

INTERACT

21st Century Communication Skills

1

Teacher's Guide

Unit	Lesson	Title	Pages	In this lesson:
1	1	How Are You?	4 - 7	Introduce yourself
	2	What Do You Do?	8 - 11	Talk about yourself
	3	What Time Do You Get Up?	12 - 15	Ask and answer questions about your daily activities
2	4	This Is My Son, Tim	16 - 19	Talk about your family
	5	She Likes Pizza	20 - 23	Talk about what people like
	6	Which Do You Like?	24 - 27	Talk about yourself
3	7	I Love Cooking	28 - 31	Ask about likes and dislikes
	8	I Don't Work in an Office	32 - 35	Talk about your job
	9	Could I Have a Cup of Tea?	36 - 39	Ask for things in a café or bar
4	10	She's Got Short, Brown Hair	40 - 43	Describe a friend
	11	There's a Key on the Table	44 - 47	Describe your house
	12	Hobbies	48 - 51	Tell people about your hobby
5	13	Where's My Pen?	52 - 55	Say where things are
	14	I Don't Have a Video Camera	56 - 59	Talk about possessions
	15	Can I Try It On?	60 - 63	Role-play shopping for clothes
6	16	Can You Cook, Maria?	64 - 67	Talk about what you can do
	17	Sorry, but I Can't	68 - 71	Invite a friend to the cinema
	18	What's on TV Tonight?	72 - 75	Discuss your favourite TV programmes
7	19	Having a Lovely Time	76 - 79	Write a postcard about a holiday
	20	Are There Any Apples?	80 - 83	Talk about food
	21	How Do I Get to Green Hill?	84 - 87	Tell people how to get to places
8	22	I Went to India Last Year	88 - 91	Tell your partner about your week
	23	I Sing Badly	92 - 95	Discuss how your friends do things
	24	When We Were Young...	96 - 99	Tell people a story about when you were young
9	25	Do You Have a Receipt?	100 - 103	Describe a problem in a shop
	26	You Should Try to Relax	104 - 107	Give advice for health problems
	27	What's the Matter?	108 - 111	Role-play a visit to the doctor
10	28	It's Next to the Toy Shop	112 - 115	Ask people where places are
	29	What Time's the Party?	116 - 119	Ask for more information
	30	The Food Is Cheap and the Coffee Is Good	120 - 123	Have lunch in a café
11	31	It's Freezing!	124 - 127	Talk about what you do in different weather
	32	It's Very Cold!	128 - 131	Say why you like things
	33	How Much Is the Steak?	132 - 135	Order in a restaurant
12	34	When We Meet Someone for the First Time...	136 - 139	Say what usually happens in different situations
	35	No Problem	140 - 143	Discuss what to do about problems
	36	Jazz Is Relaxing	144 - 147	Discuss the music you like

	Language		CD tracks
	Grammar	Articles: a/an Possessives: my/your/his/her Present simple form of be	Track 01 - 04
	Grammar	Second person (you) questions and answers	Track 05 - 09
	Function	<i>Telling the time and talking about routines</i>	Track 10 - 12
	Grammar	This is Possessives: my/his/her	Track 13 - 14
	Grammar	Subject-verb-object sentences	Track 15 - 16
	Skills	<i>Extended speaking and listening</i>	Track 17 - 18
	Grammar	Like and dislike + ing	Track 19 - 20
	Grammar	Present simple negative statements	Track 21 - 22
	Function	<i>Ordering food and drink</i>	Track 23 - 25
	Grammar	He/she has got He/she hasn't got	Track 26
	Grammar	There is/There isn't There are/There aren't	Track 27 - 28
	Skills	<i>Extended speaking and vocabulary</i>	-
	Grammar	Where is the + singular? Where are the + plurals? Prepositions of place	Track 29 - 30
	Grammar	Have/has Don't have/doesn't have	Track 31 - 32
	Function	<i>Shopping for clothes</i>	Track 33 - 34
	Grammar	Can for ability	Track 35 - 36
	Grammar	Let's + verb for making suggestions	Track 37
	Skills	<i>Extended speaking and vocabulary</i>	-
	Grammar	Present continuous for what is happening around now	Track 38
	Grammar	Countable and uncountable nouns	Track 39 - 41
	Function	<i>Giving directions by train</i>	Track 42 - 48
	Grammar	Past simple with regular and irregular verbs and time expressions	Track 49 - 50
	Grammar	Adverbs of manner	Track 51
	Skills	<i>Extended speaking and vocabulary</i>	Track 53 - 53
	Grammar	Too and not enough with adjectives	Track 54 - 58
	Grammar	Should/Shouldn't for advice	Track 59 - 60
	Function	<i>Asking about problems and giving advice</i>	Track 61 - 63
	Grammar	Prepositions: on the corner of/next to/between/opposite	Track 64 - 69
	Grammar	<i>Invitations with 'Would you like to... ?'</i>	Track 70 - 74
	Skills	<i>Extended speaking and vocabulary</i>	Track 75 - 77
	Grammar	<i>Weather words Using 'when' in a sentence</i>	Track 78 - 79
	Grammar	Because	Track 80 - 81
	Function	<i>Asking for prices</i>	Track 82 - 87
	Grammar	Zero conditional	Track 88 - 89
	Grammar	First conditional	Track 90
	Skills	<i>Extended speaking and vocabulary</i>	-

1 How Are You?

How Are You?

In this lesson - Introduce yourself

Core activities - 1, 2, 5-9

Grammar - Articles: a/an Possessives: my/your/his/her
Present simple form of be

Examples:

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

It's my bag.

I'm Dave.

What's your name?

She's Jane Robbins.

Warmer

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

Introduction

1

Direct attention to the pictures on **page 6**. Point at the book. Ask, 'What's this in English?' Elicit a response. Model and drill the answer. ('It's a book.') Repeat with other items on the page. Stick to those beginning with consonants.

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

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

Direct attention to yourself. Point to an item (for instance, a book) and ask, 'What's this in English?' When learners answer, make to write on the board and ask, 'How do you spell (book)?' Elicit the spelling, or, 'I don't know.' Model and drill the question. Drill the question chorally. Learners ask you about the items on **page 6**. They write the answers you give. Practise in open, then closed pairs.

1 How Are You?

Introduction

1 Look at the pictures.

Ask and answer questions about the pictures.

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

Language Focus

a + consonant

a book
a chair

an + vowel

an umbrella
an oven



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

Language Focus

my, your, his, her

It's	my your his her	pen.
------	--------------------------	------

Practice

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

example It's my pen.

It's your rubber.

Make notes.

It's his book.

Sounding Natural

3 Track 01 Read and listen to the sentences below.

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

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



Lesson 1 7

Language Focus

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

Practice

2

Put three things from your bag or pockets on the table. Have learners do the same.

Encourage learners to check any items they don't know, using, 'What's this in English?'

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

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

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

Feedback.

Learners tell the class about their partner's items.

Sounding Natural

3a-h

Direct attention to the pictures at the bottom right of **page 7**. Run through them, and discuss what they are of. Direct attention to sentences **a-h**. Indicate that learners should read and listen.

Track 01 Play CD.

Track 01 (page 173, Student Book) 1:07

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

4

In pairs, learners match the sentences from **activity 3** with the pictures.

Feedback as a class.

4 answers

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

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

Suggestion

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

Listening and Reading

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

5a

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

🎧 **Track 02** Learners listen and read the conversation.

Track 02 (page 173, Student Book) 0:15

Sheri Hi, Kate. How are you?

Kate Fine, thanks, Sheri. And you?

Sheri Very well, thanks.

5b

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

5c

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

Listening and Writing

6a

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

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

Feedback in pairs and then as a class.

6a answers

See CD scripts for Tracks 03 and 04.

Track 03 (page 173, Student Book) 0:15

Sheri Hi, Kate. How are you?

Kate Great, thanks, Sheri. And you?

Sheri I'm OK, thanks.

Track 04 (page 173, Student Book) 0:15

Sheri Hi, Kate. How are you?

Kate Not bad, thanks, Sheri. And you?

Sheri Fine, thanks.

6b

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

6c

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

Listening and Reading

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

Sheri: Hi, Kate. How are you?

Kate: Fine, thanks, Sheri. And you?

Sheri: Very well, thanks.

b 🎧 **Track 02** Listen again.

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

c Work with a partner.

Practise the conversation below.

Remember to use your names.

A: Hi, _____. How are you?

B: Fine, thanks, _____. And you?

A: Very well, thanks.

Listening and Writing

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

thanks great OK
fine bad not

Sheri: Hi, Kate. How are you?

Kate: _____, _____, Sheri. And you?

Sheri: I'm _____, thanks.

Sheri: Hi, Kate. How are you?

Kate: _____, thanks, Sheri.
And you?

Sheri: _____, thanks.

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

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

c Practise the conversations below.
Use your own information.

A: Hi, _____. How are you?

B: Great, thanks, _____.
And you?

A: I'm OK, thanks.

A: Hi, _____. How are you?

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

A: Fine, thanks.



Language Focus

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

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

Practice

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

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

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

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

b Work with a different partner.

Practise the conversation again.

Change the underlined words and use your own names.

Interact

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

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

example Excuse me... Mr Harman?

b Change roles. Do it again.

Language Focus

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

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

Practice

7

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

Monitor and assist as necessary.

Feedback as a class.

7 answers

David Excuse me... Mr Brown?

Ken Yes. Call me John, please.

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

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

David Yes, that's right.

Ken Hi, David. Nice to meet you.

David Nice to meet you too, John.

Ken **How's** Ann?

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

8a

Direct attention to the conversation between Ann and Mike.

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

8b

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

Interact

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

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

9a

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

9b

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

2 What Do You Do?

What Do You Do?

In this lesson - Talk about yourself

Core activities - 1-5, 9

Grammar - Second person (you) questions and answers

Examples:

Do you live in London?

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

What do you do?

I'm a doctor.

Introduction

1

Direct attention to the pictures of the three people on **page 10**. Ask learners about the pictures.

For example:

Who do you think likes football? What colour are her clothes? etc.

Write James, Sheila, and Mark on the board. Read the names with learners. Direct attention to the three texts in **activity 1**. Indicate that learners should listen, read and match the texts to the pictures.

Track 05 Play CD. Learners match pictures with texts.

Feedback in pairs and then as a class.

1 answers

Left to right: b, c, a

Track 05 (page 173, Student Book) 1:03

a) *I'm James. I'm from Scotland. I live in Glasgow. I'm a student, and I study at Glasgow University. I like football, but I don't like baseball.*

b) *I'm Sheila. I'm from Christchurch in New Zealand. I live in Auckland now. I'm a bank manager. I work for National Bank. I like green and blue clothes.*

c) *My name's Mark. I'm from England, but I live in Japan. I'm an engineer. I work in Tokyo for a big company. I like dance music.*

2 What Do You Do?

Introduction

1 Look at the pictures.

Track 05 Listen and read the texts below. Match the texts with the correct pictures.

a I'm James.
I'm from Scotland.
I live in Glasgow. I'm
a student, and I study
at Glasgow University.
I like football, but I
don't like baseball.

b I'm Sheila.
I'm from Christchurch
in New Zealand. I
live in Auckland now.
I'm a bank manager.
I work for National
Bank. I like green and
blue clothes.

c My name's Mark.
I'm from England, but
I live in Japan. I'm
an engineer. I work
in Tokyo for a big
company. I like dance
music.



Practice

2 a Make notes about yourself.

My name: _____
I'm from: _____
I live in: _____
I'm a/an: _____
I work/study: _____
I like: _____

b Work with a partner. Tell your partner about yourself.

example My name's Anna. I'm from Ireland. I'm a...

10 Lesson 2

Practice

2a

Focus attention on the box in **activity 2**. Indicate that learners should make notes about themselves.

Demonstrate the activity by writing some notes about you on the board. Allow learners time to think and make notes. Monitor and assist as necessary.

2b

Model the activity with a confident learner.

In pairs, learners tell their partners about themselves. Monitor.

Feedback as a class. Learners introduce their partner to the class.

Example:

'This is Anna. She's from Ireland. She's a...'


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

In this lesson: Talk about yourself
Grammar: *Second person (you) questions and answers*

Reading and Listening

3 a Read the questions below and write James's answers.


Sheila: Where are you from, James?
James: I'm from Scotland.
Sheila: Where do you live?
James: _____ in Glasgow.
Sheila: Where do you study?
James: _____ at Glasgow University.

b  Track 06 Listen and check your answers.

4 Work with a partner.

a Match the questions with the answers.

Where are you from, Mark? I live in Japan.
What do you do? I like dance music.
Where do you live? I'm from England.
What music do you like? I'm an engineer.

b  Track 07 Listen and check your answers.


Lesson 2 11

Reading and Listening

3a

In pairs, learners read the questions and write James's answers. Show learners how they can find the information in the **text 'a'** on **page 10**.

3b

 **Track 06** Play CD. Learners listen and check their answers.

3b answers

See CD script for Track 06 - answers underlined.

Track 06 (page 173, Student Book) 0:22

Sheila *Where are you from, James?*

James *I'm from Scotland.*

Sheila *Where do you live?*

James *I live in Glasgow.*

Sheila *Where do you study?*

James *I study at Glasgow University.*


Extension

Read through the conversation with learners.
In pairs. Have learners practise the conversation. Encourage learners to look at each other when speaking.

4a

In pairs, learners match the questions with the answers.

4b

 **Track 07** Learners listen and check answers. Play again if necessary.

4b answers

See CD script for Track 07.

Track 07 (page 173, Student Book) 1:03

Interviewer *Where are you from, Mark?*

Mark *I'm from England.*

Interviewer *Where do you live?*

Mark *I live in Japan.*

Interviewer *What do you do?*

Mark *I'm an engineer.*

Interviewer *What music do you like?*

Mark *I like dance music.*

Language Focus

Go over the questions and answers in the **Language Focus** box.

Practice


5a

Write the conversation from **activity 3** on the board, but with order of the lines jumbled-up. Write 1 next to 'Where are you from, James?'; then write 2 next to 'I'm from Scotland.' Elicit what the order of the next four sentences are. Indicate that learners should do the same for **activity 5a**. Go over the first two sentences as a class. Allow time for learners to think and complete the activity.

5a answers

See CD script for Track 08.

5b

 **Track 08** Play CD. Learners listen and check their answers.

Track 08 (page 173, Student Book) 0:31

Interviewer Where are you from, Sheila?

Sheila I'm from Christchurch in New Zealand.

Interviewer And do you live in Christchurch?

Sheila No, I live in Auckland now.

Interviewer Where do you work?

Sheila I work at a bank.

Interviewer What do you do?

Sheila I'm a bank manager.

Interviewer What colours do you like?

Sheila I like green and blue.

5c

Learners practise the conversation in pairs.

Language Focus

Yes/No questions

Do you live in Tokyo?

Yes, I do.

No, I don't.

Information questions

What do you do? I'm an engineer.

What sports do you like? (I like) tennis and baseball.


Where do you live? (I live) in London.

Where do you work? (I work) at a bank.

Practice

5 a Work with a partner. Put the sentences about Sheila in order.

- _____ And do you live in Christchurch?
- _____ I like green and blue.
- 6 I work at a bank.
- _____ I'm a bank manager.
- _____ I'm from Christchurch in New Zealand.
- 4 No, I live in Auckland now.
- _____ What colours do you like?
- 1 Where are you from, Sheila?
- _____ Where do you work?
- 7 What do you do?

b  **Track 08** Listen and check your answers.

c Work with a partner. Practise the conversation.



Sounding Natural

6 Underline 'do you' in the questions below.

- a Where do you live?
- b What food do you like?
- c Do you like tennis?

7 **Track 09** Listen. How do we say 'do you' when we speak naturally?

8 **Track 09** Listen again and practise the pronunciation.

Interact

9 a Work on your own.

Complete questions 1-6 in the table below with **where**, **what** or **do**.
Then write your answers.

b Write two more questions in the table below with **where** or **what**.

	questions	answers
1	Where are you from?	I'm from Japan.
2	_____ do you live?	
3	_____ do you do?	
4	_____ do you work?	
5	_____ sports do you like?	
6	_____ you like music?	
7		
8		

c Work with a partner. Ask and answer the questions from **activity 9b**.

example A: Where are you from?
B: I'm from England.

Lesson 2 13

Sounding Natural

6a-c

Indicate to learners they should underline 'do you' in the questions. Demonstrate the activity by writing an example on the board.

7

Track 09 Play CD, pausing after each sentence. Model the pronunciation for learners. Indicate that 'do you' tends to be contracted /dju:/.

Track 09 (page 173, Student Book) 0:41

- a) *Where do you live?*
- b) *What food do you like?*
- c) *Do you like tennis?*

8

Track 09 Learners listen again and copy the pronunciation.

Interact

9a

Learners write *where*, *what* or *do* to complete the questions. Demonstrate the activity by writing the following on the board:

'_____'s your name?'

Elicit 'What's' from learners. Indicate they should do the same for questions **1-6**. Monitor and assist where necessary.

9b

Discuss possible questions and write on board. Monitor and assist as necessary.

9c

In pairs, learners ask and answer questions on their tables. Demonstrate the activity by asking a confident learner a few questions from the activity. Monitor learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes. Feedback. Highlight good use of language and elicit corrections of any problems you noted.

Teaching tip – Monitoring and error correction

After the activity, write on the board an incorrect and a correct sentence you heard. Then talk about which one is correct, and which one is incorrect, as well as how to correct the mistake.

Never pick out one learner who made a mistake. Always correct as a class. This is especially true for lower level learners who may be easily discouraged. It's important to make an effort to highlight good use of vocabulary and language, rather than dwelling on individual errors.

3 What Time Do You Get Up?

What Time Do You Get Up?

In this lesson - Ask and answer questions about your daily activities

Core activities - 2-5, 7 and 8

Function - Telling the time and talking about routines

Examples:

5.45/quarter to six

What time do you eat lunch?

What time does she go to bed?

He gets up at quarter past seven.

Introduction

Direct attention to the pictures in **activity 1**. Talk about each situation.

Answers

Clockwise from top left:

a train station; colleagues asking the time; people talking on the phone; TV news

1

Track 10 Learners listen to the conversations and letter the pictures in the order they hear them (a – d). You may want to stop the CD after each conversation, allowing time for learners to think and letter the pictures. Play CD again if necessary.

Feedback in pairs, and then as a class.

1 answers

Clockwise from top left: b, a, d, c

Track 10 (page 173, Student Book) 0:49

a)

A - Hey, Ian. What's the time?

B - Let me see... It's twelve thirty.

b)

The train to Old Saybrook is at one o'clock from platform ten.

c)

This is the nine o'clock news for Wednesday, December the 11th.

d)

- See you at the restaurant.

- What time?

- At quarter past seven.

- OK. See you later.

UNIT 1

3 What Time Do You Get Up?

Introduction

1 **Track 10** Listen and match the conversations with the pictures. Letter the boxes (a-d).



2 Work with a partner. Match the times with the clocks.

- | | | | |
|--------------------------|------------------------------|-----------------------|-----------------------------|
| a It's one o'clock. | d It's quarter to nine. | g It's five to ten. | i It's ten past seven. |
| b It's half past eleven. | e It's quarter past two. | h It's five past ten. | j It's twenty-five to five. |
| c It's ten to four. | f It's twenty-five past six. | | |



14 Lesson 3

2

Draw a clock with no hands on the board. Next, draw hands set to one o'clock and write 'It's one o'clock' under it. Read the time with learners. Erase and repeat steps for different times.

Drill chorally, then individually.

Next, draw a line from the top to the bottom splitting the clock in half. Write 'past' on the right side of the clock. On the left side write 'to'. Draw 1.10 on the clock, and then write 'It's ten past one.' Read the time with learners. Erase, and draw 2.10 and elicit the time from learners (It's ten past two). Erase and repeat steps a few more times. Drill chorally, then individually.

Show learners we say, 'It's quarter past...' and 'It's half past...' not 'It's fifteen past...' or 'It's thirty past...'.

Repeat steps for 'to'. For example, 'It's ten to three.' Drill chorally, then individually.

In pairs, learners match the times with the clocks. Monitor and assist where necessary.

Feedback as a class.

2 answers

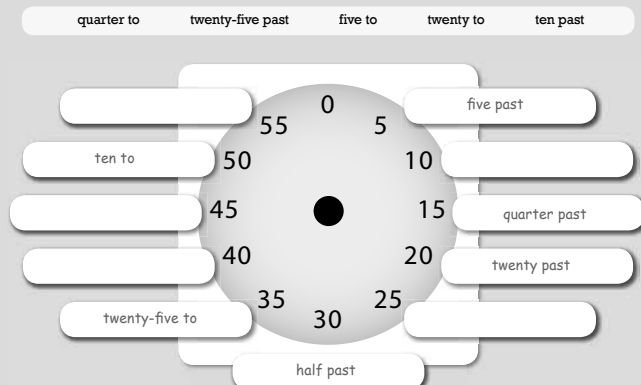
Left to right, top to bottom:

a, g, j, i, h, d, b, f, e, c

In this lesson: Ask and answer questions about your daily activities
Function: Telling the time and talking about routines

Language Focus

3 Look at the clock and write the missing words in the boxes.



Listening

4 a Track 11 Listen and match the conversations with the clocks. Letter the boxes (a-e).



b Work with a partner. Ask and answer questions about the times in activity 4a.

example A: Look at a. What's the time?
B: It's half past eleven.

Lesson 3 15

Language Focus

3

Learners write the missing words in the boxes. Go over the instructions with learners and check understanding.

Feedback in pairs, and then as a class.

3 answers

Clockwise from the top:

five past, ten past, quarter past, twenty past, twenty-five past, half past, twenty-five to, twenty to, quarter to, ten to, five to

Listening

4a

Track 11 Learners listen and match the conversations to the clocks.

Feedback in pairs, and then as a class.

4a answers

Left to right: e, a, c, d, b

Track 11 (page 173, Student Book) 0:49

- a)
 - Excuse me. What's the time?
 - It's half past eleven.
- b)
 - What's the time?
 - It's twenty-five past six.
- c)
 - What's the time?
 - It's twenty-five to five.
- d)
 - What's the time?
 - It's ten to four.
- e)
 - What's the time?
 - It's quarter to nine.

4b

In pairs, learners ask and answer questions about the times in activity 4a. Read the example and check learners understand the activity. Monitor.

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

Reading

5a

Direct attention to the pictures and the phrases in the box.

In pairs, learners write the phrases under the correct pictures.

Feedback as a class.

5a answers

Clockwise from top left: get dressed, have breakfast, go to bed, go to work, get home, have lunch, have a shower, get up

5b

Learners number the pictures in the order they do the activities every day. Demonstrate the activity by showing learners the order you do the actions.

Feedback in pairs, and then as a class.

5c

Draw attention to the article about Colin's day and the list of times in **activity 5c**.

In pairs, learners read the text, and find out and write what Colin does at the other times.

Feedback as a class.

5c answers

6.00 a.m. - get up
6.45 a.m. - have a shower
7.00 a.m. - get dressed/have breakfast
7.30 a.m. - go to work
12.30 p.m. - have lunch
5.50 p.m. - get home
11.45 p.m. - go to bed

5d

Learners read about Colin again and complete the spidergrams with the correct words. Go over the examples with learners and check understanding.

Feedback in pairs, and then as a class.

5d answers

get - up, dressed, home
have - a shower, toast, coffee, lunch, dinner, breakfast
go - to work, go to bed

Reading

5 a Write the words from the box under the matching pictures.

get up
have a shower
get dressed
have breakfast
go to work
have lunch
get home
go to bed



b Number the pictures in the order you do them every day.

c Read the article about Colin's day.

What does Colin do at the times below?

I get up at six. I have a shower at about quarter to seven. I get dressed, then I have breakfast at seven. I have toast and coffee. I go to work at about half past seven. I have lunch at half past twelve. I buy a sandwich and read my newspaper at my desk. I get home at ten to six and have dinner. I like spaghetti. I go to bed at quarter to twelve.

6.00 a.m. get up
6.45 a.m. _____
7.00 a.m. _____
7.30 a.m. _____
12.30 p.m. _____
5.50 p.m. _____
11.45 p.m. _____



d Read about Colin again.

Complete the spidergram with the correct words.

