



5th edition

Headway



Elementary Teacher's Guide

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with photocopiable activities by Sarah Walker

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Welcome to *Headway* 5th edition.

Headway and its award-winning authors are names that have become synonymous with English Language Teaching and learning. The 5th edition balances *Headway's* world-renowned methodology with innovative and flexible new material.

This Teacher's Guide has been created for you, with all the lesson preparation, in-class support and resources you need to teach in today's classroom.

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Introduction

The Headway series

Headway has made a significant contribution to English Language Teaching for more than 30 years.

The *Headway* series has always championed a blend of methodologies:

- traditional methodology: a grammar syllabus with controlled practice, systematic vocabulary work, and reading and writing activities
- a communicative approach: a functional/situational syllabus; personalized practice; real language work in real situations; activities to encourage genuine communication inside and outside the classroom; development of all four skills – especially listening and speaking.

This blend of approaches has proved an excellent combination for English language learning, and has now become a standard for, and indeed expected of, today's ELT coursebooks.

Key features of the Elementary Student's Book

Unit Opener and Starter

Each unit begins with an opening page which presents the theme of the unit through inspiring images, and questions which generate discussion and encourage students to start thinking about the unit topic. They can also watch the video introduction to the unit by going to headwayonline.com.

The first page begins with a Starter section, which launches the grammar and/or the theme of the unit.

Grammar

The upfront, systematic, and effective treatment of grammar is a hallmark of *Headway*. At the Elementary level, we build students' confidence and knowledge of grammar by introducing new language methodically and in a logical order. New language items are presented through texts, often conversations, which students can read and listen to at the same time. The main verb forms taught are:

- *to be*
- the Present Simple
- *can/can't*
- *was/were/could*
- the Past Simple
- *Would you like ... ?*
- *have got*
- the Present Continuous
- *going to*
- Infinitive of purpose
- the Present Perfect

Other grammar areas taught are:

- *There is/are*
- Count and uncount nouns

- *some/any/a lot, much/many*
- Comparative and superlative adjectives

Grammar spots

There are Grammar spots in the presentation sections, which focus students' attention on the language of the unit. The Grammar spots are cross-referenced to the Grammar reference at the back of the book, where you and your students will find more in-depth explanations of the key structures.

Students are encouraged to go to headwayonline.com for further grammar practice.

Vocabulary

Headway has always attached great importance to the acquisition of vocabulary. Its approach can broadly be divided into three areas:

- 1 an examination of lexical systems such as: compound nouns, collocation, dependent prepositions, word building, spelling and pronunciation, synonyms and antonyms.
- 2 the teaching of new items in lexical sets such as: jobs, leisure activities, and travel.
- 3 the encouragement of good learning habits: using dictionaries, keeping records, reading and working out meaning from context.

Students are encouraged to go to headwayonline.com for further vocabulary practice.

Practice

Each unit has a wide variety of practice activities, both controlled and free, mechanical and information gap. These activities allow students to analyse the target language and use it communicatively.

Skills development

We aim to develop the four language skills, Listening, Speaking, Reading, and Writing (with special emphasis on the first two) by providing as much varied practice as the classroom setting can allow with the use of stimulating, relevant material and tasks.

Students are encouraged to go to headwayonline.com for further skills practice.

Speaking, Listening, and Everyday English

The communicative emphasis in *Headway* Elementary gives students plenty of opportunities to put language into practice.

Grammar, Reading, Vocabulary, and Writing sections are combined with speaking and/or listening activities to encourage genuine communication using the target language.

Communicative skills are also given special treatment in their own sections, with Everyday English pages at the end of each unit presenting and practising useful phrases such as telling the time, social expressions, polite requests, giving directions, requests and offers, and making suggestions.

Video

The video material provides revision and extension material through a series of interesting and varied documentary-style videos. The clips are designed to consolidate grammatical, functional and lexical areas covered in the related Student's Book, and to develop listening comprehension skills. Each video is accompanied by a photocopiable worksheet and a page of teacher's notes. The worksheets are designed to give students exercises and activities that will best prepare them for and help exploit the video.

Writing

Each unit contains a writing lesson. Each of these provides a model for students to analyse and imitate.

We introduce learners to the structure of discourse (using pronouns, linking words, combining sentences, relative pronouns).

Workbook

The Workbook is an important component as it practises, revises, and reinforces the language presented in the Student's Book providing further practice of all of the Grammar, Vocabulary, and Everyday English sections. There is a strong element of progression, from exercises that practise recognition to those that encourage production of the target items. There are also reading texts as well as a Review section in every unit.

Teacher's Guide

The Teacher's Guide offers the teacher full support both for lesson preparation and in the classroom. It includes:

- Full teaching notes for each section, with answers and audioscripts in the main body of the notes. There are plenty of suggestions, with ideas for exploiting the material with weaker students and/or mixed ability classes, for extending the Student's Book material, and for encouraging students to use English outside the classroom.
- Background notes for the Reading and Listening sections, with information about the people profiled in the texts, historical and geographical notes, and brief explanations about features of the English-speaking world.
- Cross references to relevant exercises in the Workbook.
- Photocopiable activities to accompany units with extra pairwork, group work, and vocabulary revision.

Headway Online

For students

Headway Online Practice is directly linked to each Student's Book unit, and students and teachers are directed to it throughout the unit. Students can access **headwayonline.com** for the first time via the code on the Access Card in their Student's Book. Here they can **Look again** at Student's Book activities that they missed in class or want to try again, do extra **Practice** activities, and **Check progress** on what they have learned so far. They can also get instant feedback on their progress. Students can additionally download all the course audio and video material, and other resources, such as a Language Portfolio.

In **Look again** students can:

- Review every lesson
- Try activities from the unit again
- Watch the videos as many times as they like.

In **Practice** students can:

- Extend their knowledge with extra Reading, Writing, Listening, and Speaking skills practice.

In **Check your Progress** students can:

- Test themselves on the main language from the unit and get instant feedback
- Try an extra challenge.

For teachers

Teachers can use the Access Card in the back of this Teacher's Guide to access the Teacher's Resource Centre in *Online Practice*. In addition to all the students' resources, teachers can access students' work, track their progress and scores in exercises and tests, show/hide tasks, and compare different classes.

As well as getting feedback on progress and practice tasks, students can submit their writing to teachers and record their speaking, e.g. long turns, for assessment and/or comment.

Teachers are also able to access a wide range of resources and materials to support their lessons in the Teacher's Resource Centre. These include:

- Audio files for the Student's Book and Workbook
- Video files
- Full Teacher's Notes and Answer keys
- Photocopiable activities.

Complete tests, with answers and audio:

- Entry test for the whole course
- Unit tests 1–12, in two versions covering the main grammar, vocabulary, and Everyday English syllabus for each Student's Book unit
- Stop and check tests, in two versions, revising Units 1–4, 5–8, and 9–12
- Progress tests for mid-year and end-of-year assessment
- Skills tests covering the four skills of reading, listening, writing, and speaking
- Optional listening tests 1–12
- Editable audioscripts from the Student's Book and Workbook
- Wordlists from the Student's Book with write-in lines for translations
- CEFR guide for teachers
- Collated answer key.

Finally!

Good luck in your teaching. We hope this new edition helps you in the preparation and execution of your lessons, and that you and your students find it not only useful to learn and practise your language skills, but enjoyable and thought-provoking.

John and Liz Soars

Course overview

For students

Welcome to **Headway 5th edition**. Here's how you can link learning in the classroom with meaningful preparation and practice outside.

Student's Book

All the language and skills your students need to improve their English, with grammar, vocabulary and skills work in every unit. Also available as an e-book.



Workbook

Exclusive practice to match the Student's Book, following the grammar, vocabulary, and Everyday English sections for each unit. Students can use their Workbook for homework or for self-study to give them new input and practice.

ACTIVITIES AUDIO VIDEO WORDLISTS



Online Practice

Extend students' independent learning. They can **Look again** at Student's Book activities, do extra **Practice** activities, and **Check progress** with instant feedback.

headwayonline.com

For teachers

Teacher's Guide

Prepare lessons with full teaching notes and photocopiable activities for each unit. Get ideas on how to adapt and extend the Student's Book material, and how to deal with potential problems.



ACTIVITIES TESTS TRACKING RESOURCES



Teacher's Resource Centre

All your *Headway* resources, stored in one place to save you time. Resources include: Student's Book and Workbook audio, videos, audioscripts, answer keys, photocopiable activities, CEFR correlations, teaching notes, tests, wordlists, and more.

Use the Learning Management System to track your students' progress.



To log in for the first time, teachers use the Access Card in the back of the Teacher's Guide for the Teacher's Resource Centre, and students use the Access Card in the back of the Student's Book for Online Practice.

Classroom Presentation Tool

Use in class to deliver heads-up lessons and to engage students. Class audio, video, and answer keys are available online or offline, and updated across your devices.

Class Audio



Full course audio is available on the Teacher's Resource Centre, and on audio CDs.

What's new for the 5th edition?

Headway 5th edition retains the course's trusted methodology and has been completely updated with new texts, topics, and digital resources needed for success today.

From *Headway* 5th edition Elementary Student's Book.

Teach practical, real life English that is relevant to your students' lives with new topics and themes grounded in today's reality.

Engage students with the new unit opener page. An inspiring photograph and questions introduce the unit topic and encourage students to think about issues that have an impact on their lives. Watch the accompanying video introduction in class or set as pre-work to bring the unit topic to life.



Save time with flexible print and digital resources in one place.

Download and adapt material for your students from the Teacher's Resource Centre. Track your students' progress on *Online Practice* using the Learning Management System.

headwayonline.com



Link learning in class with meaningful practice outside class with the powerful blended learning syllabus.

You and your students are all busy. That's why *Headway* 5th edition provides simple, connected materials that seamlessly guide students through learning in class and practising at home for every unit.

After using the **Student's Book** in class, students can get new grammar and vocabulary input and practice with the **Workbook** and look again at each unit, practise all skills, and check their progress with **Online Practice**.



Why do teachers trust *Headway*?

Headway has helped over 100 million students in 127 countries learn English.

Teachers from around the world explain how they have been inspired by *Headway*:

“I’ve been using *Headway* my whole life because I started learning English with *Headway* as a learner and I now work with *Headway* as a teacher! What I love about *Headway* is that it is so authentic and real.”

Karina Vardanyan, Germany



“It is very consistent and you can easily proceed from one level to another. It’s completely flexible.”

Zdenka Macháčová, Czech Republic



“*Headway* is so interesting. It provides us with different topics for discussion that speak to all students, whatever their interests and professions are.”

Maria Šćekić, Croatia



“*Headway* has helped me to overcome the challenge of implementing technology in the classroom. It has so many digital components that it can really engage your students in different ways.”

Julieta Ayub, Argentina



“*Headway* is a reliable companion for teachers and students. It is engaging, motivating and well-structured.”

Silvia Risetti Alcock, Italy



“The interesting, engaging and latest topic units to practise the four skills set *Headway* apart!”

Louise Maluda, Malaysia



“The teachers’ resources set *Headway* apart from other course materials. I personally love all the worksheets, teaching guidelines, answer keys, explanations, videos and activities for students.”

Cao Hong Phat, Vietnam



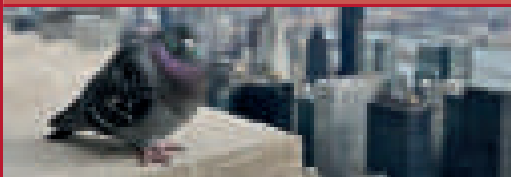
These teachers are all winners of the *Headway* Scholarship, an initiative set up by John and Liz Soars to give something back to teachers for the trust they have placed in *Headway*. Find out more at oup.com/elt/headwayscholarship.

Student's Book contents: Units 1–6

Unit	Grammar	Vocabulary
1 Nice to meet you! ➞ p9 	Verb to be p10 • am/is/are Possessive adjectives p10 • my/your, his/her Verbs - have/go/live/like p12	Opposite adjectives p15 • good/nice • hot/cold The family p16 • father/mother • husband/wife
2 Work and family life ➞ p19 	Present Simple (1) p20 • he/she/it • Questions and negatives	Opposites p25 • early/late • big/little Jobs p26 • architect/dentist/nurse
3 Time off ➞ p29 	Present Simple (2) p30 • I/you/we/they • Questions and negatives	Seasons and months p32 • winter/autumn • January/February How do you relax? p32 • running/cycling/cooking
4 House and home ➞ p39 	there is/are p40 some/any/a lot of p42 this/that/these/those p42	Prepositions of place p41 • near/next to/opposite Adjectives p46 • Adjectives for good and bad • Adverb + adjective <i>really nice</i>
5 Super U! ➞ p49 	can/can't p50 was/were/could p52	Words that go together p56 • noun + noun <i>motorbike</i> • verb + noun <i>play the violin</i> • prepositions <i>about/of/to</i>
6 Lessons in life ➞ p59 	Past Simple (1) p60 • Regular verbs • Irregular verbs • Time expressions	Describing feelings p66 • -ed and -ing adjectives <i>interested/interesting, bored/boring</i>

Reading	Listening	Speaking	Writing
A student's blog p14 Maria's blog about her stay in London	Where's Maria? p15 Five conversations with Maria in London	- Talking about you p11 & p13 Everyday English p17 - Everyday conversations	A blog p18 Writing an online journal
Worlds apart p24 The Yanomami Indians of Brazil and Amish farmers in the US	Describing jobs p26 What jobs are they talking about?	- Talking about family & friends p23 - Talking about you p25 - Talking about jobs p26 Everyday English p27 - What time is it?	Improving style p28 Using pronouns
Busy weekends p34 <i>My weekend</i>, by horse-racing jockey Frankie Dettori, and singer/songwriter Alexandra Burke	Your work-life balance p36 Do you live to work or work to live?	- Roleplay p31 - Talking about you p32, p33, p34 & p36 Everyday English p37 - Social expressions	Form filling p38 An application form
Inside the Houses of Parliament p44 A description of the Houses of Parliament	What's in your bag? p43 Zoe describes what she has in her bag	- A nice place! p41 - Project p45 - Talking about you p46 Everyday English p47 - Numbers and prices	Describing your home p48 Linking words (1): <i>and, so, but, because</i>
A talented family p54 The Kanneh-Masons – a musical family	Great talents p53 Profiles of Pablo Picasso, Marie Curie, John Lennon, and Serena Williams	- Talking about you p51 & p53 - What do you think? p54 Everyday English p57 - Polite requests	A formal email p58 Applying for a job
The meaning of life? p64 When a businessman met a fisherman	The year I was born p62 Great events from the year 2001	- What do you think? p61 & p64 - Talking about you p62 & p63 - Project p63 Everyday English p67 - What's the date?	A biography p68 Linking words (2): <i>however, went, until</i>

Student's Book contents: Units 7–12

Unit	Grammar	Vocabulary
7 Remember when ... ➞ p69 	Past Simple (2) p70 • Questions and negatives • Time expressions	Prepositions p72 • <i>in July/at night/on Saturday</i> Adverbs p76 • <i>quickly/sadly/seriously</i>
8 Love it or hate it! ➞ p79 	Count and uncount nouns p80 • <i>some, any, a lot of</i> • <i>Do you like ... ?/Would you like ... ?</i> • <i>much, many</i> a, an or some p82	Food and drink p80 • <i>tea/coffee/apple/banana</i> Daily needs p86 • <i>aspirin/plasters/shampoo</i>
9 Life in the city ➞ p89 	Comparative adjectives p90 have got p92 Superlative adjectives p92	Town and country p96 • <i>museum/market/field/river</i> Prepositions of movement p97 • <i>along/through/over</i>
10 What are you up to? ➞ p99 	Present Continuous p100 • Questions and negatives • Present Simple and Present Continuous Whose or who's? p103	Describing people p106 • Appearance <i>pretty/tall/blue eyes</i> • Clothes <i>a suit/a dress</i>
11 Going for it! ➞ p109 	going to for future p110 Seeing the future now p112 Infinitive of purpose p113	Places and activities p113 • School <i>pick your kids up</i> • Barber's <i>have a haircut</i> What's the weather like? p116 • <i>sunny/rainy/cloudy</i>
12 Have you ever ... ? ➞ p119 	Present Perfect p120 • <i>ever and never</i> • <i>yet, already and just</i> Tense revision p123	take and get p126 • <i>take photos/take a test</i> • <i>get ready/get married</i> Transport and travel p127 • <i>airport/railway station/bus stop</i>

Audioscript ➞ p129

Grammar reference ➞ p143

Extra material ➞ p149

Reading	Listening	Speaking	Writing
Hedy Lamarr and Rosalind Franklin p74 The story of two forgotten female firsts	The good old days? p71 A grandson asks his grandfather about his life	- Talking about you p72 & p76 - Talking about your life p73 - What do you think? p74 - Telling a story p76 Everyday English p77 - Special occasions	Telling a story p78 Using time expressions
We all love ice cream! p84 The history of ice cream from 200 BC to today	A meal to remember p85 Special memories of special meals	- Talking about you p83 & p86 - In your own words p84 - What do you think? p85 Everyday English p87 - Shopping in the High Street	Formal/informal writing p88 Two emails
Life at the top p94 Living the high life in skyscrapers in Australia and the US	An American in London p91 Larry compares London and New York Getting around Sherford p97	- Talking about you p91 & p96 - I've got a bigger house than you! p92 - What do you think? p94 Everyday English p97 - Directions	Describing a place p98 Relative pronouns <i>which, who, where</i>
One minute in the life of the world! p104 What's happening in one minute in our busy world?	What is happening in the world right now? p104 - The global statistics of everyday life Describing people p106 - Who is being described?	- Talking about you p101 - What do you think? p104 - Describing people p106 Everyday English p107 - Everyday situations	Comparing and contrasting p108 Linking words (3): <i>but, however, although</i>
Human towers p114 The Castellers of Catalonia and the human towers they build	Why am I going there? p113 - Rob's busy day What's the weather going to be like? p116 - A weather report	- Talking about you p111 & p113 - Roleplay p114 - What do you think? p114 - What's the weather like? p116 Everyday English p117 - Making suggestions	Descriptive writing p118 Describing a holiday
Explorers – ancient and modern p124 The story of four 21st century explorers	Who is it? p124 Descriptions of past explorers	- Talking about you p121 & 126 - What do you think? p124 Everyday English p127 - Transport and travel	A poem p128 Choosing the right word



Go to [headwayonline.com](https://www.headwayonline.com) to download the Wordlist and full Audioscript.

Vocabulary acquisition

The Elementary level

Elementary level students will already have some knowledge of the language. They may have recently completed a beginner course or they may be returning to language learning after a break and need to revise key language before being able to progress further.

The Elementary level can be a very rewarding level to teach. Although the students may have a limited range of grammar and vocabulary, the progress they make is often quick and – more so than at other levels – tangible, which provides a sense of satisfaction for both teacher and student. On the other hand, students may initially be a little frustrated at not having enough knowledge of English to be able to communicate effectively as the course progresses, but as new vocabulary is learned, they will begin to notice clear, obvious improvements in their ability.

In *Headway* 5th edition, Elementary, we introduce new language systematically and at a steady pace, allowing students to increase their knowledge of the language and build their confidence. New vocabulary is introduced gradually and there are regular controlled practice activities, allowing students to activate the language in a supported way. There are also freer practice activities where students have the opportunity to start focusing on their fluency.

The importance of learning new vocabulary

Throughout our education, from primary school to adult, vocabulary is essential to learning. Without it, communication would be impossible. Even without the correct grammatical or functional language, we are able to communicate in many situations if we have the right vocabulary, for example: *Apple juice, please* (in a restaurant) or *A first-class stamp, please* (in a post office).

Knowing a vocabulary item is also essential in developing our wider use of the language – for example, knowing the word ‘believe’ allows us to make other word forms and structures such as *believes* (Present Simple), *believed* (Past Simple), *believing* (Present Continuous), *believable* (adjective), *unbelievable* (adjective), and so on.

Which vocabulary should be learned?

There is no definitive answer to this question, but it is clear that, especially at lower levels, the vocabulary that students learn needs to be chosen according to its frequency and usefulness in different everyday contexts. In *Headway* 5th edition, Elementary, we have placed particular emphasis on the following when deciding which vocabulary items to focus on:

- **Usefulness:** Elementary level students need to build on their sets of high-frequency vocabulary which are used in everyday contexts. In *Headway* 5th edition, Elementary, the vocabulary syllabus has been mainly developed with this usefulness in mind.
- **Topics and themes:** At Elementary level, even more so than at higher levels, learning vocabulary in thematically-

related lexical sets can help students to develop their range of vocabulary. In *Headway* 5th edition, Elementary, we include lexical sets on many everyday topics, such as *The family* (p6), *Leisure activities* (p32), *Food and drink* (pp80–81), *Transport and travel* (p127). We have also chosen lexical sets that complement the grammatical input, for example, *jobs* and *free-time activities* with the Present Simple; or *shopping items* for count and uncount nouns.

- **Lexical systems:** analysing how words form patterns helps students build their vocabulary. *Headway* 5th edition, Elementary, focuses on: antonyms (p15), synonyms (p46), collocations (p56), compound nouns (p56), dependent prepositions (p56), high-frequency verbs (p126).

Acquiring and activating new vocabulary

Vocabulary acquisition is greatly enhanced when a number of conditions for learning are met. These include:

- the number of different encounters with an item of vocabulary
- a focus on meaning, form, and pronunciation
- opportunities to activate language in controlled practice situations
- a focus on fluency in freer practice situations.

Seeing and even understanding a word once will rarely result in that word being learned and becoming part of a student’s active vocabulary. The more students get to see and use a word, the more likely it is to ‘stick’. It is important that the initial exposure to new vocabulary has an explicit focus and that students’ attention is drawn to it by focusing on its meaning, form, and pronunciation.

Once a student has been exposed to a set of vocabulary and looked at the meaning, then seeing or hearing the words again used naturally in a different context, such as a reading or listening text, is a good way to increase the number of encounters with the vocabulary. For example, on pp32–33 of the Student’s Book we present leisure activities by matching the vocabulary to the photos, which is then followed by listening to five people discussing what they like doing in their free time.

Controlled practice allows students to activate and use the new target vocabulary to develop their accuracy and confidence. It also provides further exposure to support their learning. It is important that the types of controlled practice are varied and in *Headway* 5th edition, Elementary, you will find activities such as gap fills (p11), controlled speaking (p23), matching activities (p34), and many others.

By this time, students should be more confident and ready to use the vocabulary in a freer speaking practice activity. Such activities are important in order to develop students’ fluency and ability to use the vocabulary in a less-controlled environment. In *Headway* 5th edition, Elementary, we have included a wide variety of freer speaking activities, for example: Talking about family and friends (p23), Making short conversations (p42), Describing your town (p96), but as a teacher you may choose to adapt these or make your own

freer practice activities according to the needs and interests of your own classes.

Reviewing and recycling

As we mentioned in the *Acquiring and activating new vocabulary* section on the previous page, the greater the number of encounters a student has with new vocabulary, the likelier it is to become a part of their active vocabulary. In *Headway* 5th edition, Elementary, there are many opportunities to review and recycle vocabulary, both in the lessons themselves, and also in the *Workbook* and *Online Practice*.

Keep a vocabulary record

From the very first edition, *Headway* has always encouraged good vocabulary learning habits. We believe it is vital that students assume responsibility for enriching their vocabulary. This includes using a good learner dictionary, extensive reading, guessing meaning from context, etc.

Probably one of the most effective self-study tools for learning vocabulary is to encourage students to keep a vocabulary record book. Show students different ways to organize new vocabulary into their books, for example, in lexical sets, word types, opposites, etc. You can also help students with how they record new vocabulary. This might include the pronunciation, a translation, and an example sentence. It is important to acknowledge that there are many different ways to organize vocabulary records, and students should be encouraged to do this in a way that suits them individually.

Vocabulary activities and games

There are many activities and games that teachers can do with their students to practise and recycle vocabulary. Below are eight practical activities and games for reviewing and recycling vocabulary which are fun, engaging, and effective, and which are quick and easy to set up. You might want to use these as *warmers* at the beginning of class, *fillers* during the lesson, or as a *closing activity* at the end of class.

1 The vocabulary box

A very simple but hugely effective tool is to keep a vocabulary box (or bag or large envelope) in the class. New words are written on strips of paper and put into the box. There are then a number of activities that you can do in class with these: picking out a word and describing it for students to guess; giving groups of students a set of words for them to describe to each other; giving pairs of students a number of words to write a story using the words; and many other vocabulary games.

2 Back to the board

Sit one student with their back to the board and write a word on the board (so the student cannot see it). The rest of the class describe the word without saying it, for the student to guess. This can be made competitive by having two teams. Two students sit with their backs to the board and the first to get the word wins a point.

3 Crossword/Vocabulary quiz

Get students to periodically (for example, at the end of a unit or every two units) write a crossword or quiz with words from those units. This will involve choosing the words, creating the grid, and writing clues. The students then swap their crossword/quiz with other students to complete.

4 Vocab grab

This is a fun and energetic activity. Write a number of words on strips of paper (you might want to photocopy a number of sets beforehand and cut them up so each group of students has a set). Put students in groups and place the words face up on a table. You read out sentences, clues, or even a story and the students have to try to be the first to grab each word. The student who grabs the most words in each group wins.

5 Vocabulary tennis

This game is very good for reviewing lexical sets or synonyms. Students compete against each other in pairs (or it can be a group of four, playing two against two). The teacher chooses a lexical set (for example, *town and city*) and one student/team starts by saying a word belonging to that set. The other student/team must respond in a given number of seconds with another word. The first student/team who cannot name a new word in time, repeats a word already used, or who says an incorrect word loses the point.

6 Twenty questions

This game can be played to practise lexical sets, or a selection of previously learned words that the teacher selects. It often works better with nouns rather than other word types (*Jobs* on p26 of the SB is a very good one). Each student is given a word on a strip of paper that they must not look at (many people play this game by using post-it notes which the student sticks to their forehead). They then need to ask *yes/no* questions to try to guess their word. Other students can only answer with *yes* or *no*.

7 Pictionary

A very well-known and popular game which works really well in the classroom. Students work in groups, and the first person is given a word (either by the teacher or they could choose one from a vocabulary box). They must draw the word without talking, and the others guess the word.

8 Board games

It's a good idea for teachers to prepare a blank board game template which they can quickly photocopy before playing these in class. Very easy templates might include noughts and crosses (a 3 by 3 table), connect four in a row (we find a 5 by 5 table works best as 4 by 4 becomes too difficult to win, and 6 by 6 becomes rather a lot of squares), or Blockbusters (see the photocopyable worksheet on page 236 for an example).

Board games can all be used for a number of vocabulary activities, such as: the students need to give a synonym or opposite of the word in the grid to win the square; the students need to use the given word in a sentence; the students are given an anagram of a word and must unjumble it; the students need to give another word or words from the same word family; and so on.

Professional Development support

Would you like some extra tips and techniques to help your Elementary students make progress? Here are several useful books we have chosen to help you make the most of *Headway* in the Elementary classroom.

Teaching at Elementary level

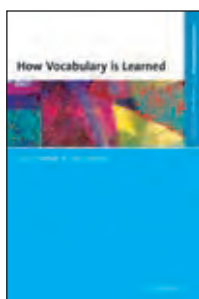
How Vocabulary is Learned

Stuart Webb and Paul Nation

This guide to vocabulary acquisition is essential reading for teachers of Elementary level students. It presents the major ideas and principles that relate to the teaching and learning of vocabulary and evaluates a wide range of practical activities.

Key questions addressed include:

- How many words should students learn at a time, and how often?
- How much time should be spent teaching vocabulary?
- Why do some students make greater progress than others?

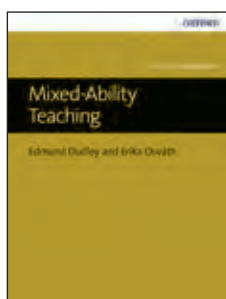


Mixed-Ability Teaching

Edmund Dudley and Erika Osváth

Teaching mixed-ability classes and achieving positive outcomes for all your students is one of the most challenging things you will face as a language teacher.

Learn how collaborative ways of working can promote a positive classroom atmosphere and offer support and challenge for every student.



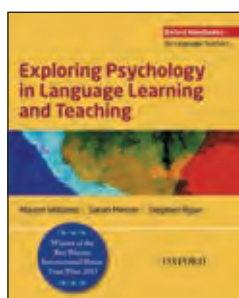
Exploring Psychology in Language Learning and Teaching

Marion Williams, Sarah Mercer and Stephen Ryan

This book explores key areas of educational and social psychology and considers their relevance to language teaching, using activities and questions for reflection.

Topics include: exploring beliefs about learning, working and relating to others in groups, the role of the self and emotions in teaching and learning, and the motivation to persist with tasks.

“This publication is not at all prescriptive but encourages teachers and practitioners to evaluate their own theories of teaching/learning and consider what is appropriate to their own settings. Verdict: a very worthwhile acquisition, accessible and thought-provoking.”
Perspectives, TESOL Arabia

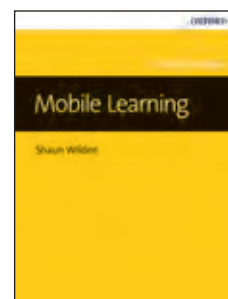


Integrating technology

Mobile Learning

Shaun Wilden

This practical guide provides clear guidance and essential support for teachers who want to use mobile devices in and outside the language classroom. It helps teachers get started with using mobile devices and apps in class. It shows how to make the most of in-built features, such as messaging, photos, and audio recording. It addresses issues such as acceptable use policies and staying safe.



Teaching with Technology

Online Professional Development

This online, self-study professional development course aims to enhance the knowledge and skills needed to successfully implement technology in to the classroom. It takes approximately 30 hours to complete and includes input on key concepts, approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.



“The websites, blogs, apps, and other digital tools suggested for class use in this course are great to try in order to reach today’s digital natives; our students.”
Umit Cebeci, Teacher in Turkey

We hope these resources are useful to you as you use *Headway* with your Elementary students. To find out more about these titles, or additional Professional Development support, visit oup.com/elt.

Introduction to the unit

As you begin *Headway* 5th edition Elementary, you are probably starting a new course with a new group of students. The main aim of this first unit is that students get to know each other and you, and that you get to know them. This is reflected in the title – ‘Nice to meet you!’ Students practise greetings and *expressions* from everyday conversations, and there is a focus on giving, and asking for, personal information.

In addition, students are presented with essential elements of grammar, including *am/is/are*, common verbs *have/go/live/like*, possessive adjectives *my/your/his/her* and possessive *’s*. Pronunciation is integrated throughout the unit, and advice is given on areas to focus on, and possible problems. Students are encouraged to make natural contractions as they speak, right from this first lesson.

The *Reading and listening* section is a text from a social media page, giving information about the writer, her language school, and the city where she’s living. There is a *Vocabulary and speaking* focus on the family which includes students listening to and completing a family tree.

The *Everyday English* section focuses on everyday conversations, including greetings, introductions, and goodbyes.

In the *Writing* section, students are able to apply what they’ve learned throughout this first unit. They receive step-by-step support to complete a blog with information about themselves, their families, and their place of study. Then, this is extended with an opportunity for them to write their own short blog entry. Students are encouraged to read their written work aloud to the class.

Language aims

Grammar

am/is/are, my/your/his/her

The verb *to be* is an essential initial building block and it is introduced and practised straight away. Students are asked to give personal information about themselves, and about other men and women, so they get a lot of practice of first and third person forms and the relevant pronouns.

Verbs – *have/go/live/like*

These very common verbs are introduced in a text about a student in London. The text is in the first person, and this is the main focus in enabling students to talk about themselves. Students practise using the verbs both in speaking and in a short writing task at the end of the lesson on p13.

Possessive *’s*

The most common difficulty with possessive *’s* at early elementary level is that it can be confused with the contracted form of *is* because they look the same. Examples: *Eve is my brother’s wife.* (possessive) *My brother’s married to Eve.* (*is*). There is a specific *Grammar spot* to help deal with this.

NB: The use of the apostrophe is something even native speakers sometimes make mistakes with!

Vocabulary

The family

A few family words are introduced in a reading and listening text: *mother, father, brother, sister, girlfriend, parents*. Then, this small set of vocabulary is extended in the *Vocabulary and speaking* section on p16. Students pair family words together, using them to describe relationships and to listen to and understand a family tree. They then talk about their own families.

Everyday English

Everyday conversations

This section covers everyday conversations when people greet each other, as well as simple transactions such as ordering a coffee, talking to a sales assistant in a shop, and introducing someone new. Students also practise saying *goodbye* at the end of the week and at the end of the day. There are phrases to use for different levels of formality.

Additional material

Workbook

The verb *be* (*am/are/is*) is practised in a range of text completion activities. Students answer questions, and complete sentences and a crossword to consolidate the family vocabulary. These activities include possessive *’s* and the use of pronouns and possessive adjectives. Country and nationality vocabulary is also practised.

Photocopiable activities

There are photocopiable activities to review grammar (*Who’s who?*), vocabulary (*Adjectives pelmanism*), and communication (*Can I help you?*) on the Teacher’s Resource Centre. There is also a worksheet to accompany the video on the Teacher’s Resource Centre.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner

Point to the title of the unit 'Nice to meet you!'.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *How are you today?* Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the title and the photos to help students understand and engage with the topic.

Grammar SB p10

am/is/are, my/your

STARTER SB p10

1  **1.1** Write *alphabet* on the board. Elicit that it means A, B, C ... For this first listen and repeat exercise, give very clear instructions. Play the recording and get students to repeat. Drill pronunciation chorally and individually. Note down any problem letters of the alphabet and model them afterwards for the students to repeat. Possible problems (and these will depend on the students' L1) are correctly differentiating between and pronouncing A, E and I, and G and J. R and Y are also sometimes tricky. If necessary, play the recording again for students to repeat from A to Z or encourage them to say the alphabet one letter at a time around the class.

 **1.1** See SB p10.

2 Focus students' attention on the three speech bubbles and nominate students to read them out. Try to help them understand that *I'm ...* and *My name's ...* are just two different options for introducing yourself – there's no difference in meaning or register.

Write the names from the bubbles on the board in alphabetical order and underline the first letters to show the reason for the sequence. Tell students this is *alphabetical order*.

Introduce yourself *Hello, I'm ...* Write your name on the board and underline the first letter.

Ask if there are any students with a name beginning with A. (If you have a register of students, you can refer to this to help start the activity.) Demonstrate standing up (and use the words *stand up* as you do it so students understand the phrasal verb). Introduce yourself again: *Hello, I'm ...* and encourage the person with the first name in alphabetical order to stand up and introduce themselves. Then search for the next, and so on.

Students sometimes find alphabetical order difficult, particularly if there are several names beginning with the same letter, so you will need to help them. Writing the names on the board is useful for this, underlining the first and next letters as necessary, e.g. Adam, Aнна, Ava.

When students have all stood up and introduced themselves, ask them to stand up in order one more time so the whole class can say *Hello*, followed by each name.

EXTRA IDEA Consolidate the alphabet by getting students to categorize the letters according to their sound. For example, *d* is pronounced /di:/ and *p* is pronounced /pi:/, so point out that these sounds belong in the same category /i:/. Write the following categories on the board and ask students to copy them into their notebooks. Go through the sounds, then put students in pairs to say the alphabet in order, one letter at a time, and write each letter next to the corresponding sound. If they find it difficult, do it together as a whole class.

/eɪ/ a h j k
/i:/ b c d e g p t v
/ɛ/ f l m n s x z
/aɪ/ i y
/əʊ/ o
/u:/ q u w
/ɑ:/ r

Hello! SB p10

Possible problems

- 1 Students may avoid using contracted forms and overuse full forms *I am from ..., she is not, they are not*. Try to encourage contractions in natural speech: *I'm from ..., she isn't, they aren't*. Model and drill them constantly. You may wish to introduce a gesture where you move your index finger and thumb together to indicate that you want a contracted form.
- 2 Having been introduced to contracted forms, students may be tempted to use them in short answers, for example, *Are you married?* * *Yes, I'm*. so you may need to correct this.

- 1  **1.2** Write your own first name and surname on the board. Point to each name and say the appropriate word. Elicit some first names and surnames from the class. Pre-teach/Check and drill the question *How do you spell that?* and briefly review the alphabet from the *Starter* section. Focus attention on the conversation. Play the recording so students can read and listen at the same time. Point out the two people in the photo and elicit that Ryan is the man.

Play the recording a second time. Ask students to repeat as a class and help them replicate the intonation and sentence stress on the recording.

Play the recording again, then get students to practise it in both open pairs (i.e. students ask and answer the questions across the room with the rest of the class listening) and closed pairs (i.e. the whole class working in pairs). Make sure students can accurately produce the contracted forms *name's*, *what's*, and *I'm*.

1.2 See SB p10.

Focus students on the blue box under the conversation. This helps students understand the use of apostrophes to indicate a missing letter in contractions. Make sure students notice the equals sign in each example and, if necessary, explain that *What's* is the same as *What is*. Explain that contractions occur when we speak naturally. Model the pronunciation of the contractions and get students to repeat after you. Ask them to find and circle the contractions in the conversation in exercise 1.

- 2 Focus students' attention on the conversation and ask them to read it, not worrying at this stage about the gaps. Elicit which person in the picture is Cathy and which is Dan. Point out the example. Give students time to write one word in each space. Refer them back to the conversation in exercise 1 if they have difficulty. To support weaker students, you could give them the first letter of each missing word.

1.3 Play the recording so students can check their answers. If necessary, play it a second time or invite a strong pair to act it out for a further opportunity to check. Highlight the use of *Nice to meet you!* as in the title of the unit. Drill this phrase chorally. Encourage students to stress the correct words in the phrase and avoid a flat tone because it needs to sound friendly.

Put students into pairs to practise the conversation and make sure they swap roles.

Answers and audioscript

1.3 Meeting people

C = Cathy D = Dan

C Hello. My **name's** Cathy. What's **your** name?

D Dan.

C **Where** are you from, Dan?

D **I'm** from Cambridge. Where **are** you from?

C **I'm from** Cambridge, too!

D Oh, nice to meet you!

- 3 Focus students' attention on the speech bubbles. Demonstrate the conversation in open pairs.

Ask all the students to stand up. Demonstrate the mingle activity with one student yourself. Encourage them to find another student to introduce themselves to. Monitor carefully and get them to swap partners regularly so they meet many other students in the class and maximize the practice. You may need to set a time limit if the class is very large.

Personal information SB p11

he/she, his/her

Possible problems

Lower-level students often have difficulty reading phone numbers and email addresses fluently. In British English, we give phone numbers using single figures 0–9, and 0 is pronounced 'oh' (whereas in American English 0 is pronounced 'zero'). Repeated numbers are usually expressed with *double*, e.g. 44 = *double four*, 555 = *five, double five* (or sometimes *triple five*). It's a good idea to prepare a list of fictitious phone numbers and email addresses from a range of countries before the first lesson to help students practise this.

- 1 Students know Ryan from exercise 1 on p10. Point to the photo of Ryan and ask *What's his name?* Then point to the photo of Charlotta and say *This is Charlotta, Charlotta Kotkova*. You could point to the photos of places and try to elicit the names: *Sydney Opera House* and *Charles Bridge, Prague*. Check comprehension of the key categories in the table and give students time to read about Ryan and Charlotta.

Focus attention on the information about reading email addresses. Write a number of fictitious email addresses on the board and get students to practise reading them aloud. Elicit the letters used at the end of email addresses in the students' countries and make sure they are saying them correctly, e.g. *.pl* (*dot P L*) for *Poland*.

- 2 1.4 Focus attention on the gapped questions and on the example. Play the recording through once and get students to complete the questions. Play the recording a second time, if necessary. With weaker classes, you could complete the questions orally as a class first, and then play the recording as consolidation.

Invite students to write the answers on the board to make sure they are using the short form *What's* and the full form *is* correctly. Point out that *isn't* is the negative, and that *n't* is the short form of *not*.

Make sure students have noticed the pronoun *he* and the possessive adjective *his* and understand that we use these for *male*, third person singular. Don't assume that pronouns work in the same way in all the students' first languages.

Answers and audioscript

1.4 Personal information

- 1 What's **his** surname? Thompson.
- 2 **What's** his first name? Ryan.
- 3 Where's he from? Sydney.
- 4 How old **is** he? 30.
- 5 What's **his** phone number? 312-555-0749
- 6 **What's** his email address? rythompson@gmail.com
- 7 Is **he** married? No, he isn't.

Get students to practise the questions and answers in open pairs. Questions with a question word tend to have an intonation pattern where the voice tone starts high and then falls, ending low. *Where are you from?*

Highlight the voice range and intonation on the questions, demonstrating how they fall. With weaker classes, be prepared to drill the forms and spend less time on the intonation. When students have practised across the class, put them in closed pairs to practise more.

- 3 🎧 1.5 This exercise highlights the use of *she* and *her* to talk about *female*, third person singular. Focus attention on the gapped questions and on the example. Play the recording through once and get students to complete the questions. Play the recording a second time if necessary. With weaker classes, you could complete the questions orally as a class first, and then play the recording as consolidation.

Answers and audioscript

🎧 1.5 Questions about Charlotta

- 1 What's **her** surname?
- 2 What's **her** first name?
- 3 Where's she from?
- 4 How old **is she**?
- 5 What's **her** phone number?
- 6 **What's** her email **address**?
- 7 **Is she** married?

Highlight the use of *he/his* to talk about Ryan and *she/her* to talk about Charlotta. Consolidate the difference by asking *What's his/her name?* and *Where's he/she from?* about the students in the class. With weaker classes, drill the questions with the whole class and correct any mistakes in the use of *he/she* and *his/her* carefully.

Get students to practise the questions and answers in open pairs before repeating in closed pairs. (Practising in open pairs first enables you to correct common mistakes, and all students benefit from the correction.) If necessary, highlight the voice range and intonation again.

GRAMMAR SPOT SB p11

- 1 This *Grammar spot* only introduces *I, you* and *he/she* forms of *be* and their respective possessive adjectives (*it, we* and *they* are dealt with on Student's Book p15). Focus attention on the positive forms in the chart. Make sure students understand that there is a long form and a short form for each part of the verb. Focus attention on the negative forms in the chart. Give some true negative examples to reinforce the meaning, e.g. *I'm not American. You aren't English.* Elicit the negative forms of *to be* for *he* and *she* and drill the pronunciation, if necessary.

Answers

Positive	Negative
I'm = I am	I'm not
you're = you are	you aren't
he's = he is	he isn't
she's = she is	she isn't

- 2 Highlight the use of the subject pronouns by pointing to yourself for *I*, and students in the class for *you, he, and she*. Give students time to write the missing possessive adjectives and then check the answers.

Answers

Pronouns	Possessive adjectives
I	my
you	your
he	his
she	her

▶▶ Refer students to Grammar reference 1.1–1.2 on p143. You could read it together in class or ask students to read it at home. Encourage them to ask you questions about it, but focus their attention on *I, you, he, and she* only at this stage.

To give them further practice, you could write some gapped questions on the board (which they are familiar with by now):

What's _____ first name?

What's _____ surname?

Is _____ married?

How old is _____?

What's _____ phone number?

(Answers: *his, his, he, he, his*)

Ask students to complete them about a man. Check together. Show students a photo of a famous man and ask them for the answers (except the phone number – though they could invent this!). Elicit answers and insist they include positive and negative. Then ask them to change their questions to be about a woman (answers: *her, her, she, she, her*). Check again and show a photo of a woman (not famous). Ask them to invent answers to the questions. Monitor and when they have finished, elicit example answers.

Talking about you

- 4 This is the students' first opportunity to personalize the language in this section, so try to make sure they work with a partner that they don't know to make the practice as realistic as possible.

SUGGESTION You can vary the interaction by making new pairs in a variety of ways.

Move one person from one end of a row or 'horseshoe' of students to the other and start pairing again from the start end.

Give students pieces of coloured paper cut in half and ask them to find the other student with the matching colour.

Ask students to line up in height order (or later in the course according to other criteria, e.g. who gets up earliest, which month their birthday is in, etc.). Then make pairs of students standing next to each other.

Ask the question *Are you married?* and elicit the answers *Yes, I am./No, I'm not.* Focus attention on the note about short answers and point out we can't say * *Yes, I'm.* With weaker classes, briefly review commonly confused letters of the alphabet for the students' L1 and how to read phone numbers. You could also elicit a range of answers to the questions across the class and drill the question forms before students do the pairwork. Remind the class that information such as a phone number and an email address do not have to be real – some students may

prefer not to give out this kind of personal data and it can be invented.

Students ask and answer the questions with a partner. Monitor and check for correct formation of questions and short answers, and for correct pronunciation.

EXTRA IDEAS You can consolidate the use of *he/she* and *his/her* by asking students to work with a new classmate and tell him/her about their partner in exercise 4.

Students can also be asked to create a new identity for themselves (first name, surname, age, home city, job). Then they can get up and interact together in a whole class roleplay as if they were at a party, asking and answering questions about each other's new details.

You can give regular practice of phone numbers (and numbers in general) and email addresses in dictation activities, either with you dictating or with the students working in pairs.

Jason's family SB p12

Verbs – have/go/live/like

NOTE

The purpose of this section is to introduce/review some high-frequency verbs to allow students to give everyday information about themselves. It is not intended to be a full presentation of the Present Simple and so students practise just the form. Don't include any questions in the Present Simple about this section, as a complete review/presentation of the Present Simple is given in units 2 and 3.

Possible problems

One issue you might encounter is confusion between contracted *is* and possessive *'s*. There are examples of both in this text and, as pointed out in the *Notes on the unit*, this is likely to be tricky for students because both forms look the same. The *Grammar spot* addresses this problem specifically and there is a chance to elicit further examples to help students' understanding.

About the text

This is a personal information text written in the first person. One man, called Jason Cole, introduces himself and gives information relating to himself, his family, his girlfriend, and his home. Some basic family words are included here and in the *Practice* section (*brother, sister, parents, mother, father, and grandmother* will need to be pre-taught or checked). This vocabulary is reviewed and extended in *Vocabulary and speaking* on Student's Book p16.

SUGGESTION When pre-teaching words and phrases at elementary level, it is a good idea to use visual prompts as much as possible, together with example situations that students can relate to. In this case, you could bring a photo of your own family to help teach the family words, or draw a family tree and complete it together. If there's a famous family that you think all the students will know, that could be a good way to teach the words as well.

1 **1.6** Pre-teach/Check *lawyer* and *girlfriend* and make sure students can pronounce them. Focus attention on the photo and say *This is Jason Cole* /'dʒeɪsən kəʊl/. Play the recording once and get students to follow in their

books. With weaker students, you could get students to point to the correct photo as they listen and read.

1.6 See SB p12.

2 Give students time to complete the sentences, using *go, have, live, and like*.

1.7 Play the recording and let students check their answers.

Answers and audioscript

1.7

- 1 I **go** to University College London.
- 2 I **have** a brother and a sister.
- 3 I **live** with my parents in a house in West London.
- 4 My family really **like** Amy!

3 Elicit possible endings to the sentences, feeding in necessary vocabulary, e.g. *college, language school, husband, wife*, etc. With a weaker group, model example sentences about yourself as further examples.

Give students a moment to write sentences about themselves, then put them in pairs to exchange their information. Monitor and help as necessary.

Possessive 's

GRAMMAR SPOT SB p12

4 Go through the *Grammar spot* with the class. Focus attention on the use of *'s* as the contraction of *is* and as an indicator of possession. Refer students back to the text about Jason. In pairs, students underline examples of possessive *'s* and circle examples of *'s* as the contraction of *is*.

Answers

is: he's 16 and he's at school, She's 25, she's married, She's lovely
Possession: My sister's name is Emily, her name's Amy

▶▶ Read Grammar reference 1.3 on p143 together in class and encourage students to ask you questions about it.

A personal example will aid their understanding of this point and help them remember. Ask them to write the name of one of their mum's or dad's brothers or sisters. Tell them to make a sentence: _____ (name) *is my mum's/dad's* ... Then ask *Where's he/she from?* And ask them to write a full answer: *He's from .../She's from ...* Tell them to circle the *'s*, which is the contraction of *is* (in the second sentence) and underline the possessive *'s* (*my mum's/dad's*).

5 Focus attention on the example. Get two strong students to model the example question and answer. Ask *Who's Ethan?* and elicit the answer (*He's Jason's brother.*). Put students into pairs to ask and answer the questions. Monitor and check for correct use of the possessive *'s* and contracted forms of *to be*. Also make sure students are using the correct male and female pronouns, which they studied on p11.

Answers

- Who's Ethan? **He's Jason's brother.**
- Who's Emily? **She's Jason's sister.**
Who's Andrew? **He's Jason's father.**
Who's Megan? **She's Jason's mother.**
Who's Amy? **She's Jason's girlfriend.**
- What's his father's job? **He's a lawyer.**
- What's his mother's job? **She's a teacher.**

EXTRA IDEA Students will need regular reviews of the possessive 's. You can do this in a later lesson by asking ten or so students for a photo or other personal item. Put them all in the middle of the room. Students then have to point to a photo/an object and say *That's my sister; That's Maria's mobile*, etc.

Practice SB p13

be – am, is, are

- This exercise consolidates a range of forms of the verb *to be*, including questions and short answers. Get students to complete the sentences, working individually. Monitor carefully and assist any weaker or struggling students.
- 1.8** Give students time to check their answers in pairs, then play the recording for a final check.

Answers and audioscript

1.8 The verb to be

- Where **are** you from?
- A Are** you from London?
B Yes, I am.
- A How old are** you?
B I'm 17.
- A Are** your sisters married?
B No, they aren't.
- I like you. You're my friend.
- Marta **isn't** from Italy, she's from Hungary.
- A Is** your mother a doctor?
B No, she isn't.
- I'm not** German, I'm French.

- This exercise gives further practice in distinguishing the meaning of 's – short form of *is* or possession. Focus attention on the examples, then get students to complete the task, working individually. Elicit answers from the class. If there is disagreement, write the sentences on the board for analysis with the whole class.

Answers

- My name's Juan. 's = **is**
- My sister's friend isn't married. 's = **possession**
- Anna's Italian. 's = **is**
- She's a teacher. 's = **is**
- Her brother's wife isn't English. 's = **possession**
- My mother's name is Grace. 's = **possession**

Pronunciation

- 1.9** This exercise tests students' ability to listen carefully and discriminate between similar words and phrases. (There are several exercises like this throughout the Student's Book.) Make sure students understand *tick*. Play number 1 as an example and elicit the correct sentence (b). Play the rest of the recording. Students tick the sentences they hear.

Check answers together. You could help students to produce the difference by modelling the pairs of sentences for students to repeat.

Answers

- 1 b 2 a 3 a 4 b 5 b 6 a

1.9 Pronunciation

- She's from Italy.
- What's his name?
- We aren't English.
- He's a teacher from England.
- My sister isn't married.
- Your French is good.

Spelling

- Briefly review the alphabet, prioritizing letters that students have problems with, and the use of *double* for spelling (e.g. *Swiss* = s, w, i, double s). Point out that numbers 1–3 are names and that 4 and 5 are email addresses. You could elicit *at* and *dot* for the email address symbols, which students studied on p11.

Explain that students will hear the information in a short context, but they should listen for just the missing letters and parts of the email addresses.

- 1.10** Play number 1 as an example and elicit the missing letters, writing the complete name on the board. Play the rest of the recording without stopping. If necessary, play the recording again to allow students to complete any missing answers. Check the answers by getting students to write them on the board to make sure they have recorded the dots correctly in the email addresses.

Answers

- VANESSA
- JOSEPH BOWEN
- KATIE MATTHEWS
- l.hunt8@mailserve.com
- zac.yates@plusmail.co.uk

1.10

Names

- My name's Vanessa. That's V-A-N-E-double S-A.
- My first name's Joseph. That's J-O-S-E-P-H. My surname's Bowen. That's B-O-W-E-N.
- My name's Katie Matthews. That's Katie, K-A-T-I-E, and Matthews, M-A-double-T-H-E-W-S.

Email addresses

- My email address is l.hunt8@mailserve.com. That's L dot H-U-N-T eight, at mailserve dot com.
- My email address is zac.yates@plusmail.co.uk. That's Zac, Z-A-C, dot Yates, Y-A-T-E-S, at plusmail dot co dot uk.

Talking about you

- This exercise consolidates the verb *to be* in a range of persons and using positive and negative. It allows students to make true sentences about themselves. Pre-teach/Check *at home*, *in class*, and *in a café* by using pictures or simple explanations. Suitable pictures could be found online or in magazines. They should be appropriate to the students' culture and large enough to see from the back of the room (projected onto an interactive whiteboard if one is

available). Students may also have their own real photos of these situations on their smartphones which they could show you and/or their classmates.

There can be no set answers for this exercise (likely suggestions below), but monitor and check students haven't made mistakes in the forms of *to be*. Get students to compare their answers in pairs. Encourage them to read their sentences aloud to each other (not just read their partner's sentences).

Possible answers

- 1 I'm not at home.
- 2 We're in class.
- 3 We aren't in a café.
- 4 It isn't Sunday today. It's ...
- 5 My teacher's name isn't Richard. It's ...
- 6 My mother and father aren't English.
- 7 I'm/I'm not married.
- 8 My grandmother is/isn't 75 years old.

Writing

- 6 After quite a lot of oral class work, the silent, individual work in this exercise provides variety and balance. Focus attention on the sentence starters and elicit a range of possible endings. The starter *I'm a ...* requires a job or the word *student*. As students work, monitor and try to provide the words for different students' jobs so they can write about themselves realistically. Build a list of these on the board so they can be useful for everyone in the round-up at the end. In the sentences about family, point out that students can change the key word, e.g. *sister* → *brother*; *father* → *mother*. Give students time to write about themselves, using the sentence starters. Circulate and help with spelling and writing skills. Make sure that you give the quieter students attention, too – they may be struggling, but are too timid to ask for help directly. Students read their sentences to the class, or to their classmates in small groups. Don't overcorrect students if they make a lot of pronunciation mistakes; the aim is for students to show what they can do, and to say a little about themselves and their families. (If you are short of time, students can do this task for homework.)

Additional material

For teachers

Photocopiable activity – Grammar: *Who's who?* pp167–8

For students

Online Practice – *Look again*

Workbook pp7–8, exercises 1–6

Reading and listening SB p14

A student's blog

About the text

This is the first piece of extensive skills work in *Headway* 5th edition Elementary. The aim of this section is to recycle key language and expose students to new language in a relatively natural context. The choice of text type or 'genre' (a social media page) will be familiar to the majority of students and reflects communication in the real world.

There are a large number of visual cues, as on a real social media page, to help students understand the text. Students will quickly make the connection between this text and the one on p12 – Jason Cole and his family are the English family who Maria is staying with.

After a lead-in and vocabulary work, students read and listen to the social media page at the same time. This technique is used only in the early stages of the book to help build confidence. Elementary learners typically find reading easier than listening because they can recognize cognates without the interference of different pronunciation. However, if they read the text silently at their own speed, they could become distracted by unknown and unimportant vocabulary. Reading and following the recording allows them to follow the material in a more fluent way.

The places mentioned on the page are:

Notting Hill – a fashionable area of West London, famous for its annual carnival.

Covent Garden – an area of central London full of shops and places to eat, also the location of the Royal Opera House.

The National Gallery – a public art gallery, which contains a large collection of mostly European art.

The Underground – the name of the metro train system in London, also called *The Tube*.

The following words/phrases from the text might be new and you will need to pre-teach them: *speak fast, understand, in the centre (of a city), international, young, theatre, park (n), gallery, free*. Teach/Elicit from students that *a post* is a piece of writing on a website. Point out that *post* can also be a verb – the action of writing a post and uploading it. This is useful for students to be able to understand *posted on + date*. Also teach *home page* (the first page of a website which gives basic information and links to other pages). There are also a number of country names in the text which you could teach/check using a map: *Italy, Hungary, Japan, China, Egypt, and Switzerland*.

Students will also probably need your help with the adjectives in the box in exercise 2. With adjectives such as these, it can be good to get students to categorize them according to whether they are positive or negative in meaning. You can ask students to think of a person or thing they commonly associate with the adjective because this may provide a hook for them to remember the word. Another good technique is to help students learn pairs of opposite adjectives – as shown in exercise 7 on p15. Make sure you model and drill pronunciation and mark the word stress on words with more than one syllable (see pronunciation in note 2 below).

- 1 With books closed, introduce the topic by writing *London* on the board and letting students tell you anything they know. Don't expect correct English or full sentences at this initial stage – the idea is to engage their interest, so even one or two words are acceptable.

Refer them to the photos at the top of the social media page and elicit information about what's in the photos: the London Eye and a traditional red double-decker bus; the London Underground – this station is Piccadilly Circus. Elicit the names of any other places that students know in London (see notes in *About the text*).

- 2 With weaker students, you may want to pre-teach/check the adjectives now if you haven't already done so. Check and drill the pronunciation of the following adjectives, which can cause problems: *beautiful* /'bju:tɪfl/, *friendly* /'frendli/, and *interesting* /'ɪntrəstɪŋ/ (which looks as if it should have four syllables, but is pronounced with just three).

Check students understand the idea of noun + adjective collocation. (In many languages, adjectives come after nouns. Students may also want to add plural -s to adjectives, if this happens in their own language, so point out that adjectives always keep the same form in English.) Also check students understand the use of *a/an* in sentences 1 and 4: *a* + adjective beginning with a consonant; *an* + adjective beginning with a vowel. Elicit two examples, e.g. *a beautiful city/an expensive city*.

Put students into pairs to complete the sentences. Monitor and help as necessary. Elicit a range of possible answers in a short feedback session. Ask students to justify their answers in simple English as best they can. Try not to let students give their reasons in L1!

SUGGESTION This may be a good time to talk to students about effective methods for recording and learning vocabulary. Whether it is a set of words like these adjectives, or incidental vocabulary picked up from reading or listening, students can use the following strategies to keep good records in their notebooks:

- Write the part of speech (*noun, verb, adjective*).
- Include any prepositions commonly used with the new word, or record the word in the context of the phrase where it appeared.
- Make a note of pronunciation (word stress and any difficult sounds).
- Write a translation.
- Write an example sentence relating to the student's own life so that it may be more memorable.
- Perhaps write a synonym or the opposite word if appropriate.

Possible answers

- 1 London is an **expensive** city.
- 2 The people are **nice**.
- 3 The weather isn't **sunny**.
- 4 English isn't a **difficult** language.

- 3 See the note about which vocabulary to check in *About the text*. Focus attention on the photo of Maria. Explain that she is a student in London and that the Coles are the English family she lives with. Remind them that they learned about Jason Cole on p12 and elicit anything they remember about him.

🔊 **1.11** Bring the focus back to Maria. Make it clear that the audio is the same as the text on the page. Play the first two lines of the text and get students to follow in their books. Focus attention on the examples. Play the rest of the recording and then get students to complete the *true/false* task. Give students time to compare their answers in pairs and correct the false sentences. Remind them to look at the text if necessary. Check answers with the class.

Answers

- 1 ✓
- 2 ✗ She isn't in Madrid. She's in London.
- 3 ✗ Andrew and Megan don't have two sons. They have two sons and a daughter.
- 4 ✗ Maria isn't in a small school. She's in a big school.
- 5 ✓
- 6 ✗ The students in her class aren't all from Europe. They're from all over the world.
- 7 ✓
- 8 ✗ The National Gallery isn't expensive – it's free.
- 9 ✗ The Underground isn't difficult to use – it's easy to use.
- 10 ✗ The food isn't bad – it's great.

🔊 **1.11** See SB p15.

- 4 Students often have problems with the formation of questions, so this task provides further practice. Focus attention on the example and remind students to focus on the answers to help them form the questions. They can look back in the text for further help. Give students time to complete the questions, working individually. Then put them in pairs to ask and answer. Monitor and check for accurate question formation.

🔊 **1.12** Play the recording for students to check their answers. Students practise the questions and answers again. If necessary, drill the questions for pronunciation practice, encouraging accurate intonation.

Answers and audioscript

🔊 1.12 Questions about Maria

- 1 **A** Where's Maria from?
B Spain.
- 2 **A** Where's her school?
B In the centre of London.
- 3 **A** What's her English family's name?
B Cole.
- 4 **A** Where's their house?
B In Notting Hill, in West London.
- 5 **A** How old are the two brothers?
B Ethan is 16 and Jason is 21.
- 6 **A** What's Debbie's job?
B She's a teacher.
- 7 **A** Is the weather OK?
B Yes, it is. It's cold, but sunny.

- 5 You could focus attention on the phrase at the end of Maria's social media page: *Check out my photos* and elicit that it means *look at my photos*. Give students a few minutes to talk about the photos in small groups. Elicit a range of answers from the class.

Possible answer

We can see Maria with her English family at home; we see her in her first class at her English school and with Debbie, her teacher. The final photo is of Maria in a park in London.

Listening SB p15

- 6 This is the first listening task in *Headway* 5th edition Elementary without some written support. Reassure the students that the conversations are very short and they only have to listen for the key information to complete the chart. Tell students they are going to listen to Maria in five different situations. Focus their attention on the chart and

the two questions which form the headings. Point out that the people they need for the second column are all in the box above. Go through this vocabulary, especially the job words *gallery attendant* and *waiter*. Ask students to find which post on Maria's page includes *galleries* (the last section dated April 15). Elicit or teach that a waiter can work in a café or a restaurant and that Maria uses both words on her social media page. Also, make sure they remember that she said her teacher is called Debbie. You could ask them to guess which country the student called Carlos is from.

1.13 Play the first conversation as an example so students can hear the information already written in the chart. Play the rest of the recording, pausing after each conversation to give students time to record their answers. Check answers with the class.

Answers

	Where's Maria?	Who is she with?
1	In Notting Hill	Andrew Cole
2	At school	Debbie, her teacher
3	At school	Carlos, a student
4	At the National Gallery	a gallery attendant
5	In a restaurant/café	a waiter

1.13 Where's Maria?

A = Andrew M = Maria D = Debbie C = Carlos W = woman

- 1 A Goodbye, Maria! Have a good day at school!
M Thank you. And you have a good day at work!
- 2 D Good morning, Maria! Where's your homework?
M It's here, Debbie.
- 3 M Hello, Carlos! Where are you from?
C I'm from Mexico.
- 4 M One student ticket, please.
A The National Gallery is free.
M Oh, great! Thank you!
- 5 M Tortilla, and a coke, please!
W Certainly. ... Here you are.
M Thank you.

If you have time, refer students to the audioscript on p129 and let them practise the conversations in pairs. Teach the meaning and pronunciation of the functional language: *certainly* and *here you are*. You may also need to drill longer/tricky words as a class before they start: *Mexico*, *ticket*, *National Gallery*, *tortilla*. Put them in closed pairs and label one student Maria (to do all the parts marked M). Monitor and note any mistakes. Correct them as a class and then get students to swap roles.

Vocabulary

- 7 Focus attention on the example and use facial gestures/ mime to make the meaning of the adjectives clear and to highlight the concept of opposites. Get students to work in pairs or small groups to pool their knowledge. With weaker students, write the missing opposites (see *Answers* below) on the board in random order for them to match. Check the answers with the class, drilling the pronunciation of the adjectives as necessary. You could ask students to mark the stress on words with two syllables or more. Word and sentence stress are very important in English. It's called a

stress-timed language, and putting emphasis on the wrong syllable of a word can lead to misunderstandings. Students should be encouraged to mark, practise, and memorize word stress as part of learning new words.

Answers

- 1 nice 2 small 3 cold 4 bad 5 expensive 6 young
7 fast 8 difficult

SUGGESTION You could give students further practice with the adjectives in this section by giving the names of countries, cities, famous people, names of cars, etc. and eliciting possible descriptions, e.g. *a Ferrari – a fast car/an expensive car*; *Brazil – a sunny country/a beautiful country*.

There may be particular local knowledge you can exploit about famous local people, towns, shops/restaurants, etc. that all the students know. (The more relevant to the students' situation, the more likely they are to relate to the examples and to remember.) You could also use images from the Internet which provide good examples to enable students to use the adjectives.

Make sure they are using the correct adjective + noun word order and that they aren't pluralizing the adjectives if using a plural noun.

GRAMMAR SPOT SB p15

This section reviews and extends the positive forms of the verb *to be* and the possessive adjectives that students first encountered in the Student's Book pp10 and 11.

- 1 Focus attention on the example, *I am*. Then get students to complete the chart, referring to Maria's social media page, if necessary. With weaker students, you could do this on the board together first, then wipe/hide the writing and ask them to do the exercise individually. Make sure students provide the full forms, as in the examples. Check the answers.

EXTRA IDEA You could get students to tell you the contracted forms and ask them to look back in Maria's blog to find examples of some of them (*I'm*, *They're*, *It's* and *She's*).

Answers

I **am** he **is**
it **is** they **are**
you **are** she **is**
we **are**

- 2 Focus attention on the examples. Then get students to complete the chart, again referring to Maria's social media page if necessary. Check the answers.

Answers

I, **my** we, **our**
she, **her** he, **his**
you, **your** they, **their**

►► If necessary, read Grammar reference 1.1–1.2 on p143 again. For further practice, you could write some wrong sentences on the board. Tell students they all have a mistake. Put students in pairs to identify where the mistake is and how to correct it. Do a demonstration together with some sentences containing mistakes, e.g. *We is from Spain. It is they house. It aren't their bag. She name is Rachel. You isn't American. Smith is he surname. What is you phone number? Who's her?*

VIDEO In this unit students can watch a video about the city of London and find out what visitors like about it. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *London*

For students

Online Practice – *Practice*

Vocabulary and speaking SB p16

The family

SUGGESTION If possible, it's a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit in a circle and talk about the photos slowly but naturally, while passing them around. Encourage students to ask questions, following the models in exercise 4 on p14.

This section reviews and extends the family words students learned on Student's Book p12. Introduce the topic by talking about your immediate family in a natural way, but using the language students have learned, e.g. *I have a ...*, *My mother's name is ...*, *She's (age)*, etc. (Students don't need to do this yet, but will be able to by the end of the lesson.)

- Focus attention on the chart and the example. Elicit another example, e.g. *husband* and *wife*, to show that the words work in male and female pairs. Students work in pairs to complete the chart using the words in the box. Monitor and help as necessary. Check the answers and drill the pronunciation of all the family words. Students may need help with the word stress, vowel sounds, and silent letters in the following: *grandmother* /'grænməʊðə(r)/, *grandfather* /'grænfɑːðə(r)/, *niece* /niːs/, *nephew* /'nefjuː/, *aunt* /ɑːnt/, *daughter* /'dɔːtə(r)/.

Answers

father and **mother**

husband and **wife**

son and daughter

brother and sister

grandfather and **grandmother**

uncle and **aunt**

nephew and **niece**

boyfriend and girlfriend

- This exercise consolidates the vocabulary from exercise 1 and also introduces *cousins*, *children*, and *parents*. Focus attention on the example and then give students time to complete the sentences, working in pairs. Check the answers, drilling the pronunciation of the words as necessary, especially the stressed vowel sounds in *cousin* /'kʌzn/ and *parent* /'peərənt/, which are often mispronounced.

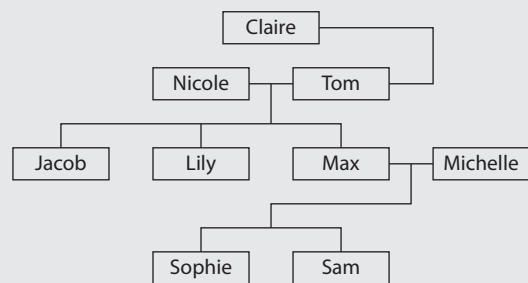
Answers

- | | |
|---------------|------------|
| 1 grandfather | 6 niece |
| 2 grandmother | 7 parents |
| 3 aunt | 8 children |
| 4 uncle | 9 cousins |
| 5 nephew | |

- 1.14 Students have met all the vocabulary now and so should be able to match the names to the people in the family tree without too many difficulties. Focus attention on the family tree. Ask *Who's Max?* and get students to point to the correct person in the family tree. Explain that students are going to hear Max talking about his family. Check the pronunciation of the names in the box.

Now focus attention on Max and play the recording as far as ... *he's 25*. Say *Jacob?* and get students to point to the correct person in the family tree (*Max's brother*). Repeat for Lily (*Max's sister*). Play the rest of the recording to the end and give students time to check their answers in pairs. With weaker students, pause the recording after each piece of key information. Play the recording again, if necessary, to let students check/complete their answers. Then check with the class.

Answers



1.14 Max's family

Max

My family isn't very big. I have a brother, Jacob, he's 25, and a sister, Lily, she's 18. They're not married. I'm married, my wife's name is Michelle. We have two children, a daughter, Sophie, that's S-O-P-H-I-E, she's 4, and a son, Sam, he's only six months old. We live near my parents. My dad's name is Tom, and my mum's name is Nicole, that's N-I-C-O-L-E. She's French. My grandmother lives with them – her name's Claire. She's my dad's mum.

- Demonstrate the activity by writing the names of people in your family on the board and talking about them. Try to include one plural example. Give the information quite slowly but naturally, and then ask a few questions to check understanding, e.g. *Who's this?*, *How old is she?*, *Who are ... and ... ?*, etc. Students write down the names of some of their relatives on a piece of paper. Model the example questions and answers in open pairs, encouraging the correct stress patterns. Students then exchange pieces of paper with a partner and ask and answer questions about each other's families. Monitor and check for correct use of *be*, possessive *'s*, and possessive adjectives. Correct any common errors with the whole class after the pairwork, but don't over-correct during the task.

NOTE

In some families, where couples have re-married, students may wish to be able to explain the concepts of *step-* and

half- members of their families. It is appropriate to respond in this case by giving them the words they need, e.g. *step-father, half-sister*, etc.

- 5 Make new pairs. Demonstrate the activity with two strong students. Give students time to exchange information in pairs. Some students may try to ask follow-up questions that require the Present Simple, e.g. *Where do they live?* Just note this if it happens, but don't give any correction/explanation if students make mistakes. The Present Simple is covered in Units 2 and 3.

EXTRA ACTIVITIES Get students to draw their own family tree as a mini-project for homework (and have their family photos ready if relevant/possible). Divide the class into new pairs and get students to ask about each other's family. Then ask a few students to choose someone in a family tree or in a photo and give a brief description of him/her. The person can be from their own or their partner's family.

Give students further practice on families and possessive 's by referring to famous people. Draw the family tree of a famous family, e.g. the British or Spanish royal family, and get students to ask and answer questions with *Who?* Alternatively, you can prepare *true/false* statements about the family relationships. You could also try a quiz based on famous people. Prepare questions based on relationships that you expect your students will know, e.g. *Who's Brooklyn Beckham?* (He's David Beckham's son.). Be prepared to modify the questions to suit the age and experience of individual groups.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Adjectives pelmanism* pp169–70

For students

Online Practice – *Look again*

Workbook p6, pp9–10, exercises 1–5

Online Practice – *Practice*

Everyday English SB p17

Everyday conversations

This section introduces and practises phrases for short conversations in everyday situations.

- 1 This exercise revises the language used in greetings, both in informal and slightly more formal situations. Write on the board *Hi, Pete!* and *Good morning, Mr Simpson*. Ask *Which conversation is with a friend?* and elicit *Hi, Pete!* Explain that some of the phrases in the boxes are for talking to friends (informal) and some are for talking to people you don't know very well (more formal). Give students time to read all the phrases in the boxes.

Choose a confident student and elicit the following model: **T** *Hi, (name of student). How are you?* **S** *I'm fine, thanks. And you?* **T** *All right, thanks.* Elicit a more formal model, using two confident students.

Put students in closed pairs. They continue building conversations using the lines in the boxes. Monitor and check for appropriate use of the greetings and for pronunciation, particularly voice range. If students

seem to be using the phrases rather randomly, give some further examples yourself of formal and informal conversations, or move on to the listening in exercise 2.

- 2 **1.15** Tell students that there are four short conversations on the recording, each in a different situation. Play the recording, pausing after each conversation to ask *Friends or not?* (conversations 1 and 2 are friends; 3 and 4 aren't friends and are slightly more formal). Play the recording again as a model and get students to repeat chorally and individually, copying the intonation patterns to avoid sounding flat.

1.15 Everyday conversations

- 1 **A** Hello, John! How are you?
B I'm OK, thank you. And you?
A Good, thanks.
- 2 **A** Hi, Jill! How are you?
B I'm all right, thanks. And you?
A Not bad, thanks.
- 3 **A** Good morning, Mr Jones. How are you today?
B I'm very well, thank you. And you?
A I'm fine, thank you.
- 4 **A** Hello, Mrs Fox. How are you?
B Fine, thank you. And you?
A Not bad, thanks.

- 3 Focus attention on the photos. Ask *Who are the people? Where are they?* about each one. Elicit the missing words in conversation 1 with the whole class (see *Answers* below). Students work in pairs and complete conversations 2–6 with the phrases given. Monitor and help as necessary.

1.16 Play the recording and let students check their answers. If students query any of the grammar in the phrases, e.g. *Can I ... ?*, refer the students back to the context and explain the use in relation to the situation. There's no need to go into a grammatical explanation of *can* at this stage.

Answers and audioscript

1.16 Everyday conversations

- 1 **A** It's time for school. **Bye**, Mum!
B Goodbye, darling! **Have** a good day!
A Thanks. See you **later!**
- 2 **C** Morning! **How** are you today?
D I'm fine, thanks. **Can** I have an espresso, please?
C Yes, **of course**. Anything else?
D No, thanks.
- 3 **E** **Good afternoon!** Can I **help** you?
F No, thank you. We're **just** looking.
E That's fine.
- 4 **G** Bob, **this is** Jane. She's from our New York office.
H Hello, Jane. **Pleased** to meet you.
I Hello, Bob. Nice **to meet** you, too.
- 5 **J** Thank goodness it's Friday! **Bye**, Simon!
K Bye, Jeff. **Have a good weekend!**
J Thanks. Same **to you**.
K See you on Monday.
- 6 **L** **Good night!** Sleep **well!**
M Nigh' night! **See you** in the morning!

- 4 Students practise the conversations with a partner. Then ask them to choose one of the conversations to remember and act out for the rest of the class. Give them plenty of rehearsal time. Encourage them to cover the conversations and practise remembering. Acting out conversations can improve students' pronunciation considerably. Remind them of the importance of voice range. If students have problems, play relevant

conversations from exercise 3 again and get students to repeat chorally and individually.

SUGGESTION Encourage students to use the phrases in exercise 3 in class whenever appropriate, e.g. saying hello and goodbye at the start and end of class, introducing someone, asking for something with *Can I have ... ?* You could put key phrases on a classroom poster to refer to.

As an extension activity, strong students could think of other situations when these phrases would be useful, and write or act out parallel conversations.

Additional material

For teachers

Photocopiable activity – Communication: *Can I help you?* pp171–2

For students

Online Practice – *Look again*

Workbook p11, exercises 1–2

Online Practice – *Practice*

Writing SB p18

A blog

Writing an online journal

NOTE

This is the first main writing activity in *Headway* 5th edition Elementary. Students are provided with a clear framework for each section of their writing. This blog activity builds upon the format they saw in Maria's social media page, Student's Book pp14 and 15. This is also an integrated skills activity as there's a speaking stage in which students talk about their blog and read a section aloud to the class. You could get students to do the main writing task (exercise 4) for homework, but it's worth spending some class time preparing students for the writing, particularly with weaker classes.

On this page, a partly completed template has been provided to make this first writing lesson less daunting and more fun than writing on an empty page. Students can gain confidence through this step-by-step approach and finally produce some sentences by themselves at the end.

- 1 Ask the questions to the whole class. If any students write a blog in their own language, ask what they write about. Check they understand that the *blog* is the writing itself and the *blogger* is the person who writes.
- 2 Remind students that they read part of an online journal earlier in this unit – Maria's social media page. Check/ Elicit the meaning of *post* (both noun and verb) in the context of writing a blog. Ask them if they can remember any topics that Maria wrote about in her posts (*a welcome section with personal information, the first day at English school, information about London*).

Focus attention on the three sections in the blog on this page. Give students a few moments to read through the sections and think about possible information they can include. Elicit a range of possible answers from the class. Feed in any necessary vocabulary, checking both

spelling and pronunciation. Students complete the blog individually.

- 3 Ask two confident students to demonstrate the activity. Remind the student who is talking not to read all of the text aloud, but to use the notes to help him/her remember key information. The student who is listening should show interest and ask a few simple questions if possible. Divide the students into pairs to talk about their blog. Monitor and note down any pronunciation problems. Correct these with the class later.
- 4 Brainstorm possible topics for the last part of the blog, e.g. *a favourite sport/music/food/city/possession*. Remind students that they should choose topics that they can write about in the Present Simple, using *be* and other verbs they know: *have/go/live/like ...*

Weaker students need a lot of guidance – the easiest topic may be to write about another student in the class, as they have already shared personal information with some of their classmates. Another option would be to refer students back to Maria's social media page section about London on p15 and ask them to write a similar entry about a place they know well.

As a guideline, ask them to write three sentences, with the understanding that stronger students can attempt more. They can make notes about the topic in class time. Feed in any necessary vocabulary, checking both spelling and pronunciation. If you set the writing task for homework, remind students to check their work when they have finished. If you do the writing task during class time, monitor students carefully and help as necessary. You could put students in pairs to read and check each other's work if you think it's appropriate.

Students can now try reading aloud to the class. Give students a few moments to read their blog to themselves and prepare to read it aloud. Monitor and help, checking for potential pronunciation problems. There might not be time to hear every student in a single lesson, so make a note of today's speakers and set up a timetable of who will read their blog in the next day's lesson or spread this over a few lessons. Don't make the less confident students wait until the end! An alternative is to split the class in half so that each student reads aloud to a group. In this case, monitor carefully.

You can assess how well students have done from this oral stage, but you could also collect the written work for marking to find out what kinds of spelling errors are occurring and deal with them in a subsequent lesson.

Additional material

For students

Online Practice – *Practice*

Workbook p11, *Review*, Grammar 1–2, Vocabulary 1–3

Online Practice – *Check your progress*

2 Work and family life

Introduction to the unit

The themes of this unit are jobs and people's work, and home routines. These themes lend themselves to the practice of the grammatical aim – the third person singular of the Present Simple, including how we use it in negatives, questions, and short answers.

There are short texts about different people and the jobs they do, and fact files to complete about two famous people. The *Reading and speaking* skills section includes a text about two very different cultures and how people live their lives within these cultures.

Students listen to people talking about their family and friends' jobs and routines in a dedicated *Vocabulary and listening* section, and this leads to them talking about their own family and friends.

The *Everyday English* section focuses on asking for and telling the time.

The *Writing* section recycles previous work on pronouns and possessive adjectives. Students read a text about an actress and use pronouns effectively to rewrite it with a more natural style, eliminating unnecessary repetition.

Additional material

Workbook

Students match sentences to pictures of jobs to practise *he/she/it* and the Present Simple. Their knowledge of this tense and of common verbs is consolidated in a range of exercises about one person's daily routine. Question forms and negatives are practised a number of times through sentence completion and question-and-answer tasks. There is a wordsearch activity to further practise jobs vocabulary, and common verb + noun collocations are also revised.

Photocopiable activities

There are photocopiable activities to review grammar (*Present simple dominoes*), vocabulary (*What does she do?*), and communication (*What time ... ?*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

Present Simple (1) – *he/she/it*

Students continue to expand their knowledge of the Present Simple. More verbs are introduced in short texts about people's jobs and daily routines. Students get extensive practice throughout this unit of third person -s. They are also presented with questions and negatives, again focused on third person singular forms, so that by the end of the unit they are capable of asking and answering questions about people they know, their jobs, and basic daily routines.

Vocabulary

Jobs

A set of useful jobs vocabulary is presented, and students learn how to describe the essential duties of these jobs.

Everyday English

What time is it?

Students learn two different questions for asking the time and practise using the common conventions of *o'clock*, *quarter past*, *half past*, and *quarter to*. By the end of this section, they have practised saying specific times, and also some natural ways in which we approximate about the time: *nearly*, *about*, *just after*.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Work and family life'.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind them of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *Do you have a big family?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online. As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for activity:

- 1 Put students into pairs and ask them to discuss their answers. Ask them to justify their choices.

Answers

Vietnam

- 2 Ask students to discuss in pairs what is in the photo. Focus the students on both what is happening as well as what they can see.

Possible answers

Woman and child – the woman is looking after the child whilst gathering food/crops.
The woman is wearing traditional clothes and carrying a basket.
The child is also wearing traditional clothes and is carrying a teddy bear.
They are in a large rice field, with trees, rice terraces, and a barn.

Grammar SB p20

Present Simple – *he/she/it*

SUGGESTION There will be some new vocabulary in all of the texts in *Headway* 5th edition Elementary, including the ones used for grammar presentation, so it is a good idea to develop strategies for this.

If you have a particularly keen and diligent group, you can plan ahead and write a list of vocabulary on the board for students to copy and check at home before the next lesson, using dictionaries or translators.

Alternatively, you can set aside a certain portion of time at the start of the lesson for students to check vocabulary, and in this case, you can divide the class into pairs and assign just one or two words to each pair to look up. They can then relay the meanings to the whole class and you can clarify, as necessary.

If there isn't an option to have a dedicated vocabulary time, you will just need to pre-teach vocabulary yourself to the whole group. Try to use images on the page, if possible, or find appropriate images online. Also, be prepared to mime or draw and to think of simple examples which the students can relate to. Translation to L1 is a last resort.

If you choose not to pre-teach, students can of course practise their skills of guessing meaning from context, but at elementary level they will often naturally turn to dictionaries or translators, which may slow the pace of the lesson and make it hard to keep students working at a similar pace.

For this lesson, we suggest you pre-teach the following words and phrases before exercise 1 below.

Verbs: *come, work, earn, go to the gym, play snooker, study, walk the dog*

Nouns: *engineer, oil rig, coast, holiday, free time, zoologist, snake, desert, song*

STARTER SB p20

The *Starter* activity recycles the family vocabulary from Unit 1 and allows students to use some of the jobs vocabulary they may already know. *Teacher, lawyer, and doctor* have already been used in Unit 1. Give some examples of jobs of the people in your own family and then get students to continue the activity in pairs.

If you set the homework task at the end of Unit 1, students should be prepared to say which jobs members of their family and their friends do. If not, help them when they ask for the names of individual jobs and try to flag up examples that are common to several members of the class. Be careful not to let the *Starter* activity go on too long or reduce the usefulness of the *Vocabulary and listening* section on p26, where they get a lot more input regarding vocabulary for jobs. It's better to avoid students getting too engrossed in looking up words in translators or dictionaries at this point, as the pace of the lesson could drop, as mentioned above.

NOTE

For the first units of *Headway* 5th edition Elementary, the question *Does he have ... ?* or *Do you have ... ?* is taught and practised, while *Has he got ... ?* is avoided. This is because although *Has he got ... ?* is common and natural English, the verb form works very differently. Students are likely to suffer from confusion if introduced to this before they have fully mastered using *do* as an auxiliary verb (*have got* is covered in Unit 9).

Two very different jobs SB p20

- 1 Having pre-taught vocabulary as suggested, focus attention on the photos of James Stuart /'dʒeɪmz 'stjuːwət/ and

Maggie Howell /'mægi haʊl/ and on the text headings. Elicit the two jobs and drill the key sentences. (*He's a fireman. She's a zoologist.*)

🔊 **2.1** Now play the recording and ask students to read and listen to the texts at the same time to answer the question *Where do they work?* Elicit the answers from the class and point to the sentences in the texts.

Answers

James is a fireman. He works at a small fire station near Brighton, in the UK.
Maggie is a zoologist. She works at the Wolf Conservation Centre in New York State, in the US.

🔊 **2.1** See SB p20.

- 2 Give students time to find all the verbs and underline them. Tell students that they should only look for verbs in the positive form. With weaker classes, you could deal with the texts one at a time, doing the underlining with the students for the first text and then asking them to repeat the process on their own for the second. Ask students to compare their underlining with a partner and then conduct whole-class feedback.
- Ask the whole class what the last letter is (-s) and point out that this is the ending for the third person singular – *he/she/it* – of the Present Simple.
- You'll need to point out that the verb *have* is irregular in the *he/she/it* form – *has* and NOT **haves*.

Answers

James: is, comes, lives, works, drives, works, 's, has, 's, likes, 's, takes, enjoys, goes, plays
Maggie: is, studies, 's, lives, works, visits, teaches, works, goes, likes, reads, watches, plays, walks

Pronunciation

- 3 🔊 **2.2** Model each sound and corresponding verb in the chart. Drill students as a class and individually. Tell students they need to listen for the pronunciation of the final -s in each verb. Play the recording. Students listen and write the verbs in the correct place in the chart. Check answers with the class. You could copy the chart onto the board and invite students up to write the verbs in the correct column.
- Play the recording again. Students listen and repeat chorally and individually.

SUGGESTION With a strong group, elicit the kinds of sounds students notice preceding each ending, e.g. /s/ is often after /k/ and /t/. You can keep referring students back to this chart as they come across new verbs in the unit or they could copy it into their notebooks to give more space to write. Students will be able to add the new verbs in the correct columns and notice further patterns as they do so, e.g. from p23 *speaks, writes, wants* – these are also final /k/ and /t/.

Answers and audioscript

🔊 **2.2 Pronunciation**

/s/	/z/	/ɪz/
likes, works, visits, walks	comes, lives, goes, plays	teaches, watches

EXTRA IDEA You can provide more pronunciation practice by getting students to take turns to read the texts on Student's Book p20 aloud in pairs, sentence by sentence. Monitor for correct pronunciation. If appropriate, ask one or two students to read a text aloud to the whole class.

If you have plenty of time, using text 1 about James Stuart, students could practise their listening and writing skills, too. Put them in pairs and ask them to take turns to dictate one sentence from the text for their partner to write down. They can repeat the sentence as many times as necessary. Monitor and correct any pronunciation errors. At the end, they can check their written sentences against the original text.

- 4 Give students time to complete the sentences, working individually. Make it clear that each gap represents one word and that students need either the verb *to be* in the Present Simple third person form or another verb in the third person form. Do number 1 together as an example, if necessary. Check students understand what *snooker* is, referring them to the photo on the page.

🔊 **2.3** When the students have finished, put them in pairs to check their answers, then check together by playing the recording.

In their pairs, ask students to read the sentences aloud. Monitor to make sure that students are producing the correct -s ending. If necessary, play the recording again and get students to repeat or just model any tricky sentences yourself for them to copy. Drill students chorally and individually.

Answers and audioscript

🔊 **2.3 James and Maggie**

- James is a fireman. Maggie **is** a zoologist.
 - She comes from the US. He **comes** from Scotland.
 - James lives in England. Maggie **lives** in Connecticut.
 - She works at the Wolf Centre. He **works** at a fire station.
 - He drives fire engines. She **visits** schools and **teaches** children about wolves.
 - Maggie likes her job, and James **likes** his job, too.
 - He goes to the gym in his free time. She **walks** her dog.
 - She plays tennis. He **plays** snooker.
 - Maggie **is** married. Her husband's name is Spencer. James **is** married, too.
- 5 Focus students' attention on the words/phrases with tick boxes in this exercise and explain the task. Point out the example, which has been done for them. Give students time to remember which words/phrases are about each person. Encourage them not to look back in the text until they've done as much as they can from memory. Check answers together.
- Then put students in pairs to use the words in sentences. The aim is to reproduce from memory the kind of sentences they read and listened to in exercise 4.
- You could give each student one person to talk about. With a strong group, ask them to memorize their information and then talk about their person with their book closed. If they miss out any of the information, their partner can prompt them with words from the list. (Weaker students will probably need to keep their books open and refer to the list of words.)
- Monitor carefully, particularly how they use third person verb forms. Do any necessary correction with the whole class after they have finished. (They will probably make mistakes with prepositions and omit articles (*a/the*), but the main focus is the verb forms, so these corrections are secondary.)

Answers

26 (J)	10 days a month (J)
Director (M)	visits (M)
fireman (J)	Sundays (M)
Spencer (M)	gym (J)
Scotland (J)	snooker (J)
drives (J)	TV (M)
5 days a week (M)	dog (M)

What does he do? SB p21

Questions and negatives

Possible problems

- The English language does not have many inflections. Unfortunately, this means that the few that do exist cause a disproportionate amount of difficulty for foreign learners. The -s on the third person singular of the Present Simple is a classic example of this. We therefore introduce it first in the hope that it will be more memorable and students will be less likely to omit it. All the other persons are introduced in Unit 3.
- The third person -s can be pronounced in three ways: /z/ as in *comes* /kʌmz/, /s/ as in *works* /wɜːks/, and /ɪz/ as in *teaches* /tiːtʃɪz/. The difference between these endings is overtly practised in the *Grammar* section, as we saw in exercise 3 on p20.
- The use of *does/doesn't* in the question and negative often seems strange to students because of the absence of the auxiliary in the positive (and differences from how questions are constructed in L1). Students frequently omit/forget to use the auxiliary verb, e.g. **Where he comes from?*, *She not likes her job*. They will need constant reminding!
- The common question **What does he do?* is often particularly confusing and students may want to omit the auxiliary *do* and form it like this **What he does?* Remind students often that the first verb 'does' is there for grammatical purposes and the second verb in the sentence carries the meaning, e.g. *eat, like, etc.*

- 1 **2.4** Focus students' attention on the box, which asks and answers questions about James. Stronger students can be encouraged to think about the answers, remembering information from the text on p20, but don't ask them to complete the gaps yet.

Play number 1 as an example and elicit the answer. Make sure students understand that *What does he/she do?* means the same as *What's his/her job?*, but that *What does he/she do?* is the more common question.

Play the rest of the recording so students can read and listen at the same time and complete the missing words. Check answers together.

Answers and audioscript

2.4 Questions and negatives

- A What does James do?
B He's a **fireman**.
- A Where does he come from?
B **He comes from Scotland**.
- A Does he live in Scotland?
B **No**, he doesn't.
- A Does he live in England?
B **Yes**, he does.
- A Does he play tennis?
B **No**, he doesn't play tennis. He **plays** snooker.

Play the recording a second time for students to repeat. Then get students to practise in both open pairs across the class and closed pairs. Make sure they are pronouncing *does* and *doesn't* accurately. If necessary, model yourself and drill chorally and individually until it sounds natural. You could elicit or point out that *does* will go in the second column of the pronunciation chart in exercise 3 on p20, i.e. /z/.

GRAMMAR AND PRONUNCIATION SB p21

This *Grammar and pronunciation* focus helps students understand how to use third person singular in positive, negative, and question forms.

- 1 Ask students to complete the sentences using the verb *live*. Check answers together.

Point out that the -s isn't used on the main verb in the negative and question, but appears in *does*. You could introduce the grammatical term *auxiliary verb* here to label *does* (also referred to as a 'grammar verb' or 'helping verb'). The Student's Book doesn't use labels of this kind as some students are not helped by grammatical jargon, so it's up to you.

Answers

Positive: lives

Negative: doesn't live

Question: does ... live

- 2 **2.5** This exercise helps students to understand that *does* is pronounced fully in negatives and short answers, but in questions it has a very reduced, weak sound /dʌz/. Play the recording. Students listen for the weak and strong forms of *does/doesn't*, then listen again and practise saying them. Drill the forms as necessary.

2.5 See SB p21.

SUGGESTION Drill these forms in an amusing and memorable way by nominating different students to say the question and then each time either responding with vigorous nodding or shaking of your head to prompt the rest of the class to say either the positive or negative short answer. Do this in random order and at speed!

▶▶ Read Grammar reference 2.1–2.2 on p143 together in class and encourage students to ask you questions about it. You could give students further practice of choosing and saying the short answers by referring them back to questions 3 and 4 in exercise 1 (*Does he live in Scotland? Does he live in England?*) and drilling them quickly with individual students around the class in random order.

- 2 Students read and complete the questions, then check with a partner. If they are having difficulty, refer them back to the examples in the *Grammar and pronunciation* focus.

2.6 Play the recording and get students to listen and check. Put them in closed pairs to ask and answer the questions. Note any difficulties with pronunciation and correct/drill them as a class afterwards.

Answers and audioscript

2.6 Questions and answers about James

- A Where **does** James **work**?
B At a fire station.
- A **Does** he drive the fire engines?
B Yes, he **does**.
- A How many days a month **does** he work?
B **Ten**.

- 4 **A** What **does** he **do** in his free time?
B He **goes** to the gym and he **plays** snooker.
- 5 **A** **Does** he like his job?
B Yes, he **does**.
- 6 **A** **Does** he have a dog?
B No, he **doesn't**.

- 3 Focus attention on the examples in speech bubbles. This exercise asks students to produce questions and answers about the person in the second text (*Maggie*). Stronger students may be able to do this without further prompts. Weaker students may need thinking time and to refer to the text and to exercises 1 and 2 in order to adapt the questions for Maggie Howell. Give them time to prepare questions, working in pairs, if necessary. (Possible questions are: *Where does she live? Where does she work? How many days does she work a week? What does she do in her free time? Does she like her job? Does she have a dog? Does she have children? How old is she? Does she watch TV? Does she play tennis?*)
- Monitor students carefully as they talk in pairs. Make sure they are using the correct pronoun *she* about Maggie. Check for correct use of third person -s, and correct stress and pronunciation. Feed back on any common errors.

Practice SB p22

The film star and the footballer

- 1 Focus students' attention on the photos of the man and the woman. Ask if they know anything about these people. Check pronunciation of their names: *Natalie Portman* /nætəli 'pɔ:təmən/ and *Gareth Bale* /'gærəθ beɪl/.

CULTURE NOTE You could give students some of this information later in the lesson if they are interested.

Natalie Portman was born in 1981, with an Israeli father and an American mother. She grew up in New York, USA. Her films include *Star Wars* Episodes 1, 2, and 3, *Black Swan*, *Thor*, and *The Other Boleyn Girl*. She starred in the first *Star Wars* film when she was still in high school. She also has a psychology degree from Harvard University.

Gareth Bale was born in 1989. His transfer fee to Real Madrid was even higher than the sum paid for Cristiano Ronaldo a few years earlier (over €100 million). He has won many awards for football and has played for his national team (Wales).

- 2 With a weaker group, you may need to pre-teach the vocabulary in the box. With a stronger group, you could check their knowledge by asking *Which word is a country? Which word is in a family? Which word is a city?*, etc. Give students time to read about Natalie and Gareth and use the words in the box to complete the gaps. Check answers together. Deal with any vocabulary queries – *ballet dancer* and *go ice-skating* may be new words/phrases. Check the pronunciation of the names of people and places: *Benjamin* /'bendʒəmɪn/, *Aleph* /'ælef/, *Amalia* /ə'mælija/, *Israel* /'ɪzreɪl/, *Madrid* /mæ'drɪd/, *Emma Rhys-Jones* /emə ri:s dʒəʊnz/, *Alba Violet* /'ælbə 'vaɪələt/, and *Nava Valentina* /nævə vələn'ti:nə/. You could ask students to look at the awards in the bottom left of the page and point to the one which is for football. (The gold 'Oscar' statue is for the film industry.)

Answers

Natalie Portman: Los Angeles, French, dances
 Gareth Bale: Wales, daughters, golf

Asking questions

- 3 Divide the class into pairs. One student in each pair is the questioner and asks their partner questions about Natalie. Highlight the example to show them what to do.

With a weaker group, allow students time to write down the full questions from the prompts. Check through the questions quickly. They are likely to make a mistake with the auxiliary in *What are the children's names?* They might also have missed the auxiliary *do* or *do* as the main verb in *What does she do in her free time?*

A stronger group can be encouraged to do the task without this prior preparation. Monitor carefully and check for correct use of *to be*, *she/he*, *his/her*, correct use of the auxiliary verb *do* in questions and negatives, and third person -s in the positive Present Simple forms. Note down any common errors to feed back on after the activity.

Make sure that pairs swap roles so that the other partner has a chance to ask questions about Gareth. Round off the activity by bringing the whole class together again, and encouraging a few open pair question and answer exchanges across the class. Do any necessary error correction with the whole class.

Answers

What does he/she do?
 Does she/he speak French?
 Where does he/she come from?
 How many children does she/he have?
 Where does he/she live now?
 What are his/her children's names?
 Where does he/she work?
 What does he/she do in her/his free time?

Stress and intonation

- 4 Make sure students understand that all the sentences contain wrong information. Demonstrate the activity by writing the examples on the board and marking the stressed words in the second sentence.

2.7 Play the first example so students can hear the contrastive stress. Drill the contrastive stress as marked, particularly emphasizing the correction in the second sentence so students can notice it and understand this is to make the correction clear:

Natalie lives in England.

No, she doesn't. She lives in the US.

If you need to use the recording as a model, play this first example for students to repeat as often as necessary.

Now play the recording all the way through, pausing after each sentence to elicit the correction from the class. Encourage them to reproduce the contrastive stress accurately in their sentences. Students may well struggle with this as it is a particularly challenging language point. Remember to drill them chorally and individually.

If weaker classes find this very difficult, don't insist on a full correction – *No, he/she doesn't*, etc. is enough and is better than discouraging them.

Answers

- 1 **A** Natalie lives in England.
B No, she doesn't. She lives in the US.
 2 **A** She comes from France.
B No, she doesn't. She comes from Israel.

- 3 A She speaks German.
B No, she doesn't. She speaks English, Hebrew, and French.
- 4 A She goes to the gym in her free time.
B No, she doesn't. She reads, dances, and goes ice-skating.
- 5 A Gareth comes from Scotland.
B No, he doesn't. He comes from Wales.
- 6 A He works in Barcelona.
B No, he doesn't. He works in Madrid.
- 7 A He speaks Italian.
B No, he doesn't. He speaks English and Spanish.
- 8 A He plays football in his free time.
B No, he doesn't. He plays golf in his free time.

2.7 Natalie Portman & Gareth Bale

- 1 Natalie lives in England.
- 2 She comes from France.
- 3 She speaks German.
- 4 She goes to the gym in her free time.
- 5 Gareth comes from Scotland.
- 6 He works in Barcelona.
- 7 He speaks Italian.
- 8 He plays football in his free time.

2.8 Play the second recording so students can hear the full set of sentences and their corrections. Play it again so students can listen and repeat. Encourage them to emphasize the corrections using stress and intonation.

SUGGESTION If you have time, put students in pairs to practise together, either with or without reference to the audioscript on p130. The more opportunity they have to practise, the more natural their pronunciation will be.

EXTRA IDEA You could bring in images of famous pop stars, film stars, sports stars, and other people that you are sure all the students know. Use the images to generate interest and elicit factual sentences about each person (where they live, what they do, their family details). Then say a sentence about the person which isn't true and elicit a correcting sentence from the class. Encourage the appropriate contrastive stress on the corrections. Continue the activity as long as students seem interested or alternatively, put them in pairs with one image to take turns making incorrect sentences about the person and correcting them. Monitor pairwork carefully and praise their efforts.

Answers and audioscript

2.8 Stress and intonation

- 1 A Natalie lives in England.
B No, she doesn't. She lives in the US.
- 2 A She comes from France.
B No, she doesn't. She comes from Israel.
- 3 A She speaks German.
B No, she doesn't. She speaks English, Hebrew, and French.
- 4 A She goes to the gym in her free time.
B No, she doesn't. She reads, dances, and goes ice-skating.
- 5 A Gareth comes from Scotland.
B No, he doesn't. He comes from Wales.
- 6 A He works in Barcelona.
B No, he doesn't. He works in Madrid.
- 7 A He speaks Italian.
B No, he doesn't. He speaks English and Spanish.
- 8 A He plays football in his free time.
B No, he doesn't. He plays golf in his free time.

VIDEO In this unit students can watch a video diary about Alex, in which he talks about his daily routine. You can play the video clip on the Classroom Presentation Tool or

download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Talking about family and friends

5 This exercise consolidates the third person -s on verbs in the Present Simple.

Focus attention on the example. Students complete the sentences, working individually. Check the answers with the class.

Answers

- 1 comes 2 lives 3 loves 4 travels 5 speaks, wants
6 plays 7 writes

6 Ask two students to read out the example in exercise 5 and the example response in this exercise. Students continue the matching task and when they have finished, check their answers in pairs.

7 Explain that students are going to check their answers by listening to the recording and also listening for a third line in each conversation.

EXTRA IDEA To encourage students to use their logic and critical thinking, put them in pairs to predict what information will be in the next line of each conversation, e.g. after *a*, there will be a *yes* or *no* answer; after *b*, there will be information about a place in Peru; after *c*, there will be a *yes* or *no* answer and information about frequency; after *d*, there will be a noun about a topic for writing; after *e*, there will be something like books or magazines; after *f*, there will be place names; and after *g*, there will be names or kinds of video games. If they do this extra critical thinking exercise, then the listening will probably be easier.

2.9 Play conversation 1 as an example and elicit the extra information: *From the capital, Lima*. Play the rest of the recording, pausing at the end of each conversation. Let students check their answers and elicit the extra information each time. With weaker classes, you may need to play some of the conversations again. Don't necessarily insist on perfect sentences – the aim is for students to catch the content of the extra response in each conversation. Refer students to audioscript 2.9 on p130. Put the students into pairs and get them to practise the conversations. Encourage an animated delivery. If students sound 'flat', play the recording again as a model and get students to repeat. If necessary, model some of the lines yourself, exaggerating the voice range to help students improve their intonation.

Answers

- a 5 b 1 c 2 d 7 e 3 f 4 g 6

2.9 Talking about family and friends

- 1 A My husband comes from Peru.
B Where exactly in Peru?
A From the capital, Lima.
- 2 A My grandmother lives very near us.
B Does she visit you often?
A Yes, she does. Every weekend.
- 3 A My mother loves reading.
B What does she read?
A She likes detective stories.
- 4 A My father travels a lot in his job.
B Where does he go?
A He goes to Germany a lot. He's in Berlin this week.

- 5 A My sister speaks Spanish very well. She wants to learn Italian, too.
B Does she want to be an interpreter?
A No, she doesn't. She wants to be a teacher.
- 6 A My brother plays video games all the time.
B What does he like playing?
A He plays the FIFA football game a lot.
- 7 A My friend Jim writes an Internet blog.
B What does he write about?
A It's all about films and film stars.

Listening

- 8 **2.10** This listening task consists of five short conversations. Check students understand all the words in the box and explain that these are the topics of five different conversations. Play conversation 1, which is the example, to ensure they understand what to do. Play the rest of the recording and elicit the subject of each conversation. Check the answers.

Answers

1 work 2 languages 3 university 4 hobbies 5 cars

2.10 Five conversations

- 1 A Does Richard like his new job?
B No, he doesn't. He works ten hours a day and it's very difficult.
- 2 A Your friend Marta speaks English very well.
B Yes, she does. She goes to England every year. She speaks French, too.
- 3 A Is your sister a student?
B Yes. She goes to Bristol University. She studies medicine and she wants to be a doctor.
- 4 A What does your grandfather do all the time?
B Well, he watches TV a lot, but he plays golf with friends, and he likes dancing, too.
- 5 A Does your son drive?
B Yes. He loves driving his old Mini to school every day. He drives my BMW at the weekend, too!

- 9 **2.10** During the second listening, students have to focus on the key verbs. Explain that these are all in the Present Simple and don't include forms of *be*. Play conversation 1 as an example, so students can catch the missing verbs which are written for them (*like, works*). Play the rest of the recording and get students to record the missing verbs. With weaker students, pause the recording after each conversation to give them time to write their answers. Play selected conversations a second time if students missed any of the answers. Check with the class, getting students to spell out tricky verbs (*goes, studies, watches*), and so review the alphabet.

Answers

1 like, works 2 speaks, does, goes 3 goes, studies, wants
4 do, watches, plays, likes 5 drive, loves, drives

- 10 Focus attention on the example questions in the Student's Book. With a weaker class, take the opportunity to drill the questions. Make sure all students understand the word *relative*. Demonstrate the task yourself, encouraging students to ask you the example questions and responding with the answers given and your own ideas. Do a further demonstration – write the name of one of your friends or relatives on the board. Encourage students to ask you the questions in the book and answer simply. (Stronger students could be encouraged to cover the questions and try to ask from memory.) Elicit more questions that they could ask, helping them form the questions correctly. With weaker students, write prompts

on the board to help them with the questions they can ask, e.g. *work, country/city, place of work, family, pets, free time, languages*.

Give students a moment to choose their own friend or relative and write the name. Put students in new pairs to do the task, getting them to work with someone they don't know well. Monitor carefully as students do the activity, checking for question formation and third person -s. Feed in any extra vocabulary they need. Don't interrupt or over-correct as this is a fluency activity. Make a note of any common errors in the main areas of grammar, and feed back on them after the pairwork. Round off the activity by asking one or two students to tell the class about their – or their partner's – relative.

EXTRA IDEA If you have plenty of time, put students in new pairs to do this task again. They can either think of a different friend or relative, or use the same person. The idea is that they will be more confident if they do the same activity a second time. They may also ask different questions this time. You could encourage strong students to ask follow-up questions, e.g. *Does she like it?* or *What are his children's names?*

- 11 **2.11** This is another discrimination activity. Play sentence 1 as an example. Then play the rest of the recording and ask students to tick the sentences they hear.

EXTRA IDEAS You can make this exercise productive by asking students to read the pairs of sentences aloud. Make sure they're saying the sentences naturally (not over-emphasizing the differences between the pairs).

They could take turns to choose one of each pair of sentences and read it to their partner, whose job it is to identify which one they read out and point to it. Monitor carefully.

They could also do paired dictation and write down the sentences their partner says. Make sure they check their sentences against the original exercise at the end.

Answers

1 a 2 b 3 b 4 a 5 b

2.11 What do you hear?

- 1 He likes his job.
2 She loves working.
3 Does he like English?
4 Does she have three children?
5 Where does he go in his free time?

Additional material

For teachers

Photocopiable activity – Grammar: *Present simple dominoes* pp173–4

Photocopiable activity – Video worksheet: *A day in the life*

For students

Online Practice – *Look again*

Workbook pp12–15, exercises 1–11

Worlds apart

About the text

Students read two short texts about different cultures: the Yanomami Indians of the Brazilian Amazon and the Amish community of the US. The texts outline how they live and, while they are very different, one similarity is that both cultures use traditional, old-fashioned ways rather removed from modern, 21st-century western living. Later, students are encouraged to compare the family life of these cultures with their own.

The two background texts are accompanied by four further texts about children in each of these cultures. These texts have information about each child's daily routine (in the third person) and quotes from the children themselves (in the first person). There are plenty of images to help students understand the texts fully. Exploit these photos as much as you can. If you have access to a map, this could be useful to highlight the location of the Brazilian rainforest and also to show the US states with the most Amish communities (see *Culture note* below).

Pronunciation of names: *Yanomami* /jə'nəʊ'mɑ:mi/, *Amazon* /'æməzən/, *Amish* /'ɑ:miʃ/; Children: *Guiomar* /'gi:jəʊma:/, *Toin* /tɔɪ'jɪn/, *Tomas* /tə'mɑ:ʃ/, *Kristina* /kris'ti:nə/.

CULTURE NOTE The Amish live all over the US and Canada, but the largest populations are in Ohio, Pennsylvania, and Indiana – all states in the north-east. There are around 300,000 Amish in the US. The Amish originally came from Switzerland and some of the descendants still speak a version of the German language, known as 'Pennsylvania German', as well as English.

There are around 35,000 Yanomami and they live far in the north of Brazil where it borders Venezuela. Their way of life is threatened by the action of ranchers and miners who wish to use the land where they live. Also, they haven't come into contact with numerous diseases of the wider population, such as malaria, and when they catch these diseases it can be very serious because they don't have any immunity.

You don't need to pre-teach much vocabulary as exercise 2 covers useful words for the reading – students find the things in the photos. You could also check they know *electricity, hunt, homework, church, baseball* and the phrase *when the sun goes down*.

- 1 Focus attention on the photos and elicit ideas about where these two different cultures live. Don't give the answer yet. Ask them to look quickly at the texts in the darkened boxes. Elicit the country names. Teach the names of the cultures (see above for pronunciation).
- 2 Refer students to the photos again and put them in pairs to look for the things in the box. Tell them to write the letters of the corresponding photos in the small boxes. Do an easy one together as an example, e.g. *the sun* (photo D).

There will be some words which students don't know. You could encourage them to use dictionaries to check, or just stop when they have done as much as they can. Elicit answers from the class, give clear feedback, and drill any difficult words, and all words/phrases over two syllables,

to make sure they pronounce the word/sentence stress clearly.

Answers

A a hut B a monkey C a bird D the sun E rainforest
F a bow and arrow G a horse H old-fashioned clothes
I a light J a cow K a board game L a farm

- 3 Check students understand the task and that some of the points 1–7 may apply to *both* cultures. Give students plenty of time to read and find the information. They should only read the two texts on p24. Put students in pairs to discuss their answers, then check together as a class.

Answers

1 Y 2 A 3 B 4 B 5 A 6 B 7 Y

- 4 Now students move on to reading the four texts which start with a child's name on p25. Ask them to read questions 1–8 first so they can ask for any necessary clarification from you before they start. Teach them the pronunciation of the children's names (see information on left). Again, give plenty of time for students to find the answers in the texts. Put students in pairs to discuss their answers and then check together.

Answers

- 1 She helps her mother to find food and learns how to cook with her.
- 2 Outside.
- 3 His father.
- 4 Yes, he does – a pet monkey.
- 5 He works on the farm.
- 6 He prefers working and being outside.
- 7 Because school stops when you are 14 (her age).
- 8 Because her house doesn't have electric lights.

- 5 Focus attention on the example and point out that the first sentence contains a factual mistake. The second sentence in the example is a correction. Ask students to work in pairs to find the wrong information in the sentences and write the correct version. Weaker students will probably need to refer to the texts again. With a strong group, you could ask students to correct the sentences from memory without looking at the texts. Then they can scan the texts again to see if they were right. Check answers together as a class.

Answers

- 1 She doesn't go to bed late. She goes to bed when the sun goes down.
- 2 She doesn't wear beautiful clothes. She doesn't usually wear any clothes.
- 3 Toin doesn't hunt monkeys. He hunts birds.
- 4 Tomas doesn't get up late. He gets up at five o'clock.
- 5 He doesn't go to church on Saturdays. He goes to church on Sundays.
- 6 Kristina doesn't play baseball. She plays board games.

Vocabulary

- 6 Students are quite familiar with the words in boxes A and B. If you have time, it is still a good idea to go over some or all of them again, giving prompts to try to elicit the words, e.g. *So here in the classroom, I work. What do I do? (teach) and what do you do? (learn). Children learn at school. What time do they start lessons? What do they do after school? (play), etc.*

Point out that students need to look for opposite words to match. They can work on this individually. Check answers as a class. Elicit them from the students and deal with any pronunciation problems. NB: Students may be looking for the word *small* as the opposite of *big*, so clarify that *small* and *little* are synonyms.

Answers

early/late big/little teach/learn play/work get up/go to bed morning/evening start/stop

- Put students in pairs. Highlight the example to talk about Guiomar. Tell students to choose one person to tell their partner about and try to use all the words given. Monitor very carefully for grammatically correct sentences with third person -s. As feedback, encourage pairs to choose one person and tell the class about them using the words/prompts. Do any necessary error correction after they have all finished.

Possible answers

Guiomar gets up early. She doesn't go to school. She learns how to cook with her mother, then she plays with the other children. Toin likes being with his father. He hunts in the rainforest. He takes his pet monkey with him. In the evening, he eats, sings, and dances with all the other children and their families. Tomas works on the farm in the morning. He helps his father with the cows. He doesn't like school. He likes playing baseball. Kristina has six brothers and sisters. She doesn't have school now. In the evenings, she reads and plays board games. She doesn't go to bed late.

Talking about you

Put students into small groups. Now they need to compare how they live with the two cultures they have read about. Highlight the examples given. Elicit which speech bubbles talk about things which are different (*My family is small. My sister goes to bed very late.*) and which are similar (*I often help my mother with the cooking.*).

Make sure they understand this is a group discussion so they can add more information at any appropriate point. Monitor and prompt students who are not saying very much to speak. Do not correct during this speaking activity, but make a note of mistakes. When all students have had a chance to compare their lives to the people in the text, conduct whole-class feedback. Find out if students found anything particularly strange or interesting. Do any necessary error correction.

EXTRA IDEA Prepare two large sheets of paper, one relating to the Amish and one for the Yanomami – write these names as titles. Divide each sheet in two vertically with the sub-headings *similar* and *different* for the two columns. Ask students to write down two or three sentences on separate slips of paper about life in general among their family, friends, and fellow citizens in comparison with the Amish or the Yanomami. Then invite them to stick them on the corresponding sheet of paper in order to make a wall display. Examples: Amish sheet: *Children have homework.* (similar), *School doesn't stop when you're 14.* (different). Yanomami sheet: *We don't usually wear clothes.* (different), *We eat in the evening* (similar).

Additional material

For students

Online Practice – Practice

Vocabulary and listening SB p26

Jobs

Possible problems

The most common mistake made when using job words is the omission of an indefinite article. Try to get students into the habit of using *a/an* before all jobs, e.g. *My sister's a bus driver.*

- Focus attention on the photos and elicit the names of the jobs that students already know. Correct any pronunciation errors. Put students in pairs to match the rest of the photos with the words. If possible, students check any new words in their dictionaries. Check the answers and drill the words both chorally and individually, taking care to elicit and mark the stress in words with two syllables or more. Also check students reproduce the correct vowel sounds. Possible problems may occur with *hairdresser* /'hædrəsə(r)/, *nurse* /nɜːs/, *journalist* /'dʒɜːnəlɪst/, *pilot* /'paɪlət/, and especially *lawyer* /'lɔːjə(r)/. Point out that the *ch* in *architect* is /k/ and the *c* in *receptionist* is /s/.

EXTRA IDEA For further practice and memorization, ask students to cover the words and quickly test their partner by taking turns to point at a photo and elicit which job it is.

Answers

A lawyer B nurse C architect D taxi driver E journalist
F hairdresser G dentist H accountant I pilot J receptionist

- Elicit the answer to sentence 1 (*hairdresser*) as an example. Students work in pairs to complete the rest of the sentences. Allow students to continue to use their dictionaries, or if you have a monolingual class, you could give quick translations of any words they ask about. New or confusing words may include *fly* (*flies*), *design*, *law firm*, *look after*.

2.12 Play the recording for students to listen and check their answers.

Answers and audioscript

2.12 Jobs

- She's a **hairdresser**. She cuts hair.
- He's a **pilot**. He flies from Heathrow.
- She's a **receptionist**. She works in a hotel.
- She's an **architect**. She designs buildings.
- He's a **lawyer**. He works for a top law firm.
- He's a **taxi driver**. He drives all day.
- They're **journalists**. They write news stories.
- She's a **dentist**. She looks after people's teeth.
- She's a **nurse**. She works in the City Hospital.
- He's an **accountant**. He likes working with money.

In their pairs, students test each other. Get a strong pair to read out the example and then do a further example of their choice. Set a time limit and encourage them to do it quickly, if possible, for more of a challenge.

ALTERNATIVE You could divide the class in half and conduct the exercise as a contest. Students in each team take turns to read out one of the sentences in B and the other team shouts out the answer while you count down 3, 2, 1. If they answer correctly in that time, they get a point. Then the other team has a turn and so on. Make sure there are an equal number of turns and add up scores at the end.

- 3 Students work individually to complete the conversations with jobs. They can then check their answers in pairs. Monitor to check students have got the correct answers.

🔊 **2.13** Play the recording for students to listen and check their answers.

Put the students in pairs to practise the conversations. Correct any pronunciation problems as you monitor.

Answers and audioscript

🔊 2.13 What do they do?

- 1 A What does Michael do?
B He's **a journalist**. He writes for *The Times* newspaper.
A Oh, that's interesting.
- 2 C What does your father do?
D He's **an architect**. He designs houses and apartment buildings.
C And your mother? What does she do?
D She's **a teacher**. She teaches French and Spanish.
- 3 E Does your sister work in the town centre?
F Yes. She's **a receptionist**. She works in the Ritz Hotel.
- 4 G Are you a doctor?
H No, I'm not. I'm **a nurse**.
G Oh, but I want to see a doctor.
- 5 I My brother's **a pilot** with British Airways. He travels all around the world.
J My brother travels a lot, too – in London! He's **a taxi driver**.

Additional material

For teachers

Photocopiable activity – Vocabulary: *What does she do?*
pp175–6

For students

Online Practice – *Look again*

Workbook p16, exercises 1–3

Online Practice – *Practice*

Speaking

- 4 Focus attention on the examples in the Student's Book and refer students back to the model conversations in the previous exercise. If necessary, provide a further demonstration yourself, eliciting more questions from the class about one of your friends or relatives. Students work in pairs to ask and answer questions about people and their jobs. Monitor and check, helping as necessary. Check for accurate use of *be*, *his/her*, third person Present Simple forms, and *a/an* + job. When they have finished, conduct some feedback by asking students to talk about one person their partner told them about. Deal with any grammar or pronunciation errors at the end.

Everyday English SB p27

What time is it?

SUGGESTION It is useful to have a toy or cardboard clock with movable hands for this lesson and for subsequent revision of telling the time. If you don't already have one in your school, then it is quite easy to make a cardboard one. This should be durable, of hard cardboard and as big as possible for the numbers to be seen even at the back of the class. Alternatively, you could perhaps buy an old wall clock from a second-hand shop.

Introduce the subject of telling the time by asking *What time is it?* and *What time does the lesson start?* Initially you can accept answers in the hour + minutes form, e.g. *five thirty*, but explain that the system used in *Headway* 5th edition Elementary uses *past* and *to* because native speakers of British English often tell the time this way. Throughout this lesson, repeatedly refer students to their watches, mobile devices, or the classroom clock to respond in real time to *What time is it?* (and later in the lesson *What's the time?*).

NOTE

To help students learn the time in English, the clocks in exercise 1 are arranged in four groups: *o'clock/half past*, *quarter past/to*, *minutes past* and *minutes to*. Each example has a similar time alongside to help students write the correct answers.

- 1 Focus attention on the first pair of clocks and elicit the missing time (*It's eight o'clock.*). Ask students to work in pairs, look carefully at the clocks and the examples provided, and write in the times.

🔊 **2.14** Play the recording for students to check their answers.

Answers and audioscript

🔊 2.14 What time is it?

- a It's five o'clock.
- b **It's eight o'clock.**
- c It's half past five.
- d **It's half past eleven.**
- e It's quarter past five.
- f **It's quarter past two.**
- g It's quarter to six.
- h **It's quarter to nine.**
- i It's five past five.
- j **It's ten past five.**
- k It's twenty past five.
- l **It's twenty-five past seven.**
- m It's twenty-five to six.
- n **It's twenty past three.**
- o It's ten to six.
- p **It's five to ten.**

Play the recording again, pausing where necessary. Encourage students to repeat the times and follow closely the stress pattern as they practise saying them.

Put students in pairs to practise pointing at different clocks to get their partner to say the time.

- 2 🔊 **2.15** Play the recording for students to listen to some of the times again. Get them to say some of the other times in the same way as on the recording.

🔊 2.15

- c It's five-thirty.
- e It's five fifteen.
- g It's five-forty-five.
- i It's five-oh-five.

- 3 🔊 **2.16** This exercise presents some of the other times, then gets students to say some other times in the same way.

Practise these phrases with more approximate times shown on the toy/cardboard clock if you have one, or by drawing examples on the board. Check pronunciation and sentence stress carefully.

2.16 Just after four

- 1 It's just after four o'clock.
It's three minutes past four.
- 2 It's nearly three o'clock.
It's two minutes to three.
- 3 I think it's about half past two.

- 4 **2.17** Students listen to the recording and draw the hands on the clocks. Play the recording and pause where necessary. Check answers together. Drill the times with the class by saying the letter of each clock. Do this individually and chorally.

Answers and audioscript

2.17

- A It's twenty to twelve.
- B It's eight fifteen.
- C It's ten past three.
- D It's nearly two o'clock.

- 5 Ask students to draw their own clocks. They can mark whatever times they choose with the clock hands. Highlight the examples. Read them out and get students to repeat them.

Put students in pairs to ask and answer about the time using their own clocks. Encourage them to use both questions as you monitor. If students avoid using *nearly* and *just after*, encourage them to draw two more clocks to practise this.

- 6 **2.18** Give students time to read through the conversations first. Play conversation 1, pausing at the end, and elicit the missing words. Play the rest of the conversations without stopping. Give students time to check their answers in pairs. Play the recording again for students to check/complete their answers.

Ask two confident students to practise the first conversation across the class. Point out the use of *Excuse me* to start a conversation with someone you don't know. This is used in conversation 4, too. Drill the phrase to practise the stress pattern and intonation. Students continue to practise the conversations in closed pairs. If they sound 'flat', play the recording as a model and drill chorally and individually.

Alternatively, play the recording and get students to read the conversation at the same time because this can be fun and help them to get a feel for where their voice should go up and down. Student pairs can act out one of the conversations for the class. Keep the activity light-hearted and fun.

Answers and audioscript

2.18 What's the time?

- 1 A Excuse me. Can you tell me the **time**, please?
B Yes, of course. It's **just** after eight o'clock.
A Thank you **very** much.
- 2 C What's the **time** in Sydney right now?
D It's **nearly** eleven o'clock at night.
C Oh! That's why you want more coffee!
- 3 E What time does your watch say?
F Er, it says it's eight **fifty-seven**.
E Ah, I think my watch is **wrong**. It says eight fifty-two.

- 4 G Excuse me. What time does the gym close?
H At **ten** o'clock.
G And what time is it **now**?
H It's twenty-five **to**. You're OK. No need to hurry.
G Thank you.

SUGGESTION Try to integrate the language of telling the time into all of your lessons in a natural way. Ask students for a time-check at various points in the lesson, ask about the times of their favourite TV programmes, the times they do routine things, and the times of local transport.

Additional material

For teachers

Photocopiable activity – Communication: *What time ... ?* pp177–8

For students

Online Practice – *Look again*

Workbook p17, exercises 1–3

Online Practice – *Practice*

Writing SB p28

Improving style

Using pronouns

This is a writing section which focuses on an aspect of essential grammar: subject and object pronouns and possessive adjectives. The point is that we use these grammar words in order to avoid repetition and in written texts this is especially important. Practising using these reference devices in their own written work will also help students' reading fluency and comprehension. It is worth remembering that these pronouns and possessive adjectives don't work in the same way in all languages, and some students may find them very confusing. In fact, some of the pronouns in English are confusing precisely because they don't change in form, e.g. subject and object pronouns: *it* and *you*, object pronoun and possessive adjective: *her*. Give as much practice as possible.

- 1 Get students to complete the table, working individually before checking with the whole class.

Answers

I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

- 2 Students work individually to circle pronouns and underline possessive adjectives. Monitor and refer them back to the table in exercise 1 if they have difficulty. Put them in pairs to compare their answers. Check the answers as a class.

Answers

Pronouns = 1 I, him; 2 she, it; 3 they, he, them

Possessive adjectives = 1 Her, my; 2 My; 3 their

Refer students to Grammar reference 2.3 on p143.

- 3 Focus attention on the example and get students to say what *she* and *me* refer back to (*girlfriend* and *I*). Look through the names in the sentences quickly and check students know if they refer to a man or a woman. Get students to complete the sentences, working individually. Give them time to check in pairs before checking with the whole class.

Answers

- | | |
|------------|--------------|
| 1 she, me | 6 us |
| 2 He, them | 7 her |
| 3 it | 8 He, it |
| 4 him | 9 me |
| 5 We, us | 10 She, them |

- 4 Ask students what they can remember about Natalie Portman from Student's Book p22. This could be a whole-class brainstorm, or students could try to remember in pairs, then tell the class. You could also ask if they've seen any films she has starred in. (As mentioned earlier in the unit, she's an actress and film star from Israel. She lives in the US now. She's married to a ballet dancer and has a son and daughter. She works in the US and all over the world. She speaks English, Hebrew, and French. She writes, dances, and goes ice-skating in her free time.) Ask students to read the questions before they read the text. You could ask them to think logically about the question word and the kind of information required to answer, e.g. *Where* = *place*, *Why* = *reason*, etc. You may find they have some idea about possible answers as they've already read about Natalie earlier in the unit. Get students to read the text and find the answers. Allow plenty of time for this. Check answers together with the class. You may need to check some vocabulary with them. You could encourage them to use dictionaries for this – giving different words or phrases to individuals or pairs of students to look up: *real name*, *artist*, *smile*, *vegetarian*, *psychology*, *degree*. Make sure you give them time to teach their words to the rest of the class.

Possible answers

She's an actress.
She likes living in Los Angeles because everyone smiles there.
He comes from France and he's a dancer.
Because she loves animals so much.

- 5 Read the two sentences of the text aloud and get students to say what has been changed in the example and why (*Natalie*, in the second sentence, has been changed to *her* because the repetition of *Natalie* makes it sound unnatural). You could ask students to count how many *Natalies* are used in this text – and make it clear that this is not good style. Focus attention on the example rewriting of the text and then get students to continue the task. With weaker classes, elicit a longer section of the text as a whole-class activity and write the answers on the board before students complete the task individually. Put students in pairs to compare how they have rewritten the paragraphs.
- 6  **2.19** Play the recording and let students check their answers. Afterwards, ask them if they made all the same changes, or if there were places where they didn't see the repetition which could be replaced by pronouns. The more you can encourage students to notice, the better.

NB: Strong students might ask why the *Natalie* in *Natalie's real name* ... has not been changed to *her*. You can tell them that this is possible, but because another female was mentioned just before this (her grandmother), it's safest to use *Natalie* to avoid any confusion about which woman is referred to. Also, further on in the text there is a mixture of pronouns *she/her* and the name *Natalie* – point out that the name is often used at the beginning of paragraphs for good style and to be clear.

Answers and audioscript

2.19 Natalie Portman

Natalie Portman is American and Israeli. Portman is her grandmother's name – Natalie's real name is Hershlag. Her father is a doctor and her mother is an artist. She lives in Los Angeles now – she likes it because 'everyone smiles there'. Natalie works all over the world. Paris and Berlin are two of her favourite cities and she loves to visit them.

Natalie is married to the French dancer Benjamin Millepied. They have two children – their names are Aleph and Amalia.

She dances and ice-skates in her free time, and loves cooking. She's a vegetarian – she says she doesn't want to eat animals because she loves them so much.

Natalie has an IQ of 140. She's very interested in psychology and has a degree in it from Harvard University. She's only 5'3" (160 cm), but she's an actress with a very big name.

EXTRA IDEAS Give students additional practice by asking them to write a short profile of a famous person. This can be done as a mini-project or a poster, with the students then presenting their descriptions in the form of a short talk. To avoid students choosing the same person to write about, assign a different famous person to each student. This could be done by brainstorming famous people who everybody in the class knows, writing the names on slips of paper and then distributing one slip to each student.

If you have access to a computer network, students can type their descriptions and then upload them for other students to read. If not, you can create an area for students' written work in the classroom and display it on the walls. With weaker classes, write prompts on the board to help students plan the type of information to include, e.g. *work*, *country/city*, *place of work*, *family*, *free time*, etc.

Alternatively, students might wish to write a description of a friend or relative, or someone important in their lives. This kind of task is often motivating as it relates to them personally and can be more meaningful and therefore memorable. In this case, they may prefer to produce a short text to share with just one other student or to hand to you for marking.

Additional material

For students

Online Practice – *Practice*

Workbook p17, *Review*, Grammar exercises 1–2, Vocabulary

Online Practice – *Check your progress*

3 Time off

Introduction to the unit

The focus of this unit is on routines, with an emphasis on free time and leisure activities. This creates opportunities for both controlled and personalized practice of the main grammatical aim – all other persons (those without the -s) of the Present Simple: *I, you, we, and they*.

The skills work includes listening and reading tasks on what people do in their free time, and on different weekend routines, and speaking and listening tasks on work/life balance. This provides the opportunity to bring together and revise all persons of the Present Simple.

There are more social expressions to learn in the *Everyday English* section to use at home, at work, and in the classroom.

In the *Writing* section, students practise the real-world task of filling in an application form. In this case, they read and interpret information contained in a form to join a leisure centre. Then they complete the same form for themselves, and compare their information with that of a partner. Of course, the writing skills practised here are transferable to a wide range of forms.

Additional material

Workbook

There is a text completion exercise, followed by questions to practise the Present Simple third person singular and *I/you* forms of the verb. The exercises on adverbs of frequency in the Student's Book are extended and students work on correct word order with these adverbs. Days of the week, free-time activities, seasons and months, adjectives, and prepositions are also practised. At the end of the unit, there is practice of social expressions.

Photocopiable activities

There are photocopiable activities to review grammar (*I think I know my classmates!*), vocabulary (*In my free time*) and communication (*What's the response?*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

Present Simple (2) – *I/you/we/they*

The form of Present Simple for *I, you, we, and they* is without the -s inflection, and for this reason they are now introduced at the same time. First of all, students read a text with third person forms, as they are familiar with these. Then, they complete questions with *you* and answers with *I* and *we*. Students revise and practise the range of verbs they encountered in units 1 and 2, and learn further useful verbs from the reading and listening texts in Unit 3.

Vocabulary

Leisure activities

At the start of the unit, students revise the days of the week. The *Vocabulary and listening* section revises the words for seasons and months. Then students are introduced to a set of vocabulary relating to leisure activities, which they use to read, listen, and talk about different people's free time likes and dislikes.

Everyday English

Social expressions

The social expressions in this section relate to three different situations: at home with a host family, in the language classroom, and socializing with other students. Students use their growing understanding to match expressions with appropriate responses.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Time off'.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What do you like doing in your free time?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book, and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for activity:

Put students into pairs and ask them to look at both questions and discuss their answers. Ask them to justify their choices.

Possible answers

- 1 They are by the sea. It could be many countries, but seems to be somewhere with a colder climate as they are wearing warm clothing, so possibly the UK.
- 2 They like spending time together with friends/family. They like being outdoors. They like horse riding.

Grammar SB p30

Present Simple – I/you/we/they

SUGGESTION You could bring a calendar to the lesson to help with the presentation/review of the days of the week in the *Starter* section. (You can also use it to review/present months of the year in the *Vocabulary and listening* section on p32.)

STARTER SB p30

Possible problems

Students often find the pronunciation of some of the days of the week quite challenging. Take particular care with the pronunciation of *Tuesday* /'tʃu:zdeɪ/ and *Thursday* /'θɜ:zdeɪ/, which students can easily confuse because they look quite similar. Also the pronunciation of *Wednesday* /'wenzdeɪ/ can be a problem. Some of the letters are silent, and the spelling might cause students to think it should be three syllables instead of two. Some students may also have problems with the consonant cluster /nzd/.

- 1 If you didn't ask your students to revise/learn the days of the week for homework, use a calendar to present/ elicit the days from students and write them on the board. You could ask them to spell them aloud, if you think they'll feel confident enough, and this would give them further practice of the alphabet.
Ask *What day is it today?* Go through pronunciation of the days of the week with the whole class, getting students to repeat chorally and individually. Then ask one student after another to say the days in order very quickly round the class until they can say them correctly without hesitation.
- 2 Elicit the weekend days. (Bear in mind that for some cultures, the weekend consists of different days, e.g. Friday and Saturday in the Middle East.) Ask students which days of the week they are busy, checking the meaning of *busy*, if necessary, and model and drill the pronunciation. Ask students to give reasons for their answers for their answers – as long as these can be understood, don't over-correct at this stage.

About the text

The text on this page is about a rugby player called Logan Cooper, who is originally from Australia, but plays rugby in the north of England. It gives information about him (age, nationality) and about his job and free time.

The text uses third person Present Simple forms, which students studied in Unit 2. The verbs they need are already given in this form (with -s) in the box in exercise 2. The text is accompanied by a reading and listening exercise in the form of an interview with Logan in which he uses *I* and *we* and the interviewer uses *you*.

On p31, students start using *they* (about members of the rugby team) and Logan Cooper talks about his and his teammates' routines, using *I* and *we*. Finally, a roleplay activity means students need to use *you*.

There is new vocabulary in this text which you will need to pre-teach: *team, game, play rugby, sports ground, free day, flat*. Remember that you can get the students actively involved in looking up new words. Alternatively, use techniques mentioned in previous units, such as exploiting images, miming, and providing simple and relevant examples.

CULTURE NOTE If students want to know about the image at the bottom of this page, tell them it is a famous steel statue called the Angel of the North, near Gateshead in the north of England. It is 20 metres tall and measures 54 metres across the wings. It was designed by Anthony Gormley and put in

place in 1998. The connection to the text is that it is located near to where Logan plays rugby (Newcastle).

Far from home

- 1 Ask students to look at the photos on pp30 and 31 and say what they can see. Elicit some key words if possible: *play rugby, run, beach, sea*. Point out that the man's name is *Logan Cooper* /'lɒɡən ku:pə/ and tell students they are going to read and listen about him. Ask students to read the two questions and then give them time to read the first few sentences of the text to find the answers. Elicit answers from the class.

Answers

He comes from Perth, Australia. He lives in Newcastle in the north of England now.

- 2 Before students start to complete the text, go through any of the words in the box that may be new to them, e.g. *share, trains, hopes*. At this stage, also pre-teach the vocabulary, as outlined in *About the text*.

Students complete the text individually. When they've finished, put students in pairs to check their answers.

- 🔊 3.1 Play the recording for students to check their answers.

Answers

- | | |
|----------|--------------|
| 1 comes | 5 doesn't do |
| 2 lives | 6 has |
| 3 plays | 7 goes back |
| 4 trains | 8 hopes |

🔊 3.1 Sport is my life

'I work hard ... but I'm lucky! I love what I do,' says Logan Cooper. Logan Cooper is 19 years old. He comes from Perth, Australia, but he now lives in Newcastle, in the north of England. He's a rugby player. He plays rugby for *The Newcastle Rebels* and he trains every day from Monday to Friday for the BIG game on Saturday. Sunday is his one free day, his day off! He doesn't do much on Sundays. He has a flat near the sports ground with Tony, another player from the team. Every summer he goes back to Australia for one month. One day he hopes to play rugby for his country.

EXTRA IDEA You could ask some questions about the text to check comprehension, e.g. *Which sport does Logan play? Which team does he play for? Does he play every day? Does he play rugby at the weekend? Who is Tony? Where does Logan go every summer?* It is usually a good idea to exploit the material as much as possible and it is helpful for students to fully understand the content of listening and reading texts, even when the focus is on grammar.

Questions and negatives SB p30

The lesson continues with a listening and reading text which is an interview with Logan where he gives more information about his free time. There is new vocabulary to pre-teach: *beach, lucky, freezing, excitement, countryside, miles* and the verbs *Skype, share, hope, win* and *train*. You could write them on the board, and if you have time, give students bilingual dictionaries or translators to look up the words they don't know, and write the translation if appropriate. Otherwise, teach the words in a whole-class vocabulary session before they move on to the next task.

Possible problems

- 1 Students will need constant reminders to apply the third person -s for Present Simple verbs with *he/she/it*, though the focus of the unit moves on to *I/you/we/they*.
- 2 Regarding negatives, it is generally not difficult for students to pronounce *don't* (the auxiliary used to make negative sentences and negative short answers). However, students may continue to make mistakes with negative forms, forgetting the auxiliary verb, e.g. **I not work*. Encourage them to self-correct and use the *Grammar reference* pages to help them.
- 3 As with Unit 2, where Present Simple questions and negatives were introduced, students may still have difficulty using the auxiliary verb *do* correctly. Remember too, that in Unit 2 students only used the *he/she* and *it* form *does/doesn't*. Now they need to consider the correct choice of form for *I/you/we* and *they*, too. There is plenty for students to remember! Encourage self-correction wherever possible.

- 3 Give students time to read the interview with Logan before they listen. They can use their knowledge of Present Simple questions from Unit 2 to help them complete the questions, and you should also encourage them to look back in the text to help them predict the missing verbs for questions 1 and 2. Encourage them to notice the pattern in questions 3 and 4 for questions that start *Do you ... ?* Ask them to think about how this pattern can be repeated in questions 5 and 6 and predict which words go in each gap.

- 🔊 3.2 Play number one as an example and elicit the answer (*come*). Then play the rest of the recording for students to complete the questions and answers, or for them to check their answers if they have already predicted which words they will hear. If necessary, play it a second time for students to check and complete any information they missed.

Put students in pairs to practise the questions and answers. Monitor and correct any pronunciation errors. Take particular notice of these aspects of pronunciation:

Sounds

- weak vowel sound /dʒə/ in the question
- strong vowel sound /du:/ in the short answer
- example: *Do you train hard? Yes, we do.*
- /dʒə treɪn 'hɑ:d/ /jes wi: 'du:/

Stress and intonation

The intonation rises at the end of *Yes/No* questions and falls at the end of short answers and *wh-* questions.

Do you like rugby a lot? Yes, I do.

Where do you live now?

Nominate pairs to do one question-and-answer exchange each across the class as feedback.

When they have finished, point out or elicit that these questions use *do* (*Do you ...*) and the short answers are *Yes, I/we do./ No, I/we don't*. Contrast it with example sentences showing the third person singular: *Logan plays rugby for Newcastle Rebels. Does he play for Newcastle Rebels? Yes, he does*. This is to remind students about the third person -s and make sure they notice that *I/you/we/they* use *do/don't*.

Put students in pairs to practise the question and answer exchanges. Monitor carefully and correct any errors of pronunciation, word stress or intonation.

Answers and audioscript

3.2 Questions and negatives

I = interview L = Logan

- 1 I Where do you **come** from?
L Perth, Australia.
- 2 I Where do you **live** now?
L Newcastle, in the north of England.
- 3 I Do you like rugby a lot?
L Yes, I do. I **love** it.
- 4 I Do you train hard?
L Yes, we **do**.
- 5 I **Do** you relax on Saturdays?
L No, I don't. We always **play** matches.
- 6 I **Do** you **play** rugby on Sundays?
L No, we **don't**. It's our day off.

- 4 3.3 Students are going to learn more about Logan and his teammates by listening to him talking. This time they have no script to read because they need to do the task with books closed. Ask them to read the questions and go through them to make sure they understand. (They haven't had many *How* questions before this one and it may be confusing for them.)
- Ask them to listen carefully to catch the answers. Play the recording (twice if necessary) and pair students to discuss their answers. Check answers together.

Answers

- 1 Usually at the sports ground, sometimes in the countryside.
- 2 By running or cycling.
- 3 On Friday evening, Tony cooks a huge meal.
- 4 On Sundays, they relax and watch TV – and Logan Skypes his parents.

3.3 'I live for my sport. I love it!'

'I live for my sport – I love it. We train hard every weekday, usually at the sports ground, but sometimes we go running or cycling in the countryside. We cycle for miles, often to the sea. I really love the beaches near Newcastle, they're beautiful, but I don't go swimming there – I never swim – the North Sea is too cold. It's freezing, summer and winter, not like in Australia! Tony goes swimming sometimes – but then he doesn't feel the cold ... he's from Newcastle! Saturday is the BIG day, Match Day! On Friday evening, Tony always cooks a huge meal for us, white rice or potatoes, with chicken and green vegetables, but of course we don't drink any alcohol! I love the excitement on Saturday – especially when we win! Sunday? ... Sunday, we don't do much, we're so tired. We just relax and watch TV – sport of course. My favourite is the skiing, 'Ski Sunday'; and football, I'm a *Newcastle United* fan – of course. Oh, and I 'Skype' my mum and dad in Australia. I miss them a lot. They want me to play for Australia one day.'

- 5 Focus students' attention on the verbs in the box. Help them with any words they don't understand. Point out that they need these words to complete the text and that they should use *go* in two different gaps (*go x 2*). Also check they've noticed the verbs preceded by *not*, which they need to use in the negative form. With a weaker group, ask them how to form Present Simple negative forms. Give them gapped example sentences if necessary: *Logan _____ play rugby on Sundays. I _____ do much on Saturdays. (doesn't, don't)*. Point

out the *doesn't* form with third person *he/she/it* and the *don't* form with *I/you/we/they*.

- 3.3 When students have completed the text, play the recording again so they can check their answers.

Answers

- | | |
|----------------|---------------|
| 1 train | 7 cooks |
| 2 go | 8 don't drink |
| 3 love | 9 don't do |
| 4 don't go | 10 relax |
| 5 goes | 11 miss |
| 6 doesn't feel | 12 want |

3.3

See exercise 4.

Roleplay

SUGGESTION It would be good to video these interviews if equipment is available. Alternatively students could use their own smartphones or devices. It can be useful for students to be able to see and analyse their own speaking performance in terms of pronunciation and volume, as well as clarity of speech, and also to notice whether they are displaying positive body language.

This interview roleplay is set up in two stages. Exercise 6 helps students to prepare the questions. In exercise 7, they go on to carry out the interviews.

- 6 Focus students on the prompts and point out the example. Elicit the full question for number 2 as a demonstration. Put students in pairs to think of full questions for the other prompts.
- Check together as a class.
- 7 Set up this roleplay task as an interview, rather than just straight question-and-answer practice. If possible, move the desks to create a more relaxed setting and get students to use a classroom object as a microphone prop. Put students in new pairs and give them a role – half of the students are Logan and the other half are interviewers. Draw students' attention to the guidance in the rubric and drill the two opening phrases provided for the beginning of the interview. Deal with any pronunciation issues before they begin.
- Monitor their interviews carefully. If the 'Logans' forget any information about themselves, they can refer back to the texts.
- 3.4 Then play the recording so students can compare their conversations with the model script. When they have listened, if you have time, ask students to swap roles and do the activity again. (Now that they have listened to the model they may perform the task even better.) Listen carefully to their interviews and note any errors, especially weak sounds and intonation (see note at exercise 3). Correct any pronunciation errors after they have finished, and drill anything the students find difficult.

3.4 An interview with Logan

J = journalist L = Logan

- J Hi, Logan. Good to meet you. You're a great rugby player. Can I ask you some questions?
- L Yes, of course.
- J Now, tell me, where exactly do you come from?
- L From Perth, Australia.
- J Ah, yes. I know Perth, it's a lovely city. And do you like living here in Newcastle?

- L I do. I love the countryside and the beaches are beautiful ... but ... not like in Australia!
- J Yeah, sorry about that – the sea's really cold here. And where do you live in Newcastle?
- L I live near the sports ground – I have a flat with another player on the team, Tony Jones.
- J Great! It's nice to share with a friend. I know you work hard for your sport. How often do you train?
- L We train every day – all day.
- J And do you always train at the sports ground?
- L No, we don't. We often get out of the city – we go running or cycling in the countryside ...
- J ... or on the beach?
- L Yeah, we run there – but I don't go swimming. Tony does, but then he's a Newcastle boy!
- J I see! And what do you and Tony do on Fridays, before Saturday's match? Go to the pub?
- L Of course not! Tony always cooks a huge meal for us – he's a great cook. We have chicken, rice, vegetables ... stuff like that. No beer – that's for after the match.
- J And do you relax on Sundays?
- L Oh yes, it's our day off. We don't do much at all – just watch TV – sport of course.
- J Just rugby? Or do you like any other sports?
- L Not always rugby! I like watching skiing and football, too. I'm a Newcastle United fan now.
- J Good for you! Last question Logan: do you miss your family in Perth?
- L Of course – but I Skype them every Sunday evening. They love to hear my news, and I love to hear theirs. They want me to play rugby for Australia one day.
- J I'm sure they do. And I'm sure you will one day. Great to talk to you. Thanks very much.
- L My pleasure.

GRAMMAR SPOT SB p31

- 1 Focus students' attention on the table. Ask students to complete it with the positive and negative forms. Check the answers.

Answers

	Positive	Negative
I/You	work	don't work
He/She	works	doesn't work
It	works	doesn't work
We/They	work	don't work

Ask students to focus on the positive forms in the table. Ask them which have a different form (*he/she/it*) and how they are different (they end in -s). They learned this in Unit 2.

Ask students to focus on the negative forms in the table. Ask them how the *I/you/we/they* forms are different from the positive forms (they use the auxiliary *don't*). Ask students to focus on the *he/she/it* forms and ask them how they are different from the other negative forms (they use the negative of the third person of the auxiliary *doesn't*).

- 2 Ask students to complete the questions and answers. Check the answers.

Answers

- 1 do, does 2 Do, do 3 Does, doesn't

Ask students which auxiliary verb is used in questions with *I/you/we/they* (*do*) and which with *he/she/it* (*does*). Remind students that questions can begin with a question word (*What, Why, Where, How often*, etc.) or have no question word (just starting with the auxiliary verb *do*) and these have the answer *Yes/No*. Ask students to give you examples of each type of question from exercise 2.

- 3 Students find the adverbs of frequency in the '*I live for my sport. I love it!*' text. Check answers together. To consolidate the meaning, refer students to the 'percentage' chart in Grammar reference 3.2 on p144.

Answers

usually at the sports ground
sometimes we go running
We cycle for miles, often to the sea.
I never swim
Tony goes swimming sometimes
Tony always cooks

►► Read Grammar reference 3.1–3.2 on p144 together in class, and encourage students to ask you questions about it. Word order is an essential aspect of being able to use adverbs of frequency and it is important to point out that the most common position of adverbs of frequency is before the main verb. Get students to underline the adverbs and circle the main verbs in the examples in 3.2 point 1 to see the pattern. The word order is different when the verb is *be* – again, by underlining and circling, students will see this in the examples. Points 2 and 3 show how some adverbs are a little more flexible and highlight common errors.

For further practice of these adverbs, write some of the sentences from Grammar reference 3.2 on p144 on the board, but don't include any adverbs. Ask students to write the sentences in their notebooks and include one of the adverbs to make the sentence correct about their lives. Sentences could include: *I walk to school. I go to bed at 11 p.m. I work late. I go out on Sunday. I eat in a restaurant.* Monitor and check students are inserting the adverbs in appropriate places. With stronger students, you could write one of the sentences with *be* in order to help them remember that the word order is different here, e.g. *I am late.*

Put students in pairs to compare their routines and see if any of their sentences are the same.

Practice SB p32

Talking about you

- 1 Focus attention on the example. Then ask students to match the rest of the questions and answers, working individually. With a weaker group, you could elicit what kind of information to expect in the answer for each question word, e.g. *What time = time, Where = place, Do = yes/no*, etc. Students who finish early can check their answers with a partner.

🎧 3.5 Play the recording and let students check their answers. As preparation for the next activity, ask students to listen and repeat the questions and answers chorally and individually. Take particular care with intonation.

Answers and audioscript

3.5 Talking about you

- 1 Q **What time** do you get up?
A At about seven o'clock. (c)
- 2 Q **Who** do you live with?
A My parents and my sister. (e)
- 3 Q **How** do you travel to school?
A I always walk. (g)
- 4 Q **Do** you go out on Fridays?
A Yes, I do sometimes. (a)
- 5 Q **What** do you do on Sundays?
A I don't do much. I like to relax. (h)
- 6 Q **Where** do you go on holiday?
A We often go to Spain. (d)
- 7 Q **Why** do you like to go there?
A Because it's always sunny. (f)
- 8 Q **When** do you go to bed?
A Usually late, about midnight. (b)

- 2 Demonstrate the activity by getting a student to ask you the first question and answering with true information. Do the same for question 2 as a further demonstration if necessary. Remind students to give real answers this time. Students work in pairs to ask and answer the questions in exercise 1. Go round and monitor as students do the activity, listening for correct intonation and accuracy in the answers. Stronger students, or those who finish early, can be encouraged to ask more, similar questions, but with different days or content, e.g. *Do you go out on Saturday evenings? How do you travel to work? What time do you start work?*, etc.

The second part of the activity practises the third person singular alongside the other persons. It also pulls the class together after the pairwork. Focus attention on the examples in the Student's Book. Then ask a few individuals to tell the rest of the class about themselves and their partner. If necessary, remind students they need to use the third person -s when talking about their partner. (Unless you have a small class, it would take too long to give everyone a turn. Another alternative is to divide the class into large groups and ask students to tell the others in their group. This could maximize speaking opportunity.)

Positives and negatives

- 3 This exercise could be set for homework, but it can be quite fun if done orally and at a brisk pace with the whole class. Focus attention on the example and then get students to complete the exercise orally. They could then write their answers as consolidation.
- Alternatively, if the class is weak, they would benefit from the time to do the task in writing. Put them in pairs to do it as this can make it more interactive.

Answers

- 1 I don't text my friends all the time.
- 2 She speaks Spanish.
- 3 They don't want to learn English.
- 4 I'm not tired and I don't want to go to bed.
- 5 We eat in restaurants because we don't like cooking.
- 6 Emma is happy because she has a new car.
- 7 I don't smoke, I don't drink, and I go to bed early.
- 8 He smokes, he drinks, and he doesn't go to bed early.

EXTRA IDEA Put students in pairs to write their own positive and negative sentences – aim for five of each. Both students must write them down. Monitor and do any necessary correction. Then, when they all have sentences to share, ask them to get up and move around the classroom talking to other classmates. They should read out their sentences one by one so that their partner can listen and then say the opposite (turning positive sentences into negatives and vice versa). It is a speaking activity only and because they talk to several classmates and move around, it can be energizing – particularly if you encourage them to change partners frequently.

- 4 Focus attention on the examples and model them with a strong student – take the second part yourself, so you can model the stress pattern with emphasis on *hate*. Then write two false sentences as further examples, one about yourself and one about a student, for the class to correct. Make sure the sentences are obviously false and use humour if possible, e.g. *I don't like teaching English!* Elicit oral corrections from the class. Encourage contrastive stress on the different information, e.g. *You like teaching English.*

Give students time to write their sentences. Students read out their sentences for the rest of the class to correct. With larger classes, get students to work in small groups. Monitor carefully and, if necessary, model the contrastive stress for students to copy.

Additional material

For teachers

Photocopiable activity – Grammar: *I think I know my classmates!* pp179–80

For students

Online Practice – *Look again*

Workbook pp18–20, exercises 1–6

Vocabulary and listening SB p32

How do you relax?

SUGGESTIONS You could bring a calendar to the lesson to help with the presentation/review of the months of the year in exercise 1.

If you have access to a class set of dictionaries, bring them to this class to help students with the vocabulary work.

- 1 Ask students to look at the pictures of the trees and identify the seasons, based on what they know of the UK/Europe.

CULTURE NOTE Of course, seasons vary according to which part of the world you live in, and students' experience of seasons may be very different. For example, in Australia, summer is December to February, and in South America it's from December to March. Some countries refer to other seasons, such as the rainy season in India, which lasts from around June for as long as six months.

Drill pronunciation of the four seasons. *Autumn* is often tricky for students, so point out the silent *n* at the end and model and drill the long vowel sound at the beginning: /'ɔ:təm/. You could tell them it's the same as in the number *four* /fɔ:/. Ask students to work in pairs and answer the questions in exercise 1. They will obviously

find this easier if you set the seasons and months for homework (see *Suggestions* above). Monitor, noting any problems with pronunciation and confusion with the months of the year. If your students had no difficulties with the questions in exercise 1, briefly go through the answers as class feedback, highlighting any specific problems you noted earlier. If necessary, do further spot checks by asking: *What's before/after September?*, etc. *When's your birthday?* (Make sure that students give only the month in their answers, not the actual date.) If your students had problems with the questions in exercise 1, use a calendar or write the months on the board to present the key language again. Go through the seasons and months. Say them first yourself and ask students to repeat each one in order, both chorally and individually. Repeat the months and seasons a few times, making it fast and fun if you can. Then ask students the questions in exercise 1 again, checking for accurate pronunciation.

SUGGESTION A fun activity to practise the months could be to ask students to organize themselves into a line according to when in the year they were born. This involves them asking each other *When is your birthday?* and answering with the relevant month.

- 2 In pairs or small groups, students look at the photos and match as many as they can with the names of the activities. If possible, students check any new words in their dictionaries. Encourage them to enter any new words in their vocabulary notebooks. Check the answers with the class, dealing with any pronunciation problems as you go.

Answers

A windsurfing B cycling C swimming D watching TV
E playing a musical instrument F going to the cinema
G dancing H playing tennis I listening to music
J running K playing computer games L skiing
M going to the gym N fishing O cooking P playing golf

Ask the questions about seasons and activities, focusing on the example sentences. Students work in pairs or small groups to compare their ideas.

Possible answers

Winter activities: skiing
Summer or good weather activities: playing golf, windsurfing, fishing, cycling
Summer or good weather activities – if doing them outdoors: playing tennis, swimming
Other activities are mostly done indoors and therefore season is not important.

- 3 **3.6** Focus students' attention on the instruction and the chart. This script includes the key language from this section and recycles vocabulary that students have already learned, so students should not have problems completing the task. Point out that some of the speakers talk about more than one activity, but may not say when they do each one. The information for *When?* can be seasons, months, days, or parts of a day. With weaker students, remind them that they don't need to understand every word, just to pick out the key information to complete the chart. Play the first conversation as an example and check the answers with the students. Play the rest of the recording for students to complete the chart. Get students to check

answers together. Play the recording again, if students failed to complete some of the spaces, to give them a further chance to catch the key information. Stronger students can also benefit from a second chance as you can get them to tell you any other information they have understood. This can help to build confidence.

Answers

	What?	When?
Anna	playing tennis	Every weekend in the summer, sometimes in spring and autumn, too
Roger	skiing	January or February
Linda	going to the gym, swimming	every day – every morning
Adam & Josh	windsurfing, playing golf, playing football, watching TV, playing computer games	windsurfing every summer, computer games after school
Sue & Bob	watching TV, cooking, music, playing instruments	watching TV in the evenings in winter

3.6 What we do in our free time

1 Anna

A I play tennis a lot. I'm no good, but I like playing.

B When do you play?

A Oh, in summer I play every weekend.

B Just in summer?

A No, sometimes in spring and autumn, too, if it's sunny.

2 Roger

R My favourite sport is skiing. I go skiing with my family every year. We all love it.

B When do you go?

R Always in January or February, after Christmas. We go to France.

B And are you a good skier?

R I'm OK. My wife's good, the kids are really good – but I'm just OK.

3 Linda

A Do you go to the gym every day?

L Yes, I do, every day, every morning before work.

A And do you go swimming there?

L Yes. I swim every morning, too. Do you go to the gym?

A Well – er no, I don't. I like my bed in the morning!

4 Adam & Josh

A Adam, you like a lot of sports, don't you?

B Oh yeah, my favourite is windsurfing. Me and my brother, Josh, go to surf school every summer and we play golf and football, of course.

A So, all outdoor sports?

B Er – no, we watch sport a lot on TV and we play computer games after school.

A Not a lot of time for homework then?

B Well – er ...

5 Sue & Bob

A Sue, what do you and Bob do in your free time?

S Well, in winter we love evenings at home.

A What do you do? Watch TV?

S Yes, we do sometimes. We like cookery programmes. I love cooking.

B I like cooking, too ... but you know our family. We also love our music. I often just sit down at the piano and play! And our son plays the guitar.

A That's great! You're a really musical family.

GRAMMAR SPOT SB p33

Focus attention on the verb *like* + *-ing*. Write *I like ...* and *I don't like ...* and elicit a few true sentences from the class, making sure students use an *-ing* verb form rather than a noun.

►► Read Grammar reference 3.3 on p144 together in class, and encourage them to ask you questions about it. (You can point out the adverb of frequency *usually* so students understand it is possible to use an infinitive after *like*, *love*, etc. but much less common.) To practise this point, ask students to write down the names of five friends or people in their family and then make a sentence for each person about one of the activities in the pictures using *likes/loves/doesn't like*, e.g. *My friend Sandra doesn't like going to the cinema. My brother Lucas loves fishing.* Monitor as they write, making sure the second verb is an *-ing* form, and help them to self-correct any errors. Elicit some sentences from the class or put them in pairs to share their sentences.

- Put students in groups and ask them to read the instruction and examples. Give them a few minutes to think of things you like and don't like doing. Encourage them to use the photos on the page and if they don't know, they should make a guess. When they are ready, nominate students from different groups to ask you questions, and answer them with true answers. Make sure they are using *like* + *-ing* in their questions, and make any necessary corrections.

SUGGESTION If your class enjoy playing games, you could make it a contest and award points for correct ideas. In this case, to make it fair, the groups need to go through all the photos on the page and write down their ideas in two columns (*like/doesn't like*) before the question and answer stage, as evidence of their thinking. You will need to plan enough time for this.

Talking about you

Students work in small groups of three or four. First act out a conversation with two students, using the examples in the Student's Book. Then tell the students some true things about yourself, encouraging them to respond to your likes and dislikes, as in the example. Encourage interested intonation in the response *Oh really?* Students continue in their groups. Monitor and help as necessary. Check students are using the *-ing* form correctly. Finally, ask a few students in the class to report back on themselves and their partners. This gives further practice in different persons of the Present Simple.

EXTRA IDEAS Ask students to do some independent vocabulary research by looking for other activities which are not in the Student's Book. They can look them up in a bilingual dictionary, or online, as well as pooling their knowledge in groups. Students can then exchange the new vocabulary in a later lesson, including both spelling and pronunciation. They can use mime or simple descriptions to help with meaning or translation if in a monolingual class and you are happy to use it.

Students interview each other to find out when the best month/season is for a certain activity in their country: *When's the best month for (skiing, walking, sunbathing, shopping, visiting your city, etc.)?* You may need to go over the meaning of *best* with them first.

Additional material

For teachers

Photocopiable activity – Vocabulary: *In my free time* pp181–2

For students

Online Practice – *Look again*

Workbook p18, pp20–2, exercises 1–7

Online Practice – *Practice*

Reading and speaking SB p34

Busy weekends

About the texts

This is the first 'jigsaw' reading in the course and so will need careful setting up. The 'jigsaw' technique integrates reading and speaking skills by getting students to read one of two texts and then work in groups to exchange information in a speaking phase. It's important to remind students to read only their text and to get information about the other text via speaking. The theme of the section is 'Busy weekends' and the texts describe the weekend routines of a jockey *Frankie Dettori* /'fræŋki dətɔːri/ and a singer/songwriter/actress *Alexandra Burke* /ælek'sɑːndrə bɜːk/.

CULTURE NOTE In the introduction about Frankie Dettori, students see the letters *MBE* after his name. You'll need to explain that this means he received a special award. *MBE* means **M**ember of the **O**rders of the **B**ritish **E**mpire, and it is an award given to people by a special government committee and the Queen. The award recognizes outstanding achievement, and is given because the person is an example to others. In Frankie's case, he received the *MBE* for services to the field of horse racing.

These texts have been written to consolidate the grammar taught in this and previous units (Present Simple for routines – in this case, leisure time routines, frequency adverbs, and *like* + *-ing*).

Encourage students to use the context to help them with new vocabulary – they should look at the words in the sentence around the new vocabulary to see if they help with the overall meaning. This can often indicate what kind of word the new vocabulary is, e.g. noun, adjective, verb, and give an idea of the connotation, too – whether the word seems particularly positive or negative. Also, they could pool knowledge with other students. With weaker classes, or if you are short of time, ask students to check some of the following vocabulary before the lesson (which comes from both texts): *jockey, race course, ride a horse/pony, pyjamas obviously, compete, a picnic, a mess, a village, a talent show, successful, a musical, star (v), niece, nephew, yoga, support a football team, a club, lucky*.

- To lead in to the lesson, refer students to the title 'Busy weekends' and elicit that *the weekend* for most British people/Europeans is Saturday and Sunday. Check they know the meaning of the adjective *busy* and can pronounce it naturally.

④ **3.7** This first exercise helps students learn verb + noun/adverb collocations which are used in the texts. Focus attention on the example and help students to

understand the meaning. Then get students to complete the task, working in pairs. They should use each verb once only. Encourage them to look up words they don't know in dictionaries. Play the recording and get students to check their answers. Elicit the wording of the complete sentences, checking pronunciation as necessary.

SUGGESTION You could ask students to choose three things from the list which they either *like* or *don't like* doing, and share this information in pairs to see if they have the same preferences.

Answers

be a fan of jazz, watch sport on TV, listen to music, go horse riding, get up late, put on pyjamas, set off for work, win a competition, cook dinner for friends

③ 3.7 Words that go together

- 1 I'm a big fan of jazz and rock.
- 2 I often watch sport on TV. I like the rugby.
- 3 I always listen to music in the car.
- 4 I go horse riding every weekend at a pony club.
- 5 I get up very late on Sundays – sometimes at lunchtime.
- 6 I like to put on my pyjamas after work and watch TV.
- 7 I set off for work at about 7.30 every morning.
- 8 I never win any competitions.
- 9 I often cook dinner for my friends.

- 2 Focus attention on the photos. Check pronunciation of the names (see *About the text*). Give students a minute to read the introduction to each text. Elicit the answers to the questions. Make sure they fully understand the sentence *He doesn't have many weekends off*. (It is clarified in the first sentence of the main text which may be easier to understand: *I don't have many free weekends*.) This phrase refers back to the unit title 'Time off'. You could ask students, *Do you have weekends off? Which is your day off? How many days off a year do you have?*

Answers

Frankie Dettori is a jockey and he doesn't have many weekends off – he often works.

Alexandra Burke is a singer/songwriter and actress. She likes to spend weekends at home with her dogs and family.

- 3 Divide the class into two groups, A and B, and ensure students in the same group are sitting together. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text: Group A – Frankie Dettori; Group B – Alexandra Burke. Get students to read their text quite quickly, asking others in their group for help with vocabulary (if possible) if they didn't look up the items listed in *About the text*. Monitor and help with any queries.
- 4 Give students time to read the questions and deal with any queries about them. Ask students to read their text again to find the answers to the specific questions about their person, noting down the answers to each one. Make it clear that each person in the group should have a record of their answers (as they will all be regrouped in a minute, but may not be aware of this). Monitor and help as necessary. If students can't find an answer, encourage them to ask other students in their group. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Frankie Dettori

- 1 Yes, because he often works then.
- 2 His family.
- 3 Yes – an emu, a gecko, a hedgehog, two donkeys (and three dogs – mentioned later in the text).
- 4 He puts on his pyjamas and watches TV.
- 5 Yes, he makes fish, chicken, and pasta.
- 6 Fish, chicken, pasta – Italian food, Japanese food.
- 7 He likes cooking.
- 8 They go to pony club shows.

Alexandra Burke

- 1 Yes, she sees her family, cooks food, does hot yoga, goes to church, often has a roast at the pub, then sometimes goes to a club in the evening.
- 2 Her family and her dogs.
- 3 Yes – three dogs.
- 4 She has her family at her house and cooks Spaghetti Bolognese for them.
- 5 Yes, she does.
- 6 Spaghetti Bolognese, Jamaican food, chicken soup.
- 7 She likes getting up late, taking her dogs for a walk, spending the day with her nieces and nephews, having a picnic lunch in the garden, going to the park, eating chicken soup.
- 8 They go to church, a pub for a roast dinner, home to watch football, then out to a club in London.

SUGGESTION You might want to feed in some useful phrases that students can use for the information exchange which comes next (and to use in future information exchanges), e.g. *Do you want to start? You next. What's the answer for number 3? Sorry, I don't understand. Can you repeat that, please? Can you spell that, please?*

- 5 Regroup the students into pairs, making sure there is an A and a B student in each pair. Demonstrate the activity by getting a pair of students to start asking each other the questions and sharing the answers about the person in their text. Students continue talking about the answers to the questions in exercise 4 and exchanging the information about their person. Monitor and help, and encourage students to write down the answers about the person in the other text. It will be easier to compare them if they have a written record of the main points. Also check for the correct use of the Present Simple, frequency adverbs and *like + -ing*. Note down any common errors, but feed back on them at a later stage.

Point out the examples which show students comparing the people they read about and highlight the use of *both* to talk about two people liking or doing the same things. Also highlight that we often use *and* to link ideas when talking about things that are the same: *Frankie loves pasta and Alexandra's favourite food is Spaghetti Bolognese*. For contrasting or different information we often use *but*, e.g. *Frankie supports Arsenal, but Alexandra supports Manchester United*.

Ask students to think of more ways in which their people are the same and what is different. Bring the whole class together to conduct the feedback.

Possible answers

Different: He's a man, she's a woman. He's Italian, she's British. He's a jockey, she's a singer/songwriter and an actress. She isn't married. He's married with five children. He doesn't have many weekends free. She often spends weekends with her family.

The same: They both like spending time at home. They like being with their family. They like Italian food – Alexandra likes Spaghetti Bolognese. They like picnics. They have pets at home (and they both have dogs). They like football and support a football team (but the teams are different).

Talking about you

This is a simple guessing game for the whole class to get further practice in talking about free-time activities. Write down three things you like doing on a small piece of paper, but don't tell students your choice. Hand out blank pieces of paper for students to do the same, also keeping them a secret from the rest of the class. Remind them not to write their name anywhere on the paper. Collect in all the papers. Focus attention on the example in the Student's Book. Do a demonstration with one of the pieces of paper you've collected, starting with *This person likes ...* and getting everyone to guess who the person is. Then invite students to come up and take one of the pieces of paper so they are randomly distributed (but they shouldn't have their own slip!). Students read out the activities on the paper to the class, starting with *This person likes ...* (so they don't mention any gender) and they all try to guess the name of the student. With larger classes, students can play in groups. Do any necessary pronunciation correction.

EXTRA IDEA Bring students back together and make a list of the most popular weekend activities in the class. Then put students in small groups and give each group two or three of the activities so they can try to remember which students in the class like them and write sentences to add to a wall display, e.g. *Eliana and Luciana both go horse riding.* (You can remind them about using *both* for two people with the same interests.) Make a title/heading for the wall display: *In our class, we have busy weekends. We like ...*

Additional material

For students

Online Practice – Practice

Speaking and listening SB p36

Your work-life balance

This section focuses on one of the much-debated questions of modern life: how to achieve a balance between one's career and home life. Students read and complete a questionnaire on work-life balance, and then discuss their answers. Students then listen to a talk by an expert on work-life balance, and the section finishes with a speaking activity in which students talk about people who love/don't love their job.

- 1 Write *live* and *life* on the board and elicit that one is the verb and one the noun – students occasionally have confusion with this. Also check and drill pronunciation of both words. Introduce the topic by writing the name of the questionnaire on the board *Do you live to work or work to live?* Check comprehension: *Is your work the most important thing in your life? Or do you work just to*

earn money to live? Ask students which category they think they belong to. Check comprehension of *relax at weekends*, *bring work home* and *have trouble sleeping*.

Focus attention on the *questionnaire* and teach this word. Check students understand the convention of ticks and crosses (✓ = yes and ✗ = no). Students answer the questions and complete only the *Me* column about themselves. Then get them to look at the key and calculate their score. Finally, they read what their score is supposed to mean. Keep it light-hearted. Elicit who thinks they have a good work-life balance and why.

- 2 Focus attention on the examples in the Student's Book. Get students to practise the questions and answers across the class. Point out that there's a column in the questionnaire which is headed *T*, for *teacher*. Then get individual students to ask you the questions so that they can complete the *T* column of the questionnaire. Do any necessary pronunciation correction of the questions as you go along. Ask students to work out your score. You can say whether you agree with it or not and say why (simply). Ask everyone in the class to stand up and move around to do the next part of the activity. Tell them to take turns with two other students to ask and answer the questions. Monitor and note any further pronunciation problems to correct later.
- 3 Divide the students into small groups, and get them to compare their scores before reporting back to the class. Elicit a range of scores from the class to establish which students have a good work-life balance. Ask students if they agree. Stronger students may be able to explain why/why not.

EXTRA IDEA Students can answer the questionnaire questions imagining that they are someone they know well, e.g. a family member, such as a husband, sister, father, daughter, or friend. When they have calculated the score, put them in pairs to tell their partner about the family member or friend, their score, and if they agree or disagree with the result (and why).

- 4 3.8 Tell students they are going to hear a medical doctor talk about work-life balance. The recording is in the form of a talk, so Dr Hall's voice is the only one they will hear. Pre-teach/Check: *structure*, *everyday life*, *balanced*, *bad for your health* and check pronunciation so that students are familiar with how the words are said when they hear them on the recording. Give students time to read the questions, then play the recording through once. Students work in pairs to check their answers.

Play the recording again so that students can listen for any information they missed. Check answers with the class. Check students understand the last comment made by Dr Hall: *If you love your job, you never have to work again.* They could try to translate it into L1, if you're able to help them. Ask if they think it is true.

Answers

- 1 It gives structure to our everyday lives.
- 2 'Play' is important for a happy, balanced life. It's important to find time to relax with family and friends. It's not good to think about work all the time.
- 3 You never relax and it's difficult for your family and bad for your health.
- 4 If you love your job, you never have to work again.

3.8 Dr Susan Hall – an expert on the work-life balance

Of course, work or study is important for us all – it gives structure to our everyday lives. But, for a happy, balanced life it's also important to 'play' sometimes. It's important to find time to relax with friends and family. It's not good to think about work all the time. I know from my work as a doctor that it's sometimes difficult not to take your work problems home – but if you take your problems home, you never relax and it's difficult for your family and bad for your health. Don't live to work, work to live! Life is more than work. How many people do you know who really love their work? How many people just work for the money? You know what they say, 'If you love your job, you never have to work again!' I think that's true.

Talking about you

Students work in pairs and ask and answer the questions. At the end of the activity, ask the students to tell you any interesting information they found out.

EXTRA IDEA Divide the class into two groups. One group must make a list of *pros* for never having to work again, and the other group must make a list of *cons*.

Regroup the class into groups of four - two students from the *pros* group, and two students from the *cons* group.

The group must say their reasons and try to reach a decision as to who has the better arguments.

VIDEO In this unit students can watch a video about four people's jobs and find out what they like about their them and whether they have a good work-life balance. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Jobs*

For students

Online practice – *Practice*

Everyday English SB p37

Social expressions

This is the first of two sections that focus on social expressions – the second is in Unit 10. The conversations introduce and practise expressions for day-to-day conversational exchanges.

- 1 Focus attention on the photos, point to the student who is the same in all of them and say *This is Hakan*. Encourage different students to say in detail what they can see in the photos and speculate about where he is and who the other people are. Confirm the locations and situations, helping students with any vocabulary they need: *at his host family's house, in the classroom* and *in the college coffee bar*.

Answers

In the top photo, he's with his host family at their house.
In the second photo, he's in the classroom at the language school.
In the bottom photo, he's at the language school in the coffee bar.

- 2 Ask students to read sentences 1–9 and put them in pairs to think about who says each sentence. Go through the answers. Help students with new vocabulary they

need, e.g. *host family, woman who works in the coffee bar, classmate, shirt, warm*.

Answers

- | | |
|-------------------------|-------------------------|
| 1 his host family | 6 Hakan |
| 2 Hakan | 7 another student/Hakan |
| 3 Hakan | 8 Hakan |
| 4 another student/Hakan | 9 his host family |
| 5 his teacher | |

- 3 Students work in pairs. Focus attention on the second lines of the conversations in the box. Focus attention on the example. If necessary, elicit a further example from the class. Students work together to match the conversations.

- 3.9 Play the recording for students to check their answers.

Answers

- 6 Sure. Good idea. This room's really hot today.
9 Really good, thanks. Our teacher's great. And you?
4 Thanks. Glad you like it, but it's really old!
1 Thanks. Same to you. See you later.
7 OK. I think we all need one. But just fifteen minutes!
2 Never mind. Come and sit down.
5 Yes. What does 'bilingual' mean?
3 Yes, of course. I'll move my bag.
8 Is that to have here or take away?

3.9 Social expressions

- 1 A Bye! Have a nice day!
B Thanks. Same to you. See you later.
2 A I'm sorry I'm late. The traffic's very bad this morning.
B Never mind. Come and sit down.
3 A Can I sit next to you, Karina?
B Yes, of course. I'll move my bag.
4 A Is that a new shirt? It looks good!
B Thanks. Glad you like it, but it's really old!
5 A What's the matter? Do you have a problem?
B Yes. What does 'bilingual' mean?
6 A Please can I open the window? It's really warm in here.
B Sure. Good idea. This room's really hot today.
7 A Can we have a break?
B OK. I think we all need one. But just fifteen minutes!
8 A Can I have a large Americano, please?
B Is that to have here or take away?
9 A How was your day?
B Really good, thanks. Our teacher's great. And you?

- 4 With a weaker group, put students in pairs to practise all the conversations just as they are without trying to continue them. Encourage them to swap A and B roles. Circulate and help with pronunciation as necessary. It may be helpful to play sections of the recording again. Students listen and repeat, paying special attention to stress patterns and intonation, following the model as closely as possible.

Then focus attention on the example conversation. Ask two students to read it aloud across the class. Highlight how this is the first conversation from exercise 2, but longer. Students should try to do the same with some of the other conversations in their pairs. With weaker students, you could brainstorm ideas as a class and write key lines on the board. Monitor and help as necessary.

- 3.10 Play the recording, pausing at the end of each conversation to give students time to compare their version. If you have time, students can learn one of the conversations by heart to act out for the rest of the class. Acting out conversations can improve their pronunciation considerably.

Answers and audioscript

3.10

- 1 A Bye! Have a nice day!
B Thanks. Same to you. See you later.
A Right. About four o'clock?
B School doesn't finish 'til four.
A OK! About 4.30, then.
- 2 A I'm sorry I'm late. The traffic's very bad this morning.
B Never mind. Come and sit down.
A Thanks.
B We're on page 28.
- 3 A Can I sit next to you, Karina?
B Yes, of course. I'll move my bag.
A Thanks a lot. What ... ?
B Shh! I want to watch the video.
- 4 A Is that a new shirt? It looks good!
B Thanks. Glad you like it, but it's really old!
A Is it? It looks new.
- 5 A What's the matter? Do you have a problem?
B Yes. What does 'bilingual' mean?
A It means 'in two languages'. Look, you have a bilingual dictionary.
- 6 A Please can I open the window? It's really warm in here.
B Sure. Good idea. This room's really hot today.
A Lee – you're near the window. Can you open it for us?
- 7 A Can we have a break?
B OK. I think we all need one. But just fifteen minutes.
A No problem, we just want a coffee.
- 8 A Can I have a large Americano, please?
B Is that to have here or take away?
A Have here.
B That's £2.60. Anything else?
- 9 A How was your day?
B Really good, thanks. Our teacher's great. And you?
A Oh, not bad, but thank goodness it's Friday. I love the weekend.

SUGGESTIONS Students can think of other situations when these expressions would be useful and write or act out parallel conversations.

Encourage students to use these expressions in class whenever appropriate, e.g. apologizing for being late, asking to open the window, checking what a new word means, etc. You could put key phrases on a classroom poster.

Additional material

For teachers

Photocopiable activity – Communication: *What's the response?* pp183–4

For students

Online Practice – *Look again*

Workbook p22, exercises 1–2

Online Practice – *Practice*

Writing SB p38

Form filling

An application form

The writing syllabus continues with a focus on completing forms. The context is an application form for a sports and leisure centre and students review the language of talking about preferences.

Lead into the topic of filling in forms by teaching the noun *form* and the phrasal verb *fill in*. Use the examples on the page to help you. Prompt students' background knowledge by asking *What types of form do people fill in?* You will need to help them with vocabulary in their responses (applications for a job/course/bank account/organization or society; booking forms for hotels/holidays; tax/voting/medical forms; feedback on objects/services, etc.). Ask *Do you fill in a lot of forms? How often? What for? Do you fill in paper forms or do you fill in forms online?* Elicit a range of answers from the class.

- 1 Check that students understand and can pronounce *sports and leisure centre*. Focus attention on the instruction on the form and elicit or teach the meaning of *block capitals*. Ask students to look at the categories on the form. Students were exposed to a lot of the personal information categories in Unit 1, but you may need to check the following: *title*, *dd/mm/yy* = *day/month/year*, *zip code* = American English for *postcode*. Check *spa* and *exercise classes* from the *Health & fitness* section. Ask students if they need help understanding any other words, or allow them time to work independently with a dictionary for a few minutes. Ask a few check questions about Lena, e.g. *Where is Lena from?* (South Africa), *Where does she live?* (Sheffield), *How do you spell her first name?* (L-E-N-A), *Does she have a mobile phone?* (Yes, she does.), etc.

Focus attention on the sentence starters in the box. Elicit one or two examples of complete sentences. Then let students continue in pairs. Monitor and check for correct use of *to be*, third person singular of the Present Simple, and *like* + *-ing*. Feed back on any common errors.

- 2 Give students time to complete the form individually. Monitor and help as necessary. Then put students in new pairs. Try to get students to work with someone they don't know very well. Focus attention on the example. Make it clear that they are trying to find what is the same and what is different by comparing their forms. Elicit one or two further examples from a strong pair. As pairs work together, monitor and help as necessary, but don't interrupt to correct them. Note any errors to correct later.
- 3 Students discuss as a whole class which sports are popular.

EXTRA IDEAS Find another simple form in English for students to complete. If you have access to computers, they could do this online just to practise without submitting it.

Ask students to find examples of forms in English, either printed or online, to show in class.

As well as completing forms individually, you can set up roleplay tasks where one person asks questions and fills the form in for their partner. In this way, students can use them to practise their speaking skills and also consolidate both the grammar of Present Simple questions and the language of personal information.

Additional material

For students

Online Practice – *Practice*

Workbook p23, *Review*, Grammar exercises 1–5, Vocabulary

Online Practice – *Check your progress*

4 House and home

Introduction to the unit

The theme of this unit is places. Students describe a range of different places, including where they live.

They learn to use *there is/there are* together with *some* and *any* in positive, negative and question forms. They also practise using prepositions of place.

There is a reading text about the Houses of Parliament in London. This text consolidates the language of the unit and is very content-rich, so students will hopefully be able to find out interesting information about a well-known landmark that they didn't know before. Linked to this is a research project which enables students to personalize their learning by producing a text about a similarly famous place in their own country.

There is a *Vocabulary and listening* section to extend students' range of adjectives and introduce them to using adverbs for modifying adjectives.

The *Everyday English* section provides plenty of practice of numbers in many different contexts.

In the *Writing* section, students produce a description of their home, having analysed a model text. This involves using linking words *and, so, but, because*.

as *not very, really, and very*. Students identify the adverb + adjective combinations in short conversations and work out what the speakers are describing.

Prepositions of place

On p41, there is an exercise where students focus on prepositions to describe location. They identify things in a picture of a street and complete sentences with the correct preposition to explain where each thing is. This is to enable them to describe where they live and places they know more accurately.

Everyday English

Numbers and prices

A certain knowledge of numbers is assumed. Students are presented with different kinds of numbers: fractions, decimals, phone numbers and especially prices. They listen and write down prices and engage in roleplay in shop situations to practise them. Students relate their learning to their everyday lives by writing numbers which are meaningful to them and explaining to a partner.

Additional material

Workbook

In the context of houses and contents, students practise *there is/there are* by completing sentences and answering questions. They also describe a picture using prepositions to describe what they see. *This/that/these/those* and *some/any/a lot of* are also practised and the grammar of the unit is consolidated in a reading comprehension activity focused on the White House in Washington DC.

Photocopiable activities

There are photocopiable activities to review grammar (*Houses board game*), vocabulary (*It's really wonderful!*), and communication (*Numbers and prices*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

there is/are

In the common context of describing a flat, students are introduced to *there is/there are* and the concept of how these are used with singular and plural items. The *Grammar spot* makes all the forms clear: positive, negative, and question.

some/any/a lot of

This *Grammar focus* is presented in a visual way. Students look at a picture of a flat and describe what the occupier has and doesn't have. At this stage, all the vocabulary is count – uncount nouns are not included. Students learn to use *any* in negative sentences and questions.

this/that/these/those

Mini-conversations are used to illustrate this target language. Students complete conversations with *this/that/these/those* and items from a list. There is strong visual support to help them understand how we use these demonstrative words.

Vocabulary

Adjectives

Building on the adjectives they have encountered in the first three units of the Student's Book, students are presented with a range of adjectives for *good* and *bad*. The *Listening focus* is on using these adjectives with appropriate stress and intonation patterns. There is a further section on how to modify adjectives using adverbs/adverbial phrases such

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'House and home'.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind them of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What is your place like?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for activity:

Put students into pairs and ask them to look at both questions and discuss their answers. Ask them to justify their choices.

Possible answers

- 1 In a forest, high above the ground. (The treehouse is in Harads, Sweden).
- 2 Students' own answers

Grammar SB p40

there is/are

STARTER SB p40

- 1 Focus attention on the vocabulary and ask students to give two or three examples of words to go in the *living room*. Students continue categorizing the vocabulary in pairs or small groups. Students may need to use dictionaries or translators now for a few of the words, e.g. *cooker, shelves, kettle, plates, armchair*, or you may feel it's more appropriate for you to pre-teach these words to the whole class before they start categorizing.

- 2 **4.1** Play the recording and get students to check their answers. (Note that these are the most usual answers, but other combinations may be possible, e.g. *shelves in the kitchen*.)

Drill the pronunciation of the words chorally and individually, using the recording, or modelling the words yourself. Check pronunciation of the tricky cluster of sounds /ʃelvz/ in *shelves* and model *sofa, mirror, shower* to show that we don't pronounce the final r /'ʃaʊə/.

Answers and audioscript

4.1 Where in the house

living room: sofa, shelves, lamp, armchair

kitchen: cooker, fridge, kettle, plates

bathroom: shower, towel, mirror, toilet

EXTRA IDEA You could ask students to tell you words for other rooms in a house or flat. Ask questions or draw a quick sketch to help them. You're trying to check they know *bedroom* and *garden* (which will be used in exercise 1) as well as the three rooms they've already categorized items for. They may know more, e.g. *garage, dining room, home office*. You might need to clarify that *sitting room* is another way to refer to the *living room*.

A flat to rent

Possible problems

- 1 Using *there is/there are* to describe what exists in a place often causes problems for students. In some other languages, verbs similar to *have* are often used to express this. Students need to understand that we use the verb *to be* after *there*, but it's important to drill the contraction *There's* because we very rarely say *There is* in full when speaking at natural speed.
Try to be consistent in using and drilling the contraction *There's*. Also, it's a good idea to remind students that the character *r* in the spelling of *are* and *aren't* is usually silent in pronunciation /ɑː/ and /ɑːnt/.
- 2 Some students, particularly those who don't have articles in their L1, may need to be prompted to use *a* before singular nouns to avoid making mistakes, e.g. * *There is sofa*.

- 1 Give students time to read the instruction and the conversation. Focus attention on the photo of Emma and Rachel. Ask a few questions *Where are they?* (*in a café*); *Why are they there?* (*to talk about a new flat for Emma*); *Who is Emma?* (*the woman in the striped top*); *Who is Rachel?* (*the woman with the laptop*). Point out that students can see what's on the laptop in the close-up image, bottom centre. At this stage, you can help students understand the verb *to rent* and the meaning of *lettings* on the webpage. If they are interested in the other words on the left of the webpage, quickly go through them: *properties, landlords, tenants*, so they can understand more about the context. (They don't need to be worried about remembering these words at this stage.)

Before they listen, check comprehension of *Really?* and *Of it doesn't matter* (= *it isn't a problem*). There are other 'thinking/reacting noises' in this conversation which students may need your help with: *Mmm!* and *Er*.

🔊 **4.2** Play the recording once without stopping. Students complete the conversation. Play the recording again, if necessary, to let students complete/check their answers.

Ask students *Where is the flat?* (Medway Road. Check their pronunciation of this place.) *Is Emma interested in the flat?* (Yes, she is.) *What does she say about it?* (It sounds great.)

Answers and audioscript

🔊 4.2 A flat to rent

R = Rachel E = Emma

R Ooh, there's a flat to rent in Medway Road!

E Is it big?

R There's a big living room.

E Mmm!

R And there are two bedrooms.

E Great! What about the kitchen?

R There's a new kitchen.

E Really? How many bathrooms are there?

R Er, ... there's just one bathroom.

E Is there a garden?

R No, there isn't a garden. But it's opposite the park.

E Oh, it doesn't matter, then. It sounds great!

- 2 Before they practise the conversation, drill the target structure to show the linking:

There's /ðeəz/

There's a /'ðeəzə/

There are /'ðeərə/

There isn't /ðeər'ɪznt/

Put students in pairs to practise the conversation. Monitor and correct any errors.

GRAMMAR SPOT SB p41

Focus attention on the chart and on the examples of *there is/are* in exercise 1. Get students to complete the chart, using contracted forms where they can. Check the answers with the whole class. In a monolingual class, you might want to ask for a translation of *There's* and *There are*. If students query the use of *any*, explain that it is used with plural negative sentences, but do not go into a long grammatical explanation at this stage (*some/any* is covered in the next presentation on p42: *A new flat*).

Answers

Positive	There is a shower. There are two bedrooms.
Negative	There isn't a garden. There aren't any bookshelves.
Questions and answers	'Is there a dining room?' 'Yes, there is.'/'No, there isn't.' 'How many bathrooms are there ?' 'There's one.'/'There are two.'

▶▶ Read Grammar reference 4.1 and 4.2 on p144 together in class. Encourage students to ask you questions about it. To check that students have fully grasped the point about singular and plural, ask them to close their books. Then write some incorrect sentences on the board for them to correct, e.g. *There are a sofa. There is two bedrooms. There isn't any pictures. There aren't a shower. Is there any photos? Are there a table?* Elicit corrections from the class, highlighting or eliciting the singular and plural nouns. Then students can review it if necessary by looking at the Grammar reference table once again.

- 3 Call out the following words and get students to point to the objects in the webpage photos of the Medway Road flat: *sofa, lamp, shelves, bed*.

Read the example sentences as a class. Check students understand the use of singular and plural. Ask *Why, 'There's'?* (singular) and *'Why, There are'?* (plural). Drill the sentences, checking for accurate linking between *There's a/an ...* and *There are ...*. Point out that with plural nouns students need to state the exact number. Students then work in pairs to produce more sentences. Monitor and check for correct use of *there is/are*. Bring the whole class together again to check the answers. Correct mistakes carefully.

Possible answers

There are two sofas. There are two pictures on the wall. There are two lamps. There's a table. There's a plant.

- 4 🔊 **4.3** You can signal that you are going to introduce the question forms by drawing a large question mark on the board. Focus attention on the gapped questions and sets of prompt words. Check they know *dining room, parking spaces, carpets*, and *curtains* if this is the first time they've seen these words. Make sure students realize that the first set is singular and the second and third sets are plural – point out the plural -s. Get a pair of students to ask and answer the example question in open pairs. Check that students understand they need to respond with a number answer to *How many ... ?* and with a *yes* or *no* short response to *Are there ... ?* Point out that *Are there ... ?* is the same question as *Is there ... ?*, but asking about plurals. With a weaker group, drill all the questions. Then put students in closed pairs to ask and answer the questions. Monitor and help as necessary. Play the recording for students to check their answers. If you feel they need further pronunciation practice, play the recording again for them to repeat the questions and answers. Pause appropriately.

Answers and audioscript

🔊 4.3 Questions about the flat

Is there a shower? **Yes, there is.**

Is there a fridge? **Yes, there is.**

Is there a dining room? **No, there isn't.**

How many bedrooms are there? **There are two.**

How many bathrooms are there? **There's one.**

How many parking spaces are there? **There are two.**

Are there any carpets? **No, there aren't.**

Are there any bookshelves? **Yes, there are.**

Are there any curtains? **No, there aren't.**

Prepositions of place SB p41

- 5 This exercise practises/revises prepositions. If you think the prepositions will be new to your class, you will need to present them first. Do this very simply, perhaps using classroom objects and furniture, such as a book or chair (*The book is on the desk*), and/or the students themselves (*Aneta is next to Beata*), etc. Students are sometimes confused by *in front of* and *opposite* so highlight the difference using your own body position in relation to a student (i.e. stand in front of a student, with your back to them and give an example sentence *I'm in front of ...* and then turn around so you are face to face: *I'm opposite ...*). Refer students to the picture of Medway Road. If they

didn't look them up for homework, pre-teach/check *first floor* and *bench* and any other words that are new to them (e.g. *newsagent's*, *post office*, *playground*, *swing*).

Ask students to work in pairs to put a preposition into each gap.

④ 4.4 Play the recording and check the answers.

Answers and audioscript

④ 4.4 Prepositions of place

- 1 The flat **is in** Medway Road, and it's **on** the first floor.
- 2 It's **above** a sports shop and it's **next to** a café. It's **between** the café and a newsagent's. There's a post office **near** the flat.
- 3 There's a dog **outside** the newsagent's, and there's a woman **inside** the newsagent's.
- 4 The park is **opposite** the flat.
- 5 There's a bus stop **in front of** the park gate. There are two people **at** the bus stop.
- 6 There's a bicycle **on** the road, **behind** a car.
- 7 There's a playground **in** the park, and there's a girl **on** the swing.
- 8 There's a park bench **under** a tree.

EXTRA IDEA You could practise the prepositions further by using your classroom layout and/or the area near your school. You could ask students to do a quick sketch of one street in the town and label the shops. Monitor and help feed in necessary vocabulary. Then they swap their paper for another student's and try to make some sentences using prepositions of place, e.g. *There's a bus stop in front of the chemist's. The bank is opposite the post office.*

Practice SB p41

A nice place!

- 1 This is an information gap activity where students need to ask and answer questions in pairs to get information.

Read the instructions as a class. Divide the students into A/B pairs and get them to look at the relevant page (A: p149, B: p152) and find their advert – but not show their partner. Tell them one flat is on *Hill Street* /'hɪl stri:t/ and the other on *Craven Road* /'kreɪvən rəʊd/ – write these street names on the board and help all students pronounce them.

They have different adverts, but the chart for recording their partner's information is the same, so go through the headings with the class to help them understand what to write in each space and, if necessary, which question/questions relate/relates to each heading, e.g. *Where is the flat?* and *Which floor is it on?* = *location*. Help them to come up with a question for *price* (*How much is it?*).

Make sure students understand that in their pairs they each have a different advert for a flat and that they need to answer their partner's questions about their flat and ask questions to find out about their partner's flat. Remind students not to look at each other's adverts. (If you think they're likely to look, you could sit them back to back and tell them to imagine it's a phone conversation where they can't see the other person, only hear them.) Focus attention on the examples and demonstrate the activity with a strong pair of students. Allow students plenty of time to complete the information exchange. Monitor and help them if they find making the questions hard. If

necessary, prompt them to use *there is/are* in their answers where appropriate.

When students have finished, get them to look at, and compare, their adverts and see how well they transferred the key information. Ask students which flat they would like to rent and why. Elicit a range of responses.

- 2 Demonstrate the activity by drawing a simple plan of your home on the board. Describe what's in your home. Do this as naturally as possible, but try to keep to words you think they'll know and do not give too much extra detail like size, colour, etc. The main focus here is *there is/are*, the core lexis of furniture and appliances, and the prepositions.

Tell students they are going to work in pairs and give them time to draw their plan, but remind them it doesn't need to be perfect. Give a time limit to the end of this drawing phase to keep the class together.

Divide the class into pairs and get students to continue the activity talking to their partner. Monitor and help as necessary. Check for correct use of *there is/are* and the prepositions of place, and note down any common errors. Don't interrupt or over-correct grammar mistakes, as the emphasis here is on fluency. You can feed back on corrections at a later stage.

A new flat SB p42

some/any/a lot of

In this section, *some* and *any* are presented with mainly count nouns (*plates*, *glasses*, *cushions*, etc.). Students learn that *some* is used in positive sentences and *any* is used in questions and negatives. This is of course a great simplification of how these words can be used in English, but at this elementary stage, it is not helpful to introduce too many alternatives. The words used with *some* and *any* in this unit are primarily count nouns in plural form so as not to complicate matters with uncount nouns. However, students may come up with their own examples and include uncount nouns, in which case you may need to address this point briefly. NB: In Unit 8, *some* and *any* are presented with both count and uncount nouns.

In addition to *some* and *any*, students also practise *a lot of* with count nouns. This is used in positive sentences and can also be used in negatives and questions, e.g. *There aren't a lot of glasses.* (We would also naturally say *There aren't many glasses*, but this is a bit confusing for students at this stage.) We link the vowel and consonant sounds in *a lot of*, so model and drill this phrase as if it's one word: /ə'lotəv/.

- 1 Refer students back to the photo on p40 and ask students to point to Emma. Ask *What does she want?* (a new flat). Refer students to the photo with exercise 1 and tell them this is Emma's new flat. Check they know the vocabulary in the list.

Focus attention on the examples. Check students understand the use of crosses and ticks to cue the answers (two ticks = *some*; four or five ticks = *a lot of*; cross = *not any*). Drill the sentences chorally and individually. Don't go into an explanation of *some/any* and *a lot of* at this stage, but with weaker classes, you could copy the ticks and crosses onto the board with the relevant example sentence starters:

- ✓✓ *She has some ...*
 ✓✓✓✓ *She has a lot of ... and ...*
 ✗ *She doesn't have any ...*

Put students in pairs to do the activity. Monitor and check for correct use of *have/doesn't have, some/any* and *a lot of*, and for accurate pronunciation.

🔊 4.5 Play the recording and check answers. If necessary, play selected sentences again, drilling chorally and individually.

Answers and audioscript

🔊 4.5 some/any/a lot of

- 1 She has some plates.
- 2 She has a lot of cups.
- 3 She doesn't have any curtains.
- 4 She has some pictures.
- 5 She has a lot of books.
- 6 She has some bookshelves.
- 7 She doesn't have any towels.
- 8 She doesn't have any lamps.
- 9 She has some cushions.
- 10 She doesn't have any glasses.

GRAMMAR SPOT SB p42

- 1 Look at *Grammar spot* question 1 as a class. Allow students time to think before checking the answer.

Answers

two plates C
 some plates A
 a lot of plates B

- 2 Get students to work in pairs to read the examples and answer question 2. Check the answers with the whole class.

Answer

We use *some* in positive sentences. We use *any* in negative sentences and questions.

▶▶ Read Grammar reference 4.3–4.4 on p144 together in class, and encourage them to ask you questions about it. Drill the sentences so they remember that the main sentence stress falls on the noun in each, not on *There* or *some/any*.

this/those/these/those

- 2 Focus attention on the *Things to buy* list. Ask students what she still needs to buy. If necessary, give them the sentence starter *She needs to buy ...*. Check for the accurate use of *some* with plural nouns.

Answers

She needs to buy some curtains, some towels, some cushions and some glasses, a kettle, a lamp, and a picture.

- 3 Explain or elicit that Emma and Rachel are shopping for things for Emma's new flat. Point to the man in photos 1 and 3. Ask *Who's he?* (the shop assistant).

🔊 4.6 Ask students to look at the photos and complete the conversations. Play the recording for students to listen and check their answers. Let them check in pairs, then play the recording again if necessary. Check the answers. Put students in pairs to practise the conversations. Encourage a lively intonation and enthusiastic delivery.

If students sound 'flat', play selected conversations again and get students to repeat.

Many students find the /ð/ sound awkward and may need you to model it for them. Also, sometimes students have difficulty differentiating clearly in their own pronunciation between *this* /ðɪs/ and *these* /ði:z/ and between *these* /ði:z/ and *those* /ðəʊz/. Model and drill them if necessary.

Answers and audioscript

🔊 4.6 How much is that?

E = Emma R = Rachel A = shop assistant

- 1 E How much is this lamp, please?
A It's £25.
- 2 E I love that picture!
R Yes, it's lovely!
- 3 E How much are these curtains?
A They're £60.
- 4 E I like those towels!
R Yes, they are nice!
- 5 E Look at those cushions!
R They're fabulous!
- 6 E Do you like that kettle?
R Yeah! It's a nice colour!
- 7 E How much are these glasses?
A £4 each.
- 8 E Look at this handbag!
R You don't need any more handbags!

GRAMMAR SPOT SB p43

Read the chart with the class. Elicit further nouns that can go with each of the words.

▶▶ Read Grammar reference 4.5 on p144 together in class. Encourage students to ask you questions about it. In particular, highlight section 3, which explains and gives examples of using *this/that/these/those* without a noun. This can be really useful for elementary students if they don't know the word for something, e.g. *Can I have those, please?* Demonstrate with objects in the room, e.g. point to one of the students' bags and say *That's nice*. Point to your own shoes and say *These are old/new*. Then point to a student's shoes and say *I really like those*. Encourage students to think of another example of their own and show you by pointing to distant or near things.

SUGGESTION Use the classroom environment to consolidate/practise the use of *this/that/these/those*. Choose objects near to you to demonstrate *this/these*, e.g. *This is my desk. I like these posters*. And use objects that you have to point to, to demonstrate *that/those*, e.g. *That CD player is new. We use those books*. Give students objects to hold, or point to objects and get students to say sentences using *this/that/these/those*.

Practice SB p43

In our classroom

Note that there are a couple of examples of *some/any* with uncount nouns, but there's no need to go into an explanation of uncount nouns at this stage.

- 1 Focus attention on the example. Students work in pairs or small groups to complete the sentences. Check the answers by getting students to read out the complete sentences.

Answers

- | | |
|-----------|-----------|
| 1 a, some | 4 a |
| 2 any | 5 some |
| 3 any | 6 some, a |

- 2 Focus attention on the examples. Get students to work in pairs/small groups and describe the classroom. If necessary, write word prompts on the board to help generate a range of forms, e.g. *whiteboard, plants, dictionaries, bag, pens*, etc. Point out that they can describe the things they see with *there is/are* and also point to specific things and use *this/that/these/those*.

What's in your bag?

- 3 ④ 4.7 Focus attention on the photo of Zoe. Read the instructions as a class. Give students time to read the list of items and deal with any vocabulary queries. Play the recording. Students record their answers with ticks.

Answers

- | | | |
|-------------------|----------|----------------|
| ✓ a phone | ✓ keys | ✗ a dictionary |
| ✓ a diary | ✗ stamps | ✓ credit cards |
| ✓ a purse | ✓ water | ✓ pens |
| ✓ an address book | ✓ money | ✗ sunglasses |

④ 4.7 What's in your bag?

Zoe What's in my bag? Well, there's my phone and my purse, of course. My purse has some money in it, and credit cards, oh, and I have a diary – I don't use my phone for that – and I have some pens, a blue one and a red one. I have ... some water, a bottle of water, and some keys – my house keys and my car keys. That's all!

- 4 Put students into pairs to say what Zoe *has* and *doesn't have*. Monitor for correct use of *some* and *any*. Be prepared to go over the difference between them again if necessary.
- 5 Focus attention on the examples and check comprehension of *wallet*. With weaker students, brainstorm items that people often carry – in addition to the things in Zoe's bag – before students start the pairwork, e.g. *an umbrella, tissues, brush, comb /kəʊm/, driving licence, ID card*, etc.
- Get students to practise the questions in open pairs, highlighting the stress to ensure good rhythm. Students then continue working in closed pairs. Monitor and help as necessary, feeding in any vocabulary students may need.
- Ask one or two students to say what is in their or their partner's bag, as they did with Zoe in exercise 4. Try not to be over-curious, as some students may consider it too personal (though of course they don't have to say anything they don't want to).

Check it

- 6 This is a quick grammar check. Elicit the answer to number 1 as an example. Students work in pairs and complete the exercise. Check answers with the class, encouraging them to explain why the answer is correct in each case (though don't worry about perfect accuracy in the explanations – it's just to make sure they understand the reasons).

Answers

- Here are some photos of my children. (We use *some* in positive sentences. We use *any* in negative sentences.)
- I have a lot of books. (You need to include *of* when followed by a noun.)
- This is my bag here. (*This* is for things close to you, which is shown by 'here'. For 'there' we use *that*.)
- I don't have any money. (We use *any* with negative sentences.)
- Look at those people over there in the park. (We use *those* with 'over there' because it shows they are not near to us.)

Additional material

For teachers

Photocopiable activity – Grammar: *Houses board game* pp185–6

For students

Online Practice – *Look again*

Workbook pp25–7, exercises 1–9

Reading and speaking SB p44

Inside the Houses of Parliament

At the end of this section, there is a project which is basically a speaking activity on a famous building in the students' own country. If you think your students may not have the knowledge to do this task without preparation, get them to research a building for homework. They can also find images to show their classmates and write down any useful vocabulary they may need to describe the building. But remind them to keep it brief – or you won't have time for everyone to speak in the lesson.

About the text

This text is a description of the British Houses of Parliament, situated in London. It gives a lot of information about how the British parliament works and the building where it takes place. A title and sub-headings make it easy to navigate around the text.

Students read and do *true/false* and comprehension tasks. They also practise using *there is/are* to talk about the building, using the information they've found out.

Here are some of the places mentioned, together with pronunciation: *The Houses of Parliament* /ðə ˈhaʊzɪz əv ˈpɑːləmənt/, *The House of Lords* /ðə ˈhaʊs əv ˈlɔːdz/, *The House of Commons* /ðə ˈhaʊs əv ˈkɒmənz/, *The Palace of Westminster* /ðə ˈpæləs əv ˈwesmɪnstə/, *Big Ben* /bɪɡ ben/.

You'll need to explain to students early on in the lesson that *MP* is the shortened form of 'Member of Parliament', which is the name given to the politicians who work in the Houses of Parliament (each area of the UK has an MP to represent it in government and they are elected locally).

Vocabulary: The following words/phrases might be new and we suggest you pre-teach them at exercise 2: *parliament* (pronounced /ˈpɑːləmənt/), *politician*, *bench*, *palace*, *king*, *queen*, *tower*, *government*, *bell*, *staircase*, *sword*, *fight*, *apartment*.

If you have a very self-motivated class, you could set them these words to check for homework.

- 1 Focus students on the title of the lesson, *Inside the Houses of Parliament*, and from this title, and a quick look at the photos, elicit that it refers to the British Houses of Parliament in London. Put students in pairs or small groups to look at the photos on the page and say what they can see (e.g. *a post office, a bed, a table and chairs, benches, politicians/MPs*).
Conduct class feedback and encourage students to point to the photos and say what they see. At this stage, don't focus too much on accuracy. The aim is just to awaken their interest and background knowledge, but if there is an opportunity to use *there is/are*, point it out, e.g. *There's a river*. Use this structure yourself to clarify where necessary.
- 2 This is an exercise to allow students to apply any background knowledge they may have about the topic of the text, or make sensible guesses about what it contains. In their pairs, students read the sentences and predict whether they are true or false. Pre-teach all necessary vocabulary now.
- 3 Set a time limit of about three or four minutes to encourage students to read quickly. Tell them not to worry about words they do not recognize and just to focus on finding the answers.
Check answers with the class. You could get strong students to correct the false answers. Ask students if they found any of the answers surprising.

Answers

- 1 ✗ The bell inside the clock is called Big Ben, not the tower.
- 2 ✓
- 3 ✓
- 4 ✗ The MPs sit on green benches.
- 5 ✓
- 6 ✓
- 7 ✓
- 8 ✗ There's one apartment above Speaker's House.

- 4 Give students time to read through the questions. Deal with any vocabulary queries. Elicit the answer to question 1, then get students to complete the task, working in pairs. Check the answers with the whole class.

Answers

- 1 Because it was the first parliament.
- 2 The leader of the House.
- 3 In the middle of the House of Commons chamber.
- 4 To stop MPs fighting.
- 5 In the Speaker's House in Westminster Palace.
- 6 A toilet.

- 5 Briefly review how to say the numbers in the box. Focus attention on the example and then get students to continue the task, working in pairs. Check the answers. You'll need to help students understand *staircases* and *swords* if they didn't check them for homework.

Answers

- 2 – There are two dining rooms.
650 MPs
427 – seats in the House of Commons
1,100 – rooms in the Palace of Westminster
100 staircases in the Palace of Westminster
2.5 metres between the red lines in the House of Commons
4 bedrooms in the apartment in Speaker's House

Language work

- 6 This activity consolidates the use of the question *Is/Are there ... ?* and short answers. Focus attention on the examples. With weaker students, briefly review the use of *is* for singular objects (*cinema*) and *are* for plural (*rooms*). Point out that in short answers, we use *a lot*, not *a lot of*, i.e. *Yes, there are a lot*. NOT **Yes, there are a lot of*.
Get students to ask and answer the examples in open and closed pairs. Check they can reproduce the correct stress patterns in the questions (see below).
Is there a gym?
Are there many staircases?
Drill the pronunciation of the list of things students have to ask about. Students continue to ask and answer about the things in the list. Check the answers with the whole class, feeding back on any common errors.
NB: Students may ask what the difference is between *Are there any ... ?* and *Are there many ... ?* If so, you need to explain that we ask the first question when we don't know if something exists in that place or not. The second question is when we assume that the thing exists, but we don't know the quantity (how many).

Answers

- Is there a gym? Yes, there is.
Is there a cinema? No, there isn't.
Is there a pub? Yes, there is.
Are there many staircases? Yes, there are.
Are there many rooms? Yes, there are a lot.
Are there any tennis courts? No, there aren't.
Are there places to sit for 650 MPs? No, there aren't. There are only places for 427 MPs.
Are there apartments? Yes, there are. There is one for the Speaker.
Are there any dining rooms? Yes, there are two in Speaker's House.

- 7 Focus attention on the example sentence and point out the words *drink* in the Verb column and *pub* in the Place column. Make sure students understand that *you* in these sentences is impersonal and refers to *all/any people*. (Other languages may have a different pronoun or way of saying this. In English, we used to use *one*, but it is now considered very old-fashioned.) Get students to match the verbs and the places. Then put them in pairs to make sentences using the verbs and places and write them down. Monitor and assist if necessary.
🎧 4.8 Play the recording so students can check their answers. They may have made mistakes with prepositions when they wrote the sentences with *sit* and *use* (e.g. **You sit in a bench. *You use in a toilet*). Correct these gently: *You sit on a bench. You use a toilet*.

EXTRA IDEA Get students to brainstorm more rooms in a house and write a list on the board. Elicit possible actions for each room, e.g. *make dinner – kitchen*. Ask students to write sentences starting with impersonal *You ...*

Answers and audioscript

4.8 Verbs and places

- 1 You drink in a pub.
- 2 You sleep in a bedroom.
- 3 You sit on a bench.
- 4 You eat in a dining room.
- 5 You work in an office.
- 6 You exercise in a gym.
- 7 You live in a house.
- 8 You use a toilet.

Project

See *Note* at the start of this section. Give an example of a building from your own country. Try to do this as naturally as possible, using some of the following language:

The (name of building) is in/near/in the centre of ...

It is a museum/cathedral/church/mosque/palace/government building/station/office block.

Inside (the name of the building) there is/are ...

There isn't a/There aren't any ...

People go there to meet their friends/take photos/relax/look at the architecture/pray/get married.

I like/don't like it because ...

With weaker students, write some of the above language on the board as prompts.

If they didn't do research for homework and there is Internet access, students can do online research using computers or hand-held devices. (Stress they should look for sites in English because if they research in their language, they may have too many things they want to translate.) Encourage them to focus on answering the questions in the book about their building and key information about what there is inside the building (using *there is/are*). If they have no means of researching, any students from the same country could talk together about how to describe a famous building, but a lot of students may need to work alone, using the knowledge they already have.

Divide the class into small groups to talk about their chosen building. Monitor and help as necessary. The aim here is for students to personalize the topic, so do not interrupt or overcorrect.

VIDEO In this unit students can watch a video about unusual holiday homes and find out what it's like to stay in them. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *A home away from home*

For students

Online Practice – *Practice*

Vocabulary and listening SB p46

Adjectives for *good* and *bad*

This section is designed to extend students' vocabulary range. It's common for elementary students to rely on a small bank of early-learned adjectives, such as *good*, *bad*, and *nice*. It is important to encourage them to understand and use a wider range of vocabulary, particularly in the language of giving opinions.

SUGGESTION It is worth checking from time to time how students are progressing with their vocabulary notebooks. Are they still adding to them? Have they started a new one? Do they try to revise regularly? Have they thought of new ways of organizing their notebooks?

- 1 Write *good* and *bad* on the board and elicit any synonyms that students already know. Focus attention on exercise 1 and on the example. Give students time to categorize the words, working individually. Ask if they have more in the *good* or *bad* column (Answer: *good*).

Check the answers, drilling any words students have problems with. They may find the long vowel sound in *awful* /'ɔːfl/ tricky, and it is important to help them count the syllables in these longer words and mark the word stress accurately.

NB: Sometimes elementary students know other adjectives which they believe mean *good* or *bad*, e.g. *delicious*, *beautiful*, etc. Make sure they understand that the words in the chart can be used about all kinds of things, whereas other adjectives have more specific uses (e.g. *delicious* is fairly specific to food and drink, and *beautiful* is most often used to describe the appearance of people, places, things).

Answers

good	bad
excellent	terrible
amazing	horrible
lovely	awful
great	dreadful
fabulous	
wonderful	
fantastic	

- 2 **4.9** Point to the examples. Play the recording. Students listen to the adjectives used in short sentences to focus on intonation. Focus attention on the arrows. Remind students that these indicate the rise and fall of the voice across the sentences. Play the recording again and ask students to watch you. Reinforce the intonation by drawing the pattern in the air with your hand.

Play the recording a third time. Get students to repeat, paying special attention to the intonation. If students sound 'flat', exaggerate the intonation pattern yourself, then get students to repeat the sentences again.

Model pronunciation of the sentences again, replacing the adjectives with others from exercise 1. Get students to repeat chorally and individually, making sure they use the correct intonation patterns. For the single syllable adjective *great*, we still use the same intonation pattern, with the voice falling at the end.

- 3 **4.10** Tell students they are going to hear five short conversations. Give students time to look at the nouns and adjectives and deal with any vocabulary queries. Play conversation 1 as an example. Then play the rest of the recording and get students to complete the task. Only play the recording a second time if students missed a lot of the answers. If appropriate, elicit any further information that students understood, e.g. *the location of the flat, the colour of the shoes, etc.*

Refer students to the audioscript on p132. Put them into pairs to practise the conversations. Remind them to think about the intonation of the sentences with adjectives. Monitor and check. If students sound 'flat', play key lines of the conversations again and get students to repeat chorally and individually. Students then repeat the closed pairwork.

Answers

- 1 Jerry's new flat = fantastic, fabulous
- 2 the weather = horrible, terrible
- 3 a meal/the wine = lovely, wonderful
- 4 new shoes = great, amazing
- 5 a new teacher/tests = awful, horrible

4.10 It's fantastic!

- 1 A Jerry has a new flat!
B Wow! Where is it?
A It's in the centre of town.
B Is it nice?
A Oh, yes, it's fantastic! The living room is fabulous!
- 2 A What a horrible day!
B Yes, it is. Rain, rain, rain. The weather's terrible at the moment!
A Oh, well, tomorrow's another day – there's always hope!
- 3 A Mmm, this is a lovely meal!
B Thank you. I'm glad you like it.
A And the wine is wonderful, too. Where's it from?
B I think it's French. Yes, it is, it's French.
- 4 A I love your new shoes! They're great!
B They're nice, aren't they? They're Italian.
A What an amazing colour! Bright red! Wow!
- 5 A We have a new maths teacher. Her name's Mrs Porter.
B Is she nice?
A No, I think she's awful. I really don't like her.
B Oh, why?
A She talks too much. And she gives us horrible tests all the time.

- 4 Focus attention on the conversation starters. With weaker classes, elicit possible adjectives for each conversation. You could also elicit whole lines for some of the conversations. If possible, put students in new pairs to do this activity. Give them time to think about ways of continuing the conversations. Monitor and help as necessary. Check for correct pronunciation of the adjectives and for lively intonation. Drill key lines if necessary and let students practise again.

With stronger students, point out that when asked a question ending in the tag *isn't it?* the speaker generally expects an answer which agrees with what they said, e.g. *It's a great party, isn't it? Yes, it's amazing!* An answer which gives the opposite opinion is certainly possible, but would be surprising, e.g. *No, it's terrible!*

Adverb + adjective

This section practises common modifiers of adjectives. This is a regular feature of language, particularly in speaking, and will help elementary students further improve their range of expression.

- 5 Focus attention on the things in the picture and the labels that go with them. Elicit that *big* is an adjective. Point out that in the phrase *very big*, *very* is an adverb and that it makes the adjective *big* strong. Write *very big* on the board and underline *very*. Students find and underline the other adverbs in the examples.

Check answers together. Try to elicit some sentences from students about things in their life using *big* with a modifying adverb, e.g. *My house/flat is ...*, *My kitchen is ...*

Answers

not very big
big
very big
really big

Point out that in a sentence *be + not very ...* is usually contracted, e.g. *It isn't very big*, but students will also hear *It's not very big*.

- 6 Tell students they are going to hear four short conversations. They need to listen for the key information to complete the chart, but they don't need to understand every word. Pre-teach/Check *jeans*, *make* (noun), *clever* and *intelligent*. Write the names which are mentioned on the board to help students with spelling: *Adam*, *Dan*.

4.11 Play conversation 1 as an example. Elicit the second adverb + adjective combination (*not very expensive*). Then play the rest of the recording and get students to complete the task.

When you have checked the answers, you could play the recording a second time for students to hear again in context. If appropriate, elicit any further information that students understood, e.g. *the make of jeans, that Adam's girlfriend looks nice, and the reason why the speakers don't really like Dan*.

Refer students to the audioscript on p132. Put students into pairs to practise the conversations. Remind them to think about the intonation of the sentences with adjectives and which words are stressed. Monitor and check. If students sound 'flat', play key lines of the conversations again and get students to repeat chorally and individually. Students can then repeat the practice, swapping roles.

Answers

- 1 new jeans, really nice, not very expensive
- 2 Adam's new girlfriend, really old, not very old
- 3 hotel room, not very big, really small, not very expensive
- 4 Dan, very intelligent, not very nice

4.11 Adverb + adjective

- 1 A Do you like my new jeans?
B Yeah, they're really nice! What make are they?
A They're Armani.
B Oh, how much were they?
A Oh, they weren't expensive. Well, not very expensive.
- 2 A Look, that's Adam's new girlfriend!
B Mmm. She looks nice. How old is she?
A She's 38.
B Thirty-eight! Wow, she's really old!
A Thirty-eight! That's not very old! I'm 36!

- 3 A Mmm, this hotel isn't great, is it?
 B It's OK, but my room's not very big.
 A My room's really small. And this place isn't cheap, you know!
 B Well, yes, but it's not very expensive either.
- 4 A Dan's really clever, isn't he?
 B Oh yes, he's very intelligent.
 A Do you like him?
 B Mmm, no, not really. He's not very nice to talk to.
 A Yeah, I know what you mean. He thinks he knows everything.

Talking about you

- 7 Focus attention on the example conversation. Get a pair of students to read the examples aloud across the class. With weaker students, remind them that they studied a set of opposite adjectives that they could use in these conversations in Unit 1 (Student's Book p15) and elicit them again if necessary:
- big/small, hot/cold, good/bad, cheap/expensive, old/young, slow/fast, easy/difficult.*
- Then get students to have conversations in closed pairs. Monitor and check they are using some modifying adjectives. If weaker students need more help, write starter questions on the board: *Is your flat big? Is your school nice?* You could also elicit adjectives they could use in these conversations, e.g. about a flat: *small/big/dark/old/new*, about the school: *small/big/dark/clean/old/new*.
- When students have finished, you could invite a few pairs to have one of the conversations again to show the class.

Additional material

For teachers

Photocopiable activity – Vocabulary: *It's really wonderful!*
 pp187–8

For students

Online Practice – *Look again*

Workbook p24, exercises 1–2

Online Practice – *Practice*

Everyday English SB p47

Numbers

The functional syllabus continues with a focus on ways of reading different numbers, numbers up to 1,000,000, and understanding and talking about prices.

Possible problems

Most students will need regular practice to be able to produce numbers spontaneously. They often have problems distinguishing *-teen* and *-ty* numbers, as mentioned in the *Possible problems* section at the start of this unit.

There is also a set of 'rules' for saying different types of numbers:

Fractions: When a fraction follows a whole number, we use *and*, e.g. $1\frac{1}{2}$ = *one and a half*, $2\frac{1}{4}$ = *two and a quarter*.

Decimals: We use a point (.), not a comma, in decimals. We say the digits after the decimal point separately and the stress falls on the last figure, e.g. *1.75 = one point seven five*.

Phone numbers: We usually give phone numbers using single figures 0–9, and 0 is pronounced 'oh' in British English and 'zero' in American English. Repeated numbers can be expressed with *double*. Longer numbers are grouped

into series with a pause in between. The intonation is rise, rise, fall,

e.g. 020 7225 8133 = *oh two oh, seven double two five, eight one double three*

- 1 Lead in to the lesson by briefly reviewing numbers 1–20 by asking students to count round the class. Correct any pronunciation mistakes. Repeat until they can say the numbers accurately without hesitation. Then get students to count to 100, round the class in tens, to review *twenty, thirty*, etc.

Focus attention on the photos and elicit the correct numbers. Point out that in numbers such as 214, we say *two hundred and fourteen*, NOT **two hundreds and fourteen*. Point to the photos in random order and elicit the numbers again. Repeat, getting faster and faster, until students can say all the numbers with confidence.

Answers

nineteen
 twenty-one
 thirty-six
 forty-five
 ninety-one
 sixty-six
 a hundred and forty-eight, a hundred and forty-nine, a hundred and fifty
 two hundred and fourteen
 a thousand
 a million

- 2 Elicit the first line of numbers with the whole class. Then put students in pairs to continue saying the numbers together. Monitor and check. Make a note of any common problems.

🔊 4.12 Play the recording and let students check their answers. With a weaker group, play the recording or model the numbers yourself and get students to repeat chorally and individually. With a stronger group, just go over the common problems you noticed as you were monitoring. NB: If students say 187 as *one hundred and eighty seven*, this is fine, but we commonly say *a hundred rather than one hundred*.

Put students in pairs to practise pointing at numbers and eliciting the number from their partner. Monitor and make sure they take turns. Encourage them to work at a fast pace to make it a fun activity.

Answers and audioscript

🔊 4.12 Numbers

eight, ten, twelve, fifteen, twenty, thirty-two, forty-five, sixty, seventy-six, ninety-nine, a hundred and eighty-seven, two hundred and fifty, seven hundred, one thousand, one thousand three hundred, one million

- 3 Check students understand that there are different kinds of numbers, though you don't have to teach them these words (*fractions, decimals, and phone numbers*). Students work in pairs and try to read the numbers. Monitor and check. It is possible that they will not know how to say fractions and decimals in English, so reassure them that you're going to teach them, if this is the case.

🔊 **4.13** Play the recording and let students check their answers. Students practise the numbers again. It's a good idea to play the recording again and get students to repeat chorally. Pause and repeat where necessary.

Answers and audioscript

🔊 4.13 How do we say it?

One and a half
Two and a quarter
Six point eight
Seventeen point five
Oh seven eight six one, five double six, seven eight

4 🔊 **4.14** Tell students they are going to hear five speakers giving some information, and their sentences contain numbers of different types (including a decimal, a fraction, and a phone number). It's important that students realize they'll be listening out for numbers in a context – it's not just a numbers dictation. Tell them that some sentences contain more than one number – indicated by the gaps given. Ask them to write the numbers as digits, not words. Play number 1 only as an example. Students write down the numbers. Check answers.

Play the rest of the recording. If necessary, pause after each number to give students time to write their answers. Play the recording through one more time if you see that students have a lot of missing numbers. Check the answers with the class, writing them on the board for clarity.

CULTURE NOTE Students may well not understand sentence 3 at all. If you wish, you could explain that *pounds* and *miles* are part of a system called imperial weights and measures which is used in the US and which is still used in some cases in the UK, e.g. new babies in hospital may be weighed in pounds as well as in kilograms, and road distances and speed limits are given in miles. Make it clear that this *pound* sounds the same as the UK currency (pound) and we spell it the same, but it is a different word and is used for weights, not money.

Answers

1 32, 17, 15	4 460, 13
2 62, 07629 34480	5 280,000
3 2.2, 1½	

🔊 4.14 What numbers do you hear?

- There are thirty-two students in my class – seventeen boys and fifteen girls.
- I live at 62 Station Road. My mobile number is 07629 34480.
- A kilogram is 2.2 pounds. A mile is about one and a half kilometres.
- My father works in a big hotel. There are 460 rooms on thirteen floors.
- The population of my town is 280,000.

Possible problems

Prices: We express prices in *pounds* and/or *p* /pi:/, e.g. £17 = *seventeen pounds*, 99p = *ninety-nine p*. *p* is short for *pence* which is an irregular plural so we don't put 's' on the end of *p*.

We write the currency first, but say it after the corresponding number, e.g. £5 = *five pounds* (not *pounds five*). Also, we don't say pounds and p in the same price, i.e. we do not say *one pound sixty p* but *one pound sixty*.

Prices

5 Make sure students understand that the pictures are price tags or labels. Pre-teach/Check *pound* /paʊnd/, *dollar* /'dɒlə(r)/, *cent* /sent/, and *euro* /'jʊərəʊ/. Focus attention on the use of *p* /pi:/ for prices under one pound. Elicit the first price and then get students to continue, working in pairs. Monitor and check. If necessary, highlight the 'rules' for saying prices in the *Possible problems* note. Check answers together with the class and deal with any difficulties or mistakes.

Students may ask the meaning of the words on the price tags. If so, explain that *sale* and *reduced to clear* indicate prices which are less than the usual full price.

Answers

- seventy-five pounds
- one pound fifty
- forty-five p
- nineteen dollars ninety-nine
- two hundred and seventy-five pounds
- sixteen euros

6 🔊 **4.15** Tell students they are going to hear eight short conversations and sentences containing prices in different currencies, including pounds, dollars, and euros. They need to listen for the price and write it down in digits.

Play conversation 1 as an example. Elicit the number from a strong student and write it on the board. Play the rest of the recording. If necessary, pause after each price to give students time to write their answers. Check the answers with the class and play the recording a final time for students to hear the answers again in context.

Elicit from the class the question they need to ask to find out a price (*How much is/are ... ?*). They will need this for the next exercise.

You can get students to do price dictations in pairs following the technique for numbers.

Answers and audioscript

🔊 4.15 Prices and numbers

- A How much is this book?
B **Six pounds fifty.**
- A How much are these pictures?
B They're **£24** each.
- I only earn **£18,000** a year.
- A How much is this car?
B **£9,999.**
- A Just this postcard, please.
B That's **60p**, then.
- A I'd like these jeans, please.
B Sure. That's **\$49.**
- A How much is a return ticket from Hamburg to Berlin?
B It's **€78.**
- At the moment you get **€1.2** to the pound.

7 This activity practises prices in a fairly free real-world speaking scenario. Briefly review the questions *How much is this (bag)?* for items in the singular and *How much are these (glasses)?* for items in the plural.

Ask two students to read the example conversation aloud. With weaker students, elicit ways of continuing the conversation, e.g. *Well, what about this (bag)?*; *Well, we also have these (glasses); It's only (£35)./It's in the sale./There's a discount today*, etc.

Divide the students into pairs. Students practise the conversations, adapting the model in the Student's Book and saying different prices. Monitor and help as necessary, but don't interrupt to correct them too much. If you have time, you could get students to act out their conversations to the class.

- 8 Demonstrate the activity by talking about one or two numbers or prices that are significant to you, e.g. *£1,000 – My rent is £1,000 a month*. Focus attention on the examples in the Student's Book. Write one or two more numbers on the board which are significant to you (making sure they are current, only requiring the Present Simple to explain, e.g. your flat or house number, a significant phone number, how many siblings/children/pets you have, how much your mobile phone contract costs per month, your height in metres (decimal), how many hours you work/study/exercise – could be with a fraction, e.g. $1\frac{1}{2}$) and encourage students to ask questions as in the examples. Tell them the answers.

Give students time to think about and write significant numbers/prices and to ask you for the vocabulary they need to explain them. If necessary, feed in useful vocabulary to the class, e.g. *to cost, the cost of, to pay (price) for something, bill, mortgage, ticket, bus/train pass, height*, etc.

Then get students to continue in pairs or small groups. Elicit a few examples from the class in a short feedback session.

Additional material

For teachers

Photocopiable activity – Communication: *Numbers and prices* pp189–90

For students

Online Practice – *Look again*

Workbook p28, exercises 1–5

Online Practice – *Practice*

Writing SB p 48

Describing your home

Linking words (1): *and, so, but, because*

Being able to link ideas is an important skill for students, both in speaking and in writing. In writing in particular, there's often no opportunity to ask for further clarification, therefore, it's essential for students to know and use a number of different linking words to clearly organize their ideas for the reader to follow.

- 1 Focus attention on the chart and elicit an example with *and*: *I love my new flat and I like your flat, too*. Students continue making sentences. Check the answers together. If necessary, check students fully understand the function of the linking words.

Answers

I love my new flat and I like your flat, too.

I love my new flat, so please come and see it soon.

I love my new flat, but unfortunately there isn't a garden.

I love my new flat because it's very beautiful.

But and *so* usually have a comma before them. We can also put a comma before *and* if it is to put a natural pause in a longer sentence with two long clauses, or if it is the final item in a list.

- 2 Give examples based on where you live, e.g. *I like my flat and I love the park near it/so I want to stay there/but it's very expensive/because it's got a lot of space*. Students write similar sentences about where they live. Give them plenty of time and monitor carefully, correcting any mistakes with the linking words. Encourage fast finishers to write more sentences about the area where they live. You could ask one or two students to read their sentences to the class.
- 3 Pre-teach the word *balcony* – use the photo on the page. Focus attention on the example. Then get students to complete the sentences, working individually. Give them time to check in pairs before checking with the class. As you check the answers, if necessary, ask further questions to check they understand why each linking word is correct in that context, e.g. 2 *Which is the reason – the rent is cheap or it's above a clothes shop?*

Answers

- | | |
|-----------|-----------|
| 1 but | 5 so |
| 2 because | 6 and |
| 3 because | 7 so |
| 4 but | 8 because |

- 4 Focus attention on the photo and elicit basic information (*Her name's Lisa. She has a new flat.*). Pre-teach/Check to *face south*. Elicit the first linking word in the text (*so*) and then get students to continue working through the text, choosing the correct linking words from the options given. Weaker students should check their answers in pairs.
- 5  4.16 Play the recording and get students to check their answers. If necessary, you could pause line by line to check that they have heard the correct answers.

Answers

- 1 so 2 but 3 and 4 because 5 and 6 so 7 but
8 because 9 but 10 so 11 but 12 because

-  4.16 See SB p48.

- 6 Students now have preparation time for the writing task and they have an opportunity to talk about it before writing, too. Ask students to read through the questions and deal with any queries. Give them time to write notes about their home, using the questions as prompts. Divide the class into pairs and get students to exchange information about their homes, using the questions in the exercise and their notes. Draw up a paragraph plan from the questions for students to follow when they write their own description:
Paragraph 1: *Where is it? Is it old or new? How many rooms are there? Is there a garden?*
Paragraph 2: *Who do you live with?*
Paragraph 3: *Do you like it? Why?*
With weaker classes, go back to the model text in exercise 4 and get students to underline key structures they will need to use, e.g. *My (flat) is ..., there's ..., etc.*

- 7 Give students time to write their descriptions in class, or set it for homework. Students read their descriptions to each other. Encourage students to ask each other questions.

Either take the work in for marking or conduct error correction in class. Write a few sentences with errors on the board and elicit corrections from the class. You do not need to say which student made the error – these corrections are useful for them all.

Once corrections are in place, if possible, display the students' descriptions as a *Where we live* section of the classroom wall or noticeboard, or upload them onto a school website if there is one.

Additional material

For students

Online Practice – *Practice*

Workbook p29, *Review*, Grammar exercises 1–3, Vocabulary 1–2; *Stop and check* Units 1–4, pp30–1

Online Practice – *Check your progress*

5 Super U!

Introduction to the unit

Skills and ability are the main themes of this unit. To talk about these themes, students are introduced to, and practise using *can* and *can't*.

There is a new area of grammar for students to learn about – the Past Simple. It is introduced very gradually in this unit. Students only use the past of *be* (*was/were*) and of *can* (*could*) in positive and negative forms.

The reading text is about a talented British family, and it offers students plenty of opportunity to review the vocabulary learned so far on the course, extending their knowledge of adjectives in particular.

Students gain valuable listening skills practice with a number of short conversations, and there is integrated vocabulary work relating to collocation – described for students as ‘words that go together’.

The *Everyday English* section focuses on making polite requests and responding appropriately.

There is a very practical *Writing* section which highlights aspects of applying for jobs. Students analyse texts, which include forms, job advertisements, and email applications. They then write their own email application in response to an advertisement.

use common combinations of preposition + noun, adjective + preposition, and verb + preposition.

Everyday English

Polite requests

In this section, students use *can* and *could* in a different way – for making polite requests. The scenarios are very common (in a café, in a restaurant, in a pharmacy, and when leaving a building). Students listen to realistic conversations and complete example requests before moving on to roleplay practice in pairs.

Additional material

Workbook

Can/can't is consolidated through a variety of activities and students practise using the modifying expressions *a little bit*, *quite well*, *really well*, etc. Tasks relating to texts about famous figures in history – Pablo Picasso and Galileo Galilei – allow students to practise *was/were*, *wasn't/weren't*. There's a crossword to consolidate students' knowledge of verbs, and noun + noun collocations are also practised.

Photocopiable activities

There are photocopiable activities to review grammar (*The job fair*), vocabulary (*Words that go together*), and communication (*Broken conversations*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

can/can't

The concept of *can* for ability is introduced through the theme of superheroes, and then extended for students to practise talking about everyday people's more realistic abilities. Finally, they talk about their own skills and abilities and find out about what their classmates can and can't do.

was/were, could

Students review the use of *be* in the present and *can* for present ability. Then the same questions are used to refer to past time and so students meet and use *was/were* and *could*. They practise using all these forms to talk about four famous people (both alive and dead).

Vocabulary

Words that go together

Students have already seen different word combinations in previous units, particularly adjective + noun. In this unit, they are presented with additional vocabulary to make into common collocations, and then use in skills practice (listening and speaking).

Prepositions

There is an exercise on prepositions and this relates well to the idea of words that go together as students find out and

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Super U!'

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *Did you have a favourite superhero when you were a child?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time, or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for activity:

Put students into pairs and ask them to look at both questions and discuss their answers. Ask them to justify their choices.

Answers

- 1 Gymnastics (balance beam)
- 2 Students' own answers.

Grammar SB p50

can/can't

STARTER SB p50

CULTURE NOTE Superheroes first appeared in comics and graphic novels in the United States (*Marvel* and *DC* being the most well-known) and some of these stories were made into films as early as the 1940s. Then, in the 1970s, films such as *Superman*, *Flash Gordon*, and *Batman* were made, and since then there have been increasing numbers of superhero films including *Spiderman*, *Captain America*, *Catwoman*, *Hulk*, *Iron Man*, and several films with groups of superheroes: *Fantastic Four*, *X-Men*, *Avengers*, and *Guardians of the Galaxy*.

Possible problems

- 1 Sometimes, after sustained practice of the Present Simple, students want to use *do/don't* and *does/doesn't* to form the question and negative of *can*.
**Do you can swim? *I don't can swim.*
- 2 As *can* is a modal verb, we add a negative ending to it (*can not = can't*) rather than using *don't* to make it negative. Also, it doesn't need to be conjugated, i.e. there is no third person -s.
- 3 The pronunciation of *can* and *can't* can also provide challenges for students. They often find the different vowel sounds (/ə/ or /æ/ in *can* and /ɑː/ in *can't*) confusing. The long /ɑː/ in *can't* is particularly important because the final -t tends to get lost, particularly in American English. As a result, in listening it's sometimes difficult for students to recognize whether the sentence is positive or negative. And productively, students also often have difficulty producing a clear negative sentence using *can't* if they don't sound out the -t. For these reasons, we give special attention to the pronunciation in the unit by including exercises for recognition and production.

- 1 Write *can* and *can't* on the board. Elicit that *can't* is negative and a short version of *cannot*.
Focus attention on the posters and elicit the names of any of the superheroes the students know (*Superman*, *Spiderman*, and *Wonder Woman*). Elicit any other superheroes students know and ask if they have seen any films featuring superheroes (see *Culture* note). They may have specific superheroes in their own culture that they could tell you about. You could also ask them for the names of traditional heroes from stories or fairy tales. Make the most of the shared culture you are teaching in if it's a monolingual group. Put students in pairs or small groups to read and discuss the questions. (It is not important whether they know the answers about all the superheroes or not.)
- 2 **5.1** Play the recording so students can check their answers. Elicit some of the superheroes' abilities once more to encourage students to use *can*.
Point out, even at this early stage, that in these positive sentences, *can* is pronounced with weak form /ə/ – /kən/ and model and drill a few example sentences from the script: *He can fly. He can solve crimes. She can fight. She can run very fast.* Also point out that in the recording it is an American speaker, which makes the final /t/ in *can't* difficult to recognize (see *Possible problems* above).

Answers

Superman can fly.
Batman and Spiderman can't fly.
Wonder Woman can run very fast.
Superman can speak every language.
Spiderman can climb buildings.
Superman and Spiderman can jump very high.
Spiderman can read people's minds.
Wonder Woman can talk to animals.

5.1 Superheroes

Superman: Fantastic Superman! – he comes from the Planet Krypton. He can fly at the speed of light, he can jump very high, up to 250 metres, he can speak every language in the world. There's nothing Superman can't do!

Batman: Brilliant Batman! He's a scientist. He's rich and very clever, he's a brilliant detective. He can solve crimes easily. He's a superhero, but he doesn't have any super powers. He has wings, but he can't fly! He's called Batman, but he can't fly!

Spiderman: Powerful Spiderman! He has spider powers. He can't fly, but he's very strong – he can climb buildings and he can jump very high. He can also read people's minds.

Wonder Woman: Wonderful Wonder Woman! Daughter of Zeus. She's a princess. She's very strong – she can fight very well, she can run very fast, and she can fly. She can also talk to animals and understand them.

Ben's favourite superheroes

- 1 **5.2** Focus students' attention on the photo. Ask them to point to Ben and then Kate. Tell them that these people are married and elicit the vocabulary *husband* and *wife* as revision. Elicit that the gift/present is from Kate for Ben because it is his birthday.

Give students time to read through the first part of the script and then play the recording so they can complete the conversation. Check answers together. You could ask students further comprehension questions: *How old is Ben now?* (32); *Does he like the present?* (Yes, he says, 'Wow!' and Kate says, 'I'm pleased you like the present.'). You could also help them understand the phrase *still a boy at heart*.

SUGGESTION Play the recording one more time so students can read along, speaking out loud or just mouthing to get a sense of the rhythm and the weak form of *can* in context.

Answers and audioscript

5.2 Ben's birthday present

K = Kate B = Ben

K Happy Birthday, Ben!!

B Wow! Thanks! My two favourite superheroes!

K Hmm! So, what **can** they do, these superheroes?

B Well, Superman **can do** everything! He **can speak** every language in the world and he **can fly** at the speed of light.

K Surely *all* superheroes can fly?

B Batman can't. He's 'Batman', but he **can't fly**.

K Really? Well, I'm pleased you like the present. 32 years old today ... and still a boy at heart! You can play with my six-year-old nephew!

- 2 **5.3** Students read the questions and then listen to the recording to answer them. You may need to play the recording twice for them to catch the relevant information. Ask weaker students to listen out for the things that Dexter can do. Check answers together. Check students understand and can pronounce *foreign languages* /'fɔːrən 'læŋɡwɪdʒɪz/.

Answers

Dexter is their nephew – he can speak Spanish fluently, play the guitar, and sing.

5.3

K = Kate B = Ben

K 32 years old today and still a boy at heart! You can play Superheroes with my six-year-old nephew!

B Yeah, Dexter and I have great times together!

K I know! And Dex can do a lot of things you can't do.

B Huh? Like what?

K He can speak Spanish fluently for a start.

B His mother's Spanish, so of course he can.

K But you can't speak any foreign languages at all.

B I can speak French a little bit. I can say *bonjour* and *merci*.

K And Dex is very musical – he can play the guitar, he can sing brilliantly, and he can ...

B OK, OK ... there's nothing young Dexter can't do! He's 'Super Boy'!

K Well, you're a super-enough man for me! Happy birthday!

- 3 The sentences in this exercise present the key forms of *can* and also provide exposure to adverbs that describe how well you can do something (*fluently, brilliantly, not at all*). These are further practised and personalized in *Practice* exercises 4 and 5. It might help some students if you start by asking them to read the sentences and then elicit who said each sentence, Kate or Ben (Kate: 1, 2, 3, 5; Ben: 4, 6). This can help students make sense of the pronouns used and who they refer to. Focus their attention on the example and ask them to continue the exercise individually. (Weaker students could work in pairs.)

- 5.3** Play the recording again so they can check their answers. Put students in closed pairs to practise the sentences. Monitor and note any pronunciation difficulties to deal with in a quick whole-class session at the end.

Answers

- | | |
|--------------------|----------------------|
| 1 can do, can't do | 4 can say |
| 2 can speak | 5 can play, can sing |
| 3 can't speak | 6 can't do |

GRAMMAR AND PRONUNCIATION SB p51

- 1 Focus attention on the *Grammar and pronunciation* box. Students work in pairs and say all the persons of *can/can't*. Ask them what they notice about the verb form for each person. Check students are clear about the answer.

Answers

Can/can't are the same for all persons, so there is no -s added in the *he/she/it* forms. We do not use the auxiliary *don't/doesn't* to form the negative.

- 2 **5.4** This activity focuses on the pronunciation of *can/can't*. Play the recording and get your students to read and listen very carefully to the pronunciation of *can* and *can't*. If necessary, repeat the sentences yourself, exaggerating the vowel sounds in *can* and *can't* and isolating them, so that your students can fully appreciate the differences and watch how your mouth moves as you say them. Elicit the main stresses in each sentence. Ask *When is can pronounced /kən/?* (When it is unstressed.). Play the recording again and get students to repeat chorally and individually.

5.4 See SB p51.

- 3 Focus attention again on the sentence stress in the positive and negative sentences. Drill the sentences and then get students to practise in pairs.
- Read Grammar reference 5.1 on p145 together in class. Encourage students to ask you questions about it. Then, with books closed, write on the board *I don't can sing*. Elicit why this is incorrect and write the correct negative sentence *I can't sing*. Write *My brother don't can speak English*. Again, elicit the correction from the class. If they want to change *don't* to *doesn't*, you can praise them for remembering the third person form of *do*, but make it clear that *can* **never** needs the auxiliary verb *do*. Write the correct sentence *My brother can't speak English*.

- 4 5.5 This is a discrimination activity to check that your students can recognize what they hear. Play the first sentence and elicit the answer as an example (*can*). Play the rest of the recording and get students to underline the correct words. Check the answers with the class, playing the recording again as consolidation, if necessary. Make sure students understand that in sentence 3, we use *or* to show that *can't* applies to both activities. Give another example, if necessary: *I can't dance or sing*. Ask *Can I dance?* (no); *Can I sing?* (also no). Check students are happy with the meaning of the time references in sentence 4: *at* is exactly the time given (and, in fact, may be used with positive and negative forms), but *until* is used only with negatives to express *not before that time*. Give a further example: *I can't go home until six o'clock*. Say: *I want to go home at four o'clock. Is that OK?* (no, because not before six).
- Then put students in closed pairs to practise saying the sentences.
- Monitor this practice carefully. Encourage students to take turns. Check they are pronouncing *can't* with long /ɑ:/ sound and especially check they aren't stressing *can*, but using the weak form /kən/.

Answers and audioscript

5.5 can or can't?

- He **can** play the guitar.
- I **can't** hear you.
- She **can't** speak French **or** German.
- They **can** meet us **at** 6.30.
- You **can't** always get what you want.
- Can** you do the homework?

Practice SB p51

Ben can't speak Spanish. Can you?

- 1 5.6 This is quite a long conversation between Dexter and Ben about things they can and can't do. It contains modifying adverbs (see box in exercise 3) which raise the level of challenge. Remind students that they don't have to understand every word. Weaker students may need to hear it more times than indicated in the Student's Book.
- Ask students what they remember about Dexter from the previous page. (*He's six. He's Kate's nephew. He can speak Spanish, play the guitar, and sing.*). Focus students'

attention on the chart. They can see that they will hear information about both Ben and Dexter and they should tick for *can* and cross for *can't*. Play the recording to the end of Ben's sentence about speaking French. Elicit the example answers (*Dexter can speak Spanish. Ben can't speak Spanish.*). Then play on to the end of the recording. For weaker students, you may need to play it a second time and you could pause after each relevant part to give them additional time to record their answers. Check answers together – writing them up on the board for clarity.

Answers

Can ...?	Ben	Dexter	Partner
speak Spanish	X	✓	
run fast	✓	X	
ski	X	✓	
play a musical instrument	X	✓	
sing	X	✓	
ride a bike	✓	X	
cook	✓	X	

5.6 Ben can't speak Spanish. Can you?

D = Dexter B = Ben

- D Happy birthday, Uncle Ben! Wow – Superheroes! Can I play with them?
- B Yeah, of course you can. Which is your favourite?
- D Superman of course. He's amazing! There's nothing Superman can't do – he can fly and he can speak every language in the world.
- B I know ... but you can speak Spanish fluently. I can only speak French a bit, a very little bit.
- D Yeah – but I can't fly. But look! I can run really fast.
- B Yes, so you can. I like running, too. I go running every morning, but I can't run fast.
- D But you can ski really well.
- B Yes, I can. I love skiing.
- D I can't ski at all ... but I want to learn. Can you teach me?
- B Yes, I'd love to. But what can you teach me? Spanish?
- D Er no, not Spanish ... but I can play the guitar quite well. I can teach you that!
- B Great! I can't play any musical instrument. Hey – and I hear you can sing brilliantly, too. I can't sing at all.
- D Everyone can sing.
- B Well, I can't.
- D I can't ride a bike yet.
- B Ah ... now, it's important to learn that. I could ride a bike when I was six. And now, I can ride a motorbike.
- D There's Mum. Dinner's ready. Mmm ... Mum's a great cook! I can't cook. Can you cook, Uncle Ben?
- B Yeah, I can ... I'm quite good in fact.

- 2 This stage consolidates the question and answer forms. Practise the example questions in the Student's Book in open and closed pairs. Remind students that *can* is pronounced fully in short answers. Also make sure that they pronounce the *-t* on the end of *can't*. Students work in pairs and ask and answer questions about Dexter and Ben. Monitor and help as necessary, checking for accurate question formation and pronunciation.
- 3 5.6 This exercise focuses on using adverbial phrases to be specific about saying how well you can do things. Students may make mistakes with the word order due to interference from their own language, e.g. **I can speak very well French*. Be prepared to highlight and correct any problems in this area.

Focus attention on words and phrases in the box. Point out the example about Ben and show with thumb and finger close together the meaning of *a little bit*. Students are unlikely to remember how well Ben and Dexter can do the different things, so play the recording for them to listen again and use the words to complete the sentences. Check answers with the class. At this stage, clarify the meaning of the adverbs/adverbial phrases by putting them on a *cline* on the board, from *not at all* at the bottom to *brilliantly* at the top. You will need to add *fluently* at the top and explain that this is specific to certain activities, e.g. speaking languages. You can give some more examples of your own level of ability and point to the board and use facial expression to convey the meaning. Or otherwise, these adverbs can be shown further in examples you give for the next exercise.

Answers

- 1 a little bit 2 fluently 3 really well 4 at all
5 quite well 6 brilliantly 7 at all 8 really well

Talking about you

- 4 Focus students on the example question and answer. Model yourself and drill chorally with the class. Do this more than once if they need help to make the weak forms of *can*.

Demonstrate the activity yourself with a student, using the example given in the book. Then encourage students to ask you more *Can you ... ?* questions using the activities in the chart in exercise 1. Answer them simply and honestly, using the adverbs from the box in exercise 3 where appropriate.

Put students in closed pairs to do the same thing. Focus their attention on the third column of the chart in exercise 1, which they should now complete about their partner. They can also make a note of extra words used from the box in exercise 3 so they can talk specifically about their partner later. Monitor carefully, but don't interrupt unless absolutely necessary. Note points for correction later – both grammar and pronunciation.

- 5 Focus attention on the example. You might also like to give the sentence starter *We can both ...* to talk about similarities in their ability. Ask a few students to tell the others about their, and their partner's, abilities. If you have a large class, students can do this stage in small groups and then feed back to the class. Do any necessary error correction with the whole class at the end.

Today and yesterday SB p52

was/were/could

These forms are the first introduction to past tense in *Headway* 5th edition Elementary. They are presented by building on the present forms that students already know. The use of a set of parallel present and past sentences helps to make the form and meaning as clear as possible.

Possible problems

- 1 *Was* and *were* should be reasonably straightforward to comprehend, but students make mistakes in using them, often overusing *was* and forgetting *were*, e.g. **You was ...* **They wasn't ...* Highlighting and encouraging self-correction of these mistakes is usually enough.

- 2 The pronunciation of *can* and *can't* can also provide challenges for students. They often find the different vowel sounds (/ə/ or /æ/ in *can* and /ɑː/ in *can't*) confusing. The long /ɑː/ in *can't* is particularly important because the final -t tends to get lost, particularly in American English. As a result, in listening it's sometimes difficult for students to recognize whether the sentence is positive or negative. And productively, students also often have difficulty producing a clear negative sentence using *can't* if they don't sound out the -t.

For these reasons, we give special attention to the pronunciation in the unit by including exercises for recognition and production.

Pronunciation: Students may have pronunciation problems with the past of *to be* because the vowel sounds in *was* and *were* can be weak and strong: *was* /wəz/ and /wɒz/; and *were* /wə/ and /wɜː/. However, they encountered this kind of pronunciation issue with *can* in the previous lesson, so it's a good idea to remind them of that pattern, i.e. that we use the full forms in short answers, but weak forms in questions and sentences.

Examples:

He was at home. /wəz/

Was he at home? /wəz/

Yes, he was. /wɒz/ *No, he wasn't.* /'wɒznt/

Were they at home? /wə/

Yes, they were. /wɜː/ *No, they weren't.* /wɜːnt/

Students may also need you to model *were* and *weren't* to show that we don't pronounce the *r*. The silent *l* in *could* and *couldn't* should be pointed out, too.

Finally, the groups of consonants in the negatives *wasn't* /znt/, *weren't* /nt/ and *couldn't* /dnt/ may be difficult for some students and may need extra choral and individual repetition.

- 1 This is a very direct presentation of the Past Simple of the verbs *to be* and *can*. It revises the Present Simple forms of the verbs and then moves straight to the Past Simple equivalents.

SUGGESTION Focus students' attention on the headings PRESENT and PAST. It is a good idea to start using a consistent system of hand gestures now to indicate these timings, i.e. point with the finger down to indicate now (present) and use thumb or forefinger to point back over your shoulder to indicate past time. These can be clear visual cues which will be known to the students and can save time during the course when eliciting answers in the correct tense form.

CULTURE NOTE The Flatiron Building (see photo on Student's Book p52) is in New York City. It was built in 1902 and is triangular. It has 22 floors.

Pre-teach/Check *yesterday* and *last month/last year*.

- 5.7 Students read and listen to the questions. Play number 1 and elicit true answers to each question. Play the rest of the recording, pausing if necessary, to give students time to write in the answers. They may need to guess the answers to the questions. When they have finished, go through the exercise with them, modelling the questions and answers for them to repeat, and focusing on the weak vowel sounds of *was* and *were* (/wəz/ and /wə/) in statements and questions, and the

strong vowel sounds (/ɒ/, /ɜː/) in short answers and negatives.

5.7 What day was it yesterday?

- 1 What day is it today? What day was it yesterday?
- 2 What month is it now? What month was it last month?
- 3 Is it sunny today? Was it sunny yesterday?
- 4 Where are you now? Where were you yesterday?
- 5 Where are your parents now? Where were your parents yesterday?
- 6 Are you in New York now? Were you in New York last year?
- 7 Can you play the guitar? Could you play the guitar when you were ten?
- 8 Can your teacher speak a lot of languages? Could your teacher speak English when she was seven?

- 2 Get students to ask and answer the questions in open pairs across the class. Use the opportunity to check and correct them carefully. Students then ask and answer the questions again in closed pairs.
- 3 This exercise consolidates the positive, negative, and question forms. With a weaker group, you could do the *Grammar and Pronunciation* box first and come back to this exercise.

Pre-teach/Check *ill* and *on holiday*. Focus attention on the example and elicit the second verb (*was*). Give students time to complete the sentences, working individually. Refer them back to the past sentences in exercise 1 if they are having difficulty. Then check with the class.

Model the sentences for students to repeat chorally. Pay special attention to sentence 3, which starts with two words the students may find difficult to differentiate: *Where were* (/weə/ /wə/). Encourage them to watch your mouth move and copy this themselves when saying the sentence – if necessary, remind them that generally the -r is silent in both of these words (unless followed by a word beginning in a vowel sound).

Answers

- | | |
|-----------------|-----------------|
| 1 wasn't, was | 4 could, was |
| 2 weren't, were | 5 couldn't, was |
| 3 were, weren't | |

GRAMMAR AND PRONUNCIATION SB p52

- 1 Focus attention on the examples. Then put your students into pairs to complete the chart with the Past Simple of *to be*. Quickly check through the answers with the whole class.

Answers

	Positive	Negative
I	was	wasn't
You	were	weren't
He/She/It	was	wasn't
We	were	weren't
They	were	weren't

- 2 5.8 This is a repetition exercise to help consolidate the pronunciation. Play the recording through once and let students just listen. Play the recording again and get students to repeat. Encourage accurate pronunciation of the strong and weak forms. Drill chorally and individually.

5.8 Grammar and pronunciation

- 1 It was Monday.
- 2 We were at school.
- 3 'Was it sunny?' 'Yes, it was.'
- 4 'Was it cold?' 'No, it wasn't.'
- 5 'Were you at school?' 'Yes, we were.'
- 6 'Were they at school?' 'No, they weren't.'

- 3 Students complete the positive and negative forms of the past of *can*.

Answers

Positive = could

Negative = couldn't

►► Read Grammar reference 5.2 and 5.3 on p145 together in class, and encourage students to ask you questions about it. Ask students to close their books. Write or dictate some positive sentences from the Grammar reference examples leaving a gap or saying a bleep for *was/were/wasn't/weren't/could/couldn't*. Students write down the whole sentences. Check with the class or ask them to look at the Grammar reference again to check for themselves. Then again with books closed, put students in pairs to transform these positive sentences into negatives. Then finally, ask them in their pairs to change the positive sentences into questions. Monitor and check carefully, especially to make sure they invert the initial word order, i.e. *I was – Was I? They were – Were they? She could – Could she?*

Practice SB p53

Students practise using Past Simple forms to talk about famous people. You could lead into this lesson with books closed, writing the names of the four famous people on the board for students to brainstorm in small groups what facts they know about them.

- 1 Put students in closed pairs. Focus their attention on the photos and ask them to answer the questions. The first photo is done for them as an example. Elicit answers from the class. Check they understand and can pronounce all of the job words correctly. They may not understand that *singer/songwriter* is one job together. Point out the silent c in *scientist* /'saɪəntɪst/.

Answers

- 1 Pablo Picasso was an artist.
- 2 Marie Curie was a scientist.
- 3 John Lennon was a singer/songwriter.
- 4 Serena Williams is a tennis player.

- 2 Before they start this activity, go through the years next to each famous person's name. Elicit how to say them and drill them. This will save some time later.

Focus students' attention on the examples and drill them in open pairs across the classroom. They will probably need some help with the date: *October the twenty-fifth* (NOT **October twenty-five*). All of the dates in this exercise have ordinal numbers ending in -th, so you don't need to go into *first, second, third* at this point. In their pairs, students make sentences about the people, using *was born* and *could*. Monitor and check that these words, in particular, are being used correctly.

🔊 5.9 Ask students to check their answers and listen for extra information about the famous people. They might want to make notes. Play the recording. Weaker students may need to hear it twice. Elicit answers from the class, encouraging them to use the Past Simple tense of *to be*. NB: The extra information about Serena Williams is in the present tense as she is still alive. Point this out clearly to the students.

Answers

- Pablo Picasso was an artist. He was born on October 25th, 1881 in Malaga, Spain. He could draw when he was just two. EXTRA INFORMATION = His most famous painting is *Guernica*, painted in 1937.
- Marie Curie was born on November 7, 1867 in Warsaw, Poland. She could read when she was just four. EXTRA INFORMATION = she could remember being just three months old; she is famous for her work on radioactivity.
- John Lennon was born on October 9, 1940 in Liverpool, England. He could play the banjo and guitar when he was eleven. EXTRA INFORMATION = He was a member of The Beatles – perhaps one of the world's most famous pop groups. One of his famous songs is *Imagine*.
- Serena Williams was born on September 26, 1981 in Michigan, America. She could play tennis when she was just three. EXTRA INFORMATION = She often plays tennis with her sister, Venus. Venus is also a talented player.

🔊 5.9 Great talents

- Pablo Picasso was an artist. He was born on October 25th, 1881 in Malaga, Spain. He was a very clever child. He could draw before he could walk, when he was just 2 years old. His most famous painting is 'Guernica', painted in 1937.
- Marie Curie was a scientist. She was born on November 7th, 1867 in Warsaw, Poland. She was a very clever child. She could read when she was four and she could remember being just three months old! She's most famous for her work on radioactivity.
- John Lennon was a singer/songwriter. He was born on October 9th, 1940 in Liverpool, England. He could play the banjo and the guitar when he was eleven. He was a member of The Beatles – perhaps the world's most famous pop group. One of his most famous songs is 'Imagine'.
- Serena Williams is a tennis player. She was born on September 26th, 1981 in Michigan, America. She could play tennis when she was just three. She often plays tennis with her sister Venus. Venus is also a talented tennis player.

- Focus students' attention on the examples and elicit the completed answers (... *on October 25, 1881 in Malaga, Spain. ... when he was just two*). Get them to practise these across the class in open pairs. Then put them in closed pairs to use the prompts to make the questions and answers about the other famous people. Monitor carefully. When they have finished, elicit some question-and-answer exchanges from different pairs. Do any necessary correction with the whole class at the end.

Talking about you

- Elicit full questions from the class, using the prompts to help them. Drill the questions in the *you* form, getting students to repeat chorally and individually. Make sure students can hear and pronounce the difference between *where* and *were*.

Students work in pairs and ask and answer the questions. At the end of the activity, ask a few students to tell you what they can remember, e.g. *Laura was born in Madrid in 1988. She could read when she was five.*

Ben's birthday party

- Remind students of the situation on p50, i.e. that it was Ben's birthday. Focus their attention on the invitation. Ask comprehension questions: *When was Ben's birthday party?* (at 7 p.m.); *Where was it?* (at Retro Bar); *Was there food?* (yes); *Were there drinks?* (yes). Explain that they are going to hear two of Ben's friends talking about his birthday. Give them time to read and complete the conversation using the words given. They could check their answers in pairs before they listen.

🔊 5.10 Play the recording. Make sure students have all the answers. Answer any queries or play it one more time if necessary. Ask comprehension questions to check they fully understand the content: *Why wasn't Eva at the party?* (because she wasn't very well); *Was it a good party?* (yes, fantastic); *What was good about the party?* (nice people, good food, great music); *Were there a lot of people?* (yes); *Is Eva well now?* (She's OK – still not great, but back at work.).

Answers

- 1 Were 2 was 3 weren't 4 couldn't 5 wasn't 6 was
7 was 8 was 9 Were 10 was 11 couldn't

🔊 5.10 Ben's birthday party

E = Eva M = Marcus

- E Were you at Ben's birthday party?
M Yes, I was. But why weren't you there?
E Oh, I couldn't come.
M Why?
E Well, I wasn't very well. I was in bed with flu.
M Oh, you poor thing! It was a fantastic party – nice people, good food, and great music.
E Hmm – I'm sure it was amazing. Ben and Kate always have good parties. Were there many people there?
M Yeah, everyone was there, all the gang. It's such a shame that you couldn't be with us. Are you better now?
E Mmm ... I'm OK. I'm back at work, but I'm still not great.

Put students into A/B pairs to practise the conversation and assign each student a role: *Marcus* or *Eva*. Monitor for accurate production of weak forms, where appropriate. Make a note of any difficulties and play relevant parts of the conversation again or drill yourself for students to repeat. Get students to swap roles and practise again.

- Now students have the opportunity for realistic practice, giving true answers about themselves. Before they start, drill the question starter *Where were you ... ?* chorally and individually. Weaker students may need to pre-prepare their answers before speaking. Stronger students can respond in real time to their partner's questions. If necessary, demonstrate the activity yourself first – students ask you the questions and you give true answers.

Monitor the pairs as they ask and answer. Help with any vocabulary they need to express themselves. When they have finished, elicit sentences from students about their partner. Give sentence starters if necessary, e.g. *At 8.00 this morning, Filip was ...* Make sure students use *at* with time and no preposition before *last*.

Additional material

For teachers

Photocopiable activity – Grammar: *The job fair* pp191–2

For students

Online Practice – *Look again*

Workbook pp32–5, exercises 1–13

Reading and speaking SB p54

A talented family

About the text

This is a text about a family from Nottingham in the north of England, with seven brothers and sisters who are very talented. All of the family, including the parents, are brilliant musicians, and play a range of different instruments.

Students answer comprehension questions and find information in the text to correct false sentences. Most of the text uses the Present Simple but *was/were/could* are also included, so students practise seeing the grammar they've studied in context. They also learn adjectives to describe people, places, and things.

The parents in the family aren't originally from the UK. The names of all the family members reflect their African and Caribbean roots: Kadie /'keɪdi/, Stuart /'stjuːwət/, Sheku /'ʃeikuː/, Isata /'ɪsɑːtə/, Braimah /'breɪmə/, Konya /'kɒnjə/, Jeneba /dʒə'neɪbə/, Aminata /æmɪ'naɪtə/, Mariatu /'mæriːjætʊ/. Their surname is Kanneh-Mason.

The musical instruments they play are: piano, cello, violin, clarinet, and viola. Some of the children study at the Royal Academy of Music, near Regent's Park in London. This is a very prestigious music school, founded in 1822. The distance from their home in Nottingham to London is around 200 km.

The text mentions a TV talent show which is popular in the UK, called *Britain's Got Talent*, and the host of the show, Simon Cowell. This is a fun, reality TV talent show. It also mentions the BBC (British Broadcasting Corporation) – the world-famous UK public service TV and radio company – and a talent competition it runs called *BBC Young Musician of the Year*. This is a serious competition and winners usually go on to be professional musicians.

Vocabulary: Students need to know the musical instruments, vocabulary mentioned above, and related words for musicians: *cellist*, *pianist*, *violinist*. The following words/phrases may also be new and you will need to teach or check them: *musician* /mjuː'zɪʃn/, *talent*, *talented*, *prodigy* /'prɒdədʒi/, *competition*, *orchestra* /'ɔːkɪstrə/, *worry*.

If you have a very motivated class, you could ask students to check the vocabulary at home before the lesson using dictionaries or translators.

- 1 Focus students on the title of the lesson *A talented family* and check students know the adjective *talented* and the related noun *talent*. Give an example of someone talented in your family and what they can do. Give students a moment to think about the question and then elicit answers from the class. Encourage other students to respond appropriately: *Wow! That's amazing. Really?*
- 2 Focus students' attention on the photos and go through the children's names. The introduction to the text is in

bold. Point this out to the students and give them time to read and think about the answers to the questions. Write the musical instrument names on the board to give them a chance to answer question 2 (*violin, cello*). Put them in pairs to share their answers orally before eliciting answers from the class.

Answers

- 1 Two boys and five girls.
- 2 The cello and the violin.
- 3 In 2015 they were on the TV show *Britain's Got Talent*. In 2018 Sheku played the cello at the royal wedding of Prince Harry and Meghan Markle.
- 4 Because they work very hard.

- 3 5.11 Students have the opportunity to listen as they read, which can help consolidate sound-spelling knowledge. Give them plenty of time to read the statements first. Make sure they understand that all of these sentences contain some incorrect information, and they need to read and listen to find what is wrong and change it. Focus them on the example to show how to do this. Deal with any vocabulary queries.

Play the recording. After the recording, they will need plenty of time to work on the corrections. Monitor carefully to check they are doing the task correctly. You could assist weaker students who are struggling by indicating which paragraph they can find particular information in. As students finish, they can share their answers with a partner. Elicit answers from the class.

Answers

- 1 It wasn't 2018. It was 2016.
- 2 Sheku could play the cello when he was six.
- 3 The younger sisters can all play musical instruments.
- 4 Isata can play the piano, the violin and viola. Braimah plays the violin.
- 5 Sheku and his sisters get up at 4.30 a.m. every Saturday to go to school.
- 6 Their parents, Stuart and Kadie, weren't born in England. Stuart was born in Antigua, and Kadie was born in Sierra Leone.
- 7 Kadie plays the clarinet and Stuart plays the cello.
- 8 The children sometimes practise more than two hours a day.
- 9 The family don't often go shopping for new clothes.
- 10 Stuart is glad that his children aren't worried that it might not be 'cool' to play an instrument.

Vocabulary

This is an opportunity for students to practise the skill of working out the meaning of new words in context. For this reason, these notes don't suggest pre-teaching the vocabulary.

Focus students' attention on the box containing adjectives. Point out that all these words are from the text (where they are shaded) and students need to say what each word is about, as shown in the example.

Put students in pairs to do the task. Stronger students may be able to remember what some adjectives refer to before reading the text again. Most students will need to scan the text to find the words and work out what they refer to. Monitor and assist where necessary. Don't insist on accurate sentences in the answers – the point of the exercise is for students to practise scanning and referencing skills and guessing meaning from context.

Go through the answers and, at this stage, elicit or teach the meanings of all the unknown adjectives. Drill pronunciation and encourage students to record the words with word stresses clearly marked.

Answers

talented = all the children are talented
brilliant = Sheku (brilliant cellist)
full-time = Isata and Braimah (full-time students)
successful = the children
normal = to hear music in the house
rich = the family are not rich
expensive = the musical instruments
old = their car
proud = the parents
'cool' = playing an instrument

What do you think?

Give students time to read all the questions. You could tell them they have two minutes thinking time to prepare their answers, but they don't need to write them down, only think. Go through the questions, eliciting answers from different students and encouraging them to say what they think and why. Don't correct them too much – it's important that they feel confident to speak in front of the group. If you have a very large class, divide students into smaller groups and put one strong student in charge of each. Monitor very carefully and bring all the students together at the end to share a few of their thoughts.

VIDEO In this unit students can watch a video about Chetham's School of Music and find out about one of Chetham's most successful young musicians. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *A music school*

For students

Online Practice - *Practice*

Vocabulary and listening SB p56

Words that go together

Noun + noun

Collocation and word groupings are a key feature of English, and it's important that students start to become familiar with them as early in their learning as possible. In previous units they have looked at adjective + noun and adverb + adjective combinations. This vocabulary section focuses on compound nouns (noun + noun combinations), verb + noun collocation, and the use of prepositions in a range of high-frequency phrases/structures.

- 1 Explain that this task focuses on noun + noun combinations. Focus attention on the example and say it aloud: *motorbike*. Point out that there is another collocation with *motor* and then each of the other nouns

in A matches with one noun in B. When students have matched as many as they can, put them in pairs to share answers and help each other.

Go through the answers together. Write the words on the board so students can see whether there are two words or one word. Model the pronunciation. Ask which part is stressed to elicit that we tend to stress the first noun in these combinations. Drill the words chorally and individually. Ask questions to check students fully understand the meaning of all the words.

Answers

motorbike, motorway, bus stop, bus station, businesswoman, sunglasses, coffee shop, living room, handbag, railway station, car park, traffic lights

- 2 Focus attention on the example in the book and get two students to say the exchange in an open pair. Elicit one or two more example definitions and then get students to test each other in pairs. Monitor and assist where necessary. Elicit some exchanges as a feedback stage, praising any very good definitions.
- 3 **5.12** Tell the students they will hear three conversations and that they should listen for noun + noun combinations from exercise 1. There are three of the collocations in each conversation.
Play conversation 1. Elicit collocations from exercise 1, but don't worry if students haven't caught all three. Play the recording again from the beginning, pausing after each conversation for students to write down collocations they heard. Check with the class and play it one more time so they can have a further chance to hear the collocations in context.

Answers and audioscript

5.12 Words that go together

1

A Excuse me! Is there a **coffee shop** near here?

B Yes. Can you see the **traffic lights**?

A Yes, I can.

B Well, it's near the traffic lights. Next to the **bus stop**.

A Thanks.

2

A I can't find my **sunglasses**.

B Not again! Look in your **handbag**!

A Where's my handbag?

B It's in the **living room**.

A Oh yes! There it is and there they are!

3

A Oh no! We'll be late. Look at all the traffic on the **motorway**!

B Don't worry. We can pass all the cars on my **motorbike**.

A Oh dear! Don't go too fast. You know I don't like going fast on this thing.

B Hang on! I'm a good driver. Off we go!

A Help! Can we stop at a **railway station**? I want to go by train!

Verb + noun

- 4 Point out that this task has verbs in list A and nouns in B. Focus attention on the example (and point out that *go* also collocates with one other noun) and then get students to complete the task. Let students check in pairs before checking with the whole class.

Answers

go on holiday
go by train
speak a foreign language
ride a motorbike
play the violin
earn a lot of money
live on the third floor
send a lot of text messages
wear a shirt and tie
look after your health
watch films online

- 5 Focus attention on the example questions and answers in the Student's Book and get two pairs of students to say them in open pairs across the class. Make it clear that they can ask any kind of question they know to their partner as long as it contains one of the verb + noun collocations. With a weaker group, elicit other possible questions before the pairwork stage, e.g. *Can you ride a motorbike? What do you do to look after your health? Do you wear a shirt and tie for work?* (NB: the question *Do you earn a lot of money?* could be sensitive – if so, point it out so it can be avoided!)
- Put students in closed pairs to do the activity. Monitor and help as necessary. For feedback, invite a few question and answer exchanges to the whole class.
- 6 **5.13** Tell the students they are going to hear six short conversations and that they should listen for the verb + noun combinations. Play number 1 as an example and elicit the verbs + nouns. Play the rest of the recording without stopping. Give students time to check their answers in pairs before checking with the class.

Answers and audioscript

5.13 Words that go together

- 1
A Your son **plays the piano** brilliantly!
B I know. He can **play the violin** and cello as well. He's amazing.
- 2
A Do you **earn a lot of money**?
B What a question! Mind your own business!
- 3
A Do you **live on the second floor**?
B No, I **live on the third**. I have a great view. I can see right over the town.
- 4
A You **send a lot of text messages**!
B I know. My phone is my best friend!
- 5
A Do you **wear a shirt and tie** when you go to work?
B No, no. Where I work is very casual. I **wear jeans and a T-shirt**.
- 6
A Can you **ride a motorbike**?
B I certainly can. Do you want to come for a ride? You can sit on the back.

Refer students to the audioscript on Student's Book p134. Get students to practise all the conversations in closed pairs. Help them understand new words and phrases, e.g. *as well, I can see right over the town, casual*. Point out that *Mind your own business* is a rather impolite response to an impolite question! Monitor and correct any pronunciation problems. With a strong group, ask them to learn a conversation by heart and invite some to perform their conversations for the class.

EXTRA IDEA Ask students to brainstorm other nouns that go with the verbs, e.g. *play the piano/clarinet, look after*

children, ride a horse/bike, etc. This can be done in class if you have time, or for homework. Remind students to record the verbs + nouns in their vocabulary notebook. Check their notebooks to make sure the collocations are natural.

Prepositions

Possible problems

Students will naturally translate any prepositions from L1 and this doesn't always work, e.g. a common mistake in English is **be married with* rather than *be married to*. Reassure students and remind them that this difference can be the factor which actually helps them remember the correct English combination.

- 7 Ask students to read through the questions and deal with any unknown vocabulary, e.g. *sort, contact*. Focus attention on the example. Give students time to complete the task, working individually.

5.14 Tell students that the lines are each part of a longer conversation. Play the recording and let students check their answers. Elicit as many replies as students can remember, then play the recording again. Refer students to the audioscript on Student's Book p134 and get them to practise the conversations with a partner.

Answers and audioscript

5.14 Prepositions

- 1 A What do you want **for** your birthday?
B Can I have the new iPhone? Or is that too expensive?
- 2 A Where's your girlfriend **from**? Is she Mexican?
B No, she isn't. She's from Brazil. She speaks Portuguese.
- 3 A What sort **of** music do you like?
B All sorts, but especially jazz.
- 4 A What are you worried **about**?
B Oh, it's work as usual. I have so much to do and no time to do it.
- 5 A Is Paula married **to** Mike?
B That's right. Do you know him?
- 6 A Do you want to come shopping **with** me?
B Oh, yes. Can you wait a minute? I'll get my coat.
- 7 A Were you **on** holiday last week? I couldn't contact you.
B Yes, I was. We were in Morocco. It was brilliant. I feel really relaxed now.
- 8 A Can I speak **to** Dave? Is he **at** work today?
B Sorry, he's at home. He's not very well.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Words that go together* pp193–4

For students

Online Practice – *Look again*

Workbook p36, exercises 1–3

Online Practice – *Practice*

Everyday English SB p57

Polite requests

Possible problems

Students have already been exposed to *can* for ability and its past form *could* earlier in this unit. This section focuses on a different use of *can*, i.e. in polite requests. Students should recognize *Can I ... ?* from earlier *Everyday English*

sections, but they may have only seen *could* as the past form of *can*. Therefore, the time reference of a question such as *Could you open the door, please?* may be confusing as it is a present request. Make sure you check this time reference with them.

- 1 **5.15** Start this section by making a couple of natural requests to students in the class, e.g. *Can you close the door, please? Could you switch on the lights, please?, etc.* Focus attention on the photos. Elicit where each conversation takes place (see photos: 1 in a café, 2 outside a hospital or doctor's, 3 in a café or restaurant, 4 in a chemist's). Give students time to read the conversations and guess the missing words. Play the recording and check the answers (but don't get students to practise the conversations yet).

Answers and audioscript

5.15 Polite requests

- 1 (café)
A Can I **have** an espresso and a medium latte, please?
B Yes, **of course**. To go or have here?
A To go. Thanks.
- 2 (hospital)
A Could you **open** the door for me, please?
C Sure. No **problem**.
A Thanks. That's very **kind**.
- 3 (restaurant)
A Can we have the bill, please?
D **Certainly**, sir.
A Is service included?
D Yes, it is, sir. **Many** thanks.
- 4 (chemist's)
A Could you **give** me some advice?
E Of course. What's the problem?
A I need some allergy pills, but I **don't know** what sort.
E Well, what exactly ...

- 2 In conversations 1 and 3, the speaker uses *Can I/we ... ?*, in 2 and 4, he/she uses *Could you ... ?* *Could ... ?* is a little more polite than *Can ... ?*

Check students understand the difference between *Can/Could I/we ... ?* (to ask for things) and *Can/Could you ... ?* (to ask other people to do things).

Pronunciation

- 3 **5.16** Play the recording for students to notice the intonation patterns. Show the same pattern visually using a hand movement. Drill the example requests chorally and individually to help students reproduce the intonation themselves.
- 4 **5.15** Focus students on the conversations in exercise 1 again. Play the recording of the four conversations one more time so students can focus attention on the intonation. Put them in closed pairs to practise them. Monitor carefully. Do any necessary correction and then ask them to swap roles and practise again.
- 5 Elicit from, or remind, students that *Can/Could I ... ?* is used to ask for something and *Can/Could you ... ?* is used to ask another person to do something for you. Focus attention on the example.
 Check comprehension of *give me a hand* (= *help me*) and then get students to complete the task. They can check with a partner when they finish.

- 5.17** Play the recording and let students compare their answers. Elicit as many replies as students can remember, then play the recording again. Refer students to the audioscript on Student's Book p134 and get them to practise the conversations with a partner. If students find it difficult to use appropriate intonation, play key lines of the recording again and get them to repeat.

Answers and audioscript

5.17 Polite requests

- 1 **A** **Can I** have a cheese sandwich, please?
B In white or brown bread?
- 2 **A** **Could you** post this letter for me, please?
B Yes, of course. No problem.
- 3 **A** **Can you** give me your email address?
B I think you have it already.
- 4 **A** **Can I** speak to you for a moment?
B Can it wait? I'm a bit busy.
- 5 **A** **Could you** lend me £20 till tomorrow?
B I can lend you ten, but not twenty.
- 6 **A** **Can you** give me a hand with this box?
B Of course. Do you want to carry it upstairs?

- 6 Ask two students to read the example conversation across the class. Give students time to read through the list of prompts and deal with any vocabulary queries. With weaker students, you could elicit which prompts are *Can/Could I ... ?* requests (see the menu, pay contactless, try on these jeans, sit next to you, a vanilla ice cream, borrow your dictionary, some stamps, a return ticket to Oxford) and which prompts are requesting another person's help, i.e. *Can/Could you ... ?* requests (help me carry these bags, give me a lift, do me a favour).

Put students in pairs to practise the conversations. Monitor and help as necessary.

Additional material

For teachers

Photocopiable activity – Communication: *Broken conversations* pp195–6

For teachers

Online Practice – *Look again*

Workbook p37

Online Practice – *Practice*

Writing SB p58

A formal email

Applying for a job

Unit 5 introduces a change of tone in the writing syllabus, with a focus on more formal writing. Some of the key conventions of writing more formal emails, including greetings and endings, are shown in a model text. Students complete the model and then do a guided writing task, based on an advertisement for a job. This is the type of email students may well need to write at some stage in their learning.

- 1 Focus attention on the photo of Luke. Ask *What does he do?* (He's a student.) *What does he want?* (a holiday job). If necessary, clarify that this is a job which a student can do to earn some money during the times when the university

or college is closed (in this case from July to September). It's very common in the UK.

Remind students that they filled in forms like this one in Unit 3 *Writing* section. Briefly review the ways we say phone numbers and email addresses, using the examples on the form (i.e. *oh* for the number 0 and *at* for @, *dot* for .). Focus on the prompts *Present job* and *Last job* and check the time references and corresponding verb forms, *is* or *was*.

Divide the class into pairs to ask and answer the questions. With weaker classes, elicit the full questions as a class before they start. Monitor and help as necessary. Conduct feedback by getting pairs to do the question and answer exchanges for the whole class. Do any corrections as you go along.

- 2 Give students time to read the advertisement. Deal with any vocabulary queries. Elicit the answers to the question.

Answers

Luke is interested in the job because:
he is over 18 (22).
he lives in Bath and so probably knows it well.
he can speak French and German.
he's interested in travel.

- 3 Focus attention on the email headings. Ask *Who is the email from?* (Luke); *Who it is to?* (Linda Yates); *What is it for?* (to apply for the job of tourist guide). Elicit the answer to the first gap as a demonstration. Then give students time to complete the email, using the information about Luke. Check the answers with the class.

Answers

- | | |
|-----------------|------------------|
| 1 tourist guide | 6 ski instructor |
| 2 22 | 7 can |
| 3 live | 8 languages |
| 4 student | 9 like |
| 5 free | 10 was |

Focus attention on the model email again and ask check questions, e.g. *How many email addresses are there?* (two), *How do you begin the email?* (*Dear ...*); *Does the email use full or short forms – 'I am' or 'I'm'?* (full forms); *What is a more formal way of saying 'Please reply'?* (*I look forward to hearing from you.*); *How do you finish the email?* (*Yours sincerely*). Also ask *Why do you use 'Ms' and not 'Miss' or 'Mrs'?* (because we don't know if Linda Yates is married or not). If necessary, establish the difference between *Miss* (for a single woman) and *Mrs* (for a married woman).

- 4 Focus attention on the advertisement and elicit the job (*receptionist*). Check comprehension of the details, e.g. *Who do you email?* (Anne Watson); *What is her job?* (Director); *Where do you send the email?* (awatson@international.school.com); *What are the qualifications needed?* (like working with people, speak two languages and English, have experience working in an office, use a computer, know your town well). Get students to answer the questions in the advertisement about themselves. You could then put them in pairs to find out their partner's answers and gain valuable extra speaking practice. Students write their emails. Remind students to use Luke's email in exercise 3 as a model and to use the information provided in each paragraph as a guide. Give students time to write their email in class, or set it for homework.

- 5 Allow students to compare emails, both for interest and to help each other with feedback and corrections. When you collect in the emails, check for the correct use of greeting, ending, and full forms. Point out errors, but allow students to correct them themselves as far as possible. Try to limit correction to major problems to avoid demotivating the students.

Additional material

For students

Online Practice – *Practice*

Workbook p37, *Review, Grammar, Vocabulary*

Online Practice – *Check your progress*

6 Lessons in life

Introduction to the unit

In this unit, students talk about events in their lives and, specifically, when these took place, as well as learning vocabulary to express how they felt at those times. The theme of 'Lessons in life' provides the context for the presentation of both regular and irregular forms of the Past Simple. (The formation of the question and negative are dealt with fully in Unit 7.)

The *Reading and listening* section is a story entitled *When a businessman met a fisherman* and includes matching verb + noun collocations and a short discussion of the content and deeper meaning of the text.

In terms of vocabulary, students are introduced to a range of adjectives to describe their feelings, and situations they find themselves in. They also study and practise ordinal numbers in *Everyday English* and learn the conventions for saying the date in English.

The *Writing* section focuses on linking words to help students to connect their ideas clearly in their writing, and also practises connecting information and time references accurately, using *until* and *when*. Students write about someone they know, which recycles much of the vocabulary and grammar learned up to this point in the Student's Book, including using both the Present Simple and the Past Simple.

Everyday English

What's the date?

It is very useful for students to be able to be specific about dates. Students learn ordinal numbers and practise using the vocabulary they know for the months of the year. They also talk about special days and dates.

Additional material

Workbook

Past Simple regular verbs are practised as students answer questions and complete sentences about the footballer Lionel Messi. The pronunciation of *-ed* endings is covered in a categorization exercise, and students also consolidate their knowledge of irregular verbs through a wordsearch and text completion activities. There is an extension activity relating to *the* or no article. Past time expressions are also practised, and there is a whole page focus on vocabulary for describing feelings.

Photocopiable activities

There are photocopiable activities to review grammar (*Past lives*), vocabulary (*Focus on feelings*), and communication (*Everyday English game*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

Past Simple (1) – regular and irregular verbs

The first grammar section introduces students to Past Simple regular verbs and Past Simple questions with the auxiliary verb *did*.

After this, students encounter a set of useful irregular verbs, and use them in writing and speaking. There is also a list of irregular verbs on p155 of the Student's Book for students to refer to. When you use this, be sure to remind students to only look at the first two columns at this stage: *Base form* and *Past Simple*.

Vocabulary

-ed/-ing adjectives

By now, students have a good range of adjectives at their disposal, but these adjectives to describe feelings are slightly different because there are two possible endings. Students learn that *-ed* endings are used to express the speaker's feelings and *-ing* adjectives describe the situation, person or thing which provokes the feeling. They listen to the adjectives used in context and go on to match reasons to feelings.

Notes on the unit

Unit opener page summary

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Lessons in life'.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What was life like when your parents/grandparents were children?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time, or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for the activity:

Put students into pairs and ask them to look at both questions and discuss their answers. Ask them to justify their choices.

Answers

- 1 The boys are in a museum.
- 2 It is probably a history lesson.

Grammar SB p60

Past Simple (1) – regular verbs

Possible problems

Students tend not to have too many problems with the formation and use of Past Simple regular forms. One tricky point can be with pronunciation of regular *-ed* endings and this is addressed overtly on p62.

STARTER SB p60

SUGGESTION As this *Starter* exercise is about grandparents and great-grandparents, you could bring your own family photos to add interest to the activity, or indeed bring photos which are of that era, even if they're not necessarily your own grandparents or great-grandparents.

Elicit the meaning of *grandparents* and *great-grandparents* and drill pronunciation chorally. Also, check students remember the meaning of the adjectives *rich* and *poor*. Demonstrate the activity by telling the class about your own grandparents and great-grandparents, dealing with each question in turn and giving as much information as you can. Use photos you have brought to class if appropriate.

Focus attention on the examples. Then elicit information from the students about their own grandparents and great-grandparents. Help feed in any necessary vocabulary for jobs and anything else they need to express themselves. Make sure they use the Past Simple of *be* to say when and where they were born: *He/She was born in ...* If students want to use other past tense verbs, help them, but don't go into detail about the Past Simple now as they will be introduced to it shortly.

EXTRA IDEA You could ask students to work in pairs to talk about great-aunts or great-uncles they may have known or known about. It is quite possible that they know family stories about other ancestors who were memorable for some reason, and it can be fun and motivating to talk about this, e.g. *My great-aunt Sarah was my grandfather's sister. She was very beautiful and she was married to a rich man.*

The story of Madame Tussauds

About the text

In 18th-century France, there was a big difference between rich and poor people, and in 1789 a group of the poor, who we now call the revolutionaries, stormed a prison called the Bastille. This prison was symbolic of the unfair power of the king of France, who imprisoned political opponents without a trial.

The storming of the Bastille started a period of ten years of conflict when many of the rich were arrested and killed, including King Louis XVI. The guillotine was a machine with a sharp blade that the revolutionaries used to cut off the heads of their enemies.

The revolution ended in 1799 when Napoleon, a famous soldier, established a different kind of government.

- 1 Give students time to look at the title and the photos. Write *Madame Tussaud* on the board and elicit that this was a woman. Write *Madame Tussauds* and elicit that this is a place and the full name is *Madame Tussauds waxworks museum*. Students will need to understand and be able to say *wax* /wæks/, *waxworks* /'wækswɜ:ks/, *model* /'mɒdl/, *museum* /mju'zi:əm/, and *Madame Tussaud* /'mædəm tu:'sɔ:/.

Ask them the question and elicit any information they know. Don't be surprised if they don't know very much. You can perhaps elicit that Madame Tussaud was not English, because if she were British, her title would be *Mrs* not *Madame*.

- 2 Students will be able to work out the meanings of some of the new vocabulary in this text from context, but it will be easier for them if you pre-teach the following words from texts A and B: *tourist attraction*, *queue* /kju:/, *soldier*, *housekeeper*, *frightened* /'fraɪnd/, *mask* /mɑ:sk/.

Ask students to read and listen to text A at the same time so they can complete the text.

🎧 6.1 Play the recording. Pause at the end of each sentence, if necessary, to give students more time to complete the sentences. Play it one more time if they haven't caught all the verbs. Check answers together.

Answers

- | | |
|--------|---------|
| 1 is | 4 stand |
| 2 see | 5 takes |
| 3 want | 6 costs |

Now ask students to read questions 1–3 and read the text again, if necessary, to answer them. Elicit answers from the class. Help them to say the long number in answer 3: *a hundred and fifty thousand pounds*. Also help with the meaning of *technologically advanced world* if they are confused by this long phrase.

SUGGESTION It's usually a good idea to find out if students have any personal reaction to, or experience of, things mentioned in the texts because this makes the learning more real. Ask students if any of the information about Madame Tussauds is surprising. Ask them how much £150,000 is in their currency. If any of the students have been to London, you could ask if they visited the museum. Or ask students in the class if they think they want to visit it and why/why not.

Answers

- Because we live in a technologically advanced world, yet wax models are still interesting for people.
- They want to touch them and stand next to them.
- It takes four months and costs about £150,000.

🎧 6.1 A The museum today

Madame Tussauds waxworks museum is one of London's most popular tourist attractions. You often see long queues of people waiting to visit their favourite lifelike stars, from Star Wars' characters and the US President, to Prince William and Kate. It is amazing that in our technologically advanced world, people still want to touch and stand next to models made of wax.

It takes four months to make a model and costs about £150,000.

There are Madame Tussauds museums all over the world, from Hollywood to Beijing.

So, where and when was the museum born? And who was Madame Tussaud?

- 3 🎧 6.2 Focus students' attention on text B and then on the questions about it. Tell them the pronunciation of *Philippe Curtius* /fɪ'li:p kɜ:tɪ'ju:s/ and get them to repeat it. Give them time to read the questions and then play the recording for students to read and listen at the same time. One reason for this is for students to hear the pronunciation of the Past Simple regular verb endings as early as possible. Put students in pairs to share their answers to the questions. Elicit answers from the class. If students are confused about the context of the text, elicit that Strasburg is in France, so Marie Tussaud was French, and then give them some information about the French Revolution in L1 if necessary.

Answers

- In Strasburg in 1761.
- He was a doctor and he could make brilliant wax models.
- No – they moved there a year later.
- Because it was the French Revolution and people were being guillotined.

🎧 6.2 B Who was Madame Tussaud?

Marie Tussaud was born in 1761 in Strasburg. Her father, a soldier, died before she was born. When Marie was still very young, her mother moved to Switzerland, where she worked as a housekeeper for a doctor called Philippe Curtius. Marie and her mother lived with the doctor. He could make brilliant wax models. Marie loved these and wanted to learn how to make them. In 1766, Curtius moved to Paris. A year later, Marie and her mother joined him. Marie showed real talent for wax modelling and during the 1780s she worked on them with Curtius. It was the time of the French Revolution, and a frightened Marie started making death masks for people who were guillotined, including King Louis XVI and Queen Marie Antoinette.

GRAMMAR SPOT SB p60

Focus attention on the highlighted words in the text and read the first sentence in the *Grammar spot* together. You can elicit from the students that they already know the Past Simple of *be*: *was/were*, which is used in this text, too. Ask students to read the rest of the *Grammar spot* and then focus their attention back on the text to underline the endings of all the highlighted words.

Point out that if a verb already ends in *-e*, we don't add *-ed*, but only *-d*, e.g. *die – died*, *move – moved*. Elicit other examples (*live – lived*, *love – loved*).

Answer

To form the Past Simple of regular verbs, add *-ed* or *-d* to the infinitive.

▶▶ Read Grammar reference 6.1 on p145 together in class. Encourage students to ask you questions about it. This Grammar reference focuses a lot on spelling rules. You've already given some extra help with just adding *-d* to verbs already ending in *-e*.

To check students fully understand the spelling rule about doubling the consonant, write the following on the board: *start*, *want*, *help*, *visit*, *open*, *relax*, *listen*, *cook*, *join*. In each case, ask if we double the consonant. (No to all: *start/want/help* – there are two consonants, not one vowel one consonant; *visit/open/relax/listen* – they have one vowel, one consonant, but they are not one syllable; *cook/join* – they have two vowels before the consonant. It is a common problem that students write double

consonants when it is not correct, so this exercise points out that more often we just add *-ed*.) NB: There are a few exceptions which you can confirm to students if they ask: In the text *show – showed* and another verb they know: *travel – travelled* (here the consonant is doubled in British English, although it is a two-syllable word).

To check the spelling rule about changing *-y* to *-i* before adding the Past Simple ending, write on the board *try*, *stay*, *play*, *carry*, *study*, and elicit in which ones we need to change the *-y*. (We do it for *try*, *carry*, and *study*. We don't change the *-y* for *stay* or *play* because these are not consonant + *-y*, but rather vowels before the *-y*.)

- 4 Focus students' attention on the chart and ask students to read question 1. Give them time to read the answers a–g and elicit which one matches (d).

④ 6.3 When students have completed the exercise, play the recording so they can check their answers. Put them in pairs to practise asking and answering. Monitor and note any pronunciation problems, especially making sure they are pronouncing *did* with a short vowel sound /dɪd/, (not /di:d/). Do any necessary correction and then ask them to swap roles.

Answers

1 d 2 g 3 f 4 a 5 b 6 e 7 c

④ 6.3 Questions and answers

- 1 A When did Marie's father die?
B Before she was born.
- 2 A Did Marie and her mother move to London?
B No, they didn't. They moved to Switzerland.
- 3 A What did her mother do?
B She worked as a housekeeper.
- 4 A Who did they live with?
B Dr Philippe Curtius.
- 5 A What did Marie want to learn?
B How to make wax models.
- 6 A Did she like making wax models?
B Yes, she did. She loved making them.
- 7 A When did she start making death masks?
B During the French Revolution.

GRAMMAR SPOT SB p61

This *Grammar spot* focuses on the use of the Past Simple form of the auxiliary verb *do* to make Past Simple questions.

- 1 Students read the sentences and think about the answer to the question. Elicit from one student and make sure all students understand that we use *did* in Past Simple questions and also that we use the base form of the verb (not the Past Simple form), i.e. *Did she like ... ?* NOT **Did she liked ... ?*
- 2 Give students time to complete the questions and short answers. Put them in pairs to share their answers and then check together.

Answers

- 1 With *did* and the infinitive, or with a question word + *did* + infinitive.
- 2 do, did, Did, didn't

▶▶ Read Grammar reference 6.2 on p145 together in class. Encourage students to ask you questions about it. This Grammar reference outlines the positive, negative, and question forms. When students have studied it, ask them to close their books and check understanding together – draw a stick female on the board and write *live/in London in 2010*. Elicit the full positive sentence *She lived in London in 2010*. Write *Paris* and elicit the negative sentence *She didn't live in Paris in 2010*. Move on to the question form by writing the word *Where?* (*Where did she live?*). Finally elicit a yes/no question with the prompt *Did – Did she live in London in 2010?* together with the short answer. Change *London* to *Paris* to elicit the negative short answer.

- 5 Focus students on the verbs in the box. Make sure they know the meaning and pronunciation of all the verbs. *Inherit* will be new to them. With a weaker group, get students to think what the Past Simple forms of these verbs are before they start the task. (Check together, especially the spelling of *married*, i.e. that they change *-y* to *-i*.)

Focus their attention on text C and give them time to complete the sentences and check in pairs if necessary.

④ 6.4 Play the recording so they can check their answers. At this point, encourage them to ask you any queries about vocabulary, e.g. *marriage*, *tour the country*, *fascinated by*.

SUGGESTION You could get them to read the text aloud, sentence by sentence, around the class – they will get good practice of numbers. You'll need to help them with names: *François*, *Joseph*, *Baker Street* /'beɪkə/, *Marylebone Road* /'ma:ɪlbəʊn rəʊd/.

Answers

1 died 2 inherited 3 married 4 moved 5 stayed
6 worked 7 started 8 visited 9 opened 10 died

④ 6.4 C The move to England

Philippe Curtius died in 1794 and Marie inherited his waxworks. One year later, she married François Tussaud and two sons were born, but the marriage was not successful. In 1802, Marie moved to England with the waxworks and her son, Joseph. François stayed in France with the other son. Marie couldn't speak a word of English, but she worked hard, and she started touring the country with her models. She visited over 70 towns in 33 years! The English were fascinated by the wax masks of dead French aristocrats.

In 1835, she opened her first museum in Baker Street, London and she worked there until 1842. She died in London on 16 April, 1850 – she was 88. In 1884, her grandsons moved the museum to the Marylebone Road, where it still is today.

- 6 Focus students' attention on the example. If necessary, remind them that *did* is the same for all pronouns. Give students time to complete the questions. Put them in pairs to make sure they have completed the questions correctly. With a weaker group, you could check this first. Ask pairs to take turns to ask each other a question and either remember or look in the text again to find the answer. Monitor carefully.

④ 6.5 Play the recording for students to check their questions and the answers.

Answers and audioscript

6.5 Questions and answers

- 1 Q When **did** Philippe Curtius **die**?
A In 1794.
- 2 Q Who **did** Marie marry?
A François Tussaud.
- 3 Q How many children **did** she **have**?
A Two. Both sons.
- 4 Q When **did** she **move** to England?
A In 1802.
- 5 Q **Did** she **speak** any English?
A No, she didn't. She couldn't speak a word.
- 6 Q **Did** the English like the death masks?
A Yes, they did. They loved them.
- 7 Q Where and when **did** she **open** the first museum?
A In Baker Street, London, in 1835.
- 8 Q **Did** she die in London? How old **was** she?
A Yes, she did. She died in London when she was 88.

What do you think?

- 7 Put students into small groups to read the question and do the task. Weaker students will probably need some time to read the texts again and prepare their answers and reasons for their choices. Encourage students in their groups to discuss the question and try to explain their reasons to each other.

Elicit answers from the class. Don't correct them too much – it's important that they feel confident to speak in front of their classmates.

Possible answers

Moving to Switzerland (because she met Curtius); moving to Paris (where she worked with Curtius); when Curtius died in 1784 (because she inherited the business); moving to England in 1802 (because the English liked her waxworks); 1835 she opened her first museum; 1850 she died.

Practice SB p62

Talking about you

- 1 This exercise allows students to personalize their learning and practise making questions with *did*. It also includes Past Simple questions with *was* and *were*, which was the main grammar focus of Unit 5. Don't be surprised if this results in confusion for some students and be prepared to refer them back to Grammar references 5.2 and 6.2 on p145.

Ask students to complete the questions on their own and then check in pairs. Elicit the full questions to check them with the whole class. Deal with any mistakes. If there are many mistakes or with a weaker group, get them to write their own answers to each of the questions because this will cement the use of the correct verb *be* or *do* in the Past Simple.

Drill the questions chorally and individually before the next exercise.

Answers

- | | |
|-------------|-------|
| 1 were | 5 was |
| 2 did, were | 6 was |
| 3 Did | 7 did |
| 4 did | 8 did |

- 2 This is a mingle activity where students stand up and move around the class, asking other students the questions. Stronger students may be able to remember some or all of the questions, especially if you write prompts on the board, e.g. *Where/parents/born?*, *Where/you live/when/child?* However, most students will need their books to refer to. This is only a speaking activity so students are not expected to take notes or remember everything their partners said. Monitor and check for correct Past Simple question formation and intonation. Note down any common problems for correction later.

SUGGESTION If you are worried that a mingle activity is too chaotic or your classroom is too small, put students in small groups to ask and answer the questions instead.

- 3 After a few minutes, bring the class back together to feed back what information they can remember about the students they spoke to. Focus attention on the examples in the Student's Book and remind them of the third person singular form *was born*.

Not all students will be able to give this feedback if you have a large class. To maximize their speaking practice in this case, regroup students to be with classmates they didn't speak to during the exercise and ask them to share in their new group what they found out about other members of the class. Monitor carefully. Do any necessary correction at the end.

EXTRA IDEA As consolidation of exercise 1, ask students to write a short autobiographical paragraph for homework, to include the information asked for in questions 1–8 and any other information they wish to try to express about their past.

Pronunciation

Possible problems

Students often pronounce most of the *-ed* endings as /ɪd/ as it is easier for them, or because their L1 is a phonetic language, so they're assuming the same is the case for English. Their awareness needs to be raised of the /d/ and /t/ endings in order to make their pronunciation more natural. They also need practice in making the combinations of consonant sounds at the end of the verbs, e.g. *worked* /kt/, *watched* /tʃt/, *lived* /vd/, *cleaned* /nd/.

- 4 6.6 Ask students if they've noticed that the Past Simple verbs ending in *-ed* don't always sound the same at the end of the word. Play the recording. Students listen to and repeat the three different pronunciations of the *-ed* ending.

6.6 See SB p62.

- 5 6.7 Play the recording. Students copy the chart into their vocabulary notebooks and write the verbs in the correct column. Get them to check their answers with a partner before checking with the class. Play the recording again. Students practise saying the verbs. (Encourage them to add to this chart as they learn more regular verbs in the Past Simple.)

SUGGESTION You could make this a fun and fast practice by writing the verbs randomly on the board and pointing to them speedily to elicit the correct pronunciation. Invite students up to conduct this practice too if you wish, or ask students to continue in pairs, taking turns to point to the verbs in the chart in their books.

Focus students' attention on column three of the table /ɪd/ and elicit which sounds come before the ending in these verbs (/t/ and /d/). Explain that this is the rule for the /ɪd/ ending – only after these two sounds, which are written as -t and -d.

EXTRA IDEA Write on the board some other verbs students know which end in -t or -d, e.g. *start, inherit, visit, post, end*. You could give example sentences for them to complete by choosing a verb and use it in the Past Simple, e.g. *I _____ your letter yesterday. We _____ some money from my grandfather. They _____ Big Ben when they were in London. She _____ learning to play the piano when she was five. The lesson _____ at 4.30 yesterday*. Elicit the full sentences and make sure the students say these verbs in the Past Simple with /ɪd/ endings. Drill the sentences if necessary.

Answers and audioscript

6.7

/t/	/d/	/ɪd/
talked watched	cleaned received moved interviewed opened	visited wanted decided

VIDEO In this unit students can watch a video about famous events that happened in different decades and find out why they are important to four people who were born in those decades. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

'The year I was born!' Irregular verbs SB p62

Possible problems

Irregular verbs in the Past Simple need to be learned by heart. Students don't often find this very enjoyable, but recognize that it's necessary and part of successful language learning. Present students with a range of ways to tackle this learning:

- Make cards with the basic form of the verb on one side and the Past Simple form on the other to test yourself at any time.
- Write your own gapped sentences about friends and family and your own life, then complete them a week later with the irregular Past Simple forms.
- Test yourself or get another person to test you using the list on p155 and make a new list of just the ones you get wrong. Then the next test can be only those verbs and the list will get shorter and shorter.

There are a number of apps to practise irregular verbs. You can also refer students to Grammar reference 6.3 on p145 and the list of irregular verbs on p155.

- 1 In preparation for this lesson, write the verbs from the box in exercise 1 on the board. Tell students that these are irregular verbs in English and that they don't follow the pattern of adding -ed for the Past Simple form, but have a

different form. You could elicit whether any students know any of the Past Simple forms already. Get students to turn to p155 and focus their attention on columns 1 and 2 only. Ask them to find the Past Simple forms of the verbs on the board.

- 2 **6.8** Play the recording for students to hear the Past Simple irregular forms and repeat them. Play it more than once, if necessary.

SUGGESTION Wipe the board clean. Ask students to cover any notes they've made. Tell them to turn to page 62, exercise 1. In pairs, ask them to try to remember the Past Simple forms of the verbs in the box. They can check with the verbs list in the Student's Book or their own notes whenever they don't remember.

Answers and audioscript

6.8 Irregular verbs

became began came cost gave went flew made met paid spent took won

- 2 Focus students' attention on the question and make sure they understand what it's asking for. Some students may not wish to say which year they were born in, but can still contribute events they know happened then. Give students a moment or two to think and respond to any vocabulary needs they have in order to express themselves. Elicit answers from the class, e.g. *Gianni Versace and Mother Theresa died the year I was born*. Don't expect full or correct sentences because they don't know enough Past Simple verb forms yet. Just accept and show interest about any facts they can offer at this point. Students will return to this topic for the *Project* on Student's Book p63.
- 3 Pre-teach the following vocabulary to help students with the next exercise, or be prepared to teach it during or after the task: *encyclopedia, president, tournament, spacecraft, prime minister, conference, hijackers, pocket, box office, founding member, repair*.

Make sure students understand that the image is a birthday card. It is quite common to find birthday cards like this in the UK and people sometimes buy a copy of the newspaper from the day a friend was born to give to them as a birthday present.

Students use the verbs in exercise 1 in the Past Simple form to complete the card. Each verb is given next to the appropriate gap. Students can work in pairs to help each other if necessary. Check answers together. Deal with any vocabulary or content queries. Use the images on the page to help you.

Answers

1 went 2 became 3 began 4 cost 5 won 6 went
7 paid 8 spent 9 met 10 took 11 flew 12 gave
13 came 14 made 15 cost

- 4 Focus students' attention on the example questions and answers. Make sure they understand the word *event*. Get two students to act out each exchange in an open pair across the class. Then put students in pairs to ask and answer about other events on the card. Invite a few pairs to do their question and answer exchanges in front of the class.
- 5 Ask questions about the card on p62: *Who is it for?* (Liam); *Why?* (for his birthday); *Who sent it?* (his mum and dad).

Tell students they're going to listen to quite a long conversation between Liam and his dad and their memories of 2001. Remind them they don't have to understand every word. It may be a good idea to ask them to divide their notebook page in two – Dad and Liam – to record useful information. Get them to read the questions.

6.9 Play the recording for students to catch which things Liam and his dad knew about on the card in question 1. Check answers together and play the recording a second time for students to hear all the answers in context.

EXTRA IDEAS With a weaker group, you could play the recording again and ask them to listen for what his dad says about:

Liam being born (the best bit of 2001), *the foot and mouth crisis* (terrible), *buying his first iPod* (great), and *when John Lennon was killed* (shocking).

Answers

- 1 He knows about 9/11 and George Bush becoming president.
- 2 He remembers 9/11, the foot and mouth crisis, Tiger Woods winning the Masters Golf Tournament, the first iPod and George Harrison dying.

6.9 2001 – the year you were born

L = Liam D = Dad

- L Hey, Dad! This is a really cool card!
- D Yeah, it's really interesting, isn't it? Did you know any of the events on it?
- L Well, obviously I knew about 9/11 ...
- D Yeah – you were born just two weeks after that – on September 25th.
- L Yeah, exactly two weeks after. And, of course, I knew that Bush was the US president at that time, but I didn't know Putin was the Russian prime minister. What do you remember of 2001?
- D Well, of course the best bit was when you came into the world.
- L That goes without saying, but what about the rest?
- D Let's see the card – oh, I remember the foot and mouth crisis – that was terrible, the poor farmers. It went on and on – your mum and I couldn't go walking in the countryside and I couldn't play golf, the club was closed, and you know how I love my golf.
- L I do – so do you remember Tiger Woods being 'Player of the Year'?
- D Oh yes, Tiger Woods, I remember that. And I remember buying my first iPod – that was great – all my favourite songs in one place. You know I'm a big Beatles fan ...
- L ... so you obviously remember when George Harrison died.
- D Yes, I do, but it wasn't as shocking as when John Lennon was killed in New York in 1980.
- L Yeah, I know about that. What about Harry Potter? Did you know that the first film came out in 2001?
- D No, I had no idea when it came out. I saw the film years later with you.
- L Yeah – I loved all the Harry Potter books and the movies. Now, the last thing ... the Tower of Pisa. Didn't we have a holiday in Italy when I was very young?
- D Yeah, you were five, I think, but we weren't near the Tower of Pisa – I know nothing about that – I don't know anything about its history at all.
- L I'll look it up on Wikipedia – I didn't know that began the year I was born. Did you know, Dad?
- D No, I didn't. Your card is full of surprises.

Project

Set up this project as a homework task. Students will need to do some Internet research to find out about the year when they were born. If they prefer, they can choose the birth year of someone else in their family. Tell them to write a minimum of three different things that happened

and encourage stronger students to write about at least five.

Ask students to write notes in English and show them to you at the end of the next lesson so that you can help them correct errors or give them words and phrases they need to express themselves.

If they can't think what to write about, prompt them with categories: a pop song that was famous, a famous person from sport, cinema or politics, sport or news events, something happening for the first time or being invented, famous people who share your birth year, the beginning or ending of something.

Then give them a deadline to write up the final sentences and bring them to class. Remind them to check they are using the correct Past Simple forms of the verbs. They could set out their writing like the card on p62 and if they produce their work on a computer, they can add helpful images of the events (though remind them to be sensitive). Allow for time in class both for correction with you and for students to show each other their writing and answer questions about it. If appropriate, make the work into a wall display.

SUGGESTION An alternative, depending on your and your students' preferences, would be to prepare a very short presentation using appropriate software, for students to give in class. (If there are students with the same birth year, they could work together.)

In this case, students need to tell you how they plan to present their work to ensure you have the necessary technology at your college.

Practice SB p63

Regular and irregular verbs

- 1 This exercise gives controlled practice of both regular and irregular Past Simple forms. Focus attention on the example. Make sure students understand that each time the verbs at the end of the lines are given in the order in which they should be used. Give students time to complete the rest of the sentences. Remind them to look at the list of irregular verbs on p155 if they need help with any of the forms. Check answers together, inviting different students to read out complete sentences. With weaker students, go over each verb form and ask *Is it regular or irregular?* Also drill the pronunciation if students have problems.

Answers

- 1 met, married 2 arrived, began 3 came, took
- 4 went, spent 5 cost, paid 6 won, lost 7 made, gave
- 8 studied, went, couldn't

Talking about you

- 2 Ask two students to read out the examples. You can set this as a writing task for weaker students. In this case, when they have finished, put them in pairs to read out and compare their sentences. Stronger students could work orally in pairs (without writing), making the sentences true for themselves and comparing as they go along. In both cases, monitor carefully and check students are making negatives correctly.
- 3 Focus attention on the example question-and-answer exchanges and get a pair of students to act them out across the class. Write on the board *When did you*

last ... ? and make sure students understand that this is asking for information about the most recent occasion. Drill the question chorally and individually, finishing it with endings from the exercise.

Focus students' attention on the time expressions box and ask them to read the expressions. Make sure they understand that three parts of the day: *morning*, *afternoon*, and *evening* only collocate with *yesterday*, not with *last*, so, e.g. you can't say *last evening*. This is a very common mistake and often due to translation from L1. Ask students to look back at the sentences in exercise 2 and underline time expressions. Check together (*this morning*, *today*, *last Sunday*, *just before this lesson*, *last night*, *yesterday afternoon*). Direct students to Grammar reference 6.3 and 6.4 p145.

Put students in closed pairs to ask and answer the question, using the prompts in the box. Monitor carefully.

SUGGESTION If you think weaker students will find it difficult to think of follow-up questions naturally, go through the situations before they start, eliciting a question for each, e.g. *watch a film: Which film did you see?*, *talk on the phone: Who did you talk to?*, *give a present: What did you give?*, etc.

- 4 When the class have finished, ask a few students to report some things about their partner. Highlight how to do this by getting one student to read out the example sentence. Give another example of something you remember from the class if you wish, e.g. *Jakub went to the cinema last weekend and he saw ...*
Do any necessary error correction.

Additional material

For teachers

Photocopiable activity – Grammar: *Past lives* pp197–8

Photocopiable activity – Video worksheet: *The year I was born*

For students

Online Practice – *Look again*

Workbook pp38–41, exercises 1–13

Reading and listening SB p64

The meaning of life?

About the text

The reading section in this unit is in the form of a fable (*a traditional story which teaches a moral lesson*). It gives students the opportunity to enjoy a change of genre from the more factual texts of the earlier units.

The story has narrative and dialogue sections and so provides recycling of Present Simple and Past Simple forms (regular and irregular). Students listen to the conversation between the two main characters before they read the text. The text is almost the same, but also includes information about their actions, e.g. *The American couldn't understand. The fisherman smiled*, etc.

Harvard /'hɑ:vəd/ is a prestigious university in Cambridge, Massachusetts. It is the oldest institution of higher education in the US. LA is short for *Los Angeles* /ləs'ændʒəli:z/, the second largest city in the US. It is in California on the Pacific Coast. *Señor* is the Spanish word for *sir*, *mama* is the Spanish

word for *mummy*, and *papa* is the Spanish word for *daddy*. The yellowfin tuna is one of the biggest species of tuna, found near the Hawaiian Islands, Indian Ocean, Caribbean, and Western Pacific. Encourage students to use the photos in the Student's Book and the context to help them with new vocabulary, and to pool knowledge with other students. You will probably need to teach the following words: *fishing village*, *tuna fish*, *smile*, *take a siesta* (= have a short sleep in the afternoon), *boat*, *fleet of boats*, *export*, *sell*, *gentleman*, *advice*. Alternatively, you could set them the task of checking the meanings for homework, but be prepared to clarify yourself in the lesson.

- 1 Focus students' attention on the photos and ask them to point to the fisherman and the businessman. Drill these key words chorally. Now ask some questions: *What does a businessman do? And a fisherman? How are their lives different?* Elicit a range of answers from the class.

If students didn't check vocabulary at home, pre-teach *fishing village*, *boat*, and *tuna fish*. Read the questions as a class and then give students time to read the title and introduction in the box. Elicit the answers to the questions. Explain to students that *exclaimed* is another way to say *said* – when you say something loudly and with some emotion/feeling.

Answers

On holiday in a fishing village in the south of Mexico.

Yes – he liked them and said they were beautiful.

The businessman was American. The fisherman was Mexican.

- 2 **6.10** With weaker students, pre-teach/check some of the key vocabulary from the conversation (see *About the text*). Tell students they are going to hear the full conversation between the businessman and the fisherman. They don't need to understand every word, but should listen for key information about the fisherman's life and the suggestions that the businessman makes.

Play the recording through once. Elicit who the students think has the best life. Encourage them to give reasons for their answers.

6.10 When a businessman met a fisherman

B = businessman F = fisherman

- B** Good morning. What beautiful tuna! How long did it take to catch them?
F Oh, about two hours.
B Only two hours! Amazing! Why didn't you fish for longer and catch more?
F I didn't want to fish for longer. With this I have enough fish for my family.
B But what do you do with the rest of your day?
F I have a long lunch, play with my children, watch football, and take a siesta with my wife. Sometimes in the evenings I walk to the village to see my friends, play the guitar, and sing some songs.
B Really? That's all you do? Look, I am a very successful businessman. I went to Harvard University and I studied business. I can help you. Fish for four hours every day and sell the extra fish you catch.
F But ...
B ... then, you can buy a bigger boat, catch more and earn more money.
F But ...
B ... then buy a second boat, a third, and so on, until you have a big fleet of fishing boats.
F But ...
B ... and you can export the fish and leave this village and move to Mexico City, or LA, or New York, and start a fishing business.

- F OK, OK, but how long will all this take?
 B Er – let me think – er probably about 15 to 20 years.
 F 15 to 20 years! And then what, señor?
 B Why, that's the best part. You can sell your business and become very rich, a millionaire.
 F A millionaire? Really? But what do I do with all the money?
 B Well, let me think. Er – I know, you can stop work and – er move to a lovely, old fishing village where you can have long lunches, play with your grandchildren, watch football, take a siesta with your wife, and walk to the village in the evenings where you can play the guitar and sing with your friends all you want.
 F Mmm – well . . .
Fisherman's children: Papa, Papa, did you catch many fish?
 F I caught enough for us today and tomorrow and also some for this gentleman. Please, señor, have some of my beautiful fish. Goodbye, señor. Come on children, let's go home to Mama.

- 3 Put students in pairs to do the *true/false* task. Encourage them to do as much of the exercise as they can from memory. With a weaker group, you could tell them that four of the sentences are true and four are false.
 When they have done as much of the exercise as they can, play the recording again so they can check/complete their answers. Stronger students may not need this. Go through them together, eliciting corrections from the class.

Answers

- 1 ✗ They met in the morning.
 2 ✗ It took about two hours for the fisherman to catch the tuna.
 3 ✓
 4 ✗ He has lots of free time activities.
 5 ✓
 6 ✓
 7 ✓
 8 ✗ He went home.

- 4 Point out to students that the written text of the story has numbered gaps. Once they begin reading, students will understand that the dialogue in the story is the same as the recording they've already heard. Students work individually to read and complete the text. If any are having difficulty, put them in pairs to share their answers.
 6.10 Finally, play the recording again so students have an opportunity to check their answers. Then, go through the answers together with the class. Elicit the Past Simple verbs and check the spellings (*didn't, went, could, did, gave*).

Answers

- 1 take 2 didn't 3 have 4 Sometimes 5 went 6 can
 7 earn 8 move 9 about 10 rich 11 could 12 give up
 13 did 14 gave

Vocabulary

- 5 Focus students' attention on the chart and make sure they understand the matching task. Do the first one together as a demonstration if necessary (*go on holiday*). Students complete the exercise individually. Check answers together.

Answers

- | | |
|----------------------|---------------------|
| go on holiday | sing songs |
| become a millionaire | start a business |
| catch fish | take a siesta |
| have lunch | walk to the village |
| earn money | |

What do you think?

Now students get a chance to reflect on the meaning of the story and give their own views about it. Ask them to read the first two questions. Check they all understand *follow advice* and *learn a lesson*. Put them into small groups to tell each other their answers. There's no right or wrong answer and it is a good idea to assist, but avoid over-correcting as it could be demotivating in this fluency exercise.

Check comprehension of *moral* (the main lesson of the story) and ask students to read the four possible morals below. Some students may need you to pre-teach *earn*. If you think your students may not understand the meaning of any of these, go through them with the class before they talk about them. Either in their small groups or as a whole class, encourage students to say which moral they think the story is putting forward and why.

Allow the discussion to continue for as long as students' interest is held, and exchanges are taking place mainly in English! Elicit a range of opinions from the class and establish the intended moral of the story.

Answer

The moral of the story is that there are some things money can't buy.

EXTRA IDEAS Tell students to close their books. Put them in pairs or threes to try to retell the story. You could say that one student missed the lesson so they need to explain the story as clearly as possible. With a weak group, you could put prompts on the board for key parts of the story/dialogue to help them. Monitor carefully and note any major errors. If you wish, you could bring the class back together and retell the story around the class, each pair/three telling one small part. Encourage the class to help and prompt each other if they get any of the main events wrong or if they can't remember vocabulary or what happened next. Praise the students for their hard work during the lesson.

If your students are imaginative, ask them to imagine that the fisherman and the businessman meet again five years later. Students roleplay the conversation between the two men in pairs. They can then act out their conversations for the class and compare their ideas.

If your students are interested in storytelling, get them to research a fable or traditional short story from their own country or one of Aesop's fables for homework. They should make notes about the main characters and events, but not simply print out the complete story. Students then work in pairs/small groups to tell each other their story. This works particularly well in multilingual groups as students can exchange stories from a range of cultures.

Additional material

For students

Online Practice – *Practice*

Describing feelings

Possible problems

- 1 It is common for students to use adjectives ending in *-ed* and *-ing*, such as *bored* and *boring*, interchangeably, or mix them up to start with.
- 2 A common mistake is for students to say *I'm boring*, when they mean *I'm bored*. Perhaps the easiest way for them to understand the difference is to remember that adjectives with *-ed* endings are about a person's/people's feelings, e.g. *I'm bored*. They may be a little confused because these adjectives have endings which look like Past Simple regular verbs and you'll need to make it clear that they aren't in the past. Adjectives ending in *-ing* describe the quality of someone or something, e.g. *That film's boring*. They are often about the situation, thing, or person which provokes that feeling, i.e. *That film makes me feel bored*.
- 1 Demonstrate the activity by getting students to find the correct photo for *bored* (picture F). Students match the rest of the feelings to the pictures, writing the correct letter of each picture next to the corresponding adjective. As they find the correct pictures, they can also match the reasons for the feelings.

Ⓛ 6.11 Play the recording so students can check the answers. Make sure students fully understand the feelings each adjective represents. Give further examples yourself, if necessary.

Drill the pronunciation of the adjectives. Point out that the pronunciation of the *-ed* endings is the same as for regular Past Simple forms, e.g. /t/, /d/, and /ɪd/ (so the ending for those with *-t* before *-ed* is /ɪd/: *excited* /ɪk'saɪtɪd/, *disappointed* /,dɪsə'pɔɪntɪd/. However, make it clear that spelling and pronunciation are the only similarities – there is no connection in meaning. The adjectives are not in the past.

Answers

A excited B annoyed C disappointed D worried
E tired F bored.

Ⓛ 6.11 How I feel

I'm bored because I have nothing to do and nowhere to go.
I'm excited because my football team won the cup.
I'm tired because I couldn't sleep last night.
I'm disappointed because I didn't do well in the test.
I'm worried because I can't find my passport.
I'm annoyed because I got another parking ticket.

-ed and -ing adjectives

Read the notes on *-ed* and *-ing* adjectives with the whole class. Elicit or explain that adjectives ending in *-ed* often describe a person's feeling or reactions, and that adjectives ending in *-ing* often describe the person or thing that provokes those feelings or reactions. You could link the cause and effect of the last two sentences: The students were *bored* because the lesson was *boring*.

- 2 Point out that there are pairs of sentences and students need to choose which adjective completes each one. Elicit the answer to number 1 as an example (*exciting*).

Students continue the activity individually and share their answers in pairs.

Check answers together with the class. Make sure students pronounce the adjectives accurately. Drill them chorally and individually. *Tired* and *tiring* often cause problems – in *tired* /'taɪəd/, we don't pronounce the *-r*, but we do in *tiring* /'taɪərɪŋ/ because of the letter that follows (*i* rather than *e*). You could point out that the word stress remains the same in the pairs of adjectives.

Answers

- 1 Life in New York is very **exciting**.
It's my birthday tomorrow. I'm really **excited**.
- 2 The marathon runners were very **tired**.
That game of tennis was very **tiring**.
- 3 Their children's behaviour is really **annoying**.
The teacher was **annoyed** because nobody did the homework.
- 4 We were very **worried** when we heard the news.
The news is very **worrying**.
- 5 Our holiday was really **disappointing**. The hotel was awful.
My sister was so **disappointed** because she was ill and missed the school disco.

- 3 Give students time to read through the gapped conversations. Deal with any vocabulary queries and check the pronunciation of *laugh* /lɑːf/.

Students complete the conversations, working in pairs. With weaker students, write the missing adjectives on the board in random order to help them with the gapfill.

Ⓛ 6.12 Play the recording and let students check the answers. Students practise the conversations in their pairs. Monitor and check. If students have problems, play selected sections of the recording again and get students to repeat. Students then practise the conversations again.

Answers and audioscript

Ⓛ 6.12 It was really exciting!

- 1 A Did you enjoy the film?
B No, I didn't. I was **bored** from start to finish.
A What?! It wasn't **boring** at all. It was really **exciting** and very funny.
B Well, I didn't laugh once!
- 2 C How was your exam?
D Awful. I'm really **worried**. I don't think I'll pass.
C But you worked really hard.
D I know, I studied until two in the morning, but then I was so **tired** today I couldn't read the questions.
C Don't worry. I'm sure you'll be OK.
- 3 E I'm so **disappointed**. I really wanted my team to win this week.
F Did they lose again?
E No, it was a draw, nil-nil!
F What a **boring** game!
E I know, and now I'm so **annoyed** because I paid £45 for my ticket!
- 4 A When's Nina's birthday party?
B You mean 'when was it'. It was last Friday, on her birthday.
A Oh no! Was she **annoyed** that I forgot?
B No, she was just **disappointed** that you didn't come to her party.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Focus on feelings*
pp199–200

For students

Online Practice – *Look again*

Workbook p42, exercises 1–4

Online Practice – *Practice*

Everyday English SB p67

What's the date?

Possible problems

- 1 One of the main problems with ordinals is pronunciation. The sound /θ/ causes difficulty, and there are a lot of consonant clusters, e.g. *sixth* /sɪksθ/, *twelfth* /twelfθ/. In rapid speech, sounds are often dropped for ease of articulation, for example /twelθ/ instead of /twelfθ/ and /fɪθ/ instead of /fɪfθ/. Make sure you model these for the students and show them how it makes the words easier to say.
As with cardinal numbers, students may have difficulty differentiating between *13th* and *30th* so model and drill them carefully, encouraging students to write and mark the word stress on them.
 - 2 Saying dates can also cause problems of form. We can begin with the month (*April the third*) or the day (*the third of April*), but in both cases in British English we need to add *the*, which is never written, and in the latter case we need to add *of*, which is also never written.
 - 3 Some languages divide the date differently, e.g. 1998 – *one thousand nine hundred and ninety-eight*, whereas in English people would say *nineteen ninety-eight*. Years beginning 20- can be read in two ways, e.g. 2018 = *two thousand and eighteen* or *twenty eighteen*. Students often miss out *and* in dates like 2005 = *two thousand and five*.
 - 4 Note that in American English, the month is given first so 3/8/12 means *the eighth of March 2012*, whereas in British English, the convention is day/month/year so it means *the third of August 2012*.
- 1 You could lead into this lesson by practising numbers 1–31 around the class very quickly. It's a good idea to deal with any pronunciation problems now before students start on ordinal numbers.
Focus attention on the ordinal numbers in circles and elicit the numbers from the box which match the first two of these (*first, second*) and tell students to write these number words in the boxes. Students work in pairs to match the words to the correct ordinals. Check the answers by writing the ordinals on the board and eliciting the correct words.
- 🔊 **6.13** Play the recording, pausing after each number and getting students to repeat chorally and individually. Drill the ordinals, correcting any mistakes carefully.

Answers and audioscript

🔊 6.13 Dates

first second third fourth fifth sixth
tenth twelfth thirteenth sixteenth seventeenth twentieth
twenty-second thirtieth thirty-first

EXTRA IDEA Ask students to write any ten ordinal numbers between *1st* and *31st* in digits in a list and then swap with a partner. The partner needs to write each number in words. Then they should check that they agree on the answers and ask the teacher if they are not sure. They can use these lists of ordinal numbers for further pronunciation practice, taking turns to point to numbers for their partner to say.

- 2 As a lead-in to this exercise, elicit the months of the year around the class. Deal with any problems regarding pronunciation of sounds or incorrect word stress. Then elicit the months again, but randomly this time, using students' names to elicit answers in order. Focus students' attention on the examples in speech bubbles and get two students to do the exchange across the class. Ask a few questions yourself to different students in the class, e.g. *What's the fourth month? What's the twelfth month?* Then put students into closed pairs to continue this practice. Monitor carefully to check they are saying the correct months. To begin with, this practice will be quite slow as they translate from L1, or count through the months, but gradually they should be able to speed up.

Focus on the notes about the different ways of writing dates. Point out that the British order is day/month/year, as mentioned previously, and check what is used in the students' own countries. Read out how we say the same date and make sure students understand that, just like in writing, there are two ways to say the date, either starting with the ordinal number or with the month (and neither is better – students should practise both so that they understand both in listening).

Highlight on the board how we generally divide years into two pairs of numbers. Go over how we say the turn of last century: *nineteen hundred* and highlight that dates starting with 20 are pronounced *two thousand and* ... until 2010 when we started using the convention of two numbers *twenty ten*. Some people prefer to use *two thousand and* for all years starting with 20.

Get students to say all the years in the box. Give students plenty of practice of these years before the next exercise. Write years on the board yourself and elicit how we say them. Invite students to write a year on the board and invite other students to say them. Do any necessary correction of pronunciation or form to encourage accuracy.

EXTRA IDEA Get students to do the practice activity in the *Extra idea* after exercise 1, but this time write ten years for their partner to write/say.

- 3 Put students in pairs to work out how to say the dates given. Do the first one together with the class as a demonstration, and to show that for the first five dates, they should practise saying them both ways (*April the first/ the first of April*). Monitor the pairwork carefully and do correction as necessary.

🔊 **6.14** Play the recording for students to check whether they were right. Play it again for students to repeat.

Answers and audioscript

6.14 Ways of saying dates

- 1 The first of April. April the first.
- 2 The second of March. March the second.
- 3 The seventeenth of September. September the seventeenth.
- 4 The nineteenth of November. November the nineteenth.
- 5 The twenty-third of June. June the twenty-third.
- 6 The twenty-ninth of February, nineteen seventy-six.
- 7 December the nineteenth, nineteen eighty-three.
- 8 The third of October, nineteen ninety-nine.
- 9 May the thirty-first, two thousand and four.
- 10 January the fifteenth, twenty nineteen.

- 4 This is a dictation exercise. Tell students they will hear six dates and they should write them down. The dates are given very simply, just as dates, not in a sentence or conversation context.

6.15 Play the recording and pause it whenever you think students need extra time for writing. Go through the answers together, writing them up on the board and encouraging students to say them. They may find 2020 a strange date, but reassure them that we do say *twenty twenty* or they can say *two thousand and twenty* if they prefer.

Answers

- 1 31st October (31/10)
- 2 30th January (30/1)
- 3 15th July (15/7)
- 4 4th March, 2012 (4/3/12)
- 5 18th February, 2020 (18/2/20)
- 6 6th August, 1960 (6/8/60)

6.15 Listen and write the dates

- 1 October the thirty-first.
- 2 The thirtieth of January.
- 3 July the fifteenth.
- 4 March the fourth, twenty twelve.
- 5 The eighteenth of February, twenty twenty.
- 6 The sixth of August, nineteen sixty.

Talking about you

- 5 Ask students to read the questions. Check they can say *Christmas* /'krɪsməs/ and *Valentine's* /'væləntaɪnz/. Students work in pairs to ask and answer the questions about dates. The exercise has the potential to generate a lot of student-centred response. Monitor and feed in any vocabulary students need to answer the questions, e.g. *National Day*, *Independence Day*, *Labour Day*, etc. Give feedback on any common errors before checking the answers with the whole class.

Answers to specific questions

- 3 the 25th of December in the UK
 - 4 the 14th of February in the UK
 - 7 the 21st century
 - 8 Students' own ideas but could include: The fall of the Berlin Wall 9/11/1989; The first man on the moon 20/7/1969; The death of John F Kennedy 22/11/1963; World War I 28/7/1914 – 11/11/1918; and World War II 1/9/1939 – 2/9/1945.
- 6 Write on the board a few examples of dates that are important to you, e.g. your birthday, wedding anniversary, the start of your next holiday, the date of your next dentist's appointment, etc. Tell students that these dates are important to you and encourage them to ask you

about them. Elicit or give the question they need: *Why is ... important to you?* Answer their questions simply. Teach any new vocabulary (*anniversary*, *appointment*, etc.).

Ask students to write down some important dates in their lives. Put them in pairs to ask and talk about the dates. Monitor and help as necessary. Note any common errors and correct them carefully after a short feedback stage with the whole class.

Additional material

For teachers

Photocopiable activity – Communication: *Everyday English game* pp201–2

For students

Online Practice – *Look again*

Workbook p43, exercises 1–3

Online Practice – *Practice*

Writing SB p68

A biography

Linking words (2) – *however, when, until*

Being able to link ideas is an important skill for students, both in speaking and in writing. Students learned *and*, *so*, *but*, and *because* in Unit 4 and this set of linking words is practised further and extended here to include *however*, *when*, and *until*.

The theme of the biography is a successful person and the subject of exercise 1 is Ben Way, a dotcom millionaire.

Students do a matching and then a gapfill exercise to practise the use of the linking words, before writing a short text about a successful person they know. The writing task also consolidates the use of the Present Simple and Past Simple.

- 1 Focus attention on the photo of Ben Way and ask students to read the introductory information about him. Teach the words *millionaire* and *dotcom millionaire*. Ask *Is he rich?* (yes). Pre-teach/Check the following vocabulary before they do the task: *to continue*, *to run a company*, *to win a business award*, *to do well*. Check comprehension of *however* and *until*. You could use the following simple examples and questions to help them understand the meanings: *I was a student until 1998*. Question: *Did I start or finish my studies in 1998?* (finish); *My friend didn't study a lot*. *However, she did very well at college*. *Did my friend study?* (not a lot); *Was she successful?* (yes); *Is this surprising?* (yes). If necessary, students can check these words in a dictionary or translator as it is important they understand them in order to do the exercise.
- 2 Focus attention on the sentence halves in columns A and C. Explain that they are in the correct order and students have to choose the correct word in column B to join them. They also need to pay attention to the punctuation at the end of column A to help them choose the correct answer. With weaker students, highlight the use of the capital letter in *However* to indicate the start of a new sentence. Focus on the example to show them what to do and ask a student to read out the whole sentence.

Then give students time to complete the task, working in pairs.

🔊 **6.16** Play the recording and let students check their answers. Deal with any they got wrong, helping them to understand the connection between the parts of the sentence and the choice of linking word.

Students then take turns to read the sentences aloud. They will get the most practice if they do this in pairs, but you can also elicit sentences from individual students at the end of the exercise as a final check. Correct any pronunciation, drilling key lines with the whole class as necessary.

Answers and audioscript

🔊 6.16 The multimillionaire - Ben Way

Ben Way is 37 years old **and** he runs a company called 'Rainmakers'. Ben's a computer millionaire. **However**, he wasn't always so successful. As a child he was dyslexic, **so** he didn't do well at school. He didn't read or write **until** he was nine and his father gave him a computer. He wrote his first software program **when** he was 11. He didn't go to university **because** at 15 he started his own company. He first became a millionaire **when** he was just 17. He continued to be very successful **until** he was 21. He won a business award in 2000, **but** then in 2001 he lost it all. One year later he started 'Rainmakers', **and** now he's a millionaire again.

- 3 For this exercise, students will need to understand *clever*, *successful* and the phrase *to have ups and downs* so pre-teach these before they begin.

Give a demonstration of the task by answering the questions in the exercise about someone you know who is successful. Then give students time to write notes about their chosen person, using the questions as prompts.

Divide the class into pairs and get students to exchange information about their person, using the questions in the exercise and their notes. Check for the correct use of the Present Simple and Past Simple and, if necessary, briefly review the use of the tenses for present habits and past events.

- 4 Focus attention on the photo and pre-teach/check *dress designer*, *artistic*, *fashion school*, and *stay in touch*. Give students time to read through the text quickly to get a general idea of what it is about. Elicit the first two missing linking words as examples and then get students to complete the text. With weaker students, remind them to look carefully at the punctuation to help them choose their answers.

Give students time to check in pairs before checking with the class.

Answers

1 and 2 when 3 because 4 until 5 However
6 so 7 because 8 but 9 when 10 so 11 However
12 because

- 5 Draw up a paragraph plan from the questions in exercise 3 for students to follow when they write their own text:

Paragraph 1: *What is his/her name? How old is he/she? What does he/she do?*

Paragraph 2: *How do you know him/her? Was he/she clever at school? How did he/she become successful? Did he/she have any ups and downs?*

Paragraph 3: *When and where do you see him/her?*

With weaker students, elicit the key structures needed to write the biography, e.g. *My [person and name] is [age] He is a [job] We met in ... [place] when we were ... [age], etc.*

Give students time to write their text in class or set it for homework. They might like to include one or more photos of the person if they have any.

When you check the students' work, point out errors, but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing students.

If possible, once students have corrected mistakes and written their texts again, if necessary, display them on the classroom wall/noticeboard or on the college website to allow students to read each other's work. You could ask them to vote for the most interesting biography.

Additional material

For students

Online Practice – *Practice*

Workbook p43, *Review*, Grammar exercises 1–2

Online Practice – *Check your progress*

7

Remember when ...

Introduction to the unit

This is the second unit on the Past Simple tense. It provides further practice and reinforcement of the input in Unit 6, focusing particularly on question and negative forms. The theme of the unit is moments in the past and in people's lives. There is input material which includes a quiz covering interesting events and information from the 20th century, listening to people interviewing others about events in their past, and an intriguing jigsaw reading activity about two women who made important discoveries. Students have many opportunities to practise making Past Simple questions and to talk about their own life story so far. They also learn to recount a story in English, with support.

There is vocabulary work on adverbs, which will help students to add information about the verbs they use and also tell stories naturally and in an interesting way. The *Everyday English* section helps students to talk about special occasions in their countries and in their own lives. The *Writing* section focuses on biographical storytelling and the topic is a famous person from history. Many students will already know about Marie Curie, the famous scientist who features in the model text. By completing a text with missing sentences, students learn about time expressions and then go on to retell the story in their own words. This section culminates in a writing project where students choose a historical character to research and write about.

to understand the sequence or timing of events (*suddenly, immediately*) and about how the speaker/writer feels about aspects of the story (*luckily, obviously*). Students listen to a story, identify the use of adverbs, and use them to help recount the story themselves.

Everyday English

Special occasions

Students listen to and complete conversations between speakers on a range of different occasions. They learn vocabulary for special days and personalize their learning by speaking about special days in their country and how they celebrate.

Additional material

Workbook

Students complete a text using regular and irregular Past Simple verbs and practise making Past Simple questions. There is further work on the Past Simple with tasks which include writing sentences from prompts and completing and answering questions about a text. Students also do work on time expressions and extend their understanding of how to use *ago*. Adverbs are also practised.

Photocopiable activities

There are photocopiable activities to review grammar (*What happened at the party?*), vocabulary (*Adverb acting*), and communication (*Celebrations*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

Past Simple (2)

Students learn how to make questions and negatives in the Past Simple through both reading and listening skills, where they see and hear many examples of the forms. The context is a conversation in which one person is encouraged to look back at, and talk about, his life. Students then practise these forms to talk about events in the life of the person they heard in the recording and in their own lives. There is plenty of pairwork involving questions and answers.

Time expressions

Time expressions come up throughout Unit 7, first in terms of prepositions *in/on/at* used in time expressions and later in the *Writing* section, when students need to recount a story.

Vocabulary

Adverbs

Students have learned some adverbs in previous units, particularly adverbs of frequency (*often, never*) and adverbs for modifying adjectives (*really*). In this unit, the adverbs add information to verbs, e.g. *drive fast, work hard*. There are also adverbs used in telling stories which help the listener/reader

Notes on the unit

Unit opener page summary

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Remember when ...'.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What can you remember from your childhood?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book, and they can be done in class time, or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for the activity:

- 1 Put students into pairs and ask them to discuss the different items that they can see in the photo. In feedback, put new words on the board.

Answer

- 1 A teddy bear, a wooden horse, a spinning top, a toy train, building blocks.
- 2 Students' own answers.

- 2 Ask students to discuss the question in pairs. In feedback, ask the students for any interesting toys they heard about.

Grammar SB p70

Past Simple (2) – questions and negatives

STARTER SB p70

SUGGESTION You could pre-teach *ago*, especially with weaker classes. Ask questions such as the following to help show the meaning of *ago*:

When was your last English lesson? (On Tuesday.) How many days ago was that? (Two days ago.)

When did you last have a holiday? (In June.) How many months ago was that? (Five months ago.)

When did you last go to the cinema? (Last Friday.) How many days ago was that? (Five days ago.)

- 1 Write these verbs on the board. They are all used in the Starter quiz: *be, do, discover, start, land, sell, die, appear, cost, come*. Put students in pairs to think of the Past Simple form of each verb. Some are regular and some are irregular (*was/were, did, discovered, started, landed, sold, died, appeared, cost, came*). Also review the way we say dates, e.g. *1903 – nineteen oh three, 1989 – nineteen eighty-nine*, etc.

Focus attention on the photos and elicit any people/events/things that students recognize. You may need to pre-teach some vocabulary: *the moon, the public, flu, comic*. Put them in groups of three or four to do the 20th-century quiz. Monitor and help as necessary.

- 2 **7.1** Play the recording and let students check their answers. Tell them they score one point for each correct answer and get them to add up their team totals. Find out which team won. Elicit any reactions to the answers and ask if students learned anything new. Help them to express why they found some facts surprising. Give sentence starters to help, e.g. *I thought it happened in/on ... I'm surprised because that is a very big number/a long time ago/not a long time ago*, etc. If you didn't pre-teach *ago*, focus attention on questions 6 and 10 and explain its use now.

Answers

1 b 2 b 3 c 4 c 5 a 6 b 7 c 8 a 9 c 10 a

7.1 20th-century quiz

- 1 b Henry Ford sold the first Model-T motor car in 1908. It cost \$825 and came in grey, green, blue, and red – but not black!
- 2 b The Russian Revolution was in 1917. It started in St Petersburg.
- 3 c About 50 million people died of flu between 1918 and 1919. It was more than died in the First World War.
- 4 c Alexander Fleming discovered penicillin in 1928. He discovered it by accident.
- 5 a Superman first appeared in a comic collection in 1938, but the first Superman only comic appeared in 1939.
- 6 b John Atanasoff invented the very first digital computer in the 1930s, but the first programmable computers began to appear about 65 years ago.
- 7 c The first colour TV cost \$1,295 in 1955. In the 1970s, they cost around \$350. This was still very expensive at the time.
- 8 a Neil Armstrong landed on the Moon on 20th July 1969. The second man to walk there was Buzz Aldrin.
- 9 c The Berlin Wall came down on November 9th, 1989. It was the beginning of the end for Communist Europe and the Soviet Union.
- 10 a Universities developed systems of communication between computers in the 1970s and 80s, but the general public first began to use the Internet about 25 years ago.

The good old days? SB p71

Focus students' attention on the heading. Explain that if you talk about *the good old days*, you mean a time in the past when you believe life was better. Ask students *How was life different when your grandparents were young?* Elicit a range of examples about everyday life from the class, e.g. regarding work, school, transport, holidays, etc.

Possible problems

- 1 Omitting the auxiliary verb and just changing the main verb into the Past Simple: **When you went home? *How long lived you in Russia?*
- 2 Putting the main verb into the Past Simple form as well as the auxiliary: **When did you went home? *I didn't saw her yesterday.*
- 3 Problems with word order: **Where did go Peter?*
- 4 Problems forming the negative: **I no went out last night.*
- 5 Ago can cause problems with word order, as it always comes after an expression of time, which may be different in the students' own language.
Different languages express this concept in various ways, e.g. *two years ago* – *il y a deux ans* (French), *vor zwei Jahren* (German), *hace dos años* (Spanish), *due anni fa* (Italian)
Possible mistakes:
**I went there ago two weeks.*
**I went there before two weeks.*
**My cat died for two years.*

- 1 **7.2** Focus attention on the photo of the people and ask students to identify Roger and Billy. Also elicit what is shown in the other photos (a seaside holiday, an old car, an old-fashioned boys' comic).

Check comprehension of the topics in exercise 1, making sure students don't confuse *housework* with *homework*. You will probably need to explain that *pocket money* is money children receive each week or each month from their parents or sometimes other relatives to spend on sweets, toys, etc. Make sure they understand that they just have to tick the topics that are mentioned in the conversation between Roger and Billy. Remind them that they don't need to understand every word to be able to do the task. Play the recording. Check the answers with the class.

Answers

Students should tick: programmes on TV, pocket money, holidays, housework, and comics.

7.2 The good old days

B = Billy R = Roger

- B Gradad, when you were a boy, did you have television?
R Of course we had television! But it wasn't colour TV like now – it was black and white. The screens weren't very big, like they are now. And there weren't many channels.
B How many channels were there then?
R Only two! But that was enough. We loved it! But there were no programmes in the morning.
B What?! So what time did programmes begin?
R They didn't start till after four o'clock, when I got home from school – that's when the children's programmes were on. There were some brilliant programmes for children – I was always sad when they stopped at six o'clock and the grown-up programmes started. That's when I did my homework!
B Did your mum and dad give you pocket money?
R Yes, but I worked for it! I did the washing-up every day – we didn't have dishwashers in those days.
B No dishwashers! That sounds awful! So how much pocket money did you get?
R I didn't get much. I got sixpence a week. That's only about three p these days, but, oh, it seemed like a lot! I bought comics and sweets with it.
B What sort of comics did you buy?
R I bought a comic called the *Eagle* – that was full of adventure stories. And ... *Superman*!
B What, they had *Superman* comics then?!

- R Oh yes! And they were very exciting to me – they had adverts in them from this strange, amazing country called America! I really wanted to go there!
B So did you?
R No! People didn't go abroad for their holidays then – it was too expensive. I didn't go on a plane till I was a lot older.
B So where did you go on holiday?
R To the seaside in England.
B How did you get there?
R My dad drove. We had a Ford car, a Ford Prefect it was. We went to the same place every year.
B Why did you always go to the same place?
R Because we all liked it there!
B Huh. Well, I'm glad I wasn't alive then! It all sounds really boring!
R Ah, but that's where you're wrong! We didn't have so many things to choose from in those days, and everything we did seemed really exciting!

- 2 Check students understand *TV channel*, *dishwasher*, *go to the seaside*, *go abroad*, *what sort?*, *adventure stories* and *drove* (past of *drive*).

CULTURE NOTE Roger mentions getting *sixpence* pocket money. Sixpence was a small silver coloured coin, first made in 1920 and used before decimalization in the UK in 1970. At that time it was worth two and a half p and would probably be equivalent to around 70p today.

- 7.2** Focus attention on the example, then play the recording again and get students to complete the questions.

- 7.3** Play the recording and let students check their answers. This time the recording is just of questions 1–8. Check the answers with the class.

Answers and audioscript

7.3 Billy's questions

- 1 Did you **have** television?
- 2 **How many** TV channels **were** there?
- 3 So **what time** did programmes begin?
- 4 **How** much pocket money **did** you get?
- 5 **What** sort of comics **did** you **buy**?
- 6 So **where did** you **go** on holiday?
- 7 **How did** you **get** there?
- 8 **Why did** you always **go** to the same place?

Get some students to act out the roles of Billy and Roger using question 1 in an open pair as a demonstration. Put students into closed pairs to continue. They should take turns to be Billy and Roger so they get equal practice of asking and answering. With weaker classes, you could write the answers from the script in random order on the board (see *Answers* on p94). Monitor and help as necessary. If students have problems with the sentence stress and intonation, play the recording again and drill the questions. Check the questions and answers with the class.

Answers

- 1 Did you have television?
Yes, of course we had television.
- 2 How many TV channels were there?
Only two.
- 3 So what time did programmes begin?
After four o'clock, when I got home from school.
- 4 How much pocket money did you get?
Sixpence a week.
- 5 What sort of comics did you buy?
A comic called the *Eagle*, full of adventures stories, and *Superman*.
- 6 So where did you go on holiday?
To the seaside in England.
- 7 How did you get there?
My father drove.
- 8 Why did you always go to the same place?
Because we all liked it there.

- 3 It's important that students realize this is a creative task – they haven't heard answers in the audioscript. You can tell them that Billy and Roger's conversation continued, but we don't have a recording of it. Students need to imagine what Roger said. Check they understand the phrase *in those days*. Point out that each set of prompts contains *not*, so all these sentences are about things that didn't happen or didn't exist for Roger when he was young. Focus attention on the completed example. Elicit another from the class as a further example, if necessary. Put students in pairs to do the task. Encourage them to write the answers for accuracy. Check answers together with the class.

Answers

In those days, we didn't have mobile phones.
In those days, children didn't play video games.
In those days, people didn't buy things with credit cards.
In those days, we didn't shop online.
In those days, restaurants didn't serve fast food.

GRAMMAR SPOT SB p71

- 1 With books closed, write the Present Simple sentences from the *Grammar spot* on the board. Elicit what the same sentences would be in the *Past Simple*. Just do this orally at this stage. Make sure students pronounce the *-ed* endings well on *liked* /laɪkt/ and *wanted* /'wɒntɪd/. Ask students to look at the *Grammar spot* and write the answers in the Past Simple column and then check with the whole class again.

Answers

Present Simple	Past Simple
I want to go. He likes it. Do you watch TV? Where does she work? I don't eat sweets. They don't go out much.	I wanted to go. He liked it. Did you watch TV? Where did she work? I didn't eat sweets. They didn't go out much.

Remind students that *he/she/it* has a different form in the Present Simple from the other persons, but that all forms in the Past Simple are the same. Highlight the use

of *do/does* to form questions in the present and *did* in the past. Then highlight the use of *don't/doesn't* to form negatives in the present and *didn't* in the past.

- 2 This exercise covers *ago* and the prepositions of time *in/on/at*. Give students time to complete the sentences. Then check the answers. Highlight the position of *ago* after the time expression, but don't spend too long on this section, as students will practise time expressions again on Student's Book p72.

Answers

1 in 2 on 3 at 4 ago

►► Read Grammar reference 7.1 and 7.2 on p146 together in class. Encourage students to ask you questions about it. By now, students may feel fairly confident with 'did' questions, but the other examples may cause confusion.

Ask them to find another question with *was/were* in the *Starter quiz* (*When was the Russian Revolution?*). Remind them to think what the answer is to the question to help decide if they need *did* or not, e.g. *It was in ...*

Ask them to think of more questions about people in the classroom beginning *How many people ... ?* to practise this structure, e.g. *How many people studied English last night? How many people watched TV?* (But it is not advisable to go into a long explanation about subject and object questions now.)

Elicit which prepositions we use for different expressions by asking questions, e.g. *Which preposition do we use for seasons?* (in); *Which preposition do we use for dates?* (on), etc.

EXTRA IDEA You could write some prompts on the board and ask students to write their own choice of time expressions following those prompts, e.g. a year, a month, a time, a special day, a season, a century, a part of the day, a date. Then they can swap with a partner and decide which of the three prepositions is needed to complete each time expression. Monitor carefully and help students to self-correct by looking back at the chart in Grammar reference 7.2.

Practice SB p72

- 1 This task consolidates the formation of Past Simple questions with question words. Focus attention on the example, and make sure students understand that column C holds the answers to the questions made from A + B. Give students time to complete the task.

🎧 7.4 Play the recording and let students check their answers. Put students in pairs to ask and answer the questions. Monitor and help as necessary. Make sure students say the price £150 correctly (*a hundred and fifty pounds*). If necessary, remind them they studied saying prices in *Everyday English* Unit 4. They may also need you to model the pronunciation of *clothes*. This has a tricky group of consonant sounds and we often pronounce it /kləʊz/ to avoid having to say /ðz/. If students have problems with the stress and intonation of the questions, play the recording again and drill the questions. Students then repeat the pairwork.

Answers and audioscript

7.4 Questions and answers

- 1 A Where did you go?
B To the shops.
- 2 A When did you go?
B Yesterday.
- 3 A Who did you go with?
B A friend from work.
- 4 A How did you get there?
B By bus.
- 5 A Why did you go?
B Because I wanted some new clothes.
- 6 A What did you buy?
B Some shirts and jumpers.
- 7 A How many did you buy?
B Three shirts and two jumpers.
- 8 A How much did you pay?
B £150.

Roger's life

- 2 Focus attention on the photo and ask students what they can remember about Roger and his life.

Divide the class into pairs. Ask the A students to turn to p150 and the B students to p153. They should not show each other the page they are working from. Explain that they have different information about Roger.

Demonstrate the activity by getting students to ask and answer the example questions in the Student's Book in open pairs.

Give students time to read the text and look at the questions they need to form before they start. Students take turns to ask and answer questions in the Past Simple form.

Monitor and check for accurate question formation and irregular past forms. Correct any grammar and pronunciation errors carefully after the task. Students can check their answers by looking at their partner's text.

Talking about you

- 3 Elicit the preposition needed before *eleven o'clock* (at). Ask students to continue the exercise individually. Monitor and check. If students have problems, refer them back to Grammar reference 7.2 on p146. Check the answers with the class.

Answers

at eleven o'clock	in 2018
at night	in July
in the evening	on August 24th
on Saturday	in the summer
on Sunday morning	in the 20th century
at the weekend	

- 4 Demonstrate the activity by getting students to practise the example in the Student's Book in open pairs. Point out that in some cases they may prefer to use *ago*, e.g. *When did you start learning English? Four months ago*. In this case, they don't need a preposition.

Students continue in closed pairs asking questions with *When did ... ?*, and answering. Monitor and check that the questions are correctly formed and that the voice starts high. Feed back on any common errors in grammar or pronunciation after the pairwork.

- 5 Give an example by telling students about your day so far and then get students to tell the class about their day. If you have a small group and sufficient time, you could ask each student to tell the class. If you have a lot of students, you could get students to work simultaneously in small groups, making sure the students who worked together in exercise 4 talk to different students.

Listening and pronunciation

- 6 7.5 This is another discrimination activity. Play sentence 1 as an example. Then play the rest of the recording and ask students to tick the sentences they hear.

Answers and audioscript

7.5 Listening and pronunciation

- 1 Where did you want to go?
- 2 I didn't go to college.
- 3 Where was he?
- 4 Do you like it?
- 5 Why did she come?
- 6 They weren't here.

SUGGESTION You can make this receptive exercise productive by modelling each pair of sentences and getting students to repeat chorally and individually. Check for accurate pronunciation and differentiation between the sentences.

Additional material

For teachers

Photocopiable activity – Grammar: *What happened at the party?* pp203–4

For students

Online Practice – *Look again*

Workbook pp44–7, exercises 1–11

Speaking

Talking about your life SB p73

- 1 Focus attention on the photo of Owen /'əʊwən/ and Nicole and ask students to identify the two characters. Focus on the photo at the bottom of the page and ask students where they think it is (Toulouse).

Explain that Owen and Nicole are meeting for the first time and Owen is keen to find out more about Nicole. Give students time to read Owen's questions. Check comprehension of *grew up* and elicit that *grew* is the Past Simple of base form *grow*. You may also need to pre-teach the following, used by Nicole in her answers: *retired*, *High School*, *education*, and the pronunciation of: *Toulouse* /tu:'lu:z/, *Africa* /'æfrɪkə/, *Senegal* /,senɪ'gɔ:l/.

Ask students to read Owen's first two questions aloud and elicit Nicole's answers from the notes. Students work in pairs to continue working out the wording for Nicole's answers from the notes.

- 7.6 Play the recording and get students to compare their wording. With weaker students, refer them to the audioscript on Student's Book p136 to read the audio script after they have listened.

Answers and audioscript

7.6 At a party

N = Nicole O = Owen

O You aren't English, are you Nicole? Where are you from?

N **No, I'm French. I was born in Toulouse.**

O Is that where you grew up?

N **Yes. I lived with my parents and my brother in a house near the university there. My father worked at the university.**

O Oh, how interesting! What did he do? Was he a teacher?

N **Yes, he was a professor of music.**

O Really! What does he play?

N **He's a brilliant pianist.**

O How wonderful! And what about your mother? What's her job?

N **She's retired now, but she was a doctor. She worked in the hospital.**

O So did you go to school in Toulouse?

N **Yes, I went to a catholic high school. I was there for ten years. Then I went to university.**

O What did you study?

N **I studied English and Education in Paris, and then I studied for one year in London.**

O Ah! That's why your English is so good! And did you start work straight after that?

N **No, I travelled around Africa for a few months, then I taught in a school in Senegal.**

O That sounds great! And what's your job now?

N **I teach in a high school in Paris. I teach English and French.**

O I'm sure you're a brilliant teacher!

N **Anyway ... what about you?**

- Put students in pairs to practise the conversation. Monitor and help as necessary. Check for accurate question formation and use of the Past Simple forms. Highlight and correct any Past Simple errors carefully. Then ask students to swap roles and practise again.
- Write a few notes about your own life on the board, making sure students understand they don't need to give complete sentences, e.g. *Scottish, born in Edinburgh, lived with mum – a brother – house in village; mother – worked in office*. Give students time to write their notes. Monitor and help as necessary. With weaker students, you could write key words on the board as prompts, e.g. *born, family, school, university, first job*, etc.
- Focus attention on the prompts and elicit possible questions, e.g. *Did you enjoy university? What did you study? How long did you stay there? Who did you meet?*
Put students in small groups to share and compare their life stories. Monitor and help as necessary. Check for accurate question formation and use of the Past Simple forms and note any common errors, but don't interrupt the groupwork. You can highlight and correct any errors at a later stage.

Additional material

For students

Online Practice – Practice

Reading and speaking SB p74

Hedy Lamarr and Rosalind Franklin

About the text

This is another jigsaw reading task, where the class divides into two groups and each group reads a different, but similar text. Remind them that they did this kind of reading task in Unit 3.

The texts in this unit are about two different women who were pioneers in particular fields, yet it is only now that they have received any recognition for their work. It's important to remind students to read only their text and to share the content of their text with classmates. They will get information about the other text using their listening and speaking skills.

The two women are *Hedy Lamarr* /hedi lə'mɑː/ and *Rosalind Franklin* /rɒzəlɪnd 'fræŋklɪn/. The texts are about their achievements in a male-dominated world during the 1930s, 1940s, and 1950s.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary. In particular, the following vocabulary is likely to be new so you will need to pre-teach it. These words come from both texts: *female, male, qualifications, take someone seriously, actress, invent, invention, radio signal, jigsaw, discover, discovery, structure, DNA, degree, laboratory, X-ray, chemicals*. (If students are very keen and highly-motivated, you might be able to set them a homework task of looking up this vocabulary in a dictionary or translator.)

CULTURE NOTE Both of these texts end with 'Google told her story in one of their "doodles"'. A Google Doodle is when the logo on the Google home page is altered temporarily to celebrate an important event, a special day, or to recognize a famous person. Over 9,000 Google Doodles of famous people have been designed.

- Write the word *inventors* in the middle of the board and check students understand the meaning. Drill and mark the stress on the word. You could also elicit the verb *invent* and the noun *invention*. Ask students for the names of one or two inventors and start a spider diagram around the central word. Tell them they have just two minutes to think of more inventors. This can be done in small groups or to the board as a whole class activity. When the time limit is up, ask students to turn to p74 and read the questions in exercise 1. Make sure they understand *male* and *female*. Elicit answers. It is likely that there are many more male names than female.

CULTURE NOTE Some famous inventors are: John Logie Baird (TV); Karl Benz/Henry Ford (car); Tim Berners-Lee (World Wide Web); Thomas Edison (many inventions including phonograph); Galileo (thermometer); Johann Gutenberg (printing press); Guglielmo Marconi (radio); Isaac Newton (reflecting telescope and other inventions); Stephanie Kwolek (Kevlar body armour); Marie Curie (discovery of radium and polonium/radioactivity).

Conduct class feedback and encourage students to try to tell you why they think there are more male inventors in the list.

- 2 This exercise practises prediction. Students make intelligent guesses about why the two women were important from reading only the quotes and headings. You may need to help them understand and pronounce *glamorous* and *separated*. Elicit ideas from the students, but don't confirm too much before they read their text.
- 3 The questions apply to both texts. Go through the questions with the class before they start reading. If students didn't check vocabulary at home, check they understand *qualifications* and the overall meaning of question 3 (e.g. *Did she get all her qualifications?* (no) *What was the reason?*). Also check they understand the phrase *not take her seriously* in question 8. Deal with any other queries – it is important students fully understand the questions. The information they use in the answers will be shared with another student.
- Divide the class into two groups, A and B, and ensure students in the same group are sitting together. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text: Group A – Hedy Lamarr; Group B – Rosalind Franklin. Get students to read their text quite quickly, asking others in their group for help with vocabulary (if possible) if they didn't look up the items listed in *About the text*. Monitor and help with any queries.
- Ask students to read their text to find the answers to questions 1–10 about their person, noting down the answers to each one. Make it clear that each person in the groups should have a record of their answers (as they will all be regrouped in a minute, but may not be aware of this). Monitor and help as necessary. If students can't find an answer, encourage them to ask other students in their group. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Hedy Lamarr

- 1 In Vienna in 1914.
- 2 Taking music boxes to pieces.
- 3 She loved acting and left school.
- 4 Acting in Czechoslovakian films.
- 5 She got bored with film roles.
- 6 She invented things.
- 7 She was the first person to think of sending bits of information on different radio waves, and then putting them together when they arrived.
- 8 The US navy.
- 9 2000.
- 10 Google told her story in one of their 'doodles'.

Rosalind Franklin

- 1 In London in 1920.
- 2 Maths.
- 3 Only men received degrees in 1938.
- 4 Taking X-ray photos of chemicals to find out more about their structure.
- 5 Working with male scientists – they often didn't take female scientists seriously.
- 6 Walking in the mountains.
- 7 She was the first person to show DNA's structure in a photograph.
- 8 Male scientists.
- 9 1958.
- 10 Google told her story in one of their 'doodles'.

- 4 Regroup the students into pairs, making sure there is an A and a B student in each pair. Demonstrate the activity by getting a pair of students to start asking each other the questions and sharing the answers about the person in their text. Students continue talking about the answers to the questions in exercise 3 and exchanging the information about their person. Monitor and help.
- Bring the whole class together to conduct feedback.

SUGGESTION You could ask students to tell you what is similar and what is different about the lives of the two women they read about. Remind them how to use *both* when talking about similarities between two people and *but* to point out differences.

Possible answers

Similar:

They both had scientific ideas. They were both intelligent. Rosalind liked doing maths exercises in her free time and Hedy liked to invent things in her free time because they both loved these things. The men didn't take them seriously. They were both in a Google doodle. People didn't know that they did important work.

Different:

Hedy was Austrian. Rosalind was British.

Hedy was an actress. Rosalind was a scientist.

Hedy died in 2000. Rosalind died in 1958.

- 5 Focus each student on the chart which is relevant to the person they read about, i.e. Student As: Hedy Lamarr, Student Bs: Rosalind Franklin. Ask one student to read out the example sentence and point out that the verb *leave* is number 1 and matches with the noun *school* in the second column. Elicit that *left* is the past simple of *leave* and it is therefore an irregular verb. With a weaker group, give students individual time to match the verbs and other words and to think of the Past Simple forms of their verbs. Monitor and help any who are having difficulty.
- Go through all the word combinations with the whole class, drilling them chorally. With a weaker group, go through the Past Simple forms as well. In their pairs, students use the matched words to talk about their person. Remind them to use the Past Simple forms if they forget to do so. If they find it difficult to use any of the phrases, refer them back to their text to see how they are used.

When they have finished, invite one Student A and one Student B to tell you/the class about their person.

Do any necessary error correction with the class.

Answers

- 1 Hedy Lamarr left school early and started drama school.
- 2 She ran away from her husband to Paris.
- 3 She got bored with film roles that were just about being beautiful.
- 4 The US Navy didn't take her idea seriously.
- 5 Rosalind Franklin did maths exercises in her free time because she loved it.
- 6 She took photographs of DNA.
- 7 She didn't win a prize.
- 8 Google told her story in one of their doodles.

What do you think?

Go through all the questions with the class and deal with any queries before starting the activity. With a weaker group,

give them some time to think about and plan their answers to the questions. Put students into small groups to discuss their answers. Monitor and assist if students need your help to express themselves. Conduct class feedback at the end.

SUGGESTION Give students some useful phrases for having a discussion. Make sure they understand the function and drill them for natural pronunciation:

Giving opinions: *I think ...*

Showing interest: *Really?/That's interesting.*

Agreeing: *I think so, too./I agree with you.*

Disagreeing: *I don't agree.*

CULTURE NOTE Some examples of female inventors you could mention to your students are:

Stephanie Kwolek 1923–2014, chemist, invented Kevlar, which is the material used in bulletproof vests.

Dr Grace Murray Hopper 1906–1992, computer scientist, invented COBOL computer programming language.

Mary Andersen 1866–1953, invented the windscreen wiper blade.

Josephine Cochrane 1839–1914, invented the first automatic dishwasher.

Additional material

For students

Online Practice – *Practice*

Vocabulary and listening SB p76

Adverbs

This section introduces adverbs and helps students to notice how they are formed, including some irregular ones. They review what they have already learned about adjectives and practise using both adjectives and adverbs.

Possible problems

- 1 There are some irregular adverbs which students will need to learn as they're commonly used: *fast* (not **fastly*), *well* (not **goodly*) and *early/late*. This section teaches the adverb *hard*, e.g. *work hard*. It is advisable to avoid using *hardly* because, though this exists, the meaning is different and a little confusing for elementary learners.
- 2 The position of adverbs can cause a lot of problems. Students may try to use them before a verb because adjectives come before nouns, e.g. common mistakes would be **I hard work*. **She badly sings*. A natural position for adverbs of manner is often to come after the verb (*run quickly*), but other adverbs may be used to start sentences, e.g. *Unfortunately*, *Sadly*. Try not to go into very detailed explanations, but use the examples given in the exercises to give students a lot of practice and get a feel for adverbs and their use.
- 1 As a lead-in, explain that generally an *adverb* describes a *verb*. This means that it gives us more information about the verb. You can demonstrate visually by walking slowly across the classroom and then walking quickly back to elicit two sentences with adverbs: *You walked quickly*. *You walked slowly*. Tell students that *quickly* and *slowly* are adverbs.
Focus on the sentences and ask students to read them aloud. Elicit the adverb and verb in each example (*quickly*

became, *take her seriously*, *worked hard*, *went well*). There is another example which doesn't occur with a verb: *sadly*. Explain that adverbs can be used when telling stories to give extra information, especially about feelings, opinions, or time. In this case, they usually occur at the start of a sentence, followed by a comma.

Answers

Adverbs describe verbs.

GRAMMAR SPOT SB p76

- 1 Read the notes as a class. Ask students to identify the adjective that each adverb is formed from (*quick*, *slow*, *careful*, *quiet*, *bad*, *easy*).
Highlight the spelling change in adjectives ending in -y to -ily, e.g. *easy* – *easily*. Give a further example: *noisy* – *noisily*.
- 2 Read the notes as a class. Explain that irregular adverbs are those that don't add -ly to the adjective so *fastly* does not exist, for example.
▶▶ Read Grammar reference 7.3 on p146 together in class. Encourage students to ask you questions about it. For a further check of comprehension, ask students to close their books. Dictate the list of regular adjectives and ask students to write the equivalent adverb in their books. Do the same with the irregular ones. With a stronger group, dictate the irregular ones interspersed with the regular ones for more challenge. Ask students to check their spellings on p146 again.

- 2 Focus on the first pair of sentences as an example. Elicit the answers (*bad* – adjective, *badly* – adverb). Also check that students understand that *bad* is about the noun (*boy*) and *badly* is about the verb (*sleep*), not about *last night*. Students then work alone and check their answers in pairs as they finish. Check the answers with the whole class.

Answers

- 1 a = adjective, b = adverb
- 2 a = adverb, b = adjective
- 3 a = adjective, b = adverb (x 2)

- 3 This activity focuses on adverbs that collocate with common verbs and phrases. Focus students' attention on the lines connecting verb to adverbs in the table (*speak English well/fluently*). Elicit adverbs that can go with *work* as a further example (*work carefully/fast/hard*). Students work in pairs and continue the activity. Make sure they know that some verbs only have one answer, while others have more than one. Check the answers with the whole class. Elicit which adverbs in the chart are irregular (*fast*, *late*, *hard*, *well*).

Answers

speak English fluently/well
walk fast/carefully
drive fast/carefully
win easily
arrive late
sing well
work hard/late/fast/carefully

- 4 Ask students to look at the words in brackets at the end of the sentences. Ask about each one *Is it an adjective or an adverb?* (see *Answers*). Focus their attention on the example and highlight that *terrible* is an adjective so it

goes together with a noun (*holiday*) and the correct order is adjective + noun.

Students continue the exercise individually. Point out that sometimes more than one answer is possible. Monitor and if they are having difficulty, put them in pairs to help each other. Check the answers with the class. Students may make a mistake with the last sentence and write **She speaks well Greek*. Without going into too much detail, say that we usually keep the language next to the verb, e.g. *she speaks English*.

Answers

- 1 We had a terrible holiday in Greece. (adjective)
- 2 Unfortunately I lost my passport. / I lost my passport, unfortunately. (adverb)
- 3 I immediately went to the British Embassy. / I went to the British Embassy immediately. Immediately, I went to the British Embassy. (adverb)
- 4 It was a long drive because the traffic was bad. (adjective)
- 5 Fortunately, Helen's a good driver. (adjective)
- 6 She speaks Greek well. (adverb)

Telling a story

- 5 Point out that adverbs are often used in storytelling to add interest and/or excitement. In this exercise, students can make their own choices about how to continue/finish sentences from stories.

Focus on sentence 1 as an example. Elicit the meaning of *fortunately*. Students may want to translate it into their L1. You could also ask students to give a range of other possible endings that will fit with the adverb *fortunately*, e.g. ... *we were inside/the rain didn't last long*.

You will probably need to go through the adverbs to check students know/understand the meanings before they start. Ask concept check questions to help students understand and also provide dictionaries, if possible, for students to double-check.

Students continue the exercise in pairs. Monitor and check if their answers fit with the adverbs given. Where possible, elicit a range of answers for each sentence that highlight the meaning of the adverb.

Possible answers

- 1 Fortunately, I had an umbrella/we were inside/the rain didn't last long.
- 2 Unfortunately, I lost my credit card/it started raining/I didn't have much money.
- 3 Luckily, my friend found it/my keys, money, phone were in my pocket.
- 4 Sadly, I broke my arm/it rained/I can't ski.
- 5 Obviously, I didn't give them my details/I reported it to the police/it was a trick.
- 6 Suddenly I felt ill/I got off the bus/I remembered it was my wife's birthday.
- 7 Immediately, I phoned the police/ambulance/I ran to help them.
- 8 Slowly, I went downstairs/I left the house.

- 6 **7.7** Focus attention on the picture. Ask *How do you think the man feels? Why?* (scared/frightened/nervous). He doesn't know who is downstairs). Students read the question. Check that they know *the middle of the night* is not exactly midnight, but it means *late at night*. Play the recording and elicit the answer to the question.

Answers

He heard a noise./He heard two men talking.

7.7 Noises in the night!

It was about two o'clock in the morning. Suddenly, I woke up. I heard noises downstairs. I got out of bed silently and went slowly downstairs. There was a light on in the living room. I listened carefully. I could hear two men talking very quietly – they said something about the police. 'Burglars!' I thought. Immediately, I ran back upstairs and phoned the police. Obviously, I was very frightened. Fortunately, the police came quickly. They opened the front door and went into the living room. Then they came upstairs to see me. 'It's all right now, sir', they explained calmly. 'We turned off the television for you.'

- 7 **7.7** Play the first sentence of the recording again and elicit the first adverb as an example (*suddenly*). Students listen to the rest of the story again and number the adverbs in the correct order. Check the answers.

Answers

- | | |
|-------------|---------------|
| 4 carefully | 6 immediately |
| 7 obviously | 9 quickly |
| 1 suddenly | 5 quietly |
| 10 calmly | 2 silently |
| 3 slowly | 8 fortunately |

- 8 Pre-teach/Check *wake up, burglar, come upstairs, turn off the TV*. In pairs, students retell the story either one sentence at a time each, or one student first, then the other. Remind them to use the order of adverbs in exercise 7 to help them. With weaker classes, you could write up key words on the board as prompts.

EXTRA IDEA Particularly with stronger students, you could take the opportunity to encourage them to tell a very short story of their own in order to practise using some of the adverbs they've studied in this lesson. You could write some prompts on the board:

When did it happen?

Who were you with?

Where were you?

What happened?

What happened next?

How did the story end?

Give them plenty of thinking and planning time. Encourage them to write a few notes, but not full sentences. Monitor and feed in any vocabulary they need.

Put students in small groups to tell and listen to stories. They will probably make mistakes, but if the content is comprehensible, then allow some slips without correcting them. Praise correct use of adverbs. You could write some of the best sentences you hear on the board. This is very motivating for students.

Talking about you

- 9 Now students have plenty of ideas about how to use the adverbs, they have the opportunity to personalize their learning. Focus their attention on the examples. Give further examples about yourself, e.g. *I always drive slowly and carefully. My husband sings very badly. When I meet my friends, sometimes I arrive late*. Give students some thinking time if you think they need it. Put them in closed pairs to

talk about themselves and people they know. Monitor carefully and correct errors as you hear them, or help students to self-correct.

SUGGESTION Set the same task as a piece of written homework – write eight sentences about you and people you know, using adverbs from the lesson. Collect the work and mark it, giving clear feedback on errors. Alternatively, if you have a class who feel comfortable with each other, they could share their sentences in pairs and peer-correct as much as possible, with your help to confirm their corrections.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Adverb acting* pp205–6

For students

Online Practice – *Look again*

Workbook p48, exercises 1–2

Online Practice – *Practice*

Everyday English SB p77

Special occasions

Students learn the English names for a number of special days and listen to conversations to identify the occasion in each case. They practise talking about celebrations in their own countries.

Note/Possible problems

Depending on your teaching setting, you may need to be sensitive to cultural issues around special days, especially for students from different religions. However, many of the occasions depicted in exercise 1 will be known to students from films and popular culture, even if they are not celebrated in their own country.

Obviously, there is scope to personalize the lesson to suit the place where you are teaching and encourage students to share information about local special celebrations as appropriate, especially in exercise 2.

Point out to students that in the names of special days, *Eve* is used to mean the evening before the special day.

BACKGROUND NOTES Here are some notes on how some British people celebrate the special days (though not all British people, of course).

Birthday There is often a birthday cake, with candles to be blown out and everyone sings *Happy Birthday*. People send birthday cards and sometimes gifts. There may be a birthday party with friends and family.

Mother's Day This is on a Sunday towards the end of March in the UK. Children give their mum a card and sometimes a present, such as some flowers or chocolates.

Wedding day People get married in a church, for a religious ceremony, or a registry office, for a civil ceremony. Rice or confetti is thrown at the bride and groom to wish them luck, and the bride often carries a horseshoe, again to symbolize good luck. There is a party afterwards called *a reception*, and the bride and groom may go on a holiday called *a honeymoon*.

Halloween /hæləʊ'i:n/ This is the evening of October 31. Customs associated with Halloween in Britain and the US are fancy dress parties, where people dress up as ghosts, witches, etc. Children often wear masks or costumes and go 'trick or treating' – going from house to house collecting sweets, fruit, or money.

Easter /'i:stə/ **Day** Although there are no fixed traditions of ways to celebrate Easter, a lot of people give chocolate Easter eggs, especially to children. Some people have Easter egg hunts and young children believe that the eggs were hidden by the Easter Bunny. It is at heart a religious festival when Christian people remember the death of Jesus Christ and celebrate his resurrection (coming back to life). They often celebrate by going to church.

New Year's Eve In Scotland, this is called 'Hogmanay' and it is a more important celebration than in the rest of Britain. People go to parties and wait for midnight to come, when they wish each other *Happy New Year*. In London, many thousands of people celebrate New Year in Trafalgar Square, where they can hear Big Ben (the bell inside the clock on the Houses of Parliament) strike midnight. (There's a special song that some people sing called *Auld Lang Syne* and the first line is in conversation 5, exercise 3. It is an old traditional Scottish folk song and was first written by Scotsman, Robert Burns, as a poem in 1788. It talks of days gone by and friendship in a positive way, but many people don't understand the words!)

Valentine's /'væləntaɪnz/ **Day** Some people send Valentine's cards to the person they love. Cards are often sent anonymously! Men may give a gift of flowers or chocolates to the woman they love.

Christmas /'krɪsməs/ **Day** This is on December 25. Christian people often attend a church service to celebrate the birth of Christ. It is a time for families to gather together. At home, presents are exchanged. There is a large lunch, traditionally with turkey and, for dessert, Christmas pudding, which is a hot dessert made from dried fruit. People decorate the house, and have a Christmas tree. Young children believe that Santa Claus (or Father Christmas) visits late on Christmas Eve (December 24) or during the early hours of Christmas morning, and leaves presents by the children's beds or under the tree.

- 1 Focus attention on the photos and the list of days in the box. Elicit that some are special days and some are not. Ask them to give you the first special day (*birthday*) and then let students continue in pairs. Students match the special days to the pictures. Check the answers with the class, dealing with any pronunciation difficulties as you go.

Answers

- | | |
|-------------------|------------------|
| A Valentine's Day | E Easter Day |
| B Mother's Day | F birthday |
| C Christmas Day | G Halloween |
| D wedding day | H New Year's Eve |

- 2 Check pronunciation of *special* /'speʃl/ and *fireworks* /'faɪəwɜ:ks/. Ask your students which special days they celebrate in their country. Elicit some examples of how they celebrate, using the ideas given and their own ideas. Students work in small groups to describe to each other how they celebrate. Monitor and help as necessary. Conduct a brief feedback session with the whole class. Write new vocabulary on the board for students to

record in their vocabulary notebooks. This is particularly useful for a monolingual class who share a similar cultural background and celebrate the same special occasions.

- 3 Students work in pairs to complete the conversations with the names of the days from exercise 1. Also give them time to name each of the occasions. Monitor and deal with any unknown vocabulary as you do so.

7.8 Students listen and check their answers. Elicit the name of each occasion/day. Play the conversations one more time so students can hear the range of intonation as people celebrate special occasions.

Put them in pairs to choose at least one conversation to learn and act out for their classmates. (Avoid conversation 1 as it is a song – though you could all practise this one together.) Allow plenty of time for practice. Monitor and encourage students to try to sound as if it is a special occasion, i.e. use the full range of intonation where appropriate.

Depending on how much time you have and the size of the class, you could ask students to act to the whole class or divide the class into groups. Monitor carefully.

Model and drill any phrases where the students needed a greater range of intonation, but sounded flat or play that part of the recording again.

Answers and audioscript

7.8 Special occasions

- 1 Happy **birthday** to you.
Happy **birthday** to you.
Happy **birthday**, dear Joseph.
Happy **birthday** to you.
- 2 **A** Did you get any cards?
B Yes, I did. Listen to this ...
Roses are red, violets are blue.
*You are my **Valentine**,*
And I love you.
A Wow! Do you know who it's from?
B I'm not sure. I know who I want it to be from!
- 3 **C** Mummy! Daddy! Wake up! It's **Christmas**!
D Mmm. What time is it ...? Mmm six o'clock ...
C Yes, it's morning! Look at the present Father **Christmas** left for me!
E Oh, that's lovely! Merry **Christmas**, darling!
- 4 **F & G** Trick or treat!
H Wow, what fantastic **Halloween** costumes! You two look very scary!
F Have you got any sweets to give us?
H Of course I have. Here you are, two chocolates each.
- 5 **I** It's midnight! Happy **New Year** everyone!
J/K/L **Happy New Year!**
♪ Should old acquaintance be forgot ... ♪
- 6 **M** Wake up, Mummy! Happy **Mother's Day**!
N Thank you, darling! Oh, what beautiful flowers! And chocolates! And a cup of tea! Well, aren't I lucky!
M And we made you a card!
N Oh, that's wonderful! Aren't you clever children!
- 7 **O** Congratulations! It's great news!
P Thank you! We're both very happy!
O So when's the **wedding** day?
P May 5th. You'll get an invitation!

EXTRA IDEA You could elicit from a monolingual group a similar conversation to one in exercise 3 based upon a local or national special day celebration. Feed in vocabulary they need and when the conversation is ready, get them

to practise it, and then ask a few to act it out in open pairs across the class.

VIDEO In this unit students can watch a video about special occasions and listen to four people describing them. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Communication: *Celebrations* pp207–8

Photocopiable activity – Video worksheet: *A special occasion*

For students

Online Practice – *Look again*

Workbook p48

Online Practice – *Practice*

Writing SB p78

Telling a story

Using time expressions

The *Writing* section is the life story of a famous person in history. It provides the opportunity to revise and extend students' use of time expressions and also recycle the Past Simple regular and irregular forms.

About the text

The theme of the narrative is the life of *Marie Curie* /'mæri kju:ri/ (1867–1934), a Polish scientist who is famous for her work with radioactivity and for winning Nobel Prizes in both Physics and Chemistry.

With weaker classes, you will need to pre-teach some vocabulary or ask students to look up words and phrases in dictionaries or translators: *of all time, bright, truck, radioactivity* /,reɪdiəʊæk'tɪvəti/, *chemical element, prize, road accident, do research, leukaemia* /lu:'ki:miə/. Some of the pictures on the page may help you in your vocabulary teaching.

The students' writing task is in the form of a project on a historical character from their own country. This will require students to do some research, so make sure you build in time for them to do this, probably for homework.

- 1 Write the name *Marie Curie* on the board and check the pronunciation. Ask *What do you know about her?* and elicit one or two ideas from the class. Focus attention on the pictures and put students in pairs to share their ideas about Marie Curie's life.
Elicit a range of ideas from the class, but don't confirm or reject them at this stage.
- 2 Give students time to read lines a–g and deal with any vocabulary queries. Elicit the answer for line a (6). Students continue matching the lines and pictures, working in pairs. Check the answers with the class.

Answers

a 6 b 1 c 7 d 4 e 5 f 2 g 3

- 3 Give students time to read the main story. Set a time limit for this of about three minutes so that students focus just on the main ideas. Highlight the example given of the missing line for the first gap (b). If necessary, elicit the next missing sentence as a further example.

Students continue completing the main story with the missing lines, working in pairs.

Remind them to use the linking words, reference words such as pronouns, and also punctuation to help them choose the correct lines. If they don't seem sure how to do this, give some examples, e.g. *g they discovered two new elements* – they = Pierre and Marie, the two elements are then named in the next part of the sentence.

Check the answers with the class.

Answers

1 b 2 f 3 g 4 d 5 e 6 a 7 c

- 4 Students read the instruction. Focus their attention on the examples which have been done for them – the first two time expressions and what they refer to. Elicit one more answer with the class as a further demonstration if necessary. Students work individually to continue the referencing task. Ask them to discuss their answers in pairs when they've finished. Monitor and help as necessary. Check the answers with the class.

Answers

on November 7, 1867 = when Marie Curie was born
at that time = when women couldn't go to university in Poland
in 1891 = when she went to Paris to study physics
Between 1898 and 1902 = when Marie and Pierre discovered two new elements – polonium and radium
At first = when the Nobel Prize was only awarded to Pierre
One month later = when Marie because the first woman to teach at the Sorbonne
After five years = when she received her second Nobel prize
during the First World War = Marie drove trucks with X-ray machines to the soldiers on the front line
A few years later = when Marie started to have problems with her health
Then = when the doctors discovered it was leukaemia
Finally = when she died (in 1934)

- 5 Put students in new pairs and ask them to cover the text of the story. Elicit some information about the start of Marie's life from a few students. Students continue retelling the story in pairs. With weaker students, write key words and dates on the board as prompts. Monitor and help as necessary.

Project

Read the task as a class and elicit a few examples of characters students would like to write about. Monolingual classes will probably come up with ideas quickly and a number of students in the class may wish to write about the same person, which is fine. In this case, you could put students in pairs or groups to research the person, if this is feasible.

In multilingual classes, you could put students from the same country in pairs or groups to work together. Students

can do their research online during lesson time, if you wish, or if there isn't enough time, set the research for homework.

If possible, encourage students to share what they have found out in a brief oral stage with another student or group of students. This helps them to talk about the information before putting their ideas on paper. Encourage students to ask each other questions. They could use the bullet point writing plan on the unit page to structure this sharing stage.

Give students time to write their character's life story in class, or set it for homework. Remind them to use the writing plan. If you don't think students are accustomed to organizing their writing in this way, go through the plan as a class. Refer students back to the model text about Marie Curie and ask them to find the introduction and identify the other parts of the paragraph plan. You could tell them to use sub-headings for clarity as in the model text. Also, bring their attention back to the time expressions used in the text and ask them to use similar time expressions to make their own writing clear.

Once the draft texts are complete, put students into pairs or small groups to read each other's work and help each other with corrections, asking for you to clarify where necessary. You could guide them using a writing code. See *Suggestion* below. Monitor this stage carefully and assist.

If you don't want them to do peer correction, take the texts in for marking and return them in a subsequent lesson with the code prompts for students to self-correct.

SUGGESTION It's a good idea to introduce a writing code to help students correct their own mistakes:

G = grammar problem (or T = wrong tense)

Sp = spelling problem

WW = wrong word chosen

WO = word order problem

Make sure you go through the marking code prompts with the class so they know what they mean. Give examples if necessary.

If you start using it to mark students' written work now, they will soon automatically respond to the prompts.
NB: Remember that it will still be necessary to check whether they've corrected their work accurately or not.

When you are satisfied that most or all errors have been corrected, ask students to write a display copy to put on the classroom wall or school website to allow them to read each other's work. You could ask them to vote for the most interesting story.

Additional material

For students

Online Practice – *Practice*

Workbook p49, *Review*, Grammar exercises 1–3, Vocabulary

Online Practice – *Check your progress*

8 Love it or hate it!

Introduction to the unit

The main focus of this unit is food and drink, with some related work on shopping for everyday things. These themes lend themselves to the presentation and practice of the target items – count and uncount nouns and related issues. Students have a review of the determiners *some* and *any* (in Unit 4 they were introduced mainly with count nouns only) and a focus on *much/many*. Students learn the difference between using the verb *like* to indicate preferences and the similar-looking phrase *would like*, with its function of requesting/offering.

Much of the vocabulary input revolves around food and drink items, eating preferences and cooking. Pronunciation is flagged up in this unit; there is a heightened focus in the *Vocabulary* section on awareness and production of word stress patterns, now that students are learning more and more multi-syllable words as their English progresses.

The *Everyday English* focus is on shopping for your everyday needs in the High Street.

The skills material includes a reading text on the history of ice cream, and a listening task where people talk about memorable meals.

Daily needs

As well as food, there is an emphasis on everyday shopping items found in High Street shops. This section has a strong focus on pronunciation of the vocabulary, particularly in terms of word stress.

Everyday English

In the High Street

In this section, students listen to conversations where people are doing everyday shopping. They practise using *too* for pointing out problems or excessive amounts, e.g. *too big, too many*. There is also a focus on sounding polite, using words and phrases such as *I'd like* instead of *I want* and *Could you give me ... ?* instead of imperative *Give me ... !*

Additional material

Workbook

A number of exercises are provided to practise *like* and *would like*. The other grammar work on *some/any/much/many* and count/uncount nouns is consolidated with sentence completion activities. All of the grammar in the unit is brought together in exercises responding to a text about celebrity chefs. There are also picture matching and wordsearch tasks to practise the vocabulary of daily needs and categorizing activities relating to food words.

Photocopiable activities

There are photocopiable activities to review grammar (*How much / many ... ?*), vocabulary (*Word stress dominoes*), and communication (*Shopping list*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

Count and uncount nouns, *some/any, a lot of*

Students are introduced to the idea of count and uncount nouns with a starter activity about food items. There is a strong element of deduction involved in this grammar point – students have to find out and remember whether a noun is count or uncount. When they have this information, they can use the nouns correctly with determiners and in questions and negatives. They receive extensive help and practise throughout the unit with numerous *Grammar spots* and exercises.

Do you like ... ?/Would you like ... ?

Students listen to a conversation in a restaurant in order to understand the difference between these uses of *like*. They then practise choosing the correct phrase for given situations, and then select appropriate answers to questions which start with one of the two phrases.

Vocabulary

Food and drink

A range of useful food and drink vocabulary is presented. It is strongly linked to the grammar of the unit and students need to memorize the vocabulary items and whether they are count or uncount.

Notes on the unit

Unit opener page summary

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Love it or hate it!'

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind them of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What food and drink do you love or hate?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time, or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for activity:

Put students into pairs and ask them to look at both questions and discuss their answers.

Answers

- 1 Broccoli, carrots, lettuce: we would presume she doesn't from her body language.
- 2 Students' own answers.

Grammar

Count and uncount nouns – *some, any, a lot of*

STARTER SB p80

As a lead-in, you could put students in small groups and set them a challenge: make a list of food words. The first group to write down ten words in English for things we eat are the winners. Don't worry too much about spelling. As it is a lead-in, just elicit words from the team who have ten items. Praise and move on to the *Starter* activity.

- 1 Elicit one or two examples with the class. Students match the food and drink in columns A and B with the photos.

8.1 Play the recording and get students to listen and follow in their books. Students then say the list aloud. Drill the pronunciation of any words students find difficult, highlighting the word stress as necessary. Students are likely to have difficulty with the reduced sounds in *chocolate* /'tʃɒklət/ and *strawberries* /'strɔ:b(ə)rɪz/. There is often a problem with *biscuits* /'bɪskɪts/ as students tend to overcomplicate the final vowel sound, possibly because of how it's pronounced in their language. *Crisps* /krɪspz/ has a tricky consonant cluster at the end and *sausages* /'sɔsɪdʒɪz/ does not sound the same as *age* /eɪdʒ/ so needs extra practice. Ask students to identify which list (A or B) has plural nouns (*list B*).

Answers

A	B
12 tea	9 bananas
16 coffee	1 apples
11 wine	6 strawberries
21 cheese	23 potatoes
15 yoghurt	18 carrots
4 pasta	22 peas
24 ice cream	5 onions
10 apple juice	3 tomatoes
8 bread	17 eggs
20 milk	2 biscuits
14 chocolate	7 crisps
19 broccoli	13 chips
25 chicken	26 sausages

B has plural nouns.

8.1 See SB p80.

- 2 Put students into pairs to complete the sentences with *is* or *are*. Check the answers and elicit that we can't count *broccoli* or *apple juice*, but we can count *tomatoes* and *apples*, i.e. we can say *one apple* and *one tomato*, but not *one broccoli*.

►► Read Grammar reference 8.1 on p146 together in class. Encourage students to ask you questions about it. To help them with the final point in this Grammar Reference, draw a tub of ice cream on the left side of the board and two individual ice creams in cones on the right side of the board. Ask students to point to the ice cream which is uncount and then to the ice cream which is count/plural. Erase one of the ice cream cones and ask students *What is this?* to elicit *It's an ice cream*. Point to the tub and ask the same question. Elicit or tell them *It's ice cream*. Highlight that we don't use the article *a* because it is uncount.

Answers

Uncount nouns

- 1 Milk **is** good for you.
- 2 Apple juice **is** delicious.

Count nouns

- 3 Apples **are** delicious.
- 4 Tomatoes **are** good for you.

You can't count milk. You can count apples.

- 3 Write *I like ...* on the board and elicit the opposite *I don't like ...*. Students should also remember *I love ...* and *I hate ...*. You could elicit these with appropriate emoji faces or a heart for love.

Give some examples yourself of food and drink from p80 which you like and don't like. Give at least one example which begins *When I was a child, I hated/didn't like ...*. With a weaker group, you could drill the phrases from the board and this last phrase too, pointing out the Past Simple form *hated*.

Put students in closed pairs to do the speaking task. When they've finished, ask some students to report what their partner told them. This practises *he/she* and third person *-s* for the Present Simple sentences. Encourage students to self-correct if they make mistakes. After the Past Simple sentences, you could ask students *And now do you hate ... ?* to see if their preferences have changed.

Were you a fussy eater? SB p81

Possible problems

- Up to this point in their learning, students have encountered *some* used in positive sentences with plural count nouns and *any* used in negatives and questions. They now need to be introduced to the idea of uncount nouns which do not have a singular or plural form. Many other languages also have uncount nouns, but they are often not the same, e.g. *bread* is often a count noun in other languages.
- In order to use uncount nouns correctly, students need to understand that they take the third person singular form of verbs, i.e. an uncount noun is always *it*, e.g. *Is there any bread?* (not **Are there any bread?*) and *There's some cheese.* (not **There are some cheese.*).
- A real problem for many learners is that some nouns can be either count or uncount depending on what we are referring to, e.g. *chocolate* is uncount in general, but we talk about *a box of chocolates* (small individual ones – so in this case *chocolate* is a count noun). Also *coffee* is uncount, but in cafés it is common to ask for *two coffees*. This is a reference to *cups of coffee* as the word *cup* is a count noun. Likewise, *yoghurt* is uncount, but we might say *I've got three yoghurts in the fridge.* (referring to individual pots of yoghurt). It is easy to see how these variations can cause serious confusion for some students. It is important then for teachers to be consistent and careful in their approach in this unit to avoid overloading students – but deal sensitively with confusion that could occur.
- To make correct questions about quantity of count and uncount nouns, students need to learn *How many ... ?* and *How much ... ?* respectively. It is highly likely that there will be a lot of mistakes with this to begin with and teachers should monitor all activities very carefully with this in mind and help students to self-correct, e.g. by frequently asking *is this a plural noun or uncount noun?*

The aim of this section is to revise count and uncount nouns and provide practice of *some*, *any*, and *a lot of*.

- 1 8.2 Focus attention on the photo. Explain that Jake and Matt are flatmates and that they are talking about what they like and don't like to eat and drink, and what they liked and didn't like as children.

Pre-teach/Check *fussy eater* and *kid* (informal for *child*), *green vegetables* /grɪn 'vedʒtəb(ə)lɪz/, and *fruit juice* /'fru:t dʒu:s/. You could usefully drill these because students often have difficulty with the reduced sounds in *vegetables* (which mean it only has three syllables, not four) and the vowel sounds in *fruit juice*. Ask students to read the questions.

Play the recording as far as *Ah – you were a fussy eater!* Elicit who was a fussy eater (*Jake*). Play the full recording and ask students to note down the foods that Jake did and didn't like when he was a child, referring to the food items on p80. You could set this up clearly by drawing two columns on the board, headed *liked* and *didn't like*.

Give students time to check in pairs before checking with the class. Elicit the answer to the question about where Jake and Matt go to eat.

Answers

Jake is the fussy eater.

He didn't like: tomatoes, any vegetables (except potatoes)/green vegetables/broccoli, strawberries, coffee and tea.

He liked: chips, bananas, apples, fruit juice (especially orange juice), ice cream, chocolate, crisps, biscuits, sausages, pasta with tomato sauce and some cheese.

They go to Matt's favourite Italian restaurant to eat. It's called Mimmo's.

8.2 Were you a fussy eater?

M = Matt J = Jake

M Oh, good, we have some tomatoes.

J Sorry, Matt. No tomatoes for me. I hate them.

M Come on Jake! Tomatoes are really good for you. I didn't like them much when I was a kid, but I love them now.

J Hmm – I didn't like a lot of things when I was a kid.

M Ah – you were a fussy eater! What didn't you like?

J I didn't like any vegetables. Well, I liked potatoes, but only chips – and I hated all green vegetables.

M Do you like them now?

J Mmm! Not really. I quite like peas, but I still can't eat broccoli. I hate it.

M What about fruit? Did you like any fruit?

J I liked some fruit, but not all. I quite liked bananas and apples, but not strawberries. And I liked fruit juice. I drank a lot of orange juice.

M Yeah, and now you drink a lot of beer!

J Yeah – and coffee. But I didn't like coffee or tea when I was a kid.

M A lot of kids don't like coffee. I didn't like it until I was 16. So what did you like? What were your favourite foods?

J I liked all the usual things kids like – ice cream, chocolate, crisps, biscuits, and oh and sausages – I loved sausages.

M All the unhealthy things!

J Sausages aren't unhealthy! And I liked pasta, too ... with tomato sauce and some cheese on top – that's healthy.

M Tomato sauce!? But you hate tomatoes.

J Tomato sauce is different. Hey, let's not cook tonight. Let's go out to Mimmo's.

M Great idea! It's my favourite Italian restaurant and it isn't too expensive.

- 2 8.2 Give students time to read the gapped lines and try to remember some of the answers before they listen. Focus attention on the example. Play the recording again and get students to complete the lines. Check the answers with the class.

Answers

1 some 2 No, them 3 a lot 4 any 5 all, them 6 it
7 any 8 some, all 9 a lot 10 some

GRAMMAR SPOT SB p81

Look at the examples and question as a class. Allow students time to think about their answers before checking. If necessary, prompt them with the words *uncount, count, plural* on the board.

Answers

We use *some* in positive sentences with both singular uncount nouns (*wine*) and plural count nouns (*tomatoes*).

We use *any* in negative sentences and questions with both singular uncount nouns (*beer, coffee*) and plural count nouns (*bananas, apples*).

►► Read Grammar reference 8.1 and 8.2 on p146 together in class and encourage students to ask you questions about it. Write *There is some ...* and *There are some ...* on the board. Put students in pairs to make sentences, using the pictures on p80. Elicit full sentences and check carefully. Encourage self-correction of any errors.

Remind students that we usually contract *There is* to *There's*.

Do you like ... ?/Would you like ... ?

Possible problems

- 1 It is easy for students to confuse *like* and *would like*. Here are some common mistakes.

*Do you like a coffee?

*I like a cup of tea, please.

Are you hungry? *You like a sandwich?

It is relatively easy for students to perceive the difference between a general expression of liking and a specific polite request for something, but be prepared to deal with mistakes on an ongoing basis as students confuse *like* and *would like*, and especially their accompanying auxiliary verbs *do* and *would*.

- 2 Students have learned that they should use *any* in questions, so perhaps it is best to say that for offers and polite and formal requests we use *would like* and *some*. In other words, this is a special kind of question, an exception to the rule they've learned.

- 3 8.3 Focus attention on the photo of Jake and Matt in the Italian restaurant. Pre-teach/Check *Spaghetti Bolognese* (spaghetti with a thick tomato and minced meat sauce), *sparkling/still/tap water*. Give students time to read the conversation and think about which phrases from the box fit in each gap. Play the recording through once and get students to follow in their books without completing the text. Allow time after they've heard the recording to complete the conversation, then play the recording again so they can check their answers.

Answers

- 1 I'd like
- 2 I really like
- 3 Do you like
- 4 Would you like
- 5 I'd like to
- 6 likes

8.3 In an Italian restaurant

W = waitress M = Matt J = Jake

- W Good evening, guys. What would you like?
M I'd like the Spaghetti Bolognese, please.
J Same for me, please. I really like spaghetti.
W Fine! And would you like the wine list?
J No, thanks. Just a glass of wine for me. Do you like red wine, Matt?
M Yeah. Let's get a bottle of house red.
J Fine! And some water too, please.
W Of course. Would you like sparkling or still?
M Just some tap water, please.
W No problem. Thanks guys.
J Hey, it's our turn to cook for the others tomorrow. What would you like to cook?
M I'd like to cook my very favourite meal.
J And what's that?
M 'Toad in the Hole'. My mum makes the best 'Toad in the Hole' – I can get her recipe.
J 'Toad in the Hole'. Ugh! What's it made of? Toads?
M Of course not! It's made with sausages ... and you like sausages.
J I love them. Everyone likes sausages.

- 4 Give students time to answer the *true/false* questions, working in pairs. Encourage them to correct the false ones. It is important that students understand the content of conversations and don't only focus on grammar or vocabulary tasks.

Answers

- 1 ✓
- 2 ✗ He really likes spaghetti.
- 3 ✗ They'd like a bottle of red wine.
- 4 ✗ They ask for some tap water.
- 5 ✓
- 6 ✗ He doesn't know about 'Toad in the Hole'.

- 5 Students work in groups of three to practise the conversation between the waitress, Jake, and Matt. Before they start, a little pronunciation work will help because there are a number of tricky aspects:

Would – students need to know the character */* is silent: /wʊd/ and we usually pronounce *Would you* as /wʊdʒə/.

So the full phrase for offering is /wʊdʒə 'laɪk/. In the request, we contract *I would* to *I'd* so the full request is /aɪd 'laɪk/. Model yourself or use the recording. Drill these sentences from the conversation chorally and individually:

What would you like? /'wɒt wʊd jə 'laɪk/

I'd like the spaghetti. /aɪd laɪk ðə spə'geɪ/

Would you like the wine list? /wʊd jə laɪk ðə 'waɪn 'lɪst/

Would you like sparkling or still?

/wʊd jə laɪk spɑːklɪŋ ɔː 'stɪl/

What would you like to cook? /'wɒt wʊd jə 'laɪk tə 'kʊk/

I'd like to cook my very favourite meal.

/aɪd laɪk tə kʊk 'maɪ 'veri feɪvərət mi:l/

Monitor as they practise the whole conversation. If students do have problems with pronunciation, play the recording again and drill difficult lines as a class.

If you have time, encourage students to practise the conversation three times so they take turns in each of the roles.

EXTRA IDEA Students work in new groups and practise the conversation again, changing the things they order.

GRAMMAR SPOT SB p81

- 1 Look at the *Grammar spot* questions as a class. This section is intended to alert students to the difference between *I like* and *I'd like*. Don't attempt to go into a full presentation of the uses of *would* at this stage, just introduce it as a polite way of making requests and offers.

Answer

The sentences in column B: *Would you like some wine?* and *I'd like some spaghetti* mean *Do you want ...* and *I want ...*

Point out that *some* is used with requests and offers. However, when we talk about things in general, we do not use an article/determiner with plural count nouns or with uncount nouns. You could write these examples on the board:

I like biscuits. (NOT **I like some biscuits.*)

I don't like tea very much. (NOT **I don't like any tea very much.*)

Do you like Chinese food? (NOT **Do you like any Chinese food?*)

- 2/3 These sections demonstrate the special use of *some* in requests and offers, and *any* in other questions and negatives. Read the notes as a class.

▶▶ Read Grammar reference 8.3 on p146 together in class, and encourage students to ask you questions about it. You could ask students to write down three requests for food or drink and also three offers to check they are using *a/an* or *some* in these questions and statements. Monitor carefully and help students to self-correct where necessary.

Practice SB p82

Do you like ... ?/Would you like ... ?

- 1 Point out that these are mini-conversations. Elicit the answer to question 1 as an example with the whole class. Elicit that *I'd like* is correct because it is a request and also point out the article *a* before *steak*. Students have just learned that with *I like* we don't use articles or *some/any*.

🔊 8.4 Students work alone or in pairs to choose the correct form. Play the recording for them to check their answers. Go through any they have got wrong to make sure they understand why, referring them to the Grammar reference on p146 if necessary.

Put students in pairs to practise the conversations. Monitor and check for accurate pronunciation. Drill any difficult lines with the class.

Answers and audioscript

🔊 8.4 Would you like?/Do you like?

- 1 A Excuse me, are you ready to order?
B Yes. **I'd like** a steak, please.
2 A **Would you like** a sandwich?
B No, thanks. I'm not hungry.
3 A **Do you like** Ella?
B Yes. She's very nice.
4 A **Would you like** a cold drink?
B Yes, please. I'd love one.

- 5 A Can I help you?
B Yes. **We'd like** a table for two, please.
6 A What do you do in your free time?
B Well, **I like** going to the gym.

- 2 🔊 8.5 Highlight that the questions are only on the recording, so students must listen carefully. Play the first question and elicit the correct reply as an example. Students listen to the rest of the questions and complete the exercise. (They check answers at the next stage.)

🔊 8.5

- 1 What kind of wine do you like?
2 Would you like a cheese and ham sandwich?
3 Who's your favourite author?
4 What do you want for your birthday?
5 Do you have any pets?
6 Would you like some ice cream for dessert?

🔊 8.6 Play the recording. This time it is the questions and the correct answers so students check they chose the right ones. Then put them in pairs to practise the conversations, using the audioscript on p137.

Answers and audioscript

🔊 8.6 Listen and check

- 1 A What kind of wine do you like?
B I like French wine, especially red.
2 A Would you like a cheese and ham sandwich?
B Just cheese, please. I don't like ham.
3 A Who's your favourite author?
B I like books by Jodi Picoult.
4 A What do you want for your birthday?
B I'd like a new computer.
5 A Do you have any pets?
B I'd like a dog, but Dad says no.
6 A Do you want some ice cream for dessert?
B No, thanks. I don't like ice cream.

a, an or some?

- 3 The aim of this exercise is to consolidate the concept of count and uncount nouns and practise the use of *a/an* and *some*. Use the section to check how well students have grasped the concept and be prepared to explain further, using L1 if possible.

Focus attention on the examples. Students then work in pairs to write *a, an* or *some* before the nouns.

Answers

- 1 a 2 some 3 some 4 some 5 an 6 some 7 a
8 some 9 some 10 an

Cooking for friends SB p82

some/any/a lot, much/many

The aim of this section is to practise *some/any* and introduce (*not*) *much/many* with count and uncount nouns. The question forms *How much ... ?* and *How many ... ?* are also practised.

If you have time to prepare for this, you could bring in a tablespoon and also some of the ingredients. Looking at – and touching – the real items is a great way to stimulate the brain to remember a lesson.

Possible problems

Students have already used *How much ... ?* when talking about prices in Unit 4. They may therefore use it more automatically than *How many ... ?*, resulting in mistakes such as **How much apples do we have?* It is important to monitor carefully and encourage self-correction.

- 1 Focus attention on the photo at the bottom of the page and ask students what they can remember about Jake and Matt. (*They are students and flatmates. They both like Italian food, etc.*). Ask *Who does Matt want to cook for?* (his student friends).

Focus attention on the photo of the toad and elicit the word. Then ask students to look at the food on the plate: *Toad in the Hole*. Elicit the answers to the questions. Explain that this is a traditional dish often served as a family meal or as part of a pub menu. Give students time to read the list of ingredients. Deal with any vocabulary queries, using the photos to help. Check they remember how to pronounce *vegetable* /'vedʒtəb(ə)l/ and *sausages* /'sɒsɪdʒɪz/. *Thyme* /taɪm/ is a herb which can be used fresh or dried.

Check that students recognize the abbreviations *tbsp* (tablespoon), *g* (gram), and *ml* (millilitre). Explain and drill the words *ingredients* /ɪn'ɡri:diənts/ and *recipe* /'resəpi/.

Answer

It's not an actual toad in a real hole.

- 2 Focus attention on the photo of the ingredients on the worktop. Read the examples with the class. Put students in pairs to continue talking about the ingredients for the recipe. Monitor and check carefully for correct use of *many* with count nouns and *much* with uncount nouns. If students have major problems, go through the *Grammar spot* with the class, then get them to repeat the pairwork. Elicit sentences from the class and write them on the board. One point you may need to clarify is the difference between *not many* and *not any*, e.g. *There aren't many eggs. There aren't any peas.* Ask *How many eggs are there?* (2) and *How many peas are there?* (0).
Correct any mistakes carefully.

Answers

There aren't many sausages.
There's some salt and pepper.
There's some flour and some milk.
There aren't any peas.
There isn't any thyme.

- 3 8.7 Explain that Jake and Matt are talking about the ingredients they have and don't have for making the recipe, so they can make a shopping list. Ask students to listen to the recording with books closed and make a note of the things they want to buy at the supermarket. With a weaker group, tell them that the shopping list consists of four things. Play the recording. Put students in pairs to check their lists are the same. Then elicit answers from the class. You may need to teach the word *herbs*. Help students understand that when Matt says *That'll do* about the vegetable oil, he means that it's OK, they don't need to buy more.

Answer

They want to buy eggs, thyme, sausages, and frozen peas.

- 4 Give students time to complete the conversation that they listened to. They can do this in pairs if you wish.

8.7 Play the recording again for students to check their answers.

Put students in pairs to practise the conversation. Monitor and check. If students have problems with pronunciation and intonation, play the recording again and get students to repeat key sentences before practising the conversation again.

Answers

1 any 2 much 3 some 4 many 5 many
6 a lot 7 a lot 8 a lot 9 much 10 some
11 a lot 12 any 13 any 14 many

8.7 The shopping list

M = Matt J = Jake

M Mum's recipe for 'Toad in the Hole' looks easy.

J Good! Would you like me to help?

M It's OK. I like cooking. You can help make the shopping list.

J OK.

M Now, do we have any eggs? And how much milk and flour is there?

J Well, we have some eggs, but not many, just two. How many do we need?

M Three.

J OK, put eggs on the list.

M And milk? We need a lot of milk.

J No problem. We have a lot. And we have a lot of flour, too.

M Great! And vegetable oil? How much oil is there?

J There's some, but not a lot. ... Look!

M That'll do! What about herbs? Do we have any thyme?

J I can't see any.

M OK, we need thyme. Now, what else?

J Sausages! They're very important. We have two, but they look really old and sad! How many do we need?

M Eight! Put sausages on the list. Oh, and a large packet of frozen peas. Is that it?

J Yeah! So first the supermarket, then the cooking. I can't wait to try this!

GRAMMAR SPOT SB p83

1/2 Read the *Grammar spot* as a class. Ask some students to read the examples aloud.

3 Explain to students that *a lot of* is used with both count and uncount nouns. It describes a large quantity or amount of something.

►► Read Grammar reference 8.4 on p146 together in class, and encourage students to ask you questions about it. For further controlled practice in the use of *Is/ Are there any ... ?* + count/uncount nouns as well as *How much/many ... ?*, write the following prompts on the board about the Toad in the Hole recipe: *Eggs? Oil? and Is there ... ? Are there ... ? How much ... ? How many ... ?*

Elicit the question for eggs: *Are there any eggs in Toad in the Hole?* And ask a different student for the answer. (Yes, there are.) Then elicit a question about eggs starting with *How ... ?* (*How many eggs are there in Toad in the Hole?*) and again, elicit the answer from a different student (There are three eggs.). Do the same with *oil*, which is uncount. If necessary, continue with other prompt words *Flour? Peas? Milk? Sausages?*

Practice SB p83

much or many?

This practice extends the learning away from food and drink and includes a range of other vocabulary.

- Pre-teach/Check *petrol*. Focus attention on the first sentence. Ask *Why much, not many?* (*toast* is an uncount noun in English). Students work in pairs to complete the questions using *much* or *many*. Check answers together. Students sometimes have difficulty with the concept that *money* and *time* are uncount nouns because we can so clearly count coins, notes, minutes, and hours. You need to emphasize that this is a matter of vocabulary, not concept. It is simply the words *money* and *time* which are uncountable in English grammar terms.

Answers

- 1 much 2 much 3 many 4 much 5 much 6 many
7 many 8 much

- ⑩ 8.8 Pre-teach/Check *vanilla*. Students choose an answer for each question in exercise 1. Do the first one as a demonstration with the class. Students continue to match the questions and answers in pairs. Play the recording so they can check their answers.

Put students in pairs to practise the questions and answers. If students have problems with pronunciation, drill some of the exchanges chorally and individually.

Answers

- a 4 b 7 c 1 d 2 e 8 f 6 g 3 h 5

⑩ 8.8 *much or many?*

- A How much toast would you like?
B Just one piece, please.
- A How much ice cream do we have left?
B Not a lot. Just some vanilla.
- A How many people were at the wedding?
B About 150.
- A How much money do you have in your pocket?
B Just fifty p.
- A How much petrol is there in the car?
B It's full.
- A How many children does your brother have?
B Two. A boy and a girl.
- A How many days is it until your birthday?
B It's tomorrow!
- A How much time did you need for this exercise?
B Just three minutes.

Check it

- Students work alone to complete the task and then share their answers in pairs. Check answers together, and the reasons why they are correct. At this stage, students should be able to use the words *count*, *uncount* and *singular*, *plural* to say why an answer is correct. Encourage them to try to do this. Clarify yourself as necessary. The last sentence (number 9) shows a different way to say *There isn't any* or *We don't have any*. Point this out to students and give some more examples to show that *no* can be used with plural count and uncount nouns, e.g. *There are no toads in Toad in the Hole*. *There's no money in my pocket*.

Answers

- 1 sugar 2 eggs 3 cheese 4 sandwich 5 some
6 broccoli 7 tea 8 cousins 9 no

Talking about you

- Give students enough time to read all the questions and look at the photo and recipe of 'Toad in the Hole' again. Elicit the answer to the first question with a show of hands *Who would like to eat this?* Ask a few students to try to tell you why/why not. Give them some thinking time for the other questions. If your class is small, elicit answers and discuss together. Otherwise, put students in small groups to share their answers. Monitor their discussions and feed in any useful vocabulary they need, but don't over-correct mistakes. Note any mistakes with *some/any/much/many* to correct at the end. For the second question, when they've said what they can about how to make the dish, ask them to turn to p150, where they can read about how to make it. There is some new vocabulary in this text which you'll need to teach: *preparation, method, heat oven, roasting tin, batter, mix, pour, return to oven, serve*.

Additional material

For teachers

Photocopiable activity – Grammar: *How much / many ... ?* pp209–10

For students

Online Practice – *Look again*

Workbook pp51–3, exercises 1–11

Reading and speaking SB p84

We all love ice cream!

About the text

This is a text about ice cream, which is a food that is generally popular and eaten in many countries. There is a great deal of historical information including names, places, and dates in the text. This is one reason that on this occasion the text is accompanied by audio – students listen as they read. It will help them to avoid getting bogged down in the detail. The text uses the Past Simple and the Present Simple. It is divided into manageable sections.

Students practise locating names and dates in the text and explaining what they relate to. They also use the information from the text they have read to recount the history of ice cream orally.

The following names are people who students need to identify in the text. Don't give them extra information about these people until after exercise 2:

Marco Polo /ma:kəʊ 'pəʊləʊ/

Catherine de Medici /'kæθərɪn di: medɪtʃi/

Henri II /'ɒnri sekənd/

Charles I /'tʃa:rlz ðə fɜ:st/

Lady Anne Fanshaw /leɪdi æn 'fænfʃəʊ/

Procopio dei Coltelli /prəʊkəʊpiəʊ dei: kəl'teli/

Ronald Reagan /'rɒnəld reɪgən/

Other names mentioned are:

Alexander the Great

Roman Emperor Nero

President George Washington

NASA

Vocabulary: You will need to pre-teach/check the following vocabulary, or students could check for themselves in a dictionary or translator: *freeze, snow, century, noblewoman, be a fan of, chef, royal banquet, appear, luxury, ice cream parlour, factory, grocery shop, popularity, menu, settlers, advertisement, victory, unusual, mashed potato, melt, industry.*

There are other new words in the text, too. Students can guess the meaning from the context, help each other, and use translators/dictionaries. Be ready to respond to queries, but also to remind students that they don't have to understand every word in order to understand a lot of the meaning of the text.

- 1 Focus students on the title of the lesson *We all love ice cream!* and say that you'd like to know if it is true. Conduct a quick show of hands – *Put your hand up if you love ice cream.* Teach the word *flavour* /'fleɪvə(r)/ and elicit a few flavours from the class. You could use the photo to help.

Put students in small groups to answer the questions. Bring the class back together and find out which is the overall favourite flavour of ice cream.

- 2 **8.9** Before they listen and read about the history of ice cream, make sure students have looked at the list of people's names and understood what information they need to find about each one (*who they were, nationality, what connection they have with ice cream*). Tell them not to make notes while they listen, but just notice where each person is mentioned in the text and any information they understand about them. Play the recording. Then give students plenty of time to do the task individually. When they've finished, they can check their ideas in pairs. Encourage them to scan for the names and information they need rather than trying to understand everything. Also, point out that for this exercise and the two which follow, they only need to read the main text, not the *Amazing facts* section at the end.

Elicit answers from the class. Don't be too worried about the pronunciation of the people's names. Help students to pronounce nationality words well (*Italian, French, English, American*).

Answers

Marco Polo: An Italian explorer who brought a recipe for ice cream back from China to Italy.

Catherine de Medici and Henri II: An Italian noblewoman and her French husband (a king). She was a fan of ice cream and introduced Henri to it.

Charles I: An English king who became a fan of ice cream when his French chef made it for him at a banquet. He called it 'cream ice' and paid his chef £500 to keep the recipe secret.

Lady Anne Fanshaw: An English cookery book writer. She included an ice cream recipe in her cookery book and called it 'Icy cream'.

Procopio dei Coltelli: A Sicilian café owner, who opened an ice cream café in Paris. His 'gelato' was made of milk, cream, butter and eggs.

Ronald Reagan: An American president who made July 'National Ice Cream Month' in 1984.

8.9 See SB p84.

- 3 Write the word *first* on the board. You could make it a race for students to scan the text and circle this word the five times it appears. Praise fast finishers and clarify where each *first* is in the text. Give students enough time to read around the word each time and discover what it refers to. As before, they can also help each other in pairs. Elicit answers from the class. Respond to any vocabulary queries which have come up so far.

Answers

The first people in Europe to enjoy ice cream were the Italians.

When ice cream first appeared on a restaurant menu (1686).

When the first ice cream advertisement appeared (1777 in the *New York Gazette*).

When the first ice cream parlour opened in New York City (1790).

When the first ice cream factory opened in Baltimore (1851).

- 4 The focus here moves on to dates. You could go through the dates in the box with the class, eliciting how to say them. Remind students that they practised this earlier on in the course. Students work individually to locate and understand the relevance of each date in the text.

SUGGESTION If you don't have much time, you could divide the class in three groups and give each group just three of the dates to research. Then remember to ask students only for answers to the dates they looked for.

Elicit answers from the class. If you think students are just repeating the words from the text without fully understanding the meaning, you will need to ask further checking questions.

Answers

200BC = When the Chinese used ice to freeze rice with milk.

1293 = When Marco Polo returned home from East Asia, bringing the recipe for ice cream with him.

1533 = When Catherine de Medici married Henri II and introduced ice cream to him.

1665 = When a recipe for ice cream appeared in an English cookery book.

1686 = When ice cream first appeared on a restaurant menu.

early 1700s = When European settlers arrived in America.

1930s = When grocery shops started selling ice cream.

1946 = The Americans celebrated victory in World War II with ice cream.

1984 = When July became 'National Ice Cream Month' in the US.

- 5 **8.10** This exercise focuses only on the *Ice cream – some amazing facts* section of the text. The aim is for students to understand enough to be able to react to the facts. Allow them to use dictionaries and translators, if necessary. Give information about George Washington and NASA if you think it will help their comprehension. Ask students to answer the questions in pairs before you conduct a class discussion. This will enable them to help each other with comprehension difficulties and practise sharing their opinions with just one person in order to gain confidence before the whole-class feedback.

Elicit ideas from the class. Encourage students to try to give reasons why/why not. You can add your own opinion and encourage students to agree or disagree with you to prompt further discussion, especially of facts which none of the students have mentioned.

8.10 See SB p85.

In your own words

Focus students' attention on the headings as prompts for the speaking task. For a greater challenge, write the headings up on the board and ask them to close their books. Put them in pairs to recount the history of ice cream together. They can take turns to speak about alternate headings or simply assist each other as they go along. Monitor and note any serious errors for correction afterwards.

Encourage the students to work together as a class to recount the content of the text. Elicit it little by little from different students around the room. You could ask students to raise a hand if they have something to add in order to make the history as full of detail as possible. Praise them for their efforts and tell them that the ability to relay facts in English is a very useful skill to have and practise.

Additional material

For students

Online Practice – *Practice*

Listening and speaking SB p85

A meal to remember

About the listening

Students hear two different people talking about a meal which was important to them and which is therefore very memorable for them. These are monologues and there is one male speaker and one female speaker.

- 1 **8.11** Pre-teach and drill pronunciation of *remember* /rɪ'membə(r)/, *memory* /'mem(ə)ri/, and *memorable* /'mem(ə)rəbl/. Point out that students will listen to two speakers, each talking about a special meal. The male speaker is called John and the female speaker is called Alison. Their first task is to identify the setting of each meal. Play the recording and elicit which photo corresponds with which speaker.

Answers

The main photo of the boat and the sea corresponds to Alison's story. The smaller photo of a bowl of mussels is about John's special meal.

8.11 A meal to remember

1 John

For me it has to be this. I was with my girlfriend in France, in Nîmes in the south. We were students, studying the language, and, of course, we didn't have any money ... well ... very little money. We knew a cheap, but good, café near where we lived, but we could still only afford one meal between us. We ordered one small steak and some chips to share – we finished it in minutes. The man at the next table had a mountain of mussels and some bread and wine. He looked at us and smiled, then he said – er – in French, of course, 'I'm not so hungry this evening – would you like some of these?' And he gave us a big bowl of his mussels. The café owner saw this and smiled, and then he came over to our table with two bottles of really good white wine and four glasses. And so we all – the café patron, the kind man, my girlfriend and I, sat down together and enjoyed delicious food and drink, excellent conversation and a lot of laughs. It was a great evening and a meal to remember for the rest of my life!

2 Alison

This – er – is a very memorable meal for me, from many years ago. My husband and I were living and working in East Africa, on the coast – er, in a town called Tanga in Tanzania. Er – Tanga's a port, so

lots of boats came there from all over the world – and – some from North Africa – and – er, we often had Arab dhows there, selling rugs. We bought one, a really beautiful one – and we still have it. Anyway, because of this, we were invited to a meal on board one of the dhows. We were really excited. What an experience! We took our ten-month-old daughter with us and sailed out to the dhow. We could smell the most fabulous smell as we got near to it. The men welcomed us warmly and helped us aboard with the baby. And there, in the middle of the deck, was one huge bowl of the most delicious chicken curry, er – it looked and smelt fantastic! Then, ... all the men, and my husband, sat down on the deck round the bowl and started eating, just with their hands, taking out large pieces of chicken. Unfortunately, according to custom, because I was a woman, I couldn't eat with them. I just held the baby and watched. Finally, they finished and it was my turn – the only problem was that there was no chicken left in the curry! Just some sauce! That didn't please me at all and – er – it's why I will always remember that meal!

- 2 **8.11** Students hear the same speakers again, but this time answer specific questions about the meals to complete the chart. Give them time to read the questions and check comprehension of *memorable*. Elicit that *memorable* can mean that you remember something for positive or for negative reasons. Play the recording again. With a weaker group, pause when necessary to give students extra time to write down their answers. Let them check their answers in pairs before you elicit them from the whole class. Respond to any vocabulary queries about either speaker. New vocabulary may be: *afford*, *mussels*, *café patron*, *port*, *Arab dhow* /daʊ/, *rug*, *aboard*, *custom*.

Answers

	John	Alison
1 Where were they?	France, Nîmes.	Tanga, Tanzania.
2 When was it?	When he was a student.	Many years ago.
3 What did they eat?	Steak and chips, mussels with bread and wine.	Chicken curry.
4 Who did they eat with?	The café owner and the man, and his (John's) girlfriend.	Arab rug sellers and her husband and baby.
5 Why was it so memorable?	Because the man and the café owner were so kind and they all had a good time together.	Because she wasn't allowed to eat with the men, and by the time she got to the bowl, all the chicken had gone, and only sauce was left.

What do you think?

Put students into groups of three or four. Before they start talking together, make sure you go through all the questions as a class. Check they know and can pronounce the word *worst* /wɜːst/.

Allow plenty of time for students to discuss. Encourage them to give as much information about their stories as they can and to ask each other questions. Also, encourage them to respond to what their group members say with natural exclamations such as *Oh no! Really?* or *Wow!* or *Nice! Fantastic!*, etc.

Do not insist too much on accuracy during the storytelling and only assist if meaning is compromised or students need specific vocabulary to be able to explain.

Encourage some students to report to the class on another person's experience from their group. Again, the emphasis is on mutual understanding, rather than accuracy. Respond naturally to what they say. Praise their efforts.

VIDEO In this unit students can watch a video about the world of food and find out which international dishes are popular in the UK. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *A world of food*

For students

Online Practice – *Practice*

Vocabulary and pronunciation SB p86

Daily needs

Possible problems

- Students may need reminding of the use of 's in words like *chemist's*, *newsagent's*, and *stationer's*. Explain that this means the chemist's/newsagent's/stationer's shop, but we don't need to say the word *shop*.
- There might not be the direct equivalent of a newsagent's in your students' countries. In the UK, a newsagent sells newspapers, magazines, cigarettes, sweets, and small items such as birthday cards and soft drinks.

- As a lead-in to the lesson, write *supermarket* on the board and elicit the names of supermarkets that students know. Ask them which they like to shop in and why. Pre-teach the words *newsagent's*, *chemist's*, and *stationer's*, which they will need later in the lesson.

Ask students *What everyday things do you usually buy?* They can point to the photos of everyday items. Focus attention on the shopping list as well as the photos. Elicit the correct photo for *aspirin*. Then get students to complete the task, working in pairs, writing the photo numbers next to each shopping list item. Check the answers with the class.

Answers

- 1 suncream 2 deodorant 3 batteries 4 pens and pencils
5 aspirin 6 sellotape 7 adaptor 8 magazine
9 notebook 10 chocolate 11 toothpaste 12 scissors
13 plasters 14 envelopes 15 shampoo

8.12 Play the recording so students can repeat all the words for natural pronunciation. Drill any problem words again. Students may find *scissors* /'sɪzə(r)z/, *deodorant* /di'əʊd(ə)rənt/, and *chocolate* /'tʃɒklət/ tricky due to silent letters and reduced sounds.

8.12 Shopping list

aspirin plasters deodorant toothpaste shampoo suncream
batteries scissors adaptor notebook pens and pencils envelopes
sellotape magazine chocolate

- Students now focus on the number of syllables in the words and where the stress falls. They should have a good idea of what *word stress* means, but may need a reminder of how important it is in English because English is a stress-timed language. If a student knows the correct word for an item, but pronounces it with the stress on the wrong syllable, this can be enough to cause a breakdown in communication.

Make sure students understand the convention of stress patterns in the Student's Book – the circles indicate the number of syllables and the larger circle indicates the main stress.

Focus attention on the example. Say *aspirin* /'æsprɪn/ and ask *How many syllables?* (two).

- 8.12** Play the recording, pausing after each word, if necessary, to give students time to write their answers. Allow students to check in pairs before checking with the class. Play the recording again and get students to repeat chorally and individually.

Answers

Oo	oO	Ooo	oOo	ooO
aspirin plasters toothpaste suncream pencils chocolate notebook scissors batteries	shampoo	envelopes sellotape	deodorant adaptor	magazine

- Focus attention on the picture of the High Street and quickly check pronunciation of the names of the shops in the box. Focus attention on the example. Students then work in pairs and continue categorizing the items in exercise 1. Check the answers with the class.

SUGGESTION You can extend the activity by getting students to brainstorm other items that can be bought at the shops in exercise 3. Get them to check the spelling and pronunciation, recording both in their vocabulary notebooks.

Possible answers

Newsagent's: aspirin, scissors, pen, pencils, notebook, chocolate, batteries, envelope, sellotape, magazine

Chemist's: aspirin, suncream, plasters, toothpaste, deodorant

Stationer's: scissors, pens, pencils, notebook, batteries, envelopes, sellotape, adaptor

Talking about you

Get two students to read out the example conversation in an open pair across the class. With a weaker group, elicit more questions they could ask about shopping for daily needs, e.g. *Where did you buy it? Why did you buy it? How much did it cost?*

Put students in closed pairs to talk about shopping for the things in the pictures. Monitor carefully and encourage weaker students to ask questions by prompting them. When

they've been speaking for a few minutes, give a time limit to the end of the task so they all finish together. You could ask a few students to feed back to the class something they learned about their partner's shopping. Remind them to use *he* and *she* appropriately if necessary.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Word stress dominoes* pp211–12

For students

Online Practice – *Look again*

Workbook p50, exercises 1–4; p54, exercises 1–2

Everyday English SB p87

Shopping in the High Street

This section focuses on the language of asking for things in shops and cafés, and how to sound polite. It recycles the language of polite requests from Unit 5 *Can/Could I ... ?* and also consolidates *would like* from this unit.

Possible problems

The conversations in this section include *too*, e.g. *too big*, *too many*. Students may already know this word, but with the meaning of *also*, e.g. *I like ice cream, too*. You will need to explain that there is more than one meaning of this word and give further examples of the new use, which clearly shows that *too* is negative in this context, meaning more than is necessary or wanted.

SUGGESTION You could help to add authenticity to the roleplays in this section by bringing in some props for exercises 2, 3, and 6. If it is difficult to supply real objects, you could bring in empty packets of aspirin, toothpaste, etc. for exercise 2/3, and empty (paper or plastic) plates, cups, etc. for exercise 6. Having objects to handle can help students remember their lines, encourage them to interact with their partner more fully, and also build confidence, especially in weaker students.

- 1 **8.13** Tell students they are going to hear three conversations in High Street shops. Give students time to read the gapped conversations quickly. Ask *Where are the people in each conversation?* (1 a newsagent's, 2 a chemist's, 3 a stationer's).

Play conversation 1. Give students time to complete the missing words. Play the rest of the recording and get students to complete the task.

Check the answers with the class. If students query AA (double A) in conversation 1, get them to refer back to the question *What sort ... ?* and elicit that AA refers to a type of battery. Explain to students that *too* in this context is used to mean 'above the amount needed'.

Answers and audioscript

8.13 Shopping in the High Street

- 1
A I'd like some batteries, please.
B What **sort** do you want?
A Double-A, please.
B Would you like a packet of four or six?
A Six is **too many**. Four is **enough**.
B Anything else?
A That's **all**, thanks.

2

- C Have you got any baby shampoo, please?
D Yes, we have. Small or **large**?
C The large is **too big**. The small is fine.
D Anything **else**?
C No, thanks. How much is that?

3

- E I'm looking for a nice pen for a present.
F What about this one? It's £25.
E No, that's **too much**. I don't want to spend that much.
F Well, this one is £12.
E That's **better**. And I need some pencils as well.
F There are ten pencils in this packet.
E But I **only** want two!
F I'm afraid I only have packets of ten. Sorry.

- 2 Check the pronunciation of *enough* /ɪˈnʌf/. Then put students into pairs to learn two of the conversations. If possible, pair weaker students with a stronger classmate. Ask students to change roles after the first conversation so that they both play the shopper and the assistant. Monitor and check pronunciation. If students have problems, play the recording again and drill key lines chorally and individually.

Hand out appropriate props if you are using them (see *Suggestion* on left) and encourage students to move around as if they are really acting. Students act out their conversations for the class. Encourage the class to prompt if students forget their lines. Keep it light-hearted and praise students when they've done their acting. You can encourage the class to give a round of applause to each pair.

- 3 Refer students back to the shopping list in exercise 1 on p86. Give students time to choose which shops (newsagent's, hardware shop, chemist's, stationer's) they want to set their conversations in, and which objects they are going to ask for. With larger classes, you may need to allocate shops and objects to ensure there is a spread of content.

Hand out appropriate props again if you are using them as per *Suggestion*. Students roleplay their conversations in closed pairs. Monitor and help, feeding in vocabulary as necessary. Remind students to change roles after each conversation. Note down any common errors, but don't feed back on these until after the activity.

If you have time and your students enjoy roleplay, you could get them to act out some of their conversations for the class.

Sounding polite

This section gives students the opportunity to analyse structures they know in terms of politeness, and also focus on their pronunciation in order to sound polite.

- 4 **8.14** Pre-teach/Check *smoothie* /ˈsmuːði/ (a thick, smooth drink of fresh fruit puréed with milk, yogurt, or ice cream) and *latte* /ˈlɑːteɪ/ (one or two shots of espresso coffee with frothy steamed milk). Give students time to read the sentences. Even before listening, students could give their opinions about which sentences sound more polite.

Then play the recording and ask students to tick the sentences that sound more polite.

Check with the class. Ask students *What is the problem with the other sentences?* (they are too direct to use with someone you don't know – students could convey this in L1 if necessary/appropriate).

Answers

I'd like a latte, please.

Can I have an egg sandwich, please?

Could you bring me some ketchup?

8.14 Sounding polite

I'd like a latte, please.

I want a hot chocolate.

Give me some cheesecake!

Can I have an egg sandwich, please?

Two cups of tea.

Could you bring me some ketchup?

- 5 Pre-teach/Check *croissant* /'krwæsɒ̃/. Give students time to read through the gapped conversation. Check students understand that *Have in* means the same as *Eat in*, i.e. drink or eat in the café. If they ask about *Of course* in the last sentence, reassure them that it's a polite response similar to *OK, sure, no problem*. Give students time to complete the conversation. Remind them of the need to sound polite. Put students in pairs to share their answers before listening and make any changes.

- 8.15 Play the recording and let students compare their answers. They may want to check with you whether their answer is grammatically correct if it is different to the recording. You'll also need to respond to queries about politeness.

Answers and audioscript

8.15 In a café

A Hi! What can I get you?

B I'd like a latte, please.

A Sure. To have in or take away?

B Have in.

A And what size do you want? Small, medium or large?

B Large, please.

A Would you like anything to eat? A croissant? Some toast?

B I'd like some toast, please.

A No problem.

B And can I have some honey with the toast?

A Of course. Take a seat and I'll bring it over.

- 6 Put students in pairs to practise the conversation. Monitor and check for accurate pronunciation and intonation. If students sound flat, focus on the main stress and voice range on the lines. Exaggerate the voice range if necessary, drilling key lines chorally and individually.
- 7 Briefly review food and drinks that you can buy in a café. (Students could make a mini menu of four or five food items and two or three drinks for the purposes of the exercise.) Put students in new pairs to have their own café conversations. Hand out appropriate props if you are using them. Students roleplay their conversations in closed pairs. Monitor and help, feeding in vocabulary as necessary. Remind students to change roles after each conversation so that they both play the customer and the assistant. The main aim of this activity is to practise sounding polite so errors in this regard are ones to prioritize for feedback afterwards.

If you have time and your students enjoy roleplay, you could get them to act out some of their conversations for the class.

Additional material

For teachers

Photocopiable activity – Communication: *Shopping list* pp213–14

For students

Online Practice – *Look again*

Workbook p55, exercise 1

Online Practice – *Practice*

Writing SB p88

Formal/Informal writing

Two emails

This section of the writing syllabus allows students to look at aspects of tone and register by comparing two thank-you emails, one to a boyfriend and the other to the boyfriend's parents. Students focus on the choice of greeting and sign off in the emails, as well as looking at the language chosen in the body of the email.

- 1 Write the name *Matt* on the board. Ask students what they can remember about this person from Student's Book pp81–3, i.e. *He's a student. He shares a flat with Jake. With Jake he prepared Toad in the Hole for their student friends*. Now focus attention on the photo of Tanya and tell students that she is Matt's girlfriend.

Students read the instructions for exercise 1. Pre-teach/Check *Just kidding* (= (I'm) only joking), *starving, hungry, coach, coach station, disgusting, You're a star* (= someone who does something kind and helpful), *to miss someone*. Ask students to read all the questions before they read Tanya's email to Matt. Deal with any queries about the questions. When they have read the email and answered the questions, put students in pairs to discuss their answers. Monitor and help as necessary. Check the answers with the class.

Students may want to know the word *soooooooooo* and it's good to tell them that for certain words in English in informal writing we make them long for emphasis, as we would do in spoken English. This word is *so*, but stretched out for emphasis. At this point you could also point out the emoticon or emoji which follows *Just kidding*. Many students may be familiar with these special characters which are used to indicate emotion, but they may not be international. This particular little face is winking, which for British people means the writer is making a joke or making fun in a light-hearted way. (Bear in mind that winking is not appropriate in all cultures.)

Answers

- 1 Yes, she did.
- 2 We think so – she says the meal is fantastic.
- 3 She wants to cook Toad in the Hole for her friends in Manchester.
- 4 She travelled by coach.
- 5 She danced all night and went to bed at 4 a.m.
- 6 He got up early to take Tanya to the coach station.
- 7 She would like to see him soon.
- 8 It's informal.
- 9 She visited him before the exams.

- 2 Focus attention on Tanya's second email and read the instructions for exercise 2 with the class. Give students time to read Tanya's email to Matt's parents, but encourage them not to reach for their dictionaries or it will take a long time. Put students in pairs to discuss their answers. Monitor and help as necessary. Check the answers with the class. If appropriate, ask students to refer to relevant parts of the email to support their answers (see text in brackets in *Answers*).

Answers

- 1 She visited them the weekend of April 19–20. (She sent the email on April 21, and talks about 'last weekend' in the message.)
- 2 Yes, it was. (She says in the message, 'I was so pleased to meet you at last'.)
- 3 She ate good food ('The meal you made was delicious.') and went for a walk ('I also enjoyed our walk'.)
- 4 No, she didn't. (The exams finish at the end of June but she went to see him the weekend of May 1–2. We know this because she sent her thank-you email to him on May 3.)

- 3 Elicit the difference in tone in the beginning and endings of each email as an example (answers below). Check students understand the convention of $x = a \text{ kiss}$. Put students in pairs to compare the main paragraphs of the two emails. Monitor and help as necessary. Elicit the main differences, getting students to refer to the two emails to give examples. It is probably easiest for them to compare similar parts of the emails e.g. *Can't wait to see you again* versus *I'd love to visit again* and point out what is different. You could conduct a brief discussion about the differences, encouraging students to think about whether there are similar differences between formal and informal emails in their L1. If you have a monolingual group, you could briefly check on this using L1 if appropriate. You could also ask whether students send more formal or informal emails in a typical day.

Answers

Beginnings/endings: The email to Matt: *Hi/Lots of love. Tanya Xxx*

The email to Mr and Mrs Evans: *Dear Mr and Mrs Evans/Best wishes, Tanya (no kisses)*

Content: The email to Matt refers to dancing all night and going to bed late. Tanya teases Matt a bit about his cooking skills.

The email to his parents talks about studying hard. Tanya gives Mrs Evans a compliment on her cooking skills.

Style:

The email to Matt has the following features:

- Incomplete sentences (*didn't know you could cook; not surprising really; can't wait to see you*)
- Direct language (*Thanks for everything; email me the recipe; email me, or send a text*)
- Informal language (*just kidding; you're a star*)
- A mix of positive and negative adjectives (*fantastic, disgusting, boring, brilliant, awful*)
- Not many linking words in place, short phrases linked by dashes (*The meal was fantastic – didn't know you could cook!; I slept for the rest of the journey – not surprising really – we did dance all night!*)
- Expressive language (the emoticon :-); *Yuk!; sooooooooooooo long and boring; lots of exclamation marks*

The email to Matt's parents has the following features:

- Complete sentences with the subject pronoun in place (*I had a really lovely time; It's good to be back at university*)
- Indirect/more formal language (*I'd like to thank you so much for ...; It was very kind of you, Thank you again for everything.*)
- Mainly positive adjectives (*lovely, pleased, delicious, excellent, beautiful, kind*)
- More linking words in place, fewer dashes to link sections of the text (*I had a really lovely time, and I was so pleased to meet you at last. I know Matt has exams too, so we can't see each other until the end of June.*)
- Little expressive language, no emoticons or capital letters, and fewer exclamation marks.

- 4 Give students time to write their email in class, or set it for homework. Remind students to use a fairly informal style, as if they are writing to a friend. Monitor their writing or take it in to mark it. Help students to self-correct any errors.

Allow students to exchange their email with a partner and recommend ways to make it more formal. They could start with the beginning and ending of the email and then think about the language used in the main part of the email. They should take out any emoticons and exclamation marks, and change informal words to more formal equivalents. They should also make sure all their sentences are full in a formal email.

If possible, display the emails on the classroom wall, noticeboard, or school website to allow students to read each other's work.

Additional material

For students

Online Practice – *Practice*

Workbook p55, *Review*, Grammar exercises 1–4; *Stop and check* Units 5–8, pp56–7

Online Practice – *Check your progress*

9 Life in the city

Introduction to the unit

In this unit, students focus on places, specifically, modern cities such as London, New York, Melbourne, and Chicago. There is a vocabulary section which enables them to talk about village and country life, too.

Within the theme of cities, students are introduced to comparative and superlative forms. *Have got* is also presented to enable students to talk about possession.

The *Listening* section is entitled *A 'Brit' in New York* and students hear about one expat's experience of living in a different country. In the *Reading and speaking* section, the texts are about people who have chosen to live in skyscrapers and, as in previous units, this is a jigsaw exercise where students read just one of the texts and then share information with a classmate who has read the other text, in order to promote a more integrated skills approach.

In *Everyday English*, the focus is on understanding and giving directions. Students learn useful prepositions of movement and vocabulary for common landmarks and points of reference.

The *Writing* section presents the relative pronouns *which*, *who*, and *where*. Students have a model description of London to analyse and then follow a clear paragraph plan to write their own description of the capital city of their country.

Everyday English

Directions

Students learn how to follow and give directions. There is plenty of opportunity to listen to directions and the context is using a satnav. Students learn and practise using prepositions of movement and common expressions such as *take the first exit* and *at the junction, turn right*.

Additional material

Workbook

Students consolidate their understanding of how to form comparatives and practise text completion and sentence writing tasks. The focus then moves on to superlatives, with ordering exercises and a text about the world's smallest apartments for students to respond to. Compound nouns, prepositions and *have got* are also practised.

Photocopiable activities

There are photocopiable activities to review grammar (*The best place to live*), vocabulary (*Town and country crossword*), and communication (*Giving directions*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

Comparative and superlative adjectives

The first grammar section introduces students to comparatives, and they find out about the structure and spelling rules relating to making comparisons.

Superlatives are presented in a separate section, with a text about New York's Central Park, which students complete. The rules for superlatives and comparatives are outlined in great detail in the Grammar reference section on p147.

have got

Students meet the structure *have got* for possession through a listening text. They practise applying the new knowledge to sentences with *have* and they also have a fun paired practice activity where they roleplay being film stars and are encouraged to boast about their houses and possessions.

Vocabulary

Town and country

Students are given a set of photos which illustrate features of towns and countryside. In this way, they expand their vocabulary so they can talk about both town and village life.

Notes on the unit

Unit opener page summary

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Life in the city'. If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What do you think it's like to live at the top of a skyscraper?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time, or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for activity:

Put students into pairs and ask them to look at both questions and discuss their answers.

Answers

- 1 In towns and cities.
- 2 Students' own answers.

Grammar

Comparative adjectives

STARTER SB p90

This section introduces the topic of city life and gets students thinking about cities and towns they know. Students are not asked to generate comparative forms at this stage – there will be plenty of opportunity to practise these in the activities that follow.

- 1 Draw a quick compass on the board and label *north*. Elicit the other compass points and drill pronunciation of all four. With a strong group, you could also elicit the directions between the compass points, e.g. *south-east, north-west*. Focus students' attention on the prompts and check they remember *coast* and *river*. Give students a moment to choose a town or city they know. Put students in pairs to do the task.

For feedback, especially with students from the same country, you could ask some to say where their chosen city is and the rest of the class can guess the name of the place.

- 2 **9.1** In their pairs, ask students to think of anything they know about two cities: London and New York. Elicit some suggestions from the class. This is just to engage them with the topic. Tell them they're going to hear some sentences about these two cities, and they need to identify them from the information. Play number 1 as an example. Elicit the name of the city (*London*). Play the recording all the way through. After the recording, students can discuss their answers in pairs. Reassure them if they say they don't know – it's just supposed to be a fun task and they'll get the answers straight away.

Answers

(given after 9.2 below)

9.1 London or New York?

- 1 It's on the River Thames.
- 2 It was first called New Amsterdam.
- 3 It's sometimes called 'The Big Apple.'
- 4 It's home to Wembley Stadium.
- 5 It has 5,800 skyscrapers.
- 6 The highest building is 310 m.
- 7 The people living there speak 800 different languages.
- 8 Paddington Bear went to stay there.

9.2 Ask students to listen to check their answers. Deal with anything the students didn't understand.

The *Culture note* may help you, but don't spend a long time on this – it is a lead-in to the listening in the next exercise.

CULTURE NOTE New York

This city is famous for tall buildings. The tallest is the Freedom Tower (also called 'One World Trade Center'), which opened in 2014. It is 541 m tall and has 104 floors.

Another very famous skyscraper is the Empire State Building (see large photo of New York), completed in 1931, with 102 floors and measuring 381 m.

London

The building which measures 310 m is called the Shard (see photo B) and has 95 floors. It opened in 2013. It is shown in the photo on the right, next to the one of the Freedom Tower.

Big Ben is the bell inside a famous clock tower in London (see photo D). The tower is 96 m tall and opened in 1859.

Wembley Stadium is a famous British sports venue which is used for many other purposes, too. It was built in 2007 and can accommodate 90,000 people.

Paddington Bear is a popular fictional children's book character. He's a bear from Peru who was found at Paddington Station in London and who was looked after by a British family. He can talk and has a lot of amusing adventures in London. Two films have recently been made about him too.

Answers

- | | |
|------------|------------|
| 1 London | 5 New York |
| 2 New York | 6 London |
| 3 New York | 7 New York |
| 4 London | 8 London |

🔊 9.2 Listen and check

- 1 London is on the River Thames.
- 2 New York was first called New Amsterdam.
- 3 New York is sometimes called 'The Big Apple.'
- 4 London is home to Wembley Stadium.
- 5 New York has 5,800 skyscrapers.
- 6 The highest building in London is 310 m.
- 7 The people living in New York speak 800 different languages.
- 8 Paddington Bear went to stay in London.

London and New York

Possible problems

- 1 For students, probably the most confusing thing about comparatives in English is that we have two ways to form them, depending on the length of the adjective we want to use: add *-er* ending to one-syllable adjectives and for adjectives ending in *-y*, but use *more* in front of adjectives with two or more syllables.
- 2 There are also spelling rules to learn and remember and there are quite a few exceptions to the guidelines, e.g. several two-syllable adjectives behave like one-syllable adjectives, with no specific reason why (*polite*, *modern*, *clever*, *quiet*). There are also a few irregular comparatives: *better*, *worse*, *further*.
- 3 Some languages use the equivalent of *more* + adjective for all comparatives and so students often forget to apply the *-er* ending for short adjectives or sometimes include both *more* and the *-er* ending in the same sentence.
Common mistakes:
**She's more tall than me.*
**She's more taller than me.*

- 1 🔊 9.3 Focus attention on the photos and find out if students know any of the things in them. If they have visited either New York or London, you could ask them what they liked and didn't like.
Play the recording and get students to follow in their book. Focus attention on the words in bold. Write *compare* and *comparative adjectives* on the board and teach these words or check understanding if you think your class will know them.
Drill the sentences from the conversation which contain comparatives. Do this chorally and individually, pointing out that the /ə/ sound is always present at the end of the *-er* comparative. Point out that the comparative sentences often include *than* and that there is /ə/ in the pronunciation of *than* /ðən/, too. If necessary, model and drill the combination *bigger than* again to show this. Students then practise the conversation in pairs.

GRAMMAR SPOT SB p90

- 1 Read the notes as a class. Students work individually to write the comparative forms and try to formulate any rules they can. They may have got a clear idea from doing exercise 1, or they may need prompting and guiding, but encourage them to think about it rather than just telling them the rules. Check answers together.
Elicit ideas for when we add *-er* and when we use *more*. Praise if correct or clarify if not correct.

Answers

big, **bigger** exciting, **more exciting**
small, **smaller** interesting, **more interesting**
-er is used with short adjectives such as *small* – *smaller*. Short adjectives ending in one vowel and one consonant double the consonant, e.g. *big* – *bigger*.
More ... is used with longer adjectives such as *interesting* – *more interesting*.

- 2 Check students understand that a few comparatives are irregular and so don't follow the *-er* rule – we don't say **gooder* or **badder*. Focus attention on the example *good* – *better* and elicit/teach *bad* – *worse*, checking and drilling the pronunciation /wɜːs/ carefully.

Answers

good, **better** bad, **worse**

- ▶▶ Read Grammar reference 9.1 on p147 together in class. Make sure students focus on the comparative column, as superlatives haven't yet been introduced. Allow students plenty of time to process the examples given and encourage them to ask you questions about it.

🔊 9.3 See SB p90.

- 2 This exercise gives students the opportunity to practise the formation of comparative adjectives without having to worry about forming a whole sentence. Pre-teach/ Check *tall*, *wet*, *crowded*, and *polite*. Focus attention on the examples *taller*, *wetter*, and *more expensive*. Ask why *-er* for the first two and why *more* in the second example? (*-er* with short adjectives, *more* with longer adjectives). Elicit the spelling rule for *wet* – *wetter*.
It's a good idea to model on the board how students should record their answers; dividing the board into two columns headed *adjective* and *comparative*. (Then later, they will be able to test each other by covering one column or the other.) Students work individually to write the adjectives and their comparative forms. Monitor and help as necessary.
Then check the answers with the whole class. Point out that for short adjectives ending in *-e*, add just *-r*, e.g. *nice* – *nicer*.
With weaker classes, you could put the examples into groups according to their pattern: + *-er*, doubling of consonant, *-y* changing to *-i*, *more* + adjective, and irregular.

SUGGESTION You could add more adjectives from the Grammar reference and from exercise 1 – *safe*, *noisy*, *far*, *quiet*, *dirty*, *big*, *boring*, *clever*, *small*, *interesting*. You say the adjective, then students decide what the comparative form is and add it to the correct group.

Demonstrate the pairwork with two students:

A *cheap*

B *cheaper*

You could ask them to cover the comparative column in their notebooks to test each other. Tell them that if there is a spelling change such as a double letter or *-y* changing to *-i*, they should ask *How do you spell it?* and spell the word aloud. Monitor and check. Feed back on any form, spelling, or pronunciation errors with the whole class.

Answers

tall – taller	friendly – friendlier
expensive – more expensive	crowded – more crowded
cheap – cheaper	polite – more polite
hot – hotter	beautiful – more beautiful
cold – colder	old – older
wet – wetter	good – better
nice – nicer	bad – worse

- 3 Focus attention on the photos and ask students to identify which ones show New York and which London. A New York (*Freedom Tower*), B London (*The Shard*), C New York (*Subway*), D London (*Big Ben and the River Thames*), E London (*park*), F New York (*Brooklyn Bridge*).

Elicit or teach that people who live in New York are called *New Yorkers* and people from London are *Londoners*. Focus attention on the example. Point out that the use of *I think* means that they are giving an opinion – not all of the sentences are comparing facts.

Give students some individual thinking time, if necessary. Put students in pairs to talk about their ideas. Monitor and help as required. Check for accurate formation of comparatives and a natural delivery in the pronunciation. Correct any errors with the class, highlighting the use of /ə/ in the -er endings.

CULTURE NOTE The New York Subway opened in 1904. It now has 27 lines and 472 stations. There are around 5 million passenger journeys a day. The London Underground opened in 1863. There are 11 lines and 270 stations, used by around 4 million passengers per day.

- 9.4 Play the recording so students can listen and find out if they said the same things as on the audio.

Answers and audioscript

9.4 I think it's taller

I think the Freedom Tower is taller than the Shard, but I think the Shard is more beautiful.

I think the Underground is more expensive than the Subway, and the trains are more crowded.

There are more parks in London, and they are bigger – and nicer, I think.

I think the weather in New York is hotter in summer and colder in winter. It's also wetter, but I think New York is sunnier.

I think the people in New York are friendlier, but I think Londoners are more polite.

Additional material

For teachers

Photocopiable activity – Grammar: *The best place to live* pp215–16

For students

Online Practice – *Look again*

Workbook pp58–61, exercises 1–13

Listening

- 4 9.5 Focus attention on the photo of Larry. Ask *What nationality is he?* (American) *Where does he live?* (London). Make sure students understand that they are going to listen to someone who has experience of living in both of the cities, which adds some weight to his opinions.

Pre-teach/Check students know the word *grey*. Focus attention on the examples. Give students time to read the gapped sentences and discuss what Larry prefers in each city.

Answers

Larry says it's easier to walk around New York, that the winters there are sunnier and that New Yorkers are generally friendlier than Londoners.

He says that the London Underground is nicer and that he likes London summers and parks. He thinks that Londoners are more polite than New Yorkers.

9.5 Larry – an American living and working in London

Well, I like both New York and London, but they're good for different things. New York is easier to walk around, because it's smaller. The Underground is better than the Subway – it's much nicer ... but it is more expensive. Of course, there are a lot of older buildings here, so it's kind of more interesting. And I really love the parks here. My favourite is Regent's Park, but there are so many. I read that nearly half of London is green – that's amazing! I like it here in summer – it's a lot hotter in New York, and it can get way too hot there. Winters are warmer here in London, but they're so grey! In New York winters are colder, and snowier, but sunnier! As for the people, well, generally Americans are friendlier to strangers than the British. Life is faster in New York, though, and Londoners are probably more polite.

- 5 Play the recording and get students to complete Larry's sentences. Give them time to check their answers in pairs. Play the recording again, if necessary, and let students check/complete their answers. Check the answers with the class.

Answers

- 1 easier, smaller
- 2 better, nicer, more expensive
- 3 older, more interesting
- 4 hotter, warmer
- 5 friendlier
- 6 faster, more polite

Round off the activity by asking if students agree with Larry's opinions and eliciting their reasons.

EXTRA IDEA You could refer students to the Grammar reference on p147 where, in point 1, there are examples of ways to make a comparison stronger. Read the examples together.

In exercise 4, Larry uses some of these in his sentences. Ask students to find them (*The Underground: It's much nicer. It's a lot colder in New York.*). Refer students back to exercise 1 as well to find more examples there (*It's a lot bigger than New York. New York is much smaller. The buildings are so much taller.*).

Ask students to go back to exercise 3 and remember the sentences they made comparing New York and London and write some of them down but this time, include *much* and *a lot* to make them stronger. Monitor carefully. Correct any mistakes. NB: *Much* is used in all the B sentences in the next exercise.

Practice SB p91

Comparing cities

- 1 Point out that students are going to complete and listen to several short exchanges and each one has two people comparing two cities they know. Ask them to scan the first two conversations to find out if the two speakers agree or disagree. (In every conversation, speaker B disagrees strongly!)

SUGGESTION You could quickly test your students' knowledge of countries in English by writing up all the cities mentioned (New York, London, Tokyo, Bangkok, Amsterdam, Paris, Johannesburg, Cape Town, Mexico City, São Paulo) and eliciting which country they are in (in same order: US, UK, Japan, Thailand, the Netherlands, France, South Africa x2, Mexico, Brazil). Model and drill any cities or countries students are finding difficult to pronounce.

Focus attention on the example. Point out that the students have to fill in the opposite adjectives in B's comments to those that A uses – they are given in brackets anyway. Then ask students to work in pairs to complete the conversations. You could drill the pronunciation of *dangerous* (conversation 4) which students sometimes find tricky. You may need to check/teach the word *traffic* in conversation 5 and point out that it is an uncount noun.

🔊 9.6 Play the recording and get students to check their answers.

Answers and audioscript

🔊 9.6 Comparing cities

- A New York is **older** than London.
B No, it isn't! New York is much **more modern**!
- A Tokyo is **cheaper** than Bangkok.
B No, it isn't! Tokyo is much **more expensive**!
- A Amsterdam is **bigger** than Paris.
B No, it isn't! Amsterdam is **much smaller**!
- A Johannesburg is **safer** than Cape Town.
B No, it isn't! Johannesburg is much **more dangerous**!
- A The traffic in Mexico City is **better** than in São Paulo.
B No, it isn't! It's much **worse**!

- Focus students' attention on the intonation and stress pattern shown in the book. Model it yourself or play the first conversation again. With a weaker group, go through all the B sentences together, eliciting which words or syllables are stressed and where the voice goes up. Get individual students to practise the conversations across the class in open pairs. Encourage the Bs to sound really indignant when they disagree with A. If students have problems, give them exaggerated models yourself or play the recording again for them to copy. Students practise the conversations in closed pairs. Monitor carefully and help individual pairs perfect their intonation.

Talking about you

- This is a personalization stage. Decide on two cities that you and all, or most, of the students know and demonstrate the activity. Put students in small groups to continue, either using the same cities or two other cities of their choice. Monitor and check for accurate use of comparative forms and pronunciation. Prompt groups to be inclusive and stronger students to encourage quieter members to say something, e.g. *What do you think?* Do any necessary correction work with the class after they have all finished.

SUGGESTION With a stronger group, ask them to do the same task, but to make statements which are not true so that others in the group can practise disagreeing, as in exercise 1, using the stress and intonation patterns practised.

EXTRA IDEA You can give further practice of comparatives by asking students to write a series of *true/false* statements comparing town/cities/countries. Students exchange their statements with a partner and 'test' their knowledge. This could be set up as a homework task to give students time to do a bit of research. But limit them to a maximum of eight sentences or the 'testing' activity will take up a lot of class time.

A 'Brit' in New York SB p92

have got

Possible problems

- Have got* is a structure which causes students problems because they have learned to use *have* for possession and cannot always see the point of another structure for this function! However, native speakers use it so often (particularly in the UK) that it is important for students to study it – especially in terms of understanding spoken English.
- Errors occur when they apply the same rules to *have got* as they've learned for *have*: **He doesn't have got a sister.* **Do you have got a car?* Sometimes they omit *got*: **We haven't a big apartment.*
- You will need to point out that the *have* in *have got* contracts, but that it doesn't in *have* for possession (*I've got two sisters. I have two sisters.*). It is worth drilling pronunciation of *have got* + an indefinite article as this is often how it is used: *I've got a* /aɪv 'gɒt ə/, *She's got a* /ʃiːz 'gɒt ə/, *They've got an* /ðeɪv 'gɒt ən/.

The students listened to Larry, an American man in London. This context is now extended to an interview with a British woman in New York for the main presentation of *have got*.

- 🔊 9.7 Focus attention on the photo of Gemma. Point out the title of the lesson and teach the noun '*Brit*' as an informal way to say *a British person*. Teach the phrase *expat*: this is used about someone who is living and working outside of their home country. It is a short form of *expatriate*. Give students time to read the questions. Then tell them to close their books and listen to the interview with Gemma. Play the recording through once. Elicit the answers to the gist questions. Allow students to share any other information about Gemma that they understood.

Answers

She's from Manchester, in England. She lives and works in New York. Yes, she is married.

🔊 9.7 A Brit in New York

I = interviewer G = Gemma

- I So, Gemma, you're British, but you live in New York, yes?
- G Yes, that's right. I'm from Manchester.
- I And ... er, here in New York, do you live on your own?
- G No, I'm here with my husband, Luke. We *both* come from Manchester.
- I I see. And have you both got jobs here?
- G Yes, I've got a really good job. I work for a fashion company.
- I Oh, great! And has Luke got a good job, too?
- G Yes, he's got a wonderful job! He's a gardener, and he works in Central Park!
- I Wow! Nice place to work! So where do you live? Have you got an apartment?

- G Yes, we've got a lovely apartment in Brooklyn. We take the subway to work.
 I So you haven't got a car here?
 G No, we haven't. We had a car in Manchester, but here we go everywhere on public transport. It's much easier – the traffic's terrible in New York!
 I I know. Well, thanks for answering my questions. Have a nice day!

- 2 **9.7** Give students time to read through the questions and answers. Ask *Who's Luke?* (Gemma's husband) *What's Brooklyn?* (an area of New York). Play the recording through again without stopping. With weaker classes, play the recording one more time for students to add in any answers they missed. Check the answers with the whole class. If necessary, elicit what Gemma means by *public transport* – *subway, buses*.

Get students to practise the questions and answers in pairs. If necessary, play the recording again, drilling the questions and answers students have problems with.

Answers and audioscript

9.7 Abbreviations

I = interviewer G = Gemma

- I **Have** you both **got** jobs here?
 G Yes, I've **got** a really good job. I work for a fashion company.
 I **Has** Luke **got** a good job, too?
 G Yes, he's **got** a wonderful job!
 I **Have** you **got** an apartment?
 G Yes, we've **got** a lovely apartment in Brooklyn.
 I So, you **haven't got** a car here?
 G No, we **haven't**. We **had** a car in Manchester.

GRAMMAR SPOT SB p92

This *Grammar spot* compares the form and use of *have* with *have got*.

- 1 Read through the notes with the whole class. Focus especially on the negative forms (*have* – *doesn't have*, *have got* – *hasn't got*). Get students to read the examples aloud. If necessary, drill the key forms chorally and individually.

- 2 Introduce the past of *have* and *have got*. Elicit a few examples from the class of things they had when they were younger, e.g. *I had a dog. I had a bike*.

Point out to students that this means whenever they see or hear *have got*, they can be sure it is referring to present time. (This will be useful to remember when they encounter the Present Perfect tense in Unit 12.)

▶▶ Read Grammar reference 9.2 on p147 together in class, and encourage students to ask you questions about it. Point out in particular that the short answers for *have got* are *Yes, I have./No, I haven't* (not **Yes, I've got./No, I haven't got*).

SUGGESTION If you want students to practise at this point, focus their attention on the *have got* examples and elicit how to say the same, using only *have*. Then ask them to look at the examples with *have* and get them to transform them into *have got* sentences. (This is essentially what they will do in exercise 3.)

- 3 This is a very straightforward transformation exercise designed to focus students' attention solely on using *have got* in all forms.

Elicit the answer to number 1 as an example and then get students to do the exercise on their own, writing the contracted forms where possible. If necessary, refer students back to Grammar reference 9.2 on p147 as they do this exercise.

- 9.8** Play the recording to check. Then get students to practise the sentences around the class. If necessary, drill the pronunciation chorally and individually, using the recording as a model.

Answers and audioscript

9.8 *have got*

- 1 I've **got** a nice car.
 2 We've **got** three children.
 3 He's **got** a business in south London.
 4 **Have you got** a lot of friends?
 5 How many brothers and sisters **have you got**?
 6 I **haven't got** any brothers. I've **got** a sister called Emily.
 7 Jack **hasn't got** a sister.
 8 **Have we got** any homework today?

I've got a bigger house than you!

- 4 This roleplay should be a fun (and not very realistic!) activity. Ask students *What sort of houses have film stars got? How many rooms have they got? What things have they got?* and elicit a few suggestions from the whole class (*big houses/mansions with a lot of rooms, an indoor/outdoor swimming pool, tennis courts, a helipad, stables and horses, a lot of staff, a bowling alley, a private cinema*).

Divide students into pairs and refer them to the appropriate texts (Student A: p151, Student B: p153). Remind them that they are film stars. They can choose a film star name to help them get into character if they wish! Focus their attention on the example exchanges and get two confident students to act the example out. Then, in their pairs, they exchange information about their houses. Go round the class checking grammar and pronunciation. Encourage them to be boastful and obnoxious and exaggerate their intonation. Note down any common errors with *have got* and comparatives, but don't feed back on them until after the task in order to keep the focus on fluency. Go through any unknown vocabulary: *orchard, staff accommodation*, etc.

EXTRA IDEA You can give further practice of *have got* by playing a 'describe and guess' game: students describe another student or a famous person, e.g. hair, eyes, family, possessions, etc. and the others have to guess who it is.

New York's biggest park

Superlative adjectives

Possible problems

As with comparatives, students usually don't have much difficulty with the concept of comparing three or more things, but sometimes have trouble producing the forms because of all the different parts involved and/or because of interference from their own language. Some languages use the equivalent of *(the) most* + adjective for all superlatives and so students forget to apply the *-est* ending to short adjectives. Students may also include *most* (but forget *the*) and the *-est* ending in the same sentence. One further problem is the tendency to omit *the* in superlative forms.

Common mistakes:

*He's the most tall student in the class.

*He's the most tallest student in the class.

*He's tallest student in the class.

- 1 Focus attention on the photo of Central Park and elicit any information students know about the area. Find out if anyone in the class has been there.

Read just the introduction to the text with the class.

Check/Teach any of the following vocabulary students may not know: *sight, enormous, surrounded by, skyscraper*.

Focus attention on the example, point out where it is found in the introduction, and then give students time to complete the chart.

Check all the answers with the students. Ask them to spell out the superlative forms.

Answers

- 1 big – **the biggest**
- 2 old – **the oldest**
- 3 busy – **the busiest**
- 4 amazing – **the most amazing**
- 5 popular – **the most popular**
- 6 good – **best**

Using these examples, students try to work out the rules for making superlatives. Put them in pairs to discuss. Elicit ideas from the class. Encourage them to think about the *-est* ending, using *most*, spelling changes, and irregulars. Go through the answers together or turn straight to the Grammar reference for clarification.

Answers

The rules: *(the) ... -est* is used with short adjectives. Short adjectives ending in one vowel and one consonant double the consonant such as *big – biggest*. Short adjectives ending in *-y* drop the *-y* and add *-iest* such as *busy – busiest*. Comparative forms: *bigger, older, busier, more amazing, more popular, better*.

►► Read Grammar reference 9.1 on p147 together in class, focusing now on the superlative column of the chart. Encourage students to ask you questions about it. Drill the irregular superlatives to ensure good pronunciation. If you wish students to practise further, you could write the following sentences on the board and ask students to find the mistakes: *She is the most cleverest girl in her class. I've got the most long hair in my family. He is the taller person I know. This is the most safest car you can buy. He is the more interesting teacher in the school. We've got the noisest children in the apartment building.*

(Answers: the cleverest, the longest hair, the tallest, the safest, the most interesting, the noisiest.)

- 2 Focus students' attention on the series of small photos, numbered 1–6. Point out the names of the places in Central Park in the text. They are all in bold print. Give students a few minutes to match the names and the pictures and check in pairs. Go through the answers. Drill the names of the places if you wish.

Answers

- 1 Cleopatra's Needle /kliəpə'træz 'ni:dl/
- 2 Bow Bridge /bəʊ 'brɪdʒ/
- 3 The Carousel /ðə kærə'sel/
- 4 Strawberry Fields /'strɔ:bri fi:ldz/
- 5 Wollman Ice Rink /'wɒlmən aɪs rɪŋk/
- 6 Belvedere Castle /belvədɪə 'kɑ:sl/

- 3 Pre-teach/Check some words to help students with the rest of the text: *iron, recognize, stars, definitely, views, mosaic*. Give students time to read through the text to get a general idea of the content. Tell them that all the gaps are for superlatives and they need to use the adjectives given in brackets. Do an example with the class if necessary, then allow them sufficient time to complete the text. Monitor and note any mistakes they're making.

🔊 9.9 Play the recording for students to check their answers. If you noticed a lot of mistakes with spelling, go over the answers again with the class, getting students to spell the superlative forms. Refer them back to the chart in exercise 1 or Grammar reference 9.1 if they made mistakes and need more help to understand why.

Answers and audioscript

🔊 9.9 New York's Central Park

Central Park is one of the most amazing sights in the world – an enormous swimming pool of green, surrounded by skyscrapers! Central Park is America's oldest and biggest city park, and the most popular. It appears in more than 350 movies! It's busiest on Sundays, with nearly a quarter of a million visitors, so try and find a quieter time to visit. Here's a guide to some of the best things to see.

Bow Bridge is one of the **most beautiful** old iron bridges in the world. Perhaps you recognize it – it's the **most popular** movie location in the park.

The Carousel is the **largest** in North America. With its 58 brightly-coloured horses, it's obviously a favourite with children. Wollman Ice Rink: The **most wonderful** thing you can do on a winter's evening is go ice-skating here. You can skate to the music under the skyscrapers and stars!

Cleopatra's Needle is definitely the **oldest** thing in the park – it's from Egypt and is 3½ thousand years old!

Belvedere Castle is the **highest** point in the park, so you can get the **best** views from here.

Strawberry Fields is a garden named after one of the **most famous** Beatles' songs. John Lennon lived and died in New York. The *Imagine* mosaic here is in memory of him.

- 4 Put students in pairs. Focus attention on the examples. Encourage them just to look at the photos and remember the text, only referring back to it if absolutely necessary. Demonstrate the activity with one pair if you think it's necessary. Monitor the speaking activity, encouraging them to take turns in their pairs. Make a note of any difficulties or errors to deal with at the end. As feedback, you could elicit sentences about Central Park from different pairs.

Practice SB p93

It's the biggest!

- 1 This activity consolidates superlative forms in a set of sentences about superlative places around the world. Focus attention on the example and explain that students should look at the second sentence in each pair to help them decide which adjective to choose, e.g. 374 metres is about *how tall*. With weaker classes, elicit the base form of the missing adjectives before students complete the sentences. Give students time to complete the task.

🔊 9.10 Play the recording and get students to check their answers. If you think your students need more pronunciation practice, play the recording again and get them to repeat. Encourage them to imitate the stress and

rhythm of the sentences, with the main stress falling on the superlative adjective.

Elicit a few examples about the town/city where your students are studying, e.g. *The best café is .../The biggest hotel is .../The most expensive car park is ...* Then put students in pairs/groups of three to continue the task.

Monitor and check for accurate formation of superlative adjectives.

SUGGESTION With a stronger group, remind them about comparative forms and encourage them to use both superlatives and comparatives in this exercise. Monitor carefully.

Feed back on any common errors and get students to correct them.

Answers and audioscript

9.10 It's the biggest

- 1 The **tallest** building in Europe is the Federation Tower in Moscow. It's 374 metres.
- 2 The **most expensive** hotel in London is the Lanesborough. The Royal Suite there costs £27,000 per night!
- 3 The world's **biggest** car park is at the West Edmonton Mall in Canada. It has 20,000 spaces.
- 4 The **most popular** tourist attraction is the Las Vegas Strip. It has 40 million visitors a year.
- 5 The **hottest** city in the world is Ahwaz, in Iran. The **highest** temperature ever reached there was 54°C.
- 6 The **oldest** city is Jericho in the Palestinian Territories. It dates back 11,000 years.

Making comparisons

- 2 This activity consolidates comparative forms and pairs of opposite adjectives. Focus attention on the examples and explain that students need the opposite of the adjective in bold to complete each sentence, using a comparative form. With weaker classes, elicit the base form of the missing adjectives before students complete the sentences. Give students time to complete the task. Let students check in pairs before checking with the class.

Answers

- | | |
|-----------|------------------|
| 1 quieter | 4 cheaper |
| 2 faster | 5 nearer |
| 3 earlier | 6 more difficult |

Check it

- 3 Elicit the correct sentence in the first pair. Ask students to work in pairs to choose the correct sentence in each pair. Ask them to work quite quickly, then check the answers with the class.

Answers

- 1 Yesterday was hotter than today.
- 2 She's taller than her brother.
- 3 I am the youngest person in the class.
- 4 This exercise is the most difficult in the book.
- 5 I've got three sisters.
- 6 She hasn't got a good job.

SUGGESTION For further speaking practice using comparatives and superlatives, ask students to think about films, film stars, and sports stars and work in groups to compare them. Try to encourage them to think about a range of ways to compare – you could write prompt

adjectives on the board for a weaker group: *talented, successful, good, interesting, rich, famous, old*, etc. It's OK if they don't agree – this can be a natural discussion with differences of opinion, though you can encourage them to back up their opinions if possible.

Additional material

For teachers

Photocopiable activity – Grammar: *The best place to live* p215–16

For students

Online Practice – *Look again*

Workbook pp58–61, exercises 1–13

Reading and speaking SB p94

Life at the top

About the texts

There's an introductory text about living in a skyscraper and then there is a 'jigsaw' reading where students read one of two texts about a person who has chosen to live in a high-rise building. This is the third time students have done this kind of task, but it is still a good idea to remind them to read only their text and to get information about the other text via speaking with their partner.

The people in the texts are not famous. The focus is on the reasons why they chose to live in a skyscraper and the advantages and disadvantages of doing so. The aim is to provide interesting reading material which will also serve as a springboard for discussion of students' own houses and feelings about skyscrapers.

These texts incorporate grammar taught in this and previous units – both the Present Simple and Past Simple tenses are included.

Encourage students to use the context to help them with new vocabulary, and to pool knowledge with other students who are reading the same text as them. You may feel it necessary to teach some of the new vocabulary they will encounter. The following words come from the introductory text and both of texts A and B: *luxury* /'lʌkʃəri/, *lift* (n), *in the suburbs*, *financial trader*, *financial markets*, *the blinds*, *be scared of heights*, *CEO*, *medical research charity*, *ordinary*, *notice* (v), *complain*, *the ground*, *be stressed out*, *ears pop*.

CULTURE NOTE Text B mentions *Wall Street* – this is the main financial district in New York and the most recognized financial trading market in the US. Students may remember famous films about Wall Street traders.

To lead in to the lesson, refer students to the title 'Living the high life' and elicit what they think that means in relation to the photos on the page.

- 1 This first exercise is a lead-in to awaken students' knowledge of tall buildings around the world. Focus their attention on the pictures and put them in pairs to do the activity. Check answers together.

Answers

- A Paris B Rome C New York D Istanbul E Sydney
F Moscow

- 2 Focus attention on the three questions. Explain that the answers to the questions can be found in the introductory text. Give students time to read it and answer the questions. Then check answers with the class. NB: Students may know the word *elevator* – point out that this is American English and *lift* is the corresponding British word.

Answers

- 1 They used to be offices – now more of them are apartments.
- 2 Rich people who like the 'high life'.
- 3 Better technology – lifts travel faster and the buildings don't move around in the wind so much.

- 3 Read through the questions with the whole class and deal with any queries. Divide the class into two groups, A and B, and ensure students in the same group are sitting together. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text: Group A – Roz Kaldor-Aroni; Group B – Mike Palumbo. Get students to look at the photos which accompany their text and then read their text quite quickly, asking others in their group for help with vocabulary or using dictionaries and translators as necessary.

With each group, take a moment to stop the task and help them with the pronunciation of the names of people and places in their text: text A: *Roz Kaldor-Aroni* /rɒz kældə æ'rɒni/, *Gideon* /'ɡidiːjən/, *Eureka Tower* /juː'ri:kə tauwəl/, *Melbourne* /'melbən/. Text B: *Mike Palumbo* /maɪk pæ'lʌmbəʊ/, *Chicago* /ʃi'kɑːɡəʊ/, *John Hancock Tower* /dʒɒn 'hæŋkɒk tauwəl/, *Water Tower Place* /'wɔːtə 'taʊə 'pleɪs/, *Veronica* /və'rɒnikəl/.

Give students plenty of time to write down the answers to the questions. As with previous jigsaw tasks, make it clear that each person should have a record of their answers (as they will all be regrouped in a minute). Monitor and help as necessary. If students can't find an answer, encourage them to ask other students in their group. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Roz Kaldor-Aroni and Eureka Tower

- 1 In another skyscraper.
- 2 300 metres, on one of the highest floors.
- 3 Yes (soon) – they are building an even taller tower nearby.
- 4 No.
- 5 The view.
- 6 Some visitors find it difficult being up so high; peoples' ears pop on the way up.

Mike Palumbo and Water Tower Place

- 1 In the suburbs of Chicago.
- 2 262 metres, on one of the highest floors
- 3 Yes – the John Hancock Tower is opposite. (It's 343 m.)
- 4 Yes – but he's OK with heights through windows.
- 5 The view.
- 6 It takes a long time to get out of the apartment, no dogs are allowed.

- 4 Regroup the students into pairs, making sure there is an A and a B student in each pair. Demonstrate the activity by getting a pair of students to start asking each other the questions and sharing the answers about their text. Elicit a few useful checking questions that they may remember from previous discussions of this kind: *Sorry, could you say that again? Sorry, I don't understand – can you please explain? How do you spell that? Do you mean ... ?* Students

continue talking about the answers to the questions in exercise 3 and exchanging the information about their person. Monitor and help. Encourage them to write down their partner's answers, and if they don't understand something that their partner says, to use one of the useful phrases (rather than looking at their partner's text).

Bring the whole class together to conduct feedback.

- 5 Students are presented with more questions, and this time they are specific to their text only. Make sure each student reads just the questions relating to his or her text and then give them time to reread the text and find the answers. With a weaker group, it may be necessary to re-pair students just for this activity so that they can work together with another student who has the same text as them.

When they have found the answers, ask students to work again in their A + B pairs and tell the answers to their partner. Remind students that they need to explain who the people mentioned in the questions are, i.e. Veronica and Gideon, because their partner has not read the text. Monitor and assist any pairs who get stuck in their explanations. Make a note of any errors that you need to correct later.

Conduct final feedback all together on these answers.

Answers

Roz Kaldor-Aroni

- 1 The outside/the view.
- 2 Because it looks different every time.
- 3 Because they don't have a garden themselves.

Mike Palumbo

- 1 He felt at home there.
- 2 He didn't want to leave Chicago.
- 3 They have small children and they're twins, getting everything and everyone into the lift can take a long time.

What do you think?

Put students in small groups of three or four. Ask them to read through all the questions first and deal with any queries. Then tell them to talk about each question in turn. Encourage them to involve all the group members in the discussion. If someone is too shy to speak, they can be the last person and listen to the others first to build confidence, but should take a turn. Monitor and encourage, while noting down any pronunciation or grammar mistakes to correct together at the end.

For fast finishers, you could pose extra discussion questions: *Are you scared of heights? How do you feel about lifts? What is the highest floor you could live on? Do you think gardens are important? Why/Why not?*

Elicit some ideas from various students in whole class feedback and encourage responses from classmates as appropriate. Do any necessary error correction.

SUGGESTION If students are keen to practise their writing skills, you could ask them to write the answers to the questions as a homework task and take their writing in for marking in a subsequent lesson.

VIDEO In this unit students can watch a video about the cities of Paris and Dubai. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Two cities*

For students

Online practice – *Practice*

Vocabulary and listening SB p96

Town and country

This section focuses on the features and facilities typically found in urban and rural areas. Students match vocabulary to photos and then use the key words in context. Finally, they use the new vocabulary to talk about places they know.

SUGGESTION You could lead in to the topic by asking students, with books closed, to brainstorm words they already know related to town life and country life. Write the headings *TOWN* and *COUNTRY* on the board and ask individual students to come up to the board to write words in the appropriate column. With a monolingual group, you could also accept words which students don't yet know in English, but would like to know by the end of the lesson. Keep this limited to ten or so, however, or it could get out of hand!

- 1 Write the two place names on the board *Tadchester* /'tædʃestə/ and *Longdale* /'lɒŋdeɪl/ and help students with the pronunciation. Focus attention on the postcards. Elicit answers to the questions and if necessary, drill the word *village* /'vɪlɪdʒ/ as some students find the initial consonant sound difficult and/or pronounce the ending incorrectly as /eɪdʒ/.

Answer

Tadchester is a town and Longdale is a village.

- 2 Focus attention on the examples and ask students to point to the square in the relevant photo. Students work in pairs and continue matching. They can use their dictionaries or they can ask you about words they don't know. Check the answers, dealing with any pronunciation difficulties as you go. Tricky words are likely to be *statue* /'stætʃuː/ and *castle* /'kɑːsl/, with its silent -t, and also *museum* /mjuː'ziːəm/ which needs strong, clearly formed vowel sounds. The words *square* /skweə(r)/ and *cathedral* /kə'thiːdrəl/ contain some difficult consonant clusters. Also, help with *cottage* /'kɒtɪdʒ/, *bridge* /brɪdʒ/, *church* /tʃɜːtʃ/ because students sometimes find it hard to make or differentiate between /dʒ/ and /tʃ/.

Make sure students understand the difference between a *library* (where you borrow books) and a *bookshop* (where you buy books).

Answers

Tadchester

- 1 statue
- 2 street
- 3 office block
- 4 bank
- 5 shopping centre
- 6 square
- 7 town hall
- 8 market
- 9 castle
- 10 stadium
- 11 museum
- 12 cathedral

Longdale

- 13 wood
- 14 hill
- 15 post box
- 16 field
- 17 pub
- 18 path
- 19 cottage
- 20 lake
- 21 river
- 22 church
- 23 bridge
- 24 farm

- 3 This exercise aims to consolidate the town and country vocabulary and review comparative forms. Pre-teach/Check the meaning and pronunciation of *mayor* /meə(r)/. Focus attention on the example and then give students time to complete the sentences. Check the answers with the class.

Answers

- | | |
|-----------|---------------|
| 1 village | 6 statue |
| 2 church | 7 town hall |
| 3 cottage | 8 square |
| 4 rivers | 9 post box |
| 5 fields | 10 path, wood |

- 4 Focus attention on the example and get two students to say it aloud across the class.

Put students in pairs to test each other on other words from exercise 2. With a weaker group, you might need to give them time to write some clues for 5–10 of the words in exercise 2. They could do this in pairs to make it more interactive and you can monitor and help them with any vocabulary they need. Then re-pair them with different students to say their clues and respond to their partner's clues.

Talking about you

- 5 Students have an opportunity to personalize their learning by thinking of a place they know well and using the new vocabulary to talk about it. Ask a student to read the example aloud. Give further examples of your own if you wish. Then put students into small groups to share information about places where they live or that they know well. Monitor and help as necessary.
Elicit a range of answers from the class. If all the students are local to the area near your college, encourage them to talk about features of the nearest countryside area, naming them and adding personal reactions to them.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Town and country crossword* pp217–18

For students

Online Practice – *Look again*

Workbook p62, exercises 1–3

Online Practice – *Practice*

Everyday English SB p97

Directions

Possible problems

There are potentially a very large number of new words and phrases which students may encounter when listening to directions. For this reason, the functional language is being presented in a very specific and practical context – following satnav directions.

- 1 Focus attention on the satnav map and ask students to give a brief description of Sherford, e.g. *There's a river and a railway. The town has got an old church, a big stadium, and a castle*, etc.

Check pronunciation of the words in the box. Then get students to locate them on the map.

Answers

The roundabout is next to the lake.
The traffic lights are next to the museum.
The pedestrian crossing is in front of the cinema.
The car park is in front of the town hall.
The train station is next to the castle.
A traffic sign is on Park Hill.

- 2 9.11 Briefly revise *left* and *right*. Get students to locate the starting point on the map. Focus attention on the example and give students time to read the satnav directions before they listen. With a weaker group, you may need to go through these prepositions to check students know them. You could use props to show the movements visually, elicit opposite prepositions, and help students understand the difference between the preposition of place *on*, and the preposition of movement *onto*.

Play the recording and get students to complete the text. With weaker students, get them to mark the route across the map with a pencil when they first listen. Then play the recording again for them to write in their answers. Check the answers with the class. Deal with any pronunciation difficulties as you go.

Answers

- | | |
|---------|-----------|
| 1 along | 6 onto |
| 2 past | 7 up |
| 3 over | 8 through |
| 4 At | 9 under |
| 5 down | 10 on |

9.11 Satnav directions

Continue along George Street, past the Bristol Hotel and over the bridge. At the roundabout, take the first exit on the left and drive down Park Hill. In 200 yards, at the junction, turn right onto Bagley Wood Road. Continue up the hill along Bagley Wood Road and through the wood. Drive under the railway bridge and the destination is on your right – Sherford Petrol Station.

Listening

- 3 9.12 Tell students they are going to hear three sets of directions, all starting from the same spot on the map. Their aim is to follow the directions to where they finish. With weaker students, give them time to look carefully at the map and name each of the places/features shown. Encourage them to follow the route of the directions on the map with a finger or pencil as they listen.
- Play number 1 as an example and elicit the answer (*the train station*). Play the rest of the recording, pausing at the end of each set of directions. Allow students to check their answers in pairs. If there is any disagreement, play the recording again and let students follow the route a second time.

Answers

- 1 Train station
- 2 Supermarket
- 3 Stadium

9.12 Directions

- 1 Go along George Street, past the hotel and over the river. Turn right at the roundabout, go along Lake Road, with the lake on your left, and then take the first turning on the left, onto Station Road. Keep going along Station Road and you'll see it in front of you. The road stops there, so you can't miss it.

- 2 Continue along George Street. At the roundabout, take the third exit onto Lake Road. Continue along Lake Road. In 100 yards, at the roundabout, turn left onto High Street. Continue along High Street and drive under the bridge. The destination is on your right.
- 3 Go over the bridge and when you come to the roundabout, follow the sign to the town centre. You'll come to another roundabout, and you want to go straight over that one and drive into Town Hall square. Keep left, past the statue, and take the road on the left, where there's traffic lights. You'll see it on your right and there's a car park opposite, on your left.

- 4 Students read the instructions and identify where the six places are on the map. Remind them to start from the castle. Focus attention on the speech bubbles, which give examples of polite requests for directions. Model each question for students to repeat, encouraging them to use the appropriate stress and intonation. Drill questions around the class, giving students different places to complete each question.

Students work in closed pairs to ask for and give directions. Monitor and check that students are using the key language correctly and attempting the polite intonation. If appropriate, ask some of the pairs to act out their conversations for the rest of the class.

SUGGESTION For extra practice, students could work in pairs to write satnav directions from the starting point on the map to a place of their choosing. They should not write the name of the place. Then pairs of students can read out their directions to each other. The pair who are listening should follow on the map and identify where the directions are to. Monitor carefully and check students' directions are accurate.

- 5 Demonstrate the activity by giving some directions to a few places near your school and getting students to call out when they think they know the answer. Students continue working in pairs. Monitor and help as necessary. At the end, correct any common mistakes with giving directions or with pronunciation.

Additional material

For teachers

Photocopiable activity – Communication: *Giving directions* pp219–20

For students

Online Practice – *Look again*

Workbook p62, exercises 1–3

Online Practice – *Practice*

Writing SB p98

Describing a place

Relative pronouns *which*, *who*, and *where*

This section continues the focus on cities with a short descriptive writing task on the students' capital city. The language focus is the relative pronouns *which*, *who*, and *where*. Students will be familiar with these as question words and so should not have problems understanding the meaning and function. In exercise 2, they practise using the relative pronouns to link information in one sentence. It is not advisable at this level to use the terminology of 'non-defining' and 'defining' relative clauses. Students are given the punctuation they need.

CULTURE NOTE Students have already encountered many of the places mentioned in the description of London, e.g. the Houses of Parliament and Big Ben. Other places mentioned are Buckingham Palace, the official home of the British Royal Family; Harrods, a large department store in the Knightsbridge area of London which has the reputation of being able to source anything a customer wants; and the London Eye, the world's tallest observation wheel, located on the banks of the River Thames. This slow-moving wheel offers spectacular views of London and its famous landmarks such as Big Ben, Buckingham Palace, and St Paul's Cathedral. Also mentioned is Hamleys, whose store in Regent Street is one of the biggest toy shops in the world and is a very big tourist attraction.

The text also refers to the Congestion Charge, a fee for motorists travelling within areas of central London.

1 Work through the *Grammar spot* with the class.

GRAMMAR SPOT SB p98

Read the examples with the whole class and elicit the answers.

Answers

We use *which* for **things**.

We use *where* for **places**.

We use *who* for **people**.

Ask students which words are replaced by the relative pronoun in sentences 1 and 3 (1 *it*, 3 *she*). Point out that the reference to a place in sentence 2, *in it* is replaced by *where* and so is not repeated.

2 Elicit the answer to number 1 as an example together. Point out the *it* at the start of the second sentence. This can help students understand that The Old Parsonage hotel is a thing in this case, rather than a place. Do a second example together, if necessary.

Get students to complete the task, working individually and then checking their answers in pairs. Check the answers with the class.

Answers

- 1 We're staying at The Old Parsonage, which is my favourite hotel.
- 2 We went to Amsterdam, where my brother lives.
- 3 We met the hotel owner, who was very friendly.
- 4 I've got a new car, which is much faster than my old one.
- 5 We went to Paris, where I asked my girlfriend to marry me.

3 Get students to read through the text about London, ignoring the gaps, just to get an idea of the content. Check comprehension of *to lie* (of a place, e.g. *on a river*), *to ride*, *traffic*, *pollution*, and *toy shop*.

Elicit the answer to number 1, eliciting that the River Thames is a place and pointing out the use of *ago* to help students choose the past tense to answer *where the Romans landed*. Do number 2 together as a further demonstration if necessary. Give students time to complete the exercise, working in pairs. Encourage them to pool their knowledge of London. Check the answers.

Answers

1 e 2 b 3 a 4 h 5 f 6 g 7 d 8 c

SUGGESTION If you think your students will need additional help in preparing for the writing task, build in a content

planning stage. Brainstorm things to say about a capital city, e.g. population, history, buildings, tourist attractions, problems, etc. Elicit a few example statements from students about their capital or give some examples about yours. Give students time to make notes about their capital. Monitor and feed in any useful vocabulary they may need. Divide the class into pairs and get them to talk about their capital. Elicit any interesting facts/opinions in a short feedback session.

4 Read the instructions as a class. Focus attention on the paragraph plan and elicit possible answers to each of the questions. With weaker classes, draft a sample first paragraph on the board with the whole class to provide them with a model to help them get started. Students from the same country could work together on their descriptions, or at least to brainstorm content for their writing, but beware of them slipping too much into L1. Give students time to write their descriptions in class or set the task for homework. Point out that students should try to write four paragraphs of roughly equal length and include the relative pronouns *which*, *who*, and *where*, as appropriate. If the technology is available, students could use presentations software and incorporate images to illustrate their writing. Make sure there is the technology available for students to show these presentations in a subsequent lesson.

When you check the students' descriptions, point out errors using the marking code, which students may now be used to, in order for them to have the opportunity to correct their mistakes themselves.

Try to limit correction to major problems to avoid demoralizing the students. Give students an opportunity to correct or rewrite their work and then display it so that all the students can read the descriptions. You could ask them to choose their favourite and say why.

SUGGESTION Find sentences from the students' work which are excellent examples of the use of *which*, *who*, or *where*. Write them on the board and praise them to give students a sense of achievement.

If students have not used *which*, *who*, or *where*, point out places in their writing where the use of these relative pronouns would have been appropriate and show how it raises the complexity of the writing and gives a good impression.

Additional material

For students

Online Practice – *Practice*

Workbook p63, *Review*, Grammar exercises 1–2, Vocabulary 1–2

Online Practice – *Check your progress*

10 What are you up to?

Introduction to the unit

This is the first unit where students meet the Present Continuous with the function of talking about activities happening now and temporary activities. As with the presentation of tenses in previous units, the Present Continuous is first shown and practised in positive sentences and then questions and negatives are introduced.

Students are becoming very familiar with the Present Simple now and should be ready to compare and contrast the two present tenses. Further practice is provided in the context of describing people and what they are wearing in the *Vocabulary and speaking* section.

The unit also introduces *whose* and possessive pronouns to talk about personal belongings.

The skills section includes a reading text about what is happening around the world at this very minute, which of course provides further practice of the grammatical aims of the unit.

In terms of writing, students produce a comparative text about two people they know, based upon analysis of a text, and they then learn how to use linking words for contrast: *but*, *however*, and *although*, as well as using linking words learned in previous units.

Language aims

Grammar

Present Simple & Continuous

The Present Continuous is introduced in the context of action that is happening now. Students first see and practise it in different conversations. They then use it to talk about a picture. Finally, Present Continuous and Present Simple are contrasted in an exercise and students learn the way to use each tense.

whose

Whose is important for identifying people's personal belongings. Students learn to use it in questions and to choose appropriate possessive pronouns for their answers. There is a focus on the difference between *whose* and *who's* in order to deal with this common area of confusion.

Vocabulary

Describing people

This presentation includes a lexical set of clothes vocabulary and also helps students with physical description of hair, eyes, and general appearance.

Everyday English

Everyday situations

Students learned a number of phrases in Unit 3 for social interaction. This knowledge is now extended to include useful phrases for a wider range of social situations, including responding to invitations, apologizing for lateness, responding to news and to people's problems, and talking with shop assistants.

Additional material

Workbook

Practice of the Present Continuous in positive, negative, and question form is provided, including consolidation of spellings of verb + *-ing*. Students practise differentiating between the Present Simple and Present Continuous and complete conversations with the appropriate forms in the context of jobs and activities happening now. Their understanding of *-ing* forms is extended with an exercise on the *-ing* form as a noun. There's a page of activities on describing people. Possessive pronouns, *whose/who's* and *be* or *do* are also practised.

Photocopiable activities

There are photocopiable activities to review grammar, (*Spot the difference*), vocabulary (*Describe and draw*), and communication (*Guess my answer!*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Notes on the unit

Unit opener page summary

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'What are you up to?'

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind them of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for activity:

- 1 Put students into pairs and ask them to discuss where they think the men are and what they are doing.
- 2 Ask students to discuss the question in pairs. In feedback, ask the students for any interesting answers they found out from their partner.

Answers

- 1 They are cleaning the windows of a large building (The Sage music centre in Gateshead, UK).
- 2 Students' own answers.

Grammar SB p100

Present Continuous

STARTER SB p100

This section reviews and extends the use of the prepositions *in/at/on* + place.

Highlight the use of *on*, *at*, and *in* + the different places. Ask *Where are you?* to the class and elicit one or two examples. Draw three columns on the board, each with one of the prepositions as a heading, to encourage students to record their answers in a logical way. Add the examples and the students' own examples in the relevant columns.

Put students in pairs to continue the task. Monitor and help as necessary. Then check the answers with the class.

Answers

at home	in my car
at work	on holiday
at school	on the bus
at the bus stop	on my way home
in bed	

SUGGESTION Give a few examples of where your friends and family are now. Then let students continue sharing examples in pairs or small groups. Explain that the grammar in this lesson is all about **now**, at this moment in time.

I'm just phoning to ... SB p100

Possible problems

- 1 The Present Continuous has no equivalent form in many other languages, which use the present tense to convey the two concepts of 'action which relates to all time' and 'activities happening now'. For example, in French, *il fume dix cigarettes par jour* (he smokes ten cigarettes a day) and *il fume en ce moment* (he is smoking now), the present tense *fume* expresses both ideas and time expressions are used to aid comprehension. In other languages, the Present Continuous exists, but is used in a different way. Clearly then, if the Present Continuous is a new concept to some students or the way it works is not the same as L1, there will be initial difficulty. It is very commonly used in English, however, and communication with native speakers may be impaired if students do not use it.
- 2 Students not only confuse the two concepts of the Present Simple and the Present Continuous, they also sometimes confuse the forms. When they have seen the *am/is/are* in the Present Continuous, they tend to try to use it in the Present Simple or mix the two forms in other ways. Common mistakes include:
 - **She's come from Spain.*
 - **She's coming from Spain.*
 - **I'm come to school by bus.*
 - **What does he doing?*
 - **Does he coming to the party?*

- 1 **10.1** Focus attention on the photos of Colin and Millie. Ask students to speculate on the relationship between the two people and elicit ideas. Tell students to read the questions and listen to the conversation for the answers. Play the recording. Get answers from the class.

Answers

Colin is Millie's dad. Millie is his daughter. Millie is in Sydney, Australia. Colin is in London, UK. It's 1 p.m. in Sydney and 2 a.m. in London. Millie is calling Colin in the middle of the night.

10.1 A call in the night

C = Colin M = Millie

C Who ... ?

M It's me Dad!

C Oh ... Millie! Millie, are you all right?

M Hi Dad, I'm just phoning to see how you and Mum are!

C Millie, we're fine, but it's two o'clock in the morning here. We're in bed, sleeping – well, I'm not sleeping now!

M Oh sorry, Dad. I forgot ... the time difference!

C Sssh – your mum's still sleeping. How are you doing? Is everything OK?

- M It's great. It's lunchtime here in Oz – we're having a barbecue on the beach. We're cooking steak and sausages.
 C That's wonderful, honey ... but I'm so tired. I'll call you tomorrow morning – eight o'clock our time and seven your time. OK?
 M OK, Dad! Love you!

- 2 Get the students to answer the question about the two people: *they're talking on the phone*. Then focus students' attention on the gapped sentences and on the example answer. Point out the verb *to be*: 's = *is*. Elicit the complete sentence using the verb in brackets: *She's talking to her dad*.

Remind students to look back in the conversation for the answers, but to make sure they use the correct form of *be* for the person. Give students time to work on the task individually. They can check their answers in pairs.

Go through the answers with the class. If they have made mistakes in number 3, highlight the pronoun *they* to remind them why *are* is needed. If they are confused, you could go straight to the *Grammar spot* now and come back to exercise 3 afterwards.

Answers

Millie
 She's **phoning** her parents.
 She's **talking** to her dad.
 Millie's parents
 Her dad is in bed, but he's not **sleeping**.
 Her mum **is** still **sleeping**.
 Millie's friends
 They **are having** a barbecue.
 They **are cooking** steak and sausages.

- 3 Focus attention on the example. Get two students to ask and answer the question in an open pair. Elicit the next question and answer as a further demonstration with the whole class if necessary.

Students continue in closed pairs. Monitor and check for accurate formation of the questions and answers, and that students are including the correct contracted form of *be* each time. With weaker students, elicit all the questions first and drill them before they start. Then let students continue in closed pairs.

- 🎧 10.2 Play the recording and let students check the questions and answers. If students need further practice, put them in new pairs to practise the exchanges again.

Answers and audioscript

🎧 10.2 What are they doing?

- A What's Millie doing?
 B She's phoning her parents.
 A Why is she phoning?
 B Because she wants to know how they are.
 A What's her dad doing?
 B He's talking to Millie. He's not sleeping.
 A What's her mum doing?
 B She's sleeping.
 A What are Millie's friends doing?
 B They're having a barbecue.
 A Where are they having the barbecue?
 B On the beach.
 A What are they cooking?
 B Steak and sausages.

GRAMMAR SPOT SB p100

Read the note with the whole class. Refer students back to the sentences in exercise 2 and ask students to read them aloud as examples. Elicit other examples by pointing to people in the class, e.g. *Bruno is sitting next to Kasia, the teacher is standing next to the board*, etc.

- 1 Get students to complete the chart using full forms. Check the answers with the whole class.

Now elicit the contracted forms of *be* and drill them chorally and individually in the example sentences given in the chart.

Answers

I **am**
 You **are**
 He/She **is**
 We **are**
 They **are**

Name the tense and then get students to work out the negative and question forms. Get students to do this in pairs and then write up the answers on the board, or refer students to Grammar reference 10.1 and 10.2 on p147.

- 2 Ask a student to read out the pair of sentences. This is an important stage in students' understanding, so elicit the answer as a whole class and make sure you give plenty of examples relevant to your students to highlight the difference, e.g. *I wake up at eight every day. I'm not waking up now, I'm teaching. The lesson always finishes at twelve o'clock. It isn't finishing now. We're studying now. You often study English – at home and at school. You're not studying at home now. You're studying in the classroom*.

Answers

We use the Present Simple to describe things that are always true, or true for a long time. We use the Present Continuous to describe activities happening now.

▶▶ Refer students to the Grammar reference 10.1–10.2 on p147. Give them plenty of time to read these sections as they are quite long, with a lot of information. Encourage them to ask you questions. For extra practice, write the following verbs on the board and ask the students to copy them into their books and write the form we use in Present Continuous, with *-ing*: *work, meet, drive, get, cook, watch, phone, put, ride* (*working, meeting, driving, getting, cooking, watching, phoning, putting, riding*). Check that they have remembered the spelling rules in 10.1 and if there are any mistakes, refer them back to this section of the Grammar reference. Now ask them to make sentences about things happening now, using five of the verbs. Monitor carefully to check the sentences include a subject pronoun, the corresponding Present Simple form of the verb *be*, and the verb with *-ing*. Ask some students to read out their sentences. If you think your students are ready, use these sentences as a basis for eliciting both the negative form and the question form. Write them on the board.

Questions and negatives

- 1 Focus attention on the photos of Tony and Nina. Point out that they are having conversations on the phone. Pre-teach the noun *conference*, the verb *pack*, and help students understand the phrase *Am I disturbing you?* Read the instructions for the task as a class and make sure students understand they should use phrases from the box to complete the conversations.

Students do the task individually, but can check their answers in pairs. Monitor carefully and deal with any vocabulary queries as you go round the class.

- 🔊 10.3 Play the recording so students can check their answers.

EXTRA IDEA Ask comprehension questions to make sure students not only focus on grammar, but on the meaning in the conversations. This also practises the grammar. You could ask: Conversation 1: *Who is Tony speaking to?* (his mum); *Where is Tony going?* (to Birmingham); *Why is he going there?* (to see his friends Ed and Kay); *Why are Ed and Kay staying in Birmingham?* (because Ed's mum isn't feeling well); *What is Tony doing on the train?* (He's working on his laptop.). Conversation 2: *Who is Jane phoning?* (her friend Nina); *What is Nina doing?* (She's packing to go to Dubai.); *Why is Nina going to Dubai?* (because she is a speaker at a conference there); *Why is Jane phoning Nina?* (to wish her good luck).

Put students in closed pairs to practise the conversations. Monitor and note any pronunciation difficulties.

Stop the class and drill pronunciation as necessary, either modelling yourself or playing relevant parts of the recording again for students to copy. Make sure that students are making the contractions of *be* as naturally as possible. If students ask about the negative form in *She's not feeling very well*, and wonder why Tony didn't say *She isn't ...*, tell them that *She isn't* would also be correct.

You could also point out that we often use *just* in Present Continuous sentences and it highlights the reference to now, though it is not necessary to the meaning of the sentence. Elicit examples from the conversations.

Get them to swap roles and practise the conversations again.

Answers and audioscript

🔊 10.3 Where are you going?

T = Tony M = mum N = Nina J = Jane

Conversation 1 On a train

T Hi, Mum!

M Hi, Tony! Where are you?

T I'm on the train. **I'm just doing** a bit of work on my laptop.

M Oh, **where are you going?**

T I'm going to Birmingham for the day to see some friends – you know, Ed and Kay.

M Oh, yes! Do they live in Birmingham?

T No, they don't, but **they're staying** with Ed's mum at the moment. **She's not feeling** very well.

M Oh dear! I hope she's better soon. Well, **I'm just phoning** to see how you are ...

Conversation 2 Packing to go

N Jane!

J Hi, Nina! **Am I disturbing** you?

N No, no! You're not. **I'm just packing** for Dubai. **I'm trying** to decide which clothes to take.

J So, what's the temperature in Dubai at the moment?

N 34 degrees!

J Phew! Well, **I'm just phoning** to wish you 'good luck' and 'bon voyage'!

N Thanks, Jane. I'm really nervous.

J You'll be great. You always speak so well at conferences.

N Thanks, Jane.

- 2 Pre-teach/Check *a detective story*. Ask two students to read the example question and answer across the class. Give students time to write the other five questions, using the base verb in brackets each time. With weaker students, focus on the answers in the speech bubbles and elicit the question words students need before they form the questions.

- 🔊 10.4 Play the recording so students can check their answers.

Teach/Check the phrase *I need an early night*.

NB: Don't focus too much on the extra information in these sentences because, as with many common verbs, some of the ones used here (*love, need, know*) are stative verbs and we don't use these in continuous tenses. However, this is too complex for the students at elementary level.

SUGGESTION Practise the conversations by getting students to ask and answer across the class. Check students stress the questions correctly, with the auxiliary *are* unstressed and pronounced /ə/, e.g. *What are you reading?* /wɒtəjuːˈriːdɪŋ/ Alternatively, play the recording again and pause for students to repeat chorally.

Answers

- 1 What are you reading? A detective story.
- 2 What are you watching? The news.
- 3 Where are you going? To my bedroom.
- 4 Why are you crying? Because it's a sad film.
- 5 Who are you texting? My girlfriend.

🔊 10.4 What are they doing?

- 1 A What are you reading?
B A detective story. I love detective stories.
- 2 A What are you watching?
B The news. I always watch the ten o'clock news.
- 3 A Where are you going?
B To my bedroom. I need an early night.
- 4 A Why are you crying?
B Because it's a sad film. I didn't know it was so sad.
- 5 A Who are you texting?
B My girlfriend. She says she loves me!

EXTRA IDEA If you want to give further practice of the Present Continuous *Wh-* and *Yes/No* question forms, you could write prompts on the board for questions about the pictures in exercise 2, e.g.

- 1 *Where/she/sit?* (by the fire); *she/listen to music?* (no)
- 2 *Where/he/sit?* (on the sofa); *he/watch the news?* (yes)
- 3 *What/she/do?* (watching a film); *she/feel/happy?* (no)
- 4 *Where/he/stand?* (in the park); *he/use his mobile?* (yes)

- 3 🔊 10.5 Give students time to read the instruction and the example. Check they understand what to do before proceeding, i.e. that they produce the negative of the sentence they hear, plus the positive true sentence about the relevant picture. If necessary, pre-teach/check *laughing*.

Play the recording, pausing after each false sentence so students have plenty of time to think of and tell you the correct sentences.

Answers

- 1 She isn't reading a magazine. She's reading a detective story.
- 2 He isn't playing a video game. He's watching the news.
- 3 He isn't going out with friends. He's going to his bedroom.
- 4 She isn't laughing because it's a funny film. She's crying because it's a sad film.
- 5 He isn't phoning his girlfriend. He's texting his girlfriend.

10.5 Correct the sentences

- 1 She's reading a magazine.
- 2 He's playing a video game.
- 3 He's going out with friends.
- 4 She's laughing because it's a funny film.
- 5 He's phoning his girlfriend.

Talking about you

- 4 This activity aims to practise the Present Continuous in a personalized way. Demonstrate the activity by giving two or three examples yourself using some of the prompts, e.g. 1, 3, 7. Get students to work individually and write their answers.

Then put students in pairs to compare their answers. Monitor and check for correct use of the Present Continuous. If necessary, drill pronunciation before eliciting a range of answers from students.

NOTE

Exercise 5 gives students the opportunity to practise the Present Continuous by describing a scene unfolding as they watch. If your classroom doesn't have a window or you don't think the view will produce much Present Continuous, find a suitable short video clip containing action students will be able to describe for them to talk about, or find a picture or poster which has plenty of actions taking place.

- 5 Focus attention on the example. Then look out of the window and ask the class if there is a man and if he is running. Invite one or two students to come to the window and say something they can see or hear. Encourage them to include colours and other adjectives in their descriptions, if possible. Feed in any vocabulary they need in their sentences and ensure their use of the Present Continuous is correct.

Put students into small groups to continue the exercise – ask them to gather near the window and do the task together.

With a smaller group, you could do this as a pairwork activity, with Student A describing the scene and Student B with his/her back to the window and listening. Then Student B can turn round and look to see if the action is still happening. After that, Student B describes while Student A looks. If you have more than one window in the classroom, you could exploit this well.

If you feel your students need more practice in writing, start off by asking them to write sentences about what action they imagine is happening outside the window. Give some examples, if necessary. Monitor the writing carefully. Then, when they have written their sentences, they can go to the window and see if their predictions were correct.

SUGGESTION Students may also be happy to use their own photos or videos on their smartphones for this exercise – they could choose one where there is some activity and ask a partner to describe what they see, then confirm if they are correct in their descriptions, e.g. *I can see a girl. She is running. I think this is your daughter. There are other children running. I think this is a competition at school.*

Present Simple and Continuous SB p102

Who's who at the art exhibition?

This section contrasts the two present tenses. Exercises 1 and 2 are based on identifying and describing people in a listening task. Exercise 3 consolidates the two present tenses in questions, and exercise 4 challenges students to complete sentences using the correct present tense.

- 1 **10.6** This serves as a gist listening task in which students simply have to identify the people in the picture.

Help students understand the context by giving some background information: A man and a woman are talking about the people in the art gallery. The man knows who all the people are, and the woman doesn't know anybody, so she is nervous about joining the event. The man is giving her useful information about all the people.

Ask *Where are the people?* (in an art gallery). Read the instructions with the whole class. Explain that students don't need to understand every word to be able to do the task. Point out that the names they need are listed in the first column of the chart in exercise 2. With weaker students, you could elicit which are men's names and which are women's before they start.

Play the recording through once. Students listen and write the names below the correct people.

Check the answers, allowing students to share any additional information they understood. You could also use the picture to teach *bow tie, scarf, beard, hat* and then ask *Who's wearing a ... ?* to elicit the name + *is wearing* + item. (This is a main focus in the *Vocabulary and listening* section on p106.)

Answers

From left to right: Anton, Helena, Eric, Charlotte, Leon and Peter Vine.

10.6 Who's who at the art exhibition?

- A Oh, dear! I don't know anybody. Who are they all?
- B Don't worry. They're all very nice. I'll tell you who everybody is. Can you see that man over there?
- A The man who's standing in front of the window?
- B Yes. The man wearing the bow tie. That's Eric. He's American, from New York. He has an art shop there. He often visits London to buy pictures. He's very rich. And very funny.
- A Ah, yes. I can see that – the woman next to him is laughing a lot. Who is she?
- B That's Charlotte. She's lovely, very clever. She's a professor at the university. She teaches art history.
- A Mmm. I like her bag. And who's that on their left? She's wearing a beautiful pink scarf and drinking champagne.
- B That's Helena. She's a writer. She writes stories for children. They're excellent. A very nice lady.
- A And who's the man she's talking to? He's got a beard and he's wearing a big black hat.
- B Ah, that's Anton, he's an artist, a very interesting man. He lives and works in Paris most of the time. That picture over there is one of his. It's called 'The Tree.'

- A Really? Wow! It's beautiful! OK – so that's Eric and Charlotte ... Helena and Anton ... Now, who are those two over there? The guys with the brochure – they're looking at Anton's painting.
- B Oh yes. That's Leon and Peter Vine. They're brothers and they're both art dealers.
- A And do they work in London?
- B Yes, they do. They have an art gallery in Bond Street. Come with me, I'll introduce you to them and I'll get you a brochure.
- A Thank you.

- 2 This activity focuses on the detail in the recording and helps consolidate the difference between the two present tenses.

Pre-teach/Check *professor, champagne, and art dealer*.

Focus attention on the chart and read out the questions at the top of each column. Remind students that *What are they doing?* refers to what is happening in the gallery and that *What do they do?* refers to information about their job and routine life.

🔊 10.6 Ask students to listen and play the recording again as far as *and very funny* and focus attention on the example for Eric.

Remind students to look at the picture in exercise 1 as they listen to help them understand who is talking to whom. Play the recording again and get students to complete the table. You may need to pause after the description of each person to give them time to write the information. Get students to check their answers in pairs. Monitor and play the recording again if they seem to be missing a lot of information.

Check answers together.

Answers

	What are they doing?	What do they do?
Eric	He's standing in front of the window.	He has an art shop in New York. He often visits London.
Charlotte	She's laughing a lot and talking to Eric.	She's a professor. She teaches art history.
Helena	She's drinking champagne.	She's a writer. She writes stories for children.
Anton	He's talking to Helena.	He's an artist. He lives and works in Paris.
Leon and Peter	They're looking at Anton's painting.	They're art dealers. They have an art gallery in Bond Street.

- 3 This exercise gives further practice of question forms in the two present tenses. Focus attention on the first pair of sentences. Ask *Which question refers to Eric's action now in the gallery?* (Who is he talking to?); *Which question is about Eric generally?* (Where does Eric come from?). Put students in pairs to continue asking and answering about the other people. Monitor and check for correct choice of tense and formation of the questions.

🔊 10.7 Play the recording for students to check their answers. Deal with any queries about ones they may have got wrong. If students had problems with the choice of tense, use the concept question again: *Happening in the gallery or true generally/for a long time?*

Answers and audioscript

🔊 10.7

- A Where **does** Eric **come** from?
B New York.
A Who is he **talking** to?
B Charlotte.
- A What **does** Charlotte **do**?
B She's a professor.
A What **is** she **doing**?
B She's laughing at Eric's joke.
- A What **is** Helena **drinking**?
B Champagne.
A What **does** she **write**?
B Stories for children.
- A What **is** Anton **wearing**?
B A big black hat.
A Where **does** he **live**?
B Paris.
- A Where **do** Leon and Peter **work**?
B In Bond Street in London.
A What **are** they **looking** at?
B Anton's painting.

- 4 This exercise asks students to complete sentences with the verbs in the correct tense.

Focus attention on the examples with *wear*. Ask for number 1 *Why Present Simple?* (because it's always true). Focus attention on the second sentence and ask *Why Present Continuous?* (because it's happening now – a temporary, and in this case strange, situation). If necessary, elicit the answers to numbers 3 and 4 with the class, talking them through the choice and form of the tenses as in the examples.

Put students into pairs to complete the task. Monitor and help any students who are still confused. Check the answers with the class.

Answers

- 1 wears 2 are ... wearing 3 works 4 'm working
5 go 6 are ... going 7 'm doing, 're making 8 does, makes

Whose is it? SB p103

Possible problems

- Students may become confused as this section introduces another set of words to refer to possession when they already know possessive adjectives, e.g. *It's her bag*. The lesson avoids bringing this point up until they have practised the new target language on its own in listening, writing, and speaking.
 - Common mistakes are when students use possessive pronouns with the object, e.g. **It's mine book*. **It's theirs house*. This needs to be consistently flagged up and corrected.
 - Whose* may easily be confused with *who's*, particularly as the pronunciation is the same /hu:z/.
- 1 Focus students' attention on the words in the box. (You may have already taught them *hat, bow tie, and scarf* in the previous section.) Put students in pairs and ask them to find and point to the things in the art gallery scene on p102. The one they may struggle with most is *brochure*, so you may want to point this out for them.
- Go through the answers together, pointing to the relevant items in the picture.

- 2 **10.8** Give students time to read the questions and then play the recording so they can complete the answers.

Check together with the class. Drill all the questions and answers chorally and individually. You could play the recording again to do this.

Answers

- 1 It's **Anton's**. It's **his**.
- 2 They're **Charlotte's**. They're **hers**.
- 3 It's **Leon** and **Peter's**. It's **theirs**.

10.8 Whose is it?

- 1 Whose is the black hat? It's Anton's.
Whose is the black hat? It's his.
- 2 Whose are the glasses? They're Charlotte's.
Whose are the glasses? They're hers.
- 3 Whose is the brochure? It's Leon's and Peter's.
Whose is the brochure? It's theirs.

Point out that there are other items which haven't been mentioned in the questions: *a glass of champagne, a bow tie, a green bag, a pink scarf*. Do an example with one of these, eliciting the question from the class and asking one student to give the answer with both the name of the owner and the possessive pronoun (*Whose is the glass of champagne? It's Helena's. It's hers.*).

In their pairs, students work out the question and answer for the other items.

As feedback, ask some students to ask and answer in open pairs across the class. Point out that we use possessive pronouns when we don't mention the item name again. To illustrate this, write on the board *It's my book. It's mine*. Point out that *my* is an adjective and *mine* is a noun.

- 3 In this exercise, students lend you one of their belongings. You'll need to go around the class asking *Can I borrow this?* or *Can I take your pen for a moment, please?* Place all the objects on the desk in front of you. Focus students' attention on the examples and ask students to read them aloud. Then conduct the activity by asking the whole class *Whose is this?* and eliciting an answer, followed by a direct question to the specific student *Is it yours?* Try to include one or two questions where you refer to two items at the same time, e.g. *two bags*, so you can practise *theirs* and *ours*.

If you think students are answering easily, and fully understand the activity, you could invite some stronger ones up to take your role, choosing an item and asking the *Whose ... ?* question to the class.

Finally, start returning students' items after each question and answer, saying *Here you are* as you give them back, so that in the end your desk is empty.

GRAMMAR SPOT SB p103

- 1 Ask students to look at the table and point out that the words they have been using in the activities on this page are in the last column – possessive pronouns.

Ask them to complete the chart with all the missing pronouns and possessive adjectives. Monitor and, if they are having difficulty, give example sentences on the board with the pronouns labelled,

e.g. *We like her*. (object pronoun)

They are my cousins. (possessive adjective)

That book is mine. (possessive pronoun)

You can encourage students to use these sentences to work out the relevant missing words in the table. Put them in pairs to share their answers and then check together with the class.

You could point out that *his* is the only possessive adjective which has the same form as possessive pronoun.

Answers

1

Subject	Object	Possessive adjective	Possessive pronoun
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
We	us	our	ours
They	them	their	theirs

- 2 Write *Whose* on the board. Ask students to read out the examples in the *Grammar spot*. Make sure their pronunciation is accurate. Point out that there are two different possible ways to ask the question about the *hat* – the word order is different, but they are both correct. (Both questions have already been used in exercises 2 and 3, though attention hasn't been drawn to this.)

- 3 This note is to warn students of the possible confusion between *whose* and *who's*. Point out that the pronunciation of *Who's* is the same, but that in the written form, the apostrophe tells them there is a missing letter. They will see more examples in the Grammar reference section and practise this point in *Practice* on p103.

►► Read Grammar reference 10.3 on p147 together in class. Encourage students to ask you questions about it.

In section 1, you could elicit the alternative word order for the sentences to help students feel confident using both patterns for the question. (*Whose is this bag? Whose gloves are these?*)

Section 2 has a lot more examples to illustrate the difference between *Who's* and *whose*. You could ask students to close their books after reading and then write some further incorrect sentences on the board to invite students up to correct, e.g. *Who's pen is this? Whose the boy with the red coat? *Who's are these boots? Whose your teacher?*

Practice SB p103

yours and mine

- 1 Do sentence 1 as a demonstration with the class. Ask students to read the sentence and elicit which word is correct in each case (*Your, mine*).

Give students time to do the rest of the task individually and check their answers with a partner.

Go through the answers as a class together.

Answers

- | | |
|----------------|---------------|
| 1 Your, mine | 6 Whose, his |
| 2 their, his | 7 Who's, your |
| 3 Your, theirs | 8 Who's, her |
| 4 My, hers | 9 Whose, our |
| 5 mine, yours | |

Who's or whose?

- 2 **10.9** Write on the board: 1 *Whose*, 2 *Who's*. Tell students they are going to hear some sentences and they need to identify in each case which word or words is/are used. If it is *whose*, they call out 'one'. If it is *who's*, they call out 'two'. Point to each word on the board to practise getting them to call out the relevant number. Play just the first sentence and get them to call out. (*two*)

Play the rest of the sentences and encourage a strong response. If they make mistakes, write the sentence on the board and highlight where they went wrong.

EXTRA IDEA You could play the recording again as a dictation. Students only need to write down the question with *Whose/Who's*. Pause to give students time to write them down. Play the recording again if necessary. Check answers with the class by writing the sentences on the board yourself or inviting students up to the board to write them.

Answers

- 1 Two 2 One 3 One 4 Two 5 One 6 Two
7 Two 8 One

10.9 Who's or Whose?

- A That's an amazing video game. Who's winning?
B Wow! Look at that sports car! Whose is it?
C Whose phone is this? It's not mine.
D I'm going to the pub. Who's coming?
E Do you know whose scarf this is?
F Who's the tallest in our class?
G Ava and Lena are identical twins. I can never tell who's who!
H There are books all over the floor. Whose are they?

- 3 **10.10** Now students have a conversation to complete. Give them time to read it. Stronger students could predict what they think the missing words are and listen to check their ideas.

Play the recording for students to complete the conversation. Elicit which form *whose/who's* is in the first gap and why.

Answers and audioscript

10.10 Whose is it?

- A **Whose** is this tennis racket?
B It's **mine**.
A What's it doing here?
B I'm **playing** tennis this afternoon.
A Have a good game!

Ask students to read the note about the Present Continuous and get two students to read out the example sentences. Point out that *this afternoon* and *tonight* are future time references – but very close to now. Explain that this is another different use of the Present Continuous tense. Refer students back to the conversation in exercise 3 and ask *Is the speaker playing tennis now?* (no) *When is the speaker playing tennis?* (this afternoon).

- 4 Put students in closed pairs and label them A and B. They are going to make conversations from the prompts. Choose a student to demonstrate the activity with. Ask the student to make the question in A – enlist the rest of the students to help if they have difficulty. (*Whose are these suitcases?*) Act out the conversation – get A to ask you the question and respond using the prompts in B. Get the whole class to drill this first conversation if necessary. As the pairs make their conversations, monitor carefully. Make sure they remember the verb *be* in their Present Continuous forms.

Invite some student pairs to act out the conversations to the class as feedback. Correct any errors.

Ask students in each case whether the Present Continuous is referring to an action now or to something happening in the near future, so that the concept is clear to them. (*They are all in the near future.*)

EXTRA IDEA A strong group might be able to come up with their own two-part conversations following the model. Give them plenty of time to do this and monitor carefully. Invite them to act conversations out to the class. Praise their efforts.

Additional material

For teachers

Photocopiable activity – Grammar: *Spot the difference* pp221–3

For students

Online Practice – *Look again*

Workbook pp64–7, exercises 1–15

Reading and speaking SB p104

One minute in the life of the world!

About the text

What's happening in one minute in our busy world?

This reading task is based around statistics. The students read about what happens in any one minute around the world. This enables them to read and practise using the Present Continuous tense.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary. In particular, the following vocabulary is likely to be new, so you will need to pre-teach it:

statistics, sleep soundly, worldwide, download (v), on average, throw away, rubbish, meteor, lightning, strike (v), become extinct, marriage, view (n). (If students are very keen, you might be able to set them a homework task of looking up this vocabulary in a dictionary or translator.)

CULTURE NOTE *iTunes* /aɪ'tjuːnz/ is mentioned in the text. It is an app developed by Apple and is used to store, view, and play multimedia files such as music and video. You can download files from iTunes to your mobile device.

NOTE

The frog on p104 is the red-eyed tree frog from the Costa Rica rainforest.

- 1 If necessary, before starting this reading lesson, review telling the time (studied in Unit 2) with students. They will also need to remember how to say numbers (from Unit 4). Focus students' attention on the questions and elicit answers from the class to the time question.

Ask students to read the examples starting each time with *People are ...*. Elicit some more ideas about what people are doing in the town where the students are studying and in the country.

Put them in small groups to talk about what they think is happening right now all over the world. Encourage them to think about other countries and help them decide what the time is in different places – you may be able to find an app to do this or be able to display an online time zone map. As you monitor, remind students to use the Present Continuous.

Conduct class feedback and encourage students to share their ideas. Write some of the best sentences on the board.

- 2 Check students understand the word *quiz* and the word *statistics*. Ask them to look at the photos and explain that these things are happening right now all over the world. Elicit from the class what is happening in each photo and, if appropriate, where in the world they think the photo was taken.

Ask them to read the two questions and find the answers in the introduction. Check together and also elicit time comparisons with other countries, particularly finding out where in the world it is morning, afternoon, evening, and night right now.

Answers

There are almost eight billion people in the world. There are 525,600 minutes in a year.

- 3 Focus students on the quiz and point out that there are two possible answers to each question which they need to choose from. You could go through all the numbers first with the class, eliciting how to say them. Prompt them to remember the *and* in *one hundred and sixteen*, *two hundred and fifty seven*, etc. Also, make sure they remember how to say the decimals in question 12 (*nought point one five*, *one point one five*). Drill pronunciation chorally and individually.

Put students in pairs to read the quiz and choose their answers. Monitor carefully and help students with any new vocabulary in the quiz (but don't give any of the answers!).

Bring the class back together. Highlight the example of how to discuss the ideas. Drill the phrase *I'm not so sure*. Give some more useful discussion phrases if you wish:

What do you think?

Do you agree?

Maybe you're right.

I agree.

I think so, too.

I think that's too many/much.

It can't be that many/much.

Conduct a class discussion. Encourage weaker or shy students to say what they think, too.

Listening

- 4 **10.11** Tell students to listen to the recording to check their ideas. Make sure they know that the answers are contained in the recording, but there is also extra information (it's not only the quiz sentences). Play the recording.

Answers

1 116 2 257 and 107 3 10,000 4 48
5 144 million 6 15,000 7 \$20,732 8 4,500
9 2,500 10 14 meteors 11 360 12 0.15

10.11 What's happening in the world right now?

- At this moment, 116 people are getting married. The longest marriage ever lasted an amazing 90 years. In 1925, Karam Chand, then 20 years old, married his wife Kartari, age 13, in India. They celebrated their 90th anniversary in 2015. Karam died just six weeks later.
- At this moment, 257 babies are being born and 107 people are dying. On average about 132 million people are born and 55 million die every year.
- At this moment, 10,000 planes are flying above the Earth. There are also 1071 satellites going round the Earth, one of which is the International Space Station.
- At this moment, 48 million people are making phone calls. Do you know that more people in the world have mobile phones than toilets and the average person checks his or her phone 110 times a day?
- At this moment, 144 million people are sending emails. People also text a lot. Worldwide they send nearly nine trillion texts every year.
- At this moment, 15,000 people are downloading songs on iTunes. There are 26 million songs you can download on iTunes. *I Gotta Feeling* by The Black Eyed Peas is the most downloaded song ever.
- At this moment, the top ten billionaires are earning on average \$20,732 every minute. Sad to say that the average person worldwide is earning just \$0.013 in this same minute. Bill Gates, the American businessman who founded Microsoft, is the richest billionaire in the world – he is worth \$76.6 billion.
- At this moment, 4,500 people are buying McDonald's hamburgers. McDonald's has more than 34,000 restaurants worldwide and employs 1.8 million people.
- At this moment, we are throwing away 2,500 tons of rubbish. Every year, we create about 1.4 trillion kilos of rubbish worldwide. 46% is food waste, 27% is paper and plastic.
- At this moment, 14 meteors are falling to Earth. The world's biggest meteor fell on Namibia in Africa about 80,000 years ago. It's called Hoba and is between 190 and 410 million years old.
- At this moment, lightning is striking the Earth in 360 places. The average temperature of lightning is around 20,000°C hotter than the Sun!
- At this moment, 0.15 of an animal is becoming extinct. Animals in danger include the Black Rhino and the Mountain Gorilla in Africa and many species of frog.

- 5 **10.11** Give students plenty of time to read the questions. These are about the other information given in the recording. Get students to answer as many as they can before listening again. They could do this in pairs. When they've remembered as much as they can, play the recording again so they can complete any missing information in their answers.

Check answers together. Check the word *satellite* and spell it for students. You may need to write some of the other new words on the board for students to check their spelling (and meaning and pronunciation if necessary), e.g. *Namibia*, *the Black Rhino*, *the Mountain Gorilla*.

CULTURE NOTE If students aren't sure, Namibia is a country in south-west Africa, bordering Zambia, Botswana, and South Africa.

The West African black rhino became extinct in 2011. Of other species, there are around 5,000 Black Rhinos left and only 880 Mountain Gorillas.

Answers

- 1 Karam and Kartari Chand's. It lasted 90 years. They were 20 and 13 when they married.
- 2 132 million are born and 55 million die every year on average.
- 3 Satellites – 1,071 of them.
- 4 110 times
- 5 9 trillion
- 6 *I Gotta Feeling*, Black Eyed Peas
- 7 \$0.013 per minute, Bill Gates
- 8 1.8 million
- 9 46% is food, 27% is paper and plastic
- 10 80,000 years ago in Namibia
- 11 hotter
- 12 The Black Rhino, the Mountain Gorilla, and many species of frogs.

What do you think?

Go through all the questions with the class and deal with any queries before starting the activity. Make sure students realize which of the information from exercise 5 each question relates to (e.g. 4, 7, 9).

With a weaker group, give them some time to think about and plan their answers to the questions. Put students into small groups to discuss their answers. Monitor and assist if students need your help to express themselves.

Conduct class feedback at the end. Encourage students to give their views. It is fine if they don't agree – you can help them to present opposing ideas politely.

SUGGESTION Remind students of useful phrases for having a discussion before they start. (See previous units' *What do you think?* sections.)

VIDEO In this unit students can watch a video about time zones and find out what people are doing in different time zones around the world. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *An hour round the world*

For students

Online Practice – *Practice*

Vocabulary and speaking SB p106

Describing people

This section revises structures students have already learned in the context of describing people – *be* + adjective, *have got* + colour/style of hair/colour of eyes, and Present Continuous: *be wearing* + clothes.

It's a good idea to prepare a list of people currently in the news and famous people you feel sure the members of your class will all know – this will be useful in exercise 5.

- 1 **10.12** Focus attention on the photos. Briefly revise the key vocabulary for the clothes and colours shown in the photos. Use the photos to teach *striped* and *checked*. Check students can pronounce the vowel sounds in the following words correctly: *skirt* /skɜː(r)t/, *shirt* /ʃɜː(r)t/, *trousers* /'traʊzə(r)z/, *suit* /suːt/ and *tie* /taɪ/.

Tell them they are going to hear descriptions of four of the people on the page. Play the recording through and let students choose the correct person. Allow students to check in pairs before checking with the class.

Answers

- 1 C 2 G 3 D 4 H

10.12 Describing people

- 1 She looks happy – she's smiling. It's a cold day, so she's wearing a warm, red scarf and hat, and long, black boots. She's walking in the snow.
- 2 He's got a dark beard and he's wearing a cap and ... sunglasses – but I don't know why, it's not a very sunny day.
- 3 He's not very tall – his friend's much taller. He's wearing shorts and trainers and carrying a ball – I think it's a basketball.
- 4 She's really pretty – she's got beautiful, long red hair and I think she's in love – she looks very happy.

- 2 Pre-teach/Check *pretty* and check students understand the difference between *good-looking* (general), *handsome* (for men), and *pretty* (for girls/women).

Focus attention on one of the photos and elicit a description. Elicit one or two other descriptions from the whole class, drilling the sentences as necessary. Students continue in small groups.

Conduct whole-class feedback, eliciting descriptions from some of the groups. Do any necessary correction.

- 3 Choose one of the photos and give a description of the person. Get the class to guess who you are describing. Ask students to continue the guessing game in their groups, taking turns to secretly choose one person on the page to describe. Monitor and check for accurate use of *have got* and the Present Continuous. Highlight and correct any common mistakes after the game. Check and drill pronunciation further if necessary.

- 4 Students now personalize the game by describing their classmates. Focus attention on the examples. Ask a confident student to choose a classmate, without saying who it is. Ask *Yes/No* questions to demonstrate the exercise, e.g. *Is it a girl?*, *Yes, it is.*

Is she sitting near the door?, *No, she isn't.*

Elicit other questions from the class. Remind them, if necessary, that they must be *Yes/No* questions. Continue until students guess the correct person.

Continue the game with the whole class. Monitor and check for accurate formation of *Yes/No* questions and short answers. Highlight and correct any common mistakes after the game.

- 5 Focus attention on the example in the Student's Book. Choose someone famous or in the news and describe them in the same way. Get students to guess who it is. Students then continue in pairs/small groups. Monitor and check for correct use of *be* + adjective, *have got*, and the tenses. Refer them back to the vocabulary lists on the page if they can't think what to add to their descriptions to help their classmates guess. If students have difficulty thinking of someone to describe, be prepared to give them a prompt.

In class feedback, you could point out that in these descriptions they may have used *wear* in the Present Simple (not Present Continuous) because they are general descriptions, not of a photo or about the person specifically at the moment, e.g. *He usually wears expensive clothes. He wears glasses.*, etc.

With a weaker class, give students in their pairs/small group time to work on their descriptions before they tell another group as their turn in the guessing game.

SUGGESTION You could continue this game into a homework task where they need to choose someone and write a description of the person. Then they can bring their description to a later lesson and read it aloud to the whole class to guess, or make a numbered wall display for students to read and guess the different famous people described.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Describe and draw* pp224–5

For students

Online Practice – *Look again*

Workbook p68, exercises 1–2

Online Practice – *Practice*

Everyday English SB p107

Everyday situations

Students learned social expressions in Unit 3 and here they are presented with more common social situations and appropriate phrases to use in them.

NOTE

There are examples of Present Continuous in these conversations, most of which relate to the present moment, e.g. *This machine isn't working. I'm looking for, It's getting warmer, we're just starting.* One example relates to future time: *Patrick and I are expecting a baby.* Students learned this in the Student's Book p103, and if they query it, you can refer them back to the *note* and exercises they looked at then.

- 1 As a lead-in to the lesson, with books closed, you could see if students remember some of the responses they learned in Unit 3 to common social situations. Focus their attention on the photos and elicit who and where the people are in each situation. Ask students to

read the first line of each conversation. Teach the words *sir*, *invite*, and *expecting a baby*. They may also be confused by *I'm afraid ...* in conversation 7, so explain that in this case it is used to soften bad news and is similar in meaning to *I'm sorry, but ...* Elicit a possible response to speaker A in the first conversation.

Then get students to continue the activity, working in pairs. Monitor and help as necessary. Elicit a range of possible replies in a short feedback session.

- 2 Now students read the sentences a–i given in the box and choose a matching sentence for each conversation. Give them time to read through all the responses. Do conversation 1 together as a demonstration. Continue matching the lines from the box to complete the task, working individually and checking their answers in pairs. You may need to check their understanding of some of the phrases: In letter a, *Oh dear!* is a way to respond to negative news – but make sure the students realize this is for things which aren't too serious. For serious news, e.g. of an illness, we'd say *Oh, I'm sorry to hear that.*

In d, the phrase *That's a pity!* expresses disappointment. They may be able to think of a corresponding exclamation in their L1.

In f, *Not to worry* means *it's OK, it's not a problem*. They might also remember *Never mind* from Unit 3, which is similar in meaning.

- 3 **10.13** Play the recording and get students to check they've matched the responses correctly. Play the recording again and let students focus on the extra lines. Elicit any lines which students remember and try to build other lines from the words that different students recall, referring to the audioscript below.

Answers

1 g 2 f 3 c 4 i 5 a 6 b 7 d 8 e 9 h

10.13 Everyday situations

- 1 A Beautiful day, isn't it?
B Yes, it's definitely getting warmer now.
A Yes. I didn't even bring a jacket today.
B Me neither.
- 2 A Sorry, I'm late again!
B Not to worry. We're just starting.
A It's the trains! Another cancellation this morning!
B I know. It's awful, isn't it. OK, let's get started ...
- 3 A Can I help you, sir?
B Yes, I'm looking for a bike for my 11-year-old son.
A OK. How about this mountain bike?
B That looks good. How much is it?
- 4 A Would you like to go out for a drink after work?
B I'd love to. Which pub?
A The Red Lion. A lot of us are going.
B Great! See you later.
- 5 A Excuse me! This machine isn't working.
B Oh dear! Let me have a look. It breaks all the time.
A I put my money in and nothing happened.
B Don't worry. I'll give you the money back.
- 6 A I can't find my phone.
B Oh not again! You had it in the coffee bar. Did you leave it there?
A No, I'm sure I didn't. Oh it's here somewhere. Call my number! ...
There it is! It's in one of the shopping bags.
- 7 A Thanks for the dinner invite, but I'm afraid I can't come. Sorry!
B Ah that's a pity. Maybe another time.
A I'm going away on business that weekend.
B Never mind. We'll meet up when you're back.
- 8 A Patrick and I are expecting a baby!
B Wow! That's fantastic news! Congratulations!

- A Thanks. We're both pretty excited. And a bit nervous.
 B We can understand that.
- 9 A Bye! Have a good journey!
 B Thanks. See you in a couple of days.
 A I hope you have a good time.
 B I'm sure we will. Bye!

- 4 Put students in pairs to practise the conversations on the page. Stronger students can try to remember the full conversations from the recording. Monitor and help, as necessary. If students have pronunciation problems, play sections of the recording again. Students listen and repeat, paying special attention to stress patterns and intonation, following the model as closely as possible. If you have time, students can learn one or two of the conversations by heart to act out for the rest of the class.

Additional material

For teachers

Photocopiable activity – Communication: *Guess my answer!* pp226–7

For students

Online Practice – *Look again*

Workbook p68, exercise 1

Online Practice – *Practice*

Writing SB p108

Comparing and contrasting

Linking words (3) – *but, however, although*

The writing syllabus continues with a focus on three linking words of contrast – *but, however, and although* – and how they can be used to join sentences. This builds on the linkers that students learned about and practised in units 4 and 6. Students do a sentence joining task and complete a gapped description of two people before going on to write a short comparison of two people in their family.

- 1 Read the notes with the class. Ask what the linking words express – help them to say something similar in meaning to *contrast*, though they won't know this word. Check students understand that the sentences show three different ways of saying the same thing. Highlight the position of each linking word in the examples and explain that it is important to learn how to use them. Point out that we cannot use *but* in the same way as *although*, i.e. we can't say **But I love travel, I don't like flying – I prefer the train*. Elicit which sentences are the most formal.

Answers

Sentences 2 and 3.

- 2 This exercise checks students understand how to use each of the linking words to join sentences. Elicit the answers to number 1 as a demonstration. Students then join the sentences in 2 and 3 in three ways.
- Allow students to check in pairs before checking with the whole class. Ask students to give the punctuation in each sentence.

Answers

- 1 I like Peter, **but** I don't love him.
 I like Peter. **However**, I don't love him.
Although I like Peter, I don't love him.
- 2 My flat has a balcony, **but** it doesn't have a garden.
 My flat has a balcony. **However**, it doesn't have a garden.
Although my flat has a balcony, it doesn't have a garden.
- 3 My brother's older than me, **but** he's smaller than me.
 My brother's older than me. **However**, he's smaller than me.
Although my brother's older than me, he's smaller than me.

- 3 This task covers the linking words from this section and also reviews some from earlier units. Focus attention on the photo and elicit a brief description of the two brothers. Pre-teach/Check *twins* and *identical twins*. Get students to read the text through quickly to get an idea of the content. Encourage them to use the context to help them understand new vocabulary, or let them use a dictionary.

With weaker students, or if you are short of time, pre-teach/check: *look alike, dress alike, individual (n), have interests in common, IT (information technology), personality*.

Elicit the answer to number 1 as an example and then get students to continue the task, working individually. Remind them to read all the text around the gap and to use the punctuation to help them choose the correct linker.

Students check in pairs before checking with the class.

Answers

- | | |
|------------|-------------|
| 1 although | 7 However |
| 2 because | 8 so/and |
| 3 However | 9 but |
| 4 because | 10 Although |
| 5 when | 11 but |
| 6 when | 12 However |

- 4 It can be helpful to get students to talk about the content of a writing task as part of the planning stage. In this case, give students a few moments to choose the two people for their description. Then divide the class into pairs to talk about the people and their appearance, personality, and likes and dislikes. Students can make brief notes at this stage if it helps them.

Give a brief example yourself by describing the similarities and differences between two people you know. Make sure you include some of the contrasting/linking words in your sentences where appropriate.

Before getting students to write their own comparison, focus attention on the highlighted expressions in the model text. Check their use by asking the following questions: Which expression:

- introduces the first comparison? (*For a start ...*)
- introduces another comparison? (*Something else ..., Another thing is that ...*)
- gives an example? (*For example, ...*)
- introduces the last point/paragraph? (*Finally, ...*)

Focus attention on the writing plan and elicit possible sentences for each bullet point. Get students to write brief notes for each section, if they didn't do so earlier.

Give students time to write their description in class, or set it for homework.

When you check students' work, point out errors, but allow students to correct them themselves. Remember to use a marking key if you have introduced one. Try to limit correction to major problems or problems you have noticed them making in previous written work. It can be helpful to point out one or two of their most common mistakes or patterns of errors, e.g. spelling, missing third person -s, incorrect prepositions, etc. Then the individual student may be more conscious of this and self-correct in the next piece of work.

If possible, ask students to produce corrected descriptions and display them around the classroom to allow students to read each other's work. If appropriate, get them to vote for the most interesting description.

Additional material

For students

Online Practice – *Practice*

Workbook p69, *Review*, exercises 1–4, Vocabulary

Online Practice – *Check your progress*

11 Going for it!

Introduction to the unit

In this unit, students think about the future and we focus on the *going to* structure so that they learn how to express their future plans and intentions. Students also learn how to use this grammar for a second function, predictions, when people are talking about future events from the moment of speaking.

Another aspect of grammar covered in the unit is the infinitive of purpose, which is relatively simple to operate in English, but is often realized differently in other languages. The context is of a busy manager and his assistant organizing his business and personal life and involves listening and speaking skills.

The reading skills work includes an interesting text about a cultural tradition in Catalonia and leads to a short project about cultural community traditions in the students' own countries.

Students learn vocabulary to enable them to talk about the weather – an essential part of conversation with British people! And in the *Everyday English* section, they practise using natural phrases for making suggestions. In terms of writing, the model text is an email from friends on holiday, and students review and use descriptive language to write their own holiday email to a friend.

Everyday English

Making suggestions

In this section, students learn a number of ways to make suggestions. They listen to conversations between friends and extend them with appropriate functional phrases. Then they have plenty of opportunity to practise their own conversations.

Additional material

Workbook

Students practise *going to* for future intentions in all forms by writing sentences, forming questions, completing conversations, and using information from a chart. *Going to* for predictions is also practised. There are exercises to consolidate students' understanding of the infinitive of purpose, and a picture matching activity for weather vocabulary.

Photocopiable activities

There are photocopiable activities to review grammar (*Life plans information gap*), vocabulary (*What's the weather like?*), and communication (*What shall we do?*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

going to future

The *going to* future is introduced in a very visual way, with people imagining their future actions. It is clearly presented as the means to describe future plans and intentions and students practise this use first.

Later, students learn that we also use this structure for predictions based on present evidence, e.g. *Look at those dark clouds. It's going to rain soon.* There is extensive use of imagery to illustrate this function, too.

Infinitive of purpose

Students learn that we can answer the question *Why ... ?* using the infinitive. They review and extend their knowledge of places and activities, and practise listening and speaking skills as they use this new grammar.

Vocabulary

What's the weather like?

Students match weather words and symbols and learn how to use pairs of adjectives to describe the weather. They also encounter the use of *like* in *What's ... like?*, but only in the context of talking about the weather. A weather report is realistic listening material and students practise their knowledge of numbers when writing temperatures on a weather map. Finally they produce their own weather forecast.

Notes on the unit

Unit opener page summary

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Going for it!'

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What are your plans for the future?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time, or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for the activity:

Put students into pairs and ask them to look at both questions and discuss their answers.

Answers

- 1 In a desert.
- 2 Travelling by camel.

Grammar

going to future

STARTER SB p110

Read out *I'm going to work in Moscow* and *I worked in Moscow*. Establish what time they refer to by asking *Past, present, or future?* about each one. Students should recognize *worked* as a regular Past Simple verb, but make sure that they realize *going to* refers to the future as this is new to them. (Do not go into a full presentation of the tense at this stage.)

Students work in pairs and make sentences using the time references in the second column. Check the answers with the whole class.

Answers

I'm going to work in Moscow soon/after I finish university/next year/in three months' time.

I worked in Moscow after I finished university/two years ago.

That's the plan!

Possible problems

- 1 The problem of when to use *going to* in relation to other future forms (always an area of difficulty for students) is deferred to later levels of the course so that students can simply concentrate on *going to*.
 - 2 Students need to remember all the parts of this structure, i.e. the correct form of *be + going + to + infinitive of verb*. Correct and point this out to help students with their accuracy. Also remind them that although *going to* is always the same form, they need to make sure they use the correct form of the verb *be*.
 - 3 In natural speech, the sentence stress falls on the first syllable of **going* and therefore the *to* is usually very weak. It is often pronounced /tə/ so the two words together can sound like /'gəʊwɪntə/.
 - 4 Common mistakes with *going to* are to omit the auxiliary verb *be*: **I going to cook lunch* or to omit *to*: **He's going buy a new car*.
 - 5 In fast speech, *going to* is often pronounced *gonna* /'ɡɒnə/. Young students may like to learn this and they don't tend to find it difficult, but correct them if they say *gonna to*. The *when* clauses in exercises 1 and 2 on this page use the Present Simple. Sometimes students find it strange that the Present Simple is used to talk about future events and they won't know that we do this after certain time expressions, including *when*; they might want to say **When I will get home ...*, etc. You can correct individual mistakes if necessary, but don't try to give a detailed explanation of this point at this stage.
- 1 Focus attention on the photos of the people, go through the names, and ask students how old they think the people are. Here is the pronunciation of their names: *Jenni* /'dʒɛni/, *Jamie* /'dʒeɪmi/, *Derek* /'derɪk/, *Grace* /greɪs/, *Molly* /'mɒli/, *Hannah* /'hænə/, *Karl* /kɑːl/ and *Petra* /'petrə/.
Pre-teach/Check *retire* and *grow up*. Focus attention on the thought bubbles and explain that each person is thinking about their future. This can be something happening soon, e.g. *this evening*, or further in the future, e.g. *their job*.
Ask *What is Jeff doing? What is he thinking about?* as an example and elicit the answers (*He's going home. He's thinking about his evening after work*). Then put students in pairs to talk about the other people. Monitor and help as necessary. Check the answers with the class.

Answers

- 1 Jeff is going home. He's thinking about his evening after work.
- 2 Jenni and her family are sitting on a plane. They're thinking about their holiday.
- 3 Jamie is watching a match. He's thinking about his future as an adult.
- 4 Derek is working in an office. He's thinking about his retirement.
- 5 Grace and Molly are working in an office. They're thinking about their day after they finish work.
- 6 Hannah is looking after her children. She's thinking about her evening after the children's bedtime.
- 7 Karl and Petra are sitting at their desk at school/college/university. She's thinking about her plans for after the lesson.

- 2 This is the first time that students see *going to*. Allow them to focus on the context to help convey the meaning, but if students query *going to*, just explain that we use it to talk about future plans.

Pre-teach/Check *straight* and check students know that 'Arsenal' is the name of a Premier League football club. Give students time to read the sentences quickly and deal with any other vocabulary queries. Focus attention on sentences 1–4, and in particular, on the examples. Get them to look back at the photo of Karl and Petra in exercise 1 and make the connection that this is the completion of Petra's *When ...* thought. Then ask students to continue matching just the names, working in pairs and writing the names in the boxes. (They'll check the answers in listening in a moment.)

Focus attention on the prompt for sentence 5 and elicit the complete sentence (*I'm going to learn to play golf*). Give students time to complete the plans in sentences 6 and 7. Monitor and check for correct use of *going to*. Do corrections as you monitor. When they've completed these sentences, ask them to match 5–7 with the remaining people in the photos.

- 🔊 11.1 Play the recording and let students check their answers.

SUGGESTION You could ask students for their personal reactions to these plans and give them some useful phrases for possible responses: *That's a nice idea. That sounds good. I like that plan. Why not? I don't think that's a good plan.*

Answers

- 1 Karl and Petra
- 2 Hannah
- 3 Jeff
- 4 Grace and Molly
- 5 Derek, I'm going to
- 6 Jenni and family, we're going to
- 7 Jamie, I'm going to

🔊 11.1 That's the plan!

- 1 **Jeff**
When I get home, I'm going to take my dogs for a walk.
- 2 **Jenni and family**
When we arrive in Corfu, we're going to jump straight in the hotel pool.
- 3 **Jamie**
When I grow up, I'm going to play for Arsenal!
- 4 **Derek**
When I retire, I'm going to learn to play golf.
- 5 **Grace and Molly**
When we finish work, we're going to see a film.
- 6 **Hannah**
When the kids are in bed, I'm going to sit down and have a glass of wine.
- 7 **Karl and Petra**
When this lesson ends, we're going to have a coffee together.

- 3 🔊 11.2 Draw a large question mark on the board to signal that you are going to introduce the question form. The formation and pronunciation of the question should not cause students too much difficulty because they are already familiar with the Present Continuous and the contractions of the verb *be*. With weaker students, you could highlight the change from first person to third person (*I'm going to* – *Jeff is going to*) before focusing on the question forms.

Give students time to read the examples. Then play the recording.

Focus on the weak pronunciation of *to* in *going to* /'gəʊɪŋ tə/. Practise it in isolation first, and then as part of a full sentence, drilling the examples in the book. If students have problems, get them to focus on the main stresses (underlined below) and then repeat the questions and answers in open pairs.

What's Jeff going to do? He's going to take his dogs for a walk.

You could also drill a few questions and answers about different people in exercise 1 to provide additional support.

Put students in pairs to practise the questions and answers. Monitor and check for correct question forms and pronunciation. If students have a lot of problems, correct common errors carefully and drill one or two more examples, before letting students continue the pairwork.

Answers

- 1 What's Jeff going to do?
He's going to take his dogs for a walk.
- 2 What are Jenni and her family going to do?
They're going to jump straight in the hotel pool.
- 3 What's Jamie going to do?
He's going to play for Arsenal.
- 4 What's Derek going to do?
He's going to learn to play golf.
- 5 What are Grace and Molly going to do?
They're going to see a film.
- 6 What is Hannah going to do?
She's going to sit down and have a glass of wine.
- 7 What are Karl and Petra going to do?
They're going to have a coffee together.

🔊 11.2

- A What's Jeff going to do?
B He's going to take his dogs for a walk.

- 4 Explain that this exercise practises the negative. Say that the sentences given are all incorrect. Focus students on the example about Jeff and ask one student to read it aloud.

Elicit the correction of sentence 2 as a class to make sure they remember to change *they're* to *they aren't*. Pre-teach/Check *see a play* and *do the washing*.

Put students in pairs to correct the rest of the sentences. They should work the sentences out orally and then write them down. Monitor and check they are using the negatives correctly.

- 🔊 11.3 When they've finished, play the recording for students to check their answers. Play it again, pausing when necessary and get students to repeat the negative sentences.

Answers and audioscript

🔊 11.3 Correct the plans

- 1 When Jeff gets home, he's going to do some work.
He isn't going to do any work. He's going to take his dogs for a walk.
- 2 When Jenni and family arrive in Corfu, they're going to do some shopping.
They aren't going to do any shopping. They're going to jump straight in the hotel pool.

- 3 When Jamie grows up, he's going to play for Chelsea.
He isn't going to play for Chelsea. He's going to play for Arsenal.
- 4 When Derek retires, he's going to do nothing all day.
He isn't going to do nothing all day. He's going to learn to play golf.
- 5 When Grace and Molly finish work, they're going to see a play.
They aren't going to see a play. They're going to see a film.
- 6 When the kids are in bed, Hannah's going to do the washing.
She isn't going to do the washing. She's going to sit down and have a glass of wine.
- 7 When this lesson ends, Karl and Petra are going to do their homework.
They aren't going to do their homework. They're going to have a coffee.

GRAMMAR SPOT SB p111

- 1 Look at point 1 in the *Grammar spot* as a class. Elicit from the class what is missing from the chart (the verb *be*) and ask them to complete the chart, using both full and contracted forms.
Check answers with the class.
- 2 Students work in pairs to make the question and negative forms of the examples in the chart. Do the first one together as a demonstration if necessary. Check answers together.
- 3 Get students to read the question and two sentences. Allow them time to think about their answer before checking with the class.
▶▶ Read Grammar reference 11.1–11.2 on p148 together in class and encourage students to ask you questions about it. Make sure students understand the word *intention*. Focus their attention on 11.1 and the tables which show the form (*positive, negative, and question*). Don't go into detail about point 2 yet as they haven't met this use – it is on Student's Book p112.
As extra practice with the form of the tense, you could write some of the sentences incorrectly on the board and ask students to correct the mistakes, e.g. *She going to stay at home. When she is going to have a break? I'm going be late. They aren't go to have a break.*
(*She is going to stay at home. When is she going to have a break? I'm going to be late. They aren't going to have a break.*)

Answers

1

a I	am	going to cook tonight.
b He/She	is	
c You/We/They	are	

2

- a What am I going to cook tonight? I'm not going to cook tonight.
- b What is he/she going to cook tonight? / He/She isn't going to cook tonight.
- c What are you/we/they going to cook tonight? You/We/They aren't going to cook tonight.

3

No

Practice SB p111

Talking about you

- 1 Now we get students to talk about themselves in an exercise practising *Yes/No* questions.
Drill the example in the Student's Book individually and chorally. Get two students to do a further demonstration in open pairs, using the prompt *check your phone*.
Then put students in small groups to continue asking and answering the rest of the questions. Monitor as they do this, checking for correct use of the *Yes/No* questions and the *going to* structure. Encourage them to find out about as many of the things from as many people in their small group as possible.
- 2 Focus attention on the examples. Get two students to read them aloud. Ask students to tell the class about themselves and the people in the group. This provides practice in the third person singular and first person singular and plural. If they don't use any negatives in their sentences, make this a specific focus of the feedback and ask *What aren't people in your group going to do?*
Do correction of any mistakes with *going to* with the whole class, eliciting corrections from the students where possible.

Seeing the future now SB p112

GRAMMAR SPOT

Look at the explanation and example as a class. Elicit that, in this case, we can predict the future with a good degree of certainty – what we can see are dark clouds, which lead to rain.

▶▶ Read Grammar reference 11.1 point 2 on p148 together. Highlight that we use *going to* like this when we are sure because we can see what is going to happen.

- 3 Focus attention on the pictures, and particularly on picture 1 and the example. Elicit how we know what is going to happen – *we can see the finish line and she is nearest*. Students then write a sentence for each picture, using *going to* and the correct verb from the box. If students have access to dictionaries, get them to look up new words, or they can ask you. They will be familiar with most of these verbs, but may not know *kiss*. Students can work in pairs so that they can help each other with vocabulary.
With weaker students, you could match the verbs to each picture before students write the sentences.
Check answers with the class. The pictures make the imminent future action clear, but if you wish, you could ask students how they know for sure what is going to happen, i.e. what is the evidence in each picture. You may need to teach the word *pregnant* to help with picture F and remind them of the phrase *be expecting a baby* (which they learned in *Social expressions* in Unit 10).

Answers

- A She's **going to win** the race!
B They're **going to clean** her windows!
C He's **going to fall** off that wall!
D We're **going to miss** our flight!
E It's **going to take** ages to download!
F She's **going to have** the baby very soon!
G She's **going to play** the cello!
H They're **going to kiss** each other!

- 4 Ask students to read the conversations and decide which pictures A–H they match with in exercise 3.
- 5 Ask students to listen to the conversations and check. They then practise the conversations in pairs.

Answers

1 C 2 H 3 E 4 G 5 F 6 B 7 A 8 D

11.4 What's going to happen?

- 1 A Where's Jamie gone? I can't see him anywhere!
B Look! He's up there! Careful, Jamie! Oh no! He's going to fall off that wall!
- 2 A Oh no, that's my sister with her new boyfriend!
B Oooh, so in love, aren't they?! Ugh! Don't look! They're going to kiss each other!
- 3 A Can we not watch the film yet?
B No, sorry. The WiFi's really slow at the moment. It's going to take ages to download!
- 4 A What lovely singing! There's so much talent in this village! Who's next?
B It's Jeff's wife, Lucy! She's going to play the cello.
- 5 A How are Alice and Theo these days?
B I think they're busy getting everything ready. She's going to have the baby very soon.
- 6 A What are those men doing outside Mrs Simpson's house?
B Ooh, I don't know. Look, they've got a ladder, and ... Oh! They're going to clean her windows!
- 7 A Come on Annabel! Come on! You can do it!
B Look, she's moving in front! Woah! She's going to win the race!
- 8 A This is hopeless!
B I know. I think there's an accident ahead – nothing's moving. We're going to miss our flight!

- 6 Ask students to look at the two word boxes and the words they contain. Put them in pairs to help each other understand any words in the boxes they don't know. This can involve the use of dictionaries and translators, or you could pre-teach them. New words for the students may include *bee*, *cry*, *fall asleep*, *take off*, *sneeze*, *answer the door*, *crash*, *sting someone*, *arrest someone*. Deal with any outstanding vocabulary queries. You can ask if they can find any nouns in A which go particularly well with verbs in B (e.g. *car* – *crash*, *bee* – *sting*). Make sure they understand that they're going to hear sounds on the recording, not sentences. Their task is to describe the sounds in terms of what is going to happen next.

- 11.5 Play the recording. Give students time to write down sentences with *going to* and the words from the boxes. Go through the sentences with the class.

Answers

- 1 The car's going to crash.
- 2 The man is going to sneeze.
- 3 The woman is going to answer the door.
- 4 The man is going to fall asleep.
- 5 The policemen are going to arrest someone.
- 6 The bee is going to sting someone.
- 7 The woman is going to cry.
- 8 The plane is going to take off.

11.5 It sounds like ...

- 1 (*Sound of a car driving and then screeching of brakes as it veers across the road* – Pause – *Sound of a big crash, and a man shouting, 'You stupid idiot!'*)
- 2 (*Sound of a man making the 'ah ... ah ... ah' noises that people make as they're going to sneeze* – Pause – *then the huge sneeze, and someone saying 'Bless you!'*)

- 3 (*Sound of doorbell ringing twice and then a woman's voice shouting, 'I'll go!'* – Pause – *Sound of door being opened and woman saying 'Hi, Angie!'*)
- 4 (*Sound of a man yawning long and loud, and then making a contented noise as he settles down to sleep.* – Pause – *Sound of loud snoring*)
- 5 (*Sound of police car siren, police braking, policemen jumping out and shouting, 'Oi, you, stop!'* – Pause – *Sound of policeman saying 'You're under arrest!' and man saying 'OK, OK, I'll come quietly!'*)
- 6 (*Sound of a bee getting louder and louder and angrier and angrier.* – Pause – *Sound of a boy screaming and crying after being stung*)
- 7 (*Woman's voice saying, 'Oh, it's so sad!'*, *sniffing, and then making noises of being about to burst into tears.* – Pause – *Then bursting into tears*)
- 8 (*Sound of a plane taxiing and then going full thrust as it speeds down the runway* – Pause – *Then shift in sound to be quieter as it takes off*)

Check it

- 7 Students are very familiar with this kind of exercise by now. They choose the correct sentences individually. Put them in pairs to check their answers if you wish. Check answers with the class. Elicit the mistakes in the incorrect sentences.

Answers

- 1 He's going to watch the football.
- 2 We're going to see a film later.
- 3 She isn't going to cook tonight.
- 4 Is it going to rain?

Why am I going there?! SB p113

Infinitive of purpose

Possible problems

The infinitive of purpose is generally easy for students to understand in terms of function. The most common mistake is for them to use *for* instead of *to* when trying to use the structure. This may be due to the way this is expressed in their L1 and it is pointed out clearly in the Grammar reference on p148.

- 1 Focus students' attention on the picture and elicit that the man shown is a *manager* and drill pronunciation of this word. You could elicit some adjectives about him and his job – trying to elicit the key word *busy*. Draw students' attention to the places in the chart. Go through them for pronunciation and to make sure students remember the meanings. They may need specific help with *gym*, *conference*, and *barber's*. Put them in pairs to answer the first question orally. If necessary, check they know *diary*. Elicit answers from the class. Ask students to read through all the activities in the chart. Ask them *What do you do in a gym?* Focus their attention on the example. Do a further example together with *restaurant* (*have lunch*). Check the phrase *pick your kids up* and teach them that *kids* is an informal word meaning *children* used often in British English. Then students continue to match the places and activities in pairs. Monitor and deal with any vocabulary queries. Check answers together. Go over any of the new vocabulary to check comprehension and pronunciation – *a play*, *a presentation*, *pick your kids up*, *a haircut*, *a flight*.

Answers

gym = do exercise
 restaurant = have lunch
 conference = give a presentation
 shop = buy a present for someone
 school = pick your kids up
 barber's = have a haircut
 theatre = see a play
 airport = get a flight
 art gallery = see an exhibition
 railway station = get a train

- 2 ④ 11.6 Students read the instruction. Ask students to point to Rob and Angela in the picture. Ask questions about Rob and Angela to check students understand the context of the recording: *What is Rob's job? Where does he work? Does Angela work with Rob? What is Angela's job?* You may need to teach *pharmaceutical company*. Give students time to read the conversation before they listen. You can elicit what they know about Brussels (the capital of Belgium; it is an important city for the European Union, as the location of the European Commission. Many European Council and European Parliament meetings also take place there.). Point out that the words *ExMed* and *Restaurant Victoire* are names. You may also need to teach the word *chairman*.

Play the recording for students to complete the conversation. Ask them to check their answers in pairs. Play the recording a second time for them to check their answers. Then, in their pairs, assign each student a role and get them to practise the conversation. Monitor carefully. With the whole class, correct any pronunciation errors. Play the relevant part of the conversation again if necessary, or model and drill yourself. Ask students to swap roles and practise again.

Answers and audioscript

④ 11.6 Rob's schedule

A = Angela R = Rob

- A Next week's very busy. You have a car to the airport at 6.30 a.m. on Monday morning.
 R To get a flight to where?
 A Brussels. Remember?
 R Ah yes. And, er, why am I going there?
 A To give a presentation at the ExMed conference.
 R Oh, yes, of course.
 A You're coming back on Tuesday morning, and you're going to Restaurant Victoire at 1.00, to have lunch with our chairman.

- 3 ④ 11.7 Elicit the jobs and work relationship between Rob and Angela from exercise 2. Point out that the conversation in 2 is just part of a longer conversation and now they are going to listen to all of it. Ask students to read the task carefully and point out the examples. Make sure they also understand the question about Angela. With a weaker group, you may need to focus only on the ticking exercise and then play the recording a second time for them to answer the question. Play the recording. If necessary, play the recording a second time. Then check answers together. To check students' comprehension of the conversation ask: *Who is Susan?* (Rob's wife) *Who*

is Millie? (Rob's daughter). Also check students know *wedding anniversary* and *jewellery shop*.

CULTURE NOTE Paddington is the name of a railway station in London which is very well known.

Romeo and Juliet is a famous romantic play by William Shakespeare.

Answers

Students should tick: airport, get a flight, giving a presentation, conference, restaurant, having lunch, school, picking Rob's kids up, the barber's, having a haircut, railway station, get a train, theatre, see a play, shop, buy a present for someone. Students' own answers about Angela – but it doesn't sound as if she enjoys her job any more. Maybe she has too much to do – she is too busy/overworked or perhaps she is a little bored just remembering everything for Rob.

④ 11.7 Rob's diary

R = Rob A = Angela

- R Oh, Angela, this is our last diary meeting! I can't believe you're leaving the company! I don't know what I'm going to do without you!
 A Mmm. Yes, well, ... As always, next week's very busy. You have a car to the airport at 6.30 a.m. on Monday morning.
 R To get a flight to where?
 A Brussels, remember?
 R Ah yes. And, er, why am I going there?
 A To give a presentation at the ExMed Conference.
 R Oh, yes, of course.
 A You're coming back on Tuesday morning and you're going to Restaurant Victoire at 1.00 to have lunch with our chairman. Then your driver's going to take you to St John's School to pick Molly up.
 R Ah, yes, Susan can't pick her up on Tuesday. But what do I do with Molly?
 A It's her best friend's birthday party, you're taking her there.
 R Oh, yes, I can leave her there and come back to work.
 A But don't forget, you're going to the barber's at 4.30.
 R Oh yes, to have a haircut ... finally.
 A Mmm, yes, it certainly is time for that. And then the driver's taking you to the station, to get the 5.30 train to Paddington.
 R What? Why am I going to London?!
 A You're going to the theatre, to see a play with your wife.
 R Oh, yes, ... Susan's in London that day, and Molly's staying at her friend's, because we're going to see *Romeo and Juliet*.
 A And you're celebrating ... ?
 R Yes! It's our wedding anniversary! Oh, did you remember to order the flowers?
 A Yes, of course. And I got a nice present for her in that new jewellery shop.
 R Brilliant! Oh, Angela, you think of everything! I'm going to be so lost without you.
 A Mmm. I know ...

- 4 Put students in closed pairs. Ask them to remember as much information as they can, as shown in the examples. Monitor and encourage them to say what and why by prompting with names, times, and places. Elicit some sentences from the class. Correct them if they use *going to go* and reinforce *going to* if they make this mistake. Allow them to check what they remembered with the audioscript on p140.

GRAMMAR SPOT SB p113

This *Grammar spot* covers two distinct points so focus on each in turn.

- 1 Ask students to read the notes and examples. Point out that the sentences given after NOT aren't incorrect grammatically, but it's just not common to use them as repetition of these verbs. Give a further example yourself of a place you're going to tomorrow or during the next week. You could elicit one or two examples from strong students in the class.

Point out in the conversation that this grammar point applies to question forms, too: *Why am I going there?* (NOT **Why am I going to go there?*).

- 2 Students read and think about the question. Elicit an answer from one of them. Elicit the answer to the final question, too.

Answers

Yes, they both mean the same. They answer the question: *Why are you going to London?*

►► Refer students to the Grammar reference 11.2–11.3 on p148. Give them plenty of time to read these sections and encourage them to ask you questions. For extra practice of 11.2 point 3, write the following sentences on the board for students to simplify: *They're going to come to our house on Friday.* (They're coming to our house on Friday.) *We're going to go to a party at the weekend.* (We're going to a party at the weekend.)

For further practice of 11.3, you could ask students to use the infinitive of purpose to respond to some *Why* questions, e.g. *Why do you study English?* *Why do you go to the gym?* *Why do you work?* *Why do you have a car?* (These questions can be taken to be personal or just as impersonal *you*, i.e. *Why do people ... ?*). Students' natural response may be to answer with *Because ...*. This is fine and you can write these on the board and explain these are good examples, but then also elicit the responses with the infinitive of purpose to show this has the same meaning. e.g. *Why do you work?* *Because I need money. / To earn money.*

Practice SB p113

Talking about you

- 1 Students read the instruction. Ask two students to read the examples aloud. Elicit or point out that these sentences are in the Past Simple (as up to this point in the lesson the time reference has been future). Focus students' attention back on the chart in exercise 1 (Infinitive of purpose) and ask them to talk about their real lives. Give further examples about yourself if you think this will help them. To guide weaker students, you could write on the board *where, when, why* to make sure they include as much information as possible. Put them in closed pairs to do the task. Monitor carefully to check they are using the infinitive of purpose where appropriate. Ask some students to report back to the class about one of the places their partner went to, when they went, and why.

- 2 When students have read the instruction, focus their attention on the examples. Get two students to read them aloud across the class in an open pair. Point out that the time reference here is future and that now they can be very specific about the places they talk about – giving the names of each place. Give them a minute or two to prepare and write down places. Monitor students as they work in pairs.

Conduct whole-class feedback, asking students to report their partners' plans to the class.

Additional material

For teachers

Photocopiable activity – Grammar: *Life plans information gap* pp228–9

For students

Online Practice – *Look again*

Workbook pp70–3, exercises 1–10

Reading and speaking SB p114

Human towers

NOTE

At the end of this section, there is a project which is a speaking activity on a community tradition in the students' own country. If you think your students may not have the knowledge to do this task without preparation, get them to do research for homework. They can also find images to show their classmates and write down any useful vocabulary they may need to talk about the tradition. But remind them to keep it brief – or you won't have time for everyone to speak in the lesson.

If you have a monolingual class, it might be best to brainstorm community traditions together and then assign different ones to individuals or small groups to prepare. This way, you can avoid them all choosing the same one.

About the text

This is a text about an old tradition which takes place in one area of Spain where people work in teams to form human towers. It is highly likely that many students will not know about this activity and this lack of prior knowledge places strong emphasis on the skill of reading and working out meaning (because generally we apply our background understanding of topics to the reading task).

Students practise using visuals to aid their understanding and work on *true/false* activities and answering questions to reach a full understanding of what the *Castellers of Catalonia* do.

The following people and places are mentioned in the text and you can help students with the pronunciation: *Catalonia* /kætə'ləʊniə/, *Carla Olivella* /kɑ:lə ɒlɪ'velə/, and *Vilafranca* /vɪlə 'fræŋkə/.

Some Spanish words are included, but explained in the text: *casteller, castell, enxaneta*.

Catalonia is in the north-east of Spain, bordering France. The regional capital is Barcelona. The area is attractive to tourists as there are many beaches and cultural sites, as well as a distinctive local cuisine. Industry is also important to the Catalan economy. Catalonians tend to see themselves as

Catalonian first and Spanish second. They speak their own language, Catalan, as well as Spanish.

Vocabulary: You will need to pre-teach the following vocabulary: *shoulder, nervous, excited, safety helmet, tower, tradition, competition, bottom, top, collapse, twice, hurt, teammate, go (n = attempt), community, role, complicated, champion, gymnastics, grades.*

If you wish, students can be encouraged to guess the meaning from the context, help each other and use translators/dictionaries. Be ready to respond to queries, but also to remind students that they don't have to understand every word in order to understand a lot of the meaning of the text.

- 1 Focus students on the title of the lesson *Human towers* and elicit the meaning by asking them to find towers in a photo on the page.
Focus their attention on the photo of the young girl and elicit some of the clothes she is wearing. Get students to talk in pairs about the questions and use the other photos which illustrate the text to help them predict the answers.

Answers

She's wearing a red helmet and a blue shirt.

- 2 Ask students to read the statements 1–6 before they read the text so that you can deal with any vocabulary queries. If they ask about *castellers*, explain that this is a Spanish word and is explained in the text. Check they understand that this is a *true/false* exercise and that they only need to read the first part of the text, which is on p114.
Give students plenty of time to read and do the task. Monitor and remind them to correct the false sentences. They can then check their answers in pairs before you do whole-class feedback.
You could ask students at this early stage what they think about this tradition and if they've ever seen or heard of anything like it before. Give some information about Catalonia from the *About the text* box on the previous page, if you wish.

Answers

- 1 ✗ She's feeling nervous.
- 2 ✗ She hasn't got any shoes on.
- 3 ✓
- 4 ✓
- 5 ✓
- 6 ✗ There are hundreds of *castellers* and there are thousands of people to watch them.

- 3 Ask students to read through the questions and deal with vocabulary queries. Give students time to read the whole text and answer the questions. If they have difficulty finding any of the answers, you could put them in pairs to help each other. Go through the answers together.

Answers

- 1 Men are at the bottom of the tower. Little girls are at the top.
- 2 An *enxaneta* is the smallest child at the very top, because it has to be the lightest.
- 3 Because the towers are tall and it's a long way down if they fall.
- 4 Their mother is nervous and their father cries.
- 5 She was angry and wanted to have another go.

- 6 Six hundred.
- 7 That everyone is important.
- 8 The highest and most complicated.
- 9 Gymnastics, because she's getting bigger and can't be the *enxaneta* for much longer.

What do you think?

Put students into small groups to read and discuss. Monitor and encourage them to work methodically through the questions and try to get every person in the group to say what they think. Stronger students should be challenged to give reasons for their opinions in each case.

When they have had sufficient time in groups, bring the class back together and encourage them to give their opinions to the whole class. It is fine for them to disagree and you can help them to do this politely and to explain their reasons.

Roleplay

Divide the class into two halves. Label one half *A* and the other *B*. Ask them to read the relevant section and to start imagining their role. They can work in pairs or small groups of *As* together and *Bs* together to prepare for the roleplay. Student *As* need to prepare some questions and write them down. Student *Bs* need to imagine themselves as one of the little girls in the photo and prepare to explain about *castellers* and the competitions, specifically what they do as *enxanetas* and how they feel about it. Monitor and assist both Student *As* and *Bs*. Weaker classes will need more preparation time in order for the roleplay to work well. Stronger classes may not need much preparation time.

Now put students into *A + B* pairs to act out the roleplay. Monitor as they do so and note any grammar or pronunciation mistakes to correct in whole-class feedback. If your students enjoy acting, you could encourage two or three pairs to perform their roleplay for the class. Conduct error correction with the whole class, using the board to write up mistakes, and elicit self-correction from the students as much as possible. Drill any difficult words which were commonly mispronounced.

Project

See *Note* at the start of this section. You can demonstrate yourself if you are from a different culture to your students – choose a community tradition and describe it simply, but in sufficient detail (following the pattern of prompts below if possible). Students can be encouraged to ask you questions. This will take up class time, however, so if you don't think it's necessary, move straight on to setting up the project rather than demonstrating.

If you have a small class, allow enough time for them to prepare in pairs or groups and, if you think they are knowledgeable enough about community traditions, this can be an immediate class activity.

In this case, brainstorm traditions to talk about, and make small groups or pairs to prepare to tell the class about them. You can help them by writing prompts on the board:

Name of tradition

Where and when it happens

Who does it

Why it happens

What happens

What we think about it

If they don't know enough detail about their tradition and there is Internet access, students can do online research. Help them to find simple websites in English to use because if they research in their own language, they will need to spend too much time translating.

Alternatively, set the task up for homework, assigning one tradition to each individual student. Then, when they come to tell each other about it, do this in small groups containing students who prepared different traditions. Monitor the groups carefully.

In both instances, note any common grammar or pronunciation errors, which can be corrected later, and don't forget to praise the students for their efforts. It is also encouraging to give your own personal reaction to the traditions described and to ask further questions, particularly if you are not from the same culture as the students.

EXTRA IDEA If you want your students to practise their writing more, you could extend this spoken project into a written project. Students could produce a poster, including pictures, to illustrate their writing. Ask them to show you their text before they use it on a poster, so that you can point out errors for them to correct before it is displayed.

VIDEO In this unit students can watch a video about a charity expedition and find out about an amazing journey in a fire engine. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *A charity expedition*

For students

Online Practice – *Practice*

Vocabulary and listening SB p116

What's the weather going to be like?

The British are well-known for their interest in the weather and students may well have their own ideas about weather conditions in the UK. A few points to note:

- Weather is often the initial topic in any conversation in Britain. Students can be encouraged to talk about the weather as a 'safe' opening topic, particularly with people they don't know.
- Despite London's reputation, the last big smog (*smoke + fog*) was in 1957 when the Clean Air Act was passed!

There are lots of jokes about British weather. Can your students understand this one? *If you don't like English weather, wait ten minutes!*

Possible problems

In this unit, *What's ... like?* is only used about the weather, so you can simply ask students how to ask this question in their language. This is likely to be quite a different structure. Many languages start with a question word more similar to *How ... ?*

However, students may have queries about *like* in this question as it can be very confusing.

Students have learned and used *like* as a verb up to this point to describe a feeling of pleasure or appreciation. It is undoubtedly confusing that a word which looks and sounds just the same is now being used with a completely different meaning.

To avoid confusion, make it clear that *like* in this lesson is not a verb. Some teachers say it is a different meaning of the word and some prefer to say it is a completely different word (which happens to look and sound the same). Either way, make sure students understand there is no connection between the two *likes*. Also, make it clear that the answer to *What's ... like?* does not contain *like*, e.g. *What's the weather like? It's sunny.* NOT **It's like sunny.*

- 1 Focus attention on the map. Get students to point to and name as many countries as they can in English. They can do this in pairs.

With the whole class, point to the following areas/countries and elicit the names, checking pronunciation as you go: *the UK, Poland, Germany, Norway, Hungary, Russia, Italy, Turkey, Greece, Portugal, Spain and France*. They also need to know the word *Scandinavia*.

Students will also need the names of capital and principal cities in these countries. You can elicit these from the students, but check they know how to say them with English pronunciation!

Remind them briefly of compass points: *north, south, east, and west*, as these are used in the recording, too.

Explain to the students that they are going to hear a weather forecast for Europe. They don't need to understand every word, but just listen for the temperatures and the cities and countries to add them to the map. They also need to identify the correct season, which they can work out at the end from their completed weather map. Teach the words *degrees Celsius* and write the symbol for degrees on the board.

11.8 Play the recording as far as *21 degrees Celsius* and elicit the temperature for the cities of Berlin and Warsaw (*21°C*). Play the rest of the recording without stopping. Let students check their answers in pairs. Play the recording again if necessary to let students check/complete their answers. Check the answers with the class.

Answers

Berlin and Warsaw = 21°C	Istanbul = 21°C
London = 18°C	Paris = 20°C
Oslo = 17°C	Nice = 27°C
Moscow = 15°C	Madrid = 29°C
Budapest = 23°C	Lisbon = 29°C
Rome = 26°C	Athens = 30°C

It's late summer/early autumn – it could be September.

11.8 What's the weather going to be like?

P = Presenter C = Carol

P And here's Carol with the weather forecast for Europe.

C Thanks, Andrew. Well, at the moment there's some wet and windy weather over the UK and Scandinavia, and this is going to move to the east over Poland and Germany. Temperatures in Berlin and Warsaw are about 21° Celsius right now, but it's cooler in London, more like 18°, and cooler still in Oslo – around 17° there. Further east, it's cool and cloudy in Moscow, where the temperature is a welcome 15° after all the extreme summer heat there. To the south it's a bit warmer, 23° in Budapest, and even warmer as we

get further south, so 26° in Rome, but it's going to be cloudy and showery across the north of Italy before long, so temperatures aren't going to stay as high there. In northern Turkey, there's some heavy rain, and it's already getting stormy, so temperatures won't get much higher than 21° in Istanbul. France is going to be cool and cloudy in the north, 20° in Paris, but much warmer and sunnier in the south, with a high of 27° in Nice. The rest of the Mediterranean is going to be warm and dry, too. Portugal and Spain will see plenty of late summer sunshine, with temperatures as high as 29° in Madrid and Lisbon. It's going to be warmer still in Greece, and we're probably going to reach 30° in Athens. And that's your European weather for the next 24 hours. I'll be back at lunchtime with an update.

P Thanks, Carol. And now...

- 2 Ask students to look at the weather symbols and the adjectives in the box. Elicit words for symbols students already know and then get them to continue working in pairs to match the remaining symbols and words. If students have access to dictionaries or translators, get them to look up words they don't know. Go through the answers with the class.

Answers

- | | |
|----------|-----------|
| 1 sunny | 5 rainy |
| 2 stormy | 6 snowy |
| 3 windy | 7 cloudy |
| 4 foggy | 8 showery |

There are three adjectives missing from the forecast here: rainy, sunny, and snowy.

- 3 This exercise is to practise which adjectives commonly go together to describe weather. This will vary in different countries according to the climate, for example it can be warm and windy in many climates, but is only rarely so in Britain. (Obviously some combinations are impossible: *dry and rainy*, *hot and snowy*, etc.)

Focus attention on the examples. Point out that students are required to use adjectives from the box here together with those in the box in exercise 2.

Then get students to continue making sentences working in pairs. Monitor and help as necessary. Elicit good combinations from the class.

NB: If students ask, of course it is possible to make combinations which start with words from the box in exercise 2, e.g. *It's sunny and warm*. However, in British English it is very common and natural to begin with the single syllable adjectives in the lower box.

It is also true that you often hear combinations such as *warm and dry*, *cold and wet* together.

Possible answers

Various possibilities, including: hot and sunny, warm and sunny, warm and windy, cold and windy, cold and rainy, cold and cloudy, cold and snowy, cool and foggy, cool and rainy, cool and cloudy, cool and showery, stormy and wet, wet and windy, dry and sunny, dry and cloudy, bright and sunny.

What's ... like?

- 11.9 Draw a large question mark on the board to signal that you are going to introduce a question form. Focus students on the blue box. Play the recording and get students to repeat the question chorally and individually, making sure students stress the content word *weather*. Read the note on *What ... like?* with students (see *Possible problems* on previous page). Get students to

think how they ask the equivalent question in their L1 so they are less concerned about trying to make sense of the structure or *like* and just focus on the meaning.

11.9 See SB p116.

- 4 Ask students to think about the weather in their own country. Focus their attention on the first example and get two students to read it aloud as an open pair. Put students in closed pairs to continue, using different months in the question. Monitor and assist where necessary.

Then ask students to do the same, but about the weather in other countries. Again, two students can read aloud the example about England in December. Remind them that they made sentences in exercise 3 which can be useful now. Monitor and correct any mistakes as you do so. If there are any common pronunciation problems, deal with them at the end with the whole class.

- 5 11.10 Give students a few moments to read the gapped conversation. Play the recording and get them to write in the weather for today, yesterday, and tomorrow. Check the answers. With a weak group, drill the questions and answers chorally and elicit the tenses/time references. Students practise the questions and answers about the weather where you are in pairs. Monitor and check for correct tense use. Ask some students to repeat their question-and-answer exchanges for the whole class.

Answers and audioscript

11.10 What's the weather like today?

- A What's the weather like today?
 B It's **cool** and **cloudy**.
 A And what was it like yesterday?
 B Oh, it was **wet** and **windy**.
 A And what's it going to be like tomorrow?
 B I think it's going to be **warm** and **sunny**.

- 6 This is an information-gap activity. Divide the class into pairs. If possible, get students to sit opposite each other so they can't see each other's books. Tell Student As to look at the world weather information on p151 of the Student's Book and Student Bs at the information on p154.

Briefly check the pronunciation of the cities, focusing in particular on *Edinburgh* /'edɪnbərə/ and *Reykjavik* /'reɪkjəvɪk/.

Point out that they have weather symbols and temperatures for some of the places, but they also have blank spaces (and those are the ones that their partner has information for). Demonstrate the activity by doing the first question and answer about Berlin with one student.

Before they continue the activity, make sure students realize that this is tomorrow's weather and therefore they need to use *going to* in the questions and answers, as shown in the example. You may need to drill this question *What's the weather going to be like ... ?* as it is more complex than the one used in recording 11.9 and exercise 4. Make sure they use a weak form for *to* in *going to*.

Get students to continue the activity in closed pairs. If necessary, remind them not to look at each other's information, only listen. Monitor and check as they do it. Check the answers with the whole class.

- 7 Get students to think about where they are going to be at the weekend and what they think the weather will be like in that place. They should also choose a city in a different country and predict the weather for that place, too.

Remind them that they need to use *going to* because the weather forecast is for the future. Give students time to write their forecast. Monitor and help as necessary. Students read their forecast to a partner and compare whether they've written about similar or different places. Students should give their opinion about whether they think their partner's forecast is going to be true.

Additional material

For teachers

Photocopiable activity – Vocabulary: *What's the weather like?* pp230–1

For students

Online Practice – *Look again*

Workbook p74, exercises 1–3

Online Practice – *Practice*

Everyday English SB p117

Making suggestions

This section focuses on the language of making suggestions for socializing. It recycles the weather vocabulary from this unit and extends students' understanding of how to use the word *could*. New expressions in this section include *shall*, *Let's*, and *Why don't we ... ?*

- Focus attention on the headings in the chart and the two examples. Then elicit a few more activities for good weather (*go for a walk, play tennis, do gardening*, etc.) and some for bad weather (*read a book, do a jigsaw, play chess*, etc.). Put students in pairs to continue the two lists. Monitor and assist by providing any specific vocabulary they want to use.
Elicit examples from the whole class and build lists on the board. Tell students that they will need their lists later in the lesson.
- 11.11 Tell students that they are going to hear two conversations, one for good weather and one for bad. Ask them to read the gapped conversations quickly. With weaker students, get them to predict possible words for each gap. Play the recording and get students to complete the conversations.
Check the answers. Then play the recording again, pausing frequently for students to listen and repeat in chorus. Ask students to practise the conversations in pairs. Monitor and encourage accurate pronunciation, including sentence stress and intonation.

Answers and audioscript

11.11 Making suggestions

- Good weather
A What a lovely day!
B Yeah, it's really **warm** and **sunny**! What shall we do?
A Shall we **go for a walk**?
- Bad weather
A What an awful day! It's raining again!
B I know. It's so **cold** and **wet**! What shall we do?
A Let's **stay in** and **watch a film**.

- Put students in pairs. Ask them first to find the 'good weather' lines and then the 'bad weather' lines. Then ask them to put each set in order to complete the conversations from exercise 2.

11.12 Play the recording and get students to listen and check their answers.

Students work in their pairs to practise the conversation. Monitor and check. If students have problems with pronunciation, play key lines of the recording again, drilling chorally and individually. Then let students continue practising the conversation in closed pairs.

Answers and audioscript

11.12

- Good weather
A What a lovely day!
B Yeah, it's really warm and sunny! What shall we do?
A Shall we go for a walk?
B Oh no! It's too hot to walk!
A OK, why don't we go to the beach?
B Good idea! We could take a picnic!
A I'll help you make it.
- Bad weather
A What an awful day! It's raining again!
B I know. It's so cold and wet! What shall we do?
A Let's stay in and watch a film.
B No, that's boring! We did that last night!
A OK then, why don't we go out for a coffee?
B Yes! We could go to Café Nero.
A Great! I'll get my coat and an umbrella.
- Read through the notes with the whole class. In a monolingual class, you could ask students to translate the sentences. Point out that *Shall* is only ever used with the pronouns *I* and *we*, and it is used in the question form, not in answers.
Highlight the plural nature of *Let's* and *Why don't we ... ?* so students understand these are group suggestions. Point out that *Let's* is similar to *could* in that it isn't a question form.
Model and drill all the examples to help students understand which words are stressed and that *shall* is usually pronounced with a weak form rather than a full vowel /ʃəl/.
Students continue to work in pairs, changing partner if appropriate. Ask them to look at the lists they made in exercise 1. Demonstrate the activity by asking for examples of a good weather and a bad weather activity and building the conversations with the whole class. Get students to continue in pairs, using the activities in their lists. Monitor and check. Note down any common errors, but don't feed back on these until after the activity.

Additional material

For teachers

Photocopiable activity – Communication: *What shall we do?* pp232–3

For students

Online Practice – *Look again*

Workbook p74, exercises 1–2

Online Practice – *Practice*

Descriptive writing

Describing a holiday

This unit of the writing syllabus gives students the opportunity to write an email describing a holiday. It is an ideal way to practise the weather vocabulary covered in the unit and also gives further practice in a range of tenses, especially the Present Continuous.

- 1 Read the instructions as a class. Pre-teach/Check *hired car* and then give students time to read the context and look at the information in the chart.
 - 2 Focus attention on the example question from the prompts. You could ask students why the question isn't *Where are they going to go?* (because we don't repeat the verb *go* or *come* when using *going to* about future plans). Elicit a further question from the class as a demonstration, e.g. *When are they going?*
Give students time to write the questions, using the prompts in the *Questions* column of the chart in exercise 1. Monitor and help as necessary. Then put students in pairs to ask and answer about Matthew and Emma's holiday. Monitor and check for accurate question formation and use of the Present Continuous and *going to*.
- 11.13** Play the recording and let students check their answers.
Ask *Why going to and not the Present Continuous in the last question?* (Present continuous would mean 'now')

Answers and audioscript

11.13 Matthew and Emma's holiday

- A Where are they going?
B To the south of France.
A When are they going?
B On May 21st.
A How are they travelling?
B By plane and hired car.
A How long are they staying?
B For ten days.
A Where are they staying?
B In a house in a village.
A What are they going to do?
B They're going to swim, go shopping in the markets, read and relax, and eat in good restaurants.

- 3 As a lead-in to the writing section, ask what information people typically include in a holiday email to their friends (*weather, accommodation, food, activities, places to visit*). Get students to read the email quickly and ask *Who is on holiday?* (Matthew and Emma); *Where are they?* (in the south of France); *Who is the email to?* (their friends, Jamie and Chloe). Highlight that the time reference has shifted from future (*going to*) to present because they're on holiday now.
Go through all the adjectives in the box for meaning and pronunciation. *Peaceful* is likely to be a new word for them, and there are a few multi-syllable adjectives which could be tricky ones to pronounce: *delicious* /dɪ'lɪʃəs/, *colourful* /'kʌlə(r)f(ə)l/, and *frightened* /'fraɪ(ə)nd/. Point out/Elicit that *warmer* is in the comparative form.

Students then read the email again and complete it with the missing adjectives. Remind them to use each adjective only once. They can work individually and then check with a partner.

Check the answers with the class.

EXTRA IDEA You could focus students on the tenses used in the email to help them understand the time references, e.g. elicit that the tense used in the second paragraph is mostly the Present Continuous because the time reference is *today*. Ask them to go through the first paragraph and identify the tenses and why each tense is used. This kind of analysis may help them get the tenses right in their own email writing.

Answers

- | | |
|--------------|--------------|
| 1 wonderful | 9 sunny |
| 2 old | 10 colourful |
| 3 beautiful | 11 expensive |
| 4 hot | 12 delicious |
| 5 warmer | 13 peaceful |
| 6 huge | 14 relaxed |
| 7 loud | 15 busy |
| 8 frightened | |

- 4 Focus attention on the bullet point writing plan and elicit possible ideas for each point. Check students use the correct tense for things they do often/most of the time (*the Present Simple*), things they did yesterday (*the Past Simple*), and things they are going to do tomorrow (*going to/the Present Continuous*).

You could encourage them to base their ideas on a real holiday, if appropriate (though they need to imagine they're on the holiday now). Remind them to use adjectives like those in exercise 3 to make their writing interesting.

Give students time to write their email in class, or set it for homework. Students then take turns to read their email aloud to a partner.

When you check the students' work, point out errors, but allow students to correct them themselves. Use a writing key if you've introduced one. If there are any recurring mistakes in individuals' work, point these out so that the students can address them.

If possible, ask students to produce a new, corrected version of their writing to display on the classroom wall to allow students to read each other's work. If appropriate, you could get students to vote for the best/worst holiday described in the emails.

Additional material

For students

Online Practice – *Practice*

Workbook p75, *Review*, Grammar exercises 1–2, Vocabulary exercises 1–2

Online Practice – *Check your progress*

12 Have you ever ... ?

Introduction to the unit

The Present Perfect is one of the most commonly used tenses in British English, especially spoken English, but its presentation has been left until Unit 12. This is because students need to fully understand the concept of the Past Simple referring to definite past before trying to grasp the Present Perfect. This tense is often difficult in concept for students – they often don't understand why we have it or what it is really for.

As well as introducing the Present Perfect, there is also a grammar section which brings together and revises all the key tenses students have covered at elementary level.

The theme of this unit relates to experience, both life experience in general and, specifically, travelling. The skills section includes a listening on famous explorers, as well as a jigsaw reading activity on 21st-century explorers, who are people that push themselves to explore dangerous pastimes and locations.

The *Everyday English* section further develops the travel theme with a practical focus on transport by bus, train, and plane.

Students have a final writing section which enables them to be creative and make choices about vocabulary and expressing ideas. It is based upon a poem and the format is questions and answers, so students get valuable practice of question structures.

Everyday English

Transport and travel

Students learn and use vocabulary and phrases for travelling by three different means of public transport. They listen to announcements and order example conversations which take place at the airport, railway station, and near bus stops.

Additional material

Workbook

Students write sentences from prompts and complete sentences about a text to practise the Present Perfect Simple and Past Simple. There is pronunciation work on past participles and a variety of tasks relating to *ever/never*, *yet* and *just*. Time expressions are also practised. A short consolidation exercise on *been* or *gone* is included and there is vocabulary practice focused on collocations with the verbs *get* and *take*.

Photocopiable activities

There are photocopiable activities to review grammar (*Have you ever ... ?*), vocabulary (*Blockbusters*), and communication (*On your way!*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Language aims

Grammar

Present Perfect + *ever/never*, *yet* and *just*

Students learn how to form this tense in positive and negative sentences and in questions. There are two contexts for different uses of the tense.

In the first section, students are introduced to one of the main uses of the Present Perfect, through *Have you ever ... ?* – to refer to an experience at some time in the past in your life without a specified time.

Then on p122, students focus on another use in the context of preparations for a trip – to refer to actions being completed, or not, at the present moment in time, with the adverbs *yet*, *already*, and *just*.

Vocabulary

take and *get*

Students need to know that there are a number of high frequency verbs in English and in the vocabulary section, they are introduced to two of these – *take* and *get* – and a wide range of collocations which go with these. By the end of the lesson, they will have two lists of common collocations with these verbs, which they can study and practise further. They will have started to notice that further collocations following a pattern are possible.

Notes on the unit

Unit opener page summary

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit 'Have you ever...?'

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind them of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *What amazing things have you done or experienced in your life?* Give students time to answer, but don't worry if they don't understand yet. Help them by pointing to the video image.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook, as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time, or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for the activity:

Put students into pairs and ask them to look at both questions and discuss their answers.

Answers

- 1 Skydiving.
- 2 Students' own answers.

Grammar

Present Perfect + *ever* and *never*

STARTER SB p120

This section is a fun way of getting students into the topic of places people in the class have visited.

- 1 Focus attention on the first two flags and elicit the names of the corresponding countries and their capitals. Students continue the task, working in pairs/small groups.

Check the answers with the whole class. If students have problems with the pronunciation of the countries, drill them chorally and individually.

Answers

- A Great Britain, London
- B Spain, Madrid
- C Japan, Tokyo
- D Egypt, Cairo
- E The US, Washington DC
- F Italy, Rome
- G Australia, Canberra
- H Poland, Warsaw
- I Switzerland, Bern
- J Brazil, Brasilia
- K Germany, Berlin
- L France, Paris

- 2 Tell students the countries you have been to. Students then tick the countries they have visited. Elicit a range of examples from the class. Acknowledge any students who have travelled very widely.

He's been everywhere!

Possible problems

- 1 Students may not have an equivalent tense in their L1 for the Present Perfect. A similar form of auxiliary verb *have* + past participle exists in many other European languages, but it is used in a different way. In English, the Present Perfect expresses the concept of an action happening at an indefinite time before now, and so it cannot be used when a definite time is given. Students very often confuse the Present Perfect and the Past Simple in terms of function and usage, e.g. **We have been there two days ago.*
- 2 The past participle of *go* is *gone* or *been*. Understandably, students find it confusing that there are two options. For the purposes of the exercises in this book they need *been*. Students find the difference between *He's gone to Paris.* and *He's been to Paris.* quite confusing so this is addressed in the Grammar reference on p148.
- 3 Students have learned the structure *have got* to talk about possessions and it doesn't perform the same function as the Present Perfect in this unit. The time reference for *have got* is present, not past.
- 4 The contracted form of *have* in third person singular may confuse some students. They don't know for sure if *'s* is the contraction of *has* or *is*. A resulting incorrect sentence might be **She is been to London.* You can point out that *'s* will always be *has* if it is followed by *been*.
- 5 Common mistakes
 - *I have seen him last week.*
 - *When have you been to the States?*
 - *In my life I went to most countries in Europe.*
 - *Did you ever try Chinese food?*

Note: This final sentence would be correct in American English, which tends to use less Present Perfect tense than British English. If your students encounter more English from the US than the UK, this may cause confusion and you may need to spend some time explaining that there are some differences between British and American English.

- 1 12.1 Focus attention on the photo and read the instructions. Ask students to identify Lexi and Rudd. Ask *What nationality are they?* (Australian). Give students time to read the questions. Play the recording all the way through. Get students to check their answers in pairs. Check the answers together. Teach/Elicit the meanings of the words *everywhere* and *nowhere*.

Answers

They're talking about Lexi's planned trip to Europe.
Abby is Lexi's friend and is going travelling with her.
Lexi doesn't like talking to Rudd because he keeps talking about himself and boasting about his travelling experiences.

12.1 He's been everywhere!

R = Rudd L = Lexi

- R Hi, Lexi! I hear you and Abby are planning a trip to Europe.
L Oh ... Hi, Rudd! Yeah, we leave next Monday for Rome.
R Ah, Rome, I know it well. I've been to Rome many times.
L Well, I've never been there. It's my first time in Europe.
R Really? Never?! That's amazing. I've ...
L I know – you've travelled a lot!
R Yes, I have. But what about your friend Abby? Is it her first time?
L No, she's been to London and Paris before, but she hasn't been to Rome.
R Ah, London and Paris. Wonderful cities! You know I studied in Paris for a year before I went to work in New York – another wonderful city. Now, have you ever been to the US?
L No, Rudd, of course I haven't, I haven't travelled much at all.
R Oh, I've been to North and South America so many times and I've ...
L OK, Rudd – you've been everywhere, I've been nowhere.
R Well, I ...
L Oh dear, look at the time! Got to go! Abby's waiting for me. We've got so much to do. Bye, Rudd. Maybe one day you can tell me more about your travels! Yeah, one day never!!

- 2 Ask students to do this task from memory. With weaker students, you could ask *Who has travelled a lot?* (Rudd) *Who hasn't visited many countries?* (Lexi), but don't give an explanation of the Present Perfect at this stage.

Do number 1 with the class as a demonstration, eliciting from the students who the bold word **I** refers to (Rudd). Do a further demonstration if necessary.

Give students time to complete the task and check in pairs before checking with the class.

- 12.2 Play the recording of the sentences and get students to repeat chorally and individually. Check students can reproduce the contracted forms in each sentence. Correct any mistakes carefully.
Remember that students may never have seen the Present Perfect tense before, and *been* will be unfamiliar. If students query the tense, explain, using L1 if possible, that *have been* is an example of the Present Perfect tense. Don't try to do a full presentation at this stage, but just explain that the sentences refer to the idea of 'some time in your past/in your life'.

Focus attention on the highlighted contracted forms. Also elicit the full form of *hasn't* (*has not*) and *haven't* (*have not*).

Answers

- | | |
|-------------------|------------------------|
| 1 Rudd | 5 Lexi |
| 2 Lexi | 6 Lexi |
| 3 Abby | 7 Rudd |
| 4 Abby (and Lexi) | 8 You = Rudd, I = Lexi |

12.2

- I've been to Rome many times.
- I've never been there.
- She's been to London and Paris.
- She hasn't been to Rome.
- Have you ever been to the US?
- I haven't travelled much at all.
- I've been to North and South America.
- You've been everywhere, I've been nowhere.

- 3 12.3 This activity includes both the Present Perfect and the Past Simple. Give students a few moments to read the gapped conversation. Then play the recording for students to complete it. Check they have completed the conversation correctly. Divide the class in two halves and label one A and one B. Get students to read the conversation across the class, reading aloud in chorus just the lines appropriate to their half. If there are any pronunciation problems, play the recording again, or model the sentences yourself and get students to repeat. Then put students into closed pairs to practise again. Focus attention on the question form of the Present Perfect and name the tense. Then focus on *When did you go?* *Where did you go?* and *Did you have a good time?* Ask *What tense this is?* (the Past Simple). Just name the tenses at this stage and do not try to explain the different uses. (These are given in the *Grammar spot* on the next page.)

SUGGESTION Get students to ask you questions about countries you have visited, following the model in exercise 3, using *Have you ever been to ...?* Encourage them to ask *When did you go?* *Where did you go?* and *Did you have a good time?* and give appropriate answers. They will do this activity in pairs after the *Grammar spot*.

Answers and audioscript

12.3 Have you ever...?

- A Have you **ever** been to Australia?
B No, I **haven't**.
A **Have** you **ever** been to Italy?
B Yes, I **have**.
A When **did** you **go**?
B Two years **ago**.
A Where **did** you **go**?
B Rome, Florence and Venice.
A Wow! **Did** you **have** a good time?
B Yes, I **did**. It was fantastic!

- 4 Focus students on the *Starter* activity on p120. As a lead-in, you could ask them to cover the box with the country words and only look at the flags. In pairs, they try to remember all the country names and capitals. Help them with any that they've forgotten or are mispronouncing.
Demonstrate the activity yourself about your own life, giving information about the countries you have and haven't visited. Use both *I haven't been to* and *I've never been to* and make sure students know that these have the same meaning. Ask students to read the examples in the Student's Book aloud. Then put students in small groups and ask them to have similar question-and-answer exchanges, saying which countries they have/haven't been to. They already thought about this when they did the *Starter* task and have ticked the countries they've visited. Monitor carefully as they do the task and note any difficulties.

EXTRA IDEA Strong students can be encouraged to say which cities they've been to, as well as countries, and you can refer them back to the conversation in exercise 3 to remind them to ask *When did you go?* to get extra information.

Elicit example exchanges from a range of students, so you can check students' accuracy in the use and pronunciation of the structure. Do any necessary correction with the whole class.

- 5 This reporting activity practises the third person singular, as students need to tell the class about a member of their group. Students will need to make the change from *have/haven't* to *has/hasn't*. Focus attention on the examples and elicit the full form of *Anita's* (*Anita has*). Drill the examples chorally and individually. Then elicit examples from a range of students about one of the people they talked to in their group.

EXTRA IDEA Ask students to pick a different classmate from their group and write sentences about where they have been/haven't been. Monitor this short writing activity. It should help to further consolidate the structure of *has/hasn't/has never + been*. Some students benefit greatly from practising the structure quietly and individually in writing, in addition to oral practice.

GRAMMAR SPOT SB p121

- 1 Read the notes with the whole class. Point out the use of *ever* with the Present Perfect in the question form to mean 'at any time in your life'. Stress that we do not use *ever* in the answer.
- 2 Read the notes with the whole class. Focus attention on the use of the Past Simple to say exactly when something happened. Elicit other specific past time references that can be used with the Past Simple, e.g. *last month, a long time ago, yesterday, etc.*
- 3 Read the notes with the whole class and get students to complete the table. Check the answers.

Answers

	Positive	Negative	
I/You/We/They	have	haven't	been to Paris.
He/She/It	has	hasn't	

- 4 Students complete the sentences with *ever* or *never*. Check the answers. Check students understand that the contraction 's in the second sentence is *has* and not *is*.

Answers

Has he *ever* been to London?

He's *never* been to Paris.

- Read Grammar reference 12.1 and 12.2 on p148 together in class and encourage students to ask you questions about it. There is a lot of information for students to process here, so allow plenty of time. Specifically, you will need to teach them the term *past participle*, which is new. First of all, point out that they've been using a past participle, *been*, which is from the infinitive form *go*. Then focus their attention on the first example *She's travelled ...* and elicit that *travelled* is the past participle of *travel*. Tell them that for regular verbs, the past participle is the same form as the Past Simple, i.e. *-ed* ending. Give more example sentences with regular past participles: *I have lived in the US. I have worked in Germany. I haven't climbed Mount Everest.* Now ask them to turn to p155 where they will see the *past participle* column in the irregular verbs chart. Ask them to look at *go* and they will see that the past participles are *gone/been*. Ask them to choose two other verbs that they use often and find the past participles. Highlight that there are patterns in spelling

and in pronunciation which will help them to learn the past participles, and tell them that they'll practise some of these in the next few exercises.

Focus attention on the section in 12.1 about *been and gone*. To help them understand the essential point that *gone* is used when the person is still in another place, you could write the questions on the board *Where have you been? Where have you gone?* And elicit which one you can say when someone comes through the door (*Where have you been?*) because they've now returned.

Practice SB p121

- 1 This exercise presents the past participle of a range of high-frequency verbs. Many of them are used in exercises that come later in this unit and they are very common verbs when talking about experiences. Remind students of the terms *past participle* and *infinitive* and elicit examples for *been* (*be/go*) and *lived* (*live*). Tell students that they will often be able to guess which infinitive (or 'base form', which is the term used on p155, in the Irregular verbs list) a past participle comes from. Students write in the infinitives for the rest of the verbs. Get students to check in pairs before checking with the whole class. Elicit which two verbs are regular.

Answers

be	make	take
fail	swim	eat
give	sleep	buy
win	have	do
live	meet	
see	run	

The two regular verbs are *live* and *fail*.

- 2 Elicit the Past Simple forms of *be* (*was/were*) and *fail* (*failed*) and get students to continue the list in pairs. ►► Refer students to the list of irregular verbs on Student's Book p155 and get them to check their answers.

Answers

went failed gave won lived saw made swam slept had met ran took ate bought did

- 3 Focus attention on the examples. Say a few more verbs in the infinitive/base form and elicit the Past Simple and past participle. Students continue the task in closed pairs, taking turns to test each other. First of all, they will probably be looking at their notes. Then gradually encourage students not to look at their books. With stronger students, encourage them to get faster and faster as they do the task. Conduct whole-class feedback in open pairs, getting students to nominate a class member to challenge across the class.

Talking about you

- 4 Focus attention on the bulleted list and pre-teach/check the following vocabulary: *foreign* /'fɔ:rn/ , *underwater*, *appear*, *eclipse*, *tent*, and *marathon*. First, ask students to go through the list and tick the things they have done.
- 5 Focus attention on the example exchange in the Student's Book. Point out the follow-up question *What*

did you win? Elicit that this is in the Past Simple. If students don't understand when to use each tense, you could refer them back to the conversation in exercise 3 on p121, or to Grammar reference 12.2 on p148.

Write question words on the board: *when, where, who, what, why, how long*. Elicit examples of follow-up questions in the Past Simple for each bullet, e.g. *Where did you live? How long did you do it? Who did you meet?*, etc.

SUGGESTION If you have enough time, you could put students in pairs to do this and then check together as a class. It would ensure all students actively think about what other questions they could ask to get further information about their classmates' experiences.

Put students into groups of three or four to ask and answer the *Have you ever ... ?* questions in the list. They will need quite a lot of time but, as you monitor, make sure students don't stay on the same question for too long. Monitor and check for correct formation of the questions and short answers, both in the Present Perfect and Past Simple, and for accurate pronunciation.

- 6 Focus attention on the example. Invite students to tell the class about people in their group. Make sure each student has a chance to tell the class something. Be careful to check they give follow-up information in the Past Simple where appropriate, e.g.

Kati has lived in Dubai. She lived there for three months. She lived there in 2012.

Are we ready yet? SB p122

Present Perfect + *yet, already and just*

Possible problems

The concepts expressed by *yet* and *just* are subtle, and different languages have a variety of ways to convey them. We do not ask any questions in the *Grammar spot* that test concept (only form) because the language required would be more complex than the target items themselves. Students should be able to get the meaning through context and use, but you need to make sure, probably via translation into L1 if possible, that students have fully understood. Explain that (*not*) *yet* means (*not*) *before now*, whereas *just* means *a short time before now*. Use examples from the text and/or put additional examples on the board. Note that American English can use the Past Simple with *just* and *yet*, e.g. *Did you do your homework yet? I just did it*.

- 1 Focus attention on the title of the lesson. Focus students on the photo of the girls. Ask them to point to Lexi, who they met on p120. Ask *Where is Lexi from?* (Australia). Elicit that the other person is Abby. Elicit, if possible, that Abby is the friend Lexi's going travelling with and that they are going to Europe, starting in Rome (all of this information is from the conversation students listened to on p120). Point to the notebook that Abby is holding. Help students understand it contains the same 'Things to do' list as on the page. Read the list as a class, referring to the photo to add support, and check comprehension of *packing, print e-tickets* (= electronic tickets), and *check in online*. With weaker students, elicit the past participle for each verb in the 'Things to do list' (*bought, finished, collected, emailed, found out, printed, checked in*).

🔊 12.4 Play the recording as far as *we did that a while ago* and elicit that this first point on the list is one to tick. Students listen to the rest of the recording and put a tick next to the things Lexi and Abby have done. They can put a cross next to the things they haven't done. Only play the recording a second time if students had problems doing the task.

Check the answers.

Answers

- 1 buy new backpacks ✓
- 2 finish packing
- 3 collect euros from bank ✓
- 4 email Abby's aunt in London ✓
- 5 find out weather forecast for Rome ✓
- 6 print e-tickets ✓
- 7 check in online

🔊 12.4 Are we ready yet?

A = Abby L = Lexi

- A Where's the list?
L I've got it.
A OK, let's check through. Er – we've already bought new backpacks. We did that a while ago.
L They look quite big. I hope we can carry them.
A No worries. I haven't finished packing mine yet. Have you?
L Not yet, just one or two more things to go in. Oh, have you collected the euros from the bank?
A Yup. I've just collected five hundred for you and five hundred for me.
L All our savings. I hope it's enough!
A No worries. We can stay with my aunt in London.
L Have you emailed her yet?
A Yes, she's just emailed back. She's going to meet us at the airport when we fly in to London from Rome.
L Fantastic. Hey, look, I've just found out the weather in Rome for next week. Hot and sunny!
A Yeah, it's going to be so good. We're going leave winter here and arrive in the middle of summer in Europe.
L What about the tickets?
A I think we only need passports, but I've printed e-tickets. I haven't checked in online yet. You can only do that 24 hours before the flight.
L Oh Abby! I am so excited. I can't wait.

- 2 Refer students back to the 'Things to do' list. If you didn't do so in exercise 1, elicit the past participle of each of the verbs in the list (*bought, finished, collected, emailed, found out, printed, checked in*). Drill the examples in the Student's Book and elicit one or two more examples, e.g. *They've collected euros from the bank*. If students query the use of *yet*, just explain it means *before now*.

Students continue working in pairs, saying what Lexi and Abby have and haven't done. Monitor and check for the correct form of the Present Perfect and the correct position of *yet*.

🔊 12.4 Play the recording again so that students can check their answers. Then check the answers with the whole class.

Refer students to the audioscript on p141. Get them to practise the conversation in pairs. If students have problems with pronunciation, drill key lines chorally and individually, and then get students to repeat the pairwork.

Answers

- 1 They've bought new backpacks.
- 2 They haven't finished packing yet.
- 3 They've collected euros from the bank.
- 4 They've emailed Abby's aunt in London.
- 5 They've found out the weather forecast for Rome.
- 6 They've printed e-tickets.
- 7 They haven't checked in online yet.

GRAMMAR SPOT SB p122

- 1 Get students to think about which form of *have* they need to complete the gapped sentence. Allow students to check in pairs before checking with the class.
- 2 Focus on the use of *yet*, *just*, and *already* in the sentences, and check comprehension (see *Possible problems*).
- 3 Allow students time to work out the rules for the use of *yet*, *just*, and *already*. Check the answers.
- 4 Ask students to look at the three sentences in exercise 2 to work out the answers of when we use *yet*.

Answers

- 1 have
- 2 1 haven't 2 Have 3 's
- 3 We put *yet* at the end of a sentence. *Just* and *already* come before the past participle.
- 4 We can only use *yet* with questions and negative sentences.
 ►► Read Grammar reference 12.3 on p148 together in class and encourage students to ask you questions about it. You could write on the board *I've done it* and *I've just done it* to elicit that adding *just* makes it clear that the action finished a very short time before now.

SUGGESTION You can demonstrate further by saying 'hello' to one of the students and then writing up on the board *I've just said hello to X*.

Ask *Have I said hello to Y* (another student) *yet*? To elicit the answer *no*. Write on the board *I haven't said hello to Y yet*. You can now ask if the students think you are going to say *hello* to Y. Explain that *yet* indicates that you think it's going to happen. Then say *hello* to Y!

You can now go back to your first example *I've just said hello to X* and ask if you need to say hello to X again (elicit the answer *No*). Then write on the board *I've already said hello to X*. If you want to reinforce the Present Perfect and Past Simple, ask *When did I say hello to X*? Then write on the board, e.g. *I said hello to X two minutes ago*. Point out the use of the Past Simple because there is now a specific time reference (*two minutes ago*).

- 3 Ask students to read through the questions and answers. You could elicit the word which is missing from the first gap as a demonstration. Give students time to complete the exercise and check in pairs.

🔊 12.5 Play the recording so students can check their answers. Then put students in pairs to practise the question and answer exchanges.

Answers and audioscript

🔊 12.5 *just, already and yet*

- 1 Q Have you finished packing?
A No, not **yet**. I've only **just** started.
- 2 Q Do you need to buy a new backpack?
A No, I've **already** got one. I bought it last week.
- 3 Q Have you heard from your aunt **yet**?
A Yes, I've **just** had an email from her, but I haven't read it **yet**.

Practice SB p123

Tense revision

Exercises 1 and 2 help to review and consolidate the tenses students have covered in the elementary level – Present Simple and Present Continuous, Past Simple and Present Perfect, and *going to*. Exercise 1 covers positive and negative forms, and exercise 2 question forms in a range of tenses.

CULTURE NOTE The places mentioned in Lexi's description are:

Bali: An island in Indonesia, which is a popular place for tourists because of its beaches and ancient traditions.

Perth: The largest city in Western Australia, located on the Swan River, 20 km inland from the Indian Ocean.

Cairns: A city and port on the north-east coast of Australia, in the state of Queensland.

Great Barrier Reef: The largest coral reef in the world (about 2,000 km long), located off the north-east coast of Australia.

A 747 refers to the Boeing passenger plane, often used for long-distance flights.

- 1 Point out the heading for this *Practice* and make sure students understand the noun *revision* so they can understand the aim of the task.

Tell students they are going to read what Lexi says about her previous travelling experiences and her trip to Europe. Pre-teach/Check *scuba dive*. Read the first sentence with the class and elicit the answer to number 1 (*haven't travelled*).

Put students in pairs to continue the task. With weaker students, you could write the range of tenses covered in the text on the board (see the note at the start of this section). Ask students to underline any answers that they are unsure about or can't agree on.

Elicit the numbers of the answers that students had problems with and write them on the board.

- 🔊 12.6 Play the recording for students to check their answers. Go back to the 'problem' sentences on the board and confirm the correct answers. Ask students to explain the answers as well as they can.

Answers

- | | |
|---------------------|--------------------------|
| 1 haven't travelled | 9 learned |
| 2 went | 10 've just finished |
| 3 've never been | 11 hasn't arrived yet |
| 4 travel | 12 're waiting |
| 5 flew | 13 've never flown |
| 6 lives | 14 takes |
| 7 live | 15 'm not going to sleep |
| 8 've been | 16 'm going to watch |

12.6 Europe here we come!

'I'm really excited about my trip to Europe. I haven't travelled much outside Australia before. Just once, two years ago when I went on holiday to Bali with my family, but I've never been to Europe or the US. I often travel inside Australia. Last year, I flew to Perth to visit my cousin, who lives there. It's a five-hour flight from Sydney, where I live. Australia's a big country! Also, I've been up to Cairns in the north three times. I learned to scuba dive there on the Great Barrier Reef. We've just finished packing. The taxi hasn't arrived yet. We're waiting for it to take us to the airport. I've never flown on a 747 before. It's a very long flight. It takes 20 hours to get to Rome, but I'm not going to sleep on the journey – I'm going to watch films all the way. It's so exciting! I can't wait!'

- 2 Get students to ask and answer question 1 across the class as an example. Students then answer the questions, working individually. Monitor and help as necessary. Put students in pairs to ask and answer the questions. Encourage students to give full answers so that they practise statement forms, too. Students ask and answer the questions in open pairs to check with the whole class. Highlight and correct mistakes carefully.

Answers

- 1 Because she hasn't travelled much before.
- 2 Yes, she has, just once. She went to Bali two years ago.
- 3 Yes, she does. She often travels inside Australia.
- 4 She went to Perth to visit her cousin.
- 5 She lives in Sydney.
- 6 She's been to Cairns three times.
- 7 She learned to scuba dive.
- 8 They're going to the airport by taxi.
- 9 It takes 20 hours.
- 10 She's going to watch films all the way. She isn't going to sleep.

No, not yet!

- 3 Focus attention on the example. Drill the question and possible answers, encouraging students to imitate the intonation and main stresses.

Students give one or two more examples in open pairs. Remind them that they will need to use different pronouns in their answers (*them/it/him/her*) and that they should try to use *not yet* or *just* where possible. Students continue working in closed pairs. Monitor and check for correct question formation and use of *yet* and *just*.

12.7 Play the recording and let students compare their answers.

If you think students need further practice, put them in new pairs and get them to practise the questions and answers again, using the audioscript on p141.

EXTRA IDEA Students can be encouraged to write their own real 'things to do' list for the week. Monitor and feed in any vocabulary they need. Get them to swap lists with a partner. They can ask *Have you ... yet?* questions and answer them honestly! (If they don't know the past participles for the verbs in their lists, refer them to the list on p155 or confirm if some of them are regular.)

Answers and audioscript

12.7 No, not yet!

- 1 A Have you checked your emails yet?
B Yes, I've just checked them, but there wasn't one from you.
- 2 A Have you had breakfast yet?
B No, I've just got up. I don't want much breakfast – just a coffee and some toast.
- 3 A Have you made the coffee yet?
B No, I haven't! Why don't you make it!
- 4 A Have you done the shopping yet?
B No, I haven't. I don't think we need anything from the shops.
- 5 A Have you tidied your room yet?
B Yes, I have! It took ages! Go and look if you don't believe me!
- 6 A Have you taken the dog for a walk yet?
B No, I haven't. It's just started to rain.
- 7 A Have you met the new student yet?
B Yes, I just have. I met her on the way to school this morning.
- 8 A Have you finished the exercise?
B Yes, I've just finished it. Thank goodness!

Check it

- 4 This exercise revises the grammar just covered in the unit and also consolidates the main tenses covered in the course. Students work in pairs to choose the correct sentence. Then check the answers with the whole class. If possible, ask students which part of the incorrect sentence is wrong/why it is wrong.

Answers

- 1 I saw Harry yesterday.
- 2 Have you ever met my cousin?
- 3 When did she go to Bali?
- 4 How often do you take a taxi?
- 5 What are you going to wear on the journey?
- 6 He doesn't like flying.
- 7 Has Lexi finished packing yet?
- 8 Have you ever been to a rock concert?

Additional material

For teachers

Photocopiable activity – Grammar: *Have you ever ... ?* pp234–5

For students

Online Practice – *Look again*

Workbook pp76–9, exercises 1–11

Reading and speaking SB p124

Explorers – ancient and modern

About the text

21st-Century 'Explorers'

This reading task starts with a lead-in that awakens students' knowledge of famous explorers from history. They then read about four different people who are living today and are a different kind of explorer – and this is why the word is in inverted commas in the title. These 'explorers' are finding out the limits of the human body by pushing themselves to do immensely challenging things.

These challenges also often involve physically exploring dangerous environments.

This is a jigsaw reading task, so students read about two of the explorers. It's important to remind students to read only their texts and to share the content of their texts with classmates. They will get information about the other texts using their listening and speaking skills. Remind them that they have done this kind of reading several times now.

This is the longest text in the Student's Book and hopefully students will have a great sense of achievement when they've finished this lesson. There are quite a lot of words which students haven't seen before. Encourage them to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary. In particular, the following key vocabulary is likely to be new, so you may need to pre-teach it: *cave, athlete, Paralympic, triathlete, adventurer, the moon, skydiving, parachute, wings, bird, stunt man, caving, flooding, rock, leech, freezing, paralysed, kayak, ski, medal, inspirational*. (If students are very keen, you might be able to set them a homework task of looking up this vocabulary in a dictionary or translator.)

CULTURE NOTE The following cultural references are mentioned:

The Eiffel Tower (300 m) is a very famous tall landmark in Paris. Nelson's Column (52 m), The London Eye (135 m), Tower Bridge (42 m), and the Millennium Dome (95 m) are landmarks in London.

Indiana Jones and *Batman* are action films and the *Sherlock Holmes* TV series referred to is a modern and popular version in the UK starring an actor called Benedict Cumberbatch.

National Geographic is a nature magazine published in the US. *Great Outdoor Adventures* is one of many books by Bear Grylls, a British adventurer, who has made TV series about his extreme expeditions and teaches survival techniques.

The English Channel (33.3 km at its widest) is the expanse of water between England and France. The Bering Strait, between US and Russia, is 85 km at its narrowest point. The Cape of Good Hope, South Africa is a place which is famous with sailors – Lynne Cox swam 12.8 km through shark – and snake-infested sea here.

The Straits of Magellan, Chile, is a 2 km stretch of water between mainland South America and Tierra del Fuego.

The Paralympics are the Olympic Games for athletes with a range of disabilities. In 2012 they were held in London and in 2016 they were held in Rio, Brazil.

A number of famously high mountains are mentioned: the Himalayas (Everest 8,848 m) in Nepal/India, Mont Blanc (4,810 m) in France, and The Matterhorn (4,478 m) on the border between Switzerland and Italy.

An MBE is an award given by the Queen to British people who have done something exceptional in a particular field. Students may remember that Frankie Dettori, who featured in the text in Unit 3 p34, had also received this award.

- 1 You could lead in to this activity by teaching the verb *explore* and the noun *explorer*. Point out the word *ancient* /'eɪn.tʃənt/ in the title of the lesson and explain the meaning and drill pronunciation. Here it is used for explorers who are no longer living (in contrast to the 'explorers' in the main texts) and some we would call truly ancient, e.g. Leif Erikson and Christopher Columbus. Ask students to read the questions, then put them in small groups to discuss their answers. Don't confirm or correct any answers yet.

Answers

See exercise 2

- 2 12.8 Play the recording for students to identify each explorer. Pause after each one so the groups can discuss what they think. Finally check the answers together with the class.

SUGGESTION You could ask them if they have a favourite explorer or if they think one of these explorers was very important. Perhaps there is a famous explorer from the students' own culture that they would like to talk about briefly.

Answers

- 1 Christopher Columbus was Italian – but his voyages were paid for by the Spanish king. He landed in America in 1492 during his first voyage.
- 2 Leif Erikson was Icelandic. He was the first European to discover North America.
- 3 Neil Armstrong was an American astronaut. He was the first person to walk on the moon.
- 4 Edmund Hillary was a mountaineer from New Zealand. He and Sherpa Tenzing Norgay were the first people to climb to the summit of Mount Everest.

12.8 Who is this famous explorer?

- 1 He was an Italian explorer, but it was the Spanish King who paid for his voyages. He wanted to sail west from Europe, not east like other explorers. He sailed four times across the Atlantic Ocean. During his first voyage in 1492, he landed in what we now call America.
 - 2 He was born in Iceland. His father, Erik the Red, was also an explorer. He was the first European to discover North America many years before Christopher Columbus.
 - 3 He was an American astronaut who became the first person to walk on the moon. He was the commander of Apollo 11 which landed on the moon on 20 July, 1969. He and his co-pilot, Buzz Aldrin, spent two and a half hours walking on the surface.
 - 4 He was a mountaineer from New Zealand. On 29 May, 1953, he and Sherpa Tenzing were the first people to climb to the summit of Mount Everest. Some years later he went overland to the South and North Poles and so became the first person to reach the Poles and Everest.
- 3 Ask students to read the instruction and focus on the photos. Go through the names of the four people and their pronunciation: *Gary Connery* /gæri 'kɒnəri/, *Lynne Cox* /lɪn 'kɒks/, *Robbie Shone* /'rɒbi ʃəʊn/, *Karen Darke* /'kærən dɑ:k/ and the titles. Check they can work out from the photos what the titles mean and specifically check *wingsuit flyer, athlete, cave explorer, Paralympic, triathlete, adventurer*. Elicit what they think the answers are to the questions.

Answers

They are Gary Connery, Lynne Cox, Robbie Shone and Karen Darke - they are 21st-Century Explorers. 21st-Century Explorers can't explore new land, as humans have been to all the corners of the world. Instead they have to explore more extreme places and experiences.

- 4 Focus students' attention on the questions and ask them to read them. Check they know *land, sea, air, injured*, and *admire*. Deal with any queries – it is important students fully understand the questions. The information they use in the answers will be shared with another student. Point out that in question 8 they choose from the two people they are going to read about.

Divide the class into two groups, A and B, and ensure students in the same group are sitting together. (With larger classes, you may need to have multiple sets of the two groups.) Assign a set of two texts to each group and remind students to read only their texts: Group A – Gary Connery and Lynne Cox; Group B – Robbie Shone and Karen Darke. Get students to read their texts quite quickly, asking others in their group for help with vocabulary (if possible). Monitor and help with any difficulties.

Ask students to read their text to find the answers to questions 1–8 about their two people, noting down the answers to each question. Make it clear that each person in the groups should have a record of their answers (as they will all be re-grouped in a minute, as has happened in previous jigsaw reading activities). Monitor and help as necessary. If students can't find an answer, encourage them to ask other students in their group. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Gary Connery

- 1 It's like flying. It is also his job.
- 2 In the air.
- 3 He's flown free through the air at 80 mph (128 kph) and landed without a parachute. He's jumped from the Eiffel Tower, Nelson's Column, the London Eye, and from inside the Millennium Dome. He's worked in films and he played Queen Elizabeth II in the 2012 Olympics in London, when he flew into the Olympic Stadium.
- 4 France and the UK, and probably more when making films.
- 5 No.
- 6 No.
- 7 He played the Queen, but it doesn't say if he met her or not.
- 8 Students' own answers.

Lynne Cox

- 1 It's long-distance and in cold water. It is also her job.
- 2 At sea.
- 3 She's twice held the record for the fastest swim across the English Channel. She has swum the Bering Strait in two hours five minutes. She swam 1.22 miles in the Antarctic. She's swum around the Cape of Good Hope and the Straits of Magellan.
- 4 The UK, France, Alaska (US), Russia, the Antarctic, South Africa, Chile
- 5 She twice held the record for the fastest swim across the English Channel.
- 6 Yes – she has a serious heart illness.
- 7 No.
- 8 Students' own answers.

Robbie Shone

- 1 He explores underground caves – discovering new ones and taking photos of them. It is also his job.
- 2 On land (under land!).
- 3 He's travelled the world with his camera. His photographs have appeared in many books. He has worked on a TV series.
- 4 Austria, China, Borneo, Mexico, Papua New Guinea.
- 5 He has received many national and international awards for his photographs.
- 6 Yes – a leech got into his eye and it took two days to remove it.
- 7 No.
- 8 Students' own answers.

Karen Darke

- 1 She's a cyclist, triathlete and adventurer, despite being paralysed. It is her job.
- 2 On land and at sea.
- 3 She's won medals at the Paralympics. She's crossed Greenland's 372-mile ice cap sitting on skis, she's kayaked from Canada to Alaska, she's hand-cycled over the Himalayas, she's climbed Mont Blanc and the Matterhorn and hand-cycled, skied, and swum the length of Japan.
- 4 Greenland, Canada, Alaska (US), Nepal, France, Switzerland, Japan, Brazil.
- 5 She won a silver medal at the London Paralympics. She won a gold medal in the Rio Paralympic Games in Brazil. She received an MBE from the Queen.
- 6 Yes – she had a fall when rock climbing in 1992 which left her paralysed.
- 7 Yes – when she received her MBE in 2017.
- 8 Students' own answers.

- 5 Re-group the students into pairs, making sure there is an A and a B student in each pair. Demonstrate the activity by getting a pair of students to start asking each other the questions and sharing the answers about the people in their text. Suggest they go through the answers for one of their people first and then listen to their partner talk about one of their people, then do the same for the second text. Students continue talking about the answers to the questions in exercise 4 and exchanging the information about their person. Monitor and help.

Bring the whole class together to conduct feedback.

What do you think?

Go through all the questions with the class and deal with any queries before starting the activity. Teach the word *courageous* and check its pronunciation.

With a weaker group, give them some time to think about and plan their answers to the questions, though encourage them not to write. Put students into small groups to discuss their answers. Monitor and assist if students need your help to express themselves.

Conduct class feedback at the end. Encourage students to give their views, especially those who are not the most confident.

SUGGESTION Remind them of useful phrases for having a discussion before they start. (See previous units, *What do you think?* sections.)

VIDEO In this unit students can watch a video about experiences and hear people describing exciting things they have done whilst travelling around the world. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Experiences*

For students

Online Practice – *Practice*

Vocabulary and speaking SB p126

take and get

The last vocabulary section in the elementary level highlights an important feature of English – the use of high-frequency verbs: *take* and *get*, and common meanings, functions, and collocations.

Possible problems

Students sometimes find it frustrating or confusing that a verb can have so many different meanings, and this is a particular feature of English they will need to become used to. It is important to emphasize that this can also be seen to be a good thing! Students should be encouraged to learn collocations as blocks of language together rather than translating each word.

- 1 Give students time to look at the sentences. Elicit which text each sentence comes from (sentence 1 = *Robbie Shone*, sentences 2, 3, and 4 = *Lynne Cox*). Check students understand all the words in the box on the right. Give a different example sentence to illustrate each one if necessary, e.g. *the swim lasted for two hours*.
Students read the instruction. Elicit the answer to number 1 as a demonstration with the class (*photographed*).
Students continue individually and check their answers in pairs.
Check answers with the class. Point out that these two very useful verbs *take* and *get* have many uses and they are going to look at some more in the next exercise.

Answers

- | | |
|----------------|-----------|
| 1 photographed | 3 entered |
| 2 lasted | 4 becomes |

- 2 Focus attention on the chart. Elicit which word precedes *very wet* (*get*). Then ask students to work in their pairs to categorize the words and expressions according to the verb. If they have difficulty, saying the expression aloud with each verb often prompts a correct choice. They can also discuss the meanings as they go along.
Check the answers with the class. Point out that *get* is often followed by an adjective to express the idea of 'become', e.g. *get ready/wet*.

Answers

take	get
a test	very wet
off your coat	better soon
place	home late
a long time	ready
it easy	married
	on/off the bus
	a lot of emails
	bored

EXTRA IDEA Tell students to study the lists of expressions with *take* and *get* and try to memorize as many as possible. Give a time limit. When the time is up, put them in pairs to try to recreate the lists or remember as many expressions as possible. Praise students who remembered all or most of them. Encourage them to share any methods they used to remember them and give them ideas if you wish:

Use rhyming where there is any: e.g. *get very wet*.

Use similar letters if it's possible: e.g. *take a test, take a long time*.

Use logic:

Get works well with adjectives, e.g. *get bored, get ready, get better* (comparative adjective).

Get is also often related to travelling and arriving, e.g. *get home, get on/off the bus*.

Link phrases in your mind with the translation, especially if you find them strange, e.g. *take place*

- 3 Give students time to read through all the conversations. Check any vocabulary you think students may not know or remember: *jumper, midnight, brochure, fluent*. Elicit which phrase completes the first conversation (*take off*). Point out that although this example didn't require them to change the form, other conversations may need a different form of *get* or *take*, including possibly negatives. Students work individually to complete the conversations and check with a partner when finished.

🎧 12.9 Play the recording for students to check their answers. Point out/Elicit that *didn't get home* in conversation 3 means *didn't arrive home* and that *takes forever* in conversation 5 is similar in meaning to *takes a long time*.

SUGGESTION Highlight that in many cases you can use various similar words or phrases to collocate with the verbs. Write some of the following combinations on the board. Give examples and elicit more from the students. If they are correct, write them on the board.

get + a place (usually with *to*), e.g. *get to school, get to the airport* = arrive at a place/travel to a place

take + time reference, e.g. *It takes ten minutes, It takes a week, How long does it take you to ... ?*

get + adjective = *become*, e.g. *get tired, get excited, get hungry*

get + noun = *receive*, e.g. *get a lot of text messages, get a lot of junk mail, get a lot of notifications*

take + test – you can also say *take an exam*

Put students in pairs to practise the conversations and monitor carefully for accurate pronunciation. Invite a few pairs to act out one of the conversations to the class.

Answers and audioscript

🎧 12.9 Conversations with *take* and *get*

- 1 A Is it me or is this room really hot?
B It's you! Why don't you **take off** your jumper?
- 2 A Is your office near where you live?
B No, it **takes a long** time to **get** to work most days.
- 3 A Why was your dad so angry?
B Well, I **didn't get** home until after midnight last night. I was at Rob's party.
- 4 A Excuse me! How often are there exhibitions in the museum?
B They **take place** regularly, every two months. Here's an information brochure.
- 5 A Do you like learning English?
B It's OK, but sometimes I **get** really bored! It **takes** forever to become really fluent.

- 4 Focus students on the example given. Elicit the word to complete 2 as a further example if necessary. With weaker students, you could elicit the tenses students need to use in each sentence as a class and then get students to write the correct forms.

Give students time to complete the sentences, working individually. Students then take turns to read the sentences aloud. Ask them to note down any differences in their answers.

🔊 **12.10** Play the recording as a final check. Be prepared to explain the tense use if students had problems. There are a few new collocations in these sentences. Check students fully understand *get to the airport*, *take a taxi*, *take your time*. Encourage them to make a note of these combinations. There will be more in exercise 5 to add too.

Answers and audioscript

🔊 12.10 take or get?

- 1 The best way to **get** to the airport is to **take** a taxi.
- 2 How long does it **take** if you go by train?
- 3 I haven't **got** a camera. I always **take** photos with my phone.
- 4 Sue **has taken** her driving test three times, and she's failed every time.
- 5 Are you still **getting** ready? We're going to be so late!
- 6 The doctor told me to **take** it easy, if I want to **get** better soon.
- 7 It rained on the day we **got** married. We **got** very wet, but still had a great day.
- 8 You can't **get** on the bus with that big dog. Please, **get** off!
- 9 Slow down! **Take** your time. We're not in a hurry.
- 10 I **get** so many emails, I don't have time to answer them all.

Talking about you

- 5 Tell students that they need to use a range of tenses in this exercise, as in exercise 4. Elicit the answer to question 1, then get students to complete the sentences working in pairs, using the correct form of *take* or *get*. Monitor and help as necessary.

Check students have completed the sentences correctly before they do the speaking task.

In their pairs, get students to ask and answer the questions with true answers. If necessary, get students to ask and answer across the class as a final check.

Answers

- | | |
|-------------|-------------|
| 1 take, get | 4 taken |
| 2 get | 5 take, get |
| 3 get | 6 getting |

EXTRA IDEA Ask students to write some more personalized questions, using the expressions in this section, e.g. *Do you like taking photos? Do you get a lot of emails every day?*, etc. Students work in new pairs/small groups to ask and answer the questions. Then ask students to report back about their partner/group in a short feedback session.

SUGGESTION Students will meet more expressions with *take* and *get* as well as other verbs that have a lot of collocations as they continue their learning. It's a good idea to help them with organizing their vocabulary learning by suggesting they allocate a page for each of the verbs *take*, *get*, *have*, *make*, and *do*. They can add words/expressions to the relevant page as they come across them and add an example sentence and a translation into L1.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Blockbusters* pp236–7

For students

Online Practice – *Look again*

Workbook p80, exercises 1–4

Online Practice – *Practice*

Everyday English SB p127

Transport and travel

This final *Everyday English* section focuses on the situational language used when travelling by bus, train, and plane. To prepare for this lesson, if you have any of the following real objects you could bring to the class, they would serve as useful prompts: a season ticket, a travel card, a boarding pass, a timetable, hand luggage.

- 1 Lead in to this section by asking students *When did you last travel by bus, train, or plane? Were there any problems?*

Elicit a range of examples, writing up any relevant vocabulary on the board and feeding in any new words students need to express themselves.

Focus attention on the chart on the top right and elicit an example for the *Bus* column from the word box on the left. Students work in pairs to complete the task. Check the answers with the class, dealing with any pronunciation difficulties as you go. If necessary, remind students that the first part of compound nouns have greater stress, e.g. *airport*, *travel card*, *bus stop*. There are quite a few new words here so take time to check the meanings with students. All are nouns except for the verb *board*. If you have access to the Internet, many of these words are concrete nouns and it is easy to find an image to clarify their meaning.

CULTURE NOTE Double-decker buses are extremely common all over the UK and articulated buses (which consist of two parts joined in the middle) are much less usual. Double-deckers in London are usually red. The first double-decker was used in Paris in 1828 and then introduced in London in 1829. These were horse-drawn. The first double-deckers with engines appeared in 1923.

Answers

Bus: bus stop, season ticket, waiting room, ticket office, departure board, double-decker, travel card, timetable

Train: railway station, season ticket, waiting room, ticket office, platform, departure board, buffet car, travel card, timetable

Plane: airport, flight, departure board, arrivals, customs, hand luggage, boarding pass, check-in desk

- 2 🔊 **12.11** Tell students they are going to hear three travel announcements. They need to listen for the key words to match them to *bus*, *train* or *plane*.

Play the recording and let students compare in pairs before checking with the class. Elicit any words they remember from the recording which helped them identify the answers, e.g. *platform*, *buffet car* (for train announcement).

Answers

1 train 2 bus 3 plane

12.11 Travel announcements

- The 11.55 for Newcastle stopping at Peterborough, York and Darlington is now ready to board on Platform 10. There is a buffet car on this train. Please check that you have all your luggage with you.
- This is the number 22 for Piccadilly Circus. Next stop Green Park. Stand back from the doors, please.
- Flight BA 1536 to New York is now ready for boarding at Gate 58. Will passengers in rows 12 to 20 please board first? Passengers are reminded to keep their hand luggage with them at all times.

- Pre-teach/Check *gate* (the place in an airport where you get on/off a plane) and *row* /rəʊ/ (a line of seats in a plane).

12.11 Play announcement 1 again and elicit the numbers and what they refer to (11.55 – the train time, 10 – the platform number).

Play the rest of the recording and get students to write down the numbers in announcements 2 and 3. Allow students to check in pairs before checking with the class.

Elicit any places in the announcements that students can remember. Play sections of the recording again as necessary.

Answers

- train: 11.55 = time of the train, platform 10, Peterborough, York, Darlington
- bus: 22 (number of bus), Piccadilly Circus, Green Park
- plane: BA 1536 (flight number), 58 (gate number), 12 to 20 (rows), New York

EXTRA IDEA Play the last sentence of announcement 1 as a dictation. You will probably need to play it several times or you could write the correct number of blanks on the board and the first letters of each word to speed up the process. (*Please check that you have all your luggage with you.*) You could then also play the last line of announcement 3 in the same way and see if they can note the similarities and differences. Elicit why this is a common phrase used in airports and stations. (Because it is for public safety.)

- This exercise helps to prepare students for exercises 5 and 6, as the lines are taken from the conversations in those tasks. Elicit the answer for sentence 1 (*bus*). Get students to complete the task in pairs. Then check with the class. You could elicit which words helped them to decide. Check new vocabulary with the class, e.g. *departures board*, *a day return*. Check they understand that *board* in *departures board* is a noun and in number 5 *board* is used as a verb to mean *get on*.

Answers

1 bus 2 train 3 bus 4 plane 5 plane 6 train or bus

- Pre-teach *pay contactless* and *Don't mention it!* Explain there are two different conversations and all the sentences that A and B say are mixed into the wrong order so students need to order them correctly. Focus attention on conversation 1 and highlight the example (*Next please!*) and elicit line 2 (*A return ticket to Oxford, please.*). Put students in pairs to continue working out the correct order for each conversation. With weaker students, you could order all of the lines in conversation 1 as a class

activity and then let students do conversation 2 in pairs. Monitor and help as necessary.

12.12 Play the recording and let students check they have ordered the lines correctly. Elicit where each conversation is taking place. Once they have checked their answers, students can practise the conversations.

Answers

See audioscript on this page for ordering of conversation.

The people in conversation 1 are at the railway station to travel by train. In conversation 2 they are on the street, trying to take a bus.

12.12 Where are they?

Conversation 1

- A Next please!
 B A return ticket to Oxford, please.
 A Are you coming back today?
 B Yes, I am.
 A Then you'll want a day return. That's £15.40.
 B Can I pay contactless?
 A Yes, of course.
 B Thank you. What time does the next train leave?
 A At 9.55. The platform number has just gone up on the departures board.
 B Oh, yes. I can see. Thank you very much.
 A Have a good journey!

Conversation 2

- A Excuse me, does the number 24 go to the Natural History Museum?
 B No, it doesn't. You need the 157. It stops just near the museum.
 A Where can I get the 157?
 B From that bus stop over there.
 A And where can I get a ticket?
 B There's a machine next to the bus stop.
 A Oh, OK. Thanks for your help.
 B Don't mention it.

- 12.13 Focus attention on the photo of Lexi and Abby. Ask students what they can remember about them. (*They are friends from Australia. They are going on a trip to Europe.*) Students might remember that they are travelling by plane. Focus students' attention on the title *We're on our way!* and elicit/teach that this means *we are going/we've started our journey*.

Check students understand that L in the conversation is Lexi, A is Abby, and X is the assistant. Pre-teach/Check *scales*. With weaker classes, give students time to read the conversation through before playing the recording.

Play the recording and get students to complete the conversation. Elicit where Lexi and Abby are, and check the missing words in the conversation. Students might not know *suitcases* or *backpacks* – teach these, including spelling and pronunciation. Also check they know *security check*.

Answers

Lexi and Abby are at the airport.

Answers and audioscript

12.13 We're on our way!

X = Check-in A = Abby L = Lexi

- X Good morning! Have you **checked in** online?
 A Yes, we have.
 X Fine. How many **suitcases** have you got?
 L We haven't got **suitcases**, just **these backpacks**.
 X Oh, yes. Can you put them on the scales?
 A Here you are ...

- X They're fine. And how many pieces of **hand luggage**?
 L Just these **two bags**.
 X They're fine too. You **board** from Gate 9 at 10.20.
 L Where do we go now?
 X To the security check and **departure** gate. They're over there.
 Have a nice **flight**!
 A Thanks very much. Goodbye.

EXTRA IDEAS Get students to choose one conversation from p127. Ask them to practise in pairs and act it out to the class.

Students review the language of travelling by plane by ordering the key stages of getting a flight. Dictate the following sentences in jumbled order and then get students to number them in the correct order. (This is based on a passenger with just hand luggage.)

- 1 You check in online.
- 2 You print your boarding pass.
- 3 You arrive at the airport.
- 4 You show the assistant your boarding pass and hand luggage.
- 5 You go through passport control and the security check.
- 6 You wait in the departure lounge.
- 7 You hear the announcement for the gate number for your flight.
- 8 You go to the gate and board the plane.

Additional material

For teachers

Photocopiable activity – Communication: *On your way!* pp238–9

For students

Online Practice – *Look again*

Workbook p80

Online Practice – *Practice*

Writing SB p128

A poem

Choosing the right word

The final unit in the writing syllabus appeals to students' creative side with a guided task on writing verses of a poem. The model poem *Why did you leave?* sits well with the unit theme of travel and moving on, but is also open to interpretation, allowing students to use their imagination in discussing the poem and writing their own verses.

- 1 This task reviews question words and prepares students for the question and answer format of the poem. Elicit the matching answer to *What ... ?* (a backpack). Do the same for *Where ... ?* if necessary. Check students remember that *Whose ... ?* asks about possession, which they studied in Unit 10. Then put students in pairs to continue the task. Check the answers.

Focus students on the example of the full question. Elicit a possible complete question for the one which begins *Where ... ?*, e.g. *Where did you go on holiday?* Students then continue the task, working in their pairs. Elicit a range of possible full questions in a brief checking stage.

Different tenses are possible in some of the questions, but make sure students use the Past Simple in questions for *Last September* and *Because I needed a holiday*.

Answers

What ... ? A backpack.
 Where ... ? Spain.
 When ... ? Last September.
 Why ... ? Because I needed a holiday.
 Who ... ? Nobody.
 How ... ? By boat.
 Which ... ? The big blue one.
 Whose ... ? It's mine.
 Possible complete questions:
 What are you taking on holiday? A backpack.
 Where are you going on holiday? Spain.
 When did you go to the US? Last September.
 Why did you go to Italy? Because I needed a holiday.
 Who are you travelling with? Nobody.
 How are you going to travel? By boat.
 Which backpack is yours? The big blue one.
 Whose backpack is this? It's mine.

- 2 Focus attention on the title and give students time to read the poem. Tell them not to worry about the missing words for now. Explain that there are no 'right' answers to the questions in this exercise. Give students a few moments to read the questions and think about their answers and then put them in pairs to compare their ideas.

Elicit a range of ideas from the class, encouraging students to give reasons for their answers.

- 3 Focus attention on the pairs of words for each gapped line of the poem, and deal with any vocabulary queries. Students work in their pairs to discuss the words they think fit best. With weaker classes, you could give students time to choose the words independently first, and then move on to the discussion stage. Again, explain that there are no 'right' answers to the choice of words, but encourage students to justify their ideas as well as they can.

Ask a student from each pair/group to read out a verse of their version of the poem. Establish if most of the class have made similar or very different choices.

- 4 **12.14** Tell students they are going to hear a version of the poem. Play the recording and get students to circle the word chosen each time.

Students then compare their version with the recording. Ask which they think is better and why.

12.14 A poem – Why did you leave?

When did you leave?
 I left at four in the morning.
 When did you leave?
 When the house was asleep.
 Where have you gone?
 To a huge, crowded city.
 Where have you gone?
 To a place where no one knows me.
 What did you take?
 Some money. Not my mobile phone.
 What did you take?
 Not much. Just memories.
 How did you travel?
 By taxi. By plane.
 How did you travel?
 I travelled alone. I have always travelled alone.

Why did you leave?
 Because I wanted to see the world.
 Why did you leave?
 Because nobody listened. No one has ever listened to me.
 Why don't they listen?
 I don't know. I have never known.
 Why don't they listen?
 Because I have very little to say.
 When are you coming home?
 When I have become somebody.
 Do not wait.

5 Focus attention on the framework for the next verses in the poem. Point out the repetition in the questions and that students need to write a different answer each time. With weaker students, elicit the type of language that can complete each answer and write examples on the board, e.g.

- *I met an ancient man/a young child/a happy traveller/ someone sitting on the beach/someone walking in the hills/ someone travelling the world.*
- *You can listen to my story/give me food and water/offer me a place to sleep/carry my backpack.*
- *I've learned to be patient/about myself/what I need to live/ not to judge people.*

Give students time to write their verses in class, or set the task for homework. If students do the writing work in lesson time, monitor carefully and help them to self-correct errors of spelling or grammar.

6 Students take turns to read out their verses to a partner or in a small group, either later in the same lesson or in a subsequent class. Let students compare the different versions and choose which they find most interesting. When you mark the students' writing, point out errors, but allow students to correct them themselves. Comment too on students' ideas so you enjoy their creativity. (Use your marking code if you introduced one earlier in the course.) If possible, display corrected versions of the poems so they can all read their fellow classmates' work.

SUGGESTION If your students enjoyed the poem-writing task, you could get them to bring along an illustration that they feel fits with the words. This can be a photo of their own, an image taken from a magazine, or for the artistic ones, a drawing/painting they have done themselves. These can be displayed on the wall/noticeboard with the students' poems.

Alternatively, they could use an image as inspiration for a short poem of their own which they write at home and give to you for marking. If they wish to share these poems, you could even make a mini poetry book of the class's work.

Additional material

For students

Online Practice – *Practice*

Workbook p81, *Review*, Grammar exercises 1–3, Vocabulary; *Stop and check* Units 9–12, pp82–3

Online Practice – *Check your progress*

Student A

1 My name's Ana.
I'm 58 and my husband is 59.
We have three children.
I'm a teacher.
nationality: _____

4 name: _____
age: _____
I'm a doctor.
I'm from France.

6 name: _____
I'm 29.
job: _____
My wife is from Argentina.
We have one daughter.
Her name's Maya.

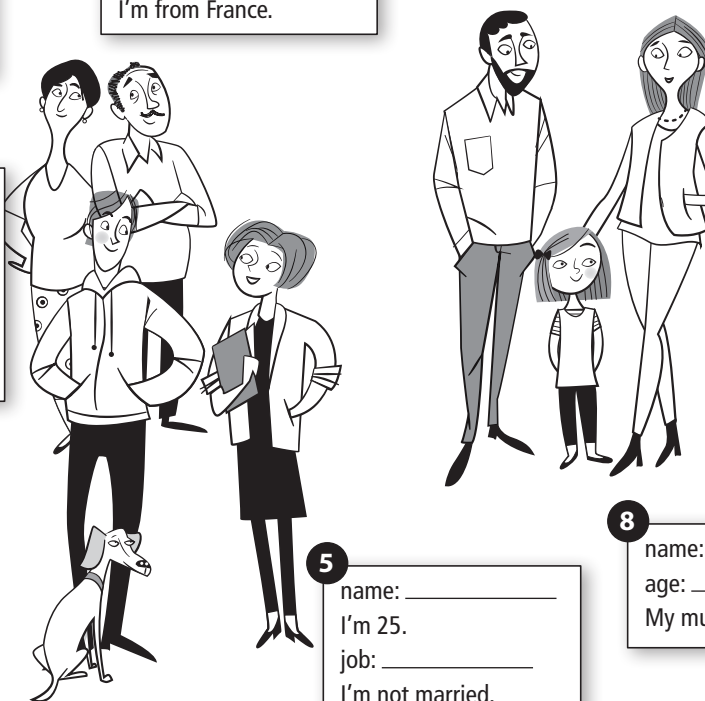
2 I'm David.
My sister's name is Julie and
my brother's name is Mark.
age: _____
job: _____
I've got a dog. It's ten years old.

7 name: _____
I'm a dentist.
nationality: _____
I'm 28.

3 name: _____
I live with David and
his parents.
age: _____

5 name: _____
I'm 25.
job: _____
I'm not married.

8 name: _____
age: _____
My mum is a dentist.

**Student B**

1 name: _____
age: _____
I'm a teacher.
I'm from Spain.
We have three children.

4 My name's Pierre.
I'm 59.
job: _____
nationality: _____

6 name: _____
age: _____
job: _____
My wife's name is María.

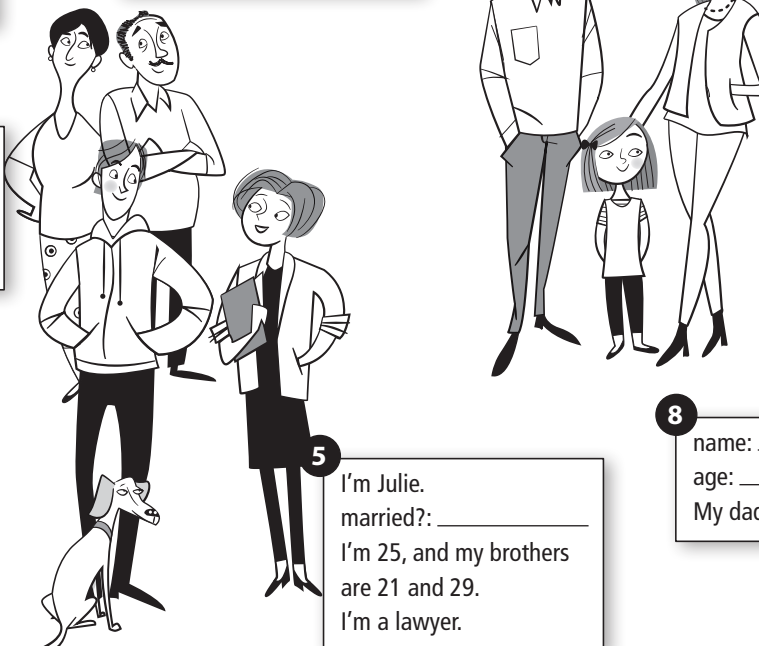
2 name: _____
I'm 21 and I'm a student.
My sister is a lawyer.
My dog is called Boxer.

7 name: _____
I'm 28 years old.
job: _____
nationality: _____
Our daughter's name is
Maya and she's three
years old.

3 name: _____
I live with David.
age: _____

5 I'm Julie.
married?: _____
I'm 25, and my brothers
are 21 and 29.
I'm a lawyer.

8 name: _____
age: _____
My dad is a doctor.



Aim

To ask and answer questions in pairs to find missing information about people and an animal in a picture

Language

Present Simple *to be*, possessive adjectives and possessive 's

Skills

Speaking and Reading

Materials

One copy of the worksheet per pair of students, cut in half

Answers**Student A**

- 1 nationality: Spanish
- 2 age: 21; job: student
- 3 name: Boxer; age: ten
- 4 name: Pierre; age: 59
- 5 name: Julie; job: lawyer
- 6 name: Mark; job: doctor
- 7 name: María; nationality: Argentinian
- 8 name: Maya; age: three

Student B

- 1 name: Ana; age: 58
- 2 name: David
- 3 name: Boxer; age: ten
- 4 job: doctor; nationality: French
- 5 married?: no
- 6 name: Mark; age: 29; job: doctor
- 7 name: María; job: dentist; nationality: Argentinian
- 8 name: Maya; age: three

Pre-activity (10 minutes)

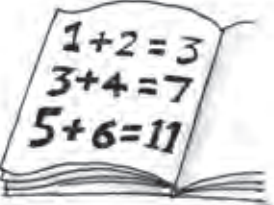
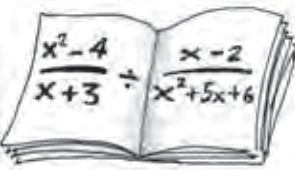
- Put the class in pairs or small groups. Ask them to describe different members of their family, including *name, age, job, nationality, married?*
- Get feedback as a whole class and encourage further discussion.

Procedure (20 minutes)

- Put students in two groups, A and B, and give each group their copies of the worksheets. Tell them that they all have the same picture showing different members of the same family, that is, grandparents, their three children, their granddaughter and their son's dog, but they each have some information missing. Explain that they are going to ask questions to find out the missing information.
- Give students time to read through the information and check any vocabulary within their groups. Monitor and help with vocabulary, as necessary. Encourage students to complete any information they can, but not to worry if they don't know all the information.
Ask Group A *What's the grandmother's name?* (Answer: Ana).
Ask Group B *What's the grandfather's name?* (Answer: Pierre).
- Ask students to work in pairs in their groups to think of (and write) the questions they need to find out the remaining missing information. Monitor, help and add any more questions they think they need to the board, paying attention to gender, e.g. *his/her/its*, etc.
- Students now re-group and work in A/B pairs to complete their worksheets. Explain/Show that they should not read out their information, but ask each other questions.
- Students take turns to ask questions to complete their worksheet. Monitor and help as necessary, encouraging full sentence answers. Make notes on any common errors in the use of possessives, possessive 's, word order and the verb *to be*.
- Have a whole-class discussion and confirm all answers. Write any common errors on the board that you noted from the activity, and ask students to correct the mistakes. Give good examples of English you heard during the activity too.

Extension (10 minutes)

- Put students in teams of three. Each student says the name of one person that they know well, but that their partners don't know. Explain that they have five minutes to find out as much as possible about each person.
- They must take turns to ask questions, e.g. *Who is X? He's my brother. How old is he? He's 21. What's his job? He's a student.*, etc. After they have finished, ask them to count up the number of separate facts that they have in total in their group for the three people.
- Encourage whole-class discussion about what each group found out about the different people.

an old man		a young girl	
a fast car		a slow car	
a cold day		a hot day	
a horrible teacher		a friendly teacher	
an expensive meal		a cheap meal	
a beautiful house		a horrible house	
an easy exercise		a difficult exercise	

Aim

To practise recognizing and using simple adjective + noun combinations

Language

Adjectives and nouns

Skills

Reading, Speaking, and Writing

Materials

One copy of the worksheet per group of three students, cut up into cards (which you may want to laminate for repeated use)

Pre-activity (5 minutes)

- Draw the following on the board: a simple picture of a car with a low price next to it, a picture of another car with a high price next to it, a picture of a big house, and a picture of a small house.
- Ask students to describe each picture using an adjective + noun combination (*a cheap car, an expensive car, a big house, a small house*). Check and drill their pronunciation.

Procedure (20 minutes)

- Explain that students are going to play a game where they match adjective + noun combinations to pictures.
- Put the students in groups of three. Give each group a set of cards. Students shuffle the cards and then put each card face down on the table one by one.
- The first student turns over two cards. If these two cards make a pair (i.e. a picture that matches an adjective + noun combination), the student keeps the cards and has another go. If the cards do not make a pair, the student turns them back over so they are face down.
- Students take turns to pick up cards until all pairs are found. The winner is the student with the most cards at the end.
- When they have finished the game, ask each group to discard the cards with words on, keeping only the picture cards. Students put the picture cards in one pile, face down in front of them. They then take turns to take a card and describe the picture, using adjective + noun combinations.

Extension (15 minutes)

- Ask students to write simple sentences with an adjective + noun combination, e.g. *My sister has an old car*. Monitor and help as necessary.
- Put students in pairs or small groups, and ask them to read out their sentences, but to leave out the adjective, e.g. *My sister has a _____ car*. Their partner, or other students in their group, must guess the missing adjectives.

Student A

1 Read the conversations with a partner. Find out the missing words.

Conversation 1

A Thank goodness it's Friday! Bye, Harry.

B _____

A Thanks. Same to you.

B _____

Conversation 2

C Hello, Mr Harrison. How are you?

D _____

C Very well, thanks.

Conversation 3

E Good morning!

F _____

E Yes, of course! Anything else?

F _____

Conversation 4

G _____

H No, thank you. I'm just looking.

G _____

2 Work with a new partner. Practise the conversations.

Student B

1 Read the conversations with a partner. Find out the missing words.

Conversation 1

A _____

B Bye, Tessa. Have a good weekend.

A _____

B See you on Monday.

Conversation 2

C _____

D Fine, thank you. And you?

C _____

Conversation 3

E _____

F Good morning! Can I have an espresso, please?

E _____

F No, thank you.

Conversation 4

G Good afternoon! Can I help you?

H _____

G That's OK.

2 Work with a new partner. Practise the conversations.

Aim

To memorize and dictate short conversations before practising them in pairs

Language

Everyday phrases for greetings and social interactions

Skills

Reading and Speaking

Materials

One copy of the worksheet per pair of students, cut in half

Pre-activity (10 minutes)

- Write *hello* and *goodbye* on the board. Ask students to think of any other ways of saying the same thing and write them on the board, e.g. *hi, good morning, bye, see you later*.
- Give students the following situations and elicit any useful phrases to say in each situation (e.g. **A** *Hi! How are you?* **B** *I'm fine, thank you. And you?*):
 - you see your English teacher on the bus
 - you meet your neighbour in the lift
 - you go into a clothes shop to buy some jeans
 - you go into a café.

Procedure (25 minutes)

- Explain that students are going to do a dictation activity as a race. Bear in mind that they may need to spell some names during the activity so if you feel it's necessary, do a little spelling practice as a class beforehand. They will also need to give their partner information about punctuation so it might be useful to pre-teach *comma* and *full stop*.
- Put all the Student A worksheets on the wall on one side of the room and all the Student B worksheets on the opposite wall.
- Put students in pairs. Students write the headings *Conversation 1*, *Conversation 2*, *Conversation 3*, and *Conversation 4* on a piece of paper. They then take turns to be a runner and a writer. Student A starts by running to their worksheet, memorizing the first line of Conversation 1, running back, and dictating the line to Student B, including the punctuation. Student B then runs to their worksheet, memorizes the next line, runs back and dictates the line to Student A.
- Students continue until they have written out all four conversations on their piece of paper. Check each pair's work for accuracy as they finish. The first pair to finish all four conversations correctly are the winners.
- Direct students to exercise 2 on the worksheet. Students should re-group and work with a new partner to practise the conversations.

Extension (15 minutes)

- Brainstorm other everyday situations that your students encounter. Write them on the board. Try to get between five and ten situations on the board, and a combination of formal/informal encounters.
- Put students in new pairs and ask them to choose one of the situations from the board and write their own mini conversation. Monitor and help students with vocabulary and pronunciation as they work.
- Ask each pair to read out their conversation (without saying which situation it was). The rest of the class guess which situation it is.

come from?	Carol lives with	her husband.	John earns
€50,000 a year.	My brother works	ten hours a day.	My mother goes
swimming on Mondays.	Christine's uncle is an	accountant.	I don't live in
a big city.	Isabel speaks	Japanese very well.	What do you
do in your free time?	Does Helen	like her job?	How many children do
Tom and Jessica have?	My English class starts	at 9.30.	My grandmother watches a lot
of television.	Robert wants	to go to university.	Marina helps her husband with
the housework.	She's a journalist; she	writes for <i>The Times</i> .	Can you tell me the
time, please?	What time does the	bus leave?	My teacher is very
friendly.	My dog's name	is Bruno.	Where does Bill

Aim

To practise using the Present Simple (third person), including questions and negatives

Language

Present Simple, vocabulary for jobs and family

Skills

Reading and Speaking

Materials

One copy of the worksheet per group of three or four students, cut up into domino cards

Answers

Where does Bill come from?
 Carol lives with her husband.
 John earns €50,000 a year.
 My brother works ten hours a day.
 My mother goes swimming on Mondays.
 Christine's uncle is an accountant.
 I don't live in a big city.
 Isabel speaks Japanese very well.
 What do you do in your free time?
 Does Helen like her job?
 How many children do Tom and Jessica have?
 My English class starts at 9.30.
 My grandmother watches a lot of television.
 Robert wants to go to university.
 Marina helps her husband with the housework.
 She's a journalist; she writes for *The Times*.
 Can you tell me the time, please?
 What time does the bus leave?
 My teacher is very friendly.
 My dog's name is Bruno.

Pre-activity (5 minutes)

- Write the following sentence halves on the board:

1 Shirley and Paul	a in Saudi Arabia.
2 Marie doesn't like	b two brothers.
3 Andrew works	c are married.
4 Where does Nancy	d her job.
5 Evelyn has	e work?
- Ask students to work in pairs to match the sentence halves.
- Have a brief feedback session to check students' answers. (Answers: 1 c, 2 d, 3 a, 4 e, 5 b).

Procedure (15 minutes)

- Explain that students are going to play a game of dominoes where they match sentence halves to make full sentences. Pre-teach *shuffle, deal (cards)*.
- Put students in groups of three or four. Give each group a set of dominoes. Students shuffle the dominoes and then deal them out so that everyone has an equal number. One student puts a domino down. The next student tries to make a sentence by adding a domino before or after the first domino. If they can't, the next student should try.
- When a student puts a domino down, they say the completed sentence. The other students decide if it is correct. If the group don't agree, you will need to help.
- The first student to put down all his/her dominoes is the winner. Check that their answers are correct.
- Groups can then play the game once more to revise the language.

Extension (10 minutes)

- Ask each group to collect all their dominoes and shuffle them. Students then put the cards in one pile face down in front of their group. They take turns to take a card and complete each sentence half. They can use a sentence from the dominoes, or they can make their own. The other students should decide if the sentences are correct.
- As students play, monitor and make a note of any common errors to give feedback on later. Give praise for examples of good sentences too.

	name: _____ relationship: _____ architect works for: _____ extra info: _____		name: _____ relationship: _____ dentist works for: _____ extra info: _____
	name: _____ relationship: _____ accountant works for: _____ extra info: _____		name: _____ relationship: _____ hairstylist works for: _____ extra info: _____
	name: _____ relationship: _____ taxi driver works for: _____ extra info: _____		name: _____ relationship: _____ nurse works for: _____ extra info: _____
	name: _____ relationship: _____ receptionist works for: _____ extra info: _____		name: _____ relationship: _____ journalist works for: _____ extra info: _____
	name: _____ relationship: _____ pilot works for: _____ extra info: _____		name: _____ relationship: _____ lawyer works for: _____ extra info: _____
	name: _____ relationship: _____ fireman works for: _____ extra info: _____		name: _____ relationship: _____ actress works for: _____ extra info: _____
	name: _____ relationship: _____ footballer works for: _____ extra info: _____		name: _____ relationship: _____ doctor works for: _____ extra info: _____
	name: _____ relationship: _____ interpreter works for: _____ extra info: _____		name: _____ relationship: _____ student works for: _____ extra info: _____

Aim

To exchange information about people's jobs and see how much students can remember

Language

Work habits and jobs

Skills

Speaking

Materials

One copy of the worksheet, cut up into cards. Make more copies, if necessary, so that each student has one job card. Another copy of the worksheet, not cut up, per pair of students.

Pre-activity (10 minutes)

- Show the class a photo of a friend or someone in your family. You could also use a photo from a magazine if you have no personal photos available. Encourage students to ask you questions about the person, e.g. *What's her name? How do you know her? What does she do? Who does she work for? Where does she work?*
- Draw a job card on the board with the information from the worksheet (i.e. *name, relationship, job, works for, extra info*). Deal with any unknown vocabulary.
- Elicit the questions you need to complete the card, and write each question next to the relevant blank so that students can use them later. Check pronunciation and sentence stress.

Procedure (20 minutes)

- Give each student a job card and ask them to imagine and complete the details about the person on the card. Encourage students to check Student's Book p26 for ideas and vocabulary. Show that *works for* could be the name of a company, e.g. *ABC Building*, or a type of company, e.g. *an international building company*. Elicit extra details for the job, e.g. *works in London, works in different countries, wants to be a pop singer*. Ask students to fold their cards along the fold line so that the face side is away from them.
- Demonstrate with a confident student. Show them your photo and say *This is X. She's my sister*. Let the student say the same about his/her person, and then ask a question, e.g. *What does she do? How do you know her?* Explain that students should ask and answer questions and continue the conversation, talking to as many people as possible.
- After ten minutes, or when they have all spoken to everyone in the class, put students in pairs and give each pair a blank copy of the complete worksheet. Ask them to make notes to see how much they can remember about each person.
- Do some whole-class feedback on general errors, e.g. third person singular endings and auxiliaries. Give praise for particularly good use of English too.

Extension (10 minutes)

- Ask students to find a photo of a friend or relative. This could be from their phone. If they do not have one, they can simply write the name of a friend or family member.
- In pairs or small groups, students ask and answer as many questions as possible about the person.
- Conduct whole-class feedback at the end and encourage further discussion of the different people.

Student A

Shoe shop

OPENING TIMES

9.30 – _____

English conversation lesson:
in Room 5 from
_____ – _____

Pete, don't forget
your doctor's
appointment is at
_____.

TRAIN INFORMATION			
Leaves	From	To	Arrives
_____	Manchester	London	_____

TV GUIDE	
7.55	Holiday in Tokyo

Student B

Pete, don't forget
your doctor's
appointment is at
11.35

TV GUIDE	
_____	Holiday in Tokyo

Shoe shop

OPENING TIMES

_____ – 5.45

English conversation lesson:
in Room 5 from
2.05 – _____

TRAIN INFORMATION			
Leaves	From	To	Arrives
8.50	Manchester	London	_____

Student C

TRAIN INFORMATION			
Leaves	From	To	Arrives
_____	Manchester	London	11.35

Shoe shop

OPENING TIMES

_____ – _____

English conversation lesson:
in Room 5 from
_____ – 2.35

TV GUIDE	
_____	Holiday in Tokyo

Pete, don't forget
your doctor's
appointment is at
_____.

Aim

To practise asking for and giving the time to complete missing information

Language

Telling the time and Present Simple questions about routines

Skills

Speaking

Materials

One copy of the worksheet per group of three students, cut up as indicated

Pre-activity (5 minutes)

- Write *What time does/do ... ?* and *What time is ... ?* on the board and elicit different ways of completing these questions, e.g. ... *do you get up? ... is lunch normally in your country? ... do you get up at weekends? ... is it now?* and write them on the left side of the board. Check students understand the different grammatical structures.
- Ask the questions around the class and review possible answers, including phrases using *nearly, just after, about*, as well as standard time answers.
- Encourage students to ask each other the questions and to give full answers. Monitor and help as necessary, especially with question word order.

Procedure (20 minutes)

- Put students in three groups: A, B, and C, and give each student in the group the corresponding part of the worksheet. Explain that students will work in groups to complete the missing information on their worksheets. Give the students time to read and check any vocabulary on their card. Tell students they need to ask questions to find out the missing times.
- Ask/Write on the board, *What time does the shoe shop open?* Ask students to put their hand up if they know the answer, but indicate that they shouldn't shout out the answer! Group A students should have their hand up. Ask Groups B and C to look at their information and ask them, *Do you know what time the shoe shop opens or closes?* Explain that they need to ask a question to find out the missing information. If necessary, demonstrate with further questions.
- Each group works together to read their information and prepare their questions. Make sure that each student writes down the questions, as they will be working separately in the next stage.
- Regroup the students into ABC groups. Make sure students don't show each other their papers.
- Students take turns to ask and answer questions about their information. Monitor and help where necessary. Make a note of any common errors or breakdowns in communication.
- Do feedback as a whole class, asking some questions about the information they have, e.g. *What opens at half past nine? When does Holiday in Tokyo start?* Do any error correction together and praise any particularly good use of English.

Extension (10 minutes)

- In pairs, Student A tells their partner about their daily routine for one day of the week in a few sentences, e.g. *On Saturdays, I get up late because ...*. Their partner takes notes and converts their sentences to the third person.
- In whole-class, invite some students to tell the class about their partner's daily routine. Check pronunciation and clarify any vocabulary.

Use the prompts to make statements you think are true about your classmates.

I think I know that ...	✓ or X
1 _____ and _____ (like) Italian food. _____	
2 _____ and _____ (not/live) with their parents. _____	
3 _____ student(s) (have) a pet dog, cat, or other animal at home. _____	
4 _____ and _____ (not/like) swimming. _____	
5 _____ (like) playing computer games. _____	
6 _____ (not/live) in a flat in the city centre. _____	
7 _____ and _____ (not/come) to school by ... _____	
8 _____ and _____ (play) a musical instrument. _____	
9 _____ and _____ (go) to the gym. _____	
10 _____ and _____ (play) football. _____	
Total correct guesses	

Aim

To complete a questionnaire about classmates and find out how well they know each other

Language

Present Simple: *I/you/we/they* and revision of *he/she* with questions and negative forms

Skills

Reading and Speaking

Materials

One copy of the worksheet per student; slips of paper with students' names for the Extension activity

Pre-activity (10 minutes)

- Ask students: *Do you know each other very well? Do you know everything about each other's lives/families/hobbies?*
- Write the following on the board: *favourite food, favourite sports team, hobbies, family*. Put students in pairs and ask them to guess information about their partner.

Procedure (35 minutes)

- Give out the worksheets and ask students to read sentence 1 only. Put students in pairs and ask them to talk together and write in the names of the classmates that they think sentence 1 is true for.
- Students work in pairs and complete the remaining sentences together, discussing their ideas. Monitor and help as necessary.
- Then ask students to think of what questions they need to ask to find out if their sentences are true or not. Students can write the questions they need to ask under each sentence.
- Tell students they have ten minutes to find out how many of their guesses are correct. Students should get up and mingle, but they shouldn't show each other their worksheets – they should ask questions to find out if their guesses are correct. They should tick or cross the last column, as appropriate. Monitor and help as necessary, making notes of common errors.
- When students have finished, ask them to count how many they guessed correctly and to write their score at the bottom of the worksheet.
- Do feedback together on the board on common errors, and praise use of particularly good English.

Extension (10 minutes)

- Write the names of all your students on different slips of paper (if possible, do two or three sets) and give each student a slip/a couple of slips of paper with someone else's name on. Ask them to write a statement about the classmate on each slip of paper. Tell them that the statements can be true or they can make something up. Write the following verbs on the board, as prompts, if students are struggling for ideas: *likes, lives, goes, has, plays, works, cooks, watches*. Monitor and help where necessary.
- Collect in all the statements and put them in a box or a bag. Ask students to stand up and take a slip of paper each, after which they should find the person named on the paper and ask questions to find out if the statement is true or false. When they have asked the person, they can put their paper back and take another one.
- Monitor and listen, making notes. When you feel that students have spoken enough, ask them to sit down. Have a final whole-class discussion about what was said and give some feedback on the language used, if appropriate.



		Question	Answer
1	go to the gym	_____	_____
2	play a musical instrument	_____	_____
3	go to the cinema	_____	_____
4	cook	_____	_____
5	go skiing	_____	_____
6	listen to music	_____	_____
7	go swimming	_____	_____
8	play computer games	_____	_____
9		_____	_____
10		_____	_____

- 1 Write questions for 1–8. Use your own ideas for 9 and 10.
- 2 Work in pairs. Ask and answer the questions. Write your partner's answers.
- 3 Work in groups of four. Talk about your answers and find ...
- an activity your group does every day
 - an activity that only one person in the group does
 - an activity your group never does

Aim

To write a questionnaire and talk about their answers in small groups

Language

Leisure activity vocabulary, Present Simple question forms and adverbs of frequency

Skills

Writing and Speaking

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Write on the board: _____ *do you relax?* and ask students to think of as many question words as possible to complete the question, e.g. *How/Where/When/How often ... do you relax?* Ask different students to interview you with these questions. Check that the question words are logical or possible, e.g. *Who do you relax?* doesn't work, but *Who do you relax with?* is possible.
- Then write _____ *play tennis?* and ask students to complete the question with possible question words. Then write _____ *playing tennis?* and ask students to complete the question, e.g. *Do you like playing tennis?* Students can interview you in whole class, or they can work in pairs to interview their partner.

Procedure (35 minutes)

- Explain to students that they are going to make a questionnaire to find out about how they all relax. Hand out the worksheet and give students time to read the prompts and check any vocabulary.
- Explain that they are going to make their own questions and that they can use different question words. Students should only write one question for each leisure activity. Students can work in pairs to write the questions together, but make sure they each have a copy of their questions as they will be working separately in the next stage. For questions 9 and 10, students can look at pp32–33 of the Student's Book, or think of their own leisure activities. Monitor and help as necessary, checking the questions are grammatically correct and helping with any pronunciation challenges.
- Put students in new pairs and get them to interview each other, recording their partner's answers. Demonstrate with a confident student, encouraging them to ask follow-up questions, e.g. *Do you like cooking? Yes. What do you like cooking? How often do you cook?* and recording brief notes in the 'Answer' column.
- Then put two pairs of students together and get them to compare answers and discuss exercise 3.
- Students report back to the class in a short feedback session. To bring out third-person singular forms, remember to ask, e.g. *Pedro, what does Frida like doing in her free time?*

Extension (10 minutes)

- On the left side of the board, write *always*, and on the right side, write *never*. Elicit the adverbs of frequency that go in the space between are *usually*, *often*, and *sometimes* and write those on the board too, leaving around 50 cm gap between the words, if possible.
- Ask students to stand up in a queue facing the board in front of *often*. Ask *How often do you go swimming?* and tell the students to take a step sideways so they are standing in front of the adverb of frequency that is their answer, e.g. if someone never goes swimming, they take two steps to the right to stand in front of *never*. Students who often go swimming stand still. Ask a couple of students *How often do you go swimming?* and encourage them to answer in a full sentence, e.g. *I never go swimming./I sometimes go swimming*. Now, ask students to step back to the middle queue again, and this time when you ask another question, the students must say their answer out loud as they move. For example, ask *How often do you go to the cinema?* Students should respond with a full sentence as they move to stand in front of the correct adverb. Continue for a few more sentences.
- Ask students to sit down and have some whole-class feedback.

1 Match two endings (a–r) to the sentences 1–9 below.

1 Bye! Have a ... ____	a your coat?	j check question 2? I didn't hear the answer.
2 I'm sorry, I ... ____	b don't understand you.	k some more milk please?
3 Can I sit ... ____	c lovely evening.	l listen again? – I didn't quite understand.
4 Is that ... ____	d You don't look well.	m a tea with lemon, please?
5 What's the matter? ____	e here, please?	n close the door? It's a bit cold.
6 Please, can I ... ____	f haven't got my book.	o You look sad.
7 Can we ... ____	g good weekend.	p turn the light on? It's a bit dark!
8 Can I have ... ____	h weekend?	q dinner?
9 How was your ... ____	i in this seat, please?	r your phone?

Bye! Have a nice day! <i>Thanks. Same to you.</i>	Can I have a tea with lemon, please? <i>Is that to have here or take away?</i>
How was your weekend? <i>Really good, thanks.</i>	Can we turn the light on? It's a bit dark. <i>Good idea.</i>
What's the matter? <i>I don't understand the question.</i>	See you later. <i>See you later.</i>
I'm sorry I'm late. <i>Never mind.</i>	Is that your coat? I love it. <i>Thanks. Glad you like it.</i>
Can I sit here, please? <i>Of course!</i>	How was your dinner? <i>Not bad, thanks.</i>
Is that to have here or take away? <i>Take away, please.</i>	Is that your phone? <i>Yes, it's new.</i>
Please can I close the door? It's not very warm in here. <i>Sure. This room's really cold today.</i>	Please can we check question 2? I didn't hear the answer. <i>Yes, of course.</i>

Aim

To roleplay common social situations

Language

Common social expressions and phrases

Skills

Speaking

Materials

One copy of the worksheet per group of three or four students, cut up as indicated

Answers1 c, g 2 b, f 3 e, i 4 a, r 5 d, o 6 n, p
7 j, l 8 k, m 9 h, q**Pre-activity (5 minutes)**

- Write on the board: *Bye! Have a ...*, and *I'm sorry ...*. Ask students to think of different ways of completing the statements, e.g. *Have a nice trip. I'm sorry, I can't hear you.* and write them on the board.
- Ask the students to think of different situations in which they may use some of the expressions that you have written on the board.

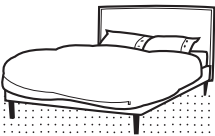
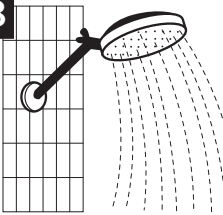
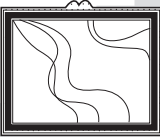
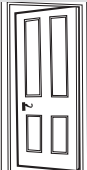
Procedure (20 minutes)

- Tell students that they are going to practise some more phrases and situations. Put students in small groups of three or four. Give each group a copy of the top section of the worksheet and ask students to read exercise 1. Check any vocabulary and drill pronunciation chorally and individually, as necessary.
- Ask students to match two possible situations to each sentence starter.
- Check answers together in whole class. If necessary, have a quick feedback session to review any language that students found difficult, and then move on to the next part of the activity.
- Give each group a set of the cut-up cards and put them face down on the table. Students take turns to pick up a card and read out the question and/or statement in bold on their card. The other students in the group have to respond with an appropriate expression. The first student to respond with the exact expression in italics on the card wins the card.
- Monitor and help as necessary while students play. The student with the most cards at the end is the winner.

Extension (10 minutes)

- Ask students to choose and remember one sentence starter and then put their papers face down. Ask students to stand up in a space in the classroom. They should try to talk to as many different students, starting with their sentences and continuing the conversation, as naturally and spontaneously as possible. Encourage students to make eye contact and use friendly intonation. Less confident students may wish to keep their papers to start the conversation, but encourage them not to read from their notes for the whole conversation.
- Alternatively, ask pairs to come out and silently mime one of their conversations in front of the class or in small groups. Students should guess what the actors' conversation is about. Actors then repeat the mime, with two other students accompanying the mime as a voiceover.

★ = Correct the mistake. + = Complete the sentence. ▲ = Choose the correct word. 😊 = Talk to your partner.

30 ▲ There are <i>some/any</i> pictures in my bedroom.	31 GO BACK 2 SQUARES 	32 😊 Describe your favourite room in your house or flat.	33 ★ Is there any plates in the kitchen?	Finish 
29 + _____ any shops near your house/flat?	28 	27 MISS A TURN	26 + There _____ not a lot of furniture in my bedroom.	25 ★ There aren't no towels in the bathroom.
20 GO FORWARD 2 SQUARES 	21 ▲ Look at <i>those/that</i> curtains over there.	22 	23 GO BACK 2 SQUARES 	24 😊 How many people live in your house or flat?
19 😊 Describe your ideal house or flat.	18 	17 ★ Are there a table in your living room?	16 GO FORWARD 1 SQUARE 	15 MISS A TURN
10 😊 Describe your kitchen.	11 ★ There are any plants in my flat.	12 + Do you have a _____ of cups in your kitchen?	13 ▲ How many tables <i>is/are</i> there in your house or flat?	14 
9 + There _____ a big living room in my flat.	8 ★ There are a lot of flats on these road.	7 😊 Describe your bedroom.	6 	5 + How many rooms _____ in your house or flat?
Start 	1 GO FORWARD 2 SQUARES 	2 ★ There are a cooker in my kitchen.	3 ▲ There aren't <i>some/any</i> chairs in my bedroom.	4 😊 Describe your living room.

Aim

To play a board game to practise language connected with houses

Language

House vocabulary, *some/any/a lot of, there is/there are, this/that/these/those*

Skills

Speaking and Listening

Materials

One copy of the worksheet per group of three or four students (which you might like to enlarge to A3 size and laminate for classroom use). Each group will need a coin and each student will need a counter.

Answers

- 2 There **is** a cooker in my kitchen.
- 3 any
- 5 are there
- 8 There are a lot of flats on **this** road. / There are a lot of flats on these **roads**.
- 9 is
- 11 There are **some** plants in my flat. / There **aren't** **any** plants in my flat.
- 12 lot
- 13 are
- 17 **Is** there a table in your living room?
- 21 those
- 25 There **aren't** **any** towels in the bathroom.
- 26 is
- 29 Are there
- 30 some
- 33 **Are** there any plates in the kitchen?

Pre-activity (10 minutes)

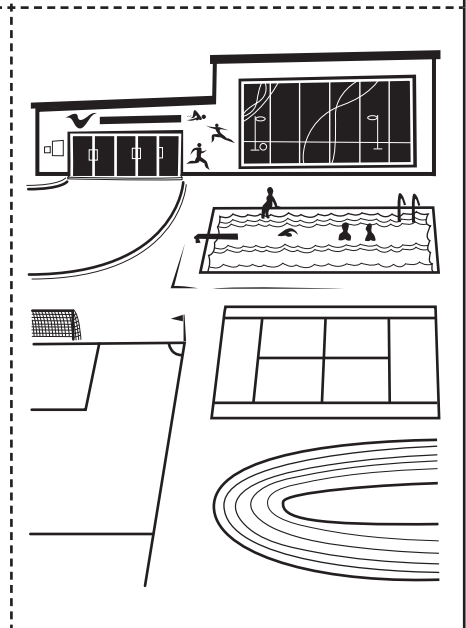
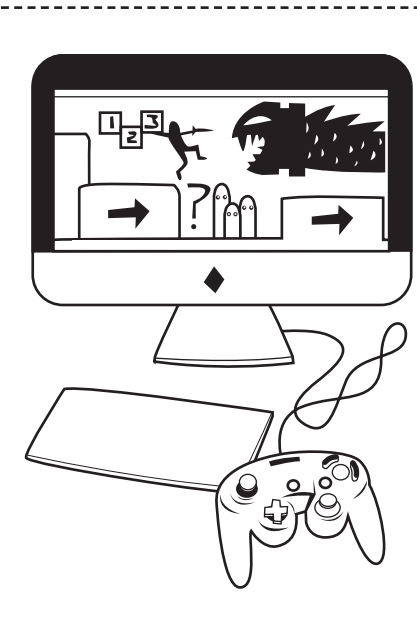
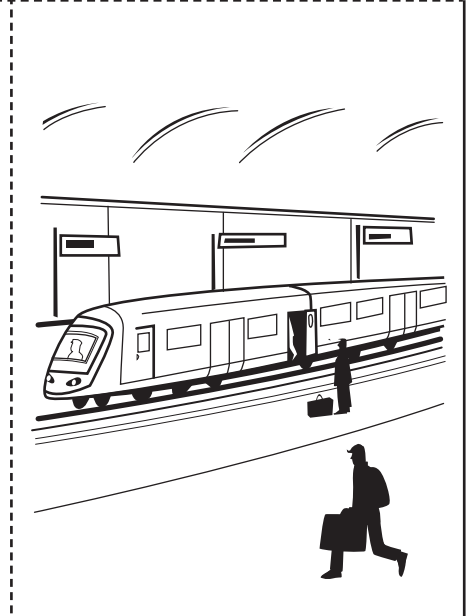
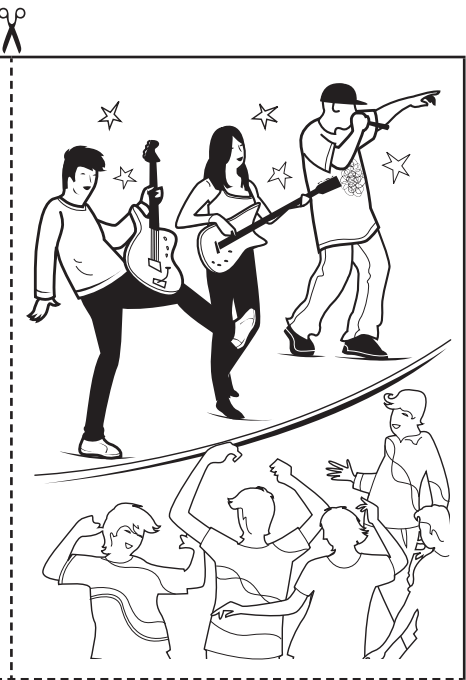
- Elicit the rooms of a house from the class and write them on the board. Add any typical rooms that are missing from their answers. Check vocabulary and pronunciation, as necessary.
- Put the students in small groups. Tell them they have five minutes to write down as many items as they can that are typically found in each room.
- Get whole-class feedback and ask how many words each group got.

Procedure (20 minutes)

- Put students in groups of three or four. Give each group a copy of the board game. Students will also need different coloured counters, and a coin to flip. Teach *miss a turn, go forward one square, go back two squares, it's your turn, it's my turn, counter, flip a coin, heads, tails*. Show them the code at the top of the board game and clarify what each symbol means.
- Put a counter on the start square. Take turns to flip a coin to move. Heads = move 1 square, tails = move 2 squares.
- Follow the instructions on the squares. On a picture square, students must make a sentence or ask a question using the word, and using the grammar *some/any/a lot of/this/these*, etc. For example, they could make a true sentence about their classroom for number 6, such as *There are some bookshelves in our classroom*. Alternatively, they could ask a question for someone else in the group to answer, such as *Are there any bookshelves in the classroom?* / *What colour are those bookshelves?*
- Ask students to play in their groups. Listen and monitor, and make a note of any common errors for feedback later. The winner is the first person to reach the finish square.
- Give language feedback at the end on the use of good language and on any common errors that you noted down.

Extension (15 minutes)

- Ask students to work in pairs to draw a simple floor plan of their ideal or 'dream' house or flat, and then write a short description of it. Monitor and help with spelling and phrasing.
- Display their descriptions around the classroom. Ask students to read each description and decide which is the best.
- As an alternative, if you have time, ask students to do a sketch and write a description on separate pieces of paper. Students should not write their names on either of the papers. The sketch can be a floor plan or a drawing of the house/flat. Collect in the pictures and the descriptions. Display the descriptions around the classroom, but redistribute the pictures randomly. Tell students to read the descriptions and decide which matches the picture they have been given.



Aim

To practise using adjective and adverb combinations in conversational situations

Language

Adjectives for *good* and *bad*; adverbs and adjectives

Skills

Speaking

Materials

One copy of the worksheet per pair/small group of students. Optional: scissors

Pre-activity (10 minutes)

- Write or draw the following on the board: *a watch, a cinema, a tall person*.
- Start a conversation with the class for each item using the following conversation starters:
Do you like my new watch?
What do you think of the new cinema?
Our new student is very tall, isn't he?
Try to manage the conversations to elicit the use of adjectives for *good* and *bad*.
- Remind students that they can also use the adverbs *very/really* or *not (very)* to modify the meaning of some adjectives, e.g. *not very big* is the same as *small*, *very nice* = *not bad*. Depending on the level of your class, and, if appropriate, explain that we often do this to be polite or friendly.

Procedure (25 minutes)

- Give out one copy of the worksheet to each pair/small group of students. Explain to students that they are now going to make their own conversations in pairs or small groups, using the pictures on the worksheet. Elicit some examples from the pictures, e.g. *What do you think of the sports centre? Do you like (name of a computer game/book/band)?* Explain that students can use their own ideas, e.g. name of a computer game, a local café, and they should try to use as many different adjectives, or adverbs and adjectives, as possible. Students can cross off each picture when they've had a conversation about it.
- Alternatively, in groups of three or four, students can cut up and shuffle a set of picture cards, turn them face down, and in groups take turns to turn over a card and start a conversation with the rest of their group. Each student in the group takes a turn to comment on the item and they must not repeat the same adjective. When they have all contributed, the next student turns over a card and starts the conversation.
- Monitor and note common errors for feedback later, as well as examples of particularly good English to share with the class. When students have finished, do feedback together on the board.

Extension (10 minutes)

- Put students in pairs and ask them to write or act out one of the conversations from the previous stage.
- Conduct whole-class feedback at the end. Which conversations did they like best?

1 Do the **Numbers quiz**. Then compare your answers with a partner.

- ① How many players are there in a football team?
a 9 **b** 10 **c** 11
- ② How many letters are there in the English alphabet?
a 24 **b** 26 **c** 30
- ③ How many seconds are there in an hour?
a 3,600 **b** 3,000 **c** 36,000
- ④ How many keys are there on a piano?
a 66 **b** 77 **c** 88
- ⑤ At what age can you vote in a general election in the UK?
a 16 **b** 18 **c** 21
- ⑥ Which of these are coins in the UK?
a 20p, 50p, £5 **b** 50p, £1, £5 **c** 50p, £1, £2
- ⑦ What's the speed limit on motorways in the UK?
a 113km an hour **b** 133km an hour **c** 153km an hour
- ⑧ What is the population of the UK?
a about 65,000,000 **b** about 75,000,000 **c** about 85,000,000

2 How much are these things in your country and in the UK? If you are not sure, guess.

Prices

	your country	the UK
a a day travel card in the capital city		
b a medium cup of coffee		
c a cinema ticket for an adult		
d a week's food shopping for two adults		
e a three-course meal for two in a standard pub/restaurant in the capital city		
f a pair of jeans (Levi's, etc.)		
g a litre of petrol		
h a month's rent in a small flat in the capital (city centre)		

3 Compare your answers to exercise 2 in small groups. What things are expensive in your country?
 What things are expensive in the UK?

Aim

To complete a quiz and to discuss the answers in small groups

Language

Language of numbers and prices

Skills

Speaking

Materials

One copy of the worksheet per student.

Answers

1 c 2 b 3 a 4 c 5 b 6 c 7 a 8 a

UK prices at time of publication

- a £12–£17 (different prices if you travel at peak or off-peak times)
- b £2.80
- c £9–£10 (outside London)
- d £80–£100
- e £49.90
- f £63
- g £1.21
- h £1,650

Pre-activity (10 minutes)

- Put students in teams of three or four. Write five numbers on the board. Tell students that they are a range of numbers that are relevant to our daily life, e.g. the temperature outside, how many students are at the school, the speed limit in your town.
- Give teams two minutes to discuss the numbers and guess what they mean. Each team then takes turns to guess and wins a point for each correct answer. After five minutes, stop the game, and the team with the most points (or the most creative guesses!) wins.

Procedure (30 minutes)

- Pre-teach/Check *piano keys, vote, general election, coin*.
- Hand out a copy of the worksheet to each student. Ask students in pairs to look at the numbers on the worksheet and to check that they can say them.
- Give students time to answer the questions in the quiz, working individually. Students then check their answers in pairs.
- Check answers by eliciting a range of answers and encouraging discussion across the class. Then confirm the correct answers.
- Check students know the exchange rate between pounds sterling and their currency. Pre-teach *meal, jeans, petrol, rent, flat* and ask students to read through the table in exercise 2. Give them time to complete the table for their country and for the UK. Tell them it doesn't matter if they are unsure. The activity is for general discussion of prices, not a test of their knowledge.
- Put the students in small groups to compare their ideas. Monitor and help as necessary. Check for accurate use of prices, noting any common errors for feedback later.
- Go over the possible answers for the UK. Elicit students' reactions to the figures.

Extension (10 minutes)

- Put students in small groups to write a similar 'numbers quiz'. Ask them to write five questions and provide three answer options.
- Groups swap quizzes with another group and try to answer the questions.
- During whole-class feedback, focus on interesting information from the quizzes, as well as focusing on common errors and particularly good examples of English.

Receptionist wanted!

You need to:

- speak English very well and Spanish quite well
- use most computer programs (e.g. Word, Excel)

You can:

- speak English and Spanish very well
- drive
- use most computer programs (e.g. Word, Excel)
- cook Mexican food a bit

A

Taxi drivers wanted!

You need to:

- drive
- work at night

You can:

- drive
- organize groups of children
- play golf
- work at night

B

Chef wanted for Mexican restaurant!

You need to:

- cook Mexican food brilliantly
- work at night

You can:

- speak French quite well
- cook Mexican food brilliantly
- work at night
- sing quite well

C

Sports instructor for summer school

You need to:

- play one sport very well and play other sports a bit
- organize groups of children

You can:

- play one sport very well and play other sports a bit
- speak German very well
- use most computer programs (e.g. Word, Excel)
- organize groups of children

D

French teacher wanted!

You need to:

- speak French very well
- organize groups of children

You can:

- speak French very well
- play tennis a bit
- cook Italian food very well
- organize groups of children

E

Computer technician

You need to:

- use most computer programs (e.g. Word, Excel, etc.)
- understand computer language

You can:

- use most computer programs (e.g. Word, Excel)
- speak French a little bit
- play football a bit
- understand computer language

F

Aim

To practise asking and answering questions about skills and abilities using *can/can't*

Language

Fluency practice, grammar (*can/can't*, adverbs)

Skills

Reading and Speaking

Materials

One copy of the worksheet per 12 students, cut up into cards

Note: Each worksheet contains a set of 12 roleplay cards for 12 students. If you have fewer than 12 students, only use the applicable number of cards, but make sure you use cards that will match during the activity.

Answers

Receptionist = A

Taxi driver = B

Chef for Mexican restaurant = C

Sports instructor for summer school = D

French teacher = E

Computer technician = F

Pre-activity (5 minutes)

- Ask students to brainstorm as many jobs as they can as a class. Check and drill pronunciation as necessary.
- Ask *Where do you look for a new job?* Elicit answers (e.g. in the newspaper, on the Internet, through a friend). Explain that people also attend 'job fairs' where you can meet many different employers and apply for jobs.
- Write the following word on the board and elicit a definition: *instructor* (a person who teaches a sport or activity).

Procedure (20 minutes)

- Explain that students are going to attend a job fair where they will ask and answer questions about skills and abilities using *can/can't*.
- Put students in groups of 12 (adapt this number according to your class size – if you have an odd number of students, one employee will be without a job or one job will not be filled at the end, so warn your students about this). Hand out a role card to each student. Half the students will be employers. Their cards show the job on offer and the skills or abilities needed. The other students will be potential employees. Their cards list the skills and abilities they have. Ask students to read their cards. Help with vocabulary, if necessary.
- Ask students to move around the class, speaking to different students. Employers need to speak to potential employees.
- Employers then ask questions about ability using *Can you ... ?* Employees answer with *Yes, I can.* or *No, I can't.* Students then decide if they are a good match for each other. Some cards also include an adverb or adverbial phrase, such as *very well* or *a bit*, which may affect the decision. The activity ends when all employers have found an employee or when only one person is left, if you have an odd number of students.
- Repeat the activity, but with each student playing an opposite role. Monitor and help as necessary, making a note of any common errors for feedback later.
- Have a class feedback session at the end to check that employers have found the correct employees, and to review any common errors that you noted down earlier. Make sure you praise good use of language too.

Extension (15 minutes)

- Ask students to work in pairs to design their own job advert listing the skills and abilities needed.
- Display their adverts around the classroom. Students then read each advert and choose the job they would like to do.
- Ask students to return to their seats and have a whole-class round-up discussion on which were the most popular jobs and why.

me with this box, please?	Can you ride	a motorbike?	Do you live
on the third floor?	How do you look	after your health?	Can I try
on these jeans, please?	Do you send	a lot of text messages?	How many languages
can you speak?	Could you give	me your email address, please?	What sort of
music do you like listening to?	Can I have	a cheese sandwich, please?	Do you earn
a lot of money?	Could I speak	to you for a minute, please?	Can I borrow
your pen, please?	How often do you watch	films online?	Do you wear
a shirt and tie for work?	Can you lend	me €20 till next week, please?	Can you play
the violin?	Could you post	this letter for me, please?	Can you help

Aim

To play a game of dominoes in groups and revise vocabulary

Language

Verb + noun and noun + noun collocations, prepositions

Skills

Speaking and Reading

Materials

One copy of the worksheet per group of three or four students, cut up into domino cards (you may like to mount these on card, and possibly laminate, for repeated use).

Answers

Can you help me with this box, please?
 Can you ride a motorbike?
 Do you live on the third floor?
 How do you look after your health?
 Can I try on these jeans, please?
 Do you send a lot of text messages?
 How many languages can you speak?
 Could you give me your email address, please?
 What sort of music do you like listening to?
 Can I have a cheese sandwich, please?
 Do you earn a lot of money?
 Could I speak to you for a minute, please?
 Can I borrow your pen, please?
 How often do you watch films online?
 Do you wear a shirt and tie for work?
 Can you lend me €20 till next week, please?
 Can you play the violin?
 Could you post this letter for me, please?

Pre-activity (10 minutes)

- Choose ten words from the two column As on p56 of the Student's Book, e.g. *ride, play, live, send, watch, motor, bus, sun, hand, traffic*. Choose words that make collocations which your students will find challenging. Put students in pairs or threes and tell them that they have two minutes to think of as many words that go together with these words. Start with *ride* as a class, e.g. *ride a motorbike, a horse, a bicycle*. Decide if your students can use dictionaries – this can be helpful but may result in the pace of the class dropping slightly. When the time is up, review answers with the class, adding their collocations to the board and checking pronunciation.

Procedure (20 minutes)

- Explain that students are going to play a game to help them remember some of the language from the Vocabulary section of the Student's Book.
- Put students in groups of three or four and give each group a set of dominoes placed face down on the table.
- Pre-teach/Check useful language for playing the game:
Whose turn is it? It's my/your turn. I can't go. Take another card. Do these cards match? I don't think that's right. Can you check with the teacher?
- Students take three dominoes each and leave the rest of the pile face down.
- Demonstrate the game. The first student places a domino on the desk face up. The second student looks at his/her dominoes and tries to find one that will match with the words on one of the sides. If he/she can't go, they have to take another domino. He/She can put this domino down if it matches, otherwise the next person should go. The game continues in the same way around the group. The first player to get rid of all their dominoes is the winner.
- Students play the game in their groups. Remind students to think about the context for the words and to go for the most logical matches that might occur in everyday situations. Go around listening, helping and correcting any wrongly matched dominoes, as necessary.
- After playing the game, students take turns to choose a card and then try to complete each half sentence orally. They can either try to remember what was on the dominoes, or they could come up with their own version.

Extension (10 minutes)

- Put students in pairs or small groups. Ask students to choose three questions from the dominoes game that are interesting for them to talk about. Alternatively, write the following questions on the board: *What sort of music do you like listening to? How do you look after your health? How many languages can you speak? How often do you watch films online? Can you play the violin, or another musical instrument?*
- Ask students to talk about their ideas in their pairs or groups. Encourage them to ask each other follow-up questions to extend the conversations, e.g. *Can you play any other musical instrument?*

Could you tell me how to get to the train station, please?

Sure. Do you mean Central Station or North Station?

Central Station.

You can take the number 49 bus. It stops outside the station.

Can you do me a favour?

Sure. What can I do for you?

Could you lend me some money for a coffee? I'll pay you back later.

No problem. Here you are.

Can I have an egg sandwich, please?

Yes, of course. Would you like brown or white bread?

Erm ... brown, please.

Thank you. That'll be €3.50.

Could you send me the PowerPoint presentation?

Sure. Can I have your email address?

I think you've already got it.

Oh yes, of course I have.

Can you lend me a pen?

Sorry, I've only got a pencil.

That's OK. Can I borrow it?

Sure. Here you are.

Can you give me a lift?

Where to?

To the shopping centre.

Sorry. I'm not going that way.

Aim

To make conversations using polite requests

Language

Phrases for making polite requests

Skills

Speaking

Materials

One copy of the worksheet per pair of students, cut up into strips; one copy of the worksheet per pair, not cut up (to act as an answer key); slips of blank paper for the Extension activity

Pre-activity (10 minutes)

- Ask a couple of confident students around the class: *Could you stand up, please? Can I borrow your book, please? Could you show me your homework?*, etc. Depending on how well you know your class, mix these with imperatives, e.g. *Stand up! Give me your book! Show me your homework!* and elicit which sounds more polite/friendly. Note if any students responded, e.g. *Of course. Certainly. Here you are.*
- Point out the difference between answering politely with a phrase in contrast to a simple *Yes/No* answer: *Can you help me?* *Yes.* vs. *Yes, of course.* *Could you open the window?* *No.* vs. *I'm sorry, but I'm cold.* Explain that it sounds friendlier in English to respond with a phrase using the correct intonation.

Procedure (20 minutes)

- Explain that students are going to practise some conversations with the phrases above. Put students in pairs and give them one copy of the worksheet, cut up into strips.
- Explain that the students have to rearrange the strips to make six complete mini conversations, each with four lines in the conversation. The first line of each conversation is in bold.
- Once the students have finished, give them a complete version of the worksheet (i.e. not cut up) to check their answers.
- Ask the pairs to discuss where each conversation is taking place, what the relationship is between the speakers (friends, strangers, etc.), and whether the situations are formal or informal.
- You could also ask students to change the requests and responses in each conversation.
- Have a class feedback session to discuss their ideas. If appropriate, you could also invite pairs to act out their new conversations.

Extension (10 minutes)

- Give students two or three slips of blank paper each and ask them to write a new request on each slip. Check each request for spelling and fold them up and put them in a box or bag. Ask all students to stand up and take a slip of paper (not their own) from the box or bag. Students can then do a whole-class mingle. Explain that they should ask three different students their request (and the other students should respond appropriately) before putting it back in the box and taking another one. Encourage students to continue their conversations and to give a reason if they refuse the request.
- Ask students to sit down and have a whole-class discussion on language used, giving any final feedback.

Find someone (who) ...	Name	Extra information
1 ... watched a film yesterday evening.		
2 ... had an exciting holiday last year.		
3 ... moved to a different country when they were a child.		
4 ... caught a bus yesterday morning.		
5 ... didn't like vegetables when they were a child.		
6 ... was born in the same month as you.		
7 ... could play a musical instrument when they were six.		
8 ... whose parents were born in different countries.		
9 ... didn't study English at primary school.		
10 ... won a competition last month.		

Aim

To talk to each other to find out about past events in their lives

Language

Past Simple: statements, negative, and question forms

Skills

Speaking

Materials

One copy of the worksheet per student; slips of paper for the Extension activity

Pre-activity (5 minutes)

- Ask students to think of as many irregular Past Simple verbs as possible. Write their suggestions on the board, checking spelling and pronunciation. Write *last night* and *yesterday morning* on the board and ask students to think of any other phrases with *last* and *yesterday*. Choose a verb and a time phrase, and make a question, e.g. *Did you come to school by bicycle yesterday morning?* Ask a few students and encourage short answers.
- Put students in pairs, and tell them that they have three minutes to ask and answer as many questions as possible, using the verbs and the time phrases on the board. Monitor and help as necessary.

Procedure (40 minutes)

- Explain that students are going to ask each other questions about their lives. Give each student a copy of the worksheet and give them time to read through it. Check any vocabulary together. Ask students to think of questions in pairs or small groups. Students can write the question under each statement. At this stage they do not need to worry about the second and third columns. Monitor and check grammar, as necessary.
- Go through the questions together, eliciting alternatives, e.g. for question 6, students can ask *When were you born?* or *Were you born in (month)?* After each question, draw students' attention to the extra information column. Demonstrate the idea of follow-up questions and elicit possible questions, e.g. for question 1 *What did you watch? Did you like it?* Check students understand how to ask questions for the negative statements, e.g. for question 5, we ask a positive question and find someone who answers *No*. Students do not need to write their follow-up questions, but you may wish to give less confident students some time to prepare possible follow-up questions.
- Tell students that they must not repeat names, i.e. they must try to find a different person for each statement. If you have a small class, suggest that names shouldn't be repeated more than twice.
- In a whole-class mingle, ask students to stand up and ask and answer their questions.
- Monitor and help where necessary, encouraging students to use appropriate short answers (*Yes, I did/was/could. No, I didn't/wasn't/couldn't.*) and follow-up questions. Make a note of any common errors for feedback later.
- After ten minutes, put students in small groups to share the information they have found out.
- Do feedback on any grammar errors that you noted earlier, and then ask each group to report back on one interesting fact about one of their classmates.

Extension (5 minutes)

- Give each student a blank slip of paper, and ask them to write a question that they can ask another student about their past. Monitor and check, helping students make any corrections as necessary. Fold all the papers up and put them in a bag or box. Shuffle all the papers and ask the students to take a question.
- Put students in pairs and ask them to ask and answer their questions. They should try to continue the conversation naturally, asking for more details where relevant. They can swap papers when they have finished each topic. Monitor and help as necessary.

- 1 Read the sentences and circle the correct adjectives in *italics* (-*ed* or -*ing*).
- 2 Change the underlined information in the sentences to make them true for you.
- 3 Compare your answers in pairs or small groups.

- 1 The most *tiring* / *tired* part of my week is commuting to work.
- 2 As a child, I was *frightening* / *frightened* of dogs.
- 3 I'm always *annoying* / *annoyed* when people use their mobile in a restaurant.
- 4 I was really *embarrassing* / *embarrassed* when I fell over in the street.
- 5 My best friend's most *irritating* / *irritated* habit is talking all the time.
- 6 My most *interesting* / *interested* teacher at school taught French.
- 7 I was really *boring* / *bored* when I saw the film Avatar.
- 8 I was a bit *worrying* / *worried* before my driving test.
- 9 The most *exciting* / *excited* sport is football.
- 10 I was very *surprised* / *surprising* when my brother got married.



Aim

To practise describing feelings using *-ed/-ing* adjectives

Language

Language of feelings with *-ed/-ing* adjectives

Skills

Reading and Speaking

Materials

One copy of the worksheet per student

Answers

- 1 tiring
- 2 frightened
- 3 annoyed
- 4 embarrassed
- 5 irritating
- 6 interesting
- 7 bored
- 8 worried
- 9 exciting
- 10 surprised

Pre-activity (5 minutes)

- Write the following sentences on the board.
*The students were **excited** when they passed their English exam.*
*The students love studying English because it's **interesting**.*
- Ask students to find an adjective and a verb in each sentence ending in *-ed* or *-ing*. Underline the verbs and circle the adjectives (above in bold). Ask students why the two adjectives *excited/interesting* have different *-ed/-ing* endings. Check that students understand that *-ed* adjective endings describe how you feel about something, and *-ing* adjective endings describe the thing that makes you feel like that way. Write up *excited/exciting*, *interested/interesting* and ask students to give you some examples using the adjective in its correct form.
- Put students in pairs and tell them they have two minutes to write down as many adjectives as they can think of that end in *-ed/-ing*. After two minutes, elicit all the examples and write them on the board. Check spelling, pronunciation, and meaning, and make sure they haven't included any verbs, e.g. *wanted*. Pre-teach and check that you have included: *frightened/frightening*, *embarrassed/embarrassing*, *irritated/irritating*, *surprised/surprising* as these will be used in the next stage.

Procedure (20 minutes)

- Explain that students are going to complete a worksheet to practise the language of feelings from the Vocabulary and listening section of the Student's Book. There are examples of superlative adjectives in the sentences on the worksheet, but these are for recognition only.
- Hand out a copy of the worksheet to each student. Give the class time to read through the statements in exercise 1. Deal with any vocabulary queries. Students choose the correct adjectives in the sentences 1–10. Check the answers with the class, dealing with any pronunciation difficulties.
- Focus attention on the underlined sections of the sentences. Elicit different endings for sentence 1 from a range of students. With less confident students, go through all the sentences and check students know which are present and which are past. Give students time to personalize each of the sentences, working individually. Monitor and help as necessary.
- Put students in pairs or small groups to compare their answers. Monitor and help as necessary, but do not interrupt or over-correct as this is the fluency stage of the activity. Note down any common errors, but provide feedback on them at a later stage.
- As an additional stage, get students to write out three of their personalized sentences on slips of paper without writing their name. Collect the sentences and redistribute them randomly across the class. Students should take turns to read out the sentences, and then try to guess who wrote them.

Extension (10 minutes)

- Write on the board *When was the last time you felt ... ?* Ask a student in the class to complete the question with an adjective, e.g. *bored*. In pairs, ask students to ask and answer the question together. Elicit some follow-up questions, e.g. *Where were you? Who were you with? Why did you feel (bored)?*
- Then change the adjective to *frightened*. This time, ask students to stand up. Tell students that they must ask each other the question and follow-up questions and keep talking until you call out another adjective. If you have a large class, you may wish to use a bell, clap your hands, or make an agreed signal so that they know when the adjective changes. At this point, the students swap partners and start a new conversation using the next adjective.

Ask two students the date of their birthday.	You are in a café. Ask for a Coke.	Ask someone for their telephone number. Write it down.	Write a number. Then ask someone to say it.
?	????? ? ? ? ? ? ? ? ? ? HOW TO PLAY - Put a counter on START. - Flip a coin to move. Heads = move 1 square Tails = move 2 squares - Read the instructions on the square. Answer the question, use an expression, or ask other students a question. - On a ? square, think of a question. Ask every student in your group.		You arrive late. Apologize and give a reason.
Ask someone to tell you the time.			What time does your lesson finish?
You are in a clothes shop. Ask if you can try on some jeans.			?
What is today's date?			Ask someone to spell their surname. Write it down.
Say you like someone's shoes. Ask how much the shoes cost.			You can't do your homework. Ask for help.
?			Ask someone which was their favourite year and why.
FINISH			Ask what the word <i>bilingual</i> means.
Say goodbye to other students in your group.			
START	Say hello and greet someone.	You are in a café. Ask for a coffee.	What time is it now?

Aim

To review the words and expressions from the Everyday English sections in Units 1–6

Language

Fluency practice; asking about times, dates, and prices

Skills

Speaking and Listening

Materials

One copy of the worksheet per group of three or four students (you might like to increase its size to A3 and laminate it for classroom purposes). Each group will need a coin and each student will need a counter. One copy of the worksheet for each student for the Extension activity.

Pre-activity (10 minutes)

- Write the following headings on the board: *Greet someone / Request something / Ask about the time (or date) / Ask about price / Ask about a new word in English / Thank someone / Say goodbye.*
- Ask students to work in pairs to think of at least one expression for each heading.
- Have a brief feedback session. Language could include the following:
Greet someone: Hi. How are you?
Request something: I'd like a ... , please.
Ask about the time (or date): Excuse me. Can you tell me the time?
Ask about price: How much are ... ?
Ask about a new word in English: What does ... mean?
Thank someone: Thanks.
Say goodbye: Bye. Have a good weekend.

Procedure (25 minutes)

- Explain that students are going to play a board game to revise the expressions they have practised in the Everyday English sections of Units 1–6.
- Put students in groups of three or four. Give each group a copy of the board game. Students will also need a different coloured counter each and a coin to flip. Check whether students still remember useful phrases when playing a board game, such as *It's your turn. / It's my turn., counter, flip a coin, heads, tails.*
- Ask students to read the instructions in *How to play*. Check they understand the rules. Students place their counters on the start square and take turns to flip the coin. Students move round the board and complete the speaking tasks on the squares.
- If the square says *Ask ...*, then they should ask another student, who then needs to respond. Remind students to be polite. If they land on a question mark, they can ask any question they like and they should ask it to every student in their group.
- As students play, monitor and make a note of any common errors to give feedback on later. The first player to reach the finish square is the winner.

Extension (15 minutes)

- Give students a copy of the worksheet and ask them to work in pairs to write a key expression needed for each square on the board. Monitor and check that their expressions are correct. Tell students to keep these expressions for future reference.
- Have a final whole-class discussion and ask for a few examples of the key expressions and which they think are the most useful.

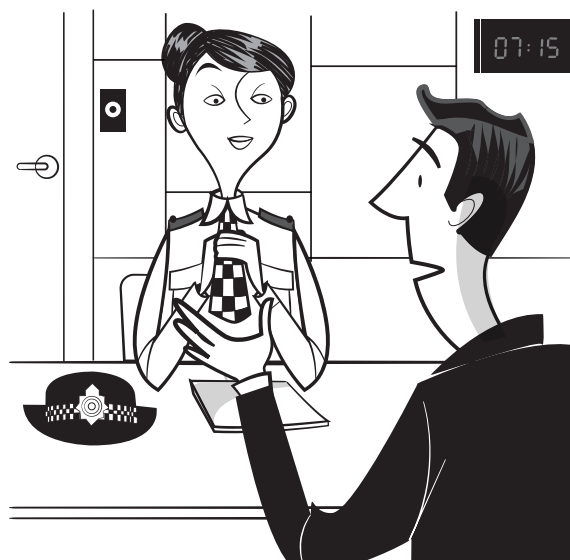
Student A

You went to a party with a friend on Saturday evening.

Someone stole some expensive jewellery at the party. The police want to interview you and your partner. The police talk to you separately, so it is important you have the same story. If your story is different, the police will arrest you!

Talk to your partner about what happened. Think about:

- what sort of celebration it was (wedding, birthday)
- when/where the party was
- what time you and your friend arrived, left, etc.
- other people you met and talked to at the party (anyone famous?)
- food and drink
- music, dance, etc.
- There was a problem with some guests at the party. What happened?
- what you did after the party
- any other information you can think of.

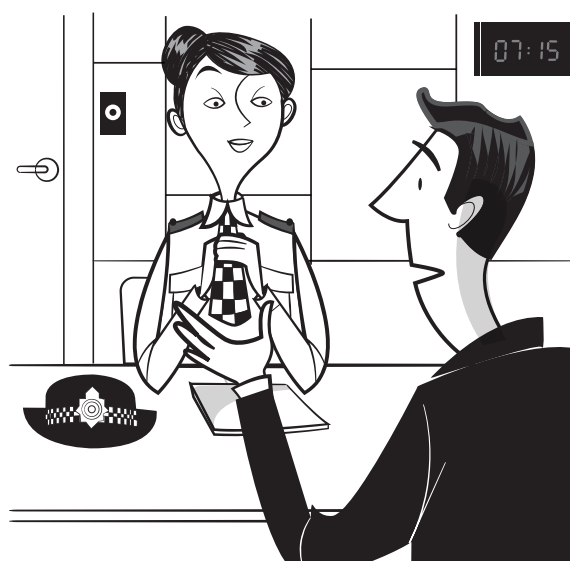
**Student B**

You and your partner are police officers.

Someone stole some expensive jewellery from a party. You interview one person who went to the party. Your partner interviews his/her friend. Compare your information with your partner's. If the stories are different, you can make an arrest!

Prepare questions for the interview. Ask about:

- what sort of celebration it was (wedding, birthday)
- where?
- what time (start, finish, etc.)?
- other people he/she met, talked to, anyone famous ...
- food and drink
- music, dance, etc.
- There was a problem with some guests at the party. What happened?
- Don't forget to ask about A's friend.
- after the party
- any other information you want to ask.



Aim

To ask and answer questions about what happened at a party, and try to find out who stole the jewellery

Language

Past Simple: questions and negatives

Skills

Speaking

Materials

One copy of the worksheet per group of four students, cut in half

Pre-activity (10 minutes)

- Ask students to call out as many question words as they can think of. Write their suggestions on the board: *Why, When, Who, What, Where, How, How many, How much, What time, How long*, etc. Add *Did you?* and *Were you?*
- Tell students that you went to a party. Elicit and answer questions about the party, using the question words on the board, e.g. *When/Where was the party? Why did you go to the party? Did you like the music?* Answer their questions, encouraging students to help each other with grammar errors and question forms.

Procedure (35 minutes)

- Tell students that they are going to imagine they went to a big celebration or party on Saturday evening, but there was a problem. Write on the board and pre-teach the following words: *stole (steal), jewellery, guest, interview, separately, arrest*. Ask students to use the words and think about what the problem was. Elicit possible story ideas.
- Put students in groups of four (if you have extra students, have some groups of five). Give two students in each group the Student A part of the worksheet, and two students (or three, in a group of five) the Student B part of the worksheet. Give students time to read through the instructions and to check any vocabulary together. You will probably need to help clarify information too, so monitor as appropriate.
- Make sure Students A and B cannot hear each other. If an empty classroom is available for one group to use, this would be ideal. Student Bs, who are the police officers, must all write down a copy of their questions as they will be working individually later. Encourage Student As to think of the exact details of the party, as the police will ask them lots of difficult questions. Student As can make notes if they want to, but they will not have their paper with them during the interview stage.
- When they are all ready, take the worksheets away from all the Student As, and put each Student A with a Student B (or two Student Bs in groups of five) from their original group. The police officers can begin their interviews and make brief notes of the answers. Monitor and help where necessary. When they have finished, Student As and Bs get together again. Student As should talk about the information they gave and if they think they made any mistakes. Student Bs should compare the information they have and see if they have any differences. The police officers can then report back to the class and say if they think the person they interviewed stole the jewellery or not, and why.
- Do whole-class feedback on how successful the activity was, any common errors, and new words that came up during the activity.

Extension (10 minutes)

- Students who were police officers can write a short report on the jewellery theft and what they think happened. The guests can write an email to a friend or family member telling them about what happened at the party. Monitor and help with writing skills and vocabulary.

close the door ... quietly		ride a motorbike ... carefully	
drive ... badly		go to sleep ... quickly	
play the piano ... well		study ... hard	
skateboard ... slowly		arrive ... late	
breathe ... deeply		do the housework ... happily	
get up ... early		sit down ... carefully	
eat an ice cream ... quickly		drink tea ... noisily	

Aim

To play a miming game to practise verb + adverb collocations

Language

Common adverbs and verb + adverb collocations

Skills

Speaking

Materials

One copy of the worksheet per team of three to six students, cut up into cards; blank slips of paper for the Extension activity

Pre-activity (10 minutes)

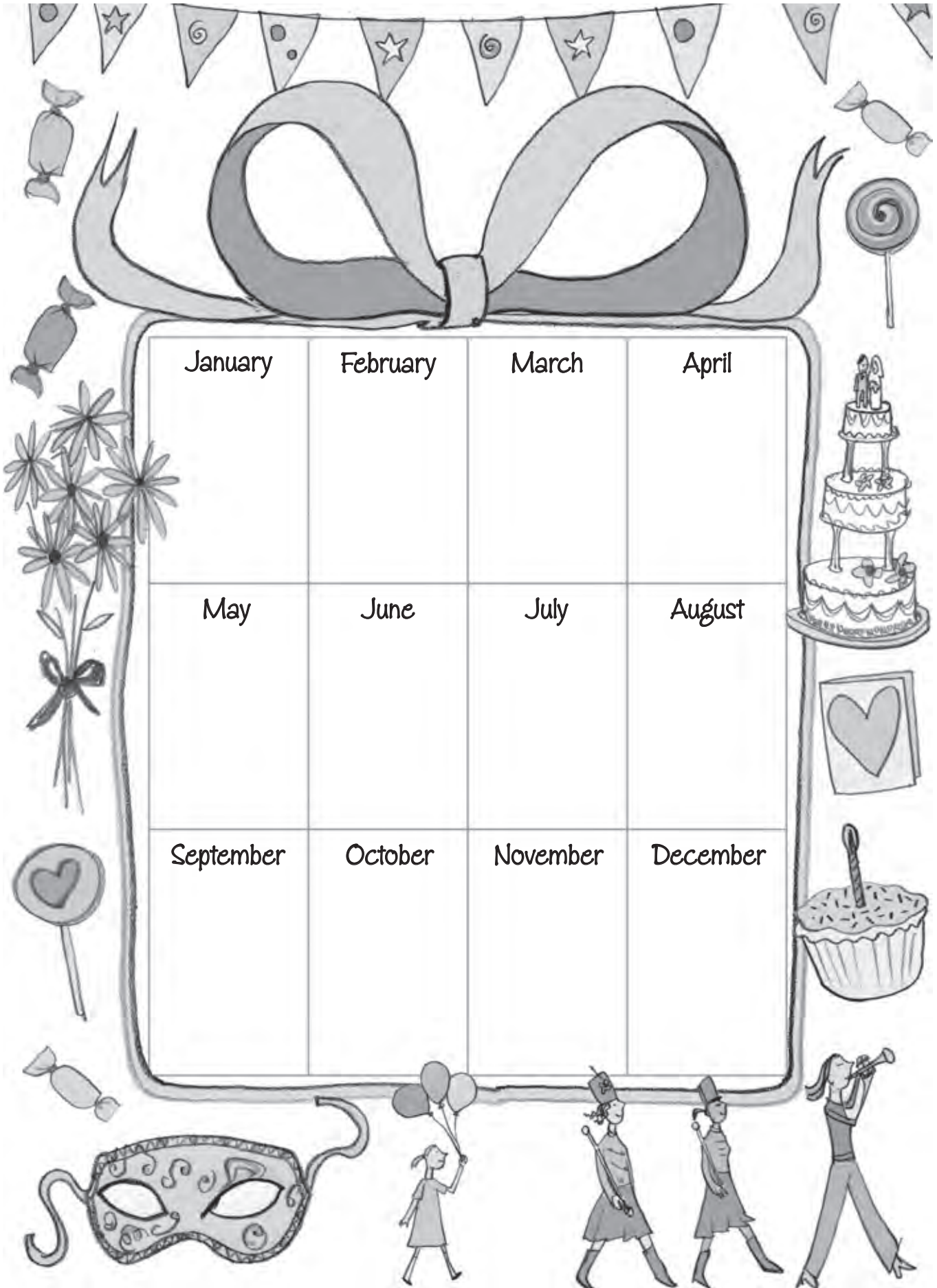
- Ask students *What am I doing?* and mime and elicit the verb *run* or *running*. Then ask *How am I running?* and act out *running fast*. Elicit the two words together. Check word order, e.g. *running fast* or *fast running*? Mime some other ways of running, e.g. *slowly*, *noisily*, etc. and other verb + adverb combinations, e.g. *breathe deeply*, *sing happily*, etc.
- Tell students they are going to play a game with verb + adverbs that go together.

Procedure (20 minutes)

- Put students in teams of three to six. Put a set of shuffled cards face down on the desk for each team. Explain how to play the game. Students need to give the exact wording on the card. If students suggest, for example, *drive slowly* and the wording required is *drive carefully*, the person miming needs to indicate that a similar word is needed. This helps students focus on suitable adverbs that collocate with the verbs. Students are not allowed to speak but can make noises/ give 'sound effects'. They should also give their answer in the form of verb + adverb rather than with *You are running*, etc. (This would require the Present Continuous, which is covered later in the course in Unit 10.)
- Ask the first student in each team to stand up, take the first card from the pile, and mime the action and adverb for the other students in his/ her team to guess.
- When the team guesses the verb + adverb correctly, play passes to the next player. The team that guesses all the cards first wins the game.

Extension (10 minutes)

- Give the students four to six blank slips of paper each, and ask them to write one word, either a verb or an adverb, on each slip. Try to ensure there's an even number of verbs and adverbs as you monitor. Then collect in the verbs, put them in a bag or a box, and put all the adverbs in another bag or box.
- Put the students in groups of four to six. Ask each student to take one slip of paper from each bag or box and to act out the words to their group. The first student to guess the verb + adverb combination correctly wins the slips of paper. The student with the most slips of paper at the end wins.



Aim

To talk about special occasions, including private and public celebrations, and what is done on these special days

Language

Fluency practice, using time references, talking about special occasions

Skills

Speaking and Writing

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Ask students to brainstorm the names of celebrations (e.g. *Christmas Day, wedding anniversary, birthday*). Write their ideas on the board and drill pronunciation chorally and individually.
- Ask students what they do during these celebrations. Pre-teach any useful vocabulary, e.g. *cake, candles, parade, costumes, greeting cards*.

Procedure (20 minutes)

- Explain that students are going to discuss their own celebrations.
- Give each student a copy of the worksheet, and ask them to work on their own. They should write at least five occasions that they celebrate into the calendar on their worksheet. These could include personal celebrations, national holidays, or religious festivals.
- Students then discuss these occasions with a partner or in small groups.
- Have a class feedback session. Students tell the class about a special day their partner celebrates and what he/she does.

Extension (10 minutes)

- Ask students to write a paragraph about one of their own celebrations. Monitor and help with vocabulary and writing skills, correcting where necessary and offering further support.
- If time allows at the end, ask students to swap their paragraphs so they can read and comment on each other's work.

Student A

1 Answer Student B's questions about your recipe.

INGREDIENTS

- 1 tbsp oil
- 2 onions, chopped
- 3 cloves garlic, chopped
- 1 tsp ginger
- 500 g chicken, chopped
- 300 ml chicken stock
- 200 g dried apricots
- 25 g almonds, chopped

- 1 Heat the oil in a medium saucepan. Fry the onion and garlic until soft.
- 2 Add the chicken and the ginger. Cook for about five minutes. Then add the stock.
- 3 Cook on a low heat for about 15 minutes.
- 4 Add the apricots. Mix well and cook for another ten minutes until the sauce is thick and the chicken is cooked.
- 5 Sprinkle the almonds on top of the chicken. Serve with a green salad.

Aromatic chicken

2 Ask Student B about his/her recipe. Complete the information.

INGREDIENTS

- _____ tuna steaks
- _____ olive oil
- _____ small onion, chopped
- _____ clove garlic, chopped
- _____ tomatoes, peeled and chopped
- _____ dry white wine
- _____ anchovies, mashed
- _____ black olives

- 1 Heat the oil in a frying pan. Fry the tuna for about _____ minute until brown on both sides. Move the fish to a warm plate.
- 2 Add the onions and _____ and fry until soft. Mix in the _____, tomatoes, and anchovies.
- 3 Cook on a low heat for about _____ minutes.
- 4 Put the fish back in the pan and cook for another _____ minutes.
- 5 Add the _____ and mix together. Serve with _____ and a green salad.

*Fresh tuna with tomatoes***Student B**

1 Ask Student A about his/her recipe. Complete the information.

INGREDIENTS

- _____ oil
- _____ onions, chopped
- _____ cloves garlic, chopped
- _____ ginger
- _____ chicken, chopped
- _____ chicken stock
- _____ dried apricots
- _____ almonds, chopped

- 1 Heat the oil in a medium saucepan. Fry the _____ and _____ until soft.
- 2 Add the chicken and the _____. Cook for about _____ minutes. Then add the stock.
- 3 Cook on a low heat for about _____ minutes.
- 4 Add the _____. Mix well and cook for another _____ minutes until the sauce is thick and the chicken is cooked.
- 5 Sprinkle the _____ on top of the chicken. Serve with a green salad.

Aromatic chicken

2 Answer Student A's questions about your recipe.

INGREDIENTS

- 4 tuna steaks
- 3 tbsp olive oil
- 1 small onion, chopped
- 1 clove garlic, chopped
- 750 g tomatoes, peeled and chopped
- 75 ml dry white wine
- 25 g anchovies, mashed
- 50 g black olives

- 1 Heat the oil in a frying pan. Fry the tuna for about one minute until brown on both sides. Move the fish to a warm plate.
- 2 Add the onions and garlic and fry until soft. Mix in the wine, tomatoes, and anchovies.
- 3 Cook on a low heat for about ten minutes.
- 4 Put the fish back in the pan and cook for another eight minutes.
- 5 Add the olives and mix together. Serve with bread and a green salad.

Fresh tuna with tomatoes

Aim

To exchange information in pairs and complete two recipes

Language

Count and uncount nouns

How much ... ? How many ... ?

Skills

Reading and Speaking

Materials

One copy of the worksheet per pair of students, cut in half

Pre-activity (5 minutes)

- Put students in pairs or groups of three for an alphabet race. Ask students to take one piece of paper per group and to write the letters *a–z* on it, leaving space after each letter for words to be inserted. Tell students that they have three minutes to write as many food or cookery words as they can. They should try to write one word that starts with each letter of the alphabet. Monitor and help, but don't worry too much about spelling at this point. After three minutes, tell students to stop writing. It doesn't matter if every letter is not complete. Go around the class, recording words on the board. Check spelling and pronunciation, and award one point if they have a word for each letter, plus one point for correct spelling.

Procedure (40 minutes)

- Explain that students are going to practise talking about food in a recipe activity. Pre-teach/Check any new food words for the ingredients in the activity, drilling the pronunciation as necessary: *cloves of garlic*, *ginger* /'dʒɪndʒə(r)/, *chicken stock*, *dried apricots* /'eɪprɪkɒts/, *almonds* /'ɑ:məndz/, and *anchovies* /'æntʃəvɪz/. Also check the cooking verbs *heat*, *mash*, *peel*, *cover*, *sprinkle*, and *serve*.
- Write the following gapped questions on the board to elicit *How much* and *How many*:
_____ oil do you need?
_____ tuna steaks do you need?
- Check possible answers to the questions, or ask *How can we measure oil?* Go over the following forms of measurement and their abbreviations: *tbsp* (tablespoon), *g* (gram), *tsp* (teaspoon), and *ml* (millilitre).
- Put students in two groups, A and B. Hand out the relevant half of the worksheet to each student and give students time to read through the information. They should check any vocabulary with each other first, then in a dictionary or with you.
- Put students in pairs and demonstrate the activity with a confident pair. Student B starts by asking Student A the first question in the ingredients list *How much oil do you need?* *One tablespoon*. Also elicit the first question in the numbered steps *What do you fry in the oil?* *The onion and garlic*. Students continue asking and answering to complete the *Aromatic chicken* recipe.
- Remind them not to show each other their recipe, but to exchange the information by asking and answering.
- For recipe 2, students change roles and Student A asks Student B about the recipe *Fresh tuna with tomatoes*.
- Monitor and check for accurate question formation and the use of *How much/many ... ?* Note any common errors to give feedback on at the end of the activity. Give praise for use of good language too.

Extension (10 minutes)

- Write the following questions on the board:
Which recipe would you like to try?
What was the last thing you cooked at home?
How did you make it?
- Put students in small groups to discuss their answers. Monitor, help with vocabulary and cookery language, and make notes of interesting answers and common errors for feedback.

● ● ●	aspirin 	● ●	plasters 
● ●	toothpaste 	● ●	shampoo 
● ●	batteries 	● ●	screwdriver 
● ● ●	scissors 	● ●	adaptor 
● ● ●	notebook 	● ●	envelopes 
● ● ●	sellotape 	● ● ●	magazine 
● ● ●	chocolate 	● ●	newspaper 
● ● ●	potatoes 	● ● ●	onions 
● ●	coffee 	● ●	vegetables 

Aim

To practise the word stress in vocabulary for food and daily needs

Language

Food and daily needs vocabulary

Skills

Reading, Speaking, and Pronunciation

Materials

One copy of the worksheet per group of three or four students, cut up into domino cards

Answers

- aspirin, batteries, chocolate, coffee, plasters, notebook, onions, toothpaste, scissors
- shampoo
- envelopes, newspaper, screwdriver, sellotape, vegetables
- adaptor, potatoes
- magazine

Pre-activity (5 minutes)

- Write the following on the board: *adaptor*, *newsagent's*, *chemist's*.
- Write the word stress above *adaptor* (●●●). Then invite students to come to the board and write the word stress above *newsagent's* (●●●) and *chemist's* (●●).
- Ask students to think of other words with the same stress patterns.

Procedure (20 minutes)

- Explain that students are going to play a game of dominoes where they match words to stress patterns. Teach *shuffle*, and *deal* (cards).
- Put students in groups of three or four. Give each group a set of dominoes. Students shuffle the dominoes and then deal them out so that everyone has an equal number. One student puts a domino down. The next student tries to add a domino to either end with a matching word or stress pattern. If they can't, the next student should try.
- When a student puts a domino down, they say the word with the correct stress. The other students decide if it is correct. If they don't agree, you will need to help, so monitor and be available.
- The student who puts down all his/her dominoes first is the winner. Check that the answers are correct.
- Groups can then play a new game. Students will need to play twice to become confident with the stress patterns.
- Afterwards, drill the pronunciation of any words that continue to cause difficulty.

Extension (15 minutes)

- Write the five stress patterns from the game on the board: ●●, ●●●, ●●●●, ●●●●●, ●●●●●●.
- Ask each group to look back at the vocabulary sections in the Student's Book and find words that match these five stress patterns. Set a time limit of five minutes. Award 1 point for ●● and ●●● words, 2 points for ●●●● words, and 3 points for ●●●●● and ●●●●●● words.
- Conduct whole-class feedback and ask students to share words with the same stress patterns.

Student A You want:	You have:	Student B You want:	You have:
	cheese sandwiches: brown or white bread have in = £2.50 take away = £2.25		tea: with lemon or milk small = £1.50 large = £2.10
	potatoes: 2 kg bag = £1.60 5 kg bag = £4.20		dictionaries: small or large English–English English–translation
	hats: baseball caps and sun hats – different colours		shampoo: small = £1.99 large = £3.60
Student C You want:	You have:	Student D You want:	You have:
	ice cream: strawberry or vanilla small = £1.95 large = £2.20		coffee: black or white have in = £2.80 take away = £2.60
	umbrellas: small = £5.70 large = £6.90 colours: black or blue		gloves: small or large colours: red or grey
	adaptors: for phones, computers, different countries		plasters: box of 10 = 89p box of 20 = £1.50
Student E You want:	You have:	Student F You want:	You have:
	water: still or sparkling bottles 500 ml = £1.25 1 L = £2		cake: lemon, carrot, or banana have in = £1.35 take away = £1.15
	T-shirts: for children or adults, short or long sleeves		eggs: box of 6 = £1.20 box of 12 = £2.10
	milk: semi-skimmed or full cream 1 L = £1.30 2 L = £2.05		bread: sliced bread or baguettes, small or large

Aim

To practise shopping language by buying and selling items

Language

Shopping phrases and common objects vocabulary

Skills

Speaking

Materials

One copy of the worksheet per group of 6–12 students, cut up into cards

Pre-activity (10 minutes)

- Ask students to think of as many shop names/businesses as possible, and write them on the board. Call out a shop name and ask students in pairs to write down three things you can buy in that shop or business. The first pair to write three correct items chooses the next shop name from the board. Tick off the shop names on the board as they are covered.
- In pairs, students take turns to have conversations to buy different things from their list with their partner. Divide the board in two and elicit useful phrases for buying and selling things. *To have in or take away? / Anything else? / Excuse me, I'd like ... / Can I have a ... ?* Write up phrases for the customer on one side and phrases for the shop assistant on the other.

Procedure (30 minutes)

- Before you give out the cards, check or pre-teach the following: *gloves, cap/baseball cap, sun hat, umbrella, adaptor*. Put students in groups of 6–12 and give each student a card. Cards can be repeated in any order if you have more than six students in a group. Less confident students can work in pairs. The larger the group, the longer the activity takes.
- Give students time to read their cards and check vocabulary. They should not show their card to other students in their group, but you can put students with the same card together to check vocabulary.
- Explain that students are going to buy and sell things to each other in groups. The picture items on the *You want* side of the card are the shopping list. The items on the *You have* list are the things you have in your shop/café, etc. and you can sell these to other students.
- Demonstrate and take card A for yourself. Fold the card in half so you can see your shopping list on the *You want* side of the card. Explain that you want to buy a piece of cake, some shampoo, and some plasters from different people in your group.
- While students are still seated, start asking different students, *Excuse me, can I have a piece of cake, please?* If the student doesn't have cake on the *You have* side of their card, they must reply politely *I'm sorry, but / I'm afraid I don't have any cake*. When you find a student with cake (Card F), encourage them to continue the conversation to sell you a piece of cake, e.g. *Would you like lemon, carrot, or banana cake? To have in or take away? Anything else? That's £1.35/£1.15, please. Here you are*. Then encourage the student to ask you for something on his/her shopping list (water, gloves, adaptor) and respond that you don't have them. Explain that the student needs to ask others to buy these things. Point out that some items on their cards don't have any prices next to them, and they will need to set their own prices for them.
- Tell students not to show each other their cards. Explain that it is not a race. When they have bought everything on their card, they can continue selling to other people (if you have a large group), because they can sell their items as many times as they like.
- Monitor and help as necessary, noting down any general errors for feedback later. When all students have bought the items on their cards, they can sit down and add up how much money they have spent or earned.

Extension (10 minutes)

- Ask students with Card A, B, or C to choose a partner with Card D, E, or F and to write down or act out one of their conversations together.

- 1 Complete the questions with the superlative form of the adjectives. Then write the answers for your country. Don't always choose your own city/region!



Where's the best place to live?		Answers
1	Which city has _____ (BIG) population?	_____
2	Which city has _____ (bad) architecture?	_____
3	Where is _____ (beautiful) countryside?	_____
4	Which region has _____ (good) reputation for food?	_____
5	Where are _____ (interesting) tourist attractions?	_____
6	Which airport is _____ (busy)?	_____
7	Which region is _____ (expensive)?	_____
8	Who are _____ (friendly) people?	_____
9	Which city is _____ (dangerous)?	_____
10	Which region has _____ (modern) public transport?	_____

- 2 Work in groups and discuss your answers. Give reasons for your answers.
- 3 Work as a class. Tell your classmates about the best city/region in your country. Try to persuade them to live there!

Aim

To practise superlative adjectives to describe places to live

Language

Superlative adjectives

Skills

Speaking

Materials

One copy of the worksheet per student

Answers

- 1 the biggest
- 2 the worst
- 3 the most beautiful
- 4 the best
- 5 the most interesting
- 6 the busiest
- 7 the most expensive
- 8 the friendliest
- 9 the most dangerous
- 10 the most modern

Pre-activity (5–10 minutes)

- Write the following four adjectives on the board: *hot, dangerous, large, tall*. Ask students if they can remember the comparative and superlative form of each. Check word stress and spelling.
- Then write the following groups of three items on the board, or adapt them to your own ideas:
islands: *Madagascar, Greenland, Borneo*
cities: *Beijing, Dubai, São Paulo*
countries: *Egypt, France, Iran*
- Ask students to give you a sentence using one of the superlative adjectives to describe a place in each group, e.g. *Greenland is the largest island. Dubai has the tallest building. Iran is the hottest country.*
- Tell students not to worry if they don't really know the answers, but to make sensible guesses or give their opinions. Encourage students to give you any combination of adjectives with each group of items and to justify their ideas.

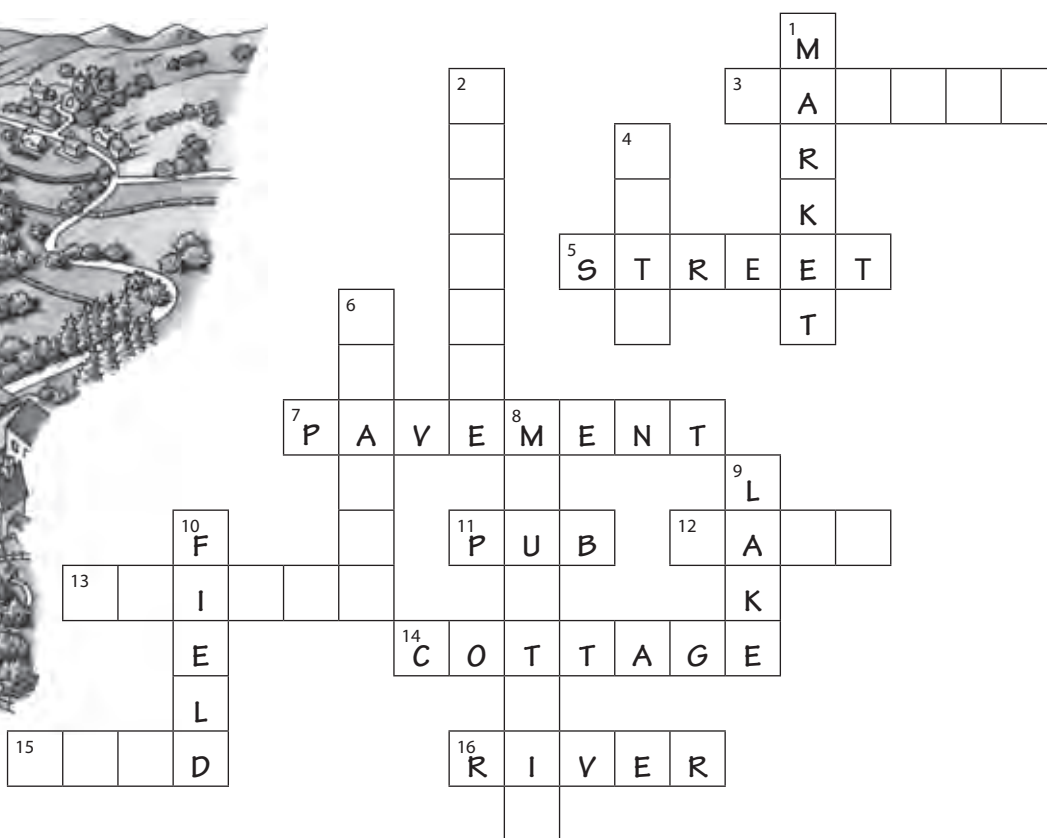
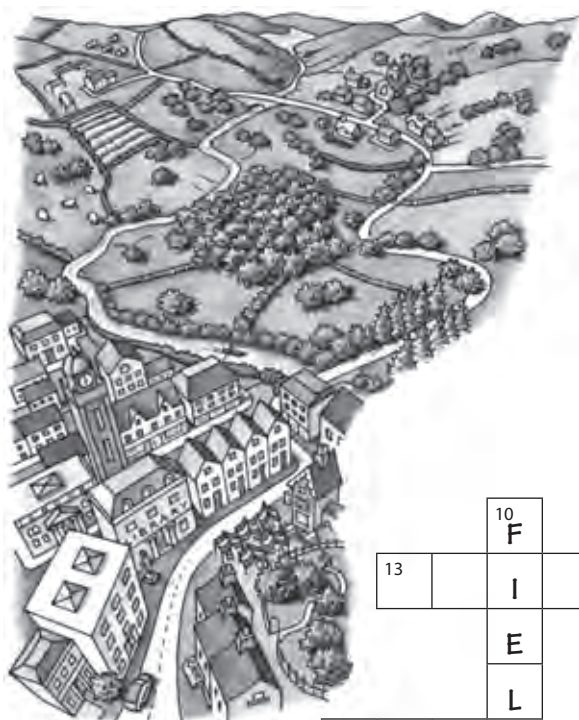
Procedure (20 minutes)

- Explain that students are going to complete and discuss a questionnaire to practise superlatives and talk about cities/regions in their country.
- Give out a worksheet to each student. Check comprehension of *reputation*. Give students enough time to complete the gapped questions. Check the answers.
- Students write their answers to the questions. Remind them that when they are giving an opinion, they should not always choose their own city/region, but they should try to vary their answers.
- For exercise 2, put students in groups of three. Pre-teach/Check useful language for the discussion stage, e.g. *What did you put for question (1)?, I think ... , I agree/don't agree with ... , I prefer ...*. Get students to discuss their answers. Monitor and check for accurate use of superlatives.
- For exercise 3, bring the class back together. Elicit a number of examples promoting different cities/regions. Encourage students to persuade their classmates to accept their choice. This should lead to the natural use of comparatives and superlatives, and to some lively debate! Don't interrupt or over-correct students, as this is the fluency stage of the activity.
- With monolingual classes, you could extend the activity by getting students to decide on the best/worst place to live in their country.

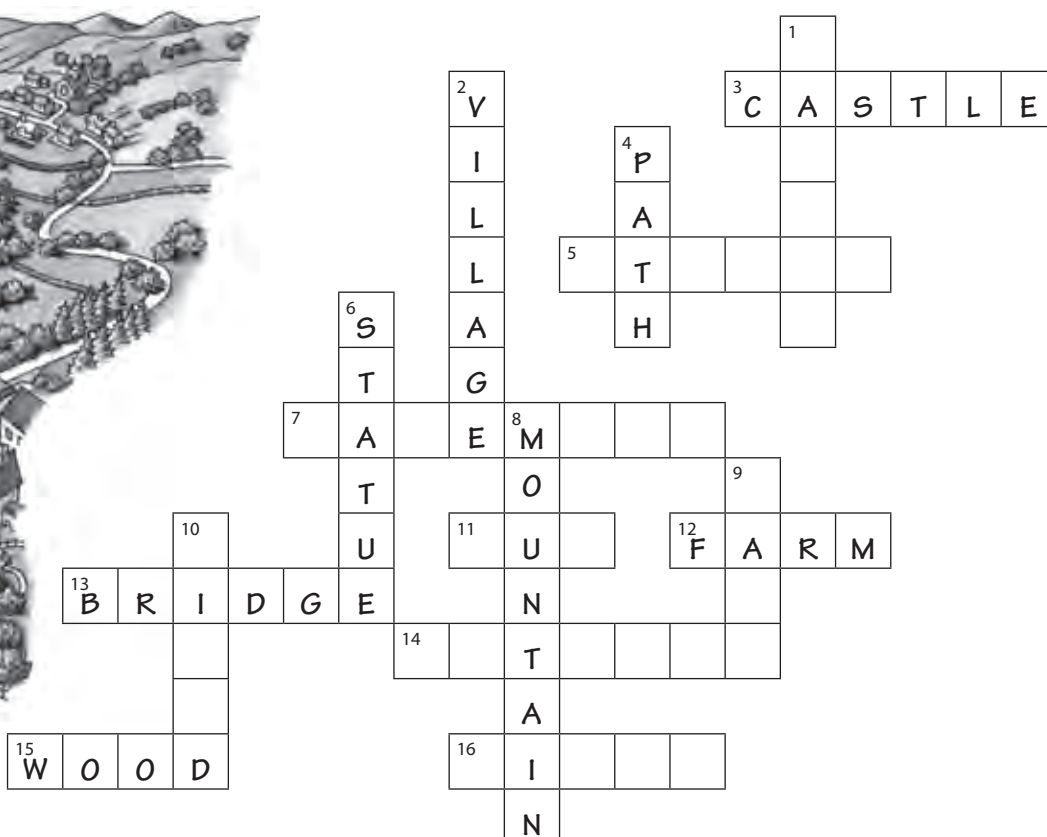
Extension (10–20 minutes)

- Put students in small groups to write a quiz. The quiz should be on the topic of places, and for each question students should provide three answer options (one correct, two incorrect). Elicit what type of things they could ask questions about, e.g. cities, countries, buildings, attractions, population. Allow students to use smartphones and/or other devices to research, if necessary, and which are appropriate to your context.
- Each group then reads out their questions and answer options to the class. The other groups write down their answers. Once all questions have been read out, the group with the most correct answers wins.
- Don't worry if some of the answers are contested in the class – the content should lead to lively discussion. The debate will naturally require students to use superlatives and comparatives.

Student A



Student B



Aim

To complete a crossword by asking for and giving definitions for town and country words

Language

Town and country vocabulary

Skills

Speaking and Listening

Materials

One copy of the worksheet per pair of students, cut in half

Pre-activity (5 minutes)

- Write the words *shopping centre* and *hill* on the board. Ask *Which would you normally find in the town and not in the country?* Elicit the answer (*a shopping centre – a hill could be in both*).
- In pairs, ask students to make a list as long as they can for each category – *town* and *country*, saying what can be found there. After five minutes, pool ideas and check vocabulary and pronunciation.

Procedure (25 minutes)

- Explain that students are going to think of definitions for town and country words, which they will then use to complete a crossword.
- Put students in two groups: A and B. Give Student As crossword A and Student Bs crossword B.
- Put students in pairs within their groups. Students work in their pairs to think of definitions for the words on their crossword.
- Monitor while they work, and help them with different ways of giving a definition (e.g. *It's the opposite of ...*, *It's similar to ...*).
- Ask students to find a new partner from the other group to work with. Tell students not to show each other their crosswords. They then complete their crosswords by taking turns to ask each other questions, e.g. *What is number one?* and giving their definitions.
- When students have finished, they can check their answers are correct by looking at their partner's crossword.

Extension (15 minutes)

- Ask students to turn over their crosswords so they can't see the words. Ask *What things can you find within five kilometres of your home?* Ask students to make a list individually (e.g. *a supermarket, a post office*).
- Ask students to compare their answers in pairs, and discuss which things are most important to them.
- Have a short feedback session in which students tell the class about their discussions.

Information A

The train station car park is on Links Road next to the railway line. The cinema is on Wood Road next to the tennis courts. The school is in The Square, on the corner of Bell Street and Main Street. The tourist office is next to the town hall on Links Road.

Directions A

You want to go
from the
petrol station
hotel
bank
to the
hotel
bank
sports centre

Information B

The hotel is on the corner of Bond Street and Park Road. There's a pedestrian crossing in front of the hotel. The sports centre is on New Road, next to the library. The bus station is behind the town hall, on Main Street. The market is opposite the shoe shop on the corner of Main Street and Hall Street.

Directions B

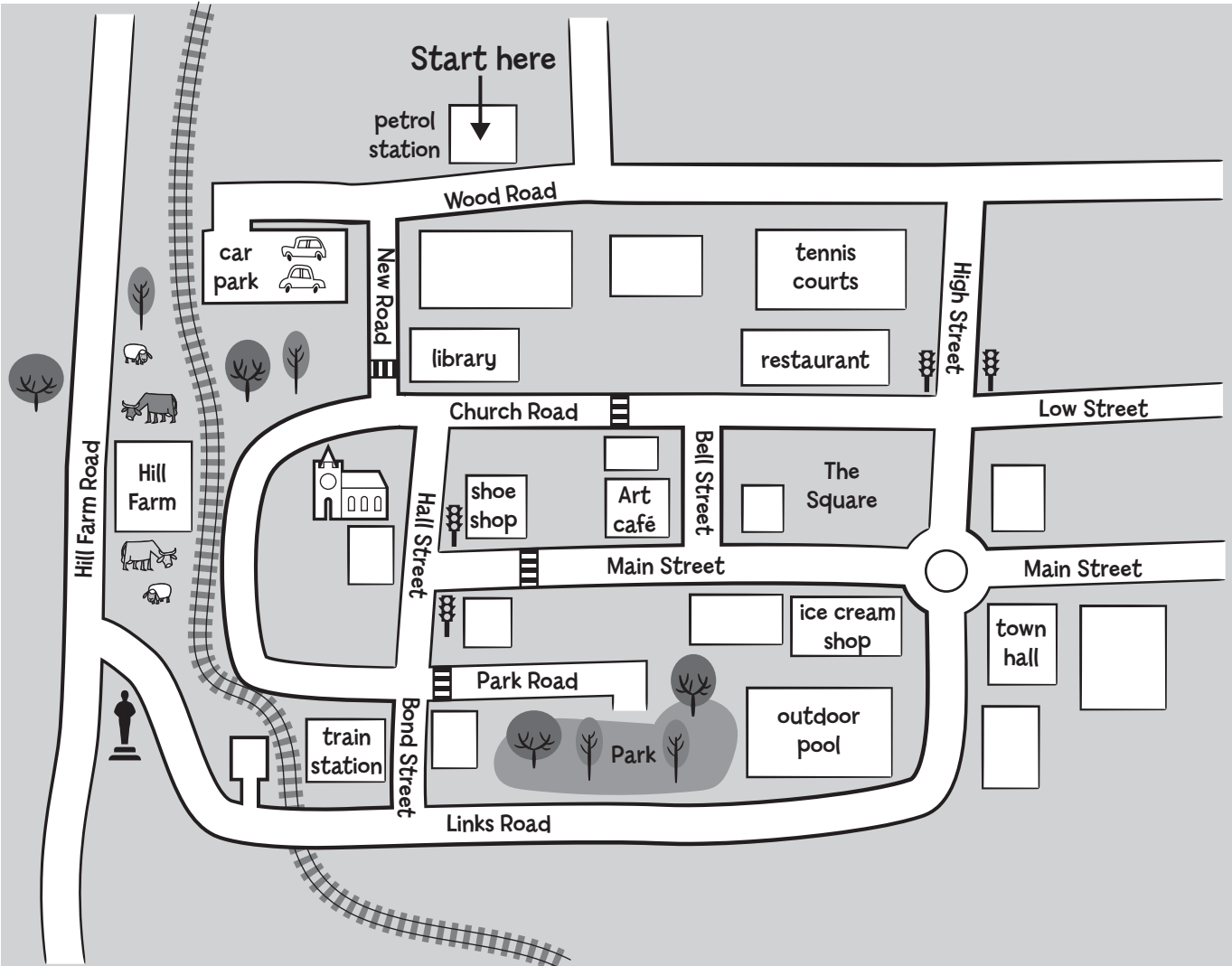
You want to go
from the
petrol station
bike shop
museum
to the
bike shop
museum
train station
car park

Information C

The bank is on Bell Street, next to the café. The post office is on Main Street, opposite the town hall. The bike shop is on Main Street, next to the ice cream shop. The museum is on Hall Street, next to the church.

Directions C

You want to go
from the
petrol station
school
bus station
to the
school
bus station
cinema



Aim

To find out where different locations are on a map

Language

Directions; prepositions of movement and place

Skills

Speaking

Materials

One copy of the Information ABC cards per group of three students; one copy of the Directions ABC cards per group of three students; one copy of the map per student

Pre-activity (10 minutes)

- Ask students to name a few places/rooms in your school/building. Write these on the board.
- Ask students to work in pairs. One person is new to the school and asks for directions to some of the places on the board, and their partner describes how to get there.
- After a few minutes, swap roles.
- Ask students in pairs to describe how to get somewhere in or near the school (without saying where). Their partner must say/guess where it is.

Procedure (45 minutes)

- Put students in three groups: A, B, and C. Give each student in group A a copy of Information A, each student in group B a copy of Information B, and each student in group C a copy of Information C. Give every student a copy of the map. Ask students to read the information cards and ask them to work together to find and label the places on their maps. Monitor and check with each group. (It would be useful for you to prepare a completed map in advance to act as an answer key.) When students have labelled their maps, take the information cards back and give each group their directions cards.
- Ask students to read their *Directions* card. Check that each group understands they all start at the petrol station where the arrow says *Start here*, but after that they will go to different places and move from one place to the next place, e.g. from the petrol station to the hotel, from the hotel to the bank.
- Demonstrate before putting students into their working groups. Stand with Group A and say that you are a Student A. Ask Groups B and C *Excuse me, could you give me directions to the hotel, please? / Do you know where the hotel is?* (Answer: *Bs have the hotel, Cs don't know*). Tell all Cs to listen as well and follow B's directions, so C and A both mark the hotel on the map. Students can also mark the route they take on the map.
- Put students in ABC groups of three. Students can start from the beginning or continue from where you left off, if they are confident.
- Monitor and check all groups at the start to make sure they are following the instructions correctly. Then monitor and help only as necessary, making notes of common errors for feedback later.
- When all groups have finished, give feedback on the board in open class. If you have a copy of the map on display, use this to give examples of errors and good use of language.

Extension (5 minutes)

- Put students in pairs or groups of three. Using the completed map, one student describes how to get somewhere (without saying where). Their partner/others in the group must say/guess where it is.
- Swap roles and follow the same procedure.





Aim

To describe pictures and find 12 differences between them

Language

Present Continuous to describe actions happening now

Town vocabulary; describing people

Skills

Speaking

Materials

One copy of Picture A and Picture B per pair of students

Answers

Picture A	Picture B
The woman in the window is working/on a computer.	The woman in the window is combing/brushing her hair.
A boy, wearing shorts, is buying a hot dog from the hot dog seller.	A boy, wearing trousers, is buying a hot dog from the hot dog seller.
The hot dog seller is standing up.	The hot dog seller is sitting on a high stool/chair.
The man sitting at the table is texting.	The man sitting at the table is looking at his watch.
The woman at the table is reading a newspaper.	The woman at the table is drinking.
The waiter is writing in his notebook/order pad.	The waiter is carrying some glasses on a tray.
A woman is going into the café.	A woman is coming out of the cafe.
A girl, wearing a dress, is crying, because her ice cream is on the floor.	A girl, wearing a dress and is smiling, with an ice cream in her hand.
There's a statue outside the museum. The girl is taking a photo of the statue.	There's a rubbish bin outside the museum. The girl is throwing away some rubbish in the bin.
There are two people outside the museum, a man and a child. They're getting into a car.	There are two people outside the museum, a man and a child. They're waiting at the bus stop.
The woman in the back of the bus has her back to us/isn't waving/isn't looking.	There's a woman in the back of the bus, looking out of the window and waving to the people at the bus stop.
A woman is walking with her bike across the pedestrian crossing, with two dogs on leads.	A woman is riding her bike across the pedestrian crossing.

Pre-activity (5–10 minutes)

- Put students in two groups, A and B, and give each group of students their corresponding picture. (If you have a large class, you can put students in smaller A/B groups.) Ask students to look at the picture for one minute and then cover it up. Tell students they have two minutes to remember everything they saw. How many things can they remember? What are the people doing in their picture? Make sure that the two groups cannot hear each other. Monitor and help.
- Encourage students to use dictionaries or ask each other for vocabulary they don't know. You may wish to pre-teach/check some words with each group. Group A: *waving, crying, tray, statue*. Group B: *brushing/ combing hair, smiling, rubbish bin*. Words for both groups might be: *pedestrian crossing, barbecue, hot dog seller*.
- After two minutes, students can look at their pictures again and see how many things they remembered. Monitor and help.

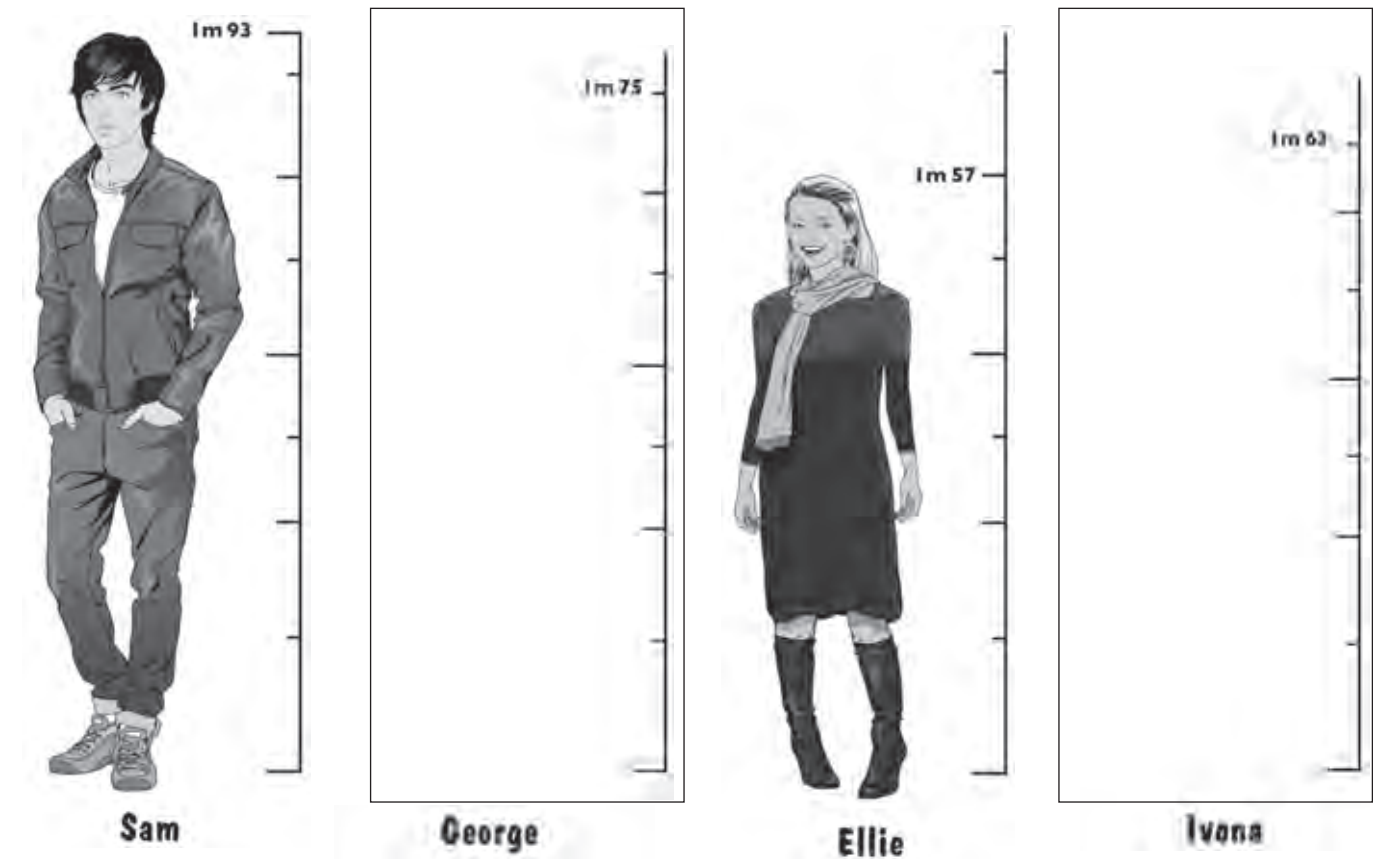
Procedure (35 minutes)

- Explain that the two groups have the same picture with some small differences. They need to describe their picture and ask questions to find the differences. Ask students to think of three questions that could be useful to find a difference, e.g. *How many people are there? Is there a man in front of the café? How many people are eating at the café? Who is walking with a dog?*
- NB: Most of the differences are about the actions the people are doing in the picture, rather than missing or different objects (but you don't need to tell your students at this point).
- Give students five minutes to prepare questions to ask about their picture.
- Put students in A/B pairs; they must not show their picture to their partner. Tell students that they can describe and ask questions to find the differences. If you have less confident students, pair them together and ask them to find eight differences, while stronger students can find 12. Monitor and help where necessary. Make notes of common errors with the Present Continuous for feedback in whole class later.
- Set a time limit of ten minutes and stop the class. Ask pairs to call out and describe the differences.
- Have a whole-class feedback session at the end to review any common errors that you noted down.

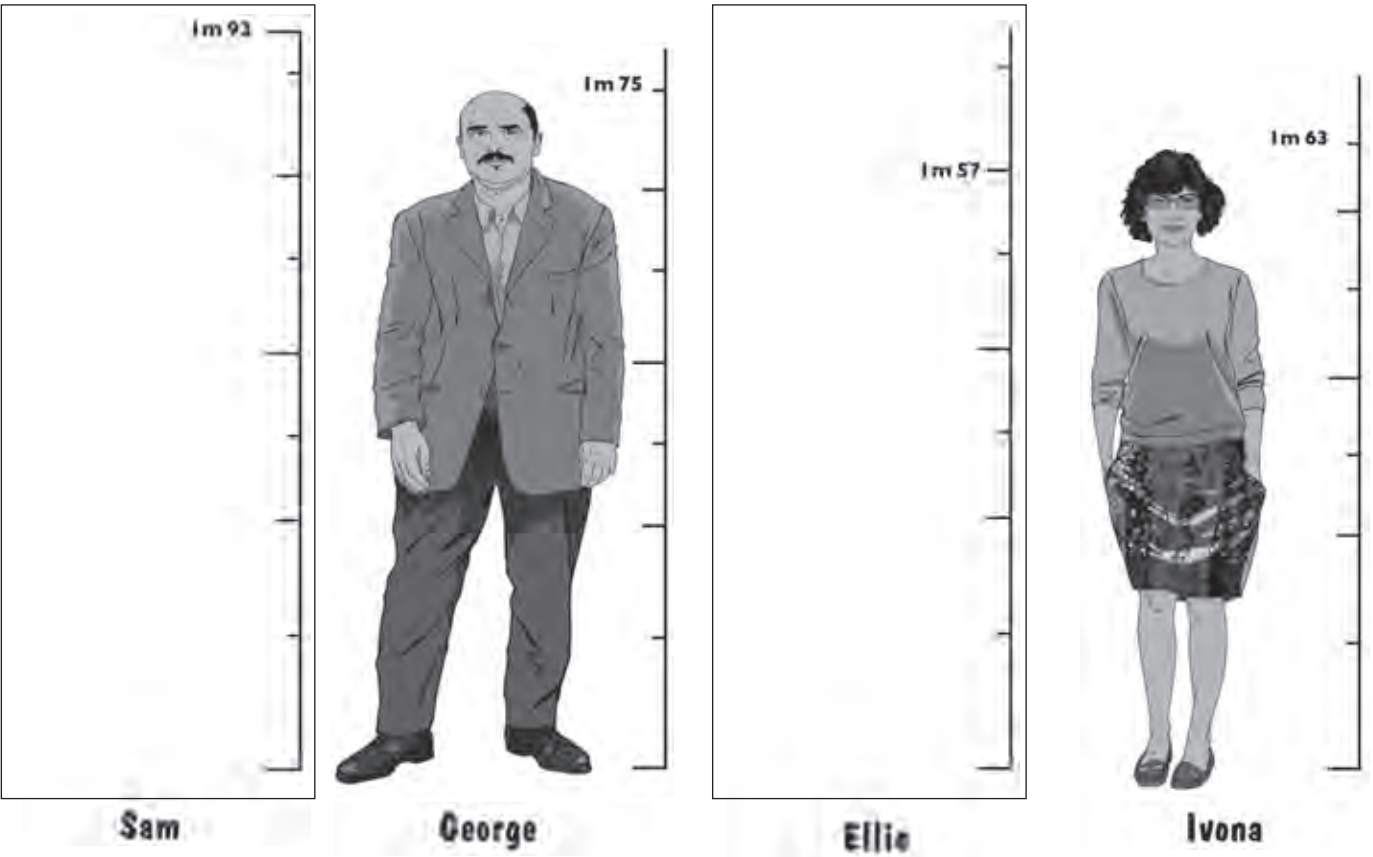
Extension (10 minutes)

- Ask students to find a photo (or photos) on their smartphone or in their wallets/purses, etc. These should ideally show a few people who are doing something (i.e. not just looking into the camera).
- Put students in small groups. They need to describe their photos to each other (who the people are, what they are doing, etc.). Encourage them to ask each other follow-up questions.
- Get feedback by asking the class to describe any interesting photos they saw from their classmates.

Student A



Student B



Aim

To practise describing people and listening to descriptions

Language

Vocabulary for describing people

Skills

Speaking and Listening

Materials

One copy of the worksheet per pair of students, cut in half

Pre-activity (10 minutes)

- Give a description of one student in the class, e.g. *This student is quite tall. He's got short fair hair. He's wearing glasses.* Ask students to guess who you are describing.
- Ask one or two students in turn to give a description of a classmate, and ask the rest of the class to guess who they are describing.
- As they give the descriptions, write on the board: *He/She's got ...* and *He/She's wearing ...* and add the vocabulary the students use.
- Teach the following: *straight/curly hair, trousers, boots, moustache, bald, scarf, earrings.* Then elicit other useful vocabulary for describing people and write it on the board.

Procedure (25 minutes)

- Explain that students are going to describe people to their partner. Their partner must listen carefully and draw the people.
- Put students in pairs, A and B. If possible, get pairs to sit back to back. Give each student their half of the worksheet. Tell students not to show each other their worksheets.
- Students work in pairs to describe the two people on their worksheet and do the drawings while their partner describes the missing people to them.
- Monitor while students are working and make a note of any common language errors.
- When students have finished, they can compare their drawings to the originals.
- Have a class feedback session to go over any errors you noted and to praise good use of language.

Extension (15 minutes)

- Ask students to work in pairs. One student describes a famous person who is easily recognizable. Their partner must draw the person and guess who it is.
- Collect in the drawings and redistribute them randomly around the class. Ask students in turn to describe the drawing you have given them, and guess who it is. The student who drew it can confirm whether their guess is correct or not.

Student A

1 A Oh no! I can't find my wallet.

Response _____



2 A It's really hot today, isn't it?

Response _____



3 A Have a great weekend!

Response _____



4 A Thanks for the invitation to your party, but I'm afraid I can't come.

Response _____



5 A I'm sorry but your bank card isn't working.

Response _____



6 A Excuse me. Please could I have some more water?

Response _____

Student B

1 A It's your turn to pay.

Response _____



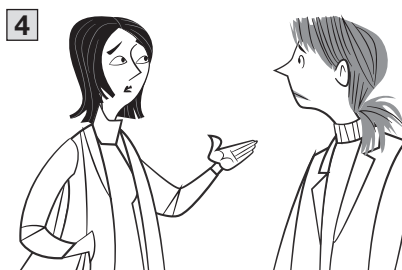
2 A I've been waiting half an hour!

Response _____



3 A Have a good holiday!

Response _____



4 A I'm sorry – I can't meet for drinks later.

Response _____



5 A I'm sorry. The machine is broken. Can you pay by cash?

Response _____



6 A I ordered salad an hour ago, but it still hasn't arrived.

Response _____

Aim

To practise responding appropriately in common social situations

Language

Common social phrases and expressions

Skills

Speaking

Materials

One copy of the worksheet per pair of students, cut in half; slips of paper for the Extension activity

Pre-activity (5 minutes)

- Tell students that they are going to do an activity to practise responding in different social situations.
- Start by saying some of the prompts on p107 of the Student's Book that are appropriate to your situation, e.g. *It's lovely/terrible weather today, isn't it? I don't think the DVD player is working.*
- For each one, elicit different appropriate responses around the class. Correct and give feedback on phrases and pronunciation, as necessary.

Procedure (20 minutes)

- Put students in two groups: A and B. Give each student in each group their half of the worksheet.
- Ask the students to work in pairs or small groups to discuss together what the response to each statement might be and make it clear that As and Bs have different initial statements in each case. Then, individually, each student writes down their preferred response on the line.
- Explain to the class that you're going to play a game in which they have to guess each other's replies to the statements. Demonstrate with a confident student, and read out part A of one of the situations, e.g. situation 1: In a café – A: *Oh no! I can't find my wallet.* The student working with you must try to guess the response you have on your card. Allow the student two or three guesses. Decide together if all three responses are correct, along with any other possible alternatives, before saying which one you have on your card.
- Put students in A/B pairs. They must not show their answers to their new partner. Explain that students can have three guesses before their partner tells them the reply they wrote. Make sure students understand that there may be several correct possible responses, but the objective is to guess the one on each other's cards.
- Students can swap partners and see if their new partner guesses more responses. Monitor and check for pronunciation.
- Do feedback together in whole class. Who guessed the most correct responses? Answer any questions students may have about alternative responses.

Extension (15 minutes)

- Write a number of replies on slips of paper (you can use the expressions from p107 of the Student's Book or any that you feel are useful for your students).
- Give each student one slip of paper. They must read it but not show it to anyone.
- Do a whole-class mingle. Call out a situation (you can use the ones from the worksheet, the Student's Book, or any of your choice). The students must start a conversation with another student in the situation you have given. They need to try to use the expression on their strip of paper naturally in that conversation (note that some will not be possible to use naturally in certain situations!).
- Stop after a minute or so, and call out a new situation and ask the students to talk to a new partner.

Student A

Beth Harding and Phil Johnson both won £2 million in a competition, but they have very different plans.



Beth

I know I won a lot of money in this competition, but I want to have a normal life. I'm going to buy ¹_____ (what?) for myself, and I'm going to give some money to friends and family. Then I'm going to put the rest of the money ²_____ (where?) and try to forget about it. Next year, I'm going to go to university. When I leave university, I'm going to ³_____ (what?). I want to be like everyone else. When I'm older, I'm going to use the money to buy a nice house so I can have a comfortable life. I'm also going to give a lot of money to ⁴_____ (who?). I don't need all that money to be happy.



Phil

I'm so excited – I'm 18 years old, and now I'm rich. This money is going to change my life! Next week, I'm going to buy a fast car! In the summer, I'm going to ⁵_____ (what?) – and I'm not going to get a job. I don't need to work now! I'm going to live in London or New York, and I'm going to spend a lot of time travelling. Next month, I'm going to go to ⁶_____ (where?) for a long holiday. Then next year, I'm going to travel to Australia and New Zealand. Of course I'm going to stay ⁷_____ (where?)! I think I'm going to have a fantastic life!

Student B

Beth Harding and Phil Johnson both won £2 million in a competition, but they have very different plans.



Beth

I know I won a lot of money in this competition, but I want to have a normal life. I'm going to buy a small car for myself, and I'm going to give some money to ¹_____ (who?) Then I'm going to put the rest of the money in the bank and try to forget about it. Next year, I'm going to go ²_____ (where?). When I leave university, I'm going to get a job. I want to be like everyone else. When I'm older, I'm going to use the money to buy ³_____ (what?) so I can have a comfortable life. I'm also going to give a lot of money to charity. I don't need all that money to be happy.



Phil

I'm so excited – I'm 18 years old, and now I'm rich. This money is going to change my life! Next week, I'm going to buy ⁴_____ (what?)! In the summer, I'm going to leave school – and I'm not going to get a job. I don't need to work now! I'm going to live ⁵_____ (where?), and I'm going to spend a lot of time travelling. Next month, I'm going to go to South America for a long holiday. Then next year, I'm going to travel to ⁶_____ (where?). Of course I'm going to stay in the best hotels! I think I'm going to have ⁷_____ (what?)!

Aim

To practise *going to* for talking about future plans

Language

Going to and questions

Skills

Reading, Speaking, and Writing

Materials

One copy of the worksheet per pair of students, cut in half

Suggested answers**Student A**

- 1 What is Beth going to buy for herself?
- 2 Where is she going to put the rest of her money?
- 3 What is she going to do when she leaves university?
- 4 Who is she going to give a lot of money to?
- 5 What is Phil going to do in the summer?
- 6 Where is he going to go next month?
- 7 Where is he going to stay?

Student B

- 1 Who is Beth going to give some money to?
- 2 Where is she going to go next year?
- 3 What is she going to use the money to buy when she is older?
- 4 What is Phil going to buy next week?
- 5 Where is he going to live?
- 6 Where is he going to travel to next year?
- 7 What is he going to have?

Pre-activity (5 minutes)

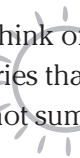
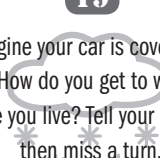
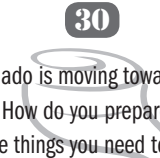
- Ask *What are your plans for next week? What are you going to do next year?* Elicit answers from individual students. Make sure they use *going to* correctly.
- Write the word *competition* on the board and elicit the meaning (an organized event where people try to win a prize). Ask *Do you ever take part in competitions? What can people win in competitions?* Elicit answers from the class.

Procedure (20 minutes)

- Explain that students are going to work in pairs and ask questions to complete texts about two young people who won a lot of money in a competition and have plans for the future.
- Put students in two groups: A and B. Give each student their half of the worksheet. Ask students to read the text quickly. Help with vocabulary, if necessary.
- Put students in pairs within their groups. Pairs look at each gap and prepare questions using the word prompts in brackets, using the third person singular. Monitor and help with question formation.
- Ask Student As to find a Student B from the other group to work with. Tell students not to show each other their worksheets. Students take turns to ask questions to find the missing information on their worksheet, which they then write in the gaps. Monitor, and correct as necessary.
- When students have finished, they can check their answers by looking at their partner's worksheet.

Extension (15 minutes)

- Ask *Who do you think has the best plans, Beth or Phil? Why?* Ask students to discuss the question in pairs, then invite opinions from individual students.
- Tell students to imagine they won £2 million (or equivalent in their currency). Ask them to write a paragraph about their future plans. Monitor and help with vocabulary and writing skills.
- Ask students to exchange texts with a partner and discuss their different plans.
- Conduct whole-class feedback, then encourage discussion about the lottery win and how students would spend their money.

START	1 Think of one word to describe today's weather to start.	2 What's the weather going to be like tomorrow? 	3 What was the weather like yesterday?	4 What's the weather like in a different part of your country today?
	8 What are the four seasons of the year?	7 Think of three countries that have very hot summers.	6 Think of three countries that have very cold winters.	5 Which countries have a rainy season and a dry season?
	9 Does your country have different seasons? How are they different?	10 Is the weather the same in the north and south, the east and the west of your country? How?	11 What is the driest place in the world?	12 What is the wettest country in the world? 
	16 Say three weather adjectives.	15 A storm cuts the electricity to your house. What do you do? Think of three things you need to do now. Tell your partner; then miss a turn.	14 Think of three weather words beginning with s.	13 What's your favourite winter/summer activity?
17 Your house is flooded. What do you do? Think of three things you need to do now. Tell your partner; then miss a turn.	18 What do you like doing on really hot/cold days?	19 Imagine your car is covered in snow. How do you get to work from where you live? Tell your partner; then miss a turn. 	20 What's the best/worst weather you've ever had on a holiday? What happened?	
24 What do you do in a storm to stay safe? 	23 What's your favourite season? Why?	22 Tell your partner about a good weather day you had recently. What did you do?	21 Think of three weather nouns.	
25 How is the weather changing in the world? Is this a good thing?	26 Is the weather changing in your country, or in a country you know? How? Do you think this is because of human actions in the world?	27 They say that British people talk about the weather a lot. Do you know anyone British? Is it true?	28 What topics is it OK to talk about with strangers in your country, e.g. food, family, weather, politics, sport, work, money?	
FINISH	32 What do you do in a flood to stay safe?	31 Tell your partner about a terrible weather day you had recently. What happened and what did you do?	30 A tornado is moving towards your town. How do you prepare? Think of three things you need to do now. Tell your partner, then miss a turn. 	29 How many weather words can you think of in 30 seconds?

Aim

To play a board game and answer questions on weather topics

Language

Weather vocabulary

Skills

Speaking

Materials

One copy of the worksheet per group of three to four students. Each group will need a dice and a stopwatch or timer (they can perhaps use their smartphones for this), and each student will need a counter.

Suggested answers for some questions

Question 11: The driest place in the world is the McMurdo Dry Valleys region in Antarctica. The driest non-polar desert is the Atacama Desert in Chile.

Question 12: There are various answers to this, but different surveys show that areas of India, China, and Hawaii receive the most rainfall on record.

Question 25: The world is getting warmer, which means that the weather in some places is becoming more extreme. Depending on where you live, it is either much drier or much wetter for longer, there are more violent storms, and ice from the poles/glaciers is melting, so the seas are rising.

Pre-activity (5 minutes)

- Write *Weather* and *Geography* at the top of the board in two columns and check that students understand their meaning. Then ask in which column the words *sunny* or *winter* go, and where *mountain* or *sea* go. Check students understand *geography* can be the different things you find in your country, e.g. *mountains, rivers*, as well as the school subject. Put students in small groups or pairs and tell them they have three minutes to write down as many words as possible in each category.
- At the end of three minutes, go around the class, asking students to call out the words they have, and checking spelling, pronunciation, and which category they fit into.
- Encourage students to give real examples from their world knowledge. If the following words haven't come up during this first part, now might be a good time to pre-teach them before the next stage: *season, spring, summer, autumn, winter, adjective, noun, flood, storm, tornado, stay safe*.

Procedure (20 minutes)

- Explain that students are going to play a board game to practise talking about the weather. Tell students that it isn't a race and that they should try to extend the conversations as much as possible to practise speaking naturally and fluently.
- Put students in groups of three or four and give each group a copy of the worksheet. Give them a dice per group and a counter (or ask them each to use a different coin, eraser, etc.). Students should put all their counters on the start square and they each have to think of a different word for today's weather before they can roll their dice. They then take turns and follow the instructions on the board. Monitor and help as necessary, making a note of any common errors for later.
- If you have a group of more confident students, you can put them together and encourage them to talk for one minute when they answer each question, while another student times them.
- Tell students that if they can't answer a question for their own country, e.g. questions 4, 9, 10, then they can answer it for a country that they know.
- Do feedback as a whole class on any common grammar problems and note any new vocabulary on the board, being careful to also check pronunciation.

Extension (10 minutes)

- Tell students that a holiday/tour company wants some information for their website because they want to know what the weather is like in different parts of their country, and when the best time to visit each part is. Ask students to write a short description of their country (or a country they know well). Monitor and help with vocabulary and writing skills.
- Ask students to leave their paragraphs on their desks and get up and read each other's work. This is to share language learned and possibly prompt further discussion.



1 Write the activities in the correct column.

- go to the cinema
- go to the beach
- have a picnic
- go to a gallery
- go for a walk
- play cards
- update our blog
- go fishing
- play golf
- make a cake
- watch a film
- do some gardening

Good weather	Bad weather

2 Work with a partner. Have a conversation. Talk about the weather and make suggestions about what to do.

A (Talk about the weather, good or bad.)
What ...!

A (Make a suggestion.)
Let's ...!/We could .../Shall we ...?

A (Make a different suggestion.)
OK, then, let's ... /shall we ...?

B (Agree about the weather. Ask for a suggestion.)
Yeah!/I know. It's What ... ?

B (Disagree with the suggestion. Give a reason.)
Oh no! I/We/It's ...

B (Agree with the suggestion. Say what you will do.)
Great!/Good idea! I'll ...

3 Work with a new partner. Make another conversation.

Aim

To complete a table and practise making suggestions

Language

Weather and leisure activities, and phrases for making suggestions

Skills

Speaking and Reading

Materials

One copy of the worksheet per student

Answers

Good weather

go to the beach
have a picnic
go for a walk
go fishing
play golf
do some gardening

Bad weather

go to a gallery
play cards
go to the cinema
update our blog
make a cake
watch a film

Pre-activity (10 minutes)

- Tell students that they are going to play a game called 'word tennis'. Put students in two teams, one on each side of the classroom, and tell them that they must think of weather words. One person from one team calls out a weather word, then someone from the other team must call out a different weather word. They must not repeat any words that have been said before. Then the two teams continue to take turns until no one can think of any more words, or if a team repeats a word.
- Play the game again, but this time in smaller teams and with free-time activities, e.g. *go to the cinema*, *make a cake*.

Procedure (20 minutes)

- Explain that students are going to do a worksheet to practise making suggestions. Lead in to the topic by asking, *What's the weather like today? What activities could we do?* Elicit a range of possible answers.
- Hand out a copy of the worksheet to each student. Elicit an example of a good and a bad weather activity for exercise 1. Students complete the task, working in pairs. Check the answers with the whole class.
- Focus attention on the flow diagram in exercise 2. Elicit possible lines in an example conversation with the whole class. If students have problems with pronunciation, drill key lines as necessary. Encourage a lively delivery with a good voice range. With less confident classes, write the full conversation on the board to provide added support.
- Put students in pairs and give them time to build their conversation, using the prompts in brackets. Monitor and help as necessary.
- Students work with a new partner and make another conversation. Encourage them to choose a different type of weather and different activities. Students act out their conversation(s) for the rest of the class.

Extension (15 minutes)

- Put students in groups of three and ask them to plan an evening out for the class. They need to make suggestions on when/where to meet and what activities to do. Students present their ideas to the class and then vote for the idea they like best.

1 MEET

Have you ever _____ a famous person? Yes/No

Who did you meet?

(your own question)

6 GO

Have you ever _____ to South America? Yes/No

Where did you go?

(your own question)

2 WRITE

Have you ever _____ a blog? Yes/No

How many people read it?

(your own question)

7 LOSE

Have you ever _____ something important? Yes/No

What was it?

(your own question)

3 WIN

Have you ever _____ a competition? Yes/No

What did you win?

(your own question)

8 SLEEP

Have you ever _____ on the beach? Yes/No

Why did you do that?

(your own question)

4 BREAK

Have you ever _____ a bone? Yes/No

How did it happen?

(your own question)

9 SEE

Have you ever _____ an accident? Yes/No

What did you do?

(your own question)

5 EAT

Have you ever _____ Mexican food? Yes/No

What was it like?

(your own question)

10 DO

Have you ever _____ anything for charity? Yes/No

What did you do?

(your own question)

Aim

To ask and answer questions about life experiences

Language

Present Perfect + *ever* and Past Simple

Skills

Speaking

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

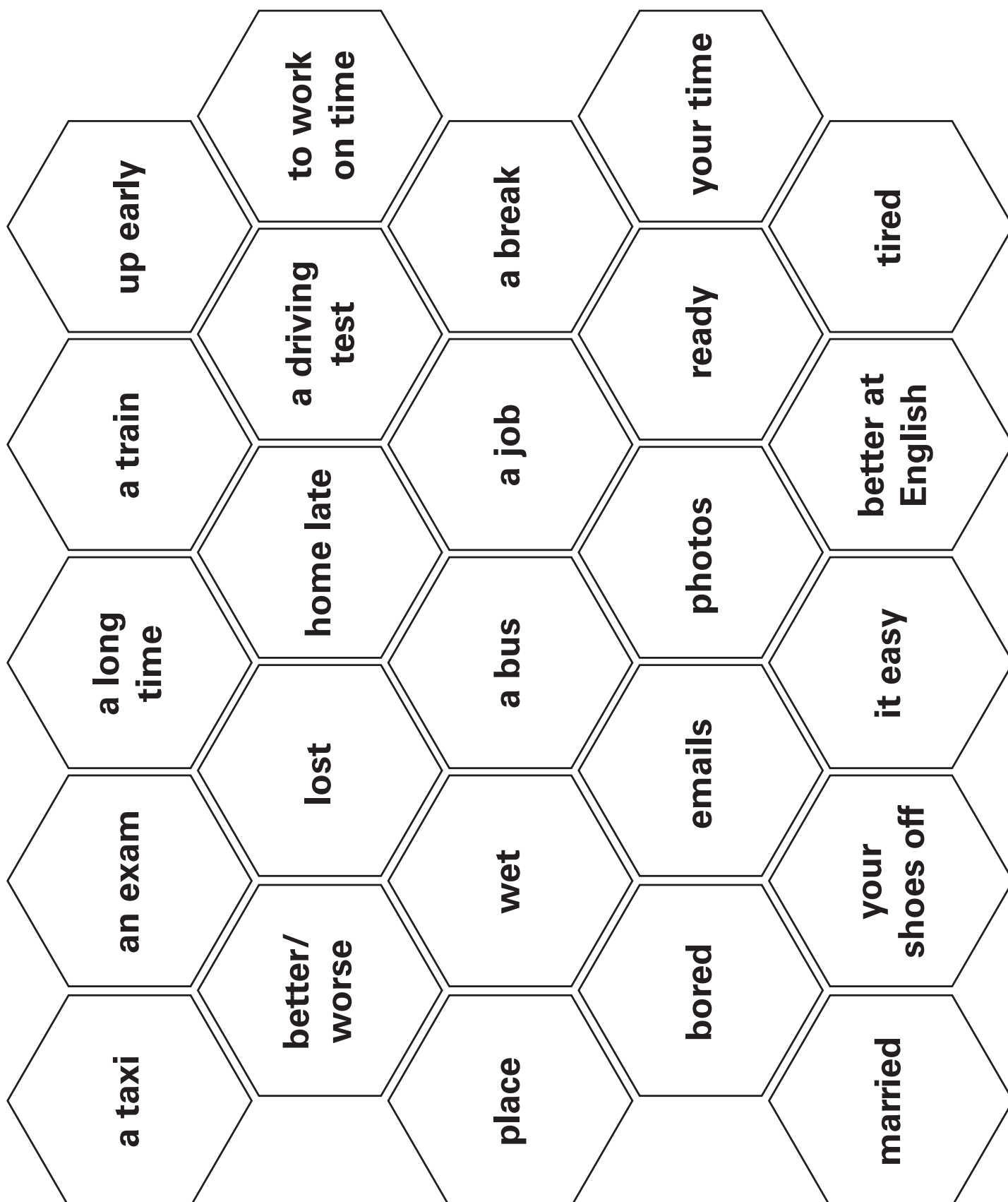
- Put students in teams of three or four students and ask them to stand in front of the board, or in front of large sheets of paper around the walls. Give each team a different coloured board pen and call out 10–12 infinitive verbs from the unit. Ask each team to write down the Past Simple and the past participle for each verb on the board/paper, e.g. *lose (lost, lost), break (broke, broken)*.
- When they have finished, ask teams to swap pens for the correction phase. Go through the answers with the class and tell the teams to correct any spelling mistakes. The team with the most correct answers wins.

Procedure (20 minutes)

- Explain that students are going to do a mingling activity to practise the Present Perfect and Past Simple.
- Briefly review the use of the Present Perfect with *ever* to mean 'at some time in your life' and the use of the Past Simple to ask about a specific time in the past. Ask around the class, e.g. *Have you ever made a phone call in English?* and check possible answers *Yes, I have./ No, I haven't*. When someone answers *Yes, I have.*, ask the follow-up question *Who did you call?* and generate further discussion.
- Hand out a worksheet to each student. Explain that they need to form a question in the Present Perfect by using the past participle form of the infinitive verb given, and then to ask follow-up questions using the Past Simple. Demonstrate the activity by getting two students to ask and answer sample questions in open pairs. Point out that if someone answers *No, I haven't*. to the first question, the student asking the question should just say *OK, thank you.* and ask another question.
- Get the students to stand up and do the mingling activity, encouraging them to ask their questions to as many other students as possible, and to ask appropriate follow-up questions. Monitor and check for correct question formation, but don't correct errors until after the activity.
- Put students in small groups and ask them to share any interesting information from their questions, and then do the same with the whole class in a short feedback session. Remind students to use the Past Simple if they say exactly when someone did something. Then check any common errors, encouraging students to self-correct, and praise good use of English.

Extension (15 minutes)

- Get students to think of their own *Have you ever ... ?* and follow-up questions. Ask each student to write three to five questions. You could write a range of past participles on the board to help them with ideas, e.g. *ridden, flown, run, made*.
- Ask students to work in small groups and ask each other their questions.
- Elicit any interesting information from the class in a short feedback session. Remind students to use the Past Simple if they say exactly when someone did something.



Aim

To revise *get/take* verb collocations through playing a board game

Language

Verbs *take* and *get*

Skills

Speaking

Materials

One copy of the worksheet per pair of students

Answers

take: a taxi, an exam, a long time, a train, a bus, a driving test, place, a bus, take a job, photos, your shoes off, it easy, a break, your time

get: a taxi, a train, better/worse, lost, home late, wet, a bus, a job, bored, emails, ready, married, better at English, up early, to work on time, tired

Note that both *get* and *take* can be used with transport (*get/take a train*, etc.); they can both also be used with *a job*, but they have different meanings: *get a job* = be offered a job; *take a job* = accept a job.

Pre-activity (5 minutes)

- Write *get* and *take* on the board and ask students for a word or words that go(es) together with each verb to make a phrase, e.g. *get married/cold* or *take place/a taxi*. Write the phrases on the board as examples.
- Then put students in pairs and ask them to write down as many phrases/collocations with *get* and *take* they can remember in a minute. After one minute, put all their examples on the board with the correct verb, making any corrections and helping with pronunciation, as necessary.

Procedure (20 minutes)

- Explain that students are going to play a board game to practise using the verbs *take* and *get*.
- Put students in pairs, and give each pair a copy of the worksheet. One student must make a continuous line from left to right, whilst their partner must make a continuous line from top to bottom. The line doesn't need to be straight, and players can be tactical and block their opponents.
- To win a hexagon, the player chooses the verb/expression and must decide if we use *get* or *take* with it. They must also give an example sentence. Their partner can decide if the collocation and the sentence are correct. If they are not sure, they can ask you for help. If a player gives an incorrect collocation and/or example sentence, the hexagon remains available for both players in a new turn, and play then moves to their opponent.
- The winner is the first player to make a complete, connected line from either left to right or top to bottom.
- You could bring additional copies of the worksheet so early finishers can play again.

Extension (15 minutes)

- Put students in pairs. They need to write a short story using as many expressions with *get* and *take* as they can.
- When they have finished, ask them to swap stories with another pair. Ask them to discuss whether the expressions have been used correctly and that the story makes sense.

AIRPORT 1 You're a passenger at the airport check-in desk. You're going to Sydney. You want to know: • where to go after check-in • which is the departure gate for your flight You start: <i>Hello, I'd like to check in for my flight to Sydney, please.</i>	AIRPORT 1 You're an airport check-in assistant. You need to: • see the passenger's boarding pass and passport • check the passenger's hand luggage • give flight information: Flight 305 to Sydney, gate 74 • give the passenger directions to the departure gate, e.g. <i>turn left after the security check</i>
AIRPORT 2 You're a passenger at the departure gate. You want to: • go to the toilet before you get on the plane • take a fragile present for your great-grandmother in your hand luggage • sit in a quiet seat away from small children because you get very nervous when you're flying	AIRPORT 2 You're an airport departure gate assistant. Tell the passenger: • the flight is delayed by one hour • he/she has too many duty-free bags; he/she cannot take all of them as hand-luggage • you cannot change the seat number, but explain how you help look after children (give them toys, drinks, etc.) so everyone has a good flight You start: <i>Good evening. Can I see your boarding pass and passport, please?</i>
BUS STOP 1 You've just arrived in Oxford for a two-week language course. You get on a bus and tell the bus driver you want to: • buy a ticket to your English school in the city centre • use the bus every day and at weekends • know the cheapest way of travelling • pay with a £50 note	BUS STOP 1 You're a bus driver. Help the customer, and sell him/her a ticket. • one-day single/return to city centre: £1.75/£2.30 • one-week travel card: £19.75, with a student card: £13.35 • he/she can only pay with the exact money or a bank card • If he/she wants to get a student card or pay with a £20/£50 note, he/she has to go to the main ticket office at the bus station, in the centre of town You start: <i>Hello, how can I help you?</i>
BUS STOP 2 You're a passenger at a bus stop. Talk to someone at the bus stop. You want to: • go to the Maxi cinema and see a film that starts at 7.45 p.m. and finishes at 10.00 p.m. • know when the next bus comes • know how long the journey is • know what time the last bus back is You start: <i>Excuse me, ...</i>	BUS STOP 2 You're waiting for a bus at a bus stop. Help the other passenger. Tell the passenger: • he/she needs to take two buses, change in the city centre, and what you think the bus numbers are • when you think the last bus leaves • where he/she can find a timetable
TRAIN STATION 1 You're a customer at the train station: You want to: • go from London to Edinburgh on Friday morning • buy your ticket • return in three or four days' time • (You've already got a student railcard)	TRAIN STATION 1 You're a ticket sales assistant. Help the customer, and sell him/her a ticket. • London – Edinburgh: single/return • leaving before 9.00 a.m.: £89.75/£181.20 • leaving after 9.00 a.m.: £67.50/£123.35 • railcards: 10% cheaper • travel time: 4.5 hours direct • some trains are not direct; change at York. You start: <i>Good morning. How can I help you?</i>
TRAIN STATION 2 You're a passenger on the train going to Edinburgh, Scotland. The ticket collector is checking tickets. You want to know: • if the train is on time • where there's a power socket so you can charge your laptop on the train • if you can buy a hot drink • where you can sit	TRAIN STATION 2 You're a ticket collector on the train to Edinburgh, via Manchester. Tell the passenger: • you want to see his/her railcard • someone at the next station has reserved this seat because seats in this carriage can be booked in advance • he/she needs to move to a different seat in another carriage • there's a problem with the train. Everybody must change to a different train in Manchester. You start: <i>Good morning. Tickets, please ...</i>

Aim

To practise speaking in roleplays on transport and travel situations

Language

Transport and travel phrases and vocabulary

Skills

Speaking

Materials

One copy of the worksheet per six students, cut up into cards

Pre-activity (10 minutes)

- Write *airport*, *bus stop*, and *train station* at the top of the board. Put students in two groups and ask one group to think of problems you can have at the airport, bus station, and train station, and ask the other group to think of questions you may need to ask at each of these places.
- Give students two minutes to think of as many ideas as possible. Then ask students to share their ideas in whole class. Make notes on the board of any useful phrases or vocabulary. If the following words have not come up in your discussion, now may be a good time to pre-teach/ check them: *direct train/change trains*, *student card/student railcard*, *note (for money, e.g. £20)*, *delay*, *fragile*, *(train) carriage*.

Procedure (20 minutes)

- Explain that students are going to do some roleplays to practise speaking in the situations they've outlined in the pre-activity. Note that the second roleplay in each category (airport, bus stop, train station) is more challenging and extends beyond the language in the Student's Book, so you may wish everyone to do a number one situation first.
- Put students in pairs and hand out paired role cards. Give students in each pair both situation cards for their category, but ask them to look at the number one situation first. Give students a few minutes to think about what they need to do and say. Make sure students understand they can add their own ideas and invent details, e.g. prices, times, bus numbers. Encourage more confident students to read through their card without showing their partner. Monitor and help with vocabulary and pronunciation, as necessary.
- When pairs are ready, they can start doing their roleplay together. Pairs can swap roles when they have finished or swap role cards with another pair from a different situation and do the next roleplay. Monitor and make a note of general errors for feedback in whole class.
- The second roleplays for each situation can be done now. Once again, monitor carefully and help with language as necessary. Again, encourage students to use their imaginations and make up details.
- Do feedback together on the board to cover common errors and new words that students learned. Which situations were the hardest, easiest, etc?

Extension (10 minutes)

- Students can choose their favourite roleplay and act it out in front of the class, or in front of small groups.
- Alternatively, students stand up and do this activity as a whole-class mingle. Put students in two groups: A and B. All Student As start one of their roleplays with a Student B in the class. They then change partners and Student B starts another roleplay. If you have confident students with a good sense of humour, this can be done in the style of speed dating. After a few turns, tell students that they only have two minutes for each turn. After two minutes, ring a bell or make a signal that students should find a new partner and start a new roleplay.

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