

INTERACT

21st Century Communication Skills

4

Teacher's Guide

Unit	Lesson	Title	Pages	In this lesson:
1	1	Finding a Good Balance	4 - 7	Share tips for reducing the stress in your life
	2	I'm a Big Fan!	8 - 11	Discuss things that you, or people you know, are into
	3	The New Boy	12 - 15	Describe two people you know
2	4	Could I Ask a Few Questions?	16 - 19	Ask people questions about things that they have
	5	Personal Questions	20 - 23	Ask and respond to personal questions
	6	Tell Us a Bit About What You Do	24 - 27	Tell people about your occupation
3	7	Pop Culture	28 - 31	Test your knowledge of popular culture
	8	Changes	32 - 35	Tell people about a change in your life
	9	Stereotypes	36 - 39	Discuss stereotypes
4	10	About Time	40 - 43	Talk about how you use time
	11	An Inspirational Figure	44 - 47	Talk about an important person from your past
	12	Commercial Break	48 - 51	Write and perform a radio commercial
5	13	Facing Your Fears	52 - 55	Discuss fears
	14	Holidays from Hell	56 - 59	Share real or imaginary stories about the past
	15	A Perfect Egg	60 - 63	Explain how to make a drink or dish that you like
6	16	In a Rush	64 - 67	Talk about an occasion when you had to hurry
	17	Turning Point	68 - 71	Tell people about something that changed your life
	18	On the Hour	72 - 75	Discuss what kind of news stories you are interested in
7	19	Help	76 - 79	Advise people about personal problems
	20	Plans and Predictions	80 - 83	Talk about things you plan and predict in your life
	21	It's Bound to Happen	84 - 87	Discuss what you expect to happen in the future
8	22	Culture Vultures	88 - 91	Tell people about the kind of art you like
	23	A Mystery	92 - 95	Talk about someone in the past who you don't know well
	24	Dramatic	96 - 99	Decide how to end a scene from a television drama
9	25	I Should've Saved More Money	100 - 103	Talk about regrets
	26	A Good Place to Live?	104 - 107	Describe your country
	27	What a Pity!	108 - 111	Discuss what you are happy about in your life, and what you would like to be different
10	28	Stressed Out	112 - 115	Talk about what makes you stressed and how you relax
	29	If Anything Can Go Wrong...	116 - 119	Talk about an important decision you made
	30	Spare Time Passions	120 - 123	Tell people about something you do in your spare time
11	31	Taking Sides	124 - 127	Discuss an issue
	32	Stretching the Truth	128 - 131	Talk about lies and making things up
	33	Fast Food	132 - 135	Exchange opinions on a topic
12	34	In the News	136 - 139	Tell people about a story in the news
	35	Close Calls and Lucky Escapes	140 - 143	Tell people about a close call
	36	One World, One Language?	144 - 147	Discuss and share your reactions to two short talks

	Language		CD tracks
	Grammar	Verb patterns	Track 01
	Grammar	<i>Some uses of get</i>	Track 02
	Function	<i>Describing people's character</i>	Track 03 - 07
	Grammar	<i>Review of question forms</i>	Track 08 - 10
	Grammar	Indirect questions	Track 11 - 22
	Skills	<i>Extended listening and speaking</i>	Track 23 - 26
	Grammar	Passive forms in questions	Track 27
	Grammar	Be used to and get used to	Track 28
	Function	<i>Making generalisations and talking about stereotypes</i>	Track 29
	Vocabulary	<i>Expressions related to time</i>	Track 30
	Grammar	Used to, the past simple, would, and was always for past habits	Track 31
	Skills	<i>Extended listening and speaking</i>	Track 32 - 34
	Grammar	Present perfect simple and past simple with time expressions	Track 35
	Grammar	Past perfect simple and past perfect continuous	Track 36
	Function	<i>Explaining how to do things</i>	Track 37
	Vocabulary	<i>Expressions for connecting events in time</i>	Track 38
	Grammar	<i>Narrative tenses</i>	Track 39
	Skills	<i>Extended listening and speaking</i>	Track 40 - 45
	Function	<i>Giving advice</i>	Track 46 - 54
	Grammar	<i>Future forms</i>	Track 55 - 56
	Function	<i>Talking about future possibilities</i>	Track 57
	Grammar	Relative clauses	Track 58 - 59
	Grammar	Modal verbs of deduction and probability, talking about the past	Track 60
	Skills	<i>Extended listening and speaking</i>	Track 61 - 64
	Function	<i>Expressing regrets</i>	Track 65 - 67
	Vocabulary	Collocations for describing countries	Track 68
	Function	<i>Expressing regrets, wishes and hopes</i>	Track 69 - 72
	Grammar	Zero, first, and second conditionals with providing, as long as, and unless	Track 73
	Grammar	Third and mixed conditionals	Track 74
	Skills	<i>Extended listening and speaking</i>	Track 75 - 80
	Function	<i>Giving and responding to opinions</i>	Track 81
	Grammar	<i>Structures with reporting verbs</i>	Track 82
	Function	<i>Giving opinions, agreeing and disagreeing</i>	Track 83 - 84
	Vocabulary	Reporting verbs	Track 85
	Vocabulary	Adverbs of degree: almost/nearly/just/hardly	Track 86 - 89
	Skills	<i>Extended listening and speaking</i>	Track 90 - 93

1 Finding a Good Balance

Finding a Good Balance

In this lesson - Share tips for reducing the stress in your life

Core activities - 2-3, 5, 7

Grammar - Verb patterns

Examples:

I started going to the gym every day.

I started to go to the gym every day.

I love going shopping for presents.

I love to go shopping for presents.

I stopped buying a morning paper.

I stopped to buy a morning paper.

Try to bring your key.

Try bringing your key.

It's important to drink lots of water.

Drinking lots of water is important.

Introduction

1

Go over the instructions and check understanding. Learners work alone and think about their answers to the questions. Learners then feedback as a class and give reasons for their answers.

Monitor and assist as necessary.

Reading

2a

Go over the instructions and question to check understanding. Learners read the title of the article and look at the picture, then consider what they think *work-life balance* means. Feedback briefly as a class, and board any suggestions.

2b

Learners read the article quickly and check if their ideas were correct.

2a+b suggested answers

Accept any reasonable suggestions.

work-life balance - the amount of time you spend doing your job, compared with the amount of time you spend with your family and doing things you enjoy

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, etc. One way to give practice in this skill is to elicit predictions about the main themes of a text, based on its pictures, layout and headlines, and then have learners read it quickly to check their ideas.

1 Finding a Good Balance



Introduction

- 1 Do you think people in your country generally work too hard, or not hard enough? Why do you think so?

Reading

- 2 a Read the title of the article on **page 7** and look at the picture above. What do you think *work-life balance* means?
b Read the article quickly and check your ideas.
- 3 a Read the sentences in the box. Write them in the correct spaces to complete the article.
b Work with a partner and compare your answers to **activity 3a**.
- 4 Have you tried any of the ideas in the article? Do you disagree with any of the ideas? Why?

Don't worry about little things.
It's good to get on with people.
Make time to do the things you enjoy.
Remember to smile.
Start moving!
Take the time to think problems through.
Use your time efficiently.
Value your loved ones.
Welcome change.

6 Lesson 1

3a

Go over the instructions and check understanding. Learners read the sentences in the box and then write them in the correct spaces to complete the article.

Monitor and assist as necessary.

3a answers

9 steps to a healthy work-life balance

Is there so much to do at work that you never see home? Is it difficult to find time to do the things you really want to? If you work every hour of every day, it can actually be unproductive. Follow our nine simple steps and create a healthy balance between your work and your personal life.

1) **Value your loved ones.** Remember to have quality time with people that are close to you. Arrange a trip to the cinema, or a meal in a nice restaurant with family or friends. It's good to have an enjoyable occasion to look forward to.

2) **Don't worry about little things.** If you find that you often waste time thinking about unimportant matters, try putting your problems into perspective. You will soon enjoy reducing the stress you feel in your day-to-day life.

3) **Use your time efficiently.** Don't spend time gossiping, or surfing the internet at work. By using your time more

9 steps to a healthy work-life balance

Is there so much to do at work that you never see home? Is it difficult to find time to do the things you really want to? If you work every hour of every day, it can actually be unproductive. Follow our nine simple steps and create a healthy balance between your work and your personal life.

1 Value your loved ones.

Remember to have quality time with people that are close to you. Arrange a trip to the cinema or a meal in a nice restaurant with family or friends. It's good to have an enjoyable occasion to look forward to.

2

If you find that you often waste time thinking about unimportant matters, try putting your problems into perspective. You will soon enjoy reducing the stress you feel in your day-to-day life.

3

Don't spend time gossiping, or surfing the internet at work. By using your time more productively, you'll improve your work efficiency and leave work on time, which means more time at home.

4

Take regular exercise and always try to eat healthily. Fresh fruit, vegetables, and fish can increase energy and concentration levels. You will quickly begin to feel like a different person.

5

Start to treat new responsibilities as a chance to learn and grow. You might end up doing something you never thought you could.

6

After an hour spent taking a bath, listening to music or reading a book, you will begin feeling like a human being again.

7

Learn to listen to people's ideas and suggestions. You may not agree all the time, but in the long term you'll benefit from the good relationships you build.

8

Walk away and do something different. Ideas and solutions can come to you when you least expect them.

9

Laughing is even better! It will help to change your stressed state into a relaxed one.

Lesson 1 7

3b

Go over the instructions and check understanding. Learners work with a partner and compare their answers to **activity 3a**. Monitor and assist as necessary.

Feedback as a class.

Extension

You may want to ask the learners why they chose their answers to **activity 3a**. This may help the learners to notice that the key phrases and vocabulary in the tips in the article can help them to understand what each reading is about.

4

Go over the instructions and check understanding. Give learners half a minute to think about their answers, then take feedback as a class. Encourage learners to give reasons for why they think any ideas in the article are good or bad.

productively, you'll improve your work efficiency and leave work on time, which means more time at home.

4) Start moving! Take regular exercise and always try to eat healthily. Fresh fruit, vegetables and fish can increase energy and concentration levels. You will quickly begin to feel like a different person.

5) Welcome change. Start to treat new responsibilities as a chance to learn and grow. You might end up doing something you never thought you could.

6) Make time to do the things you enjoy. After an hour spent taking a bath, listening to music, or reading a book, you will begin feeling like a human being again.

7) It's good to get on with people. Learn to listen to people's ideas and suggestions. You may not agree all the time, but in the long term you'll benefit from the good relationships you build.

8) Take the time to think problems through. Walk away and do something different. Ideas and solutions can come to you when you least expect them.

9) Remember to smile. Laughing is even better! It will help to change your stressed state into a relaxed one.

Language Focus

Go over the explanations and examples with learners.

Extension

You may want to ask learners to find and underline one example of each of the patterns in the article in **activity 3a**.

Practice

5a-i

Go over the instructions and example to check understanding. Learners complete each sentence with the most suitable form of the verb in parentheses.

Monitor and assist as necessary.

Feedback as a class.

5a-i answers

- a) I hope **to buy** a new house *by the end of next year.*
b) Look, I don't deny **borrowing** Dad's car.
But I didn't scratch it.
c) **Shopping** is fun.
d) I don't think Lucy's coming.
She said she hadn't finished **writing** that report.
e) It isn't possible **to swim** here.
f) **Saying** sorry to him was difficult.
g) John offered **to help** us move house next weekend.
h) She was late, but I didn't mind **waiting**.
i) It's wrong **to lie**.

Note that **to + base form** of the verb is possible in both **c** and **f**. (**c** To shop is fun. **f** To say sorry to him was difficult.) While not incorrect, these sound over-formal and a little archaic.

Language Focus

1 Some verbs, e.g. **agree, decide, help, hope, learn, offer, remember, want**, are usually followed by **to + base form** of another verb.

- ✓ He **agreed to work** next Saturday.
X He **agreed working** next Saturday.

2 Other verbs, e.g. **admit, avoid, consider, deny, enjoy, finish, mind**, are usually followed by the **-ing form** of another verb.

- ✓ Do you **mind keeping** the window closed?
X Do you **mind to keep** the window closed?

3 There are verbs that can be used in *either* pattern.

With some of these verbs, e.g. **hate, like, love, prefer, start, begin**, there is very little difference in meaning.

- I **prefer to work** on weekdays.
I **prefer working** on weekdays.

With other verbs, e.g. **remember**, **forget**, **stop**, **go on**, different patterns show a difference in the order the actions happen.

- I **remembered to lock** all the doors this morning.
= I remembered, then I locked the doors.
- I **remembered locking** all the doors this morning.
= I locked the doors, then I later remembered doing it.

Try is different. Look at the examples.

- Try to drive** more slowly.
= Please make an effort to do this.
- Try driving** more slowly.
= Do this and see what happens.

4 We often use **it + adjective** with **to + base form** of the verb when we *describe* or *give an opinion* about an activity.

- It's good to spend** time with your family.

If the verb comes *first*, we usually use the *-ing form*.

- Spending time** with your family is **good**.

Practice

5 Complete each sentence with the most suitable form of the verb in parentheses.

- a I hope _____ to buy _____ a new house by the end of next year. (**buy**)
- b Look, I don't deny _____ Dad's car. But I didn't scratch it. (**borrow**)
- c _____ is fun. (**shop**)
- d I don't think Lucy's coming. She said she hadn't finished _____ that report. (**write**)
- e It isn't possible _____ here. (**swim**)
- f _____ sorry to him was difficult. (**say**)
- g John offered _____ us move house next weekend. (**help**)
- h She was late, but I didn't mind _____ . (**wait**)
- i It's wrong _____ . (**lie**)



Memo

[illegible]

Sounding Natural

- 6 a **Track 01** Listen. How are the underlined parts of the sentences pronounced?
Circle the sound you hear.

- | | |
|---|--|
| 1 I prefer <u>to</u> eat toast for breakfast. /tə/ | <input checked="" type="radio"/> /tu:/ |
| 2 He agreed <u>to</u> meet me here. /tə/ | <input type="radio"/> /tu:/ |
| 3 It's important <u>to</u> turn off the gas. /tə/ | <input type="radio"/> /tu:/ |
| 4 I hate <u>to</u> ask for help. /tə/ | <input type="radio"/> /tu:/ |

- b **Track 01** Listen again and copy the pronunciation.

Interact

- 7 a Work with a partner.
Discuss the things you do to reduce stress, the things people you know do to reduce stress, and the things you have read or heard can reduce stress.
Write your top five tips for a stress-free life.

1.
2.
3.
4.
5.

- b Share your ideas with the class.
As a class, decide on the top three ways to reduce stress.



Lesson 1 9

Sounding Natural

6a

- Track 01** Go over the instructions and example to check understanding. Learners listen for how the underlined parts of the sentences are pronounced and circle the sound they hear.

6a answers

- 1) /tu: /
- 2) /tə /
- 3) /tə /
- 4) /tu: /

We tend to use the 'weak' form /tə/ when the first letter of the following word is a consonant. If the first letter of the following word is a vowel, we tend to use the 'full' form /tu: /.

6b

- Track 01** Learners listen again and copy the pronunciation.

Track 01 (page 173, Student Book) 0:26

- 1) I prefer to eat toast for breakfast.
- 2) He agreed to meet me here.
- 3) It's important to turn off the gas.
- 4) I hate to ask for help.

Interact

7a

Go over the instructions and check understanding. In pairs, learners discuss and make a note of the things they do to reduce stress, the things people they know do to reduce stress, and the things they have read or heard can reduce stress.

Learners then write their top five tips for a stress-free life. Monitor and assist as necessary. Feedback as a class.

7b

Go over the instructions and check understanding. As a class, learners decide on the top three ways to reduce stress.

Monitor and assist as necessary. Feedback as a class.

2 I'm a Big Fan!

I'm a Big Fan!

In this lesson - Discuss things that you, or people you know, are into

Core activities - 1–3, 5, 6, 8

Vocabulary - Some uses of **get**

Examples:

He'll get together with his old university friends next Saturday.

Cara got over the disappointment of failing her driving test.

My boss usually gets behind my ideas.

My mum got into writing last year.

He always gets up late at the weekend.

We got back to the office a bit late after lunch.

Sarah got a really good grade in her exam last week.

She got quite depressed.

Everyone got into the car.

Introduction

1a-f

Go over the instructions and example to check understanding. In pairs, learners use the words in the box to complete the statements so that the two sentences under each picture have the same meaning.

Monitor and assist as necessary.
Feedback as a class.

1a-f answers

- We always get **behind** our team.*
- I really got **into** painting a few years ago.*
- I really want to get **back** to my seat.*
- I'll never get **over** selling my music collection.*
- He's always getting **up** and doing magic tricks at parties.*
- I love getting **together** with friends at gigs.*

Reading

2a-d

Draw attention to the reading text and the topics. Learners skim read to find out what each paragraph is about, then write numbers to match each paragraph with a topic. Set a time limit of one minute.

Monitor and assist as necessary.
Feedback as a class.

2a-d answers

- The changing face of football fans. **2***
- What Jane does in her free time. **1***
- Why football clubs like female fans. **4***
- Why Jane likes football. **3***

2 I'm a Big Fan!

Introduction

1 Work with a partner. Use the words in the box to complete the statements so that the two sentences under each picture have the same meaning.

back	over
behind	together
into	up



- a We always support our team.
We always get behind our team.



- d I'll never recover from selling my music collection.
I'll never get over selling my music collection.

Reading

2 Read the article quickly, and write numbers to match each paragraph with a topic below.

- The changing face of football fans. 2
- What Jane does in her free time. _____
- Why football clubs like female fans. _____
- Why Jane likes football. _____

3 Read the article again, and circle the correct option to say if each statement below is **True** or **False**.

- Jane received her first football shirt when she was six. **True / False**
- The number of female football fans in England is becoming smaller. **True / False**
- Jane hates arriving at the stadium. **True / False**
- The clubs want to receive more revenue. **True / False**
- Jane becomes excited before the games start. **True / False**
- The behaviour of male fans is improving. **True / False**

4 Have you ever attended a sporting event?
If you have, what and when was it?
If you have not, would you like to?



1 Jane Smith lives in London, but every two or three weeks she gets together with a group of friends and makes the 200-mile trip north to Liverpool. She gets back home late the same night, exhausted from cheering on her beloved team. Of course, it's worse if she has to get over the disappointment of being a supporter of the losing side. But, despite the ups and downs, she never gets tired of being part of a group whose numbers, in England, are getting bigger and bigger every season: female football fans.

2 Although going to football matches is still considered a male-dominated pastime, this is changing fast. A recent survey in England showed that one in four

10 Lesson 2

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, etc. It is an essential reading skill. One way to give learners practice in this skill is to ask them to match topics or descriptions with individual paragraphs, and set a time limit for them to do so.

3a-f

Go over the instructions and check understanding. Set a one-minute time limit for this activity. In pairs, learners circle the correct option to say if each statement is true or false.

Teaching tip - scan reading

This is a scanning activity. We scan to get particular details or information from a text, e.g. when searching a newspaper listing for the time a TV programme starts. Encourage scanning skills in learners by:

- setting a time limit for the activity (you can present this as a race to find the information).
- assuring learners that they do not need to read every word to find the answers.

In this Lesson: Discuss things that you, or people you know, are into
Grammar: *Some uses of get*



b I became interested in painting a few years ago.
I really got _____ painting a few years ago.



c I really have to return to my seat.
I really want to get _____ to my seat.



e He's always standing up and doing magic tricks at parties.

He's always getting _____ and doing magic tricks at parties.



f I love meeting friends at gigs.
I love getting _____ with friends at gigs.



fans attending games is female. Jane's passion shows that female fans enjoy escaping the stress of work and home to get behind their team, just as much as the men.

3 'My dad was born in Liverpool', explains Jane, 'and I got into football by watching the games on TV. He got me my first Liverpool shirt when I was six years old! I got a season ticket last year for the first time and love travelling up to watch the home games on Saturdays. I love everything about it - getting up early, putting on my shirt, getting to the stadium, and the mixture of getting nervous and excited before the game. For me, there really is nothing like watching the match live.'

4 Football clubs have been working hard to improve their image and get extra revenue, so the fact that more and more women are getting into football has been a very welcome development. Perhaps the most positive effect is that the behaviour of the male fans seems to be getting better. According to a recent study, the risk of violence is greatly reduced in stadiums with higher numbers of female fans. This change is being watched closely by European clubs as they look to improve their own images and revenues. One thing everyone can agree on is that if this trend continues, football clubs can look forward to a bright future.



Lesson 2 11

Monitor and assist as necessary.
Feedback as a class.

3a-f answers

a) Jane received her first football shirt when she was six.

True

b) The number of female football fans in England is becoming smaller. **False**

c) Jane hates arriving at the stadium. **False**

d) *The clubs want to receive more revenue. **True***

e) Jane becomes excited before the games start. **True**

f) The behaviour of male fans is improving. **True**

4

Take brief responses to the questions as a way of rounding off the reading section.

Memo

[illegible]

Language Focus

Go over the explanations and examples with learners.

Practice

5a

Learners circle the six phrasal verbs in the text that use **get**. Feedback as a class.

5a answers

See 5b answers.

5b

Go over the instructions and example to check understanding. In pairs, learners replace each of the phrasal verbs that they circled with other words that express the same idea.

Monitor and assist as necessary.

Feedback as a class.

5a+b answers - in bold, phrasal verbs in parentheses.

I guess I **became interested in** (got into) trains when I was a kid, and never really lost my passion for them. Now, every week I **meet** (get together) with a bunch of friends, and we all go down to the station and try to take the best photos of the most unusual trains. It can be a bit of a waiting game, but when you see the train you've been waiting for approaching, you just **stand up** (get up) and run to get the best shot. Sometimes, when you **return** (get back) home, you find that your photos didn't turn out as well as you'd hoped, and it can take a while to **recover from** (get over) the disappointment. That's why it's important to have such great friends. They can always be relied upon to **support** (get behind) me when I've had a bad day on the platform.

6a-d

Go over the instructions and check understanding. Learners work independently to complete the sentences with their own ideas. Do the first example as a class. Accept any suitable answers.

Monitor and assist as necessary.

Feedback as a class.

6a-d answers - suggested answers

- When I get tired I **drink a strong cup of coffee**.
- I get nervous when I **have to give a speech**.
- The first thing I do when I get home is **have a shower**.
- I got a really nice **jacket for my birthday**.

Language Focus

get is very common in spoken English and has many different meanings. It is used both in **phrasal verbs** and in place of other verbs.

Some common **phrasal verbs** using **get**:

phrasal verb	meaning	example
get together (with)	to meet someone after making an arrangement	I got together with my family last Sunday for dinner.
get over	to recover from something/someone	John got over his stomach bug and is now back at work.
get behind	to support something/someone	She always gets behind her friends' decisions.
get into	to become interested in something	I really got into reggae when I was a teenager.
get up	to stand up	Emma got up to let the old woman have a seat.
get back	to return to something/someone/somewhere	We got back a bit late from lunch yesterday, sorry.

In place of other verbs:

1 **get** can mean *fetch/receive/obtain something*.

get + object
Get me a **coffee**, will you?
He **got** a very good **job**.

2 **get** can mean *become*.

get + adjective
It's **getting better** all the time.
He **got** very **tired**.

3 **get** can mean *arrive or change position*.

I **got** to the meeting a little late.
We all **got** onto our feet and started clapping.

Practice

5 a Circle the six phrasal verbs in the text that use **get**.

became interested in
I guess I **got into** trains when I was a kid, and never really lost my passion for them. Now, every week I **get together** with a bunch of friends, and we all go down to the station and try to take the best photos of the most unusual trains. It can be a bit of a waiting game, but when you see the train you've been waiting for approaching, you just **get up** and run to get the best shot. Sometimes, when you **get back** home, you find that your photos didn't turn out as well as you'd hoped, and it can take a while to **get over** the disappointment. That's why it's important to have such great friends. They can always be relied upon to **get behind** me when I've had a bad day on the platform.

b Replace each phrasal verb that you circled with other words that express the same idea.

6 Complete the sentences with your own ideas.

- When I get tired I _____
- I get nervous when _____
- The first thing I do when I get home is _____
- I got a really nice _____

Sounding Natural

7 a **Track 02** Listen. What happens to the underlined parts of the sentences?

- 1 He often got behind my ideas.
- 2 We got back to the office a bit late after lunch.
- 3 She got quite depressed.

b **Track 02** Listen again and copy the pronunciation.

Interact

8 a Choose one of the topics and make notes about it in the table below.

- something that you are a fan of now
- something that you were a fan of in the past
- something that someone you know is a fan of now
- something that someone you know was a fan of in the past

What is/was it?

my brother - tennis

What does/did it involve?

Saturdays - used to get up early

b Tell your partner about the topic you chose. Ask and answer questions to get more information. Try to use expressions with **get**.

c Tell the class what your partner talked about.

Lesson 2 13

Sounding Natural

7a

Track 02 Learners listen for what happens to the underlined parts of the sentences.

7a answers

When followed by /b/, the /t/ is often pronounced as /p/; when followed by the /k/ sound in 'quite', the /t/ is often pronounced as /k/. These are examples of assimilation.

Track 02 (page 173, Student Book) 0:20

- 1) He often got behind my ideas.
- 2) We got back to the office a bit late after lunch.
- 3) She got quite depressed.

7b

Track 02 Learners listen again and copy the pronunciation.

Interact

8a

Go over the instructions, list of topics, and examples to check understanding.

Learners choose one of the topics and make notes in the table.

8b

Go over the instructions and check understanding. In pairs, learners tell each other about the topic they chose and ask and answer any questions. Encourage learners to try to include expressions with 'get' in their descriptions and questions.

8c

Learners tell the class what their partner talked about.

3 The New Boy

The New Boy

In this lesson - Describe two people you know

Core activities - 1-2, 3b-6, 8

Function - Describing people's character

Introduction

1a

Go over the instructions and example to check understanding. Ask learners to skip words they don't know. Explain that you will deal with these after they have completed the activity. Set a time limit of two minutes.

In pairs, learners read the 'personality' words and put a tick next to the words with a *positive* meaning, a cross next to the words with a *negative* meaning and a question mark next to the words that could have a *positive* or *negative* meaning, depending on the situation.

Monitor and assist as necessary.

Feedback as a group. The question whether some of these words have a positive or negative meaning will sometimes depend on an individual's attitude, as much as on the situation in which the words are used, so accept any answers that learners can justify.

Teach, drill and board any unfamiliar items.

1a suggested answers

See answers for 2.

1b

Go over the instructions and example to check understanding. In pairs, learners write the words in red from **activity 1a** (underlined in **2 answers**) next to the correct definitions.

Monitor and assist as necessary.

Feedback as a group.

1b answers

kind: helpful to other people and thoughtful about how they feel

cheerful: happy and optimistic

a loner: someone who likes to do things independently

a realist: a person who hopes only for what they think might really happen

a gossip: someone who likes talking about other people's private lives

moody: often angry, upset and unfriendly

an extrovert: a person who enjoys being with other people

a cynic: someone who thinks that people are selfish and only pretend to be nice

mean: unpleasant and a little cruel to other people

an idealist: someone who thinks we can do very good things, even if other people don't think so

3 The New Boy

Introduction

1 a Work with a partner. Read the 'personality' words in the table below.

Put a circle (○) next to the words with a *positive* meaning.

Put a cross (X) next to the words with a *negative* meaning.

Put a question mark (?) next to the words that could have a *positive* or *negative* meaning (depending on the situation).

kind	○
a gossip	
a loner	
mean	
moody	
a realist	
cheerful	
an extrovert	
an idealist	
a cynic	
ambitious	ambition
intelligent	
patient	
self-confident	
realistic	
aggressive	
arrogant	
committed	
creative	
enthusiastic	
imaginative	
mature	

b Write the words in red from **activity 1a** next to the correct definitions below.

- kind : helpful to other people and thoughtful about how they feel
- : happy and optimistic
- : someone who likes to do things independently
- : a person who hopes only for what they think might really happen
- : someone who likes talking about other people's private lives
- : often angry, upset and unfriendly
- : a person who enjoys being with other people
- : someone who thinks that people are selfish and only pretend to be nice
- : unpleasant and a little cruel to other people
- : someone who thinks we can do very good things, even if other people don't think so

2 The blue words in **activity 1a** are all adjectives. Write the related noun next to each one.

ambitious ? ambition

Listening

3 a Look at the picture on page 15 of Brian Johnson, a new teacher at Queen Anne's School, Cambridge. What kind of person do you think he is?

b Track 03 Track 04 Track 05 Track 06

Listen to four people from Queen Anne's School talking about Brian. Who likes Brian? Who dislikes him? Why?

2

Go over the instructions and example to check understanding. In pairs, learners write the related noun next to each of the adjectives in blue in **activity 1a**.

Monitor and assist as necessary.

Feedback as a group.

Teach, drill and board any unfamiliar items.

1a and 2 answers (words used in **activity 1b** underlined)

kind ○
a gossip X
a loner ?
mean X
moody X
a realist ○
cheerful ○
an extrovert ?
an idealist ?
a cynic X

In this Lesson: Describe two people you know
Function: Describing people's character

- 4 a Work with a partner. Read the comments below about Brian. Write A (Andrew Peters), B (Brenda Thomas), C (Charlotte West) or D (Derek Mitchell) next to each comment to show who said it.

A	He's always criticising the way other teachers do things.	
—	He never gives up if we don't understand something.	
—	He's always telling these lame jokes.	
—	He's the kind of person who'll do anything to get to the top.	
—	He's the kind of teacher who will do anything to help his pupils.	
—	He's the kind of teacher who is all friendly, and then he gives you loads of homework.	
—	He's a bit of an idealist.	
—	He's a bit of an idiot.	
—	He's a bit arrogant.	
—	He's quite ambitious.	
—	He has a lot of self-confidence.	1
—	He has loads of patience.	
—	I like his intelligence and his ambition.	
—	One thing I really respect about him is his commitment to the job.	
—	One thing that I like about him, though, is that he's not as bad as Mr Peters!	
—	What I like about him is that he explains things so clearly.	
—	I can't say I like him much.	
—	I can't say that all of his ideas are very realistic.	



- 5 Write numbers to match the functions below with each set of sentences in activity 4.

- describing someone's personal qualities
- saying what kind of person someone is
- describing how someone typically acts
- giving a personal reaction

b Track 03 Track 04 Track 05 Track 06

Listen again and check your answers.

Lesson 3 15

3b

Track 03 Track 04 Track 05 Track 06

Feedback in pairs, and then as a group.

Accept any reasonable answers as to why the people like or dislike Brian.

3a answers

Andrew Peters – **dislikes Brian**

Brenda Thomas – **likes Brian**

Charlotte West – **likes Brian**

Derek Mitchell – **dislikes Brian**

4a

Go over the instructions and example to check understanding. Teach any unfamiliar items contained in the comments, e.g. *lame* (an informal way of saying 'not very good') and *is all friendly* (a very informal, non-standard way of saying 'acts/pretends to be friendly'). In pairs, learners read the comments about Brian and write **A** (Andrew Peters), **B** (Brenda Thomas), **C** (Charlotte West), or **D** (Derek Mitchell) next to each to show who said it.

Monitor and assist as necessary.

Feedback as a group, but don't give any definite answers at this stage - learners will listen to check for themselves in the next activity.

4a answers

See 5 answers on page 14.

4b

Track 03 Learners listen again and check their answers to **activity 4a**.

Feedback in pairs, and then as a group.

4b answers

See 5 answers on page 14.

Track 03 (page 173, Student Book) 0:40

Andrew Peters

Johnson? I can't say I like him much, to be honest. He's, well... he's a bit arrogant. He's only just left college, but he's always criticising the way other teachers do things. He doesn't mention any names, of course but, like, well... we all know who he's talking about. I don't know why Brenda likes him. It's quite clear he's after her job. He's quite ambitious, you see. He's the kind of person who'll do anything to get to the top.

Track 04 (page 173, Student Book) 0:40

Brenda Thomas

He's a bit of an idealist... and I can't say that all of his ideas are very realistic. But one thing I like... one thing I really respect about him is his commitment to the job. He's the kind of teacher who will do anything to help his pupils... and I think they really appreciate it. And then, well... I like his intelligence and his ambition. He has a lot of self-confidence. I can see him going far in the profession.

ambitious ?
intelligent O
patient O
self-confident O
realistic O

aggressive X
arrogant X
committed O
creative O

enthusiastic O
imaginative O
mature O

ambition
intelligence
patience
self-confidence
realism
(realist and reality are also possible)

aggression
arrogance
commitment
creativity
(creation and creator are also possible)

enthusiasm
imagination
maturity

Listening

3a

Draw attention to the picture of Brian Johnson. Elicit some ideas about the kind of person he is.

Direct attention to the pictures of Andrew Peters, Brenda Thomas, Charlotte West, and Derek Mitchell. Explain *pupil* and *head teacher*, if necessary. Briefly elicit some ideas about how each person might feel about Brian.

Go over the instructions and check understanding.

Learners listen for whether each person likes or dislikes Brian, and why.

Track 05 (page 173, Student Book) 0:27**Charlotte West**

He's really, really great! He's a brilliant teacher. What I like about him is that he explains things so clearly, and makes sure everyone understands everything. He has loads of patience. He never gives up if we don't understand something. He just explains it again in another way.

Track 06 (page 173, Student Book) 0:28**Derek Mitchell**

Well, if you ask me... he's a bit of an idiot, really. He thinks he's like, really cool, but, like... he's always telling these lame jokes and they're just not funny. He's the kind of teacher who is all friendly, and then he gives you loads of homework. One thing that I like about him, though, is that he's not as bad as Mr Peters!

5

Do this activity as a class. Go over the instructions and example to check understanding. Elicit the correct answers, then have learners write numbers to match the functions with each set of sentences in **activity 4**.

5 answers

- A** *He's always criticising the way other teachers do things.*
C *He never gives up if we don't understand something.*
D *He's always telling these lame jokes.*

3

- A** *He's the kind of person who'll do anything to get to the top.*
B *He's the kind of teacher who will do anything to help his pupils.*
D *He's the kind of teacher who is all friendly, and then he gives you loads of homework.*
B *He's a bit of an idealist.*
D *He's a bit of an idiot.*

2

- A** *He's a bit arrogant.*
A *He's quite ambitious.*
B *He has a lot of self-confidence.*
C *He has loads of patience.*

1

- B** *I like his intelligence and his ambition.*
B *One thing I really respect about him is his commitment to the job.*
D *One thing that I like about him, though, is that he's not as bad as Mr Peters!*
C *What I like about him is that he explains things so clearly.*
A *I can't say I like him much.*
B *I can't say that all of his ideas are very realistic.*

4**Language Focus**

We can talk about a person's character in different ways.

1 Describing their personal qualities

He's + *adjective*
She has + *noun*

He's very *self-confident*.
She's a bit *aggressive*.
She has a lot of *self-confidence*.
He has *imagination*.

2 Saying what kind of person they are

He's the kind of person who + *phrase*
She's (a bit of) a + *noun*

He's the kind of person who makes a lot of promises, but never does anything.
She's a realist.
He's a bit of an extrovert.

3 Describing how they typically act

He's always + *-ing form* of the verb
She never + *present form* of the verb

He's always *criticising* people.
She never *says* thank you.

4 Giving our personal reactions

I like, etc. + *noun*
One thing I like, etc. *is* + *noun*

I like his *sense of humour*.
One thing I really *hate* is her bad *temper*.

What I like, etc. *about...* **is** that + *clause*
One thing that I like, etc. *about...* **is** that + *clause*

What I like *about* Tom **is** that he *never* gives up.
One thing that I really *don't like* *about* her **is** that she *never* offers to help.

I can't say + *clause* (used when we give negative reactions)

I can't say **he's** *honest*.
(I think he isn't honest.)

I can't say **he** has *much self-confidence*.
(I think he doesn't have much self-confidence.)

16 Lesson 3

Practice**6** Work with a partner.

Use the prompts in parentheses to rewrite the sentences. Keep the same meaning.

- a *She's* always saying that we should give all our money to the poor.

(a bit of) *She's* a bit of an idealist.

- b *He's* very ambitious.

(has) _____

- c *She's* always getting angry and upset.

(a bit) _____

- d *He's* a bit of an extrovert.

(kind of person) _____

- e *He's* the kind of person who never believes what politicians say.

(a bit of) _____

- f *He* never helps other people and often hurts their feelings.

(can't say) _____

- g *I* like him because he's so imaginative.

(one thing) _____

- h *She's* always complaining, and *I* really hate it.

(one thing that) _____

Language Focus

Go over the explanations and examples with learners.

Practice**6a-h**

Go over the instructions and example to check understanding. In pairs, learners use the prompts in parentheses to rewrite the sentences. Feedback as a group.

6a-h suggested answers

- a) *She's* a bit of an idealist.
 b) *He* has a lot of ambition.
 c) *She's* a bit moody.
 d) *He's* the kind of person who enjoys being with other people.
 e) *He's* a bit of a cynic.
 f) *I* can't say *he's* kind.
 g) *One thing I* like is his imagination.
 h) *One thing that I* really hate about her is that *she's* always complaining.