1 Introduction ................................................................. 7
   Course aims ............................................................ 7
   Course structure ....................................................... 7
   Syllabus .................................................................. 7
   Course components .................................................... 8
   Approach .................................................................. 10
   Methodology ............................................................ 11
   New Interlink special features ..................................... 12
      Student’s Book ....................................................... 12
      Activity Book ........................................................ 14
   Using New Interlink .................................................... 15

2 Lesson Plans ............................................................... 17
   Key to symbols ........................................................ 17
   Lesson plans (A1 – D6) ............................................... 18

3 Resources Pack .......................................................... 67
   List of photocopiable resources .................................... 67
   Resources (A1 – D6) .................................................... 68
   Resources (Revision Section) ........................................ 90
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>A2</td>
<td>How long does it take? page 6</td>
<td>LANGUAGE IN ACTION: It takes (me) (about) 10 minutes by bus.</td>
<td>GRAMMAR: How long + take</td>
<td>VOCABULARY: Natural features and animals Means of transport</td>
<td>PRONUNCIATION: Connected speech: get to, does it take, it takes</td>
<td>RECYCLING: There + be Some / any / lots of / a lot of Present Simple Weather words</td>
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<tr>
<td>A3</td>
<td>Are you ready to order? page 8</td>
<td>LANGUAGE IN ACTION: Can I have the chicken pie, please? I'll have the fish.</td>
<td>GRAMMAR: Can</td>
<td>VOCABULARY: Food &amp; Drink Restaurant &amp; hotel</td>
<td>PRONUNCIATION: Can Would like will</td>
<td>RECYCLING:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>What were you doing at 9:30? Page 10</td>
<td>LANGUAGE IN ACTION: Was the guide fishing too? No, he wasn't. He was looking at the landscape.</td>
<td>GRAMMAR: Past Continuous (affirmative, negative, interrogative)</td>
<td>VOCABULARY: Crime &amp; mystery</td>
<td>PRONUNCIATION:</td>
<td>RECYCLING: Past Simple</td>
<td></td>
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<tr>
<td>A5</td>
<td>It isn’t big enough. page 12</td>
<td>LANGUAGE IN ACTION: It was too hot in the bus. The hotels weren't good enough.</td>
<td>GRAMMAR: Too / not enough + adjectives</td>
<td>VOCABULARY: Holidays &amp; travelling Adjectives (opposites)</td>
<td>PRONUNCIATION: Sentence stress</td>
<td>RECYCLING: Adjectives Agreeing / Disagreeing</td>
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<tr>
<td>A6</td>
<td>A trip to remember page 14</td>
<td>LANGUAGE IN ACTION: Frances falls in love with an old villa. Anna fell asleep while she was watching TV.</td>
<td>GRAMMAR: Verb phrases</td>
<td>VOCABULARY:</td>
<td>PRONUNCIATION:</td>
<td>RECYCLING: Past Simple Weather words Why / Because</td>
<td></td>
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</tr>
<tr>
<td>B2</td>
<td>Will's taller than Eddie. page 18</td>
<td>LANGUAGE IN ACTION: Clara's less stressed than her partner. Both of them have big families.</td>
<td>GRAMMAR: Comparative adjectives + than</td>
<td>VOCABULARY: Irregular comparatives: better, worse</td>
<td>PRONUNCIATION: Sentence stress and weak forms</td>
<td>RECYCLING: Adjectives Agreeing / Disagreeing</td>
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<tr>
<td>B3</td>
<td>Too young to be on the show page 20</td>
<td>LANGUAGE IN ACTION: Pam's really gorgeous. Sam isn't good enough for the show. be + very / really / a bit / not very too + adjective not + adjective + enough have + features</td>
<td>GRAMMAR: Expressions with have and be to describe people</td>
<td>VOCABULARY:</td>
<td>PRONUNCIATION: Word stress</td>
<td>RECYCLING: be / have Adjectives Too / enough Giving opinions</td>
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<tr>
<td>B4</td>
<td>He's the cleverest of them all. page 22</td>
<td>LANGUAGE IN ACTION: I'm the youngest in my family. Harry's the most intelligent in the house. John Lennon was the best of The Beatles. be + very / really / a bit / not very too + adjective not + adjective + enough have + features</td>
<td>GRAMMAR: Irregular superlatives: the best, the worst</td>
<td>VOCABULARY:</td>
<td>PRONUNCIATION:</td>
<td>RECYCLING: Comparatives Adjectives to describe appearance &amp; personality Why / Because</td>
<td></td>
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<tr>
<td>B5</td>
<td>A time to remember page 24</td>
<td>LANGUAGE IN ACTION: Harry's memory is so good that he remembers a lot of details.</td>
<td>GRAMMAR: So + adjective + that</td>
<td>VOCABULARY: Memory</td>
<td>PRONUNCIATION:</td>
<td>RECYCLING: Past Simple Adjectives Why / Because be + like, look like</td>
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<tr>
<td>B6</td>
<td>Somebody special page 26</td>
<td>LANGUAGE IN ACTION: She sings beautifully. My mother cooks very well.</td>
<td>GRAMMAR: Adverbs of manner</td>
<td>VOCABULARY: Adverbs ending in –ly Irregular adverbs. well, fast, hard</td>
<td>PRONUNCIATION:</td>
<td>RECYCLING: Adjectives Agreeing / Disagreeing be + like, look like So... that Comparatives &amp; Superlatives</td>
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**Situations** Checking-in at a hotel; Ordering a meal.  
**Writing** An email about your holidays.
| C1 | Going international with English page 28 | Why are you learning English? | Word order in questions | Numbers & languages | Question forms Present Simple Past Simple Can |
| C2 | Similarities and differences page 30 | São Paulo is as big as Britain. Spain isn’t as big as Minas Gerais. | Comparative: (not) as... as | Personality Adjectives | Weak form: as / so/ |
| C3 | You can’t miss it! page 32 | How do I get to Regent Street, please? Where’s Harrod’s, please? Is there a Lloyd’s Bank near here? | Imperatives and prepositions for directions | Places in a city & Prepositions to give directions | There + be Prepositions How / Where Verbs: get, go, take, turn, know, miss |
| C4 | It’s something which… page 34 | What is something that you use for cutting things at the table? | Relative pronouns | Animals, people, objects, places in a city | Silent letters Superlatives best / worst |
| C6 | Studying abroad page 38 | I’m writing to ask for information… How long do the lessons take? Are there any… near the school? | ——— | ——— | ——— |

**Situations** Giving and understanding directions. **Writing** A formal email enquiring about a course.

| D1 | It’s mine! page 40 | Whose bag is this? This is my bag. Being a baby is good because… | Possessive Pronouns Question word. Whose | Different ages | ——— |
| D2 | Will I be rich? page 42 | She’ll get married. She won’t leave home very early. | will / won’t for future predictions | Stages of life | Contraction: ’ll (will) Verbs |
| D3 | If you see it, you won’t like it. Page 44 | You’ll be tired in the morning if you go to bed late. | First conditional | Personality adjectives | ——— be + like, will / won’t |
| D4 | I hope so. page 46 | Definitely not! I don’t care. | hope, suppose, think + so / not in short responses | Stages of life | Stress in short responses will / won’t |
| D5 | How about Wednesday? page 48 | What are you doing tonight? I’m having dinner with Rose. | Present Continuous for future arrangements | Expressions for making arrangements | Intonation in questions Verb + ing going to future Prepositions of time |
| D6 | Your present, past and future page 50 | I grew up in… I’m going to get married… We moved house last week. | Contrast of tenses | Sayings in English & Actually, nowadays | ——— |

**Situations** Making arrangements; Responding to hopes, plans and expectations. **Writing** A forum post about your life story.

| Learn to Learn page 53 | Chat Pages page 54 | Vocabulary Pack page 61 | Language Bank Take-away Expressions page 65 | Revision Section A page 66 | Revision Section B page 70 | Revision Section C page 74 | Revision Section D page 78 | Activity Book page 83 | Stop & Check A page 90 | Stop & Check B page 99 | Stop & Check C page 108 | Stop & Check D page 118 | Audioscripts page 121 |
Course aims

New Interlink is a six-level course specially designed for adults and young adults whose first language is Portuguese.

The results of a special market research carried out by Cultura Inglesa indicated that Brazilian adult learners usually look for a course that will provide them with linguistic skills in English to express themselves orally, to understand what they hear, and to be able to operate comfortably in business and social situations. They value a good range of vocabulary and aim at a level of comfortable intelligibility. They also expect the process of learning English to take place “quickly”. New Interlink attempts to meet these expectations by making use of principles and techniques that speed up the learning process, focus on essential language for immediate communication, help learners to overcome their psychological barriers and develop a sense of achievement.

Course structure

Each level of New Interlink consists of 24 complete lessons grouped into 4 sections. Each of the six levels of New Interlink is a single volume which integrates Student’s and Activity Book. Each volume provides 40 hours of core work, with additional materials in the Teacher’s Guide which can extend the course to approximately 60 hours.

New Interlink takes students from beginner level (zero or false beginners) up to intermediate level (Common European Framework Level B1, leading into B2).

Syllabus

The expectations of Brazilian adult learners towards the linguistic content and skills of an ideal course, or what they call “a comfortable level of English”, can be interpreted as a level of linguistic competence equivalent to the Common European Framework Levels B1-B2. The syllabus design in New Interlink was then based on the Association of Language Testers in Europe (ALTE) Level 2 and Cambridge ESOL PET examination syllabus and specifications. However, some adaptation was necessary to meet the needs of the Brazilian market. Some elements were prioritised and others de-prioritised so as to respond more accurately to the Brazilian adult learners’ profile in terms of their perceived needs, specific linguistic difficulties and strengths, general knowledge and cultural background.

Lexis

From the Cambridge ESOL lexical syllabus, some topic areas were reduced or expanded in New Interlink so as to match the needs and interests of Brazilian learners better. Areas such as ‘animals’ include slightly fewer items, whereas others such as ‘technology’ and ‘telecommunications’ have been added to. Also, the fact that Brazilian Portuguese and English share a lot of true cognates allowed the list of lexical items to include words that are usually considered advanced for a Common European Framework Level B, but which would present no difficulty for the Brazilian learner. A positive consequence of the inclusion of such words is the unique opportunity it gives the learners to build up their lexical repertoire more quickly, which is very much in tune with their expectations.
Grammar

Although no grammar areas present in the Cambridge ESOL syllabus were discarded, more emphasis was put on some rather than on others, based on how difficult they might be for the target learner to master. This difficulty depends on the degree of similarity or difference between English and Brazilian Portuguese as to the form, concept and use of each particular item. For example, Brazilian Portuguese has verb tenses which are basically the same as the present and past continuous in English, sharing with them both form and concept in most contexts. So these two English verb tenses could be dealt with more lightly and faster than is usually done in international coursebooks, as Brazilian learners can grasp their concept and form much more easily than, for instance, speakers of German or French. On the other hand, it is usually quite hard for Brazilian learners to use ‘there to be’ correctly, because Brazilian Portuguese expresses this concept in a totally different way from English. Therefore a differentiated approach was used when presenting and practising it, so as to provide the learner with activities that were appropriate to the specific sort of difficulty they usually face.

Phonology

The list of phonological aspects to be dealt with in *New Interlink* contains only those segmental and suprasegmental elements that are especially difficult for the Brazilian learner to master, and that might affect their comfortable intelligibility. For example, Brazilian learners tend to confuse the phonemes /r/ and /h/ in initial positions, so special emphasis is given to the contrast between them. By the same token, there is no focus at all on the production or contrast between the phonemes /b/ and /v/, as they do not represent a problem for Brazilian Portuguese speakers.

Topics

The common cultural background shared by the prospective users of *New Interlink* – learners and teachers – allowed the team of authors to select topics which are seen as relevant for Brazilian adult and young adult learners and provide an ideal basis for presentation of language and skills development. Work and study, family, entertainment, travelling are some of the topics most Brazilians would want to talk about in English.

► Course components

Student’s Book

The Student’s Book consists of 24 lessons divided into 4 sections (A, B, C and D). Lessons are presented on a double-page spread covering different topics and presenting a range of structures, vocabulary and pronunciation points that meet the specific needs and characteristics of Brazilian learners. At the end of the book, students can find the following special sections and materials:

► an interactive word bank (*Vocabulary Pack*)
► information-gap activities (*Chat Pages*)
► a Revision Section containing a set of activities for each section of the book to be done in class at teacher’s discretion
► an Activity Book fully integrated with the Student’s Book
► separate answer keys for the exercises in the Revision Sections and Activity Book
► separate Language Reference Cards, to be used at any time in class or at home for language support
a CD for student’s use, with essential recorded audio texts and a ROM feature with interactive activities
- audioscripts of listening texts and a list of CD tracks

**Activity Book**

The Activity Book is fully integrated in the Student’s Book – not a separate book. It provides an opportunity for learners to consolidate and expand the language presented in the 24 lessons. There is one set of Activity Book exercises for each lesson. Most of these are practice exercises designed for homework use, but some may also be done in class, as further consolidation practice (see *Link Exercise* below).

The Activity Book also includes a list of core words and expressions in each lesson, as well as preparation for writing activities and self-evaluation exercises (see *Writing Helpdesk* and *Stop & Check* below).

*New Interlink* 1, 2, 3 and 4 Activity Books also offer study tips to help learners develop learning and studying strategies.

*New Interlink* 5 and 6 Activity Books also include exam practice tips and exercises for the Cambridge ESOL Preliminary English Test (PET).

**Teacher’s Classroom CDs and Student’s CD-ROM**

*New Interlink* provide different audio CDs for the teacher and for the students. The two Teacher’s Classroom CDs include all the recorded listening material available for the book.

The Student’s CD-ROM includes the main recordings that can be used by learners at home, in a car or on a personal stereo or computer for extra listening practice for both the Student’s Book and the Activity Book. The audioscripts at the end of the book offer extra support for this self-study. The Student’s CD-ROM also features interactive activities.

**Teacher’s Guide**

The Teacher’s Guide provides detailed plans for all the lessons in the Student’s Book, tips and ideas on classroom management, language features, cultural notes as well as suggestions and materials for extra activities. It also includes full answer keys and a Resources Pack with printed photocopiable materials to be used in the classroom. The pack comprises pdf slides / OHTs, information-gap cards, role-play cards and other materials.

**Multimedia CD-ROM**

A special component of the material, the Multimedia CD-ROMs are an optional resource for teachers which can be used for language presentation and practice in the classroom. It presents a number of short computer-based materials that integrate recorded texts (words, expressions, sentences or dialogues) and images (drawings or photographs) – often animated and interactive. These activities provide the teacher with a tool to motivate the learners and focus their attention, organise their learning and enhance their speaking opportunities in the lesson. This technological device, when put to sound pedagogic use, creates ‘memorable moments’ in the classroom. It also meets the needs of a great number of learners who use computers in their offices and homes on a regular basis, and would expect this type of technology to have a role in the learning process.

The Multimedia CD-ROM also includes special materials designed for the interactive white board. Because not all schools using *New Interlink* have access to classroom computers, non-multimedia alternatives are suggested in the Teacher’s Guide. Integrated pdf slides / OHTs, handouts, flashcards and recordings on CD – among other possibilities – can replace the material designed for the computer in classrooms which do not have the technology.
The main pedagogical principles of *New Interlink* have their roots in the Communicative Approach to Language Teaching and in the Lexical Approach. The methodology includes various techniques taken from a range of teaching methods in a principled way. Here are some of the main principles of *New Interlink*:

**Language is a means of communication.**

The majority of activities proposed in the material aim at promoting interaction with tasks that involve negotiation and sharing of information among learners. The language provided in *New Interlink* for communication was based on Lewis’ concept of ‘probable rather than possible English’ ([Implementing the Lexical Approach](https://ltpro.com/lexical-approach), LTP, 1997:15). This means that the English presented in *New Interlink* was chosen not only for its correctness, but mainly for its frequency and appropriateness in real use. Some ‘EFlese’, however, could not be totally avoided as the language of communication in class at very early stages.

**Learning does not take place in a linear way.**

A systematic process of recycling underlies *New Interlink* with a view to guaranteeing the constant recurrence of certain language items and features. A whirlpool approach was established for the materials helping learners to internalise the target language at a dynamic and lively pace. Instead of massive repetition of language items in one go, which may increase the learners’ level of anxiety and damage their self-confidence, *New Interlink* promotes distributed recycling of vocabulary and grammatical structures.

**The four skills need to be developed.**

The development of oral and listening skills was prioritised in *New Interlink* as a direct response to Brazilian learners’ wants and expectations. However, reading and writing skills are needs which can be clearly related to the learners’ professional requirements. The four skills are dealt with within the material in different proportions (Refer to Syllabus Rationale section above) but they are all present and are developed in an integrated manner.

**Learning is a cognitive process.**

Learning becomes more effective when learners get intellectually involved in tasks which stimulate both right and left hemispheres of the brain. The activities and tasks proposed in *New Interlink* make use of learners’ previous experience and encourage them to speculate on the language, to solve problems and to be creative.

**Students should take an active part in learning.**

Besides presenting tasks that keep learners busy and cognitively involved, *New Interlink* attempts to develop students’ autonomy by providing study tips for learner training and a number of tools for self-study such as the Activity Book, the CD-ROM and the *New Interlink Routes*.

**The sound use of L1 is a powerful teaching/learning tool.**

As speakers of Brazilian Portuguese, the team of authors of *New Interlink* are aware of the language system features of the learners’ L1 which gives them the opportunity to make L1 an ally to enhance learning. Therefore activities involving L1 and L2 comparison are to be found in *New Interlink*. Although students and teachers are encouraged to use English as much as possible, the use of L1 as a means of instruction occurs especially at earlier stages with a view to offering learners affective support and enhancing their self-confidence.
Vocabulary is the major tool to carry meaning.

Since the authors of *New Interlink* were in the privileged situation of creating materials to be used with groups of monolingual students, i.e. Brazilian Portuguese speakers, the materials expose learners to a significant quantity of vocabulary which makes good use of true and false cognates and favours the noticing and use of language in meaningful chunks most of the time. This provides learners with "language to go" from the very beginning, which meets their immediate need to communicate. However, the significant amount of vocabulary students are exposed to in *New Interlink* does not mean that all language should be productive. *New Interlink* "pre-cycles" a lot of vocabulary using lexis to provide more natural contexts but not necessarily as language to be focused on or practised at that stage. This pre-cycled vocabulary will appear later in the series as productive language.

Learners need to have motivation and develop a sense of achievement from the very beginning.

In order to nurture strong and consistent motivation and a positive feeling towards the process of learning, learners need to be exposed to challenging but comprehensible input in a comfortable and relaxed atmosphere in which they feel at ease, confident and ready to learn. *New Interlink* tries to build an anxiety-free environment and presents activities that are useful to the learners, relevant to their needs and within their capability, which should ensure motivation and foster a sense of achievement. *New Interlink* also provides consistent but not exaggerated practice which allows adequate manipulation and rehearsal of the language before it is used more freely.

**Methodology**

**Presentation**

In the *New Interlink* series, language is presented in context: in dialogues, in reading texts, in combinations of reading and listening texts or by means of illustrations, charts or Multimedia images. Contexts are as similar as possible to real life situations, showing to students the authentic purposes for the language they are learning. Presentations also attempt to make use of students’ knowledge of the world and previous knowledge of the foreign language. In the case of adult learners, this usually means they can contribute a lot to language presentation, which helps them develop their self-confidence. Comparisons to Portuguese also aid the presentation of vocabulary and grammar, and pronunciation is viewed as an integral part of any language presentation.

**Practice**

A lot of practice is provided in the *New Interlink* lessons. After being presented in context, language is practised in activities ranging from totally controlled to totally free modes. Students are given plenty of opportunity, individually, in pairs and in groups, to drill language, to manipulate linguistic forms, to role-play real life situations and to express their own ideas. Audio recordings, multimedia materials, charts, diagrams, gapped dialogues, matching and completing exercises, memory games, card games are some of the means used to provide students with a wide variety of practice activities in class. Oral and interactive activities are prioritised in class since classtime is precious and should be optimised for communication. The Activity Book offers extra opportunities for the recycling and consolidation of language, which can be done on a self-access basis. Revision Sections also present practice activities to be used in class or at home.
Personalisation

An important feature in the New Interlink lesson is personalisation, in which students have the chance to use the language to refer to their own experiences, to express their own opinions, to speak and write about themselves and to ask and answer real questions. This is naturally highly motivating for the learning process, as it provides substantial evidence of student’s competence. Personalisation can take place at any stage in a lesson.

Listening

Throughout the book learners are exposed to a range of listening text types and accents. They are given practice in listening for gist, listening for specific information, predicting and inferring. Listening texts are used to contextualise language, to aid language presentation, to help reading comprehension by indicating effective chunking, to provide practice, to check answers and to consolidate language.

Reading

Students are also presented with a variety of reading texts which contextualise and recycle language. Different tasks develop learners’ ability to understand general meaning, to identify specific information, to infer intended meaning and/or to guess the meaning of new words from context.

Writing

Although New Interlink prioritises speaking as a productive skill, writing is present in all books of the series, gradually ranging from simpler tasks in the first book to more complex texts in the others. Each lesson Section ends with a main writing task that is totally integrated with the topic and language of the Section. Preparation for writing activities are provided both in the Student’s Book and in the Activity Book (see Writing Helpdesk below).

Recycling

The New Interlink methodology offers numerous opportunities for recycling of language throughout the book, aiming at making this process of recycling more evident to students.

► New Interlink special features

► Student’s Book

Organizer

Lessons in New Interlink include an Organizer, where the new target language items are signposted and systematized for the learner. The Organizer presents summarised explanations with minimal use of metalanguage and include tasks to aid students in their discovery of patterns in the language by helping them come to conclusions. The Organizer also serves as a reference for practice activities in the lessons.

Interlink Box

Interlink boxes focus on areas of English which are frequent sources of confusion, misunderstanding and error for an average Brazilian learner. They highlight common problems
Brazilians may face with particular language items being dealt with in the lesson, and function as a reminder of which areas learners must pay special attention to.

**Pronunciation Box**

In *New Interlink*, pronunciation is considered essential to the understanding and production of language. Word stress, sentence stress, the linking of consonants and vowels, strong and weak forms in connected speech are highlighted from the very beginning in an attempt to sensitise students to important features of the language. Colour codes such as pink for stressed syllables in new words or yellow for connected speech are used systematically in the book as an integral part of language presentation and practice, also giving students the opportunity to learn and practise by themselves. The Student’s CD-ROM that accompanies the book facilitates this task.

**Tip Box**

*New Interlink* lessons include several tips about relevant and interesting aspects of the English language which may facilitate the learning process. Tips may refer to spelling, British and American varieties, special plurals, special pronunciation features, to name but a few.

**Recycling Box**

This features in *New Interlink* 2 to 6. It is designed to help the teacher elicit / revise previously taught language, either as part of the grammar focus of the lesson or as preparation for a communicative activity.

**Weblink**

The Internet is an excellent source for authentic texts, where students can develop reading skills, expand vocabulary and develop learner autonomy. In *New Interlink* some lessons recommend sites related to the topic of the lesson. Teachers should encourage the students to visit these websites and there are some suggested tasks given in the Teacher’s Guide.

**Revision Section**

For each lesson Section in the Student’s Book there is a set of revision activities to be found at the end of the book. The Revision activities can be used at the teacher’s discretion in revision lessons or as part of regular lessons, according to the needs of the learners. They include listening activities, vocabulary and grammar exercises and speaking practice activities, often using extra resources available in the Resources Pack. Revision Sections are mainly class material, though a few exercises can be done at home.

**English in Class**

Classroom language is an important part of the linguistic content of a course as students are able to see the immediate relevance of what they are learning and can use it authentically in class, thus increasing their motivation. *New Interlink* 1 has special sections that focus on the teaching of classroom language. Once presented, language should be constantly revised and its use frequently encouraged by the teacher.

**English at Work**

Another feature of *New Interlink* which meets the needs of adult learners are extra activities that focus on special needs of their professional life. The *English at Work* activities focus on language required for the workplace and for talking about the work environment.
► Activity Book

Link Exercise
This is an Activity Book exercise designed in such a way that it can be integrated in the Student’s book as part of the lesson, if the teacher feels the need for extra consolidation of the main item being taught. If it isn’t used in the lesson, it can be assigned as homework with the other Activity Book exercises. The Link Exercise is clearly signposted both in the Student’s Book and in the Teacher’s Guide by the icon 📞.

Stop & Check
There is one Stop & Check in each Activity Book Section (A6, B6, C6 and D6). It is a set of test-like exercises to help learners self-evaluate and revise.

Writing Helpdesk
This is a set of activities in the Activity Book (A6, B6, C6 and D6) that helps the learners organize ideas for the writing task suggested in the Student’s Book. It also helps them put together the language items necessary to build up sentences and paragraphs more easily. The Writing Helpdesk can be used at home by the learner on his or her own, or in class with coaching by the teacher.
Using *New Interlink*

A Student’s Book Section and its companion components. Examples taken from lessons in Section B.
### Key to symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
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<tbody>
<tr>
<td>st / sts</td>
<td>student / students</td>
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<tr>
<td>T</td>
<td>teacher</td>
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<td>B</td>
<td>board</td>
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<td>OHT</td>
<td>overhead transparency</td>
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<td>esp</td>
<td>especially</td>
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<td>#2</td>
<td>activity 2</td>
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<tr>
<td>TS</td>
<td>teacher-student</td>
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<td>IND</td>
<td>individual work</td>
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<td>PW</td>
<td>pair work</td>
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<td>GW</td>
<td>group work or mingle</td>
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<tr>
<td>MGL</td>
<td>group work or mingle</td>
</tr>
<tr>
<td>WEBLINK</td>
<td>site(s) related to lesson topic</td>
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<tr>
<td>⇆</td>
<td>Link Exercise</td>
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<tr>
<td>20 MIN</td>
<td>estimated time: 20 minutes</td>
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<tr>
<td>RP3 A3.1</td>
<td>Resources Pack New Interlink 3 – Lesson A3 activity 1</td>
</tr>
<tr>
<td>CD1 Track 23</td>
<td>Audio CD 1 Track 23</td>
</tr>
<tr>
<td>MM D6.7</td>
<td>Multimedia CD-ROM Lesson D6 activity 7</td>
</tr>
<tr>
<td>e-Board</td>
<td>e-Board activity available</td>
</tr>
</tbody>
</table>
Aim(s) of the lesson:

Talking about the weather

VOCABULARY

NOUNS: Seasons: spring, summer, autumn / fall, winter; Weather: cloud, fog, sun, wind

ADJECTIVES: boiling, cloudy, cool, cold, foggy, freezing, hot, sunny, warm, windy

VERBS: rain, snow

GRAMMAR

be + like

PRONUNCIATION

Word endings

SKILLS

Listening to a conversation
Speaking: asking and answering about the weather

RECycling

Verb be – present and past tenses

Months

Past Simple – questions and answers

Speaking 10 min

1 TS Books closed. Revise months and seasons. Ask sts When’s your birthday? When do you go on holiday? What’s your favourite season? Did you go on holiday last summer? Invite sts to ask you questions about your last summer. Revise the Past Simple forms for questions and answers.

GW Books open. Refer sts to the ideas for questions. Elicit and drill the question and answer forms. Sts ask and answer in groups. Monitor closely for accuracy. At the end, elicit some example exchanges from sts.

2 IND Refer sts to the seasons and ask Which months do you associate with each season? Get sts to match photos A to H with the four seasons. Classcheck by asking sts to describe each picture (What can you see in picture A?) and eliciting the corresponding season. Use the opportunity to introduce new vocabulary.


Vocabulary & Reading 15 min

3 BOOK TRACK

CD1 Track 2

IND/PW Sts match sentences with the pictures in #2. Paircheck, then play CD track for sts to check answers. Play again for sts to repeat.

KEY: 1 C 2 A 3 G 4 F 5 D 6 E

MULTIMEDIA TRACK

MM A1.3

TS Write temperature on the B and elicit correct pronunciation. Ask What’s the temperature today? and answer It’s about X degrees centigrade. Focus on Tip box. Elicit stress and pronunciation of the phrases. Refer sts to the temperature band. Elicit pronunciation. Say It’s cold. What’s the temperature? for sts to answer. Do the same with the other temperatures.

TS/PW Focus on the adjectives in the temperature band. Introduce boiling, hot, warm, cool, cold and freezing. Drill the adjectives and get sts to describe the pictures in #2 again in pairs.

Speaking & Listening 10 min

4 PW Ask sts to think about their favourite season and the reasons why they like it. Model the exchange with two sts before they practice in pairs. Monitor closely for accuracy. Elicit a few examples at the end.

5 CD1 Track 3

TS Ask sts where they would like to go in their summer and winter holidays. Ask them if they would consider New Zealand.

IND Read the instructions and choices to the class. Play CD track for sts to listen and circle the correct answer. Classcheck.

KEY: 1 a 2 c 3 b

Listening & Grammar 10 min

6 CD1 Track 4

TS/IND Refer sts to the dialogues. Elicit possible answers. Play CD track for sts to listen and complete the sentences. Classcheck. Play track again for sts to repeat.

KEY: 1 sunny / warm 2 cold / windy 3 cloudy / cool 4 cold / raining

e-Board

TS Focus on the Organizer and have sts complete the questions. Classcheck. Drill the questions and answers with correct pronunciation, stressing key words.

KEY: is / like
Focus on the Interlink box and highlight the difference between English and Portuguese. Give other examples with
What... like and How: A: What’s your boyfriend like? B: He’s intelligent and funny. A: How’s your boyfriend? B: He’s fine, thanks. A: What’s the film like? B: It’s great! You have to see it!
(Not How’s the film?)

Get sts into groups of 4 and refer each member to a different Chat Page.

Tell sts to check which information they have and what they need to find out. Ask sts to keep their information secret. St A starts by asking another st for an answer he/she hasn’t got. If he/she gets an answer, he/she writes it down. If not, he/she has to wait for his/her turn again to ask a question. Have the other sts in the group repeat the procedure. Help sts see that they can also get answers by simply listening to other people’s interactions. The winner is the first st to get all the answers. Monitor closely for accuracy. If necessary, refer sts to the Organizer again and drill some of the questions and answers in the Chat Pages.

If extra controlled practice is necessary, get sts to do Activity Book page 83 #3.

Refer sts to the chart in #1 and elicit the pronunciation of the first pair of noun / adjective: cloud / cloudy. Ask sts to complete the chart. Classcheck. Say the words for sts to repeat. Elicit the answer to the question.

KEY: one syllable for the nouns and two syllables for the adjectives.

Help sts see that words in English ending in a consonant cannot have an /i/ sound pronounced after it as in Portuguese. Also highlight the fact that whenever there is a “y” or “ee” or “i” at the end, the final syllable with /i/ must be clearly pronounced. This is a common and important source of intelligibility problems for Brazilians speaking English internationally.

Ask sts to read sentences a to d in #2. Elicit the pronunciation of each sentence with both alternatives. Ask Which word is correct to complete the meaning? to make sts see that the sentences are ambiguous and that both alternatives make sense. The difference here is determined by the pronunciation.

Play CD track for sts to listen and tick the correct word. Classcheck after each sentence. Play track again for sts to repeat.

KEY: coffee – party – red – tax
How long does it take?

Aim(s) of the lesson:

Talking about how long (length of time)

VOCABULARY

NOUNS: natural features and animals: beach, bird, fish, flower, forest, insect, lake, river, snake, tree, waterfall, woods; means of transport: boat, bus, train, taxi, car, plane

VERBS: cycle, drive, get to (a place) from (another), walk

ADVERBS: about, over, hardly ever, never, sometimes

EXPRESSIONS: about half an hour, a few minutes, one and half hours, by (bus/train/boat)

PRONUNCIATION

Connected Speech: get to, does it take, it takes

SKILLS

Reading an article

Listening to a TV programme

Speaking: talking about places, journeys and length of time

RECYCLING

There + be
Some / any / lots of / a lot of

Present Simple

Weather words

GRAMMAR

How long + take

SPEAKING & LISTENING

1 Books closed. Ask What do you know about Pantanal? Have you been there? What can a tourist do there? To help sts answer this question, write a few verbs on the B as prompts: watch, see, explore, go ...ing


KEY: 
1 She's a TV journalist / reporter.
2 She's in the Pantanal.
3 She's making / presenting a TV programme.

2 CD1 Track 6

Focus on the 12 pictures. Elicit the pronunciation of the words and get sts to guess which ones Marcia might be talking about in her TV programme.

IND Play CD track for sts to listen and identify the words. Play track again, if necessary. Classcheck by saying the words while sts answer yes or no. Drill vocabulary.

KEY: trees, birds, lakes, fish, woods, snakes, insects

3 Refer sts to the Recycling box. Elicit a few examples.

PW Encourage sts to use vocabulary from #2 but also other types of words such as buildings and services. Monitor closely for accuracy. Elicit a few examples at the end.

4 CD1 Track 7

Ask sts to quickly read the dialogue and guess answers.

IND Play CD track for sts to listen once. Quickly paircheck but don't confirm answers yet.

TS Play CD track again for sts to listen and check answers. Quickly discuss the interruptions and irritation in Marcia and Harry's conversation.

KEY: 
1 boat; drive 2 three hours

5 BOOK TRACK CD1 Track 8

Focus on the Organizer and have sts quickly read it. Show sts the two possible forms: with or without a pronoun (you / me). Also explain about with gestures or a synonym (approximately).

IND Get sts to look at the sentences in #5 and the ones in the Organizer. Tell them to complete the questions and answers. Classcheck. Focus on the phonemic scripts and tell them that words frequently run together in English, with little separation between them. Have them try to pronounce the sentences. Play CD track for sts to listen and repeat. Then have them practise the small dialogues in pairs. Monitor and help them with pronunciation as necessary.

KEY: 
2 does it take; It takes

TS Focus on the boxes and model the mini-dialogues with 2 or 3 pairs of sts. Focus on the Interlink box and highlight the difference between English and Portuguese. Quickly say the verbs walk and cycle take a different construction from go...by.

MULTI MEDIA TRACK MM A2.5

PW Ask sts to look at the pictures and prompts and guess the dialogues. Click on ACTION to check. Click on the sound button to play the dialogue. Tell sts to work in pairs. They should look at the pictures and prompts on the screen to ask/answer questions. Click on ACTION to pause. Encourage sts to use the language from Organizer. Monitor for accuracy.
Sts practice the mini-dialogues alternating questions and answers. Monitor closely for accuracy. Elicit a few examples at the end.

If extra controlled practice is necessary, get sts to do Activity Book page 84 #2.

PRACTICE 5 MIN

Refer sts to the dialogue and get a volunteer to talk to you reading lines A while you play part B. Revise the adverbs of frequency. Invite another pair to model the dialogue once again.

Have sts talk in pairs. Monitor closely for accuracy. Elicit a few examples at the end. Debrief quickly.

READING 5 MIN

Refer sts to the text: What kind of text is this? (a blog article). Ask What can you see in the picture? Have you ever been to Bonito? Where is it? What do you know about it?

Sts match the parts of the text and headings. Classcheck.

Ask sts to select a fact about Bonito that they didn’t know. Elicit I didn’t know that...

PRACTICE 5 MIN

Give out one set of cards to each group of four sts. Explain that, in each group, one st is Marcia Moretti and the others are callers phoning in to her programme to ask for information about different places. Sts role-play the phone calls. Monitor closely for accuracy. If you think sts need more practice, give out the cards again with different roles.

Ask sts to think of a place they know well and get ready to talk about it by looking at clues a to d and the model dialogue. Have sts ask you the questions, then model with a st answering questions from the class.

Get sts to talk in groups, focusing on a place each time. Monitor closely for accuracy and take notes of sts’ mistakes and/or interesting contributions. Ask groups to choose the most interesting place in their group and report it to class. Groups should justify their choices. Use your notes to make comments on sts’ production, complimenting them on their performance and calling their attention to any errors you might have noticed.

ENGLISH AT WORK: MY WORKING DAY

Refer sts to #1 and ask them to read instructions. Check whether they understand what they have to do. Play CD track for sts to listen once. Ask them to compare answers with peers before checking with whole group.

Mary: Creative advertising assistant / Bike / Read emails, plan campaigns, attend/meetings, have ideas.
Sarah: Secretary / Tube / Read the paper, deal with mail (paper and electronic), confirm appointments, deal with clients.

Ask sts to read the questions in #2. Play CD track again and tell sts to focus on the missing information. Drill questions quickly and have sts ask and answer in pairs.

Mary is a creative advertising assistant. She goes to work by bike. It takes her about half an hour to get to work. On her way to work she observes things and people. She spends the morning reading her emails and working on campaigns. In the afternoon, she has a meeting with the advertising team. She finishes work at about 5 p.m.
Sarah is a secretary. She takes the underground / tube to go to work and it takes her about 45 min to get there. She usually reads the paper on her way to work. She spends the morning dealing with mail and confirming appointments. In the afternoon she deals with her boss’s clients. Her working day usually finishes at 6 p.m.

Refer sts to #3 and elicit questions one by one. Drill questions with whole group and individually. Model the activity with a st – if necessary have a pair modelling as well. In pairs, sts ask and answer about a typical day at work. Possible questions: What do you do? What time do you usually leave home? How do you get to work? How long does it take? What do you usually do on your way to work? How do you spend the morning / afternoon? (E.g. I read and answer emails, I write memos/reports, I attend meetings, I phone clients.) How long does it take you to... read and answer emails? ...to write a memo? ... What time do you usually stop for lunch? Where do you have lunch? How long does it take you? What time do you leave work? How long does it take you to get back home?

FOLLOW UP

Ask sts to move around the class and find out who lives the closest to the Cultura Inglesa in class by asking How long does it take you to get to the CI?

HOMEWORK

Activity Book A2, page 84.
Aim(s) of the lesson:

Ordering a meal

VOCABULARY

NOUNS: bill, check-in form, credit card, debit card, dish(es), ensuite bathroom, expedition, guide, internet access, meal, reservation, resort, room service, sport utility vehicle (SUV), swimming-pool, wireless zone; courses of a meal: starter, main course, dessert; food: beef, cake, French fries, ice cream, mousse, pasta, pie, rice, salad, soup, steak; beverages: fizzy drinks, mineral water, red/rose/white/sparkling wine

ADJECTIVES: typical, medium, non-smoking, self-service

VERBS: check-in, fill in (a form), order, go fishing

EXPRESSIONS: Enjoy your stay!, I'll have a/an/the..., I'd like a/an/the..., Can I have a/an/the...?, A(an)/The... for me, please., Nothing for me, thanks., Can we / I have the bill, please?

SKILLS

Reading a brochure
Listening to conversations
Speaking: checking into a hotel, ordering a meal at a restaurant

RECYCLING

Can
Would like
will

READING & SPEAKING

15 MIN

1

TS Books open. Refer sts to the model sentences and ask one or two sts to give their opinions about the Caiman Resort. As superlatives will be studied in Lesson B4, quickly explain best here as a lexical item, without any lengthy explanations about superlative forms. Sts work in groups. Monitor closely for fluency and encourage sts to give their opinions, agree and disagree.

TS Get some sts to express their opinions to the whole class. Ask Have you ever stayed at a resort? What did / didn’t you like about it?

LISTENING & SPEAKING

10 MIN

3 CD1 Track 11

TS Refer sts to the picture and ask Who can you see in the picture? Where’s she? Who’s she talking to? What’s she doing?

PW Have sts read the conversation and write M or R. Play CD track for sts to listen and check their answers. Quickly drill the sentences as a preparation for #4.

KEY: 1 M 2 R 3 M 4 R 5 R 6 R 7 M

4 BOOK TRACK

TS Books open. Tell sts you are going to show some pictures related to the sentences in #3 for them to identify. Books closed. Show the seven pictures on the pdf slide / OHT with books open. Get sts to say each sentence that relates to each picture. Do a quick repetition drill. Then get sts to do the same from memory.

MULTIMEDIA TRACK

MM A3.4

TS Books closed. Focus on the illustration on the screen. Ask: Who are they? Where are they? Tell sts they are going to see some pictures and they need to click on the corresponding sentence. Do the first one as a model. Invite a few sts to come to the B and click on the right sentence as it appears.

PW Get sts to work in pairs and try to remember the sentences from memory.

VOCABULARY

10 MIN

5 1 TS Get sts to go to Vocabulary Pack 1 (page 61) and refer them to the menu. Quickly read the headings and tell sts they refer to the parts of a meal in the order they appear on a restaurant menu.

IND Have sts match the groups of words and the parts of the menu and add one more item to each group.
Classcheck by asking them to mention the words that helped them guess. Explain new vocabulary. Ask sts which items they added. Invite sts to choose a complete order at a restaurant, with one item from each group.

**KEY:**

A 3  B 1  C 4  D 2

Refer sts to the 3 words: steak, pasta, wine and elicit different options, trying to activate sts' knowledge. Get them to match the words and pictures. Classcheck and drill pronunciation. Elicit their preferences for each category.

**KEY:**

A 5  B 3  C 10  D 1  E 8  F 4  G 2  H 6  I 11  J 7  K 9

**LISTENING**

**Part 1**

Focus on the picture and the rubrics. Take the chance to revise descriptive language: ask sts to describe Dr Kwon and guess his job (a scientist). Focus on questions in Part 1. Sts guess the answers. Play CD track for sts to check. Classcheck. Elicit possible reasons why Marcia is not happy to meet Sam.

**KEY:**

a No  b No

**Part 2**

Refer to the menu. Ask sts which dishes and beverages they would choose if they went to the Impeccable Alligator Restaurant. Play CD track for sts to write M or S. Classcheck. Elicit possible reasons why Marcia is not happy to meet Sam.

**KEY:**

Marcia – fish, white wine
Sam – piranha soup, steak, a beer

**Part 3**

Refer sts to the questions and ask them to guess the answers. Play CD track for sts to check. Classcheck. Ask *What do you think about Marcia and Sam's relationship?*

**KEY:**

a Marcia  b By debit card.

Focus on the Organizer and have sts quickly read it. Ask *Why do you sometimes use *a/an* and sometimes *the?* Remind sts of the definite/indefinite distinction. *The* is definite, there's only one option or you have mentioned the noun before. *A(n)* is indefinite, there's more than one option and you are referring to one of them. Refer sts to the menu in #6 and elicit a few examples.

**IND**

Get sts to look at the Organizer and complete the orders in #7. Play CD track for sts to check. Classcheck. Play CD track again for sts to repeat.

**KEY:**

1 like  2 thanks  3 have  4 Can  5 for  6 have

**SPEAKING**

**Part 3**

Refer sts to Vocabulary Pack 1 again (page 61) and to the mapped dialogue. Go through the dialogue clues eliciting possible sentences. Drill sentences / chunks and then get two sts to model the conversation.

**PW**

Have sts role-play the dialogue, exchanging roles if time allows. Monitor closely offering help, if necessary. Invite one or two pairs to role-play to the whole class. Make comments on sts' production, complimenting them on their performance and calling their attention to any errors you might have noticed.

**WEBLINK**

Encourage sts to visit the website and answer the question. Elicit their answers at the beginning of the following class.

**EXTRA**

- **FOLLOW UP**
  - Gradual deletion: Elicit the lines of the dialogue in #8 and write them on the B. With books closed, gradually erase words, parts of sentences and whole sentences, each time asking sts to reproduce the dialogue from memory. The activity goes on until the whole dialogue is erased.

- **GAME**

  **MGL**
  - Have the class divided into two groups (A and B).
  - Hand out one A card to each st in group A and one B card to each st in group B. Ask them to keep their cards secret.
  - For each A sentence, there is a B response. Sts A have to find their corresponding responses by addressing a B st saying their sentences and listening to B's response. If they match, they sit down. The aim of the game is to avoid being the last pair to sit down.

**HOMEWORK**

Activity Book A3, page 85.
Aim(s) of the lesson:

- Describing past actions

VOCABULARY

NOUNS: affair, alibi, crime, death, guide, investigation, killer, kitchen, landscape, library, murder, murderer, police, reception, suspect, video room

VERBS: commit, die, interview, lie, lying, suspect

GRAMMAR

Past Continuous (affirmative, negative, interrogative)

SKILLS

Reading a news report
Listening to an interview
Speaking: asking and answering about past actions

RECYCLING

Past Simple

READING 20 MIN

1 TS Books closed. Ask What do you remember about Marcia Moretti?

Books open. Refer sts to the text and ask where it was taken from (a newspaper). Focus on the question. Sts read the news. Classcheck. Ask How do you think she died? for sts to start speculating. Also get them to find and circle the words related to crime (death, found dead, investigations, police, suspect, murder, interviewing.)

2 BOOK TRACK

IND Refer sts to the sequence of pictures and ask them to check their guesses to #1 (she was poisoned – she drank arsenic.) Focus on the 5 verbs in the box and elicit the form they are going to use to complete the story (Past Simple.) Sts complete the sentences. Classcheck.

MULTIMEDIA TRACK

MM A4.2

Books closed. Tell sts they are going to check their guesses to #1 (How do you think she died?). Click on ACTION to show animation. After the end of story, check answers with sts. (she was poisoned – she drank arsenic.) Click on ACTION. Focus on the 5 verbs in the box and elicit the form they are going to use to complete the story (Past Simple).

REC: Ask sts to look at the list of irregular past tenses in the Language Bank on page 65 even if they remember the past forms of the verbs in the box. This will familiarize sts with the content of their coursebook.

LISTENING 10 MIN

4 CD1 Track 17

TS Tell sts the police are now in action. Elicit the kind of questions they usually ask suspects. Ask them to read the questions and get ready for the listening. Play CD track for sts to listen and answer. Play CD track again if necessary. Paircheck, then classcheck.

KEY: 1 On a boat on the river.
2 The guide.
3 He has an alibi: he was fishing with a guide.

5 CD1 Track 18

TS Refer to the sentences. Ask sts to try to complete what they can. Play CD track for sts to listen and check/complate. Classcheck. Play CD track again for sts to repeat.

KEY: 1 doing – was 2 fishing – wasn’t

TIP: Encourage sts to use He/She looks + adjectives so as to recycle language from Book 2. This will also help them resolve the murder mystery at the end.

TIP: Also use the characters’ names as an opportunity to recycle pronunciation: initial R, final M and final N, common Brazilian difficulties.

IND Make sure sts understand they have to find the sentence that completes the descriptions of each character. Have them read about each person and match texts and sentences.

TIP: Tell sts to use pronouns she, he, her in the sentences for clues about where each goes.

Monitor and help with meaning, if necessary. Classcheck and ask Who do you think was the killer? Why?

KEY: 3 – 2 – 4 – 1
**GRAMMAR PRESENTATION & PRACTICE 10 MIN**

6 TS Get sts to read the sentences in the Organizer and in #5 and circle the correct answer in the Organizer (actions in progress). Classcheck. Focus on the rule. Ask *How do you form the Past Continuous? Is it similar in Portuguese?* (Yes.)

**TIP:** Since the Past Continuous in English is so similar to its Portuguese counterpart, there’s no need to overexplain its use, which might confuse the sts. The context should make the concept clear, without much need for reasoning.

If extra controlled practice is necessary, get sts to do Activity Book page 86 #1.

**THE REAL STORY:** Mrs Hopkins knows her husband is having an affair, and thinks it is with Marcia. Mrs Hopkins says she was in the woods – which is a lie – but she was at the bar. As she talks to Marcia, she puts arsenic in her drink. Mr Hopkins is actually having an affair with Kim Osman. They lie about their location (library and video room) because they were together in the woods. That’s how we know Mrs Hopkins is lying. If she’d been in the woods, she would have seen her husband kissing Kim! We know it can’t be Kim at the bar because the person there had fair hair. And it can’t be Mr Hopkins at the bar because it would be unlikely – though obviously not impossible – that the two people kissing in the woods were the two women.

10 GW Game: *alibi*. Tell the class a murder was committed at 9:00 last night. Invent a victim and choose 2 sts to be ‘suspects’. Divide the rest of the class into 2 groups of ‘detectives’. Tell the class that the suspects were together yesterday evening from 7:30 until 11:00. The ‘suspects’ have to invent an alibi (where they were, what they were doing, who they were with) and the ‘detectives’ have to ask questions to break their alibi. Send the ‘suspects’ outside the room to prepare their stories, while the 2 groups of detectives prepare their questions. Monitor and help as necessary. Bring the suspects back into the room to be interviewed simultaneously, suspect A by detective group 1 and suspect B by detective group 2. Switch groups to ask the same questions. Give the detectives a minute to compare the suspects’ alibis. Ask *Are the alibis the same? Are the suspects ‘guilty’ or ‘innocent’?*

**EXTRA**

**FOLLOW UP**

Have sts write a dialogue between a detective and a suspect. The suspect may have robbed a bank on January 1st between 10 and 12 p.m.

**HOMEWORK**

Activity Book A4, page 86.
Aim(s) of the lesson:

- Making complaints

READING & SPEAKING 20 MIN

1 TS Books closed. Talk to sts about online communities they take part in. Ask them Do you take part in any online community? Which? How often do you write messages? Do you know any travel community?

2 TS Books open. Focus on the name of the community. Ask What kind of messages do you think people write to this community? Refer sts to questions 1 to 3. Elicit the pronunciation and meaning of accommodation.

IND Give sts two minutes to read the ads and find the answers. Classcheck. Elicit/explain the meanings of package tour, backpack and hostel.

TIP: Tell sts they aren’t expected to read everything to answer the questions. Explain that just a few words from each message should be enough to help them get the right answers.

KEY: A2 B3 C1

3 TS Write fun, boring and interesting on the B. Elicit other adjectives used to give opinions and write them on the B.

IND Refer sts to the pairs of sentences for them to tick.

GW Get sts to give their opinions about the statements. In order to model the activity, read the first statement and elicit agreement/disagreement. Monitor closely for fluency and encourage sts to give their opinions, agree and disagree. Feed ideas back to the class.

4 IND Get sts to read the replies and identify the people from #1 who received them. Elicit / teach the meaning of Bed & Breakfast. Once again, remind sts that they don’t have to understand everything to be able to answer. Ask about the general tone of the replies: Were the responses / opinions positive or negative?

KEY: 1 C 2 B

5 TS Refer sts to the rubrics in #4. Ask For you to do this exercise, do you have to understand only the general idea or details?

IND Sts read for specific information. Classcheck by asking sts to identify the sentences in the messages that justify their choices.

KEY: 1 T 2 F 3 T 4 T

TIP: At this stage call sts’ attention to the meaning of too/ enough by asking concept questions. Ask sts Was Jeff’s room sufficiently clean? (No.) Was the night at the hostel cheap or expensive? (Cheap.) Was Jeff satisfied / happy? (No.) Did Jeff think the room was excessively expensive considering what it offered? (Yes.) In Rachel’s opinion, was it excessively hot on the bus? (Yes.) Were the hotels sufficiently good? (No.) Make sure sts understand that not enough means insufficient and that too means in excess.

GRAMMAR 5 MIN

6 TS Refer sts to the expressions in yellow in #4 and to the sentences in the Organizer. Sts complete the Organizer with the words excess or insufficient. Make sure they understand these two words are similar in meaning to their Portuguese cognates. To establish the concept of excess, ask Is ‘too expensive’ the same as ‘very expensive’ or is it different? Drill pronunciation of enough. Elicit a few examples to make sure sts have understood the concept.

KEY: insufficient – excess

LISTENING 10 MIN

6 CD1 Track 20

TS Set this up by telling sts a girl called Rachel is phoning the Atlantic Fun and talking to a guide.

IND Refer sts to the three options in question 1. Elicit the meaning of complaining. Play CD track for sts to listen and find the answer.

KEY: b

CD1 Track 21

IND Refer sts to #2. Ask them to try to do the exercise from memory. Play CD track for sts to confirm their answers.

KEY: is too small – isn’t big enough

TS Ask some comprehension questions about the situation: Why does Rachel get angry? Have you ever stayed in a horrible room like this? Have you ever had to complain about a hotel or tour?
As you classcheck, make sure sts get enough opportunities to practise **too / enough** when they talk about the problems with the room.

### PRONUNCIATION 5 MIN

7 CD1 Track 21

**TS** Tell sts that when we speak some words and stronger than others, i.e. they are stressed. Refer sts to #6.2 again and play the CD track for sts to pay attention to the stressed words. Classcheck and drill the sentences.

**KEY:** too – big

**IND** Get sts to go back to the expressions in yellow in #3 and 4 and practice reading them.

If extra controlled practice is necessary, get sts to do Activity Book page 87 #1.

### VOCABULARY 5 MIN

8 BOOK TRACK

**TS** Get sts to go to Vocabulary Pack 2 (page 61) and refer them to the lists of opposites.

**IND** Have sts match the columns. Classcheck and drill pronunciation.

**KEY:** 6 - 9 - 5 - 8 - 7 - 10 - 1 - 3 - 4 - 2

**TIP:** The activity can become more challenging if you drill the pairs of opposites with books closed. T: big Sts: small

**TS** Ask sts to suggest a noun for each pair as they feedback: a big/small flat, a clean/dirty restaurant, etc.

### SPEAKING 20 MIN

9 **TS** Refer sts to the first picture and elicit possible answers. Encourage sts to use the two different structures (**too / enough**). Remind sts of sentence stress when using **too / enough**.

**GW** Sts discuss the other pictures using the adjectives from Vocabulary Pack 2. Have sts produce sentences using **too / enough** + adjective. Monitor for accuracy and help with vocabulary if necessary. Classcheck by having each group produce at least one sentence.

**KEY:** Expected answers:
1. This bedside table's too small for my things / This bedside table isn't big enough for my things.
2. This wardrobe's too small for my clothes. / This wardrobe isn't big enough for my clothes.
3. This bed's too soft for me. / This bed isn't firm enough for me.
4. This soup's too hot. (I can't eat it.)
5. This room/hotel's too noisy. (I can't sleep.) / This room/hotel isn't quiet enough. (I can't sleep.)
6. This room's too expensive for me. (I only have 100 euros.)

This room isn't cheap enough for me. (I only have 100 euros.)

### HOMEWORK

Activity Book A5, pages 87 & 88.
A trip to remember

 Aim(s) of the lesson: 
- Talking and writing about a holiday

 **VOCABULARY**

 Nouns: ambulance, nurse, review, villa
 Verbs: accept, in love (with), fall down (the stairs), fall in love (with), lose

 **RECYCLING**

 Conjunctions: while, when

 **SKILLS**

 Reading an email and a film review
 Speaking: telling a story
 Writing an email about a holiday

 **SPEAKING**

 **1** BOOK TRACK

 TS Write the word trip on the board. Ask students to come and write the word on the whiteboard.

 PW Ask students to think about the story and what they remember about Rachel from lesson A5. Ask them what they think she decided to do after she complained about her room. Focus on the text. Ask What is it? (an email) or What’s it to? Who’s it from? When was it sent? What’s it about?

 **2** MULTIMEDIA TRACK

 TS MM A6.1

 PW Get students to work in pairs and re-organize the questions in the dialogue.

 PW Get students to try to remember the dialogue by looking at the prompts.

 PW Get students to try to remember the dialogue by looking at the prompts.

 PW Tell students to uncover the pictures and have them describe pictures 1 to 8 to you, using the Present Continuous. Ask What actually happened to her? (She fell in love in Italy.)

 **3** REC

 PW Have students tell Rachel’s story, using the introduction given.

 TIP: Remind students of then, after that, after..., when, so, because. Write these on the board before students start building the story.

 **4** READING & SPEAKING

 PW Have students tell Rachel’s story, using the introduction given.

 Monitor prompt and correct, but don’t discourage fluency.

 KEY: Rachel arrived very late at night at her hotel in Rome. It was raining a lot. She decided to have dinner in her room because she was very hungry and tired. When she was walking up the stairs she falled down and broke her leg. The hotel staff called an ambulance which took her to hospital. After that, while she was waiting for the doctor at the hospital she met a nurse called Marco. They talked a lot and they fell in love. Then, when she was leaving the hospital, Marco gave her a rose and invited her for dinner. And she accepted!

 **5** READING & SPEAKING

 TS Refer students to the text and ask What kind of text is it? (a film review) or What’s the film? Have you seen it? Did you like it? Is it a positive review? How do you know? Do you usually read reviews?
Ask sts to read the questions and underline the parts of the text that answer them.

TIP: Draw sts’s attention to the present verb forms used in the review and to the past forms used in the questions. Ask Is the present used in Portuguese film reviews too? (Yes.) Why? What’s the effect? (The present makes the narrative/story more vivid, as if we were watching the movie at the moment of telling the story.)

PW Sts answer using the words in brackets. Stress the use of past forms in the answers. Classcheck, accepting different possibilities.

KEY: Suggested answers:
1 Because she was depressed after a painful divorce.
2 She travelled by bus.
3 She fell in love with an old villa and decided to buy the house and live in Italy.
4 It was too old and dilapidated.
5 It took months.

TS Ask sts What kind of transformation do you think is happening in Frances’ life? Do you see any similarity with Rachel’s story? Any differences?

PW Focus on the examples and ask each pair to write 3 similarities and 3 differences between the stories. Classcheck by eliciting at least one similarity and one difference from each pair.

TIP: Take the opportunity to revise the use of the linkers and but.

TS Ask sts Have you ever made a trip that changed your life? Use sts’ ideas as a lead-in to #7.

KEY: Some suggestions:
They both went to Italy but Rachel went to Rome and Frances went to Tuscany.
They both were feeling bad but Rachel was angry, tired and hungry and Frances was depressed.
They both went on a package tour but Rachel left the tour to travel alone and Frances bought a house.
They both liked Italy but Frances bought a house and Rachel met a man.

TS Remind sts that Frances’ and Rachel’s stories involved trips and problems but also happy endings. Tell sts they are going to create similar stories in groups. Refer sts to the ideas suggested, but encourage them to be creative in their stories. At the end, the class will vote on the story that could be turned into a good movie. Highlight the idea that they had a problem but everything was fine at the end.

IND Sts create their stories and take notes trying to answer the questions. They should keep these notes for later use. Monitor closely for fluency, offering help if necessary.

PW Get sts to write an email using their notes from #7. These emails will be exhibited to the whole class who will then vote for the best story.

TIP: If possible, form an email group and ask sts to write real emails to be exchanged in class.

TIP: Refer sts to Writing Helpdesk A on page 89.
Get sts to do the exercises before they start writing.
If pressed for time, have sts write their emails for homework.

WEBLINK Encourage sts to visit the website and answer the questions. Elicit their answers at the beginning of the following class.

TAKE-AWAY EXPRESSIONS
Encourage sts to look at the Take-away Expressions on page 65 and elicit in which context they first appeared in the book (dialogues.) If necessary, go back to the dialogues. Elicit meaning and work on pronunciation. Tell sts they are responsible for studying and using the expressions. These expressions are not core language.

HOMEWORK
Stop & Check A, pages 90 & 91.

REVISIoN SECTIoN A (PAGES 66–69)

INSTRuCtIoNS FOR ACTIVITIES:

10 RP3 REV A.10_OHT1 & OHT2
Show all the Sts pdf slide / OHT 1 for one minute. Then ask Sts to work in pairs. Ask St A and St B to sit so that only St B can see pdf slide / OHT 1. Get St B to test St A’s memory by asking what he/she can remember. Repeat the procedure with pdf slide / OHT 2, this time with St A testing St B’s memory. The winner is the st that can remember the most.

KEY: pdf slide / OHT 1 Ingrid was making a presentation. She was wearing... / William was doing exercise. He was wearing... / Daniel and Sara were dancing. He was wearing...
She was wearing... / Susana was listening to music. She was wearing...

pdf slide / OHT 2 Rita was reading a newspaper. She was wearing... / Adam was sleeping. He was wearing...
Hilda and Julia were studying. They were wearing... / Walter was taking a photo. He was wearing...

Teach ‘the best’, ‘the funniest’ and ‘the craziest’ as chunks. Comparatives and superlatives will only be dealt with in Section B. Make sure sts don’t read what the others wrote.
Aim(s) of the lesson:

- Describing people's appearance and personality

VOCABULARY

**Adjectives:** athletic, bald, bossy, easy-going, fat, fit, generous, gorgeous, grumpy, hard-working, helpful, kind, lazy, middle-aged, old, overweight, quiet, reserved, rude, sensitive, serious, shy, sincere, witty, young

**Adverbs:** a lot, a bit, a little

**Verbs:** look, look like

GRAMMAR

look like / be like in questions

PRONUNCIATION

Word ending: -all

SKILLS

Listening to a personal description
Speaking: describing people's appearance and personality

RECYCLING

Adjectives
Question forms
be + like

SPEAKING

10 MIN

1. **TS** Books closed. Write on the B: Regina Duarte, Reginaldo Faria, Fernanda Montenegro. Ask What do these actors have in common besides being actors? Help sts come to the conclusion that they all have children who are also actors. (Gabriela Duarte, Marcelo Faria, Fernanda Torres)

Books open. Refer sts to the photos. Ask What do you know about these people? Where are they from? What do they have in common? Do you think they look like their parents?

**PW** Have sts match the pictures and the words. Classcheck and drill pronunciation, if necessary.

**KEY:**

A 7  B 3  C 10  
D 1  E 2  F 11  
G 5  H 6  I 18  
J 9  K 4

2. **PW** Refer sts to the personality words and get them to help each other match the adjectives and the sentences. Monitor closely but do not interfere. Classcheck and drill pronunciation. Make sure sts are familiar with the other adjectives in the list. Elicit 2 adjectives that describe themselves.

**KEY:**

L 18  M 16  N 13  
O 20  P 23  Q 14  
R 28  S 27

**TIP:** Encourage sts to guess the words they don’t know from word-formation (prefixes and suffixes) and from their similarity to Portuguese. These are important skills for their autonomy.

3. **IND** Make sure sts understand the difference between appearance and personality adjectives. Elicit and drill pronunciation of appearance and personality. Have sts add one more adjective to each list. Then get sts to tick the adjectives that describe themselves. Classcheck by listening to all sts’ contributions.

**REC:** Refer sts to the Recycle box. Get sts to find examples of adjectives ending in -ous in the lists and try to remember some others (dangerous, marvellous, curious, nervous etc.) Write them on the B. Highlight the fact that Brazilians often mispronounce this ending as [OUZ]. Drill their pronunciation in contrast with nose.
Refer sts to the instructions. Ask them to use the adjectives from Vocabulary Pack 3. Do the first two examples with the class.

**REC:** Read the Recycle box to sts and encourage sts to use *look* in their descriptions.

**PW** Have sts choose which adjectives apply to each of the people on the page. Monitor and help as necessary. Classcheck.

If time allows, ask sts to choose two adjectives to describe you and two for their ideal partner.

**LISTENING** 5 MIN

**IND** Refer sts to questions *a* and *b* and to the photos, 1 to 4. Play CD track for sts to listen, answer and tick the correct picture. Play track again if necessary. Classcheck.

**KEY:**

*1*  a He’s her boyfriend.  b 2

**2**  TS Ask *Does Sonia talk about personality or appearance first?* (personality) Refer sts to question 2 and play CD track again for sts to tick the correct question.

**KEY:** What does he look like?

**GRAMMAR PRESENTATION & PRACTICE** 10 MIN

**TS** Refer sts to the listening task. Get sts to read the sentences in the Organizer and remember the questions asked in the listening text. Have sts write the words in the appropriate gap. Quickly drill the questions and some answers.

**TS** If time allows, ask different sts about the pictures in #1. *What’s Bruno Mazzeo like? What does Cleo Pires look like?*

**KEY:** look – is… like

**SPEAKING** 10 MIN

**TS** Refer sts to the instructions and elicit a few questions as a way of drilling before the mingling task: (*What’s your boyfriend like? What’s your dentist like? etc.*)

**TIP:** Freer practice should often be preceded by some controlled practice to guarantee sts have enough language and confidence to perform the task. This is particularly important for activities which are difficult to monitor, such as mingling tasks.

**MGL** Sts ask and answer the questions. They sit down as soon as they have interviewed 3 sts.

**TS** Ask *From the descriptions you got, who would you like to meet? Who was the most interesting person?*

**EXTRA**

**e-Board**

**FOLLOW UP**

Agree on a movie, soap opera or sitcom that almost everybody watches or has seen. Get sts to describe the characters’ personality and appearance. Get them to choose their favourite character and justify their choice.

**HOMEWORK**

Activity Book B1, page 92.
Aim(s) of the lesson:

- Comparing people and things

**VOCABULARY**

**NOUN:** comedian

**ADJECTIVES:** athletic, attractive, beautiful, cheap, exciting, expensive, important, popular, stressed

**IRREGULAR COMPARATIVES:** better, worse

**GRAMMAR**

Comparative adjectives + than

**PRONUNCIATION**

Sentence stress and weak forms

**SKILLS**

Reading an article

Speaking: comparing people

**RECYCLING**

Adjectives

Agreeing / Disagreeing

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**READING** 15 MIN

1 **TS** Books closed. Ask *Do you like comedies? What was the last comedy you saw? What’s your favourite movie?*

**GW** Books open. Revise the question *What’s he/she like?*

Sts discuss the questions. Monitor for accuracy. Elicit the most popular comedian in class and his/her description.

2 **CD1 Track 24**

**TS** Focus on the pictures and elicit what sts know about the two actors: their movies, family, personality, etc. Refer to sentences 1 to 6 and quickly discuss them as a whole group, without coming to any definitive answer. Don’t explain the comparative form now. Focus on meaning instead.

**IND** Play CD track for sts to listen and read the article. At the end, they decide if the sentences are true or false.

**TIP:** Listening is an effective way of helping reading. The recorded version of the text helps sts chunk the text correctly, i.e. get the right pauses and meaning units, which is essential for the understanding of the content.

**PW** Sts compare their answers. Classcheck. After checking, ask sts to correct the false ones. Drill each sentence (the true ones and the corrected ones.) At the end ask *Who do you like better?*

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2 **TS** Ask *What do they have in common?* and refer to the Tip box. Help sts produce sentences with *both.*

**KEY:**

1 **F** (Smith is younger than Murphy.)

2 **T** 3 **T** 4 **T**

5 **F** (*I am Legend* is more serious than *MIB.*)

6 Open answer.

**GRAMMAR** 5 MIN

3 **TS** Refer sts to the sentences in #2 again and elicit what they have in common (they are all comparative). Focus on the Organizer and have sts complete it using the expressions in yellow in #2. Classcheck. Highlight the spelling rules for each form and elicit another example for each. Elicit a rule for group 5 by asking *How many syllables are there in these words?* (2 or more). Focus on and drill *better* and *worse.*

**KEY:** taller – bigger – funnier – more popular

**PRACTICE** 10 MIN

4 **TS** Refer sts to Vocabulary Pack 3 on page 62. Write the structure *Harry is... than Jack.* on the B. Elicit / drill the comparative form of all the adjectives in #1 and 2.

**TIP:** As the list of adjectives is long, start with chorus elicitation, then alternate with individual, for variety.

5 **TS** Elicit a few examples with famous people, family members, classmates or friends.

**5 **TS** Focus on the exchange in the speech bubbles. Revise ways of agreeing and disagreeing with opinions.

**PW** Get sts to discuss the questions. Classcheck. Have a class vote but have sts justify their choices.

**PRONUNCIATION** 5 MIN

6 **CD1 Track 25**

**TS** Read the instructions to #1 to sts. Play CD track for sentence a and help sts notice the stressed words (*William, taller, Harry*). Have sts repeat the sentence aloud to feel the stress more clearly. Play CD track for the other sentences. Classcheck after each sentence. Elicit sts’ conclusion about the pronunciation of *more* and *than* (they are unstressed, weak forms). Play track again for sts to listen and repeat.

**TIP:** If extra controlled practice is necessary, get sts to do Activity Book page 93 #2.
SPEAKING 20 MIN

**BOOK TRACK**

- **TS** Show sts the first two pictures on the pdf slide / OHT and refer them to the model dialogue in the book. Get sts to form comparative sentences using the adjectives given and agree / disagree in different ways. Refer sts to the Tip box on the book and explain that *less* is the opposite of *more*. Focus on the example and ask for a sentence with the same meaning using *more*. (Clara’s partner is more stressed than her.)
- **TS** Show sts the first two pictures. Click on ACTION to show model dialogue. Refer sts to the Tip box on the book and explain that *less* is the opposite of *more*. Focus on the example and ask for a sentence with the same meaning using *more*. (Clara’s partner is more stressed than her.)

**MULTIMEDIA TRACK**

- **PW** Get sts to work in pairs and form comparative sentences using the adjectives given and agree / disagree in different ways. Click on ACTION to show more pictures and adjectives. Monitor closely for accuracy. Elicit a few sentences from sts. Tell sts to think of someone they know (a relative or a good friend).
- **PW** Have sts work in pairs and make sentences comparing the person they’ve chosen and themselves, saying why. Provide an example. Round off asking a few volunteers to say some sentences.

**EXTRA**

- **FOLLOW UP**
  - Get sts to add one more category to #8 and suggest adjectives that can be used to compare items. For example, cities, restaurants, schools, teachers, subjects, animals, TV programmes, bands, movies, etc.

- **GAME: CITY TRIVIA**
  - Each group gets a set of cards facing down. St A gets a card and says a sentence comparing the two cities (*Rio is bigger than Buenos Aires.*) He/She knows the answer, which is indicated on the card, but he/she may decide to bluff and say the opposite. Sts B and C have to agree or disagree: I agree. I think Rio is bigger than Buenos Aires. OR I disagree. I think Buenos Aires is bigger than Rio. The st who gets the right answer scores a point. The card holder only scores a point if nobody gets the right answer.

**HOMEWORK**

Activity Book B2, page 93.

**TIP:** You might use sts’ ideas for #8 to have a competition. Write the names of the 3 actors on the B. In groups sts write as many comparative sentences as possible in, for example, 2 minutes. The winner is the group who write most sentences.

**TIP:** Don’t let the activity drag for too long. Monitor sts’ work for motivation as well. Stop it when you feel sts have had enough practice.
**Aim(s) of the lesson:**

- Describing people

**VOCABULARY**

**Nouns:** ad, reality show, show participant, show host, podcast, skills

**Adjectives:** aggressive, bossy, fit, lively, outgoing, sexy

**Verb:** apply

**Expressions:** on the other hand; have (artistic skills, a friendly face, a sense of humour, lots of energy, a nice smile, sex appeal, a sexy voice, a strong personality, team spirit), be (aggressive, fit, good-looking, intelligent, lively, outgoing, patient, shy)

**GRAMMAR**

- be + very / really / a bit / not very / too + adjective
- Not + adjective + enough
- have + features

**PRONUNCIATION**

Word stress

**SKILLS**

- Reading an ad
- Listening to a podcast
- Speaking about people’s positive and negative characteristics

**RECYCLING**

- be / have
- Adjectives
- Too / enough
- Giving opinions

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**SPEAKING & READING 10 MIN**

1. **TS** Books closed. Tell sts about your TV habits. Ask them *How many hours a day do you spend watching TV? What are your favourite kinds of TV programmes? Do you watch reality shows?*

2. **PW** Books open. Get sts to discuss questions 1 to 3. Encourage sts to use comparatives.

3. **TS** Refer sts to the text and elicit its kind (An ad.)

   **Before sts read it,** ask *Where was it published?* (On a website.)
   *What’s it advertising?* (A reality show.) *What’s the name of the show?* (Game House.)

   **TIP:** Take the chance to develop different reading skills exploring illustrations, layout, skimming for general understanding and scanning for specific information.

   **GW** Sts discuss statements 1 to 4 before they read the ad to check their answers. Classcheck by eliciting parts of the text that justify their answers.

   **KEY:** 1 F 2 T 3 T 4 F

   **TS** Ask *Do you agree with the characteristics of a good participant they mention in the text? Who were your favourite participants? What characteristics did they have?*

**VOCABULARY 10 MIN**

3. **TS** Write on B *To be a good show participant you have to be / have...* Refer sts to the list of characteristics in #3. Focus on the examples and get sts to complete the sentence on the B orally. Help them to understand 1 is for adjectives and 2 for nouns / noun phrases. Classcheck by reading the sentence on the B aloud and stopping before the verb.

   Sts then complete with all *be + adjectives* (*be aggressive, be fit, etc.*), and, after that, all *have + nouns*. Make sure they produce the combinations with *be / have* as a way of drilling.

   **TIP:** You may also try to elicit the difference between adjectives and noun phrases after sts have done the exercise. This inductive method is favoured by a large number of examples.

   **KEY:** BE aggressive, fit, good-looking, intelligent, lively, outgoing, patient, shy

   HAVE artistic skills, a friendly face, a sense of humour, a lot of energy, a nice smile, sex appeal, a sexy voice, team spirit
Focus on the list of characteristics in #3 again and ask why some letters appear in pink. At this stage, sts should already be familiar with the pink code for stressed syllables. Elicit / drill the pronunciation of the adjectives and phrases.

Books closed. Split class into two groups. Tell sts they are going to play a game related to word stress. A st goes to board and clicks on a number. There will be a word from #3. The st needs to click on the part of the word which is stressed. Keep score. After game, carry out a quick repetition drill with the words. Focus on the signs and elicit from sts why they are divided in two groups (some are used to talk about good points and some about bad points). Divide sts in groups of 3 and tell them they are going to talk about people they know, using the words in the signs on the screen and the adjectives from SB #3. Click on ACTION to start animation.

Read the instructions to sts and elicit a few examples before they work in groups. Make sure sts use has to correctly before be and have. At the end, conduct a class discussion on the most important characteristics of a show participant, a show host and a teacher.

Refer sts to the pictures. Ask them to describe the people’s appearance and guess their personality.

Focus on question 1. Play CD track for sts to listen and tick the correct photos. Classcheck by eliciting what they remember from the track that made them conclude Sam and Pam were the people.

KEY: ✓Sam ✓Pam

Talk sts through the Organizer showing that there are positive and negative characteristics and focusing on the words that intensify the adjectives. Revise a bit, too and not...enough.

Focus on #1, items a to c. Play CD track for sts to listen and complete. Classcheck. Focus on #2. Play CD track again for sts to listen and tick characteristics.

KEY: 1 a. eighteen b. photo / video c. Friday 2 intelligent, lively, team spirit, a lot of energy, outgoing, sex appeal

Tell sts they are now the executives and that they have to select three candidates out of the six finalists in the pictures in #8.

Sts discuss the candidates’ good and bad points to reach a consensus. Revise ways of agreeing/disagreeing. Explain/drill the expression on the other hand to introduce a contrast. Monitor closely for fluency.

Groups report their conclusions and try to reach a class consensus.

Get sts to write an email or produce a short video clip to send to Game House trying to convince them that they have the right characteristics to be on the show.

Activity Book B3, pages 94 & 95.
Aim(s) of the lesson:
- Comparing people, places and things

VOCABULARY
NOUNS: planet, the solar system, volcano, whale
ADJECTIVES: active, clever, easy-going, heavy, intelligent, protective, sensitive, sincere, solar
IRRREGULAR SUPERLATIVES: the best, the worst

GRAMMAR
Superlative adjectives

SKILLS
Reading a quiz
Listening to a conversation
Speaking: comparing people, places and things

RECYCLING
Comparatives
Adjectives to describe appearance & personality
Why / Because

READING & SPEAKING 10 MIN
1. **TS** Books closed. Ask Which magazines do you read? Do you like magazine quizzes? What about online quizzes? Do you prefer personality quizzes or knowledge quizzes?

2. **GW** Books open. Read the instructions to sts and model the example exchange with question 1. Encourage sts to use comparatives in their discussions. Elicit the comparative forms of the adjectives in the quiz before sts start working. Monitor closely for fluency. Don’t check their answers now as this is the focus of the listening in #2.

LISTENING 5 MIN
3. **CD1 Track 28**

4. **TS** Get sts into pairs and refer each member to a different Chat Page. Ask sts to keep their information secret.

MULTIMEDIA TRACK

4. **MM B4.3**

If extra controlled practice is necessary, get sts to do Activity Book page 96 #2.
Elicit some adjectives used to describe people’s appearance and write them on the B (tall, short, ugly, beautiful, fat, thin, old, young, athletic, fit, overweight, etc.)

Get sts to choose adjectives and complete the sentences.

Sts get into groups to compare their sentences. Revise ways of agreeing and disagreeing. Monitor closely for accuracy and fluency. Elicit a few examples at the end, giving special attention to the sentences that generated disagreement.

Refer sts to page 123 and tell them they will do something different: listen and read the audioscript at the same time. Play CD track for sts to listen and read.

Ask Why do you think you don’t usually read the audioscripts while listening? (In most real life listening situations, they don’t have an audioscript to read.)

Also ask Why do you think you will read the audioscript in this exercise? (to help them read between the lines, i.e. to interpret information that is not said.)

Focus on the adjectives in the box and help with meaning, if necessary. Sts alternate giving their opinions about the participants’ personalities. Encourage sts to use as many adjectives as possible and justify their opinions. Monitor closely for accuracy and fluency. Elicit a few examples at the end. Make comments on sts’ production, complimenting them on their performance and calling their attention to any errors you might have noticed.

Read the instructions to #8 to sts and have two groups of 3 volunteers read the exchanges aloud. Tell them they should use comparatives and superlatives in their discussions.

Groups make their choices and talk. Monitor closely mainly for fluency.

Encourage sts to visit the website and note down three records they find most interesting. Elicit their answers at the beginning of the following class.

Give out handouts and ask sts to read instructions for #1. Elicit what sts have to do and a few example sentences. Encourage sts to use comparatives and superlatives. Have sts work in small groups and compare the companies. Monitor and help sts, if necessary.

Refer sts to #2 and elicit companies they can compare (hotels, supermarkets, gym centres, restaurants, shops, car manufacturers, etc.) Have sts fill in the blank chart in small groups. Monitor and help sts with vocabulary. If necessary, let sts use the internet to find the information they need – if possible, have sts visit sites in English.

Have sts read instructions for #3. Tell them to imagine the board of directors will choose one of the companies presented to provide some kind of service / product to the company they work for. Sts may work on a short presentation in class or it may be turned into a project.

Ask these questions on the B for sts to discuss.
1. What’s the most expensive restaurant in your city?
2. What’s the best soccer team in your country?
3. What’s the most beautiful holiday place in your country?
4. What is the funniest film you’ve seen recently?
5. What’s the worst TV programme?

Sts need a copy of the game board, counters and one dice per group. Sts take it in turns to throw the dice. When they land on a superlative square, they should talk about the question for 30 seconds (e.g. My most beautiful place ever is/ was... because...) If they can’t produce a correct sentence or speak for about 30 seconds, they should go back one square. The winner is the st who reaches the Finish square first.

Activity Book B4, page 96.
Aim(s) of the lesson:
- Talking about memories and emotions

VOCABULARY
NOUN: memory
ADJECTIVES: complex, desperate, disturbed, impressed, forgetful, frustrated, imaginative, magical, romantic, provoking
VERB: erase
EXPRESSIONS: know something by heart, a must-see

GRAMMAR
so + adjective + that

SKILLS
Reading a newspaper column and film reviews
Listening to a conversation
Speaking about past memories

RECYCLING
Past Simple
Adjectives
Why / Because
be + like, look like

READING & SPEAKING 15 MIN

1 TS Books closed. Ask sts Where were you a week ago at 7 p.m.? What were you doing when the terrorists attacked the World Trade Center on September 11th 2001?
What did you have for dinner yesterday?
Books open. Refer sts to the text and ask Where would you find this text? (In the newspaper.) What kind of text is it? (A newspaper column.) Do you read columns like this?
Can you name similar columns in Brazilian newspapers? (Hildegard Angel, Ancelmo Goes.) What do they usually talk about? (All kinds of topics: gossip, politics, events, etc.)
Look at the title. Who do you think the column is about?

IND Focus on the questions in #1. Sts read the text and answer them. Classcheck. Question 2 should lead into a short class discussion about memory. Take this opportunity to focus on questions in #2.

KEY: 1 Yes. 2 Dear people and relationships.

2 PW After sts have read the questions and model exchange, elicit the meaning of forgetful and refer to the Tip box. Ask sts Do you have a similar expression in your mother tongue which is synonymous to “from memory”? (In Portuguese “de cor” which means from the heart; in French, “par coeur”.) Sts talk about their memory. Monitor closely for accuracy and help with vocabulary, if necessary. Elicit a few examples at the end. Also ask Can you do anything to improve your memory? Do you remember colors, smells, sounds?

MULTIMEDIA TRACK
Focus on the first two illustrations. Ask sts if they remember Harry. Click on ACTION to join the two sentences about him using so and that. Repeat procedure for the next three pairs of sentences. Encourage sts to work in pairs and join the sentences before you show them the answers.
Go through the Organizer. Help sts notice that so intensifies the adjective and that introduces a consequence.
Divide the sts into groups. Click on ACTION. Tell them to make sentences using so... that... and the adjectives on the screen. Click on ACTION again and repeat the procedures using the prompts given.

3 TS Refer sts to the film reviews and ask Are these newspaper columns as well? (No, they are film reviews.)
Ask Have you seen these movies? What do you remember about them? Do you remember the movie theater where you saw them? Who were you with? Did you eat popcorn? to test their memory.

IND Focus on sentences a to d in #1. Sts read the reviews and decide which film the sentences are about. Classcheck. Ask Which situation is worse? Why? and have a short discussion about the topic.

KEY: a M b E c F d M

4 BOOK TRACK

CD1 Track 30

TS Read the instructions to sts and make sure they understand that they are related to the numbered sentences in yellow in the film reviews. Also say that they should look at the Organizer for help. Don’t provide any grammatical explanation at this point. Let sts draw their own conclusions about the construction so... that.

IND Sts complete the sentences. Play the CD track for them to listen and check.

TS Talk sts through the Organizer. Help them notice that so intensifies the adjective and that introduces a consequence. Elicit a few personal examples for practice.

KEY: 1 that
2 so
3 so – that
4 so complex that
TIP: Sts should have no difficulty to understand the construction so... that as there is a very similar construction in Portuguese. But it may be confusing for them that so is also used to introduce the consequence, as in the sentences in yellow in the text.

If extra controlled practice is necessary, get sts to do Activity Book page 97 #1.

5 TS Ask sts to think of a very good film and a very good book they have seen / read.

IND Get sts to choose two halves to match with 1 and 2.

PW Focus on the model exchange and model with one or two pairs of sts. Sts talk about their choices. Elicit a few examples of exchanges at the end.

TIP: Sts might expand the dialogue by explaining what's so good about the film / book.

6 e-Board

RP3 B5.6

TS Read the instructions to sts and refer them to the phrases they can use. Show only the word beautiful on the pdf slide / OHT and focus on the example. Elicit more possibilities for the example and write them on the B. (The day was so beautiful that it was impossible not to go out. / that it made me happy. / that it was very easy to exercise outdoors. etc) Also elicit other examples with beautiful (The film was so beautiful that it made me cry.) Tell sts they will have a few minutes to make as many sentences as possible with the adjectives you will show them. They can use different nouns with the adjectives.

GW Show the rest of the words on the pdf slide / OHT and gives sts 10 minutes to make sentences orally. Stop them and invite the groups to share their sentences with the class. Round up by asking sts to write down four of the sentences they made.

LISTENING 10 MIN

7 CD1 Track 31

TS Refer sts to the picture and ask Who can you see? Where is he? What is he doing? (Harry, in the Game House. He is thinking about two girls.)

IND Focus on questions 1 to 3. Play CD track for sts to listen and answer. Classcheck.

KEY: 1 No, he didn’t. 2 Yes, he does. 3 The one who’s blond with green eyes.

8 CD1 Track 31

TS Tell sts that they will listen to the track again and, this time, focus on details.

IND Focus on questions 1 to 4. Play CD track again for sts to listen and tick the correct answers. Classcheck.

TS Ask Do you think Harry has a good memory for people and relationships too? Do you? Do you remember your first best friend? This should serve as a good lead-in to #9.

KEY: 1 she was very funny. 2 younger than Nicki. 3 she was too tall for him. 4 he never went out with her.

SPEAKING 10 MIN

9 TS Read the instructions and example to sts. Give sts some time to choose a person, thing or place to talk about.

GW Sts talk about their choices. Encourage them to use the constructions so... that. As one st speaks, encourage the others to ask questions and react. Monitor closely for fluency, helping with vocabulary, if necessary. Elicit a few examples at the end.

EXTRA

FOLLOW UP

Write the pattern The... was so... that... on the B. Ask sts to copy and complete it up to the adjective on a sheet of paper. Then get sts to pass their sentence on to the st sitting next to them for him/her to complete it. Sts complete the sentence then pass it on to another st to think of another ending. Repeat the procedure until you see sts have run out of ideas. Sts get their sheets back, read the ideas written by the other sts and choose the best ending. Elicit a few examples.

MM B5.EXTRA

Divide the sts in two groups. Tell them they are going to take part in a rally. If they answer the question correctly the car advances some kilometers. If the answer is wrong, the car doesn’t move because of problems on the road. The team that gets to the finish line first is the winner.

HOMEWORK

Activity Book B5, page 97.
Aim(s) of the lesson:
- Describing a special person

VOCABULARY
NOUN: forum
ADJECTIVES: energetic, experienced
ADVERBS: affectionately, beautifully, brilliantly, carefully, easily, enthusiastically, sincerely, sweetly, technically, unconditionally
IRREGULAR ADVERBS: fast, hard, well
LINKER: although

GRAMMAR
Adverbs of manner

SKILLS
Reading extracts of an online forum, a music review, a poem, a school project and a sports review
Speaking: describing a special person
Writing an entry for an online community

RECYCLING
Adjectives
Agreeing / Disagreeing
be + like, look like
So... that
Comparatives & Superlatives

READING & SPEAKING
20 MIN
1
TS Refer sts to the photos and elicit a description of the people.

IND Focus on text types 1 to 5 and ask sts to choose the photos that they think could go with each (there is no “correct” match.) Elicit sts’ choices and ask them to justify them. Encourage them to refer to the pictures by saying “The one with the two ladies”, for example.

2
TS Tell sts they will now read extracts of the types in #1. Focus on question 1. Ask For you to do this exercise, do you have to read and understand all the words? (No, just skim for general understanding.)

IND Sts read and number the extracts according to their type. Classcheck. Ask Do you confirm your decisions about the photos in #1? What do these extracts have in common? (They are personal descriptions; they describe somebody special.)

KEY: A5 B1 C4 D3 E2

2
IND Refer to the instructions. Ask And now, are you going to skim for general meaning or look for detail? (detail.) Sts underline sentences that describe the people as special. Classcheck by eliciting their choices.

3
TS Read the instructions to sts. Give sts some time to think of people they know that can be described with the same sentences they underlined. Elicit sts’ sentences, focusing each time on a different extract.

4
PW Tell sts they will read the extracts again and, this time, focus on vocabulary and grammar. Draw their attention to the specific extracts they should focus on for each question. Sts read the extracts and underline the words and phrases in the texts. Classcheck.

KEY: 1 Although.
2 The most talented young player / the best mum in the world.
3 He plays so brilliantly that it’s a pleasure... /...so loveable that everyone falls in love with him / she can sing so sweetly that she makes many in the audience cry.
4 stronger, more respectful, happier / nicer.

GRAMMAR PRESENTATION & PRACTICE 10 MIN
5
BOOK TRACK
TS Focus on the Organizer and have sts quickly read it.

IND Get sts to look at the sentences in #2, extract E and complete the rule in the Organizer. Classcheck. Quickly drill the adjectives and adverbs together making sts notice that the adverbs keep the same stress as the adjectives. For the exceptional adverbs, give examples using the adjective and eliciting the corresponding sentence with an adverb: He’s a good singer, so... (he sings well.), He’s a fast driver, so... (he drives fast.), He’s very hard-working, so... (he works very hard.)

KEY: -ly

IND Get sts to find 7 more examples of adverbs in the extracts. Classcheck. Elicit pronunciation of the adverbs.

KEY: A brilliantly
B completely
D affectionately,
D sincerely,
D unconditionally,
D easily, carefully
Refer sts to the lists of verbs and adverbs and to example A in question 1. Elicit one more example.

Model the example exchange in question 1 with 3 sts. Groups make their sentences responding to all contributions. Monitor closely for accuracy and fluency. Elicit a few examples at the end.

Focus on the example exchange in question 2. Elicit and model one more example with 3 sts. Groups discuss their ideas. Monitor closely for accuracy and fluency. Elicit a few examples at the end.

Refer sts to Sonia’s message and ask What do you remember about Sonia? (Lesson B1) Which online communities do you take part in? What kind of messages do you write?

Get sts to read the message and answer questions 1 to 6. Paircheck, then classcheck. Ask Have you ever had a special teacher like Sonia’s? Why was he/she special? Who’s the most competent teacher you have? What makes a person special?

KEY:
1 Special people.
2 Mr Cliff.
3 About 60.
4 He’s an Arts teacher.
5 He’s tall, with strong hands, dark blue eyes and grey hair...
6 He’s a wonderful person: listens to sts carefully, always encourages sts; his lessons are lively and fun...
He’s the most competent teacher Sonia has.

Read the rubrics to sts. Think of a special person yourself and get sts to ask you questions 2 to 6 from #7. Take the chance to revise look like and be + like. Give them some time to choose their special person and think about the answers.

Get sts to ask and answer about their special person. Monitor closely for accuracy. Elicit a few examples at the end, encouraging sts to speak about the person in a continuous text. This should serve as preparation for the writing task in #9.

Refer sts to Sonia’s message again and help sts describe the structure of the text. Ask How’s the message organized? What kind of information is in paragraph 1? And in the other paragraphs? Write the structure on the B: general introduction – physical appearance – personality – why he/she is special.

Get sts to write an entry to Sonia’s online community using their ideas from #8.

TIP: Refer sts to the Writing Helpdesk B on page 98. Get them to do the exercises before they start writing. If pressed for time, have sts write their entries for homework.

Encourage sts to visit the website and answer the questions. Elicit their answers at the beginning of the following class.

Encourage sts to look at the Take-away Expressions on page 65 and elicit in which context they first appeared in the book (dialogues.) If necessary, go back to the dialogues. Elicit meaning and work on pronunciation. Tell sts they are responsible for studying and using the expressions. These expressions are not core language.

Stop & Check B, pages 99 & 100.

Set the context. Ask sts to imagine they’re going to rent a car. Explain that the figures and symbols near the cars indicate the number of small suitcases and large suitcases. Work on the meaning of any adjectives sts don’t know or don’t remember.
Aim(s) of the lesson:

- Talking about learning English

VOCABULARY

- NOUNS: million, billion, majority, conferences, competition, business and trade, science, technology, international diplomacy, internet users, population, reason
- NUMERALS: half, a quarter
- ADVERBS: percent, approximately, electronically
- ADJECTIVES: foreign, native, official, second (language), individual
- VERB: communicate
- COUNTRIES: Brazil, Denmark, India, Italy, Jamaica, South Africa, Turkey, the United States
- EXPRESSIONS: do homework, get extra practice, get help, group words into categories, highlight key words, keep a word list, revise each lesson, sing along, test myself, use English

GRAMMAR

- Word order in questions

SKILLS

- Reading an article
- Listening to conversations
- Speaking about learning strategies and reasons to study English

RECYCLING

- Question forms
- Present Simple
- Past Simple
- Can

What’s the official language in Brazil? (Portuguese.) Is Portuguese your native language as well? Have you ever lived abroad? Then, what was your second language? What foreign languages are taught at your school?

KEY: 1 T (375 million) 2 T (80%) 3 F (most are NOT native speakers) 4 F (700,000)

T  Ask sts to underline 2 or 3 ideas from the text in #2 that are new to them. Get two sts to model the exchange. Drill the lines if necessary.

PW  Have sts practice the exchange alternating A and B roles. Monitor closely for accuracy. Elicit a few examples at the end. Also ask sts what they already knew about the English language: I knew that...

TIP: In this type of activity, sts practice expressions used to react to the content of a text. This is a very realistic reading task, which can be repeated from time to time.

LISTENING & SPEAKING  15 MIN

CD2 Track 2

TS  Refer sts to the picture and the rubric. Set the context by asking Who’s the woman with Marco? Where are they? What does she look like? (Take the opportunity to revise description of appearance.) Give sts some time to read the questions.

PW  Play CD track for sts to listen and tick YES or NO. Play track again, if necessary. Classcheck by getting the correct short answers. This is a way of focusing sts’ attention on the Yes-No question forms.

KEY: 1 No, she isn’t. 2 No, she doesn’t. 3 Yes, she did. 4 Yes, they do. 5 Yes, he was. 6 No, she didn’t. 7 No, she can’t.

CD2 Track 3

TS  Ask sts Why do you think Marco is learning English? And Clara? What are the main reasons why people learn foreign languages?

IND  Get sts to look at the sentences in #5. Play CD track for sts to listen and write M, C or ?. Play track again, only if necessary. Classcheck by asking individual sts to read the sentences aloud and eliciting answers from the whole class.

KEY: 1 C 2 M 3 C 4 M 5 ? 6 C

GW  As an immediate follow up for #5, get sts into groups of 3 to discuss their own reasons to learn English. Ask them to write down all the reasons that were not included in the list in #5. Monitor and help as necessary. Elicit this list at the end and a few individual examples. Ask the class What were the most common reasons to learn English? If you are learning any other foreign language, what’s the reason?
GRAMMAR PRESENTATION & PRACTICE 10 MIN

7 TS Refer sts to the Organizer and ask them to complete it by looking at #4. Elicit / explain that the order of subjects and verbs is inverted in yes-no questions with the verb BE and that an auxiliary is needed with other verbs. Quickly drill a few questions from the chart and their corresponding short answers. Also talk sts through the Tip box. Don’t mention wh-questions about the subject now, unless sts ask (E.g. Who cooks in your house? with no subject-verb inversion.) Elicit a few examples of questions with I and elicit why they are not very common (Because we usually know about ourselves and ask questions to get information we don’t have.)

TIP: If you feel sts aren’t very confident, ask them to write down the questions before sts mingle.

MULTIMEDIA TRACK

MM CL.8
Address the whole group. Call their attention to the first sentence and to the auxiliary verbs. Elicit the first question. Click on ACTION to check. Divide sts in trios and ask them to transform the remaining prompts into questions. Tell them to do it orally, but allow them to write if they prefer to do so. Check.

PW Click on ACTION to reveal wh-words. Tell sts you are going to play a game. The aim is to produce follow up questions using the wh-words. E.g. 1. Why are you learning English? Use the counter to keep the score. After the game, have sts stand up and mingle. They should ask the questions on the B and at least one follow up question.

LISTENING & SPEAKING 15 MIN

9 CD2 Track 4

TS In order to introduce the concept of learning strategies, ask sts When you don’t know the meaning of a word, what do you do? What do you do to revise English? Do you only have contact with the language in class or do you look for extra opportunities to practice? What learning strategies do you use? Refer sts to the illustrations and have them identify the strategies depicted in the three pictures, i.e., get help from the teacher, highlight new words in the text, listen to songs and sing along.

IND Give sts some time to read sentences 1 to 8. Play CD track for sts to listen and tick the sentences they hear. Play the track again only if necessary. Classcheck. Ask Do you think Marco is a good student like Clara? (Probably not, as he was surprised with Clara’s strategies.), Are you a good student?

KEY: 1 – 3 – 6 – 7 – 8

10 IND Focus on the three marking code options. Have sts read the sentences in #9 again and write OK, ✓ or X.

PW Get 2 sts to model some exchanges before they work in pairs. Possibilities are:

A I think listening to songs is a good idea.
B I agree it’s a good idea. / I do it. / I don’t think it works for me.

OR

A Listening to songs doesn’t work for me.
B I think it’s a good idea but I don’t do it.

Sts compare their answers. Monitor and prompt free speaking.

TS Round off the activity by having individual sts report the strategies they use, the ones they think are good ideas but they don’t use and the ones that don’t work for them. Find out which are the most / least popular strategies.

WEBLINK Encourage sts to visit the website and copy a piece of new information about the English language that they find interesting. Elicit their ideas at the beginning of the following class.

LEARN TO LEARN

Refer sts to page 53 and encourage them to reflect on and develop their strategies about recording vocabulary.

EXTRA

FOLLOW UP
Get sts to add two individual sentences to the list in #8. Sts mingle again but, this time, the first st to find one person for each sentence is the winner.

HOMEWORK
Activity Book C1, page 101.
**Aim(s) of the lesson:**

- Comparing people and places

**VOCABULARY**

**Nouns:** national people: the Scots, the Irish, the English, the Welsh; capital, size, population, a sociologist, a stereotype

**Countries:** Britain, England, Northern Ireland, Scotland, the UK, Wales

**Adjectives:** Scottish, Irish, Welsh; opposites: boring/interesting, boring/fun, cold/friendly, funny/serious, generous/mean (stingy), proud/humble, clever/stupid, loud/quiet, outgoing/shy

**Expression:** do research

**GRAMMAR**

Comparative: (not) as... as

**PRONUNCIATION**

Weak form: as

**SKILLS**

Reading the introduction of an interview
Listening to an online interview
Speaking: comparing places and nationalities

**RECYCLING**

Verb be
Numbers
Comparative adjectives
Superlative adjectives

**READING**

5 MIN

1. **TS**  
Books closed. Ask sTs the question in #1 (What do you know about the countries that form the UK?) to activate their knowledge about the United Kingdom. Don’t confirm information at this point.

2. **PW**  
Books open. Refer sTs to the exercise and elicit pronunciation of the words and phrases in the labels. S Ts do the matching exercise in pairs. Classcheck. Quickly elicit and drill pronunciation of the country and city names and of the numbers. Teach/elicit square kilometres.

**KEY:**

- Wales: Size: 20,000 km²
- Scotland: Population: 5.5 million
- N. Ireland: Size: 14,000 km² / Capital: Belfast

**VOCABULARY**

- **Book Track**

1. **PW**  
Refer sTs to Vocabulary Pack 4 on page 63. In pairs, s Ts write the correct opposites on the list. Classcheck, explain meaning, if necessary, and quickly practice the pronunciation of the adjectives.

2. **PW**  
Refer sTs to the words in the box and revise comparatives and superlatives: Which are comparatives? Which are superlatives? What’s the difference? Get s Ts to say the sentences to compare the British countries. Monitor closely for accuracy and help, if necessary. Classcheck. Elicit further comparative and superlative sentences about the countries with the same or different adjectives (e.g. modern, polluted, industrialized, hot, cold.) Revise / introduce nationality adjectives / nouns and write them on the B.

**KEY:**

- a is less populated than
- b is more populated than
- c is more populated than
- d is the biggest
- e is the smallest

**MULTIMEDIA TRACK**

- **MM C2.3**

**TIP:** Use a quick drill for extra practice with additional challenge. With books closed, say an adjective from the left or the right list and s Ts say the opposite. Then s Ts do it in pairs, St A with book open and St B with book closed.
KEY: 1 boring  2 friendly  3 serious  4 generous  
5 humble  6 stupid  7 quiet  8 shy  
Adjectives with no opposite: arrogant and musical

2 TS Conduct a quick discussion about the adjectives that are usually associated with Brazilian stereotypes (suggestions: friendly, musical, fun, generous, outgoing).

4 TS Refer sts to the photos and elicit a quick description: Where are these people? What are they doing?

PW STs look at Vocabulary Pack and write adjectives that describe the people in the photos. STs also discuss which British nationalities they think the photos represent. Refer STs to the nationality adjectives and nouns on the B. Classcheck but do not confirm people's nationalities yet.

KEY: Suggested adjectives:
1 generous, friendly  2 musical, friendly  
3 serious, boring, quiet  4 funny, outgoing, fun, friendly

LISTENING 10 MIN

5 CD2 Track 6

1 IND Tell STs they are now going to check their guesses. Focus on #1. Play CD track for STs to listen and write the countries where the photographs were taken. Classcheck. Elicit from STs what the common old stereotypes of the English, the Scottish, the Welsh and the Irish are.

TIP: For politically correct reasons, there's no explicit reference to the fact that the Irish are stereotyped as not being very intelligent. If you want to make this clear, make sure you say it nicely.

KEY: 1 Scotland  2 Wales  3 England  4 N. Ireland

2 IND Get STs to try to remember what exactly Marion said and circle the correct options.

CD2 Track 7

3 IND Play CD track for STs to check their answers to #2. Classcheck. STs say which sentences express similarities and which express differences.

KEY: 1 were (similarity)  2 are (similarity)  
3 are (similarity)  4 aren't (difference)

GRAMMAR PRESENTATION & PRACTICE 10 MIN

6 TS Refer STs to the Organizer and explain that as...as is used to express similarity when comparing two things or people. The negative construction is not as...as, which expresses differences.

IND STs complete sentences 1 to 5 in #6 using the adjectives from the Organizer. Classcheck.

KEY: 2 not as active as  3 not as good as  
4 not as populated as  5 not as small as

PRONUNCIATION 5 MIN

7 CD2 Track 8

1 TS Refer STs to the Pronunciation box. Play CD track and elicit the difference between strong (São Paulo, big, Britain) and weak forms (as). Play track again for STs to listen and repeat.

2 TS Refer to sentences in #6 again. Elicit and practice the pronunciation of the sentences. Say a negative sentence and ask STs if not is a strong or weak form (strong.).

SPEAKING 10 MIN

8 PW Get STs to say the sentences 1 to 5 comparing the places. Monitor closely for accuracy. Elicit their opinions before they check the answers. Refer them to the answer key upside down at the end of the page.

9 TS STs listen and repeat the example exchange in #9. Refer them to Vocabulary Pack 4 again and elicit a few examples, always comparing other nationalities with Brazilians. Be ready to help STs with nationality nouns.

GW STs talk in groups comparing nationalities. Monitor closely for accuracy, including pronunciation of weak forms. Have STs report some of their comparative sentences at the end.

EXTRA

FOLLOW UP
Encourage STs to speculate about the size, population, wealth and climate of different Brazilian states. Help and support them by writing on the B:
I'm not quite sure, but I think... is as big as...
I believe / I'm sure... isn't as populated as...
Also give them a list of suggested adjectives to use: small, rich, poor, green, hot, cold, etc.

HOMEWORK
Activity Book C2, page 102.
Aim(s) of the lesson:

- Asking for and giving directions and locations

**VOCABULARY**

| NOUNS: art gallery, building, concert hall, corner, department store, landmark, monument, museum, park, traffic lights, tube station |
| READING a conversation |
| LISTENING to people giving directions |
| SPEAKING: asking for and giving directions and locations |

**KEY:** e – a – f – b – d – c

**NOTE:** Harrod’s is a huge and famous department store in London. For more info see [www.harrods.com](http://www.harrods.com).

Madame Tussaud’s is a wax museum where you can see a famous collection of realistic wax figures. For more info see [www.madame-tussauds.co.uk](http://www.madame-tussauds.co.uk).

The Royal Albert Hall was built in 1871. The Hall presents concerts, exhibitions, celebrations and many different events. For more info see [www.royalalberthall.com](http://www.royalalberthall.com).

Tower Bridge is the one built in 1894 which opens for taller ships. For more info see [www.towerbridge.org.uk](http://www.towerbridge.org.uk).

Hyde Park is one of the largest green spaces in Central London. For more info see [www.royalparks.gov.uk/parks/hyde_park](http://www.royalparks.gov.uk/parks/hyde_park).

Marble Arch was designed by John Nash in 1828 and was erected to form a grand gateway to Buckingham Palace. For more info see [www.aboutbritain.com/MarbleArch.htm](http://www.aboutbritain.com/MarbleArch.htm)

**SKILLS**

| Prepositions | Imperatives for directions |

**IND:**

Sts find and circle the places on the maps. Classcheck. Elicit and drill pronunciation.

**KEY:** B 2 A/C 3 A/B/C 4 A/B/D

**LISTENING & READING**

| 2 PW | Sts write examples in Brazil next to each place on the list of #1. Classcheck. Ask Where are these places? Which of these places have you visited / would you like to visit? What’s interesting about them? |
| 2 T5 | Refer sts to maps A to D. Ask What are they? (Maps.) Are you good at reading maps? Focus on the 4 items. Ideally, sts should be given a chance to try and do the exercise before you deal with vocabulary. Do that only if necessary. |
| IND | Sts find and circle the places on the maps. Classcheck. Elicit and drill pronunciation. |

**KEY:** 1 B 2 A/C 3 A/B/C 4 A/B/D

| 3 CD2 Track 9 |
| TS | Ask sts to cover the written dialogues in #4. Refer sts to the picture and ask Who is this? (Marco.) Where’s he? (In the street.) What’s he doing? (Asking for directions.) Read the instructions to sts showing the points on the maps in #2 where Marco is standing. |
| IND | Play CD track number one as an example. Make sure sts understand the task. Elicit / explain right and left with the arrows. Play the rest of the track for sts to listen and write numbers on the maps. Classcheck by asking them for the words that helped them identify the maps. |

**KEY:** A 4 B 1 C 2 D 3

| 4 T5 | Tell sts they will listen to the CD track again but, this time, read the dialogues as well. Explain the task. |
| IND | Play CD track again for sts to listen and complete the map with the names in bold type. Classcheck. Don’t explain directions now, as sts will have the chance to notice and organize structures in the Organizer. |

**KEY:** Madame Tussaud: Map C, lower box – Harrod’s: Map D, lower box – Lloyd’s bank: Map A, lower box

| 5 CD2 Track 10 |
| TS | Refer sts to the Organizer. Focus on the verbs, go, take and turn. Tell sts to use each one once only to complete the chart. Refer sts to the dialogues for help. Classcheck. Go slowly through the chart, drilling each sentence in turn. Highlight the use of imperatives when giving directions. Also make sts see that there are different options to ask for directions. Draw their attention to the 3 parts of the exchange where one person asks for direction and the other gives the direction and says where exactly the place is. Also elicit how we stop people in the street (Excuse me.) and how we finish the exchange (thanking the person). |

**KEY:** go – turn – take
If extra controlled practice is necessary, get sts to do Activity Book page 104 #3.

6 TS Focus on the Organizer and the model exchanges. Drill expressions, if necessary. Get sts into pairs and refer each member to a different Chat Page.

PW Tell sts to check which information they have and which information they need to find out. Ask sts to keep their information secret. St A starts by asking B for directions to get to one of the places. He/She writes it down on the map. St B does the same. Sts alternate asking for and giving directions until they find all their places on the map. Monitor closely for accuracy. At the end, sts compare their maps to check.

LISTENING & SPEAKING 5 MIN

7 BOOK TRACK
- CD2 Track 11
- RP3 C3.7

1 TS Refer sts to the map and elicit a few names of streets and buildings for sts to get familiar with their pronunciation. Explain that Marco and Rachel are talking on the phone about locations on this map.

IND Sts read the items and options in #1. Play CD track for sts to listen and tick the correct answers. Classcheck.

KEY: a the Natural History Museum
    b the Royal Albert Hall

MULTIMEDIA TRACK
- MM C3.7

Click on ACTION to draw a line which follows the directions from listening. Have sts follow it little by little and check their answers to #7.

Split class into two groups. Tell sts they will listen to some people giving directions from The National History Museum and they should follow them and find out where the people want to go. Click on the audio. Have a st go to board and click on the building the person wants to go to.

EXTRA

FOLLOW UP

PW Use the map for #7 to give sts further practice in asking for and giving directions. Tell sts their starting point is always the Natural History Museum. St A thinks of a place on the map and gives directions for St B to find out which place it is.

A Get out of the Museum and turn right. Turn right again into Queen’s Gate. Take the second right into Prince Consort Road. I'm on your left opposite the Royal College of Music. Where am I?

B At the Imperial College.

OR

Have sts write up an example conversation from #8 for homework.

HOMEWORK

Activity Book C3, pages 103 & 104.
Aim(s) of the lesson:
- Defining words

VOCABULARY
Nouns: animals: Alsatian dog, cow, fly, horse, parrot, pigeon; objects: battery, comb, corkscrew, cupboard, knife, rucksack; people: bank teller, contestant, cook, driver, drummer, violinist, waiter; places in a city: amusement park, castle, parking lot, stadium, tourist information centre, travel agency; prize, tsunami

Pronouns: something / somebody

Grammar
Relative pronouns

Pronunciation
Silent letters

Skills
Listening to a game show and a conversation
Speaking: defining animals, objects, people and places

Recycling
Superlatives best / worst

Listening & Speaking 15 min

2 CD2 Track 13
TS Read the instructions to the class. Sts read statements 1 to 4 and guess whether they are True or False. Play CD track for sts to check their guesses. Sts paircheck. Play track again for sts to correct the false ones. Classcheck. Ask How many answers did you guess correctly?

KEY: 1 F (It’s money.)  2 T  3 F (£50)  4 F (Time is over.)

3 PW Sts discuss questions 1 to 3. Monitor closely for fluency. Open the discussion to class.

TIP: If you think you have time, (role)play a spelling bee, which is a competition where contestants are asked to spell words. The game is said to have originated in the US but, today, National Spelling Bee competitions are held in many countries, including Brazil. Divide the class into 2 teams and choose some difficult words that are part of sts’ vocabulary (or not!). Groups alternate spelling the words and scoring points, if they get them right.

4 CD2 Track 14
IND Refer sts to the pictures in #1 again. Play CD track for sts to listen and write 1 to 4 on the correct pictures. Classcheck.

KEY: 1 E  2 G  3 D  4 H

Grammar Presentation & Practice 15 min

5 IND Focus on the questions in the Organizer. Tell sts those are the questions asked at the game show. Have them match the questions with the pictures in #4. Sts write 1 to 4 in the brackets.

CD2 Track 15

2 TS Play CD track for sts to check. Explain to sts that relative pronouns are used to link clauses and introduce an idea that qualifies a noun or pronoun. Highlight the difference between personal (who) and non-personal reference (which) and the special use of where to refer to places.

KEY: 2 – 4 – 1 – 3

If extra controlled practice is necessary, get sts to do Activity Book page 105 #2.

6 RP3 C4.6
TS Refer sts to the instructions in #6. Focus on the Interlink box to draw sts’ attention to the question word used in English to ask for names of things, people, objects and places (What.)
Highlight that the Portuguese language uses a different question word, which correspond to the wrong form How.

**PW** Have sts work in pairs. Hand out cards A and B to pairs. Tell sts to check which information they have and what they need to find out. Ask sts to keep their information secret. St A starts by asking St B a question. St B looks at his/her list of words and chooses the correct answer. Then St B does the same. Sts alternate asking and answering questions. Monitor closely for accuracy. At the end, sts compare their cards.

**LISTENING** 5 MIN

**TS** Refer sts to the picture and ask Who are they? Where are they? What's happening? Does Marco speak English well? to remind sts that he's Italian and is having English classes to live in London with Rachel. Get sts to read the list of words and see if they know all of them. Don't explain them now, as this is part of the listening task.

**IND** Play CD track for sts to listen and circle the words they hear. Classcheck. Explain the meaning of the new words, if necessary.

**KEY:** comb – cupboard

**PRONUNCIATION** 5 MIN

**8 BOOK TRACK**

**TS** Ask sts What do the words COMB and CUPBOARD have in common, according to what Rachel explains? (They have silent letters.)

**IND** Tell sts that all words in #7 have a silent letter. Have sts try to pronounce the words and find out the letters that are not pronounced.

**2** Play CD track for sts to check but classcheck as well, eliciting the silent letters. Play track again for sts to listen and repeat.

**KEY:** castle – comb – cupboard – half – knife – know – listen – neighbour – tsunami

**MULTIMEDIA TRACK**

Tell sts that all the words have a silent letter. Have sts try to pronounce the words and find out the letters that are not pronounced. Click on the sound button to help them out. Click on the words to check. Click on the sound buttons again to drill if need be.

**SPEAKING** 10 MIN

**9 GW** Model one sentence with the sts, e.g. The best job in the world is one which is near my house. If necessary, write some verb phrases on the B that you think sts might need to do the task. E.g. let (me) go, pay, make (me) (happy), make noise, have, do, there is/are. Monitor closely and help, in case sts need some extra vocabulary. Take notes of sts' production for debriefing later. Elicit a few examples at the end. Make comments on sts' production, complimenting them on their performance and calling their attention to any errors you might have noticed.

**ENGLISH AT WORK: CALL MY BLUFF**

**TS** Give each group a set of cards. Keep them face down. Each st gets a card, reads the word and the 3 definitions. The other members of the group have to choose the definition they think is correct. If they find the correct definition, they score a point each and the person who read the card scores nothing. If nobody gets the right definition, the card holder scores 2 points. As a follow up, sts may prepare other cards themselves, inventing definitions, with the help of dictionaries. Then the different groups compete against each other. At the end, ask sts to write down FIVE new words from this activity that they don't want to forget. Then ask them to write a definition next to each of them.

**EXTRA**

**FOLLOW UP: WHAT IS IT?**

**TS** In this activity, sts have to guess the thing, place or animal after 5 clues. Show first line on the pdf slide / OHT. Sts form a complete sentence with a relative pronoun. Show the next lines and do the same until a st guesses the answer. Show the picture to confirm their guesses. Follow the same procedures with all the words.

**HOMEWORK**

Activity Book C4, page 105.
Aim(s) of the lesson:
Talking about international geniuses

VOCABULARY
Nouns: championship, land, machine, penicillin, spy novel
Verbs: build, compose, create, direct, discover, invent, win

GRAMMAR
Who / What Questions with or without auxiliaries

PRONUNCIATION
Past tense ending -ed (recycling)

VOCABULARY

1 BOOK TRACK
TS Books open. Ask sts to look at the pictures for a minute. Tell them to close their books. Have sts describe the pictures.

PW Refer sts to the verbs in the box. Get sts to match them with the photos following the example exchange. Monitor closely for accuracy. Classcheck by eliciting complete sentences as in the example. Notice that more than one verb can be used in some combinations (e.g. create or invent a novel or machine.)

Elicit other nouns that can collocate with the verbs in the box
(E.g. win a competition, a game / build a house, a car, etc.)

KEY:
You can build a cathedral /
direct a film /
compose a song /
create an imaginary land /
discover penicillin /
write a spy novel /
win a championship /
invent a machine.

MULTIMEDIA TRACK

Use this for sts to visualize the verbs and combinations. Click on ACTION to show an image. Ask sts to guess the verb. Click on ACTION again to check. At the end, have sts look at all the illustrations to think of possible verb-noun combinations:

E.g. write a book.

RECYCLING: GRAMMAR

2 TS Refer sts to the verbs in #1 again. Elicit their past forms, asking which are regular and which are irregular. Focus on the Recycle box and remind them of the rules for the pronunciation of final -ed. Drill the correct pronunciation of the past forms of the verbs in the box.

IND Get sts to complete the quiz. Classcheck by asking individual sts to read the complete questions. Move quickly to #3 as, at this point, sts should feel challenged to find the answers to the quiz.

3 PW Have sts match the questions and the answers. Don’t check the answers yet.

SPEAKING

4 TS Read the instructions with sts. Model an example with number 1: T: I don’t know who invented the WWW. Do you? Class: Yes! It was Tim Berners-Lee. Drill a few questions before sts work in groups. Show sts the correct pronunciation of Do you? in this situation with stress on YOU.

GW Put pairs of sts together. They discuss their answers. Monitor closely for fluency. Give them the correct answers at the end. Ask What was your score in the quiz?

KEY:
1 invented /id/ – Tim Berners-Lee
2 wrote – Agatha Christie
3 directed /id/ (invented / created) – George Lucas
4 built – Oscar Niemeyer
5 created /id/ (invented) – J R R Tolkien
6 discovered /d/ – Hiram Bingham
7 won – The Dalai Lama
8 composed /d/ (wrote) – Tom Jobim and Vinicius de Moraes

GRAMMAR

5 TS Focus on the questions of the quiz again. Ask What’s the tense of the verbs? (Past.) What’s the auxiliary for the past? (did) Is there an auxiliary in these questions? (No.) Focus on the Organizer and have sts read it and choose the correct alternative in the rule. Classcheck. Ask Which are more common, subject or object questions? (Object questions.) Is the form similar in Portuguese? How is it different?

KEY: don’t use
READING 5 MIN

6 TS Refer sts to the webpage title. Ask What do you think it's about?

IND Focus on the questions. Sts read the webpage and answer them. Paircheck, then classcheck.

KEY: 1 Once a week, every Monday.
2 One minute.
3 About two Flemings.
4 One invented penicillin and the other created James Bond.

GRAMMAR & LISTENING 5 MIN

7 IND Have sts complete the two questions using the Organizer for help. Don't check it now.

8 CD2 Track 19

IND Play CD track for sts to listen and check the questions in #7. Classcheck to make sure they get the correct forms.

KEY: 1 discovered / Sir Alexander Fleming
2 did Ian Fleming create?

If extra controlled practice is necessary, get sts to do Activity Book page 106 #1.

SPEAKING 10 MIN

9 TS Get sts into pairs and refer each member to a different Chat Page.

PW Tell sts to check which information they have and what they need to find out. Ask sts to keep their information secret. Highlight to sts that some questions are about subjects and others about objects. St A starts by asking St B a question to complete sentence 1. He/She writes it down on his/her card. St B does the same. Sts alternate asking and answering questions until they complete all the sentences. Monitor closely for accuracy and take notes of sts’ production. At the end, sts compare their cards to check their sentences. Make comments on sts’ production, complimenting them on their performance and calling their attention to any errors you might have noticed.

EXTRA

FOLLOW UP: A PROJECT

GW Sts write FOUR questions about famous people using the verbs in this lesson. They show their questions to their classmates and create a class quiz. Publish it on a class blog. Invite other classes to answer their quiz.

GAME: HOW MANY QUESTIONS CAN YOU MAKE?

RP3 EXTRA QUESTIONS

GW Have sts work in groups. Show pdf slide / OHT with words. Sts combine the words and write down as many questions as possible in 3 minutes. The winner is the group who can produce most correct questions.

KEY: Who gave this present?
1 Who gave you this present?
2 Who bought this present?
3 What did you buy?
4 What present did you buy / give?
5 Who played this game?
6 Who did you / Tom play this game with?
7 What game did you play?
8 What game did Tom play?

Quiz: Superlative Britain

RP3 EXTRA QUIZ

GW Show pdf slide / OHT and give each group some time to work out the questions and the answers. Classcheck.

KEY: 1 largest / b London Eye
2 most famous / a Stratford-upon-Avon
3 smallest / c Wales
4 old / a Oxford
5 larger / a Paris

HOMEWORK

Activity Book C5, page 106.
Aim(s) of the lesson:

Talking about studying abroad

VOCABULARY

NOUNS: add-on, cost of living, host family, performance, security, wax

SKILLS

Reading an ad
Speaking: giving opinions, comparing cities & giving directions
Writing an email

RECYCLING

Comparative adjectives & as... as
Questions
Giving opinions
Suggestions

READING

Focus on the title of the lesson. Ask Have you ever studied abroad? What courses do people usually take abroad? Where do they usually go?

Ask sts to look at the questions in the heading of the text and answer them in pairs. Elicit a few answers.

Refer sts to questions 1 and 2. Sts read the text and tick the options. Tell them not to worry about the words missing now. Classcheck. Ask What’s this ad for? What’s the name of the institution? Where can you study? Where do you stay?

Focus on the words in the box. Tell sts these words are all familiar to them. Have them complete the gaps in the text. Classcheck by eliciting the words or parts of the sentences that helped them to find the answer.

Focus on the people who went on the programme. Ask What do they have in common? (They are all young and happy with their experiences.) Sts answer the questions writing the students’ names. Classcheck by eliciting parts of the text that justify their answers. Ask Where do you think these sts are from? Invite a few sts to justify their answers to letter e.

KEY: 1 an ad 2 want to live and study abroad
2 who 3 best 4 who 5 as 6 so 7 well 8 where

Refer sts to the people who went on the programme. Ask What do they have in common? (They are all young and happy with their experiences.) Sts answer the questions writing the students’ names. Classcheck by eliciting parts of the text that justify their answers. Ask Where do you think these sts are from? Invite a few sts to justify their answers to letter e.

KEY: a Rafik b Clara c Aysel d Thierry e open answers

Speaking: giving opinions, comparing cities & giving directions
Writing an email

Focus on the model exchange and elicit ways of disagreeing. Sts talk about studying abroad. Monitor closely for fluency. Make sure all members of the group give their opinions.

After sts have talked and exchanged opinions, use questions with who as subject to elicit contributions. For example, Who thinks it’s a good idea? Who disagrees? Who identifies with...? and get sts to expand as appropriate.

WRITING

Read the instructions to sts. Tell them they will use information about the cities and about the courses. Quickly revise ways of making suggestions (Let’s, What about, How about), of agreeing and disagreeing (It’s a good idea, Perhaps, but.)

Sts talk and agree on a course. Classcheck by eliciting their decisions and justifications.

MULTIMEDIA TRACK

Show first question out of order. Put it in the correct order with sts’ help. Click on the audio icon to listen to question and check. Have sts repeat it. Split class into two groups and say they are going to play a game in which they have to put the words in order to make the questions.

Follow up: Have sts work in pairs and role-play the situation (one st works at Go International and the other st wants details about the course.)
Refer sts to the email and explain what they will have to do.

Get sts to write an email using their ideas from #7. Set the writing task for homework as their production is very similar to #6.

Refer sts to the Writing Helpdesk C on page 107. Get sts to do the exercises before they start writing. If pressed for time, have sts write their entries for homework.

Encourage sts to visit the website and choose a course or a job they would like to take or do in Britain. Ask sts to copy relevant information (course, school, position, city, length, requirements, etc.) Elicit their choices at the beginning of the following class.

Encourage sts to look at the Take-away Expressions on page 65 and elicit in which context they first appeared in the book (dialogues.) If necessary, go back to the dialogues. Elicit meaning and work on pronunciation. Tell sts they are responsible for studying and using the expressions. These expressions are not core language.

Show sts the map of San Francisco on the pdf slide / OHT. Ask them to find Union Square Park and tell them they are all there. Quickly revise ways of giving directions by using gestures and eliciting the phrases. If necessary, write a model dialogue on the B, e.g.:

A: Go straight on, then turn right... Where are you now?
B: I'm at... Is that right?

Invite two sts to model the exchange. Sts alternate giving directions and finding the places on the map. Monitor closely for accuracy.

Have sts work in groups and ask each other questions in order to find out the object, the place and the job. Model some exchanges. E.g.:

A: I'll give you something small and round.
B: Is it a sweet?
A: No. / Yes.
A: You have to go to a place where you can see many things.
B: A place where people go to see paintings and art.
A: A museum.
A: Right.
A: I'd like to be a person who looks after people. It's a person who works in a hospital.
B: Is it a doctor?
A: Yes. / No.

Encourage sts to look at the Take-away Expressions on page 65 and elicit in which context they first appeared in the book (dialogues.) If necessary, go back to the dialogues. Elicit meaning and work on pronunciation. Tell sts they are responsible for studying and using the expressions. These expressions are not core language.

Sts work in groups of 4. Give each group a set of question cards and model the questions, e.g. Who composed the Ninth Symphony? Who did Lee Oswald kill? Allow a few minutes for sts to produce the questions orally. Encourage them to reply to the questions by using expressions like I have no idea who invented the radio! Hand out the bingo cards A, B & C to each group. The fourth st shuffles the question cards and places them face down on the desk. He/She draws a card and asks a question with the words. If he/she makes a mistake, the others should help him/her. Use bits of paper or paper clips as markers. Have the groups play bingo and then, if time allows, swap roles.

Ludwig van Beethoven composed the Ninth Symphony.
Leonardo da Vinci painted the Mona Lisa.
Pedro Almodóvar directed the film Volver.
Dr Frankenstein created a monster.
Christopher Columbus discovered America.
Philo Farnsworth invented the television.
William Shakespeare wrote Macbeth.
Albert Einstein won the Nobel Prize in 1921.
Lee Oswald killed J F Kennedy.
Paulo Coelho wrote O Alquimista.
Oscar Niemeyer designed The Contemporary Art Museum in Niterói.
Louis Cartier designed the first wristwatch.
Mauricio de Souza created the Turma da Mônica characters.
Graham Bell invented the telephone.
Guglielmo Marconi invented the radio.
Lazlo Biro invented the first ballpoint.

Game: Make it longer. If a student makes a mistake, he/she is eliminated. Provide more ‘stems’ (e.g. Paul’s serious; Rio’s polluted, etc.)

Game: What do you call it? After sts have written their data, collect all the sheets and redistribute them. Sts should not show each other their sheets. Now tell sts that the object is what they will give each other, the place is where their partners have to go after class, the job is what they would like to be.
Aim(s) of the lesson:
Talking about possessions

VOCABULARY
Nouns: adolescent, adult, baby, child(ren), kid, teenager
Adjectives: middle-aged, old (person), young (adult)

GRAMMAR
Possessive Pronouns
Question word: Whose

SKILLS
Speaking about ages and possessions
Listening to a poem
Reading a poem

RECYCLING
Gerund as subject
Because
Superlatives
Objects

VOCABULARY & SPEAKING 15 MIN

1 PW Books open. Refer sts to photos A to G. Ask sts to look at them for 10 seconds. Tell sts to close their books and describe the people in the photos to a partner. Books open. Have sts match the people and the age groups 1 to 7. Highlight the alternative forms kid and teenager (which is often cut to teen now). Tell sts these are less formal terms but are equally commonly used. Quickly drill pronunciation of the age groups.

2 TS Refer sts to the Recycle box. Ask if the same happens in their mother tongue. Refer sts to the exchange and have 3 sts model the discussion about the first age group.

GW Get sts to discuss and complete the other age groups. Monitor closely for fluency, encouraging sts to give their opinions, agree and disagree.

SUGGESTED KEY:
1 0 – 18 months / 2 years
2 18 months / 2 years – 12
3 13 – 18 / 19 (most people are legally adults at 18)
4 18 / 19 – 25
5 26 – 40
6 40 – 60
7 60

READING & LISTENING 10 MIN

3 CD2 Track 21

TS Refer sts to the poster. Elicit the meaning and pronunciation of property and rules. Focus on the questions. Play CD track for sts to listen, read and answer the questions. Classcheck.

KEY: 1 A baby or child. 2 Any object.

GRAMMAR PRESENTATION & PRACTICE 10 MIN

4 TS Get sts to look at the words in yellow in the poem in #3 and complete the sentences in the Organizer. Classcheck. Highlight the fact that possessive adjectives are always followed by objects, names, etc., whereas possessive pronouns are not. Ask Is it the same in Portuguese? (No, in Portuguese the same words are used as both adjective and pronoun.) Focus on the note and drill a few questions about the objects in the Organizer sentences (e.g. Whose toy is this? Whose CDs are these?, etc.)

KEY: Adjectives: my / your Pronouns: mine / yours

If extra controlled practice is necessary, get sts to do Activity Book page 111 #2.
5  BOOK TRACK
   CD2 Track 22
   IND  Refer sts to cartoons 1 to 4. Ask sts to read and complete the sentences with possessive adjectives or pronouns. Play CD track for sts to listen and check. Play track again for sts to listen and repeat.
   KEY:  1 hers / his
          2 theirs
          3 Ours
          4 mine / Yours

MULTIMEDIA TRACK
   MM D1.5
   Use the cartoons to practice the use of possessive adjectives and possessive pronouns.
   PW  Get sts to work in pairs and try to complete the gaps with pronouns. Drag and drop the pronouns to check. Click on sound button to listen to the dialogues.

SPEAKING  20 MIN

6  PW  Sts answer the question in pairs. Encourage them to explain what they have / don’t have in common with the situations. Monitor closely for fluency. Elicit a few examples at the end.

7  TS  Focus on the objects in the photos and ask sts to name them all in English.

   TIP: Baby bottle and patinho is scooter.

   PW  Refer sts to the example. Get sts to ask and answer about the people’s possessions and point at the ‘right’ photo (in #1) as they answer. Monitor for accuracy, and remember there’s no correct answer here.

   TIP: Sts should be careful with singular and plural forms.

8  1  TS  Read the instructions and example aloud. Refer sts to the Tip box and give some more examples yourself. Elicit an example or two from individual volunteers.

   GW  Get sts to talk about the good and bad things of each phase of life. Monitor but don’t over-correct. At the end, ask What’s the best age?

   2  GW  Have sts discuss the best/worst things about being their ages. Set this up with an example about yourself. Elicit a few ideas at the end.

EXTRA

Have sts write a paragraph about the advantages/disadvantages of their age groups.

► GAME: DO YOU REMEMBER?

   GW  Divide the class into 2 groups. Collect several objects from the sts and keep them in 2 separate bags, one for each group. Tell sts not to worry – they’ll get everything back at the end of the lesson.

   Give the bag with Group A’s belongings to Group A, and Group B’s bag to Group B.

   One st from Group A takes an object from the bag and asks Group B Whose is this / are these? who says (after conferring) It’s his / hers, or it’s John’s / Helen’s. Each correct answer scores a point. The winner is the group with most points.

HOMEWORK

Activity Book D1, pages 111 & 112.
Aim(s) of the lesson:
- Making future predictions

VOCABULARY
VERB: retire

EXPRESSIONS: be born, break up with, fall in love, get married, graduate (from college), grow up, have kids/children, leave home, retire (from work), start dating, start working, travel abroad

PRONUNCIATION
Contractions with will

SKILLS
Speaking: making predictions
Listening to people talking about the future

READING & LISTENING
10 MIN

1 TS Read the instructions to sts and recycle the questions they’ll need to do it: How old are you? / Are you married/single? / Do you have children? / How many children do you have? / What are you doing at the moment?

PW Have sts ask and answer about their lives at the moment.

2 BOOK TRACK
1 IND Refer sts to Vocabulary Pack 6 on page 64. Ask them to match columns 1 and 2 to form phrases. Classcheck. Accept different possibilities as correct but insist on the combinations that will be needed for the next exercise. Ask What do these phrases describe? (stages of life.)

KEY:
1 be born
2 grow up
3 start dating
4 graduate from college
5 start working
6 leave home
7 travel abroad
8 get married
9 have kids
10 retire from work

MULTIMEDIA TRACK
T-S ts Focus on illustrations. Ask: What do these illustrations describe? Click on ACTION to show answer (stages of life). Click on ACTION to go to the next screen.

Have sts work in pairs and match the verbs and words to make phrases that describe the illustrations. Click on ACTION to check.

Click on ACTION to show question: When does the average Brazilian usually...? Explain the average Brazilian. Click on ACTION to show possible ways of referring to them.

KEY:
A 5
B 8
C 2
D 4
E 6
F 1
G 9
H 7
I 10
J 3

3 GW Read instructions to class. Explain the average Brazilian and possible ways of referring to them: the average Brazilian, Brazilians, Brazilian women, Brazilian men. Groups choose 5 stages of life and discuss. Monitor closely for accuracy and encourage agreement/disagreement. Elicit a few opinions from the groups at the end.

GW Have sts work in groups of three. Monitor closely for accuracy. Classcheck. Elicit a few opinions from the groups at the end.

4 CD2 Track 23

TS Refer sts to the photo. Ask What can you see? How old do you think they are? Tell sts to skim the text quickly and find the girl’s name and where she’s from (Carmen Silva from Minas Gerais, Brazil.)

Tell sts they’re going to hear some information about the girl and some statistics about an average Brazilian’s life.

1 IND Play CD track for sts to read, listen and complete the numbers in the article. Classcheck. Ask questions and allow sts to express their opinions: Do you generally agree with this? Any serious disagreements? How will her life be different from her mother’s?

KEY:
8 – 72 – 16 – 22 – 2 or 3 – 65

2 TS Read the question to class and elicit the answer.

KEY:
future

GRAMMAR PRESENTATION
5 MIN

5 TS Tell sts that when we refer to the future we may make a plan or make a prediction, among other possibilities. Refer sts to the sentences in yellow in the article in #4 and ask Are these plans or predictions? (Predictions – something we only believe will happen). Focus on the Organizer. Get sts to look at the article again and complete the 3 gaps in the Organizer. Classcheck. Drill the contracted forms in isolation and then back in context. Ask Why don’t we contract will in the short answer? (Because it’s the last word in the sentence and it’s stressed.)

KEY:
won’t – Will – will
LISTENING 10 MIN

6 CD2 Track 24

1 TS Get sts to read the instructions and make sure they understand the situation. Refer sts to scenes 1 to 5. Ask What’s happening in each one?

IND Play CD track for sts to listen and tick only the scene they don’t talk about. Play track again, if absolutely necessary. Classcheck.

KEY: 4

CD2 Track 25

2 IND Refer sts to the 4 sentences and tell them to complete what they can remember, using the pictures to help them. Play CD track for sts to listen and check / complete the sentences. Tell sts to quickly match sentences and pictures. Classcheck. Elicit the spelling of the missing words onto the B.

Ask Have you ever been in a situation like this? As a child? As an adult?

KEY: a be (picture 5) b ll (picture 2) c Will (picture 1) d won’t (picture 3)

If extra controlled practice is necessary, get sts to do Activity Book page 113 #1.

PRONUNCIATION 10 MIN

7 CD2 Track 26

1 IND Focus on the 6 contracted forms. Play CD track for sts to listen and repeat after the CD.

2 PW Ask sts to read and say the sentences. Set this up yourself by saying the first one and having sts repeat after you.

3 TS Refer sts to the topics in #8. Sts relate situations a to f in #2 to the topics.

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

SPEAKING 10 MIN

8 e-Board

TS Focus on the verbs given and elicit what each one means.

PW Get sts to read topics 1 to 6 and make their own predictions. Monitor for accuracy. Get sts to swap partners and compare predictions.

TIP: This can become a mingle activity where sts try to find someone who has the most similar prediction to themselves for 1 to 6.

EXTRA

► FOLLOW UP

Have sts write their predictions for #8.

MM D2. EXTRA

Split class into three groups. Have each group choose one of the contestants of the Reality Show. Decide which contestant will begin. Click on him/her to show table of numbers. Click on the number to show question. If sts answer the question correctly, they score 100. Otherwise, they lose 100. Click on the tick or the cross to keep score.

► GAME: GOOD FORTUNE?

PW Explain to sts that when they want to know about their future some people look for fortune-tellers. Tell sts they will role-play a situation where A is a fortune-teller and B is a client. Give them instructions and some time to get prepared. Sts practice in pairs. Monitor closely for fluency and accuracy, helping if necessary.

A You’re a fortune-teller. Write down four predictions about B. Think about: marriage, children, money, job, travelling, etc.

B A is a fortune-teller. Prepare four questions to ask him/her about your future. Think about: marriage, children, money, job, travelling, etc.

HOMEWORK

Activity Book D2, page 113.
Aim(s) of the lesson:
Talking about possible future situations

VOCABULARY
NOUN: report card
ADJECTIVES: confident, generous, greedy, honest, lazy, naughty, shy, spoilt
VERB: fall asleep
EXPRESSIONS: be in trouble, I beg your pardon?

GRAMMAR
First conditional

SKILLS
Speaking: retelling a story
Listening to a dialogue
Reading a report card and a dialogue

RECYCLING
be + like, will / won’t

VOCABULARY & SPEAKING 15 MIN

1 PW Books closed. Write this question on the B for sts to answer in pairs as they come in. What were you like when you were a child? Monitor to check how well they do, but don’t interfere.
Books open. Refer sts to the 6 pictures and the 8 words in the box. Elicit and drill the pronunciation of the words.
PW Encourage sts to guess what each word means and then match 6 of them to the right child. Monitor and help as necessary. Classcheck and ask Which are opposite? (confident/shy, greedy/generous)

TIP: After some time and if sts cannot guess the meaning of some adjectives, allow them to use bilingual dictionaries.

KEY: A spoilt B greedy C naughty
D shy E lazy F generous

2 TS Quickly talk about yourself as a child and ask sts to respond. Elicit one more example exchange from 2 volunteers.
PW Have sts continue talking about themselves. Monitor and help as necessary.

LISTENING & READING 15 MIN

2 CD2 Track 28
IND Refer sts to the report card and ask What do you think the dialogue will be about? Have sts read questions 1 to 3. Play CD track for sts to listen and answer the questions. Play track again, if necessary. Classcheck. Make sts give as much evidence as they can for each answer.

KEY: 1 father and son
2 His school report card is bad and he doesn’t want his father to see it.
3 He’s firm.

3 PW Ask What does Roger say to Danny? and tell sts to read and match the 5 sentence halves. Classcheck. Ask Can you think of any more if sentences that Roger might say?

KEY: 3 – 1 – 4 – 5 – 2

GRAMMAR PRESENTATION & PRACTICE 15 MIN

4 TS Focus on the sentences in #3 and ask sts to complete the Organizer. Classcheck. Ask Which tense do we use after if? (present) Which do we use in the second clause? (will/won’t + infinitive) What comes between the two clauses? (A comma.) Ask What are the stressed words in each sentence? (main verbs and nouns + negative won’t), and drill them. Focus on the rule.
Have sts circle the correct option (possible). Refer sts to the Tip box, showing that if the IF part comes at the end, there’s no comma.
PW If time allows, have sts role-play the dialogue between Roger and Danny.
TS Use the Interlink box next to #7 and contrast with the typical error of using will in both clauses.

5 PW Refer sts to Kim and Elly’s picture and invite 2 volunteers to read their lines aloud. Focus on questions 1 to 3. Sts work in pairs. Classcheck.

KEY: 1 Kim, Kim’s mother and Simon.
2 No, Kim is imagining possible situations.
3 A Her mother will get angry.
B She won’t let Kim go to a party.
C Simon will dance with another girl.
D They’ll kiss.
E Kim will kill Simon.
Tell sts to complete the story with the seven verbs, following the example. Remind sts to use the negative when appropriate, and tell them some expressions will be used more than once. Classcheck. Ask Is her story possible? Probable? Why (not)?

**KEY:**
- a sees
- b gets / won’t let
- c don’t go / will dance
- d dances / ’ll kiss
- e kiss / ’ll kill

---

**SPEAKING** 15 MIN

**BOOK TRACK**

**GW** Game: WHAT IF?
Give out the 24 cards/photos to groups and explain they have to use their imagination to choose pairs of cards so as to make 5 logical conditional sentences (there is no correct or incorrect pair and there will be fourteen cards left out). Remind them they can use affirmative and negative phrases based on the photos. E.g., the ‘sun-shining card’ can be either if it’s sunny, if it isn’t sunny, it will be sunny or it won’t be sunny. Refer sts to the example in the book.

Give them five minutes to make their sentences, then classcheck. Sentences that are unique get 2 points, sentences that are repeated by two or more groups get 1 point. Those that are wrong get nothing. The winner is the group with the highest score.

**MULTIMEDIA TRACK**

**GW** Click on the lever to drag it (as if you were pulling it) to start slot machine. Focus on the first pair of pictures. Do first one as a model. Say: If it’s sunny tomorrow, I’ll go to the beach. Divide sts in groups of three and tell them they are going to play a game using the images to make sentences.

Remind them they can use affirmative and negative phrases based on the photos. E.g., the ‘sun-shining’ image can be either if it’s sunny, if it isn’t sunny, it will be sunny or it won’t be sunny. Give them five minutes to make their sentences, then classcheck. Sentences that are unique get 2 points, sentences that are repeated by two or more groups get 1 point. Those that are wrong get nothing. The winner is the group with the highest score.

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**EXTRA**

In groups, sts create a story similar to #6 thinking of a sequence of IF constructions. Each st should create a conditional sentence, using the previous idea and adding an ending. Example:

- **A** If I see Mary I’ll tell her about Mark.
- **B** If I tell her about Mark, she will break up with him.
- **C** If they break up, Lucy will try to date Mark.
- **D** If Lucy tries to date Mark...

Suggestions to start:

1. If I see Mary...
2. If I don’t go to school tomorrow...
3. If I win the lottery...
4. If I learn Chinese...
5. If my computer breaks down...

---

**HOMEWORK**


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**TIP:** After sts have finished the sentences orally, ask them to choose one ending and write it down. This will work as consolidation of their oral work.
Aim(s) of the lesson:
- Giving short answers

VOCABULARY
Nouns: advantages, a mess, cosmetics, remote control, riddles, sit-ups
Adjective: depressing
Verbs: buy a (bigger house/flat, a new car); change (jobs, schools); complain; fall (asleep, in love, for somebody); get (a job, divorced, dressed, married, pregnant); go (on a diet, on holiday); gossip; look after (children), meet (a special person, someone new); monopolize; move (house, cities); shave; snore; start (medical treatment, a new course); window-shop; work (from home, in an office)
Expressions: make a mess, pain in the neck, spend hours (on the computer)

GRAMMAR
Hope, suppose, think + so / not in short responses

PRONUNCIATION
Stress in short responses

SKILLS
Speaking: answering questions
Listening to dialogues
Reading jokes

RECYCLING
will / won’t

VOCABULARY & SPEAKING
1 Books closed. Write on the B: men and women. Elicit activities that are usually associated with each of them. Books open. Refer sts to the photos. Ask What can you see? What are they doing? Focus on phrases 1 to 12. Quickly go through the list and elicit the meaning of each phrase.

IND Have sts mark each phrase either M or W, depending on whether they associate them more with men or women. Tell sts there are no right or wrong answers here. Do the first one with the class as an example. Don’t check their answers now.

2 Refer sts to the example exchange. Model with two sts.

GW Have sts continue comparing their matching. Monitor closely for fluency, encouraging sts to agree / disagree and give examples of people they know. Get the class opinion about the activities at the end.

READING & LISTENING
1 Focus on titles 1 and 2. Introduce riddle.

PW Have sts read the texts quickly and then match them with the titles. Classcheck. Ask Which text was written by a man/woman? How do you know?

KEY: A Some Advantages of Being a Guy – written by a man
B Women’s Riddles about Men – written by a woman

2 Focus on the 6 words and phrases in yellow in #1. Tell sts to use them to complete texts A and B from #3. Explain sit-ups. Classcheck. Ask Do you agree with their ideas? Which do you like best?

KEY: A 1 get dressed 2 cosmetics 3 phone 4 shoes
B 2 remote control 3 a mess

4 CD2 Track 30

TS Refer sts to the photo. Ask Where are they? How are they related? What are they like? What do you think they are talking about? Read the instructions with the class. Teach complain.

IND Play CD track for sts to listen and write 3 numbers, 1 to 12 from #1 in the speech bubbles. Play track again, if necessary. Classcheck.

KEY: A B C

GRAMMAR PRESENTATION & PRACTICE
5 CD2 Track 31

IND Refer sts to the 3 columns in the Organizer. Tell sts these short responses are very common in conversations. Highlight the fact that so can only be negative with don’t think. Get sts to look at the phrases and complete sentences in #5. Play CD track for sts to listen and check.

TS If time allows, make some locally relevant questions: Is the Real going up? Do you think (president’s name) will be re-elected? Is it going to rain tomorrow? Is tomorrow a holiday? Do we have elections soon? Are English verbs easier than Portuguese verbs?

KEY: b so c hope d so

If extra controlled practice is necessary, get sts to do Activity Book page 115 #2.
**PRONUNCIATION**

**BOOK TRACK**

1. **TS** Play CD track for sts to mark the stress in the expressions in the Organizer. Classcheck. Play track again for sts to listen and repeat.

2. **TS** Read instructions to sts. Ask the same question for sts to provide each of the responses:
   - **A:** T: Will men be...? Sts: I hope not! OR I doubt it. OR I don't think so.
   - **B:** T: Will men be...? Sts: I doubt it. OR I don't think so.

**MULTIMEDIA TRACK**

1. **TS** Click on the audio icons for sts to mark the stress in the expressions in the Organizer. Click on the expressions to classcheck. Click on the audio icons again for sts to listen and repeat.

2. **TS** Focus on the question in the speech bubble. Click on ACTION to show first illustration. Ask: How do you think he will answer the interviewer's question? Elicit sts' ideas. Click on ACTION to show possible answers.

**VOCAULARY**

1. **IND** Refer sts to Vocabulary Pack 7 on page 64. First ask sts to focus on columns 1 and 2 and find one verb that can be used in combination with each group of words. Classcheck.

**LISTENING**

1. **TS** Focus on the picture. Ask Who are they? What are they doing? How are they feeling? What do you think they are saying? Refer to the options in #1. Play CD track for sts to listen and tick Marco's hopes, plans and expectations. Classcheck.

**SPEAKING**

1. **TS** Read the instructions to sts. Elicit the meaning of the expression by asking sts to mention situations when they use it. Invite sts to make guesses about the reasons why Marco uses it to refer to Rachel. Encourage the use of perhaps.

**EXTRA**

Ask sts to write one more question about hopes, plans and expectations, similar to the ones in #9. Do a chain drill by having each st ask his/her question to the st sitting next to him/her. The st responds and asks his/her question to the next st. Repeat the procedure until all sts have asked and answered a question.

**HOMEWORK**

Activity Book D4, page 115.
Aim(s) of the lesson:
Making arrangements

VOCABULARY
VERB: meet up
EXPRESSIONS: Are you free at/on...?; but...; Can we meet up...?;
How about...?; Is ... all right?; Shall we meet...?; All right;
Sorry, I can’t.; That’s great.; That’s just fine.; That’s perfect.;
Why don’t we...?

PRONUNCIATION
Intonation in questions

GRAMMAR
Present Continuous for future arrangements

SKILLS
Speaking: making arrangements
Listening to a dialogue
Reading notes and an e-ticket

RECYCLING
Verb + ing
going to
future
Prepositions of time

READING & LISTENING 15 MIN

1 PW Books closed. Write on the B: What’s your typical day like? Get sts to answer it as they come in. Also ask What do you remember about Rachel? How old is she? Is she married? What does she do? What’s she like?

PW Books open. Refer sts to Rachel’s notes and e-ticket. Sts answer the 4 questions. Tell sts that not all answers are in the text, so they will have to speculate. Classcheck.

KEY: 1 She’s getting married in a month.
2 She feels stressed, tired, tense.
3 She’s going to travel to Rome to meet Marco’s parents.
4 She wants his opinion about the wedding party.

2 CD2 Track 34

IND Focus on Harry’s and Rachel’s pictures. Ask What are they doing? Do you think they have a good relationship? Do you have a good relationship with your brothers and sisters? Refer sts to the dialogue. Play CD track for sts to listen and complete the gaps. Play track again only if necessary. Classcheck. Elicit the answer to the question When and where do they arrange to meet?

KEY: 1 next 2 lunch 3 spending
4 spending 5 eating 6 Have
Wednesday afternoon at 1 o’clock at Los Puentes, a Spanish restaurant.

3 CD Track 35

1 TS Tell sts they will pay attention to the intonation of these questions. Show rising and falling intonations with your voice to make it clear.

IND Play CD track for sts to notice intonation. Play track as many times as necessary.

KEY: a up b down

2 PW Sts practice reading the dialogue from #2. They swap roles and practice again.

VOCABULARY & GRAMMAR PRESENTATION 15 MIN

4 TS Refer sts to the Organizer. Focus on the title and elicit the meaning of making arrangements.

PW Focus on the yellow expressions in the dialogue in #2. Have sts copy them into the box in the right column. Elicit the meaning of suggesting, accepting and refusing. Classcheck, drilling each phrase.

KEY: Why don’t we...? / Are you free...? / Shall we...? / All right.
That’s just fine. / Sorry, I can’t. / See you then.

5 TS Use questions 1 and 2 to focus on the sentences with the Present Continuous from the dialogue: I’m flying to Rome tomorrow morning and I’m spending the day at a conference on Tuesday. Refer sts to Rachel’s e-ticket to show that “flying to Rome” is an arrangement, not just a plan, because a date and time have been established and may be difficult to change. The same is true about Harry “spending the day at a conference”, which is an arrangement because it involves agreement with other people and perhaps even some payment.

KEY: 1 Yes, she has bought an air ticket.
2 Because he has arranged to go to a conference.

6 PW Sts read table B and decide if sentences a to c are true or false. Classcheck.

KEY: a T b F c T

2 IND Sts choose the correct option. Classcheck by asking Why is the Present Continuous used here? (Because he arranged everything with Rachel – they know what time, what place, and there’s commitment.)

KEY: I’m having

TS Focus on the Tip box and elicit sts’ contribution. Help them see that I’ll take a taxi indicates a sudden decision, made at that particular moment, so it’s neither an arrangement nor a plan.

If extra controlled practice is necessary, get sts to do Activity Book page 116 #2.
**SPEAKING 20 MIN**

7 **IND** Refer sts to the diary. Tell them to secretly write in their plans and arrangements for next weekend. Give some examples on the B first, eg. *dentist, football match, meet lawyer*. Monitor and help.

**TS** Focus on the Recycle box. Quickly drill the prepositional phrases, eliciting other examples for each category (hour, general time, days of the week, parts of the day, parts of a day of the week.)

**PW** Have sts ask and answer about their arrangements for next weekend, using the dialogue as a model. Monitor closely for accuracy. At the end ask *Any coincidences?*

8 **BOOK TRACK**

**GW** Still using the diaries from #7, have sts make an arrangement with their partners at a time when all are free. Use the dialogue as a model. Monitor sts’ conversations and note down errors. Deal with the main ones as sts finish.

**MULTIMEDIA TRACK**

**TS** Show sts the four pictures. Elicit the activities. Click on ACTION. Focus on the boxes. Elicit language sts can use to do each of the tasks in the boxes. Click on the boxes to show suggestions. Click on the boxes again to hide suggestions. Carry out #8.

**EXTRA**

Ask sts to write the conversation they had in #8.

**ENGLISH AT WORK: MAKING ARRANGEMENTS**

**TS/PW** Tell sts they will listen to a dialogue between Ruth, a businesswoman, and Nigel, her staff. Refer sts to #1 and the question *When are Ruth and Nigel having their meeting?* Play CD track for sts to listen and answer. Play it again, if necessary. Classcheck.

**KEY:** Friday morning at 10 o’clock.

**Homework**

Your present, past and future

Aim(s) of the lesson:
Talking about one’s life (present, past and future)

VOCABULARY & SPEAKING 10 MIN

1 TS Refer sts to the photos and ask What do you think the objects in these photos have in common? (They’re common British superstitions.) Write the word superstition on the B and ask sts to try and match the photos and words. Check quickly, and ask sts to say which – if any – of the objects are also related to superstitions in Brazil.

KEY: 1 D 2 A 3 B 4 E 5 C

2 TS Refer sts to the example exchange. Focus on the IF column of the table and elicit the nouns from #1 that should be used in combination with the expressions given.

PW Sts write down the superstitions. Classcheck. Ask Do you believe in any of these?

KEY: If a spider crosses your palm, you’ll receive some money.
If you open an umbrella inside the house, it will rain.
If a fork falls to the floor, a woman will visit.
If you walk under a ladder, you’ll have an accident.
If you break a mirror, you’ll have seven years bad luck.

READING & LISTENING 15 MIN

3 TS Focus on the photo story. Set the scene by asking What can you see? Who can you see? (Introduce fortune-teller). Describe her. What’s she doing? Who to? Describe him. Do you believe in fortune-tellers? Have you been to one?

GRAMMAR RECYCLING 15 MIN

Focus on the Organizer and tell sts the sentences refer to Past, Present and Future. Get sts to do the matching exercise. Classcheck. Ask sts to read the dialogue in #4 again and underline more examples. Classcheck.

KEY: 5 – 1 – 4 – 3 – 2
Predictions: You’ll buy a new car next month.
Present facts: I live in a flat.
Past events: You got married last month.
Plans: I’m going to buy a new car next year.
Arrangements: I’m getting married next month.
Focus on the picture.

What's happening?

(Rachel and Marco are getting married.) Focus on the time expressions in the box. Ask Which tense do you associate with each expression?

Have sts complete the sentences, following the example. Classcheck.

TIP: Encourage sts to think about sentence meaning, not just form.

If time allows, encourage sts to cover the sentences, look only at the time expression and remember the corresponding fact about Rachel and Marco for each one. Monitor closely for errors of form and pronunciation.

KEY:

6 months ago
nowadays
in five months
every morning
next year
last night

Read the instructions to sts and elicit / drill the questions they are going to ask. Make sure sts use the correct question forms and include really. Get sts into trios and refer each member to a different Chat Page.

Tell sts to check which information they have and what they need to find out. Ask sts to keep their information secret. St A starts by asking B and C about one of the sentences from #7. Then St B does the same. Sts alternate asking and answering questions until they find the True and False ones. Monitor closely for accuracy. At the end, groups report their findings.

TIE:

F – They met a year ago.
T
F – They moved to a bigger flat last week.
T
F – They’re going to have a baby in 8 months.
T
F – They’re having a house-warming party next Saturday.

Refer sts to the questions in the forum. Make sure sts realize they have to form the questions from the indirect ones in the text. Model one or two with them before letting them work on their own. At the end, ask Did you find any coincidences? Did anything about your partner surprise you?

QUESTIONS:

Where / When were you born? / Where did you grow up? / Where do you live now? / What do you do? / What’s your job like? / Are you married? / When did you get married? / When are you going to get married? / Do you have any children? / How many kids do you have? / When were they born? / What are your plans for the future?

Get sts to write a post to the Life in Stages forum using their ideas from #9. Encourage sts to link sentences and insert comments to sound more natural than just writing a list of answers to the questions.

TIP: Refer sts to the Writing Helpdesk D on page 117. Get sts to do the exercises before they start writing. If pressed for time, have sts write their posts for homework.

Encourage sts to visit the website and answer the questions. Elicit their answers at the beginning of the following class.

Encourage sts to look at the Take-away Expressions on page 65 and elicit in which context they first appeared in the book (dialogues.) If necessary, go back to the dialogues. Elicit meaning and work on pronunciation. Tell sts they are responsible for studying and using the expressions. These expressions are not core language.

Split class into three groups. Have each group choose one of the characters. Tell sts only one of the characters will travel abroad to study English. Decide which character will begin. Click on the marker to show question. If sts answer the question correctly, the marker advances one space. If sts answer the question incorrectly, just click on the next group’s marker to continue the game.

Stop & Check D, pages 118, 119 & 120.

Stop & Check D, pages 118, 119 & 120.
You’ll need two dice per group. The first st in each group throws one dice, then the other. The first dice refers to the vertical position (down) on the game board. The second dice refers to the horizontal position (across).

E.g. If dice 1 = 3 and dice 2 = 5, then square = Make predictions about your life next year.

The numbers in the squares indicate how many points the task is worth:

- If sts land on a vocabulary square, they must list 3 words related to the topic so as to score (3 points). If they can’t list 3, they can’t score at all – it’s 3 or nothing!
- If sts land on a task square they must do the task proposed, and will score (2 points) if the others in the group consider their answer satisfactory.
- If sts land on a question square, they must ask one person in the group a question using the given question word and get an answer. They score (1 point) if the others consider the question correct.

The winner is the st who scores the highest in 5 rounds. Monitor and note any repeated errors.
## List of photocopiable resources

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*Note: If the IWB (or another type of data show projection) is not available, use this to make an OHT.*
Extra: Memory Game

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</tr>
<tr>
<td>Lima</td>
<td>20°</td>
</tr>
<tr>
<td>Cairo</td>
<td>38°</td>
</tr>
<tr>
<td>Istanbul</td>
<td>18°</td>
</tr>
<tr>
<td>New Delhi</td>
<td>34°</td>
</tr>
<tr>
<td>Dakar</td>
<td>29°</td>
</tr>
<tr>
<td>Santiago</td>
<td>19°</td>
</tr>
<tr>
<td>Jakarta</td>
<td>35°</td>
</tr>
<tr>
<td>Auckland</td>
<td>13°</td>
</tr>
<tr>
<td>Oslo</td>
<td>6°</td>
</tr>
<tr>
<td>Kiev</td>
<td>-3°</td>
</tr>
<tr>
<td>Denver</td>
<td>2°</td>
</tr>
</tbody>
</table>
YOU START: I'm Marcia Moretti and you're watching “Ask Marcia.” Here's our first (second / third) caller. Hello. What's your question, please?
Paraty: bus or car / about 4 hours / hot and sunny
Chapada dos Guimarães: bus or car / about an hour / cool and foggy
Fernando de Noronha: plane or boat / 1 hour and 40 min. / warm and rainy

FIRST CALLER
► How / get / Paraty / Rio de Janeiro?
► How long / take / get / there / bus?
► What / weather / like / summer?

Thank Marcia and say goodbye!

SECOND CALLER
► How / get / Cuiabá / Chapada dos Guimarães?
► How long / take / get / there / car?
► What / weather / like / winter?

Thank Marcia and say goodbye!

THIRD CALLER
► How / get / Fernando de Noronha / Recife?
► How long / take / get / there / plane?
► What / weather / like / autumn?

Thank Marcia and say goodbye!
## MY WORKING DAY

1. Listen to Mary and Sarah talking about their working day and complete the chart below.

<table>
<thead>
<tr>
<th>Job</th>
<th>Means of transport</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>advertising</td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Listen again and answer the questions in pairs.

- What does Mary do?
- How does Mary go to work?
- How long does it take to get to work?
- What does Mary do on her way to work?
- How does Mary spend the morning / afternoon?
- What time does Mary finish work?

3. In pairs, talk about your working day. Use the suggestions to make questions.

A: *What do you do?*

- your occupation / job
- time you leave home
- transportation
- journey to work
- morning activities
- time / place you have lunch
- afternoon activities
- time you leave work
- journey back home

B: *...*
Kwon.
K-W-O-N.

...?

07:00
10:00

...
I have a reservation in the name of Silva. S-I-L-V-A.

Just a moment, please. Ah, yes, Ms Silva. Could you fill in the check-in form, please?

Can I have the fish, please?

Excellent choice, madam.

Yes, you can use our wireless connection with your laptop or notebook.

Anything to drink?

Nothing for me, thanks.

What time does the restaurant open for dinner?

At 6 p.m. And it closes at 1 a.m.

Can we have the bill, please?

Certainly. How would you like to pay?

By credit card.

Are you ready to order?

Yes, I think I’d like the tomato soup for starters.

How would you like to pay?

By credit card.

What do you recommend?

The fish is very good.

This is on me.

No way! Let me pay, I insist.
### Activity 10: What’s the problem?

<table>
<thead>
<tr>
<th>Your house</th>
<th>Your city</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your bedroom</td>
<td>Travelling by plane</td>
</tr>
<tr>
<td>Staying in an ice hotel</td>
<td>Camping</td>
</tr>
<tr>
<td>Your house</td>
<td>Your city</td>
</tr>
<tr>
<td>Your bedroom</td>
<td>Travelling by plane</td>
</tr>
<tr>
<td>Staying in an ice hotel</td>
<td>Camping</td>
</tr>
<tr>
<td>Your house</td>
<td>Your city</td>
</tr>
<tr>
<td>Your bedroom</td>
<td>Travelling by plane</td>
</tr>
<tr>
<td>Staying in an ice hotel</td>
<td>Camping</td>
</tr>
</tbody>
</table>
Activity 7

1. Attractive, famous, funny, old/young

2. Big/small, cheap/expensive, fast/slow, good/bad

3. Famous, intelligent, interesting, strong

4. Beautiful, easy/difficult, important, popular

5. Cheap/expensive, big/small, exciting/boring, safe/dangerous

6. Complex, exciting/boring, popular, violent

Your Town/City:

New York

© Learning Factory: Photocopiable
<table>
<thead>
<tr>
<th>Mexico City</th>
<th>Tokyo</th>
<th>Rio de Janeiro</th>
<th>São Paulo</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>small</td>
<td>big</td>
<td>polluted</td>
</tr>
<tr>
<td>São Paulo</td>
<td>Los Angeles</td>
<td>Buenos Aires</td>
<td>Beijing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miami</td>
<td>Curitiba</td>
<td>Baghdad</td>
<td>Recife</td>
</tr>
<tr>
<td>clean</td>
<td>safe</td>
<td>dangerous</td>
<td>hot in summer</td>
</tr>
<tr>
<td>São Paulo</td>
<td>Geneva</td>
<td></td>
<td>Las Vegas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miami</td>
<td>Moscow</td>
<td>Hong Kong</td>
<td>Paris</td>
</tr>
<tr>
<td>clean</td>
<td>cheap</td>
<td>expensive</td>
<td>populous</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Tokyo</td>
<td>Oslo</td>
<td>London</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madrid</td>
<td>Belo Horizonte</td>
<td>Lisbon</td>
<td>Washington</td>
</tr>
<tr>
<td>old</td>
<td>small in area</td>
<td>old</td>
<td>modern</td>
</tr>
<tr>
<td>Rome</td>
<td>Porto Alegre</td>
<td>Zurich</td>
<td>New York</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico City</td>
<td>Tokyo</td>
<td>Rio de Janeiro</td>
<td>São Paulo</td>
</tr>
<tr>
<td>large</td>
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</tr>
<tr>
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<td>Los Angeles</td>
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<tr>
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<td>clean</td>
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<td>New York</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Look at the chart and, in pairs, compare the three companies. Use words from the box to help you.

old young big small productive efficient profitable
high number of employees / passengers creative slogan well-known

2 In groups, choose two companies you know well and create a similar chart. If necessary, use the suggested areas to compare them, or add your own.

3 Now imagine you have to make a presentation comparing these two companies. Prepare the presentation together and then present to the other groups.
Extra: Game: My Superlative

START

- exciting book
- happy day
- interesting film
- good teacher

MISS A TURN

- beautiful place
- intelligent person
- long journey
- good present

THROW DICE AGAIN

- funny TV programme
- tall person – family
- interesting city

°FINISH

- bad meal
- bad exam grade
- bad holidays
- bad party

GO BACK TWO SQUARES

- good holidays
- silly person
- nice family member

GO BACK ONE SQUARE

- tall person – family
- funny TV programme
- interesting city
- bad exam grade

MISS A TURN

- beautiful place
- intelligent person
- long journey
- good present

THROW DICE AGAIN

- funny TV programme
- tall person – family
- interesting city
- bad exam grade

°FINISH

- bad meal
- bad exam grade
- bad holidays
- bad party
<table>
<thead>
<tr>
<th>angry</th>
<th>delicious</th>
<th>intelligent</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrogant</td>
<td>expensive</td>
<td>interesting</td>
</tr>
<tr>
<td>beautiful</td>
<td>friendly</td>
<td>late</td>
</tr>
<tr>
<td>big</td>
<td>funny</td>
<td>serious</td>
</tr>
<tr>
<td>boring</td>
<td>gorgeous</td>
<td>small</td>
</tr>
<tr>
<td>cheap</td>
<td>grumpy</td>
<td>soft</td>
</tr>
<tr>
<td>cold</td>
<td>hard</td>
<td>stupid</td>
</tr>
<tr>
<td>comfortable</td>
<td>hot</td>
<td>tall</td>
</tr>
<tr>
<td>dangerous</td>
<td>hungry</td>
<td>ugly</td>
</tr>
</tbody>
</table>
Activity 1: Places in London

A

B

C

D

E

F

MARBLE ARCH, LONDON ©ISTOCKPHOTO.COM / FINTASTIQUE
ROYAL ALBERT HALL LONDON BY NIGHT ©STOCK.XCHNG / JELMER ROZENDAL
Activity 6: Guess my picture

**Student A**

1. Use the prompts to ask questions and help Student B guess what your pictures are.

   What’s / What do you call something / an animal / somebody / a place...?

   - can talk
   - you use to carry things on your back
   - you can park your car
   - plays the violin
   - you use to open bottles of wine
   - people go to make reservations for a holiday

2. Listen to Student B’s questions and guess what his/her pictures are. Choose from these words.

   - a pigeon
   - a cook
   - a driver
   - a battery
   - a cow
   - an amusement park
   - a castle
   - a cupboard
   - a tourist information centre

**Student B**

1. Listen to Student A’s questions and guess what his/her pictures are. Choose from these words.

   - a corkscrew
   - a drum
   - a parking lot
   - a rucksack
   - a horse
   - a parrot
   - a travel agency
   - a battery
   - an amusement park
   - a castle
   - a cupboard
   - a tourist information centre

2. Use the prompts to ask questions and help Student A guess what your pictures are.

   What’s / What do you call something / an animal / somebody / a place...?

   - you use for powering portable electronic devices
   - tourists go to ask for information
   - cooks as part of his or her job
   - people go to have fun
   - we get milk from
   - drives people around in a taxi or on a bus
null and void
1 Something which is banned from official regulations.
2 Something which is invalid and has no legal force.
3 Something which is discarded from a list of proposals.

personnel
1 A department which is responsible for hiring and placing employees.
2 The kind of relationship which employees can have within an organization.
3 The group of people who work together in a particular department.

R & D
1 Registers and Deposits
2 Review and Design
3 Research and Development

R & D
1 Registers and Deposits
2 Review and Design
3 Research and Development

a cash dispenser
1 A person who provides money at a bank.
2 A box where you put money for deposit.
3 A machine which provides money at a bank.

a hoarding
1 A place where horses are kept before a race.
2 A place where posters are advertised; a billboard.
3 A place where the board of a company meets; a meeting room.

a perk
1 Something which is additional to regular salary. A car, for example.
2 Somebody who is dishonest at a company.
3 Something which affects the profits of a company.

a payee
1 Somebody who receives money.
2 Somebody who pays some money.
3 Somebody who tries to get his / her money back.

an actuary
1 Somebody who calculates risks for insurance companies.
2 Somebody who holds a chief position at present.
3 Somebody who is responsible for calculating salaries.
Extra: What is it?

1. **It's something...**
   - children love.
   - can come in bars.
   - people eat.
   - makes you fat.
   - people eat at Easter.

2. **It's a bird...**
   - likes fishing.
   - likes to live in big groups.
   - can swim.
   - can't fly.
   - lives in very cold areas.

3. **It's a place...**
   - people can relax.
   - you find water.
   - cleaning has to be frequent.
   - people are usually alone – but not always!
   - people bathe and brush their teeth.

4. **It's an object...**
   - is made of paper.
   - has text and photographs.
   - can be recycled.
   - gets old in one day.
   - people use to wrap things in.
Extra: Questions: How many questions can you make?

- WHO
- THIS
- PRESENT
- WHAT
- YOU
- GAME
- TOM
- BOUGHT
- WITH
- DID
- BUY
- GIVE
- PLAY
- PLAYED
- GAVE
Extra: Quiz: Superlative Britain

Quiz

Superlative Britain

Complete the sentences and circle the correct answers.

1. The **largest** (large) Ferris wheel in the world is the…
   a. London Wheel
   b. London Eye
   c. London Fun

2. Shakespeare, Britain’s **___________** (famous) playwright, was born in…
   a. Stratford-upon-Avon
   b. London
   c. Liverpool

3. The **___________** (small) house in Britain – 1.8m wide and 3m tall – is in…
   a. Scotland
   b. Ireland
   c. Wales

4. The University of Rome isn’t as **___________** (old) as the University of…
   a. Oxford
   b. Cambridge
   c. London

5. London is **___________** (large) than Chicago and…
   a. Paris
   b. São Paulo
   c. Tokyo
Imagine you’re at Union Square Park.

**Student A**  ▶  Choose a place and give Student B directions how to get there.

**Student B**  ▶  Follow the directions and get to the right place.
Activity 7: What if?
### Activity 9

<table>
<thead>
<tr>
<th>Will you live to be 100?</th>
<th>Will you get pregnant in the next 2 years?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you get married only once in your life?</td>
<td>Will you meet someone new this month?</td>
</tr>
<tr>
<td>Will you ever get divorced?</td>
<td>Will you work from home in the future?</td>
</tr>
<tr>
<td>Will you have to go on a diet soon?</td>
<td>Will you be very rich one day?</td>
</tr>
<tr>
<td>Are you going to buy a bigger house / flat next year?</td>
<td>Are you going to start a new course next year?</td>
</tr>
<tr>
<td>Are you going to change jobs in the near future?</td>
<td>Is your life going to get easier next year?</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>Are you going to change jobs in the near future?</td>
<td>Is your life going to get easier next year?</td>
</tr>
</tbody>
</table>
1. **Listen to Ruth and Nigel. When are they having their meeting?**

2. **Listen to their conversation again and tick the correct boxes according to Ruth’s and Nigel’s plans for the week.**

<table>
<thead>
<tr>
<th></th>
<th>RUTH</th>
<th>NIGEL</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</tr>
</tbody>
</table>

3. **Complete your weekly plan for next week. Use expressions from the box.**

   *attend a conference*  *do a training course*  *go on a business trip*  *have a meeting*

   *make a presentation*  *prepare a presentation*  *present a report*  *write a report*

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

4. **In pairs, arrange a meeting. Remember to use the expressions from lesson D5.**
Greet your friend on the phone.
Explain why you’re phoning.
Ask about the weather in Sydney today, yesterday, in May and last February.
Thank your friend.
Say goodbye.

Answer St B’s questions about Toronto:

**TORONTO**

- **Today**: 6°
- **Yesterday**: 13°
- **December**: -6°
- **Last January**: -10°

**SYDNEY**

- **Today**: 15°
- **Yesterday**: 13°
- **May**: 22°
- **Last February**: 30°

Greet your friend on the phone.
Explain why you’re phoning.
Ask about the weather in Toronto today, yesterday, in December and last January.
Thank your friend.
Say goodbye.

Answer St A’s questions about Sydney:
Activity 10: What were they doing?
Activity 10: What were they doing?
Activity 8: 2 FAST 4 U

Cards

Contact Information

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93
### Activity 12: Bingo!

<table>
<thead>
<tr>
<th><strong>Compose / the Ninth Symphony?</strong></th>
<th><strong>Paint / the Mona Lisa?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discover / America?</strong></td>
<td><strong>Invent / the television?</strong></td>
</tr>
<tr>
<td><strong>Direct / the film Volver?</strong></td>
<td><strong>Create / a monster?</strong></td>
</tr>
<tr>
<td><strong>Write / Macbeth?</strong></td>
<td><strong>Win / the Nobel Prize / 1921?</strong></td>
</tr>
<tr>
<td>Lee Oswald / kill?</td>
<td>Paulo Coelho / write?</td>
</tr>
<tr>
<td>Oscar Niemeyer / design?</td>
<td>Louis Cartier / design?</td>
</tr>
<tr>
<td>Mauricio de Souza / create?</td>
<td>Graham Bell / invent?</td>
</tr>
<tr>
<td>Guglielmo Marconi / invent?</td>
<td>Laszlo Biro / invent?</td>
</tr>
</tbody>
</table>

**CARD A**

<table>
<thead>
<tr>
<th>Ludwig van Beethoven</th>
<th>The first wristwatch</th>
<th>J F Kennedy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Frankenstein</td>
<td>Christopher Columbus</td>
<td>William Shakespeare</td>
</tr>
<tr>
<td>Philo Farnsworth</td>
<td>Leonardo da Vinci</td>
<td>Pedro Almodóvar</td>
</tr>
</tbody>
</table>

**CARD B**

<table>
<thead>
<tr>
<th>Albert Einstein</th>
<th>Leonardo da Vinci</th>
<th>The Turma da Mônica characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Frankenstein</td>
<td>Christopher Columbus</td>
<td>The first ballpoint</td>
</tr>
<tr>
<td>Ludwig van Beethoven</td>
<td>O Alquimista</td>
<td>Pedro Almodóvar</td>
</tr>
</tbody>
</table>

**CARD C**

<table>
<thead>
<tr>
<th>The Contemporary Art Museum in Niterói</th>
<th>The radio</th>
<th>The telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Frankenstein</td>
<td>Christopher Columbus</td>
<td>William Shakespeare</td>
</tr>
<tr>
<td>Ludwig van Beethoven</td>
<td>Pedro Almodóvar</td>
<td>Leonardo da Vinci</td>
</tr>
</tbody>
</table>
New Interlink is a six-level course specially designed for adults and young adults whose first language is Portuguese.

Each of the six levels of New Interlink is a single volume which integrates Student’s and Activity Book, consisting of 24 complete lessons grouped into 4 sections. This provides 40 hours of core work. By using the additional materials in the Teacher’s Guide the course can be extended to approximately 60 hours.

New Interlink takes students from beginner level (zero or false beginners) up to intermediate level (Common European Framework Level B1, leading into B2).

**Student’s Book**
- Lessons conveniently presented on a double-page spread.
- A wide range of topics allowing students to express their ideas and experiences.
- A grammar, pronunciation and lexical syllabus responding to specific needs and characteristics of Brazilian learners.
- Interlink boxes focusing on areas of English which are frequent sources of confusion, misunderstanding and error for an average Brazilian learner, aiming at facilitating comprehension and developing learners’ confidence.
- Organizer boxes signposting and systematizing the target language items of the lesson.
- Tips to draw the learners’ attention to special aspects of the language.
- Interactive tasks with strong emphasis on the development of vocabulary and speaking skills.
- In-built revision and recycling.
- Language Reference Cards for classroom and self-access use.
- Alternative activities preparing learners for today’s workplace.
- Answer keys and audioscripts.

**Activity Book**
- Fully integrated in Student’s Book.
- Lesson-by-lesson support containing a list of useful words and expressions, vocabulary and grammar practice activities.
- Special support for writing skills development.
- Learner-friendly training tips and activities.

**Student’s CD-ROM**
Interactive activities for use on a computer. It also includes the main course recordings to be used by learners at home, in a car or on a personal stereo or computer for extra self-study listening practice.

**Teacher’s Guide**
- Lesson-by-lesson plans.
- Useful tips and ideas.
- Extra photocopiable activities.
- Resources pack.

**Multimedia CD-ROM**
Optional multimedia teacher resources with memorable activities integrating visual and audio stimuli.