

MEET ME AT THE MALL

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IN THE PICTURE At the mall

3 mac

Talk about stores and shopping

Pages 98-99

STAGE	TIME	Focus
GET STARTED		Play a game as an introduction to the topic of stores and recycle shopping vocabulary.
WORK WITH WORDS		Make a list and categorize things you can buy at a shopping mall. Recycle names of stores. Learn new shopping vocabulary. Listen to conversations about shopping. Watch a video about stores and try to remember what you see and where you can buy the things.
SPEAK		Play a guessing game about stores in your area.

MOVE BEYOND FOR TEACHERS



In American English, store is used more than shop, but shop is used fairly frequently to refer to very small stores such as small specialty boutiques.

Get started 🛟



Do a board race with types of stores.

Divide the class into two teams and tell them to stand in two lines facing the board with the first person in the line a few feet away. Divide the board into two halves, one for each team, and give the first member of each team a marker or piece of chalk. Students take turns running to the board and writing the name of a type of store (e.g., supermarket). When students have written a word, they pass the writing instrument to the next member of their team and repeat until you say the time is up.

The team with the most words on the board when the time is up wins. Words repeated by both teams do not count. Erase any repetitions.

Divide the class into small groups and set a time limit of two minutes to brainstorm different items that can be bought at each store.

Choose students from each team to share ideas with the

WORK WITH WORDS Stores

1 RECALL

Divide the class into pairs and refer them to Exercise 1. Elicit from students the meanings of the words accessories and furniture. Give examples (necklace, purse, sunglasses; chair, table, sofa) or demonstrate by pointing to accessories that students are wearing and items in the classroom.

- Ask students to complete the lists. Set a time limit of two minutes for this.
- Invite students from each pair to share their ideas with the
- Ask students to do the Work with Words task on page 138.

Fast finishers

Ask students to add more items to each category on page 138.

Refer students to the photos and ask them what they can

- Ask students to match the photos to the stores in the box. Allow less confident classes to work in pairs.
- Choose students to share their answers with the class.

ANSWERS

1 department store 2 clothing store 3 sporting goods store 4 electronics store 5 toy store 6 bookstore

Extra activity

Divide the class into pairs. Ask them to take turns pointing to one of the photos and asking their partner questions about it; for example, What can I buy there? Model the activity with a strong student. Set a time limit of three minutes for this.

Ask students to match the other six stores in the box to the definitions. Check that students understand the meaning of beauty products and toiletries. Give examples to demonstrate these (e.g., beauty products: lipstick, mascara, perfume; toiletries: shampoo, conditioner, shower gel).

Choose students to give answers.

ANSWERS

1 music store 2 pet store 3 newsstand 4 pharmacy

5 bakery 6 butcher

Extra activity

Ask students to underline the stressed syllable in each of the following words. Write them on the board, drill them, and ask students to practice saying them in pairs.

ANSWERS

department electronics instruments magazines medicines <u>news</u>stand <u>news</u>papers toiletries

Fast finishers

Ask students to give an example of three of the stores from Exercise 3 in their own town or city.

4 (3.14

- Ask students to listen and repeat the stores in the box in Exercise 2.
- Play the audio track several times if necessary.
- Check and drill pronunciation. (See Teaching Tips, Varying drilling techniques, page 32.)

AUDIO SCRIPT

See Student's Book, page 98, for audio script.

Extra activity

Play a game of Pronunciation Mountain (see Games, page 33).

5a (▶)3.15

- Explain to students that they are going to listen to six short conversations. Tell them to try to identify which stores the people are in and write them down.
- Play the track. Monitor closely and repeat the track if necessary.
- Choose students to give the answers.

ANSWERS / AUDIO SCRIPT

3.15

3.14

1 department store 2 music store 3 bakery 4 electronics store 5 clothing store 6 newsstand

Excuse me? Where's the shoe department? Boy: Clerk: It's on the second floor, next to the books. There's an

Clerk: Hello, can I help you?

Girl: Yes, I want to learn to play the guitar. Clerk: OK. What style - classical, acoustic, electric?

Clerk: Next, please.

OK. Uh ... I'd like a loaf of bread. Oh, and one of those Boy:

cupcakes, please.

elevator over there.

Girl 1: Excuse me. I'm looking for a really good small phone.

Clerk: OK. And how much do you want to spend?

Girl 1: Not more than about \$200.

Boy 1: What do you think of these pants? **Boy 2:** It's not my favorite color, but they look OK.

Girl 1: What do you need in here?

Girl 2: I have a big list. A newspaper for Mom, Dad's car magazine,

and a comic book for my brother.

5b ▶ 3.15

- Refer students to the sentences and ask them to read them silently.
- Play the track again for students to listen and complete the sentences with what each customer wants.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS / AUDIO SCRIPT

1 the shoe department 2 to play the guitar 3 bread; cupcake 5 pants 6 newspaper; magazine; comic book 4 phone See Exercise 5a for audio script.

Extra activity

Divide the class into pairs.

Ask them to choose one of the stores in Exercise 2 to prepare a mini-conversation in the style of those in Exercise 5. The conversation could be between the store clerk and the customer, or between two people in the store. Students should write three to four lines.

Set a time limit of five minutes.

Put each pair with another pair. Tell them to listen to the other pair perform their conversation and guess which store they are in.

6 THE MOVING PICTURE



Play the video and ask students to try to remember the things they see and where they can buy them as they are watching. You may want to allow them to take notes.

- Divide the class into pairs to make a list of the items and to say where each item can be bought.
- Choose students to share their ideas with the class.

ANSWERS / VIDEO SCRIPT

In order on conveyor belt:

dog food, hat, books, mouse (cat toy), sandwich, scarf, camera, notebooks, chicken, hairbrush, tennis balls, violin, toy train, candy, steak, toothpaste, cell phone, skateboard, fish, dictionary, toothbrushes, tablet, hamburger, bread, toy animals

Categorized by store:

bakery: sandwich, bread bookstore: books, dictionary chicken, steak, hamburger butcher/restaurant:

pharmacy: toothpaste, toothbrushes, hairbrush, candy

clothing store: hat, scarf

camera, cell phone, tablet electronics store:

music store: violin

newsstand: exercise books, candy dog food, mouse (cat toy), fish pet store: tennis balls, skateboard sports store: toy store: toy train, toy animals

There is no voiceover to this video.

Alternative procedure

Make this activity competitive by setting a time limit of two minutes for the pairs to remember as many things as possible after watching the video.

Give pairs a point for each correct item named and another point for the type of store.

The pair with the most points wins.

SPEAK

1

- Divide the class into pairs and refer them to the adjectives in the box. Check that students understand the meaning of each adjective.
- Ask students to think of a store in their town, city, or area for each of the adjectives in the box. Encourage them to use complete sentences. Provide an example; for example, Hera is a very popular clothing store.
- Allow three minutes for this. Then invite students to share ideas with the class. (See Teaching Tips, Encouraging extended answers, page 31.)
- Do an example of the guessing game with the whole class. Say that you are thinking of a store and they must ask you Yes/No questions to find out what store it is. Encourage them to use the useful phrases given.
- At this point you could put some possible extra questions on the board to give them ideas; for example, Can I buy ... in this store? Does this store self ...? Where can I find this store in (name of hometown)?
- Ask students to continue the game with their partners.

MOVE BEYOND

Ask students to do the Words & Beyond exercise on page 138.

Homework

Ask students to write two short descriptions of real stores. They should choose one store that they like and one that they don't like. Ask them to write about 40 words about each store to answer the following questions: What kind of store is it? What can you buy there? How do you describe it? Why do or don't you like it?

At the beginning of the next class, have students compare their descriptions in pairs and discuss whether they agree with each other

READING Shopping tips

Use things you know to help you read



27.00

STAGE	TIME	Focus
GET STARTED		Play a game to recycle shopping vocabulary.
SPEAK AND READ		Talk about shopping habits and learn how to use things you know to help you read (reading subskill). Read an article to learn about shopping tips.
REACT		Discuss your opinions of the tips in the article.

Get started



Play a game of *Vocabulary Tennis* (see Games, page 33) with types of stores.

Suggested categories: Things you can buy in: a pharmacy, a newsstand, a sporting goods store, a clothing store, a bakery

SPEAK AND READ

1

 Divide the class into pairs to answer the questions. Give a model answer to encourage extended answers. For example:

I love going shopping because I love fashion. I enjoy looking at new clothes and buying new things.

I normally go to the shopping mall because there are a lot of stores to choose from.

I usually go shopping with my friends because it's more fun, but sometimes I go shopping with my mom.

 Allow students to talk for about three minutes and then choose students to share their ideas with the class.

2a

Choose students to read the tips in the HOW TO box aloud.

2b

Ask students to look at the title, photos, and first lines of the website article. Divide the class into pairs to discuss what they think the article is about. Set a time limit of two minutes for this. (See Teaching Tips, Predicting before reading, page 32.) Check the answer with the class. Elicit from students the meaning of the word tip (a useful suggestion or advice).

ANSWER

C

3a

- Divide the class into pairs to discuss the questions in the NOW TO box. Allow three minutes for discussion.
- Share ideas as a class.

Alternative procedure: more confident classes

Write these subheadings from the article on the board: Find the facts; Compare prices; Simple is better; Take your time.

Divide the class into pairs to predict the tip for each subheading before they read.

3b **3.16**

- Ask students to read the article and think about which tips they already know and which are new to them. Ask them to put a check or an exclamation mark next to each one. Set a time limit of five minutes. Don't play the audio at this point. It is an extra feature, and a suggestion for using it in class is included at the end of the lesson.
- Allow students to compare their answers in pairs. Then ask how many students already knew each tip. Ask the class whether anyone already does any of these things.

Ask students to check the tips in the (HOW TO) box that helped them understand the text.

In a class discussion, ask questions such as: What did you expect to read before you read the article? Did you find your ideas in the text? What did you want to know from the article? Did you find this information in the article?

5

Exam-type task

- Ask students to read the article again and decide whether the statements are right or wrong. Encourage them to underline the parts of the text that helped them make their decisions. Remind them that doesn't say is also an option. Set a time limit of five minutes for this.
- Let students compare their answers in pairs before choosing students to give the answers. Ask them to point out the parts of the text that helped them decide.

ANSWERS

1 R 2 W 3 R 4 DS 5 W

Fast finishers

Ask students to choose three words in the text and write definitions for them. They can use them later to test the class or a partner; for example, something that you think or believe (opinion); the opposite of cheap (expensive); purses, jewelery, gloves, etc. (accessories).

REACT

6

- Divide the class into pairs. Refer students to the PHRASE BYTES box and encourage them to use the language to discuss their opinions of the tips in the article.
- Invite students to share their opinions with the class. (See Teaching Tips, Class discussions, page 31.)

MOVE BEYOND

Have students read the tips again and make a list of all the verbs connected to money and buying things. You could allow them to do this in pairs. Encourage them to try to figure out the meanings of the verbs they don't know from context.

Check the answers and meanings of the verbs as a class.

ANSWERS

buy cost pay save spend exchange

Extra activity

Divide the class into pairs to write a short conversation (five to six lines) between two friends in which one friend is giving another advice about shopping. Remind them to use the tips to help them.

Recorded reading text ▶3.16

Use the audio track to check answers to Exercise 5. When students have written their answers, play the track and ask them to raise their hands when they hear the part of the text that helped them find their answer. You may need to play the track several times.

Homework

Ask students to use some of the tips from the reading to research buying a pair of sneakers and to take notes on the prices and results of their research. Ask them to look at different websites and in stores (if they go shopping before the next class), and to ask their parents for their opinions. Tell them to find as much information about the different options as they can.

At the beginning of the next class, ask them to present their findings in groups and to say which sneakers they would buy based on their research.

GRAMMAR Comparative adjectives

Compare two things

Page 101

		10 9x./s
STAGE	TIME	FOCUS
GET STARTED	\bigcirc	Play a game to recycle shopping vocabulary.
READ AND LISTEN		Read and listen to a conversation to find out why someone wants to go to a mall.
STUDY		Read explanations and complete examples of comparative adjectives.
PRACTICE		Complete and write sentences with comparative adjectives.
SPEAK		Compare opinions about shopping.

Get started

Play a game of Snowman (see Games, page 33) to recycle shopping vocabulary.

READ AND LISTEN Grammar in context

1 3.17

• Draw students' attention to the photo of the girls. Ask them where they are (in a shopping mall).

Play the audio track for students to listen and read the conversation and answer the question. Check the answer as a class.

ANSWER / AUDIO SCRIPT

Her friends are waiting for her at the mall. See Student's Book, page 101, for audio script.



MOVE BEYOND FOR TEACHERS

Secondhand stores

In the USA and the UK, shopping in secondhand and charity stores is socially and culturally acceptable and has even become fashionable. Secondhand stores sell a variety of goods such as furniture, books, electronics, and clothing that can often be cheaper than in normal stores.

Alternative procedure: more confident classes

Write the question from Exercise 1 on the board and ask students to listen to the conversation with their books closed.

STUDY

2

- Go over the rules for comparative adjectives. Then ask students to complete the examples, referring back to Exercise 1 for help. (See Teaching Tips, Comparative adjectives, page 30.)
- Check answers as a class.

ANSWERS

closer more expensive better than

Fast finishers

Ask students to add three more adjectives to each of the rules

PRACTICE

3

- To lead into the activity, ask students if they usually shop at shopping malls or at local stores. Ask them what local stores they have in their area. Write the example sentence on the board and take a class vote to see who thinks it is true and who thinks it is false. Encourage students to say why they think this.
- Divide the class into pairs to complete the sentences and decide whether they think they are true or false. Remind students to use the grammar explanations to help them.
- Check answers as a class and then take a class vote on whether the sentences are true or false.

ANSWERS

2 more polite 3 faster 4 quieter 5 more interesting 6 worse

4

- Draw students' attention to the example sentences before they start. Ask them to complete the second sentence in each pair with the opposite adjective so that the second sentence has the same meaning as the first.
- Let students compare their answers in pairs before you check them as a class. Check that students have spelled bigger and easier correctly.

ANSWERS

2 bigger than 3 easier 4 more expensive than

5 farther (away) than

Alternative procedure: less confident classes

Before doing Exercise 4, review opposite adjectives with the class.

Write the adjectives from the exercise on the board and elicit their opposites from students.

Remind them to look at the grammar explanations to help them complete the exercise and to check their spelling carefully.

5

- Put the example sentence on the board and ask students to raise their hands if they agree with the statement and to say why. Elicit the other possible sentence from them; that is, Real shopping is more popular than online shopping.
- Ask students to write the sentences using their own opinions. Set a time limit of five minutes.
- Choose students to read the sentences to the class.

ANSWERS

- Online shopping is safer than real shopping.
 OR: Real shopping is safer than online shopping.
- 3 Shopping with friends is better than shopping alone. OR: Shopping alone is better than shopping with friends.
- 4 Quality is more important than fashion. OR: Fashion is more important than quality.
- 5 Older store clerks are friendlier than younger store clerks. OR: Younger store clerks are friendlier than older store clerks.
- 6 Shopping is more interesting than surfing the internet.
 OR: Surfing the internet is more interesting than shopping.

Fast finishers

Ask students to choose three of the sentences and rewrite them using different adjectives. They can discuss their extra sentences with their partners during the next exercise.

SPEAK

6

 Divide the class into pairs to discuss their answers to Exercise 5. Encourage them to use the useful language in the speech bubbles.

You may want to ask two volunteers to model an example for the class before continuing the activity in pairs.

Homework

Ask students to write five fill-in-the-blank sentences about stores and their shopping habits.

Write this example on the board:

I think shopping online is _____ than going to stores. (good/interesting/boring)

Ask students to fill in the blank with the comparative adjective they would use.

At the beginning of the next class, ask them to exchange sentences with a partner and guess which comparative adjective their partner chose for each sentence.

3 Mach

LISTENING AND VOCABULARY Radio ads



Use important words to help you listen

	TIME	FOCUS
3		Give opinions about ways of listening to music to recycle comparative adjectives.
TEN		Talk about listening to the radio and listen to four ads on a local radio station. Learn how to

REACT Compare the radio ads and decide which ones are better.

WORK WITH WORDSLearn about currencies and measurements in different countries. Listen for prices and measurements.

listen for important words (listening subskill).

Get started 😂

STAGE

GET STARTED

SPEAK AND LISTEN

Write these different ways to listen to music on the board in one column: online streaming, downloading, going to live concerts, buying CDs, listening to the radio.

In another column, write some adjectives on the board (e.g., interesting, boring, fun, expensive, cheap, good, bad). Point out that fun is an irregular adjective, and that we say more fun, not funner.

Divide the class into pairs to discuss their habits and make comparisons among the different ways to listen to music. Encourage them to use the adjectives; for example, Online streaming is cheaper than buying CDs. Going to live concerts is more fun than streaming music. Downloading music is better than listening to the radio because you can choose which music you want to listen to.

SPEAK AND LISTEN

1

- Divide the class into pairs to discuss the questions.
 Monitor closely and offer help as necessary.
- Invite students to share their ideas with the class.

Alternative procedure: more confident classes

Write the following words from the questions in Exercise 1 on the board:

How often / you / your family members / listen / radio?

Where / you / listen / radio?

What / you / listen / radio?

Divide the class into pairs to write out the questions before discussing their answers. Point out that they will have to add words to complete the questions.

After the discussion, point out that the words that you originally wrote on the board are important words in the question and that they are the words that carry meaning. Ask students what kinds of words they are (*question words, nouns/pronouns, verbs*) before they read the tips in the HOW TO box.

2a

 Refer students to the (HOW TO) box and go through the tips with them.

2b (▶)3.18

- Explain to students that they will hear four ads and that they simply have to listen to identify what each ad is for. Suggest that they make a note each time they hear what an ad is for.
- Play the track more than once if necessary.
- Check answers as a class. Ask students which words in the listening helped them make their decisions.

ANSWERS / AUDIO SCRIPT

3.18

1 a shopping mall 2 a sporting goods store 3 a supermarket 4 a movie theater

1

Come to Seaview Plaza. Just two kilometers from downtown you'll find ... hundreds of stores, the latest clothing and fashions, thousands of video games and electronic devices, fast food restaurants, a movie theater and a bowling alley.

Seaview Plaza, the south's biggest shopping complex.

2

Girl:

Girl: When you're playing for your team ... **Boy:** ... or when you're just practicing ...

... you always do your best. Even in the most difficult

conditions.

At The Gear, we have the clothing and equipment that you

need.

Girl: Sneakers from just \$40.

Boy: Exercise jackets from just \$30.

Girl: Come to The Gear and find the best gear at the lowest

prices.

Man: Come down to Green Market.
Woman: Two pounds of potatoes ...
Man: ... for just \$2.50!

Woman: ... for just \$2.50!
Woman: The freshest milk ...
Man: ... just \$2.90 a gallon!
Woman: The tastiest chocolate bars ...
Man: ... two for just 99 cents!
Man: Come down to Green Market ...

Man & Woman: ... where the prices just keep coming down!

viali & vvoili

Be afraid. Be very afraid to miss the latest, the funniest, the most exciting movies of the moment at the Seaview multiscreen complex. Twelve theaters in one give you the best choice of movies in the area. The most comfortable seats, the biggest screens, the most amazing 3D films. Be very afraid to miss them!

3

- Ask students to look at the tips in the (HOW TO) box again and to check the ones that helped them with Exercise 2b.
- Ask different students which tips they used.

4 (>)3.18

- Ask different students to read the questions aloud. Ask the class if they can remember any of the answers from the first time they listened.
- Remind students to use the tips in the HOW TO box to help them answer the questions. Play the track again.
- Check answers as a class.

POSSIBLE ANSWERS / AUDIO SCRIPT

Ad 1: go shopping (buy clothes, buy video games and electronic devices), eat (at fast-food restaurants), go to a movie, go bowling

Ad 2: clothes, equipment, sneakers, exercise jackets

Ad 3: potatoes, milk, chocolate (bars)

Ad 4: the best choice of movies, the most comfortable seats, the

biggest screens, the most amazing 3D films/movies

See Exercise 2b for audio script.

Alternative procedure: less confident classes

Play the first ad and ask students to take notes on the important words as they listen. Remind them to listen for names, adjectives, and verbs.

Write the headings Names, Adjectives, and Verbs on the board. Invite students to come to the board and write the words they have written under the correct headings. Discuss which of these words helped them answer the auestion.

Play the rest of the track and ask students to answer the questions. Monitor closely and play the track again if necessary.

Check answers as a class.

Alternative procedure: more confident classes

Ask students to close their books. Play the track and ask them to take notes on the important words as they listen. After playing the track, have students open their books

and answer the questions in pairs using their notes.

REACT



- Divide the class into pairs to discuss the ads.
- Recycle comparative adjectives. Elicit a few opinions from students around the class and encourage them to use comparative structures. Refer them to the grammar explanations on page 101 if necessary.
- Refer students to the PHRASE BYTES box and encourage them to use the phrases in their discussions.
- Allow them to discuss the question for about three minutes. Then choose students to share their ideas.

WORK WITH WORDS Money and measurements

MOVE BEYOND FOR TEACHERS

Currencies and measurements

The euro (€) was introduced on January 1, 1999, and is the official currency of 18 European countries: Austria, Belgium, Cyprus, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Latvia, Luxembourg, Malta, the Netherlands, Portugal, Slovakia, Slovenia, and Spain.

The dollar (\$) is the name of a number of currencies, including those of Australia, Belize, Brunei, Canada, Hong Kong, Namibia, New Zealand, Singapore, Taiwan, and the USA. They share the same name and symbol but have a different value in each country. When we refer to the dollar in English, we are usually talking about the US dollar unless we say otherwise (e.g., the Australian dollar).

The pound sterling (£) is the currency used in the UK (England, Scotland, Wales, and Northern Ireland).

In most parts of the world, the metric system of measurements is used, but in the USA and the UK the nonmetric (imperial) system is used.

	Metric	Nonmetric	Conversion
Distance	kilometer (km)	mile	1 km = 0.625 miles
Height	meter (m), centimeter (cm)	foot (ft), inch (in) [1 ft = 12 in]	1 m = 3 ft 3 in 1 cm = 0.39 in
Weight	kilogram (kg)	pound (lb)	1 kg = 2.2 lb
Volume	liter (I)	gallon (gal), pint (pt) [1 gal = 8 pt] A US gallon is smaller than an imperial gallon.	1 I = 0.22 gal = 1.76 pt

6 (**)** 3.19

- Check that students know the words in the box.
- Divide the class into pairs to complete the tables.
- Play the track for students to check their answers.
- Choose students to share answers with the class.

ANSWERS / AUDIO SCRIPT



4 cent 5 pound 2 cent 3 dollar 6 pence/p 7 kilometer 8 mile 9 meter 10 kilogram/kilo 11 pound 12 liter

In many European countries, we use euros and cents for prices. A euro is a hundred cents. We also use the metric system for measurements. For distances, we use kilometers. For our height, we use meters and centimeters. For weight, we use kilograms or kilos. For volume, we use liters.

In the USA, we use dollars and cents for prices. One dollar is a hundred cents. We don't use the metric system for measurements. For distances, we use miles. For our height, we use feet and inches. For weight, we use pounds and ounces. For volume, we use gallons and pints.

Man:

In the UK, we use pounds and pence for prices. One pound is a hundred pence. For measurements, we use the metric system and the nonmetric system.

Extra activity

Before having students complete the tables, divide the class into pairs or small groups.

Set a time limit of two minutes for the groups to write down as many currencies as they know.

Invite students to come to the board and write their ideas.

7 3.20

Play the track for students to listen and repeat the words in Exercise 6. Monitor and drill pronunciation as needed.

AUDIO SCRIPT

3.20

A Mach

2 cent 3 dollar 4 cent 5 pound 7 kilometer 8 mile 9 meter 6 pence 12 liter 10 kilogram/kilo 11 pound

Extra activity

To help students remember what vowel sounds to use in some of the new words, write groups of words on the board:

euro, your, use, useful ounce, pound, now, sound kilo, liter, meter, people mile, file, buy, my

Drill the words several times chorally.

- Explain to students that they are going to hear two of the ads in Exercise 2b again and that they should write down the prices of the things mentioned. Ask them to think about the types of words they should listen for (numbers, currency, etc.).
- Play the first part of the track for students to listen and write the prices. Play the track again if necessary.
- Continue the track for students to check their answers and to listen and repeat the prices.
- You may want to ask students to practice saying the prices in pairs.

ANSWERS / AUDIO SCRIPT

3.21

1 (from) \$40 2 (from) \$30 3 \$2.50

5 99 cents

Girl: When you're playing for your team or when you're just practicing ... Boy:

Girl: ... you always do your best. Even in the most difficult

conditions.

Boy: At The Gear, we have the clothing and equipment that

vou need.

Girl: Sneakers from just \$40. Exercise jackets from just \$30. Bov:

Come to The Gear and find the best gear at the lowest Girl:

Man: Come down to Green Market. Two pounds of potatoes .. Woman: Man: ... for just \$2.50! Woman: The freshest milk ... Man: ... just \$2.90 a gallon! Woman: The tastiest chocolate bars ... Man: ... two for just 99 cents! Come down to Green Market ... Man:

Man & Woman: ... where the prices just keep coming down!

Girl: sneakers: \$40 exercise jackets: \$30 Bov: two pounds of potatoes: \$2.50 Woman: Man: a gallon of milk: \$2.90 two chocolate bars: 99 cents Man:

Extra activity

Divide the class into pairs to discuss how much the items from Exercise 8 cost in their country.

- Refer students to the table and allow them to use calculators or cell phones to make their calculations if necessary.
- Ask them to discuss the results in pairs.

MOVE BEYOND FOR TEACHERS



Sensitive issues

Talking about weight can be a sensitive issue, and some students may not want to share their weight with their classmates. Point out that they do not have to do this. They could work out their height in feet and inches, or you could give them some prices to convert from euros to dollars.

Extra activity 😯



Recycle comparative adjectives.

Ask students to arrange themselves in a line according to how far away from the school they live by asking each other: How far away from the school do you live? They should answer this using the nonmetric measurement.

The person who lives the closest should stand at the front of the class, and the one who lives the farthest away should stand at the back.

This provides an opportunity to recycle comparative adjectives. Model this with a strong student. You can write the conversation on the board for less confident classes:

Teacher: How far away from the school do you live?

Student: I live 1.6 miles away.

Teacher: I live closer than you. I live a mile away. I need to stand in front of you.

MOVE BEYOND

Ask students to do the Words & Beyond exercise on page 138.

Ask students to write a short radio ad for a new product. Ask them to think of a name for the product.

Encourage them to use a range of adjectives to make the ad more appealing and to include the price of the product. Play the ads from Exercise 2b again to provide models.

general say uy. At the beginning of the next class, have students perform their ads in groups and say which product they would most like to buy.

GRAMMAR Superlative adjectives



Compare one thing with the others in a group

STAGE	TIME	FOCUS
GET STARTED		Take a class survey using comparative adjectives.
READ		Read an ad and identify the type of store.
STUDY		Read explanations of superlative adjectives and complete examples.
PRACTICE		Complete and write sentences using superlative adjectives.
SPEAK		Use superlative adjectives to compare opinions.

Get started



Recycle comparative adjectives.

Write these sentences on the board:

Soccer team:	is better than	
City:	is more beautiful than	
School subject:	is more interesting than	

Ask students to complete the sentences with their own ideas.

Have students stand up and conduct a class survey to find out how many people in the class agree with their sentences. Encourage them to talk to as many classmates as possible.

Divide the class into small groups to compare and discuss the

READ Grammar in context

1

- Draw students' attention to the ad. Ask them what type of store they think MGS Styles is before they start to read."
- Ask students to read the ad and answer the question.
- Choose a student to give the answer.

ANSWER

It's a clothing store.

STUDY

- Go over the rules for superlative adjectives. Ask some questions about the ad to check understanding; for example, Is there a store that has more exciting brands than MGS Styles? (no).
- Ask students to complete the examples with superlative adjectives from Exercise 1. Check answers as a class.

best

ANSWERS

the lowest most

Extra activity

Conduct a class awards ceremony. Ask students to vote on the following categories: the student with the loudest voice, the quietest student, the most talkative student, the most polite student, and the earliest student to arrive.

PRACTICE

- Divide the class into pairs to complete the ad. Remind them to use the grammar explanations or the Grammar Database on page 128 to help them.
- Monitor and offer help as needed.
- Choose different students to give answers. Check spelling as they do this, especially of tastiest, hottest, and healthiest.

ANSWERS

2 tastiest 3 freshest 4 hottest 5 healthiest

6 most comfortable

Refer students to the table. Elicit the meaning of the word screen and what is meant by look (if it is attractive or unattractive). Answer any questions about the other criteria in the table.

- Go over the example and then ask students to complete the sentences about the three cell phones.
- Allow about five minutes for this. Let students compare their answers in pairs before you check them as a class.

ANSWERS

- 2 CB3.0 has the largest screen.
- 3 M25 is the heaviest.
- R110 has the most amazing apps.
- CB3.0 is the most expensive.
- M25 is the best-looking phone.

5

- Write the example sentence on the board and ask students to complete it with their own opinions. Choose students to share their opinions with the class.
- Ask students to use superlative adjectives to write sentences about their own opinions.
- Monitor and encourage students to use the grammar explanations to help them.

ANSWERS

- 2 The funniest ad on TV is ...
- The most dangerous sport is ...
- 4 The worst food is ...
- 5 The most boring activity on the weekend is ...
- The best movie of all time is ...

Alternative procedure: less confident classes

Ask students to complete the beginnings of the sentences and check them as a class before asking them to add their own opinions.

Fast finishers

Give students adjectives to write more sentences to compare with their partners in Exercise 7; for example, interesting / school subject; good / soccer team; beautiful / place in the world.

6a 3.22 PRONOUNCE

 Ask students to listen to the vowel sound in worse (/wɜrs/) and to repeat the word several times.

AUDIO SCRIPT
worse worse

6b **▶** 3.23

- Ask students to listen to the sentences and underline the letters that form the /sr/ sound in each word.
- Play the track again and ask students to repeat the sentences.

ANSWERS / AUDIO SCRIPT

3.23

- 1 It's the worst shirt in the world.
- 2 I heard the first word.

Extra activity

Write these words on the board and divide the class into pairs to identify which ones contain the /3r/ sound: bird, birthday, first, hair, hear, heart, her, horse, shirt, shoe, skirt, word.

Check answers as a class and ask students to practice saying the words in pairs.

ANSWERS

These words contain the /3r/ sound: bird, birthday, first, her, shirt, skirt, word

SPEAK

7

Divide the class into groups of three or four and ask them to compare the opinions they wrote in Exercise 5. Encourage them to agree or disagree with each other and decide who in the group has the best opinion for each sentence. Encourage them to use the useful language. Then have each group work with another group and compare opinions with that group.

Homework

Ask students to research the following information on the internet: big country, small country, tall building, old person, rich person, cold place, hot place, high mountain.

Ask them to make superlative sentences, adding extra information where possible; for example, *The biggest country in the world is Russia. It covers more than 17 million square kilometers.*

At the beginning of the next class, have students compare their answers to see if they found the same information.



RESPECT OTHERS

Listen actively to other people

Page 104

STAGE	TIME	Focus
GET STARTED		Learn and practice expressions to use when listening to other people.
SPEAK AND WRITE		Talk about going shopping and introduce the idea of active listening.
DO		Have a discussion to practice listening actively.
REFLECT		Discuss why it is important to listen actively.
EXTEND		Practice listening actively in another group discussion.

RESPECT OTHERS: LISTEN ACTIVELY TO OTHER PEOPLE

People tend to think of listening as a passive skill, but in fact, when we are engaged in conversation with others, we constantly give signals to show that we are interested; we make eye contact, pay attention, give feedback, and respond appropriately. Showing that you are listening to what someone is saying is an important social skill, and it can affect your relationship with others. It comes naturally when you are conversing in your own language, but we need to show students how to do this in English to give them confidence to enter into conversations and avoid appearing rude or uninterested.

Students often see discussions in the classroom as an exercise and use the time that other people are talking to think about what they are going to say. Increasing their awareness of the importance of listening to others will lead to more natural conversation in the classroom.

Get started

Write the following expressions on the board: *Uh-huh*, *Really?*, *Wow!*, *That's interesting!*, *Hmm*, *Yeah*, *Oh*.

Point out that we use these expressions when reacting to another person (when we are listening to them speak or in online conversations).

Explain that you can show your feelings and attitude through intonation; for example, *Really?* can sound interested, surprised, sarcastic, or not very interested. Drill different ways of saying *Really?* with students.

Say some sentences and ask students to respond to them by sounding interested using the expressions above; for example, I won the lottery last weekend. I'm going on vacation in France next week. I think there is a ghost living in my house.

Divide the class into A/B pairs. Ask the Student As to talk for 30 seconds about their last vacation (this is a topic they have talked about recently). Tell the Student Bs to listen and respond using appropriate expressions. When they have finished, have them switch roles and repeat the activity.

Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.

SPEAK AND WRITE

1

- Divide the class into small groups to talk about the last time they went shopping. Draw students' attention to the useful phrases and encourage them to ask questions for more information.
- Set a time limit of five minutes for this.

2

- Ask students to work individually to write notes about what the other members of their group said in Exercise 1.
 Remind them that they do not have to write complete sentences, just key words and phrases.
- Refer them to the options and ask them what they think listening actively means and what you do when you listen actively (take an interest in what somebody is saying, respond to him or her, and ask further questions to continue the conversation).
- Focus students' attention on the photo of the two boys and ask them if the boy on the left looks like he is listening actively. (Yes, he is looking at the person speaking to him.)
- Ask students to read options A–D again and to decide which one best describes what they did when they were listening to the other people in their group.
- Ask students to discuss their answers with their groups.
 Tell them to find out if their group agrees with the option they chose to describe how they listened.

3

- Refer students to the list of reasons and ask them to think individually about which is the most important.
- Divide the class into groups to discuss their opinions.
 Refer students to the PHRASE BYTES box and model the expressions.
- Invite students to share their ideas. Conduct a class survey to find out which option most students think is the most important reason for listening actively.

DO

4

- Refer students to the two groups of statements and check that they understand the meaning of the word *brands*.
 Mention some well-known brands in your country to demonstrate this.
- Ask them to think about whether they agree or disagree with each statement and their reasons why. Allow a few minutes for them to check the statements they agree with and to think about what they want to say in the discussion in Exercise 5.

Fast finishers

Ask students to add an opinion of their own to each list. Have them include these in their discussion in Exercise 5.

5

- Divide the class into groups of three or four to discuss either brands or fashion. Encourage students to listen to each other and to respond to each other appropriately, agreeing or disagreeing, and adding their own opinions.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Stop the discussion after about 10 minutes and ask students to answer the questions in their groups.
- Choose students to share ideas with the class.

REFLECT

6

- Ask students to read the questions and make some notes about their answers. Set a time limit of two minutes.
- Divide the class into small groups to discuss the questions.
- Choose a student to read the REFLECTION POINT aloud and ask students if they agree with it or not. Invite students to share their answers to the questions with the class.

EXTEND

7

- Divide the class into the same groups as in Exercise 5.
 Ask them to discuss the other topic from Exercise 5.
 Remind them to listen actively. Set a time limit of five minutes for this.
- Invite students to share ideas with the class, using the questions in Exercise 5.

Extra activity

Play a listening game. Draw the following table on the board and ask students to copy it.

Uh-huh.	That's interesting!	Hmm.
Yeah.	Really?	Oh.
1 see.	OK.	Wow!

Divide the class into small groups and give them a topic to discuss (e.g., school, my last vacation, sports).

Explain that they should try to use the expressions when they are listening to others in the group. When they use one, they can cross it off their papers. The first person to use all of the expressions is the winner.

Homework

Ask students to write a short reflection on today's lesson to address the following questions: What did you learn in class today? Do you think the things we talked about today were useful for you? Why or why not? Set a word limit of 80 words. At the beginning of the next class, have students compare what they've written to see if they agree with each other.

3 aduci

SPEAKING What would you like?



Buy things at a market

Page 105

STAGE	TIME	FOCUS
GET STARTED		Play a game of Word Association as an introduction to the topic of markets.
SPEAK O		Talk about going to a market.
LISTEN		Listen to two conversations at a market. Focus on the expressions the speakers use to check understanding (speaking subskill). Practice using <i>one</i> and <i>ones</i> in place of nouns.
ACT O		Work in pairs to write and present a conversation at a market.

Get started

Play a game of *Word Association*. Start with the word *market*. Ask students to stand up. Say the word and ask the first student to say any word that he or she associates with *market*. The next player then does the same with the first player's word. If a player says an unconnected word, repeats a word, or is too slow to answer, that player is out and has to sit down. The winner is the last person left standing.

SPEAK

1

- Divide the class into pairs to discuss the questions.
 Allow about three minutes. If students don't buy things at markets, encourage them to say why not and to talk about where they usually do their shopping.
- Choose students to share their answers.

LISTEN

2 (**)** 3.24

- Explain that students are going to listen to conversations at a market to find out what Alan buys and how much he spends. Tell them not to fill in the blanks yet.
- Play the audio track for students to listen and answer the questions.
- Let students compare their answers in pairs before checking answers as a class. Make sure students are saying the prices correctly.

ANSWERS / AUDIO SCRIPT



Alan buys a pound of apples for \$2.60 and a cheese and tomato sandwich and an orange juice for \$5.20. In total he spends \$7.80.

1

Lisa: Who's next, please?

Alan: I am. I'd like some apples.

Lisa: Which ones?

Alan: Those red ones over there. How much are they?

Lisa: \$2.60 a pound.

Alan: Sorry, did you say \$2.60?

Lisa: That's right.

Alan: Can I have a pound, please?

2

Tom: Can I help you?

Alan: Yes. Can I have a cheese sandwich with tomato, please?

Tom: Would you like white or whole wheat bread?

Alan: Sorry, could you repeat that?

Tom: Would you like white or whole wheat bread? **Alan:** Whole wheat? Does that mean brown?

Tom: Yes. It's this one.

Alan: I'd like whole wheat bread and a small orange juice.

How much is that? Tom: That's \$5.20.

Ask students to close their books. Dictate the two questions in Exercise 2 or write them on the board.

Alternative procedure: more confident classes

Ask students to listen to the conversations with their books closed.

Let students compare their answers in pairs before you check them as a class.

3 (3.24

Play the audio track again for students to listen and complete the conversation. Monitor carefully to see if you need to play the track again. Let students compare their answers in pairs before you check them as a class.

ANSWERS / AUDIO SCRIPT



See underlining in audio script in Exercise 2.

4a

- Elicit from students what they say to someone when they don't understand or they need to check their understanding; for example, I don't understand. Can you repeat that, please? (See Teaching Tips, Checking that you understand, page 31.)
- Draw students' attention to the HOW TO box and go through it with them.

4b

 Ask students to find and underline three examples of the phrases from the ROW TO box in the conversations.

ANSWERS

Sorry, did you say \$2.60? Sorry, could you repeat that? Whole wheat? Does that mean brown?

5

- Draw students' attention to the words in bold in the conversation in Exercise 2. Explain that to avoid repetition, we can use one to replace a singular noun and ones to replace plural nouns.
- Divide the class into pairs to find the nouns in the conversation that one and ones refer to.
- Check answers as a class.

ANSWERS

ones = apples

one = the type of bread - brown/whole wheat bread

Extra activity

If you think students need more practice with *one* and *ones*, write the following sentences on the board and ask students to complete them with *one* or *ones*:

1	There are two boys. John is the tall	and
	Andrew is the short	
2	My shoes are old. I need some new	
3	Which bag do you prefer? This	or that

4 There are a lot of books here. Which are

5 I like those glasses – the _____ in the window.

ANSWERS

1 one; one 2 ones 3 one; one

4 ones 5 ones

6 ▶ 3.25

- Play the track for students to listen and repeat the sentences from the conversations.
- Monitor pronunciation and polite intonation carefully and drill chorally several times.

AUDIO SCRIPT

3.25

- 1 I'd like some apples.
- 2 Those red ones over there.
- 3 How much are they?
- 4 Sorry, did you say \$2.60?
- 5 Whole wheat? Does that mean brown?

ACT

7a ▶3.26

- Divide the class into pairs to prepare a conversation at a market. Refer students to the conversations in Exercise 2 to use as models.
- Encourage students to use the expressions in the PHRASEBOOK. Play the track for them to listen and repeat the phrases. Explain that they should write 8–10 exchanges.
- Set a time limit of 10 minutes for this. Monitor and provide help as needed.

7b

 Ask students to come to the front of the class and present their conversations. Ask the rest of the class to listen and write what the customer buys and the prices. Make notes on errors and good use of language to go over in a feedback session at the end of the activity.

Alternative procedure

If you have a large group and think it will take too much time for all the pairs to present their conversations, divide the class into groups of four for each pair to present their conversation to another pair. If there is time, you can change the pairs around and repeat the activity.

Extra activity

Set up a market in the classroom.

Divide the class into small groups and assign each group a different kind of market stand (e.g., fruits and vegetables, bread and pastries, clothes, toys, electronics).

Hand out 10 pieces of paper to each group and ask them to draw items or write the names of things you can buy at their stand and write prices on the back of each piece of paper. Set them out on different tables that represent the stands. Divide the class into two groups. One group is the customers, and the other group is the sellers. Divide the group of sellers into smaller groups and assign each group a stand.

Ask the customers to go around the stalls buying items. Remind them to ask how much things are and to use appropriate phrases to check that they understand.

Write the phrases from the **PHRASEBOOK** on the board to help students as they go around the stands.

Stop the activity after 7–10 minutes and change the groups so that the sellers become the customers and vice versa.

Homework

Ask students to write another conversation at the market. Explain that they must use at least one expression to check that they understand and two expressions from the *Buy things* section of the PHRASEBOOK and that they should replace some nouns with *one* or *ones*.

Have them practice their conversations with a partner at the beginning of the next class.

WRITING The best place in town!



Check your writing

Page 106

STAGE	TIME	FOCUS
GET STARTED		Play a spelling game as an introduction to the focus of the lesson.
SPEAK AND READ		Talk about ads. Learn how to check your writing (writing subskill).
PRACTICE		Correct mistakes in an ad.
DISCUSS		Talk about a store that you like to shop in and why you like to shop there.
WRITE		Write an ad for a store and check that you have followed the steps in the writing plan.
SHARE		Read your classmates' ads. Vote on the best ad and find out which stores are the most popular with the class.

Get started 🕃

Divide the class into two groups and explain that students are going to play a spelling game.

Draw two stick figures on the board with an equal number of parts, one for each team. Explain that the aim of the game is for your stick figure to disappear first.

Ask a student on the first team to spell the first word. If the student spells it correctly, erase part of the stick figure from the board. If the student spells it incorrectly, the figure stays the same and the other team takes a turn. Alternatively, ask the group to spell the word by asking each member of the group to say one letter of the word.

Suggested words: happiest, beautiful, biggest, stopped, potatoes, dancing, farther, swimming, people

SPEAK AND READ

1

- Refer students to the ad. Tell them that they should read it for content and not to worry about the underlined errors at this point. Give them two minutes to read the ad.
- Divide the class into pairs to discuss the questions. Set a time limit of four minutes for this.
- Choose students to share their ideas with the class.

Extra activity

Recycle comparative and superlative adjectives.

Cut out some ads from magazines or newspapers, or, if you have internet access in the classroom, show students some ads online.

Divide the class into small groups to compare the ads and to discuss the following questions: Do you think it's a good ad? Why or why not? Which do you think is the best ad?

2a

- Ask students what problem they can see in the ad in Exercise 1. (There are spelling mistakes.) Ask them why they think it is important to check their writing. (It can affect their grades on exams, and it is important for official documents such as résumés.)
- Ask students to read the tips in the HOW TO box and then go through them as a class. Refer students to the Grammar Database for spelling rules for the present progressive (page 123), the simple past (page 126), and comparative and superlative adjectives (page 128).

Alternative procedure: more confident classes

Divide the class into pairs to think of examples of the spelling changes and irregular plurals and comparatives mentioned in the HOW TO box.

SUGGESTED ANSWERS

Spelling changes

add -s: potato - potatoes

add -er/-est: big - bigger - the biggest;

happy - happier - the happiest

add -ing: swim - swimming; dance - dancing

add -ed: stop - stopped; study - studied

Irregular plurals

child - children; man - men; woman - women;

sheep - sheep

Irregular comparatives

good - better - the best; bad - worse - the worst;

far – farther – the farthest

2b

- Ask students to correct the underlined mistakes in the ad. Set a time limit of three minutes. (See Teaching Tips, English plural nouns, page 29.)
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

biggest better town friendliest salespeople goes shopped cities

PRACTICE

3

- Refer students to the ad. Elicit the meaning of the word bargain (something you buy that costs much less than normal).
- Ask students to find and correct the 10 mistakes in the ad.
- Remind students to use the (HOW TO) box on page 18 to help them with punctuation. (See Teaching Tips, Punctuation, page 30.)
- Check answers as a class. Write the corrected text on the board as students give answers.

ANSWERS

<u>We</u> (1) have the largest (2) selection of new and secondhand books in <u>Seattle (3)</u>, (4) <u>Find (5)</u> the latest literature in <u>English (6)</u> and books and magazines from over 100 different (7) countries (8). Or look at our used books shelf for our best possible (9) prices.

Bargain Books does (10) more to make you read.

Fast finishers

Write the following on the board and ask fast finishers to add punctuation:

what do you want to do tonight i want to go to a japanese restaurant because i love sushi i think there is a very good one on smith street

ANSWER

What do you want to do tonight? I want to go to a Japanese restaurant because I love sushi. I think there is (or there's) a very good one on Smith Street.

DISCUSS

4

- Explain to students that they are going to write an ad for a store they like to shop in. Give them a few minutes to think of a store and make some notes about the store and why they like to shop there. Ask them to include information on the kind of store it is, what you can buy there, and why it's better than other stores.
- Divide the class into pairs to talk about the stores they chose. Remind them to refer to their notes and to use comparative and superlative adjectives.

WRITE

5

- Refer students to the three points in the writing plan. Go through the points, checking that they know what to include in their ads.
- Ask students to use the notes they wrote for Exercise 4 and the model ad to help them write their ads. Set a time limit of 15 minutes and a word limit of 80–100 words. Monitor and offer help as needed.

When students have finished writing, ask them to check their work. Tell them to check that they have included all of the necessary information in their ads and then to check their work for errors. Refer them back to the writing plan in Exercise 5 and the tips in the HOW TO box.

Alternative procedure: less confident classes

Plan an ad as a class to provide students with a model of how to plan their own ad.

Use the stages in the plan in Exercise 5 to brainstorm ideas as a class and write the plan on the board. For example:

Store name: Hera

What you can buy there: Clothing and accessories for boys and girls

Better than other stores: The best quality, most fashionable clothes, larger selection than other stores

Extra information: Open until 10 p.m.

Discount if you buy more than three items

Ask students to plan their own ad. Monitor and offer help as necessary.

SHARE

6

- Display the ads around the classroom. Ask students to walk around and read as many of the ads as possible.
- Make a list on the board of the stores mentioned in the ads and count the number of ads for each store to find out which stores are the most popular with the class.
- Take a class vote on which ad is the best one.

Extra activity

Ask students to make posters of their ads.

Display the posters around the room for students to read.

Conduct a class vote on the best ad or the store they would most like to go to.

Homework

Ask students to write an ad for a well-known product. Set a word limit of 80–100 words. Give them some ideas to help them (e.g., beauty products, video games, electronics, toys).

At the beginning of the next class, have students work in groups and read their ads to the group without saying the name of the product for the other students in the group to guess what product it is.



VOCABULARY Stores

- Explain that the ad should be completed with the names of stores. Ask students to read each item carefully and then to write the correct letters to complete the kind of store. Point out that the beginning of each word has been provided for them.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

- 1 bakery 2 bookstore 3 butcher 4 pharmacy 5 clothing 6 electronics 7 music 8 newsstand 9 pet 10 sports* 11 toy 12 department store
- *A shorter way of saying sporting goods

Money and measurements

- Remind students that the way we talk about money and measurements is different in the USA, the UK, and Europe. Encourage them to pay attention to the section heading before writing the answers to each section. Ask them to write the correct word from the box in each of the blanks.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

1 euro 2 cent 3 kilo 4 liter 5 meter 7 dollar 6 kilometer 9 pound 10 mile 8 cent 11 pound

GRAMMAR Comparative adjectives

- Start by asking students to skim the text and then ask them what kind of text it is (an ad).
- Ask them to complete the ad with the correct comparative form of the adjectives in parentheses. Remind them to check their spelling carefully.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

2 bigger 1 cheaper 3 faster 4 farther 5 easier 6 more cheerful 7 better

Superlative adjectives

- Refer students to the customer opinions and ask them to read through the reviews and then to complete them with the superlative form of the adjectives in parentheses.
- Let students compare their answers in pairs before choosing students to share their answers with the class.

ANSWERS

1 the most amazing 2 the fastest 3 the friendliest 4 the most expensive 5 the rudest 6 the worst

Extra Resources

Go to the Teacher's Resource Center at www.macmillangobeyond.com for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets, and video scripts;
- extra vocabulary at two levels of difficulty;
- extra grammar at two levels of difficulty;
- culture lessons, with full teacher's notes;
- life skills lessons, with full teacher's notes;
- Speaking Database materials;
- the Go Beyond Level 1 wordlist;
- Test Generator for grammar and vocabulary tests for Units 1–9;
- downloadable PDF and Word tests for Unit 9;
- tips for using the Grammar Database;
- extra reading materials;
- and more!

Go to Workbook pages 104–115 for further practice material.