummm, I'm going to play football on Saturday morning so I'm going to get up quite early. I think I'm going to stay at home in the afternoon, but in the evening I'm going to go to a party with my girlfriend.
- Susie: That sounds great! And what about Sunday? What are you going to do then?
- Tom: Well, I'm definitely going to get up late on Sunday. I'm going to stay at home — I think I'm going to do my homework and I'm going to do some housework too. After that ... well I don't really know. But what are you going to do on Sunday?
- Susie: I'm going to do my homework too, but I'm also going to have lunch with my uncle and aunt in Glasgow. I haven't seen them for ages.
- Tom: Great, well I must go now and catch my bus. Have a good time.
- Susie: Thanks. And you too. I hope you enjoy the party. I'll see you on Monday then.
- Tom: See you, bye.

20 Review and talking about the weather

Activity 2

🎧 Track 32

Dialogue 1

(A is a man's voice and B is a woman's voice)

A What's the weather like?

B It's quite cloudy, but I don't think it's going to rain.

A Oh good, I want to go for a walk. Do you want to come with me?

B That's a good idea. I'll just get a sweater.

Dialogue 2

(A mother and child)

C Mum, it's a lovely sunny day today. I'm boiling!

D You're right — it is hot. Would you like to go to the beach and have a picnic?

C That's a great idea! Can we go now!

D Go and get your swimsuit and towel and I'll make a picnic.

Dialogue 3

(Two women)

E Wow, it's really windy outside and I think it's going to rain.

F Well, we can't play tennis then.

E No, would you like to go swimming? The pool's open this afternoon.

F Oh, I'd love to. How about meeting at the pool then? At about three?

E Fine. I'll see you then.

Dialogue 4

(G is the son and H is the father)

G Brrr it's freezing.

H Yes, look at the sky. I think it's going to snow.

G Let's stay at home then.

H Good idea. I'm going to make a cup of coffee and do some work on the computer.

G Oh no! I want to watch that DVD with you. You know ... the one I bought yesterday.

H Oh OK. First I'll make some coffee, and then I'll watch the DVD with you.

Activity 3

🎧 Track 33

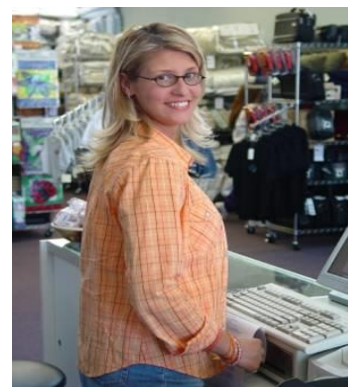
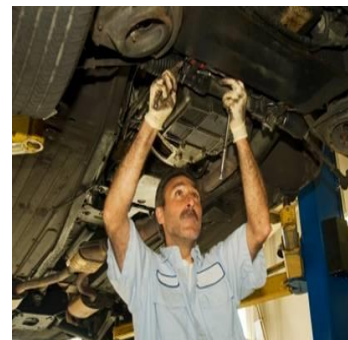
Dictation

This weekend / I'm going to visit / my grandparents./ My grandmother / is quite old./ She's got grey hair / and glasses./ She likes cooking / and playing the piano./ My grandfather is tall/ and quite bald./ He likes playing tennis/ but he can't/ play football.

Supplementary materials

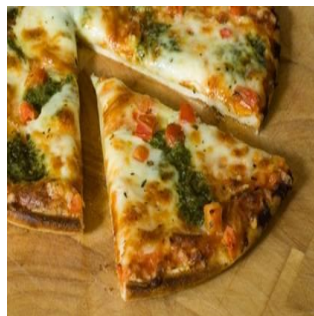
02 Talking about jobs and exchanging personal information

Cue cards (Copy onto card)



04 Talking about likes and dislikes
Food, drink, sports and hobbies

Cue cards (copy onto card)



05

Review — starting and finishing a conversation and using a dictionary

Cue cards (copy onto card)

name?

language?

job?

where?

**brothers
and
sisters?**

married?

children?

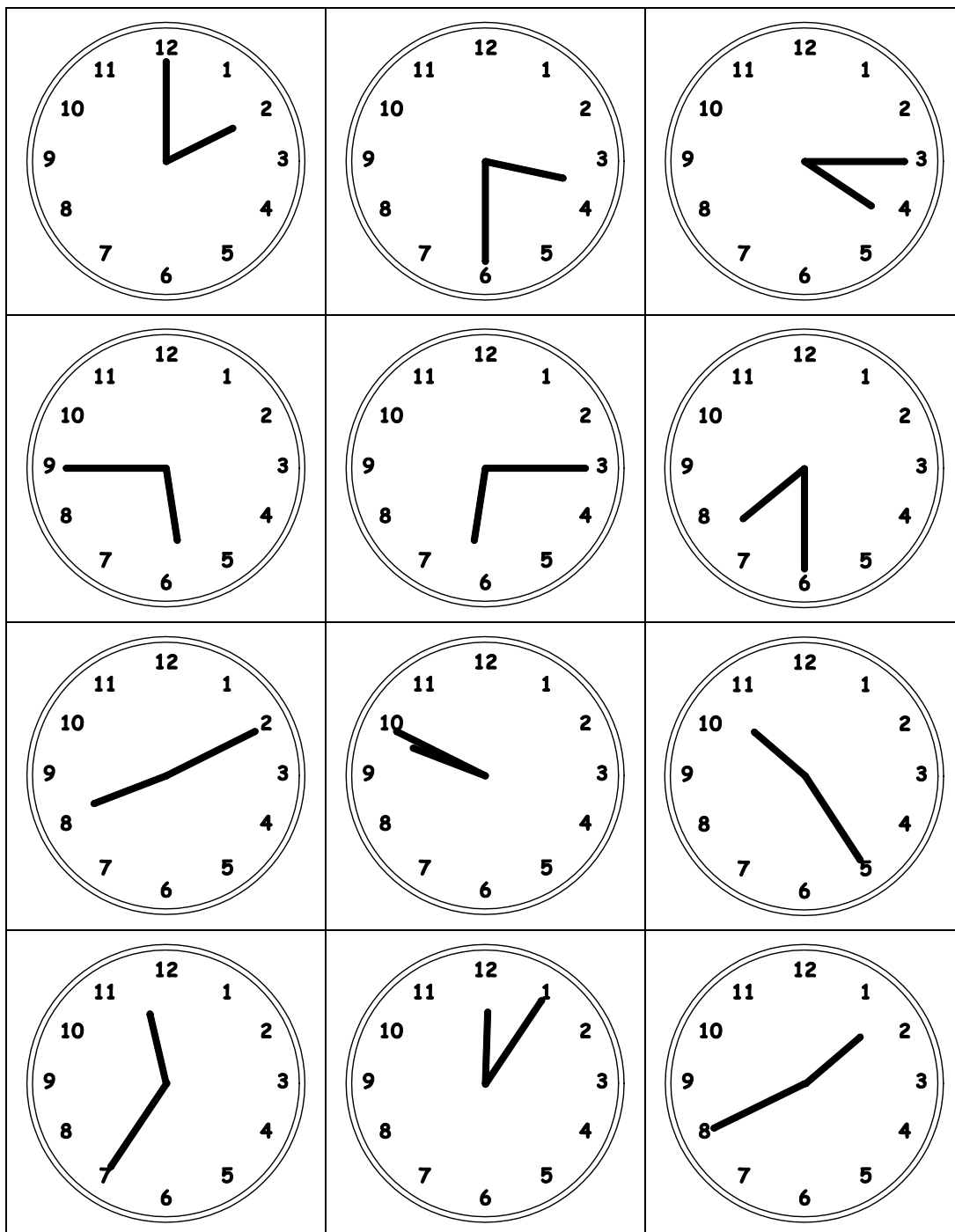
like?

Small cue cards (copy onto card)

		name?
language?		

06 Telling the time and talking about daily routine

Activity 1 Cue cards: time (copy onto card)



Activity 5 Template for OHP/Powerpoint slide

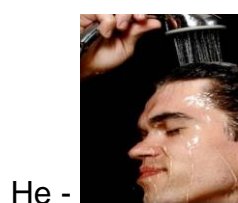
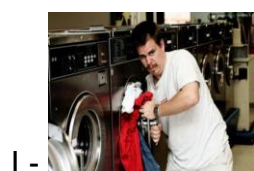
Simple present tense

	+	-	?
I You	work	don't work	do you work?
He She It			
We You They			

Activity 4 Cue cards: time and activities (copy onto card)

		
7.30 7.45 ₁	8.00 8.15 ₂	8.15 8.30 ₃
		
8.30 8.45 ₄	12.00 12.15 ₅	5.15 5.30 ₆
		
7.00 7.15 ₇	7.30 7.45 ₈	9.00 9.15 ₉

Activity 5 Cue cards: making sentences (pictures) (copy onto card)

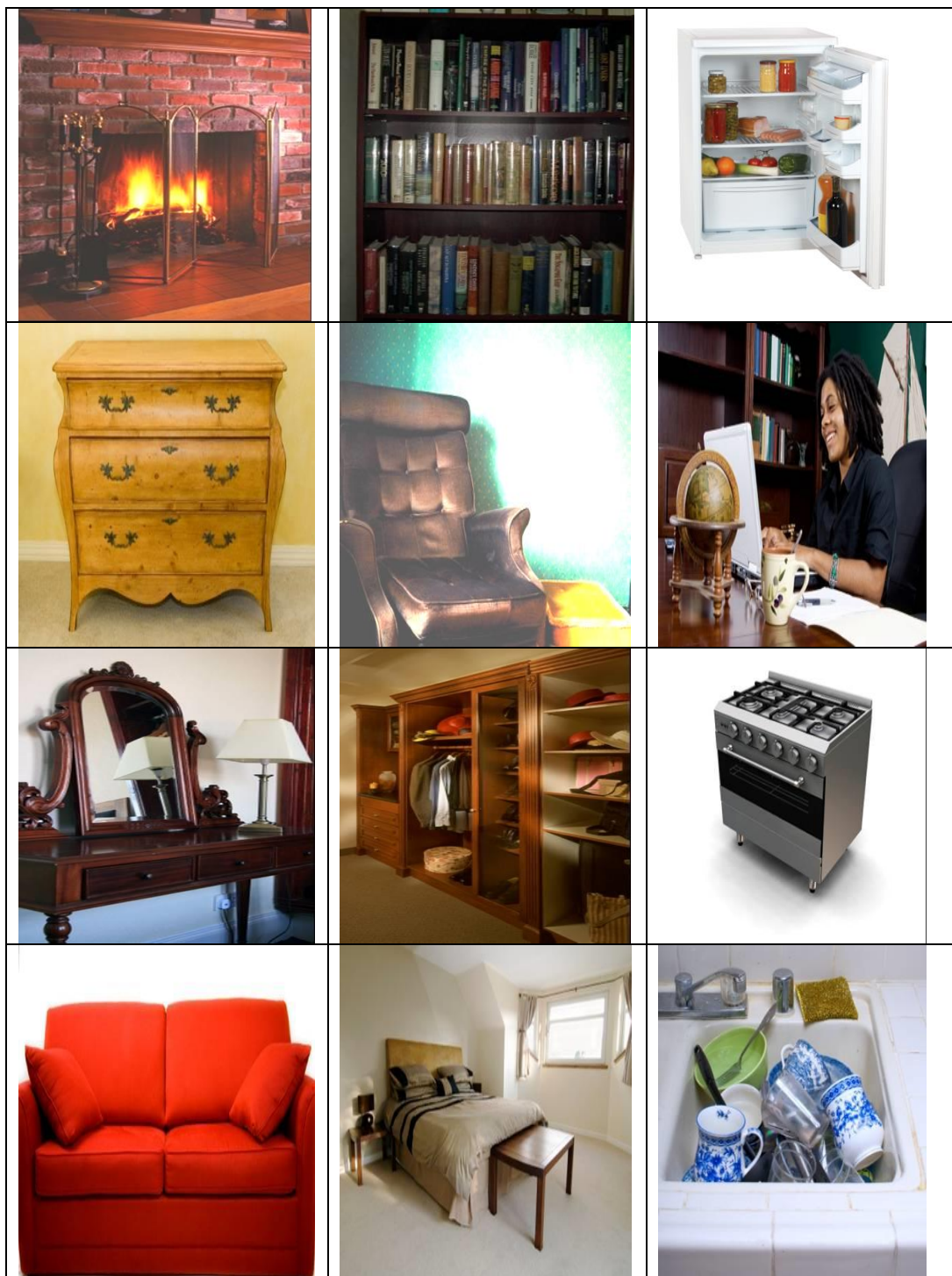


Activity 5 Cue cards: making sentences (words) (copy onto card)

I +	I -
you +	you ?
he +	he -
she ?	he ?
she ?	she -
we +	we -
you -	
they +	they ?

08 Talking about rooms and furniture

Activity 1 Cue cards: furniture (copy onto card)



Activity 3 Template for OHP/Powerpoint slide

There is/there are:

+	-	?
There is (There's)		
There are		

09 Talking about your house and neighbourhood

Large cue cards (copy onto card)

where?

house/flat?

floor?

rooms?

garden?

garage?

like?

10 Talking about weekend activities using the past tense

Cue cards (copy onto card)

work	start
play	walk
buy	have
catch	leave
come	do
drink	meet
drive	put
eat	read
get	see
give	take
go	write
is	are

10 Talking about weekend activities using the past tense

Cue cards (copy onto card)

started	worked
walked	played
had	bought
left	caught
did	came
met	drank
put	drove
read	ate
saw	got
took	gave
wrote	went
were	was

11 Talking about weekend activities and holidays using the past tense

Cue cards (copy onto card)





11 Talking about weekend activities and holidays using the past tense

Template for OHP/Powerpoint slide

Past simple tense

+		-	?
I You He She worked It We They	I You He She It We They	didn't work	I you he did she work? it we they

+		-	?
I You He She went It We They	I You He She It We They	didn't go	I you he did she go? it we they

Short answers:

Yes, I did/Yes, he did.

No, I didn't/No, she didn't.

12 Review — talking about the weekend and holidays and writing a postcard

Template of postcard

A rectangular box representing a postcard template. It contains several horizontal lines for writing: one line at the top left, two lines at the bottom left, and three lines on the right side.

13 Using 'can' and 'can't' to express ability and to make requests

Cue cards (copy onto card)



14 Making, accepting and refusing invitations and making arrangements

Cue cards: activities (copy onto card)

14 Making, accepting and refusing invitations and making arrangements

Cue cards: days and times

Saturday 7.30

Monday 5.00

Sunday 4.00

Thursday 10.00

Tuesday 6.15

Friday 8.45

Wednesday 9.30

Saturday 11.30

Tuesday 4.45

Thursday 5.15

14 Diary pages

MON 22
TUES 23 football?
WED 24 London
THURS 25
FRI 26 Away on holiday
SAT 27
SUN 28

MON 22
TUES 23 Glasgow
WED 24 cinema??
THURS 25
FRI 26
SAT 27
SUN 28

MON 22
TUES 23 Edinburgh
WED 24
THURS 25 swimming?
FRI 26
SAT 27 Away on holiday
SUN 28

MON 22
TUES 23
WED 24 London
THURS 25
FRI 26 tennis??
SAT 27 Away on holiday
SUN 28

MON 22
TUES 23
WED 24 Away on holiday
THURS 25
FRI 26
SAT 27 shopping?
SUN 28 Edinburgh

MON 22
TUES 23
WED 24
THURS 25 Away on holiday
FRI 26
SAT 27
SUN 28 party??

Glasgow

MON 22
TUES 23
WED 24
THURS 25 Away on holiday
FRI 26
SAT 27
SUN 28

park??

15 Making suggestions, accepting and refusing suggestions and writing a thank-you note

Template OHP/Powerpoint slide: three ways to make a suggestion.

Why don't we go to the cinema?

Let's go to the cinema?

How about going to the cinema?

That's a good idea!

or

I'd rather not.

I'm sorry I can't.

And say why — for example, 'It's too cold'.

Template OHP/Powerpoint slide: letter layout

The image shows a large rectangular box representing a template for an OHP/Powerpoint slide. The box is divided into two main sections by a vertical line on the left side. On the right side of the box, there are four horizontal lines stacked vertically, which likely serve as a guide for text alignment or bullet points. The rest of the box is empty space for content.

16 Using the present continuous tense to talk about current activities

Activity 1 Template OHP/Powerpoint slide

Present continuous tense (1)

I	am studying	English
You		jeans (wear)
We		in class (work)
They		lunch (have)
He		a book (read)
She		tennis (play)

16 Using the present continuous tense to talk about current activities

Activity 3 Template OHP/Powerpoint slide

Present continuous tense (2)

Positive	Negative	Question
He is wearing		
You are staying		
They are having a good time		
I'm enjoying it		

Short answers — positive	Short answers — negative
Yes, I am	
	No, she isn't
Yes, they are	
	No, we aren't

Activity 4 Cue cards: sentences (copy onto card)

Draw the sentence:

They're eating ice cream.	She's eating spaghetti.	He's making a cup of tea.
She's washing her hair.	He's cooking dinner.	He's running in the park.
She's reading the newspaper.	He's taking a photograph.	He's having a shower.
They're having breakfast.	They're playing tennis.	He's playing football.
They're swimming.	He's driving a bus.	They're playing cards.
She's doing her homework.	She's watching a film.	She's writing a letter.
She's sleeping on the sofa.	He's eating a hamburger.	They're watching TV.
They're walking to school.	She's drawing a picture.	He's having a bath.
He's playing golf.	They're dancing.	They're listening to music.
She's fishing.	They're drinking coffee.	He's driving a lorry.

17 Describing people and explaining a basic problem

Cue cards (copy onto card)



18 Writing simple instructions and using the phone

Optional template for the cooking of rice

RICE

Put water in a pan.

Add salt to the water.

Boil the water

Put the rice in the boiling water.

Let it boil for 8–10 minutes.

Drain off the water.

Serve the rice.

First ...

Next ...

Then ...

18 Writing simple instructions and using the phone

Optional template for telephoning the teacher

(College) Hello, college/school.

(Student) Hello, can I speak to please?

or

Hello, can I leave a message for?

(Student) My name isI can't come to class today. I'm sick.

(College) OK. That's fine, I'll give her the message. Could you spell your name?

(Student) It's

(College) And what's your telephone number?

(Student) It's

(College) OK, I'll give her the message.

19 Talking about future plans, using the verb 'going to'

Activity 1 Cue cards (copy onto card)

stay at home	go running	do homework
play football	play tennis	do housework
go shopping	go to the cinema	go to a party

Activity 3 Template for OHP/ Powerpoint

'Going to ...'

+	-	?
I'm going to	I'm not going to ...	Am I going to?
You're going to...	You're not going to...	Are you going to..?
He/she's going to...	He/she isn't going to...	Is he/she going to..?
We're going to...	We're not going to...	Are we going to..?
They're going to...	They're not going to...	Are they going to..?

Activity 4 Mime cards for game

You're going to do the washing up.	You're going to get on a bus.
You're going to go for a walk in the rain.	You're going to get into bed.
You're going to drink a cup of tea.	You're going to go swimming in very cold water.
You're going to play football.	You're going to go to a party.
You're going to take a class photograph.	You're going to ask your teacher a question.
You're going to do your English homework.	You're going to drink a cup of coffee.
You're going to clean the windows.	You're going to eat a delicious meal.