

3

THAT'S ENTERTAINMENT

Objectives

FUNCTIONS	Comparing things and actions; asking for and offering help
GRAMMAR	comparative and superlative adjectives (review); (<i>not</i>) <i>as ... as</i> ; making a comparison stronger or weaker; adverbs
VOCABULARY	types of films; types of TV programmes; expressions with <i>get</i>

Student's Book page 30–31

READING

- 1 Books closed. As a warm up, write the following questions on the board:

How often do you go to the cinema? What is your favourite type of television programme? How often do you play computer games? Do you like going to the theatre?

Students discuss their answers with a partner. Listen to some of their answers with the whole class.

Books open. Look at the pictures with students and ask them to match the words and pictures. Say the words for students to repeat and check pronunciation.

Answers

A 1 B 6 C 3 D 4 E 2 F 5

- 2 **SPEAKING** In pairs or small groups, students discuss their favourite forms of entertainment from the list. Monitor and help with any questions. Ask some of the students to share their opinions with the rest of the class.
- 3 **SPEAKING** For variety, pair students with different partners from those in Exercise 2 or put them in small groups. Students complete the exercise. Encourage them to add more adjectives to the list.
- 4 You could set a homework research task for students to find out about the four items in the background information box before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.


BACKGROUND INFORMATION

Titanic is a film which was released in 1997. It tells the tragic story of a young couple who fall in love on the Titanic's maiden voyage in 1912. It is very loosely based on real events. Directed by James Cameron and starring Leonardo DiCaprio and Kate Winslet, the film was a huge success with critics and fans. It won 11 Oscars including Best Picture and made nearly \$2 billion at the box office, the highest amount of money ever made by a single film. The special effects in the film were ground breaking at the time and included a 227-metre long ship and a 1.3 million litre tank of water. The film also made extensive use of computer-generated imagery (CGI).

Spider Man 3 is a superhero film which was released in 2007. It was directed by Sam Raimi and starred Tobey Maguire and Kirsten Dunst. The film included 900 visual effects shots. It cost \$258 million to make and made nearly \$900 million at the box office.

Monsters is a British science fiction film which was released in 2010. It cost less than \$500,000 to make and made \$4.2 million at the box office. It is set in Mexico and tells the story of an alien invasion. It was written, directed and filmed by Gareth Edwards, who also created the special effects. *Monsters* won Best Independent Movie at the 2011 Scream Awards.

Tell students they are going to read an article about films. Students look at the title and pictures and complete the exercise. Check/clarify: *salaries* and *budget*. Do not give the answer to the question at this stage.

- 5  1.21 Students read and listen to the text quickly to find the answer to the question. Tell them not to try to understand every word, but to focus on getting a general understanding of the text.

Answer

3

- 6 Read through the instructions with students and check understanding. Check/clarify: *crew*, *cast*, *extras*, *production work*, *editing*. Students read the article again, this time focusing on the detail. Check answers with the whole class.

Mixed-ability

Weaker students: Ask students to work with a partner and read the article again to complete the exercise.

Stronger students: Ask students to work with a partner and try to answer the questions from memory before reading the article again to check.

Answers

1 Titanic, Spider Man 3 2 It won several awards; it got very good reviews from many film critics. 3 (Possible answers) It only took three weeks to film; the film crew was only seven people in a van; it was filmed with digital video; they didn't use a studio; the only cast were Edwards and a few of his friends; no paid extras were used; Edwards did all the editing and special effects himself. 4 A year and one month/thirteen months.

Optional extension

The text mentions two films that cost more than \$200 million to make. Professional footballers are paid millions of dollars a year. Ask students if they think too much money is spent on entertainment when millions of people in the world have very little money. Divide the class into film producers and people who work for a charity in Africa. Students then work with a partner from the same group to write sentences arguing for or against millions being spent on entertainment (charity workers should argue against and film producers for). It is important that students do not give their own opinions as they are playing a role. Monitor and help with any vocabulary questions. When students have finished their sentences, pin them all on the wall for students to read each other's work. Finally hold a vote with students giving their own opinions.

Optional extension

Find trailers of the three films mentioned in the article and show them on the interactive whiteboard (IWB). Ask students to discuss the trailers and decide which one makes them want to see the film most.

THINK VALUES**Spending wisely**

- 1 To introduce the activity, you might like to describe a friend of yours who has expensive tastes. Describe the type of things he/she buys and his/her reasons for buying them. Tell students they are going to discuss spending. Read through the sentences in open class and check that they understand the instructions. Students work individually to complete the exercise.
- 2 Read the sample sentences in open class and ask students which opinion they agree with. Listen to some of their reasons. Divide the class into small groups and ask students to compare their answers to the other questions. As feedback, listen to some of the students' ideas with the whole class and continue the debate.

Student's Book page 32–33**GRAMMAR****Comparative and superlative adjectives (review)****Language note**

Students may produce incorrect comparatives, e.g. **more interesting that*. Remind them we use *more... than* in English. It may be useful to remind students of the spelling rules for comparatives and superlatives at this point:

- one syllable adjectives: add *-er/-est*, e.g. *fast – faster – fastest*

- one syllable adjectives ending in consonant + vowel + consonant: double the final consonant + *-er/-est*: *big – bigger – biggest*
- two syllable adjectives ending in consonant + *-y*, delete the *-y* and add *-ier/-iest*: *tidy – tidier – tidiest*
- two or more syllable adjectives: add *more/most* in front of the adjective: *more/most successful*
- irregular adjectives: learn them! *far – further – furthest*

- 1 Ask students to work in pairs and try to complete the sentences before they refer back to page 32 to check. Check answers, asking students to tell you which are the comparatives and which are the superlatives. You could also give pairs a minute or two at this stage to discuss how we form comparatives and superlatives. In open class, elicit the rules as stated in the 'language note'.

Answers

1 cheaper 2 best 3 more expensive 4 most boring

Optional extension

Divide the class into pairs and give students three minutes to write as many comparative sentences comparing themselves to each other as possible. The winning pair is the one with the most grammatically correct sentences at the end of the three minutes.

(not) as ... as comparatives

- 2 Ask students to read through the two examples and answer the questions. Check answers. Explain to students that we use *as ... as* to say two nouns are the same and *not as ... as* to say that the first noun is less than the second. Elicit what is being compared in the first example sentence (extras and actors) and in the second (Monsters and Hollywood films).

To check understanding at this point, it may be useful to ask students to produce some sentences of their own using the construction *(not) as ... as*.

Answers

1 Actors 2 No, they don't.

Rules

as; as

- 3 Ask students to read through sentences 1–8. Go through the examples, asking students to explain why *as ... as* and *more ... than* are used. Students complete the exercise. Monitor and help with vocabulary as necessary. Let students compare their answers with a partner before listening to some of their ideas with the whole class. If you're short on time, set this exercise as homework.

Fast finishers

Ask students to write as many sentences as possible using *not as ... as* and comparing themselves with people they know.

4 Read through the instructions and example with students and check understanding of the vocabulary. If your students are preparing for the PET exam, tell them that this type of sentence transformation question will appear in the exam. Students work individually to complete the exercise, and then check their answers with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

1 isn't as slow as 2 is as tall as 3 aren't as quiet as
4 is as expensive as 5 isn't as difficult as 6 isn't as untidy as

Language note

Students may produce statements like ... *(not) as quiet than*. Remind them in English we use *as ... as* in positive sentences when two things are the same and *more ... than* in comparative sentences.

Optional extension

Give students the following prompts and adjectives (or stronger classes can think of their own):

interesting/big/clean/dangerous/easy
Messi/Ronaldo
aerobics/gymnastics
snowboarding/skiing
Rome/Paris
English/students' own language

Students must make at least one sentence for each prompt using the adjectives provided and the *(not) as ... as* construction.

Workbook page 28 and page 122



Be aware of common errors related to comparative adjectives and *(than) go to Get it right on Student's Book page 122.*

Workbook page 31

PRONUNCIATION

For pronunciation practice in words ending in /ə/, go to Student's Book page 120.

VOCABULARY

Types of films

1 Ask students to cover the list of film types and to look at the pictures. With the whole class, ask students: *What are the types of films shown in the pictures?* before uncovering the list and completing the exercise. Check answers.

Answers

1 science fiction (sci-fi) 2 action film 3 animated film
4 romantic comedy (rom com) 5 comedy 6 horror film
7 documentary 8 thriller

Fast finishers

Ask students to think of some more types of film. Listen to their ideas during feedback.

Optional extension

Ask students to rank the film types 1–8 according to how often they watch that type of film. Divide the class into small groups so they can compare their lists. As feedback, hold a vote to find out which are the most commonly watched types of films.

2 **SPEAKING** On the IWB, create a grid with nine columns and nine rows. In the first column, write the eight film genres from Exercise 1, one on each row (leave row 1 blank). Ask students to copy the grid and write the names of eight films of their choice along the top of columns 2–9. Working with a partner, students should tick which genres correspond to each film (e.g. for *Madagascar*, students would tick the *animated film* and *comedy* rows). Listen to some of their ideas in open class feedback.

Ask students to work individually and to write sentences. Point out that they should write full sentences and not simply the names of the films. Monitor as they write, helping with any spelling and checking students' use of descriptive language.

Mixed-ability

Encourage stronger students to write reasons for their choices.

Optional extension

If your students are interested in films, divide the class into pairs and ask them to write a 100-word summary of the plot of a film, without giving the title or names of characters. They should spend some time planning their summary. Monitor and help students to write concise sentences. When students have completed their summaries, ask them to read them out in open class for other students to guess the title.

LISTENING

1 1.24 As a warm up, ask students to work in pairs and make a list of people who work on films. Give them two examples on the board to get them started – *actor*, *cameraman*. Listen to some of their ideas as feedback and create a list on the board for students to copy into their notebooks.



Tell students they are going to hear an interview in three parts with a student talking about a film. Read through the three sentences. Play the first part of the audio while students listen and complete the exercise. Check answers.

Answer

2

Audio Script Track 1.24

- Host And today we're with local girl Sandra Allen, who's just won a prize for 'Best first-time movie'. So, Sandra, well done, how does that feel?
- Sandra Well, cool. I was surprised, of course, but I'm very happy that I won.
- Host What was the prize?

- 2  1.25 This exercise is closely modelled on  Listening Part 2 of the Cambridge English: Preliminary exam. Ask students to read through the questions and decide which key information they need to listen out for. They could also try to predict the answers before they listen. Play the audio while students answer the questions. Tell them to focus on answering the questions and not to worry about understanding every word. Allow them to compare answers with a partner before checking with the whole class. If necessary, play the audio again, pausing to clarify answers.


Answers

1 B 2 C 3 B

Audio Script Track 1.25

- Sandra I'm going to use it to buy some equipment for my next film, I hope.
- Host Next film? So you're planning to do another one?
- Sandra Sure. I mean, my plan is to be a film director, that's what I want to do as my career.
- Host Hollywood?
- Sandra No, no – I want to do my own things, independently, that's a lot more interesting I think.
- Host Great. And so, tell me, how do you go about making a short movie, a home-made movie – because your film was 100% home-made, right?
- Sandra Yeah. Well, I mean, you have to get an idea first, right? And then you have to get some equipment, and you need your friends to be in the film, to be the actors.
- Host How do you choose the actors?
- Sandra Well, in my case I chose a friend who had some film equipment, like a really good expensive digital camera, so he was in the film straightaway. No problem!
- Host That's like the kid who's got a football is always picked for the team.
- Sandra Exactly. But in fact he's not a bad actor. And the other one, the other actor in my film, was a friend who's already done some acting at school, so I know she's really good.
- Host Only two actors then?
- Sandra Yeah, well there were one or two extras, just friends who didn't need to say anything.
- Host What about the script? The story?
- Sandra Yeah, well I wrote the story on my computer of course, and I got another friend to look through it and make it better. In fact, she made the script much better. And the thing is, of course, it's a short movie and you don't want it to be expensive or complicated, right? So you need a story that doesn't involve too many people or places – or money!
- Host And then ...? You go and do the filming, and then it's ready?

- Sandra Well, no ... you have to edit the film. I mean, we had about two hours of film and the competition was for a 15-minute film, so I had to edit it, make it shorter, take out some of the things that didn't look too good or weren't really necessary for the final film.
- Host You did that yourself?
- Sandra Yes, I used a programme on my laptop, you don't need special stuff.
- Host No special programme?
- Sandra No, you see, a lot of people think you need all kinds of special, expensive equipment to make a film, and you don't. In fact the one thing you really need is just, well, you need to really want to make a film and you need to kind of see it in your head. If you can see it in your head, then you can make it.
- Host Excellent. Well, just one more question, Sandra – what was your film about?

- 3  1.26 Before playing the third part of the audio, ask students to read through the text. Check understanding of vocabulary. Tell them that the audio is the same as the text. Play the audio while students fill in the gaps. When students have compared answers with a partner, play the audio again for them to check their answers. Give feedback in open class.

Mixed-ability

With weaker classes, you might like to tell students how many words are needed to complete each gap. With stronger classes, give students some time to predict the answers before listening to the audio.

Answers

1 lots of my friends 2 to each other 3 listening to them
4 a dark room 5 black-and-white 6 they think it's terrible
7 back into their lives 8 back to colour
9 with different eyes

Audio Script Track 1.26

- Sandra Well, I'm glad you asked me that! It's, well, it's a kind of a mystery movie, I guess. Or horror? I don't know. It starts in a school classroom – I used my school of course, and lots of my friends were sitting around. And the two actors are sitting talking to each other and they start saying how everything is really boring, you know? And another guy is watching them and listening to them, and then he gets up and walks down a corridor into a dark room. And in there, we see him pull a big, black handle – and everything goes into black-and-white! And everyone at the school is surprised and they think it's terrible but they don't know what's happened. So the film is about how everyone really, really wants to get the colour back into their lives. In the end, everything does go back to colour. And the couple in the film are in the same place, but now they see it with different eyes.
- Host Sounds very interesting! Thanks again, Sandra, and congratulations on your film and your prize!

GRAMMAR

Making a comparison stronger or weaker

- 1 Once students have chosen the correct intensifier, they complete the rule individually.

Mixed-ability

Stronger classes: Students look at the sentences and choose the correct intensifier. Ask them to identify the comparative adjectives in each sentence and then elicit or explain what difference the words *much / far / a lot* make (*much / far / a lot* is used with comparative adjectives to show a big difference; *a bit / a little* is used with comparative adjectives to show a small difference). To check understanding at this point, ask students to give you an example of their own for one or all of the intensifiers.

Weaker classes: Books closed. Write two example sentences of your own on the board (e.g. *I'm much younger than my brother. / I'm a bit older than you.*) Ask students to identify the comparative adjectives (*younger/older*). Ask them to look at the words before each adjective and explain the purpose of each (*much* is used with comparative adjectives to show a big difference; *a bit* or *a little* is used with comparative adjectives to show a small difference).

Answers

1 a lot 2 a little

Rule

a lot; much a little

- 2 Read through the example and sentences 1–4. Check/Clarify: *nails*. Students complete the exercise. Check answers.

Answers

- 1 My brother is a bit taller than me.
- 2 My new phone's far better than the old one.
- 3 Her nails are a little longer than yours.
- 4 The film's much more exciting than the book.

- 3 Students read through prompts 1–5. Go through the example before students complete the exercise. Point out that we use *and* when the second part of the sentence agrees with the first. Tell students they should use *but* when the second part contradicts the first, e.g. *I think English is more difficult than Art – but it's more interesting*. Remind them they must use the correct comparative forms and to start each sentence with *I think...*. Monitor and check students are using the comparative forms correctly, noting down any repeated errors for further discussion. Students can compare answers in pairs before a whole-class check. If you're short on time, set this exercise as homework.

Fast finishers

Ask students to think of four (or more) cities from their own country (or another country) and write sentences about them using *much / far / a lot / a bit / a little* and comparative adjectives.

Workbook page 29 and page 123

THINK SELF-ESTEEM

The film of my life

- 1 To introduce the topic, ask students if they have ever seen a film based on the life of a famous person (e.g. *The Social Network*), or about the life of a fictional character (e.g. *Forrest Gump*). You could show trailers of these two films on the IWB. Discuss the type of things that are shown in these films. Tell students you want them to write the plan for a script based on their own lives. Read through questions 1–4. Ask students to work individually to answer the questions. Monitor and help students with ideas if they are having difficulty.

Mixed-ability

Weaker classes: To help students with ideas, brainstorm possible answers to each of the questions in open class and write some of their ideas on the board.

- 2 **SPEAKING** Divide the class into small groups and ask students to discuss their films. If possible, encourage students to show photographs on their mobiles to illustrate their stories. Ask students to decide which the most interesting story in their group is. Listen to some of the most interesting ideas with the whole class as feedback.

Optional extension

Ask them to work in small groups and choose one of the life story scripts they prepared in Exercises 1 and 2. Ask them to decide which the most important scene is and to write a script for it. Students then act out the scene and record them on their phones if appropriate. Monitor and help with any difficulties. Students can then exchange phones with another group and watch each other's recordings.

Student's Book page 34–35

READING

- 1 A recording of this text is available with your digital resources. As a warm up activity, write the names of some popular television programmes on the board. Ask students to talk in pairs and discuss which of the programmes they watch/don't watch and why/why not. Listen to some of their ideas as feedback. With the whole class, ask students which is the best channel on television and why.

Students read the question and look at the TV listings. Elicit some ideas. Students then read the text quickly to check their ideas. Remind them they don't have to understand every word in the text at this stage. Check answers as a class.

Answers

Channel 1 soap opera Channel 2 quiz show
Channel 3 reality TV show Channel 4 news
Channel 5 chat show

- 2 Read through questions 1–4 and check/clarify: *contestants, presenters, viewers, participate*. Ask students to read the descriptions again and answer the questions. Check/clarify: *host*. Students compare answers with a partner before a whole-class check.

Mixed-ability

Stronger classes: Students may like to attempt the exercise without re-reading the text.

Answers

- 1 Double Your Money, 19th-century House
- 2 Double Your Money, The News, The Jordan Baker Show
- 3 Down Our Street
- 4 19th-century House

- 3 This exercise is closely modelled on Part 2, Paper 1 of the Cambridge English: Preliminary exam. Before answering, students should look for key words in the tweets which will help them find the answers (e.g. *questions, money, think carefully, married, vote off, wins*). As students complete the exercise, encourage them to underline the language that helped them decide on their answer. Students compare answers with a partner before feedback with the whole class. Discuss which words helped them find the answers.

BACKGROUND INFORMATION

Tweets are short (maximum 140-character) messages sent on Twitter, the online social networking platform. Registered users of Twitter can send and read tweets, unregistered users can only read them. Twitter was created in March 2006 in San Francisco. By 2012, Twitter had 500 million registered users and was one of the ten most-visited websites in the world.

Answers

Double Your Money Down Our Street 19th-century House

- 4 **SPEAKING** In small groups, students discuss the question. Monitor and help with vocabulary as required. When students have discussed fully, you may like to mix up the groups for them to present their answers to their new group. Encourage students to speak at length without interruption. As feedback, listen to some of their ideas in open class and encourage further discussion.

GRAMMAR**Adverbs and comparative adverbs**

- 1 Students look again at the TV listings and complete the sentences. Check answers with the whole class.

Mixed-ability

Weaker students:

Write the following sentences on the board:

- 1 *I am nervous before exams.*
- 2 *I waited nervously before the exam results arrived.*

Ask students: *Which sentence contains an adjective?* (1) *Which contains an adverb?* (2) Elicit the formation of regular adverbs (adjective + *-ly*). Follow the procedure for stronger students.

Stronger students:

Look at the four words in the list and ask students which are adjectives (easy, popular) and which are adverbs (easily, carefully). Ask students what adjectives do (describe nouns) and what adverbs do (describe verbs). Students complete the sentences. Check answers.

Answers

1 easy 2 easily 3 carefully 4 popular

- 2 Students should circle *easily* and *carefully* in the previous exercise. Students complete the exercise and compare their answers with a partner. Check answers.

Rules

Adjective Adverb Adverb; adjective

- 3 Referring to the rules, students complete the exercise. Check answers.

Answers

1 carefully 2 cleverly 3 clearly 4 well 5 badly
6 easily 7 fast

Fast finishers

Ask students to write sentences containing the adverbs.

Optional extension

Call out several adjectives of your choice (e.g. *nervous, bad, easy, slow, hard*) and ask students to give you the adverbs.

- 4 Students read the example sentences. Explain that comparative adverbs are used when two actions are compared. Ask students to tell you what the actions are in the example sentences (1. think, 2. speak, 3. answer questions). Students then read and complete the rule box.

Mixed-ability

Weaker students:

Books closed. Put two examples of your own on the board (e.g. *I can speak [L1] more quickly than English./I understand French more easily than Spanish.*). Ask a student to come to the board and underline the comparative adverbs. Point out that we use *more ... than* with adverbs as well as adjectives for comparison and explain that comparative adverbs are used when two actions are compared. Students open their book at page 35 and read the example sentences and complete the rule box.

Stronger students:

Ask students to come to the board and write a sentence with comparative adverbs. The class then have to identify the comparative adverb.

Rule

more

- 5 Students read through sentences 1–7. Check any problems with vocabulary. Go through the example with them, if necessary. Students complete the exercise. Remind them to look carefully at each adjective and decide if it is regular or irregular. Check answers. If you're short on time, set this exercise as homework.

Answers

1 more clearly 2 more carefully 3 more slowly
4 earlier 5 worse 6 harder 7 better

VOCABULARY

Types of TV programmes

- 1 Read through the instructions with students and check pronunciation of target vocabulary. In pairs, students think of an example for each programme type. As feedback, nominate individual students to name a programme for the whole class. Ask the rest of the students: *What type of programme is it?*
- 2 **SPEAKING** In pairs or small groups, students discuss the questions. Give students some time to think about their answers before completing the exercise. Monitor and encourage quieter students to give their opinion. When students are comparing their ideas, encourage them to use comparative adjectives and vocabulary from the unit if possible. Tell students to note down their ideas as they discuss them, as they will need them for the writing task. Listen to some of their ideas in open class as feedback.

Optional extension

Write 'Television – good or bad?' at the top of the board or use the IWB. Divide the class into two groups. Ask one group to think of reasons why television is good and the other why television is bad. Set a ten-minute time limit. Ask a student from each group to come to the board and write the groups' ideas on the board. Which group has the best arguments? To continue the discussion, write the sentence *Life was better without television* on the board and encourage an open class debate between the two groups, one arguing for the statement and the other against.

Workbook page 31

WRITING

A paragraph

Mixed ability

For weaker students, brainstorm ideas on the board before students write their paragraph. They can use their notes that they took in Exercise 2.

To make this task more challenging for stronger students, ask them to compare their current TV habits with their TV habits in the past and what they predict their TV habits will be in the future.

Students expand their notes into a paragraph. In the next lesson, display the paragraphs on the walls of the classroom for students to read to find somebody who has the same viewing habits as they do. If you're short on time, set this exercise for homework.

Student's Book page 36–37

PHOTOSTORY: episode 2

- 1 Look at the photos with students and ask them to name the people. Ask students: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Students look at the photos and guess what they're talking about. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.

- 2 **1.27** Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback with the whole class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

So she can meet Gregory Harris.
She read the time wrong and missed the audition.

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4 **EP2** Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification.
Check answers in open class. Ask individual students to correct the false statements.

Answers

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

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 36 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open-class feedback.

Answers

1 Luke 2 Megan 3 Luke 4 Olivia 5 Luke 6 Luke

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 Guess what 2 Have a look 3 In fact 4 Come on
5 looks like 6 after all

WordWise

Expressions with *get*

- 1 Read the instructions with the class. Do the first one as an example, making sure students understand why *go*, *arrive* is the answer. Students work with a partner to choose the meaning of *get* in the sentences. Check answers with the whole class.

Answers

1 c 2 d 3 b 4 a

- 2 Ask students to read through the phrases and check understanding. Ask students what *get* means in each of the six phrases.

get home/there = *arrive*

get bored/angry/better = *become*

get a drink = *buy*

Go through the first sentence with the whole class as an example.

Students work with a partner and complete the exercise. Remind them to look carefully at the tenses they need to use and to use the past simple if necessary. Check answers.

Answers

1 got bored 2 got there 3 get home 4 got better
5 get angry 6 get a drink

- 3 This exercise practises phrases with *get* in some natural situations. Ask students to work with a partner and match the questions and answers. During whole-class feedback, work on pronunciation and intonation of the sentences.

Mixed-ability

Working with a partner of a similar level, students practise the dialogues. Allow them to read from the book at first, and then take it in turns to close their book and attempt to complete the dialogues without looking. Finally they can both close their books and try to remember the five dialogues. Stronger students may like to try to develop the conversations further.

Answers

1 c 2 a 3 e 4 b 5 d

- 4 Working individually, students write their answers to the questions. Give them an example of your own to get them started. Monitor to help with any questions. When students have finished their sentences, they can practise dialogues with a partner. Listen to some examples in open class as feedback.

Workbook page 31

FUNCTIONS

Asking for and offering help

- 1 Books closed. Tell students to imagine that they are in England and their bag is too heavy for them to carry. Ask them: *How would you ask for help?* Elicit some ideas and put any correct sentences on the board. Then ask students to imagine that they see an old lady whose bag is too heavy for her to carry. Ask them: *What would you say to her?*

Books open. Students read the sentences and complete the exercise. Check answers in open class.

Answers

1 Offering help 2 Asking for help

- 2 In pairs, students complete the exercise. Check answers with the whole class. During feedback, elicit possible answers to the questions and write them on the board. You could also draw attention to the difference between *lend* (something to someone) and *borrow* (something from someone).

Answers

1 Asking for help 2 Offering help 3 Asking for help
4 Offering help

- 3 **SPEAKING** In pairs, students create dialogues. Monitor and help with any problems. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Listen to some of their conversations in front of the whole class.