

INTERACT

21st Century Communication Skills

3

Teacher's Guide

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1 Easy Life

Easy Life

In this lesson - Discuss the things people do for you

Core activities - 2-8, 11

Grammar - Reflexive pronouns and have (something) done

Example:

I have my hair styled every month by my stylist, Mandy.

I hurt myself.

He's only six years old, but he cooked dinner himself.

Warmer

- Write 'dirty jobs' and 'glamorous jobs' on the board.
- Ask learners to work in pairs and think of three jobs for each heading.
- Pairs read out their jobs to the rest of the class. Write their responses on the board.
- As a class, choose the top three 'dirty jobs' and the top three 'glamorous jobs'.

Introduction**1**

Learners match pictures of the people with the jobs. Write the letters in the boxes.

1 answers

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

2

Learners match the jobs with the responsibilities.

2 answers

secretary - type letters

maid - clean the house

groundsman - take care of the garden

cook - cook meals

butler - serve food and look after clothes

chauffer - drive cars

nanny - look after children

Extension

Ask learners if they've ever done any of the jobs in the pictures, or if they would like to do them. Which jobs would they do? Which job would they never do? Why? Give everybody a chance to respond.

1 Easy Life

Introduction

1 Match the pictures of the people with the jobs.

a secretary b maid c groundsman d cook
e butler f chauffeur g nanny

2 Match the jobs with the responsibilities.

secretary	clean the house
maid	cook meals
groundsman	serve food and look after clothes
cook	drive cars
butler	type letters
chauffer	look after children
nanny	take care of the garden

Reading

- 3 Read the article below about Lord Sebastian Fanshawe, the world's laziest man.
Which five jobs from **activity 1** are mentioned?

The Laziest Man in the World

Lord Sebastian Fanshawe is possibly the world's laziest man. Last week I went along to his beautiful countryside mansion to meet him. When his Lordship finally got out of bed, at two o'clock in the afternoon, I asked who kept his home in such beautiful condition.

'Well, you see, I have servants', he said. '1 I have all the cleaning done for me by my maid, of course. 2 I have my cars washed by my chauffeur and the garden looked after by the groundsman. When I'm hungry 3 I have my food cooked by the cook.'

Just then breakfast arrived, and I was shocked when his butler leaned over the table, picked up the knife and fork and used them to slice through his Lordship's bacon and eggs.



Noticing my amazement, his Lordship said, 'Oh, 4 I always have my food cut up for me.'

'Do you do anything for yourself?' I asked.

'Oh, yes. I always wash myself in the bath,' he said proudly. '5 I brush my teeth myself and... oh, and 6 I choose all my servants myself, though 7 I have them all interviewed by my mother first.'

- 4 Read the article again. Answer the questions below.

- a Does Lord Fanshawe wash his car? No, he doesn't.
b Does he cook his meals? _____
c What did his butler do? _____
d What is he proud of? _____
e Who brushes his teeth? _____
f Who chooses his servants? _____
g Who interviews his servants? _____

Check your answers with a partner.

- 5 Would you like to have servants? If you had servants, what household jobs would they do for you?

Lesson 1 7

Reading

3

Tell learners they're going to read a short article about Lord Sebastian Fanshawe. Ask them which five people from **activity 1** they think will be mentioned. Learners read and check the answers.

3 answers

maid, chauffeur, groundsman, cook, butler

4a-g

Learners read the article again and answer questions **a-g**. Read the example and check learners understand the activity.

4a-g answers

- a) No, he doesn't.
b) No, he doesn't.
c) He serves and cuts his food.
d) He washes himself in the bath.
e) He brushes his teeth himself.
f) He chooses the servants himself.
g) His mother interviews his servants.

Learners check the answers with a partner.

In a private lesson

Do **activity 3** and **4** as a scanning activity. Ask learner to scan for the answers ignoring the other information. You could give them a time limit for each question.

5

As a class, discuss the questions in the activity. Ask learners if they had a servant, which one would it be? Write learners' responses on the board.

Memo

Language Focus

6

Go over the explanations and the example sentences under them with learners.
Tell learners to write the reflexive pronouns below to complete the table. Read the example and check learners understand the activity.

6 answers

me – myself
you – yourself
him – himself
her – herself
it – itself
us – ourselves
them – themselves

Read the last two explanation and the examples under it with learners.

7

Tell learners to work in pairs and look at the article in **activity 3** to find more examples of the patterns in **Language Focus**.

7 answers

Subject and object are the same: 'I brush my teeth myself...'
Something done by the subject: 'I choose all my servants myself...'
Have/has + job + past participle form of the verb: 'I have all my cleaning done for me by my maid...'
When we mention the person who does the job, we use by: 'I have my food cooked for me by the cook.'

Practice

8a-g

Learners work in pairs to correct the mistakes in the sentences. Read the example and check learners understand the activity.

8a-g answers

See CD script for Track 01.

Track 01 Learners listen and check the answers.

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

- a) No, I won't pay for your vacation. Pay for it yourself.
- b) She had her car repaired at the garage when it broke down.
- c) I didn't decorate my living room myself. I had it done by a firm of decorators.
- d) I had such a great time. I really enjoyed myself.
- e) Where did you have your hair cut?
- f) It was too big to carry home, so I had it delivered. It came this morning.
- g) He's so lazy. He has all his meals cooked.

Language Focus

We call words like 'yourself' and 'myself' *reflexive pronouns*.
We use reflexive pronouns when:

- The subject and the object are *the same*.

Do you do anything for yourself?

- We want to stress that something is done by the subject of the sentence.

I always wash myself in the bath.

6 Write the reflexive pronouns below to complete the table.

me	myself
you	yourself
him	
her	
it	
us	
them	

When we talk about a job that we ask or pay someone to do for us, we can use this pattern:

have/has + job + past participle form of the verb

I always have my food cut up for me.

When we mention the person who does the job, we use **by**:

I have my cars washed by my chauffeur.

7 Work with a partner. Look at the article in **activity 3** and find more examples of the above patterns.

Practice

8 Work with a partner.

Correct the mistakes in the following sentences.

Sometimes there is more than one mistake in a sentence.

- a No, I won't pay for your vacation.
Pay for it you.
No, I won't pay for your vacation.
Pay for it yourself.
 - b She had her car repairing at the garage when it broke down.

 - c I didn't decorate my living room me.
I did it by a firm of decorators.

 - d I had such a great time.
I really enjoyed me.

 - e Where did you cut have your hair?

 - f It was too big to carry home so I delivered it. It came this morning.

 - g He's so lazy. He has all his meals cooks.

- Track 01** Listen and check.

Sounding Natural

9 Match the words on the left with the sounds on the right.

secretary	næni
chauffeur	meɪd
nanny	bʌtlə
groundsman	ʃəʊfə
maid	kʊk
butler	sekrət(ə)ri
cook	graʊndzmən

10 Practise saying the words.

Interact

11 a What kind of things do you do for other people? What kind of things do you usually do for yourself?

What kind of things do you usually/sometimes have done? Who by? Make notes.

Wash hair - usually myself, sometimes hairdresser

Is there anything you do that you'd like to have done by someone else?

Is there anything you'd never have done by someone else? Why? Make notes.

b Work with a partner. Ask and answer questions. Make notes.

example What kind of things do you usually have done by someone else?
Is there anything you'd never have done by someone else?

c Tell the class about your partner's answers.

d Is there anything that everyone has done by someone else?

Lesson 1 9

Sounding Natural

9

Learners match the words on the left with the sounds on the right.

9 answers

secretary - sekrət(ə)ri

chauffeur - ʃəʊfə

nanny - næni

groundsman - graʊndzmən

maid - meɪd

butler - bʌtlə

cook - kʊk

Feedback in pairs, and then as a class.

Drill the words chorally, then individually using the correct pronunciation.

Interact

11a

Explain to learners they're going to discuss things that they do for themselves or other people.

Demonstrate the activity by writing some brief notes about yourself on the board.

Learners make brief notes about questions in the activity. Monitor and assist with vocabulary where necessary.

11b

In pairs, learners ask and answer questions about the notes they made in **activity 11a**. Tell them to make brief notes about their partner's answers. Read the example and check learners understand the activity.

11c

Learners tell the class about their partner's answers. Monitor the learners' use of vocabulary and language. Make notes on good use of vocabulary and language, and any mistakes.

Feedback as a class.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

11d

As a class, discuss the question in the activity.

In a private lesson

Prepare some examples of things you do yourself and have done for you. Write your examples on the board. Ask your learner to ask a follow-up question for each thing you've written on the board.

Example:

'I usually have my shirts dry cleaned.'

'How often do you have them cleaned?'

'About every two weeks.'

Change roles.

2 You Are What You Eat

You Are What You Eat

In this lesson - Discuss your diet

Core activities - 1-8, 11

Grammar - Countable and uncountable nouns with much, many, a lot of/lots of, a few, a little

Example:

I don't have much money/How many eggs do we need?

I met a lot people on my trip to Europe.

I have a few questions for you/There's only a little milk left.

Warmer

- Ask the learners what food they think of when they hear the word 'breakfast'.
- Write their ideas on the board.
- Do the same for the following:
Christmas
Special family dinner
Grandmother's cooking
- Ask the class what they are going to have for their next meal. Do they think it's healthy?

Introduction

1

Ask the learners what a healthy breakfast in their country might be, and if they usually have a traditional breakfast. Elicit reasons why.

2

Ask the learners to look at the pictures of breakfasts and elicit the types of food in each. Ask them which they think are healthy or unhealthy foods.

Food in the pictures from top to bottom:

Top picture: orange juice, strawberries, milk, yoghurt, coffee, croissant, toast and marmalade

Middle picture: bacon, sausage, fried mushrooms, toast, fried tomato, baked beans, fried egg

Bottom picture: natto, pickled vegetables, rice, miso soup, grilled salmon, tea

3

In pairs, ask the learners to think of one more healthy and unhealthy kind of breakfast food. Feedback as a class.

2 You Are What You Eat

Introduction

1 What is a traditional breakfast in your country?
Do you usually have a traditional breakfast? Why?

2 Look at these different kinds of breakfast.
What can you see?
Which do you think are healthy, and which are unhealthy?
Why?



3 Think of one more healthy and one more unhealthy kind of breakfast food.
Share your ideas with the class.

In this lesson: Discuss your diet
Grammar: Countable and uncountable nouns with much/many/a lot of/lots of/a few/a little

Reading

- 4 Read the interview from a magazine.
There are seven mistakes in the interview.
Work with a partner. Find the mistakes and correct them.

I don't eat ~~many~~ fried or fast food.
much

How Good is Your Diet?

Life and Lifestyle talks with John Dyer.

How would you describe your diet?

My diet? Well I think it's quite healthy, but I imagine it could be healthier. I don't eat many fried or fast food. I always eat something before I leave for the office as I have a long commute and I can't wait for lunch.

Do you eat much snacks?

Not really. But I sometimes have a little biscuits with my tea. I try to eat fruit if I get hungry between lunch and dinner. That's usually enough. I always take a packed lunch that I make the night before. Not much people seem to do that anymore. I guess it's because the canteen is so handy. When I get home I have dinner with my wife, if she's finished work on time, of course. It's usually healthy, and we always have many salad.

Do you eat many sugary food?

The only really unhealthy things I eat are cake or ice cream after dinner, but I do get a few exercise at the gym, so I guess that's OK.



- 5 **Track 02** Listen and check your answers.

- 6 Read the sentences below. Are they true (T) or false (F)? Circle the correct letter.
Look in the article again to check. Correct the sentences that are false.

- a John eats a lot of fried food. **T/F** John doesn't eat much fried food.
b He doesn't eat biscuits. **T/F**
c He never eats salad. **T/F**
d He gets a little exercise. **T/F**

Lesson 2 11

Reading

Refer the learners to the title of the interview. Ask them what they think the article is about. Write their ideas on the board. Don't give the correct answer at this stage. Learners read article quickly and check guesses. Set a time limit – 1-2 minutes.

Teaching tip - skim reading

Skimming a text, also known as 'reading for gist' is where we cast our eyes over a text to get the main ideas – what kind of text it is (advertisement, article, etc.) what it is about, and so on. It's the kind of reading we do when we flick through a magazine to decide what to read. Asking learners to guess what a text is about by looking at pictures, layout and headlines, and then setting a time limit for them to check is a good way to train them in this skill

4

Learners work in pairs to read and find seven mistakes in the interview. Read the example and check learners understand the activity.

4 answers

How would you describe your diet?

My diet? Well I think it's quite healthy, but I imagine it could be healthier. I don't eat **many** (much) fried or fast food. I always eat something before I leave for the office as I have a long commute and I can't wait for lunch.

Do you eat **much** (many) snacks?

Not really. But I sometimes have a **little** (a few) biscuits with my tea. I try to eat fruit if I get hungry between lunch and dinner. That's usually enough. I always take a packed lunch that I make the night before. Not **much** (many) people seem to do that anymore. I guess it's because the canteen is so handy. When I get home I have dinner with my wife, if she's finished work on time, of course. It's usually healthy and we always have **many** (lots of) salad.

Do you eat **many** (a lot of) sugary food?

The only really unhealthy things I eat are cake or ice cream after dinner, but I do get **a few** (a little) exercise at the gym, so I guess that's OK

5

- Track 02** Learners listen and check the answers.

Track 02 (page 173, Student Book) 1:15

Interviewer How would you describe your diet?

John My diet? Well, I think it's quite healthy, but I imagine it could be healthier. I don't eat much fried or fast food. I always eat something before I leave for the office as I have a long commute and I can't wait for lunch.

Interviewer Do you eat many snacks?

John Not really. But I sometimes have a few biscuits with my tea. I try to eat fruit if I get hungry between lunch and dinner. That's usually enough. I always take a packed lunch that I make the night before. Not many people seem to do that anymore. I guess it's because the canteen is so handy. When I get home I have dinner with my wife, if she's finished work on time, of course. It's usually healthy and we always have lots of salad.

Interviewer Do you eat much sugary food?

John The only really unhealthy things I eat are cake or ice cream after dinner, but I do get a little exercise at the gym, so I guess that's OK.

6a-d

Learners read the sentences in the activity and circle 'T' or 'F' in the parentheses. They rewrite the sentences that are false. Read the example and check learners understand the activity.

6a-d answers

- a) F: John doesn't eat much fried food.
b) F: He eats a few biscuits.
c) F: He always eats lots of salad.
d) T: He gets a little exercise

Language Focus

7a

Learners read the examples in the activity and underline the correct words to complete the rules. Read the example and check learners understand the activity.

7a answers

much is usually used with countable/uncountable nouns in questions and negative sentences

many is usually used with countable/uncountable nouns in questions and negative sentences

a lot of and **lots of** are used with both countable and uncountable nouns and suggests you have/don't have enough

a few means not many. It has a positive meaning and is used with countable/uncountable nouns meaning not much

a little means not much. It has a positive meaning and is used with countable/uncountable nouns meaning not much

7b

Learners check the answers with a partner.

Practice

8a-e

Learners complete sentences using rules from **activity 7a**. Read the example and check learners understand the activity.

8a-e answers

a) Can we have a quick meeting? I only have a little time before I have to leave.

b) I'm really lucky. I live in a beautiful place and have lots of/many friends.

c) Do you eat a lot of/much fried food? No, I don't usually eat a lot of/much fried or salty food.

d) I saw Dave a few days ago, maybe last Tuesday?

e) How many people did you invite to the party today?

Language Focus

7 a Look at the examples below. Underline the correct words to complete the rules.

example	meaning	rules
Do you eat much sugary food?	Do you eat a large amount?	much is usually used with <u>countable/uncountable</u> nouns in questions and negative sentences.
I don't eat much fried or fast food.	I eat a small amount.	
Do you eat many snacks?	Do you eat a large number?	many is usually used with <u>countable/uncountable</u> nouns in questions and negative sentences.
I don't eat many snacks.	I eat a small number.	
We always have lots of salad. We eat lots of apples.	We have/eat a large amount/ number.	a lot of and lots of are used with both countable and uncountable nouns and suggests you <u>have/don't have enough</u> .
But I do sometimes have a few biscuits with my tea.	I eat a small number.	a few means not many. It has a positive meaning and is used with <u>countable/uncountable</u> nouns.
I do get a little exercise at the gym.	I get a small amount.	a little means not much. It has a positive meaning and is used with <u>countable/uncountable</u> nouns.

b Check with a partner.

Practice

8 Complete the sentences using the rules from **activity 7a**.

More than one answer is sometimes possible.

- Can we have a quick meeting? I only have a little time before I have to leave.
- I'm really lucky. I live in a beautiful place and have lots of friends.
- Do you eat a lot of/much fried food?
No, I don't usually eat a lot of/much fried or salty food.
- I saw Dave a few days ago, maybe last Tuesday?
- How many people did you invite to the party today?



Sounding Natural

9 **Track 03** Listen to the sentences.

What happens to the underlined letters?

- a I don't have many friends.
- b I don't usually eat much fried or fast food.
- c I don't often cook at home.
- d I don't eat at home very often.

10 **Track 03** Listen again and copy the pronunciation.

Interact

11 Think about what you or your family usually have for breakfast, lunch and dinner.

a Read the questions below. Write down your answers.

What do you usually eat during the week?

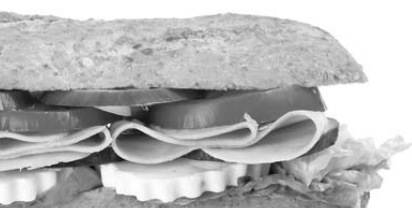
Is it different at the weekend, or on special occasions?

Do you eat many snacks?

Do you think you have a healthy diet? Why?

b Tell the class.

c Decide who has the healthiest diet.



Lesson 2 13

Sounding Natural

9a-d

Track 03 Learners listen to the recording. Direct them to listen to what happens to the 't' in 'don't' (it tends to disappear).

Track 03 (page 173, Student Book) 0:32

- a) I don't have many friends.
- b) I don't usually eat much fried or fast food.
- c) I don't often cook at home.
- d) I don't eat at home very often.

10

Learners listen and copy pronunciation.

Interact

11a

Explain to the Learners that they are going to discuss their diet with the class.

Write an example on the board and check learners understand the activity.

11b

Feedback as a class.

Highlight good use of vocabulary and language. Elicit correction of any mistakes.

11c

As a class decide who has the healthiest diet.

Extension – Tell your learner that a sumo wrestler is about to retire. First, elicit what they think a sumo wrestler usually has for breakfast, lunch and dinner. Then, together come up with a new healthier diet for him. Example: 'He could try eating lots of vegetables instead of meat.'

3 Where Do You Live?

Where Do You Live?

In this lesson - Get to know your classmates better

Core activities - 2-3, 5

Grammar - Review of questions

Examples:

Do you live in London?

Is she English?

When is the meeting?

Introduction

1a

Draw attention to the sentences in the table and the prompts in the parentheses next to them. Learners use these to make 'get to know' questions for their classmates. Go over an example to make sure learners understand what to do. Monitor and assist as necessary.

N.B. This mingle activity is a good chance to gauge learners' ability to form questions. Try not to be too strict at this stage. Learners will have a more in-depth review later on in the lesson.

1b

Feedback as a class.

3 Where Do You Live?



Introduction

- 1 a Make questions from the prompts in the table to ask your classmates. Write the names in the table next to the questions.
example Are you an only child?

<i>find someone in your class who...</i>	<i>name</i>
is an only child (<i>Are...</i>)	_____
likes chocolate (<i>Do...</i>)	_____
can play the piano (<i>Can...</i>)	_____
has been to England (<i>Have...</i>)	_____
is going to cook dinner tonight (<i>Are...</i>)	_____

- ### b Feedback as a class

Memo

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

Listening

2a

Track 04 Explain to learners that they're going to listen to Sally and Jim meet for the first time in the company canteen. You may want to pre-teach 'canteen'. Learners listen and number the questions in the order they hear them. Monitor and assist as necessary.

Feedback in pairs and then as a class.

2a answers

- 3 How long have you worked here?
- 2 What floor do you work on?
- 7 What's she like?
- 1 Is this seat free?
- 6 Have you met the company president yet?
- 5 What did you do before you came here?
- 4 Do you enjoy it?

Track 04 (page 173, Student Book) 0:58

- Sally** Excuse me, is this seat free?
Jim Yes, it is. Please... Are you the new office manager?
Sally Yes. I'm Sally. Pleased to meet you.
Jim Nice to meet you too. I'm Jim. I'm the company accountant.
Sally Oh, I see. What floor do you work on?
Jim The eighth.
Sally Oh, that's why I haven't seen you yet. I'm on the sixth. How long have you worked here?
Jim About six years.
Sally Do you enjoy it?
Jim It's alright. What did you do before you came here?
Sally I was a university student. I studied business.
Jim I see. Have you met the company president yet?
Sally No, I haven't. What's she like?
Jim She's very friendly.
Sally Good. I'm looking forward to meeting her.

2b

Learners match the answers with questions in **activity 2a**. Go over an example to make sure learners understand what to do. Monitor and assist as necessary.

Feedback in pairs and then as a class.

2b answers

- 5 I was a university student.
- 2 The eighth.
- 1 Yes, it is.
- 3 About six years.
- 4 It's alright.
- 7 She's very friendly.
- 6 No, I haven't.

2c

Track 04 Learners listen again and check their answers.

Listening

2 a **Track 04** Listen to Sally and Jim meet for the first time in the company canteen.

Number the questions in the order you hear them.

- ☐ How long have you worked here?
- ☐ What floor do you work on?
- ☐ What's she like?
- ☒ 1 Is this seat free?
- ☐ Have you met the company president yet?
- ☐ What did you do before you came here?
- ☐ Do you enjoy it?

b Match the answers with the questions in **activity 2a**.

- ☐ I was a university student.
- ☐ The eighth.
- ☒ 1 Yes, it is.
- ☐ About six years.
- ☐ It's alright.
- ☐ She's very friendly.
- ☐ No, I haven't.

c **Track 04** Listen again and check your answers.

Language Focus

Direct attention to the **Language Focus** box. Go over the explanations and examples and check understanding.

Practice

3a

Learners write the words in the correct order to make questions. Go over an example to make sure learners understand what to do. Monitor and assist as necessary.

Feedback in pairs and then as a class.

3a answers

- 1) What do you do?
- 2) Do you like spicy food?
- 3) What is your favourite colour?
- 4) Are you good at maths?
- 5) How many people are there in your family?

3b

Learners look at the questions in **activity 3a** and write answers that are true for them. Write an example on the board and check learners understand the activity.

Feedback as a class. Ask learners to read out one or two of their answers. Give everybody a chance to respond.

3b answers

Learner's own answers.

Language Focus

yes/no questions

auxiliary or modal verb	subject	main verb
Do	you	live in London?
Are	you	enjoying the party?
Have	you	met my brother?

We don't use an auxiliary verb when **be** is the main verb.

Is she English?
Are they tired?

wh- questions


question word	auxiliary or modal verb	subject	main verb
Where	do	you	live?
When	can	you	come?

We don't use an auxiliary verb when **be** is the main verb.

When is the meeting?
How are your parents?

wh- questions begin with *what, when, where, who, whom, which, whose, why* and *how*.

Practice

- 3 a Write the words in the correct order to make questions.
- 1 **do / What / you / do?**
What do you do?
- 2 **you / like / Do / food? / spicy**
- 3 **your / is / What / colour? / favourite**
- 4 **good / you / Are / maths? / at**
- 5 **people / there / in / are / your family?**
How many
- b Read the questions in **activity 3a**.
Write answers that are true for you.
- 1
- 2
- 3
- 4
- 5
- 



16 Lesson 3

Memo

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